

Документ подписан простой электронной подписью

Информация о владельце:

ФИО: Шебзухова Татьяна Александровна

Должность: Директор Пятигорского института (филиал) Северо-Кавказского

федерального университета

Дата подписания: 22.05.2024 11:06:52

Уникальный программный ключ:

d74ce93cd40e39275c3ba2f58486412a1c8e9b

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Пятигорский институт (филиал) СКФУ

Методические указания
по выполнению практических работ
по дисциплине «**Практика устной речи**»
для студентов специальности 45.05.01 Перевод и переводоведение,
направленность (профиль) «Лингвистическое сопровождение международных
экономических отношений»

Пятигорск, 2024

СОДЕРЖАНИЕ

Введение

Содержание практических занятий

Список рекомендуемой литературы

ВВЕДЕНИЕ

Методические указания по выполнению практических работ по дисциплине «Практика устной речи» разработаны в соответствии с рабочей программой дисциплины по специальности 45.05.01 Перевод и переводоведение. Практические задания разработаны в соответствии с рабочей программой дисциплины «Практика устной речи», целью которой является содействие формированию и развитию у студентов общекультурных, профессиональных и специальных компетенций, позволяющих им в дальнейшем осуществлять профессиональную деятельность посредством овладения коммуникативной компетентностью по изучаемому иностранному языку, предполагающей владение различными видами речевой деятельности, лексическим и грамматическим материалом, а также готовность использовать иностранный язык для получения, оценивания и применения иноязычной информации для решения учебных и профессиональных задач;

Задачи дисциплины:

- формирование основных видов РД: аудирование, говорение (монологическая, диалогическая речь), чтение, письмо;
- формирование готовности к осуществлению иноязычной речевой деятельности, в том числе развитие интегративных коммуникативных умений, включающих умение вести беседу; умение строить свое речевое и неречевое поведение адекватно социокультурной специфике страны изучаемого языка; развитие компенсаторных умений (умений выходить из положения в условиях дефицита языковых средств при получении и передаче иноязычной информации);
- совершенствование слух произносительных навыков;
- обогащение активного словаря студентов, характерного для нейтрального стиля речи, а также знакомство с элементами разговорного стиля речи и идиомами;
- формирование профессионально-педагогических умений и навыков;
- обучение творческому высказыванию в рамках изучаемой тематики;
- развитие навыков и умений реферирования иноязычных текстов публицистического и научно-популярного характера и текстов на родном языке;
- развитие умения представлять вербальную информацию в виде схем, таблиц, диаграмм.

Целью практических занятий является усвоение студентами базовых понятий фонетической науки, формирование умения оперирования специальной терминологией, совершенствование артикуляционных и перцептивных навыков, а также формирование системного лингвистического мышления, необходимого для глубокого освоения фонетической теории. Методические указания по каждой практической работе имеют теоретическую часть, необходимую для выполнения практических заданий. Практические задания органично сочетаются с теоретическими знаниями.

Содержание практических занятий

Практическое занятие 1, 2. Introduction to Great Britain.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read and translate the following text, write out the new words and memorize them.

Great Britain is made up of four countries: England, Scotland, Wales and Northern Ireland. It is a group of islands off the north-west coast of Europe. It is called the United Kingdom of Great Britain and Northern Ireland. The capital is London.

How the land lies

There are many different landscapes in Britain: from high mountains to rolling hills and valleys. Places like Wales, the Lake District and northwest Scotland have high mountains and steep solid rock slopes. Great Britain is completely surrounded by seas, being thus isolated from the rest of Europe. No part of Britain is far from the sea, which is an important resource for fishing and tourism.

Rain or shine Great Britain has quite cool summers and mild winters. The weather changes from day to day and during the day. The climate is temperate, the country does not have long periods when it is cold or hot. Britain's climate is getting warmer. Average temperatures have risen half a degree Celsius since 1850. This is enough to start the polar ice caps thawing. If the ice caps continue to thaw, large areas of southern and eastern England will be permanently flooded. The mean annual temperature ranges between 11.1 °C in the south and 8.9 °C in the northeast. Fogs, mists and overcast skies are frequent, particularly in the inland regions.

Politically minded Britain is a constitutional monarchy. The queen is the head of the state but politics are controlled by Parliament. There are two houses of Parliament:

The House of Commons who are elected by the public and the House of Lords made up of peers. The political party system has existed since the 17th century. The main British political parties are Labour, Conservative and Liberal Democratic. There are also Welsh and Scottish parties who seek separation from England. The majority party forms His or Her Majesty's Government, and the second party is officially known as His or Her Majesty's Own Loyal Opposition. The opposition leader is paid a salary from public funds for that role.

In Gods we trust The Church of England has the most members – 54 %, in Great Britain. Most members, however, live in England. The second biggest religion is the Roman Catholic Church – 13 %. Catholics are spread throughout the country. Other religions include Protestantism, Islam, Judaism, Hinduism and Sikhism.

Economy: pitfalls and hopes Britain has a long history as a great and powerful country. During the 18th century Britain gained an empire by colonizing parts of North America, Africa, Asia, all of Australia and New Zealand. By the 19th century, England was bringing back much wealth from these colonies. The trade in slaves and other goods from the colonies supplied the money to build the factories and machines of Britain's Industrial Revolution. The country developed heavy industries like coal mining, iron and steel manufacturing, engineering and shipbuilding. However, in the 20th century, other countries began to compete with Britain in the overseas markets. Besides, from the 1950s on, many former British colonies in Africa and Asia became independent, thus affecting Britain's imports and exports. All over Britain factories and businesses closed. By the 1990s the worst of the decline had already been over and Britain began to concentrate on the new hi-tech and service industries. In the last 30 years, micro-electronics has become one of the fastest growing sectors of the British industry. It is a new phase of industrial growth which scientists call re-industrialization. The future for Britain as a manufacturing nation looks good and it depends on whether it can develop and specialize in hi-tech industries such as aerospace, computers, electronics, telecommunications and biotechnology.

Практическая часть:

II. Answer the following questions.

1. Where is Great Britain geographically?
2. Where is London, the capital?
3. What part of Great Britain do Scotland, Wales and England make up?
4. What part of Ireland does Ulster make up?
5. What kind of climate does Great Britain have? Why can we call it maritime?
6. Are overcast skies a frequent occurrence in Great Britain? Why?
7. What makes the climate of Great Britain warmer than in other countries on the continent?
8. What body rules the country?
9. What can you say about the House of Lords?
10. What can you say about the House of Commons?
11. People of what faiths can we find in Great Britain?
12. How can we explain the fact that Islam, Hinduism and Sikhism are to be found in a traditionally Christian country like Great Britain? 1
3. How did the fact that Britain had a great number of colonies affect its economy in the 19th century?
14. What happened to the British colonies in the middle of the 20th century?
15. What has Britain done with its economy in the last 30 years?

16. What is Britain specializing in now?

III. Write the transcription of the following words. Isolated, temperate, Celsius, southern, Protestantism, Judaism, Hinduism, Sikhism, Catholic (Catholicism).

IV. Find English equivalents to the following Russian words and phrases in the text. Состоять из, ландшафт, окруженный, остальная часть, довольнотаки прохладный, мягкий климат, средний, таять, постоянно, колебаться между, затянутый облаками, в частности, ежегодный, 9 отделение от, партия большинства, по всей стране, поставлять, кораблестроение, товары, спад в производстве.

V. Compare Great Britain and Russia in the following spheres. Give your stories. Geographical location, national composition, distances between destinations, weather and climate, political system, variety of religions, Russia and Britain as former empires, the economic situation today

Практическое занятие 3, 4. The Englishness of England.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the text and translate it into Russian in written form.

THE ENGLISH CHARACTER AND TRADITION (from the Anglo-Saxon Kingdoms to the Windsor Dynasty)

England's coastline has helped to shape both the history of the English nation and the psychology of the English character. The knowledge that there was a wide stretch of water between Englishmen and "foreigners" encouraged a sense of security that could easily slide into one of superiority. And it was true that their physical isolation made England different. The long centuries during which the land was free from invaders meant that there could be a continuity of

tradition impossible on the war-torn Continent. Englishmen have always been conscious of the history that surrounds them – from traditional royal and parliamentary ceremonies to Tudor-style villas in the suburbs.

Some English characteristics upon which both natives and visitors have tended to agree have to do with national psychology: egoism, selfconfidence, intolerance of outsiders, wealth, independence, social mobility, love of comfort and a strong belief in private property. Others that have to do with the physical appearance of English town and country, are more easily illustrated than described: an urge to wander over the earth and bring back its products to make England a microcosm of the world; a preoccupation with “home” that has led to the evolution of both the English house – informal, relaxed and domestic – and its landscape setting: a love of games in which competition was less important than enjoyment; and that special feeling for the sea that made Englishmen not only great sailors and explorers but also the inventors of the seaside holiday.

The fact that Britain is an island has been decisive in so many aspects of her history: in the Reformation, which determined the course of religion in England; in the development of trade, which led to the formation of the Empire; in the growth of a navy with its influence on the political system; even in the well-known “insularity” of English art and music. The cultural moat has often been wider than the twenty-one miles of water that separate Dover from Calais.

All that prefigures the English boarding-school tradition. Foreigners regarded as heartless the English custom of boarding out children at the age of seven to nine to be apprentices for the next eight years in other houses and families. The customary explanation is that parents did this to ensure that their children learned better manners. There were other important differences, which may have been a cause or consequence of the English spirit of individualism. The majority of ordinary people in England from at least the 13th century were extreme individualists, highly mobile, geographically and socially, economically “rational”, marketoriented and acquisitive, ego-centered in kinship and social life. Another feature is the fluidity of English society.

England from an early stage avoided the rigid stratification between the merchants of the cities and the rural seigneur. One of the most significant aspects of the trend towards a highly competitive and socially egalitarian society was the impetus it gave to the English colonies of the 17th century in America. America’s heritage of libertarianism, hostility to government, skepticism about the role of the state and hatred of interference, originates from the people who went out to that dangerous continent and were not the grandees of the upper class. Another significant feature in the development of England is the language. It is of Germanic origin but half the words come from other sources, and the result is an astonishingly wide vocabulary acquired quite early in its history. One of the by-products of England’s geographical separation is the relatively small amount of fighting on English soil. This separation from continental Europe gave a special position to the Navy, which protected England. It produced a sense of security and led to a prosperity, which the major rival countries did not enjoy.

(From *The English World: History, Character, and People* by R. Blake1)

Практическая часть:

II. Give answers to the following questions.

1. How can you compare England’s coastline with the one Russia has?
2. Has a wide stretch of water ever influenced the psychology of Russian character?
3. Why have land borders played a more important role in Russian history than the sea ones?
4. What invaders into Russia do you remember from Russian history? Who were the invaders into Britain?
5. What can you say about the colonizing policy of Great Britain and that of Russia?
6. What role has the Navy played in Great Britain and in Russia?

III. Write the transcription of the following words. Psychology, superiority, suburb, microcosm, rational, seigneur, acquisitive, libertarianism, interference, grandees.

IV. Comment on the following statements and phrases.

1. A wide stretch of water between England and the Continent encouraged a sense of security and superiority in the British. 2. A continuity of tradition impossible on the war-torn Continent. 3. Intolerance of outsiders. 4. English society is class society. 5. Social mobility. 6. A strong belief in private property. 7. Independence and individualism. 8. Love of comfort. 9. A preoccupation with "home". 10. The English language has an astonishingly wide vocabulary. 11. The Navy in England and the Navy in Russia. 12. Hatred of interference.

V. How would you answer the following questions?

1. Do you think that all the features of the English mentioned in the text could somehow have influenced the people who colonized such countries as the USA, Australia, New Zealand and Canada?

2. In their early history both England and Russia started out as monarchies. What developments took place in that sphere throughout history? What form of government would you support?

Практическое занятие 5, 6. London.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

Read the following dialogue, write out the new words and memorize them.

- London is literally “soaked” in history, isn’t it?
- Oh, yes. It’s full of history from the earliest times to the present day.
- That’s right! Its name is of Celtic origin, but there is no evidence of a pre-Roman settlement. Some historians think the name is derived from a Celtic personal or tribal name. Others maintain its name was first Llyndun, the town on the lake.
- I remember that the town was growing quickly under the Romans and later it became a large thriving centre of commerce and trade.
- Now it is the capital of the United Kingdom, a great political, industrial and cultural centre of the country.
- In the 19th century its growth was very rapid and it developed into what we call Greater London.
- London and the City are not the same, are they? The City is the central part of London, its business and shopping centre.
- Where are we now?
- We are on The Strand. It’s an old street that runs along the Thames. “Strand” means a strip of land running along the coast or the bank of a river. You can’t see the Thames from here now, but in the old days when there were no houses here you could. If we face the river, to the left there is St. Paul’s Cathedral and further on The Tower. To get to St. Paul’s Cathedral you have to pass through Fleet Street
- Oh, I’ve heard about that. It used to be the street where all London newspapers had their offices. They’ve moved out now, haven’t they?
- You’re right. Fleet Street is not really very long, not straight either, like a crooked spine actually, but the London press is still called Fleet Street.
- And where will we find ourselves if we go to the right?
- To the right is Trafalgar Square, the geographical centre of London.
- Oh, it’s quite big. That’s Nelson’s Column over there, isn’t it?

– You’re right. The column is 184 ft. high. It’s a copy of one of the Corinthian columns in the Temple of Mars in Rome. The square itself commemorates Nelson’s victory in the Battle of Trafalgar in 1805.

– And look there! Behind the left fountain is the National Gallery, isn’t it?

– Now look, just in front of us is a small street, which is called Whitehall.

– Yes, there used to be a white hall here, but it was pulled down three or four centuries ago. If you walk along this street, on the righthand side you will see a high metal fence and a couple of policemen on guard.

– What are they guarding?

– The Prime Minister lives in No.10 Downing Street. Look there.

– I see. Let’s walk a bit further down.

– Let’s. Here we are. Westminster Abbey and a bit further on the Houses of Parliament. Let’s visit Westminster Abbey.

– So, as I see, the British kings and queens are buried here. You can see their effigies. A special chapel for King Henry VII. And here’s the Poets’ Corner. Is William Shakespeare buried here too?

– Oh no, he isn’t. He’s buried in Stratford-upon-Avon.

– That’s right. Now let’s take a taxi (cab) and go to the British Museum. It was opened to the public in 1759.

– Why don’t we go to the Mall first?

– Let’s. The Mall leads to Buckingham Palace. That’s where the Queen resides. Hear that music.

– Yes, it’s 12 o’clock now. The Changing of the Guard is taking place, isn’t it?

– Is this Hyde Park on our left?

– No, it’s St. James’ Park. Hyde Park is a bit further on.

– Let’s go there. I want to see the Speakers’ Corner.

– You will and if you stop for a while there, you’ll hear all kinds of fantastic ideas expressed.

– Can the speakers really say anything they want?

– They can. People voice their opinions on politics, local and international, religion, morals and what not.

– Yes, that’s British democracy for you!

(From Conversational Situations by E. Filatov)

Read the text about a doorman at The Ritz Michael O’Dowdall and translate it.

AN INSIDER’S TOUR FROM A DOORMAN AT THE RITZ

Continuing our series profiling iconic Londoners, Marianka Swain meets Michael O’Dowdall, a doorman at The Ritz.

“The Ritz was always this mythical place,” recalls Michael O’Dowdall, who has been a doorman at the iconic London hotel for just over 10 years. “It was somewhere special for special people to go to – I never dreamed I’d be part of it.”

Michael is a born-and-bred Londoner and counts himself as a Cockney. “Cockney folklore says you have to be born within the sound of Bow Bells,” he explains. “Growing up, I had the usual ambitions of wanting to be a footballer or an astronaut, but I’ve always been an outgoing kind of chap, so doing something that lets me meet different people every day suits me perfectly.”

Michael has been working doors since the late 1980s. “My cousin’s husband worked at the casino in Marble Arch, and he told me about it when we were studying ‘The Knowledge’ [a test all London black cab drivers must take] together – I’m a taxi driver too. He left to drive full time, and then a British family bought The Ritz casino and hotel, so I applied to be a doorman.”

Michael’s advanced knowledge of London streets comes in handy, as “giving good directions is definitely part of the job, along with knowing when restaurants open or the best way

to get to the airport. I'm a walking map, dictionary and timetable. Once people hear the London accent they're reassured, because they know it's my town."

The Ritz's central location is an ideal base for tourists according to Michael. "You can go via Green Park to Buckingham Palace, St James's Park to Westminster, up the Mall to Trafalgar Square, or shopping on New Bond Street." A popular request is a good curry. "I send them up to Brick Lane. And if visitors want a great view of London, I recommend a river boat trip down to Greenwich – you see all the buildings and get a sense of just how big London is."

The Ritz is a 24/7 operation, so doormen work eight-hour shifts, with two days off a week. Michael enjoys the rhythm of the days, with people checking in and leaving in the mornings, "then it's luncheons, suppers and tea settings, or big functions like weddings and birthday parties. For weddings we make sure there's a space for the bride's car and coordinate guests arriving, often on the old Routemaster doubledecker buses."

