**УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ**

**ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ**

|  |  |  |
| --- | --- | --- |
| 1 | Факультет | Документальных коммуникаций и туризма |
| 2 | Направление подготовки, профиль | Библиотечно-информационная деятельность |
| 3 | Наименование дисциплины | Профессиональный иностранный язык (Английский) |
| 4 | Курс(ы) обучения | 1 |
|  | ФИО преподавателя | Мещеряков Владимир Борисович |
|  | Способ обратной связи с педагогом | Vladibor57@mail.ru |
| 5 | Дополнительные материалы (файлы, ссылки на ресурсы и т.п.) | Passive voice: <http://grammar-tei.com/passive-voice-passivnyj-zalog-stradatelnyj-zalog-v-anglijskom-yazyke-pravila-i-uprazhneniya/>;  <https://engfairy.com/passivnyj-zalog-uprazhneniya/>;  <https://iloveenglish.ru/tests/pasvoice>;  <https://lim-english.com/tests/test-na-passivniy-zalog/>  Reported speech:  https://english odessa.com/stati/educational/vremena/123-reported-speech-soglasovanie-vremjon; <https://www.englishdom.com/blog/kosvennaya-rech-v-anglijskom-yazyke/>;  <http://englishinn.ru/reported-speech-kosvennaya-rech-pravila-dlya-nachinayushhih.html>;  <http://englishinn.ru/reported-speech-uprazhneniya-dlya-nachinayushhih.html>;  <https://s-english.ru/uprazhneniya/reported-speech>; <http://englishtown-anapa.ru/content/view/605/44/>; <https://www.examenglish.com/grammar/B1_reported_speech.htm>; <https://onlinetestpad.com/ru/test/37543-the-reported-speech>; <https://www.e-grammar.org/reported-speech/test1-exercise1/> |
| 6 | Срок предоставления выполненного задания | - По окончании периода дистанционного взаимодействия |

**Инструкция для студентов по выполнению задания**

Все задания должны быть выполнены в полном объеме в соответствии с требованиями и в указанный срок (см. таблицу). В случае затруднения при выполнении задания Вы можете обратиться к преподавателю за консультацией, используя тот способ связи, который указан в таблице.

**Задание № 1.**

для магистрантов дневного отделения 1 года обучения

всех специальностей и направлений подготовки

***Текст задания***

**Грамматика.**

1)Страдательный залог в английском языке (**Passive voice**), все временные формы: Simple Tenses Passive, Continuous Tenses Passive, Perfect Tenses Passive. Далее по ссылке <http://grammar-tei.com/passive-voice-passivnyj-zalog-stradatelnyj-zalog-v-anglijskom-yazyke-pravila-i-uprazhneniya/>; <https://engfairy.com/passivnyj-zalog-uprazhneniya/>;<https://iloveenglish.ru/tests/pasvoice>; <https://lim-english.com/tests/test-na-passivniy-zalog/>

2) Косвенная речь (Reported Speech) в английском языке: образование, употребление перевод. Правила согласования времен (Sequence of tenses). Далее по ссылке <http://englishstyle.net/grammar/composite-sentence/direct-and-indirect-speech/>; <https://english-odessa.com/stati/educational/vremena/123-reported-speech-soglasovanie-vremjon>; <https://www.englishdom.com/blog/kosvennaya-rech-v-anglijskom-yazyke/>; <http://englishinn.ru/reported-speech-kosvennaya-rech-pravila-dlya-nachinayushhih.html>; <http://englishinn.ru/reported-speech-uprazhneniya-dlya-nachinayushhih.html>; <https://s-english.ru/uprazhneniya/reported-speech>; <http://englishtown-anapa.ru/content/view/605/44/>; <https://www.examenglish.com/grammar/B1_reported_speech.htm>; <https://onlinetestpad.com/ru/test/37543-the-reported-speech>; <https://www.e-grammar.org/reported-speech/test1-exercise1/>

