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Кафедра иностранных языков №1

Учебно-методическое пособие  
по развитию навыков и умений устной речи  
на английском языке для студентов  
ФКП, ФТК, ФРЭ и ВФ дневной формы обучения

В 3-х частях

Часть 1

English Conversation Practice

Part I

Минск 2007

УДК 811.111(075.8)  
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У 91

**Рецензент**

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Пособие охватывает 14 тематических циклов, предусмотренных типовой программой «Иностранный язык» для высших учебных заведений неязыковых специальностей. Каждый проблемно-тематический цикл пособия опирается на единый комплекс упражнений и заданий репродуктивно-продуктивного и продуктивного характера. Пособие включает применение современных педагогических технологий: проект, ролевая игра, работа с кейсом, а также сквозной пролонгированный проект.

В первую часть пособия вошли тематические циклы: About Myself, House and Home, Meals, University Studies.

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## ПРЕДИСЛОВИЕ

Пособие предназначено для студентов высших учебных заведений неязыковых специальностей, а также учащихся курсов и факультативов по английскому языку.

Цель пособия – развитие навыков и умений устного общения на иностранном языке в рамках 14 проблемно-тематических циклов. Все пособие состоит из трех частей. В первую часть пособия вошли циклы: About Myself, House and Home, Meals, University Studies, во вторую – Hobbies, Travelling and Holidays, The Arts, Sport, Shopping, третья часть включает циклы Global Issues, Mass Media, Around the World (Great Britain, Belarus), My Future Profession.

В каждом цикле пособия обучение строится на основе учебных и оригинальных текстов диалогического и монологического характера, подобранных по проблемно-тематическому принципу, и в объеме, позволяющем учащимся выбирать речевые средства в зависимости от их интересов и уровня обученности.

Каждый проблемно-тематический цикл включает 4 раздела. Раздел I «Oral Practice Section» вводит учащихся в проблемы, предлагаемые для обсуждения, обеспечивает формирование лексических навыков говорения, а также совершенствование навыков монологической и диалогической речи с помощью упражнений и заданий различного типа на основе опор в виде таблиц, сетевых схем, коллажей. Раздел II «Writing Section» обеспечивает совершенствование навыков письма и письменной речи. Учащимся предлагается составить Curriculum Vitae, заполнить анкеты, написать письмо. Раздел III предполагает развитие умений устного иноязычного общения. На этом этапе учащиеся изучают кейсы, принимают участие в ролевых играх, разрабатывают мини-проекты. Завершается работа в рамках цикла сквозным пролонгированным проектом (Comprehensive Prolonged Project, раздел IV). Данный проект выступает в качестве связующего звена всех проблемно-тематических циклов пособия и выводит учащихся на новый уровень самостоятельной работы.

Авторы

**UNIT I****ABOUT MYSELF**

## Word List

## Active Vocabulary

## Nouns and Noun Phrases

spirits	/ˈspɪrɪts/	настроение
~ to be in high spirits		быть в хорошем настроении
~ to be in low spirits		быть в плохом настроении

## Verbs and Verbal Phrases

argue	/ˈɑːɡjuː/	спорить
admit	/ədˈmɪt/	допускать, принимать, соглашаться
bear	/beɪ/	терпеть, выносить
resemble	/rɪˈzembəl/	походить, иметь сходство
take after	/ˈteɪkˈɑːftə/	походить на кого-либо

## Adjectives

anxious	/ˈæŋksɪəs/	озабоченный, обеспокоенный
articulate	/ɑːˈtɪkjələt/	ясный, отчетливый
attractive	/əˈtræktɪv/	привлекательный
average	/ˈævərɪdʒ/	средний
cheerful	/ˈtʃiːfəl/	веселый, жизнерадостный
crude	/kruːd/	грубый
curly	/ˈkɜːli/	кудрявый
generous	/dʒenərəs/	щедрый
hospitable	/ˈhɒspɪtəbl/	гостеприимный
impatient	/ɪmˈpeɪʃnt/	нетерпеливый
irritable	/ˈɪrɪtəbl/	раздражительный
moody	/ˈmuːdi/	угрюмый, невеселый; в плохом настроении
reserved	/rɪˈzɜːvd/	сдержанный; замкнутый, необщительный
shy	/ʃaɪ/	застенчивый; робкий, нерешительный
slim	/slɪm/	тонкий, стройный
self-confident	/ˈselfkɒnfɪdənt/	самоуверенный, самонадеянный
smart	/smɑːt/	нарядный, модный
stocky	/ˈstɒki/	приземистый, коренастый
stout	/staʊt/	полный, тучный

## Passive Vocabulary

### Nouns and Noun Phrases

abuse	/q'bjus/	оскорбление, плохое обращение
lobe	/lqv/	мочка (уха)
wrinkle	/rInkl/	морщина

### Adjectives

arrogant	/'xrqgqnt/	высокомерный, надменный
jealous	/'Gelqs/	ревнивый
mean	/mi:n/	скупой, скарденый
offensive	/q'fenslv/	оскорбительный, обидный
regrettable	/rI'gretqbl/	заслуживающий порицания
ridiculous	/rI'dlkjqlqs/	смехотворный, смешной, нелепый
trustworthy	/'trAstwE:Di/	заслуживающий доверия, надежный
vivacious	/vI'veISqs/	живой, оживленный

### Verbs

appreciate	/q'pri:SieIt/	оценивать, понимать, принимать во внимание
recognize	/'rekqgnalz/	узнавать
restrain	/rI'streIn/	сдерживать

### Adverb

succinctly	/sqk'sINktIl/	кратко, сжато
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## I. Oral Practice Section

*1. Look through the statements and try to outline the problems to be discussed.*

1. Like father, like son.
2. It's not necessary to be beautiful to be liked by people.
3. It takes all kinds to make a world.
4. Children must be taught to respect their parents.

*2. You've got some information about Steve Clark. Describe his appearance and character to your partner. Replace the words in bold by the words with similar meaning given in the box.*

My name is Steve Clark. I was born on August, 25. I am in my teens. I come from Manchester, England. I **take after** my mother. I am of a **medium** height with her regular features and dark hair and build a bit **stocky** but strong with it. I have a straight nose and a wide humorous mouth. They say I'm **incredibly handsome**.

I inherited my father's grey eyes and character. I am quite **shy**, I look **calm**, but actually I am rather **nervy**. I think I am kind, but sometimes I am bad-tempered like my father.

I have long, **curly** hair. It is fashionable at the moment for men to grow their hair. It nearly reaches my shoulders. My mother is always telling me to get it cut. I

don't **take** much **care** for my appearance, so I often look quite untidy – it doesn't matter how much money, time and energy I devote to my appearance.

My mum is usually well-dressed. She is the sort of a person who always looks **smart**. But I am the exact **opposite**. I hate having to wear a tie. I like comfortable clothes such as T-shirts and jeans. I don't care what I look like.

I don't have many interests and hobbies. I spend much time at my computer. In my opinion the computer is the greatest invention in the world. **Actually** if your computer is connected up to the Internet you can get any information you want, you can send letters all over the world in no time. I mean the service called e-mail. The second thing I'm **interested in** is tennis. It gives me energy and puts me **in high spirits**. I always spend my spare time on the tennis court. I've won a few local **tournaments** and I'd really like to turn professional.

pay attention   amazingly   resemble   am keen on   contrast   contests   good-looking thickset   in fact   quiet   wavy   in a good mood   timid   average   irritable   elegant
--

**3. Look at the words in the box and say what relation is:**

- your mother's sister to you
- your father's brother to you
- your sister's son to you
- your brother's daughter to you
- your aunt's son to you
- your sister's husband to you
- your brother's wife to you
- your parents' parents to you
- your grandparents' parents to you
- your husband to your parents
- your brother's wife to your mother
- your sister's son to your mother
- your mother's son from the first marriage to you
- your stepmother's daughter to you

grandson   aunt   cousin   uncle   daughter-in-law   nephew   son-in-law   niece brother-in-law   grandparents   half brother   stepsister   great grandparents sister-in-law
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**4. Tell your partner about uncle Desmond choosing the correct word.**

My uncle Desmond is the kind of person everyone likes. In fact, he is so *sociable/sociability* that neighbors and friends visit him constantly. Luckily, he enjoys other *peoples'/people's* company.

Almost everyone finds Desmond charming, and as far as I can tell his charm *lays/lies* in the fact that he always takes a positive view of life. In fact, many people find his optimism *infection/ infectious*. I've seen people who are really *anxious/anxiety* suddenly forget all their *terribly/terrible* worries and become full of

life. Last week one woman became so *careful/carefree* that she started dancing on the table, which amused Desmond.

Another thing I like about Desmond is that he is very broad-minded about everything from religion through *food/meal* to nationality. I have *rare/rarely* met anyone with so few *prejudices/superstitious* and so much *enthusiasm/enthusiast* for life.

Not *surprising/surprisingly*, although Desmond lives alone, he always has company, so he never feels *lonely/alone*. On *another/the other* hand, he doesn't seem to need the help of anyone, *although/in spite of* being over 80, and lives a very independent life.

**5. Interview your group-mates:**

1. Do your relatives take a positive view of life?
2. Why is it important to be a broad-minded person?
3. Which of your members of the family has much enthusiasm for life?
4. Have you ever felt lonely? Why?

**6. These people are all talking about other people's characters. Match the names they mention with the descriptions in the box.**

'...Mr. Brown's really a *warm-hearted* person, don't you think?'

'...Don't you think David's rather a *big-head*?'

'... What a *chatterbox* that Miriam is?'

'...As for Mike, he seems *frightened of his own shadow*.'

'...I think Luke is *the strong, silent type*.'

'...Diana is really a *tower of strength*, isn't she?'

'...I've found that Tom is likely to *fly off the handle*...'

'...Sally's a *ball of fire*...'

a someone you can really rely on

- b** someone who is very concerned for and generous to others
- c** someone with a lot of energy and enthusiasm
- d** someone with a very high opinion of himself/herself
- e** someone who talks too much
- f** someone who is very quiet but seems sure of himself/herself
- g** someone who is very timid
- h** someone who loses his/her temper quickly

**7. Say what you've learnt about Frederick's occupation. Supply the missing replies.**

**A:** ... ..

**B:** Oh, er, Janet. Janet Parker.

**A:** ... ..

**B:** Oh. What do you do, er, Fred?

**A:** ... ..

**B:** Oh, yes? Where do you work, then? Are you based in London?

**A:** ... ..

**B:** Oh, yes?

**A:** ... ..

**B:** Oh, have you?

**A:** ... ..

**B:** It must be terribly interesting. All that travelling. All those famous people.

**A:** ... ..

- Oh, no. I live in Paris. Paris and California. But I travel all over the world.
- Before that, I was in Venice for the film festival. In a few days, I'll be in Tokyo for a fashion show. It's a busy life, you know. A busy life.
- Oh, yes? I'm Frederick Getty Onassis. But my friends call me Fred.
- Oh, no. Famous people – they're all the same, really ...
- Hello, then. What's your name?
- I've just got back from Washington. I've been photographing the President for "Time" magazine.
- Oh, I'm a photographer. I photograph famous people: film stars, pop singers, people like that.

**8. Describe Michael's father-in-law. Restore the dialogue.**

**A:** The face of that man is familiar to me. I seem to know him.

**B:** ... ..

**A:** That tall man of forty-four, perhaps, with coarse features.

**B:** ... ..

**A:** No.

**B:** ... ..

**A:** Wrong again! Look to the right at the man of your size in a brown suit with broad shoulders. He has a very uncommon face.



**B:** ... ..

**A:** Just that very man! Don't you find there's something about him that makes him look sleepy?

**B:** ... ..

**A:** Somehow I connect him with Michael. He seems to have recognized us too. He is coming towards us.

**B:**... ..

- |   |
|---|
| <ul style="list-style-type: none"><li>- Is it the man in uniform with a tooth-brush moustache?</li><li>- How could we possibly forget him. It's Michael's father-in-law, Mr. Brown.</li><li>- Do you mean the stout gentleman with a fleshy and pale face touched with colour only at the thick hanging lobes of his ears? The one who has just broken into laughter?</li><li>- Who exactly?</li><li>- It is his heavy-lidded eyes and the disorder of his scanty (недостаточный, скудный) hair.</li><li>- That one who has very red hair with a bald patch (плешь) on the crown?</li></ul> |
|---|

**9. Say what you have learnt about Damien. In the dialogue B's responses have become mixed up. Indicate their correct position by putting a number in the brackets (the first one has been done for you).**

**A:** So that's your friend, Damien.

**B:** (1) I've known him for ages. We used to go to school together.

**A:** What's he like?

**B:** ( ) Well ... perhaps I'd better introduce him to you ... .

**A:** I thought you said he has a tendency to be aggressive.

**B:** ( ) Aristocratic? Damien? Maybe he gives that impression... yes, now you mention it, he does have an arrogant streak.

**A:** There's a touch of the aristocratic about him, I find...

**B:** ( ) Yes, I think he takes after his father, who was well-known for his bad temper.

**A:** I don't mean that exactly. I think there's something quite distinguished about him.

**B:** ( ) He's the quiet type, but he's not as shy as he seems... I'm quite fond of him.

**A:** Oh, yes please!

**10. Work in groups. Characterize the people that are being described. Make use of the following words and word combinations from the box.**

**Amrita**

I'm an active and a) ... person – I b) ... just sitting around doing nothing. It just makes me c) ... and restless. But I know what I want, and I think I've got what it takes to achieve my d) ... . Does that make me sound horribly e) ... and selfish? I hope not!

goals	impatient	can't bear	ambitious	energetic
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**Kevin**

I'm the kind of person who knows how a)... . I suppose you would call me b) ..., but it's more than that. I actually believe in a calm, cool, c) ... approach to life and I can't bear unnecessary d) ... and pressure. I believe in being e) ... and taking life as it comes...

anxiety	fun-loving	to have a good time	sociable	easy-going
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### Larry

My problem can be summarized in one word: a)... . I just don't have enough. I'm b)... with other people, who must think I'm boring and stupid sometimes. c)... of confidence also makes me d)... : I spend days trying to make up my mind what to do about quite simple things. I'm told I sometimes look e)..., but in fact I like being with other people...

indecisive	shy	self-confidence	moody	lack
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### Cathy

How do I see myself? Well, I'm a)... and disorganized – some would say b)...! But I've got quite a lot of c)..., really, and I've got ideas. I'm a hardworker too when I'm doing something I'm interested in. I'm not very d) ... when it comes to public speaking but I quite enjoy being e)..., and I don't get in the least bit f) ....

absent-minded	articulate	nervous	forgetful	the centre of attention	willpower
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### 11. Find and read those parts of the text which express the following viewpoints:

1. When the author heard the Frenchmen insulting the American tourists he wanted to interfere but then changed his mind.
2. The Europeans didn't have a high opinion about American tourists.
3. The author admits that 70 percent of American tourists are blameworthy.
4. The author objects to those who say that 100 percent of all American tourists misbehave because it is not true to the fact.
5. The author seems to suggest that not all people of the same nationality have the same 'national character'.

