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«ЗАПОРІЗЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»
МІНІСТЕРСТВА ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ

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ОСНОВНА ІНОЗЕМНА МОВА
(АНГЛІЙСЬКА):
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Навчально-методичний посібник
для студентів I курсу
факультету іноземної філології

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Навчально-методичний посібник містить матеріали та практичні завдання з основних тем курсу “Основна іноземна мова (англійська)” у відповідності до вимог кредитно-модульної системи.

Призначений для студентів I курсу факультету іноземної філології денного та заочного відділень (напрямок підготовки “Англійська мова та література”).

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ПЕРЕДМОВА

Навчально-методичний посібник з курсу “Основна іноземна мова (англійська)” призначений для студентів I курсу факультету іноземної філології, які навчаються за спеціальністю “Англійська мова та література”. Курс “Основна іноземна мова (англійська)” належить до фундаментальних, професійно-орієнтованих дисциплін та є однією із ланок у системі базової практичної підготовки фахівців-філологів із зазначеної спеціальності.

Курс “Основна іноземна мова (англійська)” викладається в Запорізькому національному університеті на факультеті іноземної філології за кредитно-модульною системою, яка вимагає ретельної та систематизованої підготовки до практичних занять, а також до кожного з видів поточного (модульного) та кінцевого (семестрового) контролю.

Курс дає можливість сформувати практичні навички спілкування англійською мовою, розширити словниковий запас студентів за рахунок ознайомлення з текстами загальноосвітньої та популярної тематики.

Мета посібника полягає в організації самостійної та індивідуальної роботи студентів, а також систематизації отриманих знань та навичок в ході підготовки до різних етапів контролю. Посібник охоплює 8 розмовних тем, які розподілено у відповідності до вимог кредитно-модульної системи. Кожна з тем включає тематичні тексти, оснащені дотекстовими та післятекстовими вправами, завдання на засвоєння та вживання тематичного вокабуляру, питання для обговорення, тощо.

Посібник спрямований на допомогу студентам у формуванні тих мовленнєвих компетенцій, які необхідні у подальшій практичній діяльності. При цьому у ході роботи над розвитком практичних навичок побудови різних видів комунікації відбувається актуалізація знань, які будуть набуті студентами як у ході вивчення базових філологічних дисциплін, як-от лінгвокраїнознавство, лексикологія, стилістика, теорія та історія літератури, так і у процесі студіювання історії, культурології тощо.

Розроблена система завдань та рекомендацій для їх виконання, яка пропонується у цьому виданні, відображає найбільш раціональну послідовність роботи над практичним мовним матеріалом, визначає необхідний його обсяг для вивчення та успішного складання поточного та кінцевого видів контролю.

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Module 1.

Topic №1: ABOUT MYSELF AND MY FAMILY

Text 1: YOU AND YOUR HANDWRITING

Pre-reading task:

1. *Do you believe that your handwriting tells something about the kind of person you are?*
2. *What do you think it can tell you?*

While reading:

Find out what the size, slant, shape and direction of a person's writing can tell us about his character.

I

What is graphology? It is the study of handwriting. If you write 20 lines on a page of unlined paper, a graphologist will tell you a lot about yourself, your personality and character. Before a person gets a job, his handwriting is often sent to a professional graphologist. This is to find out what kind of person he is and tell if he is going to be suitable for the job.

II

Here are some of the basic principles of graphology. The size of the letters shows how you see yourself. If your writing is very small, you may be a little shy or a person who thinks deeply. Large writing generally shows a "large" personality. The writer may be outgoing, generous and friendly.

III

The slant of your writing is also important. If it goes to the right, it usually means that you like people and have an outgoing personality. If your writing is straight up and down, it is often the writing of an honest and independent person, a person who thinks logically. If the slant is to the left, the writer may be shy or a person who looks backwards to the past rather than forwards to the future.

According to graphologists, the shape of the letters is very important. When the letters are round it shows a kind heart, and when they are sharp, it shows the opposite. If the writing is neat and well set out on the page, the writer is a well-organized person. If it is too neat, it can mean that the person is too careful.

IV

The reason why a graphologist will ask you to write on unlined paper is to see the direction of your handwriting – do the lines of your writing go up or down? If the direction of the lines goes up, you are an optimist. If it goes down, you could be a pessimist. This often depends on your mood at the time of writing – were you in a good mood or a bad mood? Generally, your writing changes over the years as you

grow and develop.

V

Another important point that graphologists pay attention to is the white space on the page. If there are large spaces either between the letters, the words or the lines, it may show that you feel lonely. The amount of white space may also show whether you feel relaxed with other people or not.

VI

There are three things that a graphologist is unable to tell by your writing: your exact age, sex and if you are left- or right-handed. A word of warning! There is a saying that goes. "A little knowledge is a dangerous thing". This is very true, especially with graphology. Only a professional graphologist with years of experience will be able to tell you who you are and what you may do in life. But perhaps after you read this, you will want to find out more about yourself and take a graphology course.

After reading:

- 1) *Compare your writing with your partner's. In what ways are they different? Use the words from the text to help you.*
- 2) *Prepare a written description of a person you know well/a famous person.*



NB A descriptive essay about a person should consist of:

- an **introduction** in which you give general information about the person, saying when, where and how you first met them;
- a **main body** in which you describe their physical appearance, personal qualities and hobbies/interests. You start a new paragraph for each topic;
- a **conclusion** in which you write your comments and/or feelings about the person.

When describing someone you know well or see often (i.e. a friend, a neighbour, etc), you should use present tenses. When describing someone who is no longer alive, or someone you knew a long time ago and you do not see any more, you should use past tenses.

Descriptions of people can be found in articles, letters, narratives, etc. The writing style you use depends on the situation and the intended reader. For example, if you are writing an article for a magazine, you should use semi-formal style and a polite respectful tone.

When you describe someone's **personal qualities** you should support your description with examples and/or justifications.

When you mention someone's negative qualities you should use mild language (*seems to, can be rather*, etc). For example, instead of saying *Paul is lazy*, it is better to say *Paul can be rather lazy at times*.

You can also describe someone's personality through their **mannerisms**, by:

- referring to the **way they speak**;

- describing the **gestures they use**;
- mentioning a **particular habit** they have.

Text 2: PET CHOICE: REVEALING THE REAL YOU

Pre-reading task:

1. *What do you think are the reasons for keeping pets?*
2. *Does choice of pets depend on our character in any way?*
3. *Look up the dictionary for meaning of words 'behavio(u)rist', 'behavio(u)rism'.*

While reading:

1. *What does the animal behaviourist say about the reasons for keeping animals? Compare them with yours.*
2. *Pick out the names of animals and their breeds. Organize them in one column. What can we tell about people keeping these animals? List their traits of character in another column, opposite corresponding pets.*
3. *Find in the text synonyms of the words 'good mixer', 'patient', 'rich', 'angry'.*

Psychologist Tony Lysons says: Both cat and dog owners regard themselves as having above average intelligence. Dog owners rate themselves as more intelligent than cat owners and like to think their pets reflect this. It is particularly so of men. I have found male dog owners are more stable than female cat owners. Men with cats and females with dogs are the least stable.

Animal behaviorist says many people keep pets for reasons of status and self-esteem rather than companionship. They include the owners of:

BULL-TERRIERS: Popular with young double-income couples and other achievers.

CHOWS: Distant, undemonstrative animals favored by those people who expect to be noticed.

ROTTWEILERS: Rarely bought for love. Their owners tend to be very physical people.

LABRADORS. Easier by far to get on with. Both the dogs and their humans are unflappable and good with small children.

JACK RUSSEL TERRIER: Owners of these dogs tend to be energetic, sociable, humorous and fond of out-door pursuits.

CAT owners tend to be tough-minded – tougher in some cases than the macho-master of the most ferocious dog. A cat owner also is more likely to prefer a sophisticated dinner out than a game of squash. They are usually more affluent than dog owners. Beautiful cats usually have beautiful owners. The loveliest women keep Siamese cats.

Like their pets, pedigreed cat owners are meticulous about their appearance. The owners of ordinary moggies are much more agreeable. They are tolerant, talkative, happy-go-lucky people who are happiest at home surrounded by pets and children.

A preference for parrots, snakes or tortoises also speaks volumes. Owners of parrots and gaudy cage birds tend to be vivacious.

Snakes owners are unconventional novelty seekers, but withdrawn and silent for long periods. We can depend on someone with a tortoise. They are not necessarily mobile home-owners, but are dependable home-lovers who refuse to be hurried and are unlikely to make rash decisions. Women with horses are usually jolly party-goers who are fond of practical jokes. Such women can terrify the sort of young men who keep rabbits. This type of men is shy, secretive and reluctant to lead. An astonishing 50% of dog and cat owners allow their pets to get on their beds. This is perfectly normal – a natural extension of a loving relationship.

After reading:

1. Translate the following word combinations: 'to be meticulous about one's appearance', 'to speak volumes', 'unconventional novelty seekers', 'reluctant to lead',
2. What do you think the following word combinations mean? Explain in English, 'double-income couples', 'dependable home-lovers', 'practical jokes'.

Text 3: ENGAGEMENT. MARRIAGE.

Pre-reading task

1. What do you think about marriages and family life?
2. What do you know about the division of responsibilities of the bride's parents and the bridegroom?
3. Would you like to have a religious wedding or a ceremony in a registry office?

While reading

1. Compare the wedding ceremony in England with Ukrainian wedding.

2. *Find in the text all the word combinations with the word 'wedding'.*
3. *Look up the dictionary for more word combinations with the word.*

As soon as the wedding date has been decided the couple will think about the kind of wedding they want. Though comparatively few young people nowadays regularly attend church, most girls still dream of a white wedding, with its solemn ceremony, bridesmaids and the rest. There is no equivalent in England of our Palaces of Weddings, and civic ceremonies in a registry office are very dull. But as for the church fees which are extremely high and other extra expenses, white wedding costs a great deal of money, so a couple may decide against it on these grounds.

There are practically no special customs attached to weddings at a registry office. For this reason, attention will be mainly given to church weddings, with their age-old ritual and customs. However, the reader should bear in mind that by no means all the customs concerning the preparations for a wedding or the wedding ceremony itself are necessarily maintained, quite often for reasons of economy.

Division of Responsibilities.

The Bride's Parents are responsible for the press announcements, the bride's dress and trousseau, flowers in the church, the reception, cars taking the bride and her father, mother and any other close members of her family to the church and photographers' fees.

The Bridegroom pays for the ring and the wedding license, fees to the clergyman, the organist and choir for the awing and anything else directly concerned with the service, although if there are to be orders of service, the bride's parents will have these printed at the same time as the invitation. He will pay for the bouquet for his bride and bouquet for the bridesmaids, buttonholes for his best man and ushers and any flowers worn by the bride's mother and his own mother, --many women do not. He pays the cost of cars, and the best man will drive his bride to the church. However, the parents of the bride may wish to pay for it. This is a matter for mutual arrangement. The groom is expected to give a small present to each of the bridesmaids, and such a gift can range from a piece of jewellery to a beautifully bound book, a powder compact or any personal and pretty article.

Giving away the Bride. The bride's father gives her away or, if he is dead or cannot be present at the ceremony, his place is taken by her brother or a close relative, or even a great family friend.

The Bridesmaids are usually the sisters, near relatives and close girl friends of the bride, and sisters of the groom. The number is purely a matter of choice but usually does not exceed six. There may be two small page-boys and four grown-up maids, or child attendants only. The bride chooses the kind of dresses her maids will wear and she may supply the material. The custom used to be for the bride's mother

to pay for all the bridesmaids' dresses, but today they usually pay for their own. A girl asked to be a bridesmaid can always refuse politely if she feels she cannot afford such a dress.

There is always chief bridesmaid who will take the bride's bouquet during the ceremony and hand it to her before she goes into the vestry to sign the register.

The Best Man is a brother, relative or close friend of the groom, and his main duty apart from giving moral support before the wedding, is to see to the clergyman's fees, the tips to the vergers and to hand the wedding ring to the groom in the church. He is also responsible for seeing that the bridesmaids are looked after during the reception and he should reply to any toast to the bridesmaids.

The Ushers are male relatives and friends of both bride and groom. Their duties are to stand just inside the church and ask each guest "Bride or groom?". They will place friends of the bride on the left of the aisle and friends of the groom on the right. The ushers should be at the church at least three-quarters of an hour before the ceremony, and may hand out form of service if these are not being placed before every pew.

The Bridegroom's Clothes. When the bride is in white, the bridegroom wears a morning dress with a white carnation in his buttonhole (without fern or silver paper).

