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MODULE 1. PERSON'S APPEARANCE AND CHARACTER

Lesson 1

Essential Vocabulary

I. Find in the dictionary, read and memorise the following topical words and expressions:

Face: long, oval, round, thin, square;

Nose: straight, turned-up (up-turned), hooked, flat, snub, aquiline;

Eyes: expressive, deep-seated (deep-set), close-seated (close-set), slanted, dark, hazel, blue, green, grey;

Eyebrows: arched, bushy, thin;

Eyelashes: straight, curled, thick;

Lips: thin, full, rosy, painted;

Teeth: even, uneven;

Chin: double, round, pointed, massive;

Cheeks: pink, pale, rouged;

Hair: fair, dark, blond, red, grey, jet-black, straight, curly, curled, wavy, thin, scanty, rich, thick, long, short, bobbed, bald-headed, auburn; hair-cut, plait, fringe, hair-do;

to wear hair: parted in the middle, parted on the left (right) side, combed back, done in a knot, in plaits;

What does he/she look like?

handsome, pretty, attractive, good-looking, charming, plain, ugly, awkward, graceful, broad-shouldered, solidly-built, tall, short, stout, thin, lean, slender, slim, neat, a bag of bones, stooping, long-legged, long-armed, near-sighted, long-sighted, dark-skinned, homely;

How does he/she look ?

Tired, fresh, upset, happy, gay, disappointed, sleepy, worried, miserable, pale, unwell;

Healthy, surprised, full of energy,

Features of character: well-bred, communicative, brave, honest, industrious, kind, polite, strong-willed, witty, generous, frank, modest, shy, obedient, reasonable, timid, reliable, hard-working, clever, reserved, decent, warm-hearted, courageous, thrifty, ill-bred, stubborn, vain, ambitious, coward, cunning, double-faced, lazy, cruel, weak-willed, nuisance, greedy, stingy, snobbish, irresponsible, impudent, rude, tactless, selfish, pompous, obstinate, absent-minded, light-minded, jealous, naughty, hypocritical, indifferent, false, boastful

chatter-box, sleepy-head, early-riser, sweet-toothed, loudmouth, blockhead.

II. Translate and learn the following phrases:

1. A man of character;
 2. To be in a good humour;
 3. To have a high(low) opinion of smb.;
 4. To be hard (easy) to deal with (to get along with);
 5. to have much confidence in smb.;
 6. to have a grudge against smb.;
 7. to grow thinner;
 8. to keep oneself erect;
 9. to lose one's temper;
 10. to fly into a temper;
 11. to go back on one's word;
 12. to be taken in;
 13. to let smb. down;
 14. to be good to keep away from;
 15. to be characteristic of smb.;
 16. to be out of sort;
- Vocabulary Activity

III. Translate into Ukrainian:

1. She looks her age. 2. She wears make-up. 3. She has rich make-up. 4. She has dimples in her cheeks. 5. She has a bee in her bonnet. 6. She is as busy as a bee. 7. He is as cool as a cucumber. 8. He is as cold as a fish. 9. He is neither fish nor flesh. 10. He is fit as a fiddle.

IV. Translate into English:

1. Джейн – дуже приваблива дівчина. У неї світле хвилясте волосся, виразні блакитні очі. Вона струнка та завжди тримається прямо. 2. Мій старший брат – добра, скромна людина. 3. Він був у піднесеному настрої. 4. Моїй бабусі вже 70 років, але вона не виглядає на свій вік. 5. Його батько високий, вродливий, елегантний чоловік. 6. Маргарет дуже легковажна. 7. Том дуже безвідповідальний, я не можу покластися на нього. 8. Вона дуже розмальована. 9. Мері завжди була з дивацтвами. 10. На його круглому обличчі була добра посмішка.

V. Read and translate the following sentences paying special attention to the use of topical words and phrases:

1. What does your brother **look like**? – Jimmy is a tall, thin young man about 25, dark-eyed and dark-skinned.
(Or: Tom is rather short and stout with a round bald head).
2. Is that girl with long fair hair your sister? – She is my cousin. Ann is very much **like her mother about** her hair and eyes.
3. Do you like the way she wears her hair? – **No, not very much.** You see, long hair has **never appealed to me.**
4. Your brother **must be** a tall handsome man. – Jim is as tall as his father, broad-shouldered, with rich fair hair. In fact, **he is the very image of** his father.
5. **How does** your brother look after his illness? – **He has grown thinner**, the illness took some colour from his cheeks and he has a grey face from heart trouble.
6. I'm afraid ten years have changed your father greatly. – No. But he has grown bald, his hair is touched with grey at the temples.
And though he has become rather stout he does not look old for his age (he looks his age).
7. I haven't seen your brother for five years. Has he changed greatly? – Oh, five years have brought favourable changes in him. Tom is now 25. He is not too tall but broad-shouldered and solidly-built. His pleasant voice and good manners **add to his attraction.**
8. Your brother is a very reliable man, they say. – If you **knew him better you wouldn't think so.** I don't trust him. He may easily agree and then **go back on his word.**
9. What is your aunt like? Nothing like her son, I think. – No. She is a fantastically complicated character. **I can't make her out yet.**
10. What is your opinion of Nina? – Between you and me, **I didn't take to (like) her much.** Whatever you say to her goes in (at) one ear and out (at) the other. Besides, she is too obstinate.
11. What do you think of N. and M.? – They **are not a bit alike**, you know. N. is self-confident, frank and modest but his brother is a light-headed chap.
12. What sort of a man is Mr. Brown? – I don't know him very well, but he is said **to be stingy and very hard to deal with.**

13. Your brother is said to be obstinate. – Oh, yes, rather. He **is not easily put off** (відмовити) if he has **made up his mind**.
14. Do you know him quite well? – Yes, and **I have much confidence in him**. He is gentle and so easy-going. I always admire his manners.
15. Why do you think he looks gloomy today? – He had no sleep the night before and **is, naturally, out of sorts**.

VI. How would you explain the following phrases to your fellow-students:

to keep oneself erect; to be hard to deal with; to be good to keep away from; to be put off; to have much confidence in smb.; to have a grudge against smb.; to let smb. down; to go back on one's word; to lose one's temper.

VII. Find the antonyms to the following words:

Handsome, stout, generous, obstinate, happy, irresponsible, franc, modest, strong-willed, well-bred, false, lazy, courageous.

Lesson 2

Reading and Speaking Activity

I. Read the text. Ask questions on the text and retell it

MY FRIENDS, THEIR CHARACTERS

It's nice to have a lot of friends. You can enjoy many things together. All my friends are nice people. But all of them have different characters. Some are courageous, kind-hearted, curious, faithful, thoughtful of others. In my group there are no heartless and selfish students. I think it's terrible when people are heartless, cowardly, cruel. Sometimes we can be idle and a little boastful. But we are always ready to help each other in hardships.

We can learn about different characters from books and films. We also read different news about people in papers. All of us like amusing games and funny stories.

A good friend is a friend in need, who is always willing to do something useful for you, who can give good advice, who can keep secrets. Some of my friends are my neighbours. We live in the same street and went to the same school when we were schoolchildren.

My friends usually obey their parents. They never complain of anything, they are worried about each other's health. All of them are fond of nature. They like to take care of animals and plants. In summer and in spring they help their grandparents to work in the garden or kitchen-garden: to dig the soil, to cut useless branches, sow seeds, water and weed plants. At harvest time they gather crops of corn, fruit, vegetables. They never do harm to birds. They protect their nests, make bird-tables and put food on them.

We have a lot of interesting conversation. We discuss different problems. Sometimes discussions are very exciting. In the evening I often talk with my friends over the telephone. When some of my group-mates are ill they have a good reason to ring up their friend and learn what their homework is. We also exchange opinions on different matters. Boys and girls get along well. They don't quarrel. We have a lot in common. A lot of my group-mates enjoy out-of-class activities and travelling. Travelling helps us to become more friendly. Besides we are always full of impressions and excitement.

It's good to have a friend who has fine qualities in his character: generosity, being reserved, reliable, intelligent, persistent in studying, straightforward, reasonable, decent, honest, polite, punctual, kind, faithful, warmhearted. You can be always sincere with such friends, you can think aloud with them. I hate selfishness, meanness, flattery, laziness, indifference, being boastful, false, greedy in people.

The proverb says: "No man is useless while he has a friend."

But the greatest value that guides me in my life is kindness, and it's no wonder. Usually kindness is harmoniously connected with other good qualities. If a person is not kind, if he's selfish, if he cares only about himself, then his other qualities – courage and will-power are worthless. You can see-what a person is worth through his attitude towards others. If he is devoted to people, he is devoted to his work, to his country. Kindness is the main thing, the essence of what is best in a human-being.

It's unpleasant to deal with unreliable people and there is no doubt in it. Such people don't possess the feeling of duty, they can let you down at any moment, they cannot be friends in need. When people are stubborn, it's also bad. They don't respect the point of view of other people, they are sure that they are always right, they don't follow

advice of other people. Sometimes it's dangerous to deal with such people, you can't rely on their support.

I think, it's good to develop persistence and confidence in oneself, because if a person is not reliable, he is unable to make conclusions and come to right decisions in proper time. A person can prove to be a personality by his deeds, not by his words. A proverb says: "Actions speak louder than words." It's not good to promise much by saying nice words. Let other people speak about your job, your deeds, whether they are useful or not.

Situation practice

II. Read and dramatize the following dialogues:

- Do you know my elder brother, Peter?
- I'm not really sure I do. What does he look like?
- He is rather tall, dark-eyed with an up-turned nose.
- Oh, yes, I certainly know him.

* * *

- Have you seen my cousin, Jack?
- Not yet. Is she pretty? Young?
- Yes, rather. Fancy a girl of 20, tall, slender, with large thoughtful eyes and golden hair. But look, here is her photo.
- Oh, she is really a beauty.
- These little girls are as like as two peas.
- Yes, they are so alike that it is difficult to tell them apart.

* * *

- John is a frank and honest boy.
- What makes you think so?
- Because he always says what he thinks.
- You may say so, but you "mustn't take him .at his word.

* * *

- What's your opinion of him?
- I don't know that I've thought about him one way or the other. He is young — not more than thirty one or two-ambitious, rather a decent man on the whole.
- That's on the credit side — and on the debit?
- Well, in my opinion he's common-place — his ideas are not particularly original — and he's slightly pompous.

* * *

- How is your brother now?
- Quite well, thank you. The boy has put on weight and looks well.
- I'm glad to hear that.

* * *

- What sort of a man is Mr. Brown?
- I don't know him too well, but he is believed to be very witty.
- Yes, and rather frank as well.

* * *

- Mary has lost her good looks.
- Do you know why?
- Yes, I think I do. She hasn't been getting enough sleep. She has been reading for her examination for two weeks.

* * *

- Tom and Nick are very difficult to work with.
- Are they? Why?
- Because they are sometimes very absent-minded and Tom never keeps his word.
- You seem to have a grudge against him.
- Why should I?

* * *

- Jim thinks that Betty is a disagreeable person.
- Why?
- Because she never agrees with him. Whatever he suggests she is all against it, he says.
- Perhaps Jim's idea of an agreeable person is a person who agrees with him.

A fragment of discussion

- Do you think every life has its critical moments and situations that determine the future or a person?

- Yes. I think there are people who risk their comfort, security and even life to benefit mankind or their friends, to gain knowledge, wealth or power or prove something.

-How does reading contribute to our understanding and judgement of people?

- I'm sure it increases our understanding of people because the individuals we meet in novels resemble many people. Their behaviour is also the result of their emotions: ambitions, greed, fear, love, jealousy, hatred, revenge, pride, self-sacrifice, patriotism, etc.

-How does a character influence people's happiness?

- I think it does, because different people imagine their happiness in a different way. For single people being happy depends on having devoted friends, for married couples mutual understanding makes a wife (spouse) and her husband (spouse) happy. Many psychologists proved that happiness is more a matter of how you regard your circumstances than of what they are.

III. Make up short dialogues on the following situations:

- a) You ask your friend to do you a favour and tell your boy-friend who is waiting for you at the entrance of the theatre that you would not turn up, as you can't leave your sick little brother all by himself. Try to describe your friend so she might recognize him.
- b) You are telling your friend that you don't like the way Nina talks to you. You think her rather ill-bred and very hard to deal with. Your friend disagrees with you saying that Nina is a decent girl on the whole but rather quick to get angry and slow to cool down.

- c) You are telling your friend that your sister is going to marry a certain Mr. Brown. Your friend has never seen him. Try to describe Mr. Brown saying that though he has good looks, he is not easy to please, etc.

IV. Comment upon the following proverbs or make up short stories of your own, illustrating their moral

1. Appearances are deceptive. 2. Handsome is as handsome does. 3. All is not gold that glitters. 4. A friend in need is a friend indeed.

V. Read the following and make up a short conversation about Nick

Though Nick is a handsome young man, always well-dressed, and a good sportsman, he thinks it beneath his dignity to let a woman have his seat on the bus or tram. He never helps a girl into her coat, never stands aside and lets her enter a room before him, he is rude to his sister and never thanks her for sewing on a button for him. He can enter the restaurant smoking a cigarette, he never takes his hat off when greeting a woman. You can't expect him to stand back to let the lady leave first. He is usually late for the parties, making the people wait for him. He can insult his friends without being conscious of doing so.

VI. Say whether a well-mannered man can

1. smoke a cigarette when entering a bus, 2. keep his hat on his head when greeting a woman, 3. enter the office before his superior, 4. be late for a party or business talk, 5. talk loudly and make a noise either very late or early in a hotel.

VII. Give the definitions of good (bad) manners

Lesson 3

Exercises

I. Say what is required of you. Use topical words and phrases

Model: Nina, ask Lena, why she is looking gloomy today.

N.: – Look here, Lena, why are you looking gloomy today?

L.: – I had no sleep the last night and I'm out of sorts.

1. Ask L., whether she has seen N. after his illness. How does he look? 2. Ask L., what sort of a man N. is. Whether you can trust him. 3. Ask your friend to give you a line on her brother. They say he is a bit obstinate. 4. Ask L., whether there is any family likeness between her and her cousin. 5. Ask your friend, whether she knows N. well, has much confidence in him and whether he is not very hard to deal with. 6. Ask your friend, whether she likes the way L. is wearing her hair. 7. Ask your friend, why she is looking tired and worried today. 8. Ask your friend to describe your new teacher. You haven't seen her yet. 9. Ask N., what her father looks like. 10. Ask your friend, whether her brother is a reliable man. 11. Ask your friend, what she thinks of N. and M.

II. Express your agreement with the following statements. Begin your sentence with: 'Yes, you are quite right. I can fully agree with you here. I think so. I am afraid so. Very likely. I thought as much.

There is no doubt about it

Model: – Nick is as good as his word. He'll never let you down.

Yes, you are quite right. You may rely on him.

1. Your brother is a frank and honest boy. He always says what's on his mind. 2. I hear your monitor is very hard to get along with. 3. They say N. is a very reliable man. Of course, it's only hearsay. I have never seen him. 4. N. looks a bit tired and upset today. 5. Nick has a way with people. He is so easy to deal with. 6. Five years at the Institute brought favourable changes in your brother. 7. Nina is very much like her mother. In fact, she is the very image of her. 8. Lena is good to look at, quick to get angry and slow to cool down. 9. Mary has lost her good looks. 10. Tom and Nick are very difficult to deal with. 11. Nick has put on weight and looks well. 12. Betty is a disagreeable person. 13. Tom never keeps his word. 14. He is believed to be very witty. 15. Lena never agrees with you. Whatever you suggest she is all against it.

III. React to the following statements expressing your agreement or disagreement. Make use of the sentences given below

Ways of disagreement: Excuse me, I can't agree with you (her). I am afraid you are wrong; I don't think you are right. On the contrary. By no means.

Model: – My brother was so rude to me yesterday that I lost my temper and told him straight to his face what I thought of him.

No wonder you flew into a temper. It's quite difficult to take oneself in hand when someone is rude to you.

(I don't think you should have lost your temper. I'm sure one must be able to take oneself in hand in any circumstances).

1. Your brother is a frank and honest boy. 2. Your friend is a nice man but I wouldn't call him handsome. 3. She looks thinner after her illness. She needs a good rest. 4. How do you like that girl with plaits? Isn't she rather old-fashioned? 5. I think she is a charming young lady. She looks it anyway. 6. Your brother doesn't seem to enjoy good health. He falls ill very often. 7. That fellow is a perfect bore, believe me. 8. My friend reads and knows a lot but he is always tongue-tied at official parties. 9. For all his talk about truth he turned out to be a liar. 10. I'm so angry with myself sometimes as I can't control myself when I should keep quiet. 11. These two brothers are so alike that it is difficult to tell them apart. 12. Jim thinks that Betty is a disagreeable girl.

Sentences to be used in answers:

You should not believe what he says. He is fond of making up stories; Yes, they are very much the same in appearance. But their characters are different; I rather like thick plaits. I prefer them to bobbed hair; How can you say that? He is a picture of health; Yes, she has lost her good looks lately; You can't judge a book by its cover. I'll tell you she is too quick to get angry and slow to cool down; Oh, no, he has away with him and that puts everybody at ease; Well, there is nothing astonishing in that. He must be a very shy person; I don't trust him. He always tries to throw dust in my eyes.

IV. According to the model given below put down definitions of the following words using English-English dictionary.

When doing the exercise use the following ways of addressing a person politely and possible answers

Model: - Excuse my troubling you with a question, Lena, but I never feel sure what the word 'industrious' means.

- Oh, no trouble at all. 'Industrious' means 'hardworking'. 'He is industrious' – we might say this of a person who works hard, showing industry.

- Thank you, Lena.

Modest, frank, obstinate, pompous, reasonable, reserved, ill-bred, well-bred, ambitious, stingy, hypocritical, self-confident, shy, generous, obedient, hard to deal with.

Ways of addressing a person politely and possible answers:

1. Sorry to bother you, but... Oh, it's no trouble.
2. Excuse me, can you ... Certainly.
3. I hope I'm not disturbing you... Certainly not.

V. React to the following statements more categoric by adding the word combination "that's all there is to it" (that's final, there's nothing else to it)

Model: I'm so angry sometimes that I can't control myself when I should keep quiet.

- If you go on like that, nobody will like you and that's all there is to it.

1. He may easily go back on his word. You can never tell (with him).
2. He promised to help me but let me down. It's more than I can bear. I simply can't get over it.
3. My friend is very capable but he often fails his exams.
4. I always admire the way my friend treats his younger brother, no matter how naughty the latter is.
5. We were all taken in by his good manners.
6. Whatever I say to that boy goes in (at one ear] and out (at) the other,
7. When she heard the news she lost her self-control.

VI. Answer the following questions.

Use the topical words and phrases

1. What do we say of a person having broad (narrow) shoulders (long (short) legs, green (grey) eyes, fair (dark) hair, a dark skin, a round face)?
2. What does your boy-friend look like?
3. Are you absolutely like your father?
4. How does your sister look after her illness?
5. You seem to know that bald-headed man with a black moustache. He lives next door, doesn't he?
6. How does she look? I haven't seen her for a long time.
7. Lena is a very modest person, isn't she? Why do you think so?
8. Do you respect hard-working and modest people? Why?
9. What can you say of a person's character whom you think good to keep away from?
10. Would you like to have a friend who is fond of talking of his own troubles and diseases?

Don't you think him a bit boring? 11. What do we say of a person who can work and works a lot (never speaks about himself; gives others his last; always says what he thinks; is very hard to deal with; is fond of praising his own deeds; offends and insults weaker people; always achieves the aim he sets)?

VII. Say what the following compound adjectives mean. Make up your own sentences to illustrate their meaning:

open-hearted, double-faced, light-minded, open-handed, easy-going, absent-minded, down-hearted, lion-hearted, weak-willed, well-bred, ill-bred, soft-hearted, cold-headed, chicken-hearted, hard-boiled.

VIII. Make up dialogues describing your father, mother, sister, brother, your favourite actress (actor), a famous filmstar, etc.

Lesson 4

Speaking Activity

I. Make up short dialogues using the following expressions:

- a) to be hard to get along with, to be ill-bred, to have no manners, to be quick to get angry, to be hard to put up with.
- b) Really I can't make him out yet; between you and me, I don't take to her much; did his manners strike you in any way?; he is not easily put off if he has made up his mind.
- c) I don't like her very much; she used to be very friendly but then she turned her back on us; you don't get on well with her, do you? I'm not on speaking terms with her; she is not easy to please; don't say these things behind her back; she is rather clever but has no manners.

II. Make up a short dialogue between

Teddy and his friend on the basis of the following text:

Teddy Snop has been rather worried lately. His long and wavy hair has been getting rather thin on the top. He has been trying to stop the process by using certain lotions called hair tonics, but without much success so far. What will happen when he becomes bald? Will he still manage to look attractive when his hair is gone? Will he still manage to look young? It is true that if the worst comes to the worst, he can always start wearing a wig, but that idea is somehow rather unpleasant

to Teddy. Besides, there is another thing that worries him. He has been growing rather stout lately. He has never suffered from lack of appetite and he has the simple pleasure of good eating. But what will happen if he gets really fat? Won't he look much too old? Teddy is really at a loss, he doesn't know what to do.

III. Describe two persons strikingly different in manner and appearance. Say what features of character have pessimists and optimists

IV. How does work influence and develop character? Give examples

V. Comment upon the following proverbs and make up short stories of your own to illustrate their moral:

1. Faint heart never won fair lady. 2. A little body often harbours a great soul.

VI. Speak about your friend's character and appearance. Use the topical words and phrases

VII. Develop the following statements into situations on the basis of your own experience. Use the topical words and phrases

1. She is not attractive but seems a good sort. 2. I'm sorry to say but your friend is a terrible bore. 3. Everybody liked him because he was a well-mannered man. 4. He has hardly any sense of humour. 5. We were all taken in by his good manners. 6. I don't trust her. She always tries to throw dust in my eyes. 7. They often quarrelled during the day but made it up in the evening. 8. I never saw him fly into a temper. 9. Why should he answer back? She may not always be right but one has to make allowance for her old age. 10. Ann looks very much like her mother about her hair and eyes. 11. He is not easily put off if he has made up his mind. 12. I don't know him well but he seems to be rather stingy.

Lesson 5
Exercises

I. React to the following statements and say in short what sort of person he (she) is. Use one of the adjectives given below:

Model: Christine is a very pleasant companion.

Yes, she is a sincere, open-hearted girl, easygoing at that.

1. Peter always has a ready answer to every remark. 2. Ann always has her own way in everything. 3. I know that he never let his friend down. 4. Paul is very clever at finding a way out of all his difficulties. 5. His gloomy remarks and sad face would spoil the mood of any company. 6. Her father never grudges her anything, be it money, books, dresses. 7. He often does not know how to react to her remarks. 8. I don't think there is anything he is afraid of. 9. He often promises and never keeps his word. 10. You can rely upon Maggie. She never let the cat out of the bag. 11. Becky easily won the hearts of all those who met her. 12. Tom never dropped any work half-way. (easy-going, open-hearted, sincere, reliable, frank, good, cheerful, greedy, shy, timid, generous, kind, courageous, a man of character, witty, skillful, energetic, gentle, merry, humble, week-willed/ self-determined, ambitious, handy).

II. Criticize the way your brother (sister) behaves at home, the way he (she) dresses, talks to people and the way he (she) treats his (her) younger brother. Use the following:

not to behave in a gentlemanlike way to smb.; to leave cigarette ash everywhere; to have a habit of; to wear shabby things (down-at-heel slippers); he might agree and go back on his word; you can never tell (with him); I warned him over and over again but he only laughed it off; I don't like the way he bears himself. He can easily let you down.

III. Make up short dialogues suiting the following situations. Use topical words and phrases:

1. You came back after your first visit to your relative in the country. Your parents are interested to know if you liked them and what they look like now after all the years the haven't seen them. You give humorous sketches of some them but your parents don't approve of your wit and seem be a bit hurt. 2. You ask your friend about the young m you saw at the party yesterday who looked so different from the rest

of the people. He agreed with nobody, criticized everybody and looked sulky. Your friend tells you her pc opinion of him. She thinks him a perfect bore.

IV. Read the text about four sisters and speak of their appearance and character

Margaret, the eldest of the four, was sixteen, and very pretty, being plump and fair, with large eyes, plenty of soft brown hair, a sweet mouth, and white hands, of which she was rather vain. Fifteen-year-old Jo was very tall, thin and brown, and reminded one of a colt, for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp grey eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long thick hair was her one beauty; but it was usually bundled into a net to be out of her way. Round shoulders had Jo, big hands and feet, a fly-away look to her clothes, and the uncomfortable appearance of a girl who was rapidly shooting up into a woman, and didn't like it. Elizabeth – or Beth, as every one called her – was a rosy, smooth-haired, bright-eyed girl of thirteen, with a shy manner, a timid voice, and a peaceful expression, which was seldom disturbed. Her father called her “Little Tranquility”, and the name suited her excellently, for she seemed live in a happy world of her own, only venturing out to me the few whom she trusted and loved. Amy, though the youngest, was a most important person, in her own opinion at A regular snow maiden, with blue eyes, and yellow curling on her shoulders; pale and slender and always carrying herself like a young lady mindful of her manners. (L. M. Alcott).

V. Discuss the following humorous quotations:

1. To be good is noble, but to teach others how to be good is nobler – and less trouble. (Mark Twain).
2. I like criticism, but it must be my way. (Mark Twain)
3. A gentleman is one who never hurts anyone's feelings unintentionally (O. Wilde).
4. Be nice to people on your way up because you 11 meet them on your way down. (W.Mizner).
5. It takes less time to do a thing right – than to explain why you did it wrong. (H. Longfellow).

6. Bad manners simply indicate that you care a good deal more for the food than for the society at the table. (G. Burgess).

Lesson 6

I. Read and translate the text. Pick out the words in the text, which may be grouped under the heading: Man's appearance and Character

TEXT. THE STORY OF NARCISSUS

Long, long ago, when birds and flowers and trees could talk, a beautiful fountain sprang up in the midst of a forest. Little sunbeams crept between the leaves, and, as they fell upon it, made it shine like silver.

One day a lad, who had been hunting in the forest, lost sight of his friends. While looking for them, he saw the fountain shining in the sunlight through the trees. He at once turned to it, for he was hot and thirsty.

He stooped down to bathe his burning forehead, and to cool his dry hot lips. But as he bent over the water, he saw his own face in it, as in a glass. He thought it must be some lovely water-fairy, that lived within the fountain, and as he looked he forgot to drink. The bright eyes, the curly hair, the round cheeks, and the red lips were beautiful to him; and he fell in love with that image of himself, but knew not that it was his own image. It smiled when he smiled, and as he spoke, the lips of the face moved as though speaking too, though no sound came from them. "I love you with all my heart," said the lad. The image smiled and held out its arms, but still was dumb. The lad spoke to it again and again, and getting no answer, he at last began to cry. The tears fell upon the water, and ruffled it, so that the face looked wrinkled. Thinking it was going away, he said: "Only stay, beautiful being, and let me look at you, even if I may not touch you." He forgot everything but that lovely face. Day after day, night after night, he stayed there, till he grew thin and pale, and at last died. Just at the water's edge, where the lad had died, there grew one strange little flower, all alone. "He has been changed into a flower," his friends said. "Let us call it after our dead friend." So they named the flower Narcissus in memory of him and it is called Narcissus to this very day.

II. Answer the questions:

1. What did the lad do in the forest?
2. What did he see in the midst of the forest?

3. Why did the lad turn to the fountain?
4. What did he see in the water?
5. Why couldn't he avert his eyes from the image in the water?
6. What did happen with the lad inn the forest then?
7. What did appear at the place of the lad's death?

III. Find in the text English equivalents to the following:

Виникати, хотіти пити, гаряче чоло, нахилитися над водою, загубити когось з поля зору, закохатися, німий, перетворитись на квітку, назвати кітку нарцисом в пам'ять про нього.

IV. Retell the text

MODULE 2. FAMILY

Lesson 1

Essential Vocabulary

I. Read and learn the following words:

Relationship by birth: parents (father, mother), children (son, daughter), grandparents (grandmother, grandfather), great-grandmother, great-grandfather, grandchildren (granddaughter, grandson), brother, sister, cousin, aunt, uncle, nephew, niece, second-cousin,

Relationship by marriage: fiancé, fiancée, bride, bridegroom, husband, wife, father-in-law, mother-in-law, brother (sister)-in-law, stepmother, stepfather, stepchildren, stepsister (brother, son, daughter), half-sister, half-brother.

Newly-weds, to court, silver wedding, golden wedding, kinsman, kinswoman, ancestor, descendant, heir, foster child/adopted child, orphan, widow, widower, to divorce, teen-ager, youngster, youth, to grow old, middle-aged person, aged, elderly person, .senior citizen, baby (new-born baby, baby in arms, infant, toddler), an only child, twins, maiden name, single, married, nuclear family, extended family, one-parent family.

Occupation (profession): banker, bank manager, clerk, teller, computer programmer, book-keeper, doctor, dentist, surgeon, physicist, vet, medical nurse, teacher, librarian, scientific worker, chemist,

musician, composer, writer, artist, painter, actress, actor, journalist, free-lance translator, lawyer, sportsman, officer, pilot, police officer, militiaman, soldier, sailor, engineer, architect, designer, builder, mechanic, driver, engine-drive, secretary, typist, shop assistant, postman, beautician, hairdresser, waitress, waiter, cook, plumber, carpenter, turner, tailor/dressmaker, weaver, fireman/firefighter, worker, farmer.

Phrases and word-combinations

To be under (over) 17;	to be a perfect match (for);
to come of age;	to be no match for smb.;
at an early age;	to find fault with smb.;
to be smb's age;	to be blind to smb's fault;
to be in early (late) fifties;	to adjust to smb./smth.;
five-year-old child;	to cool smb's affection for smb.;
to look alike;	to be over the moon;
to follow in somebody's footsteps;	to be an apple of smb's eye;
to get along with smb.;	to become a mother's boy;
to marry somebody (for love/money);	to stop dancing about smb.
to be(get) married to smb.;	to bring up a child.

II. Remember some ways of referring to age.

The following examples show ways of saying how old someone is

- How old is she? - She is twenty-five years old.

She must be nearly eighty.

He was a man between fifty and sixty. She was a young girl of sixteen. She died in 1998 at the age of 82. I know their children, Julie, aged 17, and Michel, aged 11.

If you say that someone is in their twenties, you mean that they are between twenty and thirty years old.

If you say that someone is in their early fifties, you mean that they are over fifty, but less than fifty-five.

If you say that someone is in their late fifties, you mean that they are over fifty five, but less than sixty.

The following examples show ways of referring to people who are a particular age.

She is a forty-year-old woman. It is a class of four-year-olds. They have some nursery schools for the fives and under.

III. Word choice: job, work, occupation, profession, career

What you do to earn your living is *your job*, especially if you work for someone else. E.g. I need a part-time job.

Work is something you are paid for doing, especially regularly.

E.g.: She wants to return to work after having a baby.

It can also be used where there is no payment or you are not working for someone else. E.g.: Voluntary work, housework.

More formally, your kind of work or job is your *occupation*. On a form you might see: Please state your name and occupation.

A *profession* is a kind of work such as that of a doctor or lawyer, for which you need special training and a good education. Some professions such as teaching and nursing, are also called vocations, which suggests that people do them in order to help others rather than to earn of money.

A *career* is a type of work that you do or hope to do for most of your life.

E.g.: Her teacher career began 20 years ago.

IV. Phrases and idioms for relationships

Jo and I get on well with each other, (have a good relationship)

Tony and Jane have broken up / split up. (ended their relationship)

Children should respect their elders, (adults/parents, etc.)

Let's try and make it up. (be friends again after a row)

She's my junior / I'm her senior / I'm senior to her, so she does what she's told, (refers to position/length of service at work)

V. Fill in the blanks with the vocabulary word that best fits the meaning of each sentence

1. The girl got a ... as a waitress. 2. His political... was over. 3. My mother started ... when she was 19. 4. What made him choose teaching as a ...? 5. Please state your address and .. 6. He's got a temporary 7. His ... as an English teacher didn't last long. 8. There isn't a lot of ... at this time of the year. 9. He is a social worker by 10. Knitting is her favourite

VI. Translate into Ukrainian:

1. He is nine years old. 2. She is sixteen years old. 3. I want to become an engineer like my father. 4. In the evening the family watches TV or listens to the radio. 5. His family consists of six

persons. 6. Her family consists of three persons. 7. My brother wants to become an officer like our father. 8. We like our English lessons. 9. They like literature. 10. I want to become a technician like my mother. 11. She is like her mother. 12. He is like his father. 13. You are like your mother.

VII. Translate into English:

1. У неї є чотирирічна дитина. 2. Їй майже сорок років. 3. Він – неповнолітній юнак. 4. Це клас для дітей шести років. 5. Вона пішла до школи у віці семи років. 6. Мій дідусь помер у віці восьмидесяти років. 7. Вона – людина похилого віку. 8. Моя сестра виховує шестирічну дитину. 9. Він одружений з моєю сестрою. 10. Вони літні люди.

VIII. Fill in suitable words:

1. His aunt's son is his 2. Your father's father is your 3. My sister's son is my 4. My sister's daughter is my 5. My mother's brother is my 6. Your mother's sister is your 7. Your uncle's daughter is your 8. Your mother's mother is your 9. Your brother's wife is your 10. Your sister's husband is your....

IX. Form questions to which the following statements are the answers. Each sentence states a certain fact. Find some more details about it by asking questions. Work in pairs

1. We are students of the English Faculty. 2. Her brother-in-law is a doctor. 3. Betty Brown is a typist. 4. My sister-in-law is a housewife. 5. His family is not large. 6. They have only one child. 7. She has a daughter. 8. Their child's name is Benny. 9. Her name is Helen. 10. His nephew is four. 11. He is in the park. 12. She is an English student. 13. Betty is the sister of Helen. 14. My grandparents are retired. 15. Benny has no brothers. 16. Their grandmother is an elderly person. 17. Doctor White is a middle-aged person.

X. Answer the following questions:

1. Is your family big or small? 2. How many people are there in your family? 3. Who are they? 4. How old are your father and your mother? 5. How old are your sisters and brothers? 6. How old are you? 7. What does your mother do? 8. How many children have your aunt

and uncle? 9. Is your mother beautiful? 10. What is your mother's name? 11. Whom do you look like ? 12. Have you many relatives?

***XI. Fill out the form:
PERSONAL INFORMATION SHEET***

Date _____

Name _____

Permanent Address _____

Tel. N: Home: _____ Business: _____

U.S. Citizen: yes _____ no _____

If no, nationality _____

Date of birth _____

(month) (day) (year)

Place of Birth _____

Occupation _____

Place of Employment _____

Sex M _____ F _____

Marital Status: Married _____ Single _____

Lesson 2

I. Read the text and ask questions on it:

MY FAMILY

Let me introduce myself. I am Olena Ivanenko. I am 17. I was born in Rivne on September 10, 1986. I have been living in this town since my childhood.

Now I am going to tell you about my family. We are a family of five.

We are a friendly family. We are getting along very well.

My father is 45. He works as a dentist in a hospital. He is neither old, nor young.' He is a good-looking man, handsome, rather thin with dark brown hair just beginning to get grey. He is a very sociable person. What I don't like about my dad is that he is always busy. Very often he works overtime. He is a bread-maker in our family. He is fond of going to the country on week-ends because he enjoys working in the garden.

My mother is two years younger than my father. She works as a teacher at a secondary school. My mother is rather slim and pretty, she is always elegant and smart. In short, she is a pleasant-looking woman of

about 43. She is a teacher. She always has a lot of work to do both at school and about the house. She is fond of her work and spends a lot of time there. But she has to cook the food for all the family at home. Shopping and cooking is nearly half a day's work for her. But my granny and I are in a habit of helping her about the house.

Bohdan is my elder brother. He is six years senior to me. So he is 23 already. He has graduated from the University. He is an economist. He is married. His wife is a free lance translator. They are three in the family. They have got a child, my nephew. He is a small boy with golden hair and dark brown eyes and a spirit that is always bright and happy, full of joy and gaiety.

And finally a few words about my granny. To tell the truth, she is my best friend. She always listens to my endless stories about my friends and students' life. She is retired on pension now, but she worked as a teacher (she is a former teacher). I must admit, she is a very understanding person.

It's a custom in our family to discuss things during meals. We discuss different topics. I must say that all of us are not alike in tastes, manners, character. But as a matter of fact we get along with each other. We usually show our interest in what the others think and do. We share each other's joy or sorrow. We never remain indifferent to what happens to the others. We exchange our impressions on films or plays we have seen. We are attentive and sincere to each other and all these things unite our family. But we like humour and joking and sometimes we argue and tease each other. But it does not prevent us from being on friendly terms. Everybody is grateful to our mother, because she keeps the house, she takes care of everybody, she is also kind and generous. We try our best to treat our mother most kindly.

II. Read and dramatize the dialogues:

* * *

- Do you know the news? Pete is going to get married.
- Who is the girl?
- You know her. It's Olga. They work together.
- Oh, yes, I remember her. She is a good girl, always bright and cheerful. She's very intelligent. And I like her manners.
- And she is good-looking, too.
- Well, I hope they will be happy.

* * *

- I say, Halyna, come over one evening and have supper with us if you're not too busy. I'll introduce you to my family.
- Is your family large?
- Yes, our family is quite a big one. There are 6 of us. I have a mother, a father, two brothers and a granny.
- Do your brothers look like you?
- Yes we're all very much alike. We're all dark-haired and black-eyed. Nick, my elder brother, is very tall, like our father.
- Are they married?
- The younger one is still single.

* * *

- Have you any brothers or sisters?
- Yes, one brother and one sister. They're twins, by the way. My brother is single and live with my parents.
- Is your sister single, too?
- No, she's married and has two children. My nephew is 5. He'll go to school next year. And my niece is 3.
- Does your sister work?
- No, she's a housewife at present. She looks after the house and the children.
- What does your brother-in-law do?
- He works as an engineer.

* * *

- What is your present job?
- I work at the University.
- So, you're a teacher. Is your wife a teacher, too?
- Yes, she is the teacher of English at a secondary school.
- Have you any children?
- Yes, two boys. One is an adult boy, the other still goes to school. He's only 7.
- Who looks after him while you two are at work?
- My mother-in-law does. She's retired. She loves looking after her grandchildren, even if she gets tired.

III. Fill in the missing parts making use of the phrases from the illustrative conversations. You are allowed to make any changes:

1

- Are you married?
-
- Have you any children?
- ...
- Do your parents work?
- ...

2

- Do you know that man, over there?
- ...
- He works at the University, doesn't he?
- ...
- Will you introduce me to him?

3

- It seems to me your son is about the same age as my son.
What is he going to become?
- ...
- So he wants to be an engineer like his father, doesn't he?
-
- What institute is he going to apply to?
- ...

IV. Show a friend your family album and answer all his/her questions

V. Make up short conversations in the following situations:

1. You come back after your visit to your relatives. Your parents are interested to know everything about their life.
2. You are at a party. One of the guests attracts your attention. You ask the hostess about him, his family and relatives.

VI. Describe your family to your new friend

VII. Tell your friends about your grandparents

Lesson 3

I. Read, reproduce and learn by heart:

The Dialogue

- Now I should like to know about your family.
- Oh, my family is a very large one. I have a father, a mother, grandparents, two sisters and a brother.
- Do you all live together?
- Yes, we do, and it's a remarkable thing by the way, that we practically never argue.
- Besides your immediate relatives you must also have some uncles and aunts and some cousins?
- Yes, several. Every now and then they come to see us at our place or else we go to see them.
- I wonder who does the cooking and looks after the household.
- It's all in the hands of my mother. Of course my sister helps her. And now tell me something about your people.
- Well, as a matter of fact there is little to tell, I am an orphan and before I got married I used to live quite alone.
- So you are married! And you never told me anything about it.
- I got married two years ago.
- Come and see us by all means. I'll be so glad to introduce you the members of my family.
- I'll come by all means. Thank you.

II. Translate into English:

1. Той молодий чоловік – мій брат. 2. То були най-щасливіші дні в моєму житті. 3. Під час подорожі наша сім'я зупиниться в тому самому готелі, що й минулого року. 4. Ця дитина – її син. 5. Я збираюся відвідати своїх рідних. Це подарунки для них. 6. Ті дівчатка – мої двоюрідні сестри. 7. Ми знаємо вас і вашу родину. 8. Мері Браун – продавець, їй подобається її робота. 9. Їхні батьки перебувають зараз за кордоном. 10. Я знаю його дітей, їхні імена Поль та Елізабет. 11. Ми знаємо його та його дружину. Вони щаслива пара. 12. Ваша дочка допомагає вам удома? – Так.. 13. Дідусь і бабуся зараз у саду. Віднесіть їм газети, будь ласка.. 14. Незважаючи на різницю у віці, сестри добре ладнали одна з одною.

III. Read and ask questions on the text:

MARRIAGE

In Britain, marriage is a relationship where a man and woman make a legal agreement to live together.

The agreement can be religious (such as in church) or in a civil ceremony. Today only 50% of people get married in church. Young people under sixteen can't get married, when you are sixteen and seventeen your parents must agree. The number of teenage weddings is dropping. Only 28% of brides and 11% of bridegrooms are under 21. 32% of brides and 33% of grooms are aged 21-24.

The average age for men to get married is 25.5. The average age for women is 23.

One in ten British couples gets divorced in the first six years. The younger the couple, the more likely the divorce.

IV. Talking points:

1. Do you want to get married? Give reasons for saying "yes", or "no".
2. When do you want to get married - between 18 and 21, between 22 and 25, between 26 and 30, or after 30? Give reasons for your answer.
3. What do you think of societies where girls get married when they are 8 or 9?
4. Do most people get married in a civil or a religious ceremony?
5. What is the average age of brides in your country?

V. Comment upon the following proverb.

Make up a short story illustrating its moral:

Marry in haste and repent at leisure.

VI. Comment on the situation:

Do you know the saying "Marriages are made in heaven"? How do you understand it?

Don't you agree that successful marriage is impossible without love? Do you sometimes think about your future family life? Enlarge on this theme.

Lesson 4

I. Read the text. Ask your groupmate questions on his/her biography

ABOUT MYSELF

It's both pleasant and a bit difficult to speak about myself. It's pleasant because every person enjoys speaking about his or her interests, plans, likes and dislikes. But at the same time it's difficult to put this information into one topic.

Nevertheless I'll try.

My name is Julia. Shevchuk is my surname and Oleksandrivna is my patronymic.

I was born on the 10th of September, 1986, in Rivne, so I'm 17 now.

Like most other children when a child I went to a kindergarten. Then at the age of seven I began to attend school. My favourite subjects at school were English, Ukrainian and Foreign Literature, History. I did well in Biology, Chemistry and Computer Engineering too. I liked physical training and played valley-ball for our school team. I finished school in 2003 and entered the University. Maybe, for me it was not very difficult to make up my mind what I want to do in the future, because, I'm going to continue the family dynasty of teachers. Besides, I've always given only preference to the humanities, especially English. I devote much time to my English doing exercises, listening to different tapes, reading English books, cramming new words, watching TV programmes and video-films in English. So, I dwelt my choice on teaching English and now I'm a student of Foreign Languages Department.

As for my other interests, I adore reading, especially foreign literature. I devote much time to my English as I am eager to read books by my favourite English and American writers in the original.

Besides I love music with rhythm you can dance to. And I'm fond of going to discos and parties with my friends. My friends are very interesting people, people with original ideas, most of them are really talented in different fields.

And what's more important we always understand each other and help each other in difficult situations.

In fact I prefer to associate with clever and polite people; I hate when somebody, whom I trust, turns out to be unreliable. And I believe my parents when they say: "Treat other people so as you want them to treat you". I love and respect my parents very much and I want them to

be proud of me. So, I'll do my best to be an efficient specialist, a careful daughter and a good human being.

II. Translate into English:

Дозвольте мені представитися. Мене звать Ольга. Мое прізвище -Мельник. Мені двадцять три роки. Я одружена. Мого чоловіка звать Микола. Йому теж двадцять три роки. Мій чоловік і я - вчителі. Ми працюємо в школі. Я викладаю англійську мову, а мій чоловік викладає математику. У нас (є) двоє дітей. Вони близнята. Ми дуже любимо своїх малюків. Вони дуже кумедні.

Ми живемо з батьками Миколи. Миколина мама – моя свекруха, Миколин батько – мій свекор.

III. Translate the text into English:

Дозвольте мені представитися. Я – Олена Бортнік. Мені тридцять три роки. Я одружена. Я маю чоловіка і двоє дітей, сина і дочку. Мої діти – школярі.

Мого чоловіка звать Петро. Він на три роки старший від мене. Петро - інженер за фахом, а я – медична сестра.

Ми живемо з моїми батьками. Мій батько доводиться Петрові тестем, а мати – тещею.

Я – єдина донька моїх батьків. Отже, я не маю сестер і братів. Мій чоловік має сестру. Його сестра доводиться мені зовицею.

IV. Tell your friends about yourself

V. Translate the dialogues into English

- Хто ця молода леді?
- Це моя зовиця, сестра мого чоловіка.
- А скільки їй років?
- Їй двадцять років.
- Вона працює чи навчається?
- Вона студентка. Вона вивчає управління.
- А як її звать?
- Давай я познайомлю тебе з нею. Її звать Ольга.

* * *

- Ольго, дозволь мені представити тобі мого друга..Його звать Андрій. А це моя родичка, моя зовиця, її звать .Ольга.
- Дуже радий познайомитися з вами, Ольго.
- Я також рада.
- Хто ви за фахом, Ольго?
- Я – студентка.
- Де ви навчаєтеся?
- Я навчаюся у Києві.
- А що ви вивчаєте?
- Я вивчаю англійську мову.
- Дуже радий чути це. Я також вивчаю англійську мову. Ви одружена?
- Ні, але я заручена.
- Мені прикро чути це.

VI. Enact similar dialogues

Lesson 5

1. Read, answer the questions and retell:

BRITISH FAMILY

The British live longer, marry later, have fewer children (one or two) and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family (parents and perhaps two children) has largely replaced the extended family where several generations lived together.

Although patterns are changing, most people in Britain still get married and have children and stay together until the end of their lives. People are marrying later: the average woman gets married at twenty-four to a man who is just over two years older (although 40 per cent of couples live together before getting married). Mrs. Average now has her first child at the age of twenty-seven, but she will have only one or two children: only one mother in four has more. And despite the changes in working habits it is usually the woman who has overall responsibility for domestic life: the traditional division of family responsibilities still persists.

Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage. As a result more people are getting remarried and there is now over a million single parents looking after 1.6 mln. children. There has also been a sharp rise in the rate of illegitimacy: in 1987 23 per cent of babies were born outside marriage.

1. Which are the four differences of modern family life?
2. At what age do people in Britain get married on average?
3. What is the difference between a nuclear and an extended family?
4. What is «illegitimacy»?

II. Use words with the suffix *-mate* to resay or rewrite these sentences

1. This is Jack. He and I share a flat.
2. My grandad still writes to his old friends he was at sea with.
3. We were in the same class together in 1978, weren't we?
4. She's not really a friend, she's just someone I work with.

Note: *Mate* is a colloquial word for a good friend. It can also be used in compounds to describe a person you share something with, e.g. *classmate*, *shipmate*, *workmate*, *flatmate*.

Workmate is usual in non-professional contexts; *colleague* is more common among professional people.

III. Here we have got some of the phrases and idioms opposite mixed up with one another. Correct them

1. Jo and Phil don't get on eye to eye with each other.
2. I fell up with my parents last night. It wasn't my fault.
3. We had a quarrel but now we've made it well.
4. Do you think Jim and Nora are making an affair? I do.
5. I see very well with all my colleagues at work.
6. She should learn to respect her olders.
7. Jo's attractive, but her mate just turns me up completely.

IV. How many relationships can you find between the people in column A and column B, using words from the essential vocabulary?

Example: *John Silver and Lorna Fitt were once Colleagues.*

A

John Silver: owns a language school for business people in Bath.

Worked at the Sun School, Oxford, 1984-5.

Josh Yates: politician, was married to Eve Cobb 1973-1980. Met Bill Nash a couple of times.

Ada Brigg: was married to Bill Nash 1981-4. Swam for Britain in 1982 Olympics.

Ana Wood: has lived as a couple (unmarried) with Bill Nash for the last five years.

B

Nora Costa: was in UK Olympic swimming team in 1982. Was in same class at school as Ada Brigg.

Bill Nash: works every day with John Silver. Shared a flat years ago with Eve Cobb.

Fred Parks: politician. Knew Ada Brigg years ago, but not very well.

Lorna Fitt: taught at Sun School Oxford 1980-7. Lives with Josh Yates.

