ОГБПОУ «СМОЛЕНСКАЯ АКАДЕМИЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ»

**Учебно-методическое пособие**

**по дисциплине «Иностранный язык» (английский язык)**

***для самостоятельной внеаудиторной***

***работы студентов 1 курса***

 Смоленск

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Учебно-методическое пособие по дисциплине «Иностранный язык» (английский язык) для самостоятельной внеаудиторной работы студентов 1 курса

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Рецензент:

Данное пособие состоит из аутентичных текстов и заданий, предназначенных для студентов 1 курса, является составной частью учебно- методического комплекса по английскому зыку

Содержащиеся в пособии тексты могут быть использованы для внеаудиторной самостоятельной работы студентов

 **Пояснительная записка**

Данное пособие предназначено для самостоятельной внеаудиторной работы студентов 1 курса, изучающих английский язык Цель пособия заключается в развитии умений речевого общения на английском языке,дальнейшее развитие иноязычной коммуникативной компетенции.

Основные задачи -развитие речемыслительных умений и навыков, формирование у студентов социокультурной компетенции, общих компетенций(осуществлять поиск, анализ и оценку информации, необходимой для личностного развития, овладение новыми языковыми средствами в соответствии с отобранными темами и сферами общения: увеличение объема используемых лексических единиц; развитие навыков оперирования языковыми единицами в коммуникативных целях, увеличение объема знаний о социокультурной специфике страны изучаемого языка, совершенствование умений строить свое речевое и неречевое поведение адекватно этой специфике, формирование умений выделять общее и специфическое в культуре родной страны и страны изучаемого языка; формирование учебно–познавательной компетенции –развитие общих и специальных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знаний;

 В пособии представлены аутентичные тексты, которые углубляют знания обучающихся, знакомят их с современным английском языком, расширяют страноведческие представления.

Данные тексты позволяют организовать работу по формированию у студентов умений и навыков следующих видов чтения: просмотрового, выборочного, с извлечением информации, аналитического. Система заданий и упражнений направлена на активное усвоение лексики, развитие речевых навыков и умений, формирование коммуникативной компетенции в речевом общении. Тексты подобраны из различных источников: журналов, газет, из различных сайтов интернета. Использованный материал частично сокращен. Расположение материала в пособии не обязывает к определенной последовательности изучения, что позволяет преподавателю использовать различные формы аудиторной и внеаудиторной работы студентов независимо от конкретных условий обучения и уровня знаний студентов.

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**Unit 1.**

 **Part 1**

**Warming up.**

**What do you know about the capital of Great Britain ? Do you think London change in the course of time? Have you ever been to London**? **What country do you want to visit?**

***Exercise 1. Read translate and learn the vocabulary.***

includes

captured

relief cast

cannon

the column made of granite

***Exercise 2. Read the text about London***

**London**

London is the capital of Great Britain. London is a very old town. London is two thousand years old. Many years ago London was a small town on the Thames. There were a lot of villages round it. After many years London and three hundred villages grew into a very large city. Some of the names of those villages are the names of the streets in modern London-Kensington, Westminster.

Now London is a beautiful city with large squares and parks. The city of London is the business centre. East End includes the poor districts. West of London is the West End where rich people live.

Trafalgar Square is in the centre of the West End of London. In the centre of Trafalgar Square there is the column made of granite. On the top of the column there is a 17-feet-tall statue of Admiral Nelson who defeated the French at the Battle of Trafalgar in 1809. The total high of the monument is 184 feet (44 meters).On the pedestal is a bronze relief cast from a captured French cannon, representing Nelson’s victory.

On the North side of Trafalgar Square is the National Gallery.

The National Gallery has one of the finest collections of pictures in the world.

Trafalgar Square is one of the busiest place in London, where people go to and from the work, it is hard to cross the street.

***Exercise 3. Answer the questions***

1. What is the capital of Great Britain?
2. How many years is London?
3. What includes the poor districts?
4. Where do rich people live?
5. Where is the Admiral Nelson column?

***Exercise 4. Continue the sentences:***

1. On the top of the column …
2. London is two…
3. On the north side…
4. The total high…
5. There were…

***Exercise 5. Agree or disagree***

1. London is a new town.
2. London is on the Thames.
3. The West End of London is a place where rich people live.
4. In London there aren’t a lot of squares and parks.

***Exercise 6. Find in the text:***

1. Национальная галерея имеет одну из прекраснейших коллекций в мире.
2. Трафальгарская площадь находится в центре Вест-Энда в Лондоне.
3. Сейчас Лондон –один из красивейших городов с большими площадями и парками.
4. Спустя много лет Лондон и три сотни деревень превратились в один большой город.
5. Некоторые из этих деревень стали названиями в современном Лондоне.

 **Part 2**

 **Warming up.**

**What do you know about places of interest of Great Britain ? What museums do you want to visit?**

***Exercise 1. Read , translate and learn the vocabulary.***

1. coronation church(n)
2. occupy(v)
3. prehistoric monument (n)
4. established(v)
5. head of the Church(n)
6. priests (n)
7. animal mummies(n)

***Exercise 2. Read the text about places of interest***

 **Places of Interest in Great Britain**

Britain is rich in its historic places which link the present with the past.

The oldest part of London is Laud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where the king lived and the Parliament met, and there is also Westminster Abbey, the coronation church.

Liverpool, the “city of ships”, is England’s second greatest port, ranking after London. The most interesting sight in the Liverpool is the docks. They occupy river frontage of seven miles. The University of Liverpool, established in 1903, is noted for its School of Tropical Medicine. And in the music world Liverpool is a well-known name, for it’s the home town of “The Beatles”.

Stratford-on-Avon lies 93 miles north-west of London. Shakespeare was born here in 1564, and here he died in 1616. Cambridge and Oxford Universities are famous centers of learning. Stonehenge is a prehistoric monument, presumably built by Druids, members of an order of priests in ancient Britain. Tintagel Castle is King Arthur’s reputed birthplace. Canterbury Cathedral is the seat of the Archbishop of Canterbury, head of the Church of England. The British Museum is the largest and richest museum in the world. It was founded in 1753 and contains one of the world’s richest collections of antiquities. The Egyptian Galleries contain human and animal mummies. Some parts of Athens’ Parthenon are in the Greek section. Madam Tussaud’s Museum is an exhibition of hundreds of life-size wax models of famous people. The British Museum is the largest and richest museum in the world, people of yesterday and today. The collection was started by Madam Tussaud, a French modeler. In wax, in the 18th century. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others: writers, movie stars, singers, politicians, sportsmen, etc.

***Exercise 3. Answer the questions***

1. What is the oldest part of London?
2. When was The British Museum founded? The collection was started
3. What is England’s second greatest port ?
4. What are Cambridge and Oxford Universities famous of?
5. Where is Stratford-on-Avon?

***Exercise 4. Continue the sentences:***

1.Stratford-on-Avon lies…

2.The British Museum is…

3.Madam Tussaud’s Museum is…

4.The collection was started

***Exercise 5. Agree or disagree***

1.Stratford-on-Avon lies 95 miles north-west of London.

2.The most interesting sight in the Liverpool is the museums

3.The British Museum is the largest and richest museum in the world.

4.The British Museum is the largest and richest museum in the world.

***Exercise 6. Find in the text:***

1. Старейшая часть Лондона – Лад Хилл, с которого начинался город
2. Самое интересное место в Ливерпуле - это его доки.
3. И в музыкальном мире Ливерпуль – хорошо известное имя, поскольку является родным городом «Биттлз».
4. Стоунхендж – это доисторический монумент, предположительно сооруженный друидами, членами ордена священников в доисторической Британии.
5. Некоторые части афинского Парфенона находятся в греческой секции.

