

# ENGLISH ON THE MOVE

Part 2





**ГОУ ВПО «ДОНЕЦКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ»**

**ФАКУЛЬТЕТ ИНОСТРАННЫХ ЯЗЫКОВ**

**КАФЕДРА АНГЛИЙСКОЙ ФИЛОЛОГИИ**

# **ENGLISH ON THE MOVE**

Учебник по английскому языку

**Часть 2**

Донецк

2017

**УДК 81'342 (07)**  
**ББК Ш12=432.1\*9\*1я73-1**  
**Л 641**

**Авторы:**

Фатьянова И.В. – канд. филол. наук, доцент кафедры английской филологии ГОУ ВПО «Донецкий национальный университет»;

Хохлова В.А. – канд. филол. наук, доцент кафедры английской филологии ГОУ ВПО «Донецкий национальный университет»;

Афанасьева И.И. – преподаватель кафедры английской филологии ГОУ ВПО «Донецкий национальный университет»;

Литвинова А.С. – преподаватель кафедры английской филологии ГОУ ВПО «Донецкий национальный университет»;

Лисовецкая А.С. – преподаватель кафедры английской филологии ГОУ ВПО «Донецкий национальный университет»;

Темная Е.И. – преподаватель кафедры английской филологии ГОУ ВПО «Донецкий национальный университет».

**Рецензенты:**

Каверина О.Г. – д-р пед. наук, профессор, заведующий кафедрой английского языка института международного сотрудничества Донецкого национального технического университета;

Трофимова Е.В. – канд. филол. наук, доцент кафедры английской филологии ГОУ ВПО «Донецкий национальный университет».

*Печатается по решению Ученого Совета  
ГОУ ВПО «Донецкий национальный университет»  
Протокол № 6 от 30.06.2017*

**English on the Move:** учебник по английскому языку для студентов I курса направлений 45.03.01 «Филология», 45.03.02 «Лингвистика»: в 2 ч. Ч. 2 / И. В. Фатьянова, В.А. Хохлова и др. – Донецк: ДонНУ, 2017. – 344 с.

Пособие по практике устной и письменной речи направлено на развитие, усовершенствование и контроль языковых и коммуникативных умений и навыков студентов и включает богатый лексический материал, аутентичные тексты по изучаемым темам, которые сопровождаются упражнениями на развитие устной и письменной речи.

Предназначено для аудиторной и самостоятельной работы студентов ОУ «Бакалавр» направлений: 45.03.01 «Филология», 45.03.02 «Лингвистика».

© Авторы, 2017  
© ГОУ ВПО «ДонНУ», 2017



## Пояснительная записка

Учебник по английскому языку «English on the move» предназначен для аудиторных и самостоятельных занятий по практике устной и письменной речи студентов I курса направлений 45.03.01 «Филология», 45.03.02 «Лингвистика». Учебник, разработанный с учетом Общеевропейских рекомендаций владения иностранным языком (Common European Framework of Reference for Languages: Learning, Teaching, Assessment), соответствует уровню B1+ по Шкале оценивания Совета Европы и содержит материалы на актуальные темы современности. Учебник отвечает содержанию рабочей программы по основному иностранному языку, разработанной на кафедре английской филологии ГОУ ВПО «Донецкий национальный университет».

Целью учебника является развитие коммуникативной компетенции, навыков устной и письменной речи, аудирования и чтения в пределах программы I курса. Учебник направлен на обогащение словарного запаса студентов первого года обучения, формирование умения логично и последовательно высказываться, вести беседу по разным аспекты предложенных тем.

Учебник состоит из двух частей, в которых последовательно представлены темы, необходимые для полного освоения учебной программы. Для раскрытия каждой темы в учебнике предлагается лексический минимум по теме, образцы микро и макродиалогов, тексты с языковыми, речеподготовительными и речевыми упражнениями, задания для развития навыков аудирования и письменной речи. Учебник включает в себя задания, направленные на совершенствование навыков письменного перевода с русского языка на английский и наоборот, контроль степени сформированности полученных умений. Студентам предлагаются также дополнительные задания для индивидуальной и самостоятельной работы.

# CONTENTS

Symbols used.....	6
<b>UNIT 1. <i>You will never stop learning</i></b> .....	7
Essential Vocabulary.....	7
Text I. <i>Mary's life at the University</i> .....	16
Text II. <i>John Smith</i> .....	30
Text III. <i>From the Sandcastle</i> .....	46
Text IV. <i>Some aspects of the British University Life</i> .....	56
Text V. <i>University of Oxford</i> .....	63
Text VI. <i>Harvard University</i> .....	72
Quiz You'll Never Stop Learning.....	83
<b>UNIT 2. <i>The Order of Life</i></b> .....	95
Essential Vocabulary.....	95
Text I. <i>Mr. Smith's working day</i> .....	101
Text II. <i>James and Emma Falcon</i> .....	112
Text III. <i>Daily Routine</i> .....	117
Text IV. <i>This week at the Prospect Art Centre</i> .....	120
Text V. <i>One day of Peter's Life</i> .....	124
Text VI. <i>A Week Day</i> .....	131
Text VII. <i>John Naylor</i> .....	139
Text VIII. <i>A day in the Life of Her Majesty</i> .....	144
Additional texts.....	149
Texts for dictation.....	154
Test.....	155
<b>UNIT 3. <i>Shop till you drop</i></b> .....	161
Essential Vocabulary.....	161
Text I. <i>Helen Smith goes shopping</i> .....	174
Text II. <i>Ally Brown</i> .....	182
Text III. <i>Sister Carrie</i> .....	193
Test.....	214
<b>UNIT 4. <i>Getting about the town</i></b> .....	221
Essential Vocabulary.....	221
Text I. <i>The Cities the Browns and the Smiths live in</i> .....	228
Text II. <i>Town</i> .....	230
Text III. <i>Introducing London</i> .....	236
Text IV. <i>Some more glimpses of London</i> .....	245

Text V. <i>Top 10 Tourist attractions in London</i> .....	252
Text VI. <i>John James Hughes</i> .....	258
Text VII. <i>Top 10 Places to see in Donetsk</i> .....	263
Additional texts.....	268
Texts for dictation.....	270
Test .....	272
<b>UNIT 5. Entertainment</b> .....	275
Essential vocabulary.....	275
Text I. <i>Mr. Smith's Birthday Party</i> .....	276
Text II. <i>Cinema</i> .....	284
Text III. <i>Theatre</i> .....	297
Text IV. <i>The Internet and Modern Life</i> .....	307
Text V. <i>Football</i> .....	320
Text VI. <i>Importance of Books in our Life</i> .....	330
List of printed sources.....	341
List of electronic sources.....	343

## **SYMBOLS USED**



**ESSENTIAL VOCABULARY**



**NOTE THE DIFFERENCE**



**TEXT READING**



**LANGUAGE AND SPEECH EXERCISES**



**SPEAKING**



**LISTEN**

**LISTENING**



**WATCHING**



**WRITING**



**SELF-ASSESSMENT**

# UNIT 1. YOU WILL NEVER STOP LEARNING!

Let us never be betrayed into saying we have finished our education;  
because that would mean we had stopped growing.



## ESSENTIAL VOCABULARY

### Institutions of Higher Learning

academy	академия; высшее учебное заведение; среднее частное учебное заведение; специальное учебное заведение; школа
business college	коммерческий колледж
college	колледж; специальное высшее учебное заведение; средняя школа с интернатом; университет (США); университетский колледж (Великобритания); училище; факультет университета (США)
commercial college	коммерческий колледж
free / open university	«открытый университет»
higher school	высшая школа
institute	учреждение, институт
institute of <i>some</i> research (e.g. economic research)	институт исследований в определенной области (напр., институт экономических исследований)
pedagogical institute of / for foreign languages	педагогический институт иностранных языков
institution of higher education	высшее учебное заведение
junior college	колледж с двухгодичным, неполным курсом обучения
military college	военный колледж
people's university	народный университет
state university	государственный университет
summer school	курс лекций в университете во время летних каникул
training-college / teacher's training college	педагогический колледж
university	университет



### A Staff of Teachers (The Teaching Staff)

adjunct faculty	временные преподаватели, работающие по контракту
associate / assistant professor senior lecturer	доцент (амер.) доцент
chair	кафедра; профессура
chancellor	президент университета; ректор университета
dean	декан факультета
don	преподаватель, член совета колледжа в Оксфорде и Кембридже
examiner	экзаменатор
fellow	аспирант(ка); (Fellow) член научного общества, член совета колледжа; стипендиант(ка), занимающийся исследовательской работой
instructor	инструктор, руководитель; преподаватель высшего учебного заведения
lecturer	лектор; преподаватель университета, колледжа
senior lecturer	старший преподаватель
master	магистр (ученая степень); школьный учитель (мужчина); глава колледжа в Оксфорде и Кембридже
postgraduate	аспирант(ка); (adj.) аспирантский
preceptor	наставник, учитель
president, rector	ректор университетского колледжа; ректор университета
professor	преподаватель; профессор
pro-rector	проректор, заместитель ректора
trainee	практикант(ка); проходящий подготовку, обучение
tutor	руководитель группы студентов в английских университетах; домашний учитель; репетитор; наставник; (амер.) младший преподаватель высшего учебного заведения; (v.) (разг.) брать уроки; давать частные уроки; обучать; руководить
tutorage	должность наставника; плата за обучение
tutoress	наставница, учительница

### Students

entrant	поступающий в высшее учебное заведение
external student	экстерн
internal student	студент университетского колледжа
fellow students	однокурсники
groupmates	одногоруппники
first-year students	студенты первого курса
full-time students	студенты очной формы обучения
part-time students	студенты заочной формы обучения
senior students	студенты старших курсов
top / bottom students	студенты-отличники
freshener	новичок, первокурсник
graduate	окончивший учебное заведение; имеющий ученую степень; выпускник; абитуриент; (v.) оканчивать университет с ученой степенью (at); окончить любое учебное заведение (from или без предлога)
postgraduate	аспирант(ка); (adj.) аспирантский; изучаемый после окончания университета

### Building

assembly hall	актовый зал
basketball / tennis court	баскетбольная площадка / теннисный корт
campus	кампус, территория университета, колледжа или школы
classroom	классная комната
cloakroom	гардероб, раздевальня
deanery / dean's office	деканат
department	область, отрасль науки, знания; факультет, кафедра
eating club refectory	университетская столовая столовая
faculty	факультет, профессорско-преподавательский состав
filiation	филиал, образование филиала, местного отделения
football field	футбольное поле
gymnasium	спортивный зал
hall of residence, hostel	здание школы или колледжа, общежитие
language laboratory	фонолаборатория
lecture room	лекционный зал

lending library and catalogue	абонементный и справочный отдел
library	библиотека
reading-room	читальный зал
rector's office	ректорат
reference library with reference books (handbooks, encyclopedias, dictionaries)	отдел справочной литературы (справочники, энциклопедии, словари)

### **Library**

librarian	библиотекарь
head librarian	заведующий библиотекой
assistant	помощник, ассистент библиотекаря
reader	читатель
user	пользующийся библиотекой
borrower	берущий книги на абонемент
bookworm	книжный червь
library book	библиотечная книга
to borrow a book from a library	брать книгу из библиотеки
circulation department (lending department, loan division)	библиотека с выдачей книг на дом
to loan books	выдавать книги
to exchange books	обменивать книги
to renew books	обновлять книги на формуляре, возобновлять подписку
counter / charging desk	стол приема и выдачи заказов
current periodicals	текущая периодика
main stocks	основной запас
card index	индекс формуляра
classified catalogue	упорядоченный каталог
public catalogue	каталог
accessions / newly acquired books	новые поступления книг
admission card / reader's ticket / library card	библиотечный формуляр, абонемент
date due	дата возврата книги
book card	книжная карточка
call number	выпуск, номер газеты / журнала
display shelf	выставка литературы
stack / stackroom	книгохранилище

stand	этажерка
bound set	возвратный лист
books on ...	книги по
place of publication	место публикации
publishing house	издательство
imprint house	издательство
imprint date	год издания
rare book	редкая книга
volume	том
cover	переплет
jacket / wrapper	обложка
dog's ear	загнутый угол страницы
to dog's-ear the pages	загибать углы страниц
to subscribe to / to register in a library	оформлять формуляр в библиотеке

### **Students' Activities**

concert	концерт
drama	драма
English speaking club	клуб любителей английского языка
meetings	встречи, собрания
teaching practice	учительская практика
student body	студенческий орган
sports and games	спорт и игры

### **Departments. Facultyes**

evening / extramural courses	вечернее отделение
Faculty of Biology	биологический факультет
Faculty of Classics	факультет классических языков и литературы
Faculty of Economics	экономический факультет
Faculty of Education	педагогический факультет
Faculty of English	факультет английского языка
Faculty of History	исторический факультет
Faculty of Humanities	гуманитарный факультет
Faculty of Law	юридический факультет
Faculty of Modern and Medieval Languages	факультет современных и средневековых языков
Faculty of Natural and Exact Sciences	факультет природных и точных наук
Faculty of Philosophy	философский факультет

Faculty of Human, Social and Political Science (HSPS)	факультет гуманитарных, социальных и политических наук
Medical faculty	медицинский факультет
full-time day studies	очное отделение

### **Key Subjects**

Grammar	грамматика
History	история
Latin	латинский язык
Linguistics	лингвистика
Pedagogics	педагогика
Phonetics	фонетика
Physical Education / PE	физическая культура
Psychology	психология
Written Practice and Conversation	практика устной и письменной речи

### **Academic Year**

holidays / vacation	каникулы
long vacation	летние каникулы
test period	сессия
term	семестр

### **Exams. Marks**

bad / good / satisfactory marks	плохие / хорошие / удовлетворительные оценки
entrance examinations	вступительные экзамены
exam results	результаты экзамена
final exams	выпускные экзамены
full / excellent marks	отличные оценки
mark / record book	зачетная книжка
oral / written exams	устные / письменные экзамены
question card	экзаменационный билет
question paper	экзаменационный бланк
a three-hour written exam	трехчасовой экзамен

### **Lessons / Classes**

break	перемена
lecture on sth	лекция по
(double) period	пара
seminar on sth	семинар по
time-table tutorials	расписание занятий

workshop class in sth (in Grammar, Phonetics, Written Practice and Conversation)	практическое занятие / мастер класс по (грамматике, фонетике, практике устной и письменной речи)
--	--

### **At an English Lesson. Classroom Equipment**

blackboard sponge	губка (спондж) для доски
board	доска
chalk	мел
dictionary	словарь
headphones (headset)	наушники
microphone	микрофон
notice board	стенд
overhead projector	проектор
register of attendance	журнал посещаемости
teacher's desk	стол учителя
text book	учебник
three-part board	доска, состоящая из трех частей
television monitor (a screen for educational programmes)	экран для просмотра учебных программ
visual aids	наглядные пособия
work book	рабочая тетрадь
exercise book	сборник упражнений

### **Phrases and Word Combinations**

To enter the University, to attend classes, before (after) classes, in class, to be good at sth., to be quick at sth, to be at the top (head) of the class in sth, to be at the foot (bottom) of the class, to be present at the lesson, to be away from the lesson, to be late for the lesson, to miss lessons, to play truant from classes, to lag (to fall, to get) behind the group in sth, to work by fits and starts, to get (receive) full marks in sth, to give a mark, to take (to sit for) an exam, to pass an exam, to fail an exam, to be examined in a subject, to catch up with the group, to use cribs, to do exercises orally / in written form (in writing), to ask (answer) questions, to make (correct) mistakes, to make a lot of progress, to become discouraged, to work hard at, to get rid of mistakes, a weak point, to graduate from a college (university), to go in for (sports, music, research work), to master the language, to join a drama society, to make a report on sth.



## Classroom English

To have classes. Is this right (correct, wrong)? Go on reading (writing, speaking). To give (set, check) homework. To collect (hand in) notebooks. To give in (out), hand out papers. Ask questions on (about) the text. May I say it this way? Shall I read (write, answer your questions)? What's the English for ...? Will you repeat it? Will you pronounce (translate, spell) it? Will you say it again? Stop talking. To write a test. To do homework orally (in written form, in writing).

### Some Ways to Praise a Student

Super. You're special. Outstanding. Excellent. Great. Good. Neat. Well done. Remarkable. I knew you could do it. I'm proud of you. Fantastic. Nice work. Looking good. You're on top of it. How nice. Good job. Good for you. Magnificent. Marvellous. Terrific. Super work. Super job. You learned it right. What an imagination! Outstanding performance. That's correct. That's the best.

### Criticism and Instructions

Not really. I'm afraid that's not quite right. Now that's wrong. Have another try. Not exactly. You find it difficult to read aloud. You need some more practice with these words. That is / was not very good. I am / was not very satisfied with that. You are still making the same mistake. Untidy work. You should work extra-hard. I hope you do it better next time. It needs the blue pencil and a rewrite.

### Idiomatic Expressions

1. *Air / parade one's knowledge* – show, demonstrate, the (great) amount of knowledge that one has on a subject or subjects, often in a boastful and superior way, e.g. Why don't you go in for one of those TV quizzes? It'll give you a chance **to air** all that useless **knowledge** you've been cluttering your brain up with over the years!

2. *An apple for the teacher* – an attempt at ingratiating oneself with, or bribing, sb. in higher authority, e.g. 'Here's an offer from Mr Stephens to arrange cost price transport for all our away matches.' 'That's probably **an apple for the teacher**, and best not accepted. If we do decide to put his son in the team we don't want anybody to say it was favouritism.'

3. *Be good with one's hands* – be skilful at a practical work; be able to make / mend articles neatly and / or artistically, e.g. This man is known to be something of a 'scholar', another is a good 'penman', another **is** particularly '**good with his hands**', in wood or metal or as a general repairer.

4. *The best (education etc.) that money can buy* – only the very best (object, article etc.) that can be bought, e.g. I'm in a position to give my son **the best education that money can buy**, and that's what he's going to get.

5. *Break fresh / new ground* – No **fresh ground** has been **broken** by this most recent study.

6. *Broaden etc. one's horizons* – enlarge the range of one's interests, knowledge, attitudes, activities etc., e.g. Children in stories tend to have drama in their lives which real children are, in general, denied. To this extent, all story-books, whether 'education-oriented' or not, serve to **broaden the horizons of** young readers.

7. *The common / general reader* – sb who reads for entertainment, interest, or to increase his general knowledge, but who is not qualified to understand writing of a highly technical or specialized nature, e.g. Modern science is centrally mathematical. Having no mathematics, or very little, **the 'common reader'** is excluded.

8. *In theory ... in practice* – as sb / sth should behave, perform, function (according to general principles or laws) contrasted with what sb / sth actually does, or is only able to do, e.g. 'That's all very well **in theory**,' Gerald answered, 'but it won't be so easy **in practice**.'

9. *Know sth inside out* – know, be skilled in, every aspect of sth, e.g. You've read the book so often, Tony, you must **know it inside out**.

10. *Know sth like the back / palm of one's hand* – be thoroughly familiar with the features and details of sth, e.g. I **know** the subject **like the back of my hand**.

11. *One lives and learns* – one picks up many useful or surprising pieces of information, has often to adjust one's opinions, in the course of one's life, e.g. **We live and learn** and it's never too late.

12. *Make progress* – move forward; advance further towards success or completion; make headway; improve in one's health after injury or illness, e.g. James is **making** steady **progress** in most subjects.

13. *An open book* – sb / sth with nothing secret or mysterious about him / it; sth / sth that is easily understood and interpreted, e.g. I tell you, the mysteries of religion are **an open book** compared with those of psycho-analysis.

14. *A strong point* – an ability, quality, asset that sb / sth has to a marked degree, e.g. Addition and subtraction were his **strong points**.

15. *To the best of one's knowledge* – not lying about, or withholding, any information or opinion one has, though one knows that this may be faulty or incomplete, e.g. **To the best of my knowledge**, I have seen ghosts. But the human eye-witness is about the most unreliable source of all.



**Expand your thoughts upon the following proverbs and quotations using the Essential Vocabulary:**

1. “Education is the most powerful weapon which you can use to change the world.”
2. “Teachers open the door, but you must enter by yourself.”
3. “To have another language is to possess a second soul.”
4. “If we spoke a different language, we would perceive a somewhat different world.”
5. “He who does not know foreign languages does not know anything about his own.”



**Read and translate the text.**

### **Text I**

#### **Mary’s Life at the University\***

Mary has just graduated from the University. She studied foreign languages for four years and now she looks back on those happy days with nostalgia.

In the first year of her studies Mary lived in a Hall of residence. She had a room to herself with a sink. The showers were at the end of the corridor. It was very easy to make friends because everyone was new and no one knew anyone else. The first few days were fun but scary as she met new people and found her way around the town and University. It didn’t take long to settle in though, and by the end of the first term Mary was getting along fine. She had twelve hours of classes a week – six in Russian and six in Czech. Czech was a new language for her, so more time was devoted to grammar than to literature. However, Russian she had already learnt for four years in school, so much time was spent reading Russian literature and analyzing it. Mary enjoyed her studies but sometimes she became discouraged when her marks in Czech were poor. She found it difficult to learn as she was always confusing it with Russian!

Outside her studies, Mary was an active member of the ball-room dancing club and windsurfing club. She found many friends in these societies, some of whom she chose to rent a flat with in her second year. Two boys and two girls along with Mary lived in an old house. There were some flats in it. They had mice in their flat and a leaky roof when it rained heavily, but they enjoyed their years together. Often they would invite friends over to dinner and during exams they helped each other to revise.

Mary spent the third year of her study abroad. As part of her course Mary had to spend some months in Prague, the Czech Republic and some months in Voronezh, Russia. These trips were very exciting for her, even though she had occasional moments of homesickness. She learnt a lot and made some interesting friends. At the end of the year she was reluctant to go home. But the final year of University beckoned. It was the most stressful year in her course because the whole year she was preparing for her final exams. These contributed in a large way to the grade she received in her degree. Nonetheless, she still found time to enjoy herself and when the exams were over everyone held a big party.

Mary's University education ended with her graduation ceremony. A month after the exams she returned to her University to shake hands with the Vice-chancellor and be declared a graduate. It was also a good opportunity to meet up with friends and find out what they would be doing in the future.

(\* the text for learning)

### **Culture Context**

1. *Halls of residence* are blocks of rooms or flats, usually built by Universities or colleges, in which students live during term time.

2. *The Vice-chancellor* of a British University is the person who is in charge of its academic and administrative policies and activities.

### **Reading and speaking activity**

**Ex. 1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

С ностальгией вспоминать прошлые счастливые деньки, жить в общежитии, хорошо ладить с людьми, было боязно сначала, легко знакомиться, уделять больше внимания грамматике чем литературе, быть недовольным и расстроенным из-за оценок, путать что-то с чем-то, помимо занятий, клуб бального танца, кружки, снимать квартиру, иногда скучать

по дому, напряженный год, готовиться к выпускным экзаменам, награждение дипломами.

**Ex. 2. Answer the following questions:**

1. How long did Mary study foreign languages? 2. Where did Mary live in the first year of her studies? 3. Why was it easy to make friends? 4. Why were the first few days at the University scary? 5. What was a new language for Mary? 6. How long did she learn Russian? 7. Why did Mary become discouraged? 8. What did the girl go in for outside her studies? 9. Where did Mary spend her second and third academic year? 10. What was the most stressful year of her course? Why? 11. What did Mary's University education end with? 12. Why did she return to her University a month after the exams?

**Ex. 3. Paraphrase the following sentences paying special attention to the words and phrases in italics.**

1. Mary *has just graduated from the University*. 2. She studied foreign languages for four years and now she *looks back on those happy days with nostalgia*. 3. In the first year of her studies Mary lived in a *Hall of residence*. 4. The first few days were fun but scary as she met new people and *found her way around the town and University*. 5. *It didn't take long to settle in* though, and by the end of the first term Mary *was getting along fine*. 6. Often they *would invite* friends over to dinner and during exams they helped each other to *revise*. 7. These trips were very *exciting* for her, even though she had *occasional moments of homesickness*. 8. At the end of the year she was *reluctant* to go home. 9. It was the most *stressful year* in her course because the whole year she *was preparing* for her final exams. 10. These *contributed* in a large way to the *grade she received in her degree*. 11. *Nonetheless*, she still found time to enjoy herself and when the exams *were over* everyone held a big party. 12. Mary's University education *ended with her graduation ceremony*.

**Ex.4. Confirm or deny the statements.**

1. Mary studied foreign languages for five years. 2. In the first year of her studies Mary rented a flat. 3. It was hard to make friends with her neighbours. 4. Mary had a part-time job when a student. 5. Russian was a new language for Mary. 6. Mary spent three years abroad. 7. The trips to the Czech Republic and Russia were very exciting for Mary. 8. Being abroad, Mary had occasional moments of homesickness. 9. At the end of the year she was eager to go home.

10. The last year of her studies was the most stressful year because she was reading for her exams.

**Ex.5. Compare Mary's and your studies, lessons.**

**Ex.6. Make short conversations in the following situation:**

1. Mary is speaking to her mother / friend about her Russian lessons. She thinks much of them. Her mother / friend asks her what they usually do at their lessons.

2. Mary is speaking to her relatives / groupmates about her studies in Prague / Voronezh. Her relatives / groupmates ask her a lot of questions about the country, the city, universities / colleges, education in the Czech Republic / Russia.

3. Mary is speaking to her former schoolmates about her final exams and graduation party. They ask her a lot of questions about the way the final exams were held, her marks and a big party.

**Ex.7. Mini-talks:**

1. Learning a foreign language takes a lot of effort.
2. Our University.
3. Our classroom. 4. At an English lesson.



LISTEN

**First Day of Class**

**Ex. 1. Answer the question:**

What other information would you expect to hear during the first day of a class besides the ones listed below?

the name of the course

the teacher's name

the class grading system

**HELPFUL TIP:** Most college teachers pass out a syllabus at the beginning of a new class. Be sure to ask any questions about the content of the course because you will probably be responsible for everything in the syllabus.



**Ex.2. Listen to the lecture and answer the questions:**

1. *What is the name of the course?*

- A. Intercultural Commerce
- B. Interaction in Communication
- C. Intercultural Communication
- D. International Cooperation

2. *What time does the class meet?*

- A. 3:05 PM to 4:15 PM
- B. 3:15 PM to 4:50 PM
- C. 3:50 PM to 4:50 PM
- D. 3:15 PM to 4:15 PM

3. *On average, how often will the class meet in the research lab during the last part of the course?*

- A. once a month
- B. twice a month
- C. three times a month
- D. four times a month

4. *If today is Tuesday, when should the textbook be available in the bookstore?*

- A. today after class
- B. on Wednesday
- C. on Thursday
- D. on Friday

5. *Which item was NOT mentioned as part of determining a student's final grade in the class?*

- A. participation
- B. quizzes
- C. a research project
- D. attendance

**Ex.3. Imagine that you are planning your university class schedule for the coming year. What are at least three things you consider when choosing a particular class? What qualities do you look for in the ideal teacher? Do you think attendance and participation should be part of the classroom grade? Discuss these issues with a partner.**



### Ex. 1. Read and remember.



**Word choice:** *know, find out, get to know, learn, study*

If you *know a fact, person, or place, or how to speak a language, drive a car etc.* you have information about it in your mind, or the skills to do it.

Often you know something only after you have heard or read about it, or if you have *found it out (especially deliberately)* or *got to know about it (especially by chance)*. E.g. When he heard about the affair he became extremely angry. I use my dictionary to find out the correct pronunciation (not know). During the visit we got to know something about the American way of life. You also *get to know* a person.

If you *learn something*, that may mean that you find it out, but this is a formal use of the word. E.g. He learnt the news / that he had won a prize. Usually *to learn* means to make an effort to remember something you have found out or been taught, or to practice a skill, so that you then know it. E.g. I'm trying to learn the names of all the students in my class. He is learning English / learning to drive.

If you spend time learning about something, especially in a school, university etc. you *study* it. E.g. He is studying engineering at London University.

#### **Choose the correct word:**

1. You can ... a great deal just from watching other players. 2. Who ... the answer? 3. He hurried off to ... what the problem was. 4. I ... a lot from my father. 5. She's very keen to ... about Japanese culture. 6. I ... to drive when I was seventeen. 7. Peter Pen is ... to dance. 8. Today we ... how to use software. 9. We were very surprised to ... she had got married again. 10. We only ... who the new teacher was a few days ago. 11. How did they react when they ... the news? 12. It has been ... that 500 jobs are to be lost at their local factory. 13. We have to ... one of Hamlet's speeches for school tomorrow. 14. I'm sure she'll ... from her mistakes. 15. He'll just have to ... he can't always have his own way. 16. I soon ... not to ask too many simple questions. 17. Helen ... chemistry for three years. 18. Don't disturb Jane, she's ... for her exams. 19. My brother ... at the Royal College of Art. 20. Nina is ... to be a famous architect. 21. Scientists are ... photographs of the planet for signs of life. 22. He ... her face

thoughtfully. 23. Fran was ... the menu. 24. We will ... the report carefully in order to understand it. 25. We will ... the report carefully before making a decision. 26. The group will ... how the region coped with the loss of thousands of jobs.

**Word choice:** *say, tell, repeat, give, tell (somebody about), talk about, speak about*

In general, you *say words to someone*, but *what you tell someone is facts, information etc.*, e.g. I **said hello / sorry / thanks / a few words to** her. I **told her the reason / the truth / a lie / a story / a joke.**

You usually only use *say* with the actual words that are spoken, e.g. He said, "Open the door".

Only *tell* can be used to report commands, e.g. He told me to open the door.

If you say sth. again you *repeat* it.

With some kinds of information *give* is more usual than *tell*, e.g. He gave (us) his opinion / some advice / the details / a lot of information / an order / a message.

You usually *tell* someone about, talk about or speak about (formal) people, thing etc. that are not themselves information. E.g. He told us about them / the accident.

*Say* cannot have a person as its object. The person you are speaking to can be mentioned as well, but only after *to*, e.g. She said good-bye to her parents. I said to them "What do you need?"

However, where the object is a *that* clause, and you want to mention the person as object. E.g. You used to tell me that he was a nice person. With a *wh*-clause in indirect speech *tell* is far more common. E.g. Tell me what you need.

Where the object is a clause and you do not want to mention the person you are talking to it is usual to use *say*. E.g. Call us to say when you'll arrive.

### **Choose the correct word:**

1. I ... to him "I'll never do anything like that". 2. ..., dear, don't grunt. 3. I ... her what the doctor had .... 4. She ... with an Irish accent. 5. She ... what she had been ... by Jane. 6. He ... me all the information I needed. 7. "This sugar-free chocolate is delicious", ... Sandra. "I can't ... the difference between this bitter chocolate and the one containing sugar." 8. "I like it, too", ... Mark. "I wish someone had ... me about it sooner. I could have lost so much weight!" 9. "To ... you the truth, I don't think you should lose weight, ... Sandra. "I like

you just the way you are,” she ... him. 10. “I saw Paul in town today”, Steve ... Louise. “I ... good afternoon to him and I noticed that he’d had his hair cut. I should have ... something about it, but it looked awful, so I didn’t mention it.” 10. “You did the right thing”, Louise ... him. “It’s better to ... nothing than to ... a lie.”11. At Alison’s wedding reception, her father stood up and ... the guests that he would like to ... a few words. He started to ... a story about when Alison was young. Alison felt embarrassed, but she didn’t ... so. Then, her father ... the guests some jokes, which everyone found very funny. Finally, he ... a prayer for the happy couple.

**Ex.2. Fill in the blank with the word that best fits the meaning of each sentence.**

**a.** 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 University. 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.

**b.** Susan works in a big public library as an assistant. The ... opens at nine o’clock in the morning. A lot of people come to the library on Saturdays. On these days Susan is up to her eyes in work. The hours of loan ... are from 9 a.m. to 8 p.m. daily.

They’ve got a good ... there. A ... may borrow not more than five books at a time, and he / she may ... them for up to ten days. If he / she wishes to keep them longer he / she has to return them for ....

Susan stands behind ... desk. She takes books from the people who come in, and gives them their tickets. When there is a lot of people in the library, Mrs. Brown, the head ... helps the assistants. She takes books from the ... and puts them on the trolley. Then she pushes ... it down the library and puts the books back on the right ....

Susan works quickly. In every book there is a little pocket. In this pocket there is a piece of paper with the name and number of the book on it. Susan takes this .. out of the pocket in the book. She puts the date on the ... and on the right page in the person’s ticket, which is like a little envelope. Then, at the end of the day, the ... put the tickets in the right order in the drawers of their desks.

Susan likes to read different books, serious and entertaining. Her friends call her a ... because she is very fond of reading. She knows every book in the library. She is said to be Mrs. Brown’s right-hand. She likes her work, as much

as one can like any job that imprisons one from nine till five. Susan can recommend ... a book that has been a great success lately. She helps people to find books on the ... they are interested in.

Susan finds her work very interesting and useful. She knows much about the most popular authors. She can tell you about the reading habits of the people who come to the .... Susan is a sociable person, and she likes to have a talk to different people about the ... they are interested in.

**Ex.3. Fill in the blank with the word that best fits the meaning of each sentence and expand on the sentences.**

**a.** 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 ....

**b.** Choosing one's career is an important step in everybody's life. Most children have only vague ideas of what they want to be. Boys usually dream of becoming .... Girls want to be ....

Some children admire their parents and want to follow in their ..., or at least they take their parents' advice, others prefer to go their own .... Only very few have a definite idea of their future ... and strive to make their dreams ... true.

Young people are encouraged to ... their own careers according to their personal abilities and interests. They are given ... sorts of facilities.

Usually personal qualities show up at ... and teachers should guide the young people to take ... the careers for which they are ... suited.

Apart from the academic careers in science, medicine, law and the ..., a lot of boys and girls go in for special ... in the trades and the professions and take up a career seriously. Young people should be encouraged to see the value of all trades, crafts and ... and to look upon the career they have chosen with interest and pride. Career ... are open to all young people who have the ability and the will to study. In Great Britain careers officers give their students the necessary information on ... professions in part in the option booklets, in part by displays and in part through the teacher / ... conversation in class-time.

**Ex.4. Take turns in presenting situations concerning: a) University; b) classroom; c) subjects; d) students' life.**

**Ex.5. How do you feel on the first day(s) at the University? You may use the words from the box:**

frustrated	confused	cheerful	confident	inspired	enthusiastic
nervous	bored	delighted	anxious	excited	proud

**Model: I'm very proud** because I passed all my exams last term. I **feel excited** because I like working hard and **was bored** at home during the holidays. **I'm delighted** to see all my friends again after the winter holiday.

**Ex.6. Remember what it was like to be in our University for the first time in your life. How have things changed for you?**

For example, I **used to** be afraid of my teachers, but now I'm not.

Pay special attention to the expression containing **used to**. What does 'used to' tell us here?

When we speak about tendencies in the past the expression is used. It can also be used in negative and interrogative forms, e.g.

I **didn't use to feel frustrated** in philosophy class, but now I do. I don't understand the theory. **Did you use to learn** many new words in this lesson?

When you talk about tendencies, habits or characteristic behavior in the past **would** is hardly used in interrogative or negative forms, e.g. On Saturday morning we would go to the movies together. My dad would sit down with me in the kitchen every day after school and help me with my homework.

The main difference between *would* and *used to* is that *would* can be used with some activity verbs (live, work, study) if they denote long lasting actions rather than events. E.g. In the morning we *would / used to* go fishing. But: He *used to be* often ill in such foggy weather.

**Ex.7. Now work in pairs and tell your partner about these changes. Show your genuine interest, comment on these changes, reasons and consequences in connection with your student's life.**

**Ex.8. Complete these sentences with 'used to', 'didn't use to' or 'would'. In some cases both 'used to' and 'would' are possible, in some are not.**



1. Whenever I walked past his desk, he ... look up and smile. 2. Jake and Peter ... be big friends but they fell in love with the same girl. 3. They ... do exercises orally but now their teacher of Written Practice and Conversation make them do all the exercises in writing to master the language. 4. He ... work hard at his English before he made a lot of progress. 5. I ... live in a hostel but now I'm renting the flat. 6. In the afternoon we always ... stay together after classes and go to a reading-room. 7. He ... attend all the lectures before he joined a drama society. 8. He ... play truant from classes before he was expelled from the University.

**Ex.9. Write these sentences again with 'used to' or 'would' where possible.**

1. He was a good footballer, even though he didn't practice very much. 2. When I was a student we didn't go to expensive restaurants. 3. Dave never had good marks. He was behind the group in English. 4. He never answered questions properly. He didn't get rid of mistakes. Conversational Practice was his weak point. 5. When I was 18 I spent hours reading for my exams in Linguistics. 6. We went to the concerts every month throughout my childhood. 7. Our children were always at the top of the class in English.

**Ex.10. Translate into English:**

1. Я закончила школу год назад. Прошлым летом я сдала три вступительных экзамена на «отлично» и поступила в институт иностранных языков. Наш институт находится в центре города, недалеко от городского совета. Это – большое новое трехэтажное здание с огромным количеством больших и светлых аудиторий, лекционных залов, фонологических лабораторий, компьютерных классов, большим актовым залом, библиотекой, читальным залом и столовой.

У нас в институте пять факультетов, включая факультет заочного и дистанционного обучения. Они готовят учителей английского, французского, немецкого, испанского и итальянского языков. Также у нас есть специальные вечерние курсы для желающих изучить иностранный язык и поступить в наш институт. У нас преподают знаменитые профессора и доценты, старшие преподаватели и молодые, только начинающие свою карьеру. Для желающих заниматься не только практикой, но и теорией языка, открыта аспирантура.

Наш учебный год делится на два семестра. В конце каждого семестра студенты сдают экзамены по иностранному языку, истории, языкознанию,

философии, педагогике, психологии и др. После экзаменов у студентов каникулы. Моя профильная дисциплина – английский язык и литература.

Занятия по английскому языку проводятся у нас каждый день, это – практика устной и письменной речи, практическая грамматика, практическая фонетика, лексикология, стилистика, история английского языка. На занятиях мы разговариваем исключительно на иностранном языке. Мы много практикуем, чтобы в совершенстве овладеть английским языком и избавиться от ошибок. Мы уже достигли определенного успеха. Мои однокурсники посещают драматический кружок и клуб любителей английского, также различные спортивные секции при нашем институте. Многие студенты принимают участие в работе научного сообщества. На занятиях по английскому языку мы выполняем много упражнений в устной и письменной форме, на семинарах делаем доклады. Я увлекаюсь поэзией, много читаю, учи стихи наизусть, работаю над произношением. Я никогда не пропускаю занятия по неуважительной причине и не отстаю от группы. Хотя я и первокурсница, я не могу не думать о своей будущей профессии. Я надеюсь, что стану хорошим учителем.

2. Майкл и его друзья закончили университет 15 лет назад. На прошлой неделе они организовали вечеринку по этому поводу. Майкл и его бывшие однокурсники вспоминали время, которое они провели в университете.

Было нелегко поступить в университет. Майкл должен был сдавать вступительные экзамены. К счастью, он сдал их успешно и его приняли в университет. Майкл посещал лекции, семинары и практические занятия. На практических занятиях Майкл и его друзья слушали тексты на французском и немецком языке, смотрели и обговаривали фильмы на соответствующем иностранном языке, читали книги в оригинале, переводили статьи, писали сочинения. В университете были замечательные читательские залы и библиотека, лекционные залы, аудитории, фонетические лаборатории. Кроме иностранных языков, Майкл изучал историю, литературу, психологию, философию.

Во время каникул Майкл был за границей в Париже, Марселе, Бонне и Берлине (Paris, Marseille, Bonn, Berlin). Тут он познакомился со многими местными жителями: французами, арабами, немцами, австрийцами, поляками, венграми, словаками, русскими и подружился с ними. Вскоре Майкл мог свободно говорить как по-французски, так и по-немецки.

Лучшие друзья Майкла – Роберт Стоун и Джеймс Броуди. Роберт преподает французский язык в университете, а Джеймс работает переводчиком в одной из международных компаний. К сожалению, они

сейчас не могут так часто встречаться как когда-то. Поэтому они были очень рады возможности встретиться и пообщаться снова.



LISTEN

**Ex.1. This is the preparation material for an English Conversation lesson about education. There is an audio file in which two people raise some controversial issues about university education. There are some common idioms that we use when discussing education, a list of conversation questions that people might ask each other when talking about this subject and some education vocabulary.**

**Listen to a discussion about university education and answer the questions:**

1. Did you hear any idiomatic expressions used in Jeff and Todd's discussion? 2. What is your opinion of Todd's comment that education systems are geared to make money? 3. Do you think it is true that universities teach passive learning?

### **Idioms we might use when discussing education**

*To have one's head or nose in the books* - to be studying all the time.

*To hit the books* means to study hard.

*Cut class or skip class* - to not go to class

*Pass with flying colours* - to pass something easily and with a high score.

*To learn something off by heart* - to learn something in such a way that you can say it from memory.

### **Education Vocabulary**

Here is a selected list of words related to education. Make a note of any that you are not familiar with. We will discuss any unfamiliar words and their usage:

*Illiteracy*

*Boarding*

*Examiner*

*Tertiary education*

*Vocational*

*Freshman*

*Recess*

*Apprenticeship*

*Doctorate*

*Scholarship*

*Retake*

*Revise*

**Ex.2. Answer the following questions:**

1. What is the school system like in your country? 2. Does your country provide a public school system? 3. Is there anything you would change about the education system? 4. What do you remember about your teachers? Were there any that really inspired you? 5. Were there any teachers that you didn't like? Why? 6. What was your school like? 7. Are you still friends with anyone that you went to school with? 8. What subjects were you good at? What subjects were you not good at? 9. Do you have boarding schools in your country? Are they popular? 10. Do you go to university? What do you study at university? Do you enjoy your time here? 11. How does going to university compare to your schooling? 12. Do you think private schools and universities offer higher quality education or are they just prestigious? 13. Are university fees reasonable in your country? 14. Do you think it is easier to learn as a child or as an adult? 15. Does education guarantee a good job in your country? 16. What are some important factors in determining which university to attend? 17. Do you think education should be free?



**Expand your thoughts upon the following proverbs and quotations using the Essential Vocabulary:**

1. "Knowledge is light and ignorance is darkness."
2. "Live as if you were to die tomorrow. Learn as if you were to live forever."
3. "You can never be overdressed or overeducated."
4. "Education makes people easy to lead, but difficult to drive: easy to govern, but impossible to enslave."
5. Whatever is good to know is difficult to learn.



**Read and translate the text.**

**Text II\***

**John Smith**

John Smith is 50. He is tall and thin. The man has regular features. He looks the very picture of his father.

**When he was still a young boy his parents *set their hearts on his becoming* a teacher. John took his parents' advice and *followed in his mother's footsteps*.**

**Now John is *an experienced teacher*. His *prestige stands high* in the school. They say he's a *born organizer* and very good at *creating order from chaos*. He's able to keep order and never attempts to *shout his pupils down*. John teaches *carefully prepared lessons*. He's *body and soul absorbed in the school*.**

**His *responsibilities* as a teacher are really heavy. He's got four or five lessons a day. Sometimes he's got *remedial classes*. John is a *form teacher* too. He is also *in charge of the school's* Environmental club which is mainly a *weekly lunchtime activity* and is open to all. Its aim is to *expand the knowledge, understanding and skills of the pupils of his school to care for the environment*.**

John is a gifted person. He likes poetry and writes poems. He often recites poems to his pupils. One of his favourite poems is "The Wonderful World" by William Brightly Rands. Read it! You're sure to like it too!

Great, wide, beautiful wonderful world,  
With the wonderful water round you curled,  
And the wonderful grass upon your breast –  
World, you are beautifully dressed!  
The wonderful air is over me,  
And the wonderful wind is shaking the tree –  
It walks on the water, and whirls the mills.  
And talks to itself on the top of the hills.

(\* the text for learning)

## Reading and speaking activity

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Сильно захотеть стать учителем, последовать совету родителей, пойти по стопам матери, опытный учитель, его высоко ценят в школе, прирожденный организатор, никогда не перекрикивать учеников, душа и сердце принадлежат школе, заботиться об окружающей среде, талантливый человек, наверняка вам понравится это.

**Ex.2. Paraphrase the sentences from the text in bold paying special attention to the words and phrases in italics.**

**Ex.3. Summarize the information given in the passage about John Smith.**

**Use the following clichés:**

**I.** The text is about ...

The text tells us about...

The text deals with

The text is concerned with

Этот текст имеет дело с ...

Этот текст касается ...

**II.** At the beginning of the text  
the author

Вначале текста автор

describes smth that (which)...

описывает

dwells on (the problem, the  
question of)

касается (проблемы, вопроса)

informs us about...

сообщает нам о ...

states that ...

утверждает, что ...

underlines that ...

подчеркивает, что...

points out that ...

указывает что ...

stresses that ...

выделяет что ...

mentions ...

упоминает ...

comments upon smth ...

комментирует ...

criticizes ...

критикует...

suggests ...

предлагает ...

introduces ...

вводит, представляет ...

**III.** Then the author passes on to

the

затем автор переходит к

description of ...

описанию ...

analysis of ...

анализу ...

characteristics of ...	характеристике ...
statement that ...	утверждению ...
<b>IV.</b> After that (next) the author goes on to say about ...	После этого автор продолжает рассказывать
pays attention to smth ...	уделяет внимание
develops the idea of ...	развивает идею ...
proves that ...	доказывает, что ...
characterizes smth ...	характеризует ...
gives the characteristics of	дает характеристику ...
<b>V.</b> At the end of the text the author comes to the conclusion that	В конце текста автор приходит к выводу, что ...
In conclusion the author recommends	В заключение автор рекомендует ...
decides ...	решает
repeats ...	повторяет
expresses ...	выражает ...
<b>Introductory words and phrases</b>	<b>Вводные слова и выражения</b>
It is necessary (interesting) to note that ...	Необходимо (интересно) отметить, что ...
It is extremely important to underline that ...	Чрезвычайно важно подчеркнуть, что ...
It is not surprising that ...	Неудивительно, что ...
It is clear that...	Ясно, что ...
It is a well-known fact that...	Это очевидный (известный) факт, что
No wonder that ...	Неудивительно, что ...
At first ... then ...	Сначала ... затем ...
In contrast to ...	В отличие от ...
Moreover ...	Более того ...
Thus ...	Таким образом ...
Besides ...	Кроме того ...
However...	Однако ...
As a result ...	В результате ...
As for ...	Что касается



LISTEN

## School Report

### Ex.1. Answer the following questions:

1. How are school grades determined at different levels of education in your country (e.g., test, quizzes, reports, participation, etc.)? 2. How are grades listed on report cards? In the USA, letters are often used to indicate performance (A, A-, B+, etc.).

**HELPFUL TIP:** Many students in the US take the SAT and/or the ACT tests as a part of gaining entrance to colleges and universities. Try taking such tests several times so you get a feel for how they are written if the school are considering require such tests.

### IDIOMS

*hand in* = turn in or give an assignment to a teacher. E.g. Don't forget to hand in your homework at the end of class.

*at the end of your rope* = no longer have the ability or patience to do something. E.g. To be honest, I'm at the end of my rope. I've told these students repeatedly not to copy their assignments, but they don't listen. I guess I'll have to fail them.

### Ex.2. First, listen to the conversation. Then answer the questions:

1. *Based on the girl's statements, how would you describe her English teacher?*

- A. irritable
- B. fascinating
- C. considerate

2. *How does she feel about her Spanish class?*

- A. She finds that the exams are quite confusing.
- B. She says that the assignments require too much time.
- C. She feels the teacher doesn't spend enough time explaining verbs.

3. *How is she doing in her algebra class?*

- A. She is getting excellent grades.
- B. She is doing average work.
- C. She is failing the class.



4. Why does the girl like her history class?

- A. The teacher gives easy questions on tests.
- B. The teacher rewards students who can handle his questions.
- C. The teacher gives candy to all of the students.

5. What does the girl have to do after she returns from the movie?

- A. She has to finish her algebra homework.
- B. She must read her history book.
- C. She needs to practice her instrument.

**Ex.3. Match the items on the right to the items on the left by dragging them over.**

I was _____ to take a test today, but I was sick.	tripped me up
If you study hard, you should be able to _____ the test.	supposed
There were two trick questions on the test that _____, and I chose the wrong answer.	butter up
The teacher _____ when she caught students cheating on the test.	ace
Students sometimes try to _____ the teacher by saying nice things about him, but they just want a good grade.	blew up

**Ex.4. Listen to the people talking one more time. Complete their conversation with the words you hear.**

*Girl:* Dad, can I go to a movie with Sharon?

*Dad:* Yeah, sure, but wait. Weren't you supposed to get a (1) \_\_\_\_\_ card sometime this past week?

*Girl:* Well, oh yeah. Can I call Sharon now?

*Dad:* Uh-hum. You didn't answer my question. Did you receive it or not?

*Girl:* I love you Dad! You're the best!

*Dad:* Don't try to (2) \_\_\_\_\_ me up. I can guess that your answer means that you didn't do well in some of your classes?

*Girl:* Well, my English teacher is so (3) \_\_\_\_\_, and he blows up every time someone talks.

*Dad:* In other words, you're not doing so well?

*Girl:* Uh, a C . . . minus.

*Dad:* Oh. Well, how are you doing in your Spanish class? You said you liked that one.

*Girl:* Well, I do, but I forgot to turn in a couple of assignments, and I had problems on the last test. All those (4) \_\_\_\_\_ tripped me up. I get them all mixed up in my head!

*Dad:* Okay, and what about algebra?

*Girl:* Ah, I'm acing that class. No (5) \_\_\_\_\_.

*Dad:* Oh!

*Girl:* Can I go now?

*Dad:* And how are you doing in (6) \_\_\_\_\_?

*Girl:* Oh, that's my favorite class. Mr. Jones is always passing out candy if you know the (7) \_\_\_\_\_ to his questions.

*Dad:* Great. Now, I have a (8) \_\_\_\_\_ daughter with tooth decay.

*Girl:* Ah, Dad. Can I go now?

*Dad:* You can go if you answer my history question. How old am I?

*Girl:* Uh, fifty-five?

*Dad:* Fifty-five! You just failed a (9) \_\_\_\_\_ and history test at the same time!

*Girl:* Dad . . .

*Dad:* Well, okay, but you need to come (10) \_\_\_\_\_ home from the movie, and you need to practice your clarinet.

*Girl:* Oh, I forgot about that grade?

*Dad:* What?

*Girl:* Gotta run, Dad.

### **Ex.5. Answer the questions:**

1. What is the hardest class you take in high school? 2. What made the class difficult? Why? 3. What are the keys to passing exams? 4. In your country, what percentage do you need to pass a class? 5. Do teachers allow you to retake tests if you fail them because of poor performance or even cheating?

### **Ex.6. Online Investigations**

Academic honesty is often regarded as a key part of a student's success in the classroom and in the future workplace. However, plagiarism can be found just about everywhere. How do different schools around the world view the problem and how do schools deal with this problem? Is plagiarism and cheating

a more serious problem in certain places? Use the Internet to learn more about this issue the answers to these questions.



**Ex.1. Complete the sentences with the following verbs:**

behave	cheat	do	fail	graduate	learn
pass	review	start	study	take	leave

1. I didn't use to \_\_\_\_\_ so much last semester, but then I got really embarrassing marks, and now I \_\_\_\_\_ twice as much. 2. We have a test from the last three Units tomorrow. We must \_\_\_\_\_. 3. Everybody hated the new math teacher. We didn't \_\_\_\_\_ anything in his class. 4. My sons always \_\_\_\_\_ their homework before they watch TV. 5. Have you ever tried to \_\_\_\_\_ on a test and been caught in the act? 6. Before you can go to that school you have to \_\_\_\_\_ a lot of exams. 7. How old are children when they \_\_\_\_\_ school in your country? Five or six? 8. Are you allowed to \_\_\_\_\_ school before you are 17? 9. I need to \_\_\_\_\_ that test to get the scholarship. 10. If I \_\_\_\_\_ the test, my parents will make my life impossible. 11. The teacher said he would send us to the principal's office if we didn't \_\_\_\_\_. 12. This is my last test. I'll \_\_\_\_\_ next week.

**Ex.2. Choose the correct variant:**

- It is hard to believe but Benjamin got \_\_\_ average marks in all his exams.
  - A. on high
  - B. over
  - C. above
- Most of the students in my group are \_\_\_\_\_.
  - A. bookworming
  - B. bookworm
  - C. bookworms
- You should study hard during the term to \_\_\_\_\_ a credit for this philosophy course.
  - A. get
  - B. obtain
  - C. gain
- These words are to be learnt \_\_\_\_\_ heart for the next lesson.
  - A. by
  - B. close
  - C. towards
- In the library people read \_\_\_\_\_ themselves.
  - A. to
  - B. for
  - C. about

6. Deborah started working to learn about life in the school \_\_\_\_ of knocks.

A. tough

B. hard

C. severe

7. Have you ever thought about working your \_\_\_\_\_ through college?

A. path

B. road

C. way

**Ex.3. Fill in the blanks with the word from the essential vocabulary that best fits the meaning of the sentence.**

This year I'm going to ... school. Before people ... school, they understand that the time to ... our future ... has come. It's not an easy task to ... a right choice.

Someone goes further in one's ... and ... an institute, college or university. Other can start a working ..., ... into business.

If we want to get a professional ..., we can ... a technical college. There is a huge number of ... to choose. Some people choose profession their parents want, someone ... in their parents' footsteps, others do it in their own way. To find out the best from the best, we should ... a lot.

Because of the wide variety of jobs, we should ... all available information about any possible job. We also need to think about how well we can do what we would like to do. We ... the demand for professions on the local employment market. To ... the right choice, we should ... our possibilities, characters and abilities. To ... a good doctor or teacher you must be patient, kind, sympathetic and intelligent.

By the beginning of the last year, I wanted to ... a doctor. I thought it was a very ... profession. I was ... at biology and zoology. I was eager to help people who had problems with their health. I ... that a doctor should be noble in work and life, kind and attentive to people, honest and prudent. A doctor who is selfish and dishonest can't be good at his profession. I tried to ... my best to develop good characters in myself.

Now I have already ... what to do. I'd like to be a teacher. It is a ... profession. You should ... perfectly the subject you teach, you must be well-educated and well-informed. An efficient teacher develops in his students a desire for ... and love for truth and beauty. It is a great responsibility to ... children. I think that's the reason why teachers are deeply respected.

More and more people realize that every educated person should ... a foreign language. If we spoke a different language, we would ... a somewhat different world.

That is why I'm going to become a teacher of .... I'm greatly ... of the English language. I liked it from the first lesson we started ... it and it is still my

favourite .... As I was ..., "He who does not ... foreign languages does not ... anything about his own." I'll try to enter the ... of Foreign Languages at the University.

We ... at universities or institutes to become a ... for four years and a ... for six years. Some students keep studying and enter a ... course to follow an academic career. Most university ... take up teaching as a ... and return to school.

So, choosing a career and then getting a ... are two things, any person does in his lifetime.

If we don't think about the future, we don't have one.

**Ex.4. Answer the following questions:**

1. Where did you go to kindergarten? 2. Where did you go to elementary school? 3. Where did you go to secondary school? 4. Did you go to college or university? Where did you go? What did you study? How many years did you go? Did you work while you went there? 5. Did you enjoy going to elementary school? 6. Does your country have middle schools? 7. What is the age that children begin school? 8. How old are students when they graduate? 9. Did you go to a good secondary school? 10. What do you remember about your teachers? 11. Who was your favorite teacher? 12. What teacher impressed you the most? 13. Do you still stay in touch with your teachers? 14. Did you have any teachers you didn't like? 15. How many students were in your secondary school? 16. Describe the students who attended your school. 17. Did they have a good influence on you? 18. Did they make your childhood and teenage years harder or easier? 19. Were there cliques in your high school? Were there gangs? 20. Did you make friends in school that you still keep in touch with? 21. What subjects were you good at? What subjects were you bad at? 22. Did you study a foreign language in school? Was it taught well? 23. Do you know anyone who attended a private school? Do private schools offer higher quality education or are they just prestigious? 24. Did you attend any college? If you did, what made you decide to go to the college you did? Was it a good school? How many students attended it? 25. How many students were in your biggest class? How many in your smallest class? Did you prefer small classes or big classes? 26. Was it harder to study in college than in high school? How does college compare to high school? What advice would you give a high school student who is about to go to college? 27. What do you major in? Why did you choose the major you do? 28. Did you live in a dormitory while you went to college? Who were your roommates?

## **Ex.5. Translate into English:**

1. Мне хотелось бы поделиться с вами мыслями по поводу выбора будущей профессии. Выбор карьеры и поступление на работу – две вехи в жизни человека, вряд ли кто сможет их избежать.

Когда миллионы молодых людей заканчивают среднюю или среднюю специальную школы, они начинают собственную самостоятельную жизнь. Одни из них начинают работать на государственных предприятиях, при условии, что они закончили профессионально-техническое или медицинское училище, педагогический колледж и т.п. Другие становятся бизнесменами, открывая собственные предприятия или агентства по оказанию различных услуг населению: от салонов красоты до туристических и риелторских агентств. Некоторые продолжают свое обучение, чтобы получить высшее образование.

Молодые люди узнают о профессиях из газет и журналов, рекламных объявлений и, конечно же, из семьи. Журналы и интернет-сайты для подростков часто предлагают анкеты, опросы, тесты, чтобы помочь юношам и девушкам лучше понять свои интересы и способности и принять решение относительно их будущего занятия.

При выборе карьеры нужно учесть все основные возможности, которые может предложить будущая профессия: профессия должна быть интересна, нужно быть уверенным относительно своего будущего и возможности быть востребованным на рынке труда после окончания института или университета. Профессия должна быть хорошо оплачиваемой, иначе вы не сможете обеспечивать себя и свою семью.

Еще в средних классах, а, некоторые в начальных, начинают задумываться о будущей профессии. В мире такое огромное разнообразие профессий. Выбрать одну из них и сделать работу своим любимым хобби – не так уж и просто! Некоторые выбирают сами, другие следуют совету родителей, третьи идут по стопам родителей, потому что они могут помочь в реализации будущих планов и быстрому продвижению по карьерной лестнице.

Для меня никогда не стоял вопрос, что я хочу делать, когда закончу школу. Я знаю с детства, что хочу быть учителем. Я знаю, что быть хорошим учителем очень трудно. Это – одна из сложнейших и благороднейших профессий. Вы должны очень хорошо знать предмет, который преподаете, кроме того, иметь широкий кругозор и разбираться во всех вопросах, интересующих ваших учеников. Хороший учитель развивает у своих учеников любовь к правде и красоте, стремление к знаниям, развитию своих способностей и совершенствованию навыков.

Учить детей – большая ответственность. Я думаю, что это та причина, по которой учителей глубоко уважают.

Таким образом, я считаю, что жить нужно так, как будто умрешь завтра, а учиться так, как будто будешь жить вечно.

2. Образование – это процесс обучения, получения новых знаний, опыта, практики. Оно очень дорого для каждого человека, так как чем раньше вы его начнете, тем глубже знания можно получить. Нас учат всю жизнь, начиная с рождения. Наш первый учитель – это мама, позже мы получаем полезную информацию в детском саду, затем мы развиваем наши навыки в школе, но в конечном итоге каждый разумный человек принимает решение поступать в высшее учебное заведение. Если вы желаете стать студентом университета, вы должны усердно работать, чтобы подготовиться к нему. Как правило, выбор вуза – это серьезное решение, так что неудивительно, что все больше и больше выпускников школ хотят учиться в лучших учебных заведениях. Многие европейские подростки направляются в Великобританию, так как ее университеты известны во всем мире и их дипломы ценятся везде.

3. Я уже не так молод, как был когда-то, но все еще помню те субботние утра, которые я проводил в читальном зале университетской библиотеки, будучи студентом первого курса. В библиотеке я чувствовал себя веселым и умиротворенным. Библиотека была для меня целым миром, в котором я любил абсолютно все – запах книг, шепчущиеся голоса читателей и библиотекарей, звук перелистываемых страниц.

С годами библиотеки становились для меня местом работы, особенно, когда я учился в аспирантуре. Сколько библиотек мне посчастливилось посетить у нас в стране и зарубежом! Незабываемое время! Когда мне приходилось быть в незнакомых городах, я всегда старался найти библиотеку и наслаждался временем проведенным там. Это помогало познакомиться с людьми, узнать об их культуре и традициях.

Для меня библиотеки всегда были местом спокойствия, умиротворения и, конечно же, царством мудрости, культуры и информации, королевством печатного слова.



**Ex. 1. Read, translate and role-play the following dialogues:**

**Congratulations**

*Judy:* You look happy today!

*Charles:* I'm happy. I have just passed my Literature exam and my History exam.

*Judy:* Congratulations! I'm glad somebody's happy.

*Charles:* Why? What's the matter?

*Judy:* Oh, I'm just worried I guess. I have to take a History exam next week.

*Charles:* Oh, come, you are always worried about your exams. You've passed some exams already, haven't you?

*Judy:* Yes, I've passed my French exam.

*Charles:* Oh, I give up. I simply can't learn French.

*Judy:* Why do you say that? I think you're making a lot of progress.

*Charles:* No, I'm not. I try and try and still can't speak it very well.

*Judy:* Learning any language takes a lot of effort. But don't give up. One can scarcely get on without some knowledge of a foreign language. Why don't we practice those dialogues together?

*Charles:* Good idea. That just might help. When and where are we going to meet and practice?

*Judy:* Let's make it Friday, 5 p.m.

*Charles:* Ok, thanks a lot.

**At the University**

*Michael:* After I've been on my vacation, I find it hard to get started again.

*Denis:* So do I. I have to make an effort to get up an appetite for studying every day. I think the best part of University life is exchanging ideas with other students. I hate exams.

*Michael:* I look forward with fear to my exams, especially my French exam. I always pull an all-nighter before it and feel rather nervous at the exam.

*Denis:* Have you heard that Prof Green gives us lectures on Linguistics this term? He is known for his progressive methods of teaching.

*Michael:* He is also known for his difficult questions at the exam. So, I'd better get down to my studies. I've been lazy too long.



## **A Part-Time Job**

*Barbara:* Oh, is it you, Andrew?

*Andrew:* Yes, it's me. Haven't seen you for ages. How are you?

*Barbara:* Fine, thank you! And you? What are you doing here? You are a waiter at this restaurant, aren't you?

*Andrew:* Yes, it's my job here.

*Barbara:* But I know you are a full-time student.

*Andrew:* You are quite right. I'm a student of the Polytechnic University too.

*Barbara:* Doesn't your job interfere with your studies?

*Andrew:* I am in class from 8 a.m. till 2 p.m. But from 6 p.m. to 8 p.m. I am a waiter here.

*Barbara:* Is it a part-time job?

*Andrew:* Yes, it is. But it's also a good and well-paid one. I need to pay tuition and it is a nice way out to get the money I need. I have to earn my living.

*Barbara:* Is it very difficult to study and work? How do you manage your time? How many hours a day do you devote to your home task and research work?

*Andrew:* Yes, it's rather hard to have two important activities at a time. But if you want to achieve a success in life you must know how to manage your time and give priorities to this or that business. It takes me four hours a day to get ready for my classes. Even at work I can revise something connected with my studies. You know, you can win if you want.

*Barbara:* Success attend you!

### **Ex.2. Make up short stories on the basis of the dialogues.**

### **Ex.3. Make up your own dialogues on the following situations:**

1. You meet your friend. She / he has just passed her / his exam. You congratulate her / him.
2. Your friend has failed his / her English exam. Try to cheer him / her up.
3. You are going to study abroad. Describe your friend the way you are going to do it.
4. Your sister / brother has just finished school and doesn't know what University or institute to enter. Give advice.
5. You are going to get a part-time job and at the same time study at the University. Ask you teacher for advice.



LISTEN

### College Textbooks

#### Ex.1. Answer the following questions:

1. What are the advantages and disadvantages of buying new or used books for school / college? 2. Do you pay for your own books or do your parents pay for them? Do you pay cash or do you buy them using a credit card?

**HELPFUL TIP:** Students can often save a lot of money by buying used textbooks instead of new ones. Ask a fellow student if they have the book you need, or you can sometimes buy the book online.

#### Ex.2. Listen to the conversation and answer the questions:

1. *The man is selling his science book, Today's World for \_\_\_\_\_.*

- A. \$13
- B. \$30
- C. \$33

2. *Why is the woman surprised by the price of the science book?*

- A. She thinks that the book is in pretty bad condition.
- B. She feels that she can find the book cheaper on the Internet.
- C. She says that the textbook is an old copy.

3. *Which book does the woman NOT buy?*

- A. an English writing textbook
- B. a math textbook
- C. a novel

4. *The man's textbook on marriage is called, Finding the Perfect \_\_\_\_\_.*

- A. Friend
- B. Partner
- C. Someone

5. *Why does the man want to study cooking?*

- A. He wants to learn to cook because he lives on his own.
- B. He wants to major in hotel management in the future.
- C. He has a friend who's taking the same class.

**Ex.3. Review the key vocabulary from the conversation and put the parts in order to form a sentence:**

Twenty-four bucks some beat-up books for only bought She

**Ex.4. Answer the questions based on the vocabulary you learned:**

1. *I spent over two hundred \_\_\_\_\_ on textbooks and other supplies.*

- A. bucks
- B. money
- C. hucks

2. *My dad has been \_\_\_\_\_ stamp collecting for years.*

- A. on
- B. along
- C. into

3. *If you \_\_\_\_\_ buying your books for one more week, you might be able to get them on sale because the bookstore often discounts books at the end of the year.*

- A. go off on
- B. hold off on
- C. ride off on

4. *She didn't have to tell my brother that she didn't love him. He \_\_\_\_\_ through her actions.*

- A. made a drawing
- B. bought the painting
- C. got the picture

5. *That book is really \_\_\_\_\_. I'd rather buy a new one that doesn't look so old.*

- A. beat up
- B. beat around
- C. beat down

**Ex.5. Match the items on the right to the items on the left by dragging them over.**

1	My mom is _____ collecting old books.	a	hold off on
---	---------------------------------------	---	-------------

2	I don't mind buying _____ books because they can be cheaper than purchasing brand new ones.	b	got the picture
3	She bought the book for only twenty _____.	c	really into
4	After talking with him for an hour, I finally _____ that he really didn't want to buy my books after all. I wish he would have told me this earlier.	d	beat-up
5	If you _____ buying books until the beginning of the school year, you probably won't find older and cheaper used books in the bookstore.	e	bucks

**Ex.6. Answer the questions:**

1. What is your favorite Website for buying books? Why? 2. Do you think companies charge students too much for textbooks? If so, what other things can students do to save money on school books . . . besides just copying them?

**Ex.7. Online Investigations**

**Think of a book you want to buy. Search for it using two or more Web sites that sell new or used books. Then answer these questions:**

1. How much does the book cost, new and/or used? 2. How much is shipping and handling? 3. Do you have to pay any form of sales tax, and if so, how much? 4. What is the company's return policy? 5. Can you find an online review for the company, and if so, what does it reveal about its service? 6. Have you ever bought books on-line? 7. What books do you prefer: printed or e-books? Why? 8. Is it convenient to buy things using the Internet? 9. What do you often buy using it? 10. What would you like to buy via the Internet? 11. Are the Internet services always good? 12. Do you trust Internet shops? 13. What are the best Web sites for buying things? 14. What are the factors making this or that Internet shop popular with people?



**Writing**

**Ex.1. Write a two-page letter to your English friend about your studies at the University.**



**Expand your thoughts upon the following proverbs and quotations using the Essential Vocabulary:**

1. "Education is the key to unlock the golden door of freedom."
2. "Learning is the only thing the mind never exhausts, never fears, and never regrets."
3. "Education is the best provision for old age."
4. "With great learning, a horse, and money, you may travel the world."
5. "Learning makes people fit company for themselves."
6. "It's never late to study."



**Read and translate the text.**

**Text III**  
**From The Sandcastle**

by I. Murdoch

Mor taught history, and occasionally Latin, at St. Bride's. He enjoyed teaching, and knew that he did it well. His *authority and prestige in the school stood high*; higher than that of any other master. Mor *was well aware of this too*, and it *consoled* him more than a little for *failures in other departments of his life*.

"Rigden", said Mor.

A long silence followed. Mor was taking the Fifth Form Latin class, a *chore* which sometimes came his way during the absence on sick leave of Mr Baseford, the *classics master*. It was a hot afternoon, the first period after lunch, a time which Mor hated. A fly buzzed on the window. Twenty boys sat with the *Elegies of Propertius* open before them. Rigden clearly could make nothing of the line in question.

"Come on, Rigden", said Mor rather wearily, "*have a bash*". You can translate the first word anyway". "You", said Rigden. He was a slight crazy-looking boy with a small head. He idolized Mor. His inability to please him was one of the tragedies of his school days. He leaned intently over his book.

“That’s right”, said Mor, “and the second word”. A yell of uncontrolled laughter went up in the next room. That was Mr Prewerr’s mathematics class. Prewett was unhappily quite unable to keep order. Mor knew that *keeping order* was a *gift of nature* but he could not but despise Prewett a little all the same. Mor himself had but to look at the boys and they fell silent. “Only”, – said Rigden. “Yes”, said Mor, “now go on”. Rigden *stared wretchedly* at the page. “Carde?” said Mor.

Jimmy Carde was one of Mor’s enemies. He was also the *bosom-friend* of Mor’s son Donald. Mor never *felt at ease with* Carde. He spoke *in a casual and superior way*.

“That’s right”, said Mor. “Now, Rigden, you go on.” Rigden was beginning *to look desperate*. He *gazed into the book, biting his lip*.

“*Get a move on*”, said Mor, “we haven’t got all day. Did you prepare this, Rigden?”

