Совершенствуй свой английский: грамматика, чтение, говорение, письмо = Improve Your English: Grammar, Reading, Speaking, Writing

Учебно-методическое пособие

В двух частях
Часть 1
2-е издание, дополненное и исправленное

Минск 2009
Предисловие

Данное пособие можно отнести к учебным изданиям, основанным на современных концептуальных подходах к изучению иностранного языка. Особенностью пособия является комплексный подбор упражнений по разным аспектам иностранного языка, который позволяет быстрее повторить, изучить, усвоить и усовершенствовать устную и письменную речь на английском языке. Все задания носят коммуникативный характер и приводятся авторами-составителями из оригинальных отечественных и зарубежных источников. При составлении пособия составители руководствовались Типовой программой по иностранным языкам для высших учебных заведений РБ. Пособие предназначено для студентов 1–2 курсов как языковой, так и неязыковой специальности.

Цель пособия — помощь студентам совершенствовать навыки устной и письменной речи на английском языке при использовании комплексного подхода в обучении иностранному языку. Студенты смогут обогатить свой словарный запас, расширить тематический вокабулярий.

Пособие состоит из 2 частей: 1 часть включает 6 разделов, 2 часть – 8 разделов, каждый из которых включает в себя упражнения, задания и тексты для разных видов речевой деятельности на иностранном языке. В некоторых разделах есть дополнительные задания для проведения занятий по аудированию и видеокурсу. Каждая раздел сопровождается заданием «Занимательный английский», которое позволяет студентом проявить свои творческие способности и усвоить языковой материал в непринужденной игровой форме.

В помощь преподавателям иностранного языка в начале каждого раздела есть систематизированное содержание, которое подробно описывает его наполнение. Все разделы распределены по тематическому принципу.

Особую благодарность выражаем всем авторам-составителям данного учебно-методического пособия, а именно: преподава-
Мы желаем всяческих успехов в изучении английского языка всем студентам педагогических вузов!
today, and she (invite) us. 8. What ... (be) you? – I (be) a student of Belarusian State Pedagogical university named after Maxim Tank. I (be) in my first year now. 9. ... you (read) all these lectures for today? We (write) a test next class! – No, I (have). I (be) busy recently and I (have) no time to read all that. 10. My brother and I (be) eager to see London. We (go) to London in summer next year.

**Exercise 2.** Put the verb either in Present Perfect or Present Perfect Progressive.

1. I don’t know this student. I never (meet) him before. 2. Many people believe that our climate (change) very markedly. 3. What (happen) to Jane? Jack (ring) her up the whole evening and nobody (answer). 4. I (read) this book for two hours. It’s very interesting. 5. Those people (wait) for a tram for the last twenty minutes. I’m afraid that they don’t know the electricity (go) out. 6. So, you arrive. We just (speak) of you. 7. I (run) out of money. Can you lend me some? 8. Open the window, please. I (smoke) here. 9. He is a famous playwright. He (complete) his seventh play. 10. I often (see) her name in the papers this year.

**Exercise 3.** Put general, alternative and disjunctive questions to the following sentences according to the model:

- You study at the University. – 1. Do you study at the University? 2. Do you study at the University or at a college? 3. You study at the University, aren’t you?
- She comes from Russia. 2. He is a student of Belarusian State Pedagogical University. 3. Our family is large. 4. I have never been to the United States of America. 5. My brother works at a big company. 6. She looks very nice. 7. I dislike watching horror films. 8. I live with my parents in Minsk. 9. Many single people in Belarus have trouble finding a marriage partner. 10. In Belarus many women work after marriage.

**Exercise 4.** Insert «there» or «it»:

1. ... are about forty of us, sir. 2. ... is a big group, of about twenty. 3. ... was a new cushion on one of the settees. 4. ... was a cute cushion embroidered by my grandmother. 5. ... was not a tree in sight. 6. ... was a lonely place. 7. ... is a reason for everything. 8. ... is a very sound reason, Paul, you may leave now. 9. ... is a very sound excuse for my being late, Mary. Do forgive me! 10. ... is nothing new under the moon. 11. ... is as old as the world. 12. ... was raining cats and dogs on Monday but ... was still so much work to do in town. 13. ... never rains, but ... pours. – Yes, one unhappy event is followed by another unfortunate event. 14. – Is ... snowing outside? – ... a lot of snow in the streets. 15. – ... is something you are hiding from me, I feel it. – ... is purely your fantasy, ... is nothing to hide, especially from you. 16. ... was an ordinary house, but in that ordinary house ... lived an extraordinary wizard. 17. According to modern standards ... is a big family-... are four children in it. 18. ... are 450.000 words in the English language. ... is the richest language in the world.

**Exercise 5.** Put the following verbs in the 3d person singular of the Present Simple:

1. have 6. cut
2. do 7. write
3. live 8. compose
4. show 9. support
5. get 10. conclude

**Exercise 6.** Choose the right variant:

1. This man (know, knows, has known) from his experience what it (mean, means, has meant). 2. Nothing (happen, happens, is happening) by accident. 3. As man (grow, grows, have grown) older, he (tend, tends, has tended) to be more skeptical. 4. My mother often (tell, tells, has told) me that you not (leave, leaves, does not leave) your problems behind you when you (go, are going, goes) to another place. Pain and heartache (travel, are traveling, travels) well. And indeed they (do, does, are doing). 5. Mrs. Osborne (own, owns, is
owning) this business, and she (run, has run, is running) it herself. 6. He (be, is, are) a complete mystery to me. 7. What does he (do, does, doing) for a living? 8. In Rome every building (tell, told, tells) its own story. 9. When the weather (heat, has heated, is heating, heats) up and you (need, needed, needs) to cool down, a lake, a river, a pool – is what your body and soul (need, are needing, needs). 10. My great-grandmother is very old, but she (hear, see and understand; hears, sees and understands; heard, saw, understood) everything quite well. 11. I (remember, am remembering, remembers) that Margaret (own, owns, is owning) a villa on the Adriatic. 12. «The Bible (say, has said, says) that the heart of man is exceedingly wicked,» the Pastor replied.

Exercise 7. Correct the mistakes, if any, in the following sentences:
1. You and I am going to write this test.
2. My father work at a plant.
3. She have decided to give up smoking.
4. We have being doing our best recently.
5. When have you come?
6. She is a very attractive girl.
7. They usually are going to University in the morning.
8. It rains now, and I has taken an umbrella.
9. When I will be 25, I will work as a teacher at school.
10. What is he doing for living?

Exercise 8. Make up sentences using the following words:
1. My/from/has/the/graduated/brother/University.
2. father/Her/a South/new/Africa/job/got/has/in.
3. I/seen/for/not/ages/have/you.
4. Where/your/come/grandmother/does/from?
5. usually/gets/at/up/She/o’clock/the/eight/in/morning.
6. My/have/friends/just/arrived/Minsk/in.
7. I/two/her/have/for/known/years.
8. John/at/hotel/this/stays/often/he/when/comes/here.
9. Children/playing/and/are/yard/the/am/reading/in/a/magazine/ new/I.
10. When/from/I/the/graduate/I/teach/will/University.

Exercise 9. Fill in the gaps with the correct words from the table:

<table>
<thead>
<tr>
<th>live</th>
<th>study</th>
<th>be</th>
<th>come</th>
<th>inherit</th>
<th>think</th>
<th>suppose</th>
<th>feel</th>
<th>worry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Don’t … about me. I … good today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>She … in a big flat that she rents together with her friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>They … that they are always right, but it’s not so.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I … she will agree with you at once.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My friends … this nice house from their grandparents.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I … quite well, although I have some problems with Mathematics.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Al Pacino is an American actor, but he … from Italy.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>We … a very united family and we support each other all the time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 10. Choose the right variant (since or for):
1. I haven’t met my classmates … five years. 2. Grandma has had a headache … the weather changed. 3. They have been in this business … twenty years. 4. It hasn’t rained … a month. 5. Andrew has been very busy … the conference began. 6. We’ve had the same director … twelve years. 7. He hasn’t spoken … his dog died. 8. My relatives haven’t visited me … quite a long time. 9. Nothing special has happened … yesterday. 10. I have passed all my exams … the last six days. 11. They have been up … early morning. 12. Margie has been unwell … she came back from the North. 13. Nick has had a beard … he was forty. 14. Mr. Stone has been our family doctor … ages.

Vocabulary

Study the following active vocabulary for the topic:

NAME (Christian, first, given, middle, second, family, last, surname, married, maiden, full, proper, real, pet, nickname, official, assumed, false, strange-sounding, personal, pen-name, professional, stage, pseudonym)

• To have a name;
• To know by name;
To use a name;
To get (acquire, obtain) a name;
To carry (bear) a name;
To change a name;
To spell one’s name;
To put a name to somebody/something;
Somebody’s name is mud;
Take somebody’s name in vain;

NATIONALITY (various, mixed, dual, foreign, minority, Belarusian, Russian, British, etc.)
On the grounds of nationality;
To have (acquire, assume, obtain, take) a nationality;
To inherit (change, give up, retain, renounce, lose) a nationality;
To grant somebody a nationality;
To refuse somebody a nationality;

FAMILY (large, old, old-established, land-owning, wealthy, well-to-do, hard-up, low-income, poor, homeless, close, close-knit, immediate, conjugal, nuclear, extended, lone-parent, one-parent, single-parent, two-parent, adoptive, patriarchal, middle-class, working-class, royal, bereaved, etc.)
To belong to (be one; be part of) a family;
To come from a family;
To marry into a family;
To bring up (raise) a family (children);
To feed (support) a family;

RELATIVES (close, near, distant, blood, family, immediate, living, surviving, old, elderly, young, female, male, poor, dependent, disabled, distressed, grieving, etc.)
To have relatives;
To lose relatives;
To care for (give support to, help, look after, support) relatives;
To live with (stay with, visit, trace) relatives;
A relative by marriage;

NAMES OF RELATIVES (mother, father, sister, brother, stepmother, stepfather, stepsister, adoptive, half-sibling, half-sister, in-laws, mother-in-law, father-in-law, brother-in-law, sister-in-law, uncle, aunt, niece, nephew, grandfather, grandmother, aunt, uncle, etc.)

FRIEND (best, bosom, close, dear, good, great, intimate, real, special, faithful, loyal, true, lifelong, long-standing, old, family, personal, childhood, school, mutual, fair-weather, etc.)
To become friends;
To remain (stay) friends;
To find (make) friends;
To win friends;
To have friends;
A circle of friends;
A friend of mine (yours, his, hers, etc.)
To develop (establish, form, make, start up, strike up) friendship;
To destroy (spoil, wreck) friendship;

APPEARANCE (attractive, handsome, youthful, distinctive, odd, strange, striking, disheveled, scruffy, unkept, unprepossessing, external, general, outward, overall, personal, physical, visual, etc.)
To have an appearance;
To alter (change) appearance;
To enhance (improve, keep up) appearance;
To judge somebody/something by appearance;
In appearance;

HAIR (auburn, black, blond, brown, chestnut, dark, fair, ginger, golden, grey, grizzled, jet-black, red, sandy, white, yellow, bushy, coarse, crinkly, curly, fine, frizzy, smooth, straight, thick, wavy, wavy, beautiful, glossy, shiny, sleek, disheveled, dry, dull, fuzzy, greasy, scruffy, tousled, unruly, untidy, windswept; cropped, long, short, shoulder-length, etc.)
To have hair;
To lose hair;
To wear hair;
To arrange (do, tidy) hair;
To plait (put up, tie back) hair;
To brush (comb) hair;
To shampoo (wash) hair;
To cut (trim) hair;
To curl (perm) hair;

**EYES** (left, right, amber, blue, brown, dark, golden, green, grey, hazel, big, huge, large, enormous, wide, narrow, close-set, wide-apart, wide-set, bright, brilliant, luminous, lustrous, sparkling, starry, clear, limpid, soft, velvety, warm, cloudy, misty, tear-filled, short-sighted, dazed, unfocused, angry, cruel, anxious, greedy, hungry; intelligent, keen, sharp, shrewd, penetrating, piercing, cold, expressionless, glassy, glazed, lifeless, steely, vacant, downcast, sad, solemn, soulful, etc.)

- To catch an eye;
- To open (close, shut, lift, raise, cast, turn) eyes;
- To test (gouge) eyes;
- In your eyes;
- Under somebody’s eyes;
- Cannot keep (take) your eyes off somebody (something);
- To keep an eye on somebody (something);
- With one’s own eyes;

**FACE** (angelic, beautiful, handsome, lovely, pleasant, pretty, sweet, plain, ugly, terribly, colourless, grey, pale, pallid, white, flushed, pink, red, ruddy, tanned, dark, sallow, heart-shaped, oval, round, square, bearded, freckled, unshaven, lined, wrinkled, happy, smiling, etc.)

- To tilt (turn) a face;
- In the (somebody’s) face;
- On the (somebody’s) face;
- A sea of faces;

**NOSE** (big, bulbous, enormous, huge, large, long, prominent, strong, little, small, stubby, tiny, straight, aquiline, curved, Roman, beaky, crooked, hooked, snub, tip-tilted, turned-up, upturned, pointed, sharp, narrow, thin, aristocratic, elegant, broken, etc.)

- To breathe through a nose;
- Up your nose;

- The bridge of the nose;
- To put (stick) your nose in the air;
- To press your nose against something;

**LIPS** (top, upper, bottom, lower, chapped, cracked, dry, moist, fleshy, thick, thin, firm, etc.)

- To bite (chew) lips;
- To press together (purse) lips;
- To pout (lick, smack) lips;
- To press lips;
- On one’s lips.

### Exercise 1
Give synonyms to the following words:

1. attractive  
   a. helpful
2. angry  
   b. self-centered
3. kind  
   c. tolerant
4. greedy  
   d. good-looking
5. passionate  
   e. aged
6. patient  
   f. voracious
7. calm  
   g. irritating
8. selfish  
   h. furious
9. troublesome  
   i. quiet
10. old  
    j. lustful

### Exercise 2
Give antonyms to the following words:

1. black  
   a. poor
2. young  
   b. impatient
3. wealthy  
   c. vice
4. native  
   d. disagree
5. kind-hearted  
   e. colourless
6. virtue  
   f. old
7. agree  
   g. weak
8. patient  
   h. foreign
9. colourful  
   i. white
10. strong  
    j. angry
**Exercise 3.** Give definitions to the following words:

1. family  
2. friend  
3. friendship  
4. Motherland  
5. native speaker  
6. nationality  
7. citizen  
8. serious  
9. disabled  
10. identity

**Exercise 4.** Match definitions on the left with the words on the right:

1. nation  
2. child  
3. relative  
4. sociology  
5. toddler  
6. infant  
7. stepmother  
8. name  
9. in-laws  
10. spinster

   a. word (s) by which a person, place, or thing is known or indicated  
   b. child who has only recently learnt to walk  
   c. related by re-marriage of a father  
   d. one’s relatives by marriage  
   e. people of mainly common descent and history, usually inhabiting a particular country under one government  
   f. unmarried woman  
   g. young human being; son or daughter  
   h. study of human society or of social problems  
   i. person related to another by descent or marriage  
   j. child during the earliest stage of its life

**Exercise 5.** Choose the right variant:

1. A narrow-minded person with old-fashioned ideas can be called.  
   a. an old hand  
   b. the old man  
   c. an old fogey

2. A male person of authority can be called  
   a. the old school  
   b. the old man  
   c. a chip off the old block

3. A person with a lot of experience, skill or practice can be called  
   a. an old hand  
   b. the old school  
   c. an old flame

4. A son/daughter very like his/her father in character is called  
   a. old hat  
   b. a chip off the old block  
   c. an old fogey

5. A person one was attracted to in the past is called  
   a. an old hand  
   b. an old flame  
   c. the old school

**Exercise 6.** Correct the mistakes, if any, in the following sentences:

1. Shaving off his beard modified his appearance dramatically.  
2. She just looked at me by those big blue eyes of hers.  
3. There was a slight smile in her lips.  
4. He pushed his glasses up the breach of his nose.  
5. He belonged to an elderly-established family.  
6. We stood friends even after we grew up and left home.  
7. I was given this necklace by a good friend of its.  
8. The succession passed to the nearest surviving relation.  
9. They formed a close friends at university.  
10. Inside, the house had appearances of a temple.

**Exercise 7.** Learn the following proverbs by heart:

1. Love doesn’t mind a poor hut if there is a loving heart. – С милым рай и в шалаше.
2. Husband and wife have the same life; they are indeed of the same breed. – Муж и жена – одна сатана.
3. A friend you know is worth two you don’t know. – Старый друг лучше новых двух.
4. Love is not fair – one may fall for a bugbear. – Любовь зла-полюбишь и козла.
5. One God, no more, but friends a good store. – Не имей сто рублей, а имей сто друзей.
6. Marriages are made in heaven. – Браки совершаются на небесах.

**Exercise 8.** Insert prepositions where necessary:

1. Do not judge … one’s appearance.  
2. Where are you …?  
3. What do you usually write … to your parents?  
4. She has given me advice … my loan.  
5. She lives … 60, Independence Avenue, … Minsk.  
6. They are … the movies now.  
7. They practiced basketball … summer.  
8. Her best friend sits … her at the desk.  
9. My friends and I usually go … the park in the evening.  
10. The boys studied … midnight.
**Exercise 9.** Complete the sentences with the words from the table:

<table>
<thead>
<tr>
<th>hair</th>
<th>eye</th>
<th>nose</th>
<th>lips</th>
<th>face</th>
<th>ear</th>
</tr>
</thead>
</table>

1. His … was tousled and he looked as if he’d just woken up.
2. To the trained … the calls of these birds sound quite different.
3. He licked his … hungrily.
4. She looked her father straight in the … and answered his question truly.
5. Her … was flushed after her run.
6. The dog pushed its wet … into my palm.

**Exercise 10.** Give all possible answers to the following questions:
1. What can an appearance like?
2. How can we describe a human face?
3. What adjectives do we usually use to describe our lips (nose, eyes, hair)?
4. What features of character are considered positive?
5. What traits of character are usually described as negative?

**Writing**

**Exercise 1.** Study the following abbreviations often used in CVs and business cards. Translate them into Russian (Belarusian).

1. BA
2. MBA
3. Mr.
4. Prof.
5. mng.
6. UNO
7. US
8. UK
9. MA
10. Ms.

**Exercise 2.** Study the abbreviations used in correspondence writing and translate them into Russian (Belarusian).

1. Rd.
2. Str.
3. Sq.
4. P.S.
5. Re:
6. Ave.
7. Blvd.
8. cc
9. Mon.

**Exercise 3.** Look at this CV. Study it carefully and try to describe the person. Write your own CV.

Ms. Tatsiana Ivanova  
100-10, Independence Ave, Minsk,  
220000, Belarus  
+375-17-200-00-00

Education:  
1997 – finished school No. 100  
1997-2002 – a student of Belarusian State Pedagogical University named after M. Tank (specialty: teacher of physics, social teacher)

Languages:  
Russian – excellent  
Belarusian – excellent  
English – good

Job:  
2002-present day – a teacher of physics at school No. 100, Minsk

Skills:
PC user, MS Office, good typing skills, willing to travel and to learn new things

Hobbies: traveling, reading, Internet

Likes and dislikes: I like honest people, hard-working and diligent in their work; I dislike people without a good sense of humor.

**Exercise 4.** Look at these samples of business cards in English and in Russian. What is the difference between them? Design your own business card (as a student, as a manager of a company, as a policy-maker, etc.)

His Excellency  
Mr. Donald Thompson  
US Ambassador to the Russian Federation  
Phone: +00-101010-1010
Exercise 5. Write a letter to your friend about your relations with your siblings or with your parents. Pay attention to the following tip when writing a letter in English:

В наиболее полном виде структура неофициального письма на английском языке может быть представлена следующим образом:

1. Адрес отправителя (sender's address).
2. Дата (date).
3. Адрес получателя (inside address).
4. Обращение (salutation).
5. Зачин, или первая фраза (opening sentence).
6. Текст письма (body of the letter).
7. Заключительная фраза (closing sentence).
8. Заключительная формула вежливости (complimentary close).
9. Подпись отправителя (signature).
10. Постскриптум, т.е. приписка к оконченному письму (P.S. или Postscript).

Exercise 6. Which would you prefer: to live with parents till you graduate from the university or to live in digs by yourself? Give specific reasons when writing an essay.

Exercise 7. Write a description of your favourite actor (actress, singer, TV presenter, etc.). Use your active vocabulary.

Exercise 8. Which traits of character do you dislike in people? Give specific reasons when writing an essay.

Exercise 9. What can the following people indicate in their business cards? Write down your ideas.
1. Vladimir V. Putin
2. Bill Clinton
3. Julia Roberts
4. Condoleezza Rice
5. Alexander Lukashenko

Exercise 10. Imagine that you have come across a very famous movies director, producer or an actor, actress, etc. What can you tell him/her about yourself having no much time? Write down a short summary of your biography.

Reading

Exercise 1. Read the following text:

About Myself

I am Tatsiana Ivanova. I am 16 and I look my age. To my mind I have a distinctive appearance. Frankly speaking I keep up my appearance and have a pleasant head about myself. I am thought to be similar in appearance to my mother and father. My face is oval and fresh. I have a snub nose, round cheeks, a loose mouth, well-shaped lips and even teeth. My smile is always cordial, soft and friendly. I am of medium height and light-boned. I have no weight problems. I think I am well-proportioned and slender. I see myself as quite a beauty. In my opinion I make a favourable impression and I am delicately made. I am lucky to be as I am, but I want to look like myself, only better. They say I look pretty, elegant, charming and fresh. I admit I’m in the flower of my beauty.

I live in Minsk, in Krasnaya Street in a three-roomed flat with all modern conveniences in a high-rise on the 8th floor.

My family is not large. We are four: father, mother, my younger sister and me.
I am blessed with good health. I look after my own health and do morning exercises every day to keep fit.

I have a number of gifts and abilities. I can keep a secret, distinguish between sense and nonsense, remember time, places, names, but I can’t resist chocolate, cook like mother, combine work with pleasure and resist admiration. I cannot tolerate bad manners. I can’t stand the sight of blood. I think I have a gift for languages and perfect hospitality. I am afraid of losing my self-respect.

I have a confession to make: I am easy-going, tactful, generous, hard-working and optimistic. They say I am helpful, polite, honest, clever, friendly, open-handed and even-tempered. But sometimes I am timid and lazy. I think I am my parents’ pride and joy, my most severe critic, a dreamer, a lady of my word, full of energy, up-to-date in my thinking and not for adventures.

I am casual in behaviour, I think. My behaviour doesn’t bring my mother to despair and my father to a nervous breakdown; it doesn’t cost my parents many sleepless nights. To my mind it is beyond reproach and is such that everybody likes me, it creates good impression.

I know my strengths and weaknesses. I have a sense of duty and shame. I always forget to wipe my feet on the mat. I am always hurt by unkind words and always make mistakes when I am in a hurry. We all have customs, habits and ways of doing things which make us different from other people. I am a creature of habits, too. I have habits of telephoning to my friends until I am blue in face, arranging out of the blue, changing my hairdo, having everything in place and humming songs all the time.

My likes and dislikes are numerous. To tell you the truth, I like my parents, jokes, mystery, a bit of comfort, the peace of the country, discos, fashion, everything that’s old: old friends, old times, old books, etc. I adore watching TV, sitting in the sun, dealing with other people, organizing my world and hanging about the streets. In my spare time in summer I like to walk in the woods and admire the beauties of the countryside. I own very fond of walking barefoot on the grass in the rain. When I am in a good mood, I love to start a new job, to sit in the candle’s light, to go out and have a good time. When I was a child I used to slop about in puddles and float paper-boats on the lake. If you want my frank opinion, I am fond of sitting and reading quietly, meeting interesting people, being a centre of attention. I prefer comforting those who are in trouble, going to parties and doing other things that most young people usually do.

Exercise 2. Answer the following questions:
1. What is the name of the author of this text?
2. Where does she live?
3. How old is she?
4. Does she live alone or with her parents?
5. Tatsiana lives in a village, doesn’t she?
6. What are her likes and dislikes?
7. Can you describe her appearance?
8. What do people say about Tatsiana?
9. She likes to stay in Minsk in summer, doesn’t she?
10. What are Tatsiana’s habits?

Exercise 3. Find sentences where Present Simple and Present Progressive tense-forms are used. Put questions (alternative, disjunctive and special ones) to these sentences. Translate them into Russian.

Exercise 4. Read the following text:

Love and marriage in Britain

There are people who say that the family unit in Britain is in crisis and that traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of one-parent families, the current high divorce rate and a lack of discipline within the family.

Since the Second World War, there has been an increased acceptance of sex before marriage in Britain. Successive postwar
generations are more likely to have had sex before marriage and are more likely to have sex with partners other than the one they eventually marry. It is now acceptable in most social circles for people to live together before they are married – if they intend to get married at all. The numbers of cohabiting couples increased during the 1980s, becoming common as a living arrangement before marriage. Many people think that this is a useful way of testing out a relationship before the commitment of marriage. In 1979 only 8% of single women between the ages of 18 and 49 were cohabiting; by 1988 this figure had gone up to 20%. There is no word in English to describe the relationship of a cohabiting couple. People sometimes describe themselves as ‘partners’ or say that they have a live-in boyfriend or girlfriend.

Family sizes fell in the 1970s and 1980s. This is partly because people have fewer children: in Britain most people have just two. But the main factor is the increase in the number of one-person households. A high proportion of men and women living alone have never married – there is no longer great pressure on people to do so. In the past a woman, especially, would not leave the family home until she was getting married and starting her own family. Now many children leave home at about 18. It is not unusual for young people to live alone or with friends.

Young people in Britain may have several girlfriends or boyfriends from their teens onwards. They go to the cinema, go dancing, play sports or eat out together and do not necessarily intend to get married. However, each year about 350,000 British couples become husband and wife. Marriage is legal from the age of sixteen but most people wait until their mid to late twenties. Of those who get married, about seventy per cent prefer a traditional church wedding to a registry office wedding. However, by the age of forty, one woman in twenty and one man in eleven will still be single.

One in four children is born outside of marriage but these are not ail in single-parent families; sixty per cent of unmarried parents have stable relationships. Thirty-seven per cent of marriages end in divorce and cost the country more than £1.4 billion a year. Although over thirty per cent of women depend financially on their husbands, women ask for seventy per cent of all divorces. Three out of ten divorced women married as teenagers.

Marriage does seem to be more popular now than could be imagined thirty years ago. Is it since research has shown that married people generally live longer than the single?

**Exercise 5.** Indicate if the following statements are true (T) or false (F):
1. Many people think that the family unit in Britain is in decline.
2. It is now acceptable in most social circles for people to have a live-in boyfriend or girlfriend.
3. It is not unusual for young people to leave home at about 18.
4. Of those who get married, about seventy percent prefer a registry office wedding.
5. Men ask for seventy percent of all divorces.

**Exercise 6.** Answer the following questions to the text:
1. What are the indications of the family unit’s decline?
2. What is a cohabiting couple?
3. What is your attitude to this way of testing out a relationship?
4. What is the preferable age to get married in Britain? And in Belarus?
5. Why did family size fall in Britain?
6. Why does marriage seem to be more popular now than could be imagined thirty years ago?
7. What is an average family size in Belarus?
8. Do many families end in divorce in our country?

**Exercise 7.** Read the following text:

**Beauty**

How important is your appearance? Although everyone wants to be good-looking, are beautiful people always happier people? For example, it must be a problem to be a really beautiful woman, because some men may be more interested in looking at you than talking to
you. They think of you as a picture rather than a person. There are also some people who think that women who are exceptionally pretty and men who are particularly handsome must be stupid. They believe that only unattractive people can be intelligent.

On the other hand, no one wants to be really ugly, and have a face that even your mother doesn't want to look at; and no one wants to be plain either – that is, to be neither attractive nor unattractive, and have a face that is easily forgotten.

Being attractive is like being rich – it can help you find happiness, but it doesn't always make you happy. So maybe the best thing is not to worry too much about how you look, but simply try to be an interesting person. For interesting people have interesting faces, and interesting faces are almost always attractive.

Exercise 8. Put general and alternative questions to the text.

Exercise 9. Answer the following questions to the text.

1. Do people feel happy if they are good-looking?
2. Do all girls dream to be pretty? Why?
3. Is it true that to be attractive is the same as to be rich?
4. Do you agree that only unattractive people can be intelligent?
5. What is necessary to do as to be an interesting person?

Exercise 10. Indicate if it is true (T) or false (F):

1. Everyone wants to be attractive.
2. No one likes to talk to a very pretty person.
3. Attractive men and women are usually unintelligent.
4. Ugly people are not happy people.
5. A plain face is easily forgotten.
6. Not many interesting people are also attractive.
7. Most beautiful people are unhappy.
8. Being attractive is like being poor.

Translation

Exercise 1. Translate the words in italics from exercise 1 in section «Reading».

Exercise 2. Translate the text from exercise 7 in section «Reading».

Exercise 3. Translate the following sentences into English:

1. Когда я вдали от дома, то я с нетерпением жду (to long for) того дня, когда вернусь обратно. 2. «Мы обсуждаем тебя или меня?» – спросил он с улыбкой. 3. – И что же ты делаешь в Женеве? – Пишу пьесу. 4. Гораздо больше денег в том, что делаешь ты, чем в том, чем занимаешься я. 5. Он постоянно говорит мне о своих чувствах! 6. Успокойся! Ты же всех раздражаешь! 7. Он подумывает о том, чтобы эмигрировать. 8. Я знаю, что ты чувствуешь сейчас, мы все чувствуем то же самое. 9. – Они встречаются (to see) сегодня вечером. – Понимаю. 10. Посмотри, девушка на экране рекламирует новый шампунь. 11. – Все зависит от того, как он видит свое будущее. – Да, но он ничего не планирует. 12. – Взгляни, наш сосед опять бегает по утрам. – По-моему, он устанавливает новый рекорд. Он выглядит измученным. 13. Какие это у тебя духи (to wear perfume)? Они удивительные. 14. Он прекрасный человек. Но сегодня он просто невыносим. 15. – Твой английский становится все лучше и лучше. – Да, я занимаюсь с утра до ночи.

Exercise 4. Translate from English into Russian (Belarusian) the following sentences:

1. It was between one and two in the morning. 2. One wants one's patience when old Swan rambles on with some story you've heard fifty times already. 3. You can't trust him an inch. 4. It will freeze hard in most parts of the country, they say. 5. We could go to Mexico – they want officers in the Mexican Army. 6. You could not move for (из-за) the crowds. 7. Perhaps it would take another
big disaster to arouse public awareness. 8. It's nicer where it isn't so crowded. 9. You cannot blow bridges close to where you live. 10. One would naturally suppose that Elliott profited by the transactions, but one was too well bred to mention it. 11. I was having a wash before starting out to go to the luncheon. Elliott had invited me to, when they rang up from the desk to say that he was below. 12. It is early yet. 13. It appeared that Mrs. Bradley was a widow with three children. 14. It'll be fun taking her around. 15. I knew a small hotel where one ate tolerably and we went straight there. 16. It's no good denying that. 17. He was as cordial and charming as one could wish. 18. We have a lot of rain in England. 19. «Do you play cricket there?» «No, they teach us to run.» 20. You could spot her a mile away. 21. One never knows with trends.

Exercise 5. Translate the following text into English:

Философия жизни


Мораль: В повседневной жизни практические умения бывают иногда более необходимы, чем знание многих наук.

Speaking

Conversational Clichés

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>To begin with…</td>
<td>Следующая тема…</td>
</tr>
<tr>
<td>The point is…</td>
<td>Это вопрос…</td>
</tr>
<tr>
<td>I think…</td>
<td>Я думаю…</td>
</tr>
<tr>
<td>I suppose…</td>
<td>Я думаю…</td>
</tr>
<tr>
<td>In my opinion…</td>
<td>В моем мнении…</td>
</tr>
<tr>
<td>In my view…</td>
<td>На мое суждение…</td>
</tr>
<tr>
<td>In other words</td>
<td>В других словах…</td>
</tr>
<tr>
<td>To sum it up…</td>
<td>Итак…</td>
</tr>
<tr>
<td>To come back to…</td>
<td>Давайте вернемся к…</td>
</tr>
<tr>
<td>Let’s go.</td>
<td>Давайте поедем.</td>
</tr>
<tr>
<td>I don’t understand.</td>
<td>Я не понимаю…</td>
</tr>
<tr>
<td>OK.</td>
<td>Окей.</td>
</tr>
<tr>
<td>Come here.</td>
<td>Приди сюда.</td>
</tr>
<tr>
<td>Let’s go.</td>
<td>Давайте поедем.</td>
</tr>
<tr>
<td>Goodbye.</td>
<td>До свидания.</td>
</tr>
<tr>
<td>Go away.</td>
<td>Уходи.</td>
</tr>
<tr>
<td>Go away (politely).</td>
<td>Уходи (приятно).</td>
</tr>
<tr>
<td>Go away (rudely).</td>
<td>Уходи (грубо).</td>
</tr>
</tbody>
</table>

Exercise 1. Work in two groups, A and B. Group A, agree the description of the perfect woman. Group B, agree the description of the perfect man. What do you think about the other group’s description? Would you like to be that person?