**Задание № 2.**

для магистрантов дневного отделения 1 года обучения

всех специальностей и направлений подготовки

***Текст задания***

1. О. Е. Данчевская, А. В. Малёв - «Английский язык для межкультурного и профессионального общения» - «English for Cross-Cultural and Professional Communication” (Электронная версия см. Приложение): Introduction to Text 2 стр. 12-17. Text 2 A-B-C прочитать и перевести, затем выполнить все упражнения после текста (Exercises V-VIII стр. 15-17)
2. Unit 2 стр. 18-30 проработать самостоятельно, прочитать и перевести Text 1 и Text 2. Выполнить все упражнения после текстов

**ПРИЛОЖЕНИЕ**

*INTRODUCTION TO TEXT 2*

*What would you write in your autobiography? Why?*

*Read the pieces of autobiography written by three different people:*

*TEXT 2*

**A.** If I were to write an autobiography, I’d try and avoid the trap of reinventing

the actual history and detail of my own lived experience. There could be a

tendency to want to present the facts in a slightly different manner; **embellishing**

the narrative to make it seem more glamorous, exciting or readable. A good

autobiography is characterised by **rigorous**, perhaps even a **ruthless** honesty.

And a willingness to uncover all the facets of one’s character, even those which

could happily remain in the **recesses** of the mind far from the page and public

**scrutiny**. For if the fear of revealing all is too overwhelming, then why undertake

the task in the first place. Therefore, the decision to write an autobiography is not

one that should be taken lightly. The objective must be to write what you know

about yourself with an air of detachment, almost as though you had been

observing an interesting stranger for many years. With this capacity you are in an

ideal position to share something intimate and of value that will render the

exercise worthwhile for the author and reader alike.

– Paul Flitcroft (England)

SANE Director of Fundraising & Marketing

**B.** The “**boulders**” on the hill above Mycenae on which I hopped from one to

another, trying to avoid the dry, sharp branches of the bushes in between, were,

as I later believed, old coral heads, which had rather sharp grooves to them. I

had, as was usual for me, decided to get an overview of the site from atop the hill

beside it, and so I walked through a small shepherd's gate and then upwards

from out of the ruins. As I reached the top I – while watching some scattered

goats winding their ways **foraging** on some small paths between the boulders –

decided to walk to the other side of the hill so that I could see the open plains

below, though the day was rather overcast. I remember thinking how now *no one*

in the world knew where I was at that time, not family or friends, not even the

personnel at the site behind me that Schliemann had found; most did not even

know I was traveling in the Peloponnesus from Tübingen to view the historic sites

I had for months been studying for my MA with Antioch College.

I sat, and looked and thought…about what I had seen, about my trip, about

myself.

After deciding it was getting late, and time to return to the archaeological

site, I was somewhat **stunned** when – hurrying back across the hill – I suddenly

found myself laying in a bush with my arms scratched and bleeding, having

slipped in my “tennis shoes” on a long-worn coral head. (One scratch to my

surprise left a scar I could clearly see for more than two decades, though it was

not really deep.) I recognized that if I was seriously injured here, no one would

even miss me to come and help.

When I finally – now in a more **cautious** hurry – came over to the other

side of the hill, I saw that all the tourist buses were gone, and – as I learned after

another maybe 15 minutes walking – the isolated historical site was closed, and

everyone had left.

– Stephen Lapeyrouse (USA) about a time in spring of 1979

Author, essayist, English language private tutor, and editor for

newspaper *English*

**C.** I remember the boat that took us out into the **swells** of the Pacific Ocean,

beyond the last **headland** of the Queen Charlotte Islands. There at the end of the

world, abandoned, alone, majestic, the ancient Haida village of Chaatl. The

pebble beach remains untouched, empty; and for a moment it seems there are

ghostly figures lying together on the stones: Ted Bellis – a Haida elder, his lovely

daughter, and a young traveler who seems somehow familiar. Thirty years on,

and the memories remain **pristine** as a summer morning. Beneath the noon day

sun we lay, searching for storm-shattered pebbles and glass on the beach.

