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Белорусский национальный технический университет
Филиал БНТУ
«Минский государственный политехнический колледж»

Учебно-методическое пособие по учебной дисциплине

ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ

для специальности 2-26 02 31

«Документоведение и документационное обеспечение управления»

Электронный учебный материал

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Учебно-методическое пособие предназначено для самостоятельного и дистанционного, а также аудиторного изучения учебной дисциплины «Практика устной и письменной речи» для специальности 2-26 02 31 «Документоведение и документационное обеспечение управления». В учебно-методическом пособии представлен практический и контрольно-измерительный материал, обеспечивающий контроль и самоконтроль знаний для проведения текущей и итоговой аттестации.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Данное электронное учебно-методическое пособие, далее ЭУМП, может использоваться преподавателями, учащимися дневной формы получения среднего специального образования для самостоятельного и дистанционного изучения материала учебной дисциплины «Практика устной и письменной речи» на 2 курсе для специальности 2-260231 «Документоведение и документационное обеспечение управления».

Учебная дисциплина «Практика устной и письменной речи» выполняет важную роль в формировании поликультурной личности, способной использовать изучаемый язык в разнообразных ситуациях межкультурной коммуникации. Изучение иностранного языка как средства общения в контексте диалога национальных культур в сочетании с овладением навыками и умениями самообразовательной и познавательной деятельности на нем обуславливает высокую академическую, общеинтеллектуальную, культурологическую и практическую значимость дисциплины.

Цель изучения учебной дисциплины «Практика устной и письменной речи» - формирование коммуникативной компетенции, обучение иностранному языку как средству общения в профессиональной деятельности и формирование поликультурной личности.

Методологической основой практического обучения языку являются коммуникативный и коммуникативно-когнитивный подходы в преподавании иностранных языков.

Согласно учебной программе по дисциплине учащиеся должны знать условия и принципы речевого общения; лингвистические особенности коммуникативно-ситуативных модально-прагматических разновидностей устной речи; основные функциональные типы диалогического и монологического высказывания. Учащиеся должны уметь использовать иностранный язык в коммуникативной, когнитивной, экспрессивной и других функциях;

адекватно реализовать коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения; осуществлять общение на иностранном языке с представителями других культур; адекватно воспринимать на слух аутентичную речь; использовать оригинальные произведения письменной речи различной жанрово-стилистической разновидности и коммуникативной направленности для получения актуальной информации, расширения историко-культурологических, страноведческих и профессиональных знаний, для самообразования и совершенствования коммуникативной компетенции; вычленять тему и основную идею текста при первом прочтении

(просмотровое чтение); выделять существенные детали и необходимую информацию при прочтении текста без обращения к словарю (ознакомительное чтение); осуществлять анализ смыслового содержания и логико-коммуникативной организации текста для полного понимания текста.

Содержание данного электронного УМП представляет собой структурированный в соответствии с учебной программой материал. Тематические тексты, подробные тематические словари, разнообразные лексические и речевые упражнения и диалоги сгруппированы вокруг актуальных для повседневного общения тем.

В пособии представлены следующие темы: **Личность, Семья, Жильё, Учёба, Питание, Покупки, Человек и природа, Отдых и Досуг, Городская жизнь, Театр.**

Структурное построение каждой темы максимально способствует активизации различных видов речевой деятельности в разнообразных коммуникативных условиях с учетом адресата и ситуации общения.

Речевые упражнения разных типов направлены на создание спонтанной реакции и прочного запоминания лексики и фразеологии.

Пособие предлагает живой и разнообразный *текстовый материал*, насыщенный необходимой лексикой и разговорными конструкциями. В учебных целях тексты подвергнуты необходимым сокращениям. *Диалоги*, составляющие важную часть учебного материала, также построены преимущественно на оригинальном материале.

При составлении настоящего пособия использованы материалы ряда современных зарубежных и отечественных изданий.

МЕЖДИСЦИПЛИНАРНЫЕ СВЯЗИ

1. Иностранный язык
2. Иностранный язык делового общения
3. История
4. Обществоведение
5. Основы экономики
6. География
7. ТСО

УЧЕБНАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

Министерство образования Республики Беларусь

Филиал БНТУ

«Минский государственный политехнический колледж»

СОГЛАСОВАНО

Заместитель директора
по учебной работе

УТВЕРЖДАЮ

Директор
филиала БНТУ «МГПК»

_____ (подпись) (расшифровка подписи)

« _____ » _____ 20__ г

_____ (подпись) (расшифровка подписи)

« _____ » _____ 20__ г

ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ

Учебная программа по специальности

2-26 02 31 «Документоведение и документационное обеспечение
управления»

Разработчик _____

(подпись) (расшифровка подписи)

Рецензент _____

(подпись) (расшифровка подписи)

Программа рассмотрена и рекомендована к
утверждению на:

- заседании цикловой комиссии
иностраных языков

Протокол № _____ от « _____ » _____ 20 г.

Председатель комиссии _____

(подпись) (расшифровка подписи)

- заседании экспертного методического совета

Протокол № _____ от « _____ » _____ 20 г.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная программа по дисциплине «Практика устной и письменной речи» предназначена для специальности 2-26 02 31 «Документоведение и документационное обеспечение управления». Она рассчитана на 220 учебных часов.

Учебная дисциплина «Практика устной и письменной речи» выполняет важную роль в формировании поликультурной личности, способной использовать изучаемый язык в разнообразных ситуациях межкультурной коммуникации. Изучение иностранного языка как средства общения в контексте диалога национальных культур в сочетании с овладением навыками и умениями самообразовательной и познавательной деятельности на нем обуславливает высокую академическую, общеинтеллектуальную, культурологическую и практическую значимость дисциплины.

Цель изучения учебной дисциплины «Практика устной и письменной речи» - формирование коммуникативной компетенции, обучение иностранному языку как средству общения в профессиональной деятельности и формирование поликультурной личности.

Методологической основой практического обучения языку являются коммуникативный и коммуникативно-когнитивный подходы в преподавании иностранных языков в соответствии со следующими принципами:

- единство практической, развивающей, воспитательной и образовательной целей;
- сочетание практической направленности с систематизацией языкового и речевого материала;
- системность в организации обучения;
- взаимосвязанное обучение всем видам речевой деятельности;
- формирование навыков и умений самостоятельной работы с иностранным языком в процессе овладения им;
- профессионализация обучения;
- стимулирование познавательной активности обучаемых;
- обучение иноязычному общению в контексте диалога культур;
- использование проблемного подхода к организации учебного материала;
- широкое применение коммуникативно-познавательных задач.

Отбор и организация языкового и речевого материала для обучения определяется следующими принципами:

- коммуникативной целесообразности;
- информативной ценности;
- функциональности;
- аутентичности;
- системности в организации языкового и речевого материала (сферы и предметно-тематическое содержание общения, системно-функциональная организация грамматики и лексики);

- взаимосвязи учебных материалов в обучении различным видам речевой деятельности.

Требования к овладению иностранным языком.

Учащиеся должны знать:

- условия и принципы речевого общения;
- лингвистические особенности коммуникативно-ситуативных модально-прагматических разновидностей устной речи;
- основные функциональные типы диалогического высказывания;
- основные функциональные типы монологического высказывания.

Учащиеся должны уметь:

- использовать иностранный язык в коммуникативной, когнитивной, экспрессивной и других функциях;
- адекватно реализовать коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения;
- использовать иностранный язык в качестве инструмента профессиональной деятельности;
- осуществлять общение на иностранном языке с представителями других культур;
- адекватно воспринимать на слух аутентичную речь;
- использовать оригинальные произведения письменной речи различной жанрово-стилистической разновидности и коммуникативной направленности для получения актуальной информации, расширения историко-культурологических, страноведческих и профессиональных знаний, для самообразования и совершенствования коммуникативной компетенции;
- вычленять тему и основную идею текста при первом прочтении (просмотровое чтение);
- выделять существенные детали и необходимую информацию при прочтении текста без обращения к словарю (ознакомительное чтение);
- осуществлять анализ смыслового содержания и логико-коммуникативной организации текста для полного понимания текста.

По дисциплине предусмотрено три обязательные контрольные работы, один экзамен на втором курсе и один экзамен на третьем курсе.

Данная учебная программа разработана на основе примерного тематического плана по специальности в дневной форме получения образования, утверждённого постановлением Министерства образования Республики Беларусь 12.08.2013 № 69 РБ ст. №362 Д/тип.

ТЕМАТИЧЕСКИЙ ПЛАН

Раздел, тема	Количество учебных часов
Раздел 1. Сфера семейного общения	24
1.1 Личность	12
1.1.1 Знакомство. Возраст. Статус.	2
1.1.2 Биография и автобиография	2
1.1.3 Внешность	4
1.1.4 Характер и темперамент	4
1.2 Семья	12
1.2.1 Родственные отношения по рождению и в браке	4
1.2.2 Отношения между родителями и детьми	4
1.2.3 Роль семьи в воспитании детей	4
Раздел 2. Сфера социально-бытового общения	10
2.1. Жильё	10
2.1.1 Дом, квартира. Виды жилья	2
2.1.2 Внутренний интерьер дома. Мебель	4
2.1.3 Ремонт и благоустройство жилья	2
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3.1. Учёба	12
3.1.1 Учебные предметы	4
3.1.2 Учёба в колледже	2
3.1.3 Изучение иностранного языка	2
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5.1. Человек и природа	12
5.1.1 Погода и природные явления	4
5.1.2 Времена года	2
5.1.3 Климат в Великобритании	2
5.1.4 Климат в Беларуси	2
5.1.5 Прогноз погоды	2
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6.1.1 Праздники и каникулы	4
6.1.2 Хобби и интересы	2
6.1.3 Выезд на пикник	2
6.2. Городская жизнь	10
6.2.1 Жизнь в городе и деревне	4
6.2.2 Транспорт. Виды общественного транспорта в Великобритании и Беларуси	4
6.2.3 Безопасность на дорогах	2
6.3. Театр	8
6.3.1 Интерьер театра	2
6.3.2 Театры Лондона и Минска	4
6.3.3 Впечатления от просмотренного спектакля <i>Обязательная контрольная работа №1</i>	2
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7.1.3 Глобальные экологические проблемы и пути их устранения	4
7.1.4 Чернобыльская катастрофа и её последствия	2
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8.1.2 Профилактика и лечение заболеваний	4
8.1.3 Поликлиника. Больница	2
8.1.4 На приёме у врачей-специалистов	2

8.1.5 На приёме у стоматолога	2
8.1.6 Оказание первой помощи	2
8.2. Болезни XXI века	8
8.2.1 Болезни, связанные с состоянием окружающей среды (аллергия, последствия Чернобыльской аварии)	4
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9.1.3 Крупнейшие музеи и галереи мира и Беларуси	4
9.2. Музыка	8
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ПРИМЕРНЫЕ КРИТЕРИИ ОЦЕНКИ РЕЗУЛЬТАТОВ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ

Отметка в баллах	Показатели оценки
1 (один)	Узнавание отдельных объектов изучения программного учебного материала, предъявленных в готовом виде (терминов, словосочетаний, фраз и т.д.). Коммуникативная задача не решена. Диалогическое общение, монологическое высказывание, письменное высказывание сводятся к отдельным словам и словосочетаниям. Различие отдельных фактов текста при чтении и восприятии речи на слух.
2 (два)	Различение объектов изучения программного учебного материала, предъявленных в готовом виде. Коммуникативная задача не решена. При чтении и восприятии речи на слух не выявлены изложенные в тексте факты, события. В диалогической речи реакция на реплики собеседника практически отсутствует. В монологическом, письменном высказывании отсутствуют логика и связность. Используемые языковые и речевые средства не соответствуют ситуации профессионального общения. Допущено значительное количество ошибок, препятствующих коммуникации.
3 (три)	Воспроизведение части программного учебного материала по памяти. Коммуникативная задача решена частично. При чтении и восприятии речи на слух не выявлены основные факты, события, детали текста, не дифференцируется основная и второстепенная информация. Диалогическое высказывание в значительной степени не соответствует предложенной ситуации профессионального общения, учащийся испытывает значительные затруднения в поддержании беседы. В монологическом, письменном высказывании отсутствуют логика и последовательность изложения. Речь небеглая, со значительным количеством пауз. Используемые языковые и речевые средства не соответствуют ситуации профессионального общения. Компенсаторные умения не используются. Допущено значительное количество ошибок, препятствующих коммуникации.
4 (четыре)	Недостаточно осознанное воспроизведение большей части программного учебного материала, применение знаний в знакомой ситуации по образцу. Коммуникативная задача решена частично. При чтении и восприятии речи на слух есть существенные нарушения в выявлении основных фактов, событий текста, выявлены отдельные детали текста; затруднения в различении основной и второстепенной информации. Диалогическое высказывание в значительной степени не соответствует предложенной ситуации профессионального общения, учащийся испытывает значительные затруднения в поддержании беседы. В монологическом, письменном высказывании значительно нарушены логика и

	<p>последовательность изложения. Речь небеглая, со значительным количеством пауз. Используемые языковые и речевые средства не всегда соответствуют ситуации профессионального общения. Компенсаторные умения не используются. Допущен ряд ошибок, затрудняющих коммуникацию.</p>
<p>5 (пять)</p>	<p>Осознанное воспроизведение большей части программного учебного материала, применение знаний в знакомой ситуации по образцу. Коммуникативная задача решена не полностью. При чтении и восприятии речи на слух есть существенные нарушения в выявлении основных фактов, событий текста, выявлены не все детали текста; затруднения в различении основной и второстепенной информации, отсутствует оценка новизны (значимости) извлеченной из текста информации. Диалогическое высказывание недостаточно соответствует предложенной ситуации профессионального общения, учащийся испытывает затруднения в поддержании беседы. В монологическом, письменном высказывании значительно нарушены логика и последовательность изложения, не выражено свое отношение к обсуждаемой проблеме, теме. Речь недостаточно беглая. Используемые языковые и речевые средства не всегда соответствуют ситуации профессионального общения. Компенсаторные умения не используются. Допущен ряд ошибок, частично влияющих на процесс коммуникации.</p>
<p>6 (шесть)</p>	<p>Полное знание и осознанное воспроизведение всего программного учебного материала, владение программным учебным материалом в знакомой ситуации. Коммуникативная задача в основном решена. При чтении и восприятии речи на слух есть искажения в выявлении основных фактов, событий текста, выявлены не все детали текста; затруднения в различении основной и второстепенной информации, отсутствует оценка новизны (значимости) извлеченной из текста информации. Диалогическое высказывание в основном соответствует предложенной ситуации профессионального общения, учащийся в основном умеет поддерживать беседу. В монологическом, письменном высказывании имеются нарушения логики и последовательности изложения, не выражено свое отношение к обсуждаемой проблеме, теме. Речь недостаточно беглая. Используемые языковые и речевые средства не всегда соответствуют ситуации профессионального общения. Недостаточно используются компенсаторные умения. Допущен ряд ошибок, частично влияющих на процесс коммуникации.</p>
<p>7 (семь)</p>	<p>Полное, прочное знание и воспроизведение программного учебного материала, владение программным учебным материалом в знакомой ситуации. Коммуникативная задача решена относительно полно. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, детали текста, дифференцирована основная и второстепенная информация, отсутствует оценка новизны (значимости) извлеченной из текста информации. Диалогическое высказывание</p>

	соответствует предложенной ситуации профессионального общения, учащийся умеет поддерживать беседу. В монологическом, письменном высказывании имеются незначительные нарушения логики и последовательности изложения, есть затруднения в выражении своего отношения к обсуждаемой проблеме, теме. Речь достаточно беглая. Используемые языковые и речевые средства в основном соответствуют ситуации профессионального общения. В случае затруднений используются компенсаторные умения. Допущены отдельные ошибки.
8 (восемь)	Полное, прочное, глубокое знание и воспроизведение программного учебного материала, оперирование программным учебным материалом в знакомой ситуации. Коммуникативная задача решена относительно полно. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, выявлены детали текста; дифференцирована основная и второстепенная информация. Затруднения в оценке новизны (значимости) извлеченной из текста информации. Диалогическое высказывание соответствует предложенной ситуации профессионального общения, учащийся умеет поддерживать беседу. Монологическое, письменное высказывание построено логично и связно, есть затруднения в выражении своего отношения к обсуждаемой проблеме, теме. Речь беглая. Используемые языковые и речевые средства соответствуют ситуации профессионального общения. В случае затруднений используются компенсаторные умения. Допущены отдельные ошибки, не препятствующие коммуникации.
9 (девять)	Полное, прочное, глубокое, системное знание и воспроизведение программного учебного материала, оперирование программным учебным материалом в частично измененной ситуации. Коммуникативная задача решена полностью. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, выявлены все детали текста; дифференцирована основная и второстепенная информация, дана оценка новизне (значимости) извлеченной из текста информации. Диалогическое высказывание соответствует предложенной ситуации профессионального общения, учащийся умеет инициировать и поддерживать беседу. Монологическое, письменное высказывание построено логично и связно, выражено свое отношение к обсуждаемой проблеме, теме. Речь беглая. Используемые языковые и речевые средства соответствуют ситуации профессионального общения. В случае необходимости используются компенсаторные умения. Допущены единичные ошибки, не препятствующие коммуникации.
10 (десять)	Свободное оперирование программным учебным материалом, применение знаний и умений в незнакомой ситуации. Коммуникативная задача решена полностью. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, выявлены все детали текста; дифференцирована основная и второстепенная информация, обобщены основные факты, изложенные в тексте, дана

	оценка новизне (значимости) извлеченной из текста информации. Диалогическое высказывание соответствует предложенной ситуации профессионального общения, учащийся умеет инициировать и поддерживать беседу. Монологическое, письменное высказывание построено логично и связно, выражено свое отношение к обсуждаемой проблеме, теме. Речь беглая. Используемые языковые и речевые средства соответствуют ситуации профессионального общения. В случае необходимости используются компенсаторные умения.
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Примечание. При отсутствии результатов учебной деятельности обучающимся в учреждении среднего специального образования выставляется «0» (ноль) баллов.

РЕКОМЕНДУЕМОЕ СОДЕРЖАНИЕ ЭКЗАМЕНА

Экзаменационный билет состоит из трёх вопросов:

1. Беседа по прочитанному тексту.
2. Восстановить порядок фраз в диалоге.
3. Монологическое высказывание (7-10 предложений) по теме.

СОДЕРЖАНИЕ ПРОГРАММЫ

Цель изучения темы	Содержание темы	Результат
РАЗДЕЛ 1. Сфера семейного общения Тема 1.1. Личность		
<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения.</p> <p>Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i></p> <p>Личность человека. Имя, возраст, дата и место рождения, статус. Национальность, страна, языки. Биография и автобиография. Внешность. Характер и темперамент.</p> <p><i>Ситуации опосредованного общения</i></p> <p>Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i></p> <p>Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др.</p> <p>Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение изученных лексических единиц.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
Тема 1.2. Семья		

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Родственные отношения по рождению и в браке. Отношения между родителями и детьми. Роль семьи в воспитании детей.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение изученных лексических единиц.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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РАЗДЕЛ 2. Сфера социально-бытового общения
Тема 2.1. Жильё

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов</p>	<p><i>Лексико-терминологическое наполнение</i> Дом, квартира. Виды жилья. Внутренний интерьер дома. Мебель. Ремонт и благоустройство жилья. Обязанности по дому.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск,</p>	<p>Раскрывает значение изученных лексических единиц.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную</p>
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<p>тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p>отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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РАЗДЕЛ 3. Сфера профессионально-трудового общения
Тема 3.1. Учёба

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы,</p>	<p><i>Лексико-терминологическое наполнение</i> Учебные предметы. Учёба в колледже. Изучение иностранного языка. Экзамены. Экзаменационный стресс. Распорядок дня учащегося.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных</p>	<p>Раскрывает значение изученных лексических единиц.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом. Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме;</p>
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<p>понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p>задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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РАЗДЕЛ 4. Сфера социально-бытового общения
Тема 4.1. Питание

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его. Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом</p>	<p><i>Лексико-терминологическое наполнение</i> Основные продукты питания. Посуда и предметы сервировки. Культура поведения за столом. Рецепты любимых блюд. Традиции и особенности белорусских блюд. Особенности и традиции питания в стране изучаемого языка.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение изученных лексических единиц.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с</p>
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<p>отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>		<p>поставленной коммуникативной задачей в рамках темы.</p>
<p>Тема 4.2. Покупки</p>		
<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Магазины и основные отделы. Покупка продуктов в супермаркете, на рынке. Покупка одежды, обуви. Промтоварные магазины в Великобритании и Беларуси.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей</p>	<p>Раскрывает значение изученных лексических единиц.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>

РАЗДЕЛ 5. Сфера познавательного общения

Тема 5.1. Человек и природа

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Погода и природные явления. Времена года. Климат в Великобритании. Климат в Беларуси. Прогноз погоды.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение изученных лексических единиц.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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РАЗДЕЛ 6. Сфера социально-культурного общения

Тема 6.1. Отдых и досуг

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Праздники и каникулы. Хобби и интересы. Выезд на пикник.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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Тема 6.2. Городская жизнь

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно</p>	<p><i>Лексико-терминологическое наполнение</i> Жизнь в городе и деревне. Транспорт. Виды общественного транспорта в Великобритании и Беларуси.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск,</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает</p>
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<p>понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p>отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей</p>	<p>основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
<h3>Тема 6.3. Театр</h3>		
<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и</p>	<p><i>Лексико-терминологическое наполнение</i> Интерьер театра. Театры Лондона и Минска. Впечатления от просмотренного спектакля.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает</p>

<p>диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p>задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей</p> <p><i>Обязательная контрольная работа</i></p>	<p>коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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Тема 6.4. Кино

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом</p>	<p><i>Лексико-терминологическое наполнение</i> Посещение кинотеатра. Любимый фильм. Любимые артисты. Роль киноискусства в жизни.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной</p>
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<p>отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>		<p>задачей в рамках темы.</p>
<p>РАЗДЕЛ 7. Сфера социально - познавательного общения Тема 7.1. Проблемы охраны окружающей среды</p>		
<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Окружающая среда и цивилизация. Источники загрязнения окружающей среды. Глобальные экологические проблемы и пути их устранения. Чернобыльская катастрофа и её последствия.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>

РАЗДЕЛ 8. Сфера социально-бытового общения

Тема 8.1. Здоровье

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Самые распространённые болезни. Основные симптомы. Профилактика и лечение заболеваний. Поликлиника. Больница. На приёме у врачей специалистов. На приёме у стоматолога. Оказание первой помощи.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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Тема 8.2. Болезни XXI века

<p>Сформировать знание лексических единиц в рамках темы.</p>	<p><i>Лексико-терминологическое наполнение</i> Болезни, связанные с состоянием окружающей среды (аллергия,</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p>
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<p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p>последствия Чернобыльской аварии). Пагубные привычки (алкоголизм, курение, наркомания и СПИД) и их профилактика.</p> <p><i>Ситуации опосредованного общения</i></p> <p>Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации</p> <p><i>Ситуации непосредственного общения</i></p> <p>Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др.</p> <p>Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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РАЗДЕЛ 9. Сфера социально-культурного общения

Тема 9.1. Живопись

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов</p>	<p><i>Лексико-терминологическое наполнение</i></p> <p>Изобразительные жанры. Известные художники Великобритании и Беларуси. Крупнейшие музеи и галереи мира и Беларуси.</p> <p><i>Ситуации опосредованного общения</i></p> <p>Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск,</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более</p>
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<p>тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p>отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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Тема 9.2. Музыка

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его. Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения.</p>	<p><i>Лексико-терминологическое наполнение</i> Направления и жанры музыки. Выдающиеся музыканты. Роль музыки в нашей жизни.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение лексических единиц в рамках темы. Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом. Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в</p>
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<p>Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Обязательная контрольная работа</i></p>	<p>соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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Тема 9.3. Телевидение

<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Телевизионные каналы, программы. Моя любимая телевизионная передача или канал. Роль телевидения в современном мире.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
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Тема 9.4. Пресса		
<p>Сформировать знание лексических единиц в рамках темы.</p> <p>Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.</p> <p>Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).</p>	<p><i>Лексико-терминологическое наполнение</i> Британские и Белорусские газеты и журналы. Роль прессы в современном мире.</p> <p><i>Ситуации опосредованного общения</i> Чтение и перевод текстов профессиональной направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.</p> <p><i>Ситуации непосредственного общения</i> Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p> <p>Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.</p> <p>Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.</p>
РАЗДЕЛ 10. Сфера социально - познавательного общения Тема 10.1. У карты мира		
<p>Сформировать знание лексических</p>	<p><i>Лексико-терминологическое наполнение</i> Географическое положение и ландшафт Великобритании.</p>	<p>Раскрывает значение лексических единиц в рамках темы.</p>

единиц в рамках темы.

Научить максимально полно и точно понимать содержание текстов тематической направленности, критически осмысливать его.

Научить оперировать языковым материалом в монологической и диалогической речи в рамках темы, понимать содержание и смысл иноязычного высказывания в условиях ситуативного общения. Научить правильно в графико-орфографическом, лексическом, грамматическом и стилистическом отношении выражать свои мысли в письменной форме (писать диктанты, изложения, сочинения).

Англия, Шотландия, Уэльс, Северная Ирландия. Обычаи традиции и праздники Великобритании. Лондон – столица Соединённого Королевства. Достопримечательности Лондона. Географическое положение Беларуси. История Беларуси. Древние города и исторические памятники Беларуси. Обычаи и традиции белорусского народа. Минск – столица Республики Беларусь. Достопримечательности Минска.

Ситуации опосредованного общения

Чтение и перевод текстов тематической направленности с пониманием основной и второстепенной информации, поиск, отбор, извлечение, преобразование необходимой информации.