“Yes, sir”, said Rigden.

“Well, you’d better stay behind afterwards and talk to me about it”, – said Mor. “Our time’s nearly up. Could somebody finish translating? Carde, what about you, could you do the last six lines for us?” Carde *cleared his throat*.

“Yes”, said Mor. He looked at his watch. He saw that the period was nearly ended. Carde was a *good performer*.

“Yes”, said Mor. Yes. Very nice, Carde. Thank you. Now you can all go.”

An immediate chatter broke out, and amid a banging of books and desk tops there was a rush for the door. The *admonishing* of Rigden took but little time, and Mor strode into the corridor. A moment later he emerged from the centre door of what was called Main School into the sunshine and looked about him.

\*\*\*

The chief buildings of St Bride’s were grouped unevenly around a large square of asphalt which was called the playground, although the one thing that was strictly forbidden therein was playing. the buildings consisted of four tall red-brick blocks: Main School, which contained the hall, and most of the senior classrooms; Library, which contained the library and more classrooms, and which was built close against Main School; School House, opposite to Library, where the scholars ate and slept, and “phys” and “Gym” opposite the Main School, which contained the gymnasium, some laboratories, the administrative offices, and two flats for resident masters.

### Notes:

1. Chore – a task that must be done and that you find unpleasant or boring.

2. Propertius Sextus (c.50- c. 15 B.C.) – the greatest of the elegiac poets of Rome.

3. To have a bash – to try, to make an attempt.

4. Phys. – a physics room, a room used for lessons in natural science.

5. Gym – gymnasium, a hall or room used for gymnastics.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Авторитет и престиж высоко ценился, хорошо осознавать что-либо, утешать, неудачи в других сферах, возлагать бремя, быть на больничном, идеализировать, неспособность угодить, озабоченно склоняться над книгой, быть неспособным удержать дисциплину, порицать, закадычный друг, кусать губы, смотря в книгу, остаться после уроков, прочистить горло, быть способным учеником, тут же поднялся гомон, захлопали переплеты книг и крышки парт, вразумить кого-либо, группироваться вокруг асфальтированной площадки, строго запрещалось.

**Ex.2. Pick out the words in the text, which may be grouped under the headings: LESSONS, SCHOOL.**

**Ex.3. Make up situations illustrating the meaning of the following phrases:**

to stand high, to be aware of sth, to keep order, a gift of nature, to look desperate, to have a bash, to stare wretchedly, to be a bosom-friend, to clear one's throat, to be a good performer, to get a move on, flats for resident masters, Main School, School House, the chief buildings.

**Ex.4. Answer the questions:**

1. What subject did Mor teach? Did he like it? 2. What was Mor well aware of? 3. What class was Mor taking? 4. Who was translating the text? Was he good at it? 5. Who finished translating? 6. What was Jimmy like? Why didn't Mor like him? 7. Why did Mor despise Prewett? 8. What did Mor do after the lesson?

**Ex.5. Confirm or deny the following statements. Use the following expressions:**

*I think you are right.*

*I am afraid you are wrong.*

*That's (quite) right.*

*I agree with you up to this point / completely.*

*I'm of the same opinion (as Ann).*

*Yes, but ...*

*I can see your point, but ...*

*Yes, but on the other hand ....*

1. Mor taught history and philosophy at St. Bride's. 2. Mor didn't like teaching because he knew that he wasn't a success as a teacher. 3. Rigden was a slight crazy-looking boy with a small head who idolized Mor's son Donald. 4. Rigden was asked to stay behind and talk his teacher about the text. 5. The chief buildings of St. Bride's were grouped around a large square of asphalt which was called the playground. 6. The admonishing of Rigden took much time. 7. The Main school contained the hall and most of the senior classrooms, library, school house and 'phys' and 'gym'.

**Ex.6. Discuss the qualities of an ideal teacher / student; an interesting and instructive lesson.**



**Ex.1 Answer the following questions:**

1. When do children start going to school in your country? 2. What types of school are there in your country? 3. Do parents home-school their children in your country? What do you think of home schooling? Do you know anyone who was home schooled? Do you wish you had been home schooled? 4. Are teachers the only ones qualified to teach children? What makes someone qualified to teach children? 5. Can parents influence their children's schools? What can a parent do if he or she disapproves of a teacher's decision? 6. Do children have a right to an education? Should education be free? 7. Does your country provide a good public school system? 8. What improvements does the school system need? 9. Do you think your country should spend more money on schools? If a school gets more money, will the quality of education always improve? Do you think teachers are paid enough nowadays? 10. What would happen if public schools were abolished? Could children still get an education? 11. Why do students cheat during tests and exams? How do they cheat? 12. What is your



attitude towards cheating? How should parents react? How should teachers react? 13. Where do we learn the skills necessary to become a good student – in elementary, middle or high school? 14. Should people go straight from school to a university, or do something different? 15. What is a "genius"? Have you ever met him or her in your real life? 16. Do teachers sometimes teach things that are not important? 17. Are there things your school does not teach that you think it should? 18. Are school uniforms good to have? Why or why not? 19. Would you ever want to learn a third language? 20. How important is curiosity in a student? 21. Can you teach someone who has no desire to learn? 22. What do you think about a gap year, is this something you would consider? 23. What do you wish your teachers understood about you? 24. Do you think a person can become a genius, or are they just born that way? What is necessary to do to develop your personality and skills? 25. What do you consider to be a "smart" or "slow" person? 26. What do you consider "hardworking" or "lazy"? 27. What is the role of schools in society? 28. What does your education mean to you? 29. What do you think the advantages and disadvantages of state and private schools are? 30. What would you do if you saw someone with a gun at school? 31. Are most schools coeducational in your country? 32. Are there any subjects/classes you wanted to study but they weren't available at your school/college? 33. Did you have difficulty with school work? 34. Do you think your school is a good one? Why/why not? 35. Do you think your teachers gave too much homework? 36. Do you think public speaking can improve your English? 37. How can we improve our classroom?

## **Ex. 2. Summarize the content of the text**

### **The Terrible Truth About Truants**

The number of children playing truant and being excluded from school has reached crisis point. More than a million youngsters skip lessons each year and over 100,000 are temporarily excluded. Of those pupils excluded, 83 per cent are boys. Half are aged 14 or 15.

The Government wants to reduce levels of truancy and permanent exclusion by a third. These problems are blighting the lives of an increasing number of youngsters who could escape poverty through education. And the rising tide of disaffection is juvenile crime.

We want to focus on prevention although there will always be cases where pupils have to be excluded for the good of other children and to allow teachers to be able to teach. Those who play truant and are excluded are more likely to become teenage parents, unemployed, homeless, or to end up in prison. Society pays the price.

There are many reasons why children drop out: family problems, low parental expectations, or long-term unemployment at home. Teachers, too, sometimes assume that some youngsters can never achieve much progress because of their background.

Exclusion and truancy are not insoluble. We have to prevent disruptive behavior and share the best practice for dealing with it.

Local education authorities will be set targets to reduce levels of truancy and exclusions. We will encourage more imaginative approaches with the resources to do the job. We are already targeting £22 million this year.

### **Culture Context**

Juvenile delinquent – a child or young person who shows no concern for other people or behaves in a criminal way. Young people (below the age of 18) who misbehave or are criminals are not put in prison but may be sent to a special school to be educated or trained, to try to prevent them offending again.

### **Ex.3. Translate into English.**

1. Для меня никогда не стоял вопрос, что я собираюсь делать, когда закончу школу. Я знаю с детства, что хочу быть переводчиком. Я выбрал эту профессию, потому что значение иностранных языков и других культур в настоящее время очень важно. Иностранные языки необходимы как главное и наиболее эффективное средство в обмене информацией между людьми на нашей планете. Хотя на Земле существует три тысячи языков, английский язык является самым универсальным и широко распространенным. Это язык науки и техники, торговых и культурных отношений, язык судоходства, спортивных состязаний и медицины. Английский язык является официальным языком почти в сорока странах. На нем говорят более 350 миллионов человек, а вторым родным языком он является во многих странах мира. Кроме того, миллионы людей изучают английский язык как иностранный. В нашей стране английский язык очень популярен: его учат в школах, колледжах и университетах.

Изучать английский язык очень важно для меня, так как я хочу знать, что происходит в мире. С нынешними техническими достижениями мир меняется очень быстро во многих сферах, таких как бизнес, искусство и медицина. Скоро эти изменения затронут и людей, поэтому для меня так важно читать и быть в курсе этих изменений. Фактически, изучая английский язык, я получаю ответы на многие свои вопросы.

В заключение, я хотел бы сказать, что большое преимущество в том, что выбор своей будущей карьеры можно сделать еще в школе. Это дает нам цель и позволяет выбрать правильный, подходящий курс обучения.

Это дает нам время для подготовки. Я хотел бы упомянуть также, что, если мы не подумаем о нашем будущем, никто за нас о нем не подумает. Мы должны упорно трудиться, чтобы реализовать свои желания, потому что будущее делается в настоящем.

Если вы хотите, чтобы что-то было сделано правильно, сделайте это сами, примите правильное решение.

**2.** Географически английский язык является самым распространенным языком на Земле, уступая только мандариновому диалекту китайского языка по числу говорящих на нем людей. Это – язык бизнеса, техники, спорта и авиации. За пределами Великобритании и Республики Ирландия, английский язык является важным языком во многих странах и государственным языком в четырех странах – США, Канаде, Австралии и Новой Зеландии. Несмотря на большие расстояния, отделяющие эти четыре англоязычных страны друг от друга и от Британских островов, и большие социальные и культурные различия между ними, формы английского языка, которые они используют, остаются взаимно понятными.

Однако, имеется несколько расхождений в произношении между английским языком в Соединенных Штатах и английским языком Великобритании. Другие сообщества следуют британскому варианту, за исключением того, что многие правила американского произношения являются нормой или приемлемы в Канаде. Главные различия проявляются в произношении, и, в меньшей степени, в лексике и грамматике.

Канадский английский язык подвержен противоречивому влиянию британского и американского вариантов английского языка. Но в целом британский английский язык имеет литературное влияние, в то время как американский вариант английского языка имеет влияние на разговорный повседневный язык. Не существует никаких серьезных различий в письме между английским языком Великобритании и английским языком Австралии, Новой Зеландии или ЮАР. Литературный язык этих четырех сообществ фактически идентичен. Грамматически происходит то же, английский язык всех четырех стран практически однороден, за исключением того, что каждый развил свои собственные разговорные идиомы. Таким образом, именно в разговорном варианте языка и кроются все различия.



LISTEN

## College Majors

### Ex.1. Answer the questions:

1. How do people go about selecting a college major or future career? 2. Are there job fairs in high schools in your area to help students learn about different careers? 3. Is it a common practice for children to ask parents for guidance in choosing a college major nowadays? 4. Who influenced your choice? 5. What influenced your choice? What are the most important factors for you in choosing your future profession? 6. Are you satisfied with your choice or are you going to change your major?

**HELPFUL TIP:** Some college students often are still undecided on what career path to take even during their first year in college, so it can be a good idea to take a variety of classes to test your interests.

### Ex.2. Listen to the conversation. Answer the questions. Choose the best answer.

1. *Where does the conversation most likely take place?*

- A. in a college dormitory
- B. in a university classroom
- C. at the school's library

2. *What year is the woman in college?*

- A. second year
- B. third year
- C. fourth year

3. *Which statement is NOT true about her paying for college?*

- A. She is currently repaying student loans.
- B. She has worked to earn college tuition.
- C. She received a scholarship.

4. *What is her future job situation?*

- A. She will work in her father's business after she graduates.
- B. She wants to go on to graduate school the following month.
- C. She hopes to have interviews with different companies soon.

5. *What surprising information do we find out at the end of the conversation?*

- A. The woman is dating the man's business teacher.
- B. Paul Jones, a college teacher, is the woman's father.
- C. The man and woman are actually long-lost relatives.

**Ex.3. Listen to the conversation again. Complete the following sentences with the key vocabulary from the conversation. Choose the correct answer.**

1. *Be sure to \_\_\_\_\_ up an appointment to visit with your college advisor. He should be able to help you choose classes for next semester.*

- A. talk
- B. line
- C. do

2. *He has gone to school for five years, and it has been difficult, but he only has three more months to finish, so he can now see the light at the end of the \_\_\_\_\_.*

- A. street
- B. tunnel
- C. river

3. *She is \_\_\_\_\_ around the idea of attending college this fall.*

- A. batting
- B. running
- C. hitting

4. *My parents helped me \_\_\_\_\_ a number of times by paying for my rent while I was a college student.*

- A. over
- B. in
- C. out

5. *You shouldn't \_\_\_\_\_ the teacher for not accepting your homework. You turned the assignment in late, so it was your own fault.*

- A. bad-mouth
- B. run over
- C. talk into

**Ex.4. Put the parts in order to form a sentence.**

School schedule she wants to line up her

**Ex.5. Match the items on the right to the items on the left.**

1	You have to be _____ about your chances of getting into that famous university.	a	at the end of the tunnel
2	You shouldn't _____ other people without knowing their situations.	b	batting around
3	He's _____ the possibility of taking summer classes so he can graduate early.	c	bad-mouth
4	Having taken college classes for eight years, she could finally see the light _____.	d	realistic
5	Do you think you can _____ this weekend? Mom and Dad are moving.	e	help-out

**Ex.6. Answer the following question:**

**What are the most important factors in choosing a college major for you? Rank the following ideas in order of preference and discuss your opinions with a partner:**

- job prestige
- earning potential of future job
- opportunities for advancement in the field
- availability of work
- personal interest

**Ex.7. Online Investigations**

Does an Internet search to identify the top five college majors in your country or city based on any of the following criteria: employment outlook, earning potential, and working conditions/environment?



**Ex.1. Comment upon the following proverbs or make up a short story of your own illustrating its moral:**

- a. You never know what you can do till you try.
- b. Experience keeps a dear school, but fools learn in no other.

- c. Experience keeps no school she teaches her pupils singly.
- d. Get a name to rise early, and you may lie all day.
- e. Soon learnt, soon forgotten.



**Expand your thoughts upon the following proverbs and quotations using the Essential Vocabulary:**

1. A little learning is a dangerous thing.
2. Education begins a gentleman, conversation completes him.
3. Seek education from the cradle to the grave.
4. A child without education, is like a bird without wings.
5. The man who has not been flogged is not educated.



**Read and translate the text**

#### Text IV

#### Some Aspects of British University Life

by M. Kitchin

**A University in Great Britain is a *place of higher education* to which young men and women may go after finishing the course at a *high school*, that is, when they are about eighteen years old.**

**Most students go to a university to study some special subject or *group of subjects*, a knowledge of which will make it possible for them to earn their living as doctors, lawyers, engineers, teachers .... A university must *train* its students in such a way that they themselves will always *be eager to search for new knowledge and new ideas*.**

**Of the full-time students now *attending* English universities *three quarters are men and one quarter women*. Nearly half of them are studying arts subjects such as history, languages, economics or law, others are studying medicine, agriculture.**

**The University of London, for example, includes *internal and external* students. External students come to London only *to sit for their***

*examinations*. The colleges in the University of London provide instruction by means of lectures, which are attended mainly by *day students*. The colleges of Oxford and Cambridge mainly use a *tutorial method*. There's one member of the *teaching staff* for every eight students in these universities.

The three *items* into which the British University year is divided are eight to ten weeks. The students have *vacations* between the *terms*. A university usually has longer *holidays* than a school, and in England, in addition to the long summer holiday, which lasts three or four months, there are a few weeks at Christmas and Easter, during which the students can go home. Many of them travel in July, August and September, partly for pleasure and partly for study. The students of some universities, who have to earn the money to pay for their education, spend the summer in doing different kinds of work.

If a person has a London *degree*, that means he *has graduated* from the University of London. A person studying for a degree at a British University is called *an undergraduate*; one who has taken a degree is called *a graduate*.

Life at a university is not all hard work. Students of Oxford and Cambridge meet at almost *every kind of sport*. And sometimes there are *sports meetings* between American and British universities.

### Reading and speaking activity

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Заведение, где получают высшее образование, после окончания курса в высшей школе; зарабатывать на жизнь; страстно желать изучать что-то новое; студенты, которые учатся на стационаре; юриспруденция; студенты-заочники; сдавать экзамены; путешествовать ради удовольствия и по учебе; закончить университет; выпускник; спортивные соревнования.

**Ex.2. Paraphrase the sentences from the text given in bold paying special attention to the words and phrases in italics.**

**Ex.3. Confirm or deny the following statements:**

1. A University in Great Britain is a place of higher education to which young men and women may go after finishing the course at a private school. 2. Most students go to a university to get ready to earn their living as doctors, lawyers, engineers, teachers. 3. Of the full-time students now attending English universities three quarters are men and one quarter women. 4. The University of



London includes only internal students. 5. The colleges in the University of London provide instruction only by means of on-line courses. 6. The colleges of Oxford and Cambridge mainly use a tutorial method. 7. The three terms into which the British University year is divided are eight to ten weeks. 8. If a person has a London degree, that means he has graduated from the University of London. 9. A person studying for a degree at a British University is called a postgraduate. 10. Life at a university is a very hard work.

**Ex.4. Speak on the advantages and disadvantages of British University life.**

**Ex.5. Compare the system of Higher Education of the UK with ours.**



**Ex.1. Answer the questions:**

1. Does your country provide a good public school system? 2. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country? 3. What realistic changes would you make to your country's attitude toward education? What role do you think human capital plays in the development of countries? 4. Did you study abroad? 5. Are college tuitions reasonable? 6. Are foreign languages part of the curriculum? If so, which languages? 7. How long must you go to college to get a degree? 8. How much is too much homework? How should the homework load be managed? 9. If you have not attended college, do you plan on doing so? 10. Which is more important, the essential skills in life you've learned to develop on your own or the artificial structure in college about the "real" life?

**Ex.2. Translate into English:**

Британские университеты имеют свои особенности: все они, кроме одного, получают государственное финансирование и имеют значительно более высокую оплату, обычно студенты имеют только основную специальность и почти все посещают университеты далеко от родного города, поэтому вузы предоставляют студентам проживание.

Существует несколько типов университетов в Великобритании. Первый тип является самым древним. Все они были основаны в период между 16-м и 19-м веком и являются очень авторитетными. Топовые места делят между собой два известных университета: Оксфорд и Кембридж,

известные, как Оксбридж. Хотя у них есть соперничество, существует также отличное сотрудничество между ними. Много элитных людей выпустили из этих университетов, хотя они имеют различия в образовательном процессе. Каждый из них поделен на более чем тридцать колледжей. Колледжи в Оксфорде предлагают только те предметы студентам, которые зависят от области исследования, но Кембриджские колледжи дают возможность выбрать предметы из списка в соответствии с вашими предпочтениями. Оксфордский Университет был основан в 1096 году, а сейчас более 20 000 студентов посещают его. Он предлагает широкий спектр курсов, тесно сотрудничает с многочисленными организациями, но степень там обойдется вам в копейку. Кембриджский Университет также известен как самый большой общественный научно-исследовательский центр и был основан в 1209 году учеными, которые бежали из Оксфорда в Кембридж. Там более чем 18 000 студентов и некоторые колледжи принимают только женщин. Учащиеся посещают не только групповые занятия, но также есть личное общение с преподавателем. Каждый из выпускников остается членом колледжа навсегда.

Второй тип вузов – это вузы из красного кирпича. Они получили свое название из-за материала, из которого они построены и находятся в Манчестере, Бирмингеме и Лидсе. Они были созданы в период царствования королевы Виктории и до Второй Мировой Войны. Они отличаются от древних, потому что они не соборные, и преподавание велось только для местных жителей. Они допускали только мужчин к обучению и сосредотачиваются только на “практических предметах”. Университеты из красного кирпича были основаны как подготовительные курсы, но на сегодняшний день они награждают своими дипломами.

Новые университеты подразделяются на два типа: те, что находятся на территории кампуса и новые гражданские. Они появились после доклада Роббинса, и те, что были основаны в 1960-е годы, считаются “Университетами с стеклянными плитами”. Кампус-университеты расположены в сельской местности, имеют достаточно жилья для иностранных студентов, проводят обучение в малых группах и акцентируют внимание на сравнительно новых дисциплинах. Новые гражданские университеты раньше были техникумами и называются университетами после 1992. Постепенно они получили право присуждать степень. Они известны как “политехники” и предлагают “сэндвич”-курсы (возможность обучаться за пределами учреждения).

Последний тип университетов называется Открытым Университетом. В центре его лежит дистанционное обучение. В 2005 году насчитывалось более ста восьмидесяти тысяч студентов, и он стал крупнейшим учреждением высшего образования Великобритании. Его администрация находится в Бакингемшире, и он имеет 13 региональных отделений по всей стране. Студенты этого вуза получают информацию по телевизору, радио, в учебниках или в Интернете. У студентов есть руководители, которые проверяют их работы и обсуждают их. Летом они имеют короткие курсы по направлению обучения.

Британские университеты являются очень авторитетными и привлекают тысячи студентов из разных стран. Все они имеют необходимые условия для учебы, профессиональных сотрудников и многочисленные курсы. Есть также курсы для магистров и аспирантов, поэтому каждый человек может найти что-то по вкусу. Британские университеты помогают своим студентам, присуждая им гранты, специальные стипендии и другие пособия, поэтому старайся и диплом такого университета может стать твоим.



LISTEN

### **Online University Degrees Through Distance Education (E-Learning)**

**Ex.1. Think about these questions before you start listening and find the answers in the recording:**

1. What are some reasons why people sometimes can't study English outside of their home country? 2. What are the benefits of studying a language online? 3. What are your favorite Websites for learning English? Why do you like them?

**Ex.2. Listen to the text, fill in the blanks you hear.**

Looking to improve your language skills, but you don't have the time to go overseas \_\_\_\_\_? More and more universities around the world are offering opportunities for students to \_\_\_\_\_online (distance education) from the comfort of their own homes, and many of these institutions \_\_\_\_\_, meaning that they have met certain standards of excellence.

If you decide to take language courses online (or any subject for that matter), be sure to \_\_\_\_\_the benefits of studying online versus going abroad. The advantages of studying online are that the costs are usually

lower, you can study at your own pace, and you have \_\_\_\_\_ the materials 24-hours-a-day from almost any computer in the world. However, you won't get the human interaction of meeting people to face to face like you would if you were physically attending a school overseas.

On the other hand, the advantages of going \_\_\_\_\_ may include day-to-day opportunities to learn a new culture, meet new friends with whom you can use and practice the language, and chances to see different parts of the world. However, there may be a number of disadvantages for some \_\_\_\_\_, time away from one's school, family, or work life, and the challenge \_\_\_\_\_ to a new culture and way of life.

Whatever you do, consider \_\_\_\_\_ that meets your educational needs, is within your budget, and equally important, provides you with opportunities to grow beyond the classroom through cultural and educational activities.



**Read, translate and role-play the following dialogue:**

### **Education of Children in America**

*Oleg:* Do your children go to school?

*James:* My son is in his freshman year at a technical college and my daughter goes to junior high school.

*Oleg:* What does it mean – “junior high school”?

*James:* In most schools in the USA today the twelve grades of school are divided into six years of elementary training, three years of junior high school and the last three years of senior high school.

*Oleg:* Now I understand. Is the education compulsory in the USA?

*James:* Yes. All states require every girl and boy to go to school starting with the age of six.

*Oleg:* What about higher education? Is it expensive in America?

*James:* It is rather expensive. Many American students get financial support from their parents or relatives.

*Oleg:* Can American students go to the university free of charge?

*James:* Everyone must pay the tuition fee. Its amount varies from state to state. This creates a financial hardship for some young people. However, each University offers a number of scholarships to deserving students.

*Oleg:* Are scholarships given only by universities?

*James:* Not really. Scholarships come from different sources: state authorities, private persons, US Army, various churches and funds. Some young people can even get their scholarships for their athletic ability. Some are given for scholastic abilities. You have to compete to get your scholarship. You must do well, excel in something, show superior academic achievement.

*Oleg:* Does your son know what he wants to major in?

*James:* Not for sure. He hasn't made up his mind yet, but I think it will be either mechanical or civil engineering.

*Oleg:* That is a very good career for a boy.

*James:* Perhaps it is. We wanted him to be a lawyer but he is keen on building bridges and things like that. That's why he applied for admission to a technical college last year.

*Oleg:* Let's hope he will be a good engineer.

**Ex.2. Make up short stories on the basis of the dialogue.**

**Ex.3. Make up dialogues on the following topics:**

- a. My school years.
- b. My first days at the University.
- c. My winter exams.
- d. My first holiday at the University.



**Expand your thoughts upon the following proverbs and quotations using the Essential Vocabulary:**

1. "You educate a man; you educate a man. You educate a woman; you educate a generation."
2. "The world is a book and those who do not travel read only one page."
3. "Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation."



**Read and translate the text**

**Text V**  
**University of Oxford**

**History**

Oxford University is the oldest university in the English-speaking world. ***Teaching has been taking place in Oxford since at least 1096 and developed rapidly through the 12th century. The university has played a major role in the intellectual life of the country since its early days. Over nine centuries it has been a centre for debate and controversy in science, religion and the arts. During the 20th and early 21st centuries, Oxford added to its humanistic core a major new research capacity in the natural and applied sciences, including medicine.***

**Location and Transport**

About 100km (62 miles) north west of London, with excellent links to the capital and the rest of the country. Oxford is a lively medium-sized city with a total student population of over 40,000 (including students at both Oxford and Oxford Brookes). Most university and college buildings are located in the centre and are easily reached on foot or by bike.

**Entry Requirements**

Conditional offers for students studying A levels range between A\*A\*A and AAA (or 38–40 points in the International Baccalaureate including core points, or another equivalent) depending on the subject. Specific A level (or equivalent) subjects may be required to apply for some subjects, especially in the sciences. **Most subjects require applicants to sit a written test and/or submit written work as part of their application. Please note that separate registration is required for the admissions tests.**

**Student Mix**

The 26,005 students enrolled in the academic year 2014/15 comprise:

**Level of study**

Undergraduate 64%      Postgraduate 36%

**Mode of study**

Full Time 73%      Part Time 27%

## **Domicile**

UK 72%    EU 9%    Other 19%

## **Student gender**

Male 53%    Female 47%

## **Course Flexibility**

Most subjects include compulsory courses for the first year, and then give students the opportunity to choose some options in subsequent years.

## **Teaching Standards**

Tutorials are at the heart of teaching at Oxford. A tutorial is a lesson with a tutor usually taking place once or twice every week. Tutors are experts in their field and often world-leaders. Students usually have to prepare work in advance, for example an essay or some mathematical problems, which they then discuss in the tutorial. Through tutorials, students develop powers of independent, critical thought; analytical and problem-solving abilities, and written and oral communication skills.

## **Research Standards**

Oxford has more world-leading academic publications (rated 4\* in the 2014 national Research Excellence Framework) than any other UK university. It ranked first in terms of the volume of material assessed as world-leading, and in terms of the number of top-ranked Units of Assessment (REF 2014). 92% of the examples it submitted of the impact its research has on the wider world were rated as outstanding or very considerable (REF 2014). Oxford consistently has the highest research income from external sponsors of any UK university.

## **Academic Strengths**

**Oxford has a world-class reputation for academic excellence and courses *have an academic rather than vocational focus*. Many Oxford academics are international experts *in their chosen fields* in all disciplines of the sciences and arts.**

## **Undergraduate Courses**

Type of Qualification:

All Undergraduate (251)

First Degree (251)

Mode of study:

Full-time (54)

Full-time with time abroad (197)

[Browse all undergraduate courses](#)

## **Student Facilities**

The Careers Service offers all students *a comprehensive range of CV and interview workshops*, eleven fairs (attended by 60+ employers at each one), hundreds of employer presentations throughout the year, and opportunities ranging from a 20-minute 1:1 careers guidance meeting with an experienced Careers Adviser, to taking part in the Student Consultancy, Insight into Teaching, and our leading internship programme around the world.

Every college has its own library which provide core material with multiple copies of the most popular books and other key works. Most are open around the clock. There are also *departmental* and *major research libraries* including the world-famous Bodleian which can claim a copy of every book published in Britain.

The university is well equipped with **IT facilities** with most departments and colleges providing computer rooms, network access and computing support. The central Oxford University Computing Services also offer computer facilities and free training.

All students may use the Language Centre, which offers courses, computer-based learning and audio-visual study rooms.

The university has a professionally staffed confidential Student Counselling Service.

## **Disability Services**

The university welcomes applications from students with disabilities, assessing applications from all students against the same academic selection criteria, and making a wide range of adjustments to facilitate access to its courses.

At present, there are well over 2,000 students with a disability or a specific learning difficulty studying here.

For more information, please contact the Disability Advisory Service on 01865 280459, or email [disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk).

## **Students' Union**

The Oxford University Student Union (OUSU) represents and supports Oxford students, and campaigns on issues that affect them. It offers a range of services including advice, training and events. Each college has its own student committee, supported by OUSU, which organises entertainment, provides welfare support and represents its students at a college level.

## **Availability of Part-Time Work**

Opportunities for a limited amount of paid work within college, for which you may need your tutor's permission.



Colleges may also offer some employment during the summer conference season.

The university Careers Service facilitates summer research and professional experience (e.g. internships) and work opportunities through the Oxford University Internship Programme and employer events and fairs.

### **Careers Guidance**

Oxford University's Careers Service offers each and every student one of the most innovative careers programmes to equip students to make the most informed choice after their degree. With a strong focus on learning and development, any student can:

- ✓ have one or more 20-minute 1:1 sessions with an experienced careers adviser; over 5,500 sessions are offered each year;
- ✓ build their employability skills and experience through our leading programmes; any student can apply to take part in the Student Consultancy, the Insight into Teaching, the Insight into Medicine, Insight into Business, and the microInternship and full internship programmes;
- ✓ attend the Springboard holistic development programme (though this is only for women);
- ✓ meet thousands of employers at one or more of the 15 major careers fairs each year, and the hundreds of employer events held throughout term time;
- ✓ attend a careers event in their department, faculty or college;
- ✓ connect with alumni willing to help with advice;
- ✓ have exclusive access to CareerConnect – the events and vacancy system that posted over 8,500 opportunities in 2014–15.

### **Recent/Prospective New Builds**

The Blavatnik School of Government's new building opened this year. It is Europe's first purpose-built facility for study, research and collaboration in the field of government.

The Weston Library opened its doors to readers and the general public in March 2015 following an £80 million refurbishment project.

The Ruskin School of Art now has a brand new home in Bullingdon Road, Cowley. Construction of the new building was completed at the end of August 2015.

Work is progressing on the Beecroft Building in Parks Road, Oxford. It is due for completion at the end of 2017. The new building will provide world-class facilities for experimental and theoretical physics. New chemistry teaching labs are also under development.

### **Notable Alumni**

26 Nobel Prize winners including Sir John Gurdon (Medicine, 2012), V S Naipaul (Literature 2001) and Aung San Suu Kyi (Peace, 1991).

26 UK Prime Ministers including David Cameron and Tony Blair.

At least 30 international leaders, including Bill Clinton, Benazir Bhutto, Dr Manmohan Singh.

Some 120 Olympic medal winners, including Matthew Pinsent and Stephanie Cook.

Scientists including JBS Haldane, Dame Janet Vaughan, Dorothy Hodgkin, Stephen Hawking.

Poets and writers including John Donne, Oscar Wilde, Dorothy L Sayers, Iris Murdoch, Julian Barnes, Monica Ali.

Actors, comedians and film-makers including Felicity Jones, Armando Iannucci, Ken Loach.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Англоговорящий мир, стремительно развиваться, играть главную роль в интеллектуальной жизни страны, живой город, легко добираться пешком или на велосипеде, выполнить письменный тест, обязательная программа, наставничество, руководитель группы студентов, наставнический, независимое критическое мышление, внешние спонсоры, навыки устной и письменной речи, студенческое сообщество, возможность временно работать, инновационные программы по карьерному росту, знаменитые выпускники, лауреаты Нобелевской премии, государственные лидеры, победители олимпийских игр.

**Ex.2. Paraphrase the sentences from the text given in bold paying special attention to the words and phrases in italics.**

**Ex.3. Explain the meanings of the words and word-combinations given in bold.**

**Ex.4. Confirm or deny the following statements. Use the phrases of Agreeing / Disagreeing:**

*I think you are right.*

*I am afraid you are wrong.*

*That's (quite) right.*

*I agree with you up to this point / completely.*

*I'm of the same opinion (as you).*

*Yes, but ...*

*I can see your point, but ...*

*Yes, but on the other hand ....*

1. Oxford University is the oldest university in the world. 2. Over nine centuries it has been a centre for debate and controversy in science, religion and the arts. 3. Oxford is a lively small-sized town with a total student population of over 40,000. 4. Entry requirements are rather simple for all the applicants. 5. Most subjects include compulsory courses for the first year, and then give students the opportunity to choose some options in subsequent years. 6. Tutorials are at the heart of teaching at Oxford. 7. Oxford has a world-class reputation for academic excellence and courses have an academic rather than vocational focus. 8. The university welcomes applications from students with disabilities, assessing applications from all students against the same academic selection criteria, and making a wide range of adjustments to facilitate access to its courses. 9. Oxford University's Careers Service offers each top student one of the most innovative careers programmes to equip their students to make the most informed choice after their degree. 10. Among its notable alumni one can mention Bill Clinton, David Cameron and Tony Blair.



**Ex.1. Read, translate and role-play the following dialogue:**

### **British Education**

*Alice:* Anna Vladimirovna, may I ask you a question?

*Teacher:* Of course, you may. What's your question?

*Alice:* I'd like to know more about British education, because we are moving to London next year.

*Teacher:* Oh, how interesting! So, you'll be studying at a new school next year, is that right?

*Alice:* Yes, that's true. My parents were invited to work for a year or two in Great Britain. I want to go with them and study in England. In fact, I've always wanted to learn more about English culture and traditions. Hopefully, I will have enough time for that.

*Teacher:* In my opinion, you will get easily accustomed to life in England. You are a quick-witted person.

*Alice:* Thanks, Anna Vladimirovna!

*Teacher:* Just make sure you improve your grades in Maths this year, as many English schools specialize in Mathematics. I know you are rather good at Humanitarian subjects, especially at Foreign languages, so it won't be a problem for you to study in England. Just work harder on Maths.

*Alice:* I will. I know. It's my weak point.

*Teacher:* Answering your question, I should say that English education isn't much different from our system. However, there are certain differences which I can explain.

*Alice:* Yes, that's what I want to know. Moreover, next year I will be at my 9th year of school and I don't even know which subjects I'll be studying.

*Teacher:* English education consists of several levels: early years, primary education, secondary education and tertiary education. At your age you will be receiving secondary education, which is compulsory. Your typical course of studies will include Social studies, Science, Mathematics and Language Arts.

*Alice:* Are there any exams at this stage?

*Teacher:* Each semester you will be given certain amount of tests in different subjects to check your general progress. At the end of the year there is a more serious end-of-course test. If you are planning to stay there for several years, you should know about GCSE.

*Alice:* What is GCSE?

*Teacher:* It's an academic qualification in a specified subject. English children pass this exam closer to the end of secondary education.

*Alice:* How difficult is GCSE?

*Teacher:* It is a rather serious exam, because it has strong influence on your further college or university education. The content of the exam might change every year, so you need to keep up with the program if you want to pass it successfully. The best result is an A grade. The person who gets 3 A Levels gains a university place. The format of the exam differs for various subjects.

*Alice:* What if I want to pass GCSE in English?

*Teacher:* Then, you will have to show excellent reading and writing skills. The History GCSE usually covers medieval and modern eras. Science GCSE includes studies about human genome, space physics, etc.

*Alice:* Thanks so much, Anna Vladimirovna! That explains a lot to me.

*Teacher:* Not at all! I'm happy to help you with educational questions. So, do you think you might stay in England for further studies?

*Alice:* I'd love to. But it all depends on how well my studies go. Of course, I will do my best to keep up with others, but I think it's not going to be easy for a newcomer.

*Teacher:* You're right. It's never easy to start something new, but I'm sure you'll be just fine. Don't worry about it!

*Alice:* Thanks! I'll try my best.

*Teacher:* And, don't forget to keep me posted.

*Alice:* Sure. I will definitely write how things are in my new school.

### **Ex.2. Make up short stories on the basis of the dialogue.**

**Ex.3. Suppose you're going to study abroad.** What questions will you ask about the university and its curricula, campus and sport activities, libraries and leisure time, terms and vacations, grants and tuition? Act out a dialogue between a student going to study abroad and his / her tutor or supervisor.



LISTEN

### **Taped Library Tour**

**Ex.1. Write down as many different types of resources and services as you can find at a library (e.g., magazines, copy service, etc.). If you had to write a research paper on African lions, what steps would you take to find information at the library (without using the Internet)?**

**HELPFUL TIP:** More and more Websites contain online books, magazines, and newspapers to assist in your research, and this is particularly helpful when you live in an area without easy access to a library.

### **Ex.2. Listen to the conversation and answer the questions:**

1. *Where would you go to check out books?*

- A. Level 1
- B. Level 2
- C. Level 3
- D. Level 4

2. *Where is the most likely place to find a book on learning to speak French?*

- A. Level 1
- B. Level 2

- C. Level 3
- D. Level 4

3. *Where would you find a January 1996 issue of Time Magazine?*

- A. Level 1
- B. Level 2
- C. Level 3
- D. Level 4

4. *How much would you have to pay in late fees if you had a book that was 45 days overdue?*

- A. \$5.50
- B. \$11.00
- C. \$15.00
- D. \$22.50

5. *When does the library close on Friday nights?*

- A. 8:30 PM
- B. 9:00 PM
- C. 9:30 PM
- D. 10:00 PM

**Ex.3. Listen to the conversation again. Fill in the blanks with the words you hear.**

Hello and welcome to the university library. This taped tour will introduce you to our library \_\_\_\_\_ and operating hours.

First of all, the library's collection of books, \_\_\_\_\_ materials, and other resources are found on levels one to four of this building. Level one houses our \_\_\_\_\_ and map collections. On level two, you will find our \_\_\_\_\_, current periodicals and journals, and our copy facilities. Our science and engineering \_\_\_\_\_ can be found on level three. You can also find back \_\_\_\_\_ of periodicals and journals older than six months on this level. Finally, group study rooms, our microfilm collection, and the \_\_\_\_\_ center are located on level four.

Undergraduate students can \_\_\_\_\_ up to five books for two weeks. Graduate students can check out fifteen books for two months. Books can \_\_\_\_\_ up to two times. There is a 50-cents-a-day late

fee for overdue books up to a maximum of \$15.00. Periodicals and reference books cannot be checked out.

The library is open weekdays, 8:00 a.m. to 10:00 p.m., and on Saturdays from 9:00 a.m. to 8:30 p.m. The library is closed on Sundays.



**Expand your thoughts upon the following proverbs and quotations using the Essential Vocabulary:**

1. “I did then what I knew how to do. Now that I know better, I do better.”
2. “Children must be taught how to think, not what to think.”
3. “The mind once enlightened cannot again become dark.”
5. “It does not matter how slowly you go as long as you do not stop.”
6. “If you want to get laid, go to college. If you want an education, go to the library.”
7. “Intelligence plus character – that is the goal of true education.”
8. “Educating the mind without educating the heart is no education at all.”
9. “Marriage can wait, education cannot.”
10. “The task of the modern educator is not to cut down jungles, but to irrigate deserts.”



**Read and translate the text**

## **Text VI**

### **Harvard University**

Harvard University is a **private research university** in Cambridge, Massachusetts (US), established 1636, whose history, influence and wealth have made it one of the world’s most *prestigious* universities.

Established originally by the Massachusetts **legislature** and soon thereafter named for John Harvard (its first **benefactor**), Harvard is the United States’ oldest institution of higher learning, and the Harvard Corporation (formally, the President and Fellows of Harvard College) is its first *chartered corporation*. Although never formally affiliated with any *denomination*, the early College primarily trained **Congregationalist** and **Unitarian clergy**. Its *curriculum* and student body were gradually secularized during the 18th century,

and by the 19th century Harvard had *emerged* as the central cultural establishment among Boston *elites*. Following the American Civil War, President Charles W. Eliot's *long tenure* (1869–1909) transformed the college and affiliated professional schools into a modern research university; Harvard was a founding member of the **Association of American Universities** in 1900. James Bryant Conant led the university through the Great Depression and World War II and began to reform the curriculum and *liberalize admissions* after the war. The **undergraduate college** became *coeducational* after its 1977 merger with **Radcliffe College**.

The University is organized into eleven separate academic units—ten faculties and the Radcliffe Institute for Advanced Study—with *campuses* throughout the Boston metropolitan area: its 209-acre (85 ha) main campus is centered on Harvard Yard in Cambridge, approximately 3 miles (5 km) northwest of Boston; the business school and athletics facilities, including Harvard Stadium, are located across the Charles River in the Allston neighborhood of Boston and the medical, dental, and public health schools are in the Longwood Medical Area. Harvard's \$37.6 billion *financial endowment* is the largest of any academic institution.

Harvard is a large, highly *residential* research university. The nominal cost of attendance is high, but the University's large endowment allows it to offer generous financial aid packages. It operates several arts, cultural, and scientific museums, alongside the Harvard Library, which is the world's largest academic and private library system, comprising 79 individual libraries with over 18 million volumes. Harvard's alumni include eight U.S. presidents, several foreign heads of state, 62 living billionaires, 335 Rhodes Scholars, and 242 Marshall Scholars. To date, some 150 Nobel laureates, 18 Fields Medalists and 13 Turing Award winners have been affiliated as students, faculty, or staff.

Harvard is governed by a combination of its Board of Overseers and the President and Fellows of Harvard College (also known as the Harvard Corporation), which in turn appoints the President of Harvard University. There are 16,000 staff and faculty.

Harvard's 2,400 professors, lecturers, and instructors instruct 7,200 undergraduates and 14,000 graduate students. The school color is crimson, which is also the name of the Harvard sports teams and the daily newspaper, The Harvard Crimson. The color was unofficially adopted (in preference to magenta) by an 1875 vote of the student body, although the association with some form of red can be traced back to 1858, when Charles William Eliot, a young graduate student who would later become Harvard's 21st and longest-



serving president (1869–1909), bought red bandanas for his crew so they could more easily be distinguished by spectators at a regatta.

Harvard has the largest university endowment in the world. As of September 2011, it had nearly regained the loss suffered during the 2008 recession. It was worth \$32 billion in 2011, up from \$28 billion in September 2010 and \$26 billion in 2009. It suffered about 30% loss in 2008-09. In December 2008, Harvard announced that its endowment had lost 22% (approximately \$8 billion) from July to October 2008, necessitating budget cuts. Later reports suggest the loss was actually more than double that figure, a reduction of nearly 50% of its endowment in the first four months alone. Forbes in March 2009 estimated the loss to be in the range of \$12 billion. One of the most visible results of Harvard's attempt to re-balance its budget was their halting of construction of the \$1.2 billion Allston Science Complex that had been scheduled to be completed by 2011, resulting in protests from local residents. As of 2012, Harvard University had a total financial aid reserve of \$159 million for students, and a Pell Grant reserve of \$4.093 million available for disbursement.

Since the 1970s, several campaigns have sought to divest Harvard's endowment from holdings the campaigns opposed, including investments in apartheid South Africa, the tobacco industry, Sudan during the Darfur genocide, and the fossil fuel industry.

During *the divestment* from South Africa movement in the late 1980s, student activists erected a symbolic "shantytown" on Harvard Yard and blockaded a speech given by South African Vice Consul Duke Kent-Brown. The Harvard Management Company repeatedly refused to divest, stating that "operating expenses must not be subject to financially unrealistic strictures or carping by the unsophisticated or by special interest groups." However, the university did eventually reduce its South African holdings by \$230 million (out of \$400 million) in response to the pressure.

**Undergraduate admission** to Harvard is characterized by the Carnegie Foundation as "more *selective, lower transfer-in*". Harvard College accepted 5.3% of applicants for the class of 2019, a record low and the second lowest acceptance rate among all national universities. Harvard College ended its early admissions program in 2007 as the program was believed *to disadvantage* low-income and *under-represented minority* applicants applying to selective universities, yet for the class of 2016 an Early Action program was reintroduced.

The undergraduate admissions office's preference for children of alumni policies have been the subject of *scrutiny and debate* as it primarily aids

Caucasians and the wealthy and seems to conflict with the concept of *meritocratic* admissions.

Harvard is a large, highly residential research university. The university has been accredited by the New England Association of Schools and Colleges since 1929. The university offers 46 undergraduate concentrations (majors), 134 graduate degrees, and 32 professional degrees. For the 2008–2009 academic year, Harvard granted 1,664 baccalaureate degrees, 400 master's degrees, 512 doctoral degrees, and 4,460 professional degrees.

The four-year, full-time undergraduate program comprises a minority of *enrollments* at the university and emphasizes instruction with an “arts and sciences focus”. Between 1978 and 2008, entering students were required to complete a core curriculum of seven classes outside of their concentration. Since 2008, undergraduate students have been required to complete courses in eight General Education categories: Aesthetic and Interpretive Understanding, Culture and Belief, Empirical and Mathematical Reasoning, Ethical Reasoning, Science of Living Systems, Science of the Physical Universe, Societies of the World, and United States in the World. Harvard offers a comprehensive doctoral graduate program and there is a high level of coexistence between graduate and undergraduate degrees. The Carnegie Foundation for the Advancement of Teaching, The New York Times, and some students have criticized Harvard for its reliance on teaching fellows for some aspects of undergraduate education; they consider this to adversely affect the quality of education.

Harvard's academic programs operate on a semester calendar beginning in early September and ending in mid-May. Undergraduates typically take four half-courses per term and must maintain a four-course rate average to be considered full-time. In many concentrations, students can *elect* to pursue a basic program or an honors-eligible program requiring a *senior thesis* and/or advanced course work. Students graduating in the top 4–5% of the class are awarded **degrees summa cum laude**, students in the next 15% of the class are awarded **magna cum laude**, and the next 30% of the class are awarded **cum laude**. Harvard has chapters of academic honor societies such as Phi Beta Kappa and various committees and departments also award several hundred named prizes annually. Harvard, along with other universities, has been accused of **grade inflation**, although there is evidence that the quality of the student body and its motivation have also increased. Harvard College reduced the number of students who receive Latin honors from 90% in 2004 to 60% in 2005. Moreover, the honors of "John Harvard Scholar" and "Harvard College Scholar" will now be given only to the top 5 percent and the next 5 percent of each class.

University policy is to expel students engaging in academic dishonesty to discourage a “culture of cheating”. In 2012, dozens of students were expelled for cheating after an investigation of more than 120 students. In 2013, there was a report that as many as 42% of incoming freshmen had cheated on homework prior to entering the university, and these incidents have prompted the university to consider adopting an honor code.

Notable alumni

2nd President of the United States John Adams (AB, 1755; AM, 1758), 6th President of the United States John Quincy Adams (AB, 1787; AM, 1798), 19th President of the United States Rutherford B. Hayes (LLB, 1845), 26th President of the United States and Nobel Peace Prize laureate Theodore Roosevelt (AB, 1880), 32nd President of the United States Franklin D. Roosevelt (AB, 1903), 35th President of the United States John F. Kennedy (SB, 1940), President of Liberia and Nobel Peace Prize laureate Ellen Johnson Sirleaf (MPA, 1971), 43rd President of the United States George W. Bush (MBA, 1975), Founder of Microsoft Bill Gates (COL, 1977; LLD, 2007), Secretary-General of the United Nations Ban Ki-moon (MPA, 1984), 44th President of the United States and Nobel Peace Prize laureate Barack Obama (JD, 1991), Co-Founder of Facebook Mark Zuckerberg (COL, 2006).

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Самый престижный университет в мире, современный научно-исследовательский университет, территория университета (колледжа), финансовые вливания, сократить бюджет, оценивать потери, финансовая помощь, сократить бюджет, финансовая помощь, расход, траты, выплаты, политика университета, исключать студентов, замеченных в обмане и списывании, первокурсники, сокращать количество студентов, программа, требующая написания диссертации, календарный семестр, нобелевский лауреат мира, присуждать степень, свидетельство качества обучения, повышение мотивации, проходить аккредитацию, принимать в аспирантуру, программа приема, делать инвестиции, темно красный цвет, совместное обучение, специализация, выпускные программы, финансовый резерв.

**Ex.2. Paraphrase the sentences from the text paying special attention to the words and phrases in italics.**

**Ex.3. Explain the meanings of the words and word-combinations given in bold.**

**Ex.4. Put up 20 questions to the text. Ask your group-mates to answer them.**

**Ex.5. Summarize the information presented in the text. Speak on Harvard University, its history and present-day facilities.**

**Ex.6. Compare British and American System of Higher Education.**



**Read and translate the following dialogue.**

### **IT'S NEVER TOO LATE TO LEARN**

*The English group is received by the Washington section of the Greenpeace Youth Organization. The membership includes university students, high school students and young working people.*

*Jack:* Tell me, Brian, what is it like to be a university student in the US? Your university system is known to be unique, isn't it?

*Brian Schulz,* American university student: I think it is, and our secondary education system too, which is quite unlike yours.

*J:* And what's unique about it?

*B.S:* At the age of 6 or 7 children go to elementary school, which includes grades 1 to 5, then at the age of 12 - to middle school - grades 6, 7 and 8, and finally to high school - grades 9, 10, 11, and 12.

*Harry Clarke,* American high school student: And many young people finish their education at high school. The thing is, it provides not only academic but vocational subjects as well. I've chosen to work after finishing school.

*Cecily:* Oh, have you? To tell the truth, I am at the point of doing that myself. But my parents won't be happy about it, I'm afraid. They insist on my staying at school and going to college.

*Ulaf:* I know how it is. You feel tired and exasperated after studying for G.C.S.E. (General Certificate of Secondary Education) examinations and are keen to go into the world and get started.

*J:* Why not? Many rich and famous people started working young. Practice is the best teacher!

*B.S:* But it's also true that some of them regret it. My father believes there are disadvantages in starting work young: you work too hard, suffer and sacrifice a lot before you learn your profession properly.

*C:* I'm not so pessimistic about having an early start. I believe, you can succeed if you have direction. I mean if you know from the start what you want to become.

*B.S:* Then why not get education first and then do your work professionally.

*Alice:* Certainly. But some people get upset at having to ask their parents for money. You've got to have a social life and buy things.

*B.S:* I agree, that counts. But there are plenty of part-time jobs at gas stations, motels, snack-bars and stores that a teenager can get during summer vacations or during the school year. I admit that kind of work is mindless, but in order to have some extra cash you can deal with it all right.

*H:* Well, this is what I think. If I have to work in any case, I'd rather work for myself than work for somebody else.

*Eva:* Don't you have any difficulties in finding a job in the US?

*H:* Actually it's not always easy to get a permanent job. But there are training centres, called Job Corps where people are taught baby-sitting, typing, cooking, nursing, bricklaying, book-keeping, bookbinding and other trades. Job Corps are there to help people find a job.

*E:* I see young people have many opportunities to choose from.

*Bert:* All the same I'm convinced that it's better to spend one's youth studying.

*A:* I'm with you there. But when I come to think of the long anxiety-filled process of applying to university I can't help feeling distressed.

*B.S:* You definitely shouldn't. You never know what you can do till you try. True, applying to college is one of the most distressing times in the life of high school seniors but you must face it if you want to compete successfully in the working world.

*H:* Ask Brian, he knows all about it. He was enrolled to Georgetown University last year and is a freshman now, aren't you, Brian?

*B.S:* It all began at the end of my third year of high school with the Scholastic Aptitude Test, or SAT.

*A:* Is it the same kind of thing as the examinations for General Certificate of Secondary Education in Britain?

*B.S:* Not exactly. This is a multiple choice test given on the same day across the nation. It's 3 hours long and has several sections that test math, verbal and reasoning skills

*Frank.* So you work hard to get good scores, the higher the better?

*B.S:* Yes. SAT scores range from 400 to 1600, with scores over 1000 considered good. Most colleges require a good score for entry.

*J:* Well, what if a college rejects you?

*B.S:* You can apply to as many colleges at a time as you like. In fact, it's much easier to enroll at University than to study there.

*Rona:* Do you mean that there is no competition for admission at all?

*B.S:* For some prestigious and private colleges it is intense. But some public universities accept almost all applicants. It is in the course of study that nearly 50 per cent of the students drop out.

*R:* Did you have to pass examinations?

*B.S:* I had to complete the application forms. They are several pages long and ask a lot: what types of classes I took in high school, my hobbies and extracurricular activities, my family background and why I want to attend this college.

*Irene:* What else did you have to do?

*B.S:* Then I had to write the dreaded essay, some 200-1000 words in response to two questions, something like: "If you could change one fact of human development what would it be and why?"

*Tracy:* Did you do it like a student in the joke?

*The Professor* says: "Your last paper was very difficult to read. Your work should be written so that even the most ignorant will be able to understand it."

*The student* says: "Yes, sir. What part didn't you understand?"

*B.S:* Ha, ha! Fortunately, I didn't have to be that witty.

*U:* You had to present recommendation letters instead, didn't you?

*B.S:* Oh, quite a few of them, telling what kind of person I had been in class and outside of school.

*Gloria:* Quite a lot of requirements, isn't it? I hope those were the last.

*B.S:* Not in the least. Some colleges also require a personal interview. They like to hear you speak, to see how you act under pressure, and how you present yourself as a person.

*G:* When did you find out whether you had been accepted by the college?

*B.S:* In April. Admission committees review all the papers and pick the best candidates for their school by February or March; Then they send notification letters to the applicants.

*I:* Did you get many of them?

*B.S:* I've heard from all the universities I had applied to. I had been accepted to eight, rejected by one, and put on the waiting list for one.

*A:* Good for you. That sounds encouraging. Perhaps I should try to apply to some professional college in the US. Why not? Anyway, you can take a job anytime.

*H:* But not straight away on the eve of Halloween. Holidays are to be enjoyed, not wasted! So we are glad to invite your group to our school's Halloween Dance on the 31st of October.

*Everybody:* Oh, we'll be happy to come. Thank you for the invitation.

\*\*\*

*Host:* Good afternoon. Welcome to Live to Learn. People today often want to continue learning through their lives, but what are their choices? First, let's talk to Aileen Murphy, head of Haresfield Adult College.

*Local College:* Good afternoon. Well, at Haresfield College, we organise classes in local schools and in our centre. The classes are usually in the evening, but we do have some day classes. Most of our classes are once a week, for about three hours.

*H:* What can you study at your college?

*LC:* Well, we have classes in academic subjects, such as History. We offer five foreign languages and we also offer courses in vocational subjects like Computing.

*H:* How much do the courses cost?

*LC:* An average course costs about £100 for an academic year.

*H:* Thank you, Aileen. Now we have Graham Knight, from the *Open University*.

*OU:* Well, the Open University is a distance-learning university — that is, you study at home. There are a few classes during the year, and there are often summer schools. Our students have to study for about 12 hours a week.

*H:* Thank you, Graham. Oh, what about cost?

*OU:* Most of our courses are about £500 a year, at the moment.

*H:* Thanks. Now, Beth Anderson works for a professional training company, *MicroMatters Ltd*.

*MM:* Right. We offer training courses in computer skills for people who are actually working with computers.

*H:* Do you offer courses to people who aren't working?

*MM:* Oh, yes. Most of our courses last two or three days, for people in work, but we also have week-long courses and evening courses.

*H:* And the cost?

*MM:* A week's course costs about £900. Of course, we provide everything — the trainers, the training room, the computers — the trainees don't have to pay for any extras, so we aren't cheap.

*H:* Thank you. Now, finally, James Beecham, to tell us about the *University of the Third Age*.

*U3A:* Good afternoon. The University of the Third Age is for retired people, so it is mostly older people. We have groups across the country, and each group organises its own courses. Usually, the group uses a hall in its town, or a local school, and lecturers come to speak to the group. We try to make our type of learning very cheap. Members have to pay £2.50 to join, and then a small part of the costs — so it is very cheap.

*H:* Yes, I see. And what kind of courses or subjects do you offer?

*U3A:* Well, the speakers talk about their special subjects or their interests, so we have a lot of different topics, but it's not usually very academic.

*H:* Right. Thank you, everyone, for coming. Now, let's move on to ...

### **Ex.2. Make up short stories on the basis of the dialogues.**

**Ex.3. Suppose you receive a grant to the British or American top ranked University.** Speak to your friend. Describe the University, the way you're going to study there. Explain your choice of this University. What made it so attractive? Compare the University with the other native and foreign ones.



LISTEN

### **A University Degree**

**Ex.1. What are some of the things you need to do to apply for college and succeed in your studies at that level? What are the potential benefits getting an online degree?**

**HELPFUL TIP:** Starting to save money from a very early age for a University degree will help relieve the stress of having enough money to pay for college. Parents often won't be able to do it for you.

### **Ex.2. Listen to the conversation and answer the questions:**

1. *What will happen if the woman doesn't pay her tuition by the due date?*
  - A. She'll have to pay a significant late fee.
  - B. She'll be required to register again for school.
  - C. She'll need to wait a semester to take classes.



2. *What is the woman planning to take with her to school from home?*

- A. some food
- B. warm clothing
- C. her game system

3. *Based on her major, where will she most likely work?*

- A. at a bank
- B. for a school
- C. in a national park

4. *The father suggests a specific major based on the possibility of*

\_\_\_\_\_.

- A. earning a decent living
- B. traveling to different countries
- C. moving up in the company

5. *The man is surprised by the fact that his daughter*

\_\_\_\_\_.

- A. already has a part-time job at school
- B. has earned a scholarship for the first year
- C. is involved in a serious relationship

**Ex.3. Review the key vocabulary from the conversation and answer the questions based on the vocabulary you learned.**

1. *My daughter wants to \_\_\_\_\_ in a small community college in our city.*

- A. attend
- B. go
- C. enroll

2. *My son is working really hard to \_\_\_\_\_ good grades and work part-time, but it is difficult.*

- A. conserve
- B. analyze
- C. maintain

3. *You'll have to save your money to earn enough to pay for school fees and \_\_\_\_\_.*

- A. tuition
- B. money
- C. charge

4. *Even though he comes from a poor family, he still wants to live \_\_\_\_\_ his dream of going to college someday.*

- A. off
- B. out
- C. down

5. *My sister has several opportunities to get a university degree, but she wants to talk this \_\_\_\_\_ with our parents.*

- A. over
- B. into
- C. back

**Ex.4. Answer the questions:**

1. In your culture, who are mainly responsible for saving money and paying for college: parents or children? 2. If children pay at least part, what values can they learn from such an experience? 3. What percent of college students have part-time jobs? 4. Does the money they earn go to pay for school expenses or other non-essential items like music, eating out, or trips? 5. What are signs that university students have developed independence?



**Ex.1. Make up a Power Point Presentation based on the topic “The University of My Dream”.**



**YOU’LL NEVER STOP LEARNING!**

**QUIZ**

**PART I: READING**

**1. Read the following text. For questions 1-20 choose the answer (A, B, C) which you think fits best according to the text.**

## **Education in Great Britain**

Twelve million children attend about 40.000 schools in Britain. Education in Great Britain is compulsory and free for all children between the ages of 5 and 16. There are many children who attend a nursery school from the age of 3, but it is not compulsory. In nursery schools they learn some elementary things such as numbers, colours, and letters. Apart from that, babies play, have lunch and sleep there. Whatever they do, there is always someone keeping an eye on them.

Compulsory education begins at the age of 5 when children go to primary school. Primary education lasts for 6 years. It is divided into two periods: infant schools (pupils from 5 to 7 years old) and junior schools (pupils from 7 to 11 years old). In infant schools children don't have real classes. They mostly play and learn through playing. It is the time when children just get acquainted with the classroom, the blackboard, desks and the teacher. But when pupils are 7, real studying begins. They don't already play so much as they did it in infant school. Now they have real classes, when they sit at desks, read, write and answer the teacher's questions.

Compulsory secondary education begins when children are 11 or 12 and lasts for 5 years. Secondary school is traditionally divided into 5 forms: a form to each year. Children study English, Mathematics, Science, History, Art, Geography, Music, a Foreign language and have lessons of Physical training. Religious education is also provided. English, Mathematics and Science are called "core" subjects. At the age of 7, 11 and 14 pupils take examinations in the core subjects.

There are 3 types of state secondary schools in Great Britain. They are:

1) comprehensive schools, which take pupils of all abilities without exams. In such schools pupils are often put into certain sets or groups, which are formed according to their abilities for technical or humanitarian subjects. Almost all senior pupils (around 90 per cent) go there;

2) grammar schools, which give secondary education of a very high standard. Entrance is based on the test of ability, usually at 11. Grammar schools are single sexed schools;

3) modern schools, which don't prepare pupils for universities. Education in such schools gives good prospects for practical jobs.

After five years of secondary education, at the age of 16, pupils take the General Certificate of Secondary Education (GCSE) examination. When they are in the third or in the fourth form, they begin to choose their exam subjects and prepare for them.

After finishing the fifth form pupils can make their choice: they may either leave school and go to a Further Education College or continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for “A” (Advanced) Level Exams in two or three subjects which is necessary to get a place at one of British universities.

There are also about 500 private schools in Great Britain. Most of these schools are boarding ones, where children live as well as study. Education in such schools is very expensive, that's why only 5 per cent of schoolchildren attend them. Private schools are also called preparatory (for children up to 13 years old) and public schools (for pupils from 13 to 18 years old). Any pupil can enter the best university of the country after leaving this school. The most famous British public schools are Eton, Harrow and Winchester.

After leaving secondary school young people can apply to a university, a polytechnic or a college of further education.

There are 126 universities in Britain. They are divided into 5 types:

The Old ones, which were founded before the 19th century, such as Oxford and Cambridge;

The Red Brick, which were founded in the 19th or 20th century;

The Plate Glass, which were founded in 1960s;

The Open University It is the only university offering extramural education. Students learn subjects at home and then post ready exercises off to their tutors for marking;

The New ones. They are former polytechnic academies and colleges.

The best universities, in view of “The Times” and “The Guardian”, are The University of Oxford, The University of Cambridge, London School of Economics, London Imperial College, London University College.

Universities usually select students basing on their A-level results and an interview.

After three years of study a university graduate get the Degree of a Bachelor of Arts, Science or Engineering. Many students then continue their studies for a Master's Degree and then a Doctor's Degree (PhD).

*1. For what children is education in Great Britain compulsory and free?*

- a. between the ages of 3 and 5;
- b. between the ages of 5 and 16;
- c. between the ages of 3 and 16

*2. When does compulsory education begin?*

- a. when children go to primary school;

- b. when children go to nursery school;
- c. when children go to junior school
- 3.** *How many years does primary education last?*
  - a. 6 years;
  - b. 5 years;
  - c. 4 years
- 4.** *How many periods is primary education divided into?*
  - a. 2;
  - b. 3;
  - c. 4
- 5.** *What's the time when children just get acquainted with the system of education?*
  - a. in infant schools;
  - b. in nursery schools;
  - c. in public schools
- 6.** *When does real studying begin?*
  - a. at the age of 7;
  - b. at the age of 6;
  - c. at the age of 8
- 7.** *How many years does compulsory education last?*
  - a. 5 years;
  - b. 4 years;
  - c. 6 years
- 8.** *How many forms are there in secondary school?*
  - a. 5;
  - b. 4;
  - c. 10
- 9.** *What are "core" subjects in secondary school?*
  - a. English, Math, Science;
  - b. History, Art, Geography;
  - c. Music, a Foreign language, Math
- 10.** *At what age do pupils take examinations in the core subjects?*
  - a. 7, 11, 14;
  - b. 6, 12, 14;
  - c. 7, 11, 15
- 11.** *How many types of state secondary schools are in Great Britain?*
  - a. 3;
  - b. 6;
  - c. 9

- 12.** *What school take pupils of all abilities without exams?*
- comprehensive;
  - grammar;
  - modern
- 13.** *What are single sexed schools?*
- comprehensive;
  - grammar;
  - modern
- 14.** *What schools give good prospects for practical jobs?*
- comprehensive;
  - grammar;
  - modern
- 15.** *When do pupils take the General Certificate of Secondary Education?*
- at the age of 16;
  - at the age of 14;
  - at the age of 17
- 16.** *What choice can pupils make after finishing the fifth form?*
- Go to a Further Education College or continue their education in the sixth form;
  - Go to the University;
  - Go to the Magistrate
- 17.** *What exam is needed to get a place at one of British universities?*
- A Level Exams;
  - GCSE;
  - state exam
- 18.** *What schools are mostly boarding ones?*
- private;
  - modern;
  - state
- 19.** *What universities were founded in the 19<sup>th</sup> and 20<sup>th</sup> centuries?*
- The Red Brick;
  - The Plate Glass;
  - The Open University
- 20.** *What degrees do students get after graduating from the University?*
- the Degree of a Bachelor of Arts, Science or Engineering;
  - Master's Degree and then a Doctor's Degree (PhD);
  - a Candidate degree.

**2. Read the text. 7 sentences have been removed from it. Choose from the sentences A-H the one which fits each gap (1-7). There's one extra sentence which you do not need to use.**

### **Education in the USA**

Education in the United States of America is compulsory for children from the age of 6 till 16 (or 18). It involves 12 years of schooling. A school year starts at the end of August or at the beginning of September and ends in late June or early July. 1.\_\_\_\_\_. American students have winter, spring and summer holidays which last 2 or 3 weeks and 6 or 8 weeks, respectively. The length of the school year varies among the states as well as the day length. Students go to school 5 days a week.

The American education system consists of 3 basic components: elementary, secondary and higher education. 2.\_\_\_\_\_. At the age of 4 or 5 children just get acquainted with the formal education in a nursery school. The preschool education programme aims to prepare children for elementary school through playing and help them to acquire the experience of association. It lasts for one year. Then they go to the first grade (or grade 1).

Elementary education starts when pupils are 6 years old. The programme of studies in the elementary school includes the following subjects: English, Arithmetic, Geography, History of the USA, Natural sciences, Physical Training, Singing, Drawing, wood or metal work. 3. \_\_\_\_\_. Sometimes children also learn some foreign languages, general history and such new subjects as drug and sex education. 4. \_\_\_\_\_.

Secondary education begins when children move on to high or secondary school in the ninth grade, where they continue their studies until the twelfth grade. 5. \_\_\_\_\_. Although there is always a number of basic subjects in the curriculum: English, Mathematics, Science, Social Studies and Physical Education, the students have an opportunity to learn some elective subjects, which are not necessary for everybody. After the first two years of education they can select subjects according to their professional interests. 6. \_\_\_\_\_. Every high school has a special teacher – a guidance counselor who helps the students to choose these elective subjects. The elective courses are different in various schools.

Members of each grade in high school have special names: students in the ninth grade are called freshmen, tenth graders are called sophomores, eleventh graders are juniors and as for twelfth graders, they are seniors.

After graduating from high schools the majority of the Americans go on studying at higher education establishments. In universities they have to study

for four years to get a bachelor's degree. In order to get a master's degree they must study two years more and, besides, be engaged in a research work.

**A.** The education is mostly concentrated on the basic skills (speaking, reading, writing and arithmetic).

**B.** The secondary school curriculum is built around specific subjects rather than general skills.

**C.** The electives are to be connected with the students' future work or further education at university or college.

**D.** There is also such a notion as preschool education.

**E.** Moreover, he helps them with some social problems, too.

**F.** After three years of study a university graduate get the Degree of a Bachelor of Arts, Science or Engineering.

**G.** The whole school year is divided into three terms/trimesters or four quarters.

**H.** The main goal of elementary education is the general intellectual, social and physical development of a pupil from 5 to 12 or 15 years old.

## **PART II: WRITING**

**1. You must answer this question: What are the most prestigious universities in the world? Write an answer in 120-180 words in an appropriate style.**

**2. You have received an email from your English-speaking friend who wants to know everything about the system of higher education in your country. Write an answer in an appropriate style.**

**3. You have seen an announcement in an international magazine. Write an article on the topic: My University is an Ideal One for Getting a Degree.**

## **PART III: USE OF ENGLISH**

**1. For questions 1-20, read the text below and decide which answer (A, B, C or D) best fits each gap. Use only one word in each gap.**

My Uncle Theophilus is the uncle with the real (1) \_\_\_\_\_. He's my oldest uncle, a tall, thin, grey-haired man whose thoughts were always on (2) \_\_\_\_\_ and nothing else. He (3) \_\_\_\_\_ for a post in Camford University. It was a very good post and there were hundreds of (4) \_\_\_\_\_ who applied for it, and about fifteen, including Theo, were asked to go (5) \_\_\_\_\_. Now Camford is a very



small town; there is only one hotel in it, and this was so full that they had to put many of the candidates two in a room. Theo was one of these, and the man who shared the room with him was a self-confident fellow called Adams, about twenty years younger than Theo, with a loud voice, and a laugh that you could hear all over the hotel. But he was a clever fellow all the same and had a good (6) \_\_\_\_\_ in Iscariot College, Narkover. The (7) \_\_\_\_\_, that's the head of the department of the University, and the committee interviewed all the candidates; and as a result of this interview, the number was reduced to two, Uncle Theo and Adams. The (8) \_\_\_\_\_ couldn't decide which of the two to take, so they decided to make their final choice after each candidate had given a public (9) \_\_\_\_\_ in the college lecture-hall. The (10) \_\_\_\_\_ they had to speak on was "The Civilisation of the Ancient Sumerians" and the (11) \_\_\_\_\_ had to be given in three day's time.