Michael loves the "full spectrum" of visitors that can be found at The Ritz on any given day, "everyone from the sweet old girl who saved up for months to go to tea with her friends through to royalty – it's a proper London melting pot." "Afternoon tea vouchers are sold as presents, and so you see people coming around the corner clutching them, eyes wide with amazement. We make sure to put them at ease and make them feel welcome – there's no snootiness here."

Guests often ask Michael about the history of the hotel, which first opened its doors in 1906; David Lloyd George is said to have held secret meetings there during the First World War, and Noël Coward was a regular visitor in the 1920s and 1930s. Visitors also admire the neoclassical building and its stunning décor – "there's no expense spared maintaining everything to the highest standard," says Michael. The doormen's attire reflects that attention to detail, with a top hat, waistcoat, trousers with a yellow stripe and a distinctive coat. "It's smart but practical, as we're often moving luggage or helping people in and out of cars. Because we're recognisable, we do get a lot of requests for pictures – there probably isn't a country in the world our photograph isn't in. It's lovely to know you're making someone's day."

The reverse is true too, with Michael getting to meet numerous high-profile guests. "They say never meet your heroes, but I've met them and they're still my heroes. I'm just a working-class boy so I have to pinch myself sometimes."

But perhaps the best perk is getting to drive a very special car. "In 2006, Rolls-Royce produced a special one-off Phantom in Ritz Blue for the hotel's centenary. People often save up to take a trip in it for a birthday treat, so I get to drive them around London in style – I teach them how to do the royal wave. It's that kind of thing that makes this such a special place to work – there's really nothing like it.
(From Discover Britain)

Практическая часть:

I. Use the Internet to find additional information about:

1. Hyde Park
2. St. James' Park
3. The Changing of the Guard
4. The Mall
5. Pall Mall
6. Whitehall
7. The Thames
8. Speakers' Corner

II. Say in what connection the following words and expressions are used in the dialogue.

Soaked, evidence, settlement, to be derived from, to maintain, thriving, rapid growth, shopping centre, strip of land, bank of a river, crooked spine, London press, geographical centre, to commemorate,

to be pulled down, policemen on guard, to be buried, further down, effigy, chapel, to voice an opinion.

Write the transcription of the following words.

Celtic, thriving, commerce, crooked, bury

III. Give English equivalents to the following words and expressions.

Нет данных (сведений), настоящий момент, происхождение, незнакомец, процветающий, происходить из чего-то, утверждать, племенной, не одно и то же, улица идет вдоль..., полоска земли, берег реки, побережье, стоять лицом к..., раньше это было, съехать, в память о ком-то, перед нами, снести здание, охранять что-либо, это и есть британская демократия

IV. Answer the following questions.

1. What is the Ritz? What is it famous for?
2. What does Michael like about his job?
3. What is Afternoon Tea? Use the Internet to find more about it.
Comment on the following statements from the text.
1. "Cockney folklore says you have to be born within the sound of Bow Bells."
2. "I'm a walking map, dictionary and timetable."
3. "It's a proper London melting pot."
4. "It's lovely to know you're making someone's day."
5. "I have to pinch myself sometimes."

V. Find Russian equivalents to the following words and phrases.

To recall, born and bred, outgoing, advanced knowledge of smth., to get a sense of smth., to work shifts, to check in, to leave, to save up, to put (someone) at ease, to make smb. feel welcome, snootiness, stunning décor, attire, to move luggage, to help people in and out of cars, highprofile guests, centenary, to do the royal wave.

Практическое занятие 7, 8. The City of London.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

Read the text paragraph by paragraph and do the exercises that follow each paragraph.

Paragraph 1

In physical size and resident population, the City is the smallest city in the United Kingdom, if not in the world. Popularly referred to as "the Square Mile", it has a total area of 667 acres in the heart of the vast metropolis of London, and a night population of 5,180. But by day it is estimated that some 500,000 people swarm its streets and offices. Boroughs and towns and cities throughout the kingdom have their daily tides of immigrants and emigrants, but nowhere do these tides flow so strongly, nowhere is the contrast between night and day, the disparity between the resident population and the business population so marked as in the City of London. The reason for this dramatic contrast is to be found in its history, and without a historical background no institution in it can be fully understood. But here we will give you a portrait rather than a history; our purpose is to display a living entity, not a museum piece; a vast market by day, a near solitude by night. A near solitude, for it has a nightlife of its own. Unsuspected by the casual pedestrian whose foot beats may echo through the silent alleys, there

are social activities of many kinds – lectures, concerts, organ recitals, plays, oratorios, banquets at Guildhall, Mansion House, in company halls and friendly gatherings in public houses. The city is a hive of industry, unique in its function, its government, the pattern of its daily life, the part it plays in national and international affairs. It is not an industrial area, but primarily a collection of offices, warehouses and shops centered around the commercial and financial market, linked to the farthest ends of the earth by the Internet, cable, wireless and postal communications, by railroad, by air, and above all by the river and port. It is no synthetic product of deliberate planning, but a city, which has grown, and in growing preserved an identity of function, for nearly 2,000 years.

Paragraph 2

The river and the bridges, the streets with their buses and cars, the railways, are essential to the transport of bodies and packages; but the City is also the nerve centre of the financial market, and the transmission of quick and accurate information is essential to its efficient functioning. It is most difficult for us today to imagine how business could be carried on when market news had to be transmitted over an inadequate road system, or from one port to another by coasting vessels. The first General Post Office was established in the City, and its achievements in 1681 were held up as a model of enterprise: “This Convenience by Post is done in so short a time by night, as well as by day that every 24 hours the Post goes 120 miles, and in five days an Answer of a Letter may be had from a Place 300 miles distant from the writer.”

Paragraph 3

Today the General Post Office is in Newgate Street, leading to the west. And not far away is Faraday Building, which links the globe by the Internet, telephone, radio and cable. Perhaps it is no accident that the Daily Courant, the first London daily newspaper, was published at a point near Fleet Street, the other great road leading to the west. Fleet Street was once famous for its showmen, waxworks, giants, dwarfs, strange animals and panoramas – then popular attractions; today it is synonymous with the world of English journalism, and has been called the Street of Ink. Several decades ago, for lack of space, all the newspapers moved out of Fleet Street to other areas, but the name for all English mass media has been kept.

Paragraph 4

All day the streets are full of people, hustling along, mostly on business; but at lunchtime they are thronged. For lunchtime is not only the time when people eat; they shop, and window-shop. Gazing at shop windows, pricing, comparing, is the recreation of a great number of the female population – and the male population too. And Cheapside, before it was destroyed by enemy action was one of the greatest shopping centres. Another area – round St. Paul’s – miraculously survived; and nowhere at lunchtime can one see a greater congregation of women and girl shoppers and shop-gazers that stand round the windows of the stores there. Shops for men, too, abound: hosiers, tailors, hatters, sports equipment – a man can be very well tailored in the City if he knows where to go, at less cost than in the West End.

Paragraph 5

Perhaps the most widespread pleasure is the spectacle of the City itself, its people, traffic and places, in people’s eyes, and faces and gait; the cleaners, the bank messengers, the clerks, the brokers; the bowler hats and umbrellas, the no-hats, the pony-tails, the urchin cut, the crew cut, the Mohawk; the CP operators going back from morning tea or coffee, the policemen, the serious faces of the businessmen, the guards marching to the Bank of England; the never-ending flow and the noise of the traffic – lorry, bus, car; the vans, the giant cranes, the excavators, the steel scaffolding.

Практическая часть:
Exercises to paragraph 1:

I. Explain the following words and phrases in English and give their Russian translation. Give synonyms if you can.

Physical size, resident population, to refer to, total area, vast metropolis, to estimate, some 10,000 people, to swarm, borough, throughout the kingdom, flow of the tide (low and high, ebb tide, flood tide), disparity, the reason for, background (historical, religious, social, etc.), to design, rather than, purpose, living entity, museum piece, solitude, to suspect, casual (pedestrian, wear), hive, pattern, warehouse, deliberate planning, identity.

II. Answer the following questions to the paragraph.

1. What can you say about the size of the City?
2. What is its popular name?
3. What is its size in square kilometers?
4. About how many people live there permanently?
5. Why is the contrast between day and night so great there?
6. What is the nightlife of the City like?
7. Why is the City so important nationally and internationally?
8. How is it linked to the farthest ends of the earth?
9. How old is the City historically?

III. Write the transcription of the following words.

Borough, echo, recital, oratorio, banquet.

IV. Translate the following sentences into English using words and expressions from the above paragraph.

1. По своему размеру и количеству людей, проживающих в нем, наш город самый большой в районе.
2. Надо сослаться на тот материал, который был вам дан.
3. Подсчитано, что около миллиона людей посещают этот район в течение дня.
4. В Великобритании замки можно найти по всему королевству.
5. Отлив там очень сильный и можно видеть песок на дне.
6. Каждую осень мы ездили туда, чтобы посмотреть на большой прилив.
7. Несоразмерность между этими двумя группами очень заметна.
8. Мы расскажем вам о том, как город живет сегодня, а не его историю.
9. В Сохо (в Лондоне) своя ночная жизнь.
10. Случайный прохожий и не подозревает об этом.
11. Образ жизни этих людей очень отличается от нашего образа жизни.
12. Деловой центр Сити связан со всем миром средствами массовой информации.
13. Ничего не было заранее запланировано.
14. Городу удалось сохранить свою идентичность в течение двух тысячелетий.

Exercises to paragraph 2:

I. Explain the following words and expressions in English and give their Russian translation. Give synonyms if you can.

Essential, transmission of information, to be transmitted, accurate, efficient functioning, (in)adequate, to establish, achievements, enterprise, convenience (comfort), by night (day), as well as, General Post Office.

II. Answer the following questions to the paragraph.

1. What means of thoroughfare are essential to the City?
2. With the help of what is efficient functioning carried on in the City?

3. How was market news transmitted in the old days?
4. What historical role did the General Post Office play?
5. How far did the post go every 24 hours in the old days?

III. Translate the following sentences into English using the words and expressions from the above paragraph.

1. Все средства передвижения очень важны для города.
2. Быстрая передача точной информации необходима для успешной работы рынка.
3. Нам очень трудно сегодня представить, как работали рынки и биржа триста лет назад.
4. Система дорог в этом городе не соответствует современным стандартам.
5. Делалось это все ночью, но проверялось днем.
6. Завод работал днем так же, как и ночью.

Exercises to paragraph 3:

I. Explain the following words and expressions in English and give their Russian translation. Give synonyms if you can.

To link, it is no accident that..., lack of space, to move out (in), to keep.

II. Answer the following questions to the paragraph.

1. Where is the General Post Office today?
2. What is the function of Faraday Building?
3. What is Fleet Street synonymous with today?
4. What could visitors to London and the local people find in Fleet Street in the old days?
5. What happened to all the newspapers published in Fleet Street and why?

III. Translate the following sentences into English using the words and expressions from the paragraph above.

1. Эта улица находится не так далеко от Главпочтамта.
2. Не случайно, что первая газета была напечатана именно здесь.
3. Эта улица раньше была известна тем, что там было много пивных заведений.
4. Материал не был напечатан за недостатком места.
5. Все газеты переехали на окраины города.
6. Учреждение изменило профиль работы, но мы захотели сохранить имя.

Exercises to paragraph 4:

I. Explain the following words and expressions in English and give their Russian translation. Give synonyms if you can.

To hustle along, mostly, to throng, window-shopping, to gaze at, recreation, a great number (the great number), feminine (masculine), female (male), to destroy, to survive, miraculous, congregation, to abound, hosier, to be tailored.

II. Answer the following questions.

1. What can you say about the streets of the City at lunchtime and why is it so?
2. Do you and can you window-shop in our country?
3. What can you say about Cheapside?
4. What kind of goods do shops for men usually contain?
5. What do you know about the West End of London?

III. Translate the following sentences into English using the words and expressions from the paragraph above.

1. Толпы людей спешили по улицам этого города весь день.
2. В обеденное время все кафе и столовые забиты толпами людей.
3. У нас в стране почти негде ходить и разглядывать витрины магазинов.
4. Пойдем и сравним цены в этих двух магазинах.
5. К сожалению, этот район был уничтожен действиями врага во время войны.
6. Район бомбили, но собор чудом уцелел.
7. Каждый город должен иметь зону отдыха.
8. Встреча была на высшем уровне, и все должны были прийти в деловых костюмах.

Exercises to paragraph 5:

I. Explain the following words and expressions in English and give their Russian translation. Give synonyms if you can.

Widespread, spectacle, traffic, gait, clerk, broker, no-hats, pony-tails, urchin cut, crew cut, scaffolding.

II. Answer the following questions to the text.

1. What would the most widespread pleasure be for the person who goes to look at the City?

2. Why is it so?

III. Translate the following sentences into English using the words and expressions from the paragraph above.

1. Прогулки по городу летом – это самое широко распространенное удовольствие по вечерам.

2. Он сидел и смотрел на нескончаемый поток людей за окном.

3. Утром меня будит шум уличного движения.

Практическое занятие 9, 10. Getting around in Great Britain.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

Read and understand the following texts and dialogues and do the exercises that follow them.

ASKING THE WAY

Houses in Britain should have a street number, but in real life many are known only by a name. People of high social position have their country houses with names that makes the postman's work more difficult. These may be "The Oaks", "The Poplars", "Hawthorne", etc. and their addresses may be taken from the public library or the police station with the help of the electoral roll (or the computers today). Streets have taken their name from the Roman "Via Strata". (Saxons translated this as "street" meaning "a paved way". "Road" is a Saxon word that means "a journey on horseback").

– Excuse me, can you tell me where South Street is, please? (Or "Could you tell me the way to South Street, please?")

– Yes, sir / madam/ miss. It's only about 5 minutes' walk from where you are.

– Do I go to the right?

– Oh, no. Go straight ahead and then turn left.

– Many thanks.

– Not at all. (It's a pleasure. That's quite all right).

(From Conversational Situations by E. Filatov14)

Use the following words and expressions in situations of your own.

Could you tell me, can you show me, how do I get to..., about 10 minutes' walk from..., go to the right / left, turn right / left, go straight ahead, not at all.

ON A BUS

In the UK, people use the term coach when they mean intercity buses, longer distance tour buses, and special express excursion buses –from town centers to distant airports, for example. Buses, on the other hand, are always local. In addition to London's familiar, red, doubledecker buses, all UK cities have some kind of local bus service – many with double-decker buses as well. There are also dozens of country bus services. Bus numbers such as 15 or 72 are pronounced as "fifteen"

and "seventy-two". And such as "123" are said "one-two-three". Taking an ordinary public bus is a very cheap way for a visitor to have a good look around. And thanks to the Internet, figuring out

bus schedules and finding bus routes and fare prices is much easier for visitors nowadays.

- Does this bus go to Trafalgar Square? (you get on a bus and get off a bus)
- Yes, the 292 goes to Trafalgar Square.
- Excuse me, please. Then I'm OK for Bedford Street, am I not?(aren't I)
- Yes, this is the right bus for Bedford Street.
- Can you tell me where to get off?
- Oh, yes. I'll put you off at the right stop.
- How much further is it?
- It's quite a way yet, but I'll tell you in good time.
- Thanks a lot.
- Not at all.

Use the following words and expressions in situations of your own.

Bus, coach, train, double-decker, bus fare, to get on, to get off,
to take a bus, the right stop, two stops away, to put smb. on the right bus,
to have a good look around, to figure out bus schedules, bus route.

TAKING A TAXI IN LONDON

Some 6,000 taxis that may be hired in the streets are privately owned by companies or owner-drivers and are licensed annually by the metropolitan police. London taxicabs carry meters indicating the fare to be paid. Drivers must charge the meter fare for all the journeys within the London police districts, regardless of duration and distance. All the taxicab drivers expect to be tipped.

- West London Air terminal, please.
- Hop in, miss. Won't be long.
- I have to be there at 10.30.
- I think we can make it, if we get a move on. Don't worry. If the lights are green, we'll be there in no time. (In a jiffy).
- Unless the lights are against us, we'll make it.
- I don't think there will be a hold-up this time of the day.
- Oh, here we are. Thanks a lot. Here's 20 pounds. You can keep the change.
- Thanks. Here's your heavy luggage.
- Oh, I need a trolley.
- There they are. Just take one.

Use the following words and expressions in situations of your own. To hire a taxi (cab), privately owned, to be licensed, the police, to carry a meter, to indicate the fare to be paid, to charge smb. for smth., regardless of, to tip, to hop in, to make it (to get somewhere in time), to get a move on, traffic jam, heavy traffic, a hold-up, to keep the change, luggage/ baggage, trolley.

THE LONDON UNDERGROUND (THE TUBE) The underground railway in London extends to more than 25 miles. The first underground steam railway, the Metropolitan, was built in London in 1863 by digging a great trench for the line and roofing it over.