Widows or Divorcees, when re-marrying, do not wear white, but a short dress or a pretty suit or coat. They remove their first wedding rings and never wear them again. They do not have bridesmaids or pages.

After reading

Find common and different features (traits) in wedding ceremonies in England and Ukraine.

MARRIAGE

Although 'courting' in Britain is now a dated concept, most young couples spend some months getting to know each other before settling down to live together. Some couples meet through one of the many computer dating 'agencies' that offer to find suitable partners, but couples may also meet at college, at work, at a club or society, or on holiday. Engagements to marry are often officially announced in a newspaper and may be celebrated with a party. Boy-friend and girl-friend become "fiancé" and "fiancée". A typical announcement of an engagement in a local paper might be headed "Mr. J. M. Smith and Miss S. J. Brown" and read: "The engagement is announced between John Martin, only son of Mr. and Mrs. B.R. Smith, of Marlborough Wilts, and Susan Jane, younger daughter of Mr. and Mrs. W.J. Brown, of Oxford.

After this announcement the next step is to decide the date and the type of wedding. The date will probably be fixed several months ahead. Wedding usually takes place on Saturday, and traditionally spring, and especially Easter, is a popular time of year. A religious wedding in the church of England can be either by banns or by license. If by banns, the announcement of the intended marriage is made in church during morning service on three successive Sundays in the parish (or parishes) where the fiancé and fiancée live. A typical announcement might be: "I publish the banns of marriage between Peter James Black, bachelor, of this parish, and Deborah May White, spinster, of the parish of Littleton. If any of you know cause, or just impediment why these two persons shouldn't be joined together in holy matrimony, you are to declare it". This is the first (second) time of asking.

Alternatively, a couple may be married without banns in any church or chapel licensed for marriage so long as one of the two has obtained a marriage license from the bishop of the diocese, or they may choose to be married without religious ceremony in a registry office.

Many couples prefer a religious wedding even when they are not religious churchgoers, because they want a "white wedding", a ceremony in church with the bride dressed in white, often with a veil and carrying flowers. The bride is normally taken to church by her father, who "gives her away", while the bridegroom is accompanied by a "best man". The bride often has attendants, called bridesmaids, and sometimes small boys act as 'pages'. After the marriage service, to which family and friends will have been invited, there is a reception, called a "wedding breakfast", when traditionally the bride's parents are the hosts. It may be held at the bride's home or at a hotel. There will be drinks, a meal, and in due course speeches by the bride's father, the best man and the bridegroom. There is also a wedding cake. A cake with white ring often made in two or three tiers. The bride is usually photographed cutting the cake.

Photographs or videos of all stages of the ceremony are taken, including several in front of the church after the ceremony. After the reception, the couple usually leaves for a short holiday called their "honeymoon". The car in which they drive away often has old tin cans or old boots and shoes tied to it and trailing behind it (this is a sign that they are newly married and is regarded a good luck symbol).

A brief report of the wedding may appear in the local newspaper. A typical report might read: "The ceremony at St.Mary's church was conducted by the Rev. Highbaker. The bride was given away by her father and wore a dress of ivory silk and lace with the train and short veil. She carried a bouquet of cream rose-buds and orchids. Attending the bride were Miss Clare Thomson, Miss Saley Parsons and Miss Emma Parsons. Best man was Mr. David Gibbs. A reception was held at the Crown Hotel, Bazham. The couple will make their home in Cambridge".

Many couples celebrate the anniversary of their wedding day each year and parties are often held to celebrate silver wedding, after 25 years, and golden wedding, after 50 years.

After reading

Write a description of a typical marriage ceremony in Ukraine.



NB A descriptive composition about a festival, an event or a celebration should consist of:

- an **introduction** in which you give the name, time, place and reasons for celebrating;
- a **main body** in which you describe the preparations and the actual event in separate paragraphs, using present tenses to describe annual events, or past tenses to describe an event you attended at some time in the past;
- a **conclusion** which includes people's feelings, comments or final thoughts about the event.

You can use a variety of adjectives and adverbs to make your description more vivid. *e.g. Cheerful fans shouted enthusiastically as the rock star arrived.*

You can use the passive to describe events when the **activity** is more important than the **agent** (i.e, the person who did it) *e.g. After the parade, speeches are made and hymns are sung.*

Text 4: CHANGING AMERICAN FAMILY

(Adapted from Margaret Mead: *The Changing American Family*)

Pre-reading task

1. Give the female opposites:

1. Baby-boy; 2. Son; 3. Husband; 4. Father; 5. Cousin; 6. Grandfather 7. Grandson; 8. Dad; 9 Uncle; 10. Nephew; 11. Son-in-law; 12. Bridegroom 13. Brother-in-law; 14. Grandpa; 15. Bachelor; 16. Boyfriend; 17. Father-in-law 18. Man; 19. Actor; 20. Waiter; 21. Schoolboy.

2. Make sentences illustrating the meaning of the following expressions:

1. at what age; 2.at the age of...; 3.aged ten(forty); 4.to be the same age; 5. at your age; 6.teenager; 7.coming of age (at 18); 8.the aged; 9.The Stone Age; 10. to reach middle age; 11 .The Middle Ages; 12.It's been ages since...; 13.for ages; 14.under age.

Americans nowadays are marrying at an earlier age than their parents and grandparents did. And these early marriages are placing new responsibilities on young people, especially on boys. By the time young men reach high school, they are supposed to decide on their careers, to work hard to prepare for them and to spend enough time with girls to assure an early marriage. They are expected to pay close

attention to their work, marry young, have children at once, and support their families while going to school. A great many of our future doctors and lawyers, engineers and statesmen, are today holding down all-day jobs, trying to do college work, and helping their wives at night and on weekends in the care for two or three children.

On the other hand, this lowering of the age of responsibility has not been all for the bad. It is hard on the young but the homes which these young people are building are good homes. In all the history of civilization, never have fathers taken such good care of their children as today. The children born so close together to these young parents have a warm and valuable family life. The responsibilities shared by husband and wife put a brake on divorce. Boys can learn directly from their fathers, as girls have always learned directly from their mothers.

The home in which young people live is designed to make family living pleasant and easy. There are appliances in the kitchen – refrigerators, dishwashers, washing machines – to make housework easy. There are books to read, a pile of records and a record player, radios, television – all these for the family to enjoy. So is the automobile at the door.

The work that goes into the making of such a home, however, is tremendous. Neither the home nor the things in it are fully paid for. The young wife often works so that they can get started on the payment of their debts. The high standard of family life in America also means a high standard of work, means working hard without letup.

After Reading

Choose the right word or words:

These early marriages are ... *a) putting b) placing c) giving* new responsibilities on young people. Young men are supposed to decide ... *a) to b) about c) on* their careers and to work ... *a) hardly b) hard c) heavy* to prepare for them.

They are expected to pay ... *a) tight b) great c) close* attention to their work. A great many of our future doctors and lawyers are ... *a) keeping up b) doing c) holding* down all-day jobs.

The home is ... *a) intended b) designed c) planned* to make family living pleasant and easy. There are ... *a) devices b) applications c) appliances* in the kitchen to make ... *a) household b) housework c) homework* easy.

The work that goes into the making of such a home is ... *a) large b) vast c) tremendous*.

Text 5. LEAVING HOME

Pre-reading task

1. *What is your attitude to living separately from parents?*
2. *Why don't young people want to live with their parents?*

While reading

1. Pay attention to the following phrasal verbs.

- a) *I'll stand by you if you need help.*
- b) *What do the initials 'BCC' stand for?*
- c) *He couldn't stand up to the pressure.*
- d) *I won't stand for this nonsense.*

2. Which phrasal verb means:

- 1 resist
- 2 mean
- 3 give help; support
- 4 put up with; tolerate

3. Complete the following sentences.

1. 'UK' stands ... 'United Kingdom'.
2. A good friend will stand ... you when you are in trouble.
3. You can't treat me like this. I won't stand ... it!
4. This machine will stand ... hard use.

When I told my mother, she looked at me as if I had tapped her face. 'What? Live in London?' she said.

'I just feel it's time I saw a little more of the world. After all, Mum, I'm twenty-two!'

Just then, my father came downstairs, looking relaxed as he always did after his Sunday afternoon tap. I had chosen the moment carefully. 'Clive wants to leave home. He doesn't want to live with us any more,' she told him in a trembling voice. My father's expression changed.

'What? You aren't serious, are you, son?' he asked and sat down at the table opposite me. Perhaps my parents wouldn't have reacted this way they hadn't spent all their lives in a small village in Wales. And perhaps my mother in particular wouldn't have been so possessive if her only other child hadn't died as a baby. I tried to explain to them that the bank I worked for had offered me a chance to take a job in their head office. But I didn't dare tell them I had already accepted the job. 'London's a long way away. We'll hardly see you any more,' my father said. 'I can come back at weekends, Dad.'

He shook his head, looking more and more like someone who had just been given a few months to live by his doctor.

'I don't know, son. I don't know'.

He shook his head again and then got up and walked out into the garden.

My mother and I sat there at the table. In the silence, I could hear the old clock ticking away in the hall. There were tears in my mother's eyes. I knew she was going to put pressure on me to give up the idea, and I wondered if I could stand up to it. I even began to wonder if it was wrong of me to want to leave my family, the village and the people I had known all my life to live among the English in their cold, strange capital.

She put her hand over mine.

'Your father hasn't been well lately. Neither have I. You know that. But we won't stand in your way if it's what you really want' she said.

After reading

1. *This extract is taken from a longer story. What exactly do you think the writer said to his mother just before the extract begins?*
2. *Describe what happened when his father came downstairs.*
3. *Describe what you think happened in the month or so just before this particular Sunday.*
4. *How do you think the writer's parents felt when he told them he wanted to leave home?*
5. *What do you think were the writer's reasons for wanting to leave home?*
6. *What do you think happened after his mother said 'We won't stand in your way...'?*

EXTRA TASK: Quotations

Comment on the quotations:

- There is nothing wrong with today's teenager that twenty years won't cure. ~Author Unknown
- Children have more need of models than of critics. ~Carolyn Coats
- Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them. ~Oscar Wilde
- Before I got married I had six theories about bringing up children; now I have six children, and no theories. ~John Wilmot
- Parents often talk about the younger generation as if they didn't have anything to do with it. ~Haim Ginott

- That which seems the height of absurdity in one generation often becomes the height of wisdom in another. ~Adlai Stevenson
- The clash between child and adult is never so stubborn as when the child within us confronts the adult in our child. ~Robert Brault
- What a child doesn't receive he can seldom later give. ~P.D. James
- The secret of dealing successfully with a child is not to be its parent. ~Mell Lazarus
- We never know the love of our parents for us until we become parents.~Author Unknown

Topic №2: LEARNING FOREIGN LANGUAGES.

Text 6: THE SECRET OF SUCCESSFUL LANGUAGE LEARNING

Pre-reading task

Which four things below are most important for learning a language?

- hard work
- enjoying learning
- really believing that you will be successful
- having a good teacher
- really wanting to learn (motivation)
- studying lots of grammar
- getting praise, from your teacher
- being realistic about the progress you can make
- 'developing an ear' for the language
- reading and listening to lots of English

While reading

You are going to read the opinions of two English teachers, Alastair and Teresa. As you read, mark each idea in Pre-reading task:

A = Alastair talks about this

T = Teresa talks about this

A/T = Alastair and Teresa both talk about this

What is the secret of successful language learning? We asked two experienced teachers of English for their opinion.

1) Alastair Banton is a teacher at a private language school in the UK. He has also taught English in Japan.

“I think that the most important thing is that you really have to want to learn the language – without that, you won’t get very far. You also have to believe that you will do it...Imagine yourself using the language confidently and think, “Yes, I can do that!”

Then there are other things: of course you need to work hard, but at the same time you need to enjoy it and not get frustrated when you feel you are not making much progress. And you have to be realistic: learning a language takes time, and you can't expect to know and understand everything in a few weeks!

Also, you should try to ‘develop an ear’ for the language – not only to recognize the sounds of the language and to understand what people are saying, but also notice the exact words and phrases that people use and then try to use them yourself. Some people can do this naturally, but others have to learn how to do it, - that's where having a good teacher is important!

2) Teresa Pelc is a teacher of English in Poland. She has taught English, in a secondary school for a number of years.

For me, motivation is the most important thing. You have to be ready to study lots of grammar, read a lot, listen to English songs, radio and TV, and what’s more – you have to do these things systematically.