Exercise 2. In small groups design an alien – the weirder the better. Get someone in the group to draw it. Describe it to the rest of the group and see if they can draw it. Compare your pictures with theirs. Which description/picture does the group like the most?

Exercise 3. How do people use their hands and faces in different countries to indicate the following ideas?

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are mad.</td>
<td>Ты неправдивый.</td>
</tr>
<tr>
<td>Who cares?</td>
<td>Какая разница?</td>
</tr>
<tr>
<td>I love you.</td>
<td>Я тебя люблю.</td>
</tr>
<tr>
<td>Delicious.</td>
<td>Вкусно.</td>
</tr>
<tr>
<td>Hi.</td>
<td>Привет.</td>
</tr>
<tr>
<td>Excellent.</td>
<td>Превосходно.</td>
</tr>
<tr>
<td>I don’t know.</td>
<td>Я не знаю…</td>
</tr>
<tr>
<td>OK.</td>
<td>Окей.</td>
</tr>
<tr>
<td>Let’s go.</td>
<td>Давайте поедем.</td>
</tr>
<tr>
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<tr>
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<td>Уходи (грубо).</td>
</tr>
</tbody>
</table>
Exercise 4. Read the following quotations. Agree or disagree with the author.
1. It is not only fine feathers that make fine birds. (Aesop)
2. All happy families resemble one another, but every unhappy family is unhappy in its own way. (Leo Tolstoy)
3. Friendship often ends in love; but love in friendship – never. (Charles Caleb Colton)
4. The hand that rocks the cradle
   Is the hand that rules the world. (William Ross Wallace)
5. It needs no dictionary of quotations to remind me that the eyes are the windows of the soul. (Sir Max Beerbohm)
6. Accidents will occur in the best-regulated families. (Charles Dickens)
7. A beautiful woman is one I notice; a charming woman is one who notices me. (John Erskine)
8. Children today are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers. (Socrates)

Exercise 5. Read the text from exercise 1 in the section «Reading» and discuss the topic «Love and marriage in Belarus» with your groupmates.

Exercise 6. Look at the following two tables. Read the adjectives and think of the ones that apply to people who are good at the jobs listed in the other table. Add your adjectives and describe features of character one of the specialists should possess.

| Decisive, confident, motivated, creative, organised, strong, honest, flexible, hard-working, responsible, capable, inspirational, patient | Actors, nurses, waiters, farmers, pilots, miners, lawyers, soldiers, artists, singers, doctors, cleaners, carpenters, journalists, bricklayers, receptionists, police officers, undertakers |

Exercise 7. Do you believe in the horoscope signs? Can you give characteristics of people of different signs?
1. Aries  7. Libra
2. Taurus  8. Scorpio
5. Leo  11. Aquarius

Exercise 8. Look at exercise 9 in the section «Writing», choose one public figure and describe him/her without saying his/her name to the rest of the group.

Exercise 9. Discuss in groups your answers to the questions from exercise 9 in the section «Reading». Do many students share your opinion?

Exercise 10. Find a lonely hearts section in a magazine and bring it into class. Can you see any two people in the section who might be compatible?

Fun Quiz

Vocabulary describing appearances
For each of the six questions choose the one correct answer.
1. Which of the following is NOT correct?
   I've got short black hair, but my sister's is long and
   a. blonde  b. brown  c. yellow  d. red

2. Which of the following is NOT correct?
   As we get older, most people get ________ next to their eyes.
   a. wrinkles  b. lines  c. crow's feet  d. creases

3. The answer is 'She's quite tall, with long blonde hair' but what was the question?
   a. What does she look like?  b. How is she?
   c. What's she like?  d. What does she like?
4. Which of the following is NOT correct?
If men don't shave, they grow ___________ on their chin.
a. a 5 o'clock shadow b. stubble
c. a beard d. a moustache

5. Which one is NOT correct?
If someone doesn't take care of their clothes, they can be described as ________.
a. smart b. scruffy c. well-turned out d. well-dressed

6. Which of the following adjectives can be used with 'absolutely'?
Have you seen Marie's new boyfriend – he's absolutely !
a. gorgeous b. good-looking
c. handsome d. attractive

Answers:
1. c. yellow – We don't say yellow hair, we say 'blonde' or 'fair' hair.
2. d. creases – Creases are found in material, not skin.
3. a. What does she look like? – This question asks for a physical description.
4. d. a moustache – A moustache grows on a man's upper lip not his chin.
5. b. scruffy – If you are scruffy you don't care about your clothes and appearance, it's the opposite of smart.
6. a. gorgeous – 'absolutely gorgeous' is correct as 'gorgeous' is a strong adjective.

Quiz
Vocabulary Language around the World
For each of the six questions choose the one correct answer.

1. The ______ language is spoken in many countries such as Saudi Arabia, Egypt, United Arab Emirates, Qatar, Morocco, Tunisia etc...
a. Arab b. Arabian c. Arabic d. Arabesque

2. If you were in Amsterdam, what language would you hear?

3. In England, they speak English – but what do they speak in Thailand? (Pronounce the 'th' as a 't')
a. Thai b. Thailish c. Thai d. Thailic

4. Which of the following is NOT correct?

5. Sergey comes from Russia so his ______ tongue is Russian.
a. father b. mother c. sister d. brother

6. A 'siesta' is a little sleep in the afternoon, but which language does it come from?

Answers:
1. c. Arabic – Arabic is a very widely spoken language.
2. a. Dutch – Amsterdam is the capital of Holland, where they speak Dutch.
3. c. Thai – The Thai people speak Thai.
4. d. Germanese – In Germany they speak German.
5. b. mother – 'Mother tongue' is correct – your native language.
6. c. Spanish – Correct

Funny Rhyme. Read aloud.

I am, You are
I give, you take.
I love, you fake.
I cry, you laugh.
I'm full, you're half.
I'm tired, you're awake.
I eat bread, you eat cake.
I wish on stars, you don't believe.
I try to be honest,
You love to deceive.
I give my heart, you take it away.
I ask for it back, «It’s mine» you say.
I dream of the future,
You make of the present.
I ask for advice,
You hold back the pleasant.
I see the beauty, you see the dirt.
I give the love, you give the hurt.
I yell aloud, you don’t want to hear.
I tell you the best, you tell me fear.

**Video**

**Exercise 1.** See Act I of the Episode «I Do» and answer the following questions:
1. What problem can't Harry solve?
2. Why does everybody expect Grandpa to tie the bow tie?
3. Who finds a way out?
4. How will Robbie get to the village?
5. Where were the wedding rings?

**Exercise 2.** Decide if the following statements are True or False (Act I):
1. It is extremely difficult to tie a bow tie.
2. Not many men have tuxedos of their own.
3. A wedding ceremony requires each man to he wearing a tuxedo and a bow tie.
4. Harry is very nervous.
5. Robbie lost the rings, but Harry's found them.

**Exercise 3.** See Act II of the same episode and answer the following questions:
1. Where did Susan get a wedding dress?
2. Why are the pearls so important for Susan?
3. How soon will the ceremony take place?
4. What has Richard planned to do?

**Exercise 4.** Decide if the following statements are True or False (Act II):
1. «Something old» is Ellen's wristband.
2. It's the first day Susan is going to wear Grandma's pearls.
3. The veil was made by Marilyn.
4. Harry will call for Susan.

**Exercise 5.** See Act III of the Episode «I Do» and answer the following questions:
1. Who conducts the ceremony?
2. Is anybody against Harry and Susan's marriage?
3. Do Harry and Susan make any promises at the ceremony?

**Exercise 6.** Decide if the following statements are True or False (Act III):
1. Harry left the rings somewhere again.
2. A kiss is the finale of a wedding ceremony.

**Exercise 7.** Give English equivalents to the following sentences. (Use the words and sentences from the film):
1. Лучше бы вы не заставляли Харри нервничать еще больше.
2. Мы не можем завязывать галстук-бабочку.
3. Ты единственный, кому действительно надо быть в смокинге.
4. Я отдал их Робби, чтобы не потерять.
5. Кольца всегда находятся у свидетеля жениха.
6. Я купила его в антикварной лавке, когда мне было 18.
7. Ты, в самом деле, замечательный дизайнер, Мэрилин.
8. Сними фату, сбрось туфли и садись.
9. Церемония бракосочетания сейчас начнется.
10. Сьюзан Стюарт, берете ли вы Харри Беннетта в законные супруги?

**Exercise 8.** Pay attention to Susan ’s attitude towards Grandma's pearls and Ellen 's wristband. Are there things in your
family that are passed from generation to generation and regarded as family relics? Would you wear them on your wedding-day if you don't like the way they look?

**Exercise 9.** In Act 2 we come across a wedding superstition concerning things a bride must wear: «something old, something blue, something borrowed, something new». They are believed to bring luck in marriage. What other wedding-day superstitions do you know?

**Exercise 10.** Compare Harry and Susan's wedding ceremony with that in our country. What similarities can you find? What is different?

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**Unit 2. Housing**

**Grammar:** Present Simple, Present Progressive, Present Perfect, Present Perfect Progressive; Active Voice; General, Alternative and Disjunctive Questions; Adverbs of Frequency.

**Vocabulary:** Types of houses; parts of houses, amenities; location; rooms; furniture; domestic chores.

**Reading:** Text «My Home»; Text «Domestic Chores»; Text «Where dreams begin».

**Writing:** advertisement, description of a room (house), notes making, essay writing.

**Translation:** grammatical problems in translation; translation of the text.

**Speaking:** Opinion Exchange (clichés); dialogue and monologue speech.

**Fun:** jokes, poem

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**Grammar**

**Exercise 1.** Fill in the blanks with verbs from brackets in the right tense-form (Present Simple, Present Progressive, Present Perfect, Present Perfect Progressive)

1. The Earth (go) round the Sun.
2. The train (leave) at 5:30.
4. She can't play. She (break) her leg.
5. He (bite) always his nails.
6. I (try) to call you for an hour.
7. He (fly) to Madrid tomorrow.
8. It (get) colder and colder.
9. Water (freeze) at 0°C.
10. The bus (come) every ten minutes.
**Exercise 2.** Use the prompts to make up dialogues, as in the example.

1. **tired – work / garden**
   - plant / flowers (+)
   - prune / bushes (+)
   - water / lawn (–)
   
   A: You look tired. What have you been doing?
   B: I have been working in the garden.
   A: What have you done?
   B: Well, I’ve planted some flowers and pruned the bushes, but I haven’t watered the lawn yet.

2. **tired – do / homework**
   - finish / Maths (+)
   - write / composition (+)
   - study / test (–)

3. **exited – organise / party**
   - send out / invitations (+)
   - book / products (+)
   - book / singers (–)

**Exercise 3.** Put the verb either in Present Perfect or in Present Perfect Progressive:

1. Ann can’t get into the house. She (lose) her key.
2. Tom is sunburnt. He (sit) in the sun all morning.
3. My eyes hurt. I (watch) TV for 3 hours.
4. John passed his Maths exam. He (study) hard.
5. Amy looks so happy! She (buy) a new house.

**Exercise 4.** Put **general, alternative and disjunctive** questions to the following sentences according to the model:

*I have bought a new house.* – 1. Have you bought a new house?
2. Have you bought a new house or a new villa?
3. You have bought a new house, haven’t you?

1. She wants to decorate the kitchen this week.
2. I am going to the gym this afternoon.
3. I have moved the furniture.
4. Kelly goes to Rome every year.
5. Sarah has worked in Minsk for three years now.

**Exercise 5.** Put the following verbs in the 3d person singular of the **Present Simple**:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. move</td>
<td>6. do</td>
</tr>
<tr>
<td>2. mop</td>
<td>7. buy</td>
</tr>
<tr>
<td>3. wash</td>
<td>8. get</td>
</tr>
<tr>
<td>4. mow</td>
<td>9. study</td>
</tr>
<tr>
<td>5. makes</td>
<td>10. be</td>
</tr>
</tbody>
</table>

**Exercise 6.** Choose the right variant:

1. Vicky (looks / is looking / look) for a new flat at the moment.
2. She (is wanting / wants / have wanted) to buy a new house.
3. How long (have you been waiting / you waited) for him?
4. I (am going / go / goes) to Florida tomorrow.
5. He (has been living / is living) in London all his life.
6. Steve (think / is thinking) about buying a new car.
7. The play (starts / has started / is starting) at nine o’clock.
8. The Smiths (have bought / have been buying) a new house in the country.

**Exercise 7.** Correct the mistakes, if any, in the following sentences:

1. I believe what she does say.
2. She has been to living in London for the last two years.
3. We haven’t been to that restaurant for since a long time.
4. Laura visiting her grandparents tomorrow.
5. What are you be doing tomorrow night?
6. I have known him for two years.
7. There are a lamp and a picture on the wall.
8. Sally has found a beautiful new flat.
**Exercise 8.** Make up true sentences about yourself and your friend as in the example.

**Key:** never • go to beach
rarely • • go skateboarding
sometimes • • • play football with friends
often • • • listen to music
usually • • • • play the guitar
always • • • • • go shopping

_I sometimes go to the beach at the weekend._

_My friend, Laura, always goes shopping on Saturday._

**Exercise 9.** Fill in the gaps with the correct words from the table in either the Present Simple or the Present Progressive tense.

- come  • decorate  • like  • work  • do
- play  • read  • wait  • think  • study

1. A: We 1) __________ football later, would you like to come?  
   B: Sorry, I can’t. I 2) __________ at the petrol station on Saturday afternoons.

2. A: What 3) __________ tomorrow?  
   B: I 4) ________ the living room, I 5) ________ it will take all day.

3. A: Hurry up! We 6) __________ for you.  
   B: OK, OK I 7) ________ .

4. A: What 8) __________?  
   B: Agatha Christie. I 9) ________ Agatha Christie and we 10) ________ her detective stories in my English class.

**Exercise 10.** Choose the right variant:

1. James has been working here (since /for) the last three months.
2. He has been going to Cornwall every summer (since /for) he was a young boy.
3. I haven’t seen you (since /for) Paul’s party last month.
4. It has been raining (since /for) some hours.
5. We have only been waiting (since /for) a few minutes.
6. Dianne hasn’t visited us (since /for) she got her new job.

**Vocabulary**

*Study the following active vocabulary for the topic:*

1) **TYPES OF HOUSES:**
terraced, semi-detached, detached, bungalow, cottage, block of flats, palace, castle, villa, dacha, skyscraper.

   _What house do you live in?_

2) **PARTS OF HOUSES:**
flat, floor, ceiling, wall, roof, attic, windows, window sill, chimney, balcony, entrance, cellar.

   _Is there a balcony in your flat?_

3) **ACCOMMODATION:**
lodging, dormitory, hostel, hall of residence, bed and breakfast place (B&B), hotel, guest house, motel, camp.

   _Do you stay at a hotel? Do you live in a dormitory?_

4) **AMENITIES / MODERN CONVENIENCES:**
central heating, electricity, running water, telephone, gas, bath, shower, chute, lift, air-conditioning, fireplace, built-in wardrobe, double-glazing, security system, private parking, fence, garage, pool, yard, convenient, comfortable, cosy, practical, economical, spacious, huge, attractive, cheap, expensive, quiet, noisy, modern, ancient.

5) **LOCATION:**
in the centre, in the suburbs, downtown, uptown, isolated, in the country, close to the shops.

   _How is your house located?_

6) **ROOMS:**
living-room, sitting-room, dining-room, bedroom, children’s room, kitchen, bathroom, toilet, lavatory, entrance hall, study, lounge, utility room, cellar.

   _Who do you share your room with?_

7) **ARTICLES OF FURNITURE:**
table, desk, sofa, chair, armchair, sideboard, wall-unit, cupboard, coffee table, bookcase, bed, double bed, dressing table, wardrobe, chest of drawers, cooker, refrigerator, dishwasher, washing machine, vacuum cleaner, microwave.
8) EVERYDAY OBJECTS:
picture, carpet, rug, piano, stereo system, tape-recorder,
television, mirror, chandelier, lamp, basin, sink, towel, electric
shaver, kettle, hairdryer, electric heater, wallpaper, curtains.
9) OTHER HOUSING TERMINOLOGY:
to let, to rent, to move, to share, to decorate, to match, to look for,
to build, to be keen on something, to be fond of something, to
make somebody do something, available, outdoors, roommate.
10) DOMESTIC CHORES:
clean the room, sweep/vacuum the floor, iron the clothes, polish
the floor, do the washing, feed domestic animals, wash the di-
shes/wash up dishes, turn on/off, switch on/off, do the cooking,
make the bed, lay the table, plant flowers, mow the lawn, dig
potatoes, dust the furniture, clean the window, mop the floor.
11) PREPOSITIONS OF PLACE:
in front, next to, behind, opposite, on, between, above, in the
middle of, to the left/right of, on the left/right, under.

Exercise 1. Match synonyms with the following words:
1. comfortable  a. huge  4. toilet  d. convenient
2. spacious  b. practical  5. living-room  e. downtown
3. economical  c. sitting-room  6. in the centre  f. lavatory

Exercise 2. Match antonyms with the following words:
1. spacious  a. noisy  4. comfortable  d. modern
2. cheap  b. small  5. quiet  e. practical
3. impractical  c. expensive  6. ancient  f. uncomfortable

Exercise 3. Match the words in column A to the words in
column B. Which of these have you/haven’t you got in your house?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>built-in</td>
<td>system</td>
</tr>
<tr>
<td>central</td>
<td>hall</td>
</tr>
<tr>
<td>fitted</td>
<td>glaring</td>
</tr>
<tr>
<td>double</td>
<td>wardrobes</td>
</tr>
<tr>
<td>entrance</td>
<td>kitchen</td>
</tr>
<tr>
<td>private</td>
<td>parking</td>
</tr>
</tbody>
</table>

Exercise 4. Choose the right variant:
1. After the burglary, we fitted our house with a ... .
a) security system  b) central heating  c) entrance hall
2. I have bought a car, so it is very convenient to have ... .
a) double glazing  b) private parking  c) electric heater
3. My mother washes the clothes in the ... .
a) washing machine  b) vacuum cleaner  c) dishwasher
4. She usually keeps clean clothes in the ... .
a) sideboard  b) wardrobe  c) fridge
5. I usually do my hair with the help of ... .
a) air conditioner  b) hairdryer  c) cooker

Exercise 5. Match the definitions on the left with the words on
the right:
1. They share a central wall.  a) terraced houses
2. They are attached to each other in a long row.
3. It has land round it.  c) semi-detached house
4. They are often old stone buildings  d) a block of flats which were part of a farm.
5. It can vary from 3–5 storeys high up to 10–20 storeys high, each storey contains 5 or 6 flats for families.

Exercise 6. Correct the mistakes, if any, in the following
sentences:
1. There are a coffee table in front of the sofa.
2. The television is in the bathroom.
3. The cat is on the fireplace next to the rug.
4. There is a nice carpet on the floor in the armchair.
5. The wallpaper is usually of black colour.
Exercise 7. Learn the following proverbs by heart:
1. My house is my castle.
2. Home is home though it be never so homely.
3. Dry bread at home is better than roast meat abroad.
4. An Englishman’s home is his castle.
5. Every dog is a lion at home.
6. There is no place like home.
7. East or West, home is best.

Exercise 8. Insert prepositions where necessary on, of, from, with, in, at, next, to, above

A friend of mine got a very comfortable flat... last month. It is... the second floor... a new block... flats. I got a letter... my friend... several pictures... her flat. ... one of the pictures you can see her family sitting... the table... the living-room. Ann is sitting... her husband and two sons. They are watching TV. It is... a telephone... it... the right. Ann is going to speak... me... the telephone tonight.
You can see a lovely carpet... the middle... the room and some pictures... the wall... the piano. My friend’s sons learn to play... the piano. Besides they are fond... reading books and have plenty... them... the bookcase and... the shelves.

Exercise 9. Match the verbs to the nouns.

wash  the beds
make  the carpets
dust  the clothes
iron  the dishes
vacuum  the windows
clean  the floors
mop  the lawn
mow  the furniture

Which of these domestic chores do you do?
How often?
I sometimes wash the dishes in the evenings.

Exercise 10. Give all possible answers to the following questions:
1. What can one find in a living room?
2. What domestic chores do you know?
3. What can one find in a kitchen?
4. What does an advertisement for a house usually describe?
5. Think of the types of houses you have in your country.

Reading

Exercise 1. Read the following text:

My home

I would like to say a few words what my home is like. I live in a three-room flat of a five-storey block of flats. The house has a very pleasant and convenient location. It is close to the shops and it takes only a few minutes to get to the centre. Besides, there is a private parking near the house. Our flat is on the ground floor that is why we haven’t got a balcony. The flat consists of an entrance hall, a spacious living-room, two comfortable bedrooms, a fitted kitchen, a bathroom and a lavatory. All the rooms are separate. We have all modern amenities such as central heating, running water, electricity, gas, built-in wardrobes, double-glazing, air conditioning and modern security system.

There is not much furniture in our flat, we have just necessary pieces. There is a refrigerator, a washing machine, a dish-washer and a microwave in our kitchen. We keep a vacuum cleaner in the utility room. Our rooms look very nice, because the curtains on the windows match the wallpaper and carpets on the floor. My mother is keen on home plants that is why you can see a lot of pots on the window sills and walls.

Exercise 2. Indicate if the following statements are true (T) or false (F):
1. My house is located in the suburbs.
2. Our balcony is very large.
3. We have a comfortable kitchen and a spacious bathroom.
4. The curtains, the wall-paper and carpets are color.
5. My mother is fond of plants.

**Exercise 3.** Answer the following questions to the text:
1. What type of house do they live in?
2. It’s located not far from the centre, isn’t it?
3. They don’t have a balcony, do they?
4. How many rooms are there in the flat?
5. What modern amenities do they have?
6. Are the built-in wardrobes usually in the bedroom or in the living-room?
7. Is there much furniture in the flat?
8. Are there few plants on the walls?

**Exercise 4.** Read the following text:

**Domestic chores**

There are certain things in life, which you have to do whether you like it or not. One of such things is domestic chores. As for our family we are considered to be a fairy large one because there are 5 of us sharing a three-room flat and of course there is a lot of work every day like cleaning, cooking, shopping and so on.

Certainly I have some domestic chores. For instance, my regular chore is cleaning my room. Generally, I do it once a week, on Sunday. Another thing which I have to do is washing up. It has been my duty for years.

Going shopping is my favourite chore. In fact it is the only thing which I like doing about the house. When I am sick and tired of doing my homework I enjoy having a walk outside and eating an ice-cream or a cake on the way.

Once a week my parents give the flat a big clean. If I am not busy I help them with it. While my parents are dusting the carpets outside I am polishing the furniture and vacuum-cleaning. What I most hate doing about the house is washing the windows, though I have to do it from time to time. But we have agreed that it should be the father’s job.

I don’t do much washing as we have a washing machine. And I must add here that I dislike ironing clothes, though I iron my own things. And my personal duty is to take care of the dog which in its turn demands much time and patience but I must say it’s the most pleasant and at the same time responsible housework I do every day.

**Exercise 5.** Answer the following questions to the text:
1. What domestic chores does the boy do?
2. What does he hate doing?
3. How often does he clean his room?
4. What kind of housework do your parents make you do?
5. Who usually cooks in your family?
6. What do you like doing when your parents give the flat a big clean?
7. Who does the most difficult work about the house in your family?

**Exercise 6.** Put general and disjunctive questions to the text.

**Exercise 7.** Read the following text:

**Where dreams begin**

The Sparkles Hotel in Blackpool, England is a family hotel with a difference. What makes it stand out from all the other hotels in town, is that each room has its own individual theme. There is the Cinderella lounge, where the chairs are giant silver slippers and the Lost City of Atlantis dining room, especially designed to be the perfect place for you to enjoy your fish and chips. Every detail in every room of the hotel, even the bathrooms, has been carefully chosen to give it a fun and unique atmosphere.

In fact so much work has gone into making each of the sixteen rooms special, it is difficult to believe that just one year before it
opened the hotel was a run-down building with a huge hole in the roof. After replacing the roof and planning a whole new interior, the owner, aptly named Mrs Sparkle, began to totally transform the place. She says, «It was really hard work redecorating each room, making the curtains, painting the walls and restoring old furniture; but it was fun as well.» Now that the work is finished and each room has its own make believe theme, she has no doubts that it was definitely worth the effort.

Mrs Sparkle always dreamt about living in a doll’s house and she is very happy that she has been able to turn this fantasy into a reality. «Now I just want to be able to provide a place where other people’s dreams can come true too,» she says.

There are certainly some amazing rooms to pick from. Guests can choose to stay in the Teddy Bear’s Picnic room, the Barbie room, the Ruined Castle room, the Dinosaur den, the Chocolate room or even the African den, which is designed to make you feel like you’re deep in the jungle complete with toy monkeys and animal prints. All the rooms are stocked with toys and books so your children won’t get bored, even if the English weather lets you down.

In addition to the fantastic guest rooms, Sparkles has much more to offer its young visitors. Every time you book a room you can be sure that entertainment, most of which is organised by Mrs Sparkle herself, is included in the package. To give busy parents a break in the morning, there is the games hour in the Sparkle’s den, a large play area, and in the evening, puppet shows and story-telling mean that there is never a dull moment.

Sparkles hotel offers a fantasy world for the whole family to enjoy. So if you want to give your children a holiday to remember or even to relive your own childhood dreams, Sparkles is the place for you.

Exercise 8. Choose the most suitable heading from the list A – G for each paragraph 1–5. There is an example (0) at the beginning. There is one extra heading which you do not need to use.
A. For children of any age
B. A dream world for everyone
C. The transformation
D. Spoilt for choice
E. No ordinary hotel
F. Where dreams come true
G. The hotel’s owner

Exercise 9. Put general and alternative questions to the text.

Exercise 10. In pairs, ask and answer questions based on the text.
A: Where is the Sparkles Hotel?
B: In Blackpool. What type of hotel...?

Writing

Exercise 1. Look at the following abbreviations often used in advertisements for houses and fill in the blanks.
l.r  …………………….. room
f/f  fully……………….  fully
GCH  Gas………………. Heating
S/C  self – ……………………..
d/w  dish ……………………..
m/w  micro ……………………..
w/m  …………………….. machine
prof  professional
lge  ……………………..
B/B  ……………………..
h/w  hot…………………..
kIT  ……………………..
**Exercise 2.** Rewrite advertisement using the completed expressions in exercise 1:

**For rent**

Mitcham, North London.

Lge ground floor studio flat, f/f, s/c, with bathroom, spacious l.r. Kit. has fridge, m/w, w/m, d/w and gas cooker. Security system and GCH. Close to bus stops and local shops.

Available immediately. Contact 02083782439.

**Exercise 3.** Your flatmate has just moved out and you need to find someone to share the rent. Use the information below and write an advertisement.

**Location:** Large – view of the park – close to university and bus to the town centre

**Type:** 2 bedroom flat

**Special features:** fully furnished, gas central heating, cooker, washing machine, dish-washer

**Rent:** £ 280 a month

**Availability:** April 1st

**Contact:** Robert Johnson, tel: 01865-515688

**Exercise 4.** Put the objects in the right rooms. Some objects can be used more than once.

- sink
- sofa
- armchair
- wardrobe
- cooker
- basin
- refrigerator
- coffee table
- dressing table
- cupboard
- bookcase
- toilet
- dishwasher
- television
- desk
- chair
- lamp
- picture
- rug
- kettle
- fireplace
- double bed
- hairdryer

<table>
<thead>
<tr>
<th>Kitchen</th>
<th>Living-room</th>
<th>Bedroom</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Exercise 5.** Use the words from exercise 4 to describe your bedroom, living room and kitchen.

**Paragraph 1**

Say which room you describe and where it is.

**Paragraph 2**

Describe what it looks like: the colours, the furniture, any plants, etc.

**Paragraph 3**

Describe the atmosphere of each room and how you feel when you are in it.

**Example:**

The room I am describing is my mother's sitting room in her cottage in Wales.

It's quite a large room on the ground floor.

The color of the room is very warm.

The wallpaper is…………….

There are lots of …………….

There is a fireplace there, so in winter the room is always warm and cozy.

I love ……………….

**Exercise 6.** Use the prompts and the linkers to make up sentences for each house, as in the examples.

**Linkers:**

- both
- but
- besides
- however
- also
- as well as
- although
- whereas

**Prompts:**

<table>
<thead>
<tr>
<th>Houses</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chimney</td>
<td>+</td>
<td>--</td>
</tr>
<tr>
<td>Garage</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Pool</td>
<td>+</td>
<td>--</td>
</tr>
<tr>
<td>Garden</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Attic</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Fireplace</td>
<td>+</td>
<td>--</td>
</tr>
</tbody>
</table>
Exercise 7:
Write an advertisement for each house in exercise 6. Say if it is for rent/sale, what type of house it is, how much it costs, what special features it has got and give a telephone number for contact. Use the advertisement in exercise 3 in this section and exercise in section «Speaking» as models to help you.

Exercise 8:
Ann’s boyfriend, Carlos, is looking for a new flat in London. As he is away on business Ann agreed to look round the flat for him and make a few notes. These are Ann’s notes to Carlos:

_Saw flat in Saint Road last night._

**Details:**

**Living Room**

**Kitchen**

**Bedroom**

**Bathroom**

Rent is not expensive. If interested, phone 8987654 as soon as you get back.

- A friend of yours has asked you to look for a flat. You find an advertisement in the newspaper. Write a letter describing it. Use Ann’s notes as an example.

**Exercise 9.** Now write a short essay on the topic «It’s better to live in a house than in a flat.» Discuss advantages (+) and disadvantages (−).

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>FLAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large, more rooms</td>
<td>More expensive, more housework</td>
</tr>
<tr>
<td>Large, more rooms</td>
<td>Less expensive, easier to clean</td>
</tr>
<tr>
<td>Garage, garden, pool</td>
<td>Work in the garden</td>
</tr>
<tr>
<td>Cleaner in a block of flats</td>
<td>No garage, No lift</td>
</tr>
</tbody>
</table>

**Exercise 10.** Write a one-page description of an ideal house you want to live in. Use the following to help you:

- *type of home*
- *people who live there*
- *amenities*
- *location*
- *rooms*

**Translation:**

**Exercise 1.** Translate the words in italics from exercise 4 in section «Reading».

**Exercise 2.** Translate paragraphs 1 and 2 in the text from exercise 7 in section «Reading».

**Exercise 3.** Translate the following sentences into Russian:
1. It takes only a few minutes to get to the centre.
2. The wallpaper matches the carpets on the floor.
3. Now it’s time for me to say a few words what my home is like.
4. I have swept the floors.
5. My mother often makes me iron the clothes.
6. I sometimes wash the dishes in the evenings.
7. Our house has all amenities; central heating, running water, gas, telephone.
8. There is a coffee table in front of the sofa.
9. I have been living in this house for a year.
10. My brother has a very comfortable car.
11. We pay for the room $30 a month.
12. My flat is close to the centre and to the bus stop.

**Exercise 4.** Translate from English into Russian the following:
1. Our flat is in the centre of the city, so it is very noisy.
2. Navil’s parents have bought a new house. It a two-storey detached house, very big and light.
3. We live on the first floor and it’s very inconvenient.
4. We are moving into a new flat. It is in the centre, so it is close to the university. It only takes twenty minutes to get there.
5. The Smiths have a very old house. There is no central heating there.
6. When are you moving?
   – I think, in a month. We have already bought some new furniture: a wall-unit, a sofa and armchairs for the living-room.
7. I am looking for a flat. I’ve seen your advertisement. What amenities are there? Is it expensive?
8. Do you have built-in furniture in your flat?
   – Yes, we have two built-in wardrobes in the entrance hall. I find it very convenient.
9. Who do you rent the flat from?
   – From my relatives.
10. Mary placed the fridge between the sink and the cupboard.
11. Is Ann still living at her aunt’s in Serebryanka?
   – No, she has moved to the dormitory and shares the room with two girls.
12. She gives the flat a big clean every month.
13. It is the most pleasant place she has ever seen.
14. I’ve been washing the clothes for an hour.
15. I have dusted the furniture, polished it and cleaned the floor.

