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ФИО: Артеменков Михаил Николаевич
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Министерство науки высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Смоленский государственный университет»

Кафедра английского языка

«Утверждаю»

Проректор по учебно-методической работе
_____ Ю.А. Устименко
«14» июня 2023 г.

Рабочая программа дисциплины
Б1.В.04 Практикум по культуре речевого общения (английский язык)

Направление подготовки: 44.03.05 Педагогическое образование (с двумя профилями подготовки)

Направленность (профиль): Английский язык, Французский язык

Форма обучения - очная

Курс – 3,4,5

Семестры – 5, 6,7,8,9,10

Всего зачетных единиц – 12, часов – 432 час.

Форма отчетности: зачет – 5,6,7,8,9 семестры, экзамен 10 семестр.

Программу разработали:

кандидат филол. наук, доцент кафедры английского языка Силаев П.В.,
кандидат филол. наук, доцент кафедры английского языка Вакорина И.В.,
кандидат филол. наук, доцент кафедры английского языка Белютина Ю.А.,
старший преподаватель кафедры английского языка Ерзенкина М.В.

Одобрена на заседании кафедры
«7» июня 2023 г., протокол № 8

Заведующий кафедрой _____ Л.Ю.Мастыкина

Смоленск
2023

1. Место дисциплины в структуре ОП

Дисциплина Б1.В.04«Практикум по культуре речевого общения(английский язык)» относится к блоку дисциплин, формируемых участниками образовательных отношений, по направлению подготовки 44.03.05. Педагогическое образование (с двумя профилями подготовки), направленность (профиль) Английский язык. Французский язык.

Курс предназначен для студентов бакалавриата и направлен на развитие у них лингвистической, коммуникативной компетенций, на формирование информационной компетенции, то есть умения самостоятельно отбирать, анализировать, синтезировать, обрабатывать и передавать необходимую информацию.

При изучении дисциплины в центре внимания – совершенствование лексического, грамматического и фонетического аспектов владения первым языком (английским) с опорой на предварительно изученные теоретические дисциплины (языкознание, лексикологию, стилистику), установление межпредметных связей. Высокий уровень развития лингвистической компетенции является необходимым для успешного прохождения производственной практики, которая проводится на базе средних общеобразовательных школ.

2. Планируемые результаты обучения по дисциплине

Компетенция	Индикаторы достижения
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(а)х	Знать: особенности стиля делового общения на государственном и иностранных языках, вербальные и невербальные средства взаимодействия с партнерами; Уметь: следовать основным нормам, принятым в деловом общении в официальной и неофициальной сфере; учитывать социокультурные различия в формате создания корреспонденции на государственном и иностранном языках; Владеть: различными методами, технологиями и типами коммуникаций при осуществлении профессиональной деятельности на государственном и иностранном языках.
ПК-5 – Способен использовать научные знания в предметной области (английский язык) в процессе формирования предметной компетенции обучающихся в рамках реализации основной общеобразовательной программы.	Знать: классические труды и новые научные достижения в области английского языка и зарубежного языкознания. Уметь: демонстрировать знания в области теории и практики английского языка при формировании предметной компетенции обучающихся в рамках реализации основной общеобразовательной программы. Владеть: навыками функциональной грамотности по английскому языку.

3. Содержание дисциплины

СеместрV

Topic1.Traditional and modern values of some customs (British and Russian weddings).

Wedding vocabulary, wedding traditions, British and Russian traditional and modern weddings, weddings that went wrong, my wedding experience as a guest. Rules of a happy marriage.

Topic 2. Changing patterns of leisure.

Advantages and disadvantages of walking tours, package /activity / adventure / exotic holidays, different types of accommodation options, self-catering, picnics and barbeques, holiday complaints, rules of a happy traveler.

Topic 3. Travelling by air.

Flying then and now, a modern airport and its daily routine, advantages and disadvantages of travelling by air, pluses and minuses of being a flight attendant, pluses and minuses of low cost airlines. airport security and aircraft hijacking.

Topic 4. Travelling by train.

Seeing people off. At the railway station. Travelling by modern trains. Do and don'ts on the train. Reasons to travel by train. My best / worst train journey.

Topic 5. Travelling by sea.

At the seaport. Advantages and disadvantages of sea voyages. Reasons to travel by sea. A cruise of my dream.

Topic 6. Man and the Movies.

History of the cinema as art, film directors and their influence on people's lives, films as entertaining and educational tools, film festivals, peculiarities of film making, my most and least favourite genres of films, the latest film I've seen and disliked.

Семестр VI

Topic 1. Theatre and British theatrical life.

British drama (texts "The British Theatre", "By Heart", "King Lear Interrupted", "William Shakespeare"). Entertainment in London (Information Sources; Booking tickets; Booking agencies). London's Theatres (West End Theatre, National Theatre, Open-Air Theatre, Fringe Theatre) Opera, Classical and Contemporary Music (Royal Opera House, London Coliseum, Sadler's Wells, South Bank Centre, Barbican Concert Hall, Royal Albert Hall), British actors, actresses and stage directors.

Topic 2. The American Theatre: History.

Theatre and Music in the United States: present American actors, actresses and stage directors
Inviting to the Theatre; after a play; after the performance.

Topic 3. At a Hotel.

Places to stay and types of holiday (camp-site; holiday camp; time-share apartment; package holiday). London's hotels: Where to stay (where to look; discount rates; hidden extras; facilities; how to book; special breaks; self-catering flats; staying in private homes), booking a room.

Семестр VII

Topic 1. Rules Shaping our Life. Subject and Verb Agreement.

Rules making our life safer. Reasons for disregarding rules. Reasons for abiding by rules. New rules coming into effect. A set of your own rules. Rules to spark learning

Topic 2. The Role of a Car in the Modern World. Emphatic Structures.

Americans and their Cars. Russians and their Cars. Women Drivers. Cleft Sentences. Fronting. Inversion.

Topic 3. The Internet Generation. Linking words and phrases. Agreeing and disagreeing.

The origin of the Internet. Life Online. How the Internet enables intimacy. Online shopping. The Internet as a means of manipulating people. Informational Wars. The educational advantages of using the Internet.

Topic 4. Ten Things To Do in your 20s... .

Things saving time. Time changes or people change. Time heals all wounds. How long can it take a person to estimate his/her life. Travel through time. A sense of timing. Things to do in your 20s.

Topic 5. Fashion in our life. Relative Clauses:

Looks aren't everything. Campus fashion. Defining relative clauses/ Non-defining relative clauses.

Topic 6. Knowledge in the modern world:

I don't believe it. East vs. West – the myths that mystify. Why am I learning English? Don't insist on English. Multilingualism as a trend in modern society.

Topic 7. The Relationship between Man and Woman.

Lust in translation. Rethinking infidelity... a talk for anyone who has ever loved. Love idioms. Dating.

Семестр VIII

Topic 1. The Role of Woman in the Modern World:

Is there a better term than "housewife"? On being a woman and a diplomat. Working women versus non-working women. Married women versus single women. The life of woman is the conflation of...

Topic 2. How to Unite People:

Running for fun or making peace is a marathon. Russia's Parade to mark Victory Day.

Topic 3. Commencement Speech.

Meryl Streep Barnard Commencement Speech.

Topic 4. Habit.

Quotes to inspire you to change habits. Eating habits. The habit of lending/borrowing money. Breaking habits. Television viewing habits. Smoking habit

Topic 5. Teacher Stress, Well-being and Stress Management.

Every kid needs a champion. The triggers for teachers' feelings. Strategies to manage the stress. The life of a teacher is the conflation of...

Topic 6. Vegetarianism.

Advantages and disadvantages. Motives drawing to vegetarianism. Veg versus vegetarian. Genetically modified food.

Topic 7. Technology in our Life:

The positive and negative impacts technology has on our daily life. Final group project. Making Olympiad tasks for high school students.

Семестр IX

Topic 1. A reason to believe.

A reason to believe. What do people generally believe in? Why is it important to believe? Is it easy to live without faith? What is scepticism? Are you sceptical? What is rationalism?

Press

The History of the Newspaper.

Topic 2. Man's Powers.

Man's Powers. Some people say that man's abilities and powers know no bounds. To what extent do you agree or disagree with this point of view? What do a person's abilities and talents depend on? Are all people endowed with the same set of gifts at birth? Do you believe in supernatural powers?

News Production

News report, newspaper column or editorial.

Topic 3. Pseudo-science.

Reasons why people believe that: the planets influence your life; you can tell someone's personality from handwriting; complete strangers can give you accurate information about your present and future life; your success or physical energy depends on which day of the month it is, as determined by the three "cycles" (emotional, physical and intellectual) fixed when you were born; people can communicate without using any of the five senses; you return to earth after you die.

News Production.

News report, newspaper column or editorial.

Семестр X

Topic 1. Superstitions.

Superstitions. Peculiarities and functions of superstitions. Reasons why people in our country / abroad still believe in superstitions. The origin of most widely spread superstitions. Types of superstitions and their role in folklore and modern life

The Russian Press

News report, newspaper column or editorial.

Topic 2. Astrology, science and world culture.

Astrology as a group of systems, traditions, and beliefs. The origins of the astrological doctrine. The core beliefs of astrology. Most widely spread astrological traditions and modern astrologers of today. Astrology and its influence over the past few thousand years on Western and Eastern cultures, language and literature.

The British Press.

News report, newspaper column or editorial.

Topic 3. Reincarnation, parapsychology, chiromancy.

Reincarnation as a metaphysical belief that some essential part of a living being (in some variations only human beings) survives death to be reborn in a new body. The Spirit or Soul, the 'Higher or True Self', 'Divine Spark'. The history of its studies. Parapsychology as a study of paranormal psychological phenomena. A variety of approaches and methodologies during the study of apparent paranormal phenomena. Chiromancy as the art of characterization and foretelling the future through the study of the palm (palm-reading). Evaluating a person's character or future life by "reading" the palm of that person's hand.

The American Press.

News report, newspaper column or editorial.

4. Тематический план

Семестр V

№ п/п	Разделы и темы	Всего часов	Формы занятий	
			лабораторные занятия	самостоятел ьная работа
1.	Traditional and modern values of some customs (British and Russian weddings)	12	6	6
2.	Changing patterns of leisure	12	6	6
3.	Travelling by air	12	4	6
4.	Travelling by train	12	4	6
5.	Travelling by sea	10	4	6
6.	Man and the Movies	14	8	10
ИТОГО		72	32	40

Семестр VI

№ п/п	Разделы и Темы	Всего Часов	Формы занятий	
			лабораторные занятия	самостоятель ная работа
1.	Theatre and British theatrical life	12	8	4
2.	The American Theatre: History	12	8	4
3.	At a Hotel	12	8	4

ИТОГО	36	24	12
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Семестр VII

№ п/п	Темы	Всего часов	Формы занятий	
			лабораторные занятия	самостоятель ная работа
1	Rules Shaping our Life	10	4	6
2	The Role of a Car in the Modern World	16	4	12
3	The Internet Generation	16	4	12
4	Ten Things To Do in your 20s...	16	4	12
5	Fashion in our life. Relative Clauses	16	4	12
6	Knowledge in the modern world	18	6	12
7	The Relationship between Man and Woman	16	4	12
ИТОГО		108	30	78

Семестр VIII

№	Темы	Всего часов	Формы занятий	
			лабораторные занятия	самостоятель ная работа
1	The Role of Woman in the Modern World	10	3	7
2	How to Unite People	10	3	7
3	CommencementSpeech	10	3	7
4	Habit	10	3	7
5	Teacher Stress, Well-being and Stress Management.	10	3	7
6	Vegetarianism	10	3	7
7	TechnologyinourLife	12	4	8
ИТОГО		72	22	50

Семестр IX

№ п/п	Разделы и темы	Всего часов	Формы занятий	
			лабораторные занятия	самостоятель ная работа
1.	1. Areason to believe. The History of the Newspaper.	23	8	15
	2. Man's powers News Production	24	9	15
	3. Pseudo-science News Production	25	9	16
ИТОГО		72	26	46

Семестр X

№ п/п	Разделы и темы	Всего часов	Формы занятий	
			лабораторные занятия	самостоятель ная работа (33+27 подг. к экзамену)
1.	1. Superstitions The Russian Press	27	16	11
	2. Astrology science and world culture The British Press	27	16	11
	3. Reincarnation, parapsychology, chiromancy. The American Press	27	16	11
2	Подготовка к экзамену	27		27
ИТОГО		108	48	57

5. Виды образовательной деятельности

Лабораторные занятия (проводятся на английском языке)

Пояснительная записка

Лабораторные занятия строятся при помощи взаимодействия следующих компонентов программы:

Чтение. Работа с текстами:

- поисковое, изучающее и аналитическое чтение текстов рассматриваемой проблематики с целью отбора необходимой эксплицитной и имплицитной информации;
- анализ проблемных ситуаций;
- изложение краткого содержания текста;

Лексика:

- изучение активных лексических единиц и активных разговорных моделей рассматриваемой темы;
- работа с современными лексикографическими источниками с целью изучения семантики, денотативного и коннотативного компонентов лексического значения активных единиц (самостоятельная работа) рассматриваемой темы;
- подбор синонимов и антонимов к изучаемым единицам, их сопоставление, изучение лексического значения фразеологических единиц, в которых они употребляются;
- выполнение тренировочных лексико-ориентированных упражнений из учебников «Практический курс английского языка» (под ред. В. Д. Аракина). Части III-V (часть из них выполняется самостоятельно), учебных пособий, выпущенных преподавателями СмолГУ: "Theatre and theatrical life" (составитель Лавренкова С.С.), "Travelling" и "At a Hotel" (составители Лавренкова С.С., Цеберганова Т.В.), "Практически курс английского языка: учебные задания для студентов 4 курса специальности "Английский язык" и "Перевод и переводоведение" (составители Жакова Т.Е., Кухаренкова С.А.), "Let's Speak about Politics. Общественно-политическая тематика на страноведческом материале" (составители Бочкарева Н.Н., Кузьмин Л.А., Погорелова С.А., Юсин В.В., "Learn to Understand the Media" (составитель Белютина Ю.А.), а также привлечения дополнительных англоязычных учебных пособий.

- составление собственных заданий на тренировку изучаемых лексических единиц;
- контроль знания лексического материала: диктант-перевод, перевод ситуаций с русского языка на английский.

Говорение:

- подготовка диалогов, сообщений и докладов по рассматриваемой теме (подготовленная речь);
- участие в дискуссиях и диспутах по поводу спорных вопросов рассматриваемой темы (неподготовленная речь).

Самостоятельная работа

1. Анализ, обобщение и систематизация полученной в ходе изучения рассматриваемой темы информации.
2. Составление заданий на тренировку изучаемых лексических единиц.
3. Работа со справочными источниками и интернет-ресурсами при подготовке к занятиям.

Семестр V

Лабораторные работы 1-3 (6 час.) *Traditional and modern values of some customs*

British and Russian weddings:

Wedding vocabulary, wedding traditions.
 British and Russian traditional and modern weddings.
 Weddings that went wrong.
 Wedding themed films
 My wedding experience as a guest / a wedding of my dream.
 Rules of a happy marriage.

Texts: Here comes the bride. Planning your married happiness. A marriage made in hell.

Задания для самостоятельной работы:

Speak about wedding traditions in your / your relatives' / friends' families.
 Make up a dialogue on the topic "Weddings in the past and now."
 Prepare presentations of the following projects in mini groups:
 The most luxurious / budget / unusual wedding ceremonies in Smolensk.

Литература

1. Архипович Т.П. Английский язык для гуманитариев (B1). В 2 ч. Часть 1: учебник и практикум для среднего профессионального образования. М.: Издательство Юрайт, 2021.
 URL: <https://urait.ru/bcode/474331>

Дополнительная литература

1. Л.С. Головчинская. Совершенствуйте свой английский: Учебное пособие для вузов. М.: ООО «Издательство Астрель», 2001.
2. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник/М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2002.

3. Dixon. R.J. Essential Idioms in English. Longman, 1994.
4. Macmillan English Dictionary for Advanced Learners. Oxford, 2010.
5. O'Callaghan B. An Illustrated History of the USA. Longman, 2000.
6. Oxford Advanced Learner's Dictionary. Oxford, 2010.
7. Oxford Collocations Dictionary for Students of English/. Oxford, 2010.
8. Soars John and Liz. Headway Pre-intermediate student's book. Oxford 2001.
9. Soars John and Liz . Headway Intermediate student's book. Oxford, 1997.
10. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Лабораторныеработы 4-6 (6 час.)*Changing patterns of leisure.*

Advantages and disadvantages of travelling.

Walking tours, package /activity / adventure / exotic holidays.

Different types of accommodation options, self-catering.

Picnics and barbeques.

Holiday complaints.

Rules of a happy traveler.

Texts: A walking tour. Holidays in January. The road to ruin. The holiday that wasn't. People taking about their perfect weekend.

Заданиядлясамостоятельнойработы:

Speak aboutyour / your friends' travelling experience.

Make up a dialogue on the topic "Travelling and its pleasure in the past and now."

Prepare presentations of the following projects in mini groups:

"Different tours and types of accommodation Smolensk and the Smolensk region can offer".

Литература

1. Архипович Т.П. Английский язык для гуманитариев (B1). В 2 ч. Часть 1. М.: Издательство Юрайт, 2021. URL: <https://urait.ru/bcode/474331>

Дополнительная литература

1. Лавренкова С.С., Цеберганова Т.В. Учебное пособие по разговорной практике."Travelling" Смоленск. СГПИ, 1994.
2. Л.С. Головчинская. Совершенствуйте свой английский: Учебное пособие для вузов. М.: ООО «Издательство Астрель», 2001.
3. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник//М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2002.
4. Dixon. R.J. Essential Idioms in English. Longman, 1994.
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7. Oxford Advanced Learner's Dictionary. Oxford, 2010.
8. Oxford Collocations Dictionary for Students of English/. Oxford, 2010.
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10. Soars John and Liz . Headway Intermediate student's book. Oxford, 1997.
11. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Лабораторныеработы 7-9 (4час.)*Travellingbyair.*

Flying then and now.

A modern airport and its daily routine.

Advantages and disadvantages of travelling by air.
Pluses and minuses of being a flight attendant.
Pluses and minuses of low cost airlines.
Airport security and aircraft hijacking.

Texts: At the airport. At the customs. Air travel. Passport regulations and Customs. Flying then and now.

Задания для самостоятельной работы:

Speak about your / your friends' / relatives' first flying experience.
Make up a dialogue on the topic "Travelling by air and its pleasure in the past and now."
Prepare presentations of the following projects in mini groups:
Being a modern flight attendant, modern low cost airlines dangers of hijacking.

Литература

1. Архипович Т.П. Английский язык для гуманитариев (B1). В 2 ч. Часть 1. М.: Издательство Юрайт, 2021. URL: <https://urait.ru/bcode/474331>

Дополнительная литература

1. Лавренкова С.С., Цеберганова Т.В. Учебное пособие по разговорной практике. "Travelling" Смоленск. СГПИ, 1994.
2. Л.С. Головчинская. Совершенствуйте свой английский: Учебное пособие для вузов. М.: ООО «Издательство Астрель», 2001.
3. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник//М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2002.
4. Dixon. R.J. Essential Idioms in English. Longman, 1994.
5. Macmillan English Dictionary for Advanced Learners. Oxford, 2010.
6. O'Callaghan B. An Illustrated History of the USA. Longman, 2000.
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8. Oxford Collocations Dictionary for Students of English/. Oxford, 2010.
9. Soars John and Liz. Headway Pre-intermediate student's book. Oxford 2001.
10. Soars John and Liz . Headway Intermediate student's book. Oxford, 1997/
11. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Лабораторные работы 10-12 (4 час.) Travelling by train.

Seeing people off.
At the railway station.
Travelling by modern trains.
Do and don'ts on the train.
Reasons to travel by train.
My best / worst train journey.

Texts: Travelling by train in Britain. Seeing people off. On the train.
Running for the train. Old country advice to the American traveller.

Задания для самостоятельной работы:

Speak about your / your friends' / relatives' most unusual travelling by train.
Make up a dialogue on the topic "Travelling by train and its pleasure in the past and now."
Prepare presentations of the following projects in mini groups:
Travelling by modern trains, rules of behaviour on the train, the Smolensk railway station.

Литература

1. Архипович Т.П. Английский язык для гуманитариев (B1). В 2 ч. Часть 1. М.: Издательство Юрайт, 2021. URL: <https://urait.ru/bcode/474331>

Дополнительная литература

1. Лавренкова С.С., Цеберганова Т.В. Учебное пособие по разговорной практике. "Travelling" Смоленск. СГПИ, 1994.
2. Л.С. Головчинская. Совершенствуйте свой английский: Учебное пособие для вузов. М.: ООО «Издательство Астрель», 2001.
3. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник//М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2002.
4. Dixon. R.J. Essential Idioms in English. Longman, 1994.
5. Macmillan English Dictionary for Advanced Learners. Oxford, 2010.
6. O'Callaghan B. An Illustrated History of the USA. Longman, 2000.
7. Oxford Advanced Learner's Dictionary. Oxford, 2010.
8. Oxford Collocations Dictionary for Students of English/. Oxford, 2010.
9. Soars John and Liz. Headway Pre-intermediate student's book. Oxford 2001.
10. Soars John and Liz . Headway Intermediate student's book. Oxford, 1997/
11. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Лабораторныеработы 13-15 (4час.) Travellingbysea.

At the seaport.

Advantages and disadvantages of sea voyages.

Reasons to travel by sea.

A cruise of my dream.

Texts: A voyage round Europe. The Voyage. A sea trip. Travelling by sea. A couple who survived an amazing 66 days at sea.

Заданиядлясамостоятельнойработы:

Speak aboutyour / your friends' / relatives' latest / possible travelling by sea.

Make up a dialogue on the topic "Travelling by sea and its pleasure in the past and now."

Prepare presentations of the following projects in mini groups: "Advantages and disadvantages of cruises and sea voyages, reasons to travel by sea."

Литература

1. Архипович Т.П. Английский язык для гуманитариев (B1). В 2 ч. Часть 1. М.: Издательство Юрайт, 2021. URL: <https://urait.ru/bcode/474331>

Дополнительная литература

1. Лавренкова С.С., Цеберганова Т.В. Учебное пособие по разговорной практике. "Travelling" Смоленск. СГПИ, 1994.
2. Л.С. Головчинская. Совершенствуйте свой английский: Учебное пособие для вузов. М.: ООО «Издательство Астрель», 2001.
3. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник//М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2002.
4. Dixon. R.J. Essential Idioms in English. Longman, 1994.
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6. O'Callaghan B. An Illustrated History of the USA. Longman, 2000.
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9. Soars John and Liz. Headway Pre-intermediate student's book. Oxford 2001.
10. Soars John and Liz . Headway Intermediate student's book. Oxford, 1997.
11. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Лабораторные работы 16-19 (8 час.) *Man and the Movies.*

History of the cinema as art.
 Film directors and their influence on people's lives.
 Films as entertaining and educational tools.
 Film festivals, peculiarities of film making.
 My most and least favourite genres of films, the latest film I've seen and disliked.

Texts: The Movies. the Great silent screen comedians. The reign of Disney.
 Paul Newman, an actor, director, racing driver. Remakes.

Задания для самостоятельной работы:

Speak about your most /least favourite film director / movie genre.
 Make up a dialogue on the topic "Making movies in the past and now."
 Prepare presentations of the following projects in mini groups: "Films as educational tools, most prestigious film festivals, movie awards."

Литература

1. Архипович Т.П. Английский язык для гуманитариев (B1). В 2 ч. Часть 1. М.: Издательство Юрайт, 2021. URL: <https://urait.ru/bcode/474331>

Дополнительная литература

1. Л.С. Головчинская. Совершенствуйте свой английский: Учебное пособие для вузов. М.: ООО «Издательство Астрель», 2001.
2. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник//М.: ООО «Издательство Астрель»; ООО «Издательство АСТ», 2002.
3. Dixon R.J. Essential Idioms in English. Longman, 1994.
4. Macmillan English Dictionary for Advanced Learners. Oxford, 2010.
5. O'Callaghan B. An Illustrated History of the USA. Longman, 2000.
6. Oxford Advanced Learner's Dictionary. Oxford, 2010.
7. Oxford Collocations Dictionary for Students of English/. Oxford, 2010.
8. Soars John and Liz. Headway Pre-intermediate student's book. Oxford 2001.
9. Soars John and Liz . Headway Intermediate student's book. Oxford, 1997/
10. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Семестр VI

Лабораторные работы 1-4 (8 час.) *Theatre and theatrical life.*

British drama. Entertainment in London. London's Theatres. Opera, Classical and Contemporary Music. British actors, actresses and stage directors.

Texts: The British Theatre", "By Heart", "King Lear Interrupted", "William Shakespeare".

Задания для самостоятельной работы:

Speak about British drama. Make up a dialogue on the topic "Entertainment in London".
Speak about London's Theatres.
Make a discussion on the topic "Opera, Classical and Contemporary Music in Britain".
Speak about your favourite British actor, actress, stage director.

Литература

1. Гаврилов А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов. М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/470824>

Дополнительная литература

1. Лавренкова С.С., Учебное пособие по разговорной практике. "Theatre and Theatrical Life" Смоленск. СмолГУ, 2000.
2. Л.С. Головчинская. Совершенствуйте свой английский: Учеб. пособие для вузов. Книга // М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2001.
3. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник//М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2002.
4. Dixon. R.J. Essential Idioms in English// Longman, 1994.
5. Macmillan English Dictionary for Advanced Learners// Oxford, 2010.
6. O'Callaghan B. An Illustrated History of the USA//Longman, 2000.
7. Oxford Advanced Learner's Dictionary// Oxford, 2010.
8. Oxford Collocations Dictionary for Students of English// Oxford, 2010.
9. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Лабораторные работы 5-8 (8 час.). The American Theatre: History.

Theatre and Music in the United States: present American actors, actresses and stage directors
Inviting to the Theatre; after a play; after the performance.

Задания для самостоятельной работы:

Speak on the topic "The American Theatre"
Make up dialogue "At the Theatre".
Make a discussion on the topic "American favourite actors, actresses and stage directors, musicals".

Литература

1. Гаврилов А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов. М.: Издательство Юрайт, 2021.
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Дополнительная литература

1. Лавренкова С.С., Учебное пособие по разговорной практике. "Theatre and Theatrical Life" Смоленск. СмолГУ, 2000.
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4. Dixon. R.J. Essential Idioms in English// Longman, 1994.

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7. Oxford Advanced Learner's Dictionary// Oxford, 2010.
8. Oxford Collocations Dictionary for Students of English// Oxford, 2010.
9. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Лабораторные работы 9-12 (8 час.) AtaHotel.

Places to stay and types of holiday (camp-site; holiday camp; time-share apartment; package holiday). London's Hotels: Where to stay (Where to look; Discount Rates; Hidden extras; Facilities; How to book; Special Breaks; Self-Catering Flats; Staying in private homes)

Задания для самостоятельной работы:

Discuss the most popular places to stay. Write a holiday advertisement for a place you know well.

Discuss advantages and disadvantages of staying at a hotel and some other places to stay.

Make up a dialogue on the situation: You are going to spend in London several days. Choose a hotel and book a room there.

Литература

1. Гаврилова А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits: учебник и практикум для вузов. М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/470824>

Дополнительная литература

1. Лавренкова С.С., Цеберганова Т.В. Учебное пособие по разговорной практике. "AtaHotel" Смоленск. СмолГУ, 1997.
2. Головчинская Л.С.. Совершенствуйте свой английский: Учебное пособие для вузов. Книга // М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2001.
3. Зыкова Г.Н., Кочетова Л.А. и др. Английский язык для студентов языковых вузов: Учебник//М.: ООО «Издательство Астрель»: ООО «Издательство АСТ», 2002.
4. Dixon. R.J. Essential Idioms in English// Longman, 1994.
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6. O'Callaghan B. An Illustrated History of the USA//Longman, 2000.
7. Oxford Advanced Learner's Dictionary// Oxford, 2010.
8. Oxford Collocations Dictionary for Students of English// Oxford, 2010.
9. Wellman G. Wordbuilder//Macmillan Heinemann, 2006.