It is so easy to forget what you have just learnt... that's why I needed a teacher to force me to study. Even the most motivated students need that ‘extra push’ sometimes. I believe that only a very few people can learn a language on their own.

Learning a language can be quite stressful, especially for adults ... suddenly, we speak like children and make fools of ourselves! But if you're motivated, you learn to overcome this. It all sounds like very hard work – and it is. But it is also very enjoyable – I praise my students for every thing they do well, however small it is. Many of them become very successful and speak English better than me, and some of them have even become English teachers themselves!

After reading

1) *Which words or phrases mean:*

- you won't make much progress
- become angry because you can't do what you want to do
- see and pay attention to
- often and carefully, and in an organized
- alone, without help
- do something that makes you seem stupid

2) *Which pieces of advice are the most useful? Discuss with other students.*

Module 2.

Topic №3: BRINGING UP CHILDREN

Text 7: CAN “GOOD” PARENTS BE BAD FOR THEIR CHILDREN?

(by Susan Edmiston)

Pre-reading task

Match each word to the correct definition:

affection to	to inflict
aspiration	impertinent
conviction	occasion
to deprive	sulk
to expect	to spank
fuss	subtle
greed	unalterable
to humiliate	vivid
humour	womb
intense	to whine

- a) capacity to cause or feel amusement;
- b) long complaining cry or high pitched sound;
- c) kindly feeling, love;
- d) smth. which is difficult or impossible to change;
- e) strong or acute;
- f) difficult to perceive or describe because it is fine or delicate;
- g) take away or prevent from using;
- h) strong desire or ambition;
- i) a fixed belief;
- j) to be in a bad temper and show this by refusing to talk;
- k) intense, bright, lively and active;
- l) to think or believe that smth. will happen;
- m) organ in a female body where offspring is carried while developing before birth;
- n) not showing proper respect;
- o) unnecessary nervous excitement especially about unimportant things;
- p) to cause suffering, e.g. by unreasonable punishment;
- q) to punish a child by slapping;
- r) desire for or after smth.;
- s) to make smb. feel ashamed;
- t) time at which a particular event takes place.

In his autobiography the English philosopher Bertrand Russel describes a scene from his childhood:

"I remember one occasion at lunch when all the plates were changed and everybody except me was given an orange. I was not allowed an orange, as there was an unalterable conviction that fruit was bad for children." Russel knew that to ask for an orange would be impertinent, but he did dare to say, "A plate and nothing on it..Everybody laughed, but he did not get an orange. The small child felt deprived and hurt: "My most vivid early memories are of humiliation," Bertrand Russel comments.

In her book *The Drama of the Gifted Child*, published in America, the Swiss psychoanalyst Alice Miller tells this story:

She was walking in the park when she saw a young couple out strolling with their little boy. The man and woman had just bought themselves ice-cream pops and were happily licking them. The little boy who was about two years old, was running alongside, whining. He wanted an ice-cream, too.

His mother said, "Look, you can have a bite of mine, but a whole one is too cold for you." The child put out his hand for the whole pop, but the mother held it out of his reach, whereupon he began to cry.

"You can have a bite of mine," his father said affectionately. "No, no," cried the child, looking up pleadingly at the grown-ups. They laughed and tried to humour him, saying, "Look, it isn't so important. Why are you making such a fuss?"

When the father finished his ice-cream, he gave the stick to the child. The little boy licked it expectantly, and then a deep sob of disappointment shook his body.

We all have stories like these in our lives, whether they lie buried deep or near the surface, whether we remember them frequently or seldom. No matter how loving and well-intentioned our parents might have been, we still experienced terrible sufferings in childhood, when our feelings were new and intense.

Our parents believed that what they did was for our own good. But of course, what's good for us, as these stories illustrate, changes from time to time and from country to country. Sometimes fruit is considered bad for children. Icecream is too cold. Children should not sulk. And spanking is necessary under certain circumstances.

Today's rules and aspirations may be subtler or more positively phrased: Children should be independent; they should not be afraid; they should begin to develop their potential as early as possible, perhaps even in the womb.

But these are still rules. And whatever the rule, what the child learns is that his feelings are unacceptable: He should not be greedy and want what he cannot have; he should not cry or grieve over the loss of a loved one, he should not be angry with his mother for spanking him. After all, it's for his own good - and it's so hard for his mother to do.

None of us wants to inflict suffering on our children. We work hard at being "good" parents, devouring advice from doctors, experts and authorities, comparing one theory with another.

But in the midst of all this effort we may forget the simplest and most important thing: How it was to be a child, to see as a child and to feel as a child.

After reading

I. Complete the sentences with necessary words:

1. If that child doesn't stop , I'll spank him.
2. Stella has such a imagination that she makes you wonder if she's always telling the truth.
3. The Swiss army has never had to suffer the of having to surrender.
4. children have eyes bigger than their stomachs!
5. Don't make such a about things that aren't important.
6. We you yesterday - what happened? Why didn't you come?
7. What would students do if they were of their books?
8. I've met Mr.Green on several
9. Don't.....- we didn't mean to hurt you, it was just a joke!
- 10.I was suddenly interrupted by anand rude guy standing in the queue.

II. Answer the questions:

1. Why did Bertrand Russel not receive his orange?
2. Why did the people at the dinner table laugh at him?
3. How does Russel describe the way he felt?
4. Why did the parents of the little boy in the park not allow him to have an ice-cream?
5. Why was the little boy whining?
6. Why does Alice Miller think that children suffer so much when they are little?
7. How can you explain the fact that the parents in this article thought that ice-cream and fruit were bad for their children?
8. In your own words, describe the way modern parents want their children to grow up.
9. What kind of things do the parents described in this article not allow their children to do?
10. What do modern parents do to improve the way they bring up their children?

EXTRA TASK: Quotations

Comment on the quotations:

- There is nothing wrong with today's teenager that twenty years won't cure. ~Author Unknown
- Children have more need of models than of critics. ~Carolyn Coats
- Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them. ~Oscar Wilde
- The secret of dealing successfully with a child is not to be its parent. ~Mell Lazarus
- Parents spend the first part of our lives teaching us to walk and talk, and the rest of it telling us to sit down and shut up. ~Author Unknown
- Parents often talk about the younger generation as if they didn't have anything to do with it. ~Haim Ginott
- That which seems the height of absurdity in one generation often becomes the height of wisdom in another. ~Adlai Stevenson
-

Topic №4: JOBS. CAREERS.

Text 8: JOB ADVERTISEMENT

Pre-reading task

Look up the following words in the dictionary.

experience	deal
contributions	share
over	on
stores	applicant
applications	in
allowance	benefits
at	bring/provide
responsible	

While reading

Where do the missing words belong? Can you guess the rest?

The James Waitley Organization Not less than £13.000 + car and flat

The James Waitley Organization owns department ...(1) and supermarkets in various towns and cities in southern England.

The Social Secretary is ... (2) for providing a wide range of leisure activities for the employees of the organization. The ... (3) holder of the post is retiring soon and the organization wishes to find someone to take ... (4) the position by the end of the year. This post ... (5) someone with a high degree of administrative ability as

well as an interest ... (6) encouraging people of all ages to develop their talents and spare-time activities in ways which will ... (7) happiness and satisfaction.

... (8) in the fields of art, theatre and music will be particularly valuable to the successful ... (9) but the activities to be arranged cover sport, as well.

The new Social Secretary must be able and ... (10) to do a great ... (11) of evening and weekend work and should live in central London, where the company will ... (12) a suitable, rent-free flat as well as a car with a generous travel ... (13). Other ... (14) include membership in the Company's pension scheme, with all ... (15) paid by the employer, discount ... (16) all personal shopping and meals ... (17) subsidized prices in the company's canteens. In ... (18), all employees of the organization ... (19) in the profits at the end of the year. Candidates aged 30-50 should make their ... (20) on the standard forms available from the Personnel Department Telephone 01 497 3771.

After reading

Work in pairs. Imagine the telephone conversation between the applicant and the employer.

Text 9: APPLYING FOR A JOB

Pre-reading task

Study the job advertisement.

While reading

Think of the setting and the people.

We are a small but growing computer software company and are looking for someone to assist the manager of our foreign sales department in dealing with customers and orders from abroad. If you have some previous secretarial and/or clerical experience, are between 21 and 30, are interested in computers and have a good telephone personality, please write us a short letter giving details of your previous jobs, current employment, etc. Knowledge of Spanish and Italian or Greek would be an advantage.

Write to: SOFT LOGIC, 23 Alfred Street, WINCHESTER, Hants.

When I gave my name to the woman at the reception desk and told her why I had come, she seemed a bit surprised.

'Oh, uh ... well, just take a seat. Mr. Lambert will be here soon,' she said, and pointed to some chairs at the other end of the room. Three young women all about my age were sitting there. They gave me a strange look as if I shouldn't be there at all. I

sat down near the door and had another look at the advertisement. I had come across it in the local paper.

I had written a short letter about myself and had got back a brief note, asking me to come for an interview. What had surprised me was the fact that they hadn't sent me a proper application form to fill out or even asked me for a photograph. And so, as I sat there, waiting for Mr. Lambert, I couldn't help wondering if they realized I was a man. I had signed the letter 'Chris Neale'. Did they think that 'Chris' was short for 'Christine' and not 'Christopher'? I had done clerical work before, knew something about computers, and spoke Spanish fluently. But perhaps this was one of those jobs open only to women, even though they didn't say so.

After a while, a man in his early thirties came in. He had a sports jacket and jeans on, and no tie. He didn't seem to notice me and introduced himself as Jack Lambert to the three women.

'I'd like to tell you a bit about the company first, and then I'll interview each of you separately. But where's the other girl... uh, what's her name?' he said, and looked at his list.

'Chris Neale?' I asked hesitantly.

'Yes', he said as he turned round. When he saw me, he let out a surprised 'Oh'. Then he added, 'That isn't you, is it?' I began to feel very embarrassed.

After reading

Answer the following questions:

- a) If you were at the interview, what questions and answers might you hear?
- b) What kind of advice would you give someone going for an interview about dress, manners, etc.?

Text 10: AT THE INTERVIEW

Certain questions frequently come up. So it's worth thinking about the answers beforehand.

'Why did you leave your last job?'

Try to be as honest as possible without appearing to criticize your previous employer. If you weren't happy or found the job boring, say that you didn't think you could make full use of your true abilities.

Be as positive as possible. Emphasize any experience you think is relevant to the new job you are looking for.

'What exactly did you do in your last job?'

- Don't just give the name of the job. In a few brief sentences, describe the main duties and responsibilities the job involved. Offer enough information to give a clear picture of the job and then see if your interviewer has any further questions.

- Be sure to mention any promotion or advancement you had.

'Why do you want to work for us?'

This is your chance to show you've found something out about the firm before the interview. Pick out something about it that interests you in particular.

Don't talk only about what you hope to get from the firm. Emphasize what you can do for them, as well. Explain how what you have done in the past will be useful in the new job.

Remember these things, too.

- Try to relax and be yourself. This is very important.

- Try to get a conversation going. Don't just answer Yes' or 'No'.

If you don't understand something, say so clearly. Don't just answer questions. Ask a few yourself!

At the end, thank the interviewer for seeing you.

After reading

1) *Choose the best answer.*

1. If you are asked why you left your last job, a good answer would be:

- a. 'They just didn't appreciate my true abilities.'
- b. 'I felt I could offer more than the job required.'
- c. 'To be honest, I found the job boring'
- d. 'I don't want to criticize my employers. I won't say anything'

2. When asked what your last job was, you should:

- a. say something like 'clerk' and wait for more questions.
- b. give as detailed a description as possible of exactly what you did.
- c. try to make it sound as important as you can.
- d. give a short but reasonably clear idea of what you did.

3. When you are asked why you want the new job, it is a good idea to:

- a. say what you know about the firm and how you think you can help it.
- b. concentrate on the advantages of the job from your point of view.
- c. tell the interviewer how lucky they would be to get you.
- d. say nothing about the pay and the other benefits you hope to get.

4. You are advised to:

- a. answer only the questions you are asked.
- b. answer questions with 'yes' or 'no'.
- c. show when you haven't understood something.
- d. be reserved and formal in your behaviour.