**Exercise 5.** Translate the following text into English:
**Квартира Лавровых.**
Алекс Лавров и его семья собираются переезжать в новую квартиру. Это 9-ти этажный многоквартирный дом в центре. Их трехкомнатная квартира готова. Но мебели нет.
Алекс и его жена говорят о мебели в данный момент. Мебель старая. Алекс хочет современную мебель, но его жена не хочет. Их дочь Таня тоже хочет современную мебель. Поэтому они собираются покупать ее.
Сейчас квартира Лавровых красивая. Гостинная большая и светлая. Стены желтые. В ней два больших окна. Они очень уютная. Возле окна – в углу – телевизор. Налево рабочий стол и кресло. Напротив диван. Направо от дивана книжный шкаф. В нем много книг. Лавровы увлекаются книгами. Посередине комнаты ковер.
Спальня не очень большая. Стены розовые. В ней две кровати, туалетный столик, несколько стульев и встроенный шкаф.
Кухня большая. В ней два стола, холодильник, буфет, посудомоечная и стиральная машины.
Лавровы сейчас на кухне. Они собираются пить чай. Петя поговорил по телефону, а Таня уже приготовила чай.
Лавровы счастливы иметь такую хорошую квартиру.

**Speaking**

**Conversational Clichés**

<table>
<thead>
<tr>
<th>In my opinion</th>
<th>To my mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe</td>
<td>From my point of view</td>
</tr>
</tbody>
</table>

**Exercise 1.** Express your opinion on the questions discussed.
1. What do you think of the living conditions of students in dormitories?
2. What do you feel about your new wall-unit?
3. How would you react to your roommate’s misbehaviour?
4. Do you have any particular view on the problem of homelessness?

Exercise 2. Play a guessing game. What article of furniture is being described?
Model: It’s very convenient. It has a lot of drawers on the right and on the left. It doesn’t take much room. I usually do my homework sitting at it. (a desk)

Exercise 3. Argue the following statements.
1. I think many cities have really improved over the last twenty years. Nowadays many things have changed.
2. I think it’s cruel to keep animals in a zoo. They need to have space to run around.
3. Housing problem is very important nowadays. The housing construction is very limited and many people feel homeless.
4. There are no «ideal homes». It is only how people see themselves and allow others to see them.

Exercise 4. Describe your flat making various substitutions.
– What kind of flat have you got?
– It’s a two-room flat with all modern conveniences in a new block of flats.
– Do you live together with your parents or in a flat of your own / private house / dormitory, etc?
– I rent / take a room from my mother’s friends in a three-room flat.
– What kind of room have you got there?
– It’s a separate room with all modern conveniences / well-planned / spacious / good-sized / four metres by four, etc.
– Do you have to pay a high rent for your room?
– Yes, the rent is very high / awful.

– No, the rent is quite reasonable / quite cheap.
– Do you find it convenient to live in this flat?
– Not at all. It’s on the sixth floor and the lift is often out of order. It’s in a very busy street and there is a great deal of noise from outside.
– How do you find my new sofa?
– Oh, it’s absolutely lovely / modern-looking / comfortable.

Exercise 5. Talk about British homes, using adverbs of frequency, as in the example.
British homes
100% always ........................................ running water
75% usually ........................................ a garden or yard
50% often ........................................ a garage
25% sometimes ..................................... a cellar
10% rarely ........................................ a swimming pool
0% never .......................................... a storm cellar
British homes always have running water.
There is always running water in British homes.
You can always find running water in British homes.
In pairs draw a similar chart about homes in your country, then present it in class.

Exercise 6. In pairs, act out dialogues, as in the example.
* sleep outdoors * visit a castle * be in a tree house * stay at a camp
* redecorate your bedroom * stay in a house with its own swimming pool
* move house
A: Have you ever slept outdoors?
B: No, I haven’t. Have you ever visited a castle?
A: Yes, I have.
B: Really? When was that?
A: Two years ago. Have you ever….? Etc.
Exercise 7.

a) Complete the dialogue using the following words:

**like fully interested attic small**

A: How do you 1) ______ it, then?
B: Well, it’s nicely decorated and the garden is lovely, but the kitchen is very 2) ______.
A: That’s true. But it is 3) ______ fitted.
B: And there are only two bedrooms.
A: Mmm, yes. But we can use the 4) _______ as another bedroom.
B: I think it will suit our needs. And it’s not so expensive, either.
A: Okay, then. Let’s tell the estate agent that we are definitely 5) ________.

b) Use the prompts to act out similar dialogues.

* nice area (+) * four bedroomed (+) * a long way from the shops (-)
* a bus stop nearby (+) * no central heating (-) * fireplace (+)
* in a good condition (+) * garden (+) * no garage (-) * park on the street (+) * no fence (-) * modern security system (+)

Exercise 8. Develop the following situations making use of the words and phrases in brackets.

1. Your living-room is the cosiest room in the flat (to look attractive, to receive guests, to make the room cosy, a good-sized room, a well-furnished room, a new wall-unit, a nice carpet on the floor).

2. You’ve got a comfortable well-planned flat (a spacious kitchen, modern conveniences, a lift, a toilet, a bathroom, etc)

3. The kitchen is small but cosy and worm (built-in cupboards, a lot of sunshine, a lovely view from the window, an electric cooker, convenient, gaily-coloured curtains, etc).

Exercise 9. Describe your room / house, etc. to the partner who would make a sketch of what you are describing. Stimulate him by asking questions to mention as many details as possible.

Exercise 10. Tell the class what you like and what you don’t like about the place where you live. Then tell what things you would like to do improve your flat.

Fun

**Jokes**

* * *

An old woman arrived in London. When she came to one of the hotels, she asked for a room. Soon she was shown into a very small room. There was nothing in it.

«I don’t like this room,» she said. «I’ll not have it».

«We don’t ask you to sleep here», said a boy in buttons. «This is not a bedroom. This is a lift».

* * *

A traveller whose name was Mr. Brown was a very light sleeper. One night he stopped at a small hotel and after some time he fell into a sound sleep. Suddenly he heard a loud knock at the door and nervously sat up in bed.

«What’s the matter?» he asked.

«Package downstairs for you, sir», said the boy-servant.

«Well, let it stay there; it can wait till morning». The boy went away and for a very long time the traveller could not fall asleep. When at last he fell asleep, he heard a knock again.

«Well, what’s up now?» asked he angrily.

«It’s not for you, that package, Mr. Brown», said the boy this time.

* * *

A very fat lady was trying to enter a bus. A passenger who was waiting to get off began to laugh at her futile efforts.

«If you were half a gentleman you would help me», said she angrily.

The passenger answered: «If you were half a lady, you wouldn’t need my help».

* * *

It was a dark night. A traveller was riding a horse. At last he came to a crossroad and did not know which way to turn. There was a pole in front of him with a board on top of it. Something was written on the board. He looked for a match and found only one in the match-box. Then he climbed to the top of the pole, lit his only match and read: «Wet paint».
Learn the poem by heart:

This is the house that Jack built
This is the house that Jack built.
This is the corn that lay in the house that Jack built.
This is the rat that ate the corn
that lay in the house that Jack built.
This is the cat that killed the rat, that ate the corn,
that lay in the house that Jack built.
This is the dog that worried the cat,
that killed the rat, that ate the corn,
that lay in the house that Jack built.
This is the cow with the crumpled horn,
that tossed the dog, that worried the cat,
that killed the rat, that ate the corn,
that lay in the house that Jack built.
This is the maiden all forlorn
that milked the cow with the crumpled horn,
that tossed the dog, that worried the cat,
that killed the rat, that ate the corn,
that lay in the house that Jack built.
This is the man, all tattered and torn,
that kissed the maiden all forlorn
that milked the cow with the crumpled horn,
that tossed the dog, that worried the cat,
that killed the rat, that ate the corn,
that lay in the house that Jack built.
This is the priest, all shaven and shorn,
that married the man, all tattered and torn,
that kissed the maiden all forlorn
that milked the cow with the crumpled horn,
that tossed the dog, that worried the cat,
that killed the rat, that ate the corn,
that lay in the house that Jack built.

Unit 3. Meals

Grammar: Simple tenses (Active and Passive Voice); pronouns some, any, no and their derivatives; pronouns much, many, few/a few, little/a little.

Vocabulary: Foodstuff, prepared food and ways of cooking, meals and courses, tableware and kitchen utensils

Reading: Text «Meals in Britain»; Text «Belarusian Meals»; Text «American Food»

Writing: personal letters, essay writing, composition writing.

Translation: sight translation of the texts; translation of the recipes.

Speaking: Talking about meals; discussing; dialogues and monologue speech presentation.

Fun: Jokes.

Exercise 1. Fill in the blanks with verbs from brackets in the right tense form.

1. My mother (to be) a dietician. She (to help) people to choose the right food. 2. Yesterday I (to give) a cook book as a present. 3. They (to buy) some apples if they (to get) hungry. 4. Let me (to have) a cup of strong tea. I (to be) thirsty. 5. In the evening the oranges should (to put) into the refrigerator. 6. When Kate and Ann (to be) students they had lunch together. 7. In the evening Alec and Roger (to take) Susan to the restaurant. It’s her birthday today. 8. The menu (to discuss) yesterday. 9. The pie (to taste) very sweet. 10. He (to ask) to give a speech at the party.

Exercise 2. Fill in the gaps with verbs from the table and put them in the right tense form.

1. These raw onions … bad. 2. It’s a pity our gas-stove is out of order. Ann … the cake to bake. 3. I wonder if each kitchen … its master’s taste. 4. I am unwilling to go to the Chinese restaurant. I … exotic fish dishes. 5. The boy … the old woman to carry her basket.
full of peaches. 6. – Do … the rest of the chicken. – No, thank you. I’ve had too much already. 7. Would you … a baked potato or rice with a steak? 8. Stephanie is in the kitchen now. She … the supper to take it to the dining-room. 9. I don’t … anything to eat in the evening. I am on a diet. 10. The rotisserie is very expensive. Besides it … too much electricity. 11. If you do the washing up I will … the dinner. 12. Don’t you … like having a bite?

to prefer to taste to reflect to feel
to put to take to offer to have
to want to cook to dislike to use

**Exercise 3.** Change the Active into Passive.

1. They call tea with lemon Russian tea. 2. The hostess will serve tea in the drawing-room. 3. They invited guests to five o’clock tea. 4. She brought cups, saucers, plates and other things on the tea wagon. 5. The shop-assistant will put chips into a paper bag. 6. In England they take tea with milk. 7. Bill’s sister boiled potatoes and roasted the chicken. 8. Linda Parker often gives dinner parties. 9. The waiter has already brought two glasses of orange juice. 10. Johnny had washed up the dishes by six o’clock.

**Exercise 4.** Put general, alternative and special questions to the following sentences according to the model:

Cabbage is the last thing to go into the beetroot soup.

1. Is cabbage the last thing to go into the beetroot soup? 2. Is cabbage or carrot the last thing to go into the beetroot soup? 3. Cabbage is the last thing to go into the beetroot soup, isn’t it?

1. Apples, pears, plums, grapes are sold at the greengrocer’s. 2. Kate will eat some porridge in the evening. 3. People in the north of Britain have different tastes from those in the south. 4. English people usually drink tea with milk. 5. Granny has neither bread nor meat in the house. 6. A lot of children prefer ice-cream to chocolate. 7. We need both cucumbers and tomatoes. 8. Those apples and bananas were bought in the morning. 9. Lizzie wants to cut some sandwiches. 10. Tom and Linda always drank champagne on special occasions.

**Exercise 5.** Put disjunctive questions to the following sentences.

1. The Englishmen like tea with cream. 2. There is a lot of honey in this jar. 3. They are used to drinking a glass of milk before going to bed. 4. Nick usually repairs electric appliances when they are out of order. 5. In a big food supermarket many things can be bought at once. 6. Our greengrocery is always stocked by cabbage, potatoes, onions, cucumbers, carrots and what not. 7. There was no fish on the menu. 8. My grandparents are regular customers at the dairy department. 9. This sort of coffee is imported from Brazil. 10. The salad consisted of sliced meat, sliced tomatoes and lettuce.

**Exercise 6.** Fill in the gaps with some, any, a or an where necessary.

1. I never have … breakfast. I’m not hungry in the morning. 2. Father wants … cheese. Is there … in the fridge? 3. Don’t buy … bread at the shops. There is a lot in the kitchen. 4. There are … good pubs nearby. 5. There’s … electric cooker in the kitchen. 6. There isn’t … meat on the frying pan. 7. Give me … piece of cake and … coffee. 8. He had … bread and butter and … eggs for breakfast this morning. 9. Fresh bread cost 5 cents … loaf. 10. Would you like … glass of beer? 11. We’ll have … salad, clear soup, pork chops and coffee. 12. I’d like to have … beefsteak with vegetables. 13. What about … nice cup of coffee, please?

**Exercise 7.** Fill in the blanks. Use the pronouns and their derivatives.

*a) some, any, no.*

1. Can I do … for you? 2. He wants … more pudding. You can take it away. 3. Has … bought those sweets today? 4. … friends invited me to lunch at their home. However when I arrived at 12.30 there was … at home. 5. Is there … box of chocolate left in the cupboard? 6. Are you going to buy … on the way home? 7. Would you like … coffee for breakfast? 8. Is there … to your taste on the menu? 9. There are … napkins on the table, are there? 10. – Where is the canteen here? – We don’t know. You’d better ask … else.
b) much, many
1. The children didn’t eat much food on the picnic. 2. Linda is giving a party next Saturday. He has got much work to do. 3. – I want some sugar and macaroni. – How much will you have? – No more than a little. 4. How much of these plates have you washed up? 5. I don’t very much like black coffee. 6. We have not many bananas at home.
c) few, a few, little, a little.
1. My sister likes few sugar in her tea but I like a lot in mine. 2. We’ve got a few pleasure from the dinner party, there were too many people there. 3. She said she wanted to buy little rice and a few apples. 4. The girl has a few apples, only two. 5. Pass me the jug, please. There is little milk in my coffee. 6. – Your juice extractor is rather good. – Oh, we bought it days ago. 7. There are a few plates in the cupboard, aren’t there? 8. Who made up the fire with a few matches? 9. Is there little water in the bottle?

Exercise 8. Make up sentences using the following words.
1. cup/ isn’t / much / my / there / tea / in
2. for / meat / too / me / much / it’s
3. little / eats / she / fish
4. got / I / much / at / food / home / haven’t
5. coffee / have / can / I / some?
6. there / some / in / our / are / fifteen / canteen / students
7. me / did / anything / leave / for / he?
8. you / little / chocolate / now / eat / can
9. were / to / cakes / children / the / remaining / given / children / the
10. fire / we / last / meals / Sunday / cooked / on / our / a

Exercise 9. Choose the right variant.
1. Do you think we (shall pick, picks, picked) all the apples in three days? 2. When I (to enter, entered, have entered) the kitchen I saw that my mother was standing at the table and cutting some cabbage. 3. David (has caught, has found, has lost) a lot of fish. 4. The soup tastes (good, better, well). 5. Why do you smell (the, a no) meat? Isn’t it fresh? 6. Take the saucepan (of, off, out) the cooker. The water is boiling. 7. I felt (awfully, awful, surprise). I had eaten too much. 8. She (apologized, wondered, knew) and said she had already had dinner. 9. Milk goes sour when it (is left, was left, left) for three days. 10. (Wine, Bread, Salt) is sold at the baker’s.

Exercise 10. Correct the mistakes if any in the following sentences.
1. What is your a favourite vegetable dish? 2. Help yourself to some soup. 3. I’ll to have some champagne. 4. Such condiments as garlic, pepper and mustard are usually added later on, while eating, to suit one’s taste. 5. Yesterday Nick has bought some dairy products: cheese, butter, milk and cream. 6. An hour ago my brother went to the market to buy onion, cabbage, cucumber and tomatoes. 7. John is vegetarian. He doesn’t eat meat. 8. Would you like apple or some strawberries? 9. Could you buy some fruit when you will go to the shop? 10. There are no napkins on the coffee table.

Vocabulary:
Study the following active vocabulary for the topic:
I. Foodstuff
MEAT (beef – говядина; mutton – баранина; pork – свинина; veal – телятина; liver – печень; kidneys – почки; sausage – колбаса; frankfurter – сосиска; smoked meat – копченое мясо; smoked sausage – копченая колбаса; mince – фарш)
POULTRY (chicken – курица, курятина; duck – утка, утятина; goose – гусь, гусатина; turkey – индейка)
FISH AND SEAFOOD (trout – форель; salmon – лосось; perch – окунь; pike – щука; haddock – пикша; cod – треска; herring – сельдь; smoked fish – копченая рыба; dried fish – сушеная рыба; lobster – омар; crab – краб; shrimp – креветка; caviar – икра)
DAIRY PRODUCTS (milk – молоко; sweet cream – сливки; sour cream – сметана; mayonnaise – майонез; butter – масло; margarine – маргарин; cheese – сыр; cottage cheese – творог; yoghurt – йогурт; kefir – кефир)
BREAD AND BAKERY GOODS (bread – хлеб; brown (rye) bread – черный (ржаной) хлеб; white bread – белый хлеб; stale/fresh bread – черствый / свежий хлеб; roll – булочка; bun – сдобная булочка)

CONFECTIONERY AND PASTRY (pie – пирог; biscuits – печенье; cookies – домашнее печенье; cakes/pastry – пирожное; sweets/candies – конфеты; chocolate – шоколад)

VEGETABLES (potatoes – картофель; tomatoes – помидоры; cucumbers – огурцы; carrots – морковь; beets – свекла; egg-plants – баклажаны; cauliflower – цветная капуста; onions – лук; garlic – чеснок; peas – горох; French beans – фасоль; mushrooms – грибы; lettuce – салат; radish – редиска; parsley – петрушка; dill – укроп)

FRUITS (apples – яблоки; pineapples – ананасы; oranges – апельсины; tangerines – мандарины; lemons – лимон; pears – персики; apricots – абрикосы; melon – дыня; watermelon – арбуз; grapes – виноград; plums – сливы; cherries – вишня; berries – ягоды; gooseberries – крыжовник; blackberries – черная смородина; cranberries – клюква; blueberries – голубика; strawberries – клубника; raspberries – малина; currants – смородина; nuts – орехи)

DRINKS (water – вода; milk – молоко; tea – чай; coffee – кофе; cocoa – какао; beer – пиво; wine – вино; fruit-juice – фруктовый сок; brandy – бренди, коньяк; liqueur – ликер; champagne – шампанское; rum – ром; gin and tonic – джин с тоником)

SPICES (salt – соль; mustard – горчица; pepper – перец; vinegar – уксус; ketchup – кетчуп)

DESSERT (pudding – пудинг; cake – пирожное; sweets – конфеты; pie – пирог; ice-cream – мороженое; jam – варенье; jelly – желе; stewed fruit – компот; canned fruit – фруктовые консервы)

II. Prepared Food and Ways of Cooking

to cook – готовить; to bake – печь; to boil – вари́ть; boiled potatoes – вареный картофель; chips – картофель, чипсы; to chop – отбивать; chops – отбивные; to cut – резать; to cut into pieces – резать на куски; to dress with sth – приправлять (еду); dressing – приправа; to fry – жарить; fried chicken – жареный цыпленок; to grate – тереть; to make – готовить; to make tea – готовить чай; mashed potatoes – картофель-пюре; to mix – перемешивать; to peel – очищать (нимать кожуру); to pour – наливать; to preserve – консервировать; to roast – жарить; roast beef – ростбиф; to slice – нарезать (резать ломтиками); to stir – размешивать; salad – салат; stale/fresh bread – черствый / свежий хлеб; to mix – перемешивать; to make tea – готовить чай; to cut sandwiches – нарезать бутерброды; to slice – нарезать; soup – суп; clear soup – бульон; to stew – тушить; stewed cabbage – тушеная капуста; eggs – яйца; soft-boiled eggs – всмятку яйца;

III. Meals and Courses

food – пища; meal – прием пищи; breakfast – завтрак; lunch – обед; supper – ужин; to have breakfast, etc. – завтракать; course – блюдо (как часть обеда и др.); dish – блюдо; snacks – легкая пища; dessert – десерт; to bake – выпекать; to boil – варить; boiled potatoes – вареный картофель; to have a snack/a bite – перекусить; to have smth for a change – есть что-либо для разнообразия; to lay the table – накрывать на стол; to clear the table – убирать со стола;

IV. Tableware and Kitchen Utensils

plate – тарелка; glass – стакан; cup – чашка; saucer – блюдце; dish – блюдо; sugar basin – сахарница; salt cellar – солонка; cutlery – ножевые изделия; tray – поднос; napkin – салфетка

V. Additional Expressions

• dishes a la carte – порционные блюда
• the table d’hote – табльдот (общий обеденный стол в гостиницах, ресторанах)
• student’s canteen – студенческая столовая
• to have a snack/a bite – перекусить
• to have smth for a change – есть что-либо для разнообразия
• to lay the table – накрывать на стол
• to clear the table – убирать со стола
Exercise 1. Give the English equivalents.

a) копченая рыба; сдобная булочка; цветная капуста; мандаринки; отбивные; жареный цыпленок; горчица; бульон; тушенная капуста; компот; клубника; ананасы; телитина; сельдь; сметана; колбаса; щука; пирог; свекла; фасоль; персики; сливы;
b) отбивать; тереть; размешивать; накрывать на стол; питательный; легкая закуска; варить; приправлять (еду); наливать; нарезать (резать ломтиками); вкусный.

Exercise 2. Decide which of these foods is a type of fruit, vegetable or meat:
potatoes; pork; egg-plants; mushrooms; melons; pears; apricots; cucumbers; mince; beef; cabbage; onions; watermelons; oranges; mutton; veal; frankfurter; peas; tangerines.

Exercise 3. Complete the sentences with the words from the table:
course lumps dishes sweets a piece of cake delicious menu service meat restaurant bananas ham bars

1. May I treat you to some …?
2. Will you pass …?
3. Her sister prefers apples to ….
4. What can you recommend us for the main …?
5. It’s the most … dinner I’ve ever eaten.
6. How many … of sugar do you usually take in your tea?
7. The choice of items on the … was rather traditional.
8. The bill was acceptable, although it did not include the …
9. Last Sunday the Parkers went to a small family-run … in the West-End.
10. My sister ordered the roast lamb and the quality of the … was good.
11. … or sausage is out of the question. I’m keeping to a diet.
12. When we had finished dinner Mary took the … away.
13. The man told us he had bought two … of chocolate.

Exercise 4. Choose the correct Russian equivalent for the following words and word combinations:

1) cauliflower
   a) передавать
   b) кочан капусты
   c) общее блюдо
   d) помощь себе
   e) сливочное

2) overdone meat
   a) передавать
   b) кочан капусты
   c) общий стол
   d) положить себе
   e) сливочное

3) dill
   a) передавать
   b) кочан капусты
   c) общий стол
   d) помощь себе
   e) сливочное

4) help yourself to
   a) передавать
   b) кочан капусты
   c) общий стол
   d) помощь себе
   e) сливочное

5) pass
   a) передавать
   b) кочан капусты
   c) общий стол
   d) помощь себе
   e) сливочное

6) bitter
   a) передавать
   b) кочан капусты
   c) общий стол
   d) помощь себе
   e) сливочное

7) head of cabbage
   a) передавать
   b) кочан капусты
   c) общий стол
   d) помощь себе
   e) сливочное

8) table d’hote
   a) передавать
   b) кочан капусты
   c) общий стол
   d) помощь себе
   e) сливочное

9) cutlery
   a) передавать
   b) кочан капусты
   c) общый стол
   d) помощь себе
   e) сливочное

10) mustard-pot
    a) передавать
    b) кочан капусты
    c) общий стол
    d) помощь себе
    e) сливочное

Exercise 5. Match the words which have something in common:
Bun, melon, saucer, cheesecake, tea spoon, pie, plum, peanut, cup, plate, cucumbers, mushrooms, sugar basin, water jug, peach, toast, cherry, cauliflower, fork
Exercise 6. Match the pairs of antonyms:

<table>
<thead>
<tr>
<th>stale</th>
<th>fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>salty</td>
<td>dry</td>
</tr>
<tr>
<td>well-cooked</td>
<td>low-fat</td>
</tr>
<tr>
<td>delicious</td>
<td>small</td>
</tr>
<tr>
<td>light</td>
<td>dark</td>
</tr>
<tr>
<td>cold</td>
<td>half done</td>
</tr>
<tr>
<td>eatable</td>
<td>disgraceful</td>
</tr>
<tr>
<td>bitter</td>
<td>sweet</td>
</tr>
<tr>
<td>fortified</td>
<td>brown</td>
</tr>
<tr>
<td>underdone</td>
<td>fresh</td>
</tr>
<tr>
<td>immense</td>
<td>hot</td>
</tr>
<tr>
<td>nutritious</td>
<td>uneatable</td>
</tr>
<tr>
<td>white</td>
<td>overdone</td>
</tr>
<tr>
<td>lean</td>
<td>unsalted</td>
</tr>
<tr>
<td>tasty</td>
<td>tasteless</td>
</tr>
</tbody>
</table>

Exercise 7. Insert prepositions where necessary:
1. Health depends ... good food, plenty ... exercises, fresh air and sound sleep.
2. Mother is always angry ... father when he sits ... breakfast ... his morning newspaper.
3. Don’t eat so much meat. Leave some room ... dessert.
4. I always forget to put ... the salt ... the table.
5. When I was learning to cook, my dinners were not very good ... first.
6. What will you take ... dessert? – I am fond of ice-cream, if they have it.
7. As ... me, I prefer fruit ... ice-cream. My throat is weak and I am subject ... colds.
8. She doesn’t want her son to eat only sandwiches ... the whole day.
9. Meat and fowl have been boiling ... two hours.
10. Have you been cooking fish and chips ... 2 o’clock.

Exercise 8. Learn the following proverbs by heart.

a) 1. Don’t live to eat, but eat to live. 2. I am as hungry as a hunter. 3. Hunger is the best sauce. 4. His eyes are bigger than his stomach. 5. Too many cooks spoil the broth. 6. Hope is a good breakfast but a bad dinner. 7. After dinner sleep a while, after supper walk a mile. 8. Tastes differ. 9. Who has never tasted bitter, knows not sweet. 10. Appetite comes with eating. 11. A hungry belly has no ears. 12. Eat at pleasure, drink with measure. 13. Hunger breaks stone walls.

b) 1. Не жить, чтобы есть, а есть, чтобы жить. 2. Я голодаю как волк. 3. Голод – лучшая приправа. 4. Его глаза больше, чем желудок. 5. Слишком много поваров портят бульон. (У семи нянек дитя без глазу). 6. Надежда – хороший завтрак, но плохой обед. 7. После обеда поспи немного, после ужина погуляй немного. 8. Вкусы разные. 9. Кто никогда не пробовал горького, не знает, что такое сладкое. 10. Аппетит приходит во время еды. 11. Голодное брюхо к учению глухо. 12. Ешь вволю, а пей в меру. 13. Голод ломает и каменные стены.

Exercise 9. Read some common ideas about food. Agree or disagree with them.
1. Eating carrots is good for eyes. 2. Fish is good for the brain. 3. Eating cheese at night makes you dream. 4. Garlic keeps you from getting cold. 5. Drinking coffee keeps you from sleeping. 6. Yoghurt makes you live long. 7. An apple a day keeps a doctor away. 8. Warm milk helps you go to sleep. 9. A cup of tea settles your stomach.

Exercise 10. Answer the following questions.
Exercise 1. Write a composition illustrating the saying «Tastes differ».

Exercise 2. Make up sentences using the words and expressions given below.
Beetroot soup; broth; cabbage; cake; carrots; chips; ham; macaroni; meat; onion; pastry; pie; porridge; potatoes; rice soup; roll; sausages; egg.
To be added; to be baked; to be boiled; to be cooked; to be cut into slices; to be dressed; to be fried; to be mashed; to be peeled; to be poured out; to be roasted; to be stewed; to be underdone; to be well-done.

Exercise 3. Fill in the appropriate words from the table.

<table>
<thead>
<tr>
<th>meal</th>
<th>jelly</th>
<th>spaghetti</th>
<th>the calories</th>
<th>oranges</th>
<th>biscuits</th>
<th>cuisines</th>
<th>foods</th>
<th>potato</th>
<th>milk products</th>
<th>tomatoes</th>
<th>strawberries</th>
<th>are dieting</th>
<th>cakes</th>
<th>peaches</th>
<th>diet</th>
</tr>
</thead>
</table>

If you … there are certain … you really have to avoid: … and … are out for a start, but you can’t live forever on … and … There are men and women who spend their entire lives counting … they take in each day. Some national … make you fat. The Japanese have a high protein diet, while the Swiss eat a lot of … Personally, I’m lucky not to have to diet, but my friend, John, can’t eat anything without looking up in his Calorie Chart. This is carefully organized so that … and … are under «Fruit», … and … come under «Starchy Foods», and so on. I entertained John to a nice low calorie … yesterday and at the end I offered him some … . «What does «jelly» come under?» he asked looking at his chart. «Half a litre of double cream», I said pouring the stuff over my plate!

Exercise 4. Give any recipe you know.

Exercise 5. Give a description of cooking your favourite dish.

Exercise 6. Read the text and put different types of questions.

Table Manners
Although rules regarding table manners are not very strict in Britain, it is considered rude to eat and drink noisily. At formal meals the cutlery is placed in the order in which it will be used, starting from the outside and working in. The dessert spoon and fork are usually laid at the top of your place setting, not at the side.

After each course, the knife and fork should be laid side by side in the middle of the plate. This shows that you have finished and the plate can be removed. If you leave the knife and fork apart, it will show that you have not yet finished eating.

It is considered impolite to smoke between courses unless your hosts say otherwise. It is polite to ask permission before you smoke in people’s homes.

In Britain smoking is now forbidden in many public places, e.g. on the underground, on stations, in shops, in theatres and in cinemas.

Exercise 7. Make up a menu for:
1. a breakfast for a child; 2. an ordinary dinner; 3. your favourite supper; 4. a New Year (or birthday) party; 5. a sportsman; 6. a person who keeps to a diet.

Exercise 8. Imagine the situation that your English friend described traditional dishes and meals in Britain. Write your own letter describing students’ meals in Belarus.

a) at home; b) at the hostel
Exercise 9. Read the old man’s story and write a short summary of the text.

A Fish Story

Once a group of tourists who were staying at a hotel in Birmingham were having dinner in the restaurant. Fish was brought and whole they were eating it some of them told interesting stories about finding pearls and other valuable things inside fish.

An old gentleman, who up to now had listened quietly to their conversation at last said:

«I’ve heard all your stories and now I’ll tell you one. When I was a young man I was employed in a large importing house in New York, and, as is usual with young persons, I fell in love with a pretty young girl. Very soon we were engaged. About two months before our marriage was to take place, I was suddenly sent to Birmingham on very important business. I left my sweetheart, promising to write to her.»

«I was obliged to stay in Birmingham longer than I had expected. At last my work was done, and I could leave Birmingham. But just before I left home, I bought a beautiful and very expensive diamond ring, intending to give it to my sweetheart.»

On my way to New York I was looking through the morning newspaper which had been brought on board by the pilot. Suddenly I saw an announcement of my sweetheart’s marriage with another. This made me so angry that I threw the ring overboard. A few days later, when I was dining at a hotel in New York, fish was brought. While I was eating it I bit on something hard. What do you think it was?

«The diamond ring», cried his companions. «No», said the old gentlemen sadly. «It was a fish bone».

Exercise 10. Fill in the blanks with missing remarks and be ready to reproduce the dialogues.

1. A: Do you take milk and sugar in your coffee?
   B: ….

2. A: What are you doing tomorrow evening?
   B: ….

3. A: …?
   B: Oh, yes, I am.

4. A: ….
   B: Would you like a glass of orange juice?

Reading:

Exercise 1. Read the following text.

Meals in Britain

The English usually have four meals a day: breakfast, lunch, tea (5 o’clock) and dinner. A traditional English breakfast is a big meal – sausages, bacon, eggs, tomatoes, mushrooms … . But nowadays many people just have cereal with milk and sugar, or toast with marmalade, jam or honey. Marmalade and jam are not the same. Marmalade is made from oranges and jam is made from other fruit. In Scotland and northern part of England people sometimes have a plate of cornflakes for breakfast. The traditional breakfast drink is tea, which people have with cold milk. Some people have coffee, often instant coffee, which is made with just hot water.

Round about 11 in the morning some Englishmen who work have their tea or coffee break. They never call it a meal, of course. Tea or coffee is usually brought to the factory bench or coffee desk.

Then at mid-day everything is stopped for lunch. As a rule lunch is served at one o’clock. It consists of two courses. First comes meat or fish course. Beefsteak is the most popular meat dish. It is usually accompanied by roast potatoes or potatoes done in their packets and a lot of vegetables.

Then comes a sweet. Apple pie (with hot custard) is a favourite sweet. There are various types of pudding.

But for many people lunch is a quick meal. In cities there are a lot of sandwich bars, where office workers can choose the kind of bread they want – brown, white, or roll – and then all sorts of salad and
meat or fish to go in the sandwich. Pubs often serve good, cheap food, both hot and cold. School-children can have a hot meal at school, but many just take a snake from home – a sandwich, a drink, some fruit, and perhaps some crisps.

