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«НИЖЕГОРОДСКИЙ ИНСТИТУТ РАЗВИТИЯ ОБРАЗОВАНИЯ»



*Ф*разеологизмы английского языка
как средство развития
коммуникативной компетенции учащихся



Сборник упражнений

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Ф82 **Фразеологизмы** английского языка как средство развития коммуникативной компетенции учащихся : сборник упражнений / авт.-сост. Н. Н. Сони́на. — Н. Новгород : Нижегородский институт развития образования, 2015. — 32 с.

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Пособие предназначено для изучения фразеологизмов английского языка учащимися средней и старшей ступеней обучения на уроках и во внеурочное время. Представлена система упражнений и заданий по изучению и использованию фразеологических единиц в речи учащихся; данная система направлена на развитие умений осуществлять элементарный лингвистический анализ фразеологических явлений, овладеть способами формирования значения фразеологических единиц и понимать их в контексте.

Пособие адресовано учителям гимназий, классов с углубленным изучением английского языка общеобразовательных школ, а также преподавателям и слушателям курсов повышения квалификации.

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Фразеология отличается яркими выразительными достоинствами, придающими нашей речи образность, эмоциональность, лаконичность, оценочность и стилистическую окрашенность. Фразеологизмы не только отражают, но и часто формируют определенные нормы поведения, а также свойства, положительные черты и недостатки человека, которые ценятся или, наоборот, осуждаются в обществе.

Определенные качества национального характера так или иначе проявляются в языке, и человек, с детства осваивая лексику, идиоматику и грамматику родного языка, сам того не замечая, учится воспринимать окружающий мир и себя в нем так, как это принято у людей, говорящих на этом языке [1].

Количество и характер фразеологизмов, отражающих положительную или отрицательную оценку тех или иных человеческих качеств, можно считать показателем этических норм, правил социальной жизни и поведения в обществе, отношения нации через ее культуру и язык к миру, другим народам и культурам.

Работа с фразеологическими единицами позволяет не только расширить лексико-фразеологический запас, но и, углубляя знания по грамматике, внести в изучение иностранного языка элементы разнообразия и увлекательности, приобщить учащихся к анализу смысловой структуры фразеологизмов и усвоению способов формирования того или иного значения.

Работа с фразеологическими единицами может вестись в нескольких направлениях:

→ примеры с фразеологизмами удобно использовать при обучении лексике, они наглядно демонстрируют сходство и различие в восприятии мира носителями родного и изучаемого языков;

→ фразеологические единицы с четкой лексико-грамматической организацией являются хорошим иллюстративным материалом при объяснении определенных грамматических явлений;

→ при обучении переводу фразеологические единицы являются примером соотнесенности понятий русского и английского языков.

Проявление индивидуальности, личностных качеств, духовного богатства, мира ценностных ориентаций невозможно без владения языком, который усваивается через речь, через языкопользование, через овладение языковыми закономерностями. Способность человека к адекватному речевому взаимодействию с носителями другого языка, другой культуры невозможно без обогащения активного и потенциального словарного запаса, расширения объема лексических, грамматических и других средств языка для свободного выражения мыслей и чувств в соответствии с ситуацией и стилем общения.

Федеральный государственный образовательный стандарт основного общего образования в предметной области «Филология» устанавливает следующие предметные результаты освоения основной образовательной программы:

→ формирование базовых умений, обеспечивающих возможность дальнейшего изучения языков, с установкой на билингвизм;

→ формирование основы для понимания особенностей разных культур и воспитание уважения к ним;

→ формирование и совершенствование иноязычной коммуникативной компетенции;

→ расширение и систематизация знаний о языке;

→ расширение лингвистического кругозора и лексического запаса.

Поэтому одной из основных задач обучения являются овладение основными стилистическими ресурсами лексики и фразеологии языка, а также нормами речевого этикета, при-

обретение опыта их использования в речевой практике при создании устных и письменных высказываний, а также стремление к речевому совершенствованию [6].

Фразеологическая система языка, являющаяся, с одной стороны, совокупностью специфических речевых средств, а с другой – отражением национально-культурной самобытности народа – носителя языка, способствует, во-первых, обогащению словарного запаса учащихся образными языковыми средствами, во-вторых, формированию навыков дифференциации смысловой структуры фразеологизмов и, в-третьих, их речевому использованию для решения задач развития коммуникативной компетенции обучаемых как в родном, так и в английском языках. Коммуникативная компетенция рассматривается в единстве речевой, языковой, социокультурной и учебно-познавательной составляющих.

Вся работа по развитию навыков и умений употребления фразеологических единиц учащимися строится на принципах дидактической культуросообразности материала [5], связанной с принятием фразеологизмов с точки зрения возрастных особенностей, когнитивных процессов и коммуникативных намерений участников общения; степени эмоционального воздействия материала с учетом коннотативного значения фразеологизмов; ориентации на обучающихся, учета их потребностей, знаний, опыта, уровня обученности; стилистической неограниченности, то есть отнесенности фразеологизма к нейтральному, литературному, разговорному или книжно-письменному стилю речи, учета родного языка.

