

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ
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УПРАЖНЕНИЯ ДЛЯ ЧТЕНИЯ
НА АНГЛИЙСКОМ ЯЗЫКЕ
ДЛЯ СТУДЕНТОВ II ГОДА ОБУЧЕНИЯ
УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

Нижний Новгород
2014

Печатается по решению редакционно-издательского совета ФГБОУ ВПО «НГЛУ».

Направление подготовки: 035700.62 – *Лингвистика*.

Дисциплина: Иностранный язык.

УДК 811.111(075.8)

ББК 81.432.1-93

Л 646

Литонина Н.В. Упражнения для чтения на английском языке для студентов II года обучения: Учебно-методические материалы. – Н. Новгород: ФГБОУ ВПО «НГЛУ», 2014. – 69 с.

Данные учебно-методические материалы направлены на развитие коммуникативной компетентности, а также навыков самостоятельной работы студентов второго года обучения (по направлению подготовки «Лингвистика») с помощью упражнений для чтения (на материале современных английских рассказов известных британских авторов в рамках тем «Студенческая жизнь», «Домашнее хозяйство», «Еда», «Одежда», «Медицина», «Театр» и «Путешествие»). УММ включают ссылки на интернет-источники для интерактивной работы.

УДК 811.111(075.8)

ББК 81.432.1-93

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Introduction

Dear readers,

This manual aims to help you master better English through reading classic and modern texts. It contains stories and articles written by such well-known people as A. Conan Doyle, S. Maugham, K. Mansfield, A. Moses, G. Dudeney, N. Hockly, S. Sheerin, etc. There are a lot of references to useful and appropriate Internet resources which will help you to find necessary up-to-date information. The texts and activities are restricted to the most frequent topics used in everyday life (“Housekeeping”, “Meals”, “College Life”, “Travelling”, “Clothes”, “The Theatre” and “Medicine”).

One of the main aims of this manual is to enable students to become more effective learners of English. Of all the language skills, reading is the most necessary for independent learning, for through reading students can gain access to further knowledge, both about the language and other subjects. It is essential to know that a good reader varies his or her reading strategy according to the purpose. Having a clear reason for reading helps you to focus on what you need or want to understand. While reading, be aware of the following strategies:

skimming – reading a text quickly just to understand the main ideas. Your speed of reading is approximately 180 words / sec;

scanning – having a specific point in mind and looking for it quickly in a text. Your speed of reading is 1,5 pages / min;

reading for details – reading a whole text very carefully for specific information. There is no time limit.

In order to enable students to take on more responsibility for their own learning, instructions and pieces of advice are given in special boxes. Besides, in

the end “Self-Assessment Table” will help readers to estimate their level of learning autonomy and set goals for further development.

As for its structure, the manual consists of 15 Units and 6 Appendixes. In each unit the tasks are given in three parts: Pre-Reading, Reading and Further Work. Students can use this manual independently as the exercises are supported by keys.

Wish you good luck in learning English,

Nadezhda Litonina

МЕТОДИЧЕСКИЕ РЕКОММЕНДАЦИИ

Предлагаемые учебно-методические материалы, прошедшие апробацию на студентах очно-заочного отделения, включают комплекс упражнений в рамках тем «Студенческая жизнь», «Ведение домашнего хозяйства», «Еда», «Одежда», «Медицина», «Театр», «Путешествие» и преследуют **цель** дальнейшего совершенствования коммуникативной компетенции обучающихся по направлению подготовки «Лингвистика», а также развития у них навыков самостоятельной работы с использованием компьютерных технологий и интернет-ресурсов. Рекомендуется применять данные материалы на втором курсе обучения при прохождении аналогичных лексических тем. В ходе выполнения заданий необходимо овладеть тремя основными стратегиями чтения, чтобы в дальнейшем самостоятельно применять их при чтении аутентичных художественных и публицистических текстов.

Виды стратегий:

1. Ознакомительное чтение (*skimming*) – быстрое чтение с целью понять основную идею текста. Скорость чтения – 180 слов в минуту.
2. Поисковое чтение (*scanning*) – быстрое чтение с целью поиска определённой информации. Скорость чтения – 1,5 страниц в минуту.
3. Изучающее чтение (*reading for details*) – детальное прочтение с неограниченной скоростью.

Учебно-методические материалы имеют чёткую **структуру**: 1) введение, где обучающийся заполняет мотивационно-диагностирующую анкету, задачей которой является, с одной стороны, проверка наличия формируемых навыков и умений и, с другой стороны, определение целей дальнейшей иноязычной деятельности студентов; 2) основную часть – блок заданий и упражнений; 3) заключение, где представлена таблица самооценки (*Self-Assessment Table*), которая позволит оценить достижения и построить траекторию дальнейшего развития в данном направлении.

Основная часть учебно-методических материалов состоит из 14 разделов, многие из которых имеют следующую структуру:

- дотекстовые задания (*Pre-Reading*).
- задания, выполняемые во время чтения (*Reading*).
- послетекстовые задания (*Further Work*).

Каждая часть имеет определённую методическую цель. Так дотекстовые **упражнения** направлены на развитие речевой догадки, расширение словарного запаса по теме, улучшение произносительных навыков и др. Далее следуют упражнения на контроль понимания и углублённое изучение текстовых материалов. Заканчивается раздел заданиями с активным выходом в устную и письменную речь, такими как *making reports, summaries, retellings* и др. Данные упражнения выполняются в аудиторное время с целью осуществления контроля. Разделы 9-14 имеют комплексный характер по сравнению с предыдущими и содержат интернет-проекты, которые студенты выполняют самостоятельно. В дальнейшем результат работы представляется в аудитории. Финальная проектная работа имеет обобщающий характер и направлена на демонстрацию приобретённых в ходе работы над пособием всех навыков и умений.

Настоящие материалы предназначены, в основном, для внеаудиторной самостоятельной работы студентов, поэтому они снабжены подробными **инструкциями**, которые расположены перед заданием или же в приложениях (*Appendixes*). Однако, преподавателю рекомендуется использовать часть заданий (например, устные и проекты) для проверки в аудитории. Для развития навыков работы с учебными интернет-ресурсами в методических материалах даются обязательные **ссылки** для получения основной и / или дополнительной информации. Кроме того, для большинства упражнений даны **ответы**, которые находятся в разделе “*Key Section*”.

В качестве рекомендации студенту необходимо следовать логике учебно-методических материалов и соблюдать последовательность упражнений и заданий, а преподавателю перед началом каждой лексической темы определять сроки выполнения упражнений и назначать дату проверки контролирующего задания.

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МОТИВАЦИОННО-ДИАГНОСТИРУЮЩАЯ АНКЕТА

Пожалуйста, ответьте полно на предложенные ответы.

1. Какие цели, связанные с английским языком, Вы для себя ставите?

2. Какие способы или стратегии достижения данной(ых) целей Вы знаете?

3. Пожалуйста, назовите Ваш способ работы над письменным текстом на английском языке.

4. Каким образом Вы ведёте словарные записи в ходе чтения незнакомого иноязычного текста?

5. Какие средства изучения иностранного языка Вы используете в самостоятельной работе?

6. Осуществляете ли Вы самооценку?

Проанализировав собственные ответы, как Вы объективно оцениваете свой уровень самостоятельности в области изучения иностранного языка?

Unit 1

“Sweetie” after A. Moses

Reading

I. Read “Sweetie” after Antoinette Moses and choose its right subject matter from the list below:

What reading strategy will you use?

Skimming
Speed: ≈ 180 words / sec

a. The author of the letters is a student, Nikki by name, who fails a year at the University and is not allowed to finish her degree. She blames everybody for it – her parents, friends, university teacher – except herself.

b. Nikki regrets entering the University because the education there is too expensive for her family and even a student loan cannot help her. In the end she gives up her studies and starts working.

c. Nikki narrates how her boyfriend Robert and close friend Sue betrayed her when she needed their help and support the most.