The next meal is 5 o’clock tea. It is a drink and a meal. Some people have afternoon tea with sandwiches, cakes or biscuits but generally very little food. Tea is taken with milk. Tea with lemon is called Russian tea and served only in some cafes and restaurants. Cream tea is very popular, especially in well-do families.

At the weekend afternoon tea is a special occasion. Friends and visitors are often invited to have a chat over a cup of tea. The tea-party usually lasts not more than an hour.

The evening meal is the main meal of the day for many people. They usually have it at 6.00 and 8.30, and often the whole family eats together.

On Sundays many families have a traditional lunch. They have roast meat, either beef, lamb, chicken, or pork, with potatoes, vegetables, and gravy. Gravy is a sauce made from the meat juices.

The first course may be soup (though the English don’t like it very much). The main course will often be fish or meat perhaps with cabbage or carrots and Yorkshire pudding. The next course will be something sweet. Last of all may be cheese, often with biscuits.

In Britain you can find table d’hote and a la carte dinners in every restaurant. Table d’hote dinners are cheaper than a la carte ones. When you dine a la carte you order course by course, as you desire. But a table d’hote dinner consists of several courses, a choice is limited, and it is served in a canteen or a restaurant at a fixed price.

The most known and popular food in Britain is fish and chips which everyone can get in cafes and restaurants or in special fish and chips shops open at certain times. When you come in and ask for fish and chips, the shop-assistant puts chips into a paper bag, puts a piece of fish on the top, sprinkles everything with salt and vinegar and then wraps everything in a paper to keep them warm.

The British like food from other countries, too, especially Italian, French, Chinese and Indian. Eating in Britain is quite international! There are cafes and restaurants to suit every taste and purse.

Exercise 2. Indicate the following statements as true (T) or false (F).
1. Many British people have a big breakfast.
2. People often have cereal or toast for breakfast.
3. Marmalade is different from jam.
4. People drink tea with hot milk.
5. All British people have a hot lunch.
6. Pubs are good places to go for lunch.
7. British people eat dinner late in the evening.
8. Sunday lunch is a special meal.

Exercise 3. In the list below cross out things an Englishman doesn’t have for breakfast.
- Pancakes, vegetables, salad, beefsteak, porridge, plum, pudding, toasts, chicken, cornflakes with milk, baked potato, marmalade, fried bacon, fried fish, eggs, garlic, pasta, coffee, lemon, mushrooms, cream, scrambled eggs, cheese, tomatoes, fried eggs, butter, fruits, orange juice, ice-cream, nuts, honey, cold cereals, chops.

Exercise 4. Read the following text.

Belarusian Meals

There is a wide range of nutritious food in the world. However, eating habits differ from country to country.

Modern Belarusian cookery is based on old national traditions which have undergone a long historical evolution. But the main methods of traditional Belarusian cuisine are carefully kept by the people.

Common in Belarusian cuisine were dishes from potato which is called among people «the second bread». The Belarusians bring fame to their beloved potato in their verses, songs, dances. There are special potato cafes in the republic where you can try various potato dishes. Potato is included into many salads, it is served together with mushrooms, meat; different pirozhki (patties) and baked puddings are made from it. The most popular are traditional draniki, thick pancakes, prepared from shredded potatoes. A wide spread of potato
dishes in Belarusian cuisine can be explained by natural climatic conditions of Belarus which are propitious for growing highly starched and tasty sorts of potatoes.

A lot of place in the diet of the Belarusians belongs to meat and meat products, especially to the pork and salted pork fat. One of the people’s proverbs says: «There is no fish more tasty than tench, as well as there is no meat better than pork». The salted pork fat is used slightly smoked and seasoned with onions and garlic. Pyachisto is one of the traditional holiday dishes. This is boiled, stewed or roasted sucking pig, fowl or large chunks of pork or beef. Dishes prepared from meat are usually served together with potatoes or vegetables such as carrot, cabbage, black radish, peas, etc. It is characteristic that many vegetable and meat dishes are prepared in special pots.

Among dishes from fish Belarusians prefer yushka, galki and also baked or boiled river-fish without special seasonings. In general, what concerns the most common seasonings such as onions, garlic, parsley, dill, caraway seeds, pepper, they are used very moderately in Belarusian cookery.

The choice Belarusian food are fresh, dried, salted and pickled mushrooms, and also berries such as bilberry, wild strawberries, raspberries, cranberry and some others.

Of flour dishes the most popular is zatirka. Pieces of specially prepared dough are boiled in water and then poured over with milk.

The Belarusians prefer to use whole milk which affected some methods of making yoghurt and the so called klinkovy cottage cheese. In Belarusian cuisine the milk is widely used for mixing in vegetables and flour dishes.

Medukha, berezovik, kvass, beer are traditional Belarusian drinks.

The hospitality of Belarusian people is well-known throughout the world. When a foreigner sets a foot in Belarus first he gets acquainted with our cookery-national dishes and mealtimes. Frequently he gets to know that in this country they are not the same as in his. But he has to do in Belarus as the Belarusians do.

**Exercise 5.** Indicate the following statements as true (T) or false (F).

1. The Belarusian people are fond of their national eating customs.
2. Potato is called the second bread in our country.
3. Potato dishes are popular only in some parts of our country.
4. The Belarusians are great eaters of meat and fat.
5. Draniki is a national dish in the Ukraine.
6. The most common seasonings are garlic, parsley and mushrooms.
7. Zatirka is one of the most popular flour dishes.
8. Many people don’t drink whole milk because it is tasteless.
9. Medukha is an unknown beverage here.
10. Wild strawberries and raspberries are not eatable.
11. The Belarusians enjoy inviting guests for a cup of tea and holidays.

**Exercise 6.** Answer the questions to the text.

1. Why do Belarusian people try to keep their traditional national meals?
2. Are the Belarusians very particular about their meals?
3. What affects a wide spread of potato dishes in Belarusian cuisine?
4. What is the chief meal of the day in our country?
5. What is the usual Belarusian dinner?
6. Does it take much time to prepare meat dishes?
7. A lot of place in the diet of the Belarusians belong to fish, doesn’t it?
8. What fruit and vegetables make our people healthy?
9. What drinks do our people prefer when all the family gather round the table?
10. Which soft drink do you like: kvass or beer?
11. What can you say about Belarusian hospitality?
12. How would you explain the words pyachisto, pirozhki, berezovik to a foreigner?
13. What is your favourite national dish?
14. What dishes do you/does your mother cook?

**Exercise 7.** Read the following text.

**American Food**

Americans have a wider assortment of food to choose from than consumers in any other country. Meats, fish, fruits, vegetables, nuts, cereals from various parts of the nation are available throughout the
country during any season of the year. Frequently, the problem for the consumer is not the lack of variety of brands of food, but rather the bewildering assortment from which one must choose. In addition, the consumer can choose from foods that are fresh, frozen, canned and cooked or uncooked. Currently, virtually all food stores have available a wide array of frozen foods especially prepared to be heated or cooked in a microwave oven.

The microwave oven has revolutionized the home preparation of meals. It, along with the supermarket, where virtually any kinds of foods are available, make the preparation of food the most time-efficient in the world. A family can make only one trip a week to the supermarket to purchase its food needs for an entire week. Soon Americans will have access to computer-based shopping enabling them to make their buying decisions at home and picking up their purchases at the store or having them delivered to their homes.

Since the 1950s fast-food and take-out restaurants have had a phenomenal proliferation, first in the US, and more recently throughout the world. The first-food chains like McDonalds, Burger King, Arby’s and Wendy’s which offer sandwiches, hamburgers, French-fried potatoes, hot dogs, pizzas, pancakes, chili and fried chicken, have been joined by other chains some of which offer Mexican, Chinese and other ethnic foods. The cost of the food in such restaurants is frequently cheaper than if one were to prepare similar food in one’s kitchen. Consequently, an entire family may frequently go to eat at fast food places for convenience and economy.

A more recent development in the American food industry has been the demand for healthier foods. The food industry has made available a wide variety of low-fat dairy and meat products. Animals are now being scientifically bred to produce lean meat. Even low fat cheeses and ice creams are being produced. Vegetable, fruit and cereal consumption are increasing. A second demand is for foods grown and produced free of fertilizers, pesticides and herbicides. This has led to the development of an «organic food» industry. Of course, the cost of organic foods is substantially higher than for nonorganic food. The market for organic food has nevertheless been expanding.

Exercise 8. Find in the text equivalents to the following words and word phrases.

потребители; по стране; типы продуктов; консервированный; полуфабрикат; духовка; доступный; продуктовые магазины; подавать на стол; делать покупки; на всю неделю; иметь доступ; принимать решение; доставлять; предлагать бутерброды; часть; следовательно.

Exercise 9. Give Russian equivalents to the following words and word combinations.

to prepare similar food; an entire family; fast food places; a wide variety of low-fat dairy; are being bread; lean meat; to increase cereal consumption; a second demand; fertilizers; to expand the market.

Exercise 10. Put general and alternative questions to the text.

Exercise 11. Answer the following questions.

1. What problems do American consumers face when buying food? 2. What will enable Americans to make their buying decisions right at home? 3. What is the secret of success of fast food and take out restaurants? 4. What is a more recent development in the American food industry? 5. Which food items are very popular now in America?

Exercise 12. Indicate the following statements as true (T) or false (F).

1. The microwave oven has revolutionized the home preparation of meals.
2. It is rather difficult to choose some good food at the supermarket.
3. Computer-based shopping is not very convenient.
4. The entire family can’t afford often buying food at the restaurants.
5. The cost of organic foods is substantially lower than for nonorganic food.
Translation:

**Exercise 1.** Translate the following sentences into English.


**Exercise 2.** Translate these recipes into Russian, compare them and choose the cake you would like to treat your friends to.

**Home made cake**

250 g of flour; 250 g of castor sugar; 250 g of seedless raisins; 50 g of chopped almonds; 50 g of preserved cherries; 170 g of butter; 4 eggs; pinch of soda;

Sieve the flower, sugar together into the basin, add the prepared fruit, chopped cherries and almond. Add eggs and butter. Mix it thoroughly. Place in a tin lined with greaseproof pepper and brush with some melted butter. Bake in a slow oven.

**Fruitcake**

1. Put three cups of flour into a mixing bowl; 2. add a little sugar; 3. slice a few apples; 4. cut up oranges; 5. pour in some honey; 6. add baking soda; 7. chop up nuts; 8. add some salt; 9. mix up raisins; 10. bake for 45 minutes.

**Chocolate Pie**

First you take 100 gr. of biscuits and crush them in a basin. Then you melt 50 gr. of butter in the pan and stir it into the crushed biscuits. Mix together and press into the base of the dish to make a pie base. After that place 50 gr. of flour, some sugar, cocoa and butter in the pan and gradually stir in half a pint of milk. Make sure you heat gently, stirring all the time of boiling. Boil for 1 minute. As soon as this mixture is ready, pour it into the biscuit base and leave to cool. If liked, decorate the top with cream and grated chocolate before serving.

**Exercise 3.** Translate the following text into Russian.

**What Should a Man Eat?**

A well-known doctor Nikolai Vetrov presents his ideas on what a man should eat.

First: It is important how much to eat rather than what to eat. The harm of any product is not great if the body weight is correct. The formula: weight = height minus 100 (in kg and sm). If this is combined with physical exercises it is still better: everything will burn up.

Secondly: The great role of vitamins, microelements and other biologically active substances. They can be taken only from fresh fruit and vegetables and cannot be replaced by anything else except raw meat and fish. How large should the intake of these components be? The minimum quantity must be 300 grams per day or even 500 grams if not a kilogram. Different types of fruit and vegetables must be eaten. Replacement of raw vegetables by cooked ones is not the same.
All culinary tricks to preserve the vitamins are useless. Man must get used to salted and fresh vegetables. Fruit and berries are also good but it is better to combine them with vegetables.

Third: Are fats harmful or not? I think that they are treacherous rather than harmful since they have too many calories – nine per gram. The idea that fats should be eaten in their pure form is not true because man may get them from meat, milk, and even bread. This is quite enough. I repeat, man should not look for some specially valuable fats if he wants to fight sclerosis.

Fourth: What about sugar? And bread? «Sugar is needed for the brain», «Sugar leads to sclerosis.» One may often hear such conflicting opinions. There is nothing to worry about as long as the main conditions are observed: weight, intake of raw vegetables and fruit.

Exercise 4. Translate into English.


У англичан своя теория на счет приготовления пищи. В Англии не существует традиции ужинать в ресторане, потому что английская еда не допускает такого приготовления. Ее готовят дома, где для этого есть больше времени. Поэтому очень трудно найти хороший английский ресторан с приемлемыми ценами.

Англичане импортировали удивительное число блюда со всего мира. Во многих городах Великобритании вы найдете индийский, китайский, французский, итальянский рестораны. А в Лондоне вы также сможете найти такие рестораны, как немецкий, мексиканский, греческий, испанский.

Exercise 5. Read the description of eating in space by Sally Ride, the first US woman astronaut. Find and translate words or phrases for the following:

<table>
<thead>
<tr>
<th>names of food</th>
<th>descriptions of food</th>
</tr>
</thead>
<tbody>
<tr>
<td>containers for food</td>
<td>words describing movement</td>
</tr>
</tbody>
</table>

**Your Breakfast is on the Ceiling**

Eating feels the same as it does on earth. Some of the food we carry on the space shuttle is the same as we eat at home: bread, tuna, apples, carrots and peanuts. We also have soup, vegetables and main courses like chicken and noodle casserole, but these are freeze-dried and vacuum-packed in individual plastic cartons. We don’t eat at a table; our tables are the trays strapped to our legs. We don’t sit in chairs, each of us finds a comfortable spot – maybe floating near the ceiling, or upside-down in the middle of the cabin. We each have a knife and fork but our most useful pieces of cutlery are spoons and scissors. We need scissors to open the foil pouches of hot dogs, the package of peanuts, and the plastic cartons of macaroni. Then we use the spoons to get the food to our mouths. Most of our food is deliberately made sticky enough to stay on spoon and not float away as we try to eat it. We can flip our spoons across the cabin and the food doesn’t come off – usually! We don’t have drinking glasses. If we tipped a glass of milk to drink from it, the weightless milk would stay in the glass. So we have to use straws to suck our drinks out of the cartons.

**Speaking:**

Exercise 1. What do you say when:

1. you want to praise a dish? 2. you want some more of something offered at the table? 3. you want to propose somebody’s health? 4. you want your guests to put some food on their plates? 5. you don’t know what to order at a restaurant? 6. you are at the table and can’t reach something? 7. you don’t like a dish you are offered?
Exercise 2. Give the definitions of the following words:  
1. table d’hoèt 2. a la carte menu 3. menu 4. cuisine 5. meal

Exercise 3. Make an order at the restaurant, using the menu given below.

<table>
<thead>
<tr>
<th>MENU</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOUPS</td>
</tr>
<tr>
<td>Normandy snail soup</td>
</tr>
<tr>
<td>with spinach</td>
</tr>
<tr>
<td>Original Italian Minestrone</td>
</tr>
<tr>
<td>With pesto and white beans</td>
</tr>
<tr>
<td>FISH AND MEAT DISHES</td>
</tr>
<tr>
<td>Grilled or poached salmon fillet</td>
</tr>
<tr>
<td>On red caviar sauce with garden fresh vegetables and parsley potatoes</td>
</tr>
<tr>
<td>Sole fillet</td>
</tr>
<tr>
<td>stuffed with salmon mousse, served with dill sauce and potatoes</td>
</tr>
<tr>
<td>Pan fried red snapper</td>
</tr>
<tr>
<td>served with saffron sauce, sautéed spinach</td>
</tr>
<tr>
<td>SALADS</td>
</tr>
<tr>
<td>Caesar salad</td>
</tr>
<tr>
<td>with lettuce, garlic dressing, grayed cheese</td>
</tr>
<tr>
<td>Mixed salad «Mimosa»</td>
</tr>
<tr>
<td>with hard boiled eggs</td>
</tr>
<tr>
<td>DESSERTS</td>
</tr>
<tr>
<td>Crème Brule</td>
</tr>
<tr>
<td>with caramel pear</td>
</tr>
<tr>
<td>Fresh tropical fruit salad</td>
</tr>
</tbody>
</table>

Exercise 4. Describe a) a dinner party you attended recently; b) your friend’s birthday party; c) your first visit to a restaurant.

Exercise 5. Read and dramatize the following dialogues.

I.
Mike: What shall we have for dinner?  
Kate: Choose yourself, please.  
Mike: Ok. We’ll have some salad, mushroom soup, pork chops and coffee.  
Kate: I’d like to add a piece of cake if you don’t mind.

II.
Ann: What do you usually have for breakfast?  
Pete: I never want any breakfast just a cup of tea and a piece of toast. And you?  
Ann: I don’t eat much either. Just some cornflakes, and egg and coffee and toast with jam and butter.  
Pete: Oh, I’d call it a huge breakfast! Looking at you one wouldn’t say you eat so much.

III.
Neil: Would you like a glass of wine?  
Suzy: I’d rather have something else.  
Neil: What would you drink then?  
Suzy: Orange juice or a bottle of mineral water.  
Neil: And I’ll have some beer. It’s too hot.

IV.
Steve: Do we have any coffee left?  
Ann: No, I’m afraid not. Drink some tea, please. Let me treat you to some chocolate cake. I’ve made it myself. It smells so tasty!  
Steve: Oh, thank you. The cake is delicious. You are a very good cook.

V.
– What are you doing, mum?  
– I am setting the table. I am putting plates and glasses.  
– I want to help you.  
– Oh, darling, bring forks, knives and spoons from the kitchen.
– Here you are.
– Good. Now I put a fork at the left side of each plate. A knife and spoon at the right side.
– Is it all right, Mummy?
– Yes, thank you. And now find the napkins in the cupboard and I will put the cups and saucers.

VI.
Mother: Do have the rest of the mashed potato, Betty. Betty: No, thank you. I’ve had too much already.
Mother: Just take it to please me.
Betty: Ok, but a small piece or I won’t have room for my pudding

Exercise 6. Translate the dialogues into English.

I.
Джейн: Вы хотели бы чашечку крепкого чая?
Мария: Только если Вас это не очень затруднит.
Джейн: Вот ваш чай. Нравится?
Мария: Добавьте немного молока и один кусочек сахара, пожалуйста.
Джейн: Пожалуйста, угощайтесь.

II.
А. Когда мы будем обедать? Я утром съел только гречневую кашу и выпил стакан чая, а сейчас уже 2 часа.
В. Обед готов. Помоги мне, пожалуйста, накрыть на стол: расставь тарелки, разложи ложки, вилки и ножи, нарезь хлеб.
А: Я все сделал. Чем еще помочь?
В: Больше ничего не надо. Садись за стол.
А: О, что это так вкусно пахнет? Что у нас сегодня на обед?
В: Щи со сметаной. Я только что сварила.

III.
А: Привет!
В: Привет! Как поживаешь?
А: Нормально. Давай вместе пообедаем.

Exercise 7. Retell the story «A Fish Story» (section «Writing», ex. 9) in the person of one of the companions.

Exercise 8. Make up dialogues using the following expressions and phrases.

a) Cooking dinner
1. I need your help badly. There is so much to do. 2. Try the potatoes with a fork. 3. Mash the potatoes with butter when they are soft. 4. May I trouble you for … ? 5. No trouble at all. 6. Open the tins. 7. Find the mincing machine. 8. Clear the peelings off the table.

b) At dinner
1. The meat is tender (tough). 2. It lacks salt. 3. It is tasty. 4. … have (has) a poor (good) appetite. 5. to ask for more …. 6. Try some jam with the pancakes. 7. Tom, how did you find the dinner?
c) **Having Guests**


**Exercise 9.**

* a) **Read and remember the following formulas of etiquette.**

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 so 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 tea or coffee.
11. Do not empty your glass too quickly. Have you known these formulas of etiquette before? Which of them are new for you?

**Exercise 10.** Discuss which of the following habits you consider rude and why? Which of them if any, do you consider acceptable only at home or which do you consider completely unacceptable?

- Helping yourself to food without asking;
- Starting to eat before everyone is served;
- Picking at food with your hands;
- Reading at the meal table;
- Resting your elbows on the table;
- Reaching across the table in front of people
- Leaving the table before other people have finished;
- Not thanking the cook;
- Wiping your plate clean with bread.

**Exercise 11.** What would you say in the following situations?

1. You are in a restaurant. You have asked for a black coffee, but the waiter brings you a white coffee. What do you say?  
   You …
2. You are in a restaurant. You have finished your meal and want to pay. What do you ask the waiter?  
   You …
   Waiter …
3. You have invited some friends to come to your house for a meal. You want to make sure that you don’t give them food they don’t like. What do you ask them?
   You …
4. You are in a crowded restaurant. You see a table with one chair free. What do you ask other people at the table before you sit down?
   You …
   a) Certainly, sir.
   b) Could I sit down here? Is this seat free?
   c) Excuse me! I asked a black coffee.
   d) Could you give me the bill, please?
   e) Is there any food that you don’t like?
Exercise 12. Read the story and try to retell it close to the text.

An English tourist, who was staying at the hotel in Paris, came to the hotel restaurant to have dinner. He couldn’t speak French, but he didn’t want to show it to people. He sat down to a table. When the waiter came up to his table, the Englishman took the menu card and pointed to the first line. The waiter nodded and walked away. Very soon he returned and put a plate of mushroom soup on the table. The Englishman was very pleased with himself. He ate the soup and, when the waiter came up to the table again, pointed to the fifth line on the menu card. The waiter looked a little surprised, but he did not say a word. He walked away and soon returned, bringing the Englishman a plate of fish soup. The Englishman did not want to show the waiter that he did not know French, so he ate the fish soup. Then he pointed to a line in the middle of the menu card, hoping that he would get some second course at last. This time the waiter brought him a plate of chicken broth. In despair, the Englishman pointed to the last line on the menu card. And the waiter brought him a package of tooth-picks.

Exercise 13. Communicative situations.
1. You are going to a picnic. What food will you take?
2. Imagine that today is your birthday and all your friends will come to your birthday party. What will you do? What will you treat your friends to?
3. You discuss with your younger sister table manner.
4. Are you a good hostess? Tell about any experiences you have had of cooking?

Jokes

1
Wife, at dinner table, to an angry husband: «On Monday you liked beans, on Tuesday you liked beans, on Wednesday you liked beans. Now all of a sudden on Thursday you don’t like beans».

2
Husband: Only bread and cheese for dinner today?
Wife (with a sigh): I am afraid there is nothing else. You see, the cutlets caught fire and so did the pie and I had to use the soup to put the fire out.

3
Man: You’ve given me very small chops, waiter.
Waiter: Yes, sir, but it will take you long time to eat them.

4
Husband (angrily): What! No supper ready? That is the limit. I am going to a restaurant.
Wife: Wait just 5 minutes.
Husband (calming down): Will it be ready then?
Wife: No, but then I’ll go with you.

5
– What have you brought, waiter? Is it tea or coffee?
– Can’t you taste it, sir?
– No, I can’t.
– Then isn’t it the same to you?
Unit 4. University Studies

**Grammar:** Present Simple, Present Progressive, Future Simple, going to, Present Perfect, Present Perfect Progressive, Past Simple; General, Alternative and Disjunctive Questions; Demonstrative adjectives; Articles; Conditional Mood.

**Vocabulary:** University, University Studies, Subjects, Taking Exams, My English Classes.

**Reading:** Text «Our University»; Text «Life at college»; texts «How Ruth made history at Oxford.», «I chose to study in the UK.», «A snapshot of American higher education».

**Translation:** translation of sentences and texts on active vocabulary.

**Writing:** CV (resume), writing personal letters, writing essays, making up an advertisement, writing a guideline, use of idiomatic expressions, differentiation in meanings

**Speaking:** Conversational clichés: a) expressing opinion, b) asking for advice, c) giving advice; development of monologue and dialogue skills, work in pairs and in small groups, role play.

**Fun:** Missing letters, compound nouns, crossword puzzle, jokes.

### Grammar

**Exercise 1.** Fill in the blanks with verbs from brackets in the right tense-form.

1) You ...(be) a student of Belarusian State Pedagogical university named after Maxim Tank? - Yes, I (be). 2) What you, learn for today? – I (not prepare) my lesson. 3) I (be ill) yesterday and (not know) what to do. I (prepare) my lesson tomorrow. – If you (not prepare) your lesson tomorrow, you (get) a bad mark.

4) She told me her name, but I (not remember) it now. 5) I used to drink a lot of coffee, but now I (prefer) tea. 6) Air (consist) mainly of nitrogen and oxygen. 7) He (speak) a language we never (hear) before. 8) How long you (wait) for me? I’m really sorry. 9) He (write) the composition for three hours and he (say) he soon (finish) it. He (think) about conclusion now. 10) Ring me up at eleven o’clock, I (not yet sleep).

### Exercise 2.** Put the verb either in Present Perfect or Present Perfect Progressive.

1) The weather is fine today. The sun (to shine) ever since we got up.
2) When morning came, the storm already (to stop), but the snow still (to fall).
3) I (to wait) for permission to go abroad for three weeks already, but I (not to receive) the visa yet.
4) She (to teach) at our school for twenty years now.
5) On checking up his answers he (find out) that he (to make) several mistakes.
6) We could not go out because it (to rain) hard since early morning.
7) I (not to be) to my home town for five years.
8) They (to walk) in the rain. They are wet.
9) A: I’m very tired.  
   B: That’s because you (to work) hard.
10) A: You look hot. What … (you/to do)?  
    B: I … (to play) tennis with Sarah.

### Exercise 3.** Put general, alternative and disjunctive questions to the following sentences according to the model:

You study at the University.

1. Do you study at the University?  2. Do you study at the University or at a college?  3. You study at the University, aren’t you?

He attends the lectures with pleasure. 2. We are the students of Belarusian State Pedagogical University. 3. Our faculty is large. 4. They have passed the exam in English. 5. Mary works at college. 6. She studies very hard. 7. I dislike missing lessons. 8. I live in dormitory.

### Exercise 4.** Use the correct demonstrative adjective:

1) Who are these/those people over there?  
2) Excuse me. Is that/this seat free?  
3) Can I have copies of this/these photos?
Exercise 5. Put the following verbs in the 3d person singular of
the Present Simple:
1) study 6) be
2) teach 7) get
3) pass 8) attend
4) do 9) work
5) have 10) spend

Exercise 6. Correct the mistakes, if any, in the following
sentences:
1) You are out of breath. Were you running?
2) She is already in Istanbul for a week.
3) Where have you been? I have waited for 45 minutes.
4) He cleans the house at the moment.
5) We are going swimming on Saturdays.
6) I have written a book last year.
7) Look out! The wall will fall down.
8) I have been a teacher since three years.
9) He have seen that film three times.

Exercise 7. Choose the right variant (a/the):
A / The professor is not a/the teacher in a/the secondary school, but
has a/the highest academic position in a/the university. A/The lecturer
is a university teacher. Lecturers – and professors – give a/the
lecturers. Students in Britain usually have a/the tutor who gives them
a/the advice and teaches students in small groups. You graduate from
university with a degree. If you do a/the postgraduate work, you will
have a/the supervisor to help and advise you.

Exercise 8. Fill in the gaps with the correct form of the verbs in
brackets.
Yesterday I (get up) …early and (wash)… my hair. I (have) …
breakfast and (read) …the newspapers. I (make)… some food for the
evening and (put) …it in refrigerator. It (be) … a lovely day so I
(not/catch)… the bus to college. I (walk)… I (work) … really hard. I
usually (have) … lunch at one but yesterday I (not/have) … a break at
all. I (get)… home at about six and I (have)… dinner. Then I
(watch)… TV for a while. I usually (go)… to bed at 10.30, but last
night my friend John (phone) … and (invite)… me to a party. So I
(go)…, I (not/know)… anybody at the beginning, but I (meet)… some
really interesting people there. I (not/want)… to leave! I (come) …
home at 2.30.

It’s now 8.30 and I (listen)… to the radio in bed. At about 9
o’clock I (make)… myself some tea and toast and I (have) …
breakfast in bed!

Exercise 9. Match the parts of the sentences:

| 1. If Mary enters the competition, | A it wouldn’t have been stolen. |
| 2. She won’t go to work, | B if they had been on time. |
| 3. If he had locked his car, | C unless she’s better. |
| 4. I would buy that bag | D she’ll win. |
| 5. They wouldn’t have missed the meeting | E if I had enough money. |

Exercise 10. Rephrase the following using «unless»:
1. If the neighbours don’t stop shouting, I’ll call the police.
2. If he doesn’t pay the fine, he may go to prison.
3. If Peter doesn’t change his attitude, he is going to find himself in
trouble.
4. If the athlete can’t improve his speed, he won’t break the record.
5. He won’t go to sleep, if you don’t solve his problem.
**Exercise 11.** Complete the following sentences with an appropriate conditional clause:
1. If I won a prize, …
2. If they had caught a bus, …
3. If post a letter today, …
4. But for him, …
5. Unless you take a seat, …
6. If I were you, …

**Exercise 12.** Rewrite the following as mixed conditional sentences as in the example:

She isn’t at the meeting because she wasn’t told about it.
*She would be at the meeting if she had been told about it.*

1. I didn’t apply for the job. I don’t want to work there.
   *I would have applied for the job if I had wanted to work there.*

2. She did not win the race. And she is not happy.
   *(She would have won the race if she had been faster.)*

3. He committed a crime and was arrested.
   *(He would not have committed a crime if he had been more careful.)*

4. My friends eat a balanced diet. So they are healthy.
   *(They would be unhealthy if they didn’t eat a balanced diet.)*

5. She doesn’t wear skin-tight dresses because she is plump.
   *(She would wear skin-tight dresses if she wasn’t plump.)*

**Exercise 13.** Fill in if, unless, provided, as long as.

1. No one will be able to steal money … they know the secret code.
   *(No one will be able to steal money unless they know the secret code.)*

2. You can’t get into the club ….. you are over 21.
   *(You can’t get into the club unless you are over 21.)*

3. Your farther won’t object to your going to the party ….. you are back by nine o’clock.
   *(Your farther won’t object to your going to the party if you are back by nine o’clock.)*

4. ….. you promise not to tell, you can come too.
   *(If you promise not to tell, you can come too.)*

5. You can drive this car ….. you are fully insured.
   *(You can drive this car provided you are fully insured.)*

**Exercise 14.** Put the verbs in brackets into the correct form:

1. Jenny was getting bored of lying in her hospital bed, so she was quite happy to see her aunt Julia come into the room. «Hello, Jenny!» shouted Julia. «How are you?» «I would be better if 3) ….. (not/lie) in this hospital», grumbled Jenny. «Oh! Cheer up!» said Julia. You 2) ….. (not/recover) if you have such a negative attitude. «You’d have a negative attitude too, if you 3) ….. (stay) here for 24 hours a day!» «Well, if you had been more careful, you 4) ….. (not/crash) into that fence.» «Oh! Don’t say that, Julia! I promise I’ll be more careful and patient as long as you 5) ….. (not/mention) my careless driving again.

**Exercise 15.** Finish each of the following sentences in such a way that it as similar as possible in meaning to the sentence before it.

1. Assuming everything goes according to the plan, we’ll be with you by 6 o’clock.
   *( Unless …..)*

2. You will find your dinner in the oven.
   *(If you …..)*

3. I’ll lend you my car for your holiday on condition you get it serviced afterwards.
   *(If you …..)*

4. I think I’ll go swimming after school, despite the likelihood of rain at that time.
   *(Even if …..)*

**Exercise 16.** Match a sentence from the left with a response from the right:

| 1. Would it be all right if we sat here? | A Thank you. |
| 2. Should you need me, I’ll be next door. | B I am sure you would. |
| 3. You’d feel better if you got some fresh air. | C Perhaps I would. |
| 4. I would if I could, you know. | D Of course, I will. |
| 5. Could you let me know if you change your mind? | E Yes, please, do. |

**Exercise 17.** Paraphrase the following using the words in brackets.

1. You can take photos in museums if you don’t use a flash. *(Unless, as long as)*

2. If you eat sensibly, you will not put on weight. *(On condition that, unless)*

3. Should he invite me, I’ll go. *(If, provided)*

4. If you don’t reserve a ticket, you won’t get a seat. *(Unless, providing)*
Exercise 18. Change the implied conditionals into if-clauses:
1. I missed the early train, otherwise I wouldn’t have been late.
2. The meal would have been delicious but you put the oven on too high.
3. I don’t know anything about cars, otherwise I would have changed the tyre myself.
4. The book was very popular, otherwise it wouldn’t have won the prize.
5. They would be at the party but they weren't invited.
6. I would have stayed longer, but they didn't ask me to.

