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UNIT 1

FAMILY LIFE

Section 1. Reading

Text 1

On Marriage

Marriage is a thing which a rare person in his or her life avoids. True bachelors and spinsters make up only a small percent of the population; most single people are “alone but not lonely”.

Millions of others get married because of the fun of family life. And it is fun, if one takes it with a sense of humour.

There’s a lot of fun in falling in love with someone and chasing the prospective fiancée, which means dating and going out with the candidate. All the relatives (parents, grandparents and great-grand-parents, brothers and sisters, cousins, aunts and uncles, nieces and nephews, stepmothers and stepfathers and all in-laws) meanwhile have the fun of criticizing your choice and giving advice. The trick here is not to listen to them but propose to your bride-to-be and somehow get her to accept your proposal. Then you may arrange the engagement and fix the day of the wedding.

What fun it is to get all those things, whose names start with the word “wedding” – dress, rings, cars, flowers, cakes, etc.! It’s great fun to pay for them.

It’s fun for the bride and the groom to escape from the guests and go on a honeymoon trip, especially if it is a wedding present from the parents. The guests remain with the fun of gossiping whether you married for love or for money.

It’s fun to return back home with the idea that the person you are married to is somewhat different from the one you knew. But there is no time to think about it because you are newly-weds and expect a baby.

There is no better fun for a husband than taking his wife to a maternity home alone and bringing her back with the twins or triplets.

And this is where the greatest fun starts: washing the new-born's nappies and passing away sleepless nights, earning money to keep the family, taking children to kindergarten and later to school. By all means it's fun to attend parents' meetings and to learn that your children take after you and don't do well at school.

The bigger your children grow, the more they resemble you outwardly and less they display likeness with you inwardly. And you start grumbling at them and discussing with your old friends the problem of the "generation gap". What fun!

And when at last you and your grey-haired spouse start thinking that your family life has calmed down, you haven't divorced but preserved your union, the climax of your fun bursts out!

One of your dearest offsprings brings a long-legged blonde to your house and says that he wants to marry. And you think: "Why do people ever get married?"

EXERCISES

1. Pick out and compose a list of words and phrases which denote:

- a) relationships within a family;
- b) ideas connected with marriage;
- c) married life.

2. Answer the following questions; use the ideas from the text and those of yours:

- a) What is marriage?
- b) Do relations play a part in making the right choice?
- c) What are some of the funny things about married life in the very beginning? Are there any?
- d) What are the difficulties of married life?
- e) Are you for or against getting married?

3. Read the following interview and make a list of words and phrases:

Reporter: We are at Mr. and Mrs. Bale's house today. They are preparing for a **family occasion**, so it'll be a short interview, Mr. Bale, how are you feeling on this day?

Mr. Bale: Young and happy.

Reporter: And you, Mrs. Bale?

Mrs. Bale: Just like my husband – young and happy.

Reporter: Today you are celebrating a **wedding anniversary**. Do you remember how you first met?

Mr. Bale: Certainly. I spotted Ann in the local pub that we always went to after work. I thought she was gorgeous, almost supernatural looking, dark brown hair and blue eyes. I **was initially attracted by** her looks, because she is a beauty.

Reporter: Of course, she is.

Mr. Bale: As soon as I got to know her it was her lovely personality that **enchanted** me. Her kindness – that’s what’s really **kept the relationship going** since then.

Reporter: What did you think of Paul, Mrs. Bale, when you first met?

Mrs. Bale: **On my part** it was, actually, love at first sight. I **fancied** him straight away when I saw him. His character and mine seemed **to be** so compatible.

Reporter: When did you decide to marry?

Mr. Bale: I wanted to make Ann my wife ever since I **first set eyes on** her, but I waited until New Year’s eve. Then I **proposed**.

Reporter: Do you remember that day, Mrs. Bale?

Mrs. Bale: Of course, I do! Paul presented me with a beautiful antique diamond ring, originally worn by his great grandmother **on his maternal side**. This is it.

Reporter: Marvellous! Mr. and Mrs. Bale, how long have you lived together?

Mr. Bale: Seventy-five years.

4. Complete the sentences with the words or phrases from the interview:

- a) Mr. and Mrs. Bale were celebrating.....
- b) Mr. Bale.....Ann in the local pub.
- c) Paul..... by Ann’s look.
- d) As soon as Paul..... Ann he was enchanted by her lovely personality.
- e) Ann’s kindnesssince then.
- f) On Mrs. Bale’s part it was
- g) Ann Paulwhen she saw him.
- h) Mr. and Mrs. Bale’s characters seemed
- i) Paul had wanted to make Ann his wife ever since he first
- j) The ring was originally worn by Paul’s grandmother

5. Speak on the main ideas of the interview, making use of all words and phrases (monologue form).

Text 2

Home

George Meadows, the master of a prosperous farm, was then a man of fifty, and his wife was a year or two younger. Their three daughters were lovely and their two sons were handsome and strong. They were merry, industrious and kindly. They were happy and deserved their happiness. But the real master of the house was not George, it was his mother. She was about 70, tall, with grey hair and though her face was wrinkled, her eyes were dark, bright and shrewd.

I knew the story of George's mother and his uncle, whose name was also George. About fifty years ago uncle George and his younger brother Tom had both courted Mrs. Meadows when she was Emily Green. George was a good-looking fellow, but not so steady as his brother, that's why Emily chose Tom. George had gone away to sea for twenty years. Now and then he sent them presents. Then there was no news of him. When Tom died Mrs. Meadows wrote George about it but they never got an answer and decided that he must be dead...

Some days ago to their surprise they got a letter, which informed them that George Meadows, who was ill and felt that he had not much longer to live wanted to see the house in which he was born. I was invited to come and see him.

It goes without saying I accepted the invitation. I found the whole family in the kitchen. I was amused to see that Mrs. Meadows wore her best silk dress. I was introduced to the old captain. He was very thin and his skin hung on his bones like an old suit that was too large for him. He had lost nearly all his teeth. It was strange to see those two old people and to think that half a century ago he had loved her and she was in love with another.

"Have you ever been married, Captain Meadows?" I asked. – "Not me", he said and added: "I said I would never marry anyone but you, Emily, and I never have". There was some satisfaction in his voice.

(adapted and abridged by W.S. Maugham)

EXERCISES

1. Comprehension questions:

- How old was George Meadows?
- Was his wife older or younger than he?
- How many children did they have?

- d) What were his daughters like?
- e) What was his son like?
- f) Why did they deserve to be happy?
- g) Who was the master of the house?
- h) How old was George's mother?
- i) What was the name of George's uncle?
- j) Who had courted Mrs. Meadows when she was Emily Green?
- k) Whom did Emily marry?
- l) Why did Emily marry Tom not George?
- l) What did George, Tom's brother, do?
- n) Why did George go to sea?
- o) Why did Mrs. Meadows decide that George was dead?
- p) What did a letter inform them of?
- q) Why did George decide to return?
- r) Why had Captain Meadows never married anyone?

2. Find in the text the English equivalents to the following:

a) хозяин фермы; b) пятидесятилетний мужчина; c) дочери очаровательные; d) сыновья красивые и сильные; e) они заслужили свое счастье; f) ей было около 70; g) оба ухаживали за Мисс Грин; h) она выбрала Тома; i) отправился в море (стал моряком); j) не было никаких известий; k) дом, где он родился; l) немного осталось жить; l) само собой разумеется; n) принял приглашение; o) был женат; p) меня представили старому капитану.

Section 2. Additional reading and speaking

1. A group of British sociologists carried out a survey on changes in family life in Britain in the last two decades. The results of the survey were summed up in the final report. Study the excerpt from the report and comment on each point, comparing it with the situation in Russia:

In the last twenty years there have been great changes in family life in Britain.

Among married couples there has been an increase in divorce and separation (one divorce for every three marriages) with the result that there are many more one-parent families, i.e. "broken homes".

It is usual for the children to live with their mother after divorce, though a small per cent of one-parent families, headed by a divorced father or widower, has increased recently.

More unmarried mothers want to keep the baby rather than have it adopted. In Britain many more people are waiting to adopt children than there are babies to adopt.

There is some evidence of a growing number of stable non-married relationships.

Members of a family – grandparents, aunts, uncles, cousins – see less of each other than they used to.

Parents treat their children more as equals than they used to and the child is given more freedom to make his or her own decisions in life.

Despite all changes most people in Britain decide to get married and start a family, which speaks to the fact that the institution of marriage and family life continues to be important.

2. Explain the reason for:

- a) the increase in divorce and separation nowadays;
- b) the existence of one-parent families headed by divorced fathers;
- c) the existence of unmarried mothers willing to have their babies adopted;
- d) seeing less of each other in the family clan;
- e) giving more freedom to children;
- f) the stability of the institution of marriage.

3. Make up a list of positive and negatives sides of family life. Compare your lists with those of your classmates. Comment on the results.

| Positive | Negative |
|----------|----------|
| | |
| | |
| | |
| | |

4. Read the following text:

American Family Trends

The traditional American family consisting of a husband, wife and children is becoming less and less frequent. More people who are not legally married are living together. More and more children are being raised in single-parent families, by both poor women and by women who are professionally employed. Others postpone marriage and children and as a

consequence bear fewer children than women who marry earlier. Among the educated more and more couples are deciding to have fewer and fewer children. An exception to this trend occurs among blacks, Hispanics and among the very poor. In 1990 the size of the average American family was 3.2 individuals.

Marriages are either civil or performed in the church. Marriage has a legal foundation which means that a Registry Office has a record of it and it carries certain economic rights. When getting married both parties sign the document of marriage, that is, a marriage certificate.

Young people rarely live with their parents. Usually, upon graduation from high school children move out of the family home. To reduce expenses young people frequently rent apartments or a house. Usually two to five young people rent an apartment or a house together and share other expenses.

While young people are getting married later in life, the divorce rate is increasing. Roughly 50% of all marriages in the United States now end in divorce. In cases of divorce the financial support required from the breadwinner will vary from case to case and if agreement is not possible between the two parties the court will decide. The cheapest way of getting a divorce is through the no-fault system, that is, two parties come to an agreement between themselves about the distribution of property. If there is no agreement then each hires a lawyer and the divorce will be very costly, up to \$25,000 and more for legal fees alone.

The most ominous trend in American society is the increasingly high number of children being born to unmarried young people in poverty who are being raised without fathers. Two-thirds of black children are now being born in fatherless households. Undoubtedly these children are destined to add to the number of those in poverty and to those involved in delinquency and crime.

5. a) Look through the text once more and compose a list of key ideas; summarize these ideas into a short story on “American family trends”; present it orally.

b) Listen to the text on British family life. Do it twice. Make notes while listening. Present the ideas in written form . (“In Britain”)

c) Speak on the topics:

- “Marriage and family life – for or against?”
- “Family life in Russia, Great Britain and the USA – the latest trends”.

UNIT 2

MEALS

Section 1. Reading

Text 1

Meals

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

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

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

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

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

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

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

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

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

The father is already having his cup of tea while the children are still talking over their cornflakes.

Text 2

In the canteen

Ann: I think, it's high time to have a bite. I am hungry.

Bob: So am I. I see you are ready to go down to the canteen, I am just finishing this article. Will you wait a minute, please.

Ann: Yes, hurry up, then.

Bob: I wonder if there is anything to your taste on the menu.

Ann: Oh, yes, all kinds of things. Let's have some soup, clear soup, perhaps?

Bob: I don't think I'll have ant soup today. I'd like some salad to begin with.

Ann: Will you have mixed salad, chops and mashed potatoes?

Bob: Why, yes of course. What do you say to a bottle of beer?

Ann: No beer, thanks. I prefer a glass of soda-water or just a cup of tea.

Bob: All right. Tea then. Will you pass me the mustard, please?

Ann: Here you are. As for me, I never take mustard or pepper.

Bob: You don't say so!

Ann: Look! The waitress is already bringing our tea.

Bob: We want neither ham nor sausage, do we?

Ann: No, ham as well as sausage is out of the question. I'd like some fruit, apples or oranges.

Bob: Yes, but I'm afraid you forget about the meeting of our English club. We must leave at once to be in time for the beginning of the discussion.

Ann: Right you are. Let's pay for the dinner and be off.

VOCABULARY NOTES

Meal n завтрак, обед или ужин; **to have a meal** есть, поесть, e.g. We usually have four meals a day: breakfast, lunch, dinner and supper.

Mum=Mummy мама; Cf. Dad = Daddy

More, another, still correspond to the Russian «еще». The pronouns **more** and **another** are used with nouns. **More** is used both with countables in the plural and uncountables: **more** books, **more** sugar; **another** is used only with countables in the singular: **another** book, **another** student. Cf. **more** tea, but **another** cup of tea. **Still** is used with verbs. It is often translated into Russian as «все еще», e.g. It is still raining. He is still at home.

It's high time (to do smth.) Давно пора...

To have a bite перекусить

Hurry v спешить, e.g. We are hurrying to the laboratory. **Hurry up!** Скорее! Живее! E.g. Hurry up, it 's already 8 o'clock.

Taste n вкус, e.g. You must know her taste if you want to buy her a present, **to one's taste** по вкусу. Proverb: **Tastes differ** (= о вкусах не спорят.) **taste** v 1. пробовать, e.g. Will you taste my porridge? 2. иметь вкус, e.g. The pie tastes very sweet. **Tasty** adj вкусный

To begin with для начала, начнем с того, что...

Neither ... nor ни... ни; In sentences with **neither ... nor** the verb is used in affirmative form and agrees with the second noun in number and person, e.g. Neither Ivanov nor Petrov knows the answer to my question. We have neither bread nor meat in the house. Please go and buy some.

It is out of the question. – Об этом не может быть и речи. Это (совершенно) исключается, e.g. Going to the forest now is out of the question, it's too dark.

TOPICAL VOCABULARY

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

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

Bread, meat, fish, butter, eggs, cheese, sugar, sausage, bacon, herring

Potatoes, tomatoes, carrots, cabbage, cucumbers, beets, peas

Salt, mustard, pepper

Water, milk, tea, coffee, cocoa, beer, wine, fruit-juice, honey

Soup (clear soup, cabbage soup, pea soup), porridge, macaroni, salad (mixed salad), mashed potatoes, fried potatoes, chops, cutlets, beefsteak, chicken, goose

Pudding, cake, sweets, pie, ice-cream, jam, jelly, stewed fruit

Apples, pears, plums, oranges, tangerines, grapes, bananas, berries, cherries, peaches, nuts

To have (to eat, to drink), to dine, to cook, to try, to boil, to taste, to prefer

To lay the table, to sit down to table, to be (to sit) at the table, to clear the table (to take away the dirty dishes); Help yourself to (smth., some food); Have some more; No more, thank you!

EXERCISES

1. Look through texts 1 and 2 again and pick out useful vocabulary, composing a list. Make sure you can translate each of them (including topical vocabulary).

2. Choose the right word:

Still-more-another

1. It is already October but it is ... rather warm. 2. Give me ... pencil, this one is too small. 3. Give me ... glass of water. I am ... thirsty. 4. Give

me some ... water, please. 5. We need ... time for the translation, I am afraid. 6. "I don't want to get up," says little Kitty, "it is ... very early." 7. Will you give me some ... milk? 8. He asks for ... apple. 9. Let me have some ... pudding, it is very tasty. 10. Help yourself to some ... pie. 11. Help yourself to ... piece of pie. 12. I can't eat the porridge, it is ... very hot. 13. It is ... early, you needn't hurry. 14. I should like to have some ... salad. 15. Nick is not at home. He is ... at the Institute. 16. It is ... snowing. 17. The students need ... practice in these words. 18. She is going to buy some... milk. 19. Try to get ... books on English literature. 20. May I have ... ticket to the Bolshoi Theatre? 21. Will you please give me some ... porridge? 22. They are ... talking.

3. Make rejoinders to the following statements:

Model:

- I go to the Institute by bus.
- So do I.
- I can't translate this sentence.
- Neither can my friend.

1. I prefer apples to bananas. 2. I don't take mustard. 3. I can't come at four. 4. He doesn't work much. 5. We have breakfast at half past eight. 6. My aunt is leaving for the Urals. 7. Those young men are not very well-bred.

4. Use the following pairs of words in sentences:

Model: He prefers fruit to ice-cream.

Soda-water – beer; cheese – sausage; meat – fish; English – French; coffee – cocoa; milk – water; tomatoes – cucumbers; mashed potatoes – macaroni; porridge – bacon and eggs; clear soup – cabbage soup; apples – plums; oranges – tangerines.

5. Respond to the following statements. Express your denial of both. Work in pairs.

Model: I like both apples and pears. I like neither apples nor pears.

They have both a son and a daughter. 2. She can do both singing and dancing. 3. I use both pepper and mustard. 4. He speaks both English and French. 5. I like both football and hockey. 6. She knows both my cousin and brother. 7. I am going to buy both cabbage and potatoes. 8. I am going to have both coffee and cake. 9. My cousin likes both autumn and winter. 10. We need both cucumbers and tomatoes. 11. She knows both physics and mathematics.

6. Translate the following sentences into English:

A. 1. Они обедают. 2. Когда вы обычно обедаете? 3. Что у нас сегодня на ужин? 4. Вы сейчас обедаете? Тогда я позвоню вам через четверть часа. 5. Снимай пальто и входи. Мы как раз обедаем. 6. В котором часу обычно обедает ваша семья? 7. Нина дома? – Да. Она обедает. 8. Садись за стол, мама несет суп. 9. Обед приготовить к четырем часам? 10. Посолить суп (to salt)? 11. Купить овощи? 12. Вы обедаете дома? 13. Он не обедает дома, он обычно обедает в столовой. 14. Когда вы завтракаете? 15. Почему вы так поздно завтракаете? 16. Он всегда ужинает дома? 17. Почему он не обедает дома? 18. Мне бы хотелось еще молока (каши, варенья, хлеба, рыбы). 19. Мне бы хотелось еще чашку чая (молока, воды, кефира). 20. Мне хочется пить. Давай возьмем бутылку газированной воды.

B. 1. Пора обедать (завтракать, ужинать). 2. Давай возьмем на первое бульон. 3. Столовая внизу или наверху? 4. Я предпочитаю фрукты мороженому (перец – горчице). 5. Что ты скажешь насчет чашки чая (бутылки газированной воды)? 6. Передайте, пожалуйста, соль. – Пожалуйста. – Спасибо. – Пожалуйста (не стоит). 7. Я ничего не могу найти по вкусу сегодня. – Неужели? Сегодня столько вкусных вещей. Смотри, салат из помидоров и огурцов, ветчина, колбаса.

7. Read the recipe and guess what we are going to have for dinner today:

Pour water into a sauce-pan, put some meat into it. While it boils peel and cut beetroot, carrots, parsley and onions. Heat 2 spoonfuls of butter in the frying pan. Fry vegetables in it, add a sliced tomato or tomato puree and cover the lid on. Stir the vegetables, add some water if necessary, let them simmer. Remove them into the sauce-pan. After 15-20 minutes add some cut cabbage, salt, vinegar and sugar to your taste. Put potatoes either whole or cut up. Boil it until it's quite ready. Serve with sour cream.

8. Make up a dialogue on the following situation:

You ask your friend if he is hungry and when he is going to the canteen. You are very busy and you can't leave the office earlier than 3 o'clock. You ask him to buy a cake and two apples for you.

9. Get ready with a situation. Describe:

- your everyday meals;
- your dinner on some special occasion.

Look through the vocabulary above and use as many words and expressions as it is possible.

Text 3

Meals in Russia and Great Britain

Eating habits in Russia and Great Britain differ a lot. Eating Russian **food** may be impossible for an Englishman and vice versa. The Russians **have meals** four times a day and their **cuisine** is quite intricate.

Every person starts his day with **breakfast**. Poor Englishmen are sentenced to either **continental** or **English breakfast**. When one has it continental in Russian opinion it actually means that he has no breakfast at all, because it means **drinking a cup of coffee** and **eating a bun**. A month of continental breakfast for some Russians would mean **starving**. Eating breakfast is a bit better, as it consists of one or two **fried eggs, grilled sausages, bacon, tomatoes and mushrooms**. The English **have tea with milk** and **toasts with butter and marmalade**. As a choice one may have **corn flakes with milk and sugar** or **porridge**.

In Russia people may **have anything for breakfast**. Some good-humoured individuals even prefer soup, but, of course, **sandwiches** are very popular and **coffee**. One can easily understand that in Great Britain by one o'clock people are very much **ready for lunch**. Lunch is the biggest meal of the day. It may be a **roast joint of meat, potatoes** and other vegetables. The one other vegetable is usually boiled in water and served plain – it may be cauliflower, cabbage, carrots or Brussel sprouts. Not every Russian will like boiled carrots. Although he or she may like a sweet course served afterwards.

The heart of a Russian person fills with joy when the clock hand approaches 3 o'clock. His dinner **includes 3 courses**. A Russian will have a **starter (salad, herring, cheese, etc.)**, **soup, steaks, chops, or fish fillets with garnish**, a lot of **bread**, of course, and **something to drink**. The more the better. He'll **eat everything in one go**. At 4 or 5 the Russians may **have a bite: waffles, cakes with juice, tea, cocoa**, or something of the kind.

In Great Britain they **have dinner** at 5 or 6. Soup may be served then, but one should not be misled by the word "soup". British soup is just **thin**

paste and a **portion** is 3 times smaller than in Russia. A lot of British prefer to **eat out**. “**Fish and Chips**” shops are very popular with their **takeaway food**. More sophisticated public **goes to Chinese, Italian, seafood** or other **restaurants** and experiments with **shrimps, inedible** vegetables and **hot drinks**.

Supper in Russia means one more big meal at seven. **The table groans with food** again. In England it is just a **small snack**: a glass of milk with **biscuits** at ten or some soft drink.

Most Russians have never **counted calories** and they are deeply convinced that their food is **healthy**. Some housewives may admit that it takes some time **to cook** all the stuff, including **pickles, home-made preserves** and traditional Russian **pies** and **pancakes**. But they don't mind and **boil, fry, roast, grill, broil, bake** and **make**. Paraphrasing a famous proverb one can say, “What is a Russian man's meal is a British man's poison”.

EXERCISES

1. After reading the text above look it through and compose a list of words and phrases relating to:

- a) Russian meals and eating habits;
- b) British meals and eating habits;
- c) using this vocabulary speak about eating habits in Russia and Great Britain.

Section 2. Additional reading

American food

Americans have a wider assortment of foods to choose from than consumers in any other country. Meats, fish, fruits, vegetables, nuts, cereals from various parts of the nation are available throughout the country during any season of the year. Frequently, the problem for the consumer is not the lack of variety of brands of food, but rather the bewildering assortment from which one must choose. In addition, the consumer can choose from foods that are fresh, frozen, canned and cooked or uncooked. Currently, virtually all food stores have made available a wide array of frozen foods especially prepared to be heated or cooked in a microwave oven.

The microwave oven has revolutionized the home preparation of meals. It, along with the supermarket, where virtually any kind of foods are

available, make the preparation of food the most time-efficient in the world. A family can make only one trip a week to the supermarket to purchase its food needs for an entire week. Before the turn of the century Americans will have access to computer-based shopping enabling them to make their buying decisions at home and picking up their purchases at the store or having them delivered to their homes.

Since the 1950s fast-food and take-out restaurants have had a phenomenal proliferation, first in the US, and more recently throughout the world. The first fast-food chains like McDonalds, Burger King, Arby's and Wendy's which offer sandwiches, hamburgers, French-fried potatoes, hot dogs, pizzas, pancakes, chili and fried chicken, have been joined by other chains some of which offer Mexican, Chinese and other ethnic foods. The cost of the food in such restaurants is frequently cheaper than if one were to prepare similar food in one's kitchen. Consequently, an entire family may frequently go to eat at fast food places for convenience and economy.

A more recent development in the American food industry has been the demand for healthier foods. The food industry has made available a wide variety of low-fat dairy and meat products. Animals are now being scientifically bred to produce lean meat. Even low fat cheeses and ice-creams are being produced. Vegetables, fruit and cereal consumption are increasing. A second demand is for foods grown and produced free of fertilizers, pesticides and herbicides, this has led to the development of an "organic food" industry. Of course, the cost of organic foods is substantially higher than for nonorganic food. The market for organic food has nevertheless been expanding.

EXERCISES

1. Comprehension questions:

- a) What problem do American consumers face when buying food?
- b) How often does a family visit a supermarket to purchase its food for a week?
- c) What will enable Americans to make their buying decisions right at home?
- d) What is the secret of success of fast-food and take-out restaurants?
- e) What is a more recent development in the American food industry?
- f) Which food items are very popular now in America?

2. Find in the text the equivalents to the following words and phrases:

- a) потребители, b) изделия из дробленого зерна, c) типы продуктов,
- d) консервированный, e) полуфабрикат, f) духовка, g) подавать на стол,
- h) запеченная рыба, i) вегетарианский стол, j) «быстрешка», k) постное мясо, l) ресторан «обеда на дом».

