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«Институт современных знаний имени А. М. Широкова»

Факультет гуманитарный  
Кафедра межкультурной коммуникации

СОГЛАСОВАНО  
Заведующий кафедрой  
Рубанюк Э. В.

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22.10.2021 г.

СОГЛАСОВАНО  
Декан факультета  
Кадира В. Н.

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22.10.2021 г.

# **ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ**

*Электронный учебно-методический комплекс  
для студентов 1-го курса специальности 1-23 01 02 Лингвистическое  
обеспечение межкультурных коммуникаций (по направлениям)*

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Р е ц е н з е н т ы:

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Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Первый иностранный язык. Практика устной и письменной речи».

Для студентов вузов.

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## ВВЕДЕНИЕ

*Целью* обучения учебной дисциплины «Первый иностранный язык. Практика устной и письменной речи» является формирование у студентов коммуникативной, лингвистической и лингвострановедческой компетенции. Коммуникативная компетенция предусматривает способность воспринимать и порождать иноязычную речь в соответствии с условиями речевой коммуникации, важнейшими из которых являются сфера общения, ситуация общения с учетом адресата и характера взаимодействия собеседников. Лингвистическая компетенция включает знание системы языка и правил ее функционирования в процессе иноязычной коммуникации.

Приобретение коммуникативной и языковой компетенции осуществляется в соответствии с основными положениями теории речевой деятельности на основе сочетания практической направленности с систематизацией языкового и речевого материала в сознании обучаемых; системности в организации взаимосвязанного обучения всем видам речевой деятельности; эффективного управления контролируруемыми и самостоятельными формами работы; интенсификации учебного процесса на основе активизации речемыслительной деятельности студентов; аутентичности в отборе и организации учебных материалов; использование аудиовизуальной и информационных технологий.

Лингвострановедческая компетенция предполагает знание основных особенностей социокультурного развития страны изучаемого языка в современных условиях и умение осуществлять свое речевое поведение в соответствии с ними.

*Задачами* изучения дисциплины являются: ознакомление студентов с системой наиболее необходимых для развития речи лексических и орфографических норм английского языка и формирование у них умений и навыков по основным видам речевой деятельности.

Методическая организация обучения на I курсе строится на принципе комплексного преподавания: тематически разработанные учебные материалы способствуют одновременному усвоению строго отобранного круга фонетических, грамматических и лексических норм английского языка на данном этапе

его изучения и практическому овладению речью в рамках учебной программы первого курса.

В результате изучения дисциплины студент должен:

***знать:***

- условия и принципы речевого общения в различных сферах коммуникации;
- основы коммуникативно-ситуативной и жанрово-стилистической вариативности устной и письменной продуктивной речи;
- основные функциональные типы монологического и диалогического высказывания и их структуру;
- социокультурные реалии;
- стереотипы речевого поведения, характерные для определенных социальных и коммуникативных ролей в заданных сферах общения в рамках изучаемой тематики.

***уметь:***

- использовать иностранный язык в коммуникативной, когнитивной, экспрессивной и других функциях;
- воспринимать на слух аутентичную речь различных коммуникативно-ситуативных и модально-прагматических разновидностей, а именно идентифицировать предмет прослушанного и понимать основное содержание звучащего текста, вычленять детали содержания, устанавливать последовательность событий и т.п.;
- оценивать и интерпретировать текстовую информацию, представленную в устной и письменной форме;
- порождать устные и письменные высказывания в соответствии с системой, нормой и узусом изучаемого иностранного языка;
- использовать иностранный язык в качестве инструмента профессиональной деятельности.

***владеть:***

– навыками и умениями устного и письменного общения в различных ситуациях на иностранном языке;

– стратегиями различных видов чтения и навыками восприятия речи на слух;

– средствами и приемами межкультурного взаимодействия в различных ситуациях общения на иностранном языке.

При организации процесса обучения иностранному языку учитываются знания, умения и навыки, приобретенные студентами в средней школе.

Словарный минимум для I курса содержит лексику, которой студенты оперируют в своей повседневной речевой практике.

Освоение дисциплины обеспечивает формирование **академических, социально-личностных и профессиональных компетенций** специалиста.

#### **Требования к академическим компетенциям специалиста**

Специалист должен:

– АК-4. Уметь работать самостоятельно;

– АК-7. Иметь навыки, связанные с использованием технических устройств, управлением информацией и работой с компьютером;

– АК-8. Владеть навыками устной и письменной коммуникации.

#### **Требования к социально-личностным компетенциям специалиста**

Специалист должен:

– СЛК-6. Уметь работать в команде;

– СЛК-8. Уметь реализовывать сценарии поведения в типичных ситуациях.

#### **Требования к профессиональным компетенциям специалиста**

Специалист должен быть способен:

– ПК-2. Владеть знанием культурных норм и ограничений в общении, обычаях, традиций и этикета;

– ПК-3. Следовать поведенческим стандартам, ориентироваться в коммуникативных средствах, присущих национальному менталитету с учётом словной и иной вариативности;

–ПК-16. Готовить доклады, материалы к презентациям и пользоваться глобальными информационными ресурсами;

– ПК-21. Эффективно взаимодействовать в мультикультурном коллективе;

– ПК-26. Уметь использовать интерактивные методики взаимодействия.

Электронный учебно-методический комплекс по учебной дисциплине «Первый иностранный язык. Практика устной и письменной речи» способствует решению поставленной задачи и предназначен для студентов 1-го курса специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Данный комплекс разработан в соответствии с Положением об учебно-методическом комплексе по учебной дисциплине частного учреждения образования «Институт современных знаний имени А.М. Широкова» от 17.02.2020 № 31 и состоит из трех разделов: практического, контроля знаний и вспомогательного.

Практический раздел содержит задания по темам, предусмотренным программой дисциплины, а также практические задания для закрепления знаний, формирования умений и навыков.

Раздел контроля знаний содержит перечень вопросов для подготовки к зачету и экзамену, лексические тесты для промежуточного и итогового контроля знаний студентов.

Вспомогательный раздел представлен учебной программой дисциплины, учебно-методической картой, информационно-методической частью, включая список основной и дополнительной литературы, требования к выполнению самостоятельной работы студентов.

# I. ПРАКТИЧЕСКИЙ РАЗДЕЛ

## UNIT I. IT TAKES ALL SORTS

### SUBUNIT 1. GETTING TO KNOW PEOPLE

#### INTRODUCTIONS

##### FOCUS VOCABULARY (Challenge, p.4)

Name (to give a ~, to bear a ~, to use a ~; to take one's ~ *from*; *under* the ~ *of*)

First name / = Christian name / personal name / = given name (*AmE*)

Middle name / patronymic

Last name / = surname / = family name / = second name / = forename

Full name

Maiden name / = married name

Nickname

Pet name

Pen-name

Pseudonym

Namesake

To name / = to call

**Challenge, p.4 Dialogues “Making and Responding to Introductions”**

**p.5 Ex. 1, 2**

**Highlights (Book 1), pp.33 – 36 Text “What is in a Name?”**

**p.21 Ex. 10**

**Listening Comprehension “Names”**

#### **Comprehension Check**

*Task 1. Below are 8 statements about the text. Decide if each one is True or False.*

- 1 Names have been around for thousands of years.
- 2 Some African names tell us whether the person is a first-born child.
- 3 In the UK parents are more adventurous when they choose a name for a boy.
- 4 Jack has become a popular name in the UK in the last year.
- 5 Hundreds of American boys are named after a fashion designer.
- 6 Blue is a popular girl's name.
- 7 There are both boys and girls called Brooklyn.
- 8 Zowie Bowie was unhappy with his name.

*Task 2. In the table are 8 adjectives from the text. Below are the definitions of these adjectives. Match the adjectives and their definitions.*

adventurous complex current important interesting popular traditional unusual

1. keen to try new or exciting things
2. happening or existing now
3. not normal, common or ordinary
4. having a major effect on someone or something

5. related to or based on very old customs, beliefs or stories
6. to describe an activity, place or thing that many people like
7. with a lot of details making it difficult to understand
8. to describe something that makes you want to know more about it

**pp.6 – 10 Forms of Address, Other Forms of Address, Less Common Forms of Address, Informal Address, Forms of Address within the Family, Third-Party Introductions, Self-Introductions, Responding to Introductions**  
**Highlights, pp.22 – 24 Addressing People, Forms of Address within the Family, Introducing People and Answering an Introduction**  
**pp.25, 26 Ex. 1 - 5**  
**Challenge, pp.10 – 12 Ex. 3 – 6**

## AGE AND AGEING

### FOCUS VOCABULARY (Challenge, p. 12)

Baby, toddler, child (~hood) / = kid, infant (infancy), teenager, youngster, adolescent (adolescence), grown-up / = adult (~hood, man~, woman~), middle-age(d), senile / = old (OAP – old age pensioner, retired, senior citizen)

Young – youth – youthful

Childish, junior, immature, juvenile, elder, mature, elderly, ancient

To be a teenager / = to be *in* one's teens

To turn / to be twenty

To be a twenty-year-old person

To be under / nearly / over twenty

To be *in* one's early / mid / late twenties

To be / to come *of* age

To be three years younger / older than somebody

*At* the age of

**Highlights, p. 20 Ex. 6**

**Challenge, pp. 13 – 15, Ex. 1 – 8**

**Highlights, p. 33 Text “Age”**

## PEOPLE'S OCCUPATION

### FOCUS VOCABULARY (Challenge, p.16)

Accountant, actor / actress, ambassador, architect, artist, barber, biologist, blacksmith, book-keeper, bricklayer, businessman, camera-man, carpenter, chemist, cleaner, clerk, computer programmer, dancer, dentist, diplomat, doctor, dressmaker, driver (taxi ~, bus ~, tram ~, car ~, lorry ~), economist, editor, electrician, engineer, fashion-designer, fitter, gardener, goldsmith, hair-dresser, historian, housewife, instructor, interpreter, jeweler, joiner, journalist, lawyer, lecturer, manager, mathematician, mechanic, medical nurse, musician, optician, painter, philologist, philosopher, physician, physicist, pilot, poet, policeman, politician, postman, receptionist, researcher, sailor, salesgirl / salesman, scientist, sculptor, secretary, security guard, shoemaker, shop-assistant, singer, sociologist, soldier, sportsman, steward / stewardess, student, sur-



geon, tailor, teacher (school ~, college ~, University ~), turner, typist, waiter / waitress, watchmaker, worker, writer

Employer – employee

**Challenge, pp. 16 – 18 Ex. 1 -8**

## **COUNTRIES. LANGUAGES. NATIONALITIES**

**FOCUS VOCABULARY** (Challenge, p. 18 (SEE THE TABLE))

To be *from* / = to come *from*, native, foreigner, immigrant

**Challenge, pp. 19, 20 Ex. 1 -3**

**pp. 20, 21 Dialogues “It’s Been Long”**

**p. 21 Ex. 6**

**pp. 23 Dialogues “How Are You?”**

**pp. 23, 24 The Way to Ask People about Their Life, Optimistic Replies, Less Optimistic Replies, Giving Regards**

**p. 24 Class Communication “Getting to Know Each Other Better”**

**p. 25 Writing**

**pp. 26, 27 Revision and Consolidation (Ex. 1 – 3)**

## **SUBUNIT 2. FAMILY RELATIONSHIPS**

**FOCUS VOCABULARY** (Challenge, p. 28)

### **Relations by birth:**

Mother / = mum / = mummy, father / = dad / = daddy, sister, brother, daughter, son / = sonny, aunt, uncle, niece, nephew, grandmother / = grandma / = granny / = nanny, grandfather / = granddad(dy) / = grandpa

Parents – child (children), grandparents – grandchildren (granddaughter, grandson), great grandparents – great grandchildren

Foster parents / sister / brother

Half-sister / half-brother

Sibling

Twins, triplets

Cousin

Orphan

### **Relations by marriage:**

Wife, husband, spouse, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law

Stepparents (stepmother, stepfather), stepsister, stepbrother

Relation / relative, girlfriend, boyfriend, engagement, fiancée, fiancé, wedding, bride, (bride)groom, bridesmaid, best man, marital status, marriage (~ certificate, ~ of convenience), single, spinster, bachelor, widow, widower

To be related *to* smb / to be smb’s (close / distant) relation

To fall *in* love (*at* first sight) – to fall *out of* love

To propose *to* smb

To be / to get engaged

To be married *to* smb – to be unmarried / = to be single / = to live single

To get married *to* smb / = to marry smb

To live *in* common law

To be separated / = to be divorced - to give a divorce

To be widowed

**Highlights, p. 20 Ex. 5, 7**

**p. 21 Ex. 11**

**p. 31 Ex. 8**

**Challenge, pp. 29 – 35 Ex. 1 – 12**

**Highlights, p. 30 Ex. 7**

### TEXT “BRITISH FAMILIES”

Father leaves for work in the morning after breakfast. The two children take the bus to school, and mother stays at home cooking and cleaning until father and the kids return home in the evening. This is the traditional picture of a happy family living in Britain. But is it true today? The answer is - no! The past 20 years have seen enormous changes in the lives and structures of families in Britain, and the traditional model is no longer true in many cases.

