

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
Федеральное государственное бюджетное образовательное учреждение  
высшего профессионального образования  
**«ТОМСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»**  
**(ТГПУ)**

**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ДИСЦИПЛИНЫ**  
**ДП.ДДС.01. ПРАКТИЧЕСКИЙ КУРС ИНОСТРАННОГО ЯЗЫКА**

## **Оглавление**

1. Рабочая программа учебной дисциплины	3
2. Вопросы к зачету/экзамену	16
3. Список основной, дополнительной литературы, интернет-ресурсов	38

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ТОМСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»**

**(ТГПУ)**

Утверждаю

Декан факультета



/И.Е. Высотова

«\_29\_» августа 2011 г.

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ  
ДП.ДДС.01. ПРАКТИЧЕСКИЙ КУРС ИНОСТРАННОГО ЯЗЫКА**

## 1. Цели и задачи дисциплины

Предметом дисциплины «Практический курс иностранного языка» является изучение иноязычной культуры, грамматического и лексического материала, необходимого для формирования коммуникативно-познавательной компетенции обучающихся в наиболее распространенных ситуациях официальной и неофициальной сфер общения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо).

Целью преподавания данной дисциплины является совершенствование лингвистической и коммуникативной компетенции студентов средствами английского языка на основе социально-бытовых тем и содействие развитию устной и письменной речи во всех видах речевой деятельности.

Данная цель раскрывается в единстве ее взаимосвязанных компонентов: воспитательного, развивающего, образовательного и практического.

Воспитательный компонент цели заключается в:

- формировании у студентов уважения и интереса к культуре и народу страны изучаемого языка;
- воспитании культуры общения;
- поддержании интереса к учению и формированию познавательной активности;
- воспитании потребности в практическом использовании английского языка в различных сферах деятельности.

Развивающий компонент цели предусматривает развитие языковых, интеллектуальных и познавательных способностей, ценностных ориентаций, чувств и эмоций студентов, их готовности к коммуникации и, в целом, в гуманитарном и гуманистическом развитии личности обучающихся.

Образовательный компонент цели выражается в расширении эрудиции студентов, их лингвистического, филологического и общего кругозора.

Указанные воспитательный, развивающий и образовательный компоненты цели достигаются в процессе и на основе практического владения студентами английским языком.

Практический компонент заключается в формировании умений и развитии навыков устной и письменной речи на английском языке, обеспечивающих основные познавательно-коммуникативные потребности студентов и возможность приобщения их к культурным ценностям народов-носителей английского языка.

Содержание обучения рассматривается как некая модель естественного общения, участники которого обладают определенными иноязычными умениями и навыками, а также способностью соотносить языковые средства с нормами речевого поведения, которых придерживаются носители языка.

**Задачи** изучения дисциплины:

- совершенствование слухопроизносительных и ритмико-интонационных навыков;

- формирование речевых экспрессивно-лексических и грамматических навыков на коммуникативно-достаточном уровне;
- совершенствование фонетических навыков;
- совершенствование умений и навыков говорения на социально-бытовые темы без подготовки;
- формирование навыков и развитие умений письма;
- формирование навыков и развитие умений в диалогической и монологической формах общения;
- формирование и развитие умений в беспереводном чтении и аудировании;
- обучение чтению текста про себя, понимание основного содержания текста средней трудности без использования словаря;
- обучение письменной речи (написание диктантов, изложений, сочинений);
- дальнейшее формирование и развитие умений и навыков формально-смыслового анализа текста;
- совершенствование умений и навыков краткого изложения текста;
- совершенствование навыков по грамматике;
- обучение исправлению ошибок в устном и письменном сообщениях;
- обучение реферированию общеполитических статей и неадаптированных текстов средней трудности.

## **2. Требования к уровню освоения содержания дисциплины**

Студент, изучивший дисциплину, должен

**знать:**

- системы языка и правила их функционирования в процессе иноязычной коммуникации;
- основные особенности социально-культурного развития страны, особенности изучаемого языка в ходе истории и на современном этапе, особенности основных правил речевого этикета в английском языке;
- методические приемы обучения иностранному языку;

**уметь:**

- воспринимать и порождать иноязычную речь в соответствии с условиями речевой коммуникации;
- осуществлять свое речевое поведение, опираясь на полученные лингвострановедческие знания, переводить тексты общего содержания любой категории сложности, вести беседы;
- осуществлять педагогическое общение (управление интеллектуальной деятельностью обучаемых, стимулирование речевой деятельности, организация речевой деятельности и ее контроль);

**владеть навыком:**

- устной и письменной речи на иностранном языке в рамках лексической тематики программы;

- аудирования, как при непосредственном общении, так и при прослушивании записей речи носителей языка;
- речевого высказывания в разных формах монологической и диалогической речи: повествование, описание, рассуждение, анализ художественного, научного, научно-популярного, газетно-публицистического и официально делового текстов.

### 3. Общая трудоемкость дисциплины и виды учебной работы

Вид учебной работы	Всего часов	Семестры							
		3	4	5	6	7	8	9	10
Общая трудоемкость дисциплины	1212								
Аудиторные занятия	664	90	80	90	80	72	72	80	100
Лекции									
Практические занятия (ПЗ)	664	90	80	90	80	72	72	80	100
Семинары (С)									
Лабораторные работы (ЛЗ)									
И (или) другие виды аудиторных занятий									
Самостоятельная работа	548								
Курсовая работа									
Расчетно-графические работы									
Реферат									
И (или) другие виды самостоятельной работы									
Вид итогового контроля (зачет, экзамен)		экзамен	зачет	экзамен	зачет	зачет	экзамен	экзамен	экзамен

### 4. Содержание учебной дисциплины

#### 4.1. Разделы дисциплины и виды занятий

п/п	Разделы дисциплины			Лекции	Практические занятия	Лабораторные работы
	Лексика	Грамматика	Фонетика			

1.	Роль книги	Глагол	Дальнейш ее развитие фонетичес ких навыков	-	20	-
2.	Квартира			-	10	-
3.	Времена года			-	10	-
4.	Путешествие. Транспорт			-	60 (10 ч. - IV семестр)	-
5.	Город	Глагол	Дальнейш ее развитие фонетичес ких навыков	-	70	-
6.	Покупки	Глагол	Дальнейш ее развитие фонетичес ких навыков	-	20	-
7.	Здоровье			-	24	-
8.	Питание			-	20	-
9.	Спорт			-	26	-
10.	Сфера обслуживания	Глагол	Дальнейш ее развитие фонетичес ких навыков	-	40	-
11.	Почта, телеграф, телефон			-	40	-
12.	Охрана окружающей среды	Глагол	Дальнейш ее развитие фонетичес ких навыков	-	20	-
13.	Проблемы молодежи			-	12	-
14.	СМИ			-	40	-
15.	Искусство	Глагол	Дальнейш ее развитие фонетичес ких навыков	-	92 (20 ч. - IX семестр)	-
16.	Профессия учителя	Глагол Синтакси с	Дальнейш ее развитие фонетичес ких навыков	- -	60	- -

17.	Проблемы воспитания	Глагол	Дальнейш	-	60	-
18.	Школьная практика	Синтаксис	ее развитие фонетических НАВЫКОВ	-	40	-

## 4.2. Содержание разделов дисциплины

### 4.2.1. Лексика

**Раздел 1. Роль книги:** моя любимая книга, мой любимый писатель, роль личной библиотеки, общественные библиотеки, виды литературных жанров.

**Раздел 2. Квартира:** проблема жилья в России и Великобритании, преимущества проживания в частной квартире и многоэтажном доме, съемное жилье, проживание в общежитие, обустройство квартиры: визитная карточка коридора, кухня, рабочая комната, жилая комната.

**Раздел 3. Времена года:** погода, бабье лето, природные катаклизмы (наводнения, гроза, засуха), прогноз погоды, мое любимое время года.

**Раздел 4. Путешествие. Транспорт:** виды путешествий (зачем, как, с кем, когда), правила посадки, высадки пассажиров, покупка билетов, оформление визы, путешествие на поезде, на самолете, на корабле, автобусе, машине, пешком, впечатление о путешествии, Великобритания – туристическая страна.

**Раздел 5. Город:** виды городов, родной город, столица, красивые города России, достопримечательности, ориентирование в городе, горсправка, городской транспорт, город моей мечты.

**Раздел 6. Покупки:** виды магазинов: универмаг, книжный магазин, бутик, ювелирный магазин, магазин хозяйственных товаров, сэконд-хенд, проблема выбора покупки.

**Раздел 7. Здоровье:** строение человеческого тела, заболевания, визит к врачу, забота о сохранении здоровья, образ жизни, особенности социальной политики в Великобритании и России.

**Раздел 8. Питание:** роль питания в жизни человека, диета, проблема лишнего веса, приготовление пищи, трапеза по-английски и по-русски, посещение студенческой столовой, кафе, ресторана.

**Раздел 9. Спорт:** виды спорта: зимние и летние; любимый вид спорта; выдающиеся спортсмены в России и Великобритании, Олимпийские игры, профессиональный спорт.

**Раздел 10. Сфера обслуживания:** химчистка, пошив и ремонт одежды, парикмахерская, часовая мастерская, прачечная, ремонт обуви; правила ухода за одеждой и обувью, информация на товарных ярлыках.

**Раздел 11. Почта, телеграф, телефон:** история развития почтового дела, телеграфы и телефоны; этикетные нормы написания письма и телеграммы, ведения телефонных переговоров, современные виды телефонных услуг, современные средства связи.



**Раздел 12. Охрана окружающей среды:** проблемы экологии в России и Великобритании, экологическое воспитание молодежи, экологические катастрофы мира и их последствия, «экологическая тропа», роль общественной организации «Greenpeace».