3. Make up questions to which the following sentences might be the answers:

a) Meat, fish, fruit, vegetables etc. are available throughout the country during any season of the year.

b) Now virtually all food stores have a wide choice of frozen foods specially prepared to be cooked in a microwave oven.

c) The microwave oven has revolutionized the home preparation of meals.

d) Since the 1950s fast-food and take-out restaurants have had a phenomenal proliferation in the U.S.

e) An entire family can often go to eat at a fast-food place for convenience and economy.

f) Animals are now being scientifically bred to produce lean meat.

g) A demand for goods grown and produced free of fertilizers has led to the development of an “organic food” industry.

Section 3. Listening

1. Name some healthy foods. What can we do to help ourselves to live longer?

2. Listen to the text “Eat Greek and live longer” (Mission 1, Un. 2, p. 3) and:

A. Say if the following statements are true or false:

a) Cretans are healthy and live longer.

b) There is a low level of fat in the Greek diet.

c) Wine should be drunk in moderate amounts.

d) Experts are certain that olive oil is the secret to a long healthy life.

B. Listen for the second time and present the main ideas of the text in written form. Try to make use of the following words and expressions:

a) to live to a healthy old age

b) varied diet

c) average person’s calories

d) have different effects on

- e) the highest rates of
- f) consume
- g) puzzle
- h) account for
- i) carpenter
- j) dessert
- k) resist poisons
- l) in moderate amounts
- m) fatty acid
- n) prevent

UNIT 3

APPEARANCE AND CHARACTER

Section 1. Reading

Text 1

Appearances are deceptive. It is a common truth; practically everyone has met at least someone whose **character and appearance differ radically**. And still we are captivated by stereotypes. When we watch films we expect positive heroes to be **tall, well-built and handsome in appearance, with bright eyes, a straight nose, high forehead, and thick brown hair**. They are supposed to be **brave, strong-willed and confident in character**.

Positive heroines should be **beautiful slender young ladies with delicate features, blue eyes under thick eyelashes, plump lips** and long blonde, or at least **fair, wavy hair**.

Negative male characters should be either **weak and small**, with **pale eyes and thin or balding hair**, or **short and stocky**, with an **ugly face and black deep-set eyes**. The first type will be **mean and greedy**, and the second will be **cruel and rude**.

Wicked cinema females are practically always **skinny brunettes with ugly irregular features – hooked nose, pointed chin, close-set eyes and thin lips**. They **display their character as cunning and hypocritical**.

Sometimes film directors break our stereotypes and mix up everything. They may give supermen's roles to actors with a quite **common**

appearance. It is not bad at all. As it gives a chance to the audience to use their imagination and forget about the actors' **complexion** and **constitution.** Anyway, a talented actor will always make us do so.

We do it easily, because in ordinary life **intelligent, kind, generous** and **cheerful** people do not necessarily **have good looks.** Similarly, **stupid, stubborn, stingy, impolite** and **harsh** people are not necessarily **unattractive.** Nature likes to play tricks on us, and we may consider it as a present on the part of nature. Life becomes not boring routine, but a brilliant kaleidoscope of **characters and appearances which often clash.**

Another general misconception lies in the fact that children should always **resemble their parents.** And parents like it when children **take after them.** Relatives like to compare **moles, dimples, the shape of noses,** etc. The greatest compliment is, "**They are as like as two peas in a pod**". The greatest disappointment is **to find nothing in common.** We like our copies.

We are enormously pleased to see how our children **imitate our gestures, poses and gait.** We are amused to see how our three-year-old son is **sitting with his legs crossed or stretched straight out in front of him** just like his father. We smile when we see a three-year-old daughter sitting **with one leg curled underneath or standing with folded arms** just like her mother. We start **looking for resemblance** when the children are little babies and do not stop until they are adults. If they are not **the very image of us,** we **find resemblance** in our **characters and habits.** And in any case, whether we are **like each other** or not, our children are the most **talented, gifted, clever, good-looking, charming,** and ... everything else.

EXERCISES

1. After reading the text pick out the words and expressions in bold; compose two lists of words and phrases denoting:

- a) appearance
- b) behaviour and character

2. Making use of your lists of vocabulary develop the following ideas using both the ideas of the text and those of yours:

- a) Appearances are deceptive but still we are captivated...
- b) Positive heroines should be
- c) Negative male characters...
- d) Wicked cinema females are...
- e) Sometimes film directors break our...

f) Another general misconception concerning children lies in the fact that ...

g) We like our copies and we are greatly pleased to see...

3. Describe how cinema stereotypes the character and appearance of big bosses; brave soldiers; teachers; naughty children.

4. Look through the list of words which describe: face, eyes, nose, chin, lips, forehead; make sure you know the meaning of each of them:

Face:

a) square b) long c) round d) oval

Eyes:

a) round b) narrow c) almond d) slanting

Nose:

a) aquiline b) hooked c) straight d) upturned

Chin:

a) double b) pointed c) protruding d) split

Lips:

a) plump b) thin c) heart-shaped d) thick

Forehead:

a) wrinkled b) narrow c) balding d) high

5. Say what kind of face, eyes, nose, chin, lips and forehead:

a) you have;

b) looks fine if it is combined in one image.

Text 2

Art for heart's sake

“Here, take your **juice**,” said Koppel, Mr. Ellsworth’s servant and **nurse**.

“No,” said Collis P. Ellsworth.

“But **it’s good for you**, sir!”

“No!”

“The doctor **insists on it**.”

Koppel heard the front-door bell and was glad to leave the room. He found Doctor Caswell in the hall downstairs.

“I can’t do a thing with him,” he told the doctor. “He doesn’t want to take his juice. I can’t **persuade him to take his medicine**. He doesn’t want me to read to him. He hates television. He doesn’t like anything.”

Doctor Caswell **took the information** with his usual professional **calm**. This was not an **ordinary case**. The old gentleman was in pretty **good health** for a man of seventy. But it was necessary to **keep him from** buying things. His **financial** transactions always **ended in failure**, which was **bad for his health**.

But the old man hated it when anybody **interfered in** his **affairs** and **ordered** him to do things.

“How are you this morning?” Feeling better?” asked the doctor. “I hear you haven’t been **obeying my orders**.”

“Who is giving me orders at my time of life? Am I to **ask for permission** every time I want to do something? Am I to be **punished** for disobedience?” The doctor drew **up** a chair and sat down close to the old man. He had to **do his duty**.

“I’d like to **make a suggestion**,” he said quietly. He didn’t want to **argue with** the old man.

Old Ellsworth looked at him over his glasses. **The way** Doctor Caswell said it made him **suspicious**.

“What is it, more medicine, more automobile rides to **keep me away from** the office?” the old man asked with suspicion.

“Not at all,” said the doctor. “I’ve been thinking of something different. As a matter of fact I’d like to **suggest that you should take up** painting.”

“Nonsense!”

“I don’t mean seriously of course,” said the doctor, glad that his suggestion had been **taken calmly** enough. “Just try. You’ll like it.”

Much to his surprise the old man agreed. He only asked who was going to teach him drawing.

“I’ve thought of that too,” said the doctor. “I know a student from an art school who can come round once a week. If you don’t like it, after a little while you can throw him **out**.”

The person he had in mind and **promised** to bring round was a certain Frank Swain, eighteen years old and a **capable** student. Like most students he needed money. Doctor Caswell **kept his promise**. He **got in touch with** Frank Swain and the lessons began. The old man liked it so much that when at the end of the first lesson Koppel came in and **apologized to him for** interrupting the lesson, as the old man needed a rest, Ellsworth looked **disappointed**.

When the art student came the following week, he saw a drawing on the table. It **was** a vase. But **something was** definitely **wrong with it**.

“Well, what do you think of it?” asked the old man **stepping aside**.

“I don’t mean to hurt you, sir, but, there is one thing I want to **draw your attention to...**” began Swain.

“I see,” the old man interrupted, “the halves don’t match. I can’t say I am **good at** drawing.” He added a few lines with a shaky hand and **painted the vase blue** like a child playing with a picture-book.

“Listen, young man.” He **whispered**. “I want to ask you something before Old Juice comes again. I don’t want to speak **in his presence**.”

“Yes, sir,” said Swain with **respect**.

“I’ve been thinking... Could you afford the time to come twice a week or perhaps three times?”

“Sure, Mr.Ellsworth”, the student said respectfully. “When shall I come?”

They **arranged** to meet on Monday, Wednesday and Friday.

As the weeks went by, Swain’s visits grew more frequent. The old man drank his juice **obediently**. Doctor Caswell hoped that business had been forgotten forever.

When spring came, Ellsworth painted a picture which he called *Trees Dressed in White*. The picture was **awful**. The trees in the picture looked like salad thrown up against the wall. Then he **announced** that he was going to **display** it at the Summer **Show** at the Lathrop **Gallery**. Doctor Caswell and Swain didn’t believe it. They thought the old man was joking.

The Summer Show at the Lathrop Gallery was the biggest exhibition of the year. All **outstanding** artists in the United States **dreamt of** winning a Lathrop prize.

“We’ve got to stop him. It’s our duty,” said Koppel. He **insisted that they should do something about it**.

“No,” said the doctor. “We can’t **interfere with** his plans now and spoil all the good work we’ve done. Besides I can’t order that he should take the picture back.”

To the astonishment of all three *Trees Dressed in White* was **accepted** for the Show.

Young Swain went to the exhibition one afternoon and blushed when he saw *Trees Dressed in White* hanging on the wall. As two visitors stopped in front of the strange picture, Swain rushed out. He **was ashamed that** a picture like that had been accepted for the Show. He did not want to hear what they might say.

However Swain did not **give up** teaching the old man. Every time Koppel entered the room he found the old man painting something. Koppel

even thought of hiding the **brush** from him. The old man seldom **mentioned** his picture and was unusually **cheerful**.

Two days before the close of the exhibition Ellsworth received the letter. Koppel brought it when Swain and the doctor were in the room. "Read it to me," asked the old man putting aside the brush he was **holding** in his hand. "My eyes are tired from painting."

The letter said, "It gives the Lathrop Gallery **pleasure** to announce that Collis P. Ellsworth has been awarded the Landscape Prize of ten thousand dollars for his painting *Trees Dressed in White*."

Swain became **dumb** with astonishment. Koppel **dropped** the glass with juice he was **about to give** Ellsworth and did not **bend to pick up** the fragments. Doctor Caswell managed to **keep calm**. "Congratulations, Mr. Ellsworth," said the doctor. "Fine, fine ... Frankly, I didn't expect that your picture would win the prize... Well... Anyway I've **proved to you** that art is more satisfying than business.

"Art is nothing. I bought the Lathrop Gallery," said the old man very **pleased with** the effect of his **deception**.

EXERCISES

1. Pick out active vocabulary from the text after reading it; compose a list in written form and make sure you can translate each of them.

2. Answer the questions keeping close to the text:

- a) Why wasn't Koppel satisfied with the behaviour of his patient?
- b) Why wasn't Ellsworth an ordinary case?
- c) Who was Frank Swain?
- d) What proves that Ellsworth liked to be taught painting?
- e) What picture did Ellsworth paint?
- f) What happened two days before the close of the exhibition?
- g) What did the letter received by Ellsworth say?
- h) How did everybody react to the news that Ellsworth had been awarded a prize?

3. Complete the ideas, choosing the phrases according to the text:

- a) Ellsworth was... (seriously ill; in pretty good health for his age).
- b) Every time Koppel saw Doctor Caswell he said that the old man ... (was obedient; was disobedient; liked television; hated television; took his medicine obediently; didn't want to take his medicine).

- c) Doctor Caswell ... (always kept calm; was impatient and rude; was polite and patient; didn't like to argue).
- d) All of Ellsworth's transactions ... (ended in failure; were a success; were bad for his health).
- e) Ellsworth hated it when anybody ... (interfered in his affairs; ordered him to do things; suggested things that kept him in his office; suggested something that kept him away from his office).
- f) When the old man accepted the doctor's suggestion, the doctor... (was embarrassed; was touched; got angry; was glad; was very surprised; got excited; got frightened).
- g) When the first lesson was interrupted, the old man...(was glad; got angry; felt awkward; was disappointed; was pleased).
- h) The old man painted a picture and announced that he wanted ... (to throw it away; to tear it up; to give it to Doctor Caswell; to hang it in his office; to display it at the Summer Show at the Lathrop Gallery).
- i) When Doctor Caswell heard that the old man was going to send his picture to the Show, he thought that the old man ... (was doing the right thing; had gone mad; was sure to win the prize; was joking).
- j) Koppel thought that it was their duty ... (to make Ellsworth send his picture to the Show; to keep him from sending his picture to the Show; to interfere with the old man's plans).
- k) When Frank Swain saw *Trees Dressed in White* hanging on the wall, he ... (felt proud; felt awkward; blushed; was ashamed).
- l) Ellsworth's picture was accepted for the Show because ... (it was really a work of art; it was really very good; the old man had bought the Gallery).
- m) The old man was sure that ... (business was not so satisfying as art; art was nothing).
- n) When the doctor heard that the old man had won the first prize, he ... (didn't say anything; was surprised; got angry; got offended; kept calm; was excited; didn't believe it at first; got frightened; was embarrassed; pretended he didn't understand what it was all about).

4. Comment on the following statements; correct them if the ideas are not true:

All Ellsworth's transactions ended in failure. 2. It was very easy to persuade Ellsworth to take his medicine. 3. The old man had to be kept from painting pictures. 4. The doctor ordered that Ellsworth should display his

picture at the Show. 5. Ellsworth obeyed the doctor's orders. 6. Ellsworth thought that at his time of life he shouldn't ask anyone for permission to do things. 7. Doctor Caswell was wrong when he thought that Ellsworth had forgotten business forever. 8. Doctor Caswell interfered with Ellsworth's plans. 9. The picture wasn't accepted for the Show. 10. During the exhibition the old man was talking about his picture all the time. 11. During the Show the old man didn't paint much and was very sad. 12. When the letter came, Ellsworth was having a rest. 13. Koppel took the news with his professional calm.

5. Translate the text below into English and present it in class:

«Искусство для души» – рассказ о богатом дельце (businessman), который пытался доказать всем, что бизнес важнее искусства. Этот бизнесмен, имя которого было Элсворт, покупал ненужные вещи. Эти покупки отрицательно сказывались на его здоровье. В конце концов был приглашен врач, чтобы вылечить (cure) старика – помешать ему делать покупки. Доктор понимал, что лечить (treat) пациента будет очень трудно, но у него был план: он предложил Элсворту заняться живописью. Старик не отказался. Был приглашен учитель, и уроки начались. Ученик был бездарен (have no talent), но учитель был терпелив. Доктор был рад, видя, что пациент все время что-то рисует или красит. Однако старик обманул (deceive) всех. У него был план, который он претворил в жизнь. Старик считал, что если человек имеет деньги, он может заставить поверить (make everybody believe that), что у него есть талант (have talent).

Элсворт нарисовал картину, которую назвал «Деревья в белом». Деревья на картине совершенно не были похожи на деревья. Но картина была послана на одну из известных выставок и получила первую премию. Учитель и доктор были удивлены. Но все это объяснялось очень просто: Элсворт купил картинную галерею, и поэтому картина была принята.

Доктор не хотел больше лечить пациента. Он понял, что эта болезнь неизлечима (incurable). Старик был удовлетворен: никто больше не вмешивался в его дела, и он мог тратить свои деньги, как ему хочется.

Section 2. Additional texts

1. Read the following dialogues:

Discussing behaviour and character

a) «Have you read the story *Art for Heart's sake*? About a certain Ellsworth, a stubborn old man who had to be kept from buying things but who deceived everybody in the end?

“Now you’ve mentioned it I remember...It’s a funny story. Who is it written by?”

“I don’t remember. I’ve a bad memory for names. You don’t know it either, do you?”

“No idea.”

“Look it up when we come home or remind me to do it.”

“All right. But back to Ellsworth... You know I liked the man. What a joke he played on everybody!”

“I liked him too.”

“What did you like about him?”

“The way he made a fool of everybody.”

“The way you put it!”

“What’s wrong about my putting it like that?”

“You should have said ‘He outwitted everybody’”

“It makes no difference. The matter is that he was clever and had a sense of humour, though I agree that he was not very easy to deal with.”

“No, he wasn’t. There is no denying it. And Doctor Caswell knew it. Poor doctor! The way the old man treated him! He didn’t respect him and ignored his advice.”

“I don’t agree with you here. I can’t say that the old man treated Doctor Caswell badly or didn’t respect him. Only it seems to me that Doctor Caswell overestimated his abilities. Perhaps he was a good doctor, competent and efficient, but Ellsworth wasn’t an ordinary case.”

“So what? I mean to say that the old man wasn’t so naïve and simple as it seemed to Doctor Caswell.”

“Still I’m sorry for Doctor Caswell. Though it wasn’t easy to deal with Ellsworth, the doctor was always calm and polite. And obliging, too. He found a student who could teach Ellsworth drawing.

“Yes, of course. That reminds me... I’ve got to be at the exhibition of Japanese art at three. I must be going, otherwise I’ll be late.”

“That’s all right. See you.”

“Bye-bye.”

- b) “What do you think of your new colleague? What kind of person is he?”
 “The right man for the job, experienced and pleasant to deal with.”
- c) “Why wouldn’t you like to work with young Donaldson?”
 “He’s incompetent and inefficient. Has no experience at all. He’ll do everything in the wrong way. Besides he’s too fussy.”
 “In that case I’ll put somebody else on the job?”
- d) “You’ll be working with old Brown. He’ll help you with the job.”
 “That makes all the difference. Unlike my assistant he is competent and efficient.”
- e) “Peter is late.”
 “It’s like him. He always keeps people waiting.”
- f) “Barbara is late.”
 “It’s unlike her. She’s always punctual.”
- g) “You’ve forgotten the name of the manager again.”
 “I’m afraid I have.”
 “Well, it’s like you. You’ve always been absent-minded and forgetful. Didn’t I tell you it’s bad manners not to know the names of the people you’ve got to deal with?”
- h) “Every nation has a reputation of some kind. For instance everybody believes that the French are light-minded and the German are punctual.”
 “What kind of people are the English?”
 “They say that unlike the Americans, the English are cold, reserved and conservative.”
 “That isn’t always true.”
 “Of course not. But we are talking about the reputation they have.”

EXERCISES

1. Pick out and compose a list of useful words and expressions from the text above; translate each of them.

2. Complete the ideas, choosing the suitable words or phrases:

a) It’s easy to deal with people who are...(cheerful; honest; polite; frank; fussy; efficient; rude; impatient; suspicious; foolish; cruel; obliging; unfair; stubborn; selfish).

b) I hate it when people...(interrupt others; are not punctual; are too curious; interfere in other people’s affairs; are not serious about their work).

c) I think that he is the right man for the job because he's...(lazy; efficient; hardworking; disciplined; absent-minded; capable; careless; attentive; impatient; clever; well-read; stubborn; well-educated; sociable).

d) When you come to know him better, you'll see that he's ...(clever; selfish; naïve; difficult to deal with; absent-minded and forgetful; fussy; stubborn; well-read; well-educated).

e) He...(has a sense of humour; is sociable; is very kind and understanding; is polite; is attentive; is always careful; is always cheerful; is frank; is not fussy; is always punctual; always does what he promises; never lies). And I like it about him.

f) He...(always interferes in other people's affairs; is boastful; is selfish; thinks too much of himself; is very careless; stops at nothing when he wants to get something; is very rude; is too bold). And I don't like it about him.

g) You overestimate him. He's not so...(brave; well-read; punctual; hardworking; disciplined; capable) as you think.

h) You underestimate him. He's not so...(naïve; foolish; simple; weak; helpless) as you think.

i) I like/don't like the way she ...(treats her friends; speaks; sings).

j) We liked/didn't like the way he...(said it; announced it; arranged everything).

Section 3. Speaking

1. Answer the questions:

a) What did Koppel usually hold in his hand when he came into Ellsworth's study?

b) Koppel hid the brush in the end. Where did he hide it?

c) What did every American artist dream of?

2. Do the following tasks:

a) Describe the character of any positive (or negative) hero from fiction (or a film). Do it in written form and present it orally.

b) Discuss in pairs if appearance, character and behaviour are interrelated; provide examples.

Note: Try to use many words and word combinations from the exercises above.

UNIT 4

STUDENT'S LIFE

Section 1. Reading

Text 1

Student's daily routine

One's **daily routine** depends on a lot of factors. Firstly, **weekdays** are different from **days off**. Secondly, it depends on your occupation. Thirdly, if you are, for example, a student, a lot depends on whether you are a boy or a girl.

Practically all students get up at 7:00 or 7:30 but the practice of **waking up** differs. Boys usually **get up on time** and **rush out of bed** like soldiers. Then they **make the bed**, **shave** quickly, **clean their teeth**, **have a wash** and fly out of the bedroom ready for their breakfast.

Girls like **to stay in bed for another ten minutes** after **waking up**. It's especially true of those who can by no means call themselves "**early birds**". Sometimes they have **to wind two alarm-clocks** not **to oversleep**. Sometimes alarm-clocks aren't necessary, because Mum **rises** them.

After **getting out of bed** girls have to follow the same procedure as boys and do a lot of other things. Some girls **wash their hair** every morning, and even if they don't, they still have to do their hair, which includes **combing** and styling. Then they **put on a little make up**. If it takes five minutes for a boy **to get dressed**, a girl needs a minimum of fifteen minutes until she's **fully dressed**.

For a certain part of the day student boys' and girls' daily routine gets synchronised. They **walk to the university** if they live close to it or **go their by public transport in a rush hour**. Very few **drive** and needn't **catch a bus to get to the university**.

In the daytime all students are supposed **to attend classes**. **At midday** they usually **have lunch** in the university canteen or eat **a homemade packed lunch** and **have a chat** with friends.

In the second part of the day students' daily routine varies greatly. Disciplined and diligent students **go to the library**, **attend optional courses** and **read up for their seminars**. Others like to relax for a while, maybe, even **have a nap**, **have dinner** and **then start doing their homework and housework**.

Young people like **to go to keep-fit classes, practice yoga, jog, play games on the playground, train in a gym** or just **go in for** some kind of sports. They **have an active social life** and go to meetings in all sorts of **amateur societies**.

Evening is the calmest part of the day. **Watching TV** is one of the most favorite occupations, but if one watches it too much, there isn't enough time to **prepare homework** and then one has **to keep late hours**.

Bedtime tends to be about midnight. Boys **take a shower, eat their supper and go to bed** at once. Girls need twice as much time to prepare themselves for sleeping.

Students like **weekends** better than **weekdays**. At weekends they **go out** and very rarely stay in. They may **organize their leisure time** any way they like – **call on their friends, go to the parties or discos, go to the theaters or cinemas, go on picnics**, and ... go wherever they want to go.

It's not surprising that on Monday mornings students sometimes **feel sleepy**. Their **first waking thought** is that they never **have enough sleep**. Then they regret that they didn't **go to bed early** and think that they should **turn over a new leaf**. They honestly think that they must become **well-organized** and correct their daily routine, at least at weekends. They **make plans** to read more, to **help mother about the house**, and to do a hundred other good things. **On second thoughts** they often put off their plans till the following Monday. It is always better to turn over a new leaf in a week's time.

EXERCISES

1. After reading the text pick out the words and phrases in bold type; compose a list; translate each of them into Russian.

2. Give English equivalents from the text for the following Russian words and phrases:

проспать, встать вовремя, вскочить с постели, заправлять постель, бриться, выходной день, отличаться от, умыться, «жаворонок», заводить будильник, проспать, будить, делать причёску, наносить косметику, одеваться, быть полностью одетым, совпадать по времени, идти в университет пешком, ехать в университет на общественном транспорте, ехать на автомобиле, садиться на / успевать на автобус, в течение дня, посещать занятия, в середине дня, приготовленный дома ланч, поболтать, посещать дополнительные занятия, отдохнуть немного, вздремнуть, приступить к выполнению домашнего задания / работы по дому, посещать занятия в «фитнес»-центре, заниматься

спортом, вести активную общественную жизнь, засиживаться допоздна, выходные, оставаться дома, выходить куда-либо (из дома), организовывать свой досуг, навещать друзей, ходить на вечера / дискотеки, отправляться на пикник, чувствовать сонливость, первая мысль при пробуждении, сожалеть, начать новую жизнь, стать собранным, внести изменения в распорядок дня, строить планы, помогать маме по дому, при «вторичном» возвращении к мысли, откладывать планы.