**Part 3**

**Warming up.**

**What do you know English famous writers? Who is one of the best known English playwrights ? What do you know the plays of William Shakespeare?**

***Exercise 1. Read , translate and learn the vocabulary.***

1.playwrights

2.tragedies and comedies

3.consider

4.represents

5.free-spirited life style

***Exercise 2. Read the text about British literature***

**British literature**

Great Britain gave the world a lot of talented people. Many famous writers lived in Great Britain. One of the best known English playwrights was William Shakespeare. He draws ideas for his tragedies and comedies from the history of England and ancient Rome. Many experts consider Shakespeare is the greatest playwright in English language. William Shakespeare wrote 37 plays which may be divided into: comedies (such as “A Midsummer Night’s Dream”), tragedies (such as “Hamlet”, “Othello”, “King Lear”, “Macbeth”) and historical plays (such as “Richard 2”, “Henry 5”, “Julius Caesar”, “Antony and Cleopatra”). Robert Burns represents the generation of Romantic writers. In his poems he described of Romantic writers. In his poems he described with love and understanding the simple life he knew. Among his well-known poems are “Halloween”, “The Jolly Beggars”, “To a Mouse”. Lord George Gordon Byron. His free-spirited life style combined with his rare poetic gift makes him one of the most famous figures of the Romantic Era. His famous works such as “Stanzas to Augusta”, “The Prisoner of Chillon”, “Childe Harold’s Pilgrimage”, “Manfred” draw readers into the passion, humors and conviction of a poet whose life and work truly embodied the Romantic spirit. Sir Walter Scott wrote the first examples of historical novel. Lewis Carroll became famous when he published “Alice’s Adventures in Wonderland”.

***Exercise 3. Answer the questions***

1. Great Britain gave the world a lot of talented people, did not it ?
2. Who lived in Great Britain.?
3. How many plays didShakespeare write?
4. What was his idea?
5. .Who represents the generation of Romantic writers?

***Exercise 4. Continue the sentences:***

1. One of the best known…
2. Many experts consider…
3. Robert Burns represents…
4. Among his well-known…

***Exercise 5. Agree or disagree***

1. One of the best known English playwrights was William Shakespeare
2. Robert Burns represents the generation of modern writers
3. Sir Walter Scott wrote the first examples of fantastic novel.
4. Lewis Carroll became famous when he published “Childe Harold’s Pilgrimage”

**Part 4**

**Warming up.**

**Do you like to read newspapers? What kind of newspapers do you prefer? What is your favorite newspaper?**

***Exercise 1. Read , translate and learn the vocabulary.***

**1.** serious

**2.** contain

**3.** daily

**4** average

**5.** independent

***Exercise 2. Read the text about* newspapers in Britain**

**Newspapers in Britain**

If you get on a bus or catch a train in Britain, especially during the morning and evening “rush hour”, you’ll see a lot of people reading newspapers. The press tells us about various political views, interest and levels of education. Papers are usually divided into “quality” papers which are serious with long, informative articles and “popular” which have smaller size. They are less serious and contain more human interest stories than news.

More daily newspapers, national and regional are sold in Great Britain than in most other developed countries. There are about 135 daily papers and Sunday papers, 2000 weekly papers and about 100 papers produced by members of ethnic groups.

A lot of people buy a morning paper, an evening paper and a couple of Sunday papers. On an average day two out of three people over the age of 15 read a national morning paper, about three out of four read a Sunday paper. So it’s not surprising to learn that national newspapers have a circulation of 15.8 million copies on weekdays and 19 million on Sundays.

Newspapers are almost always financially independent of any political party. However, during general election campaigns many papers recommend their readers to vote for a particular political party. Ownership of the national London and regional daily newspapers is concentrated in the hands of large press publishing groups.

***Exercise 3. Answer the questions***

1.Where can you see people reading newspapers?

2. What kind of newspapers are sold in Great Britain?

3. What circulation have that national newspapers?

4. are Newspapers almost always financially independent of any political party or not?

# *Exercise 4. Read the newspaper articles. What is the main idea of each part?*

 Now look at extracts from the newspaper reports which followed the headlines. Can you match the headlines to the extracts.

An Australian couple were kidnapped and kept for one month while their captors demanded large sums of money for their release.

Stanley and Penny Walters were having breakfast on a holiday weekend, just before setting off on a trip to Kandy to meet a friend, when two masked men broke into their home, tied them up and blindfolded them.

*(From: Sunday Mail. — May 25, 1992)*

2.

Thieves broke into Brown's Camera Centre in Baldwin Street last night and stole photographic equipment worth £1,500. Police say the thieves ap­peared to know exactly what they were looking for. They took only the two most expensive cameras and some accessories and left the rest of the shop virtually undisturbed.

*(From: Sunday Mail. — June 22, 1994)*

 Holidaymakers passing through airports issue open invitations to bur-glars by putting their names and addresses on the luggage, say the police. Crooks mingle with trippers at Heathrow and Gatwick and note where they live. They watch travelers fly out and then drive round to these ad-dresses with a van and...

*(From: Sunday Mail. — February 4, 199\*

4.

Scotland Yard was last night investigating the removal of A-level exam-inaction papers from the University of London Exam Centre, and allegations that stolen papers were being sold for £100 each.

***Exercise 5. Change the verbs to the Past Simple or the Past Continuous. Translate the article***

**The Unlucky Burglar**

One evening Alf (watch) the television and (eat) his supper when the door suddenly (open) and a burglar (come) in. He (wear) a mask and (car­ry) a sack. Before doing anything else he (tie) Alf to the chair. Then he (go) upstairs to look for money. Although he (not find) any money he (find) a lot of jewelers, which he (put) into his sack. In his rush to get down­stairs he (not see) the dog which (lie) at the bottom of the stairs and he (fall) over it, losing his glasses. While the burglar (look for) them, Alf (try) to free himself. Finally Alf (manage) to escape and he (phone) the police As soon as the burglar (find) his glasses he (run) out of the house. Unfortunately for him, the police (wait) for him at the end of the gar-den.

**Part 5**

**Warming up.**

**Would you like to visit museums and art galleries in London? What did you read about art galleries in London?**

***Exercise 1. Read , translate and learn the vocabulary.***

1. a tourist attraction
2. a treasure-store to be founded
3. on the collections
4. to house smth.
5. to raise money by public lottery
6. the Museum of Mankind
7. the Natural History Museum
8. to include smth.
9. a vast collection of antiquities
10. a marble
11. to provide the key to Egyptian
12. hieroglyphics an ancient work of art
13. to illustrate smth.
14. Western Asiatic civilizations

 ***Exercise 2. Read the text about* *museums and art galleries in London***

 **Museums and Art Galleries in London**

 London is the main Britain's tourist attraction. The city is known for its ancient cathedrals, churches and particularly for its art museums and galleries.

The British Museum is one of the world's greatest treasure-stores. It was founded in 1753 on the collections of Sir Hans Sloane. The money to house them was raised by public lottery. Today the museum has two departments -the Museum of Mankind and the Natural History Museum. The Museum of Mankind includes a vast collection of antiquities, including marbles from the Parthenon, the Rosetta Stone that provided the key to Egyptian hieroglyphics, ancient works of art in stone, bronze and gold, and collections illustrating Western Asiatic civilizations. The Natural History Museum contains 5 principal collections on the history of plants, minerals and the animal kingdom. A series of new permanent exhibitions has been opened in the museum, among them «Dinosaurs and their living relatives».

The National Gallery was founded in 1824 and is one of the greatest museums of art in the world. It is noted for the balance of its collections: all of the important art schoolsand almost all old masters are represented there. The rich collection of Dutch masters includes 19 Rembrandts.