Ситуации непосредственного общения

Построение устного монологического и диалогического высказывания в рамках темы для решения коммуникативных задач: аргументация той или иной точки зрения, запрос информации, осуществление обмена информацией и др. Конструирование письменного текста в соответствии с коммуникативной задачей.

Обязательная контрольная работа.

Определяет познавательную ценность, устанавливает смысл прочитанного, выделяет основную и второстепенную информацию в тексте, излагает основные мысли текста более экономным способом.

Интонационно и ритмически правильно оформляет иноязычную речь; оперирует языковым материалом по теме; адекватно реализовывает коммуникативное намерение в монологической и диалогической речи в соответствии с ситуацией общения. Оформляет письменное высказывание на иностранном языке в соответствии с поставленной коммуникативной задачей в рамках темы.

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Основная

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СУЩЕСТВЕННЫЕ И НЕСУЩЕСТВЕННЫЕ ОШИБКИ

Нормы оценки результатов учебной деятельности учащихся.
Существенные и несущественные ошибки.

Вид речевой деятельности	Существенные ошибки	Несущественные ошибки
Говорение	<ol style="list-style-type: none">1. Использование языка на уровне отдельных слов и словосочетаний.2. Неверный порядок слов в предложении.3. Ограниченный словарный запас для выражения мысли.4. Фонетические, лексические и грамматические ошибки в изученном материале, затрудняющие понимание высказывания говорящего.5. Структурно- стилистические ошибки в организации устного высказывания.6. Ограниченный объём высказывания.	<ol style="list-style-type: none">1. Неверное использов. идиоматических речевых оборотов, обусловленных интерференцией родного языка.2. Пропуск или неверное употребление артиклей.3. Неверное употребление предлогов, не искажающих смысл высказывания.4. Неверный порядок прилагательных перед именем существительным.5. Словообразовательные ошибки, не затрудняющие понимание высказывания.
Чтение/ Восприятие речи на слух	<ol style="list-style-type: none">1. Узнавание отдельных слов и фраз при чтении и слушании текста.2. Замещение одного звука или слова другим, искажающим смысловое содержание предложения.3. Незнание правил чтения.4. Частичное воспроизведение материала на уровне отдельных слов и предложений.	<ol style="list-style-type: none">1. Фонетические ошибки в произношении незнакомых буквосочетаний, слов и словосочетаний.2. Воспроизведение интонации иноязычного предложения по правилам родного языка.3. Перефразирование услышанного или прочитанного контекста по правилам родного языка с некоторым нарушением структурных норм изучаемого ин. языка.
Письменная речь	<ol style="list-style-type: none">1. Выражение мысли на уровне отдельных слов и словосочетаний.2. Употребление слов в ненормативных значениях, нарушение лексической сочетаемости, повторы, тавтология.3. Неверное употребление глагольных форм и несоблюдение согласования времён.4. Оформление письменных высказываний по правилам	<ol style="list-style-type: none">1. Пунктуация иноязычного предложения по правилам родного языка.2. Неверное использов. идиоматических речевых оборотов, обусловленных интерференцией родного языка.3. Согласование подлежащего и сказуемого в единственном числе 3 лице.4. Пропуск необходимых элементов, не существенно затрудняющих понимание написанного.5. Словообразовательные ошибки, не затрудняющие понимание высказывания.

	<p>родного языка с нарушением структурно- стилистических норм изучаемого иностранного языка.</p> <p>5. Ограниченный объём высказывания.</p>	
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ПРАКТИЧЕСКИЙ МАТЕРИАЛ

(1) PERSONALITY

Vocabulary

INTRODUCING ONESELF	BIRTH & ORIGIN	HOW OLD ARE YOU
-name -surname/family name -first/Christian name -patronymic/middle name -full name -pet name -nickname -pen-name -pseudonym ,n -maiden name -namesake, n -name, v -call, v	-be from.../come from... -be born -birth, n -birthday, n -die, v -death, n -country of residence -foreign, adj. -foreigner, n -native, adj. (country) -nationality, n	-at the age of... -be (of) the same age -baby, kid -teenager/ be in one's (early/late) teens -be of age/come of age -be twenty(years old) -be nearly /under twenty (thirty...) -be over twenty(thirty...) -be in one's early (mid/ late) twenties(thirties,..) -be middle-aged/be a middle-aged person -be an elderly person -be younger/older than ...

APPEARANCE		MARITAL STATUS	CHARACTER
look, v look like look alike look one's age look young(old) for one's age take after sb feature bearing gait build height dress head hair(hair colour/ hair style) countenance face complexion	cheek/ cheekbones mouth (upper/lower) lip tooth (teeth- pl.) smile voice chin ear neck moustache beard side-burns(M) scar,n beauty-spot,n mole,n wart,n with freckles (dimples, wrinkles,glasses)	/FORMS OF ADDRESS maiden surname married, adj. marry, v single widowed widow(er) divorced separated title (Lord, Prince, Sir, Doctor...) Mr./Mrs/ Miss/ Ms.	-behave,v -behaviour, n -be like -be (a man) of strong character -be well-bred -be naughty -be a good companion -manage sb -make friends (easily) -like sb in spite of his/her faults.. -be fond of... -admire sb for smth... -be good at... -be lazy about... -be keen on...

forehead	(well) made-up(F)		
nose	un(clean-)shaven(M)		
eye, eyebrow/lash			

Reading

“About Myself”

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

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

My family is not large. We are four: father, mother, my younger sister and me.

I am blessed with good health. I look after my own health and do morning exercises every day to keep fit.

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

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

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

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

My likes and dislikes are numerous. To tell you the truth, I like my parents, jokes, mystery, a bit of comfort, the peace of the country, discos, fashion, everything that's old: old friends, old times, old books, etc. I adore watching TV, sitting in the sun, dealing with

other people, organizing my world and hanging about the streets, in my spare time in summer I like to walk in the woods and admire the beauties of the countryside, I am very fond of walking barefoot on the grass in the rain. When I am in a good mood, I love to start a new job, to sit in the candle's light, to go out and have a good time. When I was a child I used to slop about in puddles and float paper-boats on the lake. If you want my frank opinion, I am fond of sitting and reading quietly, meeting interesting people, being a centre of attention. I prefer comforting those who are in trouble, going to parties and doing other things that most young people usually do.

Task1. Answer the following questions:

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

Reading and Discussing

I APPROACHES TO LIFE, OPTIMISTS AND PESSIMISTS

Note: never try to ascertain the truth, because there rarely exists one.

Resources:

1) Two sales reps were sent to Africa from the USA to investigate the shoe market and provide exhaustive reports on possibilities.

Naturally, they saw the same, but their reports were different:

"**They all go barefoot.** There are no possibilities," wrote one of them.

"There are hige possibilities, because **they all go barefoot,**" wrote the other.

2) The usual "the glass is half-full/half empty. You may extend on it, proposing to imagine, what different people might say about this. For example, a cynic will say: "who has drunk the other half?" A realist will say: "The liquid will not overflow because the liquid doesn't reach the brims" etc.

Questions to be discussed:

- 1) Do both texts present the same attitude?
- 2) Whose position is more realistic: that of a pessimist, or that of an optimist?
- 3) Whom would you like to have for your CEO —an optimist or a pessimist?
- 4) Can there be a balance between the both?
- 5) What would you say if you lose job:
 - a) "I am ruined. I have lost everything."
 - b) "That's interesting. I now have new opportunities open for me."
 - c) Other options.
- 6) Can it be dangerous to be surrounded only by optimists?

II. PARKINSON'S LAW:

"Work files up so as to take all the time you have to complete it, and employees multiply at a fixed rate, irrespective of the amount of work produced."

What are the possible interpretations of this phrase?

- 1) Does it imply that people are usually not able to plan their time and human resources efficiently?
- 2) Does it imply that a worker intuitively distributes his time so as to fit the allotted time-span?
- 3) Does it imply it is pointless to set a period of time for the amount of work?
- 4) Is it easy to manage your own time at work?

Listening comprehension

Text for listening "People and jobs"

Task1. A business executive, a fire-fighter and a nurse are talking about the qualities they need to have to be good at their jobs, and the advantages and disadvantages of their jobs. Listen to the dialogues and fill in the missing information.

	Qualities	Advantages	Disadvantages
business executive1..... , persuasive2..... , people respect me	traveling a lot, not much free time
a fire-fighter	courageous, calm,3.....	save lives,4.....5..... , not well paid
a nurse6..... , sympathetic, caring7..... , because you help people8..... , upsetting

Speech practice

Task1. Match the questions (a, b, c, d) with the answers (1-9)

Questions

- a. What does she like?
- b. What is she like?
- c. What does she look like?
- d. How is she?

Answers

- 1) She is very nice actually. You'd really like her. She's the kind of person you can always go to with a problem.
- 2) The doctors say she'll be in hospital for at least another week.
- 3) Her greatest passion is horse-riding. She lives for horses from morning till night.

- 4) I can't stand her. She's everything I don't like in the woman. She's bossy, she's superior, and she thinks she can do everything better than other people.
- 5) Very plain. Long straight hair, high forehead, and prominent cheek bones.
- 6) She's fine. Very happy since she met Bernard.
- 7) Mmm... A bit like you, actually. Same height, and similar colour eyes.
- 8) She is quite good-looking. The kind of girl you go for. But she is a bit too serious for me. You know, politics, literature, human rights, things like that.
- 9) Gardening, cooking and sailing, in that order.

Task2. Expand the situation introduced by the opening sentences.

1

A: Oh, Mom! Guess who I've just seen?

B: Not Santa Clause, I suppose.

A: Do you remember Jack Collins, my class-mate? I ran across him at a supermarket. I didn't recognize him at first, he's changed so much.

B:

2

A: Who is the young man in the picture? B: Oh, this is Frank Howard, William's son. A: I don't think he took after his father.

B: No, he didn't. He is a replica of his mother. Have you ever met her? A:

3

A: John, could you do me a favour?

B: Sure. Go ahead.

A: I need to send a couple of books to a friend of mine in London. I've heard you're going there tomorrow. If you could take the books with you, he would meet you at the airport.

B: No problem. But how can I recognize him?

A:

Writing

Task1. Translate into English.

1. Она тихая, застенчивая девушка. Она не очень общительная, но мы очень хорошо ладим.
2. Она ленится готовить.
3. Моя сестра - очень трудолюбивая девушка.
4. Артур - очень непослушный ребёнок. Его мать говорит, что ей трудно с ним справляться.
5. Моя сестра очень похожа на отца.
6. Катя- общительная девушка и легко заводит друзей.
7. Виктор страстно увлекается футболом.
8. Я восхищаюсь его сильным характером.

Task2. Characterize your close relatives or friends. Use the following texts as models. Try to use as many words from your active vocabulary as you can.

Nº1 My brother Dan is a teenager. He is a hard-working boy. He is doing well at school/ He is good at Maths. He is not a sociable sort of boy. He is quiet and shy. He is keen on reading historical novels.

Nº2 My father is a strong-willed man. He works as an engineer and he is satisfied with his job. He is always calm and well-balanced. He is fond of football and hockey.

Nº3 My elder sister Mary is 18. She is a student. I admire her for her strong character. She is always quiet but there is strength under her quietness. She is a bright student.

(2) FAMILY

Vocabulary

1.MARITAL STATUS	2.RELATION BY BIRTH	3.RELATION BY MARRIAGE
(un)married	Parents	Husband
Single	Father/dad/daddy	Wife
Divorced/divorcee	Mother/mum/mummy	Ex-husband/wie
Separated	Daughter	Spouse
Widow(er/ed)	Son	Fiancé/ee
Bachelor	Sister	(Bride)groom
Spinster	Brother	Bride
Lover	Grandparents	Mother-in-law
Mistress	Grandfather/dad	father-in-law
Be engaged to sb	Grandmother/granny	daughter-in-law
Get engaged	Grandchildren	son-in-law
Marry sb	Grandson	half-sister
Be married to sb	Granddaughter	half-brother
Get married	Aunt	stepmother
Wed,v	Uncle	stepfather
Wedding,n	Nephew	stepdaughter
	Niece	stepson
	Cousin(second cousin)	stepsister
	Twins	stepbrother
	Triplets	
	(close/distant)relative	

4.OCCUPATION, PROFESSION

accountant baby sitter nurse bank teller barber bookkeeper driver (bus-; taxi-) butcher cashier computer programmer	cook dentist doctor electrician engineer clerk gardener interpreter librarian manager	pharmacist plumber policeman photographer salesperson secretary tailor teacher typist waiter
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SOME USEFUL PHRASES

- I. What do you do (for a living)? Чем вы занимаетесь?
What are you? Кто вы по профессии?
What is your profession (trade, job, occupation)? Кто вы по профессии?

PROVERBS AND SAYINGS

- I. A good name is better than riches. *Доброе имя лучше богатства.*
II. As like as two peas in a pod. *Как две капли воды.*
III. Blood is thicker than water. *Кровь гуще воды.*
IV. He that has no children knows not what is love. *У кого нет детей, тот не знает, что такое любовь.*
V. Love in a cottage. *Любовь в шалаше.*

Reading

Task1. Read the text. Put 7(seven) questions to the text.

“THE THOMASES”

Let me introduce an American family to you. It's not a large family for America; they are five-Mr. Thomas, Mrs. Thomas and their three children.

Mr.Thomas is a middle-aged, active, energetic and sociable man. He's a born artist and his profession is very interesting. He is an architect, a very talented hard-working and experienced specialist. He has two hobbies: painting and a car. The family has got a large collection of his pictures at home.

Mrs. Thomas is a pleasant-looking woman of 40. She is rather tall, slender and doesn't look her age. She has long chestnut hair, kind green eyes and a charming smile. When she

smiles you can see two nice dimples in her cheeks. She is a housewife and she runs the house and takes care of the family. She is fond of animals and the family has got two nice Persian cats, two black poodles and a large aquarium with fish. They all look after their pets.

Mr. and Mrs. Thomas have got three children: two sons and a daughter.

Their first-born is Margaret. She is 20. She is a lovely sweet girl, intelligent and well-bred. She's a student, a future architect. Margaret follows in her father's footsteps. She is engaged to Fred Brown and they are going to get married soon.

Margaret and Fred go in for skiing and they will spend their honeymoon in the mountains. It's their golden dream.

Robert is the elder son in the family. He is a schoolboy. He's good at maths and physics and is interested in computers. He is going to be a computer programmer. He does swimming and spends every free minute in the swimming-pool.

And now William. He is seven and he's pet of the family. He is a bright and jolly boy.

The Thomases have many relatives: uncles, aunts and cousins. They are happy to have their grandparents who are rather old but full of life and energy.

The family is happy and united.

Task2. Work with the text and do the tasks that follow.

1. Discuss the following questions with your group-mates.

- 1) Do your classmates/colleagues know what your family look like?
- 2) Have you ever had a love affair at work?
- 3) Do you like to gossip? Do people around you like to gossip?
- 4) Is it easy to combine personal life and work?

2. Read the text.

“TAKING AWAY THE NEED TO LIE”

In the bad old days, working mothers had to learn to lie. Returning to work after having a baby, they had to prove that nothing had changed. On those black days when the child was ill or the child minder didn't turn up, it was better to pretend to be sick themselves than to admit to any problem at home. Some people still live like this. But most companies now recognize that employees may have families. They know, in theory at least, that the old way meant their workers were unhappy, stressed out and likely to leave. Yet despite the new family-friendly policies, most companies are still getting it wrong. At one extreme, individual managers consider that any woman who has a family is not serious; at the other, the new militant working mothers behave as if it is their right to put their families first and let their colleagues cover for them. We need help, and today we are getting some. Cary Cooper, professor of organizational psychology at University of Manchester Institute of Science and Technology, is publishing a pamphlet called 'Finding the Balance', containing ten handy tips on how to balance work and family. First, Prof. Cooper says, you should alert your boss to the idea that you have family to look after. You should spell out how much you like your job and how committed you are.

You should plan your approach in advance, thinking about what your employer's likely reaction is going to be. When problems arise you should give your employer an idea of how long it is going to take to sort them out, and maybe offer to take some of the time off as holiday. You should suggest a way around the particular crisis that will allow you both to be at home and get some work done at the same time. When you come back you should try extra hard, and then point out to your employer how being flexible has allowed you to deal with the crisis at home, without your work suffering.

From the *Financial Times*

3. Find out if the statements are TRUE or FALSE according to the text, and correct the false ones:

- 1) All working mothers think that their colleagues should replace them when they cannot come to work.
- 2) Some managers still think that women who have children are not committed to their work.
- 3) The situation with working mothers that existed before has not changed at all.
- 4) Before, the working mothers were able to tell their boss and take time off work if their children were ill.
- 5) Before, working mothers had to behave as if the situation was exactly the same as before they had children.

4. Choose the correct alternative:

- 1) If you suggest a way round a problem, you
 - a) refuse to deal with it.
 - b) suggest a way of solving it.
 - c) tell someone else to solve it.
- 2) If you publish a book, brochure, pamphlet, etc., you
 - a) advertise it.
 - b) force people to buy it.
 - c) make it available for people to get and read.
- 3) If a problem arises, it
 - a) occurs.
 - b) goes away.
 - c) is solved.
- 4) If you alert someone to something, you
 - a) talk about it casually.
 - b) bring their attention to it.
 - c) try to hide it from them.
- 5) If you spell something out, you
 - a) make it very clear.

- b) make a general outline of it.
- c) give the letters of the words.

5. The text has 3 paragraphs. Give a title to each of them.

6. Find the words in the text that mean the following:

- 1) _____ – institute, higher education
- 2) _____ – awful, nasty, terrible
- 3) _____ – trouble
- 4) _____ – anxious
- 5) _____ – concentrated, strict
- 6) _____ – think, suppose, believe
- 7) _____ – firm, enterprise
- 8) _____ – top-manager
- 9) _____ – beforehand
- 10) _____ – previous, ancient

7. Find all the irregular verbs in the text and compose sentences of your own using them.

8. Find out all the adjectives in the text and give their three degrees of comparison

Ex.: small – smaller – the smallest

attractive – more attractive – the most attractive

9. Match the words to build new word combinations:

1. working	a. psychology
2. to find	b. a baby
3. to plan	c. theory
4. family	d. work
5. to have	e. in advance
6. handy	f. a pamphlet
7. organizational	g. crisis
8. to pretend to be	h. tips
9. in	i. balance

10. to publish	j. friendly
11. to balance	k. sick
12. particular	l. mothers

10. Jumbled Words

Put the letters in their right places and unscramble the words from the articles:

- 1) CYLOIP;
- 2) LUGALECEO;
- 3) ILAMYF;
- 4) SCSIIR;
- 5) RYMPELOE.

11. Jumbled Sentences

Put the words in their correct places and unscramble the sentences:

1. and some We help today are need we getting
2. extra come you When try back hard should you
3. a who Individual woman any managers serious consider family isn't has
4. crisis the You should a particular way suggest around
5. home deal Being the flexible crisis allowed to with at you

12. Do the puzzle by putting these blocks of letters in the correct order and find out the witty message that is hidden in them.

GE	E D	T O	OF	PR	ANO	IS	THE
TH	THE	AMA	OFI	F O	NE	R.	MAN

13. Here are some benefits usually offered to employers in US companies.

Number them in order of value from your point of view.

- telecommuting (working from home)
- alternative work arrangements / job-sharing
- flexible schedules
- all employees and their families are invited to company-paid cruise or resort trip
- you can bring your dog to work

- childcare for sick children
- childcare for employees traveling on business
- on-site shoe repair \ pharmacy \ car cleaning
- on-site primary school
- on-site childcare \ adult daycare for elderly relatives

14. Organize a round-table discussion with your classmates.

Discuss the question: “To Lie or Not to Lie?”

The roles:

- 1) Cary Cooper
- 2) An angry top-manager of a company who wants the work to be done.
(may be more than one person)
- 3) A poor single mother with 3 (4, 5, 6...) children.
(may be more than one person)
- 4) A pregnant woman who is about to lose her position because of her pregnancy.
(may be more than one person)

Task3. (selfwork) Read the text. Translate. Express your attitude towards the problems.

“FAMILY”

Laws concerning marriage.

A man and woman must follow certain laws when they marry. Each country has a minimum age for marriage. In many countries it is 18, but sometimes younger with parental consent.

According to law, both the man and woman must freely consent to marry. If a person is forced or tricked into marrying against his or her will, it may be possible to have the marriage *annulled* (cancelled).

Close relatives are prohibited from marrying each other. In most countries laws also forbid a person to marry if he or she is married to someone else. A person who marries a second time while a first marriage is still in effect commits the crime of bigamy.

Some legal systems permit a couple to marry even if the bride or groom cannot be present at the wedding ceremony. However, someone must serve as a *proxy* substitute for the absent person. This type of marriage is called marriage by proxy.

In nearly all countries, a couple must have a marriage licence to marry. A waiting period is usually required between the day a couple apply for a licence and the day they marry. This period gives both people time to make sure they want to marry. The waiting period developed from a church custom that requires a couple to announce their intention to marry publicly on each of the three Sundays before the wedding day. During the time between the first announcement and the wedding, any one who believes that the couple should not marry is expected to say so. In some countries, such as Great Britain, this procedure can still be used as an alternative to marriage by licence. The announcements are called *banns*. If an unmarried couple live together as husband and wife, a court may presume them married after a certain period of time if there is no evidence to the contrary. This is sometimes known as a common law marriage.

Most countries have laws forbidding persons of the same sex from marrying. However, many homosexual couples establish long-term relationships that are similar to

marriage and consider themselves married.

Marriage problems.

A man and woman expect certain things of each other even before they marry. After marriage, some husbands and wives cannot satisfy their partners expectations. They may become disappointed and unhappy with each other and have problems with their marriage. A couple may argue about almost anything, such as how to spend their money or how to discipline the children. If they do not work out their differences, they may find it difficult to be friends, romantic partners, or good parents.

Changing attitudes about marriage.

Almost every society has certain traditional ideas about marriage. For example, most societies expect men and women to marry. Most cultures also have traditions about the role and duties of a husband and wife. Traditionally, the husband was expected to earn a living and the wife was expected to do the house work and look after the children.

Many people now disregard traditional marriage patterns. For example, a large number of married couples share responsibilities that traditionally were handled by either the husband or the wife. An increasing number of married women have paying jobs and help support their families. More and more husbands share responsibilities traditionally handled by women. Such responsibilities include cooking, doing housework, and caring for the children. For some couples the traditional roles are reversed: the wife has a full-time well-paid job and the husband stays at home and cares for the children.

On the average, men and women remain single longer than they once did and wait longer before having children. In that way they can afford a more comfortable home and better lifestyle than if they married young and had children straight away.

An increasing number of people choose not to marry. If a man and woman wish to avoid marriage, they may decide to live together with no formal obligations to each other. This arrangement is more common among young adults, but some couples of all ages live together without marrying.

Marriage Today

How to Marry a Belarussian

In accordance with the Constitution of the Republic of Belarus, men and women enjoy equal rights. In the Republic of Belarus, marriage ceremonies are performed for Belarussian citizens, foreigners, and for foreigners from two different countries. Weddings are performed in the Civil Status Records Bureau. A wedding performed under religious auspices doesn't have legal force. Legislation is based on the principle of monogamy. Because of this, those citizens from other countries which tolerate polygamy cannot marry in Belarus if they are already married.

Before a marriage is performed, there is a review to make sure that there are no obstacles to the marriage taking place. A foreigner is obliged to present a certificate from the appropriate office in his native country that he is not married. Commonly, these certificates are provided by embassies and consulates.

Restrictions that aren't found in our legislation, but that are found in the legislation of a foreign state, cannot stand in the way of a wedding in Belarus.

The legislation of Belarus tolerates marriages which are registered in foreign diplomatic or consular offices under two conditions.

1. If in the corresponding foreign country registration of marriages is possible in a Belarussian embassy or consulate.
2. If both persons entering into marriage are citizens of a country with consular or diplomatic representations.

In order for a marriage to be performed, both people have to be willing and over 18 years of age.

Under Belarussian legislation, there is no place for a marriage contract.

Property accumulated by the married couple while they are married is the joint property of both. Property which belonged to each spouse before their wedding or was given to him or her as a gift or inherited is the private property of the individual spouse.

During their lives, each spouse may divorce the other by making a declaration. The divorce can be made official at Records Bureau. Fathers and mothers have equal rights and duties to their children. If the parents as a result of divorce or any other reason don't continue to live together, then the place of residence of minor children depends on mutual agreement.

Parents, notwithstanding their marriage status, are obliged to maintain minor children.

Listening comprehension

Text for listening "Family members"

Task1. Listen to four people describing family members. Match two adjectives with each person. There are two extra adjectives.

Funny, generous, hard-working, honest, modest, nasty, patient, rude, shy, talkative

1 Terry's uncle		
2 Julie's mum		
3 Martin's sister		
4 Emma's sister		

Speech practice

Task1. Say what relation is to you...

your mother's sister, your father's brother, your sister's daughter, your aunt's son, your brother's wife, your sister's husband, your husband's parents, your aunt's daughter, your brother's son, your sister's daughter, your uncle's son, your parent's parents .

Make up sentences as in the model: " My mother's sister is my aunt."

Task2. Complete the interviewer's part. Make up your own dialogue on the model. Learn it by heart.

Interviewer: Hello, Emma. Thank you for agreeing to this interview, especially as I believe you are studying for your exams at the moment.

Emma: Yes, I am. But I'm happy to do the interview.

Interviewer: Now, the questions. First of all, _____?

Emma: Oxford, in England.

Interviewer: And _____?

Emma: At home with my mother. You see my parents are divorced.

Interviewer: Ah! I'm sorry about that. _____?

Emma: Yes, I have. I've got a brother.

Interviewer: _____?

Emma: No, he's younger. He's twelve.

Interviewer: And _____?

Emma: Well, he's either playing football or watching TV. That's what he always does after school.

Interviewer: And _____?

Emma: He lives in Scotland, near Edinburgh.

