

Практическая грамматика 2 курс АН

Основные темы:

The Category of Mood. The Noun, The Article, Quantifiers and Prepositions, Word Order. Inversion

Основная литература:

1. Дроздова, Т. Ю. English Grammar: Reference and Practice / Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. – СПб. : Антология, 2012. – 424 с.
2. Murphy, R. English Grammar in Use / R. Murphy. – Cambridge : Cambridge University Press, 2013. – 380 p.

Дополнительная литература:

1. Jenny Dooley Virginia Evans "Grammarway 4 Student's Book

Интернет ресурсы:

1. <https://www.englishpage.com/>
2. <https://www.idoceanline.com/exercise/>
3. <https://www.youtube.com/watch?v=3TWkfADgFSQ>

Практическая фонетика 2 курс НА

Основные темы:

Spelling of morphemes, Position and number of stress in a word.

Основная литература:

1. Практическая фонетика английского языка на продвинутом этапе обучения : учебник / Е.Б. Карневская, Е.А. Мисуно, Л.Д. Раковская ; под ред. Е.Б. Карневской. – Минск : «Аверсэв», 2003. – 400 с.
2. Хитрик, Н.Ф. Практическая фонетика английского языка: учебно-метод. указания: в 2 ч. / Н.Ф. Хитрик. – Брест : БрГУ им. А.С. Пушкина, 2002.

Интернет ресурсы:

1. <https://englishpronunciationroadmap.com/lessons-home/>

Практическая грамматика 2 курс НА

Основные темы:

Имя существительное, Имя числительное, Артикль, Местоимение.

Основная литература:

1. Дроздова, Т. Ю. English Grammar / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. – СПб. : Антология, 2005. – 400 с.
2. Murphy, R. English Grammar in Use / R. Murphy. – Cambridge : Cambridge University Press, 2013. – 380 p

Интернет ресурсы:

1. www.usingenglish.com/quizzes
2. www.english-grammar.at
3. www.ego4u.com/en/cram-up/grammar
4. www.multimedia-english.com/grammar
5. <https://www.englishpage.com/>
6. <https://www.idoceanline.com/exercise/>

ПУПР 2 курс АН

Основные темы:

Здоровье, Спорт, Театр и кино.

Основная литература:

1. Фастовец, Р.В. English speech practice. Achievement: учеб. пособ. / Р.В. Фастовец [и др.]. – Мн : Тетра Системс, 2006. – 400 с.
2. Нестерчук, Г.В. Практика иностранного языка : учеб.-метод. комплекс : в 3 ч. / Г.В. Нестерчук ; Брест. гос. ун-т им. А.С. Пушкина. – Брест : БрГУ, 2015. – Ч. 2 : Cinema and Visual Arts = Кино и изобразительное искусство : учеб.-метод. пособие. – 118 с.

Дополнительный материал:

1. <https://www.youtube.com/watch?v=mAyDQLNghXE>
2. <https://yandex.by/video/preview/?filmId=234960159398633805&text=new%20total%20english%20intermediate%20video%205&path=wizard&parent-regid=1586715355431435-647736468008215556200324-production-app-host-sas-web-yp-55&redircnt=1586715358.1>

5 Favourite films



1 Work in pairs and discuss the questions.

- Where do you prefer to watch films: at the cinema, on DVD at home, or on a mobile device such as a laptop or an iPad? Why?
- What kinds of films do you like best: thriller, action, romance, comedy, horror, science fiction? Why?

2 a What do you know about the classic film in the photo? Have you seen it? What kind of film do you think it is?

b Watch the first part of the video (00:00 – 00:26) and check your ideas.

3 Watch the whole video and answer the questions.

- Where is the film set? When?
- What are the most famous lines from the film?
- What are the names of the main characters? Who plays them?
- What is the story about?

4 Watch the video again. Complete the sentences with the words from the box.

circumstance citizen cynical fortune
heart neck right vulnerable

- Is that cannon fire or is it my _____ pounding?
- I stick my _____ out for nobody.
- That makes Rick a _____ of the world.
- He will offer a _____ to anyone who will furnish him with an exit visa.
- It's perhaps a strange _____ that we both should be in love with the same woman.
- Under that _____ shell, you're at heart a sentimentalist.
- I don't know what's _____ any longer.
- That is my least _____ spot.