For three days Uncle Theo never left his room. He worked day and night at that lecture, writing it out and (12) \_\_\_\_\_ it, almost without eating or sleeping. Adams didn't seem (13) \_\_\_\_\_ any preparation at all. You could hear his voice and his laughter in the bar where he had a crowd of people round him. He came to his room late at night, asked Uncle Theo how he was (14) \_\_\_\_\_ with his lecture, and then told him how he had spent the evening playing billiards, or at the theatre or music-hall. He ate like a horse and slept like a log; and Uncle Theo sat up working at his lecture.

The day of the lecture arrived. They all went into the (15) \_\_\_\_\_ and Theo and Adams took their seats on the (16) \_\_\_\_\_. And then, Theo discovered, to his horror, that the typewritten copy of his speech had disappeared! The Dean said he would call on the candidates in alphabetical order, Adams first: and, with despair in his heart, Theo watched Adams calmly take the stolen speech out of his pocket and read it to the (17) \_\_\_\_\_ who were gathered to hear it. And how well he read it! Even Theo had to admit that he couldn't have read it nearly so eloquently himself, and when Adams finished there was a great burst of applause. Adams bowed and smiled, and sat down.

Now it was Theo's (18) \_\_\_\_\_. But what he could do? He had put everything he knew into that lecture. His (19) \_\_\_\_\_ was too much upset to put the same thoughts in another way. With a burning face he could only (20) \_\_\_\_\_, word for word, in a low, dull voice the lecture that Adams had spoken so eloquently. There was hardly any applause when he sat down.

The Dean and the committee went out to decide who the (21) \_\_\_\_\_ candidate was, but everyone was sure what their decision would be.

Then the Dean and committee came back. "Gentlemen," the Dean said, "the candidate we have chosen is – Mr. Hobdell." Uncle Theo had won. You

could have knocked him down with a feather. The audience were completely taken by surprise, and the Dean, continued, “I think I ought to tell you how we (22) \_\_\_\_\_ at that decision. We were all filled with admiration at the (23) \_\_\_\_\_ and eloquence of Mr. Adams. I was greatly impressed. But, you will (24) \_\_\_\_\_, Mr. Adams read his lecture to us. When Mr. Hobdell’s turn came, he repeated that speech, word by word from (25) \_\_\_\_\_, though, of course, he couldn’t have seen a line of it before. Now a fine memory is absolutely necessary for this post; and what a memory Mr. Hobdell must have! That is why we decided that Mr. Hobdell was exactly the man we wanted.”

As they walked out of the room, the Dean came up to Uncle Theo, who was so confused but so happy that he hardly knew whether he was standing on his head or his heels; and as he shook Theo’s hand he said, “Congratulations, Mr. Hobdell! But, my dear fellow, when you are on our (26) \_\_\_\_\_, you must be more careful not to leave valuable papers lying about!”

- |                |                 |                  |                      |
|----------------|-----------------|------------------|----------------------|
| A. brains      | B. mind         | C. head          | D. eyes              |
| A. learning    | B. revising     | C. studying      | D. memorizing        |
| A. applied     | B. posted       | C. addressed     | D. turned            |
| A. students    | B. teachers     | C. candidates    | D. voters            |
| A. to be asked | B. to be        | C. to be ordered | D. to be interviewed |
| A. post        | B. job          | C. work          | D. profession        |
| A. Dean        | B. Head Master  | C. Manager       | D. Director          |
| A. staff       | B. council      | C. committee     | D. society           |
| A. lesson      | B. class        | C. tutorial      | D. lecture           |
| A. theme       | B. topic        | C. discipline    | D. subject           |
| A. lecture     | B. seminar      | C. workshop      | D. class             |
| A. revising    | B. repeating    | C. memorizing    | D. learning          |
| A. to do       | B. to make      | C. to have       | D. to execute        |
| A. getting on  | B. making up    | C. dealing with  | D. going on          |
| A. hall        | B. classroom    | C. auditorium    | D. lecture-room      |
| A. platform    | B. ground floor | C. level         | D. desktop           |
| A. teachers    | B. managers     | C. professors    | D. scholars          |
| A. turn        | B. go           | C. make          | D. point             |
| A. mind        | B. brains       | C. head          | D. voice             |
| A. repeat      | B. revise       | C. review        | D. recollect         |
| A. happy       | B. lucky        | C. successful    | D. cheerful          |
| A. arrived     | B. came         | C. brought       | D. went              |
| A. learning    | B. studying     | C. memorizing    | D. practicing        |
| A. remember    | B. recollect    | C. forget        | D. mind              |

- |           |            |              |             |
|-----------|------------|--------------|-------------|
| A. memory | B. brains  | C. concept   | D. illusion |
| A. staff  | B. society | C. committee | D. council  |

**2. For questions 1-12, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line.**

I want to tell you about the pleasantest time I have had since I came to England. My pen-friend invited me to Oxford for a week-end. He's an \_\_\_\_\_ there. **GRADUATE**

He loves Oxford and seems to know all about it. He met me at the station and took me to the "guest room" at his college where I was to stay during my visit. Then we went out to see Oxford. Nearly all the students are on vacation just now but we saw a few of them about. They were wearing black gowns and queer-looking caps. Some of the gowns looked very old and even rather ragged, and I asked John if these students were very poor and couldn't afford new gowns. He laughed and said that \_\_\_\_\_, especially those who had just come up, tried to get old, torn-looking gowns so that people would think they had been in Oxford for years. **GRADUATE** One student passed us, looking rather \_\_\_\_\_ and wearing a black suit under his gown, a white collar and a white bow-tie. **WORRY**

John said they had to wear that dress when they were taking examination, and that unhappy-looking student was either going to or coming from the examination room.

We went into some of the colleges, through the quadrangle and gardens and into the dining-halls and chapels. The colleges are where the students live and they have dinner together in the big dining-halls. Most of the halls are wonderful, especially the hall of Christ Church. This is the biggest, at least as far as buildings are concerned, and, perhaps, the most \_\_\_\_\_ of the colleges. **MAGNIFICENCE**

The college was founded by Cardinal Wolsey in the 16-th century. His hat and his chair are there in the college, but before Wolsey could finish the college he fell from power and died in \_\_\_\_\_ and the building was completed by King Henry VIII. **GRACE**

All round the hall are portraits of great men who have been members of the college: Wolsey himself, Sir Philip Sidney, William Penn, John Wesley, John Locke, Ruskin, Sir Robert Peel, Gladstone, Sir Anthony Eden and a great many other \_\_\_\_\_ people. **FAME**

These men are \_\_\_\_\_ from one college – and there are twenty-six other colleges. **MERE**

One of the portraits in Christ that \_\_\_\_\_ me very much was that of Charles Dodgson **INTEREST**, \_\_\_\_\_ known as “Lewis Carroll” **GOOD**, the writer of the most \_\_\_\_\_ of all children’s books **DELIGHT**, *Alice in Wonderland*. Alice belongs to Oxford, for it was told to the little daughter of Liddell, \_\_\_\_\_ of Christ Church, **DEANERY** during an excursion up the river to Godstow, and I think it is characteristic of the odd things you meet with in Oxford that it was written, not by a typical “children’s author”, but by a \_\_\_\_\_ in Mathematics at Oxford. **LECTURE**

There is a story that Queen Victoria was so charmed with *Alice in Wonderland* that she gave orders that the next book by this writer should be sent to her. In due course it arrived, and was: *The Condensation of Determinants, a new and brief method of computing Arithmetical Values*.

#### **PART IV: LISTENING**

**Listen to a local resident of Cambridge telling some funny stories about student life there.**

**Say if the following statements are TRUE (T) or FALSE (F) or NOT STATED (NS).**

1. The speaker is a Cambridge graduate.
2. She tells stories from her own experience.
3. There are three main stories.
4. The stories are all true.

**Listen again and choose the correct answer:**

1. “*Town and Gown*” means:
  - a) relations between the city and the University;
  - b) relations between the students and professors;
  - c) relations between the students;
  - d) relations in the University Administration.
2. *It’s better to be shown around Cambridge by a local resident because:*
  - a) the tourist brochures are not available;
  - b) a local resident can show you some interesting places;
  - c) there are no guided tours in Cambridge;
  - d) the University is far from the city.
3. *One of the decorations – a complete sphere – from Clare College bridge:*

- a) fell from the river;
- b) was stolen by tourists;
- c) was broken by the students;
- d) was removed by the students.

4. *Rag Day is:*

- a) the day when students have exams;
- b) the day when students collect money for charity;
- c) the day when students of Oxford and Cambridge compete;
- d) the day when holidays begin.

5. *On top of the Senate House on one of the Rag Days there was*

- a) a cart;
- b) a cow;
- c) a car;
- d) a bicycle.

6. *“The Senate House Leap” is:*

- a) a kind of athletic competition between Oxford and Cambridge students;
- b) a jump from roof to roof;
- c) a jump on the ground not less than 8-9 feet wide;
- d) an athletic competition between Cambridge students and professors.

## **PART 5: SPEAKING**

**1. The examiner will ask you both to talk briefly about your University.**

**2. You will each be asked to talk for a minute without interruption on the topic “The Most Renowned Universities in the World.”**

**3. Compare university education in our country and Great Britain / the USA.**

**4. Interpret the following proverbs:**

- 1. It's never late to learn.
- 2. The man who has not been flogged is not educated.
- 3. A little learning is a dangerous thing.

## UNIT 2. THE ORDER OF LIFE



ALL WORK  
AND NO PLAY  
MAKES  
JACK  
A DULL BOY



### Essential Vocabulary

<b>Days</b>	
on Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday next Monday, every Monday	в воскресенье, понедельник, вторник, среду, четверг, пятницу, субботу; в следующий понедельник; каждый понедельник;
a working day	рабочий день;
a week day	будний день;
a day off	выходной день;
a week-end (at the week-end, to go to some place for the week-end, to stay over the week-end)	выходные дни
<b>Parts of Day</b>	
(in the) afternoon, evening, morning	днем, вечером, утром
(at) night	ночью
(on) Monday morning, afternoon, evening,	в понедельник утром, днем, вечером
<b>Meals</b>	
(at) breakfast, brunch, dinner, lunch, supper	завтрак, поздний завтрак, обед, обед в течении рабочего дня, ужин
<b>Time of Day</b>	
hour hand	часовая стрелка
minute hand	минутная стрелка
second hand	секундная стрелка
(at) 7 o'clock sharp	ровно в 7
8.15 a quarter past eight	15 минут девятого

9.45 a quarter to ten	без 15 минут 10
4.30 half past four	половина пятого
5.10 ten (minutes) past five	10 минут шестого
6.25 twenty-five (minutes) past six	25 минут седьмого
9.57 three minutes to ten	без трех минут 10
It takes ( <i>her</i> ) an hour to get to work	она добирается на работу за час
<b>Daily Routine</b>	
the day-to-day life of people	повседневная жизнь людей
to get up, to wake up (early/ late)	вставать, просыпаться (рано / поздно)
to brush one's teeth	чистить зубы
to wash / to rinse one's face to wash oneself	умываться
to take a (cold / warm) shower	принимать душ
to dry one's face / yourself	вытираться
to shave	бриться
to do one's morning exercises	делать зарядку
to make one's bed	застилать постель
to put on clothes to get dressed	одеваться
to comb / brush one's hair	расчесывать волосы
to put on make-up	наносить макияж
to take the children to school	отводить детей в школу
to pick up the children from school	забирать детей из школы
to walk the dog / take the dog out / take the dog for a walk	выгуливать собаку
to feed a pet	кормить домашнее животное
to take the bus to school / work	добираться на работу / в школу на автобусе
to have one's working hours	быть на работе
spare/leisure/ free time	свободное время
to go on foot / walk go by bus / tram / trolley-bus	идти пешком, гулять
be busy doing sth be busy with / over/ at sth	быть занятым чем-либо
to prepare lessons	готовить уроки
to listen to the news (music, radio)	слушать новости, музыку, радио
to have a short rest / a nap	передохнуть, вздремнуть
meet up with friends	встретиться с друзьями
to get into pajamas	надеть пижаму
to set the alarm	установить будильник
to lock the door	закрыть дверь

turn off the light	выключить свет
to go to bed	лечь спать
<b>Household Duties / Chores</b>	
to prepare (cook, make) breakfast / lunch / dinner	готовить завтрак, обед
to help with the cooking	
to make coffee/ tea	готовить кофе, чай
to lay the table / to clear the table	накрывать стол, убирать со стола
to clear smth away	убирать
to wash the dishes / to wash up	мыть посуду
to tidy the room	убирать комнату
to do one's room	
to load the dishwasher	загрузить посудомоечную машину
to do the laundry	стирать
to go shopping	идти за покупками
to hang up the washing	развешивать белье
to fold clothes	складывать вещи
to give the house a special clean	делать генеральную уборку
to sweep the floor	подметать пол
to iron linen / to press clothes	гладить белье
to do the shopping / ironing / the washing	делать покупки, гладить, стирать
to vacuum	пылесосить
to dust / polish the furniture	вытирать пыль с мебели
to fix up	ремонтировать
to mop the floor	мыть пол
to throw out the garbage	выбрасывать мусор
to change sheets	менять простыни
<b>Office Activities</b>	
to greet visitors	приветствовать посетителей
to print a copy	напечатать копию
to work on a computer	работать за компьютером
to answer the phone	отвечать на телефонный звонок
to conduct a meeting	проводить встречу
to participate / attend in a meeting	участвовать в собрании
to file papers	подшивать бумаги
to send an e-mail	отправлять электронное письмо
to photocopy a document	копировать документ
to staple documents together	скреплять документы степлером
to fill in a form	заполнять анкету
to sign a letter	подписывать письмо
surf the net / go online	искать в интернете



<b>Repair</b>	
toolbox	инструментальный ящик
saw	пила
hammer	молоток
nail	гвоздь
power / electric drill	электродрель
screwdriver	отвертка
screw	шуруп
hook	
sandpaper	наждачная бумага
pliers (used with a verb in pl)	плоскогубцы
ax / axe	топор
paintbrush	малярная кисть
paint can	банка с краской
<b>Cosmetics</b>	
moisturizer	лосьон или крем
blush / rouge	румяна
eye shadow	тени
mascara	туш
lipstick	губная помада
eyeliner	подводка для глаз
eyebrow pencil	карандаш для бровей
<b>Toiletries</b>	
perfume	духи
cologne	одеколон
shaving cream	крем для бритья
aftershave	крем после бритья
razor	бритва
razor blade	лезвие бритвы
tweezers	пинцет
hairdryer	фен
<b>Hobbies and Games</b>	
coin / stamp collecting	коллекционирование монет, марок
baking	выпечка
bird-watching	изучение птиц в естественных условиях
gardening	садоводство
playing music	играть музыку
embroidery	вышивание
sewing	шитье
knitting	вязание

sculpting	лепка
painting	рисование
pottery	гончарное дело
woodworking	обработка древесины
video / computer games	видеоигры
chess	шахматы
chessboard	шахматная доска
chess pieces	шахматные фигуры
draughts	шашки
to play draughts	играть в шашки
to make a move at draughts	сделать ход шашкой
to play a game of draughts	сыграть партию в шашки
dice	игра в кости

## PHRASES AND WORD-COMBINATIONS HOBBIES & INTERESTS

### 1) TO BE FOND OF ...

- I am fond of milk.
- He is fond of his family.
- We are fond of **skiing**.
- Are you fond of Ricky Martin?
- He isn't fond of **reading**.
- They aren't fond of vegetables.

### 2) TO BE INTERESTED IN ...

- I am interested in football.
- She is interested in **skating**.
- You are interested in History.
- Is he interested in **stamp collecting**?
- We aren't interested in tennis.
- I am not interested in washing up.

### 3) TO BE KEEN ON ...

- I am keen on **sleeping**.
- He is keen on his work.
- She is keen on writing letters.
- They are keen on Daniel Hůlka.
- Are they keen on **swimming**?
- He isn't keen on **learning**.
- We aren't keen on **getting up** early.

### 4) TO LIKE ...

- I like this car.
- He likes **driving** a car. He likes **to drive** a car.
- They like **travelling**. They like **to travel**.
- She likes **cooking**. She likes **to cook**.

- She doesn't like **ironing**. She doesn't like **to iron**.
- We don't like milk.
- Do you like drawing? Do you like to draw?
- Does he like this film?

5) **TO DISLIKE ...**

- I dislike it.
- He dislikes **riding** a horse.
- We dislike **cleaning**.
- They dislike lazy people.

6) **TO LOVE ...**

- I love **doing** nothing. I love **to do** nothing.
- She loves **dancing**. She loves **to dance**.
- We love ice-cream.
- They love the sea.
- You don't love **learning**. You don't love **to learn**.

7) **TO HATE ...**

- I hate **singing**. I hate **to sing**.
- You hate **cooking**. You hate **to cook**.
- She hates school.
- We hate dirty shoes.
- Do you hate parties?

8) **TO BE GOOD (VERY GOOD, BRILLIANT, HOPELESS) AT ...**

- I am good at English.
- I am not good at **swimming**.
- You are good at volleyball.
- She is good at **knitting**.
- Is he good at Geography?
- We are good at **playing** the guitar.
- Are you good at **running**?
- They aren't very good at Maths.
- Peter isn't so good at **singing** as he says.

### **IDIOMATIC EXPRESSIONS**

1. *Red-letter day* – a day that is pleasantly noteworthy or memorable, e.g. Whenever her granddaughter came to see him it was a **red-letter day** for him.

2. *Day and night (night and day)* – all the time, e.g. The district is patrolled **day and night**.

3. *Time-consuming* – taking a lot of or too much time, e.g. Starting a new business, however small, is a **time-consuming** exercise.

4. *Therapeutic activity* – if something is therapeutic, it helps you to relax or to feel better about things, especially about a situation that made you unhappy, e.g. Painting is such a **therapeutic activity**. It makes me feel good, and teaches me patience.

5. *Culture vulture* – a person who is very interested in the arts, esp. to an obsessive degree, e.g. Bob's a real **culture vulture**, he goes to every theatre and art gallery he can find.

6. *Coach potato* – is someone who spends most of their time watching television and does not exercise or have any interesting hobbies, e.g. He's turning into a perfect **couch potato**.

7. *Shopaholic* – is someone who greatly enjoys going shopping and buying things, or who cannot stop themselves doing this, e.g. She is a real **shopaholic**. She buys all sorts of things.

8. *To be into smth* – to take a great interest in smth, to be involved in smth, e.g. Joe **is** heavily **into** the downhill skiing these days.

9. *To go off smth* – to stop liking, to lose interest in smth, e.g. I **went off** football and I started playing golf instead.

10. *To lock oneself away* – if you lock yourself away, you go somewhere where you can be alone, and do not come out or see anyone for some time, e.g. I **locked** myself **away** with books and magazines.

11. *To be hooked on smth* – to be addicted to smth, e.g. He **was hooked on** a video game.

12. *Full diary* – a lot of commitments / activities, e.g. Do you have a hectic social life? Yes, I have a pretty **full diary**.

13. *To get / take / have a new lease of life* – if you say that someone or something has been given a new lease of life, you are emphasizing that they are much more lively or successful than they have been in the past, e.g. When Sue moved jobs she seemed to **get a new lease of life**.

14. *Nothing to write home about* – nothing special, e.g. Town is OK but **nothing to write home about**.

15. *To have the time of one's life* – to have the most wonderful time, e.g. Paul's **having the time of his life** in Canada.



**Read and translate the text. Intone the text and prepare phonetically correct reading of it.**

### **Text I\***

#### **MR. SMITH'S WORKING DAY**

John Smith's school is situated **a half-hour's drive away from** his home. It is **a comprehensive school** and all the pupils live near to it in its **catchment area**. The pupils there are aged between eleven and eighteen. Every day John gets up at six-thirty in the morning. The reason for this early

start is that he **is in training for the London Marathon**. Every day he **jogs round the park** near his home. Then he goes home for a shower and breakfast before driving to work. He needs to be at school by half past eight.

John **is in charge of** a class as well as being a foreign languages teacher. He takes the register for a first year class and looks after them if they have any worries. **Registration** is at ten to nine and often they have an assembly, either with the other first year classes or with the whole school. Sometimes John **leads an assembly** himself. He always has a funny story, a reading from the Bible and number of his favourite hymns **close at hand** in case he is asked to lead unexpectedly.

After the assembly the lessons begin. John **teaches every year** in the school. This means he discussed Brecht's plays with the oldest pupils in one lesson and teaches first years very simple sentences in French in the next.

**Some of his periods are free**. He **marks homework** and **prepares lessons**. In the morning and afternoon breaks and at lunch-times John is either busy with his work or socialising with the other teachers in the **staff room**. This is a **welcome break for him**. He can have a cup of tea, sit back and enjoy a conversation over the sandwich. The teachers often discuss their pupils. In fact, the staff room is real centre for gossip. Some of the teachers are **close friends**. Others find it difficult to get on with each other. It is a big school and there are many members of the staff.

The school day finishes at twenty-past three. Sometimes John is on **bus duty**. He keeps the pupils orderly as they **queue for** the bus home. John hates such times. He is always glad to get back home and put his feet up for half an hour. Then he starts on all the work he has to mark.

(\*the text for learning)

## LANGUAGE AND CULTURE CONTEXT

*To be in charge of* – to be the person who controls or is responsible for a group of people or an activity.

*To mark homework* – to read a piece of written work and put a number or letter on it to show what standard it is.

*Close at hand* – near in time or space.

*To queue for* – to form or join a line of people or vehicles waiting to do something or go somewhere.

*To be over* – to end.

*A Marathon* – a race in which people have to run about 26 miles (about 42 km) along roads.

*Registration* – the recording of sth such as a person's name in an official list of record.

*Assembly* – a gathering of all the teachers and pupils in a school at the beginning of each school day (meeting).

### Reading and speaking activity

**Ex. 1. Give Russian equivalents of the highlighted words and word-combinations in the text. Make up situations of your own based on the essential vocabulary from the text.**

**Ex. 2. Answer the questions using the topical words and phrases.**

1. Where is John's school situated? 2. What kind of school is it? 3. Where do all the pupils live? 3. When does John get up? Why? 4. What does he do every morning? 5. What does John do when he comes to his school in the morning? 6. When do the lessons begin? 7. How does John spend his free periods? 8. What is John busy with at lunch time? 9. When does the school day finish? 10. What does John do after his lessons?

**Ex. 2. Confirm or deny the statements:**

1. John works at the University. 2. John never has breakfast. 3. John likes to get up early in the morning. 4. John teaches Russian. 5. John goes home when he has his free periods. 6. John never discusses his pupils. 7. The school day finishes at three o'clock. 8. John never brings home any work to mark.

**Ex. 3. Make short conversations in the following situation: *Helen and John Smith are talking about their plans for a day.***

**Ex. 4. Make up your own dialogues on the following situations:**

1. My activities in the morning. 2. My daily programme. 3. My daily programme for today. 4. My friend's ordinary working day. 5. The worst day of my life. 6. The happiest day of my life. 7. A typical day in my parent's life. 8. My responsibilities at home. 9. Sharing household duties by different members of the family.



LISTEN

**Ex.1. You will hear messages on Carlo's answering machine about his appointments. Write the correct appointments and times in Carlo's calendar.**

Day of the week+date	Appointment	Time
<i>Monday April 10<sup>th</sup></i>		
<i>Tuesday April 11<sup>th</sup></i>		
<i>Wednesday April 12<sup>th</sup></i>		

Thursday April 13 <sup>h</sup>		
Friday April 14 <sup>th</sup>		
Saturday April 15 <sup>th</sup>		
Sunday April 16 <sup>th</sup>		

**Ex. 2. You will hear Laura's friends calling her to change plans. Write the changes that Laura makes to her schedule.**

<b>Tuesday, February 12<sup>th</sup></b>	
Carlo - lunch 12:00 Pick up Lee at airport 4:15 Patty - meet at gym 5:15 Meet Betty 2:45 Joe - dinner 7:30	



### Note the difference

**Do** and **Make** are two verbs which frequently confuse students. Here we will learn about the difference between **Do** and **Make** and when to use each one.

#### I. When do you use DO?

DO is used as follows:

1. DO is used when talking about **work, jobs or tasks**. Note, they do not produce any physical object.

- I have guests visiting tonight so I should start **doing** the housework now.
- I wouldn't like to **do** that job.

2. DO is used when we refer to **activities in general without being specific**. In these cases, we normally use words like thing, something, nothing, anything, everything etc.

- Hurry up! I've got things to **do**!
- Is there anything I can **do** to help you?

3. We sometimes use DO to **replace a verb when the meaning is clear** or obvious. This is more common in informal spoken English:

- Do I need to do my hair? (do = brush or comb)
- Have you done the dishes yet? (done = washed)

#### II. When do you use MAKE?

Make is for **producing, constructing, creating or building** something new.

It is also used to indicate the **origin of a product or the materials that are used** to make something.

- His wedding ring is made of gold.
- The house was made of adobe.
- The watches were made in Switzerland

We also use Make for **producing an action or reaction**:

- Onions make your eyes water.
- It's not my fault. My brother made me do it!

You make after certain nouns about **plans and decisions**:

- make the arrangements,
- make a choice

We use Make with nouns about **speaking and certain sounds**:

- make a comment
- make a noise
- make a speech

We use Make with **Food, Drink and Meals**:

- make a cake
- make a cup of tea
- make dinner

### **Compare Do and Make**

A: You have to **make** a cake for Simon.

B: I'll **do** it later.

Notice how in the response the verb DO is used. This is because the meaning is clear and to avoid saying "I'll make it later." which could sound repetitive.

### **III. Memorize the following phrasal verbs:**

*Call at something* – to visit some place

*Call on somebody* – to visit somebody.

*Call for somebody* – to meet someone at their home in order to take them somewhere.

*Get along* – to have a friendly relationship (with).

*Get away* – to succeed in leaving a place especially when this is not easy.

*Get back* – to return to a place.

*Get down to* – to finally start doing smth that needs a lot of time or energy.

*Get off* – to finish work and leave your workplace at the end of the day.

*Get up* – to wake up and get out of your bed after sleeping, especially in the morning.



*Go by* – to travel.

*Go in for* – to like smth or do smth often because you enjoy it.

*Go through* – to read a document from beginning to end.

*Go on doing smth* – to continue without stopping or changing.

*Go on* – to continue talking.



**Ex.1. Choose either *do* or *make*.**

1. I'm going to ... a cake for his birthday. 2. Have you ... your homework yet? 3. She ... aerobics three times a week. 4. Did you ... this dress yourself? 5. It's a pleasure to ... business with you. 6. The car is ... in Japan. 7. We ... a shelter from leaves and branches. 8. It's your turn to ... the washing? 9. Shall I ... you cup of coffee? 10. She spends ages ... her hair in the mornings. 11. Who ... those marks on the wall? 12. The children are ... very well at school. 13. I ... French for 5 years. 14. It's time to ... a decision. 15. He ... some mistakes in his dictation. 16. A break will ... you good. 17. The car ... 120 mph. 18. Hos one aim in life is to ... money. 19. I haven't eaten chocolate for three weeks, but it hasn't ... any difference to my weight! 20. If you'll ... the dishes, I'll sweep the floor. 21. Thanks for ... such lovely comments about my paintings! I'm really glad you like them. 22. Could you call the manager please? I'd like to ... a complaint. 23. I feel terrible! I really must ... some more exercise! 24. He's volunteering at a homeless shelter because he wants to ... good. 25. She needs to... a choice. Either move to Madrid or stay in London. 26. Let's... a date to meet and talk about your business idea. 26. John ... a decision to take the bus, but it was so delayed that he wished he'd taken the train. 27. Robert spent the weekend ... the gardening. 28. The child ... a face behind the teacher's back. 29. It's freezing! Let's turn on the heating and ... a fire in the fireplace. 30. I'm not going to go ice skating! I'd only fall over and ... a fool of myself! 31. Could you possibly ... me a favour and bring dessert to my dinner party tomorrow? 32. Lucy helped the children to ... drawings of the flowers.

**Ex. 2. Fill in the gaps with a suitable postpositive.**

1. We decided to call ... James on the way home. 2. I'll call ... you at 8 o'clock. Then we'll go to the theatre. 3. I called ... the drycleaner's to collect your suit. 4. We went to pay a call ... some people I used to know. 5. We'll go to the station tonight. I'll call ... them about eight. 6. The nine o'clock train calls ... every station between Glasgow and Edinburgh. 7. What time did you get ...

this morning? 8. He is a bit difficult to get ... with. 9. What time do you get ... work? 10. There's a meeting after work, but I hope to get ... by seven. 11. After Christmas I'm going to get ... some serious work. We'll probably get ... at about nine. 12. We went ... bus. 13. Go ... working. 14. He goes ... sports. 15. Go ..., I'm listening. 16. Could you just go ... this file and mark anything that's relevant?

**Ex.3. Fill in the blank with the word that best fits the meaning of each sentence.**

1. Our University is situated an hour's ... away from my home. 2. It ... her an hour to get to the University. 3. Go to the bathroom ... your teeth. 4. Who is ... the dishes? 5. He is busy ... his work. 5. It's cold today. Put your warm coat ... . 7. Do you go to the University by ... or by ... ? 8. – Where is John? – He is ... round the park. 9. Jack is a teacher. He is in ... of a class. 10. We're going to have dinner ... the table.

**Ex. 4. Put in *at, on* or *in* where necessary. Leave an empty space (-) if no preposition is necessary.**

- |   |  |
|---|--|
| 1. a) I'll see you <u>on</u> Friday.      | 4. a) Do you work ... Wednesday?                   |
| b) I'll see you ___ next Friday.          | b) Do you work ... every Wednesday?                |
| 2. a) What are you doing ... Saturday?    | a) We usually have a holiday ... the summer.       |
| b) What are you doing ... the weekend?    | 5. b) We often have a short holiday ... Christmas. |
| 3. a) They often go out ... the evenings. | a) Pauline got married ... 1991.                   |
| b) They often go out ... Sunday evenings. | 6. b) Pauline got married ... 18 May 1991.         |
|   | c) Chris is getting married ... this year.         |

**Ex.5. Put in *at, on* or *in***

1. Mozart was born in Salzburg ... 1756.
2. I haven't seen Kate for a few days. I last saw her ... Tuesday.
3. The price of electricity is going up ... October.
4. I've been invited to a wedding ... 14 February.
5. Hurry up! We've got to go ... five minutes.
6. I'm busy just now but I'll be with you ... a moment.
7. Jenny's brother is an engineer but he's out of work ... the moment.
8. There are usually a lot of parties ... New Year's Eve.

9. I hope the weather will be nice ... the weekend.
10. ... Saturday night I went to bed ... 11 o'clock.
11. I don't like travelling ... night.
12. We travelled overnight to Paris and arrived ...5 o'clock ... the morning.
13. The course begins ... 7 January and ends sometime ... April.
14. It was quite a short book and easy to read. I read it ... a day.
15. I might not be at home ... Tuesday morning but I'll probably be there ... afternoon.

**Ex.6. Match the given words with a suitable comment (a-h).**

*Billiards, crossword, embroidery, hiking, draughts, gambling, cards, model-making.*

- a) Catherine dealt, and gave me the ace, king and queen of hearts. cards
- b) You need a small needle, and threads of different colours
- c) I couldn't do ten down, so I used the dictionary
- d) Ian glued the parts together wrongly because he didn't read the instructions.
- e) When Ellen is losing, she knocks the pieces off the board
- f) The path we want doesn't seem to be on the map
- g) Nigel missed the red, and put the pink in the pocket by mistake.
- h) I want to put £20 on 'Ealing Comedy' to win in the 4.30 at York.

**Ex.7. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

How a hobby can make you angry!

Recently I decided to take up (1) <u>PHOTOGRAPHY</u> as a hobby. I like taking snaps, but I am not very (2) _____.	PHOTOGRAPH
My snaps are either a complete (3) _____ for technical reasons, or are just not very (4) _____.	SKILL
First I decided that to be (5) _____, I would have to buy new equipment.	FAIL
Just then I had an (6) _____ piece of good luck.	IMAGINE
A friend who works in a camera shop said she could sell me a (7) _____ camera. A customer had left it at the shop to be repaired, but there had been a (8) _____, and it was actually for sale. I thought this was a rather (9) _____ explanation and so I asked her some more questions. She said she had had a (10) _____ with the customer and he had thrown the camera at her because she disliked his photos!	SUCCESS
	EXPECT
	VALUE
	UNDERSTAND
	BELIEF
	AGREE

**Ex.8. Read the list of English idioms and find their Russian equivalents in the second list. Use the English idioms in sentences of your own speaking about your daily routine.**

**A.** To be back on track; a whole good hour; from time to time; year in, year out; on the run; in the dead of night; day in, day out; to play the fool; to twiddle one's thumbs.

**B.** Время от времени; валять дурака; изо дня в день; из года в год; глубокой ночью; на бегу; битый час; войти в колею; бить баклуши.

**Ex.9. Translate the following sentences into English.**

1. Я встаю рано, делаю зарядку, потом иду в ванную и принимаю душ. 2. Я завтракаю в семь часов. После завтрака я одеваюсь и иду в университет. Он находится в часе езды от моего дома. 3. По понедельникам у меня много занятий. Занятия начинаются утром в восемь и заканчиваются днем в 3 часа. 4. Я обедаю в столовой университета. После занятий я немного отдыхаю, а потом делаю домашнее задание. 6. По субботам я убираю в квартире. Раз в месяц у нас генеральная уборка всей квартиры. 7. Обычно, я помогаю маме, когда к нам приходят гости. Я готовлю чай или кофе, накрываю на стол, мою посуду. 8. Моя мама – учитель. Она работает в средней школе. Она преподает английский язык, а также она – классный руководитель. Мама приходит домой поздно. После обеда она, обычно, проверяет тетради учеников. 9. Вечером я смотрю телевизор или читаю. Мой отец слушает последние новости. Я иду спать в 11 часов вечера. 10. По субботам и воскресеньям я не хожу в университет. Иногда я захожу в гости к своим друзьям. Иногда они заходят ко мне. Мы хорошо проводим время.

**Ex.10. Translate the text.**

#### **Мои обязанности по дому**

Я хотела бы рассказать о своих домашних обязанностях. У многих детей в нашей стране есть свои обязанности по дому. Я уверена, что во многих других странах тоже. Некоторые дети не довольны этим, так как просто смотреть телевизор или играть в компьютерные игры, может быть гораздо веселее. С другой стороны, очень важно каждому человеку иметь хотя бы несколько обязанностей. Что касается меня, то у меня есть свои домашние обязанности, также как и у других членов моей семьи. Готовить пищу – это основная обязанность моей мамы, и я ей иногда помогаю с этим. В мои личные обязанности входит мыть посуду, вытирать пыль и пылесосить. Мой отец ответственен за ремонт некоторых приборов и

предметов в нашей квартире. Есть одна вещь, которую все члены моей семьи делают вместе. Это поход по магазинам за продуктами питания и одеждой. Не могу сказать, что эти обязанности очень трудные, или, что они занимают много моего времени. Я знаю, что всего лишь несколько лет тому назад, женщины тратили гораздо больше времени на работу по дому, когда у них не было такой бытовой техники, как микроволновая печь, стиральная машина, пылесос, блендер и прочее. По моему мнению, иметь определённые обязанности очень важно. Это помогает понять и уважать труд других людей, а также преодолевать лень.



**Expand your thoughts upon the following proverbs and quotations using the Essential Vocabulary:**

- “The true secret of happiness lies in taking a genuine interest in all the details of daily life”.
- “The marvels of daily life are exciting; no movie director can arrange the unexpected that you find in the street”.
- “Never put off till tomorrow what you can do today”.
- “Routine ruins the life, variety vitalise the life”.
- “Your life is a sculpture, every day chip away”.

### **SHARING STORIES**

**Do you know your own habits? Share stories about your habits and find out more about your partner’s habits in a friendly exchange.**

1. How many hours of sleep do you usually get? Is that enough sleep for you?
2. Do you usually use an alarm clock to wake up? How often do you oversleep?
3. What time do you usually get up in the morning? Do you get up with the sun?
4. Do you jump out of bed? Are you a morning monster?
5. Can you describe your morning habits? Are you in a hurry?
6. What do you eat for breakfast? What do you prefer to drink in the morning?
7. Can you describe a typical summer afternoon for you? A winter afternoon?
8. How did you come to school today? Did you arrive by foot, by bus, or by car?
9. How long is your daily commute to work or school?
10. What’s your daily schedule like? Busy? Slow? Loose? Full?
11. What was your daily schedule like five years ago? How is different now?
12. Do you do many things at the last minute? Why?
13. In your daily life, what modern appliances or machines do you use?
14. What task or chore have you put off or postponed?

15. In what kind of stores do you prefer to shop for clothes? Thrift? Upscale? Modern? Department? Mall? Mom and Pop? Why?

16. Where do you like buying your groceries? Why? What do you usually buy?



LISTEN

**Listen to the recording and complete the dialogues below.**

- 1) *Jim:* Hi, Larry. It's Jim. We're still on for tennis today, right?  
*Larry:*  
*Jim:* Great. I just wanted to be sure you'd be there on time because I have a lunch date with Bob right after our game.  
*Larry:*
- 2) *Jim:* It was great having lunch with you, Bob!  
*Bob:*  
*Jim:* I wish I could, but I have some work to finish, and first I have to get a birthday present for Sue.
- 3) *Sales clerk:*  
*Jim:* Could you wrap it, please?  
*Sales clerk:*
- 4) *Jim:* Bob, it's Jim. Are you still free this afternoon?  
*Bob:*  
*Jim:* Well, after I got Sue's present. I was on my way to the office and...  
*Bob:*  
*Jim:* I had a small accident. I hit a parked car. My car's at the garage now so could you ...  
*Bob:*
- 5) *Jim:* Thanks for bringing me to the office, Bob. I really need to get some reports typed.  
*Bob:*  
*Jim:* So, I'll see you later at Sue's, right? What time is her party?  
*Bob:*  
*Jim:* Don't worry. I won't need a ride. I'll just get a cab after I'm finished here.  
*Bob:*  
*Jim:* Look. It's late and I have a lot of work to do, so I'll talk to

- you later, OK?
- 6) *Jim:* Hi, Sue. Happy Birthday!
- Sue:*
- Jim:* What do you mean? I'm here for your birthday. But where's Bob and everyone else?
- Sue:*
- Jim:* It's not?
- Sue:*



**Read and translate the text. Intone the text and prepare phonetically correct reading of it. Learn the text by heart.**

**Text II\***

**JAMES AND EMMA FALCON**

James and Emma Falcon are *an average family in the middle class*. James is 65. He is tall and he has a *gallant bearing*. Now his hair is grey and *his face is a good deal lined*. But his figure is still fine. Every morning, wet or fine, he gets up at seven o'clock to put on his sports clothes and have a run round the local park. It helps him to keep good health.

James is *a doctor of good reputation*. He works part-time now. James treats people ill with asthma. This disease makes breathing difficult. James is certain that asthma is a result of air pollution.

Being a member of an environmental club James *stands up for a healthy lifestyle*. Thus, he is against too much *dependence on private cars* because they damage the environment. Most people are aware of this fact but they still use their cars because they're warm and comfortable. James says that it's all a question of habit. He's sure one can get used to anything if one tries. He relies on his car less than he used to. He asks his patients not to use their cars except when absolutely necessary. James himself is not only *economising on petrol* but *keeping fit* at the same time.

James is an *all-rounder*. He is interested in politics and he always listens to the latest news, and every morning he looks through his favourite newspapers. James *is also keen on music*. He plays the piano well. He likes to *spend his evening in the family circle talking about family affairs*. He's never happier than in the company of his daughter. He brought up Ally *to stand on her own feet*. Though he intended his daughter for the medical profession she

went her own way. James is proud of his daughter. He also loves his relatives. They have common interests and *get along very well*.

(\*the text for learning)

### Reading and speaking activity

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Среднестатистическая семья, люди среднего достатка, морщинистое лицо, поддерживать хорошую форму, иметь хорошую репутацию, работать неполную неделю, учить людей больных астмой, загрязнение воздуха, бороться за что-л., зависимость от частных автомобилей, быть осведомленным, полагаться на что-л., разносторонний человек, семейный круг, прочно стоять на ногах.

**Ex. 2. Paraphrase the sentences from the text paying special attention to the words and phrases in italics.**

**Ex. 3. Make up 5 questions to the text.**

**Ex.4. Summarize the information given in the passage about James and Emma Falcon. Use the set-expressions from the first Unit.**

**Ex.5. Are there any environmental clubs in this country / your native city? Why do people join them? What is their goal?**



**Ex. 1. Read and match word-combinations in bold with the definitions below (1-11).**

1. very late at night/early in the morning
2. things that take a lot of time
3. to take a very long time
4. urgent appointments or things to do
5. very intense schedule
6. to make more time available
7. eight hours without interruption
8. a definite date before which it needs to be finished
9. from the early morning to the late evening
10. the time when there is a lot of traffic because everyone is going to work or coming home from work
11. to reduce your working hours



Are you always in a rush, or do you take your time? Do you spend your time efficiently, or do you waste time and procrastinate important tasks – then stay up working until **ungodly hours**?

It has **taken me ages**, but I've finally adopted some time-management habits:

Plan things well in advance and don't underestimate the amount of time things will take – otherwise you'll end up being a slave to your **grueling schedule**. Take care of **time-consuming tasks** on a day when you have no **pressing commitments**. Establish a timeline for major projects, so that you don't leave things to the last minute and risk running out of time. Then, stick to the schedule and try to get ahead if possible. There's nothing worse than falling behind on a project with a strict **deadline**. Leave home and work a little earlier than normal to avoid **rush hour**. Sleep for eight **solid hours** every night; you'll wake up with more energy.

If you're **working from dawn till dusk** and you have little or no spare/free time, it could mean that you're overworked, and you should **cut back on your hours** to **free up some time**.

**Ex. 2. Choose the word that best fits the meaning of the sentence.**

1. He worked on fixing the computer for two *compact / solid / tight* hours before giving up and calling tech support.

2. He's always in a *press / quick / rush*; he never has time to chat.

3. I have a *consuming / grueling / ungodly* schedule this semester - classes from Monday to Friday, 7 AM to 7 PM!

4. I *left / spent / took* the assignment to the last minute and then stayed up all night to write it.

5. In my *rush / spare / stick* time, I like to read.

6. Organizing all these files is very *time-consuming / pressing / falling*; I wish I had someone to help me.

7. Sarah *cut back on / got ahead with / stuck to* her hours as she entered her eighth month of pregnancy.

8. She's a fitness nut; she *passes / runs / spends* ten hours a week at the gym.

9. *Leave / Take / Waste* as much time as you need to review this information - we don't need a response right away.

10. The *amount / quantity / portion* of time my daughter spends on her cell phone is unbelievable.

11. The company is offering training in time *administration / commitment / management* to improve the efficiency of its staff.

12. There is a strict *deadline / limit / period* for the delivery of this shipment – it must arrive by January 1, otherwise we'll lose the contract.

13. There's a slowdown on highway I-84 due to *rush hour / time / span traffic*.

14. We've fallen *back / before / behind* on our English lessons; the class is on Lesson 10 but we're on Lesson 6.

15. You need to schedule your dentist appointment two weeks in *advance / ahead / forward*.

**Ex. 3 Here is a list of ten common clubs which you could find in many towns in Britain or the US. Which could you be interested in joining? Are there any you would never join? Why not? The following sentence frames may help you.**

I'd quite like to join ... . I think it'd be really interesting.

I wouldn't mind joining ... . It might be fun.

I'd never join ... . It's just not my kind of thing.

A golf club	A debating club
A tennis club	A conservative/ socialist/ political club
A bridge club	A folk dancing club
A chess club	A local history club
A squash club	
A football supporters' club	

**If you were going to start a club, what kind of club would it be? Why? Try to persuade other people in your class why they should join your club! Think of at least four reasons why they should.**

**Ex. 5. Translate the following text into English.**

Самое главное, подумал я, это режим. Спать буду ложиться пораньше, часов в десять. Вставать тоже буду пораньше и повторять перед школой уроки. После школы буду играть часа полтора в футбол, а потом на свежую голову буду делать уроки. После уроков буду заниматься чем захочется: или с ребятами играть, или книжки читать, до тех пор пока не придёт время ложиться спать. Так, значит, я подумал и пошёл играть в футбол, перед тем, как делать уроки. Я решил играть не больше, чем

полтора часа, от силы – два, но, как только я попал на футбольное поле, у меня всё из головы вылетело, и я очнулся, когда уже совсем наступил вечер. Уроки я опять стал делать поздно, когда голова уже плохо соображала, и дал сам себе обещание – на следующий день не буду так долго играть. Но на следующий день повторилась та же история. И стал я думать, почему же у меня так получается. Вот я думал, думал, и наконец, мне стало ясно, что у меня совсем нет воли. То есть у меня воля есть, только она не сильная. Если мне надо что-нибудь делать, то я никак не могу заставить себя это делать, а если мне не надо чего-нибудь делать, то я никак не могу заставить себя этого не делать. Вот, например, если я начну читать какую-нибудь интересную книжку, то читаю и читаю и никак не могу оторваться. Мне, например, надо делать уроки, или пора уже ложиться спать, а я всё читаю. Мама говорит, чтоб я шел спать, а папа говорит, что пора уже спать, а я не слушаюсь, пока нарочно не потушат свет, чтоб мне нельзя было больше читать. И вот то же самое с этим футболом. Не хватает у меня силы воли закончить вовремя игру, да и только! ... Я решил, что мне надо развивать сильную волю ... Для этого я буду делать не то, что хочется, а то, чего вовсе не хочется. Не хочется утром делать зарядку, – а я буду делать. Хочется идти играть в футбол, – а я не пойду. Хочется почитать интересную книжку, – а я не стану. Начать решил сразу, с этого же дня. В этот день мама испекла к чаю мое самое любимое пирожное, но я решил, что раз мне хочется съесть это пирожное, то я не буду его есть. Наутро я встал – мне очень не хотелось делать зарядку, но я всё-таки сделал, потом пошел под кран обмываться холодной водой, потому что обмываться мне тоже не хотелось. Потом позавтракал и пошел в школу, а пирожное так и осталось лежать на тарелочке, когда я пришел, оно лежало по прежнему. Я посмотрел на него. Мне очень захотелось тут же это прикончить, но я поборол в себе это желание. В этот день я решил в футбол не играть, а просто отдохнуть часика полтора и тогда уже взяться за уроки. И вот после обеда я стал отдыхать. Но как отдыхать? Просто так отдыхать ведь не станешь. Отдых – это игра или какое-нибудь интересное занятие. «Чем же заняться?» – думаю. – «Во что поиграть?» Потом думаю: «Пойду ка поиграю с ребятами в футбол». Не успел я это подумать, как ноги сами вынесли меня на улицу, и пирожное так и осталось лежать на тарелке.

(Н. Носов. «Витя Малеев в школе и дома»)



**Share stories about your habits and find out more about your partner's habits in a friendly exchange.**

1. What kind of consumer are you? A bargain hunter? Impulsive buyer?
2. What are your TV viewing habits? Do you always watch certain shows? Which ones?
3. How often do you use a computer? When do you send email?
4. Do you find the daily lifestyle in the United States hectic? Can you give some examples?
5. What are some dangerous or unhealthy addictions?
6. Why do you think so many people are addicted to alcohol and illegal drugs?
7. Do you consider smoking a bad habit? Why?
8. In what ways are you self-disciplined?
9. Are you lazy in any ways? How?
10. Do you tend to see the glass as half-full or half-empty? Are you more of an optimist or a pessimist? Why?
11. What is your favorite time of day? Why?
12. How do your weekends differ from your Monday-Friday routine?
13. What are some of your healthier habits?
14. What are some of your less healthy habits?
15. How do your habits compare to your parents' habits at your age?
16. Have your daily habits changed since moving to the United States?
17. Given a choice, would you prefer to live now or 100 years ago? Why?



**Read and translate the text.**

### **Text III**

### **Daily Routine**

I'm in the first year at the university, where I'm studying English. My elder sister, Betty, is studying history at the same university. Betty can organise her time wisely, whereas I do not know what order I should do things in. I find it hard to



get up on time, and usually I do not get enough sleep. I have to wind two alarm-clocks to make sure I do not oversleep. My sister, an early riser, is awake by 7 o'clock, refreshed and full of energy. While I'm wandering round the kitchen, fighting the urge to go back to bed, my sister manages to have a quick shower, make her bed, put on make up, do her hair, eat a full breakfast and set off to the university. It takes me an hour and a half to get ready. I have a hasty bite and rush out of the house. Even if I catch a bus at once I still arrive at the university 15 minutes late, which always makes me feel guilty. My studies keep me busy all day long. I have 14 hours of English a week. I also have lectures and seminars. At lunchtime I meet up with my sister and we have a snack at the university cafe. After classes I make myself go to the library where I spend about six hours a week reading for my seminars. My sister and I come home tired. I always find excuses to put my homework off. Unlike me, my sister manages to do the housework and get down to homework. I like the idea of going to bed early, but quite often I have to sit up late, brushing up on my grammar and vocabulary, though I feel sleepy. My sister says that keeping late hours ruins one's health. Of course, I agree. As my sister and I do not get any time off during the week, we try to relax on the weekends. One of my greatest pleasures is to lie in bed and read my favourite books. My sister is a sporty person. To keep herself fit, Betty goes for a run in the park; from time to time she works out in the gym. I hate staying in, and sometimes on Saturday night my sister takes me out to a concert or a play. Sometimes we go to a party or to a disco. But more often than not I end up catching up on my studies and my sister goes out. I wonder how I manage to spoil my leisure time. Every Monday when I awaken I think I should start a new life. I honestly think that I must become well-organised and correct my daily routine. I make plans to go to keep-fit classes, to do shopping with my sister, to do the cleaning and to do a hundred other good things. But then I remember that I have to call on my school friend in the evening, and I put off my plans till next Monday. It is always better to start a new life in a week.

### **Reading and speaking exercises**

**Ex. 1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Заводить будильник, проспять, ранняя пташка, отдохнувший, сильное желание, отправляться, поспешно перекусывать, поспешно покидать дом, быть собранным человеком, регулярные физические упражнения, тренироваться в спортзале, спортивный, портить здоровье, браться за

домашнюю работу, освежать в памяти, находить оправдания, перекусывать, готовиться к семинару, целый день, откладывая что-л.

**Ex. 2. Make up 5 questions to the text.**

**Ex. 3. Paraphrase the following sentences paying special attention to the words and phrases in italics.**

1. Betty can *organise her time wisely*, whereas I do not know what order I should do things in. 2. My sister, *an early riser*, is awake by 7 o'clock, refreshed and *full of energy*. 3. While I'm wandering round the kitchen, *fighting the urge to go back to bed*, my sister manages to have a quick shower, make her bed, put on make up, do her hair, *eat a full breakfast and set off to the university*. 4. I have a *hasty bite and rush out of the house*. 5. I always *find excuses to put my homework off*. 6. I like the idea of going to bed early, but quite often I have *to sit up late, brushing up on my grammar and vocabulary*, though I feel sleepy. 7. As my sister and I do not *get any time off* during the week, we try *to relax* on the weekends. 8. To keep herself fit, Betty *goes for a run* in the park; from time to time she works out in the gym. 9. I wonder how I manage *to spoil my leisure time*. 10. I honestly think that I must *become well-organised and correct my daily routine*. 10. I *make plans* to go to keep-fit classes, to do shopping with my sister, to do the cleaning and to do a hundred other good things.

**Ex. 4. Answer the following questions.**

1. What is your usual day like? Is it very different from this girl's day?
2. What takes up most of your day?
3. Look at the pictures and say what can be said about you and what cannot.
4. Is your daily routine always the same?



**Ex. 1. Speak about your daily activities using the patterns given below.**

1. I'm not a TV addict/ardent reader, etc. but cartoons/novels, etc. I do enjoy.
2. I don't like cleaning my teeth/watching newsreels, etc. but I do.
3. I find it hard to sit still long enough/to work in the library, etc.
4. It can be a bit frustrating not being allowed to touch anything / to go to a disco, etc.

**Ex. 2. I. Discuss activities we do as part of our daily/weekly routine.**

In five minutes write down as many things as you can think of. You should write your routines in full sentences, using adverbs of frequency. Read out your list to the class and delete anything you have written down which someone else has as well. Thus make a list of your special routines, that no one else has.

▶ Pattern: I have parties every week.

**II. Express your own feelings about the special routines of your fellow students. Use the expressions of likes and dislikes.**

▶ Pattern: – I have parties every week. – Well, to be honest/No, I'm not too keen on arranging parties every week.

**Ex. 3. Tell about your daily routine when a child. Compare it with your present daily routine.** Think about the following points: studies, everyday activities, leisure activities, food/clothes, likes/dislikes. Use the following phrases: When a child, I used to ..., but now I ... I never used to ... I spent most of my time ..., but now I ... I was/am keen on ... I was/am a ... addict. I couldn't/can't live without ... The best treat of all was/is ... I found ... enjoyable, but now I find ... boring/interesting. I've decided to give up ... But I'm not going to give up ...

**Ex. 4. Pair work: Talk about your busiest day. Ask the following and more:** 1. What's your busiest day? 2. What do you usually do? 3. What time do you get up? 4. Where do you usually have breakfast, lunch? 5. What do you usually do after classes? 6. What time do you usually go home? 7. What do you do at the end of the day? 8. What do you do in your spare time? 9. What time do you usually go to bed? 10. What activities do you enjoy? Which do you dislike?



**Read and translate the text.**

**Text IV**

**This week at the Prospect Arts Centre**

**Monday and Tuesday at 7.30:  
Jake Duff**

If you want to see a Shakespearean tragedy, you're bound to be disappointed, but if it's comedy you want, look no further. Jake's hilarious look at rural life will make you laugh till you cry. Recently picked by Ten-

**Thursday to Saturday at 8. 00: 'Kate and Joe'**

The latest by Canadian playwright Geraldine Scott, 'Kate and Joe' is moving exploration of growing up. Set in the industrial town where Scott lives, the play will have three performances here at the Prospect,

Street Magazine as best newcomer, Jake says he's love to be named their 'Top Satirist'. To judge by his present form, he's sure to achieve this ambition very soon.

**Wednesday at 7.30: Nick Robertson**

Nick is very popular regular at the Prospect, and if you attended last year's talk you'll remember his astonishing slides and clear explanation of how the solar system functions. This year Nick is turning his attention to supernovas, and it promises to be an equally fascinating evening. His latest booklet, 'What is a galaxy?', will be available after the talk, and if you'd like to buy a copy, Nick will be happy to sign it for you.

before its extended run in Toronto. On Thursday the actors will be happy to stay the answer questions after the performance. This event is likely to prove very popular, so please book as soon as possible.

**All this week: Sharon Williams**

Sharon is well known for her fresh insight. In this new photographic exhibition, she moves away from her usual theme of people's emotional states. Through her use of polished metal, we see multiple reflections of everyday objects, apparently floating in air and transformed into abstract shapes. When this exhibition ends, Sharon is starting work on a major commission for the city council.

**Reading and speaking activity**

**Ex. 1.** Do you think people should spend their free time actively (for example, dancing or painting) or passively (for example, watching a film or listening to music)? Why? How do you spend you free time?

**Ex. 2. With a partner, predict what each of these events will be like.**

EXAMPLE: You've been invited to listen to an orchestra of very young children. *I doubt whether I'll enjoy it. On the other hand, there's a chance that they'll be better than I expect.*

1. You've been invited to a performance by your favourite singer or actor.
2. You've been asked to sing in front of a large audience.
3. You've been invited to a film that you have already seen and don't like.
4. You've been asked to take part in a sport that you've never played before.

**Use the phrases to start your sentences:**

I doubt whether ...

I suppose / assume / imagine...

Maybe...



I'm sure...

I can't be sure / certain, but perhaps

There's a chance...

I'm convinced...



Watch the video podcast. How similar are your plans for this weekend?

Ex.1. Watch the video podcast from 0:12 – 0:24. Complete the missing words in Finn's text. Watch the podcast again to check your answer.



I like <sup>1</sup> playing music and going  
2 \_\_\_\_\_ concerts in my free  
3 \_\_\_\_\_. <sup>4</sup> \_\_\_\_\_ weekend I'm  
going to a <sup>5</sup> \_\_\_\_\_ in North London  
to see my friend's <sup>6</sup> \_\_\_\_\_. What  
do you like <sup>7</sup> \_\_\_\_\_ in your free  
<sup>8</sup> \_\_\_\_\_?

Ex. 2. The people in the video podcast talk about free time activities. Watch the podcast from 0:24 – 2:50 and tick eight activities. Notice the pronunciation and practice saying them aloud.

do sport ✓	go out to a jazz club	play football	listen to pop music
run a half-marathon	study different languages		play the guitar
go to the cinema		go running	go to a barbecue

Ex. 3. What do they like doing in their free time? Look at the people below and read their answers, 1-6. Then watch the video podcast from 0:24 – 1:43 and match A-F to the answers.



A



B



C



**D**

- 1... plays music with friends
- 2... likes to go and see plays
- 3... likes listening to jazz



**E**



**F**

- 4... enjoys reading and watching films
- 5... is studying oil painting
- 6... likes eating and drinking

**Ex. 4. What are they going to do this weekend? Look at the people below and read their answers. Then watch the video podcast from 1:44 – 2:50 and fill in the gaps.**



He's going camping with his \_\_\_\_\_ friends



She's going to run a \_\_\_\_\_ for the \_\_\_\_\_ festival.



He's going to have a \_\_\_\_\_ weekend.



She's going to have a \_\_\_\_\_ weekend.



He's going to have dinner at \_\_\_\_\_ house on Saturday.



He's going to a \_\_\_\_\_ on \_\_\_\_\_.

**Ex. 5. Look at the people in pictures A-F in Ex.4 and read the sentences about them below. Then watch the video podcast from 0:24 – 2:50 and tick the true sentence about each person.**

- |  |                                     |
|--|-------------------------------------|
| <b>A</b>   |                                     |
| 1 He never has time to see friends.                    | <input type="checkbox"/>            |
| 2 He's going camping with a lot of people.             | <input checked="" type="checkbox"/> |
| <b>B</b>   |                                     |
| 1 She can't run in her free time.                      | <input type="checkbox"/>            |
| 2 She's going to run a marathon for charity.           | <input type="checkbox"/>            |
| <b>C</b>   |                                     |
| 1 He likes books and music.                            | <input type="checkbox"/>            |
| 2 He's going to the theatre this weekend.              | <input type="checkbox"/>            |
| <b>D</b>   |                                     |
| 1 She does a lot of different things in her free time. | <input type="checkbox"/>            |
| 2 She's going to try to do some exercise this weekend. | <input type="checkbox"/>            |
| <b>E</b>   |                                     |
| 1 He doesn't like eating in restaurants.               | <input type="checkbox"/>            |
| 2 He's invited friends to dinner on Sunday.            | <input type="checkbox"/>            |
| <b>F</b>   |                                     |
| 1 He likes reading crime novels.                       | <input type="checkbox"/>            |
| 2 He's going to a friend's birthday party on Saturday. | <input type="checkbox"/>            |

**Ex. 6. Write a paragraph about you. Use the prompts to help.**

In my free time I enjoy and I love...

This weekend I'm going to...



**Read and translate the text.**

### Text V

#### One Day of Peter's life

(Story by Peter and Heidi Elliott)

I usually manage to be first at waking up — my brother Daniel (he's six) would stay in bed until seven o'clock. Mum can't understand it but it seems obvious to me that this is when the day starts, so why miss the beginning? After a quick warm-up and a chat we creep downstairs to see what's been left around from the night before, although Mum is wise to this and has usually put away anything really interesting. The refrigerator is always a fairly good place to start, and cold rice pudding tastes much better for breakfast than it does for pudding. In fact I've tried most things at this hour, from cold stuffed marrow to

raw sausages; some of it isn't recommendable and some of it can get you into a lot of trouble. Anyway, I can always make my own breakfast of cereals with plenty of sugar and not much milk. We made Mum's the other day but she didn't like the chopped peppercorns that we added to it. Mind you, it didn't look too good. Well, just when we get into a good game, Mum comes down and says that we have to put all the furniture back and get dressed. I always have the last say in what I'm going to wear, which is always jeans and a T-shirt. I'm just not relaxed if I'm wearing smart trousers. I like a loose jacket and a hat; my old cowboy hat is a bit misshapen but I do not mind that, it seems to put me in the right mood for the day. It's time to take Daniel to school. I really enjoy this trip at the moment because I've got a super little bike which I ride there and back. Well, I don't exactly ride it because both pedals have fallen off and the chain has snapped, so now it's more like a hobby-bike. I use my feet for brakes and propulsion. It works very well and my balance is now so good that I can ride my brother's big bike if someone helps me to get on and off. When we get to Daniel's school I have a race around the playground and annoy a few of Dan's friends before the whistle goes, and then, as the trip home is uphill and rather boring. Mum usually has to give me a push. I generally play then, or visit a friend down the lane whose brother has some super toys, which compensates for the fact that she's a girl. Lunch can vary from day to day because I'm quite fussy about my food. I find it hard to sit still long enough to eat a whole dinner, so sometimes Mum reads a book to me which makes it much more enjoyable, and if the story is very good, I've even been known to eat things that I didn't think I liked. I suppose that the way I spend my day must seem fairly routine to some people, but I like to use it to the full no matter what I'm doing. I do everything with enthusiasm – whether constructing a rocket with bricks or practising gymnastics on the bed or just sliding down the banisters, and I've noticed that people who are older than me don't seem to have half as much fun, so I say that I'm going to enjoy myself for as long as possible. The afternoons are unpredictable. On a fine day I may go swimming or visit a park or the shops. Personally, I think the shops are best, especially the ones with toys in. My mother just doesn't seem to understand that I need them all, anyway I have a good try with as many as I can before getting into trouble with the assistant. Then I move on to the sweets, which I generally get one of. Friends' houses can be a good source of entertainment, although if they haven't got any children it can be a bit frustrating not being allowed to touch anything. Luckily most of mother's friends have got children. The best treat of all, though, is visiting Nanny. She's got much more time to spend on you than parents have and I do all sorts of things there. I have made some very tasty

cakes in Nanny's kitchen and she doesn't mind how much mess goes on the floor. I also enjoy gardening with her. She is extremely patient with my pruning efforts. So my afternoons vary until we collect my brother from school at 3.30. He's not so much fun in the afternoons, but I do a bit of insect searching on the way home and collect any interesting sticks and stones that I think I could use in our small garden.

My bedtime is fixed at 7.30 and to be honest I'm just about ready for it by then. After doing my duty – by eating some tea – I play for a while or watch television. I'm not a TV addict but cartoons I do enjoy and my favourite programme is Tarzan. When this is on I strip off to my underpants and really get into the part. (I'm fantastically brave.) I then have a trip down a shark-infested river at bathtime or practise swimming in the bath, but my room is rather restricted and Mum doesn't appreciate how far I get the water up the wall. So, when the water has got fairly cold, I reluctantly agree to get out and put my pyjamas on. I don't like cleaning my teeth but I do. Mum has to read a book at bedtime: it gives me a few minutes to have a last play and select my favourite toys before the light goes out. After all, even in my dreams I've had to fight some pretty fierce tigers.

### **Reading and speaking activity**

**Ex. 1. Find in the text the English equivalents of the following words and expressions.**

**А.** Просыпаться; оставаться в постели; день начинается; разминка; приготовить завтрак; одеваться; пора (делать что-либо); добираться до школы; звучит свисток; съесть весь обед; ходить в парк; забирать из школы; ложиться спать ровно в 7.30; не отрываться от телевизора; раздеться до чего-либо; увлечься игрой; заниматься плаванием; надевать пижаму; чистить зубы; читать книгу на ночь; свет гаснет; во сне.

**В.** Оставаться с вечера; убирать; причинить неприятности; разыграться; оставить за кем-либо последнее слово; потерять форму (о предмете одежды); создавать хорошее настроение; туда и обратно; хорошо получаться; быть привередливым; использовать в полной мере; скатываться вниз; попробовать как можно больше; забрызгать водой стену; неохотно согласиться.

**Ex. 2. Answer the following questions:**

1. Why does the child wake up first?
2. What do the brothers do after a warm-up and a chat?
3. What does the child like to wear?
4. Why does the boy enjoy his trip to Daniel's school?

5. Is he fussy about his food?
6. Does the boy find his days boring?
7. How does he spend the afternoons?
8. Whom does he enjoy visiting most? Why?
9. When does the boy go to bed?
10. Is he a TV addict?
11. How does the boy entertain himself at bedtime?
12. What does he do before the light goes out?

**Ex. 3. Agree or disagree with the following statements. Give your reasons.**

1. The child is the last to wake up.
2. In the kitchen the boy tries a lot of things from cold mar row to raw sausages.
3. The child's mother has the last say in what he's going to wear.
4. The boy likes to wear smart suits.
5. He finds his trip to Daniel's school boring.
6. The boy is fussy about his food.
7. The child's routine is boring and predictable.
8. He likes spending his time in the shops.
9. The child enjoys visiting Nanny.
10. He is a TV addict.
11. The child enjoys swimming in the bath.

**Ex. 4. Express the same idea using different wording and grammar.**

1. After a quick warm-up and a chat, we creep downstairs to see what's been left around from the night before. 2. I suppose the way I spend my day must seem fairly routine to some people, but I like to use it to the full. 3. Personally, I think the shops are best, especially the ones with toys in. 4. Friends' houses can be a good source of entertainment. 5. I'm not a TV addict but cartoons I do enjoy and my favourite programme is Tarzan. 6. The best treat of all is visiting Nanny. 7. She is extremely patient with my pruning efforts. 8. When Tarzan is on I strip off to my underpants and really get into the part. 9. I then have a trip down a shark-infested river at bedtime or practise swimming in the bath, but my room is rather restricted and mum doesn't appreciate how far I get the water up the wall. 10. Mum has to read a book at bedtime, it gives me a few minutes to have a last play and select my favourite toys before the light goes out.

**Ex. 5. Fill the gaps in these sentences with the suitable words below.**

**A.** *frustrating    unpredictable    loose    smart    boring    relaxed*  
*fussy*

1. She likes to feel comfortable and relaxed in clothes, that's why she always wears ... sweaters and jackets and not ... suits. 2. Jane is fed up with this ... town — all they have is a bar, a cinema and a Chinese restaurant. 3. There must be nothing more ... than having a job you don't like. 4. You can't feel ... and enjoy yourself if there are exams coming. 5. Since the time she was ill, she's been ... about what she eats. 6. She behaves like the weather in Great Britain; she's so ...

**B.** *to creep    to strip off    to vary    to select    to annoy    to leave around*

1. There was a large number of beautiful toys and dolls in the shop and it took the girl a lot of time ... one. 2. Someone ... into the house and stole jewellery. 3. She ran upstairs,... her wet jeans and sweater and pulled on a dressing gown. 4. I don't want to stay in the house with these two screaming kids. They ... me. 5. To make kids eat, you should ... the menu as much as possible. 6. Please, don't... your toys ... . I have to put them away before I can do the cleaning.

**Ex. 6. Find in the text sentences containing:**

*I. synonyms and synonymous expressions for the following:*

depressing                      untidiness to pick somebody up                      to take  
off the clothes physical exercises                      to be different

*II. words or phrases with the opposite meaning:*

to get out of bed                      to get undressed not much                      boring  
to stay out of trouble                      predictable



**Read, translate and role-play the dialogues.**

**1. A Morning Quarrel**

*Mary:* I say, Charles, do hurry up! Come out of the bathroom. You're too slow.

*Charles:* Certainly not!

*Mary:* I like that! You came in at least half an hour ago. You never think of

others.

*Charles:* You're wrong, I always do.

*Mary:* Oh, Charles, do come out! I'm in such a hurry this morning. I have to go to the University in an hour. And it's your turn to lay the table.

*Charles:* I'm not very good at housekeeping.

*Mary:* It's high time you learned.

*Helen:* Where is Charles?

*Mary:* He is taking a shower. For heaven's sake come out! Oh, here you are at last. You have to clean the bath.

*Charles:* But you asked me to hurry, didn't you?

*Mary:* I like that! You had plenty of time to do it!

*Charles:* I had not.

*Mary:* Oh, go on with you!

*Helen:* Who's going to do the washing up after breakfast?

*Charles:* I am.

*Mary:* That'll be the day.

*Helen:* Oh, please, stop quarrelling about trifles.

## 2.

A: Good morning. This is Ann calling. Could you please put Bob on the phone?

B: Speaking.

A: Oh, hi, Bob, I thought I recognized your voice. It's been so long, I wonder if you remember me.

B: Of course I do, I'm very glad to hear you again, A. It's such a pity we didn't get in touch earlier. How's life?

A: No complaints. Although I am quite tired. It's been a hard week, you know.

B: Is that so? And why is that? I hear you are a senior student already, aren't you?

A: Yes, and that means that I am constantly pressed for time right now.

B: Oh, so you have a very tight schedule these days. I wonder how you organize your time.

A: My weekdays start the same. The alarm clock goes off at 6 a.m. and I awake out of my dreams. I turn on the radio and go to the bathroom to take a cold shower.

B: Oh, you can't be serious! I should say that wouldn't be my first waking thought.

A: What do you mean?



B: I never take a shower in the morning, let alone a cold one. When I'm up my bathroom ritual includes cleaning my teeth, washing my face and brushing my hair. That's pretty much it.

A: Well, I guess morning routine may vary with different people. I, for one, like to use early hours to the full – I make my bed, air the bedroom, wash my hair, do my morning exercises to the music, brush my clothes, look through a newspaper over my breakfast. I'm an early riser, so it's actually no problem for me.

B: Well, that explains a lot. You see, I am a night person and as I usually keep late hours, it is difficult for me to be really active in the morning. I get extremely productive in the daytime and in the evening. So, I guess I'm lucky my eight-hour shift starts at 10 a.m. and not at 8 or 9. I wouldn't have made it through the day if I didn't get enough sleep.