3. Fill in the chart with the phrases from the list given below which describe weekday routine in Russia and Great Britain. Some phrases may be put in both graphs of the chart, and some – only in one graph. Add some phrases of your own if necessary. Compare your chart with those of your classmates and discuss the similarities and differences.

| <i>Weekday routine</i> | <i>Great Britain</i> | <i>Russia</i> |
|------------------------|----------------------|---------------|
| Getting up | | |
| Morning | | |
| Midday | | |
| Afternoon | | |
| Evening | | |
| Going to bed | | |

Getting up: alarm clock goes off; early cup of tea in bed; take turns to wash in a bathroom; pick up morning newspaper and milk bottle, having breakfast; go off to school and work

Morning: travel to work in rush hour; classes or work; midmorning break for tea or coffee; “elevenses” at home for pre-school children and housewives

Midday: lunch or snack in a canteen; school meal

Afternoon: cups of tea in factories and offices; end of eight-hour shift; end of classes; travel home; “high tea”; dinner

Evening: hot supper for family; watch television; do school homework; go to pubs; go out to meetings and entertainments; do some housework

Going to bed: have a hot drink; take a bath or have a wash; get into bed.

4. Answer the questions. Everyone in the group is supposed to speak about himself or herself.

- Are you an early bird or a night person?
- What time do you like to get up?

- c) Who cooks breakfast for you?
- d) Do you eat fast or not very?
- e) Is it difficult for you to sit still until the end of the class?
- f) Have you ever fallen asleep in class?
- g) Where do you usually have dinner – at home or at the university canteen? Why?
- h) Do you ever have a nap in the daytime?
- i) Do you have much spare time?
- j) What do you prefer to do in your leisure hours?
- k) Are you a sporty person?
- l) What kind of sport do you go in for? How much time does it take?
- m) When do you usually go to bed?
- n) Do you fall asleep very quickly or does it take some time?

Section 2. Reading and speaking

1. Read and translate the extract:

Mark had awoken, but he wasn't awake. His head was swimming with the incoherent thoughts. The first vision was Elizabeth; he smiled. The second was Nick Stames; he frowned. The third was the Director. Mark woke with a start and sat up, trying to focus his eyes on his watch. All he could see was the second hand moving: 6:35. Hell. He shot up from the chair, his stiff neck and back hurting him; he was still dressed. He threw off his clothes and rushed into the bathroom and showered, without taking time to adjust the water temperature. Goddamn freezing. At least it woke him up and made him forget Elizabeth. He jumped out of the shower and grabbed a towel: 6:40. After throwing the lather on his face, he shaved too quickly, mowing down the stubble on his chin. Damn it, three nicks; the aftershave lotion stung viciously: 6:43. He dressed: clean shirt, same cuff links, clean socks, same shoes, clean suit, same tie. A quick look in the mirror: two nicks still bleeding slightly, the hell with it. He bundled the papers on his desk into the briefcase and ran for the elevator. First piece of luck, it was on the top floor. Downstairs: 6:46.

“Hi, Simon”

The young black garage attendant didn't move. He was dozing in his little cubbyhole at the garage entrance.

“Morning Mark. Hell, man, is it eight o'clock already?”

“No, thirteen minutes to seven”.

“What are you up to? Moonlighting?” asked Simon, rubbing his eyes and hating over the car keys. Mark smiled, but didn’t have time to answer. Simon dozed off again.

Car starts first time. Reliable Mercedes. Moves on to the road: 6:48. Must stand below speed limit. Never embarrass the Bureau.

At 6th Street, held up by lights: 6:50. Cut cross G Street, up 7th, more lights. Cross Independence Avenue: 6:53. Corner of 7th and Pennsylvania. Can see FBI building: 6:55. Down ramp, park, show FBI pass to garage guard, run for elevator: 6:57; elevator to seventh floor: 6:58. Along the corridor, turn right, Room 7074, straight in, past MRS. McGregor as instructed. No Director: 6:59; sink into easy chair. Director going to be late; smile of satisfaction. Thirty seconds to seven; glance around room, casually, as if been waiting for hours. Eyes land on grandfather clock. Strikes: one, two, three, four, five, six, seven.

The door opened, and the Director marched in. “Good morning, Andrews.” He didn’t look at Mark, but at the clock on the wall. “It’s always a little fast.” Silence. The old post office Tower clock struck seven.

The Director settled into his chair, and once again the large hands took possession of the desk.

“We’ll start with my news first, Andrews.” (*From “Shall We Tell the President?” by Jeffrey Archer*)

2. Find in the text the English equivalents for the following Russian phrases:

промелькнуть в сознании; проснуться, вздрогнув; резко вскочить со стула; сбросить одежду; кинуться в ванную; принять душ; отрегулировать температуру воды; схватить полотенце; быстро намазывать лицо; сбривать щетину; лосьон после бритья; дремать; снова задремать; не превышать допустимую скорость; показать пропуск; постучать в дверь; часы спешат.

3. Say whether you are a punctual person or someone who is always late. If you are a person of the second type, explain why you are always late (you get absorbed with what you are doing and forget everything, you are not well-organized, you have too many things to do, etc.).

4. Think for three minutes and write what you do always, often, sometimes, hardly ever, never during the day. Mention such daily activities as drinking coffee in the morning, cooking dinner, doing homework, etc.

- I always.....
- I often
- I sometimes.....
- I hardly ever
- I never

5. Think for three minutes and write what you do always, often, sometimes, hardly ever, never during the week. Mention such things as going to the library, attending amateur societies, visiting friends or parents, etc.

- I always.....
- I often
- I sometimes.....
- I hardly ever
- I never

6. Work in pairs. Compare your daily routines with those of the partner. Let one of you sum up the information about your daily routines, and the other - about your weekly routines.

7. Say which of the habits listed below are good and which are bad for a person’s health. Choose the healthiest and the most harmful habits:

Keeping late hours, drinking a lot of cups of coffee, getting up very early, getting up very late, taking a cold shower, walking a lot, having an active social life, reading for hours, knitting, watching TV for hours, having a warm bath with a herbal essence, eating very late, practicing gymnastics, jogging, going by public transport, sitting around doing nothing.

Start with the phrases:

- a) Honestly speaking ...
- b) It may seem that ... but...
- c) As for me ...
- d) To my mind ...
- e) I don’t doubt that ...

Section 3. Speaking and writing

1. Review the spelling of the words in bold type from text 1; look through all of the exercises on vocabulary and make sure you remember everything quite well (the spelling too); prepare to write a dictation.

2. Translate into English in written form:

a) Если я ложусь спать рано, то просыпаюсь тоже очень рано. Вставать не хочется и я лежу, пока не зазвонит будильник.

b) Муж всегда удивлялся, что его жене нужно так много времени, чтобы причесаться и накраситься, и ещё больше времени, чтобы одеться и позавтракать.

c) Дэвид совсем не выспался, и весь день буквально спал на ходу. Чтобы хоть немного взбодриться, он выпил две чашки крепкого кофе.

d) Некоторым женщинам приходится отработать восьмичасовую рабочую смену, а потом весь вечер заниматься домашним хозяйством.

e) Молодым людям в выходные нужно обязательно куда-нибудь ходить, а не сидеть дома. Нужно часто бывать в обществе.

f) Не сиди допоздна, а то завтра проспишь, и заведи будильник. Я уйду рано и не смогу тебя разбудить.

g) Марте хотелось немножко вздремнуть. Чтобы не проспять слишком долго и не опоздать, она поставила будильник на три часа.

h) Наши дети не обедают в школьной столовой. Они берут завтрак из дома.

i) Из-за того, что я езжу на работу на общественном транспорте, иногда я прихожу с опозданием, так как бывает трудно сесть на автобус.

j) В нашей семье мой муж – «жаворонок», а я – «сова», но это нам не мешает. Мы стараемся уважать привычки друг друга.

k) Вчера мы заходили к тебе, но тебя не было дома. Мы подумали, что ты тренируешься в спортзале, и пошли туда.

l) После напряжённой работы нужно обязательно какое-то время отдохнуть. Отдых совершенно необходим.

m) Когда наступают выходные, я стараюсь использовать их в полной мере: хожу на дискотеки, вечеринки, иногда сама принимаю гостей.

3. Match the English idioms in the left column with their Russian equivalents in the right column.

1) to be back on track

2) a whole good hour

3) from time to time

4) year in, year out

5) on the run; in the dead of night

6) day in, day out

A время от времени

B валять дурака

C изо дня в день

D из года в год

E глубокой ночью

F на бегу; битый час

7) to play the fool

Г ВОЙТИ В КОЛЕЮ

8) to twiddle one's thumbs

Н БИТЬ В БАКЛУШИ

4. Use the English idioms in sentences of your own.

5. Highlight the meaning of the following English proverbs orally and then use them in mini-compositions of your own:

- a) Early to bed, early to rise makes a man healthy, wealthy and wise.
- b) Take care of the minutes and the hours will take care of themselves.
- c) Never put off till tomorrow what you can do today.
- d) Habit cures habit.
- e) It's an early bird that catches the worm.
- f) Be slow to promise and quick to perform.

6. Write a composition or an essay on one of the following topics.

Discuss your compositions (essays) in class:

- a) How I organize my time.
- b) "Never put off till tomorrow what you can do the day after tomorrow" (O. Wilde)
- c) My busiest day.
- d) The day of the person is a picture of that person.

Note: try to use as many words and word combinations from Text 1 as it is possible.

Section 4. Additional reading

College life

The merry-go-round of **college life** is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a **full-time** or a **part-time** student.

Who can forget the first day at the university when one turns from an **applicant** who has **passed entrance exams** into a **first-year student**? I did it! I **entered**, I **got in to the university**! A solemn ceremony in front of the **university building** and serious people making speeches. Hey, lad do you happen to know who they are? The **rector**, **vice-rectors**, **deans**, **sub deans**... and what about those ladies? **Heads of departments** and **senior lecturers**? Okay. Some of them must be **professors**, some – **associate or assistant professors**, but, of course, all of them have **high academic degrees**. And where are our **lecturers** and **tutors**? Oh, how nice...

The **monitors hand out student membership cards, student record books and library cards** – one feels like a real person. Celebrations and then days of hard work. So many **classes**, so many new subjects **to put on the timetable!** The **curriculum** seems to be developed especially for geniuses. **Lectures, seminars and tutorials.** Home **preparations**; a real avalanche of **homework.**

If one can not **cope with the work load of college** he immediately starts **lagging behind.** It is easier to **keep pace with** the program than to **catch up with** it later. Everyone tries hard to be, or at least to look, **diligent.** First **tests and examination sessions.** The first **successes** and first **failures:** “**I have passed**” or “**He has not given a pass!**” Tears and smiles. And a long-awaited **vacation.**

The merry-go-round runs faster. Assignments, written reproductions, compositions, synopses, papers. Translations and marks. ‘Professor, I have never played truant, I had a good excuse for missing class’. Work handed in and handed out. Exams. ‘No, professor, I have never **cheated** — no **cribs.** I just **crammed**’.

Junior students become **senior.** Still all of them are one family-**undergraduates.** **Students’ parties** in the **students’ club.** ‘Meeting people and parting with people. ‘You know, Nora is going **to be expelled** and Dora is going **to graduate with honors.**’ **Yearly essays, graduation, dissertations, finals...** What? A **philologist’s certificate?** You mean, I’ve got a **degree in English?** I am happy! It is over! It is over... Is it over? Oh, no...

A **postgraduate course, a thesis, an oral, and a degree in Philology.** The first of September. Where are the students of the **philological faculty?** Is it the **English department?** Oh, how nice!

EXERCISES

1. After reading the text pick out the words and expressions in bold type and compose a list; translate each of them into Russian.

2. Give English equivalents from the text for the following Russian words and phrases:

студент дневного отделения, студент вечернего отделения, первокурсник, поступить (попасть) в университет, произносить речь, ректор, проректор, декан, зам.декана, зав.кафедрой, профессор, доцент, высокая научная степень, лектор, преподаватель, ведущий практи-

ческие и семинарские занятия (в т.ч. индивидуальные консультации), староста группы, вручать студенческие билеты и зачётные книжки, читательский билет, занятие, программа, подготовка к занятиям дома, настоящий «поток» домашних заданий, справляться с объёмом работ в колледже, отставать, «идти в ногу», догонять, прилежный, сессия, первые успехи и провалы, каникулы, задание, письменное изложение, сочинение, обзор (конспект), итоговая работа, перевод, оценка, иметь хороший предлог для, пропускать занятия, прогуливать занятия, готовиться к экзаменам, обманывать, шпаргалка, студенты младших курсов / старших курсов, студенческие вечера / клубы, быть исключённым, заканчивать с отличием, курсовые работы, гос. экзамены, дипломная работа, аспирантура, диссертация, устная защита, степень в области филологии, факультет.

3. Match the words from each pair of analogues ones with proper definitions. Note the difference in the meanings and think of your own examples to show it:

- | | |
|------------------------|---|
| – grant, scholarship | <p>A. A sum of money given to a student by an official body to pay (partly) for a course of study.</p> <p>B. Money given esp. by the state for a particular purpose, e.g. to a university or to support a student during his/her studies.</p> |
| – dissertation, thesis | <p>A. A long written or spoken account (e.g. as submitted for a higher university degree).</p> <p>B. Statement or theory put forward and supported by arguments, submitted for a higher (postgraduate) university degree.</p> |
| – tutorial, seminar | <p>A. A class of usually advanced students studying a problem and meeting for discussion with a tutor or professor.</p> <p>B. Teaching period for a small group of university students.</p> |
| – undergraduate, | <p>A. A university student working for a bachelor's degree.</p> |
| postgraduate | <p>B. (of studies, etc.) done at a university after taking a first academic degree.</p> |

4. Complete the sentences the way you think best. Choose the most appropriate phrase from the list below or supply your own one:

- a) A student starts lagging behind the group when.....
- b) (to miss classes, not to work in the library, to come unprepared for the classes, not to listen to the lecturer, not to borrow books from the library, etc.).
- c) The students fail (in) examination when.....
(not to learn the material, not to take notes at the lectures, not to read up for the exam, to mix up everything, to play truant, etc.).
- d) The students annoy the lecturer when
(to cheat in the exam, to disrupt classes, to ask provocative questions, to come late to the class, not to do the homework, to correct the lecturer's words, etc.).
- e) The students feel tired and sleepy when
(to sit up late, to keep late hours, to work too long the day before, to write long essays, to listen to a boring lecture, to complete the homework, etc.).

5. Complete the sentences choosing the appropriate phrase. Change their form if necessary.

- a) To give a satisfactory mark/ to give a pass/ to give a lecture**
 - The lecturer liked the student's answer at the oral test and him..... without a moment's hesitation.
 - Professor Hill will on the history of the English language in room 231.
 - The essay was quite poor and the teacher only for it.
- b) To take notes/ to take a degree in English/ to take a (the) class**
 - As Professor Pool is ill, an assistant lecturer will
 - It's better to at the lecture, because in several days most people forget 80% of the information.
 - Mary and now works as an interpreter.
- c) To go to a lesson/ to go over the material again/ to go to university**
 - Next year Mrs. Nut's son will
 - After the break we'll in conversation.
 - at the end of each term we to prepare for the exams.
- d) To do a translation/ to do well at the university/ to do French**
 - Larry was a bright boy and he ; his marks were always excellent.
 - I know that Nance; she is going to teach it after her graduation.
 - Our homework was of a page from William Golding's novel.

Section 5. Speaking and writing

1. Split up into two teams. The members of the first team should find arguments to agree with the statements given below and the members of the second team should find arguments to disagree with them. Keep persuading each other till your opponents are unable to find further arguments. The team which wins more rounds is the winner of the debates:

- a) Learning gives a lot of pleasure.
- b) One shouldn't always try to be at the top of the class – it spoils relations with one's classmates.
- c) During college years social life is a lot more important than studies.
- d) Memorizing things is unnecessary – computers will do anything.
- e) Quick learners forget faster than slow learners.
- f) Male teachers are more popular with the students.
- g) Even if one doesn't understand something, he or she should never show it.
- h) In language learning boys generally do better than girls.
- i) Success at the university depends on the type of school one has finished.
- j) One's attitude to education is formed in the family.

Use the following phrases:

- If you ask me ...
- It just occurred to me ...
- On the surface of it, it really is, but ...
- On the one hand ..., on the other hand ...
- Generally speaking ...
- That depends on

2. Match the English idioms in the left column with their Russian equivalents in the right column. Use the English idiom(s) in the proper context:

- | | |
|--------------------------------------|----------------------------|
| 1) to go into details | A. Начать с азов |
| 2) to drum smth into somebody's head | B. Как дважды два – четыре |
| 3) a brain twister | C. Куриные мозги |
| 4) two and two make four | D. Синий чулок |
| 5) a stumbling block | E. Вдаваться в подробности |
| 6) the key word | F. Головоломка |
| 7) the brain of a pigeon | G. Легко даваться |

- 8) to come easy
- 9) to start from scratch
- 10) a blue stocking

- H. Ключевое слово
- I. Камень преткновения
- J. Вдолбить что-либо в голову

3. Answer the questions. Everyone in the group is supposed to speak about himself or herself:

- a) Was it easy for you to get into the university? How did you prepare for it?
- b) Did college life meet your expectations or were you disappointed with it?
- c) In what way is college life different from school life?
- d) What classroom activities appear to be the easiest and the most difficult for you?
- e) What helps more to achieve success in studies – hard work or innate intelligence?
- f) What do you lack in your student's life?
- g) Are students any way different from other groups of youth?
- h) What subjects on your curriculum are absolutely necessary and absolutely unnecessary? Support your opinion.
- i) Should education be free of charge for all or should all pay for it?

4. Highlight the meaning of the English proverbs and use them in the proper contexts:

- a) Learning is the eye of the mind.
- b) Never offer to teach fish to swim.
- c) Two heads are better than one.
- d) Too much knowledge makes the head bald.
- e) Brevity is the soul of wit.
- f) Dot your i's and cross your t's.
- g) Facts are stubborn.

5. Translate the quotations and:

a) Choose the quotation you like best and comment upon the idea it conveys;

b) Discuss one or two quotations in pairs:

- "Education is what survives when what has been learnt has been forgotten." *Professor B.F. Skinner*

- "All education is in a sense, vocational, vocational for living." *Sir J. Newson*

- “The aim of education is the knowledge not of facts but of values.”
W.R. Inge
- “He who knows nothing is nearer the truth than he whose mind is filled with falsehoods and errors.” *Th. Jefferson*
- “There are only two kinds of people who are really fascinating-people who know absolutely everything and people who know absolutely nothing.” *O. Wilde*
- “The brighter you are, the more you have to learn.” *D. Herold*
- “A teacher who is not dogmatic is simply a teacher who is not teaching.” *G.K. Chesterton*

6.

a) Read the excerpts of the letter, written by an Australian boy who is a student at Oxford, to his friend in Australia.

I know that over 90 % of full-time students receive grants from public or private funds. The grants are paid towards tuition and living costs...

Here in Great Britain degree courses , leading to a BA or BSc, usually take three years...

In many universities students live in their college for at least part of their student years...

It is almost impossible to move from one university to another during a degree course; if you do move, you will probably have to begin the course again...

The system of learning is quite similar to ours. Students attend tutorials as well as lectures. The tutor sets the work for his small group of students. It is criticized and discussed every week or fortnight by the tutor in person.

b) Compare each point with the practice of teaching and learning in Russia. Express your opinion on the British system. Find pros and cons for each point. Use the following phrases:

- I rather think ...
- In my opinion ...
- There's no doubt that ...
- You can't deny that ...
- I've no idea how ...
- It's most unlikely that ...

7. Review the words and phrases in bold type from Text 1 and Text 2 (College life); prepare to write a dictation.

8. Write a composition or an essay on one of the following topics. Discuss your compositions (essays) in class:

- a) Our university life needs changes.
- b) Some advice for university students.
- c) Education reform. To be or not to be?

9. Translate the text in writing:

Студент спит, а сессия идёт. Спит весь семестр, спит на лекциях, в спортзалах, в молодёжном кафе, в библиотеке и просто дома – в общепитии. Но вот календарь вопиёт: “ПОРА!” Пора многое узнать. Надо узнать в лицо лектора, узнать сдаваемые предметы, обойти старших товарищей и узнать, нет ли у кого старых конспектов. И, конечно, узнать расписание экзаменов, без этого сессия – не сессия. Экзамену предшествует длинная очередь зачётов, но их нельзя путать с экзаменами. Сессия двигается, надвигается, а за ней маячит стипендия.

«Отлично» – это хорошо, “Хорошо” – тоже неплохо. А двойку надо искоренять, заменив её птицей-тройкой.

Каждый успевающий студент – это студент, успевающий сдать зачёт по сессии, он должен выучить наизусть имя преподавателя и чаще сопоставлять его с именами основоположников всех наук.

Если задали вопрос, а ты ничего не знаешь, – не молчи, говори всё, что знаешь, и даже чуть больше. Это уводит. Пусть задумается преподаватель. Если спросят, а ты всё знаешь, – молчи. Скорее всего ты знаешь не то.

Не иди к молодому преподавателю – он слишком много знает, ибо сам недавно был студентом.

Не иди к старому преподавателю – он глух. Он не услышит твоего внутреннего голоса, скандирующего: “Мне бы троечку, я учил!”

Нет, всё-таки иди к молодому преподавателю – он сам недавно был студентом. Правильный ответ он и сам не знает – говори смело всё, что хочешь.

Нет, всё-таки идти к старому преподавателю разумнее – он глух и не услышит подсказки, а услышит – не увидит, а увидит – не заметит, а заметит – позабудет, и уж всяко тройка будет.

И вообще, сессия – это не страшно. Ходи на все лекции, семинары, коллоквиумы, собеседования и соболезнования, участвуй в викторинах и шарадах, умей создать иллюзию, как Кио – из ничего, и тебе ничего

не страшно. Сессия тебе не страшна. Она тебе и так не страшна, коллега. (Юрий Адясов, Владимир Дубинский “Сессия”)

10.

a) Listen to the text “At school”(“In Britain”). Make notes while listening.

b) Listen to the text for the second time and summarize the information in written form.

The following questions will help you:

- What are the types of schools in Britain?
- Is there a National Curriculum in Britain? What is it for?
- When do the pupils study for the GCSE? Give some details concerning the GCSE exam.
- What are A- level, As- level and GNVQ exams? When do pupils in Britain take them?

c) Compare the particulars of secondary education in Great Britain (clear from the text) with those in Russia and present it in a dialogue or a monologue form.

Unit 5

SHOPPING

Section 1. Reading

Text 1

Shopping for food

Buying **foodstuffs** in a modern supermarket can be considered sort of art. It is the art of **combating a temptation**.

Supermarkets **play a trick on the customers**: practically every **shopper is tempted to buy** things he does not need or cannot **afford**.

The mechanism of this innocent deceit is simple. Firstly, supermarkets **are laid out** to make a person pass as many shelves and **counters** as possible. Only the hardest of souls can pass loaded racks indifferently and not **collect all sorts of food** from them.

Secondly, more and more supermarkets supply **customers** with **trolleys** instead of **wire baskets**: their bigger volume needs more **purchases**. One

picks up a small **item**, say, a pack of spaghetti, puts it into a huge trolley and immediately feels awkward that it is so small. He starts adding more.

Thirdly, all products are nicely **displayed on the racks** and all of them look fresh in their **transparent wrappings** with **marked prices**. A normal person cannot ignore **attractively packed goods**. And so one cannot but feel an impulse to buy. And, finally, supermarkets don't forget about those who **look for bargains**. The so-called "**bargain bins**" filled with **special offers** wait for their victims. No one can tell for sure if the prices are really **reduced**, but it is so nice to boast later that you **have a very good eye for a bargain**.

So when a simple-hearted customer approaches a **check-out**, his trolley is **piled high**. Looking at a **cashier, running her pen over bar-codes**, he starts getting nervous while the **cash register** is **adding up the prices**. And, getting a **receipt**, he gives a sigh of relief if the **indicated sum** does not exceed the **cash** he has.

Of course, one can give a piece of advice to the simple-hearted: **compile a shopping list** and buy only **pre-planned goods**. But is it worth losing that great sensation of buying? One can really wonder.

A lot of English housewives prefer **to do their shopping** in small **shops**. The daily shopping route of some housewives includes visits to the **baker's, butcher's, grocer's, greengrocer's, fishmonger's and a dairy shop**. In the end of the route their bags are full of **loaves of bread, meat cuts, packs with cereals, fruit, vegetables, fish and dairy products**. Only very strong women can **call in at the tobacconist's** after all that.

The explanation for this housewives' craze is very simple. In every shop their **buys are weighed, wrapped up**, their **money is taken and the change is given back**. Meanwhile they can have a chat with **salesgirls** and **shop-assistants** about their weak hearts and broken hopes. Thus it appears that when they **go shopping**, they get a kind of a substitution for a visit to a psychotherapist. It's as good, but **costs nothing**.

EXERCISES

1. After reading the text pick out the words and phrases in bold type; compose a list; translate each of them into Russian.