Note: friendship: best friend, good friend, friend, acquaintance;

work: close colleague, colleague/workmate;

love/romance: lover, steady boy/girlfriend

marriage: wife/husband/partner;

ex- can be used with or without (informally) another word: She's my ex. (girlfriend, etc.)

Fiance/ee can still be used for someone you are engaged to, but a lot of people feel it is dated nowadays. You will sometimes see *husband-/ wife-to-be* in journalistic style.

English has no universally accepted word for person I live with but am not married to;

partner is probably the commonest.

V. Answer the following questions on paper or in a class discussion

1. How many children are there in most English families? 2. In your country, about how many children are there in most families? Has the average number of children in families changed in recent years? 3. Do parents abroad (in your country) often hire baby-sitters? Have you ever been a baby-sitter? 4. Is there a retirement age in your country? In your country, do grandparents usually live with their children and grandchildren? 5. How do elder people in your country get money after they stop working? 6. Are there

retirement homes in your country? 7. How do older Ukrainians spend their time? 8. How does the Ukrainian government help senior citizens? 9. Are there organizations of retired persons in your country? 10. Do women and men in your country have equal job opportunities? 11. In your country, is there equal opportunity for both women and men in business?

VI. Comment on the situation:

English people are proud of their traditions and have kept them up hundreds of years.

The proverb ‘My home is my castle’ also reflects the character and traditions of the English. Speak about some of your family traditions.

Lesson 6

I. Read and translate the text:

PARENTS AND TEENAGERS

In Britain today, more and more young people want to be independent and live apart from their parents. Some go in search of work or a more exciting life. Others want to escape from their homes which are overcrowded or unhappy. Some leave home with the help of their parents while others run away.

About 20% of British teenagers leave home between the ages 16 and 20. Some are students. They get help from the government (grants) or their parents to study away from home but they go back home during their holidays so they have not really left.

Most of the 20% leave home because they want to get work and experience of the world. However, accommodation is a big problem. Sometimes young people share flats, but most young people have to live in bedsitters that are rooms you sleep and live in. Some bedsitters have washing and cooking facilities.

Sometimes, young people live in empty houses. This is called squatting. There are also hostels for the homeless. Apart from accommodation the main problems are loneliness, getting a job and being able to do the washing, cooking, etc. In Britain, however, it is natural for children to leave. In fact, only 9% of people aged over 65

live with their children and many older parents who cannot look after themselves have to live in old people's homes.

II. Answer the questions:

1. Why do young people in G.B. want to live apart from their parents?
2. What problems do young people living apart meet?
3. What are “bedsitters”?
4. What is « squatting »?

III. Try to summarize the advantages and disadvantages of leaving home as a young person

IV. Speak about the relationship between the parents and teenagers in our country

V. Comment on the situation:

1. “I don’t take drugs because I want to be in control of my life”.

Madonna.

It isn’t easy to be young. Today one of the most serious problems of young people is taking drugs. Is there a solution to this problem? Develop this theme.

2. Teenagers often have their first cigarette because they think they look older and more attractive if they smoke. Perhaps they won’t continue if they think it unattractive. Prove that smoking is harmful and unattractive.

MODULE 3. DWELLING

Lesson 1

I. Learn the essential vocabulary

Rooms, layout

Bathroom, bedroom, bed sitting-room/ bed sitter, children’s room/nursery, corridor, passage, hall, entrance hall, dining-room, sitting-room, living-room/lounge, study, kitchen/kitchenette, lavatory/loo, toilet, pantry, closet, communicating rooms, separate rooms.

Parts of house

Attic, balcony, basement, cellar, ceiling, chimney, door, fireplace, floor, landing, roof, stairs, staircase, flight of stairs, parapet, shutter, storey, terrace, patio, wall, tiled wall, papered wall, window, windowsill.

Housing estate

Garage, garden, gate, fence, hedge, lawn, flower-bed, orchard, kitchen-garden, greenery,

Household appliances and utensils

Broom, mop, carpet brush, coffee maker, dishwasher, electric (gas) cooker, electric coffee, grinder, fridge, iron, microwave oven, mixer, stereo, stove, table lamp/ standard lamp, telephone, TV set, toaster, vacuum cleaner, video, washing machine.

Furnishings

bedroom suite, bed, single/double bed, wardrobe, chest of drawers, bunk bed, dressing table/stool, chandelier, curtain rail, chair, armchair, rocking-chair, cupboard, built-in-cupboard, china cabinet, table, coffee table, desk, bookcase, wall units (cupboard base unit, display cabinet unit, drinks cupboard), cot/crib, couch, settee, divan-bed, coat rack, hall-stand.

Décor

Carpet, clock, curtain, lace curtain, blind curtain, lights and lamps, knick-knacks, mirror, picture, rug, cushion, parquet, linoleum, tile.

Kinds of dwelling

Block of flats, multi-storey building/ block of flats, flat, lodging, bedsitter, basement flat, private residence, cottage, detached house, semi-detached house, two-roomed flat, country house, bungalow, extension, mansion, palace, castle.

Modern conveniences

Bath, central heating, chute, electricity, gas, hot and cold running water, lift, washbasin, partial conveniences.

House/flats may be

Accessible, attractive, beautiful, comfortable/ comfy, cosy, cluttered, cramped, interesting, large, pleasant, relaxing, spacious, small, warm, well-kept, well/ poorly furnished, downstairs, upstairs.

Bedding: sheet, blanket, pillow, pillow-case, coverlet, mattress.

Types of house/places people live

detached house: not joined to any other house;

semi-detached house (informal: semi-): joined to one other house;

terraced house: joined to several houses to form a row;

cottage: small house in the country or in a village;
bungalow: house with only one storey (no upstairs);
bedsitter: bedroom and living room all in one;
villa: large house with big gardens or a rented house in a holiday resort/tourist area.

PLACES IN THE HOME

You probably already know the names of most rooms and locations in a typical home. Here are some less common ones and what they are for.

utility room - usually just for washing machine, freezer, etc.;
shed- small building separated from the house usually for storing garden tools;
attic - room in the roof space of a house (could be lived in);
loft - space in the roof of a house usually used only for storage;
cellar - room below ground level, no windows, used for storage;
basement - room below ground level, windows, for living/working;
landing - flat area at the top of a staircase;
hall - open area as you come into a house;
porch - covered area before an entrance-door;
pantry or larder - large cupboard (usually big enough to walk into) for storing food;
terrace or patio - paved area between house and garden for sitting and eating, etc.
study - a room for reading/writing/studying in

II. Learn the following word-combinations and phrases:

To rent a flat/house;	housewarming;
to own a house;	to receive guests;
to look over/to overlook a park;	to keep the house;
to furnish a room/flat;	domestic duties;
to move to/into a new flat/house;	partisan of order;
to be in apple-pie order;	to set the room in order;
to be within easy reach of something;	the room wants tidying up.

III. Answer the following questions:

1. Where do you live? 2. What is your address? 3. Have you a flat or a private house? What floor do you live on? 4. Is your room (flat) large?

5. How many rooms are there in your flat? 6. Is your flat comfortable? 7. Is it in an old or a new house? 8. Is it in the centre of the city (town)? 9. Is there a park near your house? 10. How many windows are there in your room? 11. What colour are the walls in your room? 12. Is there a desk in your room? 13. Have you got a radio set or a TV set? 14. Do you often watch TV? 15. Have you a bathroom in your flat? 16. What furniture have you got? 17. Where do you keep your books? 18. Have you any arm-chairs in your room? Do you like sitting in them?

IV. Make up sentences according to the model:

Model: A living room is a room for rest.

a living room	a room for bathing
a dining-room	a room for sleeping
a bedroom	a room for children
a bathroom	is a room for cooking
a kitchen	a room for studying
a study	a room for a rest
a nursery	a room for having meals

V. Make up sentences using the following words:

1. The, they, embankment, will, on, live. 2. Your, apartment, many, how, there, in, you, are, rooms, new? 3. In, I, block, 15, number, live. 4. Bed-room, shall, we, new, furniture, for, buy, our. 5. Conveniences, modern, what, in, flat, have, you, your?

VI. Fill in the blanks with the necessary words in brackets:

1. Recently we have got a new (kitchen, flat, rack). 2. My mother cooks the food in the (running water, sideboard, kitchen). 3. In every room we have a number of ... on the walls, (tables, pictures, beds). 4. You can see a ... on the floor, (carpet, bathroom, shelf). 5. He invited us for his (furniture, central heating, house-warming)

VII. Ask as many questions as possibly to the following sentences to get more information:

1. My friend's family will move into a new flat in a week. 2. You will invite them for your house-warming party. 3. They built a new apartment house in our street. 4. The windows of my study face the

garden. 5. I shall place the furniture in my bed-room to my liking. 6. We live in one of the suburbs of the city. 7. My new apartment will have all modern conveniences. 8. I am going to buy new furniture for my kitchen and my living-room.

VIII. Answer the following questions using the words in brackets according to the model:

Model: What will you do if he comes today? (to ask him to help me)

– If he comes today I shall ask him to help me.

1. What will you do if you move to a new flat? (to invite my friends for the house-warming) 2. What will you do if it is useless to repair your old vacuum cleaner? (to buy a new one) 3. What will she do if she moves into a larger flat? (to buy new furniture for her study) 4. What will they do first when they come to see our new flat? (to give a present). 5. What will you do if you stick in the lift? (to call a lift operator) 6. What will you do if he doesn't clean his room? (to make him do this) 7. What will she do if she doesn't want to share the room with her roommate? (to rent the flat).

IX. Translate into English

1. Вчора моя сестра купила нові меблі. 2. Ми живемо у багатоповерховому будинку. 3. Завтра у нас входи́ни. Ми переї́зджаємо у нову квартиру. Це квартира з усіма зручностями: з газо-, водо-, і електропостачанням. 4. У нас велика і затишна квартира. 5. Де батько? – Він у кабінеті. 6. У мого друга є великий будинок за містом. У ньому два поверхи. Поряд з будинком є гараж. Перед будинком – невеличкий сад. На першому поверсі знаходиться кухня, їдальня, вітальня. На другому поверсі – дві спальні. Кімнати дуже зручні. 7. Відкрий вікно та вимкни газ. 8. Треба почистити килим пилососом. 9. Я наймаю квартиру в центрі міста. 10. Це – мрія, а не квартира. 11. Магази́ни розташовані близько від дому. 12. Наша нова квартира тепліша і затишніша. Та квартира була холодна і вогка, тому ми переїхали.

Lesson 2

I. Ask questions on the text and retell it:

MY HOSTEL

My name is Michel. I am from Korets. I live in the hostel of our University. I want to describe my hostel and my room to you.

Our hostel is in a large nine-storeyed house. It is a modern building with all conveniences. There are about 400 rooms in this hostel. Three or four students live in each room. There is a kitchen, two shower stalls and a reading-room on each floor. On the ground floor there is a canteen where we have our meals and a library. On the third floor there is a special room where we can watch TV, play chess or read newspapers. Sometimes different lectures are held there.

I live on the fourth floor in room 430. I have two roommates. They study in the same group, so they are my group-mates, too. We spend much time together. Our hostel is not far from our university. We often walk there. It takes us ten minutes to get to the university.

Our room looks over a park. It is comfortable and cosy. There is much air in it. In our room there are three beds, each of them is covered with a coverlet. In the middle of the room there is a table. We have our tea and prepare our homework at this table. Four chairs are standing round the table. At the wall there is a wardrobe. Three bookshelves are on the walls. We keep our clothes in the wardrobe, and we keep our books on bookshelves. There are some photos on the walls, too.

It is very convenient for students to live in our hostel because the university, the library and the shops are within easy reach.

II. Say what you have in your kitchen, living-room, bedroom and hall

III. Some days ago your friend's family has moved to a new flat.

Ask your friend what furniture will he/she buy for his/her kitchen, dining-room, sitting-room, bedroom, study and lobby.

IV. Read and dramatize the following dialogues:

N: Hello, Victor. It's wonderful to see you!

V: Hello, Nick. It seems such a long time since I saw you last.

N: Yes, time flies. Incidentally, I know you've moved into a new flat.

V: Yes, two months ago.
N: What district have you moved to?
V: South-West.
N: What a nice district to live in!
V: Yes, though I live far from the centre, I like the district as it is green and quiet. And it takes me less time to get to the factory.
N: Have you got a self-contained flat?
V: Oh, yes. It's a three-room flat, larger and more comfortable than my old one.
N: Have you furnished your flat?
V: Almost. Come and see us some day.
N: Thank you. I would love to.

V. Complete the following dialogues:

A: What street do you live in?
B: ...
A: I see we are neighbours. I live in Verbova street, too.
B: ...
A: I live in block number 41.
B: ...
A: I live on the seventh floor. And you?
B: ...

* * *

A: ...
B: Hello, we've moved into a new flat.
A: ...
B: Oh, yes. We have a living-room, a bed-room, a nursery and a study.
A: ...
B: Certainly, I'd like to buy new furniture for the study.

VI. Translate the dialogues into English:

- Скільки кімнат у вашій квартирі?
- Три.
- Кухня велика?
- Так, велика.
- Куди виходять вікна кімнат?

- Вікна двох кімнат виходять на захід, а однієї на схід. Вікно кухні виходить на захід також.
- Коли ви переїхали у цю квартиру?
- Три роки назад.

* * *

- Я чув, що ви переїхали до нової квартири. Це правда?
- На цих вихідних ми збираємося зробити вхідні і я запрошую тебе та твою дружину прийти.
- Дякую за запрошення. Ну, і як тобі твоє нове помешкання?
- О, це чудова, простора трикімнатна квартира з усіма сучасними зручностями, електро-плитою та безліччю вбудованих буфетів на кухні.
- На якому поверсі ваша квартира?
- Це на десятому поверсі чотирнадцяти - поверхового будинку. Але ми маємо два ліфти які працюють цілодобово.
- Це далеко від центру міста?
- Так, мені потрібно тридцять хвилин щоб дістатись до центру автобусом. Але як що я їду своєю машиною мені потрібно п'ятнадцять хвилин.
- Зрозуміло. Ви вже купили якісь меблі?
- Ми купили гарнітур для вітальні, диван та холодильник.
- Ну, бажаю успіху.

* * *

- У твоїй спальні багато меблів?
- Ні, там стоять два ліжка і два нічних столики та шафа.
- Це односпальні ліжка?
- Так, але я хочу купити нове двоспальне ліжко, тому що ці вже старі.
- Тоді вже поміняй і килим зі шторами.
- А це непогана ідея. Я скористаюсь твоєю порадою.

VII. Make your own dialogues on the following situations:

1. You are helping your friend to move into anew flat.
2. Talk about a new house of your relatives(friends).

VIII. Translate into English:

1. У цьому будинку дев'ять поверхів. 2. Чи є ліфт у вашому будинку? 3. Які зручності є у вашому котеджі? 4. Перед цим будинком є дві клумби. 5. Чи є лужок перед вашим будинком? 6. У цій квартирі є всі сучасні вигоди. 7. Скільки квартир у цьому будинку? 8. Ми маємо лише часткові вигоди. 9. У мене немає телефону. 10. У їхній квартирі є електричнаплита, центральне опалення і водопровід. 11. Чи є сміттєпровід у вашому будинку? 12. На кухні є комірка.

IX. Insert the articles where necessary:

1) Here is ... large window. Through . . . window we can see . . .garden. 2) Opposite . . . window there is ... door. On . . . door there is ... curtain. 3) In ... corner of . . . room there is ... round table. On it we can see ... number of ... books and . . . telephone. 4) On ... bookshelf near . . . sofa we can see some . . . newspapers and ...book by ... Jack London. 5) There are . . . two . . . pictures in that room. One . . . picture is small and . . . other is very large. 6) ... bookcases are full of ... books. In . . . front of ... bookcases we can see ... big box. 7) Is ... box also full of books? Yes, it is. 8) There is ... large sofa in ... room. On ... sofa we can see . . . bag. 9) Whose ... bag is that? 10) There is no ... bed in this room. 11) On ... small table near . . . window we can see . . . some flowers and ... glass of water. 12) In ... front of ... window we can see ... armchair. Is that ... old or ... new armchair?

Lesson 3

I. Read and translate the text:

OUR FLAT

My name is Julia. Let me show you round our flat. We bought this flat last year. Our block is nine-storeys high and we live on the third floor. The building is not very old. We moved from our old one because it was rather small and damp. It is a good flat indeed. It looks over a park and the shops are within easy reach. Our flat is a comfortable size. It consists of three rooms, a kitchen, a bathroom and a lavatory. We have also a spacious entrance hall and two closets.

First there is the entrance hall with a rack, a mirror and a small low-table with a telephone on it.

The largest room in our flat is the living-room. This is the room for general use during the day. Here we watch TV, rest and receive guests. We find it a very relaxing place. There is only one window with a balcony in this room, but the window is very large and is on the sunny side of the house. That is why our living-room is very light and sunny.

On the window there are lace curtains and blinds.

The walls of our living-room are not papered, they are whitewashed. I like the colour of our walls, they are light-green.

The floor is parquet. It is covered with a thick soft carpet.

A fine chandelier with three electric bulbs hangs from the middle of the ceiling.

We have a suite of new modern furniture in this room. It consists of a low-table, some chairs, two armchairs a sofa, a cupboard and a bookcase.

The second room of our flat is the bedroom. It is 'not so large as our living-room. It is smaller, but it comfortable and cosy. Here one can see a bed, two night-tables, a wardrobe where we keep our clothes, a chest of drawers where we keep our linen, and a dressing table. There is also a soft carpet on the floor. The walls are covered with good light-blue wallpaper. There are two pictures on them.

The third room is the study. It's small. There are few pieces of furniture here, only a writing desk, a bookcase and some book-shelves. On the desk there is a computer, a reading lamp, a writing-pad, some pens and pencils, in front of the desk there is a chair.

Our kitchen is rather spacious. Its floor is covered with linoleum and the walls are tiled.

We use our kitchen as a dining-room too. We cook and have our meals here. There is a kitchen table, four stools, two kitchen cabinets, a gas stove a sink and a refrigerator here.

There is a little store-room in the hall. Here we keep some household appliances and utensils. We are satisfied with our new flat.

II. Answer the questions:

1. Where does Julia live? 2. Does she own a house or a flat? 3. When did they buy their flat? 4. Why did they move to a new flat? 5. What kind of flat is it? 6. What does it overlook? 7. How many rooms are there in their flat? 8. Are the rooms large or small? 9. What kind of floor in the rooms do they have? 10. How do they use their kitchen? 11. What do they keep in the closet? 12. Are they satisfied with their flat?

III. Confirm or deny the statements:

1. Julia lives in a detached house. 2. They bought their new flat two years ago. 3. Their old flat was larger and more comfortable. 4. Julia's flat overlooks the embankment. 5. Their living-room is very light and sunny. 6. The study is small and there are few pieces of furniture here. 7. They have no telephone in their new flat. 8. Their bedroom is as large as their living-room. 9. The walls of the bedroom are whitewashed. 10. Julia is not satisfied with their new flat.

IV. Translate into English:

Це наша вітальня. Вона світла і простора. Тут лише одне вікно, але воно велике. Стіни нашої вітальні поклеєні шпалерами. Мені подобається колір шпалер. Підлога паркетна. Вона покрита килимом. Килим (є) дуже гарний. На стіні немає килима, але на стінах є декілька картин. Мені подобаються ці картини. Ми маємо нові меблі у вітальні. Гарнітур складається із стола, шести стільців, дивана, книжкової шафи і посудної шафи. Ми приймаємо наших гостей у вітальні. Наша спальня маленька, але затишна. Тут мало- меблів, лише два ліжка і шафа для одягу. Наша кухня не є простора. Мама куховарить на кухні. Ми використовуємо кухню як їдальню, оскільки у нас немає їдальні.

V. Describe Julia's new flat

VI. Describe your flat (house) to your fellow- students

VII. Read and dramatize the dialogues. Enact similar dialogues

Dialogue 1

- Is it you, Michel? Glad to see you.
- Yes, Julia, it's me. I want to have a look at your new flat, if you please.
- It's very nice of you. Come in, please. This way, please.
- Thank you. I see your flat is well-planned.
- Yes, it's large, and it's comfortable. Do you like it?
- Rather.
- I'm glad you like it here. A cup of coffee?
- With pleasure.

Dialogue 2

- What does the window of your room overlook?
- I have a balcony in my room. It overlooks a garden.
- Oh, how nice. Greenery is always pleasant to eyes. But my room looks over the street.
- It's not very pleasant, I think. Isn't it nosy?
- Oh, yes. Sometimes I can't even sleep. That's why I want to buy a house.
- Good luck.

Dialogue 3

- I say, this corner seems to be rather bare. Why not place the TV-set there?
- I'm afraid it's not a good idea. It's a wrong place for it because there is too much light here.
- Probably you are right. Well, and what if we put this big flower-pot here?
- That's just what I was going to do.

VIII. Make short conversations in the following situations:

1. Your friend wants to improve the appearance of his/her flat/house. Ask his/her what changes he/she wants to make.
2. Your friend wants to move to a house from a flat. Ask him/her why he/she prefers houses to flats.

Lesson 4

I. Translate into English:

1. Мій друг живе в квартирі. Його квартира на четвертому поверсі п'ятиповерхового будинку. Мій друг має дві кімнати - вітальню і спальню. Він має також простору кухню, передпокій, ванну кімнату і туалетну кімнату. У квартирі мого друга є усі зручності: газ, холодна і гаряча вода, центральне опалення. У них немає лише телефону. Оскільки їхній будинок не є багатоповерховим, то в будинку немає ліфта і сміттєпровода.

2. Мій друг живе у власному будинку (котеджі). Він має чотири кімнати: вітальню, дві спальні і дитячу кімнату. Крім цього, у них є простора кухня, просторий передпокій, дві комірчини. У вітальні вони відпочивають, у спальнях вони сплять,

на кухні вони куховарять і їдять, у ванній кімнаті вони купаються.
Мені подобається котедж мого друга.

II. Where in a typical house would you look for the following things?

- | | | |
|-----------------|-------------------|--------------------|
| 1. a rake | 4. suitcases | 7. a grater |
| 2. cutlery | 5. a tumble-dryer | 8. old empty boxes |
| 3. dental floss | 6. a power point | 9. a coat-hanger |

III. Fill the gaps with a suitable word

1. I've got a darkroom in the where I develop films. It's perfect because there are no windows down there.
2. Is there a..... where I can plug in this radio?
3. You'd better have a..... under your drink in case you mark that side table. It's an antique.
4. The waste-bin's full again. I'll empty it. Are there any more
5. We keep our skis up in the..... during the summer. They're out of the way up there.
6. You'll find the garden-chairs in the at the bottom of the garden. Bring them up and we'll have a drink on the and watch the sunset.
7. The light-switch for the stairs is on the as you come out of your bedroom,
8. I've moved to a now as I found I couldn't manage the stairs any more at my age.

(terrace, cellar, coaster, power-point, loft, landing, rubbish, cottage, shed.)

IV. Read and translate the text to get its general idea:

HOUSEHOLD HINTS

- Before starting to paint articles of furniture such as chairs or tables, drive a small nail into the bottom of each leg. This will raise the furniture off the floor and make it easy to paint to the end of the legs without smearing the floor.
- Melt small left-over pieces of bathroom soap, then put liquid into washing machine on washday.

– An old umbrella can become an attractive clothes dryer for use on wet days and many small light garments can be hung from the spokes.

– Dissolve a dessert spoon of gelatine in hot water and add to the last rinsing water after washing a linen dress. The dress will have a crease-resistant finish.

– Use an old toothbrush with cleaning powder to clean around taps and other hard-to-get-at places in bathroom basin, bath, shower, and kitchen.

– Most accidents occur in the safest place ... home! Look at your cabinets, under your sink, on your bedside table, around your washing machine; store all medicines, cleaning and polishing agents out of the reach of children. Hide all that aspirin, sleeping pills, pep pills, furniture polish, kerosene, ammonia, cleaning compounds, bleach and insecticides.

– Watch your electrical cords and outlets. These are dangerous For your own safety, don't have a frayed or damaged electrical cord around the house. Don't keep any electrical gadgets in the bathroom. Don't try to shave with an electric razor while taking a bath. This can electrocute people!

– If a bathroom rack comes loose, remove the screws, wrap some cotton around them, dip into glue and replace screws (or nails) in original holes. Wait until the glue is completely dry before using the rack.

– If you are planning to wear a certain type of dress that causes static electricity, hang it in the bathroom while you're taking a hot shower. This allows the steam to get into the material and thus prevents static electricity. This works well for men's suits, too.

– Place a rubber fruit-jar ring under your ice tray, and the tray will not stick to the bottom of the freezer compartment.

V. Read and translate the following sentences .Learn the words in bold type

Everyday problems

Things that go wrong in houses(flats) and with people:

1. The lights are not **working** there must be a **power-cut**.
2. Oh no! The bathroom's **flooded!** **Get** a mop, quick!
3. The kitchen door-handle's **come off**.
4. The batteries have **run out**. I'll have to get some more.

5. The washing machine **broke** down the other day. I'll have to wash by hand.
6. I've **mislaid** Bob's letter. Have you seen it anywhere? (put it somewhere and can't find it)
7. She **split** some coffee on the carpet. I hope it doesn't **stain**.(leave a permanent mark).
8. I've **locked myself out**. Can I use your phone to ring my wife?
9. The car **won't start**. I hope it's nothing serious.
10. The kitchen clock's **slow/fast/stopped**. What time d'you make it?
11. Oh dear! This chair's **broken**. I wonder how that happened?
12. I **overslept** this morning and was half an hour late for work.
13. She **twisted her ankle** coming down the stairs.
14. Sharon **fell down** and cut her knee this morning.
15. I **bumped/banged** head against the cup- board door and got a **bruise**.

VI. What do you think happened to make these people do/say what they did?

Example: We had to send for a plumber. Maybe a pipe was leaking (the lavatory was flooded).

1. I had to call out our local mechanic.
2. Our neighbours let us use their washing machine.
3. Don't worry, it often does that; I'll screw it back on.
4. Come here and I'll put a plaster on it.
5. How many batteries does it take? I'll get some for you.

VII. Complete these sentences using words and phrases from Exercise V

Example: There was a power-cut so we... had to sit in the dark.(had to light candles)

1. I was so tired when I finally went to bed that next morning I...
2. The wind blew the door shut and I realized I'd...
3. I would ring her but I'm afraid I've...
4. I can't take a photo, my camera's...
5. My wife has to wash by hand, because....

6. The chair has broken and he ...
7. Bob got a bruise because he ...
8. There is a brown stain on the carpet, somebody ...

VIII. What would you do if...

1. you mislaid your credit card?
2. you noticed your guest's glass was chipped?
3. one of your coat-buttons came off?
4. your TV set broke down?
5. you bruised your forehead?
6. your watch was slow?

IX. Make up a dialogue on the topic "Domestic Duties"

X. Discuss:

1. Whether your family does repairing itself or whether you prefer to have it done by somebody else.
2. What is pleasant (unpleasant) about housework.
3. Domestic duties in the country.
4. Children's home duties.
5. How you pay your rent, how you pay for water, gas, electricity and central heating if you live in a flat.

XI. Give a piece of advice how to keep the house.

Use the following words and phrases:

To do much work about the house; to have everything in apple-pie order; to have one's possessions arranged nicely; to be a handy man; a toolbox; to repair; to set the room in order; to wipe the floor; to air the room; to scrub the pans; to keep the house; mess; .domestic duties.

Lesson 5

I. Read, translate and ask questions on the text

UKRAINIAN DWELLING

The climate, the natural conditions, the character of the people had their effect upon the evolution of the Ukrainian houses, yard, the plan of the house, its adornment, the general aspect of the village.

The Ukrainian villages are hidden in the orchards. They are composed of a number of picturesque corners. Usually there is abundance of verdure, a mass of flowers. The villages are situated on the banks of lakes or rivers. All this gives the village an attractive and picturesque appearance.

The buildings of the household are: the «komora», the «povitka», a shed for cows, sheep, carts, field implements, the «sazh» or pig-sty, the «klunya», a place where grain is stored. Sometimes it is far from the house.

The Ukrainian house «khata» has passed through several stages of its development: from an earthen khata or hut, (it was devoid -of chimneys, the smoke went out through a hole in the wall) to a comfortable living place.

As a rule it was made of wood. In the south «khata» was made of plaited reeds covered with a layer of clay. Sometimes the walls were made of clay. A distinguishing feature of a Ukrainian «khata» is that it is invariably whitewashed. The roof is thatched with four slopes and wide eaves. A porch is always added to the entrance. Sometimes there is an open veranda. The walls, the roof, the verdure make it very beautiful. Usually Ukrainian buildings are lacking in height. It was done of practical considerations: the low building is more easily kept warm and not so difficult to clean and repair. But the church was usually high. The usual type of a church was a tridomed church.

II. Confirm or deny the statements:

1. The Ukrainian villages are hidden in the orchards.
2. The Ukrainian national “khata” was made of stone.
3. A distinguishing feature of a Ukrainian «khata» is that it is not invariably whitewashed.
4. The Ukrainian villages are very attractive and picturesque.
5. In the south «khata» was made of plaited reeds covered with a layer of cement.
6. the low building is more easily kept warm and not so difficult to clean and repair.
7. The church was not usually high.

III. Discuss:

1. What can make a home comfortable?
2. In what way is a modern flat with various labour saving devices better than a large house in the country? In what way is it not so good?

3. What would you like to improve or change in your house/flat?

IV. Develop situations suggested by these statements:

How to do it.

The statement, for example, is "After breakfast Nick was asked to help with the cleaning-up".

You may say that he didn't refuse. He cleared away everything from the table and tidied the living-room. Then he dusted the furniture, watered the flowers and swept the floors.

In this way he helped to make the rooms clean that day, and his mother thanked him for his help.

There are, of course, other ways to develop the situation given above.

Each of the statements that follow can be developed differently and interestingly. Think and use your imagination!

Here are the statements.

1. She attended domestic science classes.
2. Nina wiped the dishes.
3. She went to the sink to run hot water for the dishes.
4. The dining-room was decorated simply but tastefully.
5. They have a two-storeyed semi-detached house in a pleasant suburb.
6. Emma moved from her old flat.
7. Her house is always in apple-pie order.
8. I am not entirely satisfied with my flat.
9. They have a housewarming party this Sunday.
10. Mary rents her flat from an old retired couple.

V. Comment upon the following proverbs or make up short stories of your own illustrating their moral:

1. East or West, Home is Best.
2. There is no Place like Home.

VI. Translate into English:

1. Вони прийшли подивитися нашу нову квартиру. 2. Мій брат купив нову квартиру в минулому році. 3. Ми приймали гостей учора. 4. Вони гарно спланували свій котедж. 5. Мої батьки переїхали до сільського будинку минулого року. 6. Вони покрили підлогу килимом. 7. Мені не сподобалася ця квартира. 8. Підлога нашої кухні

не покриті лінолеумом. 9. Стіни моєї кімнати поклеєні шпалерами. 10. Ваш котедж гарно спланований. 11. Одяг зберігається у шафі. 12. Папери зберігаються в письмовому столі.

VII. Minitalks:

1. My dream house.
2. An ideal flat.
3. A city family moves to a country house.

Lesson 6

I. Read and translate the text

BRITISH HOMES

The majority of the British population live in small houses built close together. A typical house of this kind is built with two floors. The front door, which faces the street, opens into a hall with two rooms, one on each side of the hall. One of them is the dining-room; the other may be called the sitting-room or the living-room. The most modern name for this room is the lounge.

The rooms upstairs are bedrooms; they are often very small. Often the dining-room is the most comfortable room in the house, and the one that is used all the time. The other members of the family bring their hobbies and games to the table. But when the television set is turned on, no one can do anything in the dining-room.

Very many houses of this type were built in British cities in the 19th and early 20th centuries. Today the land on which they stand has become very valuable and the owners either sell it or pull down the old houses and build large blocks of flats. In this way the owners make more money.

Many British people give their suburban house a name, such as the Cedars, the Poplars, The Rhubarb Cottage, even though there are no trees or vegetables in their gardens. People of high social position have country houses with names, so a house with a name seems 'better' than a house with a number. Numbers make the postman's work much easier, but this is not important.

THE FIREPLACE IN ENGLISH HOMES

In English homes, the fireplace has always been, until recent times, the natural centre of interest in a room. People may like to sit at a

window on a summer day, but for many months of the year they prefer to sit round the fire and watch the dancing flames.

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

Elizabethan fireplaces often had carved stone or woodwork over the fireplace, reaching to the ceiling. There were sometimes columns on each side of the fireplace. In the 18th century, space was often provided over the fireplace for a painting or mirror.

When coal fires became common, fireplaces became much smaller. Grates were used to hold the coal. Above the fireplace there was usually a shelf, on which there was often a clock, and perhaps framed photographs.

II. Find Ukrainian equivalents for the following:

The majority of population; lounge; valuable; to pull down the old houses; suburban houses; people of high social position; fireplace; until recent times; the natural center of interest; to sit round the fire and watch the dancing flames; in the Middle Ages; logs; to cart in; metal bars; inn; carved stone; woodwork; to provide; grates.

III. Answer the questions:

1. Where does the majority of the British population live?
2. What is the typical British house?
3. What rooms are there upstairs?
4. What is the most comfortable room in the house?
5. How do they use the dining-room?
6. Why do the owners pull down the old houses or sell the land on which they stand?
7. Where do the people of high social position live?
8. What is the natural center of interest in English homes?
9. What kind of fireplace did people have in the Middle Ages ?
10. What does Elizabethan fireplace look like?
11. What does it look like nowadays?

IV. Give a short summary of the text

MODULE 4. DAILY PROGRAMME

Lesson 1

Essential Vocabulary

Daily Routine: the day-to-day life, to wake up; to get up, to do morning exercises/gymnastics to the music, to make a bed, to brush one's teeth, to have a wash, to take a shower, to dry oneself on the towel, to put on clothes, to have breakfast (lunch, dinner, supper), to be busy doing something, to be busy with/over/at something, to prepare lessons, to go on foot, to walk, to go by bus, to go for a walk, to watch TV, to listen to the radio (news), to have a short rest, to call at a place, to call on smb., call for smb. It takes somebody an hour (10 min.) to get to some place.

Household Duties: to prepare (cook, make) meals, to make coffee (tea), to lay the table, to clear the table, to clear something away, to wash up, to do the room, to tidy up the room, to give the room (flat) a special clean, to set the room in order, to clean the window, to sweep the floor, to wipe the floor, to beat the rugs (carpets), to do the washing, to do the ironing, to iron linen, to press clothes, to do the shopping, to air the room.

I. Answer the following questions:

I. (At) what time do you get up? 2. Is it light when you get up? 3. You do your morning exercises to music, don't you? 4. What do you do in the bathroom? 5. What do you do with a tooth-brush (a towel, a comb)? 6. Do you take a shower in the morning or before you go to bed? 7. What do you clean your teeth with? 8. What do you dry yourself on? 9. You do your hair before a looking-glass, don't you? 10. At what time do you usually have breakfast? 11. What must you do with the dishes after having a meal? 12. What do you usually do before you leave the University? 13. What do you clean your flat with? 14. (At) what time do you leave for the University? 15. It takes you long to get to the University, doesn't it? 16. How long does it take you to get to the University? 17. Do you go to the University by bus? 18. (At) what time do your classes begin? 19. What do you do when the classes are over? 20. Where do you usually have dinner? 21. Do you prepare for your English lessons at home or do you prefer to work in the University

reading-room? 22. How long does it take you to do your homework? 23. Do you work at the laboratory every day? 24. When do you usually come home? 25. What do you usually do when you come home? 26. In what way do you help your mother about the house? 27. What do you do with an iron (a vacuum-cleaner, a broom)? 28. What do you usually do in the evening? 29. Do you often go to the theatre or to the cinema? 30. You are fond of skating, aren't you? 31. What do you do when you stay at home in the evening? 32. Do your friends often come to see you? 33. How do you spend the time when your friends come to see you? 34. You listen to the news every day, don't you? 35. What do you do when you are going to listen to the latest news? 36. (At) what time do you usually go to bed? 37. Who does the shopping in your family?

II. Describe your working day. Make use of the time-table below

6.30 – get up

6.30-7.00 – wash & dress

7.00-7.30 – cook & have breakfast, wash the dishes

7.30-8.00 – do housework

8.00-8.15 – dress to go out

8.15 – leave home for the Institute

8.50 – come to the Institute

9.00-16.40 – have classes

12.30-13.10 – have dinner at the canteen

16.50 – go home from the Institute

17.30 – arrive home

18.00-19.00 – have supper & a rest

19.00-21.00 – get ready for the next day classes

21.00-22.30 – read, listen to music or watch TV

23.00 – go to bed

III. Write questions to the parts of the sentences in bold typ.,

Each sentence describes a situation in a concise way.

Find out some more details about it by asking questions.

Work in pairs:

1. I have dinner **at two**. 2. I leave for the University **at eight o'clock**. 3. I go **to the University by bus**. 4. It has taken me **three hours to do my homework**. 5. David has already repaired **the radio**. 6. It has taken me **a fortnight to repair this cassette-recorder**. 7. I am

going to have some practice in intonation **at the laboratory**. 8. I am going to **the theatre today**. 9. **Robert** is going to press **his coat**. 10. I do my room **with a vacuum-cleaner once a week**. 11. You needn't switch on the light, **it is quite light**. 12. **Mary** has gone to bed. 13. It takes me a **quarter of an hour to have breakfast**. 14. I take a **bath every morning**. 15. I go to the University **by Metro**. 16. We are going to **the skating-rink**. 17. I do my hair **with a comb**.

IV. Fill in articles wherever necessary:

1. Mary has taken ... cold shower and is going to dress. 2. Let me have ... look at your translation. 3. I always do ... room with... vacuum-cleaner. 4. Let's turn on... cassette-recorder and dance to ... music. 5. What are your fellow-students doing? – Mary is playing ... piano. Peter and David are playing ... chess. 6. I don't go to ... University by ... bus. I prefer to go there by ... Metro. 7. How long does it take you to do ... homework? 8. Something has gone wrong with... vacuum-cleaner. I am sure it's ... plug. 9. It is not pleasant to go by... Metro on such... fine day. Let's go on ... foot. 10. Will you turn on ... radio? I should like to listen to ... seven o'clock news. 11. It's ... pity you have never been to... England. 12. My brother is setting ... in ... order.

V. Fill in prepositions or adverbs wherever necessary

1. Ann begins to work ... half past eight. At half past twelve she goes ... to lunch. After lunch she comes back ... her office and works... four o'clock. At four o'clock she puts... her hat and coat and goes ... home. 2. The students ... our group are never a minute late... the classes. 3. It doesn't take me long to get... the Institute. 4. When do you usually get...? 5. Will you turn ... the light? The children are going ... bed. 6. We have turned ... the cassette-recorder and are going to dance... the music. 7. When I come ... home I take ... my coat and hang it... the hook. Then I go ... the bathroom, turn ... the tap, wash my hands and dry them ... the towel. 8. What do you press your clothes ...? 9. Have you cleaned ... the table yet? 10. Let's hurry or we'll be late ... the first lesson. 11. What kind of dress are you going to wear ... our party? 12. The button has come ... my coat. – Shall I sew it ...for you? 13. Why have you turned ...the radio? – I am going to listen ... the seven o'clock news. 14. Are you going ... bus? 15. Hurry ..., I'm short ... time. 16. Are you through ... housework?

VI. Fill in the missing words:

1. Something has gone... with the cassette-recorder. Can you put it...?
2. She is not up yet; she is still.... 3. The classes are over. I am ... to go home. 4. I am ready to have a hot ..., .. my teeth and go to bed. 5. If you want to have a ..., let's go for a walk. 6. I have ... my hands and now I am going to ... them on the towel. 7. Before putting on my clothes and shoes I always... them. 8. While the mother serves breakfast Susan and Peter ... the flat and... the beds. 9. I am going to present my brother with a sweater which I have ... myself. 10. In the evening we usually have some music or ... to the radio or ... the TV programme. Sometimes we ... to see our friends or our friends ... to see us. Once a week we go to the cinema or to the theatre. 11. Do you usually sit up late or do you ... to bed early? 12. Peter is a good sleeper, he late and often has no time for breakfast. 13. If the water feels cold on winter mornings you must rub yourself with the 14. There is a... this evening at the club. 15. Something has gone wrong with the Will you have a at it? 16. Please, turn on (off) the ...! 17. Have you cleaned the ... ?. 18. I'm... for time, will you help me?

VII. Translate into English:

Я навчаюсь у Київському університеті на 2 курсі. Я вивчаю англійську мову. Кожного дня я ходжу на лекції і практичні заняття. Двічі на тиждень у нас лабораторні роботи. Кожна лабораторна робота триває 45 хвилин. Моя сестра працює на великому заводі. Вона звичайно дістається до заводу автобусом. У неї йде півгодини на те, щоб доїхати до заводу. Але вчора у неї пішло 45 хвилин через сильний снігопад. Тому сьогодні вона встала рано, щоб не запізнитися на роботу. О першій дня у неї звичайно обід. Вона обідає в їдальні. Я вчора не ходив у їдальню. Ми прийшли додому о 7 вечора, повечеряли, послушали УТН о 21 годині і подивились цікавий фільм, сном ми любимо трохи погуляти. Іноді до нас при-наші друзі. Минулої неділі ми ходили з ними в парк. Цей парк розташований неподалік (від) нашого будинку. Нам дуже сподобалася наша прогулянка. Учора приходив до нас мій колега. Ми пообідали разом і пішли в кіно.

VIII. Speak on one of the topics:

1. The happiest day of my life.
2. The worst day of my life.

Lesson 2

I. Read the text

A STUDENT'S DAY

Michael N. is a student. He lives in a new house which is at the corner of a beautiful avenue leading to the centre of the town. As a rule he gets up at seven o'clock. He does gymnastics in front of the open window and goes into the bathroom. In the bathroom he shaves, washes with cold or warm water and soap, and sometimes if he has enough time he takes a bath. He dries himself with one of the towels that are in the bathroom and goes back to his room where he dresses and brushes his hair in front of the looking-glass which is on the small table near his bed. In ten minutes or so he is ready for breakfast. After breakfast he puts on his hat and coat, takes his bag and leaves the house. As a rule he is very much in a hurry and walks fast to the bus stop. He is in a hurry because he does not want to be late for the first lecture which begins at 9 o'clock. As the University where he studies is not very far away from his house it does not take him long to get there. He usually gets to the University a few minutes before nine. He takes off his hat and coat and leaves them in the cloakroom downstairs. Then he goes upstairs to the lecture-room which is on the third floor. Sometimes he goes up in the lift.

In the interval between the lectures Michael and his friends walk together in the corridor, or go down into the hall to have a smoke. At about 1 o'clock Michael has his lunch in the students' dining-room. For his lunch he usually has hot fish or meat and some vegetables, and also a cup of tea or coffee. He does not have soup at lunch. After lunch Michael together with some other students from the same group go into their class-room and have an English lesson which lasts two hours. At three o'clock the lesson is over and it is time for the students to go home. As a rule Michael goes home by bus but if it is a fine day he walks. Sometimes Michael has to attend a meeting or is busy with his social work and so he has to stay at the University till 4 or 5 o'clock in the afternoon.

As a rule Michael has dinner at home. After dinner he has a short rest and then goes to the library, where he spends about an hour or two, reading books and newspapers or getting ready to make a report on some special subject. When he returns home he still has enough time to

learn his English lessons, listen to the news over the radio and also play a game of chess with his father or his friend Paul, who lives in the same house and often comes to see him. At about half past eleven Michael says good-night to his parents and his friend and goes to bed. He generally sleeps seven or eight hours.

On Saturday evening Michael and his friend sometimes go to the students' club or to a cinema which is about five minutes' walk from their house.

II. Answer the following questions:

1) Where does Michael N. live? 2) What time does he get up? 3) What does he do in front of the open window? 4) Does he take a bath every morning? 5) Does he have breakfast at home? 6) What does he do after breakfast? 7) What time does he leave the house? 8) Does he go to the University by bus? 9) Why does he walk fast to the bus stop? 10) Why is he in a hurry? 11) How long does it take him to get to the University? 12) Who comes to the University a few minutes before nine? 13) Where does Michael leave his hat and coat? 14) Where does he go then? 15) Does he ever go up in the lift? 16) Where do Michael and his friends walk in the interval between the lectures? 17) Where do they smoke? 18) Where does Michael have (his) lunch? 19) Does he have soup at lunch? 20) What does he have for lunch? 21) What lesson does Michael have after lunch? 22) How long does it last? 23) What time is the lesson over? 24) What time do the students go home as a rule? 25) Does Michael ever stay at the University till 4 or 5 o'clock? 26) Why does he sometimes stay at the University till 5 o'clock? 27) What does Michael do after dinner? 28) How much time does he spend in the library? 29) What does he do in the library? 30) What time does he return home from the library? 31) Does he still have time to study? 32) How long does it take him to do his lessons? 33) What else does he do before going to bed? 34) What time does Michael go to bed? 35) How does he usually spend Saturday evening?

III. Put questions to the missing parts of the sentences:

1) ... gets up at seven o'clock. 2) ... does gymnastics in front of the open window. 3) Then he goes 4) In the bathroom he 5) He dries himself on 6) He brushes his hair with 7) At ... he has his breakfast. 8) For breakfast he has 9) After breakfast he

goes10) The first lecture begins at 11) It lasts 12) The lecture-room is on the ... floor. 13) In the interval between the lectures Michael and his friends 14) They have (their) lunch in 15) After lunch they 16) As a rule the students go home at 17) Michael goes home by 18) ... has a short rest after dinner. 19) In the evening he20) He plays chess with 21) His friend lives in 22) At about half past eleven Michael . .23) He says good-night to 24) He sleeps . . . hours. 25) On Saturday evening Michael and his friend Paul ...

IV. Fill in the missing words

1. ... your lessons and be off. 2. You look so smart today. Where have you ... your hair? 3. How could you possibly ... so many mistakes in your dictation? 4. If you want to make a good sportsman you must... morning exercises every day. 5. On her way home mother usually... some shopping. 6. I'm pressed for time. Will you ... the room yourself? 7. Skating will ... a lot of good. 8. I'd like you to ... friends with all the students of your group. 9. Isn't it your turn to... a report today? 10. It ...her an hour to get to the University. 11. she is going to... table. 12. Go to the bathroom and ... your teeth.

V. Read and dramatize the dialogues:

WHAT TIME IS IT?

(Bill and Fred are sharing a room . Kate is Fred's sister)

Bill: It's time to get up.

Fred: I'm so sleepy... What time is it?

Bill: It's eight.

Fred: All right. I'll get up at ten past eight.

(fifteen minutes later)

Bill: It's a quarter past eight, Fred, and you are still in bed.

Fred: All right... All right... I'll get up in ten minutes. At half past eight I'll be ready.

Bill: And when are you going to shave? Twenty-nine minutes past eight? Or perhaps twenty-nine minutes to nine?

Fred: Now you're trying to be funny. I'll be ready at a quarter to nine and at ten to nine we'll begin breakfast.

Bill: We have very little time anyway. Kate's coming at nine o'clock.

Fred: Oh I'm sure she isn't. She's too lazy to get up before nine. She'll be at least one hour late.

Bill: She won't be a minute late. She never is.

Fred: You'll see she will...

Kate (coming in): Good morning, boys! I'm sorry I'm a little too early. Oh, aren't you ready yet? I'm so sorry... I'll wait in the garden.

* * *

- I say, Mike, you look tired. Don't you want to take a holiday?
- I would if I could... We've got a lot of work to do.
- Excuse my curiosity. What do you do at your office?
- You'd better ask me what I don't do at my office. I've got to sign documents, participate in the talks, translate texts from English into Ukrainian and from Ukrainian into English, send letters and telegrams and do many things.
- What are your business hours?
- From 10 a.m. to 5 p.m. May I ask you a question?
- Go ahead.
- What do you do at your Research Institute?
- We are also very busy with our experiments. Sometimes I've got to stay there till late at night. Anyhow like my job.
- So do I. Do you sometimes go on business trips?
- Oh, yes. I have just returned from a Scientific Congress which was in Switzerland.
- Did you make a report?
- Yes, I did. I am not much of a boaster but my report was a great success.
- My heartiest congratulations!
- Thank you very much. Have you ever been abroad?
- Not yet. I am planning to go to Austria next month. It will be a business trip.
- I wish you every success.

VI. Make up short conversations in the following situations

1. Mary and Helen are talking about their plans for the day.
2. You and your brother (sister) are arguing about who must prepare breakfast.