A: Your eight-hour shift? Are you saying you got a job?

B: Yes, I actually did.

A: And how on earth do you manage to work and study at the same time? I believe you never get a good night's rest, are always late for classes and don't even have time to tidy up or throw a party.

B: That's not exactly so. I'm a part-time student and I get to the University by bus after work, so I'm always in time for classes. You wouldn't believe it, but before going to bed I even manage to find time to jog!

A: That sounds great. But on the other hand you sit up late and when you are up the next day you barely have time to get dressed, do your hair, apply makeup or do something about the house.

B: Well, I wouldn't say so. Besides, I have quite enough time to help my Mom about the house when I get home from classes. And after that I sleep like a log. Don't you like to do the cleaning after the working day?

A: Oh, you know I don't think that sounds like a good idea. I usually turn out my flat on weekends – seeing all the mess you've made during the week, you realize the time has come to sweep the floor, wash up, iron the linen, do the laundry, dust the furniture and do the shopping.

### **3. Translate the following dialogues from Russian into English.**

- Простите, который час? Мои остановились.
- Десять минут третьего, но я не уверен. Мои часы иногда отстают.
- Очень жаль. Мне нужно знать точное время. Мой поезд уходит в 3.30.
- Я думаю, вам следует взять такси.

---

– Здравствуй, Энн. Сто лет не видела тебя. Как у тебя дела?

- Здравствуй, Сюзан. Откровенно говоря, так себе.
- Почему? Что-то случилось? Ты выглядишь усталой.
- Проблема в том, что я вынуждена вставать рано в эти дни, как ты знаешь, я не ранняя пташка.
- Ты сменила работу? Насколько я помню, тебе не нужно было вставать так рано.
- Нет, нет. Но мой босс попросил меня в этом месяце начинать рабочий день в 7.45. Так что я с нетерпением жду окончания этого месяца.
- Выше нос. Осталось только четыре дня.



**Read and translate the text.**

### **Text VI** **A WEEK DAY**

Well, the first thing that I do as soon as I wake up is to go and have a shower. I start with a warm shower and then, just before I get out of the shower, I turn the water onto cold and for a few seconds I have a really cold shower and let the water run over me. It really wakes you up, you know. After that I usually go into my bedroom, open the bedroom window and breathe in some fresh air and sit on the floor and do a few exercises. I think it's really important that you do a few exercises in the morning: it makes your body feel good and keeps the muscles firm. I usually exercise my stomach muscles and my leg muscles. I also exercise my face muscles with my fingers for a few minutes and that keeps the skin of my face very firm, which is, I think, important for a model. Well, now, after I've brushed my hair, done my exercises and had my shower, I go and have my breakfast. Now I really believe that it's important to have a really good breakfast. I don't think you should just have a cup of coffee, like some of the girls do. Well, anyway, I have orange juice every morning ... and often I have an egg and toast. I also like yoghurt and grapefruit. By 10 o'clock I am ready to get dressed and go to work. I usually take a taxi to work. I usually arrive at about 11. I don't usually eat anything for lunch, but sometimes I have a sandwich and a glass of milk. Then I work for about four hours with the photographer and he takes pictures, a lot of pictures. Usually they are the sort of pictures that are used in the weekly magazines, women's weekly magazines. I finish work at about 5, so as you can see I've got quite good hours: I only work from about eleven to five and then it's time to go home. When I get home I make some telephone calls, watch the

news on telly, have a bath and change my clothes. Every night I usually go out. I like dancing. I go dancing quite often. I can't cook very well, so I like to eat out as often as I can afford it. I'd say I have a good life really, and I am well paid when you think about the number of hours I work.

### Reading and speaking activities

#### Ex. 1. Paraphrase the following passage from the text.

I also exercise my face muscles with my fingers for a few minutes and that keeps the skin of my face very firm, which is, I think, important for a model. Well, now, after I've brushed my hair, done my exercises and had my shower, I go and have my breakfast. Now I really believe that it's important to have a really good breakfast. I don't think you should just have a cup of coffee, like some of the girls do. Well, anyway, I have orange juice every morning ... and often I have an egg and toast. I also like yoghurt and grapefruit. By 10 o'clock I am ready to get dressed and go to work. I usually take a taxi to work. I usually arrive at about 11. I don't usually eat anything for lunch, but sometimes I have a sandwich and a glass of milk. Then I work for about four hours with the photographer and he takes pictures, a lot of pictures.

#### Ex. 2. Pick out the words in the text, which may be grouped under the heading: A WEEK DAY

#### Ex. 3. Complete the table below. Compare Tina's timetable with your own.

Time	What Tina does	Time	What you do
08.00	wakes up	08.00	get up
08.30	gets shower does exercises brushes hair has breakfast	08.30	leave for work
10.00	----	10.00	----
11.00	----	11.00	----
12.30	----	12.30	----
17.00	----	17.00	----
20.00	----	20.00	----
23.00	----	23.00	----

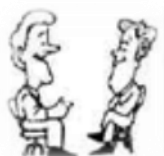
#### Ex. 4. Answer the questions.

1. What is the first thing the girl does as soon as she wakes up? 2. Does she do morning exercises? 3. Does the girl have a substantial breakfast? 4. What

is the girl's occupation? 5. How does she get to work? 6. When does she finish work? 7. What does she do after work? 8. Is she satisfied with her work and life?

**Ex. 5. Make up sentences to illustrate the meaning of the following phrases:** to take pictures; to watch the news on telly; to go out in the evening; to eat out; to keep the muscles firm; to exercise stomach muscles and leg muscles.

**Ex. 6. Discuss the qualities of an ideal model.**



**Ex. 1. Carry out a survey titled “How to Organise Your Day”.**

Ask your fellow students: 1. how much time they spend: working, sleeping, washing and getting dressed, eating and drinking, shopping, travelling, doing housework, studying, reading, watching TV or listening to the radio, performing other leisure activities, doing nothing; 2. which activities they enjoy doing and how long they spend on them; 3. which activities they do not enjoy doing and how long they spend on them; 4. if there is something they don't have time to do or would like to spend more time doing; 5. if there is some way they could organise their time differently and how.

**II. Make notes and analyse the results of the investigation. Write a short report giving the results of your survey.** Use words and expressions like these: None of... A great many of... Hardly any of... Some of... Very few of... A large number of. Not many of... A lot of... The majority of...

**III. Use the following phrases for summarising or generalising:** on the whole, ... at first glance, ... apparently, ... it seems/appears that ... generally, ...

**IV. When you have finished your report, show it to the other students in the class and discuss.**

**Ex. 2. Answer the following questions about Daily Routine**

- What are you usually doing at this time?
- Do you do the same thing(s) every day?
- Tell me something about your daily routine.
- Please describe your typical daily routine. (Summarize your typical day - morning, afternoon & evening.
- What do you do in a typical day (at work or at school/university)?
- What do you do mainly do with your time?
- What do you do in your daily life?

- In a typical day, what do you do in the classroom?
- (If you do not work) For you, what's the best time of day for studying?
- When do you do most of your study?
- (If you work) For you, what's the best time of day (or, day of the week) for working?
- What time do you usually get up?
- What do you usually do after you get up (or, in the morning)?
- What part of the (= your) day do you like best? (Why?) (= What part of your daily routine makes you the happiest? Or = What part of the day are you most efficient?)
- What's your favourite time of the day? (Why? What do you do at that time?)
- What part (or time) of the day do you feel most active (or, feel your best)? (Why?) What do you usually do at that time? (Or: What are you usually doing at that time?)
- Is your life now the same as it was before?
- Has your life recently changed in any way?
- How is your life (or, your daily routine) today different to what it was when you were a child?
- If you could make one change to your daily routine, what would it be?
- Would you like to change anything about your daily routine right now (or, about your life)? (If yes, what?/Why?)
- What changes would you like to make to your daily routine (or, to your life) in the future?
- How do you think your daily routine could be improved?
- If you had more free time, what would you do?
- Do you get together with your fellow students/work colleagues (=classmates/workmates) after classes/work? (What do you do?)
- Do you like to plan what you will do each day? (Why?/Why not?)
- How do you plan your day?
- What do you usually do at this time of day? (= What are you usually doing at this time of day?)
- Do you usually do the same things at the same time each day?
- How do you plan (organize) your study time?
- Do you ever (or, do you often) change these plans?
- Can you think of any improvements to your daily routine?
- What do you usually do for leisure or entertainment in your free time?



**Ex.1. Put each of the following words or phrases in its correct place below.**

constructively	scope	challenge	conditioned
aimless	initiative	creativity	9 to 5
regimentation	rewarding	aspire	fulfilment

Most adults (1)\_\_\_\_\_ to more leisure but, in fact, not many people have the necessary (2) \_\_\_\_\_ to use the free time they already have very (3) \_\_\_\_\_. The sad fact is that we need work because it imposes the discipline we need. Life seems (4) \_\_\_\_\_ and we secretly look forward to our work again. We dream about personal (5) \_\_\_\_\_ but probably find it more in our work than in our leisure time. This depends on age. The young are free from work and responsibility, and freedom comes naturally to them. However, after they begin jobs they become (6) \_\_\_\_\_ to work. They find they need it, however much they complain about its routine and (7) \_\_\_\_\_. Obviously this again depends on the kind of work. Those with (8) \_\_\_\_\_ jobs, or jobs which require (9) \_\_\_\_\_, receive genuine satisfaction from their work, but most of us are in conventional (10) \_\_\_\_\_ jobs which offer little (11) \_\_\_\_\_ for imagination. We leave our work only to face a leisure that we find difficult to cope with. Our mistake is in regarding leisure as a chance to do nothing, whereas in fact it should be looked on as a (12) \_\_\_\_\_.

**Ex.2. Translate from Russian into English.**

Джон Смит просыпается рано утром. В шесть часов он уже в саду, делает утреннюю гимнастику. Он уверен, что это помогает ему быть здоровым и энергичным. После зарядки он гуляет в саду, потом идет домой, принимает душ, выпивает чашку кофе, читает утренние газеты. В половине восьмого Элис спускается вниз и готовит завтрак. Кэтрин будит детей, поает им одеться и ведет их в столовую. Если Майкл дома, он присоединяется к семье. Сметь завтракают в восемь утра. Дети не любят вставать рано, особенно Генри. Он, конечно, сонный и не хочет есть. После завтрака Джон отвозит детей в школу. Майкл отправляется на службу. Элис убирает со стола и моет посуду. А Кэтрин идет вверх убирать в спальнях. Женщины имеют несколько минут, чтобы отдохнуть и составить план на день. Конечно, Элис и Кэтрин отправляются за

покупками, а Джон остается дома и работает в своем кабинете. Через час-полтора Элис и Кэтрин возвращаются домой. Элис начинает готовить обед, а Кэтрин помогает ей. Джон привозит детей из школы, и семья обедает. После обеда все отдыхают. Затем дети делают уроки. После этого Кэтрин дает Уильяму урок музыки, а Генри идет в кабинет бабушки, где он рисует, читает, рассматривает коллекцию марок. Элис учит детей говорить на французском языке. В пять часов вечера Смиты пьют чай в гостиной, а летом они предпочитают есть в саду. Смиты ужинают в восемь часов вечера, потому что Майкл, конечно, возвращается домой около восьми. После легкого ужина наступает время отдыха. Дети и Джон любят проводить его в саду. Кэтрин играет на скрипке или на рояле. Элис вяжет или читает книгу. Майкл слушает последние новости. В половине десятого вечера дети принимают ванну и идут спать. Взрослые проводят еще какой-то час у телевизора. Иногда они принимают гостей, а то и сами посещают своих друзей. В пятницу Элис и Кэтрин убирают в доме, стирают белье. Иногда в субботу Смиты едут в центр города, гуляют в парке, навещают друзей или идут в театр.

Сейчас лето. У детей каникулы. Скоро Смиты поедут к морю. А пока они у себя в саду. Посмотрите! Уильям и Генри плавают в бассейне. Элис вяжет сидя в кресле. Джон поливает цветы. Кэтрин читает книгу. Пока все в саду, Майкл работает в кабинете. Он переводит какую-то статью. Вчера он работал с девяти часов утра до шести часов вечера. Сегодня он должен закончить свою работу. Майкл, видимо, устал, но он не может отложить перевод статьи, потому что это срочная работа. Конечно. Майкл вовремя справится с переводом. А через неделю у Майкла будет отпуск, и он надеется хорошо провести ее вместе с семьей.



**Ex. 1. Read the common sayings and proverbs below. Express your ideas about the following quotations. Can you add two more?**

- 1) The more you chew your meat, the better it tastes;
  - 2) The more you speak, the lighter your heart becomes.—Korean
  - 3) An old cat will never learn to dance.—Moroccan
  - 4) Habits are first cobwebs, then cables.—Spanish
  - 5) Love makes marriage possible, and habit makes it enduring.—American
  - 6) The fool in a hurry drinks his tea with chopsticks.—Chinese
- (Add yours) .....

**Ex. 2. Expand your thought upon the following statements.**

**Which quotation is your favorite? Why?**

1. “Nothing is in reality either pleasant or unpleasant by nature; but all things become so through habit.” —Epictetus (55–135), Greek stoic philosopher

2. “Men’s natures are alike; it is their habits that separate them.” —Confucius (551–479 B.C.E.) great Chinese philosopher

3. “We are what we repeatedly do. Excellence, then, is not an act, but a habit.”—Aristotle (384–322 B.C.E.), Ancient Greek philosopher

4. “Habit and character are closely interwoven, habit becoming like a second nature.” —Moses Maimonides (1135–1204), Jewish philosopher

5. “Don’t let your sins turn into bad habits.” — Saint Theresa (1873–1897), French nun and author

6. “Nothing so needs reforming as other people’s habits.” —Mark Twain (1835 - 1910), American humorist and novelist

7. “Habit for him was all the test of truth; ‘It must be right: I’ve done it from my youth.’”—George Crabbe (1754–1832), English poet

8. “The perpetual obstacle to human advancement is custom.” —John Stuart Mill (1806–1873), English political philosopher

9. “The chains of habit are too weak to be felt until they are too strong to be broken.” —Dr. Samuel Johnson (1709–1784), English author

10. “Habit is habit, and not to be flung out of the window by any man, but coaxed downstairs a step at a time.” —Mark Twain (1835–1910), American humorist

11. “Habit will reconcile us to everything but change.” —Charles Caleb Colton (1780–1832), English writer and collector

12. “Any man who reads too much and uses his own brain too little falls into lazy habits of thinking.” —Albert Einstein (1879–1955), scientist and Time magazine’s Man of the 20th Century

13. “For many, negative thinking is a habit, which over time, becomes an addiction.” —Peter McWilliams (1949–2000) American self-help author

14. “The unfortunate thing about this world is that good habits are so much easier to give up than bad ones.” —Somerset Maugham (1874–1965), English novelist





**Video Preview: read the programme information and answer the questions:**

What is Toyah's usual job?

What job does she try?

### **Holiday: Fasten Your Seatbelt**

Toyah Willcox is a TV presenter. In this BBC programme she takes a new holiday job as a chalet girl in Verbier, Switzerland. Her job is to clean the chalet and cook for six guests. The problem is that Toyah isn't good cook and it's her first time in this kind of job!

**Watch the video and number Toyah's jobs in the correct order.**

- Cook breakfast
- Go shopping for food
- Clean the rooms
- Wash the floors
- Make a cake
- Meet the guests
- Go out with the guests
- Buy bread
- Make soup

**What five problems does Toyah have? Use the prompts below to help.**

- 1) Shopping / 174 / 100 / francs
- 2) Salt / soup
- 3) Guest / professional cook
- 4) Not have key
- 5) Guest / not want / egg

**Work in pairs and discuss. What are two good things and two bad things about this job?**



Read and translate the text.

### Text VII

#### John Naylor

John Naylor, 24, is a successful businessman. Let's follow him through a typical day. The alarm clock goes off at 7:00 a. m. John **jolts out** of bed at the same time. The automatic **coffee maker** kicks on in the kitchen. He jumps in the shower, shaves, opens one of the half-dozen boxes of **freshly laundered** white shirts waiting on the shelf, finishes dressing, and pours a cup of coffee. He **sits down to** a piece of whole wheat toast while he **nips through** the Fleet Street Journal. It takes him about 15 minutes to wake up and get ready. His briefcase in one hand and gym bag in the other, he hops in the car, ready to start the day. He clocks in at exactly 7:45 a. m. He takes a seat in front of the computer and prepares for hours of phone calls and meetings that occupy his mornings. At noon John **rashes** to the health club where he **strips off** the grey suit and changes into his T-shirt, shorts and the latest in design running shoes for tennis. In an hour he is sitting in the club dining room where he has scheduled lunch with a potential client. They discuss business over **sparkling water**, pasta and a cup of coffee. At 2:30 p. m. he is back at his office, eager for several more hours of frantic meetings and phone calls. At 6:00 p. m. John phones out for delivery of dinner to **keep him going through** the next two to three hours he'll spend at his office. John gets home at 10:00 p. m. just in time to sit down to a bowl of frozen yoghurt and **a reran of** this season's most popular drama series before turning in.

#### Reading and speaking activity

**Ex. 1. Translate the words and word-combinations in bold and make up sentences using the vocabulary from the text.**

**Ex. 2. Make brief notes of John's daily routine. Use these times as a guide.**

7:00      7:45      2:30      10:00      7:15      12:00      6:00 - 9:00      1:00

**Ex. 3. Answer the following questions:**

1. What takes up most of his time? 2. What things do you dislike about his daily routine? 3. Is his daily routine always the same? 4. Is his daily routine very different from yours? How? 5. What do you think about his social life? What daily routine may his girlfriend have? 6. Is he happy? Why? 7. What problems may arise if John gets married and starts a family? Will children fit into this hectic schedule?

#### Ex. 4. Work in groups of two.

Student A: You are going to interview John. Ask him questions about his daily routine, and ask anything else you like. (E. g. How he feels about his life, what he likes about his work, his future plans).

Student B: You are John. Answer the interviewer's questions about your daily routine. When you are asked about other things, invent suitable answers.



#### Work in pairs. Discuss the questions.

1. How do you get to university?
2. How long does it usually take? Is it usually a good or bad journey? Why?

#### Read the programme information and answer the questions.

1. Why did Justin get fed up with his life?
2. What did he decide to do?

#### *The Money Programme: Dream Commuters*

The Money Programme is a BBC documentary series. Dream Commuter tells the story of a man who was fed up with his journey to work and his lifestyle. Every day there was a lot of traffic on the roads and the commute to work took a long time. He wasn't happy with his work / life balance. So he bought a property in France and took his family to live there. He now takes cheap flights to work. He is one of a growing number of commuters who live in another country. He says it has transformed his life.

#### Watch the video and fill in the gaps.

- 1) Tonight on *The Money Programme*. Are you fed up of travelling to work on \_\_\_\_\_ commuter trains? Are you tired of being sat in endless \_\_\_\_\_?
- 2) More and more people are choosing to live abroad and \_\_\_\_\_ to their jobs in Britain like this. It's cheap houses in Europe and \_\_\_\_\_ that are changing the way we live. We're following some of the lucky people who've moved across the channel but still \_\_\_\_\_ here.
- 3) I get \_\_\_\_\_ with the traffic. There's just so many cars on the road. It's \_\_\_\_\_ been a tiring, tiring week, ah ... but I'm glad to be going home.
- 4) \_\_\_\_\_ starts at six o'clock and the gate number will be on the screens in Departures.

5) There's a hotel operator, an IT worker, a \_\_\_\_\_ and a BT consultant. Only this week they've got one more: me.

6) We basically decided to move to France for the better \_\_\_\_\_. We thought we looked on the internet and we saw properties available much cheaper than in Britain.

7) We're still \_\_\_\_\_ ourselves. Is this really real? We've just transformed our lifestyle.



## DIALOGUES FOR LEARNING BY HEART

### 1.

*Rose:* What time do you get up as a rule?

*Chris:* Generally, about half past seven.

*Rose:* Why so early?

*Chris:* Because I usually catch an early train up to town.

*Rose:* When do you get to the office?

*Chris:* Normally, about nine o'clock.

*Rose:* Do you stay in town all day?

*Chris:* Sometimes I do, and sometimes I don't.

*Rose:* We generally stay at home. Once or twice a week we go to a theatre, or to the pictures. We went to the pictures last night and saw a very interesting film. Occasionally we go to a dance.

*Chris:* Do you like dancing?

*Rose:* Yes, very much. Do you dance?

*Chris:* I used to, when I was younger, but not very often now. I'm getting too old.

*Rose:* Too old... Nonsense, you don't look more than fifty.

*Chris:* As a matter of fact I am nearly sixty.

*Rose:* Really. You certainly don't look it.

*Chris:* I'm glad to hear it...Are you doing anything special tonight? If not what about coming with me to my club? You'd get to know quite a lot of interesting people there.

*Rose:* I should love to, but today happens to be our wedding anniversary and we are going out tonight to celebrate.

*Chris:* Well, my heartiest congratulations.

*Rose:* Thank you very much. I could manage to come along tomorrow night if that would suit you.

*Chris:* Yes, excellent. Let's make it round about 8 o'clock.

*Rose:* Very well, thanks.

## 2.

*Donald:* What's the matter with you today? Did you get out of bed on the wrong side?

*Jim:* It's really not my day - I overslept, my car broke down, and I split coffee on my new trousers. And now I'm dying with sleep.

*Donald:* Oh dear! You sat up half the night again, didn't you?

*Jim:* I read far into the night and went to bed at 3 o'clock.

*Donald:* Who ever heard of going to bed at 3 o'clock? You should keep regular hours. As for me, I'm accustomed to rising early. It comes easy with practice, you know.

*Jim:* I hope to catch up on sleep on Sunday.

*Donald:* Now, let's get down to work. We have to work non-stop to do the task on time.

*Jim:* Oh, I cannot stand sitting at a desk day after day. I hate fixed working hours. I'll make some calls first.

*Donald:* You're on the phone morning, noon and night!

*Jim:* And you're workaholic!

*Donald:* Not at all. I divide my time between work and play. But my motto is "what is worth doing is worth doing promptly". Besides, time drags when you have nothing to do. We'd better work now and then have a walk to blow the cobwebs away, so to say.

*Jim:* All right, settled.

## 3. Make up your own dialogues on the following situations:

1. My daily programme.
2. A typical day in my parent's life.
3. A typical day of an ordinary (common) person and a celebrity.
4. Sharing household duties by different members of the family.
5. You and your brother (sister, friend) are arguing about who must prepare breakfast.



**Ex. 1. Write a letter to your English Friend about your daily programme.**

**Use the following plan for your letter:**

Greet your penfriend (*Dear ...*).

**Paragraph 1.**

Thank your penfriend for his/ her letter (*How are you?/ How is it going?/ Thank you for your letter*).

Mention something in his letter (*It was great to hear.../ I am glad ...*).

**Paragraph 2.**

Give your main information you would like to write about.

**Paragraph 3.**

Continue your news (*By the way.../ Oh, I have forgotten to tell you...*).

**Paragraph 4.**

Give the reason for ending the letter (*Well, I'd better go now as/ I have to finish my letter as...*).

**Closing expressions 1.**

Give final remarks (*Write soon/ Take care and hope to hear from you soon/ see you soon*).

**Closing expressions 2.**

Express love (*Love/ Lots of love/ All the best / Best wishes*).

**Final line.**

Write your name.

**NOTE!**

**LINKING WORDS**

- To add more points to the same topic: *in addition to this, furthermore, moreover, besides, apart from, what is more, not to mention sth, also, not only... but also / as well, both ... and.*



**Read the text and fill in the gaps with suitable word (pronoun, conjunction, preposition, auxiliary verb)**

### **Text VIII**

#### **What does the Queen have for breakfast? A day in the life of Her Majesty**

We're all familiar with the Queen's public persona – but as she celebrates her 90th birthday, how much do we know about what she gets ... to behind closed doors?

She's extremely disciplined and dedicates swathes of her day to keeping up with current affairs. A creature of habit, she knows exactly ... she likes when. But there's also a naughty, indulgent side – she has biscuits before breakfast and feeds her beloved corgis titbits ... the table.

#### **Rise and shine, Your Majesty!**

##### **7.30am**

The Queen starts her day bright and early, with a pot of freshly brewed Earl Grey tea (milk, no sugar), poured ... silver pots into a bone china cup and a few biscuits before her breakfast. She tunes in to BBC Radio 4's Today programme ... her maid runs her morning bath. In her dressing room, she puts ... her first outfit of the day, before her hairdresser arranges her hair.

##### **8.30am**

Breakfast with the Duke of Edinburgh is served by a tail-coated footman in the Queen's private first-floor dining room, ... overlooks the beautiful Palace garden. The spread includes cereal, yoghurt and maple syrup, ... Her Majesty likes to have toast with light marmalade, which she sometimes shares with the corgis. She scans the morning papers – her favourites are ... Daily Telegraph and ... Racing Post.

##### **9.00am**

... for any reason the Queen still isn't fully awake and alert, she will be after a bout of bagpipes, played by ... Majesty's kilted piper - a traditional start to every weekday when she is ... Buckingham Palace, Windsor, Holyroodhouse Palace or Balmoral Castle.

#### **Time for work**

While many women ... age are happily enjoying retirement, ... Queen has plenty to keep her busy at her



Chippendale desk in her sitting room. She receives up to 300 letters from the public each day, some of which she reads ... .

Official Cabinet documents, including letters and state papers, are passed on to ... Queen by her Private Secretaries, in the famous red leather despatch boxes. She is required to read through all of them and, ... necessary, sign and approve some of ... . Two inkwells are at the desk, with black ink to sign official documents and green for personal letters.

Mornings can also be a time ... private audiences, such ... meeting new English bishops or judges, which can last 10 to 20 minutes.

Once she's caught up on the paperwork, she takes her beloved dogs for their morning walk.

If it's an investiture day, she then heads to the Palace ballroom to bestow the honours on lucky recipients in the hour-long ceremony.

### **Lady at lunch**

Lunch at Buckingham Palace is usually eaten alone, but a lady-in-waiting will sometimes be invited to join ... Queen. Every two months, Her Majesty and Prince Philip have a dozen guests over for ... informal lunch.

At ... times, ... Queen will enjoy lunch with her big family, all ... children and grandchildren together. There's even time for a quick tippie: it's said she likes a gin and Dubonnet just before lunch!

### **Afternoon, ma'am!**

#### **5.00pm**

High tea is served in the Queen's Palace suite, with sandwiches, scones and her favourite Dundee cake. Any dropped crumbs are gobbled up by her corgis. After tea, Her Majesty spends ... hour at her desk.

Every evening, she studies a report of the day's parliamentary proceedings and ... Wednesdays the Queen has an audience with ... Prime Minister.

#### **7.30pm**

If she has ... guests or public engagements to attend, the Queen and Prince Philip change into comfy clothes, before a relaxed meal of lamb, roast beef, mutton, grouse or salmon. There might be a Martini aperitif, but Her Majesty rarely drinks wine with dinner.

#### **8.30pm**

The Queen is said to be a fan of Coronation Street and also ... jigsaw puzzles and crosswords or plays Scrabble to relax. But ever conscientious, she does not switch ... from work completely, and spends some of the evening with her official despatch boxes again.



**11.00pm**

It's time for the Queen to rest her royal head, but not before writing a page of her diary, which she has kept ... the beginning of her reign.

**Reading and speaking activity**

**Ex. 1. Match words and word-combinations with their definitions.**

inkwell	a) allowing someone to do or have what they want
to tipple	b) to make a drink of tea or coffee
bagpipes	c) to drink alcohol
indulgent	d) a small piece of food
to brew	e) a red case that a minister in the British government uses for carrying documents
titbit	f) a Scottish musical instrument consisting of a bag with several pipes sticking out of it. You play it by blowing air through one of the pipes. Someone who plays the bagpipes is called a piper.
investiture	g) a container for ink, kept in a hole on a desk or in an inkstand
bout	h) a picture made of a lot of small pieces that you have to fit together
dispatch box	i) a short period when you do something a lot or something happens a lot
jigsaw puzzle	g) a public ceremony in which someone is given an official title
to bestow	k) a small soft cake that sometimes contains dried fruit. You usually eat it with butter.
scone	l) to give valuable property or an important right or honour to someone

**Ex. 2. Determine whether each of these statements is true or false?**

1. Queen Elizabeth the Second is 85 years old and she unable to keep up with current affairs.
2. She's extremely disciplined and strict person, she never indulges her dogs.
3. The Queen starts her day with a cup of coffee with milk and sugar while her hairdresser arranges her hair.
4. At 8.30am the Queen has a breakfast with the Duke of Edinburgh.
5. For breakfast Her Majesty prefers to have a scone with maple syrup.
6. The Queen writes with ink using the black one to sign official documents and green for personal letters.
7. Her Majesty spends her lunch time in company with Prince Philip.

8. Traditional Five o'clock Tea she drinks with sandwiches, scones and her favourite Dundee cake.

9. The Queen is said to be keen on playing twister and draughts.

10. Before going to bed the Queen is to make notes in her diary.

### Ex. 3. Summarize the whole text.



**Ex. 1. Make up a story. Begin it with the sentence: One day I woke up late.**

### WRITING A SHORT STORY/ NARRATION

A narrative can be written in the first or the third person and describes a series of events, either imaginary or based on your own experience. A good narrative should consist of:

- a) An **introduction** in which you set the scene (people involved, time, place) in an interesting way to catch the reader's attention and make him/her want to continue reading your story;
- b) A **main body** consisting of two or more paragraphs in which you develop your story;
- c) A **conclusion** in which you can refer to people's feelings, comments and reactions or consequences. The more unpredictable your conclusion is, the longer-lasting the impression it will make on the reader.

#### Points to consider:

- You should never start writing your story before you have decided on a plot.
- Sequence of events is very important. Use time words such as: *at first, before, until, while, during, then, after, finally, etc.*
- Use of various adjectives (disgusted, exhilarating, etc.) and adverbs (fearlessly, surprisingly, etc) to describe feelings and actions, as well as use of direct speech and a variety of verbs, will make your story more exciting to read.
- Be careful with the tenses you choose. You can use *Past Continuous* to set the scene, *Past Simple* to describe the main event of the story.

- Descriptions of people, places, objects or events and descriptive techniques can be used in a narrative when you want to emphasise specific parts of your narration.
- You can use flashback narration. This means you can start your story at a certain point in time, then go back in time and describe events which happened before this time (usually in Past Perfect).
- Avoid using simplistic adjectives or adverbs. Try to use more sophisticated ones.

**The following adjectives or adverbs can be used instead of other simplistic ones. Put them in the correct box, as in the example.**

*Slight, great, evil, highly, happily, massive, delightful, extremely, successfully, horrible, miniature, tiny, remarkably, gigantic, satisfactorily, absolutely, fabulously, pleasant, huge, terrific, terrible, wicked, enormous, attractive, unpleasant, wonderful, nasty, horrifying, superb, microscopic, disgusting*

BIG	
SMALL	
BAD	
GOOD / NICE	
VERY	
WELL	

**Ex. 2. You are planning a vacation for two weeks to America and you can't take your dog / cat with you. You will want to make sure you are leaving your pet sitter with everything they could possibly need to care for your four-legged family member. Give instructions how to take care of your pet and home while you are travelling.**

**Points to consider**

- When writing instructions you should give detailed information in chronological order. Write short, clear sentences using the imperative. Such pieces of writing can be found in manuals, leaflets, cookery, books or as part of a letter, according to their purpose.

- Each stage of the instructions or process is normally written on a new line. You may either number the various stages or use sub headings to separate them.
- Sequence words such as *first, then, next, as soon as, after that, until, etc* or expressions/ verbs such as *make sure, wait, remember, be careful, do not, etc.* can be used to link pieces of information.
- The passive is used when describing process.

## ADDITIONAL TEXTS

**Read the presented texts and find main ideas using the following expressions:**

The text is about ...

At the beginning of the text the author stresses (underlines, points out) that

...

Then the author describes something (suggests, states that) ...

After that the author passes on to (description of, statement of, analysis of ...}

At the end of the text the author comes to the conclusion (pays attention to the fact) that...

From the text I got to know about...

### Text I

#### From MEN AT WORK

**By Gr. Greene**

Richard Skate had taken a couple of hours away from the Ministry to see whether his house was still standing after the previous night's raid. He was a thin, pale man of early middle age. All his life had been spent in **keeping his nose above water**, lecturing at night-schools and acting as temporary English master at some of the smaller public schools and in the process he had got a small house, a wife and one child. They lived in the country, his house was cut off from him by the immeasurable distance of bombed London - he visited it hurriedly twice a week, and his whole world now was the Ministry, the high heartless building with lifts and long passages like those of a liner and lavatories where the water never ran hot. Central heating gave it a stuffy smell, except in the passages where the windows were always open. Skate slept down-stairs in the basement on a camp-bed, getting up at about ten o'clock for breakfast. These imprisoned weeks made him look pale as if he lived underground. The Ministry of Propaganda advised the staff to spend an hour or two a day in the open air,

and some members did go to the bar at the corner. But Skate didn't drink.

And yet in spite of everything he was happy. For his nose was now well above water: he had a **permanent** job, he was a Civil Servant.

He opened the door of his dark room.

"All well?" his assistant asked: the young woman who **mothered** him, bringing him his cups of coffee.

"Oh, yes, thanks. It's still there. A window broken, that's all".

The telephone rang, and Miss Manners grasped it like an enemy.

"Yes," she said, "yes, R. S. is back. It's H. G.," she explained to Skate. All the junior staff called people by initials, so she called Richard Skate "R. S.": it was a sort of social compromise, between a Christian name and a Mr.

"Hello, Graves. Yes, the house is still standing. Will you be at the book committee? I simply haven't got any **agenda**. Can't you invent something?" He said to Miss Manners, "Graves wants to know who'll be at the Committee."

Miss Manners recited quickly down the phone, "R. K., D. H., F. L., and B.L. says he'll be late. All right. I'll tell R. S. Good-bye."

"Oh, dear, oh dear," Skate said, "I must get this agenda done." His worry was not great: it was all a game. Propaganda was a means of passing the time: work was not done for its usefulness but for its own sake - simply as an occupation. He wrote down "The Problem of India" on the agenda.

Skate left the room, but long before he reached the room where the Book Committee sat he heard a familiar voice saying, "What we want is a really colossal campaign..." It was King, of course, trying to take part in the war-effort: these **outbreaks** occurred periodically. King had been an advertising man, and the need to sell something would regularly overcome him, until suddenly he would begin to sell the war. **The Treasury and the Stationery Office** always saw to it that his great plans came to nothing: only once, because somebody was on holiday, a King campaign had really got under way. It was when the meat ration went down to a shilling; the **hoardings** all over London carried a curt King message "DON'T **GROUSE** ABOUT MUTTON. WHAT'S WRONG WITH YOUR GREENS? A Labour member asked a question in Parliament, the hoardings were withdrawn at a cost of twenty thousand pounds, the Permanent Secretary **resigned**, the Prime Minister stood by the Minister of Propaganda who stood by his staff, and King, after being asked to resign, was instead **put in charge of** the Books Division of the Ministry at a higher salary. Here it was felt he could **do no harm**.

Skate came in and handed round copies of the agenda. He didn't listen to King: something about a series of **pamphlets** to be distributed free to six million

people really explaining what we were fighting for. "Tell them what freedom means," King said. "Democracy. Don't use long words."

Hill said, "I don't think the Stationery Office..." Hill's thin voice was always the voice of reason. He was said to be the author of the official explanation and defence of the Ministry's existence: "A negative action may have positive results."

On Skate's agenda was written:

1. Pamphlet in Welsh on German labour conditions.
2. Facilities for Wilkinson to visit the A. T. S.
3. Objections to proposed Bone pamphlet.
4. Suggestion for a leaflet from Meat Marketing Board.
5. The Problem of India. The list, Skate thought, was quite impressive.

"Of course," King went on, "the details need working out. We've got to get the right author. Priestley or somebody. I feel there won't be any difficulty about money if we can present a really clear case. Would you look into it, Skate, and report back?"

Skate agreed. He didn't know what it was all about, but that didn't matter. A few minutes would be passed **to and fro**, and King's blood would cool in the process. To send a **minute** to anybody else in the great building and to receive an answer took at least twenty-four hours: on an urgent matter an exchange of three minutes might be got through in a week. Time outside the Ministry went at quite a different pace.

The committee as usual lasted about an hour - it was always, to Skate, an agreeable meeting with men from other divisions, the Religious Division, the Empire Division and so on. Sometimes they **co-opted** another man they thought was nice. It gave an opportunity for all sorts of interesting discussions - on books and authors and artists and plays and films. The agenda didn't really matter: it was quite easy to invent one at the last moment.

Today everybody was in a good temper: there hadn't been any bad news for a week, and as the policy of the latest Permanent Secretary was that the Ministry should not do anything to attract attention, there was no reason to fear a **purge** in the immediate future.

Without reaching a decision on the Bone pamphlet they passed on to the Meat Marketing Leaflet. Nobody was interested in this, so the matter was left in Skate's hands to report back. "You talk to them, Skate," King said. "Good idea. You know about these things. Might ask Priestley. "The Problem of India." Need we really discuss it this week? he said. "There's nobody here who knows about India. Let's get in Lawrence next week."

“Good fellow, Lawrence,” Lowndes said. “Wrote a novel once called *Parson’s Pleasure*.”

“We’ll co-opt him,” King said.

The Book Committee was over for another week, and since the room would be empty now until morning, Skate opened the big windows.

**Notes:**

A. T. S. – Air Technical Service

### **Reading and speaking activity**

**Ex. 1.** Look up in a dictionary the words and word combinations, which are in bold type.

**Ex. 2.** Survey the extract to discover its overall meaning, general outline, and the main points. Say if the story is about: a) Skate’s background; b) the meeting of the Book Committee; c) a means of passing the time; d) propaganda; e) some war-effort; f) the way a man does his work.

**Ex. 3.** Say what the title of the story reveals, how it discloses the subject matter of the story.

**Ex. 4.** Ask questions based on the headings and topics discovered during the “survey” step.

**Ex. 5.** Read the story paragraph by paragraph taking notes while reading.

**Ex. 6.** Comment on the following sentence: “Time outside the Ministry went at quite a different pace.”

**Ex. 7. Read the following bit of text. How can it be applied to the story “Men at Work”?**

By the way a man does his work his character can be told. For most men, work is necessity in order to gain a living. Vast numbers of men have not even been able to choose what work they would do, but have been forced by economic necessity to take the first job that came their way. They don’t do what they really want to do and their-real selves are not reflected in their actions. They usually hurry home from work full of eagerness to begin on some scheme, which they have been planning for their leisure time. This time is full of promise and they can look back on it with satisfaction when they review what they have achieved in it.

(From Fifty Model Essays by J. Miller)

**Ex. 8.** Prepare a good reading of the extract.

**Ex. 9.** Write a similar description of another character in the same work.

## Text II

### From: ANNA IN LONDON

#### The Day's Work Begins

*By R. Beesley*

1) **Anna's** alarm-clock rings at a quarter past seven as usual. And, as usual, Anna lies in bed for another ten minutes. Then she gets up, washes, cleans her teeth and combs her hair. She puts on a dress. It looks simple but attractive. Then she has breakfast. Anna can travel to work by bus, or by underground. The bus takes longer, but Anna prefers it. It is a little cheaper than the tube, and it is usually easier to get a seat. Of course, most buses are crowded during the rush-hours in the morning, when people are going to work, and in the early evening when they are coming home. Anna gets on the bus and sits down in one of the front seats. Twenty-five minutes later the bus stops in Piccadilly. Anna gets off and walks to her office. She gets there at a quarter to nine. Fifteen minutes later one of the office girls opens the main door. The first customer arrives. The day's work has begun.

2) **Susan** is always in a hurry, generally late and often absent-minded. Classes at her college usually start at nine fifteen, except on Fridays, when the first class begins at ten.

Michael, her brother, usually bangs on her bedroom door at eight o'clock. He did so this morning. "All right", said Susan, but she just turned over and went to sleep again. At half past eight Michael went upstairs and banged on his sister's door again – this time more loudly.

Susan jumped out of bed, hurried into the bathroom, washed quickly and ran back to her room. She put on a dress, combed her hair and went downstairs to the kitchen, where she and her mother usually have breakfast. After breakfast Susan went to her college. Her mother did the washing-up. She had ten minutes before she had to leave for work. She was glad that she had a job. It was not only that she needed the money, she did not want to be alone all day in an empty house.

**Ex. 1.** Read the passage. Note all unfamiliar words. Look them up in a dictionary.

**Ex. 2.** Spot the key words which denote the scheme of the passage. Make an outline using the key words.

**Ex. 3.** Pick out 6-8 sentences which convey the basic information in the passage. Link them smoothly. Use transitional words and phrases.

**Ex. 4.** Make up a written summary of the passage. Avoid minute details and direct speech.



## TEXTS FOR DICTATION

### GARDENING

**Ex. 1. Read the following article to yourself. Note all unfamiliar words and look them up in a dictionary. Say how English people spend their leisure time.**

**Ex. 2. Summarize the content of the article.**

Much leisure time is spent in individualistic pursuits, of which the most popular is gardening. Most English people love gardens, their own above all, and this is probably one reason why so many people prefer to live in houses rather than flats. Particularly in suburban areas it is possible to pass row after row of ordinary small houses, each one with its neatly-kept patch of grass surrounded by a great variety of flowers and shrubs. Many people who have no gardens of their own have patches of land or “allotments” in specially reserved areas – though a group of allotment gardens, with its mixed-up collection of sheds for keeping the tools and the dull arrangement of the rectangular sections of land, is usually not a thing of beauty. Although the task of keeping a garden is so essentially individual, for many people gardening is the foundation of social and competitive relationships. Flower-shows and vegetable-shows, with prizes for the best exhibits, are immensely popular, and to many gardeners the process of growing the plants seems more important than the merely aesthetic pleasure of looking at the flowers or the prospect of eating the vegetables. In many places a competitive gardener’s ambition is to grow the biggest cabbages or leeks or carrots, and the plain fact that the merits of most vegetables on the table are in inverse ratio to their size seems often to be forgotten.

*(From Traditions and Customs. Gardening by P. Bromhead)*

### CULTURE CONTEXT

*Allotment* – in Britain a small piece of land rented out, esp. by a town council, to people who will grow vegetables on it.

#### Text II

**From: MARTIN EDEN**

*By J. London*

“I want to tell you about father’s friend Mr Butler”, Ruth said one afternoon when gram-mar and arithmetic and poetry had been put aside. “His father had come from Australia and when he died Mr Butler, Charles Butler he was called, found himself alone in the world without any relatives in California.

He went to work in a printing office – I have heard him tell of it many times – and he got three dollars a week at first. His income today is at least thirty thousand a year. How did he do it? He was honest and industrious and economical. He denied himself the enjoyments that most boys had. He had his eyes fixed always on the future. He worked in the daytime and at night he went to night school. He was ambitious. He wanted a career, not a livelihood and he made sacrifices for his ultimate gain. He decided upon the law and he entered father's office as an office boy, think of that, and got only four dollars a week. But he had learned how to be economical and out of that four dollars he continued saving money. He studied bookkeeping and typewriting. He quickly became a clerk and made himself invaluable. Father appreciated him. It was on father's suggestion that he went to law college. He became a lawyer and father took him as a junior partner. He is a great man. Such a life is an inspiration to all of us. It shows that a man with a will may rise superior to his environment in life”.

She paused for breath and to see how Martin was receiving it.

“Do you know,” he said, “I feel sorry for Mr Butler. He robbed himself of life for the sake of thirty thousand dollars a year. Working all day and studying all night – just working, never having a good time!”

Martin was dissatisfied with Mr Butler's career. There was something unpleasant about it after all. Thirty thousand a year was all right, but inability to be humanly happy robbed such an income of its value.



## TEST ON LEXIS

**I. Complete each sentence with a word from the box in the correct form.**

**Use each word once only.**

come out, get, greet, queue up, go off, set, grab, make, brush, take, get, do, start, arrive, do
--

My alarm clock \_\_\_\_\_ at half past six, and with my eyes still closed, I wake up to \_\_\_\_\_ the new day. After a short while of stretching in the warm comfort of my bed I just have to get up. Yawning, I go to the bathroom to wash my face with cold water, or to \_\_\_\_\_ a shower. I \_\_\_\_\_ my teeth and comb my long hair. I spend about 10 minutes in front of the mirror putting on my make

up. I can't spend much time in the bathroom because before I am done my sister is usually at the door waiting for me to \_\_\_\_\_. I \_\_\_\_\_ dressed in my room, where I often stand for a while in front of the wardrobe, wondering what to wear. I open the window to \_\_\_\_\_ some fresh air in the room, lastly I \_\_\_\_\_ my bed. When I am \_\_\_\_\_ with that, my mother and my older sister usually have breakfast ready and \_\_\_\_\_ the table. It is my duty to clean it all afterwards. I eat breakfast every morning, and my favourite is fresh bread rolls with butter, which I have with a cup of tea and a glass of milk. At half past seven we \_\_\_\_\_ our schoolbags and run to the bus stop. The first lesson \_\_\_\_\_ at ten past eight. The bell rings and you can see the last few students running to their classrooms. Lunch is at half past twelve, and everyone hurries to the school canteen. We \_\_\_\_\_ in order to get our meal, and when we are done with both the soup and the main course, we go home. When I \_\_\_\_\_ home, I go to my room to sit and listen to music on my headphones, or I read a book or some magazine. Every Monday and Thursday I have \_\_\_\_\_ the shopping.

At 6:30 we all meet in our living room, where we sit down to have dinner and talk about what we experienced throughout the day. Everybody helps prepare dinner, which usually is some kind of cooked meat.

**II. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

<p>Do you waste much time during your day due to (1) _____? Perhaps you spend 5 minutes searching for a (2) _____ file, another 5 looking for an email detailing an important meeting, and perhaps 10 minutes more finding today's (3) _____ list, lost in the piles of papers on your desk. Before you know it, you've spent an hour (4) _____ the day looking for things you can't find. And that's just one day! Imagine how much time you're losing each week, each month, and each year!</p>	<p>(1) ORGANIZE (2) PLACE (3) DO (4) THROUGH</p>
<p>Set yourself specific and clearly defined goals, and make sure that these are (5) _____ and (6) _____. Develop a regular work routine. Keep your work space tidy so that you can work (7) _____ – it's hard to do this if things you need to find are buried under a pile of paper!</p>	<p>(5) REAL (6) ACHIEVE (7) EFFICIENCY</p>

**III. Put the words into the correct columns.**

a mistake, your duty, a face, your homework, a go of, a noise, a profit, the ironing, allowances, an appointment, an attempt, your worst, business with, some washing, a

cake, the best of, the gardening, your best, an excuse, war, a suggestion

<b>make</b>	<b>do</b>
-------------	-----------

**Choose one of the expressions from the box to complete each sentence.**

1. I was very pleased because I \_\_\_\_\_ in the test.
2. Dad's trying to sleep. Please don't \_\_\_\_\_ .
3. As long as \_\_\_\_\_ in the test, it doesn't matter what marks you get.
4. The business \_\_\_\_\_ last year but we're afraid it won't this year.
5. Older children have to learn \_\_\_\_\_ for the fact that their younger siblings are less able to do things than they are.

**IV. Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.**

	<p>A lot of my time is spent at the secondary school where I study. As a result I don't have much more time to spare during the week, especially when you consider the time spent on a homework and to prepare for my classes. I can only really enjoy my spare time during the my weekends.</p> <p>Every day when I come home from a school, I relax for a while before doing my homework. Twice a week, I attend to a private art school where I learn to draw and paint, and once a week I take the piano and guitar lessons.</p> <p>I also enjoy in reading. Even when I am tired in the evening, I just have to read for a while before I fall asleep. I find it easy to relax with a book that is either good and interesting. I have a brother who is very keen on computers. He is interested in computer programming or playing games on them. When he was younger he got used to play with different types of construction sets: Lego, model aeroplanes, boats and small cars.</p> <p>In the wintertime we go to the mountains, where we have fun skiing and snowboarding. The most popular winter activities for us are probably being ice skating on the frozen pond, or sledding, if there is enough snow.</p>
--	---

**V. Choose the most suitable word or phrase to complete each sentence.**

1. Every Escalade all the little children \_\_\_\_\_ all the homes in my neighbourhood and sing special songs.  
A call on                      B call for                      C call at                      D call up
2. On the day after Christmas, my mother and I used to \_\_\_\_\_ all her friends and have a piece of Christmas Cake and a special wine.

- A call on                      B call off                      C call up                      D call for
3. Companies often \_\_\_\_\_ a loss in their first year of operations.  
A do                              B make                              C go                              D get
4. He \_\_\_\_\_ an inquiry about trains to Edinburgh.  
A do                              B make                              C go                              D get
5. He'll have to \_\_\_\_\_ some hard work if he wants to pass the test.  
A get along                      B get back                      C get up                      D get down
6. Whatever did you \_\_\_\_\_ to last night?  
A get along                      B get back                      C get up                      D get down
7. The police investigating the murder don't have much to \_\_\_\_\_.  
A go by                              B get through                      C go on                              D go in for
8. My alarm clock \_\_\_\_\_ at half past six.  
A goes up                              B goes out                              C goes off                              D get off
9. I usually lie in bed listening to the radio after I \_\_\_\_\_.  
A awake up                              B wake up                              C woken up                              D wake in
10. When I get dressed, the first thing I \_\_\_\_\_ is my shirt.  
A. put on                              B. wear                              C. try on                              D wear up

**VI. Read the text and decide which answer (A, B, C or D) best fits each space.**

It is now generally recognised that stress is a major (1) ..C of heart disease, and contributes to many other illnesses. Stress is increased by (2) ... such as worry, overwork and lack of exercise or relaxation. For it is just as important from a psychological point of (3) ... to relax as it is to (4) ... physical exercise. Relaxing does not necessarily mean just lazing about and doing nothing. The benefits of a weekend away or the diversion of sporting activities are considerable. If you are suffering from high stress (5) ... , or wish to (6) ... after a trying day, it is generally advisable to have a change of (7) ... . Although there are some individuals who (8) ... on stress, for most of us, it can lead to exhaustion, mood swings and even severe depression.

- 1) A reason                      B motive                      C cause                      D purpose
- 2) A factors                      B aspects                      C elements                      D items
- 3) A fact                              B departure                      C view                              D return
- 4) A make                              B have                              C undergo                              D take
- 5) A rates                              B layers                              C ratios                              D levels
- 6) A hold up                              B wind down                              C draw back                              D peter out

- |            |            |          |           |
|------------|------------|----------|-----------|
| 7) A scene | B location | C sight  | D place   |
| 8) A bloom | B prosper  | C thrive | D flouris |

**VII. Look at the expressions in bold in box A and choose a suitable definition for that expression in box B.**

**A**

1. I think Ben got out of bed on the wrong side this morning.
2. We're planning a little get-together of people from the office.
3. The manager began the meeting with a few comments and then got down to brass tacks.
4. Jan and Richard get on like a house on fire.
5. Rory and Jeannie are getting married? Get away with you!
6. You'll get the sack if you talk to the boss like that.
7. That humming noise is really getting on my nerves.
8. He's got a nerve to ask for a day off.
9. I rang the shops to try and find a new dishwasher, but got nowhere.
10. When she asked him for money, he told her to get lost.
11. OK everyone, we're a bit late so let's get going.
12. Got it!
13. Do you think he got my meaning?
14. Get a grip on yourself – you've got an interview in half an hour.
15. The president is having to get to grips with the failing economy.
16. If they don't get their act together, they'll miss the last date for entries to the competition.
17. How can I get him off my back?
18. If I don't get a rise soon, I'll start looking for another job.
19. I've got out of the habit of eating chocolates.
20. Rainy weather always gets me down.

**B**

- A. to be unsuccessful
- B. a meeting of friends
- C. to stop pestering someone
- D. to understand.
- E. to be dismissed from a job.
- F. not to do something any more
- G. to start to deal with something
- H. Go away. Leave me alone.
- I. over-confidence or rudeness

- J. to start
- K. to receive an increase in salary
- L. to try to control yourself; to try to be less emotional
- M. to start discussing the real problem
- N. Don't try to make me believe that.
- O. to start the day badly
- P. to make someone sad
- Q. to organise yourself properly
- R. to annoy someone
- S. I've solved the problem
- T. to be very friendly with each other

## UNIT 3. SHOP TILL YOU DROP!

“Whoever said money can't buy happiness simply didn't know where to go shopping.”

Bo Derek



### *ESSENTIAL VOCABULARY*

#### Shoppers and Shopping Utensils

aisle	проход (между рядами)
ATM machine	банкомат
barcode	штриховой код/ штрихкод
bargain	выгодная покупка (с точки зрения цены)
bargain hunter	охотник за скидками
bill	счет
bonus	бонус
card machine	аппарат для кредитных карточек
cash	наличные деньги
cashier ( check out girl)	кассир
cash-desk	касса
cash machine	банкомат
cash register	кассовый аппарат
change	сдача
changing booth (fitting booth)	примерочная
check-out (point)	контрольный пункт
clearance (sale)	распродажа
computing scale	электронные весы
consumer	потребитель
counter	прилавок
credit card	кредитная карточка
customer (shopper)	покупатель
customer service center	отдел обслуживания клиентов
debit card	платежная карта
discount	скидка
discount card	дисконтная карта
dummy	манекен
entrance to the sales area	вход в торговый зал
fashion journal (magazine)	журнал мод
gift token/ voucher	подарочный купон
gondola (sales shelves)	стойка с полками товаров



item	товар (товарная позиция)
mark-down	уценка
money	деньги
money exchange	отдел обмена валюты
paper bag	бумажный пакет
plastic bag	полиэтиленовый пакет
price	цена
price card	ценник
price label	ценник
price-tag	ценник
purchase	покупка
queue (line)	очередь
receipt	квитанция, чек
receipted bill	счет
reduced price	сниженная цена
refund	возврат денег
retail	розница
sale	распродажа
salesman (shop assistant)	продавец
saleswoman	продавщица
scales	весы
security tag	идентификатор защиты/ защитная этикетка
show-case ( case, display case, indoor display window)	витрина-прилавок
shop-window (window display)	витрина
shopaholic	шопоголик
shopping basket	корзина для покупок
size	размер
stock	ассортимент товаров
total price	общая сумма (цена)
trading hours	время работы
trolley (US shopping cart)	корзина на колесиках, тележка для покупок
wholesale	опт
wholesale & retail	оптом и в розницу
wire basket	проволочная корзина
wrapping paper	оберточная бумага
price-tag	ценник
purchase	покупка
queue (line)	очередь
receipt	квитанция, чек
receipted bill	счет
reduced price	сниженная цена
refund	возврат денег

retail	розница
sale	распродажа
salesman (shop assistant)	продавец
saleswoman	продащица
scales	весы
security tag	идентификатор защиты/ защитная этикетка
show-case ( case, display case, indoor display window)	витрина-прилавок
shop-window (window display)	витрина
shopaholic	шопоголик
<b>KINDS OF SHOPS</b>	
antique shop	антикварный магазин
bookshop/ bookstore	книжный магазин
book stall	книжный киоск
booth	ларек
boutique	маленький магазин модной одежды и аксессуаров, бутик
cash-and-carry	мелкооптовый магазин
chain store	филиал, один из сети магазинов
co-op (cooperative)	кооперативный магазин
corner shop	магазин на углу/ мелкий магазин/ лавка
crockery	магазин посуды
delicatessen (deli)	гастроном
department store	универсальный магазин (универсам)
DIY store	магазин «Сделай сам»
draper's/ interior/ design	магазин декора
fair	ярмарка
flea market	«блошиный рынок», барахолка
florist	цветочный магазин
gift shop	подарочный магазин
grocery store/ the grocer's	бакалейно-гастрономический магазин
hardware shop / hardware store	магазин бытовой техники/ скобяная лавка
hypermarket	гипермаркет
mail-order shop	магазин «товары почтой», торгующий по заказам, сделанным по каталогу
market	рынок
off-license shop	винно-водочный магазин
outlet	фирменный / специализированный магазин
pet shop	зоомагазин

private shop	частный магазин
provision shop	гастроном
rag fair	“толкучка”
second hand shop	магазин вещей, которые были в использовании
self-service shop	магазин самообслуживания
shop=store	магазин
shopping centre/shopping area	крупный торговый центр
(shopping) mall	крупный торговый центр
stall / kiosk	киоск
state-run shop	государственный магазин
street vendor	уличный продавец
supermarket	супермаркет
the butcher's	мясной магазин
the confectionery	кондитерский магазин
the dairy market	молочный рынок
the fishmonger's	рыбный магазин
the greengrocer's	овощной магазин
the ironmonger's	хозяйственный магазин
the newsagent's	газетный киоск
the stationer's	канцелярские товары
the tobacconist's	магазин табачных изделий
vending machine	торговый автомат
<b>DEPARTMENTS</b>	
appliances	отдел бытовых приборов
children's clothing	отдел детской одежды
china and glassware	отдел керамики и стекла
cosmetics	отдел косметики
electrical goods	отдел электротоваров
evening wear	отдел вечерней одежды
footwear	обувной отдел
fur department	отдел меховых изделий
furniture	мебельный отдел
haberdashery	галантерейный отдел
hardware goods	отдел скобяных изделий
hobby corner	отдел для коллекционеров/ занятий любимым делом
household goods	хозяйственные товары
jewelry	ювелирный отдел
knitted goods	отдел трикотажных изделий
ladies's wear department	отдел женской одежды
leather goods	отдел кожаных изделий
linen goods	отдел постельного белья
maternity section	отдел товаров для беременных
men's wear department	отдел мужской одежды

millinery	отдел головных уборов
perfumery	парфюмерный отдел
photography and framing	отдел фототоваров
ready-made clothes	отдел готовой одежды
stationery and office supplies	канцелярский отдел
textiles	текстильный отдел
toy department	отдел игрушек
<b>ON-LINE SHOPPING</b>	
account	счет
assortment	ассортимент
authentic website	подлинный сайт торгующей организации
catering	служба доставки провизии и напитков
checkout	страница оплаты покупок в интернет-магазине
confirmation	подтверждение получения заказа
coupon	купон, который позволяет купить товар по более низкой цене или получить его бесплатно
courier	курьер
delivery	доставка
e-commerce website	сайт торгующей по интернету компании
electronic money	электронные деньги
e-payment	электронный платеж
e-tail/ electronic retail	розничная торговля по интернету
e-web-store/ e-shop/ e-store/online store	интернет-магазин
gift card/ voucher	подарочная карта/ карточка
item	предмет покупки
online catalogue	электронный каталог, онлайн-каталог
online ordering	онлайн-заказ
order	заказ
package	посылка
rating	оценка, характеристика
review	отзыв
shipment	доставка, транспортировка
shopping basket	корзина для покупок
shopping cart	корзина/ тележка для покупок
special offer	акция, специальное предложение
warranty card	гарантийный талон
warranty period	гарантийный срок
<b>WOMEN'S CLOTHING</b>	
beret	берет
blouse	блуза

button-through dress	платье на пуговицах
cardigan	шерстяная кофта на пуговицах без воротника
dress	платье
dressing gown	халат, пеньюар
evening gown	вечернее платье
frock	платье
fur coat	шуба
gloves	перчатки
hat	шляпа
handkerchief	носовой платок
house frock (dress)	платье для дома
jeans	джинсы
jersey	пуловер
jumper	свитер
kerchief	платок, косынка
mini-skirt	мини-юбка
night dress	ночная сорочка
overcoat	пальто
raincoat	плащ
scarf	шарф
skirt	юбка
stockings	чулки
suede jacket	замшевая куртка
summer dress	летнее платье/ сарафан
sweater	свитер
swimming costume (BE) /bathing costume (AE)	купальник
tights (BE)/ pantyhose (AE)	колготки
training suit/ tracksuit	спортивный костюм
trousers	брюки
T-shirt	футболка
underwear	нижнее белье
cast-off(s) (clothes, shoes)	обноски
casual clothes (shirt ...)	повседневная одежда
<b>MEN'S WEAR</b>	
bathrobe	халат
blazer	блейзер
braces	подтяжки
cap	кепка
clothcoat	пальто
collar	воротник
coat	пальто
dinner-jacket	смокинг
jacket/ coat (of suit)	пиджак

jeans	джинсы
overalls	рабочий комбинезон
pullover	пуловер
pyjamas (BE)/ pajamas (AE)	пижама
shirt	рубашка
shorts	шорты
short-sleeved shirt	рубашка с коротким рукавом
socks	носки
tails	фрак
T-shirt	футболка
tie	галстук
trousers (BE)/ pants (AE)	брюки
two (three) piece suit	костюм «двойка» («тройка»)
waistcoat (BE)/ vest (AE)	жилет
<b>BABY'S CLOTHES</b>	
baby's undershirt/ wrapover vest	распашонка
bib	нагрудник
bonnet	чепчик
bootees	пинетки
crawlers/ romper suit	ползунки
dungarees	комбинезон
nappy	подгузник/ пеленка
playsuit	комбинезон
pramsuit	прогулочный комбинезон
sleeping bag	конверт (одеяло для грудных детей)
snowsuit	зимний комбинезон
<b>CHILDREN'S CLOTHES</b>	
anorak	куртка с капюшоном
blanket sleeper	комбинезон для сна
ear muffs	наушники для защиты от холода
girl's overblouse	блуза, надеваемая поверх юбки или брюк
fatigue pants	брюки для отдыха из мягкой ткани
hoodie	трикотажная кофта на молнии с капюшоном
leggings	леггинсы
mittens	рукавицы
parka	короткое пальто с капюшоном
poncho	пончо
ski hat	лыжная шапка
sport shirt	спортивная рубашка/ повседневная рубашка с карманами
sweatpants	тренировочные брюки
sweat-shirt	толстовка
sweater-jumper	свитер

tunic	блуза, надеваемая поверх юбки или брюк
uniform	форма
<b>JEWELRY AND ACCESSORIES</b>	
beads	бусы
belt	ремень
bracelet	браслет
briefcase	портфель
chain	цепочка
cuff links	запонки
earrings	серьги
handbag	дамская сумка
key ring/ key chain	брелок
locket	медальон
necklace	бусы
pendant	кулон
pin/ brooch	брошь
purse	кошелек
ring	кольцо
shoulder bag	сумка через плечо
umbrella	зонт
wallet	бумажник
wedding ring	обручальное кольцо
<b>FABRICS</b>	
checked	клетчатый
coloured	цветной
cotton	хлопковый
dotted/ polka-dot	в горошек
floral/ flowed	в цветочек
nylon	нейлоновый
plain	без рисунка
silk	шелковый
striped	в полоску/ полосатый
woolen	шерстяной
<b>FOOTWEAR</b>	
boots	ботинки, сапоги
court shoes	туфли-лодочки
cowboy boots	ковбойские сапоги
evening sandals/ sandal court shoes	вечерние открытые туфли/ босоножки
heelless shoes	туфли без каблука
high-heeled shoes	туфли на высоком каблуке
ladies' boots	женские сапоги
low-heeled shoes	туфли на низком каблуке
moccasins	мокасины

mules	женские туфли без задников
open-toed shoes	туфли с открытым носком
platform shoes	туфли на платформе
sandals	сандалии
shoes	туфли
tennis shoes	теннисные туфли/ кроссовки
thongs/ flip-flops	резиновые шлепанцы с ремешком между пальцами
tieshoes/ laced shoes	туфли на шнурках
trainers (BE)/ sneakers (AE)	кроссовки
training shoes	кроссовки
walking shoes	обувь для ходьбы
<b>FOOD &amp; BEVERAGE</b>	
baked food	выпечка
berries	ягоды
canned food	консервы
caviar	икра
chain-sausage	сосиски
confectionery	кондитерские изделия
dairy products	молочные продукты
dried fruit	сухофрукты
fats	жиры
fish	рыба
fruit	фрукты
frozen fruit	замороженные продукты
grain products	крупы
ham	ветчина
hard drinks/ alcoholic drinks	спиртные напитки
herbs	травы
herring	сельдь
meat	мясо
kipper	копченая рыба
poultry	птица
preserved food	консервированные продукты
processed food	бакалейные товары
salad dressing	заправка для салата
sausage	колбаса
sauce	соус
seafood	морепродукты
seasoning and spices	приправы и специи
soft drinks	безалкогольные напитки
sprats	шпроты
tined fish/ meat	консервированная рыба/ мясо
vegetables	овощи
vegetable oils	растительные масла



<b>EXPRESSIONS OF QUANTITY</b>	
a bag of	пакет
a bar of	плитка, кусок
a bottle of	бутылка
a box of	коробка
a bunch of	пучек
a can of	банка
a carton of	картонная упаковка
a container of	емкость/ коробка
a dozen of	дюжина
a gallon of	галлон
a head of	головка
a jar of	банка
a loaf	буханка/ батон
a package	упаковка
a pack	пачка
a pint	пинта
a pound	фунт
a quart	кварта
a roll	рулон
a tube	тюбик
<b>WORD-COMBINATIONS</b>	
a fitting room	примерочная
a real bargain	удачная покупка
at bargain price	по выгодной цене
a hire purchase	покупка в рассрочку
at reduced prices	по сниженным ценам
ill-fitting clothes/shoes	одежда/ обувь, которая плохо сидит
to ask for a receipt	попросить чек
to ask for your money back	попросить вернуть свои деньги
to attend to/ to serve a customer	обслуживать покупателя
to be all the vogue/ all the fashion/ all the rage	быть последним криком моды
to be in great demand	пользоваться большим спросом
to be in stock	быть в продаже
to be long-wearing	быть носким
to be old-fashioned	быть старомодным
to be on sale	продаваться
to be out of stock	не иметь в продаже
to be well-stocked with something	иметь в продаже широкий ассортимент чего-либо
to buy something for cash	покупать что-либо за наличные
to buy something on credit	покупать что-либо в кредит
to change/ to exchange something for	обменивать что-либо на что-либо

something else	
to come into fashion	войти в моду
to decide on something	остановиться/ сделать выбор на чем-либо
to do shopping	делать покупки
to feel rather tight/ loose	слишком узко/ свободно
to go shopping	идти по магазинам
to go out of fashion	выйти из моды
to look well	выглядеть/ смотреться хорошо
to match/ to go with something	сочетаться/ гармонировать с чем-либо
to pay in cash	платить наличными
to pay by credit card	расплачиваться кредитной карточкой
to put something on	надевать что-либо
to queue -jump	пройти без очереди
to queue up/ to line for something	стоять в очереди за чем-либо
to raise prices	поднимать цены
to reduce prices/ to lower prices	снижать цены
to rise in price	расти в цене
to shop around	присматриваться к ценам и качеству товаров
to spend money on something	тратить деньги на что-либо
to suit/ to become something / somebody	быть к лицу/ подходить хорошо кому-либо
to take size in something	носить что-либо ... размера
to take something off	снимать что-либо
to try on something	примерять что-либо
to wear well	хорошо/ долго носиться
to wrap in paper	заворачивать в бумагу
well-fitting clothes/shoes	одежда/ обувь, которая хорошо сидит



**Expand your thoughts upon the following quotations using the Essential Vocabulary:**

1. “Buy what you don’t have yet, or what you really want, which can be mixed with what you already own. Buy only because something excites you, not just for the simple act of shopping.” ( Karl Lagerfeld)
2. “Women usually love what they buy, yet hate two-thirds of what is in their closets.” ( Mignon McLaughlin)
3. “The quickest way to get to know a woman is to go shopping with her.” (Marcelene Cox)

## Phrases and Word Combinations

A fitting room, a real bargain, at bargain price, a hire purchase, at reduced prices, ill-fitting clothes/ shoes, to ask for a receipt, to ask for your money back, to attend to/ to serve a customer, to be a misfit, to be a perfect fit, to be all the vogue/ all the fashion/ all the rage, to be fashionable/ stylish, to be in debt, to be in great demand, to be in stock, to be long-wearing, to be old-fashioned, to be on sale, to be out of stock, to be well-stocked with something, to buy something for cash, to buy something on credit, to change/ to exchange something for something else, to come into fashion, to decide on something, to do shopping, to feel rather tight/ loose, to go shopping, to go out of fashion, to look well, to match/ to go with something, to pay for a purchase, to pay for something, to pay in cash, to pay by credit card, to put something on, to queue-jump, to queue up/ to line for something, to raise prices, to reduce prices/ to lower prices, to rise in price, to shop around, to spend money on something, to suit/ to become something/ somebody, to take size in something, to take something off, to try on something, to wear well, to wrap in paper, well-fitting clothes/ shoes.