Vocabulary:

Study the following active vocabulary for the topic:

I. University:
Education, n – free education, higher education, to get an education, to give an education
Upbringing
Tuition
Literacy, n
Numeracy, n
Three R’s
School-leaver, n
To leave school, to finish school
To receive a school-leaving certificate
To make up one’s mind to do smth
University, n
To enter
To admit to
Student, n
Full-time student, n
Part-time student, n
To study by correspondence
To graduate from university, to be a graduate of university
To study/to learn/to do

To teach
Knowledge, n
Department, n – the English department, the Mathematics department, the Belarusian department, to be a student of the English department
To be a student of the English department
Honours subject
Subsidiary subject
To be a first-year student, to be in one’s first year, to do one’s first year, to be a freshman
Dean, n – at the Dean’s office
Chair, n

II. University Studies:
Classes (lectures, seminars, tutorials)
Room, n – a classroom, a lecture room
Hall, n – a reading hall, an assembly hall
Laboratory, n
Library, n
Facilities, n (pl)
To borrow books from the library
To be equipped with
To have access to
To attend classes
To miss classes
To hold a lecture on smth, to lecture on smth
To make progress in smth
To cope with
To be attentive
To be clever at smth
To be good/bad at smth
To be interested in smth
To be keen on smth
To take notes, to make notes
To have a good/bad memory for foreign words/numbers/names
To have a good ear for
Mark, n – to get a mark in Latin, to get a mark for an essay
Term, n
Course, n
Extra-curricular activities
Clubs for various activities
To join a club
To go in for sports
Degree, n – to get a degree

III. Subjects:
Subject, n – compulsory subjects, optional subjects
History
Geography
Literature
Foreign language
Mathematics
Algebra
Geometry
Physics
Chemistry
Biology
Physical training
Art
Computer studies
Pedagogics
Psychology

IV. Taking Exams:
Exam, n
Entrance exams, end-of-term exams
To take exams
To retake exams
To pass exams
To revise for an exam
To fail exam
To be a success

To succeed in smth
To swot
To crib
To achieve

V. My English Classes:
To consult a dictionary
Mistake, n – a spelling mistake, a grammar mistake
To pronounce
To read aloud, to read to oneself
To translate (from…into)
To get a grant
To master the language
ABC, n
Transcription, n
Spelling, n
Phrase, n
Dialogue, n – to make up dialogues
Tape-recorder, n
TV-set, n
To practise
To communicate
Homework, n

Exercise 1. Put each of the following words in the correct space in the passage.
 courses last degree
 studies graduate grant
 student keen fees

Harry is 21. He passed his school exams with good marks and left school at 19. Now he’s at university. He’s a (a)____ and he receives a (b)____ from the state to help him pay the university (c)____ and his personal expenses. He is very (d)____ on his subject, mathematics, and it will be useful to him in the future. He works hard and enjoys his (e)____. University (f)____ in Britain usually (g)____ for three
years. After this, Harry hopes to (h)____. A good (i)____ will get him a good job.

**Exercise 2.** Paraphrase the following sentences using the active vocabulary.
1. I can’t remember names (have bad memory for).
2. She never misses her classes (always attend).
3. Mr. Smith is an Oxford graduate (to graduate from).
4. Her daughter is leaving school this year (to finish).
5. You can find this book in the library (to borrow from).
6. She didn’t pass the test, I’m afraid (to fail).
7. What subject are you studying this term (to do)?
8. Mike decided to give up studying at night (to make up one’s mind).
9. Kate is preparing for her end-of-term exams (to revise).
10. Professor Ivanov is giving lectures on French art (to lecture).

**Exercise 3.** Insert prepositions where necessary.
1. She’ll probably pass this examination session…good marks.
2. He gets a grant…the state.
3. Mathematics will be useful…him…the future.
4. Kate’s a teacher…English.
5. She’s a graduate…Cambridge University.
6. She has a degree…Literature.
7. The summer term ends…July.
8. His lecture was divided…four parts.
9. He is now…university.
10. There will be a lecture…Byron.
11. Those who have a good ear…the sounds learn more quickly.
12. In our English classes we make…dialogues and talk…various situations.
13. She has a poor memory…dates.
14. Will you translate it…English…Russian?
15. What mark did you get…your answer?

**Exercise 4.** Give synonyms or synonymous expressions to the following words.
1. to do exams
2. to finish school
3. extra activities not included in the curriculum
4. to improve one’s knowledge of the language
5. to get into the university
6. to hold a lecture
7. to be good at smth
8. to be available
9. to read for an exam
10. to be a first-year student (3)
11. to decide
12. to be fond of smth
13. to study (2)
14. to dishonestly copy work from a book
15. to be absent from classes

**Exercise 5.** Give antonyms to the following words.
1. to miss classes
2. to have good luck
3. to read aloud
4. to fail exam
5. to be attentive
6. a careful study of smth
7. a full-time student
8. to teach
9. honours subject
10. optional subjects
11. a bad memory for numbers
12. to give an education
13. to hand smth in
14. to do smth orally
15. a poor student
Exercise 6. Match definitions on the right with the words on the left.
1. three R’s a. the ability to read
2. literacy b. the act of teaching smth, especially to one person or a small group
3. degree c. reading, writing and arithmetic, the basic skills
4. numeracy d. the position of being in charge of a department in a university
5. tuition e. a number or letter that is given to smb for answering smth correctly
6. upbringing f. the qualification obtained by students who successfully complete a university course
7. chair g. all the letters of the alphabet
8. ABC h. a word, figure, etc. that is not said or written down correctly
9. mistake i. the way in which a child is cared for and taught how to behave while it’s growing up
10. mark j. the ability to count/do basic maths

Exercise 7. Choose the right variant.
1. I think you’ve got a lot of pronunciation…
   a. practice, b. practise
2. I read the book and…some notes.
   a. take, b. make
3. He is…to be a doctor.
   a. learning, b. studying
4. When are you…your end-of-term test?
   a. taking, b. passing
5. I hope you will be a…in the exam.
   a. successful, b. success
6. Why don’t you…one of the sports clubs?
   a. enter, b. join
7. The lecture was…in Room 214.
   a. hold, b. held
8. Keep…can’t hear anything.
   a. silent, b. silence
9. Read it…, please.
   a. carefully, b. careful
10. He…from Sussex University last year.
    a. finished, b. graduated

Exercise 8. Respond to the following expressing your agreement, advice, disapproval, etc.

Model 1: John is good at history. – No wonder. He has a good memory for dates, names and things.
Model 2: Lucy can’t spell. – She must learn the vocabulary and practice writing every day.

1. I am behind the other students in grammar. – (to revise the rules, to practise the use of grammar patterns).
2. I am afraid I may fail the exam in mathematics. – (to make notes, to do a lot of revision, to revise the lecture notes).
3. The teacher praises him for his progress. – (to do well, to be clever at smth).
4. I am not going to the party. – (to change one’s mind).
5. She is doing her fifth year at the university. – (to graduate in a couple of months, to take one’s final exams).
6. His knowledge of the subject is poor. – (never to do any preparation).
7. Has Nell passed her English exam? – (to have bad luck, to fail).

Exercise 9. Correct the mistakes, if any, in the following sentences.

1. Last summer I made my mind to become a teacher of Physics.
2. We are to make notes at the lectures and we can manage it well, unless the lecturer speaks too fast.
3. He has never had a good eye for music.
4. If you want to learn to speak a language well, if you want to master it, keep working steadily.
5. After I got my school-finishing certificate, I decided to enter the university.
6. Professor Hike got me an excellent mark for the report.
7. My friend and I are students: she is a full student and I’m a part student.
8. I made a spelled mistake in my test.
9. I can’t come out. I’m studying. I’m passing an examination tomorrow.
10. Congratulations! I’ve heard you succeeded your examination!

**Exercise 10.** What questions could you ask to get these answers?
1. No, they have to finance their own studies.
2. Because I wanted to be a teacher, no other reason.
3. Well, I’ve been up all night revising for an exam.
4. No, ours are given in grades, you know, B+, A, that sort of thing.
5. No, I was ill. I didn’t miss it deliberately.

**Exercise 11.** Give synonyms to the following words:

<table>
<thead>
<tr>
<th>1) to study</th>
<th>a) to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) vacation</td>
<td>b) grade</td>
</tr>
<tr>
<td>3) lecturer</td>
<td>c) to gain</td>
</tr>
<tr>
<td>4) exam</td>
<td>d) student teacher</td>
</tr>
<tr>
<td>5) mark</td>
<td>e) test</td>
</tr>
<tr>
<td>6) to pass</td>
<td>f) to do well in</td>
</tr>
<tr>
<td>7) to acquire</td>
<td>g) holiday</td>
</tr>
<tr>
<td>8) practice teacher</td>
<td>h) professor</td>
</tr>
</tbody>
</table>

**Exercise 12.** Give antonyms to the following words:

<table>
<thead>
<tr>
<th>1) a student</th>
<th>a) term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) to pass (an exam)</td>
<td>b) to attend a lecture</td>
</tr>
<tr>
<td>3) to study</td>
<td>c) a professor</td>
</tr>
<tr>
<td>4) vacation</td>
<td>d) to teach</td>
</tr>
<tr>
<td>5) to hold a lecture</td>
<td>e) to fail</td>
</tr>
</tbody>
</table>

**Exercise 13.** Give definitions to the following words:

<table>
<thead>
<tr>
<th>1) a professor</th>
<th>6) post-graduate student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) tutor</td>
<td>7) student’s record book</td>
</tr>
</tbody>
</table>

**Exercise 14.** Choose the definitions below with one of the words given.

(Tutor, lecture, professor, undergraduate, classmate, head teacher, director of studies, graduate)

1. Someone in charge of a school.
2. Someone who is still at university studying for their first degree.
3. Someone who has successfully completed their first degree.
4. Someone responsible for courses in a privet school.
5. Someone in the same class as you at school.
6. Someone who teaches at a college or university.
7. Someone responsible for teaching a small group of students.
8. Someone with the highest academic position in a university.

**Exercise 15.** Correct the mistakes, if any, in the following sentences:

1) I can’t come out. I’m studying. I’m passing an examination tomorrow.
2) You can study a lot of different careers at this university.
3) She’s a professor in a primary school.
4) He gave an interesting 45-minute conference on Goethe.
5) Congratulations! I hear you succeeded your examinations.
6) She got a degree in personnel management from a private college.

**Exercise 16.** Learn the following proverbs and idioms:

1) Knowledge is power. – Знание – сила.
2) Through hardship to the stairs. – Через тернии к звёздам.
3) So many men, so many minds. – Сколько людей, столько и мнений.

- a round-table conference – беседа за круглым столом.
- you live and learn – век жить – век учиться.
Writing

Exercise 1. You’ve been studying at the university for a month already. Write a letter to your friend telling him/her about your first impressions, your classes, your groupmates, difficulties you face at the university. Use your active vocabulary.

Exercise 2. Study the «Students’ Guide to Exams Stress». Write a set of guidelines similar to the article on the topic «Learning a foreign language».

A Students’ Guide to Exam Stress

<table>
<thead>
<tr>
<th>Stress is difficult to define but most of us know it when we experience it. We may have mental symptoms: panic, feeling trapped or overwhelmed. Or there may be physical symptoms: sweating palms, headaches, breathlessness or sleeplessness.</th>
<th>Easier said than done, but exercise is one of the best ways of relaxing. It’s the natural way to deal with adrenaline and similar hormones. A walk will help; a quick swim or a game of tennis is even better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress can cause us to feel overwhelmed. So make a carefully written plan, think every item over, tick off those that are not important and the problems will seem less overwhelming.</td>
<td>Don’t drink endless cups of tea or coffee: although caffeine is a stimulant it will eventually only make you more tense and nervous.</td>
</tr>
<tr>
<td>When you’re writing your revision plan, make sure you include some time off. Make something pleasant during this time, i.e. eat an ice-cream, listen to music, walk the dog.</td>
<td>Don’t try to go without sleep – sleep is a natural way of relieving stress. Don’t use alcohol or other drugs. They create more problems than they solve.</td>
</tr>
</tbody>
</table>

Exercise 3. Compare systems of education in Belarus and in Great Britain. What are their pros and cons. Give specific reasons when writing an essay.

Exercise 4. Do you agree with the statement «Exams should be abolished because they are not objective». Give specific reasons when writing an essay.

Exercise 5. Read the following letter, then rewrite it using conditionals.

Dear Mary,

I’m writing to tell you my bad news. I don’t know why but this term I missed a lot of classes. Eventually I didn’t manage to revise for the exams properly. At the exam on Mathematics I didn’t know the answers to my questions. I took a risk and cribbed. The teacher noticed that and gave me a two. The bad news is that I won’t get my scholarship. What is even worse is that I have two more exams and I don’t know anything.

Sincerely yours,
John.

Exercise 6. Study this example of curriculum vitae and try to describe the person. Write you own CV in the same way. You can invent experience.

Resume of John Black, Professional Translator

Personal details
Date of birth: 21 June 1963
Nationality: British
Place of birth: Blackpool, England
Address: Maldenvil 65, 1234 EA London, England
Telephone: +33 (0)33868 4743, +33 (0)20 7657032;
          fax +33 (0)20 8627003
Civil status: Married + three children

Education
Work experience
   Analysing, programming, documenting and maintaining software for computers and PCs.
1991–2000: Technical author and translator for data-communications manufacturer of emulators and embedded systems, including emulators and data security systems.
   Writing technical user manuals, translating and writing product descriptions data sheets and press releases, preparing and giving presentations.
2000 – to date: In-house translator, Dutch to English, for major international accountants and advisors firm,
   Translating, editing and correcting various business, financial, training and personnel documents and reports, including the following:
   Financial statements, annual reports, management letters, proposals, engagement letters, risk management reports, personnel appraisal schemes, pension schemes, government tenders, press releases, product communications, web-site texts, presentations, correspondence, forensic analyses and reports, business process analyses and descriptions, auditing and advisory product descriptions and data sheets, social reports, voluntary project reports and descriptions.
2000 – to date: Freelance translations, editing and corrections for audio-visual industry, local government and law firm, including:
   industrial safety training and regulations, sales training, mobile-phone services, speeches for politicians and local government officers, covenants and agreements, presentations, logical puzzles, etc.

Exercise 7. Work in pairs. Invent job requirements for which the CV of John Black would suit.

Exercise 8. Answer the following questions which an employer could ask provided you were applying for the position of a high school teacher:
   – Do you completely meet the requirements for this job?
   – What is your level of experience?
   – Do you have the right personality to work with students?
   – What is your objective?
   – Is it worth paying for a training course if you get serious about this career? Why?
   – What questions should you ask yourself if you are thinking about upgrading your qualification?

Exercise 9. A new academic year will soon begin. Using the words and word expressions from the table below, write an advertisement for future school-leavers welcoming them to enter your university. Praise your Alma Mater as much as possible.

<table>
<thead>
<tr>
<th>Variety of departments</th>
<th>High level of education</th>
<th>Experienced teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to the library</td>
<td>Access to the Internet</td>
<td>Modern facilities</td>
</tr>
<tr>
<td>Probation period abroad</td>
<td>Grants for brilliant students</td>
<td>Interesting courses</td>
</tr>
<tr>
<td>Hall of residence for newly arrived students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Extra optional subjects for reasonable price |

Exercise 10. Look at the words denoting a person who is studying at a university. Pay attention to the difference in meaning. Translate them into Russian (Belarusian).

<table>
<thead>
<tr>
<th>Student/pupil/undergraduate/graduate/postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student is a person who is studying at a school, college, university, etc. In BrE until recently pupil was used for children at school, but this is becoming old-fashioned and student is used instead, except for young children.</td>
</tr>
<tr>
<td>An undergraduate is a student who is studying for the first degree at a university or college.</td>
</tr>
<tr>
<td>In BrE, a graduate is a person who has completed a first degree at a university or college. In AmE graduate is usually used with</td>
</tr>
</tbody>
</table>
another noun and can also apply to a person who has finished high school.

A *postgraduate* is a person who has finished a first degree and is doing advanced study or research. This is the usual term in BrE, but it is formal in AmE and *graduate student* is usually used instead.

**Exercise 11.** Look at the expressions in *italics* and work out what they mean. Do you have similar expressions in your own languages? Write down a short story of your examination session using these idiomatic expressions.

1. The written exam was difficult, but the oral exam was a piece of cake.
2. It will be easier if we work on this exercise together. Two heads are better than one.
3. Her teacher told her that if she wanted to catch up with the rest of the class and pass her exams, she would have to burn the midnight oil for several weeks.
4. I passed my exams by the skin of my teeth. The pass mark was 50% and I got 51%.
5. When I went to school the teachers used to make us learn poems by heart.
6. On one occasion I learnt a whole speech parrot fashion. I didn’t understand a word of it.

**Reading**

**Exercise 1.** Read the following text:

**Our university**

We are students of the Belarusian State Pedagogical University named after M. Tank, one of the oldest institutions of higher education in our Republic. It is the third largest University in the city. Our University is situated in Soviet Street. It is a teacher-training and research institution.

Originally the Belarusian State Pedagogical University had a name of the Minsk Institute of Education named after M. Gorky. It was formed on the basis the faculty of education of the Byelorussian State University named after V. I. Lenin in 1931. In 1936 the Institute was given a name of Maksim Gorky. There were three departments at that time.

Our University has been a pioneer in training teachers for our schools. It has trained about 40 thousand teachers.

In the years of Soviet power the Gorky Institute has become a major educational establishment.

At present there are 14 faculties: History, Mathematics, Physics, Natural Sciences, Music and others.

Our University occupies 4 buildings. Numerous tutorials rooms, lecture halls, an assembly hall, laboratories, a medical room, a library, a canteen, cafes are at our disposal.

Teaching is maintained at a very high level. About 500 professors and lectures give lectures and tutorials; carry on research in different branches of knowledge.

More than 8000 internal and external students study at our University. A lot of students get state grants. A part of students is provided with hostel accommodation. Tuition is mainly free for the exception of high demanded specializations. There is a correspondence and evening departments at our University too.

The academic year is divided into two terms: the winter term and the summer term. Terminal examinations are held in January and June. Final exams are held at the end of the course of studies. The course for teachers lasts four or five years. We have morning and afternoon classes.

Our University provides us with a high standard of theoretical and practical knowledge. We acquire fundamental knowledge in the social sciences: philosophy, ideology.

Most of us are members of BRUY. It provides us with leisure and holiday facilities.

We are sure of our future. We know when we graduate from the University and become teachers we will get jobs at schools.
Exercise 2. Indicate if the following statements are true (T) or false (F):
1) We are students of the Belarusian State Pedagogical University named after M. Gorky
2) Our University has been the first one in training teachers for schools.
3) It is the first largest University in the city.
4) We gain fundamental knowledge in the social sciences: philosophy, ideology.
5) We are given a high standard of theoretical and practical knowledge.

Exercise 3. Answer the following questions to the text:
1) When was the university found?
2) Who is the University named after?
3) What faculty do you study at? When was it set up?
4) What year are you in?
5) What specialists does the University train?
6) What other pedagogical universities do you know?

Exercise 4. Read the following text:

Life at college
There are 46 universities in Britain. Good ‘A’ Level results in at least two subjects are necessary to get a place at one. However, good exam passes alone are not enough. Universities choose their students after interviews, and competition for places at university is fierce.

For all British citizens a place at university brings with it a grant from their Local Education authority. The grants cover tuition fees and some of the living expenses. The amount depends on the parents’ income. If the parents do not earn much money, their children will receive a full grant which will cover all their expenses.

Free at last
Most 18 and 19 year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one as far away from home as possible! So, many students in northern and Scottish universities come from the south of England and vice versa. It is very unusual for universities students to leave at home. Although parents may be a little sad to see this happen, they usually approve of to move, and see it as a necessary part of becoming an adult.

Anyway, the three university terms are only ten weeks each, and during vacation times families are reunited.

Freshers
When they first arrive at college, first year university students are called ‘freshers’. A fresher’s life can be exiting but terrifying for the first week.

Often freshers will live in a Hall of Residence or on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends.

During the first week, all the clubs and societies hold a ‘freshers’ fair’ during which they try to persuade the new students to join their society. The freshers are told that it is important for them to come into contact with many opinions and activities during their time at university, but the choice can be a bit overwhelming!

On the day that lecture start, groups of freshers are often seen walking around huge campuses, maps in hand and worried look on their faces. They are learning how difficult it is to change from school community to one of many thousands. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such tutorials which take place once a week. Attending lectures is optional (= not obligatory) for «Oxbridge» students!

After three or four year (depending on the type of course and the university) these students will take their finals. Most of them (over 90 per cent) will get a first, second and third class degree and be able to put BA (Bachelor of Arts) after their name. It will have been well earned!
Exercise 5. Answer the questions:

• Is it a good thing to leave home at the age of 18? What are the advantages and disadvantages?
• Many British people believe that if you do nothing more than study hard at university, you will have wasted a great opportunity. What do they mean and do you agree?
• How do British universities differ from universities in Belarus? What do you like and dislike about the British system?

Exercise 6. Read the following text.

How Ruth made history at Oxford

Child prodigy Ruth Lawrence made history yesterday when she came a clear first out of the 530 candidates who sat the entrance exam for St. Hugh’s College, Oxford. The all-women’s college is likely to offer her a scholarship. Ruth sat three three-hour papers – Algebra and Geometry; Calculus, Probability Statistics; and Maths, Pure and Applied. «I was happy with the first two», she said yesterday, «but I wasn’t sure about the third».

Ruth, who lives in Huddersfield, has never been to school. Her father, Harry Lawrence, a computer consultant, gave up his job when Ruth was five to educate her at home. Her mother, Sylvia, who also works in computers, is the family breadwinner.

Harry Lawrence explained that, besides mathematics, Ruth also enjoyed English, History, Geography, Nature Study and other subjects. She began to read at four and started academic subjects at five. «We did not start off with the thought that she would not go to school», he said, «but we enjoyed teaching her so much and we seemed to be making quite a good job of it, so we just carried on».

Because she does not go to school, Ruth has not mixed much with other children. «She enjoys serious conversation with adults», her father said, «and I don’t think she will feel out of place at Oxford». He does not think she works harder than other children her age, but concentrates on what she enjoys, principally mathematics. «She watches television a little but not as a habit», he explained. «But she plays the piano and has quite a wide range of interests».

If she does well at St Hugh’s, Ruth expects to take a further degree and eventually hopes to become a research professor in mathematics – an ambition she may achieve while still in her teens. The Lawrence family plans to move to Oxford when Ruth takes up her place in October 1983. Before then, she plans to take four A-levels to satisfy the college matriculation requirements. Her father hopes she will be exempt from the requirement to pass a foreign language – a «diversion», he feels, «from her main interest».

Miss Rachel Trickett, the principal of St Hugh’s, said last night: «We are all very excited about Ruth. She is obviously quite brilliant and has shown genuine originality». Ruth’s future tutor, Dr. Glenys Luke, admits that taking so young a student is a daunting responsibility but says it is one she expects to enjoy. «I shall tailor the teaching to her requirements», she said. «Ruth shouldn’t have to suffer the same tensions and disappointments that older students face. I hope I shall make it fun for her».

Last night the Lawrence family were thrilled at Ruth’s achievement. «We all jumped up and down a bit when we heard», said Harry Lawrence. When Ruth becomes a student, Harry Lawrence looks forward to concentrating his efforts on her younger sister Rebecca, seven. «She is doing very well», he said, «but it’s too early to tell whether she’s a mathematician».

Exercise 7. Answer the following questions to the text.

1. What role do Ruth’s mother and father play in her upbringing?
2. Why did they decide to educate her at home?
3. Where does Ruth live?
4. When did Ruth’s father give up his job?
5. What subjects besides Mathematics did Ruth enjoy?
6. What is Ruth’s ambition?
7. How old will she be when she achieves this ambition?
8. What papers did Ruth sit at St Hugh’s?
9. How will the college change the course for Ruth?
10. What was the Lawrence family’s reaction to the news?
Exercise 8. Provide questions about Ruth and her family to which the following statements would be the right answers.
1. A computer consultant.
2. Her mother.
3. She was four.
5. Yes, she does. She plays the piano.
6. She said, «She is obviously quite brilliant».
8. He is going to help Ruth’s sister in a similar way.

Exercise 9. Read the following text.
«I chose to study in the UK.»
Sekao Viccie Motlhala
Botswana
HND Ecology
'I came to the UK because I wanted to study in a different atmosphere and make new friends worldwide. I also wanted to be exposed to the British ecology. My course is good – I've learned many things about ecology and environmental management and I've done a work experience module helping the technical team to prepare and set up students' experiments, which was very interesting.
'I've carried out experiments testing soil pH, its conductivity, drainage and moisture content in different layers (called horizons) of the soil. Eventually I'd like to study for a PhD in ecology and work as a conservationist.'

Koji Yazawa
Japan
BA (Hons) Spanish with Applied English Studies
'I chose to study in the UK because the education system here enables you to focus strongly on your subject. It was the ideal place to study two European languages. I love learning about other cultures – on my course there are students from France, Spain, Germany, Korea, Thailand and Nigeria. Even a lot of the British students have Portuguese or Arabic origins, so I've enjoyed talking to my classmates. I've learned to communicate with people from all over the world. I've had a lot of homework but I've also had time to spend with my friends, and to set up a Japanese Cultural Society at my university. I'm especially proud of the Japanese-style party we organized, which brought together more than 200 students.
'Once I graduate, I hope to work as an interpreter or translator in which I can use English, Japanese and Spanish. I'd also like to drawing on my own experiences to set up as an agent for students who want to study in the UK or abroad.'

Loay Al-Aswadi
Republic of Yemen
BSc Biomedical Chemistry
'I chose to study in the UK because UK education has a good reputation in my country; a degree from a UK university will help me in my future career. My course is a combination of biology, chemistry and medicine, for which my university has a strong reputation in the UK and, therefore, internationally. It was important for me to study in an environment where world-class research was normal. My Department has excellent facilities, like those in a real pharmaceutical company and to use these facilities every day at my age is a real joy.
'My studies take most of my time, but I'm trying hard to balance this with my interests: I'm a member of my university's United Nations Society and I'm also involved with the student cinema. Studying in the UK has improved my self-confidence a lot and has taught me to make my own decisions without any fear or pressure. For the future, I hope to do a PhD and then to work in research in either chemicals or pharmaceuticals.'

Exercise 10. How would you explain the following abbreviations, words and word combinations to a foreigner?
1. the UK
2. BA
3. BSc
4. PhD
5. pH
6. degree
7. department
8. to be exposed to
9. to set up
10. course
11. facilities
**Exercise 11.** Indicate if the following statements are true (T) or false (F).

1. Studying in the UK gives you an opportunity not only to find new friends but also to learn about other cultures.
2. As every course at the university focuses strongly on the subject, there is no way to find time for entertainment and recreation.
3. Absence of facilities at the departments is a real joy.
4. At British universities there are few foreign students and they are very hostile to each other and to the British.
5. Studying in the UK makes people more independent and self-confident.
6. Knowledge acquired at British universities is difficult to apply in other countries.
7. Foreign students spend much time taking part in different extracurricular activities.

**Exercise 12.** Answer the questions to the text.

1. Did all the three students have the same reasons for coming in the UK?
2. Why is Sekao’s course good?
3. Was Sekao exposed to the British ecology? How was it happening?
4. Why is the UK an ideal place to study European languages?
5. What is Koji’s hope?
6. Why was it important for Loay to study in the UK?
7. Is Loay studying at a prestigious university?
8. Is Loay leading an active students’ life?
9. How does studying in the UK help him in life?
10. Would you like to study in the UK?

**Exercise 13.** Read the following text.

**A snapshot of American higher education**

The United States leads the industrial nations in the proportion of its young people who receive higher education. For some careers – law, medicine, education, and engineering – a college education is a necessary first step. More than 60 percent of Americans now work in jobs that involve the handling of information, and a high school diploma is seldom adequate for such work. Other careers do not strictly require a college degree, but having one often can improve a person's chances of getting a job and can increase the salary he or she is paid.

The widespread availability of a college education in America dates back to 1944, when Congress passed a law popularly known as the GI Bill. (GI – meaning «government issue» – was a nickname for an American soldier, and the law provided financial aid to members of the armed forces after World War II was over.) By 1955 more than 2 million veterans of World War II and the Korean War had used the GI Bill to go to college. Many of them came from poor families and would not have had the chance to go to college without the law. The program’s success changed the American image of who should attend college.

About the same time, the percentage of women in American colleges began to grow steadily; in 1993 women received 54 percent of all degrees awarded, compared to 24 percent in 1950. With the end of racial segregation in the 1950s and 1960s, African Americans also entered colleges in record numbers. The percentage of African Americans who go on to college, however, is still lower than the general population. In 1992, 47.9 percent of African-American high school graduates were enrolled in college, compared with 61.7 percent of all high school graduates.

**Exercise 14.** Indicate if the following statements are true (T) or false (F).

1. The US leads the industrial nations in the proportion of its young people who receive secondary education.
2. For some careers – law, medicine, education, and engineering, a school diploma is inadequate.
3. A college degree doesn’t give any bonuses.
4. The GI Bill is the name of an American soldier.
5. The widespread availability of a college education became possible after World War II.
6. More than 2 million veterans of World War II and the Vietnam War had used the GI to go to college.
7. The GI Bill gave an opportunity for rich people to get higher education.
8. In the 1950s the percentage of women in the US colleges began to grow.
9. In the 1950s and 1960s African-Americans left the US in record numbers.
10. The percentage of African-Americans who go to college today is very high.

Exercise 15. Put general and alternative questions to the text.

Translation

Exercise 1. Translate the sentences from English into Russian.
1. Many students find it hard to do all the study that has to be done; they find themselves putting off required reading, jumping from one subject to another and rarely being quite certain what they are trying to do during a particular study session.
2. There are a number of places where you can study – college, library, public library, lodgings, home, vacant classrooms, on bus or train – and each has several obvious advantages and disadvantages.
3. As the proverb has it, «No pains, no gains». The students take great pains with their classes to gain as much knowledge as possible.
4. Every student has a tutor and as soon as you come to Oxford one of the first things you do is to go and see your tutor. He plans your work, suggests the books you should read and sets work for you to do.
5. Students sometimes complain that they are given too much work but if you plan your day well you can manage it without much difficulty.
6. The first thing that we must learn as we begin to study a foreign language is that each language is the best possible language for the people who use it.
7. The written exam was difficult but the oral exam was a piece of cake.
8. It will be easier if we work on this exercise together. Two heads are better than one.
9. When I went to school the teachers used to make us learn poems by heart.
10. As a result of all the hard work they put in, the students reached a high level of achievement.

Exercise 2. Translate sentences from Russian into English.
1. Вы писали контрольную работу по активному словарю? – Да, я сделала много орфографических ошибок. У меня плохая память на правила.
2. Тебе нравятся занятия по домашнему чтению? – Да, очень, на занятиях мы узнаем много новых слов, работаем над словарем, учимся составлять диалоги, принимаем участие в дискуссиях. Если вы хотите овладеть языком, надо много работать.
5. Я никогда не списывал на экзаменах. Мне это не нужно. Я всегда посещаю занятия и готовлюсь к ним, поэтому подготовка к экзамену не составляет труда.
6. Когда я окончу университет, я надеюсь найти высоко оплачиваемую работу.
7. Мне нравятся несколько предметов в университете: математика, информатика, логика. Но мой самый любимый предмет – это психология.
Exercise 3. Translate the text from English into Russian.

Cambridge is a great place to be a student. If you have an image of Cambridge, it’s probably one of ancient buildings, immaculate green lawns and people punting down a willow-fringed river. This is an accurate image – the city is stunningly beautiful – but there’s a lot more to it than that.

Cambridge is a fascinating mix: an historic medieval town that is the birthplace of some of the most recent scientific advances; a place with high-technology science parks and ancient cobbles, with bustling streets and tranquil green spaces.

It’s small enough for you not to have to waste time and money on getting around, but large enough to offer you all the benefits of city life: pubs and clubs, music venues which attract big-name bands, multiplex cinemas, cafés and restaurants, a thriving central market and a good range of shops. It’s a vibrant and exciting city with a friendly and welcoming feel.

The University is an important part of the city’s life, but Cambridge has a definite character of its own. You can easily get involved in the community if you wish: the local people are used to students. After all, the University’s been here for nearly eight centuries.

When you do want to escape, the countryside is very close with pleasant walking and cycle routes from the city centre to villages like Coton and Madingley, and along the river to the pubs and Orchard Tea Gardens at Grantchester. Further afield, most students make at least one visit to Ely to see the magnificent cathedral and to absorb the unique and mysterious atmosphere of the Fens. And if all this isn’t enough for you, then London is less than an hour away by train.

Exercise 4. Translate the text from Russian into English.

Американское высшее образование традиционно считается очень престижным. Студенты едут в США практически со всех концов света, будучи уверенными в том, что диплом американского университета откроет им блестящие перспективы в дальнейшей карьере. Их не пугают ни сравнительно высокая цена (в среднем около 25 тысяч долларов в год за обучение, питание и проживание), ни сложность выбора, ни трудности, связанные с процедурой поступления.

