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***ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ
АНГЛИЙСКОГО ЯЗЫКА***

Практическое пособие
для студентов заочного факультета
специальности 1-02 03 06 01 «Английский язык»

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и совершенствование навыков чтения, устной и письмен-
ной речи на основе текстов по специальности.

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ВВЕДЕНИЕ

Предлагаемое практическое пособие предназначено для занятий по практике устной и письменной речи со студентами 1 курса заочного факультета специальности 1- 02 03 06 01 «Английский язык» и направлено на развитие и совершенствование навыков чтения и умений в устной и письменной речи. Оно разработано в соответствии с практической направленностью обучения иностранному языку как средству общения, информационного обмена и познавательной деятельности.

Целью пособия является развитие навыков монологической, диалогической и письменной речи по темам, предусмотренным учебной программой курса.

Практическое пособие представляет собой композицию трех тематических разделов: “Higher education”, “Daily actions” и “Meals”. Каждый из разделов имеет одинаковую структуру и состоит из тематических ситуаций, объединенных единым вокабуляром и едиными речевыми единствами. Объем словаря, над которым проводится работа, распределен равномерно по разделам пособия. Все задания и упражнения, отдельновзятой ситуации общения, располагаются по принципу возрастающей сложности и в конечном итоге подготавливают к устному и/ или письменному высказыванию по данной ситуации.

При составлении данного пособия авторы использовали аутентичные тексты из современных учебных пособий.

Практическое пособие может использоваться как для работы на практических занятиях так и для самостоятельной работы.

PART 1 HIGHER EDUCATION

UNIT I TOPICAL VOCABULARY AND LEXICAL EXERCISES

Topical vocabulary

secondary/ higher education	higher/university/college education
compulsory education	free/free of charge education
fee	stipend/scholarship
(post-)graduate course	academy
be good at	have a good command of
be at home in	miss
read up for exams	do well in
make good/poor progress in	take/have an exam
pass an exam	fail an exam
con	crib
be keen on	expel from
be in one's first/last year	graduate from
take a degree	mark/grade
make a report	diploma, thesis
dean	dean's office
senior teacher	tutor
get/acquire knowledge	ignorance
(un) educated	(in)experienced
qualified	well-trained
diligent/industrious	monitor
sandwich course	record book
top student	problem student/dead weight
Campus	be sociable/a good mixer
have a degree in	study for an exam
pick up a language	sit an exam
look up words in a dictionary	make the best of the time
waste time	make a guess

Short dialogues

- Have you written your composition, Ben? It's due today.
- Of course. And what about you?
- Not yet. I didn't think it would be so difficult and started it only yesterday.

- Well, it will teach you a lesson. Never put till tomorrow what you can do today, you know.

- Paul wouldn't like to fail his exam, would he?

- Of course he wouldn't. Who would?

- But he hasn't been working very hard. He thinks he is clever enough to pass his exams without much work, doesn't he?

- Yes, he relies too much on his memory but I doubt it can carry him out when doing physics.

- As sure as eggs is eggs, Bob won't do well at the exam.

- Why do you think so?

- He has missed much and doesn't attend the extra lessons now.

- No fear. He's quite at home in the subject.

- How about reading up for the entrance exams together?

- Fine. And let's ask Jane to join us too, she has passed her finals with honours.

- I don't mind. But she thinks too much of herself, doesn't she?

- Not in the least. She is a good friend and never refuses to help anybody.

- What form are you in now, Robert?

- I'm not in a form yet. I'm in class three. Next year we'll have our eleven plus exams. If I'm lucky, I'll get good marks and I'll enter a grammar or technical school.

- And which would you prefer?

- I'd better go to a secondary technical school.

- Playing truant again, Jim?

- Yes, I feel like staying away from Mr. West's lesson. He's very strict and keeps picking at me all the time.

- Well, well. Isn't it wiser to learn lessons better and be present in class?

- Hello, Harry! Why didn't you come to us yesterday? We had a nice table-tennis game.

- You see, my brother took me to a lecture on higher mathematics.

- Was it interesting?

- Frankly speaking, not. It was all Greek to me and went over my head.
- You know, Nick was asked to leave the room at the lesson in chemistry.
- Was he really? What did he do to deserve such a severe punishment?
- He struck a match and burnt a piece of paper at his desk.
- Well, I never expected that of him. Was he reported to his parents?
- Surely. The teacher demanded his day-book. I think he'll get it hot.
- Why doesn't Jim work harder?
- You know that very well – because he's lazy.
- Do you think the teacher will put up with that very long?
- I'm afraid he won't, and Jim will have to repeat the class.

Lexical exercises

Ex. 1 Choose the most suitable word or phrase underlined in each sentence.

- 1 Jack decided to take a course / lesson in hotel management.
- 2 Sheila always got good marks / points in algebra.
- 3 After leaving school, Ann studied / was trained as a teacher.
- 4 Peter decided not to go in / enter for the examination.
- 5 My sister learned / taught me how to draw.
- 6 I can't come to the cinema. I have to read up / study for a test.
- 7 In history we had to learn a lot of dates by hand / heart.
- 8 I hope your work will improve by the end of the course / term.
- 9 Martin failed / missed his math exam and had to sit it again.
- 10 If you have any questions, raise / rise your hand.

Ex. 2 Complete each sentence with a word from the list. Use each word once only.

Cheat copy memorize pay revise concentrate divide pass punish underline

- 1 Our teacher used to ... us by making us stay behind after school.
- 2 The teacher saw Jerry trying to ... in the test.
- 3 Try to ... the most important rules.
- 4 It is difficult to ... attention in a noisy classroom.

- 5 Pauline tried her best to ... the end of the year examinations.
- 6 Your work is the same as Harry's. Did you ... his work?
- 7 Your mind is wandering! You must ... more!
- 8 Helen decided to ... all her work at the end of every week.
- 9 It is a good idea to ... important parts of the book in red.
- 10 If you ... twenty seven by nine, the answer is three.

Ex. 3 Match each person from the list with a suitable description. Use each name once only.

Classmate examiner learner principal pupil coach graduate lecturer professor tutor

- 1 Someone who teaches at a university.
- 2 Someone who has a college degree.
- 3 The head of a school .
- 4 Someone who studies at primary or secondary school.
- 5 The most important teacher in a university department.
- 6 Someone who teaches one student or a very small class.
- 7 Someone in the same class as yourself.
- 8 Someone who trains a sports team.
- 9 Someone who writes the question papers of an examination.
- 10 Someone who drives but it is not yet passed a driving test.

Ex. 4 Complete each sentence a) to j) with one of the endings 1) to 10). Use each ending once only.

- a) Joy was absent most of the time ...
- b) Sue wanted to do the experiment for herself ...
- c) James was a very gifted pupil
- d) Lucy couldn't find a duster to clean the board ...
- e) Dave could pick up languages very easily ...
- f) Brenda wanted to leave space for corrections ...
- g) Tony didn't pay attention in class ...
- h) Helen was educated at home by her parents ...
- i) Brian attended evening classes in photography ...
- j) Cathy wanted to get into university ...

- 1 ... so he didn't have any problems passing his exams.
- 2 ... so he started talking in French after only a few days.

- 3 ... so she had to study for the entrance examinations.
- 4 ... so his name was removed from the register.
- 5 ... so he didn't go out with his friends much during the week.
- 6 ... so she wrote her answers in the corner.
- 7 ... so she didn't have many friends of her own age.
- 8 ... so she wrote everything on internet lines.
- 9 ... so she went to the science laboratory.
- 10 ... so he could never remember what the teacher said.

Ex. 5 Choose the most suitable word or phrase to complete each sentence.

- 1 Helen's parents were very pleased when they read her school
a) report b) papers c) diploma d) account
- 2 Martin has quite a good ... of physics.
a) result b) pass c) understanding d) head
- 3 In Britain children start ... school at the age of five.
a) kindergarten b) secondary c) nursery d) primary
- 4 Edward has a ... in French from Leeds University.
a) certificate b) degree c) mark d) paper
- 5 My favourite ... at school was history.
a) topic b) class c) theme d) subject
- 6 It's time for break. The bell has ...
a) gone b) struck c) rung d) sounded
- 7 Our English teacher us some difficult exercises for homework.
a) set b) put c) obliged d) made
- 8 Before you begin the exam paper, always read the ... carefully.
a) orders b) instructions c) rules d) answers
- 9 If you want to pass the examination, you must study ...
a) hardly b) enough c) thoroughly d) rather
- 10 Most students have quite a good sense of their own ...
a) grasp b) ability c) idea d) information

Ex. 6 Use the words given below to form words which fit in the spaces.

School Report

Margaret started English literature this term, and I am afraid that her (1) ... to the subject has nor been entirely (2) She has not shown much enthusiasm, and does not always pay (3) ... in class. Her assignments are of-

ten (4) ..., because she is so untidy, and because of her (5) ... to check her work thoroughly. She failed to do any (6) ... before the end of term test, and had poor results. She seems to have the (7) ... idea that she can succeed without studying. She has also had many (8) ... and has frequently arrived late for class. This has resulted in several severe (9) Also Margaret is a (10)... student in some respects, she has not had a satisfactory term.

(1)introduce, (2)success, (3)attend, (4)read, (5)fail, (6)revise, (7)mistake, (8)absent, (9)punish, (10)gift.

Ex. 7 Complete each sentence with a form of *do*, *make* or *take*.

- 1 Have you ... Exercise 3 yet?
- 2 I can't come this afternoon. I am ... an English exam.
- 3 Jack has .. very well this term.
- 4 I am afraid that you haven't ... any progress.
- 5 Sue didn't know the answer, so she ... a guess.
- 6 You all look tired. Let's ... a break.
- 7 This is a good composition, but you have... a lot of errors.
- 8 I think you should ... yourself more seriously.
- 9 The teacher gave a lecture, and the class ... notes.
- 10 Paul finds math difficult, but he ... his best.

Ex. 8 Complete each sentence with a word beginning as shown. Each space represents one letter.

- 1 Charles has good k----- of the subject.
- 2 These children are badly behaved! They need more d-----.
- 3 Math is easy if you are allowed to use a c-----.
- 4 Everyone agrees that a good e----- is important. Keith spent four years studying at u-----.
- 5 Some apes seem to have as much i----- as humans!
- 6 I find listening c----- tests rather difficult.
- 7 At the age of eleven I went to s----- school.
- 8 I enjoyed doing e----- in the laboratory.

Ex. 9 Complete each sentence with one word.

- 1 If you have a problem, put ... your hand.
- 2 Please pay attention ... what your teacher says.

- 3 Mary has a degree... civil engineering.
- 4 David was punished ... throwing chalk at the teacher.
- 5 I was very good ... math when I was at school.
- 6 What's the answer if you multiply 18 ... 16.
- 7 We had to write a composition ... "Our Ideal School".
- 8 Please write this ... your exercise books.
- 9 You might not understand things even if you learn them ... heart.
- 10 When Sue visited Italy, she soon picked ... the language.

Ex. 10 Decide which answer A, B, C or D best fits each space.

There is usually one important (1) ... missing from most school (2) Very few students are (3) ... how to organize their learning, and how to (4) ... the best use of their time. Let's take some simple (5) Do you know how to (6) ... up words in a dictionary, and do you understand all the (7) ... the dictionary contains? Can you (8) ... notes quickly, and can you understand them (9) ...? For some reasons, many schools give learners no (10) ... with these matters. Teachers ask students to (11) pages from books, or tell them to write ten pages, but don't explain (12) ... to do it. Learning by (13) ... can be useful, but it is more important to have a genuine (14) ... of a subject. You can(15) ... a lot of time memorizing books, without understanding anything about the subject!

- | | | | |
|-------------------|---------------|------------------|------------------|
| 1 a) theme | b) book | c) subject | d) mark |
| 2 a) agendas | b) timetables | c) terms | d) organizations |
| 3 a) taught | b) learnt | c) educated | d) graduated |
| 4 a) take | b) give | c) get | d) make |
| 5 a) sentences | b) results | c) rules | d) examples |
| 6 a) find | b) look | c) research | d) get |
| 7 a) information | b) advice | c) subjects | d) themes |
| 8 a) do | b) send | c) make | d) revise |
| 9 a) after | b) afterwards | c) lastly | d) at last |
| 10 a) teaching | b) ability | c) instruction | d) help |
| 11 a) concentrate | b) remind | c) forget | d) memorize |
| 12 a) how | b) what | c) why | d) it |
| 13 a) the way | b) heart | c) now | d) law |
| 14 a) information | b) success | c) understanding | d) attention |
| 15 a) pass | b) waste | c) tell | d) use |

Ex. 11 Translation.

- 1 Он сделал перевод статьи известного учёного.
- 2 Все студенты этой группы сделали заметные успехи в грамматике.
- 3 Почему Вы сделали эту ошибку, разве Вы не запомнили правило?
- 4 Ник делает домашние задания не систематически и уже отстал от всей группы.
- 5 Ты что – либо понял в лекции по лингвистике?
- 6 Готовься лучше к семинару по истории, а то преподаватель опять будет к тебе придирааться.
- 7 Все получили зачёт по фонетике?
- 8 Это послужит Вам уроком на будущее и возможно в следующий раз Вам не придется пересдавать экзамен.
- 9 Давай готовиться к сессии вместе!
- 10 Обучение на дневном отделении – 5 лет, а на заочном – 6 лет.
- 11 Плата за обучение в частных школах велика.
- 12 У вас есть старшие преподаватели на кафедре?
- 13 Не каждый может получить бесплатное образование в нашей стране.

UNIT II BRITISH UNIVERSITY LIFE

Pretext exercises

Ex. 1 Before reading the text say what you know about British universities.

- 1 Where do young men and women get higher education?
- 2 What do you understand by internal and external students?
- 3 What do you know about the tutorial system?
- 4 How many terms is the University year divided into?
- 5 What do they call a person who has taken a degree?

Ex. 2 Read the text and be ready to do the exercises after it.

TEXT A SOME ASPECTS OF BRITISH UNIVERSITY LIFE

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

It is true that most students go to a university to study some special subject or group of subjects, knowledge of which will make it possible for them to earn their living as doctors, lawyers, engineers, teachers, etc. But it is recognized that a university must do more than supply the facts of medicine, law, engineering or whatever a man may have to do or teach: it must train its students in such a way that they themselves will always be eager to search for new knowledge and new ideas.