**Раздел 13. Проблемы молодежи:** актуальные проблемы современной молодежи, молодежные организации, «молодежная политика», вступление во взрослую жизнь, проблемы адаптации; молодежный стиль (мода, косметика), отношение с родителями (сверстниками).

**Раздел 14. СМИ:** виды СМИ: пресса, радио, телевидение, популярные теле-, радиопередачи, реклама на ТВ, Интернет, роль СМИ в жизни человека.

**Раздел 15. Искусство:** история искусств; живопись: жанры и виды изобразительного искусства, творчество знаменитых художников, известные картинные галереи России и Великобритании; музеи: виды музеев, экскурсии; скульптура: жанры и виды скульптуры, известные скульпторы; театр: посещение театра, современный театр, известные драматурги и актеры; кино: из истории возникновения кино, фильм и его создатели, посещение кинотеатра; кинофестиваль; видеофильмы.

**Раздел 16. Профессия учителя:** планирование и проведение урока, работа в качестве классного руководителя, роль профессии учителя, проблемы, известные педагоги, система образования в России и Великобритании, подготовка учительских кадров в России и Великобритании.

**Раздел 17. Проблемы воспитания:** воспитание в семьях России, воспитание в семьях Германии.

**Раздел 18. Школьная практика:** планирование и проведение урока, работа в качестве классного руководителя, роль профессии учителя, проблемы, известные педагоги, система образования в России и Великобритании, подготовка учительских кадров в России и Великобритании.

#### **4.2.2. Грамматика**

**Глагол:** временная форма Perfect, Perfect Continuous, пассивный залог, модальные глаголы, сослагательное наклонение, неличные формы глагола (причастие, герундий, инфинитив, конструкции).

**Синтаксис:** простое предложение, согласование подлежащего со сказуемым, второстепенные члены предложения, инверсия, сложносочиненные и сложноподчиненные предложения, согласование времен, косвенная речь.

**5. Лабораторный практикум** — не предусмотрен.

## **6. Учебно-методическое обеспечение дисциплины**

### **6.1. Основная литература**

1. Практический курс английского языка. 2 курс : учебник для вузов / [В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. – 7-е изд., доп. и испр. – М. : ВЛАДОС, 2005. – 515 с.
2. Практический курс английского языка. 3 курс : учебник для вузов / [В. Д.

- Аракин [и др.] ; под ред. В. Д. Аракина. – 4-е изд., перераб. и доп. – М. : ВЛАДОС, 2006 – 430 с.
3. Практический курс английского языка. 4 курс : учебник для вузов / [В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. – 5-е изд., перераб. и доп. – М. : ВЛАДОС, 2004. – 350 с.
  4. Практический курс английского языка. 5 курс : учебник для пед. вузов / [В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. – 4-е изд., перераб. и доп. – М. : ВЛАДОС, 2003. – 228 с.

### **6.2. Дополнительная литература**

1. Иностранный язык. Грамматика английского языка : учебное пособие / [Кошкарлова С.М. [и др.] ; Федеральное агентство по образованию, ГОУ ВПО ТГПУ. – Томск : Изд-во ТГПУ, 2006. – 242 с.
2. Крицкая Н.В. Английский язык / Н.В. Крицкая. – Томск : Изд-во ТГПУ, 2010. – 111 с.
3. Evans V. Enterprise 4 Intermediate. Coursebook / V. Evans, J. Dooley. –Express Publishing, 2002. – 196 p.
4. Evans, V. Enterprise 3 Pre-Intermediate. Coursebook / V. Evans, J. Dooley. – Express Publishing, 2000. – 159 p.

### **6.3. Средства обеспечения освоения дисциплины**

- Компоненты учебно-методического комплекса (учебник) как основное средство обучения;
- Вспомогательные средства (книги для индивидуального чтения, газеты и журналы на английском языке);
- Технические вспомогательные средства (аудиозаписи к учебникам V. Evans “Enterprise 4” и “Enterprise 3”).
- Интернет-ресурсы  
<http://www.dailystep.com/>  
<http://www.busuu.com/ru>  
<http://www.native-english.ru/>  
[www.homeenglish.ru/](http://www.homeenglish.ru/)

### **6.4. Материально-техническое обеспечение дисциплины**

<b>№ п/п</b>	<b>Наименование раздела (темы) учебной дисциплины (модуля)</b>	<b>Наименование материалов обучения, пакетов программного обеспечения</b>	<b>Наименование технических и аудиовизуальных средств, используемых с целью демонстрации материалов</b>
1.	Здоровье	<a href="http://www.dailystep.com/">http://www.dailystep.com/</a>	Компьютерный

№ п/п	Наименование раздела (темы) учебной дисциплины (модуля)	Наименование материалов обучения, пакетов программного обеспечения	Наименование технических и аудиовизуальных средств, используемых с целью демонстрации материалов
		<a href="http://www.busuu.com/ru">http://www.busuu.com/ru</a> <a href="http://www.native-english.ru/">http://www.native-english.ru/</a>	класс с выходом в Интернет, DVD-проигрыватель
2.	Спорт	<a href="http://www.dailystep.com/">http://www.dailystep.com/</a> <a href="http://www.busuu.com/ru">http://www.busuu.com/ru</a> <a href="http://www.native-english.ru/">http://www.native-english.ru/</a>	CD-проигрыватель, компьютерный класс с выходом в Интернет
3.	Еда	<a href="http://www.dailystep.com/">http://www.dailystep.com/</a> <a href="http://www.busuu.com/ru">http://www.busuu.com/ru</a> <a href="http://www.native-english.ru/">http://www.native-english.ru/</a>	Компьютерный класс с выходом в Интернет

## 7. Методические рекомендации и указания по организации изучения дисциплины

Специфика предмета «Практический курс иностранного языка» заключается в единстве 4 видов речевой деятельности (аудирование, говорение, чтение и письмо), что обуславливает одновременно как знакомство с новым материалом, так и его закрепление в пределах одного занятия. Практические занятия проводятся в различных формах (традиционный, пресс-конференция, диспут, круглый стол и др.), на обсуждение которых выносятся все темы программы.

С целью контроля усвоения материала используются контрольные работы, тесты, словарные диктанты, сочинения.

Часть учебного материала выносится на самостоятельную работу.

### 7.1. Методические рекомендации преподавателю

Предметом дисциплины «Иностранный язык» является продолжение изучения иноязычной культуры, грамматического и лексического материала, необходимого для формирования коммуникативно-познавательной компетенции обучаемых в наиболее распространенных ситуациях официальной и неофициальной сфер общения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо).

Дальнейшее совершенствование слухо-произносительных и ритмико-интонационных навыков студентов является очень важной составляющей работой преподавателя английского языка.

Преподавателю вуза необходимо в своей работе для совершенствования фонематических навыков использовать поговорки, стихи, песни, лексический материал темы или текста, составляя из него фонетические упражнения на долготу и краткость гласных, словесное ударение, интонационный рисунок английских предложений.

Дальнейшее совершенствование грамматических навыков целесообразно проводить в три этапа: ознакомление и первичное закрепление, тренировка, применение.

Первые два этапа рекомендуется осуществлять с помощью учебно-методического пособия: Иностранный язык. Грамматика английского языка : учебное пособие / [Кошкарлова С.М. [и др.] ; Федеральное агентство по образованию, ГОУ ВПО ТГПУ. – Томск : Изд-во ТГПУ, 2006. – 242 с.

Третий этап находит свое отражение в грамматических, лексических и текстовых упражнениях учебников или методических разработок.

## **7.2. Методические рекомендации для студентов**

Работа студентов заключается в изучении ими рекомендуемой основной и дополнительной литературы по практике устной и письменной речи английского языка и новейших публикаций периодической печати при подготовке к занятиям, а также выполнение контрольных самостоятельных заданий.

Знание иностранного языка помогает специалисту любой отрасли народного хозяйства не только стать более успешным в своей области, но и углубляет знания родного языка, расширяет общий кругозор, знакомит с социумом страны изучаемого языка, повышает культурный уровень.

Работа над иностранным языком требует определенных усилий. Предлагаемые методические рекомендации будут полезны не только в работе над английским языком, но и сделают процесс работы результативным.

Каждый человек, изучающий иностранный язык, должен помнить, что прежде чем приступить к работе над темой программы, текстом учебника, написанием сочинения и т. д., необходимо хорошо овладеть лексикой.

Овладение лексикой предполагает формирование лексического навыка, а формирование лексического навыка, в свою очередь, предполагает овладение произнесением, написанием нового слова, правилами его соотнесения с другими лексическими единицами (ЛЕ) языка.

Владеть словом означает не только знать его перевод с английского на русский, но и уметь его правильно читать, делать буквенный анализ, правильно писать с точки зрения каллиграфии и орфографии, спрягать или склонять, употреблять в устной и письменной речи.

При работе над лексикой английского языка рекомендуется:

- очень хорошо отработать произношение ЛЕ (правильно поставить словесное ударение, сделать приступ или придыхание, акцентировать долготу и гласность звуков;
- прочитать список ЛЕ по теме, к тексту и выделить из них уже знакомые слова;
- написать знакомые ЛЕ на английском языке с опорой на русский;
- проверить правильность их написания с опорой на английский язык;
- выписать из списка новые ЛЕ с одинаковым корнем, провести анализ их образования и, соответственно, проанализировать перевод на русский язык;
- выписать из списка ЛЕ с суффиксами;
- выписать из списка ЛЕ с приставками;
- выписать имена существительные, образованные от глаголов или других частей речи;
- подобрать к новым ЛЕ синонимы;
- выписать глаголы с управлением;
- выписать имена существительные, относящиеся к разным типам склонения;
- составить из новых ЛЕ словосочетания;
- подготовить карточки с ЛЕ на русском и немецком языках для постоянного пользования, например, в автобусе;
- употребить ЛЕ в устной и письменной речи.