The ways of tourists are strange, and one afternoon as I sat in the Plaza Mayor, I heard some Frenchmen at the next table tearing Americans apart. To the first barrage of criticism, I could not logically protest: Americans were uncultured, lacked historical sense, were concerned only with business, had no sensitivity and ought to stay at home. The second echelon of abuse I did want to interrupt, because I felt that some of it was wide of the mark: Americans were all loud, had no manners, no education, no sense of proportion, and were offensively vulgar in dress, speech, eating habits and general comportment, but I restrained myself because, after all, this was a litany one heard throughout Europe, here expressed rather more succinctly than elsewhere.

Sitting as quietly as my French companions would permit, I tried to discover what my true feelings were in this matter of honest description. In my travels, I had never met any single American as noisy and crude as certain Germans, none so downright mean as one or two Frenchmen, none so ridiculous as an occasional Englishman, and none so arrogant as some Swedes.

But in each of the national examples cited I am speaking only of a few horrible specimens. If one compares all English tourists with all Americans, I would have to admit that taken in the large the American is worse. If some European wanted to argue that seventy percent of all American tourists are regrettable, I would agree. If he claimed ninety, I suppose I wouldn't argue too much. But when like the Frenchman on my left he states that one hundred percent are that way, then I must accuse him of being false to the facts.

James Michener *Iberia 2*

**12. Say why Penny experienced culture shock when she was on a visit to Japan?**

**Name customs and traditions of Japanese culture.**

**Fill in each space with an appropriate word from the list.**

nervous	worried	enjoyable	angry	usual	amusing	shy	ordinary
formal	ashamed	sympathetic	typical	afraid	tiresome	anxious	

### Culture shock

Penny, a friend of mine, has just got back from a trip to Japan. She had a very... (1) time but there were occasions, she says, when the rather ...(2) behaviour of her hosts led to moments of cultural confusion, and at times she even felt embarrassed by some of the mistakes she made. For example, it is ...(3) for Europeans to call each other by their first names, but this is not the ...(4) way of addressing people to Japan. Now, because Penny was ...(5) to show everyone how friendly she was, she called everyone by their first name. Most people were ...(6) because she was obviously a foreigner but some became quite ...(7) and show little sympathy.

At first, Penny found bowing to people quite ...(8) - she is, after all, an actress - but after a while it became a bit ...(9) having to bow to everyone you met.

Penny is not at all ...(10) - she loves meeting new people - but after the first few misunderstandings she was ...(11) to open her mouth in case she offended someone. I myself am quite an experienced traveller, but I would feel ... (12) about putting my foot in it in Japan because there even ...(13) people observe the most elaborate rules of social behaviour - silence for example is nothing to be ...(14) of in Japanese culture, but in the West we get very ...(15) if there are even short periods of silence at social gatherings.

**13. Match these nationalities with the 'stereotype' pictures.**

the Germans	the French	the Japanese	the Italians	the Scottish
	the Americans	the Spanish	the British	

1



2



3



4



5



6





**14. Study the national features of people from different countries and match them with nationalities.**

<b>Nationality</b>	<b>Character</b>
The French	a) calm, reserved, open-minded, trustworthy, hidebound, insular, superior, excellent sense of humour
The Spanish	b) the highest proportion of good qualities, tolerant, fashionable, square
The Scottish	c) lazy, untrustworthy, vivacious, charming, hospitable, noisy
The British	d) conservative, withdrawn, chauvinistic, brilliant, superficial, hedonistic, not very friendly
The Americans	e) outgoing, talkative, less reserved, love chatting, very generous, hospitable
The Germans	f) hard-working, noisy, democratic, ambitious, friendly, open-minded, punctual, church-goers
The Japanese	g) artistic, hot-tempered, religious, emotional, jealous, fun-loving, cheerful
The Italians	h) polite, ambitious (for men), hard-working, neat, reserved, tolerant, love nature, healthy way of life

15. Look at the photo and describe the typical characteristics of the Belarusians.



16. In the following dialogue examine some unfinished pieces of argumentation and select among the given arguments the one that can be added in full accordance with the speaker's viewpoints.

#### INTERVIEW WITH A 17-YEAR-OLD SON DAVID

*Interviewer:* How do you get on with your parents?

*David:* I look up to them because (1) ... .

*Interviewer:* How strict are your parents?

*David:* They can be very strict at times. I told my Dad I wanted a motorbike, but he said it was out of the question – (2) ... . My mother is strict about keeping things tidy. I can't get out of doing the washing up and things like that, unless I'm very busy.

*Interviewer:* How do you get on with your sister?

*David:* (3) ... , so we are always arguing. We've never been very close, but I get on all right with her. I think I'm much closer to my mother.

1. a) I'm afraid to be punished if I do anything wrong.  
b) I know they've worked hard to bring us properly.  
c) I can't do what I like.
2. a) it wasn't expensive enough  
b) I can't ride it very fast  
c) it was too dangerous
3. a) I've always been very kind to her  
b) I never agree with what she says  
c) We always see eye to eye on many things

**17. Make a small talk about people's character and appearance.**

1. You will like him if you get to know him better as he is ...
2. He is the kind of man you go for at once ... .
3. He's got a bunch of bad habits ... .
4. She/he is everything I (dis)like in a woman (man) ... .
5. His brother looks a bit stern but ... .
6. He is not the kind of person you will like at first sight but ... .
7. When you meet her, the first thing you notice is ... .
8. The girl is a little unbalanced but ... .

**18. Expand the following dialogues.**

1. **A:** John, could you do me a favour?  
**B:** Sure. Go ahead.  
**A:** I need to send a couple of books to a friend of mine in London. I've heard you're going there tomorrow. If you could take the books with you, he would meet you at the airport.  
**B:** No problem. But how can I recognize him?  
**A:** ... ..
2. **A:** Who is the young man in the picture?  
**B:** Oh, this is Frank Howard, William's son?  
**A:** I don't think he took after his father.  
**B:** No, he didn't. He is a replica of his mother. Have you met her?  
**A:** ... ..
3. **A:** Bob, what do you think of Mary's brother?  
**B:** He has got a good sense of humour. It's a lot of fun to be with him.  
**A:** But he is a very ambitious guy.  
**B:** Do you consider ambition to be a good trait?  
**A:** ... ..
4. **A:** It's not necessary to be beautiful to be liked by people.  
**B:** That's true. Look at film stars. Some of them are not good-looking at all, but they are so charming that everybody adores them. For example...

**19. Work in groups.**

Do you think that the proverb "*Appearances are deceptive*" is correct? Ask your partner's opinion. Let him/her explain why he/she thinks so.

**20. Give your own ideas on the following problems.**

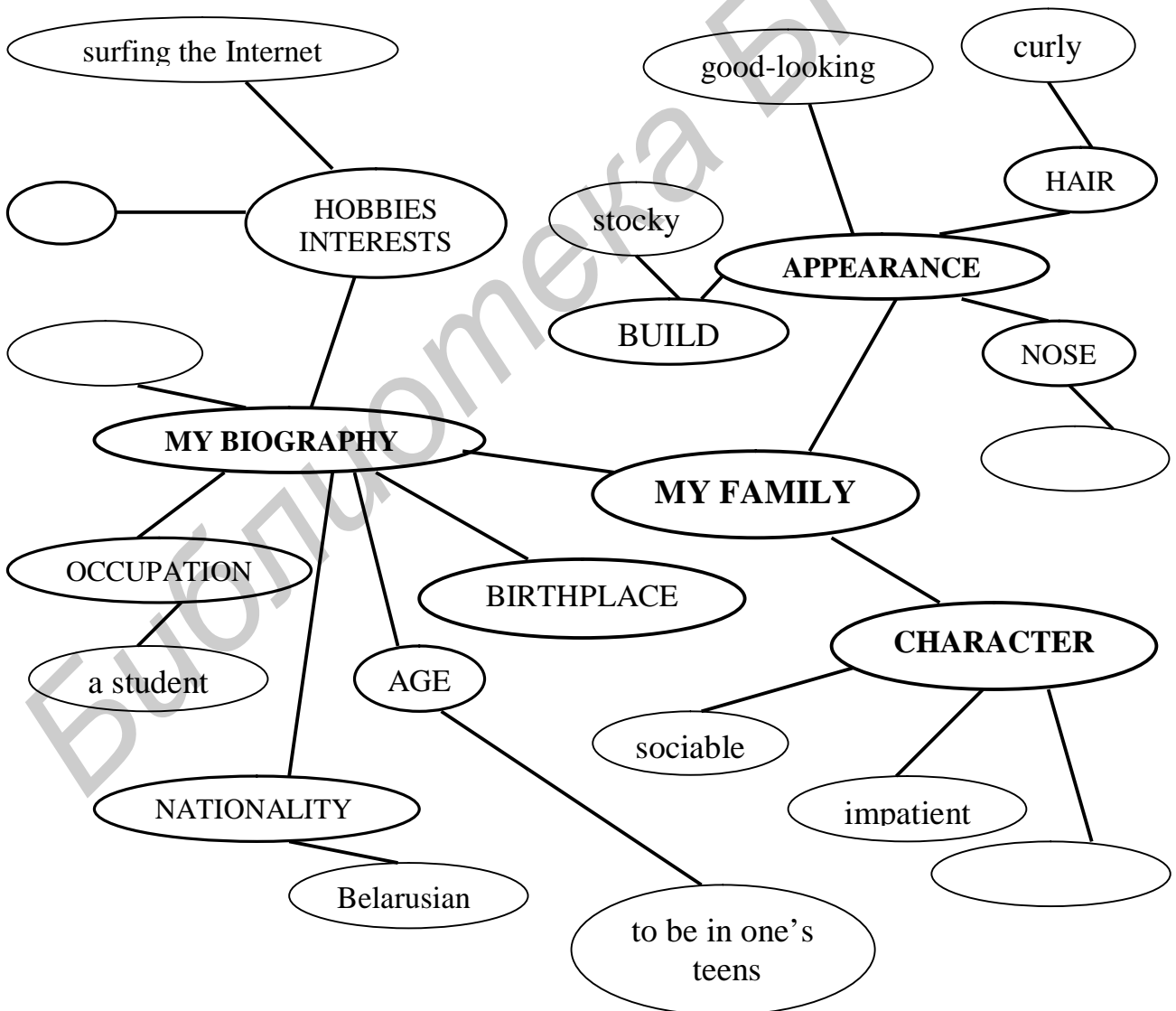
1. "The situation of our youth is not mysterious. Children have never been very good at listening to their elders, but they have never failed to imitate them. They must, they have no other models." (James Baldwin)
2. Children should be allowed to make decisions about their lives. If they make mistakes, they can learn from them.

3. Give a child his will and he will turn ill.
4. Parents should show love and affection towards their children.
5. Children should always be told why they are being asked to do anything.
6. “Every generation revolts against its fathers and makes friends with its grandfathers.” (Lewis Mumford)

**21. Comment on the following statements:**

1. In any nation, the same variety of character types is represented.
2. There’s no such thing as ‘national character’.
3. Face is a letter of recommendation.
4. A beauty lives an easier life.
5. “It is a wise father that knows his own child.” (W.Shakespeare)

**22. Look at the network of the topic and tell your groupmates about yourself and your family supplying the necessary information.**





## II. Writing Section

*Study the application form carefully and fill it in.*

### 2006-2007 EURASIAN UNDERGRADUATE

### EXCHANGE PROGRAM APPLICATION

A program of the Bureau of Educational and Cultural Affairs, United States

Department of State

1. **NAME (as written on official documents):** \_\_\_\_\_  
(Family Name) (First Name) (Middle/Patronymic)
  2. **COUNTRY OF CITIZENSHIP:** \_\_\_\_\_
  3. **COUNTRY OF LEGAL RESIDENCE:** \_\_\_\_\_
  4. **PLACE OF BIRTH:** \_\_\_\_\_  
(City or Town) (Country)
  5. **DATE OF BIRTH:** \_\_\_\_\_  
(Month) (Day) (Year)
  6. **GENDER:** Male: \_\_\_\_\_ Female: \_\_\_\_\_
  7. **MARITAL STATUS:**  Single  Married **CITIZENSHIP OF SPOUSE (if applicable):** \_\_\_\_\_
  8. **CURRENT HOME ADDRESS:** Is this a dormitory address?  Yes  
 No  
Street/Building Number: \_\_\_\_\_ Apartment: \_\_\_\_\_  
City: \_\_\_\_\_ Postal Index: \_\_\_\_\_  
Region or Oblast: \_\_\_\_\_ Country: \_\_\_\_\_  
Telephone: ( ) \_\_\_\_\_ Fax: ( ) \_\_\_\_\_ Email: \_\_\_\_\_  
Cell phone (if applicable): ( ) \_\_\_\_\_
- PERMANENT HOME ADDRESS (IF DIFFERENT):**
- Street/Building Number: \_\_\_\_\_ Apartment: \_\_\_\_\_  
City: \_\_\_\_\_ Postal Index: \_\_\_\_\_  
Region or Oblast: \_\_\_\_\_ Country: \_\_\_\_\_  
Telephone: ( ) \_\_\_\_\_ Fax: ( ) \_\_\_\_\_ Email: \_\_\_\_\_

Cell phone (if applicable): ( ) \_\_\_\_\_

9. **CURRENT ACADEMIC INSTITUTION:** \_\_\_\_\_

FACULTY/DEPARTMENT: \_\_\_\_\_

Street: \_\_\_\_\_

City: \_\_\_\_\_ Postal Index: \_\_\_\_\_

Country: \_\_\_\_\_ Telephone: ( ) \_\_\_\_\_

Fax: ( ) \_\_\_\_\_

10. **PRESENT COURSE YEAR:**  First  Second  Third\* (\*only for students enrolled in 5-year university programs)

11. **EXPECTED GRADUATION DATE (month/year):** \_\_\_\_\_

12. **CURRENT SPECIALIZATION / MAJOR IN HOME COUNTRY:** \_\_\_\_\_

13. **PROPOSED FIELD OF STUDY IN THE US:**

Please indicate one specialization below, which most closely matches your current specialization. Unless otherwise noted, all fields of study are offered for first-, second-, and third-year students. **If selected as a finalist, applicants may not change their field of study during the program.**

- Accounting (first-year only)
- Agriculture
- American Studies
- Business
- Computer Science (first-year only)
- Criminal Justice
- Economics (second- and third-year only)  Education (second- and third-year only)
- Environmental Management
- Hospitality Management (first-year only)
- International Relations (second- and third-year only)
- Journalism and Mass Communications
- Law (first-year only)
- Political Science
- Psychology (first-year only)
- Sociology

Signature of applicant \_\_\_\_\_

Date \_\_\_\_\_

### III. Role play

*You are going to describe or ask for a description of a crime suspect. Divide into two groups A, B, C and D. Read the cards below and follow the instructions.*

#### A. Witnesses

Yesterday you visited a local bank. At the entrance you were nearly knocked down by a strange man. At the bank you learnt that a large sum of money had been stolen and one of the criminals had managed to escape. The police want you to give a description of this person. You have 3 minutes to look at the picture (see page 17). Discuss in your group how to describe him.