The biggest change has been caused by **divorce**. As many as 2 out of 3 marriages now end in divorce, leading to a situation where many children live with one parent and only see the other at weekends or holidays.

There has also been a **huge rise** in the number of mothers who work. The large rise in divorces has meant many women need to work **to support** themselves and their children. Even when there is no divorce, many families need both parents to work in order to survive. This has caused an increase in **childcare facilities**, though they are very expensive and can be difficult to find in many areas. In addition, women are no longer happy to stay at home **raising** children, and many have careers earning as much as or even more than men, the traditional **breadwinners**.

There has also been a **sharp** increase in the number of **single mothers**, particularly among teenagers. Many of their children grow up never knowing their fathers, and some people feel the **lack** of a **male role model** has a damaging effect on their lives.

However, these changes have not had a totally negative effect. For women, it is now much easier to have a career and good salary. Although it is difficult to be a working mother, it has become normal and it's no longer seen as a bad thing for the children. As for children themselves, some argue that modern children grow up to be more independent and mature than in the past. From an early age they have to go to childminders or **nurseries**, and so they are used to **dealing with** strangers and **mixing with** other children.

So while the traditional model of a family may no longer be true in modern Britain, the modern family continues to raise happy, successful children.

**Words and expressions from the text:**

**divorce**

when a marriage ends and the former husband and wife separate from one another

**a huge rise**

a very big increase/growth (opposite to fall/decrease/decline)

**to support**

here, to provide with a home and the necessities of life

**childcare facilities**

special institutions whose job is to look after children while parents are working

**raising**

bringing up and educating

**breadwinners**

a breadwinner is the person who earns the most money in their family

**sharp**

here, big and happening over a short period of time

**single mothers**

women who raise their children by themselves because they live separately from the children's fathers

**lack**

if there is a lack of something, there is not enough of it

**male role model**

a man who thinks and acts in the way that is traditionally perceived as being typical of men

**nurseries**

places equipped for looking after very young children

**dealing with**

managing, doing what is necessary to achieve the result you want

**mixing with**

socialising, living together with, joining

**TEXT “THE UK FAMILIES IN STATISTICS”**

*Families are changing shape and facing up to new lifestyle challenges. The facts and figures below give an idea of what the typical UK family looks like in the early 21<sup>st</sup> century.*

**What is a ‘typical’ family?**

There were 17,1 million families in the UK in 2006 – up from 16,5 million in 1996.

Most were still headed by a married couple (71%), although the proportion of *co-habiting* couple families had increased to 14%, from 9% 10 years earlier.

Although two children remains the most common family size, the average number of children per family in the UK has dropped – from 2,0 in 1971 to 1,8.

**THE AVERAGE FAMILY**

17.1 million families in the UK in 2006



40% have two cars, one likely to be a Ford Focus



79% have a mobile phone\*



71% of families are headed by a married couple

£32,779 average income

Who goes out to work?  
90% dads 68% mums



79% live in a mortgaged house

1.8 is the average number of children per family



52% own a pet\*



65% have a home computer\*

\*Figures based on household

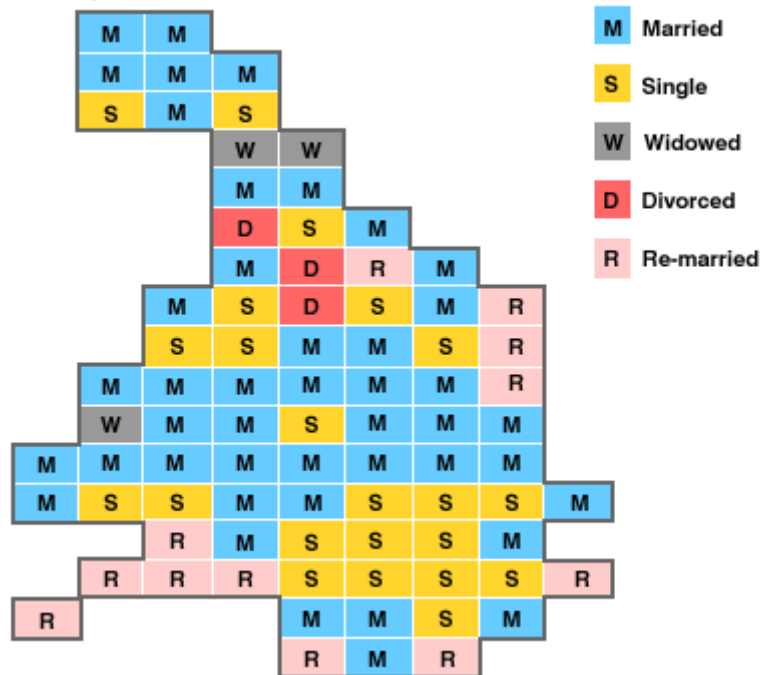
SOURCE: ONS, PFMA, Sheffield University

Where families live

More young people are living at home for longer. In 2006, 58% of men and 39% of women aged 20-24 in England still lived at home with their parents.

There is a larger than average concentration of single people living in London, whereas *married couples and families* tend to be concentrated in the centre of the country and around the outskirts of major cities.

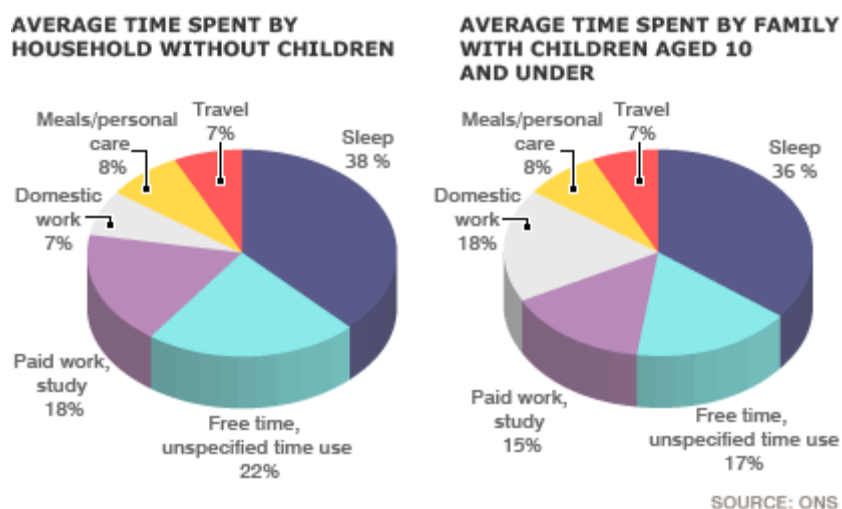
**ENGLAND, SCOTLAND AND WALES BY MARITAL STATUS**



SOURCE: Prof Danny Dorling, University of Sheffield

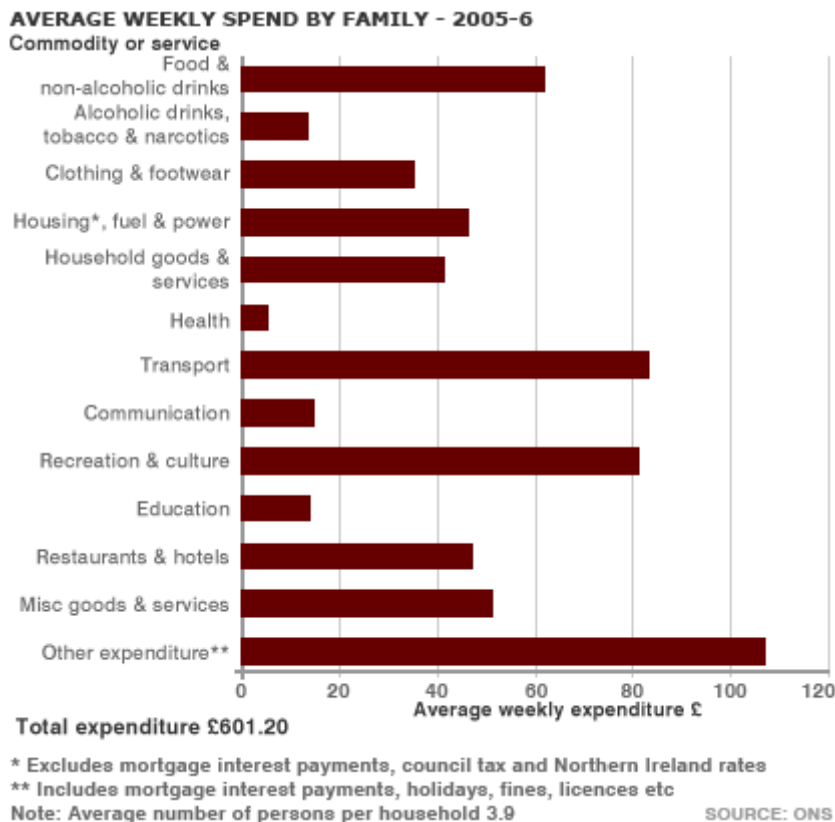
### Work-life balance

In most families with *dependent children*, the father is still the main *wage earner* and the mother often *works part-time*. 33% of women still *do the bulk of household chores*, but 35% said both parents *shared childcare duties*.



### Spending habits

The average family income is around £33,000 before tax. An average household – made up of 3.9 people – spends £602 a week, compared with a couple’s average spend of £527. In other words, the household spends £156 per head, compared with a couple’s spend of £264 per head.



**Challenge, pp. 36 – 40 Ex. 13 – 18**

**Highlights, p. 36 Text “The American Family”**

**Challenge, pp. 40 – 47 Ex. 19 – 31**

**p. 48 Class Communication, Task 2 + Family Discussion (cards)**

**p. 48 Revision and Consolidation (Ex. 1 – 5)**

### **SUBUNIT 3. GOING BY APPEARANCE**

#### **FOCUS VOCABULARY (Challenge, p. 52)**

What do we look like?

**General appearance** – good-looking, attractive, handsome, beautiful, charming, pleasant, glamorous, lovely, striking, ordinary, plain, ugly, repulsive, funny, unpleasant; dowdy, slatternly, scruffy, pretty, smart, graceful, excellent, splendid;

**Height / stature** - tall, short, average, tiny, to be *of* medium / middle height, to be about / above / below medium height;

**Build / figure** –thin, slim, slender, skinny, plump, stout, stocky, fat, overweight; strongly-built, well-built, well-developed, well-shaped, broad-shouldered, long-legged, narrow-hipped, muscular, to be of solid / medium build;

**Features** – fine, delicate, regular, strong, facial;

**Hair** – short, long, medium length, shoulder length; dark, black, grey (going ~), fair, blonde, chestnut, auburn, red; dyed, coloured; straight, wavy, curly; thin, thick, balding, receding; (plait, fringe; to wear one’s hair);

**Complexion** – fair, dark, florid; fresh, pale, sallowness, tanned;

**Face** – freckled, wrinkled; long, oval, round, square; thin; clean-shaven; plain;

**Facial expressions** – clever, cheerful, thoughtful, dull, boring, angry, surprised, puzzled, worried;

**Forehead** – wide, small, high, low;

**Eyes** - brown, black, blue, grey, green, hazel, dark; clear, kind, malicious, squint, expressive, deep-set;

**Eyebrows** – bristly, bushy; straight, curved; frowned; knitted;

**Eyelashes** – thick, long, curly, colourless;

**Ears** – small, big;

**Nose** – straight, hooked, long, short, flat, snub, upturned;

**Cheeks** – plump, hollow, pale, pink, red;

**Mouth** – wide, narrow, well-shaped, secretive;

**Lips** – plump, thin, pink, pale, tight, compressed, firm-set;

**Smile** – pleasant, radiant, attractive, joyful, ironic, sarcastic;

**Teeth** – even white;

**Chin** – strong, weak, round, generous, jutting, cleft, pointed, firm;

**Neck** – strong, weak;

**Shoulders** – broad, narrow;

**Legs** – long, short, shapely.

To be / not to be (a bit) like smb / = to resemble / not to resemble smb / = to look like / not to look like smb / = to be (much) / not to be alike / = to take *after* smb