Семестр VII

Лабораторные работы 1-2 (4 часа)

Rules Shaping our Life.

- 1) просмотр видеопотеме «3 Rules to Spark Learning».
- 2) выполнение лексических упражнений по теме (unit "Rule").
- 3) составление глоссария по теме (обязательная лексика для усвоения: change/enforce/come into effect/stipulate/follow/flout disregard/go by/abide by/comply with/stick to/bend/obey/disobey rules; adherence/set/exceptions/violation + of + rules; basic/ground/present/hard and fast/strict/petty/first rules; spark learning, scenario, buzzwords, transcend, wrapped up in fancy clothing, perplex, robust, mumbo jumbo, chatter, the inevitable process of trial and error)

- 4) дискуссия по теме (Rules making our life safer. Reasons for disregarding rules. Reasons for abiding by rules. New rules coming into effect. Rules to spark learning.)

Задания для самостоятельной работы (6 часов):

Выступление диалогической речью по теме «A set of your own rules».

Литература

1. Гаврилов А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов. М.: Издательство Юрайт, 2021. URL: <https://urait.ru/bcode/470824>

Дополнительная литература

1. Woolard G. Key Words for Fluency. Upper-Intermediate Collocation Practice. – Thomson, 2004. – 175 p.
2. <https://www.TED.com>

Лабораторные работы 3-4 (4 часа)

The Role of a Car in the Modern World.

- 1) прослушивание аудиозаписей по теме «Let's Go Look at my New Car», «Car Commercial»
- 2) работа с текстами по изучаемой теме «Americans and their Cars», «Women Drivers»
- 3) составление глоссария по теме (обязательная лексика для усвоения: be hopelessly in love with, the average American, registered vehicles, licensed drivers, have a unique relationship with, a crucial milestone, a rite of passage, crave, ostentatious, nimble, ferry, an absolute necessity for, woefully inadequate, unequivocal, the crucial point, enter inner London, stock up with, considerable savings, be dismissive of, natural born drivers, statistics prove the opposite, sit behind the wheel, relish, go to the expense and trouble, accelerate away from trouble, commute to the office, make a round trip, the enervating rush-hour traffic, car maintenance costs, write-off, robust bodywork, be on your last legs, fuel-efficient, leave the choice of the car to smb, be ignorant of the technical issues, a viable option, back up one's opinion, a road user, to be bumper-to-bumper, spoiler, chrome alloy wheels, power windows, brakes, have the windows tinted, mileage, gas-guzzler, drive standard transmission, lease, put down, trade in)
- 4) дискуссия по теме (Americans and their Cars. Russians and their Cars. Women Drivers).

Задания для самостоятельной работы (6 часов):

Съемка видеоролика по теме

Методические рекомендации по съемке видеоролика

Видеоролик представляет собой короткую динамичную репрезентацию сюжета на изученную тему (8-10 мин).

Последовательность процедуры съемки видеоролика:

- 1) создать творческий коллектив;
- 2) продумать идею, написать сценарий (вступление, разворачивание событий, заключение) и выбрать формат ролика;
- 3) найти подходящее оборудование для записи ролика (смартфон, планшет, цифровая видеокамера) и место съемки;
- 4) протестировать оборудование на качество звука, света, устойчивость кадра;
- 5) распределить роли и провести репетицию (студенты, задействованные по сценарию, должны иметь приблизительно одинаковое количество реплик);

- 6) осуществить съемку;
- 7) смонтировать видеоролик, используя при необходимости спецэффекты, дополняя видеоряд музыкальным сопровождением с помощью следующих программ Windows Movie Maker, WindowsLive, iMovie, MovaviVideoEditor;
- 8) просмотреть готовый материал с целью выявления и исправления недочетов.

Литература

1. Гаврилов А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов. М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/470824>

Дополнительная литература

1. Raifsnider B. Fluent English – Living Language, 2005. – 222 p.
2. Osborne Ch. CAE Practice Tests. Thomson, 2006. – 272 p.

Лабораторные работы 5-6 (4 часа)

Ten Things To Do in your 20s...

- 1) просмотр видеопотеме “How long can it take a person to estimate his/her life”
- 2) работа с текстом по изучаемой теме “Ten Things To Do in your 20s...”
- 3) составление глоссария по теме (обязательная лексика для усвоения:
afford/save/kill/spend/make/take +time, convenient/smashing/quality/spare +time, ample/good/precious/rough +time, amount/matter/course/space/length/waste +of +time, the whole time, my usual time, the first time, a specific time, all the time in the world, time is running out ..., time's up., for the time being, slowly but surely, in the twinkling of an eye, in next to no time, in less than no time, since time immemorial, in the nick of time, time-consuming, a matter of minutes, to minute sth/that, the minute (that) , up-to-the-minute, gain access, a slim chance of success, sensitive information, dead (adv.) , in the dead of night, dead heat, be dying for sth/to do sth, in the dim and distant past, take a dim view of sth, a dim recollection of, at the last minute, in due course, once in a blue moon, at the crack of dawn, for donkeys' years, at the eleventh hour, in this day and age, sooner or later, not in a month of Sundays, brace smb/yourself for sth/ to do sth)
- 4) дискуссия по теме (Things saving time. Does time change or do people change? Time heals all wounds. How long can it take a person to estimate his/her life? Travel through time. A sense of timing.)

Задания для самостоятельной работы (6 часов):

Выступление диалогической речью по теме “Things to do in your 20s”

Литература

1. Гаврилов А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов. М.: Издательство Юрайт, 2021.
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Дополнительная литература

1. Wooldard G. Key Words for Fluency. Upper-Intermediate Collocation Practice. – Thomson, 2004. – 175 p.
2. <https://www.TED.com>

Лабораторные работы 7-8 (4 часа)

Fashion in our life.

- 1) просмотр видеопотеме “Looks aren’t everything”
- 2) работа с текстом по изучаемой теме “Campusfashion”
- 3) выполнение лексических упражнений по теме (unit “Advertisements and Fashion”)
- 4) составление глоссария по теме (обязательная лексика для усвоения: sheer luxury, unrivalled service, to banish, pile on pounds, feel puckish, glossy magazines, designer label, high-street fashion, launch a new collection, new season's look, a stunning range of, hit the high street, hugely popular look, a fashion victim, excruciatingly uncomfortable/boring/embarrassing/painful, to scout, legacy, fashionista, superficial, to commend, be akin to, retouch, slumber party, to frisk, strike a balance, the cards are stacked in your favour, takeaway to sth, a sense of fashion, turn up in fancy dress, the midriff is showing, revealing, a hoody, the scruffy look, tell smb a mile off, be dressed up to the nines, out-of-place, stick to, the intellectual look, a sophisticated look, baggy, flared, corduroy, caps on backwards, swagger, short-lived, designer addict, few and far between, spot a fresher a mile off, have a lost look on the face, reclusive, have a huge impact on)
- 5) дискуссия по теме

Задания для самостоятельной работы (6 часов):

Составление компьютерной презентации “Campusfashion”

Методические рекомендации по составлению презентаций

Презентация дает возможность наглядно представить идеи, разработки и планы. Презентация представляет собой результат самостоятельной работы студента, с помощью которой он(а) наглядно демонстрирует материалы публичного выступления перед аудиторией.

Компьютерная презентация – это файл с необходимыми материалами, который состоит из последовательных слайдов. Каждый слайд содержит законченную по смыслу информацию. Студенту необходимо уметь распределять материал в пределах страницы, грамотно размещать отдельные объекты, во время демонстрации быстро вернуться к любому из просмотренных слайдов и изменить последовательность изложения материала. Презентация помогает самому выступающему не забыть главное и точнее расставить акценты.

Структура презентации

Выступление с презентации должно длиться 7-10 мин. Количество слайдов не должно превышать 10.

Первый слайд презентации должен содержать тему работы, фамилию, имя исполнителя.

Последующие слайды необходимо разбить согласно намеченному плану выступления.

На заключительном слайде отображается вывод, сделанный выступающим по теме, а также завершающая фраза “Thank you for your attention”.

Рекомендации по оформлению презентации

Одной из основных программ для создания презентаций является программа PowerPoint компании Microsoft.

Для визуального восприятия текст на слайдах должен быть 16-18 пт, а для заголовка – не менее 20 пт.

Макет презентации должен быть оформлен в строгой цветовой гамме. Фон не должен быть ярким или пестрым. Одни и те же элементы на разных слайдах должны быть одного цвета.

Пространство слайда (экрана) должно быть максимально использовано.

При необходимости каждый слайд может содержать заголовок, котором отражен вывод из представленной на слайде информации.

На слайде следует помещать не более 5-7 строк. Текст должен хорошо читаться.

Слайды могут содержать рисунки, схемы, диаграммы и т.п., а также могут сопровождаться анимационными эффектами, аудиофайлами.

Порядок выполнения и принципы представления компьютерной презентации.

Перед созданием презентации необходимо четко определиться с целью создания презентации, построить выступление, сформулировать заключение.

Основные этапы работы над компьютерной презентацией:

- 1) спланировать общий вид презентации по выбранной теме, опираясь на собственные разработки и рекомендации преподавателя;
- 2) распределить материал по слайдам;
- 3) оформить слайды, задайте единообразный анимационный эффект для демонстрации презентации;
- 4) отрепетировать готовый вариант перед демонстрацией с целью выявления ошибок и определения время звучания;
- 5) доработать презентации, если возникла необходимость.

Особенности представления презентации:

- презентация не предназначена для автономного использования, она должна помогать докладчику во время его выступления;
- не следует усложнять презентацию, перегружать ее текстом, статистическими данными, графическими изображениями, аудиофайлами;
- не следует читать текст на слайдах, устная речь докладчика должна дополнять, описывать представленную информацию, необходимо давать время аудитории ознакомиться с информацией каждого слайда, делая перерывы между показом слайдов;
- следует поблагодарить за внимание в конце выступления и ответить на возникшие вопросы.

Литература

1. Гаврилов А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов. М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/470824>

Дополнительная литература

1. F.O`Dell, M.McCarthy English Collocations in Use. – Cambridge University Press, 2008. – 192p.
2. <https://www.TED.com>

Лабораторные работы 9-11 (6 часов)

Knowledge in the modern world

- 1) просмотр видеопотеме “East vs. West – the myths that mystify”, “Don’t insist on English”
- 2) выполнение лексических упражнений по теме (Why am I learning English?)
- 3) составление глоссария по теме (обязательная лексика для усвоения: I firmly believe that It is my firm belief that, I believe wholeheartedly that, I tend to think, I have an unshakeable belief that, a devout Muslim, a strict vegetarian, a leading expert, a practising Christian, a firm believer a die-hard Conservative, a fierce opponent, a staunch supporter, a floating voter, a confirmed bachelor, a compulsive drinker/gambler/liar, a steely opponent, a firm believer in corporal punishment, know sth like the back of the hand, know inside out, know backwards, I'm in the dark., Search me, I haven't got a clue, I haven't got the faintest/slightest/foggiest idea, It's beyond me, It all goes over my head, In my humble opinion, to my certain knowledge, as far as I can tell, It seems pretty obvious that, Personally, I'd say, extensive knowledge, be versed in, at one's fingertips, have

a nodding acquaintance, have a scant knowledge of, the command of English, have a smattering of, rusty, rudimentary, get the hang of, authority, expertise in sth/doing sth, inept at, an acquired taste, language loss, the globalization of English, communicate across generations, at an unprecedented rate, the undisputed global language, be recruited by, empower smb through smth, to morph from, climb/jump on the bandwagon, prophecy, remedial, pursue one's dream, far-reaching consequences)

4) дискуссия по теме “Multilingualism as a trend in modern society”.

Задания для самостоятельной работы (6 часов):

Выступление диалогической речью по теме “I don't believe it”.

Литература

1. Гаврилов А.Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов. М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/470824>

Дополнительная литература

- 1) Osborne Ch. CAE Practice Tests. Thomson, 2006. – 272 p.
- 2) Side R., Wellman G. Grammar and Vocabulary for Cambridge Advanced and Proficiency. – Pearson Education Limited, 2002. – 288 p.
- 3) <https://www.TED.com>

Семестр VIII

Лабораторные работы 1,5 (3 часа)

The Internet Generation.

- 1) просмотр видео по теме “How the Internet enables intimacy”.
- 2) прослушивание аудиозаписи по теме “The origin of the Internet”.
- 3) дискуссия по темам LifeOnline. Online shopping. The Internet as a means of manipulating people. Informational Wars.

Задания для самостоятельной работы (7 часов):

Выступление диалогической речью по теме “The educational advantages of using the Internet”.

Литература

1. Воронцова Ю.А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов . М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/487968>

Дополнительная литература

1. Raifsnider B. Fluent English – Living Language, 2005. – 222 p.
2. <https://www.TED.com>

Лабораторные работы 1,5 (3 часа)

The Relationship between Man and Woman.

- 1) просмотр видео по теме “Rethinking infidelity... a talk for anyone who has ever loved”.
- 2) обсуждение отрывков из книги “Lust in translation” Druckerman P.
- 3) изучение идиоматических выражений по теме (Love idioms).

4) дискуссия по теме “Dating”.

Задания для самостоятельной работы (7 часов):

Составление компьютерной презентации “5 TopLoveAffairs”

Литература

1.Воронцова Ю.А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов . М.: Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487968>

Дополнительная литература

1) Druckerman P. Lust in Translation. – Penguin Books, 2008. – 293 p.

2) <https://www.TED.com>

Лабораторные работы 1,5 (3 часа)

The Role of Woman in the Modern World

1) просмотр видеопотеме “On being a woman and a diplomat”.

2) обсуждениестатьи Is there a better term than “housewife”?

3) дискуссияпотемам “Working women versus non-working women”, “Married women versus single women”.

Задания для самостоятельной работы (7 часов):

Выступлениедиалогическойречьюпотеме “The life of woman is the conflation of...”

Литература

1.Воронцова Ю.А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов . М.: Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487968>

Дополнительная литература

1) <https://www.theguardian.com>

2) <https://www.TED.com>

Лабораторные работы 1,5 (3 часа)

How to Unite People

1) просмотр видеопотеме “Running for fun or making peace is a marathon”.

2) дискуссияпотеме “Russia’s Parade to mark Victory Day”.

Задания для самостоятельной работы (7 часов):

Написание эссе по изучаемой теме.

Методические рекомендации по написанию эссе

Структура и особенности написания эссе с элементами рассуждения:

- 1) написание эссе следует начать с обдумывания предложенной темы и сбора информации по ней;
- 2) введение должно содержать некий комментарий к теме эссе или определение ключевых понятий или объяснение, как вы понимаете вопрос или перечисление аспектов темы, которые вы будете рассматривать; введение должно давать ясное представление, о чем пойдет речь далее, продемонстрировать

намерение ответить на поставленный вопрос, показывать, что вы понимаете тему, очерчивать структуру ответа и главные аспекты, быть лаконичным и занимать не более 10% общего объема текста; ключевые фразы, которые обозначают направления ответа (This essay deals with... This assignment will examine... This report will analyse...); выражения, которые подчеркнут план работы (This essay is divided into four sections... It will first consider... It will then continue to describe... The third part compares...);

- 3) основная часть должна раскрывать каждый из аргументов с использованием примеров и иллюстраций (информация должна быть четко поделена логически, для этого текст делят на абзацы; необходимо продумать эссе таким образом, что основная часть логически ведет к заключению);
- 4) заключение должно подводить итог высказанным идеям (различные виды эссе требуют различного заключения, но в целом необходимо дать ответ на вопрос, рассматриваемый в эссе, указать перспективы или последствия рассматриваемой проблемы); заключение должно быть не более 15% общего объема текста; в заключении не следует выдвигать новые идеи, опровергать предыдущие аргументы;
- 5) необходимо придерживаться академического стиля: избегать элементов разговорной речи (сокращений, сленга и разговорных выражений, фразовых глаголов); следует избегать личных местоимений, категоричных суждений и обобщений, важно подкреплять сказанное цитатами и данными с указанием источников; следует придать тексту объективность, используя безличные конструкции: It is believed that... It cannot be argued that...), пассивный залог, некатегоричные глаголы (suggest, claim, suppose и т.п.), наречия (apparently, ideally и т.п.), модальные глаголы; важно сохранить связность текста с помощью вводных и связующих слов (противопоставление: but, however, on the one hand; пример: for example, that is; дополнение: moreover, furthermore, in addition; перечисление: then, after that); объем эссе 300-350 слов; следует перечитать работу несколько раз с целью выявления лексико-грамматических, орфографических и логических ошибок

Литература

1. Воронцова Ю.А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов . М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/487968>

Дополнительная литература

- 1) <https://www.TED.com>

Лабораторные работы 1,5 (3 часа)

Commencement Speech

- 1) прослушивание и обсуждение видео “Meryl Streep Barnard Commencement Speech”.

Задания для самостоятельной работы (7 часов):

Подготовка речи к младшим курсам на выпускной церемонии в университете.

Лабораторные работы 1,5 (3 часа)

Habits

- 1) дискуссия по темам “Eating habits”. “The habit of lending/borrowing money”. “Breaking habits”. “Television viewing habits”. “Smoking habit”.

Задания для самостоятельной работы (7 часов):

Найти и прокомментировать цитаты известных людей об изменении привычек (“Quotestoinspireyoutochangehabits”).)

Лабораторныеработы 1,5 (Зчаса)

Teacher Stress, Well-being and Stress Management

- 1) просмотрвидеопотеме “Every kid needs a champion”.
- 2) обсуждениестатьи “Teacher Stress, Well-being and Stress Management – Taking care of yourself so that you can take care of your students”
- 3) дискуссияпотемам “The triggers for teachers’ feelings. Strategies to manage the stress”.

Задания для самостоятельной работы (7 часов):

Выступлениедиалогическойречьюпотеме “The life of a teacher is the conflation of...”

Литература

- 1.Воронцова Ю.А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов . М.: Издательство Юрайт, 2021.
URL: <https://urait.ru/bcode/487968>

Дополнительная литература

- 1) <https://www.TED.com>
- 2) <https://www.teachingenglish.org.uk/article>

Семестр IX

Лабораторные по теме 1. (6час.)

1. Speak on the following issues:

What do people generally believe in? Why is it important to believe? Is it easy to live without faith? What is scepticism? Are you sceptical? What is rationalism?

2. Here are some names we give to people who have quite definite attitudes, ways of behaviour. Match them with the following statements:

- | | | |
|-------------|----------------|-------------------|
| a) sadist | h) romantic | o) anarchist |
| b) agnostic | i) optimist | p) perfectionist |
| c) racist | j) nationalist | q) disciplinarian |
| d) patriot | k) activist | r) philanthropist |
| e) cynic | l) atheist | s) fanatic |
| f) idealist | m) pessimist | t) realist |
| g) fatalist | n) masochist | u) nonconformist |

I don't believe in God.

I don't think I believe in God.

I don't believe that anyone really believes in anything.

Love makes the world go round.

Face facts: love doesn't make the world go round – the sun does.

Any player not on time for training will be fined £10 for every minute he's late.

Me, emigrate? You must be joking. It would break my heart.

I'm not a bad sort of person. I just happen to believe that my country is superior to and more important than any other.

I'll concede that 99.9% is a good examination result. I just want to know why you failed to get 100%.

Honestly, I've nothing against foreigners, as long as they don't come and live next door to me or try and marry my daughter.

What will be will be.

I don't know why you bother to talk about the next World Cup. There will probably have been a nuclear war by then.

It's no good just sitting and talking about social injustice. The time has come to do something about it.

We shall achieve our aims by any means available; if that includes bloodshed and suffering for innocent people, that's the way it'll have to be.

I ran fifty kilometres in the midday sun today. Every kilometre hurt more than the last, so I feel really good about it. It must have done me good.

You might not enjoy this, but I'm certainly going to enjoy watching you suffer.

What did those politicians, lawyers and priests ever do for me? We should all follow our own ideas on government, law and the church.

Just because you're losing 0-6, 0-6, 0-5 and 0-40 doesn't mean you're necessarily going to lose.

I don't care what they say – palace or not, royalty or not, hundredth anniversary or not, I am not going to wear a tie.

It's the moral duty of all of us to do what we can to reduce the amount of human suffering in the world. At least, that's the way I look at things.

I am convinced that we are capable of creating paradise here on earth.

3. Read the newspaper extract carefully and do the after-reading tasks. Make a summary of the text.

WHAT DO YOU BELIEVE IN?

In late 20-th century Britain, historically a Christian country, church going is now a minority activity; less than 10 per cent of Britons now enter a religious building at weekends. This statistic suggests a secular, atheistic nation in which the majority have come to believe that organised religion is no longer relevant to them.

And yet this retreat from traditional worship has not led to an age of rationalism and scepticism. Between two thirds and a half of respondents in most opinion polls still profess to believe in some kind of a God. Other religions such as Islam and Buddhism have become much more important. At the same time, superstition and acceptance of the paranormal seem – if the television and movie listings, and bestselling book charts are any guide – to be on the increase. If a study conducted by the University of Leeds is to be believed, 55 per cent of people believe in second sight, 67 per cent believe there is some truth in astrology and 15 per cent believe that abduction by aliens is possible.

Others worship a dead celebrity. After the death of Princess Diana, for example, there was a massive outpouring of grief and most churches and cathedrals reported their highest attendance for decades.

There's a well-known quote attributed to the English writer G K Chesterton: "When people stop believing in God they don't start to believe in nothing, they start to believe in anything".

(From "Matters" by J.Bell, R.Gower)

After reading

1. Say whether the following conclusions about Britain today are true.

Most people do not believe in any kind of a God.

Traditional worship has declined in popularity.

Belief in the paranormal is widespread.

The desire to believe in something or someone is still very strong.

4. Answer the questions and discuss the text with your partner. Use conversational formulas from the Speaking Bank.

What is the traditional religion in Britain? Is it strong, or is it changing and diversifying?

What beliefs are on the increase in Britain now? What substitutes for the traditional worship?

Do different generations have very different beliefs? Give examples.

Do you agree with the quote by G K Chesterton? Give examples of the “anything” that young people and older people in your country believe in these days.

What world religions do you know? Why do you think people believe in God? Are there many atheists among your friends?

5. Work in groups. Discuss with your partners the things that motivate you in life using the questions below. Use conversational formulas from the Speaking Bank.

What is important to you in life?

Is it important to set yourself goals in life?

Make a list of 5 things that motivate you in life and put them in order of importance. Comment on your list.

Can your priorities change? Why?

6. Work in groups. Find additional material about the issues being discussed and make presentations in class. Be ready to ask your group mates questions.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. "Практически курс английского языка: учебные задания для студентов 4 курса специальности "Английский язык" и "Перевод и переводоведение" (составители Жакова Т.Е., Кухаренкова С.А.). Смоленск: Изд-во СмолГУ, 2010. С. 3-6.

Лабораторные по теме 2. (6 час.)

1. Speak on the following issues:

Some people say that man's abilities and powers know no bounds. To what extent do you agree or disagree with this point of view?

What do a person's abilities and talents depend on? Are all people endowed with the same set of gifts at birth?

Do you believe in supernatural powers? Give your reasons.

2. Read the texts carefully and do the after-reading tasks.

TEXT 1

THE PROPHECY

In 1963, six years after being forced to give up my singing career, I was involved in a futureless and rather depressing relationship with a Russian engineer who had had a very serious operation just before we met. My feelings towards him were of great affection, coupled with an enormous desire to see him cleared of the cancer from which he had nearly died. But although he professed the most ardent love for me, he seemed incapable of relating to me, and all my feelings were being slowly stifled by his continuous annihilation of me as a person.

A friend suggested that I consult a spiritualist who had apparently been a great help to many people. She duly came to see me and, although knowing about me, gave an excellent reading of my past and of the current situation and its imminent development - which, I was told, would at last leave me free. Then as she was about to leave, she stopped in her tracks for a moment and seemed to go into a slight trance. Her glance went past me into a distance, and she said in a flat

voice, "When you are at the end of your life and your voice is but a memory, and your career is forgotten, your voice will be reborn". Then she left.

The unexpectedness and incongruity of what she said imprinted itself on my mind forever. Naturally, I did not for one moment take her message literally, and whenever the memory of her words came out of my brain-box for a dusting, I became more convinced of their mystical connotation which, perhaps at my death, I would understand but which, at present, eluded me.

More than thirty years later her prophecy became a reality. It did come true, and in a far wider way than anyone could ever have imagined.

(From "A Voice Reborn" by K.Vayne)

TEXT 2

FRAUD

Innumerable charlatans, including fortune-tellers, palmists, astrologers and spiritualists – anyone who wants to appear to have a unique, paranormal method of finding out about complete strangers – use various techniques which are not too difficult to learn, but do require hard work, cunning and acute observation and a certain amount of sheer fraud. Luckily there are plenty of how-to-do-it books available. The techniques are many, but they all rely on the suspension of scepticism by the customer, who, after all, has paid the money in the hope of receiving reassurance, or to get a message from a departed loved one and who is anxious for the cold reader to succeed.

"Shotgunning" is a commonly-used cold reading technique, allegedly used by purported television psychics and spiritual mediums in particular. The psychic or reader quickly offers a huge quantity of very general information, often to an entire audience (some of which is very likely to be correct, near correct or at the very least, provocative or evocative to someone present), observes their subjects' reactions (their body language), and then narrows the scope, acknowledging particular people or concepts and refining the original statements according to those reactions to promote an emotional response. A majority of people in a room have lost an older relative or known at least one person with a common name like "Mike" or "John". Shotgunning might include a series of vague statements such as:

"I see a heart problem with a father-figure in your family, a father, a grandfather, an uncle, a cousin... I'm definitively seeing chest pain here for a father-figure in your family."

"I see a woman that isn't a blood relative. Someone around when you were growing up, an aunt, a friend of your mother, a stepmother with blackness in the chest, lung cancer, heart disease, breast cancer..."

"Barnum statements" named after P.T. Barnum, the American showman, are also used. These statements seem personal, yet apply to many people. They are often open-ended or give the reader the maximum amount of "wiggle room" in a reading. They are designed to elicit identifying responses from people. The statements can then be developed into longer and more sophisticated paragraphs and seem to reveal great amounts of detail about a person. The effect relies in part on the eagerness of people to fill in details and make connections between what is said and some aspect of their own lives. A talented reader can sometimes even bully a subject into admitting a connection, demanding over and over that they acknowledge a particular statement as having some relevance and maintaining that they just aren't thinking hard enough, or are repressing some important memory. If the subject is old enough, his or her father is quite likely to be dead, and this statement would easily apply to a number of conditions such as heart disease, pneumonia, diabetes, most forms of cancer, and in fact to a great majority of causes of death. Statements of this type might include:

"I sense that you are sometimes insecure, especially with people you don't know very well."

"You have a box of old unsorted photographs in your house."

"You had an accident when you were a child involving water."

"You're having problems with a friend or relative."

The rainbow ruse is a crafted statement which simultaneously awards the subject with a specific personality trait, as well as the opposite of that trait. With such a phrase, a cold reader can

"cover all possibilities" and appear to have made an accurate deduction in the mind of the subject, despite the fact that such statement is vague and contradictory. This technique is used since personality traits are not quantifiable, and also because nearly everybody has experienced both sides of a particular emotion at some time in their lives. A cold reader can choose from a variety of personality traits, think of its opposite, and then bind the two together in a phrase. Statements of this type might include:

"Most of the time you are positive and cheerful, but there has been a time in the past where you were very upset."

"You are a very kind and considerate person, but when somebody does something to break your trust, you feel deep-seated anger."