2. Give English equivalents from the text for the following Russian words and phrases; keep close to the text:

продукты, составлять список продуктов, быть взвешенным и завернутым, давать сдачу, ничего не стоить, булочная, бакалея, овощной

магазин, молочные продукты, упаковки с крупами, вырезка мяса, забежать в булочную, нагруженный доверху, испытывать желание купить, корзина, тележка, прозрачная обертка, позволять себе, обманывать покупателей, побороть соблазн купить что-либо, загруженные полки, забирать всевозможные продукты с полок, указанные цены, сниженные цены, суммировать цены, чек, искать товары со скидками, особое предложение, прилавок, стойка, привлекательно упакованные товары, распродажа, покупка, продавец.

3. Complete the following sentences choosing the appropriate word or phrase from the list. Change the form of the word or add some words if necessary:

shopping loads, a small size, salad cream, queues at check-out points, “special offer”, to push the trolley, to rearrange the items, to go through the quick till, to load one’s food on to the conveyor belt, family-size cartons of cornflakes, to move forward a couple of steps, to pick up one’s carrier bag, to peel off three ten pound notes, twenty-pound bags, to total up.

a) Walking along the aisles of a modern supermarket is quite entertaining but as for....., one hardly likes standing in.

b) After the cashier had....., it appeared that Pat didn’t have enough cash.

c) Ann was moving slowly along the racks..... in front of her.

d) If you have fewer than five items, you can and I save your time.

e) Sarah didn’t need to buy too many potatoes, but she could see only on the racks.

f) To count her purchases, Nancy started in her wire basket.

g) As all her family lived in the countryside, Sandra collected..... from the rack, she didn’t need a bigger one.

h) He wanted, but it was still loaded with the previous customer’s purchases.

i) The cashier pronounced the sum, after which Ralph got out his wallet and

j) Emily was horrified to see the huge in people’s’ trolleys and started calculating how much time she would need to get to the till.

k) We are five in the family, and I usually buy two which last for a week.

l) Catherine said that goods were usually sold at reduced prices, and though she didn’t plan to buy any packs of instant soup, still she took a couple.

m) Isabel left the queue for five minutes as she remembered to take a pack of tea, and was afraid that she would miss her queue, but when she came back , it only

n) Having paid and got the change, Melissa, and went out of the supermarket.

4. Match the phrases in the left column with the words in the right column:

- | | |
|----------------|------------------|
| 1. a bottle of | A. jam |
| 2. a packet of | B. parsley |
| 3. a drum of | C. toothpaste |
| 4. a cake of | D. cleanser |
| 5. a carton of | E. juice |
| 6. a jar of | F. chocolates |
| 7. a tin of | G. eggs |
| 8. a tube of | H. honey |
| 9. a bunch of | I. sugar |
| 10. a box of | J. soap |
| 11. a tub of | K. luncheon meat |

Think and say what else can be sold in cartons, bunches, etc.:

- a bottle of –
- a packet of –
- a drum of –
- a jar of –
- a carton of –
- a tin of –
- a bunch of –
- a box of –

5. Exclude from the list below the products which cannot be sold as pre-prepared, frozen, dried, tinned:

| <i>Pre-prepared</i> | <i>Frozen</i> | <i>Dried</i> | <i>Tinned</i> |
|---------------------|---------------|--------------|---------------|
| Garlic | Cherries | Bananas | Flour |
| Steaks | Onions | Fish | Pork |
| Fish fillets | Turkey | Meat | Peaches |
| Potatoes | Bread | Ham | Lettuce |
| Tomatoes | Spaghetti | Plums | Tuna |

6. Fancy that you take a little child to a supermarket for the first time. Explain to him what you can see around and what one should do.

7. Read and translate the following dialogues. Reproduce them:

At the grocery store

Grocer: Hello, Ann, how are you doing today?

Ann: Fine, thanks. How are you?

Grocer: I'm OK. Thank you. What can I get for you, Ann?

Ann: I'd like half a pound of butter, a pound jar of strawberry jam and a large bottle of vinegar.

Grocer: Will that be all?

Ann: No, I'd also like a small-size packet of mushrooms soup and a piece of smoked bacon.

Grocer: Will this do? It's all we have at the moment, I'm afraid.

Ann: No, it's much too fat. I wanted it leaner. I think I'd better take some ham instead. How much is it?

Grocer: Eighty pence a pound.

Ann: Good, half a pound, please. That'll be all. How much does it come to?

Grocer: Five pounds thirty seven pence, please.

Ann: Right. Here is six pounds.

Grocer: And here is your change.

Ann: Thanks

Grocer: Good-bye, Ann. Thank you. Come tomorrow, we'll have a new stock.

At the butcher's

Shop assistant: Can I help you, madam?

Mrs. Gilbert: I'd like a leg of lamb. Do you have any?

Shop assistant: Yes, we do, but I'm afraid we've sold out at the moment. If you'd care to call in tomorrow.

Mrs. Gilbert: Thank you, I won't bother. I'll buy some pork instead.

Shop assistant: Oh, yes. We've got excellent choice today. What part would you like to get – shoulder, leg or some other?

Mrs. Gilbert: This bit of shoulder is fine with me.

Shop assistant: Well, it weighs 4 pounds.

Mrs. Gilbert: I'll also have a chicken.

Shop assistant: Boiling or frying?

Mrs. Gilbert: Boiling, please.

Shop assistant: Will this do?

Mrs. Gilbert: Nice. That will be all. How much is it?

Shop assistant: Three pounds twenty pence.

Mrs. Gilbert: Here you are.

Shop assistant: Your change, madam. Thank you. Have a nice day.

At the greengrocer's

Greengrocer: Good morning, Mrs. Daisy. How are you this morning?

Mrs. Daisy: Fine thanks. And how are you?

Greengrocer: I'm having a little trouble. Some of my suppliers aren't here yet. So, I don't have tomatoes and peppers.

Mrs. Daisy: Oh, that's a shame. Will you have some later?

Greengrocer: Oh, yes, they will be delivered in the afternoon. I'll save them for you.

Mrs. Daisy: Thanks. It's very kind of you. And now I'll take a bag of potatoes, a couple of beetroots and some carrots.

Greengrocer: All right. Notice the fruit we've got today. The peaches are very good.

Mrs. Daisy: The peaches do look good. What do they cost?

Greengrocer: Peaches are quite cheap this time of the year. Thirty pence a pound.

Mrs. Daisy: That's a real bargain. I'll take three pounds.

Greengrocer: Well, now, what else?

Mrs. Daisy: That's all for today. How much do I owe you?

Greengrocer: That's four pounds seventy five pence. Here's your change from your five-pound note – 25 pence.

Mrs. Daisy: Thank you. Good-bye.

Greengrocer: Good-bye, Mrs. Daisy. Thanks a lot.

a) Pick out from the three dialogues the sentences, which denote the shop assistant:

- greeting his customer,
- offering goods,
- telling the price of goods.

b) Pick out from the three dialogues the sentences, which denote the customer:

- greeting the shop assistant,
- saying what they need,
- asking about the price.

c) **Make your own dialogues and enact them in class.**

8. Work in groups. Each group should make a list of products which people usually buy at the age of ten, fifteen, thirty, fifty, and seventy. Compare your lists and discuss them agreeing, adding details or criticizing.

Start with the phrases:

- I completely agree that ...
- There is no doubt that ...
- I also have an idea that ...
- Who would argue that ...
- I'm not sure that ...
- I really doubt that ...
- I utterly disagree that ...
- I don't think that ...

9. Translate into English:

a) Покупать продукты в супермаркете очень удобно: все покупки можно сделать одновременно.

b) Супермаркеты оборудованы таким образом, чтобы покупатели проходили мимо большого количества полок и видели широкий ассортимент продуктов.

c) В супермаркетах Великобритании цены на товары проставлены очень отчетливо и, как правило, в конце стоит число 99.

d) Рядом с нашим домом есть все магазины: мясной, молочный, овощной, рыбный, а также бакалея и булочная.

e) Я никогда не составляю список продуктов, когда собираюсь идти в магазин, но всегда планирую, в какие магазины я зайду.

f) Когда мы с подругой приходим в супермаркет, я беру корзину, а она – тележку. У нас разный стиль: я покупаю только то, что мне нужно; а она – всё, что красиво упаковано.

g) Натуральные продукты питания предпочтительнее консервированных и замороженных, хотя могут стоить дороже.

h) У кассира не было сдачи с крупной купюры, и нам пришлось ждать, пока расплатится следующий покупатель.

i) Лучше не покупать продукты по сниженной цене. Возможно, у них истек срок годности.

j) Мой сосед – старый холостяк. Он всегда покупает одно и то же: буханку хлеба, десяток яиц, пару килограммов картофеля и пару банок мясных консервов.

к) Когда есть деньги, я покупаю что-нибудь повкуснее: хороший кусок мяса, салями, банку шпрот, кусочек ветчины, коробку шоколадных конфет, банку болгарских огурчиков – и устраиваю пир.

l) Больше всего я не люблю стоять в очереди, поэтому стараюсь пройти через экспресс-кассу.

m) Уже стоя у кассы, она вспомнила, что забыла купить молока, и пошла назад к прилавку с молочными продуктами.

n) Кассир сидела за кассовым аппаратом и наблюдала за тем, как покупатель выкладывал продукты на ленту конвейера.

o) Очередь двигалась очень медленно, потому что у всех были груды покупок.

10. Match the English idioms in the left column with their Russian equivalents in the right column. Use the English idiom in the proper context.

1. to put a hole in one's pocketbook

2. to go to pot

3. to go for a song

4. at all costs

5. to jack up the price

6. to flood the market

7. to feather one's nest

8. not for love or money

9. to cost a pretty penny

10. to pay through the nose

11. to get something off one's hands

A. любой ценой

B. сбить с рук

C. ни за какие деньги

D. обойтись в копейку

E. вылететь в трубу

F. пойти за бесценок

G. быть не по карману

H. платить втридорога

I. нагреть руки

J. наводнить рынок

K. набить цену.

11. Answer the questions. Everyone in the group is supposed to speak about himself or herself combining the answers into a story:

a) What is preferable for you – to buy food in a big supermarket or in small shops? Why?

b) Where are the best shops for food in your city or town?

c) What about foodstuff sold in your shops? Say whether they are shipped in or grown locally; say which are expensive and inexpensive; say

what foodstuffs which you might have seen in the shops abroad are not sold in this country.

d) Do you pay attention to the brand name when you buy food? If not - how do you make your choice?

e) What is your personal style shopping for food? Do you buy at once or do you take your time to look around for lower prices?

f) How often do you buy very expensive foodstuff? What kind of products are those? When does it happen?

Text 2

Shopping for consumer goods

Shopping may be done for different purposes. You may need a certain item of **clothing or footwear**, you may need **to buy a present for somebody** or you may need nothing but just enjoy the procedure itself. The shops in big cities in Great Britain, in London, for example, **provide everything from the cheapest to the most expensive**. In any big city there is a complete range of different types of shops to buy from – **department stores, shopping malls, chain stores, boutiques, craftsmen's workshops, and auction salesrooms**.

One of the most popular shopping areas in London is the West End. The shops there sell everything and the prices are **moderate**, not **high**. The best **places to shop** are big **stores** like *Marks and Spencer, Selfridges, Sears, Littlewoods, and Woolworths*, the most famous and expensive of which is *Harrods* in Sloane Street.

If you are a lady and if you want to please yourself just a little, you may start with **bath products and make-up** at a **cosmetics department**, small items of **underwear** at a **lingerie department** or a pair of **tights at a hosiery department**. A **millinery department**, selling ladies' hats, isn't a bad start either. A new leather **purse** or a **belt** are nice things to buy somewhere where they sell **haberdashery**.

If small **purchases** don't satisfy your appetite for buying, it's a good idea to see what they **have on sale** in **knitwear, ladies', men's and children's wear**. It may be a treat to **try on** all the blouses and dresses they **have in the line** although it may be quite boring to wait if the **changing room** is **occupied**. Trying on all the shoes they **have in stock** in a **shoe department** is also quite entertaining. If you can sew, **rolls of fabrics** are always in wait for you in a **fabric department (drapery)**. Good housewives will, by all means, content their hearts in a **china and glass**

department. If you don't have money at all, you may go window-shopping and thoroughly enjoy yourself.

Some places are not highly recommended, for example, **clothes markets and flea markets.** Those who **look for bargains** like them because the prices are **low.** It may be so, but the quality is, too. You'll hardly ever find **good value for money** there. Besides, sometimes in such places you can only **pay in cash** and not **by credit card,** which may be inconvenient.

But still an ordinary shopping tour is nothing in comparison with **shopping in the January sales.** Wherever you go, you may find big **discounts** throughout the stores — especially on “**ends of ranges**”. **Clearance** and **seasonal** sales are the time when all the **goods** from **accessories** to electrical appliances **are reduced to make way for new stock.** You'll see **special offers on anything.** The only thing which you have to bear in mind is that if you **buy something in a sale,** it is not always a rule that you can have **a faulty thing exchanged and have your money refunded.**

Shopping is a pleasure and a good means to fight depression, but don't become a “**shopaholic**” and don't “shop till you drop”. Shop wisely, and then it'll be a treat, and maybe, not only for yourself.

EXERCISES

1. After reading the text compose two lists of words and phrases which denote ideas / things.

2. Name the most important items you can buy in the following shops:

- An antique shop
- A bookshop
- A florist's / flower shop
- A hi-fi store
- An ironmonger's
- An optician's
- A photographic shop
- A boutique
- An art shop
- A stationer's
- A furniture shop
- A toy shop

A jeweler's
A pet shop
A radio shop
A sport's shop

3. Explain the differences between department stores, chain stores, boutiques, craftsmen's workshops, auction salesrooms.

4. Imagine that someone has come to stay with you at your place for a couple of weeks and this person wants to go shopping. Give advice to this person. Tell him or her what and where to buy. Make use of the following phrases:

- To have a good choice of ...
- To stock something
- To have something on sale
- To cut prices on something
- To sell something at a discount
- To be notorious for high prices
- The prices are "sky-high"
- To look out for something
- To sell something cheap

This person may be:

1. a rich foreigner willing to buy a mink fur coat;
2. your friend from abroad who would like to take some souvenirs back home;
3. your retired elderly relative willing to buy presents for the grandchildren;
4. your uncle who is a musician and who is looking for good music instruments;
5. a young man who wants to buy presents for his girlfriend.

5. Read and translate the instruction for bargain-hunters:

Bargain – hunters rights

Your rights as a consumer are the same during the sales as at any other time. Under the Sale of Goods Act, whatever you buy should be:

- Fit for its normal purpose – so climbing boots shouldn't collapse after a hike up Ben Nevis.
- As described – a cotton or polyester mix shirt should not have a silk label attached to it.

- Fit for any purpose that you point out to the seller – so if you're after a casserole dish that you can pop in the microwave, question the sales assistant before you buy. Then, if it cracks in the microwave, you are entitled to a refund. You cannot complain if:

- The goods are clearly marked as soiled and damaged and the price reduced accordingly, or if you were told about a fault before you bought the item.

- You change your mind – although some shops do have a goodwill returns policy. Golden rules for sales shopping are:

- Don't buy anything that you're half-hearted about – it's a complete waste of money.

- Have a really good look at shop-soiled goods, which may have been brought in from another store for the sale. Some stains never come out.

- Don't be swayed by offers of credit – if you do take advantage of it, always check how much the interest is.

- Take dimensions along with you when shopping for furniture and kitchen appliances. Otherwise they may not fit into your home!

(From "Best")

6. Find in the text the English equivalents for the following Russian words and phrases:

потребитель; соответствовать предназначению; продавец (два варианта); возврат денег; чётко указывается, что есть отклонения от кондиции (загрязнения и повреждения); цена снижена соответствующим образом; дефект; политика беспрепятственного возврата товара; быть незаинтересованным (в покупке); предложение кредита; воспользоваться.

7. Answer the questions:

1. Have you ever bought any faulty items? When did it happen?
2. What did you do with your faulty purchase?
3. Have you ever bought anything at a reduced price? What was it?
4. Have you ever changed your mind after making a purchase? How did you act then?

8. Translate into English.

1. Давай зайдём в художественную лавку, а потом – в антикварный магазин. Посмотрим, что у них сегодня есть в продаже.

2. Дороти очень понравились кожаные туфли бежевого цвета, но, когда она их померила, оказалось, что они на два размера больше. К сожалению, в магазине эта модель была только такого размера.

3. На распродажах цены на товары бывают значительно снижены, потому что магазины распродают остатки коллекций прошлого сезона перед поступлением новых коллекций.

4. В больших универмагах ассортимент товаров очень широкий; здесь можно купить всё – от нижнего белья до товаров для дома.

5. После первой же стирки новый свитер сел и полинял. Памела хотела обменять его в магазине, но продавец ей вежливо отказал, сказав, что Памела нарушила правила стирки, указанные на ярлыке.

6. Некондиционные товары часто продают по самой низкой цене. Но, если вы решите их купить, помните, дефект может быть таким серьёзным, что вещь окажется бесполезной.

7. Фрэнк надел ботинки, предложенные продавцом, но они сильно жали в носках. Он сказал, что эта пара ему мала, попросил другую на размер больше.

8. Платье очень хорошо сидело на Нэнси, и цвет был ей к лицу, но стоило оно так дорого, что Нэнси никак не могла его себе позволить.

9. В отделах мужской, женской и детской одежды универмага *Литлвудс* цены низкие или умеренные, а качество хорошее.

10. Одна моя приятельница страстно любит ходить по магазинам. Больше всего она любит ходить по бутикам и ювелирным магазинам. Иногда мне кажется, что она готова купить всё, что есть у них в продаже.

11. На прошлой неделе в этом обувном магазине продавали обувь с пятнадцатипроцентной скидкой. Неудивительно, что к концу недели вся партия была распродана.

12. Продавец заверил Чарльза, что магазин полностью вернёт деньги при возврате товара в случае обнаружения дефектов, и посоветовал сохранить чек.

13. В настоящее время практически в любом магазине можно оплатить покупку пластиковой картой, а не наличными.

14. В течение года миссис Скрудж редко что-либо покупает; она в основном присматривается к ценам или просто разглядывает витрины. Все покупки она делает во время январской распродажи.

15. Опытный продавец всегда отличит в массе покупателей торгового центра тех, кто ищет товары по дешёвке; они в первую очередь идут к полкам, где предлагаются вещи по сниженным ценам.

9. Match the English idioms in the left column with their Russian equivalents in the right column. Use the English idioms in a proper context:

- | | |
|------------------------------|--|
| 1. to be bought and sold | A. свернуть дела, уйти от дел |
| 2. to spend money like water | B. «делать» деньги |
| 3. the other shop | C. легко доставшиеся деньги |
| 4. a tough customer | D. обманывать, предавать кого-либо |
| 5. easy money | E. сорить деньгами |
| 6. to sell smb. short | F. покупать активно и в большом количестве |
| 7. to close up shop | G. быть обманутым, одураченным |
| 8. to be on the buy | H. несговорчивый человек |
| 9. make money | I. конкурирующее предприятие |

Section 2. Writing and listening

1. Write a composition or an essay on one of the following topics:

- A. My method of shopping
- B. The presents we give and are given
- C. Why I never buy things in the market (boutiques)
- D. Young and elderly people's style
- E. Men's and women's shopping style

2. A. Listen to the text “When shopping is a problem” (Mission 2, Un. 5, p. 1). Before listening pay attention to the words below:

- tedious* – утомительный
- chore* – неприятная обязанность, обуза
- minority* – меньшинство
- view* – рассматривать
- debt* – долг
- escapism* – побег, устранение от ...
- vast* – огромный
- vicious circle* – порочный круг

B. Listen to the text twice; take notes while listening and finally write a reproduction of the text.

Note: A reproduction is a way of rendering a text close to the original.

UNIT 6

WEATHER

Section 1. Reading

Text 1

The naughtiest thing in the world is the **weather**. It's like a capricious woman who always does the opposite to what you ask her.

When you want to go for a picnic in the open air you ask the skies **to remain clear** and the day **to be fine**. Nervously you switch on the radio and listen to the **weather forecast**. You tremble with joy to hear that **it'll stay warm** and **dry** with **bright sunshine**, and **moderate breeze**. Your imagination draws a **hot** summer afternoon and yourself saying: "**Nice weather we are having today!**" You take a lot of food and no warm clothes, go to the countryside but ... do not get anything **sunny**.

You get it **cloudy** and cool with **intermittent drizzle** which ends with a **thunderly shower**. The sky is so **heavily cast with clouds**; the **downpours** follow one another with such frequency, the **rumbling of thunder** and **flashes of lightning** are so frightening that you have got no illusions left. You throw away the food and go back hungry and angry. And when you are already approaching your home **soaked to the skin** it suddenly **brightens up**. Oh, Goodness!

Each summer every student survives through the best time of his life – an examination session. Then many students plead: "Please, weather, stay **cloudy, chilly** or even **cold** with **brisk northerly wind** and **rain torrents** leaving **pools** and **puddles** everywhere, especially on the playground. And I'll be a good student". The radio promises: "**Patchy light drizzle** with **showery outbreaks of rain**". But the "patch" is never in the right place. Instead the skies send **heat** and excellent weather for a **sun tan**. Everyone knows that sun tan never helps at exams.

And it is always like this. When you go skiing and want to have **frosty** weather with a lot of **snow**, it starts **thawing** and your skis sink in the **slush**. Instead of **snowfall** and **hoarfrost** on the trees you get excellent **sleet**. The weather does not feel any pangs of remorse.

When you go in the car to the country, enjoying **nice weather** and a beautiful view of a **rainbow** in the blue sky, you pay no attention to some **haze on the horizon**. Some time later a **thin mist** in the distance turns into

a **thick fog** and you spend a lovely two hours instead of one at the steering wheel.

When you plant some much-cared-for flowers in the garden, either a **ground frost** or a **hail storm** kills them. Digging **muddy** flowerbeds one feels exasperated, “**What beastly weather we’ve had this week! And it keeps nasty! Wretched!**”

To tell the truth, sometimes the weather is ashamed and **turns for the better**. But not always. More often it sticks to its own pattern and after a **short warm spell turns bad** again. Why is it always like that? Maybe, because the weather likes surprises and wants to bring in adventures to our life, breaking the boring routine with marvellous happenings?

EXERCISES

1. After reading the text compose a list of words and phrases which characterize weather; arrange the vocabulary into two columns:

- a) positive events or characteristics of weather
- b) negative characteristics

2. Give English equivalents for the following Russian words and word combinations:

оставаться ясной, тёплой, сухой и солнечной; умеренный ветерок; оставаться облачной с перемежающейся изморосью; проливной дождь; вспышки молнии; небо, покрытое тяжелыми облаками; раскаты грома; промокнуть до нитки; прояснять; прохладный; холодный; бодрящий северный ветер; потоки дождя; лужа; легкая изморозь; ливневые выпадения дождя; таять; дождь со снегом; талый снег/слякоть; снегопад; иней; заморозки на почве; буря с градом; короткий период хорошей погоды.

3. Do you agree that weather is like a capricious woman? Prove your point of view. Try to use the words and phrases given above.

4. Do you listen to weather forecasts? Do you trust them? Have you heard the weather forecast for today / the nearest period of time? Discuss it in pairs. Don’t forget to use conversational phrases:

Look/listen here; by the way; to tell the truth; frankly speaking; (un)fortunately; etc.

5. Read and translate the weather forecasts from the English newspapers:

1. General situation: Many eastern coastal areas of England will stay cloudy and cool, with patchy light drizzle during the morning. Western parts

of Wales and south-west England will be cloudy with showery outbreaks of rain, although western Wales will brighten up during the afternoon. The rest of England and Wales will stay warm and dry with hazy sunshine, although there will be a brisk easterly breeze. Showery rain over Northern Ireland will clear during the afternoon. Scotland will be dry with sunny periods, but eastern coasts will be cloudy and western areas may have rain during the morning.

“The Independent”

2. Clouds and outbreaks of rain over England and Wales will clear during the morning. The afternoon will be mostly dry with bright or sunny spells, although wintry showers will develop at times in the north and north-west.

Scotland and Northern Ireland will have another cold day with sunshine and blustery showers expected. The showers will be heavy in places and falling as snow over the high ground.

Outlook: bright with wintry showers at times, especially in the north. Rain spreading eastwards on Monday.

“Daily Express”

3. Forecast: A dry, sunny start over England and Wales, but there may be light showers adjacent to the southern North Sea. Western Scotland and Northern Ireland will become cloudy during the morning with outbreaks of rain moving to these areas by midday. This weather will spread south – eastwards to all parts of Scotland, north – west England and north Wales by the evening. Temperatures: 8 °C (46 °F) in East Anglia, 10 °C (50 °F) in Northern Ireland.

Outlook: Little change in southern and eastern parts of England during Tuesday and Wednesday. There will be cool nights with frost and possibly patchy fog, but dry with sunny spells during daylight hours. Early cloud and rain in north – western districts will gradually die out during Tuesday.