There are hidden eyes in the shadowed forest above us, immense trees which

are really sentinels guarding an ancient secret, **rivulets** of water cutting channels

of memory through the moss, **lichen** like a witch’s hands gesturing just a little

further up the hill. And there in a silent clearing a tree which suddenly is not a

tree, but really a totem hidden in the womb of the forest, its tiny watchmen at the

crown miraculously preserved as if thirty years had scarcely passed, and the

mosquito which gives the pole its proper name is still in place, still climbs down

the pole toward the yielding earth.



*Cha’atl Village (photo by Dr. M. Wilkinson)*

The light is fading now; soon we must return to the boat; it will be time to

go again out upon the sea, the roar of the surf blinding our eyes; and we will look

back one last time from where we have come. Soon there will be only the

memory of Chaatl – village of loneliness, shadows, and ghosts.

– Dr. Myler Wilkinson (Canada)

Co-founder Mir Centre for Peace

Director Centre for Russian and North American Studies, Selkirk

College

Consultant in Canadian Studies, Moscow State University

Formerly Adjunct Professor in Humanities, Simon Fraser University

*VOCABULARY NOTES*

embellish – украшать, приукрашивать

rigorous – строгий, безжалостный, суровый

ruthless – безжалостный, беспощадный, жестокий

recess – укромный уголок, тайник (души, сердца)

scrutiny – исследование, внимательный осмотр

boulder – валун, большой камень

forage – кормиться

stunned – ошеломлённый, потрясённый

cautious – осторожный, осмотрительный

swell – возвышение; нарастание

headland – мыс

pristine – чистый, нетронутый

rivulet – ручеёк, речушка

lichen – лишайник

*EXERCISES*

*V. Discuss the following questions in the group:*

1. Which of the three texts seems more personal? Why?

2. What places are described in Passages B and C?

3. What is the author’s opinion on how an autobiography should be written in

Passage A?

4. What thoughts came to the author’s mind in Passage B and why?

5. What comparisons did the place bring to the author’s mind in Passage C?

After his description, impression of the place do you have?

6. Compare the emotional state of the authors when they wrote?

7. Why do you think the moments described in Passages B and C remained in

the author’s memory so brightly?

*VI. Match the ideas with the texts where they were mentioned:*

Text A Text B Text C

1. The author likes to get an overview of the site from atop a hill.

2. The author was travelling with his companion.

3. A person who has decided to write an autobiography must be extremely

honest.

4. The author got to the site by sea.

5. You should be detached when writing about yourself.

6. The text has a description of a Haida Indian Totem pole.

7. The author had a small accident.

8. The purpose of an autobiography is to share something intimate and of value.

9. The author was hiking in a deserted place.

10. The author feels that nature around him is animated.

*VII. Translate the sentences using the words from Texts 1 and 2:*

1. Не будь таким **жестоким**! Расскажи, что с тобой произошло во время

поездки?

2. Все граждане обязаны **подчиняться** закону.

3. Он всегда такой **осторожный**, как он мог **не принять** их слова **всерьёз**?

4. Я был **ошеломлён**, когда увидел их в этом месте, о котором, как я

думал, никто не знал.

5. Нам необходимо **полагаться на факты и различные точки зрения**,

чтобы не совершить ошибки.

6. **Древние** статуи прекрасно **сохранились**, **охраняя** вход в храм, как

**часовые**.

7. Книга долгие годы **оставалась только в рукописном варианте**, пока её

не обнаружили учёные.

8. Некоторые исторические романы легко **соперничают** в популярности с

фантастикой.

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9. Я не могу **решиться** на такое опасное **дело**!

10. Боюсь, в своих воспоминаниях он **изображает** события слишком

субъективно.

*VIII. WRITING. Choose some event or period of your life which for some*

*reason is memorable / dear to you. Try to describe it as if you were writing*

*an autobiography (300 – 500 words).*

**UNIT 2**

**IDENTITY: OUR INNER SELF**

*INTRODUCTION TO TEXT 1*

1. How would you define the notion of identity? What is it made of and how is it

formed?