Употребление ЛЕ в устной и письменной речи означает выполнение различного рода упражнений: подстановочных, конструктивных, трансформационных, занимательных, а также упражнения для активизации лексики в речи.

Но использование ЛЕ во всех видах речевой деятельности невозможно без знаний фонетических и грамматических правил оформления речи. В вузе должно идти совершенствование и дальнейшее развитие фонематического слуха, а также техники и произнесения английских звуков в слове, словосочетании, предложении, речевом потоке в процессе говорения или чтения.

Большое внимание нужно уделять в работе над английским языком интонации предложения, что очень связано с дальнейшим совершенствованием аудитивных навыков восприятия интонационного рисунка английского предложения и его адекватное воспроизведение в процессе устной речи.

В работе над совершенствованием фонематического слуха рекомендуется:

- многократно прочитывать вслух новые ЛЕ с низходящим и восходящим тоном;

- прочитывать вслух словосочетания также меняя тон;
- прочитывать вслух простые нераспространенные предложения;
- прочитывать вслух простые распространенные предложения, соблюдая правила пауз в английском языке;
- прочитывать вслух имена существительные с несогласованным определением с восходящим тоном;
- прочитывать вслух вопросительные предложения с вопросительным словом или без него;
- прочитывать вслух сложносочиненные предложения с правилами пауз в английском языке;
- прочитывать вслух сложноподчиненные предложения с правилами пауз в английском языке;
- прочитывать новые ЛЕ с нарастающим темпом: медленно, быстрее, еще быстрее и т. д., получая эффект «поезда».

Для того, чтобы данные рекомендации были выполнены, необходимо студентам повторить фонетические правила английского языка.

Для успешной работы над английским языком необходимо уделять определенное внимание самостоятельной работе.

### **7.2.1. Перечень примерных контрольных вопросов и заданий для самостоятельной работы**

1. Письменный (прямой и обратный) перевод предлагаемых предложений и текстов.
2. Ответ на проблемный вопрос с использованием карточки с опорными словами, данными на русском языке.
3. Описание картинки/фотографии, составление рассказа.
4. Пересказ прочитанного оригинального английского текста из художественной литературы, периодической печати.
5. Некоммуникативный контроль понимания содержания предложенных преподавателем текстов.
6. Просмотр видеофильмов на английском языке, имеющихся в видеотеке, участие в дискуссии по фильму.
7. Выполнение лабораторных работ по грамматике из учебника «Практическая грамматика английского языка» (см. список литературы).
8. Выпуск тематических газет и коллажей.
9. Выполнение проектных заданий по изучаемым темам (см. папку «Методическое руководство самостоятельной работой студентов»).

### **7.2.2. Примерная тематика докладов**

1. Мой любимый город.
2. Английский этикет.

3. Музеи Великобритании.
4. Традиционные английские праздники.
5. Великобритания – родина необычных видов спорта.
6. Проблемы экологии

### 7.2.3. Структура и содержание билета

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ТОМСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»  
(ТГПУ)**

Дисциплина: ДПП.ДДС.01 Практический курс иностранного языка

Билет № \_\_\_\_

1. Grammar and vocabulary test.
2. Read and retell the text.
3. Speak on the topic.

Дата \_\_\_\_\_ Зав. кафедрой лингвистики

/Г.И. Уткина/

### 7.2.4. Примерная структура и содержание зачетной карты

**Test Card  
Course 4, Term 7**

**Topics: "Ecology", "Problems of the Youths", "Mass Media"  
Grammar: The Verbals**

**I. Speak on the grammar rule: The Participle I**

**II. Translate the following words and expressions**

**a) from Russian into English:**

1. мусор, 2. загрязнение воздуха, 3. вымирающие животные, 4. повторно использовать, 5. амбициозный, 6. ранимый, 7. сердцеед, 8. бульварная газета, 9. еженедельник, 10. сенсационная статья, 11. программа (Am.E.), 12. рубрика, 13. безупречная репутация, 14. «мышинная возня».

**b) from English into Russian:**

1. conservation area, 2. contamination, 3. wrapping, 4. carbon dioxide, 5. to bully, 6. satisfaction, 7. adolescent, 8. to work part-time, 9. editorial, 10. cartoon, 11. scriptwriter, 12. to be on air, 13. to be embarrassed, 14. to be fed up with smth.

### III. Choose the correct answer:

The environment is a very important thing (1) humans. So you see, if people don't stop (2), soon there will be no clean water to drink, no plants and no animals. In order to stop this, people should do the following things. First I suggest (3) trash bins in cars. Almost every day on my way to and from school, I see people (4) trash out of their car windows. Putting (5) on the street as well would encourage the people on the street not to throw things on the ground. Having (6) against dropping litter would stop people from dropping litter because they would have to pay. However, there are other kinds of pollution (7) dropping litter. Serious pollution is (8) chemicals and waste made by factories, farms, motorcars and even houses. This pollution can be so harmful, that it can (9) the land, water, and air. Polluted air and water (10) people's health.

The lead (свинец) in petrol comes out in car fumes and can cause brain disorders. Some gases that (11) air can dissolve in water and in the atmosphere. (12) pollution falls to the Earth as acid rain. Acid rain (13) affect trees and other plants and kill the fish and water animals living in lakes and rivers. I suggest starting a programme to stop industries from using poisonous (14).

- |    |   |                     |   |             |   |              |   |             |
|----|---|---------------------|---|-------------|---|--------------|---|-------------|
| 1  | A | in                  | B | for         | C | to           | D | of          |
| 2  | A | polluting           | B | to pollute  | C | polluted     | D | be polluted |
| 3  | A | to be put           | B | put         | C | to put       | D | to putting  |
| 4  | A | throwing            | B | putting     | C | pouring      | D | littering   |
| 5  | A | waste paper baskets | B | litter bins | C | garbage cans | D | waste pipes |
| 6  | A | a price             | B | a prize     | C | a fine       | D | money       |
| 7  | A | too                 | B | except      | C | also         | D | besides     |
| 8  | A | caused by           | B | affected by | C | because      | D | reasoned by |
| 9  | A | affect              | B | effect      | C | cause        | D | harm        |
| 10 | A | threat              | B | reduce      | C | litter       | D | damage      |
| 11 | A | litter              | B | waste       | C | pollute      | D | release     |
| 12 | A | the                 | B | --          | C | a            | D | an          |
| 13 | A | must have           | B | has to      | C | must         | D | can         |
| 14 | A | chemicals           | B | litter      | C | garbage      | D | rubbish     |

### IV. Translate the sentences

#### a) from Russian into English:

1. Не бросайте мусор на улицах! Используйте мусорные урны.
2. К тому времени, когда нам исполнится пятьдесят лет, будет трудно найти чистую питьевую воду.
3. Побочные продукты производства загрязняют воздух.



4. К счастью, многие подростки не являются жертвами моды.
5. Какое действие оказывает жестокость по телевидению на юные умы и сердца?

**b) from English into Russian:**

1. It's obvious that keeping animals in zoos can deprive them of the right to live in their natural habitat.
2. The New York Times is so large because classified ads sometimes take up an entire page.
3. Reading a newspaper, I tend to head right to the cartoons sometimes called "funnies".
4. Excessive TV-watching influences not only our eyesight, but our mood and attitude to life.
5. Several environmental groups are working to prevent the world's rain forests from being completely destroyed.

**V. Match the words with their definitions:**

- |  |  |
|--|--|
| 1. to hesitate                           | a) a kind of minor crime   |
| 2. to be left on the shelf               | b) to think about important things   |
| 3. a man-eater                           | c) to become separate when growing older                                     |
| 4. uncertainty and tension               | d) to inhabit some natural area  |
| 5. to turn one's mind to serious matters | e) TV-addict   |
| 6. to grow apart                         | f) to feel lonely and useless  |
| 7. to live in the wild                   | g) a document enabling to take care about animal living in captivity         |
| 8. adoption certificate                  | h) to be slow in acting; to be uncertain                                     |
| 9. couch potato                          | i) a feeling of being constantly in doubt; inability to relax and enjoy life |
| 10. pick-pocketing                       | j) a woman with many lovers  |

**VI. Translate the sentences. Use proper Participles or Gerunds:**

1. Будучи уставшим, он не мог идти быстро.
2. Мама настаивала на возвращении домой вместо прогулки по ночному городу.
3. Дети предвкушали новогодние каникулы с самого сентября.
4. Видели, как они вошли в комнату вместе.
5. По вечерам мы слышали, как он играет на пианино.

**VII. Read and render the text.**

**VIII. Speak on the topic.**

Зав. кафедрой лингвистики

Г.И. Уткина

Рабочая программа учебной дисциплины составлена в соответствии с учебным планом, федеральным государственным образовательным стандартом высшего профессионального образования по направлению подготовки **050401 История с дополнительной специальностью.**

Рабочую программу учебной дисциплины составил:  
к. филол. н., доцент кафедры лингвистики  
ФИЯ ТГПУ  /Н.В. Крицкая/

Рабочая программа учебной дисциплины утверждена на заседании кафедры лингвистики, протокол № 7 от «13» августа 2011 г.

Зав. кафедрой лингвистики  /Г.И. Уткина/

Рабочая программа учебной дисциплины одобрена методической комиссией ФИЯ ТГПУ, протокол № 10 от 29 августа 2011 года.

Председатель методической комиссии ФИЯ  /С.М. Кошкарлова/

## **Зачетные и экзаменационные материалы**

### **Text card № 1**

**Topics: "Shopping", "Health", "Meals", "Sport".**

#### **The Health Lecture**

The Ministry of Health in Great Britain was much disturbed by a series of reports which indicated that the health of the nation was deteriorating.