#### *Useful words and phrases:*

1. Age: elderly, middle-aged, young, under 30, past 40 ...
2. Height: tall, short, over 5 feet 6 inches, of middle height ...
3. Build: slim, stout, broad-shouldered ...
4. Face: long, round, thin, wrinkled, oval ...
5. Hair: long, straight, curly, blond, bald-headed...
6. Eyes: close-set, dark-eyed, small ...
7. Nose: straight, hooked, ...
8. Ears: stick out ...
9. Distinctive marks: freckles, a mole on his right cheek, beard, moustache ...

#### B. Police officers

Yesterday criminals stole a large sum of money from a local bank. One of the robbers had managed to escape. You know that he ran into one of the clients when he/she was entering the bank. In your group get ready with the questions you will ask the witness. Think about his age, height, build, face, hair, eyes, nose, ears, distinctive marks.

#### C. Witnesses

Yesterday you visited a local shop. At the entrance you were nearly knocked down by a strange man. At the shop you learnt that a large sum of money had been stolen and one of the criminals had managed to escape. The police want you to give a description of this person. You have 3 minutes to look at the picture (see page 17). Discuss in your group how to describe him.

#### *Useful words and phrases:*

1. Age: elderly, middle-aged, young, under 30, past 40 ...
2. Height: tall, short, over 5 feet 6 inches, of middle height ...
3. Build: slim, stout, broad-shouldered ...
4. Face: long, round, thin, wrinkled, oval ...
5. Hair: long, straight, curly, blond, bald-headed...
6. Eyes: close-set, dark-eyed, small ...
7. Nose: straight, hooked, ...
8. Ears: stick out ...
9. Distinctive marks: freckles, a mole on his right cheek, beard, moustache ...

#### **D. Police officers**

Yesterday criminals stole a large sum of money from a local shop. One of the robbers had managed to escape. You know that he ran into one of the customers when he/she was entering the shop. In your group get ready with the questions you will ask the witness. Think about his age, height, build, face, hair, eyes, nose, ears, distinctive marks.

**Work in pairs:** one person from each group A and C (witnesses) and one person from each group B and D (police officers).

The police officer should interrogate the witness and make a video image.

The witness should decide if it is the man he/she had seen at the local bank/shop and if necessary correct the video image synthesized by the police officer.

**Useful words and phrases:**

Make the face thinner (more round)...

Try to add bushy eyebrows ...

He was wearing a cap/eyeglasses/a beard

#### **Comprehensive Prolonged Project**

Three students from the Belarusian State University of Informatics and Radioelectronics are the participants of the International Youth Conference on Computing Technologies taking place in London. We are going to follow their day-to-day activities.

Day 1<sup>st</sup>: Meeting People

Students from different countries are coming to the Conference. Get acquainted with the students from other countries. Introduce yourself and learn as much as you can about them.



**To Role play**

## UNIT II

## HOUSE AND HOME

### Vocabulary

#### Active Vocabulary

##### Nouns and Noun Phrases

accommodation	/q"kpmq'deISn/	квартира, комната, жилье
appliance	/q'plalqns/	аппарат, прибор, приспособление, устройство
closet	/'kIPzIt/	платяной шкаф; ниша ( для хранения белья, одежды и т.д.)
cushion	/'kVSn/	диванная подушка
detached house	/dI'txCt'haVs/	особняк
laundry	/'IO:ndri/	прачечная; белье для стирки или из стирки; стирка
do the laundry	/du:/	стирать белье
dry the laundry	/draI/	сушить белье
fold the laundry	/fqVId/	складывать белье
iron( press) the laundry ( the linen)	/'aIqn 'IlnIn/	гладить, утюжить белье
landing	/'lxndIN/	лестничная площадка
lounge	/'laVndZ/	гостиная
oven	/'Avn/	духовой шкаф, духовка
semi-detached house	/'semidI'txCt/	дом, имеющий общую стену с соседним домом
terraced house	/'terqsthaus/	дом ленточной застройки ( дом, стоящий в ряду одинаковых домов с общими стенами

##### Verbs and Verb Phrases

mend	/mend/	чинить, ремонтировать
rent( rent out )	/rent/	арендовать, брать в аренду, снимать квартиру
scatter	/'skxtq(r)/	разбрасывать, раскидывать, расшвыривать;
share ( smth. with smb.)	/Seq(r)/	разделять с кем-либо что-либо; использовать совместно
soak	/sqVk/	замачивать; погружать(ся) в жидкость
wipe	/waIp/	вытирать, протирать

### Adjectives

cramped	/krxmpɪt/	тесный; стиснутый; стесненный (в пространстве)
luxurious	/lʌg'ZVqriqs/	богатый, пышный, роскошный; дорогой
self-contained	/'selfkɔn'teɪnd/	изолированный, отдельный (о доме, квартире)
shabby	/'Sxbi/	а) поношенный; потрепанный, протертый (об одежде, мебели и т. п.) б) убогий, захудалый; бедный, запущенный (о жилище)
spacious	/'speɪsqs/	обширный, просторный, вместительный

### Passive Vocabulary

basement	/'beɪsmɛnt/	фундамент, подвал; (полу) подвальный этаж; цокольный этаж
broom	/'bru:m/	веник, метла
bucket	/'bʌkɪt/	ведро
cellar	/'selɔ(r)/	подвал; погреб; подвальный этаж
detergent	/'di:tɛ:Gɔnt/	очищающее, моющее средство
embroider	/'ɪm'brɔɪdɔ(r)/	вышивать, украшать вышивкой
estate agent	/'ɪsteɪtɛɪGɔnt/	агент по продаже недвижимости
fee	/'fi:/	вознаграждение
mop	/'mɒp/	1) швабра 2) мыть, протирать шваброй
pillow-slip	/'pɪlɔvsɪlp/	наволочка
rinse	/'rɪns/	промывать, ополаскивать, полоскать
scour	/'skaʊɔ(r)/	чистить, отчищать; оттирать, отдраивать
sponge	/'spʌŋG/	губка
tile	/'taɪl/	1) а) черепица б) плитка 2) крыть черепицей/кафелем
wring	/'rɪŋ/	выжимать, жать (to wring out)

## I. Oral Practice Section

**1. Look through the statements and try to outline the problems to be discussed.**

1. Tastes differ. Different countries have different kinds of accommodation.
2. Men make houses, women make homes.
3. Children and husbands learn to do housework.
4. Renting an apartment is much simpler than buying a house.

**2. You've got some information about Pam's new flat. Describe it. Replace the words in bold by the words with similar meaning given in the box.**

Dear John,

My new flat is really **lovely**! It's got four big rooms – a spacious **lounge** with dining area, two bedrooms and a large kitchen which **looks out onto** the garden. There's another large window in the lounge with a super **view** of the park opposite, which lets in lots of sunshine in the afternoon. It's fully **equipped** with central heating but so far I haven't thought of any **furniture**! There are no **carpets** down yet and all I've got is a bed and a table and some chairs. Oh, and I forgot to say that it's on the ground floor and quite near the shops, which is very **convenient** for me because I've got a memory like a sieve and I'm always forgetting to buy something! Do come and visit me! I'm sure you won't mind sleeping on the floor if I haven't got another **bed** by the time you come. I can show you the town and we can go into the country too while you're here. I know you'd **enjoy** it here! Please write soon.

Love, Pam

couch; furnishings; living room; like; nice  
suitable; provided; faces; floor covering; scenery;

**3. Tell your friend about the most traditional types of housing in Great Britain choosing the right preposition from the brackets.**

In Great Britain, families prefer to live (**at, in, into**) houses rather than flats.

There are different types of housing (**on, at, in**) Britain. Terraced houses are attached (**with, to, for**) each other in a long row. They are usually found in towns and cities and many were built in the 19<sup>th</sup> or early 20<sup>th</sup> century as houses (**for, with, without**) workmen. Today, Victorian terraced houses are very popular city homes.

(**At, in, on**) the 1930's a large number of semis were built. They share a central wall. Typically, a semi has a small garden (**to, at, in**) front of it and a fence divides a larger garden (**on, at, in**) the back. Semis are still built where land is expensive.

A detached house has land (**below, round, above**) it. More and more modern homes are detached, although (**to, towards, in**) areas where building land is expensive, the houses may be very close (**at, with, to**) each other.

Country cottages are often old stone buildings which were part (**of, for, on**) a farm. Today many people who work (**in, on, at**) the cities buy cottages so that they have a place to go (**in, on, for**) the weekend.

A bungalow is a house where all the rooms are (**in, on, at**) the ground floor. As there are no stairs, many older people dream (**after, of, for**) going to live in a bungalow when they retire.

A block of flats. In the 1950s and 1960s local councils cleared a lot of slums (**in, from, on**) the inner city areas and knocked down terraced houses (**on, in, about**) very poor areas. Block of flats or tower blocks can vary (**for, with, from**) 3-5 storeys high up to 10-20 storeys high. Each storey contains 5 or 6 flats (**of, to, for**) families. But

people don't like to live (**with, in, without**) them because there are many social problems.

**4. You've bought a new flat. Decide with your partner what furniture you would need to make it comfortable. Use the words in the box below. Say which room(s) each piece of furniture would normally be used in.**

Sitting room	Bedroom	Kitchen	Bathroom	Entrance Hall

sideboard   chest of drawers   dressing table   shelf stool   hat-stand   dresser   mirror   carpet   lampshade   wall-unit cupboard   wardrobe   armchair   cooker   sofa   desk   bookcase
--

**5. Work in pairs. Your friend is telling you about a new flat he has moved to. Restore the dialogues. Use the questions from the box given below.**

- 1) **A:** .....?  
**B:** Oh, yes, we have, and we expect you to come to our house-warming party next Saturday.  
**A:** Thank you. I'll be very glad.
- 2) **A:** .....?  
**B:** Yes, a very nice one, with all modern conveniences.  
**A:** ...?  
**A:** It's a four-storeyed dwelling house built by the City Municipals. It's a five minute walk from an underground station.
- 3) **A:** Ann has no taste at all. Her room is simply awful.  
**B:** ...?  
**A:** It's rather small. There is a big table in the middle. There is a long narrow bed by the window and there are some old chairs between the bed and the table. There are also some awful pictures on the walls.
- 4) **A:** We are lucky to have such a good flat in the centre of the town.  
**B:** .....?  
**A:** No, there is little furniture here, only the most necessary things.
- 5) **A:** ...?  
**B:** Five – a living-room, kitchen, bathroom and two bedrooms.  
**A:** ...?  
**B:** OK. Well, when you enter the flat, you're in the living-room. The kitchen is off the living-room to the left. There's a door at the far end of the living-room that leads into the hall. The two bedrooms are down the hall on the right, and the bathroom is on the left.



6) **A:** ...?

**B:** Oh, I'd love to. What a nice wardrobe, is it walnut?

**A:** Yes, it matches the bed and the dressing-table.

**B:** ...?

**A:** No, that's Mother's work; she also did the lampshade for the reading lamp on the bedside table.

**B:** Oh, how pretty they are. I see you've got a built-in cabinet here. ...?

**A:** I keep some pillow slips and sheets, a spare blanket and even a pillow there.

Are you planning to buy new furniture?  
Is it in a multistoreyed house?  
Did you embroider the bedspread and the curtains yourself?  
There's not much furniture in this room, is there?  
What do you keep in it?  
How many rooms does it have?  
Have you already moved into the new flat?  
Would you like to see my bedroom?  
What is it like?  
Can you describe the floor plan?  
Is it a two-room flat?

**6. Work in pairs. Describe how different appliances make our life easier. Use the following word combinations from the box.**

1) Today's vacuum cleaners ... and ... at bay without having to lug heavy machines around the house or ... outside. Nowadays you can go a step further and buy a ... that will even ... for you.

2) Washing up once meant hours at the ..., and the weekly ... was a battle. Now, with ..., washing clothes and washing up has never been quicker or easier. ... clothes was another headache. Thankfully, ... have taken the work out of the process, making drying effortless.

3) Not surprisingly, ... are increasingly popular, load them and start them up, and sparkling crockery and cutlery will be the result, also important are the ... of a dishwasher.

dishwashers, food processor, beat your rugs, drying, microwave, cleaner, wash your carpets, tidying up the room, keep dust, laundry, tumble-dryers, storing food, iron the linen, time-saving qualities, clean carpets, microchip technology, sink, freezer, polishing furniture, air conditioning

**7. Complete the chart below by putting the words in the box in one of the three categories.**

basement, block of flats, hall, terraced house, cottage, bungalow, mop, attic, tea towel, semi-detached, cellar, corkscrew, ground floor, bucket, washing-up liquid, study, table, mat, landing, detached house, dustpan, sponge, crockery, cushion,

ironing board, villa, cutlery, pillow-slip, broom, rug.

Types of home	Parts of a house	Things we find in the house

**8. Chore is another word for a job which is regular and unpleasant. It is often used for jobs around the house. Read and discuss the story of Mrs Green.**

My day starts at 6.30 a.m. Then I make breakfast for my husband and children. I do the dishes, make the beds and take the children to nursery school.

During the morning I dust the furniture, vacuum the floors, clean the rooms, wash three loads of laundry in the washing machine, iron the linen and mend it. I take the garbage away and water my plants.

I do shopping. Sometimes I have to visit everyday service establishments: shoemaker's, drycleaner's, tailor's.

I collect the children and then make lunch. Then comes the evening meal for the family and more dishes.

- Which of the chores above do you/would you find most unpleasant? Why?
- Which of the chores do you do very often? Occasionally?
- Which of the chores have you never done? Why not?
- Do you think housework is shared fairly among the members of your family?

**9. Each noun and each verb in the boxes relates to one or more of the chores in the table below. Group them together by listing the words in the most relevant column.**

mop	rinse	dry up
stir	sweep	wipe
scrub	beat	scour
soak	wring	fold
drain	scorch	chop press

sponge	broom	brush
bucket	ironing	board
cloth	detergent	dustpan
chopping board		
bowl	tea towel	

	Cleaning the floor	Washing up	Washing a sweater	Ironing a blouse	Making dinner
Verbs					
Nouns					

**10. Here is a list of domestic jobs/ household chores people hate most:**

1. doing the washing-up	5. dusting
2. cleaning bathrooms	6. vacuuming
3. ironing	7. cleaning windows
4. scrubbing floors	8. cooking

**Discuss with your group-mates:**


What are three types of housework you most hate doing? Why?

How much time do you spend every week doing housework?

Speak about your manner of doing housework.


**11. What should be done to make your mother's life easier?**

Here's some of the chores that kids can generally do by certain ages, according to Mrs. Clean Jeans' *Housekeeping With Kids*. Each list builds on the one that precedes it.




**Tasks for kids ages 3 to 5**

- Put away toys and games.
- Dust low furniture.
- Return CDs, DVDs and videos to their cases.
- Water plants. Help fold laundry.




**Tasks for kids ages 6 to 9**

- Make the bed.
- Feed pets.
- Put away groceries.
- Set and clear table.
- Tidy bedroom.



**Tasks for kids ages 10 to 13**

- Make lunch for school.
- Unload dishwasher.
- Sort, wash and fold laundry.
- Clean windows.
- Shovel snow



**Tasks for kids ages 14 to 17**

- Clean toilet, sinks and tubs.
- Organize closet
- Prepare meals.
- Clean the shower.