Система упражнений предполагает их отбор для формирования и совершенствования того или иного навыка или умения, последовательность, в которой соблюдается принцип от простого к сложному, этап обучения и его цель.

При отборе фразеологических единиц были использованы следующие критерии:

→ системности и последовательности их изучения, связанного с сохранением целостности учебного процесса;

→ информационной ценности фразеологизмов для изучающих английский язык;

→ воспитательной ценности фразеологического материала, отражающего уважение к народу – носителю языка, его культуре;

→ семантической ценности фразеологизмов для процесса коммуникации;

→ ситуативно-тематической соотнесенности, то есть в каких ситуациях они могут употребляться.

Этапы и методические приемы работы над фразеологизмами в соответствии с процессом формирования навыков, описанным Е. И. Пассовым [4], могут быть представлены в следующей таблице.

Этап работы	Характеристика этапа	Приемы работы
Первичная презентация и семантизация фразеологических единиц	Показ языковой формы, полное понимание, осознание особенностей употребления, осмысление сходства и различий функционирования в английском и родном языках	→ Объяснение значения; → опора на языковую и речевую наглядность; → толкование на родном и английском языках; → наблюдение за использованием в примерах и ситуациях; → этимологический анализ; → перевод
Формирование навыков употребления фразеологизмов	Автоматизация навыка при использовании разных каналов восприятия и механизмов усвоения, переключение сознания на денотативный компонент фразеологического	→ Анализ семантики фразеологического значения и коммуникативных ролей в ситуации; → толкование на английском языке; → соотнесение формы и значения;

Этап работы	Характеристика этапа	Приемы работы
	значения, отработка семантической и синтаксической сочетаемости	→ синонимы; → нахождение дефиниций в словарях; → соотнесенность с ситуацией общения
Совершенствование навыков	Конструирование и реконструкция фразеологических единиц, передача информации разными языковыми средствами, выявление образности, оценочности и эмоциональности фразеологизмов в контексте	→ Заполнение пропусков; → соотнесение частей фразеологических единиц; → составление диалогов с заменой языковой единицы на соответствующую фразеологическую единицу; → заполнение пропусков фразеологическими единицами; → анализ использования фразеологизмов в ситуациях с точки зрения коннотативного значения
Развитие речевых умений свободного употребления фразеологических единиц в процессе построения собственных речевых высказываний в устной и письменной формах	Поиск необходимых (ассоциативно-связанных) фразеологических единиц для определенных ситуаций общения, включение фразеологизма в речевое действие	→ Описание ситуации; → характеристика событий, людей, животных с использованием фразеологизмов; → презентация и защита проекта

В рамках когнитивно-коммуникативного подхода к анализу фразеологических единиц представляют интерес типы упражнений, созданные на основе типологии Д. И. Изаренкова, который описывает упражнение в виде сложного речемыслительного действия, имеющего свою интеллектуальную основу. При этом подчеркивается, что «разные действия требуют от субъекта разных интеллектуальных усилий, и в этом плане все упражнения могут быть составлены и систематизированы именно по общему характеру, содержанию интеллектуальной деятельности, которая совершается при их выполнении» [2, с. 82]. К ним относятся: 1) презентативные, или демонстративные; 2) опознавательные; 3) семантизирующие; 4) конструктивные; 5) реконструктивные; 6) трансформационные; 7) поисково-ассоциативные упражнения.

В основу предлагаемой системы, исходя из особенностей усвоения учащимися иноязычной лексики, в данном случае фразеологическими единицами, введены этапы формирования соответствующих навыков и умений. Использование того или иного типа упражнений на каждом из этапов является условным, хотя задания каждого этапа могут рассматриваться как основа усвоения фразеологической единицы на последующих этапах.

ЭТАП 1

Этап первичной презентации и семантизации фразеологических единиц. Задачи: особенности употребления, полное понимание, осмысление сходства и различий в объеме значений изучаемых фразеологизмов с существующими в родном языке.

На этом этапе используются I тип упражнений – презентативные (демонстративные) упражнения и II тип упражнений – опознавательные упражнения. *Презентативные (демонстративные) упражнения* предусматривают наблюдение за формой и содержанием фразеологической единицы с целью

более глубокого понимания и осознания ее функционирования в речевых ситуациях. *Опознавательные упражнения* действуют операции сличения и отождествления для узнавания фразеологических единиц в тексте (ситуации).

I тип упражнений – презентативные (демонстративные) упражнения

Упражнение 1

Read the following idioms. Try to memorize the keywords. They may help you remember the whole idiom more easily. They also tell you something about what animals are associated with in the British culture.

- a) I'm *as blind as a bat* without my glasses (keyword: bat).
- b) When I sat off round the world, I felt *as free as a bird* (keyword: bird).
- c) I've been *as busy as a bee all morning* (keyword: bee).
- d) I wouldn't trust her. She's *as cunning as a fox* (keyword: fox).
- e) Be careful. He is *as slippery as an eel* (keyword: eel).

Упражнение 2

The idiom *Achilles heel* means «a hidden weakness or fault in somebody which may be used to harm them». This expression is named after the Greek hero Achilles. When he was a small child, his mother dipped him into the river Styx, which meant that he could not be injured. She held him by his heel, which therefore was not touched by the water. Achilles died after being wounded by an arrow in his heel.