"I would say that you are mostly shy and quiet, but when the mood strikes you, you can easily become the center of attention."

The late Mrs Doris Stokes, the "spirit medium" who did both individual sessions and mass gatherings in concert halls, was a remarkably skilled cold reader. She would produce a stream of guesses, a few of which were inevitably correct. Mistakes were either ignored or turned to her advantage. Her warm cosy manner made it impossible that such a delightful old lady could be a fraud.

Sometimes distressed people phoned her home, and were encouraged to tell their story by her husband, who then offered free tickets to her next show. When the people appeared she seemed to have a miraculous knowledge of their circumstances. Either they had forgotten the chat with Mr Stokes or else were too polite to say "I told you that". Other listeners were mightily impressed. Mistakes were blamed on the fact that many dead people were trying to talk to her at once and their "lines" were crossed.

(From "Matters" by J.Bell, R.Gower)

After reading

1. Make a summary of the texts and give your opinion of the problem.
2. Think of some arguments for and against other points of views.
3. Discuss the question with your partner.
4. Act out a scene of an individual session between a cold reader and her client. Try to sound convincing.

3. Work in groups. Find additional material about the issues being discussed and make presentations in class. Be ready to ask your group mates questions

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебники и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. "Практически курс английского языка: учебные задания для студентов 4 курса специальности "Английский язык" и "Перевод и переводоведение" (составители Жакова Т.Е., Кухаренкова С.А.). Смоленск: Изд-во СмолГУ, 2010. С.6-10.

Лабораторные по теме 3. (6 час.)

1. Speak on the following issues:

Do you believe that ...

- 1) the planets influence your life?
- 2) you can tell someone's personality from handwriting?
- 3) complete strangers can give you accurate information about your present and future life?
- 4) your success or physical energy depends on which day of the month it is, as determined by the three "cycles" (emotional, physical and intellectual) fixed when you were born?

5) people can communicate without using any of the five senses?

6) you return to earth after you die?

Match the name below with the belief above.

biorhythms

reincarnation

astrology

cold readings

graphology

telepathy

2. Work in two groups. Discuss the suggested questions.

What do you know about any of the beliefs above?

Do you have any personal experience of them?

Do you think they are based on science or superstition? Explain why?

What is your attitude to these beliefs?

Read the newspaper extract carefully and do the after-reading tasks. Make a summary of the text.

TEXT

The pseudo-science of being able to determine personality from handwriting has gained quite a worrying level of acceptance. Estimates suggest 85 per cent of firms in Europe use graphological analysis in making at least some of their hiring decisions – which is why application forms often ask you to complete them in your own handwriting. Yet a moment's thought should make anyone sceptical. Is there really some immutable law of the universe which compels everyone with a particular set of characteristics to dot their "i's" cross their "t's" or slope their letters in the same way?

What is true, of course, is that your mental state can affect your writing. And you can make some informed guesses from handwriting: in the past, at least, the upper and professional classes were said to have scruffier scripts than the lower or clerical classes; handwriting can often deteriorate with over-use, as in the infamous scrawl of doctors.

These generalisations are dangerous enough without going further. Texts which graphologists examine are often taken from autobiographical sketches that contain clues. Without such help, graphologists tend to perform less well. One study showed graphologists unable to distinguish between the scripts of mental hospital patients and undergraduates.

A few years ago a BBC science programme asked four graphologists to do three tests, including distinguishing a group of actors from a group of monks. The graphologists didn't do badly, averaging a success rate of 65 per cent. The programme then asked ordinary people to play amateur graphologists and they did almost as well, getting the right answer 59 per cent of the time.

If careers are to be decided on our penmanship, shouldn't we be looking for success rates among professional graphologists of nearer 100 per cent?

(From The Observer)

After reading

1. Work in two groups. Discuss the suggested questions. Use conversational formulas from the Speaking Bank.

Do you share the writer's opinion of graphology as a pseudo-science? Give your reasons.

Think of some arguments for and against other points of view.

2. Make up a dialogue between an advocate of graphology as a science and an antagonist.

3. Try to give your partner's character sketch by their handwriting.

4. Work in groups. Find additional material about the issues being discussed and make presentations in class. Be ready to ask your group mates questions.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. "Практически курс английского языка: учебные задания для студентов 4 курса специальности "Английский язык" и "Перевод и переводоведение" (составители Жакова Т.Е., Кухаренкова С.А.). Смоленск: Изд-во СмолГУ, 2010. С. 10-12.

Лабораторная работа 4 по теме Press (2 часа).

1. Текст Presidential Election Mechanism. Vocabulary. Topical vocabulary.
2. Новостное сообщение.
3. Реферирование актуальной газетной статьи на английском языке.

Задания для самостоятельной работы:

Упражнения 1-6.

Подготовка новостного сообщения. Работа с газетной статьей.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. Белютина Ю.А. Learn to Understand the Media. Смоленск: Изд-во СмолГУ, 2017. С. 20-30.

Лабораторная работа 5 по теме Press (3 часа).

1. Текст Voting and Government in Britain. Recommended vocabulary.
2. Новостное сообщение.
3. Реферирование актуальной газетной статьи на английском языке.

Задания для самостоятельной работы:

Упражнения 1-3.

Подготовка новостного сообщения. Работа с газетной статьей.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. Let's Speak about Politics (Общественно-политическая тематика на страноведческом материале): Учеб. пособие / Сост. Н.Н. Бочкарева, Л.А. Кузьмин, С.А. Погорелова, В.В. Юсин. Смоленск, 1994. С. 18-22.

Лабораторная работа 6 по теме Press (3 часа).

1. Текст Maastricht at a Glance. Recommended vocabulary.
2. Новостное сообщение.
3. Реферирование актуальной газетной статьи на английском языке.

Задания для самостоятельной работы:

Упражнения 1-11.

Подготовка новостного сообщения. Работа с газетной статьей.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. Let's Speak about Politics (Общественно-политическая тематика на страноведческом материале): Учеб. пособие / Сост. Н.Н. Бочкарева, Л.А. Кузьмин, С.А. Погорелова, В.В. Юсин. Смоленск, 1994. С. 22-27.

10 семестр

Лабораторные работы по теме 1 (12ч.)

1. *Discuss the questions with your partner.*

- Ø What is a superstition?
- Ø Do people in your country still believe in superstitions? What superstitions do you happen to know?
- Ø How do you think superstitions appear?
- Ø What do you make of superstitions? Is there any basis for them? Do they serve any useful purpose?

2. *Work with your groupmates. Ask and answer these questions. Which of you is more superstitious?*

HOW SUPERSTITIOUS ARE YOU?

- 1) Would you sleep in a hotel room numbered 13?
- 2) Would you be happy to sit for an important exam on Friday 13th?
- 3) Would it be important for you to have a "white wedding"?
- 4) Have you ever said "Touch wood"?
- 5) Do you ever cross your fingers as a sign of good luck?
- 6) If there were a ladder on the pavement, would you avoid walking under it?
- 7) Do you believe that if you praise someone too much, you might bring them bad luck?
- 8) How would you feel if a black cat crossed your path just before you went in to take an important exam?

3. *You are going to read an article on superstitions from an encyclopedia. Eight sentences have been removed from it. Choose from the sentences A-I the one which fits each gap (1-8). There is one extra sentence which you do not need to use.*

A Most of these *causal* superstitions involve ensuring good luck, avoiding bad luck, or making something good happen.

B They reassure people that they will get what they want and avoid trouble.

C Such beliefs are superstitions because in each case the action and the event it foretells are traditionally thought to be connected.

D Witches supposedly perform some of these actions.

E In keeping with the Latin etymology of the word, religious believers have often seen other religions as superstition.

F Countless human activities are involved in superstitions.

G For example, a person born on Sunday will always have good luck.

H In some cases, a person may avoid the bad luck involved in a sign superstition by taking immediate action.

I In this way, the child will be assured of rising in the world and having success.

Superstition(Latin *superstes*, standing over) is a belief or notion, not based on reason or knowledge, in or of the ominous significance of a particular thing, circumstance, occurrence, proceeding, or the like. Superstitious people believe that a certain action or event can cause or foretell an apparently unrelated event, for example, carrying a rabbit's foot will bring good luck. Others believe that if a black cat crosses their path, they will have bad luck. 1 _____.

The word *superstition* means something standing or happening above, or set above. The earliest English uses of the word in the modern era refer critically to Catholic practices such as, rosaries, holy water and other practices that Protestants believed went beyond - or were set up above - their own interpretation of the New Testament practices of Christianity. From there the uses of the term expanded to include non-Christian religious practices, and beliefs that seemed unfounded or primitive in the light of modern knowledge. 2_____. Likewise, atheists, agnostics, deists, and skeptics regard religion as superstition as it includes belief in extraordinary events (miracles), an afterlife, supernatural interventions, apparitions or the efficacy of prayer, charms, incantations, the meaningfulness of omens, and prognostications.

In the academic discipline of folkloristics the term "superstition" is used to denote any general, culturally variable beliefs in a supernatural "reality". Depending on a given culture's belief set, its superstitions may relate to things that are not fully understood or known, such as cemeteries, animals, demons, a devil, deceased ancestors, the weather, ripping one's sock, gambling, sports, food, holidays, occupations, excessive scrupulosity, death, luck, and spirits. Urban legends are also sometimes classed as superstition, especially if the moral of the legend is to justify fears about socially alien people or conditions.

Kinds of superstitions. Many superstitions deal with important events in a person's life, such as birth, entering adulthood, work, marriage, pregnancy, falling ill and death. Such superstitions supposedly ensure that a person will pass safely from one stage of life to the next. 3_____. A bride and groom will have bad luck if they see each other on their wedding day before the ceremony. After a person dies, the doors and windows of the room should be opened so the spirit can leave.

Some superstitions involve a type of magic. One form of such magic comes from the belief that similar actions produce similar results. Many people believe a new-born child must be carried upstairs before being carried downstairs. 4_____. The same principle appears in the custom of putting money in a purse or wallet being given as a gift. The giver wants to make sure the purse or wallet will always contain money.

A number of superstitions involve someone's taking a deliberate action to cause something to happen or to prevent something from occurring. 5 _____ For example, carrying a silver dollar supposedly brings good luck. Some people will not start a trip on a Friday, especially if it is the 13th day of the month. Friday and the number 13 are both associated with bad luck. According to another superstition, wedding guests throw rice at the newlyweds to ensure that the marriage will result in many children. In some cases, causal superstitions involve actions intended to give bad luck to someone. 6_____.

Other superstitions foretell an event without any conscious action by the person involved. Some of these *sign* superstitions foretell good or bad luck. For example, finding a horseshoe or a four-leaf clover means good luck. Breaking a mirror or spilling salt brings bad luck. Other sign superstitions foretell a certain event or condition. A ring around the moon means rain will soon fall. A howling dog means death is near. A person with red hair has a quick temper.

Some sign superstitions may be changed into causal superstitions. If a person hangs a horseshoe over a door, witches cannot enter. If a young woman pins a four-leaf clover to the door, she will marry the first bachelor who comes in the door. 7_____. For example, someone who has spilled salt may cancel the bad luck by throwing a pinch of salt over the left shoulder.

The role of superstitions. Many people scoff at superstitions because they consider such beliefs to be unscientific. However, some scholars believe that a number of superstitions have a scientific basis. For example, people in England once used tea made from foxglove plants to treat some forms of heart disease. Today, physicians often prescribe digitalis, a drug made from dried leaves of the purple foxglove, for patients with weak hearts.

Some superstitions have a practical origin, for example, hanging a bag of garlic around a child's neck for protection from evil. The garlic-filled bag has no supernatural power. But its smell keeps away other children – including any who have a disease that the wearer of the bag might catch.

Most people have fears that make them insecure. Superstitions help overcome such fears by providing security. 8_____. For example, millions of people believe in astrology and base important decision on the position of the sun, moon, planets, and stars. Superstitions will probably have a part in life as long as people fear each other and have uncertainties about the future.

(From *The World Book Encyclopedia*)

1	2	3	4	5	6	7	8

After reading

1. Here are the origins of some superstitions. Can you guess them?

- Ø During the time of the Black Plague, Pope Gregory I the Great made a decree for people to say these words in a certain situation; this was said to prevent the spread of the disease.
- Ø This superstition may have originated among soldiers during World War I (1914-1918). At night, a match that stayed lit long enough to light three cigarettes provided a target for the enemy.
- Ø This superstition can be traced back to a Scandinavian myth. There were originally only twelve gods and then along came the mischievous god Loki who brought suffering to people.
- Ø The origin of this custom dates almost certainly from the time when people wore a crucifix made of wood and touched it as if to say "May Christ protect me."

4. Try your hand at explaining the following beliefs:

- ü In some cultures rice is thrown at weddings.
- ü If you break a mirror, you will have seven years' bad luck.
- ü If you say something good about someone, you might bring them bad luck, or "put an evil eye" on them.
- ü A black cat, crossing your path from left to right, will bring you bad luck.

5. Work in groups. Find additional material about the issues being discussed and make presentations in class. Be ready to ask your group mates questions.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

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Лабораторные работы по теме 2 (12ч.)

1. Compare the suggested words using dictionaries and point out the difference.

Broad – wide, cooperation – collaboration, to uncover – to discover – to reveal – to recognize, convincing – convinced, vague – obscure – subtle, prediction – intuition, to assure – to reassure, further – farther, to effect – to affect, to acknowledge – to recognize, to enforce – to reinforce, to

apply to smb. – to refer to smb., fortune-teller- prophet – cold-reader – medium– spiritualist, to employ – to use, to persuade – to convince.

2. Complete the sentences using the correct form of one of the words below.

harm hurt damage injure break destroy
sprain crash demolish crack smash

- a) It wasn't my fault. I didn't mean to ____ anyone.
- b) When I ____ my arm I had to have it in plaster for a month.
- c) He was ____ in the last game and will have to miss the final.
- d) Strong sunlight can seriously ____ the retinas of your eyes.
- e) Stop pulling my hair – it ____!
- f) Trust me and I promise you'll come to no ____.
- g) I'm sorry, I think I've ____ your alarm clock.
- h) The building was badly ____ by the fire.
- i) There is always a lifeguard at the swimming pool to make sure no one comes to any ____.
- j) The bomb killed two people and ____ ten more.
- k) I don't want to ____ your feelings but this painting is not very good, is it?
- l) A bit of hard work never did anyone any ____.
- m) If you ____ the glasses, you will have to pay for the ____.
- n) The car ____ into a tree.
- o) The thieves ____ the window by throwing a brick through it.
- p) The bombs ____ the town completely.
- q) They're going to ____ that old building and put up a new one.
- r) Our best player was ____ in Saturday's match and can't play for a while.
- s) I haven't broken any bones, but I think I've ____ my ankle.
- t) There's a ____ in the window pane; I can just about see it.

3. Guess the words by their definitions:

- to say that something is likely to exist or be true;
- doubts that somebody has about something that other people think is true or right;
- to be helpful;
- a change in ideas, opinion, decision after they have been criticised or opposed;
- a belief that things, such as magic or luck, have the power to affect your life;
- someone who cheats people by claiming to have special knowledge or abilities;
- mysterious things or facts that can't be explained by science;
- a belief that dead people are able to communicate with alive;
- someone who claims to be able to communicate with the spirits of dead people.

4. Paraphrase the sentences.

1. Under this programme people from other countries can enter the USA to work. It proves a change in the State Secretary's policies. 2. They say that creatures from other planets come to Earth to contact its people. 3. Do you really believe that magic can affect your life? 4. Recent research says the medicine is likely to be beneficial to people with heart problems. 5. I doubt that the statement is true. 6. At first John's novel was believed to be written by his brother. 7. Many people were asked about the Prime Minister's policies last week and 75% of them showed their support. 8. We can see a steady growth of beliefs in the paranormal. 9. Why are you so superstitious? It's ridiculous to believe in mysterious things that can't be explained by science. 10. The hotel is known to have many famous people among its guests. 11. The majority begins to understand that his ideas are rather old-fashioned. 12. Such symptoms help to define that he is ill with pneumonia.

5. For questions 1-22, read the text below. Use the words given in brackets to form a word that fits in the space in the same line.

A. Science or superstition?

It is difficult to come up with a reliable (define) of the word *superstition*, but basically it is a (believe) in something that is not true. We all believe in some things for which we have no (prove) - but can these beliefs be referred to as superstitions? Throughout history, human (be) have accepted theories which turned out to be false, but the people who believed them were sometimes not (superstition) at all. In all periods of history, people have had to find (explain) for things with the (know) they have had and so beliefs that we today find crazy seemed quite (reason) at the time. For example, the famous and very (influence) scientist Aristotle thought that the world was flat and for many centuries (to travel) on long voyages were (anxiety) about falling off the edge of the world.

B. How lucky are you?

Research has shown that the (major) of people believe that luck plays an important part in their (day) lives. About 60% of the people questioned thought (self) lucky in everything from health to personal (relation) to money. They also expected to be (fortune) in the future and thought that their luck was connected to their own (able). The 20% of people who felt they were (luck) believed their bad luck would continue. They were rather (pessimist) and felt they were born unfortunate. It was very (notice) that the lucky people were outgoing while the unlucky ones often suffered from (shy), and it may be that the lucky people remember (success) events, and put to the back of their minds those that did not work out well.

64. Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Correct the mistakes.

AN UNLUCKY DAY

- 1 Last Sunday was definitely not a good day for me. It
- 2 was all started when I got into my car and it refused
- 3 to start. I immediately realized that I had left the
- 4 lights on and the battery had gone flat. I telephoned to
- 5 my friend George and he came round and helped me
- 6 start the car. I then drove into town to see a friend. I
- 7 had arranged to meet him at six and thirty, but by
- 8 the time I got to there, it was ten past seven and my friend
- 9 he was not there. I waited for him for an hour
- 10 despite of the freezing weather, but he didn't come.
- 11 When I had returned to my car, I saw that someone
- 12 had been broken into it, probably looking for the radio.
- 13 Luckily, I never leave the radio in the car! There
- 14 was nothing I could do but get into my car and drive to home.
- 15 Later I spoke with my friend and discovered out that he
- 16 had waited for only a half an hour and left. He didn't
- 17 even apologize himself for not waiting for me longer!

6. Read and be ready to discuss the following texts (from *The World Book Encyclopedia*)

COLD READING

Cold reading is a technique often used by mentalists, fortune tellers, and others posing as psychics and mediums to determine details about a subject through analysis of their body language, appearance and responses to questioning. Even without prior knowledge of a person, a practiced cold reader could obtain much information by carefully analyzing that person's body language, clothing, hairstyle, gender, religion, ethnicity, education, manner of speech, place of origin, etc.

Cold readers often start by making broad guesses and will refine their statements based on cues supplied by the subject, abandoning any incorrect guesses while reinforcing any chance connections the subject acknowledges. Before starting the actual reading, they will try to elicit cooperation from the subject, saying something like, "I often see images that are a bit unclear and which may sometimes mean more to you than to me; if you help, we can together uncover new things about

you." One of the most crucial elements of a convincing cold reading is a subject eager to make connections or reinterpret vague statements in any way that will help the reader appear to have made specific predictions or intuitions. After assuring that the subject will play along, the reader will make a number of probing statements or questions.

In general, while only some of the information comes from the reader, most of the facts and statements come from the subject, which are then refined and restated by the reader. Making use of palm reading, tarot cards, runes can greatly help the reader and reinforce the idea the performer is NOT reading the client's mind but is using a magical, alternate, information gathering tool which is being interpreted a multitude of times and a variety of ways.

Performers have used these techniques at either private fortune-telling sessions or open forum "talking with the dead" sessions in the manner of mediums. Only after receiving acclaim from their audience do they reveal that they needed no psychic power for the performance, only a sound knowledge of psychology and cold reading. Many famous psychics, on the other hand, claim that their abilities stem from paranormal means, and deny that they are employing cold reading techniques.

People who are naturally good at personal observations can conduct readings based on cold reading without a deliberate attempt at deception. Cold reading in this context could also simply be "knowledge of the world." Consider the case of a taxi driver in Las Vegas, where innumerable professional conventions have provided him with the opportunity to judge what a person's occupation is. He can tell the phytopathologists from the pilots, the doctors from the police chiefs without recourse to anything but his personal experience. Former practitioner Karla McLaren said, "I didn't understand that I had long used a form of cold reading in my own work! I was never taught cold reading and I never intended to defraud anyone; I simply picked up the technique through cultural osmosis."

After a person has done hundreds of readings his skills may improve to the point where he may start believing he can read minds, asking himself if his success is because of psychology, intuition or a psychic ability.

ASTROLOGY

Astrology (from Greek: ἄστρον (astron), "star", and λόγος (logos), "study": study of the stars) is a group of systems, traditions, and beliefs in which knowledge of the relative positions of celestial bodies and related details is held to be useful in understanding, interpreting, and organizing information about personality, human affairs, and other terrestrial matters. A practitioner of astrology is called an astrologer, or, rarely, an astrologist. Numerous traditions and applications employing astrological concepts have arisen since its earliest recorded beginnings in the 3rd millennium BC. It has played a role in the shaping of culture, early astronomy, and other disciplines. Astrology and astronomy were often indistinguishable before the modern era. Astronomy began to diverge from astrology after a period of separation from the Renaissance up until the 18th century. Eventually, astronomy distinguished itself as the scientific study of astronomical objects and phenomena without regard to astrology.

The origins of the astrological doctrine and method are found among the ancient Babylonians and their system of celestial omens around the middle of the 2nd millennium BC. This system later spread to other areas such as India, China, and Greece where it merged with pre-existing indigenous forms of astrology. Babylonian astrology was mixed with the Egyptian tradition of astrology to create horoscopic astrology. It deals with two-dimensional diagrams of the heavens (horoscopes) created for specific moments in time. This new form of astrology quickly spread across the ancient world into Europe, the Middle East and India.

The core beliefs of astrology can be generalized in the principal "as above, so below" meaning that events in the heavens are mirrored by those on Earth. Most astrological traditions are based on the relative positions and movements of various real or construed celestial bodies and on the

construction of calculated celestial patterns as seen at the time and place of the event being studied. In the past, astrologers often relied on close observation of celestial objects and the charting of their movements. Modern astrologers use data provided by astronomers which are transformed to a set of astrological tables showing the changing zodiacal positions of the heavenly bodies.

There are many traditions of astrology, some of which share similar features, others developed in isolation and may hold different doctrines. The main traditions used by modern astrologers are: Vedic astrology, Western astrology, Chinese astrology. Vedic and Western astrology share a common ancestry as horoscopic systems. Both traditions focus on the casting of an astrological chart or horoscope for an event based on the position of the Sun, Moon, and planets at the moment of the event. In Chinese astrology a quite different tradition has evolved. The twelve signs of the zodiac do not divide the sky, but rather the celestial equator. Each sign of the zodiac governs a different year. The term *Chinese astrology* is used for convenience, but it must be recognised that versions of the same tradition exist in Japan, Vietnam, Thailand and other Asian countries.

In modern times, these traditions have come into greater contact with each other, notably with Indian and Chinese astrology having spread to the West, while awareness of Western astrology is still fairly limited in Asia. Astrology in the Western world has diversified greatly in modern times. Throughout its long history, astrology has come to prominence in many regions and undergone change. There are many astrological traditions that are historically important, but which have fallen out of use today (e.g. Egyptian, Arab and Persian, Mayan astrology).

Many mystic or esoteric traditions have links to astrology (e.g. alchemy, chiromancy, numerology, tarot divination, etc.). In some cases this involves participants incorporating elements of astrology into their own traditions. In other cases, like tarot, many astrologers themselves have incorporated the tradition into their own practice of astrology. Historically, alchemy in the Western World was particularly allied and intertwined with traditional Babylonian-Greek astrology. Astrology has used the concept of the four classical elements of alchemy from antiquity up till the present day. Traditionally, each of the seven planets in the solar system known to the ancients was associated with and "ruled" a certain metal.

ASTROLOGY, SCIENCE AND WORLD CULTURE

From the classical period through the scientific revolution, astrological training played a critical role in advancing astronomical, mathematical, medical and psychological knowledge. It was astrologers who provided the first systematic documentation of the movements of the Sun, the Moon, the planets and the stars. Astrology was not always uncritically accepted before the modern era; it was often challenged by skeptics, church authorities, and medieval Muslim astronomers. Given this historical contribution, astrology has been called a protoscience along with pseudosciences such as alchemy.

By the time of Francis Bacon and the scientific revolution, newly emerging scientific disciplines had acquired a method of systematic empirical induction proved by experimental observations. At this point, astrology and astronomy began to diverge; astronomy became one of the central sciences while astrology was viewed as a superstition. This separation accelerated through the 18th and 19th centuries. Astrology is now regarded as a pseudoscience. Although astrology has had no scientific standing for some time, it has been the subject of much research since the beginning of the 20th century. Astrologers have claimed that there are significant obstacles in carrying out research today, including lack of funding, lack of background in science and insufficient expertise. Another argument is that most studies do not reflect the nature of astrological practice and that the scientific method does not apply to astrology.

The scientific community says that astrology has repeatedly failed to demonstrate its effectiveness in numerous controlled studies. Effect size studies in astrology conclude that the mean accuracy of astrological predictions is no greater than what is expected by chance. A large-scale study of about 15,000 "astro-twins" was published in 2006. It examined the relationship between the date of birth and individual differences in personality and general intelligence, and found no connection there, and no relationship between the zodiacal signs and participants' personal traits.

Astrology has had a profound influence over the past few thousand years on Western and Eastern cultures. In the Middle Ages the system of heavenly spheres and bodies was believed to reflect on the system of knowledge and the world itself. Astrology has had an influence on both language and literature. For example, influenza, from medieval Latin *influentia* meaning influence, was so named because doctors once believed epidemics to be caused by unfavorable planetary and stellar influences. The word "disaster" comes from the Latin *dis-aster* meaning "bad star". In literature, many writers (Geoffrey Chaucer, William Shakespeare) used astrological symbolism to describe their characters' motivation(s).

7. *Work in groups. Find additional material about the issues being discussed and make presentations in class. Be ready to ask your group mates questions.*

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. "Практически курс английского языка: учебные задания для студентов 4 курса специальности "Английский язык" и "Перевод и переводоведение" (составители Жакова Т.Е., Кухаренкова С.А.). Смоленск: Изд-во СмолГУ, 2010. С.19-21. С.30-32.

Лабораторные работы по теме 3 (12ч.)

1. *Learn the conversational formulas and make good use of them while discussing problems in groups.*

Look here! I say... Would you mind not (doing something)? I agree. I am of the same opinion. Exactly so. Naturally. Definitely. Precisely (so). That's just what I was going to say. I'm all for it. Looks like that. In a way, yes. Sounds good to me. Surely. So much the better. That's a fine way of putting it!

I disagree with you. I'm against it. I object to it. I refuse point blank. There's something in what you say, but ... What's the use of (the good of) ...? It makes no sense! It's ridiculous! Far from it! Certainly not! Not in the least! Impossible! Unlikely. Nothing of the kind. On the contrary! Just the other way round! Nonsense!

Is it true? Indeed? How can you be sure? You can never tell. I doubt it. I doubt whether ... I hesitate. I'm in two minds. I wouldn't say so. I can hardly believe my ears. Too good to be true! Yes and no. To some extent. I know better. Why, what's wrong with it? Goodness knows.

You don't say so! Just fancy! Who'd have thought it? I'm surprised. I'm shocked. How surprising! Good Heavens!

2. *Read the text that follows in stages and note the language it offers you in the area of opinions, beliefs and attitudes.*

Fifties people wore pointed shoes. Sixties people wore flowers in their hair. Seventies people dyed their hair pink. So what about people nowadays? Is this a fair picture of us or not? If not, why not?

A 2000s Couple

They are *passionate believers* in vegetarianism and *regard* people who eat meat as worse than criminals. (*In their view*, egg-eaters are really no better, as eggs are baby chickens.)