In most cases the layout of a text may help you to understand a lot about the plot before reading a story

Further Work

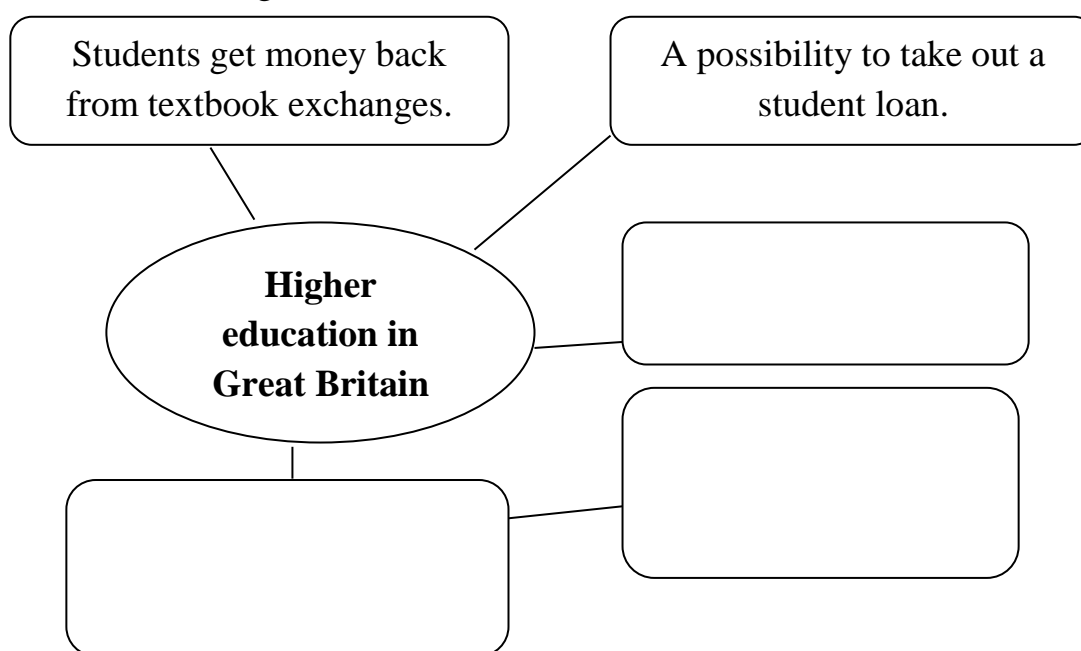
II. What does Antoinette Moses want to say by putting such a title? Suggest your own variants of it.

III. Read “Sweetie” once again and find at least 5 peculiarities of the higher educational system in Great Britain.

What reading strategy will you use?

Scanning
Speed: 1,5 pages / min

Continue adding new ideas:



Use a programme called “Freemind” which aims to help you create word network. Go to <http://freemind.sourceforge.net/wiki/index.php/Download>.

IV. Read the sentences and guess the meaning of the words in italics. Please, give synonyms.

The position of the word in the sentence and the topic of the sentence can help you

1. Thank you so much for your notes. So many *references*!! I don’t know how you find the time to look up all those books.

2. I know you said that things were getting difficult at work and you needed to be careful in case you were made *redundant*. Isn’t that a horrible word?! No one ever says they’re firing people any more. They just make them *redundant*.

3. So there we were drinking peach juice and champagne, and I was wondering how soon he was going to kiss me, when he starts talking about *refugees* in Britain. I mean, who cares? Why do these people want to live here anyway? But, according to Rob, the government doesn’t have a consistent policy, and lots of *refugees* are living for months in old army camps. Well at

least they're safe and their lives are probably better than they were in their own countries.

4. And yes, it's true that I have taken out a student loan in addition to my *allowance*, but I needed the money.

5. I mean nobody really needs to go to seminars. It's not as if they count towards your *degree*. Or only a bit. You can still get a *degree* if you pass the exams, can't you?

There is another clue that can help you guess the meaning of an unknown word. Does it look like another word in your own or another language?

6. When you got a *reputation* like I have for having a certain kind of style, it's a real responsibility.

7. Then I'll have a long bath and throw in lots of that new *perfume* I bought last week.

8. Tell me what I'm supposed to do before Monday's *seminar*.

9. But he did begin to sense that my *concentration* was wandering because I kept playing with my hair.

10. Only a few years ago university education was free and you got *grants*.

11. And I don't think that your *comments* about me putting pressure on my friend Sue Fordham are in the least bit true.

12. And now I've got to go to her awful seminars or she's going to put a fail against my name, and she says because I don't get good marks for my *essays* either, if I fail my seminars, I'll fail the year and won't be allowed to finish my degree.

13. You've got your *dissertation* to write.

14. Otherwise I'll just have to give it all up and become a waitress or work in a *supermarket* or something.

V. Many proverbs and idioms reflect folk wisdom, generally held views about everyday life which are passed on from generation to generation in this way. When people quote proverbs, they often make it clear that they are doing

just that by adding phrases like: “... *as the saying goes*”, “*You know what they say ...*”, etc.

Read the proverbs and sentiments containing idioms below and choose the two which best reflect the main idea of this story. Find the Russian equivalents if there are any. Account for your choice.

1. Students must hit the books if they wish to graduate.
2. A successful student must keep his nose to the grindstone.
3. Absence makes the heart grow fonder.
4. A rolling stone gathers no moss.
5. Actions speak louder than words.
6. Rome wasn't built in a day.

VI. It takes some knowledge and skills to write an e-mail message in the correct way. Imagine that you were one of Nikki's friends or family members. Respond to any of her given letters.

Go to the Internet to find out how to write an e-mail message.

Give yourself plenty of time to read everything you have written very carefully. Check spelling, grammar and punctuation

VII. ^{MP3} Listen and fill in the missing words in the sentences below.

Train yourself to predict as much as possible.

1. It's so great to find someone who can share the same enthusiasms. I wish I'd _____ !
2. Yeah, I'd love to meet up again for a drink sometime. I don't think the _____ , though. It's so packed with _____ (ugggh!).
3. How's the work going? I can see you writing away there with a _____ all round you. Anyone would think that one goes to the _____ to work!!
4. Or let me have a _____ of your notes. You're so clever.

5. It was at that talk last night. I only went along because Mrs Martins was so rude this week about my work that I wanted to be able to say that I even went to _____ that weren't _____. I'm surprised you weren't there, but I expect you were writing your _____. You'd have loved it.

6. I don't know how you find the time to _____ all those books. I just haven't had a moment. I mean it's not as if we can spend all our time writing essays. We have to go to all these _____ and seminars, too. Mind you I _____ this morning's seminar.

7. Thank you so much for _____ me at the seminar today. But I don't know why you say it's the very last time. I mean nobody really needs to go to seminars. It's not as if they _____ your degree. Or only a bit. You can still get a degree if you _____ the exams, can't you?

8. Who needs _____ ? I just want to get to London as quickly as possible and _____ as much money as I can. For a start, I have to _____ my student loan.

9. Yes, of course I _____ with you about your work and all that.

10. He says that you and he have been talking and you can't _____ to continue giving me my _____.

11. I just don't know why you had to phone Mrs Martins. OK, so I was _____ a bit in my last letter.

12. Soon I'll have a good job and be earning lots of money while you two will still be poor _____.

VIII. As your final task in the topic "College Life" report on education system in Great Britain and compare it with the of the United States. Make your speech logical (use mindmapping technique) and rich in words and expressions you have studied. Ask your teacher for estimation.

Unit 2

“The Three Students” after A. Conan Doyle

There is a very unpleasant incident at one of the University Colleges in England. Mr. Hilton Soames, tutor and lecturer, is at a loss. He needs help, so he goes to the great detective, Sherlock Holmes ...

Reading

I. Read the story and represent its content through a list of events described there. The list should contain not less than 30 events from the story and be organized chronologically. Decide which events are main and which ones are subordinate. The beginning is given to you:

1. Sherlock Holmes and Doctor Watson were spending their holiday in one of the University towns in England.

2. The examination for a special scholarship was coming.

3. The day before the examination Mr. Soames took the examination papers out of his desks to read the text through once again.

4. ...

5. ...

6. ...

30. ...

What reading strategy will you use?

<i>Reading for details</i> <i>Speed: unlimited</i>

Further Work

II. According to “*Twenty rules for writing detective stories*” (1928) by Van Dine: “*The detective story is a kind of intellectual game. It is more – it is a sporting event. And for the writing of detective stories there are very definite*

laws – unwritten, perhaps, but nonetheless binding; and every respectable and self-respecting creator of literary mysteries lives up to them¹”.

What rules did A. Conan Doyle use while writing “The Three Students”?

Complete the following table:

Rules for writing a detective story	Examples from “The Three Students” after A. Conan Doyle
1. The criminal must be mentioned in the early part of the story, but must not be anyone whose thoughts the reader has been allowed to know.	Gilchrist was mentioned in the second part of the story, but he was the least suspected from the three students.
2. The detective declares all the clues which he may discover.	Sherlock Holmes declares all the clues he has discovered in the end.
3.	
4.	

For more information about rules for writing a detective story visit:

1. Ronald Knox “Ten Commandments” (or “Decalogue”):
http://en.wikipedia.org/wiki/Golden_Age_of_Detective_Fiction#Description_of_the_genre.

2. S.S. Van Dine “Twenty Rules for Writing Detective Stories”:
<http://gaslight.mtroyal.ca/vandine.htm>.

III. After reading the whole story very carefully write its summary reducing it to 25 percent. Go to the Internet to find out how to write a good summary.

IV. Replace the words in italics with its synonyms. Make use of an electronic thesaurus. Visit <http://thesaurus.reference.com> and see the screenshot below. Take special care not to change the original meanings of the sentences.

¹ Van Dine S.S. Twenty Rules for Writing Detective Stories // URL: <http://gaslight.mtroyal.ca/vandine.htm>.

1. All day my friend worked at the town library, as *he was interested in* early English History.

2. “We have had a very unpleasant incident at our college and I *am* simply *at a loss* what to do.”

3. “My subject is Greek and the first of the papers *consist of* a translation of a passage which the students have not seen.”

4. “So possibly one of the students was ready to take this risk in order *to find out* what passage I have chosen for the Greek translation.”