Read the examples and pay attention to the situations in which this idiom is used.

- a) The opposition realized they had found the Prime Minister's *Achilles heel*.
- b) The absence of clearly defined purpose is the *Achilles heel* of every administrator educated at Dusseou's... (Saltykov-Shedrin). (Отсутствие ясно осознанной цели – вот *ахиллесова пята* всех администраторов, получавших воспитание у Дюссо...).

Упражнение 3

Do you know that there are some idioms with the word «banana»? One of them is «go bananas» which is a slang and means «become angry, crazy or silly»: If I'm late again my Dad'll go bananas. ◊ The clock is going bananas (= isn't working correctly). The second idiom is «slip on a banana skin» means «make a stupid mistake (usually of a public figure)». For example: The new minister slipped on a banana skin before he had been in the job for a week.

В русском языке также существует несколько фразеологизмов, содержащих в своей структуре слово «банан». Например: банан(ы) в ушах – 1) о человеке, не расслышавшем что-либо: У тебя что, бананы в ушах? Я тебе уже второй раз повторяю одно и то же, а ты не слышишь; 2) о человеке без музыкального слуха: Он не любит петь в хоре, у него бананы в ушах; 3) бананы катать – бездельничать: Ничем не увлекается, не интересуется, все свободное время бананы катает.

А знаете ли вы, что фразеологизм *поскользнуться на банановой коже* обозначает «допустить глупую, досадную ошибку» и используется обычно для характеристики политических деятелей? Например: Новый министр *поскользнулся на банановой коже*, пробыв в занимаемой должности всего неделю.

Следует отметить, что перечисленные выше фразеологизмы используются в разговорной речи, преимущественно в молодежном жаргоне, и имеют шутливо-ироничный оттенок.

Упражнение 4

There are a lot of idioms with the verb «throw» in their structure:

a) *throw your money about / around* (informal) – spend money in careless and obvious way;

b) *throw something overboard* – reject or get rid of something;

c) *throw somebody to the wolves / lions* – allow somebody to be attacked or remain in a difficult situation, perhaps because they are no longer useful or important to you;

d) *throw yourself at somebody's feet* – ask for somebody to help, protect or forgive you;

e) *throw caution to the wind(s)* often humorous – stop caring about how dangerous something must be; start taking risks.

Pay attention how these idioms are used in the following examples and translate the sentences into Russian.

1) When he became politically unpopular the rest of his party just *threw him to the wolves*.

2) I decided to *throw caution to the winds* and buy myself a really expensive pair of shoes.

3) He *threw caution to the wind* and dived in after the child.

4) *He's always throwing his money around* to try to impress people.

5) He *threw himself at her feet* and asked her forgiveness.

6) All ideas of reform *were thrown overboard* when the new government came to power.

Упражнение 5

Read the sentences with the idioms describing a person who does his work very well, better than the others.

1) «My father was a good craftsman, he could *turn his hand to anything* – making brooms, making spoons, he could do it all – and on top of that he kept two horses» (Maksimov).

2) I always take painting materials on holiday with me, just *to keep my hand in*.

3) Anna had *a magic touch* and could do any work quickly and well.

4) He's *worked his way up* from an office junior to managing director.

Упражнение 6

Do you know what the idiom *dressed (up) to the nines* means? Read the example and try to guess its meaning.

She was *dressed up to the nines* in her furs and jewellery.

Now read the definition and say if your guesses were correct:

Dressed up to the nines (informal) – wearing very elegant or formal clothes, especially to attract attention. One theory about the origin of this expression is that it refers to suit-making. A well-made, good quality suit needs nine yards (= approximately 8,2 metres) of fabric.

One more idiom describing people's clothes has a disapproving

meaning: *be mutton dressed (up) as a lamb* (informal). It is used to describe a woman who is trying to look younger than she really is, especially by wearing clothes that are designed for young people. Example: Have you seen her? *Mutton dressed as lamb*. Somebody should remind her that she's 55, not 25.

Note: Mutton is the meat from an adult sheep, while lamb is the meat from a young sheep.

Упражнение 7

Do you know that a person who will not believe something without proof is called *a doubting Thomas*? This expression comes from the Bible. Thomas refused to believe that Jesus had been brought back to life until he saw Jesus for himself and touched his wounds.

Study the example and translate it into Russian:

Now, for all you *doubting Thomases* who thought I couldn't win an important race, here's my medal to prove it!

11 тип упражнений – опознавательные упражнения

Упражнение 1

Which of the following idioms mean «to live, work together, as associates, as comrades»: *hand in hand, put off hands, shoulder to shoulder, hand in glove, a strong hand, take smb. in hand, with one's own hands*.

Упражнение 2

Find in the list below the idioms which describe physical or emotional state of a person and give Russian equivalents:

be afraid of one's own shadow, pale as a ghost, be in the right mind, be on one's bones, be at one's best, be on somebody's side, be on hot coals, be on time, be in somebody's shoes, have a sweet tooth, have a sick skin, get up on the wrong side of the bed, be dead on one's feet.