I *suspect*, though, that part of them is sometimes *dying for* a nice big juicy steak. They are *suspicious* of all frozen food, *despise* any product that contains additives, *wholly disapprove of* white bread, and reckon that consumers of “poisonous” white sugar will nearly all die young.

I *hope* they’re wrong.

They *view* things like whaling and seal-hunting with disgust, and *find* vivisection extremely distasteful. They are *fierce opponents of* fox-hunting and *are also opposed to* women accepting presents of fur-coats.

I *dread to think* what their views would be on those cosmetic firms which try out their products on poor, defenceless little rabbits. *For them*, zoos are degrading; they *refuse to accept* that they serve any useful purpose whatsoever. On the other hand, they *welcome* the growth of wild-life parks and reserves.

I can’t *make up my mind* where I *stand* on this. They *know their own minds*, as usual. They *feel strongly* that most doctors are little better than drug-pushers, and *are convinced* that acupuncture is the medicine of the future.

I *suppose* they might *have a point* there.

They *recommend* natural childbirth for all mothers-to-be and *reject* the need for such things as induction, drips and painkillers, except in special circumstances.

I *expect* one or two of you mothers would *disagree*.

They *are in favour of* abortion being freely available, and I *guess* you don’t need me to tell you their *feelings* on women’s equality. They are *against* corporal punishment of any kind – I *would imagine* their *attitude towards* capital punishment is fairly predictable – and *is pro* voluntary euthanasia.

They *take a keen interest in* the fortunes of the Third World, and doubt whether any of the Western powers really *care*.

They are *supporters of* conservation in its broadest sense, *back* all tree-planting projects, and *strongly approve of* recycling waste paper and other rubbish.

I *presume* most people would *share* that particular *viewpoint*.

They *would like to see* solar energy *taken more seriously* and are *fiercely anti*-nuclear power.

My own feeling is that solar energy in Britain is rather a contradiction in terms.

They are *under the impression that* all politicians are either gangsters or fools.

I *must admit*, I’m *afraid I’m tempted to agree*.

They *advocate* prisons without bars and *are of the opinion that* 99% of serious criminals are in need of psychiatric help.

To my mind, pleas of insanity have become suspiciously common.

They are *prepared to accept* that UFOs probably do exist, and they *have no time for* people who *dismiss* reincarnation *out of hand*.

It all *seems* a bit improbable *to me*.

They *adore* punk clothes, but *can’t stand* the people. They *rate* Lennon above McCartney and are *great fans* of Stevie Wonder.

I’ve *never understood* their *taste in* clothes or *trusted* their *judgment* when it comes to music.

As far as they are concerned, tobacco is an unspeakable evil, but they *support* the movement for the legalisation of soft drugs. They *are also for* restrictions regarding the sale of alcohol.

Me? I *don’t mind* much about the drugs thing, but I’m *quite fond of* my old pipe and rather *keen on* my brandy after dinner.

They *consider* that marriage should be a loose arrangement that ensures security for children, but *maintain – insist even –* that one balanced parent is *preferable to* two who are always at each other’s throat.

They're the sort of people who *believe in* the freedom of all people at all times, and *think* anyone with a different *point of view* must be crazy.

I *wouldn't have thought* that was a very liberal *approach*, but never mind. *If you ask me*, nobody's totally *open-minded*.

Oh yes, and they jog.

OK, so you may *see eye to eye with* them on some of those *issues*, but you should try being related to one of them, that's all!

(From *Wordbuilder*)

3. *Discuss or write answers to the following questions:*

- Ø What is your attitude to the issues mentioned in "A 2000s Couple"?
- Ø What is your opinion on a controversial issue in the news at the moment?

4. *Act or write out short arguments between the pairs of people below, who are attacking each other's standpoints and attitudes. Start: The trouble with people like you is...*

- a vegetarian and a cattle farmer
- a doctor and a teacher
- a "green" supporter and the director of a firm producing chemicals
- a fourteen-year-old and an eighteen-year-old
- an astronomer and an astrologer

5. *Write part of your speech as a politician, in which you outline your views on one of the problems touched upon in the book.*

6. Read and be ready to discuss the following texts (from *The World Book Encyclopedia*)

REINCARNATION

Reincarnation, literally "to be made flesh again", is a doctrine or metaphysical belief that some essential part of a living being (in some variations only human beings) survives death to be reborn in a new body. This essential part is often referred to as the Spirit or Soul, the 'Higher or True Self', 'Divine Spark', 'I' or the 'Ego' (not to be confused with the ego as defined by psychology). According to such beliefs, a new personality is developed during each life in the physical world, but some part of the being remains constantly present throughout these successive lives as well.

Belief in reincarnation is an ancient phenomenon. This doctrine is a central tenet within the majority of Indian religious traditions. The idea was also entertained by some Ancient Greek philosophers. Many modern Pagans also believe in reincarnation as do some New Age movements, along with followers of Spiritism, practitioners of certain African traditions, and students of esoteric philosophies such as Kabbalah, Sufism and Gnostic and Esoteric Christianity. During recent decades, a significant minority of people in the West have developed a belief in reincarnation.

In India the concept of reincarnation is first recorded in 800 BC in philosophical and religious texts composed in Sanskrit. According to Hinduism, the soul is immortal, while the body is subject to birth and death. Hinduism teaches that the soul goes on repeatedly being born and dying. One is reborn on account of desire: a person *desires* to be born because he or she wants to enjoy worldly pleasures, which can be enjoyed only through a body. Hinduism does not teach that all worldly pleasures are sinful, but it teaches that they can never bring deep, lasting happiness or peace. After many births, every person eventually becomes dissatisfied with the limited happiness that worldly

pleasures can bring and begins to seek higher forms of happiness, which can be attained only through spiritual experience. When a person finally realizes his or her own divine nature all desires for the pleasures of the world will vanish, since they will seem insipid, and he will not be reborn any more. When the cycle of rebirth thus comes to an end, a person is said to have attained salvation.

Buddha taught a concept of rebirth that was distinct from that of any Indian teacher contemporary with him. This concept was consistent with the common notion of a sequence of related lives stretching over a very long time, but was constrained by two core Buddhist concepts: that there is no irreducible "self" tying these lives together; and that all compounded things are subject to dissolution, including all the components of the human person and personality. At the death of one personality, a new one comes into being, much as the flame of a dying candle can serve to light the flame of another. Buddhism never rejected the process of rebirth but suggests that it occurs across six realms of beings. It is actually said to be very rare for a person to be reborn in the immediate next life as a human. However, Tibetan Buddhists do believe that a new-born child may be the rebirth of some important departed lama.

Among the ancient Greeks, Socrates, Pythagoras, and Plato may have believed in or taught the doctrine of reincarnation. Several ancient sources affirm that Pythagoras claimed he could remember his past lives. While ancient Greek philosophers like Plato and Socrates attempted to prove the existence of reincarnation through philosophical proofs, Jewish mystics who accepted this idea did not. Rather, they offered explanations of why reincarnation would solve otherwise intractable problems of theodicy (how to reconcile the existence of evil with the premise of a good God).

The overwhelming majority of mainstream Christian denominations reject the notion of reincarnation and consider the theory to challenge basic tenets of their beliefs. A few consider the matter open to individual interpretation due to the few biblical references which survived the purging of texts considered to be heretical in the founding years of Christianity as a church. Basic to Traditional Christianity is the doctrine that humans can never achieve the perfection God requires and the only salvation is total and complete forgiveness accomplished through the sacrifice Jesus made on the cross wherein he took the sins of mankind. Though mainstream Islam rejects the concept of reincarnation, a number of groups believe in reincarnation, claiming that this concept is mentioned in the Koran, the central religious text of Islam.

Reincarnation seems to have captured the imagination of many in the West, and the idea of reincarnation receives regular mention in feature films, popular books, and popular music. A great many feature films have made reference to reincarnation. Many popular books have made reference to reincarnation.

Henry Ford was convinced he had lived before, most recently as a soldier killed at the battle of Gettysburg. A quote from the San Francisco Examiner from August 26, 1928 described Ford's beliefs: "I adopted the theory of Reincarnation when I was twenty-six. Religion offered nothing to the point. Even work could not give me complete satisfaction. Work is futile if we cannot utilise the experience we collect in one life in the next. When I discovered Reincarnation it was as if I had found a universal plan I realised that there was a chance to work out my ideas. Time was no longer limited. I was no longer a slave to the hands of the clock. Genius is experience. Some seem to think that it is a gift or talent, but it is the fruit of long experience in many lives. Some are older souls than others, and so they know more. The discovery of Reincarnation put my mind at ease. If you preserve a record of this conversation, write it so that it puts men's minds at ease. I would like to communicate to others the calmness that the long view of life gives to us."

EXPERIMENTAL RESEARCH

The ganzfeld (German for "whole field") is a technique used to test individuals for telepathy. The technique was developed to quickly quiet mental "noise" by providing a mild, unpatterned sensory field to mask the visual and auditory environment. Isolating the visual sense is usually achieved by creating a soft red glow which is diffused through half ping-pong balls attached to the recipient's eyes. The auditory sense is usually blocked by playing white noise, static, or similar sounds to the recipient. The subject is also seated in a reclined, comfortable position to minimize the sense of touch.

In the typical ganzfeld experiment, a "sender" and "receiver" are isolated. The receiver is put into the ganzfeld state, and the sender is shown a video clip or still picture and asked to mentally send that image to the receiver. The receiver is asked to continuously speak aloud all mental processes, including images, thoughts, and feelings. At the end of the sending period, typically about 20 to 40 minutes in length, the receiver is taken out of the ganzfeld and shown four images or videos, one of which is the true target and three are non-target decoys. The receiver attempts to select the true target, using perceptions experienced during the ganzfeld state as clues to what the mentally "sent" image might have been.

Remote viewing experiments test the ability to gather information on a remote target consisting of an object, place, or person that is hidden from the physical perception of the viewer and typically separated from the viewer at some distance. In one type of remote viewing experiment, a pool of several hundred photographs is created. One of these is randomly selected by a third party to be the target. It is then set aside in a remote location. The remote viewer attempts to describe that remote target photo. This procedure is repeated for a number of different targets. Many ways of analytically evaluating the results of this experiment have been developed. One common method is to take the group of seven target photos and responses, randomly shuffle the targets and responses, and then ask independent judges to rank or match the correct targets with the participant's actual responses. This method assumes that if there were an anomalous transfer of information, the responses should correspond more closely to the correct targets than to the mismatched targets.

A near-death experience (NDE) is an experience reported by a person who nearly died, or who experienced clinical death and then revived. NDEs include one or more of the following experiences: a sense of being dead; an out-of-body experience; a sensation of floating above one's body and seeing the surrounding area; a sense of overwhelming love and peace; a sensation of moving upwards through a tunnel or narrow passageway; meeting deceased relatives or spiritual figures; encountering a being of light, or a light; experiencing a life review; reaching a border or boundary; and a feeling of being returned to the body, often accompanied by reluctance.

Although some critical analysts feel that parapsychological study is scientific, they are not satisfied with its experimental results. Skeptical reviewers contend that apparently successful experimental results in psi research are more likely due to sloppy procedures, poorly trained researchers, or methodological flaws than to genuine psi effects.

As psi is a negatively defined concept, a typical measure of the evidence for such phenomena in parapsychological experiments is statistical deviation from chance expectation. However, critics point out that statistical deviation from chance is only evidence of a statistical anomaly, or that some unknown variable was causing the deviation from chance. They contend that even if experiments could be made to reproduce the findings of certain parapsychological studies under specific conditions, this would be a far cry from concluding that psychic functioning has been demonstrated. It has also been stated that assuming psi exists is affirming the consequent or begging the question.

PARAPSYCHOLOGY

Parapsychology (from the Greek: παρά para, "alongside" + psychology) is the study of ostensibly paranormal psychological phenomena which include extra-sensory perception,

psychokinesis, and survival of consciousness after death. The term parapsychology was coined in or before 1889 by psychologist Max Dessoir. It was adopted in the 1930s as a replacement for the term psychical research, to indicate a significant shift toward laboratory methodologies applied to the study of psychical phenomena. Parapsychologists employ a variety of approaches during the study of apparent paranormal phenomena. These methods include qualitative approaches used in traditional psychology and quantitative empirical methodologies.

Parapsychology is a fringe science because it involves research that does not fit within standard theoretical models accepted by mainstream science. Scientists are critical of both the methodology used and the results obtained by parapsychology. Skeptical researchers suggest that methodological flaws provide the best explanation for apparent experimental successes, rather than the anomalistic explanations offered by many parapsychologists. Some critics have also argued that parapsychology crosses the line into pseudoscience.

Parapsychological research involves a variety of methodologies, including laboratory research and fieldwork, which is conducted at a number of universities and privately funded laboratories around the world. Early research was considered inconclusive, and parapsychologists were faced with strong opposition from their academic colleagues. Some effects were thought to be paranormal and disappeared under more stringent controls. Many university laboratories in the United States have closed, citing a lack of acceptance by mainstream science as the reason, leaving the bulk of parapsychology confined to private institutions funded by private sources.

Since the 1970's, contemporary parapsychological research has waned considerably in the United States. During this period academics outside parapsychology also appeared to have a general optimism towards this research. In 1979, a survey of more than 1,100 college professors in the United States found that only 2% of psychologists expressed the belief that extra-sensory perception was an impossibility. A far greater number, 34%, indicated that they believed ESP (extra-sensory perception) was either an established fact or a likely possibility. Parapsychologists study a number of ostensible paranormal phenomena, including telepathy (transfer of information on thoughts or feelings between individuals by means other than the five senses), precognition (perception of information about future places or events before they occur), clairvoyance (obtaining information about places or events at remote locations), psychokinesis (the ability of the mind to influence matter, time, space, or energy), reincarnation (the rebirth of a soul or other non-physical aspect of human consciousness in a new physical body after death), hauntings (phenomena often attributed to ghosts and encountered in places a deceased individual is thought to have frequented, or in association with the person's former belongings). Parapsychologists do not study all paranormal phenomena, nor are they concerned with astrology, UFOs, Bigfoot, paganism, vampires, alchemy, or witchcraft.

CHIROMANCY

Chiromancy, or cheiromancy, (Greek *cheir*, “hand”; *manteia*, “divination”) is the art of characterization and foretelling the future through the study of the palm, also known as palmistry, palm-reading, chirolgy or hand analysis. The practice is found all over the world, with numerous cultural variations. Those who practice chiromancy are generally called *palmists*, *palm readers*, *hand readers*, or *chirologists*.

Palmistry can trace its roots back to Indian Astrology and Roma (gypsy) fortune tellers. From India, the art of palmistry spread to China, Tibet, Egypt, Persia and to other countries in Europe. Palmistry came to China in around 3,000 B.C. It then progressed to Greece. However, modern palmists often combine traditional predictive techniques with psychology, holistic healing, and alternative methods of divination.

Chiromancy consists of the practice of evaluating a person's character or future life by "reading" the palm of that person's hand. Various "lines" ("heart line", "life line", etc.) and "mounts" (or

bumps), purportedly suggest interpretations by their relative sizes, qualities, and intersections. In some traditions, readers also examine characteristics of the fingers, fingernails, fingerprints and palmar skin patterns, skin texture and color, shape of the palm, and flexibility of the hand.

A reader usually begins by reading the person's 'dominant hand' (the hand he or she writes with or uses the most). In some traditions, the other hand is believed to carry past-life or karmic information, as well as hereditary traits. The basic framework for "Classical" palmistry is rooted in Greek mythology. Each area of the palm and fingers is related to a god or goddess, and the features of that area indicate the nature of the corresponding aspect of the subject.

There has been little widely accepted research verifying palmistry's accuracy as a system of analysis. Much analysis has been undertaken by readers themselves. No conclusive data have yet been found to support the claims made by readers, and in fact, there is as much anecdotal evidence against the scientific validity of palmistry as for it. The practice of chiromancy is generally regarded as a pseudoscience. It should be noted that the information outlined below is briefly representative of modern palmistry; there are many - often conflicting - interpretations of various lines and palmar features across various "schools" of palmistry.

A considerable amount of research has been undertaken in more mainstream scientific veins, but this generally revolves around medical disorders, such as relating the simian line to Down's Syndrome. Although little known to the public, there has also been a number of studies relating hand features to psychology, including AD/HD (Attention-deficit hyperactivity disorder) and Schizophrenia. Although some interesting correlations have been found, these were usually not considered very significant. Yet so far no conclusive evidence has been provided to support a connection between the lines of the palm and a person's character. Sceptics often include palmists on lists of alleged psychics who practice a technique called cold reading. Although fortune telling is much less common today in mainstream palmistry than it was in the past, sceptics almost always associate palmistry with fortune telling rather than reading character.

7. Work in groups. Find additional material about the issues being discussed and make presentations in class. Be ready to ask your group mates questions.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. "Практически курс английского языка: учебные задания для студентов 4 курса специальности "Английский язык" и "Перевод и переводоведение" (составители Жакова Т.Е., Кухаренкова С.А.). Смоленск: Изд-во СмолГУ, 2010. С.34-40.

Лабораторная работа 4 теме Press (4 часа).

1. Текст Russia: Under a New Constitution. Recommended vocabulary.
2. Новостное сообщение.
3. Реферирование актуальной газетной статьи на английском языке.

Задания для самостоятельной работы:

Упражнения 1-3.

Подготовка новостного сообщения. Работа с газетной статьей.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. Let'sSpeakaboutPolitics (Общественно-политическая тематика на страноведческом материале): Учеб. пособие / Сост. Н.Н. Бочкарева, Л.А. Кузьмин, С.А. Погорелова, В.В. Юсин. Смоленск, 1994. С. 27-33.

Лабораторная работа 5 по теме Press (4 часа).

1. Текст Presidential Election Mechanism. Vocabulary. Topical vocabulary.
2. Новостное сообщение.
3. Реферирование актуальной газетной статьи на английском языке.

Задания для самостоятельной работы:

Упражнения 1-6.

Подготовка новостного сообщения. Работа с газетной статьей.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. Белютина Ю.А. Learn to Understand the Media. Смоленск: Изд-во СмолГУ, 2017. С. 20-30.

Лабораторная работа 6 по теме Press (4 часа).

1. Текст Voting and Government in Britain. Recommended vocabulary.
2. Новостное сообщение.
3. Реферирование актуальной газетной статьи на английском языке.

Задания для самостоятельной работы:

Упражнения 1-3.

Подготовка новостного сообщения. Работа с газетной статьей.

Литература

1. Кузьменкова Ю.Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов. М : Издательство Юрайт, 2021.

URL: <https://urait.ru/bcode/487163>

Дополнительная литература

1. Let'sSpeakaboutPolitics (Общественно-политическая тематика на страноведческом материале): Учеб. пособие / Сост. Н.Н. Бочкарева, Л.А. Кузьмин, С.А. Погорелова, В.В. Юсин. Смоленск, 1994. С. 18-22.

5.2. Учебно-методическое обеспечение для самостоятельной работы

Рекомендации к выполнению студентами заданий для самостоятельной работы

Практикум представляет собой набор индивидуальных заданий, одно или несколько из которых необходимо выполнить каждому студенту самостоятельно после каждой изучаемой

темы. Эти задания являются оценочными средствами промежуточного контроля, позволяя диагностировать умения и проверять знания студента. Они должны быть выполнены до окончания курса. Самостоятельная работа студентов предполагает систематическую подготовку к лабораторным занятиям с привлечением основной рекомендуемой литературы. Студентам на первом занятии предлагается общий список рекомендуемой литературы, а также электронные адреса, где данную литературу можно найти (например, www.e-linguo.net). Таким образом, студент может самостоятельно и по своему выбору работать с интересующей его тематикой и литературой. Список обязательной и рекомендуемой литературы прилагается в конце рабочей программы. Самостоятельная работа студентов во время каждого семестра строится на основе выполнения следующих действий:

1. Анализ, обобщение и систематизация полученной в ходе изучения рассматриваемой темы информации.
2. Составление заданий на тренировку изучаемых лексических единиц.
3. Работа со справочными источниками и интернет-ресурсами при подготовке к занятиям.

5.2.1. Методические рекомендации по составлению презентаций

Презентация дает возможность наглядно представить идеи, разработки и планы. Презентация представляет собой результат самостоятельной работы студента, с помощью которой он(а) наглядно демонстрирует материалы публичного выступления перед аудиторией.

Компьютерная презентация – это файл с необходимыми материалами, который состоит из последовательных слайдов. Каждый слайд содержит законченную по смыслу информацию. Студенту необходимо уметь распределять материал в пределах страницы, грамотно размещать отдельные объекты, во время демонстрации быстро вернуться к любому из просмотренных слайдов и изменить последовательность изложения материала. Презентация помогает самому выступающему не забыть главное и точнее расставить акценты.

Структура презентации

Выступление с презентации должно длиться 7-10 мин. Количество слайдов не должно превышать 10.

Первый слайд презентации должен содержать тему работы, фамилию, имя исполнителя.

Последующие слайды необходимо разбить согласно намеченному плану выступления.

На заключительном слайде отображается вывод, сделанный выступающим по теме, а также завершающая фраза “Thankyouforyourattention”.

Рекомендации по оформлению презентации

Одной из основных программ для создания презентаций является программа PowerPoint компании Microsoft.

Для визуального восприятия текст на слайдах должен быть 16-18 пт, а для заголовка – не менее 20 пт.

Макет презентации должен быть оформлен в строгой цветовой гамме. Фон не должен быть ярким или пестрым. Одни и те же элементы на разных слайдах должны быть одного цвета.

Пространство слайда (экрана) должно быть максимально использовано.

При необходимости каждый слайд может содержать заголовок, котором отражен вывод из представленной на слайде информации.

На слайде следует помещать не более 5-7 строк. Текст должен хорошо читаться.

Слайды могут содержать рисунки, схемы, диаграммы и т.п., а также могут сопровождаться анимационными эффектами, аудиофайлами.

Порядок выполнения и принципы представления компьютерной презентации.

Перед созданием презентации необходимо четко определиться с целью создания презентации, построить выступление, сформулировать заключение.

Основные этапы работы над компьютерной презентацией:

- 1) спланировать общий вид презентации по выбранной теме, опираясь на собственные разработки и рекомендации преподавателя;
- 2) распределить материал по слайдам;
- 3) оформить слайды, задайте единообразный анимационный эффект для демонстрации презентации;
- 4) отрепетировать готовый вариант перед демонстрацией с целью выявления ошибок и определения время звучания;
- 5) доработать презентации, если возникла необходимость.

Особенности представления презентации:

- презентация не предназначена для автономного использования, она должна помогать докладчику во время его выступления;
- не следует усложнять презентацию, перегружать ее текстом, статистическими данными, графическими изображениями, аудиофайлами;
- не следует читать текст на слайдах, устная речь докладчика должна дополнять, описывать представленную информацию, необходимо давать время аудитории ознакомиться с информацией каждого слайда, делая перерывы между показом слайдов;
- следует поблагодарить за внимание в конце выступления и ответить на возникшие вопросы.

5.2.2. Методические рекомендации по съемке видеоролика

Видеоролик представляет собой короткую динамичную репрезентацию сюжета на изученную тему (8-10 мин).

Последовательность процедуры съемки видеоролика:

- 1) создать творческий коллектив;
- 2) продумать идею, написать сценарий (вступление, разворачивание событий, заключение) и выбрать формат ролика;
- 3) найти подходящее оборудование для записи ролика (смартфон, планшет, цифровая видеокамера) и место съемки;
- 4) протестировать оборудование на качество звука, света, устойчивость кадра;
- 5) распределить роли и провести репетицию (студенты, задействованные по сценарию, должны иметь приблизительно одинаковое количество реплик);
- 6) осуществить съемку;
- 7) смонтировать видеоролик, используя при необходимости спецэффекты, дополняя видеоряд музыкальным сопровождением с помощью следующих программ Windows Movie Maker, WindowsLive, iMovie, MovaviVideoEditor;
- 8) просмотреть готовый материал с целью выявления и исправления недочетов.

5.2.3. Методические рекомендации по озвучиванию отрывка из мультипликационного/художественного фильма

Порядок озвучивания отрывка из мультипликационного/художественного фильма:

- 1) создать творческий коллектив;
- 2) выбрать отрывок из мультипликационного/художественного фильма (не менее 10 мин);

- 3) написать сценарий по изученной теме или перевести имеющийся сценарий, если он подходит по теме;
- 4) распределить роли (студенты, задействованные по сценарию, должны иметь приблизительно одинаковое количество реплик), выучить текст, провести многократные репетиции с целью корректного дублирования или озвучивания.

5.2.4. Методические рекомендации по подготовке и проведению конференции

Конференция – это моделирование устной коммуникации в виде организованного обсуждения определенной темы, проводимого в формате монологического выступления каждого студента, с последующим вовлечением в обсуждение других участников мероприятия. Проводится в форме обмена различных точек зрения и опыта в намеренно созданной официальной атмосфере. Вовлечение всех присутствующих в данную деятельность приводит к фиксированному вниманию к выступающему и лучшему усваиванию материала.

Этапы организации и проведения конференции:

- 1) на занятии под руководством преподавателя необходимо сформулировать проблемные, нерассмотренные в ходе изучения темы ее аспекты;
- 2) распределить поднятые вопросы между всеми студентами для последующей самостоятельной разработки в виде выступления на конференции;
- 3) каждый участник конференции в ходе домашней подготовки, используя доступные источники информации, должен раскрыть свой вопрос в теоретическом и / или практическом ракурсе, сопровождая собранный материал иллюстрациями, примерами и т.п.;
- 4) необходимо выбрать председателя – ведущего, который получает полномочия руководить проведением конференции (контролировать регламент, порядок выступлений, регулировать дискуссию, оперативно принимать решения по конфликтным ситуациям);
- 5) каждый участник конференции выступает со своим докладом (регламент выступления 5-8 мин.);
- 6) по окончании выступления другие участники конференции задают вопросы по излагаемой теме (каждый студент должен задать не менее 3 вопросов в течение конференции);
- 7) в завершении конференции председатель-ведущий подводит итог мероприятия и намечает перспективы дальнейшей работы.

5.2.5. Методические рекомендации по написанию эссе

Структура и особенности написания эссе с элементами рассуждения:

- 1) написание эссе следует начать с обдумывания предложенной темы и сбора информации по ней;
- 2) введение должно содержать некий комментарий к теме эссе или определение ключевых понятий или объяснение, как вы понимаете вопрос или перечисление аспектов темы, которые вы будете рассматривать; введение должно давать ясное представление, о чем пойдет речь далее, продемонстрировать намерение ответить на поставленный вопрос, показывать, что вы понимаете тему, очерчивать структуру ответа и главные аспекты, быть лаконичным и занимать не более 10% общего объема текста; ключевые фразы, которые обозначают направления ответа (This essay deals with... This assignment will examine... This report will analyse...); выражения, которые подчеркнут план

- работы (This essay is divided into four sections... It will first consider... It will then continue to describe... The third part compares...);
- 3) основная часть должна раскрывать каждый из аргументов с использованием примеров и иллюстраций (информация должна быть четко поделена логически, для этого текст делят на абзацы; необходимо продумать эссе таким образом, что основная часть логически ведет к заключению);
 - 4) заключение должно подводить итог высказанным идеям (различные виды эссе требуют различного заключения, но в целом необходимо дать ответ на вопрос, рассматриваемый в эссе, указать перспективы или последствия рассматриваемой проблемы); заключение должно быть не более 15% общего объема текста; в заключении не следует выдвигать новые идеи, опровергать предыдущие аргументы;
 - 5) необходимо придерживаться академического стиля: избегать элементов разговорной речи (сокращений, сленга и разговорных выражений, фразовых глаголов); следует избегать личных местоимений, категоричных суждений и обобщений, важно подкреплять сказанное цитатами и данными с указанием источников; следует придать тексту объективность, используя безличные конструкции: It is believed that... It cannot be argued that...), пассивный залог, некатегоричные глаголы (suggest, claim, suppose и т.п.), наречия (apparently, ideally и т.п.), модальные глаголы; важно сохранить связность текста с помощью вводных и связующих слов (противопоставление: but, however, on the one hand; пример: for example, that is; дополнение: moreover, furthermore, in addition; перечисление: then, after that); объем эссе 300-350 слов;
 - 6) следует перечитать работу несколько раз с целью выявления лексико-грамматических, орфографических и логических ошибок.