“The Independent”

4. Weather: England and Wales will start cloudy with outbreaks of rain. However, brighter, showery weather already over Scotland and Northern Ireland will slowly spread south and east throughout the day. The showers will be heaviest and most frequent in the north, falling as sleet or snow over hills and mountains, with drifting occurring in places. It will feel cold in the blustery and strong westerly wind.

Outlook: Sunny intervals and showers are expected. Feeling colder than of late in the north – westerly wind.

“Daily Express”

6. Match the Russian phrases from list A with their English equivalents from list B:

а) местами дожди/туман; ожидается сухая тёплая погода; на востоке в области пройдут сильные проливные дожди; на почве возможны заморозки; ветер северный, умеренный, 10–15 м/сек; в дальнейшем холодный характер погоды сохранится; облачная дождливая погода; к концу недели погода изменится;

b) the showers will be heavy in the east; we are in for a warm dry spell; moderate northerly wind, 10–15 minutes per second; a change in the weather by the end of the week; patchy rain/fog; the weather will stay cold; ground frosts are possible; cloudy and wet.

7. Compile your own weather forecast.

Text 2

Dialogue

Weather talk

Pamela: Hello, Jack. Please, meet my friend Julia.

Jack: Hello, Pamela. Nice to meet you, Julia.

Julia: Nice to meet you too.

Pamela: I'll leave you two for a minute. I have to come up to Mr. Pinter. Please, Jack, don't let Julia get bored. Tell her something interesting. I'll be back in no time.

Jack: It's nice day today, isn't it?

Julia: Oh, it's absolutely marvellous! We are lucky to have the weather like that today – not too hot, just warm and no wind at all.

Jack: That's right. Although the weather is always like that in July in Cornwall. Good weather usually sets in at the end of June and keeps nice till August.

Julia: Does it? I'm from Liverpool and I can't say that the weather is always lovely in the north of England even at this time of a year. It may turn bad any day.

Jack: Yes, the weather in the North is worse. It may pour with rain for days.

Julia: And there may be strong thunderstorms on the coast. I'm so much afraid of thunderbolts.

Jack: They may be frightening. That's true.

Julia: Er... Though rarely, there may be whirlwinds. Whirlwinds are the worst.

Jack: Whirlwinds arise due to the temperature differences between air masses, when cold Arctic air clashes with humid Atlantic air masses, for example.

Julia: Well, yes... The temperature in the North of England drops immediately when a cyclone comes from the Arctic, and the weather gets cool and damp at once.

Jack: I remember last year the hurricane-force winds battered the North of England. A lot of damage was done to hundreds of roofs, some of them torn completely off. It was difficult to assess to scale of the damage.

Julia: I remember that, too. It was awful, all that wind.

Jack: Er... Living by the sea, especially on an island, implies having unsettled weather all year round – mostly rainy, windy and chilly.

Julia: Absolutely. It makes me think again how lucky we are to have such a glorious day.

Jack: Oh, yes. Right.

Pamela: Here I am. Have you entertained Julia with a nice talk?

Jack: Sure. We had a very interesting talk.

Pamela: What about?

Jack: The weather.

EXERCISES

1. After reading the conversation pick out words and phrases characterizing weather.

2. Pay attention to the following word combinations and words, translate them:

absolutely marvellous, no wind at all, keep nice, pour with rain for days, rarely, whirlwinds, arise due to the temperature differences between air masses, clash with, humid, a cyclone, drop immediately, the hurricane-force wind, to assess the scale of the damage, set in, unsettled weather all year round.

3. Sum up what Jack and Julia said about the weather in the North of England. Do it in the monologue form. Use the phrases of exercise 2.

4. Translate into English:

1. Утро началось с моросящего дождя, который постепенно усилился и к полудню перешел в сильный ливень.

2. Я слышала прогноз погоды на сегодня: днём солнечно и тепло, температура около 20 °С, ветер восточный умеренный; ночью температура около нуля, а на почве местами заморозки.

3. Зима наступает здесь в ноябре – начинают дуть северные ветры, из-за чего средняя температура воздуха становится ниже, выпадает первый снег.

4. Весной лёгкий ветер часто нагоняет облака. Небо затягивается тучами, и погода портится.

5. Ожидается улучшение погоды. Дождь прекратится, и станет сухо и жарко.

6. В июле невыносимая жара привела к засухе. За месяц не выпало ни капли дождя.

7. Белые снежинки тихо кружили в воздухе и ложились на землю. К утру всё было завалено сугробами.

8. Первые лучи солнца пробились сквозь пелену тумана. К девяти туман начал рассеиваться.

9. Выходило солнце, дул тёплый ветерок, над землёй курился туман.

10. Высокая ель отбрасывала тень, там можно было спастись от жары.

11. С неба падал мокрый снег, было холодно и сыро. Сапоги промокли, потому что под ногами был талый снег.

12. После дождя прояснилось, и на небе появилась многоцветная радуга. Хорошая примета.

13. Такой грозы я не припомню: гром, молния, сильные порывы ветра, а потом – град.

14. Было чудесное утро. Быстро встало солнце и иссушило капли росы на траве.

15. Сначала подмораживало. Ветви деревьев покрылись инеем. На дороге был сильный гололёд. Потом начало оттаивать.

Section 2. Listening comprehension

1. Read the following T/F statements concerning weather forecasting and try to answer them by guessing:

1. The forecast presenter arrives at the studio just before the broadcast.
2. TV viewers prefer scientific terminology.
3. The weather forecast is on at the same time every day.
4. The presenter is a meteorologist.

5. The weather forecast is read live.
6. The weather forecast is often incorrect.
7. British people talk about the weather a lot.
8. The job of the forecaster is easy.

2. Listen to the text (Mission 2, p. 2, Un. 1) and then say if the statements given above are true or false. Give arguments if you can.

3. Listen to the text for the second time, make notes while listening.

4. After listening for the second time summarize the information in written form. The beginnings of the following statements will help you:

- a) Most weather forecasters are thought to ...
- b) Meteorologists get their forecasting information from ...
- c) Creating a weather report is complex because ...
- d) The computer has to be carefully programmed so that / because ...
- e) Weather forecasters have to know the material well as ...
- f) In Britain the weather is a national ...
- g) Nowadays specialists forecasting weather have to ...

5. Look through the Unit and write a composition on the following topics:

A. Each season is lovely in its own way.

B. The national talking point in Britain.

C. Forecasting weather nowadays – a complicated matter or an easy thing?

UNIT 7

SIGHTSEEING

Section 1. Reading

Text 1

A Visit to Moscow

Last summer Mr. Wilson, his wife and their daughter Mary – **tourists** from England – **arrived in** Moscow. It was their first visit to Russia and they wanted to see as much as possible.

Their guide showed them a lot of **places of interest so that** they could **get a good idea of** the Russian capital.

The Wilsons liked Moscow's **straight** and **broad** streets and **avenues**. They admired the center of the city with its theaters, cinemas, museums, monuments and wonderful multi-storeyed buildings. They were greatly **impressed** by the Moscow Kremlin, Red Square, Lenin Avenue, which is one of the longest and **busiest** streets in Moscow.

The Wilsons wanted to see Moscow and the guide **suggested** their going there by metro. They liked the idea and joined a stream of people going downstairs into the metro. It seemed to them that nearly everyone in Moscow was in a hurry. Very few were **satisfied** to stand still and let the magical staircase carry them down to the platforms below. Most people went down on the left side. On and on ran the train through the tunnel and at every station people came in and out. The trip gave the Wilsons a good impression of Moscow's **immense** size.

When they came up into the daylight, they saw the **magnificent** building of the University which **is situated** on the Vorobyev Hills and from there they enjoyed a most beautiful view of the whole city.

They went for a ride in the city. The size and the beauty of the capital made a great impression on the family. They saw endless streams of buses, trolley-buses and cars in the streets, **crowds** of people walking along the pavements. They **crossed** the city in different **directions** but to their great **surprise** they saw the same thing everywhere: well planned streets lined with trees, multi-storeyed houses, big stores, hotels and beautiful squares. They saw no contrasts between the central part of the city and its suburbs so typical of big old towns.

The Wilsons **went sightseeing** every day of their stay in Moscow. And before their tour came to an end they had seen and learned a lot of interesting things about the capital and the country. They liked Moscow and the Muscovites who are so hospitable and friendly.

Text 2

Conversation

Stranger: Excuse me.

Resident: Yes?

Str.: I... I was wondering if you could help me.

R.: Well, I'll try.

Str.: I need to **find out where** the ... er... town center is. Now I see there is a **sign** up there that **points to** the left.

R.: Ah, well, let me see, ...er... it all depends if you're on foot or going by car.

Str.: Ah, no, I'm walking.

R.: Ah, well, you **turn to the left** and then carry straight on.

Str.: Ah, right, thanks! Er... **I wonder if you could tell me**...um...if there's a good hotel...er...in town that I can use.

R.: **Oh, let me think a moment**...um...yes, there are two hotels – they're in the High Street...er...one on each side of the road.

Str.: Right, well, I expect we'll **manage to find** one of those. Er, I wonder if you could tell me er...anything about the...er...castle in town...er...where...where it is.

R.: Um, well, **it's actually further on**...er...**down the High Street** and then you **cross over the bridge** and it's **on the other side** of the river.

Str.: I see, I see. **Could you tell me a bit more about it? Is it worth visiting** you think?

R.: **I'm not really sure**. I've never **actually** been there myself. I think it's one of the **tourist attractions** of the town.

Str.: I see, well, right, thank you, thank you.

EXERCISES

I. Read the texts and prepare a vocabulary list writing out the words in bold type, translate them into Russian.

II. Answer the following questions on the text:

1. When did the Wilsons arrive in Moscow?
2. Where did they come from?
3. They came to Moscow on a visit, didn't they?
4. What do people usually do when they come to a town for the first time?
5. What did they want to see in Moscow?
6. Who took them sightseeing about the city?
7. What places of interest did the guide show them?
8. Did they do much sightseeing?
9. Did the Wilsons like the center of the city?
10. What did they admire most of all?
11. Where is Moscow University situated?
12. What did the tourists see from the Vorobyev Hills?
13. What is the difference between the center of the city and its suburbs? What were the Wilsons surprised by?

14. Did they like our capital and Muscovites? How did the Wilsons treat them?

III. Rewrite according to the model:

Model 1: His answer surprised me. – I was surprised at his answer.

1. Her voice surprised us all. 2. The results of the exam surprised the teacher. 3. His behaviour surprised those who were present. 4. You surprise me. 5. Your written test surprises us. 6. The girl's speech surprised the students. 7. The youth's words surprised the old people.

Model 2: The teacher was impressed by the student's answer. – The student's answer made an impression on the teacher.

1. The listeners were impressed by the speech. 2. The play impresses me each time I see it. 3. The tourist was impressed by the places of interest in St. Petersburg. 4. We were greatly impressed by Petrov's speech. 5. My companions were impressed by her singing.

Model 3: He came to Moscow the other day. – He arrived in Moscow the other day.

Remember: to arrive in a city, country but to arrive at a town, village, station, etc.

1. He has come to St. Petersburg to take part in the work of the congress. 2. He came to the meeting in time. 3. They came to the seaside at the week-end. 4. We came to London on the 16th of March. 5. We all came to the station to see our friends off to Minsk. 6. We came to Pushkino at about 6 o'clock.

IV. Fill in prepositions if necessary:

A. 1. A lot ... tourists ... various countries arrived ... Russia. 2. The children enjoyed riding ... the metro and going ... escalators which led ... the platforms. 3. We were taken ... the town ... the guide. 4. Mary was most interested ... the museums. She was impressed ... the beautiful things she saw there. 5. ... Sunday we went ... the Recreation Park, we walked ... the alleys. The leaves ... the trees were turning red, brown and yellow. It was like being ... the country, and the noise ... the streets ... the distance reminded us that we were still ... the city. 6. We greatly enjoyed a ride ... the city ... a taxi. 7. The buildings built ... the suburbs are as modern and beautiful as those ... the center ... the town. 8. Most ... the places ... interest are as a rule situated ... the center ... the town. 9. Tourists always admire the Moscow metro, the beauty ... its architecture different ... each station. 10. There were crowds ... people ... the streets ... the first ... January. 11. ... which direction did he go? – He was walking ... the

direction ... Red Square. 12. I planned to leave ... Sochi ... the 5th ... July. 13. These splendid multi-storeyed houses are inhabited ... the workers ... the automobile plant. 14. ... all the theatres ... Moscow she prefers the Bolshoi (theatre). 15. We went ... sightseeing tours whenever we had time. 16. ... their great surprise the picture did not impress me ... all. 17. The dean's speech made a great impression ... the students. 18. They were sitting side ... side. 19. We were all greatly impressed ...his knowledge ... so many foreign languages. 20. I came ... these old photos when I was looking ... my passport. 21. Can you make room ... another boy ... that desk?

B. Ann: Er, Betty, do you live ... the hostel ... our Institute?

Betty: Oh, no. I'm a Muscovite and live ... Tverskaya Street. But why?

Ann: Well, I wanted to call ... a friend ... mine who lives ... the hostel. But I'm not sure I can find the way there. Is it a long way ... the Institute?

Betty: Rather. It'll take you 35 minutes or so.

Ann: Do you happen to know how I can get there?

Betty: Oh, let me think for a moment. Take trolley-bus 14. It'll take you right there. I'm not absolutely sure, but I think there's a stop ... the metro station.

Ann: I wonder if I can get there ... metro.

Betty: Why, yes, of course. But if you go ... metro you'll have to change ... Revolution Square, that's why the best way for you to go is ... trolley-bus.

Ann: And where do I get ... ?

Betty: You have to go as far as Yaroslavskaya Street stop, there you get ... , turn ... the corner, walk a short distance ... the street and ... in less than 5 minutes you'll find yourself ... the hostel.

Ann: It's perfectly clear.

Betty: It is quite easy to get there. But ... case you lose your way, you may ask a militiaman or any passer-by ... it. They'll show you the way, only don't forget the address: 18 Yaroslavskaya Street.

Ann: Thank you very much, Betty. Good-bye.

V. a) Translate the following sentences into Russian:

1. Would you rather have a piece of bread or a cake? 2. I would rather go to the cinema than stay at home. 3. We had better leave the house at 5 o'clock as not to be late. 4. Would you like to go to the theatre? – No, thank you, I would rather stay at home. 5. You had better eat your breakfast or you'll be

hungry before lunch-time. 6. If we don't run, we shall miss the bus, so we had better run. 7. Would your brother like to come? — I think he'd rather not. 8. The boys would rather play football. 9. I would rather have hot weather than cold weather. 10. Which would you rather have: tea or coffee?

b) Make up sentences using the following tables.

Model 1: You'd better (You had better) do it yourself.

| | | |
|---|--------|---|
| We'd He'd She'd I'd They'd You'd | better | try again say nothing go at once wait for her tell him the answer |
|---|--------|---|

Model 2: I'd rather (I would rather) do it myself.

| | | |
|-------------------------------|--------|---|
| I'd We'd | rather | stay at home take the book |
| He'd She'd They'd You'd | | go on an excursion, take a taxi have tea than coffee |

VI. Translate the following sentences into English using *You'd better* or *I'd rather*:

1. Ты бы лучше поехал на метро, а вам бы лучше сойти на следующей остановке. 2. Лучше читай вслух. 3. Я, пожалуй, навещу Олю. 4. Ему бы лучше остаться дома. Мне кажется, у него ангина. 5. Она сказала, что предпочитает пойти на прогулку. 6. Я бы предпочла присоединиться к своим институтским друзьям. 7. Мы, пожалуй, пойдем осматривать город. 8. Куда бы ты скорее поехал: в Лондон или Париж? – В Лондон. 9. Вам бы лучше пойти туда немедленно. 10. Ты бы лучше помогла маме убрать квартиру. 11. Я, пожалуй, куплю ежика для мальчика. 12. Ты бы лучше произносила все отчетливее. 13. Я предпочла бы не говорить об этом.

VII. Translate the following sentences into English:

1. Я живу на одной из наиболее оживленных улиц нашего города. Моя подруга живет на окраине города. 2. В новых городах нет узких, кривых улиц. 3. На Кутузовском проспекте построено прекрасное здание музея-панорамы. 4. Мы приехали в Сочи в воскресенье. Город рас-

положен на побережье Черного моря. Сады и парки Сочи великолепны. В центре города много больших магазинов. 5. Картины этого музея произвели на меня большое впечатление. 6. Туристы всегда восхищаются московским метро. 7. Россияне очень гостеприимны. 8. Я живу в доме, расположенном на берегу реки. 9. Они перешли улицу и вошли в дом. 10. Поездка по городу доставила нам большое удовольствие. 11. Мы устали после поездки по городу. 12. Толпы людей спешили по направлению к станции метро. 13. Запишите мой адрес, чтобы не забыть. 14. Как только мы прибыли в Волгоград, мы тотчас же оправились осматривать достопримечательности этого города-героя. 15. Простите, вы не знаете, как проехать в Сокольники? – Нет, я очень плохо знаю Москву. 16. В такси для меня не оказалось места. 17. Давайте выйдем на следующей остановке и пройдемся пешком. 18. Я езжу в институт автобусом. 19. Где вы делаете пересадку (a change) по дороге на работу? – На Пушкинской площади. Там я пересаживаюсь на 31 троллейбус. 20. Вы выходите на следующей остановке? – Да, выхожу. 21. Вам бы лучше остаться дома – вы нездоровы. 22. Вы можете сказать, который сейчас час? 23. Простите, вы можете мне сказать, какой троллейбус идет по Петровке? – Кажется, № 69. 24. За последние годы в Москве построено много подземных переходов.

VIII. Speak on the following situations, use suitable beginnings or endings under the line:

1. Your arrival in a big city. 2. Any city you think interesting. 3. The best way to see the sights in a strange town. 4. Explain to a stranger how to go for a ride in your city. 5. Novosibirsk is the city of new districts. 6. Explain how to get to your place. 7. Ask your friend about the sights in London or New York where he has lived for a long time.

1. ... is certainly worth seeing. 2. The best way to see ... is ... 3. There are a lot of historical places and monuments in ... for instance ... 4. One of the main attractions of the city is... 5. When in ... don't miss visiting ... 6. Even if you have very little time, try and see... 7. There are some places of interest around ... Visiting should be part of your sightseeing program. The place is ... miles from the centre and can be reached by ... 8. I'm sure you'll enjoy your stay in ...

Text 3

Getting about New York

I.

(Mrs. Howard is going to Washington for a few days and asks her husband and Mr. Anderson to look after Bill.)

Mrs. Howard: For god's sake don't let Bill **walk about town** alone.

Mr. Anderson: Of course, I won't. It's impossible **to lose one's way** in New York.

Mrs. Howard: I know. This avenue and street system of yours, but still...

Mr. Anderson: Don't you worry, Mrs. Howard. I shall take a good care of Bill while you're away and James is **out**. I've got a **week off** and I'll **show him round**. I think we'll get on wonderfully, won't we, young man?

Bill: Of course, Mrs. Anderson. But if I were an American, I should have said "You bet", shouldn't I?

Mr. Anderson: (laughing). You bet.

Mrs. Howard: I wish I could join you, but I want to see my brother in Washington. It's almost ten years since I saw him last.

Mr. Anderson: Living across the ocean is an excuse, isn't it? My sister lives in Detroit but I don't see much of her, and that's unpardonable. Anyway, when you return, we'll go sightseeing or even **make a tour of the country**. I'll be your guide.

Mrs. Howard: It's most kind of you, Mr. Anderson.

Mr. Anderson: Not at all. I'm only trying to be hospitable. And make your stay in New York as pleasant as you made mine in London.

II.

(Mr. Anderson, Mr. Howard and Bill are discussing their plans for the day.)

Mr. Anderson: Well, what are our plans for today?

Bill: Let's make a boat trip round Manhattan.

Mr. Anderson: How about doing it tomorrow?

Bill: (*disappointed*). Again we are **putting it off**.

Mr. Howard: Come, come, Bill, be **reasonable**. Wasn't it you who demanded that first of all we should have a look at New York from the **top** of the Empire State Building and see the Statue of Liberty?

Bill: Yes.

Mr. Howard: Then who insisted that we should go to the Zoo? Whose idea was it to spend the whole day at Yankee Stadium, who...

Mr. Anderson: I think we're unfair to Bill. Didn't we approve of his plans? Let me **take charge** again. (*To Bill*) Shall I **take you for a drive** and show you round or shall we make a boat trip round Manhattan? **It's up to you** to decide.

Bill: Certainly we go sightseeing in a car.

III.

Mr. Anderson: **What would you like to see first?**

Mr. Howard: It makes no difference to us as long as we don't cause you too much trouble.

Mr. Anderson: Don't you see that I enjoy showing you round? The only problem is how to do it. This car ahead of us doesn't seem to be moving at all.

Bill: Can't we **overtake** it?

Mr. Anderson: Overtaking is not allowed here. You don't want us to **have an accident** or to **be fined**, do you? I've always been a **careful driver**. **There's much traffic** in this part of the town, especially **in the rush hour**. It's a good thing we are not in a hurry. Sometimes **traffic jams** make me mad. Yet traffic is a wonderful excuse, isn't it? You can always say that you **were held up by the traffic**, can't you?

Bill: (*solemnly*). I'll take it into consideration.

Mr. Howard: Don't be silly, Bill. Of course, Mr. Anderson said it for fun.

Bill: I wasn't serious either. (*The car ahead of them suddenly stops and they nearly hit it.*)

Mr. Anderson: I'm sure **it's a woman who is driving the car**. With women at the wheel there can be no safety on the road.

Bill: In Great Britain several thousand people are **killed** and **injured** in road **accidents** every year. That's what the newspapers say. I was also **knocked down** by a bike once, and Rex, Peter Parker's dog, **was nearly run over by** a motor-bike. Do you have any road accidents in this country?

Mr. Anderson: (*laughing*) More than is good for us.

Bill: (*with twinkle*) Do you know why you have so many accidents? That's because you ride on the wrong side of the road.

Mr. Anderson: (*laughing*) You said it, young man! But I believe you have accidents in your country **for the same reason**, don't you?

Mr. Howard: (very seriously) Accidents are caused by carelessness. They occur because people don't **observe traffic regulations**. Drivers break

traffic regulations by **speeding, pedestrians** are careless. Before crossing the road one must stop and look both ways, first right, then left. I'm saying it to you, Bill.

Bill: It's all wrong, Dad.

Mr. Howard: What's wrong about what I said?

Bill: Your system. You are not in England.

Mr. Howard: So what?

Bill: **It's just the other way round.** First you look left and then right. Don't you know that in this country **traffic keeps right?**

Mr. Anderson: Ha, ha, ha! Bill has got quite americanized.

*(Indeed Bill is doing his best to become a true resident of New York. While they are driving along the streets, he is busy reading **road signs** and commenting on them. When there are none **in sight**, he is reading **passages** from the **guidebook** to New York, **folders** and booklets, which he has taken along, and is studying recommended sightseeing **routes** for tourists. He cries out with joy when he recognizes some historical buildings, **churches and monuments** which he knows from pictures.)*

EXERCISES

I. After reading the text compile a list of the words in bold type, translate them into Russian.

II. Answer the questions keeping close to the text:

1. What did Mr. Anderson promise Mrs. Howard?
2. Why was Mr. Anderson able to show the Howards round?
3. What did Mr. Anderson say they would be doing while Mrs. Howard was in Washington?
4. Why did Bill get disappointed when they were discussing their plans for the day?
5. Who was allowed to take charge?
6. Which plan did they agree on in the end?
7. Why were they moving very slowly?
8. Why didn't Mr. Anderson overtake a car ahead of them? Was he a careful or a careless driver?
9. When did Mr. Anderson say that with women at the wheel there could be no safety on the road?
10. How many people did Bill say were killed and injured in road accidents in Great Britain every year?
11. Did Bill have an accident too? What happened to him?

12. Why did Bill think there were more road accidents in America than in England? What did Mr. Anderson think?

13. What did Mr. Howard say one should do before crossing the road? What did Bill say was wrong about his instructions?

14. What was Bill doing in the car?

III. Complete the phrases using the information from the text:

1. Mr. Anderson said it was nearly impossible to lose one's way in New York as... (the streets were clearly marked; the city was well planned; it was very small; the streets were straight).

2. Mrs. Howard went to Washington ... (for a rest cure; to attend a conference; to see her brother; on business; for pleasure).

3. Mr. Anderson ... (was a good host; was hospitable; showed the Howards round; suggested that they should make a tour of the country; offered to take them for a drive; approved of all Bill's plans; was a careful driver; was a careless driver; thought that women were good at driving a car).

4. Bill ... (enjoyed staying in New York; got quite Americanized; got used to traffic keeping right; took charge when they went sightseeing; liked it that they asked his opinion; had a guidebook to New York and studied it; was annoyed and disappointed at first because they were putting off a boat trip round Manhattan; agreed that a boat trip round Manhattan would be very exciting).