VII. Minitalks:

1. My activities in the morning.
2. My daily programme for today.
3. My parents' ordinary working day.

Lesson 3

I. Check the general meanings of these job-titles in a dictionary:

Boss; director; manager; executive; administrator; secretary; clerk; skilled worker; unskilled worker; labourer; receptionist; public relations officer; safety officer; security officer; union official; economist; personnel officer; sales assistant; adviser; education officer; research-worker; supervisor.

*Here are some **professions** (jobs that require considerable training and/or qualifications) and **trades** (skilled manual jobs requiring on-the-job and other training).*

lawyer; dentist; hairdresser; mechanic; architect; priest; farmer; vet; librarian; physiotherapist; child-minder; police officer; accountant; engineer; scientist; chef; firefighter; civil servant; dressmaker; designer; builder; carpenter; plumber.

Collocations of words connected with work

1. It's not easy **to get/find work** round these parts. I'd love to do that kind of work.
2. What d'you **do for a living?**
3. It's difficult to make a living as a freelance writer (earn enough money to live comfortably).
4. I've been **offered a job** in Paris.
5. She's not prepared to **take on that** job.(includes the idea of 'having personal responsibility').

II. Learn the expressions connected with work

1. to be on flexi-time (flexible working hours)
2. to work nine-to-five (regular day work)
3. to go/be on strike (industrial dispute)
4. to get the sack (thrown out of your job)
5. to be fired (more formal than 'get the sack'; often used as a direct address: 'You're fired!')
6. to be dismissed (more formal than be fired)

7. to be laid off (more informal than 'made redundant')
8. to give up work (e.g. in order to study)
9. to be on/ take maternity leave (expecting a baby)
10. to be on/ take sick leave (illness)
11. to take early retirement (retire at 55)
12. to be a workaholic (love work too much)
13. to be promoted (get a higher position)
14. to apply for a job (fill in forms, etc.)

III. Which of the job-titles from Ex. I would best describe the following?

1. The person who represents the workers' interests in disputes with the management in a factory.
2. A person who has a high (but not the highest) position in a company and whose job it is to make important decisions.
3. An important person in a company who sits on the Board.
4. A worker whose job requires no special training.
5. A person generally in charge of the day-to-day administration in a company.
6. The person who makes sure there are no risks of accidents from machinery, etc.
7. A person whose job it is to keep an eye on the day-to-day work of other workers.

IV. Think of five people you know who work for a living.

Can you name their jobs in English?

If you cannot, look them up in a good bilingual dictionary, or in a thesaurus

V. Using the expressions from Ex. II say what you think has happened / is happening

Example: I'm not working now; the baby's due in 3 weeks. She's on maternity leave.

1. I lost my job. They had to make cutbacks.
2. He's enjoying life on a pension, although he's only 58.
3. One week it's six-to-two, the next it's nights.
4. They've made her General Manager as from next month!
5. I was late so often, I lost my job.

6. I get in at nine o'clock and go home at five.
7. Your trouble is you are obsessed with work!

Now make a sentence for each of the verbs you have not used.

VI. Whose job do these things belong to?

Example: bucket, ladder, leather -window- cleaner

- | | |
|-----------------------------------|-----------------------------------|
| 1. board overhead projector chalk | 4. make-up script microphone |
| 2. scalpel mask forceps | 5. tractor plough barn |
| 3. tippex filing cabinet stapler | 6. sewing machine scissors needle |

VII. Fill in the collocations

1. I'd love to ... a job in journalism, but it's not easy without qualifications.
2. Since I have to earn a ... somehow, I'll have to get ... wherever I can find it.
3. I've been ... some part-time work editing a typescript for a book, but I'm not sure I want to ... it.....
(offered, work, get, living, take...on.)

VIII. Read the text; answer the questions following it.

Say, if the Japanese family is different from the European one, prove your point

THE JAPANESE FAMILY

Work plays a very important role in Japan. A Japanese says "I belong to my company", not "I work for my company". Because work is so important, a child, especially a boy, must work very hard indeed. He begins to study seriously as soon as he starts going to school, because if he doesn't pass all his exams he can't go to a good school. If he doesn't go to a good school he can't go to a good university – and so he can't get the good job that he needs! A Japanese mother usually helps her children so that they will pass their school exams. Because of this system Japanese children don't have as much time to play as children in many other countries.

A lot of Japanese parents "arrange" marriages for their children. This is because they feel that marriage does not only affect the young couple, but that it affects the whole family. They believe that it is important that the young couple have the same interests and that they come from the same social background. Sometimes parents go to a "matchmaker". A matchmaker's job is to find two similar young people

and arrange for them to meet. If they like each other, a marriage is arranged for them.

1. What role does work play in Japan? 2. What must a child do because of it? 3. When does he begin to study seriously? 4. What'll happen if he doesn't? 5. Who helps the children to pass their school exams? 6. Do Japanese children have as much time to play as children in other countries? 7. How is a Japanese marriage "arranged"? Why? 8. What is important to make a good marriage? 9. What is the job of a "matchmaker"? 10. Japanese parents pay no attention to the young people's feelings do they?

IX. Retell the text

X. Read and translate the dialogues "At the Office".

Enact similar dialogues

- Could you receive Mr. Frame at 10 p.m. tomorrow?
- I am sorry but tomorrow morning we shall be having a board meeting.
- What shall I tell Mr. Frame?
- Tell him to come the day after tomorrow.
- All right.

* * *

- Have you signed that document?
- Yes, I have signed it. You may send it right away.
- I've brought some other documents for you to look through.
- I'm afraid I shan't be able to do it today.
- Never mind. I'll leave them here and you will look them through tomorrow.
- Fine.

Lesson 4

I. Supply the articles where necessary:

1. Miss Green is going to have ... lunch with ... friends at ... canteen. 2. What are you reading? I'm reading ... very interesting book. 3. Do you usually have ... lunch at ... home or at ... canteen? 4. If ... weather is fine, they go to ... park or forest and spend ... day in ... open air. 5. This is ... canteen where ... workers of ... plant usually have ...

lunch. 6. As a rule I cook ... breakfast every ... morning except ... Sunday. 7. I give ... lectures twice ... week: on ... Monday and Friday. 8. There are ... lot of ... advantages of living outside ... city. 9. There is not so much ... noise and hurry. 10. He has ... nice garden in ... front of ... his house.

II. Supply prepositions where necessary:

1. Look ... the first ... these two pictures. Whom do you see ... these pictures? 2. Every day Mr. Green gets ... 7 o'clock, goes ... the bathroom, takes a bath and has breakfast. 3. He goes ... the plant ... underground. 4. He arrives ... his place ... work ... 8 o'clock. 5. He works ... week-days. 6. It takes him an hour to get ... his plant. 7. ... Saturday I work ... the library. It is not far ... my house. 8. As ... my students they have sessions every day ... Sunday. 9. What do you usually do ... your day-off? 10. ... summer we spend our time out-of-doors ... the forest or ... the beach.

III. Ask questions to which the following statements will be the answers:

1. Peter gave lectures twice a week last month. 2. They had two laboratory sessions last week. 3. We planned to spend our free time with our friends. 4. On our days off we often visited our friends. 5. In summer we often went to the forest. 6. Yesterday my colleague came to us and we had dinner together. 7. In the evening we played chess and watched TV.

IV. Object to the following statements in writing:

1. You got up rather late yesterday. 2. Your working day started at 11 o'clock yesterday. 3. It took you two hours to get to your office. 4. You usually get there by bus. 5. You had lunch at the office yesterday. 6. In the evening my friend and I went for a walk. 7. You spent the summer holidays in the country last year. 8. You seldom had your holiday at the seaside. 9. I liked to spend my free time indoors. 10. Your friends visited you last Sunday.

V. Ask all possible questions about these sentences:

1. It took her an hour to get to her place of work. 2. We spent our last summer holidays in the Crimea. 3. In the evening we had supper and watched TV. 4. I had dinner at the canteen yesterday.

VI. Translate, reproduce and learn by heart:

1

- Have you sent the letter yet?
- Ще ні. Наш керівник хоче його прочитати.
- When will you give the letter to your chief?
- Я вже відніс йому листа. Як тільки він його прочитає, ми його відішлемо.

2

- When does your working day begin?
- Я починаю роботу о дев'ятій годині ранку.
- Have you got a break for lunch?
- Звичайно. Перерва на обід починається о першій годині дня.
- Does it last for an hour?
- Так. О другій годині дня перерва закінчується.

3

- Можна запитати вас?
- Of course. What is it you want to ask me?
- When will the trade agreement be signed?
- Торговельна угода буде підписана післязавтра.
- Why not tomorrow?
- Завтра ми обговоримо умови й платежі.

4

- What experiments are you making?
- Я не можу цього вам сказати
- Why can't you tell it to me?
- Це відбере у нас багато часу.
- You are right. I am not a good specialist.
- Я вас не хотів образити. (I didn't mean to hurt you.)

5

- What are you doing?
- Ми робимо дослід.
- What experiments are you making?
- Ми робимо дуже важливі дослід.
- When will you be through with your experiments?
- Гадаю, що післязавтра.

6

- Коли ви працюєте?
- Our business hours are from 9 a.m. to 5 p.m.
- Will you be able to receive me at 3 p.m.?
- Так. Приходьте рівно о третій.

7

- Do you work at the Research Institute?
- Ні. Я там працював у минулому році. Зараз я працюю в іншій установі
- Will you participate in the work of the Scientific Congress?
- Я маю намір.

8

- Хто переклав цей текст?
- I have. I was through with it yesterday.
- У перекладі є помилка (a mistake)
- Really? I am very sorry about it.
- Вам треба виправити цю помилку. (to correct the mistake).

9

- Where is Jack Brighton?
- Він поїхав у відрядження до Італії.
- Will he come soon?
- Не думаю. Він поїхав учора.

VII. Ask your friend:

A. if he lives together with his parents; when he gets up on a weekday; if his mother gets up at the same time; if she cooks his breakfast; what his mother/father does when he is having breakfast, prepares to leave for the Institute, does his homework in the evening.

B. if he enjoys being alone; how he spends his time alone; what he'll do if he stays at home on a week's morning, afternoon, evening, on Sunday.

C. what he'll do if his parents/wife/friend are expecting him and he can't be on time; ask him to give reasons.

VIII. Read this short humorous story and say if you agree with Granny that "Everyone must have his own job about the house and do it". Prove your point:

The other day we all sat down to decide who was going to do the housework. There was me, Mummy, Daddy, Granny, Timmy the cat and Boom the dog.

We were all sick of coming home to find no beds made, no washing-up done and the place looking like a pigsty. Granny was too old to manage it all, so who was it to be?

"Well, I can't," said Daddy, "I've a full-time job looking after the shop."

"I can't," said Mummy. "I'm typing all day and running the office."

"I get your meals, don't I?" Granny said. "What more can you expect?"

"I have to do my homework!" I said. "And get ready for school. I can't do it!"

"Being watchdog is a full-time job," declared Boom. "Besides, I have to go shopping with Granny and carry her basket."

And Timmy said: "I've got a job – keeping the place free of mice."

At last we agreed. "Let's all do it!"

We all started doing the first thing that came into our heads, and Timmy and Boom dashed about getting under everybody's feet. Nothing got done properly. Daddy was late at the shop, Mummy was late at the Office and I was late for school.

* * *

That evening we had another talk. "It's all because you are not used to doing housework," Granny told us. "Everyone must have his own job and do it."

So now Daddy and I do the washing-up. Mummy makes the beds and tidies up, and Timmy and Boom keep out of everybody's way.

In the afternoon Granny has time for her knitting or snooze, and when visitors come they say: "You do keep your home nicely, I don't know how you do it!"

We know!

IX. Choose and insert the correct word. Remember the difference between:

a) *housework, homework*

1. In an English household it is an established tradition for the husband to help the wife with the 2. If a student-father does not do his ..., obviously, he cannot, in all fairness, demand from his student-son to do his. 3. The Situation with a student-mother is bound to be even worse, she's got her ... and her ... to do, and she better do them both, fair or not.

X. Speak on the following topics:

1. My Responsibilities at Home.
2. Sharing household duties by different members of the family.
3. An evening at home.

Lesson 5

I. React to the statements and answer the questions:

1. You always give your lectures on Monday. Did you give a lecture last Monday? 2. You always work at the library on Saturdays. Did you work at the library last Saturday? 3. You always work five days a week. How many days did you work last week? 4. You always get to your office by bus. How did you get to your office yesterday? 5. You cook breakfast every morning. Who cooked breakfast for you yesterday? 6. You usually spend your holidays at the seaside. Where did you spend your last holiday? 7. You usually come home at 7 o'clock in the evening. When did you come home yesterday?

II. Make up questions to which the words in italics are the answers:

1. My father worked *at a large plant* 2 years ago. 2. I attended some lectures *yesterday*. 3. *Yes*, I came home at 7 o'clock in the evening last week. 4. *We* enjoyed our stay in the country last year. 5. I made progress in English *when I worked at the laboratory*. 6. I go to the University *five times* a week. 7. Every morning Michael *jogs round the park* near his home.

III. Fill in the blanks wherever necessary:

1) Sometimes my friends and I have a walk in the park ... is about five minutes' walk from the University. 2) I often go to see my friend . . . lives

in the new house over there. 3) What is the name of the man . . . has just been here to see you? 4) Do you know the name of the student . . . has just come out of the dean's office? 5) What do they call the theatre ... is right opposite your hotel? 6) The museum. . . we have just visited has a lot of very good pictures. 7) There are many shops in the street . . . my friend lives. 8) Show me the book . . . your friend has brought you from London. 9) What do you call the people . . . live in London? 10) Here is the picture of the town about ... I have heard so much from him.

IV. Choose and insert the correct word.

Remember the difference between:

b) house, home

1. My dear man, it is a rather nasty sort of flu that you've been having, so the longer you stay at ... the better. 2. Modern urban life very often makes it a fact, that our next-door neighbours are the only people we know in the whole huge ... 3. An Englishman has been long known to consider his ... to be his castle, be it a small flat, a semi-detached ..., or a bed-sitter. But like most of the things in the life of an Englishman nowadays, his vision of his ... Is also undergoing a considerable change.

V. Add tags to the following statements and react to them:

1. He speaks English well, ...? 2. Every day John gets up at six-thirty in the morning, ...? 3. You have orange juice every morning, ...? 4. He doesn't play chess well, ...? 5. You can cook very well, ...? 6. She works at a large plant, ...? 7. It took her long to get there by bus, ...? 8. On Sunday morning I usually cook my breakfast, ...? 9. Last Sunday our friend visited us, ...? 10. There was a nice garden in front of our house, ...? 11. We enjoyed fresh and clean air of the country, ...?

VI. Read and translate the text:

Should Men Be Able to Cook and Women to Use Tools!

My uncle James was a good cook, and he married a woman who was another. The result, I am told, was that the early days of their marriage were not always harmonious: my uncle was always wanting to interfere in the kitchen, while my aunt was always driving him away. Certainly it is generally assumed that cooking is the housewife's job; look at the television advertisements for evidence of this. One sees a man sitting hungrily and expectantly at table, while his wife, dressed in

a frilly apron and unpractical shoes, bustles to and from the cooking stove, and finally sets before her husband a dish which ensures his adoration for ever. Ought he to have had a hand in that cooking? Many people will reply, "Certainly not!"

Yet a little thought will tell us how wrong it is that a man should be quite helpless in the kitchen. A married friend of mine often says jocularly that he can make a cup of tea, and can boil an egg, but that he gets muddled if he has to do them both at the same time. Probably he exaggerates a little, but he certainly expresses the plight of thousands of men who are quite at a loss as soon as the woman of the house is absent, or confined to bed. Such men must immediately seek the services of a neighbour or a female relative. Is it not rather unmanly to be so miserably dependent? Surely a man should have enough cooking ability to supply, at the very least, his own needs – preferably those of his wife also, when she is ill. If he has not learned to cook in his boyhood, he should take up cooking as soon as he gets married, asking his wife to give him some lessons.

Now for a woman's learning to use tools. There are times when her being unable to handle a screwdriver can cause as much trouble as a man's being unable to boil an egg. The lonely woman, or the woman living in a manless household, is often at a great disadvantage when a fuse burns out, a door handle comes off, a tap leaks, or a wash basin refuses to empty freely. Sometimes she does not even know what must be done; often, when she does know, she finds that the screwdriver or the wrench fails to obey her hands, or that she has bought the wrong washer or the wrong fuse wire. She is forced to call in a plumber or an electrician, who is delighted to come to her aid, to have a long chat afterwards over a cup of tea, and to send in a bill which transforms a sixpenny job into a two-pound one. At such a time a woman may well reflect that a short course of training in the use of tools would have saved her time, her money, and her temper.

("Graded Exercises in English" by J.H. Walsh)

VII. Questions on the text:

1. Why were the early days of Uncle James' marriage not always harmonious? 2. "Cooking is the housewife's job". What's your opinion? 3. Is it right or wrong when a man is quite helpless in the kitchen? 4. Who is the woman forced to call in if she can't repair things herself? 5. What would have saved the woman's time, money and her temper?

VIII. Two questions are asked in the title.

Neither of them is answered fully in the article but it is clear what the writer has in mind. Give a discussion held by three people of different ages and occupations on the subject

IX. Give an account of an occasion when you were obliged to fix the electric iron yourself

X. Minitalks:

1. Women's work is never done. As soon as one job is finished there is another waiting to be done.
2. Housekeeping is much easier than it used to be. Times have changed.

Lesson 6

I. Read the following text in order to get its general idea

DO IT YOURSELF

So great is our passion for doing things for ourselves, that we are becoming increasingly less dependent on specialized labour. No one can plead ignorance of a subject any longer, for there are countless do-it-yourself publications. Armed with the right tools and materials, newly-weds gaily embark on the task of decorating their own homes. Men of all ages spend hours of their leisure time installing their own fireplaces, laying out their own gardens; building garages and making furniture. Some really keen enthusiasts go so far as to build their own record players and radio transmitters. Shops cater for the do-it-yourself craze not only by running special advisory services for novices, but by offering consumers bits and pieces which they can assemble at home.

Wives tend to believe that their husbands are infinitely resourceful and versatile. Even husbands who can hardly drive a nail in straight are supposed to be born electricians, carpenters, plumbers and mechanics. When lights fuse, furniture gets rickety, pipes get clogged, or vacuum cleaners fail to operate, wives automatically assume that their husbands will somehow put things right. The worst thing about the do-it-yourself game is that sometimes husbands live under the delusion that they can do anything even when they have been repeatedly proved wrong. It is a question of pride as much as anything else.

("Developing Skills" by L. G. Alexander)

II. Questions on the text:

1. Why are we less dependent on specialized labour nowadays?.
2. Why can no one plead ignorance of a subject any longer? 3. What things can people do for themselves armed with the right tools and materials? 4. How do shops cater for the do-it-yourself craze? 5. What do wives tend to believe about their husbands? 6. What is the worst thing about the do-it-yourself game?

III. Prove that do-it-yourself publications are really a great help

IV. Do this exercise with a partner. One of you is a housewife who has a broken electric appliance (e.g. washing machine, etc.). The other is a repair man who has come to repair the appliance. First study the Situation Notes and choose one of the situations. Decide how the housewife and the repair man will speak to each other in different moods and situations:

Housewife: (a) You are delighted because the repair man has arrived at the right time. In your experience, this does not usually happen.

(b) The repair man is late, but you expected that. In your experience they never come on time. Anyway you are glad he is here now.

Repairman: (a) Although you have had about a dozen calls today, you are in a good mood because the last three have been easy to deal with. You are in time.

(b) You are in a bad mood. You have had to do ten calls today and most of them have been difficult jobs. You are tired and you are fed up with housewives complaining that you are late. You feel that it is not your fault.

V. Answer the questions:

1. For what purpose is electricity used in the home? 2. What labour-saving devices have you got at home and why did you buy them? 3. Are labour-saving machines and gadgets really such a blessing as we claim them to be? 4. Have you ever had a bad experience with any household appliance? 5. Does your father (brother) fix electric devices himself or do you have to take them to a repair shop? 6. What Personal Service Establishments are there in your town and what service do they give? 7. Can you imagine your life without everyday services? Why not? 8. What have you observed to be the advantages of the laundry service and what

faults do you find with it? 9. What can you say about shoemaker's shops in your area? Do they ever fall behind with orders? 10. How long does it take the dry cleaner's to clean a suit? How long does the Special Service take? 11. Are you good at photography? Is it your hobby? 12. Do you have your hair set regularly? Where do you have it done? 13. When do we ring up the Television service shop?

VI. Minitalks:

1. What Makes Our Life Pleasant and Easy.
2. veryday services have given us the possibility to be less busy about the house.
3. Electric appliances don't save labour, they make labour." What's your opinion?

MODULE 5. UNIVERSITY LIFE

Lesson 1

Essential Vocabulary

I. Find in the dictionary, read and memorize the following topical words and expressions:

Institution of learning: college, institute, pedagogical institute of/for foreign languages, university;

Department, faculties: correspondence, evening, extramural courses; full-time day studies; the Foreign Languages Faculty;

Key Subjects: Grammar, Latin, Linguistics, Pedagogics, Phonetics, Psychology, Written Practice and Conversation, Teaching Methods (Principles of Education), History, Literature, Physical Education, Social subjects;

A state of teachers (The Teaching Stuff): professor, assistant professor, associate professor, academic, examiner, instructor, dean, rector, (senior) lecturer, research worker, reader;

Students: entrant, external/internal students, fellow students, first-year students, full-time/part-time students, groupmates, senior students, top/bottom students, sophomore, freshman, graduate, undergraduate, postgraduate;

Student's activities: concerts, drama, English speaking club, meetings, teaching practice, sports and games;

Lessons (classes): break, lecture on smth, (double) period, seminar on smth, time-table- tutorials, workshop class in smth (in Grammar, Phonetics, Written Practice and Conversation), yearly project;

Exams, marks: entrance examinations, exam results, bad/good/satisfactory marks, final exams, full/excellent marks, mark/record book, oral/written exams, question paper, question card, a three-hour written exam;

Academic year: **term, test period, examination session, holidays, vacation;**

Building: assembly hall, basketball/ tennis court, classroom, cloakroom, dean's office, department, football field, gymnasium, hall of residence, hostel, language laboratory, lecture room, lecture theatre, lending library and catalogue, library, reading-room, rector's office, reference library with reference books (handbooks, encyclopedias, dictionaries), refectory;

At an English classroom equipment: blackboard sponge, board, chalk, cassette recorder, dictionary, headphones (headset), microphone, notice board, overhead projector, register of attendance, teacher's desk, textbook, three-part board, television monitor (a screen for educational programmes), visual aids, work book, exercise book;

II. Transcribe, learn to read and give Ukrainian equivalents of these words:

Humanity, humanitarian, educational, academy, academic, academician, pedagogic, pedagogical, pedagogues, science, scientific, maturity, tuition fee, education, educational, theory, theoretical, qualified, specialist, specialty, specialized, cybernetics, laboratory, credit, economy, economic, curriculum, process, sphere, psychology, psychological, sociology, scholarship, Bachelor, campus, career;

III. Translate and learn the following word-combinations:

To enter the University;	to be good at smth;
to attend classes;	to be quick at smth;
before (after) classes;	to be at the top (head) of the class in smth;
in class;	to be at the foot (bottom) of the class;
to be present at the lesson;	to lag (to fall, to get) behind the group in smth;

to be away from the lesson;	to work by fits and starts;
to miss the lessons;	to try to do one's best;
to stay (at) home from classes;	to make a lot of progress;
to be late for the lesson;	to work hard at;
to miss lessons;	to catch up with the group;
to play truant from classes;	to do exercises orally in written form (in writing);
to get (receive) full marks in smth;	to ask (answer) questions;
to give a mark;	to make (correct) mistakes;
to take (to sit for) an exam;	to get rid of mistakes;
to pass an exam;	to master the language;
to fail an exam;	to have a good command of;
to be examined in a subject;	to make a report on smth;
to use cribs;	to become discouraged;
a weak point;	to go in for (sports, music, research work);
to complete a course;	to join a drama society;
to graduate from a college (university);	modular system;

IV. Read the names of the faculties and specialities.

Give Ukrainian equivalents:

Foreign Languages Faculty;
 Ukrainian and Foreign Philology
 Physics and General Engineering;
 Mathematics and Computer Science;
 History and Sociology;
 Educational (Pedagogical);
 Psychology and Natural Sciences;
 Documentary, Communications and Management
 Music and Pedagogic;
 Art and Pedagogic.

V. Answer the following questions:

1. When did you finish the secondary school?
2. Why do you want to take up the career of a teacher?
3. Was it difficult to enter the University? What marks did you get?

4. What entrance exams to the University did you take?
5. Which examination turned out to be the most difficult exam of all for you? Why?
6. What subjects do you study at the University?
7. What is your favourite subject? Why?
8. What is your purpose in learning English?
9. Have you good knowledge of English? Which aspect do you find the most difficult one?
10. Are you doing well at (in) English ?
11. What should you do to acquire good knowledge of English?
12. Where do you do your English assignment?

VI. Translate the following into English in writing:

Я закінчила школу рік тому. Минулого літа я склала три вступні іспити на “відмінно” і вступила до університету. Наш університет знаходиться на вулиці Остафова. Це чотирьохповерховий будинок з багатьма навчальними кімнатами (аудиторіями), лабораторіями, великим актовим залом, бібліотекою, та читальним залом. Інституті є декілька факультетів. Вони готують вчителів англійської, української мови, математики, фізики, інформатики, історії та інших кваліфікованих спеціалістів. В інституті багато викладачів. Багато хто з них займається науковою роботою.

Наш навчальний рік ділиться на два семестри. Наприкінці кожного семестру студенти складають іспити з різних дисциплін. Після іспитів у студентів канікули. Моя профільна дисципліна - англійська мова.

Заняття з англійської мови у нас кожен день. На заняттях ми розмовляємо виключно англійською мовою. Ми багато працюємо, щоб оволодіти мовою та позбутися помилок. І ми вже досягли певного успіху. На заняттях з англійської мови ми виконуємо багато вправ в усній і письмовій формі, на семінарах робимо доповіді. Багато студентів беруть участь в роботі наукового товариства. Хоч я - першокурсниця, я не можу не думати про свою майбутню професію. Я сподіваюсь, що буду хорошим вчителем.

Lesson 2

I. Read the following text:

TEXT 1. OUR UNIVERSITY

The Rivne state pedagogical Institute was founded in 1940. In 1999 it was transformed into the Humanitarian University. The University trains skilled specialists of different professions for public education, culture, art and other spheres of our national economy. It is one of the leading higher schools of the Rivne region.

The students get higher education at the day-time (full-time) and correspondence departments. There is also a preparatory department at the University.

The college course lasts for 4 or 5 years. At the University there are different faculties and specialties to choose for studies: Educational (Pedagogical), Physics and General Engineering Faculty, Mathematics and Computer Science, History and Sociology, Ukrainian and Foreign Philology, Documentary Communications and Management, some Art and Music Faculties.

The students study many subjects: Pedagogic, Teaching Methods (Principles of Education), Psychology, Social subjects, Foreign Languages and many other specialized subjects. They get text-books and teaching aids at the library and often work at the reading-hall, preparing for studies. During studies the students attend lectures, seminars. They combine theoretical studies with practical work, have practical pedagogic at the places of their future work. The academic year has 2 terms. At the end of each term the students have examination sessions and take credit tests and examinations. After sessions they have holidays (winter and summer). The students who study by correspondence combine work and studies. They come to the University two times a year for studies and sessions. For a period of sessions the working correspondence students have holidays.

The students live at the hostel or in lodgings. Those students (at the day-time department) who study well get scholarships. Nowadays the education at higher school is not free for all the students. So many students pay for their studies.

After graduating from the University the students get the professions of primary and secondary school teachers of different subjects, specialists of pre-school education, art and culture workers, psychologists, librarians,

managers and others. The graduates will work at schools, kindergartens (nursery schools), offices, clubs, palaces of Culture.

The rector is at the head of the University. Each faculty has its dean's office, headed by the dean. The dean's office is responsible for teaching and educational process. The teaching staff of the University includes many highly qualified pedagogues and lectures having advanced scientific degrees.

II. Answer the questions.

1. Where do you study?
2. What kind of higher school is it?
3. What forms of education are there at the University?
4. What faculties can one choose for studies at the University?
5. What specialists does the University train?
6. How is the education process organized?
7. What are students provided with for studies?
8. Where do students often go to prepare for everyday studies, seminars, to read up for exams and credit tests (sessions)?
9. What subjects do the students study at the University?
10. Where do the students live?
11. Where do the graduates of the University work?
12. Who heads the University? (the faculties)
13. Who provides the education of students?
14. What can you say about the educational process of correspondence students?

III. Read and dramatize the following dialogues:

A: I am studying English now.

B: Are you really? They say it's very difficult.

A: I don't think English is easy.

B: Why do you think so?

A: Because I have to work hard learning a lot by heart.

* * *

A: So you've passed your exams.

B: It wasn't very difficult.

A: It's because you worked hard, I think.

B: Well, I was all right in History, but I didn't do so well in Literature.

A: And what about your English?

B: Not so good, only so-so.

* * *

A: I don't think you work hard enough at your English.

B: Well, I do, I work very hard, but please try to understand it's very difficult for me.

A: Oh, is it? How long does it take you to do your home work?

B: A long time, two or three hours, and sometimes even four.

* * *

A: Mrs. Jones, I'd like to introduce you our Ukrainian friend Mr. Kononenko

B: How do you do?

C: How do you do?

B: You've come to study English, haven't you? Do you find it difficult?

C: Well, I do. It's quite different from what we read in the textbooks. I understand the radio and TV all right, but I don't always understand people in the street.

B: Yes, that's difficult at first. And how do you find life in England?

C: Very interesting. I like it on the whole, although there are some things I find rather strange

B: Don't worry. You'll soon get used to it.

* * *

A: What do you think about Esperanto?

B: I don't believe it will ever become a world language.

A: Why? Lots of people are learning it.

B: Not compared with those who are learning "real" languages. It's too artificial.

A: You've got a point there. But it's much easier to learn than other languages.

B: That's certainly an advantage, of course, but there's no incentive to learn it as long as so few people speak it. You can't use it at international conference, for example.

A: I think it should be taught at schools.

B: Do you really? To my mind there are quite enough subjects on the school curriculum already.

* * *

A: I'd like to have a good Ukrainian-English dictionary on science and technology. I have to translate an article from Ukrainian into English.

B: Sorry, but we haven't any.

A: It's a pity! I must have this article translated as quick as possible.

B: I can recommend a general Russian-English dictionary. At least it may be of some help.

A: Yes, I'll take it, of course. It's a pity that you have not a specialized dictionary.

IV. Complete the following dialogues:

1

- At what age do pupils start school?

- . . .

- Is education compulsory in Ukraine?

- . . .

- In what types of school do young boys and girls receive a secondary education?

- . . .

- What is the salary of school teachers in Ukraine?

- . . .

2

- Anyone between the age of 17 to 35, who has a certificate of secondary school and who successfully passed entrance exams, may be admitted to a higher educational institution.

- . . .

- There are three forms of educational institutions: full-time, evening and extra-mural.

- . . .

- After graduating from a University or an institute students receive diplomas which qualify them to work in the field for

which they have been trained.

- . . .

- Yes, diplomas of all 3 types of higher education carry equal status.

3

- . . .

- The higher school course lasts from 4 to 6 years.

- . . .

- The academic year is divided into two terms: from the 1st of September to the 23^d of January and from the 7th of February to the 1st of July.

- . . .

- It's common knowledge that all education in our country is free. On top of that, the state provides students with monthly grants.

- . . .

- Students from other cities and villages are provided with hostel accomodation at a very low cost, but they have to cater for their meals themselves.

V. Identify the following words by writing the relevant numbers against the respective definitions:

- | | |
|-----------------------|--|
| 1. attend | - the state of being mature |
| 2. campus | - systematic investigation in the field of knowledge |
| 3. degree | - a lecture room with seats in rows rising one behind another |
| 4. graduate | - get pleasure from |
| 5. research | - a hostel provided by the university |
| 6. defend | - to be present |
| 7. train | - to present or provide with |
| 8. offer | - the grounds and buildings of a university, college or school |
| 9. lecture theatre | - a person who has completed a course of study at a university or college and has received a degree or diploma |
| 10. hall of residence | - recognition of academic achievements |

- | | |
|--------------|---|
| 11. enjoy | - to protect; speak or write in support of... |
| 12. maturity | - to teach a skill |

Lesson 3

I. Say what faculties train the following experts:

Philologist, physicist, historian, biologist, ecologist, mathematician, psychologist, musician, librarian, sociologist, computer programmer.

II. Write down 5-10 questions that you'd like, to ask (or to be asked) about your University or student life. Then choose a partner and ask each other questions introduced with the following phrases:

Could you tell me...? Do you know...? Do you happen to know...? Is it true that...? I've heard that...;... Is it really true? I'd like to know if...?; -Could you explain why/where/how/what...? What is your opinion about...? What do you think of...? Do you agree with...? I wonder if you take part in...?

III. Prove that:

RSHU is one of rather old and prestige educational institutions in Ukraine.

The students have all opportunities to become skilled specialists.

The students of the university have a nice campus.

RSHU is a research center.

Use the following words and phrases: I think that...; I'm sure that...; In my opinion...; As far as I know...; As to me...

IV. Write about your faculty, use the following words and phrases:

As to me...; to study at; I'm a first year student; dean; subdean (assistant dean); full-time department; refectory; tutor; dean's office; academic building; to occupy; to be located; to be founded; to train; to work at, graduates, laboratories, computer class, computer programme, the students specialize in; tuition fee.

V. Speak on the topic "I am a student of Rivne State Humanitarian University"

VI. Translate and learn the following words and word-combinations:

Library: librarian, head librarian, assistant, reader, user, borrower, bookworm, library book, to borrow a book from a library, circulation department (lending department, loan division), to loan books, to exchange books, to renew books, counter/charging desk, current periodicals, main stocks, card index, classified catalogue, public catalogue, accessions/newly acquired books, admission card/reader's ticket/library card, date due, book card, call number, display shelf, stack, stackroom, stand, bound set, books on ..., place of publication, publishing house, imprint house, imprint date, rare book, volume, cover, jacket/wrapper, dog's ear, to dog's-ear the pages, to subscribe to/to register in a library.

VII. Read and translate the text:

TEXT 2. ABOUT BOOKS AND LIBRARIES

Reading plays an important role in our life. We should devote as much time as possible to reading. I am fond of reading. I should say I am simply a bookworm. I read both for pleasure and information. There are books that have been our great favourites since childhood. We grow up with them. They stay in our memory for ever.

Books are printed on paper. Any book is a collection of sheets of paper bound together into one whole. The sheets of paper are protected by a binding which is made of leather or hard cover. The title page indicates the title of the book, the name of the author, the publisher, the place and date of publication. The table of contents gives the title of the chapters. It is usually printed at the end of the book as well. Sometimes there is a preface written by the author or editor. A book may be published in parts or in some volumes. A book may have several editions. There are explanatory notes at the end of the book. There are footnotes at the bottom of the page. A novel or a history may consist of 2 or more volumes. Books are printed in the printing house. The first man who set up the printing press in Ukraine was Svyatopolk Fiol, then Ivan Fedorov.

To read books we buy them or borrow them at the library. Every town has its public and children libraries. Library is a place where information in print and other its forms are collected and arranged to serve people of all ages and interest.

There are different kinds of libraries, public libraries (for everybody) children's, school, scientific, personal libraries and even

traveling libraries The libraries are equipped with fiction, poetry, biography books, books of literary criticism, on travelling or science. The library consists of a lending department, reference room and reading rooms. In the reference room and reading room all kinds of reference books are accessible to the readers. Open shelves are at the disposal of readers and subscribers. Subscribers lend books at the lending department. They may keep it for 10 days. Then it is possible to prolong it. The readers must observe the library rules:

1. Wash hands before reading a book.
2. Don't write anything on the pages with a pen or a pencil.
3. Don't make drawings in the book.
4. Don't make dog's ears in the book.
5. Don't tear the pages.
6. Don't lose books. It means that you lose your friends.

Foreign literature is either in translation or in the original. Some books are adapted and abridged. Every man who reads a lot is well-read.

Readers' tastes are various. They like different kinds of books. Some of them prefer science fiction or detective (mystery) stories, others are keen on adventure fantasy or humour stories. Children enjoy fairy tales or folk tales while grown ups prefer poems, short stories, historical dramas, biographies, autobiographies, documents and factual materials. The choice of books can characterize the reader, his interests and education. For example fiction appeals to a general reader while non-fiction appeals to a reader interested in a particular subject.

If we like a book we can read it again and again. We read different books in our spare time, on trips, for study or discussion. There are books, which appeal to the young. They help them to express their feelings and thoughts. But some books may disappoint a reader and leave him indifferent. There are books which we can hardly read for laughing or for tears. But most books arouse our curiosity.

A book is one of the greatest wonders in the world. It gives us a unique chance to link up with authors who lived hundreds and thousands of years ago. Thanks to books we can talk to people who lived in different ages and countries. Through reading books we can hear their voices, thoughts and feelings. The book is the surest way to bring nations together. It gives us an insight not only into the past, but also into the future. The book is a faithful and undemanding friend: it

can be put aside and taken up again at any moment. Real talent and mastery can make even the shortest stones rich. The author's true task is self-expression. Good literature always expresses the author's position. No real art can be achieved without the truth of life.

VIII. Answer the questions:

1. What must you do if you want to borrow books from a library?
2. How many books can be taken out at a time at your local (university) library?
3. How long can books from your library be kept?
4. What can you find in a reference library?
5. What is the purpose of a travelling library?

Lesson 4

I. Express your opinion:

1. People begin using libraries as soon as they learn to read. Some librarians say that a child should be taken to a library even before he learns to read, just to see the pictures. What is your opinion?
2. How does a librarian influence the reading habits of a child?
3. Sometimes a pupil finds it difficult to remember dates from a textbook of history because they are not closely associated with people and events. A historical novel will supply associations and help the reader to remember the material. What about geography and other subjects? Give some examples of how books can help.

II. Read and dramatize the dialogue. Enact similar dialogues.

The Dialogue:

- Good morning! How do you do? You have come to exchange books, I suppose.
- Yes, I have. Could you recommend something interesting?
- Of course I can, but wouldn't you like to look through the catalogue yourself?
- I rely on your choice. You have already suggested to me quite a number of interesting books which I have read with the greatest interest.

- To tell you the truth, I have forgotten your special interests. There are so many subscribers to our library that it is difficult to remember the taste of each.
- In fact I am interested in everything: fiction, biography, history, travel books.
- If you care for fiction, here are some of the latest novels on the counter. By the way, do you like short stories? If so, I can recommend to you this collection of short stories.
- I think I'll choose this book right away. I'd like also something from science fiction.
- Try this one. You are welcome to both.
- Thank you very much for your kind advice.
- You are welcome. Bye!

III. Read and translate the text

ENGLISH AS A MEANS OF INTERNATIONAL COMMUNICATION

English is the national language in such countries as Britain, the United States of America, Canada, Australia and New Zealand. It is the mother tongue of nearly three hundred million people. Many people speak English in Japan, China, India and African countries. But many more use it as an international means of communication, because English has become a truly international language.

Science, trade, sport and international relations of various kinds have given the English language the status of one of the world's most important languages. Many scientific and technical journals are written in English although they are not necessarily published in England or other English-speaking countries. At numerous international meetings and conferences, English is the main language. The Olympic Games and other multinational sports events cannot do without it.

The role English plays today is the result of historical processes. The English language, in the course of its historical development, has met with so many influences from abroad that its lexical and grammatical structure has come to reflect in many ways its international use.

English is a language which is indeed able to cope with the most diverse tasks of international communication.

Technical English is often said to be difficult to understand. One of the reasons for this is that many English words can have several meanings.

In order to master technical English the student must first acquire a thorough knowledge of everyday English with its grammar, vocabulary and rules of word-formation. Then it will be easy for him to learn, step by step, the peculiarities of technical English.

The problem of vocabulary also causes difficulty to the reader of technical English. Each branch of science and technology has its own separate vocabulary.

Ability to translate a foreign technical text demands sufficient technical knowledge to understand it and also a great linguistic knowledge and skill.

English is studied as a foreign language at secondary and higher schools of our country.

As for me I like English very much. I studied English at school and I'm studying it now. I study it every day because I want to have a good command of the language.

I am sure if I work at it systematically as I do now I will know the language very well. I try to do my best to master English as quickly as possible. I study pronunciation, vocabulary and grammar. I try to speak English with my teachers and with my friends. I read much and do many language exercises. I have many English books. I know that foreign languages are of great importance in our modern life.

IV. Answer the questions:

1. Why English is an international language?
2. Do you agree that English is the world's most important language in politics, science, and culture?
3. Why should an educated person know at least one foreign language?
4. Is English popular nowadays?
5. Why have you chosen English to study?
6. What do you like most about English?
7. Are you satisfied with your knowledge of English?

V. Ask as many questions on the text as possible:

How to use a dictionary.

There are many good English dictionaries. A good dictionary, if correctly used, will yield a wealth of information.

When translating, you may find the following suggestions useful:

- Carefully read the text to be translated.
- Reread the text and underline unfamiliar words.
- Make a rough translation.
- Look up any unfamiliar words and phrases.

- Remember that the text form of a doubtful word may have to be “converted” into the dictionary form. Small dictionaries exclude certain kinds of words and you need some knowledge of word-formation in the foreign language. Good luck in studying English?

VI. Fill in the blanks with the necessary words in brackets:

1. Please ... the last word, (say, understand, repeat)
2. I can read English but I cannot ... it. (say, tell, speak)
3. I know grammar well, but my ... is poor, (language, pronunciation, meaning)

VII. Complete the following sentences:

1. Is there anybody who speaks ... ? 2. What is the ... for ...? 3. The ... for ... is 4. If you want to speak well you 5. The word combination “mother tongue” means 6. English is spoken in

VIII. Give synonyms to the words in bold type:

1. What English-speaking **countries** do you know? 2. What is his **mother tongue**? 3. To know a foreign language is **very important** nowadays. 4. He knows French **very well**. 5. **Can you translate** this sentence?

IX. Translate into English:

1. Англійська мова – мій улюблений предмет. 2. Багато людей розмовляють англійською мовою. 3. Англійською мовою розмовляють у Великобританії, США, Канаді. 4. Чи ви розмовляєте англійською мовою? 5. Англійська мова є міжнародною. 6. Багато англійських слів мають кілька значень.

X. Make up your own dialogues using the following word combinations:

mother tongue, to speak a little, to study English, vocabulary, be of great importance, have a good command of.

Lesson 5

I. Read and learn the poem by heart:

The more we study, the more we know.

The more we know, the more we forget.

The more we forget, the less we know.

The less we know, the less we forget.

The less we forget, the more we know.

Why study?

II. Explain and discuss:

1. Why examinations are so important.
2. Whether a written examination is easier to pass than an oral one. Why?
3. The best way to prepare for an exam.
4. Why exams are not a lottery.

III. Read and retell the text:

SPOKEN ENGLISH AND BROKEN ENGLISH

by G. Bernard Shaw

...If you are learning English because you want to travel in England and wish to be understood there, do not try to speak English perfectly because, if you do, no one will understand you.

...Though, there is no such thing as perfectly correct English, there is presentable English which we call "Good English", but in London nine hundred and ninety-nine out of every thousand people not only speak bad English but speak even that very badly. You may say that even if they do not speak English well themselves they at least understand it when it is well spoken. They can when the speaker is English: but when the speaker is a foreigner, the better he speaks the harder it is to understand him. Therefore the first thing you have to do is to speak with a strong foreign accent, and speak broken English: that is English without any grammar. Then every English person will at

once know that you are a foreigner, and try to understand and be ready to help you.

He will not expect you to be polite and to use correct grammatical phrases. He will be interested in you because you are a foreigner. If you say: "Will you have the goodness, sir, to direct me to the railway terminus at Charing Cross," pronouncing all the vowels and consonants beautifully, he will not understand you, and will suspect 'you of being a beggar. But if you say "Please. Charing Cross. Which way?" you will have no difficulty. Half a dozen people will give you directions at once.

IV. Translate into English:

1. У нашій майбутній роботі дуже важливим є знання англійської мови. 2. Як ви сподіваєтеся скласти іспит з англійської мови цього року? 3. Я почав вивчати англійську мову ще в школі. 4. Тепер діти починають вивчати англійську мову самостійно. 5. Ви добре володієте англійською мовою. 6. Я хотів би мати міцні знання з розмовної англійської мови. 7. Запам'ятайте мою пораду: що більше ви будете спілкуватися іноземною мовою, то швидше ви навчитеся розмовляти нею.

V. Fill in the blank with the vocabulary word that best fits the meaning of each sentence

1. He has missed a lot - he'll have to the group. 2. We've done a lot of work today. Now let's have a 3. I ... you a four. 4. - Why are you so sad? - I ... my History exam. 5. I have ... from the Institute. 6. You look happy today - I have just... my Literature exam. 7. I think you are ... a lot of progress. 8. Last year I entered the ... 9. How many ... is the University year divided into? 10. What lectures do you ... ? 11. I'm going to be a teacher. I study at... . 12. He gets only good and excellent marks. He is a ... student.

VI. Fill in the blank with the word that best fits the meaning of each sentence and expand on the sentences

1. If you ... a book from a library, you take it away with you for a fixed period of time. 2. Most ... allow their members to borrow items for certain periods of time. 3. Some public libraries have good ... sections. 4. If he wants to find a necessary book he uses the 5. Jack ... to a local library. 6. We can ... this book for you to use at home. 7. It's a ... library;

you can use these books, but you cannot take them away. 8. If you want to find this book, use our classified

VII. Make up sentences using the following word combinations:

to be angry with; to take part in; to give a mark; to get a mark in (a subject); to make progress; to be good at; to be lucky; to join smth.; to find out; to make up one's mind; to make mistakes; to do homework (lab work); to go in for; to take an exam in (a subject); to pass the exam; to get rid of; to be proud of; one can't help doing smth.; to master the language.

VIII. Think of situations using the following words and word combinations:

- a) to take an exam (exams); to get a mark; to enter an institute; to take part in; not to make mistakes; to be lucky;
- b) to get rid of; to be good at; to make a report on; they say.

IX. a) Make up a dialogue on the following situation:

You ask your friend what marks she got at the entrance exams and what subjects she studies at the University. You wonder how often she works in the laboratory and whether the work helps her to correct her pronunciation. You'd also like to know if she takes part in the work of the English club and what kind of work she does there.

b) Suggest a situation for your fellow-students to make up a dialogue on it.

X. Find Ukrainian equivalents to the following proverbs.

Describe situations illustrating the proverbs:

- 1. Live and learn.
- 2. A man is never too old to learn.
- 3. Better be untaught than to be ill-taught.

XI. Communicative situations

- 1. Give a piece of advice on how to learn English.
- 2. Advertise the language you are studying now. Why do you study it?

3. Speak on:
 - a) the importance of English language;
 - b) how to use a dictionary.

Lesson 6

1. Read the text. Note all unfamiliar words and look them up in the dictionary

Oxford and Cambridge universities came into existence in the Middle Ages. By the twelfth and thirteenth centuries the towns were growing and there was a need for educated people to cope with affairs that were becoming more complex. There was a greater interest in learning. Soon, the University of Oxford was known throughout Europe.

Cambridge originated later when some of the scholars left Oxford and started to teach in a little market town called Cambridge. In both these Universities students attended long courses of lectures. The lectures took place in cold, unheated rooms and started early in the morning. The University offered the students nothing but lectures, which they attended only if they wanted to.

There was a sort of examination but not a very rigorous one. Students saved money to come to Cambridge. Some of them lived in poverty and were half starved. But there was one main motive; if they could get their university degree, jobs lay ahead. Many of them, however, lived a wild life gambling, drinking and fighting a great deal.

Surprisingly quickly they became rich, autonomous and far more important individually than the university as a whole. And the university was poor. No one left it money. Before the end of the sixteenth century the colleges did all the serious teaching. The reputation of a college depended on the popularity of its teachers. By the nineteenth century, drastic changes were visible everywhere. The country needed scientists. It needed every kind of expert knowledge. The university courses were revolutionised. It became possible to study natural science, and the Cavendish, the most famous of scientific laboratories, was built in 1874.

The first women's college was founded later in the nineteenth century. Up till then education was left only to men. But a few women started college on the outskirts of Cambridge. However, it was not until after

World War II that women were finally allowed into the university and allowed to take degrees. Now there're several women's colleges and several mixed colleges and the number of mixed colleges is increasing.

At present the university is, in fact, a sort of federation of colleges. The lectures and examinations take place at the university, the degrees are conferred by the university too, but there is no single building which can be called "the University". As to colleges they can choose their own students who belong not only to the college but also to the university. Thus one is a member of a college and at the same time a member of the University.