5 Work in pairs and discuss the questions.

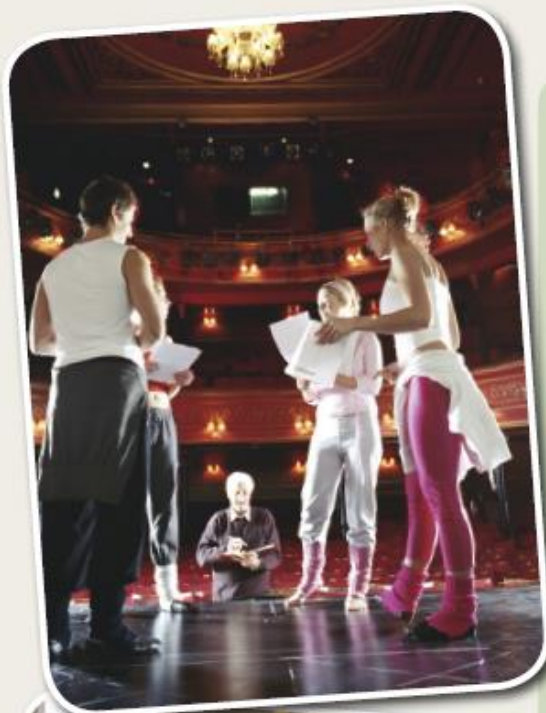
- What did you think of the film trailer? Did it make you want to see the whole film?
- Do you enjoy watching old 'classic' films or do you only watch modern films? Why?

6 Tell your partner about your favourite film. Include information about ...

- what kind of film it is.
- who stars in it.
- where it is set.
- what happens.
- why you think it is a good film.

- <https://yandex.by/video/preview/?filmId=6387904695444083670&text=new%20total%20englis%20pre%20intermediate%20video%2011&path=wizard&parent-reqid=1586715416818959-1114291991820746397500324-production-app-host-vla-web-yp-256&redircnt=1586715428.1>

11 Masterclass



Sir Michael Caine is a British actor who has starred in over 100 films. His acting career started in the early 1960s with films such as *Alfie* and *Zulu*. His recent films include *Batman Begins* and *Harry Brown*.

1 Look at the photos and read the information about Michael Caine. Then work in pairs and discuss the questions.

- 1 What different kinds of classes are happening in each photo?
- 2 Have you been to any similar classes? Which ones?
- 3 Have you seen any films that Michael Caine has starred in? If so, what did you think of them?
- 4 What kind of films do you like watching? Why?

2 You are going to watch Michael Caine giving an acting master class. Before you watch, look at these tips for actors. In pairs, decide which three tips you think are the best and explain why.

- 1 Don't shout or speak more slowly than usual.
- 2 Relax and imagine you're just talking to your best friend.
- 3 Don't pull strange faces – keep your face normal and relaxed.
- 4 If you make a mistake, don't stop but just carry on.
- 5 Listen to the director and do exactly what he/she tells you.
- 6 Focus only on the other actors in the scene – forget about everybody else in the room.

3 Watch the video and number the tips in exercise 2 in the order you hear them. Some of them are not mentioned.

4 Work in pairs and discuss the questions.

- 1 What do you think about Michael Caine's acting master class?
- 2 Would you like to be an actor? Why/Why not?
- 3 If you could go to a master class, which subject would you choose: acting, sport, music, dance or art? Why?
- 4 Who would you like to give the master class? What tips do you think this person might give you?

3 Sports mad!



1 Work in pairs and discuss the questions.

- 1 How old are the people in the photos, do you think?
- 2 What kind of sport does each person do?
- 3 What activities does a young sportsperson usually do every day?

2 Match the words (1–6) with the definitions (a–f). Use a dictionary.

- | | |
|--------------|---|
| 1 an academy | a to practise a sport for a competition |
| 2 a gymnast | b a set of exercises, for example in gymnastics or dance |
| 3 a coach | c a person who does gymnastics |
| 4 strong | d a school where students learn a special subject, e.g. a sport |
| 5 to train | e healthy and powerful |
| 6 a routine | f a person who teaches a sport |

3 Watch the video and choose the correct words in *italics*.

- 1 Daniel sits next to *a girl/a boy* at school.
- 2 He plays tennis in a *black/blue* shirt.
- 3 Venus practises on *two/three* pieces of equipment.
- 4 She has a little *sister/brother*.
- 5 We see Tom do *four/five* dives.
- 6 He lives *by the beach/in a town*.