2. What makes people all so different? Consider the role of genes, social

experience, gender as well as other factors.

3. What meaningful stages does an individual go through in the course of life?

How do they contribute to the evolution of identity?

*TEXT 1*

**Originality Is Not Everything**

There were once three sons of a wealthy businessman. Whenever they

met, the two eldest, who were twins, used to quarrel about which of them should

be his father's heir. The youngest, who was not in the least ambitious, took no

part in their arguments. As soon as they left home, the father arranged for an

adequate income to be provided for each of them, but insisted that apart from

this they were to be financially self-supporting.

The elder twin, who had the advantage of good looks and a striking personality,

decided that he would take up the stage as a career. He joined a small

repertory company, acted in minor parts, was invariably unpunctual at rehearsals

and was accordingly unpopular with his fellow-actors. He earned little and so had

to live mainly on his allowance. He occasionally thought of changing his

profession, but always put off making a decision, and he became increasingly

bored and disillusioned.

His twin brother considered himself unconventional and original, so he set

up as an artist. He rented a large dirty attic, which he converted into a studio,

grew a beard and haunted the cafes patronised by similar young men, who would

sit for hours condemning contemporary standards and declaring themselves the

pioneers of the school of 'Neo-Revelationism'. He earned nothing, spent all his

allowance, ran up a very large number of bills and was accordingly always in

debt.

The youngest son, who had no special artistic talent, worked hard and

was awarded a University scholarship. After taking his degree, he decided he

would like to be a teacher, and having completed the necessary training, he

obtained his professional diploma. He was appointed to a teaching post in a

Grammar School, where he earned enough money to live on and was able to

save his allowance.

After years of failing health, the father eventually died. The will, which had

been drawn up some years previously, was read to the family. The elder twin had

inherited his father's business, the younger was to receive all the money that was

not invested in the business, while the youngest boy was left his father's house

and estate as his share of the property.

Unfortunately an actor who cannot even be punctual should not be

expected to manage a business, and it was not long before the firm went

bankrupt. The artist had no doubt that within a short time he would be making a

fortune by speculation. He believed in taking risks, the more spectacular the

better, and he invested in schemes which should have provided an unusually

large profit. They failed completely in their purpose, and in less than a year he

was penniless. Nobody knows now what became of either of the brothers who

were always hoping for too much. But the youngest brother was able to fulfill his

own modest ambition. With the capital he had saved, he converted the house

into an orphanage. He gained the approval of the Local Authority, who made a

grant large enough to provide for its upkeep. Influential people contributed donations,

and with the help of a few assistants he was able to care for homeless and

backward children. He achieved contentment.

*Communication*

1. What is the message of the story? What does it teach the readers?

2. Could the elder brothers change their lives? What personality traits might be

required for that?

3. How could have the will been composed otherwise to match the elder brothers’

identities and keep them from failure?

4. Compare the plot of this story with classical Russian folk tales. What are the

typical roles prescribed for elder and younger brothers?

5. What are some of the attractions and drawbacks of a stage career?

6. What is your opinion of teaching as a career?

7. Would you prefer a career involving plenty of adventure and possibly some

risks or one which guarantees security?

8. What conventions do you regard as really useful ones?

9. What would constitute happiness in life for you?

*Reading comprehension*

*Choose the best answer or ending in each case:*

**1. The youngest brother did not quarrel with the others because …**

**A** he disliked arguments. **В** he was much younger than they were.

**С** he was not interested in the subject of their quarrels. **D** he was quiet and

shy.