Американские школьники получают диплом о среднем образовании (High School Diploma) по окончании 12 лет учебы в возрасте 17–18 лет, а затем поступают в колледж или университет. Для поступления необходимо помимо такого диплома представить результаты тестов SAT (Scholastic Aptitude Test) или ACT (American College Test), показывающих общий уровень академической подготовки. Иностранные студенты также должны представить документ о среднем образовании, сдать тесты SAT или ACT, а кроме того сдать экзамен на знание английского языка (TOEFL). На процедуру оформления документов уходит 4-6 месяцев, а иногда и больше. Получение степени бакалавра обычно занимает четыре года, но некоторые дисциплины (фармацевтика, архитектура) требуют пятилетнего обучения. Затем можно продолжить обучение в магистратуре (1-2 года), в докторантуре и т.п.

Exercise 5. Translate the text from Russian into English.

Университеты Англии

Одна из причин привлекательности Туманного Альбиона – возможность дать детям первоклассное образование в колледжах и частных английских школах. Понятия хорошее образование и английское образование стали синонимами более пяти веков назад.

Школы и университеты в Англии лучшее место для получения современного, качественного и престижного образования. Если решение принято и университет в Англии выбран – остается
лишь купить авиабилет в Лондон. Однако поступить в университеты Англии с элементарным или даже средним знанием языка не получится. Придется предварительно поучиться на подготовительных курсах, которые помогут получить необходимые сертификаты, подтверждающие знание английского языка.

Многие студенты после учебы в английском университете остаются в Великобритании работать, учиться в аспирантуре или преподавать. Система образования в Англии стремится быть идеальной. В долгосрочной перспективе англичане стремятся обеспечить, чтобы через 25 лет Оксфорд и Кембридж все еще играли ведущую роль в экономической и интеллектуальной жизни Великобритании и фигурировали в мировых рейтингах лучших университетов. Министерство образования Великобритании регулярно проверяет все университеты Англии, аттестует преподавателей, качество преподавания.

**Speaking**

**Conversational Clichés**

a) *Expressing opinion:*
- I think that…
- It seems to me that…
- In my opinion…
- In my point of view…
- From my viewpoint…
- The way I see it…
- From where I stand…

b) *Asking for advice:*
- Do you think I should…?
- What would you advise?
- What would you do?
- What would you do if you were me?
- What would you recommend?

c) *Giving advice:*
- I think you should…
- If I were you, I’d…
- It is a good idea to…
- Don’t forget to…

**Exercise 1.** Comment on the following quotations. Do you agree with them or not?

1. Learn from yesterday, live for today, hope for tomorrow. (Albert Einstein)
2. Learn everything you can, anytime you can, from anyone you can – there will always come a time when you will be grateful you did. (Sarah Caldwell)
3. Tell me and I'll forget; show me and I may remember; involve me and I'll understand. (Chinese proverb)
4. The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as long as we live. (Mortimer Adler)
5. Being ignorant is not so much a shame, as being unwilling to learn. (Benjamin Franklin)
6. Education is learning what you didn't even know you didn't know. (Daniel J. Boorstin)
7. You learn something every day if you pay attention. (Ray LeBlond)
8. Learning is like rowing upstream; not to advance is to drop back. (Chinese Proverb)
9. While we teach, we learn. (Seneca)

**Exercise 2.** Say what kind of work that you do in your classes you find:

a) the most difficult/the easiest;
b) the most enjoyable/the least enjoyable;
c) the most helpful/the least helpful;
d) stimulating/dull

Share your opinions of your lectures and seminars in the same way.
Exercise 3. Work in pairs. Do you have any of the following study problems? If you do, discuss them with your partner.

**In class**
- It’s difficult to concentrate
- You can’t follow the lesson
- You don’t like the subject
- Other students are much better than you
- Other problems (What?)

**Outside class**
- You have nowhere quiet to study
- You lack self-discipline
- It’s difficult to begin studying
- You don’t have enough time
- Other problems (What?)

Exercise 4. Make up situations extending the given statements. Use the prompts and any other active words and phrases which fit into the situation.

1. Kate is a quick learner (to have a good memory/ear for, to take notes of, to enjoy practicing smth, to be clever at, etc.)
2. I think Tom will get on well in his English exams (to attend, to do a lot of revision, to make a careful study of smth, to improve)
3. I am sorry to say Mike is an unsatisfactory student (to miss classes without a good excuse, to be inattentive in class, never to do any preparation)
4. Working with tapes is helpful in many ways (to learn to understand native speakers, to get rid of one’s faults in pronunciation, to imitate the manner of speech)
5. It’s hard to do a vocabulary test (to do a lot of revision, to have a good memory for prepositions, to be good at translating into English)
6. I find it dull to learn the rules in English (a lot of terms, hard to remember, not very helpful)
7. It isn’t much fun to catch up with the group after you’ve missed a lot of classes (to feel inadequate, to study on one’s own, to be bad at smth)

Exercise 5. Express your opinion on the questions discussed.
1. What system of higher education is better, British or Belarusian? Why?
2. Is it possible to avoid stress at the exam?
3. Should exams be abolished?
4. Should students with different abilities study together?
5. Do you think that there should be only optional subjects at university?
6. What difficulties do students usually face when entering the university?

Exercise 6. Work in small groups. Design an image of an ideal teacher/an ideal student. Compare your images with the others. Do many teachers/students correspond to your ideal?

Exercise 7. Work with your partner. Take turns to use role cards A and B. Give yourself time to prepare your role and think about the active vocabulary you can use.

**Role card A**
You have the following problems with your studies:
- difficulty in starting to study
- problems with doing homework
- the level of the other students in your class
- lack of progress
- worries about the exams in June
- any other problems
Talk to your partner and ask for advice.
You can decide to accept the advice that he or she gives: Yes, that’s a good idea.
Or you can reject it: That’s easier said than done.

**Role card B**
Your partner is going to tell you about his or her problems with studying.
Give as much helpful advice as you can. When giving advice, you can say:
Have you tried...+ing?
Why don’t you try...+ing?

Exercise 8. Work in pairs. Act out dialogues as in the examples. Use your active vocabulary.
1. There will be a lecture on Shakespeare in room 300. Are you coming?
– I don’t know. We’ve had three classes already today. I feel rather tired.
2.
• Did you take notes at the lecture?
• Certainly. I missed the lecture but I copied up the notes.
3.
– Where’s John?
– He is taking his English test.
4.
• Is Alice doing well?
• Yes, she is a quick learner and manages to do all the work we are given.
5.
– I think you have a lot of pronunciation practice in your phonetics classes, don’t you?
– Yes, we are trained to imitate native speakers.

Exercise 9. a) Study the following dialogue.

Women in IT: Catherine Jaktman

Dr Catherine Jaktman has been working in IT for more than 15 years. Jaktman holds a BA in Mathematics, MS in Computer Science and a PhD in Computer Science Engineering and has worked on projects in the US, Sweden, Hong Kong and New Zealand. She hopes to be a role model for other women in IT, and believes it is a shame that females are still not encouraged to choose technology-based careers.

– What and where was your first job in IT?
– My first job was as a Fortran 77 programmer in the actuarial of a large insurance company in Boston. I stayed for about one year before I went to work as a programmer for a major bank, also in Boston. I was then recruited for an IT position in banking in Sydney, and I am still in Australia today.

– Why were you interested in studying IT?
– Looking back to when I entered IT at university, I am not sure if I was interested in 'technology' or interested in the career prospects that it enabled and the opportunities that studying technology provided, such as being able to work in different industries and countries.

– Do you recall being either encouraged or discouraged as a school student to take on a career in IT?
– In high school I was good in maths and science, so I was encouraged to study nursing or become a teacher. I studied maths at Northeastern University in Boston. After my third year at Northeastern, they started a Computer Science program, which maths students were encouraged to join. So, I suppose I fell into IT as a natural progression from maths.

– What do you find most challenging about your work?
– Often the most challenging part of a project is working with a client that is uncertain of what they want, but they know they need to change to move forward.

– What do you see as your greatest achievements in the IT industry?
– I suppose staying in IT throughout my career and having different roles from (programming) to research through to consulting.

b) Give extensive answers to the following questions about Catherine Jaktman.
1. What does Catherine Jaktman do?
2. What degrees does she have?
3. What was her first job?
4. Was she interested in IT when she entered the university?
5. Was she encouraged to take on a career in IT?
6. Does she like her job? Why/why not?
7. Is she proud of what she’s doing?
8. How can you characterize Catherine?

Exercise 10. Transform the dialogue «Women in IT: Catherine Jaktman» into a monologue and retell it in a third-person narrative.
Exercise 11. You will hear several people talking about a variety of topics such as food, people, holidays. Reply to them, using an explanation from A and a sentence from B. Draw a line.

Exclamations

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Mmm!</td>
<td>How disgusting!</td>
</tr>
<tr>
<td>b Wow!</td>
<td>I’ve dropped it!</td>
</tr>
<tr>
<td>c Hey, Peter!</td>
<td>That’s crazy! What a stupid thing to say!</td>
</tr>
<tr>
<td>d Yuk!</td>
<td>Of course I’m listening to you.</td>
</tr>
<tr>
<td>e Whoops!</td>
<td>It’s absolutely delicious!</td>
</tr>
<tr>
<td>f Ah! Triplets!</td>
<td>How amazing!</td>
</tr>
<tr>
<td>g Ouch!</td>
<td>What a shame!</td>
</tr>
<tr>
<td>h Uh?</td>
<td>I’ve just cut my finger.</td>
</tr>
<tr>
<td>i Uh-huh.</td>
<td>Come over here and sit with us.</td>
</tr>
</tbody>
</table>

Exercise 12. What is the next line in the dialogue? Put a letter a-i next to the correct line.

☐ Don’t worry. I’ll get you a new one.
☐ That’ll keep them busy!
☐ You must be so disappointed!
☐ Just the way I like it.
☐ You’re talking about Keith whatisname and some meeting or other.
☐ Did you eat any of it?
☐ I don’t think it’s very deep, but I’d better put a plaster on it.
☐ We’d really like you to join us.
☐ You know it’s not true.

Exercise 13. Comment on the following quotations.

1) «Education is learning what you didn’t even know you didn’t know.» (Daniel J. Boorstin)
2) «Children have to be educated, but they have also to be left to educate themselves.» (Ernest Dimmel)
3) «There is no end to education. We are all in the Kindergarten of God.» (Edbert Hubbard)
4) «The aim of education is the knowledge not of facts but of values.» (Dean William Ralph Inge)
5) «Intelligence plus character- that is the goal of true education» (Martin Luther King, Jr.)
6) «The aim of all education is, or should be, to teach people to educate themselves.» (Arnold J. Toynbee)
7) «Teachers open the door, but you must enter by yourself» (Chinese proverb)

Exercise 14. Discuss the situations.

1) Your friend’s sister is leaving school. She wants to enter your University. What would you advise her to do?
2) You meet your former classmates at the traditional school evening party. What would you tell them about your University and your studies?
3) A delegation of British (or American) students has come to your University. What would you tell them about the University and higher education in Belarus?

Fun

Exercise 1. Put the missing double letters in the words below.

| NECE__ARY INFORMATION |
| SU__D IN STUDIES |
| EXCE__NT MARK |
| A__ND CLA__ES |
| EXTRA-CU__RICULAR ACTIVITIES |
| SPE__LING MISTAKES |
| CO__UNICATE WITH FOREIGNERS |
| GRA__AR TASK |
| BO__OW B__KS FROM THE LIBRARY |
| WRITE AN E__AY |

Keys: necessary, succeed, excellent, attend classes, extra-curricular, spelling, communicate, grammar, borrow books, essay.
Exercise 2. Rearrange the nonsense compound nouns in each group below so that they make ten real compound nouns.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESH</td>
<td>TABLE</td>
</tr>
<tr>
<td>BOOK</td>
<td>BOOK</td>
</tr>
<tr>
<td>STUDENT</td>
<td>MAN</td>
</tr>
<tr>
<td>TEXT</td>
<td>SHIP</td>
</tr>
<tr>
<td>TIME</td>
<td>WORK</td>
</tr>
<tr>
<td>HOME</td>
<td>MATE</td>
</tr>
<tr>
<td>SCHOLAR</td>
<td>ROOM</td>
</tr>
<tr>
<td>GROUP</td>
<td>HOOD</td>
</tr>
<tr>
<td>ADULT</td>
<td>SHIP</td>
</tr>
</tbody>
</table>

Keys: classroom, freshman, bookcase, studentship, textbook, timetable, homework, scholarship, groupmate, adulthood.

Exercise 3. Do the crossword puzzle.

Across
7. The information, understanding and skills that you gain through education or experience.
8. A sum of money that is given by the government or by another organization to be used for a particular purpose.
9. A series of lessons or lectures on a particular subject; a period of study at a college or university.
10. A person who is studying at a university or college.
11. A book that gives a list of the words of a language in alphabetical order and explains what they mean.
12. A number or letter that is given to show the standard of somebody’s work or performance or is given to somebody for answering something correctly.

Down
1. The study of speech sounds and how they are produced.
2. A person who makes a formal request for something, especially for a job, a place at university.
3. The position of being in charge of a department in a university.
4. A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.
5. One of the periods in the year during which classes are held in schools, universities, etc.
6. A short piece of writing to help you remember something.


Exercise 4. Read the jokes.

1. – What are doing, Jenny? You’ve been sitting quietly at your desk all morning.
   – I’m drawing a picture of a cow eating grass, Miss.
   – Where’s the cow? Where’s the grass? I can’t see anything!
   – Well, the cow has gone home, Miss because there isn’t any more grass!

2. – What is your son going to be after he passes his exams?
   – Well, by the time he passes all his exams, he’ll be a pensioner.
3.
− You look awful! You ought to go back to bed.
− Yes, I think I should. I couldn’t sleep last night.
− You should have counted sheep.
− I did, but I made a mistake and it took me all night to correct it.

4.
− If you hadn’t failed your exams, you would have got a good job.
− So?
− If you had a good job, you could save some money.
− And?
− If you save money, you can retire. Then you won’t have to work.
− But I’m not working now, so what’s the difference?

5.
− One of you has been copying. You both wrote exactly the same essay on «A Day in the Park».
− Neither of us was copying, Miss. We both went to the same park.

Unit 5. Choosing a Career

Grammar: Articles, prepositions, pronouns, gerund, passive voice, conditional 1, 2.


Reading: Text «Work and Occupation», Text «Career Prospects», Text «Teaching as a Career».

Writing: The letter of application, Resume, essay writing.

Translation: Sight translation of the texts «Why do you want to teach?», «Выбор профессии»

Speaking: Exchanging opinions at presentations, sharing ideas, making up and reporting decisions, discussing problems, acting out the interviews.

Fun: The poem «Teacher’s Prayer» by James T. Metcalf, jokes, the crossword.

Video: Film «Devil’s Advocate».

Grammar

Exercise 1. Fill in the blanks with the prepositions where necessary:
1. What do you do … a living?
2. I work … a bank.
3. I work … Microsoft.
4. He is responsible … telephone calls in the company.
5. She meets … clients.
6. I am … charge … all deliveries out of the plant.
7. Originally I worked as a school teacher, but I applied … a grant to study medicine at university. I specialized … mental disorders, and then started my present job. I believe completely … what I am doing, and I am totally committed … my clients. I have to listen very carefully … what they say, and sometimes explain … them what I think the problem is. Sometimes they start to depend … me too much. What is my job? Oh, I forgot to tell you, I am a psychiatrist.
**Exercise 2.** Insert the articles:
1. He is … man who is always ready to work round … clock.
2. Hopkins was … rich man as well as … successful tennis-player.
3. … man doesn’t live by bread alone.
4. Learning comes easier to … young.
5. He was … lawyer by profession.
6. I wouldn’t be … Vice-Chancellor if they asked me on their knees.
7. Johnson was … manager of the estate up the river.
8. … waiter was … old friend of mine and at that season he was … porter and … cook as well.
9. It’s … girl called Betsy. She is … boss’s secretary.
10. Maybe he will take you as … assistant.
11. Marcel, … fat man who runs … bar we were at … last night, introduced me to … two workers.
12. I spent half my time teaching … law and … other half in London as … consultant to … big firm.

**Exercise 3.** Study the example: «Young people who wish to learn a trade, will long to get an apprenticeship after leaving school». It’s a compound sentence. Make up your own compound sentences, using the structures below. Pay attention to the use of the pronouns (who, which, that):
1. Trades are occupations/demand a high level of manual skill.
2. The majority of women in Britain/ have children/don’t work.
3. A secretary is a job/involves great mental skill.
4. Workers receive wages/are paid weekly.
5. White-collar employees receive salary/is paid monthly.
6. Professionals/are paid much higher/receive a University degree.
7. You need to open a bank account/your salary will be paid.

**Exercise 4.** Study the example: «You have a chance of getting a job». We use the Gerund after «to have a chance of ...». Think of 3 chances that you have and 3 chances that you most likely don’t have. Remember to use the Gerund.

**Exercise 5.** You are responsible for finding someone to do all the office jobs. Change each of the following sentences from the Active into the Passive Voice. The first answer is given.

- Someone will finish the project by tomorrow afternoon.
  - The project will be finished by tomorrow afternoon.

1. Someone typed the report last week.
2. Someone is ordering the office supplies.
3. Someone has sent all the letters.
4. Someone was writing the information during the meeting.
5. Someone will write down the client’s telephone number.

**Exercise 6.** Complete the following dialogues between workmates. Use the verbs to give, to fire and to type in the passive forms. Then make up your own dialogues using different passive forms.

− Have you heard about John?
− No, I haven’t. What happened?
− He … a raise last week.
− That’s great! That’s the second time he … a raise this year.

− Have you heard about Mary?
− No, I haven’t. What happened?
− She … last week.
− What a shame! That’s the second time she … this year.

− Hello, this is Mr. Jones.
− I’m calling about my report. Has it … yet?
− Not yet. It’s … right now.
− When can I pick it up?
− It’ll be ready by 4 o’clock.

**Exercise 7.** Rewrite each sentence beginning as shown.

Don’t come late again! You are certain to get fired!

If you come late again, you’ll get fired.

1. I advise you to start looking for a new job. (If I …)
2. Why doesn’t Jack work harder! He could get a promotion. (If he …)
3. Don’t smoke in the office. That’s why nobody wants to work with you. (If you …)
4. I don’t know the answer. That’s why I can’t tell you. (If I …)
5. I’m not very well paid, so I don’t work late. (If I …)
6. I haven’t got a secretary, so I have to do my own typing. (If I …)
7. Lend me some money until pay day. I promise to pay you back on Friday. (If you …)
8. You never arrive on time, that’s why the boss doesn’t trust you. (If you …)

**Exercise 8.** Label the underlined verbs always, future event or unreal.

_When you see him, give him my love._ (future)
1. When I see him, he makes me laugh.
2. Provided I see him, I’ll give him your message.
3. I wait here until someone gives me a lift home.
4. I would feel bored if I did a job like that.
5. We’ll start the meeting at 10.00, as long as she gets here by then.
6. If I arrive late the boss calls me into his office for a little chat.
7. If I knew the answer I’d tell you.
8. I’ll wait here, in case Mr. Jones rings back.

**Exercise 9.** Complete each comment with _should_ or _shouldn’t_, beginning as shown.

_If animals frighten you, you shouldn’t be a vet._
1. I don’t like animals. They frighten me.
2. I can’t put up with dirt and smells. Ugh, it makes me feel sick.
3. Foreign languages are easy for me. I pick them up just by listening.
4. I love looking after other people, and animals too.
5. People who keep on asking questions really annoy me.
6. I’m good at making up things, you know, stories, that kind of thing.
7. I love talking on the phone. Ringing people up is my idea of fun.

**Exercise 10.** Make up your own sentences according to the example.

_If you don’t like learning foreign languages, you shouldn’t be an interpreter._

**Vocabulary:**

_Study the following active vocabulary for the topic:_

**1.1 Work and Employment.** What do you do? What’s your job? What do you do for a living? To be in charge of (responsible for), to deal with, to run / a bar, a restaurant, etc. / (to be in control of it, to manage it). To earn, to make money; holiday pay, sick pay; income, income tax; profit, revenue reward salary, wages, pension. A nine-to-five job; flexi-time, shift-work; temporary, seasonal, well- (badly-) paid, prestigious work; to work overtime (= to work extra hours), to work round the clock. Career, job, work, occupation, profession, trade, vocation, post, position. Employee, employer, employment, to employ (for), to take someone on; personnel, staff; apprentice, apprenticeship; promotion, to promote. To fire, to sack, to quit, to dismiss, to retire, to resign. Firm, company, client, to improve working conditions.

**Occupations.** Accountant, architect, broker, builder, butcher, carpenter, chef, child-minder, civil servant, cleaner, clerk, conductor, cook, dentist, designer, dressmaker, driver, electrician, engineer, estate agent, farmer, firefighter, hairdresser, interpreter, journalist, lawyer, librarian, mechanic, nurse, optician, physiotherapist, pilot, plumber, policeman, postman, priest, scientist, secretary, shop assistant, social worker, tailor, teacher, travel agent, typist, vet, waitress.

**Posts.** Boss, chairman, chairperson, chancellor, chief, director, executive, head, headmaster, headmistress, manager, president, principal, subordinate; to accept the post (of).

**1.2 Job Hunting.** Advertising, advertisement, to advise (on), to apply to somebody for something, application, to appoint (to), appointment, certificate, choice (to make choice), Curriculum Vitae (CV), diploma, to fill (in), to go in for something, interview, job center, job description, job-hunter, offer, opening, qualification, Resume, to specialize (in), vacancy.

**1.3 Becoming a Teacher.** Ambitious, bored, boring, committed, competent, considerate, creative, cruel, efficient, expert, experienced, enthusiastic, generous, honest, ignorant, incompetent, just, motivated, punctual, patient, qualified, reliable, responsible, self-confident,
skilled, sympathetic, tactful, unfair.

Discipline, a breach of discipline, to disrupt a class; to encourage, 
encouraging, encouragement; self-respect, self-esteem; tolerance, 
tolerant.

**Exercise 1.** Choose the best alternative to complete these 
sentences:
1. A doctor is a member of a respected … (occupation, profession, 
trade, work).
2. It’s wise to think about choosing a … before leaving school 
(business, career, living, vocation).
3. You will probably have to fill … an application form (down, in, 
on, through).
4. If you are a …, you will have to do what you boss tells you 
(employee, employer, director, manager).
5. It’s difficult these days for anyone to find a well-paid … job 
eternal, permanent, reliable, stable).
6. She was … after three years with the company (advanced, 
elevated, promoted, raised).
7. An apprentice is required to do several years’ … (coaching, 
education, formation, training).
8. A retired person is paid a … (grant, pension, rent, scholarship).
9. If you are paid monthly, rather than weekly, you receive … 
(revenue, a reward, a salary, wages).
10. Some of my work is quite interesting, but a lot of it is just … 
habit, practice, routine, tradition).

**Exercise 2.** In these sentences three alternatives are correct and 
two are wrong. Choose alternatives for each:
1. She is looking for a better position with another … (association, 
company, firm, organization, society).
2. Ford is a multi-national corporation that … motor vehicles 
constructs, fabricates, makes, manufactures, produces).
3. He was … because he was an unreliable and lazy worker 
dismissed, dispatched, fired, left, sacked).
4. A good worker is usually someone with the right kind of … 
(experience, experiences, experiment, personality, qualifications).
5. All the members of our … are expected to work hard 
department, personal, personnel, staff, team).

**Exercise 3.** Give synonyms to the following words:

| 1. to sack | 5. organization |
| 2. qualifications | 6. to work overtime |
| 3. staff | 7. to be in charge of |
| 4. to produce | 8. to make money |

**Exercise 4.** Match definitions on the left with the words on the 
right:
1. total amount of money you receive a year a. salary
2. to dismiss from a job b. to employ
3. to have regular working hours c. income tax
4. a fixed regular payment for work typi-d. to have a nine-to-five 
cally paid on a daily or weekly basis job
5. to take someone on e. income
6. the amount of money you have to pay on f. to go in for 
your income to the government something
7. people employed in an organization g. wages
8. the sum of money most workers are paid h. to fire 
every month i. personnel
9. to choose something as one’s career

**Exercise 5.** Complete the chart:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>offer</td>
<td>apply</td>
</tr>
<tr>
<td>employer</td>
<td>appoint</td>
</tr>
<tr>
<td></td>
<td>promote</td>
</tr>
<tr>
<td>resignation</td>
<td>encourage</td>
</tr>
<tr>
<td>dismissal</td>
<td></td>
</tr>
<tr>
<td>interview</td>
<td></td>
</tr>
<tr>
<td>choice</td>
<td>retire</td>
</tr>
</tbody>
</table>
Exercise 6. Learn the following proverbs by heart:
1. A bad workman always blames his tools.
2. The devil finds work for idle hands to do.
3. The greatest talkers are the least doers.
4. He who makes no mistakes makes nothing.
5. If a thing is worth doing it is worth doing well.
7. The tailor makes the man.
8. Like teacher, like pupil.
9. A little knowledge is a dangerous thing.

Exercise 7. Match these definitions with the jobs:

<table>
<thead>
<tr>
<th>Job</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butcher</td>
<td>A person who translates things</td>
</tr>
<tr>
<td>Newsreader</td>
<td>A person who takes photographs</td>
</tr>
<tr>
<td>Nurse</td>
<td>A person who treats sick animals</td>
</tr>
<tr>
<td>Mechanic</td>
<td>A person who treats your teeth</td>
</tr>
<tr>
<td>Cook</td>
<td>A person who cooks</td>
</tr>
<tr>
<td>Bus-driver</td>
<td>A person who serves people in the shop</td>
</tr>
<tr>
<td>Interpreter</td>
<td>A person who services cars</td>
</tr>
<tr>
<td>Secretary</td>
<td>A person who works for the newspaper</td>
</tr>
<tr>
<td>Photographer</td>
<td>A person who flies a plane</td>
</tr>
<tr>
<td>Vet</td>
<td>A person who looks after young children</td>
</tr>
<tr>
<td>Dentist</td>
<td>A person who drives a bus</td>
</tr>
<tr>
<td>Journalist</td>
<td>A person who reads the news on TV</td>
</tr>
<tr>
<td>Child-minder</td>
<td>A person who prepares food</td>
</tr>
<tr>
<td>Pilot</td>
<td>A person who does office work, such as typing letters</td>
</tr>
<tr>
<td>Shop-assistant</td>
<td>A person who looks after sick people, usually in hospital</td>
</tr>
</tbody>
</table>

Exercise 8. Complete each sentence by using a word from the box:

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profit, career, fired, earn, overtime, team, certificates, vocation, charge.</td>
<td></td>
</tr>
</tbody>
</table>
1. It’s wise to think about choosing a … before leaving school.
2. Bill has a real … for looking after handicapped children.
3. He was … because he was an unreliable and lazy worker.
4. In Britain, people are usually unwilling to tell other people how much they ….
5. The purpose of running a business is to make a ….
6. The chief engineer was in … of nearly fifty men.
7. I am proud to be part of such a creative and enthusiastic ….
   I hope you are too.
8. We’re very busy this week. Can you work …?
9. Although his … were impressive, they were offering the position to someone who has more experience.

Exercise 9. Give antonyms to the following words:

a) to work – to rest
   To employ, well-paid, boring, cruel.

б) patient – impatient (use the prefixes in-, un-, dis-, ir-)
   To encourage, formal, employment, just, tolerant, responsible, competent.

Exercise 10. Work in pairs. Answer the following questions:

• What do you (plan to) do for a living?
• What do the other members of the family do for a living?
• What is the most difficult job you can imagine?
• What is the most unpleasant (pleasant) job you can imagine?
• If you choose any job in the world, what would it be? Why?

Reading:

Exercise 1. Read the following text:

Work and Occupation

In Britain, as in most highly industrialized countries, the overwhelming majority of people of normal working age work for their living. However, the proportion of women who go out to work is lower than in other countries.

The occupational structure reflects the nature and structure of the national economy and is constantly changing. Thus, the number of miners, textile workers, railway men, ship-building workers and farm workers has been falling for many years, while the labour force in engineering, especially in electronical engineering and electronics, is
expanding. Broadly speaking, there are three main groups of occupations: professions, trades and jobs. Traditionally, professions are occupations which involve mainly intellectual work and require a long period of higher education at a university or an institution of a similar standard (the medical profession, the legal profession, the teaching profession, the theatrical profession and so on). Trades are occupations which demand a higher level of manual skill and an extended period of practical and theoretical training (mechanics, electricians, toolmakers, plumbers, joiners, locksmiths, etc.)

Young people who wish to learn a trade will long to get an apprenticeship after leaving school, during this time apprentices are paid much lower wages than other workers.

The term job includes both unskilled and semi-skilled manual occupations on the one hand and occupations which require considerable knowledge and mental skills on the other. The dividing lines between trades and jobs, and professions and jobs are by no means always clear.

Many higher-grade white-collar and staff workers, and most professional people, receive a monthly or annual salary, and are paid by cheque each month. Their salary cheque may be handed over to them or it may be paid directly into their bank accounts. Manual workers and lower clerical grades receive a wage (or pay) which is paid out each week in cash. The day on which a pay is received is known as a pay-day.

**Exercise 2.** Match definitions on the left with the words on the right:

| 1. Occupations which involve mainly intellectual work and require a long period of higher education at a university or an institution | a) jobs; |
| 2. Occupations which demand a higher level of manual skill and an extended period of practical and theoretical training | b) trades; |
| 3. Occupations which include both unskilled and semi-skilled manual labour on the one hand and mental skills on the other | c) professions; |

**Exercise 3.** Complete the following lists of occupations (use words from the text, vocabulary):

<table>
<thead>
<tr>
<th>Professions</th>
<th>Trades</th>
<th>Jobs</th>
</tr>
</thead>
</table>

**Exercise 4.** Read the following text and find the suitable context for each of the words on the list: old-fashioned, law, effort, crazy, less, prizes, lecturer.

**Career Prospects**

− How have your two sons been doing at school lately, Andy?
− Terrible! James never starts working, and Malcolm never stops working.
− You're joking, of course. I hear that Malcolm is likely to win all the ..., in the exams this year.
− Yes, so his teachers say. But he deserves to do well. He's always been so conscientious and hard-working, and he's been slaving at his books every evening for months recently. He wants to go to Oxford University next year.
− Maybe he'll become a university ... himself eventually.
− Maybe. But I think he studies too hard; I sometimes wish he'd go out and enjoy himself for a change.
− Yes. What about the younger one?
− Well, James' teachers say that he has ability, but that he's too inconsistent and that he rarely does his best. In other words, he's not bad when he makes an ..., but he's too idle. He couldn't care ... about exams. He does his homework in ten minutes every evening and then rushes out to play tennis.
− He's ... about tennis, isn't he? Perhaps he can make his fortune at it. You can make more money from sport than from an ... profession these days.
− So I believe. But my wife always worries about the children's future. She wants James to give up tennis and study ..., but I don't believe in forcing boys to take up careers they're not cut out for. I wonder how James will develop in a couple of years' time!
Exercise 5. Mark the following statements as True (T) or False (F). Correct the false statements:
1. James is doing well at school.
2. Malcolm is conscientious and hard-working.
3. James doesn’t care about his exams.
4. Malcolm is a good tennis-player.
5. James’s mother wants him to give up tennis and study medicine.
6. The boys’ parents are not going to force them to choose a career.

Exercise 6. Put questions of different types (general, special, alternative, disjunctive, indirect) to the text.

Exercise 7. Read the following text:

Teaching as a Career

Teaching is a universal activity. It is found in all societies and during all historical periods. Without teaching – or the intentional transfer of knowledge – civilization quite simply would disappear. Those to whom the title «teacher» legitimately can be applied are relatively few in number. Unlike parents instructing their offspring or village elders sharing experiences with young neighbors, contemporary teachers approach their responsibilities in a systematic way. Teachers are expected to be trained, certified, and held accountable for their actions, they are considered to be professionals.

To teach effectively, you must possess considerable skill, knowledge, patience, caring, and commitment. But these are not enough. You also must possess understanding. You must understand yourself and those with whom you work. In addition, you must understand the various contexts in which you will work. For example, you will work in a classroom context: your classroom and its students will be similar to and different from other classrooms and groups of students. You also will work in a school and a school system. Failure to understand the relations between these contexts or how they can influence your teaching can lead to ineffective performance, frustration, and career change.

For those, who can meet the intellectual and social challenges of the job, teaching offers a bright and rewarding career. Most people express their faith in education. Modern society needs schools staffed with expert teachers to provide instruction and to care for children while adults work.

In our society teachers are given professional status. As experts and professionals, they are expected to use best practice to help students learn essential skills and attitudes. It is no longer sufficient for teachers to be warm and loving toward children, nor is it sufficient for them to employ teaching practices based on intuition, personal preference or conventional wisdom. Contemporary teachers are held accountable for using teaching practices that have been shown to be effective, just as members of other professions, such as medicine, law, and architecture.