The Minister of Health introduced a hard-hitting approach to the problem: he sent medical specialists round the schools and public halls of the country to talk to the people directly. The village to the north of Glasgow whose inhabitants had the shortest life expectancy in Europe was seen as the most appropriate place to launch the campaign. On the day of the meeting the village hall was packed. The men passed bottles of whisky to each other. The children stuffed their faces with chocolate and cakes. It was difficult to see the platform clearly as the air was thick with tobacco smoke.

Dr. Feelgood, the country's leading medical expert, projected a photograph of a group of healthy-looking Japanese fishermen and added that they subsisted on a staple diet of fish and vegetables. He then showed a photograph of a group of very obese and unhealthy-looking Japanese and explained that these Japanese had adopted western diets and consumed a lot of cakes and chocolate. Dr. Feelgood said rhetorically,

"And what does this prove to us, ladies and gentlemen?" After a few seconds of silence he added, "If you eat a lot of sugar, your health will suffer."

Dr. Feelgood turned to smoking. For dramatic effect he took out a glass container with a pink organ preserved in formaldehyde.

"This is a human lung. It is the lung of a non-smoker." He then took out another glass container with a blackened object inside. "This is the lung of a smoker, reduced in size, coated with tar, and riddled with cancer. The owner died at thirty-five."

"And what does this prove to us, ladies and gentlemen?" After a few seconds of silence he added, "If you smoke, your life will be shorter."

Dr. Feelgood then turned to drink and alcoholic abuse. He filled a large glass with whisky. He produced a large earthworm from his pocket and dropped it into the whisky. The worm wriggled about for a few minutes then fell to the bottom of the glass and lay still. Dr. Feelgood said rhetorically, "And what does this prove to us, ladies and gentlemen?" Before he could continue a voice from the back of the hall said, "If you drink whisky you won't be troubled with worms".

## Text card № 2

**Topics: "Shopping", "Health", "Meals", "Sport".**

### **FRESH AIR WILL KILL YOU**

Smog, which was once the big attraction of Los Angeles, can now be found all over the country from Butte, Montana, to New York City, and people are getting so used to polluted air that it's very difficult for them to breathe anything else.

I was lecturing recently, and one of my stops was Flagstaff, Arizona, which is about 7,000 miles above sea level. As soon as I got out of the plane, I smelled something peculiar. "What's that smell?" I asked the man who met me at the plane.

"I don't smell anything," he replied.

"There's a definite odor that I'm not familiar with," I said. "Oh, you must be talking about the fresh air. A lot of people come out here who have never smelled fresh air before."

"What's it supposed to do?" I asked suspiciously. "Nothing. You just breathe it like any other kind of air. It's supposed to be good for your lungs."

"I've heard that story before," I said. "How come if it's air, my eyes aren't watering?"

"Your eyes don't water with fresh air. That's the advantage of it. Saves you a lot in paper tissues."

I looked around and everything appeared crystal clear. It was a strange sensation and made me feel very uncomfortable.

My host, sensing this, tried to be reassuring. "Please don't worry about it. Tests have proved that you can breathe fresh air day and night without its doing any harm to the body."

"You're just saying that because you don't want me to leave," I said. "Nobody who has lived in a major city can stand fresh air for a very long time. He has no tolerance for it."

"Well, if the fresh air bothers you, why don't you put a handkerchief over your nose and breathe through your mouth?"

"Okay, I'll try it. If I'd known I was coming to a place that had nothing but fresh air, I would have brought a surgical mask."

We drove in silence. About fifteen minutes later he asked, "How do you feel now?"

"Okay, I guess, but I sure miss sneezing."

"We don't sneeze too much here," the man admitted. "Do they sneeze a lot where you come from?"

"All the time. There are some days when that's all you do." "Do you enjoy it?"

"Not necessarily, but if you don't sneeze, you'll die. Let me ask you something. How come there's no air pollution around here?"

"Flagstaff can't seem to attract industry. I guess we're really behind the times. The only smoke we get is when the Indians start signaling each other. But the wind seems to blow it away." The fresh air was making me feel dizzy. "Isn't there a diesel bus around here that I could breathe into for a couple of hours?"

"Not at this time of day. I might be able to find a truck for you."

We found a truck driver, and slipped him a five-dollar bill, and he let me put my head near his exhaust pipe for a half hour. I was immediately revived and able to give my speech.

Nobody was as happy to leave Flagstaff as I was. My next stop was Los Angeles, and when I got off the plane, I took one big deep breath of the smog-filled air, my eyes started to water, I began to sneeze, and I felt like a new man again.

### Text card № 3

**Topics: "Shopping", "Health", "Meals", "Sport".**

#### **THE MIRACLE DRUGS ABROAD** (after Art Buchwald)

The majority of Americans coming to Europe carry with them every imaginable medication prescribed by family doctors. Each one is a miracle drug in its own right, and I haven't met an American tourist yet who doesn't want to share his medicines with less fortunate people who live abroad.

Just recently I had the occasion to see how many Americans will come to the aid of their fellow men. It started off when I complained at a dinner party of having a sore throat.

"I have just the thing for you," the hostess said. "It's Slipawhizdrene. You take one every two hours."

One of the guests said, "Slipawhizdrene is outdated. My doctor gave me Heventizeal. It doesn't make you as sleepy, and you only have to take two every four hours."

"I left the United States two weeks after you did," another woman said, "and Heventizeal has been superseded by Deviltizeal. I have a bottle at the hotel, and if you stop by I'll give you some."

The only Frenchman at the table said, "Why don't you gargle with aspirin?"

The people at the dinner were shocked. The Frenchman's American wife was so embarrassed she almost broke into tears.

He looked around helplessly. "But did I say wrong?" The husband of the hostess tried to smooth things over. "You see, Rene, in America we have gone beyond aspirin. You French believe in food; we believe in miracle drugs."

"They're all barbarians," muttered one of the Americans.

After dinner I stopped by the hotel and picked up an envelope of Deviltizeal. I took two before I went to bed. At four in the morning I no longer had my sore throat, but I had stomachache. I remained in this state until morning. I had a lunch date with a Hollywood producer, but I couldn't eat anything.

"I've got just the thing for an upset stomach. It's called Egazzakine. Here, take one now, and one at four o'clock." I took the proffered pill, and in a half-hour my stomach settled. Only now, my eyes started to run, and I began sneezing.

Making my way blindly to the office, I ran into another American friend in front of the Lancaster Hotel. He recognized the symptoms immediately. "You've probably got an allergy. Come upstairs and I'll give you something for it." We went up to his room, and he took out a leather case filled with various bottles.

"Let's see," he said, reading from a slip of paper. "The green-and-blue ones are for pneumonia, the white-and-red ones are for rheumatism, the pink-and-beige ones are for heart trouble-oh, yes, the brown-and-purple are for allergies. Here, take two now, and two at four o'clock."

"But," I protested. "I've got to take the Egazzakine at four o'clock."

"Don't do it," he warned. "That's what you're probably allergic to."

I took the brown-and-purple capsules and went to the office. In about an hour, my eyes had dried up and I stopped sneezing. I felt perfectly well, except I couldn't move my left arm. I reported this to my friend at the Lancaster, who said, "The doctor warned me it happens sometimes. He gave me something else in case it did. I'll send it over with the bellboy." The bellboy brought over some orange tablets. I took two, and it wasn't long before I could lift my arm again. That evening during dinner I discovered I had my sore throat back. But I didn't mention it to a soul.

#### Text card № 4

**Topics: "Shopping", "Health", "Meals", "Sport".**

### HOT DOG AND HAMBURGER

Most people know what a "hot dog" is. It's a sausage in a roll. But do you know why it's called "hot dog"? Well, the long res sausage which goes into a hot dog is called a frankfurter; it got its name from the German town of Frankfurt. The sausages were very popular in the 1900-s but hot frankfurters were difficult to sell in crowds. One man, Harry M. Stevens, had the job of feeding the crowds in baseball games. He had an idea! Why not put the frankfurters in long, hot bread rolls? This made them easy to sell. Stevens added mustard and called them «red-hots».

The "red-hots" had a hot and spicy taste and became very popular. But, in 1903, an American cartoonist drew a long German sausage dog in place of the frankfurter. They were both long, so a frankfurter in a roll became known as a "hot dog". It was a joke, but some people really thought the sausages contained dog meat! For a while, sales of hot dogs fell but not for long!

And what about the Hamburger? You probably think that the hamburger is a typical American food. Americans often have a hamburger for a quick lunch or snack. But do you know that the favorite American "fast food" actually comes from many different countries?

The hamburger actually is made of beef, not ham. The idea of chopping meat into very small pieces comes from Turkey. The name "hamburger" comes from the town of Hamburg. in Germany.

*The pickle*, or pickled cucumber, comes from Eastern Europe. It is popular in Poland and Russia.

The word *ketchup* comes from China. "Ke-tsiap" is the Chinese name for a sauce made of pickled fish and spices. The first recipe for tomato ketchup is in a 1792 American cookbook.

*Mayonnaise*, sometimes called "mayo", is a yellow-white sauce made of eggs, oil and lemon juice. It comes from the Spanish island of Minorca, but its name is French. Mayonnaise is also used as a dressing for salads.

The *bun* is a kind of bread. It comes from an English recipe, and the

sesame seeds on top come from the Middle East.

So, the “American” hamburger is a truly international meal!



## Text card № 5

**Topics: "Shopping", "Health", "Meals", "Sport".**

### **Peculiarities of ethnic kitchen**

**TURKEY.** Imagine an old Turkish Tavern. A host greets you with oriental politeness, asking: Would you like the “Finger of vizier” or would you prefer the “Women’s femur”? The guests are rather shocked and think they’ve misheard; but they are shocked even more when they take the menu and really find these dishes! But there’s no need to worry, because after the scaring names stand meat dishes which are completely innocent and prepared with great fantasy.