5.2.6. Методические рекомендации по составлению олимпиадных школьных заданий для учеников 9–11 классов

Требования к составлению заданий олимпиады:

- 1) задания должны носить проблемно-поисковый характер и выявлять интеллектуальный потенциал ученика с соответствующим уровнем сложности;
- 2) задания не должны повторять экзамен ЕГЭ;
- 3) языковой материал должен быть современным, аутентичным, тематически и социокультурно адекватным;
- 4) пакет заданий может включать в себя одно/несколько/все блоки: конкурс понимания письменной речи (Reading), лексико-грамматический тест (Use of English), конкурс понимания устной речи (Listening), конкурс устной речи (Speaking), конкурс письменной речи (Writing);
- 5) объем/количество заданий по каждому блоку должны соответствовать объему/количеству заданий школьного этапа всероссийской олимпиады школьников по английскому языку;
- 6) разработанный комплект материалов для каждого блока должен содержать методические рекомендации, описание процедуры проведения конкурса; лист с заданиями; критерии оценивания конкурса;
- 7) выполненное задание необходимо представить преподавателю в электронном и бумажном виде.

6. Критерии оценивания результатов освоения дисциплины

Непрерывный мониторинг за работой студента в течение каждого семестра осуществляется в форме текущего контроля и промежуточных тестов. Текущий контроль предполагает оценку студентов по пятибалльной системе: 100%-90% - отлично; 89%-75% - хорошо; 74%-60% - удовлетворительно; 59%-0% - неудовлетворительно.

Оценка «зачтено» предполагает освоение студентом учебного материала курса в полном, достаточном или в среднем объёме, т.е. освоение коммуникативных компетенций в объёме программы. (60-100%). Принимаются в расчёт результаты текущего контроля знаний, посещаемость занятий, активность на занятиях, креативный подход к изучению учебного материала. Студент должен быть готовым к беседе на одну из заданных тем, а также выполнить переводное задание, используя активную лексику.

Оценка «незачтено» – это низкий уровень приобретённых навыков и умений по всем темам курса (менее 60%). Причиной отрицательного итога могут быть пропуски занятий и связанные с ними невосполненные пробелы в знаниях, пассивное отношение к изучению предмета, незаинтересованность в получении знаний, труднодоступность в усвоении ряда поставленных лингвистических задач, неспособность беседовать на заданную тему, использовать активную лексику.

6.1. Оценочные средства и критерии оценивания текущей аттестации

Примеры

Семестр V

Образец проверочного задания по теме №3.

Travelling by air

1. Write down the story filling the gaps with *a, an, the, his, or nothing*.

Hero saves mid-air overdose victim with sugar

___ airline passenger saved ___ life of ___ man who had taken ___ drugs ___ overdose by using ___ sugar sachets as ___ antidote. Simon Greenway, 19, ___ former Army paramedic, used 22 of ___ sachets and five pints of water to dilute ___ valium and vodka taken by ___ passenger.' ___ passenger, ___ student from Norway, had collapsed shortly after ___ British Airways flight left Bucharest for ___ three-hour flight to ___ Heathrow Airport.

Mr Greenway said, 'I saw this bloke staggering around before we got on ___ plane, and I just thought he was drunk. But when we were in ___ air I noticed ___ white powder around ___ lips. Then he fell over into my lap, and he said something about wanting to kill himself. ___ captain asked to be kept in ___ touch in case we needed to make ___ emergency landing, but I knew we didn't have much time. ___ Army taught us how to deal with ___ people who have overdosed. ___ cabin crew are trained in ___ first aid, but after speaking to ___ head steward it became clear that I had more training, so I took over. When we landed, ___ crew thanked me and gave me a bottle of champagne, but I don't drink and I have given it to my friends.' ___ British Airways spokesman said, 'We are grateful to Simon for ___ quick thinking and initiative.'

· What do you think of Simon? What is he like?

2. Read the following story and try to make up its end (using several sentences)

Did I ever tell you that story about my friend Mandy? Well, Mandy is an air hostess, except they don't call them that any more (flight attendant or something). Well, it was quite a long flight and it was in the night time so most people were sleeping. What happened was Mandy suddenly saw this man stand up out of his seat and fell over into the aisle, And they, all the stewards and stewardesses thought 'Oh my God! He's had a heart attack or something', and went running over to him. They wanted to know if he was unconscious, so they were trying to find out what was wrong,

what had happened. And then they smelt this smell of alcohol on him, so they thought 'Oh, he's has too much to drink on the plane, too much whisky or whatever, and he's drunk.' So, they assumed that was why he had fallen over.

After that they started to feel less sympathetic to him, 'Come on! Get back in your seat!' and everything, helping him back up, you know, back into his seat. And it was only then when they found out what had happened. Well, he managed to tell them what had happened

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

Образцы практических заданий по теме №6.

A. Read the text. The paragraphs below are not in the right order, put a number in front of each of the paragraphs to make it a text. Explain what helped you to do it.

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

___A___ Neither Harold Lloyd nor Buster Keaton had the influence on critics and the public that Chaplin had. But today we realise that these two comedians' contribution to the genre has been profound as well. Both comedians used story material of a young American trying to be successful as a man, in his love and in his business - familiar and popular American themes of the 1920's. Though they were both gifted and original actors it took them longer to receive recognition that could compete with Chaplin's fame.

___B___ The most beloved of the four, the most appreciated by critics, Charles Chaplin, was the first to win general acclaim. Chaplin was a master of pantomime skilled in acrobatics and dancing, which he learned in the London music hall. It is interesting to note that his type of comedy was born in the 16th century in the improvisational theatre created by Travelling players. But Chaplin managed to breathe a new life into the old theatre form.

___C___ None of the Great silent screen comedians is alive today. Chaplin died in 1977, Harold Lloyd died in 1971. Buster Keaton in 1966, Harry Langton in 1944. Although their movies faded in the 30's, they left us invaluable short and feature-length comedies of the 1920's. All of them were superior actors of rare gift. They were contemporaries and colleagues, but their fates were different.

___D___ But Lloyd and Keaton could match Chaplin in his skill, they carried over this technique to their full-length movies of the 20's. By the early 1920's both Lloyd and Keaton were already well-known to the public and could start producing feature films, which meant that they were very successful at the box-office.

___E___ The four great comedians - Chaplin, Lloyd, Keaton and Langdon, created a great comic tradition that was carried on with the sound age. Most of our contemporary comedians keep on perfecting the art that had been developed in the 20's. The works by Chaplin, Lloyd, Keaton and Langdon will live on. These great comedians have given us masterpieces that will never fade, and they will influence the film comedies yet to be born.

___F___ Few people remember Harry Langdon as one of the great comedians of the late 20's, but he did rival Chaplin, Lloyd and Keaton in popularity in the three years of 1925-1927 which marked the highlight of his career. The man-child portrait made him different from the other major comedians of his time.

___G___ His virtuoso improvisations quickly attracted the attention of American film-makers. At first he turned down all offers but in 1913 he finally joined Mack Sennet's film company. In one year, 1914 Chaplin appeared in a great number of short films. His success with the public was truly unique. This fact opened great opportunities for him to start his own business. He showed rare versatility in acting as the producer-director-script-writer-musician-leading actor of his own

comedies. Cinema with its world – wide distribution led to the development of the greatest comedian of the 20th century. Three Great features – ‘The Kid’, ‘The Gold Rush’ and ‘The Circus’ were created by Chaplin in the golden age of silent screen comedy. However Chaplin didn’t give up making silent films even after sound came to the cinema. So great was Chaplin’s popularity in the 30s, that he was able to keep ‘City Lights’ (1931) and ‘Modern Times’ (1936) silent.

· Summarise your factual knowledge of the silent cinema best actors’ work. Look through the list and tick those items you can comment on.

silent film comedians / a feature-length comedy / a pantomime / the improvisational theatre / a theatre form / a film company / a short film / a producer / a director / a script-writer / a leading actor / the golden age of silent screen comedy / silent films / to be successful at the box-office / the man-child portrait / the sound age

Have you seen any of the silent films by these comedians? Did you like them? Why?

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

B. SHARON STONE

1) What do you know about Sharon Stone? Have you seen any of her films? Which one(s)?

2) Guess whether the following statements are true or false, then read the text to see if your guesses were correct.

a) Sharon Stone made her first appearance in *Casino*. b) The actress keeps her personal life to herself. c) Sharon wore a designer dress to the Oscars when she was nominated.

3. *You are going to read an article about a famous actress. From the list A – G choose the paragraph which fits each gap (1-5). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).*

A After her performance in *Basic Instinct*, people came to expect Stone to project the same glamorous image in all her roles. She **turned all that around** in *Last Dance*.

B “I don’t even go to events with men I’m dating,” she said. “I usually go alone, with friends or with my father. I just don’t need the drama.”

C In *Casino*, which is set in the dark world of gambling and violence, she plays the wife of a casino owner. Her fine performance earned her an Oscar **nomination** for the Best Actress.

D She has a notice-board in her office where she pins up the most ridiculous stories concerning her private life. “Some of them are **hilarious**,” she said. But in her view, as long as people are talking about her, she’s still **in the public eye**.

E She also had her hairdresser give her a really bad haircut so that her hair look untidy and badly kept. When she **walked on to the movie set**, people were shocked at how plain she looked.

F Stone is also very close to her sister, but admits to having problems with her brother. He was recently released from prison for committing an offence.

G Her explanation is that trying to find the perfect outfit to wear to such an event can drive you crazy. “I just wanted to wear my favourite, most comfortable clothes,” she said. “Why shouldn’t I dress simply if I want to?”

In the space of a few years, Sharon Stone has gone from being regarded as just another pretty face on the Hollywood scene to being considered a serious – and talented – actress. Her performance in the recent films *Casino* and *Last Dance* have proven her talent beyond doubt.

0	C
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Last Dance deals with an even darker subject. Stone plays the part of a woman who has been sentenced to death, and most of the action takes place in a prison cell on death row in an American prison.

In order to play the role, Stone had her hair dyed about twenty times to get the right shade of dirty brown.

1

Surprisingly, she didn't feel ugly at all. In fact, she found it **liberating** not to have to worry about messing up her hair or ruining her make-up.

2

She proved that she no longer had **to rely on her looks** to play a part effectively.

In another attempt to get rid of her "glamour girl" image, she turned up at the Academy Awards ceremony in Los Angeles wearing an old T-shirt and skirt. Why did Stone decide **to turn her nose up at the Establishment** at one of the biggest international displays of designer fashion on earth?

3

She enjoyed **rocking** the fashion world. "It was cool," she said.

Stone's determination to succeed can be seen in the way she deals with the **nasty rumours** that cheap newspapers print about her.

4

She has learned to keep quiet about her personal relationships, and to separate her public and private lives.

5

Her efforts to keep her private life to herself and preserve her energy for professional pursuits show how much she wants **to try her hand** in other areas. "I'm going to direct some music videos later this year, and if that goes well, I might try directing something bigger." Whatever she does, she's determined to do it right – and she's definitely succeeding.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

C. Here is some additional vocabulary on Films. Check that you know the words and complete the sentences.

setting author script scene cast producer plot characters screenwriter director

1. The stars in the film's _____ included Robert DeNiro, Brad Pitt and Tom Cruise.
2. The _____ in the story were all based on real people.
3. A film's _____ tells the actors how to play their part while the _____ deals with the financial side of the film.
4. Copies of the _____ were given to all actors so that they could learn their parts.
5. The _____ for the film was a traditional Italian village.
6. The film's _____ was so complicated that I was totally confused by the time it ended.
7. The final _____, when the boy released the lion cub into the wild, was really moving.
8. When a book is made into a film, the original work by the _____ is transformed into a script by the _____.

D. MOVIE QUIZ

Complete the sentences below using the words and names from the box. Try to do this as fast as you can.

Marilyn Monroe	Japan	three	Jack Nicholson	Hawaii	Clint Eastwood	Julia
----------------	-------	-------	----------------	--------	----------------	-------

Roberts	five	George Lucas	Canada	Michael Keaton	Archibald Leach
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1. _____'s real name is Michael Douglas.
2. Comedian Jim Carrey is originally from _____.
3. _____ played 'The Good' in the film *The Good, The Bad and The Ugly*.
4. *Gone With The Wind* star Clark Gable was married _____ times.
5. _____ is the only living actor to have won three Oscars.
6. Director _____ wrote the scripts for all the *Star Wars* films.
7. The *Godzilla* films first came out in 1954 in _____.
8. Hollywood legend James Dean made _____ films before his death.
9. _____ was named Norma Jean Mortensen at birth.
10. Blockbusting actress Nicole Kidman was born in _____.
11. Before he changed his name, heartthrob actor Cary Grant was known as _____.
12. Leading lady _____ played Richard Gere's love interest in a 1990 film and then again in a 1999 film.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

E. Read the text and fill in the gaps with the words from the box below. (The first one has been done for you). 1

film-making	pictures	actors	fan magazines
favourite	studios	screensstars	audiences
	dream	lined up	publicity
			film attraction

THE MOVIES

In the 1920s American movies filled the cinema 1 screens of the world. Most were made in Hollywood, a suburb of the city of Los Angeles in California. Hollywood's big 2 _____ for film-makers was its clean air and plentiful sunshine. The movies made there were bright and clear. By the 1920s it had become the 3 _____ capital of the world.

Hollywood movies were made by large companies called 4 _____. The men who ran these studios were businessmen and their main aim was to make as much money as possible. They soon found that one way to do this was to standardize their films. When 5 _____ had shown that they liked a certain kind of film, the studios made many more of exactly the same kind.

Another sure way for a studio to make money was to turn its actors into 6 _____. Stars were actors who were so popular that people went in crowds to see any 7 _____ they appeared in, no matter how good or bad it was. A famous star could make any movie a certain success. So the studios went to great lengths to make their 8 _____ into stars. They encouraged 9 _____. They set up special 10 _____ departments to get stories about their actors into the newspapers.

The movies of the 1920s were silent. They spoke in 11 _____, not words, and so their language was international. All over the world, from Berlin to Tokyo, from London to Buenos Aires, tens of millions of people 12 _____ every night of the week to see their 13 _____ Hollywood stars – and, without realizing it, to be Americanized.

Hollywood movies showed people a world that was more exciting, more free, more equal, than

their own. To most people *this* world of the movies remained a 14_____ world, separate from real life. But to some it became more. It made them realize, however dimly, that perhaps their own conditions of life could be improved.

Discuss the following questions:

1. There are two different ways Hollywood films influenced people all over the world mentioned in the text. What are they? Are they the same now?
2. Which kind of influence on Russian people, if any, is taking place at the moment?
3. Do you have a favourite Hollywood film / Hollywood star?

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

Образец текущего письменного перевода (Тема 1)

Я когда-нибудь рассказывал вам о своем первом свадебном опыте в качестве гостя? Вот эта история. Это была свадьба моего друга Пети прошлой осенью здесь в Смоленске. Петр и Мэри – студенты, будущие преподаватели иностранных языков. Хотя они учились в одном университете, встретились они в Москве. Это было во время студенческой конференции в МГУ имени Ломоносова два года назад. Мэри – очень милая, забавная девушка, и неудивительно, что Петя сразу влюбился в нее. Мой друг – очень серьезный и даже немного застенчивый парень, но мы все чувствовали, что он сделает ей предложение руки и сердца рано или поздно. Даже родители Мэри начали чувствовать, что дело идет к свадьбе. Однажды Петя попросил меня помочь ему выбрать кольцо для помолвки: он не знал, какое выбрать. Поэтому я был первый, кто узнал, что он был намерен "задать тот самый вопрос".

Мэри согласилась. Пара была помолвлена в течение пяти месяцев, жених и невеста все свадебные приготовления делали вместе и почти никогда не ссорились по этому поводу. И затем наступил этот важный день – первое сентября. Кроме своих родителей и родственников они пригласили все своих лучших друзей, поэтому в списке гостей оказалось 35 человек. Церемония в загсе была быстрой, но трогательной (обе "обретенные" матери заплакали, когда молодожены обменивались свадебными клятвами). Невеста была в красивом белом платье, жених и я, его свидетель, – в темно синих смокингах, а подружки невесты были одеты в одинаковые светло-голубые платья. Это было очень стильно. Все выглядели свежими и счастливыми, хотя и у Пети и Мэри были мальчишник и девичник. Мы сделали много фотографий и, конечно, некоторые из них были со смоленскими достопримечательностями.

Банкет проходил в маленьком отеле за городом. Зал был украшен цветами и свечами. Во время банкета было много тостов за счастливую пару. Мне пришлось произнести смешную речь о женихе, но она всем понравилась. Тамада был очень профессиональным: нам никогда не было скучно, и мы никогда не чувствовали себя смущенными во время его конкурсов. Гости танцевали до 2 часов ночи. Свадебный многоярусный торт был очень вкусным. На следующий день молодожены не отправились куда-либо в свадебное путешествие, они сделали это во время зимних каникул. Сейчас Петя и Мэри живут счастливо в квартире Петиной бабушки, а та переехала к его родителям (бедный Петин свекор!). Мэри не беременна, но они хотят завести ребенка через несколько лет. Я люблю приходить к ним в гости, и мы иногда смотрим на некоторые свадебные фотографии и свадебное видео. Я еще не хочу связывать себя узами брака, но кто знает, что может произойти завтра?

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

Семестр VI**Образцы заданий текущего контроля по теме по теме «Театр».****1.Fill in the gaps with the appropriate words (*drama or theatre*).**

- a. - Do you like opera and ballet?
- Not very much. I prefer the _____.
- b. I'm very interested in Elizabethan _____.
- c. Our daughter attends the school's _____ club. She is going to devote her life to _____.
- d. There are many _____ in Moscow.
- e. Our professor has written a good book on Elizabethan _____.
- f. The job of a _____ critic is difficult but amazing. A _____ critic sees the most interesting performances that are on at the _____.
- g. I'll see you outside the _____ at a quarter past seven.
- h. It's interesting but it is not good _____.
- i. David is arranging a _____ party.
- j. Ann devoted her life to _____.
- k. He always wanted to be a _____ student but his parents didn't approve of his dream to work at the _____.
- l. A lot of _____ are staged nowadays in various Moscow _____.
- m. A _____ party is a group of people going to see _____, comedies, etc. together.

Find the correct words for:

- 1) a building for the performance of plays;
- 2) a dramatic composition with music in which the words are sung;
- 3) a man who acts on the stage or for cinema films;
- 4) a well-known modern composer, the author of rock operas;
- 5) a group of people trained to sing together;
- 6) the main character of one of Shakespeare's plays;
- 8) a person who performs music for the love of it, not for money.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

2. Read the following utterances. In what meaning is the word “theatre” used there? Do you personally agree or disagree with the statements?

A boy of 14: You ask me if I love theatre. Oh no, I am not interested in it at all. Theatre is our past and now is a time of television and video. I think that teenagers don't like to visit theatres.

A girl of 15: What do I think of theatre? I can't say that I am a theatre-goer; but sometimes when I have free time and no idea how to spend it, I go to the theatre with my friends, but only to our musical theatre, as I am sure that theatre exists for our amusement and entertainment. When I am at the theatre I don't want to think much, I only want to rest, to laugh and enjoy myself.

A girl of 14: I love theatre very much, and my friends consider me to be a theatre-fan. I am fond of seeing comedies, dramas and even tragedies; but I also watch ballets and listen to operas occasionally. They are difficult for me. I understand that this is bad, but in our town there is no opera-house and children are not taught to understand this art. It's a pity.

A boy of 15: My thoughts about theatre? Well, I think that this kind of art is dying now, because nobody is interested in the fact that young people don't like it. Though in our town there are some theatres, it is difficult for teenagers or youth to see a play. Such plays are not staged in our theatres. This is bad. That's why theatres are visited mostly by grown-ups and old people. I think that something should be done to change the situation. Each town should have a children's theatre.

Choose an appropriate meaning(s) for the following words.

Word \ Meaning	Head of the company	Responsible for artistic policy	Produces a play	Responsible for the financial side	Has an administrative responsibility	Translates into Russian
Director						
Producer						
Manager						

Discuss in mini-groups what member of a company you would like to be. Give your reasons.

Imagine that you are a senior drama student dreaming of an actor's career. Make your conversation with a friend of the family who is a stage manager of a theatre.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
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3. Fill in the gaps with the words from the box below. Act out the dialogues.

Dialogue I

A. Let's go and buy some lemonade or _____, I'd like to drink something during an _____.

B. That's a good idea. I feel thirsty too.

A. Well, Ann how do you like the _____?

B. The _____ is perfect, to my mind. Why, it doesn't seem like acting! Each actor _____ so realistically, so _____.

- A. No wonder. The _____ of this theatre is really outstanding. Besides, tonight _____ is playing.
- B. Yes, indeed. I was completely _____ by their acting.
- A. And the _____ is superb.
- B. Yes, especially in the first _____ of the first _____.
- A. Here is the _____. Let's drink some grape juice.
- B. O.K.
- A. Isn't that the third _____? The _____ are going down, and I think I hear the orchestra _____.
- B. Let's hurry. That's our staircase, to the right. I am not which aisle is ours. Here's an _____, she will show us to our _____.

Juice, true to life, an all-star cast, intermission, scenery, bell, acting, carried away, refreshment room, play, scene, tuning up, company, act, performs his part, seats, usher, curtains

Dialogue II

- A. Well, and now that the _____ is over, what's your impression _____ it?
- B. Everything is just wonderful! The play itself, the _____, the stage effects, the _____ were marvelous _____ words.
- A. You are right, especially the acting – that was simply _____.
- B. You know, at times I completely forgot myself. And what an _____ audience! Did you ever hear such _____ applause from spectators every time the curtain _____?
- A. I've never seen an audience _____ so much before. I think there were more than five curtain calls. I clapped so much that my _____ even now.

Applaud, performance, bursts of, for, went down, palms hurt, beyond description, acting, appreciative, staging, of.

Dialogue III

- A. How are you planning to spend this evening?
- B. We are going to _____ "Othello" at the National theatre tonight.
- A. And who is playing the _____? Laurence Olivier himself, I suppose? He is the artistic _____ of the company, isn't he?
- B. Yes, he is. He is also a _____ with _____, from tragic or comic.
- A. What does he play?
- B. Well, besides playing tragic heroes, such as _____'s Romeo, Hamlet, Macbeth, Lear, Othello, he plays equally well comic characters _____ Shakespeare's "Twelfth Night" and Sheridan's _____.
- A. Have you got good _____?
- B. Oh, very good. We have seats _____ the _____ stalls, _____ the stage.
- A. Well, have a nice evening!
- B. Thank you.

"School for Scandal", see, star, seats, facing, in, leading part, Shakespeare, director, in, a wide range of parts, orchestra.

Dialogue IV

- A. Oh, hello! Where have you been?
- B. To the theatre. I was lucky enough to get the ticket before the performance.
- A. What did they present?
- B. They were showing "School for Scandal" by the great English playwright Sheridan.

A. Is it still on? It has been on the _____ for a long time, hasn't it? I thought it had been _____.

B. No, it has such a _____ reception that it just can't be taken of now. People still want to see it and there is a queue outside the theatre every night in spite of the " _____ " sign.

A. Well, how did you like it?

B. Oh, it was _____. Too marvelous for words. Really, I was so deeply impressed by the play that I can hardly put into words what I think of it. It's one of the best productions I've ever seen.

A. What about the _____?

B. Sergeev and Petrova in the leading roles were superb. Their acting is so natural and true-to-life that you simply forget that you are watching a play. I was completely _____ by their performance. Not only the main roles, but even some of the _____ ones were performed by People's Actors of the USSR and Honoured Actors of the Republic. The audiences brought the house down after every scene. I've never seen such an enthusiastic audience. The actors got many _____ and were presented with large bouquets of flowers.

A. So you're not sorry to have gone?

B. No, I've never enjoyed a show more. Now I'm looking forward to the first night performance of "Macbeth". Would you like to join me next Saturday?

A. Most _____!

B. Then I'll book two seats over the phone.

A. All right. I think I must be going now. See you later.

B. Cheerio!

Curtain calls, taken off, splendid, willingly, billboards, cast, Sold out, supporting, carried away, favourable.

Dramatize the following situations.

- ü You are an actor. You have just returned home from the first night of a play in which you have played a part. Share your impression with the members of the family.
- ü Assure your director that it is Mrs. Brown who should play the leading lady.
- ü Assure the authorities why Mr. Gordon Brown should be honoured for his services to the arts.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
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- «неудовлетворительно» - 7 и более ошибок.

4. Translate the following text into English.

ВИДЫ И ЖАНРЫ ТЕАТРАЛЬНОГО ИСКУССТВА

ВОДЕВИЛЬ — вид комедии положений с песнями-куплетами и танцами. Возник во Франции; с начала XIX в. получил общеевропейское распространение. Лучшим произведениям присущи задорное веселье, злободневное отображение действительности.

ДРАМА — один из ведущих жанров драматургии, начиная с эпохи Просвещения, в котором изображается мир реального человека в его остроконфликтных, но не безысходных отношениях с обществом или собой. В XX в. драма отличалась серьезным содержанием,

отражала различные аспекты жизни человека и общества, исследовала человеческую психологию.

КОМЕДИЯ — вид драмы, в котором действие и характеры трактуются в формах комического. Как и трагедия, родилась в Древней Греции из обрядов, сопровождавших шествия в честь бога Диониса. Комедия, трезво исследуя человеческую природу, высмеивала пороки и заблуждения людей. Лучшие образцы этого жанра отличаются бескомпромиссностью анализа, остротой и смелостью в высмеивании пороков общества. В разных странах возникали свои варианты комедии. Известны «ученая» комедия итальянских гуманистов и испанская комедия Лопе де Вега и Кальдерона, английская комедия эпохи Возрождения, французская классицистская комедия эпохи Просвещения, русская реалистическая комедия. По принципу организации действия различают комедию характеров, положений, идей. По типу Сюжетов комедии могут быть бытовыми и лирическими, по характеру комического — юмористическими, сатирическими.

МЕЛОДРАМА — пьеса с острой интригой, преувеличенной эмоциональностью, резким противопоставлением добра и зла, морально-поучительной тенденцией. Возникла в конце XVII в. во Франции, в России — в 20-е гг. XIX в.

МИМ — комедийный жанр в античном народном театре, короткие импровизационные сценки сатирического и развлекательного характера.

МИСТЕРИЯ — жанр средневекового западноевропейского религиозного театра. Мистерии представлялись на площадях городов. Религиозные сцены в них чередовались с интермедиями.

МОНОДРАМА — драматическое произведение, исполняемое одним актером.

МОРАЛИТЕ — жанр западно-европейского театра XV—XVI вв., назидательная аллегорическая драма, персонажи которой олицетворяли различные добродетели и пороки.

МЮЗИКЛ — музыкально-сценическое произведение, главным образом комедийного характера, в котором используются средства эстрадной и бытовой музыки, драматического, хореографического и оперного искусств, жанр сформировался в США в конце XIX в.

ПАРОДИЯ — 1) жанр в театре, на эстраде, сознательная имитация в сатирических, иронических и юмористических целях индивидуальной манеры, стиля, стереотипов речи и поведения; 2) искаженное подобие чего-либо.

ПАСТОРАЛЬ — опера, пантомима или балет, сюжет которых связан с идеализированным изображением пастушеской жизни.

СОТИ — комедийно-сатирический жанр французского театра XV—XVII вв., разновидность фарса.