Interviewer: _____?

Emma: Well, we see him quite often. We spend every school holiday with him.

Interviewer: Now, a final question, Emma. _____?

Emma: I listen to music, especially pop music.

Interviewer: That's great, Emma. I've got all the information I need. Thank you very much.

Task3. Read the following letter and replace the underlined words/expressions with similar ones from the box below.

USEFUL EXPRESSIONS

Giving advice:

What about ... ,

If I were you, I'd ... ,

You should ... ,

You ought to ... ,

Why don't you ... ,

It would be a good idea to ... ,

The best thing you can do is ... ,

I strongly advise you to ... ,

You shouldn't ... ,

You could...

Finish with: I hope this helps you.

Let me know what happens.

Things will get better soon.

Dear Rachel,

I was sorry to hear about the disagreement between you and your parents. I think I can give you some advice, though, that may make things better.

First of all, you I) ought to remember that your parents love you very much and will be proud of you whatever you do. They may want you to become a doctor now, but if they see you succeed in another field they will be satisfied.

2) If I were you, I would have a serious talk with them. The best thing you can do is explain to them that, since you are not interested in medicine, you would never be a good doctor. 3) You should also tell them that if you study art, you will have the possibility of teaching or working in advertising as well as doing your own work.

4) I hope my advice is of some help to you. I will be waiting to hear how things turn out. Remember to think positively!

Love, Aunty Rosie

Writing: «A Family»

Task 1. Read about Kostas's family. Put in capital letters and full stops. Find mistakes.

Example : «Our surname is Dimitriou. We are ...»

MY FAMILY BY KOSTAS DIMITRIOU

our surname is Dimitriou we are from Rhodes in Greece my mother's name Katerina she is are translator she is thirty-eight mum's favorite film star is Pierce Brosnan my dad is a doctor his name is Nikos and he is forty years old he is favorite pop stars are The Rolling Stones dad's favorite music is not Frank Sinator! My sisters are Maria and Eleni Maria is thirteen and Eleni is ten Maris's favorite pop star is Bob Jovi Eleni favorite is Ricky Martin i am sixteen I am a student my favorite pop star is Britney Spears Britney's music is great!

Task 1. Compose dialogues using the key words for the situations given below.

(1)

Two women sitting on a bench in the park are talking. Ann is no longer young. Nina is a young mother holding a baby in her arms: son or daughter/ daughter/ her name, age/2 children-twins/ married/have children/questions about grandchildren.

(2)

Mrs Smith and Mrs Jones are discussing their neighbour Eva: is getting married/for the third time/knows her first husband well/second divorce 3 months ago/ lose count of her husbands/we won't.

(3)

Two friends are looking at an old photograph: grandmother's family/on the right/on the left/wedding/family gathering at large/brothers and sisters/young people/ their children/ father- and mother-in-law.

(3) HOUSING

Vocabulary

General

1. Building
2. erect a building
3. pull down a building
4. public building
5. dwelling
6. dwelling house
7. house
8. lodgings
9. home
10. at home
11. go home
12. feel at home
13. homeless
14. place
15. residential area
16. council house
17. property
18. buy a property
19. condominium
20. residence
21. permanent (temporary)
22. residence
23. registration
24. storey/story (floor)
25. two-storied building
26. live (v) on the ground floor (BrE)
27. live (v) on the first floor (AmE)
28. upper (first, AmE: second) floor
29. top floor
30. move (v)
31. move into
32. move out
33. housewarming party
34. block
35. inhabitant
36. owner
37. landlord (landlady)
38. tenant (lodger)
39. tenement
40. tenement house
41. host (hostess)

42. boarding house
43. (AmE: rooming house)
44. decorate (v)
45. interior designer (decorator)
46. furnish (v) smth
47. well furnished
48. arrange (v)
49. furniture rearrange
50. set (v) smth

Renting and Buying Property

1. let
2. take in lodgers
3. rent (n)/ rent (v)
4. full board/ half board
5. "B & B" (bed and breakfast)
6. purchase (n)/ purchase (v)
7. mortgage
8. downpayment
9. pay (v) interest
10. lend (v)
11. borrow (v)
12. real estate agency
13. estate agent
14. advertise (v) for a house
15. ad (advertisement)
16. property
17. heritage
18. inherit (v)
19. freehold
20. lease (n)

Types of Dwellings

1. detached house
2. mansion
3. semidetached house
4. duplex house
5. terraced house
6. country house
7. cottage
8. housing estate (development)
9. bungalow
10. log-cabin
11. hut
12. weekend house
13. block of flats (AmE: apartment building)

- 14.multi-storey block of flats (multi-storey apartment building)
- 15.high-rise block of flats (AmE: apartment building)
- 16.sky-scraper
- 17.palace
- 18.castle
- 19.barracks
- 20.flat (AmE: apartment)
- 21.penthouse
- 22.studio

House Parts

1. roof
2. gable roof (saddleback roof)
3. pent (shad, lean-to)
4. roof
5. hip(ped) roof
6. flat roof
7. tiled roof
8. slate roof
9. shingle roof
- 10.roofless
- 11.penthouse
- 12.loft
- 13.basement
- 14.gutter
- 15.ridge
- 16.chimney
- 17.rainwater pipe
- 18.balcony parapet
- 19.flower box
- 20.window
- 21.French window (opening on to the balcony)
- 22.window frame
- 23.double casement window/ single casement window
- 24.window shutter rolling shutter folding shutter
- 25.dormer (window)
- 26.door
- 27.front door
28. back door
- 29.door frame
- 30.door lock
31. door handle
- 32.spyhole/peephole
- 33.step front steps
- 34.porch

- 35.canopy
- 36.staircase
- 37. flight of stairs
- 38.Staircase
- 39. landing
- 40.stair light
- 41.handrail
- 42.veranda (n)
- 43.patio

Premises and Outhouse

- 1. at the front of the house
- 2. at the back (rear) of the house
- 3. front garden
- 4. open space yard
- 5. plot
- 6. lawn (grass-plot)
- 7. orchard
- 8. garden
- 9. kitchen garden
- 10.gardener
- 11.flower-bed
- 12.sward
- 13.parterre
- 14.park
- 15.fence wooden fence fenced
- 16.hedge
- 17.path flagstone path
- 18.pond
- 19.fountain
- 20.summer house
- 21. arbour
- 22.court
- 23.green-house
- 24.hot-house
- 25.garage
- 26. two-car garage
- 27.tool shed
- 28.driveway
- 29.pavement (AmE: sidewalk)
- 30.outside tap (AmE: faucet) for the hose
- 31.garden hose
- 32.lawn sprinkler
- 33.padding pool
- 34.litter bin

- 35.backyard
- 36.cowshed
- 37.kennel
- 38.pigsty
- 39.stable
- 40.poultry
- 41.shed, barn
- 42.trespass (v)
- 43."no trespass"

Building and Repairing a House

1. construction construction (building) site
2. architect architecture
3. materials
4. all metal
5. wood wooden birch
6. curled (speckled) birch cherry
7. mahogany
8. maple
9. oak
- 10.walnut
- 11.beech
- 12.linden
- 13.ash(tree)
- 14.pine
- 15.spruce
- 16.larch
- 17.board
- 18.brick brickwork
- 19.cement
- 20.concrete concrete-mixer
- 21.10. glass
- 22.frosted (opaque) glass
23. plate glass
- 24.stained glass
- 25.marble
- 26.stone
- 27.masonry
- 28.panel
- 29.paint/paint (v)
- 30.paint comes off (peels off)
- 31.freshly-painted
- 32.unpainted
- 33.paint (v) a door white repaint (v)

- 34.wallpaper paper (v)
- 35.parquet / parquet (v)
- 36.parqueted floor
- 37.plaster plaster work
- 38.plaster (of Paris) = plaster cast
- 39.stucco mouldings
- 40.moulded ceiling
- 41.metals
42. stainless steel
43. iron
- 44.Copper
45. brass
- 46.bronze
- 47.plastic
- 48.tesselated
- 49.mosaic
- 50.tiles tiled
- 51.whitewash
52. whitewash (v)
53. whitewashed
- 54.prefabricated blocks
- 55.scaffolding (scaffolds)
- 56.condition of the house be in good repair
- 57.be falling into decay
58. be in the state of neglect
59. be in need of repair
- 60.the house has to be done up
- 61.construction workers
- 62.carpenter
- 63.cabinet-maker
- 64.brick-layer
- 65.builder
- 66.glass-cutter (glazier)
- 67.joiner
- 68.locksmith
- 69.painter
- 70.plasterer
- 71.plumber
- 72.upholsterer
- 73.fitter
- 74.foreman

House Fittings and Accommodations

1. accommodations (conveniences)
2. modern conveniences
3. bath

4. have (take) a bath
5. run a bath for oneself
6. bell (door-bell)
7. ring the bell
8. press the bell
9. bell is heard
10. answer the doorbell
11. electricity
12. install (put) electricity in a house
13. switch on (off) the light
14. electric meter
15. take the readings of the meter
16. faulty
17. be at fault
18. go out
19. fuse box
20. miniature circuit breaker
21. safety fuse
22. replace the safety fuse
23. lead (cord)
24. extension
25. wiring
26. bare wiring
27. (electric) bulb
28. bulb fuses
29. screw in a bulb
30. unscrew (screw out) a bulb
31. 75 watt bulb (75 candle-power bulb)
32. candle
33. candlelight
34. candle-power light
35. a candle
36. put out a candle
37. candlestick
38. chandelier (lustre; candelabrum)
39. (electric) torch, (pocket flashlight)
40. lamp
41. hanging (suspension) lamp
42. reading (table, desk) lamp
43. standing lamp
44. wall lamp
45. lampshade
46. lantern
47. plug
48. plug in

49. plug switch
50. socket
51. heating system
52. central heating
53. hot-water heating
54. steam-heating
55. stove heating
56. radiator
57. refuse chute/rubbish chute
58. water supply water line
59. have running water
60. well
61. tap (AmE: faucet)
62. tap is dripping
63. fix the tap
64. flush (v)
65. flushing lever
66. overflowing
67. get clogged
68. case of disorder/trouble
69. plumber on duty
70. telephone
71. answer the (tele)phone
72. call speak on/over the (tele)phone
73. (tele)phone call
74. (tele)phone talk
75. (tele)phone number
76. (tele)phone directory

Housekeeping

1. keep house вести
2. put smth straight
3. tidy up (do smth)
4. sweep (v)
5. sweep the floor with a broom
6. wipe (v)
7. scrub (v)
8. polish (v)
9. dust smth
10. air smth
11. empty (v)
12. empty garbage pail

Rooms and Interiors

Hall

1. hall (entrance hall)
2. coat rack
3. coat hook
4. coat hanger
5. hall mirror
6. telephone
7. chest of drawers for shoes,
8. umbrella stand
9. tubular steel chair

Living Room (Lounge)

1. wall units
2. side wall
3. bookshelf
4. row of books
5. display cabinet unit
6. cupboard base unit
7. cupboard unit, swit
8. television set (TV set)
9. stereo system (stereo equipment)
10. speaker (loudspeaker)
11. mantle clock
12. bust
13. room divider
14. drink cupboard
15. upholstered suite (seating group)
16. armchair
17. arm
18. seat cushion (cushion)
19. settee
20. back cushion
21. suite of furniture
22. upholstered furniture
23. piece of furniture
24. hangings
25. tapestry
26. curtain
27. curtain (v)
28. draw the curtain
29. pull the curtain aside

- 30.lift the curtain net
- 31.curtain
- 32.curtain rail
- 33.blind
- 34.pull the blind down (up)
- 35.carpet (AmE: rag)
- 36.carpeted floor
37. spread the carpet
- 38.door-mat mat
- 39.(round) corner section
- 40.scatter cushion
- 41.coffee table
- 42.ashtray
- 43.indoor plants (houseplants)

Bedroom

1. wardrobe (AmE: clothes closet)
2. linen shelf
3. cane chair
4. double bed (double divan)
5. bedstead
6. foot of the bed
7. bed frame
8. headboard
9. bedding
- 10.bedclothes
- 11.bedsheet
- 12.blanket
- 13.blanket-cover
- 14.counterpane
- 15.patchwork counterpane
- 16.coverlet (bedspread)
- 17.cushion
- 18.feather-bed
- 19.shake up feather-bed
- 20.mattress
- 21.pillow
- 22.pillow-case (pillow-slip)
- 23.quilt
- 24.towel
- 25.dry(wipe) one's hands on (with) a towel
- 26.rough (bath, Turkish) towel
- 27.bookshelf
- 28.(attached to the headboard)
- 29.reading lamp
- 30.electric alarm clock

31. bedside cabinet
32. drawer
33. bedroom lamp
34. picture
35. picture frame
36. bedside rug
37. fitted carpet
38. dressing stool
39. dressing table
40. perfume spray
41. perfume bottle
42. powder box
43. dressing-table mirror

Dining Room

1. dining set
2. dinning table
3. table top
4. place mat
5. place (place setting, cover)
6. dining chair
7. lamp (pendant lamp)
8. shelf
9. sideboard
10. cutlery drawer
11. linen drawer
12. china cabinet (display cabinet)
13. table linen
14. oilcloth
15. tablecloth
16. spread the tablecloth
17. tea-cloth

Children's Room (Nursery)

- 1 children's bed, a bunk-bed
- 2 storage box
- 3 ladder
- 4 toy
- 5 canopy
- 6 compendium of games
- 7 children's cupboard
- 8 desk
- 9 drop-flat writing surface

Kitchen

1. housewife
2. refrigerator (fridge, AmE:, icebox)
3. refrigerator shelf
4. salad drawer
5. frozen food compartment
6. bottle rack (in storage door)
7. upright freezer
8. wall cupboard, a kitchen cupboard
9. base unit
10. cutlery drawer
11. working top
12. cooker unit
13. electric cooker (also: gas cooker)
14. oven
15. oven window
16. hotplate
17. (automatic high-speed plate)
18. cooker hood
19. pot holder
20. pot holder rack
21. kitchen clock
22. timer
23. corner unit
24. revolving shelf
25. spice rack
26. spice jar
27. sink unit
28. dish drainer
29. sink
30. pot plant
31. a foliage plant
32. kitchen lamp
33. dishwasher (dishwashing machine)
34. dish rack
35. kitchen chair
36. kitchen table

Bathroom

1. bath tub
2. mixer tap (AmE: mixing faucet) for hot and cold water
3. foam bath (bubble bath)
4. bath salts
5. bath sponge

6. bidet
7. towel rail
8. toilet roll holder
9. (AmE: bathroom tissue holder)
10. toilet paper (coll. loo paper; AmE: bathroom tissue),
11. a roll of crepe paper
12. toilet (lavatory , W.C., coll. loo AmE: bathroom, restroom)
13. toilet pan (toilet bowl)
14. toilet lid with terry cover
15. toilet seat
16. cistern
17. pedestal mat
18. ventilator (extraction vent)
19. soap dish
20. soap
21. washbasin
22. overflow
23. washbasin pedestal with trap (anti-syphon trap)
24. tooth glass (tooth mug)
25. detachable brush heads
26. mirrored bathroom cabinet
27. fluorescent lamp
28. drawer
29. mouthwash
30. electric shaver
31. shower cubicle
32. shower curtain
33. adjustable shower head
34. shower nozzle
35. shower adjustable rail
36. shower base
37. waste pipe (overflow)
38. bathroom mule
39. bathroom scales
40. bath mat
41. medicine cabinet

Study (Den)

1. desk
2. desk-lamp
3. writing set

Proverbs and sayings

- 1 An Englishman's home (house) is his castle. *Дом англичанина- его крепость; англичанин у себя дома - хозяин.*

- 2 Burn not your house to rid it of the mouse. *Не сжигай своего дома, чтобы избавиться от мыши.*
- 3 East or West, home is best. *Восток ли, запад ли, а дома лучше.*
- 4 There is no place like home. *(Родной) дом - самое лучшее место. В гостях хорошо, а дома лучше.*
- 5 Keep a thing seven years and you will find a use for it. *Продержите вещь семь лет, и вы сумеете извлечь из нее выгоду. (В конце концов любая вещь может пригодиться.)*
- 6 People who live in glass houses should never throw stones. *Люди которые живут в стеклянных домах, не должны кидать камни. (Не руби сук, на котором сидишь.)*

Idiomatic Expressions

- 1 a home, away from home - домашняя обстановка, атмосфера, вне дома;
- 2 at home - 1) прием (гостей), званый вечер; 2) как дома (обыкн.: make oneself at home, make smb feel at home);
- 3 build one's house upon a rock - «строить свой дом на скале», создавать что-либо на прочном фундаменте;
- 4 build one's house upon the sand - «строить свой дом на песке», создавать, основывать что-либо, не имея прочного фундамента;
- 5 keep open house - держать двери дома открытыми (для гостей), жить на широкую ногу; отличаться, славиться гостеприимством;
- 6 turn smb. out of house and home - выгнать, выставить кого-либо из дома;
- 7 homeland - родная земля, родина;
- 8 be homesick - скучать по родине

Reading

Task 1. Read the text. Translate. Put 7(seven) questions to the text.

“HOUSING IN GREAT BRITAIN”

About 64% of the British population live in houses or flats that they own or are buying in instalments (with money borrowed from a bank or building society). Most other people live in council accommodation, about 10% rent from private lords.

In Great Britain families prefer to live in houses rather than in flats. Over 70% of people live in houses and only 20% live in flats.

There are several types of housing in Great Britain.

Terraced houses are attached to each other in a long row. They have three or four storeys and very large rooms. They are quite expensive and fashionable.

Semi-detached houses (semis) share a central wall, i.e. a semi is a pair of houses joined together. Typically, it has a small garden in front of it and a fence divides a larger garden at the back. Semi-detached houses are built where land is expensive.

A **detached house** is a single house, completely separate from any other. More and more homes are detached, although in areas where land is expensive the houses may be very close to each other.

Country cottages are often old stone buildings, which were part of a farm. Some Country cottages are very old and they may have a thatched roof. Today many people who work in the cities buy cottages so that they have a place to go for the weekend.

Bungalows, usually detached, are one-storey houses. All rooms are on the ground floor, which makes such houses very popular with older people who may find it difficult to climb up and down the stairs.

Many people are lucky enough to live in their own homes, and the great majority of these have a small garden. However, housing is a problem in many cities. Many young people have to live in, or share, small one-room flats called **bedsitters**.

Task2. Translate, using the words or word-combinations from the text.

- 1) Мы купили загородный дом, чтобы проводить там выходные.
- 2) Дома стоят близко друг к другу.
- 3) Перед домом есть небольшой сад.
- 4) Дом, состоящий из двух объединённых домов, называется домом на две семьи.
- 5) В бунгало все комнаты находятся на первом этаже.
- 6) Мне трудно спускаться и подниматься по лестнице.
- 7) На каждом этаже есть три или четыре квартиры.
- 8) Большинство британцев имеют собственные дома с небольшими садиками.

Listening comprehension

Text for listening "Types of Houses"

Task1. a) Look at the pictures. Which shows: (a) a mud hut?/(b)a chalet?/(c)a block of flats?/(d) a farmhouse?/(e) a houseboat? Match the letters(a-e) with the numbers(1-5).



b) Listen and match the people's names to their homes. Write S for Salif, M for Maria, G for Greg, P for Paul and H for Hendrick.

Speech practice

Task1. You are going to rent a room. Phone the landlord/landlady and ask him/her the following questions. Give your answers.

- 1) What kind of room is it? Is it big/light?
- 2) What floor is it on?
- 3) How many rooms are there in the flat? What do they face?
- 4) Is the room furnished?
- 5) Are there any modern conveniences? What are they?
- 6) Is it a single room or do I have to share?
- 7) What is the rent? What are the terms of payment?
- 8) What are the house rules I have to keep to?
- 9) Is there public transport nearby? How long does it take to get to the city centre?

Writing

Task1. Write a short story about where you would choose to live if you were:

- 1) a young couple with 3 children;
- 2) a retired couple;
- 3) a young person living alone;
- 4) an old person living alone;
- 5) a couple without children.

Don't forget to mention different rooms and facilities in your house. Write not more than 12 sentences.

Task2. Cut this sentencesnake into parts so as to make up a dialogue. Use "A" for a person looking for an apartment, and use "B" for a landlady.

«AN APARTMENT TO LET»

I was told, that you have an apartment to let. Yes. I have a spare apartment for rent. How many bedrooms are there? Two bedrooms entirely furnished. How much is the rent? What are your terms? 89 dollars a week, including laundry. What about other services? They are to be paid monthly. Do you think, I could have a look at the apartment, please? Yes, sure, but it is a mess now, I am afraid. The former tenant has just left. By tomorrow it will have been cleaned up. Well. I'd like to see the kitchen then, only to make sure, that it is equipped to cook. This way, please. Here you are. There is a built-in cupboard. All right, but there isn't enough light. You can easily screw in a brighter bulb. Appliances are sold just across the street. Thank you. When do you think I can move in? The day after tomorrow, sir.

[Check yourself.](#)

(4) STUDIES

Vocabulary

education	bachelor's (master's) degree
average	schedule
accessible	scholarship
preschool	term
primary	fee-paying
basic	goal
secondary	vacation
vocational	to involve
comprehensive (school)	to guarantee
independent	to establish
selective	to found
non-selective	to appear
private	to possess
mixed sex school	to require
public school	to set a goal
gymnasium	be divided
lyceums	be located
boarding school	to gain international recognition
institution	free
the right	free of charge
scientific and technical potential	state-run
scientific activities	assignment
achievements	a graduate
entrance exams	educational establishments
grade	a field

Subjects

ecology	[ɪ'kolədʒɪ]	экология
philosophy	[fɪ'lɒsəfɪ]	философия
jurisprudence	['dʒʊərɪspru:dəns]	правоведение
drawing	['drɔ:ɪŋ]	рисование, черчение
physics	['fɪzɪks]	физика
astronomy	[ə's'trɒnəmɪ]	астрономия
algebra	['ældʒɪbrə]	алгебра

biology	[baɪ'olədʒɪ]	биология
botany	['bɒtəni]	ботаника
geography	[dʒɪ'ɒgrəfi]	география
geometry	[dʒɪ'ɒmɪtri]	геометрия
foreign literature	['fɔrɪn'lɪtrɪtʃə]	зарубежная литература
zoology	[zəʊ'lədʒɪ]	зоология
information science	[,ɪnfə'meɪjən'saɪəns]	информатика
foreign languages	['fɔrɪn'læŋgwɪdʒɪz]	иностранные языки
modern languages	['mɒdən'læŋgwɪdʒɪz]	современные языки
history	['hɪstəri]	история
natural history	['nætʃrəl'hɪstəri]	природоведение
modern literature	['mɒdən'lɪtrɪtʃə]	современная литература
literature	['lɪtrɪtʃə]	литература
maths	[mæθs]	математика
mathematics	[,mæθɪ'mætiks]	математика
music	['mjuzɪk]	музыка
inorganic chemistry	[,ɪno:'gæni'k'emɪstri]	неорганическая химия
physical education	['fɪzɪkəl,edʒu:'keɪjən]	физкультура
chemistry	['kemɪstri]	химия
organic chemistry	[o:'gæni'k'emɪstri]	органическая химия

Reading

LIFE AT COLLEGE

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

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

Free at last.

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

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

Freshers.

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

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

During the first week, all the clubs and societies hold a 'freshers' fair' during which they try to persuade the new students to join their society. The freshers are told that it is important for them to come into contact with many opinions and activities during their time at university, but the choice can be a bit overwhelming! On the day that lecture start, groups of freshers are often seen walking around huge campuses, maps in hand and worried look on their faces. They are learning how difficult it is to change from school community to one of many thousands. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such tutorials which take place once a week. Attending lectures is optional (not obligatory) for "Oxbridge" students!

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

Task1. Answer the questions:

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

Listening comprehension

Text for listening "Exam results"

Task1. How does weather affect these things? Complete this table with your partner(s). Change partners often and share what you wrote.

	30°C+ Heat	Freezing Cold	Non-stop Rain	Warm Sunshine
Studying				
Mood				
Weekends				
Hobbies				
Shopping				
Trips				

Task2. Rank these with your partner. Put the things that help exam results most at the top.

- air conditioning • good teacher • hard work • sleep • preparation • practice-test papers*
- exercise • lucky charms*

Task3. Do the following vocabulary matching.

<p><u>Paragraph 1</u></p> <ol style="list-style-type: none"> 1. according to 2. throughout 3. grades 4. major 5. effect 6. impacted 7. average 	<ol style="list-style-type: none"> a. Important, serious, or significant. b. Ordinary, standard, normal, typical... c. This is what other people said or wrote about. d. A score that shows the quality of a student's work, essay, test, etc. e. In every part of. f. A change that is a result or consequence of an action or other cause. g. Strongly affected or changed by something.
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<p><u>Paragraph 2</u></p> <ol style="list-style-type: none"> 8. paper 9. publish 10. concerning 11. conclusions 12. potential 13. circumvent 14. minority 	<ol style="list-style-type: none"> h. Print an essay, report, poem in a book or journal to make it generally known. i. On the subject of or in connection with; about. j. Overcome a problem or difficulty. k. An essay or report, especially one read at an academic lecture or seminar or published in an academic journal. l. A relatively small group of people, especially one commonly discriminated against because of race, religion, language, or political opinion. m. Having or showing the capacity to become or develop into something in the future. n. Judgments, opinions or decisions reached by thinking, research and reasoning.
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Task4. Listen to the text and decide if a-h below are true (T) or false (F).

- a. Three US universities took part in the new study into exam results. T / F
- b. Hot weather can affect studying in the short and long term. T / F
- c. Hot weather on test days had no impact on test scores. T / F
- d. Researchers looked at the test results of ten million students in the US. T / F
- e. The research paper was called "Heat and Exam Success". T / F
- f. Global warming may affect students' later income when working. T / F
- g. The use of air conditioning would not help students do better in exams. T / F
- h. Hotter weather was particularly damaging for rich and poor students. T / F

Task5. Do this multiple choice – quiz.