**GREECE.** In a Greek restaurant guests may visit the kitchen and taste different dishes. If a tourist doesn't speak Greece, he can point at the dish he likes in the kitchen. Greece is a sea country and fish is very popular there. There is an ancient story: One traveller was going to have a voyage, when the weather was bad. His friend told him, “The ship will go down and fish will eat you.” “Never mind! I eat so much fish that fish won't eat me”. Greeks also like to eat vegetables (cucumbers, tomatoes, pumpkins, pepper and so on) with meat or rice.

**CHINA.** In every part of China they eat with sticks, but they eat soup with China spoons. Their dinner is a very long procedure. At first, guests have much tea and talk to each other. And then, it is time for serious food: fire ducks, snakes, eggs from a swallow's nest in broth. One wise Chinese man said that their kitchen has the same meaning in taste as European music has in sounds.

**ARABIA.** Arabic kitchen is a very ancient one, and some recipes originate from Egypt. Arabs are Moslems, so they don't eat pork and don't drink wine. Arabs are not very rich and their food is also very poor. The most specific dish is locust. A dried locust and cicada remind herring. Sometimes Arabs make pies with locust. In the harvest time they prepare dishes from the pitch of Senegal acacia. Arabs are very hospitable and every time ready to share their food with anyone. They eat by hands, making small balls of food and throwing them into their mouths. They say, one tourist couldn't eat this way and the host made balls and put them into the tourist's mouth!

**INDIA.** It may sound funny, but bananas in this country substitute potatoes. Hindus eat roast bananas under mayonnaise and also make juice from bananas. Bananas are considered to be the main dish in Africa, too. There exist more than fifty sorts of bananas, and the Africans even make beer from them! This beer is even stiffer than German one.

**AUSTRALIA.** Maybe cannibalism doesn't exist nowadays in Australia, but you have an opportunity to taste soup of kangaroo tails and roast kangaroo as

well. Though among such exotic food dishes of mutton are also very popular, which is no wonder because Australians have the greatest amount of sheep in the world.

*femur* – бедро

*locust* – саранча

## Text card № 6

**Topics: "Shopping", "Health", "Meals", "Sport".**

### **Eat with taste!**

For a lot of people, breakfast used to be bacon, eggs and sausages dripping in fat. It was a family ritual.

For those who miss the old-fashioned breakfasts, the food industry has created substitute products like fake eggs. The egg substitutes available today are not bad, although some work better than others in certain kinds of cooking. Some will make good omelets and some will do better scrambled or in baking.

If you want to create your own low-cholesterol omelets from fresh eggs, try using egg whites (substitute two egg whites for each whole egg), non-fat dry milk plus chopped vegetables and seasonings.

If you are willing to rethink breakfast and try to make it the beginning of a healthy day's eating, there are lots of interesting possibilities that don't take much time or effort.

A glass of orange juice can supply most of the vitamin C you need for the day, and a wholegrain muffin will give plenty of fibre. A glass of low-fat milk is certainly easy and will give you protein and calcium with very few kilojoules.

If you're the kind of person who likes leftovers, there's no reason why you can't eat cold chicken or vegetables from last night's dinner. In a microwave, they can be reheated in seconds.

When winter comes, those of us who think a good soup is the best part of a meal give a whoop of joy. We look forward to chilly days and nights that seem all the better for a bowl of comforting, nourishing soup.

Some soups are almost a meal in themselves. Hearty soups are great for weekend luncheons or suppers. Serve one with crusty bread, follow it with a crisp green salad and a piece of fruit, and you have a splendid meal.

Cream soups are delicious, though they are often made with the simplest of ingredients. Their tender, melting qualities appeal to many people who are quite indifferent about eating vegetables.

One more important thing about soups is their cheapness. Generally soups could be done with inexpensive meat and bones or chicken bones and offcuts from the poultry shop.

*Don't forget the garnishes in the recipes. They add tremendously to the look of the soup and only take minutes to prepare. Slices of lemon, chopped green vegetables or garlic all add color, texture and added vitamins.*

## **Text Card №7**

### **Topics: Having Things Done; Post Office, Telephone, Telegraph**

#### **Service Industries in Britain**

Service industries in Britain comprise: 1) national and local government; 2) defense; 3) educational services; 4) health services; 5) transport and communications; 6) distribution services; 7) services provided by financial institutions; 8) business services: advertising, exhibition and conference centres, computer service, auction houses, land and estate companies, type-writing, duplicating, document-copying, translating and employment agencies; 9) miscellaneous services: film and TV, hotels and catering, garages, petrol stations, motor-repairing and distributive trades, hairdressing and manicuring, laundries and Laundromats, dry cleaning, window cleaning, shoe-repairing and antique-dealing, funeral service.

There has been a steady rise in the proportion of total output contributed by the service industries in Britain and in the proportion of employers working in the service sector. In 2001 services contributed about 72 per cent of gross domestic product compared with some 60 per cent in 1980 and 50 per cent in 1960. There has also been an increase in service activities carried out within the productive sector. The proportion of administrative, technical and clerical workers employed in manufacturing, for instance, rose from 30 per cent in 1992 to 36 per cent in 2001. It is probable that this represents a growing contribution of management, design, research and development, computing, marketing and distribution skills. The increase in service activity has been accompanied by a rise in the proportion of women in the working population, women tending to find employment more readily in service activities than in production. In June 2001 the number of women was 0,7 mln higher than ten years earlier while the number of males was 1,6 mln lower.

The main growth sector since the 1970-ies has been financial and business services, followed by public health and educational services, public administration and communication. The contribution of the distributive trades to gross domestic product has changed little and that of transport has declined. The rising contribution of the publicly provided health and education services results in part from the recognition that investment in human resources is of increasing importance to an industrialized society in an era of technological advance. Within miscellaneous services growth (measured by employment) has occurred chiefly in hotels and catering, services associated with leisure activities, motorcar services and distribution.

One detectable trend in recent decades is that consumers have changed certain services (such as public transport, laundry and cinema) for rented or purchased goods such as motorcar, washing machines and TV-sets with which they can provide services for themselves. In turn, demand for distribution, maintenance and repair of such goods has generated fresh service activities. Increased consumer expenditure on

the running costs of motor-vehicles has contributed significantly to the rise in consumer expenditure on services from 40 per cent of total consumer expenditure in 1990 to 38 per cent in 2000.

In general, innovation, particularly electronics, is combined with increased consumer spending to make possible the provision of new and improved services, ranging from electronic accounting to the expansion of information systems, such as view-date and the renting of electronic entertainment goods such as videocassette-recorders.

Зав. кафедрой лингвистики

Г.И. Уткина

### **Text Card №8**

**Topics: Having Things Done; Post Office, Telephone, Telegraph**

#### **The Changing Pattern of Our Life**

Sometimes when we switch on our automatic washing machine or vacuum cleaner we think of the days when all the household chores took hours and hours to do.

Much preparatory work had been done on the washday, for example, as there was no mains water and no gas heater.

When I think of the washdays of my grandmother's childhood in the 1920's, I see long lines of white-starched clothes, bright gingham and baby clothes, flapping in the breeze on lines stretched between the apple trees; and rows of towels, tea towels and other small articles lying on the green grass to bleach in the summer sunshine. The rain water was collected from the roof of our farmhouse into a tall barrel and transferred to the washing boiler. This was often a Saturday afternoon task for my father as it needed someone tall and strong to bucket the water from one to the other.

On Mondays at 7,30 a.m. the fire got going under the boiler and in about half an hour the washing began.

The new electric appliances have changed the pattern of our home life completely: the washing, cleaning and cooking take much less time.

Now the daily routine is constantly changing due to the fact that more labour-saving devices have been introduced into our lives.

But the new gadgets have made the household work more sophisticated. One should know how to use all the electric appliances, how to make them work so that they don't break very often and don't give much trouble. What things must we get first? An electric toaster, a vacuum cleaner, a refrigerator or a washing machine? And how shall we make use of our leisure time now that we have more and more free time on our hands?

## **Text Card №9**

**Topics: Having Things Done; Post Office, Telephone, Telegraph**

**From a writer's notebook**  
by Somerset Maugham

We were spending the night at a small town in Texas. It was a convenient stopping-place for people driving across the continent, and the hotel was full.

Everyone went to bed early. At ten o'clock a woman in one of the rooms put in a trunk-call to Washington, and in the frame-house you could hear plainly every word she said.

She wanted a Major Tompkins, but she didn't know his number. She told the operator that he was in the War Department. Presently she got on to Washington. But then the operator told her she couldn't find him. That made the woman angry, she said that everyone in Washington knew Major Tompkins. It was very important, she had to speak to him. She was out off and in a few minutes she tried again. She tried every quarter of an hour. She abused the local operator, she abused the Washington operator. She made more and more noise. Nobody could sleep.

Indignant guests rang down to the office and the night manager came up and tried to make her quiet. We listened to her angry replies to him and when, defeated, he left her, she started once more to ring the exchange. She rang and rang. She shouted. Furious men in their dressing-gowns, women in their wrappers went into the passage and banged on her door telling her to stop making so much noise so that they could sleep. She told them all to go to hell. The manager was again appealed to and at his wit's end sent for the sheriff. The sheriff came, but he was no match for her and, not knowing what else to do, sent for a doctor.

Meanwhile she rang and rang, screaming at the operator. The doctor came, saw her, shrugged his shoulders and said he could do nothing. The sheriff wanted him to take her to the hospital, but the doctor refused to act.

She went on telephoning. She screamed that she must get Major Tompkins, it was a matter of life and death. At last she got him. It was four in the morning and no one in the hotel had shut an eye.