ТРАГЕДИЯ (в переводе с греческого — «песнь козлов») — вид драмы, проникнутый пафосом трагического. В античности отображал непосредственную жизнь персонажей трагических событий, действие преобладало над рассказом. В эпоху Возрождения в пьесах было отброшено считавшееся обязательным единство действия, трагическое часто соединялось с комическим. В дальнейшем трагедия строго регламентируется: опять преобладает единство действия, места и времени; наблюдается размежевание комического и трагического. В современном театре трагедия в чистом виде встречается редко. Основу трагедии составляют острые общественные конфликты, коренные проблемы бытия, столкновения личности с судьбой и обществом. Трагическая коллизия обычно разрешается гибелью героя.

ТРАГИКОМЕДИЯ — драматическое произведение, обладающее признаками как комедии, так и трагедии. В основе ее лежит ощущение относительности существующих критериев жизни; одно и то же явление драматург видит и в комическом, и в трагическом освещении, характерна для XX в.

ФАРС — 1) вид средневекового западно-европейского народного театра бытового комедийно-сатирического характера, существовавший в XIV—XVI вв. Близок немецкому фахштшпилю, итальянской комедии дель арте и др.; 2) в театре XIX—XX вв. комедия-водевиль легкого содержания с чисто внешними комическими приемами.

ФЕЕРИЯ — жанр театральных спектаклей, в которых для фантастических сцен применяются постановочные эффекты. Возник в Италии в XVII вв.

ФЛИАКИ — народные театральные представления в Древней Греции, особенно распространенные в III—IV вв. до н.э. в греческих колониях: короткие импровизационные шутки-сценки из повседневной жизни о веселых похождениях богов и героев.

Make not less than 10 sentences with the vocabulary in Russian for your group mates to translate.

Answer the following questions.

- a. What does a theatre begin with?
- b. What do we do in the cloak-room?
- c. What can the cloak-room attendant offer us?
- d. What does the usher do?
- e. Why do spectators buy programmes?
- f. Where do the audience walk during an intermission?
- g. What can we see on the walls of the foyer?
- h. Where can we buy a drink or a snack?

Dramatize the following situations.

- ü You have just returned from the theatre. The members of your family want to know your impression.
- ü Yesterday you had a visit to the Variety Theatre. The performance was a failure. Discuss it with your parents.
- ü You've just seen the first act of "The Nutcracker". Share your impression with the friend during an intermission.
- ü Your husband likes to go to the theatre only for the sake of a bar. Assure him that there is something more to admire.
- ü Your boy-friend (girl-friend) hates the idea of going to the first night. Talk him into going to any premiere.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

EXTENSION EXERCISES

1. Fill in prepositions where necessary.

1. Last night Mr. and Mrs. Smith went ... the theatre. When they approached ... the theatre, they saw some people standing ... the entrance, waiting ... their friends. Mr. and Mrs. Smith went ... First of all they came ... the box-office and asked ... two seats ... the dress-circle. But the dress-circle seats were sold ..., and they were offered two seats ... the tenth row ... the stalls. Then they went ... the cloak-room and left their coats and hats ... the cloak-room attendant. After that they went ... the usher and bought the programme. The usher showed them ... their seats.
2. What's ... the Opera and Ballet House tonight?
3. I am not much ... a theatre-goer.

4. My sister is fond ... ballet.
5. Did you buy tickets ... advance or ... the day ... the performance?
6. They couldn't get tickets ... the first night ... "Hamlet" ... Smoktunovsky ... the leading part, because the house was sold ... long ... the ... the performance.
7. This theatre is famous ... its excellent company.
8. I was completely carried ... her wonderful acting; it was so true ... life.
9. We are going ... the theatre tomorrow. Would you like ... join us?
10. The play was a success ... public.
11. A. I have an extra ticket ... the matinee ... the Mussorgsky Opera and Ballet House. Would you like ... come?
 B. And what's ...?
 A. "Giselle"
 B. Oh, great! I'll go ... pleasure, thank you.
12. A. Did you get tickets ... the first night?
 B. Oh, no! The house was sold ... long ago ... the day ... the performance.

2. Make a questionnaire (not less than 5 questions) and ask your partners what they know about the theatre. Make the questions as tricky as possible. Then share the information with the group.

- 1. Arrange the discussion on the topic: "The fate of the play 'Hamlet' in the 21 century".**

TRANSLATION EXERCISES

TRANSLATION 1

1. Вы любите оперу и балет? – Нет, я предпочитаю драму.
2. Коммерческие театры не получают пособия и поэтому функционируют на коммерческой основе.
3. Государственные театры находятся в общественном владении и финансируются из общественных фондов.
4. У этой труппы большой и разнообразный репертуар.
5. Труппа добавила несколько постановок в свой репертуар.
6. Я уже видел эту постановку, только с другим составом актеров.
7. Режиссер отвечает за выбор актеров и репетиции с ними.
8. «Короля Лира» ставили разные режиссеры.
9. Новая постановка «Ревизора» вызвала противоречивые суждения.
10. Ее личные качества, знание различных актерских приемов и магнетизм позволяет ей вжиться в роль без труда.
11. Вживаться в роль ей помогает личный опыт и ее наблюдения за другими людьми.
12. Играл он плохо, но внешне на роль подходит.
13. Она так вжилась в роль Джульетты, ее игра была такой трогательной, что у зрителей навертывались слезы на глаза.
14. В примерке актеры накладывают грим и меняют костюмы.
15. Новая постановка этого режиссера была хорошо принята я зрителями, и критиками.
16. Это гастрوليрующая труппа. У них нет своего театра.
17. Труппа сейчас гастрوليрует по США с новой версией «Ревизора».
18. Кто сейчас тренирует труппу? Балетмейстер сейчас гастрوليрует по Европе с другой труппой.

TRANSLATION 2

1. Я и мои друзья – театралы.
2. Я прочел несколько книг по Елизаветинской драме и собираюсь читать лекции студентам театрального института.
3. Государственные театры находятся на финансировании государства и имеют постоянный состав актеров, состоящий из художественного руководителя, актеров, художников по костюмам и т.д.
4. «Лебединое озеро» не сходит со сцены и пользуется большим успехом у публики.
5. Коммерческие театры не финансируются государством, все затраты покрываются выручкой с продажи билетов.
6. Коммерческие театры находятся в частной собственности, управляются менеджером, который не проводит пробы и не ставит пьесы, потому что это обязанности художественного руководителя.
7. «Мышеловка» Агаты Кристи не сходит со сцены более двадцати лет.
8. Труппа сейчас на гастролях, поэтому театр закрыт.
9. МХАТ знаменит своей труппой. Ты бы не хотела к нам присоединиться? Ведь в театре играют одни звезды!
10. У Театра на Таганке огромный и разнообразный репертуар.
11. Я видел весь репертуар Театра Музыкальной Комедии. Его репертуар включает классические и современные постановки.
12. - Я видел «Ревизора» в репертуаре Театра Драмы.
- Да, его стоит посмотреть: игра восхитительная, актеры играют свои роли реалистично, декорации превосходны.

TRANSLATION 3

1. Она самая разносторонняя актриса в труппе.
2. Он начал свою театральную карьеру как любитель.
3. Актеры-профессионалы часто обучают актеров-любителей.
4. Она получила хорошую подготовку по мастерству актера и практический опыт игры на сцене.
5. Зрительный зал был захвачен блестящей игрой Александра АБДУЛОВА.
6. Несмотря на свою молодость, он был уже опытным актером.
7. Её влекло и к драме, и к балету.
8. Она известная балерина (певица) и выступала во всех больших концертных залах, как в России, так и за границей.
9. После каждого акта были бурные аплодисменты.
10. Он любил из зрительного зала смотреть сцены, в которых он сам не играл.
11. Сегодня она впервые выступает на сцене в роли Дездемоны.
12. Он стоял и аплодировал все время, пока актеры выходили на вызовы.
13. МХАТ отдал постановке этой пьесы все свое мастерство и все свои силы.
14. Зрители на вчерашнем спектакле были в восторге от игры актеров Театра на Таганке.
15. Балет – это важный вид театрального искусства.
16. Зрительный зал включает в себя партер, балкон, галерею и ложи.
17. «Жизель» - один из тех балетов, которые всегда будут пользоваться любовью зрителей.
18. Нам не удалось посмотреть балет «Щелкунчик», потому что все билеты были проданы за две недели до спектакля.
19. Я купила два билета в Театр Оперы и Балета.
20. У нас была ложа во втором ярусе.

TRANSLATION 4

1. Я позвоню в кассу и узнаю, есть ли у них билеты на утренний спектакль.
2. Второй состав исполнителей тоже очень хорош.
1. Оба состав исполнителей были целиком любительские.
2. Выбор С. Безрукова для исполнения роли С. Есенина был исключительно удачен.
3. Чулпан Хаматовой обычно дают играть характерные роли.
4. Теперь, когда пьеса уже выбрана, надо распределить роли.
5. Актер строит многогранный образ, обогащая его своим воображением.
6. Гедеминас Таранда не только блестящий танцор, но и великолепный балетмейстер.
7. Освещение в этом спектакле ярко выявляет искусство и балетмейстера, и художника.
8. Когда она вышла на сцену, раздался взрыв аплодисментов.
9. Труппа состояла всего из 24 человек.
10. «Олд Вик» - один из немногих подлинно репертуарных театров в Англии.
11. Когда занавес опустился, и в зале зажегся свет, раздался гром аплодисментов.
12. Это был последний спектакль Большого театра на сцене Ковент Гардена; казалось, вызовам артистов не будет конца.
13. Молодой актер дебютирует в музыкальной комедии.
14. Режиссер труппы сообщил, что он собирается поставить несколько хороших английских пьес.
15. Она была у себя в артистической и отдыхала после первого акта.
16. Шекспир – один из величайших драматургов мира. Он основал первый в Англии репертуарный театр «Глобус».
17. Пианиста вызвали на бис.
18. Пародия была гвоздем эстрадной программы.
19. Мы договорились встретиться в фойе Вов время антракта.
20. За четверть часа до спектакля зрительный зал был почти полон.
21. Постановка была очень удачной и шла при переполненном зале.
22. Свет в зале погас, и занавес поднялся.
23. Свет начал гаснуть, и зал затих.
24. Это был дневной спектакль, и среди зрителей было много детей.
25. Развлекать публику является прямой обязанностью конферансье.
26. Это может показаться странным, но я не хожу на премьеры.
27. Он принадлежал к тому типу актеров-любителей, которые играют под суфлера.
28. Генеральная репетиция должна была идти без музыкального сопровождения.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

HISTORY OF BRITISH THEATRE

TEXT A

You are going to read the text on the history of British theatre. Six sentences (or parts of sentences) have been removed. Choose among the sentences A – H the one which fits each gap (1 - 7). There is one extra sentence. Check yourself.

BRITISH THEATRE HISTORY IN BRIEF

From the fall of Roman Empire until the 10th century, acting hardly existed as an art in Western Europe; only the wandering minstrels gave entertainments in castles and at fairs. In England the first real actors were amateurs who performed Miracle and Morality plays which were religious in character. In the Elizabethan age, the first professional theatres were opened. At the time of Shakespeare there were at least six companies of actors. 1.____. There were also companies of boy actors. All the women's parts were played by boys. It was very difficult for most actors to earn a living on the stage, even in a London company, and many of them fell into debt. When Shakespeare arrived in London in 1586, the acting was very crude and conventional. 2.____. But when "The Globe"* was opened to the public in 1599, it started the golden age of the theatre in England.

In the first half of the 17th century the influence of the puritans was bad for the popular theatre. It was not before the restoration of the monarchy 3.____. The most popular plays were comedies. The first part played by an actress was that of Desdemona. Nell Gwynn* was the first English actress.

By the beginning of the 18th century the most popular type of play was the sentimental comedy. 4.____. But later, under the influence of David Garrick* and some other actors, acting became much more naturalistic.

David Garrick was one of the greatest actors known. But even at his time acting was not very popular. 5.____. During the 19th century acting became more and more naturalistic. Like in Shakespeare's time, 6.____. One of the most famous actors of that time was Henry Irving*. He was the first actor to be knighted. By the 1920s naturalistic acting reached its peak.

7.____ Designers make the setting as realistic as possible. Modern producers and directors Peter Hall, Peter Brook and others are trying new styles of acting. Some go back to Greek methods, with a revival of the chorus; others are making use of the audience in helping to interpret the play.

- A. The acting was artificial probably due to the influence of French actors.
- B. At present most acting still continues to be naturalistic.
- C. Shakespeare himself joined the Earl of Leicester's company, which under James I became known as the "King's Men".
- D.... the best actors understood the importance of the team work of the company.
- E. The theatre has always been very strong in Britain.
- F. There was almost no scenery, and the actors were dressed in the costumes of their day.
- G. An actor whose acting offended the audience had to ask pardon on his knees before a full house before he could continue in his profession.
- H. ...in 1660 that theatre-going again became a popular habit.

TEXT B

1. Read the text and give definitions to the following words and expressions. Give the synonyms to them (if possible). Comment on the shades of meaning:

half-witted, to be entangled, grudges, interlude, buffoonery, bounty, grotesquery, bragging, slapstick, delineation, loaf about, emerge from...into, vagabonds, an agreeable atmosphere, first-hand acquaintance, lusty farce, an exploit, reincarnation, to tempt the intellect, the brand of humour, avowedly, the intricacy of plot, the air of restraint, progenitor, English to the core.

2. Answer the questions:

- Where does the British comedy originate from?
- Why is the name of Nicholas Udall significant in the history of the British theatre? What works is he famous for? Why?

- How do the early British comedies differ from the Greek ones?
- What is *commedia dell'arte*? Define the genre.
- Who are Bedlam Beggars, Abraham Men, or Poor Toms? What's the origin of the idioms?

3. Work in mini-groups. Write down the key words and share your list with other groups. Render the text with the help of the list of keywords you've got.

THE EARLIEST ENGLISH COMEDIES

It was upon native material such as *The Four P's** and similar interludes that English comedy was built. It is plain, however, that there was need of design, or form, which would enable writers to shape the story material more effectively. This element of design was supplied in England, as elsewhere, by the classic models. While there was not much first-hand acquaintance with Greek plays in England, yet there is record of the *Plutus** of Aristophanes* being given in the original before Queen Elizabeth. Latin, however, both as a language and literature, was more familiar. Scholars of the universities read Terence* and Seneca* for the purity of their style, and often enacted their plays, giving them in Latin. When the twelve lost plays of Plautus* were restored to the world, they were immediately added to the repertory of the academies and universities. *The Girl of Andros**, by Terence, appeared in an English translation late in the fifteenth century, and was reprinted three times during the sixteenth. Translations of the Seneca plays began to be issued about 1560, and of the Plautus's plays a little later.

Nicholas Udall*, author of the first native comedy, prepared from Terence a book of Latin recitations designed to be used as a reader; and about the middle of the sixteenth century an unknown writer produced *Jack Juggler**, a one-act piece "for children to act," which was avowedly an imitation of the first act of the *Amphitruo* of Plautus. Though in structure this piece was an imitation, yet the people as well as the scenes are Elizabethan English.

Classic influences, however, came not only from a study of the originals, but also through European imitations, especially those of Italy. The fashionable youth of England went to Italy for culture and finish. To almost every department of Italian literature great names had been added - names which were nowhere else paralleled; and the works of these authors were almost immediately put upon the market in England. The drama of Italy, as has already been pointed out, was a peculiar blend of Seneca, Terence, Horace*, and Aristotle*. It is not surprising, therefore, that by imitation and adaptation a powerful classic school of drama arose in England. One of its first representatives was George Gascoigne*, who made translations of two Italian plays produced in 1566 by the Gentlemen of Gray's Inn*, a group to which Gascoigne belonged. The first of these, so far as main plot and characters are concerned, is founded on *The Captives** of Plautus.

NICHOLAS UDALL

The name of Nicholas Udall (born about 1505) is famous as the author of the first English comedy. He was a Protestant, a student at Oxford, headmaster at Eton, and later at Westminster School*. While at Eton he encouraged the production of plays in Latin, and without doubt he mastered the details of plot construction by studying Plautus and Terence. It will be remembered that in *Miles Gloriosus**, by Plautus, the chief character is the bragging soldier who told amazing tales of his exploits in foreign lands, made love to every pretty woman, freely offered to fight when there was no one to take him up, and fled when there was any sign of danger. It was a reincarnation of *Miles Gloriosus* whom Udall introduced to the English stage about 1535 in *Ralph Roister Doister**, the first comedy in the English language. Like the classic plays, it was arranged in the five-act form, with the proper preparation, climax, and close. The air of restraint, order, and intellectual grasp of the material is classic, but the style is homely and original. The time is limited to one day, the scene is the usual Roman comedy scene of a street running before several houses; but the characterizations, the brand of humor, and the general attitude toward life and affairs is English to the core. *Doister* has a parasitic and unscrupulous companion, Matthew Merigreek*, who is in part the scoundrelly valet of the Italian *commedia dell'arte**, and in part the Vice of the medieval stage. The old nurse, Margery Mumblecrust, stands not only as a somewhat new character, but as the progenitor of a long series, the most famous of which is the Nurse of Juliet.

Symonds* comments upon this play as follows: "In Ralph Roister Doister we emerge from medieval grotesquery and allegory into the clear light of actual life, into an agreeable atmosphere of urbanity and natural delineation."

GAMMER GURTON'S NEEDLE

The second example of pure native comedy is no less interesting than Schoolmaster Udall's play, though for a different reason. Gammer Gurton's Needle* was performed at Christ's College, Cambridge*, about 1566, and is attributed variously to Dr. John Still, Dr. John Bridges, and William Stevenson. Like Ralph, it is in five acts; the action takes place within one day, and the scene is the conventional street with houses. Beyond these details, Gammer owes nothing to the classic model. It is a lusty farce, with very little plot. Gammer Gurton has lost her needle, and Diccon the Bedlam, who has been loafing about the cottage, accuses a neighbor, Dame Chat of stealing it. With this incident begins a scandalous village row, in which the parson, the bailie, the constable and most of the neighbours one by one become entangled. The original trouble is lost sight of in the revival of old quarrels and hidden grudges. The neighbors come to blows, and confusion seems to reign, when a diversion is created by Dame Chat's finding the needle in the seat of the breeches of Hodge, the farmhand.

Gammer is often coarse and vulgar, with buffoonery of the slapstick variety, with no polish or intricacy of plot to tempt the intellect. It would be a morose person, however, who in good health could entirely withstand its fun. The characters belong to the English soil and have English blood in their veins. Diccon of Bedlam, who is in reality the cause of the whole fuss, is a new figure on the stage. When, under Henry VIII*, the monasteries were broken up, there were left without home or patrons many poor, often half-witted people who had been accustomed to live on the bounty of the religious houses. These people became professional beggars and vagabonds, sometimes pretending to be mad in order to be taken care of. They were called Bedlam Beggars, Abraham Men, or Poor Toms. It will be recalled that Shakespeare used one of this class with considerable tragic effect inking Lear.

TEXT C

1. Read the text and find the English equivalents to the following words:

финансовый (денежный), великолепие, балдахин, увенчивать, выгодный (рентабельный), жалкий (грязный, запущенный), разбрасывать, gobelen, рискованное начинание, подвергать, плохая слава (дурная репутация), принуждать, объемное изображение.

2. Fill in the blanks with the words from ex. 1:

1. Their behaviour has brought _____ on English football.
2. We admired the _____ of the mountain scenery.
3. The house was _____ by a tall chimney.
4. As a nurse in the war she was _____ to many dangers.
5. The two companies have embarked on a joint _____ to produce cars in America.
6. The walls of the banqueting hall were hung with _____.
7. Our research has been _____ by lack of cash.
8. How can they live in such _____ conditions?
9. There were papers _____ all over the floor.

3. Make the sentences of your own with the vocabulary from ex. 1.

4. Comment on the scenery and peculiarities of play productions and performances at the early British theatres. Compare and contrast them with the modern ones.

5. Present a radio programme on the early London theatres. Interview an expert in this area. Radio-listeners' questions are welcomed.

THE EARLY LONDON THEATRES

In the year 1576, under the powerful patronage of the Earl of Leicester*, James Burbage*, was built the first English theater. The venture proved so successful, that twelve theaters were soon furnishing entertainment to the citizens of London. Of these the most celebrated was "The Globe." It was so named because its sign bore the effigy of Atlas supporting the globe, with the motto,

“Totus Mundus agit Histrionem.”* Many of the early London theaters were on the southern or Surrey* bank of the Thames, out of the jurisdiction of the City, whose officers and magistrates, under the influence of Puritanism*, carried on a constant war against the players and the play-houses. Some of these theaters were cock-pits (the name of “the pit” still suggesting that fact); some were arenas for bull-baiting and bear-baiting. Compared with the magnificent theaters of the present day, all were poor and squalid, retaining in their form and arrangements many traces of the old model – the inn-yard. Most of them were entirely uncovered, except for a thatched roof over the stage which protected the actors and privileged spectators from the weather. The audience was exposed to sunshine and to storm. Plays were acted only in the daytime. The boxes, or “rooms,” as they were styled, were arranged nearly as in the present day; but the musicians, instead of being placed in the orchestra, were in a lofty gallery over the stage.

In early English theatres there was a total absence of painted or movable scenery, and the parts for women were performed by men or boys, actresses being as yet unknown. A few screens of cloth or tapestry gave the actors the opportunity of making their exits and entrances; a placard, bearing the name of Rome, Athens, London, or Florence, as the case might be, indicated to the audience the scene of the action. Certain typical articles of furniture were used. A bed on the stage suggested a bedroom; a table covered with tankards, a tavern; a gilded chair surmounted by a canopy, and called “a state,” a palace; an altar, a church; and so on. A permanent wooden structure like a scaffold, erected at the back of the stage, represented objects according to the requirements of the piece, such as the wall of a castle or a besieged city, the outside of a house, or a position enabling one of the actors to overhear others without being seen himself.

The poverty of the theatre was among the conditions of excellence which stimulated the Elizabethan dramatist. He could not depend upon the painter of scenes for interpretation of the play, and therefore was constrained to make his thought vigorous and his language vivid. The performance began early in the afternoon, and was announced by flourishes of a trumpet. Black drapery hung around the stage was the symbol of tragedy; and rushes strewn on the stage enabled the best patrons of the company to sit upon the floor. Dancing and singing took place between the acts; and, as a rule, a comic ballad, sung by a clown with accompaniment of tabor and pipe and farcical dancing closed the entertainment.

Notwithstanding the social discredit attached to the actor, the drama reached some popularity, and the profession was so lucrative, that it soon became the common resort of literary genius in search of employment. This department of our literature passed from infancy to maturity in a single generation. Twenty years after the appearance of the first rude tragedy, the English theatre entered upon a period of splendour without parallel in the literature of any other country. This was mainly the work of a small band of poets, whose careers began at about the same time. This sudden development of the drama was largely due to the pecuniary success of the new and popular amusement. The generous compensation for such literary work tempted authors to write dramas.

THEATRE TODAY

TEXT A

1. You are going to read the text on British theatre. Before reading comment on the following:

- § Laurence Olivier
- § John Gielgud
- § the Royal Opera House, Covent Garden
- § The Royal National Theatre
- § The Royal Shakespeare Company
- § Barbican Centre
- § Thomas Stearns Eliot
- § The National Youth Theatre in London

2. Nine sentences (or parts of sentences) have been removed. Choose among the sentences A – J the one which fits each gap (1 - 9). There is one extra sentence. Check yourself.

A. The tickets are not hard to get but they are very expensive.

B. The theatre-goers warmly received the production of Thomas Stearns Eliot's play "Murder in the Cathedral".

C. Its centre is, of course, London, where successful plays can sometimes run without a break for many years.

D. ...well-known television actors, though they might make the most of their money in this latter medium, continues to see themselves as first and foremost theatre actors.

E. ...a safe opportunity to look behind the mask of accepted social behaviour.

F. For example, every town in the country has at least one 'amateur dramatics' society, which regularly gives performances and charges no more than enough to cover its costs

G. Broadway, when looking for its next blockbuster musical, pays close attention to London productions.

H. There many theatres and theatre companies for young people: the National Youth Theatre and the Young Vic Company in London, the Scottish Youth Theatre in Edinburgh.

I. David Garrick and some other actors' acting became naturalistic.

3. Answer the following questions:

- Why are the British so proud of W. Shakespeare? Why do they call him "the Swan of Avon"?
- What plays written by Shakespeare do you know? What Shakespeare's play should be staged at the theatres for young people?
- What kinds of plays does the Royal Shakespeare Company produce?
- What prominent English actors of the past and present do you know? How many of them started their acting career at the theatre?
- Are there any theatres for young people in England?
- There is no special repertory for young people at the theatres, is there?
- How can one improve the situation with theatres in small towns?
- How can one make a theatrical production the longest-running?
- Are there any longest-running theatrical productions in Russia?
- What Russian person could be compared to Shakespeare in theatrical art?

BRITISH THEATRE TODAY

Interest in the arts in Britain used to be largely confined to small elite. Nowadays far more people read books, visit art galleries. Go to the theatre and attend concerts.

The theatre has always been very strong in Britain. 1. _____. As they say: "They ran and ran!" In the second half of the XXth century, the two longest-running theatrical productions have been "The Mousetrap" (from a novel by Agatha Christie) and the comedy 'No Sex, please, we're British'. Both played continuously for more than fifteen years.

Britain is one of the world's major theatre centres. 2. _____. Many British actors and actresses have the world fame. They are Dame Peggy Ashcroft, Glenda Jackson, Laurence Olivier, John Gielgud and others.

But every large town in the country has its theatres. Even small towns often have 'repertory' theatres, where different plays are performed for short periods by the same group of professional actors (a repertory company). Besides, many people are enthusiastically involved in British theatre

with a more or less amateur or part-time status. 3.____. Especially drama is popular with people of all ages.

Now Britain has about 300 professional theatres. Some of them are privately owned. 4.____ Regular seasons of opera and ballet are given at the Royal Opera House, Covent Garden in London. The Royal National Theatre stages modern and classical plays. The Royal Shakespeare Company produces plays mainly by Shakespeare and his contemporaries when it performs in Stratford – on Avon, and modern plays in its two auditoria in the City's Barbican Centre.

There are over 200 theatres in London, a quarter of which is in Westminster's West End. Many other cities and large towns have at least one theatre.

5.____. The National Youth Theatre, which stages classical plays mainly by Shakespeare and modern plays about youth, was on tour in Russia in 1989 for the first time. 6.____ Many famous English actors started their careers in the National Youth Theatre. Among them Timothy Dalton.

It seems that the conventional format of the theatrical play gives the undemonstrative British people 7.____. The country's most successful and respected playwrights are usually those who explore the darker side of the personality and of personal relationships (albeit often through comedy).

British theatre has such a fine acting tradition that Hollywood is forever raiding its talent for people to star in films. British television does the same thing. Moreover, 8.____. In short, British theatre is much admired. As a consequence, it is something that British actors are proud of. Many of the most 9.____.

TASKS FOR INDEPENDENT WORK

1. Do the quizzes.

QUIZ 1

Give a synonym: to visit the theatre, drama critic, company, the RADA, the RSC, cast, to produce, new production, to play the female lead.

Give an antonym: the main part.

Use in the sentence: to run, to stage, walking-on part, acting, show, an all-star cast.

Translate into English: репертуар, драматический государственный театр, быть в репертуаре, художественный руководитель, продюсер, директор, дирекция, утренний спектакль, фокусы, главная мужская роль, коммерческий театр, прогон, Театр Эстрады, ТЮЗ, роль.

Translate into Russian: theatre, theatre party, the Taganka Theatre, performance, compere, auditions.

QUIZ 2

Give a synonym: designer, historical play, ALL TICKETS SOLD, balcony, to insinuate oneself into a part.

Give an antonym: back stalls.