**12. Look through this newspaper article. Agree or disagree with the experts. Express your opinion on this problem. Are you keen on doing things about the house yourself or do you prefer to get things done? Use standard phrases given below.**

**Agreeing:** Yes, I agree ..., I agree entirely..., I agree absolutely with...  
**Disagreeing:** No, I don't think ..., I can't agree...  
**Saying you partly agree:** I agree in principle, but...  
**Giving your opinion:** I think..., I believe..., In my opinion..., Personally, I believe..., To my mind..., It seems to me...

## Getting Kids to Clean is a Chore

Many kids today rarely lift a dust rag. Their rooms often look like a tornado hit them, with unmade beds and clothes scattered everywhere.

We may be raising a nation of slobes if something isn't done about it, say two leading cleaning experts. They are advising parents to pick up their brooms and turn them over to their children. "Anybody old enough to mess up is old enough to clean up," says Don Aslett, known as the King of Clean and the author of 40 books. "Parents are cleaning up after kids, and I think it's sad. They are reinforcing bad behavior."

Kids today seem to be doing a lot less housework and chores. Children have less time because they are busy with sports, clubs, after-school activities, jobs and homework, says Sampson Lee Blair, associate professor of sociology.

Plus, parents today consider their kids "emotional assets" to love and take care of rather than the "economic assets" they were years ago when they were essential for running the family farm, Blair says. Some parents don't want to be strict about making their kids do chores, he adds. But they aren't doing their kids any favors by letting them off the hook, says Aronson, who writes a cleaning column for the *San Francisco Chronicle*.

Parents who want their kids to help around the house should start giving them chores early and be consistent in making sure the jobs are done, experts say.

Aronson began working on this when her kids were toddlers. From the time her youngest could walk, she had him picking up his dirty clothes and putting them in the hamper.

When her oldest son was 10, he stomped out of his room one day and told her that she needed to do the laundry because he didn't have any clean uniforms for school. That was the day she taught him to do his own wash.

And chores like washing windows and mowing the lawn are something the family can do together to make their home nicer.

(By Nanci Hellmich USA TODAY)

**13. Work in pairs. You are busy with housework. Restore the dialogues. Use the word combinations below.**

1) **A:** Hello, come in. Don't mind the mess. I'm just .....

**B:** Oh, what a pity you are busy.

**A:** Don't worry. It never takes me much time .....

2) **A:** Let me.....

**B:** ....., you may .....

**A:** Don't you want to .....? Do you mind if I open the window?

**B:** Oh, no. I don't mind it a bit.

3) **A:** Wait a moment. I have to wash up .....

**B:** Somebody else can do it, I think.

**A:** Certainly, everybody can, but today it's ..... to do it.

4) **A:** .....? Is it the fridge again?

**B:** No It's not the fridge. ....

A: Oh? Well, what's wrong with it?

B: Well, I think ..... with the temperature control. Everything I try to cook gets burnt.

A: Really? OK, I'll get someone to look at it right away.

What can I do for you?	...something's wrong
...water the flowers	...air the room
It's oven this time.	...doing the room
...help you	...scrubbing brush
...my turn	...to tidy up the room
...the dishes	If you don't mind...

**14. Some students live in the hostels and some rent rooms or flats with their group-mates. Look up and say which of these viewpoints are expressed in the text.**

- 1) a. Living with somebody in one flat has both benefits and drawbacks.  
b. Sharing a flat doesn't have any advantages.  
c. If you share a flat with somebody you are a lucky person.
- 2) a. Sharing a flat with some people is more expensive than living on your own.  
b. You pay less if you live in one flat with somebody.  
c. If you share a flat with somebody you pay as much as if you lived by yourself.
- 3) a. When you live with somebody you share all the housework.  
b. Sharing a flat with somebody means that you have to do twice as much housework as living alone.  
c. If you live in one flat with somebody you don't have any household chores.
- 4) a. Living apart from your parents is sometimes dangerous for your health.  
b. When you live far from your parents you feel bored and depressed.  
c. It's both interesting and pleasant to live apart from your parents for the first time.
- 5) a. An ideal thing is to have your own flat.  
b. To live with your parents is the best way.  
c. Best of all is to live with people of your own age.

Sharing a flat certainly has some advantages. To begin with, it should be cheaper, and if you are sharing with people that you get on well with, it is nice to have some company at home rather than being all on your own. Also the household chores are shared, and that is very important. Particularly when you are younger, and you are living apart from your parents for the first time, it can be very enjoyable to live with people of your own age, whose interests and lifestyle you share.

However, sharing a flat does have some distinct disadvantages, and the main one is that the flat is not your own. So you cannot do what you want in it. What

happens if you want to go to bed but your flatmate wants to play music? To a certain extent you have to be unselfish. What is more, there can be little privacy.

I would say that as you get older, it is probably better to live on your own. Having had my own flat for a few years, I would not like to have to share again.

### 15. *Renting a Flat*

A young engineer is talking about how he had to rent a house. Read this story and put each of the following words or phrases in its correct position. Talk about your experience in renting a flat.

deposit	fee	flat	advertisements	self-contained
landlord	rent	block	references	accommodation agency

The first thing I had to do in London was to find somewhere to live, if possible a small, one-bedroomed (a)\_\_\_\_\_. I didn't want to share a kitchen or toilet; I wanted to be independent in my own (b)\_\_\_\_\_ place. I decided I could pay a (c)\_\_\_\_\_ of £50 a week. I couldn't find what I wanted in the newspaper (d)\_\_\_\_\_ so I went to an (e)\_\_\_\_\_. They offered me a nice place. It was in a modern (f)\_\_\_\_\_ on the third floor. I had to pay the agency a (g)\_\_\_\_\_, and the (h)\_\_\_\_\_ wanted a big (i)\_\_\_\_\_ and (j)\_\_\_\_\_ from my employer and bank manager.

### 16. *Work in pairs. You are looking for a new flat to rent. Restore the dialogues. Use the word combinations and sentences from the box given below.*

- 1) **A:** Good morning! May I help you?  
**B:** .....
- A:** And what kind of place are you looking for?  
**B:** Well, we have two young children, so we'd like a place that's .....
- A:** I see. Well, we have a very nice three-bedroom house that is located in a nice area.
- 2) **A:** Then go and see my room. There are all necessary pieces of furniture in it. The room overlooks the park.  
**B:** Your room is really nice and comfortable. But what about bed linen and would you allow to use the refrigerator?  
**A:** Yes.....  
**B:** It isn't bad indeed. When can we move in?  
**A:** . .....The room is ready.
- 3) **A:** I was told that you have an apartment to let.  
**B:** Yes, I have ....  
**A:** How many bedrooms are there?  
**B:** .....
- A:** How much is the rent? What are your terms?  
**B:** 89 dollars a week, .....
- A:** What about other services?

**B:** They are .....

**A:** Do you think I could have a look at the apartment, please?

**B:** Yes, sure, but ....

**A:** Well, I'd like to see the kitchen then, only to make sure, that it is equipped to cook.

**B:** This way, please. As you see, it has ...

**A:** And where is a bathroom?

**B:** Here it is..... You can put a washing machine here, there is enough room for it.

Any time you like.

...a spare apartment for rent

... including laundry

I hope so. I'm looking for a place to rent.

...to be paid monthly

...it is a mess now, I am afraid

A bath-tub and a shower.

That is included in the rent which is quite reasonable.

...fairly big and pretty quiet

Two bedrooms entirely furnished.

... up-to-date equipment, a new sink and a gas stove

**17. a) When people are asked what kind of housing they need or want, the question evokes a variety of answers: "four bedrooms"; "lots of storage space"; "close to my work"; "low rent"; "a quiet neighbourhood"; "a big yard"; "a scenic view"; and so on.**

**Continue this list.**

**b) Work in groups. Read the information about where some people would like to live. Say which variant suits you most of all. Why?**

**Paul:** "Is it big enough?" is perhaps the first question a family asks when it looks at a new house or apartment. I want, for example, a bedroom for me and my wife, a separate bedroom for my children, large closets, a kitchen with a good-sized eating area, a large living room, a library, a patio, a two-car garage, and so on. I would like to have as much space as I can afford.

**Mary:** There is a separate dining room in my flat now. But I think a dining area adjoining the living room and kitchen would be better for my family. It would be the informal center of family life.

**David:** In my view, modern homes should have many appliances, a system of hot and cold running water, a central heating system suitable to the climate, an automatic washer and dryer in the laundry room, central air conditioning, a dishwasher.

**Alex:** It seems to me that kitchen and bathroom floors should be covered with linoleum or tile. The floors of other rooms should be hardwood or covered with permanent carpeting.

*Susan:* I'm not willing to live in an experimental dwelling. A house should look like a house. I'd like to live in a new modern house. Because old houses may have roofs that sag or leak, cracked foundations and walls, floors that are not level, and doors that do not fit their frames. Work done by a previous occupant—do-it-yourself wiring or plumbing, for example—may be unattractive or even dangerous. Unfortunately, some of these defects may be discovered only after occupancy.

*Nick:* Well, I would say, that a vital feature of any dwelling is its accessibility to your place of work and to stores, schools, homes of friends and relatives, and other frequently visited places. I'd like to live less than an hour's commuting time from my job.

**c) Interview your group-mates. Find out what modern conveniences they would like to have in their houses or flats. Let them express their opinions using the following phrases:**

I'd rather...	I would like...
I wish...	I'd better...
I would prefer...	I wouldn't mind...
It would be better...	

**18. a) Match the types of dwellings with the correct pictures. Where do you think each type of dwelling can be found? Which is the most economical and which is the most expensive to keep?**

skyscraper      block of flats      semi-detached house      terraced house  
cottage      mansion      detached house

A



B



C



D



E



F





e.g. Skyscrapers are found in large cities. They are rather expensive to maintain because they are usually high-class, luxurious buildings.

b) Which one would you like to live in? Justify your opinion.

c) Do houses in Britain look different from most frequently built houses in your country and city? What do you think? Compare them. Use: but, similarly, however, whereas, both, while, etc. and the words in the box.

Incredibly shabby; poorly designed; unsanitary; cramped; noticeable; high class; luxurious; pretty; cosy; grey; unattractive; gloomy; old and deteriorated; attractive; modern; interesting; unusual; nice; high rise; old-fashioned; ugly; usual; ordinary; boring; dull; outmoded; made of brick/stone/concrete/wood; bright; well-maintained
---

19. **Buying a House.** Read this story and put each of the following words or phrases in its correct position. Why did Tony and Sheila decide to buy a new house? Say if you'd like to live in a detached house. Explain why or why not. If your parents or grandparents decided to sell their house or flat, what would you recommend them to do?

condition	detached	estate agent	terraced	spacious	
builder	semi-detached	architect	surveyor	cramped	removals

Tony and Sheila's first home was a (a)\_\_\_\_\_ house, one of a line of houses all connected. But several years later when they had a small child, they found it rather (b)\_\_\_\_\_ for three people. They wanted something more (c)\_\_\_\_\_ and so decided to move. They went to an (d)\_\_\_\_\_ and looked at details of the houses he had to offer. They looked at a (e)\_\_\_\_\_ house (one of a pair attached to each other), liked it, and asked a (f)\_\_\_\_\_ to inspect it for them. He said it was in good (g)\_\_\_\_\_, and they therefore decided to buy it. Luckily they sold their house quickly and soon a (h)\_\_\_\_\_ firm was taking all their furniture and other possessions to their new home. But already, after a couple of years, they are hoping to move again. Tony's business is doing well and they want to get an (i)\_\_\_\_\_ to design a modern, (j)\_\_\_\_\_ house for them, and a (k)\_\_\_\_\_ to build it.

20. **Work in pairs.** Continue the dialogue between two friends according to the logical scheme offered below.

A: You are not still looking for a flat, are you?

B: Yes, I've been looking for six weeks now. It's driving me mad, you know.

A: Offering to do something for someone.

B: Accepting an offer of help.

A: Asking about preferences.

B: Saying what you prefer.

A: Asking about preferences.

B: Saying what you prefer.

A: Asking about preferences.

B: Saying what you prefer.

**Offering to do something for someone:** Shall I...? Can I help? Is there anything I can do...?

**Accepting an offer of help:** Thank you. That's very kind of you. Lovely.

**Asking about preferences:** Do you prefer ... or...? Would you rather ... or ...? Which would you prefer: ... or...? Which appeals more: ... or...?

**Saying what you prefer:** I'd prefer...; I'd rather...; I like ...more than...;

**21. a) Advertisers use abbreviations in classified advertisements for houses and flats. These are shortened versions of words (hse = house). Read the advertisements. Use the words below as a checklist. Then work with another student and write out the advertisements in full.**

Century, living room, near or nearest, offer, British Rail, garden, double, large, house, luxury, station detached, reception, overlooking, per calendar, month, breakfast room, kitchen, bathroom, central heating, cloakroom, garage, bedroom

**b) Now read through the ads below quickly and find the answers to these questions.**

1. Which property is likely to be:
  - a) the oldest? b) the largest? c) the smallest?
2. Which two properties are to let?
3. Which two properties can accommodate two cars?