5. “I want *to have a look* at your rooms.”

6. “If a man wants *to continue* his studies, the *scholarship* can be of great help to him.”

7. “He is very clever, one of the *brightest* students of the University when he wants to work.”

8. “We shall *pay a visit to* each of these three young men later.”

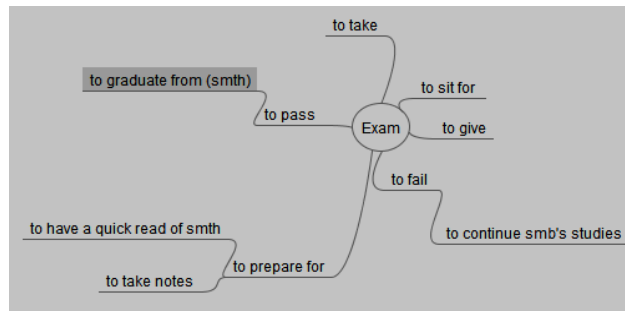
9. “The examination cannot *proceed*, as someone has seen the papers.”

10. The tutor was very much *astonished*.

11. You sat down in that armchair yesterday because you want *to conceal* some object that was lying there.

V. Look at your summary of “The Three Students” and identify the words and phrases you tend to overuse. Take advantage of your new thesaurus skills to research alternatives to make your writing more interesting and varied.

Think about what you do when you learn a new word. Do you have any methods for making sure you remember the word and can use it again when you need it? One of the common methods of keeping a record of new words learnt is by topic (topic network) (pic. 1). You have read two stories which belong to the topic “College Life” so far: “Sweetie” and “The Three Students”. Organize your vocabulary notebook using the programme called “Freemind”. An example is given to you. Visit <http://freemind.sourceforge.net/wiki/index.php/Download> to download the programme.



Pic. 1. Topic Network ("College Life")

VI. As your control task make a report on the main features of a detective story on the example of "The Three Students" after A. Conan Doyle. Ask your teacher to estimate your work.

Unit 3

“Home” after S. Maugham

Pre-Reading

I. Home is a place where one lives, especially with one's family. What is home to you? Do you know any proverbs about home?

Reading

II. Read “Home” after S. Maugham and write its review. Please, look through a review sheet in *appendix 1* so that to know what to look for.

Always be clear about your reason for reading. This will help you to select your reading strategy correctly

Further Work

III. To widen your vocabulary by reading this story and to keep a record of new words learnt you can organize your vocabulary notebook by grammatical categories. In this case pages of the vocabulary book are headed: “*Verb*”, “*Noun*”, “*Adjective*”, etc. and each new word is written under the right heading. If you think a relevant part of speech does not exist, draw a line (-). Underline the stressed syllables of words with more than one syllable. The start is given to you.

Verb	Noun	Adjective	Adverb
to carve	<u>car</u> ver / <u>car</u> ving	<u>car</u> ved / <u>car</u> ving	—
to surrou <u>nd</u>	surrou <u>nd</u> ings	surrou <u>nd</u> ing / surrou <u>nd</u> ed	—

If you have any doubts, consult a good English-English dictionary. (Visit <http://www.macmillandictionary.com/>)

IV. As a control task comment on the following proverb with reference to the story:

There is no place like home.

Write as much as you can within *five minutes*. Your text should make sense.

Now try to assess your writing. In order to assess your writing ask yourself the following questions:

1. How clearly were my ideas presented?
2. How well were they linked?
3. How correct was my spelling?
4. How correct was my grammar?
5. How correct was my punctuation?
6. How correct was style of my language?
7. How long was my writing?

To answer these questions you need to be able to analyze your own writing. What other kinds of mistakes might you find? What symbols could you use to indicate them?

Unit 4

“The Doll’s House” after K. Mansfield

Reading

I. Read the text below and say whether the sentences which follow are true or false.

Read the questions before reading the story so that to know what to look for

What reading strategy will you use?

True or False?

1. Five dolls lived in the doll’s house.
2. The doll’s house was left in the courtyard because there was no place for it at home.
3. Isabel told her classmates about the doll’s house only at playtime because she did not want to hurry.
4. Nobody made friends with the Kelveys at school because of their social position.
5. The doll’s house made a great sensation at school.
6. The little Kelveys were independent and behaved badly at school.
7. The Kelveys had a look at the doll’s house without any invitation.
8. The Kelveys were very angry when Aunt Beryl shooed them out as if they were chickens.

Further Work

II. In the centre of the story there is a vivid description of a doll’s house (Lines 5-25, 74, 75, 77-78). Represent its content through a drawing or a map. Use different colours if possible.

The Doll’s House

III. Doing word games can be an enjoyable way of learning new vocabulary. In this way you can learn and do something amusing at the same time. There is a great variety of word games, for example, a crossword puzzle.

The crossword puzzle below is devoted to the topics “Housekeeping” and “Home”. You can come across all the words given in the story above. Read the clues and fill in a suitable word.

1. A person who washes clothes for a living.
2. A low structure projecting from the doorway of a house and forming a covered entrance.
3. An open area of ground surrounded by walls or buildings.
4. A piece of equipment, usually of metal and heated by gas, electricity, oil, or solid fuel, for cooking food.
5. Sheets, blankets, and other coverings of a bed.
6. A room or part of a building equipped for preparing and cooking food.
7. A building used as a home; dwelling.
8. A cloth for covering the top of a table, especially during meals.
9. A heavy fabric for covering floors.
10. The medium of illumination that makes sight possible.
11. A vertical structure of brick, masonry, or steel that carries smoke or steam away from a fire, engine, ect.
12. An opening to allow passage into or out of an enclosed place.

1		h									
2		o									
3		u									
s											
5		e									
k											
7				e							
8				e							
9				p							
10				i							
11				n							
g											

IV. As a control task do a good retelling of the story using the active vocabulary and grammar you have learnt. Ask your teacher to listen to you.

Unit 5

“Frozen Pizza” after A. Moses

“Frozen Pizza” is an amusing story written by Antoinette Moses. It provides a fascinating picture of England at the start of a new century.

Pre-Reading

I. ^{MP3} First listen to the story without looking at the written copy and answer: *Why did the young man move out? Find at least five reasons?*

Then listen again while following the written copy in order to fill in the bits you did not understand the first time. Perhaps, you did not recognize some words you knew because of the pronunciation and the speed of speaking. If so, listen again to the pronunciation and make a note of it.

If you need to practise your pronunciation, a written version of the story can be useful for that, too. Once you have listened to the track a few times to understand it well, turn the volume down so that the sound is very soft and try to read it with the speaker. This kind of practice is known as ‘shadow-reading’. It will help you with English rhythm and stress

Further Work

II. In the story the Stonehouses’ life stands in marked contrast with the young man’s family life in his native country. Single out the differences that the young man notices and organize them in the following table:

What reading strategy will you use?

The Stonehouses	The Young Man’s Family
1. They are a very independent family.	1. They are a united family.
2.	2. Their kitchen is the heart of the house.
3. They are all very busy. They just eat and run.	3. Cooking is an essential part of their family life.

Guess what country the young man is from?

III. Imagine that the next day the young man from “Frozen Pizza” decided to write a letter to his family describing why he has moved out. Please, put the paragraphs in the correct order and use suitable linking words and phrases from the list below to complete the letter.

firstly, to tell the truth, secondly, finally, moreover, for the most part, unlike us

Dear Mum and Dad

a. (1)____ They help themselves to any of the packets in the freezer. They just open the packet and put it into the microwave.

b. (2)____, no conversation practice. (3)____ they are a very independent family. They live their own lives and even do not meet one another at dinner.

c. I am quite all right here. Today I have moved into the university dormitory. (4)____ I did not like at the Stonehouses’ at all. (5)____, the room where I was put seemed awful.

d. Tell me anything about your life there at home. How are you getting on? I am looking forward to hearing from you soon.

e. It was very small and without a bookcase to place my books. (6)____, there were dozens of painted rabbits all over the walls. There were even rabbits painted on the bed itself and on the cushion on the bed. (7)____, they do not cook but eat disgusting ready-made food.

Go to the Internet to learn more connectives and transitional phrases for sentence opening.

IV. Hidden in the square below are ten nouns connected with “Meals”. The nouns may be written:

- from left to right
- from right to left
- from top to bottom

Copy the square onto a piece of paper. Then circle the ten nouns. The first one has been done for you.

S	R	K	E	T	T	L	E	M
A	F	P	I	Z	Z	A	D	I
N	R	E	K	O	O	C	E	C
D	E	S	O	U	P	O	S	R
W	E	A	H	P	B	O	S	O
I	Z	U	Q	L	Y	K	E	W
C	E	C	I	O	P	E	R	A
H	R	E	H	S	A	R	T	V
Q	F	Q	A	F	H	Y	U	E

V. Mrs. Stonehouse used a stencil to paint rabbits and fruit in her house. Do you know what a stencil is? Find the information about it using any on-line encyclopedia, for example, Wikipedia (www.wikipedia.org).

VI. As a control task report on peculiarities in life-style in the USA, the UK and Russia. To make your speech logical use proper linking words.