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

The University of London, for instance, includes internal and external students, the latter coming to London only to sit for their examinations. Actually most external students at London University are living in London. The colleges in the University of London are essentially teaching institutions, providing instruction chiefly by means of lectures, which are attended mainly by day students. The colleges of Oxford and Cambridge, however, are essentially residential institutions and they mainly use a tutorial method.

This tutorial system began at Oxford and Cambridge, where each college is a world of its own, with the students in residence, and they can easily appoint tutors to look after each student individually. The system is also used to some extent in the other universities to supplement lectures. Generally speaking there's one member of the teaching staff for every eight student in the universities. The tutorial system brings the tutor into the close and personal contact with the student. The colleges of Oxford and Cambridge, being residential, are necessarily far smaller than most of the colleges of the University of London.

Education of University standard is also given in other institutions such as colleges of technology and agricultural colleges, which prepare their students for degrees or diplomas in their own fields.

The three terms into which the British University year is divided are roughly eight to ten weeks. Each term is crowded with activity. The students have vacations between the terms.

A university usually has longer holidays than a school, and in England, in addition to the long summer holiday, which lasts three or four months, there are a few weeks at Christmas and Easter during which the students can go home. Many of them arrange to travel in July, August and September, partly for pleasure and partly for study. The students of some universities, who have to earn the money to pay for their education, spend the summer in doing various kinds of work. But it is not always easy to find employment.

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

B.A. or B.Sc. stands for Bachelor of Arts, or of Science, the first degree. M.A. or M.Sc. denotes Master of Arts, or of Science. One can become a B.A. after three years of hard study, and an M.A. at the end of five years.

Life at a university is not all hard work. In fact at some universities in England and America success in sports and games seems almost as important as success in studies and it is considered a high honour to be chosen to play for one's university at cricket or football. Students of Oxford and Cambridge meet at almost every kind of sport, including tennis, running and jumping. And sometimes there are sports meetings between American and British universities.

Exercises on the text

Ex. 1 Questions on the text.

1 At what age do they enter a university? 2 What is the proportion of men and women attending English universities? 3 What subjects are considered to be arts subjects? 4 What do they call pure and applied sciences? 5 How do teaching institutes provide instruction to English students? 6 Why are the colleges of Oxford and Cambridge called residential institutions? 7 What is understood by tutors and the tutorial method? 8 Is it characteristic only of England? 9 At what colleges did it begin? 10 Why was it easy to appoint tutors there? 11 Do tutors look after each student individually or after a small group of students? 12 Is the tutorial system used in other universities of England? 13 At what other institutions can Englishmen get education of University standard? 14 How long do they last? 15 What vacations (or holidays) have English students? 16 How long do Christmas and Easter holidays last? 17 What do they call the long summer holidays? 18 What do many English students do during their long summer holiday? 19 What do they call a person who has taken a degree? 20 What do the terms B. A., B. Sc., M. A. or M. Sc. stand for? 21 How do English students rest? 22 What role does sport play in the life of an English student?

Ex. 2 Multiple-choice questions. Choose the right answer.

a) 1 Arts subjects include (languages, history, psychology). 2 Applied sciences include (dentistry, literature, technology). 3 The University of London includes (internal, foreign, external) students. 4 Many English students arrange to travel in summer for (pleasure, study, getting sunburn). 5 Success in (sports, drama, games) seems almost as important as success in studies.

b) 1 A person studying for a degree at a British university is called a(n) (graduate, post-graduate, undergraduate). 2 One can become a B. A. After (five, six, three) years of hard work. 3 A university is a place of (higher, primary, secondary) education.

Ex. 3 Be ready to speak on the following topics.

Aims of universities, the subjects the students study at a university, the arrangement of English universities, the tutorial system, terms, holidays, degrees, sport and public activities of universities students.

Speech exercises

Ex. 1 Read the text and compare two ways of getting education: studying at a day-time department and at a correspondence department. Which is more available? Is it more difficult to study at a day-time department?

Ex. 2 Compare the English and Belarussian systems of studying by correspondence.

TEXT B WORLD – CLASS EDUCATION FOR ALL

The Open University was founded by a Royal Decree from the Queen of Great Britain in 1969 and has become a world leader in correspondence study.

More than 2 million people have completed the University's course. Prince Charles, Speaker of the Chamber of Communities of Great Britain Betty Buthroyd, former prime-minister of Great Britain Wilson and other prominent state and public figures are among those with honorary doctorates from the University. The Open University received the Queen's Charter. The World Association of Education in Vancouver has recognized the university as the largest educational project of the twentieth century.

The program of the Open School of Business gives the opportunity to receive a Professional Certificate in Management – the first step in professional training (which can be fulfilled in one-and-a-half years, passing three course-modules), Professional Diploma in Management – corresponding to a Bachelor's degree (1.5 – 2 years, four courses), and an MBA – Masters in business Administration – a higher internationally recognized degree for managers (2 years, courses taught in English).

The teaching method is specially designed to facilitate independent study. Situations and talks are conveyed on audio and video cassettes by leading managers from different firms, famous economists and scholars. Instruction is in Russian. The Russian translation and adaptation was arranged by the Open University. All course work and exams are checked by certified tutors in the University. No less than 30% of course work is sent to the Open University's Head Quarters in Great Britain for monitoring.

Information about graduates is published in the appropriate data bases for personnel resources in European management.

The British fund "Know – How" finances the program for developing courses in the countries of the CIS. The cost of the course is therefore no-

tably lower than in West European centres. For comparison purposes: the cost of a course for middle management in the framework of a West European business school ranges from 4-5 thousand US dollars. The cost for those Belarussian citizens selected for the first course will be 680\$, and for each subsequent course 450\$.

At the present time, there exist 250 centres of the Open University in Europe and 38 centres in the CIS. Enrolment has been conducted in Minsk since 1993. More than 400 people have completed the course of study.

Ex. 3 Discuss in pairs.

- 1 When did the existence of the Open University start?
- 2 Is it famous throughout Britain?
- 3 In what way did it become available for Belarussians to study in the Open school of Business?
- 4 Do you consider the teaching method very instructive?
- 5 Do students go to Britain while passing their exams?
- 6 Are the courses financed by the state?
- 7 Do centres of the Open University exist only in Europe?
- 8 Has enrolment for studies in the Open University of Great Britain been conducted for a long time?
- 9 Would you like to receive a professional Certificate in Management ?
What opportunities would it open for you?

Ex. 4 Find information about the British Open University and present it in class.

UNIT III AMERICAN HIGHER EDUCATION

Pretext exercises

Ex.1 Read and translate the words and phrases.

To have a chance, to help giving money, pay money for studies, the quantity of money is not the same in different states, some people have difficulties because they have no money, to offer stipends, to be situated on the territory of the University, to choose a course, to study and pay more attention to a specific subject, to your liking or what is connected with your future specialty, a test, to make clear.

Ex.2 Read the text and do the exercises after it.

TEXT A SOME ASPECTS OF AMERICAN HIGHER EDUCATION

(An English professor is taking an interview from his American colleague)

“I am glad to have this opportunity to talk with you, Dr Barton. Do you mind my asking some questions about the Universities in America?”

“Certainly not. Education is my business and my hobby. What do you want to know?”

“First, do you have a National University?”

“No, we don't. Each State controls and supports at least one University. The National Government gives no direct financial aid to these state schools”.

“Can the students go to the University free of charge?”

“No. Everyone must pay a tuition fee. The amount varies from state to state. A student's total expenses throughout the year are about 1,500 dollars. This creates a financial hardship for some people. Though each University offers a number of scholarships many of the students have to work to pay part of their expenses”.

“Most of your Universities have a central campus, don't they?”

“Yes, they do. For example, you generally find the colleges of Law, Business, Medicine, Engineering, Agriculture, Music and Journalism on one campus. So a student can attend courses at the various colleges.”

“Don't all students take the same courses?”

“Well, yes and no. During the first two years they follow somewhat basic program. That is each student must select at least one course from each of these basic fields of study: English, science, modern languages, history and physical education”.

“When do they specialize in their particular field of study?”

“After the first two years each student majors in one subject and minors in another. My son, for example, is majoring in history with a minor in sociality. In addition to these major and minor courses he can select other subjects according to his interests or profession”.

“What degrees do American Universities offer?”

“After completing 4 years of work the students receive the Bachelor’s Degree. It might be either a B.S. (Bachelor of Science) or B.A. (Bachelor of Arts). With an additional year of study he may receive a Master’s Degree and after 2 or 3 more years of graduate work and the writing of a dissertation he receives a Doctorate”

“Do your students take an oral examination over 4 years of work before receiving a Bachelor’s Degree?”

“No, they don’t. They have a final written examination at the end of each course. They take an oral examination, and write a dissertation only for the advanced degree”.

“That clears up most of the questions, Dr. Barton. It’s good to have this information from someone directly connected with University life. I hope to visit several American Universities while I’m here in the United States”.

“It has been a pleasure to talk with you”.

Exercises on the text

Ex. 1 Paraphrase the word-combinations.

To have the opportunity to do smth, to offer a scholarship, on one Campus, to follow the basic program, to select a course, to specialize in a particular field of study, according to one’s interest or profession, to write a dissertation, a final written examination, directly connected with University life.

Ex. 2 Find similar phrases in the text.

Ex. 3 Underline the questions in the text and discuss them in pairs.

Ex. 4 Discuss the text in the groups of four. Imagine that you are:

- a) a journalist, who asks questions;
- b) a British student;
- c) an American student;
- d) a student of our University.

Speech exercises

Ex. Read the text and discuss the questions given below with your groupmate.

UNIVERSITY CLASSES IN THE UNITED STATES

Students from other countries often ask questions concerning university classes in the United States. There are usually four kinds of classes in American universities. First, many subjects are taught in Lecture courses. Lecture classes are often large. The professor speaks from notes or from a written lecture concerning the subject of the course. Lecture courses are valuable because the professors who teach them are specialists in their fields, and students who take accurate notes of a lecture profit by the experience and knowledge of the lecturers.

The second kind of university class is the Recitation class. Recitation classes can be divided into two groups. When recitation classes are held in addition to lecture classes during the same course, the class is called a Quiz Section. The second kind of recitation class is not combined with a lecture class. In such classes the instructor talks informally and asks questions. The student can also ask questions. Recitation classes are usually rather small, so that each student can have an opportunity to participate in the discussion.

The first two kinds of university classes are for both elementary and advanced students. However, the third kind of class, the Seminar which is for advanced students only.

The seminar class meets in a room which contains a large table. The students and the professor sit around the table and discuss special problems which pertain to the subject of the course. In a seminar class, the students prepare reports upon their own research and read these reports to the rest of the class.

The fourth kind of university class is the Laboratory Class. Laboratory classes are especially important in technical and scientific courses. A la-

laboratory section often meets for three or four hours for experiments and technical research.

Ex. 2 Questions on the text.

1 How many kinds of classes are there in American universities?
2 What are lecture courses? 3 How does the professor usually speak at lecture classes? 4 What makes lecture courses so valuable for students? 5 What is the Recitation class? 6 What class is called a Quiz Section? 7 Why can each student take part in the discussion? 8 What is the third kind of classes in American Universities? 9 Is the seminar class for advanced students only or for ordinary students as well? 10 What reports can the students prepare in a seminar class? 11 What is the fourth kind of university class in America? 12 Who are laboratory classes especially important for?

Ex. 3 Compare university classes in America with those in our university.

UNIT IV TRUANCY

Pretext exercises

Ex.1 Explain the meaning of some words.

A nightmare, a miracle, a teenager, a truant, a non-truant, a drug pusher, a pedophile, a computerized registration system, a pupil pass, a pager.

Ex.2 Read the text and do the exercises after it.

TEXT A WHAT CAN BE DONE ABOUT TRUANCY?

It's a nightmare – you think your child's in school, then you find out he's been on the streets all day. And it's not just boys who do it – teenager girls are just as likely to bunk off.

Overall, round a million UK schoolchildren play truant each year. By 2002, the Government wants to see this reduced by a third, so it's introduced a range of measures, including computerized registration systems, extra staff to follow up non-attendance, truancy-watch schemes with the police, pupil passes and pagers.

But none of this matters if parents don't play their part. Teachers are the ones on the front line, but they can't work miracles if they are not supported by you.

Don't turn a blind eye if you think your child's playing hooky, even if it's only once in a while. Get to the bottom of the problem fast because, as Education Secretary David Blunkett says, "A child who isn't in lessons is a child who isn't learning – and it disables them for the rest of their life".

Very often, truancy is the first sign that a child needs help. The education watchdog Ofsted found that some children failed to attend because they couldn't read well. It is also found that anxiety over deadlines was a major problem. Kids themselves often cite bullying as their reason for dropping out – one study found that a third of girls and a quarter of boys were afraid of attending school because of it. Then there are those who dislike a particular teacher or lesson and will simply skip it.

What can parents do?

DO have a positive attitude towards education and get involved – many truants said they were sure their parents knew but ignored.

DON'T condone truancy by taking your child out of school for shopping trips or treats. If you give them days off, they'll start their own.

DO make dental appointments after school. Many children skip the entire day after a morning appointment.

DO keep in contact with the school and don't be afraid to admit it if you think you've got a problem.

The dangers of truancy.

Truants are less likely to pass exams, so more likely to be out of work or in lower-paid jobs – they may even end up homeless.

Truancy and crime are linked. Home Office research shows that truants are three times as likely to offend as non-truants.

Truants are at risk from drug pushers and paedophiles, who target kids who are clearly not where they should be.

Comments.

A truant – a person who stays away from school without permission.

To play hooky – to play truant, to skip a lesson

A dead-line – a fixed date for finishing (doing) smth.

To cite – to mention.

To bully – to use strength.

To drop out – to withdraw from conventional social activities.

To condone – to overlook, or to forgive.

Exercises on the text

Ex. 1 Read the sentences with the following word-combinations, translate them.

To be on the front line, to turn a blind eye, anxiety over deadlines, bullying,

Ex. 2 Find words and phrases synonymous to the ones given below.

To play truant, to miss classes, to be in danger, to mention, to violate, the feeling of fear, to overlook or to forgive truancy, not to pay attention to smth, to participate, to insult,.

Ex. 3 Paraphrase.

..it disables them for the rest of their life, to reduce by third, to get to the bottom of the problem, failed to attend, the reason for dropping out, a positive attitude towards education, to condone truancy, to skip the entire day, they can't work miracles, to keep in contact, to be out of work, truants are three times as likely to offend as non truants.