Use in the sentence: to look the part, appreciative audience, footlights, puppet theatre, an usher, Honoured Artist.

Translate into English: Народный артист, суфлерская будка, декорации, драматург, выходить на бис, дебютировать, бельэтаж, бинокль, антракт, оркестровая яма, свет гасят, заслуженный деятель искусств.

Translate into Russian: star, lightning, straight play.

2. Check yourself for the vocabulary. Find the Russian equivalents for the following English words and word combinations.

1. a subsidized theatre

- a) частный театр,
- b) экспериментальный театр,
- c) государственный театр,
- d) коммерческий театр.

2. auditions

- a) акустика,
- b) пробы,
- c) репетиции,
- d) зрительный зал.

3. cast

- a) состав актеров,
- b) труппа актеров,
- c) список актеров,
- d) постановка.

4. management

- a) художественный совет,
- b) распространитель билетов,
- c) дирекция театра,
- d) касса.

5. performance

- a) режиссер,
- b) постановка,
- c) спектакль,
- d) премьера.

6. a walking-on part

- a) участие в массовке,
- b) движение по сцене,
- c) выдающееся исполнение,
- d) роль без слов.

7. to look the part

- a) искать роль,
- b) искать актера на роль,
- c) подходить для роли по внешним данным,
- d) увидеть ... в роли.

8. stage – designer

- a) театральный художник,
- b) режиссер,
- c) рабочий сцены,
- d) декорация.

9. housefull

- a) ремонт театра закончен,
- b) представление началось,
- c) вход воспрещен,

d) все билеты проданы.

10. dresscircle

- a) бельэтаж,
- b) гримерная,
- c) партер,
- d) гардероб.

11. stage door

- a) вход,
- b) дверь на сцену,
- c) служебный вход,
- d) выход с сцены.

12. a standing ticket

- a) постоянный билет,
- b) входной билет,
- c) приглашение,
- d) заказанный билет.

13. flop

- a) успех,
- b) отзыв,
- c) провал,
- d) критика.

3. Single out Moscow and St. Petersburg `s theatres from the list below.

Moscow theatres	St. Petersburg theatres
The Theatre of Young Spectators	
The Puppet Theatre	
The Musical Comedy Theatre	

The Moscow Art theatre

The Alexandrinsky Drama Theatre

The Mariinsky Opera and Ballet Theatre

The Sovremennik Theatre

The Tovstonogov Drama Theatre

The Maly Theatre

The Satire Theatre

Russian Private Theatre Concern named after Andrey Mironov

The Taganka Theatre

State Academic Drama Lensovet Theatre

Theatre on Liteiny

Do you know any other Moscow or St. Petersburg's theatres?

Present any theatre (Russian. foreign, local) according to the following plan:

- Ø The official name of the chosen theatre + the type of the theatre (subsidized or commercial)
- Ø The history of the chosen theatre
- Ø The emblem of the theatre

- Ø The theatre company (the director, the actors, their honours and awards)
- Ø The types and list of performances run at the theatre
- Ø The zest of the chosen theatre

2. Questions for the round-table:

1. What are the main problems of modern Russian theatre?
2. What is the place of a repertory theatre in Russian theatre?
3. What are the organizations that help Russian theatre to survive?
4. What is the place of the theatre in our society? Is it the type of culture or just a kind of service?
5. Theater and education. How could they interact?

C. 1. Read the following review. What issues is a review supposed to highlight?

D. 2. Underline the epithets used in the review, give their antonyms.

E. 3. Write a review of your own.

F. The Importance of Being Earnest at Regent's Park by Charles Spencer

G. (A delightful open-air production of Oscar Wilde's masterpiece persuades us to see and hear the play afresh)

- H. The Importance of Being Earnest (1895) is the most perfect high comedy in the English language. Unfortunately, it has become almost too familiar, so that connoisseurs are often anticipating or indeed silently mouthing the greatest lines before they are delivered. Even a play as brilliant as this can lose something of its allure with repetition.
- I. All credit then to director Irina Brown who in this delightful production persuades us to see and hear the play afresh. It helps that we are in the open air, even on a grey and drizzly night, for the breeze, birdsong and rustling leaves banish the feeling that we are watching a dusty museum piece.
- J. Brown refuses to stage the play, as is normally the case, as if it were an almost naturalistic piece of late Victoriana. Wilde's dialogue is the very reverse of naturalistic - it is epigrammatic, showily artificial, and blessed with a timeless sense of mischief, daring and wit that has never been equalled, though Stoppard and Orton have come close.
- K. The stage in Kevin Knight's design is dominated by an elegant curving ramp on which the characters often enter and exit an almost bare white stage. A large mirror reflects the audience back at itself and an ensemble of servants aggrievedly eavesdrop on their masters. The cigarette-case argument between Algernon and Jack turns into a rambunctious physical fight, with chases round, and daring leaps over, a circular table.
- L. In the second act, set outdoors in Wilde's original, scores of rose blooms cover the stage through which the cast have carefully to negotiate their moves.
- M. Some might dismiss all this as an infernal liberty with Wilde's masterpiece. I believe it is a breath of fresh air that allows us to experience the play anew. The dazzling, dizzying dialogue in which Wilde treats "all trivial things very seriously and all the serious things of life with sincere and studied triviality" zings, sings and stings in this production".
- N. Dominic Tighe's Algernon is insufferably and hilariously smug as he wolfs down cucumber sandwiches while Ryan Kiggell's Jack brings a delicious booming pomposity to the stage. Susan Wooldridge, in one of the most preposterous hats I have ever seen, slyly plays Lady Bracknell as if the old trout were secretly in on the joke of her own authoritarian outrageousness, wincing as if physically attacked when she hears the squalid details of lost babies at London railway termini. The famous handbag is merely the straw that breaks this aristocratic camel's back. Jo Herbert and Lucy Briggs Owen duel with lethal verbal panache as Gwendolen and Cecily, the latter bringing a peaches-and-cream complexion and a palpable sexuality to the stage, the latter a rare quality in Wilde. And there is touching pathos from Julie Legrand as the bereft Miss Prism.
- O. It is hard to imagine a finer entertainment for an enchanted summer night.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

Задания по теме «ОТЕЛЬ»

1. Translate the dialogues into Russian. Pay attention to the phrases and phrasal verbs in bold. Conduct a role-play using these dialogues.

DIALOGUE 1

- VICKI: Wow, that looks like a long email you're reading there...
- MATT: Yes, it's from my friend Peter who has just started a round-the-world trip.
- VICKI: Wow – he's going round the world – how exciting! So did you go with him to the airport to say goodbye to him?
- MATT: Yes I went **to see** him **off** at the airport last week. He sounds like he's having a great time.
- VICKI: So tell us more about your friend's trip.
- MATT: Well, after I saw him off at the airport, he took a plane to Australia!
- VICKI: What a great start! Where in Australia? Sydney? Perth?
- MATT: Actually his plane **touched down** in Melbourne. He's going to travel all around Australia.
- VICKI: So, his plane touched down – it landed, in Melbourne. I'd love to go there. But I think he's really brave travelling around on his own.
- MATT: Well I'm sure he'll meet lots of people while he's travelling.
- VICKI: That's true.

DIALOGUE 2

- VICKI: So after your friend got off the plane Matt, what did he do?
- MATT: Well, he had reserved a few nights in a hotel, so he went **to check in**.
- VICKI: We use that phrase – **to check in**, when you arrive at a hotel and give your name and get the keys to your room.
- MATT: Ah but Peter didn't like the hotel very much so **he checked out** again straight away!
- VICKI: So he changed his mind, gave his keys back and left!
- MATT: Yes, well he says in his email that the hotel was dirty and noisy, so he just decided **to check out**!
- VICKI: Wow it must have been bad if he left immediately. I hope he found somewhere else to stay.
- MATT: Yes, he found another hotel, **checked in** there and is much happier now.

DIALOGUE 3

- VICKI: So how is Peter spending his days in Australia?
- MATT: Well he's spent the last few days **looking around** Melbourne and seeing some of the sights before he goes on to his next stop, Perth.
- VICKI: I bet Melbourne is an interesting place to visit, with lots of things to see. I'm so jealous, I'd love to go to Australia. I bet he'll never want **to come back**!
- MATT: That's true, he said in his email that he's having a brilliant time, he loves the

weather, and he doesn't ever want to return to rainy old London! I'm not surprised he doesn't want **to come back**.

DIALOGUE 4

- DOLORES: Hello! Dolores speaking...
- TIM: Ah yes, hello. I'd like **to enquire about flights to** Hong Kong from Kennedy Airport in New York, please. I'm off to a conference at the end of the month – Thursday 22nd until Tuesday 27th. Could you tell me about **the flight availability** and prices?
- DOLORES: Certainly. Do you want **to go economy, business or first class**?
- TIM: Well, I'd like to go first class, but unfortunately I'll have to go economy – company rules, you see.
- DOLORES: Yes, sure, I understand. How many of you will be travelling?
- Tim: Ah, it's just me.
- DOLORES: Okay, so that's one seat ... economy ... New York – Kennedy to Hong Kong Airport.
- TIM: And how much will that be?
- DOLORES: Let me see ... **to qualify for the discount rate**, you need to stay over a Saturday, which you are doing ... Yes, that'll be \$830.
- TIM: Right, and does that **include airport tax**?
- DOLORES: No, tax is another \$70 on top of that.
- TIM: Okay. Can I book that, then?
- DOLORES: Certainly...Can I help you with anything else?
- TIM: Yes, I'd like to book a hotel room too, for the full five nights. Could you check if the *Regency Hotel* **has any rooms free**?
- DOLORES: Yes, they do.
- TIM: And is there a discount rate for conference delegates?
- DOLORES: Yes, there is. I think it's 10% but I can check that for you.
- TIM: Okay, do you mind if I **book it provisionally** for now and I'll call you back later to confirm? I just need **to check one or two details**.
- DOLORES: That's fine, sir. Can I help you with anything else?
- TIM: No, that's all for now. As I said, I'll call you back.

2. Translate the sentences into Russian, paying attention to the phrases and phrasal verbs in bold.

1. When my brother went to university in Manchester, I went to the station **to see him off**.
2. Please **keep your seatbelts fastened and your mobile phones switched off** until the plane has touched down.
3. When I moved to live in Edinburgh, I spent the first few days just **looking around** the city – it's so beautiful.
4. Even though my uncle lives in Los Angeles now, he still **comes back** to visit us in London every few months.
5. Please **make sure** you **have your passports** and credit cards **ready** so that we can **check in** quickly at the hotel.
6. On the day I left, I had to get up early to pack because I had to **check out of** the hotel by 10.00.

3. Story time: use the phrases in the box to compose a letter of complaint to the manager of a hotel where Barbara Mint has stayed.

to stay at a hotel for 3 days in summer • to be extremely disappointed • to charge high prices • to expect a better standard of service • the noise from the disco to be the most serious problem • to keep going until 3 a.m. • to be in London to attend a very important conference • to be fresh and alert • to be very hot outside • to open the windows • to be disturbed by the row • to ask the managers to install air-conditioning • to be disappointing (about the food) • to be uninteresting (about the menu) • to be tired (about the salads) • to come out of tins (about the soups) • not to be properly washed (about glasses and cutlery) • to leave much to be desired (about cleanliness) • to find somebody's personal things in the wardrobe • to complain about this at the reception • to seem more amused than concerned (the hotel staff) • to be rude • to decide to advise my company not to use this hotel again.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

Fill in the gaps with the words from the box in a) and translate these sentences into Russian.

1. The hotel has special for welcoming disabled people.
2. Our immediate is extra staff.
3. Please write your reservation (= say that it is definite).
4. The service in this hotel meets our
5. Can you what happened?
6. All rooms have private (= a private bathroom).
7. The centre is welled for surfing and diving.
8. The manager is arranging on cultural differences for the employees of his division.
9. The division manager that the meeting will take place next week.
10. She got a bank loan to rent and a small workshop.

4. a) read Joannie and Stephen's letter to their son and daughter-in-law and make a list of their arrangements.

1041, Penn Street
 Staten Island
 New York
 16 November
 Dear Maisie and Tom,
 Well, it's all arranged! We're spending Christmas with you and then we're going to Toronto to see Gary and Holly on 27 December. We're staying with them for three days, and then we're returning home on 31 December in time for New Year at home.
 We are coming to Chicago by train because we hate flying, as you know.
 We hope you can meet us in Chicago.
 Love

MOM & POP

b) make a list of your arrangements for the next week.

5. a) translate the dialogue into Russian and reproduce it in class.

RECEPTIONIST: Good morning. May I help you?
TONY: Good morning. A week ago we booked a room for us, in the names of Tony Marshall and May Hunter.
RECEPTIONIST: Umm, just a moment. Yes, two single rooms with en-suite bathrooms?
TONY: That's right. We're attending the "Sun, Sea and Sand" conference and exhibition. Does that mean we get a discount?
RECEPTIONIST: Yes. We are one of the conference partner hotels, so there is a ten per cent discount. Is it for ten days? Is that correct?
MAY: Yes, until the thirteenth. That's ten days.
RECEPTIONIST: Good. Right then. We'll need you to sign a credit card voucher in advance. But when you check out, you can settle the account by card or cash, or cheque, as you wish.
TONY: OK, thanks.
RECEPTIONIST: Right. You, Ms. Hunter, are in room 202 and Mr. Marshall, you are in room 207. If you take the lift over there to the second floor the porter will accompany you with the baggage.
MAY: Thank you very much.
TONY: Cheers. Do you have a map of Manchester? We want to go out later.
RECEPTIONIST: Yes, here you are.
MAY: And can you recommend any good places to eat?
RECEPTIONIST: Well, why don't you try Chinatown? There are a lot of good Chinese restaurants there.
MAY: Oh, that sounds great, I love Chinese food. Thanks.
RECEPTIONIST: Have a good day!

6. a) translate these dialogues into English; b) think of similar situations and make up your own dialogues.

I

- Доброе утро! Отель *Азимут*. Меня зовут Элен. Чем могу Вам помочь?
- Здравствуйте! Я бы хотела забронировать двухместный номер.
- Оставайтесь на линии. Да, у нас есть сейчас номер на двоих. Это уютный номер с душем, кондиционером, телевизором, холодильником. Окна номера выходят на парк.
- Замечательно! Мне нравится. Сколько стоит номер?
- 2000 рублей в сутки.
- Очень хорошо. Я беру этот номер.
- Когда Вы планируете приехать и уехать?
- Мы собираемся пробыть в отеле с 30 апреля по 5 мая.
- До свидания. Ждём Вас 30 апреля.

II

- Могу я забронировать одноместный номер на двое суток до пятницы?
- Да, Вы можете взять номер 35. Окна номера выходят во двор.
- Сколько стоит номер?
- 89 долларов, полный пансион.
- У вас есть что-нибудь подешевле?
- Боюсь, что нет.
- Вы можете показать мне номер?
- Конечно. Я уверена, что Вам понравится номер.

- Да, здесь очень комфортно. Я беру этот номер.
- Хорошо. Вот Ваши ключи.

7. Story time: a) use the information below to compose a story about Tony and May's experience travelling to Prague. Use the Past Simple Tense.

Vacation in Prague

to go to Prague on summer vacation • to arrive at the airport • to take a taxi • to try to go to their hotel • not to know the way to the hotel (a taxi driver) • to speak little English • to be a bad start of their journey • to take them 3 hours to get to the hotel • to be very tired and angry • to meet nobody at the reception desk in the hotel • to turn up at last (the receptionist) • to have no reservations for them • to be very upset • to have only two small rooms at the front of the hotel • to have no choice • to fill a new registration form • to have no passport on smb • to carry their bags to their room • to have no money to tip the porter • to decide to buy a sandwich • to be closed (the room service)

b) talk about your own experience staying in a hotel. Was it a good experience?

8. Read and translate into Russian the script from a BBC programme. Talk about what you have learnt about the way hotels work and how to make a reservation.

A Hotel Operations Manager

Hotels employ many people, from chefs and receptionists, to porters, maids and managers. Here we are going to meet a person who is responsible for most of what a hotel does. His name is Gregory Pepek and he is the Operations Manager for *Le Meridien Wardorf*.

THE COMPANY. My name is Gregory Pepek. I'm the Operations Manager of the *Waldorf Meridien* hotel in London, which is a five star hotel which is under the brand of Meridien.

THE JOB. I'm responsible for the day-to-day running of the hotel. So all the managers of each division, for instance, the restaurant, or conference and banqueting or housekeeping, report to me. It's my role to set them goals. They all carry out these objectives in their own divisions.

Our hotel is part of a chain and that is the reason we are required to meet certain standards and visitors' needs. We are required to provide certain services, such as 24 hour room service, 24 hour portage and 24 hour valet as well. It is my role to ensure these standards are maintained at all times.

Also, as Operations Manager, I have direct responsibility for the reservations department in the hotel which is the most important department in the hotel in terms of profit and revenue. It's where we make sixty per cent of our revenue in the hotel.

HOTELS AND INTERNET. People can book hotel reservations in a number of ways. Internet is becoming more and more important for hotel bookings. I wouldn't say overall it is going to increase our bookings, we have to be aware of it because it's a different method of the way guests can book.

So, we have to make sure we are offering the right rates, at the right time and in simple English, so that everyone around the world can understand, as now it is not just travel agents accessing the hotel information, it's somebody sitting at home.

Gregory's four top tips on booking hotel rooms:

1. When making a booking, I suppose the most important thing to remember, if you are a leisure traveller, is to book as early as possible because that is the time when most of the discount or special offers are available.
2. When you make the reservation by phone or the internet always ask for or write down the confirmation number. And they can easily find your booking, even if they spelt your name wrong or something went wrong.
3. If you have any special requirements for rooms, such as you'd like a room which is quiet, or at the front of the hotel, or it's not near a lift or it is near a lift, then again I would suggest, or recommend, that you make these at the time of booking. Once you check in on the day, those preferences might not be available when you check in.
4. To guarantee your room, hotels in London, or in England specially, will ask for a credit card or a confirmation which will guarantee that your room is held, basically all night or for late arrival. In most UK hotels, if it is not guaranteed by a credit card, or some form of payment, people have to vacate the room between 2 and 4 pm now.

9. Find English equivalents for the Russian phrases from the text above.

Забронировать номер по телефону, нанимать персонал, забронировать номер в гостинице, нести ответственность за, пятизвёздочный отель, соответствовать определённым стандартам, докладывать кому-либо, ежедневное руководство делами отеля, скидки и акции, знать о чём-либо, осуществлять цели, ставить цели, обеспечить соблюдение стандартов, получить доступ к информации о гостинице, предпочтения, освободить номер.

10. Answer the questions to the text.

1. What is Gregory Pepek?
2. What hotel does he run?
3. What is he responsible for?
4. How can people book hotel reservations?
5. What tips on booking hotel rooms does Gregory Pepek give?

11. Read and translate into Russian the script from a BBC programme. Talk about what you have learnt about the way hotels work and how to make a reservation.

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12. Find English equivalents for the Russian phrases from the text above.

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13. Answer the questions to the text.

6. What is Gregory Pepek?
7. What hotel does he run?
8. What is he responsible for?
9. How can people book hotel reservations?

10. What tips on booking hotel rooms does Gregory Pepek give?

14. Role-play the following situation. You are going to visit New York (or any other city) on business in a fortnight's time. Converse with your colleague(s) about your trip, in particular about:

- a room in a hotel you are going to reserve;
- your requirements for the room;
- the cost of the accommodation;
- the location of the hotel;
- what conference / exhibition you are going to attend;
- how you are planning to explore the city;
- what places of interest you plan to visit;
- how long you are staying in New York;
- what else you are going to do in this city.

15. Give English equivalents:

забронировать номер-люкс в гостинице по факсу;

обочина тротуара;

листок прибытия;

устроиться в гостинице;

дежурный администратор;

оставить паспорт для регистрации;

выехать из гостиницы;

чаевые;

оплатить за неделю проживания;

останавливаться в отеле;

лицо, временно проживающее в отеле.

16. Fill in prepositions:

- Experienced travellers book ____ hotels ____ rooms ____ phone.
- Guests are required to fill ____ a card.
- ____ many hotels it is cheaper to pay ____ the week than ____ the day.
- All the hotels run a special laundry service ____ their guests.
- Guests are required to warn ____ advance when checking ____.
- The porter opens the door, leaving the key ____ the lock..
- I want to engage a double room ____ bath ____ the night.
- You can pay ____ the cashier's desk ____ your left.
- I'll meet you ____ the lobby ____ about 10 minutes.
- When do you expect to be checking ____?
- You can register ____ the desk..
- The desk-clerk handed ____ us arrival cards.
- If you want to call any town just pick ____ the receiver and ask ____ long distance.

17. Translate into English:

- Если вы решили остановиться в гостинице, закажите номер заранее. Номер на одного человека стоит дешевле, чем на двоих. Если вы остановитесь на ночь, вы обязаны оплатить счет.
- Я заказал у вас номер для одного с ванной. Могу я его занять? – Прошу прощения, ваша фамилия? – Петров. Я бронировал номер по факсу три дня тому назад. – Все в порядке. Мы приготовили для вас комнату с ванной на 2-м этаже.

- Добрый день. Мы хотели бы поселиться в двухместном номере с ванной. – Вы делали предварительный заказ? – Нет. – Прошу прощения, но свободных номеров в гостинице нет.
- Почему в номере два телефона? – Черный – городской, а красный внутренний. – Мне нужно позвонить в другой город. Могу я воспользоваться городским телефоном? – Нет, вам нужно снять трубку внутреннего телефона и сделать заказ.
- После регистрации у администратора носильщик покажет вам комнату и отнесет туда вещи. Администратор может дать всю необходимую информацию и поможет заказать вам билет на поезд или самолет.
- Многие гостиницы имеют специальные месячные и недельные тарифы. Дешевле платить за неделю или за месяц, чем за день.

18. Make up a story using not less than 10 vocabulary notes of the recommended list.

To book (reserve), an arrival card, to fill in, to sign in, a lobby, to leave at the desk, stationary, a mine of information, a boarding-house, a snack, to wait on smb., to settle an account, to warn the clerk in advance, to run a special laundry service, to show up to the room, a single room with a private bath.

Критерии выставления оценки за тест

Процент правильно выполненных тестовых заданий	Оценка
86% – 100%	отлично
69% - 84%	хорошо
50% - 68%	удовлетворительно
Менее 50%	неудовлетворительно

Семестр IX

Образец заданий текущего контроля по теме №2.

1. Fill each of the numbered blanks in the passage with one suitable word.

SIXTH SENSE

by	in	only	out	being	who	as
no	at	when	get	means	are	taking
to	on	have	far	around	notwhich	

The idea that some people can sense when they are being stared (1)___ has so (2)___ been rejected as ludicrous (3)___ orthodox scientists. But now researchers in England and America are (4)___ the claims more seriously.

According (5)___ Cambridge University biologist Dr. Rupert Sheldrake, the phenomenon has long been recognized (6)___ fields such as wildlife photography and military surveillance. The security manager of a large store in London, for example, has caught thousands of people (7)___ his surveillance cameras, and he is in (8)___ doubt that some people have a “sixth sense” of (9)___ they are being watched. They can (10)___ their backs to the camera, which may also be hidden, yet still (11)___ agitated when the camera is trained on them. Some move on, whilst others look (12)___ to try and spot the camera.

Some police teams (13)___ said to have a rule about (14)___ keeping people in telescopic sights too long because suspects may sense they are being watched. And the experience of soldier (15)___ had a strong sense of being watched as he patrolled along a dark alley one night (16)___ to find later that he had narrowly missed (17)___ ambushed is by no (18)___ an uncommon one.

Dr. Sheldrake is now gathering data on the staring phenomenon (19)___ part of a scientific study and will be carrying (20)___ experiments designed to measure staring sensitivity by monitoring skin resistance , (21)___ he hopes will throw further light on the question.

(From *Passkey* by N.Kenny)

2. Choose the correct variant:

1. When I came into ____ cottage, the family ____ sitting round the table playing draughts. Draughts ____ their favourite game. They like to play ____ in the evenings.
A) the Holley's, were, are, it C) the Holleys', were, is, it
B) Holleys, was, are, them D) Holleys's, was, is, them
2. He conducted a lot of ____ into ____ but ____ a failure.
A) researches, hay fevers, they were C) researches, hay fever, it was
B) research, hay fever, it was D) research, hay fevers, they were
3. The price for ____ has increased by ten ____ in the last quarter. Lodgings ____ very expensive nowadays.
A) an accommodation, per cent, is C) accommodations, per cents, is
B) accommodation, per cent, are D) accommodation, per cents, are
4. That species of birds ____ migrant and ____ found in Africa in winter. Our surroundings ____ too severe for such birds and they leave ____ early in September.
A) is, is, are, them C) is, is, is, it
B) are, are, are, them D) are, are, is, it
5. The crossroads at our supermarket ____ a dangerous place. The traffic lights will help both pedestrians and drivers to avoid accidents. The police ____ to set ____ here.
A) are, needs, them C) are, needs, it
B) is, need, them D) is, need, it
6. Where ____ Nick's pyjamas? — ____ on the bed.
A) is, It is C) is, They are
B) are, They are D) are, It is
7. Bread and cheese ____ his usual meal and he has been living on ____ for two months.
A) was, them C) is, it
B) are, it D) is, them
8. She was well aware of her extraordinary good looks, and was perfectly prepared to discuss ____, just as aman seven ____ high might talk of advantages and inconveniences of being tall.
A) them, foot C) them, feet
B) it, foot D) it, feet
9. At its height in the early 1900s, the British Empire included over 20 ____ of the ____ land area and more than 400 ____ people.
A) percents, world, million C) percent, world's, million
B) percent, world's, millions D) percents, worlds', million
10. The latest news from the Middle East countries ____ disturbing. A close-up camera showed a man running somewhere. His face was bruised and his clothes ____ torn.

- A) was, was C) was, were
B) were, were D) were, was

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

LINKING EXPRESSIONS

3. Choose the correct variant:

1. _____ she had a mental illness, she managed to look after her baby.
A) despite C) because E) if
B) in spite of D) despite the fact that
2. Babies need caring for carefully _____ it is necessary for their emotional and intellectual development.
A) so C) because E) nevertheless
B) hence D) however
3. A man must have physical and mental power _____ be considered a brave man.
A) in order to C) though E) so
B) for D) since
4. She didn't forgive him _____ he apologized
A) for C) because E) because
B) until D) nonetheless
5. Parents buy everything for their children; _____ the children are never satisfied.
A) consequently C) since E) even if
B) because of D) yet
6. _____ women who get annoyed easily, men never lose their temper.
A) Contrary to C) Even though E) consequently
B) Although D) Despite the fact that
7. _____ hard I study, I won't pass my class.
A) Whatever C) No matter how E) However
B) No matter that D) Although
8. Bringing up a child is very difficult. _____, many young couples want to get a child immediately.
A) So C) However E) What is more
B) Thus D) Besides
9. _____ the book _____ the magazine is necessary for me. I'll buy one of them
A) Both/and C) As/as E) So/that
B) Either/or D) Neither/nor

10. _____ her religious beliefs she can hardly be called a church-goer.
A) Because of C) In spite E) Nevertheless
B) Despite D) Though

4. Paraphrase the sentences below so that the meaning stays the same. Make any grammatical changes necessary. Start with the words given.

- a) I went to Mexico as well as Chile on my trip to Latin America. (*Besides...; Not only...*)
- b) Given that the weather was so awful we decided to get a taxi. (*Owing to...; As the weather...; The weather was awful...*)
- c) Although the food was wonderful I couldn't eat very much of it. (*In spite of...; Much as...*)
- d) If I have any money left, I'll get some wine. (*Unless...; Provided...*)
- e) She was very helpful so I finished early. (*She was so...; She was such...*)

5. Correct the sentences below. Replace the linkers in italics with one (or more) that is/are appropriate.

- a) I'm dying to get home. *While* I get there I'm going to have a cold drink.
- b) *Immediately* had I left the house when it started to snow.
- c) *Although* she can't drive, I gave her a lift.
- d) Take an umbrella *provided* it rains. The weather man said it would.
- e) I've changed my mind. I'll have fish *whereas* the lamb.
- f) *When* arriving at the airport I immediately checked in.
- g) *Besides* the bad weather the flight has been cancelled.
- h) *If* you come now, we'll be late. Hurry up.