Unit 6

“The Luncheon” after S. Maugham

Pre-Reading

I. Luncheon is a formal lunch. What sort of luncheon do you think you are going to read about?

Reading

II. Read the story to check if you were right. Use the information to complete the bill that the narrator had to pay.

Further Work

The Bill

The Name of the Restaurant		
The Waiter's Name		
Date and Time		
Items	Amount / Servings	Price
1		
2		
3		
4		
5		
6		
7		
8		
9		
Total Number:	Total Price:	
Cash / Credit		
Tip		
Change		

III. Create as many continuations as you can (not less than 3) for each sentiment:

1. The woman wrote to the author ...
2. The woman ordered the most expensive things ...
3. The woman said repeatedly she never ate anything for luncheon ...
4. The narrator ordered everything what the woman asked for...

IV. Copy and fill in the table below giving a word with a similar meaning and a word opposite in meaning to each of the adjectives listed from the text. Find similar and opposite meanings to the adjectives as they are used in this story. If you are in doubt, consult a thesaurus. (Visit <http://thesaurus.reference.com>.) Some of them have already been done for you.

Adjective	Similar Meaning	Opposite Meaning
splendid	wonderful	terrible
adequate		inadequate
tender		
enormous	large (giant)	tiny
appetizing		disgusting
even (teeth)		
expensive		modest (cheap)
mean		
heavy		light
imposing		
attentive		
young		
attractive		

Note that some prefixes in English help you to form antonyms: **un-**, **in-**, **im-**, **ir-**, **dis-**, **mis-**.

V. *"She gave me the impression of having more teeth, white and large and even, than there were necessary for any practical purpose."*

Why do you think the author pays special attention to the description of the woman's teeth? Write your opinion. Organize your ideas logically using linking words you have studied. In the end, try to assess your writing yourself and show it all to you teacher for further correction.

Unit 7

“?” after S. Maugham

Pre-Reading

I. Before reading the story after S. Maugham find some information about Church of England and organize it in the following table:

Membership	Duties	Dress and Insignia
a vicar		
a priest		
a vergger		
a churchwarden		
a clergyman		
a bishop		

You will find the information in any paper-based encyclopedia like Britannica, Encarta or visit www.wikipedia.org.

Reading

II. Read the story and choose a title which best expresses its main idea from the list below. Account for your choice.

Make hay while the sun shines.

He laughs best who laughs last.

Vergger.

Vergger gown.

How to become successful!

A rolling stone gathers no moss.

Every cloud has a silver lining.

A good name is better than riches.

Little knowledge is a dangerous thing.

What reading strategy will you use?

Speed:

III. There is a sentence outline of the story below. Please, put the sentiments in the correct order which follows the logic of the story. The outline contains two typical mistakes. Your task is to look for them and give a correct variant. Before you start, read the information “How to write an outline” (**appendix 2**).

I

1. Mr. Foreman works as a verger at St. Peter’s Church.
2. The verger decides to have a stroll.
3. The bank manager suggests Mr. Foreman investing his money.
4. Albert Edward Foreman was walking up a long street looking for a tobacconist.
5. In a year he takes a second shop and puts a manager in.
6. They have made up their minds to give the verger three months to learn to read and write.
7. The bank manager is taken aback on hearing that Mr. Foreman can neither read nor write.
8. Albert Edward is surprised to find two churchwardens there with their faces slightly troubled.

II

9. Mr. Foreman sets up his own business.
10. The verger was waiting for the vicar to have finished in the vestry.
11. The vicar is shocked to learn that the verger can neither read nor write.
12. In the course of ten years Mr. Foreman makes a fortune of thirty thousand pounds.
13. An idea to set up in a business as a tobacconist and news-agent strikes him.
14. The verger refuses and hands in his resignation.
15. The vicar invites the verger into the vestry.
16. The next day he finds a little shop to let.

IV². Replace the italicized words and word combinations in an appropriate form with a synonym from the list: *to do well, to make no difference, to have the knack for smth, to hush up, to talk the matter over, to go into service, to tidy up, to be a non-smoker and a total abstainer, to wrap up, the week's takings, to mark smb's word, to consider, to give a sudden start, to have a finger in every pie, hand over fist, to find the want of smth.*

1. All his gowns, neatly *packed* in brown paper, lay in the bottom drawer of the wardrobe.

2. He remembered how difficult it was *to keep* the scandal *secret*.

3. The last vicar knew it, he said it *didn't matter*.

4. Well, we *discussed the matter* with these gentlemen.

5. He *cleaned* everything *up*, put on his coat, and hat in hand walked out of the church.

6. He *neither smoked nor took alcoholic drinks*.

7. He *thought over* all the possibilities.

8. Albert Edward *was* so *successful* that in a year or so it struck him that he could take a second shop and put a manager in.

9. Albert Edward still regretted the last vicar who never fussed and was not this new man who wanted *to interfere with every business*.

10. *Remember my words*: he will never come back.

11. I *started working as a servant* when I was twelve.

12. The cook in the first place tried to teach me once, but I didn't seem to *have any mental abilities for it*.

13. I *have* never really *needed* it.

14. He *startled*.

15. In the course of ten years he was running no less than ten shops and he was making money *easily and fast*.

² Моэм С. Человек со шрамом и другие рассказы / Сомерсет Моэм; адаптация текста, слов Г.К. Магидсон-Степановой; упражнения Л.Т. Добровольской. М.: Айрис-пресс, 2009. С. 83.

16. Every Monday he collected *the money he earned for a week* and took *it* to the bank.

V. As your control task give a summary of the story according to the outline in Task III. While retelling the events try to use the expressions from Task IV and active grammar (the constructions with the infinitive (including “bare” infinitive), passive voice and “*hardly ... when*”, “*scarcely ... when*”, “*no sooner ... than*”).

Unit 8

“Don’t Miss the Mozart” after A. Moses

Reading

I. Read the story and choose the right variant below:

1. *Before meeting Melanie Nicole Leconte wanted*

- a) to look around the city;
- b) to buy a map of the town;
- c) to pay a visit to a local football club;
- d) to buy a newspaper and some books about Norwich in a small shop;
- e) to learn the difference between a town and a city.

2. *Melanie took Nicole for Madame Conte because*

- a) Nicole was wearing a light brown raincoat, a black sweater and a black skirt;
- b) Nicole looked like a Frenchwoman;
- c) Nicole was wearing a silk scarf;
- d) Nicole bumped into Melanie.

3. *‘Until this moment this was a feeling Nicole had kept to herself.’*

Line 212. A. Moses means that

- a) from that time on Nicole began to suspect that there was something wrong;
- b) from that time on Nicole felt charmed;
- c) until that moment Nicole had been shy to confess that she was a star;
- d) until that day being a star had been forbidden in university circles.

4. *Nicole Leconte was asked to give a talk*

- a) on how to become a scientist;
- b) on climate change;
- c) on new technologies;

- d) on her university research facilities.
- 4. *Mel waited for Nicole in the bar feeling relieved because*
 - a) she was far from her work where there were a lot of problems;
 - b) she had had a bad week and deserved some rest;
 - c) she was fed up with her work;
 - d) she thought that at last she was doing something right.
- 5. *Louse Conte refused to play that night because*
 - a) she was very busy;
 - b) she had to return to London;
 - c) she was not met at the station;
 - d) she did not like Mel.
- 7. *In Manchester Mel was working in the café because*
 - a) she liked that better;
 - b) she did not have enough knowledge to work anywhere else;
 - c) her reputation in music field was spoilt;
 - d) she was notorious for her bad behavior.
- 8. *Mel took a revenge on Louise Conte by*
 - a) giving her a lift to Salisbury;
 - b) not giving her a lift to Salisbury.

Further Work

II. Is ‘Don’t Miss the Mozart’ an example of narrative? Read the information on the Internet what a narrative is and single out the features that can prove that ‘Don’t Miss the Mozart’ is (not) a narrative. Give reasons and support them with evidence from the text.

III. The story has an open end. A. Moses does not tell us a word what happened to Mel and the French pianist finally. Did the latter manage to play the Mozart at the big concert that Prince Charles had organized? Suggest what might happen next. Write the story continuation for not more than 10 minutes. Please, show it to your tutor.

Unit 9

Website Searching: How to Find Useful Websites?

(Clothes)

I. Read “How to Find Useful Websites?” and fill in the following table:

SEARCH ENGINE	ADVANTAGES AND DISADVANTAGES	RULES TO SEARCH INFORMATION
1.		
2.		
3.		
4.		

II. Using different search engines (Google, Yahoo!, Yandex, Rambler, and etc.) find the answers to the questions below. Please, put down the search engine you have used, the key phrase and the number of attempts in the following table.

№	Question	Search Engine	Key Words / Phrase	Number of Attempts	Answer
1.	What clothes should you pack if you are going to visit / live in Kenya?				
2.	Would you be able to wear the suggested clothes in Australia in winter?				