2) *Role-play. Work in pairs. Imagine one of you is a job manager in a big company, another one is an applicant for an important position. Prepare job interviews.*

EXTRA TASK: Quotations

Comment on the quotations:

- Every day I get up and look through the Forbes list of the richest people in America. If I'm not there, I go to work. ~Robert Orben
- A lot of fellows nowadays have a B.A., M.D., or Ph.D. Unfortunately, they don't have a J.O.B. ~"Fats"Domino
- The closest to perfection a person ever comes is when he fills out a job application form. ~Stanley J. Randall
- A certificate does not make you certified. Attitude, performance, commitment to self and team - these and a certificate make you certified. ~Author Unknown
- By working faithfully eight hours a day you may eventually get to be boss and work twelve hours a day. ~Robert Frost
- Choose a job you love, and you will never have to work a day in your life. ~Confucius
- Executive ability is deciding quickly and getting somebody else to do the work. ~John G. Pollard

- Don't waste time learning the "tricks of the trade." Instead, learn the trade.

~Attributed to James Charlton

- Adults are always asking little kids what they want to be when they grow up because they're looking for ideas. ~Paula Poundstone

- For many people a job is more than an income - it's an important part of who we are. So a career transition of any sort is one of the most unsettling experiences you can face in your life. ~Paul Clitheroe

Module 3.

Topic №5: HOUSING.

Text 11: THE ENGLISH HOME

Pre-reading task

1. *What do you know about English homes?*
2. *Where do the English people prefer to live: in cottages or flats?*

While reading

1. *Make a list of the key-words describing the English cottage.*
2. *Compare the English cottage with the Ukrainian one (the number of rooms, their planning and modern conveniences).*

Many English families live in flats, but most live in their own houses. "The cottage was exquisitely clean and neat, with a bright blue cheerful paper... A vase of bright fresh flowers stood upon each table and I could have eaten my dinner off every stone of the floor." Those words were written in 1872 by the young curate Frances Kilvert who left a vivid record of the way people lived in rural England.

Although few cottage dwellers could afford many possessions, most took tremendous pride in caring for those they had. Gardens were filled with flowers, vegetables and fruit, and inside the cottage, firelight was reflected in polished brass and copper.

Cottages were built in many styles to suit local materials and conditions. Some were thatched, others topped with red clay pantiles. Some were limewashed in palest pink and others displayed a chequerboard construction of brick and knapped flint. However it looked outside, the English cottage offered a common heritage inside.

Cosiness and lamplight, a taste for flowers and china, rag rugs and tabby cats. It is a tradition that deserves to be maintained.

On the ground floor they usually have the dining-room, the sitting-room, the kitchen, and the hall. In the hall there is a stand for hats, coats and umbrellas. A staircase leads from the hall to the landing on the first floor. On this floor there are bedrooms, a bathroom and a lavatory.

In front of the house they usually have a small garden in which they grow flowers. At the back of the house there is a much larger garden with a lawn and some fruit trees. There is also a vegetable garden where they grow all kinds of vegetables, such as potatoes, cabbages, onions and tomatoes.

Lots of people live in flats: sometimes the flat is one floor of a house, sometimes it is a big block of flats. When a person lives in one room, we call this a 'bed-sitter' (a bed-sitting room): the bed-room, the sitting room and the kitchen are all in one.

Although Britain has done much to improve the housing conditions in its country, there are two sides to every picture. One which is the face side, or the sunny side and the other — the shady side of English reality, the slums of London's East End and other big industrial centres, where none of the above mentioned features can be seen.

There you will not find flowers in front or behind the houses. Bad sanitary conditions, with practically no conveniences whatsoever, no playgrounds for the children. The streets are long lines of brick houses black from soot that reminds one of the days that the houses were heated by coal. The inhabitants of East End have never known central heating. Now instead of coal stoves there are gas heaters which the family budget cannot allow. So the only heated room in the house is the sitting-room. Rent in England is exceedingly high, so is electricity. Such is the lot of a large percentage of the population of Great Britain.

Fireplaces

In English homes, the fireplace has always been, until recent times, the natural centre of interest in a room. People may like to sit at a window on a summer day, but for many months of the year they prefer to sit round the fire and watch the dancing flames.

In the Middle Ages the fireplaces were, in the halls of large castles, very wide. Only wood was burnt, and logs were carted in from the forests, and supported, as they burnt, on metal bars. Such wide fireplaces may still be seen in old inns, and in some of them there are even seats inside the fireplace.

Elizabethan fireplaces often had carved stone or woodwork over the fireplace, reaching to the ceiling. There were sometimes columns on each side of the fireplace. In the eighteenth century, space was often provided over the fireplace for a painting

or mirror. When coal fires became common, fireplaces became much smaller. Grates (metal frames like baskets) were used to hold the coal. Above the fireplace there was usually a shelf, on which there was often a clock, and perhaps framed photographs. Now coal fires are forbidden and gas heaters are used instead.

The Englishman's Garden

The English are obsessed with flowers. If you don't believe it's true, look at all the gardening books in the bookshops, find out how many flowers arranging societies there are in England — thousands and thousands. It's a useful obsession because it doesn't harm anyone. In winter, people tell us, the most romantic thing is to pick up a seed catalogue and gaze at the brightly coloured pictures of summer flowers. Even people with a tiny patch of ground in towns like to grow things, and people who have never seriously tried to speak any foreign language carefully learn the Latin names of the flowers they plant, so that they can tell their friends.

If you want to please an Englishman (or English woman) be very polite about his (her) garden. It is almost as much his "castle" as his house; he cares for it methodically. March is a busy month for the gardener. He has a great deal of preparing to do. The daffodils, and small, stiff blue, purple, yellow or white and striped flowers called crocuses are already blooming, but all the planting, sowing, and pruning for the summer has to be done. Many English gardens have a section devoted to herbs like mint, thyme, sage, parsley and rosemary, other plants used for seasoning dishes.

The English garden is internationally famous. Some of them are very beautiful, especially the big ones that are open to the public.

After reading

Describe an ordinary English cottage and speak up your mind whether you would like to live in it.

Text 12: DESIGNING YOUR HOUSE

Pre-reading task

1. *What style do you prefer: traditional, contemporary, feminine or confirmed bachelor?*
2. *Would you like to decorate your room yourself or to have your room decorated by a professional designer?*

While reading

1. Look up the synonyms of the following words in the dictionary: 'possessions', 'uncomplicated', 'pattern', 'imaginative'.

2. Make a list of wall decorations, mentioned in the text.

Nowadays there is a large choice of whatever you need: bedwear, tablewear; bathwear, kitchenwear, curtains, blinds, wall-coverings, fabrics, lighting or soft furnishings, look no further. Whatever your style, traditional, contemporary, feminine or confirmed bachelor, you'll find what you want in shops or specialized departments.

The aim of designers is always to give you the opportunity to put together your particular look in your own home. A look that has as much to do with the quality of the product as the quality of the designs, which can be based on bold geometric patterns or floral design or Victorian-inspired design.

When you walk into someone's home for the first time, their surroundings tell you a great deal about them and their way of life. Their choice of colours and possessions, the way they arrange them, even the absence of certain possessions (think of the open-air type who scorns central heating) all tell a story about their personal tastes and characteristics. One Sunday newspaper has a long-running series in which it persuades well-known people to talk about their favourite room precisely because it tells you so much about them.

Decorating a room is in fact a wonderful chance to speak your mind, although in colour and pattern rather than words. Yet perhaps you are not quite sure what you want to say. So think about your friends' homes. There may be one or two you would hate to have to live in for one reason or another, dear as the friends may be. There are probably several you could put up with although they would feel about as personal to you as a hotel room. But once in a while, you will have come across a home which not only looks good to you but feels good too. The kind of home that makes you think: "I'd love to live here".

Work out why it appeals to you. Is it full of contemporary design, bright colours and bold, uncomplicated shapes, or does it have the agreeably cluttered look of a Victorian town house? Is it unashamedly feminine and romantic or does it attract you because it has the well-ordered look of a bachelor apartment? Whatever its appeal, don't try to recreate it slavishly; just use it as a starting point.

There is great nostalgia for an era when Britannia ruled the waves and all seemed well with the world. It was a time of peace and prosperity, solid home comforts, cosiness and clutter. No wonder the Victorian revival is so well and truly under way.

Yet is it possible to put a finger on any one style and say: "That is Victorian"? After all, Queen Victoria reigned from 1837 until her death in 1901 and during those 64 years fashions in interior design came and went with almost as much frequency as they do today. Queen Victoria herself, under the influence of Prince Albert, chose quite simple furnishings and colour schemes in her homes at Osborne and Balmoral.

Admittedly her Scottish bedroom had a tartan carpet; bottle green wallpaper decorated with gold fleur-de-lys and chintz drapes around the bed, which may sound preposterous. In fact, because she was so careful to match the colours, the result was delightful. Her Osborne bedroom, on the other hand, had plain walls in cool colours and she confined pattern almost exclusively to the carpet, curtains and matching upholstery. That too was charming.

By the end of the century, however, most of her subjects had abandoned themselves to a tidal wave of plush, potted palms, plumply stuffed upholstery and as many possessions as they could jam onto the mantelpiece or any other available surface. As for patterns of one kind and another, the more there were the happier they seemed to be. Walls were sometimes divided into as many as four or five different parts – all decorated or patterned. There was the skirting, the dado, the frieze, the cornice and the 'filler' (the area between the dado and the frieze). Quite often the filler was both wallpapered and covered in paintings and the wallpaper was quite probably used on the ceiling too. If the colours were in harmony – either well matched or imaginatively contrasted – the results could be wonderfully rich and welcoming. If not, they could be stunning, in quite the wrong sense.

After reading

1) Read the extract about the 'Mirabelle' bedwear and curtains collection and make up your own description of the room of your dream using the words both from the text and the extract.

The 'Mirabelle' bedwear and curtain collection is perfect in this setting. The charming, restrained floral design is full of subtle colours to use as a guide for the colour scheme. The creamy-beige of some of the flowers is used as the wall colouring. Small pinky-red fruits become more prominent because of the dark red of the rug. There are other colours in the design you could use: two shades of green, yellow ochre and pale pink. The cream version of the same design offers subtle variations of the same colours. 'Arabella' is an intricate floral design in two colourways, the gentle blues and pinks shown here, or a multicolour. It has all the richness of a genuine Victorian fabric. So perfectly does it blend with contrasting patterns, with the comforting clutter of nineteenth century bric-a-brac, that it is as if an authentic Victorian bedroom had been rediscovered, just as it had been left a hundred years ago.



NB A descriptive composition about a place or building should consist of:

- a) an **introduction** in which you give the name and location of the place or building and/or the reason for choosing it;
- b) a **main body** in which you describe the main aspects of the place or building in I detail - for example, when you describe a place you should describe what you can see and do there; when you describe a building you should describe its

exterior and interior, as well as give historical facts about it;

c) a **conclusion** which includes your comments/feelings and/or a recommendation.

Descriptions of places or buildings can be found in tourist magazines, travel brochures, stories, letters, etc. The style you use depends on the situation and the intended reader. For example, in an article for a magazine you should use semi-formal style and a polite respectful tone. You normally use **present tenses** to describe a **place/building**. You use **past tenses** to write about the historical facts.

To give the reader a more vivid picture of the place/building you are describing, you can refer to the **senses** (i.e. sight, hearing, smell, taste and touch).

Text 13: MY FAVOURITE ROOM



NB COMPOSITION (describing places)

In the exam, you may be asked to write a description of a place you know well. This might be your home, your room, the town you live in or somewhere you have visited. Here is an example. 'Write a description of a place you knew well when you were young. Explain how and why it was important to you'.

A. *What is wrong with the following composition ? Why would it get a poor mark in the exam?*

In the house there were a lot of rooms. Downstairs there was a kitchen. The sitting-room was next to the kitchen. There were three bedrooms upstairs. The dining room was next to the sitting-room, opposite the kitchen. There was a dining room table in the dining-room, and there were six chairs round the table. In the garden there was a tennis court and a swimming-pool. The garden was big. My best friend used to live in this house, and it was about fifty miles from London. There were two bathrooms upstairs. I used to visit this house during my school holidays. It was nice.

B. *Compare what you have just read with the composition below.*

My favourite place, and somewhere that was very important to me when I was young, was my best friend's house. It was about an hour's drive from London and I can still remember how much I looked forward to going there, because I only visited this house during the school holidays. I always associated it with freedom. The house itself was set in a large garden. Here we used to play tennis on warm summer days or enjoy barbecues by the side of the cool swimming pool. Roses grew, it seemed, everywhere – the most beautiful was a large climbing-rose which covered the front wall of the house. Now, whenever I smell the scent of roses, it takes me back to those happy days.