- 1) How many universities took part in the research?
a) 2 b) 3 c) 4 d) 5
- 2) What kind of temperatures during the school year affected exam results?
a) varying b) boiling c) extreme d) higher than average

- 3) What did researchers study the effect of on students?
a) heat b) lack of sleep c) UV-rays d) stress
- 4) How many students' test scores did the researchers look at?
a) 100,000,000 b) 100,000 c) 10,000,000 d) 1,000,000
- 5) How much of a temperature rise caused a 1% decrease in learning?
a) 0.45°C b) 0.55°C c) 0.85°C d) 0.35°C
- 6) What is the name of the research paper?
a) Heat and Learning b) Heat and Stress c) Heat and Exams d) Heat and Performance
- 7) What other thing did the researchers say global warming might affect?
a) stress b) weight and obesity levels c) income-earning potential d) relationships
- 8) How much money could the average American student lose?
a) \$25,000 b) \$35,000 c) \$85,000 d) \$550,000
- 9) What could help avoid falling exam scores?
a) air conditioning b) sleep c) water d) better teachers
- 10) Who is hotter weather particularly damaging for?
a) schools and businesses b) students who don't eat c) sleepy and overweight students d) low income and minority students

Task6. Answer these comprehension questions to the text:

1. How many universities took part in the research?
2. What kind of temperatures during the school year affected exam results?
3. What did researchers study the effect of on students?
4. How many students' test scores did the researchers look at?
5. How much of a temperature rise caused a 1% decrease in learning?
6. What is the name of the research paper?
7. What other thing did the researchers say global warming might affect?
8. How much money could the average American student lose?
9. What could help avoid falling exam scores?
10. Who is hotter weather particularly damaging for?

Speech practice

Task1. Read the text. Remember your days at school. Think of a letter you could have written in return if you had been John's friend.

FIRST DAY IN THE NEW SCHOOL

John Watkins, an English schoolboy who is 15 years old, rings his classmate Bob.

Bob: 74284, Bob speaking.

John: Hello, Bob. John here. Listen, we're going to move. Dad's firm is sending him to New York for a year.

Bob: That's fantastic! When are you going, then?

John: Next Sunday.

Bob: What about school?

John: No problem. They've got plenty of schools over there. I'll write to you all about it of course.

From a letter John has sent to Bob.

... They don't have classes here as we do in England. You have to choose some subjects, and you have Maths with one group of pupils and English with another and so on.¹

Our English teacher is Mrs Westwood. There are some other newcomers and she's made a sort of "Introduce yourself game". It was good fun and worked very well.

It went like this: first we all interviewed the boy or girl sitting next to us. Then we changed roles and our partner interviewed us Mrs Westwood had worked out² a sort of questionnaire — you know, where we came from, live now, something about our families, hobbies, likes and dislikes and so on. Well, after that we formed a group of four with another pair of partners and in turn³ told them all about our old partner. Then we changed partners, made new interviews and were interviewed again ourselves and so on. In this way we soon got to know each other.

Well, I'll stop now and I've got a lot of homework to do. Don't forget to say hello to the others.

*Yours,
John.*

¹ *and so on — и так далее*

² *to work out — разрабатывать, готовить*

³ *in turn — в свою очередь*

Task 2. Read what people say about English. What do you agree with? Discuss with your partner in the form of a dialogue. Use formulas of agreement and disagreement.

1. English is very difficult to learn. English grammar is terrible and English spelling is a problem for me.
2. Though English is not a very easy language, I like it a lot. It's like a challenge for me. I like the history of the UK and I also like British music. I find the lyrics of songs in the Internet and then sing along with the music.
3. English is very useful in life. It's very helpful when you travel - it makes travelling more enjoyable. You can read local newspapers and menus at restaurants. If you learn English really well, you'll be able to understand books and films in English. You'll be able to read Harry Potter or Lord of the Rings in English!!!

4. English doubles your chances in life. If you learn it, your boss will send you to an English-speaking country on a business trip and you will get more money in your job.
5. It's important to know English very well. You can use the Internet then and chat with people from other countries.
6. If you learn English at school, you'll have good test results and be able to go to University.
7. English has always been my favourite subject at school. It's so enjoyable to be able to speak English with your classmates and your teacher, to listen to songs, recite poems, watch the news in English! I think, I'll learn French or German later.

Writing

Task1. Write a short essay entitled «My foreign language studies» using the following words and word-combinations.

Essay №1 to be interested in, intensive studies of foreign languages, a high level of knowledge, to speak to foreigners, to communicate with other people, once (twice) a week;

Essay №2 to learn new words, to answer the teacher's questions, to make up dialogues, to do grammar exercises, to recite poems by heart, to speak on different topics, to discuss books (political events), to translate from English into Russian;

Essay №3 it takes me ..., to get ready for, as a rule, to see foreign films, to be good (not bad) at... , to translate texts with (without) a dictionary, to work hard at... .

(5) MEALS AND FOODS

Vocabulary

Meals

breakfast
brunch
dinner
lunch
supper
the elevenses (bre)
a bite / snack

tea: afternoon tea, 5 o'clock tea, high tea

Courses

afters / dessert

appetiser (BrE) / appetizer (AmE) / starter / hors d'oeuvre (Fr)

course

the first / soup course

the main / meat course / entree (Fr)

speciality (BrE) / specialty (AmE)

FOOD AND COOKING

FOODSTUFFS

Meat

meat: beef, lamb, moose, mutton, pork,

veal, venison

smoked meat

liver

kidneys

bacon

ham

sausage

smoked sausage

wiener (AmE)

Poultry

chicken

duck

goose (geese pi.)

turkey

Fish and Seafood

fish: cod, haddock, herring, perch, pike, salmon, sole, sturgeon, trout, tuna dried / salted / smoked fish / kippers tinned (BrE) / canned (AmE) fish sardines, sprats

shellfish: crabs, crayfish, mussels, lobster, oysters, shrimps (BrE) / prawn (AmE)

caviar: black / red

Dairy Products

butter cheese

cottage / cream / soft cheese

cream: sour cream, sweet cream

margarine

mayonnaise

milk

yoghurt

Bread and Pastry

baguette (Fr) / French stick (AmE)

biscuits (BrE) / cookies (AmE)

bread: brown / rye bread

bun

cake

croissant (FrE)

doughnuts (BrE) / donuts (AmE)

muffins

pastry

pie

roll

rusks

waffles

Dry Groceries

cereals: buckwheat, cornflakes, millet, oatmeal, rice, semolina corn flour

pasta: macaroni, noodles, spaghetti

baking soda

yeast

Confectionery

chewing gum chocolate

lollipop, lolly (BrE) / lollypop (AmE) peppermint

sweets (BrE) / candies (AmE) toffees

Fruit and Berries

apples

apricots

bananas

citrus fruit

grapes

grapefruit

kiwi fruit

lemons

mango

nectarines

oranges

peaches

pears

pineapples

plums

pomegranates

tangerines

bilberries

blackberries

blueberries

cherries
cranberries
currants (black / red)
gooseberries
raspberries
strawberries
melon / honey dew melon
watermelon

Dried Fruit

dates
prunes
raisins

Nuts

almond
coconut
hazelnut
peanut
walnut

Vegetables

aubergines (BrE) / eggplants (AmE)
beans: French beans
beet(s)
broccoli
brussels sprouts
cabbage
carrots
celery
cucumbers; pickled cucumbers
cauliflower
garlic
herbs: parsley, dill
leek
lettuce
marrow (BrE) /squash (AmE) /zucchini (AmE)
mushrooms
onion(s); spring onions peas
peppers / bell peppers / sweet peppers
potatoes; new potatoes
radishes
sorrel
spinach
tomatoes
turnips

Sauces and Spices

cabbage rolls /pig-in-the-blanket (AmE)	delicious
chips (BrE) /french fries (AmE)	disgusting
chop	fattening
crepe	fresh
crisps (BrE) /potato chips (AmE)	hot
curry	iced
custard	mild
cutlet	mouldy
dressing	nourishing
eggs: hard-boiled/soft-boiled / fried / scrambled eggs	nutritious
fish and chips	perishable
garnish	pickled
gravy	rare
a hamburger	ripe
iced lemon tea	rotten
jelly	sharp
kebab (BrE) / kabob (AmE)	sour
milkshake	spicy
omelette (BrE) / omelet (AmE)	stale
pancakes	substantial
pickles (AmE)	sweet
porridge	tasty
potatoes: baked / boiled /fried / mashed / roast potatoes	tender
	tough
	yacky
	yummy
preserves	
pudding	
roast beef	
salad: fruit / mixed / vegetable salad	

COOKING

to bake	to beat up	to mix
to barbecue	to carve	to peel
to boil	to chop (up)	to pour (in, out)
to fry-	to coat (with)	to preserve
to grill	to cut	to roll
to heat (up)	to drain	to rub (through)
to roast	to dress (with)	to shell
to simmer	to flavour	to slice
to stew	to garnish (with)	to sprinkle

to grate	to stir
to ice	to weigh
to mash	to whip
to measure	

Cutlery and Kitchen Utensils

blender
bowl: mixing bowl
carving board /fork / knife
chopping board (BrE) / cutting board (AmE)
cloth: oil cloth /table cloth
colander
corkscrew
dish: casserole dish dishwasher
fork: serving fork, cocktail fork, fish fork
food processor
kettle: tea kettle
knife
ladle
mug
napkin
peeler
opener: tin (BrE) / can (AmE) opener, bottle opener
pan: frying, roasting, saucepan
plate: deep plate, serving plate
rolling pin
salt cellar (BrE) / salt shaker (AmE)
skewers
skillet (AmE)
spoon: tablespoon, teaspoon
tableware

Reading

Text1 “STAYING ALIVE” (extract)

Task1. Study the extract from a brochure published by the British Health Education Council which is called 'Staying Alive'. Speak about the problems touched upon in the text. What are your ideas of healthy food? Discuss them in groups of three or four.

Most of us eat without realising what our food consists of. And, like any other machine, the body functions better or worse according to the fuel we feed it. No

one single food will kill us, but a combination of the wrong sorts of food can cause ill health. Perhaps we ought to stop and think for a moment.

Chemical additives* in food certainly make it tastier and more attractive to look at when it often consists mainly of sugar. This is dangerous not only for our body but also for our teeth. We should cut down on sweets, ice creams and soft drinks.

Sugar is not the only danger. The next time we eat lamb chops or cheese, or drink a glass of milk, we should remember the high level of fat they contain. Too much fat may lead to heart disease.

In order to be really healthy, our bodies need fibre**. Without a sufficient amount, the digestion cannot function properly. We ought to eat more fresh fruit and vegetables, bread and cereals such as rice. Fibre also fills us up, makes us feel less hungry and so we eat less of the wrong kinds of food.

Those of you who are a little overweight need not think of a diet as punishment, if you follow a sensible eating plan. It means you can eat well, enjoy your food, but without the same number of calories. To lose weight regularly, you should not eat more than 1500 calories a day. There is one condition, however. You must want to lose weight and not just think you ought to do it. When you have decided, you will have to buy a special booklet which tells you the number of calories in every type of food. You will also have to buy two reliable scales, one for weighing your food, the other for weighing yourself. You must keep an accurate record of everything you eat and weigh yourself at the same time every week. If you follow the plan carefully, you should lose an average of two and a half pounds (1 kilo) a week.

NB *Chemical additives: chemicals which are added to food and drink.

**Fibre: substance found in certain types of food that helps to keep a person healthy by keeping the bowels working.

Task2. In the text above, find a word or words that mean:

- 1 material for creating energy
- 2 meat dish
- 3 enough
- 4 in a correct way
- 5 cause of suffering
- 6 reasonable
- 7 measurement of energy that food will produce
- 8 which can be trusted
- 9 device for weighing
- 10 exact

Task3. Answer these questions.

1. Do many people know what is in their food?
2. Can what we eat affect how we feel?
3. Why should we eat fewer sweet things?
4. How could too much milk be dangerous?
5. Where can we find fibre?
6. Why is fibre good for slimming?
7. Does losing weight have to be painful?
8. Is it sufficient to know you should lose weight?
9. What do you think the record will show?

10. Will you lose the same amount of weight every week?

Text2 “TABLE MANNERS”

► A List of Do's and Don'ts

Take a slice of bread from the bread plate by hand, don't harpoon your bread with a fork.

Do not bite into the whole slice, break it off piece by piece.

Never spoil your neighbour's appetite by criticising what he is going to eat or telling stories which are not conducive to good digestion.

Chicken requires special handling. First cut as much as you can, and when you can't use a knife and fork any longer, use your fingers.

Never read while eating (at least in company).

When a dish is placed before you, do not eye it suspiciously as though it is the first time you have seen it, and do not give the impression that you are about to sniff it. No matter how surprised you are, take all in your stride.

When you are being served, don't pick. One piece is as good as the next.

In between courses don't make bread-balls to while the time away and do not play with the silverware.

Don't lick your spoon. If you really feel that way about it, ask for a second helping.

Don't use a spoon for what can be eaten with a fork. The forks are placed at the side of the dish in the order in which they are to be used (salad fork, fish fork, meat fork).

When eating stewed fruit use a spoon to put the stones on your saucer.

Vegetables, potatoes, macaroni are placed on your fork with the help of your knife.

If your food is too hot, don't blow on it as though you were trying to start a campfire on a damp night.

Your spoon, knife and fork are meant to eat with, they are not drumsticks and should not be banged against your plate.

Don't sip your soup as though you wanted the whole house to hear.

Don't pick your teeth in company after the meal even if tooth-picks are provided for the purpose.

And, finally, don't forget to say «Thank you» for every favour of kindness.

Task1. Match each action on the left with the right noun on the right.

- | | | |
|---------------------------|-------|---------------|
| 1 You take a bite with | _____ | a) a spoon |
| 2 You lick with | _____ | b) a saucer |
| 3 You drink soup with | _____ | c) a mug |
| 4 You cover your lap with | _____ | d) your plate |

- 5 You cover the table with _____ e) your front teeth
 6 You place a cup on _____ f) your back teeth
 7 You suck through _____ g) a bowl
 8 You cut up food with _____ h) a napkin
 9 You put knife and fork together on _____ i) a knife
 10 You drink hot chocolate out of ___ _ j) a tablecloth
 11 You put your breakfast cereal in _____ k) your tongue
 12 You chew with _____ l) a straw

Listening comprehension

Text for listening ["Street food"](#)

Task1. Match the words(1-10)with their synonyms(a-j) from the news article.)

1. give back 2. middle 3. quality 4. usually 5. surprised 6. happy 7. fame 8. reason
 9. stressed 10. customers

a. celebrity b. standard c. pleased d. shoppers e. centre / center f. worried g.
 normally h. return i. cause j. amazed

Task2. Listen to the text and discuss these questions.

- What do you think of street food?
- How is street food different from restaurant food?
- What is the best street food in your country?
- What do you think of crab omelets?
- What do you know about the Michelin dining guide?
- What would it be like to be a chef?
- How good is it that a street-food seller got a chef's award?
- What do you think of fine dining?

Task3. Decide whether these statements are true or false.

- The street-food chef sells a dish that uses crab. T / F
- The chef has a stall in the north of Bangkok. T / F
- The food guide Michelin gave her stall two stars. T / F
- The article said nobody was surprised the chef got the award. T / F
- Jai Fai is over 70 years old. T / F
- Jai Fai wants her life to be as it was before she got the award. T / F
- Jai Fai said no one takes photos of her stall. T / F
- Jai Fai prefers happy customers to honours or awards. T / F

Speech practice

Task1. Discuss which of the following habits you consider rude and why. Which of them, if any, do you consider acceptable only at home, and which do you consider completely unacceptable?

1. helping yourself to food without asking
2. starting to eat before everyone is served
3. picking at food with your hands
4. reading at the meal table
5. resting your elbows on the table
6. reaching across the table in front of people
7. leaving the table before other people have finished
8. not thanking the cook, the host or the hostess
9. wiping your plate clean with bread
10. licking your knife

Writing

Task1. Look at the example below, then write a few paragraphs about etiquette for visitors to your country. Give helpful advice about things like table manners, hospitality and tipping.

Table Manners

At mealtimes in Sweden we don't use side plates for bread. You're supposed to put your bread on the table beside your dinner plate. After a meal, you're expected to thank the person who prepared it, even if it's your mother or father.

Task2. Arrange the phrases of the dialogue in the right order.

I'm Slimming

Linda: Glad to see you, Carol. How are you?

Linda: Yes, I'll try a very small piece of chocolate sponge. *(She has a lot of chocolate sponge)*. Oh, what lovely sweets! I'd like some of them. Not too many, of course. I'm slimming, you see.

Linda: I shall have only one. I'm slimming. *(And she has three of them)*.

Linda: Yes, without milk, please. I'm slimming.

Linda: I don't eat bread. I'm slimming. *(She eats three pieces of ham with a large slice of bread)*.

Linda: Well, I'd like some ham, too. A small piece for me, please.

Linda: Oh, no. I'm slimming. All right. I shall have a sandwich to please you. *(She eats two sandwiches)*.

Linda: No, thank you. I'm slimming.

Carol: Help yourself to the cheese sandwiches.

Carol: You are welcome to them. And help yourself to some apples.

Carol: And I'm going to have some ham. I'm hungry.

Carol: Here is the bread.

Carol: A cup of coffee, then?

Carol: Come in, Linda, dear. Happy to see you again.

Carol: I'm great, thank you. How about something to eat?

Carol: Would you like some cake too?

[Check yourself.](#)

SHOPPING

VOCABULARY

People:

- Customer
- Cashier / clerk
- Attendant / assistant
- Manager

Shopping:

- Wallet (male)
- Purse (female)
- Scale
- Till / Counter
- Barcode
- Receipt
- Gift receipt
- Aisle
- Shelf / shelves

- Trolley
- Basket
- Lift
- Escalator
- Bag
- Fitting rooms / changing rooms

Ways to Pay:

- Cheques
- Cash
- Notes
- Coins
- Card machine
- Chop and pin machine
- Credit cards / debit cards
- Loyalty card

Where to Buy:

- convenience store / general store / newsagents / department store / shop / store
- chemist / pharmacy
- toy shop / toy store
- book shop
- ladies clothing shop / boutique
- men's clothing shop / tailor
- shoe shop / cobbler's
- jeweller's / jewellery store
- opticians / optometrists
- electrical store
- record shop

- ironmonger's / ironmongery
- charity shop / second hand shop
- haberdasher's / haberdashery
- shopping centre
- shopping mall / mall
- market
- florist / botanist
- butcher's
- fishmonger's / seafood store
- greengrocers / grocery store
- baker's / bakery
- delicatessen
- grocer's
- DIY store / home supply store
- hardware store
- off-licence
- post office
- supermarket
- gardening store / gardening centre

USEFUL PHRASES THAT A CLERK OR CUSTOMER MIGHT USE

1. Finding the right store / shop

Questions:

- Can you recommend a good toy shop/store?
- Is there a chemist / pharmacy in this area?
- Where can I get pet food from?
- Where is the nearest shopping centre?
- Could you direct me to the nearest post office please?

- Do you know where the nearest hardware store is?

Responses:

- There is a really good book shop just around the corner.
- You can buy that here in the hotel.
- The nearest one is a few mile away.
- The best toy shop is in the shopping centre.
- The post office isn't open on Sundays.
- The convenience store on the corner might sell that.

Recommended for you:

Making Complaints in English: in a restaurant, on the phone, by letter
15 Phrasal Verbs with CALL: call up, call out, call around ...

2. Opening times

Questions:

- What time are you open until?
- What time do you close today?
- Are you open on the weekends?
- Are you open all day?
- What are your opening hours?
- Are you open on Sundays?
- Are you open every day during the week?
- What time do you open tomorrow?

Responses:

- We're open from 9am to 6pm.
- We're open on weekdays only (Monday to Friday).

- We're open from 10am to 8pm.
- We're open 7 days a week.
- We're open 24/7 (24 hours a day, 7 days a week).
- We're closed at lunchtime, between 12pm and 2pm.
- We're closed on Bank Holidays (national holidays).

Recommended for you:

[Difference Between Open FOR and Open TO!](#)

[A Visual List of 100 English IDIOMS FOR TIME with Examples](#)

3. Selecting goods

Clerk's / Assistant's Questions:

- Can / May I help you?
- Can I help you find something?
- What colour would you like?
- What size would you like?
- Is there anything else I can help you with?
- Would you like to try it on?
- Is that any good?
- What can I do for you?
- How does it fit?
- How about this one?
- Anything else?
- Would you like anything else?

Customer's Questions:

- Excuse me, do you work here?
- Could you help me please?

- I'm looking for a
- I'm trying to find a
- Could you tell me where the is, please?
- How much is this?
- How much are these?
- How much does this cost?
- How much is that in the window?
- Where can I find the ?
- Do you sell ?
- Do you have any ... ?
- Would you have this in another colour?
- Have you got anything cheaper?
- Do you have something less pricey (expensive)?
- Do you have this item in stock?
- Do you have a smaller/bigger/larger size?
- Do you know where else I could try?
- Does it come with a guarantee/warranty?
- Where is the changing/fitting room?
- Is there somewhere I can try it/this/them on, please?
- Where can I weigh my groceries?
- Do/Can you deliver?
- Do you have a refund policy?
- Is this in the sale?

Clerk's / Assistant's Responses:

- I'm afraid that's the only colour we have.
- Sorry, we don't have any more in stock.
- Sorry, we don't sell those / them here.
- I'm afraid we don't have any more left.

- I have exactly what you're looking for.
- This one is on sale right now!
- It comes with a manufacturer's warranty.
- It comes with a 1-year guarantee.
- The changing / fitting rooms are that way.
- The scales are by the counter over there. That's where you can weigh your groceries.
- That one is(price).
- They're(price) each.
- You can get a refund if you keep the receipt safe, and bring it back within 2 weeks.

Recommended for you:

Other ways to say "Nice To Meet You"

Other Ways To Say NO PROBLEM

Customer's Responses:

- I don't need any help. I'm just browsing, thanks.
- No, I'm just looking, thanks.
- Wow, that's cheap!
- That's good value.
- Oh, that's expensive.
- That's quite reasonable.
- That's a little over my budget.
- That's not exactly what I'm looking for.
- I'll take it.
- I'll take this, please.
- It's too long / too short.
- It's too tight / too loose.

Recommended for you:

Other Ways To Say SORRY!

How to improve speaking if I don't know what to say in most situations when I take part in discussions?

4. Making payment

Cashier's / Clerk's Questions:

- Are you in the queue?
- Are you being served?
- Who's next?
- Next, please!
- How would you like to pay?
- Will that be cash or credit?
- Do you have a loyalty card?
- Would you like a bag?
- Can I help you with anything else?
- Will that be all?
- Would you like a gift receipt for that?
- Would you like me to gift wrap it for you?
- Would you like that gift wrapped?
- Would you like any cashback?
- Put your card into the machine, please.
- Enter your PIN, please.
- That comes to(price), please.
- The total is(price).
- That's(price), please.

Customer's Questions:

- Do you take credit cards?
- Can I pay by cheque, please?
- Could I have a receipt, please?
- Could I have a gift receipt, please?
- Could you gift wrap that for me please?
- Can I put one item back, please? I've changed my mind about this one.
- Could I leave my bags here, and pick them up later, please?
- Do you offer a cash discount?
- Does it have a warranty / guarantee?

Cashier's / Clerk's Responses:

- We take / accept all major credit cards.
- Sorry, we don't accept cheques.
- I'm afraid we take cash only.
- We're offering 6 months credit, with no deposit, if you're interested.

Customer's Responses:

- I'll pay in cash
- I'll pay by card
- Here's(money), keep the change!
- That's it for today.
- That's all, thanks.
- Thank you. Have a good day!

5. Returns and complaints

Questions:

- Who can I speak to about making a complaint?

- Could I have a refund please?
- Can I speak to the manager please?
- I'd like to return this please.
- I'd like to make a complaint.
- I'd like to change this for a different size please.
- Do you have the original receipt?
- Did you buy it from one of our other stores?
- Can I ask why you're returning it please?
- Can I ask why you've changed your mind please?

Responses:

- It doesn't work.
- It doesn't fit.
- It was a gift, but I don't like it.
- It was a gift, but the person I bought it for doesn't like it.

THINGS WRITTEN ON SIGNS THAT YOU MIGHT SEE

- OPEN
- CLOSED
- Open 24HRS (HOURS) a day
- Special offer
- SALE
- Clearance sale
- Closing down sale
- Everything must go!
- Liquidation sale
- Great value products
- Good value
- Bargains

- BUY 1 GET 1 FREE
- Buy one get one half price
- Half price sale
- 70% OFF EVERYTHING
- Reduced to clear
- Out for lunch
- Back in 15 minutes
- Back at 2PM
- Shoplifters will be prosecuted
- CCTV in operation

USING A CREDIT CARD

- enter your pin
- please wait
- remove your card
- signature

PRICES AND NUMBERS

£5.99 = “Five pounds and ninety-nine pence” (long way)

£5.99 = “Five, ninety-nine” (short way)

\$12.75 = “Twelve dollars and seventy-five cents” (long way)

\$12.75 = “Twelve seventy-five” (short way)

€3.20 = “Three euros and twenty cents” (long way)

€3.20 = “Three twenty” (short way)

MAKING COMPARISONS

Example Conversation 1:

A: Which sofa should we buy? I can't decide!

B: This one is larger, but it's more expensive. I prefer the smaller one.

Example Conversation 2:

A: I need a new watch, but I don't know which one to get. Can you give me any suggestions?

B: Rolex watches are better than Sekonda, but they're not as affordable. Sekonda watches are better value for money.

Example Conversation 3:

A: I like the red sweater. What do you think?

B: I like the red one too, but I think the blue one is better, and the green one is best. The green colour really suits you.