2. **When the brothers went out into the world, the father …**

**A** expected them to be independent. **В** gave them the money they wanted.

**С** gave them money to be independent and then no more.

**D** saw to it that they had just enough for food and accommodation.

3. **Which of these adjectives describes the eldest brother?**

**A** weak-willed. **В** ambitious. **С** unattractive. **D** extravagant.

4. **The second brother became an artist because he believed that …**

**A** he had talent. **В** his ideas were new and different.

**С** he should help to reform society. **D** this was a worthwhile career.

5. **Why did the youngest son decide to take up a teaching career?**

**A** It was what he wanted to do. **В** It would provide him with a living.

**С** He had a special talent for teaching. **D** It was the only career open to him.

*VOCABULARY NOTES*

1. A *salary* and *wages* are *earnings:* a *salary* is usually an annual amount, paid in

twelve equal monthly parts; *wages* are paid for the hours worked or the amount

achieved — usually weekly.

*Income* is all the money received, from earnings, investments, rents, pension etc.

*Income tax* is paid on it to the Government. *Rates* are paid to the Local Authority.

*Duty* is paid on imported goods and *Value Added Tax* on other goods and

services. *Interest* is paid on some bank accounts and dividends on shares.

2. *striking* = catching the eye. Workmen *strike (go on strike)* for better conditions.

People *strike* matches. *It struck me* that he had changed a lot recently, *struck by*

*lightning.*

3. *repertory company =* a group of actors who present plays which are changed

frequently, often once a week. Such companies are more often found in

provincial towns.

*A West End company* usually gives performances in well-known London

theatres. *A repertoire* is a collection of plays, songs or other forms of

entertainment that a performer or group of performers knows well enough to

present to an audience.

4. *a rehearsal* of a play *A dress rehearsal* is the final practice with the conditions

of an actual performance, ready for the first night.

*repetition* is merely repeating: *repetition aids memorising.* (Adj *repetitive), recite* a

poem (speak it formally) (N *recitation).*

5. *an allowance: His father allows him a certain sum each month: he gives him*

*an allowance. permission: He allows his daughter to use his car: she has his*

*permission to use it. He has permission to stay away from school.* A soldier's

holiday is *leave, leave* may sometimes mean permission: *He gave me leave to*

*remain seated.*

6. *disillusioned* (N *disillusionment)* = having lost one's hopes and expectations.

*An illusion* of stability in the country.

7. *rent* (V) for a period: *rent a house, a television;* (N) pay/charge *rent, hire* (V)

for short time only: *hire a bicycle, car, boat.*

The owner of a house may become a *landlord* or *landlady* by *letting* the house to

a *tenant.*

8. *an attic* may be a room that is lived in; things are stored in a *loft.* Both are at

the top of a building. Below a building, a *basement* may be lived in or be part of a

shop; a *cellar* however is used for storage. A *garret* is a poor unpleasant room

under the roof.

9. *convert* (V) = to change: He *converted* his house *into* separate flats. He

*converted* some of his investments *into* ready cash. (N *conversion.)* Also, to

*convert* someone to a (new) religion (N *convert).* Missionaries are people who try

to convert other people to their own faith.

10. A *patron* is an influential and wealthy person who takes an interest in a

society or a charity or (especially in eighteenth-century Europe) a person's

creative work, and provides money and other help. *to patronise* can mean to treat

someone considered an inferior with obvious kindness: *He examined my work in*

*a patronising way and said that it was not bad for a beginner.* St. George is the

*patron saint* of England, St. Andrew of Scotland, St. David of Wales and St.

Patrick of Ireland.

In the passage, *patronise* means visit and make use of (a cafe, club, shop).

11. *modest* In the passage the opposite of this word would be *excessive* or *exaggerated.*

*They manage on a modest income.*

A different opposite is *conceited: He is modest/conceited about his achievement.*

(noun: *modesty/conceit.)*

12. An *orphanage* is a home for *orphans,* children without parents. A child is

*adopted* by another couple or family.

13. A *grant* is a sum of money awarded for some special purpose, often by a

local authority, e.g. a grant to maintain a student at University, *to grant* a request

= to agree to it. *A loan* (V *lend)* must be given back: *the loan of money, of a book.*

*A scholarship* is a payment of money to enable a clever student to undertake a

certain course of study.