The first electric tube railway in the world was opened in 1890. Fares on the Tube are not fixed, but are proportional to the distance travelled. There are 11 lines in the system. By the 1960s, the London Underground had become very large. This made it difficult to show the new lines and the new stations on a traditional kind of map, and passengers complained that the existing map was confusing.

In 1931, a designer, called Harry Beck, was asked to design a map, which was easier to read. His map, which was based on an electrical circuit, represented each line in a different colour. This map, which is still used today by thousands of people, both Londoners and tourists, is perhaps one of the most practical icons ever. However the London Tube map doesn't represent distances correctly. People sometimes think if a place is one stop away, then it must be very near, but in fact there's a big difference in distance between different stations. So for example, Covent Garden station is only 260 metres from Leicester Square, whereas the distance between Marble Arch and Bond Street (which looks the same distance on the map) is over a kilometre.

Практическая часть:

I. Speak on the given topics.

1. Black taxi cabs and red double-decker buses as internationally renowned symbols of London.

2. The history of Hackney carriages.

3. The history of buses in London.

4. The Knowledge taxi test.

5. The "Boris Bus".

6. The London Transport Museum.

II. Find Russian equivalents to the following words and phrases.

Iconic buildings or landmarks, staples of daily life, journey, vehicle, to have a long tailback, rural enclave, to be dotted with, marshland, to graze, to formalize the service, hansom cabs, heyday, to combine elegance with functionality, chassis, rear platform, to alight between stops, recognisable, to hail a black cab, to criss-cross the capital, on display, hue

Практическое занятие 11, 12. Buckingham Palace.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the following text, write out the new words and memorize them.

Buckingham Palace is the official London residence of Her Majesty the Queen and as such is one of the best known and most potent symbols of the British monarchy. Yet it has been a royal residence for only just over two hundred and fifty years and a palace for much less; and its name, known the world over, is owed not to a monarch but to an English Duke.

Buckingham House – the building now completely enveloped by Buckingham Palace – was built for John, first Duke of Buckingham, between 1702 and 1705. It was sold to the Crown in 1762 by his illegitimate son, Sir Charles Sheffield, for the sum of 28,000 pounds and just a year later King George III and Queen Charlotte took up residence. Surprisingly, since it was a large house in a commanding position, it was never intended to be the principal residence of the monarch: the King bought it for his nineteen-year-old wife as a place to bring up their family in a degree of privacy away from St. James', and as a dower house for her should the need arise.

Although King George III modernized and enlarged the house considerably in the 1760s and 1770s, the transformations that give the building its present palatial character were carried

out for King George IV by John Nash in the 1820s, by Edward Blore for King William IV and Queen Victoria in the 1830s and 40s, and by James Pennethorne in the 1850s.

In the reign of King Edward VII, much of the present white and gold decoration was substituted for the richly coloured 19th-century schemes of Nash and Blore; and in the 1920s, Queen Mary used the firm of White Allom to redecorate a number of rooms.

The rooms open to visitors – in effect the State Apartments – are used principally for official entertainments. These include Receptions and State Banquets, and it is on such occasions, when the rooms are filled with flowers and thronged with formally dressed guests and liveried servants, that the Palace is seen at its most splendid and imposing.

But of course the Palace is also far more than just the London home of the Royal Family and a place of lavish entertainment. It has become the administrative centre of the monarchy where, among a multitude of engagements, Her Majesty receives foreign Heads of State, Commonwealth leaders and representatives of the Diplomatic Corps and conducts Investitures, and where the majority of the Royal Household, consisting of six main Departments and a staff of about three hundred people, have their offices.

The Royal Coat of Arms of the United Kingdom

The shield is charged with the ‘leopards’ of England, the lion of Scotland and the harp of Ireland (Picture 3). These are the arms used by Queen Victoria and all subsequent Sovereigns. The Royal supporters are the Lion of England and the Scottish Unicorn. The shield is encircled by a blue Garter, ornamented with gold and inscribed “Honi soit qui mal y pense” (“Shame on him who thinks evil of it”), “The Royal motto Dieu et mon droit” (“God and my right”) is well known.

Практическая часть:

II. Answer the following questions to the text.

1. Why is Buckingham Palace so well known the world over?
2. How long has it been a Royal residence?
3. Do you know any other monarchies in Europe?
4. For what purpose did King George III buy the building?
5. What are the State Apartments used for principally?
6. How do the guests to Buckingham Palace always dress?
7. What other usages does Buckingham Palace have besides being the place for official entertainments?

III. Write the transcription of the following words.

Enveloped, palatial, substituted, liveried.

IV. Try to find some other coat of arms and give its description.

Практическое занятие 13, 14. The Tower of London.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4 ,ОПК-1

Теоретическая часть:

Text 1.

I. Read and understand the following text.

- Now here’s the Tower.
- Is it very old?
- Well, the original Tower was put up by William the Conqueror. That makes it the 11th century. It has a very gory history. Henry VIII sent two of his wives here – Anne Boleyn, Elizabeth the First’s mother, and Catherine Howard. Both had their heads cut off.
- Yes, I remember. Mary Tudor, his daughter, also sent a lot of people here and all of them lost their heads here too on the Tower Green. Mary wanted to make the country Catholic

again, because her mother, Henry VIII's first wife, Catherine of Aragon, was Catholic. She was a Spanish princess.

- Now they keep the Crown Jewels here, guarded by the Beefeaters.
- And who are Beefeaters? Do they eat only beef?
- Of course not. They are Yeomen Warders and custodians of the Tower.
- What are the two letters "ER" on their tunics?
- They stand for the Queen's name, Elizabeth Regina. Their uniform is as it used to be in Tudor times and they possess the rank of Sergeant Major.
- Does the Tower of London come under the umbrella of the East End authorities?
- Oh, no. The Tower of London belongs to the City of London. However, it is much more in keeping with the Westminster part of London. The City stands for gold, the Tower for power – the power of the Sword.
- It's a great fortress. It has been almost everything – a fortress, a castle, a palace, a prison, a safe for the Crown Jewels and has now been converted into a museum.
- Sometimes it produces a terrible impression. Its inner courtyards are inhabited by ravens – birds, which, as is known, eat human flesh and with their cawing forecast disaster, war and death.
- You are right. Ugly feeling goes down my spine when I think of all those who lost their heads on Tower Green.
- Right! The greatest political figures of the country including monarchs have lain inside the walls of the Tower, died of hunger and thirst, noose or axe.
- The names of those in whose honour the Abbey bells were rung and whose names were inscribed on the record of the prisoners of the Tower sometimes coincided.
- And in the White Tower they will show you the staircase under which the skeletons of two children were found – the young Edward the Fifth and his brother, the Duke of York, also known as the two princes who were smothered here.
- Charles the First Stuart spent the last few days of his life in the Tower before he was beheaded by the order of Oliver Cromwell in 1649.
- The remains of Cromwell are buried in the Tower Chapel Royal along with those of Thomas More, two of Henry VIII's wives and Lady Jane Grey.
- And now I recall the fact that Elizabeth I, when a princess, was a prisoner in the Tower. Later she became queen and the bells of the Abbey proclaimed her triumph.
- I hope you will enjoy my story about the ceremony of the keys that dates back about 700 years and has taken place every night since then. Only a limited number of visitors are admitted every night. Every night at 9.53 the Chief Warder of the Beefeaters lights a candle lantern and then makes his way towards the Bloody Tower. After that he, carrying the keys, and his Escort move to the West Gate, which he locks, then he locks the Middle and the Byward Towers.
- And that is called the Ceremony of the Keys?
- No. This is only the beginning. The party then returns to the Bloody Tower Archway and there they are halted by the challenge of the sentry.
- "Halt!" he commands. "Who goes there?" The Chief Warder answers:
- "The keys". The sentry demands: "Whose keys?" "Queen Elizabeth's keys" replies the Chief Warder. "Advance, Queen Elizabeth's keys, all's well" commands the sentry. Then the party forms up facing the main part of the Tower. The Officer-in-Charge orders to "Present Arms!" The Chief Warder doffs his Tudor-style bonnet and cries "God preserve Queen Elizabeth!" "Amen" answers the Guard and the Escort. At 10 pm the bugler sounds the "Last Post" and the Chief Warder proceeds to the Queen's House, where the keys are given into custody. – How interesting and the tradition is so old!

(From Situational Conversations26)

Text 2.

AN INSIDER'S TOUR FROM A BEEFEATER Continuing our series exploring the lives of iconic Londoners, Marianka Swain gets an insider's tour from a Beefeater.

"The Tower of London is a living, working royal palace, so we're part of living history," explains Yeoman Sergeant Jim Duncan, one of 37 current Yeoman Warders, also known as Beefeaters. "We're so aware of everyone who came before us. The Tower has always been here – it's the city's protector."

In the 15th century, King Henry VII gathered a group of soldiers to become his personal bodyguard, and in 1509 Henry VIII chose 12 of them to protect the Tower. The "Beefeater" designation most likely refers to the guards receiving a larger food ration than other royal servants.

Today, Beefeaters must have at least 22 years' military service, the rank of Warrant Officer, and the Long Service and Good Conduct medal. Jim served in the Queen's Regiment, everywhere from Northern Ireland to the Falklands, before returning to his home town of London. "I was at the Tower quite a bit when I was with the Horseguards, and I always hoped to join the Warders one day."

Applicants have to give a presentation on a historic subject, and Jim did "a quick history of 1,000 years of the Tower of London in 20 minutes! It's fascinating, as each tower has its own name and purpose." There's a historic hierarchy, from the Chief Yeoman Warder to four Yeoman Sergeants and then the other Beefeaters, including the Raven Master, "responsible for upkeep of the ravens – legend has it that if they ever leave the Tower, the monarchy will fall. We don't want to risk that, so we clip their wings."

The first task as a Beefeater is "learning your Tower 'story', so you can give guided tours to the public." As Yeoman Sergeant, Jim also supervises the team and the daily ceremonies. These include the Opening Ceremony, the Ceremony of the Word, where the guard forms to collect the day's password, and locking the two sets of gates during the Ceremony of the Keys.

Security is vital: after all, the Tower of London holds the Crown Jewels. One of Jim's favourite aspects is answering visitor questions, whether historic or "wanting to know if something they saw in a film is really true. You show them sites of famous executions and tell the story of each one – like with Walter Raleigh, I'll talk about why he was in the Bloody Tower, plus his life and adventures. It's fantastic when youngsters come in with the Learning and Engagement programme. And people always enjoy the Past Pleasures reenactments – it's amazing seeing the trial of Anne Boleyn right in front of you, or two knights fighting.

History coming to life." Other special events include the Ceremony of the Lilies and Roses, on the anniversary of Henry VI's death, and the Constable's Dues. "Back in the day, ships had to pay tax with part of their cargo. Now, when a warship comes in, the company parades and they bring a barrel of rum."

Most important is the Warders' swearing-in ceremony on Tower Green, involving an oath to HM the Queen. "There's also a toast: 'May you never die a Yeoman.' Historically, you bought the position and sold it on when you retired – if you died first, the Constable of the Tower would sell it and keep the money instead!" Yeoman Warders wear their red and gold Tudor uniform, with gold braid, on state occasions, consisting of a tunic, breeches, stockings and bonnet – "it's very expensive and heavy". The daily uniform is a lighter Victorian design in royal blue with red trimming, plus seasonal extras such as a cape in winter. Both feature the initials "ER" for "Elizabeth Regina". Jim loves living in the Tower itself, "in buildings that have been inhabited by royalty. I'm in the Casemates near the moat, and it's the most incredible view."

There's also the honour of showing round visiting dignitaries and, reflecting his key role in the project, Jim presented a wreath to the Queen when she came to see the poppy installation in 2014. "That was special, because it really emphasised what soldiers go through, and it captured people's imagination." Jim notes most Beefeaters stay on until retirement age. "It's such a fantastic job, and a great way to serve Queen and country. You get the whole world

coming to you, and you see how thrilled they are to be here in London, engaging with this rich history. That's a pleasure every single day."

Практическая часть:

Exercises to Text 1.

I. Answer the following questions to the text.

1. How old is the Tower?
2. What additional information can you give about William the Conqueror? Is he important for the history of England?
3. What do you know about Henry VIII? (Catherine of Aragon, Anne Boleyn, Lady Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr) – who are all these ladies and what was their fate?
4. How and why was the state religion of Great Britain changed?
5. What are the Crown Jewels and who owns them?
6. Why do you think the Yeomen Warders still wear the uniform of the Tudor times?
7. What is the West End and what is the East End of London historically?
8. What is the name Westminster associated with?
9. Why was the Tower originally built as a fortress?
10. Do you think it's a good thing keeping ravens in the Tower? What is done so that they wouldn't fly away?
11. What additional information can you give about Charles I and Oliver Cromwell?
12. Do you know what happened after Oliver Cromwell's death?
13. Why was Lady Jane Grey, a very young girl, beheaded in the Tower?
14. What is the reign of Elizabeth I noted for?
15. Why do you think the Ceremony of the Keys is kept going?

II. Find English equivalents in the text to the following words and phrases.

Первоначальный, кровавый, хранить, хранитель, охранять, форма (которую носят), владеть, под эгидой, власть, в соответствии с, превратить что-то во что-то другое, впечатление, внутренний двор, населять, ворон, производить впечатление, предсказывать беду, топор, виселица, в честь кого-либо, совпадать, лестница, хоронить, провозгласить, допускать, вызов, стоять лицом к, фонарь.

Exercises to Text 2.

I. Retell the text according to the following plan.

1. Why are they called Beefeaters?
2. Qualifications.
3. Historic hierarchy.
4. Executions.
5. Ceremonies.
6. Famous clothing.
7. An honour.

II. Find Russian equivalents to the following words and phrases.

To be aware of, designation, ration, royal servant, Warrant Officer, applicant, upkeep, to give guided tours to the public, to supervise the team, vital, youngsters, tunic, breeches, stockings, bonnet, trimming, moat, poppy, to capture smb.'s imagination, thrilled.

Практическое занятие 15, 16. St. Paul's Cathedral.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4,ОПК-1

Теоретическая часть:

.Read the text about the history of St. Paul's Cathedral and translate it, memorize the new words.

THE HISTORY OF ST. PAUL'S CATHEDRAL

For thirteen and a half centuries a cathedral dedicated to the honour of Saint Paul has stood upon the summit of Ludgate Hill. Sir Christopher Wren's great Renaissance church, which rises majestically over the City, is the fifth to bear the name of London's patron saint.

The history of St. Paul's begins with the consecration of Mellitus as bishop of the East Saxons by St. Augustine of Canterbury in A.D. 604. His cathedral, which was probably a wooden structure, was founded by Ethelbert, King of Kent, who endowed it with the Manor of Tillingham in Essex – an estate, which, to this day, is still held by the Dean and Chapter.

The first cathedral was destroyed by fire – a peril which throughout the centuries has beset all five churches. It was rebuilt in stone in 675–685 by the saintly Bishop Erkenwald whose shrine attracted many pilgrims to the cathedral throughout the Middle Ages. This church was destroyed by the Vikings in the 9th century and again rebuilt in 962.

In 1087 the Saxon church was also burned down. Rebuilding, which began almost at once, had the support of William Rufus, son of William the Conqueror, whom he had just succeeded as king. Maurice, a Norman, and some chaplain and chancellor to William the Conqueror, had been appointed Bishop of London the previous year. He seized the opportunity to build a cathedral on a vaster scale than anything previously envisaged in London. This cathedral, familiarly known as 'Old St. Paul's', stood within spacious precincts enclosed by walls. It was built in the Norman style. Work on the choir was delayed by a fire in 1136 and it was not in use until 1148 when the remains of St. Erkenwald were translated to a new shrine behind the high altar. The cathedral was finally finished and dedicated in 1240.

As services in the cathedral became more elaborate, it was decided to pull down the Norman choir and to replace it with a larger one in a more graceful Gothic style. Work was begun in about 1258 and was completed by 1314. The length of the building grew to 596 feet. Not only was St. Paul's the largest church in England, but it was surpassed in size among European cathedrals only by Seville and Milan.

The spire, 489 feet high and the loftiest that had ever been built, was completed in 1315. It was struck by lightning in 1447 and was not repaired until 1462 when the weathercock upon a ball capable of holding ten bushels of corn was re-erected. The fourteenth century brought great and splendid changes to the interior of the cathedral. The floors were paved with marble and the relics of St. Erkenwald, which had achieved a reputation for working miracles, were translated to another and more magnificent shrine adorned with gold. During the early 15th century, St. Paul's was the setting for many trials for heresy and witchcraft. The unhappy souls found guilty passed from its precincts to nearby Smithfield to die by burning at the stake.

The most famous part of the precincts in the Middle Ages was St. Paul's Cross, an open-air pulpit and the scene for many fiery sermons, particularly during the Reformation. To the east lay the Cathedral School which was re-founded in 1512 by Dean Colet. This school – now very well known as St. Paul's School – was transferred to Hammersmith in 1884 and is now in Barnes.