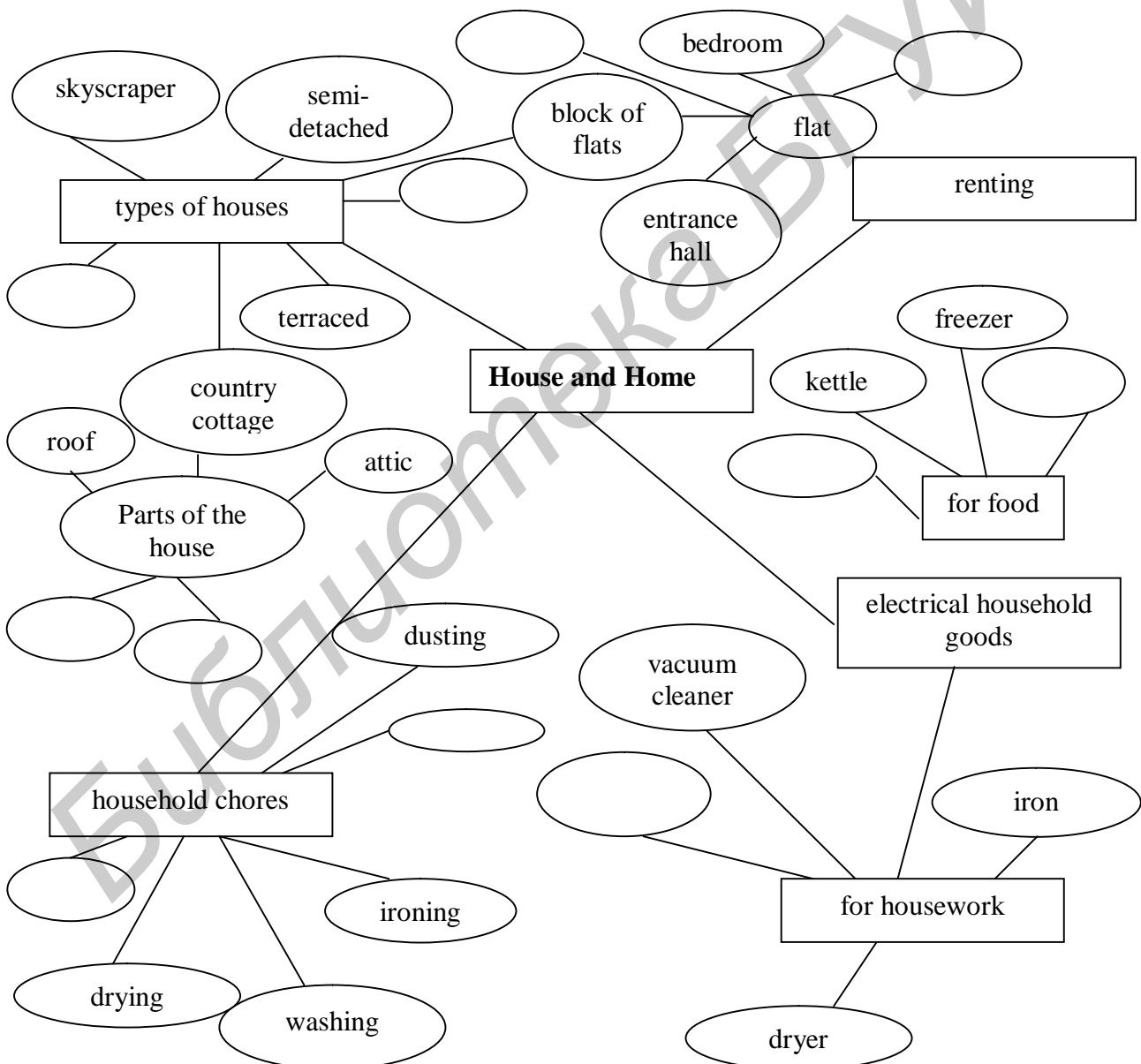
A	B	C
<p><b>LANGBOROUGH HILL</b> Det 20s hse, 3 bd, 3 rec, study, large kit/brkfst, clkrn. Lge drive. Gge. 30m gdn. Close BR stn. For quick sale. £175,000.</p>	<p><b>CHELM VALLEY</b> M9 8km. C17 period hse in quiet location nr village. 2 rec, lux fitted kit, 3-4 bds &amp; 2 bth. Stone barn can convert to 2 bd hse, excellent for garaging &amp; storage. £165,000.</p>	<p><b>HALCASTER</b> Attractive unfurnished 2 bd flat to let in village by sea. Large kit, bth, living overlkg golf course. Ideal retired single person/couple. CH. Rent from £371 pcm.</p>
D	E	
<p><b>BARTON HEATH</b> Penthouse flat overlkg beautiful countryside. Central situation, 8 min walk BR stn, 6min shops, 10 min M9. Entrance hall, 2 dbl bd, lge living, kit, bth. £72,500 o.n.o.</p>	<p><b>NR BARTON HEATH</b> Outstanding country hse in immaculate condition. Lovely gdn with view of beautiful countryside. 4 rec, 5 bd, 3 bth, superb kit, gges, tennis court. Fully furnished. Rent £2,800 pcm</p>	

c) Go through the ads more carefully and discuss these points with another student. Give reasons for your opinions.

Which property would be most likely to appeal to:

- a man of 70 who likes playing golf?
- a Hollywood film star and his wife, secretary, manager and servant, making a film in Britain?
- a businessman with a teenage son and daughter, who commutes to the city by rail?
- a writer who wants to escape from city life, but needs to entertain her family and friends from time to time and be within reach of the city by car if necessary?

22. Examine the network and reproduce the topic “House and home” supplying the necessary factual and imaginative details so as to present some ideas to your group-mates.



**23. Comment on the following statements and give your own ideas.**

1. Everyone needs housing of some kind. But housing standards vary in different countries.
2. Our home is a place at which we feel comfortable and at ease.
3. Family roles are changing now.
4. An ad in the newspaper enables home-seeking families to find flats and houses.
5. The house is in excellent condition.

**24. Situations to discuss:**

1. You spent last Sunday at your friend's summer house.  
Tell your mother what you liked and disliked about the house and its premises.
2. Discuss with your friend what house you'd like to buy, what you'd like to have around the house, in what area you'd like it to be located, etc.
3. You are a real estate agent. Help your client to find a house/flat he/she is interested in.
4. You have a room for rent. Show it to a possible tenant and discuss it with him/her.

**II. Writing Section**

**1. Designing rooms.** You work in television. You design sets. You're going to design the set for a new TV drama *Different lives - different dreams*. Read about the main characters. Do you think their homes are similar?

**2. In pairs. Design one of the four living rooms. Talk about these things and then write your ideas.**

- What kinds of things do you think are in the living room (furniture, flowers, books, CDs, pictures, magazines, things from holidays, etc.)?

- What does the room look like? Is it modern or traditional? Is it tidy or untidy? What colours are there?

c) In groups of four. Read your descriptions to each other but don't say whose room it is. Can the other pair guess?

Example: It's a very modern room with big windows. The walls are white and there's a ...

**Different lives - different dreams**

This is a modern psychological drama about the very different lifestyles, ambitions and dreams of the members of one family. All of the action takes place in the different living rooms of the main characters.

**Cordelia and Henry O'Connell**

Cordelia and Henry are in their late fifties. Cordelia is from a very rich family but she and Henry don't have a lot of money any more. They have an old house in the country and they've lived there for many years. They used to be hippies and they still have a free and easy lifestyle. They've travelled a lot and love India and Latin America. Their house is full of things they've bought on their travels.

**Bob: (Cordelia and Henry's son)**

Bob is in his late twenties and is an ambitious young businessman. He has worked in a bank in London since he left university and he's now very successful. He always has beautiful, rich girlfriends. He has a large luxury flat in the city centre. His flat is a financial investment and so are the things in it.

**Carol: (Cordelia and Henry's daughter)**

Carol is a fashion designer and her husband, Justin, is an architect. They're both in their early thirties. They have a modern house in the city. They're always looking for new ideas and hate anything traditional. They want to be different from other people. Their friends are designers and artists and they often buy their work. They don't have children and they don't want them – children are too untidy!

**Ophelia: (Cordelia's sister)**

Ophelia is in her late fifties, but thinks she's still twenty. She has been married seven times. She's single at the moment, but she's looking for husband number eight. She loves romance and glamorous parties. She has spent a lot of time on the French Riviera. She writes romantic novels and makes a lot of money.

**3. Imagine that you are an estate agent. You sell flats, houses, country houses, etc. You are good at making houses sound attractive, even when they are in a terrible condition. Write adverts for them.**

**III. Case-Study**

One of your group-mates is very untidy. His mother is always complaining about him. His untidiness is an object of ridicule. He admits this but he doesn't know what to do. He needs help. Give him some pieces of advice about what to do to solve his problem. Use SUPPLEMENTARY MATERIAL given in the text-book and your own audio and video material to help your group-mate.

**Comprehensive Prolonged Project**

Day 2<sup>nd</sup>

Accommodating in the hostel.

The room in the hostel is at your disposal. You share it with two students from Brazil. Now you are trying to make it cosy. Describe what you would do to make it comfortable.

## UNIT III

## MEALS

### Vocabulary

#### Active Vocabulary

##### Nouns and Noun Phrases

appetizer	/ˈxplɪtəlɪzq(r)/	1. что-либо возбуждающее аппетит, придающее вкус; 2. закуска в начале обеда
course the first ~ the main ~ meat ~ a three- ~ dinner	/kɔ:s/	блюдо первое блюдо второе блюдо мясное блюдо обед из трех блюд
cutlery	/ˈkʌtlɪəri/	столовые приборы
dish	/dɪʃ/	1. блюдо, тарелка, миска; чашка; посуда; 2. блюдо, кушанье
food fast ~ junk ~	/fu:d/	пища, питание продукты быстрого приготовления быстрая и вредная еда
habit to be in the ~ of	/ˈhæbɪt/	привычка, обыкновение; обычай иметь обыкновение
helping ~ of smth	/ˈhelpɪŋ/	порция
meal	/mi:l/	принятие пищи; еда
pickle	/ˈpɪkl/	рассол; маринад
poultry	/ˈpɔʊltri/	птица (домашняя)
snack to have a ~ (bite)	/snæk/	легкая закуска закусить, перекусить
speciality	/ˈspeʃiəlɪti/	отличительная черта, особенность
waiter	/ˈweɪtə(r)/	официант

##### Verbs and Verb Phrases

help ~ yourself ~ oneself to smth	/help/	раздавать, угощать, передавать ( <i>за столом</i> ) берите, пожалуйста (сами), не церемоньтесь; предлагать (кому-либо что-либо)
mash mashed	/mæʃ/	разминать пюре

potatoes		
offer	/ˈPfq(r)/	предлагать
pickle	/ˈpɪkl/	солить, мариновать
roast	/rɔ:vst/	жарить(ся); печь(ся); греть(ся)
serve	/sɛ:v/	подавать (на стол)
steam	/sti:m/	варить на пару
stew ~ed fruit	/stjH/	тушить(ся), варить(ся) компот
treat ~ smb to smth	/tri:t/	угощать угощать (кого-либо чем-либо)

### Adjectives

delicious (syn tasty)	/dɪˈlɪʃs/	очень вкусный
spicy	/ˈspɪsi/	1. пряный, ароматный; 2. пикантный, острый
substantial	/sqb'stɪxnsl/	существенный

### Passive Vocabulary

#### Nouns and Noun Phrases

beef	/bi:f/	говядина
broth	/brɒt/	суп, мясной отвар, бульон
crockery	/ˈkrɒkəri/	посуда (глиняная, фаянсовая)
garnish	/ˈgɜ:nɪʃ/	гарнир
lamb	/lɒm/	мясо молодого барашка
liver	/ˈlɪvɜ:(r)/	печенка, ливер
oven	/ˈʌvn/	печь
pork	/pɔ:k/	свинина
savoury	/ˈseɪvəri/	пряное, острое блюдо
slice	/slɪs/	ломтик, ломоть; тонкий слой чего-либо
steak beef - ~	/steɪk/	кусочек мяса или рыбы (для жаренья) бифштекс
veal	/vi:l/	телятина

### Verbs

peel	/pi:l/	снимать кору, кожицу, шелуху; очищать (фрукты, овощи)
stuff	/stʌf/	начинять, фаршировать

### Adjectives

nutritious	/njuˈtrɪʃs/	1. питательный; 2. диетный
savoury	/ˈseɪvəri/	1. вкусный; 2. острый, пикантный
slim	/slɪm/	тонкий, стройный

## I. Oral Practice Section

*1. Look through the statements/ proverbs and try to outline the problems to be discussed.*

1. Eating is one of the greatest pleasures available. In the modern world we tend to eat too quickly and not well enough. 2. Tastes differ. 3. Dry bread at home is better than roast meat abroad. 4. A very popular pastime today is eating out.

*2. You've got some information about eating habits of young people. Say why some people eat so much junk food nowadays and what junk food is. Replace the words in bold by the words with similar meaning given in the box.*

In today's fast-moving world, people have less and less time to spend eating, let alone **cooking**. It is probably for this reason that **junk** food has become so popular, and there's no doubt that it's here to stay.

So what exactly is **junk** food? Basically, it is anything that is high in calories but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetables and cheese toppings, are also included as they contain a lot of fat.

Why have our eating habits changed? "It's **lack** of time and loss of tradition", says one expert. He explains that people are too busy to **cook** and **eat proper meals**, so they **grab** whatever is available – and that is usually **junk** food. Also, the style of life represented on TV, especially in music videos, is fast. Young people pick up the idea that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down **traditional** food and go for **junk** food instead.

have a bite; make food; have meals; absence; appropriate; have a snack; fast; usual; prepare meals; making food
--

*3. Tell your friend about English eating traditions choosing the right preposition from the brackets.*

There are four meals a day (**in, on, with**) an English home: breakfast, lunch, tea and dinner. English breakfast is generally a bigger meal than (**at, on, in**) the Continent, though some English people like a "continental" breakfast (**with, for, of**) rolls and butter and coffee. But the usual English breakfast is porridge or "Corn Flakes" (**at, with, by**) milk or cream and sugar, bacon and eggs, marmalade (**with, on, upon**) buttered toast and tea or coffee. (**To, for, on**) a change they can have a boiled egg, cold ham, or perhaps fish.

The usual time (**on, to, for**) lunch is (**about, on, with**) one o'clock. The mid-day meal usually consists (**with, at, of**) two courses – a meat course or poultry (**with, upon, at**) vegetables and then sweet dish, perhaps fruit pudding (**to, with, for**) tea or coffee (**on, for, to**) finish.

(**From, at, to**) four (**at, on, to**) five they have a very light meal called afternoon tea or 5 o'clock tea. You can hardly call it a meal. It's rather occasion (**at, in, by**) the



late afternoon (**about, at, upon**) which they have a cup (**with, of, into**) tea and a cake or a biscuit.

Some people have the so-called “high-tea”. It’s a meal taken between five and six if dinner is not taken (**in, at, on**) the evening. Usually it’s a more substantial meal than afternoon tea.

Dinner is the fourth meal (**at, of, in**) the day. The usual time is (**about, on, in**) 7 o’clock. Dinner usually consists (**into, of, by**) soup, fish or meat (**with, on, for**) vegetables – potatoes, green beans, carrot and cabbage, sweet pudding, fruit salad, ice-cream or cheese and biscuits. Then (**upon, after, at**) a talk they have black or white coffee.

This is the order (**about, with, of**) meals among English families. But the greater part (**of, to, about**) the people has dinner (**at, on, in**) the middle (**on, of, at**) the day instead (**of, in, at**) lunch. They have tea a little later – between 5 and 6 o’clock, and then (**after, in, on**) the evening, before going (**in, to, on**) bed, they have supper.

So the four meals (**in, at, of**) the day are either breakfast, dinner, tea, supper; or breakfast, lunch, tea, dinner.

**4. Work in pairs. Using the table below, say which of these cooking methods you would use for the ingredients below.**

*Cooking methods:*

steam	boil	fry	roast
bake	grill	barbecue	stew
stuff	pickle		

*Ingredients:*

chicken	potatoes	rice	fish
meat	carrots	bread	eggs
liver	cabbage	mushrooms	macaroni
tomatoes	cucumbers	sausages	beef

I think I’d ... it/them.

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

It is possible to ... them but I’d prefer to ... them.

*e.g.* I think I’d boil or fry eggs.