Example Conversation 4:

A: What do you think of this dress? Does it suit me?

B: It suits you well, but the floral print one is my favourite, and it's more suitable for this season.

Recommended for you:

[List of Sentence Connectors in English with Examples!](#)

[Essential Academic Writing Examples and Phrases!](#)

Different ways of asking someone to SHOW you something

- Can you show me the please? (Informal)
- Could you show me the please? (Informal / Formal / More Polite)

- Would you be so kind to show me the please? (Formal)
- I'd like to see the please.
- Could you direct me to the aisle please?

When you want to TRY something, you can say:

- Do you have any testers for these (lipstick) colours?
- Can I try it / them on, please?
- Could I try it / them on, please?
- Is it okay if I try this / these on?
- Where can I try it / them on?
- Where are the changing rooms, please?

If you'd like the shop assistant to give you a DIFFERENT SIZE OR COLOUR, you could say:

- Do you have it / them in size please?
- Do you have this/these in a smaller / bigger / larger size please?
- Can I try the larger / small one please?
- Do you have it / them in a different colour please?
- This is a little too tight / loose, do you have another one?

When you finally decide what you want to BUY, you can say:

- Wow, this one is great. I'll take it!
- This one is perfect, I'll take it thanks.
- I'll have this one, please!
- Can I buy the , please?
- How much is it / are they?
- I'd like to buy this one, please.
- I'd like to buy it / them, please.

EXAMPLE

CONVERSATION BETWEEN A SHOP ASSISTANT (A), CUSTOMER (B),
AND CASHIER (C)

READING

SHOPPING(1)

The Corner Shop is a small shop on or near a street corner. They usually sell food. **Harrods** is a department store. It has 230 departments. It has a library, a bank. It is a very expensive shop.

Sainsbury's is the biggest of the supermarket chains. It suggests good food, wine, do it yourself goods.

Mark & Spencer is a chain store. It is a number of department stores which sell men's and women's clothing, home furniture, plants and food. The company has over 700 stores over the world.

The Body Shop sells perfumes, soap, shampoo, skin-care products for men and women.

Task 1. Say if it is True or False

1. The corner shop usually sells food.
2. «Harrods» isn't a very expensive shop.
3. «Sainsbury's» is the biggest of the sports equipment chains.
4. «Mark & Spencer» has over 700 stores over the world.
5. «The Body Shop» sells skin-care products for men and women.

Task 2. Test

1. Fish and chips is..... food.

- A) Russian
- B) English
- C) Italian
- D) Chinese

2. People don't eat..... when they are on a diet.

- a) fruit
 - b) vegetables
 - c) fish
 - d) biscuits and sweets
3. You can buy a..... of sugar.
- a) litre
 - b) kilo
 - c) bar
 - d) bottle
4. Englishmen use..... in the shops.
- a) pounds and pence
 - b) roubles and kopecks
 - c) dollars and cents
 - d) dinars
5. Sausage is a.....product.
- a) fish
 - b) meat
 - c) sweet
 - d) dairy
6. We can buy bread at the.....
- a) baker's
 - b) grocer's
 - c) fishmonger's
 - d) greengrocer's
7. If you want to make an omelet you need.....
- a) eggs, salt, milk
 - b) ham, sugar, eggs
 - c) chips, sugar, flour
8. You can buy a mobile phone at.....
- a) the chemist's

- b) the supermarket
- c) the body shop
- d) the electronic equipment centre.

9.isn't a fruit.

- a) a banana
- b) an apricot
- c) a cucumber
- d) a pineapple

Text 2

Read the text «How We Kept Mother's Day». Some sentences are incomplete.

Choose A,B,C to complete the text.

How We Kept Mother's Day

I think celebrating «Mother's Day» once a year is a very good idea. So we decided to have a special celebration of(1). We thought it a fine idea. We knew how much Mother did for us and so we decided that we should do everything we could to make Mother happy. We decided(2). We asked Mother to arrange the decoration because she always does it on holidays. My sisters got new hats for such an important day. We wanted to buy(3) for Mother too, but she said that she liked her old hat better and didn't want a new one.

Well, after breakfast we decided to take Mother for a beautiful drive away into the country. Mother is never able to go to the country because she.....(4).

But then we changed the plan a little. Father decided to take Mother fishing. When everything was ready for the trip we asked Mother to prepare(5). Well, when the car came to the door, we saw that there was not enough room in it for us all. Father said that he could stay at home and work in the garden. Then the two girls, Anne and Mary, said that they could stay at home, but as they had new hats, it would be a pity if no one looked at them.

In the end it was decided that Mother could stay at home and make dinner. Mother doesn't like fishing.

So we all drove away, and Mother stood and watched us from the verandah as long as she could see us.

Well, we had a very nice day(6). Father caught(7). The girls met some friends and they talked about hats. It was quite late when we got back.

At last everything was ready and we sat down to a wonderful dinner. Mother got up and down many times during dinner; she brought things from the kitchen and.....(8). When the dinner was over all of us wanted to help Mother to wash the dishes. But(9) that she could do it herself, and so we let her because we wanted to make her happy.

It was quite late when it was all over, and when we all kissed Mother before going to bed, she said it had been the most..... (10).

1. A.Halloween B.....Mother's Day C.....Guy Fawkes Day
2. A.....to decorate the house with flowers B.....to go to Spain in summer
C.....to buy a new car
3. A.....a little cat B.....a new hat C.....a nice dress
4. A.....doesn't like to go abroad B.....didn't drive any more C.....is busy in the house nearly all the time.
5. A.....some soup B.....for the party C..... some sandwiches.
6. A..... in the country B.....in the village C.....at the seaside
7. A.....a very large shark B..... a lot of big fish C.....his shirt on a nail
8. A.....wore her best dress B.....laid the table C..... carried the dishes away
9. A..... Mother said B.....Father said C.....the girls said
10. A..... happiest day in her life B.....best day in her life C..... wonderful day in her life

Text 3

Read the text about Catherine and write if the statements below are true (T) or false (F).

Catherine was five years old. She often went to the shops with her mother. She liked toys very much, and she often stopped and looked at them in the shops, but her mother usually said,

« Don't stop and look at the toys today, Catherine. It's late».

Catherine's mother did not usually go to the shops on Saturdays, because she always had a lot of work at home on that day, but last Friday evening her husband said, «Some of my friends are going to visit us on Sunday», and she didn't have much food in the house.

She took Catherine at 10 o'clock on Saturday morning, and they went to the shops together. Catherine's mother said to her, «Stay near me, Catherine, and don't stop and look at the toys today».

Catherine said, «Yes, Mummy, » and she held her mother's hand. But then her mother had a lot of parcels, and Catherine stopped holding her hand.

They came to the best shop in the town. There were quite a lot of men in front of it. There was a beautiful toy bear in one of the windows, and Catherine stopped for a few seconds and looked at it. Then she looked for her mother, but she was not there. There were only men round Catherine, and they were all much taller than she was.

Catherine was very young, but she was a clever girl. She did not cry. There was a policeman in the middle of the street near the shop. Catherine waited at the side of the road for a minute, and then the policeman stopped the cars and the buses. Catherine went to him and said, «Good morning. Have you seen any ladies in this street this morning? »

«Yes, I have», the policeman said. «A lot of ladies have passed me this morning».

«And has one passed you without a small girl? » Catherine said.

«Yes, » the policeman said.

Catherine said happily, «I'm the small girl. Where's the lady? »

1. *Catherine usually goes shopping with her mother on Saturdays. (T/F)*

2. *Catherine likes toys very much and she often stops and looks at them in the shops. (T/F)*
3. *Catherine went shopping in the evening after school (T/F)*
4. *Catherine suddenly stopped in front of the best shop in town because she saw a beautiful toy bear. (T/F)*
5. *She entered the shop because she decided to buy it. (T/F)*
6. *Catherine has lost her mother. (T/F)*
7. *Catherine began to cry. (T/F)*
8. *Catherine came up to the policeman in the street and asked him if he had seen her mother. (T/F)*
9. *The policeman asked her where she lived. (T/F)*
10. *Suddenly Catherine saw her mother buying a beautiful toy for her. (T/F)*

Text 4 «Shop! Shop! Shop!»

Words for the text:

- **household** — домашний
- **attitude** — отношение
- **unlike** — в отличие
- **therapy** — терапия, лечение
- **suicide** — самоубийство
- **satisfy** — удовлетворять
- **contemporary** — современный
- **essence** — суть
- **duty** — долг

Who does most of the shopping in your family? The answer will be women. It isn't most certainly for **household** needs but it is an activity they do for pleasure.

The book «*Theory of Shopping*» written by Daniel Miller, a professor at University College, shows the differences between men's and women's **attitude** to shopping. **Unlike** men, for women, shopping is often a kind of **therapy**, a hobby.

But shopping has its darker sides as we learned this week with news of the **suicides** of two shopaholics. Trudi Susyn killed herself after she had been spending as much as £7,000 per week on clothes, shoes and beauty products. Masimi Dawson, a single mother, hanged herself after it was discovered that she had been stealing money at work to pay her shopping debts.

Do tragedies like these show that women are really crazy about material things? Miller believes that most women don't shop to **satisfy** their own needs alone. He thinks that in our culture shopping is one of the main ways of expressing love. Women do most of the shopping for others.

In **contemporary** English families, love holds the whole thing together but it's not talked about. Love is expressed by paying attention to what others want. If you buy your partner the thing he's always wanted, or you buy your child healthy food, you show that you care about that person. This is the **essence** of **contemporary** love: understanding what the other person is about, doing things for them or buying things for them, not because it's your **duty** but because you understand them.

Task 1 . Choose the right answer.

1. Women go shopping because

- A they like it.
- B men don't want to do it.
- C they are shopaholics.

2 Men

- A don't go shopping.
- B think that shopping is enjoyable.
- C don't see shopping as a hobby.

3 Before they killed themselves Trudi and Masimi

A were single mothers.

B stole money.

C were shopaholics.

4 Most of the things women buy are

A clothes and beauty products.

B never used.

C not for them.

5 In English families

A people don't talk about shopping.

B people don't talk about love.

C women love their families more than men do.

Writing

Task1. Write the summary of the text. What are the + and – of shopping

Speaking

Task1 .Discuss these questions with a partner.

1. Do you enjoy Christmas shopping, or do you find it a chore?
2. How early do you do your Christmas shopping?
3. Who do you buy Christmas presents for?
4. Have you ever shopped online for Christmas presents?
5. Do you give your Christmas gifts in bags, or wrap them in paper?
6. Which member of your family is the hardest person to buy for? Why?
7. Which member of your family is the easiest person to buy for? Why?
8. What was the best Christmas present you ever received? Why?
9. What was the worst Christmas present you ever received? Why?
10. Have you ever returned a Christmas present and exchanged it?

11. Have you ever bought Christmas presents in the sales, to put away for the next year?
12. Have you ever given hand-made Christmas presents to people? When do you usually finish your Christmas shopping?
13. Do you feel Christmas has become too commercialised?
14. What are you hoping to get for Christmas this year?

MAN AND NATURE

Reading

Wild weather

A message from Life co-author, Helen Stephenson

British people are famous for talking about the weather. There's a reason for this. Our weather can change many times in just one day! We think this is normal. On the other hand, we have had some strange weather in recent years. Many other places around the world are experiencing the same thing – weather that is hotter, wetter, drier or wilder than normal. An article by Peter Miller, from the September 2012 issue of National Geographic magazine, looked at what is happening to our weather.

Read and answer the question

What is happening to our weather?

What is 'extreme' weather? Why are people talking about it these days? 'Extreme' weather is very unusual rain, heat, storms etc. For example, in 2010, 33 centimetres of rain fell in two days on Nashville, USA. According to weather experts, that was a 'once in 1000 years' event. But these days, extreme weather events are more frequent. Also in 2010, 28 centimetres of rain fell on Rio de Janeiro in 24 hours, and there was record rainfall in Pakistan.

The effects of this kind of rain are dramatic. In Rio de Janeiro, landslides followed the rain. Hundreds of people died. In Pakistan, it caused floods that affected 20 million people. The opposite situation is drought, when no rain falls. Australia, Russia and East Africa have suffered major droughts in the last ten years. Another

example of extreme weather is a heat wave, such as in the summer of 2003. In Europe, 35,000 people died from heat-related problems.

So, what is happening? Are these extreme events part of a natural cycle? Are they happening because human activity affects the Earth's climate? The answer, Peter Miller says, is: probably a mixture of both of these things. On the one hand, the most important influences on weather events are natural cycles in the climate. Two of the most famous cycles are called El Niño and La Niña. They start in the Pacific Ocean, but they affect weather all around the world. On the other hand, the Earth's oceans are changing: their temperatures are increasing. And this is a result of human activity. The greenhouse gases we produce mean the atmosphere warms up. Warmer oceans produce more water vapour – think about what happens when you heat a pan of water in your kitchen. Information from satellites tells us that there is four percent more water vapour in the atmosphere than 25 years ago. This warm, wet air turns into rain, storms, hurricanes and typhoons.

Michael Oppenheimer, a climate scientist, says that we need to accept reality. Our weather is changing and we need to act to save lives and money.

Keywords:

atmosphere (n) the air around the Earth

climate (n) the general weather conditions that are typical of a place

drought (n) a long period of time without rain

event (n) something that happens, especially something important or unusual

flood (n) a large amount of water that covers land that is usually dry

heat wave (n) a period of time when the weather is much hotter than usual

hurricane (n) an extremely violent wind or storm, from the Atlantic Ocean

landslide (n) a large amount of soil or rock that moves down a mountain

major (adj) more important, serious, or significant than other events or situations of the same type

rainfall (n) the amount of rain that falls

typhoon (n) an extremely violent storm of wind or rain, from the South Pacific or Indian Ocean

water vapour (n) water when it is in the form of gas

Listen to a recording of the text: [Wild Weather](#) and make a short summary.

Reading comprehension:

Read the article and choose the correct option.

1 The article says that extreme weather is ...

more common nowadays.

not natural.

more unusual in the USA.

2 Examples of extreme weather include ...

warm, wet air.

El Niño and La Niña.

very hot weather in Europe.

3 One cause of extreme weather is ...

floods across large areas.

very hot summers.

water vapour in the atmosphere.

Read the article again and choose the correct option.

4 Why was the rain in Nashville an extreme event?

It last happened a thousand years ago.

A lot of rain fell over a long time period.

A lot of rain fell in a short time.

5 What happened after the extreme rain in Rio de Janeiro?

There were big floods.

There were many deaths.

Millions of people were affected.

6 What caused many deaths in 2003?

hot weather

floods

a drought

7 The article says that extreme weather events are the result of ...

natural cycles.

human activity.

natural cycles and human activity.

8 What is happening to the oceans?

They are getting bigger.

They are getting hotter.

They are producing greenhouse gases.

9 Satellites can measure ...

the temperature of the Pacific Ocean.

the number of hurricanes.

the amount of water vapour in the air.

Reading 2

The Wild Life

Long before the arrival of Europeans on the Canadian prairie (the wide grasslands of what is now called Alberta, Saskatchewan and Manitoba), the First

Nations people lived in a harmonious relationship with their natural surroundings. Every item of their culture, from sewing needles to homes was obtained from nature. Their homes were called teepees and were like large tents made from the skins of deer. These people - tribes with names like the Blackfoot, the Peigan and the Blood people - were nomadic, which means that they travelled from place to place following the animals they hunted or the growth of the berries and fruits on the bushes and trees.

They had horses, although horses came to North America after escaping from the Spanish explorers who brought them here to explore the areas around Mexico and Texas. Boys and girls were both expert riders. They did not use saddles or reins or stirrups; they rode "bareback". Their clothes were made from deer skins and buffalo skins and decorated with the parts of other animals - tails from squirrels and gophers, quills from porcupines and the delicate bones of birds.

These children of nature did not ever have to go to school. They did not have to study to get into a prestigious college, nor did they have to worry about finding a job after graduation. This does not mean their life was easy. The winters were very long and very cold and there were sometimes wars between tribes. There were also the very great dangers involved in the buffalo hunt. Warriors rode at top speed (with no saddle) beside the huge buffalo shooting arrows to bring them down. The chances of a buffalo turning suddenly or of falling off the horse were very great. We must remember that there were also no hospitals in those days.

Even so, the young people of the tribes must have enjoyed a very pleasant lifestyle: fishing and gathering berries in summer, hunting in the forests in the early morning, dancing around the fire at night and listening to the old people tell stories and legends from long ago.

1. Riding "bareback" means riding without any equipment on the horse.
 - A. ? True
 - B. ? False
2. First Nations people never killed deer.
 - A. ? True
 - B. ? False
3. First Nations people had no enemies.
 - A. ? True
 - B. ? False
4. Mathematics was not a priority for the kind of life they led.
 - A. ? True
 - B. ? False

5. The First Nations people did not develop a written language.

A. ? True

B. ? False

6. People were rarely killed while hunting buffalo.

A. ? True

B. ? False

1. Combine these two sentences using "but". Make sure your punctuation is right.

The children did not have to go to school.

They had a hard life.

2. Combine these sentences using "however":

The buffalo hunt was exciting.

It was also very dangerous.

3. Type an appropriate word or phrase to complete this sentence:

_____ modern horse-riders, First Nations children rode bareback, without saddles or reins.

4. Type an appropriate word or phrase to complete this sentence:

_____ their teepees and their clothes were made from animal skins.

5. Type an appropriate word or phrase to complete this sentence:

The European settlers who came to the prairies settled down to farm the land; _____, the First Nations people were nomadic.

Writing

The Wild Life: Writing Exercise

There are two ways to complete this exercise:

1. Write it on paper and give it to your teacher.
 2. Type it on this page, print it out, and give it to your teacher.
-

Your task

Using your imagination, try to describe a typical summer morning in a teepee village. Your description should include an introductory paragraph, a body paragraph and a concluding paragraph.

Introductory Paragraph

Your introductory paragraph should be a summary of the main features of the First Nations culture.

Body Paragraph

Your body paragraph should involve **a comparison and contrast** of their culture and your culture. Remember, if you are comparing two things you look for similarities, if you are contrasting two things you look for differences. One useful construction is: “On the one hand... . On the other hand... .” It can be used in one sentence if the sentence is not too long and if you separate the two clauses with a semi-colon: “On the one hand... ; on the other hand...”

Here are some other words and phrases that introduce opposing ideas: but; nevertheless; otherwise; on the other hand; conversely; on the contrary; despite; however; yet; still; unlike

These words and phrases can express similarities: also; too; likewise; both; similarly; in the same way

Concluding Paragraph

Your concluding paragraph should be a description of how you feel about this lifestyle. Would you like to live in a culture which does not involve buildings, cars, schools, exams, jobs, and salaries? What are the advantages and disadvantages of this lifestyle?

Reading 3

Text: Piranhas

Category: Environment & Nature

Task: Read through the text below, answer the questions that follow.

Piranhas

Scientists in the UK have announced that the piranha fish's reputation **1)** _____ a fearsome **2)** _____ may well not be deserved. The fish, which is found in the Amazon in Brazil, have been portrayed as deadly **3)** _____ that work in shoals to overwhelm their prey and strip it of its flesh in seconds.

However, **4)** _____ from St Andrews University say that piranhas are omnivores that mainly eat fish, plants and insects. They form big groups not to hunt but to defend **5)** _____ against other predators, according to the team.

"Previously it was thought piranhas shoaled as it **6)** _____ them to form a cooperative hunting group," said Professor Anne Magurran. "However, we have found that it is primarily a defensive **7)** _____."

Piranhas can be attacked by animals **8)** _____ dolphins, caimans and large fish, so forming a shoal is a good way of **9)** _____ being killed. Piranhas of **10)** _____ age stay in the middle of the group for **11)** _____ and the **12)** _____ of the shoal **13)** _____ according to the level of **14)** _____. When the water level is high, the fish form small groups as there is space to escape, but when the water level drops, they form large groups as protection against **15)** _____.

Comprehension Questions...

Q1

1. as
2. as if
3. as though
4. since

Q2

1. kill
2. killer
3. murderer
4. murder

Q3

1. carnivore
2. carnivorous
3. carnivors
4. carnivores

Q4

1. expert
2. expertise
3. experts
4. expectant

Q5

1. them
2. themselves
3. it
4. itself

Q6

1. able
2. ables
3. enable
4. enabled

Q7

1. behave
2. behaviour
3. misbehaviour
4. misbehaviours

Q8

1. such
2. as
3. like
4. as such

Q9

1. prevent
2. preventing
3. avoid
4. avoiding

Q10

1. reproduce
2. reproductive
3. reproduction
4. reproductively

Q11

1. protection
2. protecting

3. protect
4. protective

Q12

1. rate
2. size
3. amount
4. dearth

Q13

1. different
2. differ
3. differs
4. defer

Q14

1. risk
2. fate
3. destiny
4. chance

Q15

1. predator
2. predators
3. predatory
4. predate

Free Time Activities

English Vocabulary

Free time = The time when you are not working, when you can choose what you do.

Free time = leisure time

What do you do in your free time?

General Free Time Activities

Go to the cinema - to see Hollywood blockbuster movies, Bollywood movies (from India), art films, animated films. You can also say **go to the movies**.

Some film categories are: Comedy, Drama, Horror, Thriller, Action, Science Fiction (Sci-Fi), Fantasy, Documentary, Musical.

Watch TV - Different types of television programs are: The News, Soap Operas, Criminal Investigation Dramas, Medical Dramas, Reality TV, Situation Comedies (Sit-Coms), Talk Shows, Documentaries, Cartoons, Game Shows, Sports programs, Movies, Political programs, Religious programs.

Spend time with family - You can do many things with your family. Usually, the fact that you are together is more important than the activity.

Go out with friends - You can also do many things with your friends, like go out to a bar, go dancing at a club, have dinner at a restaurant, play a sport, sit down and talk, go out for a coffee, have a barbecue, or any other activity that you all enjoy. Or sometimes when you don't do anything specific, you can say **hang out with friends**.

Surf the internet - On the internet, you can research a topic you are interested in using a search engine, visit your favourite websites, watch music videos, create your own video and upload it for other people to see, maintain contact with your friends using a social networking site, write your thoughts in a blog, learn what is happening in the world by reading news websites, etc.

Play video games - You can play games on your computer or on a game consoles, like PlayStation, X-Box, Wii, PSP, Gameboy, etc. You can play on your own or with your friends or family.

Play a musical instrument - Learn to play the piano, guitar, violin, cello, flute, piano accordion, mouth organ, panpipes, clarinet, saxophone, trumpet, etc. You can play on your own or with a group, such as a band or an orchestra.

Listen to music - Turn up the volume and listen to your favourite type of music, such as pop, rock, hip hop, rhythm & blues, blues, jazz, classical, soul, heavy metal.

Read - Many people love to read both fiction and non-fiction books and magazines. If you like fiction, you can read novels, short stories, crime fiction, romance, etc. If you like non-fiction, you can read biographies, autobiographies, or books on history, science, philosophy, religion, or any other topic you are interested in.

Write - Many people like to write in their diary. Another name for a diary is a journal. You can also write many other things, such as poetry, novels, letters, short stories, etc. (See under Read for more options).

Go to the park - You can go to the park alone, with family or with friends. You can take a picnic rug and a picnic basket and have a picnic. You can read, sleep, kick a football around, climb trees or play on the children's playground.

Go to cultural locations and events - There are many types of cultural locations and events. You can go to the museum, to an art gallery or to the zoo to see animals from around the world. You can go to concerts, plays, musicals, dance recitals and opera performances.

Go shopping - Many people like to go to shopping malls and areas of the city that are known for shopping to buy clothes or items for their houses and gardens.

Cook - Many people like to cook different types of food. You can make meals for breakfast, lunch and dinner. You can bake cakes, cookies, slices and pastries in the oven. Some people boast that they have a special recipe - ask them to cook it for you!

Study something - There are many things that you can study just because you find it interesting! You can study a language; you can learn a skill, such as cooking or making furniture; or you can even study the hieroglyphs of the ancient Egyptians, if you want to!

Art and crafts - There are many, many arts and crafts that you can learn and practice. You can paint, draw, sew, crochet, knit, sculpt, engrave, make furniture, make jewelry, or you can even create your own new art form!

Gardening - You can plant flowers, vegetables or herbs and maintain your garden by watering it, pulling the weeds and feeding it with fertilizer.

Exercise and play a sport - To stay fit and healthy, you can do exercise alone, such as swimming or working out at a gym, or you can play a team sport, such as football or basketball.

Reading comprehension

Text: Indian Drummers

Task1: Read through the text below, answer the questions that follow

Indian drummers

Shillong 1) _____ north east India 2) _____ the world record yesterday for the largest number of people 3) _____ the drums together. People travelled 4) _____ long way, many 5) _____ foot, from villages in the state in order 6) _____ in.

A total of 7,951 people played the drums at 7) _____ same time, over seven hundred more than the old record.

The state now 8) _____ two world records - it is the wettest place in the world as well.

Comprehension Questions.... Choose the best variant.

Q1

- in
- on
- at

Q2

- breaks
- broke
- broken

Q3

- play
- plays
- playing

Q4

- a
- an

the

Q5

by

on

in

Q6

join

to join

joining

Q7

the

a

as

Q8

hold

holds

holding

Hobby leisure activities

Writing

Task1 : Match the words.

skateboarding

1.listen to

rollerblading

2.entertain

the Internet

3.surf

yoga

friends

4.do

music

5.rent

a video

6.watch

Films, movies, TV

radio

7.listen to the

model cars

8.make

Task2. Write a short dialogue.

Kevin has a car and Julia has a motorbike. They both think their vehicle is better.

Start like this:

Julia: Motorbikes are better than cars.

Kevin: Really? I don't agree. Cars are safer. And they're ...