A state occasion of great magnificence at the beginning of the 16th century was the marriage of Arthur, Prince of Wales, to Catherine Aragon, but within six months Catherine was a widow. Seven years later, quietly at Greenwich, she married her brother-in-law, Henry VIII. Henry frequently attended St. Paul's on state occasions. The reigns of Henry VIII and Edward VI saw great changes in the Church of England; at the onset of the Reformation the churches were

despoiled of their wealth and treasures and the services reduced to the utmost simplicity. St. Paul's suffered no less than others in this respect. Most tombs were hacked to ruins and only that of John of Gaunt by royal command was spared damage.

Although the old ritual and some of the former glory was restored during the five-year reign of Mary I, it was again suppressed on the accession of her half-sister Elizabeth I. The Latin services were discontinued and the images which had been restored by Mary quietly removed at night. Shortly after Elizabeth I became queen there occurred the first calamity that led to the decay of Old St. Paul's. On the afternoon of 4 June 1561, during a severe thunderstorm, the spire was again struck by lightning. It caught alight and burnt downwards to the square tower. Bishop Grindal restored it partly at his own expense and Elizabeth I came to the great service of thanksgiving for victory over the Spanish Armada. She was carried to the cathedral in a chariot 'like a throne' drawn by four white horses.

After the Reformation, houses and shops were erected right up to the very walls of the cathedral. The long nave, popularly known as 'Paul's Walk', was a renowned place where one could hear all the scandalous news of London. Tradesmen sold their wares there and horses were led through the building. Despite protests this continued even in the new cathedral almost up until the middle of the 18th century.

The ravages of the Civil War completed the deterioration which had commenced with the fire of 1561 and by 1660, when Charles II was restored to the throne, St. Paul's was in the final stages of decay and despoliation – 'a loathsome Golgotha', as one contemporary described it. The cathedral was totally destroyed in the Great Fire of London in 1666. A complete rebuilding was now obviously essential and Christopher Wren was asked to prepare a design for submission to the king. Thus began the plans for the fifth and present cathedral but seven years were to pass before the first stone was laid. The last stone at the apex of the lantern above the cupola was placed in position by Sir Christopher's son in 1708, forty-two years after the Great Fire of 1666. Wren – the architect and builder – had the supreme satisfaction of seeing his masterpiece completed during his lifetime

Практическая часть:

I. Answer the following questions to the text.

1. How long has St. Paul's Cathedral been in existence?
2. Who is London's patron saint?
3. Who was the architect of the cathedral that we can see today?
4. How did the history of St. Paul's begin?
5. How many cathedrals have there been all in all up to this day?
6. What peril had beset all the cathedrals?
7. What is Bishop Erkenwald for the Church of England today?
8. Which cathedrals are bigger: St. Paul's, the one in Milan or the one in Seville? Or the one in the Vatican?
9. What role has lightning played in the perils that have beset the cathedral?
10. How was St. Paul's used during the early part of the 15th century?
11. What happened to the cathedral when the Reformation came along?
12. What happened to the cathedral when Mary I became queen and then Elizabeth I?
13. What led to the decay of Old St. Paul's?
14. What was 'Paul's Walk' used for after the Reformation?
15. What role did the Great Fire of 1666 play in the fate of the cathedral?
16. When was the cathedral finally built?

II. Write the transcription of the following words.

Renaissance, consecration, Mellitus, endowed, chaplain, chancellor, precincts, deterioration, despoliation, apex.

III. Find English equivalents to the following words and expressions.

Посвящать, честь, вершина, возрождение, величественно, покровитель, епископ, посвящение, основать, одарить, поместье, усадьба, уничтожить, привлекать, паломник, унаследовать (трон), назначить, использовать случай, масштаб, предусмотреть, ранее, просторный, сделать отсрочку, снести (здание), завершить, изящный, превзойти, молния, отремонтировать, флюгер, чудеса, выложить (мрамором), сжечь на костре, проповедь, великолепие, посещать, царствование, в этом отношении, слава, избежать разрушения, подавлять, вступление на трон, бедствие, за свой счет, ухудшение (износ), отвратительный, современник, очевидно, удовлетворение, фонарь, шедевр.

IV. Make up a plan to the text, one that will reflect all the stages in the stormy existence of St. Paul's Cathedral.

V. Use the Internet to find more information about the Whispering Gallery, the Stone Gallery and the Golden Gallery.

Практическое занятие 17, 18. Westminster Abbey.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the text about the history of Westminster Abbey, write out the new words and memorize them.

WESTMINSTER ABBEY

Westminster Abbey is one of the most famous religious buildings in the world, and it has served an important role in British political, social and cultural affairs for more than 1,000 years. In spite of its name, the facility is no longer an abbey, and while it still hosts important religious activities, it no longer houses monks or nuns. Westminster Abbey has been the site of royal coronations since 1066, and has been a working facility for religious services since the 10th century.

'West-Minster' Versus 'East-Minster'

Benedictine monks first built a house of worship in or around 960 A.D. on the banks of the River Thames, the river that bisects the city of London, in an area that was then known as Thorny Island. In 1040, King Edward I, who later became known as St. Edward the Confessor, built his royal palace on a nearby tract of land. A religious monarch, Edward I decided to endow and expand the monastery. He commissioned the construction of a large, Romanesque-style stone church in honour of St. Peter the Apostle. Twenty-five years later, in December, 1065, the new church was completed, although Edward I was too ill to attend the dedication ceremony and died a few days later. The new church, St. Peter's Cathedral, became known as the "Westminster" to distinguish it from St. Paul's Cathedral, another notable London church that was called the "East-minster."

The 'New' Westminster Abbey

The original Westminster Abbey survived for nearly two centuries – until the middle of the 1200s, when the monarch of the time, King Henry III, decided to rebuild it in the gothic style popular in that era. Still, pieces of Edward I's design remain, including the round arches and the supporting columns of the undercroft, or the original monks' quarters.

With new and notable churches being built across Europe – including Chartres Cathedral in France and, closer to home, Canterbury Cathedral in Kent, England – King Henry III wanted to construct a church fit for the coronation and burial of monarchs.

The "new" cathedral was dedicated on October 13, 1269, and this structure, albeit with some modifications, remains in place today. Every monarch since William the Conqueror – except for Edward V and Edward VIII, who were never crowned – had a coronation ceremony in Westminster Abbey. In all, 39 monarchs have been crowned in the church. Royal Interments and

Memorials Under the orders of King Henry III, Edward I's remains were removed from a tomb in front of the high altar of the old church into a more impressive tomb behind the high altar in the new one. In the centuries since, multiple royals have been laid to rest nearby, including Henry III, Edward III, Richard II and Henry V.

In all, the church has more than 600 wall tablets and monuments, and more than 3,000 people have been buried there. In addition to royals, Westminster Abbey has a famed Poets' Corner, which includes burial crypts and memorials for legendary poets, playwrights and writers including Geoffrey Chaucer, Thomas Hardy, Rudyard Kipling, W. H. Auden, Jane Austen, Lewis Carroll, T.S. Eliot, Oscar Wilde, Charles Dickens and the Brontë sisters (Charlotte, Emily and Anne).

Notable additions to the original structure include the "Lady Chapel," which was built in 1516 and has since been renamed in honour of King Henry VII, who was interred there. Architect Nicholas Harkmoor oversaw the completion of the western towers, which had been unfinished since the 1200s. The towers were dedicated in 1745.

A 'Royal Peculiar'

Westminster Abbey stopped serving as a monastery in 1559, at roughly the same time it became an Anglican church (part of the Church of England) and formally left the Catholic hierarchy. In 1560, the church was granted

"Royal Peculiar" status.

This designation essentially means that it belongs to the ruling monarch, and is not governed by any diocese of the Church of England. Since it received the Royal Peculiar designation, Westminster Abbey's official name has been the Collegiate Church of St. Peter, Westminster. Westminster Abbey Today In addition to serving as a site for royal coronations and burials, Westminster Abbey has famously been the location for 17 royal weddings – including the 2011 marriage of Prince William to Catherine Middleton.

That ceremony, as with the wedding of William's parents, Prince Charles and Lady Diana Spencer in 1981, was watched by millions of people around the world. Tourists flock to marvel at Westminster Abbey's gothic design, including its fan-vaulted ceilings and the magnificent pipe organ, installed for the coronation of King George VI in 1937. The organ contains some of the original piping of its predecessor instrument, which was built in 1848. There is also the Grave to the Unknown Warrior. This tomb contains the body of an unidentified soldier who lost his life in World War I and was laid to rest in 1920. In Britain, the Grave remains a symbol honouring those who have lost their lives fighting for their country.

The last coronation performed at Westminster Abbey was that of Queen Elizabeth II, the present monarch, in 1953. The church is also known as the site of the funeral of Princess Diana in 1997.

Despite its role as tourist attraction and site of important ceremonies, Westminster Abbey is also still a working house of worship. The building hosts regular weekly church services every Sunday, as well as during religious holidays.

Практическая часть:

II. Answer the following questions to the text.

1. When was Westminster Abbey built?
2. How did St. Peter's Cathedral become known as the "West-minster"?
3. What happened to the original Westminster Abbey in the middle of the 1200s?
4. Who was buried in Westminster Abbey? What is Poets' Corner?
5. What is a Royal Peculiar?
6. What is the role of Westminster Abbey today?

III. Write the transcription of the following words.

House (v.), monastery, Romanesque, era, albeit, altar, hierarchy.

IV. Find English equivalents to the following words and expressions.

Участок земли, отличать от, примечательный, перестроить, многократный, драматург, важные дополнения, был переименован, примерно в то же время, место проведения свадеб, любоваться, сводчатый потолок, предшественник, место проведения важных церемоний.

V. Find Russian equivalents to the following words and phrases.

To host important religious activities, a working facility for religious services, to bisect, to house, to commission, undercroft, to inter, to flock, diocese, to serve as a site for royal coronations, a magnificent pipe organ, to install, to host regular church services, during religious holidays.

Практическое занятие 19, 20. British Castles.

Цель Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read and understand the following text, memorize the new words.

Castles were introduced into Britain by the Normans. Earlier, the Romans and Britons had built camps and fortified places. It is thought that the Normans literally brought castles with them, as at that period they partly consisted of wooden palisades. The main feature was a large mound, surrounded by a ditch, on top of which was built a wooden tower; the entrance was by a ramp or sloping bridge from an enclosure, or 'bailey', surrounded by a palisade and another ditch. These 'motte and bailey' castles were illustrated in the Bayeux Tapestry. One of the first in Britain, built soon after the Battle of Hastings, was probably at Berkhamsted, and hundreds were built as the Norman occupation spread – some of them only for temporary use.

The first stone castles date from about the same time; they were in use in Normandy in the eleventh century and the first few in England included the White Tower of the Tower of London and the Keep of Colchester Castle. As the wooden buildings were open to attack by fire, the use of stone was first for the main tower and the vulnerable entrances and later for the whole building.

Through the centuries the functions of the castle hardly changed – sometimes to protect particular routes at places such as river crossings, usually as a strong point to dominate the area and subdue the local population, often as a place of refuge. In the feudal system, castles showed the balance of power between different barons and between the barons and the king. The lord had to protect himself against possible attack from his followers as well as from external enemies, and comfort was often sacrificed to security.

The simplest structure for the safety of the lord's family was a tower with the entrance at first-floor level. These quarters were only used in time of siege, more comfortable apartments being built in the courtyard outside for use in quieter times. Later, more ambitious structures were used with strong towers or keeps, strong gatehouses to protect the entrances and curtain walls around the outside. As time went on, more attention was paid to the lord's private apartments, the chapel, garderobes (latrines), fireplaces, kitchens and hall.

The medieval methods of siege mainly consisted of the use of catapults and slings throwing stones, giant bows firing bolts, sapping underneath towers as well, of course, as more frontal attacks. These methods were not adequate against the strong stone keeps, the better curtain wall defenses and the gatehouses strengthened by drawbridge, portcullis, murder holes and arrow slits until the use of firearms made the odds more even. With the development of commerce arose the need to build town walls as a protection for the merchants, and later castles were used more as residences than as fortifications, although still laid out for defense. After the War of the Roses the residences of the nobility were houses rather than castles; the need for castles and forts shifted to the coasts. Henry VIII built many such defenses round our southern shores in the sixteenth century.

Практическая часть:

II. Answer the following questions to the text.

1. Who introduced castles into Britain and why?
2. What did the first castles look like?
3. What do you know about the Bayeux Tapestry?
4. What role did the Battle of Hastings play in the history of Britain?
5. Why was it necessary to start building stone castles?
6. What was the function of the castle and did it change throughout the centuries?
7. Was it comfortable for the lord to live in the early castles?
8. What was the function of the keep?
9. What was later introduced into the lord's private apartments?
10. How was siege carried out in the medieval times?
11. How did the development of commerce influence the construction of walls as protection?
12. Where did the nobility start to reside after the Wars of the Roses?
13. Britain still has a great number of castles. How are they used today?

III. Write the transcription of the following words.

Palisades, Bayeux, siege, garderobe, latrine, catapult.

IV. Find all the words in the text that have to do with the construction of castles and fortifications.

V. Explain all the words that have to do with fortifications and castles in English.

I. Read the following text and get ready to describe the 10 best castles in Britain.

10 OF THE BEST CASTLES IN BRITAIN

We round up the best of our nation's powerful fortresses which are a testament to their owners' displays of wealth and power. Windsor Castle, Windsor Windsor Castle is the largest occupied castle and oldest official royal residence in the world. Built by William the Conqueror, it's 900 years old and is HM the Queen's home of choice and where she looks likely to spend an increasing amount of time. At just 20 miles outside London, the grounds include several homes, a large church and the royal palace and some of the monarchy's oldest traditions, such as the Knights of the Garter, continue to be marked at Windsor. Edinburgh Castle, Edinburgh Through sieges, invasions, power struggles, murder and imprisonment, Edinburgh Castle has withstood the test of time, sitting on an ancient volcano above the city. Built in 1130, the castle has been an ancient stronghold, a royal home and army headquarters. Now a World Heritage Site, visitors can see the dungeons used to incarcerate thousands of prisoners over the years and the Scottish Crown Jewels.

Leeds Castle, Kent Set on two islands on the River Len in the heart of Kent, Leeds Castle is a striking medieval fortress and a former favourite of Henry VIII, who once brought along his entire court while on the way to a tournament in France with Catherine of Aragon in 1520. Today the castle is owned by the Leeds Castle Foundation, who have cared for the property since 1974 when it was gifted to them by the castle's last private owner, Lady Baillie. After acquiring the property in 1926, Lady Baillie soon stamped her mark on the castle, employing some of the best architects and designers of the time, who were responsible for creating much of the exquisite interiors still viewable today.

Alnwick Castle, Northumberland Nestled in Northumberland, Alnwick Castle is the second largest inhabited castle in the UK. Built 1,000 years ago, it is the seat of the Duke of Northumberland and was originally built to protect England's northern border. Its dramatic setting has attracted tourists and filmmakers alike and the castle was recently used as the setting for Hogwarts School in two of the Harry Potter films.

Cardiff Castle, Cardiff This stunning castle houses a double dose of history with a medieval castle and a dramatic Victorian Gothic revival mansion. The grand mansion was

lavishly remodelled by William Burges during the 19th century and is considered some of the finest examples of his work.

Bodiam Castle, East Sussex This spectacular, late medieval castle in East Sussex was built in the mid 1380s and its external appearance remains much the same today as it did then. The complete walls and ramparts provide a dramatic addition to the surrounding scenery, allowing visitors to be transported back in time to when the castle was used as a stronghold as well as a home.

Stirling Castle, Stirling This historic castle is one of the finest and best-preserved Renaissance buildings in the UK and was the favoured residence for many of Scotland's kings and queens.

Caernarfon Castle, Caernarfon A World Heritage Site, along with Edward I's other Iron Ring castles in Wales, Caernarfon Castle's pumped-up appearance is unashamedly muscle-bound and intimidating. Don't miss its polygonal towers, with the Eagle Tower being the most impressive of these, and note the colour-coded stones carefully arranged in bands

Warwick Castle, Warwick Built by William the Conqueror in 1068, Warwick Castle was originally a Norman fortification. The beautiful castle we see today has undergone much restoration and development as its need as a defensive structure lessened and it was transformed into a country house.

Bamburgh Castle, Northumberland A magnificent coastal fortress, Bamburgh sits atop a granite outcrop on the North East coast in an Area of Outstanding Natural beauty and offers spectacular views of the surrounding coast and countryside. With documented records talking about a fortress here as early as 650AD it must certainly be one of the oldest castles in the country. There is stonework dating from virtually every period in history from the AngloSaxons through to the Victorians, when First Lord Armstrong spent over 1,000,000 pounds renovating it between 1894 and 1904.