Learning to be a good teacher in today’s world is a long, complex, and exciting journey. Beginning teachers should do their best to master the knowledge base and the skills required of a professional teacher.

Exercise 8. Answer the following questions:
1. Define the notion «teaching».
2. What requirements should modern teachers meet?
3. What qualities should a teacher possess to teach effectively?
4. Is it enough for today’s teachers to be warm and loving towards children?
5. Why do you think learning to be a teacher is a complex journey?

Exercise 9. Fill in the missing words:
1. Teaching is a … activity.
2. Contemporary teachers approach their … in a systematic way.
3. For those, who can meet the intellectual and social … of the job, teaching offers a bright and rewarding ….
4. Teachers are expected to use best … to help students learn … skills and attitudes.
5. Contemporary teachers are held accountable for using teaching practices that have been shown to be …., just as members of other professions, such as …., …., and ….
**Exercise 10.** Make your own sentences using the following words and expressions:
Intuition, teaching practices, to master knowledge and skills, ineffective performance, career change, to possess understanding, to do one’s best, a rewarding career.

**Writing:**

**Exercise 1.** Write definitions to these jobs:
*E.g. A butcher is a person who sells meat.*

A baker, an actor, a hairdresser, an architect, a driving instructor, an optician, a broker, a travel agent, a social worker, an estate agent.

**Exercise 2.** What is the job/work you dream of? Describe it using your active vocabulary.

**Exercise 3.** Study the following letter of application and answer the questions below:
• Has the applicant stated why she is writing the letter?
• Are there enough facts that qualify her for the job advertised?
• How can the employer obtain more information about the applicant?

---

**Re: Export Sales Manager Position**

With reference to your advertisement in the New York Times of January 25, I wish to apply for the position of Export Sales Manager in your company.

I am currently employed as an Export Sales Co-ordinator with General Sportswear Company, have more than ten years of experience in sales and marketing, and am responsible for all sales to the German market. I speak fluent German, and have a working knowledge of French, Spanish, and Italian. I feel that my skills and experience would be great assets for your company in this position.

I enclose my Resume for your reference, and I am available for an interview at any time. Please feel free to contact me if you require any further information.

Thank you for your time and consideration.

Sincerely,
Lisa Brown

---

**Exercise 4.** Write a letter applying for the job advertised below. Make sure your letter is laid out in the appropriate style with your address at the top, today’s date in the right place; use the correct form for heading, greeting, and closing.

**Restaurant**

NEW OPENING
HIRING ALL POSITIONS

NY’s premier restaurant group is about to do it again…TUSCAN STEAK. More than a steakhouse! TUSCAN SREAK – modern design and motivated individuals who thrive under pressure and like being with other successful people.

Waiters, Front-desk, Bookkeeper, Lead Line Cooks, Prep Cooks, Pastry Cooks, Dishwashers, Porters, Stewards and Cleaners. Be part of a growing
family where hard work and fun turn a job into a home.

Apply at China Grill, 53rd and 6th. We are taking applications M-F, 3–5 pm or come on Sat. or Sun. to our job fair between 2–4 pm. You must apply in person. No calls please.

**Exercise 5.** Imagine that your friend is about to attend his/her first job-interview. Continue the list of pieces of advice how to be successful when applying for a job:
1. Arrive early for the interview.
2. Take all your certificates and diplomas with you.
3. Show your best sides only …

**Exercise 6.** You are a headmaster/ headmistress of a school. Write down the questions you would ask to find out whether the applicants were suitable for the job.

**Exercise 7.** Write an essay «A Man Who Climbed His Personal Everest».

**Exercise 8.** Imagine that you are a young teacher who asks his more experienced colleague (a person who has been teaching beginners for 25 years) for some advice. Write a dialogue.

**Exercise 9.** Do you think that teaching is your calling? Make a list of advantages and disadvantages of this profession.

**Exercise 10.** Look at this Resume. Study it carefully. Write your own Resume.

<table>
<thead>
<tr>
<th>Name:</th>
<th>RESUME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Lisa Brown</td>
</tr>
<tr>
<td>Telephone:</td>
<td>110 West 92nd Street, New York, New York 10025</td>
</tr>
<tr>
<td>E-mail:</td>
<td>1-212-873-4150</td>
</tr>
<tr>
<td>Education:</td>
<td><a href="mailto:lisa.brown@skynet.com">lisa.brown@skynet.com</a></td>
</tr>
</tbody>
</table>


| Employment:    | Master of Arts in Business|
|----------------| Cornell University, 1987–1991|
|                | Bachelor of Arts in History, Magna Cum Laude|
|                | 1997 – Present: General Sportswear Company, New York, New York: Export Sales Co-ordinator: Sell the entire range of sportswear products to all key German accounts. Negotiate terms with all German customers, and conduct regular sales trips to Germany.|

| References:    | References available upon request.|

**Translation**

**Exercise 1.** Translate the text from English into Russian:

Why do you want to teach?

People are drawn to teaching for many reasons. For some, the desire to teach emerges early and is nurtured by positive experiences with teachers during the formative years of childhood. For others, teaching is seen as a way as making a significant contribution to the world and experiencing the joy of helping others grow and develop. And for others, life as a teacher is attractive because it is exciting, varied, and stimulating.

To become a teacher is to serve others professionally – children, the school, the country, depending how broad the perspective is. Most who come to teaching do so for altruistic reasons. The altruistic dimension of teaching is at the heart of the motivation to teach.
No one going into teaching wants to become a bad teacher. Good teachers select themselves. They are active and enthusiastic, aware of the options, informed about the attractions and obstacles in the field, anxious to make their contributions to the profession.

If you prefer to be in contact with others, particularly young, teaching could be the right job for you. Almost the entire working day is spent in human interaction. If you truly enjoy children, the pleasure of the interactions will be higher, because young people are so often funny, fresh, and spontaneous. They will make you laugh and they will make you cry, but always they will make you feel needed. To love teaching can also mean the love of act of teaching and the learning that can follow. The teaching–learning process could be really fascinating!

Teaching, like most others jobs, entails a lot of repetition. After a while you may get a little bit tired of teaching the same subject to a new crop of students every September. Teachers' salaries still lag behind what most people would call a good income. Stresses and teacher-students conflicts, long working hours and plenty of responsibilities not directly relating to teaching – these are undesirable aspects of the professions. However satisfactions outweigh dissatisfactions as teaching for most of the teachers has great value, worth and meaning.

Exercise 2. Translate the sentences into English:
1. Мистер Хендерсон зарабатывает больше своей жены.
2. Она отвечает на телефонные звонки в небольшой юридической компании.
3. Сколько вы зарабатываете в год?
4. Я не люблю работать сверхурочно.
5. Знание английского языка дает возможность найти высокооплачиваемую работу и получить продвижение по службе.
6. Зарплата рабочих и служащих зависит от многих экономических факторов.
7. Я не привыкла работать с 9 до 5. Мне бы хотелось устроиться на работу со свободным распорядком дня.

Exercise 3. Translate the text from Russian into English:

**Exercise 3. Translate the text from Russian into English:**

**Выбор профессии**

И образование, и профессия, и карьера – все это взаимосвязано, но все начинается с обучения, которое является основой для дальнейшей активной деятельности каждого человека. Поэтому важно выбрать именно ту профессию, к которой у вас есть призвание.

Основной ошибкой, которую допускают около сорока процентов молодых людей, является отсутствие у них знаний о тех умениях, личностных качествах и обязанностях, которые потребуются в дальнейшей профессиональной деятельности.

При выборе будущей профессии важно учитывать и такие факторы, как возможность карьерного роста и уровень дохода. Следует также знать, что для работодателя важно не только образование, но и опыт работы. Поэтому многие молодые люди пытаются устроиться на работу с гибким графиком, чтобы иметь возможность совмещать ее с учебой. Это дает им преимущества при прохождении собеседования и приеме на работу.

Все профессии хороши – было бы умение и желание, ну а путь всегда найдется.
**Speaking**

**Exercise 1.** Work in pairs:
- **Student A** is just leaving school and worries about his future career. **Student B** is an experienced man knowing all about trades and professions and gives **Student A** all the information (use information from the text «Work and Occupation»).
- **Student A** works hard at school and wishes to go to the university and to become a lecturer. **Student B** though he has ability rarely does his best and he tries to persuade **Student A** that he will make more money from playing tennis than **Student A** from his profession.

**Exercise 2.** Work in small groups. Discuss the following questions:
1. What is the difference between manual and mental work?
2. Is it always necessary to be paid for your work?
3. What professions would you call female- (male-) dominated? Can men do women’s jobs and vice versa?

**Exercise 3.** Study the list of professions below. Sort them out in order of their deserved salary (in your opinion), from the highest-paid to the lowest-paid. Give your reasons:
- Footballer
- Nurse
- Policeman
- Programmer
- Interpreter
- Pilot
- Journalist
- Plumber
- Tennis-player
- Teacher of children with special needs
- Bank manager
- Congressman

**Exercise 4.** If you wanted to be your own boss, what business would you start? How would you organize the whole process? Present your ideas in front of your group-mates.

**Exercise 5.** What is your idea of a perfect boss? What personal qualities should he/she possess? Would you rather work for a:
- female/male boss;
- young/middle-aged/old boss;
- liberal/democratic boss.
Explain your ideas.

**Exercise 6.** Work in pairs. Work out a conversation. The Personal Manager (student A) and the Union Representative (student B) meet to discuss working conditions.

**Student A.** Your company must fire a number of people it employs. Explain to the Union Representative:
- why this needs to be done;
- what is going to happen (for example, changes of responsibility for the people who stay, etc.);
- how this will benefit the company (for example, better profits, better work conditions, etc.).

**Student B.** You have heard gossip that some members of your Union are going to be sacked. You are not going to allow this to happen. You are also quite angry because the management promised a 10% increase in salary and improved working conditions and still nothing has happened.

**Exercise 7.** Pair work. **Student A** (an official). Here is a part of application for you to fill in. Ask the applicant to give you the necessary information. Choose any profession you like.
1. Details of education (school, colleges, universities attended with dates).
2. Qualifications (with dates, specialization at school, colleges, universities).
3. Other information (positions held at school, special interests, hobbies, etc.).

**Student B** (an applicant). You are to answer the official’s questions.
**Exercise 8.** Comment on the meaning of the following proverbs:
1. Spare the rod and spoil the child.
2. Where there is a will, there is a way.
3. A craftsman depends on his tools.
4. The work shows the master.
5. Experience is a good teacher.
6. A good deed is never lost.

**Exercise 9.** Describe a typical teacher (his/her appearance, traits of character, habits, interests and hobbies, education, working place).

**Exercise 10.** Role-play the situation when Teacher N. describes what happens during her classes and asks her colleagues for advice because she doesn’t know how to react to breaches of discipline. Her more experienced colleagues give her advice how to maintain control.

**Fun**

**Teacher’s Prayer**
I want to teach my students how
To like this life on earth
To face its struggles and its strife
And improve their worth
Not just the lesson in a book
Or how the rivers flow
But how to choose the proper path
Wherever they may go
To understand eternal truth
And know the right from wrong
And gather all the beauty of
A flower and a song
For if I help the world to grow

In wisdom and in grace
Then I shall feel that I have won
And I have filled my place
And so I ask your guidance, God
That I may do my part
For character and confidence
And happiness of heart.

(by James T. Metcalf)

**Crossword**

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</table>

1. A person who prepares food, especially in someone’s homes and institutions.
2. A member of the police force.
3. A person who repairs and maintains machines and engines, especially car engines.
4. A person who cuts up and sells meat.
5. A person who works in an office typing letters and other documents.
6. A person who cuts, colours, and arranges people’s hair.
7. A person who is qualified in medicine and treats sick people.
8. A person who designs buildings.
9. A person who acts in plays or films.
10. A person who translates what someone is saying into another language.

(Keys: cook, policeman, mechanic, butcher, typist, hairdresser, doctor, architect, actor, interpreter)
Jokes

***

Patient: – But, doctor, are you sure I’ll be better? I’ve heard of cases where the doctor has made a wrong diagnosis and treated someone for pneumonia who afterwards died of typhoid fever.

Doctor: – Nonsense! When I treat a patient of pneumonia he dies of pneumonia.

***

Lawyer: – Now that you have won, will you tell me confidentially if you stole the money?

Client: – Well, after hearing you talk in court yesterday, I am beginning to think I didn’t.

***

Businessman: – When I first came to London I had only a pound in my pocket with which to make a start.

Interviewer: – How did you invest that pound?

Businessman: – Used it to pay for a telegram home for more money.

Video

Film «Devil’s advocate»

Discuss the following questions:

1. Was Kevin Lomax a successful advocate in his native town? Prove your point of view.
2. What advantages did his new job in New York give him?
3. Was Kevin’s mother glad that he accepted the offer and moved to New York? Why?/Why not?
4. Why do you think problems between Kevin and his wife appeared soon after they had moved to New York?
5. Who is John Milton? How did he influence Kevin?
6. Kevin won all his cases. Why did he decide to lose his final case?
7. How important were the following things for Kevin: vanity, love, marriage, family, career?
8. Speak on the topic: Kevin Lomax: a winner or a loser?

Unit 6. Travelling and Sports

Grammar: Prepositions; Present Simple, Present Perfect, Present Continuous, Past Simple, Future Simple; Sequence of Tenses; Reported Speech; Word Order.

Vocabulary: Populated areas, means of transport, buildings; types of travelling, means of travelling, places to stay, travel arrangements; people on holidays; sports, sport activities, sport equipment, competition sites, sporting events, people in sport.


Writing: Personal letter; essay writing; describing an event.

Translation: grammatical problems in translation (present, past and future tenses; active voice; pronouns); sight translation of the text «Modern Holidays»; translation of the text «On Board the Plane».

Speaking: acting out an interview; exchanging opinions at the «Press-Conference»; presentation; sharing ideas; making up and reporting decisions; discussing problems.

Fun: quizzes; jokes; the poem by W. Whitman; the song by The Beatles.

Video: Film «The Life and Adventures of Robinson Crusoe».

Grammar:

Exercise 1. Fill in the gaps with prepositions where necessary:

Mr. Robinson is fond ... travelling. Last week he went ... Dublin ... business. He travelled ... train. He arrived ... the station an hour ... the departure. ... his arrival ... the station he bought some newspapers ... the newsagent’s and went ... the waiting room to wait ... his train. He was reading a newspaper when he heard the loudspeaker: «Attention, please! The train ... Dublin is leaving ... platform 1». Mr. Robinson put his newspapers ... his briefcase, got up and went ... his platform. He found his carriage and boarded ... the train.

He had a comfortable night ... the train and reached ... Dublin ... 8 a.m.
**Exercise 2.** Fill in the gaps with verbs from brackets in the right tense-form:

Bill ... usually very much (not to travel). That is, he ... very much in the past. But he ... just a business course (to finish). In the future he ... more extensively (to travel). He ... to Paris every two months (to go). That ... this month (to start). Then he ... to Oslo in July (to have to go). He ... to Brussels yet (not to be) but ... to go there next year (to intend).

Bill ... abroad only once (to be). He ... to Japan two years ago (to go). He ... his trip very much (to enjoy). He ... in Tokyo and Osaka for a fortnight (to stay).

At present the company ... its business (to expand). They ... tourism and trade in Europe (to study). They ... trips to East European countries (to plan). They ... very much on successful business (to hope).

**Exercise 3.** Choose the correct verb from the words in brackets observing the rules of sequence of tenses:

1. Timothy said that sport (has played, had played) an important part in people’s lives for many centuries. He said that for some it (seemed, seems) as necessary and natural an activity as eating and sleeping, for others it (is, was) just entertainment. I agreed with him and said that sport (was, is) supposed to be for enjoyment for the good feeling that (is, was) produced when the body (has done, had done) some physical work. I also said that many people nowadays (work, worked) in offices sitting at desks for six or eight hours a day and for that reason they (felt, feel) the need for exercise at the end of the day. Timothy replied that only sport (will, would) help them to get rid of tension or let off steam.

2. I said I (am, was) never certain how to use sports words. The teacher explained to me that football and tennis (are, were) games, but running, jumping and swimming (are, were) not games, they (are, were) athletic events. She said if you (ask, asked) about boxing, you (say, said) «Do you box?», but at the same time you (can, could) say «Do you play football?»

**Exercise 4.** Turn the following dialogues into reported speech:

1. Frank: What time do you get up as a rule?
   Jack: About half past seven.
   Frank: Why so early?
   Jack: Because I usually catch an early train up to town.
   Frank: When do you get to the office?
   Jack: Normally, about nine o’clock.
   Frank: What do you usually do in the evenings?
   Jack: I generally stay at home.
   Frank: How often do you meet your friends?
   Jack: Not very often.
   Frank: When did you meet them last?
   Jack: Last month.
   Frank: How often do you travel on business?
   Jack: Quite often.
   Frank: When are you leaving next time?
   Jack: Tomorrow.

2. Bill: What’s golf? I’ve heard much of the game but I don’t know how it’s played. Is it anything like tennis?
   Stephen: Oh, no, it isn’t. In general the game consists in hitting a hard little ball with a stick and then walking after it.
   Bill: Well, it’s not very interesting. Do you play golf?
   Stephen: Yes, very often. It’s a very interesting and exciting game and it requires great skill.
   Bill: Is cricket the national game in England?
   Stephen: Yes, it is. But cricket is played during the summer. It’s considered to be the fairest game in the world.
   Bill: It sounds very interesting.

**Exercise 5.** Make up sentences using the following words:

1. She / the Olympic / last year / broke / record.
2. The airport / the weather / take / because of / planes / doesn’t.
3. The teams / been / never / defeated / have.
4. Airplanes / of the world / passengers / to various parts / carry.
5. For / a question of / many / winning / people / or losing / sport / is.
6. The sea calm perfectly is and you today sea-sick won’t be.
7. The British sports all lovers of great are competitive.
8. Travelling your the best to spend way is holiday.
9. Many favourite is people’s sport hobby.
10. In people how to use forgot the twenty-first their legs century.

**Vocabulary:**

*Study the following active vocabulary for the topic:*

**POPULATED AREAS:** city, capital, town, village, hamlet, district, borough, settlement, country, county, ghetto, quarter, block, suburb, outskirts, metropolitan area, the surroundings, rural area, urban area, residential area, housing estate, industrial estate.

**ROADS:** motorway, thoroughfare, avenue, street, side-street, lane, alley, way, (foot) path, junction, crescent, circus, embankment, pavement, A-road, B-road, main road, unclassified road, ring road, roundabout, dual carriageway, square, boulevard, dead-end, crossing, crash barrier, kerb.

**MEANS OF TRANSPORT:** car (by car), bus, double-decker, single-decker, coach, sports car, van, underground/metro/subway (Am.), trolleybus, tram, bicycle, lorry.

**TRAFFIC:** one-way traffic, road traffic, air traffic, traffic lights, traffic warden, direction sign, route, speeding, dangerous, reckless, careless, heavy

- To drive;
- To pull over;
- To pull up;
- To slow down;
- To speed up;
- To go fast/slow;

**BUILDINGS:** dwellings: block of flats, house, villa, castle, tower, sky-scraper, slum, hut, ranch; cultural: theatre, opera house, concert hall, cinema, circus, art gallery, museum, radio station, cathedral; sports: swimming pool, sports centre, tennis court, skating-rink, stadium, sport palace; educational: school, lyceum, college, university, library, vocational school; catering/night-life: restaurant, cafe, pub, bar, night club, take-away, canteen; accommodation: hotel, inn, hostel, guest house, motel, hall of residence; medical: health centre, hospital, ambulance; offices: bank, plant, factory, post-office, lawcourt (court of law), police station; social: market, church, prison, shop, zoo; governmental: Houses of Parliament, Government House, City Council, City Hall, palace;

**CONSTRUCTIONS:** monument, bridge, playground, fountain, arch, recreation centre.

**ASSOCIATED ACTIVITIES:** to explore, to stretch, to surround, to go sightseeing, to see the sights, to be populated, to be situated, to be lined with, to found, to lay out, to cross, to regulate, to pay the fare, to take a bus, to catch a bus, to queue, to turn right, to go down.

**SPECIAL PROBLEMS:** traffic jam, rush hours, vandalism, overcrowding, pollution, crime.

**TYPES OF TRAVELLING:** travel, trip, journey, voyage, flight, cruise, drive, ride, tour.

**MEANS OF TRAVELLING:** by road/car/coach/bike/bus; by railway/train/express/electric train; by air/plane/helicopter; by sea/ship/boat/ferry; by underground/tube/metro; hitchhiking, on foot, on horseback.

**PURPOSE OF TRAVELLING:** on business, on necessity, for pleasure, for holiday, visiting somebody.

**PLACES TO STAY:** hotel, youth hostel, inn, holiday, camp, tourist camp, camp site, sanatorium, rest home, guest house, self-catering flat, B&B.

**PLACES OF TRANSPORT DESTINATION:** bus stop/station, coach-station, terminal, terminus, taxi rank, bay, port.

**KINDS OF TICKETS:** circular, single, first-class, second-class, season, ordinary, economy, through, day return ticket, open return ticket, saver ticket, economy return ticket, ticket for a train/plan.

**TRAVEL ARRANGEMENTS:** to choose the route, to phone the travel agency, to make an inquiry/reservation, to inquire about
reservations, to ring up the booking-office, to book/reserve a ticket, to pack luggage, to call a porter, to take a taxi, to carry luggage/suitcases, to say good-bye, to see smb. off, to go on a journey/cruise/excursion, to make a tour.

**AT THE AIRPORT:** plane/aircraft/jetliner, flight (non-stop, domestic, international), departure lounge, duty-free, luggage trolley, exit, runway;
- To confirm the flight;
- To check for a flight;
- To announce the flight;
- To cancel the flight;
- To label the luggage;
- To delay;
- To land;
- To take off;
- To fasten the belts;

**AT THE RAILWAY STATION:** train (direct/through, electric), express, railway station, platform, carriage for smokers/non-smokers, compartment, sleeper, time-table board, porter, left-luggage office, luggage rack;
- To miss the train;
- To change the train;
- To change from train to boat;
- To change for a boat;

**AT THE PORT:** harbour, ship, deck, on board the ship (train, plane), on shore, life-jacket, wave, tide (in, out), navigation, longitude and latitude, crew, captain;
- To sail;
- To sail off;
- To be seasick;
- To wreck;

**AT THE BUS/COACH STATION:** bus-stop, conductor, inspector, ticket collector, driver, slot-machine;
- To catch a bus/coach;
- To get on;
- To get off;
- To get into;
- To arrive in (at);
- To approach;
- To get to;
- To leave;
- To keep an eye on traffic lights;

**AT THE HOTEL:** double/single room, twin-bedded room;
- To ask for a room;
- To have vacancies;
- To serve breakfast;
- To check in/out;

**AT THE CUSTOMS:** customs officer, boarding gate, security check;
- To put a suitcase on the scales;
- To pay an excess luggage;
- To declare;

**PEOPLE ON HOLIDAYS:** holiday maker, sun-worshipper, culture hunter, action-man/woman.

**SPORTS:** tennis, volleyball, basketball, baseball, hockey, boxing, football/soccer, rowing/canoeing, bowling, chess, cricket, cycling, badminton, gymnastics, athletics, diving, golf, squash, fencing, skating, skiing, swimming, yachting, horse racing, wrestling, billiards, jogging, draughts, dominoes;

**SPORT ACTIVITIES:** to take up sport, to do/practise sport, to go in for sport, to train for competition, to complete/contest, to score/shoot the goal, to open the score, to equilize the score, to knock the ball, to kick/hit the ball, to throw/pass the ball, to catch the ball, to shoot the puck, to pass the baton, to paddle a canoe, to beat, to play tennis, to be good at, to jump, to run, to dive, to set up records, to break records, to hold records, to take the lead, to foul a game, to commit a foul, to win/lose the game, to defeat, to support;

**SPORT EQUIPMENT:** racket, gloves, bat, shorts, boots, rifle, shuttlecock, puck, cue, dart, oar, stick, costume, skis, skates, arrow, discus/javelin, paddle;
COMPETITION SITES: court, playground, gym/gymnasium, swimming pool, ring, skating rink, pitch, course, stadium, scoreboard, race-track, net, the stand, slope;

SPORTING EVENTS: competition, championship, contest, tournament, league game, match, finals/semifinals, Olympic Games, Football World Cup, Super Bowl;

PEOPLE IN SPORT: sport fan, player, spectator, coach/trainer, referee/umpire, goal-keeper, timekeeper, defender, forward, opponent/rival, captain, sport commentator, amateur, winner, loser, professional;

OTHER SPORTS TERMINOLOGY: team, set, round, drug test, penalty, score, fair play, foul play, half-time/period;
• To disqualify;
• To be in good/bad sport shape;

Exercise 1. Complete each sentence with a word from the list:
    buffet, coach-station, departure-lounge, harbour, quay, cabin, deck, destination, platform, runway
1. Most of young people on the boat slept on the ... in their sleeping bags.
2. As the train drew in to the station, Terry could see her sister waiting on the ... .
3. I was so nervous about flying that I left my bag in the ... .
4. By the time I got to the ... , the express bus to Scotland had left.
5. As soon as the boat left the ... , the storm began.
6. We hadn’t had anything to eat, but luckily there was a ... on the train.
7. I’m afraid there is only one first-class ... free on the boat.
8. Tim reached Paris safely, but his luggage didn’t reach its ... .
9. There was a queue of cars on the ... , waiting for the car-ferry to the island.
10. Our plane nearly crashed into a fire-engine on the ... .

Exercise 2. Choose the most suitable word or words underlined:
1. David’s plane was cancelled/delayed by thick fog.
2. The ship’s owner agreed to give the crew/passengers a pay-rise.
3. The plane from Geneva has just grounded/landed.
4. We hope that you will enjoy your flight/flying.
5. Because of heavy snow in London, their plane was diverted/deviated to Manchester.
6. I won’t be long. I’m just packing my last luggage/suitcase.
7. A sign above the seats in the plane says «Fasten your life belt/seat belt».
8. You have to check in/check up an hour before the plane leaves.
9. All duty free goods must be declared/surrendered at the customs.
10. On the plane a stewardess/waitress brought me a newspaper.
11. The plane took off/took up and was soon high over the city.
12. I bought a simple/single ticket, as I was going to return by car.

Exercise 3. Match these words with the definitions given:
an expedition, a flight, a tour, a voyage, a package tour, an itinerary, a trip, travel a cruise, a crossing
1. A journey by ship for pleasure ... .
2. A journey by plane ... .
3. The plan of a journey ... .
4. An informal word by journey. Sometimes meaning a short journey ... .
5. A journey for a scientific or special purpose ... .
6. A holiday which includes organized travel and accommodation ... .
7. Taking journeys, as a general idea ... .
8. A journey by sea ... .
9. An organized journey to see the sights of a place ... .
10. A journey from one side of the sea to the other ... .

Exercise 4. Replace the words underlined in each sentence with a word from the list:
camp-site, book, hostel, accommodation, double, hitch-hike, a fortnight, guest-house, vacancy, porter
1. I stayed in France for two weeks last year ... .
2. It’s difficult to find anywhere to stay in this town in the summer ... .
3. We were short of money so we decided to get lifts in other people’s cars ... .
4. I’d like a room for the night, please. A room for two people. ...
5. The place where we stayed wasn’t a hotel but a private house where you pay to stay and have meals. ...
6. I’d like to reserve three single rooms for next week, please. ...
7. It was raining, and we couldn’t find a place to put our tent. ...
8. I’d like a room for the night, please. Do you have a free one? ...
9. The school has its own place for students to stay. ...
10. We gave a tip to the person who carried our bags in the hotel. ...

**Exercise 5.** Choose the most suitable word or phrase to complete each sentence:

1. They ... all day swimming and sunbathing on the beach.
   - A) did   
   - B) used   
   - C) spent   
   - D) occupied   
2. The hotel room ... over a beautiful garden.
   - A) viewed out   
   - B) faced up   
   - C) opened up   
   - D) looked out   
3. We didn’t ... to the station in time to catch the train.
   - A) get   
   - B) reach   
   - C) arrive   
   - D) make   
4. I was in such a hurry that I left one of my bags. ...
   - A) out   
   - B) aside   
   - C) on   
   - D) behind   
5. Mr. Hill had his money stolen and couldn’t ... his hotel bill.
   - A) pay up   
   - B) pay   
   - C) pay for   
   - D) pay out   
6. Jane lost her case because it did not have a/an ... with her name on.
   - A) ticket   
   - B) poster   
   - C) label   
   - D) identification   
7. Take the bus, and ... at Oxford Circus.
   - A) get out   
   - B) get off   
   - C) get down   
   - D) get away   
8. I was too tired to ... my suitcases and hang my clothes in the wardrobe.
   - A) unpack   
   - B) empty   
   - C) put out   
   - D) disorder   
9. On the first day of our holiday we just ... by the hotel pool.
   - A) enjoyed   
   - B) calmed   
   - C) comforted   
   - D) relaxed   
10. The wind was blowing so much that we couldn’t ... our tent.
    - A) raise   
    - B) put up   
    - C) make up   
    - D) build

**Exercise 6.** How do we call:

1. someone who drives cars in races  
   - A) referee   
   - B) competition   
   - C) match   
   - D) set   

2. the leader of the team  
   - A) long jumper   
   - B) goal-keeper   
   - C) coach/trainer   
   - D) gymnast   

3. the man in the goal  
   - A) long jumper   
   - B) goal-keeper   
   - C) coach/trainer   
   - D) race driver   

4. the instructor of the team  
   - A) long jumper   
   - B) goal-keeper   
   - C) coach/trainer   
   - D) gymnast   

5. the players of the other team  
   - A) long jumper   
   - B) goal-keeper   
   - C) coach/trainer   
   - D) amateur   

6. the person who only plays for the love of the game  
   - A) long jumper   
   - B) goal-keeper   
   - C) coach/trainer   
   - D) amateur   

7. the person who does the long jump  
   - A) race driver   
   - B) long jumper   
   - C) coach/trainer   
   - D) gymnast   

8. the person who does gymnastics  
   - A) long jumper   
   - B) goal-keeper   
   - C) coach/trainer   
   - D) gymnast   

**Exercise 7.** Find an appropriate definition for each sport term in the box:

- a) referee  
- b) competition  
- c) bat  
- d) course  
- e) set  
- f) umpire  
- g) match  
- h) stadium  
- i) fair play  
- j) foul play

1. ... a complete game of football.  
   - A) referee  
   - B) competition  
   - C) match  
   - D) set  

2. ... a place where golf is played.  
   - A) course  
   - B) field  
   - C) pitch  
   - D) course  

3. ... games played to find the best team.  
   - A) competition  
   - B) match  
   - C) tournament  
   - D) competition  

4. ... person who judges a game of tennis.  
   - A) referee  
   - B) umpire  
   - C) tennis official  
   - D) referee  

5. ... person who judges a game of football.  
   - A) referee  
   - B) umpire  
   - C) football official  
   - D) referee  

6. ... something used to hit a ball.  
   - A) bat  
   - B) racket  
   - C) ball  
   - D) bat  

7. ... place where big sports events take place.  
   - A) stadium  
   - B) arena  
   - C) court  
   - D) stadium  

8. ... part of a game of tennis or table tennis.  
   - A) set  
   - B) point  
   - C) game  
   - D) set  

9. ... the correct playing.  
   - A) fair play  
   - B) good play  
   - C) correct play  
   - D) fair play  

10. ... the incorrect playing.  
    - A) foul play  
    - B) poor play  
    - C) incorrect play  
    - D) foul play

**Exercise 8.** Complete the following sentences using prompts:

1. «Whose side are you on» means ... the winners.
   - A) support  
   - B) back  
   - C) cheer  
   - D) back

2. It’s 2:1 means ... the losers.
   - A) lead  
   - B) in front  
   - C) behind  
   - D) ahead

3. It’s 3:0 means ... score a goal.
   - A) won  
   - B) lost  
   - C) scored  
   - D) missed

4. It’s 2:2 means ... shout, whistle, cheer.
   - A) celebrated  
   - B) mourned  
   - C) shouted  
   - D) celebrated

5. If the team wins they are called ... which team are you supporting.
   - A) support  
   - B) back  
   - C) cheer  
   - D) back

6. If it loses the match they are ... it’s two to one.
   - A) leading  
   - B)落後  
   - C) in front  
   - D) behind

7. Each team tries to ... it’s three to nil.
   - A) dominate  
   - B) lose  
   - C) win  
   - D) dominate

8. When the team scores its supporters ... it’s two all.
   - A) celebrate  
   - B) mourn  
   - C) cheer  
   - D) celebrate
Exercise 9. Choose the correct words to complete the sentences:

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<tr>
<td>1. The match ... at 6 p.m.</td>
<td>2. The goal-keeper ... the ball.</td>
<td>3. He ... it to the right back.</td>
<td>4. The winners ... the losers.</td>
<td>5. The losers ... the game.</td>
<td>6. Most people practise sport. Many of them ... tennis.</td>
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<td>7. I can’t ... the ball.</td>
<td>8. Were many records ... at the Olympics?</td>
<td>9. Congratulations! How many points did you ... by?</td>
<td>10. You should ... jogging. That would help you lose weight.</td>
<td>11. Who has ... the world record for the 1000 meters? Is it a Russian?</td>
<td>12. I only ever once ... a goal, and that was a sheer luck.</td>
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<tr>
<td>13. We’ve been ... so many times we deserve to be bottom of the league!</td>
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throws, take, take up (2), begins, beaten, catches, lose, score(d), broken, defeat(ed)

Reading

Exercise 1. Read the following text:

Different means of holiday-making and travel

Holidays are very special and happy times of the year. They are a specific time when people can relax and forget about work or study, do all the things that they don’t have time to do when they are working. Everyone needs at least one holiday a year. In fact short holidays taken often probably do you more good than annual long one. The whole point of a holiday is that it should be a change. We like change of scene, but such changes are usually expensive and many people are obliged to spend their holiday in the same surroundings as their working days. However it does not mean that your holiday is completely failed. The best thing is to choose some forms of occupation entirely different from your daily avocation. Some people prefer adventurous holiday with the wealth of things to do and places to visit. For example, you can spend your day-off looking at shops, visiting theatres, cinemas, museums, and art galleries. And if you want to spend your day-off in the round of your family, you can organize a picknick. Nothing can be compared with sitting near a bonfire in the darkness of the night. Such holiday far from maddening crowd makes a person relaxed. Besides it does not require much money or time. Speaking about long-term holiday it is necessary to say that winter holiday may even be better for you than any other. You need it more at that time of a year. Skiing is accessible. Once you learn to ski you can go on doing to a very advanced age. Skating is also available and amusing and not all that difficult to learn. If you have used your holiday well, you should not feel a very deep regret that it is over.