Inside the house it was always warm. The kitchen, which was where the family spent most of its time, was heated by a large cast-iron stove. The old wooden table, comfortable chairs and red floor tiles gave the kitchen a homely atmosphere. The rest

of the house seemed enormous. There were several rooms which were never used – apart from when we wanted to hide. I do remember the bedroom I used to sleep in, though. It had a large soft bed into which I would sink and dream about all the things we would do the next day.

Now say what you notice about the following.

1. The paragraphs – what is the topic of each of the paragraphs in the second composition?
2. The use of adjectives – how many descriptive adjectives are there in the first composition? How many are there in the last paragraph of the second composition?
3. Which composition shows how and why the place was important to the writer? What are some of the words or phrases which describe the writer's feelings about the place?

C. Read the notes below and write a description of a place you know well (e.g. your house or school, a favourite holiday resort, etc.). Say how you feel about the place (120-180 words).

- Divide the composition into several paragraphs. Think about the tenses you are going to use.
- (Introduction) Explain your reasons for choosing the place you are going to write about. Give overall picture of the place.
- (A closer look) Talk about one aspect of the place (it may be that this is something unusual or especially important for some reason).
- (Details) Give particular details of the place (mention any rooms, pieces of furniture, plants, etc. which have a special meaning for you).
- (Conclusion) Talk about your feelings for the place and whether you think you will always feel the same about it (mention if you think that it is likely that the place will change).

Topic № 6: MEALS.

Text 14: EATING OUT

Pre-reading task

Answer the following questions:

1. *What place would you choose if you feel like eating out?*
2. *Is tipping customary in restaurants nowadays?*
3. *Will you go to a restaurant if you want a quick meal? What's an alternative?*

While reading

Think of the places to choose for a quick meal in Ukraine.

In most countries East or West eating out has now become very popular. A lot of eating places ranging from high-class restaurants to factory canteens cater for all tastes at various prices. Thus small, often self-service restaurants, cafes or snackbars serve quite cheap food while traditional restaurants are famous for high quality (and expensive) cooking.

Normally a meal in a restaurant takes time. Usually you tell the waiter what you want for the first two courses; he will take your order for dessert and coffee later. When paying the bill it is customary to tip waiters, however in most restaurants a service charge is nowadays added to avoid individual tipping. But if the waiter has been very helpful some people like to give a small tip.

If you want to have a quick lunch you may decide on a snack-bar, a cafe or even your office vending machine where you can get sandwiches and other snacks.

Every country has its own popular places which traditionally specialize in certain dishes. For example, kebab grills, "guss", fried chicken are quite common in Syria and Lebanon, Iraq and Libya and elsewhere in the Arab world. But mazgouf fish grilled on an open air circular fire of wood before you is a special attraction of Iraq. There are also hamburger restaurants in most places in the East nowadays which specialize in cheap meals, especially hamburgers. Very popular indeed are take-away places serving fried (grilled) chicken. In Baghdad, for instance, you go to a take-away restaurant or a small shop, give your order which is cooked while you wait and packed in plastic bags for you to take away. You are sure to enjoy the chicken, hot and juicy, seasoned and garnished with pickled onions, cucumbers, garlic and whatnot.

Staying at a hotel eases the matter considerably. At the hotel restaurant you are offered European cuisine along with specially prepared dishes, various hors d'oeuvres, wines and soft drinks.

First-class five star hotels treat their guests to "Swedish Board" which gives you a quick and delicious meal. Other services such as Coffee Shops are also commonly available.

After reading

Speak about Ukrainian eating out traditions (places to go, dishes to try, etc.) Read the text. Compare Wimpy bars and McDonald's in your city.

What is "Wimpy"?

A Wimpy is a beef hamburger with one per cent "secret" spices added, in a slightly sweet bread roll also baked to a special recipe. They are sold from establishments which all look more or less the same. Wimpy bars were first opened in

the United Kingdom (U.K.) not long ago under a franchise agreement with the American company. The average bar has a distinctly American atmosphere, but what started in Chicago and has remained a relatively small operation there, is today a completely British enterprise by that most traditional of U.K. caterers, J. Lyons. He has bought total rights for the establishment of Wimpy bars everywhere except the United States.

In the U.K. there are a few hundred bars owned by small businessmen who operate under licenses using food and equipment provided by Lyons. The character of the Wimpy lies in the blend of spices. The menu in each bar is basically the same with a few local "delicacies" added in some cases. And even though the quality of meat varies from country to country, the aim that the customer should always know when he is eating a Wimpy.

The Wimpy bars are the most popular in England, where one can eat quickly and on the cheap.

Text 15: MEALS

On the whole, meals in England are much the same as in other countries, with the exception of breakfast.

Actually, the English breakfast is going out of fashion. Very many people, nowadays, have what they call a "continental" breakfast of rolls and butter and coffee – nothing more. But there are families where they eat a "proper" breakfast. And in hotels, in country inns and, perhaps best of all, in restaurant cars on trains, you can still get the real thing.

Breakfast time is between seven and nine a.m. The usual English breakfast is porridge or corn flakes with milk or cream and sugar, or bacon and eggs, marmalade (made from oranges) with buttered toast, and tea or coffee. For a change you can have a boiled egg, cold ham, perhaps fish.

Breakfast in a British hotel is a large meal. It usually begins with a choice of fruit juice, porridge or cereal. Then comes the main course with a choice of bacon and eggs, bacon and sausage, poached egg, boiled egg, scrambled egg, or fish. Finally there is toast and marmalade. You may choose tea or coffee to drink, though in cheaper hotels you may be offered only tea. In more expensive hotels there is more choice at each stage.

Lunch in a simple hotel begins with soup, though in a more expensive one you usually have a choice of soup, fruit juice, or hors d'oeuvres. For the main course there are three main choices: cold meat and salad, fish, or roast meat and vegetables. Then there is a choice of sweets, such as hot apple tart, a hot milk pudding, cold fruit salad, or ice-cream. If you wish to finish the meal with coffee, you must pay for it as an extra.

At about five o'clock there is a very light meal called tea. This consists of a cup of tea and a cake. In England "everything stops for tea". In the train you are sure of

being able to get it, in the car you carry it in a flask. Even at theatre and cinema matinees, during the interval, usherettes move about carrying trays laden with cups and teapots. Finally, in the city offices, as if by ritual, twice a day, about eleven o'clock and at four – steaming cups of tea.

Dinner in a hotel is very similar to lunch, except that there is usually more choice and it is nearly always dearer. In an expensive hotel there is also often an extra fish course before the main course.

After reading

1. Give a summary of the text "Meals" and comment on it.
2. Work in pairs. Compose dialogues on the following topics: ordering a meal (breakfast, lunch, dinner); dining out in a restaurant; being a guest at a party; talking to your neighbour at a table.

Text 16: DIALOGUES "LUNCH AT A HOTEL", "AT A RESTAURANT."

Pre-reading task

Look up the unknown words in the dictionary .Learn the words:

Table d'hote	veal cutlet
A la carte	liqueur
Grilled sole	roast lamb
Prawn curry	fresh cod
Shellfish	spinach

While reading

Pay attention to special patterns like:

- What shall we have to follow?
- It's worth trying.
- What would you recommend?
- Help yourself to...
- I would say 'no' to that.

VISITOR: It's a nice little place, looks very oriental.

FOREIGN REPRESENTATIVE: Yes, a bit crowded, though. But we have a table reserved for us. Service here is very quick and the food is not bad. We are going to settle a few more points this afternoon.

V.: Good. It's very comfortable.

WAITER: Good afternoon, gentlemen. Here is the menu. Would you like table d'hote or a la carte?

F. R.: We'll have it a la carte. What will you have, Mr.Somov?

V.: I'll have a mutton chop with fried potatoes and cauliflower.

F. R.: I'll begin with a grilled sole. What shall we have to follow?

V.: You know what I'd like? Something typically local.

F. R.: Then what about prawn curry? It's worth trying.

V: No, sorry. I can't eat shellfish. It makes me ill. I think I'd rather have the chicken pie.

F. R: Good and I'll take a veal cutlet and peas.

W.: What will you have for dessert?

F. R: Coffee and liqueur, please.

W.: Very good, sir.

V: Just coffee for me, please.

W.: How do you like it? Black or white?

V: Black, please, no sugar.

F. R: We're in a bit of a hurry. Could we have our bill now?

W.: Yes, sir. I'll bring it immediately.

F. R.: Good.

AT A RESTAURANT

WAITER: Good morning, sir. For one?

PAUL: Yes, please.

W. Would you like this table by the window?

P. Thank you.

W. Here's the menu, sir.

P. Well, now, what do you recommend?

W. Well, the roast lamb's very good. Or if you prefer fish, there's nice fresh cod today.

P. I think I'll have the roast lamb, please.

W. What vegetables would you like with it?

P. Some baked potatoes. And what green vegetables have you got?

W. Peas, spinach, French beans.

P. I think I'll have peas. They're nice with lamb.

W. Very well, sir. And what will you have first? Soup, hors d'oeuvres or grapefruit?

P. I'll have grapefruit to start with.

W. Grapefruit.

P. Could I order my sweet now? I'm in rather a hurry.

W. Yes, certainly. What would you like?

P. I think I'd like an apple tart and coffee.

W. Very well, sir.

After reading

Make up your own dialogue.

Text 17: THE ABC TABLE MANNERS

1. Do not attract undue attention to yourself in public.
2. When eating take as much as you want, but eat as much as you take.
3. Do not eat too fast or too slowly, cut as you eat.
4. Take a little of every dish that is offered to you.
5. Sit up straight and face the table, do not put your elbows on the table while eating.
6. Do not reach across the table – simply say: "Would you please pass the salt," etc.
7. At a small party do not start eating until all are served. At a large party it is not necessary to wait for all. The hostess gives a signal to her guests by saying: "Start eating, please (your food will get cold)".
8. There is no rule about eating everything on your plate, to indicate that you have had enough place knife and fork together, not criss-cross.
9. When refusing a dish or a helping simply say: "No, thank you," when accepting -- "Yes, please."
10. Do not leave the spoon in your cup, when drinking a tea or coffee.
11. Do not empty your glass too quickly -- it will be promptly refilled.

12. Cutting potatoes with a knife is allowed. The fork has to be held with the hump pointing upwards, thus everything including peas, which is difficult for the beginner – has to be balanced on top, not placed inside, the hump.
13. Soup is eaten with a spoon held sideways, thus the liquid has to be sucked out or sipped rather than just be emptied into the mouth.
14. The sweet – be it cake, pudding, or ice-cream — is eaten with a spoon and fork.
15. There is a rule for children (and grown-ups): do not eat between meals, and never in the street or any other public places; it is however, not always observed.

After reading

1. *Tell your friend what is and what is not recommended to do at table.*
2. *Answer the following questions:*
 - a) What are the ABC of table manners?
 - b) How must you sit at table?
 - c) When you cannot reach something on the table what must you do?
 - d) If the party is small when do you start eating?
 - e) If the party is large when do you start eating?
 - f) What words of the hostess are a signal to start eating?
 - g) Why mustn't you eat too fast (slowly)?
 - h) How do you indicate that you have had enough?
 - i) When you do not wish a dish what do you say?
 - j) When you want some more what do you say?

Text 18: ENGLISH EATING HABITS

Pre-reading task

What do you know about the English traditions connected with meals? What do you think is the difference between English and Ukrainian eating habits?

a) The English are not interested in food

There are three foreign centres in London: the Norwegian, the Icelandic and the German Food Centre. It was interesting to hear that all of these three countries had independently chosen London as the best place to start a new campaign to sell

their food. Why should they have chosen London particularly? It is because here Britain there is no standard of traditional excellence in cooking.

Compared with food on the Continent, English food is already standardized, and, in general, rather dull and unimaginative. In a book of recipes there is a description of the English way of cooking vegetables "simply to boil them in salt water with little or no attempt to season them". But now many British housewives do not even find time to boil fresh vegetables. They are deserting their homes and kitchens to go out and become money-earners. Unlike the French housewife who has a special French tradition to uphold, the English housewife is not ashamed to use frozen, canned or precooked food – simply because it saves time. So there is an enormous potential market for well-flavoured prepared food, and foreign countries are beginning to exploit it. From their food centres, they are launching planned invasions on the British kitchen.

These food centres all seem to follow the same pattern. They each have a shop, where producer's goods are displayed and sold, and a restaurant, where you can eat their special delicacies (you are served by natives who make you feel that you are being given "the real thing").

The English themselves say that in their country the variety of food from meal to meal is probably greater than anywhere else in the world. They say that you can never confuse a breakfast with a dinner, for example, and that in many other countries you eat exactly the same dishes for breakfast, lunch and dinner.