II. Use the Internet to find the correct way of pronouncing the following place names:

1. Windsor
2. Edinburgh
3. Northumberland
4. Cardiff
5. Caernarfon
6. Warwick
7. Bamburgh

III. Find Russian equivalents to the following words and phrases.

To round up, testament, displays of wealth and power, to stand the test of time, stronghold, to incarcerate, to stamp your mark on smth., exquisite interiors, dramatic setting, to be lavishly remodelled, to be transported back in time, intimidating, carefully arranged, to undergo restoration and development, to offer spectacular views.

IV. Which of the ten castles would you most like to visit? Why?

Практическое занятие 21, 22. Housig in Great Britain.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

Text 1

I. Ask and answer the questions with a partner.

CONVERSATION QUESTIONS

1. Do you like the place where you are living? What is your favourite room? Why?
2. How have you changed your home since you have started living there?

3. How long have you lived where you are living now?
4. How many different homes have you lived in? Which one did you like the best? Which one did you like the least?
5. If you could change anything about your present home, what would it be?
6. What changes would you like to make to your home?
7. What do you like about your home? What don't you like?
8. Where would your dream home be?
9. What would it be like inside and out?
10. Which room do you spend the least time in?
11. Which room do you spend the most time in?
12. Who are your neighbours?
13. Do you get along well with your neighbours?
14. How well do you know them?
15. Would you prefer to live in a house or in a flat? Why?
16. Is every house a home?
17. What makes "a house" into "a home"?
18. Have you ever been homesick?
19. Do you like to keep pets in your home?
20. Are there any parks near your home?
21. What do you think houses in the future will be like?
22. Make a list of the 10 most important things you would look for when choosing a house to live in
23. List alternatives to a house or flat (e.g. igloo).
24. What are the advantages and disadvantages of these alternatives?
Which alternative would you prefer to live in?
25. What are the advantages and disadvantages of living in a small house/flat? And living in a big one?

(From Conversational Questions for the ESL Classroom³⁴)

II. Read the following text and translate it, write out the new words and memorize them.

HOUSING IN GREAT BRITAIN

Almost everyone in Britain dreams of living in a detached house; that is, a house which is a separate building. The saying, 'An Englishman's home is his castle' is well-known. It illustrates the desire for privacy and the importance attached to ownership which seems to be at the heart of the British attitude to housing.

Introduction

There are many different types of housing in Britain, ranging from the traditional thatched country cottage to flats in the centre of towns. Houses are often described by the period in which they were built (for example, Georgian, Victorian, 1930s, or post-war) and whether they are terraced, semi-detached or detached. As well as preferring houses to flats, for many people a garden is also an important consideration. Although Britain is relatively small the areas where people live vary considerably: there are new towns and inner cities, suburbs, commuter belts and the open countryside.

In Britain, the majority of people (about 80 per cent) live in houses, as opposed to flats. Approximately fifty per cent of all families live in housing that was built after 1945.

The three most common ways of acquiring housing are: buying your own house or flat, renting your accommodation from your local council, or renting from a private person. About two-thirds of all housing is owneroccupied, about a quarter is rented from a local authority, and fewer than one in ten houses are rented from a private landlord.

Council Houses

Twenty-six per cent of the British population live in council houses. Britain is divided into a number of local government areas. Each local authority owns a number of houses, called council houses, which are available to people living in the area. Anyone can apply for a council

house, although the waiting list is sometimes very long, occasionally three or four years. People who live in council houses pay the local authority a monthly rent, which is usually less than the amount that would be needed to rent a house privately, or to buy a house with a mortgage from a building society. Most people who rent council houses can buy them from their local authority if they wish.

Paying for the home you live in is the biggest single item in the budget of most families and getting on the housing 'ladder' can be difficult. First-time house buyers on an average salary may have to borrow 90 or even a hundred per cent of the value of the property they want to buy. It is possible for people to borrow up to three times their annual income or sometimes even more. As prices vary, the cost of a six-bedroom farmhouse in a remote part of Scotland is about the same as a small flat in an expensive area of West London. People moving from the north to the south of Britain have to pay a lot more for the same type of house.

The average family moves once every seven years and the process of moving involves an estate agent (responsible for advertising houses for sale), a building society, bank or insurance company for the finance and a solicitor to handle the legal aspects of the buying and selling. The size of a house or flat in Britain still tends to be measured by the number of bedrooms rather than the area in square metres. In keeping with a nation of home owners, gardening and DIY are popular spare time activities.

Text 2

I. Read the following text, write out the new words and memorize them.

HOUSES, NOT FLATS A large, detached house not only ensures privacy. It is also a status symbol. At the extreme end of the scale there is the aristocratic 'stately home' set in acres of garden. Of course, such a house is an unrealistic dream for most people. But even a small detached house, surrounded by a garden, gives the required suggestion of rural life which is dear to the hearts of many British people.

Most people would be happy to live in a cottage, and if this is a thatched cottage, reminiscent of a pre-industrial age, so much the better. Most people try to avoid living in blocks of flats (what the Americans call 'apartment blocks'). Flats, they feel, provide the least amount of privacy. With few exceptions, mostly in certain locations in central London, flats are the cheapest kind of home. The people who live in them are those who cannot afford to live anywhere else.

The dislike of living in flats is very strong. In the 1950s millions of poorer people lived in old, cold, uncomfortable nineteenth century houses, often with only an outside toilet and no bathroom. During the next twenty years many of them were given smart new 'high rise' blocks of flats to live in which, with central heating and bathrooms, were much more comfortable and were surrounded by grassy open spaces.

But people hated their new homes. They said they felt cut off from the world all those floors up. They missed the neighbourliness. They couldn't keep a watchful eye on their children playing down there in those lovely green spaces. The new high-rise blocks quickly deteriorated. The lifts broke down. The lights in the corridors didn't work. Windows got broken and were not repaired. There was graffiti all over the walls. In theory (and except for the difficulty with supervising children), there is no objective reason why these high-rise blocks (also known as 'tower blocks') could not have been a success. In other countries millions of people live reasonably happily in flats. But in Britain they were a failure because they do not suit British attitudes. The failure has been generally recognized for several years now. No more high-rises are being built. At the present time, only 4 % of the population live in one. Only 20 % of the country's households live in flats of any kind.

Практическая часть:

Exercises to Text 1.

III. Match the type of house with its description.

1. Bungalow a) a small house, usually with its own garden,
2. Flat found in a village or in the countryside
3. Cottage b) a house which is attached on one side
4. Semi-detached house to another house
5. Terraced house c) one of a row of houses, all attached
- d) one-floor section of a larger building
- e) a house with only one storey

IV. Write the transcription of the following words.

Terraced, mortgage, average, annual

Exercises to Text 2.

II. Answer the following questions to the text.

1. In what kind of houses do people in Britain dream of living?
 2. What is the main reason for this desire?
 3. How would a 'stately home' look like?
 4. What has 'rural life' got to do with housing in Great Britain?
 5. What does a thatched cottage look like?
 6. Do the British like to live in blocks of flats?
 7. What is the cheapest kind of home in central London?
 8. Why do a lot of people still live in blocks of flats?
 9. Where did the people in Britain live in the 1950s?
 10. What does a high-rise flat offer a dweller?
 11. Why did the British start to hate these high-rise flats?
 12. What happened to the new high-rise blocks of flats very soon?
 13. What is your attitude to graffiti?
 14. Do people live in high-rise blocks of flats anywhere in the world?
- What about our country?

15. Do the British still build high-rise blocks of flats?

III. Write the transcription of the following words.

Privacy, acres, deterioration, thatched, reminiscent, graffiti.

IV. Translate the following words and phrases into English.

Отношение к чему-либо, придавать значение, стремление к уединенности, мечтать о чем-либо, в сердце у кого-либо, пусть так и будет, напоминающий что-либо, расположенный в саду, окруженный, гарантировать, усадьба, сельская жизнь, требуемый, несбыточная мечта, позволить себе что-либо, месторасположение, исключение, избегать, дешевый, наименьшее количество, обеспечить, дом с соломенной крышей, многоквартирный дом, отремонтировать, ухудшаться, высотное здание, ломаться, наблюдать за кем-либо, чувствовать себя отрезанным от мира, ненавидеть, скучать по чему-либо, этаж (2), за исключением, присматривать за кем-то, успех, провал, в настоящее время, признавать.

V. Find Russian equivalents to the following words and phrases.

Except for, to supervise, to be reasonably happy, to suit somebody, to be a success, to recognize, household, attitudes, to repair, to break down, to deteriorate, to be cut off, to keep an eye on, high-rise, dislike, to afford, a certain location, privacy, the least amount, with a few exceptions, so much the better, to be reminiscent of, to provide, a thatched cottage, to try to avoid, a house set in..., at the extreme end of the scale, to ensure, unrealistic dream, the desire for privacy, ownership, to attach importance, at the heart of, the desire for, to dream of something.

VI. Give your little stories about the following:

1. Why my home is or is not my castle.
2. Is privacy necessary or not.
3. My attitude to detached houses.
4. If I were an aristocrat.

5. Rural life.
6. A house with no bathroom and an outside toilet.
7. Neighbourliness.
8. The best kind of home for children.
9. Do I like to use the lift?
10. A city with only high-rise blocks of flats.
11. A city with no high-rise blocks of flats.
12. Do good housing conditions affect the climate in the family?

Практическое занятие 23, 24. Types of houses in Great Britain.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the text paragraph by paragraph and answer the questions that follow each paragraph.

The most desirable home: a detached house The 'traditional' building material is brick (the walls) and slate (the roof). The house has an irregular 'non-classical' shape with all those little corners, making the house feel 'cosy'. There is usually a large front garden with a tree and bushes, evoking not only the countryside but also giving a greater privacy. The garage is hidden discretely away, so that it is not too obvious and doesn't spoil the rural feeling. The front door is not too obvious either (the privacy criterion is at work here again). It usually has two or three floors and large windows. In the recent years quite a number of detached houses have appeared on the Russian suburban and country landscape. Compare the English ones with what you have seen in our country.

Second best: a semi-detached house Unless they are located in the remotest parts of the country, detached houses are too expensive for most people. So this is what a very large proportion of people live in: one building with two separate households. Each house (or half of it) is the mirror of the other, inside and out. These houses can be found, street after street, in the suburbs of cities and the outskirts of towns all over Britain. There is a separate front garden for each house. At the sides, there is access to the back, where there will also be two gardens. The most common building material is brick. The typical semi-detached has two floors and three bedrooms. Try to find equivalents in our country. You will if you are attentive and look carefully.

Less desirable: a terraced house This kind of house usually has no way through to the back except through the house itself. Each house in the row is joined to the next one. (Houses at the end of the row are a bit more desirable – they are the most like a semi-detached). They usually have two floors, with two bedrooms upstairs. Some have gardens back and front, others only at the back and others no garden at all. Before the 1960s, Britain had millions of terraced houses, most with no inside toilet or bathroom. Many of these were then knocked down, but in some areas those that have survived have become quite desirable – after repairs and building work have been carried out (gentrification). Not typical of Russia at all. Give an explanation of the word 'gentrification'. Do we have this phenomenon in our country?

A thatched cottage An idealized country retreat with a thatched roof that might cause a lot of trouble. (About "Thatched Cottages", see supplement to Unit 12). Practically non-existent in Russia. Speak about the meaning that the English word 'cottage' has acquired in Russia of late. What would our equivalent of an English cottage look like, what is it usually built of and where can you see such houses?

An exception: the town house These houses, which can be found in the inner areas of most cities, are an exception to the general pattern. There is a great variety regarding both design

and use. They often have three or more floors, perhaps including a basement or semi-basement. Although they are usually terraced, those, that are well-preserved and in a 'good' area may be thought highly desirable. Many have been broken up into flats or rooms for rent. Most of the comparatively small number of people who rent from private owners live in flats of this kind. Sometimes, these are 'self-contained' flats (they have washing and cooking facilities and it is not necessary to walk through anybody else's flat to get to your own); sometimes, they are 'bedsits' (i.e. bed-sitting rooms; residents have one room to themselves and share washing and cooking facilities with other residents).

Our town houses are never terraced, but we do have similar constructions. Give equivalents that can be found in our country. The least desirable: a flat in a block of flats Not having a separate entrance to the outside world does not suit British tastes. Although it is densely populated, Britain has the second lowest proportion of flat-dwellers in the EU (European Union) (the lowest of all is in Ireland). Something that is everywhere, all over the country, in every city, town and even village. Speak of these dwellings in our country. Compare our tastes with the British ones.

The stately home There is one exception to the rule that 'homes' are more important than 'houses'. This is among the aristocracy. Many of these families own fine old country houses, often with a great deal of land attached, in which they have lived for hundreds of years. They have a very great emotional investment in their houses – and are prepared to try very hard to stay in them. This can be very difficult in modern times, partly because of death duties (very high taxes which the inheritor of a large property has to pay). So, in order to stay in their houses, many aristocrats live lives which are less physically comfortable than those of most people (they may not, for example, have central heating). Many have also turned their houses and land into tourist attractions.

These are popular not only with foreign tourists. British visitors are also happy to be able to walk around in rural surroundings as they inspect a part of their country's history. Leftovers from the period prior to the revolution in Russia. Can you find anything similar to the stately home in our country today?

Bungalow A dwelling of a type first developed in India, usually one-storied, with low sweeping lines and a wide verandah, now changed a bit. As a rule, not very expensive. Where could we find something similar in our country?

Similar, but not the same A typical suburban district. Rows of identical houses, each one placed separately from the other with only a narrow strip of land in between. You might think that living in one of these streets would be much the same as living in the one next to it. But an attempt at individuality is found here too. In Britain, there are an enormous number of words which are used in place of the word 'street' (such as avenue, close, crescent, drive, lane and park). It is quite common to find three streets next to each other named, for example, 'Pownall Close', 'Pownall Gardens', and 'Pownall Crescent'. The idea here is that one street is different from a neighbouring street not just because it has a different name – it is a different kind of place!

Finding somewhere to live If you want to buy a house, it is very rare to deal directly with the person selling. Instead, you go to an estate agent. These companies exist solely to act as 'go-betweens' for people buying and selling houses. They help with the various procedures – and take a fat commission! If you are interested in one of the houses 'on their books', they will arrange a 'viewing'. You can also spot houses for sale by the 'For sale' signs which are put up on wooden posts outside the houses concerned. How would you go about buying a house or flat in our country? If you want to rent somewhere from a private landlord (not a council), the usual place to look is in the local newspaper (on a site today). Estate agents do not often deal with places for rent, although there are special lettings agencies. How do you rent a room or a flat in Russia? Another possible way of finding somewhere to live is to 'squat'.

Squatters are people who occupy empty houses without paying rent. If you do not cause any damage when moving into an empty house, you have not broken the law. If the owner wants

to get you out, he or she has to get an order from the court to have you evicted. Is there such a thing as squatting in Russia? We have very cold winters. Where do the homeless live in our country? Alternatively, you could become a 'New Age Traveller' and live in a bus, coach or van, moving from place to place. Can you survive the cold winter in Russia in a bus, coach or van? Do we have such 'New Age Travellers' who move from place to place? Rooms: uses and names It is difficult to generalize about how British people use the various rooms in their houses. They may like the idea of tradition, but they are too individualistic to follow the same traditional habits. The only safe generalization is that, in a house with two floors, the rooms upstairs are the ones used as bedrooms. The toilet (often separate) and bathroom are also usually upstairs. En suite is also very popular. It means that the bathroom is next to the bedroom, the door from the bedroom leading out into the bathroom. The living room and kitchen are downstairs. The latter is usually small, but those who can afford the space often like to have a 'farmhouse kitchen', big enough for the family to eat in. Class divisions are sometimes involved in the names used for rooms. With living rooms, for example, the term 'sitting room' and 'drawing room' are regarded as upper-middle-class, while 'lounge' is regarded as lower class. 'Front room' and 'back room' are also sometimes looked down on. Of course there would be a 'dining room'. If the house is big enough with quite a number of rooms, they could bear different names, such as 'The Oak Room', 'The Rose Room' or 'The Tulip Room'. Quite often these rooms would be decorated accordingly – oak trees, roses or tulips on the wall coverings. How many rooms does an ordinary flat in Russia have? What do we call the rooms in our flats? What is similar and what is very different?

Owning and renting: class In the middle years of the 20th century, whether you owned or rented a house was a marker of class. If you owned your house, you were middle class; if you lived in a council house, you were working class. However, this is no longer true. A clear majority of skilled manual workers are owner-occupiers, as are 40 % of even unskilled manual workers.

Nonetheless, the proportion of people (of any category) who own their house 'outright' (i.e. they have finished paying off the mortgage) is small. (From Britain for Learners of English by J. O'Driscoll³⁷) II. Read the following text, write out the new words and memorize them.