II. Ask questions on the text

III. Discussion points

1. The historical, background of Oxford and Cambridge.
2. The Universities of Oxford and Cambridge.
3. Higher Education in Ukraine.

MODULE 6. CLIMATE. WEATHER. SEASONS

Lesson 1

I. Read and learn the following words:

Spring: to thaw, to flood, stream, to melt, to grow green, to break into blossom, to plough, to sow, cloudless, sunrays, storm,

Summer: rain, rainfall, rainbow, dew, shower, hail, thunderstorm, thunder, lightning, fog, vapour, hot, sunny,

Autumn: rainy, windy, to blow, mud, to fade, crop, harvest, wet, dull, cloudy, cool, chilly, mist, hurricane, Indian summer,

Winter: snow, snowfall, frost, frosty, cold, hoar-frost, snowflake, ice, icicle, to freeze, slush, thaw, sleet, ice-crusted ground,

Climate: continental, moderate, tropical, subtropical, insular, mild, damp, dry, humidity, temperature, degree, above /below zero, air pressure, weather forecast, unsettled weather,

Flowers: snowdrop, violet, mimosa, lilac, lily, lily-of-the-valley, daisy, dandelion, daffodil, narcissus, cat-kin, tulip, poppy aster, chrysanthemum, dahlia, pussy-willow, French marigold, forget-me-not, pink, pansy,

Trees: willow, snowball-tree, oak, birch, linden, chestnut, fir, pine, maple, elm, poplar, ash, rowan.

Birds: sparrow, starling, swallow, crane, rook, swan, blue titmouse, stork.

II. Make up sentences:

Rain		weather conditions of a place, or area.
mist		a light gentle wind.
weather		thick water vapour which is difficult to see through.
climate		water falling in drops; from the clouds
fog		small dirty pool of rain water.
drizzle	is	water vapour at; or near the earth's surface, less thick than fog.
shower		a heavy fall of rain.
breeze		rain in small fine drops, thin continuous rain.
downpour		conditions over a particular area, at a specific time with reference to sunshine, temperature, wind, rain and so on.
puddle		

III. Fill in the blanks with the necessary words in brackets:

1. It is cold (inside, outside, around) You must put on warm things if you want to go for a walk. 2. In this part of our country the weather is (possible, considerable, changeable) 3. ... the rain the people continued their work, (according to, as well as, in spite of) 4. We can use this ... for construction, (sea, sand, wind) 5. Some people may be glad to see a heavy ... because they want to go skiing, (snowfall, snowstorm, rainfall) 6. The weather ... the lives of all of us in many ways, (influence, affect, impact).

IV. Complete the following sentences:

1. In spring nature awakens from 2. Rain is water falling in 3. The weather depends upon 4. In spring the trees begin to bud and tiny green leaves 5. The year is divided into 6. The weather affects the lives of 7. March is... 8. In spring birds come back... 9. In autumn the days become... 10. In winter the ground is white...

V. Translate into English:

1. Наближається гроза. 2. Минула зима була сувора. 3. Чи не знаєте ви прогнозу погоди на завтра? 4. Весна починається в березні і закінчується у травні. 5. Ллє як з відра. Я змок до нитки. 6. Навесні поля вкриваються зеленню. 7. Яка сьогодні температура? – Температура впала до нуля. 8. Влітку, після дощу, в лісі з'являється багато грибів. 9. В кінці жовтня з дерев починає падати листя. 10. На початку листопада птахи відлітають у теплі краї.

VI. Read and retell the text:

SEASONS

The year is divided into four seasons: spring, summer, autumn, winter. Each season has three months.

Spring begins in March and ends in May. In spring, nature awakens from its winter sleep. The snow begins to melt. The trees are filled with new life, the earth is warmed by the rays of the sun, and the weather gets gradually milder. The fields and the meadows are covered with fresh green grass. The blossoms on the fruit-trees come out, filling the air with fragrance. Birds return from warm countries. They build their nests in parks and gardens. The woods and forests are filled with twitter in the trees. Spring is the revival of nature.

The three summer months are June, July and August. In summer the weather gets warmer still and sometimes it is very hot. The days are long and the nights are short and warm. It's the farmer's busy season. The grass must be cut and the hay must be made, while the dry weather lasts. Sometimes the skies are covered with heavy clouds. There are storms with thunder, lightning and hail. Sometimes it rains cats and dogs. . After the rain it is warm again. The weather is lovely. The air is fresh.

Autumn is the season of harvesting. Apples, pears and other fruits are ripening in our orchards. The days get shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall from the trees and the ground is covered with a soft multi-coloured carpet.. It becomes colder and colder with every passing day. The skies are grey and it often rains or drizzles. There is much mud out-of-doors.

Winter lasts for three months: December, January and February. In winter the sun shines rarely. It rises late and sets early. The temperature is low. We are obliged to spend more time indoors because out-of-doors it's cold. Lakes, rivers and streams are frozen, the roads are sometimes covered with slippery ice or deep snow. The trees are bare, Winter is the season of preparatory work in agriculture.

But winter has its own charm. Winter is, a good season for winter kinds of sport. We can skate, ski, toboggan and play snowballs. You can say what you like but winter is a fine season in its own way.

VII. Read and dramatize the following dialogues:

A: It's a nice day today, isn't it?

B: Oh, yes. It's a lovely day. It's a nice weather we're having. It's a pleasant change after all that rain we had last week.

* * *

A: Lovely day today, isn't it?

B: Oh, yes, it's a fine day! There isn't a cloud in the sky. The sun is shining brightly.

A: And the morning was so dark and cloudy. It looked like rain.

B: Yes, but you can never tell.

* * *

A: What is the weather like today?

B: It is fine today. It's sunny, but it is cold for April.

A: What is the temperature?

B: It's about 2 °C (two centigrades).

A: Yes, you are right. The weather is too cold for this part of the country.

B: What colour is the sky? Are there any clouds in it? *A:* The sky is blue. There are no clouds in the sky.

* * *

A: It's getting more and more cloudy. Do you think it's going to rain?

B: Yes, I think so. Oh, it's starting to rain! And the wind is getting stronger!

A: Get under my umbrella, please.

B: Oh, thank you. It's raining cats and dogs.

A: Yes, it's awful. I hate when it rains. Why haven't you put on a raincoat?

B: Well, I could have taken my umbrella, but I didn't.

The weather looked fine when I was going out. Do you think it'll clear up soon?

A: It may ... But the forecast for today was "rain the whole day"

* * *

A: What's the weather like now? You've been outside today.

B: It's abominable weather,

A: What do you mean by "abominable weather"?

B: Well, it's drizzling and it's foggy, cold and slippery.

* * *

A: It's cold and frosty today, isn't it?

B: Oh, yes, I am simply freezing. Especially when the wind is blowing. It must be the coldest winter you've ever had.

A: You say the coldest? And what's the temperature today?

B: It's about 25 degrees below zero, as the weather forecast says.

A: In winter the temperature here may be as low as 40 degrees below zero.

B: 40 degrees of frost! Oh, you don't say.

Lesson 2

I. Read the text in order to have its general idea:

THE CLIMATE OF ENGLAND

England is an island country and its territory isn't very large. That's why there is no wide range of climatic conditions in this country. Weather conditions in England are much like those of the Baltic . There are some features common to the climate of this country as a whole: the climate is mild, wet and the weather is changeable.

The weather really very often changes in England. They seldom have the same kind of weather for a long time. This is because of the Atlantic Ocean. The winds blowing from the Atlantic are warm and wet. They bring plenty of rain to the island.

Summer is generally mild and warm in England though it sometimes happens to be hot but not really very often. More often

however sunshine and rain follow each other so many times during the day that it is better not to leave your raincoat at home.

As to winter, it is also generally mild in England. They seldom have very low temperatures there. However here again we must say about the weather changeability. In winter they have all sorts of weather. Sometimes it rains and sometimes it snows and they also have thick fogs and sometimes hard frosts, though not very often, indeed. Hardly anyone can say that the winter weather is pleasant in England and you often feel really cold there. However they never have much snow and many frosty days there. Winter days are short and it gets dark at four o'clock in the afternoon.

Spring is a lovely season of the year in England, however, they sometimes have really cold days when it is raining heavily and cold winds are blowing from the north.

People everywhere like to talk about the weather, but foreigners are often amused that the English spend so much time discussing the weather. The weather has often been the most important influence of all; even Francis Bacon noted that the English usually talk first about the weather. For centuries, indeed, the ups and downs of English prices-and incomes-were affected by the weather more than by any other factor. That's why a very good beginning for a talk in England is "Isn't the weather nice today?", "Nice and bright this morning!" or "It's good to see the sun again!"

II. Choose the right variant

1. The weather in England is changeable because there is a wide range of climatic conditions in England. 2. There is no wide range of climatic conditions in England but the weather is changeable because of the Atlantic Ocean. 3. There is a wide range of climatic conditions in England because of the Atlantic Ocean.

III. Choose the suitable word

1. There is (a/no) wide range of climatic conditions in England. 2. There is no wide range of climatic conditions in England because of (its small territory/the Atlantic Ocean). 3. If the weather is the same for a long time we can say that the weather (is/isn't) changeable. 4. The winds blowing from the Atlantic Ocean are (cold/warm). 5. The climate in England is wet (because/because of) the Atlantic Ocean. 6. Wet winds

from the Atlantic (bring/blow) plenty of rain. 7. English summer is (seldom/never/often) very hot. 8. Winter isn't generally (cold/mild/warm) in England, however you often feel really (warm/cold). 9. Englishmen seldom have (much/little) snow and (many/few) frosty days in winter.

IV. Find English equivalents of the following word-combinations:

Що стосується зими; низькі температури; погода в них буває різна; іде дощ; морозні дні; всюди; багато разів впродовж дня; сліднують один за одним; широкий діапазон; риси, загальні для; країна вцілому; одна і та ж погода; краще не залишати.

V. Ask questions on the text

VI. Give synonyms to the words in bold type:

1. What do you **wear** to protect yourself against the rain? 2. **What kind** of weather do you like? 3. Puddle is a small dirty **pool** on a road. 4. From October to April the weather is rather **cold**. 5. The British Isles are situated in the temperature zone **between the parallels** on which Kyiv is situated.

VII. Complete the following dialogues:

A: What a nasty day today!

B: ...

A: I hate when it rains.

B: ...

A: What's the weather forecast for tomorrow?

B: ...

A: What a pity! I shan't be able to go fishing.

VIII. Make up your own dialogues using the following word and word-combinations:

weather; nasty; cold; wind; to blow; low clouds; to rain hard; to hurry along the streets; to get wet; passers-by; to carry an umbrella; deep in autumn; dull; to be caught in the rain; to keep the rain out; weather forecast for today.

Lesson 3

I. Read and translate the text

WORRYING ABOUT THE WEATHER

It's a well-known fact that the English spend more time complaining about the weather than anything else.

Why are we so worried about our weather? The answer is that we cannot accept the fact that, unlike the rest of Europe, we have a terrible climate. It may be colder in Scandinavia, but at least they have the excitement of snow. We hardly ever have snow, just rain, sleet and fog. But when we say to each other, "Isn't it dreadful weather today? It's pouring with rain," we sound surprised, as though it is very unexpected, when in fact it has been raining every day, for two weeks.

Surprisingly, few people take much notice of the weather reports in the newspapers, on radio and television. For a start, no one really understands what they mean when the forecasters use words like "depression" and "anti-cyclone". And anyway, we never believe what they say will happen. Also we like to be surprised.

No conversation ever starts in England without a comment on the weather. It is almost a formality, like shaking hands. "How do you do? Nice day today," or "How do you do? A bit parky, isn't it?" Parky means cold, and is only used when talking about the weather. Other typical comments on the weather are, "What's the weather like down your way?" or "What time did the rain get to your part of the world?"

Then there are people who pretend they know exactly what the weather will do next. That sort of person is always convinced that it will get worse. While sunbathing in 80 degrees of heat, they will say, "There's a nasty nip in the air. We'll have frost tomorrow morning." The only time that we do want cold weather is at Christmas, when everyone is dreaming of a white Christmas. These days, it always seems to snow in April instead of December, and then not very much. Snowmen are becoming almost extinct.

As we refuse to accept that it rains most of the time, we always dress in the wrong clothes. The only people who are always prepared for rain are businessmen who carry umbrellas, even during the hottest months.

Because it rains so much in this country, everyone cheers up when it is sunny. Girls have only one idea – to get brown before the good weather comes to an end. But even when the weather is marvellous, we

can't help complaining after a while. For the first week everyone is happy. Then gradually the complaints start. "Too hot", "unbearable", people say. We actually want it to rain again. We deserve all the bad weather we get.

TALKING ABOUT THE WEATHER

II. Read, translate and explain the words in bold type:

Cold weather

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frosts** (2) arrive and the roads become icy. Rain becomes **sleet** (3) and then snow, at first turning to slush (4) in the streets, but soon **settling** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

(1) cold, but not very; (2) thin white coat of ice on everything; (3) rain and snow mixed; (4) dirty, brownish, half-snow, half-water; (5) staying as a white covering; (6) snow blown by high winds; (7) deep banks of snow against walls, etc.; (8) change from hard, frozen state to normal; (9) change from solid to liquid under heat.

Warm/hot weather

close [warm and uncomfortable]; *stifling* [hot, uncomfortable, you can hardly breathe]; *humid* [hot and damp, makes you sweat a lot]; *scorching* [very hot, often used in positive contexts]; *boiling* [very hot, often used in negative contexts]; *mild* [warm at a time when it is normally cold]

Note also: We had a *heatwave* last month, [very hot, dry period]

Wet weather

This wet weather scale gets stronger from left to right.

damp → **drizzle** → **pour down / downpour** → **torrential rain** → **flood**

Autumn in London is usually *chilly* and *damp* with *rain* and *drizzle*. It was absolutely *pouring down*. **or** There was a real *downpour*. In the Tropics there is usually *torrential rain* most days, and the roads often get *flooded*, **or** There are *floods* on the roads. This rain won't last long; it's only a *shower*, [short duration] The *storm* damaged several houses,

[high winds and rain together] We got very wet in the *thunderstorm*,
[thunder and heavy rain] *Hailstones* were battering the roof of our car.
[small balls of ice falling from the sky]

Note also *hail* (uncountable).

The sky's a bit *overcast*; I think it's going to rain, [very cloudy] We had a *drought* last summer. It didn't rain for six weeks.

Mist and fog

Nouns and adjectives: *haze/hazy* [light mist, usually caused by heat]; *mist/misty* [light fog, often on the sea, or caused by drizzle]; *fog/foggy* [quite thick, associated with cold weather]; *smog* [mixture of fog and pollution (smoke + fog)]

III. Match each word with a word from the list below:

- 1) thunder 2) torrential 3) down 4) heat 5) hail 6) snow 7) gale
stones, drift, storm, warning, rain, wave, pour

IV. Fill the gaps with words from the list below:

My first experience of real winter weather was when I went to Northern Canada. I was used to the sort of snow that falls in London, which quickly turns into brown ...(1) with all the people walking on it. In fact, most of the time I was in London, it didn't really snow properly, it was mostly ...(2). Apart from that, British winters meant a bit of white ...(3) on my garden and occasionally having to drive very carefully on icy roads early in the morning. I had never experienced the ... (4) and ... (5) that can paralyse a whole city in less than an hour and close roads completely. However, when the earth finally... (6) and all the snow... (7) away in spring, everything comes to life again and looks more beautiful than ever.

sleet, frosts, blizzards thaw, snowdrifts, slush, melt.

V. What kinds of weather do you think caused the following to happen? Write a sentence which could go before each of these.

1. We had to sit in the shade every afternoon.
2. The sweat was pouring out of us.
3. I can hardly breathe; I wish it would rain to cool us down.
4. Cars were skidding out of control.
5. Even the postman had to use a boat to get around.

6. They had to close the airport; the snow was a metre deep.
7. We were able to sit in the garden in the middle of winter.

VI. What types of weather are bad and good for doing these things?

*Example: Skiing bad: mild weather which makes the snow melt;
good: cold, clear days.*

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Planting flowers in a garden. 2. Having an evening barbecue. 3. Going out in a small sailing boat. | <ol style="list-style-type: none"> 4. A day of sightseeing in a big city. 5. Camping out in a tent. 6. Looking at ships through binoculars. |
|---|--|

VII. This chart shows anyone who wants to visit the West of Ireland what weather to expect at different times of the year. Make a similar chart for your country or home region

Dec-Mar	April-June	July-Aug	Sep-Nov
coldest months usually quite wet; snow on high ground	generally cool, often wet and windy but improving	warmest months bright with showers cool sea breezes	often mild becoming cold; mist and fog

VIII. Speak about the weather in England

Lesson 4

I. Ask as many questions on the text as possible:

WEATHER FORECAST

Two men were travelling in a very wild part of America. One day they met an old Indian who was sitting near his tent. He was smoking. The Indian was a hunter and knew everything about the forest and the animals living in it and many other things. He could also speak English rather well.

"Can you tell us what weather will be like during next few days?" asked one of the travellers.

"Oh, yes", answered he. "Rain is coming and wind. Then there will be snow for one or two days, but then the sunshine will come again and the weather will be fine."

"These old Indians know more about world than we with all our knowledge of physics, mathematics and other sciences." "Tell me", asked he, "How do you know all that?"

The Indian answered: "I heard it over the radio".

II. Fill in prepositions where necessary:

1. ... last winter we had heavy snowfalls ... Kyiv. It snowed ... several weeks. People got ... their work ... great difficulties. 2. ... spring the Klymenkos' garden is full ... spring flowers. They often go ... there. 3, ... summer it is very warm. ... some days the temperature rises ... 30 degrees ... zero. 4. We often went ... the river ... last summer. ... July we had our holidays and spent them ... the seaside. We swam ... the sea and lay... the sun, 5. ... the beginning ... autumn it was still warm. The leaves ... the trees turned yellow and red. We used to go... the forest ... fine weather. 6. ... the end ... autumn we of ten stayed ... home, watched ... TV and listened ... music. 7. Some people like winter. They often go to ski ... their days off. There is a good skating-rink ... the yard and the Klymenkos often go ... there,

III. Fill in the articles where necessary:

1. It suddenly got cool at ... beginning of autumn. 2. In ... North of ... Europe it is very cold in ... winter. In ... south of ... Europe ... summer is usually very hot. 3. In winter ... weather in ... Great Britain is often cold. 4. It often drizzles in ... autumn. 5. ... sky is cloudy. 6. ... leaves on ∴ trees turn yellow and red. 7. When ... days are sunny and warm, ... people go to ... forest or to ... park. We call this time... Indian summer. 8. It is ... real pleasure to walk In ... forests and parks when we have ... spell of ... fine weather. 9. ... forest is not far from ... city and ... we often go there.

IV. Agree or disagree with the following statements.

Begin your sentences with: You are quite right or You are not quite right, I'm afraid:

1. Spring is the revival of nature.. 2. It was stuffy yesterday. 3. It was chilly in the morning. 4. The weather looked fine when I was going out. 5. The weather forecast for today was "rain the whole day". 6. The temperature at night dropped from +15°C to +8°C. 7. A leap year has 366 days. 8. June, 22 is the longest day of the year. 9. In autumn the

days get longer and the nights shorter.10. We know time is the same all over the world.

V. Make up sentences using the following words:

1. Hopeful, the, forecast, was, weather. 2. Weather, the, like, was, what, yesterday? 3. Coming, thunderstorm, is, a. 4. Dogs, is, raining, and, it, cats. 5. May, the weather, yet, milder, get. 6. The, you, forecast, do, weather, tomorrow, know, for?

VI. Ask questions to have the following answers:

1. The snow began to melt in March. 2. The rainfall came on last night. 3. It was a spring weather yesterday.4. Suddenly a thunder broke out. 5. Last year we had a severe winter. 6. After the thunderstorm we saw a rainbow in the sky. 7. The morning was so dark and cloudy. It looked like rain. 8. They observed a rainbow in the sky after a thunderstorm. 9. We expected a hard rain yesterday. 10. The hurricane broke the tree.

VII. Answer the following questions.

Begin your answers with: *as far as I know; in my opinion; I think/I believe; I I'm not mistaken; in short/to be short; as for me; as far as I am concerned*

1. What was the weather yesterday? 2. What was the temperature of air yesterday? 3. What is the weather forecast for today? 4. What kind of weather do you like? 5. What is the most common weather in your region in summer (winter, spring, autumn)? 6. Is the Dnieper frozen in winter? 7. How do people call the sunny days in September? 8. Why do little children like summer best? 9. What is the longest day of the year? 10. How many days are there in a leap year?

VIII. Translate into English:

1. Погода сьогодні мінлива. 2. Вчора було хмарно і слизько. 3. Злива. 4. Минула зима була сувора. Температура падала до – 30⁰С. 5. Яка вчора була вологість повітря? 6. Який прогноз погоди на сьогодні? 7. Не було схоже на дощ, і я залишив парасольку вдома.8. Восени, коли стає дуже холодно, річки замерзають і вкриваються кригою. 9. На початку минулої осені було тепло, але потім похолоднішало. 10. Часто сів дощ, небо було вкрите хмарами, листя

на деревах пожовкло й облетіло. 11. Коли не було дощу, ми ходили в ліс. 12. У таку гарну погоду в лісі було дуже приємно. 13. Коли настала зима, протягом кількох тижнів ішов сніг. 14. Люди діставалися до місця роботи з великими труднощами. 15. Діти каталися на лижах і на ковзанах недалеко від нашого дому. 16. Влітку було дуже тепло, а іноді навіть жарко. Мені дуже подобається ця пора року.

IX. Complete the dialogues in writing:

1

A. ...

B. Exactly so. The climate in Kyiv is mild.

A. ...

B. Yes, it is. In summer it is very warm and sometimes even hot.

A. ...

B. Yes, it does. It often snows in winter.

A. ...

B. Yes, I do. I enjoy skiing and skating In winter.

2

A. What did you do on your last day off?

B ...

A. What was the weather like?

B. ...

A. What were you doing when I rang you up?

B. ...

A. Do you know .the weather forecast for tomorrow?

B....

3

A. ...

B. Oh, we went to the river. It was very hot on that day.

A. ...

B. We were swimming and bathing and lying in the sun. It was a real pleasure to be outdoors.

A. ...

B.I don't know yet. I am planning to spend it with my family at the seaside.

4

A. Do you like autumn?

B. ...

A. I like spring best.

B. ...

5

A. ...

B. Well, what do you suggest?

A. ...

B. Most willingly. Don't forget to take your brolly. It may start raining any moment.

6

A. ...

B. Bitterly cold, the temperature is well below zero, a very chilly wind is blowing.

A. ...

B. You're right. It was so frosty yesterday that we stayed indoors the whole day.

X. *You've just got acquainted with a nice person. You want to start a conversation but you do not know how to begin it. Mention the weather and start your conversation*

XI. *Describe your favourite seasons*

Lesson 5

I. *Read the text in order to get its general idea:*

THE CLIMATE OF UKRAINE

The climate of Ukraine is determined by its position. Since Ukraine lies in the south-eastern part, of Central Europe rather far from the Atlantic Ocean and close to the large continent of Asia, it has a moderate continental climate. The characteristic features of the climate are four seasons, annual snowfalls, occasional rainfalls in autumn.

The mountains of Ukraine – the Carpathians and the Crimean Mountains have a different mountain climate and belong to the Mediterranean climatic zone. The Crimean Mountains protect the southern coast from bitter steppe winds.

Now, let's give a general outline of every season in Ukraine.

Winter is rather mild with no severe frosts, but with snowfalls everywhere except the southern coast of the Crimea. The snow cover protects winter cultures from freezing.

Spring is the season when nature returns to life. Vegetation grows rapidly, there are periods of sunshine broken by occasional showers. Thin new blades of grass come up and the fruit trees begin to blossom. Spring is a wonderful season!

Then summer comes. It's a bright season: green trees, vary-coloured flowers and blue sky warm the cockles of our hearts. The longest day of the year is on the twenty-first of June.

In September it's still warm, but soon comes a period of winds and miserable chilly days. A spell of sunny weather in October is called an Indian summer.

In conclusion it's very important to mention that such climate conditions are favourable for farming, especially for the cultivation of field crops.

II. Answer the questions:

1. What are the characteristic features of the climate in Ukraine?
2. What type of climate do we have?
3. Does the climate differ in southern, northern and western parts of Ukraine?
4. What kind of weather do we have in winter?
5. What changes does spring bring?
6. Why is summer a bright season?
7. Do you like autumn? Why?
8. What is «Indian summer»?
9. Are such climate conditions favourable for culture?
10. What is your favourite season? Why?

III. Describe the climate in your native town

IV. You came from the South of Ukraine and your friend came from the North. Discuss and compare the climate in these two parts of the country

**V. Read and dramatize the dialogue .Make up your own dialogues
with a fellow-student:**

* * *

- How do you find the climate in Kyiv?
- Oh, I like it very much. It's rather warm, dry and sunny. Do you always have such weather here?
- Unfortunately not. Last summer was awful. It rained all the time. We seldom had a spell of dry and sunny weather. But September was fine.
- And what's the weather like in Kyiv in winter?
- It's not usually very cold, though sometimes the temperature in Kyiv is minus 10° – minus 12°.

VI. Ask you friend questions about: the climate in his country, the weather in winter, the holidays we celebrate, his favourite season, why he likes winter, his pastime in winter (in summer), the weather last spring, the weather in Great Britain

VII. Translate Into English:

1. Сьогодні гарна погода, чи не так? - Так, погода прекрасна. Тепло. Небо безхмарне. Сонце світить яскраво.
2. Глянь, знову іде дощ. Щодня, іде дощ. - Так, погода дощова. Дощ іде кожен день. Ти любиш дощову погоду? - Ні, звичайно. Я люблю теплу, сонячну погоду.
3. Яка погода на вулиці? - Погода погана. Іде дощ, - Знову іде дощ?
- Так, іде сильний дощ. Я промокла до нитки.
4. Сьогодні холодно? - Так, погода холодна сьогодні. Іде сніг. - Знову іде сніг? Кожен день іде сніг. На вулиці багато снігу. Все покрите снігом. - Так, зима сніжна в цьому році.
5. Яка погода була вчора? - Вчора було холодно. - А яка була темперетра вчора? - Вчора було 15 нижче нуля. - А яка температура сьогодні? - Сьогодні тепліше, 10 морозу.

6. Яка погода буде завтра? - Завтра буде тепло. Температура буде 20 вище нуля. - Так тепло? Чудово! Я люблю теплу погоду.

7. Ти любиш літо? - Звичайно, усі люблять літо. - Не всі. Деякі люди люблять весну, деякі - осінь. - А я не люблю осінь. Осінню часто іде дощ. На вулиці багато грязі. Інколи моросить. Холодно. - Це в листопаді холодно, а на початку осені тепло. Листя міняє свій колір і опадає на землю. Мені подобається цей різнобарвний килим.

8. Ти любиш зиму? - Ні, я не люблю зиму. Зимою холодно. - А мої діти люблять зиму. Вони люблять кататися на ковзанах і лижах. - Коли ми були дітьми, ми також любити зиму. - Я люблю зиму зараз. Я люблю морозну погоду, але коли температура не нижче 5° морозу.

VIII. Make up the dialogues on the following situations:

a) Last year I had my holidays in summer, I. went to the seaside. The weather was fine, it was sunny and hot. We often swam in the sea. We went to the forest to pick up mushrooms. When the weather was nasty we stayed at home. We watched TV.

b) Yesterday it was raining all day long. I stayed at home and worked at my report. It took me three hours to work at it. In the evening the weather was fine. It got warmer. We went for a walk to the park. We were walking there from 8 to 10. Then it began to rain again and we went home.

Lesson 6

I. Read the text and list the Gods giving their names to the months and weekdays

THE NAMES OF THE MONTHS

The English names of the month are of Latin origin. The ruler of Rome, Julius Caesar, arranged the year in six month of 31 days and six of 30 days. The first month of the year in those days was March. December was the tenth, January the eleventh and February the twelfth. It was King Charles IX of France who, in January 1563, decided that the year should begin of January 1-st. January was named after Janus,

the god of Time and War, February after Februs, in honour of whom, in ancient Rome, a great festival «Febra» celebrated. March was called after Mars, the god of War. April got its name from the Latin word *aperire*, which means «to open». It is the month when earth opens itself and nature returns to life. May was named after goddess Maia, the daughter of Atlas and mother of Mercury. June takes its name from Juno, the wife of Jupiter. July was named after Julius Caesar. The month of August took its name from Augustus, the first Roman emperor. September October, November and December are the 7-th, 8-th, 9-th and 10th months in the Jullian calendar and they were given their names by the number they represent.

THE DAYS OF THE WEEK

It is interesting to know how the names of the week came to have such names. These names are very old: people chose them long, long ago in the days when they worshipped a different god each day.

Sunday was the Sun's day and the next day was the Moon's day of Monday. Tuesday was called after Tieu, the god of war. Wednesday was Woden's day, one highest god of the Teutonic peoples. Thor was the thunder god, his day was called Thor's day, or Thursday.

His wife insisted on having a special day of her own. Her name was Freya, so her day came to be called Friday. Saturn was the Roman god of the fields, his day was Saturn's day, or Saturday.

GREENWICH MEAN TIME

How did the name of a pleasant part of London situated by the River Thames become synonymous with international time keeping? The reasons go back into history. Thousands of years ago, people had no reason to divide their lives into hours and minutes. Their time was the movement of the sun, which created day and night, and the rhythm of the seasons. Gradually, a 24-hour cycle was introduced, based on the point when the sun was in the middle of the sky which became midday. But, because the earth rotates, midday in one town might be twenty minutes after midday in another town a hundred miles away. So each area of the world kept its own time. The obvious solution - a national standard time, so that every town could set their watches and clocks by it. The electric telegraph was the key to success, for a simultaneous signal could be sent along it to any part of the country. So, in 1852, the

first signal went out from the astronomers of Britain's Royal Observatory which was then situated at Greenwich. From then on, Britain followed Greenwich Mean Time.

The «Mean» refers to something which is in the middle –an average. When the noonday sun at its highest point was directly over a particular place (the Meridian Line in Greenwich), the astronomers defined this as noon, Greenwich Time. This Greenwich Time was for the whole country, so it became the «Mean» by which time calculated in Britain.

Britain managed quite well with Greenwich Mean Time, but development of many different national times around the world that a country could still be out of step with its neighbours. So in 1912 an international conference decided that Greenwich Mean Time would be used throughout the world. In 1948 the Royal Observatory was moved away from the London air to a village in the South of England called Herstmonceux. Instead of changing the G in GMT to an H, the astronomers simply added 81 seconds to their calculations.

Note: Greenwhich- ['grenid3] – the southern suburb of London

II. Supply answers to the following questions

1. Compare the origin of the names of the months and weekdays in English with those in Ukrainian.
2. When and where was it decided that GMT would be used throughout the world? Why?
3. What do the astronomers have to do now as a result of the change of place of the Royal Observatory?

III. Ask questions to have the following answers, let your fellow-student answer them

1. The seven days of the week are named in honour of the sun, the moon and five of the planets. 2. The year is divided into four seasons, each having three months. 3. In spring the trees are filled with new life. 4. Both the day and the night are divided into 12 hours. 5. The dial of the clock is marked with figures to indicate the hours.

IV. Give the short summary of the texts

MODULE 7. LEISURE. WEEK-END

Lesson 1

I. Read translate and learn the following:

INDOOR ACTIVITIES OR HOME INTERESTS

Doing things: reading; listening to records or tapes or to the radio; watching television; to lie-in, entertaining friends; to receive guests, to have guests to dinner, to arrange a fancy-dress ball, to have everything arranged (for) one's birthday, playing games (e.g. chess or cards); painting; mending things.

Making things: models, photography (photos), needlework (e.g. knitting, crocheting, sewing, weaving, making carpets, making lace), making music, i.e. singing or playing musical instruments (e.g. the piano, the guitar, the violin), cooking and baking, home decorating and repairing.

Collecting things: collecting stamps, postcards, maps, coins, beer mats, bottles, tins, old china, autographs, books, butterflies, shells, crystals and other things.

Learning things: learning foreign languages, learning to play a musical instrument, studying music, art, literature or other subjects.

OUTDOOR ACTIVITIES OR ACTIVITIES OUTSIDE THE HOME

Sports activities: athletics, gymnastics, yachting, swimming, sailing, rowing, canoeing, racing, skiing, mountaineering, climbing.

Playing games: football/soccer, handball, volley-ball, tennis, table tennis, basket-ball, baseball, water-polo, golf, badminton, bowling, judo, fencing, boxing and taking part in competitions.

Other activities: gardening, fishing, travelling (e.g. visiting the country-side/the seaside/museums/art exhibitions/historical buildings), walking, to go for a walk, to go for a picnic, hiking, to have a garden-party, driving a car, car maintenance, visiting a choir, watching outdoor sports, betting on matches or races, to skate/ski, week-end, day off, pastime, leisure, party, picnic, hiking, hobby, countryside, landscape, picturesque, spare, willingly, eagerly, to relax, to enjoy, theatre-goer, cinema-goer, video shop

II. Read, translate and learn the following phrases and word-combinations:

To do smth at the week-end;	to swim in the river (lake);
to go somewhere for the week-end;	to lie in the sun;
in different ways;	indoor/outdoor games;
to look forward to;	to make a fire, to run about;
to have a good time;	to stay at home, to dine out;
to be fond of smth.;	to hire a video;
to go out;	to be on (about a film);
to be tired after/of smth;	to get tickets;
to look tired;	to get down to work;
to feel refreshed;	to take a break from work;
to realize one's plans/dream;	to get bored with smth;
to make up one's mind/to decide to do smth;	to make a date;
to arrange smth;	to go out on a date with smb;
to have everything arranged (for);	to have a date with smb;
to spend one's time in the open air;	to go out with a boyfriend/girlfriend;
to have a swim;	to date a girl;
to put smth into words;	to have a steady;
to be lucky;	to accept an invitation.

III. Answer the questions:

1. In what way do people usually spend their days off? 2. How do you usually spend your days off? 3. What did you do on your last days off? 4. What are you going to do on your next days off? 5. Do you usually look forward to your week-ends? 6. What do you prefer going to the cinema or going to the theatre? 7. Are you a great cinema-goer (theatre-goer)? 8. Are you fond of opera? 9. What is your hobby? 10. What, is your favourite pastime? 11. Did you ever take part in picnics? Did you enjoy these picnics? What did you do there?

IV. Using the word-combinations below answer the question:

What are you going to do at your next week - end?

1) to work in the kitchen-garden; 2) to visit my friend; 3) to attend an exhibition; 4) to attend a museum; 5) to gather mushrooms and berries; 6) to do nothing, to lie-in and to relax; 7) to hire a video; 8) to go out on a date with smb.; 9) to have guests to dinner; 10) to go fishing; 11) to go for a picnic; 12) to skate/ski.

V. Using the sentences below answer the question:

What did you do at your last week - end?

1. Я їздила до брата. 2. Я ходила в кіно. 3. Я була вдома, слухала музику. 4. Я ходила в ліс по гриби і ягоди. 5. Я з друзями ходила в театр. 6. Ми з Ніною відвідали виставку. 7. Ми з мамою ходили провідати тьотю. 8. Ми з друзями їздили на пікнік, розкладали вогнище, пекли картоплю та грали в різні ігри. 9. У мене було побачення з моїм другом. 10. Я готувалася до свого дня народження. 11. У мене були гості і я їх розважала. 12. Я дивилась цікавий детективний фільм.

1. Every day I have to get up ... 7 o'clock. 2. Yesterday I had to go ... my sister's, as she felt ill. 3. Did you have to stay ... home last week-end? 4. I am fond ... modern music. 5. Nick prefers to play... tennis. 6. I look forward ... the week-end. 7. Mrs. White enjoys listening ... opera. 8. We shall go ... the forest to gather mushrooms and berries ... the week-end. 9. My father always works ... the kitchen-garden ... the week-ends. 10. Many people prefer staying ... home ... week-ends. 11. We are going to take a break ... work and go ... the countryside ... the week-end. 12. We decided to invite our friends ... dinner tomorrow.

Lesson 2

I. Read the text in order to get its general idea.

Note all unfamiliar words

THE WEEK-END

(From Life of Modern Britain by P. Bromhead)

Most people in Britain work a five-day week, from Monday till Friday; schools, colleges and universities are also closed on Saturdays and Sundays. Therefore from Friday evening till Monday morning people are usually free.

Everyone looks forward to the week-end and Friday comes along, as people leave work they say to each other "Have a nice week-end".

Students, young people working away from home and single people in general like to go away for the week-end. They may go home, go to stay with relatives or friends in different parts of the country, or stay in a hotel or boarding house in the country or at the sea. No one in England lives more than 100 miles from the sea. Therefore it is possible to leave straight from work on Friday and come back on Sunday evening. It is of course more difficult for married couples with children to go away for the week-end. They do so sometimes but, as they usually have a house, they more often have people to stay.

Those who stay at home at the week-end try both to relax and to catch up with all the jobs they are too busy to do during the week. For women who go out to work these include housework, sewing, washing, shopping and sometimes gardening; for men - repairs and other odd jobs in the house, cleaning the car, mowing the lawn and gardening.

Saturday morning is a very busy time for shopping, as this is the only day when people who are at work can shop for any length of time.

On Saturday afternoon the most important sporting events of the week take place. Some men go and watch others sit and watch the sports programmes on television.

Saturday evening is the favourite time for parties, dances, going to the pictures or the theatre, in fact for "going out" generally. For many people it is the climax of the week-end. There is plenty of time to get ready and no one has to worry about getting up early for work the next day.

Having gone to bed late the night before, many people have a lie-in on Sunday morning. When they finally get up they have breakfast. While having breakfast people start reading the Sunday papers.

If the weather is fine, people may decide to go out for the day. Sunday dinner is the most important family meal of the week. People sit talking, reading the paper, watching television until tea time. In the summer they sit in the garden, some people go out for a walk or to see friends. It is tea time at 5 o'clock. Besides the all-important tea there are sandwiches, sometimes cold meat and salad, fruit and cream, bread and butter and jam, and cakes. Quite often friends are invited to Sunday tea.

Some people spend Sunday evening quietly at home, others go to see friends, go to a concert or film.

II. Read and dramatize the dialogues:

Dialogue 1

- Peter, glad to see you.
- So am I.
- You look so tired today. What's the matter? By the way, what were you doing yesterday at 5 o'clock? I 'came to you but you were out.
- You see, I 'went to my sister's. She lives in the countryside. I had to help her | to do some work in the kitchen-garden. It's spring now. There is much work to do.
- I see. I am lucky in this respect as I have no relatives in the countryside.
- It depends ...

Dialogue 2

- I say, Helen. It was Saturday yesterday. It was your day off, wasn't it? What did you do?
- My friends and I went on a picnic.
- You don't say so. Was your picnic a success?
- Oh, yes, everybody enjoyed it very much.
- Where did you go?
- We went to the forest. We found a lovely place not far from a lake.
- I suppose you made a fire, didn't you?
- Certainly. We made a fire, baked potatoes, had a picnic lunch near the fire.
- What else did you do?
- After the lunch some of us gathered mushrooms and berries, others bathed in the lake j and lay in the sun.
- I think you had a good time, didn't you?
- Oh, yes, it was a real

Dialogue 3

- What are you going to do tonight?
- I don't know yet.
- I say, I have two tickets to the pictures. Don't you want to go with me?
- But what is on?

- A new film is on. They say, it's not bad. , - Is it a western? I don't like westerns.
- No, it Vi isn't.
- When does the show start?
- At 18.30. Does it suit you?
- Yes. Let's meet at 18.15 near the cinema, near the billboard.
- Settled. See you later.

Dialogue 4

- What is your favourite pastime?
- I like to go fishing. And what about you?
- I am fond of art. I like to visit art galleries and museums.

Dialogue 5

- Did you enjoy yourself?
- Oh, yes, Mum. The opera was splendid. I can hardly put into words that I think of it .
- And who is the composer?
- Verdi. His music is marvellous.
- And was the cast excellent?
- Yes, the cast was excellent, except N.
- What was her part?
- She played Desdemona. Her voice was so feeble that she was hardly heard.
- And who performed the role of Othello?
- M. did. He acted and sang perfectly.
- Was the house full?
- Up to the doors. You can go with Daddy and hear it. I think you will enjoy it.

III. Translate the following dialogues into English:

- Привіт, Олено! Рада бачити тебе.
- Привіт. Я також рада бачити тебе.
- Як ти після вихідних? Ти їздила куди-небудь?
- Ні, я була в місті.
- І що ти робила?
- Ми з чоловіком ходили в музей.
- О, це чудово. Тобі сподобалося там?

- Звичайно. А що ти робила?
- Я їздила до подруги. Вчора був її день народження,
- Розумію.

- Що ти тут робиш?
- Я чекаю свою подругу.
- А що ви маєте намір робити?
- Ми хочемо провести вихідний на свіжому повітрі.
- Чудово! Сьогодні тепло, погода гарна. Я думаю, ви гарно проведете час. .
- Ти можеш їхати з нами.
- Дякую, я не можу. Я мушу бути вдома сьогодні.

- Давай сходимо в кіно. Іде новий голівудський фільм.
- О, ні, я не люблю голівудських фільмів, вони нудні.
- Але в них багато музики. То ти підеш зі мною?
- Ні. Я маю намір дивитися телевизор сьогодні.

IV. Make up short dialogues using the following expressions:

1. to take a break from work, to be going to the country, to spend time in the open air, to stay there over the week-end, to want, I'd love to, the weather, to swim in the river (lake), to run about, to stay in town, to lie- in, to listen to music, to come back;
2. a day off, to have guests to dinner, to have everything arranged for, after dinner, to play a game of, to be glad to see, to discuss, to watch TV, to go for a walk, to make up one's mind, to get down to work.

V. Translate into English:

1. Люди проводять свої вихідні по-різному. 2. Деякі люди люблять проводити свій вільний час на свіжому повітрі. 3. Інші люди надають перевагу відвідинам друзів та родичей. 4. Ще інші полюбляють ходити до театру, кіно, або на виставки. 5. Є також люди, які надають перевагу залишатися вдома, дивитися телевизор чи слухати радіо, читати цікаву книгу чи працювати у

саду. 6. Влітку, коли погода хороша, ми маємо змогу купатися в річці чи озері, лежати на пляжі, чи грати різні ігри. 7. Взимку ми катаємося на лижах, ковзанах, санчатах або граємо у сніжки. 8. Мої друзі часто їздять відпочивати за місто. 9. Що до мене, я люблю їздити на пікніки, розкладати багаття і пекти картоплю та сало. 10. Після вихідних завжди відчуваюся бадьорим та енергійним.

VI. Speak on one of the topics:

1. My Last Week-end.
2. How I Usually Spend My Week-end.
3. Last Sunday Evening.
4. The British Week-end.

Lesson 3

I. Read, translate and retell the text:

HOBBIES AND LEISURE – TIME OCCUPATIONS

From the old English word *hobby* meaning *horse*, came the modern word *hobbyhorse*. This is a dummy horse attached to a performer who pretended to be riding a horse in a play or a dance. Hobbyhorse has been shortened to hobby to describe any favourite leisure time occupation. This word has become rather common in modern usage.

Leisure time occupations, or hobbies, can be divided into four groups: doing things, making things, collecting things and learning things. Of these four groups, doing things is perhaps the most popular. It includes a wide range of activities, from gardening to sailing and from chess to foreign travel. Some of these hobbies require very little equipment while others require considerably more. There is also a choice between mental and physical activities, indoor and outdoor pursuits, etc.

Leisure time occupations can be more or less active. A real hobby is usually defined as something creative and individual, sometimes even as something obsessive, unusual or eccentric.

Even if one's hobby does not solely consist of the study of particular subjects, a real hobbyist wants to learn more about his chosen subject and its history, so that he can become a real expert at it.

II. Learn the following word-combinations:

(to) be fond of, (to) go in for, (to) be keen on, (to) make a point of,
(to) care for, (to) prefer

III. Make up sentences:

Peter	enjoys	swimming.
	likes	skiing.
	dislikes	teaching.
Ann	hates	cooking.
	spends the evening	playing chess (tennis).
	gives up	talking about hobby.
Nick		

Do you	Enjoy	watching football matches?
	like	learning foreign languages?
	fond of	taking photos?
Are you	keen on	doing crossword puzzles?
	interested in	collecting stamps (postcards)?
		listening to records (tapes)?

IV. Make up different questions about hobby and let your fellow-students answer them:

V. Fill in the blanks with the necessary words:

1. I would like to see a figure-skating (performance, competition, opera) 2. I ... music very much, (would like, prefer, care for) 3. He ... washing in cold water, (seems, made a point of, starts) 4. What ... of music do you like? (kind, enjoy, show)

VI. Give synonyms to the words in bold type:

1. I am **fond of** modern music. 2. Collecting badges is his **hobby**. 3. He **makes a point of** doing morning exercises outdoors. 4. Marry's favourite **occupation** is knitting. 5. Roger prefers to go in for sports **in the open air**.

VII. Complete the following sentences:

1. I am keen on ... 2. I prefer to go to 3. Your hobby seems to be
4. I care for 5. I made it a point of

VIII. Translate into English:

1. Яке Ваше улюблене заняття? 2. Як Ви зазвичай проводите Ваші вихідні? 3. Він дуже любить фотографувати. 4. Вона захоплюється фігурним катанням. 5. Мій син тривалий час збирає марки. 6. Моє хобі – колекціонування старих монет. 7. Мій друг надає перевагу риболовлі. 8. Джон колекціонував значки, коли був школярем. 9. Малювання – моє улюблене заняття. 10. Майк цікавиться мистецтвом. 11. У вільний час я надаю перевагу читанню.

IX. Comment upon the following proverb and make up a short story of your own, illustrating its moral:

“All work and no play makes Jack a dull boy.”

X. Read and dramatize the following dialogues:

A: What is your hobby?

B: My hobby is collecting old coins.

A: How interesting! Have you got many in your collection?

B: There are almost eight hundred of them.

A: Quite a number, I should say!

* * *

A: Is painting your hobby?

B: Why do you think so?

A: Because there are a lot of pictures in this room.

B: It's my elder brother's hobby.

A: I see, but what about you?

B: I prefer stamps.

* * *

A: Hello! Where are you going?

B: To the stadium.

A: What for?

B: You know my hobby is football. Will you join me?

A: I'm sorry, but I can't. I'm busy now.

B: Good-bye, then.

A: So long.

* * *

A: What is your favourite pastime?

B: Fishing, I enjoy fishing very much.

A: Do you often go fishing?

B: Well, yes. I make a point of spending a few hours on the river every week - end.

Lesson 4

I. Read, the text in order to get its general idea:

HIKING IS A GOOD THING

A hike, as English dictionaries say, is a long walk or march in the country, for pleasure or exercise. And to go hiking is to go for a walk of this kind.

If you want to see the real countryside you should spend part of your summer holiday hiking. Many people think that is the best way to see the country.

If you are a good walker, you will do about five kilometres an hour or even more, but generally speaking, you should not be in a hurry if you want to enjoy your hiking trip.

As we have said, hiking is a good thing, and one of its advantages is that you need not worry about luggage, tickets, trains and other things.

What you need is just a knapsack with those few things necessary for a hike.

Many secondary school pupils and students go hiking or make walking tours to some of those places where people have done glorious deeds. They visit various historical places and learn more about the historical events, life and traditions of the people.

II. Express your opinion as to:

1. What is good about hiking.
2. The way hiking helps to enjoy the beauties of nature.
3. The educational value of a hike (things you may learn on a hike).
4. How hiking helps a person to learn all about his home region.
5. What you should be able to do to receive the "Young Tourist" badge.

III. Say what you can

1. As you know, a hike is a long walk or march in the country for pleasure or exercise. What kind of pleasure and what kind of exercise?
2. A guide points out and explains the sights to travellers or tourists. Imagine that you are a guide.
What kind of sights would you point out to visitors in your district? Are there places famous for their historic events? For their industrial importance?
3. Climbing hills or following strange trails is interesting and exciting. What can you see from the top of a hill?
4. At each turn of the trail you may come upon something new, unexpected. What do you imagine these new, unexpected things may be?

IV. Make up a story. Begin with the sentence:

“One day I decided to go hiking...”

V. Read the text, ask questions and express your opinion:

ENTERTAINMENTS

During the past hundred years, the radio, the cinema, and now television have made very great changes in the entertainments with which people fill their free time.

A hundred years ago people knew how to entertain themselves much better than they do now. When a group of people gathered together, they talked, played cards or other games, read aloud to each other, or went out shooting or walking together. Most people could sing a little, or play a musical instrument, so at a party the guests entertained each other,

Conversation was an art, amusing conversation could keep people happy for hours.