5. Mr. Howard ... (thought they were causing Mr. Anderson a lot of trouble; thought that Bill was making a nuisance of himself; mixed up English and American traffic regulations; disapproved of Bill's behavior).

IV. Complete the sentences:

1. Mr. Anderson promised ... 2. Mr. Anderson suggested... 3. Mr. Anderson thought that women were not good at ... 4. Bill was looking forward to ... 5. Bill suggested ... 6. Everybody approved of ... 7. Mr. Anderson didn't risk ... 8. It was very difficult for Mr. Howard to get used to ... 9. Bill enjoyed ...

V. Translate the following text using the active vocabulary of text 3:

Миссис Говард поехала в Вашингтон повидаться со своим братом и попросила м-ра Андерсона не разрешать Биллу ходить по Нью-Йорку одному, чтобы не заблудиться. У м-ра Андерсона была свободная неделя, и он обещал последить за мальчиком. М-р Андерсон предложил покатать м-ра Говарда и Билла по городу на машине. Сначала Билл

был разочарован, так как поездка на пароходе опять откладывалась. (Он мечтал совершить эту поездку с того дня, как приехал в Нью-Йорк.) Биллу хотелось побывать везде. Отец обвинил его в том, что он ведет себя очень неразумно. Но м-р Андерсон считал, что м-р Говард несправедлив к сыну, потому что они сами одобрили все планы мальчика. Биллу было разрешено проявить инициативу, и в конце концов все поехали на прогулку по городу на машине.

В Нью-Йорке сильное уличное движение и очень легко попасть в аварию. Поэтому м-р Говард еще раз сказал, чтобы Билл был осторожен на улице и смотрел сначала направо, потом налево, прежде чем перейти улицу. Но м-р Говард забыл, что он не в Англии, а в Америке, и все нужно делать наоборот: сначала смотреть налево, а потом направо, так как в Америке правостороннее уличное движение.

Билл получил большое удовольствие от поездки по городу.

Section 2. Additional vocabulary training

I. Read and translate the following sentences paying attention to the underlined words and expressions:

1. I called at your office but you were out, it was lunch time. 2. Mr. Anderson had a week off and could show the Howards round. You are so exhausted. You should take a day off. 3. They took a taxi to make a tour of the city. Would you make a tour of the USA if you had a chance? 4. Why should we put off the conference till tomorrow (for a week)? 5. Mr. Howard was afraid that they were causing Mr. Anderson a lot of trouble. 6. "Who shall we invite?" "I don't care. It's up to you what to do." 7. Avoid speeding to prevent accidents. They managed to escape an accident by miracle but many people were injured. 8. How much were you fined for speeding? Peter was fined 10 dollars for parking the car in a busy street. 9. Traffic keeps right/left here. We were moving fast as there was almost no traffic. There isn't much traffic here.

II. Translate the following sentences from Russian into English using the vocabulary of the previous exercise:

1. Джона нет, он ушел. Хэлен в отъезде, я дам вам знать, когда она вернется. Они уже месяц в отъезде. 2. Он взял выходной, чтобы починить машину. У нее был свободный день, и она могла показать нам город. Попросите у директора выходной. 3. Делегация собирается совершить турне по Шотландии. Почему бы не совершить поездку по городу? Он предложил им совершить поездку по городу. 4. Лекция

была отложена до вторника. Вам не следовало откладывать этот разговор. Все возражали против того, чтобы обсуждение было отложено. 5. Это не доставит мне никакого неудобства. М-р Говард боялся, что они причиняют м-ру Андерсону много беспокойства. Он доставил вам много хлопот, не так ли? 6. От вас зависит, поднимать этот вопрос или нет. Мы возьмем напрокат машину? – Решайте сами. Решайте сами, предлагать им помощь или нет. Решайте сами, когда совершить эту поездку. 7. Он попал в аварию. Соблюдайте правила уличного движения во избежание несчастных случаев. Она пострадала при аварии машины. 8. Его оштрафовали на... долларов. Он спросил, как часто меня штрафуют за превышение скорости. Полицейский сказал, что меня оштрафуют, если я буду ездить здесь со скоростью ... миль в час. 9. Мы опоздали на поезд из-за пробки в уличном движении. В этой части города уличное движение несильное. В Англии левостороннее уличное движение, поэтому я долго не мог привыкнуть водить машину в Лондоне.

Listening

Listen to the text "Places to visit" (Mission 1, Un. 7, p. 4), make notes and speak on some of the places that you can advise a friend of yours to visit in the UK.

UNIT 8

HOLIDAYS. LEISURE

Section 1. Reading

Text 1

Under the High Trees

It was six o'clock when Ben Smith, dreadfully **tired**, arrived home from the school where he was a teacher. He had had **a lot of** work and trouble that day. He dreamed of a quiet evening at home. June, his wife, met him at the door smiling radiantly. She asked Ben to be quick with his supper and change after that. She said she had **got everything arranged** and they would go to the theatre.

Only then did Ben remember it was the **very** night that had been **settled** for their going **out**. So June was **realizing** her dream. He envied his

daughter Penny, a sixteen-year-old girl, who said she would stay **indoors** and **watch television**. But suddenly he was sorry for June who got too little entertainment even at **week-ends**.

It was already past seven when they **started for** the theatre. The weather was **unusually** nasty. Ben's nose and feet were cold. After 20 minutes a number 64 bus stopped. They got on, but the seats were full. Unfortunately the bus conductor told Ben to get off as only seven people could stand in the bus. Ben did so forgetting that his wife had got the tickets.

It was pouring now. The road was wet and there was a hole in his shoe. Luckily he got on the next number 64 bus soon enough and found a seat. Ben shut his eyes. When he opened them again, the bus was past the theatre. It was still raining as he walked back to it **feeling unhappy**. Over the doors were the words, "Under the High Trees".

The man at the door said he could not let him in without a ticket. Ben **was about to** leave when a girl behind the ticket-office window said: "Are you Mr. Smith? Your wife left your ticket with me."

Ben squeezed to his seat in the dark, stepping on people's feet. He asked June what the play was about. She whispered she could not understand much as one actor, an old man, spoke very quietly, and the other, a young man, spoke very quickly.

As soon as the play was over, they ran out. There were no buses and it was raining. They waited and waited and their clothes got wetter. At last Ben lost his patience and shouted:

"Taxi!"

A passing taxi stopped. Ben pushed his wife in.

"Two pounds," said the driver when they arrived.

"What?"

"After ten o'clock in the evening the fare is higher."

Unwillingly Ben paid the driver. **Besides** all the trouble it turned out to be too **expensive** for them.

"Did you watch television, Penny?" Ben asked his daughter.

"Yes," she said. "You can't imagine how brilliant the play was."

"What was the name of it?" asked Ben as he picked up his cup of coffee.

"Under the High Trees", was the answer. Ben Smith put his cup of coffee on the kitchen table and went slowly upstairs to bed.

Text 2

At the Seaside

Mrs. Hilton: It's much fresher here than in London.

Mr. Hilton: Yes, it was so stuffy in the train with the carriage so crowded, I hate trains and buses.

Mrs. Hilton: It's all over now. Look! Alice and Roger have gone further along. They've chosen a nice place.

Mr. Hilton: Yes, there are fewer people there.

Mrs. Hilton: How quick the young people are! They are already in their bathing-suits lying in the sun.

Alice: Isn't the water cold?

Roger: It is, and you are certainly afraid to come into the water, you, coward.

Mrs. Hilton: Stop teasing your sister, Roger. I am sick and tired of your quarrels. Let me have a minute's rest.

Roger: Sorry, Mum. I'll be **as good as gold**. Wait for me, Alice, I'm coming too.

Alice: Quick! I'm already in the water.

Roger: I'll **catch up with** you easily. You **splash about** too much with your feet.

Alice: I'm not such a strong swimmer as you. Oh, I've got a mouthful of salt water.

Roger: You shouldn't swim with your mouth open.

Alice: I feel a bit chilly. **I'd rather** swim ashore and lie on the sand.

R o g e r: I'll join you in a moment after I dive off that raft.

EXERCISES

I. Read the texts above and prepare a vocabulary list in your notes writing out the words in bold, translate them into Russian. Make up your own sentences on each word or expression.

II. Answer the following questions on text 1:

1. Why was Ben Smith so dreadfully tired when he came home? 2. Why was June smiling radiantly? 3. What kind of dream was June realizing? 4. What was Penny's idea of spending that evening? 5. Why did Ben envy his daughter? 6. What do you think of Ben's attitude towards June? 7. What can be said about the weather? 8. Why did Ben have to get off the bus? 9. How did it happen that Ben went past the theatre? 10. Why didn't the man at the

door let Ben in? 11. Who saved the situation at that moment? 12. Was it easy for Ben to find his seat? Why? 13. Why did Ben and June find it difficult to understand the plot of the play? 14. Why did Ben decide to take a taxi on their way back? 15. Why did the journey turn out to be rather expensive? 16. What struck Ben when he was talking to his daughter about watching TV?

III. Form new adjectives from those given below using the suffix *-un*; translate them into Russian:

tidy, pleasant, selfish, able, grateful, limited, necessary, married, original.

IV. Form adjectives having negative meaning with the help of the suffix *-less* from the following nouns; translate them into Russian:

home, speech, care, wood, water, thought, sleep, rest, hair, tooth.

V. Translate the following sentences into English:

1. Сколько времени им нужно, чтобы прочитать эти журналы? – На это не потребуется и получаса. Сколько времени вам будет нужно, чтобы закончить эту работу? – Около полутора часов. 2. Друзья собирались поехать за город в конце недели. 3. Я очень устала после экскурсии и не смогу приехать к вам сегодня. 4. Им всем хотелось провести праздник весело. 5. Детям нельзя смотреть телевизор каждый день. 6. Эта женщина выглядит молодо. Она всегда так хорошо выглядит? 7. Он никогда не думал, что сможет осуществить свою мечту. Старик сознавал, как серьезно было его положение. 8. Легко затеять ссору, но нелегко помириться. 9. Ваш ребенок знает гораздо больше, чем вы думаете. 10. Они долго сидели на берегу реки. На берегу озера никого не было. На побережье Черного моря сейчас тепло. 11. К ним присоединились 12-летняя Мэри и Дикки, веселый пятилетний мальчуган. 12. Трудно оставаться дома в такую погоду. 13. Он готов был (собирался) выйти из дома, когда начался дождь. 14. Мне хотелось бы быть сейчас на свежем воздухе. 15. Эту проблему нетрудно разрешить. 16. Вот та самая тетрадь, которая мне нужна. Вот тот самый человек, которого я мечтал встретить. 17. В вагоне очень душно. Давай выйдем на платформу на следующей остановке.

VI. a) Retell Text 1 in the words of the author, Ben Smith, June, Penny, one of the spectators at the theatre; b) Think of another way for the Smiths to spend their week-end; c) Sum up the content of the text in a few sentences.

VII. Make up dialogues:

a) between Ben and June; b) June and Penny; c) Ben and Penny; d) Ben and June, looking out of the window of a taxi; e) Ben and his neighbour after the visit to the theatre; f) two friends who have come to Moscow for their vacation.

VIII. Describe the situations using the following words and word combinations:

1. *at the seaside*: the beach, waves, to be fond of looking at the bright sky, to lie in the sun, to swim, to dive, to go boating, children, sea-gulls, to be glad to;

2. *on Sunday*: to go on an excursion, it took ..., to go by bus, crowded, to get off, the wonderfully fresh country air, the tall pines and birch trees, to enjoy the beauty of the landscape, to look forward to;

3. *at the skating-rink*: the frosty air, to go skating, to be fond of, figure skating, to enjoy music, a great many, to be tired after;

4. *at the party*: to gather, to celebrate, gay, smiling, to sing, to recite poems, to dance, to enjoy oneself, to be pleased with.

IX. Retell Text 2 in indirect speech, as if you were Alice (Roger, Mr. Hilton, Mrs. Hilton).

X. Get ready with a situation for your fellow-student to give it in the form of a dialogue, mind the vocabulary of the lesson.

Text 3

Let's Have a Picnic

Picnics are popular with women and children and some men who know how to make a fire. Children are fond of picnics chiefly because, as a rule, there are no tables at picnics and consequently no table manners and because they have an excellent opportunity to eat things that do not agree with them. Since picnic lunches are always just about the same and therefore require little imagination, women do not have to trouble about thinking up a meal.

Much depends, of course, upon the day. Typical picnic weather is of three kinds. Either it is dark and threatening with occasional showers in the morning, clearing in the afternoon or it is hot and clear in the morning, with thunder showers in the afternoon; or there is a steady drizzle all day long. But as most of the lunch is prepared ahead of time, nothing much can be

done about it. After all, there is not much choice between eating a picnic lunch that has waited a day or two and getting a soaking. Picnic grounds are usually situated on a body of water at some high altitude. One of these features is essential, for no picnic can be a success unless the children have something to fall into, or fall off. Also, a body of water naturally suggests taking fishing tackles along. No fish was ever known to have been caught on a picnic, but fishing serves as an excellent excuse for getting out of the way while the heavy work is being done.

Quite the most important feature of the picnic is the lunch. Fried chicken is always popular ... Then there should be hard-boiled eggs. Almost everything else that comes in a can or a paper bag is good for a picnic lunch. These containers are very important as, after the contents have been eaten, they are strewn about and identify the picnic ground. Ginger ale, too, should be brought along to remind you that you left the bottle-opener at home. However, there is always at least one person present who knows how to open a bottle on a rock.

As soon as the food and other equipment have been unpacked it is in order to start a fire. Collecting wood provides occupation for people who do not know how to amuse themselves.

After the lunch has been eaten a picnic is mostly anticlimax. But there is always the possibility of someone nearly getting drowned or running into a hornets' nest or twisting an ankle. However, you must remain until well into afternoon, or you may not appear to have had a good time. To make matters worse, someone will suggest singing.

Picnics, whatever may be said against them, have their advantages. At least they reawaken in the hearts of many the truth of the old saying that there is no place like home.

(S. M. G. From "Humour Variety. Stories, Jokes, Cartoons", No. 2, London)

Section 2. Additional vocabulary training

I. Read and translate the following sentences paying attention to the underlined words and expressions:

1. Mrs Howard was against Jean borrowing things. Does your wife often borrow things from your neighbours or does she prefer not to? You told me you'd borrowed some money. Who did you borrow it from? 2. Do you always lend money to your friends when they ask you to? How would you comment on the saying "Money lent is money spent"? 3. I hear you are not getting on well with your neighbours. How are you getting on with your

article? Good manners lessen friction between people and help them to get on. 4. Have the car fixed. Have you fixed the time for the conference yet? Let's fix the shelf to the wall. 5. You shouldn't neglect what I do for you. Why do you neglect your studies? Don't neglect my advice! 6. At first he planned to go to the seaside but then he changed his mind. Do they still want to take a holiday in May or have they changed their minds? 7. Robert envies his elder/younger brother. I envy your good health. 8. I appreciate your kindness. We appreciate what you've done for us.

II. Translate the following sentences from Russian into English using the vocabulary of the previous exercise:

1. У кого вы заняли деньги? – Я занял их у своего соседа. Я не люблю пользоваться чужими вещами. 2. Кто дал вам в долг эти деньги? Вы не разрешите мне воспользоваться вашим магнитофоном? Мне пришлось попросить у него в долг 300 000 рублей. 3. Мы в хороших отношениях. В каких вы отношениях со своими родственниками? Они не ладят друг с другом. 4. Мне нужно починить много вещей. О времени вечеринки еще не договорились. О месте уже договорились. 5. Нельзя пренебрегать своим здоровьем. Вы запустили свой английский за последнее время. Почему вы не приняли во внимание то, что я вам сказал? 6. Что вы собираетесь делать в праздники? – Я еще не решил. Сначала Смиты собирались остановиться у Паркеров, но потом передумали. 7. Джон всегда завидовал успехам своего младшего/старшего брата. Я никогда никому не завидовал. 8. Мы ценим вашу помощь. Он сказал, что не будет ничего делать, если его работа никому не нужна (ее никто не ценит).

III. Translate the following extracts into Russian using the above given vocabulary. Pay special attention to the expressions and words underlined. Use a good dictionary to find some.

1. Когда Билл вошел в комнату, его отец смотрел по телевизору футбольный матч. Билл попросил разрешения переключить ТВ на шестой канал, так как там должны были показывать мультфильм. М-р Говард не разрешил трогать телевизор и попросил оставить его в покое. Он был болельщик и терпеть не мог, когда его беспокоят, если он смотрит по ТВ футбол.

2. Джин взяла у подруги проигрыватель для дисков, что очень удивило миссис Говард. Ей казалось, что девочки в ссоре. Кроме того, она считала, что занимать вещи не следует. Хотя Джин сказала, что, если проигрыватель сломается, она попросит кого-нибудь починить

его или починит сама, миссис Говард была очень недовольна. Она сказала, что в последнее время Джин запустила учебу, пропустила много уроков и что, если она будет вести себя так и дальше, она никогда не сможет догнать своих одноклассников. Джин считала, что мама, как всегда, все усложняет и преувеличивает. Девочка считала, что к ней все придираются и что она этого не заслуживает.

3. Миссис Говард поинтересовалась, как Паркеры собираются провести свой отпуск. Миссис Паркер хотелось погостить у тетушки в деревне, но мистер Паркер хотел поехать куда-нибудь на рыбалку. Муж и жена чуть не поссорились по этому поводу, но в действительности оба знали, что им придется остаться в городе, так как они не смогут позволить себе поехать куда-нибудь, потому что Роберт должен был поступать в колледж. Они завидовали Говардам, которые собирались провести лето где-нибудь в тихой деревушке. Мистер Говард не возражал против того, чтобы взять напрокат трейлер и провести отпуск, переезжая с места на место. Но миссис Говард не так представляла себе хороший отдых.

Section 3. Speaking

Speak on the following using the vocabulary of this unit after summarizing your thoughts in writing:

1. What is your idea of a good rest? What did you do for your holiday last year? Did you enjoy it? What made it especially pleasant? If not, what spoiled your rest? What did you do most of the time? Provide the class with your photos. Share your plans with the group for this summer.

2. What do you do in your spare time? What is your hobby? Why do you find it interesting? Some think that it is only people having nothing to do who have hobbies; others believe that everybody should have a hobby. What do you think?

3. Find additional information on the topic "Leisure activities in Great Britain / the USA". Prepare it in the form of a report (2 printed pages) and present it in class.

Section 4. Additional reading

I. Read some information on various attractions at a funfair. For the questions given after the text in the table choose the attractions. Some of them may be chosen more than once. There is an example at the beginning.

Funfair Attractions

A. Whoppie Whizzer

This thrilling ride, which is guaranteed to have you holding onto your seats in fear, attracted more visitors than any other single attraction last year. The ride starts with a few gentle spins that gradually increase in speed, so that after thirty seconds you're whizzing round at 15 miles per hour! Suitable for anyone over 14 years of age, this ride is open throughout the season. It's one you certainly don't want to miss, so make sure you have a go early in the day to avoid disappointment.

B. Spooksville

This is a haunted house with a difference - come and visit if you dare! As you walk around this ghostly palace, our resident spooks will literally reach out and grab you! A hired team of professional actors perform stunts to try and scare you senseless, and be warned - they will! Still, you have to judge for yourselves, so bring all the family along to this attraction. Enter alone at your own risk!

C. Aladdin's Magic Maze

Our Magic Maze is Europe's biggest, as you will realise as soon as you try to find your way out! The walls of our corridors are either transparent or covered with mirrors so that when you start walking through, it can be pretty confusing – we're still waiting for someone to beat the record exit time of twenty-two minutes. If you think you can do it, come along and try! Afterwards, why not relax with a drink and something to eat in Aladdin's Restaurant where a variety of refreshments are available. As the genie would say, “Your wish is our command!”

D. Pirate Ship

This huge pirate ship has been specially designed just for kids – it's made of inflatable plastic so they can't hurt themselves! During our thirty-minute sessions they can climb through the portholes and up the mast, swing off the sails and jump up and down on its bouncy deck in perfect safety. Around the ship is the Slippery Scales swimming pool which they can splash around in – its new wave-machine will make them believe they're really at sea! Teams of qualified attendants supervise their activities so parents can relax and enjoy themselves too.

E. Aquaspeed

Our magnificent water park provides entertainment with a difference because you have to compete in teams! Groups of four negotiate a mile-long stretch of water and there are various tasks to complete during the thirty-minute trip. The successful team will need brain power as well as physical strength

because the tasks don't just rely on muscle. More importantly, the losers end up being showered with ice-cold water! If you do come first, you receive free tickets for our prize draw so this is the ultimate attraction for those of you who think you've got what it takes!

F. Megawheel

Traditionally, no funfair is complete without a big wheel and our Megawheel will take you higher than you've ever dreamed! You not only have a wonderful view over the city and out across the sea but you can also see the whole of the game park too, so you can look out for your family and friends - with a pair of binoculars which you can hire before you get on! The elderly and the very young alike will enjoy this attraction, as well as the romantic among you - the view is spectacular on a starry night with a gentle breeze blowing on your face.

G. Dodgems

For those of you who still feel that traditional is best, our "dodgem" cars are a must. They are built to ensure your utmost safety so you can bang and crash to your heart's content - and for half-price on Saturday 6 - 7 p.m. when we have our happy hour! You can ride on your own or in a group of up to four people - the choice is yours! You'll find the dodgems right in the centre of the park, so there's no excuse for missing them.

H. Rock'n'Roll Rideaway

America's longest, bumpiest, craziest roller-coaster has finally reached Europe and will open at our park this June. Two miles of mountainous track take you on a stomach-spinning ride with near-vertical rises and fails. Along its fastest stretch the train reaches speeds of up to 60 miles per hour. We also ensure the enjoyment of your ride by providing specially-designed seats which are as comfortable as your favourite armchair at home! However, it's not an afternoon snooze you'll be having on our "Rock 'n' Roll Rideaway". Come and experience the best rollercoaster Europe can offer!

Which attraction or attractions:

| | |
|--|---|
| 1. Had most visitors last year? | A |
| 2. Will mix you up? | |
| 3. Is only for people over fourteen years old? | |
| 4. Has recently arrived in Europe? | |
| 5. Provides fun for children only? | |
| 6. Test your sense of direction? | |
| 7. Has a special offer on Saturdays? | |
| 8. Last for thirty minutes? | |

| | |
|---|--|
| 9. Are traditionally found at funfairs? | |
| 10. Will frighten you? | |
| 11. Take groups of four people? | |

Listening

1) Listen to three short texts on music and nightlife in Britain (“In Britain”) once and answer the following questions:

- a) Why is it difficult for groups in Britain to have lots of fans and sell lots of records?
- b) What is British pop music like nowadays?
- c) What are some of the rules for the club visitors?

2) Listen to the text once again taking notes while listening. Get ready to summarize the main ideas of it orally with the help of your notes.

UNIT 9

TRAVELLING

Section 1. Reading

Text 1

Different Means of Travelling

Alex: Personally I hate seeing people off. I prefer being seen off myself. I'm extremely fond of travelling and feel terribly envious of any friend who is going anywhere. I can't help feeling I should so much like to be in his place.

Bert: But what method of travelling do you prefer?

A.: For me there is nothing like travel by air; it is more comfortable, more convenient and of course far quicker than any other method. There is none of the dust and dirt of a railway or car **journey**, none of the trouble of changing from train to **steamer** and then to another train. Besides, flying is a thrilling thing. Don't you agree?

B.: I think I should like to say a word or two for trains. With a train you have **speed**, comfort and pleasure combined. From the comfortable corner seat of a railway carriage you have a splendid view of the whole

countryside. If you are hungry, you can have a meal in the **dining-car**; and if the journey is a long one you can have a wonderful bed in a **sleeper**. Besides, do you know any place that's more interesting than a big railway-station? There is the movement, the excitement, the gaiety of people going away or waiting to meet friends. There are the shouts of the **porters** as they pull **luggage** along the platforms to the waiting trains, the crowd at the **booking-office** getting tickets, the hungry and thirsty ones hurrying to the refreshment rooms before the train starts. No, really! Do you know a more exciting place than a big railway-station?

C e c il: I do.

A.: And that is?

C: A big sea port. For me there is no **travel** so fine as by boat. I love to feel the **deck** of the boat under my feet, to see the rise and fall of the **waves**, to feel the fresh sea wind blowing in my face and hear the cry of the **sea-gulls**. And what excitement, too, there is in coming into harbour and seeing round us all the ships, **steamers**, **cargo-ships**, sailing ships, rowing boats.

A.: Well, I suppose that's all right for those who like it, but not for me. I'm always seasick, especially when the sea is a little bit **rough**.

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

A.: Maybe; but I think a better cure is a large piece of dry land.

D a v i d: Well, you may say what you like about aeroplane **flights**, **sea voyages**, railway **journeys** or **tours** by car, but give me a walking tour any time. What does the motorist see of the country? But the **walker** leaves the dull broad highway and goes along little winding lanes where cars can't go. He takes mountain paths through the heather, he wanders by the side of quiet lakes and through the shade of woods. He sees the real country, the wild flowers, the young birds in their nests, the deer in the forest; he feels the quietness and calm of nature.