Ex. 4 Recollect the phrases from the text.

Пропускать занятия, уменьшить на треть, ряд мер, в первых рядах, закрывать глаза на что-то, дойти до сути проблемы, страх за четвертные и годовые оценки, насилие, положительное отношение к учебе, прощать (просмотреть), что ребенок не ходит в школу, поддерживать контакт, игнорировать, подвергаться риску, оскорблять.

Ex. 5 Think of your own sentences with the following phrases.

To play truant, turn a blind eye, to play hooky, to get to the bottom of the problem, to fail to attend, anxiety over deadlines, a reason for dropping out, to dislike a particular teacher, to get involved, to condone truancy, to skip the whole day, to keep in contact, to be out of work, to be at risk.

Speech exercises

Ex. 1 Answer the questions.

- 1 Is truancy a problem at school?
- 2 Can this problem be solved only by teachers?
- 3 What are the main reasons of playing truant?
- 4 What can parents do?
- 5 What are the dangers of truancy?

Ex. 2 Work in pairs. Ask the same questions (Ex.1) to each other and discuss the problem of students' truancy. The following phrases will help you.

To be up to date with home assignments, to be left behind, to fail exams, to be expelled from the university, to have problems with parents, to be out of work, to be at risk from drug pushers, to be pregnant, to be in a difficulty.

Ex.3 Write an essay on students' truancy, be ready to talk on the problem.

UNIT V ADMISSION PROCEDURES

Pretext exercises

Ex. 1 Form nouns from the following verbs.

To admit, to prefer, to require, to refuse, to reject, to apply, to refer, to offer.

Ex.2 Read the text and do the exercises after it.

TEXT A BRITISH ADMISSION PROCEDURES

Students are admitted to British Universities largely on the basis of their performance in the examinations for the General Certificate of Education at ordinary and advanced level. The selection procedures rather complicated.

A student who wants to go to university applies for admission before he takes his advanced level examinations. First of all he must write to the Universities Central Council on Admissions (UCCA) and they send him a form which he has to complete. On this form he has to write down the names of six universities in order of preference. He may put down only two or three names, stating that if not accepted by these universities he could be willing to go to any other. This form, together with an account of his out-of-school activities and two references, one of which must be from the headteacher of his school, is then sent back to the UCCA.

The UCCA sends photocopies of the form to the universities concerned. Each applicant is first considered by the university admission board. In some cases the board sends the applicant a refusal. This may happen, for example, if the board receives a form in which their university is the applicant's sixth choice and the university already has many candidates. If there are no reasons for immediate refusal, the university admission officer passes the candidate's papers on to the academic department concerned. One or two members of this department will then look at the candidate's application: see what he says about himself, look at his marks at the ordinary level examinations, see what his head teacher and other referee say about him. On the basis of this, the department may make the candidate an offer (either a definite offer or a conditional one) or send him a definite rejection.

As a rule the department makes a conditional offer. This means that the candidate will be accepted by the university if he fulfils the requirements stated in the offer.

In his turn, the student may accept the offer conditionally.

When the Advanced level examination results come out in August, the university admissions department sees whether the candidate has fulfilled his conditions and, if he has, sends him a definite offer. The candidate must accept or refuse within 72 hours.

Exercises on the text

Ex. 1 Explain the meaning of the phrases.

Ordinary level exams, advanced level exams, in order of preference, a reference, out-of school activities, a candidate's application, a definite rejection, university admission board.

Ex. 2 Translate or find in the text the following phrases.

На основе результатов экзаменов, центральный комитет по поступлению (зачислению) студентов в университеты, аттестат о среднем образовании, в порядке предпочтения, на бланке, сведения о внешкольной деятельности ученика, характеристика, отказ, кандидат, заявление абитуриента, университет, в котором заинтересован абитуриент, сделать предложение о поступлении на определенных условиях, выполнить требования, в течение 72 часов.

Ex. 3 Find the answers in the text.

- 1 What organization does an applicant apply for if he wants to go to university?
- 2 What information does a candidate have to write on a form?
- 3 What is the procedure of considering the candidate's papers for the possible offer or refusal?
- 4 What is important for going to university?
- 5 What is a conditional offer?

Ex. 4 Insert prepositions or post verbal adverbs if necessary.

1 Students are admitted ... universities ... the basis ... their examinations results. 2 Students apply ... admission ... July. 3 ... this form he has to write down the names ... six universities ... order ... preference. 4 Each applicant is first considered ... the university admission board. 5 If there are no reasons ... immediate refusal, the university admission officer passes the candidate's papers ... the academic department concerned. 6 The advanced examination results come ... August. 7 The candidate must accept or refuse ... 72 hours.

Ex. 5 Make up a scheme of admission procedures.

An applicant

UCCA

University admission board

Academic department

How do the units cooperate with each other?

Speech exercises

Ex. 1 Talk on the admission procedures in the University where you study. Use the following phrases.

To admit, to apply for, a candidate's application, General Certificate of Education, a reference, out-of-school activities, entrance exams, University admission board.

Ex. 2 Make up a dialogue between two students (an English student and a Belarusian one) talking on the problem of admission to a higher institution.

Ex. 3 Write an essay on the topic "Admission Procedures in Belarus."

PART 2 DAILY ACTIONS

UNIT I LEXICAL EXERCISES

Ex. 1 Study the picture of a watch, find the parts corresponding to the following words.

A face, hands, a small hand, a big hand, a watch band, a stem, hour markings, figures on the face, a dial, a strap, a ribbon, a digital (quartz, mechanical) watch.

Describe your watch, make use of the following expressions:

My watch is right (wrong)

fast (slow)

5 minutes fast (slow)

gains (loses) ... 5 minutes a day

Ex. 2 Say what time it is a) in words, b) in figures

a) 9.30, 7.10, 5.00, 10.20, 4.05, 5.45, 11.15, 2.34, 3.52, 8.02.

b) a quarter past three, half past five, a quarter to six, twenty-five to nine, twenty to eleven, ten to four, five to nine, twenty-three minutes to six, twenty-five to two.

Ex. 3 Supply the missing words by choosing from the list below.

slow, fast, watch, hands, by, midnight, hour, clocks, midday, exact, o'clock, seconds, noon, minute.

- 1 Harry, what time is it ... the school clock?
- 2 A ... is small; we can put one in our pocket or wear it on the wrist.
- 3 The right time is seven p.m., Harry's clock says ten minutes past 7. It's 10 minutes ...
- 4 There are 60 seconds in a
- 5 The film is very long, it lasts
- 6 Excuse me, could you tell me the ... time?
- 7 When it's 12 o'clock at night it's
- 8 It's 2 p.m. now, my watch says 5 minutes to 2. It's five minutes
- 9 Hurry up, please. We are late. It's 3 ... now.
- 10 Some ... are very big; for instance, Big Ben on the Houses of Parliament in the British capital.

11 12 o'clock in the day time is ... or

12 Some clocks have three ... ; a short one and two long ones (one of them points to the ...).

Ex. 4 Answer the following questions according to the pattern.

Pattern: The small hand is between twelve and one. The big hand is at three. What's the time? *If* the small hand is between twelve and one *and* the big hand is at three *it is a quarter past twelve.*

1 The small hand is between twelve and one. The big hand is at six. What's the time? 2 The small hand is between two and three. The big hand is at five. What's the time? 3 The small hand is between four and five. The big hand is at nine. What's the time? 4 The small hand is between nine and ten. The big hand is at six. What's the time? 5 The small hand is between eight and nine. The big hand is at eleven. What's the time? 6 The small hand is between eleven and twelve. The big hand is at nine. What's the time? 7 The small hand is between three and four. The big hand is at seven. What's the time? 8 The small hand is between four and five. The big hand is at ten. What's the time?

Ex. 5 Act out the following dialogues, pay attention to the ways of designating time.

1

- Excuse me, what's the time by your watch, please? Mine has stopped.
- It's 10 past 3, but I'm not sure. My watch is sometimes slow.
- Oh, what a pity. I must know the exact time. My train starts at 3.30.
- I think you should take a taxi.

2

- I'd like to fix an appointment with the manager. Would 9 tomorrow be all right?
- I'm afraid there's nothing before midday.
- Could I make it a quarter to one?
- Yes, I'll make a note of it.
- Thank you.

3

- Are there any planes to Vienna on Sunday?
- If you'd like to take a seat, I'll find out for you.
- By the way, I don't want a night flight.

- There's a Swissair Flight SR 871 out of London at 9.20. It flies direct and arrives at 11.05.

- When am I supposed to check in?
- If you are going to the airport, you must be there before 8.20.
- Thank you.

4

- Hello, Ann. Haven't seen you for ages. How are you getting on?
- Hello Susan. Frankly speaking, so-so.
- Why? Has anything happened? You look rather tired.
- I say, the problem is I have to get up very early these days and as you know I'm not an early riser. I can't wake at 6 a.m. by myself, so I set my alarm clock and get nervous all night.

- Have you changed your job? I remember you didn't have to get up at such an early hour of the morning.

- Oh, no, certainly, not. But my boss has asked me to start my office hours at 7.45 this month. So I'm looking forward to the end of the month.

- Cheer up, dear. There are only 4 days left to the end of it.

5

- This is the last day of winter. We must put our clocks on to Summer Time.

- Must?

- Oh, of course. Everyone must put his clock on one hour in summer. I suppose they do it in many countries.

- Do they?

Ex. 6 Translate the phrases in the dialogue into English.

Kitty: It's getting late. Where is Mary? Doesn't she know we are waiting for her?

Ann: She does but (она никогда не приходит вовремя) and always finds a good excuse. Oh, (вот она), late as usual.

К: (Почему ты так поздно, Мэри)?

М: Am I? Have a look at my watch. (На моих четверть четвертого), I am (опоздала только на пять минут). (Так трудно всегда приходиться вовремя).

Ex. 7 Complete the open dialogue and reproduce it in pairs.

Nick: Hello, Peter. What's the time by your watch?

Peter: ...

N: Is it as late as that? Oh, There's something wrong with my watch. It is only a quarter past one by mine.

P: ...

N: Of course, I do. I always wind it up before going to bed. I turn on the radio and set it by the time signal every evening.

P: I don't think your watch is going. Have a look.

N: ...

P: You must go to the watchmaker and have it cleaned and repaired.

N: ...

Ex. 8 Translate the following dialogues into English and act them out.

1

- Послушай, Фред, ты не мог бы мне сказать точное время?
- Без четверти пять, а что?
- Ну вот, снова я опаздываю. Мэри будет ждать меня возле Художественного музея. Мы хотим посетить там выставку японских кукол.
- Тогда поспеши. Насколько я помню, Художественный музей закрывается в 7 часов, а полтора часа мало, чтобы посмотреть все.

2

- Китти, вставай. Уже 10 минут восьмого, ты опоздаешь на занятия.
- Мамочка, сегодня занятия начинаются не в 9.15 как обычно, а в 11.05. Я же тебе вчера говорила.
- Разве? А, да, помню. Извини, тогда я разбужу тебя без двадцати десять.

Ex. 9 Insert preposition and post-verbal adverbs if necessary.

1 He leaves his factory late ... the evening. 2 She must translate the text ... Saturday. 3 I always set my watch ... the radio-time signal. 4 What time is it ... your watch? 5 We must finish this work ... the end ... the month. 6 How many times a week do you wind ... your clock? 7 The train arrives ... noon. 8 You must hand ... your exercises ... time. 9 I think there is something wrong ... my watch. I must take it ... the watchmaker. 10 I'm fond ... "Carmen". – Well, you can hear it ... the radio ... a quarter ... an hour. 11 Classes begin ... nine o'clock and last ... four. 12 I don't know where she is ... the moment. 13 He is leaving for Moscow ... the tenth ... De-

ember. 14 We work ... nine ... five ... week-days. 15 ... Saturday he usually goes to the country for the week-end. 16 She intends to return to Leningrad ... a fortnight. 17 Why are you late ... your classes today? 18 May I have this magazine ... an hour? 19 Tell the man to bring his report ... an hour. 20 Don't forget to open the window ... the break. 21 You may call on me ...any time you like. 22 It is ten ... nine ... my watch. 23 I'm going to work in our library ... three hours tomorrow. 24 My little nephew likes to watch all programmes ... television. I can't approve ... it. 25 I'm going to spend my winter vacation ... my aunt's family ... the village ... Sosnovo. It's ... the east ... Minsk, an hour's ride ... car. 26 I'm going to look ... these articles to find some interesting material for my paper. 27 I'm afraid I can't see you the airport today. You'll have to go there alone. 28 According ... our timetable we must have a lecture on the History ... Great Britain tomorrow. 29 Time is not the same all ... the world. ...Russia there is Moscow time and local time. All in all there are eleven time zones ... this country.

UNIT II THE WAYS OF DESIGNATING TIME

Pretext exercises

Ex. 1 Guess the meaning of the following international words.

Meridian, local time, Greenwich, standard time, common, variation, geographical, figures.

Ex. 2 Match Russian and English word-combinations.

to indicate time	диктор телевидения
to designate	неудобство
a time-table	каждодневные события
a TV announcer	обозначать время
to accept	расписание
mean time	принимать
to correspond with (to)	почасовая система
by consent	последовательность
inconvenience	обозначать, называть
an hourly system	среднее время
succession	с согласия
everyday occasions	соответствовать

Ex. 3 Recollect the three forms of the verbs.

to wear, to lose, to wind.

Ex. 4 Read the title of the text and guess what the text may be about. Do you know anything about time indication?

Ex. 5 Read the text and do the exercises after it.

TEXT A TIME

Time is indicated in many ways. There are two twelve-hour periods in the day. These periods are designated as a.m. (Latin: ante meridiem, i.e. before midday (noon) and p.m. (post meridiem, i.e. after midday (noon).

However this way of designating is not used in time-tables especially in railway time-tables. The day there is considered as one period of twenty four hours.

Thus railway officials and travellers say: The train leaves at twenty ten. Radio and TV announcers also say: Our program begins at twenty ten. For informal, every day occasions, we say: Ten past eight, ten minutes past eight.

The time of the day is not the same at the same moment in different countries and places. Thus only those places that lie under the same meridian have 12 noon at the very same moment.