As for games, such as football, tennis, people played them more often than they do now. Most of them didn't play very well, but they could amuse themselves and their friends.

Nowadays we are entertained by professionals. Why listen to your friends singing when you can hear the greatest singer of the world on the radio? Why play football with players who are not very good at it,

when you can go by train or car to see some of the best players in your country playing an important match; or, if you've got a television set, just sit comfortably at home and watch the game without going outside at all?

The art of conversation and writing letters is dying. People are becoming more and more lookers and listeners and less and less doers and talkers though it's much better to do something not very well oneself than always to sit and watch others doing it.

VI. Read and dramatize the dialogue:

- What's your hobby?
- I am fond of tennis. I started playing tennis when I was eight years old. Since that time tennis has been my hobby. And what's your hobby?
- I have never been fond of sports. I don't play tennis at all. My hobby is collecting stamps. I have got a very good collection of stamps which I am very proud of. Care to see it?
- Yes, I would like to see your collection. But not now. I want to invite you to a tennis court. You will be able to watch a very interesting competition.
- Thank you for the invitation. Will you take part in the competition?
- No, I won't. As a matter of fact that will be a competition of professionals. I am not.
- I see. I hear tennis is a very popular game. In Great Britain tennis is played all year round.
- You are well informed. Tennis is played on hard courts or on grass courts in summer, in winter tennis is played on hard courts and covered courts.
- Do you play tennis all year round?
- Sure. Besides tennis, football and cricket are also very popular in this country.
- And so are golf and hockey. What about horse-racing?
- It is one of the most popular sports in Great Britain. Then comes swimming and boxing. Do you go in for swimming?
- Yes, I do. I always enjoy swimming. So does my wife Kate. We have been fond of swimming for many years.

- Well, Roger, you said you were not fond of sports. Did you tell a lie?
- No, I did not. It was a slip of the tongue. I wanted to say I was not fond pf tennis.

VII. Enact similar dialogues

Lesson 5

I. Read the text in order to get general idea of it.

Note all unfamiliar words:

LEISURE PURSUITS

The majority of young people between the ages of 16 and 19 also remain at, or very close to home whether they are working, taking part in special employment training schemes or unemployed. During this period young people rely upon their home environment as a place of safety and security and upon their parents as the main providers of money, food and all the necessary amenities for life.

LEISURE TIME

The average young person spends around 19 hours a week in front of the television, with nearly three-quarters having a TV set in their own room, according to a government report on young people. Despite time spent watching television, more communal activities such as cinema-going and sport remain popular. In Wales, the report suggests that some 50 per cent of boys play football throughout the winter, while a significant number of girls also play football, although they in general prefer swimming and tennis.

ATTITUDE TO PARENTS

Research indicates that many young people still perceive their parents, rather than their teachers or other adults, as models from whom they draw their main beliefs and attitudes. Parents are also regarded as the main providers of advice about general problems as well as about employment.

WHAT TO DO WITH SPARE TIME?

In common with young people all over the world, the young in Britain do not spend the greatest proportion of their time organising or participating in clearly denned leisure pursuits. Some have hobbies which they will pursue at their leisure but many are more interested in general social interactions and activities that they can pick up and drop with ease and which do not entail particular responsibilities or planning - and particularly which do not cost money. Those at school or unemployed seldom have sufficient income to do what they please and are therefore restricted in the activities they may wish to pursue.

Young men and woman who have started in employment tend to join in pursuits which reaffirm their status as adults such as spending time in pubs, going to dances, concerts, discos and the cinema.

Also in common with young people in other countries, life on the streets is important. As children enter their teens there is a distinct graduation from the playground, garden or home to the street where young people meet and talk and start to develop their confidence. Street life ranges from groups of friends who meet together in streets, squares and parks, to visits to town centres to do window shopping and “see what's going on”.

II. Look at the chart, learn the statistics borrowed from HMSO Social Trends 21, 1991, comment it and share your opinion about popular home-based leisure activities in your home place and in Ukraine. Use the following phrases: in my mind, in my opinion, approximately, less, more.

British popular home-based leisure activities

99% Watching TV

95% Visiting friends or relations

88% Listening to the radio

73% Listening to records & tapes

60% Reading books or newspapers

46% Gardening

43% DIY (Do-it-yourself)

III. Give advice how to spend free time

*IV. Tell you groupmates what you do at leisure.
Try to explain why you like to do this*

V. Read and discuss:

LIKE, DISLIKE AND DESIRE

Words and expressions relating to liking

I quite liked Tom when we first met. However, although lots of my friends said they found him attractive, I didn't **fancy** him at all. He invited me out and I must admit that I was more **tempted** by his sports car than by him at first. However, I really **enjoyed** spending time with him. He **fascinated** me with his stories of his travels around the world and something mysterious about his past also **attracted** me. Moreover, we were both very **keen on** sailing. Soon I realised I had **fallen in love** with him. His sense of humour really **appealed to** me and I was also **captivated by** his gift for poetry. Now, three years later I absolutely **adore** him and I cannot understand why I didn't **fall for** him the moment we first set eyes on each other. He is a very **caring** person, **fond of** animals and small children. He is always **affectionate** and **loving** towards me and **passionate about** the causes he believes in and the people he **cares for**. I hope we shall always **worship** each other as much and be as **devoted to** our life together as we are now.

VI. Discuss the following problems:

1. Do you believe in love at first sight?
2. Do you think love at first sight is for a long period?
3. Do you know some people who fell in love at first sight and live together happily now?
4. Is it good when many people know about your love to somebody? Why?
5. Is it worth to ask for somebody's advice if you have love problems? Why?
6. Is the first unhappy love a tragedy of life? Why?
7. What do you usually do when you see a person you have just liked at first sight? Why do you behave so?
8. Why do we say that love makes wonders?

VII. Read and learn:

WORDS AND EXPRESSIONS RELATING TO DESIRING

Desire is used either as a formal verb to express a sexual wish for someone or else it is quite a formal word for wish.

He **desired** her the moment he saw her.

I have a strong **desire** to see the Himalayas before I die.

Looking forward to means thinking about something in the future with pleasant anticipation. The opposite of **look forward to** is **dread**.

I am **looking forward to** going to Fiji but I'm **dreading** the flight.

Note: 'to' is a preposition here and not part of the infinitive and is followed by a noun or an -ing form.

Long for means to wish for something very much.

As soon as I get back from one holiday, I'm **longing for** the next.

Yearn for is a more poetic way of saying **long for**. He will never stop **yearning for** his country although he knows he can never return.

WORDS AND EXPRESSIONS RELATING TO DISLIKING

Loathe, detest, hate, cannot stand and **cannot bear** are all stronger ways of saying dislike and they are all followed by a noun or an -ing form.

I **loathe / detest / hate / cannot stand / cannot bear** bad-mannered people.

Repel, revolt and **disgust** are all strong words used to describe the effect which something detested has on the person affected.

His paintings **disgust** me. I was **revolted** by the way he spoke. His behaviour **repels** me.

WAYS OF ADDRESSING LOVED ONES

dearest sweetheart darling love dear pet

VIII. Life is full of love but not everybody can see that. Can you tell:

1. What are different kinds of love?
2. What is the most mysterious kind of love?
3. Is it simple to explain what love is? Why?

IX. Minitalks

1. What love is?
2. Hobby and future profession.
3. What makes a week-end pleasant.

Lesson 6

I. Read and translate the text.

Look up in a dictionary unfamiliar words.

DADDY'S GIRL

(by Tricia Mayfield)

It was dark that morning of my junior year in high school when I woke to the sound of my mother crying. I crept downstairs and saw her by the family-room window, watching a car's headlights wind around the lake we lived.

"What's wrong?" I whispered.

"Twenty-three. Twenty-four," she said. "If I don't hear the crunch of gravel by ... twenty-five ... he's with some other woman."

In that dim light my mother looked older than ever, and more convinced that Dad was cheating. Even I knew. At parties my parents threw, women always gathered around Dad like he was a campfire. Once, when I was little, I had sneaked downstairs, wondering what he held in his hands to attract so many admirers. But it was only some story he was telling. It was just the way he was.

My mother, who's so British that everyone calls her "Mum," had been turned into a detective by her marriage. She could recognize a woman's voice, analyze handwriting, sniff out a whiff of perfume a mile away – partly because she was totally crazy about Dad. But mostly because she, *knew*.

Despite my suspicions, I stood in the shadows that night and told Mum she was nuts. As an architect, Dad had horrific deadlines. He must be working late again. She didn't answer, just handed me a small piece of pink notepaper she'd found in Dad's pocket. The curvy *425 Walnut Street* had clearly been written by a woman.

Mum then made a shocking announcement: She was going there, to bring him home. I couldn't talk her out of it, but amazingly, I persuaded her to take me along.

Ten minutes later we spotted Dad's blue Mazda RX-7 as we coasted down Walnut Street. Up ahead, 425 reflected off the mailbox in front of a tiny white house. The lights were on. Mum pulled over, and I hunkered down in the passenger seat as she marched up the walkway and knocked, hard and loud.

Silence. A porch light. Then, there she was. The woman had peach-blond cotton-candy hair that glowed in the light. At first she looked

goddesslike in her flowing white robe; but then she shooed away a bug and I saw the lit cigarette dangling between her long red fingernails. I heard her say, "You're crazy, lady," and then, before she slammed the door in my mother's face, "Get lost or I'll call the cops."

Mum stood on the porch for what seemed like forever. She knocked again. Twice. She looked out at me in the car and shrugged. I was getting scared. A police car pulled up. "My husband is in there and I want him out," she told the officer.

Just then, another cop appeared from around back. Out of breath, he said, "Don't know if he belongs to you, but a six-foot-tall man with dark hair and glasses just ran out the back door."

That would be Dad. Mum ran back to the car, jumped in the driver's seat and slammed us into reverse. We caught up with Dad at his car, me scrunched down even further, a cramp in my neck. Mum lunged out of the car.

"How could *you* do this to me?" she demanded.

He was seething. "How could *you* do this to *me*?"

It was all I could do to keep my head down. At first Mum went at Dad like a freight train, but then her steam condensed into tears. He floored it out of there. She opened my door and handed me the keys.

"You drive," was all she said.

I didn't even have my learner's permit yet, but I plunged the key into the ignition. As we rolled slowly home, Mum cried hard, her head propped against the window. I made some lame remark about the shirt I wanted to wear to school the next day. She told me it needed ironing. Maybe that woman and Dad were just friends? Mum stared at me and said, "You are not to tell anybody about this."

For the next few days I couldn't eat, sleep, read, think, do anything. I needed to talk. I needed to scream. When you find out that your father is sleeping with someone he shouldn't be, it ruins everything. I mean, I had just started to deal with the idea that he fooled around with my *mother*. Mum and Dad, my two pillars of strength, had in one night become scorched black holes in the earth – one to be pitied, the other to be hated. And hating someone you love turns your life inside out.

I eventually exploded. I cried to my two sisters and my brother. My older sister said, "I think it's none of our business." My little sister just bawled. My brother was so mad at Dad that I had to threaten decapitation if he did anything crazy.

Just as I was hitting bottom, Dad changed a little. Instead of working late every night, he showed up for dinner now and then. On Sundays he took us on picnics in the country, where we pretended things were OK. A truce was going on between my parents, broken only by Mum's fierce whisper piercing the occasional dawn: "Where have you been?" After he answered her by putting his fist through a closet door, she stopped asking.

One night when we were playing Monopoly, Mum drew the CHANCE card about getting married, tossed all her money at Dad and ran crying from the room. Looking straight at my father, I stood up and ran crying out the door myself – over to see my friends.

Lynn and Molly, my best pals, never made judgments about my Dad, even when I did. They even told me that their fathers were boring in comparison. One Saturday night at Lynn's house, we sat watching her balding father read the paper; I told her I was going to strap my dad to his La-Z-Boy to keep him at home. For the first time in a long time, I laughed. It's been a few years, and I've mostly forgiven my father. Partly because he's human. Partly because he's dead. When he passed away at 56 from a brain aneurysm (a burst blood vessel), we all went through the pain of losing him for real.

My parents never did get divorced. You can't know exactly what exists between two people in love. You have to let them play it out, even if they recklessly hurt each other, even if they stupidly forgive each other – even if they're your parents.

That ugly dawn on Walnut Street turned out to be a lesson for me. When people shock me by saying, "You're so much like your father," I laugh, then lie awake at night, worrying. But I know I could never hurt the people I love like Dad did. I have seen peach-blond cotton-candy hair. The pain stops here.

II .Survey the extract to discover its overall meaning, general outline, and the main points

III. Prepare a good reading of the extract

IV. Think a logical continuation of the story

V. Give a short summary of the text

MODULE 8. SHOPPING

Lesson 1

Essential Vocabulary

I. Find in the dictionary, read and memorize the following topical words and expressions:

Shoppers and Shop Utensils: basket, wire basket, bill, cashier, cash-desk, change, check out, computing scale, counter, customer, money, price, price card, price label, purchase, receipt, receipted bill, shopping bag, shelves, shop assistant, shopping list, showcase (display case, indoor display window), trading hours, trolley, wrapping paper, goods, consumer goods, assortment, cart;

Kinds of Shops: supermarket, department store, (bargain) sale, bookshop/store, book stall, boutique, cash-and-carry, coop (co-operative), flea market, gift shop, grocery store, private shop, provision shop, state-run, the dairy market;

Departments: bookseller's, the baker's, the butcher's, the confectioner's, the grocer's, the greengrocer's, the fishmonger's, flutter's;

Food-stuffs: canned (tinned) food, frozen food, eggs, hard / soft drinks;

bread: brown (rye) bread, white (wheat) bread, bun, roll, ring, rusk;

dairy products: loose (bottled) milk, fresh milk, sour milk, cream, sour cream, yogurt (yoghurt, yoghurt), margarine, butter, cheese, cottage (curds) cheese;

confectionery: cake, fancy cake, tart, pastry, biscuit, waffles, sweets, caramel, chocolate;

cereals: rice, buckwheat, millet, oatmeal, semolina, pearl-barley, pea, flour, macaroni, noodles, vermicelli;

spices: salt, pepper, mustard, vinegar, oil, sugar;

meat: minced meat, pork, beef, veal, mutton, lard, ham, sausage, chain-sausage, frankfurter, meat rolled, poultry, fowl;

fish: frozen fish, smoked fish, salted fish, sprats, herring, kipper;

vegetables: potato, onion, garlic, cucumber, tomato, cabbage, carrots, pumpkin, melon, watermelon, radish, black radish, garden radish, cauliflower, beetroot, parsley, fennel, lettuce, celery, spinach;

fruit: apple, pear, plum, apricot, lemon, grape, peach, orange, tangerine, banana, pineapple, grapefruit, pomegranate;

berries: cherry, sweet cherry, strawberry, raspberry, blackberry, bilberry, gooseberry, red currant, black currant;

II. Translate read and learn the following words-combinations:

to go shopping; to total the bill;
to do the shopping; to join a queue;
to run out of something; to wrap up the purchase;
trading hours; to deal in;
to drop at in; to trade with ;
to pay the bill; to sell;
to be in want of smth.;

III. Finish the sentences:

1. I need some bread. Where is the nearest... ? 2. Tarts and cakes are sold at 3. If you need some fish you go to 4. Potatoes, tomatoes and other vegetables are sold at 5. We have run out of milk. Go to ... and buy some. 6. Where is meat sold? - At ... , of course. 7. Where can I buy sugar? - You must go to

IV. Finish the sentences:

1. At the baker's one can buy bread, 2. You go to the grocer's if you need sugar, 3. At the fishmonger's they sell fresh fish, 4. At the dairy shop you can buy milk, 5. The butcher's deals in fowl, 6. At the confectioner's there is a wide assortment of tarts, 7. At the greengrocer's one can buy various vegetables:... . 8. If you want to make a tart you need flour, 9. If we are going to cook a festive dinner we usually buy a bottle of wine, 10. Every day I buy some bread, 11. Once a week I buy some butter, 12. Summer is a season of berries: strawberries.

V. Answer the questions:

1. What do we buy at: a) a grocery counter; b) a meat counter; c) a confectionery counter, 2. What dairy produce do you know? 3. Which is more expensive: butter or margarine? milk or cream? chicken or goose? apples or lemons? onions or garlic? wine or cognac? 4. Where do we go for fish (cereals, sweets, strong drinks)? 5. Who does the shopping in your family? 6. What food stuffs do you usually buy every day? 7. What food stuffs do you buy once a week? 8. What berries do you know? When are they in season? 9. Do you prefer to do the shopping in big shops or in specialized shops? Why?

VI. Answer the following questions using the sentences and words given below:

1. What can I get for you? (Are you being served?; May I attend to you?) 2. How much are the bananas a pound? 3. How much is a pound of bacon? 4. Is the shop open on Sunday? 5. Do you want granulated or lump sugar? 6. Have you got any eating apples? (Have you strawberries here?) 7. Shall I pay you or at the cash-desk? 8. What time does the shop open (close)?

Sentences and words to be used in answers:

A pound of pears (grapes, plumps, cherries, pine-apples, apricots); half a pound of currants (gooseberries, raspberries, strawberries); a quarter of a pound of carrots (green peas, cauliflower, lettuce); three quarters of a pound of granulated! sugar (boiled sweets, flour); They are ten pence a pound; We have it at 15p. a pound; half a pound of ground coffee and a quarter of a pound of tea, please; Give me a bottle of vinegar; Give me half a pound of cooking fat, three pounds of flour and a pound of raisins; The nuts are too expensive, I'm afraid; The tomatoes and radishes are cheap and fresh; Strawberries are out of season; At the cash-desk, please.

VII. Translate into English:

1. Якщо тобі потрібні крупи, цукор, сіль, ти ідеш в бакалійний відділ, чи не так? 2. М'ясний відділ торгує свининою, яловичиною, бараниною, телятиною, а також домашньою птицею. 3. Якщо ти хочеш купити кекс, торт, печиво чи якісь інші солодощі, ти йдеш у кондитерський відділ. 4. Фрукти та овочі продаються в овочевому магазині. 5. Рибний магазин торгує свіжою, солоною, копченою та консервованою рибою.

Lesson 2

I. Read the text in order to get its general idea

TEXT 1. IN THE SUPERMARKET

When we need some food-stuffs or some consumer goods we go out to do the shopping.

There are different kinds of shops which deal in different goods. Thus, for example, the bookseller's is a shop where books are sold, souvenir shops have a wide assortment of souvenirs, at the jeweller's

one can buy jewellery, etc. There are plenty of other specialized shops: the baker's, the butcher's, the grocer's, the fishmonger's, the milk shop, the confectioner's, the greengrocer's, etc. But there are also big shops which consist of many counters. They are called supermarkets.

Let's drop in at a modern supermarket. These are usually self-service stores. Customers must take a wire basket or a cart and go along the aisles where the units are displayed. If you need some groceries you go to the grocery counter, which trades with cereals (buckwheat, millet, oatmeal, rice, semolina, pearl-barley), macaroni, noodles, flour, sugar, salt, coffee (instant and in grains), cocoa, various spices, vegetable oil, packets of dry soup, etc. Everything is sold ready-packed.

Bakery goods are sold at the bakery counter. Here one can buy brown/rye bread, white/wheat bread, buns, rolls, rings, rusks, etc.

The dairy counter deals in loose and bottled fresh milk, sour milk, yoghurt, cream, sour cream, butter, margarine, cheese, cottage cheese/curds and other dairy produce.

If you are in want of some fish you must go to the fish counter. It usually keeps a wide assortment of herring, fresh, salted, frozen, smoked and tinned fish.

At the confectionery counter there is a wide choice of caramel, sweet, cakes, fancy cakes, pastries, biscuits, waffles and chocolate.

The wine counter trades with strong drinks: wine (table, dry, sweet/dessert), brandy, cognac, liqueur, champagne, etc.

At the sausages counter one is offered a variety of sausages, ham, bacon, chain-sausages, frankfurters, meat rolled, etc.

Various vegetables (potatoes, tomatoes, onions, garlic, cucumbers, cabbage, carrots, beetroot, melon, water melon, pumpkin, black radish, garden radish, parsley, fennel, lettuce, celery, spinach, cauliflower) and fruit (apples, pears, plums, cherries, sweet cherries, grapes, apricots, peaches, pineapples, bananas, pomegranates, oranges, tangerines, grapefruit, lemons) and berries (strawberries, raspberries, blackberries, billberries, gooseberries, red currants, black currants) are sold at the greengrocer's and fruiter's.

As a rule there is also a special hall where they sell butcher's meat (pork, beef, veal, mutton) fowl, minced meat, lard, etc.

When customers choose everything they need, they join one of the queues past the cash-desks. The cash register totals the bill. The customers pay the bill and leave the supermarket.

II. Read and dramatize the following dialogues:

Dialogue 1

- Is your bread fresh?
- Yes, I'm. The bread is very fresh, and we have got very fresh rolls, too.
- Give me a loaf of white bread, half a loaf of rye bread and two rolls, please.
- Here you are, madam.

Dialogue 2

- What can I do for you, madam.
- I would like 2 lbs (pounds) of veal.
- Anything else, madam?
- Nothing else, thank you, How much must I pay?
- ... dollars, please.
- Here you are.
- Thank you. You are welcome.

Dialogue 3

- Yes, madam. What can I do for you?
- A pound of apples at one shilling,
- Here you are, m'm. Wouldn't you like some peaches? They are so juicy and sweet. Just from the country. You will not be sorry.
- OK. Give me a pound of peaches, too.

Dialogue 4

- What can I do for you?
- I want a pound of butter.
- Anything else, madam?
- How much is a pound of bacon?
- We have some at 5 shillings a pound.
- Can I have 2 lbs?
- Certainly, madam.
- Thank you very much.
- You are welcome.

Dialogue 5

- Will you please do the shopping today?
- Yes, Mum. What must I buy?
- You see, I'm going, to make a festive dinner tomorrow as your Aunt Lizzy is coming to see us.
- Is she? That's wonderful. What are you going to cook? Something special, I suppose.
- Nothing special. Chicken broth for the first course, mutton chops for the second. So drop in at the butcher's and buy a chicken and some mutton. Oh, that reminds me. We have run out of carrots, so drop in at the greengrocer's and buy some, please.
- OK, Mum, Is it all? Nothing else?
- Let me see. Well, drop in at the confectioner's and buy a chocolate tart. Your Auntie is so fond of it.
- I am fond of it too. And where is the money?
- It is in the kitchen, in the shopping bag. And hurry up, please. We have much work to do.
- I am already leaving.

III. Translate into English:

- У нас скінчилося масло, а я хочу спекти торт. Сходи в гастроном і купи 200 грамів масла.
- Гаразд, мамо. А що ще?
- Ти можеш також купити свіжого хліба.
- Але ж у нас є хліб.
- У нас є білий хліб, а ти купи чорного хліба. Ти ж знаєш, що я віддаю перевагу чорному хлібові. Я не люблю білий хліб, а ви завжди купляєте білий.
- Добре, мамо. Де гроші?
- Гроші на кухні на столі. І поспіши, будь ласка.
- Я уже іду.

* * *

- У нас скінчилися овочі. Візьми господарчу сумку, піди в магазин і купи картоплі, капусти, цибулі, моркви і буряків.
- Мамо, це неможливо купити так багато овочів.
- Гаразд, купи лише картоплі і капусти. Моркву, цибулю і буряки купиш завтра.
- Мамо, можливо нехай Віктор піде зі мною і допоможе.

- Гарна ідея. А де Віктор? Скажи йому, що я хочу його Нехай він іде з тобою.
- Добре мамо.

* * *

- Що для вас?
- Дайте мені фунт яловичини.
- Ось, прошу. Ще що-небудь?
- Дякую, більше нічого. Скільки з мене?
- Один фунт стерлінгів і десять пенсів.
- О, добре, що я згадала. У вас є фарш м'ясний?
- Звичайно.
- Тоді дайте мені ще фунт м'ясного фаршу.
- Ось, прошу.
- Щиро дякую.
- Заходьте ще.

* * *

- Бери візок. Давай підемо до м'ясного прилавка. Нам треба купити курча.
- М'ясний прилавок у третьому ряду. А що ще ми повинні купити?
- Мама наказала купити яєць і олії.
- Яйця продаються у п'ятому ряду, а олія - у шостому.
- Давай купимо розчинної кави.
- Я краще люблю натуральну каву в зернах.
- Гаразд. Наш візок уже повний продуктів. Пішли до каси. Ти ставай у чергу, а я піду візьму ще пляшку молока.
- Не бери молока, у нас є молоко вдома.
- Гаразд пішли до каси.

IV. Read the dialogues and make up your own ones.

Use the topical words and phrases

- Are you going out?
- Yes, I am. But why?
- Will you be passing the bakery on your way?
- Yes, I think so.
- Couldn't you buy a loaf of bread for me?
- With pleasure.

* * *

- Now, Peter, suppose you tell us something about men's shops.
- Well, I often go to a men's outfitter's when I want new gloves or ties, socks, handkerchiefs or shirts.
- What size do you take in hats, collars and gloves?
- You see, English sizes are not the same as most continental ones. I take size 7 in hats, 15 in collars, 8 in gloves and 8 in shoes.
- Very good. Now, Ann, can you tell us a little about your shopping?
- I went to Bond Street one day last week, I needed a pair of dancing shoes; my present ones are rather worn out. I saw a lovely pair of dancing shoes and tried them on. They pinched a bit in the toe, but the shop assistant said that they would stretch with wearing, so I bought them.

V. React to the questions of a shop assistant who missed what you asked her to do for you. Use the structure "to have smth. done"

Model: - Could you change this banknote?

- Pardon? (What did you say?)
- I'd like to have this banknote-changed.

1. Could you slice the ham? 2. Would you wrap it? 3. Could you tie up a parcel? 4. Could you tie the ribbon in a bow? 5. Could you weigh out flour, sugar, and butter for a cake? 6. Would you cut the cake in two?

VI. What do you prefer?

Model: I prefer coffee to tea.

1) fresh cucumbers - salted cucumbers; 2) fresh fish - frozen fish; 3) biscuits - fancy cakes; 4) cottage cheese - cheese; 5) dry wine - dessert wine; 6) ham - sausage; 7) pork - beef; 8) veal - mutton; 9) wheat bread - rye bread; 10) strawberries - raspberries; 11) tomatoes - cucumbers; 12) apples - pears; 13) oranges - tangerines; 14) bananas - pineapples; 15) cherries - sweet cherries.

VII. Fill in prepositions or adverbs wherever necessary:

1. We've run meat. Let's go and buy some ... the butcher's. 2. Please weigh half ... a pound ... sweets. 3. Will you give me a quarter ... a pound ... sausage? 4. Whom are you waiting ...? - I'm waiting ... my friends. They are ... the greengrocer's. 5. She paid ... a cabbage and went 6. The salesman will finish their work ... half ... an hour. 7.

There is no cottage cheese ... the dairy today. 8. I'm not going to stand ... a queue ... a tin ... sprats.

Lesson 3

I. Find in the dictionary, read and memorize the following topical words and expressions:

Departments: Cosmetics, Perfumery, Electrical Goods (Appliances), Footwear, Fur Department, Haberdashery, Household Goods, Jewelry, Knitted Goods, Ladies' Wear Department, Leather Goods, Linen Goods, Men's Wear Department, Millinery, The Hat Department, Ready-made Clothes, Stationery and Office Supplies, Textiles, Toy Department, Crockery and Glassware, Hosiery, Musical Instruments;

Women's Clothing: bathing 'costume, blouse, cardigan, dress, dressing gown, apron, evening gown, frock, fur coat, gloves, mittens, beret, hat, handkerchief, house frock (dress), jumper, kerchief, overcoat, raincoat, scarf, skirt, stockings, tights, suede jacket, summer dress, sweater, T-shirt, underwear, panties, slippers, brassiere, nightgown, cast-off(s) (clothes, shoes), casual clothes (shirt...),

Men's Wear: blazer, braces, cap, clothcoat, collar, coat, dinner-jacket, jacket/coat (of suit), jeans, pullover, pajamas, shirt, shorts, short-sleeved shirt, socks, tails, T-shirt, tie, trousers, two (three) piece suit, vest, waistcoat, belt, pants, mackintosh;

Children's Clothes: baby clothes (baby's first walking boot, pramsuit, hood, bootees, wrap over, vest, playsuit). Infants' wear (child's sundress, playsuit, children's shorts). School children's wear (raincoat, snow suit, dungarees, bib skirt). Teenagers' clothes (girl's overblouse, slacks, anorak).

Fabrics: cloth, material (natural, artificial, cotton, nylon, satin, print, silk, velvet, woolen), coloured, checked, plain, striped. Length of cloth.

Footwear: boots, court shoes, evening sandals (sandal court shoes), ladies' boots, mules, sandals, shoes (platform shoes, tennis shoes), shoes (bareheeled, open-toed, high/low-heeled, heelless, walking, for country/town wear), pattern shoes, rubber boots, tennis shoes, tieshoes/laced shoes, slippers;

Sports Wear: jacket, running vest, training suit, training shoes, snickers;

Stationery: ink, clip, rubber, carbon-paper, drawing-pin, glue, fountain-pen;

II. Translate and learn the following word- combinations:

To browse around the shops; the most economical buy;
to Fit smb.; a cheap/expensive/dear purchase;
to Suit smb.; reasonable price;
to Match smb.; sky-high/soaring prices;
to try something on; fitting-room (changing booth);
to be tight/loose on somebody; fashion journal (magazine);
to be in fashion/out of fashion; to be in general wear;
to come into fashion; to pinch;
to go out of fashion; bargain prices.
to be all the fashion;

What size is it? I wear size ... My size is ... What do you charge for it? (How much is it? What does it cost?) It's too dear, I can't afford it. What would you like? Just to have a look round. I'm just looking round. Can I help you? Help me on /off with it, please. Here is your change. I have a lot of shopping to do today. Prices are going up/coming down. You can buy it at a reasonable price. Prices are at an all-time high/low;

III. React to the following. Make use of the sentences given below

Model : The shoes are too narrow. They pinch in the toe.

- Don't worry. They'll stretch with wearing.

1. Do you prefer brown (blue, green) or black shoes? 2. The sleeves are too short. I don't think I'll buy this dress. 3. Have you a blue tie to match the shirt? 4. Don't you think that striped (checked) sports blouse is very smart? 5. Do you think this cotton material washes well? 6. What size do you take in shoes? You'd better try them on, 7. I prefer a tailored to a ready-made suit. 8. They have a fine selection of silk (nylon, woollen) fabrics. 9. The pleated (straight) skirts like these are in general wear now. 10. Have you any silk (nylon, cotton) underwear which is not too expensive?

Sentences to be used in answers:

No, you'd better not buy this dress. It's old-fashioned; Brown, they'll match my dress nicely; Yes, we have a fine selection of ties and handkerchiefs of the same colour; It washes beautifully and dries in no

time at all (The colour does not run in the wash); My size is 36. They seem all right (It's a perfect fit); Yes, the blouse is very smart and it suits you a lot; I need a warm woollen (nylon, silk) dress. Will you help me choose a good material?; Yes, but aren't they a bit too expensive?; Certainly. How about this one? It really looks nice.

IV. Finish the sentences

1. If you are in want socks, stockings or tights you go to the 2. Tea sets, dinner sets, cups and saucers are sold at 3. On the ground floor of our university department store one can find the following departments: 4. If you want to buy a bottle of scents you should go to 5. If you want to buy an umbrella you go to the 6. Handbags, suitcases, briefcases, wallets, belts and other leather goods are sold at

V. Make up sentences according to the model:

Model: At the hosiery department one can buy socks, tights and stockings.

a) at the stationery department; b) at the household goods department; c) at the haberdashery department; d) at the crockery department; e) at the glassware department; f) at the electrical appliances department.

VI. Make your fellow-students use "I'd rather + infinitive" or "I'd rather not" in their answers to your questions. Use the topical words and phrases

Model 1: - Will you take a pair of green pumps or a pair of white ones?

- I'd rather take black ones, they'll match my new dress nicely.

1. Will you prefer a pair of red slippers or a pair of white ones? 2. Will you take these open-toed shoes or those bare-heeled ones? 3. Will you try them on or have them wrapped up? 4. Will you have the shoes mended or buy a new pair? 5. Will you have a pair of heel-less shoes or a pair of platform shoes? (patent leather or suede shoes, sandals, pumps, etc.)

Model 2: - Would you like to buy a new summer coat in green?

- I'd rather not. And would you like to buy a new summer coat in green, Ann?

- I wouldn't either. I'd rather have a coat in blue. Blue is my colour.

1. Would you like to have a ready-made (tailored) suit? 2. Would you take a sports blouse in blue stripes (with checks)? 3. Would you like to have a single-breasted (double-breasted) suit? 4. Would you like to have a sleeveless dress? (a pleated skirt, cotton underwear, etc.)? 5. Would you like to have a straw hat (a kerchief, a scarf, black gloves) to match your coat?

Lesson 4

I Read the following text in order to get its general idea:

TEXT. AT THE UNIVERSARY DEPARTMENT STORE

This is our department store. There are many departments in it. On the ground floor one can find the department for electrical appliances, household good department, the department for musical instruments, crockery and glassware, leather goods, radio goods, stationery goods and sport goods. So if you need a vacuum cleaner, a refrigerator, a washing machine, an electric iron, a fan or some other electrical appliances you should go to the electrical appliances department.

Household goods department deals in goods necessary for cooking and having meals: saucepans, frying- pans, kettles, cutlery, etc.

China, crockery, various dinner sets, tea sets, milk jugs, dishes, plates, cups and saucers, glassware (glasses, vases, goblets, wine glasses, water jugs, etc.) are sold at the crockery and glassware department.

If you are in want of pens, pencils, writing pads, ink, Indian ink, clips, rubber, paper, carbon-paper, drawing-pins, glue, etc. you should go to the stationery department.

At the leather goods department one can buy leather bags, suit-cases, brief-cases, belts, gloves, wallets, purses, etc.

At the hosiery department one can find socks, stockings, tights.

If you need an umbrella, a shaving set or some pins you should go to the haberdashery department.

On the fist floor of the department store one can find the ready-made clothes department, the foot-wear department, the linen and underwear department, the knitted goods department, the hat department and the millinery department.

If you are in want of textiles you should go to the second floor.

The ready-made clothes department is divided into children's ready-made clothes department, men's and ladies' ready-made clothes

department. This department keeps a wide assortment of suits, costumes, shirts, skirts, blouses, trousers, dresses, gowns, coats, overcoats, raincoats, etc.

The foot-wear department deals in various shoes and boots: walking shoes, pattern shoes, bare-heeled shoes, sandals, slippers, boots, high boots, rubber boots, etc. This department is also divided into children's, men's and ladies'.

If you are in want of some linen or underwear (pants, panties, slips, brassieres, night-gowns) you go to the linen and underwear department.

The knitted goods department deals in sweaters, pull-overs, jumpers, cardigans, scarves, mittens, etc. Sometimes training sport suits, bathing trunks, bathing suits, T-shirts are sold here too.

The hat department trades with gentlemen's and the millinery department with ladies' hats and caps. Here one can find caps, hats, fur hats, berets, etc.

On the second floor at the textiles department there is a wide choice of textiles: linen, print, cotton, satin, velvet, natural and artificial silk, wool, nylon, etc.

II. Read and dramatize the following dialogues:

Dialogue 1

- Pleased to see you. I suppose you'll help me to choose a birthday present for my sister.
- OK. Let's go to the crockery and glassware department of the university department store and buy her a vase.
- Oh, no, she is not fond of crockery and glassware.
- Then, let's go to the perfumery department and buy her a bottle of scents.
- I am afraid I don't know her taste.
- What shall we buy then?
- I don't know. I am at a loss.
- let's, buy her an umbrella.
- oh, that's a wonderful idea. Moreover, as far as I know, her umbrella is out of order.
- Settled.

Dialogue 2

- Could you do me a favour?
- Which one?
- To choose a present for my father.
- Willingly. What are you going to buy?
- I was going to buy him a book. I went to the bookseller's, but I couldn't find anything of interest there.
- Why not go to the department store? We can kill two birds with one stone: you will buy a present for your father and I shall buy a camera for myself.
- Agreed. What would you choose if you were me?
- If I were you I should choose something of haberdashery, say, a tie or gloves.
- Oh, no, that is not what I want.
- And what do you say to a wallet? Or, maybe, a shaving set or a fountain-pen.
- As far as I know he needs none of them.
- I see you are hard to please. Well, it seems to me I have an idea. Why not buy him a silver tie-pin?
- That's a good idea, indeed. Come along.

Dialogue 3

- Can I help you, madam?
- Yes. I'd like a summer frock.
- What size do you take in dresses?
- I wear size 48 in dresses.
- Come this way, please. Have a look at these dresses. I think you can find something to your taste.
- But these dresses are made of artificial silk and I would like a dress made of natural silk. Artificial silk is too hot for summer wear, to my mind.
- Then come this way, please. Have a look at this one. It's your size. The style is fashionable and the colour is becoming you.
- May I try it on?
- Certainly.
- And where is your fitting-room?
- Over there, to the right.

(In the fitting-room)

- Does it fit me?
- Yes, it fits you perfectly.
- How much is it?
- Have a look at the label. The price is written there.
- Yes, I see. Well, I take this dress.
- Thank you for the purchase.
- Thank you.

Dialogue 4

- Are you being served, madam?
- Not yet.
- What can I do for you?
- I am looking for a blouse.
- What colour would you like?
- Something in blue.
- Will this light-blue one do?
- Oh, no, I think it's too light for my age.
- Then have a look at this one. It's a bit darker.
- Oh, yes, I like it. It's just what I have been looking for.
- Will you try it on? The fitting-room is over there.
- I think, there is no need. I take it.

Dialogue 5

- Yes, Sir. What can I do for you?
- I am in want of a suit.
- What size do you take in suits?
- My size is 52 and my height is 170.
- What colour would you prefer?
- I think black, it goes with many colours.
- Try on this one, please, it's very smart, to my mind. And the cut is fashionable.
- Does this material wear well?
- Yes, the quality of the material is excellent.
- How much does it cost?
- It's price is
- OK, I take it.
- Thank you for the purchase. You are welcome.
- Thank you very much.

Dialogue 6

- Are you being served?
- Not yet.
- What can I do for you?
- I'd like a pair of shoes for everyday wear.
- I see. You would like walking shoes. What size do you take in shoes?
- My size is 37.
- Will you try on these brown ones?
- Don't you find that heels are a bit too high for everyday wear?
- But such heels are all the fashion now, m'm.
- Perhaps, but I'd like to have a look at another pair. Can you show me those black laced low-heeled ones?
- Here you are. How do you like them? Don't they pinch?
- No, they are very comfortable. How much are they?
- They are
- Oh, it's too expensive for everyday wear. I am afraid, I can't afford them.
- But madam, the quality is perfect, they are made of natural leather. You will not be sorry.
- Do you find?
- I am sure, madam.
- OK, I take them.

Dialogue 7

- Yes, madam. Can I help you?
- I'd like high-heeled pattern shoes. My size is 36.
- Here is a pair of your size. How do you find them?
- But they are made of suede. I don't like shoes made of suede. I'd like leather shoes.
- Madam, suede is in general wear now.
- Really? Let me try them on.
- Do they fit?
- No, they are a bit tight.
- I think they will give a little.
- Will they?
- I am sure, madam.
- How much are they?

- They cost It's not much for such fashionable shoes.
- I share your opinion. OK, I take them.
- I think you will not be sorry.

III. Retell the following dialogue in indirect speech. Make up your own ones asking your friend to help you to choose a present for your sister, a pair of shoes to match your new dress, etc.

- Look here, Ann, tomorrow is my sister's birthday and I really don't know what I shall give her.
- Why not give her the material for a suit and a handbag to match?
- That's not a bad idea. Will you help me to choose the material for a suit? I know you have a good taste for such things.
- Most willingly.

IV. Express doubt, hesitation or disbelief in response to the following statements and keep the conversation going. Begin your answers with: "Really?; Is that so?; I shouldn't say so; I can hardly believe my ears; Too good to be true; Are you sure?; You can never tell; Do you really mean it?"

Model: - Ann is wearing a new hat.

- Are you sure? I think I've already seen it. In fact she's always in debt so I doubt that she can buy new hats very often.

1. They say her uncle gave her a beautiful pair of earrings as a birthday present. 2. Hats with wide brims have gone out of fashion. 3. Red goes well with all colours. 4. I think it suits me very well. But don't you think the skirt is a bit too short? 5. Short dresses are in general wear now. 6. There were so many attractive things in that store that it wasn't easy to make a choice. 7. She was wearing a hat that had seen better days. 8. These ties have gone out. Nobody wears them. 9. They have a wide choice of shoes. You're sure to find one you like. 10. These shirts are sold off at reduced prices. 11. They could not afford to buy a new car, so they bought a second-hand one in good repair. 12. That material feels like silk. 13. Can he spend so much? He is living beyond his means. 14. My coat was very expensive but it didn't stand long wear, though.

V. Translate into English:

- Ти любиш робити покупки в універмазі?
- Ні, я не люблю. Там завжди багато людей. А ти любиш?
- А я люблю. Ти можеш купити там усе, що тобі потрібно. Між іншим, давай сходимо в універмаг сьогодні. Я хочу купити там подарунок для моєї мами. У неї день народження через два дні.
- А що ти хочеш купити для неї?
- Я маю намір купити флакон духів.
- А ти знаєш її смак?
- Звичайно.
- Ти впевнена, що їй сподобаються ці духи?
- Звичайно.
- Тоді пішли.

* * *

- Привіт, Ольго! Що ти тут робиш?
- Я вибираю подарунок для подруги, У неї день народження завтра. Можливо, ти допоможеш мені.
- З охотою. А що ти маєш намір купити?
- Я ще не знаю. Я була у парфюмерном відділі, хотіла купити флакон духів, але вибір дуже поганий там.
- А твоя подруга не любить вироби із скла?
- У неї дуже багато скла вдома. Я боюсь, вона не буде задоволеною
- Ти знаєш, у мене є ідея. А чому б нам не купити їй сумочку?
- Зараз є гарні сумочки у відділі шкіряної галантереї.
- Тоді пішли у цей відділ.
(через деякий час)
- Як тобі подобається ця сумочка?
- Ти знаєш, гарна сумочка, вона мені подобається (я люблю її).
- Бери її. Я думаю, вона сподобається твоїй подрузі.
- Ти права. Я беру цю сумочку. Скільки вона (Як багато вона є)?
- . . .
- Ось прошу. Дякую.
- Дякую вам. Приходьте ще.

* * *

- О, рада зустріти тебе. Ти не зробила б мені послугу?
- Яку?
- Допоможи мені вибрати подарунок для брата.
- Вибирати подарунок для мужчин дуже важко.
- Ти права, але я мушу купити щось, у нього завтра день народження. Що ти купила б, якби ти була на моєму місці?
- Давай підемо у відділ канцтоварів. Можливо у них є гарні авторучки.
- Чудова ідея. Тим більше, що його авторучка вийшла з ладу, наскільки мені відомо. Пішли.
- Послухай, а чому б не купити йому щось із галантереї, скажімо, парасольку?
- Ні, він має парасольку. Пішли у відділ канцтоварів.
- Гарзд.

VI. Make up dialogues on the following situations:

- a) You are going to do some shopping. You are not sure whether there is enough food in your refrigerator, in your cupboard.
- b) You are doing some shopping at the butcher's, grocer's, etc.
- c) Act as an interpreter and help an Englishman in his talk with the shop assistant at the ready-made clothes' department.
- d) Have a talk with your friend about the latest fashion and style in clothes and shoes.

Lesson 5

I. Retell the dialogue. Imagine that you are a) the salesman,

b) Robert. Answer the questions that your fellow-students will ask you

A PAIR OF SOCKS

(Robert is out shopping. He calls at a men's outfitter's to buy a pair of socks).

Salesman: Good morning, sir. What can I do for you?

Robert: Good morning. Er... I just wanted a pair of socks.

S: Certainly, sir. I think I may say we have a very fine selection. These nylon ones, for instance. They are Italian, only came in this morning.

R: Well... I didn't want anything fancy. Just ordinary woollen socks, you know. I'm going on a short walking-tour, so I thought something warm...

S: Walking-tour, sir? Then if you don't mind my saying so, you'll certainly need some of those quick-drying wool and nylon socks. They wash beautifully and dry in no time at all. Five and eleven a pair. How many shall I wrap up for you?

R: Er... just one pair will do. Those green ones.

S: If you are going on holiday, sir, perhaps you'll be interested in this new line of trousers? Very popular, they are. You'll find them invaluable when you are out in bad weather.

R: Are they crease-resistant?

S: They're crease-resistant, water-repellent and fade-proof. You'll have to have a pair if you're going on holiday, sir. Only forty-nine and six – a real bargain.

R: Er... well, perhaps.

S: The blue ones? Very good sir. I'll just measure you: waist – thirty, inside leg – thirty one. Very good.

R: But I've got a five-pound note. Can you change it?

S: Oh, that'll be no trouble. I'll just have it sent up to the cashier's department. It won't take a moment. Take a seat, sir, while you are waiting. Ha, ha, sir, I see you are looking, at that yellow cashmere pullover. The last one, that is, and it happens to be your size, sir. You'll need something to keep you warm on a walking-tour. You'll feel a different man when you put it on.

R: It certainly looks nice and warm. But won't it get dirty rather quickly?

S: Well, of course, sir, all light colours show the dirt. But you'll find this washes like a dream. Just use a spoonful of our special washing-powder. Two and six a packet. I'll wrap up a couple of packets with the pullover.

R: But won't it shrink?

S: Shrink, sir? We've sold dozens of these pullovers and haven't had a single complaint. If it shrinks, sir, we'll give you your money back.

R: All right. I'll take it. You can wrap up everything in one parcel.

S: Let me see: socks, trousers, pullover. Here we are, sir. Here is your parcel.

R: And my change?

S: Change, sir? I'm afraid there's a mistake. Here is the bill, sir. Eight pounds, sixteen shillings and fourpence. Another three pounds sixteen shillings and fourpence to come.

II. Read the following dialogues, see the difference in usage of “fit”, “suit”, “become” and “match” and use them in your own dialogues with the fellow-students

- Why not buy this lovely dress? It's your size and the latest fashion.
- I don't think it'll suit me. And the price is too high, I can't afford such a sum at once.
- But you may buy it by hire-purchase.

* * *

- Try on this velvet hat. Does it fit you?
- No, it's too small. I need a size larger.

* * *

- I think I'll take this pair of black shoes.
- You'd better not. They won't match your new dress.
- I can't agree with you. Black goes well with all colours.

* * *

- Look, what a lovely hat Ann has on!
- Yes, it awfully becomes her.

III. Fill In the blanks with “fit, match, suit, become”

1. I don't feel comfortable in these shoes. Do you think they ... me?
2. Could you show me a pair of gloves ... my bag?
3. Buy a blue scarf; this colour ... more than any other and ... your coat.
4. The carpets should ... the curtains.
5. She was wearing a brown dress with hat and gloves ...
6. Oh, yes, the size is all right; it ... you very well but it does not ... you to wear such a short skirt.
7. You should also have shoes that ... well when you intend to go for a long walk.
8. Does the climate ... you (your health)?
9. It doesn't ... you to have your hair cut short.

IV. Answer the following questions using the sentences and words given below:

1. What can I get for you? (Are you being served?; May I attend to you?)
2. How much are the bananas a pound?
3. How much is a pound of bacon?
4. Is the shop open on Sunday?
5. Do you want granulated or lump sugar?
6. Have you got any eating apples? (Have you strawberries

here?) 7. Shall I pay you or at the cash-desk? 8. What time does the shop open (close)?

Sentences and words to be used in answers: A pound of pears (grapes, plumps, cherries, pine-apples, apricots); half a pound of currants (gooseberries, raspberries, strawberries); a quarter of a pound of carrots (green peas, cauliflower, lettuce); three quarters of a pound of granulated sugar (boiled sweets, flour); They are ten pence a pound; We have it at 15p. a pound; half a pound of ground coffee and a quarter of a pound of tea, please; Give me a bottle of vinegar; Give me half a pound of cooking fat, three pounds of flour and a pound of raisins; The nuts are too expensive, I'm afraid; The tomatoes and radishes are cheap and fresh; Strawberries are out of season; At the cash-desk, please.

V. Read the following and make up a short dialogue between Jane and the customer on its basis. Use colloquial phrases:

Yes, certainly; I'll have to; I think; Here you are; I'm sorry; I'm afraid; I'm sure.