To look beautiful / charming / fit / happy / nice / smart / well  
 To be pretty (F) / handsome (M)  
 To be one's age / to look one's age; to look young / old *for* one's age; to age well  
 To gain / = to put *on* weight; to lose weight / = to slim  
 To grow thinner / = to recede (about hair)  
 To be shortsighted / = to be nearsighted / to be farsighted  
 To stammer  
 To limp / = to be lame  
 To be a pleasant-looking person / = to be nice to look at; to take much care *over* one's appearance; to be well-groomed; to be dressed spick and span; to look tidy / untidy; to look a mess / = to look scruffy  
 To be the sort of person who ...  
 To be typical *of* smb  
**Highlights, p. 45 Ex. 7**  
**p. 48 Ex. 14, 15**  
**Challenge, pp. 52 – 57 Ex. 1 – 5**  
**Highlights, p. 54 Ex. 2**  
**p. 57 Ex. 13 How Important is Your Appearance**  
**Challenge, pp.57, 58 Physical description and adjective order**  
**Highlights, p. 48 Ex. 16, 17**  
**Challenge, pp. 58, 59 Ex. 6, 7**  
**Highlights, p. 56, Ex. 11**  
**Challenge, pp. 59 – 63 Ex. 8 – 20**  
**Highlights, p. 56 Ex. 12**  
**Challenge, pp. 63, 64 Ex. 21 – 23**  
**pp.64, 65 Class Communication (Tasks 1, 3, 5)**  
**p. 66 Writing Ex. 1 – 4**  
**Highlights, p.6 0 Text 1**  
**p. 63 Text 4**  
**Challenge, p. 67, 68 Revision and Consolidation (Ex. 1)**

## SUBUNIT 4. CHARACTER AND PERSONALITY

### FOCUS VOCABULARY (Challenge, p. 69)

#### **Traits of character and intellectual ability:**

Admirable, aggressive, ambitious, amusing, arrogant / haughty, boastful, brave / courageous / fearless, boring , bossy / superior (to smb) / brainy, broad-minded, snobbish, careful, careless, coarse / rude, cheerful / lively, calm / quiet / reserved / morose / sullen, clever / intelligent / bright / smart, conceited, conscientious / scrupulous, considerate, contemptuous, cruel, cunning / sly (a ~ dog), curious / inquisitive, deceitful / dishonest, decisive, diligent / hard-working / industrious, disobedient / naughty, discreet, dogmatic, dull, easy-going, envious, evil / wicked, fair / frank / honest, foolish / silly / stupid, frank / sincere, generous, gentle, gifted, gloomy / moody, good-mannered / well-bred, greedy, hostile, hypocritical, ill-bred, impatient, impolite, im-

puident, indecisive, independent, indifferent, insincere, intolerant, jealous, lazy / idle, mean, modest, naïve, narrow-minded, noisy, obstinate / stubborn, patient, polite, practical, reliable, selfish, self-assured, sensible / reasonable, sensitive, shy, sincere, sociable / communicative, straightforward, sympathetic, tactful, tactless, talkative, thick-skinned, tolerant, touchy, two-faced, unfair, unbalanced, unpractical, unreliable, unselfish, unsociable, violent, vulgar, warm-hearted / kind-hearted, well-balanced, wise, witty, worthy;

**Characteristics of a man:**

Friend in need; fair-weather friend; traitor; heart of gold; chameleon; chatterbox; strong personality; weak personality; a man of character; a man of no character;

**Other topical terminology: see the book (Challenge, p.70)**

**Highlights, p. 98 Ex. 10**

**Challenge, pp. 70 – 72, Ex. 1 – 4**

**Highlights, p. 98 Ex. 11**

**Challenge, pp. 72, 73 Ex. 5, 6**

**pp. 73, 74 Intellectual Ability, Attitudes towards Life, Attitudes towards Other People, One Person Meat is Another Person's Poison**

**pp. 74 – 76 Ex. 7 – 15**

**Highlights, p.100 Ex. 14, 16**

**p. 119 Text “Your Character Traits”**

**Challenge, pp. 77 – 80 Ex. 16 – 23**

**Highlights, pp.107, 108 Ex. 4 – 6**

**p. 109 Ex. 8 Text “Everything Must Be Beautiful in a Person...”**

**Challenge, pp. 80 – 84 Ex. 24 – 30**

**Highlights, pp. 111 Text “Revealing Faces”**

**p. 112 Ex. 11 – 13**

**Challenge, pp. 85, 86 Ex. 31 – 33**

**p. 88 Class Communication**

**Highlights, p.117 Text “What Are the British Like?”**

**p. 118 Text “Lord Created Us Centrist”**

**Challenge, p. 92, 93 Revision and Consolidation (Ex. 1 – 4)**

**Vocabulary to the Unit (pp. 94 – 124)**



## UNIT II. HOME, SWEET HOME

### SUBUNIT 1. LOCATION

FOCUS VOCABULARY (Challenge, p. 125, 126 – SEE THE BOOK) +

**Types of houses**: co-op, shed, barn, slum, shack, skyscraper, high-rise;

**Parts of houses**: basement, ceiling, patio, roof, attic, porch, chimney, foundation, balcony, entrance, façade, front;

**Building materials**: cement, concrete, brick, timber, gravel, bamboo, paper, tile;

**Accommodation**: digs / = dormitory / = hall of residence, hotel, guest house, bed and breakfast place (B&B);

**Amenities**: suite, swimming bath;

**Location**: downtown – uptown;

### TEXT “HOME, SWEET HOME”

Time flies. Our world changes. But there’s something which remains eternal. “East or West, home is best”, the proverb says. And really, many people will admit that home is more than simply a house.

What is home as distinct from a house? We have asked the question of a number of people. A little boy of five answered that it was “Mummy, Daddy, plenty of toys and bedtime stories”. A man of 40 said it was a place he returned to work after work to enjoy a hearty meal and rest. A housewife said, “Home means a lot of drudgery if you want to have it clean and comfortable”. A working woman, who has two children, said that she understands home as comfortable place of work and rest, a caring husband, hard-working children, understanding that “mum is working”. And finally we spoke to an American businesswoman. That is what she said, “A home is a place where you are always welcome and safe, where love is unconditional, where our soul rests peacefully. And generally speaking, a house starts to be a home when it is warmed by people who live in it”.

*Say, what you look for in your family life at home and why? Put the features below into order of priority:*

- a) Comfort
- b) Good things to eat
- c) Friendly atmosphere
- d) Isolation and independence
- e) Care and attention
- f) Support in troubles
- g) Good reasonable advice
- h) Interesting people to meet
- i) Living space
- j) Luxury

- k) Amenities of home life
- l) All modern conveniences

**Highlights, p. 215 Ex. 6**

**Challenge, p. 126 Ex. 1**

**Highlights, p. 231 Text “Housing in Britain”**

**p. 232 Text “Where Americans Live”**

**Listening Comprehension “London Skyline”**

### LONDON SKYLINE

<b>quirky</b>	unusual and odd, but in a good way
<b>modest</b>	quite small or insignificant compared with other things of the same type
<b>dwarfed</b>	made to seem small compared to something else
<b>sprung up</b>	suddenly appeared
<b>irreverently</b>	without showing proper respect
<b>obstruct</b>	stop, block, or make something difficult to do
<b>plain</b>	very; used to emphasize the adjective that follows it
<b>tide</b>	(here) increasing amounts of something
<b>thrown up</b>	built or made quickly and without much care
<b>(to have) a head for heights</b>	a feeling of being comfortable in high places

*Before listening questions:*

1. What are skyscrapers?
2. What places in the world do you associate with skyscrapers?
3. Do you like skyscrapers?
4. Do you live in a city with lots of tall buildings?
5. Is it typical to give names or nicknames to buildings? Do you know any?
6. What is St. Paul’s cathedral?

*Listen to the programme to find out answers to the following questions:*

1. What skyscrapers are mentioned in the conversation? How do you think they look like?

2. Why are many people unhappy with these tall buildings?
3. How are skyscrapers located throughout London?
4. What have you learnt about St. Paul's?

**Challenge, pp. 127 – 130 Ex. 2 – 9**

**p. 130 Class Communication**

**Challenge, p. 131 Writing**

**Highlights, pp. 227 – 229 Ex. 11, 13**

**p. 233 Text “Types of Houses”**

**Listening Comprehension “Living in a Tiny Space”**

**Challenge, p. 133 Revision and Consolidation (Ex. 1)**

## SUBUNIT 2. FURNISHING AND DECORATING

### FOCUS VOCABULARY (Challenge, p. 134)

#### **Rooms:**

Sitting room / = living room / = lounge, bedroom, bedsitter (**BrE**), kitchen, (entrance) hall, passage, nursery, study, bathroom / washroom (**AmE**), lavatory / = loo / = toilet / = WC (water closet), utility room, pantry, cellar;

#### **Articles (items) of furniture, household appliances and everyday objects:**

kitchen suite, refrigerator (fridge), freezer, dishwasher, electric (gas) cooker, microwave (oven), sink, tap (*BrE*) / = faucet (*AmE*), stool, chair, dining table; suite of furniture, built-in furniture, wall-unit, couch / sofa / sofa bed / settee, armchair, rocking chair, cupboard, bookshelf, corner-unit, chest of drawers, coffee table; bed-unit, dressing table, bedside table, wardrobe / clothes closet (*AmE*), cot (*BrE*) / = crib (*AmE*); bureau, cabinet (display ~, liquor ~), writing table; coat rack / hook / hanger, looking glass / = (hall) mirror; toilet articles, bath sponge, washbasin, washing machine, tumble drier; computer, colour TV set, cassette recorder, record player, stereo system, CD player (compact disc player), DVD player (digital video disk player), VCR (video cassette recorder), air conditioner, iron, vacuum cleaner; plug, socket; ashtray; curtain; cushion; plant pot; lamp, desk lamp, standard lamp, chandelier; carpet / fitted carpet, rug, parquet floor;

#### **Other terminology:**

To decorate, to furnish, to install, to paint, to whitewash, to fix / = to repair, to switch *on / off*, to turn *on / off*, to have smth installed / repaired / painted, etc.

**Challenge, pp. 135 – 139 Ex. 1 – 10**

**Highlights, p. 250, Ex. 8**

**Challenge, p. 139 – 143 Ex. 11 - 21**

**Highlights, p. 217 Ex. 11 a)**

**p. 230 Text “My Favourite Room”**

**Challenge, p. 143 Class Communication Tasks 1, 3**

**p. 144 Writing**

## TEXT “HOMES THAT THINK”

**1a. Apart from phone calls and texting, what can you use mobile phones for?**

**1b. Read the text and choose the best title:**

1. *New reasons to phone home.*
2. *Mobile phones in Europe.*
3. *How phone technology stops crime.*

*“First they changed our lives by allowing us to make phone calls while travelling. Then teenagers used them to send secret text messages. But in the future, mobile phones will allow us to control our lives and homes.”*

Imagine you want to go home early but your house is still cold. Your mobile will let you switch on your central heating. You might accidentally leave the door of the fridge open. Don't worry – your mobile phone will send you a warning message. Burglars may try to enter your house when you are on holiday. No problem! Your phone will tell you.

These ideas will probably be reality very soon. At Japan's Combined Exhibition of Advanced Technologies, companies including Toshiba, Panasonic and Mitsubishi say they are going to use the mobile phone to create “intelligent homes”.

Panasonic's “Econet” is already on sale. This piece of technology is the same size as a book. You put it on the kitchen wall and it allows you to communicate with your fridge, air conditioner, washing machine, oven and burglar alarm. It doesn't matter where you are in a train, on the street, or at the airport; if you have your mobile phone you can control everything at home.

Mitsubishi plans to develop technology for forgetful shoppers. For example, if you want to know how many eggs or tomatoes you have left in your fridge, you will be able to use your phone to find out. It will ask your fridge to send you a picture and you will be able to view the picture on your mobile phone.

This technology probably won't be available in the next two years, but it will certainly arrive eventually. All these new developments come from Japan. The Japanese love technology in a way many European countries can't understand. Why? Because “Japanese consumers always want something new”, says Fumo Ohtsubo, the Director of Panasonic. And in terms of technology, where Japan leads the world follows.