Of all London's great art collections, the Tate Gallery is the most rewarding. It doesn't cover the whole range of art, but has two distinct collections —British painting and a modern foreign collection. The Gallery was opened in 1897 and built by the sugar refiner Sir Henry Tate. He also gave to it works from his own collections of British paintings. The Tate covers all that is significant in British painting from the 16th century to the present day. It houses superb Constables, some of the most important works of William Blake and important 20-century works. It also possesses a unique collection of Turners. The Tate owns more than 280 of his oil paintings. The sculpture collection contains works by Rodin, Epstein, Henry Moore.

Victoria and Albert Museum was opened in 1857 by Prince Albert and included the collections of Museum of Ornamental Art. The art collections grew rapidly. Now they include fine and applied arts of all kinds. They chiefly represent European art and art of the Near and Far East.

 ***Exercise3. Find the words and expressions in the text:***

 Сокровищница, предмет интереса туристов, быть основанным, на основе коллекций, вмещать, размещать что-либо, собрать деньги по подписке, Музей человечества, музей естественной истории, включать, огромная коллекция древностей, произведение искусства из мра­мора, послужить ключом к расшиф­ровке египетских иероглифов, произведения античного искус­ства, иллюстрировать что-либо, цивилизации Малой Азии, предмет интереса туристов

***Exercise4.Answer the questions:***

1. What departments are there in the British Museum?

2. What does its collection of antiquities include?

3. What art schools are represented in the National Gallery?

4. Why is the Tate Gallery the most rewarding London's art collection?

5. What are the two distinct collections in the Tate Gallery?

6. What unique collection is owned by the Tate?

***Exercise5.Translate into English:***

1. Деньги на создание Британского музея, одной из крупнейших coкровищниц мира, были собраны по подписке.

2. Древности Британского музея включают произведения искусства из мрамора, камня, бронзы и золота.

3 .Коллекции Музея естественной истории отражает историю живот­ного и растительного мира, а также минералов.

4. Особенность Национальной галереи состоит в сбалансированнос­ти ее коллекций.

5. Особенно полно представлены итальянские и голландские мастера.

6. Коллекции Галереи Тейта не охватывают весь спектр про11зведе-ний искусства, но включают все значительные произведения Британ­ской живописи и современного западного искусства.

7. Коллекция Галереи Тейта включает работы Констебля, Блейка, Тер­нера и других британских мастеров.

8. Уникальное собрание картин Тернера содержит 280 картин, напи­санных маслом.

9. Коллекция скульптуры содержит работы Родена.

**Part 6**

**Warming up.**

**Would you like to visit Christmas** **festival in Great Britain? What did you read about holidays in Great Britain?**

***Exercise1. Read the text about* *Christmas***

**Christmas in Great Britain**

For most British families, this is the most important festival of the year. This is the day when many people are traveling home to be with their families on Christmas Day. If you try to catch a train on 24th December you may have difficulty in finding a seat. There are a lot of traditions connected with Christmas butt the most important one is the giving of presents. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be bound on Christmas morning. At some time on Christmas Day the family will sit down to a big turkey dinner followed by Christmas pudding.

In the afternoon they may watch the Queen on the television as she delivers her traditional Christmas message to the United Kingdom and Commonwealth. Then they enjoy a piece of Christmas cake or eat a hot mince pie. On the Sunday before Christmas many churches hold a service where special hymns are sung. Sometimes singers can be heard on the streets as they collect money for charity. Most families decorate their houses with brightly-colored paper or holly, and they usually have a Christmas tree in the corner of the room, glittering with colored lights and decoration. 26th December is also a public holiday, called Boxing Day. This is the time to visit friends and relatives or be a spectator at one of the many sporting events.

Everyone in Great Britain is waiting and enjoying this holiday very much!

***Exercise 2. Put 5 questions to the text.***

***Exercise 3.Chose the right variant***

Ancient ---- замок древний

Castle ---- епископ замок

Cathedral ---- древний

Bishop ---- собор

Head ---- античный

Large ---- мумии

Antiquity ---- глава

Mummies ---- большой

Wax ----- доисторический

Prehistoric ---- воск

***Exercise 4. Give a summary of the text ( 8-10 sentences).Use some words and expressions:***

*1)This story is about…*

*2)In my opinion…*

*3)It should be mentioned…*

*4)In conclusion to…*

*5)To sum up…*

***UNIT 2***

 **The United States of America**

**Part 1**

**Warming up.**

**What do you know about The United States of America?** **What nations are Americans made of?**

 **What is the political system of the USA?**

***Exercise 1. Read , translate and learn the vocabulary.***

1. to occupy
2. to stretch from ... to ...
3. the total area to border on
4. to be made up of smth. a federal area
5. lowlands
6. the highest peak on the border with
7. to vary greatly arctic
8. continental subtropical
9. to bring typhoons
10. a highly developed industrial
11. country
12. of smth.
13. copper .
14. oil
15. iron ore
16. coal :
17. a manufacturing industry
18. an aircraft :

***Exercise 2. Read the text and try to understand it.***

 **Geographical Position**

The United States of America are the fourth largest country in the world (after Russia, Canada and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and half million square kilometers. The USA borders on Canada in the north and on Mexico in the south. It also has a sea-border with Russia.

The USA is made up of 50 states and the District of Columbia, a special federal area where Washington, the capital of the country, is situated. The population of the country is about 250 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley which is located in Alaska. America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia. The Great Lakes on the border with Canada are the largest and the deepest in the USA.

The climate of the country varies greatly. The coldest regions are in the North. The climate of Alaska is arctic the climate of the central part is continental; the south has a subtropical climate. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

The US A is a highly developed industrial country. It is the world's leading producer of copper and oil and the world's second producer of iron ore and coal. Among the most important manufacturing industries are aircraft, cars, textiles, radio and television sets, armaments, furniture and paper industries.

Though mainly European and African in origin, Americans are made up of nearly all races and nations, including Chinese and native Americans,

The largest cities of the USA are: New York, Las Angeles, Chicago, Philadelphia, Detroit, San Francisco, Washington and others.

The US is a federal Union of 50 states each of them has its own government. The seat of the central (federal) government is Washington, D.C. According to the US Constitution, the government is divided into three branches: the executive branch headed by the President, thelegislative, branch exercised by the Congress, and the judicial branch. The Congress consists of the Senate and the House of Representatives. There are two main political parties in the USA: the Republican and the Democratic.

**Exercise 3. Answer the questions**

1. What territory does the USA occupy?
2. What is the USA made of?
3. How can the relief (рельеф) of the USA be characterized?
4. What are the rivers and lakes of the USA?
5. What is the climate of the country like?
6. How can you characterize the economy of the USA?
7. What nations are Americans made of?
8. What is the political system of the USA?

***Exercise 4 Translate into Russian***

1. США включают южную часть Северной Америки, Аляску и Гавайи.
2. США граничит с Канадой, Мексикой и Россией.
3. Общая площадь США - примерно 9,5 миллионов кв. километров;
население составляет 250 миллионов человек.
4. Самые высокие горы в Америке - Скалистые горы, Кордильеры и Сьерра-
Невада, крупнейшие реки -Миссиссиппи, Миссури и Рио-Гранде.
5. Климат в стране разнообразный - от арктического до континент­
тального и субтропического.
6. США - высокоразвитая промышленная страна, одна из ведущих
производителей меди, нефти, железной руды и угля.
7. Ведущие отрасли обрабатывающей промышленности -производ­ство самолетов, машин, текстиля, вооружений и т. д.
8. Американцы состоят из представителей многих рас и националь­ностей, в том числе китайцев и коренных американцев.
9. Правительство США, федерации 50 штатов, состоит из трех час­тей -законодательной, исполнительной и судебной.