Task 3 Sort out activities into the categories

Indoors Outdoors

going to the cinema, cycling, playing chess, travelling, going jogging,
meeting friends, walking, painting ,taking photos,
reading, knitting, playing the guitar, chatting, cooking, dancing ,visiting museums,
collecting stamps.

Task 4. Make your own sentences. Use the adjectives below.

fascinating, entertaining, fun, interesting, useful, boring, common, widespread,
stupid, uninteresting, difficult,
unreal, expensive, cheap, exciting, tiring, relaxing

Model: I think making photos is exciting.

Speaking

Task 1. Discuss the following questions

- Which of these things do you enjoy?
- Which of these things don't you enjoy?
- What else do you do in your free time?

Task 2. Work with a partner. Make a list of six leisure activities that you do.
Compare your list with your partner.

What are the differences? Example: We both like going to the cinema. like....+

Ving

Writing

Task 1. Write a paragraph about you. Use the prompts to help.

I'm _____ (a couch potato/not) I prefer _____ (active/passive/indoor/outdoor) leisure

activities

because _____ . You

can do this activity

_____ (along/with friend) In my _____ the best way to spend free time

is _____ . I also

enjoy _____ . I can say that _____ is Ok. I don't like

(hate) _____ because

_____ .

Listening comprehension

Text for listening Hobby

--Listen to the tape and match the speaker and the sentence.

- A. The speaker finds that his/her hobby helps him/her to relax.
- B. The speaker learns a lot from his/her hobby.
- C. The speaker feels free when he does his hobby.
- D. The speaker's hobby is not expensive.
- E. The speaker's hobby makes him/her feel less afraid.
- F. The speaker finds his/her hobby exciting.
- G. The speaker's hobby helps him/her to keep fit.

Speaker	1	2	3	4	5	6
Sentence						

--Listen to the tape and fill in the missing words. What are their hobbies? Do they like their hobbies? Why?

Why not?

Interviewer: We spoke to some young people to find out what they 1_____ about their 2_____.

Speaker 1 : I started 3_____because I tried it once while I was on holiday and immediately fell in love with the 4_____. It's the feeling of freedom that I 5_____ most.

Speaker 2: \ first saw bungee 6_____on television and when I first tried it, I was scared to death. However, after the first few jumps, I realized that it made me more able to face the things that frighten me - that's why I 7_____it so much.

Speaker 3: Most parents tell their children to read more but mine don't have to. Science fiction is my 8_____.

I not only find it 9_____but I also get new ideas for my compositions.

Speaker 4: I've been playing with the band for about a year now. It's a real thrill being on stage. I get the same feeling of 10 _____every time we play.

Speaker 5: I don't have much money to spend on hobbies, so I've started 11_____. It's something that gives me a lot of pleasure.

Speaker 6:I 12 _____all the time. It's amazing how much information is out there. I read about all sorts of things online. It's really educational and it certainly helps me with my studies.

Say:

-What is your hobby ?

-Why? Use the phrases to help.

1. help me relax and relieve stress
2. forget about the troubles of everyday life
3. help to escape from everyday problems

4. help me to keep fit
5. help me feel calm and deeply relaxed
6. affect my emotions
7. help me be always in high spirits
8. help me get new information
9. create smth new and original

CITY LIFE

VOCABULARY

Airport: A place where planes take off and land, with buildings for passengers to wait for the planes. (*noun*)

Amusement park: A large park which offer entertaining activities and has big machines to ride on, such as roller coasters and merry-go-rounds (American English, the same as theme park). (*noun*)

Antiques shop: A shop where you can buy old and rare things. (*noun*)

Apartment building: A large building that is divided into rooms for living in. (*noun*)

Appliance store: A place where you can buy a device, machine, or piece of equipment, especially an electrical one. (*noun*)

Art gallery: A building where paintings and other art works are shown to the public. (*noun*)

Bakery: A place where you can buy bread and cakes. (*noun*)

Bank: An organization where people can save or borrow money and that provides other financial services. (*noun*)

Barber shop: A place where men get their hair cut. (*noun*)

Beauty salon: A place where women get special treatments for hair, face and

body. (*noun*)

Bookstore: A store where people can buy books. (*noun*)

Bowling alley: A building where people can go bowling. (*noun*)

Brasserie: A restaurant that serves cheap French food. (*noun*)

Bus shelter: A small structure with a roof, where people wait for buses. (*noun*)

Butcher shop: A shop where people can buy meat. (*noun*)

Café: A place where people can buy drinks and simple meals. (*noun*)

Campus: The buildings and surrounding area of a college or university. (*noun*)

Chain store: A group of stores that are owned by one organization and sell similar goods. (*noun*)

Chemist's: A shop where people can buy medicines, beauty products, etc. (British English, same as drugstore). (*noun*)

Church: A building where Christians do religious activities. (*noun*)

Cinema: A building where people can watch films after buying tickets (British English, same as movie theater). (*noun*)

City: A large, usually important town. (*noun*)

City center: The central part of a city. (*noun*)

Commuter: A person who regularly travels quite a far way between work and home. (*noun*)

Congested: To be too crowded, which causes difficulties. (*adjective*)

Congestion: The state of being crowded and full of traffic. (*noun*)

Convenience store: A shop that sells food, drinks and magazines, etc. that opens 24 hours or until late. (*noun*)

Crime: Any illegal activities that can be punished by law. (*noun*)

Crowded: To be full of people. (*adjective*)

Department store: A large shop which is divided into several sections, each section sells different type of goods. (*noun*)

Downtown: The central part of a city. (*noun*)

District: An area of a country or town that has official borders. (*noun*)

Drive-through: A restaurant, bank etc. where you get the service by driving

through it, without getting out of your car. (*noun*)

Drugstore: A shop where people can buy medicines, beauty products, etc. (American English, same as chemist). (*noun*)

Fast food restaurant: A restaurant where you can buy fast food such as hamburger, fries, pizza, etc. (*noun*)

Fitness center: A place where people go to do physical exercise, for example by lifting weights or using other equipment. (*noun*)

Fire department: An organization that helps people to prevent fires or stop them from burning. (*noun*)

Flea market: A market where people can buy old or used goods. (*noun*)

Florist's: A shop that sells flowers and plants. (*noun*)

Freeway: A wide road where vehicles travel fast for long distance (American English, same as motorway). (*noun*)

Fruit stand: A stand that sells various kinds of fruits. (*noun*)

Funeral home: A place where dead people are prepared to be buried. (*noun*)

Furniture store: A store that sells things such as chairs, tables, cupboards, etc. (*noun*)

Gas station: A place that sells fuel for road vehicles (American English, same as petrol station). (*noun*)

Grocery store: A store that sells foods and other things used in the home. (*noun*)

Hardware store: A store where people can buy equipment and tools for home and garden. (*noun*)

Highway: A public road that joins cities or towns together (American English, same as main road). (*noun*)

High-rise: A modern building that is very tall and has many floors. (*noun*)

Hospital: A large building where people can get medical treatment and care. (*noun*)

Hotel: A building where people pay to stay for a short time. (*noun*)

Housing estate: An area where houses or apartments are built together. (*noun*)

Industrial zone: An area on the edge of a city which is designed for

factories. (*noun*)

Inner-city: The central part of a city where most people live in a poor condition. (*noun*)

Jewelry store: A store that sells objects such as rings and necklaces that people wear as decoration. (*noun*)

Library: A place where people can read or borrow books. (*noun*)

Local facilities: Local buildings or services that serves the public. (*noun*)

Luxurious: To be very comfortable and expensive. (*adjective*)

Main road: A public road that joins cities or towns together (British English, same as high way). (*noun*)

Main street: A street where you can find the most important stores and businesses in a town. (*noun*)

Massage parlor: A place where you pay to get a massage. (*noun*)

Modern: To be designed and made using the most recent ideas and methods. (*adjective*)

Monument: A building or statue that is built to honor a famous person or event. (*noun*)

Mosque: A building where Muslims do religious activities. (*noun*)

Motorway: A wide road where vehicles travel fast for long distance (British English, same as freeway). (*noun*)

Movie theater: A building where people pay to watch films (American English, same as cinema). (*noun*)

Multi-story car park: A place where cars are parked on several floors. (*noun*)

Museum: A building that keeps and exhibits objects of historical, scientific or artistic interest. (*noun*)

Neighborhood: The area around a particular place, or the people who live there. (*noun*)

Newsstand: A place on a street where people can buy newspapers and magazines. (*noun*)

Nightclub: A place that provides drinks and some types of entertainment until late

into the night. (*noun*)

Noisy: To be full of noise. (*adjective*)

Nursery: A place where parents have their children taken care of while they are working. (*noun*)

Office building: A large building that is designed for working in. (*noun*)

Outskirts: The areas that form the edge of cities and towns. (*noun*)

Overpopulation: When there are too many people living in a particular area. (*noun*)

Park: A large area of land with grass and trees where people can relax, take a walk, etc. (*noun*)

Pawnshop: A shop where people can leave a possession in order to get money. (*noun*)

Pavement: A path with a hard surface on the side of a road (British English, same as sidewalk). (*noun*)

Pavement café: A café with tables outside on the pavement. (*noun*)

Pet store: A store that sells animals that can be kept in the home. (*noun*)

Petrol station: A place that sells fuel for road vehicles (British English, same as gas station). (*noun*)

Playground: An outdoor area that is designed for children to play. (*noun*)

Pollution: Substances that make air, water, soil etc. become dirty and dangerous for health. (*noun*)

Post office: A building where people can buy stamps or send letters and packages. (*noun*)

Poverty: The situation of having little money and few possessions. (*noun*)

Public transport: A system of vehicles that operate at regular times, for example, buses and trains. (*noun*)

Railway station: A place where people get on and off trains (British English, same as train station). (*noun*)

Residential building: A building that is used as a place to live. (*noun*)

Repair shop: A shop that specializes in repairs and maintenance all sorts of

items. (*noun*)

Restaurant: A place where people prepare and serve meals to customers. (*noun*)

Road: A hard surface that is made for vehicles to travel on. (*noun*)

Rush hour: The time of day when the roads and vehicles are most full with people going to or from work. (*noun*)

School building: A building where children go to study. (*noun*)

Secondhand store: A store where you can buy used products with low price. (*noun*)

Shopping center: An area or building where you can find a group of shops. (*noun*)

Shopping mall: A large covered building that contains a group of shops. (*noun*)

Sidewalk: A path with a hard surface on the side of a road (American English, same as pavement). (*noun*)

Skyscraper: A very tall modern building. (*noun*)

Sports arena: An enclosed area that is designed for sporting events. (*noun*)

Slum: An area, often illegal, with no facilities where very poor people live. (*noun*)

Stadium: A large closed area with no roof that has rows of seats around the sides and that is used for sports events or musical performances. (*noun*)

Stationery store: A store that sells materials needed for writing, such as paper, pens, pencils, etc. (*noun*)

Street: A public road in a city or town that has houses or shops on both sides. (*noun*)

Street vendor: A person who sells something on the sides of the street, usually cheap products. (*noun*)

Stressful: To be worried and nervous. (*adjective*)

Suburb: An area where people live which is located on the edge of a large city. (*noun*)

Supermarket: A very large shop where people can buy things that are needed regularly in their homes, such as food, drinks, etc. (*noun*)

Synagogue: A building where Jewish people do religious activities. (*noun*)

Temple: A building where Hindus, Buddhist, and Sikh go to worship. (*noun*)

Theme park: A large park which offer entertaining activities and has big machines to ride on, such as roller coasters and merry-go-rounds (British English, the same as amusement park). (*noun*)

Town: A place where people live and work, usually smaller than a city. (*noun*)

Traffic: The vehicles moving along a road. (*noun*)

Train station: A place where people get on and off trains (American English, same as railway station). (*noun*)

Travel agent: A company that arranges hotel rooms, plane tickets, etc. for people who want to travel. (*noun*)

Zoo: An area where wild animals are kept and where people come to look at them. (*noun*)

TRANSPORT.

Speaking

Task1 . Work in pairs and answer the questions.

1. How many types of transport can you think of? Make a list.
2. What do you think is the best way to travel? Why?

READING

Task 1. Work in pairs. Discuss the questions.

1. What type of transport do you think the people are using mostly?
2. Where do you think the people are going on holydays ?
3. How do you think these words are connected to their journeys?
 1. cow
 2. rabbit
 3. fence

4. oxygen
5. crash
- 6 .experiments

The motorcycle

Before he became a famous revolutionary, Che Guevara was simply Ernesto Guevara de la Serna from Argentina, a student looking for fun. He was studying medicine when he decided to travel across Latin America by motorbike with his friend Alberto.

They slept on floors, met girls and drank beer. They walked through deserts and up mountains and spent some time working in a leper colony* in Peru. Their only problem was with transport, once crashing a motorbike into a cow! But it was an amazing journey. They travelled 5,000 miles in four months.

While he was travelling, Ernesto met many poor people from Chile, Peru and Bolivia, and this opened his eyes to the lives of poor people. At the end of the journey, he stopped studying to be a doctor, and began his life's work — fighting for the poor. Later, Guevara and his friend Alberto wrote books about this journey, and in 2004 the story was made into a film, *The Motorcycle Diaries*. *leper colony – a place where people with leprosy (a very serious illness) go to live.

Task. Take turns to tell your group about your text. Make notes about the other texts as you listen. Were your answers to Exercise 2 correct?

Make short notes. Don't write full sentences. Choose only important information. Try to use your own words.

The sun was shining when they began their journey that Friday morning ->• Sunny when they left Find a sentence in one of the texts. Make a note of

the main idea in three or four words.

Task. Discuss the questions.

1. Which (parts of the) journeys sound interesting/enjoyable/terrible/frightening?
2. Why do you think the stories were made into films?
3. Can you think of any other journeys that have been made into films?

Listening

1 . Complete the dialogue “Cycling” with the words in the box.

bus	new	raincoat	come
helmet	bus	careful	

CYCLING IS AMAZING

1 . Complete the dialogue with the words in the box.

Gary: Hi, Emily.

Emily: Hi, Gary.

Gary: I never see you on the _____. How do you get to school?

Emily: I _____ by bike.

Emily: Yes. I've got a beautiful _____ bike. I use it all the time. Cycling's quicker and cheaper than the _____.

Gary: But the bus is safer, isn't it? I'm sure cycling is more dangerous than the bus.

Emily: Not really. I'm very _____ and I always wear my _____.

Gary: What do you do when it's raining?

Emily: I wear my _____.

2. Now listen to Part 1 and check your answers.

3. Then listen to Part 2 to complete the rest.

Adjective	Comparative	Adjective	Comparative
1. Quick		5. Fit	
2. Cheap		6. Energetic	
3. safe		7. Light	
4. dangerous		8. slim	

Writing

LANGUAGE BANK

PRACTICE

Task. Make sentences with the prompts.

1. I / run / start to snow. So ...
2. I / wait for a bus / meet my boss. So ...
3. I / watch TV / recognize my best friend! So ...
4. I / walk home / find \$5,000 in a bag. So ...
5. We / travel by plane / a man with a gun stand up. So ...
6. We / ride our bicycles / a cow walk across the road. So ,..
7. We / eat in a restaurant / see a mouse. So ...
8. I / study in my room / hear loud music next door. So ...

SPEAKING

Task A .Describe something that happened to you on a trip or journey. Think about questions 1-8 and make notes.

- 1 Where and when did you go?
- 2 Who were you with?
- 3 What was the form of transport?
- 4 How long did the trip take?
- 5 What places did you see during the journey?
- 6 Did anything go wrong during the journey?
- 7 What happened while you were travelling?
- 8 How did you feel?

Lost summer I went on holiday to Greece with a friend. We stayed in Athens for two days and then we visited some of the islands. One day, while we were travelling by boat, I dropped my bag into the water. I lost my camera, my money and my passport It was a disaster!

Task B . Work in groups. Tell your stories. Which were the most interesting and/or funniest stories you heard?

Speaking

Task 1. Work in pairs and practice the conversations.

Student A: ask for directions:

- from a well-known place in the town to Student B's house
- from Student B's house to the school

Student B: ask for directions:

- from the school to a nearby restaurant
- from a nearby restaurant to a well-known place in the town

Ex. A: OK. How do I get from the station to your house?

B: Well, you take the first right...

"Theatre"

Vocabulary

Theatre (*AmE* theater)

1. Dramatic art drama (e.g. She prefers the theatre to opera and ballet.)
2. A special building or place where plays are performed. (e.g. Broadway theatres, Moscow theatres)
3. The work or activity of people who write plays or act in plays. Sometimes *theatre* denotes both the building and the people who work there. (e.g. The Maly theatre is considered to be one of the best in Moscow.)

State / government-supported (*AmE*) = subsidized (*BrE*) theatre - государственный театр – a publicly owned and supported from public funds theatre. It usually has a permanent *company* (actors, directors, designers, etc.) and is run according to the *repertory* system, i.e. staging each season several productions presented in *repertory*, in rotation.

Commercial / commercially run / self-financing theatre – независимый театр – a theatre which receives no subsidy and is run on a commercial basis. One production is presented every evening as long as it is commercially profitable, i.e. has a successful run.

Theatre, kinds of theatres – виды театров

Opera House – Opera and Ballet theatre – оперный театр

Drama theatre – драматический театр

Musical Comedy theatre – театр музыкальной комедии

Young People's theatre – театр для молодежи

Children's theatre – театр юного зрителя

Variety theatre – эстрадный театр

Puppet theatre - кукольный театр

Conservatoire – консерватория

Philharmonic Society – филармония

Concert Hall – концертный зал

Circus – цирк

Carnival, fancy-ball – карнавал

Amateur theatre – самодеятельный театр

Fringe theatre – авангардный театр

Types of plays – виды пьес

Tragedy – трагедия

Comedy – комедия

Tragi-comedy – трагикомедия

Farce – фарс

Drama / straight play (*non-formal*) – драма

Historical play / drama – историческая драма

Musical – мюзикл

Thriller – триллер

Vaudeville / a comic scetch with songs – водевиль

Operetta – оперетта

Musical comedy – музыкальная комедия

Ballet – балет

Opera – опера

Script – либретто, сценарий

Play – пьеса

Box-office play – "кассовая" пьеса

Repertoire – репертуар

Concert – концерт

Buying tickets – покупка билетов

Box-office – касса

Ticket agency – театральные билетные кассы

To buy tickets at the box-office / at a ticket agency – покупать билеты в кассе

To buy / to reserve tickets in advance – покупать / бронировать билеты заранее

To reserve tickets by phone – бронировать / заказывать билеты по телефону

To line (*AmE*) / to queue (*BrE*) for returns – стоять в очереди за оставшимися или возвращаемыми билетами

Standing ticket / room – входной билет (без места)

Complimentary ticket – пригласительный билет (free ticket given, for example, to theatre critics of newspapers)

House seats – the seats kept for leading actors to invite anyone they wish

Extra ticket – 'лишний' билет

f.e. Have you got if only one extra ticket? – Нет ли у вас хотя бы одного лишнего билета?

To buy tickets for the theatre – покупать билет в театр

To buy / get tickets for *King Lear* – покупать билет на Короля Лира

To buy / get tickets for Sunday – покупать билет на воскресенье

Seating plan – план зрительного зала

"House full" – все билеты проданы (объявление)

Box-office returns – кассовые сборы

To be on – идти (о пьесе, фильме в определенный день)

f.e. A new play is on at Drama theatre tonight.

To run – демонстрировать, показывать (какой-то период)

f.e. We've been running this comedy for 3 months.

Ticket racketeers / ticket sharks – театральные барышники; лица, спекулирующие билетами

Poster / Bill-board (*AmE*) – афиша

Theatre inside, the building and the services

Foyer / lobby / crush room – фойе

Cloakroom – гардероб

Opera glasses – театральный бинокль

Programme – программа

Refreshment room - буфет

Buffet / bar – буфет

Auditorium / house – зрительный зал

Full house – полный зал

Stalls – партер

Pit / parquet circle – амфитеатр

Dress circle / (AmE) balcony, mezzanine – бельэтаж

Box, in the box – ложа, в ложе

Orchestra stalls - первые ряды партера

in the orchestra ~ – в первых рядах партера

Balcony – балкон

in / on the ~ на балконе

Upper circle – первый ярус

Tier [tiə] – ярус

Gallery / "the gods" – галерка

Row – ряд

on the front ~ в первом ряду

on the back ~ в последнем ряду

in the fifth row – в пятом ряду

Seat – место

Aisle [eɪl] - проход между рядами

Stage – сцена

Revolving stage – вращающаяся сцена

Proscenium – авансцена

Orchestra pit – оркестровая яма

Curtain – занавес

draw ~ - раздвигающийся в стороны ~

fly ~ - поднимающийся вверх ~

tableau ~ (bunching up sideways – вверх и в стороны раздвигающийся ~

Wings – кулисы

from behind the wings – из-за кулис

f.e. She came out from behind the wings. – Она вышла из-за кулис.

Footlights – рампа

Prompter box – суфлерская будка

Spot / spotlight – лампа – софит

Property department – отдел реквизита

Catwalk (bridge) – мостки над сценой (для управления лампами, декорациями и для сценических эффектов)

Scenery – декорации

Set – декорация к определенной сцене

Backcloth / backdrop / background – задник

Property / furnishings – реквизит

Performances - спектакли

To cast – выбирать актеров на роли

To act / to appear / to be in / to perform / to play

To act – to perform in a play, especially as a job

f.e. He had always wanted to act. Julia always enjoyed acting.

To appear / to be in – to act in a particular play.

f.e. This young actor will be appearing in a new play this autumn.

Who is in the new play at the National Theatre?

To perform a play / to pantomime – to act in it for people to watch.

f.e. The children perform a Christmas pantomime every year.

A group of actors performed a series of medieval plays.

To play – to act as a particular character in a play

f.e. V. Vysotsky played Hamlet in the Taganka production of the play.

To star / to co-star / to play the lead (the leading / title role) – to be the main actor in a play

Leading part / title role – главная роль

Supporting part / minor role – роль второстепенного персонажа

Cast – состав исполнителей на данный спектакль

First-rate cast – первоклассный состав исполнителей

All-star cast – звездный состав исполнителей

What is performed in the theatre.

Play / production / performance

Play – пьеса – a story that is written to be performed by actors in a theatre

Production – постановка – that version of the play which the director creates for the presentation on the stage.

Performance – спектакль – a single enactment, an act of performing a play, a piece of music, etc. in the presence of the public.

Act – акт – one of the parts that a long play is divided into, which is further, subdivided into scenes.

Scene – сцена – a part of a play (an act) in which there is no change in time or place.

f.e. The play consists of three acts and five scenes.

To stage / to put on / to present / to direct / to do the play

To stage / to put on a play – ставить пьесу – to arrange and perform a play or show, especially one that needs a lot of planning and costs a lot of money, it is used with reference to the artistic side including the administrative and financial side.

f.e. Michael staged several plays by young authors at this theatre.

It costs a lot of money to put on a musical.

To present a play – to provide money and arrange for a play, show, etc. to be performed. It is used with reference to the company and the management.

f.e. The National Theatre is presenting *King Lear* later this month.

To direct a play – to be in charge of a theatrical production, casting, rehearsing actors and ordering movements on the stage.

f.e. Peter Hall directed the production of *A Midsummer Night's Dream*.

To produce a play – is wider in its application than *to direct* referring to the organization and/or financing of a production.

f.e. The Sovremennik company have always tend to produce modern plays.

To do a play – an informal verb meaning to arrange and perform a play, show or a concert.

f.e. They've been doing *The Merchant of Venice* at the local theatre for two weeks.

Rehearsal – репетиция

Dress rehearsal – генеральная репетиция

Behind the scenes, behind the wings - за кулисами

First appearance – дебют

Matinée - утренний спектакль

First night / premiere – премьера

Curtain (rises up, falls) – занавес (поднимается опускается)

Lights (go down, go up) – свет (гаснет, зажигается)

Crowd scenes – массовые сцены

Curtain call – вызов актеров на сцену публикой (после спектакля)

Encore [a:ŋ'kɔ:] – вызов на бис

People watching the production

Spectator – зритель

Audience (*AmE* countable, *BrE* uncountable) – публика, зрительская аудитория

Public – публика

Theatre-goer / theatre-enthusiast / theatre lover – театрал

Critic – критик

Touring company – гастрوليрующая труппа

Summer tour – летние гастролы

To applaud – аплодировать

Applause – аплодисменты

Storm of applause – буря аплодисментов

To burst into applause – взорваться аплодисментами

To clap – хлопать

To be a success with the public – иметь успех у публики

To be a complete failure – полный провал

To be a hit of the season – 'гвоздь сезона'

To be a flop – провал, не оправдавший ожиданий

To have a successful run – иметь успешный прокат

To have a long run – (пьеса) долго идет

Theatrical season is in full swing. – Театральный сезон в полном разгаре.

People in the theatre – люди в театре

Company – труппа

Permanent staff – постоянная труппа

Actor / actress – актер / актриса

Honoured actor / actress of Russia – заслуженный артист(ка) России

People's actor / actress of Russia – народный артист(ка) России

Comedian – комик

Tragic actor – трагик

Extra – статист

Understudy – дублер

Conductor – дирижер

~'s baton – дирижерская палочка

Singer – певец / певица

Chorister, member of a choir, chorus – хорист

Ballet dancer – балерина / танцор

Corp-de-ballet – кордебалет

Producer – режиссер

Playwright / dramatist – драматург

Director – режиссер

Choreographer – хореограф, балетмейстер

Stage designer – сценограф, оформитель спектакля

Costume designer – художник по костюмам

Technical crew – обслуживающий персонал

Make-up man – гример

Stage-hand / scene shifter - рабочий сцены

Lighting man – осветитель

Prompter – суфлер

Usher – билетер

Attendant – служитель(ница), капельдинер

Make-up – грим

Wig – парик

Costume / theatrical dress – костюм

Tutu – балетная пачка

Ballet shoes – балетные туфли, пуанты

Music

Overture – Увертюра

Overture to an opera - Увертюра к опере

Nocturne – Ноктюрн

Sonata – Соната

To give a concert - Дать концерт

Aria from an opera - Ария из оперы

Symphony – Симфония

Concerto – Концерт

Orchestra - оркестр

Symphonic orchestra – симфонический оркестр

Chamber orchestra – камерный оркестр

Jazz band – джазовый оркестр

Band – духовой оркестр

Conductor – дирижер

Conductor's stand – возвышение для дирижера

Conductor's baton – дирижерская палочка

Score – пюпитр для нот

Leader of an orchestra – Концертмейстер

Tune up – настраивать инструменты

Choir / chorus – хор

Musical instruments

Piano / pianoforte – фортепьяно

Grand piano – рояль

Organ – орган

Woodwinds - Духовые инструменты (дерев.)