14. A *donation* is usually money given to some useful cause, *a blood*

*donor/donation, charity* (Unc) is giving to those in need and a *charity* organises

this.

15. *thrifty* opp. *extravagant, thrift/extravagance, meanness/generosity.*

*Vocabulary practice*

*In this exercise you must choose the word or phrase which best completes each*

*sentence.*

1. Now that he has retired, he lives partly on his pension and partly on the

………. on his post office savings account.

**A** income **В** wages С interest **D** salary

2. Every day thousands of ………. fly the Atlantic for negotiations with American

firms.

**A** merchants **В** dealers С businessmen **D** tradesmen

3. He ………. spends his holidays in the mountains though occasionally he goes

to the seaside instead.

**A** usually **В** invariably С rarely **D** always

4. She worships the sun and ………. she always spends her holidays in Greece.

**A** nevertheless **В** accordingly С yet **D** however

5. ………. to leave early is rarely granted.

**A** allowance **В** permission С leave **D** a permit

6. She is leaving her husband because she cannot ………. his bad temper any

longer.

**A** put down **В** put away С do away with **D** put up with

7. The weather was ………. the exceptionally poor harvest.

**A** blamed for **В** condemned for С accused of **D** criticised for

8. Before you ………. down other people, it is as well to consider your own faults.

**A** turn **В** bring С run **D** send

9. You must have ………. the examination before Friday, so bring your money to

the office as soon as possible.

**A** passed **В** taken С sat for **D** entered for

10. His ………. for his loyal support of the party was a seat in the Cabinet.

**A** recompense **В** repayment С reward **D** compensation

*Listening comprehension*

*You will hear a person talking about the ability of decision making as part of our*

*identity. After you have listened answer the following questions.*

1. Why, according to the speaker, some people are unable to make adequate

decisions?

2. What, going by the author, ensures the proper development of the skill of

decision making?

*Functional language*

*Suggest what might be said in each of the following communicative situations:*

1. Through no fault of your own you're late for work for the second time in a

week. Your boss is annoyed about your lateness which has caused a good deal

of inconvenience.

2. While shopping with a friend you see something you'd very much like to buy

but you haven't got enough money with you to pay for it. You hate borrowing

money but decide to ask your friend to lend you what you need.

3. You have lent something to a friend who seems to have forgotten all about it.

Make a tactful request for its return.

4. Express your annoyance with a friend who has kept you waiting for a long time

and on turning up has made no attempt to apologise.

6. You are asking your bank manager for a bank loan of £ 10,000. Explain what

you want it for.

*TEXT 2*

**Related Talents**

I had a curious collection of aunts. They all lived locally and each expected

me to visit her at least once a fortnight. I therefore had a frequent opportunity of

comparing their individual **eccentricities**.

Aunt Helen was married to a clergyman, the vicar of a nearby parish. A

**conscientious** but reserved man, the latter preferred the peace of his library to

parish affairs and concerned himself mainly with church duties. It was Aunt Helen

who ran the parish. With incredible efficiency, she organised charity bazaars and

subscriptions, rebuked the erring, bullied committees and entertained a daily

gathering of helpers, voluntary and conscripted, to tea, cake and instructions. It

was she who gave me a bicycle for a Christmas present: I was in this way better

equipped for her numerous errands. She was an admirable woman, whom I take

the greatest pains not to resemble.

Aunt Beatrice, her junior, had divorced her thoroughly unsatisfactory

husband several years previously. She opened a snack bar in an area of small

workshops; she **gave good value**, and soon had to extend her **premises** and

employ extra staff. Within two years she could afford to put a manager in charge

and give all her time to the care of her four children. She prepared meals

substantial enough for a Sahara-bound camel and made me eat up every morsel.

She was a shrewd judge of character who expressed her opinions bluntly and

frankly, sparing no one's feelings. Nevertheless she was well-liked, and got on

well with everybody, largely on account of her honesty, courage and warmhearted

generosity.