**Part 2**

**Warming up.**

**What do you know about the political system of the USA?** **What does the US national flag represent?** **What are the functions of state governments?**

 ***Exercise 1. Read , translate and learn the vocabulary.***

1. a presidential republic
2. the legislative power
3. to be vested in the Congress of the USA
4. to be created by the Constitution
5. to adopt (a constitution
6. a term of office
7. thе head of smth.
8. to appoint a member of the Cabinet
9. to comprise representatives from smth.
10. the presiding officer of the Vice-President
11. to prepare and consider a law
12. a standing committee

***Exercise 2. Read the text and try to understand it.***

#  US Political System

The USA is a presidential republic.

The legislative power of the US is vested in the Congress of the USA. The Congress was created by Article I of the Constitution, adopted in 1787. It consists of two chambers -the Senate and (he House of Representatives.

The Senate is made up of 100 members (2 from each state), elected for a term of 6 years. One third of the Senate is elected every 2 years. To be elected a Senator, a person must be at least 30 years old and have been the citizen of the USA for at least 9 years.

The House of Representatives comprises representatives from each state, elected for a two-year term. The number of representatives from each state depends on its population, but every state is represented. To be elected a representative, a person must be at least 25 years of age and have been a citizen of the USA for at least 7 years.

The presiding officer of the Senate is the Vice-President of the USA. The presiding officer of the House of Representatives, the Speaker, is elected by the house. The work of preparing and considering laws is done by the committees of both Houses. There are 15 standing committees in the Senate and 19 in the House of Representatives.

The Congress assembles at least once a year.

The executive branch of the government consists of the President, the Vice-President and the Cabinet. The President's term of office is four years, together with the Vice-President, chosen for the same term. The President is the head of the executive branch of the government; he appoints the members of the Cabinet. The Cabinet advises the President on many matters and is composed of the heads often executive departments: Secretary of State, Secretary of Treasury, Secretary of Defense and others.

The judicial branch of the government is headed by the Supreme Court which settles disputes between the states. The Supreme Court may veto any law passed by the Congress if it contradicts the Constitution of the US A. The United States is a federal Union, and the President is the head of the Federal government which deals with international problems and national matters. But every state has its own constitution and the state government headed by the Governor and managing their local affairs.

Their laws and decisions must not contradict the Constitution of the USA,

The US national flag — Stars and Stripes — is red, white and blue. Thirteen stripes represent the original 13 states of the US; the 50 stars represent the current number of states.

***Exercise 3. Find the words and expressions in the text:***

 Президентская, законодательная, власть осуществляться, конгрессом США, быть созданным в, соответствии с конституцией, палата представителей, состоять из (кого-либо) быть избранным, определенный срок, быть гражданином, объединить, председатель, вице-президент, постоянный комитет, подготовить, рассмотреть закон, собираться, высшая, исполнительная власть, срок полномочий , глава чего-либо , заниматься местными вопросами , решение, национальный флаг США, теперешнее число штатов

 ***Exercise 4. Answer the questions:***

1. What is the legislative power in the USA vested in?

2. What kind of person may be elected a senator?

3. How is a representative elected?

4. Who are the presiding officers of die Senate ad the House of Representatives?

5. How does the executive branch of the government function?

6. What is the judicial branch of the government headed by?

, ***Exercise 5.*** ***Translate into English:***

 I. В США законодательная власть осуществляется конгрессом, состоящим из сената и палаты представителей.

2 Палата представителей включает представителей от каждого штата, избираемых сроком на два года.

3 Вице-президент - председатель сената, а выборный спикер - пред­седатель палаты представителей.

4. Высший исполнительный орган состоит из президента, вице-пре­зидента и кабинета.

власти, избирается на 4 рода и назначает членов кабинета.

5. Кабинет состоит из руководителей 10 исполнительных департамен­тов и дает рекомендации президенту по многим вопросам.

7. Верховный суд решает спорные вопросы между штатами и мо­жет наложить вето на закон, если он противоречит конституции.

8. Правительство штата во главе с губернатором занимается местны­ми вопросами

***UNIT 3***

***Part 1***

***Exercise 1. Read , translate and learn the vocabulary.***

1. to be stated
2. to be ensured by smth.
3. compulsory
4. a secondary school
5. a vocational school
6. a higher education establishment
7. an extramural course
8. an evening course
9. state scholarships and grants
10. inclusive a stage

***Exercise 2. Read the text and try to understand it.***

 **Education in the Russian Federation**

 Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It is ensured by compulsory secondary schools, vocational schools, and higher education establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

 Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; secondary education including intermediate school forages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. If a pupil of a secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a «core curriculum» of academic subjects, such as Russian, Literature, Mathematics, History, a foreign language and others. Lyceums and gymnasiums offer programs giving a profound knowledge in some field of study.

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

 After finishing the 11 th form of a secondary school, a lyceum or a gymnasium one can go on in higher education. All applicants must take competitive examinations. Higher education institutions, that is, institutes or universities, offer a 5-year programmed of academic subjects for undergraduates in a variety

***Exercise 3. Answer the questions***:

1. What is the right to education in Russia ensured by?

2. What are the stages of compulsory schooling in Russia?

3. What programmers of study do different types of school in Russia offer?

4. What is a vocational school?

5. What is necessary for entering a higher education establishment?

6. What degrees can one get at a higher education establishment?

7. What is the structure of an institute or a university?

8. How can you prove that education in Russia is going through a transitional period?

 ***Exercise 4****.* ***Translate into English:***

1. Право на образование, записанное в конституции, доказывает, что в России придается большое значение образованию.

2. Существует два этапа обязательного школьного образования в России: начальное образование и среднее образование.

3. Обязательное среднее образование в России состоит из двух эта­пов: средние классы и старшие классы.

4. Во всех школах есть основная программа; лицеи и гимназии предлагают академические программы и программы, дающие углублен­ные знания в одной из областей.

5. Поступающие в вуз должны закончить 11 классов средней школы и пройти через конкурсные вступительные экзамены.

6. После окончания курса аспирантуры и написания диссертации аспирант получает степень кандидата наук.

7. Во время переходного периода меняется финансовый механизм образования: появляются частные школы и платные отделения в ин­ститутах.

***PART 2***

***Exercise 1. Read , translate and learn the vocabulary.***

1. Scripture
2. Crucifixion
3. Resurrection Day
4. involves
5. celebration.
6. Substitute

***Exercise 2. Read the text and try to understand it.***

### Easter Day

 Easter Day is the central religious feast in the Christian world. According to Christian scripture, Jesus rose from the death on the third day after his crucifixion. Some Christians celebrate this resurrection on Easter Day or Easter Sunday (also Resurrection Day or Resurrection Sunday). Easter is a moveable feast, meaning it is not fixed in relation to the civil calendar.

 According to the traditions, Easter Sunday is celebrated by taking part in an Easter vigil, lighting a new fire outside the church early on Sunday morning. Another custom involves lighting the Paschal candle and decorating it with studs to celebrate Christ's wounds. Chanting of the Easter proclamation, reading the old testament, singing hymns and wishing happy Easter Day are other characteristics of the celebration.

 Relatively newer elements such as the Easter Bunny and Easter egg hunts have become part of the holiday's modern celebrations, and those aspects are often celebrated by many Christians and non-Christians alike. The Easter Bunny, which is a counterpart to the Santa Claus of Christmas, brings gifts, a basket of colored eggs, to children on the night before the celebration. Easter eggs used to be painted chicken eggs, but a modern custom is to substitute chocolate eggs, or plastic eggs filled with confectionery such as jelly beans. These eggs are often hidden, allegedly by the Easter Bunny, for children to find on Easter morning. ***Exercise***

***Exercise 3. Continue the sentences:***

1. According to…
2. Easter is…
3. Chanting of…
4. Easter eggs..

***Exercise 4. Agree or disagree***

1. Easter Day is not the central religious feast in the Christian world.
2. Jesus rose from the death on the third day.
3. Some Christians celebrate this resurrection on Easter Day or Easter Monday
4. Easter vigil, lighting a new fire inside the church
5. Relatively older elements such as the Easter Bunny
6. These eggs are often hidden, allegedly by the Easter

***Exercise 5.* Answer the questions:**

1. What is the central religious feast in the Christian world?
2. DidJesus rise from the death on the third day or on the first day?
3. How isEaster Sunday celebrated?
4. What does another custom involve?
5. What does the Easter Bunny bring to children?