**3a. Answer the questions.**

1. *How did mobile phones change our lives, according to the text?*
2. *When will Econet be available?*

3. *What will Econet allow you to do?*

**Challenge, p. 145 Revision and Consolidation (Ex.1)**

### **SUBUNIT 3. LIVING OUT**

FOCUS VOCABULARY (Challenge, p. 146 – SEE THE BOOK) +

**Other housing terminology:** to let, to rent, loan, mortgage, lease.

**Highlights, p.217 Ex. 11 b)**

**p. 216 Ex. 9**

**Challenge, pp. 146 – 149 Ex. 1 – 5**

**Highlights, p. 218 Ex. 14**

**Challenge, pp. 149 – 151 Ex. 6 – 9**

**Highlights, pp. 225, 226 Advertisements, Ex. 7, 8 (Finding a House)**

**Challenge, pp. 151 – 153 Ex. 10 – 13**

**p. 153 Writing + Class Communication Tasks 1, 5, 6, 7**

**p. 157 Writing**

**p. 158, 159 Revision and Consolidation (Ex. 1 – 4)**

### **SUBUNIT 4. HOUSEHOLD CHORES**

FOCUS VOCABULARY (Challenge, p.160)

**Household appliances:**

Hoover (*BrE*) / = vacuum-cleaner (*AmE*), washing machine, sewing machine, dishwasher, microwave oven, toaster, deep-freezer, electric iron, ironing board, knitting needles, broom, dustpan, brush (scrubbing ~), mop (a sponge ~; to ~ up), floor cloth, bucket, waste bin / = dust bin (*BrE*) / = waste basket / = garbage can (*AmE*), peg;

**Tools and instruments:**

Hammer, nail, scissors, pincers, screwdriver, wire, spade;

**Around the house:**

To have certain duties, to run / = to keep the house, to do / = to tidy *up* / = to clean the room / to do the cleaning, to keep the room tidy / clean, to clean the carpets, to make a mess, to be *in* a mess, to make the bed, to do the ironing / = to iron (linen) / = to press clothes, to do the cooking / = to cook, to do the sweeping (*BrE*) / = to sweep the floor (*AmE*), to do the hovering (*BrE*) / = to vacuum (*AmE*), to polish the floor, to do the washing (*BrE*) / = to wash clothes / to do the laundry (*AmE*), to do the washing *up* (*BrE*) / = to do dishes / to wash *up* (*AmE*), to dust the furniture / = to sweep *off* the dust / = to wipe the dust *off* (every surface in the room), to scrub the dirt *off* with a scrubbing brush, to beat the dust *out of* smth, to polish the furniture, to tidy *up* / to hang *up* the clothes, to feed domestic animals, to do / = to clear *away* the dishes, to mend, to sew, to knit, to replace, to remove;

**In the garden:**

To cultivate / to plant flowers, to weed flowerbeds, to mow lawns, to grow vegetables, to dig potatoes, to cultivate / to fertilize land;

**At a garage:**

To check, to serve, to arrange, to register;

**Adjectives:**

Clean / = neat / = tidy, spotless, dusty, dirty / = untidy / = filthy

**Challenge, pp. 161, 162 Ex. 1 – 3**

**Highlights, p. 242, Ex. 11, 12**

**Challenge, pp. 162, 163 Ex. 4, 5**

**Highlights, p. 244 Ex. 19, 18**

**p. 250 Ex. 6**

**Challenge, p. 164, 165 Class Communication + Writing**

**Highlights, p. 253 Text “What is a Housewife?”**

**p. 253 Ex. 15**

**Discussion “House and Home”**

**pp. 166, 167 Revision and Consolidation (Ex. 1, 2)**

## UNIT III. DO WE EAT TO LIVE OR LIVE TO EAT?

### SUBUNIT 1. DAILY MEALS

#### FOCUS VOCABULARY (Challenge, p. 195)

##### Meals

Breakfast

Brunch

Lunch

Dinner (to have = to take = to eat ~)

Supper (to make = to prepare ~)

The elevenses (*BrE*)

A bite / = a snack

To bite (bit – bit(ten))

Tea (afternoon ~, 5 o'clock ~, high ~; for all the ~ in China)

##### Courses

Afters / = dessert

Appetiser (*BrE*) / = Appetizer (*AmE*) / = starter / = hors d'oeuvre (*Fr*)

Course

The first course / = soup course

The main course / = meat course / = entrée (*Fr*)

Speciality (*BrE*) / = specialty (*AmE*)

### TEXT “MEALS”

Not everybody uses the same names for meals: there are quite wide regional and social differences.

#### BRITISH USAGE:

a) Midday: dinner or lunch

The midday meal is called dinner by many people, especially if it is the main meal of the day.

Middle and upper class people usually call it lunch.

b) Afternoon: tea

A light meal of tea and biscuits or cakes at 4-5 o'clock in the afternoon.

c) Early evening: high tea or supper

A cooked meal around 5-6 o'clock.

d) Late evening: supper or dinner

A meal later in the evening is called supper (some people use it for a bedtime snack)

Some people use dinner for the evening meal if it is the main meal of the day. A more formal evening meal with guests, or in a restaurant, is called dinner, esp. by middle and upper class people.

## AMERICAN USAGE:

Generally use **lunch** for the midday meal and **dinner** for the evening meal. Celebration meals at Christmas and Thanksgiving are called ***Christmas / Thanksgiving dinner***, even if they are eaten at midday.

**Challenge, p. 195 Text “Mealtimes”**

**p. 196 Ex. 1, 2**

**p. 197 Words in Context, Word Use**

**pp. 198, 199 Ex. 3 – 7**

## TEXT “ENGLISH TRADITIONAL EATING HABITS”

Some people have their biggest meal in the middle of the day and some have it in the evening, but most people today have a small mid-day meal – usually sandwiches, and perhaps some crisps and some fruit.

We have three main meals a day:

Breakfast – between 7:00 and 9:00,

Lunch – between 12:00 and 1:30 p.m.,

Dinner – (sometimes called supper) – the main meal, eaten anytime between 6:30 and 8:00 p.m. (Evening meal)

Traditionally, and for some people still, the meals are called:

Breakfast – between 7:00 and 9:00,

Dinner (the main meal) – between 12:00 and 1:30 p.m.,

Tea – anywhere from 5:30 at night to 6:30 p.m.

The traditional English breakfast consists of eggs, bacon, sausages, fried bread, baked beans and mushrooms. Even though not many people will eat this for breakfast today, it is always served in hotels and guest houses around Britain. The traditional English breakfast is called “The Full English” and sometimes referred to as “The Full English Fry-up”.

Many children at school and adults at work will have a “packed lunch”. This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. “The packed lunch” is kept in a plastic container. Sandwiches are also known as a “butty” or “sarnie” in some parts of the UK.

The evening meal is usually called “tea”, “dinner” or “supper”. A typical British meal for dinner is “meat and two vegs”. We put hot brown gravy (traditionally made from the juices of the roast meat, but more often today from a packet!) on the meat and usually the vegetables. One of the vegetables is almost always potatoes.

The traditional meal is rarely eaten nowadays, apart from on Sundays. A recent survey found that most people in Britain eat curry! Rice or pasta dishes are now favoured as “The British Dinner”. Vegetables grown in England, like potatoes, carrots, peas, cabbages and onions are still very popular.

On Sundays the main meal of the day is often eaten at midday instead of in the evening. This meal is usually a Roast Dinner (or Sunday Roast) consisting of a roast meat (cooked in the oven for about two hours), Yorkshire pudding and two or three kinds of vegetables. The most common joints are beef, lamb or pork; chicken is also



popular. Beef is eaten with hot white horseradish sauce, pork – with sweet apple sauce, lamb – with green mint sauce. Gravy is poured over the meat.

## SUBUNIT 2. FOOD AND COOKING

### FOODSTUFFS

#### FOCUS VOCABULARY (Challenge, p.200)

#### Meat

Meat: beef, veal, pork, mutton, lamb, moose, venison

Smoked meat

Liver

Kidneys

Bacon

Ham

Sausage (smoked ~)

Wiener (*AmE*)

#### Poultry

Poultry: chicken, duck, goose (geese *pl.*), turkey

#### Fish and seafood

Fish: cod, haddock, herring, perch, pike, salmon, sole, sturgeon, trout, tuna

Fish (dried ~, salted ~, smoked ~ / = kippers; tinned ~ (*BrE*) / = canned ~ (*AmE*))

Sardines (*to be packed like sardines*)

Sprats

Shellfish: crabs, crayfish, mussels, lobster, oysters, shrimps (*BrE*) / = prawn (*AmE*), calamari/squid

Caviar (black ~, red ~)

#### Dairy products

Butter (to spread ~ on bread)

Milk (butter ~, long-life ~)

Cheese (cottage ~, cream ~, soft ~, top ~)

Cream (sour ~, sweet ~)

Margarine

Mayonnaise

Yoghurt

Curds

Kefir

#### Bread and pastry

Pastry

Bread (brown ~, rye ~)

Baguette (*Fr*) / = French stick/loaf (loaves *pl.*) (*AmE*)

Bun

Roll (hamburger ~)

Cake (honey ~, chocolate ~, layer ~, birthday ~, wedding ~)

Pie

Croissant (*FrE*)

Doughnuts (*BrE*) / = donuts (*AmE*)

Muffins

Biscuits (*BrE*) / = cookies (*AmE*)

Waffles

Rusks

Cracknels

Sooshka

### **Dry groceries**

Cereals:

Buckwheat, oatmeal, rice, semolina, millet, cornflakes

Corn

Flour

Pasta: macaroni, noodles, spaghetti

Baking soda

Yeast

### **Confectionary**

Chewing gum; peppermint; chocolate; sweets (*BrE*) / = candies (*AmE*); lollipop, lolly (*BrE*) / = lollypop (*AmE*); toffees (not for ~)

## confectionery

box of chocolates

snack bar chips



candy store

milk chocolate

caramel

dark chocolate

truffle

white chocolate

cookie

pick-and-mix

hard candy

## confectionery



chocolate



chocolate bar



candies



lollipop



toffee



nougat



marshmallow



mint



chewing gum



jellybean



jelly candy



liquorice

### Fruit and berries

Apples, apricots, bananas, citrus fruit, grapes, grapefruit, kiwi fruit / = Chinese gooseberry, lemons, mango, nectarines, oranges, peaches, pears, pineapples, plums, pomegranates, tangerines, persimmon, bilberries, blackberries, blueberries, cherries, sweet cherries, cranberries, currants (black/red), gooseberries, raspberries, strawberries, watermelon, melon (honey~), cantaloup (*BrE*) / = cantaloupe (*AmE*)

### Dried fruit

Dates, prunes, raisins, dried apricots

### Nuts

Almond, coconut, hazelnut, peanut, walnut

## nuts



cashew



peanut



macadamia



hazelnut



pecan



almond



pistachio



Brazil nut



walnut



chestnut

## Vegetables

Potatoes (new ~), cucumbers (pickled ~), carrots, tomatoes, peppers, onions (spring ~), beet(s) (sugar~), cabbage, broccoli, Brussels sprouts, cauliflower, aubergines (*BrE*) / = eggplants (*AmE*), beans (French ~), peas, marrow (*BrE*) / = zucchini (*AmE*), squash (*AmE*), turnips, radishes (a bunch of ~), garlic, lettuce, leek, sorrel, spinach, celery, herbs: parsley, dill; mushrooms

## Sauces and spices

Salt (seasoning ~), pepper, oil (olive ~, sunflower ~, vegetable ~), vinegar, ketchup (*BrE*) / = catsup (*AmE*), mustard, curry, clove, bay leaf, chilli (*BrE*) / = chili (*AmE*), ginger, cinnamon, mint, syrup (maple ~)

## herbs and spices

### herbs



bay



sage



basil



oregano



mint



parsley



thyme



rosemary



dill



tarragon



chives



cilantro

### spices



cloves



black peppercorns



star anise



cinnamon



cardamom



nutmeg



ginger



saffron



turmeric



paprika



cumin seeds



coriander seeds

### Quantities

A bar of chocolate

A block of ice

A bunch of grapes / bananas

A clove of garlic

A dozen (of) eggs

A drop of sauce

A head of cabbage

A joint of meat

A lump of sugar

A loaf of bread

A pinch of salt

A pint of beer / milk (pint = 0,568 litre (the UK), 0,473 liter (the USA))

A piece of cake / toast

A pound of butter (pound = 453,6 gr.)