By common consent the meridian of Greenwich is accepted as the prime meridian: local mean time at Greenwich (G.M.T.) is the standard to which other mean times are usually referred. One degree of longitude corresponds with 4 minutes of time. Countries east of Greenwich keep their clocks in advance of G.M.T., countries to the west keep them slower. To avoid the inconvenience of local time variation, standard time has been adopted by most countries whereby clocks are adjusted to an hourly system of changes based on a geographical succession of the meridians, 15° - apart.

We can tell the time by means of watches and clocks. A watch is carried in the pocket or is worn on the wrist with a strap or ribbon. A clock is too big for the pocket and is placed on the table or is hung on the wall. The big clocks that stand on the floor are called grandfather clocks. The Kremlin tower clock with bell is called Chimes.

The dial of the clock is marked with figures to indicate the hours. The fingers or hands of the watch or clock point to these figures and so we can tell the time.

When the long hand is at twelve and the short is at three it is three o'clock, after five minutes it is five past three, then ten past three, a quarter past three, half past three, twenty to four, a quarter to four, ten to four, four o'clock.

If the watch goes too fast, we say it gains. If it goes too slowly we say it loses. If it is not wound up, it stops.

Exercises on the text

Ex. 1 Find in the text the answers to the following questions.

- 1 How are the 12 –hour periods designated?
- 2 Is this way of designating used in time-tables?
- 3 How do radio and TV announcers tell time?

- 4 Is the time of the day the same in different countries and places?
- 5 Which meridian is accepted as the prime one?
- 6 One degree of longitude corresponds to 10 minutes of time, doesn't it?
- 7 What was adopted to avoid the inconveniences of local time?
- 8 What's the difference between a watch and a clock?
- 9 What is called grandfather clock?

Ex. 2 Translate the following word combinations into Russian.

to be designated as, to be considered as, to lie under the same meridian, the very same moment, to be referred to, to avoid the inconveniences, time variations, by means of, to go fast, to gain, to go slow, to lose, to wind up.

Make up sentences with these expressions.

Ex. 3 Say if the sentences are true or false.

- 1 Time is indicated in three different ways.
- 2 We can tell time by watches and clocks.
- 3 Countries east to Greenwich keep clocks slower.
- 4 In Belarus we keep clocks in advance.
- 5 One degree of altitude corresponds with four minutes of time.
- 6 If the watch goes too fast we say it loses.
- 7 The dial of the clock can be marked with figures, dots and other marks.
- 8 A clock carried in the pocket is called a grandfather clock.
- 9 Chimes is the name of the Kremlin tower clock.
- 10 Greenwich meridian is called a zero one.
- 11 It was chosen as a prime meridian by a special law.
- 12 In different countries of the world time is different at the same moment.

Ex. 4 Recall some facts from the text a) you knew before; b) you have just learnt.

Ex. 5 Divide the text into logical parts, make up a plan. Retell the text according to it.

Speech exercises

Ex. 1 Match the proverbs with the translation.

Time flies.

Time and tide wait for no man.

A stitch in time saves nine. Time works wonders.

Time works wonders.

Time cures all things.

Lost time is never found again.

Never put off till tomorrow what you can do today.

An hour in the morning is worth two in the evening.

Время – лучший лекарь.

Время не ждет.

Не откладывай на завтра то, что можно сделать сегодня.

Утро вечера мудренее.

Время творит чудеса.

Потерянного времени никогда не веротишь.

Минута час бережет.

Время летит.

Ex.2 Make up stories to illustrate the proverbs.

UNIT III WORKING DAY

Pretext exercises

Ex. 1 Match each word in the left-hand column with the best meaning in the right-hand column.

- | | |
|----------------------|--|
| 1 to dress | a to prevent from sleeping |
| 2 to listen to | b to buy some things or food |
| 3 to cope with | c to put on clothes |
| 4 to wake | d to make clean with or in water or other liquid |
| 5 to cook | e to be still and quiet |
| 6 to help | f to do part of the work of another person |
| 7 to wash | g. to manage successfully |
| 8 to rest | h to prepare food by heating |
| 9 to do the shopping | I to try to hear. |

Ex. 2 Read the text and do the exercises after it.

TEXT A MY WORKING DAY

I want to describe to you my daily actions which I do more or less regularly. There is little variation in my life, all days except weekends look very much the same.

On weekdays the alarm clock wakes me up and my working day begins. I am not an early riser and I hate getting up early, but I got used to it. If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in. The bright sun and the singing of birds set me into a cheerful working mood. In winter I am not so quick to leave my bed, and I bury my head under the pillow pretending not to hear the alarm-clock. But all the same, it is time to get up and I start getting ready for my studies. I make my bed and go to the bathroom where I turn on the hot and cold taps, wash my hands and face with soap, clean (brush) my teeth with toothpaste. I take a shower either in the morning or in the evening. If I am not short of time I tidy up my room. I am through with it in ten minutes

As a rule, I have a quick light breakfast. Though the doctors say it must be the most substantial meal of the day, I have neither time nor inclination to cook it. So I just have a cup of coffee and some sandwiches. After

breakfast I leave for the University. As I live in the suburbs every weekday I commute to the city. It takes me forty minutes to get to the University. But if the weather is nice I can't help walking a couple of bus stops. On my way I often meet my University-mates and we go on together talking shop.

Six or eight lessons (three or four periods) a day is our ordinary timetable. I seldom have lunch at the canteen because I usually have a packed one with me (an apple and a sandwich).

When I come home I change and have dinner which is nearly always ready just in time. Or I have a bite before my parents come home. I like having dinner together with them as this is the only time of the day when we are together at table and when we can talk and share our impressions.

Then it's time to have a rest before doing my home assignments. While resting, I listen to music or look through newspapers or magazines. It takes me about four hours to cope with my homework properly. So I normally don't have time for television or friends because I have to work hard as I am anxious to do well in all the subjects. I must admit, that University life doesn't seem very interesting to me. But people say "Much work and no play never makes people gay". Thus I leave my weekends for relaxation.

At 11 o'clock or even later I go to bed.

Exercises on the text

Ex. 1 Interpret the following sentences so as to use word combinations from the text.

- 1 I am not an early bird.
- 2 In the morning I like to listen in.
- 3 Our usual timetable is six lessons a day.
- 4 It takes me three hours to do my homework.
- 5 All the days of the week look very much alike.
- 6 I sometimes take a shower two times a day.
- 7 I took off my school uniform and put on a dressing gown.
- 8 I never have any desire or time to cook.
- 9 If you want to have something to eat, take my lunch that
- 10 my mother has packed for me.

Ex. 2 Fill in the missing word.

1 There was little ... in my life when I was at school, all days ... weekends looked 2 I am not ... but I had to 3 I had neither ... nor ... to

cook breakfast. 4 Six or seven lessons a day was our 5 After supper I usually ... for some time. 6 As I live in the suburb, every day I ... to work. 7 I begin my work at nine a.m. and I am ... with it at 5.30 p.m. 8 In the morning I .. my head under the pillow pretending not to hear 9 Singing of birds puts me into a 10 I must ..., that it is my granny who prepares a ... lunch for me.

Ex. 3 Fill in prepositions if necessary.

1 When people say "They are talking ... shop" they mean "They are discussing their professional topics". 2 Rubbing oneself ... a towel is a kind ... massage . 3 I am always short ... time in the morning as I can't get used ... getting up in time. 4 Can't we stay at home ... such a horrible day instead of going out? 5 Actually I have very little time ... television as I can hardly cope ... my home assignments. 6 It takes me half ... an hour to get ... the University so I have to leave ... it ... a quarter past seven. 7 There is little variation ... my life . 8 I heard the bell ring and jumped bed to open the door. 9 Are you pressed ... time.

Ex. 4 Translate into English and use the word combinations in the sentences of your own.

слушать музыку по радио;	прятать голову под подушкой;
заниматься домашним заданием;	ни времени, ни желания;
иметь достаточно времени на;	самая плотная еда;
расслабиться на некоторое время;	привыкать к;
успевать по английскому языку;	переодеться;
по дороге в школу;	обменяться мнениями.
чистить зубы зубной щеткой и пастой;	

Speech exercises

Ex. 1 Work in pairs. Divide the text into two parts, ask 5-6 general questions on it. Tick a positive answer for yourself and your partner. See the model.

yourself	your partner		
Do you get up at 7 o'clock?		+	-
-----I-----			
Have you ever been late for classes?		-	+

-----I-----

Compare your working days. Begin your sentences with one of the phrases:

Neither my friend nor I ...

Both my friend and I ...

Either of us ...

Ex. 2 Enlarge on the following sentences.

Usually in the morning I am not so quick to leave my bed.

But all the same, it's time to get up.

It doesn't take me long to have breakfast.

I live a long way (not far) from the University.

Our break for lunch is not long enough.

I come home round about 3 p.m.

Evening is the only time of the day to talk to my parents and to see and go out with my friends.

Ex. 3 Write a short composition on the topic: When at school my working day was a bit different from what I have now.

UNIT IV DAILY ROUTINE

Pretext exercises

Ex.1 Look at the title. What information do you expect from the article?

Ex. 2 Read the text and do the exercises after it.

TEXT A A DAY IN THE LIFE OF...

Debra Mc Arthur, fifteen, lives in Wallsend on Tyneside where she is in form 5 at Burnside High School. Debra hopes to take three "A" levels before going on to university.

At roughly 7.30 a.m. my radio alarm buzzes. As it is actually on my bed it literally blasts me into awareness of the morning. This is due to the loudness I need to wake me. I lie for a while deciding whether to pretend to be fatally ill. This trick usually doesn't work, but I try anyway. My mother never believes me.

So I finally crawl out of bed. By this time it is 8 a.m. – the time I used to leave the house for school I convinced my father that it would benefit my health and welfare to receive another hour in bed and be taken to school at 8.40 a.m. by car. He agreed.

As I work in a shop which sells jeans on a Saturday, I only have a lie-in on Sundays – and what a lie-in. I have my Sunday breakfast at about 3 p.m., followed by lunch at 5.30 p.m. My mother doesn't approve, and my father thinks it is a big joke I think it is neither disastrous nor funny – it's crucial.

I usually enjoy school if I'm up-to-date with my schoolwork. I hate the feeling of being left behind with anything. I enjoy school mainly because of the number of friends I have there. I also hate being alone. Another good reason for coming to school is to see my boy-friend, Craig, who I meet every lunchtime. However, I don't let this interfere with my schoolwork. I believe that if I centre my full attention on either one or the other I will lose out somewhere.

At lunchtime I either go on a binge or I starve myself. I usually starve for two reasons: either to make up for the binge which took place the previous day or to save money.

After school I either have basketball practice for the school team, or I go home to get myself ready to go out with Craig. I see Craig almost every

evening. He says he doesn't mind what I look like but I like to feel as though I've made an effort. I either do my homework before I see him, during the time I see him, or when he leaves for the bus at 11 p.m. – which would explain why get up so late. Either way my homework gets done.

When I go to bed I often think about possible careers and dream of becoming rich and famous due to an outstanding talent that no one has discovered yet (just like they do in the movies). Then I allow myself to worry about anything and everything. I worry about school, money, my future, the next day, what I look like, what people think about me and what I could do to change the way people think about me. I usually fall asleep at about 1 a.m. when I've worried myself silly.

I really enjoy looking after young children. They are so interesting. It was my ambition to be a nanny or nursery nurse, but efforts to make me change my mind eventually succeeded. "You're too bright". "There's no money in it". "You'd get bored". "You'd be able to get a far better job." I suppose I could babysit until I have children of my own. I'm looking forward very much to having children, but I'm not keen on the idea of being a stereotypical mother/ housewife. I also want a career, and a good one, but doing what? I wish I knew! My father continuously asks whether I've made up my mind yet. Now I'm concentrating on getting good exam results so that I'll have a solid base to move in any direction – preferably upwards.

Exercises on the text

Ex. 1 Find in the text sentences with the words that mean the following. Read and translate them.

to make a very loud noise;
very important, decisive;
to prevent from being done properly;
to eat a lot in a short time.

Ex. 2 Explain the meaning of the following words and word-combinations.

High school	to go on a binge
"A" levels	to starve oneself
awareness of the morning	to centre one's attention
to be fatally ill	to have basketball practice
a trick	either way

to benefit one's health
a lie-in
to be left behind

to worry somebody silly
ambition.

Ex. 3 Form derivatives from the given words and translate them into Russian.

- nouns: aware, loud
- adjectives: disaster, stereotype
- adverbs: literal, actual, main, eventual, rough, continuous, preferable
- verbs: success, benefit, conviction, centre, a baby sitter.

Ex. 4 Find English equivalents in the text.

выползть из кровати, успевать в школе, чувство отставания, мешать работе в школе, сконцентрировать внимание, делать попытки, вероятные в будущем должности, принять (изменить) решение, двигаться в любом направлении, присматривать за детьми, засыпать, изводить себя, получить намного лучшую работу.

Ex. 5 Make up sentences using word combinations from the text synonymous to those given below".

due to, to contribute to one's health, not to eat anything for a long time, to lie in bed till late in the morning, to be deadly ill, to concentrate one's attention, joyful, to make somebody do what you want, to save money for something, to play basketball regularly, a film, to be anxious about something, to be fond of the idea, a possible successful job, an ordinary housewife.

Ex. 6 Translate into English.

- 1 Звонит будильник.
- 2 Я притворяюсь смертельно больной, но трюк не срабатывает.
- 3 Я хочу поспать еще часок, но приходится выползть из кровати, чтобы не опоздать в школу.
- 4 Я убеждаю папу, что это принесет пользу моему здоровью.
- 5 Над моей привычкой поваляться в постели подшучивают (to be teased at something), но для меня это очень важно.

6 Мой парень – это еще одна причина ходить в школу. Но я не позволяю нашим отношениям мешать занятиям.

7 Если сконцентрировать свое внимание на чем-то одном, можно упустить много интересного.

8 Я мечтаю стать богатой и известной, благодаря таланту, который еще никому не известен.

9 Я беспокоюсь о том, что люди думают обо мне и как бы я могла изменить их мнение.

10 Я люблю присматривать за детьми, и моя мечта - стать няней в детском саду.

Speech exercises

Ex. 1 Note any similarities between Debra's life and yours. List five ways in which her life is quite different from yours.

Ex. 2 What are the main questions answered in each paragraph?

Example

Paragraph 1

What time do you get up? Do you like getting up? Do you find it easy?

Write down your questions. You will need them later.

Ex.3 Work in groups and discuss these questions.