In England the "sweet" often consists of the various puddings (which is an English national dish) or of stewed fruit, or of fruit salad with cream or custard.

In the USA the "sweet" course is called "dessert", that is a course of pastry, pudding, fruit, ice-cream or the like served at the close of a meal. "Dessert" in England consists only of fruit.

b) The English "PUB"

Are you thirsty? If you are 14, you can go into an English "pub" - or public house – and have a glass of lemonade; but you must be 18 if you want anything stronger to drink! There are almost as many different kinds of pubs as there are kinds of people. In towns, pubs are mainly for meeting your friends, and having a drink and a meal, but in the country, there are a lot of inns where you can stay night, as well. It is the landlord of a London pub who gives each pub its special character: it is part of his job to talk to the customers and, however nice the pub itself may be, it will never be popular if the landlord is not easy to talk to and friendly.

Every pub has a name and a sign outside the door with the name on it. Some names are very popular, and are found all over the country, such as *The White Hart*, and *The Fox and Hounds*. Others are more unusual. Some of the signs are very beautiful and unusual, too, like the sign of *The Kingston Inn*, in Shoreham, Sussex, it is a carved wooden sailor, with a clay pipe, and a parrot on his shoulder; the sign of

The Haycock Hotel which has a hay-maker, with his fork, above it; and the sign of an old pub called *The White Hart*, which has been serving drinks to thirsty travellers since 1388!

c) Fish and Chips

The English have a special taste for fish and chips. Everybody seems to have fish and chips at home at least once a week and every English town has in its side streets the shops.

Mobile shops sometimes go out to the villages. The shops are usually run by a small staff, often by a man and his wife.

The pieces of fish are dipped in batter (a mixture of flour and water) and then dropped into deep oil for a few minutes. They come out crisp and hot and are then wrapped in grease-proof paper and handed to the customer to take away.

Attached to some shops is a small cafe where you can eat your fish and chips without taking them home.

One of the problems of this prosperous industry is the litter in the streets from paper bags and newspapers.

d) Baker's Dozen

It has been a custom in both England and the United States for the owner of a bakery to add a free bun, cake or the like, if the customer buys a dozen. A baker who forgets to give the buyer the thirteenth, free of charge, soon loses his customers. So we see that traditions are sometimes forced on the small merchant.

It is also a trick to invite a customer to buy more in order to get something "free of charge".

e) English Tea

Tea in England is a suitable occasion for social intercourse, when people often come in for a chat over their cup of tea. There are two kinds of tea, "afternoon tea" takes place between three-thirty and four-thirty and consists of tea, bread, butter and jam, followed by cakes and biscuits. "High tea", however, is a substantial meal and is eaten between five-thirty and six-thirty by families which do not usually have a late dinner. In a well-to-do family it will consist of ham or tongue and tomatoes and salad, or a kipper, or tinned salmon, with strong tea, bread and butter, followed by stewed fruit, or tinned pears, apricots or pineapple with cream and cake.

Tea making in England is an art. The hostess first of all rinses the teapot with boiling water (this is called "warming the pot") before adding four or five teaspoonfuls of tea. The amount of tea varies, of course, according to the number of people present. The pot is then filled with boiling water and covered by a tea-cosy to

allow the tea to infuse for five minutes. English people seldom put lemon juice or rum in their tea, usually they have it with milk.

f) Christmas Pudding

Plum pudding is sure of its place of honour on the Christmas dinner table. Some English people could dispense with turkey and goose, some could even dispense with mince pies, but a Christmas dinner in Britain without the traditional Christmas pudding would be strange indeed!

The Christmas pudding is a direct descendant of the old time hackin, or plum porridge, beloved by English people in the Middle Ages. In those days it was made of beef or mutton broth thickened with brown bread, with prunes, raisins, currants, ginger and maize being added to the boiling mixture. This was served as a thick soup in a huge tureen and eaten at the beginning of the meal. The English people of those days attached great importance to this part of their meal for a very old custom enjoined that "the hackin must be boiled by daybreak on Christmas morning, else two young men must take the cook by the arms, and run her round the market place, till she asks pardon for her laziness".

In the 18th century, plum pudding began to change its character with the addition of flour. The porridge was thus turned into plum pudding and it began the custom to eat it at the end of the meal.

Nowadays, in addition to the basic mixture of flour, bread-crumbs, suet and eggs, the ingredients of Christmas pudding include raisins, currants, candied peel, chopped almonds and walnuts, grated carrot and (on place of the discarded mutton broth) a good measure of brandy, whisky or old ale.

In many households the mixing of the pudding is quite a ceremony with all the members of the family taking turns to stir and make a wish.

After being boiled for several hours, the pudding is stored until the time comes for heating it on Christmas Day when it is brought to the table on a large dish, big, round, dark-brown, with a flag or a piece of holly stuck in at the top of it, and flames licking round its sides. The Christmas pudding is covered with white sauce and burning in brandy.

Receiving each a slice, the guests are warned to eat carefully because sixpenny bits, shillings, a tiny silver bell and a silver horse-shoe have been put in it. Those who find the "treasure" are supposed to have money in the coming year, whoever gets the bell is to be married, and the horse-shoe is the traditional sign of good luck.

g) Yorkshire Pudding

Yorkshire pudding is a traditional English batter pudding baked with roasting meat. The batter is made from flour, eggs, spice and salt cut into strips and put

together with meat which is roasting. When it is ready, it gets nicely brown and crispy and has a pleasant taste.

h) Cider

Cider is the English apple wine. It has been a favourite drink in England for more than a thousand years.

The special kinds of apples which are best for making cider often have unusual names – Slack-Ma-Girdle, Cluster, Yarlinton Mill. They grow in the west of England, especially in Somerset. The apple harvest is from September to December, when the fruit is crushed (like grapes are, to make wine). The juice ferments and, next spring, the cider-makers mix juices from different kinds of apples, to make exactly the right taste. The new cider stays in huge barrels from between one and five years. The cider barrels have to be made of oak, to give the right taste.

Nowadays, cider is made in factories. Most of these are in the west of England, especially in Somerset near the apple farms. But some farmers still make their own cider to drink at home. People in Britain drink over 20 million gallons of cider a year. This is not as much as beer, but cider is becoming more popular all the time, and a lot of it is sold to other countries.

After reading

1. *Memorize the following proverbs and sayings and illustrate them with situations: a) Every country has its customs, b) Better late than never.*
2. *Comment on the following quotations: a) "Custom is almost second nature" (Plutarch); b) "The proof of the pudding is in the eating" (M. De Servantes).*



NB Opinion essays are discursive essays in which you present your personal opinion on a particular topic. Your opinion must be stated clearly and supported by justifications. You should also present the opposing viewpoint(s) in a separate paragraph.

An opinion essay should consist of:

- an **introduction**, in which you introduce the subject and state your opinion clearly;
- a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples), including a paragraph giving the opposing viewpoint supported by reasons/examples. Each main body paragraph should start with a **topic sentence** which clearly states the main idea of the paragraph. This should be followed by appropriate **supporting sentences** which justify the main idea and/or give examples.;
- a **conclusion**, in which you restate your opinion using different words.

You normally use **present tenses** in this type of writing, and phrases such as *I believe, In my opinion, I think, It seems to me that, I strongly disagree with*, etc. to express your opinion. You should list your viewpoints with *Firstly, Furthermore, Moreover, Also*, etc, and introduce the opposing viewpoint using *However, On the other hand*, etc.

Opinion essays are normally written in a **formal style**, therefore you should avoid using colloquial expressions, short forms or personal examples. You can find this type of writing in the form of an article in newspapers, magazines, etc.

Module 4.

Topic №7: SHOPPING. ADVERTISING.

Text 19: DIALOGUE: “IN THE GROCERY STORE”

Pre-reading task

Study the following phrases.

- ◆ A bar of Lux, please.
- ◆ And a dozen eggs, please.
- ◆ Haven't you ?
- ◆ A packet of crisps, please. And a bar of soap.
- ◆ Standard, please.
- ◆ Yes, please.
- ◆ Thank you. Bye.
- ◆ Hello, Mr. Davis. I'd like half a pound of butter, please.
- ◆ And a tin of pears, please.
- ◆ No, just one more thing – a pound of cheese, please.
- ◆ All right. I'll take a tin of peaches, then.

While reading

In the following dialogue the part of Jennifer has been left out. Put in the words she speaks in the right order from the phrases above.

Mr. Davis: Hello, Jenny. What can I do for you?

Jennifer: ...

Mr. Davis: Yes, anything else?

Jennifer: ...

Mr. Davis: Large or standard?

Jennifer: ...

Mr. Davis: Here you are.

Jennifer: ...

Mr. Davis: Oh, I'm afraid we haven't got any pears left.

Jennifer: ...

Mr. Davis: No, but we've got lots of peaches.

Jennifer: ...

Mr. Davis: Right you are. Anything else?

Jennifer: ...

Mr. Davis: Yes, now, what sort of soap do you want?

Jennifer: ...

Mr. Davis: Yes. Would you like anything else?

Jennifer: ...

Mr. Davis: Swiss cheese, as usual?

Jennifer: ...

Mr. Davis: Here you are.

Jennifer: ...

Mr. Davis: You are welcome. Bye.

After reading

1) Look up the idioms in the dictionary and make up your own dialogues or situations to illustrate their meaning:

- to talk shop
- all over the shop
- to come to right/wrong shop
- to have all one's goods in the shop-window
- to be in store for smb.

- to put up for sale
- to sell for a song
- to be sold out
- at any price

2) *Explain the following in your own words proverbs and sayings:*

1. To buy a pig in a poke. 2. The best of a trade seldom agree.

3) *Explain the following sentences:*

1. I'm not much of a shopper.
2. You'll find the glasses at your local department store ready packed in their own handy four-pack and you have a choice of three patterns.
3. The only two cans of sardines have no key.
4. We've been waiting on line.
5. He waved me over to the head of the line.

4) *Answer the questions:*

1. Are all shops run by the state in this country?
2. Is it usual to pay at the cash desk?
3. Do you buy things with cash or on credit?
4. What is the early-closing day in your town?
5. What is a supermarket?

5) *Write down where you would go to in order to buy or do the things on the left. Choose from the words on the right. Use the dictionary if necessary.*

- | | |
|------------------------------------|-------------|
| 1. To buy a pair of shoes or boots | florist's |
| 2. To buy a medicine, make-up | post office |
| 3. To buy fish, a crab | Boutique |
| 4. To buy sausages, meat | optician's |
| 5. To do a haircut [men] | shoe shop |
| 6. To buy potatoes, apples | chemist's |

- | | |
|--|----------------|
| 7. To buy butter, cheese | barber's |
| 8. To buy whisky, wine | baker's |
| 9. To buy a newspaper,
magazine | dry-cleaner's |
| 10. To buy a bunch of roses | stationer's |
| 11. To buy cigarettes,
matches | fishmonger |
| 12. To buy a loaf of bread,
cakes | grocer's |
| 13. To buy stamps | furniture shop |
| 14. To make a new hair-do
[women] | ironmonger's |
| 15. To buy a sofa, a bed | laundrette |
| 16. To have the latest
fashion | butcher's |
| 17. To buy a ring, a watch | off-license |
| 18. To clean a jacket or a
skirt | hairdresser's |
| 19. To buy a hammer, a
screw-driver | cafe |
| 20. To buy a new pair of
glasses | greengrocer's |
| 21. To cash a cheque | jeweler's |
| 22. To do the weekly
washing | travel agency |
| 23. To have a cup of tea | newsagent's |
| 24. To book a holiday | bank |
| 25. To buy a pen, envelopes | tobacconist's |

6) *Supermarkets stock a very wide range of goods. What smaller shop could you go to in order to buy each of the following?*

Lamb chops (fresh, not frozen)

bread rolls

onions

apples

fresh plaice

milk

notepaper

paperbacks

stockings

chocolates

rice

cigarettes

light bulbs

knitting needles

cups

saucepans

hand cream

records

Text 20: DIALOGUE "IN THE CLOTHES SHOP"

Pre-reading task:

Look through the following notices and say which could be found

- 1) almost anywhere in a store.
- 2) only in particular places.
- 3) only on particular articles.

While Reading

Then, if possible, say in which particular places or on what particular articles the notices could be found.