Widowed Aunt Dorothy lived alone. Having a comfortable income and no

children, she had no need to work. Plump, plain and gifted with a vivid

imagination, she devoted most of her time to gossip. Her keen eye missed

nothing and she specialised in discovering other people's secrets. She would

make some carefully-chosen but apparently innocent remark and then watch the

effect it had on each of her companions. She noticed a great deal and skillfully

guessed many things she could not actually discover. As a result she treated her

close friends to some sensational items of information which only later became

generally known. Aunt Dorothy could have been a first-class novelist or adviser

to women's magazine readers — as a small-town housewife, she was certainly

wasting her unusual abilities.

But it was the shy spinster, Aunt Margaret, who provided the really

staggering sensation. For years she had nursed her aged and invalid father, who

had died when she was fifty. Faded, inconspicuous, dowdy, she had bought a

bungalow, adopted four cats and a parrot, and apparently restricted her

ambitions to growing chrysanthemums. It was a year after her father's death that

the extraordinary secret of her double life leaked out. For the past ten years she

had been supplementing her income by the creation of fiction under a pen name.

No fragrant romances or even cosy domestic detective mysteries. Tough Dan

O'Ryan, whose heroes had square jaws, handy revolvers and straight punches

(together with humorous blue eyes), was in real life a single lady dealing with

nothing fiercer than four fluffy tabby cats and a parrot whose knowledge of

American slang had always bewildered us.

*Communication*

1. The word “*related*” in the title means that all the aunts are relatives and make

one large family. What’s the meaning of the second word – “*talents*”? What

talents are meant? Is it another word for *eccentricities*?

2. The story is unfinished. What, in your opinion, could have the author included

in it after the descriptions of each of the four aunts?

3. Judging by *what* and *how* the author speaks of each of the aunts, which of

them does he like / dislike the most. Why?

4. What can be said about the author himself? What’s his age, social class,

occupation? Ground your predictions.

5. Make brief profiles of the aunts according to the following criteria:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | Aunt Helen | Aunt  Beatrice | Aunt Dorothy | Aunt  Margaret |
| **Personality** |  |  |  |  |
| **Marital status** |  |  |  |  |
| **Occupation and**  **pastime** |  |  |  |  |
| **Eccentricity (“talent”)** |  |  |  |  |
| **Treatment of the**  **nephew (the author)** |  |  |  |  |

*Reading comprehension*

*Here are a number of questions or unfinished statements about the text each*

*with four suggested answers or endings. Choose the one you think fits best in*

*each case.*

1. It is clear from the passage that Aunt Helen's husband was …

**A** elderly. **В** strict. **С** nervous. **D** unsociable.

2. Why did the writer visit the four ladies so often?

**A** She was interested in observing their contrasting personalities.

**В** They lived very near her. **С** They were her closest relatives.

**D** They considered she ought to see them at regular intervals.

3. Aunt Helen gave the writer a bicycle so that she could …

**A** do Aunt Helen's shopping. **В** do a lot of local jobs for her aunt.

**С** visit her aunt regularly. **D** carry things about for her aunt.

4. One of Aunt Dorothy's methods of gathering information was to …

**A** ask questions. **В** collect the information from close friends.

**С** observe people's behaviour in certain situations.

**D** listen to other people's gossip.

5. Which of the following could have provided a clue to Aunt Margaret's double

life?

**A** Her pen name. **В** Her parrot. **С** Her additional income. **D** Her secretive life.

*VOCABULARY NOTES*

1. *curious* has two meanings (a) strange (b) inquisitive, interested in finding out

more about things and people. The word can have both meanings in this

example: *Cats are curious animals.*

*curiosity* (Unc): *Curiosity may lead to interesting discoveries.* (C): *He has*

*collected many curiosities, including ancient masks, during his explorations of*

*unknown regions.*

*2. an opportunity* = an occasion or chance that one is able to make use of.