Supplement THATCHED COTTAGES

A thatched cottage is a quintessential symbol of British village life, yet as Steve Pill discovers, this traditional craft is far from just a heritage concern. No image of an archetypal English village is complete without a thatched cottage or two. In fact, a straw-topped dwelling is as much a part of the rural idyll as rolling fields, tolling church bells and duck ponds on the village green. A thatched roof is not only an elegant solution to topping a beautiful old cottage, but also a communion between such a building and the rural landscape which it invariably inhabits. By crowning a house with locally grown reeds or straw, a connection is explicitly drawn between that man-made structure and the natural world that surrounds it. Were they more commonplace in the US, a thatch would surely be the epitome of what the great American architect Frank Lloyd Wright called "organic architecture", a philosophy promoting a harmonious relationship between human dwellings and the natural world. However, Lloyd Wright coined the famous phrase in 1939 and thatched cottages have been a feature of the British landscape and the south of England in particular, since at least the Bronze Age. The process evolved during the Roman occupation of Britain from AD 43 onwards, as the development of basic agricultural tools made it easier for locals to harvest cereal crops for thatch (the Romans themselves insisted on clay tiles). Archeological excavations of various sites at which Vikings settled in Northern Britain unearthed many shaped stones that are thought to have weighed down ropes used in the thatching of roofs, suggesting the craft continued during the early Middle Ages.

William Shakespeare has a connection to two of Britain's most famous thatched properties. Anne Hathaway's Cottage in the Warwickshire village of Shottery was the childhood home of Shakespeare's wife and the place in which the couple later courted. Anne was born in the former farmhouse in 1556, a time when thatched roofs were banned in the nearby town of

Stratford-upon-Avon for fear of fire risks, but this particular building lay just outside the area of jurisdiction. Since the cottage was built in 1463, a second floor was added and the original long straw thatch has been replaced and restyled many times. With its proximity to Shakespeare's own birthplace, Anne Hathaway's Cottage remains perhaps Britain's most popular thatched property, the combed wheat reed-topped structure enjoying the attentions of the village's two million visitors each year.

Meanwhile, the roof of Shakespeare's Globe, opened in 1997 on London's Bankside, was based on the original 1599 Globe Theatre, a reed-thatched structure in which many of the Bard's plays, including *Hamlet* and *Macbeth*, were first performed. While the modern amphitheatre has the appearance of a true thatch, there is actually a fully fire-retardant lining underneath. (There has been a law against thatched buildings in London ever since the Great Fire in 1666).

Another of Britain's greatest writers, William Blake, lived in a thatched cottage in the village of Felpham from 1800 to 1803, during which time he began several of his greatest poems, including the hymnal *Jerusalem*. The cottage, one of the poet's only two surviving homes, was bought by the Blake Cottage Trust in 2015 and plans are underway to convert it into a museum. By the 19th century, almost one million thatched properties dotted the British landscape, according to Sun Life and Royal Exchange insurance records. That number dwindled to less than 35,000 by 1960, but thatching has seen a resurgence in recent years thanks to private investment and planning controls.

An English Heritage report estimated that about 24,000 listed buildings in England currently have thatched roof. Prized yet practical It is easy to see why a thatched roof is so prized – think of them in terms of a hairstyle for a cottage; each one temporary, individual and indicative of the character contained within. Some are cropped neat and conditioner smooth, others a little unruly yet not without charms.

Even the colour varieties are similar, from the light blonde of some "long straw" roofs to the greybrown of reed water and the dark roofs of a smoke-blackened thatch. While the colour is largely the result of locally available materials, many of the other characteristics of a thatched roof are dictated by more practical considerations. The steep roofs, for example, are purely a necessity so that rainwater runs off quickly – a 45-degree pitch is the minimum requirement, whereas 50 degrees is preferable. Likewise, the distinctive sweeping curve of thatch that sits over "eyebrow" windows in the eaves of any house are largely designed for purpose rather than elegance.

The distinctive personalities of various thatches mean that the creation and maintenance of them is a meticulous craft. Steve Fowler, of Oxford master thatchers Fowler & Sons, has been thatching roofs for more than 40 years. According to Steve, an average sized cottage can take around five weeks to re-thatch, while thoroughly learning the trade can take many years. "It depends on the individual," he adds. "In a couple of years you can learn the basics and it takes another couple of years to get competent as each roof is different. You need to be able to apply what you have learnt to each individual roof." The key to a good thatch, he says, is keeping the surface neat, tidy and level, while also ensuring the roof is able to breathe. "Thatch has a good insulation value in the winter and can also be nice and cool in the summer," he says. "It's a natural, green product."

A brighter future That final, perhaps surprising point is key. While thatched cottages will always have a certain nostalgic charm, they are not simply a period feature. "Thatch is not only part of the rural heritage of the UK, but also a very sustainable, renewable, biological material for new builds, so it can be part of the modern vernacular building as well," says Marjorie Sanders, the president of the National Society of Master Thatchers.

Demand for the society's apprenticeship scheme is high and, as Marjorie notes in *Thatches and Thatching*, her 2012 book co-written by Roger Angold (and containing a foreword by HRH the Prince of Wales no less), more than 700 new thatched properties are built in Britain every year. Nevertheless, Marjorie would like to see more developers consider thatching as a viable option. While cost and ease are a factor, she believes the long-term benefits are greater,

but a change in attitude and perception is required. “How much more difficult is it to forget the bottom line for a moment and think instead about the long-term sustainability of the building? This is why thatch is so important. I’m not suggesting all buildings should be thatched, but the materials we use should be much kinder to the environment.” So next time you take a trip through the English countryside and gaze longingly at a quaint thatched cottage, take extra comfort from the fact that this traditional craft is not only aesthetically pleasing, but also pointing the way to a brighter future.

Практическая часть:

III. Answer the following questions.

1. What is “organic architecture”?
2. How is William Shakespeare connected to Britain’s most famous thatched properties?
3. Did William Blake live in a thatched cottage?
4. How many buildings in England currently have thatched roofs?
5. What makes thatched roofs practical?
6. Are thatched houses built in Britain now?
7. What is the future of thatched cottages?
8. Are thatched cottages possible in Russia?

IV. Comment on the following statements from the text.

1. “...think of them in terms of a hairstyle for a cottage.”
2. “...the creation and maintenance of them is a meticulous craft.”
3. “It’s a natural, green product.”
4. “While thatched cottages will always have a certain nostalgic charm, they are not simply a period feature.”

V. Transcribe the following words from the text.

Archetypal, idyll, invariably, epitome, combed, preferable, thoroughly, vernacular, resurgence, indicative, eyebrow, quaint.

VI. Find Russian equivalents to the following words and phrases.

Quintessential symbol, to draw a connection between smth. And smth., commonplace, reed, epitome, to coin a phrase, to unearth, outside the area of jurisdiction, to convert smth. into smth., dwindle, resurgence, prized, to be indicative of, smoke-blackened thatch, to get competent, insulation value, sustainable, renewable, modern vernacular building, to consider smth. as a viable option, long-term benefits, to gaze longingly at smth.

VII. Find English equivalents to the following words and expressions.

Дом с соломенной крышей, археологические раскопки, усеивать ландшафт, продиктованы практическими соображениями, поддержание, тщательно изучать, отправиться в путешествие по английской деревне, эстетически привлекательный.

VIII. Find more information about the following famous thatched cottages on the Internet. Get ready to describe one of them in detail.

1. Hardy’s Cottage, Dorchester

The birthplace of Thomas Hardy, the Victorian author of “Far from the Madding Crowd”, was built and thatched by his own grandfather.

2. Alexander Keiller Museum, Marlborough, Wiltshire Adjacent to Avebury Stone Circle, this museum is partly housed in a 17th-century threshing barn whose combed wheat reed thatch is under threat from hungry jackdaws.

3. Stembridge Tower Mill, Somerset Built in 1822, the last remaining thatched windmill in England is Grade II listed and underwent a major restoration in 2009.

4. Pencil Cottage, Shanklin Old Village, Isle of Wight With its own tearoom, gift shop and garden overlooking Chine Hollow, this Grade II listed 1820s cottage is a popular tourist destination.

Практическое занятие 25, 26. Private property and public property.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the following text, write out the new words and memorize them.

The image of a home as a castle implies a clear demarcation between private property and the public domain. This is very clear in the case of a detached house. Flats, on the other hand, involve uncertainties. You share the corridor outside your own front door, but whom with? The other residents on the same floor or all the residents in the building? What about the foyer downstairs? Is this only for the use of the people who live in the block or for the public in general? These uncertainties perhaps explain why the 'communal' living expected of flat-dwellers has been unsuccessful in most of Britain.

Law and custom seem to support a clear separation between what is public and what is private. For example, people have no general right to reserve the road directly outside their house for their own cars. The castle puts limits on the domain of its owner as well as keeping out others. It also limits responsibility. It is comparatively rare, for example, for people to attempt to keep the bit of pavement outside their house clean and tidy. That is not their job. It is outside their domain.

To emphasize this clear division, people prefer to live in houses a little set back from the road. This way, they can have a front garden or yard as a kind of buffer zone between them and the world. These areas are not normally very big. But they allow residents to have low fences, walls or hedges around them. Usually, these barriers do not physically prevent even a two-year old child from entering, but they have psychological force. They announce to the world exactly where the private property begins. Even in the depths of the countryside, where there may be no road immediately outside, the same phenomenon can be seen.

Практическая часть:

II. Answer the following questions.

1. What makes it possible to compare 'home' to a 'castle'?
2. What uncertainties do flats involve?
3. Should there be a clear separation between public property and private property?
4. Should every householder keep the piece of pavement outside his house clean and tidy?
5. What's the idea of setting the house a little bit back from the road?
6. Do the English have the custom of putting high fences round their houses?
7. What about our country? Would you put a high fence round your property if you had any?

III. Write the transcription of the following words.

Demarcation, communal, domain, barrier.

IV. Find Russian equivalents to the following words and expressions.

Image, to imply, public domain, on the one hand, on the other hand, to involve, uncertainties, the public in general, uncertainties, communal living, to put limits on, to keep out the others, comparatively, to emphasize, a little bit set back from the road, hedge.

V. Find English equivalents to the following words and expressions.

Подразумевать, с одной стороны, с другой стороны, у людей нет права, делить что-то с кем-то, внутри дома, снаружи дома, от людей ждут, что они будут..., держать что-то в чистоте, изгородь из кустарника, явление, ограничить ответственность.

VI. State your case for private property and against.

Практическое задание 27, 28. The importance of home.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

Text 1

I. Read the following text, write out the new words and memorize them.

Despite the reverence they tend to feel for ‘home’, British people have little deep-rooted attachment to their house as an object, or to the land on which it stands. It is the abstract idea of ‘home’ which is important, not the building. This will be sold when the time and price is right and its occupiers will move into some other house which they will then turn into ‘home’ – a home which they will love just as much as they did the previous one.

But the houses themselves are just investments. An illustration of this lack of attachment to mere houses (as opposed to homes) is that two-thirds of all inherited houses are immediately sold by the people who inherit them, even if these people have lived there themselves at some time in their lives. Another is the fact that it is extremely rare for people to commission the building of their own houses. (Most houses are commissioned either by local government authorities – for poorer people to live in – or, more frequently, by private companies known as ‘property developers’ who sell them on the open market.)

This attitude is so dominant that it leads to a strange approach towards house prices. Whenever these fall, it is generally regarded as a ‘bad thing’. You might think that it would be a good thing, because people can then find somewhere to live more cheaply. After all, it is rising prices that are usually regarded as bad. But with houses it is the other way around. Falling prices mean that most people cannot afford to sell their house. They have borrowed a lot of money to buy it (sometimes more than its present value). They are stuck! To most British people, such immobility is a terrible misfortune.

Text 2

What Does the UK’s Perfect Home Look Like?

Two-fifths of us dream of a custom-built house, but what would the nation’s ultimate home actually look like? Well, according to the latest survey results from GoCompare, it’s an eco-minimalist detached home complete with three bedrooms and a modest, medium-sized garden – so not quite the Disney princess castle we’ve been dreaming of here at PropertyMark! As part of an online survey, GoCompare asked 2,005 randomly selected UK adults what they would want in their perfect pad. So where would the UK’s ideal home be and what would it actually look like?

Location Location is everything when it comes to a forever home and a third of respondents (33 per cent) placed their ideal property in a village, with one in five (19 per cent) opting for a small town. And while most desire a slower pace of life, for Londoners, staying connected to city life was important with 70 per cent saying they’d need to live within commuting distance of a big city.

Interior design and style Although a modern, simply designed sustainable home was favoured by more than a quarter of participants (28 per cent), a more traditional route was taken when picking interiors. Over half (52 per cent) selected either a traditional or a country house style for their interior, creating the perfect balance between grand design and lived-in comfort.

Layout Along with a traditional interior design, a conventional layout is preferred with 55 per cent opting for communal rooms, such as the kitchen and living room, downstairs and bedrooms upstairs. Scottish homeowners were more open to breaking with tradition, with a third picking a mixture of rooms across both floors. Meanwhile, more than 14 per cent of Londoners pushed traditional boundaries even further, opting for communal rooms upstairs and bedrooms downstairs.

Storage We're all guilty of hoarding things we no longer need, so naturally storage was an important factor when designing the ideal home. When it came to selecting additional rooms, the three most sought-after spaces were a garage (46 per cent), a conservatory (40 per cent) and a utility room (36 per cent). The need for storage wasn't just limited to the house however, nearly two thirds also selected the option for a shed in the garden.

Outdoor space Overall, a fuss-free garden was favoured, with a quarter of participants opting for simplicity. Yorkshire and the Humber proved the biggest nature lovers with 27 per cent preferring a wildlife-friendly garden. This was closely followed by the North East with 24 per cent and Scotland with 23 per cent. Water features also proved to be popular additions, with a quarter craving a pond and 24 per cent splashing out on a hot tub.

Eco-friendly additions Awareness of global warming and climate change seems to be taking effect, with the majority of participants choosing to include eco-friendly features in their ideal home. Solar panels proved the most popular with 59 per cent opting for them, with respondents from Wales (71 per cent), the South West (68 per cent) and the North West (63 per cent) most likely to use them. Half of respondents also said they'd include rainwater harvesting features, and 46 per cent would add eco-friendly lighting.

So how much is the house worth? GoCompare spoke to Propertymark Protected agents CPS Homes and here's what they had to say: "It's all about location really and the demand for certain areas is what really influences prices. Factors which largely increase demand include school catchment areas, good transport links, the health service provisions available, employment opportunities as well as areas of natural beauty."

Практическая часть:

Exercises to text 1

II. Give your explanation of why it is bad when house prices fall.

III. Answer the following questions to the text.

1. Just how strongly are the British attached to their houses as an object?
2. What happens to two-thirds of all inherited houses in Britain?
3. Do people in Britain often commission the building of their own house?
4. Who are the 'property developers'?

IV. Write the transcription of the following words.

Reverence, misfortune.

V. Give Russian equivalents to the following words and expressions.

As much as, to turn into, occupier, when the time and place is right, deep-rooted attachment, reverence, to commission, to inherit, lack of attachment, the previous one, government authorities, mere, the openmarket, attitude, it is generally regarded, the other way round, to afford, to borrow, to be stuck, misfortune.

VI. Use the above words and expressions to make up your own sentences.

VII. Speak on:

1. Reverence for home.
2. Deep-rooted attachment to a house.
3. House as an investment.
4. Property developers.
5. Rising and falling prices.
6. Borrowing money to buy a house.

I. Read and translate the following text. Get ready to describe

Britain's ideal home: what are the most preferred features of an ideal house for the British?

Exercises to text 2

II. Find Russian equivalents to the following words and phrases.

Custom-built, ultimate home, randomly selected, respondent, pad, when it comes to..., to opt for, to live within commuting distance of a big city, to pick, lived-in comfort, to break with tradition, to push traditional boundaries, communal room, to hoard things, sought-after, conservatory, utility room, shed, to crave, solar panels, rainwater harvesting features, eco-friendly lighting, school catchment areas.

III. Find English equivalents to the following words and phrases.

Опрос, замедление темпа жизни, традиционный дизайн интерьера, планировка дома (расположение комнат), хранение, любители природы, влиять на цены, повышать спрос, транспортные связи.

Практическое занятие 25, 26. Private property and public property.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the following text, write out the new words and memorize them.

Flats are not unpopular just because they do not give enough privacy. It is also because they do not allow enough scope for the expression of individuality. People like to choose the colour of their own front door and window frames, and also to choose what they are going to do with a little bit of outside territory, however small that may be.

The opportunity which it affords for individual self-expression is another advantage of the front garden. In any one street, some are paved, some are full of flowerbeds with paths in between, others are just patches of grass, others are a mixture of these. Some are demarcated by walls, others by fences, others by privet hedges and some have no barrier at all. The possibilities for variety are almost endless.

However, not everything about housing in Britain displays individuality. Because most houses are built by organizations, not individuals, they are not usually built one at a time. Instead, whole streets, even neighbourhoods (often called 'estates'), are built at the same time. For reasons of economy, all the houses on an estate are usually built to the same design. Viewed from the air, adjacent streets in British towns often seem to be full of houses that are identical (similar, but not the same). Indeed, they are so similar that when a building company advertises a new estate, it often invites people to its 'show home'. This is just one of the houses, but by looking around it, people can get a fairly accurate impression of any house on the estate.