3.	The world's most popular website devoted to men's clothing?				
4.	What colours are in fashion this season?				
5.	Write 5 most famous fashion designers.				
6.	What is the difference between 'clothes', 'fashion' and 'style'?				
7.	Who made shoes first time in the world?				
8.	What nationality is Ralph Lauren and when did he start his clothing empire?				
9.	Is fashion designing an example of retailing?				
10.	What websites will help you to buy designer clothes online?				

Please, ask your teacher to check your answers.

Unit 10

Website Evaluation

In addition to using books and magazines to find out about “Medicine”, why not also use the power of the Internet? Visit <http://www.kn.att.com/wired/fil/pages/listmedicineli.html> to find out more about medicine. Before using the given websites try to evaluate how useful and appropriate they are for your purposes (**appendix 3**). Organize your answers in the table³ below which will help you to decide how appropriate the given websites are for your purposes. Then choose which websites from the hotlist you will use for your academic purposes and which won't. Do not forget to ask your teacher for assistance.

Accuracy	Who wrote the page?
	Is this person an expert in the subject matter?
	Is the page content reliable and factually correct?
Currency	Is the content up-to-date?
	When was the page last updated?
Content	Is the website interesting and stimulating?
	Is it attractive and easy to navigate?
	What are the aims of the information?
	Do they fit in with the objectives of the lesson?
	Are they at the right language level? Are they too difficult for you to understand?
Functionality	Does the website work well?
	Does it use a lot large files or alternative technologies (e.g. Flash)?

³ Dudeney G., Hockly N. How to teach English with technology. Pearson Longman, 2008. 192 p.

Unit 11

Learning More about Human Diseases: Hunt for the Most Frequent

Human Diseases

(Medicine)

Split up first. Each group should have a list of questions about the most frequent human diseases and 40 minutes to answer them. When the time is over, each member of a group hands in their answer sheets. If you are short of time, do not split up. Besides, one member of a group can concentrate on 1-3 question(s) and report to the rest of the group. In this way the group can save time.

Introduction.

It is necessary to know the symptoms of the most frequent human diseases: a common cold, influenza, pneumonia, heart diseases, brain hemorrhage, cancer, ulcer, etc. Using the Web allows you to discover even more than you may have ever thought possible and is a great complement to the materials found in the library. Below there is a list of questions about the topic of this unit. Surf the given links to find answers to the questions.

Visit <http://www.kn.att.com/wired/fil/pages/huntthemostna.html> to do it online.

The List of Questions:

1. How can we prevent a common cold? If we fall ill with a common cold, what should we do?
2. What is the difference between a common cold and influenza?
3. How can we prevent pneumonia?
4. What does a human heart consist of?
5. A blockage in the heart's arteries may reduce or completely cut off the blood supply to a portion of the heart. This can cause a blood clot to form a total stop flow in a coronary artery, resulting in What are the main reasons for this disease?

6. Who suffers the most from heart diseases?
7. What are the main reasons for brain hemorrhage?
8. What are the main differences between a normal sell and a cancer sell?
9. Is it possible to cure a stomach ulcer?
10. How can we tell cancer from ulcer?
11. What are the main symptoms of mumps?
12. Can measles lead to death?
13. What stands for AIDS and HIV? Could you write the full name of these diseases?
14. How could you tell cuts, grazes from bruises? What are the main reasons for their appearance? How can they be treated?
15. How can we recognize chicken pox?
16. What does a digestive system consist of?
17. How many lungs does a human body have?
18. Name all internal organs of a human body.

The Main Question:

It is clear that all the described diseases can be prevented, treated, but unfortunately not always cured. Which from the above diseases cannot be cured? When? And why?

Organize your answers in the table given in **appendix 4**.

The Internet Resources

- a) <http://www.cdc.gov/ncidod/dbmd/diseaseinfo/> (disease listing A-Z: here you will find some general information about diseases);
- b) http://en.wikipedia.org/wiki/Common_cold (“Common Cold” is taken from Wikipedia);
- c) http://www.webmd.com/cold-and-flu/common_cold_overview (common Cold, overview);
- d) http://www.medicinenet.com/common_cold/article.htm (common Cold; MedicineNet.com is an online, healthcare media publishing company. It

provides easy-to-read, in-depth, authoritative medical information for consumers via its robust, user-friendly, interactive website);

e) <http://www.flufacts.com/index.jsp> (influenza);

f) <http://www.webmd.com/lung/tc/pneumonia-topic-overview>
(pneumonia);

g) <http://www.fi.edu/learn/heart/index.html> (everything about a human heart);

h) http://kidshealth.org/kid/growup/conditions/heart_disease.html#
(everything about heart diseases);

i) <http://www.cdc.gov/heartdisease/statistics.htm> (heart disease statistics);

j) <http://www.webmd.com/brain/brain-hemorrhage-bleeding-causes-symptoms-treatments> (brain hemorrhage);

k) <http://health.howstuffworks.com/diseases-conditions/cancer/facts/cancer.htm/printable> (cancer);

l) <http://cancerhelp.cancerresearchuk.org/about-cancer/what-is-cancer/cells/the-cancer-cell> (Are you interested in the difference between a normal cell and a cancer cell? If yes, click here);

m) <http://www.mamashealth.com/stomach.asp> (stomach ulcer);

n) <http://www.webmd.com/digestive-disorders/understanding-ulcers-symptoms> (understanding ulcer symptoms);

o) <http://www.mayoclinic.com/health/mumps/DS00125> (mumps);

p) <http://www.cdc.gov/measles/> (measles);

q) <http://www.accessexcellence.org/RC/VL/GG/hiv.php> (HIV and AIDS);

r) <http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=305&id=1889> (cuts, grazes and bruises).

Unit 12

Learning More about Moscow Theatres:

Treasure Hunt on Moscow Theatres

(Internet-based Project Work)

For decades Moscow has had a reputation as a city of theatres. Every evening their doors open to streams of theater-goers. How much do you know about Moscow theatres and their repertory? Do you frequent Moscow theatres?

Project Aim: Learn more about Moscow theatres and fill in the gaps in your knowledge.

Project organization: This project is divided into three stages.

I. Preparation.

Divide your class into two groups. At home each group is to create a “Treasure Hunt” on Moscow theatres.

You need:

1. Find useful and appropriate resources on the Internet (revise “Website Evaluation” part first). Include general information about Moscow theatres; do not concentrate on one theatre only; include picture representation.

Do not use anything too difficult! Skim the first webpage, for example.

If there are more than six key words you do not know and cannot guess on the page, you (and your group-mates) will probably find it

2. Make up questions checking the understanding of the information about Moscow theatres you have found.

3. Create a “Treasure Hunt” on Moscow theatres to organize your information and questions. Go to **appendix 5** to create your “Treasure Hunt”.

II. Main Stage.

Investigate the other group’s “Treasure Hunt” on Moscow Theatres, answer the given questions and evaluate your group-mates’ work according to the following criteria:

Is the webpage content reliable and factually correct?	
Is the content up-to-date?	
Are the websites interesting and stimulating?	
Are they attractive and easy to navigate? Are there any pictures of Moscow theatres?	
What are the aims of the information? Does it fit in with the objectives of the questions?	
Are the websites at the right language level? Are they too difficult for you to understand?	
Does the big question reflect the general understanding of the topic?	

Now discuss the results of your work with the authors of your “Treasure Hunt” (both the answers and your evaluation). Give reasons for and against.

III. Self-Evaluation.

It is now time to evaluate your work on this project. You should (individually) write a composition in English of about 250-300 words answering these questions:

1. How effective was my contribution to the group work?
2. What did I learn about the topic we researched?
3. How did my English improve doing this project?
4. What did I learn about using the Internet?
5. How did I improve my reading abilities?

When it is ready, give your self-evaluation to your teacher.

Unit 13

Learning More about London Theatres

(Internet-based Project Work)

London is famous for its fantastic range of theatres. Almost all theatres in London represent the highest quality theatre in the world. There are around 40 theatres in London's "Theatreland." Anyone can find something to their taste.

Project Aim: Learn more about London theatres and fill in the gaps in your knowledge.

Project organization: This project is divided into six steps.

Step 1. What London theatres are known to you? What London theatre(s) have you visited? What is your favourite London theatre? Please mind-map the information you know about it. Use the programme "Freemind" to do the mind-mapping (visit <http://freemind.sourceforge.net/wiki/index.php/Download>).

Step 2. What would you like to learn about the chosen theatre? Make a list of things you do not know, but would like to find out. Look at the example in picture 2.

