

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ  
БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ  
УНИВЕРСИТЕТ»

## **AboutaBoy**

(по произведению Н. Хорнби «AboutaBoy»)

Учебно-методическое пособие для вузов

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проблематику общения данного раздела. Студентам предлагается ответить на вопросы, связанные с личным опытом или знаниями по проблеме. Второй этап – **Watching** – представляет собой работу с видео фрагментом фильма. Надо отметить, что для снижения риска неудачи при просмотре, необходимо подготовить обучающихся к восприятию аудитивного текста, что и обеспечивается домашним заданием (чтением фрагмента книги), когда внимание обучающихся фокусируется на новых лексических единицах и фактическом материале. Для использования обучающих возможностей во всей полноте просмотр на данном этапе сопровождается комплексом поэтапных заданий: предпросмотровых (pre-viewing), во время просмотра (whileviewing) и послепросмотровых (post-viewing). Третий этап раздела – **Reading** — представляет собой выполнение заданий по прочитанному фрагменту книги, одно из которых содержит вопрос, который задает проблему для последующего обсуждения. Ответить на него студенты могут, просмотрев видео фрагмент и выполнив задания во время просмотра (whilewatching). Таким образом, развитие умений аудирования происходит во взаимодействии с формированием умений чтения. Четвёртый этап – **Vocabularywork** – блок заданий по работе с лексикой — готовит студентов к работе на пятом этапе – **Speaking**. Итак, чтение фрагментов книги, просмотр эпизодов фильма и выполнение заданий по новой лексике создают основу для говорения. Обсуждение проблемы происходит в разных формах: монологическое и/или диалогическое высказывание, дискуссия, круглый стол. Работа завершается выполнением проектного задания на шестом этапе – **Project**. Студентам предлагается подготовить презентацию по одной из культуроведческих тем, вытекающих из обсуждаемой проблематики, или выполнить переводческий проект.

## Unit 1 A Man is an Island

Chapters 1-4

### Lead-in

1. What is a modern family like? (a nuclear family, a single-parent family, an extended family)
2. What kind of family can be a good example of an ideal family in your opinion?

### Watching

**1. Watch the following episode (00:25 – 06:50 / 11:47 – 13:23) and mark the sentences T (true), F (false) or NS (nothing said).**

1. Will is fed up with his bachelor life.
2. Marcus likes animals.
3. Marcus likes going to school.
4. Will accepts the offer to become Imogene's Godfather.
5. Will likes kids.
6. Marcus doesn't protest against his mum's taking him to school.
7. Will likes kids.
8. Schoolmates find Marcus weird.
9. Will's friends think it's high time he had a family.
10. Will is separated (marital status).

**2. Watch the following episode (00:25 – 02:05) fill in the gaps and answer the questions:**

*"In my opinion, (1) \_\_\_\_\_ men are islands. And what's more, (2) \_\_\_\_\_'s the time to be one. This is an island (3) \_\_\_\_\_. A hundred years ago, you had to (4) \_\_\_\_\_ on other people. No one had TV or CDs or DVDs or videos... or (5) \_\_\_\_\_. Whereas now, you see, you can make (6) \_\_\_\_\_ a little island (7) \_\_\_\_\_. With the right (8) \_\_\_\_\_ and the right (9) \_\_\_\_\_. You can be (10) \_\_\_\_\_, tropical, a magnet for young Swedish tourists".*

11. How do you understand the phrase "No man is an island"? Comment on it.
12. Does Will agree with the statement? What's his opinion?
13. Will compares himself with \_\_\_\_\_ (name of the island).

**3. Watch the following episode (02:05 – 03:05) and answer the questions:**

1. Can you say that Marcus is an island? Explain your opinion.
2. Marcus doesn't reckon himself among the people who have a good time in life. Why?
3. Which words and expressions from the box below might be used to describe Marcus and Will? Expand your answer.