**5. Are you a good cook? Can you make an Apple Charlotte? Look at the ingredients and instructions below. The instructions are in the wrong order. Can you decide what the correct order should be? There is one extra instruction which you do not need to use**

### Apple Charlotte

For 4 people

*Ingredients*

500g apples

150g sugar

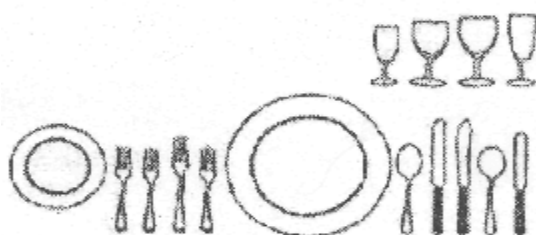
the juice and grated peel of a lemon  
120g butter  
8 large slices of bread

- a. Put the cooked apple into the ovenproof dish. Put a slice of bread on the top of the apple.
- b. Bake in the oven for 30 minutes.
- c. Set the oven to 200°C.
- d. Hit the rest of the milk in a saucepan.
- e. Put one slice of bread at the bottom of an ovenproof dish and the other slices round the sides.
- f. Let it cook for 3 minutes.
- g. Cut the crusts off the bread. Put each slice of bread into the melted butter.
- h. Peel, core and slice the apples.
- i. Put 2 table spoons of sugar over the top of the pudding. Serve hot with custard sauce or cream.
- j. Stir the mixture often. At the same time, in a small saucepan, melt the rest of the butter.
- k. Cook them in a large saucepan with 150g sugar, the grated lemon peel and a teaspoon of butter.
- l. When the apples are soft, add the juice of the lemon and beat the mixture well.

*Now teach your cousin to cook the Apple Charlotte.*

**6. Work in groups. There is some information about formal rules of table setting. Look at the picture and fill in the gaps in the passage, using the key words in the table below. Don't forget about the articles.**

Knives	Spoons	Forks	Glasses
1. fish knife	4. dessert	6. dessert fork	10. champagne flute
2. large table knife	5. soup spoon	7. small fork for salads	11. large wineglass for red wine
3. small bread knife		8. fish fork	12. small wineglass for white wine
		9. large fork	13. sherry glass



The basic rule for cutlery, working from the outside in, will usually apply. For a meal with five courses in Britain, one would expect to see ... on the outside right, then ... ; next to this is ... , then ... for meat or poultry, and last of all ... . On the left would be ... , next to this is ... , then ... for meat or poultry and finally ... . To avoid having too many pieces of cutlery on the table at the start of the meal, some courses may have cutlery brought to special dishes such as snails, crab and lobster.

Four glasses will normally be arranged at the top right-hand corner of each place setting. These are used in the opposite order to the cutlery. Working from the inside out, you will find first ... (it is served with the soup); next comes ... , then ... and finally ... (champagne accompanies the dessert). A large goblet for water may be placed behind these glasses.

**7. Using this information and word combinations from the table given below, tell how you will set the table at home for dinner.**

to lay the table; to place; to be placed; to the right; to the left
---

**8. Work in pairs. You are at the table. Restore the dialogues.**

**a) Use the questions from the box given below.**

- 1) **A:** Your fish salad is delicious! ...?  
**B:** Certainly you are welcome.
- 2) **A:** ...?  
**B:** Here you are.  
**A:** Thank you.
- 3) **A:** ...?  
**B:** No, I'm afraid not.
- 4) **A:** ...?  
**B:** No, thank you I had enough.
- 5) **A:** ...?  
**B:** Oh, it's no trouble at all. Here it is.
- 6) **A:** ... ?  
**B:** Yes, I'd love one.  
**A:** ... ?  
**B:** A strong one with three spoons of sugar for me, please.

May I trouble you for a pepper? Could you pass me the bread? Would you care for a cup of tea? Can I have another helping? How do you like it? Have another cup of tea?
---

Do we have any coffee left?

*b) Use the word combinations from the box given below.*

1) **A:** These cookies are delicious! Can I have another one?

**B:** ... .

2) **A:** Do we have any mushroom soup left?

**B:** Yes, ... .

3) **A:** Will you have another helping of salad?

**B:** Oh, no ... .

4) **A:** What is there for dinner?

**B:** ... .

**A:** Anything for the dessert?

**B:** ... .

5) **A:** Will you pass me the salt, please?

**B:** ... .

**A:** Thank you.

6) **A:** How about a nice cup of tea?

**B:** ... .

**A:** No trouble at all. Do you like it with milk and sugar?

**B:** ... .

to warm up; to be too much; for the first course; I'm afraid; not too much trouble; orange juice; to help yourself; for the second course; here you are

*9. Work in group of three. You are at the table having breakfast. Take the roles of Mother, Jane and Peter. Reproduce the dialogue filling the gaps with your own words. Use the words/ word combinations after the dialogue.*

**M:** Now, Jane, Peter, sit down and be quick about it, or ... .

**J:** And ... for breakfast?

**M:** ... , eggs, bread and butter.

**P:** ... . I like sausage and eggs.

**J:** No eggs for me. ... with sausage, please.

**M:** ... .

**P:** ... the salt, Jane.

**J:** Here you are.

**P:** Can I have ... ? I like tea with lemon ... .

**M:** ... . Here you are. ... . Don't spill the tea. It's very hot, ... .

**P:** No fear. Thank you. Mom.

**J:** Can I have cocoa ... , Mom?

**M:** You are ... .

**P:** I don't like cocoa. ... !

**J:** You don't understand anything. Oh, Mom, these cookies ... ! Can ... one?

**M:** Of course, ... .

**P:** ... , please.

**M:** ... .

**P:** Thank you.

instead of tea Just a sandwich I just hate it! I have another tea with lemon you may scald yourself All right.	help yourself That's fine. are delicious Here you are very much you'll be late O.K.	Pass me what is there One for me welcome Be careful Sausage, cheese
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**10. Work in pairs. Describe your usual meals making use of the following word combinations from the box.**

1) The usual meals are breakfast, dinner and supper. Specialists consider breakfast ... meal of the day, because one is to be energetic during the long hard working day. So for ... I usually have ... . For a change I can have ... .

2) Dinner is ... meal of the day. As a rule I have dinner ... . My ... usually begins with ... : a little salad, or ... or perhaps ... . The first course of the dinner is ... . For ... I have ... , or ... , sometimes ... . Most of all I like ... for dinner. Then comes dessert. I prefer ... or ... . Sometimes I have ... or ... .

3) Supper is the last meal of the day. ... must be a ... , because going to bed with a full stomach is harmful for our organism. I usually have ... and ... for supper. We also may have ... , ... or ... . ... also very tasty.

a light meal; fried eggs; vegetables; the second course; an omelette; meat soup; the most important; Russian salad; a cup of tea; at home; a boiled egg; a piece of herring; buttered toast; sandwiches; juice; soup or broth; at the canteen; pickled or marinated mushrooms; a cup of coffee; bread and butter; lemonade; dinner; macaroni or spaghetti; a starter; porridge; tomatoes or cucumbers; roast chicken and mashed potatoes; sponge cake; cheese; an appetizer; biscuits; noodles; chops; stewed fruit; rolls; stewed meat; fried or boiled potatoes; fresh fruit; buns; coffee or tea; sausage; pies with jam or marmalade; bacon and eggs; "Corn flakes" with milk; meat pies; pies with cabbage and eggs; a sandwich; the most substantial; the biggest; chicken soup; roast meat; canned fruit

**11. Look up and say which of these viewpoints are expressed in the text.**

- 1) a. Eating habits are established early in life.
- b. Food tastes and preferences are established late in life.
- c. Some people are born "sugar freaks", others salt cravers.

- 2) a. You should not eat vegetables at all.
  - b. You should eat a lot of fat meat, it is good for your health.
  - c. You should eat fruit and vegetables at least once a day.
- 3) a. Eating yogurt is better for your heart than eating so-called “junk” foods.
  - b. Junk food that is high in sugar and calories is good for your heart.
  - c. A diet that is high in animal fat and low in fibre does not provoke any heart disease.
- 4) a. People who eat much chocolate never put in weight.
  - b. People know that if they stick to a low-fat, high fibre intake they will be able to eat well without putting on weight.
  - c. People who eat only fast food are always slim.

### **Do You Eat the Right Food?**

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, milk, 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 nutritive 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. 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 fresh fruit and vegetables that contain vitamins C and E, have low levels of heart attacks. The Scots however, tend to have a diet that is high in animal fat and low in fibre. Heart disease is a widespread problem in Scotland.

***12. In the following dialogue examine some unfinished pieces of argumentation and select among of the given arguments the one that can be added in full accordance with the speaker’s viewpoint.***

- 1) **A:** I’m awfully thirsty.
  - B:** Would you like a glass of orange juice?
  - A:** Thanks, I’d love one. I like orange juice very much.
  - B:** And I prefer apple juice.
  - A:** Tastes differ. ...

- a) You know, but some of juices are very dangerous for people's life. They can provoke heart disease.
- b) All juices are good for health: tomato, apple, apricot and, of course, pine apple juice. All of them contain many vitamins.
- c) I don't drink juices at all. I think they are not useful.

2) **A:** What shall we have?

**B:** The three-course meal, I suppose.

**A:** Well, you choose.

**B:** Let's start with smoked herring.

**A:** But I prefer to start with vegetables. ...

- a) I'm on a slimming diet. It allows me a little boiled meat or fish, a few hard-boiled eggs, some cheese and a lot of vegetables: lettuce, cabbage, tomatoes, cucumbers; and a lot of fruits. No cakes, no chocolate and very little salt.
- b) I'm vegetarian. I need a lot of vegetables: lettuce, cabbage, tomatoes and cucumbers. Vegetables are an essential part of my diet as they contain a lot of nutrients. And then, for the main course I'll take grilled chicken.
- c) And for the main course I'd like good pork. It contains a lot of fat. It is good for my figure.

3) **A:** How many meals a day do you usually have?

**B:** I have four meals a day: a light breakfast, lunch, dinner – the heaviest meal, and supper.

**A:** As for me I have only three meals a day: breakfast, just a snack during my working day and supper, which is the most substantial meal of my day.

**B:** I think it's not very healthy. ...

- a) I think that substantial supper in the late evening means slimming for you.
- b) After heavy supper you always have sweet dreams.
- c) Go to bed with full stomach is harmful for our organism.

4) **A:** Have you ever tasted Mexican dishes?

**B:** I've never been to Mexico. What do you think of spicy food?

**A:** I avoid it. ...

- a) Spicy food reduces the appetite.
- b) I prefer everything natural. Not every person can stand spicy food.
- c) It is the favourite food of children.

5) **A:** Are you vegetarian?

**B:** I think none of us is vegetarian. I must confess I like good food, the occasional beer, cheerful people, theatres and a lovely music.

**A:** Is it your keep-fit programme?

**B:** Yes, it is. My motto is ...

- a) "Early to bed and early to rise makes a man healthy, wealthy and wise."
- b) "After dinner sleep a while, after supper walk a mile."
- c) "Eat at pleasure, drink with measure and enjoy life as it is."

13. The illustrations, names and nationalities for four dishes have been mixed. Which name goes with each of those dishes? And which photo illustrates each dish? Characterize each of these dishes using the box given below.

Pizza	<input type="text"/>	<input type="text"/>
Cheeseburger	<input type="text"/>	<input type="text"/>
Draniki	<input type="text"/>	<input type="text"/>
Porridge	<input type="text"/>	<input type="text"/>



A



B



C



D

- a. English                      b. Italian                      c. Belarusian                      d. American

high/ low quality; fat; tasty; (un)healthy; to be high in calories; low in vital nutrients; bitter; spicy

14. Work in pairs. You want to go to the restaurant with your friend tonight. You are to book a table at the restaurant. Continue the dialogue between you (A) and the restaurant's manager (M) according to the logical scheme offered below. The given table will help you.

- A: Greeting.  
M: Greeting. Offering to do something.  
A: Asking for information.  
M: Regretting.  
A: Asking for new information.  
M: Agreeing. Asking the time.  
A: Replying.  
M: Suggesting.  
A: Agreeing.  
M: Asking the name.  
A: Certainly. My name is ... .



**M:** And your phone number, please?

**A:** The number is ... .

**M:** I've got your order, Mr. ... . That's a table for two for tomorrow, at seven o'clock.

**A:** Thank you.

May I help you?	What about ...
Can I help ... ?	I'd like to know, (please) about ...
Could I ... ?	I suggest ...
Can I ... , please?	I'd like to suggest ...
May I ... ?	May I suggest ...
I'm sorry ...	That's quite right.
I think you've phoned too late ...	Could you tell me ...

**15. Work in pairs. You are at the restaurant. Look through the menu and continue the dialogue between you (A) and a waiter (W) according to the logical scheme offered below. The given table will help you.**

<i>MENU</i>	
<i>Starters</i>	<i>Veal escalope</i>
Tomato soup	Lamb chop
Chicken broth	Roast lamb
Vegetable soup	
Mushrooms in cheese sauce	
<i>Vegetables</i>	<i>Desserts</i>
French fried potatoes	Apple pie and cream
French beans	Fruit salad
Tomatoes	Cheese and biscuits
Peas	Strawberries and cream
Mushrooms	Ice cream
<i>Main Course</i>	<i>Drinks</i>
Roast beef	Orange juice
Grilled chicken	Wine (red, white)
Roast chicken with special stuffing	Coke
	Coffee
	Tea

**W:** Good afternoon, sir. Do you have a reservation?

**A:** Yes, the name is ... . I booked a table by telephone.

**W:** Would you like this table by the window?

**A:** Thanking.

**W:** Offering menu.

**A:** Asking for advise.

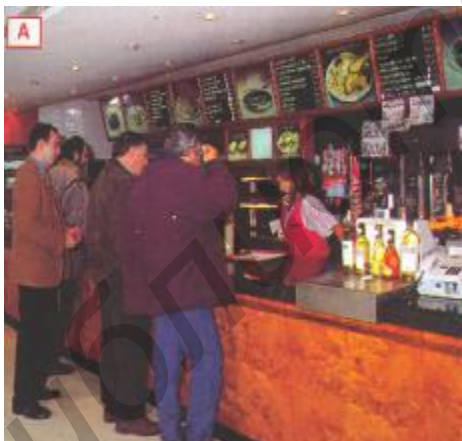
**W:** Offering starters.

- A:** Making a choice.  
**W:** Suggesting the meat course.  
**A:** Making a choice.  
**W:** Suggesting vegetables.  
**A:** Making a choice. Asking for dessert.  
**W:** Asking about likes.  
**A:** Expressing likes. Making a choice of drinks.  
**W:** Approving.

Fine, thank you. Thank you very much. Here is ... What would you advise? What do you recommend? Do you think I should ...? I'd like ... You could ... How about ... ? I propose ...	May I suggest ... , then? Would you like ... ? Won't you have ... ? Can I offer you ... ? What about ... Do you like ... ? I like ... That's fine. That's all right.
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**16. Work in groups. Look at the photos. Think of what each place looks like, what type and quality of food is served in these restaurants, what kind of service you would expect, and what prices they charge. Continue each piece by adding a few sentences using the word combinations from the box given below.**

**A**



This is a picture of a fast food restaurant. It is called McDonald's. It serves different burgers and chips.

**B**



This picture shows an expensive restaurant which is called ... . It would serve all types of food: fish, steak, different types of pasta and fresh vegetables.