A segment of orange

A slice of bread / cheese

A squeeze of lemon



## Containers

A bottle of wine

A box of eggs / matches

A cup of tea / coffee

A glass of water

A packet (*BrE*) / = a pack (*AmE*) of cigarettes

A table / tea spoon of sugar



a bottle  
of milk



a glass  
of water



a jug  
of water



a cup  
of tea



a packet  
of tea



a jar  
of honey



a loaf  
of bread



a slice  
of bread



a carton  
of milk



a can  
of Coke



a bottle  
of Coke



a bowl  
of sugar



a kilo  
of meat



a bar  
of soap



a bar  
of chocolate



a piece  
of chocolate



a piece  
of cheese



a piece  
of furniture

**Challenge, pp.202 – 205 Ex. 1 – 10**  
**p. 206 Writing**

### **TEXT “TRADITIONAL ENGLISH CUISINE”**

Traditional English cuisine includes fish and chips, roast beef, steak, mash, and probably famous pudding. Certainly we may find different kinds of food in any restaurant in England, but these are the popular I guess because many Englishmen, answering the question about their gastronomy stereotype, will name these things.

A real English cuisine distinguishes itself either due to its high quality and high prices (for example, in such restaurants as Wiltons or Green's), or is not so expensive

if you are satisfied with Bangers & Mash (can be found in any “Caffs”). A lot of bistros, snack bars, and even pubs provide us with sandwiches as well as dishes of the European cuisine.

Small cosy restaurants became more popular than big ones, which are decorated by the fashionable designers. And one more thing is pubs where the traditions of them are combined with modern – the British cuisine nowadays. The day starts with affordable lunch in the best restaurants. You may have a snack in Fast Food Shops, where you will find pizza and hamburgers and it is also available in some small fast-food bars. If you have a wish, you may make a culinary voyage in London. Indian cuisine, Chinese cuisine, American cuisine and even African cuisine are represented in the restaurants of London.

## **DISHES**

### **FOCUS VOCABULARY (Challenge, p. 206)**

Batter

Broth / = clear soup

Cabbage rolls / = stuffed cabbage

Pig-in-the-blanket (*AmE*)

Chop

Crepe

Curry

Custard

Cutlet

Dressing (a salad ~), to dress (e.g. This dish will dress well with white cheese)

Dumplings (Ukrainian ~)

Eggs (hard-boiled ~, soft-boiled ~, fried ~, scrambled ~)

Fish and chips

French fries

Garnish

Gravy

A hamburger

Iced lemon tea

Jelly

Kebab (*BrE*) / = kabob (*AmE*)

Milkshake

Omelette (*BrE*) / = omelet (*AmE*)

Pancakes

Pickles

Porridge

Potatoes (baked ~, boiled ~, fried ~, mashed ~, roast ~)

Potato chips

Preserves

Jam / = confiture / = pozzy

Pudding  
 Roast beef  
 Salad (fruit ~, mixed ~, vegetable ~, green ~)  
 Sandwich (cheese ~, meat ~, sausage ~, prawn salad ~, tuna ~)  
 Sauce  
 Sauerkraut  
 Soup (beetroot ~, cabbage ~, fish ~, milk noodle ~, pea ~)  
 Steak (rare / medium / well-done) (round ~, sirloin ~, pin bone ~, porterhouse ~, T-bone ~)  
 Toast  
 Whipped cream

**dinner**



soup



broth



stew



curry



roast



potpie



souffle



kebab



meatballs



omelet



stir-fry

noodles



pasta



rice



tossed salad



green salad



dressing

**Challenge, p. 207 Text “English Food”**  
**p. 208 Ex. 1, 2 + Class Discussion**



## TEXT “BRITISH MEALS”

The first meal of the day in the morning is **breakfast** (usually eaten between about 7:30 and 9:00). Many British people eat toast with butter or margarine and jam (often strawberry, raspberry, apricot or blackcurrant jam), marmalade (a type of jam made from oranges) or Marmite (a dark brown spread made from yeast). Melon, grapefruit or fruit cocktails are popular. Others eat a bowl of cereal; for example, cornflakes or muesli with milk, or porridge (a mixture of oats, hot milk and sugar). A traditional **English breakfast** (also known as a cooked breakfast or a fry-up) is a cooked meal which may contain food such as sausages, bacon, kippers (herring - a type of fish - which has been covered in salt and smoked), black pudding, scrambled or fried or poached egg, mushrooms, fried tomatoes, baked beans, hash browns and toast. People sometimes eat a boiled egg, dipping (dunking) strips of toast (soldiers) into the egg yolk. A **continental breakfast** is a small meal and is not cooked; for example, a bread roll or croissant with cheese or ham and a cup of coffee. The most common drinks at this time of day are orange juice or a cup of breakfast tea.

Many people have a **tea-break** at about 11:00 in the morning (**elevenes**). If a meal is eaten in the late morning instead of both breakfast and lunch, it is called **brunch**.

**Lunch** (sometimes called more formally **luncheon**) is the meal eaten in the middle of the day (usually between about 12:30 and 2:00). Many people eat a sandwich (also known as a butty or sarnie in some parts of the UK). Some people have a simple meal such as cheese and biscuits or soup and bread. A **ploughman's lunch** is a traditional lunch for farmers: a bread roll, Cheddar cheese, Branston pickle and salad, perhaps with a pork pie. It is also traditional for people to go to a pub with some friends for a pub lunch and a drink.



Shepherd's pie,  
peas and tomatoes

Bangers (sausages)  
and mash

A Christmas lunch: turkey,  
sausage,  
bacon, bread sauce, sprouts,  
potatoes



Ploughman's  
lunch



Roast beef, roast potatoes,  
green beans and gravy



Fish  
and chips

A Sunday roast is a traditional meal eaten by a family at **Sunday lunchtime**; for example, roast beef with roast potatoes, parsnips, peas, Brussels sprouts, green beans, Yorkshire pudding, bread sauce and gravy. Mint sauce or redcurrant jelly is often eaten with lamb, apple sauce with pork, and horseradish sauce (a type of mustard) with beef, cranberry sauce with turkey. Stuffing may be eaten with chicken or turkey.

**Tea-time** is a small meal eaten in the late afternoon (usually between about 3:30 and 5:00). People may drink tea, and often eat biscuits (American English: cookies), cakes or savoury foods such as sandwiches, crumpets or tea-cakes. Occasionally people may have a **full afternoon tea** or a **cream tea**: this includes a scone with jam and cream (usually either whipped cream or thick clotted cream) as well as a selection of sandwiches and cakes. *For an example of a traditional afternoon tea menu, see the Ritz Hotel's site: <http://www.theritzhotel.co.uk/tea/teamenu.asp>*

**High tea** is a light meal eaten in the early evening (for example, 6 o'clock) served with a pot of tea; this is popular in north England and Scotland. **Supper** is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). **Dinner** is another common name for supper, but sometimes it is also used to refer to lunch, especially when this is the main meal of the day. A dinner party is a formal evening meal to which guests have been invited. A common type of cooked meal in Britain is meat and two veg. This is a meat dish served together on the same plate with two types of vegetable, one of which is often a type of potato. It is common to eat a dessert (also known as a pudding, or informally as afters) after the main dish. *You can see an example of a traditional English restaurant menu from the website of Rules, the oldest restaurant in London: <http://www.rules.co.uk/rest/mfmenu.html>.*



Rice pudding



Fruit crumble and custard



Trifle

It is increasingly popular for British people get a takeaway or go to a restaurant instead of cooking at home, and often this is used as a chance to try different types of food. Most towns have an Indian restaurant, serving foods such as curry and chicken tikka masala. Chinese restaurants are also very common; popular dishes include sweet and sour pork and aromatic duck. Many people like Italian pizza and pasta dishes. Fast food restaurants often serve beef burgers or fried chicken. Fish and chip shops are still popular, especially in towns by the coast. There is an old tradition of eating fish on Friday.

British people enjoy eating snacks between meals. These include sweets (American English: candy) and crisps (American English: chips).

## COMMON IDEAS ABOUT BRITISH FOOD

Many visitors to Britain do not have a clear idea about British food. Below are responses to some comments made by international students after being asked the question, "What do you think about British food?"

### **"What is it?"**

Many visitors do not know what British food is, maybe because there are not many British restaurants in other parts of the world. If so, you can learn about some types of traditional British food by exploring all of the pages in the Britain/Food section.

### **"It's greasy"**

You may think that British people eat greasy food (like fish and chips or a fried breakfast) every day. You may be offered a cooked breakfast every day if you stay in a hotel or bed and breakfast, but this is not normal life. Most British people only eat these foods occasionally (perhaps once a week, or less often). Britain is a dairy country, however - so milk, butter, cheese and cream are used more than in some countries.

### **"It's boring"**

Perhaps you have already stayed in the UK and found the food boring or not tasty. This could be because you haven't tasted good home cooking or the food in high quality restaurants. There is actually a very wide variety of food. As well as the traditional British food shown here, there are also Chinese dishes, Indian curry, Spanish tapas, Italian pizza or pasta, Turkish kebabs, Japanese sushi and so on. Ingredients are available from many parts of the world, both in specialist shops and in ordinary supermarkets.

### **"It's dangerous"**

British farmers have had some problems in recent years due to the spread of BSE (mad cow disease) within cattle in the 1990s, and then foot-and-mouth disease within sheep in 2001. These diseases caused many animals to be killed, and led to the introduction of new controls. Scientists believe that BSE can be passed to humans as a disease known as variant CJD, but cases are rare and seem to be linked to times before the new controls were put in place. Foot-and-mouth in sheep is not passed on to humans by eating lamb, and since 2001 there have only been a few cases of the disease in sheep. So is it safe to eat British meat? Probably - most British people continue to eat it, and the controls in the UK are now some of the tightest in the world.

There are many shops or restaurants selling vegetarian and organic food if you prefer to eat this.

### Video “Food in Britain”

## TEXT “IN SEARCH OF GOOD ENGLISH FOOD”

### Pre-reading tasks

#### *Task 1.*

Do you know any typical meals from the following countries?

- France
- India
- Switzerland
- Turkey
- Spain
- America
- Italy
- Mexico
- Greece
- England

What do you think influences a country’s food? What influences the food in our country?

#### *Task 2.*

Read these quotations about English food. Do all the people have the same opinion about English food?

- 1) “It takes some skill to spoil a breakfast – even the English can’t do it!” *J.K. Galbraith, economist*
- 2) “On the Continent people have good food; in England people have good table manners” *George Mikes, writer and humorist*
- 3) “If the English can survive their food, they can survive anything!” *George Bernard Shaw, writer*
- 4) “Even today, well-brought up English girls are taught to boil all vegetables for at least a month and a half, just in case one of the dinner guests comes without his teeth!” *Calvin Trillin, American writer*
- 5) “English cooking? You just put things into boiling water and then take them out again after a long while!” *An anonymous French chef*

#### *Reading.*

Read the text quickly. Match a paragraph 1 -5 with a summary below.

- Historical and climatic influences on British cooking
- There is everything except an English restaurant
- The legacy of World War II
- Where there is hope for the future

– The British love affair with international cooking

How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian – but where are the English restaurants?

**(1)**

It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagna instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the beginning of the 21<sup>st</sup> century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding "No", but to understand this, we have to go back to before World War II. **(2)**

The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world – chickens, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

**(3)**

However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

**(4)**

However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon.

Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world! (5)

### Comprehension Check

*Read the text more carefully. Choose the best answer, a, b or c.*

1. The writers believe that British cooking ...
  - a) has always been very bad.
  - b) was good until World War II.
  - c) is good because it is so international.
2. They say that the British ...
  - a) eat only traditional British food in their homes.
  - b) don't like cooking with foreign ingredients.
  - c) buy lots of foreign ingredients.
3. They say that the British weather ...
  - a) enables the British to produce good quality food.
  - b) often ruins fruit and vegetables.
  - c) is not such an important influence on British food as foreign trade.
4. They say that World War II had a great influence on British cooking because ...
  - a) traditional British cooking was rediscovered and some good cheap recipes were produced.
  - b) people had limitless supplies of home-grown food.
  - c) people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.
5. They say that ...
  - a) British tourists try lots of new dishes when they are abroad.
  - b) nowadays it is very unusual for British people to cook British food.
  - c) literature and language are more culturally important than food.
6. The writers' final conclusion about British cooking is that ...
  - a) there is no hope.
  - b) you will only be able to get British food in expensive restaurants.
  - c) you will be able to get more good traditional British dishes, especially in pubs.