"Have you got Major Tompkins?" she asked the operator.

"You're quite sure you've got him? Is he on the line?" then she said: "Tell Major Tompkins that I DON'T WANT TO SPEAK TO HIM." With that she banged the receiver down into the cradle.

## **Text Card №10**

**Topics: Having Things Done; Post Office, Telephone, Telegraph**

## Dorks

I was sitting at my desk when I remembered I had to make a phone call. I found the number and dialed it. A man answered nicely saying "Hello". I politely said, "This is Patrick Hanifin, could I please speak to Robin Carter?"

Suddenly the phone was slammed down on me! I couldn't believe that anyone could be so rude. I decided to call again. When the same person answered once more, I yelled "You're a dork!" and hung up. Next to his phone number I wrote the word "Dork", and put it in my desk drawer.

Every couple of weeks, when I was paying bills, or really had a bad day, I called him up. He answered and then I yelled, "You're a dork!" It always cheered me up. Later in the year the phone company introduced caller ID. This was a real disappointment for me, I had to stop calling the dork. Then one day I had an idea. I dialed the number, then heard his voice, "Hello." I said, "Hi. This is Herman with the telephone company and I'm just calling to see if you're familiar with our caller ID program." He said, "No!" and slammed the phone down I quickly called him back and said, "That's because you're a dork!"

The reason I told you this story is to show you that if there's ever anything really bothering you, you can do something about it. Just call 722-4822.

One day an old lady at the shopping centre really took her time pulling out of the parking space. I didn't think she was ever going to leave. Finally her car started to move very slowly. "Great", I thought, "she's finally leaving". All of a sudden a black Ford came up and pulled into her space. I started honking my horn and yelling, "You can't do that. I was here first!" The guy climbed out of his Ford completely ignoring me. He walked toward the shopping centre as if he didn't even hear me. I noticed he had a "For Sale" sign in the back window of his car. I wrote down the number. Then I found another place to park.

A couple of days later, I was at home sitting at my desk. I had just got off the phone after calling 722-4822 and yelling, "You're a dork!" I noticed the phone number of the guy with the black Ford on my desk and thought I'd better call this guy, too.

After a couple of rings someone answered the phone and said, "Hello." I said, "Is this the man with the black Ford for sale?" "Yes, it is." "Can you tell me where I can see it?" "Yes, I live at 1802 West 39 Street." I said, "What's your name?" "My name is Don Hansen." "When's a good time to catch you, Don?" "I'm home in the evenings." "Listen, Don, can I tell you something?" "Yes." "Don, you're a dork!" And I slammed the phone down.

For a while things seemed to be going better for me. Now when I had a problem I had two dorks to call. Then after several months of calling the dorks, the whole thing started to seem like an obligation. It just wasn't as fun as it used to be. I gave the problem some serious thought and came up with a solution.

First, I called Dork #1. A man answered nicely saying, "Hello." I yelled 'You're a dork!' But I didn't hang up. The dork said, "Are you still there?" I said, "Yeah." He said, "Stop calling me." I said, "No." He said, "What's your name, man?" I said,

“Don Hansen.” “Where do you live?” 1802 West 39 Street.” “I’m coming to get you, Don. Start praying.” “Yeah, I’m really scared, dork!”

I hung up. Then I called Dork #2. He answered, “Hello.” I said, “Hello, dork!” He said, “If I ever find out who you are, I’ll...” “You’ll what?” “I’ll kill you.” “Well, here’s your chance. I’m coming right now, dork!” And I hung up.

Then I picked up the phone and called the police. I told them a big gang fight was going down at 1802 West 39 Street. After that I climbed into my car and went to watch it. When I came there, the dorks were fighting. Suddenly came about 12 police cars and a helicopter. The police arrested the two men and took them away.

## **Text Card №11**

### **Topics: Having Things Done; Post Office, Telephone, Telegraph**

#### **Letters in the Mail**

by Erskine Caldwell

Ralph and Guy asked Gracie to write a love letter to Ray. At first she didn’t agree, because she considered it cruel to laugh at him.

“Come on, Gracie,” Ralph insisted. “Be a good girl and write that letter for us. We won’t tell Ray or anybody else that you wrote it. He’ll never know. You won’t have to worry about that.”

Suddenly Gracie turned around and hid her face. She tried to keep her eyes from filling with tears, but she could not. It seemed a lifetime since she had received a letter from Ray Buffin saying that he admired her more than any other girl in the world and wanted to marry her. She had just graduated from high school then and had started to work for the telephone company and, since she was girlishly carefree and had no thoughts about marrying any man at such a young age, she ignored the letter. During all those years they had seen each other occasionally, but rarely more than a polite greeting had passed between them. And each time she saw Ray he looked sadder and more lonely. In recent years there had been times when she wanted to run to Ray, throw her arms around his neck, and beg him to forgive her for not answering his letter. If she had answered his letter, they probably would have been married all those years and neither of them would be lonely now.

“Please, Gracie,” Guy Hodge begged her. “Be a good girl and write this letter for us. If you don’t, we shall have to go and find somebody else. We shall ask somebody else to write it for us if you refuse to help us.”

“No!” she said quickly and wiped the tears from her eyes and cheeks. “Don’t do that! I want to write it. I don’t want anybody else to do it.”

“That’s good, Gracie,” Ralph said and patted her on the shoulder. “You are a good girl. I knew you would like a good trick. Now, let’s see what you must write in it. I think you must tell him you have admired him for a long time and that you would like to become better acquainted with him. Then you must say that if he had no



objection, you would like to see him as soon as possible, because you wanted to talk to him about a personal matter. Let him think that you really want to get married to him. Then you can sign it with any name you like.”

“I think I know what to say,” she told them. “Leave the box of stationery, and I’ll write the letter tonight or tomorrow morning.”

After they left the telephone exchange, Gracie cried for a long time. Late that night she wrote the letter to Ray Buffin, and the next morning when she left the exchange, she mailed it in the letterbox at the post-office.

### **Text Card №12**

#### **Topics: Having Things Done; Post Office, Telephone, Telegraph**

##### **Computer and Internet**

When Charles Babbage, a professor of Mathematics at Cambridge University invented the first calculating machine in 1812, he couldn’t imagine the situation we find ourselves in today, Nearly everything we do in the world is helped, or even controlled by computers, the advanced version of his simple machine. People use computers more and more often in the world today, for the simple reason that they are far more efficient than human beings. They have much better memories and they can keep much information. No man alive can do 500000 sums in one second, but a computer can. In fact, computers can do many of the things we do, but faster and better. They can predict weather, and even play chess, write poetry or compose music.

Computer improves the situation in this rush world in which everyone should be mobile and effective and it is undoubtedly of great importance for certain fields of our life. For example, it’s irreplaceable in modern hospital. The main use of computers is to keep and sort the medical knowledge for the last 50 years. No doctor can possibly keep up with all discoveries. The only solution of the problem is to place medical knowledge in a computer. Today there are medical computer centres which collect all existing knowledge about symptoms of different diseases and their treatment.

Just as television widened human sight across the barriers of time and distance, so the computers widen the power of the human mind across the existing barriers.

One of the greatest inventions connected with computer is, without any doubt, the Internet.

More and more people nowadays are interested in getting informed about all events, in taking information as quickly as possible. Internet gives us such an opportunity.

Nobody owns Internet, and no organization controls its use. In spite of this fact millions of people around the world use electronic libraries, call up satellite weather photos, download computer programs and music, take part in discussion groups. In

fact, anyone with modem connected with the phone line can enjoy Internet. The total number of people in Russia, who get into Internet, is about 10 million. In modern Europe this number is even greater – there are more than 200 million Internet users. Internet users are not impressed by television promise of 500 channels for all interests. In future all techniques will be connected to the Internet. Now we can connect with Internet mobile phone, photo camera, notebooks and even alarm clock. We can contact with all the world everywhere – in the bus, underground and, if in need, on the North Pole.

### **Text Card №13**

#### **Topics: Having Things Done; Post Office, Telephone, Telegraph**

##### **Electronic Mail**

Electronic mail – e-mail or email is a method of exchanging digital messages, designed primarily for human use. There are numerous ways in which people have changed the way they communicate in the last 50 years; e-mail is certainly one of them. Traditionally, social interaction in the local community was the basis for communication – face to face.

Research has shown that people actively use e-mail to maintain social networks, particularly when alters live at a distance. However, the results suggest that increases in Internet usage are associated with decreases in other modes of communication, with proficiency of Internet and e-mail use serving as a mediating factor in this relationship.

E-mail was widely accepted by the business community as the first broad electronic communication medium and was the first “e-revolution” in Business communication. E-mail is very simple to understand and like postal mail, e-mail solves two basic problems of communication: logistic and synchronization.

The problem of logistics: much of the business world deals with people who are not physically in the same building, area or even country. E-mail provides a way to exchange information between two or more people with no set-up costs and that is generally far less expensive than physical meeting or phone calls.

The problem of synchronization: with real time communication by meetings or phone calls, persons have to be working on the same time-table and each person must spend the same amount of time in the meeting or on the call as everyone else. E-mail allows asynchrony – each man can decide when and how much time they will spend dealing with any information.

E-mail can lead to some well-known problems: loss of context which means that the context is lost forever, there is no way to get the text back. Information in context (as in a newspaper) is much easier and faster to understand. Communicating in context can only be achieved when both parties have a full understanding of the context and issue in question. Another problem is a problem when a large team is

working on documents and information while not in constant contact with the other members of their team. Despite these disadvantages, e-mail has become the most widely used in the business world.