Jane works at a shop selling records. One afternoon a middle-aged woman hurriedly entered the shop and asked for the record. Unfortunately she did not remember the title of the record, but she thought she could easily recognize the music if Jane played that, record for her. Jane tried carefully to explain to her that it would take too much time to play all the records they had. The customer said that she had heard it in the morning over the radio and that the song was from the play about a girl who spoke English so badly at first that it was even shocking to listen to her and then she learnt to speak very well. Jane easily recognized the play and gave the customer the needed record.

VI. Fill in prepositions or adverbs wherever necessary:

1. What size ... gloves does your daughter wear? 2. Is your blouse made ... silk or ... nylon? 3. This frock suits ... her and she looks so well today. 4. Go ... the fitting-room and try ... the green frock. 5. Go ... the mirror and have *a* look ... yourself. 6. I'm afraid the shirt is a bit loose ... you. 7. You must choose another belt. This one does not go ... your light dress. 8. I'm sure they will soon make ... their quarrel. 9. The woman was made to believe that such shoes were not... fashion ... that time.

VII. Imagine you are a shop assistant. What would you do: if the customer was impolite to you? if the customer could not choose a present for his friend? if the customer couldn't remember the title of the book he'd like to buy? if the customer forgot to pay for his purchase? if the customer was too long in choosing a hat? if the customer chose a coat which was too loose for him?

VIII. Prepare an oral report on one of the topics:

- 1) At the Department Store.
- 2) At the Supermarket.
- 3) At the Gift Shop. (Buying a Present)

Lesson 6

I. Read the text. Note all unfamiliar words.

Look them up in a dictionary. Prepare a good reading of the extract

SHOPPING FOR ONE

(by Anne Cassidy)

‘So what did you say?’ Jean heard the blonde woman in front of her talking to her friend.

‘Well’ the darker woman began, ‘I said I’m not, having that woman there. I don’t see why I should. I mean I’m not being old-fashioned but I don’t see why I should have to put up with her at family occasions. After all...’ Jean noticed the other woman, giving an accompaniment of nods and head shaking at the appropriate parts. They fell into silence and the queue moved forward a couple of steps.

Jean felt her patience beginning to itch. Looking into her wire basket she counted ten items. That meant she couldn’t go through the quick till but simply had to wait behind elephantine shopping loads; giant bottles of coke crammed in beside twenty-pound bags of potatoes and ‘special offer’s drums of bleach. Somewhere at the bottom, Jean thought, there was always a plastic carton of eggs or a see-through tray of tomatoes which fell casualty to the rest. There was nothing else for it – she’d just have to wait.

‘After all,’ the dark woman resumed her conversation, ‘how would it look if she was there when I turned up?’ Her friend shook her head slowly from side to side and ended with a quick nod.

Should she have, got such a small size salad cream? Jean wasn't sure. She was sick of throwing away half-used bottles of stuff.

'He came back to you after all,' the blonde woman suddenly said. Jean looked up quickly and immediately felt her cheeks flush. She bent over and began to rearrange the items in her shopping basket.

'On his hands and knees,' the dark woman spoke in a triumphant voice. 'Begged me take him back.'

She gritted her teeth together. Should she go and change it for a larger size? Jean looked behind and saw, that she, hemmed, in by three large; trollies. She'd lose her place in the queue. There was something so pitiful about buying small sizes of everything. It was as; though everyone knew.

'You can always tell a person by their; shopping; was one .of her mothers favourite maxim's She looked into her shopping, basket .individual fruit pies, small salad, cream,, yoghurt, tomatoes, cat food and a chicken quarter.

'It was only for sex you know. He admitted as much to me when he came back, the dark woman informed her friend. Her friend began to load her shopping on to the conveyor belt.

Jean looked again at her basket and began to feel the familiar feeling of regret that visited her from time to time. Hemmed in between family-size cartons of cornflakes and giant packets of washing-powder, her individual yoghurt seemed to say it all. She looked up towards a plastic bookstand which stood beside the till. A slim glossy hardback caught her eye. The words *Cooking for One* screamed out from the front cover. Think of all the oriental foods you can get into, her friend had said. He was so traditional after all. Nodding in agreement .with her thoughts Jean found herself eye to eye with the blonde woman, who, obviously not prepared to tolerate nodding at anyone else, gave her a blank, hard look and handed her what looked like a black plastic ruler with the words 'Next customer please' printed on it in bold letters. She turned back to her friend. Jean put the ruler down on the conveyor belt.

She thought about their shopping trips, before, when they were together, which for some reason seemed to assume massive proportions considering there were only two of them. All that rushing round, he pushing the trolley dejectedly, she firing questions at him. Salmon? Toilet rolls? Coffee? Peas? She remembered he only liked the processed kind. It was all such a performance. Standing there holding her wire basket,

embarrassed by its very emptiness, was like something out of a soap opera.

Of course, we've had our ups and downs, the dark woman continued, lazily passing a few items down to her friend.

Jean began to load her food on to the conveyor belt. She picked up the cookery book and felt the frustrations of indecision. It was only ninety pence but it seemed to pinpoint her aloneness, to prescribe an empty future. She put it back in its place.

So that's why I couldn't have her there you see, the dark woman was summing up. She lowered her voice to a loud whisper which immediately alerted a larger audience. And anyway, when he settles back in, I'm sure we'll sort out the other business then. The friends exchanged knowing expressions and the blonde woman got her purse out of a neat leather bag. She peeled off three ten pound notes and handed them to the cashier.

Jean opened her carrier bag ready for her shopping. She turned to watch the two women as they walked off, the blonde pushing the trolley and the other seemingly carrying on with her story. The cashier was looking expectantly at her and Jean realized that she had totalled up. It was four pounds and eighty-seven pence. She had the right money, it just meant sorting her change out. She had an inclination that the people behind her were becoming impatient.

She gave over her money and picked up her carrier bag. She felt a sense of relief to be away from the mass of people. She felt out of place, a non conformer, half a consumer unit.

Walking out of the door she wondered what she might have for tea. Possibly chicken, she thought, with salad. Walking towards her car she thought that she should have bought the cookery book after all. She suddenly felt much better in the fresh air. She'd buy it next week. And in future she'd buy a large salad cream. After all, what if people came round unexpectedly?

(from "British Short Stories of Today")

II. Give a brief summary of the extract

MODULE 9. MEALS

Lesson 1

ESSENTIAL VOCABULARY

Meals: (at) breakfast, brunch, lunch, dinner, supper; alfresco lunch, cream tea, high tea, packed meal, snack/bite; a light/substantial meal;

Having a meal: to have/take breakfast (lunch, dinner, supper), to dine, to sup, to have a bite, to have a snack, to eat, to be hungry, to be thirsty;

Parts of a meal: (for) the first course, the second course; dessert, appetizer/starter, beverage.

FOOD. TYPICAL DISHES

Our food includes: bread, toast, milk, cheese, butter, eggs, fruit, berries, vegetables, salad, mushrooms, spices, hors-d'oeuvre appetizer, sausages, frankfurters, ham, bacon, hot dogs, meat (beef, veal, mutton, pork), fowl (goose, chicken, turkey, duck), smoked fish, fish (herring, cod, pike, perch, pike-perch, haddock, trout, sprat, sturgeon, salmon), sea food (lobster, caviare, oysters), rabbit;

First course: broth, soup, thick soup, thin soup, clear soup, vegetable soup, cabbage soup, chicken soup, potato soup, pea soup, sorrel soup, beetroot soup, mushroom soup, fish soup, borsch;

Second course: beefsteak, chop, cutlet, rissole, hamburger, meat cake, mushrooms, pate, meat-jelly, assorted-meat, stuffed turkey, basting, rumsteak; grilled chicken, jellied fish, mixed salad, roast-beef, omelet;

Garnish: mashed potatoes, new potatoes, chipped potatoes, macaroni, beans, cereals;

Third course: dessert, sweets, fruit, wiped cream, cornflakes;

Sweets: candy, bon-bon, candy floss, chocolate, biscuit, cake, tart, fancy cake, pastry, pie, pancake, pudding, cereal pudding, roll, condensed milk, convenience food fast food, honey, ice-cream, jam, jelly, stewed fruit, marmalade, sweet, sugar;

Drinks: mineral water, lemonade, coke, cocoa, milk, coffee, tea, fruit-juice, stewed fruit, cock-tail, beer, ale, wine, gin, whisky, brandy, liquer, champagne;

Spices: garlic, mustard, pepper, salt, vinegar;

Food (s) may be bitter, bitter-sweet, bubbly, crispy, crunchy, delicious, fresh, overdone (overcooked), underdone, well done, rare,

salty, smooth, sour, sweet, tasty, tasteless, tender, boiled, fried, baked, roasted, stewed, smoked, tough, dry, to be done to a turn;

Ways of cooking food: boil, fry, bake, roast, stew, grill;

Places where one can have a meal: (at a) bar, bistro, buffet, cafe, cafeteria, canteen, self-service canteen, chip shop, open-air café/alfresco, refectory, restaurant, takeaway;

Kitchen utensils tableware: bottle/can/tin-opener, bread basket, bowl, basin, butter dish, cork-screw, coffeepot, coffee set, coffee cup, cup, dinner plate, dinner set, fork, spoon, frying pan, jug, cream jug, knife, (soup) ladle, mug, pepper-box/pepper-pot, salt-cellar, mustard-pot, sugar-basin/sugar bowl, oil and vinegar bottle, (deep, soup) plate, saucer, saucepan, serving trolley, spoon, soup tureen, tablecloth, tablemat, napkin, tea-kettle, teapot, tray, ash-tray, toast rack, tumbler, vase, wine glass/ short glass, tall wine glass, cake shovel;

Additional words: slice (piece) of bread, slice of meat, lump of sugar, to taste, the menu/ the bill of fare, waiter, waitress, helping, recipe, ingredients, cook book-cookery book, the silver, to lick, to sip, to sprinkle, potatoes boiled in jackets, take off the scum, drain off the water, agitate the potatoes;

Word- combinations and Phrases

To lay the table;	to tip the waiter;
to clear the table;	to eat enough;
to take away the dirty dishes;	to wait at table;
to set the dinner table;	to ask for another helping;
to serve at table;	to take smth. by hand;
to be on the menu card;	to take smth. with a knife (fork);
full a la carte menu(s);	to sit facing the table;
to order meals a la carte;	to be on diet;
to order meals table d'hote;	to follow smb's advice;
to pay/settle the bill;	to decide on smth;
to call for the waiter;	to help oneself to smth.

May I offer you another cup of tea?

Will you have some more?

Will you try this?

Help yourself, please!
Pass me... please.
May I trouble you for a piece of bread,
Have another helping of...
Have some more...
I'd love to have...
I'd rather have a glass of tea.
I can't eat any more.
I have done very well./I have had enough.
Only if it's not too much trouble.
Would you care for/ What about..?
Do you take pepper?
I feel like eating.
I feel empty.
I am faint from hunger.
I am hungry as a wolf.
You have a famous appetite.
Come over to tea.
What's listed in the sweets?
Bring an extra cover
Please, remove (take away) one cover .
Have some fish for a change .
There is no fish in the menu.
They don't serve strong drinks here
Let's have *a* drink.
I never touch wine.
He drinks hard .
He is fond of a bottle .
Here's to you/Your health/To you .
I drink to you (our host).
Bring the bill, please.
How much is the bill?/ What does the bill come to?
What do I owe you?
It is at my cost./ I shall settle the bill.
I shall settle with you later.

Note: to order meals a la carte-[ka:t] – порційні блюда, зазвичай дорого.

to order meals table d'hôte-[ta:bl daut] – чергові блюда, дешевше, але вибір блюд менший.

II. Answer the following questions:

1. How many meals a day do you usually have? 2. At what time do you have your breakfast? What do you usually have for breakfast? 3. Do you have lunch at home? 4. Where do you usually have your dinner, at home or in the canteen? 5. What do you have for dinner? 6. What is your favourite soup? 7. What is your favourite second? 8. What do you eat your soup with? 9. What do you use for cutting meat? 10. What do you eat fish with? 11. Do you prefer tea or coffee after dinner? 12. Do you take black coffee or do you take milk or cream with it? 13. Do you usually take your tea strong or weak? 14. What is your favourite sweet dish? 15. Do you like salads? What is your favourite salad? 16. What is your favourite garnish? 17. Do you like your beefsteak underdone, overdone or just well done? 18. What is your favourite course? 19. Do you like fish? 20. How many courses do you have for dinner? 21. Do you like cooking? 22. Can you cook? 23. Can you make cakes? 24. What is a menu or bill of fare? 25. Is there a self-service dining-room (canteen) at your University? 26. Is it much quicker to take meals at a self-service dining-room? 27. Are dinners in your dining-room expensive or cheap? 28. How much time do you spend having your dinner in the dining-room? 29. What is your opinion about our dining-room? 30. At what time do you usually have your supper.

III. Read and remember the following formulas of etiquette

THE ABC OF TABLE MANNERS

1. Do not attract undue attention to yourself in public.
2. When eating take as much as you want, but eat as much as you take.
3. Do not eat too fast or too 'slowly, cut as you eat.
4. Take a little of every dish that is offered to you.
5. Sit up straight and face the table, do not put your elbows on the table while eating. Keep your feet under you. Don't stretch them under the table.
6. Do not reach across the table – simply say: "Would you please pass the salt," etc.

7. At a small party do not start eating until all are served. At a large party it is not necessary to wait for all. The hostess gives a signal to her guests by saying: "Start eating, please (your food will get cold)."
8. There is no rule about eating everything on your plate, to indicate that you have had enough place knife and fork together, not criss-cross
9. When refusing a dish or a helping simply say: "No, thank you," when accepting – "Yes, please."
10. Do not leave the spoon in your cup, when drinking tea or coffee.
11. Do not empty your glass too quickly – it will be promptly refilled.
12. Take bread by hand, don't take a piece of bread with a fork.
13. Vegetables, potatoes, macaroni are placed on your fork with the help of your knife
14. The customary way to refuse a dish is saying: "No, thank you". Don't say: "I don't eat such stuff", and don't make faces to show you don't like it.
15. Don't play with the silver.
16. Don't read while eating.
17. Don't eat off the knife.
18. Don't blow on hot food.
19. Don't sip your soup or tea. If your soup or tea is too hot wait till they get cold
20. Don't lick your spoon. If you are hungry ask for another helping.
21. Don't talk with your mouth full.
22. Don't pick your teeth in company.
23. Don't criticize the food.
24. Don't forget to say "thank you" for every act of kindness.

IV. Answer the following questions:

1. What are the ABC of table manners?
2. How must you sit at table?
3. When you cannot reach something on the table what must you do?
4. If the party is small when do you start eating?
5. If the party is large when do you start eating?
6. What words of the hostess are a signal to start eating?
7. Why mustn't you eat too fast (slowly)?
8. How

do you indicate that you have had enough? 9. When you do not wish a dish what do you say? 10. When you want some more what do you say?

V. Tell your friend what is not recommended to do at table

VI. Tell your friend what is recommended to do at table

VII. Make up dialogues discussing good and bad table manners

Lesson 2

I. Reproduce the dialogue

A. BREAKFAST

A: What do you take in the morning, tea or coffee?

B: I always take tea. And you, do you also drink tea?

A: No, in the morning I prefer a cup of coffee.

B: How many lumps of sugar do you take in your coffee?

A: I usually take two lumps of sugar and have my coffee with milk or cream. Do you take milk with your tea?

B: In the morning I do, but in the afternoon I prefer a glass of strong tea with a slice of lemon.

A: What do you eat with your tea?

B: Well, I have some bread and butter or some buttered toast

A: Do you eat anything substantial in the morning?

B: Oh, yes, I do. You see, I don't like to take a substantial lunch at my office and therefore I usually have either some ham and eggs or some cereal in the morning. Sometimes for a change I can have one or two boiled eggs, or a slice of cold meat. I am not very particular about what I eat as long as it is eatable.

II. Read and retell the text "Dinner"

DINNER

Usually I have my dinner at home. It is my most substantial meal of the day. I come home at four o'clock and say to my mother: "Ma, is our dinner ready? I am ever so hungry."

"Yes, it is. Go and wash your hands," she answers.

My mother is not a young woman, but she does the cooking herself. While I wash my hands, my mother lays the table for dinner. She lays a white table-cloth upon the table, then puts plates, spoons, knives and forks on it. In the middle (centre) of the table she puts a dish with white and brown bread, a cruet-stand with a salt-cellar and pepper- and mustard-pots.

I sit down at the table and begin with some kind of appetizer. If there is none, I take a piece of bread, sprinkle it with salt, smear it with mustard and eat it. Then my mother hands me a plate of soup. Usually it is cabbage soup, which I like very much. I take a spoon and begin to eat my soup with a good appetite. Yet I seldom take a second helping of soup.

For our second course we have either fish, or cutlets, or meat cakes, or a chop with potatoes or some other kind of vegetables.

For the third course we have either stewed fruit, or a pudding, or some kind of pie.

On Sundays and particularly on holidays our dinners are somewhat different. We sometimes have salmon, sturgeon or caviare for our hors-d'oeuvre. As to the soups, they are the same, either a clear chicken soup with small meat pies or cabbage soup.

For the second course we may have a goose or a turkey. For dessert we often have ice-cream, pineapple or some coffee with apple pie.

III. Describe a dinner out attended by you

IV. Practise the dialogue with a partner

SUPPER

A: At what time do you usually have your supper?

B: Well, I usually have my supper at nine o'clock.

A: What do you have for supper?

B: I eat either a slice of meat with some vegetables, or some meat salad, or a/sausage sandwich, or some pudding and then I have a glass of tea with a piece of pie.

A: Do you like your tea strong or weak?

B: I don't take strong tea in the evening. And you, what do you have for supper?

A: As to me, I eat almost nothing in the evening as I dine rather late.

B: What does your supper consist of then?

A: Oh, nothing substantial. It consists only of two cups of tea with milk and some toast or bread and butter. Sometimes I take either a cheese or a ham sandwich with my tea.

V. Describe your daily meals

VI. Ask your partner

1. About the dinner he usually has (time, place, dishes). 2. If he takes any starter and what he likes for it. 3. What kind of soup he likes best of all. 4. What his favourite meat dishes are. 5. What kinds of fish he knows. 6. If he likes stewed carrots. 7. What other stewed vegetables or fruit he eats. 8. What he wants for dessert. 9. How many lumps of sugar he takes with his tea. 10. If he prefers strong or weak tea. 11. What he usually does if he spills some liquid on the table-cloth. 12. If he can cook any dishes. 13. About the way he cooks meat (fry, roast, stew). 14. If he sometimes eats out. 15. If he prefers eating out.

VII. Explain the meaning of the following words and phrases:

Delicious (about food), napkin, done to a turn, a big eater, to fry, meal, food, toast, starter, a full meal.

VIII. Choose and insert the correct word. Remember the difference between: meal, food

1. Let's go to the cafe at the corner and have our . there. 2. I wonder if they serve good ... at this restaurant! 3. As a rule, people in Britain have three ... a day: breakfast, lunch and dinner (or supper). 4. When you go to India try some of their wonderful

IX. Read and retell the story:

DRAWING DOES NOT HELP

A Frenchman was travelling in Italy. He could not speak any Italian and it was extremely difficult for him to make himself understood. Once on a rainy day he entered a restaurant to have lunch, for he was hungry and thirsty.

He wanted to order some mushrooms, which he was very fond of. So he called up the waiter and ordered a dish of mushrooms in French. The

waiter could not understand a word. What was the poor Frenchman to do? Suddenly a bright idea struck him. "If I show him the picture of a mushroom he will certainly understand what I want," he said to himself. So he took a piece of paper and a pencil out of his pocket and drew a picture of a mushroom on it. The waiter looked at it, nodded his head and ran out of the room. A few minutes later he came back with an umbrella.

X. Answer the following questions:

I. Who was travelling in Italy? 2. Could he speak Italian? 3. Why was it not easy for him to make himself understood? 4. What did he go to a restaurant for? 5. What did he want to order? 6. Was he fond of mushrooms? 7. What bright idea struck him? 8. What did he draw? 9. Could he draw well? 10. Why did the waiter bring him an umbrella?

Lesson 3

I. Read the following text in order to get its general idea:

AN ENGLISHMAN'S MEALS

Four meals a day are served traditionally in Britain: breakfast, lunch, tea and dinner.

In many countries breakfast is a snack rather than a meal but the English breakfast eaten at about eight o'clock in the morning, is a full meal, much bigger than on the Continent.¹

Some people begin with a plateful of porridge but more often cornflakes with milk and sugar. Then comes at least one substantial course, such as kippers or bacon and eggs. Afterwards comes toast with butter and marmalade or jam. The meal is "washed down" with tea or coffee.

Most British people now have such a full breakfast only on Sunday mornings. On weekdays it is usually a quick meal: just cornflakes, toast and tea.

English lunch, which is usually eaten at one o'clock, is based on plain, simply-cooked food. It starts with soup or fruit juice. English people sometimes say that soup fills them up without leaving sufficient room for the more important course which consists of meat, poultry or fish accompanied by plenty of vegetables.

Apple-pie is a favourite sweet, and English puddings of which there are very many, are an excellent ending to a meal, especially in winter. Finally a cup of coffee – black or white.

Tea, the third meal of the day, is taken between four and five o'clock especially when staying in a hotel when a pot of tea with a jug of milk and a bowl of sugar are brought in. Biscuits are handed round.

At the weekends afternoon tea is a very sociable time. Friends and visitors are often present.

Some people like to have the so-called "high tea" which is a mixture of tea and supper – for example meat, cheese and fruit may be added to bread and butter, pastries and tea.

Dinner is the most substantial meal of the day. The usual time is about seven o'clock and all the members of the family sit down together. The first course might be soup. Then comes the second course: fish or meat, perhaps the traditional roast beef of old England. Then the dessert is served: some kind of sweet. But whether a person in fact gets such a meal depends on his housekeeping budget. Some people in the towns and nearly all country people have dinner in the middle of the day instead of lunch. They have tea a little later, between five and six o'clock, when they might have a light meal – an omelette, or sausages or fried fish and chips or whatever they can afford.

Then before going to bed, they may have a light snack or supper – e. g. a cup of hot milk with a sandwich or biscuit.

The evening meal as we have said already goes under various names: tea, "high tea", dinner or supper depending upon its size and also the social standing of those eating it.

(See: *Potter S. Everyday English for Foreign Students. Lnd., 1963*)

II. Study Essential Vocabulary and answer the following questions:

1. What kinds of food do you know? Give as many nouns denoting food as you can. 2. What meals do you know? 3. What dishes do you know? Give as many names of dishes as you can. 4. What is understood by a "course"? What attributes may qualify this word? 5. What can be boiled? 6. Do we fry meat or do we roast it? 7. What is an omelette made from? 8. What are cornflakes generally eaten with? 9. What is the difference between fried potatoes and chips? 10. What kind of meal is five o'clock tea in England? Do you know other names for this meal? 11. What kinds of fruit do you know? 12. Do we roast fish? What is the way to cook it? 13. Do you ever have stewed fruit for dessert? 14. Do you usually have a starter before dinner or do you do without it? 15. Where do you have your meals on weekdays and on Sundays?

III. Fill In prepositions or adverbs where necessary:

1. Take another helping ..-, salad. 2. I think I'll trouble you ... a second cup of tea, 3. Will you please pass ... the sugar. 4. She is going to make some fish soup ... dinner. 5. Marmalade is made ... orange peel. 6. The egg is eaten ... a small spoon. 7. Their meal consisted ... two courses. 8. What can you recommend ... the first course? 9. The meat is done ..., a turn. 10. No sugar ... me, thank you. 11. ... midday people have their meals ... home or .;. the canteen. 12, Custard is made'... eggs and milk. 13. The fish is just ... my liking. 14. Evening meal goes ... various names ... England. 15. I don't take milk ... my tea. 16. Help yourself ...

IV. Translate into English:

Мій чоловік обідає о першій годині дня. Він не приходить на обід додому, він обідає в їдальні із усіх супів він віддає перевагу грибному супу. Він любить також капуста і гороховий суп. На друге він звичайно бере якесь м'ясне блюдо, оскільки він не любить риби. Якщо є (якщо подають) відбивні, то він бере відбивну з картоплею. Якщо відбивних не подають, то він бере біфштекс.

Мій чоловік не любить солодкого. Він нічого не бере на солодке, він віддає перевагу фруктам.

V. Translate the dialogue into English

* * *

- Доброго дня. Що б ви хотіли замовити?
- Я хотів би склянку апельсинового соку, тарілку бульйону і яке-небудь м'ясне блюдо.
- У нас є біфштекс, смажена говядина и бараняча відбивна.
- Я, напевно, візьму біфштекс.
- Який-небудь салат?
- Так, салат із помідорів, будь-ласка.
- Гарзд. Що ви будете пити?
- Тільки чорну каву, будь-ласка.

* * *

- Привіт!
- Привіт, Оксано! Заходь, ми якраз обідаємо. Будеш обідати з нами ?

- З великим задоволенням, якщо можна. Я дуже голодна.
- Сідай ось тут, будь ласка. Будеш їсти салат?
- Я їстиму все.
- Ясно. Тоді бери цей салат. Мама зараз дасть тобі тарілку капустиного супу. Ти любиш капустяний суп?
- Так.
- Ще салату⁷
- Ні. дякую. Він дуже смачний, але я більше не хочу.
- Ось твоя відбивна з картоплею.
- Щиро дякую. Все таке смачне.
- Чай будеш?
- Якщо це не завдасть багато клопоту.
- Ось прошу твій чай. Ти п'єш чай з цукром чи з медом?
- Одну ложечку меду, будь-ласка.

VI. Read and dramatize the following dialogues:

Dialogue 1

- Edward, it's high time for you to have breakfast. Here is your sandwich and coffee.
- But don't want any sandwich today. I'll have only coffee.
- Edward, be a good boy. And hurry up, you can be late for your classes. It's half past seven already.
- OK, Mummy.
- Bully for you.

Dialogue 2

- What are we having for dinner today? The smell is so delicious.
- Cabbage soup with meat and sour cream for the first and beefsteak with mashed potatoes for the second.
- And what about appetizer and dessert? Nothing?
- Why nothing? A piece of herring with mixed salad for appetizer and stewed fruit for dessert.
- That's fine.
- (Some time later)
- Thank you very much, my darling. Everything was so tasty.
- Don't mention it.

Dialogue 3

- Could you tell me the recipe for your cake?
- Sure, but it's very complicated.
- Is it?
- Yes. But go ahead, if you like. OK, I am ready to put down.
- So, first mix together two cups of flour and a teaspoon of baking soda. Then add some salt. After that mix together a cup of butter and a cup of sugar in a separate bowl. Add two eggs.
- Must the eggs be whipped?
- It's not necessary. Next combine all the ingredients into a large bowl, add a cup of nuts and bake for about 40 minutes

VII. Comment on the following quotations

1. "Custom is almost second nature." (Plutarch)
2. "The proof of the pudding is in the eating." (M. de Cervantes)

VIII. Make up dialogues on the suggested situations

1. A hostess is treating a lady-visitor to a meal. The visitor keeps repeating that she is on a slimming-diet, that she never eats anything fattening and that, in general, she eats like a little bird. Yet she helps herself to this and that very heartily, till the hostess begins watching the disappearing food with some anxiety.

2. Two very young and extremely inexperienced housewives are advising each other as to the best way of feeding their husbands. One of them is inclined to take the line of least resistance and to serve only tinned food for all the meals. The other points out that tinned food alone will never do and suggests other ways of solving the problem.

IX. Minitalks:

1. English Meals. 2. Ukrainian Cuisine. 3 Eating habits. 4. Women are always taking care about their figures. They're always keeping to a slimming diet.

Lesson 4

I. Read and ask questions on the text:

MEALS IN A BRITISH HOTEL

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

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

At about five o'clock there is a very light meal called tea. This consists of a cup of tea and a cake.

In England "everything stops for tea". In the train you are sure of being able to get it, in the car you carry it in a flask. Even at theatre and cinema matinees, during the interval, usherettes move about carrying trays laden with cups and teapots.

Finally in the city offices, as if by ritual, twice a day, about eleven o'clock and at four – steaming cups of tea.

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

II. Develop your speaking habits. Give a summary of the text "Meals in a British Hotel" and comment on it

III. Read and dramatize the following dialogue. Work in pair

AT THE RESTAURANT

Waiter: Good morning, sir. For one?

Paul: Yes, please.

W. Would you like this table by the window?

P. Thank you.
W. Here's the menu, sir.
P. Well, now, what do you recommend?
W. Well, the roast lamb's very good. Or if you prefer fish, there's nice fresh cod today.
P. I think I'll have the roast lamb, please.
W. What vegetables would you like with it?
P. Some baked potatoes. And what green vegetables have you got?
W. Peas, spinach, French beans.
P. I think I'll have peas. They're nice with lamb.
W. Very well, sir. And what will you have first? Soup, hors d'oeuvres or grapefruit?
P. I'll have grapefruit to start with.
W. Grapefruit.
P. Could I order my sweet now? I'm in rather a hurry.
W. Yes, certainly. What would you like?
P. I think I'd like an apple tart and coffee.
W. Very well, sir.

IV. Complete the open dialogue. Work in pair

ATA HOTEL RESTAURANT

Waiter: Good morning, sir. Here's your table.
Petro: ...
W. What would you like to have, an American or English breakfast?
P. ...
W. We have eggs and bacon, bacon and sausage, boiled egg or scrambled eggs. Orange juice and grapefruit juice.
P. ...
W. Yes, sir, one orange juice, bacon and eggs and coffee or tea, sir?
P. ...
W. We have strawberry jam or marmalade with toast this morning, sir. Would you like any of that?
P. ...
W. Thank you, sir.

V. Compose-dialogues on the following topics. Work in pair

1. Staying at a hotel. 2. Having breakfast at a hotel. 3. Having lunch or dinner at a restaurant. 4. Having tea at a tea shop.

VI. Memorize the following proverbs and sayings and illustrate them with situations

1. Every country has its customs. 2. Appetite comes with eating. 3. The way to a man's heart is through his stomach. 4. You can't make an omelet without breaking eggs.

VII. Suggested topics for conversation and discussion

1. Restaurant service.
2. National dishes.
3. My Favourite Dishes.

Lesson 5

I. Which of these fruit grow in your country/region?

Are there others not listed here?

Peach, plum, grapefruit, grape, nectarine, star-fruit, blackcurrant, raspberry, melon, lime, kiwi-fruit, mango.

II. What do we call the meat of these animals?

calf, deer, sheep (two names), pig (three names)

III. Which are fish and which are usually called seafood?

Prawns, sardines, squid, oysters, mackerel, mussels, hake, crab, plaice, trout lobster, cod, sole, whiting.

IV. Sort these dishes out under the headings starters, main courses or desserts.

chicken casserole, coffee gateau, fresh fruit salad, sorbet, Irish stew, pate and roast, prawn cocktail, rump steak, chocolate fudge cake, grilled trout, shrimps in garlic.

V. How do you like the following foods prepared?

Use words from the essential vocabulary and look up others if necessary. What do you like to put on the foods from the list below?

- | | | | |
|---------------------|-----------|-------------|-------------|
| 1) a leg of chicken | 3) eggs | 5) potatoes | 7) cheese |
| 2) a fillet of cod | 4) prawns | 6) mushroom | 8) sausages |

salt, pepper, vinegar, mustard, brown sauce, ketchup, salad-dressing, oil, mayonnaise, lemon juice.

VI. Use the taste and flavour words to describe the following:

- | | |
|------------------|---|
| 1. Indian curry; | 4. a cup of tea with five spoonfuls of sugar; |
| 2. pizza; | 5. strong black coffee with no sugar; |
| 3. sea water; | 6. factory-made white bread. |

VII. What might you say to the person/people with you in a restaurant if...

- a) your chips had too much oil/fat on them?
- b) your dish had obviously been cooked too much/too long?
- c) your piece of meat was absolutely perfectly cooked?
- d) your dish seemed to have no flavour at all?

VIII. Choose and insert the correct word:

b) piece, slice, lump, cake

1. Buy me a ... of soap and a tube of toothpaste when you go shopping, will you? 2. "Will you have your coffee black or white?" "Black, please, and two ... of sugar." 3. "Would you have another ... of cake?" "Yes, please. It tastes delicious." 4. "May I have another ... of that tasty meat, please?" "Yes, do, please. I'm so glad you like it."

IX. Make up dialogues on the suggested situations:

1. Helen has invited some friends to a dinner party. She has cooked all the dishes herself and proudly mentions the fact. Her friends do not find everything quite to their liking, but try not to show it. On the whole, every one is having great fun.

2. An irritable husband is sitting at dinner and criticizing his wife's cooking. He is trying to teach her the way this or that dish should be cooked though he knows very little about it. The wife is doing her best to defend herself.

B. An irritable husband is sitting at dinner and criticizing his wife's cooking. He is trying to teach her the way this or that dish should be cooked though he knows very little about it. The wife is doing her best to defend herself.

3. A slow waitress is taking an order from a hungry and impatient client. All the client's efforts to order this or that dish are refused on all

kinds of pretexts: the pork is fat; the beef is tough; they haven't got any more potatoes in the kitchen; the ice-cream has melted; the cook has a toothache, etc.

X. Read and translate the text:

PUBS

Owing to the uncertainty of the weather, outdoor cafes are not a feature of English life. Their place is partly filled by what are colloquially known as 'pubs', public houses. Here you can get any form of alcoholic drink, from beer to whisky, or -nowadays - soft drinks. Many pubs also run some kind of snack bar that provides cold food such as sausages, ham, olives, salad, veal-and-ham pie, rolls and butter and sometimes hot pies or toasted sandwiches. Some pubs maintain the traditional division into two parts - a public bar and a saloon bar. In the first there is often a dart-board, and groups of friends will gather in the pub for a friendly match. The loser may have to pay for a round. In the saloon bar your drinks cost a little more, but the atmosphere is quite and there are perhaps fewer people.

In many pubs there is also a restaurant, and the food here is usually plain but of good quality; in fact, to taste good, traditional English food you would do well to visit a reputable pub. Many business men habitually have lunch in a pub near their office. In the country, the pub is often part of an inn where you can put up for the night.

The Englishmen's favourite drink is beer, of which a variety of sorts is brewed, 'bitter' is probably the most popular. 'Stout' is a heavy dark beer, very popular in Ireland. English beer is different from Continental beer; the latter should be served well chilled, whereas English beer is at its best when it is only cool. Continental-type beer or 'lager' has become very popular in England in recent years and its sales are beginning to rival those of the more traditional beers. Wine is also increasingly drunk, both in pubs and in the home.

The times of opening of pubs are regulated by law; local variations are possible but usually a pub is open from half past eleven to three o'clock and from half past five to half past ten or eleven o'clock. Setting is forbidden in pubs and children are not allowed on licensed premises. In the old days, when people drank too much and pubs were often rowdy, the law against children entering pubs was a wise one. Today, however, increasing numbers of pubs are opening their gardens to

customers, so that children can play safely while their parents have a quiet drink. It would be quite wrong to consider the average English pub as anything other than a respectable, friendly place that provides good drink, good food and a pleasant social atmosphere. Far too often the foreigner has read accounts of sordid nineteenth-century drinking places, haunted by people whose one desire was to drink as much as they could afford as quickly as possible. Another fairly widespread idea is that people do not sit down in English pubs, whereas they often do. This misconception probably arises from the origin of the word 'bar', which referred to the metal rod (bar) along the lower edge of the counter, where the customer could rest his foot while standing up to have his drink. English pubs do not resemble the 'saloons' shown in the more fanciful Wild West films!

Lesson 6

I. Read and translate the following text

DINNER AT SWITHIN'S

by John Galsworthy

In Swithin's orange and light-blue dining-room, facing the *Park*, the round table was *laid* for twelve.

Swithin stood at the sideboard in a white waistcoat with large gold and onyx buttons watching his valet-screw the necks of three champagne bottles deeper into ice pails. Between the points of his stand-up collar, which though it hurt him to move he would on no account have had altered, the pale flesh of his underchin remained immovable. His eyes roved from bottle to bottle. He was debating, and he argued like this: "Jolyon drinks a glass, perhaps two, he's so careful of himself. James, he can't take his wine nowadays. Nicholas – Fanny and he would swill water, I shouldn't wonder! Soames didn't count; these young nephews (Soames was thirty-eight) could not drink! But Bosinney?" Encountering in the name of this stranger something outside the range of his philosophy, Swithin paused. "June was only a girl, in love too! Emily (Mrs. James) liked a good glass of champagne. It was too dry for Juley, poor old soul, she had no palate. As to Hatty Chessman! He shouldn't wonder if she drank half a bottle!"

But thinking of his remaining guest, an impression like that of a cat who is just going to purr stole over his old face: "Mrs. Soames! She mightn't take much, but she would appreciate what she drinks; it was a

pleasure to give her a good wine! A pretty woman, who knew how to dress, with charming manners, quite distinguished – a pleasure to entertain her."

"Adolf!" he said. "Put in another bottle."

He himself might drink a good deal, he found himself extremely well, and he had been careful to take no lunch.

Passing into the anteroom, he sat on the edge of a chair. He was ready to rise at a moment's notice. He had not given a dinner-party for months. This dinner in honour of June's engagement had seemed a bore at first, but the labours of sending invitations and ordering the repast over, he felt pleasantly stimulated.

And thus sitting, a watch in his hand, he thought of nothing.

His valet entered and proclaimed: "Mrs. Chessman, Mrs. Septimus Small!"

Two ladies advanced. The one in front, habited entirely in red, had large, settled patches of the same colour in her cheeks, and a hard, dashing eye. She walked at Swithin holding out a hand cased in a long, primrose-coloured glove.

"Well, Swithin," she said, "I haven't seen you for ages! How are you? Why, my dear boy, how stout you're getting!" She had quite a reputation for saying the wrong thing. A great talker, when allowed, she would converse without the faintest animation for hours.

"Mr. and Mrs. Nicholas Forsyte!"

Nicholas Forsyte, cocking his rectangular eyebrows, wore a smile. Mrs. Nicholas smiled a smile of frightened jollity behind his back.

"Mr. and Mrs. James Forsyte! Mr. and Mrs. Soames Forsyte!"

Swithin drew his heels together, his deportment ever admirable. "Well, James, well, Emily! How are you, Soames? How do you do?" His hand enclosed Irene's and his eyes swelled. She was a pretty woman – a little too pale, but her figure, her eyes, her teeth! Too good for that chap Soames!

Soames stood, his eyes fastened on his wife's neck. The hands of Swithin's watch, which he still held open in his hand, had left eight behind.

"It's not like Jolyon to be late!" he said to Irene, with uncontrollable vexation. "I suppose it'll be June keeping him."

"People in love are always late," she answered. Swithin stared at her.

"They've no business to be. Some fashionable nonsense!"

"Miss June Forsyte – Mr. Jolyon Forsyte!... Mr. Bosinney!"

Swithin moved his arm, and said in a rumbling voice:

"Dinner, now – dinner." He took in Irene, on the ground that he had not entertained her since she was a bride. June was the portion of Bosinney, who was placed between Irene and his fiancée. On the other side of June was James with Mrs. Nicholas, then old Jolyon with Mrs. James, Nicholas with Hatty Chessman, Soames with Mrs. Small, completing the circle with Swithin again.

Family dinners at the Forsytes observe certain tradition. There are, for instance, no hors-d'oeuvres. The reason for this is unknown. Theory among the younger members traces it to the disgraceful price of oysters; it is more probably due to a desire to come to the point, to a good practical sense deciding at once that hors-d'oeuvres are but poor things. The Jameses alone, unable to withstand a custom almost universal in the Park Lane, are now and then unfaithful.

No Forsyte has given a dinner without providing a saddle of mutton. There is something in its succulent solidity which makes it suitable to people "of a certain position". It is nourishing and – tasty; the sort of thing a man remembers eating. It has a past and a future, like a deposit paid into a bank; and it is something that can be argued about. To anyone interested psychologically in Forsytes, this great saddle of mutton trait is of prime importance; not only does it illustrate their tenacity, both collectively and as individuals, but it marks them as belonging in fibre! and instincts to that great class which believes in nourishment and flavour, and yields to no sentimental craving for beauty.

Younger members of the family indeed would have done without a joint altogether, preferring guinea fowl, of lobster salad – something which appealed to the imagination, and less nourishment – but these were females; or if not, had been corrupted by their wives, or by mothers, who having been forced to eat saddle of mutton throughout their married lives, had passed a secret hostility towards it into the fibre of their sons.

II. Pick out the words in the text which may be grouped under the heading: Dishes. Tableware. Food.

III. Give a short summary of the text

MODULE 10. TOWN AND TOWN TRAFFIC

Lesson 1

Essential Vocabulary

I. Find in the dictionary, read, translate and memorize the following words:

1. Means of transport (vehicles):

bus, car, trolley-bus, tram, taxi, train, plane, helicopter, ship, boat, steamer, the tube, the metro, underground, motor-cycle, motor-car, motor-scooter, bicycle, lorry, bus-stop, bus station, the underground station, taxi-rank (taxi-stop), double-decker, full (empty) bus, overcrowded bus, motor transport, water transport, air transport, heavy transport, public transport, municipal (urban) transport, passenger transport, interurban bus, long-distance bus, excursion bus;

2. Areas of town:

District, business centre, uptown, downtown, shopping centre, residential area, outskirts, dormitory suburb, square, street, main street, back street, crowded street, narrow street, boulevard;

3. Traffic rules:

Traffic, avenue, crossroads, crossing (zebra crossing), heavy (light) traffic, highway, (in the) direction (of), pavement, pedestrian, road, way, route, safety island, speed limit, turning, corner, street lamp, street sign showing the name of the street, subway, traffic lights, traffic policeman on traffic duty, tramlines, fare, terminus; even (odd) numbers, asphalt, ticket (season ticket), return ticket, arrival, departure, rush-hours, at the top (bottom) of the street.

4. Sightseeing:

Places of interest, tourist attractions, architectural monument, cathedral, church, circus, zoo,

Exhibition, historical building, gallery, museum, palace, park, statue, theatre, concert hall.

5. People living in town:

Inhabitant, guest, passer-by, pedestrian, stranger, traveller, traveled man, tourist, visitor, guide, passenger, news vendor, road sweeper;

6. Asking the way:

Am I right for...?; Will you tell me...?; Could you tell me the way to...?; Would you be so kind as...?; Would you mind...?; Can you direct me...?; How long does it take me to...?; How far is it from here?; Can I

get there by bus?; Does this street go (lead) to..?; It's on the way to...; Take the first turning to the right (left); Go as far as...; You'll be there in no time; It's close by;

II. Translate and learn the following phrases:

- | | |
|--|--|
| 1. to arrive in (the country, a large city); | 19. to rush here and there; |
| 2. to arrive at (the station, a village...); | 20. to lose one's way; |
| 3. to show smb. round the town; | 21. to get on(off) a bus; |
| 4. to go sightseeing; | 22. to catch (miss) a bus; |
| 5. to do the sights; | 23. to queue up; |
| 6. to travel round/about the city; | 24. to jump the queue; |
| 7. to be on a conducted tour; | 25. to put smb. off at; |
| 8. to go on foot; | 26. to fine smb. (to pay a fine); |
| 9. to walk; | 27. to be interested in smth; |
| 10. to travel by the underground; | 28. to be popular with smb; |
| 11. to go by bus, tram ...; | 29. to be greatly impressed by smth; |
| 12. to take a taxi; | 30. to attract tourists (one's attention) |
| 13. to change from №7 to № 12; | 31. to be surprised at smth; |
| 14. to change (transfer) from a tram to a bus; | 32. to be satisfied with smth; |
| 15. to pay the fare; | 33. to get/give an idea of smth; |
| 16. to walk down the street; | 34. to look forward to smth; |
| 17. to go up/down/along the street; | 35. to suggest (a walk, (our) taking a walk, (that we should take a walk); |
| 18. to cross to the other side; | |

Exercises

III. Answer the following questions using the sentences given below:

1. Could you tell me the way to the station? 2. Which is the shortest (quickest) way to the post-office? 3. Excuse me, how can I get to Soborna street? 4. How long will it take me to get to the nearest post-office? 5. Can I get to the station by bus? 6. Where is the nearest bus-stop? 7. Is the nearest hotel far from here? 8. Is there a bus from the station to the airport? 9. Can you tell me where the museum is? 10. Do you happen to know where the Town Library is? 11. Am I on the right road to the Art Museum? 12. Is it much of a walk? (Is it a good way off?) 13. Excuse me, can you direct me to Tolstoy Street? 14. How far

is it from here? 15. What Kyiv Metro stations do you like? Explain your choice. 16. Isn't here a bus going there? 17. Are you going my way? 18. How many cities in our country have the underground city railways? 19. Which bus must I take to get to the station? Shall I have to change anywhere? 20. Have I taken the right bus to the airport? 21. Does this bus go to the Drama Theatre (to the centre of the city)? 22. What do they call the underground city railways in Kyiv, London, New York?

Sentences to be used in answers:

Take this road, go straight (down, up) to Soborna Street. It may be some minutes' walk; Take the first (second) turning to the left (right). It's just several blocks from here (just round the corner); You must go the other way as far as the bridge; I'm sorry, I can't tell you. I'm a stranger here myself; Take number 3 from the stop over there and ask the conductor to put you off at the station; It's still a long way off. (It's close by. You can't miss it); The hotel is within easy reach by bus; The Art Museum is some distance away from the station; I'm sure this is the right bus for the station; The bus marked 'Station', I think; No, no change at all. (If you go there by bus, you'll have to change from the bus to the tram You'd better go there by tram); This bus is on a different line. You'd better get bus No 2; It stops right in front of the Drama Theatre, (It'll take you right there).

IV. Say what is required of you. Use the sentences from ex. I

Model: Nina, ask Boris, whether there is a watchmaker's near by.

N.: – I say, Boris, is there a watchmaker's near by?

B.: – Why, yes, it's just round the corner.

1. Ask B. whether he can tell you the shortest way to the Art Museum (to the nearest bakery, hairdresser's, book stall, drycleaner's).
2. Ask T. whether the park is within easy reach by bus.
3. Ask B. whether bus No 2 runs to the centre of city.
4. Ask your friend whether you can get to the station by tram.
5. Ask B. whether he usually takes a bus or a trolley-bus to get to the Institute, which is faster, which is more comfortable.
6. Ask your friend whether he queues up or tries to get in the bus without queuing up, whether he pays his fare without being reminded.
7. Ask L. how long it will take her to get to the station by bus.

V. Agree with the following statements and keep the conversation going. Use the following forms of agreement: 'Agreed; Settled; That's right; Willingly; With pleasure; I expect so; Fine; Very good.

Model: – Let's go there by bus. The railway station is a long way from here.

Willingly. But can't we get there by tram?

Yes, we certainly can, but it'll take us 15 minutes more.

1. Be so kind as to take me to the other side of the street. 2. I'm sure this is the right bus for the station. 3. He might arrive by the six o'clock bus. 4. Let's take a route without much traffic. 5. Isn't it marvelous to take a walk in the park on such a beautiful day? 6. There's a watchmaker's near by. Let's drop there and I'll have my watch checked. 7. I think we must queue up. We can't get into the bus without queueing up. 8. This is one of the oldest buildings in the town, let's have a better look at it. 9. I'm afraid, we won't be able to see a lot of places of interest during such a short period of time. 10. We can go there together, and from the theatre we'll take a taxi.

VI. Disagree with the following statements and keep the conversation going. Begin your disagreements with: 'I'm against it; I'd rather not; That won't do; You are wrong; It's out of the question'.

Model: – That wasn't the quickest way to get to the station.

I'm afraid, you are wrong, If we had gone there by tram we'd have missed the train.

1. We can't get to the station by this bus. It's in the opposite direction. 2. I'm afraid, you won't see the Art Museum. It's closed already. 3. If you walk as far as the Art Museum you may get a taxi there. 4. You may just as well get there by tram. 5. It's getting dark. You'd better give up the idea of sightseeing about the town. I'm afraid, you may lose your way. 6. We may go there together and from the theatre I'll give you a lift in my car. 7. I'm afraid, you've passed the theatre already. You shouldn't have gone as far as that. 8. The tram is packed full. Let's walk there. 9. You'd better look out when crossing, it's a very busy corner and you may get run over. 10. You may get there by bus. Buses are not crowded at this hour of the morning.

Lesson 2

1. Read and ask questions on the text:

TEXT 1. TOWN

A town is a great number of buildings divided into blocks by streets and lanes. On one side of the street the buildings have even numbers, on the other side – odd numbers. Along the streets run cars, buses, trams, trolley-buses. On both sides of the street there are raised pavements on which pedestrians walk. Streets and pavements are paved with stone or asphalt. Along the streets there are street lamps, at the corners of the streets there are traffic lights. The street lights are switched on when it gets dark; they are switched off when it get dark.