C



This is a traditional Belarusian restaurant. Its name is “Rakovskiy Brovar”. It serves only national Belarusian dishes such as krupnik, babka, dranik and baked rulka.

to be not very healthy; not to wait for a waiter; to be of very high quality; few/a lot of items on the menu; to be popular; to be very quick; to stay and talk with friends; friendly and quick service; polite but slow; to dance

**17. Many people have supper at home, but some of them like to go to the restaurant or visit their friends. Ask your partner where he/she prefers to have supper. Let him/her explain why he/she does so. Use the following formulas from the table.**

1. I like to go to the restaurant.
2. I prefer home-made dishes.
3. I'm fond of visiting my friends and having supper with them.

I think; However; In spite of the fact that; Moreover; I believe; In my opinion; As a matter of fact; As for me

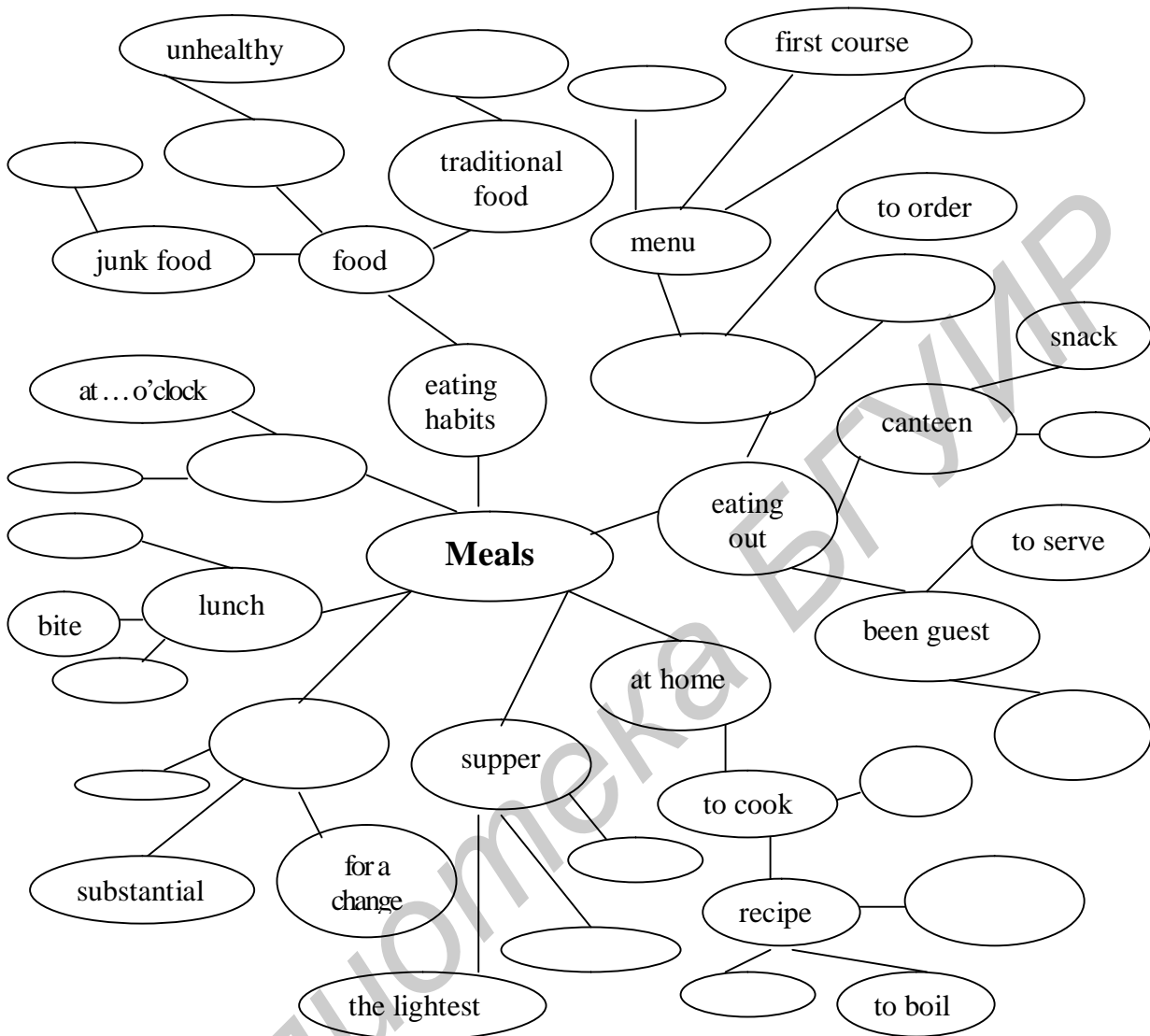
**18. Give your own ideas on any of the following problems.**

1. Fast food is tasty, convenient, rather cheap but very bad for you.
2. In the world 30 million people die of starvation each year because they have not enough food.
3. Healthy food is expensive.
4. In developed countries many young women stop eating in order to lose their weight and get serious diseases.
5. Eating disorders are very common in western countries which involve a pathological desire not to gain weight.

**19. Comment on the following statements.**

1. You are what you eat.
2. Do we eat to live or live to eat?
3. The food you eat can influence your mood, health and attitude to life.
4. The secret to a longer life is a balanced diet and regular exercises.
5. To be on a diet is boring.

20. Examine the network and reproduce the topic “Eating Habits” supplying the necessary factual and imaginative details so as to present some ideas to your group-mates.



21. a) You are a reporter from the town’s daily newspaper, Zhdorovje. Your task is to interview some passers-by near McDonald’s. Make up some questions you may ask people.

b) You are standing in front of McDonald’s and conducting interviews with: a) a student; b) a woman with a child; c) a businessman on advantages and disadvantages of McDonald’s food.

## II. Writing Section

Imagine that a foreign friend asked you for the recipe of a typical national dish which is a speciality of your country. Decide on a suitable (fairly simple) national dish. Write a letter to your friend. Explain why you have chosen this dish and how the dish can be prepared.

### III. Role Play

*You are expecting guests from Great Britain to come to visit you. You have to get ready to make them welcome to your house. Choose one of these roles: Mother, Father, Daughter, Son, Grandmother, Grandfather, Guests.*

*If you are the members of the family, follow these instructions:*

- 1) make up the menu;*
- 2) set the table for dinner;*
- 3) meet the guests;*
- 4) keep up the conversation at the table.*

*If you are guests follow these instructions:*

- 1) get acquainted with the family;*
- 2) keep up the conversation at the table;*
- 3) give your attitude towards the proposed dishes;*
- 3) give your impressions of the visit.*

### Comprehensive Prolonged Project

Day 3<sup>d</sup>:

#### Visiting an English Family

One of the students you have got acquainted is from Manchester University. He has invited you for dinner with his family. Speak about special features of Belarusian cuisine and ask him about traditional British dishes.

## UNIT IV

## UNIVERSITY STUDIES

### Vocabulary

#### Active Vocabulary

#### Nouns and Noun Phrases

attention to pay attention to	/q'tFnSqñ/	внимание
course course of study post-graduate courses doctorate courses	/kO:s/	курс учебный курс  аспирантура  докторантура
credit	/'krFdlt/	зачет
degree	/di'gri:/	степень
department	/di'pRtmqnt /	отделение; кафедра
disposal to be at the disposal of smb.	/dls'pqVzl /	возможность распорядиться чем-либо быть в чьем-то распоряжении
faculty	/'fxkltl /	факультет
entrance ~ examinations	/'Fnrqns/	вход, прием, поступление вступительные экзамены
first-year student		первокурсник
full-time students		студенты, проходящие очный курс обучения
part-time students		студенты, проходящие заочный курс обучения
graduate post-graduate	/'grxdjVqt/	выпускник аспирант
grant	/'grRnt/	стипендия
lecture	/'lektSq/	лекция
staff teaching staff	/'stRf /	штат служащих, служебный персонал преподавательский состав
term	/'tE:m /	семестр

#### Verbs and Verb Phrases

admit	/ qd'mlt /	принимать
acquire	/ q'kwaIq /	приобретать, получать, овладевать
be in one's first (second, ...) year		быть на первом (втором, ...) курсе

be interested in smth.		интересоваться чем-либо
enter a university	/ˈFntq/	поступать в университет
get ready for, (syn.) to prepare for smth.		готовиться к чему-либо
graduate ~ from a university	/ˈgrxdjVelt /	заканчивать (получать степень) заканчивать университет
miss (classes)	/ˈmIs/	пропускать (занятия)
pass an exam		выдержать (сдать) экзамен
take an exam		сдавать экзамен
take a course (subject)		изучать курс (предмет)
take notes of smth		делать заметки, записывать, конспектировать
work at smth		работать над чем -то

### Adjectives

compulsory	/kqm'pAlsri/	обязательный
extra-curricular	/ˈFkstrqkq'rlkjqlq/	внеаудиторный
optional	/ˈPpSqn/	необязательный, факультативный

### Passive Vocabulary

#### Nouns and Noun Phrases

assignment	/q'saInmqnt/	задание
curriculum	/kq'rlkjqlqm/	курс обучения, учебный план (института, университета, школы)
equipment	/i'kwIpmqnt/	оборудование
experience	/Iks'plQrlqns/	(жизненный) опыт
facilities	/fq'sIltiz/	оборудование; возможности, условия
speciality	/ˈspeSI'xlIti/	специальность
training	/ˈtreInIN/	подготовка, обучение

#### Verbs and Verb Phrases

advance (in knowledge)	/ qd'vRns /	углублять знания, делать успехи
enrol(l)	/In'rqVI/	зачислять
establish	/Is'txbIIS/	основывать, учреждать, создавать
involve	/In'vOlV/	включать
manage (with)	/ˈmxnIdZ/	справляться
master	/ˈmRstq /	изучать, овладевать
swot	/swOt/	зубрить

## Adjectives

advanced	/qd'vRnst/	продвину́тый, успева́ющий (о студенте)
extra-mural (syn. correspondence)	/'Fkstrq 'mju:rl/	заочный

### I. Oral Practice Section

#### 1. Look through the statements and try to outline the problems to be discussed:

1. Entering university is a real trial, but where there is a will there is a way.
2. No pains, no gains. The students should take great pains with their classes to gain as much knowledge as possible.
3. Swotting is not the only way of getting ready for exams.
4. While planning their everyday activities students never forget the proverb: "Business before pleasure."
5. If you don't practise you can't learn English. Practice makes perfect.

#### 2. You've got some information about Ann's entering University. Speak of your own experience to your group-mates. Replace the words in bold by the words with similar meaning given in the box.

Ann is eighteen. At school she made up her mind to enter the Belarusian State University of Informatics and Radioelectronics. She always took an active part in social activities and scientific work at school. Ann has always been interested in radioengineering. In June she left school and got her school leaving certificate. Then she took her entrance examinations in July, passed them well and was admitted to the University. Now Ann is a first-year student. She studies full-time. Ann likes her studies at the University, though it takes much time to get ready for classes.

in her first year	participated	decided	prepare	was enrolled	fond of
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#### 3. There is some information about educational system in Great Britain. Compare our system of education with that of Great Britain, using the key words in the box below.

terms	academic	degree	grant	seminar
graduate	break up	lecture	fees	tutorial

The (a)\_\_\_\_\_ year in Britain begins in September and is divided into three (b)\_\_\_\_\_. Universities (c)\_\_\_\_\_ for the summer holiday in July. University courses normally last three years and then students (d)\_\_\_\_\_, which means they receive their (e)\_\_\_\_\_. At university, teaching is by (f)\_\_\_\_\_ (an individual lesson between a teacher and one or two students), (g)\_\_\_\_\_ (a class of students discussing a subject with a teacher), (h)\_\_\_\_\_ (when a teacher gives a prepared talk to a number of students) and of course private study. Most people who receive a



university place are given a (i)\_\_\_\_\_ by the government to help pay their (j)\_\_\_\_\_ and living expenses.

**4. Reproduce these pieces of explanation on different kinds of classes choosing the right words from the columns. Speak about the kinds of work you do at University.**

University offers theoretical and practical work. Theoretical course (a)\_\_\_\_\_ lectures. A *lecture* is a talk given in order to teach people about a (b)\_\_\_\_\_ subject. At the lectures you take notes. Those who miss a lecture usually copy up the (c)\_\_\_\_\_ if they wish to be successful at the exam. Practical course consists of practicals, seminars, laboratory works and tutorials. A *practical* is a class in which you make things or do experiments rather than (d)\_\_\_\_\_ write. A *seminar* is a class in which the teacher and a small group of students (e)\_\_\_\_\_ a topic. When you have seminars, you spend a lot of time in the reading-hall revising the material. A *laboratory work* means carrying out scientific (f)\_\_\_\_\_ and research. A *tutorial* is a regular meeting for a tutor and a small group of students.

verb	noun	adjective	adverb
to particularize	particularity	particular	particularly
to note	notes	notable	notably
to experiment	experiment	experimental	experimentally
to include	inclusion	inclusive	inclusively
to simplify	simpleness	simple	simply
to discuss	discussion	discussable	discussably

**5. Work in pairs. Restore the dialogue between two first-year students Alex and Ben talking about their university studies from the questions below:**

A: - What subjects are studied at the University?

B: ...

A: -Should we attend all lectures, seminars and practicals?

B: ...

A: - And what happens if a student misses some?

B: ...

A: - We are to take examinations twice a year, aren't we?

B: ...

A: -What happens if a student fails in a subject?

B: ...

**6. Work in pairs. Restore the dialogue between Alex and Ben from the replies below. Now they are talking about their learning English. Use the word combinations in brackets.**

A: ... (to learn English)?

B: Yes, but I don't have enough time for it. I have so many other things to do.

A: ... (to be good at something)?

B: I am pretty good at reading English but I still find it difficult to speak English fluently. And I don't always understand people when they speak English to me.

A: ... (to watch English programs on TV)?

B: Certainly. That helps me to understand spoken English but not to speak English.

A: ... (to speak English often)

B: Unfortunately, not. But I realize it's the best way to master a language.

**7. Restore the dialogue matching the questions and the replies, given below:**

<p>A: You must be Tim, Jeff's new roommate.</p> <p>B: Yeah, I've heard a lot about the students life. I think I'll manage with it.</p> <p>A: You'll have to manage with many other things: exams, boring seminars and labs, unending lectures.</p> <p>B: It's OK. I like it. But I feel a little confused as I know nobody around here except for Jeff.</p> <p>A: Hi, I'm Andy. I'm your neighbour, I live in room 204.</p>	<p>B: Oh, hello Andy! Nice to meet you!</p> <p>A: Don't worry, you'll get over it soon. It's great to be a student. At first, it's a bit difficult to get up early, to hurry to the University and sit 3 or 4 lectures a day, but you'll get used to. Everyone does.</p> <p>B: Exactly.</p> <p>A: As far as I know you are a first-year student. How do you find the dorm?</p> <p>B: Well, it seems to be difficult but I'll try to do it.</p>
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**8. Work in groups. Read the opinions of two experienced teachers of English and discuss which pieces of advice are the most useful ones. Find which words or phrases mean:**

- a) you won't make much progress.....?
- b) become angry because you can't do what you want to do .....
- c) see and pay attention to .....
- d) often and carefully, and in an organized way .....
- e) alone, without help .....
- f) do something that makes you seem stupid .....