*a possibility =* something that may happen. Note: *possibility* rarely follows the

verb 'have', unlike *opportunity: There is a possibility that before the end of the*

*century there will be regular flights to the moon but few people will have the*

*opportunity of going.*

3. *eccentricities* (Adj *eccentric)* describes behaviour that is unconventional and a

little strange.

*An eccentric* is a person of odd behaviour.

4. *A vicar* is a clergyman of the Church of England. *A priest* is more usually

attached to a Roman Catholic or Greek Orthodox church. In the case of a

Nonconformist church, the word *minister* is often used. These are Church of

England clergymen, arranged in order of importance: *archbishop, bishop, vicar,*

*curate. A dean* is the clergyman in charge of a cathedral. *A churchwarden* is a

layman (not a clergyman) who shares responsibility for church business matters.

*A verger* keeps the church tidy and in good order. *The organist* plays the organ

and as *choirmaster* he trains the church *choir. A parish* is a division of a county,

with its own church and vicar. A *diocese* is controlled by a bishop.

5. *concern* has several meanings, (a) anxiety: *There is some concern about his*

*health. They are concerned about his safety.*

(b) something of interest to or having to do with a person: *That is no concern of*

*yours. This letter concerns you. He is concerned in the discussions.*

(c) a firm: *He has shares in a building concern.*

(d) take an interest in: *As Mary's legal guardian, he has always concerned*

*himself in her welfare.*

6. *to err* is to do something wrong or to make a mistake, *errors =* mistakes: *an*

*error of judgment.*

a *fault -* a bad point in a person's character or in the construction of something.

7. *voluntary – altruistic, free of any self-interest*

*Conscripted – mandatory, compulsory. A conscript* is a soldier doing his

compulsory military

8. *bound for* = on its way to: *The ship is bound for India, homeward bound* = on

one's way home.

The pages of a book are *bound (bind, bound, bound)* in a cover or *binding.*

9. *shrewd* = having a keen judgment of people and business matters.

*cunning* and *crafty* both suggest an unpleasant, calculating and possibly

dishonest cleverness: *a cunning fox; a crafty dealer* who tries to cheat

customers.

10. *treat* and *treatment* have various meanings.

*treat* (Noun) = a special pleasant experience: *a birthday treat; What a treat to see*

*the sun today!*

*treat* (Verb) = (a) behave towards someone or something with a certain effect: *An*

*animal-lover treats animals with kindness; well-treated, badly-treated, ill-treated.*

(b) pay for another person's food, drink or entertainment: *As it's your birthday I'll*

*treat you to the cinema.*

(c) deal with a subject, matter, question: *He has treated the subject of his book in*

*an unusual way.*

*a treaty =* an agreement between countries, *treatment:* medical treatment by a

doctor; good or bad treatment by parents or an employer.

*Vocabulary practice*

*In this exercise you must choose the word or phrase which best completes each*

*sentence.*

1. You are ………. me as if I were a criminal.

**A** regarding **В** treating **С** using **D** considering

2. Your annual ………. to the Social Club is now due.

**A** charge **В** contribution **С** subscription **D** payment

3. The invention of the train enabled many more people to travel ……….

**A** independently **В** freely **С** readily **D** free

4. His compass and maps proved ………. to him in his walking tours.

**A** valuable **В** worth **С** profitable **D** valueless

5. As one of the four ………. of the company he often had to attend important

policy meetings.

**A** directors **В** bosses **С** controllers **D** governors

6. A strong westerly ………. flattened the corn though it brought no rain.

**A** gale **В** current **С** breeze **D** storm

7. He does not ………. his fellow-workers and there are often disagreements

between them.

**A** get on with **В** take to **С** put up with **D** go on with

8. He has impressed his employers considerably and ………. he is soon to be

promoted.

**A** nevertheless **В** accordingly **С** however **D** yet

9. During the ………. the audience strolled and chatted in the foyer.

**A** gap **В** pause **С** break **D** interval

10. Groups of tourists visit the national park to see the many ………. animals

there.

**A** fierce **В** wild **С** untamed **D** savage