### COOKING

FOCUS VOCABULARY (Challenge, p.209)

To heat (up)

To boil

To fry (in oil, fat)

To roast (without fat)  
To grill  
To barbecue  
To simmer  
To stew  
To bake  
To cut / to carve / to slice  
To chop (up)  
To beat up / to whip (~ eggs into a froth)  
To mix / to stir  
To peel / to shell  
To pour (in, out)  
To drain  
To preserve  
To garnish (~ with smth)  
To coat (~ with smth) / to sprinkle (~ with pepper)  
To dress (~ with smth) / to flavour  
To measure / to weigh  
To grate  
To mash  
To roll (~ up)  
To rub (~ through, ~ into, ~ on, over, ~ smth to powder)  
To ice



## techniques



stuffed



in sauce



grilled



marinated



poached



mashed



baked



pan-fried



fried



pickled



smoked



deep-fried



in syrup



dressed



steamed



cured

## Cutlery and Kitchen Utensils and Appliances

Tableware

Plate (deep ~, serving ~)

Fork (serving ~, cocktail ~, fish ~; carving ~)

Knife (carving ~)

Spoon (table~, tea~)

Mug

Bowl (mixing ~)

Pan (frying ~, roasting ~, sauce ~)

Dish (casserole ~)

skillet

Carving board / = chopping board / = cutting board (*AmE*)



Colander  
 Ladle  
 Rolling pin  
 Peeler  
 Corkscrew  
 Opener (tin (*BrE*) ~ / = can (*AmE*) ~, bottle ~)  
 Skewers  
 Salt cellar (*BrE*) / = salt shaker (*AmE*)  
 Napkin (to fold a ~, to tuck a ~ under one's chin)  
 Kettle (tea ~)  
 Blender  
 Food processor  
 Dishwasher  
 Cloth (table ~, oil ~)  
 Gas range  
 Pot  
 Cake pan  
 Baking sheet / tray  
 Mesh skimmer  
 Spatula  
 Beater  
 Scoop

### cups and glasses



Challenge, pp. 210 – 216 Ex. 1 – 14

## RECIPY FOR \_\_\_\_\_

### Recipe

### Quick Macaroni and Cheese Recipe

#### Ingredients

2 quarts water

1 Tbsp salt

2 cups uncooked elbow macaroni

2 Tbsp unsalted butter

1/2 lb cheddar cheese, grated (about 2 cups, packed)

1 teaspoon corn starch

2 teaspoons flour

1 cup milk

1/2 teaspoon lemon juice

1/4 cup ham, chopped into 1/4 inch cubes

Freshly grated black pepper

#### Method

1 In a medium sized bowl, mix corn starch into the grated cheese, so that the cheese is coated, set aside. This will help the cheese from getting too stringy.

2 Bring 2 quarts of water with the tablespoon of salt to a boil in thick-bottomed saucepan. Add the elbow macaroni and follow the cooking time instructions on the package, minus about 2 minutes. (If your macaroni doesn't come with instructions, start checking at 7 minutes). Cook until al dente - cooked through, but still slightly firm. Drain the water from the cooking pan.

3 While the macaroni is cooking, prepare the sauce. Melt the butter in a large saucepan on medium heat. Whisk in the flour. Slowly dribble in the milk, while whisking (to avoid clumping) until the sauce is smooth. Slowly add the grated cheese, while whisking, until smooth. Stir in the lemon juice. Add the cooked, drained macaroni and ham. Do not over-mix. Sprinkle in some freshly grated black pepper.

Serve immediately.

## Chicken Kiev



Writing recipes help English learners in a lot of areas: Food related vocabulary, giving instructions, discussion of ideas - and having a meal together as a class! The following recipe is for Chicken Kiev with a follow up guide to the basics of writing and sharing a recipe. Cook together as a class and enjoy some good food while learning English!

**Prep Time:** 30 minutes

**Cook Time:** 20 minutes

**Total Time:** 50 minutes

### Ingredients:

- 4 whole chicken breasts
- 1/2 cup bread crumbs
- 1/2 cup grated parmesan cheese
- 1 1/2 teaspoons oregano leaves
- 1/2 teaspoon crushed garlic
- 1/4 teaspoon pepper
- 4 tablespoons softened butter
- 1 tablespoon chopped parsley
- 4 ounces cheese (any sharp cheese) cut into strips
- 5 ounces melted butter

### Preparation:

1. Pound chicken breasts until 1/4 inch thin
2. Mix together in a bowl bread crumbs, grated Parmesan cheese, 1 teaspoon of oregano, crushed garlic, and pepper.
3. In small bowl, stir together 4 tablespoons of melted butter, parsley and 1/2 teaspoon of oregano
4. Spread melted butter mixture across the middle of each chicken breast
5. Lay a strip of cheese into the mixture
6. Fold the edges of the chicken breast over and roll the chicken breast
7. Dip each chicken breast into the melted butter
8. Roll each chicken breast in the bread crumb mixture
9. Place chicken breasts in a 9 by 13 inch baking pan
10. Cover and refrigerate for at least 4 hours
11. Bake, uncovered, in a preheated 425° oven for 20 minutes

### Important Vocabulary and Measurements

1 inch = 2.54 centimeters  
Bake = cook in oven  
Cook Time = time needed to cook meal  
Cuisine = which country or tradition the meal comes from  
Cup = 250 ml  
Dip = put into liquid  
Grated = in tiny little flakes  
Mix = usually with dry ingredients, combining ingredients  
Occasion = appropriate time or meal  
Pound = beat flat  
Prep Time = time needed to prepare meal  
Refrigerate = put into refrigerator  
Spread = put onto with a knife  
Stir = usually with liquid ingredients, combining ingredients  
Strip = thin, long piece  
Tablespoon = 15 ml  
Teaspoon = 5 ml  
Type of Preparation = how to cook meal

### Across

1. a thick, white, semisolid food made from milk or cream, used in cooking, esp. in soups, sauces, and on baked potatoes
4. a dish with upward curved sides
5. any of a variety of water birds with short, plump bodies, rounded beaks, and webbed feet
9. a large, green, oval-shaped fruit with a sweet, juicy, pink interior
12. a fish with reddish-pink flesh
13. a V-shaped tool used to hold and lift things
14. small, roundish bread
17. a Mexican bread of corn meal made in a thin layer and cooked on a grill
18. a round melon with rough skin and sweet, light-orange insides
21. a shallow pan with a handle used for frying food
22. a soft, white, smooth cheese made of milk and cream
26. a small, round, green seed that grows in long pods and is eaten as a vegetable
27. a round section of seasoned meat
29. grain, like wheat and oats, or food made of it
30. a green plant with long stems that are cooked and eaten
32. a large spoon used for measuring and eating food
34. to let flow, make s.t. stream out
35. a spoon holding approx. 1/3 of a tablespoon or 1/4 fluid ounce
36. a grain of the cereal grass family of ancient origin that is used for food and grows in watery areas
38. a small green citrus fruit
39. a tropical plant with a fruit that is brown and rough on the outside and has a sweet, yellow, juicy flesh on the inside

### Down

2. to cook at a high temperature, as in an oven
3. a substitute for butter made from vegetable oils
4. the meat of cattle
6. plant in the cabbage family whose white, densely flowered head is eaten as a vegetable
7. salted, smoked meat from a pig's side

- 8. long, thin pasta, usu. eaten by winding it around a fork
- 10. any usu. box-shaped device used for cooking, baking, and heating food and other things
- 11. a small, sweet orange
  
- 14. yellowish fat made from milk or cream and used in cooking
- 15. 1,000 grams, or 2.2 pounds (lbs.)
- 16. gas in the air made by heated water under pressure
- 19. a small, peach-like fruit
- 20. a flat, round cake cooked until brown and made of flour, milk, eggs, and butter
- 22. food contents of a casserole
- 23. a plant with edible fruit shaped like a pear, usu. with purple skin
- 24. in the USA, a tall green plant with large, yellow seeds on long ears, fed to cattle or eaten cooked by people
- 25. to move s.t. (such as a spoon) in a circular motion through a liquid or mixture
- 26. a food dish of fruit, meat, or other foods cooked in a pastry crust
- 28. to add spices or flavoring to food
- 29. a small, round, usu. dark-red fruit that grows on a tree
- 31. a sweet, juicy fruit with a green, yellow, or brownish skin that is narrow at the top and wide at the bottom
- 32. the lining of a cow's stomach
- 33. to cook (meat, fish) with direct heat
- 34. to take the skin off a piece of fruit or vegetable
- 37. a measure of 8 fluid ounces or 16 tablespoons





**Challenge, pp. 217 – 219 Ex. 15 – 18**  
**p. 219 Role-play**

**TEXT “COMPULSORY COOKING CLASSES”**

*English teenagers are to receive compulsory cooking lessons in schools. The idea is to encourage healthy eating to combat the country's spiralling obesity rate. It's feared that basic cooking and food preparation skills are being lost as parents turn to pre-prepared convenience foods.*

Cooking was once regarded as an integral part of education in England - even if it was mainly aimed at girls. In recent decades cooking has progressively become a peripheral activity in schools. In many cases the schools themselves have given up cooking meals in kitchens on the premises. But the rising level of obesity, has led to a rethink about the food that children are given and the skills they should be taught. Ed Balls is the minister in charge of schools.

"What I want is for young people to be taught how to do basic, simple recipes like a tomato sauce, a bolognaise, a simple curry, a stir-fry - which they can use then at home and in their later life, experiment with, discover the joy of food, having got the basics under control."

The new lessons are due to start in September but some schools without kitchens will be given longer to adapt. There is also likely to be a shortage of teachers with the right skills, since the trend has been to teach food technology rather than practical cooking. Also the compulsory lessons for hands on cooking will only be one hour a week for one term. But the well known cookery writer, Pru Leith, believes it will be worth it.

"If we'd done this thirty years ago we might not have the crisis we've got now about obesity and lack of knowledge about food and so on. Every child should know how to cook, not just so that they'll be healthy, but because it's a life skill which is a real pleasure and we deny children that pleasure."

The renewed interest in cooking is primarily a response to the level of obesity in Britain which is amongst the highest in Europe, and according to government figures half of all Britons will be obese in 25 years if current trends are not halted.

## Comprehension Check

**BBC Learning English - Words in the News**  
**Compulsory cooking classes - 23 January 2008**

### STUDENT WORKSHEET 2

#### VOCABULARY

Match these words and phrases to their definitions.

1.	<b>integral</b>	A.	not enough teachers
2.	<b>peripheral</b>	B.	knowledge that you can use all your life, that will help you outside of school
3.	<b>on the premises</b>	C.	in the schools
4.	<b>obesity</b>	D.	practical, making or doing something with your hands
5.	<b>to adapt</b>	E.	essential, very important
6.	<b>a shortage of teachers</b>	F.	the way that most people (here, British people) are behaving continues
7.	<b>compulsory</b>	G.	extreme fatness
8.	<b>hands on</b>	H.	to change so that they are suitable
9.	<b>a life skill</b>	I.	something you are obliged or have to do
10.	<b>current trends are not halted</b>	J.	minor, not as important as other things (here, school subjects)



STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS



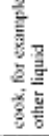





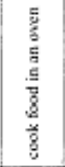
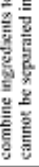
Are the following sentences true or false?

1.	In the past learning to cook was a key part of learning in the English education system.	T/F
2.	In the last 20 or 30 years cooking has become even more important in English schools.	T/F
3.	The schools minister wants all pupils to be able to cook like professional TV chefs.	T/F
4.	At the moment there aren't enough teachers who know how to teach practical cooking because recently teachers have been teaching about food rather than about how to cook.	T/F
5.	Prü Leith thinks cooking is fun for children and that learning how to do it will help them a lot when they leave school when they are older.	T/F
6.	If people don't change the way they eat, in less than 30 years time 50% of all British people will be very fat.	T/F

STUDENT WORKSHEET 3

COOKING VOCABULARY

Match these cooking verbs to their definitions or pictures.

1. peel	A. 	cook by heating the food directly, for example, under a very hot surface in a cooker or on a barbecue
2. chop	B. 	beat food
3. mix	C. 	cook, for example fish, in gently boiling water or other liquid
4. bake	D. 	cook food in hot oil
5. boil	E. 	cut food into small pieces or slices
6. cook	F. 	heat and cook food in very hot water
7. fry	G. 	take the outer skin off, for example, a potato or apple
8. grill (or barbecue)	H. 	use an electric microwave oven to heat or cook food
9. microwave	I. 	cook food in an oven
10. poach	J. 	combine ingredients together so that the result cannot be separated into its original parts

*Task 4. Insert prepositions where necessary.*

1. According ...
2. To have interest ... smth, smb
3. To be ... control
4. To be aimed ...
5. ... 25 years
6. To be ... charge ... smth

### **TEXT “JAMIE’S KITCHEN”**

Food lovers everywhere love the hottest young celebrity chef, Jamie Oliver. One big reason is his simple, easy, and, above all, tasty recipes, which he has put together in some excellent recipe books. Good food was always very important in Jamie’s family. His parents had a pub in the south-east of England and, from the age of eight, he started cooking and helping the chefs.