Упражнение 3

Choose the idioms which describe a hardworking person: *live for work, made oneself a career, do somebody a credit, put the cart before*

the horse, keep oneself busy, break one's back, play the fool, put one's heart into something, have something at one's finger tips, be well off.

Упражнение 4

What idiom meaning «make somebody feel very unhappy» can be used in the following situation: «It's a job I would like, but it won't... if I don't get it» (*break my heart*).

Упражнение 5

Choose the appropriate idiom.

a) John's a great cook – you should see him **in action / out of action*.

b) The plan is so complicated – I'm still trying *to get my head *round it / down it*.

Упражнение 6

Divide the following idioms into three columns according to the type of speech they are used in: colloquial, literary, or ironic:

hoping for the best (coll.); *be a closed book* (lit.); *lyrical digression* (lit.); *run errands* (coll.); *be ranting and raving* (coll.); *sell for thirty pieces of silver* (lit.); *be a jack-of-all-trades* (col.); *take out of context* (lit.); *the salt of the earth* (lit.); *warble like a nightingale* (iron.); *be a knee-high to a grasshopper* (iron.).

Упражнение 7

How much can you guess about the meaning of these idioms just by looking in the context? Tick the answer(s) according to what you can understand about the words in the bold. Then look up the idioms in your dictionary.

1. If I *were in your shoes*, I'd take the job in New York.

	yes	no	don't know
means be in someone's position	–	–	–
means be well dressed	–	–	–
means be self-confident	–	–	–

2. Take your chance now. *Strike while the iron is hot*.

	yes	no	don't know
means be careful while doing something	–	–	–

means do something immediately	-	-	-
means you have a good chance of success	-	-	-

3. Given the choice between watching football or golf, I suppose football is *lesser of two evils*.

	yes	no	don't know
means you are not sure what to choose	-	-	-
means it is less unpleasant of two options	-	-	-
means other plans do not work	-	-	-

4. I can't understand what people see in the exhibition. *There's no accounting for tastes*.

	yes	no	don't know
means you can't understand people's likes and dislikes	-	-	-
means you can't understand what people want	-	-	-
means help people to find what they want	-	-	-

5. I want *to know where I stand*. One day you say you love me, the next day you say I'm just a friend. It's driving me crazy.

	yes	no	don't know
means you don't know what your position is	-	-	-
means you becomes aware of unpleasant facts	-	-	-
means the situation is worrying you	-	-	-

6. They cause all the trouble, and I always have to *carry the can*.

	yes	no	don't know
means suffer from the other people's anger	-	-	-
means accept the blame	-	-	-
means take responsibility alone	-	-	-

7. I'm finding it quite hard *to get to grips with* my new role at work.

	yes	no	don't know
means make an effort to understand the problem	-	-	-

means deal with the problem or the situation	-	-	-
means discover the truth	-	-	-

ЭТАП 2

Этап формирования лексических навыков и умений, выработка автоматизма их использования в соответствии с речевой задачей. На этом этапе используются задания III типа – *семантизирующие упражнения*, направленные на распознавание семантики фразеологических единиц. Действия обучающихся предполагают анализ семантики фразеологизма на уровне их значения в тексте (предложении).

III тип упражнений – семантизирующие упражнения

Упражнение 1

Read the following sentences. Try to understand the meaning of the idioms used in each of the examples. Try to explain their meaning in other words.

1) Most old legends were handed down from generation to generation *by word of mouth* (на словах). 2) The circus is coming down. *The top of the milk* is a performing elephant! (гвоздь программы). 3) Learning of my troubles a relative of mine made a special trip from the provinces to advise me on how *to get out of my situation*. 4) I don't want to be *at your beck and call*. 5) «If you tell me everything, I won't flog you, and will even give you five kopecks for nuts. If you don't, I'll do something to you that you little expect. Well?» The boy still made no reply but stood with his head bent, assuming an expression of veritable idiocy. «Right!» said Kirila Petrovich. «Look him somewhere and see that he doesn't run away, or I'll have the whole household *flayed alive*» (Pushkin). «Если ты мне во всем признаешься, так я себя не высеку, дам еще пятак на орехи. Не то я с тобой сделаю то, чего ты не ожидаешь. Ну!» Мальчик не отвечал ни слова и стоял, потупя голову и приняв на себя вид настоящего дурачка. «Добро, – сказал Кирила

Петрович, – запереть его куда-нибудь да смотреть, чтоб он не убежал, или со всего дома *шкуру спушу*» (Пушкин).

Упражнение 2

Which of the following idioms describe the positive features of people's behaviour and actions? Which of them are negative characteristics?

be in the right mind (+); be at smb's beck and call (-); have a thin skin (-); be at one's best (+); be in smb's shoes (-); be one's own master (+); weigh one's words (+); pull oneself together (+); be in the clouds (-); put one's heart into smth (+).

Упражнение 3

Say if the following pairs of idioms are synonyms or not.

be in the clouds – be in the air; put one's heart into smth – get into smb's skin; be like a squirrel on a treadmill – be in a constant whirl; live for work – to be married to one's job*; a real master of one's craft – a jack-of-all-trades*; work with total dedication – work with a strong sense of duty*; make a mess of everything – do everything backwards*.*

Упражнение 4

Try to understand the meaning of the following idioms according to the meaning of their compounds. Explain their meaning by your own words.