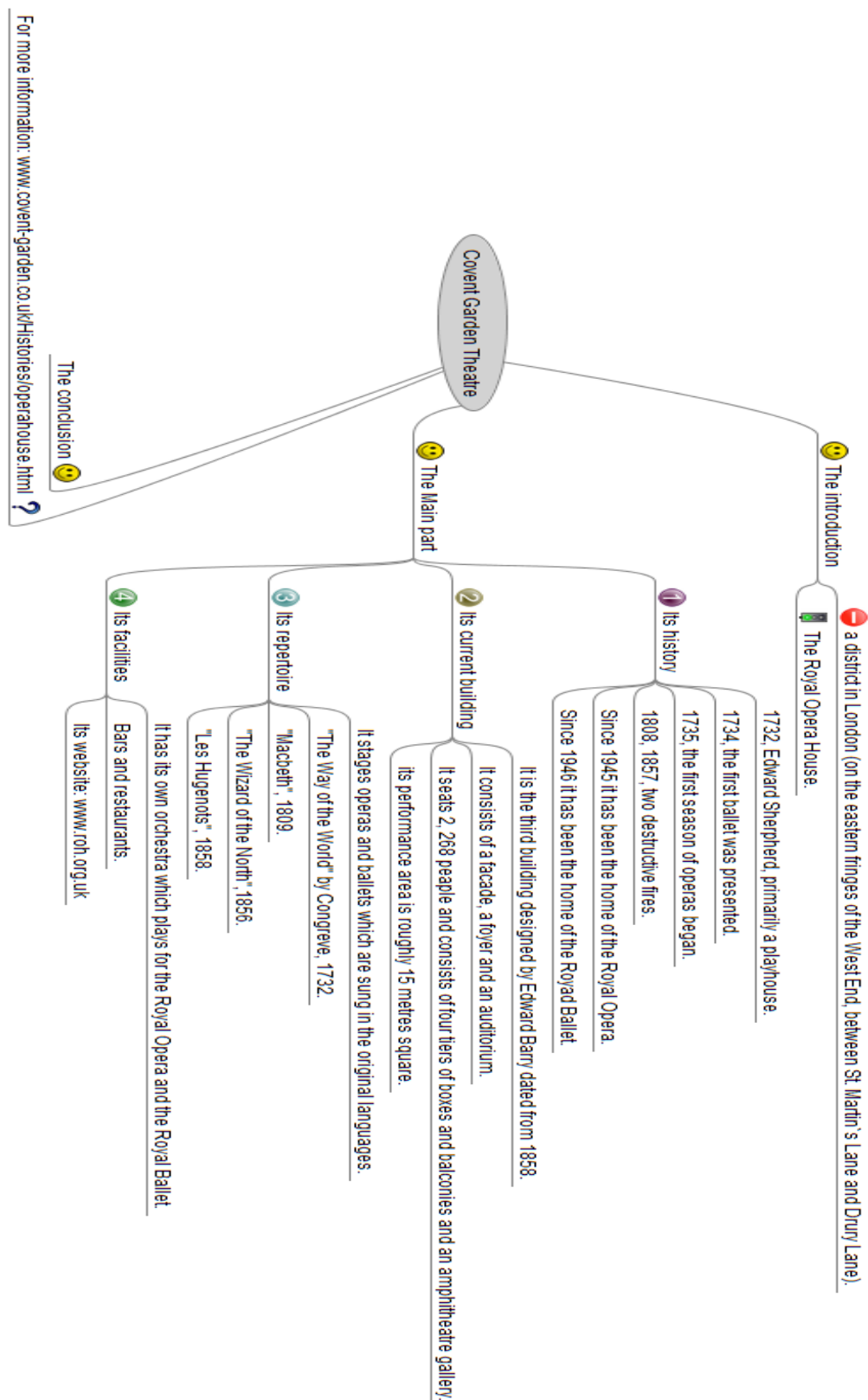


Pic. 2. Mind-mapping (Covent Garden Theatre)

Step 3. Find useful websites to match the choice of all the aspects you have singled out. Make sure they are simple enough for your level, and include as much information sought as possible. You can use the skills acquired in "Website Evaluation" and "Website Searching" to accomplish this.

Step 4. Finally, you have to prepare your oral presentation. This part of the project is very important so try to be creative and original because it will be graded. Go to *Prezi* or *Glogster* for an online presentation or use the *Power*

Point programme and exploit your imagination. To make your presentation logical you should work out a plan (outline). Follow the example below (pic.3).



Pic. 3. Electronic Outline (Covent Garden Theatre)

To make your presentation bright and unforgettable use pictures to illustrate your words. (Use: <http://images.google.com> for relevant images). Once you have your work, be ready to make an oral presentation to the rest of your group mates. Stick to your plan.

Step 5: Evaluate both your group mates' and your presentation. The four aspects that will be evaluated are: organization and language, content and accuracy, pictures and creativity, presentation (**Appendix 6**).

In the classroom discuss the possibilities of your project improvement.

Step 6. After listening to all the project presentations try to answer the following questions. If you have any doubts, refer to the Internet resources or paper-based encyclopedias. When it is ready, give your answer sheet to the teacher.

Test “London Theatres”

1. What theatre in London stages only operas and ballets?
2. What theatre was originally a nunnery attached to the Abbey of Westminster?
3. The first theatre was opened December 7, 1732 showing the “Way of the World” by Congreve. The fire (1808) destroyed the theatre and the second one was built by Sir Robert Smirke. It was much larger and was one of the largest in Europe. It was re-opened (September 18, 1809) with a performance of Macbeth. On March 5, 1856 it was destroyed with a fire within half an hour. The third theatre took two years to rebuild, funded by Frederick Gye. It re-opened its doors May 15, 1858 with 'Les Huguenots'. What London theatre is it about?
4. What theatre is a large theatre owned by the Royal Shakespeare Company dedicated to the British playwright and poet William Shakespeare?
5. What are the main branches of the Royal Shakespeare Theatre?
6. The present theatre opened April 23, 1932 on the site of the original Shakespeare Memorial Theatre (opened April 19, 1879), which had been destroyed by fire March 6, 1926. The architect was Elisabeth Scott, so the theatre became the first important work erected in this country from the designs of a woman architect. What theatre is it about?

7. Is nowadays the Aldwych Theatre a branch of the Royal Shakespeare Theatre?

8. What London theatre is a West End theatre, located on Aldwych in the City of Westminster? This theatre was listed Grade II July 20, 1971. Its seating capacity is 1,200.

9. What theatre is famous for its successful Shakespeare productions as well as for a production of contemporary plays?

10. The theatre was a "minor" theatre and was thus technically forbidden to show serious drama. In 1963 its company was dissolved and the new National Theatre Company, under the artistic direction of Lord Olivier, was based there until its own building was opened on the South Bank near Waterloo Bridge in 1976. In July 1974 it presented a rock concert for the first time. After the departure of the National Theatre, this theatre continued as a home for classic and new drama. What theatre is it?

11. This London theatre is a branch of the National Theatre. It pays special attention to the young spectators. It specializes in giving opportunities to young actors and directors. The theatre is publicly subsidized and has a high artistic reputation.

12. What theatre is called "a theatre of new ideas and thoughts"? It stages plays about contemporary life.

13. The theatre was founded in 1962 by Sir Lawrence Olivier, its first artistic director. Its building houses three separate auditoria: The Olivier Theatre (named after the theatre's first artistic director, Laurence Olivier), which is the main auditorium and was modeled on the ancient Greek theatre, The Lyttelton Theatre (named after Oliver Lyttelton, its first board chairman) and The Cottesloe Theatre (named after Lord Cottesloe, chairman of the South Bank Theatre board) which is a small, adaptable studio space, designed by Iain Mackintosh, holding up to 400 people depending on the seating configuration. It stages plays by classical and modern playwrights. What theatre is it about?

14. What does The Barbican Centre for Arts and Conferences contain?

Unit 14

Planning a Musical Weekend in London

Try to plan a musical weekend in London where you will spend three days.

Decide on:

- 1) what you will watch there;
- 2) where you will live (price, special discounts for groups and students, location of the hotel). For example, Picadilly Backpackers is a nice, cheap and central place to stay;
- 3) places of interest you will visit;
- 4) means of transportation to get to London and return home.

Prepare a Power Point, Prezi (www.prezi.com) or Gloster (www.gloster.com) presentation to show your group-mates your own tour plan. Go to <http://zunal.com/webquest.php?w=131107> for useful information to make your project successful.

Finally, listen to your group-mates and try to evaluate their work. Think of your own criteria for evaluation.

The aim of this activity is to learn how to organize a trip and it may be useful in your life. You will also appreciate the importance of English if you want to travel abroad or discover new countries and meet new people. Besides, this activity will enhance your creativity, your ability of organization and your digital competence. Moreover, it is the final project this academic year so you can see how you have progressed.

Self-Assessment

Now you have come to the end of this manual. Try to assess yourself using the following table. Put a tick for “1” if you can do it yourself, put a tick for “2” if your teacher does it for you, and do the same for “3” if this is your aim to achieve in the future.

Self-Assessment Table

	1	2	3
I can set a goal in language learning and choose the right strategy to achieve it.			
I can choose effective ways of learning a foreign language.			
I can work in a team to achieve a set aim in language learning.			
I can mark out the necessary facts in an oral (written) piece of work and use them in my purposes.			
I can mark out key words in a text (written or oral) and use them for understanding it.			
I can organize new vocabulary in the way I like and remember it best.			
I can understand cultural peculiarities of the country which language I am learning.			
I can discover a grammar rule.			
I can use a script for listening in different ways and choose the right one that suits the situation.			
I can use various resources for learning English including written, audio- and video resources and the Internet.			
I can assess writing.			
I can work on pronunciation while listening.			
I can organize new information in various ways: chart, table, word network, etc.			