Recently, he started a new project. He opened a restaurant called “15” in east London. He gave himself nine months to take a team of unemployed 16-24-year-olds, with almost no previous experience of cooking, and turn them into top-class chefs. Jamie says his biggest lesson is that each individual needs a different approach. Some people learn quickly and others need a bit more time.

The project also became a TV series called *Jamie’s Kitchen* which millions of people watched. One of the real success stories is KerryAnn Dunlop. Originally she failed her college exams but after Jamie took her on, everything changed. Now she runs her own section of the kitchen. “Everyone is still having a really good time. We get tired sometimes but we have fun in the kitchen, and seeing everyone enjoying the meals we’ve prepared makes us all feel good.” And about Jamie she says, “He’s fantastic. He’s like a big brother or best friend to me now.” And what is she going to do next? “I think I’d like to work abroad. I’m going to apply for a job in a top New York restaurant.”

### **Video “Barbecued Salmon” (about Jamie Oliver)**

#### **Comprehension Check**

*Fill in the information according to the video into the following sentences.*

1. He is famous for his recipes, his ... , and ... style.
2. In this ... , he drives down to the ... of England with friends from his ... .
3. And while there, having fun on the ... , he cooks a salmon with ... herbs.
4. It’s a really ... way of cooking ... .
5. I put some fennel seeds to make it ... with fish.
6. You’ve got to ... it right inside the salmon.
7. It’s not staying on paper, it’s staying on ... .

*Exercise 1. Choose the correct word.*

1. I particularly like Mexican and Indian **kitchen** / **cuisine**.
2. **Frozen** / **Freezing** fish is just as tasty as fresh fish.
3. My mum's the best **cooker** / **cook** in the world!
4. Once the **kettle** / **teapot** has boiled, pour the boiling water over the jelly cubes. They'll melt within seconds!
5. Excuse me. Could we have the **catalogue** / **menu**, please? We'd like to see what you have for dessert.
6. Boil the eggs for three minutes in a saucepan on the **grill** / **hob** / **oven**.
7. Any meat that's kept in the **fridge** / **freezer** should be defrosted thoroughly before cooking.
8. Grandma's having her new **chef** / **cooker** delivered next week. It's gas, so it will make cooking much easier for her.
9. Chilli con carne is one of my favourite **plates** / **bowls** / **saucers** / **dishes**. It's delicious!
10. Are you going to get your suit dry-cleaned for the Carltons' **dinner** / **lunch** party tomorrow night?
11. My friend Sally is a true **vegetable** / **vegetarian** / **vegan**, so she doesn't eat meat, fish or even any milk products like cheese!
12. Let's get Chinese **takeaway** / **fast food** tonight.
13. **Fizzy** / **Soft** drinks are gassy because they've got carbon dioxide in them.

*Exercise 2. Read 10 different ways of explaining things (what something is, how to do something, etc) and decide where these texts appear.*

- |   |   |
|---|---|
| A. In the instructions for a dishwasher       | F. In a toast at a celebration                |
| B. On a menu                                  | G. In a recipe book                           |
| C. In the instructions for a washing machine  | H. In an article on dieting                   |
| D. In an advertisement for a restaurant       | I. On a sign in a health food shop            |
| E. In the instructions for an electric cooker | J. In an article on organizing a dinner party |
1. Only heat-resistant ceramic and glass dishes should be used for oven baking/roast \_\_\_\_\_
  2. A homemade chunky and succulent beefburger, filled with mozzarella cheese and served with a side salad and baked potato \_\_\_\_\_
  3. Wash the carrots and slice. Set to one side. Boil the potatoes for six minutes or until slightly soft to the touch \_\_\_\_\_

4. Open seven days a week. Ideal for wedding receptions, birthday parties and other special occasions \_\_\_\_\_
5. Large plates, dishes and bowls should be loaded into the bottom rack (1). Glasses should be placed upside down on the top rack (2). Cutlery should be placed in the cutlery container (3) \_\_\_\_\_
6. Are you fed up with trying to lose weight and failing? DOREEN brown asks top nutritionists how we can lose that fat, and not put it back on again \_\_\_\_\_
7. Make a note of all the things you have to do before your guests arrive (laying the table, getting changed, etc), and when you have to do them. If you are planning to cook the meal yourself (rather than having catering), make sure you choose a menu you know well. Do not experiment with new dishes on this kind of occasion \_\_\_\_\_
8. Whites and delicate items should be washed separately \_\_\_\_\_
9. I ask you all to raise your glasses so we can drink to my wonderful great-grandfather, ninety-seven years young today! \_\_\_\_\_
10. Vegetarian and Vegan Products \_\_\_\_\_

*Exercise 3. Use the word given in brackets to form a word that fits in the gap.*

### Creating your own dishes

Good cooking is always a strange (MIX) ..... of science and art and you certainly have to be fairly (CREATE) ..... if you want to come up with your own recipes. All cooking also demands a fair amount of (PREPARE) ..... and this is doubly true when you are producing (ORIGIN) ..... dishes. You also have to be thick-skinned. You'll be (SURPRISE) ..... by how honest people can be when it comes to food. I've had people tell me my latest dish is (DISGUST) ..... and (THOROUGH) ..... inedible! Sometimes, they were right! But don't get upset. Just smile (SWEET) ..... and thank them for their valuable opinion. And never forget that when you are waiting (ANXIOUS) ..... to hear whether or not your "masterpiece" is a success and they suddenly show their (APPRECIATE) ..... you will realize it was all worth it. My tips: home-(GROW) ..... vegetables are always the tastiest. Every good cook needs a top-quality (MIX) ..... . It is an essential piece of kitchen equipment, not a luxury. Make sure you've got lots of good-quality food storage (CONTAINER) ..... . And, finally, remember that designing a new dish is not about (SAFE) ..... . It is about taking risks, and learning from your mistakes. Have fun in the kitchen!

### **TEXT "DO WE LIVE TO EAT OR EAT TO LIVE? THAT IS THE QUESTION"**

I remember as a child growing up in Britain having fish and chips or baked beans on toast at least twice a week on my lap while watching my favourite cartoon. Of

course I enjoyed my food but it wasn't something I often talked about. Now, I'm not blaming my culture for my lack of interest in food at an early age. Perhaps my silence was due to the fact that I didn't know anything about food. How many children know that prawns only turn pink when they are cooked and that tuna does not come from a can? Now after having lived in Southern Europe, Asia and Australia I find myself talking about food all the time. The world has seduced my taste buds and opened my mouth.

Food that's plain and simple is often the best but not always so. For many of us food is a need. For others, food is a friend. Yet to some others food is an enemy. Cravings grip us at all the wrong times while we struggle to follow a strict diet that turned all our favourite desserts into mortal sins. There are others who regard food as an investment. To them, food has some kind of special powers that can control their lives, for better or for worse. If that's the case, it's time to change and make food work for us.

Let's start by using food the way you would use a pencil or a pair of scissors. We begin using food as a tool. Like tools, some food works well for some tasks and some is specially designed to accomplish others.

Let's say you're feeling down. You had a tough day or a tiff with a best friend that drove you round the bend. You decide to treat yourself to a bar of chocolate –nothing like chocolate to perk you up. Unfortunately you're setting yourself up for a higher dose of the blues. That's because chocolate bars have a hefty amount of fat and sugar – which takes a long time to digest and can draw energy away from your brain – and caffeine which will temporarily boost your mood and alertness but send you crashing back down as soon as its effect starts to wear off.

Does this mean snacking is a bad idea when you're feeling down? Not at all. You just have to do it wisely. In place of a chocolate bar, have a slice of toast with chunky marmalade. Then instead of fat and caffeine you've just given yourself a dose of vitamin C that has been shown to fight depression. In addition, marmalade is loaded with the type of sugar that spurs the release of mood-lifting chemicals in the brain.

In fact you can manage your mood and boost your brainpower, metabolism, even your sex life, by eating the right food. Whatever your goals, you can custom-design a diet to help you meet them. Here's how taking control of your food can help you take control of your life.

The next time you have an important meeting that requires mental processing, try some brain processing food that looks like this: tuna salad on whole wheat bread, green salad with tomatoes, a handful of nuts, bananas, a glass of skimmed milk. Tuna, bananas, nuts and whole wheat bread are high in vitamin B6, which has been scientifically proven to help preserve cognitive skills. Protein-rich food contains a nutrient called Tyrosine, which studies have shown, are linked to clear thinking and alertness. Greens such as broccoli and spinach naturally contain loads of vitamins and iron. Lack of these nutrients can lead to fatigue and difficulty in concentrating.

Having said all that, let's not be too stressed about what we eat. Many scientists these days believe that indulging in life's little pleasures may actually help improve your health because of the psychological lift it gives you. There is a lot of truth in the old saying that 'a little of what you fancy does you good'.

## Challenge, pp. 220 – 224 Revision and Consolidation (Ex. 1 – 11)

### SUBUNIT 3. TABLE MANNERS

Challenge, p. 225 Text “A List of Do’s and Don’ts”

pp. 225, 226 Ex. 1 – 3

p. 227 Texts “Table Manners”, “The ABC of Table Manners”

#### Table Manners

Good table manners avoid ugliness. All rules of table manners are made to avoid it. To let anyone see what you have in your mouth is offensive. So is to make noise, to say “I don’t eat that stuff”, to make faces to show that you don’t like the food, to put liquid into your mouth if it is already full, to eat off the knife... To make a mess in the plate is disgusting.

pp. 227 – 230 Ex. 4 - 10

### SUBUNIT 4. EATING OUT

#### *FOCUS VOCABULARY* (Challenge, p. 231)

Party (to arrange a ~, to give a ~ / = to hold a ~), feast, black-tie party, cocktail party, banquet, buffet lunch / supper, barbecue

Bar (coffee ~, salad ~, snack ~, wine ~), café, bistro, buffet, canteen, pub (*BrE*), refreshment-room, fast-food restaurant / place, takeaway (*BrE*) / = take-out (*AmE*), drive-thru restaurant (*AmE*), brewery

Chef, caterer, waiter / waitress

Beverage / = drink (fizzy ~ / = carbonated ~, still ~)

**Alcoholic / hard / stiff / strong drinks**

Beer, wine (dry ~, sweet ~, semi-sweet ~, table ~, red ~, white ~), cognac, brandy, gin, Scotch, whisky (*BrE*) / = whiskey (*AmE*), vodka

**Non-alcoholic / soft drinks**

Mineral water, pop, lemonade, tonic, soda (ice-cream ~, whiskey and ~, cream ~), coca-cola / = coke (diet ~, light ~), fruit juice

Challenge, pp. 231, 232 Ex. 1, 2

p. 232 Text “Fast Food”

p. 233 Ex. 3, 4

#### TEXT “JUNK FOOD (1)”

What is junk food?

Lollies, soft drinks, potato chips, ice cream, hamburgers, hot dogs and other kinds of take away food are called junk food.

What’s wrong with junk food?

Too much fat! Junk foods such as hamburgers, pizza, fried chicken and chips usually contain loads of saturated fats. Too much saturated fat in the diet will cause people to put on weight and get fat or obese (very fat). Being overweight is a risk to the health of the heart and can cause other diseases.

Too much salt! Junk foods often have too much salt. There's a lot of salt already in foods such as bread, breakfast cereals, biscuits and cakes. So people are getting more salt than they need when they eat junk food. Too much salt is unhealthy for the heart.

Too much sugar! Soft drinks, cordials, biscuits, cakes and lollies all have loads of sugar. That's what makes them taste so good! But too much sugar makes people fat, rots the teeth, is bad for the blood and may cause other diseases.

#### Should people eat junk food?

Junk food does have some of the good things that the body needs for good health. And the body needs some salt, fat and sugar for energy to burn while we work and play. However too much fat, sugar and salt is bad for our health and eating lots of junk food will overload your body with these things.

It is probably OK to eat junk food sometimes! But people should look for foods that are low in fats, salt and sugar. Choose grilled fish and chicken rather than fried, fish burgers instead of beef, grilled lean beef burgers, vegetarian pizza and pizza with seafood instead of fatty meat type pizza.