4 Watch the video again. Who do the sentences describe? Write *Daniel*, *Venus* or *Tom*. Sometimes two names are possible.

- 1 He/She is eleven years old. *Venus*
- 2 He/She has a busy daily routine.
- 3 He/She has lessons in the morning and trains in the afternoon.
- 4 He/She doesn't usually train on Saturdays.
- 5 He/She is fifteen years old.
- 6 He/She does a dangerous sport.
- 7 He/She is small but strong.
- 8 He/She wants an Olympic medal one day.

5 Work in pairs and discuss these questions.

- 1 Do you think these young sports stars have a nice life?
- 2 What is your ideal daily routine?
- 3 Which jobs have good daily routines?

5.

AT THE THEATRE by A. J. Cronin

When I met Miss Jean at the theatre, her expression was eager, her dark irises held a sparkle of excitement.

"I've been looking at the posters," she said, as we entered the foyer, "I can see nothing wrong in them whatever."

Our seats, although inexpensive, were reasonably good, two pit stalls in the third row, and as we occupied them, the orchestra began, tuning up. My companion gave me a glance of ardent expression and burrowed into the programme which I handed her.

Then, as though wishing to be free of all encumbrance, she took off and entrusted to me her wristlet watch.

"Please keep it safe for me. It's loose. And has worried me all afternoon."

Presently the lights went down, then, after a short overture, the curtain rose upon a scene of eighteenth century Paris.

This was the evergreen play from "A Tale of Two Cities".

At first my companion seemed to reserve her judgement, then gradually she sat up straight, her clear eyes kindling with interest and delight. Without removing her gaze from the stage she murmured to me in an undertone:

"What a lovely scene!"

Then she yielded herself to the charm of Sydney Carton and sylphlike Lucie Manette.

At the first interval she relaxed slowly, with a sigh, and, fanning her flushed cheeks with her programme, bent a grateful glance upon me.

"It's splendid, Mr Shannon. So different from what I expected. I can't tell you what a treat it is for me."

"Would you like an ice?"

"Oh, no, I couldn't dream of it. After what we've seen it would be like sacrilege."

"Of course, it's not a really first-rate play."

"Oh, it is, it is," she insisted. "It's lovely. I feel so sorry for poor Sydney Carton. He's so much in love with Lucie and she... Oh, it must be a frightful thing, Mr Shannon, to be terribly in love with someone and not to be loved in return."

"Quite," I agreed bravely. "Of course, they're extremely good friends. And friendship is a wonderful thing."

She consulted her programme to conceal her blush.

"I like them all," she said. "The girl who does Lucie is very sweet, she has lovely long blond hair. Miss N. de Silva is her name."

"She," I answered, "in real life, is Martin Harvey's wife."

"No!" she exclaimed, looking up with animation. "How interesting!"

"She is probably forty-five years of age and that blond hair is a wig."

"Please, don't, Mr Shannon," she cried, in a shocked voice. "How can you joke about such things? I'm loving every minute of it. Hush! The curtain's going up."

The second act began with green lights and soft, sad music. And more and more the sensitive features of my companion reflected the emotions awakened in her breast. At the intermission, deeply affected, she barely spoke at all. But, as the last act got under way, a strange phenomenon occurred, how I could not guess, yet in some manner her hand, small and rather damp, became entangled with my own.

At last, the end, with a clamorous house and many, many curtain-calls for Miss de Silva and Martin Harvey – now looking, in fact, happy and handsome in his silk shirt and varnished top-boots, marvellously resurrected from his tomb. Miss Jean Law, however, was too overcome to join in such banal applause. Silently, as though crushed by feelings too deep for words, she rose and accompanied me from the theatre. Only when we reached the street did she turn to me.

"Oh, Robert," she whispered, with brimming eyes. "You can't believe how much I've enjoyed myself."

It was the first time she had used my Christian name.

We walked to Central Station in silence, and, since her train, the last of the day, did not leave for fifteen minutes, we stood somewhat self-consciously together under the bookstall clock.

Suddenly, as though awakening from a dream, Miss Jean gave a little start of recollection.

"My watch!" she exclaimed. "I was almost forgetting it."