And besides, you are saving your railway **fare** travelling on foot. No one can deny that walking is the cheapest method of travelling.

So I say: a walking tour for me.

*(From "Essential English for Foreign Students" by
C. E. Eckersley, Book 4, Lnd.)*

Text 2

At the Station

F.: Well, here we are at last! When I get into the boat-train, I feel that holidays have already begun. Have you got the tickets, Jan?

J.: Yes, here they are. I booked seats for you and me; trains are usually crowded at this time. We have numbers A26 and A30; two corner-seats in a non-smoker, one seat facing the **engine**, one back to the engine. Is that all right?

F.: That's very good, Jan. I don't like going a long journey in a **smoker**. May I sit **facing** the engine?

J.: Of course! You can take whichever seat you like. As a matter of fact, I really prefer **sitting with my back to the engine**. Here's our carriage, A, and here's our compartment. You can get into the train now.

F.: Lucy, won't you come into the carriage with me? You will be warmer inside.

L: Thanks, I will.

J.: I'll go and see that our luggage has been put into the **luggage-van**, and I'll book two seats in the restaurant car for lunch. I'll get some newspapers at the bookstall and some chocolate on my way back. (He *goes away*.)

L.: Jan is a good fellow for getting things done, isn't he?

F.: He is. I don't know anyone better. I'm very glad he is coming with me. I know that I shall have a very comfortable journey. Jan will **see to** everything – find the seats on the train, see that my luggage is all right, and get it through the customs. I shan't have to do anything at all except sit back and enjoy the journey.

(From "Essential English for Foreign Students" by C. E. Eckersley, Book 2. Lnd., 1977)

Text 3

A Voyage round Europe

L.: Hello, Anne. Are you back from your holidays already? O-o, you're lovely and brown! Where have you been?

A.: Oh, I've had a fantastic time! I've just been on a **cruise round** Europe with my Dad.

L.: Oh, you, lucky thing! You must have seen so many interesting places. Where did you **sail** from?

A.: Well, we left from Odessa...

L.: Did you **call at** any European ports to go sightseeing?

L.: Did you go by train or did you **hire** a car?

A.: No, we went by coach. Now I can say I've seen Rome, London, Paris and Athens.

L.: O-o, I'm so envious. Were you ever seasick?

A.: Only a little. I was fine, until two days after Gibraltar. The sea suddenly became very rough, and I had to stay in my **cabin**.

L.: What a shame! But was your father all right?

A.: Yes, he was fine all the time. He's never **seasick**.

L.: Did you **go ashore** when you reached Spain?

A.: Yes. Quite a lot. We went ashore at each one and went on some really interesting trips.

L.: And did you go for a swim in the Mediterranean?

A.: Yes, and in the Atlantic Ocean too. There are some beautiful beaches on the west coast of France. It's so nice **to have a swim** there.

L.: Well, I'm glad you've had such a lovely time!

Notes on Synonyms

The act of travelling can be described by a number of synonyms which differ by various implications. They all describe the act of going from one place to another (that is why they are synonyms), but differ by the length of time taken by that act, by its purpose, destination or by the method of travelling.

travel n: the act of travelling, esp. a long one in distant or foreign places, either for the purpose of discovering something new or in search of pleasure and adventure. (*Freq. in the plural.*)

journey n: the act of going from one place to another, usually taking rather a long time; e. g. It's a three days' journey by train. You'll have to make the journey alone. Going on a journey is always exciting.

voyage n: a rather long journey, esp. by water or air; e. g. I'd love to go on a voyage, would you? The idea of an Atlantic voyage terrified her: she was sure to be seasick all the time.

trip n: a journey, an excursion, freq. a brief one, made by land or water; e. g. Did you enjoy your week-end trip to the seaside?

tour n: a journey in which a short stay is made at a number of places (usu. with the view of sightseeing), the traveller finally returning to the place from which he had started; *e. g.* On our Southern-England tour we visited Windsor, Oxford, Cambridge, Stratford-on-Avon and then came back to London.

cruise n [kru:z]: a sea voyage from port to port, esp. a pleasure trip; *e. g.* The Mediterranean cruise promised many interesting impressions.

hitch-hiking n: travelling by getting free rides in passing automobiles and walking between rides; *e. g.* Hitch-hiking is a comparatively new way of travelling which gives one a chance to see much without spending anything.

Word Combinations

| | |
|--|---------------------------------|
| to go on a journey, trip, voyage, a package tour | to travel second/standard class |
| to travel by air (train, boat, cruiser, liner, etc.) | to call at a port |
| to change from train to boat (cruiser, liner) | to go ashore |
| (<i>But:</i> to change for a boat.) | bad (good) sailor |
| (<i>Also:</i> Where do I change for Paris?) | to make a trip, journey |
| to be seasick, to be travelsick (in any kind of transport) | on deck |
| single ticket | on shore |
| return ticket (return berth) | to look inviting |
| to travel/go first class | to be due at (a place) |
| | direct/through train |
| | you can't beat the train |
| | a home lover/stay-at-home/ |
| | a home-stay type |

EXERCISES

I. Read the texts above and add to the vocabulary list writing out the words in bold type; translate them into Russian. Make up your own sentences on each word or expression.

II. Answer the questions. Be careful to argue your case well:

1. What means of travel do you know? 2. Why are many people fond of travelling? 3. Why do some people like travelling by train? 4. Do you like travelling by train? What makes you like/dislike it? 5. What are the advantages of a sea-voyage? 6. What are the advantages of hitch-hiking? 7. What kind of people usually object to travelling by sea? 8. What are the

advantages and disadvantages of travelling by air? Have you ever travelled by air? How do you like it?

9. What do you think about walking tours? 10. What is, in your opinion, the most enjoyable means of travel? 11. What way of travelling affords most comfort for elderly people? (Give your reasons.) 12. Do you think travel helps a person to become wiser?

III. Fill in the appropriate words consulting the list of synonyms given above.

1. I'd be delighted to go on a sea ..., but my wife has never been a good sailor, so we can't join you. 2. Last week we made a wonderful ... to the mountains. It took us four hours by coach. 3. The Italian ... was really exciting. We visited a number of wonderful towns and then returned to Rome. The ... back to Moscow by railway took us about three days. 4. It is delightful to come ashore after a long ... and to feel solid ground under one's feet. 5. Many times on his long ... in the depths of Africa, in the jungle of the Amazon he faced danger, starvation and death. 6. At the beginning of the last century going from Petersburg to Moscow was described as "...". Now it is but a night's ... by night train, a six hours' ... by day train or an air ... of an hour and a half. 7. I'm just reading a very amusing book about a pleasure party making a Caribbean... in somebody's yacht. 8. Young people are naturally fond of ... as a way of visiting new places and seeing things: it is cheap and gives one a feeling of freedom and infinite horizons. 9. I'm told you're going on a ... to the Far East. 10. They're planning a ... of some Baltic resorts. They've a new car, you know. 11. You're looking pale. A ... to the seaside will do you good.

IV. Learn Text B and act out the scene.

V. Retell Text C in your own words.

VI. Fill in the prepositions or adverbs where necessary:

Nina: Hello, Alex. I remember somebody told me that you had gone ... an interesting trip... Siberia.

Alex: I really made a wonderful journey ... the very heart of Siberia. We went ... Krasnoyarsk ... plane and then sailed ... the Yenissei ... a cargo-ship.

Nina: And where did you go ... ashore?

Alex: Oh, ... some spot you are not likely to find ... any map. Well, when we found ourselves ... the bank we immediately started ... place where our expedition was working.

Nina: Did you go ... car?

Alex: Oh, no! No car could have driven ... those paths. We travelled partly ... foot, and ... some places went ... small rivers and streams ... rowing-boats. We were ... spots where no man's foot had stepped ... us.

Nina: How exciting! So you enjoyed ... the journey, didn't you?

Alex: Every minute ... it, though it was not an easy one.

Nina: Did you return ... air?

Alex: No, ... train. The fact is, I had hardly enough money ... the railway fare, not to say anything ... the plane.

VII. Translate the following sentences into English:

1. В какие порты будет заходить «Победа»? Зайдет ли она в Дувр?
2. Я не очень люблю морские путешествия. Я плохо переношу море и всегда страдаю морской болезнью.
3. Сегодня вечером наш пароход зайдет в Неаполь. Там мы пересядем в поезд и завтра будем в Риме.
4. Он не мог позволить себе ехать на поезде. Плата за проезд была слишком высока. Домой он добирался пешком и на попутных машинах.
5. В прошлом месяце группа наших студентов совершила интересную поездку по Англии.
6. Море было бурное, и несколько дней пассажиры не выходили из кают. Некоторые из них накануне хвастали, что не знают, что такое морская болезнь. Но и они не показывались на палубе.
7. Свое первое путешествие он совершил на борту старого грузового судна, направлявшегося в Европу.
8. В поезде был всего лишь один спальный вагон, в котором не было ни одного свободного места. Вагона-ресторана не было совсем. Начало поездки нельзя было считать удачным.
9. У вас есть билет на поезд прямого сообщения? Терпеть не могу пересадок, особенно если много багажа.

SPEAKING

VIII. Role-playing

Work in groups of four or five:

You are a family deciding on the type of holiday you will go on next summer. Report to the other families on your final decision, explaining the reasons for your choice. Point out the advantages and disadvantages, giving warning based on personal experience.

Section 2. Additional reading

Text 1

Travelling and Transportation in the USA

The average American employee usually has three or four weeks of paid vacation during the summer, but this varies considerably. Some American families spend their vacation at home. Others might own or rent a cottage near a lake or in the mountains. Locations where swimming, fishing and other water sports are available are especially popular. A great many Americans take to the road to “see America first”. Every year more than 60 million Americans visit their National Parks, which give Americans opportunities “to get away from it all”, to escape from the worries of the urban world. Camping and hiking, which have become extremely popular throughout the country, also afford a chance to travel on a limited budget. Some Americans take a trip to Europe or Africa, tour Asia or South America, and have a good time travelling. Often it is cheaper to fly than to go by car, bus or train. Travellers can simply step aboard planes, which have every hour from Boston, New York and Washington, without advance reservations, and without luggage check-in.

The airplane has virtually eliminated the railroad as a means of carrying passengers on inter-city links. The few long-distance trains that still survive are run by Amtrak (the name of the National Railroad Passenger Corporation subsidized by federal funds). Today Amtrak’s system links over 500 cities in 47 states. Most trains run along the northeast corridor – Boston – New York – Philadelphia – Washington. But outside the northeast corridor travel is almost all by car, air or bus, and the passenger train has not much more of a part in the modern world than the old stagecoach.

The most extensive – and one of the least expensive means of transportation in America is the bus. Bus companies, public and private, operating between some 15,000 cities and towns, largely provide both inner city traffic and outer city transportation. Two major bus operators, Greyhound Lines and Trailways, cover the whole nation, with hundreds of convenient and interconnecting services, including branch routes from the main trunk centers. America’s inter-city buses transport more passengers every year than Amtrak and all airlines combined. This cheap way to cover long distances in the US is used by many American and foreign travellers.

American culture is often referred to as a Car Culture. Mass ownership of automobiles has been a major factor in determining the nation’s ways of

living, in particular the growth of suburbs. The ability to move around, to choose where to go has become an accepted element in the people's heritage. Today in America there are more cars in relation to people than in any other country: about six cars for every ten people.

Standard size cars are very big and comfortable and cost less than similar cars in Europe. But several new factors have upset the old self-confidence of the car industry. Big cars tend to be "gas-eaters". In the late 1970s a new nationwide speed limit of 90 km per hour was imposed and new cars are required to be built to economize the use of fuel.

Film and television make it seem that Americans are fascinated by speed, but in real life aggressive driving is unusual.

Drivers obey the rules, though most exceed the speed limit a little. Americans who drive cars in Europe are horrified by the behaviour of the local drivers there.

Comprehension

Answer the questions:

1. What opportunities are available for recreational activities in the USA?
2. What are the most popular places to spend vacation time?
3. What is the motto of American travellers?
4. What is Amtrak?
5. What is the least expensive means of transportation in America?
6. What are the two major bus companies?
7. Why is American culture often described as a Car Culture?
8. What is the national speed limit in the United States? When was it introduced?

Text 2

Travel is the name of a modern disease which became rampant in the mid-fifties and is still spreading. Its symptoms are easily recognizable. The patient grows restless in the early spring and starts rushing about from one travel agent to another collecting useless information about places he does not intend to visit, studying handouts, etc; then he, or usually she, will do a round of tailors, milliners, summer sales, sports shops, and spend three and a half times as much as he or she can afford; finally in August, the patient will board a plane, train, coach or car and proceed to foreign parts along with thousands of fellow-sufferers not because he is interested in or

attracted by the place he is bound for, nor because he can afford to go, but simply because he cannot afford not to. The disease is highly infectious. Nowadays you catch foreign travel as you caught influenza in the twenties, only more so.

The result is that in the summer months (and in the last few years also during the winter season) everybody is on the move.

What is the aim of their travelling? Each nationality has its own different one. The Americans want to take photographs of themselves in: (a) Trafalgar Square with the pigeons, (b) in St. Mark's Square, Venice, with the pigeons and (c) in front of the Arc de Triomphe, in Paris, without pigeons. The idea is simply to collect documentary proof that they have been there. The German travels to check up on his guide-books (when he sees), that the Ponte di Rialto is really at its proper venue, that the Leaning Tower is in its appointed place in Pisa and is leaning at the promised angle — he ticks these things off in his guide-book and returns home with the gratifying feeling that he has not been swindled. But why do the English travel?

First, because their neighbours do and they have caught the bug from him. Secondly, they used to be taught that travel broadens the mind, and although they have by now discovered the sad truth that whatever travel may do to the mind, Swiss or German food certainly broadens other parts of the body, the old notion still lingers on. But lastly — and perhaps mainly — they travel to avoid foreigners. Here, in England, one is always exposed to the danger of meeting all sorts of peculiar aliens. Not so on one's journeys in Europe, if one manages things intelligently: I know many English people who travel in groups, stay in hotels where even the staff is English, eat roast beef and Yorkshire pudding on Sundays and Welsh rarebit and steak and kidney pudding on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people; I mean, of course, nice English people from next door or from the next street. Normally one avoids one's neighbour ("It is best to keep yourself to yourself — We leave others alone and want to be left alone", etc.). If you meet your next door neighbour in High Street or at your front door you pretend not to see him or, at best, nod coolly; but if you meet him in Capri or Granada, you embrace him fondly and buy him a drink or two; and you may even discover that he is quite a nice chap after all and both of you might just as well have stayed at home.

(From «How To Be Inimitable» by George Mikes)

EXERCISES TO TEXT 2

I. Read text 2 and entitle it. Compile a list of unknown words. Learn them by heart.

II. Find English equivalents in the text for the following words and expressions. Make a list in written form, try to remember them:

1. неистовый, безудержный; 2. носиться от одного турагентства к другому; 3. намереваться сделать что-либо; 4. сесть в самолет (поезд, автобус, машину); 5. товарищ по несчастью; 6. направляться куда-либо; 7. очень заразный; 8. быть в движении, на ногах; 9. фотографироваться; 10. голубь; 11. собирать вещественные доказательства; 12. на своем месте; 13. отмечать галочкой что-то где-то; 14. с чувством удовлетворения; 15. обмануть; 16. помешаться, подхватить безумную идею; 17. задерживаться, тянуться, затягиваться; 18. избегать; 19. быть замкнутым, необщительным; 20. обнимать кого-то нежно, с любовью.

III. Speak on the main ideas of the text paying attention to the questions: Why is travelling a disease according to the author? Do you agree? What does a patient do? Is this disease infectious? Prove your idea. How do different nations travel? How do Russians travel in your opinion?

LISTENING

1. Listen to the text “Arriving in Britain” (“In Britain”) for the first time and answer the following questions:

- A. What is the fastest way across the English Channel?
- B. What are the main ways of travelling through the tunnel?
- C. Do people going to different parts of Britain have to fly to London first?

2. Listen to the text for the second time. Take notes while listening. Write a short reproduction making use of your notes.

UNIT 10

THEATRE AND CINEMA

Section 1. Reading

Text 1

Jean's First visit to the theatre

When I invited Jean to the theatre I was afraid she would **refuse my invitation**, but she **had accepted** it. I still doubted whether she would come: her religion did not allow to go to a theatre, play cards or love a man of other religious views. However, when I met her at the entrance to the theatre I saw she had thrown off her religious scruples. She looked eager and her dark eyes **sparkled with excitement**. Our seats were in the pit. They were not expensive, but we could see the **stage** quite well. I gave her the programme and my **opera glasses**.

Presently **the lights went down**; then **the curtain rose** upon a scene of eighteenth-century Paris at the time of the French Revolution. It was a melodrama full of hopeless love and heroic self-sacrifice, a play after Dickens's novel "A Tale of Two Cities". When Martin Harvey, a famous actor, who played the leading part of Sydney Carton appeared on the stage, Jean's eyes were full of interest and delight. She **was greatly impressed by** pale, dark Carton and delicate, **charming** Lucie Manette, the girl he loved.

During **the interval** Jean said: "Oh, Mr. Shannon, how **splendid** it is! So different from what I expected! I can't tell you what a treat it is for me! I **feel so sorry for** poor Sydney Carton! He **is so much in love with** Lucy and she ... It must be a frightful thing to be in love and not to be loved!"

"Quite," I agreed gravely. "At least they are good friends, and friendship is a wonderful thing."

She consulted her programme **to conceal her flush**. "The girl who does Lucie is very sweet, she has such lovely, blonde hair and is so young!" "Well, in real life she is Martin Harvey's wife, must be about forty-five, and that blonde hair is a wig."

"Please, don't, Mr. Shannon! How can you joke about such things?" she cried **in a shocked voice...**

As the last scene **was under way** Jean's hand, small and hot, touched mine. We sat hand in hand as though to support each other while watching

Carton with a pale face and carefully arranged hair mount the guillotine and meet his death. Jean couldn't keep her tears and they fell upon the back of my hand like raindrops in spring.

When at last the play **came to its end** there was a **storm of applause** and many **curtain calls** for Miss de Silva and Martin Harvey. Miss Jean Law, however, was too overcome to join in such a banal applause, her feelings were too deep for words. Only when we were in the street she whispered with shining eyes, "Oh, Robert, you can't believe me how much I've enjoyed myself!" It was the first time she had used my Christian name.

(After "Shannon's Way" by A. Cronin)

Text 2

A telephone conversation

(Nick dials the number. Helen answers the call.)

Helen: Hullo!

Nick: Thank God, is that you, Helen?

Helen: Sure, that's me, Nick, darling. You sound a bit annoyed. Is anything the matter?

Nick: Well, I've been trying to get connected with you for nearly ten minutes and...

Helen: But what's wrong? The line wasn't engaged, I hope?

Nick: Yes, it was. Besides, I got the wrong number several times...

Helen: Oh, Nick, I'm so sorry!

Nick: That's all right now. I say, Helen, **have you got anything special on** tonight?

Helen: No, not really. Why?

Nick: I **suggest** our **going** to the theatre.

Helen: I'd love to. What are we going to see?

Nick: I've got two tickets for "Lady Windermere's Fan" by Oscar Wilde. It's **the first night**.

Helen: Oh, it's at the Maly Theatre, isn't it?

Nick: I have heard **the play is worth seeing**. It is **staged** very well. The **scenery** is simple, but good and **the acting** is splendid.

Helen: And what about the seats? I hope they are not in the balcony or in the gallery?

Nick: Oh, dear, no. They are in the dress-circle, box 5.

Helen: Let's hope we'll enjoy ourselves. Will you call for me or shall we meet at the theatre?

Nick: **I'd rather** call for you. I don't like waiting and you take such a long time to get ready.

Helen: So I do. But I love to **look smart** when I go to the theatre.

Nick: All right, then. I'll **call for** you at 5.30, so we'll have plenty of time to get to the theatre before the performance starts.

Helen: **That suits me perfectly.** I'll be waiting for you. And, oh, Nick! Thank you ever so much for your invitation.

Nick: That's all right, dear. See you tonight.

Helen: Bye-bye!

VOCABULARY NOTES

refuse v отказывать(ся); *Ant.* accept, e.g. Irene refused Soames several times before she accepted him, **refusal** n

accept v принимать; **to accept a present** (invitation, offer, help, plan) *but* **to receive guests** (visitors)

doubt v сомневаться, e.g. We doubted whether he would follow your advice; **doubt** n; **no doubt**, e.g. There is no doubt he tells the truth.

excite v возбуждать, волновать, e.g. The performance excited Jean so greatly that she could hardly speak; **excited** p. p. взволнованный; to be (look, feel) excited; **excitement** n

seat n место в театре; **in the stalls** в партере; **in the orchestra stalls** в первых рядах партера; **in the pit stalls** в задних рядах партера; **in the pit** в амфитеатре; **in the dress-circle** в бельэтаже; **in the upper circle** в первом ярусе; *Syn.* **in the balcony** на балконе; **in a box** в ложе; **in the gallery** на галерке

stage n сцена; e.g. When the singer came onto the stage there was a storm of applause; **stage** v, e.g. This play was staged by K. S. Stanislavsky.

program(me) n; **to be on the programme** в программе, e.g. My favourite songs were on the programme.

the lights went down огни погасли

rise (rose, risen) v 1. подниматься, подняться, e.g. He slowly rose to his feet. 2. взойти (о солнце), e.g. When the sun rose we started off. *Note:* **raise** v поднять: **to raise one's head** (hat, voice, etc.), e.g. At seeing Fleur he raised his hat. *Syn.* **put up**, e.g. If you want to ask a question put up your hand.

scene n сцена, картина (о пьесе), e.g. I like the final (last) scene in that ballet, **scenery** n (used only in the singular) декорации, e.g. The scenery was beautiful. The scene is laid in Paris.

act n акт, действие, e. g. I like the second act of "Swan Lake" most of all; **actor, actress** n актер, актриса, *as a great* (famous, popular, talented, favourite) actor; **act** v действовать, e.g. He had to act at once. There was no time to lose; **active** adj активный, *as an active person* (support, part, etc.). Our students take an active part in school life. *Ant.* **passive**

to play the part of играть роль

leading adj ведущий, главный; **leading article** передовая статья, передовица

delight n восторг

charming adj очаровательный, e.g. The doctor was a charming young woman, **charm** v, n, e.g. We were all charmed by her manners. His short stories have a charm of style that cannot be found in other writers.

to be in love with smb. быть влюбленным в кого-л., e.g. Fleur was in love with John; **to fall in love with smb.** (at first sight) влюбиться в кого-л. (с первого взгляда)

touch v трогать; касаться; волновать, e.g. Her story touched the listeners; **touch** n прикосновение; **touching** adj трогательный, e.g. We were excited by this touching scene.

support v поддерживать, e.g. Michael helped his father to support their family; **support** n поддержка, e.g. I need your friendly support.

carefully adv аккуратно, тщательно; осторожно, e.g. He took the baby carefully in his arms; **care** n уход, забота, e.g. The car needs constant care; **to take care of** ухаживать за, присматривать, e.g. He took care of the flowers in the garden. *Сyn.* **look after, care (for smb.)** питать интерес, любить, e.g. I don't care much for fish. I don't care! Мне все равно; **careful** adj. 1. осторожный, e.g. I'll be careful with your books, **be careful not to** смотри не..., e.g. Be careful not to lose the tickets. 2. тщательный, *as careful work* (preparation, examination); **careless** adj 1. небрежный, *as careless person* (work, attitude); 2. беззаботный, *as careless little singing birds*

death n смерть; *Ant.* life, e.g. After his parents' death little Shannon was brought up by his grandparents; **die** v, e.g. Her father died when the girl was twelve; **dead** adj, e.g. When the doctor came the old man was already dead.

applause n аплодисменты; **a storm of applause** буря аплодисментов, e.g. There was a storm of applause when the curtain rose. The scenery was wonderful indeed; **applaud** v, e.g. As soon as we saw the famous actor we began to applaud to him.

curtain call вызов актера на сцену

ticket л билет, *as* a ticket to the theatre (cinema), a ticket for a play (performance, etc.)

the first night премьеры

the play is worth seeing пьесу стоит посмотреть

to call for smb. зайти за кем-л., е. г. I'll call for you and we shall go there together; **to call on smb.** зайти к кому-л., е. г. Last night I called on Ann. She's ill as you know.

That suits me perfectly. Это меня очень устраивает.

TOPICAL VOCABULARY

Opera, drama, comedy, circus, variety show, concert, concert hall, conservatoire, symphony music, composer, conductor, cloak-room, refreshment-room, attendant, rehearsal (dress rehearsal), matinee, opera-glasses.