## Idiomatic Expressions

1. *a bargain hunter* – noun [countable] someone who is looking for goods at a cheap price, e.g. **Bargain hunters** will find some good deals in our New Year sales.
2. *a rip-off* – noun [countable] something that is unreasonably expensive, e.g. The dress was **a rip-off** and the service was appalling. The drinks here are **a complete rip-off**.
3. *a shopping spree* – a short period when someone does a lot of shopping/spending, etc, e.g. I went on a **shopping spree** at the weekend and spent far too much money.
4. *at all costs* – no matter what the price is, e.g. I intend to have that car **at all costs**.
5. *at the height of fashion* – to be more fashionable than at any other time, e.g. She knows how to be **at the height of fashion**.
6. *like it's going out of fashion* – used to emphasize that somebody is doing something or using something a lot, e.g. She's been spending money **like it's going out of fashion**.
7. *Off-the-peg* – BrE (AmE *off-the-rack*) adjective, off-the-peg clothes are made in standard sizes, not made especially to fit one person, e.g. It was only a cheap, **off-the-peg** suit. Even the most expensive and well-cut suit took on

- the appearance of a cheap off-the-peg item from a Hong Kong department store.
8. *to be on a tight budget* – if you are on a tight budget, you do not have much money to spend, e.g. You have to watch every penny if you **are on a tight budget**.
  9. *to buy a lemon* – something that you buy of low quality (usually refers to cars), e.g. The car I **bought** last year is **a lemon**. I have to fix it every week.
  10. *to buy for a song* – to buy something very cheaply, e.g. He **bought** his new car **for a song**.
  11. *to pay through the nose* – to pay too much money for something, e.g. My aunt always **pays through the nose** when she buys a new fur coat.
  12. *to cost a fortune/ a bomb/ an arm and leg* – to be extremely expensive, e.g. That ring **costs a fortune/ a bomb/ an arm and leg**, so we can't afford it.
  13. *to fit like a glove* – to be the perfect size or shape for somebody, e.g. The dress fits me like a glove.
  14. *window shopping* – noun [uncountable] the activity of looking at goods in shop windows without intending to buy them, e.g. I haven't been paid yet, so I can only go **window shopping**.
  15. *to sell like hot cakes* – to be bought quickly and in large numbers, e.g. The new game **is apparently selling like hot cakes**.
  16. *to shop around for* – to compare the price and quality of the same thing from different places before deciding which one to buy, e.g. I **am shopping around for** a new computer.
  17. *to shop till you drop* – to go shopping for a very long time, until you are exhausted, e.g. If you go to London with Ashley, you'll **shop till you drop**, so take comfortable shoes!
  18. *to snap up a bargain* – to buy something quickly because it is cheap or it is just what you want, e.g. Every time we get a new delivery of Donna's clothes, there is a queue of people waiting **to snap up a bargain**.
  19. *to talk shop* – to talk about your job with those you work with when not at work, e.g. Even at a party they have **to talk shop!**
  20. *upmarket* – BrE (AmE *upscale*) adjective, expensive and used by people who are rich and from a high social class, e.g. It's an **up-market** shop, so we won't find anything suitable there.
  21. *downmarket* – BrE (AmE *downscale*) adjective, downmarket goods or services are cheap and not of very good quality. E.g. The company wants to break away from its **downmarket** image.



**Read and translate the text.**

**Text I\***

### **HELEN SMITH GOES SHOPPING**

When both her children are at home from University for the holidays, Helen Smith often has to go shopping. Mary and Charles eat her out of house and home. Usually Helen does a big shop once every two or three weeks. On these occasions she drives to a supermarket near her home. She takes with her a list of all the things she wants to buy. If John goes with her, he takes a calculator to add up the price as they go along and to work out the most economical buy. At the entrance to the supermarket, Helen collects a trolley. She then walks up and down the aisles picking out the items she wants. If Charles is helping, she usually ends up with the things she doesn't want as well.

When all the aisles have been covered, Helen goes to the checkout and waits in the queue until it's her turn to pay. Then she packs up her car with the goods she's bought and drives home. Helen does not often buy fruit and vegetables in the supermarket, because they are cheaper at the market. Every Friday lunchtime she meets John there and together they buy enough fruit and vegetables to last them a week. When the children are at home, Helen will often have to stock up at the local grocer's or small supermarket, which are within easy reach of her home.

If Helen wants to buy something other than food, she goes into the city centre. Often she will take an afternoon off from her work and browse around the shops. If there's a sale on, she may find a good bargain on a skirt or jacket. Helen buys most of her clothes when she is not looking for anything in particular. Whenever she needs something, for example, a new outfit for her cousin's wedding last year, it is impossible to find the right thing. Helen is not as gifted as Mary in that. She cannot find any old outfit at a jumble sale and make something stunning out of it. However, she is good at buying presents for people. At birthdays and Christmas, she delights her family and friends by giving them just the right thing. She picks things up when she sees them and often visits Stratford. This is the town where Shakespeare was born. It is not far from Birmingham and is a tourist centre, so it has many gift shops.

With all this shopping, it is surprising that Helen has time for housework, what with her translating work as well. She cleans the house twice a week. One time is a thorough going-over. The other time is just a quick flick. When Mary and

Charles are at home, they help a lot. Charles will sort the washing out and put it in the machine. Mary will do the ironing. Having children at home may mean buying more food, but it also means more help around the house.

(\* the text for learning)

### CULTURE CONTEXT

*Check-out* – a desk in a self-service shop where one shows the goods one has chosen and pays for them.

*Jumble sale* (Br.E.) – a sale of used articles to get money, esp. for some good work.

*Eat someone out of house and home* – make life difficult for someone by eating more food than one can afford to provide.

### Reading and speaking activity

**Ex. 1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Ходить за покупками, съесть все до последней крошки, делать много покупок, список покупок, подсчитать стоимость покупки, найти наиболее выгодную покупку, взять тележку для покупок, ходить вдоль торговых витрин, выбирать нужные товары, все заканчивается тем, что ..., обойти все торговые витрины, направляться к кассе, очередь оплачивать покупки, укладывать покупки в машину, пополнять запасы, в непосредственной близости/ недалеко, разглядывать товары (в витрине, на прилавке), распродажа, выгодная покупка, благотворительная распродажа подержанных вещей, купить/ прикупить что-либо из вещей.

**Ex. 2. Read and translate the text. Answer the questions using the topical words and phrases.**

1. Does Helen often go shopping? 2. Does John help Helen to go shopping? 3. What does John take a calculator for when he goes shopping? 4. Where does Helen buy clothes? 5. What is Helen good at? 6. Where does she prefer to buy presents for her friends? 7. How often does Helen clean the house? Who helps her about the house?

**Ex. 3. Paraphrase the following sentences paying special attention to the words and phrases in italics.**

Helen Smith often has *to go shopping*. 2. Mary and Charles *eat her out of house and home*. 3. Usually Helen *does a big shop* once every two or three weeks.

4. She takes with her *a list of all the things* she wants to buy. 5. If John goes with her, he takes a calculator *to add up the price and to work out the most economical buy*. 6. Helen walks up and down aisles *picking out the items* she wants. 7. If Charles is helping, she usually *ends up with the things she doesn't want as well*. 8. Helen goes to the checkout and waits *in the queue until it's her turn to pay*. 9. When the children are at home, Helen will often have to *stock up at the local grocer's or small supermarket, which are within easy reach of her home*. 10. Often she will take an afternoon off from her work and *browse around the shops*. 11. If there's *a sale on, she may find a good bargain on* a skirt or jacket. 12. Helen cannot find *any old outfit at a jumble sale* and make something stunning out of it.

**Ex.4. Confirm or deny the statements.**

1. Helen never buys things and food at the market. 2. Every Friday lunchtime Helen goes to Stratford. 3. Helen buys most of her clothes when she is not looking for anything. 4. John hates going to shops. 5. When Mary and Charles are at home, Helen buys more food.

**Ex. 5. Describe Helen's visit to the supermarket, the department store.**

**Ex. 6. Make short conversations on the following situations:**

Helen is going to do some shopping. She is not sure whether there is enough food in her refrigerator, in the cupboard. Mary is going to help her mother.

You've stayed at the Smiths'. On Friday Mary and you went shopping. Mary acted as an interpreter and helped you in your talk with the shop assistant at the ready-made clothes' department.

**Ex. 7. Minitalks:**

1. At the department Store. 2. At the Supermarket 3. Some of the complaints housewives have about shopping. How can the problem be overcome?



**A New Shopping Centre**

**Ex.1. Answer the following questions.**

1. What is the shopping centre?
2. Where is the shopping centre in your city?

3. How often do you go there?
4. How does it look like?

**Ex. 2. You will hear an advertisement for a new shopping centre. For each question, write a word or short phrase to fill in the missing information.**

Number of shops in Greenbay: (1) \_\_\_\_\_

Time and day of special opening: (2) \_\_\_\_\_

You can (3) \_\_\_\_\_ using your mobile phone.

Young children are safe in (4) \_\_\_\_\_.

On every floor, you can get money from (5) \_\_\_\_\_.

**Ex.3. Imagine that you have visited “Greenbay” lately. Tell your groupmates about this shopping centre according to the following plan:**

- 1) why you decided to go there;
- 2) how you got there;
- 3) what you felt when you entered the shopping centre;
- 4) what impressed you most;
- 5) what you bought at “Greenbay”.



**Ex.1. Match the nouns in part A with the fitting adjectives in part B:**

A. Fashion, dress, shoes, material, bag, size, purchase, buy.

B. Well-made, woolen, latest, tight, small, shopping, expensive, economical.

**Ex.2. Read, match and write.**

A. 1. a pound of ...; 2. a bottle of ...; 3. a box of ...; 4. a bar of ...; 5. a jar of ...; 6. a loaf of ...; 7. a dozen ...; 8. a bunch of ...; 9. a length of ....

B. a) bread; b) honey; c) chocolate; d) cheese, e) lemonade; f) eggs; g) cereal; h) grapes; i) cloth.

**Ex. 3. Select the odd word that does not fit into a list, giving reasons for your choice.**

A. vest, dressing room, clothes basket, socks, blouse.



- B. sweater, trousers, cardigan, pullover, jumper.
- C. collar, sleeve, belt, velvet.
- D. slippers, sandals, tights, walking shoes, court shoes.

**Ex. 4. Fill in the blank with the word that best fits the meaning of each sentence:**

1. Go to the fitting room and ... the suit .... 2. What did she ... at the party? – A white dress. 3. The jacket is ... on you. 4. How much do these shoes ...? – Nine pounds. 5. On our way to the station we ... at the baker's and bought some buns. 6. I ... the bill, took my parcel and left the shop. 7. The hat is too .... Will you ... me something cheaper? 8. The salesgirl ... the parcel and gave it to me. 9. The coat is just your size. It ... you well. 10. Have you a blue tie to ... the shirt?



**Ex. 5. Read and remember.**

**Word choice:** *fit, match, suit, become*

If a piece of clothing *fits* you, it is the right size for your body. E.g. The jacket's fine, but the trousers don't **fit**. I know this dress is going to **fit** you like a love (=fit you very well).

Use *to fit* to say that clothes are not too big or too small. Use *to suit* to say that clothes look attractive on someone. E.g. The dress **fits**, but it doesn't **suit** me. In this meaning, *to fit* is not used in the Continuous. You say: The skirt **fits** (me). Don't say: The skirt **is fitting** (me).

If one thing *matches* another, or if two things *match*, they look attractive together because they are a similar colour, pattern, etc. E.g. Her bag **matched** her shoes.

*To suit* means to be acceptable, suitable, or convenient for a particular person or in a particular situation. E.g. We have gifts to **suit** every pocket (=of all prices).

Use *to become* in formal situations to say that something is suitable for someone, or looks attractive on them. E.g. Blue really **becomes** her.

**Choose the correct word:**

1. I don't feel comfortable in these shoes. Do you think they ... me? 2. Could you show me a pair of gloves to ... my bag? 3. Buy a blue scarf; this colour ... you more than any other and your coat. 4. The carpet should ... the curtains. 5. She was wearing a brown dress with a hat and gloves .... 6. Oh, yes, the size is all right; it ... you very well but it doesn't ... you to wear such a short skirt. 7. You should also have shoes that ... well when you intend to go for a walk. 8. I don't think

that outfit really ... you, Sheryl. 9. Steve was wearing a red silk shirt that didn't ... him at all. 10. Your hair ... you like that. 11. He's put on so much weight that his clothes don't ... any more. 12. The pants ... fine, but the jacket's too small. 13. He had to get his suits tailored to ... him. 14. Stores will mix paints so you can get a good ... for your curtains. 15. The pants were a little tight at first, but after I wore them a few times, they ... like a glove. 16. That shirt's a perfect ... for your blue skirt. 17. They had altered the dress so that it ... perfectly. 18. Do these shoes still ... you?



### Ex. 6. Read and remember.

**Word choice:** *price, cost, charge, expense*

When you are talking about the money you need to buy a particular thing, the usual word is *price*. E.g. The **price** of a piece of land/ packet of cigarettes, cauliflower. *Cost* is like *price*, but is used less for objects, and more for services or activities. E.g. The **cost** of having the house painted/ going on holiday. It is also used for general things. E.g. The **cost** of living/ the **cost** of food/ the **cost** of production/ postage. The *cost* of something may be high or low. The amount of money you pay for something is what it costs you. E.g. It **cost** \$ 1000 to have the house painted. Things may **cost** a lot. A *charge* is a sum of money asked, especially for allowing someone to do something or for a service. E.g. There will be a small **charge** for admission. The amount of money that you spend on something is called *expense*. E.g. Is it worth the extra **expense** to get a room with a sea view?

#### Choose the correct word:

1. Software is included at **no** extra .... 2. House ... are falling/rising. 3. There's no ... **for** children under 14. 4. The ... of fuel has gone up again. 5. He repaired the computer free **of** .... 6. The cruise ship was built **at a ... of** \$400 million. 7. The ... **of** living has increased. 8. We agreed a ... for the bike. 9. There is a ... for the use of the swimming pool. 10. I offered to pay the ... of the taxi. 11. Travel insurance is included at no extra .... 12. Supermarkets often offer you two products for the ... of one. 13. Hotel guests may use the gym for a small .... 14. The new building's going up at a ... of \$82 million. 15. Guided tours are provided at no .... 16. Your order will be sent free of .... 17. He eventually found her the car she wanted, **at** great ....



### Ex.7. Read and remember.

**Word choice:** *do, make*

We use the verb “*to do*” when we are talking about:

- how successful someone is at something. E.g. **To do** well/ badly/ one’s best.
- a particular effect on something or someone. E.g. **To do** a lot for/ **to do** nothing for/ **to do** wonders for/ **to do** somebody good/ **to do** a lot of damage to/ **to do** harm.
- a particular job. E.g. What do you **do**?/ What do you **do** for a living?
- studying a particular subject. E.g. **To do** physics/ biology/ chemistry.
- cooking a particular type of food. E.g. I was thinking of **doing** a casserole tonight
- providing a particular service or selling a particular product. E.g. They **do** interior and exterior design.
- performing a particular play, show, etc. E.g. We **did** 'Guys and Dolls' last year.
- painting or decorating a room, house, etc. E.g. How are you going **to do** your living room?
- achieving a particular distance, speed, etc. E.g. We **did** 300 kilometres on the first day./ The car can do 120 mph.
- visiting a particular place, especially as a tourist. E.g. Let's **do** the Eiffel Tower today.
- spending a period of time doing something. E.g. She **did** a year backpacking around the world./ Oh yes, I certainly **did** my time in the army (=spent time in the army).
- saying that something will be enough or be acceptable. E.g. A few sandwiches will **do** me for lunch./ It won't **do** (=it is not acceptable) to say that the situation couldn't have been avoided.
- working at or performing an activity or a task. E.g. I'm **doing** some research on the subject./ We **do** shopping on Saturday./ I like the way you have **done** your hair.

We use the verb “*to make*” to talk about:

- producing something, for example, by putting the different parts of it together. E.g. **To make** a dress/ furniture/ a birdhouse.

- somebody, who does something. E.g. **To make** an attempt/ an effort/ an excuse/ a mistake/ a noise/ notes/ an offer. He has **made** some mistakes in his test./ Julie **makes** notes at lectures.
- cooking or preparing food or drink. E.g. When was the last time you **made** a cake?/ John was **making** breakfast in the kitchen./ Who's going to **make** the tea?
- something, that causes something to happen or causes a particular state or condition. E.g. Its beautiful beaches **make** this a highly popular area with tourists./ It was this movie which **made** him a star./ The photo **makes** her look much older than she really is.
- causing a mark/ a hole, etc. to appear. E.g. **Make** a hole in the paper./ The cup has **made** a mark on the table.
- money somebody gets for doing work. E.g. He **makes** \$80,000 a year.

### Choose the correct word:

1. Go upstairs and ... your homework. 2. The company's not ... any money at the moment. 3. For most of the journey we were ... 70 miles an hour. 4. What are you ... this weekend? 5. They've ... a film about her life. 6. Shall I ... some coffee? 7. Luckily the fire didn't ... much damage. 8. What does she ...? 9. We have to ... a decision today. 10. Our printer only ... black and white copies. 11. You're ... a big mistake. 12. Max's Cafe ... great sandwiches. 13. She ... some useful suggestions. 14. Sam ... very well in her exams. 15. You've ... me very happy. 16. This is the song that ... her a star. 17. A holiday would ... you good. 18. You don't have to pay now, next week will ....

### Ex. 8. Translate into English:

Мы часто делаем покупки и уже не представляем нашу жизнь без магазинов. Перед тем, как что-то купить, нам необходима информация о качестве товара, его производителе, цене. Современный покупатель старается экономно тратить деньги и приобретать только тот товар, который ему действительно нужен. Магазины, в целях привлечения клиентов и получения дополнительных доходов, ежемесячно проводят различные акции. В этот период действуют скидки на определенные группы товаров и услуг, поэтому всегда можно приобрести необходимую вещь или получить нужную услугу по более выгодной цене.

Для привлечения клиентов магазины предоставляют различные виды услуг: бесплатная доставка товара на дом, сборка и установка

приобретенного товара, обмен товаров и возврат денег, покупка товаров в кредит, ремонт приобретенного товара за счет магазина.

Некоторые люди любят делать покупки онлайн. Это гораздо быстрее, удобнее и дешевле. Онлайн шопинг является идеальным вариантом приобретения товаров для людей, которые работают полную рабочую неделю, а также для людей с ограниченными возможностями. Вы можете делать покупки в Интернет-магазинах 24 часа в сутки не выходя из дома или офиса. Все, что вам необходимо – это доступ к Интернету и кредитная карточка для оплаты приобретенного товара.



**Expand your thoughts upon the following proverbs using the Essential Vocabulary:**

1. Tastes differ.
2. The more you have, the more you want.
3. To buy a pig in a poke.
4. Waste not, want not.

**Make up a short story illustrating the moral of the proverb “Tastes differ”.**



**Read and translate the text.**

### **Text II\***

#### **ALLY BROWN**

1. Skim through the following passage in order to get its general idea.
2. Summarize the information given in the passage about Ally Brown.
3. Is Ally a likable person? Is she practical? Give your reasons.
4. Does Ally support her father’s ideas?
5. What makes Ally’s life happy?

Ally Brown is approaching 41, but her energy and youthful looks are the envy of many younger women. She carries herself very well. Ally doesn’t look her age. She looks younger. Her eyes make her beautiful. Ally never dresses

anyhow. She does herself well in clothes. She is always very well-dressed, but quietly, in good taste.

Ally is a tender and sensitive soul by nature. She is warm-hearted and kind, but she is unpractical. She doesn't work. Ally spends her time reading, listening to music, attending exhibitions and art galleries, fashion shows and theatres or browsing about the shops. She is well-read in English literature. Ally likes to read far into the night. Time passes quickly when she is absorbed in reading a good book.

When it comes to money matters and other serious things she's at a loss. She always relies on her husband's decision.

Ally loves her parents. She often calls on them. She finds them very nice people. But Ally doesn't support her father's idea of making people use their cars only when it is absolutely necessary. She thinks that her father is fighting windmills. The reality is that a person's life is economically determined. For instance, one may live in an area where public transport is impossible and perhaps be unable to sell one's house and move nearer to work.

Ally and her husband travel around a lot. It's impossible for her to have a job. But she wouldn't change places with anyone for anything. She's happier the way she is.

(\* the text for learning)

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

Приближаться к возрасту..., держать себя в хорошей форме, не выглядеть на свой возраст, хорошо одеваться, разглядывать товары в магазинах, быть в растерянности, вопросы, касающиеся денег, полагаться на решение мужа.

**Ex. 2. Complete the following sentences:**

1. Ally Brown is ...
2. She spends her time ...
3. Ally likes ...
4. When it comes to money matters and other serious things ...
5. She always relies on ...
6. She often calls on ...
7. Ally thinks ...

**Ex. 3. Paraphrase the sentences from the text paying special attention to the words and phrases in italics.**

1. Ally *never dresses anyhow*. 2. She *does herself well in clothes*. 3. She is always *very well-dressed*, but *quietly*, in *good taste*. 4. Ally is *warm-hearted* and *kind*, but she is *unpractical*. 5. Ally spends her time reading, listening to music, attending exhibitions and art galleries, *fashion shows* and theatres or *browsing about the shops*. 6. When it comes to *money matters* and *other serious things* she's *at a loss*. 7. She always *relies on her husband's decision*.

**Ex.4. Mini-talks:**

1. A good taste.
2. A real woman.
3. You are judged by your appearance.



**The Order from a Company**

**Ex. 1. Answer the following questions:**

1. Have you ever ordered any goods from a company?
2. Is it a good idea to buy things you need online or on the phone?
3. Is this kind of shopping popular in our country?

**Ex. 2. You will hear a customer phoning to order some goods from a company. Before you listen, read the order from below carefully. Think about the kind of words or numbers you will need to write in the gaps.**

1. Name: Jessica _____
2. Address: 18 _____ Street, Byford
3. Postcode: _____
4. Item ordered: _____
5. Colour: _____
6. Price: _____
7. Free gift selected: _____



**Ex. 1. Look at the sentence on the left and decide where the speaker is.**

1. I'd like twelve red roses, please. \_\_\_\_\_
2. How much is that silver bracelet? \_\_\_\_\_
3. I need a packet of envelopes and some writing paper, please. \_\_\_\_\_
4. Do you have any photography magazines? \_\_\_\_\_
5. Is this cabinet 17<sup>th</sup> or 18<sup>th</sup> century? \_\_\_\_\_
6. Take the escalator to get to the menswear. \_\_\_\_\_
7. Do you have the latest album by Coldplay? \_\_\_\_\_

**Ex. 2. Explain the difference between the words given below.**

1. Shop – store – department store – shopping mall – market
2. Money – cash – note – coin – change – currency – credit card – cheque – receipt
3. Cashier – shop assistant – manager – customer
4. Basket – trolley – bag
5. To spend – to economize – to buy – to sell – to charge
6. To put on – to wear – to try on – to dress



**Ex. 3. Read and remember.**

**Word choice:** *customer, client, shopper, consumer, buyer*

A *customer* is someone who buys goods or services from a shop, company, etc. E.g. We aim to offer good value and service to all our **customers**. We've had several letters from satisfied **customers**.

A *client* is a person who gets services or advice from a professional person, company, or organization. E.g. Today we are having a meeting with an important **client**.

A *shopper* is someone who goes to the shops looking for things to buy. E.g. The streets were full of Christmas **shoppers**.

A *consumer* is anyone who buys goods or uses services – used when considering these people as a group who have particular rights, needs, or behaviour. E.g. **Consumers** are demanding more environmentally-friendly products.

A *buyer* is someone who buys something expensive such as a house or car.



E.g. There were several potential **buyers**.

**Choose the correct word:**

1. The streets were crowded with holiday .... 2. We couldn't find a ... for our house, so we weren't able to move after all. 3. These price cuts are good news for .... 4. Across the country, retailers are ringing up record amounts as Sunday ... pack their shops. 5. We don't get many ... on Mondays – Saturday is our busiest day. 6. Lower house prices should attract more .... 7. The firm is one of our oldest ... – we don't want to lose them. 8. British Airways was Boeing's largest ... for jet airplanes. 9. Mr Langston normally meets with ... in the afternoon. 10. The barman was serving the last ... of the evening. 11. Mrs Wilson is one of our regular .... 12. Their typical ... earns more than \$70,000. 13. ... will soon be paying higher airfares. 14. It will offer a wider choice of goods for the ....



**Ex. 4. Read and remember.**

**Word choice:** *buy, purchase, acquire, obtain, get, pick up*

You *buy* something by paying money for it. E.g. Where did you **buy** that dress?

The verb *to purchase* is used in formal situations and means to buy something. E.g. You can **purchase** insurance online.

The verb *to acquire* is also formal. It means to obtain something by buying it or being given it. Manning hoped to **acquire** valuable works of art as cheaply as possible.

If you *obtain* something, you get a thing that you want, especially through your own effort, skill, or work. E.g. He **obtained** a law degree from the University of California.

The verb *to get* is often used in spoken English in the meaning to buy something, especially ordinary things such as food, clothes, or things for your house. E.g. Did you remember to **get** some bread?

*To pick up* is used in informal situations and means to buy something, especially something ordinary such as food or a newspaper, or something that you have found by chance and are pleased about owning. E.g. Could you **pick up** some milk on your way home?

**Choose the correct word:**

1. It's a lovely coat, and I managed to ... it cheap in the sales. 2. She ...

some real bargains in the sale. 3. Elsie ... a good knowledge of Chinese. 4. While you're out, could you ... me some batteries? 5. I usually ... vegetables from the supermarket. 6. Let me ... you a drink. 7. My parents always used to ... the 'Daily Telegraph'. 8. We managed to ... another pin of beer. 9. Joe's going to ... tickets for all of us. 10. I ... this hat for \$10. 11. Where did you ... that jacket? 12. Where did you ... that tie? 13. He ... a new suit for a hundred dollars. 14. I managed to ... a copy of the report. 15. You can ... a decent PC for about £500 now.

**Ex. 5. Read and remember.**

**Word choice:** *exchange, change, replace, take back*

When you replace one thing with another in a shop, you *exchange* it. E.g. He **exchanged** the black jacket for a blue one.

*To change* is often used in the meaning of *to exchange* when we talk about money. E.g. I need to **change** some dollars. In British English this verb has the meaning *to exchange* something you have bought for something different. E.g. We thought it was time we **changed** our car for something more modern.

If you get something new because the one you had before has been out of order or damaged, you *replace* it. E.g. The coffee machine's out of order. I have to **replace** it.

If you return something to the place you borrowed or bought it from, you *take it back*. E.g. **Take** these trousers **back**. They are of poor quality.

**Choose the correct word:**

1. I bought these gloves for my daughter, but they're too large. Can I ... them for a smaller size? 2. Shops should ... unsatisfactory goods. 3. This jacket is the wrong size. ... it ..., please. 4. I'm sure the shop will ... them for you. 5. Can you ... a £20 note? 6. The shop offered to ... the television for me. 7. I want to ... my dollars into pesos, please. 8. If the trousers are the wrong size, you can always ... them.

**Ex. 6. Put each of the following words or phrases in the correct gap. Check the next page for answers.**

*tag, label, cashier, bargain, receipt, exchange, take back, try on, fit, advice, shop assistant, credit card, check, select, cash, refund, size, sale*

If you want to go shopping, there are a number of things you have to consider. If you would like to find a \_\_\_\_\_, you should make sure to go to a \_\_\_\_\_.

The only problem with a sale is that it is sometimes hard to \_\_\_\_\_ something once you buy it.

Many stores also refuse to give a \_\_\_\_\_ on anything you have bought. If you are looking for clothes, make sure to \_\_\_\_\_, check the \_\_\_\_\_ to make sure that it is a good \_\_\_\_\_. Another good idea is to look at the \_\_\_\_\_ and \_\_\_\_\_ to see instructions for washing, etc. It's always a good idea to also ask the \_\_\_\_\_ for \_\_\_\_\_.

Finally, when you go to the \_\_\_\_\_ you can usually pay by \_\_\_\_\_ or \_\_\_\_\_ if you don't have the \_\_\_\_\_. Never forget to get the \_\_\_\_\_!

### **Ex.7 Translate into English:**

В нашем городе есть много магазинов, в которых можно купить все необходимые товары. Если у вас нет достаточно времени для покупок, то лучше всего пойти в универмаг или торговый центр. Это позволит вам сэкономить время и купить все необходимые товары.

Я обычно делаю покупки в торговом центре, который находится в нескольких минутах ходьбы от моего дома. Там есть много разных отделов – галантерейный, парфюмерный, ювелирный, цветочный, обувной, готовой одежды, головных уборов, белья. Также в нашем универмаге вы можете купить хозяйственные и канцелярские товары, садовый инвентарь, бытовую технику.

Особенно много покупателей приходит в универмаг по выходным и перед праздниками. В предпраздничные дни все обычно выбирают подарки. Женщины, как правило, покупают рубашки, галстуки, запонки, электробритвы и одеколоны. Мужчины чаще всего покупают духи, косметику, шарфики, платки, цветы и ювелирные украшения. Самые лучшие подарки для детей – игрушки, книги, настольные игры, одежда.

Я часто захожу в супермаркет по дороге домой. Здесь всегда можно купить свежие продукты по разумной цене. В этом магазине много отделов – хлебный, молочный, мясной, рыбный, овощной, бакалейный, кондитерский, сопутствующих товаров, в которых всегда представлен широкий выбор продуктов и предметов домашнего обихода.

Мой любимый отдел – хлебный. Благодаря тому, что в супермаркете есть своя пекарня, здесь ежедневно продается не только свежий хлеб, но и булочки с разными начинками, печенье, пирожные, торты собственного производства. Аромат свежей выпечки наполняет весь отдел и покупателям трудно удержаться, чтобы не купить чего-нибудь вкусного к чаю.

Кондитерский отдел супермаркета пользуется большой популярностью среди юных покупателей. Здесь всегда шумно и приходится довольно долго стоять в очереди к весам. Ребята взвешивают карамель, леденцы, шоколадные конфеты, зефир, мармелад и вафли. Большим спросом также пользуются батончики и шоколадки.



**Ex. 1. Read, translate and role-play the following dialogues:**

### SHOPPING

*Shopwalker:* What can we show you today, madam?

*Ally:* Millinery, please.

*Shopwalker:* Certainly, madam. This way. First floor. Please take the lift.

*Ally (on the way):* Now, Helen, you leave it to me.

*Shop-assistant:* Can I help you, madam?

*Ally:* Please, show us a really smart hat to go with this coat and skirt.

*Shop-assistant:* Certainly, madam. Now here is a really chic little hat. Personally, I should call it exquisite. Will you try it on, madam? A little small in the head? We can alter it for you. Madam looks three years younger.

*Helen:* I could never wear that.

*Ally:* No, I don't like it very much. Haven't you something a little quieter – not so striking. There were some pretty hats in the window.

*Shop-assistant:* Now here is a lovely little hat, very quiet. Isn't that becoming?

*Ally:* It suits you, Helen.

*Helen:* I like it awfully. How much is it?

*Shop-assistant:* Twenty-nine pounds, madam. A bargain.

*Helen:* But I can't, Ally. It's too dear. What will John say?

*Ally:* You must. When John sees it, he'll be delighted.

### A FEW ERRANDS

*Felix:* I'm just going down to the shops to buy some cigarettes, Gertie. Do you want anything while I'm there?

*Gertie:* Yes, what a good idea! There are a lot of things I need, as a matter of fact. Let me see... We haven't got many eggs left, so bring a dozen large ones. And there isn't much cooking fat in the jar, so bring a pound of lard. And ...

*Felix:* Hold on! If you want me to get a lot of things, write them down on a

piece of paper, or I'll forget something.

*Gertie:* All right. But wait a minute, while I look in the other cupboard to see what we need.

*Felix:* Hurry up, then! I want to call in for a chat with Gerry on the way back.

*Gertie:* We've got plenty of cocoa, but we have nearly run out of coffee and there isn't great deal of tea left; bring a large tin of instant and a quarter pound of tea. Oh! And I want some ham.

*Felix:* How much?

*Gertie:* Half a pound will do. We're short of vegetables, too; bring some beans, and a tin of carrots...

*Felix:* I only wanted to go out for a stroll and a chat. I'll need a lorry to bring all that home.

*Gertie:* Here is a list. Oh, and you can pick up my coat at the dry-cleaner's while you are passing. And do me a favour while you're at Gerry's: ask Pam if she's free on Thursday morning. We're having a meeting at ten o'clock about the tennis-club dance in August.

*Felix:* Do you mind if I have half an hour to myself after I've done all your business for you?

### **Ex. 1. Comprehension questions on the dialogue.**

1. What is in Gertie's shopping list?
2. What departments should Felix visit to buy everything Gertie has asked him to?
3. Do you think Felix is a good husband?

### **Ex.2. Make up your own dialogues on the following situations:**

1. At the department store.
2. At the supermarket.
3. At the bookstore.
4. Buying a present for a friend.



### **Shopping Therapy**

#### **Ex. 1. Read the statements and decide if they are true or false.**

1. A lot of people are very economical and buy only the things they

really need.

2. Shopping is for those, who want to relax.
3. Shopping is good for everyone as people need a lot of things.
4. People spend too much time trying to buy the right thing.
5. Sometimes people buy things they don't really want.
6. Using credit cards helps to save time when you pay for your purchase.

**Now listen and check your answers.**

**Ex. 2. You will hear a woman talking about shopping therapy. For each question, write a word or short phrase in each gap to complete the sentences.**

1. Some people go shopping to make themselves \_\_\_\_\_.
2. When people go shopping they think they should find a good \_\_\_\_\_.
3. The situation is worse when the shops have \_\_\_\_\_.
4. Shop assistants often have trouble working the \_\_\_\_\_ machine.
5. When you finish shopping, you'll have lots of unwanted \_\_\_\_\_.

**Ex. 3. What is shopping therapy? Work in a group and make the spidergram of this term.**



**Ex. 1. Write a letter to your English friend about your favourite shop in your city. Use the following plan for your letter:**

**Line 1.**

Greet your penfriend (*Dear ...*).

**Paragraph 1.**

Thank your penfriend for his/ her letter (*How are you?/ How is it going?/ Thank you for your letter*).

Mention something in his/ her letter (*It was great to hear.../ I am glad ...*).

**Paragraph 2.**

Give your main information you would like to write about. (*As you know, I love .../ My favourite shop is .../ It is far/ not far from my home/ I get there by.../ on foot/ When I enter it, I see.../ feel .../ smell .../ The choice of goods .../ The prices are...*).

### Paragraph 3.

Continue your news (*By the way.../ Oh, I have forgotten to tell you...*).

### Paragraph 4.

Give the reason for ending the letter (*Well, I'd better go now as/ I have to finish my letter as...*).

#### Closing expressions 1.

Give final remarks (*Write soon/ Take care and hope to hear from you soon/ see you soon*).

#### Closing expressions 2.

Express love (*Love/ Lots of love/ All the best*).

#### Final line.

Write your name.

### NOTE!

#### LINKING WORDS

- When you describe a shop, you can include **positive** (e.g. *cheap/ cosy/ pleasant/ lovely*) and **negative** (e.g. *expensive/ dirty/ dark/ smelly*) **qualities**.
- When you write about **similar qualities**, use *and, as well as, besides, moreover, furthermore, what is more, in addition*.
- When you introduce **opposing qualities**, use *but, however, although, despite, in spite of, nevertheless, on the contrary, on the one hand, on the other hand, whereas, while, but while, in contrast, neither...nor*.



**Expand your thoughts upon the following proverbs using the Essential Vocabulary:**

1. A bargain is a bargain.
2. A penny saved is a penny gained.
3. Never spend your money before you have it.
4. Save it for a rainy day.



**Read and translate the text.**

### **Text III**

**From: SISTER CARRIE**

**By Th. Dreiser**

In the morning Carrie got up and started out a little early. She reached Dearborn Street. Here was the great Fair store with its crowds of shoppers. She thought she would go in and see. She would look at the jackets.

Carrie began wandering around the Store. The jackets were the greatest attraction. When she entered the store, she already had her heart fixed upon the little jacket with large mother-of-pearl buttons which was all the rage that fall. When she got it in her hand it seemed so much neither. The saleswoman helped her on with it, and it fitted perfectly. She looked quite smart. “That’s the thing”, Drouet said.

Carrie turned before the glass. She could not help feeling pleased as she looked at herself.

“That’s the thing”, said Drouet. “Now pay for it”.

“It’s nine dollars”, said Carrie. “That’s all right – take it”, said Drouet.

She reached in her purse and took out one of the bills. In a few minutes the saleswoman was back and the purchase was closed.

Then they went to a shoe store, where Carrie was fitted for shoes. Drouet stood by, and when he saw how nice they looked, he said, “Wear them”. Drouet bought her a purse and a pair of gloves and let her buy the stockings.

“Tomorrow”, he said, “you come down here and buy yourself a skirt”.

### **Notes**

1. Fall – autumn in the American variant of English.
2. Drouet /dru:ei/

### **Reading and speaking exercises**

**Ex. 1. Read and translate the text. Pick out the words from the text, which may be grouped under the heading: Shopping.**

**Ex. 2. Make up sentences illustrating the meaning of the following phrases:** the greatest attraction; to be all the rage; to help smb on with smth; to look smart; can’t (couldn’t) help doing smth.



**Ex. 3. Answer the questions.**

1. Where did Clare go to in the morning?
2. What did she want to look at?
3. What was the greatest attraction?
4. How much was the jacket? Was it expensive?
5. What other things did Carrie buy?

**Ex. 4. Give a short summary of the text. Use the topical phrases which are helpful to sum the idea up.**

**Ex. 5. Discuss the qualities of a good department store.**

**Ex. 6. Minitalks.**

1. A visit to the shops.
2. A present for my friend.



LISTEN

### Shopping Habits

**Ex.1. Discuss the following questions with your partner:**

1. What kind of shopping do young people prefer nowadays?
2. Where do they do shopping?
3. How do they choose the things to buy?
4. Which is the most suitable day for them to go shopping?

**Ex. 2. You will hear a sociology lecturer talking about shopping habits.**

**Choose the best answer for each question.**

1. *What were shops like in the past?*
  - A. They specialised in goods for families.
  - B. Their goods cost much less than today.
  - C. They often had a limited range of goods.
2. *What is shopping like today?*
  - A. There are price reductions all the time.
  - B. Most shops can only be reached by car.
  - C. There are similar shops in most towns.
3. *What is the most popular method of payment today?*
  - A. cash
  - B. credit card
  - C. cheque
4. *Why is shopping on the Internet popular?*
  - A. It's convenient and time-saving.
  - B. The staff are helpful.
  - C. There are fewer new shops opening.

5. *Why is Internet shopping good for older people?*
  - A. They can learn to use computers.
  - B. It is not as tiring as going to the shops themselves.
  - C. Shopping in supermarkets is more expensive.
6. *Shoppers may not like ordering on the Internet because*
  - A. pictures of the goods are often unclear.
  - B. goods may not be the quality you expect.
  - C. orders take a long time to arrive by post.
7. *What does the lecturer believe?*
  - A. There are too many disadvantages to Internet shopping.
  - B. Internet shopping will be less popular in the future.
  - C. Shopping habits will continue to change.

**Ex. 3. Do a survey of shopping habits in your group and present the results to your groupmates.**

**Pattern:** 20 % of our groupmates prefer to do window shopping.



**Ex. 1. Read the following sentences and decide whether words and expressions in bold refer to a small amount of money or a large amount of money. Use your dictionary to help you.**

The shoes in that shop **cost a fortune**.

That car was **a rip-off!**

He **paid through the nose** for his new suit.

Our local petrol station sells **cut-price petrol**.

The repairs to his car **cost him an arm and leg**.

She **bought it for a song** in a flea market.

**Ex. 2. Look at these sentences and decide if they are true or false. Use your dictionary to help you.**

If something **is selling like hot cakes**, not many people are buying it.

You need a lot of money when you go window-shopping.

It's a good idea **to shop around** for the best price before you buy something expensive.

If you buy clothes **off the peg**, you have them specially made for you.

If you **talk shop**, you discuss your favourite shop with a friend.

**A body shop** is a shop which arranges funerals.

**Ex. 3. Use the word given in capitals to form a word that fits in the space in the same line.**

<p><b>Know your rights</b></p> <p>If you are a regular (1) _____, you ought to make sure you know your (2) _____ rights. For example, did you know that TV, radio and newspaper (3) _____ have to tell the truth? If they say something about a (4) _____ that isn't true, they can be taken to court. Also, if you order something and you are promised (5) _____ before a certain date, you should get some money back if it doesn't come in time.</p> <p>The general rule is: don't be afraid to make a (6) _____. And if a shop (7) unhelpful or rude, always insist on speaking to the (8) _____. The shop certainly doesn't want to lose one of its (9) _____. Now more and more people are buying things (10) _____, shops have to try even harder to keep us happy.</p>	<p>SHOP CONSUME ADVERTISE PRODUCE  DELIVER  COMPLAIN  MANAGE CUSTOM LINE</p>
---	--

**Ex. 4. Choose the correct words to complete the paragraph.**

**I'm not a shopaholic!**

I admit it. I hate shopping. In fact, I hate it so much I only go clothes shopping once a year. I wait for the (1) **selling/ sales** to start, and then go into town to buy all my clothes for the year. I shop (2) **along/ around** for the cheapest (3) **bargains/ costs** rather than the things I like best. I try them (4) **over/ on** and, as long as they fit, I buy them. I don't bother keeping the (5) **bill/ receipt**, as I know I won't go back to the shop if there's a problem! Also, I always pay (6) change/ cash, as I don't want to get a huge (7) **credit/ cheque** card bill at the end of the month. And if I really need some new clothes later during the year, I order them from a mail-order (8) **catalogue/ menu**. It's so much easier – you can look (9) **for/ through** it at home and make your decisions without a (10) **shopping/ shop assistant** hanging around trying to get you to buy something you don't want!

**Ex. 5. Translate into English.**

Я не очень люблю делать покупки, так как это занимает слишком много времени и требует большой суммы денег. Перед тем, как отправиться в магазин, я составляю список покупок, подсчитываю сумму, которую мне нужно будет потратить, беру сумку и иду в магазин. К счастью, большой

универсам находится недалеко от моего дома, всего в десяти минутах ходьбы, поэтому единственное, что доставляет мне удовольствие и на чем я могу сэкономить, так это время на дорогу в магазин.

Когда я захожу в помещение универсама, я вижу множество отделов, предлагающих разный товар. Здесь можно купить говядину, свинину, баранину, птицу в мясном отделе. Рыбный отдел предлагает сельдь, салаку, лосось, семгу, форель, треску. Разнообразный ассортимент представлен в молочном отделе – молоко, сливки, кефир, йогурт, творог, сметана, сыр, сливочное масло, маргарин. Бакалейный отдел привлекает разнообразием круп – манной, гречневой, рисовой, овсяной, несколькими видами смесей быстрого приготовления к завтраку, широким ассортиментом кофе и чая; здесь также можно купить сахар, соль, соду, горчичный порошок и уксус.

Мой любимый отдел – овощной. Здесь я обычно покупаю картофель, лук, капусту, свеклу, морковь, помидоры, огурцы, редис и зелень. Из фруктов я предпочитаю яблоки, апельсины, лимоны, персики и абрикосы. Я не покупаю вишню, клубнику, малину и смородину в магазине. Я предпочитаю покупать их на рынке, так как там этот товар более свежий и стоит дешевле.



**Ex. 1. Write a description of a shopping place you visited when you were on holiday. Use the sentence structures given to each paragraph**

**Paragraph 1.**

Write the name and location of the place as well as the reasons for choosing it.

*When I was in ..., I went shopping to a local ... The name of the ... is ... It is located... My tourist guide/ friends advised me to visit it as...*

**Paragraph 2.**

Write about what the place looks like.

*It is a ... place. You can find/ see everything from ... to ... there. Walking along its ... you get impressed by ... It is a great place to experience ...*

**Paragraph 3.**

Describe the place in detail. Include the things we can see, feel, hear, smell and taste.

*Different colours, smells, scents and aromas make you feel ... Passing by the*

... you want to ... You can't help buying/ tasting ... as it looks ...

#### **Paragraph 4.**

Write about your feelings and personal comments and/ or recommendation.

*A day at the ... is the great experience for you because you ... It's a kind of a ... journey. The ... atmosphere of this place helps you ... So, if you are in ..., I strongly recommend you to ...*



#### **Ex. 1. Read, translate and role-play the following dialogues:**

##### **At the Department Store**

#### **1.**

*Shop assistant:* Can I help you?

*Mrs. Green:* No, thanks. I'm just looking.

*Shop assistant:* OK, if you find anything you want, just let me know.

*Mrs. Green:* Oh, I like this dress. Can I try it on?

*Shop assistant:* What size are you?

*Mrs. Green:* Well, I am not sure. Can you measure me?

*Shop assistant:* Certainly, madam. You are 16. Would you like to try this one?

*Mrs. Green:* Yes, I would. Where is your changing booth?

*Shop assistant:* It's over there, near the cash desk.

*Shop assistant:* How does it fit you?

*Mrs. Green:* It's a bit tight in my waist.

*Shop assistant:* Yes, you need a bigger size. Try this one on, please.

*Mrs. Green:* This dress fits well, but it's not my style. It's a bit old-fashioned.

*Shop assistant:* What about this one. I think, it will suit you.

*Mrs. Green:* Oh, it's much better. I'll take it. How much is it?

*Shop assistant:* It's only 56 pounds. It's a real bargain, I think.

#### **2.**

*Shop assistant:* Can I help you?

*Mr. Green:* Yes, I'd like a pair of black leather shoes.

*Shop assistant:* What size?

*Mr. Green:* Size 41, I think.

*Shop assistant:* Try this pair on, please. How is it? Does it pinch anywhere?

*Mr. Green:* Oh, it's a perfect fit. How much is it?

*Shop assistant:* \$200.

*Mr. Green:* That's fairly expensive, isn't it?

*Shop assistant:* This is an excellent pair of shoes. You won't find a better deal anywhere.

*Mr. Green:* OK, I agree with you. The shoes are very comfortable and durable. I think, if I buy them, I won't regret.

*Shop assistant:* Please, pay at the cash desk.

*Mr. Green:* Thank you.

### **At the Grocery Store**

*Shop assistant:* Hello, Mrs. Green, glad to see you. What would you like to buy today?

*Mrs. Green:* I'd like to buy a pound of butter, a dozen of eggs, a jar of plum jam, a tin of sprats and a bottle of olive oil.

*Shop assistant:* Will that be all?

*Mrs. Green:* No, I'd also like two packets of pea soup, a loaf of bread, a carton of milk and some slices of cheese.

*Shop assistant:* I am sorry, we aren't having any pea soup in stock at the moment, but we have got some tasty onion soup with cheese and bacon. Would you like to try it? I strongly recommend it to you.

*Mrs. Green:* OK, I'll try it. Hope my husband will like it... Oh, I have nearly forgotten. Have you got any ham? I think half a pound will be enough. How much does it come to?

*Shop assistant:* Thirty-six pounds, please.

*Mrs. Green:* Here is forty pounds, Mr. Brown.

*Shop assistant:* Here is your change. Come tomorrow, please, and we'll have a new stock.

### **Christmas Shopping**

*James:* Have you finished your Christmas shopping yet?

*Irene:* Yes! I bought the last presents on Monday.

*James:* Oh, that's good. So where did you go shopping?

*Irene:* At that big shopping centre in Bristol. There was a special bus trip there for the staff at my office.

*James:* Oh! I don't think I've ever been there. Was it a good place to buy presents?

*Irene:* Yes. There were lots of bargains there. So, what about you? Have you bought your turkey?

*James:* Well, sort of. I've ordered it from my local butcher's but I'll pick it up and pay for it on Christmas Eve.

*Irene:* Oh that's a good idea. What about your tree? Have you already put it up?

*James:* It's up but we haven't decorated it yet. We will probably do that this evening.

*Irene:* Have you bought a real tree? I bought an artificial one last year, but I prefer the real thing.

*James:* I always buy a real tree. It looks so much nicer.

*Irene:* Yes, I may get one too. Well, if I don't see you, have a lovely Christmas.

*James:* And you. And a happy new year!

### **Ex.2. Make up short stories on the basis of the dialogues.**

### **Ex.3. Make up your own dialogues on the following situations:**

- You are in a department store. It is the end of the season sale. Find out the details about the items you want to buy including the model, size, colour and cost.
- Ask your friend to go to the shoe shop with you and help you choose a new pair of shoes to match your new jacket. Explain what pair of shoes you would like to buy.
- You are at the market. Your mom has asked you to buy some fresh fruit and vegetables for the party. Ask a shop-assistant for advice.
- You want to buy a present for your mom's birthday and don't know what to choose. Ask your friend for advice, go shopping together and choose the right thing.



LISTEN

### **Ex. 1. Decide if the statements are true or false.**

1. In today's society people can't imagine their lives without chemicals.
2. All chemicals are environmentally-friendly.
3. We may do away with the chemicals soon.

4. We can minimize the negative effect of the chemicals.

**Ex. 2. You will hear a woman answering questions as part of a survey about washing powder. For questions 1 – 10, complete the sentences.**

### A SHOPPING SURVEY

The woman is a 1) \_\_\_\_\_ who studies chemicals and their effect on the environment.

She lives with 2) \_\_\_\_\_ other people.

She does 3-4 loads of washing every 3) \_\_\_\_\_.

For the last 4) \_\_\_\_\_ the woman has been using a washing powder that is kind to the environment.

The brand of powder she uses is made from 5) \_\_\_\_\_ products, not petrol-based chemicals.

The washing powder she uses costs £2 more than the 6) \_\_\_\_\_ brand.

The woman thinks that Eco-Plus powder should be sold in bigger 7) \_\_\_\_\_.

The woman would only use another brand of washing powder if it didn't contain 8) \_\_\_\_\_ that harm the environment.

Most of the advertisements the woman sees are on the 9) \_\_\_\_\_.

The woman says she would like to visit the WhizWhite 10) \_\_\_\_\_ to learn more about the new product.



**Ex.1. The adjectives below describe a material or pattern. Write them in the correct category below.**

*Checked, flowery, plain, lycra, silk, cotton, nylon, spotted, striped, leather, polyester, wool.*

Material

---

Pattern

---

**Note.** For most materials we use the same word as a noun and adjective. E.g. I bought a **silk** shirt./ It's made of **silk**.

**Ex.2. Fill in the blank with the word that best fits the meaning of each sentence.**

*belt, boots, bracelet, buckle, collar, hood, jeans, laces, neck, pockets,*



*sweatshirt, T-shirt, trainers, baggy, flat, long, short*

**Andrew:** I always wear denim ... everywhere I go. My favourite pair are quite ... – I don't like things that fit. They've got big ... which are usually full of stuff. Because they are a bit big I wear a large leather ... to hold them up. It's got a big ... . I always wear a ... – I like plain ones and I usually wear a ... over the top. My favourite one has a big ... . And on my feet I always wear ... with striped ... . So that's my favourite outfit and I wear it all the time.

**Sangeeta:** I have a dress I love to wear. It has ... sleeves and is quite ... – it comes below the knee but it's very cool because it's made of cotton. It's got a round ... and a white ... . I've got a ... made of beads which looks good with it but I don't usually wear a necklace. I have some black ... that I wear with it. They're ..., which I prefer because I'm quite tall.

**Ex.3. Choose the correct word to complete each sentence. Use your dictionary if necessary.**

1. Gift *vouchers/ cheques* are available in multiples of \$5.
2. We're offering 25 % *sale/ discount* on all cameras.
3. Out *sale/ discount* starts on Thursday at 9 p.m. Everything will be reduced.
4. We accept all major *cash/credit cards*.
5. If you need help pushing your *basket/ trolley* to your car, please ask a member of staff.
6. *Refunds/ Cashback* can only be given if you keep your *recipe/ receipt*.

**Ex.4. Read this conversation which one of the customers had later. Put the correct word into each space to make a phrasal verb.**

*back, into, into, off, on, on, out of, up*

**Simon:** Mum, I got trousers, a jacket and a shirt to wear to Jason's wedding. I've put them ... so you can see.

**Mum:** Good. You need to dress smartly. I'm sorry I couldn't come shopping with you.

**Simon:** So, what do you think?

**Mum:** Well, the jacket's a bit big but you might grow ... it I suppose.

**Simon:** I've stopped growing, Mum. I couldn't find a smaller one. Anyway, I like it and I've grown ... my other one. I've had it since I was twelve. The

trousers are good though, aren't they?

**Mum:** Mmm, well I'm not sure.

**Simon:** I went to loads of shops and tried lots of things ... .

**Mum:** Can you take the trousers ... ?

**Simon:** I can but I think they're OK.

**Mum:** Well, OK but take them ... now. Go and change ... your jeans again before you get them dirty.

**Simon:** I'll hang them ... and I'll decide tomorrow.

**Ex. 5. Translate the following dialogue from Russian into English.**

A: Добрый день! Могу Вам чем-то помочь, мадам?

B: Я ищу зимнее пальто. Вы можете мне что-нибудь предложить?

A: Конечно, у нас большой ассортимент пальто и , к тому же, у нас сегодня скидки на верхнюю одежду.

B: Я думаю, что мне сегодня повезет и я сделаю выгодную покупку в Вашем отделе.

A: Я думаю, Вы правы. Взгляните на это темно-серое пальто на пуговицах. Данная модель в моде в этом сезоне. Пальто сделано из шерсти, поэтому оно будет теплым и легким. Вы не пожалеете об этой покупке.

B: Да, пальто хорошего качества, но, боюсь, оно не подойдет к моим коричневым сапогам. Я не думаю, что серое хорошо сочетается с коричневым.

A: Вы правы, мадам. Лучше подобрать пальто другого цвета. Лучше будет, если Вы купите пальто черного цвета. Черный сочетается с любым цветом и, к тому же, черные вещи очень практичные.

B: Но черный цвет слишком мрачный, я люблю что-нибудь поярче. Вот, например, это пальто бежевого цвета. Оно великолепно, и это мой размер.

A: Это действительно хороший выбор, но боюсь, это не Ваш рост. Оно слишком длинное для Вас...

B: Длинное – не короткое. Я отнесу пальто в ателье и там мне его укоротят. Это пальто прекрасно сидит на мне и пояс подчеркивает мою фигуру. Мне все нравится. Сколько стоит это пальто?

A: Цена пальто пятьсот фунтов, скидка составляет двадцать процентов, поэтому к оплате сумма составляет четыреста фунтов.

B: Где находится касса?

A: Касса вот здесь, рядом с примерочной.



**Ex. 1. Read the statements and decide if they are true or false according to the text. Translate the text into Russian.**

1. All things in stores are displayed in such a way that people are often tempted to purchase things they don't need.

2. Food that is needed and used all the time is usually placed in the far corner and you have to trawl through loads of aisles before you find what you're looking for.

3. Retailers have special techniques to make you spend money more rationally.

4. The biggest (and most expensive) brands are usually found at customer eye level, and the cheaper options are often hidden out of sight or in hard to reach places.

5. You can avoid several costly mistakes like impulse purchases paying cash.

**Ex. 2. Read and translate the text and decide if you were right.**

Stores offer a huge variety of unique, top-quality products at the best prices from food, clothing and cosmetics to furniture, electronics and toys. They provide their customers with a variety of information and services that make shopping fun and easy.

When you walk into almost any store, you are immediately overloaded with sights, sounds, smells, and various things to touch. It influences your senses for one goal: to make you spend more. And you fork out for things that you don't really need.

Grocery stores are set up for you to buy more than you have planned. They are structured in a way that you're bound to walk through and see everything before grabbing the item you really want to buy. Fresh foods and **staples** are usually placed in the outside aisles or at the far end of a grocery store. At the front you will find **convenience** foods and sale items. All sections in groceries are carefully designed and full of shiny objects. Their bright packaging attracts your attention and you want to touch it. After you have taken an item, you are likely to buy it. At the checkout there are things you probably don't need, such as chocolate bars, packaged candies, biscuits, crackers, chewing gums and magazines. The store is counting on you to throw a few of these items into your cart or basket. This is called impulse shopping. Can you **resist the temptation?**

Most department store customers enter the store only intending to buy an

item or two, but by the time they get back to the checkout, they have five or six things in their shopping baskets and a bigger bill. This happens over and over again because department stores use an array of techniques to get them to pick up these items. Let's take a look at the arrangement of different choices for a particular product, such as a shampoo, for example. Almost every time, the most expensive options per unit are placed at eye height, so that you see them first as soon as you enter the section. The bulk options and better deals are usually on the bottom shelf. The next trick concerns the items that aren't on sale, but are placed as though they are on sale (without saying the word "sale"). A huge sign displaying the price is placed above a rack of them and customers think the price has been reduced. Some shops even put items into "bins" to emulate bargains found at cheaper shops, but the prices are still quite high – they just use the visual cue of a "bargain store" to make you think it is a bargain.

So, to resist the temptation to buy things you don't need, always make a shopping list, take a limited amount of money, head to the section you want and if something looks attracting, keep walking. You can study and make up your mind about the item later when you walk back.

**Ex. 3. Make up sentences with the following word combinations:**

*To be overloaded with, to be bound to do smth, convenience foods, sale items, to resist the temptation, an array of techniques, the arrangement of different choices, to be placed at eye height, bulk options, better deals, to be on sale, the visual cue.*

**Ex. 4. Answer the following questions:**

1. What products do stores offer?
2. What makes shopping easy and fun?
3. What makes the customer to spend more?
4. How are grocery stores set up?
5. Why can't you resist the temptation to buy something extra?
6. What array of techniques do department stores use to make customers to buy more?
7. What does the next trick concern?



LISTEN

**Ex.1. Discuss the following questions with your group.**

1. How often do you use your cell/ mobile phones?
2. Why are they becoming a preferred form of communication in the world?
3. Do you use a calling plan that fits your budget?
4. What do you look for when you decide on a cell/ mobile phone?

**Ex.2. Match the words with their definitions.**

<b>rebate</b> ( <i>noun</i> )	happening around the nation or country
<b>catch</b> ( <i>noun</i> )	period of time
<b>in case</b> ( <i>adverb</i> )	when something happens
<b>fee</b> ( <i>noun</i> )	a refund of part of all of the amount paid
<b>charge</b> ( <i>noun</i> )	transfer or carry over
<b>nationwide</b> ( <i>adverb</i> )	fee, the amount of money you have to pay for something
<b>roll over</b> ( <i>phrasal verb</i> )	a faulty automobile
<b>term</b> ( <i>noun</i> )	cost, the amount of money you have to pay for something
<b>lemon</b> ( <i>noun</i> )	a hidden drawback or disadvantage

**Ex.3. Choose the right answer.**

1. *Why does the girl need a cell phone?*
  - A. She can use it to check her email.
  - B. She can call her family in an emergency.
  - C. She can make cheaper long-distance calls with it.
2. *What is one major feature of the calling plan?*
  - A. 1000 anytime minutes.
  - B. unlimited weekday minutes.
  - C. 1000 free weekday minutes.

3. *What is the term of service for this plan?*

- A. 3 months.
- B. 6 months.
- C. 9 months.

4. *Why does the girl suggest that her father should buy a new car too?*

- A. Their current car is in bad shape, and it doesn't look good.
- B. The cell phone's power supply won't work in an older car.
- C. Their car isn't big enough to ride in with all her friends.

5. *What do customers receive when they purchase the cell phone mentioned in the conversation?*

- A. a cell phone adapter for the car.
- B. money back for buying the phone.
- C. other cell phone accessories.



**Ex. 1. Write a short story using the following ideas and putting them into the right order. (150 - 180 words)**

- A. \_\_\_ There was a great choice of souvenirs.
- B. \_\_\_ Tom took all their packages and wanted to pay the purchases.
- C. \_\_\_ Sarah imagined how their parents and friends would be happy to get such unusual local presents.
- D. \_\_\_ Their guide advised them to go shopping to the floating market.
- E. \_\_\_ Tom and Sarah bought what they had planned.
- F. \_\_\_ It turned out he had left his wallet in the hotel.
- G. 1 Tom and Sarah were on holiday in Thailand.

**NOTE!**

### **WRITING A SHORT STORY/ NARRATION**

Writing a good story means describing a sequence of events in an interesting, lively way.

### **Paragraph 1 (Introduction).**

Set the scene (Who- where – when – what).

### **Paragraphs 2 – 4 (Main Body).**

Develop the events you are to write about (Describe incidents leading up to the main event and the event itself in detail).

### **Final Paragraph (Conclusion)**

End the story (Refer to moods, consequences, people's reactions, feelings, comments).

### **NOTE!**

#### **LINKING WORDS**

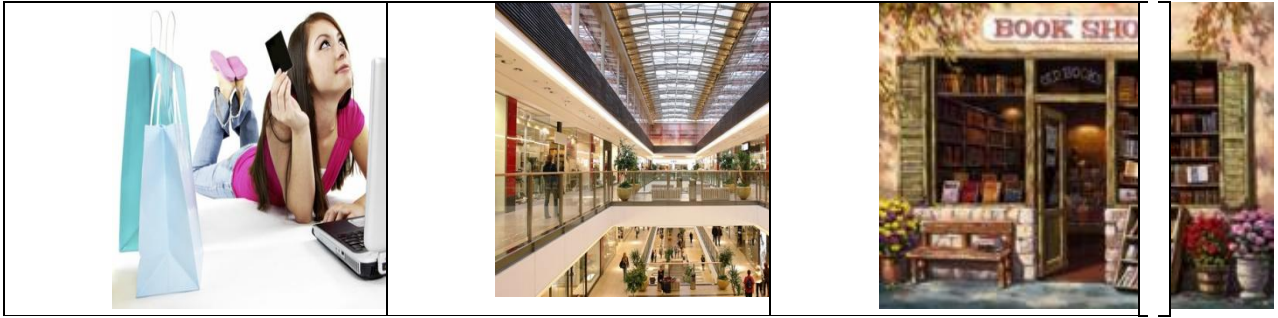
- Use time words to make the sequence of events clear, e.g. at first, at the beginning, in the beginning, then, next, before, after, after that, afterwards, when, while, during, soon, immediately, once, suddenly, as soon as, finally, eventually, at the end, at last, etc.
- Use effect/ result words so, so ... that, such a .. that, therefore, thus, consequently, as a result, too .. for/to, not enough ... for/to to introduce the consequences.
- To express the purpose use to, so as to, in order that, so that in your story.



### **CARRIED AWAY: THE WAYS OF MODERN SHOPPING**

**Ex. 1. Look at the pictures. In pairs, ask and answer the following questions:**

- What kind of shopping do these pictures show?
- How has shopping changed in the past ten years?
- What kind of things do you enjoy shopping for?
- Is personal service important in shops?



**Ex.2. Make a survey: “How many people in your group like shopping online, how many prefer shopping malls or small shops in their neighbourhood?”**

**Ex. 3. (a) Answer the following questions:**

1. Have you ever shopped online?
2. Is it a convenient way of shopping?
3. What are the benefits if online shopping?

**Read the text and find more information about online shopping.**

### **Online shopping**

My name is Moe Wood. I am a professional blogger and I have been blogging about my favorite things for over eight years. I inform my readers about dresses, tops, pants, bags, shoes, jewelry or my latest obsession, nail polish. I have been buying them online and my love for online shopping has grown tenfold over the last seven years. So, what attracts me and makes shop online? Of course, a lot of advantages it offers. First of all of all, with hundreds of stores to choose from, I can surf through endless styles and price ranges without having to leave my town. The size range available online extends well beyond what I can find locally and almost every professional clothing site has a size guide that gives me the size measurements so there is no guessing. What is more, I can get regular updates from my favorite shops on their sales and site news, so it doesn't take a lot to find a real bargain. In addition, with online shops I can go shopping at 6 p.m. or 3 a.m. and don't have to queue for hours to buy what you have chosen.

**(b) Answer the following questions:**

1. Do people prefer going shopping to shopping malls?
2. What attracts people at the shopping mall?



3. Is there a large shopping centre in your city/ town?
4. What activities does it offer to young people?
5. Do you really need all those activities in the mall?

**Ex 4. Read the text and name the reasons why Nancy, the Kowalskis, Tyler and Connie prefer malls.**

#### **Mall rats**

##### *Nancy*

My friends and I go to the mall every day after school. It's just somewhere to spend time with your friends. We usually just hang out or walk up and down looking in the clothes shops. We don't often buy anything. We go to the mall at weekends, too, and go to the movie theater there or hang out in the icecream parlour. We always make sure we look good when we go to the mall in case there are any cute boys there!

##### *The Kowalskis*

We take the kids to the mall every weekend because they have special activities there, like children's shows and games. We also go to the bowling alley there too, and the kids love eating at the food court - there's some much choice: Mexican, Italian, Thai – and plenty of fast food, of course! We get the weekly groceries at the mall too, and sometimes Vanessa goes to the spa there. It's great having everything under one roof.

##### *Tyler*

My friends and I go to the mall about twice a week. We play the games in the arcade, and we like to check out the latest computer games in the shops. You can even listen to the music or try out the new games in some shops. And we like to buy the latest sports clothes, too. Sometimes, if it's raining at the weekend, we go to the indoor skate park at the mall, too.

##### *Connie*

I go to the mall every Saturday. I don't go for any particular reason, but I like to look in the designer shops and the cosmetics shops, and I usually end up buying something. Sometimes when I get it home I realize that I didn't really want the thing I bought – or that it doesn't go with anything else I've got! But I like to see what's new, and there's a really good atmosphere there.

**Ex. 5. Small shops create some special atmosphere that you can't feel in big stores. What makes them special? Have you ever felt something similar being in a small bookstore?**

**Ex. 6. Read the text and find out why the author of the story enjoys being in small bookstores.**

### **Small Bookstores: A love story**

(by Emily Wilson)

There are many noble reasons to shop at small bookstores. The main reason I buy all of my books at these small shops is a very selfish one: I love being in bookstores. They are some of my favorite places on the planet. Everything represents infinite curiosity and discovery there. I love walking into a bookstore and wondering what new interest or author I'll discover. I love being able to pop into BookCourt on my walk home from work and quickly grab a book from a favorite author the very day it's released. I love browsing Strand for hours on a Saturday afternoon, emerging with a stack of books. I love visiting local bookstores in the places I travel. I love being surrounded by people who love books and reading as much as I do. If I don't help support them, how can I expect them to stay open for me to come in and wander around?



### **SHOPPING FOR CLOTHES: FASHION AND STYLE**

**Ex. 1. What kind of clothes do you like/ don't you like wearing? Speak about your personal style.**

My favourite things to wear are ...

I nearly always ...

Most of time, you'll see me in ...

I don't usually wear ...

**Ex. 2. Fashion makes us feel certain about our abilities. True or false?**

**Ex.3. Read the text and check if you are right or wrong.**

Modern fashion is a huge selection of a variety of styles. There is absolutely no restriction as it gives full play to your imagination. It does not

mean that such clothing is a sample of bad taste. On the contrary, it develops a sense of the best personal style.

Finding your own style is becoming easier and easier these days. With the internet and online shopping, getting any clothing is a piece of cake for everyone. So, many people, especially teenagers, are buying clothing even though their closets are bursting. People are constantly experimenting with various designs of clothing until they finally get the right one to satisfy their needs.

The basic wardrobe of women includes dresses, suits, skirts, blouses, trousers, cardigans, jackets, coats, hats and shoes. Younger women prefer dressy jeans for going out, casual everyday jeans, vests, dresses, tank tops, jeans shorts, trainers, flats, sandals, flip-flops and boots. There are many things women can wear to look good, so it all comes down to personal preferences.

Some men prefer formal looks by wearing suits, shirts, blazers, ties and leather shoes. For a good look, they try to match their shoes and belt, black with black, brown with brown, blue with blue, checked or striped with plain. Hats can be a part of modern men's clothing, but in small doses though. Young men go for a rugged clothing style. Sweat shirts, leather jackets, jeans and trainers are common among them.

Most people mostly shop clothing for their body shape. It's very important for every person to have the clothes that fit well and are the right cut for the body shape. The way to do this is to create a balanced silhouette.

When people look good in their clothes, it's because they enjoy wearing them and appear comfortable, relaxed, confident and independent.

Getting the right colours is another way to boost the person's confidence and independence. Dressing well means choosing garments for both women and men that work well together. It is important to get a colour palette that compliments them. Clothing accessories are a fantastic, effective way for everyone to experiment with the latest trends that suit the person's shape.




Fashion is constantly changing. Change your style, enjoy the way you look, develop your personal features and become more satisfied with your life!




## FOOD CHAINS: FROM FARMYARD TO SHOPPING CART

### Ex. 1. Answer the following questions:

1. What have you had for breakfast today?
2. Where was your coffee grown?
3. Where was your cheese produced?
4. What flour was your bun baked from?

**Ex. 2. Some of our food makes a long journey to get to our homes. From the farm to the processor, then to the distribution centre, after that to the retailer and at last to our table. Match the name of food, the country it has been produced and the distance to your plate.**

food	country of origin	distance to your plate
1. 	A. Brazil is by far the largest producer of these beans in the world. Brazil produces nearly a third of all the beverage drunk in the world.	11243 km
2. 	B. This fruit is not a tree, but a high herb that grows up to 15 metres in Equador. There are almost 1000 varieties if this fruit subdivided in 50 groups	11934 km
3. 	C. Its leaves are used as tools to detect your future in fortune-telling. This method dates back to ancient China and possibly was spread around by the gypsy tribes.	6136 km
4.	D. A pinch of it is added to almost every type of recipe imaginable. Once used as currency and presented to the gods as a sacred offering, it is fortunate that this most popular of spices grown in India is available	3986 km

	throughout the year.	
5. 	E. Extra virgin is the highest quality and most expensive form that comes from the first pressing. Greece is the world's leading producer of it.	1595 km
6. 	F. It comes from the Russian Far East to our supermarkets. It has high amounts of protein, omega-3 fatty acids, and vitamin D. Popular ways for preparing include grilling, baking, smoking, and using raw in a sushi style.	6869 km

**Ex. 3. Make a survey: "Where the food I buy is grown/produced".**



### TEST ON LEXIS

#### I. Choose the most suitable word or phrase.

1. That new clothes shop has a lot of very good bargains/ sales.
2. On Saturday morning the High Street is full of customers/ shoppers.
3. It costs £9, so give her £10, and she'll give you £1 change/rest.
4. I don't go to that supermarket because it's a bit priced/ pricey.
5. You cannot return goods without the original recipe/ receipt.
6. Supasoft Soaps are for sale/ on sale here.
7. A carrier bag is free with each buyer/ purchase over £10.
8. If you pay cash, we can give you a 10 per cent cutting/ discount.
9. How much did you pay/ spend for your new shoes?
10. This is a good shoe shop, but the costs/ prices are very high.