***Exercise 6. Give a summary of the text ( 8-10 sentences).Use some words and expressions:***

*1)This story is about…*

*2)In my opinion…*

*3)It should be mentioned…*

*4)In conclusion to…*

*5)To sum up…*

***PART 3***

***Exercise 1. Read , translate and learn the vocabulary.***

1. folk dress
2. printed silken fabrics
3. characteristic feature
4. oblique gores
5. in the front
6. in the back
7. to suspend
8. wide straps
9. festive costume
10. ancient-Russian garments
11. lavish flower bouquet
12. metallic lace

***Exercise 2. Read the text about Russian national folk dress.***

**NATIONAL FOLK DRESS**

The earliest samples of national folk dress included festive costumes with “sarafans” of printed silken fabrics manufactured in Russia in the late 18th century. Their characteristic feature were oblique gores inserted between the sides of two straight widths in the front and one central width in the back. The “sarafan” had a long row of buttons in front and was suspended on wide straps. This type became known as the oblique-gore “sarafan”. Another type was a simple affair of straight widths of cloth gathered in the front under a binding, having no buttons and also suspended on straps. It was known as the straight-cut or round “sarafan”. The oblique gore and straight-cut “sarafans” were genetically linked with ancient Russian garments such as the “telogreya” (padded jacket) and “nakladnayashubka” (outer coat). These diverse “sarafan” cuts could be observed in the 19th and early 20th cc. in different provinces of Russia. “Sarafans” of silken fabrics printed with lavish flower bouquets and garlands were ornamented with golden galloons and metallic lace; silver or gilt buttons formed a decorative pattern along the seams. Such “sarafans” were worn with white shirts (“sleeves”) of lawn or muslin heavily embroidered in chain-stitch with white thread, or with silken shirts. These festive “sarafans” and shirts were dearly valued and worn with care on holidays and handed down. “Sarafans” were girdled at the waist with narrow belts having long loose ends. In different localities this attire was supplemented with a short “sarafan” – like garment – “epanechka”, also made of silken manufactured fabric and decorated with golden galloon. On cold days a long-sleeved jacket – “dushegreya” – gathered in the back into tubular folds was worn. Its cut differed from the traditional style and was close to that of civil-type clothes. The festive “dushegreya” was made of silken fabric or velvet and embroidered with golden thread. In Russia’s northern provinces the silk “sarafan” was worn with a head-dress decorated with needlework, pearls, golden and silver threads and mother-of-pearl plaques. These materials were also used for pectoral ornaments.

***Exercise 3. Answer the questions:***

1. What did the earliest samples of national folk dress include?
2. What “sarafans” were worn?
3. What fabrics were “sarafans” made of?
4. What head-dress was worn with the “sarafan”?
5. What was worn on cold days?
6. What shirts were worn with “sarafans”?

***Exercise 4. Give Russian equivalents for the following English word combinations:***

national folk dress; festive costume; printed silken fabrics; in the front; a long row of buttons; wide straps; ancient-Russian garments; in the 19th and early 20th cc.; in different provinces of Russia; silken fabrics; golden galloons; silver or gilt buttons; festive “sarafans”; were worn with white shirts; silken shirts; festive shirts; were dearly valued; were worn with care on holidays; at the waist; a short “sarafan”; decorated with golden galloon; on cold days; a long-sleeved jacket; its cut differed from the traditional style; civil-type clothes; was embroidered with golden thread; the silken “sarafan” was worn with; a head-dress decorated with; mother-of-pearl plaques; these materials were also used for.

***Exercise5. Find English equivalents for the following Russian phrases from the text:***

народная одежда; праздничная одежда; праздничный костюм; праздничный сарафан; шелковые узорные ткани; ткани русской фабричной работы; косые клинья, вставленные по бокам двух прямых полотнищ ткани; спереди сарафан застегивался на длинный ряд пуговиц; сарафан удерживался широкими лямками; «косоклинный» распашной сарафан; «прямой» или «круглый» сарафан; древнерусская женская одежда; эти разновидности кроя сарафана; сарафаны из шелковых тканей; ткани с пышными букетами и гирляндами; сарафаны украшались золотым галуном; вдоль швов; сарафаны носили с белыми рубахами; белые рубахи из линобатиста и кисеи; в северных губерниях России; этими же материалами расшивали нагрудные украшения.

***Exercise 6. Complete the sentences below with the information from the text.***

1. The “sarafan” had a long row of… .
2. This type became known as… .
3. It was known as the straight-cut or… .
4. These festive “sarafans” and shirts were… .
5. “Sarafans” were girdled at the waist… .
6. On cold days a long-sleeved jacket… .
7. Its cut differed from the traditional style… .
8. The festive “dushegreya” was made of… .
9. In Russia’s northern provinces the silk “sarafan”… .

***Exercise 7. Translate these sentences into English:***

1. Ранние образцы народной одежды включали праздничные костюмы с сарафанами. 2. Спереди сарафан застегивался на длинный ряд пуговиц. 3. На плечах сарафан удерживался широкими лямками. 4. «Косоклинник» и «прямой» сарафаны генетически связывались с древнерусскими женскими одеждами «телогреей» и «накладной шубкой». 17 5. Сарафаны из шелковых тканей украшались золотым галуном, металлическим кружевом, серебряными и позолоченными пуговицами. 6. Сарафаны шились из шелковых узорных тканей. 7. Сарафаны из шелковых тканей с пышными букетами и гирляндами носили с белыми рубахами. 8. Праздничные сарафаны и рубахи высоко ценились. 9. Праздничные сарафаны тщательно берегли и передавали по наследству из поколения в поколение. 10. Сарафаны подпоясывали узким поясом, оставляя распущенными его длинные концы. 11. Такой наряд иногда дополнялся нагрудной короткой одеждой – епанечкой. 12. В холодные дни с сарафаном носили душегрею с длинными рукавами, с трубчатыми складками на спине. 13. Праздничную душегрею шили из шелковых тканей. 14. К костюму с шелковым сарафаном надевали головной убор.

**PART II**

***Exercise 1. Read , translate and learn the vocabulary.***

1. head-dress
2. to boast
3. to reflect
4. variety
5. local peculiarities
6. age distinctions
7. social distinctions
8. ancient custom
9. hair-style
10. common rigid cap
11. colored foil

to treasure

well-off bride’s dowry

integral element

flat hats

crescent

hats covering the ears

aesthetical ideas

***Exercise 2. Read the text about Russian national folk dress.***

**WEDDING AND FESTIVE HEAD-DRESS**

Wedding and festive head-dress worn in northern and central provinces in the 18th – 19th cc. boasted a variety of forms and reflected local peculiarities, and age and social distinctions. According to an ancient custom common to all eastern Slav peoples a strict distinction was observed between the head-dress and hair-style of maidens and married women. Maidens wore their hair loose or made into a single plait. A married woman wore two plaits and was not allowed to uncover her hair in public. Hence the form of the head-dress: one covering the entire head for married women, and one leaving the hair open for maidens. One of the most common type of festive head-dresswas the “kokoshnik”, a kind of rigid cap worn with the “sarafan”. 18th – early 19th century “kokoshniks” were masterfully decorated with pearls, meshwork of pearls and mother-of-pearl plaques, golden and silver needlework, coloured foil and decorative stones. The head-dress was treasured in the family and handed down, and was an integral element of a well-off bride’s dowry. The “kokoshniks” boasted a variety of original forms, from those of a crescent or a peak topped with a “knob”, to small flat hats covering the ears, all of them reflecting local customs and aesthetical ideas. Holiday and wedding head-dress was worn with a shawl.