1) I still can't get used to computers, you hit a key and, *as if by magic*, get the data you need instantly. 2) Economic growth in Asia is bound to *have a knock-on effect* in Europe. 3) Even if I refuse this job, it won't be *the end of the road for my career*. 4) I turned the corner and *came face to face* with a huge man. 5) I was *sick at heart* when I told Mum the news (very upset). 6) Christie assured me that she was happy, but *reading between the lines* I could see that something was bothering her. 7) The ten-year-old pianist could *have the world at his feet*, but he's not interested in fame.

Упражнение 5

Find in the dictionary 5 idioms that are based on parts of the body. Write them down and explain their meaning.

For example: *have a heavy hand* – deliver hard blows when hitting another;

or *walk / stand with one's hands in one's pockets* – (to be) idle, doing nothing;

or *fill one's head / mind with smth.* – to be overload someone's memory with much information or knowledge, often unnecessary.

Упражнение 6

Combine the given words in order to make six idioms meaning the attitude of people to their ideas and thoughts.

To tell in joking the truth speaking one's way to say aside strictly needless a word come

Key: 1) joking aside 2) to tell the truth 3) needless to say 4) in a word 5) come one's way 6) strictly speaking

Упражнение 7

Describe situations in which the following idioms can be used. Compare them with their Russian equivalents:

the odd man; sly fox; fishwife; pampered young lady; an out-and-out rogue; blockhead; early bird; wise old bird.

Упражнение 8

Match the idiom with its definition.

1. Show the door	a) Become more serious, sensible
2. Feed smb. promises	b) Undertake an action towards some goal
3. Struggle one's shoulders	c) Pretend not to understand
4. Take in hand	d) Draw attention to impending danger, trouble
5. Keep one's word	e) Remain silent
6. Sound / raise the alarm	f) Fulfil one's promise
7. Get some sense into one's head	g) Bring someone under one's control
8. Take the first step	h) Raise and low one's shoulders as a sign that one does not understand smth

9. Keep one's mouth shut	i) Demand that someone leave, drive someone out
10. Play the fool	j) Promise doing something but not fulfil one's promises

Key: 1 i) 2 j) 3 h) 4 g) 5 f) 6 d) 7 a) 8 b)
9 e) 10 c)

Упражнение 9

Who would be most likely to say these remarks? Choose the correct answer.

1) It left its mark on me.

- a) someone who had just spilt red wine over themselves
- b) someone who taught in a very bad school for ten years
- c) someone who had a wonderful birthday party

2) I'm a victim of my own success.

- a) someone who won a lot of money then spent it all
- b) a student who always passes every exam they take
- c) a popular teacher whose class everyone wants to be in

3) I don't think I'll ever hit the big time.

- a) a rock musician who is popular in local clubs
- b) an athlete who has just got a place in an Olympic team
- c) a dentist with a very heavy schedule of appointments

4) Work isn't the be-all-and-all in my life.

- a) someone who is unemployed
- b) someone who has a lot of interesting hobbies
- c) someone who never finishes a job they start

Key: 1) b) 2) c) 3) a) 4) b)

Упражнение 10

Put these expressions describing how much money someone has on a scale from poor on the left to rich on the right.

living in the lap of luxury on the breadline well-to-do well-heeled

Key: on the breadline well-to-do / well-heeled living in the lap of luxury

ЭТАП 3

Этап совершенствования лексических навыков, сформированных в предшествующих упражнениях. На этом этапе используются упражнения IV типа – конструктивные упражнения, упражнения V типа – реконструктивные упражнения, а также упражнения VI типа – трансформационные упражнения. В основе *конструктивных упражнений* лежат действия по конструированию (порождению) фразеологических единиц. При выполнении *реконструктивных упражнений* учащиеся совершают действия по восстановлению исходных фразеологических единиц, представленных в неполной форме. *Трансформационные упражнения* предполагают действия учащихся по изменению формы единиц обучения при сохранении первоначального содержания. Один из самых распространенных типов заданий связан с передачей информации разными (другими) языковыми средствами.

IV тип упражнений – конструктивные упражнения

Упражнение 1

Match the beginning of the idiom with its ending. Use the idioms in your own examples.

Wise	a long arm
From day	in the grass
Snake	first violin
Indian	to day
After	from the shoulder
Have	as an owl
Play	summer
Speak straight	all

Keys: wise as an owl; from day to day; snake in the grass; Indian summer; after all (в конце концов); have a long arm; play first violin; speak straight from the shoulder.