**II. Complete each sentence with a word from the box. Use each word once only.**

change, deliver, find, fit, go, help, order, pay, queue, serve, try, wrap

1. You have to \_\_\_\_\_ for ages to pay in this supermarket.
2. In the London area, we \_\_\_\_\_ furniture free of charge in our van.
3. The trousers I bought are the wrong size. I'd like to \_\_\_\_\_ them.
4. Could somebody \_\_\_\_\_ me, please? I've been waiting for ten minutes.
5. Is this a present? Would you like me to \_\_\_\_\_ it for you?
6. I like the colour of this skirt, but it doesn't \_\_\_\_\_ me.
7. Good morning, madam. Can I \_\_\_\_\_ you?
8. We don't have your size at the moment, but we can \_\_\_\_\_ it for you.
9. Can you \_\_\_\_\_ at the cash desk, please?
10. Would you like to \_\_\_\_\_ on this green pair?
11. I went shopping but couldn't \_\_\_\_\_ exactly what I wanted.
12. Food is so expensive now. Prices seem to \_\_\_\_\_ up all the time.

**III. Complete each sentence (1 – 10) with a suitable ending (A – J). Use each ending once.**

1. I bought a new television from a department \_\_\_\_\_
2. Don't forget to write a shopping \_\_\_\_\_
3. Can you pay over there? This cash \_\_\_\_\_
4. Most of the tourists went bargain \_\_\_\_\_
5. Why don't we go to the new shopping \_\_\_\_\_
6. Quite late at night the little corner \_\_\_\_\_
7. It would be much better to buy an economy \_\_\_\_\_
8. Don't forget that we have to stop at the filling \_\_\_\_\_
9. There is a nice suit on display in the window \_\_\_\_\_
10. Mary has just started work as a shop \_\_\_\_\_

- A. centre near the public library?
- B. register doesn't work.
- C. of that new shop next to the post office.
- D. size box of paper tissues.
- E. store in the town centre.

- F. shop down the road is still open.
- G. assistant in a shoe shop.
- H. list before we go to the market tomorrow.
- I. station to get some petrol.
- J. hunting in the old part of the city.

**IV. Choose the most suitable word or phrase to complete each sentence.**

1. I bought these jeans very cheaply in the \_\_\_\_\_.  
A. bargains      B. reductions      C. sales      D. discounts
2. The washing instructions for this shirt are given on the \_\_\_\_\_.  
A. label      B. badge      C. notice      D. mark
3. All the small \_\_\_\_\_ closed their shops in protest at the price rises.  
A. shop assistants    B. shoppers      C. shopkeepers    D. shop stewards
4. We don't have a CD, I'm afraid. It's out of \_\_\_\_\_.  
A. order      B. stock      C. shelf      D. sale
5. The street market was full of \_\_\_\_\_ selling fruit and vegetables.  
A. counters      B. boutiques      C. tables      D. stalls
6. The shop opposite my house sells a variety of \_\_\_\_\_.  
A. objects      B. purchases      C. goods      D. productions
7. I'm sorry, but the dress you want is not \_\_\_\_\_ in red.  
A. possible      B. economical      C. suitable      D. available
8. Every Friday you can buy cheap vegetables in the market \_\_\_\_\_.  
A. street      B. place      C. store      D. sales
9. I like street markets, because you shop in the open \_\_\_\_\_.  
A. prices      B. sunshine      C. bargains      D. air
10. I like your new car. What \_\_\_\_\_ is it?  
A. brand      B. make      C. name      D. label

**V. Complete each word combination with a word from the box. Use each word once only.**

baked beans, chocolates, jam, orange juice, soap, breakfast cereal, flowers, margarine, paper tissues, toothpaste

1. a tube of \_\_\_\_\_
6. a box of \_\_\_\_\_

2. a bunch of \_\_\_\_\_
3. a pot of \_\_\_\_\_
4. a tin of \_\_\_\_\_
5. a box of \_\_\_\_\_

7. a packet of \_\_\_\_\_
8. a bar of \_\_\_\_\_
9. a carton of \_\_\_\_\_
10. a tub of \_\_\_\_\_

**VI. Match the words in the box with a suitable description (1 – 10).**

advertisement, bargain, catalogue, deposit, list, manager, purse, receipt, trolley, wallet

1. You push this in the supermarket and fill it with food. \_\_\_\_\_
2. You are given this as proof of buying something. \_\_\_\_\_
3. This tries to persuade you to buy something. \_\_\_\_\_
4. You put money, especially banknotes, in this. \_\_\_\_\_
5. This person is in charge of a shop. \_\_\_\_\_
6. You might make this before you go shopping. \_\_\_\_\_
7. Leave this if you can't pay now but want to buy later. \_\_\_\_\_
8. Do this if you want to get a better price. \_\_\_\_\_
9. Coins are usually carried in this, especially by women. \_\_\_\_\_
10. Read this to find descriptions of goods. \_\_\_\_\_

**VII. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

**Supermarkets**

<p>Nowadays, a great (1) _____ of different food is available from large supermarkets. There are rarely any (2) _____ of fresh food, and there is far less (3) _____ of our having to rely on (4) _____ products. Does this mean that supermarkets have become the most (5) _____ shops of all time? Certainly they seem to have made some kinds of food less (6) _____ and most people enjoy shopping in them. There has been a (7) _____ in the number of (8) _____ made against supermarkets in recent years. The assistants are no longer (9) _____, but smile and try to be helpful. Above all, supermarkets have shown a (10) _____</p>	<p>(1) VARY  (2) SHORT  (3) LIKELY  (4) FREEZE  (5) SUCCESS  (6) EXPENSE  (7) REDUCE  (8) COMPLAIN  (9) POLITE    (10) WILLING</p>
---	--



to listen to their customers, and to adapt to customers' needs.	
---	--

### VIII. Decide which answer (A,B,C,D) best fits each space.

#### Street markets

Most people enjoy looking for (1) \_\_\_\_\_ in street markets. It can be very enjoyable walking around the (2) \_\_\_\_\_, among the crowds of (3) \_\_\_\_\_, and trying to spend as (4) \_\_\_\_\_ as possible. Of course it depends (5) \_\_\_\_\_ the market. In fruit and \_\_\_\_\_ markets, there is usually a wide variety of (7) \_\_\_\_\_ produce, but it may not be cheap. There may be goods at (8) \_\_\_\_\_ prices at the end of the day, however. Clothes markets can be a problem, as it is difficult to (9) \_\_\_\_\_ on new clothes in the open (10) \_\_\_\_\_!

My favourite are antique markets, where although there is not much (11) \_\_\_\_\_ of finding valuable objects which are also cheap. You can enjoy yourself looking at all the things for (12) \_\_\_\_\_. Whatever kind of market you look (13) \_\_\_\_\_, and whether you buy things or not, you usually (14) \_\_\_\_\_ up feeling completely worn (15) \_\_\_\_\_. Still, it is an interesting way of shopping.

- |                   |            |                |              |
|-------------------|------------|----------------|--------------|
| 1. A. cheap       | B. sale    | C. inexpensive | D. bargains  |
| 2. A. tables      | B. stalls  | C. boxes       | D. stores    |
| 3. A. shoppers    | B. public  | C. buys        | D. goods     |
| 4. A. little      | B. soon    | C. late        | D. is        |
| 5. A. from        | B. with    | C. on          | D. to        |
| 6. A. sandals     | B. green   | C. farm        | D. vegetable |
| 7. A. new         | B. fresh   | C. young       | D. early     |
| 8. A. half        | B. bottom  | C. reduced     | D. down      |
| 9. A. look        | B. try     | C. have        | D. take      |
| 10. A. time       | B. shop    | C. light       | D. air       |
| 11. A. likelihood | B. instead | C. in spite    | D. luck      |
| 12. A. that       | B. all     | C. sale        | D. others    |
| 13. A. round      | B. for     | C. up          | D. out       |
| 14. A. shut       | B. bring   | C. get         | D. end       |
| 15. A. clothes    | B. however | C. out         | D. through   |

### IX. Make up a dialogue according to the task and dramatise it.

**Student A.** You are a customer. You have come to the clothes shop because the jeans you bought two weeks ago dyed your socks, dresses, skirts and T-shirts. You are very angry and want your money back. No exchanges!

**Student B.** You are a shop assistant. You think the customer put the clothes of different colours in the washing machine together and that's why the dark blue jeans dyed the other clothes. This is not the product's fault. The customer should read the information on the label about the product. You can't give the money back.

**X. Listen to Maribel, a Brazilian au pair working in London, return an item to a shop. Answer the questions.**

- A. What item is Maribel returning? \_\_\_\_\_
- B. What is the problem with it? \_\_\_\_\_
- C. What does Maribel ask for? \_\_\_\_\_
- D. Why doesn't the assistant agree? \_\_\_\_\_
- E. What does Maribel decide to do? \_\_\_\_\_

**Listen again and underline five mistakes in this complaint form. The first one has been done for you.**

**Complaint form CS 284**

<b>Haywards Department Store</b>	
item:	<b>Ray Nichols <u>jeans</u></b>
purchased:	<b>last month</b>
receipt:	<b>Yes / No</b>
problem:	<b>Item has shrunk (only washed twice)</b>
action taken:	<b>Credit voucher given.</b>

**XI. Barbara is the manager of an electrical shop. Listen to her explain the shop's policy on refunds and exchanges. Write True or False for each statement.**

- A. Damaged and faulty items must be returned straight away. \_\_\_\_\_
- B. You can either have a refund or exchange the item. \_\_\_\_\_
- C. You must have a receipt. \_\_\_\_\_
- D. You have to pay a small administration charge for items that you need to be repaired. \_\_\_\_\_
- E. Unwanted items can be refunded or exchanged if returned in under

two weeks. \_\_\_\_\_

F. If you return an unwanted item after two weeks of purchase, then no refund is possible. \_\_\_\_\_

**XII. Read the rubric and underline the key words. Then, answer the questions in the plan.**

Your local newspaper is running a consumer writing competition. The prize is £200 worth of groceries. Write an article describing a visit to your local supermarket and explain why you would/ wouldn't recommend it to others.

### **Plan**

#### **Paragraph 1. (Introduction)**

Write where it is and what it is called.

#### **Paragraphs 2 - 3. (Main body)**

Write what the overall impression is.

Describe it and what you can see, hear, smell.

#### **Paragraph 4. (Conclusion)**

Write why you would/ wouldn't recommend it to the readers and if you will shop there again.

Write the article (120 – 180 words)

**XIII. Comment upon the following famous saying and write a short essay of your own illustrating its moral: "Credit cards have three dimensions: height, width and debt" (Shelby Friedman, US journalist).**

# UNIT 4. GETTING ABOUT THE TOWN

## CITY PEOPLE MAKE MOST OF THE FUSS ABOUT THE CHARMS OF COUNTRY LIFE

MASON COOLEY



### ESSENTIAL VOCABULARY

city	крупный город, областной центр
town	1) небольшой город; 2) город (как противоположность деревни); 3) центр города (при противопоставлении окраинам)
the country	деревня
village	деревня, село
<b>Administrative Units &amp; Structural Subdivision of an Urban Area</b>	
district	район
block	квартал
residential area	жилой квартал
dormitory suburb	жилой квартал пригорода
centre	центр
downtown	деловой центр города
uptown	отдаленный жилой квартал
Outskirts	окраина
suburb	пригород
avenue	авеню, проспект
square	площадь
alley	аллея
street	улица
back street(s)	отдаленная, глухая улица, закоулок
lane or narrow street	переулок
blind lane or blind alley or dead end	тупик
<b>Buildings &amp; Places of Interest of a Typical City</b>	
places of interest / the sights	достопримечательности
to go sightseeing / to do the sights	пойти осматривать достопримечательности
to see the sights of the city	осмотреть достопримечательности города
tourist attractions	туристическая достопримечательность

architectural monument	памятник архитектуры
historical building	исторический памятник
high-rise building	высотное здание
skyscraper	небоскреб
dwelling house	жилой дом
railway station	ж/д вокзал
petrol station	бензозаправочная станция
service station	станция техобслуживания
airport	аэропорт
river port	речной порт
hotel	отель, гостиница
post office	почтамт
theatre	театр
cinema	кинотеатр
museum	музей
gallery	галерея
exhibition	выставка
circus	цирк
zoo	зоопарк
library	библиотека
church	церковь
cathedral	собор
tower	башня
palace	дворец
park	парк
statue	статуя
shop/supermarket	магазин/ супермаркет
shopping centre	торгово-развлекательный комплекс
restaurant	ресторан
café ['kæfeɪ]	кафе
coffee-house	кофейня
a tourist information office	туристическое агентство
to be interested in smth	быть заинтересованным
to be surprised at smth	быть удивленным
to be satisfied with smth	быть довольным
to look forward to smth	ждать с нетерпением
<b>City Items</b>	
advertisement hoarding	рекламная тумба, рекламный щит
advertisement sheet	рекламный перетяг
newsstand	газетный киоск
poster	афиша
sign	вывеска
shop window	витрина
neon lights	неоновые огни

street lights	уличные фонари
telephone box/booth	телефонная будка
building site	стройплощадка
manhole	люк (на тротуаре)
houses with even numbers	дома с <i>четными</i> номерами
houses with odd numbers	дома с <i>нечетными</i> номерами
<b>Adjectives to Describe Cities, Streets, Buildings</b>	
busy	оживленный
noisy	шумный
quiet	спокойный
exciting	волнующий
ancient	старинный, древний
majestic	величественный
huge	огромный
magnificent	великолепный
immense	громадный
breathtaking	захватывающий дух
polluted	загрязненный
lined with trees	обсаженный деревьями
modern	современный
<b>City Traffic &amp; Transportation Vehicles, Running Through a City</b>	
vehicle ['vi:ɪkl]	автотранспортное средство, средство передвижения
car	автомобиль
lorry (US truck)	грузовик
van	фургон
bicycle (bike)	велосипед
motorcycle	мотоцикл
motor scooter	мотороллер
ambulance	карета скорой помощи
fire engine	пожарная машина
public transport	общественный транспорт
a means of transport	вид транспорта
bus	автобус
full / empty bus	полный / пустой автобус
overcrowded bus	переполненный автобус
double-decker	двухэтажный автобус
trolleybus	троллейбус
tram (US streetcar)	трамвай
the underground/ the metro/ subway/ the tube	метрополитен
taxi	такси
fixed-route taxi	маршрутное такси

<b>Making Use of Public Transport</b>	
route	маршрут
bus stop	остановка автобусов
metro station / underground station	станция метро
taxi rank / stand	стоянка такси
tram stopsign	знак остановки трамвая
request stop	остановка по требованию
season ticket	проездной билет
To arrive in (the country, a large city)	прибыть
To arrive at (the station, a village ... )	
to travel round / about the city	путешествовать по городу
to go by bus (tram, metro, car, taxi)	ехать на автобусе ....
to catch a bus	сесть на автобус (воспользоваться им)
to get on a bus	сесть на автобус (войти в него)
to get off a bus	выйти из автобуса
to be on a bus	находиться в автобусе
to be on the wrong bus	быть не в том автобусе
to miss the bus	не успеть на автобус
to change the bus	сделать пересадку (поменять автобус)
to change the line	пересесть на другую линию
to change at the next stop	пересесть на следующей остановке
to change from No 7 to No 12	пересесть с автобуса 7 на 12
to travel by the underground	ехать на метро
To get to	добираться
to pay the fare	платить за проезд
fine	штраф
to pay the fine	платить штраф
to hire / take / hail a taxi	взять такси
to go on foot / to walk	идти пешком
driving licence (US driving license)	водительские права
to follow the traffic rules	соблюдать правила ДД
to brake the traffic rules	нарушать правила ДД
to park a car	парковать машину
to overtake	обгонять
to yield the way	уступить дорогу
to slow down	снизить скорость
to exceed the speed limit	превысить дозволённую скорость
to cross the street under the green (red) lights	переходить улицу на зелёный (красный) свет
the red/yellow/green lights are on	горит красный/ жёлтый/ зелёный свет
jam / traffic congestion	«пробка»
to get into a traffic jam	попасть в «пробку»
road accident	дорожно-транспортное происшествие
to get into a road accident	попасть в ДТП
to give smb a lift	подвести кого-либо

What's the fare?	Сколько стоит билет?
I have no small change	у меня нет мелочи
Move ahead / along	пройдите вперед
Where shall I get off?	Где мне надо выйти?
Will you, please tell me when to get off?	Предупредите меня, когда мне выйти
How many stops to...?	Сколько остановок до...?
Where can I change for the underground/ subway?	Где можно сесть в метро?
Are you getting off at the next stop?	Вы выходите на следующей остановке?
You have missed your stop	вы проехали свою остановку
You have taken a wrong bus	вы сели не на тот автобус
You are going the wrong way	вы едете не туда
<b>City Traffic</b>	
traffic	уличное/дорожное движение(ДД)
heavy traffic	интенсивное дорожное движение
light traffic	неинтенсивное дорожное движение
right hand traffic	правостороннее движение
left hand traffic	левостороннее движение
one-way traffic	одностороннее движение
two-way traffic	двустороннее движение
single-lane traffic	движение в один ряд
two-lane traffic	движение в два ряда
oncoming traffic	встречное движение
a break in the traffic	приостановление потока машин
tramlines	трамвайная линия
traffic officer	регулирующий уличного движения
traffic police	ГАИ, автодорожная полиция
highway	автомагистраль
the rush / peak hours	час пик
<b>Traffic Items</b>	
traffic lights	светофор
traffic signs	дорожные знаки
street lamp	уличный фонарь
Street sign showing the name of the street	Знак с названием улицы
parking (place)	стоянка/ парковка
detour	объезд
passage	проход
speed limit	ограничение скорости
dangerous curve	опасный поворот
bottleneck	сужение дороги
crossroads	перекресток
pedestrian	пешеход
zebra (pedestrian) crossing	зебра, пешеходный переход
safety island	«островок безопасности»



pedestrian underpass	подземный переход
pavement or footpath (US sidewalk)	тротуар
<b>Traffic Problems. Asking for help</b>	
Is this road to the town?	Эта дорога в город?
Where does this road lead?	Куда ведет эта дорога?
How many kilometers is it to the village, please?	Скажите, пожалуйста, сколько километров до деревни?
How far is it to the nearest petrol station?	Далеко ли отсюда до ближайшей бензоколонки?
My car has broken down. Will you give me a tour to the nearest service station, please?	Моя машина сломалась. Вы не отбуксируете меня до ближайшей станции техобслуживания?
Will you give me a lift?	Вы не могли бы меня подвезти?
Do you want a lift?	Вас подвезти?
Where shall I drop you?	Где мне вас высадить?
Could you help me to carry my bags?	Не могли бы вы помочь мне донести мои сумки?
Can you take me to the airport? To the town center?	Не могли бы вы отвезти меня в аэропорт? В центр города
Will you take me to.....,please?	Отвезите меня, пожалуйста, к...
Hurry up / drive faster, please	быстрее, пожалуйста
I am late	я опаздываю
I am in a hurry	я спешу
Could you drive more slowly?	Не могли бы вы ехать медленнее?
Please stop here	остановите здесь, пожалуйста
Stop round the corner, please	остановите за углом, пожалуйста
Would you please wait for me?	Не могли бы вы меня подождать?
Keep the change	сдачи не нужно
<b>Asking the way</b>	
to find oneself in ...	оказаться (в каком-л. месте)
to lose one's way	сбиться с пути, потерять дорогу
to be/get lost	потеряться
to find one's way	найти дорогу
to ask the way	спросить дорогу
to ask for directions	спросить направление
to give directions	направлять (указать направление)
To show smb round the town	провести по городу
to show smb the way	показать кому-л. дорогу
to turn (to the) right / left –	повернуть направо/ налево
to take the first (second ... etc.) turning to the right/ left	свернуть на первом (втором ... и т.д.) повороте направо/ налево
to go straight ahead	идти прямо, никуда не сворачивая
to go up / down / along the street	идти вверх, вниз, вдоль по улице
to cross the street	перейти на другую сторону (пересечь улицу)

to cross the other side	перейти на другую сторону
to go / walk / drive up to ...	идти/ ехать до ...
to go as far as ...	идти до ...
to rush here and there	носиться туда сюда
you had better take a taxi	вам лучше взять такси
we are going one way	нам с вами по пути
you are going my way	вам со мной по пути
it will take you ...	это займет у вас ...
it's a stone's throw	рукой подать
you can't miss it	мимо вы не пройдете
It's on the way to ... .	Это по дороге к ...
At the top / bottom of the street	Вверху / внизу улицы
Which is the way to ..... ?	Как пройти к ... ?
Could you tell me the way to ... ?	Не подскажете ли дорогу к ... ?
Could you tell me where ... is?	Не могли бы Вы подсказать где находится ... ?
Am I right for ... ?	Правильно ли я иду в ... ?
How long does it take me to ... ?	Сколько времени займет добраться ... ?
How far is it from here?	Как далеко это находится отсюда ?
Can I get there by bus?	Могу ли я добраться туда на автобусе?
<b>People living in a town</b>	
guest	гость
guide	гид
inhabitant	местный житель
news vendor	уличный продавец газет
passer-by	прохожий, проезжий
road sweeper	подметально-уборочная машина
stranger	незнакомец
traveler	путешественник
travelled man	человек, много ездивший
tourist	турист
visitor	посетитель, гость
<b>Street signs</b>	
NO LEFT TURN	поворот налево запрещен
NO PASSAGE	проход запрещен
NO PARKING	стоянка запрещена
NO WAITING	остановка запрещена
NO ADMITTANCE	входа нет
ADMISSON BY TICKET ONLY	вход только по билетам
ADMITTANCE FREE	вход бесплатный
METER PARKING ONLY	только платная стоянка
PRIVATE	частная собственность

PRIVATE, TRESPASSING PROSECUTED	частная собственность, проход запрещен
ONE WAY ONLY	одностороннее движение
ONE WAY STREET	одностороннее движение
TWO LINE TRAFFIC	двустороннее движение
CROSS HERE	переход
SUBWAY	подземный переход
ROAD UNDER CONSTRUCTION	идут дорожные работы
KEEP OFF THE GRASS	по газону не ходить
WET PAINT	осторожно, окрашено
WAY OUT	ВЫХОД
ENTRANCE	ВХОД
EXIT	ВЫХОД
MONEY CHANGING BOOTHS	разменные кассы
COIN CHANGING MACHINES	разменные автоматы
DRUGSTORE	аптека
EMERGENCY EXIT	запасной выход
NO SMOKING	не курить
TOILET / WC	туалет
STOP! DON'T WALK	стойте!
LOOK OUT!	Осторожно!
WARNING!	Внимание!
DANGEROUS!	Опасно!



**Read and translate the text.**

**Text I\***

**THE CITIES THE BROWNS AND THE SMITHS LIVE IN**

The Browns have a flat in London. London is a most interesting capital city. It is always busy, full of traffic and people. There are many places of interest and sights to see. It would take more than a week to do everything there is to do in London, and still you would need to go there again. People who live in London are always rushing here and there. Life is very fast there. Traffic is a big problem, so many people travel around London by tube. If, however, you want a rest from the hurly-burly, you can walk in a park. The Browns' favourite park is Hyde Park. They often go there on a sunny afternoon. Mrs. Brown also likes to shop in London. She walks down Oxford street looking for a bargain, but she's lucky if she can find one as London is a very expensive city to live in. If she wants a cheap day out, she visits the National Gallery. It's free to get in and Ally spends hours looking at its famous paintings. She also enjoys the

Imperial War Museum, Madame Tussaud's museum of wax figures and the Tower of London. Ally, though, is rare among Londoners. Most of the people who live there do not visit these famous sights unless they have visitors. Peter, for example, knows Birmingham, a city in which he has only ever been a guest, better than London.

Birmingham is the home of his sister, Helen Smith. It is a large city in the centre of England. In fact, not far from Birmingham in a village called Meriden, is the spot which marks the very middle of England. Birmingham is the heart of the industrial midlands. A canal links all the main industrial centres in the area. It was in use last century when the area prospered after the Industrial Revolution. In Dudley, not far from Birmingham, there is a museum where people dress up in old-fashioned clothes and perform the tasks of last century's workers. Peter loves this museum as he is interested in the social history of last century. Peter's daughter, Judy, however, prefers a different museum when she visits her cousins in Birmingham. Mary often takes her to a famous chocolate factory. It has opened its doors to visitors and is very popular, especially with children and chocoholics.

(\* the text for learning by heart)

### **CULTURE CONTEXT**

1. *Hurly-burly* – noisy activity; the hurly-burly of city life.
2. *Hyde Park* – a large London park where people go to walk or to relax.
3. *The National Gallery* – an art gallery in Trafalgar Square, London, which contains the largest permanent collection of western paintings in Britain, most of which were painted between 1200 and 1900.
4. *The Imperial War Museum* – a military museum in London, which contains information about the wars which Britain has fought.
5. *Madame Tussaud's museum* – a museum in London which contains wax figures of famous people, both living and dead. New models are made regularly as people become famous and old models are melted down.
6. *Chocoholic* – a person who cannot control the urge to eat chocolate.

### **Reading and speaking activity**

**Ex. 1. Read and translate the text. Answer the questions using the topical words and phrases.**

1. Where do the Browns have a flat? 2. What is a big problem in London?
3. What is the Browns' favourite park? 3. How does Ally Brown spend her free

time in the city? 4. Is London a cheap city to live in? 5. Where do the Smiths live? 6. What are the sights in Birmingham? 7. What kind of museum is there in Dudley? 8. What is Meriden famous for? 9. What is Peter's favourite museum? 10. What place does Judy like to visit?

**Ex. 2. Compare London and Birmingham.**

**Ex. 3. Make up short conversations in the following situations:**

1. You've come to see the Browns (the Smiths). They are ready to show you round London (Birmingham).
2. Your brother/sister has just returned from London. Ask him/her about his/her trip.

**Ex. 4. Minitalks:**

1. My Native Town. 2. The Town I'd like to live in.



**Read and translate the text.**

**TEXT II  
TOWN**

A town is a large number of houses, schools, hospitals, theatres, factories, works and other buildings built near each other. All these buildings are divided into blocks by streets. Short narrow streets that join larger ones together are called lanes. On one side of the streets the buildings have even numbers, on the other – odd numbers. The main streets are usually paved with stone or asphalt. Along the streets run carts, cars, buses and trolleybuses. In large towns tramways are laid down the wider streets, along which tramcars rattle with great noise. On both sides of the streets are raised pavements on which people walk.

In every large towns, which are generally called cities, countless pedestrians walk along the foot-pavement forming two smoothly-flowing ceaseless currents. In England walkers keep to the right, while vehicles on the road keep to the left.

People usually cross the streets at special places, called crossings. When the traffic is very heavy, the policeman, who regulates the movement of the cars and buses, has to stop the never-ending stream by raising one hand, thus

affording the pedestrians a chance of crossing the street. On the foot-paths, close to the gutter, stand dustbins, into which refuse is put.

In large towns the ground floor and the first storeys of the houses, that line the principal streets, consist of shops. These shops present most attractive features. The windows are very large and the plates of glass often reach almost to the pavement. It is interesting to look at the shop-windows where the articles on sale are displayed.

In the centre and in important parts of a large town, there are squares, garden and market places.

A town is generally situated near or on a river across which bridges are built. In almost all towns there are places of interest, which a stranger would be invited to see – monuments, cathedrals, museums, etc.

A town is governed by a council, the head of which is styled the mayor.

### **Reading and speaking activity**

#### **Ex.1. Read the text and write TRUE or FALSE.**

1. Lanes are short streets that join larger ones together.
2. Pedestrians usually walk along the road.
3. In England walkers keep to the left, while vehicles on the road keep to the right.
4. People can cross the street at any place, where the traffic is light.
5. If the traffic is heavy, the policeman regulates the movement of the cars and buses.
6. In order to afford the pedestrian a chance of crossing the street, the policeman has to stop the never-ending stream of cars and buses by shouting “Stop” and lowering the hand.
7. A town is generally situated on a river.

#### **Ex. 2. A) Find the English equivalent to the following words and word-combinations:**

Квартал, переулок, дома с четными номерами, дома с нечетными номерами, быть вымощенным камнем или асфальтом, тротуар, непрерывный поток движения, придерживаться правой / левой стороны, переходить дорогу через пешеходный переход, мусорный ящик, быть под управлением кого-либо.

#### **B) Make up a story using the words above.**



LISTEN

**Ex. 1. Listen to this family planning a trip to New York. They are talking about what they want to do there. Read the statements below and say whether they are true or false?**

- a) Mum suggests booking things on the Internet. \_\_\_\_\_
- b) Anna finds history boring. \_\_\_\_\_
- c) George is enthusiastic about going on a tour. \_\_\_\_\_
- d) Father thinks there's a lot to see in New York. \_\_\_\_\_
- e) Father will love shopping in New York. \_\_\_\_\_
- f) Anna says that you can see for four miles from the top of the Empire State Building. \_\_\_\_\_
- g) Father suggests going on a boat. \_\_\_\_\_
- h) All of New York City is on an island. \_\_\_\_\_



**Ex. 1. Match the nouns in part A with the fitting adjectives in part B.**

A. Traffic, road, bus, cathedral, hours, sights.

B. Overcrowded, rush, popular, busy, heavy, famous.

**Ex. 2. 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 go about to see places of interest. 6. A ticket for one or more months.

**Ex. 3. Fill in the blank with the word that best fits the meaning of each sentence and expand on the sentences.**

1. Cross the street with the ... light! 2. Are you getting off at the next ... ?  
3. I'm a tourist. I have just been on a ... tour. 4. They arrived in the morning and went ... at once. They were eager to see as much as possible. 5. Each morning I

go to the town by train because I live in the ... . 6. Am I right for the centre of the town? It seems to me I've lost my ... . 7. How long have you been there? What ... have you seen? 8. We were greatly ... by the ancient city. 9. Let's ... a taxi, otherwise we'll... our train. 10. How long does it take me to ... to the underground?

**Ex.4. Translate the text from Russian into English. Use the essential vocabulary.**

В четверг Смиты были очень заняты. Они готовились к поездке в Лондон. Смиты собирались выехать рано утром в пятницу. Джон пошел за покупками. Элис делала бутерброды. Кэтрин складывала вещи. Майкл готовил машину к поездке. А дети бегали по дому и мешали взрослым работать. Когда вечером все было готово, Смиты почувствовали усталость и отправились спать раньше обычного.

Как всегда, первым проснулся Джон и разбудил других. Смиты не нуждались в большом количестве времени, чтобы позавтракать и сложить вещи в машину.

Через час они выехали из дома. Это было рано утром, но дети не хотели спать. Они радовались тому, что имеют возможность поехать в Лондон и увидеть много интересного. Джон сказал им, что, если погода будет хорошая, они покатаются на прогулочном кораблике по Темзе. Майкл и Кэтрин обещали детям повести их в зоопарк, если они будут хорошо себя вести.

По дороге в Лондон Смиты видели живописные места, зеленые долины, дубравы. Они проезжали мимо небольших городов, останавливались, чтобы перекусить, заходили в магазины и кафе.

Брауны с нетерпением ждали приезда своих родственников. Когда Смиты прибыли, Дэйв и Кэрол накормили их обедом и показали им их комнаты.

Следующий день Смиты и Брауны провели, прогуливаясь по городу. Они посетили зоопарк, катались на прогулочном кораблике по Темзе, осмотрели ряд лондонских исторических памятников, пообедали в ресторане, а потом пошли в театр и посмотрели веселую комедию.

Довольные, но очень усталые, они вернулись домой. После ужина Джон и Дэйв играли в шахматы, Кэтрин читала книгу, дети и Майкл смотрели телевизор, Элис и Кэрол разговаривали в гостиной и рассматривали сделанные в тот день покупки. В воскресенье Кэтрин и



Майкл вернулись в Бирмингем, а Джон, Элис и дети остались погостить у Браунов до следующих выходных дней.



LISTEN

**Ex. 1. Do this exercise before you listen. Translate the following expressions:** *turn left; roundabout; next to; go past; take the second left; turn right; opposite; take the second right; traffic lights; go straight on*

**Ex. 2. Listen and find the place on the map.**



1. The speaker gives directions to the \_\_\_\_\_
2. The speaker gives directions to the \_\_\_\_\_
3. The speaker gives directions to the \_\_\_\_\_
4. The speaker gives directions to the \_\_\_\_\_

**Ex. 3. Write the missing words into the gaps.**

- 1) Go \_\_\_\_\_ on.
- 2) \_\_\_\_\_ past the traffic lights.
- 3) It's the building next to the library \_\_\_\_\_ the left.
- 4) \_\_\_\_\_ the roundabout turn left.
- 5) Then \_\_\_\_\_ the first left on to Green Street.
- 6) Go \_\_\_\_\_ the traffic lights and take the \_\_\_\_\_ right on to King's Road.



**Ex.1. Read, translate and role-play dialogue.**

**My first visit to New York**

- Is it your first visit to New York?
- Yes, and unfortunately I haven't got much time.
- So what are you going to do while you are here?
- Well, I don't know much about New York, you know. Just the Empire State building and the Statue of Liberty.
- You've just got two days, haven't you? You are going to be pretty busy if you want to see all the sights.
- I'm planning to start early tomorrow morning. What should I do first?
- I think you should start with the Empire State Building. It's not the highest building now, but the view is just beautiful in the morning, when it's clear and fresh. You have to do that.
- It sounds great. I'll definitely do that. Tell me, which is the highest building now?
- The World Trade Centre building. But you should go there at night for the view – there's a bar up there and you can relax and look at the lights of the city. It's wonderful.
- Right.

**Ex.2. Translate the dialogue from Russian into English.**

**Бристоль**

*Тод:* Итак, Эли, расскажи мне немного об Англии, например, о климате и погоде достопримечательностях?

*Эли:* Погода в Англии... это болезная тема. В Англии всегда холодно, почти всегда, даже летом. Этим летом всем пришлось ходить в куртках: было всего несколько солнечных дней. Часто идут дожди, так что погода в Англии довольно неприятная.

*Тод:* Ты сама из города Бристоль. Расскажи о своём городе.

*Эли:* Бристоль – прекрасный город. Я одно время жила в Лондоне, столице страны: очень серый город, большой и недружелюбный. А когда переехала в Бристоль, была очень довольна, там очень хорошо. Это довольно большой город, но всё же там постоянно встречаешь на улицах друзей. Там много зелени. Там есть место, которое называется «the Downs» (Низины): это большой парк. Архитектура в городе очень старинная.

Совсем рядом расположен город Бат – очень знаменитый город ещё с римских времён, там находились римские бани. И архитектура города соответствующая: очень красивые дома.

*Тод:* Расскажи о «Низинах». Ты сказала «Низины» это парк?

*Эли:* В общем, это большой зелёный район. Это не парк, там нет парковых деревьев и кустарников и всякого такого. Это просто большие зелёные поля, на которых можно играть в футбол. Футбольные матчи там проводятся почти каждую неделю. Там можно запустить змеев. Можно гулять с детьми. Рядом находится ущелье Эйвон с очень знаменитым подвесным мостом. По-моему, это первый подвесной мост в Англии. Стоишь на этом мосту, смотришь в ущелье и кажется, что ты посреди гор, а не в центре города. Очень красивое место.

*Тод:* Судя по твоему рассказу, да. Обязательно посещу эти места.



**Write directions for someone driving from the railway station to your place. Use the following structures:** *take the ... to; join the motorway at junction ...; leave the motorway at junction...; etc.*



**Read and translate the text.**

### TEXT III

#### INTRODUCING LONDON

London is an ancient city. It grew up around the first point where the Roman invaders found the Thames narrow enough to build a bridge. They found a small Celtic settlement then known as Londinium and by A.D. they had turned it into a sizeable port and an important trading centre with a wall which enclosed the homes of about 50,000 people.

One in seven of the population of the United Kingdom is a Londoner. About 7 million people live in Greater London. London dominates British life. It is the home of the nation's commerce and finance, the main centre of its legal system and the press. It has the largest university and the greatest possibilities for entertainment and for sport *in* the country. London is one of the famous capital cities of the world, and every year attracts crowds of visitors from home

and abroad. They come to explore its historic buildings, to see its museums and galleries, its streets and parks, and its people.

The built-up area of Greater London stretches 50 kilometres from east to west and many of its districts are linked with particular activities, for example, parliamentary and government activity centres on Parliament Square of Westminster and Whitehall. Just as "Westminster" stands for Parliament so "Whitehall" is often used as the name for central Government.

Off Whitehall in a small side-street Downing Street – is a quiet, unimpressive house – No. 10 – the official home of Prime Minister.

Just as Wall Street in New York is the centre of commerce and finance so the City of London, sometimes called "the square mile" is the centre for money matters. Here in Threadneedle Street is the Bank of England – sometimes called "The Old Lady of Threadneedle Street" – the central banking institution whose pound notes form the main currency in the country. Fleet Street near St. Paul's Cathedral used to be a busy street full of foreign, provincial and London newspaper offices such as *The Daily Express*, *The Daily Telegraph*.

Though most of the British national newspaper offices have moved to Wapping, an area in East London, the name of Fleet Street is still used to describe the newspaper industry.

In South Kensington there are several large museums. The Victoria and Albert Museum with a magnificent collection of fine and applied arts also includes a wide-ranging display of ceramics, metalwork and a selection of Constable's masterpieces which are well worth seeing. The Natural History Museum contains plants, animals and minerals. The Hall of Human Biology enables visitors to learn about their bodies and the way they work. Exhibits in the Science Museum display the discovery and development of such inventions as the steam engine, photography, glass-making, printing and atomic physics. There is a gallery where children can experiment with working models. The Museum of London in the City presents the biography of London, from the founding of London by Romans to the Greater London of today. Within a square kilometre or so in London's theatre-land are over thirty theatres, showing a large range of old and modern plays. Smaller "fringe" theatres perform in clubs, pubs and at lunch time.

London is full of parks and green spaces. Hyde Park, originally a royal hunting forest, is the largest park in London. In summer the Serpentine canal, which flows through the park, is always full of swimmers, rowers and sunbathers. Just south of the Serpentine is Rotten Row, a fashionable spot for

horse-riding, and in one corner, near Marble Arch is Speakers' Comer; where everyone can go and air their views to anyone who will listen. Beyond Hyde Park lies another royal park, Kensington Gardens. Children gather by the statue of Peter Pan, James Barrie's well-known storybook character, or sail their model boats on the Round Pond. In the north of London is Regent's Park with a zoo and an open-air theatre. A trip along Regent's Canal in a riverboat gives a chance to see London Little Venice, a quiet countryside area for rich people only as the land here is very expensive.

Like many capital cities, London grew up along a major river. The Thames divides London sharply in two. Most of central London is on the north bank of the river. The Thames at London is tidal and there have been several serious floods. The risk of this is increasing as southern England is sinking in relation to sea level. Threat of disaster, however, has been lessened by the construction of a flood barrier.

It is always interesting for tourists to take a trip along the Thames in a boat as it gives a striking panorama of London. The best way to see the city quickly is from the top of London red double-decker buses. Special tourist buses go on two-hour circular tours. The other quick and easy way of getting around London is by "tube" – the Underground railway. During the "rush hours", when office workers hurry to and from work, the tube train doors can hardly close behind the crushed crowds.

London is an ancient city. But it is also a living city and like all living cities it is constantly developing.

### CULTURE CONTEXT

1. **The Daily Express** – a "popular" paper for those who prefer entertainment to information. It is largely filled with sporting news, accounts of crime, advertisements (ads.), gossip of little worth (about private life of society people, film stars, etc.) and strip cartoons. Other popular papers are *The Sun*, *The Daily Mirror*, *The Daily Mail*. This kind of newspapers is called the tabloids.

2. **The Daily Telegraph** – a daily London newspaper of conservative orientation. It is a "quality" paper for educated readers who are interested in important domestic and foreign news. Other quality papers are *The Observer*, *The Guardian*, *The Times* and *The Independent*.

3. **John Constable** (1776-1837) – a famous English painter.

4. a "**fringe**" theatre stages experimental theatrical plays performed by amateurs.

5. **James M. Barrie** (1860-1937) – a Scottish novelist.
6. **Peter Pan** – a fairy-tale boy who refused to grow up preferring to lead children into his magic "Never-Never Land" where they fought pirates.

### ESSENTIAL VOCABULARY

#### Words

ancient <i>adj</i>	human <i>adj</i>	mankind <i>n</i>
finance <i>n</i>	sea level	strike <i>v</i>
piece <i>n</i>	circulation <i>n</i>	double-decker <i>n</i>
astonish <i>v</i>	humanity <i>n</i>	masterpiece <i>n</i>
flood <i>n</i>	settlement <i>n</i>	striking <i>adj</i>
possibility <i>n</i>	coin <i>n</i>	entertainment <i>n</i>
built-up <i>adj</i>	(the)	Parliament <i>n</i>
historic <i>adj</i>	Humanities	traffic <i>n</i>
pound <i>n</i>	slice <i>n</i>	exhibit <i>v</i>
circle <i>n</i>	commerce <i>n</i>	parliamentary
historical <i>adj</i>	lump <i>n</i>	<i>adj</i>
puzzle <i>v</i>	stretch <i>v</i>	worth <i>n, adj</i>
circular <i>adj</i>	currency <i>n</i>	worthy <i>adj</i>

#### Word Combinations

to break to pieces	to be worthy of smth.
to go on a tour	to strike a blow
to turn smth. into smth.	a piece of advice
a panorama (view) of	to go on strike
to have a possibility for	fine and applied arts
to be a surprise to	to be a surprise to smb.
to stand for smth.	to take a trip
to strike a match	

#### Proper Names

Roman	St. Paul's Cathedral
the Thames	South Kensington
Londinium	Regent's Park
Westminster	the Victoria and Albert
Whitehall	Museum
Downing Street	Constable
Fleet Street	the Natural History Museum
	the Science Museum

## Reading and speaking exercises

**Ex. 1. Search the text and culture context for the English equivalents of the sentences and phrases listed below. Use them in sentences of your own.**

**A.** 1. превратить маленькое кельтское поселение в крупный торговый город; 2. Иметь возможности для развлечений и занятий спортом; 3. музей стоит осмотреть; 4. Великолепное собрание произведений изобразительного и прикладного искусства; 5. совершить прогулку на речном трамвае по Темзе; 6. обозначать, подразумевать; 7. открывается панорама города.

**B.** 1. солидные, «серьезные» газеты; 2. сообщения о событиях внутри страны и за рубежом; 3. спортивные новости; 4. сплетни, не представляющие интереса; 5. перейти на десятичную денежную систему; 6. монета в 50 пенсов.

**Ex. 2. Write questions based on the text. Use in your questions the suggested word combinations. Ask your questions in class.**

1. to turn smth. into; 2. buildup area; 3. the home of; 4. to stand for; 5. the official home of the Prime Minister; 6. "the square mile"; 7. the central banking institution; 8, to be full of; 9. fine and applied arts; 10. the Science Museum; 11. theatre land; 12. to air one's views; 13. to gather by; 14. to grow up; 15. threat of disaster; 16. to give a panorama; 17. the "rush hours".

**Ex. 3. Make up a dialogue based on one of the paragraphs of the text. Try and give an additional piece of information on the topic. Use the prompts:**

Have you heard (about)...?; Do you happen to know...?; Have you got any idea?; Someone has told me that...; That's what I heard; I'm afraid I don't know much about...; I wonder if you remember...; Have I got it right?; Am I right to believe?; Absolutely; Exactly; That's very surprising!; That's amazing!

**Ex.4. a) Fill in prepositions wherever necessary:**

Please remember: **traffic ... Britain keeps ... the left!** So when **crossing a street look right** first then **left**. If possible **cross ... zebra crossings**, sometimes **indicated ... flashing orange lights ... either side ... the road**. **Speed limit ...** Britain is 70 mph (= miles per hour); ... **built-up areas 30 mph**. **Careful riding** is essential as there are many **narrow and winding roads**. **Roads ... fast long-distance driving** are called **motorways**. The best known is the motorway ... London and Leeds. **Road signs** are mostly the same as those used ... the continent. The same goes ... **traffic lights**.

b) **Speak about the traffic in your country using the word combinations in bold type.**

**Ex.5. Make up a written summary of the text.**



**Ex. 1. Explain how to get to your home. Say what means of transport to take, where to get off; give directions to your home from the nearest bus / tram stop. Draw a sketch map with arrows.**

**Ex. 2. A GAME. Where do I want to go?**

A. Think of a place you want to go to and the others in the class must guess its name by

asking questions, for example: Is it far from here? Is it within walking distance? Do you have to take a bus? What tram goes there? How far do you have to walk there from the tram stop?

B. Think of a destination and the others must say how to get there as quickly as possible from the centre of the town.

**Ex. 3. Answer the following questions:**

1. Which is the cheapest (quickest, most comfortable) means of transport?
2. What are the causes of most road accidents?
3. How frequent are the buses in your area?
4. How far is the nearest bus stop from your house?
5. How do you get to the University (the bus station, market)?
6. Have you ever been on a conducted tour? Where? What did you see?
7. Are there conducted tours for tourists in your town? If there are, what do you know about them?
8. What means of transport are there in your town? What's the traffic like in your town? When is the traffic the heaviest? Why?



#### **Ex.4. Translate the article below from Russian into English.**

##### **Достопримечательности Великобритании**

Великобритания является главной англоговорящей страной в мире. Она состоит из Англии, Шотландии и Уэльса. В каждой из этих стран и их столицах, Лондоне, Эдинбурге и Кардиффе, есть много интересных достопримечательностей. Миллионы людей посещают Великобританию каждый год, чтобы узнать больше о ее достопримечательностях.

Одной из самых захватывающих достопримечательностей является Стоунхендж. Это древний памятник из камней, расположенных либо по кругу, либо в форме подковы. Происхождение и значение этих камней, остается загадкой. Тем не менее, ученые считают, что они использовались как доисторический календарь.

Другой привлекательной достопримечательностью является Стратфорд-на-Эйвоне. Это небольшой город в Англии, где родился самый известный английский писатель Шекспир. Стратфорд-на-Эйвоне это не только место его рождения. Он также жил там и создавал свои пьесы. Многие люди приезжают, чтобы увидеть дом Шекспира на Хенли-стрит и Королевский Шекспировский театр.

Остальные известные города, которые привлекают множество посетителей – это Кембридж и Оксфорд. Эти города стали известны, благодаря своим образовательным возможностям. Самые лучшие и уважаемые университеты мира находятся здесь. Почти каждый человек желает учиться в Оксфорде или Кембридже, так как это считается очень престижным образованием.

Туристы, которые являются страстными последователями музыкальной группы «Битлз», возможно, захотят посетить Ливерпуль. Он является родным город этой известной группы.

Многие британские достопримечательности находятся в столице, в городе Лондоне. Среди них, Букингемский дворец, который является официальной резиденцией королевы, Вестминстерское аббатство, где похоронены самые выдающиеся англичане, Биг Бен – крупнейшие часы в мире, Лондонский Тауэр, который когда-то был крепостью, тюрьмой и королевским дворцом.

Футбольным болельщикам понравится поездка в Манчестер, родной город всемирно известной команды.

Природные аттракционы Великобритании так же интересны. Например, Шотландские высоты, озеро Лох Несс, Озерный край и другие.

1) Mexico city has too many cars, \_\_\_\_\_ it's really polluted. So, if I could change one thing, I'd have a law against all the traffic. I'd stop cars from going into the city centre.

2) I'd improve the facilities for disabled people. People in wheelchairs have real problems \_\_\_\_\_ the roads and pavements. Even in public buildings sometimes there are no elevators \_\_\_\_\_ they can't use the rooms on the higher floors.

3) There's no peace and quiet here. All the noise and mess is \_\_\_\_\_ these students. They scream and shout every night. \_\_\_\_\_ I would make some new laws against all the noise so we could get some sleep!

4) \_\_\_\_\_ the stupid laws here, everybody builds these terrible buildings. They are really ugly, \_\_\_\_\_ the city isn't so beautiful these days. If I was mayor, I would pass a law to stop these buildings.



**Ex. 1. Read, translate and role-play dialogues.**

**Holiday Inn**

*Paul* : Excuse me, I'm looking for the Holiday Inn. Do you know where it is?

*Nancy* : Sure. It's down this street on the left.

*Paul* : Is it far from here?

*Nancy* : No, it's not far.

*Paul* : How far is it?

*Nancy* : About a mile and a half.

*Paul* : How long does it take to get there?

*Nancy* : 5 minutes or so.

*Paul* : Is it close to the subway station?

*Nancy* : Yes, it's very close. The subway station is next to the hotel. You can walk there.

*Paul* : Thanks a lot.

## **Ex.2. Translate the dialogue from Russian into English.**

*Генри:* Уэсли, это мой первый визит в Нью-Йорк. Можешь ли ты показать мне сегодня местные красоты?

*Уэсли:* Да, конечно. Я уверен, что тебе очень понравится Нью-Йорк. Я живу здесь уже более 8 лет и знаю почти каждую улицу в городе. Таким образом, я могу быть хорошим гидом. Предлагаю начать с Манхэттена. Уолл-стрит одна из самых знаменитых улиц Нью-Йорка, считается финансовым и деловым центром города. Вскоре мы увидим, Бруклинский мост и Здание Вулворт. Другие достопримечательности, которые я покажу тебе здесь – это Эмпайр Стейт Билдинг и Таймс-сквер, который тебе понравится больше всего.

*Генри:* Не могу поверить, что я в самом сердце Нью-Йорка. Я поражен оживленностью этой улицы. Здесь так много туристов и развлекательных центров. Другая достопримечательность, которую я хочу увидеть – это Статуя Свободы. Можем ли мы пойти туда? Я слышал, что она расположена на отдельном острове.

*Уэсли:* Да, это правда. Статуя Свободы находится на острове Эллис. К сожалению, это требует много свободного времени, которого у меня нет, но я расскажу тебе, как туда добраться. И когда я пойду на работу, ты можешь сесть на паром до острова.

*Генри:* Отлично. Мне также любопытно посмотреть на здание Рокфеллер-плаза. Мой друг видел его и сказал, что оно великолепно.

*Уэсли:* Да, твой друг прав. Это очень красивое здание. Но я должен сказать тебе, что оно еще красивее в ночное время когда миллионы огоньков освещают здание.

*Генри:* Обязательно схожу туда вечером. Что на счет музеев?

*Уэсли:* Если ты заинтересован в искусстве и истории, ты обязательно должен посетить многочисленные музеи Нью-Йорка, среди них, музей Метрополитен, Американский музей естественной истории, Музей Соломона Р. Гуггенхайма, и ряд других. Они того стоят.

*Генри:* Да, я заинтересован в музеях, особенно в современном искусстве. Поэтому, я бы, конечно, хотел увидеть выставки там.

*Уэсли:* Мне нужно бежать на работу, если я не хочу опоздать. Вот моя карта. Ты можешь перемещаться по городу с ней. В случае, если ты заблудишься, не стесняйся, звони мне.

*Генри:* Хорошо, спасибо Уэсли. Не волнуйся. Я найду дорогу. Увидимся вечером.



**Read the following extract and comment on the love of nature of the British.**

*Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has almost none of the negative associations which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them the countryside means peace and quiet, beauty, good health and no crime.*

*The countryside represents stability. Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a privilege to be able to go “into the country” whenever they want to.*

*Even if they cannot get into the countryside, many British people still spend a lot of their time with “nature”. They grow plants. Gardening is one of the most popular hobbies in the country.*

(From Britain by J. O’driscoll)



**Read and translate the text.**

#### **TEXT IV**

### **SOME MORE GLIMPSES OF LONDON**

London is one of the biggest and most interesting cities in the world. Traditionally it is divided into the West End and the East End. The West End is famous for its beautiful avenues lined with plane trees, big stores, rich mansions, expensive restaurants, hotels, theatres and night clubs. The East End used to be a poor area filled with warehouses, factories, slums and miserable houses. Quite a lot of people lived from hand to mouth here. For the recent years this area including Dockland has turned into a new housing development.

The heart of London is the City – its commercial and business centre. Here is situated the Tower of London that comes first among the historic buildings of the city. If you want to get some glimpses of London it's just from here that you had better start sightseeing.

The Tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal residence and a prison. Now it is a museum of armour and also the place where the Crown

Jewels are kept. In present days, just as many centuries ago, the Ceremony of the Keys takes place at its gates. Every night when the guard is changed at each gate there is the cry: "Haiti Who goes there?" Then the guard replies: "The Keys." "Whose Keys?" "Queen Elizabeth's Keys!" "Pass, Queen Elizabeth's Keys! All's well." And so the Tower of London is safely closed for the night.

A twenty minutes' walk from the Tower will take you to another historic building – St. Paul's Cathedral, the greatest of English churches. It was built by a famous English architect, Sir Christopher Wren (1632-1723). St. Paul's Cathedral with its huge dome and rows of columns is considered to be a fine specimen of Renaissance architecture. In one of its towers hangs one of the largest bells in the world, Great Paul, weighing about 17.5 tons. Wellington, Nelson and other great men of England are buried in the Cathedral.

Not far away, in Westminster, where most of the Government buildings are situated, is Westminster Abbey. Many English sovereigns, outstanding statesmen, painters and poets (Newton, Darwin, and Tennyson among them) are buried here.

Across the road from Westminster Abbey is Westminster Palace, the seat of the British Parliament. Its two graceful towers stand high above the city. The higher of the two contains the largest clock in the country and the famous bell Big Ben that strikes every quarter of the hour.

If now we walk along Whitehall, we shall soon come to Trafalgar Square. It was so named in memory of the victory in the battle of Trafalgar, where on October 21, 1805 the English fleet under Nelson's command defeated the combined fleet of France and Spain. The victory was won at the cost of Nelson's life. In the middle of Trafalgar Square stands Nelson's monument – a tall column with the figure of Nelson at its top. The column is guarded by four bronze lions.

The fine building facing the square is the National Gallery and adjoining it (but just round the corner) is the Portrait Gallery.

Not far away is the British Museum – the biggest Museum in London. It contains a priceless collection of different things (ancient manuscripts, coins, sculptures, etc.). The British Museum is famous for its library – one of the richest in the world. In its large circular reading room Marx, Engels and later Lenin used to work.

And now, even if you have almost no time left for further sightseeing, you cannot leave the city without visiting Hyde Park or "the Park" as Londoners call it. When you are walking along its shady avenues, sitting on the grass, admiring

its beautiful flower-beds or watching swans and ducks floating on the ponds, it seems almost unbelievable that all around there is a large city with its heavy traffic.

### **CULTURE CONTEXT**

1. **The Duke of Wellington** (1769-1852) – a famous British general whose army defeated Napoleon at Waterloo in 1815.

2. **Horatio Nelson** (1758-1805) – an English admiral who won the battle of Trafalgar (the Atlantic coast of Spain).

### **Reading and speaking activity**

#### **Ex.1. Answer the following questions:**

1. How do the two parts of London differ from each other?
2. Why is it better to start sightseeing from the Tower of London?
3. Who founded the Tower and when was it rebuilt?
4. What was the Tower of London used for?
5. What is the City?
6. What does the phrase "a place of interest" mean?
7. What do you know about St. Paul's Cathedral?
8. What is Whitehall and in which part of London is it situated?
9. What does the Ceremony of the Keys consist of?
10. What do you call the building in which the Houses of Parliament are situated? It is one building, why then do we say "The Houses of Parliament"?
11. What is Big Ben?
12. What kind of museum is the British Museum?
13. What do you know about Hyde Park?

#### **Ex. 2. Read the text and translate it from English into Russian.**

Trafalgar Square is the natural centre of London. Could we but stand 168 feet (about 50 metres) above traffic, beside the figure of the Admiral, we really could see all the great landmarks of London. Whitehall, which leads out of the square to the south, is the site of many Government offices including the Prime Minister's residence, Foreign Office, War Office; at the far end of Whitehall stand, beside the Thames, the Houses of Parliament with the Big Clock Tower, and Westminster Abbey; to the left Covent Garden fruit market and Covent Garden Opera House, and beyond the Bank of England; another slight turn left

would enable your eye to fall on the British Museum; further left still we should see theatre land around Piccadilly Circus (it is not at all a circus but an open space of a circular form) and those expensive shopping promenades – Regent Street, Oxford Street, Bond Street; a little further, and into view would come Hyde Park in the distance, with, nearer, Buckingham Palace, and Royal Drive known as the Mall, which leads into Trafalgar Square.

**Ex.3. Read the given extracts and retell them:**

A. The famous square mile of the City of London is administered as an independent unit, having its own Lord Mayor and Corporation and its own police force. It was here that the Romans built their walled town of Londinium, a few traces of which remain today, and it was here that the Medieval guilds established their headquarters. When after the Great Fire of 1666, the City was rebuilt, stone and brick replaced the many mainly wooden medieval houses and from that time the City gradually became a financial and commercial centre.

B. One of the special joys of London is the amount of space given over to parks, gardens, squares and open areas. They provide a welcome visual and physical break from the mass of buildings and the heavy traffic. Kew Gardens are famous Botanic Gardens on the banks of the Thames. The gardens and hothouses with rare flowers, trees and shrubs are well worth seeing. Within a stone's throw of Buckingham Palace are St. James's Park and Green Park. St. James's Park, the oldest in London, was created by Henry VIII and redesigned by his successors. Green Park, as its name suggests, mainly consists of lawns and trees.

*(From Colourful London. Norwich, 1981)*

**Ex.4. Fill in prepositions:**

Scotland Yard is the headquarters ... the Metropolitan Police ... London. ...most people, its name immediately brings ... mind the picture ... a detective — cool, collected, efficient, ready to track down any criminal. Scotland Yard is situated ... the Thames Embankment close ... the Houses ... Parliament and the familiar clock tower ... Big Ben. The name “Scotland Yard” originates ... the plot ... land adjoining Whitehall Palace where, ... about the 14th century, the royalty and nobility ... Scotland stayed when visiting the English Court. The popular nickname ... the London policeman “bobby” is a tribute ... Sir Robert Peel, who introduced the police force ... 1829, and whose Christian name attached itself ... members ... the force.

### **Ex. 5. Translate the texts from Russian into English.**

1. В самом центре Сити, напротив главного банка Англии, стоит статуя Веллингтона – знаменитого английского генерала и государственного деятеля XIX в. Под его командованием английские войска совместно со своими союзниками (allies) нанесли поражение армии Наполеона под Ватерлоо в 1815 г. Мост Ватерлоо, один из красивейших мостов через Темзу, был назван так в честь этой победы.

2. Мэлл (The Mall) – это широкий проспект, обсаженный деревьями, ведущий от Трафальгарской площади к Букингемскому дворцу – резиденции английских королей. Напротив дворца стоит огромный памятник со статуей Победы наверху. Этот памятник был воздвигнут в честь королевы Виктории, чье шестидесятичетырехлетнее царствование (reign) было самым продолжительным в истории (1837—1901).

3. Хайгейтское кладбище (Highgate Cemetery) известно тем, что там находится могила Карла Маркса. В 1956 году на деньги, присланные рабочими со всех концов света, там был воздвигнут памятник Карлу Марксу.

### **Ex. 6. Translate the following sentences into English:**

1. Из окна такси вы можете увидеть Лондон лишь мельком. Есть много других способов ознакомиться с его достопримечательностями: можно походить по городу пешком, можно отправиться в двухчасовую поездку на туристском автобусе, курсирующем по Лондону, можно посмотреть город с верхней площадки двухэтажного автобуса; кроме того, можно совершить речную поездку по Темзе или Большому каналу в Риджентс-Парк.

2. Если бы вы смогли пролететь над Москвой на вертолете, вы бы увидели, как изменилась и выросла наша столица: длинные, обсаженные деревьями проспекты, пересекают город во всех направлениях, кварталы новых многоэтажных домов появились на окраинах города на месте старых деревянных домиков, темных от копоти и дыма. Над многочисленными стройками (building sites) столицы возвышаются огромные подъемные краны (cranes).

3. Метро – самый удобный вид городского транспорта. Сотни тысяч москвичей и приезжих ежедневно поднимаются и спускаются по его эскалаторам, восхищаются архитектурой и отделкой чудесных подземных дворцов.



4. Памятник А. С. Пушкину, установленный на Страстной (ныне Пушкинской) площади, – один из самых любимых памятников жителей столицы. У его подножия вы всегда увидите букеты живых цветов, которые приносят сюда москвичи, чтобы почтить память любимого поэта.



**Ex. 1. Choose the words from the box to complete the following sentences.**

Department store; safety island; traffic lights; advertisement; pillar box; subway; pedestrian crossing; parking meter; public conveniences; litter bin

1. The new \_\_\_\_\_ for the latest breakfast cereal could be seen all over the town.
2. The car had to stop because the \_\_\_\_\_ were red.
3. Have you got any coins for the \_\_\_\_\_? Enough to stay here for an hour, anyway.
4. Don't throw your rubbish on the floor! Use the \_\_\_\_\_.
5. Harrods is a very famous \_\_\_\_\_ in London.
6. The safest way to cross a busy road is to use the \_\_\_\_\_.
7. Is there a \_\_\_\_\_ around here somewhere?
8. If you need to go to the toilet, the \_\_\_\_\_ are outside the market.
9. He got stuck on the \_\_\_\_\_ half-way across the road.
10. In some towns, pedestrians can use a \_\_\_\_\_ to go under a busy road.

**Ex. 2. Choose words from the box to complete the following definitions.**

Outside lane; bypass; hard shoulder; grass verge; level crossing; slip road; diversion; underpass; junction; lay-by

1. You enter or leave a motorway by a \_\_\_\_\_.
2. A \_\_\_\_\_ is a space next to a main road where you can park your car out of the way of the other traffic.
3. A \_\_\_\_\_ is a road that takes traffic round the edge of a town rather than through its centre.

4. A \_\_\_\_\_ is a special route arranged for traffic when the normal route cannot be used.

5. The \_\_\_\_\_ is the narrow piece of ground at the side of a road which is usually covered with grass.

6. People driving fast cars on motorways try to stay in the \_\_\_\_\_ as much as possible.

7. An \_\_\_\_\_ is a road which goes underneath another road or a railway line.

8. A \_\_\_\_\_ is a place where a road and a railway line cross each other. It is usually protected by gates or a barrier that shuts off the road while a train passes.

9. A \_\_\_\_\_ is a place where roads join.

10. The \_\_\_\_\_ is the area at the side of a motorway where you are allowed to stop if your car has broken down.

### Ex. 3. Make nouns from the bold words to complete the sentences.

Typical endings for making a noun from a verb are:

**-ment**, e.g. government, **-ion**, e.g. congestion, and **-ation**, e.g. information.

Typical endings for making a noun from an adjective are:

**-ity**, e.g. reality, **-ness**, e.g. darkness, and **-ence / -ance**, e.g. convenience, entrance.

Some nouns from verbs / adjectives are irregular, e.g. poor – poverty, lose – loss, choose – choice.

1. Los Angeles is well known for its variety of \_\_\_\_\_. **ENTERTAIN**
2. \_\_\_\_\_ is a big problem in many large cities. **HOMELESS**
3. Tourist \_\_\_\_\_ in London is often very expensive. **ACCOMMODATE**
4. There is a large Italian \_\_\_\_\_ in Buenos Aires. **COMMUNE**
5. Vandalism and \_\_\_\_\_ are often problems in some inner city areas. **VIOLENT.**
6. The best way to see the \_\_\_\_\_ of Edinburgh is from a double-decker bus. **SEE**
7. Nowadays many churches and cathedrals charge for \_\_\_\_\_. **ADMIT**
8. The \_\_\_\_\_ of a typical skyscraper in New York is 150 m or above. **HIGH**
9. A world-famous violinist is giving a \_\_\_\_\_ tonight at the Royal Albert Hall. **PERFORM**
10. When I was in London, I saw a wonderful \_\_\_\_\_ at the National Gallery. **EXHIBIT**

#### **Ex. 4. Translate the following text into English in writing:**

В прошлом году я побывала в Лондоне. Город произвел на меня большое впечатление. Я никогда не была в Лондоне раньше, но много слышала и читала о нем. Мои друзья и я много ходили по городу, чтобы посмотреть достопримечательности. Больше всего меня интересовал исторический центр города. Он всегда привлекает туристов. И, чтобы увидеть побольше, мы, наконец, решили взять такси. Меня поразила толпа в транспорте и на улицах. В часы пик все виды транспорта переполнены. Лондон – очень суетливый город. В целом, я довольна своей поездкой, ведь я всегда хотела побывать в Лондоне. Я надеюсь приехать в Лондон еще раз. Думаю, что на тот раз я буду иметь больше времени, чтобы посмотреть все достопримечательности места, посетить театры, многие из которых известны во всем мире. Я с нетерпением жду мою следующую поездку в Лондон.



**Read and translate the text.**

#### **TEXT V**

#### **TOP 10 TOURIST ATTRACTIONS IN LONDON**

Noisy, vibrant and multicultural, London is one of the largest cities in the world with a population of 8 million people. It is a leading global city of culture, fashion, finance, politics and trade and remains one of the most visited city by international tourists in the world. The city contains many famous landmarks and getting around is easy. The famous London Underground, also known as the Tube, is one of the most extensive subway networks in the world. Now let's have a look at the top tourist attractions in London.

##### **1. Westminster Abbey**

Westminster Abbey is a large, mainly Gothic, church located just to the west of the Palace of Westminster. It is one of the most notable religious buildings in the United Kingdom and is the traditional place of coronation and burial site for English and, later, British monarchs. Most of the present building dates from 1245 to 1272 when Henry III decided to rebuild an old abbey in the Gothic style. The building was later significantly expanded: the Chapel of Henry VII was added between 1503 and 1512, while the two West Front Towers date from 1745.

## **2. Palace of Westminster**

The Palace of Westminster (more widely known as the Houses of Parliament) is the seat of Parliament in the United Kingdom. The present building largely dates from the 19th century when it was rebuilt following a fire in a splendid example of Victorian neo-Gothic architecture. The House of Commons (elected Members of Parliament) is located to the north of the building and is decorated with green leather upholstery, and the House of Lords is located to the south and decorated with red leather upholstery.

## **3. St. Paul's Cathedral**

Built in the 17th century, St. Paul's Cathedral is one of London's most famous and most recognizable sights. The Cathedral was heroically saved by firefighters when it was bombed during the Second World War. Its impressive dome was inspired by St Peter's Basilica in Rome and rises 118 meters (365 ft) to the cross at its summit. It was the tallest building in London from 1710 to 1962, and its dome is also among the highest in the world.

## **4. Trafalgar Square**

Trafalgar Square is a large city square commemorating Lord Horatio Nelson's victory against Napoleon's navy at the Battle of Trafalgar in 1805. The central monument within the square is a single tall column on which the figure of Nelson stands gazing over London. His monument is surrounded by four colossal lions and a series of large fountains. Much more than just an open plaza, Trafalgar Square is one of the most famous city squares in the world and has become a social and political location for tourists and Londoners alike.

## **5. Tower of London**

Now home to the British Crown Jewels, the Tower of London was built by William the Conqueror in 1078. It served as a prison from 1100 to the mid twentieth century. This has led to the phrase "sent to the Tower", meaning imprisoned. Famous prisoners include Sir Thomas More, King Henry VI, Anne Boleyn and Catherine Howard (wives of King Henry VIII) and Rudolph Hess. Today the Tower of London is one of the most popular London tourist attractions.

## **6. London Eye**

Situated on the banks of the River Thames, the London Eye is an enormous, 135 meter (443 ft) high observation wheel carrying 32 exterior glass-walled capsules. It offers fantastic views over central London. The wheel does not usually stop to take on passengers as the rotation rate is slow enough to allow passengers to walk on and off the moving capsules at ground level. It is

the most popular paid tourist attraction in the United Kingdom, visited by over 3.5 million people annually.

### **7. Buckingham Palace**

Buckingham Palace is the main residence of Queen Elizabeth II although it is owned by the British state and is not the monarch's personal property. The Forecourt of Buckingham Palace is used for Changing of the Guard, a major ceremony and tourist attraction. Between May and July the guard changes each morning and on alternate days the rest of the year. Since 1993, the palace's state rooms have been open to the public during August and September.

### **8. British Museum**

Established in 1753, the British Museum in London is a museum of human history and culture. Its collections, which number more than seven million objects, are amongst the largest and most comprehensive in the world and originate from all continents, illustrating and documenting the story of human culture from its beginnings to the present. Objects include the Rosetta Stone, the key to the deciphering of hieroglyphs, and the largest collection of mummies outside of Egypt.

### **9. Tower Bridge**

Tower Bridge is a combined bascule and suspension bridge in London, over the River Thames. It is close to the Tower of London, which gives it its name and has become an iconic symbol of London. Construction started in 1886 and took eight years to build. The bridge consists of two towers which are tied together at the upper level by means of two horizontal walkways which are designed to withstand the forces of the suspended sections of the bridge.

### **10. Big Ben**

The 150 year old Big Ben Clock Tower is one of the top tourist attractions in London. The name Big Ben actually refers not to the clock tower itself, but to the 13 ton bell housed within the tower and takes its name from the man who first ordered the bell, Sir Benjamin Hall. The present-day Big Ben bell was constructed in 1858 after a first bell of 16 tons cracked irreparably two years prior. The clock has become a popular attraction and has appeared in many films. In the movie Mars Attacks! for example the Big Ben is destroyed by a UFO attack.