People usually cross the street at special places called crossing. People cannot; cross the street until the traffic-lights give them a signal – the green light. In streets where there are no traffic-lights, people before crossing the road stop and look at first to the left and then - to the right. If the road is clear they cross it. At big crossroads in large towns and cities there are subways for pedestrians and fly-overs for vehicles.

Towns and cities are usually built on the banks of a river across which bridges are built. Thus, Kyiv, for example, stands on the Dnieper, London is situated on the banks of the Thames.

In almost all cities and towns there are places of interest – monuments, churches, cathedrals, museums, picture galleries, theatres, etc.

There are many ways of getting about town: buses, trams, trolley-buses, Metro. During the morning and evening rush hours transport is overcrowded. Passengers get on buses and trolley-buses at the rear platform and get off at the front one. You can see the sign “Entrance” over the rear platform and the sign “Exit” over the front door.

When a passenger pays for his trip we say that he is paying his fare.

Sometimes the bus or a trolley-bus you are on does not take you right to the place you want to go. In this case you have to change buses or trolley-buses.

In England vehicles drive on the left. In Ukraine the traffic drives on the right. Outside the towns people travel from one place to another by train, plane or boat.

SITUATION PRACTICE

Exercises

II. Read and dramatize the following dialogues, pick out the phrases from them which can be used to show the way and use them in your own dialogues

- Could you tell me how I can get to the station from here?
- Well now, let's see. Keep straight along this road. Take the first turning to the left and walk straight as far as the third cross-road.
- Isn't there a bus going there?
- There's sure to be. Take bus No 3 from the stop over there and ask the conductor to put you off at the station
- Thank you.

* * *

- Excuse me, I'm a stranger in this city. Can you help me?
- Why, of course (certainly). What are you looking for?
- I'm looking for a cafe. Is there one near by?
- Yes, there is. Walk to the next corner and turn to the right. It's on the right hand side of the street, near the school. Just opposite the hairdresser's.
- Thank you.
- Not at all.

* * *

- Can you tell me where the park is?
- It's not far. Do you know where Korolenko Street is?
- No, I'm from the country and I don't know this town at all.
- Look. Do you see that big building?
- Yes.
- It is a museum. Go past it and keep on walking until you get to the library. The park is right there.
- I see. Thanks a lot.

* * *

- Conductor, does this bus go to the British Museum?
- Yes, it stops in front of the British Museum. There is an empty seat, sit down.

- How much is the fare?
- Four pence to the British Museum.
- Here you are. Please, let me know when we get there.
- Very good, sir. ...British Museum. Your stop, sir. There's the Museum on the right side of the street.
- Thank you, conductor.

* * *

- Do you think we are on the right road?
- I hope so.
- You hope so. Aren't you sure?
- No, I'm not sure. I've only been along this road once before.
- Then we'd better ask someone, hadn't we?
- Yes, that's the right thing to do.

* * *

- Excuse me, Sir. I am trying to find my way to the Opera House. Could you direct me?
- Of course. It's five minutes' walk. By the way, I am going in this direction myself. I can show you the way.
- Oh, thank you very much. How lucky I am.

* * *

- Pardon, madam. I am a stranger in this city and I am lost. Could you possibly tell me the way to the railway station (the Zoo, the Circus, the Underground Station)?
- Go on along this street (lane, avenue, boulevard) and take the first (second) turning on your left (right).
- Thank you very much.
- Don't mention it.

* * *

- Excuse me, madam. How can I get to the nearest cinema (post-office, chemist's, hospital, underground station)?
- Get on a number 5 bus (trolley-bus, tram) and go as far as the Zoo (Park Lane, the Stadium). It will take you just there.
- Thank you very much.

* * *

- Does this bus run (go) to the centre of the town (the Zoo, the Stadium, the Opera House, the Operetta Theatre)?
- Yes, it will take you there without changing. (No, it does not go there. You will have to change for number 3 bus or the Underground).

* * *

- Where must I get off to get to the Stadium (the Picture Gallery, the Museum of Regional Studies, the Puppet Show)? .
- Get off the next stop (at the very last stop, at the last stop but one, in two stops).

* * *

- Am I right for the Drama Theatre (the Opera and Ballet House, the Operetta Theatre, the Museum of Applied Arts, the Museum of Fine Arts)?
- Yes, it is just round the corner (at the end of this street, across this square).

A FRAGMENT OF DISCUSSION

Dialogue

- Is it possible to see anything of Kyiv in two days?
- Yes, but very little, of course.
- What do you think I ought to see first?
- If you are interested in architectural and historical monuments you should see by all means the St. Sophia's Cathedral, the St. Volodymyr's Cathedral, the St. Andrew's Church, Kyiv Pechersk Lavra and the Golden Gate. All of them are worth seeing. These historical relics, especially the St. Sophia's Cathedral with its mosaics and frescoes, attract Kyivites and its guests. By the way, do you know the history of Kyiv?
- I know that it is very ancient city, that is was the cradle of the three Slavonic nations - Ukrainians, Russians and Byelorussians.
- Yes, the gold-domed Kyiv is more than fifteen centuries old. For many centuries it was the capital of Kyiv Rus.
- What museums would you advice to visit?
- Kyiv is full of museums. I think you ought to see the Ukrainian Fine Arts Museum, the Ukrainian Applied Arts Museum, the Museum

of Russian Art, the Museum of Western Art, the Taras Shevchenko Museum and others,

- Should I have a chance to go to the theatre? What theatre would you recommend?

- Oh, theatrical life of Kyiv is rich and many-sided. Do you best to go to the Taras Shevchenko Ukrainian National Opera and Ballet Theatre, Besides, you can go to the Ivan Franko Academic Ukrainian Drama Theatre, the Lesya Ukrainka Academic Drama Theatre, the Ukrainian Operetta Theatre.

- I am interested also in monumental art. I wonder what monuments are worth seeing in Kyiv.

- I think the monument to Prince Volodymyr on the bank of the Dnieper, the monument to Taras Shevchenko in front of the University, the monument to Bohdan Khmelnytsky in St. Sophia Square. .

- Thank you very much for your pieces of advice.

- It was a pleasure to do it.

III. Pick out all the phrases from the dialogues in exercise II which can be used to show the way and use them in the following:

- a) A tourist asks you the way to the Central Station (to the nearest hotel, to the airport, etc.);
- b) A stranger has lost his way and asks you how to get to the Central Square (to the main University building, to the post-office, etc.);
- c) Tell your fellow-student the way to the Town Library (to the nearest bookshop, to the drycleaner's, etc.)

IV. Make up a short dialogue with a bus driver. Use the following:

'Is this the right bus for...?;

No, you'd better take...;

Shall I have to go as far as...?;

Shall I have change?;

Does this bus pass the station?;

How much is the fare to...?;

V. Read the following and make up a short dialogue between Ann and Boris on its basis:

Once, early in the morning Ann was waiting for a bus to take her to her office, she met Boris at the bus stop. She was surprised to see Boris

and after greeting him, asked why he was up so early. Boris explained to her that he had to get up early because he planned to do some shopping before going to the Institute. Boris wondered if Ann was going his way so he asked what bus she was waiting for. Ann said that she could take either the 9 or the 30, but added that she had been waiting for some time already and if no buses came along soon, she would walk, as she was afraid she might be late.

Boris assured her that, as a rule, the bus service was rather good and added that he was sure the bus would come soon along in no time. And he was quite right.. In a few minutes the bus rolled up, but unfortunately it was overcrowded and neither of them managed to get on. As there was little hope that the next one would be less crowded Ann suggested that they should walk up to the Metro Station as it wasn't far, and besides many people got off there and there were usually plenty of vacant seats. Boris agreed and added that that was just what he usually did.

VI. Explain what the following definitions refer to:

1. Money you pay for a taxi; 2. crowded traffic at the beginning and the end of the working hours; 3. The place where two streets meet; 4. a person who walks along the street; 5. to make a person pay money as punishment; 6. to go about to see places of interest; 7. a ticket for one or more months.

VII. Say what prepositions or adverbs should be used in the following sentences:

1. How can I cross ... the other side? 2. You'd better go ... foot; go straight ... Gorky Street and take the second turning ... the left. 3. I'm looking ... a bakery ... this square. Yes, *it's* just ... the bottom of the square. 4. I'm afraid there's no bus or tram going ... that place. 5. I wonder if that tower is open ... the public. There must be a good view... the top. I have never been ... myself. 6. Let's go ... far ... the old church. 7. The swimming pool is a long way

VIII. Answer the following questions:

1. Do you often take a bus/trolley-bus taxi/the metro/tram? 2. How do you go to your plant/office/ institute? 3. Is there much traffic in your town? 4. How can you get from your home to the nearest railway

station? 5. How long does it take you to get there? 6. What are the things the pedestrians must remember to be safe and sound? 7. In what countries does one keep to the left when driving? 8. Which is the busiest street in your town/ /city? 9. What kind of vehicles do you see there? 10. What's the bus fare in your town?

Lesson 3

1. Skim through the following text in order to get its general idea

TEXT 2

Ukraine is a country of ancient history and of the richest culture so there are many places of historic and cultural value, our pride and wealth.

From this point of view Kiiv – the oldest city in Ukraine and the capital of our country is the most interesting. There are many places which are really worth sightseeing. Volodymyr Hill is one of them. It offers a view of the Dnieper and surroundings. St. Andrew's Church is one of the most beautiful historical and architectural monuments. It was created in 1747-1753 by B. Rasstrelly and J. Michurin.

St. Sophia Cathedral was founded by Prince Yaroslav the wise in 1037, the Cathedral is considered to be the top of the craftsmanship of Ukrainian people. The Kiiv Pechersky Lavra is another outstanding Ukrainian historical monument, which was built in 1051 after Christianity had been adopted.

Kiiv isn't the only city of cultural and historical importance. There are a lot of places of interest in many other cities of Ukraine.

Another city that draws attention is Lviv.

Lviv is a city of unusual beauty in the west Ukraine. It is the only city in Ukraine that still has some original Renaissance architecture. The finest examples of the style are the Dormition Church and the Chapel of Three saints.

To the south of Lviv there is the town of Chernovtsi. It is one of the oldest Ukrainian towns. It was founded in the 12th century on the left bank of the river Prut. In Chernovtsi you are sure to drop in at Y. Fedkovich literature museum and a museum of regional studies. The O. Kobylanska Theatre of Music and Drama is one of the best theatres of Ukraine.

If you are lucky to visit Chernigiv, there you'll find 5 out of 25 architectural landmarks of 11-12th centuries preserved on the territory of Ukraine. One of them is the Spaso-Preobrazhensky Cathedral.

Another place in Ukraine which is worth visiting is Nizhyn. It's an old and beautiful town. It has over 20 architectural monuments, the most famous being the Cathedral of St. Nicholas, the church of St. John Chrysostom and the lyceum building.

The Carpathian Mountains attract tourists with picturesque landscapes and fresh air both in winter and in summer.

The Crimea is mostly famous for its summer resorts, rest houses, camps and beautiful exotic nature.

Do you want to know Ukraine better? Start travelling and let yourself be surprised!

II. Consult a dictionary and practise the reading of the following names of places of interest in London

The National Gallery, Buckingham Palace, , Hyde Park, Regent's Park, Piccadilly Circus, Covent Garden, the British Museum, the Tower, Trafalgar Square, Kensington Gardens, St. James's Park, the Mall. The Strand, Fleet Street, St. Paul's Cathedral, the City, Nelson column, Westminster, Westminster Abbey, the Houses of Parliament, the Houses of Commons, the Houses of Lords, Big Ben, Regent Street, Bond Street.

Note. London's best-known streets are Piccadilly, Regent Street, Haymarket Street, Bond Street, the Strand, Fleet Street, Oxford Street, Coventry Street, the Mall, Whitehall, Downing Street, James's Street.

No. 10 Downing Street is the residence of the British Prime Minister. Piccadilly is famous for its clubs big hotels, and fashionable shops.

Regent Street, Bond Street, Oxford Street are famous for their luxurious shops.

Fleet Street is known as the centre of British journalism. It's in Fleet Street and the side streets running from it that most of the Newspaper Agencies and Publishing Houses are situated.

III. Read the following dialogue and make up some similar dialogues about the places of interest in Kyiv, Lviv, your native town, (abroad).

Replace the italicized parts

Here we are in the heart of *London*. *The Strand* will take us to *Fleet Street*, *St. Paul's Cathedral* and *to the City*. We are now coming to *Trafalgar Square*. Do you see the famous *Nelson column*? — Yes, they say it's 185 feet high. Let stop here. I'd like to have a better look at it.

And this is the *National Gallery*, where there is one of the finest collections of pictures in the world. And this *Westminster Abbey*.

I hear, *Westminster Abbey* is not only a church and the place where monarchs are crowned but also the resting place of famous statesmen, scientists, poets and musicians..

Yes, *Chaucer, Dickens, Kipling* and many other famous English writers are buried there. On the left you may see *the Houses of Parliament* with the famous *clock-tower Big Ben*. In the building there is *the House of Commons and the House of Lords*.

And where's *London's* shopping district?

It's along *Regent Street and Bond Street*, there you can see the most fashionable shop windows *in London*. But now, don't you think we should stop here to have something to eat. Sightseeing makes one hungry.

IV. You are accompanying a group of foreigners on a guided tour of your town

- a) What architectural monuments, historical buildings and parks would you show them?
- b) What art museums, exhibitions, theatres would you recommend to visit?
- c) Which old traditions and modern developments would you mention?

V. Continue the dialogues:

1

- Excuse me, am I right for the hotel "Tourist"?
- Oh, you've walked too far. ...

2

- Excuse me, would you kindly tell me how to get to the National Museum?
- I'm afraid, I can't. I ...

3

- How far is the nearest drycleaner's from here?
- It may be some twenty minute's walk. ...

4

- Are there many places of interest in your town? What do you think I ought to see first? ...

VI. Pick out from the following dialogue necessary words and phrases and have an interview with some of your fellow-students about their visits to Kyiv, or any other place

- Excuse me, are you the Ukrainian students who've been visiting England?
- Yes, that's right.
- I'm a reporter from the "Panorama". I wonder whether you'd like to tell me something about your visit. Were you invited by the National Union of Students?
- Yes.
- How long have you been here?
- Since last Monday.
- And what have you seen during your visit?
- Oh, we've been to so many places! I really don't know where to begin. First we visited Cambridge, then Oxford and Stratford-on-Avon, of course.
- Did you manage to get to the theatre while you were in Stratford-on-Avon?
- Oh, yes, we saw "Twelfth Night". And in London we went to the Old Vic. It was marvelous.
- It's a pity you've had such bad weather. It's been raining almost every day since you arrived.
- That didn't really matter. After all, we expected rain when we came to England and we were quite disappointed we had no fog.
- Well, what did you like best in England?
- The British Museum. I'm studying art, you see.
- Now, if it isn't too indiscreet a question, may I ask you what you disliked most?
- But really, we enjoyed everything!
- Nonsense. There must be something you didn't like. Apart from the weather, of course.
- There was just one thing, you know. Being woken every morning at seven with a horribly strong cup of tea with milk.
- I'm glad it wasn't anything else. Thank you, hope I haven't taken much of your time.

VII. Speak about the places of interest of your town or other town you have visited

Lesson 4

I. Go through the text carefully and

- a) act as a guide about London's places of interest;*
- b) prepare a dialogue with an Englishman about them*

TEXT 3

Most of London's places of interest are to be found in the West End.

One of the most interesting sights here is Trafalgar Square. It's a good starting point for any tour of London. Trafalgar Square was laid about a hundred years ago. The main feature, of course, is the tall Nelson Monument, 185 feet high, with the figure of the great seaman on the top, and guarded at the base by four bronze lions. Round the base are four bronze carvings reproducing scenes in the life of Nelson.

Adjacent to the square is the National Gallery, where there is one of the finest collections of pictures in the world, and joined to it is the National Picture Gallery containing pictures of almost every famous English man or woman – writers, statesmen, soldiers, inventors and artists. The statue by the side of it is not of a great Englishman, but of the first great American – George Washington. There is another interesting statue on Trafalgar Square. It's the statue of Charles I on horseback. This is by Hubert le Sueur, and is said to be the finest statue in Great Britain.

A little to the East along the Strand, is a spot called Charing Cross. The name of the place comes from the time of Edward I, who in 1291 built a stone at the village of Charin, a mile from Westminster, in memory of his deceased wife, Eleonor, who was buried there. You may see the reproduction of the old cross in the entrance to Charing Cross station.

From Trafalgar Square you can see the Admiralty Arch, which is an imposing sight, indeed.

The area around the Houses of Parliament and Westminster Abbey is called Westminster (or the Borough of Westminster).

The best part of the Houses of Parliament is the Westminster Hall. It should be noted that the roof of this Palace is of Irish oak – it is the only one of its kind in the world.

Westminster Abbey is very beautiful for its architecture and its stained glass. In Westminster Abbey the kings of England are crowned; and almost every king and queen of England from the time of Edward the Confessor has been buried here. Here you may see the tomb of the

Unknown Soldier (the Unknown Warrior) who represents in his native soil a million dead in the First World War.

On the southern side of the burial ground there is the Poets' Corner where many of the greatest English writers are buried, such as Chaucer, Dickens, Tennyson, Browning, Hardy, Kipling and others. Here, too, though these writers are not buried in Westminster Abbey, are memorials to Shakespeare and Milton, Goldsmith and Scott, Thackeray and Longfellow.

St. James's Park is one of the most beautiful places in London. It is one of the most attractive of London's Parks. The best sight in the park is the lake; it is famous for its collection of water-birds (water-fowl). The lake is a bird sanctuary, and most of the ducks are wild birds.

St. James's Palace, which is situated in St. James's Street, is the official residence of the Court.

Buckingham Palace is the most recent and in some ways the dullest royal residence. Behind the Palace are the grounds where the famous garden parties are held. When the Royal Standard is flying on the Palace, that means that the Queen is in the residence there. A favourite time to come and see Buckingham Palace is 10.30 a.m. when you can see the changing of the guards.

The Marble Arch was originally planned as a monument to Nelson and was to be the main entrance to Buckingham Palace, but by mistake it was made too small for the State carriage to pass through, and in 1851 it was placed in its present position and there it remains with its gates shut.

Hyde Park is one of the most famous places in London. It is the largest open space in the West End of London. In its western end it merges into Kensington Gardens.

Along the southern side of the Park runs Rotten Row where riders practise horsemanship. The statue there is in memory of the Duke of Wellington and the house opposite is Apsley House. It is the Wellington Museum. The personal relics, collections of pictures and decorations of the great Duke of Wellington, victor of Waterloo, are exhibited in Apsley House which was his London home.

On any fine afternoon or evening crowds may be seen gathered to listen to the Hyde Park speakers, who give their views on politics, religion, socialism and so on.

The famous sights of the City are St. Paul's and the Tower. Round St. Paul's is the original London, the oldest part, with a history of

almost two thousands years. Old St. Paul's was built during Norman times. It was burnt down in the Great Fire that destroyed London in 1666. The Cathedral that replaces it is the most striking building in the City today. It was designed by Sir Christopher Wren, England's greatest architect, who built so many of the other churches.

The Tower was built by William the Conqueror in 1066 on the ruins of old Roman fortifications.

The Tower was originally built up as a stronghold, protecting the town from sudden attacks of the enemy. For hundreds of years the Tower was used as a prison, and visitors today may see the exact spot where many great nobles, personal and political enemies of the King were executed. It was here that Thomas More, the great humanist, was falsely accused and condemned.

The most popular sight in the Tower is probably the strongly guarded room in which the Crown Jewels are displayed. Visitors are admitted into the room at fixed hours.

The British Museum is officially described as being the National Library and Museum of History, Archaeology, Art and Ethnography. It contains, thousands of priceless exhibits.

II. Supply the missing questions of the dialogue.

Prepare and act a similar dialogue with a fellow-student about your holidays in Kyiv, London (your town, etc.)

- . . .

- I don't think you'll be able to see a lot in one or two days. Today London is one of the largest cities in the world.

- . . .

- Nine million, I believe. I mean the population of Greater London, of course.

- . . .

- Well, the main parts of London are: the City, Westminster, the West End and the East End. If you are interested in churches and historical places you should go to Westminster Abbey, the Houses of Parliament, St. Paul's and the Tower.

- . . .

- The City is so important because it is the banking and commercial centre of the world.

- . . .

- Well, you certainly ought to see the British Museum. But if I were you I should leave that for some other day. You could spend a whole day there. It's much too big to be seen in an hour or so.

- . . .

- In the first place, Whitehall is the name of the street. In the second place, it is the political centre of the British Empire. All the chief government offices are in the Whitehall, you know.

- . . .

Yes, London is a city of great contrasts. Its western part is the richest part with its cosy mansions, beautiful avenues, shops, hotels and restaurants. The East End is the district inhabited by the workers and the poor. Quite an army of people live from hand to mouth in its slums and miserable houses lining dreary narrow streets. Industry is chiefly found in that part of the city, gray with soot and smoke.

***III. Collect information on English traditions and habits.
Make up a short dialogue with a fellow-student on English and
Ukrainian traditions, customs and habits***

***IV. Read the following sentences. Form similar questions and
answers to make a short tour about your town.***

Change the italicized parts

1. Excuse me, could you tell me the way to *Trafalgar Square*? – Certainly. Go down *Regent Street* into *Piccadilly Circus* and then down *the Haymarket*.
2. Excuse me, sir, but would you tell me where *Hyde Park* is? – I really have no idea. I'm also a stranger here. You'd better ask the policeman over there. He'll give you all the information you want.
3. Would you mind telling me how I can get from here to *the National Gallery*? – Oh, that's quite a long way from here. *Go as far as the next corner and take bus №5.*
4. Excuse me, could you tell me the way to *Buckingham Palace*? – It's about *15 minutes run by bus № 9 from here.* If you tell the conductor, he'll put you down there.
5. One moment, sir. Can I get to Hyde Park by the Underground? – Sure. Take the Underground from Mansion House.

6. Excuse me, am I right for *St. James's Park*? — No, madam. You are going the wrong way. In fact, in the opposite direction. You'll have to go back to the bottom of this road, take the first turning on your left and walk straight on as far as the third cross-road. You can't possibly miss it.

V. Give the Ukrainian equivalents for the following:

“No Left Turn” “Look Out When Crossing”

“Cross here” “Bus Stop Request”

“Parking” “No Admittance”

“No Parking” “One Way Only”

“Slow Down” “Private”

“No passage” “Taxi-stand”

“Used Ticket” “Keep Our Town Clean”

“No Stopping” “Horns Forbidden”

“Wet paint” “Keep Off the Grass”

“Station Full” (at the parking lot) “Two Line Traffic”

“Tickets and Trains” (in the London Tube) “Keep Left”

“Obey Park Regulations” “Filling Station”

“Look Out When Crossing” “Beware of Cars”

“Admittance Free” “For Litter”

Lesson 5

I. Read and dramatize the following dialogue:

- You are said to have returned from England. Is “it true?”
- Yes, I went there as a tourist.
- What a lucky dog you are. What have you seen there?
- A lot of things. London, the capital of England, is considered to be one of the most beautiful cities of the world, as you know. It's full of places of interest. I was unable to see all of them but I managed to see the Tower, Westminster Abbey, the Palace of Westminster with its Victoria Tower and Clock Tower which houses the famous clock Big Ben.
- Could you tell me a few words about them?
- Willingly. The Tower is the oldest architectural monument of London. It was founded by Julius Caesar. It was a fortress, a royal palace, a prison. Now it is a museum. Westminster Abbey is a royal church where English kings and queens are crowned.

Most of them are buried here. There is the so-called Poet's Corner here where many outstanding English statesmen, scientists, writers and poets are buried.

- In one of the films about England I saw the Ceremony of the Keys. Were you lucky to witness this ceremony?
- Oh, yes. Besides, I saw changing the guard nearby the Buckingham Palace. It was an unforgettable sight.
- Thank you very much for your information.
- Not at all.

II. Make up a short dialogue with a taxi-driver. Use the following:

Are you free?; Where to, madam?; Take me to ...; Make haste, I'm in a hurry; What's the fare?; Keep the change; The fare is reckoned by distance; The meter indicates the fare.

a) Ask the taxi-driver to take you to your hotel; b) ask him to get you to the airport as quickly as possible; c) ask him to find the address you need; d)ask him about the fare.

III. Ask your friend:

- 1) what means of transport he prefers;
- 2) where one should cross the street;
- 3) what he thinks about the underground in Kyiv;
- 4) if he has ever used the underground in London or other towns abroad;
- 5) if he is fond of sightseeing in new towns/ports.

IV. In what situations would you say the following:

1. I think your best way from here is 2. Are you going my way? 3. Excuse me, sir, how do I get to ... ? 4. You can't miss it. 5. There is no bus in sight. 6. You get off at the next stop but one. 7. Straight down this way and then cross the street.

V. Fill in the blanks with road or way:

1. It's the only short ... to the square. 2. Where does this ... lead? 3. I know the ..., it's a good fast one. 4. It's a long ... from here. 5. The car skidded on the wet 6. Which is the right ... to the station? 7. Follow this 8. Shall I see your part of the ... ? 9. Go right to the end of the

... and turn to the left. 10. You've mistaken the 11. The boy lost his ... coming down the mountain. 12. Is this the ... to the post-office?

VI. Finish the sentences:

1. Along the streets run 2. A pavement is a raised road for ... 3. Pedestrians cross streets at 4. The green light is a signal to 5. This bus doesn't run to 6. You cannot get to the stadium without 7. It is not far from here, it is ... walk. 8. Can you direct me to ... ? 9. Her brother is interested in 10. Money you pay for your journey is called 11. You can get there by trolley-bus, but if you are in a hurry you can go by 12. There are many places of interested in Kyiv, but I think you ought to see ... first of all.

VII. Translate the dialogue into English:

- Що ви знаєте про Київ?
- Дуже мало. Я лише знаю, що це одне з найкращих міст світу. Київ – столиця України. Протягом багатьох століть золотаверхий Київ був столицею Київської Русі.
- А скільки Києву років?
- Києву більш, ніж п'ятнадцять століть. Ви уже відвідали якінебудь пам'ятки архітектури та історичні пам'ятки?
- Так, я уже побував у Софіївському соборі та Києво-Печерській лаврі.
- Якщо ви цікавитесь архітектурними пам'ятками, то ви повинні подивитися Андріївську церкву, Володимирський собор і Золоті ворота.
- Що ще варто подивитися ?
- Я думаю, пам'ятники, особливо пам'ятник князю Володимиру, Богдану Хмельницькому, Т.Г. Шевченку.
- Пам'ятник Богдану Хмельницькому я уже бачив. А де знаходиться пам'ятник князю Володимиру?
- Недалеко від Софіївської площі, на березі річки Дніпро. Це чудовий монумент, він вартий того, щоб його подивитись. А чи любите ви театр? У Києві багато театрів, ви могли б відвідати їх.
- Я люблю оперу, але ж неможливо дістати квитки в оперний театр.

- Так, дістати квитки на оперу дуже важко. Сходіть в театр оперети.
- Я не люблю оперету. Я краще погуляю по місту.
- Бажаю вам гарно провести час у Києві.
- Щиро дякую.

Lesson 6

I. Read the text. Speak of any funny incident which ever happened to you during your visit to another town

JOE AND HIS TAXI

Sometimes people ask me: “What is the strangest thing that ever happened to you, as a taxi-driver?” It’s difficult to answer. But one of the funniest things that ever happened to me was in November 1962, the year of the Great Fog.

Foreigners always think Britain is covered in a blanket of fog every winter from October to March. It’s not a bit like that really. But in November and December 1962, we did have some rather bad fog in England.

The first night the fog came down very suddenly. I was driving someone from Piccadilly to Richmond. I took my usual short cut through Richmond Park. It’s a lovely place – quite wild, with clumps of big trees, ponds and herds of deer. At weekends people go there for picnics, and every evening men go there to run. To run? Yes – men practising for cross-country races. Harriers, they call them.

Well, we overtook a group of those harriers, running through the park.

“Not my favourite sport,” I said to my fare.

I left my fare at her house and set off again for London. Out of habit, I turned into Richmond Park again. I soon realised it was a mistake. The fog was really thick. The further I drove into the park, the thicker the fog became. I switched on my fog lamp. It didn’t help much.

Suddenly I saw something standing on the road in front of me. I braked and stopped. The figure moved away. It was a deer, with antlers!

Coughing slightly, I tied my scarf over my mouth and set off again. Then I saw another figure on the road – this time without antlers. It stood there in the light of my fog lamp – wearing shorts, a white vest and running shoes. It was one of the harriers! I stopped and wound down my window. The man, coughing, put his head in.

“Terribly sorry. Were lost!

“Jump in!” I said. “Haven’t I seen you here before?”

“There are 15 of us!” he said.

“Oh, well, you’d better not jump in then,” I said. Now I could see the others – ghostlike figures, jumping up and down to keep warm, rubbing their arms, coughing.

“Follow me,” I told them. “I’ll drive slowly – I know the way out of the park!”

So I drove at a “slow run” for about 20 minutes. At last the gate appeared.

II. Express anger, irritation, or indignation in response to the following statements and keep the conversation going. Make use of the following: ‘It’s awful!; How awful!; What a bore!; How boring!; How annoying!’

Model: — You’ll have to hurry to get there in time.

- How annoying! And there isn’t a bus along this road, is there?

- Unfortunately, there is not.

1. It’s getting dark, I’m afraid, we’ve lost our way. 2. The bus is overcrowded. We’ll have to wait for the next one. 3. This tram doesn’t take you to the park. You’ll have to change to the trolley-bus next stop. 4. There is no need to lose your temper. If we take a taxi we’ll be there in time. 5. Oh, it’s quite a long way from here. In fact, you’ve been walking quite in the opposite direction. 6. The swimming pool is a long way off. We’d better take a taxi.

MODULE 11. TRAVELLING

Lesson 1

I. Look at the table of some basic travel vocabulary. Highlight any of the words that you are not sure about and look them up in your dictionary

<i>transport type</i>	<i>different kinds of vehicle</i>	<i>parts of vehicle</i>	<i>people working with it</i>	<i>associated facilities</i>
road	sports car, estate car, bus, coach, tram, van, lorry	boot, engine, gears, steering-wheel, brakes, tyres	driver, mechanic, chauffeur, bus-conductor	petrol station, garage, service station
rail	passenger train, passenger train, freight train, local train, express	sleeping-car/sleeper, carriage, buffet, restaurant-car (dining-car), compartment berth	engine-driver, ticket collector, guard, porter	waiting-room, ticket office, signal-box platform
sea	yacht, rowing-boat, fishing-boat, liner, ferry, trawler	engine-room, deck, bridge, gangplank, companionway, cabin, state-room	captain, skipper, purser, docker, steward (ess), crew	port, buoy, quay, customs shed, lighthouse, docks, gangway
air	aeroplane, jet, liner, helicopter, supersonic aircraft	cockpit, nose, tail, wings, fuselage, joystick, pilot's cabin	pilot, ground staff, steward, air traffic controller	duty-free shop, departure lounge, hangar, runway, gangway

SOME WORDS CONNECTED WITH TRAVEL

Travel, trip, business trip, journey, tour, voyage, cruise, arrival, departure, agency, fare, schedule, on schedule, return ticket, one-way ticket, through ticket, reserved seat, luggage, left-luggage office/check-room, bag, suitcase, trunk, rack, seat, Information Bureau/Inquiry Office, Information board, booking-office, customs.

Words at sea: Traditionally sailors use different words at sea - a bedroom is a **cabin**, a bed is a **bunk**, the kitchen on a ship is a **galley**, right is **starboard** and left is **port** and the group of people who work on the ship is called the **crew**. These terms are also now used in the context of an aircraft. Sailors also refer to their vessels as 'she' rather than 'it'.

Seasickness ,to float, a huge floating city, wave, sea-gull, storm,

Words at air: airport, flight, flying hours, flying weather ,non-stop service, to take off, to land, airsickness, Fasten your belts.

II. Learn the following word-combinations and phrases:

(to) announce the departure of flight; to travel on business;

(to) date a ticket; to travel for pleasure;

a place of destination; (to) travel, abroad;

to buy a ticket in advance; passport control;

on the appointed day; health certificate;

(to) go via; certificate of vaccination;

to have the luggage weighted; declaration form;

AT THE CUSTOM

Which way to customs?

Where do they examine, the luggage?

Here's my passport, visa, health certificate, certificate of vaccination, declaration form.

Have you anything to declare? / Is there anything liable to duty?

I have nothing to declare./ There is nothing liable to duty.

Are these things liable to duty?

These things are duty free,

Are you carrying any currency?

I have only used things and gifts.

I have only articles for personal use and wear.

Shall I submit for inspection printed matter (manuscripts, films, PC diskettes, AV cassettes, graphics)?

How much do I have to pay?

Where must I sign?

I need a receipt.

This doesn't belong to me.

Have you finished?

III. Translate the following sentences into Ukrainian:

1. Last week he **flew** to New York. It was an early-morning **flight**. **The plane** was to take off at 6 a.m. and **land at 7 a.m. local time**. **He** was **stranded** at the **airport** overnight. The **plane was delayed** by fog. Air **passengers** often suffer such delays.

2. **Trains** always **run on time** here. You have to **change** trains at Crewe.

3. We are **sailing** on the QE2. It sets **sail** at noon. It will dock in New York at 6 p.m. and we shall **disembark** as soon as we can. **The ship was wrecked**. The passengers were **marooned** on a desert island.

4. **Our car does 10 km to the litre**. It goes quite **fast**. We can usually **overtake** other cars.

The car **swerved** into the middle of the **road** to avoid the **cyclist**. **He backed** the car into the **drive and parked** in front of the house.

IV. Complete the following sentences, selecting words and phrases from the list given below:

1. There will be a ... of fifteen minutes.
2. I would like a ... tour because it isn't expensive.
3. You will come back exhausted if you do a lot of... on your holiday.
4. All big cities of the world are terribly ... in the peak tourist period.
5. Few people can afford ... travel.
6. While still on board the plane all the passengers are given arrival cards to
7. On many ... trains to London there is a dining-car where you can buy lunch, dinner or coffee.
8. British Airways announce ... of their flight BA 987.
9. How many of these kinds of transport have you ...?
10. It' s better to plan your holiday trip
11. The sea has been quite calm since the beginning of
12. Do you prefer a lower or an upper ... on the ship (train)?
13. I'm sure we'll arrive ... and have a good landing tomorrow.

in advance; on time; overcrowded; long distance; fast; berth; delay; travelled by; coach; the voyage; the departure; sightseeing; fill in.

V. Insert suitable prepositions:

GETTING ABOUT IN LONDON

You will need a map ... London streets, such as the London A-Z, and a map ... the Underground. Also remember that most public transport stops ... midnight.

Going ... bus. London has many double-decker buses, which are quite cheap and quite fast. But you will need a map ... the bus routes. You can also go ... a tour... the city ... double-decker bus.

Going ... Underground. You can get... most places in London ... Underground very quickly, even ... Heathrow Airport. But the Underground trains are always very crowded ... the rush hour when everybody is travelling ... or... work.

Going ...foot. It is safe and easy to walk ... most ... the West End and you can get... most places ... interest... foot. You should also go ... a walk ... some ... the London parks, such as Hyde Park, Regent's Park, or St James's Park.

Travelling.

VI. Complete the following sentences with one of these verbs:

Laugh, change, miss, visit, book, fly, make plans, pack, travel.

1. Anna hates It makes her airsick.
2. These anecdotes about foreign tourists are so funny. I can't stop... .
3. Many people dream of ... around the world.
4. I hate ... by train or plane.
5. My neighbours are thinking of ... their son in South America in June
6. Young people are fond of They think it's very cheap and good fi
7. I don't mind ... in London if there is no through train to Coventry.
8. Most people like ... for their summer holidays.
9. At last they started ... their suitcases.

Remember that -ing may be preceded by a preposition: in, at, for, about, of, after, before, by, instead of.

VII. Confirm or deny the statements. Expand on them

1. Visitors can destroy what they visit by the act of visiting. 2. Travel agencies offer a wide range of services. 3. Travelling by train is preferable to travelling by sea or air. 4. Most tourists prefer-exotic places. 5. It costs the earth to go to the Caribbean. 6. The Lake District is a honey-pot tourist

place. 7. Travelling makes people's life eventful and exciting. 8. Travelling broadens people's horizons and world outlook.

Lesson 2

I. Answer the questions

1. How do different people spend their holidays?
2. Are you fond of traveling?
3. Why do people travel?
4. Why do people take a camera with them while traveling?
5. What do we see and learn while traveling?
6. What are the advantages and disadvantages of every kind of traveling?
7. . Have you ever been to a holiday camp? 1Did you enjoy your holiday? What did you like there most of all?
8. Have you ever experienced a culture shock? What made you feel surprised or puzzled?
9. Do you like to go on an excursion when you have a vacation? Why? / Why not?
10. Do you like hiking? How often do you go on a hike? They say hiking is for the youth. Is it true?
11. 5 Do you travel widely? What countries have you been to? What parts of your own country have you been to? What places do you find interesting / beautiful?
11. Do you travel light?
12. Do you think that travelling broadens the mind? Give your reasons.
13. What makes a sightseeing tour interesting?
14. What is a major tourist attraction in your city / town?
15. Have you ever travelled tourist class? Are these travelling conditions cheap or expensive?

II. Read the text in order to get its general idea

TRAVELLING

We often get tired of the same surroundings and daily routine. Hence some relaxation is essential to restore our mental and physical resources. That is why the best place of relaxation is the one where you have never been before. And it is by means of travelling that you get to that place.

Travelling is remarkable in all seasons: in summer when the trees are green and there are a lot of flowers everywhere, in autumn when the trees are multicoloured, in winter when everything is white with snow, in spring when the trees are in blossom.

Travelling is always exciting. We meet new people, new places, get a lot of impressions. We enjoy the picturesque scenery of these places, explore them and go sightseeing. We learn history, culture and traditions of different lands. We come to know more about music, art, literature and famous people. We become more educated. It's better to see once than to hear many times. One more thing makes travelling wonderful. You are always looking forward to your trip and then to home coming, returning to our native town, family and friends. And it's quite natural. We owe much to travelling. It makes us more friendly. A lot of places attract millions of tourists all over the world. Foreigners admire a lot of places in Ukraine too. Travelling develops our imagination.

Sometimes your journey may turn out to be a real disappointment. It may happen, in case the trip is not well organised or bad weather may spoil your plans, or the company who joined your trip may be rather dull and you feel bored during the time you travel, or the place from which you expected much appears to have nothing in particular.

Travelling has much in common with camping and going on hikes. It teaches us discipline, we learn to overcome all kinds of hardships and become strong-willed. And, of course, camping can't be a pleasure when the weather is rainy.

To travel in mind – that's remarkable! You don't have to suffer from standing in long lines to buy tickets. You don't feel uncomfortable in overcrowded transport. You may travel to the remotest places on the same day and imagine their marvellous nature and people. A guide-book will help you in different kinds of travelling.

III. Read and dramatize the dialogues:

Dialogue 1

- I wonder if there is a through train to Yalta.
- It's a pity, but there is no through train to Yalta. You will have to change trains in Simferopol.
- And when does the train to Simferopol leave?
- It leaves at 17.15.
- Thank you. But tell me if it is a passenger or a fast train.

- It's a fast one.
- Give me please one ticket to Yalta. How much does a reserved seat cost?
- It costs ...
- And from which platform does the train depart?
- It departs from platform 5.
- Thank you very much.
- Happy journey.

Dialogue 2

- Is this train to Kyiv?
- Yes, Sir.
- Is this carriage 7?
- Yes, Sir. Your ticket, please.
- Here it is. I wonder if there is a dining-car here.
- Certainly, Sir. Occupy your seat and make yourself comfortable.
- Thank you very much.

Dialogue 3

- I want to get to Yalta as quickly as possible. What can you suggest?
- A plane, of course. It's only two flying hours. There is a non-stop service. The plane starts in an hour.
- But is the weather flying today? The sky is so overcast.
- Don't worry. There is no fog, no storm, nothing to prevent the flight.
- I wonder what the fare is.
- Rather expensive, of course, but mind how much quicker you will reach your place of destination.
- That's true. But I am afraid of airsickness. I can't stand flying very well.
- With these modern liners you are sure to be all right.
- Then give me one ticket to Yalta, please. And when shall I arrive in Yalta?
- You are due to arrive at 4.25.
- Thank you very much.
- Happy journey.

Dialogue 4

- Look, we are taking off.
- Yes. Do you see the signs "No smoking" and "Fasten your belts" over the door to the pilot's cabin? Why haven't you fastened your safety -belt? It's dangerous.
- Is it?
- Yes, when the plane is taking off or landing it's necessary to fasten the safety -belt.
- OK.

Dialogue 5

- Hello, Nick. Haven't seen you for ages. Where have you been?
- I flew to Kharkiv. It was a business trip.
- Was the flight smooth? Were you nervous?
- Not a bit.
- I have never flown by plane.
- You don't say so. As for me I prefer travelling by plane. It's a saving of time.

Dialogue 6

- I say, Victor. I feel rather unwell. I feel like vomiting.
- Seasick?
- Yes, this rolling of the ship affects me somewhat.
- You'd better go down. I'll take you to your cabin.
- Thank you.
- They say, the best remedy for seasickness is to suck a lemon.
- But I have none.
- I haven't it either. Relax yourself and you'll feel better. The sea is rather rough today, isn't it?
- Yes, it is.
- Here we are in the cabin. Lie down a little. Soon you'll be better.
- Thank you very much.

IV. Make up short conversations in the following situation:

1. You are an experienced tourist. You r friends and you yourself want to go traveling to the Crimea. Discuss with your friends how to get there, motivate your choice.

2. For a long time you wanted to make a trip to the Carpathian mountains. Now you have a chance. But there is the problem: you get only a week's holiday. Together with your friends choose a way of traveling.

Use the following: It's better to travel...; I don't agree with you ; I think it will be...; By all means...; Certainly ...; No doubt...; Fine!; As you say.; I'm of the same opinion. That's a good idea. Settled. No objections. It will do.

V. Rearrange the following jumbled words and phrases to form sentences:

1. passport/officer/my/an/checked/immigration
2. bill/he/left/the/paying/hotel/without/the
3. grandmother/because/hates/is/my/flying/air-sick/she
4. their/finished/they/suitcases/packing
5. forget/a/letter/stamp/sending/don't/stick/to/envelope/before/the/on/a
6. shopping/we/having/money/changed/some/went
7. people/fond/travelling/most/are/of
8. his/story/is/so/I/funny/laughing/can't/stop
9. declare/to/anything/got/you/have?
10. from/arrived/you/have/where?

VI. Complete the following sentences using your own ideas:

1. Could you tell me where ...?
2. Most people don't enjoy eating when
3. An immigration officer is
4. Would you mind ...?
5. How much money ...?
6. I don't feel like
7. Please tell me which bus I have to ...?
8. Peter finds his compartment and takes his....
9. What platform does the train ...?
10. You shouldn't pack too many clothes
11. Although travellers complain about airline food, most of them eat
12. Coach tours are less expensive
13. You can't really enjoy sightseeing if you're "on the go" till
14. Who helps travellers to carry ...?
15. Has your plane ever run into

VII. Write an essay of approximately 300 words on your travelling experiences

Lesson 3

I. Ask questions on the text and retell it:

AT THE CUSTOM'S HOUSE

Nowadays travelling abroad is very popular. Some people prefer to travel by plane, especially businessmen, because it's the fastest means of transportation. Those who are not short of time usually travel by train or by ship. It takes more time but gives the opportunity to see the country you travel through, its picturesque landscapes and nature.

While traveling abroad a tourist must both observe certain rules and enjoy his rights. Let's begin with the Custom's house. Every country has its own customs regulations which stipulate what articles are liable to duty and what articles are duty-free. Sometimes the articles liable to duty may be allowed as duty-free if the traveller does not exceed a certain fixed quota. Customs restrictions also include a list of prohibited articles. This is a list of items that may not be brought into or taken out of a country.

If you need these things badly you must have an official paper from proper authorities giving permission to take items, which fall under special customs restrictions. This paper is known as an import or export licence. A traveller is asked to declare such items. It means he must name the item, state its value and often particulars. The declaration is made either orally or in writing a special form.

As a rule the customs officers check your passports and visas if they are required. When coming to some countries you may need a health certificate or a certificate of vaccination.

After paying a duty the traveller is given a receipt. As a rule personal belongings are duty-free. Sometimes a passenger's luggage is carefully gone through in order to prevent smuggling. The formalities at the custom's house usually take some time. Only after passing through the customs does one realize that his journey is drawing to an end or beginning.

Do not try to break the customs rules and regulations because you may have a lot of troubles.

Learn the following word-combinations:

Customs regulations - митні права;

be liable to duty - той, що підлягає митній оплаті;

duty-free - вільний від оплати;
exceed a fixed quota - перевищувати квоту;
a prohibited articles list - список заборонених речей;
a list of items - список речей;
proper authorities - власті;
fall under customs restrictions - підлягати митним обмеженням;
import (export) license - ліцензія на ввіз (вивіз);
declare the items - декларувати речі;
other particular - інші деталі;
personal belongings - особисті речі;
prevent smuggling - не допустити контрабанди.

II. Read and dramatize the following dialogues:

- Excuse me! Where is the customs control?
- Over there, to the left.
- Could you tell me whether used things and gifts are liable to duty?
- As far as I know, they are not.
- Oh, thanks a lot.

* * *

- Please, three tickets to Edinburgh.
- One way, sir?
- Two one-way and one return.
- Here you are, sir.

* * *

- Can I book a ticket to London here?
- Yes, you can, madame. Which flight?
- I think eight two one will do, it's a through plane, isn't it?
- Yes, but it's all booked up. I can offer you only flight eighty two five with a stop -over in Paris.

* * *

- Where is your passport? The passport control officer is coming.
- Here it is.
- What is the purpose of your visit?
- I travel on business.
- Could you produce your visa and declaration form?
- Here they are.

* * *

- Where is your luggage, sir?
- Here it is. A suitcase and a bag. Which do you want me to open?
- Open the suitcase, please. Have you anything to declare?
- I don't think so. I have only articles for personal use and wear. By the way, shall I submit for inspection those PC diskettes?
- No need, sir, thank you.

III. Translate into English:

- Де Ваш паспорт?
- Ось він. Я їду до Лондона,
- Як довго Ви збираєтеся там пробути?
- Моя віза на три місяці, але я їду тижнів на два.

* * *

- Чи мені показувати Вам усі речі?
- Ні, відкрийте, будь ласка, цю валізу.
- Тут лише мої особисті речі та одяг.
- У Вас є речі, які підлягають обкладанню митом?
- Не думаю. Я везу лише подарунки та речі, які були в ужитку.

* * *

- Чи цигарки підлягають обкладанню митом?
- Так, якщо Ви провозите їх більше як 200 штук.
- Скільки мені треба сплатити за провезення додаткових двохсот цигарок?
- На жаль, я не знаю. Запитайте в митного службовця,
- і він Вам відповість.

IV. Make up a short conversation in the following situation:

1. Your friend has just returned from a trip to a foreign country. Ask him/her about it.
2. You are thinking about going away on vacation abroad. Ask a travel agent where he/she thinks you should go.

V. Describe to your friends your own experience, if any, of traveling by plain, ship or train

VI. Exchange your opinions on what you consider to be: a pleasant holiday, an interesting vacation, a jolly festival, an exciting field-day; an instructive excursion, a scientific expedition

VII. Re-arrange the jumbled sentences to form a coherent text:

- A. I tried to avoid getting into conversation with him, but it was impossible.
- B. I hurried out of the compartment.
- C. "Nice girl", he was saying. "But you know, she talked so much that I could hardly get a word in edgeways".
- D. One of the men offered to put my case on the rack for me.
- E. Finally the train got to London.
- F. I found a seat in a crowded compartment.
- G. One day I was going to London by train.
- H. I politely told him I could do it myself.
Several hours went by.
- J. He talked and talked.
- K. I could still hear the man's voice.
- L. I hardly said anything.

VIII. Agree or disagree with the following statements.

Give your reasons

1. Exotic places attract people like a magnet.
2. Travelling round the world is a dream come true.
3. Interesting trips bring back memories.
4. When people visit a foreign country, they may find life in it a bit of a culture shock.
5. Travelling in company is preferable to traveling by yourself.
6. Everyone can afford traveling abroad.
7. Without traveling people's life lacks variety, and variety is the spice of life.
8. Environment-friendly tourism becomes popular nowadays.

Lesson 4

I. Read and memorize the following

Hotel, receptionist, register, porter, doorman, bell-boy, stewardess, maid, chambermaid, laundry, laundress, tip (extra pay), guest, arrival, (to) arrive, (to) depart, formalities, arrival card, form/blank, bill, fee, suite, accommodation, single room, two-bedded room, front room, back room, reservation, (to) reserve, (to) book, confirmation, (to) confirm, vestibule/lobby, Service-Bureau, house phone, to summon, touring season, to book.