- Do you think Debra should have a steady boy-friend? Why/Why not?
- Do you think she gets on with her parents? Why/Why not?
- Do you think her family should have stopped her wanting to become a nanny?
- How does Debra's life compare with yours? Do you think it is easier or more difficult? Why? Would you like to be her? Support your answers by referring to the article.

Share your answers with the class.

Ex.4 Find out your partner's routines and habits.

Use the list of questions you made earlier as a basis for interviewing your partner. Ask additional questions if you want to.

Make notes of her/his answers and use your questions and the Improve your Writing notes to write a piece called "A life in the day of ..." about your partner. Use about 120 words.

Show your draft to your partner and let her/him correct it before copying out a final version.

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ

UNIT IV EARLY MORNING RUSH

Pretext exercises

Ex. 1 Read the story.

Charlie, my dog, likes to get up early, and he likes me to get up early too. And why shouldn't he? Right after his breakfast he goes back to sleep. Over the years he has developed a number of apparently innocent (невинных на вид) ways of getting me up. He can shake himself and his collar loud enough to wake the dead. If it doesn't work he gets a sneezing fit (нападает чих). But perhaps his most irritating method is to sit quietly beside the bed and stare into my face; I come out of deep sleep with the feeling of being looked at. But I have learnt to keep my eyes tight. If I even blink he sneezes and stretches, and that night's sleep is over for me. Often the war of wills goes on for quite a time, but he nearly always wins. (After J.Steinbeck)

Ex. 2 Speak about the way you start the day. Who wakes you up and so on.

TEXT A EARLY MORNING RUSH

Never in his life had Tim got dressed so fast.

He snatched at clothes, jerked open drawers, flung things out of the way. He didn't pick and choose. He went through his clothes like a combine harvester going through corn. And when he'd gone through them he came out fully dressed. In one minute flat.

Mind you, there were one or two mistakes. He'd got a red sock on his right foot and a blue one on his left. He'd put his pants on back to front and nearly tore them trying to find the zip. He'd put his pullover on before his shirt. He'd put his best shoes on instead of hi pumps. And the only mistake he bothered to correct was putting his pants on the right way round.

Then he went into the bathroom and had his wash. This is how he had it:

He set the cold tap running full blast.

He passed his right hand through it twice – once for the palm, once for the back.

Then he passed his left hand through it twice – once for the palm, once for the back.

While he was passing his left hand through it, his right hand had got hold of the toothpaste. He screwed the cap off, one handed.

By this time his left hand had been washed. He squeezed some toothpaste on to the first finger of his left hand.

Then he put this finger into his mouth and ran it round his teeth. While he did this he wiped his right hand dry on his hair.

He wiped his left hand dry on his hair as he went downstairs. This left his hair a bit damp. But it was all the easier to brush flat while he dug a handful of biscuits out of the tin. The brush he used was the first one he saw. A shoe brush. It was all right though. The brown one.

The biscuits were his breakfast. He stuffed them in his pants pocket. He'd decided to have them later, on the milk round. The main thing just now was to get on the milk round. The main thing was to get down to the High Street for half-past six. Sharp.

It was exactly twenty-five past when he left the house.

Exercises on the text

Ex. 1 Choose the correct explanation of the word combinations below and paraphrase the sentences from the text using them.

he snatched at clothes

- a) he put on his clothes
- b) he touched his clothes
- c) he grabbed (at) his clothes

he jerked open drawers

- a) pushed abruptly
- b) pulled abruptly
- c) opened carefully

he flung things out of the way

- a) threw violently
- b) put casually
- c) threw casually

on the milk round

- a) while having milk
- b) while delivering milk
- c) while gathering milk

he squeezed some toothpaste

- a) extracted using pressure
- b) hugged the toothpaste
- c) compressed it

Ex. 2 Find and read words denoting

garments and their elements

parts of a human body.

Ex. 3 Recollect the infinitives of the verbs from the text and write down their three forms.

flung, choose, tore, find, put, went, set, ran, left.

Ex. 4 Find in the text English equivalents of the word combinations from the text.

Открывать кран на полную мощь, вышел полностью одетым, по-беспокоился исправить только одну ошибку, он не выбирал, запихал в карман.

Ex. 5 Translate into Russian the expressions and make up sentences with them.

upside down, inside out, back to front, the right way round, the other way round.

Ex. 6 Choose the word combinations which contain post-verbal predicates. Translate them into Russian.

He came out fully dressed	left his hair damp
put his pants on the right way round	brushed his hair flat
flung things out of the way	wiped his hand dry
passed his hands through water	screwed off the cap
get on the milk round	ran round his teeth with a finger.
got hold of the tooth paste	

Ex. 7 Find and read sentences which produce a humorous effect of the text. What makes them sound funny?

a) the situation itself, b) the use of improper words, c) exaggregation, d) comparisons.

Ex. 8 Insert prepositions if necessary.

- 1 He snatched ... his pants and put them on back ... front.
- 2 He came... fully dressed ... one minute flat.
- 3 He put ... his pullover ... his shirt.
- 4 He passed his hand ... water twice: once ... the palm and once ... the back.

- 5 He screwed the cap ... the toothpaste ... one-handed.
- 6 He squeezed some toothpaste ... the first finger and ran it ... his teeth.
- 7 He wiped his hands ... his hair.
- 8 He dug a handful ... biscuits ... the tin, stuffed them ... his pocket and decided to have them ... the milk run.
- 9 He was ... time ... the milk run.
- 10 He went ... his garments like a combine harvester ... corn.

Ex. 9 Correct the sentences if it is necessary using conversational formulae.

- 1 Tim overslept and was late for the milk round.
- 2 He grabbed at his clothes, jerked open the draws to find the trousers he was intended to put on.
- 3 In some minutes he was fully dressed but he had done one mistake: he put his pants back to front and tore them trying to find the zip.
- 4 In the bathroom he set the cold tap running full blast and washed properly as he couldn't fail to do it.
- 5 He didn't manage to screw the cap off the toothpaste one-handed.
- 6 He put some toothpaste on the toothbrush and ran it round his teeth.
- 7 He wiped his hands dry on his hair and rushed downstairs.
- 8 He used his shoe brush instead of his hair brush.
- 9 In the kitchen he had neither time nor desire to cook and dug a handful of biscuits out of the tin.
- 10 The biscuits were stuffed into the pocket of the shirt to be eaten on the milk round.
- 11 The main thing for him was to get down to the High Street for half past seven sharp not to be late to work.
- 12 He was just in time.

Ex. 10 Discuss:

- 1 Why was Tim in such a rush?
- 2 "He went through his clothes like a combine harvester going through corn".
- 3 What did he do to his clothes?
- 4 Why did he bother to correct just one mistake?
- 5 Why did he choose to waste time on the mistake?
- 6 What kind of wash did he have?

Speech exercises

Ex.1 Describe how Tim looked as he left the house.

Ex.2 Many of Tim's actions saved time. List them. Could you suggest other ways of saving time that Tim didn't think of?

Ex.3 Describe what Tim did in the

- | | |
|--------------|-------------|
| a) bedroom; | c) stairs; |
| b) bathroom; | d) kitchen. |

Ex. 4 Write a composition beginning with the phrase "Once I overslept..."

UNIT V DUTIES ABOUT THE HOUSE

Pretext exercises

Ex. 1 Say what are your duties about the house? Talk about the domestic chores using the given word combinations and the emphatic construction “It is ... who ...”

To make one's bed, to tidy up one's room, to dust the things, to clean the carpet with a vacuum (to Hoover the carpet), to beat the carpet, to polish the floor, to lay the table, to wash up, to do the shopping (cleaning, cooking, ironing), to do the room (house), to brush one's clothes (shoes), to sweep the floor, to press, to repair, to put right, to mend, to whitewash the ceiling, to repaper the walls, to empty the rubbish bin.

Ex. 2 Say what work is done weekly, monthly, yearly. What is the busiest time of the year when you have to do very much about the house.

Ex. 3 Read the text and do the exercises after it.

TEXT A SPRING CLEANING

In England and some other countries it is the custom to give the house a special clean in the spring. It is not that housewives neglect their work at other times during the year, but there are some things which it is difficult to do daily or even weekly. For example, heavy cupboards, which need two men to lift them, are often never moved except at the spring cleaning, and naturally the narrow space behind them, and the floor on which they stand, become dusty and dirty. Every effort is made to clean the house thoroughly from top to bottom. Sometimes a room is entirely cleared of furniture so that the ceiling, walls and floors can be dealt with; small repairs are done, and, if possible, a certain amount of repainting.

For women, it is a specially busy time; for men, it is a time to keep out of the way, except for the help they can give with moving furniture before they go off to the office, and putting it back when they return in the evening. While they are absent, the cleaning and dusting, the beating of the carpets, mats, and rugs, the polishing of brass and woodwork go on, and after some days of this extra housework the house itself looks almost new. The opportunity is taken to get rid of unwanted or valueless objects, and to buy

things that may be needed. Often something that has been given up for lost comes to light behind the cupboard or a drawer where it has fallen.

Although we consider that the year begins on January 1st, the natural beginning of the year is spring. Perhaps that is why this is the season usually chosen to make our homes specially fresh-looking and clean. Just as nature brings out the new green leaves and bright flowers, and even the birds build themselves new nests so we ourselves make an effort after winter to start a new year with the self-respect that cleanliness always gives.

Note: clean – (here) cleaning.

Exercises on the text

Ex.1 Find in the text sentences with the following expressions and translate them into Russian.

to give the house a special clean;	to keep out of the way;
to neglect one's work;	unwanted objects;
to clean from top to bottom;	to give up for lost.

Ex.2 Find the answers to the questions.

- 1 When do we give our house a special clean?
- 2 Does it mean that housewives neglect their work at other times during the year?
- 3 Why can't we give our house a thorough cleaning every week?
- 4 When do we clean a room entirely of furniture?
- 5 What can men help the women with during the cleaning?
- 6 What kinds of work do women do while their husbands are at their work?
- 7 How does the house look after some days of this extra housework?
- 8 When do we generally get rid of unwanted or valueless objects?
- 9 Where are the things that have been given up for lost sometimes found during the cleaning?
- 10 Why is spring chosen to make our homes specially fresh-looking and clean?

Ex. 3 Rephrase the sentences using words from the text.

- 1 We always try to give our house a thorough cleaning.
- 2 It's time for men not to be in the way.

- 3 The tradition to clean the house properly exists in many countries.
- 4 It is men who have to do some mending.
- 5 We use this opportunity to throw away unwanted things and something that is of no value.
- 6 She is the kind of woman who disregards her house duties.
- 7 Spring cleaning is just the time to polish things made of wood.
- 8 I don't like to do anything with whitewashing and repairing.

Ex. 4 Agree or disagree.

- 1 We make every effort to clean our house thoroughly from top to bottom two times a year, during the so-called New Year and spring cleanings.
- 2 There are people who never throw away unwanted or valueless objects.
- 3 Spring cleaning is the most exciting time for you.
- 4 You have never found things that were given up for lost.
- 5 Cleaning gives you the feeling of self-respect.
- 6 Men are useless at the time of spring cleaning.

Ex. 5 Enlarge on the following.

Spring cleaning makes your life difficult.
 Cleaning of the kitchen takes most of your time.
 In spring people are like birds who build their nests.
 You know some secrets that make your life easier at spring cleaning.

Speech exercises

Ex. 1 Give a written account of how you gave your flat a thorough cleaning.

Ex. 2 In the text below you will find a description of a housewife's working day. Read it and do the exercises after the text.

TEXT B A HOUSEWIFE'S EASY DAY

Who works harder – the man who goes to work or his wife who stays at home with the children?

How far does the average housewife travel as she cleans, dusts, washes and runs after the children?

Mrs. Peggy O'Nail took part in an experiment to find the answer. She wore a pedometer for a whole day. A pedometer is something that measures how far a person walks. Mrs. O'Nail kept her usual schedule during the test.

Her day started at 7.30 a.m. when she made breakfast for her husband and children. She did the dishes, made the beds and took the children to the nursery school.

During the morning she cleaned the bedroom and the bathroom and washed three loads of laundry in the washing-machine. She also went next door to water her neighbour's plants.

She collected the children at noon and then made lunch, vacuumed the floors and cleaned the windows. Then came the evening meal for the family and more dishes.

Mrs. O'Nail's total working distance was 7.5 miles.

Ex. 3 Develop the following situations.

1 Mr. O'Nail comes home in the evening and asks his wife about her working day. She tells him about it.

2 A TV team decided to make a film about Mrs. O'Nail's working day. Say what they watched her doing, like this: They watched her making breakfast. Use Complex Object.

3 Speak about Mrs. O'Nail's day off. Begin like this: Usually she gets up at 7.30. But today she is still in bed. She is having a lie-in.

Ex. 4 Write a composition about your mother's working day.