### **Reading and speaking activity**

**Ex.1. Summarize the information given in the text.**

**Ex.2. Do the project: choose one attraction and make a PowerPoint presentation.**



**Ex. 1. Insert prepositions *to, towards, in, into, up to, for, along*.**

Walking ... the river we were picking flowers and talking, and it was only Henry who went ... it to bathe. 2) He heard a noise in the lane and went ... the fence but nobody was coming ... his garden. 3) He decided to go ... a village ... the north of Moscow. 4) We went ... the lake ... a path across the meadow. 5) At last we arrived ... Tokyo. 6) Shall we start ... the station at once. 7) We arrived ... England successfully. 8) They reported that they had come ... the very cave and could not see the mysterious snow-man. 9) When I arrived ... the camp all the people were gone: some were on their way ... the mountains, others moved ... the forest in the hope of finding the traces of the lost expedition. 10) The ship was sailing ... the islands, ... the West of the continent. 11) They continued moving deep ... the sand desert, dashing ... every shade of what might be an oasis.

**Ex. 2. Insert prepositions *from, out of***

1) Are you ... home? 2) They say, yesterday a madam ran ... the madhouse.” – “I don’t believe it. It is hardly possible to run ...the room that is behind three locked doors.” 3) A crocodile appeared ... the river.4) Here is a letter ... your father ... Tobolsk. 5) The house was already on fire when the inhabitants woke up and began to run ... it. 6) can the lion break ... the cage. 7) Indians were driven ... their places into mountains and deserts to give place to the Europeans coming ... England, France and Spain. 8) ... the room where nobody had been living for the last six months there appeared a man. When he walked ... the house he directly took a taxi and looked ... it as he evidently did not want to be followed. 9)The boat sailed ... the shore. 10) This delegation is ... Indonesia. 11) Has anybody come ... it?

**Ex. 3. Insert prepositions *from behind, from above and suchlike prepositions*.**

1) We did not hear anything ... the house. 2) Many rivers flow ... ice and snow of high mountains. 3) These monkeys imported ... the river Yan-tzi, China. 4) he took the paper ... his coat. 5) Take the suit-case ... the bed. 6) Someone called me ... the window of the seventh storey. 7) The noise of rain and wind came ... the house. 8) ... the river a man cried for help but we had no

boat to cross it. 9) People on the Earth can get information ... the interplanetary rocket with a man aboard, as well as he is in a position to receive news ... his ship. 10) Something whitish stood out ... the black trees of the forest. 11) At that moment he appeared ... the corner. 12) A snake crawled ... the dry leaves on the ground. 13) There is coal here in great quantities; we need not bring it ... the Urals. 14) but the frozen ground went ... his feet, and he glided down the slope. 15) Brazilian parrots are brought to Europe ... the Atlantic ocean.

#### **Ex.4. Translate the article about London from Russian onto English.**

### **ЛОНДОН**

Лондон является столицей Великобритании или Объединенного Королевства Великобритании и Северной Ирландии. Он является старым городом, его история насчитывает более двух тысяч лет. Лондон является и столицей страны и огромным портом.

Лондон расположен на обоих берегах реки Темзы, приблизительно в сорока милях от устья и разделен рекой на две части: северную и южную. Реку пересекают семнадцать мостов.

Население Лондона превышает 9 миллионов человек. История Лондона восходит к римским временам. Из-за благоприятного географического положения, вскоре после завоевания римлянами, маленький город стал важным торговым центром. Фактически Лондон может быть разделен на несколько частей: Сити, или деловой центр Лондона, Вестминстер, Вест Энд и Ист Энд.

Сити, с узкими улицами и тротуарами, является самой старой частью Лондона. В этой части Лондона находится много офисов, компаний и банков. Лондонский Сити является финансовым центром Великобритании. Там проживает только несколько тысяч людей, но днем здесь полно людей: так как приблизительно полмиллиона людей приезжает сюда на работу. Самые крупные банки и офисы находятся в Сити.

Вест Энд является центром Лондона. Он полон самыми богатыми гостиницами, самыми большими супермаркетами, лучшими кинотеатрами и концертными залами. Здесь расположено много красивых зданий и садов. Только зажиточные люди могут жить там.

Другой важный район Лондона – Вестминстер, где расположено большинство правительственных зданий. Вестминстерский Дворец – место заседания Британского Парламента. Вестминстерский Дворец был основан

в 1050 году. Он расположен в центре Лондона. Многие великие англичане были похоронены в этом Аббатстве: Ньютон, Дарвин и другие.

Башни зданий Парламента возвышаются над городом. На самой высокой башне имеются самые большие часы в стране, которые известны всему миру как Биг Бен. Бой часов Биг Бен можно слышать каждые четверть часа. Часы Биг Бен начали свою службу в 1859 году. Биг Бен является самым самыми большими часами с колоколом в Англии.

Официальная лондонская резиденция королевы находится в Букингемском дворце. Он был построен в 18-м столетии.

В Лондоне расположено много прекрасных площадей. Трафальгарская площадь – одна из них, она расположена в центре Вэст Энда. В центре этой площади можно увидеть статую лорда Нельсона.

В Лондоне есть много музеев, библиотек и галерей. Тейтская галерея – одна из хорошо известных галерей Лондона. Генри Тейт был производителем сахара. Он очень любил картины и собрал много картин.

Британский музей является очень интересным местом в Лондоне. Он был основан в 1753 году. Библиотека этого музея имеет большое количество книг.

Лондонский Ист Энд является индустриальной областью и местом, где живут рабочие. Там много фабрик, цехов и доков. Ист Энд находится в восточном направлении от Сити, очень большой и перенаселен.

В Лондоне много автомобилей и автобусов. В Лондоне есть метрополитен, который называется «the tube». Метрополитен, построенный в Лондоне, был первым метрополитеном в мире.



LISTEN



**Ex. 1. Watch the video about London and complete these notes with the words that you heard in the video.**

LONDON is on the river...	
The Romans built the first bridge over the river in ..... AD. This is considered the beginning of the city of LONDON	
How many bridges over the river Thames are there in LONDON?	
Some bridges are for cars, some for trains and some for ...	
How many millions of tourists come in	



LONDON every year?	
How many millions of those tourists are from abroad?	
How many floors are there in the famous department store HARRODS?	
Which kind of LIFE can you see in COVENT GARDEN?	
In Covent Garden you can see street musicians and .....	
How many CINEMAS are there in London?	
...and how many THEATERS?	
London is not only <i>rush, rush and rush...</i> Where can you relax and get away from noise?	

Doctor S. Johnson said: “*When a man is tired of London, he is tired of ...*”  
What do you think this sentence mean?



**Read and translate the text.**

### TEXT VI

#### John James Hughes



It is hard to imagine how modern Donetsk might look like if it had not been founded by a businessman from South Wales. In 60-eis of XIX century a director of the iron-rolling plant located near London **John James Hughes** (in Russia he was pronounced as “Yuz”) actively cooperated with the Russian government. Once he learnt about a land rich in iron-ore that was located on the bank of the river Kalmius (those days it was a territory of Bakhmutsky county in Russian Empire Eketerinovskaya province).

In 1869 Hughes bought those lands and moved to live in Russia.

He started to build a plant specialized in producing rail lines. He founded “New Russian Society of coal, iron and rail production”. In Russia Hughes was the first businessman who started to use coal from local coalmines for cast iron and steel production.

A multi-product plant, founded by Hughes became an industrial center of Russia (and afterwards of Ukraine). An industrial settlement was established

around the plant, and it was rapidly developed into a town with many thousand residents. It was given a name “Yuzovka” (after the founder of the production process). Half a century later Donetsk appeared at place of the largest industrial center of the Soviet Union...

John Hughes was born in 1814 in Merthyr Tydfil that was one of the largest and richest industrial towns of South Wales in England. His farther was an engineer and the head of the metallurgical plant in Merthyr Tydfil. His son John Hughes followed his footsteps. An enterprise headed by John in his native town was named “Millwall Iron Works and Shipbuilding Company”.

John Hughes came to Russia as an experienced metal manufacturer and big master in management at the age of 55 years. He brought about a hundred professionals and his family (his wife and four sons) with him. He gained a reputation of talented engineer, energetic, entrepreneurial and goal-oriented person from local citizens.

But John Hughes did not manage to implement all his plans due to poor health and lack of energy. Last years of his life he operated his company from St. Petersburg. And on 17th July 1889 his heart stopped beating at Angletterre Hotel in St. Petersburg...

Nowadays his monument is erected in Artyoma Street, which is the main street in Donetsk. There is also a hotel and brew-house named “John Hughes”. But Yuzov mansion, that used to be very beautiful in past times, is getting depreciated before our eyes.



LISTEN

**Ex. 1. Watch the video about British heritage part 2. Choose the best title for the video:**

- a) Stonehenge: a scientific study.
- b) Stonehenge: a brief history.
- c) Stonehenge: solving the puzzle.

**Ex. 2. Complete these notes with the words that you heard in the video. Use one word or a number in each space.**

**Stonehenge**

<i>Description:</i>	Prehistoric (1) _____ monument
<i>Age:</i>	(2) _____ and a half thousand years, from the (3) _____ period
<i>Origins:</i>	Still a (4) _____
<i>Use:</i>	Probably a (5) _____

<i>Recent research:</i>	(6) _____ survey of stones, revealing: - how stones were (7) _____ - how stones were set up - carvings and (8) _____ on stones
<i>Myths:</i>	Stones brought from (9) _____ by Merlin. Element of truth – some stones do actually come from (10) _____.

**Ex. 3. Put the words in order to make sentences from the video.**

1. magnificent / Canterbury / cathedrals / boast / architecture / and Exeter
2. further / historic / dates / Some / treasure / back even
3. remain a / thousands of years / its / Dating / origins still / mystery / back
4. famous sites / This / circle of stones / out as / Britain's most / giant / stands / one of
5. used as / kind of temple / We / was / probably / some / think it
6. long /amazing / survived from / It's / that it's / ago / so



**Make up a short story. Begin it with the sentence: “One day I decided to take a bus as far as it went”.**



**Read the text below and think of the word which best fits each space. There is an example at the beginning (0).**

**Travel guide around the city of roses**

If you get to Donetsk (0) by train do not leave the Railway (1) \_\_\_\_\_ immediately. Visit **Museum of Donetsk railroad**. More (2) \_\_\_\_\_ a thousand of rare exhibit items are collected in it, (3) \_\_\_\_\_ retro automobiles to steam locomotives and carriages, which used to transport passengers (4) \_\_\_\_\_ 19<sup>th</sup> century.

On the (5) \_\_\_\_\_ from the airport it (6) \_\_\_\_\_ worth making a stop (7) \_\_\_\_\_ Universitetskaya Street in the **Forged Figures Park** that is the most unusual park in Donetsk. Iron figures presented here can cheer (8) \_\_\_\_\_ any visitor. There are more than a hundred (9) \_\_\_\_\_ them in the park and every year after the City Day the collection is enlarged (10) \_\_\_\_\_ at least ten unique forged figures. By the (11) \_\_\_\_\_, here is also a very lovely alley devoted (12) \_\_\_\_\_ the Europe Football Championship 2012. It is possible to make a photo near UEFA Cup and leave an autograph on the revolving football. And your walk (13) \_\_\_\_\_ the park will make you think about Paris. Donetsk Eiffel Tower was erected not far from Donetsk City Mayor's Office.

If you asked a citizen of Donetsk (14) \_\_\_\_\_ show you Donetsk, 9 out of 10 (15) \_\_\_\_\_ start their excursion from Donbass Arena Football Stadium that is (16) \_\_\_\_\_ of the best football stadiums in Eastern Europe. Not only local citizens and officials, (17) \_\_\_\_\_ the whole country is proud (18) \_\_\_\_\_ this "diamond".

**Donbass Arena** is located (20) \_\_\_\_\_ the center of Donetsk in Voroshylovsky district, on the territory of Leninsky Komsomol Park of Culture and Rest (Park of Glory to heroes of the Great Patriotic War). (21) \_\_\_\_\_ the way, this park is also recommended to visit. It is possible to watch some military machines, to make a (22) \_\_\_\_\_ near the monument to soldiers who freed Donetsk region from fascist occupants. And it is also possible to walk (23) \_\_\_\_\_ a fascinating Fairy-Tales Alley.

Donbass Arena is a nice rest zone (24) \_\_\_\_\_ fan-cafes and restaurants, bars and fast-foods, a fitness center and a modern museum of football. It is possible to have a tour (25) \_\_\_\_\_ the stadium. A cost of group ticket is approximately \$6. A cost of ticket for the tour around the stadium guided (26) \_\_\_\_\_ FC Shakhtar football player is approximately \$19, and a cost of the individual tour varies between \$50 and \$63.

Some photos can be taken near the largest **football-fountain** in the world, which is located close (27) \_\_\_\_\_ the entrance of the stadium.

This granite football weighs about 30 tons; nevertheless it revolves easily supported (28) \_\_\_\_\_ water from little fountains.

It is possible to have a rest in a picturesque park with fountains and a man-made lake that surrounds the stadium on 25 hectares. In autumn trees in the park "get dressed" into colors of FC Shakhtar team, a rock-garden and man-made lake are the most interesting places in the park.

A symbol and pride of Donetsk is its roses. They are planted in the central alleys and parks of the city. By the way, **the largest rosary of Donetsk** is located in **Shcherbakova Park**. But the most beautiful hand-forged iron roses of a human body size can be seen (29)\_\_\_\_\_ the way from Tsar Pushka (Tsar Canon) (30)\_\_\_\_\_ the entrance of Donetsk City Mayor's Office.



LISTEN

**Watch the video “Country or city” and do the following tasks:**

**Ajay**

**Ex. 1. Answer the questions below:**

- 1) Where does Ajay live?
- 2) What is the main thing he likes about living in there?
- 3) What places are not far from his house?
- 4) Does he like to live there?
- 5) Is he going to live there after his graduation? Why?

**Ex. 2. Fill in the gaps:**

- 1) The house I live in is in the place \_\_\_\_\_, which is about \_\_\_\_\_ from Headingly stadium.
- 2) So it is a really good \_\_\_\_\_.
- 3) Everything that would \_\_\_\_\_ to a student is there in \_\_\_\_\_.
- 4) When you \_\_\_\_\_ you realize that everything you need \_\_\_\_\_.
- 5) You can \_\_\_\_\_ wherever you want.
- 6) London has much more diverse \_\_\_\_\_.

**Emlyn**

**Ex.1. State whether the statements are True or False:**

- 1) He lives in a big rural village, in the 18<sup>th</sup> century thatched cottage.
- 2) He plans to live in the country.
- 3) He doesn't like to live in the country.
- 4) In cities everything seems to be very fast

**Ex. 2. Define the following notions:**

- 1) Thatched cottage

- 2) Cricket green

**Ex. 3. Answer the questions below:**

- 1) What are the advantages of living in country?
- 2) What are the disadvantages of living in country?

**Jennifer**

**Ex.1. State whether the statements are True or False:**

- 1) She lives in a big flat in the city center.
- 2) Trains make a lot of noise during the day and at night.
- 3) She goes to theatres and museums.
- 4) She plans to leave city and live in the country.

**Ex. 2. Answer the questions below:**

- 1) Whom does she live with?
- 2) What is the best thing of living in a city?

**Sarah**

**Ex.1. Fill in the gaps:**

- 1) I live \_\_\_\_\_ and horses.
- 2) I like the \_\_\_\_\_, fresh air and no \_\_\_\_\_.
- 3) There are not \_\_\_\_\_.
- 4) She \_\_\_\_\_ to go back to town

**Ex.2. Answer the question:**

- 1) What are the best things about living in the country?



**Read and translate the text.**

**TEXT VII**

**TOP 10 PLACES TO SEE IN DONETSK**

Donetsk – is a city on the river Kalmius. Originally the city was called Yuzivka, in honor of an English businessman John Hughes. Today Donetsk is the most powerful industrial center. However, Donetsk is famous not only for its economic power. We present the ranking of Donetsk attractions.

## 1. FC “Shakhtar” Museum



It is the largest museum of football. Here you can see the entire history of football in Ukraine, see a 23-foot wall of fame, awards, trophies, photos of players who played for Shakhtar. There's even a movie theater, where you can watch themed movies. Ticket cost 30 UAH. It is also possible to have a tour

to the stadium Donbass Arena.

## 2. Ball Fountain



Ball Fountain is located besides the stadium "Donbass Arena". It purports to be listed in the Guinness Records Book. It was made by German craftsmen in granite. A ball

with the logo of the Donbass FC “Shakhtar” weighs 30 tons and is rotated by water pressure.

## 3. Museum of the Railway



Museum of the History of Donetsk railway is the only Ukrainian Museum of railway equipment, that is located directly at the train station. This museum has been present for 11 years. Here you can see the modern train cars and those of the production of 1898, as well as the steam locomotive built in 1929. The museum’s displays represent all

stages of development of the railroad for all of the 130 years. The museum consists of rail heritage conservation Fund of the New Europe.

## 4. Forged sculptures park



Forged sculptures park is recognized as a unique one in Europe. And it appeared because of the annual international festival of blacksmiths art, which takes place in this park. There are walkways of forged arches, benches, a lane of lovers with "Alley of zodiac signs", a forged "Ukrainian pavilion", an

avenue with fairytale characters.



## 5. Mertsalova Palm



Mertsalov palm is an unusual fine work, a plant produced by skilled craftsmen in the late 19th century from a piece of Donbas rails. So far the palm has been depicted on the coat of arms of Donetsk region. It has received numerous awards, including the International Industrial Exhibition Award in Paris (1900). Unfortunately, during the Soviet Union most original works of art were removed from Ukraine. At the moment the original is kept in Russia, Saint-Petersburg.

## 6. Botanic Garden



Donetsk Botanical Garden is one of the largest gardens in Europe. Founded in 1964 by a research institute the garden collection includes more than 8000 plant samples. At the garden there is a winter greenhouse.

## 7. Tsar Cannon



Tsar Cannon, located in Donetsk is a replica of the Moscow monument, created from bronze in the 15th century. It is molded by the Izhevsk masters and is a gift and a pledge of friendship between the two cities

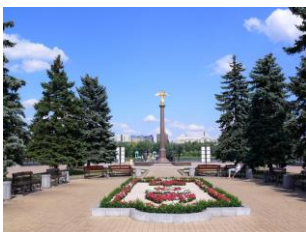
## 8. The Park of Lenin Komsomol



a maze with fountains.

In memory of the Great Patriotic War a monument to "The liberators of Donbass" has been installed. The park has also an observation deck with a magnificent view. There is also a museum of military equipment in the open, also is beeing prepared to open

## 9. Shcherbakov Park



The park has a rich and interesting history, which dates back to the XIX century. The park has many attractions, statues and monuments. Here are hosted many exhibitions, sporting and cultural events. One of the most famous monuments of the park "Good Angel of Peace" is



a golden figure of an angel with a dove in his hands, which is the international symbol of philanthropy.

## 10. Slagheap



Slagheap is a kind of artificial mounds. Given that the industrial city of Donetsk, which in the majority of cases was built around the mines and waste heaps, today the city has about 130 of these artificial hills. These views will be great for the lovers of science fiction or for fans of industrial landscapes and stalking.

### Reading and speaking activity

**Ex.1. Summarize the information given in the text.**

**Ex.2. Do the project: choose one attraction and make a PowerPoint presentation.**



**Ex. 1. Translate the text from Russian into English. Use the essential vocabulary.**

В прошлом году Майкл вместе с представителями фирмы, с которой он сотрудничает, ездил на международную выставку промышленных товаров, которая проводилась в Вене. Там он познакомился с Алексом. Алекс оказался замечательным человеком, хорошим специалистом, интересным собеседником. Вскоре Майкл и Алекс стали друзьями. Алекс пригласил Майкла приехать в его город, обещал показать ему все достопримечательности. Майкл принял приглашение с удовольствием. Они посетили Национальный исторический музей, соборы, гуляли в парке. Майкл увидел много памятников архитектуры. Вечером он пошел в театр. Алекс показал Майклу здание университета, в центре города, а также Дворец культуры. Большое впечатление произвели на Майкла парки города и красивые мосты через реку. Майкл видел старинные исторические здания и современные, маленькие, уютные дворы, отели и магазины.

Майклу понравился город с его шумными, оживленными улицами и гостеприимными жителями. Но наступало время уезжать, потому что Майкла ждала семья и работа в Англии. Он пригласил Александра

посетить его в Бирмингеме осенью и обещал показать ему Лондон. Майкл привез домой много открыток, фотографий и несколько сувениров. Он был полон впечатлений от всего увиденного и охотно делился ими со своей семьей и друзьями.

## **Ex.2. Translate the article about Donetsk from Russian into English.**

### **Донецк**

Донецк является крупным промышленным, научным и культурным центром Донецкой области. Он является центром угледобывающей промышленности, и кроме того, основной топливной базой Донецкой области. Город был основан в 1869 году бизнесменом, Джоном Хьюзом, который построил сталилентейный завод и несколько угольных шахт в регионе; город был назван Юзовкой. С 1924 по 1961 год он назывался Сталино, и только в 1961 стал Донецком.

В Донецке в настоящее время проживает около миллиона жителей. Город расположен на реке Кальмиус. Она известна своими пустынными берегами. Сейчас в городе производятся металлургическое и горное оборудование, холодильники, велосипеды. Пищевая и легкая промышленности также хорошо развита в Донецке.

Донецк является одним из известных образовательных центров, он имеет несколько университетов, в том числе 5 государственных университетов, 11 институтов, 3 академии, 14 техникумов, 5 частных университетов и 6 колледжей.

Наиболее важные из известных учебных заведений включают Национальный технический университет, а также Донецкий национальный университет, который был основан в 1965 году. Есть также несколько научно-исследовательских институтов.

Есть 3 театра и два музея в городе, среди них Донецкий театр оперы и балета, Донецкий музей изобразительных искусств. Донецк также хорошо известен благодаря своим спортивным достижениям. Он имеет один из лучших стадионов, который называется «Донбасс Арена». Это новый стадион с естественным покрытием, который открылся 29 августа 2009. Объект расположен в центре города, в парке Ленинского комсомола, и предназначен для 50 тысяч зрителей. Донецк провел несколько матчей Евро-2012. Он отвечает требованиям УЕФА к 5-звездочному стадиону.

Донецк был домом для многих людей, в том числе спортсменов, музыкантов, писателей, бизнесменов и многих других.



**Write a letter to your English friend about your city / town.**



## **ADDITIONAL TEXTS**

### **TEXT I**

#### **MICHAEL FALCON**

1. Skim through the following passage in order to get its general idea.
2. Summarize the information given in the passage about Michael Falcon.
3. State briefly in some sentences what Michael thinks about his profession.
4. What spheres of interest has he? Is he a good journalist? Give your reasons.
5. Is it important to write about ecological movements in newspapers? Why?

Michael Falcon, Ally's brother, is 30. He is a handsome young man. His resemblance to his father is considerable. He is tall. His hair is dark and his eyes are brown. Michael is a very sociable man, a good mixer. He is an easy-going person. The young man has a good sense of humour. Michael has a deep respect for his father. He adores his mother and loves his sister.

Michael is married. His wife, Caroline and he have been married over a year. They are a perfect match and they're very much bound up in each other. They seem to be made for one another. Michael has come out as a surprisingly good father.

He found it difficult to adjust to his wife's parents. They were against their daughter marrying young. But they couldn't argue her out of her marriage to Michael. Now Caroline's parents and Michael are on good terms. But Michael thinks that some of their ideas are behind the times.

Michael is a University graduate. He's a journalist. His profession often calls upon him to travel everywhere. He lives in his trunks. He finds his profession very interesting and exciting. He has a gift of observation and he

describes the characters of his articles vividly. He is not keen on politics. Michael has several spheres of interest: scientific discoveries, ecology and ecological movements. He writes about people concerned with the preservation of the environment and natural resources and improving the quality of life.

## **TEXT II**

### **LONDON SIGHTSEEING TOUR**

Hello, ladies and gentlemen! We welcome you to London. London is one of the largest cities in the world. About seven million people live here. London is more than two thousand years old. London's most famous sights are Trafalgar Square, the Houses of Parliament, Westminster Abbey, the Tower of London and St Paul's Cathedral. You'll see all these places and much more of London from our red double-decker.

We start from Trafalgar Square, which commemorates Nelson's victory at the battle of Trafalgar in 1805 in which he was fatally wounded. Trafalgar Square was designed between 1829 and 1840, with Nelson's Column as a centre-piece. The column is over 170 feet high while the statue of Nelson itself is 17 feet high. Bronze bas-reliefs at the foot of the column, made from the metal of captured French cannon, represent Nelson's four great naval victories. The four bronze lions at the base were added in 1867.

Now we are at the Houses of Parliament. Once a royal palace the Houses of Parliament are now the seal of the Government and the heart of the Commonwealth. This enormous edifice, probably the largest in the world contains over 500 apartments as well as the Central Hall, Clock Tower, and the House of Lords and the House of Commons. The Clock Tower, 320 feet high is famous for its immense hour bell, known as "Big Ben". The Houses of Parliament stretch for nearly 1.000 feet along the north bank of the Thames. When the House is in session, a Union Jack flies from the tower by day, and a light burns in the clock tower by night.

Now we are coming to Westminster Abbey. It's a symbol of English tradition at its best. The coronation of nearly all English kings and queens since William the Conqueror has taken place here. Many of them are buried within the Abbey. Beneath the roof of this Gothic building there are also the graves and memorial slabs of statesmen, philosophers, men of letters and other distinguished people.

Now we are crossing Tower Bridge over the river Thames. From here you can see the Tower of London. This massive pile which has been at one time or

another citadel, palace, prison, treasury, armoury is perhaps London's most outstanding link in the long chain of its history. Nowadays the Tower is a museum, housing the National Collection of Armour and the Crown Jewels and Royal Regalia.

The City's greatest monument, St. Paul's Cathedral was built by Sir Christopher Wren between 1675 and 1710. The dome, perhaps, the best known of London's landmarks, is 365 feet high. Ch. Wren is buried there. His tombstone bears a Latin inscription, "Lector, si monumentum requiris" (Reader, if you seek his monument, look around you).

We'll stop at Covent Garden. Our tour has finished. I hope that you have enjoyed this tour of London. Thank you and good-bye.

### **Reading and speaking activity**

**Ex. 1. Read and translate the text. Take part of a guide. Name and describe the most interesting places in London.**

**Ex. 2. Take part of a guide. Describe the most interesting places in Donetsk.**

**Ex. 3. Choose what you would like to see in London and act out a dialogue with your friend.**

**Ex. 4. Choose what you would like to see in Donetsk and act out a dialogue with your friend.**

## **TEXTS FOR DICTATION**

### **Dictation I**

#### **FROM TOWN LIFE THROUGH THE AGES**

by P. Moss

The first decade of the twentieth century was a great turning point in town life. Trains, motor cars, and motor buses, and in London electric underground trains, were already carrying the population to and fro; gas and electricity were lightening most of the streets and shops and many of the houses; bicycles, gramophones, and the first films were helping to fill people's leisure; hot water system, central heating, electric fires and irons and stoves, vacuum cleaners, and primitive washing machines were available to make the wealthiest homes more comfortable.

The telephone network was beginning to spread slowly in business, though rarely to private homes, and the first airplane had just made its first

flight. From the administration point of view the town was run on much the same lines as it is today.

Because of the greatly improved transport system, especially because of the railways, the wealthier classes could move well out into the countryside and travel daily to the towns to business.

In large towns all over the country tramway building went ahead at great speed. Motor cars appeared on the streets too. But they were a rare sight anywhere except in the capital. As there were no traffic lights, no pedestrian crossings, no road signs of any sort except milestones and finger-posts, and in fact no road rules of any sort, the busy main streets were a mad confusion of noise and bustle. The bicycle was every man's transport: rich and poor, old and young, men and women, all cycled.

The busy life and entertainment of the streets has always been one of the main attractions of town life in all ages, and one which makes urban life so different from that of the country. The street markets, the street sellers, the wandering musicians were still there.

## **Dictation II**

### **SWINGING LONDON**

London offers simply the best combination of fun and excitement, history and culture, business and industry, all wrapped in a unique and much envied cloak of civility and security.

During the past 30 years, Europe's premier city has been transformed into its most diverse and dynamic as well, surpassing far-afield metropolitan giants such as New York in its range of cuisine, accommodation, entertainment and cultural pursuits. While it's a metropolitan center of more than seven million, London retains its quaint historic character and charm – a city composed of several large and small villages, some of which seem little changed from those illustrated in classic literature.

It's the natural beauty of its many parks, the serenity of inner city gardens, the cosy warmth of its private buildings that has long been the magnet, annually drawing millions of tourists. But, ever since the 1960s, London has become an entertainment and fashion center – the swinging town for a younger generation.

London, as it was during the height of the British Empire, has become the world's crossroads, a mammoth city catering to all people by all peoples.

*(From Time, October 27, 1997)*

## CULTURE CONTEXT

*The British Empire* – the group of countries formerly connected with and controlled by

Great Britain, which was at its largest at the time of the First World War, when it included 25 per cent of the world's area.



### TEST ON LEXIS

**Ex.1. Complete the sentences with an appropriate word or expression from the box.**

cyclists; speed limit; traffic; stop; motorway; junction;  
pedestrians; roundabout; pedestrian crossing; one-way; bus lanes;  
petrol station; traffic lights; bridge; road works; car park

1. We need to get some fuel. There's a \_\_\_\_\_ just up the road.
2. The fastest way of getting from London to Oxford is to take the \_\_\_\_\_.
3. There's always a lot of \_\_\_\_\_ on the roads in the morning and evening.
4. The High Street is closed because of \_\_\_\_\_.
5. Go over the \_\_\_\_\_, turn left at the first \_\_\_\_\_, and then take the third exit on the \_\_\_\_\_.
6. You can't leave your car here. You'll have to use the \_\_\_\_\_.
7. Many towns have \_\_\_\_\_ so that people using public transport can get into and out of town more quickly.
8. Wait for the \_\_\_\_\_ to turn green before you continue.
9. The \_\_\_\_\_ in most towns and cities is 30 miles per hour.
10. Many \_\_\_\_\_ fail to keep their bicycles in good condition or obey the rules of the road.
11. You can't turn right into that street. It's a \_\_\_\_\_ street.
12. When you're driving through town, be careful of \_\_\_\_\_ crossing the street.
13. This road is very busy and dangerous. If you want to get to the other side, use the \_\_\_\_\_.
14. I need to get a bus into town. Is there a (bus) \_\_\_\_\_ near here?

**Ex.2. Underline the most suitable prepositions.**

- a) I got *at/to* the station just in time to see Jack getting *from/off* the train.
- b) The cafe is *among/between* the chemist's and the butcher's and *across/opposite* the library.
- c) Sue lives *at/in* Wales, which is a country *at/in* the west of Britain.
- d) I was brought up *in/on* an island *near/next to* the coast of Scotland.
- e) Travelling *by/in* your own car is better than going *by/on* foot.
- f) Jack was leaning *by/against* the wall with his hands *in/into* his pockets.
- g) Ann had a hat *on/over* her head and a veil *above/over* her face.
- h) We arrived *at/in* England *at/in* Gatwick Airport.
- i) I left my bags *at/from* the station *at/in* a left luggage locker.
- j) Peter came running *into/to* the room and threw his books *at/onto* the floor.

**Ex. 3. Insert prepositions of place.**

There are many streets and lanes .... large town. People spend their life ... the houses but a considerable part of time they are ... the street. Houses from blocks; there are few or many houses ... a block, with roofs rising one ... another. The windows look ... the streets while the door lead ... the street or a garden which is often ... the house. Back doors are opened ... the yards. Cars driving ... the road stop ... the side of the pavement. But it is only ... special places called 'parking' that cars are allowed to stand for a lon time.

Squares are places where several streets meet as ... a point. Sometimes there is a monument ... it, ... which the transport is turning ... this or that side. Very high buildings like American skyscrapers are seen ... a great distance and stand out ... the sky about sixty or seventy storeys ... the neighbouring houses. ... street corners newspapers, sweets, fruits and cigarettes are sold.

A street is a sort of passage, wide or narrow, with buildings ... both sides. Traffic is the movement of people and vehicles ... the street. But people move not only ... the street but also ... it. They do it not only ... crossings but unfortunately ... any place they it more convenient. They cross streets ... the moving vehicles, and also walk ... the red light. But cars made their turn ... the corner; so it is dangerous to walk ... the street without looking both ways (that is to say, ... the right and ... the left) even ... the green light as cars do turn ... it. And unfortunately children play their games not only ... the gardens and yards but also ... the street.



The street is not only what one can see... its surface: a whole world is ... it! Pipes of water-supply, telephone cables, lines of gas- and electricity-supply are laid ... the streets of every town; sometimes also some small rivers taken ... tubes, and finally sewerage system. These networks of different kind meet one another ... the surface ... different levels without breaking ... one another. Also ... many places bridges and viaducts are constructed allowing to move ... different directions not ... one level.

... suburbs the driver must be particularly careful and drive at a high speed only ... a straight road because ... towns there are many sharp bends ... the road, or railway crosses, or else the road gets narrow, may go ... the hill or ... it. Animals walk both ... and ... the road; in fact ... any direction. ... intervals of 50 or 40 kilometres the driver can stop ... an inn or a fuelling-station. Thus a townsman driving his car ... the labyrinth of the town can find himself flying ... a road laid ... meadows and forests, and reach any place that is ... the map of his country.

**Ex.4. Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).**

**ESCORTED TOURS**

<p>Organizing a holiday can be a very 0 <i>CHALLENGING</i> task. Some people find the experience as 1 .....as the daily demands of work and family 2..... . if you are in this situation, you may find that taking an escorted holiday is the ideal 3 .....</p>	<p>CHALLENGE STRESS COMMIT SOLVE</p>
<p>Escorted holidays offer a great balance between sightseeing, entertainment and leisure time, with the added advantage that you have the services of a professional tour manager, who 4 ..... you throughout the trip, acting as your 5 ..... guide. From the first day to the last, tour managers make your holiday experience even more 6 ..... because of the invaluable information and 7 ..... suggestions they provide. Your tour manager will give you many 8 ..... into the place you are visiting, including useful information on the 9 ..... characteristics of the place, such as regional food and local entertainment.</p>	<p>COMPANY PERSON MEMORY HELP SIGHT DISTINCT</p>
<p>If you book one of the escorted holiday packages that we offer, you can be sure that you will have 10 ..... authentic travel experience.</p>	<p>TRUE</p>

## UNIT 5. ENTERTAINMENT

**NO ENTERTAINMENT IS SO  
CHEAP AS READING, NOR  
ANY PLEASURE SO LASTING**

MARY WORTLEY MONTAGU



### HOLIDAYS, CELEBRATIONS, PARTIES ESSENTIAL VOCABULARY

<b>HOLIDAYS</b>	
annual holiday	ежегодный праздник
Boxing Day	второй день Рождества
Christmas	Рождество
Day of Knowledge	День знаний
Easter	Пасха
holiday	праздник
Independence Day	День независимости
May Day	Первомай
New Year's Day	Новый год
public holiday	официальный выходной день
religious holiday	религиозный праздник
secular holiday	светский праздник
St. Valentine's Day	День Святого Валентина
Victory Day	День Победы
Women's Day	Международный женский день
<b>CONGRATULATIONS</b>	
I wish you all the best	Желаю всего наилучшего
I wish you health, wealth and happiness	Желаю здоровья, богатства и счастья
I wish you a Merry Christmas and a Happy New Year	Желаю веселого Рождества и счастливого Нового года
Many happy returns of the day	Всего наилучшего
Best wishes on your Wedding Day	С наилучшими пожеланиями в день свадьбы
I am simply bursting to congratulate you	С нетерпением поздравляю
I wish you happiness from the bottom of my	От всего сердца желаю счастья

heart	
<b>PARTIES</b>	
anniversary party	вечеринка в честь годовщины свадьбы
birthday / Christmas / New Year party	вечеринка по случаю дня рождения, Рождества, Нового года
dinner party	званный обед
evening party	вечеринка
farewell party	прощальная вечеринка в честь кого-то, кто уезжает надолго
housewarming party	новоселье
garden party	вечеринка в саду или во дворе днем, после полудня
invitation	приглашение
leaving party	прощальная вечеринка
party-goer	завсегдатай вечеринок
potluck lunch	обед или ужин вскладчину
reception	прием
stag party	мальчишник, холостяцкая вечеринка только для мужчин
hen party	девичник
surprise party	вечеринка, организованная как сюрприз
to give a party	устраивать вечеринку
to hang out	«зависать», проводить время с кем-то
to throw a party (slang)	давать вечеринку
to wine and dine	потчевать



**Read and translate the text.**

**Text I\***

### **MR SMITH'S BIRTHDAY PARTY**

This year John turned fifty. Because this is a special birthday in England, Helen decided to throw a surprise party for him. A month before the event she booked a room in a restaurant in Stratford. She chose Stratford because it is a pretty town. It is also one of John's favourite places. Helen then set about secretly contacting all their family and friends. It was something difficult to

keep John from suspecting anything. It was also difficult to make some people understand that it was to be a surprise. For example, the only time she could ring John's father was when John happened to be in the house. Helen sent him out to work in the garden, then picked up the phone. John's dad is hard of hearing, and just as Helen was shouting the invitation to him, John came back in. Of course, he wanted to talk to his dad and Helen was in terrible suspense lest old Mr. Smith should mention the party. She knew he hadn't really understood her. However, he said not a word and everything was alright.

A month of such secret planning was more than Helen could stand. She was glad when the day actually arrived, but nervous in case something went wrong. She had told John that for his birthday they would just go to Stratford and potter round. He agreed as he didn't often make a big fuss of his birthday. Helen had bought him a new watch and he wore it when they went out. Arriving in Stratford it was difficult to find a place to park the car, but eventually they found a very convenient spot. They wandered along the river and then around the shops. It was a lovely day and many people were out. It therefore was not at all surprising that they should bump into some old friends outside Shakespeare's house. Nor that they should meet a couple of John's colleagues near the theatre. John was certain that he saw his father somewhere in the distance. Helen, however, argued that his father could not possibly be in Stratford. Why would he come all the way from London just to visit Stratford for the day when Birmingham and his son were so near? Helen was by now very nervous. Surely John would guess and her surprise would be ruined! Eventually it was time for her to suggest having a meal at their favourite restaurant. It would be her treat as a kind of a birthday present. John readily agreed, little guessing that not just a quiet luncheon with his wife was awaiting him. Great was his surprise when he saw his brother-in-law's car parked outside the restaurant and greater still when in the foyer he saw his son and daughter! They were supposed to be in their respective University towns! What a crowd of people he found inside ready to wish him a happy birthday. Needless to say, it was a happy one indeed!

(\* the text for learning)

### **CULTURE CONTEXT**

People, especially children, often celebrate their birthdays with a birthday party where people play games, sometimes wear special paper hats, eat birthday cake, and sing a special song called Happy Birthday to you. People are usually given presents and birthday cards on their birthday.

*Stratford-upon-Avon* – a town in Warwickshire, central England, on the River Avon. It is famous as the birthplace of William Shakespeare and very popular with tourists. Places of interest include the Royal Shakespeare theatre and the house where Shakespeare lived with his wife, Anne Hathaway.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

устроить вечеринку, зарезервировать столик, подозревать что-то, отправить кого-то работать в саду, поднять трубку, плохо слышать, гулять, гулять вдоль реки, неожиданно столкнуться с кем-то, толпа людей.

**Ex.2. Read and translate the text. Answer the questions using the topical words and phrases.**

1. What is a special birthday in England? 2. What did Helen decide to organize? Was it easy to do? 3. What did Helen present John with? 4. What did the Smiths do in Stratford in the morning? 5. Whom did John meet at the restaurant?

**Ex.3. Describe John's birthday party**

**Ex.4. Make up short conversations between:** 1. John and Helen; 2. Helen and John's father; 3. John and Peter; 4. Charles and Mary; 5. Ally and Peter.



### **Unusual festivals**

**Listen to the presentation about unusual British festivals and do the exercises to practise and improve your listening skills.**

**Ex.1. Do this exercise before you listen. Match the two parts of the phrase to make common festival activities. Write a–f next to the numbers 1–6.**

- |                       |                           |
|-----------------------|---------------------------|
| 1..... follow         | a. a firework display     |
| 2..... cook and eat   | b. as a special character |
| 3..... watch          | c. your house or street   |
| 4..... take part in a | d. ancient traditions     |
| 5..... decorate       | e. competition            |
| 6..... dress up       | f. special food           |

**Ex.2. Check your understanding: true or false**

Do this exercise while you listen. Circle True or False for these sentences.

- |  |            |
|--|------------|
| 1. Many of these festivals are actually races or competitions.         | True False |
| 2. The Burning of the Clavie brings good luck for the new year.        | True False |
| 3. On Shrove Tuesday in Scarborough people dance with ropes.           | True False |
| 4. Cheese rolling involves running away from a big, round cheese.      | True False |
| 5. Snail racing started in the UK.                                     | True       |
| False  |            |
| 6. The competition to pull the ugliest face is an old tradition.       | True False |
| 7. The Burning of the Clocks festival marks the summer solstice.       | True False |
| 8. The Burning of the Clocks festival ends with people throwing water. | True       |
| False  |            |

**Ex.3. Check your understanding: multiple choice**

Do this exercise while you listen. Circle the best phrase to complete these sentences.

1. The Clavie is a whisky container / a wooden cross / a bonfire made of things people don't need .
2. In the Up Helly Aa festival, they burn a wooden man / a Viking boat / a line in the grass .
3. During a pancake race, you have to eat as many pancakes as possible / run as fast as possible while tossing a pancake in a pan / run and jump over the ropes without dropping the pancake .
4. Nowadays, the people who win the cheese rolling competition are usually top athletes / people from the village / visitors from all over the world .
5. The fastest snail in the Snail Racing is cooked with garlic and butter / rescued from the barbecue / given a prize of extra lettuce .

6. Black pudding throwing is similar to pancake tossing / Olympic sports like javelin and shotput / bowling .

7. To win the best gurner competition, one man had all his teeth removed / grew a really long beard / had a lot of facial piercings .

8. The Burning of the Clocks festival is 2 years old / 20 year



**Ex.1. Translate the following text from Russian into English.**

Мой день рождения является одним из любимых праздников. Это прекрасный шанс провести время со своей семьей и друзьями, с людьми, которые тебя действительно любят и помнят. В этот день ты находишься в центре их внимания и слышишь много теплых и сердечных слов и приятных комплиментов. Когда ты проверяешь свою почту, ты находишь много поздравлений от одноклассников и родных. Твой телефон не перестает звонить весь день, и ты очень рад отвечать на звонки.

Я родилась летом, 9 июля. Но часто я праздную свой день рождения в ближайшую субботу. Обычно погода всегда солнечная и жаркая. Поэтому я предпочитаю ходить с гостями на пикник куда-нибудь на речку. Но если идет дождь, то мы устраиваем большую вечеринку дома. Разумеется, мои родители помогают мне с организацией вечера. Если мы остаемся дома, я обычно наряжаюсь и делаю прическу. Мы танцуем, поем караоке, играем в смешные игры. Затем мои родители выносят именинный торт со свечами, мои друзья начинают петь песню «С днем рожденья!», а я задуваю свечи. Это очень волнительно для меня. После этого, если мы не устали, мы идем в мою комнату, слушаем любимую музыку, болтаем и смотрим телевизор. Поздно вечером мы обычно выходим погулять.

Мне также нравится мой день рождения потому, что я получаю много подарков и красивых букетов цветов. Кстати, мой день рождения – это важный праздник и для моей мамы, поэтому я обычно благодарю ее за мою жизнь прекрасными красными розами. Мои родители всегда спрашивают меня заранее о моих пожеланиях, и я получаю подарки, которые мне действительно нужны. Я нахожу их под кроватью утром, когда просыпаюсь. И каждый год мой день рождения начинается с приятного сюрприза с самого раннего утра.



**Ex.1. Read out the following mini-dialogues and act them out.**

**1. Happy Birthday!**

- Hi, Alice! Happy birthday, honey!
- Oh, thank you, Martha! You're always the first one to call me on my birthday! It's so nice you remember this day.
- And on this special day I'm wishing you everything your heart desires. May all your dreams come true and hope the sun shines on you and the wind blows at your back.
- Thank you, darling. Could you come over to my house tonight? I'm having some friends over to blow the candles on the birthday cake.
- Oh, I'd love to, Alice! Thanks for the invitation.
- Cool! Ok then. See you later.

**2. Happy New Year!**

- Hello, Mum. I'm calling to say "Happy New Year and Merry Christmas to you and dad!"
- Oh, thank you, sweetheart. I'm glad you called.
- The New Year is just around the corner now. May the coming year be a year of health, wealth, peace and happiness for our family.
- Yes, and also a year of love and sunshine. May the New Year be filled with simple pleasures of life. And I wish all the difficulties and sadness end with this year too.

**3. Birth of the son**

- Hello, Max! My wife has told me the greatest news! You are the father now!
- Yes, David. My son was born last night. Can you imagine how happy I am?
- Oh, I know how it feels to become a father. My sincere and hearty congratulations to you and your wife! You are sure to make ideal parents. And welcome to sleepless nights and restless days!
- Thank you, bud!
- Are Mary and your son both well?
- Yes, they are fine. They are still in hospital now and I can't wait to see my baby.



- OK. I'm sending oceans of blessings to your newborn son.

#### **4. Wedding day**

- Hi, Victor.
- Good morning, Boris.
- I was so glad to hear of your marriage last week. Let me congratulate you on this wonderful occasion and wish your family prosperity, love and understanding for many-many years.
  - Thank you very much for your kind wishes, Boris. I wish you could have been at our wedding but you were out of the city for such a long time.
  - I am really sorry I couldn't come. Anyway I am truly happy for you. I always felt that you both are made for each other. May your mutual love last for the rest of your lives. Congrats!

#### **5. Job promotion**

- Hello, Alex! My heartiest congratulations on your promotion! Great job!
  - Thank you ever so much. I hope this is the first step on my way to success.
  - Well, you are very talented and hard-working. So you've deserved this success. And I still hope that our cooperation will continue.
  - I hope so too. It has been a pleasure to work with the staff from your department.
  - Pleased to hear that. Please, accept my best wishes for your future bright career.
  - Thanks again.

#### **6. Happy Valentine's day!**

- Happy Valentine, sweetheart! Every day we are together I thank my lucky star that I met you. You are the love of my life.
  - I love you too, honey. You have filled my life with so much happiness and love. I also feel lucky to have you in my life. I can't imagine being without you now. Happy Valentine's Day!

#### **Ex.2 Make up dialogues:**

1. My birthday party.
2. My favourite holiday.
3. Ways to entertain guests.



**Ex.1. Write a letter to your friend about your birthday party.**

**Ex.2. Comment upon the following proverb and make up a short story of your own illustrating its moral: “Don’t look a gift horse in the mouth”**



### CINEMA *ESSENTIAL VOCABULARY*

adventure	приключенческий фильм
black and white	черно-белый фильм
camera man	оператор
cartoon	мультфильм
colour	цветной фильм
director	директор фильма
dubbed-in	фильм с дубляжем
evening, matinee show	вечерний, дневной сеанс
feature	художественный фильм
film with subtitles	фильм с субтитрами
film, picture, movie	фильм, картина
film studio	киностудия
historical	исторический фильм
horror film	фильм ужасов
in a close-up	крупным планом
mystery, who-done-it	детективный фильм
news reel	кинохроника
part	роль
photography	киносъёмка
plot	сюжет
popular science	научно-популярный фильм
producer	продюсер
release	выпускать фильм
screen version	экранизация

script writer	сценарист
serial	сериал
silent	немой фильм
still	кадр
title role	заглавная роль
to release a film	выпустить фильм
to shoot a film	снять фильм
to star	сняться в главной роли



**Read and translate the text.**

## **Text II**

### **Cinema**

In England the cinema is usually called the films, in Australia the pictures. In America instead of pictures or films, the word movie is often used.

The underlying principle of cinema was introduced to the scientific world in 1824 by English physicist Peter Mark Roget in his paper «Persistence of Vision with Regard to Moving Objects.» The film process may first have been created by Louis Le Prince, working in New York City, who patented his process for «the successive production of objects in motion by means of a projector» in 1886. But while travelling to Paris to demonstrate his process in 1892, he vanished. The first commercially developed process was by Thomas Edison's employee William Kennedy Laurie Dickson, who first demonstrated his Kinetoscope in March 1891. The first public display of this process took place on May 20, 1891 to members of the National Federation of Women's Clubs. The Kinetoscope was a powerful viewing experience but a private one, meant for an individual or perhaps a family. It was in America that people were first induced to pay to watch – in a store on Broadway in May 1895. In Europe it was not until November 1895 in Berlin that a movie was shown in public. The quality of the movies shown in New York and Berlin were extremely poor and used processes that had no lasting impact on movie technology. The «true» debut of the motion picture is therefore usually dated to December 28, 1895 in Paris, where at the Grand Cafe in Boulevard des Capucines the Lumiere brothers had their first paying audience.

Commercially successful colour project dates from 1906 when George Albert Smith produced a two-colour system. The first public presentation was not until February 1909 in London, when a series of twenty short movies by the

Natural Colour Cinematograph Company was shown at the Palace Theatre in Shaftsbury Avenue. However, there were a number of problems and colour stock was not regarded as a commercial reality until 1932.

Synchronized sound was first demonstrated in 1900 at the Paris Exposition with a separate sound-on-disc system. Sound-on-film was first patented in 1906 by Eugene Lauste in London, although the system was not really successful until 1910. Soon, the French concept of movies being shown in theatres became the dominant model, and entrepreneurs scurried to build impressive movie houses all across North America and Europe.

Originally moving picture film was shot at various speeds using hand-cranked cameras; then the speed for mechanized cameras and projectors was standardized at 16 frames per second, which was faster than much existing hand-cranked footage. A new standard speed, 24 frames per second, came with the introduction of sound. Improvements since the late 1800s include the mechanization of cameras, allowing them to record at a consistent speed, the invention of more sophisticated film stocks and lenses, allowing sound to be recorded at exactly the same speed as its corresponding video. Since the advent of many other media technologies, film may include a broad range of media—both linear and non-linear, dramatic and informational, motion and still (though progressive).

The shift that occurred in the 1980s from seeing movies in a theatre to watching videos on a VCR, is a move quite close to the original idea of Thomas Edison. In the early part of that decade, the movie studios tried legal action to ban home ownership of VCRs as a violation of copyright, which proved unsuccessful. That proved most fortuitous, however, as the sale and rental of their movies on home video became a significant source of revenue for the movie companies.

In 2001, cinema began the process of making another transition, from physical film stock to digital cinema technology, driven by the availability of low cost data storage and high-resolution digital displays. Today films are written on discs using mpeg technology and the availability of low cost data storage on DVD discs is replacing mpeg technology.

Today opportunities to see a film or movie include: going to a movie theatre or cinema, watching it on television, renting or buying a video tape or DVD and downloading one from the Internet and watching it on the computer display.

In Ukraine and Russia cinema-going is not as popular now as it was earlier. People prefer to stay at home and watch films on TV, DVD players or on the computer display rather than going to the cinema.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

основной принцип, постоянство, относительно, исчезать, длительное (продолжающееся) влияние, зрители, вести начало от (датироваться), преобладающий, бежать стремглав (суетиться), камера с пусковой рукояткой, нарушение прав собственности, доводить до какого-то состояния, хранение данных, цифровой монитор высокого разрешения.

**Ex.2. Read and translate the text. Answer the questions using the topical words and phrases.**

1. What are the different names for the cinema?
2. When was the underlying principle of cinema introduced to the scientific world?
3. Who introduced the underlying principle of cinema to the scientific world?
4. When did the so-called shift from seeing movies in a theatre to watching videos on a VCR happen?
5. Is it popular cinema-going in our country today?
6. Why did the movie studios try legal action to ban home ownership of VCRs?
7. When did cinema begin the process of transition from physical film stock to digital cinema technology?
8. Why did this process become possible?
9. When did the first public presentation of two-colour system happen?
10. Who demonstrated the Kinetoscope for the first time?
11. When was the Kinetoscope demonstrated for the first time?
12. When and where did the «true» debut of the motion picture happen?

**Ex.3. Translate from Russian into English.**

1. Коммерчески успешный проект цветного кино датируется 1906 годом, когда Альберт Смит изобрел двухцветную систему кинематографа.

2. Переход, который произошел в восьмидесятих годах от посещения и просмотра фильмов в кинотеатрах к просмотру фильмов на видеомagneтофонах — очень близок к той оригинальной идее, которая принадлежала Томасу Эдисону.
3. Альберт Смит изобрел двухцветную систему.
4. основополагающий принцип кинематографа был представлен научному миру в 1824 году английским физиком Питером Марком Рогетом.
5. Настоящий дебют кинематографа, состоявшийся в Париже, обычно датируется 28 декабря 1895 года, когда братья Люмьер собрали первую аудиторию.
6. Сегодня при помощи технологий mpег фильмы записываются на диски, а низкая стоимость хранения информации на DVD дисках заменяет технологию mpег.
7. Сегодня посмотреть фильм можно в кинотеатре, для этого нужно просто пойти в кинотеатр. Посмотреть фильм можно у себя дома по телевизору, для этого необходимо взять напрокат или купить видеомagneтофон или DVD плеер, либо загрузить специальные программы из Интернета на свой персональный компьютер и просматривать фильмы дома по телевизору или на компьютере.



From Wallace and Gromit to Ewan McGregor, Britain's cinema is great. Richard visits the London Film Museum and finds out about the facilities for making film in the UK.

### **While you listen**

The Britain is Great series tells you about some of the things that make Britain so great. There's a lot of fun facts – and lots of good language, too. See if you can answer the questions while you watch the video.

**Ex. 1. Choose the things that the video shows at the London Film Museum.**

1. a bowler hat and cane
2. a model of a comic book hero
3. a famous detective's pipe and violin
4. a famous science fiction character

5. a larger-than-life model of a film award
6. a medieval knight's armour
7. a mock-up of a tube train carriage
8. a model of an alien creature
9. a vintage car
10. a weapon

**Ex. 2. Choose the right answer according to the video.**

*1. Jonathan Sands...*

- a) bought the museum from a friend.
- b) started the museum himself.
- c) runs the museum for the government.

*2. The museum's main aim is to...*

- a) promote British film.
- b) encourage young people to work in film.
- c) show British creativity.

*3. A lot of the museum's contents came from...*

- a) friends.
- b) online auctions.
- c) the British government.

*4. "Props" are...*

- a) machines.
- b) costumes.
- c) things used in the film.

*5. Jonathan's background is in...*

- a) public relations.
- b) the film business.
- c) costume design.

*6. One reason for the success of British film-making is...*

- a) public support.
- b) talented actors and directors.
- c) cheap studio space.

7. *Great Britain's theatres are...*

- a) doing very well.
- b) being replaced by cinemas.
- c) losing audiences.

8. *The Edinburgh Festival is...*

- a) a dance festival.
- b) a comedy festival.
- c) a summer festival.

**Ex.3. Look at this example:**

**“We owned a lot of props. You’ll see many of them here.”**

**We can join the sentences like this: “We owned a lot of props, many of which you'll see here.”**

Join these sentences in the same way using *of which*, *of whom* or *of whose*.

1. There are thousands of props in the museum. A number of them are very valuable.

There are thousands of props in the museum, a number \_\_\_\_\_ are very valuable.

2. Jonathan Sands has a lot of friends. Many of them have donated pieces to the museum.

Jonathan Sands has a lot of friends, many \_\_\_\_\_ have donated pieces to the museum.

3. Jonathan Sands created the collection. Over half of it is from his own private archive.

Jonathan Sands created the collection, over half \_\_\_\_\_ is from his own private archive.

4. The most famous star of silent films was Charlie Chaplin. Some of his props are on display.

The most famous star of silent films was Charlie Chaplin, some \_\_\_\_\_ props are on display.

5. The museum receives thousands of visitors a year. The majority of them are from outside London.

The museum receives thousands of visitors a year, the majority \_\_\_\_\_ are from outside London.



6. Large cultural events also happen outside London. One of them is the Edinburgh festival.

Large cultural events, one \_\_\_\_\_ is the Edinburgh festival, also happen outside London.

7. The West End is an area of central London. Some of its theatres are known all over the world.

The West End, some \_\_\_\_\_ theatres are known all over the world, is an area of central London.



### **Ex.1. Translate the following text from Russian into English.**

В конце XIX века движение предмета наконец-то удалось перенести на экран. Вскоре после этого, кино начало набирать популярность. Первые фильмы были очень короткие, продолжительностью около 1 минуты. Они были черно-белыми и без звука. Спустя несколько лет продолжительность фильма уже составляла 15-20 минут.

Существует несколько видов фильмов, такие как короткометражное кино, документальные и художественные фильмы.

Короткометражное кино является отдельным жанром. Нужно быть профессионалом, чтобы передать целый ряд чувств за короткий промежуток времени. Продолжительность таких фильмов обычно не превышает 15-20 минут.

В основе документальных фильмов лежат реальные истории и факты. Обычно, это фильмы об исторических событиях, знаменитых людях и т.д. Образовательные фильмы также относятся к этой категории.

Художественные фильмы – это фильмы, в которых актеры играют определенную роль. Художественные фильмы бывают разного жанра: мелодрамы, комедии, триллеры и другие.

Стремительное развитие российского кино началось в XXI веке. Многие фильмы направлены на массового зрителя и, в большинстве своем, развлекательные. Кроме того, выпускается большое количество фильмов высокого качества. Российский кинематограф известен своими талантливыми режиссерами, такими как Никита Михалков, Федор Бондарчук, Тимур Бекмамбетов и некоторыми другими.

Голливуд является самым популярным местом по производству фильмов в мире. Ежегодно там создаются тысячи фильмов. Голливудские фильмы полны спецэффектов, которые привлекают миллионы людей в кинотеатры.



**Ex.1. Translate the following dialogue from Russian into English and act it out.**

*Мартин:* Люси, давай пойдем в кино. Я знаю там что-то интересное на экранах.

*Люси:* Ок. Я не против. А что там на экранах?

*Мартин:* Один из моих коллег сказал, что смотрел новый фильм Вуди Аллена под названием "Полночь в Париже" и он ему очень понравился.

*Люси:* Мне нравятся фильмы этого режиссера. Нам следует пойти.

*Мартин:* Отлично! Тогда я закажу для нас билеты по телефону и вечером можем идти.

*Люси:* Один вопрос! Ты знаешь, о чем фильм и кто играет главную роль?

*Мартин:* Я не знаю по поводу актеров, но это история об одном писателе. Он хочет написать выдающуюся книгу. Когда он со своей девушкой находится в Париже, в полночь он начинает встречать очень интересных людей. Они приносят ему много интересных идей для его книги.

*Люси:* Но кто эти люди?

*Мартин:* Ты не поверишь! Один из них - Сальвадор Дали, другой - Эрнест Хэмингуэй, и некоторые другие знаменитости из прошлого.

*Люси:* Звучит интересно! Но они все жили в давнем прошлом.

*Мартин:* Да, ты права. Рассказ - выдумка. Полагаю, они все в воображении главного героя.

*Люси:* Понятно. И все же, думаю это захватывающий фильм.

*Мартин:* Я тоже так думаю. Кстати, где ты предпочитаешь сидеть?

*Люси:* Я предпочитаю сидеть в середине. Это не слишком далеко от экрана и не слишком близко.

Мартин: Хорошо, буду иметь в виду.

*Перед началом фильма*

Мартин: Хочешь попкорн, Люси?

Люси: Да, я люблю есть попкорн в кино.

Мартин: Соленый или сладкий?

Люси: Соленый, пожалуйста.

Мартин: Вот, бери. Хочешь что-нибудь выпить?

Люси: Я буду обычную Колу.

Мартин: Ок. Одну Колу и один Спрайт, пожалуйста.

Люси: Готов идти.

Мартин: Да, а в какой стороне показывают «Полночь в Париже»?

Люси: В этой стороне, Мартин. Следуй за мной.

*После просмотра фильма*

Мартин: Что ты думаешь о нём?

Люси: Я бы сказала, было довольно интересно и поучительно.

Мартин: Да, но концовка была немного странной.

Люси: Согласна. Но в целом, фильм был хороший. Актеры великолепны, сюжет замысловатый. Думаю, мне понравилось. Спасибо, что взял меня с собой.

Мартин: Не за что. Я рад, что тебе понравилось.

## **Ex.2. Make up dialogues:**

1. Going to the cinema.
2. My favorite movie genres.



**Ex.1. Write to your friend inviting him/her to the cinema.**

**Ex.2. Read the following film review and write your own.**

Algorithm “How to write a review”

### **Five Parts (Paragraphs) of a Movie Review**

#### **Opening: Catch the Reader’s Attention**

Think about how advertisements sell movies: “trailers” show you a few seconds of the movie to get you interested. When you begin your movie review, make your own “trailer.” If you liked the movie, then your trailer should make people want to see it; but if you didn’t like it, the trailer should be something

that shows why you didn't like it. Don't explain why you liked it or didn't like it; make

the reader like or not like the movie by what you describe. Begin your review by retelling an incident or moment from the movie which you think captures the spirit of the movie as you understood it.

*Alternative:* Begin your review with another kind of story or interesting fact about one of the star actors, or about the making of the movie, or about the director.

### **Second Paragraph: Take Care of Business**

Near the beginning of the review, you have to tell the reader all the obligatory stuff the title of the movie, the director, the studio, the main actors, the year it was made (if you watched it on video), the rating. This paragraph tells the reader the things they have to know about the movie. Also, in one sentence or two, you should explain very simply what the movie is all about not necessarily what happens, but that might work, too, if you can say it in one two sentences.

### **Third Paragraph: Character and plot summary.**

What happens in the movie? You shouldn't tell everything that happens and especially not the ending. But you want to summarize the basic plot of the movie, in more detail than you do in the paragraph above. One way to do this might be to write a sentence about each main character.

### **Fourth Paragraph: A Key Moment or Idea**

In this paragraph, go into detail about something important that interested you about the movie. If it was a musical, you should say something about the songs. Or if the soundtrack was good, talk about that. Or write more about one character who was really intriguing. Or retell another big moment from the movie and explain why it is important. If you think the "idea" behind a movie was really interesting, explain that idea and talk about it a little bit. In this paragraph, you must go into depth about the movie.

### **Fifth Paragraph: Evaluate the Movie**

Do you recommend it or not? Who will like it (kids or adults)? The most important thing here is that you must also explain why you are making your recommendation. You must justify your opinion and that opinion should grow out of what you write in the rest of the review. Give at least two reasons why you liked or didn't like the movie.

## EXAMPLE

### MY FAIR LADY

In “My Fair Lady”, which is the best stage musical of all time and one of the most loved romances, no one ever gets kissed. The most the leading man can concede about the heroine is that he has grown accustomed to her face. His rival is invited into her house, but would rather just stand outside on the street where she lives. And both her father and the man she loves consider marriage to be an abomination which they have been fortunate to escape. And yet “My Fair Lady” is one of the most joyous musicals ever written. Most of the songs are simply about being happy. What the story celebrates is not romance but intelligence – about being liberated from ignorance and set free to realize your potential. This story is so powerful that every age has embraced it; it began as a Greek legend and was retold in Elizabethan and Victorian times and reached its present form as George Bernard Shaw’s “Pygmalion” (1912), with its clear-eyed dissection of the British class system.

When Alan Jay Lerner and Frederick Lowe chose Shaw’s play as the story for “My Fair Lady”, it must have seemed unlikely material. Certainly today no one would invest a dime in it. But by wisely keeping much of Shaw’s barbed and articulate dialog and marrying it with wonderful songs, they created a masterpiece. George Cukor filmed it in 1964, with Audrey Hepburn and Rex Harrison in the leads, and for the film’s 30<sup>th</sup> anniversary it has been restored by Bob Harris, the same man who rescued “Lawrence of Arabia.” I saw the restoration as it was meant to be seen, in wide screen and stereo sound, and although it is being re-released primarily for the home video market, if you can get anywhere near a theatrical presentation, try to see it. Not only don’t they make movies like this anymore – they can’t. The movie industry is no longer interested in musicals about adults, let alone adults with ideas.

The story is well-known. Eliza (Hepburn) is first insulted for her accent by the famous linguist Higgins (Harrison), and then offers him a shilling a lesson to teach her to speak like a lady. Higgins and his friend Col. Pickering (Wilfred Hyde-White) make a bet on the outcome, and Higgins transforms Eliza in six months. The supporting characters, who are all given major screen time and spirited Shavian speeches, include Eliza’s father (Stanley Holloway) and Henry’s mother (Gladys Cooper). Only poor lovestruck Freddie (Jeremy Brett) doesn’t have a brain in his head: Shaw, impatient with romantic plotting, sticks him in when he needs him and then drops him without another word. The story expresses boundless optimism. You can see it reflected in the decor of Henry

Higgins' home, which is packed with the latest mechanical gadgets for teaching people how to speak better. You can see it, too, in Shaw's notion that if accent is the marker of class, then change your accent, and you can change your class. This was a revolutionary (if dubious) message in England in 1912, and is still thought-provoking.

The central theme of transformation can be broken down into three distinct types; Self-motivated, Voluntary, and Unintentional. Each of these examples of transformation ultimately led the characters down the same path. They each experience encounters with people and things they have never known and are altered slightly by the contact. Lerner and Loewe's "My Fair Lady" certainly has value as a musical, script, and story. It reflects truths that cannot be disputed. We change one another. And that is the beauty of being human.

As I watched it, I wondered what had happened to the tradition that produced it. Warner Brothers produced it with a sumptuous budget and wasn't afraid of its wit, its literacy, its ideas. Audiences loved the intricacies of Lerner's lyrics. And no one thought, even for an instant, that Henry Higgins and Eliza Doolittle should do anything obvious like actually touch one another. I still think Higgins gets away too easily considering the poor way he treats Eliza, reflecting the mentality of the era the movie was made. At about three hours, the movie is a little too long, but is great to watch with a date or as a group event. I highly recommend it.



### **THEATRE** ***ESSENTIAL VOCABULARY***

act	играть
actor	актер
actress	актриса
aisle	проход
amateur actor	актер-любитель
amateur theatre	любительский, самодеятельный театр
applause	аплодисменты
attendant	контролер
audience	зрители
auditorium	зрительный зал
balcony	балкон

box	ложа
box-office	Театральная касса
cast	состав исполнителей
circle	ярус
cloakroom	гардероб
cloakroom ticket	номерок
conductor	дирижер
curtain	занавес
curtain call	выход на поклон
drama theatre	драматический театр
dress circle	бельэтаж
dress rehearsal	генеральная репетиция
encore	вызов «на бис»
first night	премьера
foyer	фойе
footlights	рампа
gallery	галерка
make up	грим
martinee	дневное представление
opera and ballet house	театр оперы и балета
orchestra	оркестр
overture	увертюра
permanent staff	постоянный состав
pit	амфитеатр
playbill	театральная афиша, программа
puppet theatre	кукольный театр
playwright	драматург
prompter	суфлер
repertory	репертуар
row	ряд
scene	сцена (в пьесе)
scenery	декорация
singer	певец
stage	театральная сцена
stalls	партер
tier	ярус
to act	играть, представлять на сцене
to go on a stage	Выходить на сцену
tour	тур гастрольный

touring company	гастролирующая труппа
travelling company	театр без своего помещения
tune up	настраивать инструменты
variety theatre	варьете
wings, in the wings	кулисы



**Read and translate the text.**

### **Text III** **THEATRE**

Cultural development gets considerable attention in highly developed countries. The level of art development reflects the whole development of the country. The network of cinemas, theatres and clubs is steadily expanding. Theatrical art and music are very popular nowadays.

The word «theatre» derives from the Greek verb which means «to view» or «to see,» whence theatron, or «seeing place». It also may be defined not only as a structure in which dramatic performances are given, but as the sum of all the arts required for the production of a dramatic, or imitative, action. These include acting, theatrical costume and makeup, directing, scenography, stage lighting, theatre and special effects, and dramaturgy or playwriting. Theatre is an eclectic art form, often employing music and dance in its productions as well as the talents of leading artists from outside the theatre. Other mimetic performing arts, such as opera and ballet, are closely related to the theatre, the principal distinctions being that opera consists of song and musical dialogue throughout, whereas ballet is an art of rhythmic movement precisely timed to music.

The theatre originated in the cultures of primitive societies, whose members, it is thought, used imitative dances to propitiate the supernatural powers that were believed to control events crucial to their survival. Such primitive societies can be seen in some regions of modern Africa and Amazonian area.

A shaman, priest, or medicine man (in effect, the first director) taught complicated dance steps and led these ritual dance-dramas to persuade or compel supernatural forces to regulate the seasons and elements, to ensure the Earth's fertility, and to grant the tribe success in hunting and warfare. Other ritual dances were believed to expel evil spirits that caused disease and to force the souls of the newly dead to depart the world of the living. The priests and



performers in these dance-dramas wore masks, which sometimes represented the spirits invoked, and costumes made of skins, rushes, and bark. As knowledge of natural phenomena increased, drama ceased to be exclusively ritualistic and also became an educational tool, especially in initiation ceremonies that acquainted the young with tribal culture. A later development, more germane to the evolution of the theatre and drama of today, was the enactment of legends of gods and tribal heroes. Such dramas were also performed in early civilized societies.

In Egypt, for example, dramas dealing with the god Osiris continued to be produced until at least as late as the 5th century BC.

The Western tradition of theatre and its main divisions: tragedy, comedy, and satire have its origins in ancient Greece. Tragedy seeks to engage profound emotions and sympathies; comedy strives to entertain chiefly through criticism and ridicule of man's customs and institutions. Comedy is a literary work that aims primarily to provoke laughter. In the Middle Ages comedy was associated with vernacular language and a happy ending. Talking about the history of theatre in general we can divide it into three main periods. The first period deals with «ancient theatre», which includes the development of drama in Greece and Rome, but which also carries the subject from the fall of the Roman Empire through the middle ages. The second period deals with the rebirth of theatre brought on by the Renaissance and the Protestant Reformation, the impact of Shakespeare on the art, and the subsequent development of theatre through the Restoration of the English Crown following the Republic under Oliver Cromwell. The third period deals with the further development of theatre as an art form during the 18th, 19<sup>th</sup> and 20<sup>th</sup> and 21<sup>st</sup> centuries.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

сеть кинотеатров, расширять, происходить от, видное место (место представления), подражательный, примирять, злые духи, вызывать духов, исполнение (пьесы актером), проникновенные эмоции, насмешка, народный язык, возрождение.