***Exercise 3. Answer the questions:***

What did wedding and festive head-dress reflect?

What distinction was observed between the head-dress of maidens and married women?

What can you say about the hair-style of maidens and married women?

What was the most common type of festive head-dress?

Was the head-dress treasured in the family?

What can you say about original forms of “kokoshniks”?

***Exercise 4. Give Russian equivalents for the following English word combinations:***

wedding head-dress; festive head-dress; central provinces; in northern provinces; in the 18th – 19th cc.; a variety of forms; local peculiarities; age and social distinctions; according to; ancient custom; Slav peoples; a strict distinction; the form of the head-dress; the most common type of festive head-dress; a kind of rigid cap worn with the “sarafan”; “kokoshniks” were decorated with pearls; golden and silver needlework; decorative stones; a well-off bride’s dowry; wedding head-dress was worn with a shawl.

***Exercise 5. Find English equivalents for the following Russian phrases from the text:***

свадебный головной убор; праздничный головной убор; девичий головной убор; головной убор замужней женщины; прическа; носить волосы распущенными; заплетать волосы в одну косу; заплетать две косы; головной убор, покрывающий волосы; головной убор, оставляющий волосы открытыми; кокошники были украшены плетеным жемчугом; кокошники украшались перламутровыми поднизями; форма полумесяца; островерхие кокошники; плоские шапочки с ушками; местные традиции; эстетические представления.

***Exercise 6. Complete the sentences below with the information from the text.***

One of the most common type of festive head-dress was… .

18th – early 19th century “kokoshniks” were… .

Maidens wore their hair loose… .

A married woman wore two plaits… .

The head-dress was treasured… .

The “kokoshniks” boasted a variety of… .

Holiday and wedding head-dress was… .

***Exercise 7. Translate these sentences into English:***

1. Свадебные и праздничные головные уборы отличались разнообразием форм. 2. Головные уборы отражали местные особенности. 3. Головные уборы отражали возрастные различия и социальную принадлежность. 4. Девичий головной убор значительно отличался от головного убора замужней женщины. 5. Девушка носила волосы распущенными. 6. Девушки заплетали волосы в одну косу. 7. Замужняя женщина заплетала две косы. 8. Замужняя женщина не имела права показываться с непокрытой головой. 9. Наиболее распространенным видом русского праздничного головного женского убора был кокошник. 10. Кокошник представлял собой род плотной твердой шапочки. 11. Кокошник носили с сарафаном. 12. Кокошники искусно украшали жемчугом, перламутром, золото-серебряным шитьем, цветной фольгой, гранеными стразами. 13. Головные уборы высоко ценились. 14. Головные уборы передавались по наследству. 15. Головные уборы были непременной частью приданого зажиточной невесты. 16. Формы кокошников отличались разнообразием форм и самобытностью. 17. Свадебные и праздничные головные уборы покрывали платками.

 **UNIT 6**

***Exercise 1. Read , translate and learn the vocabulary.***

decorative and applied arts

tunic-like dress

shimmering fabric

semi sheer textile

gauze

 chiffon

 pale hues

 boa

 scarf

ostrich or cock feathers

 to assume

 ready-made clothes

emergence

 public life

***Exercise 2. Read the text about fashion of women***

 **WOMEN’S FASHIONS OF THE EARLY 20TH CENTURY (PART I)**

At the end of the first decade of the 20th century women’s fashions were influenced by the “modern” style which was already dominating other decorative and applied arts. The trend towards undulating forms and fluctuating lines gave rise to a new silhouette – the tunic-like dress with asymmetrical draping which was often wound spiral-like about the body ending in a peaked train at the side. Such dresses were usually made of shimmering fabrics and semisheer textiles like tulle, gauze, and chiffon of pale hues. The costume was worn with boa scarves of white and black ostrich or cock feathers, or tulle scarves with metallic embroidery. The democratic trend in fashions assumed even greater proportions in the second half of the 19th century. Ready-made clothes shops mushroomed on a wide scale. Specializing at first in men's wear they gradually went over to manufacturing women's and children's garments as well. The need for such shops was prompted by the rapid growth of cities and the urban population, the result of the influx of peasants into towns and cities where they took up jobs at plants, factories, workshops, offices, and shops. The concentration of large population contingents in the big cities resulted in the emergence of an accessible type of clothes leading to the standardization of men's and then women's costume. The standardization of women's garments was largely brought about by women's emancipation movement in Europe and Russia. It was linked with the woman's fervent desire to take a more active part in public life, be an equal member of society and acquire an education and profession.

***Exercise 1. Read , translate and learn the vocabulary.***

1. strict business-like
2. rational and practical clothes
3. woman’s wardrobe
4. inexpensive cloth
5. blouse tucked in at the waist
6. flared skirt
7. traditional folk garments
8. lace insert in front
9. wide ruffle

***Exercise 2. Read the text about fashion of women***

 **WOMEN’S FASHIONS OF THE EARLY 20TH CENTURY (PART II)**

By the end of the 19th century ever more urban women having received an education and profession began to work and became drawn into public activities, which lead to the need for a strict business – like outer appearance and the emergence of rational and practical clothes. The suit became an integral element of the woman's wardrobe. It was first known as the "tailleur" or "tailor" suit and consisted of two articles of simplified cut: a jacket and a skirt made of inexpensive practical dark coloured fabrics – cloth or wool. At the outset of the 20th century the two pieces were supplemented by a blouse of a light-coloured fabric and finished off with embroidery or lace trimming. The suit became a stable 49 garment serving as the forerunner of the future "tailored suit" which has survived to our days. The garments of former peasant women who found employment in the city acquired new features. Sarafans and shirts gave way to the so called "parochka" ("twin-set") consisting of a blouse tucked in at the waist and a flared skirt of the same fabric, a costume based on the traditional folk garments with concessions to the demand of urban fashions and standards. The blouse had a stand-up collar, a lace insert in front, and bouffant sleeves. The hem of the wide skirt was often trimmed with a wide ruffle.

***Exercise 1. Read , translate and learn the vocabulary.***

1. manufactured cotton fabric
2. calico
3. cheap fabric
4. soft girdle
5. waistcoat

***Exercise 2. Read the text about fashion of women***

 **WOMEN’S FASHIONS OF THE EARLY 20TH CENTURY (PART III)**

Calico and other manufactured cotton fabrics were used for daily wear. Festive garments were made of silk, wool or a combination of these fabrics. Outer wear of that period is presented by short coats and jackets of velveteen or inexpensive woollen cloth. Such garments of simplified cut and made of cheap fabric could be easily purchased in ready-made clothes shops. The costume of the working man was made up of a calico “kosovorotka” shirt with a side fastening worn over the trousers and belted with a leather or soft girdle, dark-colored trousers tucked into high boots, and a waistcoat topped by a jacket or coat. All these articles were made of manufactured fabric. Thus the traditional form of worker's garments while retaining its folk elements was rapidly absorbing new standard forms that were more in tune with practical requirements and the needs of comfort.