EXERCISES

1. Find in the text sentences that might be the answers to the questions given below:

1. What did Jean look like when Robert met her at the theatre? 2. Where were their seats? 3. Upon what scene did the curtain rise? 4. What kind of play was it? 5. Who(m) was Jean greatly impressed by? 6. What did Robert say about the leading actress? 7. What showed that Jean was deeply touched by what was going on the stage? 8. Why didn't Jean join in applause? 9. What showed that the performance was a success? 10. Jean had always used Shannon's Christian name, hadn't she?

2. Choose the correct word:

to rise — to raise

1. He ... his head when he heard a slight noise. 2. When we started the sun had already ... 3. There was a storm of applause when the curtain ... 4. He ... his hat to greet us. 5. Ann slowly... to her feet. 6. It was very noisy and the reporter had to ... his voice. 7. The curtain wouldn't... and we had to ... it.

stage — scene

1. The ... was so touching that Jean began to cry. 2. Carrie was told to come onto the ... in the second act. 3. The play consists of two acts and four ... 4. When the actor appeared on the ... the audience began to applaud. 5. I don't quite like the final... in this play. 6. Our seats were in the orchestra stalls and we saw the ... well.

3. Fill in the missing words:

1. Jean looked ... when she came to the theatre (взволнованный).
2. I ... the invitation with joy (принимать). 3. The play consists of three ... and four ... (акт, картина). 4. He ... our help and said he could do everything himself (отказываться). 5. When the ... rose and the audience saw the ... everybody began to ... (занавес, декорации, аплодировать). 6. When Alison appeared on the ... she was ... (сцена, взволнованный). 7. Our ... were in the ... and we could see the ... very well without the ... (места, сцена, ложа, бинокль). 8. The play made such an ... upon me that I would never forget it (впечатление). 9. I never expected that you would ... our suggestion (поддерживать). 10. We made up our minds to ... a party in English (устраивать). 11. I don't remember the name of the ... who played the ... part in the play (актер, главный). 12. Seats in the boxes and in the stalls are ... and seats in the gallery are ... (дорогой, дешевый). 13. She said she was telling the truth, but we ... her words (сомневаться).

4. Fill in prepositions or adverbs wherever necessary:

1. We enjoyed ... the performance greatly. 2. He decided to reserve a seat ... phone. 3. It's rather easy to get tickets ... this theatre, but it is difficult to get tickets ... this play. 4. She refused ... our help. 5. She took care ... her little brother. 6. Will you go to the football match tomorrow? – No, I don't care ... football. 7. ... my way ... the theatre I met a friend of mine. 8. I don't like seats ... the balcony or ... the gallery, I prefer them ... the stalls or ... the dress-circle. 9. The scene is laid ... Verona. 10. This is a play... Dickens' novel. 11. I'm so sorry ... Ann. She has fallen ill. 12. Fleur Forsyte fell ... love ... Jon ... first sight. 13. The attendant will show you ... your seats. 14. There is no doubt ... it. 15. When the lights went ... and the curtain rose there was a storm... applause.

5. Fill in articles wherever necessary. Retell the text:

... theatres are very much ... same in London as anywhere else. ... main theatres, music-halls and cinemas are in ... West End. If you are staying in London for ... few days, you will have no difficulty whatever in finding somewhere to spend ... evening. You will find ... opera, ... comedy, ... drama, ... variety, ... cinema performances start at about eight or ... half past, and finish at about eleven.

... best seats are those in ... stalls, in ... dress-circle and ... upper circle. Then comes ... pit and ... last of all ... gallery. ... boxes, of course, are more expensive. ... most theatres and music-halls have... good orchestras with ... popular conductors.

The opera house is at Covent Garden. There you get... best of everything: ... first rate orchestra, ... famous singers and celebrated conductors. But, of course, if you are not fond of... music, this won't interest you. At... West End theatres you can see ... most of ... famous English actors and actresses. ... plays are staged well. Choose ... good play, and you'll enjoy yourself from ... moment... curtain goes up, to ... end of ... last act. Get your seat beforehand either at... box-office of... theatre itself or at one of... agencies.

6. Translate the following sentences into English:

A

1. Роберт предложил, чтобы они встретились у театра.
2. Анна предложила, чтобы мы купили билеты на этот спектакль.
3. Она предложила купить программу у входа в театр.
4. Мать предложила, чтобы мы пригласили Лизу на выходные дни (week-end).
5. Он предложил нам не касаться этого вопроса.
6. Режиссер (the stage manager) предложил, чтобы главную роль дали лучшей актрисе.
7. Анна предложила пойти в буфет во время антракта.
8. Я предлагаю немедленно отправить телеграмму.
9. Петя предложил зайти за Аней пораньше. Она всегда так долго собирается.
10. Интересно, кто предложил поехать за город в такую отвратительную погоду.

B

1. Где еще можно посмотреть эту пьесу?
2. Мы решили устроить еще несколько вечеров на английском языке.
3. Мне бы хотелось еще чашку кофе.
4. Боюсь, что он еще спит.

5. Мы боялись опоздать, но спектакль еще не начался.
6. Мне нужна еще одна книга по истории театра.
7. Сколько еще репетиций будет на этой неделе?
8. Через месяц в этом театре будет еще одна премьера.
9. Какие еще актеры принимают участие (играют) в этом спектакле?
10. Дождь еще не перестал, но потеплело.
11. Вы все еще работаете над докладом? — Да. Я еще не собрала всего нужного материала.
12. Нам нужно еще три билета на этот спектакль.
13. Кого еще вы встретили в театре?

7. Make up a dialogue on the following situation:

Молодой человек подходит к билетеру и просит дать ему программу; спрашивает, сколько нужно заплатить, покупает программу и направляется в партер. Но вскоре он возвращается к билетеру и, извинившись, просит показать ему его места. Оказывается, что у него билеты в бельэтаж. Билетер рассказывает человеку, как пройти в бельэтаж, и советует взять бинокль. (Ему бы лучше взять бинокль.) На вопрос, где он может взять бинокль, билетер отвечает, что за биноклем надо спуститься в гардероб. Но ему следует поторопиться, так как уже был третий звонок, и он может опоздать. Молодой человек благодарит и спускается вниз.

8. Make up similar situations (a visit to a concert, a variety theatre ...) and exchange them with your classmates to make up a conversation.

9. Translate the following sentences into English:

А

1. Я пригласила Анну на вечер, но она отказалась прийти.
2. Интересно, примет ли он наше приглашение или откажется от него.
3. Доктор сейчас не принимает.
4. Я надеюсь, что вы поддержите наш план.
5. Роберт был так возбужден, что с трудом говорил.
6. Не могли бы вы сказать мне, в чем дело? Почему вы так взволнованы?
7. Когда занавес поднялся, публика заплодировала.
8. Услышав шаги, она подняла голову.

9. Мне очень понравилась финальная сцена в опере «Жизнь за царя».

10. Роберт почувствовал, как Джин дотронулась до его руки.

11. Рассказ был такой трогательный, что девочка не могла удержаться от слез.

12. Пение Элисон произвело большое впечатление на Роберта.

13. Мы сидели в бельэтаже и хорошо видели сцену.

В

1. Актриса, игравшая главную роль, была очень хороша.

2. Мне нравится, как поставлен балет «Лебединое озеро» в театре имени Станиславского.

3. Фильм был очень хороший, и я получила большое удовольствие.

4. Зайди за мной, когда ты пойдешь на каток.

5. Летом они часто заходили к нам.

6. По дороге домой мне нужно зайти в кассу театра.

7. Декорации в этой опере просто великолепны.

8. Я не смог купить билеты на этот спектакль заранее, но мне удалось достать хорошие места в кассе.

9. Я бы лучше пошла в консерваторию сегодня, в программе произведения моих любимых композиторов.

10. Мы получили большое удовольствие от вечера, он был хорошо организован.

11. Что вы делали во время антракта? — Мы ходили в буфет.

12. Когда вы приходите в театр, вы оставляете пальто в гардеробе. Там же вы можете взять бинокль и программу.

13. Лучшие места в театре – в партере и в бельэтаже, это самые дорогие места. Места на балконе и галерке – хуже и дешевле.

14. Спектакль имел огромный успех у публики, актеров много раз вызывали на сцену.

SPEAKING

10. Compose a list of useful phrases and words. Retell text 1 as if you were Jean.

11. Retell text 2 in indirect speech as if you were Helen/Nick.

Section 2. Additional vocabulary training

1. Read the text “The Cinema and the Theatre in New York”. Compose a list of words in bold type and translate them:

The cinema and the theatre in New York

When New Yorkers **go to the cinema**, they expect to see a large program: a newsreel (which is usually the first **item** on the program), a **cartoon**, a **documentary** and a **feature film** (a full-length fiction film in a cinema program). Sometimes two feature films are included in the program.

Foreign films **are shown with subtitles** or **are dubbed**.

The program may have one or two intervals during which refreshments of all kinds are offered. In some American cinemas there is a continuous showing of the program from opening till closing time. In that case the **exact** time of the **shows** is not fixed and **seats are not reserved**. You may enter or leave the hall any time during the show and take any seat you like.

Most New York's cinemas are situated on Broadway and in Times Square.

A great number of various films **are released** in the USA every year. Hollywood-released films **differ in** genre as well as in artistic value. Hollywood's early films were **westerns** (with their fast action, **uncomplicated heroes** and **clear-cut conflicts** between **good and evil**); **horror films** (with their **mysterious** and **supernatural happenings**, ghosts and monsters); **comedies** (very often not in good taste and even **vulgar**). Then there were **romance films** (which showed life as it could be lived in one's imagination and made the viewer **escape from reality into a dream world**).

Musicals (which like westerns are a wholly American production, created and developed in Hollywood) **are still popular with** the **cinema-goers**.

There are **films based on** novels (so-called **adaptations**, that **is** novels **adapted for the screen**) and films which deal with historical events. In such films you see the **familiar characters brought to life** and you feel satisfied if they look exactly as you have pictured them.

Hollywood, that **was justly accused of creating a dream world** which **had nothing in common with** reality, has changed greatly since the time of

westerns. American films of today are realistic and **up-to-date**. For instance, **science fiction films** (which took the place of horror films) offer the viewer flying saucers, **extraterrestrial living beings**, **space battles** and **explosions** of planets. They introduced to lovers of **science fiction** computers and robots going mad and attacking their **creators**, ugly creatures born of mutation and devastating superweapons. Gangster films **are often inspired by** the gloomy front page stories. Many of the films **raise urgent problems facing contemporary society** and **give food for thought**. The screen analyses **the causes of criminal behaviour** and suggests that bad characters are often the result of the circumstances and the environment. The idea that science **threatens** man is often stressed. It is suggested that human control of science may **cause great disasters** and in the end **lead to the destruction of the world**.

Most American films **are made with great professional skill**. Acting and **photography** are usually excellent. But there are also **cheap second-rate films**, which critics call stupid, **badly written** and **badly directed**.

Such films, as they say, are neither **instructive** nor **entertaining**. Well, critics know best, but one thing is certain: there is too much sex, **cruelty** and **violence** on the American screen. More than is good for the **viewer**, in fact.

With the popularity of television, the theatre lost a great deal of its **attraction**. Besides, theatre tickets are so expensive that the theatre is a **luxury**.

Not many theatres **risk staging** serious intellectual plays. Producers avoid them as **unprofitable**. They are sure that the public will not like them as one goes to the theatre to relax. They think that if people do not expect **to be entertained and amused** at the theatre, they would rather stay at home.

Most new plays are presented first on Broadway, which is the theatrical district of New York. Plays shown at small theatres off Broadway, though modestly staged, **equal** sometimes the best Broadway performances **in professional skill**.

If a play is a hit, it may have **a long run** (that is it may be shown for a very long time), **which is the case with** a great number of musicals.

The nation's leading opera and ballet companies are situated in New York in Lincoln Centre for the Performing Arts, which also **houses** a symphony orchestra, a theatre and a library museum. Touring ballet companies also perform at Madison Square Garden (which is not a garden

but a show place and a stadium). Classical music can be heard at Carnegie Hall. Films coupled with a stage show may be seen at Radio City Music Hall, one of the world's largest theatres **seating** over six thousand people.

EXERCISES

I. Complete the phrases to the sentences, choosing one or some ideas according to the text:

1. In the New York cinema the program... (never includes more than one item; usually includes several items; usually includes a newsreel, a documentary, a feature film and other items; never includes cartoons or documentaries).

2. Foreign films... (are never shown in America; are dubbed; are shown with subtitles).

3. In most American cinemas... (seats are reserved; seats are not reserved; there is a continuous showing of films).

4. Hollywood-released films differ in... (artistic value; genre; cost of production; professional skill).

5. Hollywood's early productions were... (westerns; films based on books; films dealing with historical events; science fiction films; horror films; musicals; comedies; romance films).

6. In westerns you can see... (mysterious and supernatural happenings; ghosts and monsters; flying saucers; space battles and explosions of planets; uncomplicated heroes; familiar characters of bestsellers).

7. Romance films are characterized by... (clear-cut conflicts between good and evil; fast action; slow action; unrealistic situations).

8. In science fiction films... (life is shown as it could be lived in the imagination; you can see familiar characters brought to life; a dream world is created which has nothing in common with reality; robots go mad and attack their creators; extraterrestrial living beings visit the earth; ugly creatures frighten people; superweapons devastate whole countries).

9. Today Hollywood releases films which... (raise urgent problems facing contemporary society; examine causes of criminal behaviour; suggest that criminals are often the result of the environment; stress the idea that human control of science may cause great disasters and in the end lead to the destruction of the world; keep up with the latest developments in science and technology).

10. Among the problems raised by Hollywood-released films today are films that deal with... (a rise in crime; ecology; drug addiction; ethnic conflicts; politics and morals; human control of technology; extraterrestrial civilizations).

11. Most American films... (are made with great professional skill; are vulgar and stupid; are characterized by excellent photography, good setting and talented acting; are second-rate; are badly directed; are both instructive and entertaining; are neither instructive nor entertaining).

12. In most American films... (there is a lot of violence and crime, a lot of chasing and shooting; the action develops fast; the action is slow; acting is realistic; the acting of stars and of the supporting cast is excellent; everything ends happily; there is a happy ending).

13. The theatre in America... (is more popular than the cinema; is less popular than TV and the cinema; has lost a great deal of its attraction; is a luxury because theatre tickets are expensive; is not popular at all; is as popular as TV and the cinema).

14. In America... (producers stage a lot of serious intellectual plays; producers avoid serious plays as unprofitable; producers and directors find intellectual plays unprofitable; producers are of the opinion that one goes to the theatre to relax, to be entertained and amused).

15. In New York... (most new plays are presented first on Broadway; all new plays are presented first off Broadway; plays staged at small theatres off Broadway are very often acted with great professional skill and are worth seeing).

16. Tickets to the theatre... (can be bought at the box-office or at the theatre agency; can be reserved by telephone; can be booked several days in advance; are sold at box-offices and theatre agencies).

17. Seats in the stalls... (are the worst; are more expensive than seats in the balcony; are cheaper than seats in the balcony; are the best) .

18. The theatrical district of New York is... (Washington Square; Wall Street; Broadway; Times Square).

19. The chief theatres, music halls and cinemas in London are situated... (in the West End; in the East End).

20. In London you can hear symphony music at... (the Albert Hall; Carnegie Hall; Covent Garden; the Royal Festival Hall).

21. Ticket prices vary according to... (seats; the cast; the time of the performance; the reputation of the theatre).

II. Read the dialogues. Practise them:

1.

A.: Have you got anything special on Sunday?

B.: No, nothing special. Why?

A.: Would you like to go and see the Cherry Orchard with me at the Moscow Art Theatre?

B.: Thank you. That would be very nice. They say it's a very good production with an entirely new cast. I've been looking forward to seeing it. Do you think we'll manage to get tickets?

A.: I've already booked two seats by phone. They are in the front stalls.

B.: Oh, that's wonderful. We'll have a good view of the stage from there.

A.: You are right, but I'd rather take opera glasses to be on the safe side.

B.: That's a good idea. Where shall we meet?

A.: Let's meet outside the theatre at 7 sharp. Is that all right with you?

B.: It suits me perfectly. I'll be there.

2.

A.: I'd like to book two seats for tomorrow.

B.: Would you like something in the front stalls?

A.: I suppose there's nothing further back, is there?

B.: Not unless you come to the matinee.

3.

A.: Can I still get tickets for tonight's show?

B.: The front row of the dress circle is fairly free.

A.: Are there any boxes?

B.: No, I'm afraid that's all we've got.

4.

A.: Are there any seats left for Saturday night?

B.: A-11 and B-14 are all that's left.

A.: Haven't you got anything cheaper?

B.: Only if somebody cancels.

5.

Paula: Where's *It's My Life* playing?

Tony: At the Broadway Playhouse. Have you ever been there?

Paula: No, but I've always wanted to go. They have excellent plays.
Who's in *It's My Life*?

Tony: Edward Bright and Maria Small.

Paula: I think Edward Bright's a fantastic actor.

Tony: I do too. Did you see him in *The Long Winter*?

Paula: Yeah. I thought he was terrific.

6.

Characters: 1. Traveller (T)

2. Box-Office Clerk (C)

T: Have you got any seats for to-morrow?

C: Matinee or evening performance?

T: Matinee, please. I want two stalls, if you've got them.

C: Yes, you can have — er — two in the middle of row F.

T: They'll do very well, thank you. How much is that?

C: They're four pounds twenty each — that makes eight pounds forty.

T: Thank you.

7.

Characters: 1. Traveller (T)

2. Traveller's Friend (F)

T: Well, what did you think of the play?

F: I enjoyed every minute of it. And what about you?

T: I thought it was splendid. I haven't laughed so much for a long time.

F: Neither have I. It was extremely good.

T: Yes, wasn't it? I thought the acting was excellent.

F: So did I. The whole thing was first-rate from beginning to end.

EXERCISES

I. Finish up the questions and answer them:

1. Are there usually many items included in the cinema program or...?
2. Are foreign films shown with subtitles or...?
3. Can one see only westerns, horror films and thrillers on the American screen or are there also...?

4. Do all theatres risk staging serious plays or...?
5. Is *My Fair Lady* based on a novel or...?
6. Was the Albert Hall built in the 19th century or...?
7. Which seats are the best, those in the circle, in the gallery or...?

II. Correct the statements that are not true:

1. Bestsellers are seldom adapted for the screen in the USA.
2. There are parking lots attached to big cinemas in New York.
3. All westerns and horror films are worth seeing.
4. The greater part of Broadway productions are of no artistic value.
5. If a variety show is a hit, it has a long run.
6. In London one can see only variety shows and musicals.
7. The oldest concert hall in London is the Royal Festival Hall.
8. No foreign conductors ever give performances in London.
9. Tickets for evening performances are less expensive than those for afternoon performances.
10. Tickets can be reserved several days in advance.

III. Translate the text using active vocabulary. Speak about cinemas and films released in New York:

В кинотеатрах Нью-Йорка программа обычно состоит из киножурнала, мультфильма, документального и художественного фильмов.

Иностранные фильмы показываются с титрами или дублируются.

В большинстве кинотеатров фильмы показываются без перерыва. Места в таких кинотеатрах нумерованные.

Большинство театров и больших кинотеатров Нью-Йорка расположено на Бродвее и на Таймс Сквер. Это театральный район города.

Ежегодно в Соединенных Штатах выпускается огромное количество фильмов. Выпускаемые в Голливуде фильмы различны по своему жанру и художественной ценности. Голливуд справедливо упрекали в том, что он создает на экране мир грез, который не имеет ничего общего с действительностью. Сейчас продукция Голливуда изменилась. Сегодня фильмы реалистичны. Они поднимают важные социальные вопросы, стоящие перед современным американским обществом. В фильмах анализируются причины криминальных поступков и проводится мысль, что преступников создают обстоятельства и окружающая

среда. Научно-фантастические фильмы акцентируют идею, что огромные научные достижения человечества могут в конечном счете привести мир к катастрофе.

Конечно, выпускается также большое количество второразрядных фильмов, не являющихся ни познавательными, ни занимательными. Но в любом случае (in any case) работа оператора и игра актеров обычно на высоте.

Театр в Америке менее популярен, чем кино. Лишь немногие театры рискуют ставить серьезные «интеллектуальные» пьесы. Продюсеры избегают их, так как они могут оказаться невыгодными. Администрация театров считает, что зрители ходят в театр только для того, чтобы отдохнуть и развлечься.

Section 3. Additional reading

Text 4

British Drama

Britain is one of the world's major centres for theatre, and has a long and rich dramatic tradition. There are many companies based in London and other cities and towns, as well as numerous touring companies which visit theatres and festivals including arts and sports centres and social clubs. There are 66 companies in receipt of subsidies from the Arts Council.

The musicals of Sir Andrew Lloyd Webber have been highly successful in Britain and overseas; well known examples include *Jesus Christ Superstar*, *Evita* and *Cats*.

Among the best-known directors are Sir Peter Hall, Trevor Nunn, Jonathan Miller, Terry Hands, while many British performers who enjoy international reputations include Sir John Gielgud, Sir Alec Guinness, Vanessa Redgrave, Sir Ian McKellen, Derek Jacobi, Albert Finney, Dame Judi Dench, Brian Cox, Dame Maggie Smith.

Britain has about 300 theatres intended for professional use which can seat between 200 and 2,300 people. Some are privately owned, but most are owned either municipally or by non-profit distributing organizations. In summer there are also open air theatres, including one in London's Regent's

Park and the Minack Theatre, which is on an open cliffside near Land's End in Cornwall.

Fifteen of many London's theatres are permanently occupied by subsidized companies. These include: the Royal National Theatre, which stages a wide choice of modern and classical plays; the Royal Shakespeare Company, which presents plays mainly by Shakespeare and his contemporaries as well as some modern works; the English Stage Company at the Royal Court Theatre in Sloane Square, London, which stages the works of many talented new playwrights.

Most theatres are commercially run and self-financing, relying on popular shows and musicals to be profitable. By contrast there is the Royal Academy of Dramatic Art, the Central School of Speech and Drama, the London Academy of Music and Dramatic Art, and the Drama Centre (all in London); the Bristol Old Vic School, the Royal Scottish Academy of Music and Drama (Glasgow) and the Welsh College of Music and Drama (Cardiff). Theatre design courses, often based in art schools, are available for people wanting to train as stage designers. A number of universities and colleges offer degree courses in drama.

EXERCISES

1. Look through the text and find the English equivalents for the following word combinations:

быть одним из мировых театральных центров, иметь давние и богатые театральные традиции, находиться (базироваться) в, многочисленные гастролирующие театральные труппы, получающие субсидии от Совета по искусству, современные драматурги Великобритании, получить международное признание, пользоваться большим успехом в Британии и за ее пределами, предназначаться для профессионального использования, принадлежать местным властям или благотворительным организациям, содержаться на коммерческой основе, быть выгодным, приносить сборы, быть доступным для желающих, обучаться ремеслу театральных художников, выпускать дипломированных театральных работников (специалистов).

2. Agree or disagree with the following statements. Use conversational phrases of agreement and disagreement. Give your arguments if necessary:

1. Britain is one of the world's major centres for theatre, and has a long and rich dramatic tradition.

2. There are practically few companies based in London and other cities and towns, as well as some touring companies which visit theatres, festivals and other venues, including arts and sports centres and social clubs.

3. Britain has about 200 theatres intended for professional use which can seat between 500 and 1,500 people.

4. Most of the theatres in Britain are privately owned and not many are owned either municipally or by non-profit-distributing organizations.

5. In summer and late autumn there are also open air theatres, including one in London's Regent's Park and the Minack Theatre, which is on an open cliffside near *Land's End* in Cornwall.

6. 25 of many London's theatres are permanently occupied by subsidized companies.

7. Most of the theatres are commercially run and self-financing, relying on popular shows and musicals to be profitable.

8. Theatre design courses, often based in sports centres, are available for people wanting to train as stage designers and stage hands.

9. A number of universities and colleges offer degree courses in drama.

10. There are 45 companies in receipt of subsidies from the Arts Council.

LISTENING

1. Listen to the text on theatre and cinema in Britain. Make notes while listening. Summarize the information in written form (“in Britain”).

SPEAKING

1. Make up a situation using the ideas given below:

Title: Six Short Weeks.

Introduction: A new play called “The World Tomorrow” is to be shown (highly advertised – public interest – cast of famous actors).

Development: First night – play not well received – supposed to be funny – nobody laughed – people walked out – bad reviews.

Conclusion: The play ran for six weeks – last performance – small audience – actors struggled through – the audience found the last line of the play very funny, “Our six short weeks have hastened to the end” – even the actors laughed.

2. If you were the director of a play, what rules would you follow to avoid the failure of your production and ensure its success?

3. Describe your visit to the theatre and the performance you saw using as many words and expressions of this Unit as it is possible.

4. Summarize the information of the texts above (on British and American theatre and cinema) and develop it into a topic using additional sources of information.

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Людмила Аркадьевна Азябцева

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