PART 3 MEALS

UNIT I TOPICAL VOCABULARY

national dishes	string
to lay the table	chop
sauce	dice
cutlery	tail
napkin	top
serviette	shred
salt-cellar	simmer
sugar basin	skin
clear soup	bone
broth	peel
fried/roasted/ grilled	pour
baked	slice
stewed	grate
boiled	spread (spread, spread)
starter	sprinkle with
appetizer/hors d'oeuvres	season
salad	stew
chop	stuff
meat-ball	scrape
pancake	combine
sandwich	mix
soft drink/hard drink	add
juice	sieve
beer	crush
to treat	drain
to try/ taste	heat
delicious	melt
helping	crumble
menu	strain
order	stir
pan	roll out
kettle	blend
mincer	whip
grater	blanch
saucepan/pot/casserole	rinse
bowl/mug	

saucer
underdone/rare
overdone
sour, bitter, salty, sweet

BAKERY

a loaf of bread(white, brown, rye /stale, fresh)
baking, pastry
pastry/dough
bun, scone, roll, rusk, pie, cake, ring, dough nuts, pastry, biscuits,
sponge cake, cookies(Am.), plum cake
crisps
pudding
custard
crust (of bread)

BUTCHERY

meat
pork, beef, veal, mutton
ham, bacon
rasher
rump-steak
beefsteak
sirloin, fillet
minced meat
sausage
frankfurter
hot-dogs
chops, cutlets, rissoles,
liver
heart
tongue
tender/tough/fat/lean meat
hamburger

GROCERY

cereal
castor/ granulated/lump sugar
buckwheat, rice, semolina
pasta , macaroni, noodles, spaghetti
millet
flour
oats/porridge

POULTRY

turkey
broiler
chicken
duck
goose

DAIRY

milk
whipped/sour cream
curds/cottage cheese
cheese
fresh/new laid eggs
hard/soft boiled eggs
scrambled /poached eggs

Indian/China/Ceylon/Georgian tea
black/white/ready ground coffee
instant coffee

cocoa, hot chocolate

pepper

vinegar

sunflower/vegetable/ olive oil

spice

cinnamon

mustard

bay leaf

mayonnaise

margarine

FISH

herring

shrimps/prawns. scallop

fish jelly

lobster

perch

pike

trout

cod

salmon

sprats

caviar

eel

crucian

broiled fish

smoked /marinated fish

VEGETABLES

tomatoes

cucumber

carrot

potato

radish/garden radish/white radish

aubergine/egg plant (Am.)

turnip

beetroot, sugar beet

beans/French beans

lettuce, leek

omelet

yogurt

butter

FRUIT

apricot

pear

pumpkin-fruit

plum

peach

cherry

grapes

banana

pineapple

tangerine

persimmon

pomegranate

kiwi fruit

water melon

grape fruit

BERRIES

strawberry

raspberry

gooseberry

blackberry

black/white/red currants

blueberry

bilberry

cranberry

asparagus, celery
cabbage
fennel
garlic (a clove of garlic)
spinach
cauliflower
green/brown onion
capsicum
vegetable marrow
celery
pumpkin
parsley
mushroom
sauerkraut

HARD DRINKS (spirits)

dry/brut, sweet wine
white/red/sparkling/vintage/fortified wine
whisky
vodka
brandy
liqueur
champagne, vermouth
rum
beer/lager/ginger beer/dark (bitter) beer
gin and tonic
sherry
shandy
gin and lime

CONVERSATIONAL PHRASES

To tip a waiter

Breakfast/lunch/brunch/elevenses/high tea dinner/supper consists of/ includes.....

Menu includes (consists of...)

For the first /second course/dessert

Where can we get a quick meal?

Can you tell me if there's a restaurant around here?

I am hungry/starving/thirsty.

Can I reserve a table for two for 2 o'clock today?

NUTS

walnut
almond
nutmeg
cashew nut

SOFT DRINKS

beverage
lemonade
coca-cola
Pepsi (on the rocks)
juice
stewed fruit
mineral water/soda
cocktail/milk cocktail

What's the house specialty/speciality?
What shall we start with?
What wine do you recommend to go with meat?
Would you like a refill?
Help yourself to some more ...
Please, pass me ...
The meal is delicious/tasty/gorgeous/splendid
May I have the bill?
I'll treat you/ it's on me.
Let's go Dutch.
To your health/Cheers!
I don't care for fish in any shape or form.
I leave the choice to you
I am into chocolate.
I am an immense/great/small eater.
I have a sweet tooth.
This dish makes my mouth water.
I'd like to have a bite/snack.
Let's go to the snack-bar/buffet/cafeteria/restaurant/pub/luncheonette.
Do they serve dishes a la carte or table d'hote?
Would you like some more gravy/dressing?
I'll die from overeating.
How is it prepared?

UNIT II LEXICAL EXERCISES

Ex. 1 Explain the difference between:

A plate - a saucer, a tea-pot - a kettle, marmalade - jam, a cake - a pie,
chops - cutlets, macaroni - pasta, to be at table - to be at the table.

Ex. 2 A) Give a general name for the words:

a plate, a saucer, a cup
a fork, a spoon, a knife
salt, mustard, pepper
milk, tea, coffee
pudding, cake, sweet, cookies
apples, pears, plums,
pumpkin, watermelon, raspberry
brandy, shandy, lager.

B) Give a word for the definition.

to scrape into small pieces
to cut or chop with the help of revolving blades
to beat or flop(eggs, cream)
to take the skin off
to cook in water at 100C
to cook in water or juice in a closed pot on very low fire.

C) Remember the groups of vegetables that grow underground, on the ground.

D) Sort out the dishes you remember under the headings starters, main courses, desserts etc.

E) What do we call meat of these animals?

Calf, sheep, pig, cow, hen, turkey.

Ex. 3 Find an odd word.

Perch, pike, trout, caviar, sirloin, crucian, lobster, prawns
Apricot, pear, plum, grapes, pineapple, cherry, tangerine, watermelon

Milk, cheese, omelette, cocoa, butter, flour, whipped cream

Turkey, beef, broiler, goose, duck
Juice, lemonade, jelly, shandy, soda water
Juice, lemonade, jelly, shandy, soda water
Pastry, biscuits, pudding, cake, baking
Buckwheat, flour, rice, semolina, oats, millet
Hard boiled eggs, fried eggs, fresh eggs, pouched eggs, omelet

Combine, add, mix, rinse, blend
Pan, kettle, tea-pot, pot, grater, casserole, saucepan
Walnut, almond, dough nut, cashew nut
Dill, garlic, marrow, celery, parsley, onion.

Ex. 4 Which of these cooking methods would you use for the ingredients below:

Steam boil fry bake grill barbecue

Use the phrases:

I think I'd ... it/them.

You could either ... or ... that/those.

It's possible to ... them but I'd rather ... them.

Bread, fish, cereal, potatoes, carrots, chicken, meat, eggs, cheese, prawns, mushrooms.

Ex. 5 Work in groups of 4. Make up a list of things to eat that begin with each letter of the alphabet.

Example: 1st student: apples

2nd student: bread

3^d student: cheese etc. Use the words of the active vocabulary.

Ex. 6 Choose the best alternative.

- 1 I love Thai food – but sometimes it's too ... for me.
hot pepper sharp warm
- 2 Japanese sushi (raw fish) is one of my favourite ...
bowls courses plates sauces
- 3 That was absolutely delicious. Can you give me the ...?
formula instructions prescriptions receipt recipe

- 4 How would you like your steak cooked? Well done, medium or....
bloody blue rare raw red
- 5 A lot of food you buy nowadays contains all sorts of artificial ...
additions additives extras spices supplements
- 6 Waiter, could I see the ..., please?
card of wines list of wines wine card wine list wine menu
- 7 The reason why he always eats so much is simply that he's very
eager greedy hungry starving
- 8 She liked the dessert so much that she asked for a second
dish go helping plate serving try
- 9 If you are on a diet, there are some foods you have to ...
avoid deny escape lack stop
- 10 You forgot to put the milk in the fridge and now it has gone
away back down off out
- 11 Would you prefer sparkling mineral water or ...
still fizzy dull gassy flat
- 12 Every person can recognize only tastes: sweet, salty, sour and ...
savoury sugary rich oily bitter
- 13 The special bread used for a hot dog is ...
sausage bun roll dachshund

Ex. 7 Guess the word according to its definition.

a) To compress violently so as to break
to cut into small pieces with an axe
to cut into small cubes
to immerse briefly in boiling water
to cook in the open fire
to cook in the oven

b) a thin slice of bacon or ham
a cake of minced beef usually eaten in a soft bread roll
eggs cooked without a shell in boiling water
seasoned smoked sausages
a thick slice of beef for grilling or frying
butter substitute made from edible oils
creamy dressing of oil, egg yolk, vinegar
thin fried or dried slices of potatoes
strips of potatoes deep fried in oil

slices of bread rebaked as light biscuits especially for infants
a table napkin made of paper
a piece of cloth for wiping lips at table.

Ex. 8 Read the sentences, translate them. Remember the idiomatic expressions and make up your situations with them.

After meat mustard
Apple of discord
The apple of one's eyes
Bite off more than one can chew
Bread and butter
It's not my cup of tea
As easy as pie.

Ex. 9 Use suitable prepositions in the sentences below:

to / at / down / of / for / out / in / up

1)I asked ... the menu. 2)I like to eat 3)He took ... order. 4)I prefer a simple cafe ... a big restaurant. 5)I like to go... self-service places. 6)Let's invite the Smiths ... dinner. 7)I looked ... the menu. 8)I'm very fond ... Chinese food. 9)Could you help me set ... the plates? 10)Put the used cutlery ... the sink. 11)I'll wash them ... later.

Ex. 10 Put each of the following words or phrases in its correct place in the passages below.

A) Bill, take away, fast food, cookery books, ingredients, waiter, eat out, snack, dish, tip, menu, recipe.

I'm a terrible cook. I've tried hard but it's no use. I've got lots of ..., I choose a ... I want to cook, I read the ..., I prepare all the necessary ... and follow the instructions. But the result is terrible, and I just have a sandwich or some other quick So I often ... I don't like grand restaurants. It's not the expense, it's just that I don't feel at ease in them. First the ... gives me a ... which I can't understand because it's complicated and has lots of foreign words. At the end of the meal when I pay the ... I never know how much to leave as a ... I prefer ... places, like hamburger shops where you pay at once and sit down and eat straightway. And I like ... places, where you buy a meal in a special container and take it home.

B) Cutlery, vegetarian, diet, crockery, entertaining, sink, starter, side dish, napkin, main course, washing up, dessert.

Maureen often gives dinner parties at home. She loves ... She lays the table: puts the ... in the right places, sets out the plates and puts a clean white ... at each place. For the meal itself, she usually gives her guests some kind of ... first, for example soup or melon. Next comes the ..., which is usually meat unless her guests are ... or if they're on a special ... with a ... of salad. For ... it's usually fruit or ice-cream, and then coffee. When everyone has gone home, she must think about doing the ..., as in the kitchen the ... is full of dirty ...

Ex. 11 You are going out for a meal. Put the following events into the correct order.

- | | |
|-----------------------------|-----------------------|
| look at the menu | give the waiter a tip |
| have dessert | have the starter |
| pay the bill | go to the restaurant |
| book a table | have the main course |
| decide to go out for a meal | sit down |
| order the meal | leave the restaurant |
| ask for the bill | |

Ex. 12 Complete the following dialogues using the words below them.

1.

- (1)... to order now?
- Yes, I think so. (2)... to start with, Helen?
- What's the (3)...?
- Vegetable, Madame.
- O.K. Vegetable soup for me, please.
- And (4)..., please.
- And for the main course, madam?
- (5)... roast chicken with mashed potatoes and peas, please.
- And I'll have spaghetti bolognese.

for me, too; What would you like; I'd like; Are you ready; soup of the day.

2.

- (1)... but I'm afraid we haven't got any left, sir.
- Oh, dear. (2)... . Then I'll have the rump steak.

- (3)... , sir?
- Medium, please.
- And which vegetables would you like with that, sir?
- French fries and peas, please.
- Would you like (4)... ?
- A glass of red wine, please.
- And a bottle of mineral water for me, please.
- (5)... .

What a pity; something to drink; Thank you very much; How would you like it? I'm very sorry.

3.

- May I take your (1)... , sir?
- I haven't seen (2)... yet. May I have one, please?
- I'm sorry. Here is one, sir.
- There are so many (3)... that it's hard to decide. Well, I'll have (4)...
I'm pretty hungry.
- Yes, sir. The regular dinner includes (5)... , soup, salad, (6)... , tea or coffee.
- I'll try beefsteak with fried potatoes. And I think tomato salad (7)... .
- Very good, sir. Anything for (8)...?
- No, thanks. Just (9)... .

dessert, different dishes, black coffee, appetizer, the menu: order, choice of desserts, the regular dinner, will do nice.

4.

- May I take your order, sir?
- I'll just take (1)... , please.
- We (2)... of lettuce and tomato or cucumber and beet.
- (3)... lettuce, please.
- Do you want any (4)... ?
- Apple pie and custard (5)... . Could I have some coffee, please?
- Yes, sir. Black or white?
- White, please. And as I'm (6)... , could you have (7)... ready?
- Yes, sir.

the bill, would be nice, have a choice, sweet, in a hurry, I'd like, a small salad.

UNIT III ENGLISH TEA

Pretext exercises

Ex. 1 Insert prepositions and post-verbal adverbs where necessary. Retell the text.

It will probably surprise you to learn that when the mistress ... the house ... England offers ... her visitors a cup ... tea, she sometimes asks "Russian or English tea?".

... "Russian tea " the English mean tea... a slice ... lemon ... it.

Tea drinking is quite a tradition with the English. Tea is served... almost every house... ... the same time, ... 5 o'clock... the afternoon. ... the table the tea-cups and saucers, with the tea-spoons, are laid. The milk-jug and the sugar-basin are also ... the table. There are small plates ... bread and butter, or bread and jam, or biscuits. Tea is ready.

The hostess pours the tea ... the cups.

"Do you take milk?" "Yes, please."

"How many lumps ... sugar?" "No sugar, thank you", or: "Two lumps, please".

"Help yourself ... some bread and jam," or "Have some toast and honey." But one cup ... tea is not enough.

"Would you like another cup?" "Yes, please," or: "Half a cup, thank you."

But if you have had enough, you answer;

"No more, thank you."

Ex. 2 Complete the sentences with the proper verbs given below.

How to make a cup of tea

1... the water. 2. ...the teapot. 3. ... the tea in the teapot. 4. ... the pot with boiling water. 5. ... the tea. 6. ... the tea for five minutes. 7. ... the tea into the cup. 8. ... milk and sugar. 9. ... your cup of tea.

to stir, to enjoy, to boil, to add, to leave, to pour, to put, to warm, to fill.

Ex. 3 Read the text. Pay attention to the general mood of the narration.

TEXT A THE TROUBLE WITH TEA

The trouble with tea is that originally it was quite a good drink. So a group of the most eminent scientists made complicated biological experiments to find a way of spoiling it.

To the eternal glory of British science their labour bore fruit. They suggested that if you not drink it clear or with lemon or rum and sugar, but pour a few drops of milk into it, and no sugar at all, the desired object is achieved.

Once this refreshing aromatic, oriental beverage was successfully transformed into colourless and tasteless water, it suddenly became the national drink of Great Britain and Ireland – still retaining the high-sounding title of tea.

There are some occasions when you must not refuse a cup of tea, otherwise you are judged an exotic and barbarous bird without any hope of being able to take your place in civilized society.

If you are invited to an English home, at five o'clock in the morning you get a cup of tea. When you are disturbed in your sweet morning sleep you must not say: "Madam? I think you are a cruel and spiteful person who deserves to be shot." On the contrary, you have to say with your best five o'clock smile: "Thank you so much. I do love a cup of early morning tea, especially so early in the morning." If they leave you alone with the liquid, you may pour it down the wash-basin.