Упражнение 2

Complete the following sentences. Use the words from the box. Underline the formed idioms.

view	the future	dogs	themselves	heart	ceremony
		money	on a treadmill		

1) «Villon lived in Paris in a constant whirl – like a squirrel ...» (Mandelstam). 2) It was a really lovely day, bright but not too hot. The mountains all round were in clear ... (Lermontov). 3) And another thing: I make it a strict rule never to look into ..., never to worry about old age or death. What will be, will be (Chekhov). 4) Neither her mother nor her father wanted to give her pin 5) The slanting rain, driven by a strong wind, pours cats and 6) «The thing that spoils her [Lora] is that she talks a lot. When she was younger she was quiet, reticent, and mysterious. There are women who know from birth how to carry... She knew» (Strugatskii). 7) Tushin's large, kind, intelligent eyes were fixed on him [Rostov] with compassion and concern. Rostov saw that he wanted with all his... to help him but could do nothing. 8) You'll like Maria Semenovna and her husband: they are regular people who don't like standing on

Key: 1) on a treadmill 2) view 3) the future 4) money 5) dogs 6) themselves 7) heart 8) ceremony

Упражнение 3

Think of the different combinations with the words *be*, *like*, *play* to form an idiom. Use the idioms in the examples of your own.

Examples: *be in somebody's debt* (feel obligated, very grateful to somebody – быть в долгу); *like beating your head against the wall* (all requests, all attempts to do something produce no result, have no effect on someone – как об стенку горюх); *play with fire* (to be involved in a dangerous situation with unexpected or even harmful results – играть с огнем).

Упражнение 4

In each of this conversation, the second speaker uses an idiom to repeat what the first speaker says. Complete the idioms.

1) – Do you know the city well?

– Yes. I know it very well. I know this city like ... (*the back of my hand*).

2) – His house looks very attractive and one of the best in the village.

– Yes, it's really so. He can do anything he attempts. They say he is ... (*a wonder with his hands / has golden hands*).

3) – He didn't expect his best friend to steal his girlfriend so quickly.

– You are right. His girlfriend was carried off under ... (*his very nose*).

4) – Our class teacher became extremely angry with him and called his parents on her own and secretly arranged to meet with them.

– Yes. She did so because she lost ... waiting for his reaction (*<all> her patience*).

Упражнение 5

Combine the words in the box in order to make five expressions meaning *extremely happy*. Use each word once only.

bits	cloud	heaven	in moon	nine	of	on	on	over
	seventh	the	the	thrilled	to	top	world	

Key: in seventh heaven on cloud nine on top of the world over the moon thrilled to bits.

Упражнение 6

Put the words in the right order to make sentences with idioms.

1) At first / I / sight / believe / in love (I believe in love at *first sight*).

2) Was / as a panther / really / the dancer / as lithe (The dancer was really *as lithe as a panther*).

3) Seldom / out of bed / the wrong way / he / gets (He seldom *gets out of bed the wrong way*).

4) Around / to beat / the bush / I / don't like (I don't like *to beat around the bush*).

Упражнение 7

Choose the correct answer.

1) Grandma is recovering

a) left, right and centre b) step by step c) all over the place

2) My first day at school

a) was at fever pinch b) kept track c) got off to a flying start

3) Why are you ... ?

a) dragging your heels b) getting a move on c) going beyond a joke

4) When I arrived at Jane's house, preparations for the party were

a) in full swing b) getting a move on c) dragging their heels

5) The football match was

a) fast and furious b) on the spot c) in leaps and bounds

Key: 1) b) 2) c) 3) a) 4) a) 5) a)

Упражнение 8

Use the idioms to complete the sentences.

to speak to one's mind to be a pain in the neck to get on someone's nerve to break the ice to hold one's tongue to drive someone crazy

1) Anna wanted to tell her friend a secret, but decided to ... her ... for now.

2) Penny really ... on my She thinks she is so clever.

3) If you disagree with something they say, don't be afraid to ... your ...!

4) That woman is a real ... in the She never stops complaining.

5) Will you turn that music down? It's ... me ...!

6) The principal told us a funny story to ... at the meeting.

Упражнение 9

Match the idioms to their meanings. How can you characterize their structure? Then use the idioms to complete the gaps.

a) again and again b) step by step c) all in all d) on and on
e) round and round

1 slowly

2 continue without stopping

3 many times

4 moving in circles

5 considering everything

1) Don't try to finish all your work at once. Take it

2) The teacher went ... about how important a degree is today.

3) He suddenly felt dizzy. Everything was going ... in his hand.

4) I've told Mary ... that she shouldn't spend all her money on clothes.

5) ... Jane's university years were the best years of her life.

Упражнение 10

Fill in the right preposition in the given idioms.

a piece ... cake

be ... the same boat

cry ... spilt milk

feel ... the weather

save up ... a rainy day

be ... cloud nine

Keys: of, in, over, under, for, on

V тип упражнений – реконструктивные упражнения

Упражнение 1

Describe the situation in which you can use the following idioms: *twiddle one's thumbs*; *noble gesture*; *talk in riddles*; *buy a pig in a poke*; *white flakes (of snow)*.

Упражнение 2

Complete each of these idioms with a preposition.

1) Perhaps the reason it [the ancient church] was still standing was that it was indeed ... the end of the world (Terts) – *at*. 2) ... sunrise to sunset the workers knocked the piles to the bottom of

the river – *from*. 3) My relatives have come to visit. They stick their nose ... everything telling me how to live – *into*. 4) The meeting with his old enemy, face ... face, affected him greatly – *to*. 5) In her free time she read a lot, even reread all the classics (not the way she'd read them at school, but just ... pleasure) (Grekova) – *for*. 6) When something had to be calculated, Grandma did it ... old-fashioned way – *in*. 7) He is a man ... his word – *of*. 8) She won the game and was ... seventh heaven – *in*.