***Exercise 3.*** Answer these questions:

1. What do you know about new lines, forms and silhouettes in women’s fashions? 2. What fabrics were dresses made of? 3. Why did the suit become an integral element of the woman’s wardrobe? 4. What articles did the “tailor” suit consist of? 5. What can you say about the garments of former peasant women who found employment in the city? 6. What fabrics were used for daily wear? 7. What fabrics were festive garments made of? 8. What do you know about outer wear of that period? 9. What can you say about the costume of the working man? 51

***Exercise 4.* Give Russian equivalents for the following English word combinations:**

women’s fashions; “modern” style; decorative and applied arts; a new silhouette; the tunic-like dress; asymmetrical draping; such dresses were usually made of; shimmering fabrics and semi sheer textiles; tulle, gauze, and chiffon of pale hues; the costume was worn with boa scarves; the democratic trend in fashions; ready-made clothes shops; men’s wear; women’s and children’s garments; women’s emancipation movement; it was linked with; by the end of the 19th century; the emergence of rational and practical clothes; the “tailor” suit consisted of two articles; simplified cut; inexpensive practical dark-colored fabrics; the two pieces were supplemented by a blouse; light-weight fabrics; a blouse tucked in at the waist; the blouse had a stand-up collar; for daily wear; outer wear; garments of simplified cut; cheap fabrics; the costume of the working man.

***Exercise*** ***5***. **Find English equivalents for the following Russian phrases**:

стиль «модерн»; волнистые формы; текучие линии; платья с асимметричной драпировкой; платья с остроугольным треном сбоку; боа из белых и черных страусовых и петушиных перьев; тюлевые шарфы с металлической вышивкой; бурный рост городов; увеличение городского населения; приток крестьян в города; общедоступный костюм; принять более активное участие в общественной жизни; все большее число городских женщин; потребность иметь строгий, деловой внешний облик; в начале XX в.; устойчивый вид женской одежды; прототип сформировавшегося позднее так называемого «английского костюма», который сохранился до наших дней; новые черты; так называемая «парочка»; приталенная кофта; расклешенная юбка; юбка из той же ткани; требования городской моды; кружевная вставка на груди; широкая юбка с оборкой по подолу; верхняя женская одежда; полупальто; жакеты из плиса; мужской костюм рабочего; ситцевая рубаха-косоворотка; темные брюки; жилет; пиджак; сюртук; традиционная форма костюма рабочего; сохраняя народные элементы. 52

***Exercise 6* Make sentences putting the words in the correct order**:

1. style, women’s, were, fashions, influenced, the, “modern”, by. 2. such, dresses, usually, were, of, made, and, semisheer, textiles, fabrics, shimmering. 3. the, boa, costume, was, with, worn, scarves. 4. the, wardrobe, woman’s, suite, became, an, element, integral, of, the. 5. blouse, a, by, the, two, were, pieces, supplemented. 6. the, of, garments, former, peasant, women, new, acquired, features. 7. sarafans, shirts, and, way, gave, to, “parochka”, the, so-called. 8. had, stand-up, a, collar, the, blouse. 9. daily, for, wear, used, were, cotton, manufactured, fabrics. 10. were, of, made, festive, silk, and, wool, garments.

***Exercise 7.* Study the text carefully and think of the verbs that are used with these nouns**:

fashions, style, trend, forms, lines, dress, dresses, costume, shops, concentration, emergence, standardization, desire, women, suit, pieces, garments, hem, calico, wear.

***Exercise 8.* Complete the sentences below with the information from the text**.

1. At the end of the first decade of the 20th century… . 2. Such dresses were usually made of… . 3. The costume was worn with… . 4. The democratic trend in fashions… . 5. Specializing at first in men’s wear… . 6. The need for such shops was prompted by… . 7. The concentration of large population… . 8. The standardization of women’s garments was largely brought about by… . 9. By the end of the 19th century ever more urban women… 53 10. The suit became… . 11. At the outset of the 20th century… . 12. The blouse had a stand-up collar… . 13. Festive garments were made of… . 14. Outer wear of that period… . 15. The costume of the working man… .

***Exercise9.* Translate these sentences into English:**

1. В конце первого десятилетия XX в. формы женского костюма испытали влияние стиля «модерн». 2. Платья шились обычно из переливчатых полупрозрачных тканей – тюля, газа, шифона. 3. Дополняли такие наряды боа из белых и черных страусовых и петушиных перьев. 4. Дополняли такие наряды тюлевыми шарфами с металлической вышивкой. 5. Концентрация населения в крупных городах создает основу для завершения процесса образования единого общедоступного костюма. 6. Появлению стандарта в женской одежде способствовало движение за эмансипацию женщин как в Европе, так и в России. 7. Все большее число городских женщин, получив образование и профессию, втягивались в трудовую и общественную жизнь. 8. Возникла потребность иметь строгий, деловой внешний облик. 9. Костюм стал неотъемлемой частью женского гардероба. 10. Сначала он назывался «талье» или «портной» и состоял из двух предметов упрощенных фасонов – жакета и юбки. 11. В начале XX века жакет и юбка были дополнены блузкой. 12. Блузку шили из светлых легких тканей, с отделкой вышивкой или кружевом. 13. Этот вид женской одежды явился прототипом сформировавшегося позднее так называемого «английского костюма». 14. Кофта имела воротник-стойку. 15. Кофта имела кружевную вставку на груди и пышные рукава. 16. Для будничной одежды применялись ситец и другие фабричные хлопчатобумажные ткани. 17. Праздничная одежда шилась из шелка, шерсти или их смеси. 18. Верхней женской одеждой служили полупальто, жакеты из плиса, недорогого драпа. 19. Такие вещи упрощенных фасонов из дешевых тканей можно было приобрести в магазинах готового платья.

***UNIT 4***

***SHORT STORIES***

***Exercise 1.Read the text and try to understand the text***

**Shmily**

My grandparents were married for over half a century, and played their own special game from the time they had met each other. The goal of their game was to write the word “Shmily” in a surprise place for the other to find. They took turns leaving “Smily” around the house, and as soon as one of them discovered it, it was their turn to hide it once more.

They dragged “Smily” with their fingers through the sugar and flour containers to wait whoever was preparing the next meal. They smeared it in the dew on the windows overlooking the patio where my grandma always fed us warm, homemade pudding with blue food coloring. “Shmily” was written in the steam left on the mirror after a hot shower, where it would reappear bath after bath. At one point, my grandmother even unrolled an entire roll of toilet paper to leave Shmily on the very last sheet.

There was no end to the places “Shmily” would pop up. Little notes with “Shmily” scribbled hurriedly were found on dashboards and car seats, or taped to steering wheels. The notes were stuffed inside shoes and left under pillows. “Shmily” was written in the dust upon the mantel and traced in the ashes of the fireplace. This mysterious word was as much a part of my grandparents’ house as the furniture.

It took me a long time before I was able to fully appreciate my grandparents’ game. Skepticism has kept me from believing in true love- one that is pure and enduring. However, I never doubted my grandparents’ relationship. They had love down pat. It was more than their flirtatious little games; it was way of life. Their relationship was based on a devotion and passionate affection which not everyone is lucky enough to experience.

Grandma and grandpa held hands ever chance they could. They stole kisses as they bumped into each other in their tiny kitchen. They finished each other’s sentences and shared the daily crossword puzzle and word jumble. My grandma whispered to me about how cute my grandpa was, how handsome an old man he had grown to be. She claimed that she really knew “how to pick ‘em”. Before every meal they bowed heads and gave thanks, marveling at their blessing: a wonderful family, good fortune, and each other.

But there was a dark cloud in my grandparents’ life: my grandmother had breast cancer. The disease had first appeared ten years earlier. As always, Grandpa was with her every step of the way. He comforted her in their yellow room, painted that color so she could always be surrounded by sunshine, even when she was too sick to go outside.

Now the cancer was once again attacking her body. With the help of a cane and my grandfather’s steady hand, they still went to church every morning. But my grandmother grew steadily weaker until, finally, she could not leave the house anymore. For a while, Grandpa would go to church alone, praying to God to watch over his wife. Then one day, what we all dreaded finally happened. Grandma was gone. “Shmily. It was scrawled in yellow on the pink ribbons of my grandmother’s funeral bouquet. As the crowd thinned and the last mourners turned to leave, my aunts, uncles, cousins, and other family members came forward and gathered around Grandma one last time. Grandpa stepped up to my grandmother’s casket and, taking a shaky breath, he began to sing to her. Though his tears and grief, the song came, a deep and throaty lullaby.