Summer holidays are the longest and the most exciting holidays in Belarus, because the weather is fine and we have a lot of opportunities to travel.

Summer holidays is a time of travelling, for going on excursions, hikes lasting several days, going to the sea or to the mountains.
Summer is the time when we are left to ourselves and we can spend these lovely days with our friends or with the family. Some people like to have a day trip to the seaside but others prefer a camping week with the family. If you are not short of money you may choose to go to the seaside resorts to spend package holidays when everything is arranged for you. These people prefer serene life without problems. But some people like to do their life as tough as possible and they rough it by camping. They cook themselves, sleep in the fresh air, they have an optimistic approach to life and their life is full of adventures. There seems to be nothing to compare with a camping holiday. Such holiday makes young people appreciate home comforts and teaches how to survive. We must try to learn something useful from our holiday. However camping no longer means that you will be bitten to death by mosquitoes, have to drink cold coffee, spend nights in a sleeping bag or carry weights on your back. Now you can have comfortable tents, a gas-stove, a refrigerator. You also enjoy absolute freedom. But above all, you enjoy tremendous mobility. If you do not like a place or if it is too crowded, you can simply get up and go. And if you are satisfied, you can stay as long as you like. You are the boss. You are active all the time and you are always close to nature.

People like to travel. Travelling is necessary to us all. It keeps us from growing stale and old; it stimulates our imagination, it gives us that movement and change which are necessary to our well-being. Some people travel in search of beauty, others to satisfy their curiosity, and many people consider travelling to be a means to take the country they are travelling through. Modern trains have very comfortable seats. With a train you have speed, comfort and pleasure combined. From the comfortable corner seat of a railway carriage you have a splendid view of the whole countryside. If you are hungry, you can have a meal in the dining-car; and if the journey is a long one you can have a wonderful bed in a sleeper. Besides, trains can afford great comfort especially for elderly people. And there is nothing more interesting than a big railway station. There is the movement, the excitement, the gaiety of people going away or waiting to meet friends. There are the shouts of the porters as they pull luggage along the platforms to the waiting trains, the crowd at the booking-office getting tickets, the hungry and thirsty ones hurrying to the refreshment rooms before the train starts. Nothing can really match trains for comfort and excitement.

Travelling by sea is popular mostly for pleasure trips. On board large ships and small river boats people can visit foreign countries and different places of interest within their own country. Some people love to feel the deck of the boat under their feet, to see the rise and fall of the waves, to feel the fresh sea wind blowing in their faces and hear the cry of the sea-gulls. And it’s great excitement for people to come into the harbour and see round them all the ships, steamers, cargo-
ships, sailing ships and rowing boats. But some people don’t like travelling by sea because they are always sea-sick, especially when the sea is a little bit rough.

Many people prefer travelling by car. It is wonderful, when you can stop wherever you wish and spend at any place as much time as you like.

Nowadays travelling on foot has become very widespread. You can leave the dull broad highway and go along little winding lanes where cars can’t go. You take mountain paths through the heather, wander by the side of quiet lakes and through the shade of woods. You see the real country, the wild flowers, the young birds in their nests, the deer in the forest and feel the quietness and calm of nature. You can not only admire the nature but gain experience and knowledge during your walking hours. This form of travelling attracts a great number of young people and helps them to become strong and healthy both in mind and in character. But it depends on the weather, of course. And besides, you are saving your railway fare travelling on foot. No one can deny that walking is the cheapest method of travelling.

In fact, no matter which way of holiday-making or travelling you choose, it’ll give you great pleasure. Adventure is necessary for us all. But as they say «East or West home is best», there is for the traveller the great joy of returning home. When his curiosity for new scenes is satisfied he turns his thoughts towards home where all the things are most familiar and he loves them. So the traveller, besides the delight of his trip, has the warmest feeling of coming home. And indeed, he comes back home full of gaily impressions after his trip and with a strong desire to go on a voyage again.

**Exercise 2.** Answer the following questions on the text:
1. Why are holidays a specific time for people?
2. What is the whole point of a holiday?
3. How can people spend their holidays in the same surroundings?
4. Are summer holidays the longest and the most exciting holidays in Belarus? Why?
5. In what ways do people like to spend their summer holidays?
6. Why is it necessary to travel?
7. What means of travel do you know?
8. What are the advantages and disadvantages of travelling by plane?
9. Is it more interesting to travel by train or by sea?
10. What does a traveller feel when he returns home?

**Exercise 3.** Indicate if the following statements are true (T) or false (F):
1. Once you learn to ski you can’t go on doing to a very advanced age.
2. Skating is available and amusing and not all that difficult to learn.
3. Travelling by air is the slowest, cheapest and the most inconvenient way of travelling.
4. Travelling on foot attracts a great number of young people and helps them to become strong and healthy both in character and in mind.
5. The traveller does not have the warmest feeling of coming home after a long trip.

**Exercise 4.** Read the following text:

**Modern holidays**

Both of the traditional types of holiday have become less popular in the last quarter of the twentieth century. The increase in car ownership has encouraged many people to take caravan holidays. But the greatest cause of the decline of the traditional holiday is foreign tourism. Before the 1960s, only the rich took holidays abroad. By 1971, the British were taking 7 million foreign holidays and by 1987 – 20 million. These days, millions of British people take their cars across the channel every year and nearly half of all the nights spent on holidays away from home are spent abroad.

Most foreign holidays are package holidays, in which transport and accommodation are booked and paid for through a travel agent. These holidays are often booked a long time in advance. In the middle of winter the television companies run programmes which give information about the package being offered. People need cheering up at this time of the year! In many British homes it has become
traditional to get the holiday brochures out and start talking about where to go in the summer on Boxing Day. Spain is by far the most popular package-holiday destination.

Half of all the holidays taken within Britain are now for three days or less. Every bank-holiday weekend there are long traffic jams along the routes to the most popular holiday areas. The traditional seaside resorts have survived by adjusting themselves to this trend. But there are also many other types of holiday. Hiking in the country and sleeping at youth hostels has long been popular and so, among an enthusiastic minority, has pot-holing (the exploration of underground caves). There is also a wide range of «activity» holidays available, giving full expression to British individualism. You can, for example, take part in a «murder weekend», and find yourself living out the plot of detective story.

An increasing number of people now go on «working» holidays, during which they might help to repair an ancient stonewall or take part in an archaeological dig. This is an echo of another traditional type of «holiday» – fruit picking. It used to be the habit of poor people from the East End of London, for example, to go to Kent at the end of the summer to help with the hop harvest.

Exercise 5. Answer the following questions on the text:
1. What has encouraged many people to take caravan holidays?
2. Where do millions of British people spend their holidays nowadays?
3. What are package holidays?
4. How can British people get information about the packages?
5. What is the most popular package-holiday destination?
6. How have the traditional seaside resorts survived?
7. What other types of holiday are also popular in Britain?

Exercise 6. How would you explain the following types of holiday:
1. caravan holidays
2. package holidays
3. bank-holiday weekend
4. hiking in the country
5. sleeping at youth hostels
6. pot-holing
7. «activity» holidays
8. «murder» weekend
9. «working» holidays
10. fruit picking

Exercise 7. Read the following text:

The role of sport in the modern life

Sport has played an important role in our lives for many centuries. For some it seems as necessary and natural as eating and sleeping, for others it is just entertainment. Undoubtedly, many people’s favourite hobby is sport. They spend much of their spare time playing team games like football or baseball, games for two or four people, like tennis or golf or practising an individual sport like running, parachuting or swimming. People practise a sport for a need to keep fit.

During the 1980s and later there was a great increase in interest in getting fit and staying healthy. A lot of people started running and jogging in their spare time. Aerobics classes opened in every town. The number of sports centres for dance and movement increased. Physical exercises of any kind became people’s favourite pastime.

Today people continue leading sedentary life and many of them would like to change it. Since our life no longer provides enough exercise we should include it deliberately into our everyday routines. The man or woman who takes regular sport or exercise will stay physically fit, retain youthful vigour, and perhaps, most important to many people, keep a youthful shape and stamina.

There are some exercises to suit everyone. It may be a daily exercise session that takes up little time or planned exercises which improve a problem area.

But fitness comes not just from some exercises done now and then but from the way you live all the time. Good eating habits, wise drinking habits, regular sleeping habits and plenty of fresh air are all important parts of the way to keep fit.
It should be said that sport is a world of its own and it can’t mean the same to everybody. Some people do amateur sports and some are professionals. Some people like one game and some like others. There are sports preferred by men and those preferred by women.

Professional sport is an exciting creative sphere of hard work and competition, a sphere where men and women want to surpass themselves. There is no general opinion about the participation in different competitions. Some people think it’s no good that competitions and records have become an aim in itself in the world of sports. Participation is more important than formal results. Others think that sport can’t do without competition, which is a part of sport. Games would be boring without results and records.

For many young people sport is no longer a game of tennis on a warm day. It is a serious and expensive business involving hours of daily training. For some that training starts at a very early age, which is reflected in the increasing number of world champions in their teens. However, recent studies suggest that overtraining can lead to stunted growth, skeletal injuries and eating disorders in athletes who need to keep slim, such as gymnasts. Besides, sport has become too connected to big business. Sponsorship, advertising and appearance of money for top sports people have all led to a situation where it sometimes seems that the athlete comes second to the accountant.

To sum up, sport at an amateur level should be for enjoyment and fitness and should provide an outlet for surplus energy. At the same time we have to say that professional sport seems to have lost these aims and is now being used by some purely as a way of making money.

Exercise 8. Answer the following questions on the text:
1. Why do people go in for sport?
2. When was a great increase in interest in getting fit and staying healthy?
3. Why should we include exercises into our everyday routines?
4. What types of exercises can you name?
5. Does sport mean the same to everybody?
6. Professional sport is an exciting creative sphere of hard work and competition, isn’t it?
7. What is sport for many young people?
8. Is it true that sport has become too connected to big business?

Exercise 9. Indicate if it is true (T) or false (F):
1. People don’t practise a sport for a need to keep fit.
2. Many people’s favourite hobby is sport.
3. Good eating habits, wise drinking habits, regular sleeping habits and plenty of fresh air are not important parts to keep fit.
4. For many young people sport is no longer a game of tennis on a warm day.
5. Sport hasn’t become too connected to big business.

Exercise 10. Fill in the blanks with the correct word:
1. A lot of people started ... and ... in their spare time.
2. The number of sports centres for dance and movement ... .
3. Today people continue leading ... life and many of them would like ... it.
4. Some people do ... sports and some are ... .
5. ... sport is a sphere where men and women want ... themselves.
6. Games would be ... without results and records.
7. Sport is a serious and expensive ... involving hours of ... training.
8. Sport at an ... level should be for ... and fitness.

Writing

Exercise 1. Report the information from the letter:
One morning Mrs Morrison received a letter from her sister who lives in Melbourne, in Australia, telling her about plans to visit England:

My dear Mabel,

Just a short note to tell you that I have decided to come over to England to spend a few weeks in the old country. It will be marvellous to see you and little Margaret again. (I suppose she must be really grown up now!)
My plans are as follows: I’m taking a flight from Sydney on November 20th. It’s the night flight on Thursday evening and I’m flying with Air India. I don’t know the exact time of arrival at London airport but I’ll send you a telegram as soon as I find out.

I have arranged to stay at the Royal Tower Hotel which is in Knightsbridge, near Harrods.

I really am looking forward to seeing you both.

Love,

Alice.

Exercise 2. Write a similar letter as in exercise 2.

Exercise 3. Write about:
   a) an air trip you enjoyed.
   b) the local airport.

Exercise 4. Write about:
   a) your last journey by train.
   b) the local railway station.
   c) your trip to a foreign country

Exercise 5. Read and write down what these people are (were) determined to do and why:

Example: The players train hard to win the championship.

   The players are determined to win the championship.
   They are sure that they are strong enough to do so.
   They have trained hard and have shown good results.

1. The mountain climbers did their best to reach the top in spite of the terrible weather conditions and the snowstorm.
2. The rain might prevent the cyclists from showing good results in the race. But their enthusiasm was so great that they decided to do everything possible to cycle at top speed.
3. The scientists could not say that they have achieved good results, but they were ready to carry out as many experiments as was necessary.
4. The boy was not strong but he believed that physical exercises could help him to develop a strong and healthy body. So he made up his mind to play sports regularly.
5. Every summer English swimmers make attempts to cross the English Channel and to reach the French coast, trying to prove that it is quite possible.

Exercise 6. Describe any sport or game you enjoy most as a participant or a spectator. If you are an «armchair» spectator, try to imagine what it would be like at the event.

Exercise 7. You have two free tickets to a football match between two famous teams. Write a short note inviting a friend of yours to come with you. Find out what he/she is doing. Suggest a place to meet. Ask him to telephone you to confirm the meeting. Use the following phrases:
   To be free; Why don’t you come; We could meet…at…; to give a ring to confirm arrangements; to look forward to.

Exercise 8. What kind of sports do/did you go in for and what is your favourite one? Give specific reasons when writing an essay.

Exercise 9. Choose one of the following writing options and develop it into a full story.
1. The importance of sport.
2. Problems in sport (use of drugs, machines, violence, vicious sports, etc.)
3. Women in sport.
4. Sport as a business.

Translation

Exercise 1. Find and translate as many as possible kinds of sports from exercise 7 in section «Reading».

Exercise 2. Translate the text from exercise 4 in section «Reading».
Exercise 3. Translate the following sentences into English:
1. Калі ябыў студэнтам, я займаўся спартам. Я неблага скакаў і бегаў. Але калі я пасталеў, я закінуў спарт і тэмп шкаду. Гэтай зімой я збіраюся хадзіць на лыжах і катава на каньках, а як прабіцца лета, буду плаваць і займацца грытавай грытавай. Я абэў аднаяў мячы і гэтым шкодую. Гэтай зімой я збіраюся вярнуться да спарту, бо я пачаў дзяціць на лыжах і катава на каньках. 2. Я вельмі люблю фігурле катацца і збіраюся аднаўляць гэты спарт, бо я пачаў дзяціць на лыжах і катава на каньках. 3. Я навучаюся ў педагогічным універсітэце. У нас ёсць выдатная спартовая зала і ўсе магчымасці для добраї фізічнай падрыхтоўкі. 4. Мой брат вырабаўся у тэлеўязіі і вырабаўся у спарте. 5. Я аддаю перавагу лёгкай лёгкай і боксу і барацьбе. 6. Альпінізм — небяспечны від спарту. 7. Май дачка захапляецца спартам. Їй лёгка даецца фігурле катацца, яна добра плавае і бегае.

Exercise 4. Translate the following text from English into Belarussian/Russian:

On Board the Plane

«Good afternoon, ladies and gentlemen. Captain Gibson and his crew welcome you aboard British Airways Flight 178 to New York. We’re now flying at the height of 30 000 feet. Our speed is approximately 600 miles an hour. We’ll land in New York in five and a half hours. The temperature in New York is now minus 3 C. In a few minutes you’ll be able to see the Irish coast. Our stewards and stewardesses will serve lunch in half an hour.»

«Ladies and gentlemen, may I have your attention, please. In a few minutes we shall be arriving at New York airport. Will you please return to your seats, place them in the vertical position, fasten your seat belts and observe the no smoking signs. Please, remain seated until the aircraft has come to a complete halt and remember to take all your hand luggage with you. We hope you have had a pleasant flight and that we shall soon have the pleasure of welcoming you aboard again. Thank you.»

Speaking

Exercise 1. Act out a conversation-interview:

a) You are a radio reporter. You are given the task to have an interview with a well-known coach for your radio sport programme. The aim of the programme is to attract as many people as possible, to get them interested in this kind of sport, to teach them how to engage in sport of one kind or another. Initiate the conversation.

b) You are a sport coach. You have raised many champions and have much experience. You are sure that your kind of sport can be fun but it has to be taught properly. You think that much depends on how good the instructor is.

You ought to advertise your kind of sport in this radio-programme, show its advantages and warn about its dangers. You explain how to practise the sport.

Exercise 2. Role-playing «Press-Conference»

Situation: A group of journalists organizes a press-conference on the eve of the world championship to discuss some sport problems.

Role Assignments (or character cards):
A2: A famous sportsman, who thinks that sport is destroying life, that being trained for the Olympics he spends a lot of time and doesn’t read, has no time for any private life.
A3: A coach, who thinks that sport makes real people in spite of the fact that it has dangers, that it is the process of growing up.
A4: A famous sports star, who plays regularly and seriously, who is respected and very much liked in the national team, who has been a leading sportsman for a long time.
A5: A journalist, who plays the sport occasionally and mostly for fun and thinks that sport is running man’s chances of getting a good profession.
A6: A team doctor, who thinks that sportsmen are pressured in sport, that sport is a part of the growing-up process, that it strengthens the heart and lungs, that children learn to overcome pain and real danger.
A7: A foreign journalist, who was a professional sportsman and who is interested whether sport in this country is professional.

Exercise 3. Describe any sport to your partners without giving its name. Let your partner guess which sport you are describing. Mention such facts as the number of players, the equipment necessary, the place, how to play and win, the length of game, some of the rules, etc. Use the dictionary to look up any special words and the quiz from the section «Fun»

Exercise 4. Find out how much you know about your favourite sport. Let your partners ask you as many questions as possible. The procedure may be the following:
- name your favourite sport;
- say whether you play it or watch it, or both;
- if you watch sport, say whether you watch it alive, on television, or both;
- speak about the history of the sport, the countries where it is played, explain the rules of your sport;
- answer the student’s questions.

Exercise 5.
Extreme sports

Extreme sports are nontraditional sports characterized by high speed or high risk. Organized extreme sports include aggressive inline skating, wakeboarding, and street luge, for which competitions are held. Many of these sports were made popular by television’s «X Games». Such sports as mountain-bike racing, snowboarding, and skateboarding, which were previously considered to be extreme sports have now been included in recent Olympic Games. Less organized extreme activities include ice climbing, glacier skiing, canyoning, free climbing, and bungee jumping.

A) Skydiving consists in jumping with a parachute, out of an airplane for recreation or in competitions. Competitive events include jumping for style, landing with accuracy, and making free-fall formations. Modern skydivers typically free-fall from 3657m above the ground until 762m, were they open their parachutes.

B) Skiboarding is the art of descending a hill on skiboards. Skiboards are basically a cross between skis and a snowboard. They are about half the length of regular skis (between 80 and 100 cm. long), and about twice as wide. The design allows the rider to do everything that skiers and snowboarders do plus go backwards, turn 360’s on the ground, execute one foot turns and perform more tricks than was ever thought possible on normal skis.

C) Bungee jumping consists of jumping from a great height while attached to a long piece of elastic that is just short enough to prevent the jumper from hitting the ground.

D) Base jumping consists in jumping with a parachute from high places such as buildings or mountains.

E) Street luge is the pavement version of ice luge. Both involve lying flat on your back and steering a luge not much bigger than a skateboard with your head just inches off the ground. Complete fearlessness is essential for this sport, as well as a thick piece of rubber, preferably from a car tyre, as footwear. Top lugers can reach speeds of 145 kilometres per hour, yet their only way of braking is to use their feet, which often causes painful injuries.

F) Ice-climbing. As the name suggests, practitioners of this activity climb glaciers with the aid of an ice axe and a great deal of other specialist equipment. As well as all the equipment, incredible physical and mental strength are essential, together with the ability to work closely with other team members in the most dangerous situations.

G) Zorbing is the latest adventure experience from New Zealand. It involves rolling around in a ball, or zorb three metres in diameter. It requires no more skill than a hamster running in its wheel as centrifugal force keeps the zorbonaut pinned inside the zorb. Although zorbonauts have hurtled downhill at speeds of 50 kilometres per hour, the air cushioning inside means they do not risk hurting themselves too seriously.
**Exercise 6.** Think and say. Give reasons for your answer.
1. Can we consider these activities to be sports?
2. Which of them do you think is most enjoyable?
3. Which of them do you think is most difficult to learn?
4. Do you think any of these sports are suitable for women?
5. Which of these sports are often shown on television?
6. Which of these extreme sports would you most and least like to do?
7. What is the reason for the changing nature of modern sports?

**Exercise 7.** Of which of the sports, A-G are the following true?
1. You do not need to have any special skills.
2. You need to cooperate with a group of people.
3. It was started by the inventors of another extreme sport.
4. You can hurt yourself whilst trying to stop.
5. You need to be both strong and psychologically prepared.
6. It offers reasonably good protection from injury.
7. It could get you into trouble with the police.
8. You can make your own protection for your feet.

**Exercise 8.**

A. *Read Mike’s story.*

My name is Mike and I’m a skydiver. I’ve recently done my first jump since the accident that nearly killed me just over a year ago.

The disaster struck on my 1,040th jump. Another skydiver collided with my parachute at 80 feet. I fell and hit the ground face down at about 30 mph (miles per hour). I broke both legs, my right foot, left elbow, my jaw. I lost 10 pints of blood and 19 teeth. I was lucky to survive.

Lying in hospital, the thought that my skydiving days were over tormented me. People who have never experienced skydiving will find it hard to understand that my only motivation to get better was so that I could skydive again. All I can say is that for me, skydiving is life and life is skydiving.

B. *Discuss this situation.*

What do you think made Mike skydive again?

**Exercise 9.**

A. *Answer the questions.*

Have you ever …

a) had a sports injury?

b) been in a dangerous situation?

c) been really frightened?

d) broken a bone?

What were you doing?

What happened?

B. *Make up a story based on your own experiences or an imaginary situation.*

**Exercise 10.** What is your attitude towards extreme sports? Work in small groups. Answer the following questions. Share your ideas with the rest of the class.

Is it good/bad to participate in extreme sports?

Do you agree that all of them are sports?

What attracts people to extreme sports?

Have you ever tried any unusual sports?

What qualities or strengths do people need to participate in extreme sports?

What is your opinion on taking risks?

**Exercise 11.** Discuss the following topics.

Sport and health.

Sport and money.

**Exercise 12.** Read the text from exercise 4 in the section «Reading» and discuss the topic «Modern Holidays in Britain» with your groupmates.

**Exercise 13.** Compare travelling by train and travelling by air. Discuss their advantages and disadvantages.

**Exercise 14.** Role-playing:

You are a family deciding on the type of holiday you will go on next summer. Then report to the other families on your final decision,
explaining the reasons for your choice. Point out advantages and disadvantages, giving warning based on your personal experience.

Exercise 15. Discuss in groups your answers to the questions from exercise 2 in the section «Reading». Do many students share your opinion?

Exercise 16. Make up dialogues.
Suggested situations:
A. Two friends are discussing different ways of spending their holiday. They both want to travel, but one of them is an enthusiast ready for anything and the other is a cautious and a sceptical person. (use the following: there is nothing like travel by air/ by sea, etc., it is more convenient to...; there is none of the...; speed, comfort and pleasure combined; there is no travel so fine as by...; the rise and fall of the waves; coming in to the harbour; that’s all right for those who like it; when the sea is rough; hitch-hiking; it’s risky, isn’t it? I prefer to be on the safe side; I’d rather stay at home.)
B. A person who has just returned from a foreign cruise is answering the questions of an eager listener. (Use the following: a most exciting experience; I really envy you; do tell me... the place that impressed you most? I didn’t think much of...; the journey was tiring; but you did enjoy it, didn’t you?)

Fun
Quiz
Games and sports
Ball, goal, striker and referee are all words connected with football. With what sports played in Britain do you connect the following words?
1. batsman, stumpers, whites, over;
2. tee, green, caddy, eagle;
3. try, ball, scrum, line-out;
4. green, cue, pocket, chalk;
5. net, racquet, love, deuce;
6. treble, board, bull’s eye, feathers.

Answers:
a rugby  b darts  c golf  d cricket  e tennis  f snooker

Jokes
«Why do you play golf so much?»
«To keep fit.»
«What for?»
«Golf»

«Why a woman say she’s been shopping when she hasn’t bought a thing?»
«Why does a man say he’s been fishing when he hasn’t caught anything?»

«Did you have any luck hunting tigers in India?»
«Marvellous luck. Didn’t come across a single tiger.»

Song
The Inner Light
By George Harrison (The Beatles)
Without going out of my door
I can know all things on earth.
Without looking out of my window
I could know the ways of heaven.
The farther one travels,
The less one knows,
The less one knows.
Without going out of your door
You can know all things on earth.
Without looking out of your window
You could know the ways of heaven.
The farther one travels,
The less one knows,
The less one knows.
Arrive without travelling.
See all without looking.
See all without looking.

Poem

Song of the Open Road
By Walt Whitman
(fragment)

Afoot and light-hearted I take to the open road,
Healthy, free, the world before me,
The long brown path before me leading wherever I choose.

Henceforth I ask not good-fortune, I myself am good-fortune,
Henceforth I whimper no more, postpone no more, need nothing,
Done with indoor complaints, libraries, querulous criticism,
Strong and content I travel the open road.

The earth, that is sufficient,
I do not want the constellations any nearer,
I know they are very well where they are, I know they suffice for those who belong to them.

(Still here I carry my old delicious burdens,
I carry them, men and women, I carry them with me wherever I go,
I swear it is impossible for me to get rid of them,
I am fill’d with them, and I will fill them in return.)

Video

ROBINSON CRUSOE
1. Pre-watching Activities
1.1. Find out and present in the classroom the information:
1) about Daniel Defoe: a) some facts from his biography, b) some facts about his creative work;
2) his novel The Life and Adventures of Robinson Crusoe.

1.2. Study the following proper names you’ll come across while watching the film:
Daniel Defoe Mary McGregor the Nemurs Robert Patrick Connor New Guinea Friday Skipper New Britain

1.3. While watching make notes in order to be able to fulfill the tasks and answer the questions on the film.

2. While-watching Activities
2.1. Answer the following questions:
   a) What are Robert and Daniel Defoe discussing?
   b) What arguments does Robert use to persuade Defoe into bringing the story he has to the world?
2. Scotland, 1703. What is the actual beginning of the story?
3. What forces Robinson Crusoe to leave the country at such haste?
4. a) What adventures does Crusoe go through?
   b) What is Robinson Crusoe's duty in his various travels?
5. What happens to their ship during one of the tempests? What is the crew's fate? Crusoe's?
6. The first morning brings some pleasant moments. What are they?
7. What are the results of his ‘daily excursions’ throughout the territory?
8. What is Crusoe's main hope? Does it ever come off?
9. How does he manage to record his time spent on the island?
10. What is it that Robinson Crusoe spots one day? What is his reaction? What are his thoughts and feelings?
11. In what way does Robinson Crusoe try to make friends with the man? Is he successful?
12. Do they pity their having a conflict? Do they work it out and how?
13. Still there is a certain menace for Robinson Crusoe and Friday. What is it?
14. How do they get ready to meet the enemies? Does it come off?
15. They're both deep in sorrow. What is the reason for this?
16. They realize that the danger is not diminished. What ways out do they look for? Are they in agreement with each other?
17. What is Robinson Crusoe occupied with during following several days?
18. What gives birth to their second conflict? How do they revive their friendship this time?
19. What is the outcome of the tempest?
20. How are they getting ready to resist the enemies this time?
21. What is the result of their fight with the Nemurs?
22. Why is it that Friday cannot return to his island home? What does he do to save Robinson Crusoe's life? Are their fates certain?
23. How do the native inhabitants act when they see Friday and Robinson Crusoe?
24. How is Robinson Crusoe saved? What does he say about his rescue?

2.2. Work out the following points in pairs:
1. Describe Robinson Crusoe's first experience and his first night in an unknown land.
2. Trace the development of the relationship between the savage and Robinson Crusoe.
3. Pretend as if you were Robinson Crusoe and tell each other about the first morning on the island when you get to know that it is uninhabited and you are all by yourself. Try to make your story emotionally coloured and realistic (convincing).
4. Make up a dialogue between Mary and Robinson Crusoe after his coming back.

2.3. Discuss the following points in groups:
1. Analyze the implication of Mary's words while asking him 'to come back wiser for the experience'? What kind of experience does she have in her mind? What are the ways to obtain such experience?
2. Give your understanding of Robinson Crusoe's words: ‘Providence had decreed me a man without a country yet I was not without a purpose.’?
3. Pay special attention to Robinson Crusoe's reaction on having learned that the island is uninhabited and he is all alone, to the actions he undertakes. What would you do in his place?
4. Does his perception of the situation change anyhow later on? What are the reasons for this? Why is he so inspired?
5. What name does Robinson Crusoe choose for the man? Why?
6. What strikes him most about the man? Do you feel in the same way?
7. One day the things change between them. In what way? Why does it become possible?
8. Robinson Crusoe states: ‘Perhaps, this was my mission.’ What mission is he talking about?
9. What gives birth to their second conflict? How do they revive their friendship this time?
this situation.

10. Crusoe’s been wrong about the savage. Prove it with the facts from the film.

11. Analyze the conversation between Robinson Crusoe on the subject of religion. What is the essence of their conflict? Who do you side with?

12. Analyze the implication of Crusoe’s words: ‘The lessons of humility do not come easily to a stubborn soul. Once I had thought mine was the only true path. Now I was no longer sure.’

13. What information about his previous life and his family does Friday share with Robinson Crusoe? Give your attitude towards what you hear?

14. What do the savages think of Robinson Crusoe? Why do they still cure him? What is the savages’ request in connection to Friday and Robinson Crusoe? How do they react? What do you think of this?

15. Analyze their emotional state and feelings while fighting with each other? What are your emotions? If not for the Englishmen who do you think should have won? And why? Prove your point of view.

16. Is Robinson Crusoe back with Mary as ‘a wiser man’? Give your point of view.

3. Further Activities

3.1. Explain what is implied in the following utterances:
1. Flights of fancy.
2. An impoverished scribe.
3. A travelogue of a wayward seaman.
4. To be betrothed.
5. Lifelong bond.
7. ‘Our little ship had met and bested foul weather and high seas on three oceans.’
8. ‘As I laid my poor companions to rest.’
9. ‘I did not know in what land I had been cast, in what country, among what nation nor whether I might endure a single night here, let alone a week or a month.’
10. ‘I spent that first night not daring to imagine what dangers might prowl and crawl beneath me.’
11. My sustenance.
12. ‘I made daily excursions penetrating further and further into the interior of my domain.’
15. ‘And so fate had saved her harshest trick till last.’
16. ‘The religious wars had plagued mankind since the beginning of the time.’
17. ‘This universe of two.’

3.2. Discuss the following:
1. What kind of a person could be able to survive on an uninhabited island, moreover, make his life more or less convenient? What traits of character should he possess?
2. Could you ever do something like this? What are the main difficulties, both physical and psychological ones, which you would have to overcome while living alone on an uninhabited island?

3.3. Write an essay analyzing the friendship which occurred between Friday and Robinson Crusoe. How did they influence each other? Was it only Friday who achieved some improvement?
Совершенствуй свой английский: грамматика, чтение, говорение, письмо

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