Peculiar; pessimistic; confident; unsociable; inquisitive; even-tempered; thrifty; reliable; sincere; easy-going; confident; self-centered; relaxed; introverted; kind-hearted; shy.

### Reading

1. What are your impressions of Marcus and Will? In what ways are they different or similar? While reading start comparing the main characters of the story. Fill in the table with the necessary information and keywords :

	Marcus	Will
Characters		
Appearance		
Interests/ hobbies/ free time		
Attitude to school/ job		
Relationship with opposite sex		
Attitude to family relationship		
Values		

2. Answer the following questions:

1. What are your impressions of Marcus’s parents? What is their relationship like after divorce? Is such kind of relationship common for modern family?
2. Why does Marcus find it difficult to fit in at school? Is his mother capable of helping him?
3. Does Will seem to be lonely?
4. Why hasn’t he settled down yet? Do you think he has any hidden depths (despite the fact that he’s terrified of the idea of having children)?

**Vocabulary work**

1. Read the chapters attentively.

Work with a partner. Discuss the meaning of the following idioms. How would you express the same ideas in your own language? Restore the context (say who these idioms relate to).

- a) To take/grasp the bull by the horns
- b) To burn the candle at both ends
- c) To give smb a hard time

2. Complete the sentences with prepositions from the box. Then talk to your friend. Take turns to ask each other these questions.

throughx2	out	upx2	around	into	upon	inofx2
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- a) When you plan to enter into a lifelong partnership, is it important for you whether your parents approve \_\_\_\_\_ your fiancé?
- b) Is it a problem for you to fill \_\_\_\_\_ the time on holiday? Do you zap \_\_\_\_\_ the channels or wander \_\_\_\_\_ the streets?
- c) Do you keep \_\_\_\_\_ touch with your school friends/ex?
- d) What things remind you \_\_\_\_\_ your childhood?
- e) Are you capable of toughing \_\_\_\_\_ stressful situations? How do you manage to get \_\_\_\_\_ them?
- f) Have you ever burst \_\_\_\_\_ tears in public?
- g) Do your parents frown \_\_\_\_\_ computer games/the Internet?
- h) Do you always own \_\_\_\_\_ to lies? How does it make you feel?

**3. Find the word or phrase which means the same as the following. Find Russian equivalents.**

- a) from time to time, occasionally
- b) to talk or complain in a loud way because you feel strongly about something
- c) to see smth for a moment, but not very clearly
- d) very shocked and upset by something very bad or unpleasant
- e) pale and tired
- f) having no money
- g) to look at a lot of things in a shop rather than looking for one particular thing
- h) to become red in the face because you are embarrassed or ashamed
- i) too interested in things that do not concern you, inquisitive
- j) to make a serious, angry or worried expression

**4. Guess what two semantic groups the following vocabulary can be divided into.**

to split up	to take to smb	weird	to patronize	potty
to go round the twist		to launch into a relationship	a meaningless fling	
odd	a turning point	to strike up a rapport/relationship with	shallow	
a weirdo	to come to terms with smb	insane		

**Speaking**

**1. Discussion questions**

1. What kind of family do Russians tend to live in nowadays? Nuclear families or single-parent families? Is the situation in Britain the same?
2. What is the best age to settle down and have children?
3. How important is the family in forming basic values and world outlook? How does it happen?

**2. Role play**

Imagine you are Will. What is your personal motto that you try to live by? Describe your attitude to life using at least 11 words and expressions from the exercises above.

**Project**

**Read the extract from the text you have recently read. Pay attention to the underlined words. What parts of speech are they? What is a possible translation of the word combination “let’s-talk-about-this stuff”?**

“.....but in London it was different. The kids were harder and meaner and less understanding, and it seemed to him that if his mum had made him change schools just because she had found a better job, then she should at least have the decency to stop all that let’s-talk-about-this stuff.”

**Are there any examples of a similar word formation way in the Russian language? Find out and give examples.**