Shaking with my own sorrow, I will never forget that moment. For I knew then that, although I couldn’t begin to fathom the depth of their love, I had been privileged to witness its unmatched beauty. S-H-M-I-L-Y: See How Much I Love You

Thank you , Grandpa and Grandma, for letting me see.

Laura Jeanne Alien

***Exercise 3. Answer the questions.***

1. What was the goal of the game have been played by the grandparents?
2. Where could this mysterious word be found?
3. What disease had grandmother?
4. What song did grandfather sing to grandma when she had died?
5. What color did grandpa paint their room when grandma was sick and why?

***Exercise 4. Find sentences which prove that grandparents had true love.***

***Exercise 5. Write the sentences in the right order.***

1. The grandpa sang a lullaby to grandma on her grave when she died.
2. The author of this story was proud to witness the beauty of true love.
3. The grandparents were married about fifty years.
4. As usually grandpa helped her every step of the way.
5. I never doubted my grandparents relations.

***Exercise 6. Find in the text:***

1. С помощью трости и твердой руки моего дедушки они все еще каждое утро ходили в церковь.
2. Это мистическое слово являлось такой же частью дома бабушки и дедушки, как и мебель.
3. Они любили друг друга до гробовой доски.
4. Затем день, которого мы все страшились, наступил.
5. Они обменивались поцелуями, если сталкивались друг с другом на своей крошечной кухне.

***Exercise 7. Make up 5 questions to the text.***

***Exercise 1. Read and try to understand the text***

**Fork Story**

In 1608 an Englishman whose name was Thomas Coryate visited Italy. He liked the country and noted down every interesting thing he found. But there was one thing which he found more interesting than the others. In his diary Thomas wrote, “When the Italians eat meat, they use small forks. They don’t eat with hands because, as they say , do not always have clean hands”.

Before leaving for England, Thomas Coryate bought a few forks.

At home Thomas gave a dinner party to show the invention to his friends. When the servant brought the steak, he took out a fork and began to eat like they did in Italy.

Everybody looked at him in surprise. When he told his friends what it was, they all wanted to take a good look at the strange thing. All his friends said that the Italians were very strange people because the fork was very inconvenient.

Thomas Coryate tried to prove the opposite. He said it was not nice to eat with one’s fingers because they were not always clean.

Everybody got angry at that . Did Mr. Coryate think that people in England always had dirty hands? And weren’t the ten fingers they had enough for them?

Thomas Coryate wanted to show that it was very easy to use the fork. But the first piece of meat he took with the fork fell to the floor. His friends began to laugh and he had to take the fork away.

Only fifty years later people in England began to use forks.

***Exercise 2. Translate the following sentences into Russian:***

1. In 1608 an Englishman whose name was Thomas Coryate visited Italy.
2. But there was one thing which he found more interesting than the others.
3. He said it was not nice to eat with one’s fingers because they were not always clean.
4. But the first piece of meat he took with the fork fell to the floor.

***Exercise 3. Answer the questions:***

1. Why did the Italians eat with the forks?
2. What did he give at home to show the invention of the Italians?
3. Why did his friends begin to laugh?
4. When did people in England begin to use forks?

***Exercise 4. Correct according to the contents of the text :***

1. They eat with the hands because, as they say, do not always have clean hands.
2. Everybody got happy at that.
3. Only seventy years later people in England began to use forks.
4. When the servant brought the steak, he took out a knife and began to eat like they did in Italy.

***Exercise 6. Put 5 questions to the text.***

***Exercise 7.* Give a summary of the text ( 8-10 sentences)*.Use some words and expressions:***

***1)This story is about…***

***2)In my opinion…***

**The man who escaped**

***Exercise 1.Read and* pronounce correctly.**

Furiously – [‘fjuəriəsli]

Antique – [æn’ti:k]

Particularly – [pə’tikjuləli]

Suspicious - [səs’piʃəs**]**

***Exercise 2.*Read the text. Try to understand it .**

1. It was around midnight when the phone rang in Eric Masters’ flat. The voice on the other end was hard and cold. «This is Hugo», it said. «There was an old blind man in the pub. He had a young woman with him. He asked about you and then went to your shop». Masters blinked in surprise. His voice cracked slightly. «But I don’t know anybody like that. What did they want?» «How do I know, you fool? Just watch out for them, that’s all!» Hugo said furiously and hung up. Masters slept very badlythat night.

2. Eric Masters was cleaning an antique pistol when the phone rang in his shop. He heard a young woman’s voice at the other end. «I believe you buy and sell antique weapons», she said. «Yes, that’s right. I’m particularly interested in old firearms». «My father is too. He wants to sell some of 17-th century pistols. Would you be interested?» «Certainly. If you bring them to my shop, I’ll look at them and give you a price». «Well, unfortunately my father’s blind. It’s very difficult for him to get about. Would you mind coming to our place?» Masters managed to answer calmly. «Well... er... my assistant is out to lunch. I’ll come over when he comes back. Is that all right?» He noted the address she gave him and hung up. His hands were trembling slightly. «These must be the people Hugo told me about», he thought. He reached into a drawer and took out a pistol. This one was not an antique. It was a small, black, nasty-looking automatic. «Perhaps the old man pistols», he thought when he was getting into his white Jaguar and driving off.

3. He felt safer when Kate opened the door. She was slim, almost delicate-looking. «Good afternoon», he said. «I’m Eric Masters. You rang my shop earlier». She smiled. «I hope I haven’t put you to any trouble», she said pleasantly, and led him into the sitting-room. Masters glanced suspiciously at the old, blind man sitting on the sofa. At first he seemed harmless enough, but there was something familiar about the man’s face that made Masters look more carefully at him. «I’ll go and get the pistols». Kate said. Masters stayed where he was, where he could see everything and where nobody could come in behind him. The old blind man didn’t move. «Are you a collector too?» Masters asked. The old man simply nodded. The woman came out of the bedroom with a large black case. «They’re all in here», she said. «If you come over here, to the table, we can look at them. My father doesn’t really want anyone else to have them, but it’s a question of money».

Masters kept his eyes fastened on the old man’s face as he walked towards the table. He was halfway there when the old man raised his face slightly. The sudden movement made Masters stop. The more he looked at that face, the more suspicious he became. Suddenly it dawned on him. He stared at both of them. They were both waiting for him to come nearer. It was the old man’s nose and lips that made Masters think of Coke. He reached for his pistol.

***Exercise 3.*Answer the questions.**

1. What news did Hugo tell Masters?

2. What did the woman speaking over the phone want?

3. What did Eric promise?

4. What did he take out of a drawer?

5. What made Masters look more carefully at an old man?

6. What made Masters think of Coke?

***Exercise 4.* Complete the sentences:**

1. Masters took a pistol with him because...

a) he was sure he was going to meet Coke;

b) he always had it with him;

c) he felt safer with it.

2. Masters looked more carefully at the man because...

a) he recognized Coke;

b) there was something familiar about the man's face;

c) he recognized his voice.

3. Masters stopped because...

a) there was a sudden movement of the old man;

b) he became very suspicious;

c) they were staring at him.

***Exercise 5. Give the English equivalents for the following.***

* голос слегка вздрогнул
* антикварный пистолет
* к несчастью
* его руки дрожали
* оружие
* смотрел пристально
* задержал взгляд
* просто кивнул
* на полпути
* неожиданноto
* движение

***Exercise 6.* Give a summary of the text ( 8-10 sentences)*.Use some words and expressions:***

***1)This story is about…***

***2)In my opinion…***

***3)It should be mentioned…***

***4)In conclusion to…***

***5)To sum up…***

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 **Для заметок:**