Then you have tea for breakfast; then you have tea at eleven o'clock in the morning, then you have tea for tea, then after supper, and again at eleven o'clock at night.

You must not refuse any additional cups of tea under the following circumstances: if it is hot, if it is cold; if you are tired; if you are nervous; before you go out; if you are out; if you have just returned home; if you feel like it; if you don't feel like it; if you had no tea for some time; if you have just had a cup.

You definitely must to follow my example. I sleep at five o'clock in the morning; I have coffee for breakfast; I drink innumerable cups of black coffee during the day.

Exercises on the text

Ex. 1 Translate the following phrases and read sentences with them.

quite a good drink, eminent scientists, the desired object, to be judged, oriental beverage, high – sounding title, to be disturbed, a cruel and spiteful person, to deserve, additional cups

Ex. 2 Translate into English.

Давать плоды, чай с лимоном или ромом и сахаром, цветная и безвкусная вода, цивилизованное общество, при следующих обстоятельствах, утренний чай, улыбка в 5 часов утра.

Ex. 3 Agree or disagree.

1 The most eminent scientists made complicated scientific experiments to find the way of improving tea.

2 They suggest that if you drink it clear and add some lemon and sugar, you achieve the desired effect.

3 The refreshing oriental beverage was transformed into colourless and tasteless liquid.

4 If you refuse a cup of tea you are judged as an exotic and barbarous person.

5 The author considers you can refuse a cup of tea under some circumstances.

6 The author of the story is an Englishmen.

Speech exercises

Ex. 1 Learn the poem by heart.

At eight o'clock in the morning
For our breakfast we'll see
Cornflakes and buttered toast
And let's have a cup of tea!

At seven o'clock in the evening
A lovely supper we'll see:
Chips, peas and fish-fingers –
And let's have a cup of tea!

At four o'clock in the afternoon,
There'll be food for you and me!
Cream cakes and sandwiches
And let's have a cup of tea!

At ten o'clock at night
We'll have a piece of bread,
And I'll make a cup of tea,
And then we'll go to bed.

Ex. 2 Read the story and retell it.

TEXT B TEA-LEAVES

There was a time when drinking tea was almost unknown in European countries; many people had never even heard of tea. This story is about an old woman and her son, who lived before tea-drinking became popular in England.

He was a sea captain, and every time he returned from a far-away country, he brought his mother a gift. He tried to bring something unusual, that she could show to her friends.

Once the young man came back from India with a box of tea for his mother. She didn't know anything about tea, but she was proud of her son, and she invited all her friends to come and try what he had brought her. When her son came into the room, he saw cakes and fruit and jam on the table, and a big plate full of brown tea-leaves. His mother and her friends were sitting round the table, eating the leaves with butter and salt. Though they all smiled, it was clear, that they didn't enjoy eating the leaves.

"Where is the tea, Mother?" the captain asked.

His mother showed him the plate in the middle of the table. "We are having tea for lunch," she said. "No, no, those are only the tea-leaves," said the captain. "Where is the water?"

"The water!" his mother said. "I threw the water away, of course!"

Ex.3 Discuss the following questions with your group-mate:

- 1 Do you like tea?
- 2 What is meant by Russian tea, English tea, oriental tea?
- 3 What do you know about English tradition of drinking tea?
- 4 Is drinking tea a very important tradition in England?
- 5 Can you refuse a cup of tea in an English family? Under what circumstances?
- 6 What's your recipe of preparing tea?

Ex. 4 Imagine you have been in England for several days and have learnt already about English tea. Write a letter to your friend sharing your impressions.

UNIT IV THE FOOD PEOPLE EAT AND DRINK

Pretext exercises

Ex. 1 Answer the questions:

- 1 Do you worry about your weight? Do you consider yourself overweight or underweight?
- 2 Have you ever dieted?

Ex. 2 Read the text and do the exercises after it.

TEXT A WHAT PEOPLE EAT

There is a wide range of nutritious foods in the world. However eating habits differ from country to country. At different times in different countries there have been different ideas of beauty. The rich would always want to look fat in a society where food was scarce and to look thin where food was plentiful. The current interest in losing weight is because of fashion as well as health. However, overeating causes a variety of illnesses.

What do we mean by a well-balanced diet? This is a diet that contains daily servings from each of the basic food groups: meat, vegetable and fruit, fish, bread and cereals. There's no doubt that food tastes and preferences are established early in life. No one is born a "sugar freak" or a salt craver. An incredible statistic is that between 30 and 50 % of all the calories eaten each day are consumed in the form of between-meal snacks. Unfortunately, the usual between-meal foods are low in nutritious value and too high in calories and refined sugar. Some excellent snacks that should always be available are plain yogurt, carrots, pieces of apple, cheese and natural fruit juice. Eating yogurt as a snack food is far healthier and more nutritionally sound than eating so-called "junk" foods, which are less nutritious and too high in sugar and calories. Salted peanuts seem to be the least popular snack today.

People who diet know that if they stick to a low-fat, high-fibre intake they will be able to eat well without putting on weight. "One should eat to live, not live to eat" instead of going on crash diets they are learning to educate their stomachs by eating sensible food. They can still enjoy chocolates and cream cakes once a week or so, but they know they have to cut down their intake slightly the next day.

Research is indicating that "we are what we eat". Recent work shows that Italians, who tend to eat lots of fruit and vegetables that contain vitamins C and E, have low levels of heart attacks. The Scots however tend to have a diet which is high in animal fat and low in fibre. Heart disease is a widespread problem in Scotland.

Now evidence shows that it is especially vitamins C and E which control the probability of attacks of angina – the severe chest pains which are usually a warning of heart-disease. The value of vitamins C and E was shown in a recent survey of Scotsmen. Scientists studied 110 people who suffered chest pain but had not consulted their doctors or changed their diets. The results showed that the people with low levels of each vitamin had experienced three and a half times more angina than those in the control group of men who had consumed food with high levels of vitamins, they had not had chest pain. The answer seems to be cut down on meat, cheese, lard and butter and stuck to fruit, vegetable olive oil and other vitamin C and E – rich foods.

There's nothing wrong with being healthy and keeping fit but with some people it's almost a religion.

Exercises on the text

Ex. 1 Read the questions below and find the answers in the text.

- 1 What is a well-balanced diet?
- 2 When do people establish their food tastes and preferences?
- 3 What sort of snacks are considered to be more health-giving?
- 4 What sort of diet is less likely to cause heart problems?
- 5 Which vitamins can be used to combat heart diseases?
- 6 What is angina according to the text?
- 7 Which people mentioned seem to have an unhealthy diet?
- 8 What does a recent survey of the Scots tell us?

Ex. 2 Are these statements true or false?

- 1 The Scotsmen tend to have a diet that is low in animal fat.
- 2 Heart disease is a widespread problem in Italy.
- 3 Food tastes and preferences are established very early in life.
- 4 The usual between – meal snacks are low in nutritive value and too high in calories and refined sugar.
- 5 It is especially vitamins A and B which control the probability of

attacks of angina.

6 Yogurt is less nutritious and too high in refined sugar and calories.

Ex. 3 Make up questions for these answers:

- Between 30 and 50 %
- Salted peanuts, I think.
- Heart disease.
- In Scotland.
- 110 people
- Vitamins C and E.

Ex. 4 The text makes suggestions about different types of diet and preferences. Work in pairs / groups and discuss the following.

- a) What are the main features of a well-balanced diet?
- b) Are you getting enough vitamins?
- c) What are the ways to boost your energy and stay healthy?
- d) How often should you eat fruit and vegetables?
 - at least once a day;
 - three times a week;
 - once a week.
- e) Don't you think that if you eat plenty of fruits, vegetables and yogurt you'll continue to enjoy these foods as you grow old?
- f) Have you read any recent articles devoted to the problem of health eating? What is their main message?
- g) Do you know what illnesses are caused by overeating?
- h) Are you overweight (average, underweight)? Does it worry you?
- i) Have you ever been on a diet? What did you eat? What should you eat if you want to lose (put on) weight?

TEXT B WHAT PEOPLE DRINK

Pretext exercises

Ex.1 Answer the questions.

- 1 What are popular drinks in Britain?
- 2 What is the attitude to alcohol in Britain?

Ex. 2 Read the texts and do the exercises after them.

As well as large amounts of hot drinks such as tea, coffee and cocoa, British people – especially children – drink squash (a sweetened fruit concentrate that has to be diluted with water) and brand - name "soft" (non – alcoholic) drinks. They also expect to be able to drink water straight from the tap.

Before the 1960s, wine was drunk only by the higher social classes and was associated in most people's minds with expensive restaurants. Since that time it has increased enormously in popularity.

Beer is still the most popular alcoholic drink. The most popular pub beer is bitter, "which is draught (i.e. from the barrel), has no gas in it and is conventionally, as are all British beers, drunk at room temperature. A sweeter, darker version of bitter is "mild". These beers have a comparatively low alcoholic content. People are able to drink so much of them! In most pubs, several kinds of bottled beer, usually known as "ales", are also available.

Beer which has gas in it and is closer to continental varieties is known as "lager". During the 1980s strong lager became popular among some young people. Because these people were used to drinking weaker traditional beer, they sometimes drank too much of it and became aggressive and even violent. They therefore became known as "lager louts".

In some pubs, cider is available on draught and in some parts of Britain, most typically in the English west country, it is this, and not beer, which is the most common pub drink. Shandy is half beer and half fizzy lemonade. It has the reputation of being very good for quenching thirst.

TEXT C STRONG DRINKS

The attitude to alcohol in Britain is ambivalent. On the one hand, it is accepted and welcomed as an integral part of British culture. The local pub plays an important role in almost every neighbour - hood – and pubs, it should be noted are predominantly for the drinking of beer and spirits. The nearest pub is commonly referred to as "the local" and people who go there often are known as "regulars". The action in both the country's most popular television soaps revolves around a pub. Even a certain level of drunkenness is acceptable. Provided this does not lead to violence, there is no shame attached to it.

On the other hand the puritan tradition has led to the widespread view that drinking is something potentially dangerous which should there fore be restricted, in terms of both who can do it and where it can be done. Most people, including regular drinkers, consider that it would be wrong to give a child even half a glass of beer. When, in 1993, research was published

showing that nearly 70 % of fifteen – year – old children in the country drank some alcohol in an average week, it was generally agreed that this was a serious "social problem". People cannot be served in pubs until the age of eighteen and they are not even allowed inside one (unless it has a special children's certificate) until they are fourteen.

Exercises on the text

Ex.1 Read the questions below and find the answers in the text.

- 1 When was wine associated with expensive restaurants?
- 2 What is still the most popular alcoholic drink?
- 3 What kind of beer is known as "lager"?
- 4 Whom do they call "lager louts"?
- 5 Which is the other the most common drink in pub?
- 6 What drink is very good for quenching the thirst?
- 7 What made the British agree that alcohol was a serious social problem?

Ex.2 Are these statements true or false?

Begin your answers with "Yes, it's true; I guess, ...; I don't think it's true; I'm afraid it's wrong."

- 1 Squash is a strong drink that has to be diluted with fizzy lemonade;
- 2 Wine has increased its popularity since 1960s;
- 3 The most popular alcoholic drink is whisky;
- 4 In most pubs several kinds of bottled beer are known as "ales";
- 5 Beer which has gas in it and is closer to continental is known as "lager";
- 6 The people who go often to the local pub are known as "lager louts".

Ex.3 Make up questions for these answers.

- 1 A sweetened fruit concentrate which has to be diluted with water.
- 2 Before the 1960.
- 3 The beer which is draught, has no gas and drunk at room temperature.
- 4 During the 1980s.
- 5 They became known as "lager louts".
- 6 This drink is half beer and half fizzy lemonade.
- 7 Nearly 70 % of fifteen–year old children in the country.

Ex.4 Match the word in column A with the explanation in column B.

A	B
"Ale"	is half beer and half fizzy lemonade
"lager"	a sweetened fruit concentrate that has to be diluted with water.
Squash	beer which is draught (from the barrel)
Shandy	a kind of bottled beer
Beer	most has gas in it.
"bitter"	the most popular alcoholic drink

Speech exercises

Ex.1 Respond to the following statements. Express your agreement or disagreement.

- 1 A couple of drinks a day not only prevent some serious diseases, but improve your skills.
- 2 No meal is complete without a glass of wine.
- 3 Yogurt is a nutritious, natural product that is high in protein and relatively low in calories.
- 4 Fruit and vegetables are the best source of fibre.
- 5 English food is boring.
- 6 It is not necessary to add salt to foods since there is plenty of natural salt already there.
- 7 It is sometimes hard to resist hot chips with salt and vinegar.

Ex. 2 Make up short stories to prove the following proverbs.

- 1 Eat at pleasure, drink with measure.
- 2 An apple a day keeps the doctor away.
- 3 Too many cooks spoil the broth.
- 9 The proof of the pudding is in the eating.

UNIT V EATING HABITS AND TABLE MANNERS

Pretext exercises

Ex. 1 What is meant by the following words:

A hamburger, a vegetarian, a cuisine, a gourmet, a cook-book, cooking utensils, china, pleasant surroundings, scrumptious

Ex. 2 Read the text and do the exercises after it.

TEXT A AMERICAN EATING HABITS

Many foreign people think that Americans usually eat hamburgers. But the truth is that many people in the US have become vegetarians, who eat little or no meat. Most Americans, however, like many different kinds of food. They especially like exotic foods, and restaurants that serve French, Arabic, Mexican, Japanese, Chinese and African cuisine are among their favourites.

Americans also love to cook. And they don't always make simple things. Some of them are real gourmets, and they enjoy preparing fine meals. They spend thousands of dollars each year on cook-books and cooking utensils to use in their kitchens. Like people in many countries, people in the US love to entertain, so they often invite people to dinner.

When guests arrive, they find a table beautifully set with candles and fine china, because a meal is more appetizing when it is served in pleasant surroundings. When guests sit down to eat, they eat heartily, and when it is time to clear the table, they feel good. For many Americans, food that is cooked at home is most scrumptious of all.

Exercises on the text

Ex. 1 Look through the text and point out the main ideas discussed in the text. Discuss them in pairs.

Ex. 2 Fill each gap with a word that combines with the one given to make a suitable compound. Express your point on the problem raised in it.