### **Examination Card №1**

#### **Topic: Art (Painting, Music)**

#### **Elvis Presley**

Elvis Presley, in full Elvis Aron Presley (born Jan. 8, 1935, Tupelo, Mississippi, U.S. – died Aug. 16, 1977, Memphis, Tennessee) was a rock and roll singer whose enormous success changed the shape of American popular culture.

Growing up an only child, Presley was raised in Memphis, where he sang church music, listened to musical broadcasts on the radio, and heard black musicians perform the blues. In July 1954 Presley recorded the first of 15 songs for Sam Phillips, a rhythm and blues producer who had been searching for a white singer who sounded like a black man.

Five singles by Presley, each a country song with a rhythm and blues number on the back side, enjoyed considerable local sales. Presley's in-person performances proved even more popular. His intensely charismatic personal style – the sexy hip shaking, the duck-tail haircut, and the characteristic sneer combined with an aura of vulnerability – excited young fans, especially girls.

About this time Presley met Colonel Parker, a promoter who managed the rest of his career. In 1956 Presley released "Heartbreak Hotel", the first of 45 records that sold more than a million copies each, among them such hits as "Hound Dog", "All Shook Up", "Don't Be Cruel", and "Burning Love." In the same year, he appeared in *Love Me Tender*, the first of his 33 films, and made nationally televised appearances on Tommy and Jimmy Dorsey's "Stage Show" and the "Ed Sullivan Show."

Presley's popularity extended to country, pop and rhythm and blues audiences, and he released 14 consecutive million-selling records before being drafted into the U.S. Army in 1958. Having finished his military service in 1960, he resumed his recording and acting career. His earlier rock and roll style was moderated over the years, and his rebel image was revised into a personification of American upward mobility, in 1968, the year in which he returned to television, he went on a Las Vegas-based touring act with an orchestra and a gospel-type choir.

Presley's audience, though it had aged, continued to expand, and, with Parker controlling Presley's exposure, the sale of Presley-related merchandise became a lucrative industry that was to outlive the man himself. Presley, meanwhile, suffered a personal decline, battling public pressures on his life, middle-age weight gain, and dependence on drugs. The extent of his problems was not reported until his sudden death.

Hundreds of thousands of fans mourned Presley outside the gates of his estate, which continued to be a place of pilgrimage for his admirers. Eight million of his records were sold in the five days following his death, adding to the 55million sold

during his lifetime. His career inspired hundreds of Presley imitators, who kept his image alive through nightclub, television, and movie appearances.

## **Examination Card №2**

**Topic: Art (Painting, Music)**

### **Three Men in a Boat**

by Jerome K. Jerome

#### **Chiefly about Comic Songs**

Herr Slossenn Boschen played the piano himself. The introduction did not suggest a comic song exactly. It was strangely sad. It quite made one's flesh creep; but we murmured to one another that it was the German method, and prepared to enjoy it.

I don't understand German myself. I learnt it at school, but forgot every word of it two years after I had left, and have felt much better ever since. Still I did not want the people there to guess my ignorance; so I hit upon what I thought to be rather a good idea. I kept my eye on the two young students, and followed them. When they smiled, I smiled; when they roared, I roared; and I also put in a laugh all by myself now and then, as if I had seen something funny that had escaped from the others. I considered this particularly clever on my part.

I noticed, as the song progressed, that a good many other people seemed to have their eye fixed on the two young men also. These other people also smiled when the young men smiled, and roared when the young men roared; and, as the two young men smiled and roared and exploded with laughter almost continuously all through the song, it went exceedingly well.

And yet that German professor did not seem happy. At first, when we began to laugh, the expression on his face was one of great surprise, as if laughter were the last thing he had expected to be greeted with. We thought this was very funny. We said that his solemn manner was half the humour. As we continued to laugh, his surprise changed to anger.

He finished amid a perfect shriek of laughter. We said it was the funniest thing we had ever heard in all our lives. And we asked the professor why he did not translate the song into English, so that the common people could understand it and hear what a real comic song was like.

Then Herr Slossenn Boschen got up, and began to express his feelings. He swore at us in German, and he danced, and shook his fists and said that he had never been so insulted in all his life.

It appeared that the song was not a comic song at all. He said it was generally considered to be one of the most tragic songs in the German language.

It was a very difficult situation for all of us. We looked round for the two young men who had done this thing, but they had left the house.

That was the end of the party. We did not say good night even to one another.

### **Examination Card №3**

**Topic: Art (Painting, Music)**

#### **Rock'n'Roll Music in the USSR**

Rock'n'Roll music was given its premier in the atmosphere of apparent freedom, at the Sixth World Youth Festival in Moscow, in July 1957. According to the Kremlin, the festival was an “attempt to demonstrate to the world that the Soviet Union had emerged from the ethno-and xenophobia of the immediate post-war years.” Jazz musicians were invited from both sides of the iron curtain to perform for tens of thousands of Soviet teenagers. The Kremlin did not, however, prepare to regulate the music that would be presented, nor did they anticipate the musicians’ bringing electric guitars to the festival, probably out of ignorance of the emergence of rock'n'roll in the West. “No one was sure if rock'n'roll was a song or a style of music.” Soviet teenagers and officials alike were given a prelude to the flood of electric popular music that would grip the youth and rock the Soviet Union for years to come. Gabriel Garcia Marquez, the Columbian author who attended the festival, noted on his second trip to Moscow in 1957 that in 22 years the city had lost its “slow paced and lackluster appearance.” “Many people believe that the breakdown of that old image traces back to the festival.” The world famous Moiseev Ballet, which toured frequently in the West, even put on a performance in Moscow that featured a portrayal of hell featuring rock-style music. It seemed that the authorities in the Kremlin were caught quite by surprise at the enthusiastic and pervasive youth indulgence in the new musical culture.

Throughout the period of rock’s emergence there was a great deal of concern and effort on the government’s part to regulate the leisure activities of the Soviet teenagers, and guide them down the path toward socialist ideals. But the government officials could hardly compete with rock music for the attention of the youth. Khrushchev considered himself a patron of the arts, but clearly did not consider popular music an art. Rather it was “the cacophony of sounds with which listeners are assailed and which is dignified with the name of music only through a misconception.”

His feelings on the dancing that came along with the music were equally resentful. “A feeling of distaste is also aroused by the so-called modern dances brought into our country from the West...something unseemly mad and the devil knows what!” Khrushchev therefore praised the East Germans and Moiseev himself for their official efforts to promote “socialist dances” among the teenagers. These dances, choreographed by dancers from the ballet, were generally not accepted by the masses.

Khrushchev's dreams of a socialist dance revolution were dashed, as the "Twist" spread through Eastern Europe like wildfire after burning up West as a result of Chubby Checker's song of that name. In the first years of the 60's, the twist spread "immediately to every high school and institute party in the USSR." The twist even appeared in Red Square on May 1, 1967, and a huge group of "twisters" was dispersed by the militia. The cultural officials continued to rail against the decadent Western styles that reinforced a sense of "generational confinement, on which rock music fed, the prohibition of which created a vital rock culture."

## EXAMINATION CARD №4

**Topic: Art (Painting, Music)**

**Grammar: The Verbals (Participle, Gerund, Infinitive)**

### **I. Translate the sentences from Russian into English:**

1. Андрея Рублева по праву называют величайшим поэтом в живописи. 2. Британская живопись достигла своего зенита в 18- начале 19 века. 3. Говорят, этот эстрадный концерт хороший. 4. Пойдемте и попытаемся купить билеты на «Спящую красавицу». 5. Томас Гейнсборо был художником-самоучкой.

### **II. Translate the sentences from English into Russian:**

1. William Joseph Turner was the greatest English romantic, landscape and marine painter. 2. In his lectures Reynolds recommended that the would-be painter should put his faith in old masters. 3. A choir is a group of people trained to sing together. 4. This music has been badly recorded. 5. They are painted in clear and transparent tone, in a colour scheme where blue and green predominate.

**III. Translate the words into English:** зрелый художник, натюрморт, картина, написанная маслом, опережать свое время, на переднем плане, вальс, сольный концерт, дирижер, музыкант, струнные инструменты.

**IV. Translate the words into Russian:** to paint from imagination, daub of paint, canvas, gaudy colouring, unsurpassed masterpiece, concerto, oboe, Master of Ceremonies, amateur, audience.

### **V. Combine the two sentences using the Infinitive:**

1. I was tired. I couldn't see the performance to the end.  
2. She was angry. She couldn't care what she said.  
3. John left the room. He wanted to avoid trouble.  
4. He often works in the language laboratory. He wants to improve his accent.  
5. The actress was talented. She did her part well.

**VI. Paraphrase the sentences to use the Infinitive constructions:**

1. He heard how one of the girls addressed Jane.
2. Everybody expected that she would marry Pete.
3. It happened that I saw them at the theatre.
4. It appeared that he was asleep.
5. I want that they will come to us today.

**VII. Rearrange the sentences using the Gerund instead of the Infinitive:**

1. I think it's no use to hope for their help.
2. It's dangerous to do such things.
3. It's impossible to stage that playing in our theatre.
4. It's not easy to examine the baby.
5. I hate to write letters.

**VIII. Insert the missing prepositions where necessary:**

1. You are not good ... telling lies, are you?
2. I don't object ... your playing jokes on other people.
3. Stop ... wasting your time!
4. We saw all the plays that were worth ... seeing.
5. My wife is busy ... reading to my son.

**IX. Use the right form of Participle I:**

1. And (to say) this he threw himself back in his armchair.
2. She had a good practical knowledge of the language, (to work) as an interpreter for many years.
3. (To support) her by his arm, Ashley helped her out of the carriage.
4. I saw them (to make) their way to the exit.
5. (To invite) to the concert I couldn't refuse.