**Ex.2. Read and translate the text. Answer the questions using the topical words and phrases.**

1. What does the word «theatre» mean in Greek?
2. What is another definition of the word «theatre»?
3. What are the principal distinctions between opera and theatre?
4. Where did the theatre originate in?
5. What was the enactment of legends of gods and tribal heroes in the ancient world?
6. Where does the Western tradition of theatre and its main divisions: tragedy, comedy, and satire have its origins?
7. What other than theatre mimetic performing arts do you know?
8. What is comedy?
9. What is tragedy?
10. How many periods in general can the history of theatre be divided into?

### **Ex.3. Translate from Russian into English.**

1. Театр берет свое начало в культурах примитивных сообществ, члены которых использовали имитацию танцев, чтобы умиловать сверхъестественные силы, которые, как считалось, имели власть над событиями, ключевыми в борьбе за существование.

2. Западная театральная традиция и главные виды драматических произведений – драма, комедия и сатира берут свое начало в Древней Греции.

3. Театральное искусство и музыка очень популярны в наши дни.

4. Трагедия ищет способы выражения глубинных эмоций и сочувствия; комедия стремится развлечь зрителя и делает это, в основном, посредством критики и высмеивания человеческих слабостей.

5. Комедия – это литературное произведение, основной целью которого является смех зрителя.

6. Сети кинотеатров, театров и клубов постоянно расширяются.

7. Первый период развития театра называется Театром Древнего мира, который включает в себя развитие драмы в Греции и Древнем Риме.

8. Слово «театр» происходит от древнегреческого слова, означающего «лицезреть» или «смотреть».

9. В средние века комедия ассоциировалась с простонародной речью и счастливым завершением истории.



Amandeep journeys to London's famous West End to go backstage at one of the world's most popular musicals: Mamma Mia!. She meets cast and crew, and finds out about the history of this long-running show.

### **Before you watch**

Think about the following questions:

- Do you know any ABBA songs?
- Have you seen the movie or stage version of Mamma Mia!?
- Are musicals popular in your country?

Now, listen and watch as Amandeep interviews crew and cast of the musical, Mamma Mia!

**Ex.1. Watch the video. Choose the correct answer to complete each sentence.**

1. *The musical Mamma Mia is*

- a) a love story.
- b) a story about the Mafia.

2. *Craig Fletcher is*

- a) the director of Mamma Mia!.
- b) an actor in Mamma Mia!.

3. *Clare Whitfield's job is to take care of*

- a) people (e.g. actors and dancers)
- b) things (e.g. the set and furniture)

4. *A prop is*

- a) an everyday object which an actor uses in a play
- b) somebody who helps actors put on their costumes

**Ex.2. Watch the video again. Complete the sentences with the correct information.**

1. In London's West End, there are more than \_\_\_\_\_ theatres.

2. The Prince of Wales Theatre has been showing Mamma Mia since \_\_\_\_\_.
3. Mamma Mia is a love story set on an island in \_\_\_\_\_.
4. The music and songs were written by \_\_\_\_\_.
5. The character Sky is going to marry Sophie, who is Donna's \_\_\_\_\_.
6. At the end of the show, all the characters wear really colourful \_\_\_\_\_.
7. Clare started working on Mamma Mia in \_\_\_\_\_.
8. Props used by the actors include: luggage, letters, a hairbrush, a \_\_\_\_\_.

**Ex.3. Complete the sentences with the correct expressions with “get”.**

get a move on / get a sense of / getting (a bit) nervous / get dressed up in /  
get ready for / getting married to / getting a bit jealous

1. Come on Stephen, \_\_\_\_\_!
2. You can really \_\_\_\_\_ what history was like in a place like this.
3. All the greatest actors have played Shakespeare here. I'm \_\_\_\_\_ now.
4. You're so lucky. I'm \_\_\_\_\_ now!
5. This is the warm up, when the actors \_\_\_\_\_ the show.
6. I play Sky, who is \_\_\_\_\_ Sophie, who is Donna's daughter.
7. Everyone \_\_\_\_\_ big, glittery, loud colour costumes.



**Ex. 1. Translate the following text from Russian into English.**

Самым значимым достижением японкой культуры стало создание театра. Впервые высокое драматическое искусство сочетается с большой литературной ценностью театрального репертуара, пьесы которого до сих пор почитаются как шедевры японской литературы. Создателем этого жанра был Канъями: он вместе с сыном Дзэами много сделал для развития японского театра, превратив его в многожанровое искусство.

На формирование художественных принципов театра большое влияние оказали дзэн-буддизм, а также распространенные в то время эзотерические учения с их тенденцией видеть во внешнем скрытую истину. Именно это стало определяющим для художественного метода театрального искусства, в основе которого лежали два принципа: «мономанэ» – подражание, и «югэн» – скрытая красота. От актера требовалось не изображение событий, не копирование жизни, а лишь выявление ее скрытых основ, что вкупе с воображением зрителя должно было дать полную картину мира. Зрителю в данном случае отдавалась чуть ли не такая же роль, как и актеру: существовал даже специальный термин – «ёдзё», обозначающий эмоциональный отклик, дающий полноценное восприятие. Все это объясняет то значение, которое придавалось символике жестов, действий актеров, условных декораций, общего стиля представлений.

Непосвященному зрителю сложно разобраться в том, что происходит на сцене: именно этим объясняется то потрясение, близкое к состоянию шока, которое испытали европейцы, впервые увидевшие представления. Поражало все: и специфическая обстановка театра, и минималистская условность декораций, на фоне которых тем более восхитительными казались роскошные костюмы актеров и их маски, выполненные с величайшим талантом и умением, и медлительные движения актеров, насыщенные чрезвычайно сконцентрированным символическим содержанием. Особенно стоит отметить роль действия и танца в представлении. Поразительными казались условные жесты, символика движений, когда небольшой прыжок с подставки означал, что героиня бросилась в реку, переход из одной части сцены в другую означал смену места действия, и даже времени года. Особое значение придавалось умению обращаться с веером, который по ходу представления мог быть и мечом, и кистью художника, и кувшином с вином, и прочее. За движениями веера нужно было следить особенно внимательно, так как с его помощью передавались тончайшие нюансы душевного состояния героя. Но удивительнее всего были танцы. В зависимости от того, что они изображали: пляску задобренного божества или пляску воина, рассказывающего о битве, они могли быть то медленными и торжественными, с мерным топотом и величественным подниманием и опусканием правой ноги, а то – резкими и стремительными, с многочисленными прыжками и падениями. Актеры после представления

не уходили со сцены, а застывали на месте, как бы «исчезая» из поля зрения зрителей, что тоже не могло не вызывать удивления. Важную роль в представлении играл хор, состоявший из восьми человек, который передавал душевное состояние героя, мотивы его действий, а также само происходящее на сцене. Все представление сопровождалось игрой на национальных японских инструментах. Полного расцвета театральное искусство достигло как раз в эпоху Муромати и сохранило свое культурное значение вплоть до наших дней.



**Ex.1. Translate and act out the following dialogue.**

*Джеремми:* Добрый вечер, мистер Андерсон.

*Мистер Андерсон:* Добрый вечер, Джеремми. Как тесен мир! Как у тебя дела?

*Джеремми:* Действительно, тесен. У меня все хорошо, спасибо. А как у вас дела?

*Мистер Андерсон:* Все нормально, как обычно. Что ты будешь смотреть сегодня?

*Джеремми:* На самом деле, я здесь, чтобы посмотреть знаменитую пьесу Шекспира «Гамлет». Как насчет вас?

*Мистер Андерсон:* Какое совпадение! У меня билеты на ту же пьесу. Ты с семьей?

*Джеремми:* Лишь с моим племянником. Ему всего 9 лет, и я хочу познакомить его с театральной жизнью. Кроме того, я хотел бы, чтобы он знал о пьесах Шекспира. Это ему все равно понадобится в будущем.

*Мистер Андерсон:* Ты прав. Дети должны знать о таких авторах и их произведениях. Я должен сказать, что у твоего племянника отличный дядя.

*Джеремми:* Спасибо. А вы один или с семьей?

*Мистер Андерсон:* Я со своей женой. Она обожает театральные постановки, и мы приезжаем сюда почти каждую неделю.

*Джеремми:* Нонятно. Это здорово. Тогда, вы, наверное, видели и другие постановки этого сезона и какая из них лучшая на ваш взгляд?

*Мистер Андерсон:* Ты прав. Мы видели много пьес в этом сезоне. Мне показалось, что лучшей была пьеса Оскара Уайльда «Идеальный муж».

*ДжерEMI:* Что же особенного в этой пьесе?

*Мистер Андерсон:* Это волнующая комедия, которая вращается вокруг шантажа и политической коррупции. Действие происходит в Лондоне. Пьеса была довольно забавной. Я слышал, что это одна из наиболее популярных пьес Оскара Уайльда.

*ДжерEMI:* Звучит заманчиво. Если у меня появится возможность, я обязательно посмотрю эту комедийную пьесу. Что еще стоит посмотреть?

*Мистер Андерсон:* Я бы порекомендовал тебе посмотреть «Мою прекрасную леди». Это одна из самых любимых моей женой пьес. На самом деле, это мюзикл, основанный на пьесе Бернарда Шоу «Пигмалион».

*ДжерEMI:* Интересно, о чем же эта пьеса?

*Мистер Андерсон:* Она об отношениях между бедной и необразованной продавщицей цветов и ее учителем, который является профессором фонетики. Он учит её правильной речи, чтобы она смогла выглядеть как леди из благородного рода.

*ДжерEMI:* Это тоже звучит заманчиво. Я думаю, что я должен как-нибудь посмотреть её. Кроме того, я всегда хотел увидеть что-то, написанное Бернардом Шоу.

*Мистер Андерсон:* Ты не пожалеешь. Помимо замысловатого сюжета, актерская игра в этом спектакле отличная.

*ДжерEMI:* Понятно. Спасибо за совет. Теперь я знаю, как провести свои выходные.

*Мистер Андерсон:* Не за что. Я думаю, нам нужно спешить. «Гамлет» начинается. Где ваши места?

*ДжерEMI:* В ложе рядом со сценой.

*Мистер Андерсон:* Везет вам! Тогда, вам не нужно пользоваться театральным биноклем.

## **Ex.2. Answer the following questions**

1. What springs to mind when you hear the word 'theatre'?
2. How often do you go to the theatre?
3. Is the theatre only for rich people?
4. What do you like and dislike about the theatre?
5. What's the best thing you've ever seen at the theatre?
6. Would you like to work as a theatre critic?
7. Are theatre tickets easy to get in your country?
8. How do you feel when you sit in a theatre before the performance begins?

9. What's the nicest theatre you've ever been to?
10. Why is the theatre important?
11. What kind of theatre history does your country have?
12. Do you prefer watching a play at the theatre or a movie at the movie theatre (cinema)?
13. Do you think theatre tickets are reasonably priced?
14. Have you ever been to the theatre in another country?
15. Do you think people will always be interested in the theatre?
16. What questions would you like to ask a theatre actor?
17. Would you like to perform or act on stage at the theatre?
18. Would you like to see a theatre play in English?
19. What's are the differences between movies and plays?



**Ex.1. Write a letter to your friend and give a short summary of the theatrical performance that you have seen.**



### INTERNET *ESSENTIAL VOCABULARY*

the Internet	интернет
website	веб-сайт
broadband internet	широкополосный доступ в интернет
firewall	брандмауэр
web hosting	веб хостинг
wireless internet or WiFi	беспроводной интернет или WiFi
to download	скачать
to browse the Internet	просматривать Интернет
file	файл
folder	папка
document	документ
hardware	аппаратные средства
software	программное обеспечение
network	сеть
to scroll up	прокручивать вверх
to scroll down	прокрутить вниз
to log on	войти в систему



to log off	выйти из системы
space bar	пробел
virus	вирус
antivirus software	антивирусная программа
processor speed	скорость процессора
memory	память
word processor	текстовый редактор
database	база данных
spreadsheet	таблица
to print	печатать
to type	печатать
lower case letter	строчная буква
upper case letter (capital letter)	заглавная буква
to plug in	подключить
to unplug	отключить
to switch on or to turn on	включить
to switch off or to turn off	выключить
to start up	запускать
to shut down	выключить
to restart	перезагрузить
username	имя пользователя
password	пароль
to reply	ответить
to forward	переслать
new message	новое сообщение
attachment	прикрепление
cable	кабель
hard drive	жесткий диск
speakers	динамики
power cable	силовой кабель
screen	экран
keyboard	клавиатура
mouse	мышь
monitor	монитор
printer	принтер
wireless router	беспроводной маршрутизатор



**Read and translate the text.**

#### **Text IV**

### **The Internet and Modern Life**

Home computers are the latest vogue today. Millions of people around the globe have personal computers nowadays. And it is not something special as it used to be in the very beginning.

In the very beginning, computer systems were only occasionally networked, later they were networked using a number of completely different protocols to connect one system with another. It became the biggest minus for the systems used that time that is why a unified standard was introduced and today we use only standardized protocols. Today the Internet is a common thing. It's on television, in magazines, newspapers, advertisement, our mobile phones, cars etc. The Internet has already entered in our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundred of millions of users all over the world and helps us to communicate with each other. Today even using your cell phone you can connect to the Internet and send e-mails, pictures and some music compositions. E-mail is the most widely used Internet application. For some people, it is their most frequent form of communication.

The history of Internet began in the United States in 1969. It was a military experiment, designed to help to survive during a nuclear war, when everything around might be polluted by radiation and it would be dangerous to get out for any living being to get some information to anywhere. Information sent over the Internet takes the shortest and safest path available from one computer to another. Because of this, any two computers on the net will be able to stay in touch with each other as long as there is a single route between them. This technology was called packet switching.

Invention of modems, special devices allowing your computer to send the information through the telephone line, has opened doors to the Internet for millions of people.

Most of the Internet host computers are in the United States of America. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundred of millions of users, and their number is constantly growing.

Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. Other popular services are available in the Internet too. They are news, available on some dedicated news servers, telnet, FTP servers, game servers etc.

In many countries, the Internet could provide businessmen with a reliable, alternative to the expensive and unreliable telecommunications systems its own system of communications. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for international calls around the world, when you pay a good deal of money.

But saving money is only the first step and not the last one. There is a commercial use of this network and it is drastically increasing. Now you can work through the internet, gambling and play through the net.

However, there are some problems. The most important problem is security. When you send an e-mail, your message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. But there are many encoding programs available. Notwithstanding, these programs are not perfect and can easily be cracked.

Other very serious problems are spam, control and viruses. Scientists try to solve this problem but vainly. Their efforts sink in the deep ocean of competition of defensive and offensive technologies.

Today the Internet is so wide-spread service that it starts forcing out TV, newspapers and radio from our ordinary life. It is cheaper for press agencies, news agencies or advertising agency to work in the net because it is much more cheaper and easier to maintain and support an Internet site than, for example, an agency and the whole staff. It doesn't mean that the Internet will abolish TV, newspapers or advertisement. Nothing of the kind. The Internet has started incorporating these services and in the future they will become an incorporated part of the Internet itself. Frankly saying these services have already become an incorporated part of the Internet, that is why people can watch TV in the Net, read news, buy merchandise in the Internet shops, can close out or open accounts in the banks etc.

70 percent of U.S. households now use the Internet as an information source when shopping locally for products and services. This puts the Internet on par with newspapers as a local shopping information resource, with the Internet likely to surpass the impact of newspapers in the very near future. Most of the Internet's growth for shopping research can be attributed to large search engines such as Google, Yahoo! and Ask Jeeves, the usage of which increased significantly.

The use of IP telephony is no longer limited to geeks with computer mics who are willing to put up with an annoying delay and a bad connection to save a few bucks on a phone call.

Classified advertising, in the traditional print sense, is taking a beating, to put it mildly. As more people use eBay auctions to sell merchandise, online job boards to find employment, targeted search ads on Google to advertise local businesses and to buy and sell just something, newspapers are feeling the pinch and unfortunately for most of the big print publishers, it's already too late to get into the online game.

Today the Internet means more than it used to mean 10 years ago and moreover will mean much more in 10-15 years.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

быть последним пискom моды, унифицировать стандарт, охватывать, приложение, ядерная война, быть загрязненным радиацией, изобретение модемов, взломать систему, кодировать, играть в азартные игры, вопреки, вытеснять (замещать), отменять, в одном ряду с, проиграть в игре, иметь целью что-то, чувствовать конкуренцию.

**Ex.2. Read and translate the text. Answer the questions using the topical words and phrases.**

1. Is the Internet used only for text reading nowadays?
2. What are the alternative means to get access to the Internet today?
3. Do we need to have a computer to get access to the Internet today?
4. Can the Internet be an alternative system of communications in business nowadays?
5. What was the main purpose of the Internet in the very beginning of its evolution?

6. What is modem?
7. Where are the majority of host computers situated?
8. Is it possible to get connected to the Internet using a cell phone today?
9. What is the most popular internet service today?
10. Where and when did the history of Internet begin?
11. What Internet services available in the Internet do you know?
12. What is the accurate number of users surfing the net today?
13. What was the main problem for the net in the very beginning?
14. Why is the commercial use of the net growing year by year?
15. What are the main problems for the Internet nowadays?

### **Ex.3. Translate from Russian into English.**

1. Мы слышим об Интернете на телевидении, в рекламных роликах и объявлениях, читаем в журналах.

2. История Интернета началась в 1969 году.

3. Изобретение модемов, специальных устройств, позволяющих вашему компьютеру посылать информацию через телефонную линию, открыло двери в Интернет для миллионов людей.

4. Другие службы Интернета также доступны в сети: чтение новостей, которые доступны на некоторых предназначенных для этого серверах, Интернет-телефония, ftp-серверы и т. д.

5. В большинстве стран Интернет может предоставить бизнесмену надежную, альтернативную дорогим и ненадежным телекоммуникационным сетям систему коммуникаций.

6. Другой большой и серьезной проблемой сети является контроль.

7. Вы можете работать через Интернет, играть в азартные или обычные игры.

8. В наше время самой популярной службой Интернета является электронная почта.

9. Интернет был военным экспериментом, разработанным для того, чтобы помочь выжить в ядерной войне, когда все вокруг может быть заражено радиацией и выйти наружу для доставки какой-либо информации будет опасно.

10. Два компьютера в сети могут связываться друг с другом до тех пор, пока существует хотя бы один маршрут между ними.

11. В самом начале только небольшое количество компьютерных систем было подключено к сети. Позже они были связаны в сеть с

использованием нескольких совершенно различных протоколов для соединения одной системы с другой.

12. Несмотря на это, данные программы не являются совершенными и их легко можно взломать.

13. Информация, высланная по Интернету, выбирает самый короткий и безопасный путь от одного компьютера к другому.

14. Самой важной проблемой Интернета является безопасность.

15. Данные виды услуг уже стали составной частью Интернета, поэтому люди могут смотреть телевизор, подключенный к сети, читать новости, покупать товары в Интернет-магазинах, закрывать и открывать банковские счета и т. д.



Watch the video and then do the exercises.

**Ex.1. Match the words with the definitions.**

- to be more advanced or better than other people at something
- a video blogger who shares their videos on YouTube
- a type of
- an invented word meaning an explosion of feelings
- young people
- to cry
- insects or similar creatures
- an attractive (and usually famous) man

- a) a vlogger or YouTuber
- b) a heartthrob
- c) a breed of
- d) 'feelingsplosion'
- e) bugs
- f) youngsters
- g) to shed tears
- h) to be ahead of the curve

**Ex.2. Are the sentences true or false?**

The main audience for video blogs is teenagers.

- True
- False

Dan Howell makes his films in his bedroom.

- True
- False

The more views you get, the more money you make from advertising.

- True
- False

When the stars make public appearances in real life, not many people go to see them.

- True
- False

Charlie McDonnell is America's biggest YouTube blogger.

- True
- False

Charlie McDonnell says it feels really strange for him to be on YouTube.

- True
- False

Some fans spend five or six hours a day watching YouTube.

- True
- False

The reporter, Katie Razzall, thinks she is the typical kind of person who watches vlogs.

- True
- False

**Ex.3. Choose the correct phrase to complete the sentences.**

1. *Famous vloggers make plenty of money from \_\_\_\_.*

- a) public appearances
- b) advertising
- c) selling things online

2. *Nearly half a million fans \_\_\_\_.*

- a) subscribe free to Dan's channel

- b) pay a small yearly fee to watch Dan's channel
- c) recommended Dan's channel to their friends last year

3. *Dan's YouTube channel is getting more views than E4 (British Channel 4's online channel) but he says \_\_\_\_.*

- a) TV adverts are worth more than internet adverts
- b) Channel 4 has a lot more money to invest in its programmes
- c) advertising companies pay vloggers less for adverts because they're young

4. *There are \_\_\_\_ to being a YouTube star.*

- a) some basic rules
- b) no rules
- c) some complicated rules

5. *\_\_\_\_ worth of minutes have been watched of Sam Pepper's videos.*

- a) 250 years'
- b) 25 years'
- c) 2.5 years'

6. *13-year-old Alice shed tears after meeting her favourite vlogger because, she says, \_\_\_\_.*

- a) he wasn't as good-looking as she expected
- b) he knows who she is now and she can't believe someone so amazing knows her
- c) he seemed really normal and friendly in real life, and she was really happy

7. *The YouTubers think a subtle difference between them and established stars is that \_\_\_\_.*

- a) they are more interested in their fans
- b) they talk about things that are interesting to teenagers
- c) their fans don't put them on a pedestal – they're more like friends

8. *To appear on Dan's YouTube channel, Katie Razzall, the reporter, has to \_\_\_\_.*

- a) sing the highest note she can



- b) sing the longest note she can
- c) sing the most beautiful note she can



**Ex.1. Translate the following text from Russian into English.**

**Интернет: польза или вред?**

Интернет – величайшее изобретение человечества, которое позволило стереть границы между странами и континентами, сделать людей ближе друг к другу, отбросить все комплексы и неудобства и просто общаться. Кроме того, Интернет открыл возможности для ведения прибыльного бизнеса, совершения покупок, игр и общения в режиме онлайн и многое другое. Сложно не согласиться с тем, что Интернет в нашей жизни играет особенную, очень важную роль. Вред и польза интернета, данный вопрос интересует человечество со времен его появления. Кто-то утверждает, что Интернет – только польза, другие уверены – вред интернета огромен.

Если Интернет – это настолько полезно, почему же все больше врачей говорят нам о том, что использовать это достижение человеческой мысли нужно крайне осторожно? Ведь чрезмерное увлечение может повлечь за собой серьезные проблемы со здоровьем. Да, это действительно так, ведь не зря существует поговорка о том, что все хорошо в меру.

Если не соблюдать правила поведения в сети, можно нажить себе серьезные проблемы со здоровьем, причем не только с общефизическим, но и психологическим здоровьем, тогда вред интернета обретет угрожающие масштабы.

Как говорится, предупрежден – значит защищен! Давайте рассмотрим основные проблемы здоровья, которые могут появиться у человека, злоупотребляющего Интернет. Вред и польза интернета – понятия граничащие друг с другом, если о пользе мы знаем и можем рассказывать об этом часами, то пора узнать и о вреде.

В первую очередь вред интернет отражается на глазах. Это и неудивительно, ведь многочасовое созерцание двухмерного прямоугольника (монитор) неминуемо ведет к перенапряжению зрения и его последующему ухудшению. Известно, что самой распространенной болезнью, которой страдают люди, чья работа связана с компьютером и Интернет, является близорукость. Интернет – это неиссякаемый источник

информации, находясь онлайн, мы постоянно что-то ищем. Глаза подвергаются колоссальному напряжению. Немного помочь в решении этой проблемы и разгрузить наши глазки смогут компьютерные очки, а также дифракционные очки, линзы в которых заменены специальными пластинами с отверстиями.

Второй частой проблемой, указывающей на вред интернета, становится нарушение сна, появление головных болей. Интернет затягивает, мы засиживаемся допоздна, а некоторые из нас могут просидеть, общаясь в социальных сетях, например, до утра. Когда человек все же понимает, что пришло время дать своему организму отдохнуть, он просто не может уснуть. Ведь мозг, перегруженный информацией, продолжает ее активно анализировать, прокручивать различные образы. Результат – опоздания на работу, рассеянность, неспособность четко формулировать свои мысли. Чтобы этого не случилось, закончить работу в Интернет нужно хотя бы за час до планируемого отхода ко сну.

Третьей зоной поражения становится осанка. Наверняка Вы не однократно замечали, что после продолжительной работы за компьютером начинают сильно болеть шейные позвонки. Дело в том, что контролировать свое положение за компьютером довольно сложно, поэтому часто мы сидим в неправильной позе, что приводит к нарушению осанки и последующим частым болям в области спины. Это также можно отнести в категорию вред интернета.

Четвертая проблема – замедление обмена веществ. Сидя за компьютером, мы мало двигаемся или вообще не осуществляем никаких движений, происходит застой крови, ухудшается обмен веществ. Это ведет к неминуемым проблемам с опорно-двигательным аппаратом, сердечно-сосудистой системой.

Если рассмотренные ранее проблемы еще можно как-то предупредить и предотвратить, то пятая проблема – психологическая зависимость от Интернет становится серьезной, подчас неразрешимой. Зависимость от Интернет или компьютерных игр можно сравнить с зависимостью от наркотиков. Интернет – дает ощущение свободы, ведь здесь Вы можете быть кем угодно, вести себя так, как хочется. Признаками психологической зависимости от Интернет считают следующие:

- эйфория за компьютером;
- невозможность остановиться;

- увеличение времени, проводимого за компьютером;
- пренебрежение членами семьи, ложь о своей деятельности;
- депрессия, раздражительность вне компьютера.

Интернет – это, бесспорно, полезно, ведь благодаря ему человек может открыть для себя массу новых возможностей, воплотить мечты, стать смелее, увереннее. Но, Интернет – вред, если неправильно им пользоваться, неверно распределять время нахождения онлайн. Если вы не умеете жить и достигать целей в реальной жизни, то навряд ли Интернет станет панацеей от ваших бед, скорее наоборот. Вред и польза интернета – здесь все зависит только от Вас, насколько Вы сможете контролировать себя и что извлечете, вред или пользу.



**Ex.1. Translate the following dialogue and act it out.**

*Энди:* Скажи мне Росс, как часто ты используешь интернет?

*Росс:* Должен сказать, довольно часто. Я использую его каждый день, так как мне нужно проверять электронную почту, читать новости, общаться с друзьями. А почему ты спрашиваешь?

*Энди:* Я пытаюсь создать опросник с ответами об интернете и частоте пользования им. Я уже опросил семь людей и теперь мне нужно сравнить данные. Ты не возражаешь быть одним из моих респондентов?

*Росс:* Вовсе нет. Какие еще вопросы в твоём списке?

*Энди:* Что ты делаешь первым делом, когда заходишь в интернет?

*Росс:* Ну, для начала я проверяю свой электронный ящик, а затем начинаю бороздить просторы интернета в поисках нужной информации.

*Энди:* Какого рода информацию ты обычно ищешь?

*Росс:* Я ищу все, что связано с моей учебной работой. Мне нужно много новой информации для выполнения домашней работы.

*Энди:* Ты просто копируешь то, что находишь?

*Росс:* Нет, наши учителя не принимают никакого пустого копирования. Я пытаюсь адаптировать информацию под мои задания. А также, я пытаюсь писать все своими словами.

*Энди:* Понятно. Как насчет музыки? Используешь ли ты интернет для того, чтобы слушать музыку?

*Росс:* Да, конечно. я всегда слушаю онлайн радио. Более того, я иногда ищу в интернете слова к песням.

*Энди:* А ты читаешь онлайн книги или журналы?

*Росс:* Я особо не читаю журналы, но электронные книги нахожу по-настоящему полезными.

*Энди:* Сколько раз в день ты используешь интернет? Это один из наиболее важных вопросов в моем списке?

*Росс:* Никогда не обращал на это внимания, но думаю более пяти раз.

*Энди:* Спасибо. Эта информация очень полезна для меня.

*Росс:* У тебя есть еще вопросы?

*Энди:* Да, еще несколько вопросов. Можешь сказать мне, какой твой любимый сайт?

*Росс:* Мне нравятся многие вебсайты. Некоторые связаны с музыкой, некоторые – с кино и книгами. Однако, мой любимый сайт - это Википедия, так как он отвечает на множество вопросов. Он также здорово помогает мне в учебе.

*Энди:* Ты используешь социальные сети или чаты? Если да, то для чего?

*Росс:* Конечно. У меня множество друзей в социальных сетях. Мне нравится болтать с ними, обмениваться музыкой, открытками и просто интересной или веселой информацией. Я не пользуюсь различными чатами. На мой взгляд, социальные сети гораздо полезнее для этого. Иногда я пользуюсь скайпом, когда хочу поболтать с друзьями или родственниками, которые находятся в других странах.

*Энди:* Еще два вопроса. Пользуешься ли ты онлайн словарями?

*Росс:* Да, иногда. Онлайн словари экономят много времени и усилий.

*Энди:* Ты бы мог прожить день без интернета?

*Росс:* Мой ответ – нет. Думаю, что на сегодняшний день почти каждый человек зависим от этой компьютерной программы. У всех людей дома есть компьютеры или ноутбуки и они несомненно пользуются интернетом каждый день. Я тоже не исключение.

*Энди:* Ясно. Спасибо за то, что помог мне. Теперь у меня достаточно информации для опросника.

*Росс:* Не за что!



**Ex.1. Write an article to the magazine “Life without Internet”**



**SPORT**  
***ESSENTIAL VOCABULARY***

aquatics	водные виды спорта
athletics	атлетика
baseball	бейсбол
basketball	баскетбол
billiards	бильярд
boxing	бокс
canoeing	гребля на каноэ
chess	шахматы
coach	тренер
competition	соревнование
contending teams	соревнующиеся команды
contestant	участник состязаний
cycling	велогонка
diving	дайвинг, подводное плавание
draw	ничья
fencing	фехтование
football	футбол
gain	выигрывать
goalkeeper	вратарь
golf	гольф
gymnastics	гимнастика
hockey	хоккей
home team	принимающая команда
horse racing	скачки
jumping	прыжки
match	матч
mountain-skiing	горнолыжный спорт
net	сетка

on-looker	зритель
pitch	поле
play ground/sports ground/court	спортивная площадка
player	игрок
point	очко
referee	судья
relay	эстафета
rowing	гребля
rugby	регби
running	бег
score	подсчитывать очки
skates	коньки
skating rink	каток
skiing	лыжный спорт
stadium	стадион
swimming pool	бассейн
table tennis	настольный теннис
team	команда
to be in good sport shape	быть в хорошей спортивной форме
to even the score	сравнять счет
to keep score	удерживать счет
to lose	проиграть
to open the score	открыть счет
to score a point	набрать очко
to win	выигрывать
to lose	проигрывать
tournament	турнир
track	трек, дорожка
track and field athletics	легкая атлетика
training	тренировка
volley-ball	волейбол
winner	победитель
wrestling	рестлинг
yachting	парусный спорт



**Read and translate the text.**

**Text V**

**FOOTBALL**

Football is a very popular sport played all over the world. It is played in most European and Latin-American countries; it is played in Africa and Asia. It is played by men and women. Millions of people in more than 140 countries play football. In the USA it is called soccer. Football is an official game of the Olympics.

There is a simple aim in football: to kick or head the ball in to the goal of your opponent's team. Basically, there is also one simple rule: no one except the goalkeeper may use their hands to play the ball. In a soccer game there are two teams of 11 players, who try to score a point by kicking a ball into the opponent's net. Football is played on a rectangular field with a net on each short side of the field.

Eleven members of each team defend their side of the field to prevent the ball from being forced into their goal, which results in a point, scored by the team kicking the ball. There are only three officials involved in the game: the referee and two linesmen. The equipment used in soccer is also very simple.

The history of this game began in the antiquity. Games similar to soccer can be traced in ancient China as early as 400 BC. Egyptians played a kind of football too. They played games involving the kicking of a ball. In about 200 AD the Romans played a game in which two teams tried to score by advancing a ball across a line on the field. The Romans passed the ball to one another but they never kicked it. London children in the 12th century played a form of soccer in the streets. During the 1800s the English played a game similar to soccer. Many rules changed and now we have a modern variant of that football ancient people used to play.

Nowadays the sport of football has grown to a global scale, including men's and women's teams, and the World Cup and European Championship competitions, which is played every four years. Also in Europe League of Champions and FIFA Cup competitions take place every year. There are also championship in Latin America and Africa.

But the modern version of football came from England. This game was not so popular until the middle of 1900s.

It started as a game involving kicking and handing, but later this branched off into two separate sports: rugby and football, which is what the Americans call soccer. Around the late nineteenth century, English football began spreading over Europe. The United States was one of the last to implement football or soccer as a national sport. The Canadian Soccer Association was established in 1912 while the United States Soccer Federation was set up in 1913. The first World Cup Championship was in Montevideo, Uruguay. Since then it has been played every four years except during World War II. The North American Soccer League (NASL) was formed in 1968. But it didn't gain popularity until the 1970's.

The rules of play for soccer are simple. The referee makes most of the decisions, and attempts to encourage fair play.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

ударить ногой, ударить головой, команда соперников, ворота противоположной команды, судья на линии, мировой масштаб, древность, распространять, честная игра, вручать кому-то что-то.

**Ex.2. Read and translate the text. Answer the questions using the topical words and phrases.**

1. How is football called in the States?
2. When did the history of football begin?
3. Where was football invented?
4. What is the main aim in football?
5. How often are the World Cup and European Championship competitions played?
6. Where was the modern version of football invented?
7. When did English football start spreading over Europe?
8. When was the North American Soccer League (NASL) formed?
9. When was the United States Soccer Federation set up?

**Ex.3. Translate from Russian into English.**

1. Футбол является очень популярным видом спорта, которым занимаются во всем мире.
2. Футбол является национальным видом спорта в большинстве европейских, латиноамериканских и африканских стран.



3. Египтяне также играли в футбол.
4. Теперь футбол вырос до мировых масштабов, в него играют мужские и женские команды, проходят первенства на Кубок мира и чемпионаты Европы.
5. Каждый год в Европе проходят первенства Лиги чемпионов и Кубка УЕФА.
6. Соединенные Штаты Америки стали одной из последних стран, которые приняли футбол как национальный вид спорта.
7. Футбольная Федерация США была образована в 1913 году.
8. Первый чемпионат мира по футболу прошел в Монтевидео, Уругвай.
9. Чемпионат мира по футболу проходит каждые четыре года, за исключением времени, когда шла Вторая мировая война.
10. В 1968 году была сформирована Североамериканская Футбольная Лига (NASL).
11. История футбола началась в античности.
12. В футболе очень простая цель — забить ногой или головой гол в ворота противоположной команды.
13. В футбол играют на прямоугольном поле, на меньших сторонах которого расположены ворота.
14. Игру судят три арбитра: два на линии и главный арбитр.
15. Каждые четыре года в Европе проходят соревнования Лиги чемпионов и Кубка УЕФА.



### **Sport is GREAT**

Whatever your taste, Britain is home to some of the greatest sports – and sporting venues – in the world. Watch the video and go behind the scenes at Silverstone Circuit, home of F1, and Wembley Stadium, temple of football!

#### **Ex.1. Choose all the things that Richard does in the video.**

- He attends a press conference.
- He drives a Ferrari.
- He goes inside Wembley stadium.
- He has a driving lesson.

- He looks at a statue.
- He takes part in a race.
- He visits an Olympic stadium.
- He visits Silverstone.
- He walks across the Wembley pitch.
- He watches a football match.
- He watches a Grand Prix race.

**Fill in the spaces with words (no more than three) or numbers from the video.**

1. Silverstone Circuit is one of the world's most famous \_\_\_\_\_ venues.
2. It has been modernised over the last 60 years and its most recent development is the Silverstone Wing, which is a new \_\_\_\_\_ and paddock.
3. Richard Phillips is the \_\_\_\_\_. He says that the circuit attracts \_\_\_\_\_ people over the weekend of a Grand Prix. It's the biggest \_\_\_\_\_ in the country.
4. Wembley Stadium is home to the England National Football Team and the \_\_\_\_\_.
5. The stadium has \_\_\_\_\_ seats and measures 1 km all the way round. It has the longest single piece of \_\_\_\_\_ in the world, which you can see from miles away.
6. It's \_\_\_\_\_ made \_\_\_\_\_ of \_\_\_\_\_ and is \_\_\_\_\_ metres tall and \_\_\_\_\_ metres long and it moves to allow \_\_\_\_\_ onto the pitch. The Press Conference Room has seats for up to \_\_\_\_\_ members of the media.

**Ex.3. Which words can we use in the spaces? Choose three answers for each question.**

1. *This is Silverstone Circuit - one of the world's most famous motorsport \_\_\_\_\_.*
- fields
  - locations
  - scenes
  - sites

situations

venues

2. *Hundreds of thousands of fans come here to \_\_\_\_\_ the most exciting motor-racing events on the planet.*

assist

experience

look at

observe

watch

witness

3. *Richard Phillips is the Managing Director. He \_\_\_\_\_ everything that takes place here.*

captains

manages

looks over

oversees

rules

supervises

4. *Here at Silverstone we have the biggest, most \_\_\_\_\_ crowd in the world.*

experienced

familiar

informed

knowledgeable

understandable

comprehensive

5. *I'm about to get a \_\_\_\_\_ behind closed doors.*

gaze

glimpse

look

peek

sight

spy

6. *The stadium has recently \_\_\_\_\_ a huge make-over.*

been through

encountered

experienced

known  
undergone  
witnessed

7. *Members of the media ask the players the \_\_\_\_\_ questions we all want to hear.*

burning  
hot  
important  
imposing  
pressing  
testing



**Ex.1. Complete each sentence with a word from the box.**

handlebars racket rope glasses net costume whistle saddle gloves rod club ice
--

- a) When Brenda entered the swimming competition she bought a new *costume*
- b) I learned to ride a horse without using a.....
- c) Gemma tried to hit the golf-ball with her....., but missed it.
- d) After the tennis match, one of the players jumped over the.....
- e) Diana's bike crashed into a tree, and she was thrown over the.....
- f) A mountain-climber's life may depend on their.....
- g) Open-air skating can be dangerous if the.....is too thin.
- h) Peter put his..... in front of his face to protect himself from his opponent's punches.
- i) Suddenly the referee blew his.....and pointed to the penalty spot.
- j) Skiing can be dangerous if you don't wear dark.....
- k) I had to play the doubles match with a borrowed.....
- l) Terry went fishing with the new.....his parents gave him.

**Ex.2. Underline the most suitable word.**

- a) Sue came first in the 5000 metre *competition/game/race*.
- b) Jack and Eddie arranged to meet outside the football *ground/field/pitch*.
- c) Brenda goes jogging every morning to keep *exercised/fit/trained*.
- d) Our team *beat/defeated/won* the match by two goals to nil.
- e) The local stadium isn't large enough for so many *audience/viewers/spectators*.
- f) I'm afraid I don't find basketball very *interested/interesting*.
- g) The final result was a/an *draw/equal/score*.
- h) Norman won first *medal/prize/reward* in the cookery competition.
- i) All *competitors/rivals/supporters* for the race should make their way to the track.
- j) Collecting matchboxes is Rebecca's favourite *leisure/occupation/pastime*.

**Ex.3. Translate the following text from Russian into English.**

Говорят: «Здоровье дороже богатства». Тысячи людей считают, что спорт помогает приобрести хорошее здоровье. Поэтому каждая страна уделяет много внимания развитию спорта. Именно спорт помогает воспитанию физически сильных, волевых, смелых и энергичных людей. К сожалению, очень трудно найти время для регулярных занятий спортом. Люди стали в наше время слишком занятыми. Довольно многие предпочитают наблюдать за спортивными событиями, а не принимать в них участие. Это так называемые спортивные болельщики. Они заполняют стадионы во время спортивных матчей и состязаний, они сидят у телевизора, как приклеенные, они готовы оказать любую моральную поддержку своим любимым спортсменам или командам.

В то же время тысячи людей посвящают свободное время занятиям спортом. Они играют в игры как в крытых помещениях, так и на открытом воздухе: волейбол, баскетбол, настольный теннис, хоккей, большой теннис. Количество участников и зрителей показывает, что самыми популярными играми являются баскетбол, хоккей и, конечно, футбол. Многие люди занимаются лёгкой атлетикой, велоспортом, боксом, борьбой, гимнастикой и т. д.

Хоккей, фигурное катание, лыжный и конькобежный спорт - наиболее популярные зимние виды спорта. Летом миллионы людей наслаждаются плаванием. Есть также много плавательных бассейнов, что

делает плавание возможным круглый год. Велоспорт также полезное занятие, так как велосипед увлекает вас на свежий воздух и заставляет работать все мышцы. Итак, если правильно организовать свой день, можно найти возможность для спорта.

Физическая культура является существенной частью развития молодёжи. Все учащиеся и студенты имеют регулярные тренировки на уроках физкультуры. Эти занятия любят все, так как они дают запас энергии, развивают мышцы, делают учащихся сильными, быстрыми и здоровыми. Время от времени организуются различные соревнования в школе или между школами. Наиболее популярные виды спорта в школе - баскетбол, футбол и волейбол. Кроме того, учащиеся и студенты посещают множество спортивных клубов и спортивных секций после уроков, где они могут заниматься своим любимым видом спорта. Итак, если Вы считаете, что физическая форма и здоровье важны, Вам следует заниматься спортом.



**Ex.1. Translate the following dialogue and act it out.**

*Люк:* Какой твой любимый вид спорта, Мария?

*Мария:* Честно говоря, Люк, я не очень спортивна, но я очень люблю плавание.

*Люк:* Ты умеешь хорошо плавать?

*Мария:* Да, конечно. Я довольно хороша в этом. Я также занимаюсь немного подводным плаванием и виндсерфингом.

*Люк:* Понятно. Это интересно. Мне также нравится плавание, но мой любимый вид спорта баскетбол.

*Мария:* Это заметно. Ты довольно высокий.

*Люк:* Есть ли такие виды спорта, которыми ты не занимаешься, но любишь смотреть?

*Мария:* Таких видов спорта много. Например, мне нравится смотреть футбол, хоккей, теннис, горные лыжи, биатлон, фигурное катание, бобслей и многое другое. Как насчет тебя? Любишь ли ты смотреть спортивные события?

*Люк:* Конечно, люблю. Мои любимые события связаны с хоккеем и керлингом.

*Мария:* Кстати, я понятия не имею, в чем разница между обычным футболом и соккером.

*Люк:* Я могу объяснить. В целом эти игры почти одинаковы, просто имеют разные названия. Игроки формируют команды, носят специальную униформу и стараются забить голы. Тем не менее, есть некоторые незначительные отличия, например, форма мяча. В соккере мяч сферической формы, в то время как в футболе он овальный. В соккере игроки не могут касаться мяча рукой, а в футболе – могут.

*Мария:* Понятно. Так основные различия только в правилах этих игр, не так ли?

*Люк:* Совершенно верно.

*Мария:* А как насчет керлинга? Это командная игра? А как в нее играют?

*Люк:* Керлинг – это командная игра. В него, как правило, играют в командах по четверо. Оборудование включает в себя камни и метлы. В этой игре игроки должны попытаться прокатить камни по ледовому покрытию к области цели, которая называется домом. Смысл игры заключается в прокатке камня ближе к центру дома. Каждая команда имеет восемь камней.

*Мария:* Кажется, это интересный вид спорта. По возможности, я определенно посмотрю игру в керлинг.

*Люк:* Уверен, тебе понравится.

*Мария:* А ты никогда не пробовал заниматься серфингом или виндсерфингом?

*Люк:* Нет, не пробовал. Но думаю, что это доставляет одно удовольствие. Можешь рассказать мне немного об этих типах спорта?

*Мария:* Да, конечно. Я очень интересуюсь этими водными видами спорта. Серфинг является довольно популярным среди молодых людей в настоящее время. Другими словами серфинг – это катание на волнах. Серферы стоят на специальных досках и пытаются прокататься на океанских волнах. Виндсерфинг являет собой сочетание серфинга и парусного спорта. Оба вида спорта очень завораживающие.

*Люк:* Есть ли какие-либо специальные мероприятия или соревнования по серфингу и виндсерфингу?

*Мария:* Да, есть. Существуют Всемирные чемпионаты по серфингу. В виндсерфинге практикуются такие дисциплины, как слалом, гонки на скорость, фристайл и прочее.

Люк: Я хотел бы посмотреть одно из таких соревнований. Дай мне знать, если будут грядущие события.

Мария: Обязательно. Я рад, что у нас схожие интересы и предпочтения в спорте.



**Ex.1. Write a letter to you friend and tell him / her about the competition that you have attended.**



### BOOKS *ESSENTIAL VOCABULARY*

a book with dense print	книга с мелким шрифтом
a book with loose pages	книга с растрепанными страницами
a bookworm	«книжный червь»
a tome bound in leather/with gilt edges	том в кожаном переплете/ с позолоченными уголками
a volume with a broken binding	том с порванным переплетом
adult's book	книга для взрослых
adventure book	книга о приключениях
an alert/keen reader	внимательный читатель
author	автор
bestseller	бестселлер
binding	переплет
biography	биография
blockbuster	блокбастер
children's book	книга для детей
cover	обложка
crime/thriller	триллер
detective story	детектив
epigraph	эпиграф
fantasy	фэнтези
historical novel	исторический роман
jacket	суперобложка



literary fiction	беллетристика
non-fiction	документальный
paperback and hardback	в мягкой/твердой обложке
preface	предисловие
romantic novel	романтический/любовный роман
science fiction	научная фантастика
the contents list	содержание
title	заглавие
to be lost/absorbed in a book	быть поглощенным книгой
to browse through newspapers and periodicals	просматривать газеты и периодику
to devour books	«проглатывать» книги
to dip into/glance over/ thumb through a book	углубиться, просмотреть, пролистать книгу
to form a reading habit early in life	сформировать привычку к чтению в детстве
to make good bed-time reading	быть хорошим чтением перед сном
to read a child/oneself to sleep	читать перед сном
to read silently /greedily/laboriously	читать молча, жадно, усердно
to scan/skim a magazine	просматривать журнал
travel book	книга о путешествиях
writer	писатель



**Read and translate the text.**

### **Text VI**

#### **Importance of Books in our Life**

Books plays an important role in in our life. It is said that books are our best companions. Books are our friends in a real sense. They demand nothing from us. They give us plenty of joy. We also learn a lot from them. They take us into a different world of imagination.

A books consists of long written work. It may be published form either in physical form or in electronic form.

**Good books improve our standard of living.** They tone up our intellectual taste they make our outlook broad. They console us when we are depressed.

**Books encourage us when we are defeated.** They inspire us to work hard with hope and courage. They remove our ignorance and add to our

knowledge. Books enrich our experience and sharpen our intellect. Thus a good book is our true friend.

**A man must avoid reading bad books.** They may make our life miserable. We may have to suffer because of bad books. They develop in us bad habits. They mislead and misguide. Bad books ruin our intellect. They spoil our interest in reading good and serious books. We must avoid reading such bad and cheap books because they waste our time and energy.

**We should develop a healthy habit of reading books.** We must select the books carefully. We should read only good books. Reading good books has many advantages. Bad books spoil our character. They develop unhealthy habits in us. We should follow children and young men to read only good books. They should act upon the lessons they learn from such books. A good book is our 'friend, philosopher and guide'.

**Everybody wants pleasure in life.** Man wants wealth and power for the sake of pleasure. He wants to have good health so that he may enjoy life more and more. In the modern age man seeks pleasure everywhere. All the discoveries and inventions of science are made for human happiness. Even saints live a life of suffering in this world for divine pleasure in the other world.

We can get pleasure from various things. Spots, games and films are some of them. But the reading of books gives us the real pleasure of life. When we read good book, we forget ourselves. We do not remember the care and anxieties of the world. We are sent into a land of beauty, imagination and happiness. So, books are the source of the greatest pleasure in life.

**Well-read man is loved by all.** He is a store house of information. He knows something of everything. A well read man can be very good talker. He can entertain us with his good talks. He shows his worth at a social function. He can talk about many things. So, we do not feel dullness and boredom in the company of such persons. This is another advantage of reading books.

**Books are of different kinds.** Some books deal with topics of general nature. Everybody likes to read those books. There are also some books on certain topics. Such books are written for a particular set of readers. A general reader likes to read books of general nature. They give us knowledge and pleasure.

We should be very careful while we select books. Good books develop in us many qualities. A man of wide reading is a man of culture. Books, magazines and journals do not bore us. They make our life happy. But bad books spoil our

taste. Only a sincere reader of good books knows what divine pleasure he gets from reading books.

### **Reading and speaking activity**

**Ex.1. Give English equivalents for the following Russian words and word-combinations. Use them in the situations of your own.**

мир фантазии, уровень жизни, воодушевлять, невежество, обогащать, вводить в заблуждение, хранилище информации, божественное удовольствие.

**Ex.2. Read and translate the text. Answer the questions using the topical words and phrases.**

1. In what way do good books tone up our intellectual taste?
2. Do books remove our ignorance and add to our knowledge?
3. A man must avoid reading bad books, mustn't he?
4. How bad books spoil our character?
5. A well read man can be very good talker, can't he?

**Ex.3. Translate the following sentences into English.**

1. Книги тонизируют наш интеллектуальный вкус, они расширяют наш кругозор.
2. Человек должен избегать чтения плохих книг. Они могут сделать нашу жизнь несчастной.
3. Мы должны тщательно выбирать книги. Мы должны читать только хорошие книги. Чтение хороших книг имеет много преимуществ. Плохие книги портят наш характер.
4. Все открытия и изобретения науки сделаны для человеческого счастья.
5. Человек широкого кругозора – человек культуры. Книги, журналы и журналы нас не утомляют. Они делают нашу жизнь счастливой. Но плохие книги портят наш вкус.



## Literature is GREAT

Modern-day authors cast their own spells, too, and Richard visits a very magical place to find out about contemporary English writers.

### Ex.1. What's the main message of the video?

What's the main message of the video?

1. J.K. Rowling has revitalised British literature by becoming the most successful writer of her generation.
2. Britain has produced, and continues to produce, many talented and well-known writers.
3. The British literary tradition is arguably the most influential in the world.

### Ex.2. Choose the best answer according to the video.

1. *What do George Orwell, C.S. Lewis, Tolkien and J.K. Rowling have in common?*

- a) They all wrote books that were aimed at children.
- b) They all wrote books that have been made into films.
- c) They all invented iconic characters.
- d) All of the above are true.

2. *What does the video say about Leadenhall Market?*

- a) It's a six-hundred year old covered market.
- b) It's where part of the Harry Potter films were made.
- c) You can buy Harry Potter souvenirs there.
- d) All of the above are true.

3. *According to Amanda Craig, J.K. Rowling is important to literature because...*

- a) she's encouraged people to read in English.
- b) she's read all over the world.
- c) she knows how to tell a good story.
- d) All of the above are true.

4. *What do Philip Pullman, Anthony Horowitz and Cressida Cowell have in common?*

- a) They all write books aimed at children or teenagers.
- b) They all write fantasy books.
- c) They've all had books made into films.
- d) All of the above are true.

5. *According to Amanda Craig, Britain produces good writers because...*

- a) Britain has a tradition of great writers.
- b) British people are interested in other people.
- c) British people speak English.
- d) All of the above are true.

**Ex.3. Put the words in the spaces to make sentences from the video.**

- over
- draw
- throughout
- ground
- shivers
- adapted
- translated
- edge

I've been told that if I walk \_\_\_\_\_ here, something magical will happen.

The Harry Potter films were \_\_\_\_\_ from the children's novels of J.K. Rowling.

Over 450 million copies of the Harry Potter books have been sold \_\_\_\_\_ the world.

They've been \_\_\_\_\_ into seventy-two different languages.

She's made people in every country laugh, cry and sit on the \_\_\_\_\_ of their seats.

Why is Britain such a breeding \_\_\_\_\_ for writing talent?

We've got people like Charles Dickens and William Shakespeare to \_\_\_\_\_ upon.

We want to make them feel \_\_\_\_\_ up their spine.



**Ex.1. Choose the most suitable word or phrase to complete each sentence.**

- a) *Susan's first painting was a/an..... A ..... portrait.*  
A) self B) own C) selfish D) auto
- b) *We all enjoyed the play so much that we.....for ten minutes.*  
A) booed B) screamed C) applauded D) handed
- c) *Peter sings every Sunday in the local church.....*  
A) concert B) chorus C) opera D) choir
- d) *I bought this book mainly because it has a very attractive.....*  
A) folder B) cover C) coat D) wrapping
- e) *The play was a success and had very good.....in the papers.*  
A) reviews B) critics C) advertisements D) notes
- f) *If you can't find what you are looking for in the book, use the.....*  
A) preface B) directory C) list D) index
- g) *The average.....watches television for about 15 hours a week.*  
A) viewer B) audience C) spectator D) observer
- h) *First we see their faces from far away, and then we see a.....*  
A) side by side B) foreground C) replay D) close up
- i) *Please note that the next programme is.....for children.*  
A) unusual B) unsuitable C) unmistakable D) unreasonable
- j) *All the members of the.....had a party after the play was over.*  
A) scene B) cast C) circle D) drama

## **Ex.2. Translate from Russian into English**

Книга представляет собой хранилище знаний и опыта. Она имеет несколько преимуществ.

Книга – наш лучший друг. В нашем обществе у нас есть друзья и враги. Даже так называемые друзья могут обманывать. Однако книги – наши лучшие друзья. Как хороший друг, она ведет нас по жизни.

Книги – это голоса мудрости, прошлого и настоящего. Знания, хранящиеся в них, дают нам радость.

Мы читаем книги не только для приобретения знаний, но и для развлечения. Это самое безобидное занятие для использования времени в продуктивной манере. Книжные полки являются постоянным источником радости для всех книголюбов. Для образованного человека нет

удовольствия, сравнимого с удовольствиями чтения книг. Книги предоставляют нам разнообразные развлечения. Некоторые дают нам громкий смех, некоторые – улыбка, а некоторые – невыразимую радость.

Книги помогают нам забыть надолго заботы и тревоги повседневной жизни. Те, кто умеет читать книги, действительно счастливы. Читатель книг забывает о своих проблемах и находит от этого удовольствие. Деньги не могут купить спокойствие. Сила не может исцелить наши печали. Книги могут, когда все остальные терпят неудачу.

Книга – это окна во внешний мир. Книги о путешествиях могут отвезти нас в джунгли Африки, в пустыню Сахара, на вершину Эвереста или на ледяные поля Арктики. И все это время мы можем проводить в кресле.

Книги могут расширить наш разум и порадовать наше сердце. Мы любим книги по разным причинам.

Само знание также является отличным источником удовольствия. Книги об экспедициях и приключениях порождают наше воображение. Детективы рассказывают нам острые ощущения и удерживают нас в напряжении.

Тем не менее, существует множество книг, и нам нужен выбор книг. У нас не хватает времени и сил, чтобы прочитать все эти книги. Мы знаем, что хорошие книги облагораживают наши умы, а плохие книги загрязняют его. Наше время драгоценно; Мы не можем тратить его, читая мусор. Итак, мы должны прочитать те книги, которые могут быть нашими лучшими компаньонами, которые могут расширить наше видение и сделать нашу жизнь более значимой.



**Ex.1. Translate the following dialogue and act it out.**

*Майк:* Привет, Селена. Рад тебя видеть! Как ты?

*Селена:* Привет, Майк. У меня все отлично, спасибо. А у тебя как дела?

*Майк:* Очень хорошо, спасибо. Куда ты направляешься?

*Селена:* Я иду в библиотека. Я хочу провести там пару часов.

*Майк:* Что ты будешь там делать так долго?

*Селена:* Это не долго. Время просто летит, когда я в библиотеке. В-первых, я хочу найти материал для моего домашнего задания. Затем, я хочу почитать какую-нибудь книжку на французском. А под конец найду интересную книгу для ежедневного чтения. Я могу взять ее на время из библиотеки и вернуть, когда закончу читать.

*Майк:* Ты сказала книга на французском. Там много книг на иностранных языках?

*Селена:* Да. Это крупная библиотека международной литературы. Вот почему я часто туда хожу. Однажды из чистого любопытства я пыталась прочесть книгу на японском языке, но конечно же не смогла.

*Майк:* А у них есть книги, написанные на редких языках?

*Селена:* Ну, я никогда не спрашивала про это, но на полках я видела несколько книг на латинском.

*Майк:* Наверняка это литература по медицине. Вот, что мне нужно для моей учебы. Можно ли мне присоединиться к тебе как-нибудь?

*Селена:* Конечно, будет здорово, если ты пойдешь со мной.

*Майк:* Ты говорила, что можешь часами читать там книгу. Разве тебе не становится одиноко или скучно в библиотеке?

*Селена:* Вовсе нет. Напротив, когда я читаю интересную книгу, я полностью сливаюсь с героями книги. Таким образом, мне не одиноко. Более того, это не скучное место. Там просторные и светлые помещения, заполненные студентами, такими же как мы с тобой.

*Майк:* Понятно. Да, определенно, я хочу тоже сходить туда.

*Селена:* Какие книги ты любишь читать?

*Майк:* Я люблю фантастику.

*Селена:* У них огромный выбор книг фантастики. Ты можешь даже найти фантастический рассказ на китайском или португальском.

*Майк:* Здорово.

*Селена:* А кто твой любимый писатель, Майк?

*Майк:* Стивен Кинг. А твой?

*Селена:* Мой любимый писатель – Олдос Хаксли.

*Майк:* Я никогда не слышал о нем. Ты можешь назвать какие-нибудь из его книг?

*Селена:* Ну, он был известным английским писателем, который написал большое количество сочинений, коротких рассказов, поэзии, дневников путешествий, и даже сценариев к кино. Одна из его наиболее выдающихся книг – это роман «О дивный новый мир». Я несколько раз



перечитывала ее и она мне не наскучила. Тебе тоже следует ее прочитать. Она очень поучительная.

*Майк:* Ну, если ты так говоришь, то прочитаю. Но для начала тебе нужно отвести меня в эту библиотеку.



**Ex.1. Read the information on a book review writing and write a book review on your own.**

### **Algorithm “How to write a book review”**

#### **Introduction**

Since most reviews are brief, many writers begin with a catchy quip or anecdote that succinctly delivers their argument. But you can introduce your review differently depending on the argument and audience. The Writing Center’s handout on introductions can help you find an approach that works. In general, **you should include:**

- The name of the author and the book title and the main theme.
- Relevant details about who the author is and where he/she stands in the genre or field of inquiry. You could also link the title to the subject to show how the title explains the subject matter.
- The context of the book and/or your review. Placing your review in a framework that makes sense to your audience alerts readers to your “take” on the book. Perhaps you want to situate a book about the Cuban revolution in the context of Cold War rivalries between the United States and the Soviet Union. Another reviewer might want to consider the book in the framework of Latin American social movements. Your choice of context informs your argument.
- The thesis of the book. If you are reviewing fiction, this may be difficult since novels, plays, and short stories rarely have explicit arguments. But identifying the book’s particular novelty, angle, or originality allows you to show what specific contribution the piece is trying to make.
- Your thesis about the book.

#### **Summary of content**

- This should be brief, as analysis takes priority. In the course of making your assessment, you’ll hopefully be backing up your assertions with concrete evidence from the book, so some summary will be dispersed throughout other parts of the review.

- The necessary amount of summary also depends on your audience. Graduate students, beware! If you are writing book reviews for colleagues – to prepare for comprehensive exams, for example – you may want to devote more attention to summarizing the book’s contents. If, on the other hand, your audience has already read the book – such as a class assignment on the same work – you may have more liberty to explore more subtle points and to emphasize your own argument. See our handout on summary for more tips.

### **Analysis and evaluation of the book**

- Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the book as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly.

- You do not necessarily need to work chronologically through the book as you discuss it. Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the book.

- If you find it useful to include comparisons to other books, keep them brief so that the book under review remains in the spotlight.

- Avoid excessive quotation and give a specific page reference in parentheses when you do quote. Remember that you can state many of the author’s points in your own words.

### **Conclusion**

- Sum up or restate your thesis or make the final judgment regarding the book. You should not introduce new evidence for your argument in the conclusion. You can, however, introduce new ideas that go beyond the book if they extend the logic of your own thesis.

- This paragraph needs to balance the book’s strengths and weaknesses in order to unify your evaluation. Did the body of your review have three negative paragraphs and one favorable one? What do they all add up to? The Writing Center’s handout on conclusions can help you make a final assessment.

## **EXAMPLE**

### ***Book Review: The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle***

Following Sherlock Holmes through a series of his investigations with Watson is really engaging. Most of them always start with some form of peculiar detail and then turns around to change around just from the little details that he observes. That is the charm of Sherlock Holmes and it keeps us wondering what his next step is and how each case will end. It's a very enjoyable read.

This is a book with 12 investigations of the adventures of Sherlock Holmes. Dr. Watson, his trusted companion, is the narrator of each of these stories. He documents each one through his eyes and his experience. When Holmes exits the picture or when certain characters involved in the case leave his field of vision, we jump forward to when he witnesses some more. This allows us a lot of mystery as we read. We know that it's the most accurate version from Watson's mouth and this is also what pulls us in. He puts in his initial assessment and then his discussion with Holmes who clarifies his route of action most of the time after the fact.

I never thought about this but the image of Sherlock Holmes created by Arthur Conan Doyle is compelling because of this missing detail and because it's the opinion formed by Watson himself. The missing parts of where Holmes investigates on his own is where we wonder when he comes back what crazy approach he is going to use next to track down or capture the unknown culprit red handed. It leaves the readers wondering and often times I found myself trying to figure out what the next move was or who the next culprit was. There was maybe 3-4 times that I figured out who was the culprit but I usually would get the twist and details of the actual story wrong.

This is also what makes Sherlock Holmes a very attractive character. He inspects and sees the little details that we normally would not associate with how he gathers his information. It takes a lot of general knowledge (I guess, or extensive) to be able to pull those links together from the people he observes or the evidence that he finds and inspects.

Overall, I really did find this a very fun novel to read. I loved the character of Sherlock Holmes and will probably seek out his other novels. I always like a good mystery and makes me guess throughout reading it. It allows me to be involved throughout the story and that makes it very recommendable and a great Classic to me!

## LIST OF PRINTED SOURCES

1. Дроздова Т. *Everyday English*. – М.: Антология, 2013. – 656 с.
2. Ерофеева Л.А. *Modern English in Conversation*. – М.: Флинта, 2011. – 341 с.
3. Кобзева Н. А. *Education Idioms and Exercises at Foreign Language Classes* // Молодой ученый. – 2011. – №5. Т.2. – С. 15-16.
4. Куликова В.І. *Вивчайте та практикуйте англійську граматику : навч. посіб.* / В. І. Куликова, Т. В. Пакулова, І. В. Фатянова. – Донецьк : Вид-во «Ноулідж» (донецьке відділення), 2013. – 324с. – англ.
5. *Практический курс английского языка. 2 курс : учеб. для студентов вузов* / (В.Д. Аракин и др.); под ред. В. А. Аракина. – 7-е изд, доп. и испр. – М.: Гуманитар. изд. центр ВЛАДОС, 2005. – 516 с. – (Учебник для вузов).
6. Проценко Ю.М. *Cinemaland: Films, actors*. – Київ, Знання, 2007. – 222 с.
7. Радовель В.А. *Английский язык: пособие для подготовки к ЕГЭ*. – Ростов-на-Дону, Феникс. – 2011. – 448 с.
8. Эккерсли К. Э. *Учебник английского языка*. – Баку, издательство «Азербайджан», 1993. – 330 с.
9. Янсон В. В., Свистун Л. В., Богатирьова С. Т., Лежньов С. М. *A Practical Guide for Learners of English = Практичний курс англійської мови для студентів вищих навчальних закладів. Книга І: Навч. посібник*. – Англ. мовою. – Київ: ТОВ «ВП Логос-М», 2007. – 368 с.: іл.
10. Barbara Thomas, Laura Matthews, *Vocabulary for First Certificate, Cambridge Books for Cambridge Exams*.
11. Black M., Sharp W. *Objective IELTS (Intermediate)* / M. Black, W. Sharp. – Cambridge University Press, 2002.
12. Clive Oxenden, Christina Latham-Koenig. *New English File Upper-Intermediate* – Oxford, 1997 – 161 p.
13. Dellar H., Walkley A. *Innovations. A course in natural English (Coursebook)* / H. Dellar, A. Walkley. – Thomson, 2007.
14. Elizabeth Sharman, *Across Cultures, 5th Edition, Longman*.
15. Greet Judith. *Timesaver: Intermediate Listening (Intermediate - Advanced) Book and Audio*. – Mary Glasgow Magazines (Scholastic Inc.), 2004. – 96 p.
16. Kay S., Jones V. *Inside Out : Student's book : Intermediate*. - Oxford: Macmillan Heinemann, 2001. – 160 p.

17. Malcolm Mann, Laser B1, Student's Book, MacMillan.
18. Malcolm Mann, Steve Taylore-Knowles, Skills for First Certificate: Reading, MacMillan.
19. Mark Foley. Total English Intermediate. – Longman, 2006. – 176 p.
20. Mark Harrison. FCE Practice Tests. – Oxford University Press, 2008. – 129 p.
21. McCarthy M., O'Dell Felicity. English Vocabulary in Use (Upper - Intermediate) / M. McCarthy, F. O'Dell. Cambridge University Press, 2001.
22. Michael Vince, First Certificate Language Practice, English Grammar and Vocabulary, 4th Edition, MacMillan.
23. Michael Vince, Paul Emmerson. First Certificate Language Practice (With Key). – Macmillan Education, 2003. – 352 p.
24. Miles Craven, Real Listening and Speaking, 3, Cambridge University Press.
25. O'Connell S. Focus on first certificate for the revised exam. Harlow: Pearson/ Longman, 2007. – 271 p.
26. Oxford Guide to British and American Culture. – Oxford University Press, 2005. – 533 p.
27. Peter Watcyn-Jones, Olivia Johnston. Test your vocabulary 2. – Penguin Books, 200. – 120 p.
28. Peter Watcyn-Jones. Target Vocabulary 2. – Penguin Books, 1994. – 188 p.
29. Povey J. English in Leisure. – М.: Высшая школа, 1978. – 208 p.
30. Prepositions
31. Rawdon Wyatt, Check Your Vocabulary For FCE+, Bloomsbury.
32. Soars L. Headway Intermediate Oxford: Oxford University Press, 2003. – 160 p
33. The Oxford Dictionary of Synonyms and Antonyms. – 2-nd edition. – Oxford University Press, 2007. – 519 p.
34. The Oxford Encyclopedic English Dictionary. – Oxford: Clarendon Press, 1991. – 1754p.
35. The Intermediate English Course. – London, 1978. – 87 p.
36. The Oxford Advanced Learner's Dictionary of Current English. – 6-th edition / Ed. by Sally Wehmeier. – Oxford University Press, 2000. – 1604 p.
37. The Oxford Advanced Learner's Dictionary of Current English. – 6-th edition / Ed. by Sally Wehmeier. – Oxford University Press, 2000. – 1604 p.
38. The Oxford Dictionary of Synonyms and Antonyms. – 2-nd edition. – Oxford University Press, 2007. – 519 p.

39. The Oxford Encyclopedic English Dictionary. – Oxford: Clarendon Press, 1991. – 1754p.
40. The Oxford English Dictionary. – Oxford: Clarendon Press, 1991. – Vol.XVII. – 1015p.
41. The Oxford Paperback Thesaurus. – 3-rd edition / Ed. by Maurice Waite with Lucy Hollingworth and Duncan Marshal. – Oxford University Press, 2006. – 930 p.
42. Virginia Evans, James Milton, Jenny Dooley, FCE: Listening and Speaking Skills, 1, 2, Express Publishing.
43. Virginia Evans, Jenny Dooley, Upstream, Intermediate, Student's Book, Express Publishing.
44. Williams D. SpeakOut (Intermediate) / D. Williams. – Longman, 2011.
45. Wyatt Rawdon. Check Your English Vocabulary for FCE. – A & C Black, 2004. – 129 p.

### **LIST OF ELECTRONIC SOURCES**

1. College Majors: Getting a University Degree [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/collegemajor/collegemajorsc1.htm>
2. College Scholarships [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/scholarship/scholarshiprd1.htm>
3. College Textbooks [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/textbooks/textbooksrd1.htm>
4. ESL Program Meeting [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/time/timerd1.htm>
5. First Day of Class [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/class/classc1.htm>
6. Online University Degrees Through Distance Education (E-learning) [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/vocab/v-education.htm>
7. School Report [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/grades/gradesrd1.htm>
8. Taped Library Tour [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/library/librd1.htm>
9. TODD & JEFF DISCUSS UNIVERSITY EDUCATION [Электронный ресурс]. – Режим доступа : <http://www.ello.org/english/0551/562-Jeff-Learning.html>
10. A University Degree [Электронный ресурс]. – Режим доступа : <http://www.esl-lab.com/universitydegree/universitydegreerd1.htm>

11. <http://esl.about.com/od/englishlistening>
12. <http://www.english-guide.org/category/listening>
13. <http://www.touropia.com/tourist-attractions-in-london/>