Bassoon – фагот

Flute – флейта

Piccolo flute – флейта пикколо

Side-blown flute – боковая флейта

Clarinet – кларнет

Hautboy / oboe – гобой

Brass-wind - Духовые инструменты (медные)

Tube – труба

Horn – рожок

French horn – валторна

Trumpet – труба

Trombone – тромбон

Tuba – туба

Stringed instruments - Струнные инструменты

Violoncello / cello – виолончель

Violin / fiddle – скрипка

Viola – альт

Contrabass / double-bass – контрабас

Bow – смычок

Harp – арфа

Percussion instruments – ударные инструменты

Drum – барабан

Small ~ - малый ~

Big ~ - большой ~

Kettledrum / timpani - литавры

Cymbals – цимбалы (тарелки)

Triangle – треугольник

Gong – гонг

Popular musical instruments

Guitar – гитара

Lute – лютня

Mandolin(e) – мандолина

Zither – цитра

Balalaika – балалайка

Banjo – банджо

Mouth organ / harmonica – губная гармошка

Accordion – аккордеон

Xylophone – ксилофон

Saxophone – саксофон

Musicians

Pianist – пианист

Violinist – скрипач

Cellist – виолончелист

Harpist – арфистка

Double-bass player – контрабасист

Trumpet – трубач (в оркестре)

Flutist – флейтист

Clarinetist – кларнетист

Drummer - барабанщик

Voices

Soloist – солист(ка)

Bass ['beɪs]– бас

Baritone – баритон

Tenor – тенор

Contralto – контральто

Mezzo soprano – меццо-сопрано

Soprano – сопрано

Coloratura - колоратурное сопрано

Circus

Travelling circus – цирк-шапито

Arena / ring – арена – a round circle of 13 metres wide (always) in the centre of the circus hall, surrounded by rows of seats in a form of a pit.

Ring fence – бортик арены

Circus band – оркестр цирка

Band platform – площадка для оркестра

Ring attendant – униформист

Ringmaster – инспектор манежа

Acrobat – акробат

Juggler – 1. жонглер, 2. фокусник

Clown – клоун

Comic act / comic turn / circus act – антре клоуна (номер клоуна)

Trapeze artist – гимнаст на трапеции

Trapeze – трапеция

Safety net – сетка безопасности (для гимнастов на трапеции)

Gymnast – гимнаст

Pyramid – пирамида

Attraction / turn – аттракцион

Star turn – главный аттракцион

Equilibrist / balancer – эквилибрист

Tightrope – канат, проволока (натянутая для танца)

Tightrope dancer – танцор на проволоке, канатоходец

Balancing pole – шест для балансирования

Springboard – подкидная доска

Springboard act / turn – номер на подкидной доске

Pole act – номер на шесте (перше)

Flexibility act – номер-каучук (на гибкость и растяжку человеческого тела)

Conjurer / conjuror – фокусник, иллюзионист

To conjure tricks – показывать фокусы

Trainer – дрессировщик

Tamer (wild animal ~) – дрессировщик диких зверей

To tame – приручать

Horse act – номер с лошадьми

Vaulter – наездник, выполняющий разные трюки на лошади

Cage – клетка

Passage for wild animals – проход для зверей на арену

Stand – тумба

Jumping hoop – обруч для прыжков

Seesaw – качели (доска, уравновешенная в центре)

Tickets.

How much is the admission? – Сколько стоит входной билет?

What is the lowest admission fee? – Какой самый дешевый билет?

You can't imagine how difficult it is to get tickets. – Вы не представляете себе, как трудно достать билеты.

The house has been sold out long in advance. – Все билеты были распроданы задолго до начала.

I'll make arrangements for Saturday night. - Я закажу билеты на субботу.

It's next to impossible to get tickets for the theatre – Почти невозможно достать билеты в театр.

We might pick up a couple of tickets at the entrance. – Может быть, нам удастся достать два билета у входа.

It is a complimentary ticket that you have? – Это у вас пригласительный билет?

At the cloakroom

Where can we check our things? – Где можно сдать вещи?

What is this check for? – Зачем этот номерок?

Ask the cloakroom attendant for opera-glasses. – Попросите у гардеробщицы театральные бинокли.

Theatre. Seats.

It's a long time since I was at the theatre. – Давненько я не был в театре.

The theatre is crammed. – Театр набит битком.

The theatre is full up to the doors. – Театр полон до отказа.

The house is rather thin today, isn't it? – Театр сегодня полупустой, не правда ли?

The attendant (usher) will show us our seats. – Билетер покажет нам наши места.

Would you mind moving over one seat to the left? – Вы не возражаете против того, чтобы пересесть на соседнее место?

Would you object to exchanging seats? – Вы не возражаете против того, чтобы поменяться местами?

Let's mount to our seats in the balcony. – Давайте поднимемся к нашим местам на балконе.

Beginning. Entr'acte.

I'm eager for the performance to begin, you know. – Знаешь, я с нетерпением жду начала спектакля.

Oh, let's hurry! There goes the last bell. – О, давайте поспешим. Последний звонок звенит.

The entr'acte will be presently. – Сейчас будет антракт.

Will the interval last long? – Долго ли продлится антракт?

Stage. Settings.

They have dimmed the top lights. – Они затемнили прожекторы.

They have a revolving stage there. – Там есть вращающаяся сцена.

No, I have never been behind the wings (scenes). – Нет, я никогда не был за кулисами.

They have a good setting-designer, I should say. – Должна сказать, у них хороший художник-декоратор.

The costumes are said to have been done by Slava Zaitzev himself. – Говорят, костюмы были созданы самим Славой Зайцевым.

They change the sets in no time. – Они мгновенно меняют декорации.

One can't help admiring the scenery in ____. – Нельзя не восхищаться декорацией в ____.

The scene is laid in the woods (in N's study). – Действие происходит в лесу (в кабинете Н.)

Actors.

It's her first appearance on the stage today. – Сегодня ее дебют на сцене.

She portrayed Masha in ... - Она играла Машу в ...

He appeared in ... sharing the lead with N. – Он выступал в ..., где он и Н. играли ведущие роли.

She played the part of ... in ... - Она играла роль ... в ...

He has been awarded the title of the Honoured Artist of Russia. – Ему было присвоено звание заслуженного артиста России.

She is the star of the day. – Она звезда.

He quitted the stage long ago. = Он давно уже не играет на сцене.

His sun is set. – Его звезда закатилась.

Who's playing the leading role? – Кто играет ведущую роль?

Who's singing / dancing the part of ...? – Кто поет / танцует партию ...?

M. is singing the part of Ivan Susanin and N. – the part of Antonida. – М. поет партию Ивана Сусанина, а Н. – партию Антонида.

He plays one the minor roles. – Он исполняет какую-то второстепенную роль.

She has only a thinking part in this play. – У нее в этой пьесе роль без слов.

The cast was excellent with the exception of N. – Весь состав исполнителей был хороший, за исключением Н.

They have got an excellent cast tonight. – Сегодня играет превосходный состав.

Impression

The performance is worth seeing – Спектакль стоит посмотреть.

I was completely carried away by the acting. – Я была полностью захвачена действием.

I enjoyed the play very much. – Я получил большое наслаждение от пьесы.

I enjoyed every minute (bit) of it. – Я наслаждался ею от начала до конца.

I've never seen anything half so splendid. – Я никогда не видел ничего более прекрасного.

I was deeply impressed by the play. – Пьеса произвела на меня глубокое впечатление.

I can hardly put into words what I think of it. – Мне трудно передать словами, что я думаю о ней.

Oh, it's too lovely for words! – О, нет слов, чтобы это описать!

It's a play I'll remember for long. – Это пьеса, которую я долго буду помнить.

I haven't laughed so much for a very long time. – Я давно так не смеялся.

It's too funny for words. – Это так смешно, что трудно передать словами.

She performed her part with conviction and passion. – Она играла свою роль убедительно и с чувством.

The rendering was good. – Исполнение было хорошим.

She really attracts the attention of the public with her play. – Она действительно привлекает внимание публики своей игрой.

The complex and contradictory character of N. is well portrayed by the young actress M. – Сложный и противоречивый образ Н. хорошо передан молодой актрисой М.

Their play makes one forget that he is watching a play. – Глядя на их игру, забываешь, что смотришь спектакль.

His play was so natural that we began to feel for him as in real life. – Его игра была такой естественной, что мы по-настоящему переживали за него.

That is a rather touching scene. – Это довольно трогательная сцена.

The grace of her movements was the delight to the eye. – Ее грациозные движения радовали глаз.

As soon as she began to dance she captivated everybody. – Как только она начала танцевать, она очаровала всех.

There was no end to the applause when the play was over. – Не было конца аплодисментам, когда представление окончилось.

The admiration of the public knew no bounds. – Восхищение публики не знало границ.

They were strewn with flowers. – Они были засыпаны цветами.

Her success was beyond all expectations (exceeded all hopes). – Ее успех превзошел все ожидания.

The spectators clapped and cheered. – Зрители хлопали и восторженно кричали.

Many of the pieces were encored by a most enthusiastic audience. – Многие номера были повторены на бис по требованию восторженной публики.

Curtain call followed curtain call. – Вызов следовал за вызовом.

The lines were simply spoken. – Он просто читал свою роль.

It was dull to the extreme to listen to her. – Было до крайности скучно ее слушать.

The audience was irritated. – Публика была раздражена.

She could have done better. – Она могла бы сыграть лучше.

He overacts sometimes. – Он иногда переигрывает.

Reading

Kabuki Theater Worksheet

Kabuki is one of Japan's traditional theatrical arts. Its origins go back to the 16th century and over many years and many various changes, it has now been perfected to its classic state. Though not as widespread as it once was, Kabuki Theater remains widely popular among the Japanese people, and is in fact drawing quite large audiences even now.



During the period generally referred to as the Edo Era, the art of kabuki was watched mainly by the merchants. To them kabuki was a means of exploring the social divide between the ruling class and the merchant class. Thus, many themes of kabuki plays explore the conflict between merchants and royalty in feudalistic Japan.

A unique feature of kabuki art, and perhaps the most significant and in keeping with the kabuki spirit of unusualness, is the fact that it has no actresses whatsoever. All female parts are played by male impersonators known as *onnagata*. In 1629, the appearance of females in kabuki plays was banned because they were thought to bring too much negative attention from males in the audience. The parts of women in almost all Kabuki Theater is therefore played by men.



Another unique feature of Kabuki Theater is its use of puppets in the theater. These puppets are referred to as the *bunraku*. Many Kabuki plays have incorporated puppets into its cast of characters. Therefore, puppets and people are seen acting beside one another bringing an element of humor and fantasy to most Kabuki plays.

Until kabuki, the people of Japan had never seen theater of such color, excitement and general extraordinariness. In these qualities, perhaps no theater elsewhere in the world can



surpass the kabuki drama.

Answer the questions :

1. What is one of Japan's traditional theatrical arts? _____
2. During what period was Kabuki Theater especially popular among merchants?

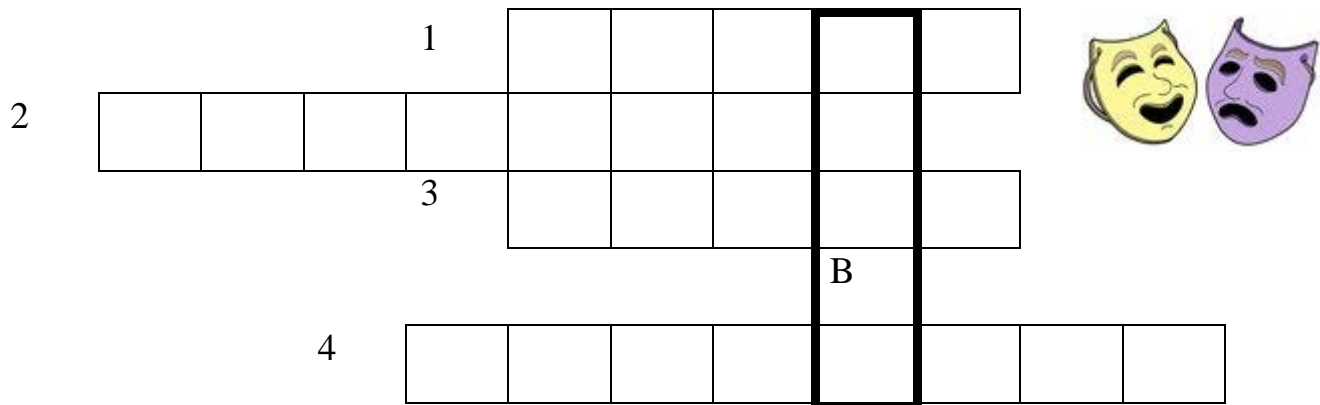
3. What theme does many Kabuki plays explore?

4. What are two unique features of Kabuki art? a) _____, b)

Writing

THE GLOBE THEATRE

1. Write the words into the crossword



The crossword puzzle grid consists of the following cells:

- Row 1: 5 cells, starting at 1.
- Row 2: 5 cells, starting at 2.
- Row 3: 5 cells, starting at 3.
- Row 4: 10 cells, starting at 4. The 5th cell from the start is labeled 'B'.

Two theater masks are shown to the right of the grid: a yellow mask with a smiling expression and a purple mask with a sad expression.

1. The part of a theatre where actors, dancers, etc stand and move.
2. A short time between two parts of a play or concert.
3. A person who acts in plays, films or television programmes.
4. All the people who are watching or listening to a film, play, concert or the television.

Speaking

Task : read the information and answer the questions

Shakespeare's Globe Theatre has been recreated on the south bank of the River Thames in London, very close to the place where the original Globe Theatre was built in 1599. Many of William Shakespeare's plays were first produced in the Globe Theatre in the reign of Elizabeth I. The theatre was burnt down during a

performance of *King Henry VIII*. The fire was started by an ember fired from a cannon used as a prop in the play into the thatched roof of the theatre.

1. Where can you find the Globe Theatre?
 2. When was it built?
 3. Whose plays were performed here?
-

САМОКОНТРОЛЬ ЗНАНИЙ
(материалы для тематического контроля)
PERSONALITY

Test 1. Match the words from a) with those from b):

A) *face, hair, figure, features, smile, lashes, eyes, voice;*

B) *straight, curly, dark, fair, red, black, round, long, beautiful, big, kind, grey, thick, thin, small, perfect, regular, loud, low, weak, bright, charming, happy, ringing, soft, sad, pleased.*

Test 2. Choose the opposites:

A) *optimistic, shy, stupid, kind, polite, boring, generous, mean, hard-working, calm, strong-willed;*

B) *weak-willed, clever, cruel, cheerful, lazy, sociable, rude, pessimistic, fair, nervous, greedy.*

Test 3. Complete the following passages by using the words below them:

A) *Anny is twelve years old. She is tall for her.... . Her is long and wavy. Her eyes are ... andHer..... are rosy. She has a small...and pretty whiteBut she has a turned-up.... and she isn't fond of it.*

nose, hair, teeth, large, cheeks, brown, age, mouth.

B) *The boy was between twelve and thirteen years old. He had long... and...,a freckled...and...that were almost brown.*

eyes, legs, nose, arms.

C) *His long-nosed face is always.... .When he smiles he shows his uneven.... . They are And his smile isn't... .He speaks in a thin screaming... .*

teeth, pale, kind, voice, yellow.

Test 4. Put one of the following prepositions in each space in the sentences below:

<i>with \ for \ from \ in \ on \ at</i>

- 1) *Your aunt looks young...her age. When she smiles we see two pretty dimples...her cheeks.*
- 2) *He is short man... a round face.*
- 3) *Why are you shouting...the top of your voice? Can't you talk... a whisper?*
- 4) *Mary has a pretty face.... brown eyes.*
- 5) *Her sisters is quite different...her.*
- 6) *She is so small that she stands ... tiptoe to press the door-bell.*
- 7) *Her hair, still dark, is parted...the middle.*

Test 5. Here are some adjectives to describe a person's character. Match them with the definitions below:

lazy, clever, stupid, greedy, polite, hard-working, sociable, selfish, happy, generous

- 1) *He is always interested only in himself. He is.... .*
- 2) *She is fond of going to the parties and meeting her friends. She has a lot of them. Show is very*
- 3) *He dislikes spending money and never buys any ice-cream, sweets or juice. He is*
- 4) *She is fond of learning and always passes her exams well. She is ... and*
- 5) *He prefers to spend the whole day in bed watching TV. He is*

6) *Marry will never forget to say " Thank you " and " Please " . She is a very ... girl .*

7) *She is always smiling and says she is fond of life. She is really... .*

8) *He doesn't want to study. He can't even write the word "newspaper" correctly. He is*

9) *She is always helping people. She is... .*

FAMILY

Test 1

1. Translate into Russian.

1. a close-knit family — _
2. to rely on —
3. forehead —
4. hazel eyes —
5. make-up —

2. Supply the articles if they are necessary.

My name is Charlie. I come from (1) __ pretty big (2) __ family. I have two brothers and (3) __ sister. I am (4) __ eldest and my (5) __ sister is (6) __ youngest; she plays (7) __ violin really well and wants to be (8) __ professional musician. She has other (9) __ hobbies, too, and she often goes swimming with her friends if (10) __ weather is nice.

3. Choose the correct preposition.

1. I love being (with/on/to) my family.
2. My name is Mike. I come (with / from / on) New Zealand.
3. She's got a small nose, big eyes and has a lot of make-up (in / at / on).
4. I've also got a brother, Mike (by/on/to) name.
5. Some people are not easy to deal (with/on/up).

4. Open the brackets using Future Simple, Present Continuous or to be going to.

1. -I (go) to take my driving test on Wednesday.
2. -Take a warm coat. It's very cloudy. I think it (go) to snow.
3. -They (open) an exhibition here next year.
4. -I think I (see) you tomorrow.
5. -May be I (buy) a car.

5. Describe one of your family members. Write 6—10 sentences.

Test 2

1. Translate into Russian.

1. a shoulder to cry on —
2. to get on well with someone ---
3. moustache —
4. spiky hair —
5. full of beans —

2. Supply the articles if they are necessary.

I'm lucky to have such (1) __ wonderful family. My (2) _ parents are my (3) __ real friends. We spend (4) __ lot of time together. I can say that we are (5) __ close-knit family. I also have (6) __ brother. He is (7) __ youngest in our (8) _ family. I think it's nice to have (9) __ someone you can rely on and share all your (10) __ experiences with.

3. Choose the correct preposition.

- I. I can always rely ____ (on/in/to) my sister.
- II. We really get ____ (on/with/to) well ____ (in/on/with) each other, spend a lot of time together which is fun.
- III. _____ This is a very old man (with/ to/in) long hair and a moustache.
- IV. _____ This person is (on/in/with) his mid-fifties.
- V. My dad is a breadwinner _ (on/at/in) our family.

4. Open the brackets using Future Simple, Present Continuous or to be going to.

- I. My younger sister (probably / go) shopping tomorrow.
- II. If the weather is nice, we (go) to the beach.
- III. _____ My grandmother is superstitious. She always says to me: «If you spill salt, you should throw a little salt over your left shoulder. If you don't do this, you (have) bad luck».
- IV. _____ We (watch) a film with our friends tonight.
- V. I (visit) the Smiths tonight.

5. Write about your family traditions which help to unite generations. Write 6—10 sentences.

Test 3

1. Translate into Russian.

1. *confident* —
2. *secure* —
3. *a breadwinner* —
4. *sentimental* —
5. *support* —

2. Supply the articles if they are necessary.

My mother is (1) __charming lady. She is quite (2) __tall with (3) __long fair hair, (4) __green eyes and (5) __nice smile. She's in her (6) __mid-thirties. She is (7) __teacher. My mum spends (8) __lot of time in (9) __garden. She loves (10) __flowers.

3. Choose the correct preposition.

1. *It is nice to have a shoulder to cry (in / to / on).*
2. *He's also an energetic man, full (of/in/with) beans.*
3. *Listen to them carefully. That will help to work (out/up/in) some misunderstandings and to get (in / on / to) well (with / to / up) everybody.*

4. Open the brackets using Future Simple, Present Continuous or to be going to.

1. *I probably/be) a bit late this evening.*
2. *I'm sure he(be) late.*
3. *They (have) a housewarming party tonight.*
4. *We (move) to a new flat tonight.*
5. *He thinks she (phone) him tomorrow.*

5. Write about your future family. Write 6—10 sentences.

EDUCATION

There are usually many in classrooms. They are also called students.

- technicians
- pupils
- bystanders

..... are the people who instruct students in a regular classroom setting.

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- Teachers
- Nurses

A is the person who works in administrative capacity and is the leader of a school.

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- pirate
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A is a person who holds and gives lectures to students in a post-secondary capacity.

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- dean
- counselor

Teachers are sometimes called However, usually, these are people who instruct classes in a post-secondary capacity but don't hold a doctorate degree.

- interns
- instructors
- novices

A is someone who has graduated from a program and now holds a certificate of completion or degree.

- graduate
- governor
- premier

FOOD

1. Read the words. Find those which mean food. Write them down.

tomato, potato, pub, mushroom, supper, sandwich, pasta, tea-break, oil, morning, porridge, sausage, cafe, yoghurt, strawberry, cornflakes, glass, marmalade, bacon, bar, meal, sweets, fridge, cucumber, tin, sugar, type, honey.

2. Put in: some/ any.

- 1) Sorry, but we haven't got ... tomato juice. There is... apple juice.
- 2) Could I have... ice-cream, Mum?
- 3) Is there ... coffee at home? I also need ... sandwiches.
- 4) Would you like ... more bread?
- 5) Have you got ... jam? - Yes, we have... .

3. Label the pictures. Use the words: *a bottle of, a tin of, a glass of, a loaf of, a piece of, a slice of, a bar of, a packet of, a cup of, a plate of, a bowl of.*



4 Put in *much/ many, little/ few*.

1. How ... eggs do you put into your cake? a) much b) many c) little
2. There are ... biscuits on the table. a) much b) little c) few
3. How ... marmalade have you got? a) much b) little c) many
4. There is ... juice in the bottle. a) few b) many c) little
5. Today we have ... food at home. a) much b) many c) few

KEYS

PERSONALITY

Test 1. Match the words from a) with those from b):

Face: *round, beautiful,*

Hair: *straight, curly, dark, fair, red, black, long, thick, thin, beautiful,*

Figure: *perfect,*

Features: *regular,*

Smile: *charming, bright,*

Lashes : *dark, curly, beautiful, thick, thin,*

Eyes: *big, grey, small, beautiful, kind, sad,*

Voice: *kind, low, weak, happy, ringing, soft, pleased, sad, loud,*

Test 2. Choose the opposites:

Optimistic- pessimistic,

shy- sociable,

stupid - clever,

kind- cruel,

polite- rude,

boring- cheerful,

generous- greedy.

mean- fair,

hard-working- lazy,

calm- nervous,

strong-willed -weak-willed,

Test 3. Complete the following passages by using the words below them:

A) Anny is twelve years old. She is tall for her **age**. Her **hair** is long and wavy. Her eyes are **brown** and **large**. Her **cheeks** are rosy. She has a small **mouth** and pretty white **teeth** .But she has a turned-up **nose** and she isn't fond of it.

B) The boy was between twelve and thirteen years old. He had long **arms** and **legs**, a freckled **nose** and **eyes** that were almost brown.

C) His long-nosed face is always **pale** .When he smiles he shows his uneven **teeth**. They are **yellow** . And his smile isn't **kind**. He speaks in a thin screaming **voice** .

Test 4. Put one of the following prepositions in each space in the sentences below:

- 1) *Your aunt looks young **for** her age. When she smiles we see two pretty dimples **in** her cheeks.*
- 2) *He is short man **with** a round face.*
- 3) *Why are you shouting **at** the top of your voice? Can't you talk **in** a whisper?*
- 4) *Mary has a pretty face **with** brown eyes.*
- 5) *Her sisters is quite different **from** her.*
- 6) *She is so small that she stands **on** tiptoe to press the door-bell.*
- 7) *Her hair, still dark, is parted **in** the middle.*

Test 5. Here are some adjectives to describe a person's character. Match them with the definitions below:

- 1) *He is always interested only in himself. He is **selfish** .*
- 2) *She is fond of going to the parties and meeting her friends. She has a lot of them. She is very **sociable**.*
- 3) *He dislikes spending money and never buys any ice-cream, sweets or juice. He is **greedy**..*
- 4) *She is fond of learning and always passes her exams well. She is **clever** and **hard-working** .*
- 5) *He prefers to spend the whole day in bed watching TV. He is **lazy** .*
- 6) *Marry will never forget to say " Thank you " and " Please " . She is a very **polite** girl .*
- 7) *She is always smiling and says she is fond of life. She is really **happy** .*
- 8) *He doesn't want to study. He can't even write the word "newspaper" correctly. He is **stupid** .*
- 9) *She is always helping people. She is **generous** .*

FAMILY

Test 1

1. Translate into Russian.

6. a close-knit family — дружная семья,
7. to rely on — положиться на,
8. forehead — лоб,
9. hazel eyes — карие глаза,
10. make-up — макияж.