**X. Translate into English:**

1. Изучение иностранного языка требует терпения и настойчивости.
2. Картины этого художника стоит посмотреть.
3. Мне нужно сфотографироваться.
4. Я считаю, что он великолепный музыкант.
5. Мы не могли не восхищаться этой певицей.

**XI. Speak about the Participle, the Gerund, the Infinitive.**

**XII. Read and render the text.**

**XIII. Speak on the topic.**

## TEST CARD №1

**Topics: Post Office, Telephone, Telegraph**  
**Grammar: The Subjunctive Mood**

**Translate the sentences from Russian into English:**

Где оформляют денежные переводы?  
Нет ли мне писем до востребования?  
Нельзя отправлять письмо без марки.  
Линия занята (номер занят).  
Не вешайте трубку, Том.

**Translate the sentences from English into Russian:**

If you want to buy stamps, postcards, envelopes, to send a telegram or money order, you have to go to the post-office.  
When the letter was ready, I wrote the address on the envelope, stuck a stamp on it and dropped it into the nearest letter-box.  
To get a parcel, you need to show your passport to the post-office clerk.  
Where can I make a trunk-call?  
Don't shout in the mouth-piece!

**Translate the words into English:**

адресат, получатель  
почтовый тариф  
зарубежная корреспонденция  
индекс  
доставлять письма  
телеграмма-молния  
междугородная телефонная станция  
телефонная будка  
телефонная книга  
доплатное письмо

**Translate the words into Russian:**

sealing-wax  
registered mail  
par avion  
postal account  
scales  
rate per word  
to dial  
receiver  
to queue up  
to insure a parcel



**Complete the sentences with the correct form of the verb in brackets. Some sentences require a negative:**

- Bruce wishes he (have) more money so he could buy a new computer.  
I wish I (be) taller so that I could be in the basketball team.  
If only I (lose) all my money! Now I'm broke.  
I wish you (keep) your mouth shut yesterday. Now Mary knows everything.  
Of course Tom wishes he (come) with us, but he has to stay here and work.  
If you (win) a lot of money, what would you do with it?  
If he'd known what was going to happen, he (start) the experiment.  
If you (come) to the party, you would have met my sister.  
You would feel better today if you (take) medicine yesterday.  
If you (be) absent-minded, you wouldn't have taken him for my brother.

**Correct the mistakes:**

- If we would go to the theatre today, we had a good time.  
I wish I went to the concert last week.  
If she had spoken more clearly, I could understand her.  
I wish you stayed with me.  
If I knew the answer to this question, I told you.

**Translate the sentences into English:**

- Если бы он не съел так много, у него бы не разболелся желудок.  
Если бы я выучил английский язык раньше, я уже давно мог бы найти хорошую работу.  
На твоём месте я бы купила это платье сейчас же.  
Жаль, что я не посмотрела этот фильм.  
Мне бы хотелось, чтобы он замолчал.

**Tell the rule: The Subjunctive Mood**

**Render the text**

**Speak on the topic**

**TEST CARD №2**

**Topics: Having Things Done; Post Office, Telephone, Telegraph**

**Grammar: The Subjunctive Mood**

**I. Translate the sentences from Russian into English:**

- Где оформляют денежные переводы?  
Нельзя отправлять письмо без марки.  
Не вешайте трубку, Том.  
Когда Вы сможете починить мои туфли?  
Здесь я могу заправить машину сам, так как это бензозаправочная станция самообслуживания.

**II. Translate the sentences from English into Russian:**

If you want to buy stamps, postcards, envelopes, to send a telegram or money order, you have to go to the post-office.

To get a parcel, you need to show your passport to the post-office clerk.

Don't shout in the mouth-piece!

You can have your photo taken at the photographer's.

At the barber's you can get a shave, haircut and shampoo.

### III. Translate the words into English:

адресат, зарубежная корреспонденция, доставлять письма, междугородная телефонная станция, телефонная книга, прачечная, пришить пуговицу, погладить одежду, салон красоты, розетка.

### IV. Translate the words into Russian:

sealing-wax, par avion, scales, to dial, to queue up, appointment, shortage, spare part, tailored clothes, to tap shoes.

### V. Complete the sentences using the correct form of the verb in brackets. Some sentences require a negative:

- Bruce wishes he (have) more money so he could buy a new computer.
- I wish I (be) taller so that I could be in the basketball team.
- If only I (lose) all my money! Now I'm broke.
- I wish you (keep) your mouth shut yesterday. Now Mary knows everything.
- Of course Tom wishes he (come) with us, but he has to stay here and work.
- If you (win) a lot of money, what would you do with it?
- If he'd known what was going to happen, he (start) the experiment.
- If you (come) to the party, you would have met my sister.
- You would feel better today if you (take) medicine yesterday.
- If you (be) absent-minded, you wouldn't have taken him for my brother.

### VI. Correct the mistakes:

- If we would go to the theatre today, we had a good time.
- I wish I went to the concert last week.
- If she had spoken more clearly, I could understand her.
- I wish you stayed with me.
- If I knew the answer to this question, I told you.

### VII. Translate the sentences into English:

- Если бы он не съел так много, у него бы не разболелся желудок.
- Если бы я выучил английский язык раньше, я уже давно мог бы найти хорошую работу.
- На твоём месте я бы купила это платье сейчас же.
- Жаль, что я не посмотрела этот фильм.

- Мне бы хотелось, чтобы он замолчал.

### **VIII. Tell the rule: The Subjunctive Mood.**

### **IX. Read and render the text.**

### **X. Speak on the topic.**

## **TEST CARD №3**

### **Topics: Having Things Done; Post Office, Telephone, Telegraph Grammar: The Subjunctive Mood**

#### **I. Translate the sentences from Russian into English:**

4. Нет ли мне писем до востребования?
5. Линия занята (номер занят).
6. Это жирное пятно будет трудно вывести. Тебе лучше обратиться в химчистку.
7. Его часы все время отстают на 10 минут. Их следует отнести в ремонт.
8. Платье слишком длинное. Его нужно укоротить.

#### **II. Translate the sentences from English into Russian:**

5. When the letter was ready, I wrote the address on the envelope, stuck a stamp on it and dropped it into the nearest letter-box.
6. Where can I make a trunk-call?
7. The tailor shop will take care of major and minor alterations and repairs.
8. Prices are quite reasonable.
9. Service is generally good and they fix you up in no time.

#### **III. Translate the words into English:**

часовщик, фотоаппарат, химчистка, сапожник, крахмалить, доплатное письмо, телефонная будка, телеграмма-молния, индекс, почтовый тариф.

#### **IV. Translate the words into Russian:**

registered mail, postal account, rate per word, receiver, to insure a parcel, scissors, to patch trousers, skin treatment, customer, dyed hair.

#### **V. Complete the sentences using the correct form of the verb in brackets. Some sentences require a negative:**

2. Bruce wishes he (have) more money so he could buy a new computer.
3. I wish I (be) taller so that I could be in the basketball team.
4. If only I (lose) all my money! Now I'm broke.

5. I wish you (keep) your mouth shut yesterday. Now Mary knows everything.
6. Of course Tom wishes he (come) with us, but he has to stay here and work.
7. If you (win) a lot of money, what would you do with it?
8. If he'd known what was going to happen, he (start) the experiment.
9. If you (come) to the party, you would have met my sister.
10. You would feel better today if you (take) medicine yesterday.
11. If you (be) absent-minded, you wouldn't have taken him for my brother.

**VI. Correct the mistakes:**

- If we would go to the theatre today, we had a good time.
- I wish I went to the concert last week.
- If she had spoken more clearly, I could understand her.
- I wish you stayed with me.
- If I knew the answer to this question, I told you.

**VII. Translate the sentences into English:**

7. Если бы он не съел так много, у него бы не разболелся желудок.
8. Если бы я выучил английский язык раньше, я уже давно мог бы найти хорошую работу.
9. На твоём месте я бы купила это платье сейчас же.
10. Жаль, что я не посмотрела этот фильм.
11. Мне бы хотелось, чтобы он замолчал.

**VIII. Tell the rule: The Subjunctive Mood.**

**IX. Read and render the text.**

**X. Speak on the topic.**

## Список основной, дополнительной литературы, интернет-ресурсов

### 1. Основная литература

10. Практический курс английского языка. 2 курс : учебник для вузов / [В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. – 7-е изд., доп. и испр. – М. : ВЛАДОС, 2005. – 515 с.
11. Практический курс английского языка. 3 курс : учебник для вузов / [В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. – 4-е изд., перераб. и доп. – М. : ВЛАДОС, 2006 – 430 с.
12. Практический курс английского языка. 4 курс : учебник для вузов / [В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. – 5-е изд., перераб. и доп. – М. : ВЛАДОС, 2004. – 350 с.
13. Практический курс английского языка. 5 курс : учебник для пед. вузов / [В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. – 4-е изд., перераб. и доп. – М. : ВЛАДОС, 2003. – 228 с.

### 2. Дополнительная литература

5. Иностранный язык. Грамматика английского языка : учебное пособие / [Кошкарлова С.М. [и др.] ; Федеральное агентство по образованию, ГОУ ВПО ТГПУ. – Томск : Изд-во ТГПУ, 2006. – 242 с.
6. Крицкая Н.В. Английский язык / Н.В. Крицкая. – Томск : Изд-во ТГПУ, 2010. – 111 с.
7. Evans V. Enterprise 4 Intermediate. Coursebook / V. Evans, J. Dooley. – Express Publishing, 2002. – 196 p.
8. Evans, V. Enterprise 3 Pre-Intermediate. Coursebook / V. Evans, J. Dooley. – Express Publishing, 2000. – 159 p.

### 3. Интернет-ресурсы

<http://www.dailystep.com/>  
<http://www.busuu.com/ru>  
<http://www.native-english.ru/>  
[www.homeenglish.ru/](http://www.homeenglish.ru/)