"Oh, of course," I smiled. "I had quite forgotten too." And I felt in my jacket pocket for the trinket she had entrusted me.

But I could not find it. I searched unsuccessfully through all the pockets of my jacket, inside and out. Then, with growing consternation I began to fumble in my waistcoat pockets.

"Good heavens," I muttered. "I don't seem to have it."

"But you must have it." Her voice sounded stiff and queer. "I gave it to you."

"I know you did, but I'm such an absent-minded beggar. I mislay everything."

I was now searching, vainly, -and somehow desperately, in my trousers when, chancing to glance up, I caught sight of the look upon Miss Jean's face, the look of a pure young woman, who finds after all, that she is indeed dealing with a blackguard and has been deceived by him: such a look of pain, doubt and consternation I stopped my futile fumbblings in dismay.

"What's the matter?"

"It isn't my watch." Her lips had turned deathly white, her voice was smaller than ever. "It's my mother's watch, given her by my father. I borrowed it, out of vanity, to impress you. Oh, dear, oh dear." The inexhaustible fountains of her eyes overflowed again. "After this lovely evening ... when I was trusting you and ... liking you ..."

"Good Lord," I shouted. "Do you think I've stolen the blasted thing?"

By way of answer she broke down completely. Then, as she opened her handbag to find her sodden handkerchief, a sudden gleam of gold illumined the dimness of the station arches. I remembered that, while she sat entranced – fearing, indeed, that I might lose the thing – I had slipped it for safety in her bag.

"Oh!" she cried, petrified. "Oh, dear, goodness ..."

She stared at me in horrified contrition and stammered: "How can I ... ever apologize ... for doubting you?"

Stony silence on my part.

From behind us came the shrill blast of a guard's whistle, followed by the warning shriek of an engine.

"Robert!" she cried wildly. "What can I say ... oh, my dear, what can I do?"

I gazed upon her coldly. Again the engine shrieked.

"Unless you wish to spend the night on the Winton pavements, I advise you to catch your train."

Frantically, she gazed from me to the platform where, with slow, reverberating chuffs, her train was beginning to move. For an instant she hesitated, then, with a little moan, she turned and ran.

When I saw that she was safely aboard I turned, and, a few minutes later, took the last train for Dalnair.

ПУПР 1 курс САН

Основные темы:

Покупки, Погода. Времена года.

Основная литература:

1. Дроздова, Т.Ю. Everyday English: учебник / Т.Ю. Дроздова и др. – СПб.: Антология, 2003. – 592 с.
2. Меркулова, Е.М. Английский язык для студентов университетов / Е.М. Меркулова. – СПб.: Союз, 2002. – 384 с.
3. Фастовец, Р.В. English speech practice. Challenge: учеб. пособ. / Р.В. Фастовец [и др.]. – Мн : Тетра Системс, 2006. – 480 с.

Дополнительный материал:

1.

DAILY BREAD

O. HENRY

Miss Martha was forty years old, and she wasn't married. She had a good heart and two thousand dollars in the bank: many women marry who have less.

Martha wasn't married, but she always showed a smiling face to the people who came every day to buy bread in her little bakery.

She sold fresh bread and stale bread. Fresh bread cost five cents a loaf and stale bread cost five cents for two loaves; "two for five," as she said to the middle-aged man she had begun to be interested in.

He came to the bakery two or three times a week. He had light brown hair and blue eyes. His clothes were not new, but always very clean. He always bought two loaves • of stale bread, never fresh, and Miss Martha decided that he was very poor. He had long, very white hands; she could see that he wasn't a workman. "Perhaps he is an artist," she thought, "a poor artist, living in a cold dark room and painting beautiful pictures. She often thought of him when she sat down to her dinner of meat and vegetables, and bread and butter and tea and jam. She thought of him sitting alone in his cold dark corner, "taxing his dry, stale bread. How sorry she was that she could not invite him to have dinner with her! (We have told you that Miss Martha had a good heart.) Or perhaps he wasn't an artist. Perhaps he couldn't find any work and walked the streets all day long, looking for something to do. That was even worse. Miss Martha was ready to cry whenever she thought of it. She wanted to talk to him, to know more about him. But how? He never spoke to her, except to ask for two loaves of stale bread. At last she thought of a plan which, she hoped, would not only help her to discover his profession, but would let her begin a conversation with him.