**What's the secret of successful language learning?**

**Alastair Banton is a teacher at a private language school in the UK. He has also taught English in Japan.**

Ø I think the most important thing is that you really have to want to learn the language - without that, you won't get very far. You also have to believe that you will do it ... imagine yourself using the language

**Teresa Pelc is a teacher of English in Poland. She has taught English in a secondary school for a number of years.**

Ø For me, motivation is the most important thing. You have to be ready to study grammar, read a lot, listen to English songs, radio and TV, and what's more you have to do these things systematically.

Ø It is so easy to forget what you

confidently, and think, 'Yes, I can do that'.

Ø Then there are other things: of course you need to work hard, but at the same time you need to enjoy it and not get frustrated when you feel you're not making much progress. And you have to be realistic - learning a language takes time, and you can't expect to know and understand everything in a few weeks!

Ø Also, you should try to 'develop an ear' for the language - not only to recognize the sounds of the language and to understand what people are saying, but also notice the exact words and phrases that people use ... and then try to use them yourself. Some people can do this naturally, but others have to learn how to do it - that's where having a good teacher is important!

have just learnt ... that's why I needed a teacher to force me to study. Even the most motivated students need that extra push sometimes. I believe that only a very few people can learn a language on their own.

Ø Learning a language can be quite stressful, especially for adults ... suddenly, we speak like children and make fools of ourselves! But if you're motivated, you learn to overcome this. It all sounds like very hard work - and it is. It is also very enjoyable - I praise my students for every thing they do well, however small it is. Many of them are very successful and speak English better than me, and some of them have even become English teachers themselves!

**9. Find and read aloud those parts of the text which are concerned with:**

- a) the history of BSUIR,
- b) the faculties and the departments of the University,
- c) the teaching staff of the University,
- d) subjects taught at the University.



**OUR UNIVERSITY**

On September 1, 1964 Minsk Radioengineering Institute admitted students for the first time. The youngest Institute of the Republic was established on the basis of the oldest Polytechnic Institute of the Republic of Belarus. It was assigned to meet the demand of the Republic in highly qualified specialists for evolving national radioelectronic industry.

In 1993 Minsk Radioengineering Institute was granted the status of university and celebrated its 30th anniversary as the Belarusian State University of Informatics and Radioelectronics. Within this period BSUIR has trained thousands of engineers, doctors and candidates of science.

Over 11 thousand students from the country and outside study at its 9 faculties: the Faculty of Computer-Aided Design, the Faculty of Information Technologies and

Control, the Faculty of Radioengineering and Electronics, the Faculty of Computer Systems and Networks, the Faculty of Telecommunication, the Faculty of Engineer Economics, the Faculty of Extramural, Evening and Distance Education, the Pre-University Preparation and Occupational Guidance Faculty, the Military Faculty.

Now BSUIR prepares engineering staff on 22 specialities in the field of computer facilities, computer science, radio engineering, microelectronics, telecommunications automated systems, artificial intelligence, medical electronics, and economy.

The educative process and scientific research are conducted by highly competent teaching staff that consists of professors, assistant professors, lecturers and teachers. They give lectures, hold seminars and have practicals with the students in various subjects: physics, higher mathematics, descriptive geometry, technical drawing, etc. Special attention is given to such subjects as computing technology, impulse techniques, analogue and digital computers, theoretical foundations of electroengineering. Nobody can deny vital importance of mastering foreign languages nowadays. English, French, German and Spanish are taught at the University. Students also have an opportunity to study a second foreign language or to advance in one of the foreign languages and to acquire the speciality of a translator.

The University has all necessary facilities for teaching including up-to-date computers and laboratory equipment, robots, closed-circuit TV. A large electronic library is at the students' disposal.

To sum up, the University provides a good engineering education. The graduates of the University work at computer centres, design offices, industrial enterprises, research laboratories and institutes, joint ventures and banks.

***Agree or disagree with the following sentences, in your answers use the expressions of agreement or disagreement:***

1. On September 1, 1964 Radioengineering Institute admitted students for the first time.
2. Minsk Radioengineering Institute was established on the basis of the Belarusian State University.
3. Minsk Radioengineering Institute celebrated its 30th anniversary as the Belarusian State University of Informatics and Radioelectronics.
4. Over 7 thousand students study at 6 faculties and 34 departments.
5. The educative process is conducted by highly competent teaching staff.
6. The students of the University attend classes of physics, technical drawing, biology, geography.

***10. In the following dialogue examine some unfinished pieces of argumentation and select among the given arguments the one that can be added in full accordance with the speaker's viewpoint.***

*Alex's First Examinations Are Coming*

**A:** What university do you study at?

**B:** The Belarusian State University of Informatics and Radioelectronics.

**A:** You're doing your first year then, aren't you?

**B:** Yes, that's right. I entered it last summer and I'm a first-year student of the Faculty of Computer-Aided Design. I'm very interested in studying radioelectronics but sometimes it's rather difficult and ...

a) I can do everything in time.

b) I don't have much time even for my football practice.

c) it seems easy for me to prepare for classes.

**A:** Well, the things are always like that with University studies.

**B:** I know you are graduating from the University, aren't you, Nick?

**A:** It's not actually a university. I am in my last year at Technical College and, in addition, I often attend public lectures at the University of London.

**B:** Is it true that your lectures in Great Britain are not compulsory?

**A:** Well, yes, they are optional.

**B:** You know, here to prepare well for the seminars and then for credits ...

a) I should take an active part in extra-curricular activities.

b) I can miss some lectures and then just copy up notes.

c) I need to attend all the lectures and to take notes of everything.

**A:** You'll have your first examinations soon, I guess. I can't really remember how I passed my exams for the first time. But I reckon they were easy.

**B:** Maybe they were easy enough for you but they will be much too hard for me. I'm dead certain I'll fail in chemistry and descriptive geometry.

**A:** Oh, come on. You'll probably do better than you think.

**B:** No, I've already flunked my credit in philosophy ...

a) It wasn't really my thing.

b) It was my favourite subject.

c) I learned everything by heart.

**A:** I guess it is difficult for everyone to try to interest oneself in subjects like that.

**11. Work in pairs. Start the dialogue between George and Alex discussing their preparation for classes. Use the logical scheme offered below.**

**A:** *Greeting.*

**B:** *Greeting.*

**A:** *Asking for information.*

**B:** *Replying. Explaining one's argument.*

**A:** *Disapproval.*

**B:** *Correcting someone: Well, in fact ...*

*Actually ...*

*As far as I know ...*

**A:** Can't you take the necessary books in the library?

**B:** Of course, I can. But it's better to work with a computer display than to read a book. Where do you prefer to do your home assignments?

**A:** As for me, I like to get prepared for classes at the town library. Sorry, I must be off now. See you, Alex!

**B:** See you!

**12. Work in pairs. Continue the dialogue between Millie and Pete according to the logical scheme offered below.**

**A:** You know, I've got to get through the A level exams. I'll worry about university if and when I ever get there.

**B:** That's the trouble with you. You always try to do everything at the last minute, you are a terrible procrastinator!

**A:** And you are too serious; that's your trouble. You never stop swotting.

**B:** *Correcting someone.*

**A:** *Contradicting.*

**B:** *Giving advice: If I were you, I'd ...*

*You'd better ...*

*Why don't you ...*

**A:** *Refusing*

**13. Look through the information about digital learning from "Fast Lines at Digital High" by T. Michael Nevens. Think over the pros and cons of digital learning.**

Today, with the help of computers and the Internet a lesson could be transformed from a one-way flow of information into an interactive process. Digital learning integrates technology, connectivity, and digital content into the curriculum. It helps students seek and use information in a creative way that gives both them and their teachers a new kind of educational experience.

Although digital tools may never wholly replace the textbook, they could supplement and enhance learning in almost all grades and subjects because they have certain dynamic characteristics that help students take an active part in learning. Students can explore subjects in greater depth. Moreover, because digital content is available in various formats, it can be tailored to student's individual learning style. Students who learn visually can rely more on charts and video; those who learn analytically can use text and data.

Notes:

to integrate – объединять

creative – творческий

to supplement – дополнять

to enhance – улучшать

to be tailored = to fit

**Answer the following questions:**

- 1) What helps to transform a lesson into an interactive process?
- 2) Do you believe that digital tools may wholly replace the textbook?
- 3) Why can digital content be adapted to any student?
- 4) Do we use digital learning in our schools and universities?

**14. Continue each piece by adding a few sentences.**

1. Jane is a quick learner. (to have a good memory, to take notes, to enjoy practicing smth, to be witty and sociable, etc.)
2. I think Victor will do well in his exams. (to attend, to do a lot of revision, to make a careful study of smth, to improve)
3. I am sorry to say, Mike is an unsatisfactory student. (to miss classes without a good excuse, to be inattentive in class, never to do any preparation)
4. It isn't much fun to try and catch up with the group after you've missed a lot of classes. (to be behind with/in, to feel inadequate, to have to cover a lot of material, to study on one's own)

**15. Work in groups. Many people believe that studying electronics is rather boring. Ask your partners if they think the same. Let them explain why they think so. Use the following formulas.**

I suppose	What I mean is
As far as I know	I'd like to mention
To my mind	No one can deny the fact that
I can confirm	To sum up

**16. Look through the information about student life at Grinnell College. Then look at the pictures below and say what extra-curricular activities BSUIR offers to its students?**

**Student Life**



Student Life at Grinnell has many aspects, in addition to coursework, which will enrich your experience here. We have an extensive Sports and Athletics program. We offer fun and enriching classes through our Experimental College. Student Affairs offers opportunities for students at Grinnell to become involved in the student government on campus. We also encourage students to study abroad, and have programs available in many countries throughout the world. Grinnell College offers a very rich and rewarding student life. *Men's Tennis - Grinnell 7, Knox 0*

Grinnell defeated Knox 7-0 on Tuesday.

*Baseball - Grinnell Splits at 16th-ranked Central*

The Pioneer baseball team split a non-conference doubleheader at Central on Tuesday.








*Softball - Grinnell 4, Clarke 3*

Grinnell defeated Clarke 4-3 on Tuesday.

Softball - Grinnell 4, Central 8

Grinnell fell to Central 8-4 on Tuesday.

### Students' Life at BSUIR

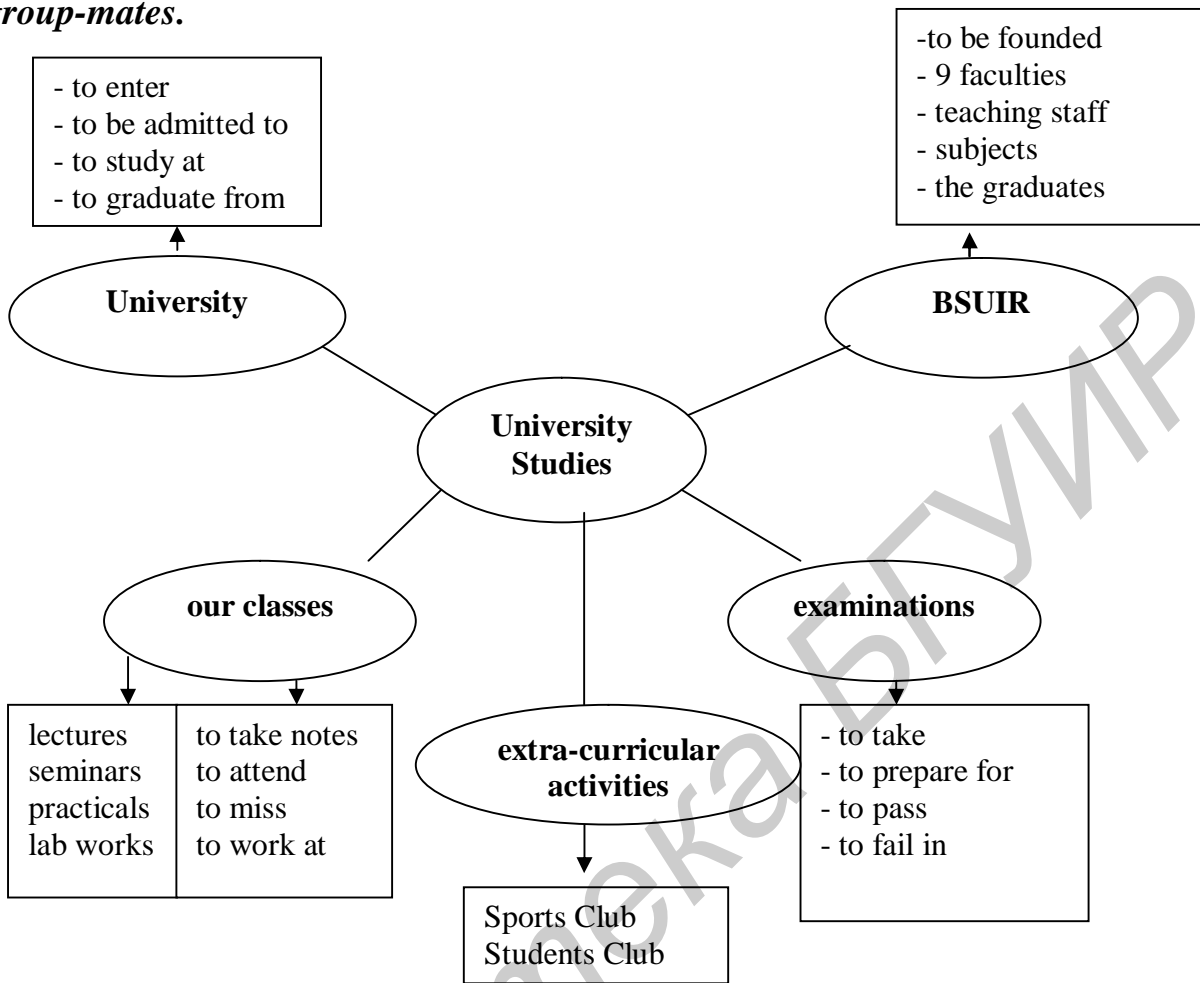
<i>Students' Club</i>			
	<b>Brass band</b>		<b>The group of national Gypsy song</b>
	<b>Vocal group</b>		<b>Dance group</b>
<i>Sports Club</i>			
			

**17. Give your own ideas on any of the following statements:**

1. BSUIR is the national leader among educational institutions of the Republic of Belarus.
2. It's not fair to take exams.
3. Extra-curricular activities at the University are valuable.
4. Foreign languages are of great importance for highly qualified specialists.



18. Examine the network and reproduce the topic “University Studies” supplying the necessary factual and imaginative details so as to present some ideas to your group-mates.



## II. Writing Section

Write a letter to your English friend about your first months at University. Tell him/her what you like and dislike most.

## III. Project-work

A student comes to his native town for winter vacations. He enjoys his stay at home, relishes his Mum’s food, talks to his neighbours and attends the School Reunion.

**Roles:** first-year student, his father, his mother, his sister/brother, his former school teacher, his former classmates, his neighbour, his neighbour’s son who is planning to enter BSUIR.

## Comprehensive Prolonged Project

Day 4<sup>th</sup>: Visiting Oxford University.

The group of Belarusian students is invited to Oxford Student Club to share the experience of their university studies and student life.

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