2. Supply the articles if they are necessary.

My name is Charlie. I come from (1) **a** pretty big (2) - family. I have two brothers and (3) **a** sister. I am (4) **the** eldest and my (5) - sister is (6) **the** youngest; she plays (7) **the** violin really well and wants to be (8) **a** professional musician. She has other (9) - hobbies, too, and she often goes swimming with her friends if (10) **the** weather is nice.

3. Choose the correct preposition.

6. I love being (with) my family.
7. My name is Mike. I come (from) New Zealand.
8. She's got a small nose, big eyes and has a lot of make-up (on).
9. I've also got a brother, Mike (by) name.
10. Some people are not easy to deal (with).

4. Open the brackets using Future Simple, Present Continuous or to be going to.

6. -I am going to take my driving test on Wednesday.
7. -Take a warm coat. It's very cloudy. I think it is going to snow.
8. -They are opening an exhibition here next year.
9. -I think I will see you tomorrow.
10. -May be I will buy a car.

5. Describe one of your family members. Write 6—10 sentences.

Test 2

1. Translate into Russian.

6. a shoulder to cry on — плечё, на котором можно поплакать,
7. to get on well with someone --- ладить с к-л,
8. moustache — усы,
9. spiky hair — колючие волосы,
10. full of beans — в приподнятом настроении, энергичный.

2. Supply the articles if they are necessary.

I'm lucky to have such (1) **a** wonderful family. My (2) - parents are my (3) - real friends. We spend (4) **a** lot of time together. I can say that we are (5) **a** close-knit family. I also have (6) **a** brother. He is (7) **the** youngest in our (8) - family. I think it's nice to have (9) - someone you can rely on and share all your (10) - experiences with.

3. Choose the correct preposition.

1. I can always rely (on) my sister.

2. We really get (on) well (with) each other, spend a lot of time together which is fun.

3. This is a very old man (with) long hair and a moustache.

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3. My grandmother is superstitious. She always says to me: «If you spill salt, you should throw a little salt over your left shoulder. If you don't do this, you will have bad luck».

4. We are watching a film with our friends tonight.

5. I am going to visit the Smiths tonight.

5. Write about your family traditions which help to unite generations. Write 6—10 sentences.

Test 3

1. Translate into Russian.

6. *confident* — *уверенный*,

7. *secure* — *безопасный*,

8. *a breadwinner* — *добытчик*,

9. *sentimental* — *сентиментальный*,

10. *support* — *поддержка*.

2. Supply the articles if they are necessary.

My mother is (1) a charming lady. She is quite (2) - tall with (3) - long fair hair, (4) - green eyes and (5) a nice smile. She's in her (6) - mid-thirties. She is (7) a teacher. My mum spends (8) a lot of time in (9) the garden. She loves (10) - flowers.

3. Choose the correct preposition.

1. *It is nice to have a shoulder to cry (on).*
2. *He's also an energetic man, full (of) beans.*
3. *Listen to them carefully. That will help to work (out) some misunderstandings and to get (on) well (with) everybody.*

4. Open the brackets using Future Simple, Present Continuous or to be going to.

1. *I will probably be a bit late this evening.*
2. *I'm sure he will be late.*
3. *They are going to have a housewarming party tonight.*
4. *We are moving to a new flat tonight.*
5. *He thinks she will phone him tomorrow.*

5. Write about your future family. Write 6—10 sentences.

EDUCATION

There are usually many in classrooms. They are also called students.

- technicians
- pupils
- bystanders

..... are the people who instruct students in a regular classroom setting.

- Tyrants
- Teachers
- Nurses

A is the person who works in administrative capacity and is the leader of a school.

- parent
- caregiver
- principal

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- interns
- instructors
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A is someone who has graduated from a program and now holds a certificate of completion or degree.

- graduate
- governor
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FOOD

4. Read the words. Find those which mean food. Write them down.

tomato, potato, mushroom, sandwich, pasta, oil, porridge, sausage, yoghurt, strawberry, cornflakes, marmalade, bacon, sweets, cucumber, sugar, honey.

5. Put in: some/ any.

1. Sorry, but we haven't got **any** tomato juice. There is **some** apple juice.
2. Could I have **some** ice-cream, Mum?
3. Is there **any** coffee at home? I also need **some** sandwiches.
4. Would you like **some** more bread?
5. Have you got **any** jam? - Yes, we have **some** .

6. Label the pictures. Use the words: a bottle of, a tin of, a glass of, a loaf of, a piece of, a slice of, a bar of, a packet of, a cup of, a plate of, a bowl of.



7. Put in *much/ many, little/ few*.

- 1) How ... eggs do you put into your cake? a) much **b) many** c) little
- 2) There are ... biscuits on the table. a) much b) little **c) few**
- 3) How ... marmalade have you got? **a) much** b) little c) many
- 4) There is ... juice in the bottle. a) few b) many **c) little**
- 10) Today we have ... food at home. **a) much** b) many c) few

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ (ЗАДАНИЙ) К ОКР

Соотнесите выделенные слова и их определения.

1. Have you had **breakfast**?
2. What time do you have **lunch**?
3. What are we having for **dinner**?
4. Do you want some **supper**?
5. We've only got time for a **snack**.
6. I hope you've got a good **appetite**.
7. I'm **starving**.
8. We had a **barbecue** in the back garden.

- a. a small meal eaten just before you go to bed
- b. the desire for food
- c. the meal eaten around midday
- d. very hungry
- e. the first meal of the day
- f. a quick and easy meal
- g. when you grill food outside
- h. the main evening meal

Keys:

- 1e
- 2c
- 3h
- 4a
- 5f
- 6b
- 7d
- 8g

Упражнение 1. Данные пары слов имеют одинаковый перевод. Ваша задача – определить слово с более интенсивным значением.

1. fog	mist
2. freezing	cold
3. chilly	cold
4. raining	pouring
5. breeze	wind

Упражнение 2. Какое слово на тему «Weather» является лишним в каждой группе?

1. foggy, misty, smoggy, windy, cloudy
2. hot, sunny, dry, bright, chilly
3. foggy, cold, chilly, nippy, frosty
4. rain, drizzle, breeze, pour, shower
5. blizzard, snow, drought, frost, cold
6. thunder, shower, lightning, freezing

Упражнение 3. Объедините схожие по значению слова в группы

1. Fine	a) sunny
2. Raw	b) glorious
3. Misty	c) awful
4. Bad	d) foggy
5. Lovely	e) wonderful
6. Bright	f) moist

Упражнение 4. Найдите противоположные по значению слова

1. Dry	a) chilly
2. Hot	b) settled
3. Lovely	c) cloudy
4. Bright	d) awful
5. Changeable	e) cold
6. Warm	f) humid

Упражнение 5. Прочтите прогноз погоды, замените слова в скобках английскими эквивалентами.

1. Nicosia, Cyprus

Very (жарко) and (сухо), with temperatures in the 30° Celsius/90° Fahrenheit.

2. Oslo, Norway

(Прохладно) in the daytime, (холодно) at night. (Дожди) almost all day. Temperatures in the 10° Celsius/50° Fahrenheit.

3. Paris, France

Partly (облачно) with occasional (ливни). In the low 20° Celsius/70° Fahrenheit in the day time, and in the 10° Celsius/50° Fahrenheit at night.

4. Washington, the USA

Very (жарко) and (влажно). Temperatures in the 30° Celsius/90° Fahrenheit.

5. Russia

(Пасмурная), with rainy periods in the South; (дождь со снегом) in the North of the region. (Снег и метели) in the Eastern part of the country.

Keys:

Упражнение 1. 1. fog 2. freezing 3. cold 4. pouring 5. wind

Упражнение 2. 1. windy 2. chilly 3. foggy 4. breeze 5. drought 6. freezing

Упражнение 3. 1-e, 2-f, 3-d, 4-c, 5-b, 6-a

Упражнение 4. 1-f, 2-e, 3-d, 4-c, 5-b, 6-a

Упражнение 5. 1. hot, dry 2. Cool, cold, rains 3. cloudy, showers 4. hot, humid 5. Cloudy, showers of sleet, snow and snow-storms

SHOPPING

The Corner Shop is a small shop on or near a street corner. They usually sell food.

Harrods is a department store. It has 230 departments. It has a library, a bank. It is a very expensive shop.

Sainsbury's is the biggest of the supermarket chains. It suggests good food, wine, do it yourself goods.

Mark & Spencer is a chain store. It is a number of department stores which sell men's and women's clothing, home furniture, plants and food. The company has over 700 stores over the world.

The Body Shop sells perfumes, soap, shampoo, skin-care products for men and women.

6. The corner shop usually sells food.

7. «Harrods» isn't a very expensive shop.

8. «Sainsbury's» is the biggest of the sports equipment chains.

9. «Mark & Spencer» has over 700 stores over the world.
10.«The Body Shop» sells skin-care products for men and women.

Test

1. Fish and chips is..... food.
A) Russian
B) English
C) Italian
D) Chinese
2. People don't eat..... when they are on a diet.
a) fruit
b) vegetables
c) fish
d) biscuits and sweets
3. You can buy a..... of sugar.
a) litre
b) kilo
c) bar
d) bottle
4. Englishmen use..... in the shops.
a) pounds and pence
b) roubles and kopecks
c) dollars and cents
d) dinars
5. Sausage is a.....product.
a) fish
b) meat
c) sweet
d) dairy
6. We can buy bread at the.....
a) baker's
b) grocer's
c) fishmonger's
d) greengrocer's
7. If you want to make an omelet you need.....
a) eggs, salt, milk
b) ham, sugar, eggs
c) chips, sugar, flour
8. You can buy a mobile phone at.....
a) the chemist's
b) the supermarket
c) the body shop
d) the electronic equipment centre.
9.isn't a fruit.

- a) a banana
- b) an apricot
- c) a cucumber
- d) a pineapple

Read the text «How We Kept Mother's Day». Some sentences are incomplete. Choose A,B,C to complete the text.

How We Kept Mother's Day

I think celebrating «Mother's Day» once a year is a very good idea. So we decided to have a special celebration of(1). We thought it a fine idea. We knew how much Mother did for us and so we decided that we should do everything we could to make Mother happy. We decided(2). We asked Mother to arrange the decoration because she always does it on holidays. My sisters got new hats for such an important day. We wanted to buy(3) for Mother too, but she said that she liked her old hat better and didn't want a new one.

Well, after breakfast we decided to take Mother for a beautiful drive away into the country. Mother is never able to go to the country because she.....(4).

But then we changed the plan a little. Father decided to take Mother fishing. When everything was ready for the trip we asked Mother to prepare(5). Well, when the car came to the door, we saw that there was not enough room in it for us all. Father said that he could stay at home and work in the garden. Then the two girls, Anne and Mary, said that they could stay at home, but as they had new hats, it would be a pity if no one looked at them.

In the end it was decided that Mother could stay at home and make dinner. Mother doesn't like fishing.

So we all drove away, and Mother stood and watched us from the verandah as long as she could see us.

Well, we had a very nice day(6). Father caught(7). The girls met some friends and they talked about hats. It was quite late when we got back.

At last everything was ready and we sat down to a wonderful dinner. Mother got up and down many times during dinner; she brought things from the kitchen and.....(8). When the dinner was over all of us wanted to help Mother to wash the dishes. But(9) that she could do it herself, and so we let her because we wanted to make her happy.

It was quite late when it was all over, and when we all kissed Mother before going to bed, she said it had been the most..... (10).

11.A.Halloween B.....Mother's Day C.....Guy Fawkes Day

12.A.....to decorate the house with flowers B.....to go to Spain in summer C.....to buy a new car

13.A.....a little cat B.....a new hat C.....a nice dress

- 14.A.....*doesn't like to go abroad* B.....*didn't drive any more* C.....*is busy in the house nearly all the time.*
- 15.A.....*some soup* B.....*for the party* C..... *some sandwiches.*
- 16.A..... *in the country* B.....*in the village* C.....*at the seaside*
- 17.A.....*a very large shark* B..... *a lot of big fish* C.....*his shirt on a nail*
- 18.A.....*wore her best dress* B.....*laid the table* C..... *carried the dishes away*
- 19.A..... *Mother said* B.....*Father said* C.....*the girls said*
- 20.A..... *happiest day in her life* B.....*best day in her life* C..... *wonderful day in her life*

Read the text about Catherine and write if the statements below are true (T) or false (F).

Catherine was five years old. She often went to the shops with her mother. She liked toys very much, and she often stopped and looked at them in the shops, but her mother usually said,

« Don't stop and look at the toys today, Catherine. It's late».

Catherine's mother did not usually go to the shops on Saturdays, because she always had a lot of work at home on that day, but last Friday evening her husband said, «Some of my friends are going to visit us on Sunday», and she didn't have much food in the house.

She took Catherine at 10 o'clock on Saturday morning, and they went to the shops together. Catherine's mother said to her, «Stay near me, Catherine, and don't stop and look at the toys today».

Catherine said, «Yes, Mummy, » and she held her mother's hand. But then her mother had a lot of parcels, and Catherine stopped holding her hand.

They came to the best shop in the town. There were quite a lot of men in front of it. There was a beautiful toy bear in one of the windows, and Catherine stopped for a few seconds and looked at it. Then she looked for her mother, but she was not there. There were only men round Catherine, and they were all much taller than she was.

Catherine was very young, but she was a clever girl. She did not cry. There was a policeman in the middle of the street near the shop. Catherine waited at the side of the road for a minute, and then the policeman stopped the cars and the buses. Catherine went to him and said, «Good morning. Have you seen any ladies in this street this morning? »

«Yes, I have», the policeman said. «A lot of ladies have passed me this morning».

«And has one passed you without a small girl? » Catherine said.

«Yes, » the policeman said.

Catherine said happily, «I'm the small girl. Where's the lady? »

11.*Catherine usually goes shopping with her mother on Saturdays. (T/F)*

12.*Catherine likes toys very much and she often stops and looks at them in the shops. (T/F)*

13.*Catherine went shopping in the evening after school (T/F)*

14. *Catherine suddenly stopped in front of the best shop in town because she saw a beautiful toy bear. (T/F)*
15. *She entered the shop because she decided to buy it. (T/F)*
16. *Catherine has lost her mother. (T/F)*
17. *Catherine began to cry. (T/F)*
18. *Catherine came up to the policeman in the street and asked him if he had seen her mother. (T/F)*
19. *The policeman asked her where she lived. (T/F)*
20. *Suddenly Catherine saw her mother buying a beautiful toy for her. (T/F)*

Text №1 «Shop! Shop! Shop!»

Words for the text:

- **household** — домашний
- **attitude** — отношение
- **unlike** — в отличие
- **therapy** — терапия, лечение
- **suicide** — самоубийство
- **satisfy** — удовлетворять
- **contemporary** — современный
- **essence** — суть
- **duty** — долг

Who does most of the shopping in your family? The answer will be women. It isn't most certainly for **household** needs but it is an activity they do for pleasure.

The book «*Theory of Shopping*» written by Daniel Miller, a professor at University College, shows the differences between men's and women' **attitude** to shopping. **Unlike** men, for women, shopping is often a kind of **therapy**, a hobby.

But shopping has its darker sides as we learned this week with news of the **suicides** of two shopaholics. Trudi Susyn killed herself after she had been spending as much as £7,000 per week on clothes, shoes and beauty products. Masimi Dawson, a single mother, hanged herself after it was discovered that she had been stealing money at work to pay her shopping debts.

Do tragedies like these show that women are really crazy about material things? Miller believes that most women don't shop to **satisfy** their own needs alone. He thinks that in our culture shopping is one of the main ways of expressing love. Women do most of the shopping for others.

In **contemporary** English families, love holds the whole thing together but it's not talked about. Love is expressed by paying attention to what others want. If you buy your partner the thing he's always wanted, or you buy your child healthy food, you show that you care about that person. This is the **essence** of **contemporary** love: understanding what the other person is about, doing things for them or buying things for them, not because it's your **duty** but because you understand them.

Задание 1. Прочитайте текст и выполните задания 1-5, обведя букву А, В или С, соответствующую ответу, который вам кажется наиболее верным.

1. Women go shopping because

A they like it.

B men don't want to do it.

C they are shopaholics.

2 Men

A don't go shopping.

B think that shopping is enjoyable.

C don't see shopping as a hobby.

3 Before they killed themselves Trudi and Masimi

A were single mothers.

B stole money.

C were shopaholics.

4 Most of the things women buy are

A clothes and beauty products.

B never used.

C not for them.

5 In English families

A people don't talk about shopping.

B people don't talk about love.

C women love their families more than men do.

Задание 2. Напишите конспект (summary) текста, подчеркивая положительные и отрицательные стороны шоппинга. Используйте слова-связки.

A glimpse of London theatres

Going to the theatre is a way of spending an evening which can be at the same time most entertaining and educative. Despite competition from the cinema, wireless and television, the theatre still plays an important part in the life of the average Englishman. There are over 220 professional theatres in Britain. The center of theatrical activity is in London where there are some 30 principal theatres in the "West End" and several more in the suburbs, but some important performances are taking place in the provinces. In London there are theatres for all tastes: some people prefer musical comedy and shows of that kind, with their catchy tunes are very popular. Variety shows, in which actors entertain the audience with sentimental and comic performances also draw full houses and greatly influence the artistic tastes of the public.

Those who do not care for musical comedy or variety will find other shows to their taste. Some theatres stage modern plays: Shakespeare and other classics are

played mostly at Old Vic, the Royal Opera shows opera and ballet. The evening performances usually begin at 19.30 or at 20.00 and finish at about eleven. Seats are expensive and a night out at a theatre is quite a luxury for the average Englishman. Only a few theatres have their own permanent companies. Groups are formed for a season, sometimes even for a single play. Regular seasons of opera and ballet are given at the Royal Opera House, Covent Garden and the National Theatre.

Some theatres concentrate on the classics and serious drama, some on light comedy and revue, some on musicals. Most theatres have a personality of their own: from the old such as the Theatre Royal in the Haymarket, to the very new such as the Mermaid Theatre in the city of London built on the banks of the Thames. A visitor to London is always surprised when he sees the Royal Opera House standing almost inside Covent Garden, the city's great fruit, flower and vegetable market. Because of its location it is usually referred to simply as "Covent Garden" and if someone tells us that he is going to the Covent Garden we immediately think of the opera and not greengrocery. The first Covent Garden Theatre was built in 1732. It was more a theatre of drama than of opera. Yet many of Handel's operas were performed here for the first time. The famous singers such as Adelina Patti, Tetrazzini and Caruso sang here many times. The great Russian Shaliapin also sang in Covent Garden. The composers Gounod and Berlioz came to see their operas performed. Now the theatre is busier than ever: it is one of the well-known opera houses open for eleven months in the year and it employs over 600 people both of the opera company and the Royal Ballet.

-If we really like or dislike something we use emphatic and exclamatory sentences.

Make the opinions sound more convincing and emphatic:

- 1 I like opera. (I do like opera)
- 2 My friend hates melodramas. (My friend does hate melodramas.)
- 3 I enjoyed the performance. (I did enjoy the performance.)
- 4 It was funny. (It WAS funny.)
- 5 It made me cry. (It did make me cry.)
- 6 It is extraordinary. (It IS extraordinary.)
- 7 I prefer staying at home. (I do prefer staying at home.)
- 8 Louis loves action films. Louis does love action films.)
- 9 I find it exciting. (I do find it exciting.)
- 10 We loved fairy tales when we were younger. (We did love fairy tales when we were younger.)

-Express your opinion to these statements, using exclamatory sentences:

- 1 The play is very touching. (What a touching play!)
- 2 Craig Lucas is an outstanding playwright. (What an outstanding writer he is!)
- 3 It was a magnificent performance. (What a magnificent performance it was!)
- 4 You listened to a complicated opera. (What a complicated opera!)
- 5 The actors played excellently in the film. (How excellently the actors played!)

- 6 You liked the decorations which were so beautiful. (What beautiful decorations!)
 7 It is so true to life. (How true to life it is!)
 8 The film had a mysterious plot. (What a mysterious plot!)

-Make up new sentences with the opposite meaning:

- 1 The lights went up and performance was over. (went down; began)
 2 The play is boring, I think it will be a failure. (exciting; be a success)
 3 As the performance was terrible all tickets were still in the box-office. (magnificent; already sold out)
 4 We've got fine seats quite close to the stage. (rotten; very far from)
 5 The curtain went up and the performance began. (fell down; was over)

-Match the words in 2 columns. What do these expressions mean?

- to burst into beyond any words
 to be warmly run
 to attract quite vividly
 to have a successful received by the public
 to draw advance
 it was magnificent seeing
 to book tickets in capacity crowds
 to stand in memory public's attention
 to be worth waste of time
 to meet with applause
 to be a sheer thinking
 the film provokes a storm of applause

-Find English equivalents for the following Russian ones:

способ провести вечер; центр театральной деятельности; развлекать зрителей; занимательный и обучающий; театры на любой вкус; собирать полный зал (аншлаг); оказывают большое влияние; являются роскошью; собственный характер; инсценировать современные пьесы; сосредоточены на классических произведениях и драме; постоянный состав исполнителей.

-Do you agree with the following statements?

1. Theatre's role in entertainment and education of people is great.
 2. London is called the center of theatrical activity.
 3. It's difficult to find performances for all tastes in London.
 4. Seats are not very expensive and even an average Englishman can afford a night out at a theatre.
 5. Theatres rarely have their own permanent companies.
 6. It's really surprising for tourists to see the Royal Opera House inside the city's great fruit, flower and vegetable market.
 7. The first Covent Garden Theatre was famous for its musical comedies.
 8. Nowadays over 600 people are busy with the performance at the Royal Opera House.

Read the text and answer the questions

Cinema (1)

Cinema plays an important role in the life of any society. It is an available popular form of art. Lots of people find going to the cinema one of the best ways of spending their leisure time. The movie audience is predominantly a young one.

Due to numerous video facilities, cinema attendances have declined sharply. But there is no denying the fact that the cinema-going habit is still a strong one.

No matter how large the place you live in is (whether it's a big city or a small provincial town, or even a settlement) there's most likely to be a cinema there.

There are such genres of feature films as the western, the thriller, the musical, the drama and the comedy. The performance lasts for two or three hours and most cinemas have at least 4 performances a day. There is no doubt that a good cinema show is an excellent entertainment and quite cheap. Of late cinema screens in this country have been dominated by films produced in the USA. And this tendency is growing.

As for me, I'm fond of going to the cinema. It's a pity, I don't always have time for it. It's an open secret that we live in a very difficult time now. But people do need something amusing and pleasant, something to laugh at. That's why I give my preference to comedies. The last comedy, I saw, is «Crocodile Dandy». The film tells about amusing adventures of a young lovely woman — reporter and a strong and brave crocodile hunter. At first, their relations were not friendly. She even looked down on him and he in return neglected her. But after he rescued her out of some difficult situations, their relations became more friendly. A happy end is an essential feature of American films. The same is true of this comedy. The main characters fall in love with each other in the end of the film.

Questions:

1. How do lots of people find going to the cinema?
2. Who makes up the movie audience?
3. Why have cinema attendances declined sharply?
4. Is the cinema-going habit still a strong one?
5. What genres of feature films are there?
6. How many performances have many cinemas a day?
7. What films have cinema screens in this country been dominated by?
8. Are you fond of going to the cinema?
9. In what time do we live now?
10. What do you give your preference to?
11. What does the film you saw last tell?
12. What is an essential feature of American films?

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ К ЭКЗАМЕНУ

1. Present an oral composition on the topic **“Personal Identification”**:

- a) Introduce yourself, please.
- b) Have you taken after anybody from your family?
- c) What are you like?

2. Present an oral composition on the topic **“Family”**:

- a) Speak about your close and distant relatives.
- b) Tell the story about your parents' acquaintance. (How did your family start?)
- c) Do you know any secrets of a happy marriage?

3. Present an oral composition on the topic **“Housing”**:

- a) Do you live in a flat or a private house? Describe your favourite place there.
- b) If you rented a room (flat/house), what would it be like?
- c) What are your usual household chores?

4. Present an oral composition on the topic **“Studies”**:

- a) Prove the importance of learning a foreign language in everyday life.
- b) Give account of events during your usual working day?
- c) What is your impression about studying at BNTU branch MSPC?

5. Present an oral composition on the topic **“Meals and Foods”**:

- a) What is the custom of having meals in Britain?
- b) Are daily meals in Belarus different from those in GB? In which way?
- c) Share a recipe of your favourite dish with us.

6. Present an oral composition on the topic **“Shopping”**:

- a) Give account of the most popular departments in a big store.

- b) Imagine you are making an excursion round a supermarket for tourists from China. Enumerate departments and say where and what they can buy there.
- c) Share your impressions on your last visit to the shop (department store/market).

7. Present an oral composition on the topic **“Man and Nature”**:

- a) What do you know about weather and climate of Great Britain?
- b) How can you describe the climate in your own country?(Speak about your favourite season)
- c) Make up a weather forecast for one day in Belarus. (Choose a season and weather conditions).

8. Present an oral composition on the topic **“Leisure”**:

- a) Give account of different means of holiday-making.
- b) Are you crazy about doing anything in your free time? (Speak about your hobby.)
- c) Share your impressions on your last going on a picnic.

9. Present an oral composition on the topic **“City life”**:

- a) Where would you prefer to live: in the city or in the country? Why?
- b) Describe the city transport in GB (Belarus).
- c) Where are you from? Share your impressions about your native place.

10. Present an oral composition on the topic **“Theatre”**:

- a) Give account of different Minsk (London) theatres.
- b) What theatre in London (Minsk) would you like to visit? Why?
- c) Share your impressions on your last going on to the theatre.

ПЕРЕЧЕНЬ УЧЕБНЫХ ИЗДАНИЙ И ИНФОРМАЦИОННО-АНАЛИТИЧЕСКИХ МАТЕРИАЛОВ, РЕКОМЕНДУЕМЫХ ДЛЯ ИЗУЧЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

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