In her room behind the shop, Miss Martha had a painting which she always liked to look at. It was a painting of a wonderful white palace on an island in a lake. There was a little boat on the blue water of the lake; and in the boat lay a beautiful girl, with one hand in the water. Miss Martha brought the painting from her room and put it on the wall just behind the place where she kept the loaves of bread.

The next day the man came in, and said, as usual, "Two loaves of stale bread, please." As Miss Martha turned to him with the loaves of bread, her heart began to beat more quickly.

She saw that he was looking at her picture: there was even a smile on his face.

"You have a fine picture here, madam," he said as she handed him the bread.

"I am glad you think so," Miss Martha answered. "It's my favourite picture." She turned and looked at the picture. "I admire art so much," she said, "and ..." she was going to say, "and artists," but she stopped: it was too early to say that. "... and paintings," she finished instead. "Do you think it is a good picture?"

The man looked at the picture again, this time more carefully, then said: "Yes, the picture isn't bad, not bad at all. But I'm afraid the proportions of the palace aren't quite right." He took the bread without saying anything else and left the shop.

Miss Martha went to the window and looked after him. How nice he was! How his blue eyes shone behind his eyeglasses! How quickly he saw that the proportions in the picture were wrong! She was sure now that he was an artist. An artist — and living on stale bread! His life was so hard: it could be so much easier with her two thousand dollars in the bank, with her bakery, with her heart that understood ... but she stopped herself. These were day-dreams, she had no right to think such things.

Often now, when he came, he stopped to talk a few minutes to Miss Martha. He seemed to like her smile, the sound of her voice, her conversation. But he continued to buy only stale bread. Never a cake, never even a loaf of fresh bread. He looked thinner, she thought, and unhappy. How she wanted to put something good into the parcel together with his stale bread! But she hadn't enough courage for that. She knew how proud artists were, how they hated gifts in any form.

Miss Martha began to wear her silk blouse in the shop. She was wearing it one day when her artist came in and asked, as usual, for two loaves of stale bread. Miss Martha had just turned to the shelf to get the loaves, when there was a great noise in the street, and fireengines began to pass the house. The artist ran to the door to look, and at that moment the great idea came to Miss Martha's mind.

On the lower shelf there was a big piece of fresh butter that she had bought that morning. Miss Martha took a knife, made a hole in each loaf of bread and put a big piece of butter in it. When the artist turned round, she had already made a paper parcel with the two loaves in it. When the artist had left after a very pleasant little conversation, Miss Martha smiled to herself, but her heart was beating faster than usual. She hoped the artist would not be angry when he discovered the butter. But no, how could he be angry about such a small thing? Nobody thought of butter as a gift!

She thought of what was happening in the artist's room. It was lunch time, her artist had stopped painting and was looking at his beautiful picture, in which the proportions were quite right. Soon he would sit down to his cup of tea and dry bread. He would break one of the loaves — ah! — would he think as he ate, of the hand that had put the butter into that loaf? Would he...?

The bell over the shop door rang loudly and two men came in. One of them was a young man she had never seen before. The other was her artist...

The artist's face was very red, his hat was on the back of his head, his eyes were wild. "You foolish old woman!" he shouted at Miss Martha. At Miss Martha!

The younger man tried to pull him away. "No, I won't go!" the artist cried, freeing his arm. "I won't go until I tell her!" Then to Miss Martha; "You have ruined my life; you have ruined everything! You are a foolish old cat!"

Miss Martha closed her eyes. She held one hand to her face, the other was on her silk blouse over her heart. She felt that the shelves full of bread were going round her in great circles.

The young man took the artist's arm again. "You've said enough; come on!" He pulled the angry artist to the door and

pushed him into the street. Then he closed the door and came back to Miss Mariha.

"I'll explain what happened," he said. "I couldn't, while he was in the room. You see, he's an architect. We work together in the same office. He has worked hard for six months, drawing a plan for a new city hall. It was a prize competition. He finished his plan today. You know, an architect always makes his drawing in pencil first, and then draws over the lines in ink. When it is finished, he takes away the pencil lines with stale bread. It's better than rubber. My friend bought his stale bread here. Well, today ... well, you know ... butter isn't very good for ... well, he can't show that plan to anybody now."

Miss Martha went into her room behind the shop. She took off the silk blouse and put on her old brown one. Then she sat down and cried.