6. Complete the gaps below with either a conjunction or an adverb/adverbial expression.

(1)_____ I got to my mother's house I noticed there was no light on in the hall. This was strange
(2)_____ she never goes out at night. (3)_____ I thought I would have to go home again (4)_____ I didn't have my key with me. (5)_____, fortunately, I remembered that she kept a spare one in the garage. (6)_____ I parked the car and opened the garage door. (7)_____ had I got into the garage than I hit my head on a metal bar (8)_____ it was so dark in there. (9)_____ a few minutes I (10)_____ managed to find the key and went up to the front door.
(11)_____ I got into the house I heard loud barking (12)_____ a small dog hurled itself at my legs. (13)_____ I was very surprised but (14)_____ I remembered that my mother was looking after her friend's dog (15)_____ she was on holiday. (16)_____ I tried speaking to the dog it was absolutely convinced I was a burglar (17)_____ would not stop yapping. (18)_____ I tried stroking it (19)_____ try and stop it making so much noise. (20)_____ I put down the presents that I had come to deliver. (21)_____ did the little beast bite my leg (22)_____ it (23)_____ ripped up the presents I had wrapped so carefully. (24)_____ I decided to take my leave, (25)_____ aiming a kick at the now furious animal.

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

7. Render the following texts:

ЗОЛОТОЙ ВЕК ЧЕЛОВЕЧЕСТВА

14 декабря 2009 года исполнилось 506 лет со дня рождения знаменитого французского предсказателя Средневековья - Нострадамуса, но его тайна до сих пор не раскрыта, а вокруг его книг возникает много споров.

Как ни парадоксально, пророк, которого считают самым выдающимся мистиком всех времен и народов, является автором строк, утверждающих невозможность предсказывать будущее: «Знания о будущих событиях не могут быть получены ни посредством человеческих гаданий, ни посредством другого умения». Как же тогда он сумел сделать более тысячи предсказаний? Сам он писал, что все видения будущего он получил от некой Силы.

О правдивости пророка принято судить в зависимости от того, исполнились ли его пророчества или нет. Но среди тысяч его неоднозначных предсказаний есть как туманные, неясные, так и, наоборот, очень прозрачные. Так, например, он часто упоминает некий «новый Вавилон», который возникнет в октябре и продлится только 73 года и 7 месяцев. В этом случае можно проследить связь данного пророчества с историей Советского Союза.

Именно эти довольно недвусмысленные предсказания послужили толчком к исследованиям, проведенным Дмитрием и Надеждой Зима и опубликованным еще в 1998 году. В их основу легли математические расшифровки двух хронологий, которые содержались в текстах Нострадамуса. Ученым удалось проследить определенную математическую логику и декодировать даты (с точностью до нескольких месяцев) большинства значимых событий мировой истории, начиная от Наполеона Бонапарта до мировых войн XX века, а также получить некоторые предсказания о будущем.

Одним из самых пугающих предсказаний Нострадамуса является некая война, которая должна была начаться на территории современного Ирака в июле 2002 года (плюс – минус 8 месяцев) и перерасти в 25-летнюю мировую войну при худшем развитии событий. В реальности она началась в марте 2003 года, а угроза начала новой мировой бойни существовала до января 2009 года.

Нетрудно заметить, что эта дата уже позади. Теперь уже никто не сможет проверить, могли ли развиваться события так, как предсказывал Нострадамус. Возможно, это были лишь его фантазии. А ближайшее значимое пророчество французского астролога относится к 2035 году, когда, по его словам, на Земле должен наступить «новый Золотой век».

(По материалам газеты «Комсомольская правда»)

ЧТО ТАКОЕ ЯСНОВИДЕНИЕ

Некоторые люди способны предсказывать будущее, не владея ни одной из специальных предсказательных техник. Им не нужны ни карты, ни гороскопы, ни хиромантия - достаточно просто сосредоточиться, и грядущие события становятся видны так же ясно, как и то, что происходит сейчас. Эта способность называется ясновидением, она - врожденная. Но даже не будучи от рождения ясновидцем, можно им стать при наличии предрасположенности и развития этих способностей. Только плата за это порой бывает слишком высокой: состояние ясновидения не всегда совместимо со здравым рассудком.

Еще один "минус" ясновидения - недоказуемость прогнозов. Астролог может сослаться на показатели гороскопа, а ясновидец лишен «вещественных доказательств», и ему верят, если его пророчество сбывается. Но даже самое ясное видение иногда бывает очень трудно истолковать. Ясновидение часто дает нам четкую и подробную картину такого будущего, о каком пока что не догадывается никто, поэтому прямое и буквальное знание о грядущих событиях может быть обременительно и бесполезно.

Известно, что многие ясновидящие зарабатывали свою славу не предсказаниями, а медицинской диагностикой, астрологией, целительством, отыскиванием потерянного,

расследованием преступлений. Так, знаменитая Ванга из Петрича не давала практически никаких прогнозов, хотя и утверждала, что и прошлое, и будущее рисуются одинаково ясно. Она могла с точностью рассказать о прошлом человека, который к ней пришел, назвать его имя и фамилию, продиагностировать его болезни и дать сведения о пропавших родственниках и близких. Однако о будущем она говорила нехотя, утверждая, что несчастий, которые она предвидит, не сможет избежать никто, и нет смысла знать о них заранее.

(По материалам Википедии)

ВОЗМОЖНОСТИ ЧЕЛОВЕЧЕСКОЙ ПАМЯТИ

Результаты опытов, проведенных канадским ученым Пенфилдом, доказывают, что человек обладает абсолютной памятью. Это значит, что она хранит все, что человек когда-то видел, слышал или переживал. В обычных условиях мы часто многое забываем, и создается впечатление, что память не хранит полученную информацию. Но при определенных обстоятельствах все забытое может восстанавливаться.

Чтобы доказать гипотезу, Пенфилд воздействовал на определенные участки коры головного мозга электрическими зарядами. Происходило чудо: человек отчетливо, до мельчайших подробностей вспоминал давно прошедшие эпизоды. Подобный эффект достигался и другим путем. Например, он погрузил в глубокое гипнотическое состояние 60-летнего каменщика и попросил его вспомнить детали кирпичной кладки, которую тот выполнил 40 лет тому назад. Каменщик подробно рассказал обо всех дефектах каждого уложенного кирпича. Рассказанное проверили, так как кладка сохранилась - все совпало.

Следовательно, человек обладает информацией, которая в сотни раз превосходит реальную возможность ее сохранения в клетках головного мозга. Скорее всего, представление о том, что кора нашего мозга является хранилищем информации, не соответствует действительности. Это подтверждается документированными фактами и научными экспериментами. К примеру, человек может после травмы либо заболевания жить без значительной части мозга, сохраняя память, способность мыслить. Очевидно, накопление и хранение информации осуществляется где-то еще, за его пределами. Таким образом, возникает концепция внеклеточных информационных структур.

(По материалам Википедии)

СУЕВЕРИЯ И ПРЕДРАССУДКИ

Суеверие - предрассудок, состоящий в том, что индивидуум принимает за реальность неведомые силы, способные предвещать будущие события и даже влиять на них. Считается, что от этих сил можно найти защиту или достигнуть с ними приемлемого для человека компромисса. Как правило, суеверие проявляет себя на поведенческом уровне в редуцированных обрядовых формах: ношении талисманов, татуировке, магических жестах и пр. Особое место занимают приметы: определенным событиям приписывается прогностическое значение.

Понятие «суеверие», так же как понятия «истина», «ложь», «заблуждение», «предрассудок», четко в принципе не определимо, и отнесение того или иного представления к суевериям во многом субъективно. Как правило, к суевериям относят представления, связывающие между собой предметы и явления, между которыми невозможно установить объективной связи (так, например, сложно установить связь между удачей и числом 13, учитывая условный характер любого порядкового счёта).

Психологическая специфика исключительной устойчивости суеверий связана с тем, что случаи их подтверждения прочно фиксируются, а факты явной ошибочности вытесняются. Подобное объяснение возникновения суеверий с точки зрения психологии было впервые предложено Б.Ф. Скиннером. Оно заключается в том, что человек устанавливает ложную

связь между своими действиями и некоторым независимым от него событием, которое начинает считать следствием своих действий. Скиннер экспериментально смоделировал возникновение суеверного поведения и, кроме того, показал, что суеверное поведение может быть присуще не только людям, но и животным.

Суеверия имеют глубокие исторические корни и носят несистематизированный характер; древние религиозные верования, часть которых они составляли, давно ушли в прошлое. Первичные интенции — желание заглянуть в ближайшее будущее, избежать неблагоприятных ситуаций и прочее, — сохранились в психике и могут способствовать распространению суеверий, особенно в экстремальных обстоятельствах.

(По материалам Википедии)

Критерии оценивания:

- «отлично» - 0-2 ошибки;
- «хорошо» - 3-4 ошибок;
- «удовлетворительно» - 5-6 ошибок;
- «неудовлетворительно» - 7 и более ошибок.

6.2. Оценочные средства и критерии оценивания промежуточной аттестации

Зачёты в семестрах V-IXвыставляются по результатам работы в семестре.

	Текущая работа	Кол-во баллов	Кол-во баллов
		М а х.	М и н.
1.	Посещение практических занятий	10	5
2.	Активное участие в обсуждении рассматриваемых тем программы на практических занятиях	20	10
3.	Выполнение практических заданий (составление диалогов, проведение дискуссий, презентация проектов и т.п.)	40	30
4.	Тестовые переводы	30	15
	В с е г о:	100	60

Примечания:

1. Расчет количества баллов по пунктам 1-3 зависит от количества лекционных и практических занятий (здесь расчет выполнен с учетом количества часов в 5 семестре).
2. Студенты, получившие от 100 до 60 баллов, могут быть аттестованы автоматически. Студенты, не набравшие 60 баллов, сдают зачет по вопросам в соответствии с содержанием курса.

Критерии оценивания работы студента на практических занятиях (для подсчета баллов для выставления зачета):

Активность

2 балла – студент принимает активное участие в работе, дает точные и полные ответы, рассуждает и высказывает свою точку зрения.

1 балл – студент принимает участие в работе, эпизодически проявляет активность и инициативу, не всегда дает верные аргументы.

0 баллов – студент не принимает участия в работе или отсутствует на занятии.

Подготовленность

3 балла – студент свободно пользуется имеющимися необходимыми материалами, демонстрирует глубокие знания по обсуждаемым темам.

2 балла – студент демонстрирует осведомлённость по основным обсуждаемым вопросам, предлагает свою точку зрения. Не располагает достаточным набором материалов по данным темам.

1 балл – студент опирается на общую эрудицию, не располагает материалами по теме.

0 баллов – студент не принимает участия в дискуссии или отсутствует на занятии.

Форма зачета для студентов, не набравших 60 баллов

"Зачтено" выставляется при развернутом ответе по одной из предложенных ниже тем с использованием лексики, изучаемой в текущем семестре, и выполнения карточки письменного контроля на оценку не ниже "удовлетворительно".

Семестр V

Темы зачета

1. My best/worst/ most interesting/most unusual wedding experience as a guest.
2. British and Russian traditional and modern weddings.
3. Advantages and disadvantages of different holidays.
4. Holidays complaints and rules of a happy traveler.
5. Airport security and aircraft hijacking.
6. Advantages and disadvantages of travelling by air.
7. Pluses and minuses of being a flight attendant.
8. A modern airport and its daily routine.
9. Pluses and minuses of low cost airlines.
10. Why do some people enjoy and some people hate hiking tours?
11. Travelling by modern trains.
12. Any memorable hiking tour you've experienced or heard of.
13. Advantages and disadvantages of sea voyages.
14. A cruise of my dream.
15. Your most and least favourite genres of films.
16. The latest film you've seen and disliked.
- 17 Your favourite film actor/actress or film director.
18. Films as entertaining and educational tools.

Образец карточки письменного контроля на зачете:

I. Fill the gaps with proper words.

1. The answer haswith the question.
2. The plants died of water.
3. The guide pointed a beautiful church.
4. I don't want to be mixed this affair.
5. Mary has an alibi and she is suspicion.
6. The politician succeeded ... giving obscure answers.
7. He never reacted ... her silly remarks about his clothes.
8. This film will come ... next spring.
9. The stunt double had great difficulty ... our new equipment.
10. The film deals ... teenagers' psychological problems.
11. I doubt that he was cast ... advantage.

II. Translate into English:

1.Твоя речь не имеет никакого отношения к проекту. Говори по существу. Что нам нужно, так это новая интересная идея. Наш продукт будет оказывать воздействие на молодых людей, на их сознание. Он должен быть неотразимым. Он должен напоминать мечту. Я уверен, у вас это получится, и мы будем восхищаться вами. Это устройство станет поворотным пунктом в нашей жизни. 2. Последняя часть этого мультфильма будет выпущена следующей весной, настоящие кинолюбители пойдут в кинотеатры, чтобы посмотреть ее на широком экране. 3. Состав актеров был звездный, но я думаю что некоторые актрисы второго плана были не очень удачно выбраны на роль, а актер, играющий главную роль, не выжил из нее все, что мог. 4. Содержание этого приключенческого фильма было очень сложным, он был затянут, а я люблю захватывающие триллеры или фильмы ужасов. 5. Не позволяйте продюсеру вмешиваться в вашу работу, вы режиссер и снимаете свой десятый научно-фантастический фильм. 6. Я уверена, что художник по костюмам и сценарист получат Оскаров, публике придется по душе эта романтическая комедия, а критики напишут положительные рецензии. Я ходила на нее вчера, и она произвела глубокое и неизгладимое впечатление на меня. Мой друг только что написал мне, что это – экранизация романа известного английского писателя, и они собираются превратить его в сериал.

Критерии оценивания карточки:

- «отлично» - 0-2 ошибки;
 - «хорошо» - 3-4 ошибки на странице;
 - «удовлетворительно» - 5-6 ошибок;
 - «неудовлетворительно» - 7 и более ошибок..
- (Ошибка в правописании или артикле – 0,5 ошибки)

Семестр VI

Темы для зачета

1. Моя любимая пьеса (драматург, театр)
2. Мой последний визит в театр.
3. Театр в моей жизни.
4. Мой любимый театральный актер и его творчество.
5. Театры Британии.
6. Преимущества самостоятельного бронирования номера в отеле.
7. Проживание в отеле, хостеле, гостевом доме – за и против.
8. Расскажите об отелях, в которых вы останавливались: лучший и худший опыт.
9. Почему гость возвращается в отель во второй раз?
10. Отель моей мечты.

Образец карточки письменного контроля на зачете:

1.Translate into English:

Мистер Джонсон решил поехать в Лондон. Так как у него не было друзей или родственников, у которых он мог остановиться, ему пришлось разместиться в гостинице или пансионе. Один из его знакомых порекомендовал ему отель «Бертрам», расположенных на одной из маленьких, спокойных улиц в самом центре города.

Хорошо, что он забронировал одноместный номер с ванной в гостинице по телефону заранее, так как когда он приехал, там остались только двухместные номера без ванной и номера-люкс. Администратор зарегистрировал мистера Джонсона, выдал ему карту

гостя и попросил заполнить ее печатными буквами. Мистер Джонсон оставил свой паспорт у стойки администратора. К вечеру все формальности были завершены, и администратор попросил его предупредить заранее об отъезде, чтобы они могли подготовить счет. Он также объяснил ему, что в номере есть городской и внутренний телефон и что все переговоры были за счет гостиницы. Это было особенно удобно, так как мистер Джонсон был в деловой поездке, и все звонки могли переадресовываться прямо в номер. Администратор сказал, что горничная будет убирать у него в комнате каждый день, а если ему нужно будет погладить или постирать что-либо, то у них специальная прачечная.

Затем носильщик проводил мистера Джонсона в номер, открыл дверь, включил свет и завесил шторы. Комната была с видом во двор. Особое впечатление на него произвели холл гостиницы, ресторан и бары. Ему также понравилось то, что можно было заказать еду в номер по телефону.

В конце своего пребывания он оплатил счет за неделю. Он решил не платить за каждый день, так как это было невыгодно. Затем он выписался из гостиницы и отправился домой.

Критерии оценивания карточки:

- «отлично» - 0-2 ошибки;
 - «хорошо» - 3-4 ошибки на странице;
 - «удовлетворительно» - 5-6 ошибок;
 - «неудовлетворительно» - 7 и более ошибок..
- (Ошибка в правописании или артикле – 0,5 ошибки)

Семестр VII

Студент, набравший меньше 60 баллов (см. страницу 79, начало п. 6.2), для получения зачета должен сдать задолженности по самостоятельной работе и выполнить письменное и устное задание с использованием активного вокабуляра, изученного в течение семестра VII.

1. Translate the situation using active vocabulary. (пример)

Ученики нашей школы должны соблюдать основные правила, одно из которых гласит, что все ученики должны носить школьную форму. Когда новые ученики приходят в нашу школу, им приходится учить целый свод правил. Иногда они считают, что должны быть исключения из правил. Поэтому они не только нарушают правила, но и других убеждают не соблюдать их. Это всего лишь пустая болтовня в красивой обертке. Как бы они не старались, большинство учеников считают их слова белибердой.

2. Choose a topic and make up a 3-4 minute speech:

The Internet Generation.
LifeOnline
Infidelity: good or evil.

Критерии оценивания задания:

«зачтено» 0-2 ошибки по использованию активной лексики, 3-4 лексико-грамматические ошибки;

«не зачтено» 3 и более ошибок по использованию активной лексики, 5 и более лексико-грамматических ошибок;

(Ошибка в правописании или в произношении – 0,5 ошибки).

Семестр VIII

Студент, набравший меньше 60 баллов (см. страницу 79, начало п. 6.2), для получения зачета должен сдать задолженности по самостоятельной работе и выполнить письменное и устное задания с использованием активного вокабуляра, изученного в течение семестра VIII.

1. Translate the situation using active vocabulary. (пример)

Школа вместе с родителями пробуждает воображение детей. Именно вопросы являются тем инструментом, который взрослые используют для обучения. Вопросы, которые задают дети, иногда приводят в недоумение. Но родители и учителя одолевают их. Взрослые иногда и не осознают степень своего участия в жизни подрастающего поколения. Некоторые родители слишком много хвалят своих детей, другие ругают, что те нарушают всяческие правила. Невсем родителям удается найти баланс.

2. Choose a topic and make up a 3-4 minute speech:

Breaking habits.
Eating habits.
Smoking habit.
How teachers can manage the stress.

Критерии оценивания задания:

«зачтено» 0-2 ошибки по использованию активной лексики, 3-4 лексико-грамматические ошибки;

«не зачтено» 3 и более ошибок по использованию активной лексики, 5 и более лексико-грамматических ошибок;

(Ошибка в правописании или в произношении – 0,5 ошибки).

Семестр IX

Студент, набравший меньше 60 баллов (см. страницу 79, начало п. 6.2), для получения зачета должен сдать задолженности по самостоятельной работе и сделать развернутое монологическое высказывание с использованием активного вокабуляра, изученного в течение семестра IX, на одну из следующих тем семестра:

Темы

1. What do people generally believe in? Why is it important to believe?
2. Is it easy to live without faith? What is scepticism?
3. Are you sceptical? What is rationalism?
4. The reasons why people say that man's abilities and powers know no bounds.
5. What do a person's abilities and talents depend on?
6. Are all people endowed with the same set of gifts at birth? Do you believe in supernatural powers?
7. Reasons why people believe that the planets influence your life
8. Reasons why people believe that you can tell someone's personality from handwriting.
9. Reasons why people believe that complete strangers can give you accurate information about your present and future life.

10. Reasons why people believe that your success or physical energy depends on which day of the month it is.
11. Reasons why people believe that people can communicate without using any of the five senses.
12. Reasons why people believe that you return to earth after you die.

Критерии оценивания письменного задания:

«зачтено» 0-2 ошибки по использованию активной лексики, 3-4 лексико-грамматические ошибки;

«не зачтено» 3 и более ошибок по использованию активной лексики, 5 и более лексико-грамматических ошибок;

(Ошибка в произношении – 0,5 ошибки).

Семестр X

Материалы экзамена

Образец экзаменационного билета:

Федеральное государственное бюджетное образовательное учреждение высшего образования «Смоленский государственный университет»

Филологический факультет

Кафедра английского языка

ДИСЦИПЛИНА: Практикум по культуре речевого общения

(английский язык) (10 семестр)

Билет № 1

1. Superstitions. Peculiarities and functions of superstitions. Reasons why people in our country / abroad still believe in superstitions.
2. Formulate possible problematic questions based on the material in point 1 and the way you could discuss it in your English lesson.
3. Render the article using the active vocabulary of the term.

Зав. кафедрой

Мастыкина Л.Ю.

Темы билетов (1 вопрос билета)

1. Superstitions. Peculiarities and functions of superstitions. Reasons why people in our country / abroad still believe in superstitions.
2. The origin of most widely spread superstitions.
3. Types of superstitions and their role in folklore and modern life.
4. Astrology, science and world culture. Astrology as a group of systems, traditions, and beliefs.
5. The origins of the astrological doctrine. The core beliefs of astrology.
6. Most widely spread astrological traditions and modern astrologers of today.
7. Astrology and its influence over the past few thousand years on Western and Eastern cultures, language and literature.

8. Reincarnation as a metaphysical belief that some essential part of a living being (in some variations only human beings).
9. Parapsychology as a study of paranormal psychological phenomena.
10. A variety of approaches and methodologies during the study of apparent paranormal phenomena.
11. Chiromancy as the art of characterization and foretelling the future through the study of the palm (palm-reading).
12. Evaluating a person's character or future life by "reading" the palm of that person's hand.

Образец реферирования экзаменационной статьи по изученной тематике (3 вопроса билета)

ПАТРИАРХ КИРИЛЛ О РОЛИ ПРАВОСЛАВИЯ В СОВРЕМЕННОМ ОБЩЕСТВЕ

Патриарх Кирилл неоднократно отмечал в своих выступлениях, что история Русской Церкви в дореволюционное время, а также в годы советской власти содействовала формированию определенных стереотипов: «До революции Церковь была государственной, во главе ее был император. Церковь пользовалась многими привилегиями, но могла действовать лишь настолько, насколько это соответствовало пониманию властей и государственной политике. Народ в стране был православный, поэтому одной из главных задач Церкви было строить храмы. Так сформировалась идея прихода. Поскольку почти все были верующими, раз в неделю в церкви приходило немалое число людей. После революции начались гонения на веру, были закрыты храмы и монастыри, народ был оторван от Церкви. Люди приходили в немногочисленные храмы, многие не могли приходить открыто. Храмы были переполнены, что создавало иллюзию благополучия, но на самом деле общество было оторвано от веры». Когда наступили новые времена, одной из первых задач Церкви было строительство и восстановление храмов. Многое за прошедшие 20 лет было сделано. При этом Патриарх говорит, что сохраняется традиция воспринимать храм как место, куда люди приходят сами: «Каждый священник считает, что главная его задача заключается в том, чтобы совершать богослужение и проповедовать. Предполагается, что народ придет и заполнит храмы». Согласно цифрам, почти 80 процентов населения крещено в православной вере, 60 процентов заявляют, что считают себя православными. «Где оставшиеся 20 процентов? Они крещены, но в церковь не ходят и не заявляют, что они православные. Из 80 процентов православных постоянно в храмы ходят не больше 10 процентов. Где 70 процентов принявших Крещение?», – ставит вопросы Патриарх. – «Конечно, в какие-то моменты жизни многие люди приходят в храм – на очень большие праздники или если нужно крестить детей, венчаться. Однако это не постоянные прихожане храмов. Поэтому возникает вопрос: как же сделать, чтобы эти 80 процентов крещеных людей приходило в храм?». Деятельность Церкви теперь нужно оценивать не только по числу храмов и монастырей, но и по влиянию, которое она оказывает на жизнь людей и общества. Патриарх также напомнил о публикациях, в которых говорится, что Церковь сегодня обрела очень сильное положение в обществе, открылось много монастырей и приходов. При этом поднимается вопрос, почему в стране не сокращается количество разводов и аборт, почему не все благополучно с общественной нравственностью. «Вот по каким показателям мы должны сегодня оценивать свою деятельность, иначе общество разочаруется в Церкви. У нас была скидка на нашу тяжелую историю, но сегодня общество ожидает от Церкви большего».

(По материалам журнала «Православие и мир»)

Критерии оценивания экзаменационного ответа:

Оценка «**отлично**» выставляется, если студент в полной мере (на 100%-85%) раскрыл предложенную в билете тему, используя изученный в течение семестра вокабуляр (пункт 1),

сформулировал возможные проблемные вопросы, обсуждение которых может стимулировать данная тема (пункт 2) и дал развернутое пояснение, как их можно использовать на уроке английского языка, практически без языковых ошибок выполнил реферирование на английском языке предложенной русской статьи, связанной с пройденными за семестр темами(пункт 3).

Оценка «**хорошо**» выставляется, если студент в достаточной мере (на 85%-75%) раскрыл предложенную в билете тему, почти всегда адекватно используя изученный в течение семестра вокабуляр (пункт 1), сформулировал возможные проблемные вопросы, обсуждение которых может стимулировать данная тема (пункт 2) и дал краткое пояснение, как их можно использовать на уроке английского языка, не допустил больше 3-4 языковых ошибок, выполняя реферирование на английском языке предложенной русской статьи, связанной с пройденными за семестр темами (пункт 3).

Оценка «**удовлетворительно**» выставляется, если студент в определенной мере (на 74%-60%) раскрыл предложенную в билете тему, редко используя изученный в течение семестра вокабуляр (пункт 1), смог сформулировать не больше одного возможного проблемного вопроса, обсуждение которого может стимулировать данная тема (пункт 2) и дал слишком краткое пояснение, как его можно использовать на уроке английского языка, не допустил больше 5-7 языковых ошибок, выполняя реферирование на английском языке предложенной русской статьи, связанной с пройденными за семестр темами (пункт 3).

Оценка «**неудовлетворительно**» выставляется, если студент почти не раскрыл (на 59%-0%) предложенную в билете тему, почти не используя изученный в течение семестра вокабуляр (пункт 1), не смог сформулировать возможные проблемные вопросы, обсуждение которых может стимулировать данная тема (пункт 2), не дал пояснение, как их можно использовать на уроке английского языка, допустил больше 7 языковых ошибок, выполняя реферирование на английском языке предложенной русской статьи, связанной с пройденными за семестр темами (пункт 3).

7.Список основной и дополнительной учебной литературы

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8. Материально-техническое обеспечение

Учебные аудитории для проведения занятий лекционного, семинарского типа и лабораторного типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, самостоятельной работы:

ауд.218 (стандартная учебная мебель (72 посадочных места), место преподавателя, кафедра для лектора (1), переносная доска (1), интерактивная доска (1), мультимедиапроектор EPSON (1), компьютер SAMSUNG (1), колонки SAMSUNG (2). Ауд.117(стандартная учебная мебель (30 посадочных мест), место для преподавателя, кафедра, TVLG, видеоплеер ShivakiDVD 811.). Ауд.102 (стандартная учебная мебель (20 посадочных мест), место для преподавателя, кафедра, TV, DVD-плеер). Ауд.103 (стандартная учебная мебель (32 посадочных места), место преподавателя: стол (1), стул (1);TVSamsung (1), DVD-плеер (1). Ауд.105 (стандартная учебная мебель (26 посадочных мест), место для преподавателя, кафедра, TV, DVD-плеер).

9. Программное обеспечение

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