- a) We believe our prices to be unbeatable. But if you buy something here and find the same product offered anywhere else at a lower price, we undertake to make up the difference.
- b) This garment will fade with repeated washing. To maintain best appearance, turn inside out and wash separately. Do not rub isolated stains.
- c) In the interests of hygiene, when trying on footwear please use the hosiery provided on request.
- d) Refunds will be made only on proof of purchase. Please retain receipts.
- e) Customers are requested to refrain from smoking in this sitting area.
- f) No refund or exchange given in respect of soiled or damaged goods the faults of which have been indicated at the time of sale.
- g) If you are unable to find the goods you are seeking, please request the assistance of one of our sales staff.
- h) Children must be accompanied by adults when using the escalator. The management accept no responsibility for accidents.
- i) Refunds in excess of \$15 cannot be made unless accompanied by receipts.

The following dialogue takes place in a department store. Look at what the shopper says and complete the dialogue. The first one is done for you.

ASSISTANT: (1) Can I help you?

SHOPPER: Yes, it's these jeans. I bought them here a week ago, and I'm not satisfied with them, I'd like my money back.

ASSISTANT: (2).....

SHOPPER: Well, when I washed them, they shrank so much I couldn't put them on again. And look how the colour has faded!

ASSISTANT: (3).....

SHOPPER: Only once. And in lukewarm water.

ASSISTANT: (4).....

SHOPPER: Dry them? Why, I .. Uh... I just hung them up, as I always do. Didn't even use a machine.

ASSISTANT: (5).....

SHOPPER: No, I haven't. I'm afraid I lost it. But you can see they're yours, can't you?

ASSISTANT: (6).....

SHOPPER: What do you mean you can't unless I've got one? Look at the label. They must be yours. What more proof do you need?

ASSISTANT: (7).....

SHOPPER: I don't care what the policy of the store is. I'd like to see the manager about this!

ASSISTANT: (8).....

SHOPPER: I don't care. I can wait!

After reading

In groups or pairs, discuss what A and B would probably say in the following situation. Think of the exact words they would probably use. Then take a role each.

A -You were given a sweater for your birthday. It is too big. You have never worn the sweater. You would like to exchange it. The person who gave it to you has told you the name of the store where it was bought. You have just gone up to the sales assistant in the store. You haven't got the receipt.

B -You are the assistant. You try to be polite and helpful. But when you examine the sweater, you find a stain and a small hole. Also, the store does not normally exchange goods without a receipt.

Text 21: TYPES OF ADVERTISEMENTS

Pre-reading task

Find the article "advertising" in an explanatory dictionary. Learn the names of different types of advertisements.

In a TV commercial the advertiser is trying to persuade you to go out and buy something. He wants to make you feel that you really must have it. There are a number of different ways of doing this:

1. *The snob effect.* You are told that the product is most exclusive and of course rather expensive. Only the very best people use it.
2. *The "scientific" effect.* A serious-looking man with glasses and a white coat, possibly a doctor or a professor, tells you about the advantages of the product.
3. *The words-and-music effect.* The name of the product is repeated over and over again, put into a rhyme and sung several times, in the hope that you won't forget it. The sung rhyme is called a "jingle."

4. *The ha-ha effect.* The advertiser tries to make you laugh by showing people or cartoon figures in funny situations.
5. *The VIP (Very Important Person) effect.* Well-known people, like actors or football-players, are shown using the product.
6. *The supermodern effect.* The advertiser tries to persuade you that his product is a sensation or something really new.
7. *The go-go effect.* This is suitable for the teenage market. It shows young people having a party, singing, laughing, having a wonderful time, and, of course, using the product.

After reading

Make an advertisement of a new product. The manufacturers want to advertise these in commercials:

A new toothpaste called Dentafix

A cheap new drink called Tipicola

A new kind of tea called Royal Highness

A medicine for colds called Coldex

A lipstick called Princess Rose

New sweets called Kreemanints



NB Descriptions of objects can be found in leaflets, catalogues, advertisements or parts of letters, stories, reports or articles.

When you describe an object, you should give an accurate picture of it. Your description should include the information about **size**, **weight** (e.g. tiny, big, heavy, long, etc), **shape** (e.g. circular, oval, etc), **pattern or decoration** (e.g. plain, checked, etc), **colour** (e.g. brown, multi-coloured, etc), **origin** (e.g. African, Japanese, etc) and **material** (e.g. leather, plastic, nylon, etc), as well as any information concerning **special features** (e.g. lock, stickers, etc).

To describe objects you should use a variety of adjectives. Always list **opinion adjectives** (e.g. beautiful, inexpensive, unusual, etc) first, followed by **fact adjectives**. These are normally listed in the following order: size/weight, age, shape, pattern, colour, origin or material (e.g. large, rectangular, silver, etc). Avoid using all of them one after the other, as this will make your description sound unnatural - e.g. Instead of writing: *It's a lovely, heavy, old, oval mirror with a carved wooden*

frame...you could write: It's a lovely, heavy, old mirror. It's oval, with a frame made of wood.

Text 22: MAKING YOUR OWN ADVERTISEMENT

Pre-reading task

Read the following notes about three students who want to go on a language course in England.

Ahmad Fauzi, aged 38:

Needs English for business

Has two weeks holiday in January

Wants to stay with a family

Would like to meet other students

Would prefer to be near the sea

Boris Svensen, aged 16:

Wants a course in general English

Wants to come in the summer

Is keen on football

Does not have a car

Is sometimes a bit lazy

Maria Elena, aged 23:

Speaks very little English

Wants a general course

Has two weeks' holiday in July

Does not want to stay with a family

Wants to visit some places of interest

While reading

Read the advertisements for three organizations that run language courses. Which course is best for each student? Why do you think so?

THE CHESHIRE SCHOOL OF ENGLISH

The Cheshire School of English has a new two-week course offering the ideal short course for adult students who have a limited amount of time to study English. The school's unusual accommodation and welfare facilities are available to students on two-week courses and students may participate in the school's social activities. The following special features are part of each two-week course:

1. No more than 6 students in each group.
2. Courses are designed for adults (over 18) who are interested in a full-time or intensive language course.
3. Programmes are available at Elementary or Intermediate level. Each programme aims to enable students to communicate with greater fluency by the end of the course.

Accommodation with host family:

single, £40 per week; shared. £35 per week. Guest-house accommodation can be arranged on request.

THE INTERNATIONAL LANGUAGE SCHOOL

The ILS Executive Centres provide intensive courses for businessmen and professional people for whom the ability to communicate in English is essential to their work. English is now the world language of industry, commerce and technology, and is necessary for international communication.

The London Centre is ideally situated in a large and comfortable building in central London, close to shops, restaurants and entertainment facilities. Our Hastings Centre is situated on the South Coast. Courses run all year, except over Christmas.

Group Courses

40 lessons; maximum 6 students; units of 2 weeks,

Special Courses

Designed for a particular company.

Accommodation

In a hotel or with a host family. We recommend the latter as students can practise their English in a natural social setting.

Social activities

There is a full programme of activities and social events.

WELLBOURNE SCHOOL

The school was founded near the city of Bath in 1912, and provides an academic and caring environment for teenagers from all over the world.

The school is independent, and offers tuition in all subjects up to 'A' level as well as preparation for entry to British universities, it offers individual attention in a disciplined environment, while at the same time providing many other activities.

The school also offers courses in English as a foreign language which are available both during term time and in the Easter and Summer holidays. The school comprises three large houses some 15 minutes walk from the city centre. Close to the building are 14 acres of playing fields, and tennis courts are available nearby.

Overseas students can enrol for group courses during the term time or for short group and individual courses during the holidays.

Accommodation often with the families of English children at the school, and thus offers a service rarely found in the UK.

After reading

Imagine that you are providing English courses. Make up your own ad.

Try to be informative and persuasive.

Topic № 8: THE WEATHER.

I. Weather remarks:

- *for good weather*

«Lovely day, isn't it? -- «Isn't it beautiful?» -- «The sun is shining, isn't it?» -- «Isn't it gorgeous?» -- «Just splendid.» -- «Wonderful, isn't it?» – «It's so nice and hot.» – «Personally, I think it's so nice when it's hot, isn't it?» – «I adore warm weather, don't you?»

- *for bad weather*

«Nasty day, isn't it?» -- «Isn't it dreadful?» – «The rain – I hate the rain». – «I don't like it at all, do you?» -- «Fancy such a day in July. Rain in the morning, then a bit of sunshine, and then rain, rain, rain all day long.» – «I remember exactly the same July day in 1986.» – «Yes, I remember, too.» -- «Or was it in 1987?» – «Yes, it was.»

II. Respond to the following statements:

Model: It's raining. -- Yes, it's rainy today. Isn't it dreadful?

1. The sun is shining. 2. A north wind's blowing. 3. There's a thick fog. 4. There's quite a chill in the air this morning. 5. A storm's coming. 6. There are clouds in the sky. 7. There's a sea breeze blowing. 8. The woods are hidden in mist.

9. We had early frosts last year. 10. It's sleeting. 11. The roads are covered with ice. (The roads are...) 12. It's drizzling. 13. The roads are full of mud. (They're ...)

III. Using the following phrases discuss the following:

- a) nice weather; b) cold weather; c) bad (unpleasant) weather; d) a change in the weather; e) hot weather; f) the seasons

It's a lovely day (morning...), isn't it?	Yes, it is.
Do you think this nice weather will last?	Oh yes, wonderful, isn't it?
It's nice (nasty, awful...) weather, isn't it?	Well, I certainly hope so.
Nasty day, isn't it?	I hope, it'll keep fine.
It's awfully cold (windy...) today (this morning), isn't it?	Yes, quite unusual for this time of year, don't you think?
It's going to rain (freeze, snow...).	Oh yes, isn't it dreadful? I hate it when it's pouring with rain.
It's getting hot (warm...).	Yes, but let's hope it'll turn warmer.
It's a gloomy day.	Yes, I'm afraid we're in for some rain (snow).
We're having a mild winter (a lovely spring, early frosts) this year, aren't we?	Yes, I'm afraid so / I hope not.
The rain (the strong wind, the heat wave...) is rather unpleasant, isn't it?	Yes, but it's going to get warmer, I'm sure.
What's the weather report for today?	Yes, but it seems to be clearing up.
What's the weather going to be like tomorrow ?	Yes, but it's supposed to be ...
I think the said occasional showers in the north, but mainly dry everywhere else.	Yes, let's hope ...
	Yes, but the glass is rising (falling), isn't it?
	Well, let's hope it'll clear up.

IV. Reply as in the model using conditionals:

Model: It will rain. Will you take your umbrella? -- If it rains, I'll take it (and put on my raincoat).

1. It will freeze hard tonight. Will it be dangerous to drive on the slippery roads?
2. It will clear up. Will you take an umbrella with you?
3. There will be plenty of sunshine in the mountains. Will Jeremy return with a nice tan?
4. Easter will fall in mid-April this year. Will it be a good time for trips?
5. We won't take the bus. Do you think we'll be in time for supper?
6. The weather will be unsettled this summer. Will you go on your boating holiday?
7. It won't keep fine at the weekend, I'm afraid. Will you spend it in Prague?
8. The rain will be over in a few minutes. Will they go to pick up mushrooms?
9. Mary will probably walk back home in the rain. Do you think she will catch a cold?
10. He'll go on a long walking tour in the mountains. Will he need a tent?
11. The heat will be oppressive at high noon. Will they take a rest in the shade?
12. It'll be snowing. Will you go tobogganing with the children?
13. It'll be drizzling all day long. Will they go out in the evening?
14. It'll probably rain. Will you go to the pub?

V. Give the opposite statement.

Model: We're having rough weather. -- We're having calm weather.

1. It's nasty weather. 2. It's two degrees below zero. 3. It's stopped raining. 4. The roads are dry. 5. The glass is falling. 6. The fog's beginning to lift. 7. The sky's clear. 8. The wind's rising. 9. The sun sets after 6 o'clock. 10. The weather will stay fine. 11. It's a bright day. 12. It's very cold outside. 13. It's getting light. 14. He can't sleep by day. 15. It's noon. 16. A strong wind's blowing. 17. It's thirty degrees in the shade. 18. It's nice weather. 19. It's extremely pleasant. 20. There's a thick fog in the mountains. 21. It's windless weather. 22. It's a sunny day.