2's and 3's are your future aims in language learning! Look through this manual again or go to the Internet to read more about suitable ways to achieve your learning purposes!

Appendix 1

Review Sheet

For each novel or short story you read, complete one of these review sheets⁴ so that you build up a record of what you have read in English.

Title:	
Author: (add facts from his biography, his well-known stories and novels)	
Category: (tick one)	Romance Horror Crime Spy Historical Science fiction Other (describe)
The most important characters: (All you know about them: age, personality, appearance, etc.)	
Summary of the story: (refer to “How to write a summary”)	
What I liked:	
What I disliked:	
I do/do not recommend this book (and why?):	

⁴ Sheerin S. Self-Access: Resource books for teachers. Oxford University Press. 1996. 200 p.

How to Write an Outline?

During some points in your academic career you will need to write a report, thesis or article that may require an outline. An outline is a general plan that shows an order of various topics, the relative importance of each, and the relationship between the various parts. Outlines are essential to help you gather your thoughts together and put them into a cohesive flow of ideas.

The two main types of outlines are the topic outline and the sentence outline. In the topic outline the headings are given in single words or brief phrases. In the sentence outline all the headings are expressed in complete sentences.

Essential Rules in Writing an Outline:

- Be consistent. Do not mix up the two types of outlines.
- Be concise and straightforward in your outline.
- Your outline should have a strong logical structure.

For more information visit:

www.wikihow.com/Write-an-Outline;

www.experiment-resources.com/how-to-write-an-outline.html;

www.larc.edu/Library/outline.htm.

How to Evaluate Websites?⁵

Having found potentially useful websites, the next step is to evaluate how useful and appropriate they are for use. You will also need to think their aims and objectives. There are various standard criteria for judging websites which can serve as a starting point for your evaluation:

1. **Accuracy.**

- ✓ Who wrote the page? Is this person an expert in the subject matter?

Check qualifications, experience – look for an ‘about me’ link.

- ✓ Is the page content reliable and factually correct?

Cross-reference with other similar websites and encyclopedias.

2. **Currency.**

- ✓ Is the content up-to-date?

Check factual information against other reliable sources.

- ✓ When was the page last updated?

Check the information at the bottom/top of the page.

3. **Content.**

- ✓ Is the site interesting and stimulating?

- ✓ Is it attractive and easy to navigate?

Check the colour combinations, the logic of the links and visual structure.

4. **Functionality.**

- ✓ Does the website work well? Are there any broken links?

Be sure to check all pages, and follow all links to all pages you intend to use.

- ✓ Does it use a lot large files or alternative technologies (e.g. Flash)?

Check how quickly it loads; check sound, video and animation work if any.

⁵ Dudeney G., Hockly N. How to teach English with technology. Pearson Longman, 2008. 192 p.

Answer Sheet

Name		
Group №		
Project Title		
Start		
Finish		
1. 2. 3. 4. 5. 6. 7.		
Teacher's Comments		

How to Create a “Treasure Hunt”?

1. Visit <http://www.kn.pacbell.com/wired/fil/lognew.html>.

2. Choose the main topic of your page, your username, password and e-mail address.

Fill in the blanks below to start your web page. Use numbers and letters only. Symbols and characters may affect operation of the Filamentality program. When you complete Filamentality, you will have a web page hosted by the [Knowledge Network Explorer](#) for free for one year.

What's the main topic of your page?

Moscow Theatres

KEEP IT SHORT. This is not your Title. This is the subtitle and will be used to identify the subject of your online activity.

Type a username. See notes below.

lironina

Choose your username and password carefully. They cannot be changed once you click the Spin This Thing button below. There is a 20 character maximum. Use numbers and letters only!

Type a password. Pick something you'll remember.

lironin

There is a 7 character maximum. Use numbers and letters only! Use "temp" only if you intend to make a temporary page. We delete temp files periodically.

Enter your e-mail address:

lironinanadya@yandex.ru

Use an address that you won't mind having your students and the rest of the world see.

3. Click “Spin this thing” button.

Are you ready? Go ahead and click the “Spin this Thing” button to save your work and continue.



4. Edit your name as it will appear on your webpage.

Basic information for username, litonina

You can edit the information below as needed, then use the menu at the bottom to start making your web page.

Topic or Subject:	<input type="text" value="Moscow Theatres"/>	Remember, this will appear as your subtitle!
E-mail Address:	<input type="text" value="litoninanadya@yandex.ru"/>	This is the email address the world will see. You can delete or change it any time.
School or Library Name:	<input type="text"/>	
School or Library Web Location:	<input type="text" value="http://"/>	
Personal Web Location:	<input type="text" value="http://"/>	
Your Name:	<input type="text" value="Litonina Nadezhda"/>	This is the name that will appear on your webpage. You can change it now or return anytime to edit. You'll still need to log in with your original username, "litonina"

5. Click “Add Links” button to create a “Treasure Hunt” and add links, title and description there.

Your Name:	<input type="text" value="Litonina Nadezhda"/>	This is the name that will appear on your webpage. You can change it now or return anytime to edit. You'll still need to log in with your original username, "litonina"
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In order to come back to Filamentality and edit your page, you must login using the following username and password. Although you will have the username and password sent to you when you complete your web page, it might be a good idea to print this page just in case you don't finish.

Username: litonina
Password: litonin

Start by clicking "Add Links." Get familiar with the menu below. You will use it throughout Filamentality to Add Links, Edit Links, and create your links, a Hotlist is the simplest format. You can [find out about the formats](#) before you make a choice. You must click on item on the menu in order. If you don't see your changes immediately, that is usually a [caching problem](#).

Note: If you already have a great Hotlist, you can [go back and login](#) to that Hotlist; then choose another format from the menu and all of your Hot

[Add Links](#) [Edit Links](#) [Hotlist](#) [Scrapbook](#) [Hunt](#) [Sampler](#) [WebQuest](#)

6. After adding links click “Hunt” button below.

[Add Links](#) [Edit Links](#) [Hotlist](#) [Scrapbook](#) [Hunt](#) [Sampler](#) [WebQuest](#)

7. Now you need to add questions after each link you have added to check the understanding of the given information.

8. Add a title, your introduction and your big question. The big question should reflect the general understanding of the topic. Then choose the colors and click “Hunt” button to save.

9. Your “Treasure Hunt” is complete. Give the website address to the other group in the classroom.

☒ The Number of Moscow Theatres

What are the most famous Moscow theatres?

☒ The Most Famous Moscow Theatre Director and Producers

What most famous Moscow theatre directors and producers can you name?

☒ General Facts about Moscow Theatres

When was the Bolshoi built?

Appendix 6

How to Evaluate a Presentation?⁶

Category and Score	Fair	Satisfactory	Good	Excellent	%
Organization and Language	The format and organization of material are confusing to the listener. Many grammatical mistakes and no variation in word choice	The information is well-organized. Some grammatical mistakes with some variation in word choice	The format is attractive and the information is well-organized. Few grammatical mistakes with much variation in word choice	The format is exceptionally attractive and the information is remarkably well-organized. No grammatical mistakes and numerous variations in word choice	25
Content and Accuracy	The work has little of the required information	The work has most of the required information	The work has all the required information	The work has all the required information and some additional information	25

⁶ Сысоев П.В. Методика обучения иностранному языку с использованием новых информационно-коммуникационных Интернет-технологий: Учебно-методическое пособие для учителей, аспирантов и студентов. Ростов н/Д.: Феникс; Глосса-Пресс, 2010. 182 с.

Pictures and Creativity	The pictures do not go with the accompanying speech or appear to be randomly chosen. Lack of creativity	The pictures go well with the speech but there are very few. Acceptable degree of creativity	The pictures go well with the speech but there are so many that they distract from the speech. Greatly creative	The pictures go well with the speech and there is a good mix of speech and graphics. Astonishingly creative	25
Presentation	Audience can't understand the presentation because there is no sequence of information	Audience has a difficulty following the presentation because the speaker jumps around	The speaker presents the information in a logical sequence which the audience can follow	The speaker presents the information in a logical, interesting sequence which the audience can follow	25
Total:					100

Key Section

Answers: “Sweetie” after A. Moses:

I. a.

IV.

1. There is a possibility to take out a student loan.
2. Universities are research-oriented and provide both undergraduate and graduate degrees. Thus Robert is a postgraduate student in creative writing.
3. Students get money back from textbook exchanges. (“There's a second-hand bookshop here at the university, so it's not quite as expensive as buying new books. Actually they are real bargains and I can sell them again after I've written my essays, so I *will* try and pay you back.”)
4. Students must pay tuition. (“Only a few years ago university education was free and you got grants. My parents' generation were so lucky, and there was my father not even taking advantage of it.”)
5. Students have free computer-access as a university gives them a personal number to use a computer in the library.

V.