Unit 10 Selexyz

Starter

- 1 How often do you shop online? How often do you shop in a store? Which do you prefer and why?
- 2 Do you think bookshops will continue to exist? How can bookshops compete against online shopping?

Vocabulary

- 3 What do the words in bold mean?
 - 1 Amazon is a large online **retailer**.
 - 2 Classical music creates a relaxed **atmosphere** in the shop.
 - 3 The clothing shop Zara has **branches** all around the world.
 - 4 You can find all our historical documents in our **archive**.
 - 5 The outside of the building was ugly, but the **interior** was beautiful.
 - 6 I like reading fiction books, but I don't like reading true stories.

Video check

- 4 Watch the video. Answer the questions.
 - 1 By how much have Internet sales increased over the last year?
 - 2 Which types of shop are mentioned that offer customers something they can't do online?
 - 3 How many Selexyz branches are there and where?
 - 4 Before becoming a bookstore, what else was the building used as?
 - 5 Apart from the books, why else do people visit the Selexyz bookstore in Maastricht?
 - 6 What things does Selexyz Maastricht sell?

Speaking

- 5 Would you like to shop in the Selexyz bookstore in Maastricht? Why / why not?
- 6 Do you think online shopping will replace in-store shopping one day? Why / why not? Do you think this would be a good or bad thing? Why?
- 7 Work in pairs. Tell your partner about your favourite shop. Think about:
 - a what it looks like
 - b the atmosphere and staff
 - c what you can buy there
 - d what else you can do there
- 8 Choose one of the following shops. Use the Internet to find some interesting information about it.
 - a ranKing ranQueen, Tokyo
 - b Libreria Alta Acqua, Venice
 - c L'Usine, Ho Chi Minh City
 - d Freitag container store, Zurich

Unit 6 Lifesaver

Starter

- 1 What countries do you know that have suffered a natural disaster (for example, earthquakes, floods, tornadoes, tsunamis)?
- 2 What do you think the Lifesaver water bottle does?

Vocabulary

- 3 Match the words (1–6) with their meanings (a–f).

1 contaminated (adj)	a a large container that has flat sides and can carry liquid
2 devastating (adj)	b completely clean and free of bacteria
3 filter (n)	c a goal that you set for the future
4 sterile (adj)	d when a substance is no longer pure and may even carry disease
5 jerrycan (n)	e causing a lot of damage and destruction
6 mission (n)	f a device that has very small holes which a liquid can be passed through to remove unwanted materials or viruses

Video check

- 4 Watch the video. Are these statements true or false?
 - 1 The terrible tsunami in Japan encouraged Michael Pritchard to invent the Lifesaver water bottle.
 - 2 He got the idea from the way water is naturally distributed.
 - 3 The Lifesaver bottle has a pump which filters the water.
 - 4 The Lifesaver jerrycan is designed to be used in community centres.
 - 5 The Lifesaver bottle and jerrycan are only being used in Africa.
 - 6 Access to clean drinking water is no longer a big problem.
 - 7 Lifesaver's projects aim to help people to have access to clean drinking water for the rest of their lives.

Speaking

- 5 What do you think of the Lifesaver project?
- 6 What other inventions do you know that have helped improve the quality of people's lives?
- 7 Work in small groups. Think of a new product / invention that would improve how we live our lives. It doesn't have to be a product to save lives, but it must be something that has a benefit for people. Present your ideas to the rest of the class.
- 8 Choose one of the inventions below. Use the Internet to find some interesting facts about it.
 - a Wind belt
 - b Soccer
 - c Solar light bottles
 - d Joshua Silver's water glasses

Практическая фонетика 1 курс САН

Основные темы:

Classification of Head Types, Classification of Basic Intonation Patterns.

Основная литература:

1. Практическая фонетика английского языка на продвинутом этапе обучения : учебник / Е.Б. Карневская, Е.А. Мисуно, Л.Д. Раковская ; под ред. Е.Б. Карневской. – Минск : «Аверсэв», 2003. – 400 с.
2. Хитрик, Н.Ф. Практическая фонетика английского языка: учебно-метод. указания: в 2 ч. / Н.Ф. Хитрик. – Брест : БрГУ им. А.С. Пушкина, 2002.

Интернет ресурсы:

2. <https://englishpronunciationroadmap.com/lessons-home/>