In the good old days everything you ate was ... and prepared in the traditional, ... way. Nowadays, ... is replacing the slow, careful preparation

of fresh ... vegetables and other ingredients. All the modern cook needs is a ... and a It is not in canteens and ... cafeterias – even many restaurants serve ... meals instead of individually prepared and cooked dishes for each customer. A steak or grilled fish is always freshly cooked. But it's unlikely that prawns cocktail you had for your ... were fresh today: if you get ..., they may be the cause. And if you suspect the ... is not freshly squeezed, it may be safer to drink ...!

1.made 2. old 3.food 4.home 5.tin 6.food 7.self 8.produced 9.course
10.food 11.fruit 12.water.

Speech exercises

Ex. 1 Study the table manners. Say which of them you always follow, which don't.

Use the model: I always follow the table manners.

Or: I sometimes break (don't follow) the table manners.

- 1 Don't attract undue attention to yourself in public.
- 2 When eating take as much as you want but eat as much as you like.
- 3 Never stretch over the table for something you want, ask your neighbour to pass it.
- 4 Take a slice of bread from the bread plate by hand, don't harpoon your bread with a fork.
- 5 Don't eat too fast or too slowly, cut as you eat.
- 6 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.
- 7 Don't use a knife for fish, cutlets or omelettes.
- 8 Take a little of every dish that is offered to you.
- 9 When you are being served, don't pick. One piece is as good as the next.
- 10 Never read while eating (at least in company).
- 11 When refusing a dish say, "No, thank you". Don't say "I don't eat this stuff", don't make faces or noises to show that you don't like it.
- 12 Don't lick your spoon. If you really feel that way about it ask for a second helping.
- 13 Sit straight and face the table, do not put your elbows on the table while eating.
- 14 At a small party do not start eating until all are served. At a large party it is not necessary to wait for all. The hostess gives a signal to her guests by saying: "Start eating, please (your food will get cold)".

15 There is a rule about eating everything on your plate, to indicate that you have had enough place your knife and fork together, not criss-cross.

16 After stirring your tea remove the spoon, and place it on the saucer.

17 Do not empty your glass too quickly – it will be promptly refilled.

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

19 Try to make as little noise as little possible when eating. Don't sip your soup as though you wanted the whole house to hear.

20 Don't talk with your mouth full. First chew and then swallow.

21 And, finally, don't forget to say "thank you" for every favour or kindness.

Ex. 2 Answer the questions.

1 Is it difficult to follow good manners at table? What manners are the most difficult for you to follow?

2 Do you use a knife for fish, cutlets or omelets? And for chicken?

3 If you want to have something which isn't near you, what phrases do you use to ask for it?

Ex. 3 Name 7 or 8 manners which you think are the most important ones.

Ex. 4 Write a composition "My eating habits".

UNIT VI EATING OUT

Pretext exercises

Ex. 1 Discuss the following questions.

Where can you go out to eat?

Is there much difference between these places?

Ex.2 Read the text and find answers to the questions.

Where can a person have lunch during his break in Britain?

What is the difference between a la carte and table d'hôte dinners?

Are the prices high in restaurants?

TEXT A PLACES TO EAT IN BRITAIN

Eating out in Britain is no problem at all. There are many places to eat. Their names are so different – a restaurant or cafe, cafeteria or coffee shop, pancake house or steakhouse, pizza place or sandwich shop, eatery or simply grill.

Some of them have proper names like «The Pines». Others are named after their owners like «Marie's» or former owners if the place has earned a good reputation. You can also eat at a take away place. When you buy something they ask «Here or to go?» The competition is so strong that you can always find a good meal you can afford. From time to time nearly all restaurants make «Special offers» of cheaper meals. On Sunday one can find in the local paper and take advantage of a «Sunday brunch special».

All restaurants in Britain serve a table d'hôte and a la carte dinners. Table d'hôte dinners are cheaper than a la carte ones. When you dine a la carte you order course by course, as you desire. But a table d'hôte dinner consists of several dishes, the choice is limited, and it is served at a fixed price. In the middle of the day when employees or workers have a short break for lunch, they find it impossible to get home for this meal and so they take it in a self-service cafe, or a fast food restaurant as they just want to eat up quickly and are not much interested in its quality. There are a lot of such places to suit every taste and purse.

There are quite a large number of vegetarians in Britain and an even larger number who are concerned about their health. For them “Health food shops” are abundant in the country as well as delicatessens, or deli for short.

We can't but mention the so-called fish-and-chips shops, which serve this traditional English dish (fish is deep fried in oil and served with chips). Housewives find it convenient to buy it in the evening and take the meal home thus avoiding the process of cooking.

And, of course, the British pub (short for a «public house»). It is unique. This is not because it is different in character from bars and cafes in other countries. It is because it is different from any other public place in Britain itself. Without pubs, Britain would be a less sociable country. A pub with forty customers in it is nearly much noisier than a cafe or restaurant with the same number of people in it. Pubs used to sell almost nothing but beer and spirits. These days you can get wine, coffee and some hot food as well. At one time it was unusual for women to go to pubs. These days parents can even take children with them if there is a garden at the back and the pub has a special children's certificate. One of their notable aspects is that there is no waiter service. In pubs you have to go and fetch your drinks yourselves, you can get up and walk around - it is like being in your own house. Unlike other eating or drinking place, the staff are expected to know the regular customers personally and chat with them if they are not serving someone. It is also helped by the availability of pub games and, frequently, a television. It is notable that very few pubs have tables outside because the Victorians thought it was somehow not proper for people to be seen drinking.

Exercises on the text

Ex. 1 Find in the text English equivalents for the Russian phrases.

Быть названным в честь, бывшие владельцы, можете себе позволить, воспользоваться преимуществом, выбор ограничен, подходит к любому вкусу и кошельку, вегетарианцы, заботиться о своем здоровье, уникальный, ничего кроме, завсегда, знать кого-либо лично, неприлично.

Ex. 2 Find in the text all the mentioned places where one can have a drink or /and something to eat, choose the most appropriate Russian equivalent.

Ex. 3 Explain the meaning of the word-combinations.

A take-away place, special offers, Sunday brunch special, a vegetarian, deep fried in oil, unique, a sociable country, children's certificate,

"Here or to go?", deli shops are abundant.

Ex. 4 Find expressions in the text synonymous to the given below.

To get a good reputation, here and again, to use an opportunity, as you wish, the same price, a great number, specific character, is supposed to know, to be acquainted.

Ex. 5 Form derivatives from the following words and recollect sentences with them.

to eat(Ger.), earn(n), to own(n), cheap(compar. degree), to limit(PII) to fix(PII), to employ(n), concern(to be+PII), to take away(adj.), to wait(n), to expect(to be +PII), personal(adv.), available(n).

Ex. 6 Make up questions with the following expressions, ask your classmates to answer them.

Specific character, availability, to be named after, to suit every taste and purse, the choice is limited, a regular customer, fish and chips, children's certificate

Ex. 7 Translate from Russian into English.

1 В нашем городе есть места общественного питания, среди них кафе, рестораны, бары, пиццерии, блинные, закулочные, но их число ограничено.

2 Некоторые владельцы кафе и ресторанов называют заведения в честь своих жен.

3 Ресторан заработал хорошую репутацию благодаря своей кухне.

4 Мне нравится, когда кафе имеет столики на свежем воздухе, но я бы предпочел, чтобы они были на заднем дворике, т. к. в нашем обществе считается неприличным когда тебя видят на улице выпивающим.

5 К сожалению у нас нет кафе, в которых продают еду на вынос.

6 Мы не всегда можем позволить себе пойти покушать в ресторан, но наличие комплексных обедов дает возможность покушать дешево.

7 Если вы заботитесь о своем здоровье, не ешьте пищу, жаренную в большом количестве масла.

8 Используйте уникальную возможность покушать со скидкой.

9 Предполагается, что штат пабов знает своих завсегдатаев лично.

10 Нельзя не упомянуть о сильной конкуренции среди английских учреждений общественного питания.

Pretext exercises

Ex. 1 Answer the questions.

- 1 What is fast food?
- 2 Do you know any restaurants of fast food in our city?
- 3 Do you like them? Why?

TEXT B FAST FOOD

Nashville Superburger Bar,
Leicester Square,
London

Open: 7 days a week, 24 hours a day

A new American fast-food chain has just opened its first restaurant in Britain. "The Nashville Superburger Bar is just off Leicester Square. Because of the success of McDonald's and Kentucky Fried Chicken, I was interested to see if Nashville had anything new to offer. The restaurant was so brightly lit that I wished I'd brought my sunglasses. Once I'd got used to the light, I rather liked the green and orange plastic décor, which was very futuristic. The place was spotlessly clean – almost antiseptic. Although there was a long queue, the service was incredibly fast. The menu was limited to a variety of hamburgers and prices were very reasonable. I had the Giant Superburger which was served with a generous helping of French fries. Although the burger itself was rather tasteless, there was a large collection of relishes on every table and the French fries were the best I've ever tasted. This kind of establishment obviously caters for young people in a hurry. I was amazed to see that many of the customers preferred to eat standing up even though there were seats available. Most of the customers were under 25 and alone. Everybody seemed to be drinking milk-shakes and although I'm not very fond of them. I felt I should have one. Not much can go wrong with a milk-shake and it tasted as good or as bad as any other. Although it's a quick and efficient way of taking nourishment, you wouldn't choose "The Nashville" for a quiet and romantic evening with a friend. Although I wasn't in a hurry I was in, served and out in ten minutes. It reminded me very much of a motorway filling station.

Exercises on the text

Ex. 1 Make a list of words from the text that help to describe:

a) the restaurant service, b) the decor, c) the menu.

Ex. 2 Explain what is meant by the following:

Decor, fast food, antiseptic, relish, milkshake, to cater for the young.

Ex. 3 Answer the questions on the texts.

- 1 Why did the author decide to visit “The Old Mill”?
- 2 Did they manage to get a nice table? Why?
- 3 Why does the author think they were made very welcome?
- 4 Why does a long menu always worry the author?
- 5 What food were they satisfied with (and not quite satisfied)?
- 6 Why was the author interested in “The Nashville”?
- 7 What impressed him greatly at “The Nashville”?
- 8 Who does this kind of establishment (“Fast Food”) cater for?
- 9 Why did “The Nashville Superburger Bar” remind the author of a motorway filling station? Would you like to visit the restaurant? Why?

Pretext exercises

Ex. 1 Answer the questions and discuss them with your groupmates.

1. Have you ever been to McDonald's?
2. Did you like it? Why?

Ex. 2 Read the text and do the exercises after it.

TEXT C AT McDONALD'S

McDonald's is a joint Russian-Canadian restaurant which was opened on the 31st of January, 1990. It is situated in Pushkin Square in the center of Moscow. The seating capacity of the hall is seven hundred seats. Coming into the restaurant hall you go to the main counter, get the illustrated menu-card and a girl (or a young man) recommends you dishes, beverages, milk cocktails and dessert. You make your choice, pay the money, take the tray with your dishes, beverages, dessert and occupy any vacant table. The

service is quick and excellent. The quality is first-class! What's on the menu? For a snack you can have "Big Mac" – minced beefsteak made from beef, sliced lettuce latuk, brown onions, a slice of cheese and pickled cucumbers. All this is placed in a bun. Fillet of fish-delicious white fillet of Atlantic cod in dried bread. Single or double hamburger made from plain beef, slices of pickled cucumbers and brown onions, single or double cheeseburger also made from plain beef of high grade quality, slices of cheese and pickled cucumbers.

For a drink you can order cooling beverages – Coca-Cola, Coca-Cola Light" (made without sugar for diabetics), Sprite and Fanta. There are milk cocktails, thick and nourishing, with chocolate, strawberry and vanilla syrup. If you like you can have dinner consisting of Big Mac, fried crisp potatoes and refreshing beverage. For a change you can have double cheeseburger or if you care for fish – fillet of fish. For dessert you can taste "Sunday". It's a soft ice-cream poured with hot chocolate, hot caramel or cooling strawberry syrup. There is also tea and delicious apple pies.

Welcome to McDonald's!

Exercises on the text

Ex. 1 Find the sentences with the given expressions and read them.

seating capacity, main counter, to make your choice, high grade quality, nourishing, pickled cucumbers, fried crisp potatoes, to care for.

Ex. 2 Find synonyms.

drinks, milk shake, sweet dishes, sirloin, a burger with two layers of cheese, a beautifully arranged list of dishes, to advise, to be fond of.

Ex. 3. Recollect the word combinations with the words.

quality, capacity, menu-card, counter, beverages, beef, potatoes, lettuce, cucumber, fillet, hamburger, bread, cheeseburger, cocktail, syrup, pie, beefsteak.

Ex. 4 Fill in a suitable verb.

For a drink you can ... cooling beverages. Your dinner may ... "Big Mac" and French fries. For dessert we recommend you to ... "Sunday". After you ... your choice, you ... the tray and ... a vacant table.

Ex. 5 Answer the questions.

- 1 McDonald's is a joint venture, isn't it?
- 2 Is the service the same as in any other restaurant?
- 3 What is "Big Mac"?
- 4 What are the ingredients of a double cheeseburger?
- 5 What can you take for a drink (for dessert)?
- 6 Are there any sandwiches with fish?

Ex. 6 Translate.

Совместный российско-канадский ресторан Макдональдс был впервые открыт в Москве. Большое количество посадочных мест позволяет одновременно обслуживать до 700 посетителей. В иллюстрированном меню вы найдете разнообразные прохладительные напитки, также такие фирменные блюда как "Биг Мак", "Санди", "Дабл Чизбургер". Качество обслуживания первоклассное. Этот ресторан относится к ресторанам самообслуживания. Посетитель берет поднос, подходит к прилавку, оплачивает заказ и занимает любой свободный столик. Вас обслужат очень быстро и вам не придется стоять в очереди.

Speech exercises

Ex. 1 Discuss the answers to these questions with your classmates.

- 1 What types of fast food can you buy?
- 2 What are the advantages and disadvantages of fast food?
- 3 What do you think some foods of the future might be?

Ex. 2 Do you like McDonald's? Why? What dishes would you recommend?

Ex. 3 Compare eating and drinking places in Britain and Belarus.

ANSWERS

Unit I, Ex.6, hot, dishes, recipe, rare, additives, wine list, greedy, helping, avoid, off, still, bitter, bun.

Unit V, Ex.3, Home-made, old-fashioned, fast food, home-grown, tin opener, food processor, self-service, mass-production, first course, food poisoning, fruit juice, mineral water.

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