1. *Students must hit the books if they wish to graduate.* – Student must work very hard learning the given material if they wish to graduate.
2. *A successful student must keep his nose to the grindstone.* – A successful student must study practically without any rest.
3. *Absence makes the heart grow fonder.* – When people go away, we appreciate them more than when they are with us.
4. *A rolling stone gathers no moss.* – People who travel a lot or who move very often do not make a lot of friends and/ or do not get married or have loved ones about them.
5. *Actions speak louder than words.* – It is better to actually do something than talk about doing it. Also, people who talk about what they are going to do do not always fulfill their promises.

6. *Rome wasn't built in a day.* – A big or important job/ project cannot be rushed and will inevitably take a long time.

Key. 1, 2, maybe 5 (if students can prove it).

IV.

1. Reference – a source of information or facts (ссылка, сноска).

2. Redundant – deprived of one's job because it is no longer necessary (уволенный по сокращению штатов).

3. Refugee – a person who has fled from some danger or problem, esp. political persecution (беженец, эмигрант).

4. Allowance – an amount of something, esp. money or food, given usually at regular intervals (денежное пособие, денежное содержание).

5. Degree – an academic award conferred by a university or college on successful completion of a course (степень).

6. Reputation – репутация.

7. Perfume – духи.

8. Seminar – семинар.

9. Concentration – концентрация, внимание.

10. Grant – грант, стипендия.

11. Comment – комментарий.

12. Essay – эссе.

13. Dissertation – диссертация.

14. Supermarket – супермаркет.

VII.

1. Taken notes.

2. College bar, first-years.

3. Pile of books, library.

4. Quick read.

5. Literature talks, compulsory, essay.

6. Look up, lectures, missed.

7. Covering up for, count towards, pass.
8. Career paths, earn, pay off.
9. Sympathise.
10. Afford, allowance.
11. Exaggerating.
12. Students.

Answers: “The Three Students” after A. Conan Doyle:

I.

1. Sherlock Holmes and Doctor Watson were spending their holiday in one of the University towns in England.
2. The examination for a special scholarship was coming.
3. The day before the examination Mr. Soames took the papers out of his desk to read the text through once again.
4. Mr. Soames was tired and decided to have a cup of tea.
5. Mr. Soames went out leaving the text upon the desk.
6. Gilchrist returned to the college from the athletic grounds.
7. He passed Mr. Soames’s window and saw the papers on the desk.
8. Banister entered Mr. Soames’s room during his absence to make him tea.
9. The servant came out and left his key in the door because he had a tea-tray in his hands.
10. He forgot his key in Mr. Soames’s door.
11. Gilchrist noticed the key, stepped in, put his shoes on the side-table and his gloves on the chair near the window and began to copy the papers.
12. Gilchrist wrote so quickly that he broke his pencil and sharpened it with a large blunt knife.
13. Mr. Soames was absent for about an hour and returned by the side door.
14. The young man heard his steps.
15. Gilchrist caught up his shoes, scratched Mr. Soames’s table and rushed to Mr. Soames’s bedroom.

16. A small ball of clay from his shoe fell on the table and another one the bedroom floor.
17. Mr. Soames saw the key in his door with some surprise.
18. He came in and saw his examination papers in disorder.
19. Mr. Soames gave Bannister the alarm.
20. Banister came in, saw Gilchrist's gloves in the armchair and understood everything.
21. The servant sank into the armchair and remained there all the time.
22. Mr. Soames gave him a little brandy and examined the room.
23. He found several cuttings and a small black ball of clay with sawdust in it.
24. Mr. Soames left the servant in the armchair, locked up the papers and went to Sherlock Holmes for help.
25. Sherlock Holmes asked him everything about the matter and went to Mr. Soames's with D. Watson.
26. S. Holmes examined Mr. Soames's window, study and bedroom very attentively.
27. He found a small black ball in the bedroom like the one upon the writing-table in the study.
28. S. Holmes spoke to Bannister and paid a visit to the three students above.
29. S. Holmes took the black clay and pencil cuttings with him and left Mr. Soames.
30. The next morning S. Holmes got up at six o'clock and went to the athletic grounds.
31. S. Holmes returned home, took D. Watson and went to Mr. Soames.
32. S. Holmes invited Bannister, Mr. Soames and Gilchrist into the study and asked the young man to tell them all the truth.
33. Gilchrist covered his face with his hands and began to cry.
34. S. Holmes told everybody in the room what had happened.
35. Gilchrist handed in the letter he had written at night.

36. Bannister explained that he had known the young man since the boy's childhood.

II. To check your understanding of the story visit:
http://lib.ru/AKONANDOJL/sh_tstud.txt

IV.

1. To be keen on; to take interest in.
2. To be confused; to be puzzled.
3. To contain.
4. To learn; to discover.
5. To examine.
6. To go on; grant; allowance.
7. Intelligent; brilliant.
8. To visit.
9. To start.
10. Surprised.
11. To hide.

Answers: “The Doll’s House” after K. Mansfield:

I. Reading for details.

1. False. The father, mother and two little children dolls lived there (lines 23-24).
2. False. The doll’s house was left in the courtyard because it was summer and no harm could be done to it (lines 3-4).
3. False. They did not have any time to tell their classmates about it earlier as they came just before the school bell (lines 39-43).
4. True. (Lines 53-57). All children avoided them as they were children of a washerwoman and a prisoner.
5. True. Everybody at school spoke about it (lines 84-90).
6. False. The little Kelveys were very united (lines 69-73). They were always quiet and alone (lines 95-98).

7. False. Kezia invited them (lines 128-132).
8. False. Judging by their reaction it was normal to them. They forgot about it quite soon (lines 154-155, 160-161).

III.

1. Washerwoman.
2. Porch.
3. Courtyard.
4. Stove.
5. Bedclothes.
6. Kitchen.
7. House.
8. Tablecloth.
9. Carpet.
10. Lighting.
11. Chimney.
12. Gate.

Answers: “Frozen Pizza” after A. Moses:

IV. c, e, a, b, d.

1. For the most part.
2. Finally.
3. Unlike us.
4. To tell the truth.
5. Firstly.
6. Moreover.
7. Secondly.

V. Freezer, cooker, kettle, sandwich, cookery, pizza, microwave, dessert, sauce, soup.

Answers: “The Luncheon” after S. Maugham:

II.

Reading strategy – reading for details.

The Bill

The Name of the Restaurant	Foyot's	
The Waiter's Name		
Date and Time	Tuesday, 12.30	
Items	Amount / Servings	Price
1 Salmon	1	
2 Caviare	1 serving	
3 Mutton Chop	1	
4 Champagne	1/2	
5 Water	1 serving	
6 Asparagus		
7 Ice-cream	1	
8 Coffee	2	
9 Peach	1	
Total Number:	Total Price: 77 francs	
Cash / Credit	Cash	
Tip	3 francs	
Change		

IV.

Adjective	Similar Meaning	Opposite Meaning
splendid	wonderful	terrible
adequate	acceptable	inadequate
tender	melting in the mouth	tough

enormous	large (giant)	tiny
appetizing	delicious	disgusting
even (teeth)	equal	uneven
expensive	costly	modest (cheap)
mean	ungenerous	generous
heavy		light
imposing	massive	frustrating
attentive		inattentive
young	commanding	old (mature)
attractive	caring	unattractive
	immature	
	beautiful	

Answers: “The Verger” after S. Maugham:

II. Reading strategy – skimming.

Suitable titles: “Every cloud has a silver lining”. “Verger”.

III.

I. 8, 13, 7, 9, 5, 12, 1, 3, 11.

II. 14, 4, 10, 2, 6.

Shift of tenses: 3, 8.

Complex sentences: 9 (Simple and concise sentences are preferable for an outline.)

IV.

1. Wrapped up.
2. To hush up.
3. Made no difference.
4. Talked the matter over.
5. Tidied up.
6. Was a non-smoker and a total abstainer.

7. Considered.
8. Did well.
9. To have his finger in every pie.
10. Mark my words.
11. Went into service.
12. To have the knack for it.
13. Have found the want of it.
14. Gave a sudden start.
15. Hand over fist.
16. The week's takings.

Answers: “Don’t Miss the Mozart” after A. Moses:

I.

1. Lines 167, 168.
2. Lines 187, 188.
3. Nicole had published many books and had the right to call herself a star, but it was not appreciated in university circles.
4. B. Lines 247-251.
5. Lines 253, 256-258. It had been such a bad week for Mel until that moment. She had done a lot of wrong things at work. And at least she thought she was doing something right.
6. C. Lines 358.
7. C. Lines 379-381. Everybody in music business knew about the story with Madame Conte and Mel.
8. B. Salisbury was the place where the concert was to take place. Lines 405-406.

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**УПРАЖНЕНИЯ ДЛЯ ЧТЕНИЯ
НА АНГЛИЙСКОМ ЯЗЫКЕ
ДЛЯ СТУДЕНТОВ II ГОДА ОБУЧЕНИЯ**

УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

Редакторы: А.О. Кузнецова
А.С. Паршаков
Д.В. Носикова

Лицензия ПД № 18-0062 от 20.12. 2000

Подписано к печати
Печ. л.
Тираж

Формат 60×90 1/16
Заказ
Цена договорная

Типография ФГБОУ ВПО «НГЛУ»
603155, Н.Новгород, ул. Минина, 31 а