VI. LEARN THE WORDS AND DO THE EXERCISES:

AIR: close, fresh, refreshing, frosty, transparent, polluted, brisk **FOG:** Dense/heavy/thick, to clear away/to lift, mist, misty, foggy, haze, hazy

WIND: blow, dry wind, strong wind, windy, gust/blast of wind, chilly/gentle/icy/biting/cutting/brisk/heavy/stiff/prevailing/hot wind

CLOUD: drift, float across the sky, sail, dust cloud, lowering, rain/storm/thunderstorm cloud

THE SKY: The sky is overcast/cloudy, starlit, clear/blue/cloudless, dull/grey/sullen, to clear up/cloud over

THAW: Thaw sets in. Snow melts, slush

ICE: Drift ice, eternal ice, icicle, hoarfrost, to slip on, to ice over

PRECIPITATIONS: rain, shower, hail, snow, dew

THUNDERSTORM: thunder, to thunder, a clap of thunder, lightning, a flash of lightning, lightning strikes

RAIN: To be caught in, chilly, heavy rain, occasional, raindrop, rain pelts down/drums, rainfall, rainbow, drizzle, to drizzle, shower/downpour

TEMPERATURE: Degree, fall 2 degrees, rise 2 degrees, above zero, below zero, steady, in the shade, average annual t°, Fahrenheit, Celsius

SNOW: It snows. Snow melts, overtaken by snowfall, snowflakes, dense, snowstorm, sleet, slush, snowdrift

WEATHER: Bad, beastly, nasty, damp, moist, wet, fine, fair, lovely, dull, foggy, misty, hazy, frosty, muggy, sultry, unsettled, severe(cold), sudden change in the weather, weather forecast

CLIMATE: Continental, extreme continental, damp, dry, moderate, mild, hot (torrid), climatic conditions, zone, frigid, dry (drought), temperate, cold

Exercise 1. Paraphrase the word combinations given below.

- 1) a river bursts its banks; 2) clouds drift; 3) covered with dust; 4) the wind howls; 5) the rain drops; 6) hard frost

Exercise 2. Give two or more English equivalents for:

сирий; туман; грязюка; калюжа; буря; вітер; щорічний

Exercise 3. Give Russian equivalents for:

- 1) it rains; 2) it snows; 3) it thunders; 4) it drizzles; 5) it sleets; 6) it hails; 7) it freezes; 8) it pours; 9) it thaws; 10) it clears up

Exercise 4. Choose the right word (*shade* – *shadow*):.

1. It was 25° above zero in the _____ yesterday.
2. The poplars cast long _____ on the moonlit road.
3. He lay in the _____ asleep.

Exercise 5. What do we call:

- the distance north or south from the equator measured in degrees
- soft melting snow turning into mud
- a mass of visible condensed watery vapour floating high above the level of the ground
- an arch showing the prismatic colours in their order, which can be seen in the sky after rain in summer

Exercise 6. Explain in English the meaning of italicized words. Translate into your native language.

The Rainy Day

The day is *cold*, and *dark*, and *dreary*;

It rains, and the *wind* is never *weary*;

The vine still clings to the mouldering wall,

But at every *gust* the dead leaves fall..

Text 23: THE BRIDEGROOM WAS SNOWBOUND

Pre-reading task

Find answers to the questions:

1. What happened to the road traffic in the Southern Counties of Scotland?
2. How many miles of roads were affected?
3. How late was one train from Aberdeen to Edinburgh?
4. Where did its passengers spend their Saturday night?
5. Why was a wedding at Stromness postponed?
6. When did a man call at Kirkwill Public Library?
7. What did the man want to know?

8. How did the man walk out of the library?

While reading

1. *What does the phrase «at a complete standstill» mean, as used in this text?*
2. *Why are the road conditions called «nightmare conditions»?*
3. *What is meant by the phrase «the bridegroom was snowbound»?*
4. *Why was the request of the man who came to Kirkwill Public Library so unusual?*

All round traffic was «at a complete standstill» in the Southern Counties of Scotland last night, but south of the Border a thaw set in and heavy rain was clearing some of the snowbound roads.

The severity of the road conditions Northern England and Scotland was the worst experienced since 1947, it was reported. Six thousand miles of roads in northern England and 10.000 miles throughout Scotland were affected.

Snowfalls of between three and six inches on hardpacked frozen snow had created ‘nightmare conditions», said one report. Train delays were widespread, one train from Aberdeen to Edinburgh arrived last night nearly 13 hours late. Passengers had spent Saturday night on the train.

A wedding at Stromness had to be postponed as the bridegroom was snowbound in Kirkwill, 15 miles away.

During the weekend a man called at Kirkwill Public Library with an unusual request – he wanted to know how to use snowshoes that had been sent to him from Canada. An encyclopedia provided the answer – and he walked out of the library with his snowshoes on.

Text 24: SEASONS

Pre-reading task

*Learn the following words: **bleak, hum, harsh, crag, rook***

While reading

Which season is described in each of the following extracts? Pick out from the texts all the words and phrases that can prove your statement.

1. It comes when we remember nothing but clear skies, green fields and sweet-smelling flowers – when recollection of snow and ice, and bleak winds has faded from our minds as completely as they have disappeared from the earth, -- and yet what a pleasant time it is! Orchards and cornfields ring with the hum of labour; trees bend beneath to thick clusters of rich fruit which bow their branches to the ground; and the corn, piled in graceful sheaves, or waving in every light breath that sweeps above it, tinges the landscape with a golden hue. A mellow softness appears to hang over the whole earth; the influence of the season seems to extend itself to the very waggon, whose slow motion across the well-reaped field is perceptible only to the eye, but strike with no harsh sound upon the ear.

(Ch. Dickens)

2. The scene upon the lake was beautiful. One side of it is bordered by a steep crag, from which hung a thousand enormous icicles all glittering in the sun; on the other side was a little wood, now exhibiting that fantastic appearance which the pine trees present when their branches are loaded with snow. On the frozen bosom of the lake itself were a multitude of moving figures, some sweeping in the most graceful circles and others deeply interested in a less active pastime, crowding round the spot where the inhabitants of two rival parishes contended for the prize at curling - a game played in Scotland in which large round stones are hurled along the ice towards a mark.

(W. Scott)

3. It was one of those gray days, very still when the few leaves that are left hang listless, waiting to be windswept. The puddled road smelled of rain; rooks rose from the stables as if in surprise at the sound of horses' hoofs; and the turned earth of ploughed fields had the sheen that betokened clay. To that flat landscape poplars gave certain spirituality; and the russet-tiled farmhouse roofs certain homeliness.

(J. Galsworthy)

After reading

Describe your favourite season using the words you have learned.



NB Useful expressions for giving opinions:

- I believe/think/feel (that) ...
- My opinion is that ...
- I strongly believe ...

- I (do not) agree that/with...
- As far as I am concerned, ...
- In my opinion/view, ...
- I (completely) agree that/with ...
- The way I see it, ...
- I (strongly) disagree that/with ...
- It seems/appears to me (that) ...
- I am totally against ...
- To my mind, ...
- I couldn't agree/disagree more that/with ...

Text 25: A STORM

Pre-reading task

Read the following text and find the English equivalents for:

я потрапив під грозу; раптово пішов дощ; великі темні хмари, що зібралися на північному заході; до сутінків; у нашому помірному поясі; дощ лив бурхливими потоками; блискавка, що засліпила мене; темні хмари швидко опускалися донизу на ліс; удари грому віддавалися у небі.

It chanced that one day towards dusk I was overtaken by a storm. I had seen the great dark clouds massed in the north-west, but after a while I felt something strange in the air and looking up saw that the dark clouds were on a sudden charging down upon the forest. The rain came suddenly and then the thunder, not a single peal but roll upon roll reverberating down the sky, and lightning, that blinded me, darting and slashing fiercely. I was deafened and confused by the noise, and the lightning startled me. The rain fell not as in our temperate zone, but with angry vehemence, in sheets, storming down as though the heavens were emptying themselves of flooded lakes.

After reading:

Speak about a similar episode from your life.

Text 26: THE WEATHER IN BRITAIN

Pre-reading task

Read the text paying attention to the following points:

- type of weather;

- average temperatures;
- rainfall, sunshine and the winds;
- months and seasons.

Britain has a mild and rainy climate, although during the winter months easterly winds may bring a cold, dry continental type of weather. During a normal summer, the temperature occasionally rises above 27° in the south; winter temperatures below -7° are rare. The average annual rainfall is about 100 cm. Rain is fairly well distributed throughout the year; on average, March to June are the driest months. The coldest months are January and February, with average temperatures of about 16°. June has the best record for sunshine.

After reading

Speak about the weather in a foreign country you have visited:

the temperature during the day (night), in the sun, in the shade, heavy rain, thunderstorm; very cold, severe frosts, snowfalls, freezing hard.

Text 27: THE CLIMATE IN UKRAINE.

Pre-reading task

Look up the words in the dictionary and learn them by heart: 'fluctuation', 'oscillation', 'precipitation', 'to obstruct'.

While reading:

Compare the weather in Ukraine with the weather in Britain.

The climate of Ukraine is determined by its geographical location. Ukraine's territory lies in the temperate belt. In general, the country's climate is temperately continental, being subtropical only on the southern coast of the Crimea. The differences in climate are caused by many factors: the latitude, relief, altitude and proximity to seas and oceans. The climate varies not only from north to south, but also from the northwest to the southeast as the warm damp air masses moving from the northwestern Atlantic weaken and become drier.

A feature of Ukraine's climate is the considerable fluctuation in weather conditions from year to year. Alongside very wet years there can be droughts, whose effect increases to the south and east. There are frequent oscillations in weather in the regions of the Crimean and Carpathian Mountains.

The average yearly temperature in Ukraine varies between +5,5 / + 7°C (42, 44,5°F) in the north and +11 / +13°C (52, 55,5°F) in the south. The coldest month is January, with a record low of 42°C. The warmest month is July with a record high of 40°C.

Precipitation (rain, snow and other forms of moisture) ranges from about 30 inches (76 cm) a year in the north to about 9 inches (23 cm) in the south. The highest rainfall is in the Carpathian and Crimean mountains (31,5 to 63 inches).

On the southern coast of the Crimea the climate is subtropical Mediterranean, inasmuch as the Crimean Mountains obstruct the movement of cold Arctic air to the coast. These climatic features have contributed to the creation of one of the best resort areas in Ukraine.

After reading

1) Read the following weather reports and then try to give the weather forecast for tomorrow:

Weather: Occasional showers in the north, but mainly dry elsewhere. Outlook for tomorrow: Unsettled with some overnight frost.

Weather: Dry with sunny (bright) intervals, but with showers in Scotland and Wales. Outlook: little change.

Weather: Showery, some bright intervals. Outlook for the weekend: Mostly dry, but rain later Saturday.

2) Answer the following questions:

a) When and why is the weather of great (no, little) importance to you (to other people)? b) Can bad weather completely spoil your holiday? c) Does bad (lovely) weather effect your mood? (You feel happy, depressed, energetic, tired).

EXTRA TASK: QUOTATIONS

Comment on the quotations:

- Weather forecast for tonight: dark. ~George Carlin

-The trouble with weather forecasting is that it is right too often for us to ignore and wrong too often for us to rely on it. ~Author unknown.

-The best thing one can do when it's raining is to let it rain.~H.W.Longfellow

-Anyone who says sunshine brings happiness has never danced in the rain.~Author unknown

- There is no season such delight can bring as autumn, summer, winter and the spring.
~William Browse
- When snow falls, nature listens. ~A.van Kleeef
- The coldest winter I ever spent was a summer in San Francisco. ~Mark Twain
- The other nations have climate, the Britons have weather. ~George Mikes
- Climate is what we expect, weather is what we get. ~Author unknown
- Bad weather always looks worse through a window. ~Author unknown
- Rainbows apologize for angry skies. ~Sylvia Voirol

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РОЗПОДІЛ БАЛІВ ЗА МОДУЛЯМИ

МОДУЛЬ 1

Макс.: **30 балів**, з них:

Аудиторна робота: **10 балів**

Модульний контроль: **20 балів**

МОДУЛЬ 2

Макс.: **30 балів**, з них:

Аудиторна робота: **10 балів**

Модульний контроль: **20 балів**

ІНДИВІДУАЛЬНА РОБОТА

Макс.: **20 балів**

Допуск до іспиту:

обов'язковий мінімум: **50 балів**

ІСПИТ

Макс.: **20 балів**

ВСЬОГО:

„незадовільно” **50-59 балів**

„задовільно” **60-69 балів**

„добре” **70-89 балів**

„відмінно” **90-100 балів**

Навчально-методичне видання
(англійською мовою)

Шевчук Оксана Василівна, Чуян Світлана Олександрівна,
Залужна Марина Володимирівна

ОСНОВНА ІНОЗЕМНА МОВА (АНГЛІЙСЬКА):
РОЗМОВНА ПРАКТИКА

Навчально-методичний посібник
для студентів факультету іноземної філології

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