But if, later, you walked down the same street that you saw from the air, every single house would seem different. The residents will have made sure of that! In an attempt to achieve extra individuality, some people even give their house a name (although others regard this as pretentious). In suburbs and towns, there is a constant battle going on between the individualistic desires of the householder and the necessity for some element of regimentation in a densely populated area. This contest is illustrated by the fact that anybody who wants to build an extension to their house, or even a garden shed, must (if it is over a certain size) first get 'planning permission' from the local authorities.

Практическая часть:

II. Answer the following questions to the text.

1. Why are flats unpopular in Great Britain?
2. What role does the little bit of outside territory around the house play?
3. How would you fix up your front garden if you had one?
4. How does a building company build houses? Is there much individuality in the way these houses are constructed?
5. If you had a house would you give it a name? What name would you give it?
6. Do you think 'planning permission' is a good thing? Why or why not?

III. Write the transcription of the following words.

Privacy, demarcated, adjacent, pretentious, regimentation.

IV. Use the following words and expressions in situations of your own.

1. Unpopular, privacy, enough scope, to choose, outside territory.

2. To afford an opportunity, advantage, to pave, patch of grass, mixture, to demarcate, hedge, barrier, variety.

3. Not to be built one at a time, instead, neighbourhood, at the same time, reasons of economy, same design, adjacent, identical, to advertise, 'show home', to get an impression, fairly accurate.

4. Residents, to make sure of smth., to achieve individuality, extra, to regard, pretentious, suburb, householder, element of regimentation, densely populated area, local authorities.

Практическое занятие 31, 32. Interiors.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the following text, write out the new words and memorize them.

British houses have the reputation for being the coldest in Europe. Moreover, to many people from other countries, British people seem to be ridiculously keen on 'fresh air'. This reputation is exaggerated. It is partly the result of the fact that houses in Britain are, on average, older than they are in other countries and are not so well insulated. In fact, about three-quarters now have central heating.

However, there is a grain of truth in it. Windows, for example, are designed so that they can be conveniently opened to a great variety of degrees – instead of, as in many other countries, either being completely shut or fully open. This way, air can be let into a house in winter without freezing its inhabitants. Just as the British idea of home is a mental concept as much as a physical reality, so is their idea of domestic comfort. The important thing is to feel cosy – that is, to create an atmosphere which seems warm. This desire usually has priority over aesthetic concerns, which is why the British also have a reputation for bad taste.

Most people would rather buy several items of cheap, mass-produced furniture, with chairs and sofas covered in synthetic material, than one more beautiful and more physically comfortable item. The same is true with regard to ornaments – if you want to be cosy, you have to fill the room up. To many, tradition is part of cosiness, and this can be suggested by being surrounded by old items of furniture. And if you cannot have furniture which is old, you can always have other things that suggest age. The open fire is an example. In Britain, it is regarded by many as very desirable to have 'a real fire' (as it is often called). It is the perfect traditional symbol of warmth because it is what most people used in the past to keep warm. So strong is the attraction of a 'real fire' that many houses have an imitation open fire, complete with plastic coal which glows red when it is switched on.

Bad taste? So what! Most older houses, even very small ones, have not one but two general living rooms (which estate agents call 'reception rooms'). This arrangement maintains privacy (which is linked to cosiness). It allows the front room to be kept for comparatively formal visits, while family members and close friends can spend their time, safely hidden from public view, in the back room. Most modern smaller houses are built with just one living room (and in some older houses the two reception rooms have been converted into one). However, privacy must be preserved so these houses normally have a 'hall' onto which the front door opens. It is rare for it to open straight onto the living room. Some houses also have a tiny 'porch', with its own door, through which people pass before getting to the hall – an extra line of

defense! The same concern can be seen where there is both a front door and a back door. Even if both can be reached from the street, the back door is for family and close friends only.

Практическая часть:

II. Answer the following questions to the text:

1. What is 'fresh air' for the British?
2. Why are houses in Britain not so well insulated?
3. How are windows in Britain designed? What about windows in Russia? Which do you prefer?
4. How do you see cosiness?
5. Why do the British have a reputation for bad taste?
6. What would you choose: beautiful expensive furniture or one that is cheap and mass-produced and why?
7. Should a room be ornamented to make it look cosier?
8. What is your attitude to an open fire (a real one) in a room?
9. Would that real open fire keep you very warm?
10. Do you think that an imitation open fire is bad taste?
11. How do you see the living room in your flat?
12. Do we have any 'back rooms'?
13. Is the idea of 'hall' (зал или зала) still alive in Russia?
14. How do the British see a porch?
15. What is the function of such a thing as прихожая in Russian flats?
16. Some flats built for important people in Russia before WWII have two outlets – one front and one back one. What is your opinion of that? Do you think it's a good thing?

III. Write the transcription of the following words.

Exaggerate, conveniently

Практическое занятие 33, 34. Homelessness in Britain.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the following text, write out the new words and memorize them.

In 1993 it was estimated that there were half a million homeless people in Britain – that's one of the highest proportions of the population in all the countries of Europe. The supply of council housing is limited, and has decreased since the 1980s because of the sale of council houses and the lack of money available for building new ones. In addition, many council houses and flats were badly built and are now uninhabitable. Laws passed in the 1970s to increase the security of tenants renting from private landlords made it less profitable for people to let out their houses, so the supply of private accommodation for rent has also gone down. There are large numbers of people who can't afford to rent somewhere to live privately, who are not eligible for council accommodation (and who would probably be at the end of a long waiting list if they were) and who certainly can't afford to buy a house or flat. Finally, as elsewhere in Western Europe, the average size of the households has become smaller, so that, although the population is increasing only very slowly, more places to live are still needed.

In the early 1990s many people who previously thought that they were secure in their own homes suddenly faced the prospect of homelessness. They had taken out large mortgages to buy their homes at a time when the country was going through an economic boom and house prices were rising (and looked as if they would continue to rise). Many of these people lost their jobs in the recession and so could no longer afford the monthly mortgage payments. To make

matters worse, the value of houses, unusually, fell sharply at this time. They had to sell their homes, often for less than they bought them, and so were in debt as well as homeless.

Most homeless families are provided with temporary accommodation in boarding houses (small privately run guest houses or 'bed and breakfasts') by their local council. It is the duty of local authorities to house homeless families. Some families, and many single people, find even more temporary shelter in hostels for the homeless which are run by charitable organizations. Thousands of single people simply live on the streets, where they 'sleep rough'. The phrase 'cardboard city' became well-known in the 1980s to describe areas of big cities, particularly London, where large numbers of homeless people camped out, protected from the weather only by cardboard boxes.

Solving the problem of homelessness is not a political priority for the British government, partly because the level of public awareness of the situation is low (in spite of the efforts of charities such as Shelter, who give advice to the homeless and who campaign on their behalf). In many cases, the homeless are those with personal problems which make it difficult for them to settle down. In some cases, they are people who simply don't want to 'settle down' and who wouldn't class themselves as homeless. These are, for example, several thousand 'travellers' in the country, both traditional gypsies who have led a nomadic life for generations, and more recent converts to this lifestyle (often known as 'New Age Travellers'). Their homes are the vehicles in which they move from place to place, and they are often persecuted by unsympathetic authorities. For these people, the problem is not that they are 'homeless' but in the official attitude towards their way of life

Практическая часть:

II. Answer the following questions to the text.

1. Approximately how many homeless people were there in Britain in 1993? Do you think this number has increased or decreased since?
2. Why has the supply of council housing decreased?
3. Why are many council houses and flats now uninhabitable?
4. Why has the supply of private accommodation for rent also gone down?
5. What does 'the average size of households has become smaller' mean?
6. What happened to a lot of people in the early 1990s during the recession?
7. What is a mortgage?
8. What are most homeless families provided with in Britain?
9. What are the local authorities to do if a family becomes homeless?
10. What is run by charitable organizations? Do we have any in our country?
11. What do the words 'sleep rough' mean?
12. Do you think there are people who simply like it 'rough'? Do all people want 'to settle down'?
13. What is 'a cardboard city'? Is such a thing possible in our country?
14. How does 'Shelter' help people?
15. In your opinion what kind of personal problems could a lot of the homeless have?
16. Who are the 'travellers' or 'New Age Travellers'?
17. What do you know about the lifestyle of the gypsies?
18. What role do vehicles (caravans) play in the life of the homeless today?

III. Write the transcription of the following words.

Profitable, eligible, persecute, unsympathetic.

IV. Give Russian equivalents to the following words and phrases.

To estimate, a high proportion, council housing, supply, to increase, to decrease, lack of money available, in addition, uninhabitable, to pass a law, the security of tenants, to let out a house, private accommodation, to afford smth., to be eligible, a long waiting list, average size, to be secure, mortgage, an economic boom, recession, no longer, to make matters worse, to be in debt, boarding house, privately run guest house, local authorities, hostel, temporary shelter, charity, to

solve a problem, public awareness, in spite of, on smb.'s behalf, to settle down, nomadic life, for generations, vehicle, to be persecuted, political priority, official attitude

V. Give English equivalents to the following words and phrases.

Высокий процент, недостаточное количество средств, к тому же, уверенность в завтрашнем дне, сдавать жилье, очередь, позволить себе что-либо, ранее, средний, в начале 1990-х годов, ипотека, столкнуться с чем-либо, подъем в экономике, спад в экономике, резко упасть, временное жилье, благотворительность, одинокие (без семьи), в частности, несмотря на (2), защищать, решить проблему, усилие, кочевник, поколение, средство передвижение. преследовать за что-то.

VI. Make up situations or dialogues with the following words and phrases.

1. To estimate, homeless, proportion, to limit, to decrease, sale, to inhabit, available, to afford.
2. Rent, to go down, to be eligible for, to let, the average size, household, to be needed.
3. To increase, previously, to be secure, mortgage, house price, recession, payment, can no longer afford.
4. To be in debt, to sell for less, temporary accommodation, boardinghouse, local authorities, homeless families.
5. Charitable organizations, single people, to sleep rough, cardboard city, well-known, particularly.
6. To be protected from the weather, to camp out, to solve the problem, level of public awareness, efforts of charities.
7. In spite of, to give advice, on behalf of, to campaign, to settle down, political priority, both... and.
8. Nomadic life, to be persecuted, official attitude, to move from place to place, way of life.

Практическое занятие 35, 36. Russian and British homelife.

Цель: Формирование коммуникативных компетенций, овладение лексикой по теме.

Актуальность темы: обусловлена необходимостью овладением УК-4, ОПК-1

Теоретическая часть:

I. Read the text and get ready to speak about the contrasts between Russian and British home life. HOW WE LIVE IN OUR HOMES. A COMPARISON WITH RUSSIAN HOME LIFE

Few young people who move into their first home are able to furnish it completely. They buy something here and something there. They look for cheap or second-hand furnishings; perhaps their grandparents are ready to pass on a chest of drawers or a cupboard; perhaps they see an advertisement in the local paper offering a table for a very cheap price. Creating your own home is a slow but enjoyable activity. And a great deal can be done with a paint-pot and some elementary techniques in repairing and decorating.

Among the many contrasts between Russian and British (especially English) life is the contrast between living on the ground and living in the air. In your muddy or snowy Russian climate, you enter a large building, walk up stairs or climb into a lift, and arrive at a front door – often a forbidding front door covered with bars and locks that seems to be saying ‘Keep out!’ – and there you stand waiting to be let in. Inside you will take off your outer coats, your scarves, hats, gloves, maybe your inner warm clothes, your shoes, and put on slippers. Now you are in a cosy, friendly, warm bubble. But if your friends live in a house in England’s temperate climate, you will come from the street straight to the front door (which is probably painted a bright colour and tries to say ‘Come in!’). If you are English, you are unlikely to be wearing a hat and gloves, but you will wear a light coat if it is winter or early spring. You wipe your shoes on a doormat, but you do not expect to change them. The house may not feel very warm. The windows are open and perhaps the first thing you do is to walk out of the back door into the back garden to admire the flowers. No matter what month, if it isn’t pouring with rain, the outside is

immediately available to you. You may find yourself standing around, inside or outside, because it does not make much difference. You may go with your hosts to cut some flowers to decorate the table. Children will go in and out. Cats and dogs will go in and out. If there are small children around, you will be warned not to leave the front door open in case a child runs out into the road, but if this is not a problem the front and back doors will open and shut with casual regularity. Even when Russians think it is cold in Britain – say, between +3 and +14 – the British do not expect to put their outdoor clothes on every time they go outside. Fresh air is nice, and we are not going to freeze. We find the Russian insistence on wrapping up as though the temperature is 10 below when actually it is +10 very strange.

One obvious consequence is that British homes tend to be less tidy and less clean than Russian homes. A small flat is easier to clean than a house with several rooms on two storeys, even if it is quite small. If house and garden are intermingling, there will be traces of dirt, bits of grass will wander into the house, flowers will drop their leaves and petals. Moreover, although in Britain as in Russia, some people are naturally ‘house-proud’, we are culturally less inclined to worry about cleaning and scrubbing and keeping everything everywhere very tidy. So, if you enter a house that seems not to have been dusted for a week or so, do not be surprised. Your hosts are not being rude, they simply have different standards and priorities.

As for the furnishings, as a general rule, Russians who can afford to buy new things for their flat will make sure that their furniture is new. Rich Russians make sure that everything is new. In Britain, houses have much more of a mixture of new and old. Families inherit furniture from parents and grandparents. Sometimes they hate it and pass it on to someone else; sometimes they preserve it proudly. Many of us search deliberately for old things in antique and second-hand shops, partly because much furniture that has survived one hundred and fifty years or more, will be hand-crafted and well-made. Also there is a pleasure in using a table that has been used, say, for two hundred years. You can feel its history in its polished surface, in its stains and marks and imperfections. It is possible to love such furniture. Part of its attraction is that it is not perfect, it is used. So if you sit down in some British homes you may be surprised to find how shabby and worn the furniture is, even though your hosts appear to have enough money to buy new furniture. The point is that they prefer what they have. This delight in old wood, old china, old pictures and so on does not extend to electrical equipment, such as fridges and washing machines, where, on the whole, new technology is to be preferred! We still have different taps for hot and cold water, and expect to put a plug in the hole in the basin and wash ourselves or our dishes in a limited amount of water. Russians think this is ridiculous and even painful since it is easy to scald oneself on hot water unmixed with cold water. The British are used to the inconveniences, but feel very uncomfortable about washing dishes under running water. We say to ourselves: “Think of how much hot water we are wasting!”

British visitors to Russia almost always return saying how charmed they were by the clean, cared-for and friendly flats of their Russian friends. Just as often they admit to being appalled by external conditions: dirty stairways, smelly lifts, uncared-for entrances. There are two reasons for this. First, almost all British visitors to Russia come from the prosperous or reasonably prosperous middle-classes. They do not come from poor and ill-kept housing estates in the grimmer parts of British cities which have similar ugly external conditions. Secondly, because we are used to gardens in a temperate climate we think of the outsides of our houses as places for more flowers and bushes, a little painted gate or some other kind of cheerful display. I doubt if we would be better than Russians at living in communal conditions, except perhaps in one matter. We would provide better benches for elderly people to sit down at entrances, for we have a good tradition about seats and benches. When someone dies who has loved a particular spot in a park or near his house, his friends will sometimes gather money to ‘donate’ an outdoor seat in his memory. The seat is set up for people to enjoy the same spot or the same view, with a little notice on it remembering the dead person.

The Absence of Dachas We do not have dachas and therefore we do not have a dacha culture. So what do we have instead?

If we want to be outside, we can sit or work in our own garden attached to the house. It is almost certainly much smaller than a dacha plot of land, but it is immediately accessible. If we want to do more gardening than our own gardens allow we can rent an allotment which is land owned by the local municipality for those who want to grow vegetables and fruit.

A small minority of prosperous people own a 'second home'. This second home will be a long way away – at least two or three hours by car, which by our standards is indeed a long way. The second home is usually an old (and often inconvenient) building in some beautiful part of the country, where it can be used as a holiday home rather than an extra place for gardening and growing vegetables. It will be inhabited during occasional weekends throughout the year and for a few weeks in the summer. Many second-home owners rent them out to other holiday-makers when they are not using them to help cover the costs of this expensive luxury. Second homes are simply not available to 95 % of the population, so we make different arrangements both for holidays and for weekend relaxation.

Практическая часть:

II. Transcribe the following words from the text.

Drawer, cupboard, glove, consequence, grandparent, prosperous.

III. Find Russian equivalents to the following words and phrases.

To furnish, furnishings, muddy, to take off one's outer coats, to wipe one's shoes on a doormat, to wrap up, to intermingle, inclined to, to search deliberately for smth., shabby, worn, to put a plug in the hole in the basin, to scald oneself on, stairways, to live in communal conditions, allotment.

IV. Comment on the following statements from the text.

1. "Creating your own home is a slow but enjoyable activity."

2. "Now you are in a cosy, friendly, warm bubble."