Упражнение 3

Complete each of these idioms with one word.

1) It's none of your business. You'd better keep your ... out of my affairs (*nose*). 2) I can't understand why they treat him like the ... sheep of his family (*black*). 3) Please, wait, I need some time to collect my ... (*thoughts*). 4) His wife turned not to be as ... as a fox (*cunning*). 5) Our history teacher is really ... encyclopedia, whatever you ask her – she will give you a full answer (*walking*). 6) It is going to be hard for him; he is not used to playing ... fiddle (*second*). 7) «Have you heard what trick Lenitsyn ... on us whole you were away? He has grabbed our wasteland» (Gogol) (*played*).

Упражнение 4

Circle the correct word to complete the idioms.

1) Having such a sweet mouth / tongue / tooth makes it very difficult for her to loose weight. 2) The wonderful smells from the kitchen are really making my eyes / mouth / nose water. 3) I couldn't believe my eye / impressions / eyes when I saw what a mess they have made of the room. 4) Instead of going to the canteen at lunchtime, Victor paced from corner to corner / from side to side / from one wall to another in his office. 5) At his village, a lot of dogs met us with loud barking. The women hid at the sight of us. Those whose faces we were able to make out were far from being beauties. «I had a far better opinion of Chercassion women», said Pechorin to me. «Just wait!» I replied with a smile. I had something up my sleeves / my pocket / my clothes. (Lermontov). 6) We were so tired that moved at a snail's / turtle's / ant's pace.

Упражнение 5

Combine the words in order to make five expressions meaning *extremely happy*. Use each word once.

bits clouds heaven in moon nine of on on over seventh the the thrilled to top world

VI тип упражнений – трансформационные упражнения

Упражнение 1

Replace the underlined words by the appropriate idioms.

To talk *in a roundabout way*; to keep *under strict control*; *be in unpleasant, negative state of mind*; *a way of considering*; to keep *quiet*; to run *very fast*; to be *the master*.

For replacing: on a tight rein; part of view; in charge of somebody / the final say / rule the roots; in riddles; out of sorts / in a bad mood; like a madman; one's mouth shut.

Упражнение 2

Use the idioms to rewrite the underlined parts of these sentences.

1) He was working *from morning till night (around the clock / all day long)*. 2) He *is madly in love* with my sister Kate (*is crazy / mad about*). 3) His mother would *lay down her life* for her son (*give up her life*). 4) «Come back tomorrow and the director will see you». They've been *feeding me promises* for a week now (*handing a line / a story*).

ЭТАП 4

Этап развития речевых умений свободного употребления усвоенных фразеологических единиц в процессе построения своих речевых высказываний в устной и письменной форме.

На этом этапе используется VII тип упражнений – *поисково-ассоциативные упражнения*. Данный тип заданий ориентирует обучаемых на поиск необходимых (ассоциативно-связанных) фразеологических единиц для определенных ситуаций общения.

VII тип упражнений – поисково-ассоциативные упражнения

Упражнение 1

Which of the following idioms can't be used in a speech during the conference and why?

More or less; old wives' tales; be at a loss; be on somebody's side; after all; play the full; not to be able to see beyond one's nose.

Make up a short speech on the topic «The World of Travelling».

Упражнение 2

Idioms are usually most common in informal texts. Try to read as many informal English texts as you can, for example, letters to popular magazines from readers, Internet chat and e-mails, tabloid newspaper editorials, etc., and note any idioms you find. Informal e-mails are a good, natural context for using them, as well. Make up your own e-mail and read it in class.

Упражнение 3

Choose three idioms and draw simple pictures (or just find some in the magazines or Internet) that might help you to remember these idioms.

Упражнение 4

Look for some idioms which might relate you personally in the dictionary. Then make a story about yourself and write it down in your notebook.

Упражнение 5

Can you find any idioms related to your favourite sport or game? You might be able to find some by looking up keywords relating to that sport or game in a dictionary of idioms or a good English-English dictionary. For example, if you are interested in the horse-riding, you might look up *horse, saddle*, etc.

Упражнение 6

Think of two animals which have idioms connected with them in Russian. Then use a dictionary to see if there are any idioms connected with these animals in English.

Упражнение 7

Correct the mistakes in these idioms.

1) It's a lovely present. Thanks a thousand.

2) You won't find it difficult to learn to ski. There's really nothing to that.

3) It's either here or there which hotel you decide to stay in – they're both excellent.

4) Let's have a really big wedding. The more, the merry.

5) You may say that again! I couldn't agree with you more!

Keys: thanks a million: there's nothing to it: It's neither here nor there: The more the merrier: You can say that again.

Упражнение 8

Answer these questions.

1) What verb and preposition can be used instead of *make* and *of* in the idiom *make fun of somebody*?

2) What verb can be used instead of *get* in the idiom *get on someone's nerve*?