II. Read, translate and learn the following word-combinations:

To get settled;	express service /urgent, service;
a place of permanent residence;	reception desk/counter
to show smb. to;	hotel clerks/attendants
(to) engage a room (U.K.),	vacant room
(to) check in (U.S)	to put up
(to) fill in the form(U.K.),	to make reservations
(to) fill in the blank (U. S.),	to charge for
(to) have a reservation	to get the bill ready
(to) vacate the room in due time;	to run the service
(to) take things to the left luggage	to depart /to check out,
(to) pay in advance or on departure	
to settle the bill/account	

III. Read and retell the text

AT THE HOTEL

When you arrive in a strange city or country, one of the first things you have to do is to get settled into a hotel. Experienced travellers book (reserve) rooms by telephone or telegrams.

When you approach the hotel the doorman opens the door and lets you in. You go to the desk-clerk who will ask you to register. He will hand you an arrival card which you are required to fill in. Usually the following information is required: name (in full); place of permanent residence; passport No.

After all formalities are over you are given the key to your room and the bell-boy will show you up to your room helping you with your luggage if it is necessary.

In the lobby of a hotel you can find some stalls: a newspaper stall, a stall where cigarettes, sweets, souvenirs are sold. You can find also a special corner or room to write letters. First class hotels supply their guests with hotel stationery free of charge (paper and envelopes are then with the hotel letter-head).

Most hotels have snack-bars and restaurants where guests can have meals. Food can be brought right to the room if it is required.

Hotels have also the Service Bureau. Practically all the hotels run a special laundry service for their guests. Guests can have their laundry

done and their clothes pressed. Besides you can have your shoes cleaned, you can be brought the mail, you can be given the information you need concerning trains, airplanes, places of interest, you can be suggested tickets for concerts or performances, etc.

Rooms are usually supplied with telephones, the house phone-and the city phone. The house phone is for calls in the hotel only. If you want to make a local call or a long distance call you should use the city phone.

Guests can summon a maid, a porter or a stewardess into his room. To do this they must push special buttons.

Guests are required to warn the clerk in advance when leaving so that he could have the bill ready for them in time. A hotel bill usually includes the following items: Room, Laundry, Long distance telephone call, Registration fee. It goes without saying that the number of days is taken into account.

IV. Answer the questions:

1. Why do travellers usually reserve rooms in advance? 2. Who registers guests at the hotel? 3. What information is required in the arrival card? 4. What services do hotels usually offer? 5. If the windows of the room face the street is it a front room or a back one? 6. What hotel rooms usually have telephones? 7. Can you make a long distance call from a hotel room? 8. What items does a hotel bill usually include? 9. Can guests settle the bill in advance? 10. Did you ever stay at a hotel? When and where was it? What kind of room did you stay at? How much did you pay for this room? Did you enjoy your staying at this hotel?

V. Complete the sentences in the left column with suitable information from the right column

a bill		a person who stays at a hotel
a guest		a place where people can put up
an arrival card	is	a special form for guests of a hotel
a hotel		a written statement for charges for something (for some services)

VI. Give the definitions of the following words:

1) a desk-clerk; 2) a doorman; 3) the Service Bureau; 4) a front room; 5) a bath room; 6) a lobby; 7) a bar; 8) a maid; 9) a bell boy; 10) a single room; 11) a double room.

VII. Fill in the prepositions where necessary:

1. If you are going to stay ... a hotel you should reserve a room ... advance. 2. You can reserve a room ... telephone or telegram. 3. The doorman will show you the way ... the desk-clerk. 4. Fill... this card giving all the information required. 5. What is your name ... full? 6. What is the place ... your permanent residence? 7. Because of this conference all the hotels are booked ... now. 8. I shall be waiting ... you ... the lobby ... 7, p.m. 9. I want a room ... a bath ... a week. 10. May I pay ... advance? 11. The bell - boy showed me ... my room. 12. Mr. White stays ... room 345. 13. Why are guests asked to leave the keys ... their rooms when going ... ?

VIII. Finish the sentences:

1. When travelling it is best to reserve rooms in advance. One can do it 2. If you stay at a hotel you are referred to as a 3. You can buy a newspaper in the 4. Will you please register? Fill in these 5. How much do you charge for a single room for ... ? 6. In the lobby of the hotel you can find ... , 7. To receive a room at a hotel you should 8. Most hotels have snack-bars and 9. While answering the question "What is your name?" one is expected to give his name in 10. On the night table in a hotel room you will find 11. In the hotels the following services are usually suggested: 12. There are two of us. We would like to receive 13. You needn't worry about your luggage, it will be

IX. Imagine you are a hotel clerk. Ask the arrivals:

а) зареєструватися; б) показати паспорт; в) заповнити картку прибуття; г) попередити про від'їзд; д) сплатити рахунок.

X. Ask the receptionist:

а) чи є вільні номери; б) яка плата за одномісний номер на один день; в) які послуги надає цей готель; г) як замовити міжміську розмову; д) як викликати коридорного в номер.

Lesson 5

I. Read, translate and remember the following rules and regulations of hotels:

When traveling people almost always stay at hotels. It is advisable, therefore, to remember the following:

1. The first thing to do is to book a room in advance either by letter, telephone or fax. Otherwise you may arrive at the hotel and be told that there are no rooms.

2. On arrival at the hotel go to the reception desk in the lobby and confirm your reservation. The clerk will then give you a registration form to fill in and sign (the form is filled in block letters). In smaller hotels you simply sign the visitor's book and give your permanent address.

3. In large hotels you may ask for any service by telephone. You tell the operator if you wish to be called at a certain time. You call room service when you want a meal or drinks sent up to your room, and you can have a lot of maid service if you need something (a suit or dress) cleaned or pressed.

4. Let the hotel management know well in advance the day and time of your departure.

II. Read and dramatize the following dialogues:

Dialogue 1

(Two fellow-travellers are speaking)

- Where do you intend to put up, Mr. White?

- No idea, and you, Mr. Brown?

- The last time I was here I stayed at the "Europe". Let's Try our luck there. It's a pity but I had no time to reserve a room beforehand.

- Do you think we'll get anything there?

- I hope, we shall. The touring season is over now.

- Well, here is a taxi. Come on.

Dialogue 2

(At the hotel)

Clerk: What can I do for you?

Mr. A: We should like two single rooms or one two-bedded room.

(To Mr. B) Do you mind being together?

Mr. B: Not in the least.

Clerk: I am sorry, gentlemen, but we are all booked up. We are expecting a delegation.

Mr. B: No chance at all?

Clerk: Sorry. We have nothing at the moment. Couldn't you possibly direct us somewhere? One moment, gentlemen. I'll ring up the "Ukraine". Perhaps they can put you up there.

Mr. B: Be so kind. We shall be very obliged to you.

(The desk - clerk talks over the phone)

Clerk: Yes, gentlemen. They have rooms. Do you know where this hotel is?

Mr. A: Sorry, but I don't.

Mr. B: I don't know either.

Clerk: It's in N street. You can take a taxi.

Mr. A: Thank you very much.

Clerk: Not at all.

Dialogue 3

- What can I do for you, gentlemen?
- We would like two single rooms or one two-bedded room.
- Have you made reservations?
- It's a pity, but we haven't.
- Just a minute, gentleman. Well, I can suggest you a two-bedded room, room 215, second floor, front.
- Front? We'd prefer a room at the back. Back rooms are much quieter.
- Don't worry, gentlemen. You will find this room pretty quiet.
- Really? OK. How much do you charge for the room?
- ... a day. Does it suit you?
- We have no choice:
- f see. How long are you going to stay at our hotel?
- For a week or so. .
- Well, be so kind, let us know before you leave as we must get the bill ready in time.
- Of course.
- Well. Now fill in the forms, please. It is an arrival card. You should state your surname, Christian name, permanent address, place and date of birth. And do not forget to put your signature.

- Here you are. Is everything correct?
- Yes, it is. Here is your key. The bell- boy will show you your room.
- Thank you very much.

Dialogue 4

- Good evening, Sir. I am Mr. A.
- Good evening.
- Have you any mail for me?
- Let me have a look. Yes, there is a telegram for you. Here it is.
- Thank you very much. I booked tickets for the plane to Odesa. Can I have them?
- Yes, here you are,
- Thank you. I don't need the room any longer. I am leaving. I'd like to have my bill ready.
- OK, Sir. It will be ready in some minutes. Any orders, requests?
- Yes, Sir. My luggage must be brought downstairs. And call a taxi, please.
- OK, Sir. Here is your account: Room (five days) -..., Laundry -..., Long distance telephone cal- ..., Registration fee -..., other items (booking tickets, calling a taxi) -... So it comes up to
- OK. Where is the cashier's desk? I want to settle the account.
- It's over there, on your left. Did you like your staying here?
- In general it was a great pleasure, but the room was a bit noisy.
- Was it? What room did you stay at?
- Room 215.
- Oh, yes, it's a front room. All front rooms are a bit noisy. Here is the taxi you called.
- Thank you very much for everything.
- You are welcome. I wish you happy journey.

III. Перекладіть англійською мовою

- Добрий день! Я замовляв номер. Чи можу я його одержати?
- Ваше прізвище, будь ласка.
- Моє прізвище Коваль.
- Хвилиночку. Так, ми забронювали для вас одномісний номер. Це номер 423. Ваш паспорт, будь ласка. Я повинна зареєструвати вас.

- Ось прошу. Що я повинен зробити?
- Заповніть ось цю карту прибуття і заплатіть за одну наперед.
- Платити вам?
- Ні. Після реєстрації підійдете до каси, яка ось там, ліворуч.
- Роспишіться ось тут і можете йти до каси.
- Щиро дякую.

* * *

- Добрий день! Моє прізвище Коваль, Я житиму в номері 423.
Можу я оплатити за цей номер? Яка плата за одну ніч?
- Ми беремо по ... за ніч.
- По ... ? Так дорого?
- Так, пане. Адже це номер "люкс", з ванною, телефоном.
- Зрозуміло.
- Будете платити за одну ніч чи за всі? Між іншим, як довго ви житимете у нас?
- Я пробуду тут три дні. Можу я заплатити за усі три дні?
- Звичайно. З вас
- Ось прошу. А які послуги надає ваш готель?
- Вам можуть випрати чи попросувати одяг, почистити взуття.
Але за усі послуги треба платити окремо.
- Ясна річ. Можу я зайняти свій номер?
- Звичайно. Підійдіть до адміністратора, покажіть свою квитанцію і вона вам дасть ключ від вашого номера.
- Щиро дякую.
- Не забудьте попередити нас про від'їзд. Ми повинні підготувати рахунок. Бажаю вам гарно провести у нас час.

* * *

- Я проживав у номері 423. Ви просили попередити вас про від'їзд, Завтра я відїжджаю. Не могли б ви дати мені рахунок?
- З охотою. Давайте подивимось, скільки вам платити.
- За проживання я заплатив заздалегідь.
- Я бачу, не хвилюйтесь. Ми не заставимо вас платити двічі.
Проживання оплачено, але ви замовляли міжміську розмову, вам чистили і прасували одяг, вам доставляли сніданок у номер. Отже, ви повинні заплатити
- Ось прошу.

- Дякую. Ось квитанція. Вам сподобалося у нас?
- Так, дуже. Готель дорогий, але комфортабельний.
- Рада чути це. Бажаю вам всього найкращого.
- Дякую.

* * *

- Добрий день, пане Коваль. Радий вас бачити. Ви уже повернулися з Києва?
- Так, я приїхав два дні тому.
- Як там столиця? В якому готелі ви зупинялися?
- В готелі "Україна".
- Вам сподобався цей готель?
- Так, готель сучасний, з усіма вигодами.
- Він дуже дорогий?
- Досить таки, але кімнати затишні, з телефоном, телевізором, ванною кімнатою.
- І скільки вони беруть за такий номер? Такий номер коштує Зрозуміло.
- А чого ти питаєш про готель? Справа в тому, що я їду до Києва на наступному тижні. Я думаю, я зупинюся у цьому самому готелі.
- Ти не пошкодуєш.

IV. Complete the following dialogues:

- B: Do you have a double room for three nights?
- C: ...
- B: How much is it?
- C: ...
- B: Can I see it, please?
- C: ...

* * *

- C: What can I do for you, sir?
- B: ...
- C: You can have room 45 on the third floor.
- B: ...
- C: Yes, of course. Come this way, please.

V. Act as an interpreter:

C: What can I do for you, sir?

J: Моє прізвище Джонсон. Для мене заброньовано номер.

C: Just a moment, I'll have a look. Yes, sir, you want a single room for three nights, don't you?

J: Так.

C: We reserved room 65 on the seventh floor.

J: Чи можу я подивитись її?

C: Yes, certainly. The porter will take you there. You'd better fill in this form first.

J: Так, звичайно.

VI. Answer the following questions:

1. Have you ever stayed at a hotel? 2. What kind of room were you in? 3. What facilities do you generally find in a hotel? 4: What do you do first of all when you arrive at a hotel? 5. Which is the best hotel in your town? 6. What does the chambermaid do in a hotel? 7. What kind of service may you ask for by telephone in large hotels?

VII. Fill brackets: in the blanks with the necessary words in brackets:

1. I have got ... (a reservation, a manager, a hotel). 2. Let the hotel ... know well in advance the day and time of your departure, (room, key, manager). 3. The clerk says he can give me ... on the third floor, (a confirmation, a porter, a room). 4. I ask the hotel... to carry my luggage to the room, (form, register, porter). 5. When travelling people almost always stay at the (laundry, luggage, hotel).

VIII. Translate into English:

1. Це готель, де ми зупинимось? 2. Я піду подбаю про номери. 3. Мені потрібні два одномісні номери. 4. Ми майже не маємо вільних номерів. 5. Ми пробудемо тут близько тижня. 6. Ви можете отримати один номер на дві особи. 7. Усе правильно? 8. Хлопчик проведе Вас до Вашої кімнати і занесе Ваш багаж.

IX. Speak on the following topic. Use the phrases given below

“What makes a good journey”

(entertainment; picturesque scenery; a clean and safe resort; beautiful beaches; high-quality shopping; sporting facilities; a comfortable hotel, tasty excellent meals; an unforgettable trip)

Lesson 6

I. Read the text that follows, divide it into logical parts and suggest a subtitle for each of them

TEXT. THE BEST WAY TO TRAVEL

There is no simple answer to the question, "Which is the best way to travel?" It depends on several factors: the distance, the time available, what you can afford and so on.

Air travel has obvious advantages in the case of long distance journeys. No other means of transport is as fast. If you are planning to go to China there is really no reasonable alternative. It can be expensive, of course, though if you have time to shop around you will find some very good bargains. Some disadvantages of air travel are the difficulty of getting to the airport, long waits to check in, and an even longer wait if your flight is delayed because of bad weather, the embarrassment of going through customs, of watching an officer turning over your personal belongings, the narrow and uncomfortable seats on board most aeroplanes, and the sudden fear that can overtake you the moment you board the plane, rising to panic when it takes off.

Sea voyages were much the most common form of long distance travel in pre-aviation days but the importance of speed in all areas of modern life has reduced their popularity. However, for some people, the slow pace of large ships makes them particularly attractive and popular for certain kinds of holidays, such as cruises. They are also convenient for short sea crossings where you want to take your car with you. Car ferries still operate between Britain and the continent in spite of the Channel Tunnel. Many British people take holidays in Spain and choose to take their car on the ferry for some part of the journey in order to save them a lot of driving. Ferries can offer a cheaper and more convenient way of travelling to an island than flying, with the added attractions of shops, restaurants and banks on board in addition to cabins for overnight journeys.

Trains are ideal for shorter overland journeys. Unlike airports, stations are generally located in city centres, making it easier for people to get to them. This is especially useful for sightseers and also makes rail transport the most convenient way for many people to get to work. In many countries trains are a very economic way of travelling, but in Britain they are expensive and subject to frequent delays because of the age of the network and signalling system and lack of government investment. On

long-distance trains there is generally a dining-car where you can order meals, and a buffet or refreshment trolley for drinks and snacks. You may often be able to travel directly to your destination but if there are no direct trains you will have to change, which may make your journey rather complicated. You will need to study the timetable carefully so that you do not miss the departure time. When you go on a day trip and are booking your ticket at the booking office, it can be cheaper to buy a return ticket than a single one. If you are travelling overnight you can book a couchette or a berth in a sleeper.

For local travel there are buses (or, in some places, trams, which are returning to our streets after decades). Buses with two floors are called "double-deckers" in Britain. If you have no car this is your only way of travelling around town within your local area, which may be poorly served by rail transport. They are usually cheap and frequent and you can buy a season ticket. Coaches are long-distance buses which are faster and more comfortable. Travelling by coach may be almost as fast as rail transport, since they use the motorway, and a lot cheaper.

The most popular form of transport for daily use is the private car. We are now beginning to pay the price for its over-use in rising numbers of asthma cases, appalling levels of pollution and near-impossible levels of congestion on all roads and in all cities. However, we still continue to use it for the shortest trip to the local supermarket as well as for long trans-European journeys. Because of poor public transport in many smaller towns we often find the car the most convenient way of travelling in spite of the difficulty and expense of parking when we arrive at our destination. For longer journeys the car is slow, uncomfortable and tiring but it permits you to carry more luggage and to travel when you wish.

Many people are campaigning for a return to the bicycle. It is certainly better for your health (though you may feel you need to wear a mask in cities), it saves you money and it enables you to sweep past traffic jams during the rush hour. Parking is not a problem and often there are special rails for you to lock your bike to at the entrance of workplaces, universities, schools and shops. With a basket on the front, you are also equipped for shopping, and a cycling cape keeps you dry in wet weather. You do not pollute the atmosphere, damage people's health or the ozone layer, though you are vulnerable to incompetent or aggressive drivers, especially if you are not wearing a safety helmet. Cycling is an ideal way, too, of enjoying the countryside.

II. Name the disadvantages and advantages of each form of transport

III. With the help of information contained in the text, express disagreement with the following statements:

1. Flying is not the quickest form of travel.
2. Getting to the airport is not a problem.
3. Ships are not slower than aeroplanes.
4. Ferries are not very comfortable.
5. In Britain the trains are not fast or comfortable.
6. Buses are the only way of travelling around town or within your local area.
7. The coach is not a cheaper alternative to the train.
8. The bicycle pollutes the atmosphere.
9. Cycling is not a popular pastime.

IV. Find in the text the places where the following expressions are used and translate into Ukrainian the meaning of the whole sentence in each case:

travelling around town; means of transport; season ticket; a sea crossing; to go through customs; long-distance trains; travelling overnight; to carry more luggage; a reasonable alternative; a cycling cape; to save money; traffic jams; to board the plane; the lack of government investment; to miss the flight; to be poorly served.

V. Give an oral summary of the text

**MODULE 12. VACATIONS. PLANNING HOLIDAYS.
ENTERTAINMENT**

Lesson 1

Word-combinations and Phrases

to have summer (winter) vacation;	to go into the woods;
to be away on holiday;	to gather mushrooms (berries);
to go to some place for a holiday;	to have a good rest;
to have a (two) months' holiday;	to look sunburnt;
to get an accommodation ticket to..;	to look refreshed and healthy;
to take part in an excursion;	to look fine;

to go on an excursion;
to get sunburnt ;

to lie in the sun;
to take sun baths;
to make merry;
to enjoy life;
to join in the fun;
to spend a jolly day (time);

to be on leave;
to go on a conducted
tour;
to tour a country;
to go caravanning;
to go youth- hostelling;
to go camping;
to climb the mountains;
to sit in the shade

Additional words: at the seaside, on the seashore, shore of the lake, a river bank, over bank, in the country/in the countryside, above sea level, holiday-maker, holiday-making, on the beach, tent, bathing suit, camping, camping site, bungalow, surf riding.

Here are a number of different places where you can spend a holiday:

camp site: a place where you can pitch a tent or park a caravan;

self-catering flat: flat which you rent, you cook for yourself;

guesthouse: accommodation like a hotel but cheaper and with fewer services;

youth hostel: cheap accommodation, mainly for young people, with, perhaps- ten or more people sleeping in bunk beds in one room;

holiday camp: a place providing holiday accommodation in little chalets or flats, with restaurants, bars, swimming pools and lots of other facilities and entertainment

time-share apartment: accommodation which one owns, say, a 26th part of and so has the right to stay there for 2 weeks every year;

holiday-centre - a place for rest , a variety of holiday hotels;

holiday home/ rest-house - a holiday hotel, where one can live and have meals during the vacation;

sanatorium - a residential establishment for patients undergoing treatment;

fashionable sea-side resort

mountain camp

Here are a number of different things which people like to do on holiday:

To sunbathe, to swim *or to go swimming*, to do some *or to go touring*, to ski *or to go skiing*, to go for a drive, to hike *or to go hiking*,

to tour or to go touring, to go sightseeing, to go on excursion, to go on a journey, to go boating, to go on a boating trip, to make a sandcastle,

Note: You usually ask “Have you ever been skiing/hang-gliding?” rather than “Have you ever gone...?” “He’s been wind-surfing” means that at some point in his life he has done this.

Here is some useful language for when you are staying in a hotel

I’d like to book a single/double room with a cot.

I’d like a room with a shower, a colour TV, and a view of the sea.

What time do you serve breakfast?

Am I too late for dinner/to get something to eat? Is service included?

Could I have a call at 7.30, please?

Could we have dinner in our room, please?

The teasmade [tea-making machine] in my room isn’t working.

I’d like to make a call to New Zealand, please.

What time do you like rooms to be vacated by?

Sorry to bother you, but...

I’m afraid there’s something wrong with the..., could you have a look at it?

Exercises

I. Which of the holiday places have you or any of your friends stayed at? What are the advantages and disadvantages of each? Try and note down at least one advantage and one disadvantage for each even if you have no direct personal experience of them

II. What would you say in a hotel when...

1. you want to reserve a room for a couple with a small baby?
2. you have to wake up early for an important meeting?
3. your TV screen suddenly goes blank?
4. it’s midnight, you’ve just arrived and you’re very hungry?
5. you’d rather not go to the dining-room for breakfast?
6. you are not sure whether to leave a tip or not?

III. Answer the following questions:

1. When do you have your summer (winter) vacation?
2. When does your vacation begin?
3. How long does your vacation last?
4. Where do

you usually go for your vacation? 5. Have you any relatives in the country? 6. What village do they live in? 7. Is there a railroad near that village? 8. How do you spend your time when you are in the country? 9. What water sports do you go in for? 10. What out-of-door games do you play? 11. Have you ever been to the Caucasus? 12. What places did you visit there? 13. Do you like climbing mountains? 14. Are you a mountaineer? 15. Do you like to get sunburnt? 16. Do you like fashionable sea-side resorts? 17. What rest-house did you stay at? 18. What is your favourite summer (winter) sport? 19. Do you like fast motoring? 20. What excursions did you take part in? 21. Have you ever been abroad? 22. What foreign countries do you want to visit? 23. Where did you spend your last summer vacation? 24. Was the weather fine there? 25. Did it often rain there? 26. Do you usually stay in-doors in fine weather? 27. Do you like to sit in the sun? 28. Are you not afraid of getting sunburnt? 29. Do you like to sit in the shade on a hot summer day? 30. Why does everybody prefer to go to the country-side in hot weather? 31. What climate do you prefer? 32. Can you drive a motor car?

IV. Translate into English:

1. Щороку літом в мене канікули. 2. Наші канікули тривають два місяці. 3. Один місяць канікул я проводжу вдома разом зі своїми батьками. 4. На один місяць канікул я їзду на південь, де я можу добре відпочити, полежати на сонці, загоріти і повернутись до дому бадьорим та здоровим. 5. Коли дуже гаряче, я сиджу в тіні та читаю. 6. Минулого року я приймав участь в екскурсії в гори. 7. Я люблю підніматися в гори, там багато свіжого повітря і сонця. 8. Літом добре відпочити від галасливого міста з його асфальтованими вулицями у селі. 9. Після літнього відпочинку всі повертаються додому веселими та бадьорими.

V. Read the following sentences inserting prepositions or adverbs wherever necessary. Comment on the topics

1. Many people spend a great deal of time watching television. Some watch it from time ... time picking their programme ... chance. Some people, however, find what they really want to watch by studying the programmes. 2. One reason for the continuing popularity of the radio is the invention of the transistor set which became popular ... no

time; especially ... teenagers. 3. As the weather is so changeable in Britain the British cannot do ... weather forecasts. Weather plays a big part ... the lives of the British people. It has even been said that it is partly responsible ... the character of the people. The British have had to get used ... frequent changes of weather and this has something to do ... their character.

VI. Read and dramatize the following dialogues.

Enact similar dialogues

* * *

- Where are you going for your vacation?
- To a sanatorium. The doctors said I needed some treatment. What are your plans?
- I'm going to a rest-house on the Black Sea coast. There's nothing like swimming and boating for me.
- I quite agree with you. Last year I spent my holiday at a health-resort in the Caucasus. It was provided with a sports ground, a boating station, a library, a billiard room and a dance floor. Various excursions, hikes, concerts and lectures were arranged for the holiday-makers. How much have you paid for accomodation?
- Half the price of it. My trade union paid the rest of it.

holiday-maker – відпочиваючий

* * *

- What kind of holiday-making do you prefer?
- I prefer a quiet country place with a river and a forest to any other place.
- Isn't it dull and lonely?
- No, not for me, at least. I like fishing, though I'm a poor fisher, I'm fond of wandering in the forest picking up mushrooms and berries.
- It's quite different with me. I like to meet different people and make friends with them when on leave.
- Well, tastes differ.

holiday-making – проведення відпустки

when on leave – коли я у відпустці

VII. Where would you spend your ideal holiday? What kind of accommodation would you stay in? How would you spend your time?

Write a paragraph

Lesson 2

I. Read the following text using a dictionary if necessary

ON HOLIDAYS

Everyone needs at least one holiday a year, so when you begin spending sleepless nights thinking about the sun and the sea, when you think longingly of the green countryside and forget the mosquitoes and the boredom, there's no doubt about it – you're ready for a holiday.

Even a week - end is better than nothing. You need to get away from all your usual routines and get some fresh air and a change of perspective.

You should also take occasional holidays family. Husbands and children can do very well you for a limited time and, if they cannot, they must learn to. It will be good for them to realize how much you do for them during the rest of the year. It is necessary for children to realize at a very young age that they can do without their parents. It teaches them independence.

Go somewhere quiet, where the climate is pleasant and invigorating. For the first couple of days, rest and sleep as much as you can. If you are in the mountains, give yourself a day or two to get used to the altitude; by the sea, have a daily swim.

Do things the way they are done in the country you are staying and eat the local food. Get to know the natives and their customs. Do a little sightseeing, even if you do not like it. Always have a dictionary of the local language, and pick up a few words. It is a good idea to the place as well as you can.

If you prefer complete solitude, take some books and catch up on your reading.

Be sure to take the necessary clothes and equipment, but don't burden yourself with a mountain of luggage full of things you will never use. Dress simply and in accord with the climate. Bring whatever sporting equipment you plan to use.

The sun is good for some people, and very bad for others. Don't overdo it; your skin will turn to leather and age much faster if you get it too brown. Protective oils and creams are a very necessary part of your holiday equipment.

You should try and store up energy and vitality to see you through the winter months. Be willing to put up with small inconveniences, and don't allow yourself to be annoyed, things will not be done in the way you do them; so much the better. Take note of the good, and pass over the bad in silence.

Try and learn something useful from your holiday. Bring back an unusual peasant recipe or a local pottery jug. Don't burden yourself with a camera unless you are a genuine enthusiast; you will be always looking through it instead of directly at what is around you. And don't indulge in that useless habit of sending holiday postcards – if you forget all about home, you will come back with far more interesting tales to tell.

II. Find statements in the text you agree with

III. Find statements in the text you disagree with

IV. Give your reasons for and against

V. Discuss the text with a friend. Work in pair

VI. Speak of your own experience in planning a holiday and spending one

VII. Discuss advantages of planning holidays in advance

VIII. Read and dramatize the following dialogues:

* * *

- They say, a caravan holiday is very popular in Great Britain, isn't it?
- It is, indeed.
- What's the idea behind it?
- Well, If you have a car you can hire a caravan for a few pounds a week. There's a caravan association that will give you information about places where you can stay.
- Travelling by car is rather popular in our country too. There're special camps for car-travellers where you can stay for a night or two and get all necessary things. You meet a lot of people there.
- And what do you think of a walking holiday?

- To my mind, this way of spending a holiday is good only when you are young and healthy and want to see much and don't care much for conveniences. Do you agree with me?
- Absolutely. Personally I don't like it.

What's the idea behind it? – Що за цим криється?

* * *

- Where did you spend your holiday last year?
- Let me see... Yes, I spent part of my holiday in the south, to be more exact, in Sochi. After that I visited my parents who live in the Ukraine.
- Did you have a good time?
- Yes, I did. I returned to Moscow rested and refreshed. Where were you last year?
- Last year I took a holiday in winter. My wife and I went to the mountains.
- What did you do there?
- There was an excellent skating-rink and a well-equipped ski-station. We went skiing.
- How long did you stay there?
- For about two weeks. We had a very good time. My wife dreams of going to the place again.

IX. Translate, reproduce and learn by heart:

1

- Які в тебе плани на відпустку?
- I haven't yet made up my mind. What about you?
- Я збираюся в гори. Хочу покататися на лижах.
- Are you going alone?
- Так. Дружина не може залишити доньку, яка вчиться в школі.
- May I join you?
- Я буду дуже радий. Буде весело!

2

- Have you ever been to the Crimea?
- Ніколи там не був. А ти?
- I have been there many times.

- Варто туди їхати відпочивати?
- You see the place is beautiful and the climate is mild. But...
- Що ти маєш на увазі?
- There are crowds of people in summer.

3

- Чи є лижна станція в цьому районі?
- Sure. There is a very well - equipped ski station.
- А де я зможу зупинитися?
- There is a very nice hotel with modern accommodation.
- Гадаєш, там можна зняти номер?
- No doubt.

4

- Чому б нам не поїхати *за* місто на суботу
- Good idea. Let's go in my car. Shall we?
- Чудово. Моя машина перебуває в
- Where shall we go?
- Я знаю чудове місце неподалік од міста. Там можна буде порибалити.
- What time shall we start?
- Чим раніше, тим краще. Давай поїдемо о п'ятій ранку.
- Agreed.

X. Translate the dialogue into English

- Ти виглядаєш стомленою. Що сталося?
- Мені потрібно дод्रे відпочити. Я хочу поїхати з міста на тиждень чи два.
- Ти вже вирішала куди поїдиш?
- Ще ні. Я мрію про таке місце де я зможу дихати свіжим повітрям і займатися фізичними вправами. Ти можеш щонебудь мені запропонувати.
- Як що до Світіязя? Місце чудове і це недалеко від нашого міста.
- Там багато людей?
- У цю пору року там недуже багато людей. Недалеко є ліс. Ти зможеш ходити на прогулянки.

Lesson 3

I. Read and translate the dialogues using a dictionary if necessary

I. WINTER VACATION

GEORGE: Hello, Boris! You look fine. Where have you been?

BORIS: Hello, George! That's the effect of a fortnight's sun and fresh air in the country.

GEORGE: What have you been doing there all this time?

BORIS: I spent my winter vacation in the mountains. Don't you remember I suggested to you to come with me?

GEORGE: Yes, I do, but, where have you been?

BORIS: I've been up in a mountain camp more than 2,000 feet above sea level.

GEORGE: You had to go up part of your way by sleigh, I suppose, hadn't you?

BORIS: Oh, no, we travelled most of the way by car and the last part on skis. Have you ever been up in the mountains in winter?

GEORGE: No, the only winter sport I went in for were snowballs, sliding and snow-manbuilding when I was a youngster.

BORIS: What! You don't even skate?

GEORGE: Only a bit when the weather permits. The doctor has forbidden me to indulge in sport because of my heart and lungs.

BORIS: That's nonsense, man, I'll make a sportsman of you yet. You simply need some training. Let's go skiing on our next day off. It's a great fun.

GEORGE: Isn't it rather dangerous to begin at my age? One hears of broken legs, sprained ankles and other mishaps!

BORIS: Oh, you may have accidents in ski-jumping, I admit, But some people like a spice of danger, and it's not so dangerous after all, if one uses ordinary caution and common sense. You really ought to try it. First you must get preliminary training in our park and then we shall venture further.

GEORGE: I am too shy to venture it, but I'll think it over. You see, I've always envied sportsmen, they seem to enjoy life and have such a good time. Tell me a little more about yourself. I am sure you had plenty of skating there too, hadn't you?

BORIS: Of course, we had. There's a lake there and all sorts of competitions were held on it. We saw a fine display of figure-

skating by experts who were training for the annual championship.
GEORGE: And how did you spend your evenings? Too tired to do anything but go to bed, weren't you?

BORIS: My dear fellow, who do you take me for? The evenings were, if possible, even busier and jollier. There were quite as many girls as boys there, we had concerts and dances almost every evening!

GEORGE: Oh, old chap; I do envy you, you had such a jolly good time there!

II. SUMMER VACATION

KATE: Hello, Mary! You look splendid: healthy, refreshed and your skin is quite brown!

MARY: Hello, Kate! How are you? You also look fine. Where have you been? Did you enjoy your summer vacation?

KATE: Oh, yes! I did, I spent a month with my grandparents in the country and then went on an excursion. My grandparents live in a little village not far from a provincial town. They have a small house there with a lovely garden in front of it and a vegetable garden behind it. They grow their own flowers and vegetables there. As my grandparents are rather well advanced in age, I helped them with their work in the garden and in the orchard as I do every summer.

MARY: Is their house in a pleasant district? Tell me all about it.

KATE: The house is just outside the village, ten minutes walk from it, there is open country in front of the house and woods behind it.

MARY: That sounds very nice. Is there a river there?

KATE: Certainly there is a river there. I used to bathe there every morning and sometimes we went boating. I like rowing and I am not a bad swimmer either.

MARY: Did you often go into the woods mushrooming?

KATE: Oh, yes, we did. There were plenty of mushrooms this summer.

MARY: And what excursions did you go on?

KATE: You see, my cousin has a car and he invited me to accompany him in a motor excursion to Czechia.

MARY: Whom was this excursion organized by?

KATE: By the automobile club of their institute.

MARY: That must have been splendid. That's just what I should like. I like fast motoring, sightseeing, gay life and much fun.

KATE: Look here, motoring is not always much fun. Sometimes we had to stop to make some small repairs or to clean our car, we did everything ourselves. But on the whole it was certainly very interesting for I was abroad for the first time. Well, and what about you? Where and how did you pass the time?

MARY: Oh! I'm also pleased with my vacation. You know I'm fond of walking and climbing mountains, especially after a hard academic year, when I'm tired of the noisy town with its crowds of people. But to see nothing but trees, mountains and the sea for a long time would be too dull for me. So I spent a fortnight in the mountains and then I went to Gagra.

KATE: What extremities! Gagra is a fashionable seaside resort, isn't it?

MARY: Yes, it is. I cannot help it, can I? Life is like that.

KATE: Did you enjoy your stay in Gagra?

MARY: Yes, I did. I stayed in a good rest-house. Every morning I would go to the seashore to lie in the sun and bathe. I usually stayed on the beach till dinner time. After dinner I had a short rest somewhere in the shade.

KATE: Did you go in for any sport?

MARY: Oh, yes. Nearly everyday I played tennis. Sometimes we went motoring, boating or cycling.

KATE: Were there many interesting people there?

MARY: Oh, yes, rather. I met some of my friends there and then I made friends with their friends; so we had a nice company there. Now I feel rested and ready for work again.

KATE: Come to my place, I'll show you some pictures I brought from Czechia.

MARY: All right. I shall come and you'll tell me everything about your journey.

KATE: That's settled then. See you later!

Exercises

II. Practise the dialogues with a partner

III. Speak about your winter vacation

IV. Speak about your summer vacation

V. Describe how you spend a day in a rest-house

Lesson 4

1. Read the following text using a dictionary if necessary

WAYS OF HOLIDAY-MAKING

If you are tired of your usual holiday routine, there are many things you can do to vary it. Some take a certain amount of physical energy, but think of the good it will do you.

People say there's nothing to compare with a camping holiday. Personally I think it's only for the young, and will make them appreciate home comforts. Be prepared for damp, mosquitoes, beetles and cow dung, which is never noticed until the following morning. This sort of holiday teaches the young how to survive, and strangely enough they seem to enjoy it, finding great pleasure in making bonfires and cooking barbecues.

Bicycle holidays are an excellent way of taking exercise. Bear in mind that you are not a professional, and don't try to do more than thirty or forty miles a day. Keep to side roads wherever possible, and don't overtire yourself.

A walking holiday, in good weather with a pleasant companion or two, will do you more good than any other. Select your shoes carefully. Your rucksack should contain a change of everything, but nothing that is not absolutely essential.

The seaside is good for most people, but definitely bad for some. Take the sun and the sea gradually, and don't stay on the beach for too long. In fact, short holidays taken often probably do you more good than an annual long one. After the first week or two, you begin to get bored, sunburnt, and lazy.

It's a good idea to have a hobby or interest at the seaside. Take a skin diving mask and see how many sorts of fish you can find. Walk along the beach collecting shells or interesting pebbles.

On this sort of holiday you should be thoroughly relaxed, and soak in the sun and sea air. There is nothing better for giving you vitality and energy to keep you going through the winter.

A winter holiday is probably even better for you than a summer one. You need it more at that time of year.

Once you learn to ski, you can go on doing to a very advanced age, as long as you don't do it too strenuously and break a leg. If this

happens it will take a long time to heal and you may never be able to ski again.

There are many other things to do besides skiing. Skating is amusing, and not all that difficult to learn. You can walk on snowshoes, and the mountains are particularly lovely when you get away from the crowded ski slopes.

It is even easier to sunburn in the snow than on the beach, so be careful, but do get some sun – it will keep you healthier for the rest of the winter.

II. Find statements in the text you agree with

III. Find statements in the text you disagree with

IV. Give your reasons for and against

V. Discuss the text with a friend. Work in pair

VI. Speak for and against:

a) active holiday-making; b) summer or winter holidays

VII. Discuss the advantages and disadvantages of different ways of holiday-making

VIII. Translate into English:

1. Мій друг сказав що він хоче запропонувати мені провести літню відпустку разом. 2. Я відповів що нажаль неможу це зробити оскільки купив путівку в будинок відпочинку. 3. Він запитав де знаходиться цей будинок відпочинку. 4. Я відпові що будинок відпочинку знаходиться у Карпатах. 5. Куди ви їдиги у відпустку? – В Ялту. 6. Яки у вас плани на відпустку – я збираюсь поїхати у село де буду ходиги в ліс по гриби, купатись і кататись у човні. 7. Наступної неділі ми збираємось поїхати на Світязь. Чи не хочете приєднатись до нас.

IX. Compose short dialogues using the following table. Work in pair

1. Would you care to go on the excursion?	Fine. Yes, I'd love to.
2. How (what) about going to the seaside in June?	Thank you, I will. I don't mind, thank you.
3. Will you join us for going into the wood?	It's all right with me. Yes, with pleasure.
4. Why not go boating today?	Nothing special, why?
5. Could you come to my place next Wednesday? I'm having some friends over.	Sorry, I have a previous engagement. That suits me perfectly
6. What are you going to do on Sunday ?	
7. Does it suit you?	

X. Listen to the beginning of the stories and continue them:

(1) I always marvel at some of my clever friends who manage to get their summer holidays all tied up by the second week in January or thereabouts.

"Well, if you don't book early," they lecture me, "you miss the best holidays, the nicest hotels and so on. The trouble with you is that you're never organised and are always messing around at the last minute."

They may be right. But how do you get organised if your teenage daughter can't make her mind up if she's coming with you or going off with a bunch of friends, and it's no good nagging her as she can't possibly tell you for weeks yet.

In any case by August you may not be keen on the place you were keen on in January, or Tim might have the mumps, or you mightn't by that time have the money.

Once my husband and I planned to go to ...

(2) This year we have decided to go to the Crimea in a car.

If you have a car things are undoubtedly easier. Maps are useful, however, and with a preholiday car service, the necessary gear accumulated – off you go.

You put some of the luggage into the boot, and the rest on the luggage rack on the roof of your car. We've already started our preparations. We

(3) Touring the country without any great planning in advance, beyond a vague idea of the general direction you want to take, has all the attractions of surprise and fun that's missing when everything's cut and dried. One of the best holidays my family ever had was picked at random from one of the guides a fortnight before we were due to go.

We happened to buy a booklet at one of the book-stalls and one evening we started looking through it ...

(4) Train (or coach) tours have become more and more popular and are often easier to join later in the season than some air holidays. Last summer ...

(5) If you are a camping family you have even more freedom of choice. The official camping sites are very well run, but if you are carrying your own gear then you can put up your tent somewhere in the forest or near a river. The ideal place, if you have children, is not necessarily on the coast, but somewhere on an island, not too far from the sea, or on the bank of a river or a lake. All you need to take are ...

Lesson 5

I. Read, translate and remember the following formulas of etiquette

ENTERTAINING GUESTS

There are some points which should be remembered when entertaining (being entertained).

DUTIES OF THE HOST AND HOSTESS

1. The hostess must be ready to receive invited guests at the time stated.
2. The hostess usually greets her guests at the door saying something pleasant to each. The host adds his own greeting to his wife's welcome. The host and hostess make introductions when necessary, for as a rule guests do not talk to strangers, except to those next to them at table.
3. The hostess sees to it that nobody is neglected, or nobody is left without refreshments. However there is no need to press refreshments, especially strong drinks upon unwilling guests.
4. The host and hostess should see that all guests are engaged in conversation of a general nature, that all of them are enjoying the party.

OBLIGATIONS OF A GUEST

1. The obligations of a guest begin the moment the invitation is received: the first obligation is a prompt reply.
2. Never break an engagement. Write or telephone to express your regret and ask to be excused if you cannot make it.
3. Do not come before the time indicated on the invitation and don't be late. Come in time.
4. Help your wife or lady escort with her coat. Follow her into the reception room, let the hostess greet her first. (In general indoors or out the lady precedes the gentleman, except in special cases.)
A gentleman always stands aside and allows a lady to pass through an open door ahead of him.
5. Do not extend your hand first when greeting the hostess (or any other lady), wait for her to do it first.
6. Do not sit down until the hostess (or your lady escort) has done so. When introduced always stand up.
7. Show your appreciation of the hospitality offered. Compliment the hostess on the party and food.
8. When leaving a party thank the host and hostess, say good-bye, but do it quietly without drawing other guests attention.
9. Do not overstay.

II. Answer the following questions

1. What are the duties of the host and hostess?
2. Who introduces guests to each other?
3. Should drinks be pressed on unwilling guests?
4. What are the obligations of the guest?
5. When should the guest arrive at the party?
6. Is it customary to compliment the hostess on the success of the party (on food, wine)?
7. When and how should the guest leave the party?

III. Read, translate and remember the following

INVITATION

Invitations may be extended by letter or by telephone. They may vary in form, some are printed on special cards, others are in the form of personal letters.

Invitations to formal parties are sent well in advance. If replies are requested letters of acceptance or regret (refusal) should be sent immediately. The request for a reply is indicated as follows: R. S. V. P. ("Repondez s'il vous plait" which means in French "Please, reply").

There are certain formulas of invitations and replies to be observed. Here are some of them:

IV. Say:

1. How are invitations extended? 2. What forms do they take? 3. When should invitations to formal parties be sent? 4. When do you send replies? 5. What kind of replies of acceptance (regret) could you describe? What are the things a guest should or should not do?

V. Ask a friend:

what is proper for the hostess to say to a guest on arrival (when leaving); what is proper for the guest to say to the hostess on arrival (when leaving).

VI. Say how you are to behave when:

you are a guest at a party; you entertain guests.

VII. Compose dialogues between hosts and guests at a party.

Work in team

INVITATION TO A PARTY

A: Can you come to a party at my place Thursday evening?

B: Thank you. I'd love to. What time? Is it something special?

A: Nothing in particular. Come around 7:00.

B: I'm afraid I might be a little late.

A: Don't worry. Come when you can.

B: Thank you. It's so nice of you to invite me.

A: Can you join me for dinner Friday night?

B: I'd love to but I'm afraid I'll have to say no. I'm going to Lenin grad for the weekend.

A: Sorry. We'll make it some other time.

B: Good. Thank you very much for the invitation anyway.

VIII. Read answer the questions and retell the text:

THE BRITISH ON HOLIDAY

Many British people think that it's better not to spend money on a holiday in Britain because the weather is so changeable. They prefer to spend their money on package holidays in Southern Europe. A package holiday is not a very expensive form of group travel. You pay a travel agent a sum of money and he arranges flight, hotel, food and entertainment. All you need is pocket money when you get to the foreign country. It is sometimes not much more expensive to go to Europe than to stay in England. That is probably why package holidays are so popular. But not everybody likes them. Some people say you do not see very much of the country you go to.

However traditional seaside holidays in Britain are still the most popular form of holiday for most of the British people. Because Britain is quite a small island, no one lives farther than 75 miles from the sea. As soon as the summer weather begins thousands of people in cars make their way to the seaside. The seaside is a place for a family holiday.

1. What is the most traditional form of holiday in Great Britain/the USSR/your family? 2. Why are the seaside holidays the most popular way of rest? 3. What are the advantages and disadvantages of these holidays? 4. Why do so many Englishmen nowadays prefer to spend their holidays in Southern Europe? 5. What is a package holiday? 6. Who organizes such holidays? 7. Why does it become a popular way of spending holidays? 8. What is the most popular form of spending summer holidays in our country? 9. Have you ever been to the seaside? 10. Have you ever gone hiking in mountains? 11. Do you like hiking? 12. Do you go in for any sports? 13. Are you a member of your sports club at college?

IX. Suggested topics for conversation and discussion

1. Entertaining guests.
2. An (non)official function.
3. A visit of a foreign delegation to our country

Lesson 6

I. Read and translate the text

HOLIDAY COUNTDOWN

Holidays. What does the word mean to you? Sun and fun? Or long empty days when you wish you were somewhere else? Time passes slowly if you have nothing to do. Plan ahead for a brilliant holiday!

On your marks! Get ready to fight boredom. Write a list of wonderful and exciting things you could do, at home or away. Think Big! Decide to become a champion swimmer, to climb the highest mountain, to write a hit record. Write down all your wishes, big and small. They may not all happen but they will get you in the right mood. Holidays are more fun if you have a goal.

Lists! If you're going away, make a list of everything you're going to need: clothes, games to play in the evening, jokes to tell in traffic jams. Write your list with a friend. It's more fun and two heads are better than one! When your list is ready, stick it inside your bag so you don't lose it.

If you can't live without music, choose your favourite tapes and make sure your Walkman has batteries. And while you're at it, buy some film for your camera. If you don't have a camera, buy a cheap disposable one. Photos and other souvenirs will bring some sunshine to the cold, dark months ahead.

Don't make the same mistakes twice! Play back your last holiday in your mind, like a film. What's wrong with the film? Is it the sound? (There isn't enough laughter; you talked too much or you didn't talk enough!) Or is it the plot? (There's no excitement, no suspense). It's hard to make things better unless you know what's wrong!

A word of warning: if you stay in the sun too long, you burn. That's a fact. This summer a hat and a good sun cream could be your best allies. Danger zones: your nose, shoulders and neck. Avoid going in the sun between midday and three o'clock when the sun's rays are strongest.

Yippee! The big day is nearly here! The day before you leave, check the house from top to bottom: you may find some things you had forgotten to pack. If you have a bad memory, post a note to yourself on the bathroom mirror: «Remember to take your toothbrush!»

Smile! A big friendly smile is understood in every language. On the beach, in a traffic jam on the motorway or at the village shops, a smile is the best passport to a mega holiday!

II. Answer the questions:

1. Why is it a good idea to
 - a. take photos on your holiday?
 - b. avoid the sun between midday and three o'clock?
 - c. check the house the day before you leave?
 - d. smile?
2. Name eight steps to planning a great holiday.
3. What does the author mean by these phrases?
 - a Think Big!
 - b Two heads are better than one!
 - c Souvenirs will bring some sunshine to the cold, dark months ahead,
 - d A smile is the best passport to a mega holiday.

III. Retell the text

IV. Written compositions

1. Describe the way you spent your vacation last summer.
2. Your plans for the coming holiday.

Для нотаток:

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Навчальне видання

**Навчально-методичний посібник
з практики основної мови (англійська)
для студентів I курсу**

(англійська мова як друга спеціальність)

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