3. "So if you enter a house that seems not to have been dusted for a week or so, do not be surprised."

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Основная литература:

1. Кузнецова, Т. С. Английский язык. Устная речь. Практикум: учебное пособие / Т. С. Кузнецова. – Екатеринбург: Уральский федеральный университет, ЭБС АСВ, 2016. – 268 с. – ISBN 978-5-7996-1800-1. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. — URL: <https://www.iprbookshop.ru/69580.html>
2. Пантюхова, П. В. Практикум устной речи (английский язык): учебное пособие / П.В. Пантюхова, И.С. Решетова. – Ставрополь: Северо-Кавказский федеральный университет, 2016. – 214 с. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/66092.html>
3. Практическая грамматика английского языка: неличные формы глагола = Practical English Grammar: non-Finite Verbs: учебное пособие / И. О. Сыресина, И. П. Гурова, С. В. Бондаренко, Е. Н. Горбачева. – Москва: Московский педагогический государственный университет, 2019. – 112 с. – ISBN 978-5-4263-0794-0. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/94668.html>

Дополнительная литература:

1. Голубева, С.А. Практика речи. Eating habits, healthy lifestyle: учебное пособие / С.А. Голубева, Т.В. Купраш. – Москва: Московский педагогический государственный университет, 2019. – 104 с. – ISBN 978-5-4263-0757-5. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/92886.html>
2. Мурдускина, О.В. Практический курс первого иностранного языка: учебно-методическое пособие: в 5 частях / О.В. Мурдускина, Ю.В. Ведерникова. – Тольятти: ТГУ, 2022 – Часть 1: Практическая грамматика английского языка. 1 курс – 2022. – 436 с. – ISBN 978-5-8259-1282-0. – Текст электронный// Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/301736>
3. Фастовец, Р.В. Практика английской речи = English Speech Practice: 2-й курс / Р.В. Фастовец, Т.И. Кошелева, Е.В. Таболич; под редакцией Р. В. Фастовец. – 2-е изд. – М: Тетралит, 2019. – 400 с. – ISBN 978-985-7171-38-5. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/117489.html>

Перечень ресурсов информационно-телекоммуникационной сети Интернет

1. <http://www.bbc.co.uk> - ресурсы и материалы BBC
2. <http://www.s-english.ru> – ресурсы для изучения английского языка
3. <http://www.engvid.com> - ресурсы для изучения английского языка
4. <http://www.english-globe.ru> - ресурсы для изучения английского языка
5. <https://www.englex.ru> - платформа для интерактивного изучения английского языка
6. <http://www.biblioclub.ru> - Университетская Библиотека онлайн

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Пятигорский институт (филиал) СКФУ

Методические указания

по организации и проведению самостоятельной работы
по дисциплине **«ПРАКТИКА УСТНОЙ РЕЧИ»**

для студентов специальности 45.05.01 Перевод и переводоведение,
направленность (профиль) «Лингвистическое сопровождение международных
экономических отношений»

Пятигорск, 2024

СОДЕРЖАНИЕ

Введение

1. Общая характеристика самостоятельной работы студента при изучении дисциплины

2. Методические рекомендации по изучению теоретического материала

3. Методические указания (по видам работ, предусмотренных рабочей программой дисциплины)

4. Методические указания по подготовке к экзамену

Список рекомендуемой литературы

ВВЕДЕНИЕ

Методические указания по организации и проведению самостоятельной работы студентов по дисциплине «Практика устной речи» разработаны в соответствии с рабочей программой дисциплины по специальности 45.05.01 Перевод и переводоведение, направленность (профиль) – «Лингвистическое сопровождение международных экономических отношений».

Основной формой работы студента является не только работа на занятии, изучение плана практических занятий, их дополнение рекомендованной литературой, но и большая самостоятельная учебная работа, которая позволит глубоко проникнуть в суть рассматриваемой проблемы и подготовить почву для написания кандидатской диссертации.

Но для успешной учебной деятельности, ее интенсификации необходимо учитывать следующие субъективные факторы:

1. Знание программного материала, наличие прочной системы знаний, необходимой для усвоения основных дисциплин, предусмотренных программой, общая совокупность которых обуславливает уровень овладения грамматическим компонентом иноязычной речи.

2. Наличие выработанных умений, навыков умственного труда:

а) умение делать глубокий, обстоятельный анализ при работе с книгой, Интернет–источниками;

б) владение логическими операциями: сравнение, анализ, обобщение, определение понятий, правила систематизации и классификации.

3. Специфика познавательных психических процессов: внимание, память, речь, наблюдательность, интеллект и мышление.

4. Хорошая работоспособность, которая обеспечивается нормальным физическим состоянием.

5. Соответствие избранной деятельности, профессии индивидуальным способностям. Необходимо выработать умение саморегулировать свое эмоциональное состояние и устранять обстоятельства, нарушающие деловой настрой, мешающие намеченной работе.

6. Овладение оптимальным стилем работы, обеспечивающим успех в деятельности.

7. Уровень требований к себе, определяемый сложившейся самооценкой. Адекватная оценка знаний, достоинств, недостатков – важная составляющая самоорганизации человека, без нее невозможна успешная работа по управлению своим поведением, деятельностью. По наблюдениям исследователей педагогов, одна из основных особенностей обучения заключается в том, что постоянный внешний контроль заменяется самоконтролем, активная роль в обучении принадлежит уже не столько преподавателю, сколько студенту.

1. Общая характеристика самостоятельной работы студента при изучении дисциплины

Самостоятельная работа студента в рамках дисциплины «Практика устной речи» понимается как планируемая учебная работа, выполняемая во внеаудиторное (аудиторное) время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Самостоятельная работа направлена на формирование следующих компетенций

КОД	ФОРМУЛИРОВКА
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия

ОПК-1	Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности
-------	---

Цель самостоятельной работы студентов в процессе изучения дисциплины «Практика устной речи» – научить студента осмысленно и самостоятельно работать:

1) с учебным материалом по дисциплине, 2) с научной информацией, актуальными исследованиями в области деловой коммуникации, 3) с эмпирическими данными, получаемыми в ходе экспериментальных исследований, 4) с методологическими подходами современных исследований; 5) с конкретными лингвистическими методами и методиками.

Задачи самостоятельной работы: - систематизировать и закрепить полученные теоретические знания и практические умения студентов; - развить познавательные способности и активность студентов: творческую инициативу, самостоятельность, ответственность и организованность; - сформировать и развить навыки ведения самостоятельной работы и овладения методикой исследования при решении разрабатываемых в учебной деятельности проблем и вопросов; -повысить уровень подготовленности к самостоятельной работе в соответствии с выбранным научным направлением в условиях современного состояния науки и культуры. Таким образом, самостоятельная работа приобщает научному и исследовательскому творчеству, поиску и анализу актуальных проблем современной психолингвистической науки.

2. Методические рекомендации по изучению теоретического материала

Чтение основной и дополнительной литературы по курсу с конспектированием по разделам.

Самостоятельная работа при чтении учебной литературы начинается с изучения конспекта материала, полученного при слушании лекций преподавателя. Полученную информацию необходимо осмыслить. При необходимости, в конспект лекций могут быть внесены схемы, другая дополнительная информация. При изучении нового материала составляется конспект. Сжато излагается самое существенное в данном материале.

Работа с электронными ресурсами в сети Интернет. Для повышения эффективности самостоятельной работы студент должен уметь работать в поисковой системе сети Интернет и использовать найденную информацию при подготовке к занятиям. Поиск информации можно вести по автору, заглавию, виду издания, году издания или издательству. Также в сети Интернет доступна услуга по скачиванию методических указаний и учебных пособий, подбору необходимой научной литературы.

Конспектирование и реферирование первоисточника и научно-исследовательской литературы. Конспект представляет собой дословные выписки из текста источника. При этом необходимо понимать, что конспект – это не полное переписывание чужого текста. Необходимо знать, что при написании конспекта сначала прочитывается текст – источник, в нём выделяются основные положения, подбираются примеры, идёт перекomпоновка материала, а уже затем оформляется текст конспекта. Конспект может быть полным, когда работа идёт со всем текстом источника или неполным, когда интерес представляет какой-либо один или несколько вопросов, затронутых в источнике. Реферирование – это сложный творческий процесс, в основе которого лежит умение выделить главную информацию из текста первоисточника.

Реферирование – процесс аналитически-синтетического обработки информации, которая заключается в анализе первичного документа, нахождении значимых в смысловом отношении данных (основных положений, фактов, доведите день, результатов, выводов). Реферирование имеет целью сократить физический объем первичного документа при сохранении его основного смыслового содержания, используется в научной, издательской, информационной и библиографической деятельности.

3. Методические указания (по видам работ, предусмотренных рабочей программой дисциплины)

Подготовка к круглому столу

Подготовка к семинару-круглому столу начинается с распределения форм участия и функции студентов в семинаре-круглом столе. Студентами осуществляется определение круга проблем и вопросов, подлежащих обсуждению; подбор основной и дополнительной литературы к теме семинара - круглого стола, а также дальнейшее изучение литературы. Подготовка мультимедийной презентации Презентация, согласно толковому словарю русского языка Д.Н. Ушакова: 89 «...способ подачи информации, в котором присутствуют рисунки, фотографии, анимация и звук». Для подготовки презентации рекомендуется использовать LibreOffice Impress (для подготовки собственно мультимедийных презентаций) и LibreOffice Writer (для составления текстового сопровождения презентации), являющихся компонентами открытого и свободного офисного пакета LibreOffice. Также допускается использование проприетарного продукта Microsoft Office (Powerpoint и Word, соответственно), однако в этом случае должны использоваться наиболее совместимые форматы .ppt, .doc (но не .pptx, .docx).

Для подготовки презентации необходимо собрать и обработать начальную информацию. Последовательность подготовки презентации:

1. Четко сформулировать цель презентации: вы хотите свою аудиторию мотивировать, убедить, заразить какой-то идеей или просто формально отчитаться.

2. Определить каков будет формат презентации: живое выступление (тогда, сколько будет его продолжительность) или электронная рассылка (каков будет контекст презентации).

3. Отобрать всю содержательную часть для презентации и выстроить логическую цепочку представления.

4. Определить ключевые моменты в содержании текста и выделить их. 5. Определить виды визуализации (картинки) для отображения их на слайдах в соответствии с логикой, целью и спецификой материала.

6. Подобрать дизайн и форматировать слайды (количество картинок и текста, их расположение, цвет и размер).

7. Проверить визуальное восприятие презентации. К видам визуализации относятся иллюстрации, образы, диаграммы, таблицы. Иллюстрация – представление реально существующего зрительного ряда. Образы – в отличие от иллюстраций – метафора. Их назначение – вызвать эмоцию и создать отношение к ней, воздействовать на аудиторию. С помощью хорошо продуманных и представляемых образов, информация может надолго остаться в памяти человека. Диаграмма – визуализация количественных и качественных связей. Их используют для убедительной демонстрации данных, для пространственного мышления в дополнение к логическому. Таблица – конкретный, наглядный и точный показ данных.

Ее основное назначение – структурировать информацию, что порой облегчает восприятие данных аудиторией.

Практические советы по подготовке презентации.

- готовьте отдельно: печатный текст + слайды + раздаточный материал;
- слайды – визуальная подача информации, которая должна содержать
 - минимум текста, максимум изображений, несущих смысловую нагрузку, выглядеть наглядно и просто;
 - текстовое содержание презентации – устная речь или чтение, которая должна включать аргументы, факты, доказательства и эмоции;
 - рекомендуемое число слайдов 10-12;

обязательная информация для презентации: тема, фамилия и инициалы выступающего; план сообщения; краткие выводы из всего сказанного; список использованных источников;

Раздаточный материал – должен обеспечивать ту же глубину и охват, что и живое выступление: люди больше доверяют тому, что они могут унести с собой, чем исчезающим изображениям, слова и слайды забываются, а раздаточный материал остается постоянным осязаемым напоминанием; раздаточный материал важно раздавать в конце презентации; раздаточный материалы должны отличаться от слайдов, должны быть более информативными. Доклад, согласно толковому словарю русского языка Д.Н. Ушакова: «... сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию». Тема доклада должна быть согласованна с преподавателем и соответствовать теме учебного занятия. Материалы при его подготовке, должны соответствовать научно-методическим требованиям вуза и быть указаны в докладе. Необходимо соблюдать регламент, оговоренный при получении задания. Иллюстрации должны быть достаточными, но не чрезмерными. Работа студента над докладом-презентацией включает отработку умения самостоятельно обобщать материал и делать выводы в заключении, умения ориентироваться в материале и отвечать на дополнительные вопросы слушателей, отработку навыков ораторства, умения проводить диспут. Структура выступления Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать: название, сообщение основной идеи, современную оценку предмета изложения, краткое перечисление рассматриваемых вопросов, живую интересную форму изложения, акцентирование внимания на важных моментах, оригинальность подхода. Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части – представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных пособий, аудиовизуальных и визуальных материалов. Заключение – ясное, четкое обобщение и краткие выводы, которых всегда ждут слушатели. Написание доклада Доклад – публичное сообщение, представляющее собой развернутое изложение определённой темы. Этапы подготовки доклада:

1. Определение цели доклада.
2. Подбор необходимого материала, определяющего содержание доклада.
3. Составление плана доклада, распределение собранного материала в необходимой логической последовательности.
4. Общее знакомство с литературой и выделение среди источников главного.
5. Уточнение плана, отбор материала к каждому пункту плана.
6. Композиционное оформление доклада.
7. Заучивание, запоминание текста доклада, подготовки тезисов выступления.
8. Выступление с докладом.
9. Обсуждение доклада.
10. Оценивание доклада Композиционное оформление доклада – это его реальная речевая внешняя структура, в ней отражается соотношение частей выступления по их цели, стилистическим особенностям, по объёму, сочетанию рациональных и эмоциональных моментов, как правило, элементами композиции доклада являются: вступление, определение предмета выступления, изложение (опровержение), заключение. Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать:

- название доклада;
- сообщение основной идеи;
- современную оценку предмета изложения;
- краткое перечисление рассматриваемых вопросов;
- интересную для слушателей форму изложения;

– акцентирование оригинальности подхода. Выступление состоит из следующих частей: Основная часть, в которой выступающий должен раскрыть суть темы, обычно строится по принципу отчёта. Задача основной части: представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. Заключение - это чёткое обобщение и краткие выводы по излагаемой теме.

4. Методические указания по подготовке к экзамену

Процедура проведения экзамена осуществляется в соответствии с Положением о проведении текущего контроля успеваемости и промежуточной аттестации обучающихся по образовательным программам высшего образования в СКФУ

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Основная литература:

1. Кузнецова, Т. С. Английский язык. Устная речь. Практикум: учебное пособие / Т. С. Кузнецова. – Екатеринбург: Уральский федеральный университет, ЭБС АСВ, 2016. – 268 с. – ISBN 978-5-7996-1800-1. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/69580.html>
2. Пантюхова, П. В. Практикум устной речи (английский язык): учебное пособие / П.В. Пантюхова, И.С. Решетова. – Ставрополь: Северо-Кавказский федеральный университет, 2016. – 214 с. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/66092.html>
3. Практическая грамматика английского языка: неличные формы глагола = Practical English Grammar: non-Finite Verbs: учебное пособие / И. О. Сыресина, И. П. Гурова, С. В. Бондаренко, Е. Н. Горбачева. – Москва: Московский педагогический государственный университет, 2019. – 112 с. – ISBN 978-5-4263-0794-0. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/94668.html>

Дополнительная литература:

1. Голубева, С.А. Практика речи. Eating habits, healthy lifestyle: учебное пособие / С.А. Голубева, Т.В. Купраш. – Москва: Московский педагогический государственный университет, 2019. – 104 с. – ISBN 978-5-4263-0757-5. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/92886.html>
2. Мурдускина, О.В. Практический курс первого иностранного языка: учебно-методическое пособие: в 5 частях / О.В. Мурдускина, Ю.В. Ведерникова. – Тольятти: ТГУ, 2022 – Часть 1: Практическая грамматика английского языка. 1 курс – 2022. – 436 с. – ISBN 978-5-8259-1282-0. – Текст электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/301736>
3. Фастовец, Р.В. Практика английской речи = English Speech Practice: 2-й курс / Р.В. Фастовец, Т.И. Кошелева, Е.В. Таболич; под редакцией Р. В. Фастовец. – 2-е изд. – М: Тетралит, 2019. – 400 с. – ISBN 978-985-7171-38-5. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/117489.html>

Перечень ресурсов информационно-телекоммуникационной сети Интернет

1. <http://www.bbc.co.uk> - ресурсы и материалы BBC
2. <http://www.s-english.ru> – ресурсы для изучения английского языка
3. <http://www.engvid.com> - ресурсы для изучения английского языка
4. <http://www.english-globe.ru> - ресурсы для изучения английского языка
5. <https://www.englex.ru> - платформа для интерактивного изучения английского языка
6. <http://www.biblioclub.ru> - Университетская Библиотека онлайн