Задания для контроля сформированности речевой компетенции

Task 1

In pairs use the given idioms in short exchanges: to drive someone crazy, to get off the hook, be bad news, lose one's head.

A: I can't stand John.

B: Yes, he is the pain in the neck.

Task 2

Read the text and underline five idioms in it.

When I was a very small boy I was made to learn by heart certain of the fables of La Fontaine, and the moral of each was carefully explained to me. Among those I learnt was *The Ant and the Grasshopper*, which is devised to bring home to the young the useful lesson that in an imperfect world industry is rewarded and giddiness punished. In this admirable fable (I apologize for telling something which everyone is politely, but inexactly, supposed to

know) the ant spends a laborious summer gathering its winter store, while the grasshopper sits on a blade of grass singing to the sun. Winter comes and an ant is comfortably provided for, but the grasshopper has an empty larder: he goes to an ant and begs for a little food. Then the ant gives him her classic answer:

«What were you doing in the summer time?»

«Saving your presence, I sang, I sang, I sang all day, all night».

«You sang. Why, then go and dance».

I do not ascribe it to perversity on my part, but rather to the inconsequence of childhood, which is deficient in moral sense, that I could never quite reconcile myself to the lesson. My sympathies were with the grasshopper and for some time I never saw an ant without putting its foot in it. In this summary (and as I have discovered since, entirely human) fashion I sought to express my disapproval of prudence and common sense.

I could not help thinking of this fable when the other day I saw George Ramsay lunching by himself in a restaurant. I never saw anyone wear an expression of such deep gloom. He was staring into space. He looked as though he was shouldered the burden (груз, бремя) of the whole world. I was sorry for him: I suspected at once that his unfortunate brother had been causing trouble again. I went up to him and held out my hand.

But when circumstances forced George to realize that his brother would never settle down and he washed his hands on him. Tom, without a qualm, began to blackmail (шантажировать) him.

1) Find idioms in the text that mean the following:

– someone is no longer willing to be involved in a project or to be responsible for a project or a person

– say or do something wrong, stupid

– to have in one's memory

– quickly, without thinking or waiting

– perform a duty, accept a responsibility

Keys: to wash one's hands of: put one's foot in it: to learn by heart: out of hand: shoulder a burden of smth.

2) Answer the questions:

- a) What was the author made to do when he was a small boy?
- b) What fable did he learn?
- c) What is it about?
- d) Why were his sympathies with the grasshopper?
- e) Who did the author meet at a restaurant? How did he look like?
- f) What was the author's reaction?
- g) Who did George wash his hands of?
- h) Did you like the fable?
- 4) Do you agree with the author? Give your arguments.

Задания для контроля сформированности социокультурной компетенции

Task 1

Read the following examples with the idioms and decide what they express (image of something, attitudes towards events, people's feelings and emotions, estimations):

1) They are so pure they just live *from hand to mouth* and never have any money in the bank.

2) My sister borrower my car without asking. It drives *me up the wall* when she does that!

3) When Simon started work, he was at the very *bottom of the career ladder*. He had quite a *dead-end-job* doing *run-off-the-mill* tasks. He stayed there for a couple of years, but then decided he had *to get out of a rub*. He *pulled out all the stops* and managed to persuade his manager that he should be given more responsibility.

4) When we got to our holiday destination, it was a very long climb up to the cottage that we were renting. John *thought nothing* of it. But I found it quite difficult. However, when we got to the top, the view was so beautiful, that it *brought a lump to my throat*. We were only going to be there for two weeks, so we were determined to *make the most* of it. Then my mother rang to say that my grandmother had been taken ill and her life was *hanging in the balance*. We agreed that we *wouldn't dream* of staying away in those circumstances. We caught the next plane home and spent

the flight trying to *come to terms with* the thought that she might die. However, thank goodness, when we got to the hospital, she was sitting up completely recovered and very apologetic that she had spoiled our holiday.

Task 2

Match each newspaper headline with its text.

1. Health service budget just a black hole, says minister
2. Government promises to deal with grey area of Internet law
3. Green belt round Liverpool extended
4. Blue-blood children no more intelligent than others, say scientists

A. There was a real need to protect the environment from further damage, the Director of Planning said.

B. It was not at all clear what the situation was, and it was now time for governments to co-operate to clarify things.

C. Any claim to the contrary simply could not be proved, said Doctor Wills, one of the team who investigated twenty upper-class families.

D. Every year, more and more money simply disappears, without any real results in terms of improvements, she said.

Key: 1 D 2 B 3 A 4 C

Task 3

Advertisements often use idioms to sell products. Match each slogan with its text.

1. Want to let off steam tonight?
2. We're on your wavelength
3. State-of-the-art digital technology in your home
4. Give us a buzz for lower bills

A. Local Radio is changing, and here at Homestyle FM we believe you'll want to listen to us with our new programmes for the autumn.

B. Are you paying too much for your mobile phone? Call us on 07965 34352 and find out how you can pay less.

C. By 2015, most TV channels will no longer broadcast in the

traditional way. Buy a new TV set now and you will be ready for changes.

D. At Broadnet.com we offer more chatrooms where you can say what you think about everything than any other Internet Service Provider.

Key: 1 D 2 A 3 C 4 B

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