## Junk Food

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. In fact, it seems that you simply can't get away from it. One British hotel group recently **announced** that its guests are able to order fast food through room service, a move which is seen by many as signifying a new **era** in the **couch potato** lifestyle. So what exactly is junk food?

**0** Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in **saturated fat**. In 1993, the *Journal of the National Cancer Institute* reported this type of fat to be associated with a greater risk of cancer.

**1** The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? "It's **lack** of time and **loss** of tradition," says one expert.

**2** Another **alarming** thing about people's lifestyles today is that while the amount of junk food we eat has **increased**, the amount of exercise we do has actually decreased. Exercise plays an important part in keeping the body fit and healthy; it helps to **control** our weight and, if taken regularly, can also decrease our chances of having a **heart attack** in later life.

**3** Even though people nowadays are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is **illustrated** by statistics gathered by researchers over the past two **decades**.

**4** Researchers suggest that the new generation will be much more likely to suffer from heart and liver disease. What can't be emphasised enough is the fact that a balanced diet and regular exercise bring significant **health benefits**.

**5** Ironically, if they were to make time to exercise and **improve** their eating habits, they would probably find that they were far better equipped to deal with their **stressful** lifestyles than they are now.



**A** Recent research has shown that young French people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight. Weight gained in adolescence is extremely hard to lose in later life, so researchers are predicting that the new French generation are not going to be admired for their slim figures as the French have traditionally been.

**B** 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 vegetable and **cheese toppings**, are also included as they contain a lot of fat.

**C** Not all junk food is bad for your health, however. Some hamburgers, for example, are very high in nutrients and low in fat. It is just a question of finding out what goes into the food before you decide to eat it.

**D** Apart from the risk of cancer, another side effect of consuming highly fattening junk food is that you are likely to gain weight. This is especially true because you tend to eat more, as junk food is less **satisfying** and lower in **vital** nutrients than healthier food.

**E** You can gain anything from glowing skin to an allround feeling of good health. One way or another, the vast majority of people seem to be missing out on this, due mainly to the pressures of modern life.

**F** What is more, you don't have to exercise much to gain **visible benefits**. Doctors say that twenty minutes' exercise three times a week is all that is necessary.

**G** 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.



### **JUNK FOOD FACTS**

- 1) It's low in fiber (the substance in plants which can't be digested and helps food pass through our body).
- 2) It's high in palatability (that is, it tastes good).
- 3) It offers a high number of calories in a small volume.
- 4) It's high in fat.
- 5) It's high in sugar in liquid form.

### **NEGATIVE RESULTS OF EXCESSIVE JUNK FOOD CONSUMPTION**

- 1) Junk food affects your energy level (because it is low in proteins and carbohydrates).
- 2) Junk food contributes to poor performance and obesity (because it is high in fat).
- 3) Junk food can damage your liver and your heart.
- 4) Junk food can lead to diabetes.

**Challenge, pp. 234 – 237 Ex. 5 – 11**  
**p. 238 Proposing a Toast + Role-play**

### Carl's Café Menu

"Carry Out" Available

PIZZA SLICE - Slice of pizza with cheese, tomato sauce and meat .....	\$2.50	
HAMBURGER - Beef with mustard, lettuce, tomatoes, pickles on a bun .....	\$2.25	
CHICKEN SANDWICH - Chicken with lettuce, mayonnaise, tomatoes on a bun .....	\$2.50	
FISH SANDWICH - Fish and cheese on a bun .....	\$2.50	
FRENCH FRIES with ketchup .....	\$0.80	
APPLE PIE .....	\$1.75	
ICE CREAM - Chocolate, strawberry, or vanilla .....	\$0.85	
DRINKS:		
Coffee.....\$ .65	Tea (hot or iced).....\$ .65	Orange Juice.....\$ .85
Coke.....\$ .80	Milk.....\$ .95	

### Carl's Café Menu

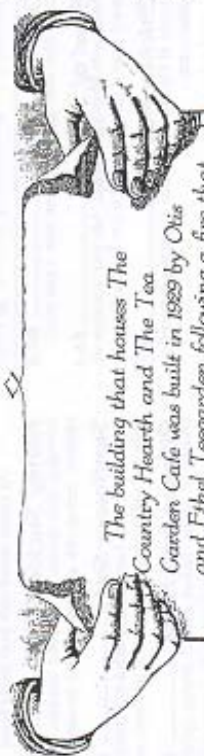
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Coke.....\$ .80	Milk.....\$ .95	



*The building that houses The Country Hearth and The Tea Garden Cafe was built in 1989 by Otis and Ethel Teegarden following a fire that burned the original frame structure to the ground. The Teegardens both had optical offices on the third floor of the building and the bottom was rented out.*

*The room that serves as our kitchen area was originally Dr. McCracken's optical office in the early 1900's. Dr. McCracken also owned a men's clothing store located below.*

*The Teegardens eventually owned all the buildings from the alley to Jackson Street and installed a sprinkler system from one end to the other. Quite a novelty for the era.*

*These buildings are presently owned by Mr. Joe Royl. We proudly display artifacts found during the construction of the Tea Garden Cafe.*





## Side Vines

Side Salad	..... \$1.95
Mug of Soup	..... \$2.45
1/2 Special Sandwich	..... \$2.10
Side of Bread	..... \$ 1.35

## Coffee, Tea, or...

Coffee	..... \$ 1.30
Flavored Coffee of the day	..... \$ 1.50
Cappuccino	..... \$2.60
Creme Cafe	..... \$2.60
Espresso	..... \$2.00
Tea-iced	..... \$ 1.30
Tea-hot	..... \$ 1.30
Soft Drinks	..... \$ 1.30
Flavors available: Coke, Diet Coke, Dr Pepper, Sprite, Vanilla Coke, Cherry Coke, Cherry Sprite, Lemonade	
Milk	..... \$1.00
Hot Chocolate	..... \$ 1.30

## Young Sprouts

(under 12 years of age)

Toasted Cheese Sandwich	..... \$3.00
with soup, salad or chips	
Peanut Butter and Jelly	.. \$2.35
with chips	
Ham and Cheese	..... \$3.25
served cold on white bread with chips, soup or salad.	
Milk (in a sip cup)	..... \$ 1.00

Located on the square in

Bojvar, Missouri.

The Tea Garden is open from 10 am to 4 pm

Lunch served from 11 am to 3 pm

Phone 326-3568

Some of our items are named after flowers or gardening terms. Enjoy!

**Quiche** ..... \$6.5  
None other than Quiche! Served with a side salad.

**Bowl of Soup** ..... \$4.4  
Served with fresh baked bread. Ask your gardener what savory soup is being prepared in the Tea Garden today

**Chicken Pot Pie** ..... \$6.0  
Chunks of chicken and an array of veggies surrounded golden crust.

Add a side salad ..... \$1.9

**Cheesy Focaccia** ..... \$3.5  
Italian flat bread topped with cheese, green pepper onions, tomatoes and served with dipping sauce.

**Baked Potato** ..... \$3.7  
With sour cream and butter ..... \$4.2  
Veggie Lovers Potato ..... \$4.2  
With braccoli, onion, tomatoes, and cheese sauce.

**Southwestern Potato** ..... \$4.2  
Bacon, onion, sour cream, butter, salsa & cheese.

**Stuffed Potato** ..... \$5.0  
Ham, turkey, bacon, cheese, onions, sour cream & butter  
Add a salad with any potato for ..... \$1.9

## Sandwiches

**Veggie Sandwich** ..... \$5.  
Onions, cucumbers, tomatoes, lettuce, Swiss cheese topped off with till mayonnaise served on swift eye bun with chips.

**Grilled Chicken Breast** ..... \$5.1  
With a great mayo sauce presented on a Kaiser roll served with chips or a salad.

**Italian Chicken Breast** ..... \$5.1  
Grilled, served on Italian flat bread flavored with balsam vinegar and accompanied with a small pasta salad.

**South of the Garden** ..... \$5.  
Chicken breast all rolled up in a tomato wrap with sal cheese sauce, onions and sour cream served with chip

**Provolone & Pastrami** ..... \$5.  
For the Italian in you try this sandwich. A wonderful combination served on a Kaiser roll with mustard sal and served with a side salad.

## Salads

All salads served with fresh baked bread

**Honey Suckle Salad** ..... \$6.50  
Brimming with chunks of all white chicken, sprouts & cashews, served with a honey mustard dressing.

**Sunflower Sue** ..... \$6.50  
A golden array of ham, turkey, boiled egg, black olives, white and yellow cheese topped with sunflower seeds.

**Chicken and Hens** ..... \$6.00  
Chunks of white chicken nestled among spiral pasta, onions, green peppers, and tomatoes, tossed with Italian dressing.

**Spinach Salad** ..... \$6.50  
Fresh cut spinach and onions topped with a hard boiled egg, a dash of bacon and served with hot bacon dressing.

**Cobb Salad** ..... \$6.50  
Turkey chunks, cucumbers, tomatoes, green peppers, Cheddar cheese on a bed of lettuce, then topped off with a hard boiled egg and served with crackers.

**Grilled Chicken Caesar** ..... \$6.50  
A mix of Romaine and lettuce greens topped with sliced tomato, chicken, croutons and Parmesan cheese served with Provolone cheese bread.

**Sweet William** ..... \$5.95  
Bacon, turkey, and ham with Swiss cheese served on croissant with chips or salad.

**Chicken Cheddar Melt** ..... \$5.95  
Grilled chicken breast with melted Cheddar cheese and bacon served on a Kaiser Bun with chips or a salad.

**Portabella Sandwich** ..... \$5.00  
Portabella Mushrooms and cheese, between Focaccia bread embellished with a great sauce, served with salad or chips.

**Hot Croissant Sandwiches**  
Your choice of American, Swiss, Provolone cheese served with chips.

- Add a salad for ..... \$1.95
- **Chicken Salad** ..... \$5.50
- **Ham** ..... \$5.50
- **Chicken Breast** ..... \$5.95
- **Pastrami** ..... \$5.50
- **Turkey** ..... \$5.95

## Gardener's Delight

**Wild Strawberry** ..... \$3.50  
Our signature dessert. Meringue filled with a light strawberry filling.

**Fruit Cobbler** ..... \$3.50  
Dewy and gooey. Everyone's favorite. Ask your server what flavor is being served today.

**Victoria's Lace** ..... \$1.55  
Good enough for the Queen herself. One scoop of vanilla ice cream topped with chocolate syrup, whipped cream and a cherry.

**Chocolate Cake** ..... \$3.50  
Made from scratch and varies daily.

**Cheese Cake** ..... \$5.25  
Rich and delicious. Ask your server what flavor is available today.

**Creme Cafe** ..... \$2.60  
Flavored coffee 1/2 cream, 1/2 coffee frothed and topped with whipped cream & cinnamon.

**Tea for Two** ..... \$6.00  
Crumpets, scones and mini muffins served of course, with hot tea.

**Tea Garden Dirt** ..... \$3.00  
A cool vanilla and chocolate fun-filled flower pot.

**Frozen Strawberry Blossom** ..... \$2.50  
Homemade strawberry cheesecake frozen in a glass.

Please remember to tip our servers if they have served you well.





**Bolivar's Eatery**  
449 S. Springfield  
Bolivar, MO 65613  
326-3663

### Appetizers

- Onion Rings** 3.99  
Battered and deep fried.
- Mushrooms** 4.19  
Battered and deep fried.
- Blossoming Onion** 5.49  
Fresh whole onion cut in full blossoms, hand battered, fried and served with our special seasoned sauce.
- Cheese Fries** 2.99  
Crispy french fries topped with melted cheddar cheese.
- Potato Skins** 4.99  
Hot skins covered with cheddar, chopped bacon, sour cream, diced tomatoes & onions.
- Fried Mozzarella** 4.19  
Sticks of cheese. Dusted with breading and deep fried. With marinara sauce served on the side.
- Nachos**  
Served with lettuce, sour cream, tomatoes, salsa and cheese on corn tortilla chips.  
Spicy beef and melted cheese 5.29  
Chunky tender marinated chicken & melted cheese 5.29  
1/2 Quarter Beef or Chicken Nachos 3.29
- Tortilla Chips & Salsa** 2.99  
Our fresh fried whole corn tortilla chips served in a basket with salsa on the side.

### Salad Sensations

- Garden Salad** 3.19  
The Basic. Crisp salad greens covered with cucumber, tomato, seasoned onion, pepper slices and seasoned dressing.
- Cesar Salad** 3.39  
Tossed fresh romaine leaves with seasoned croutons, blended Romano and Parmesan cheeses. Topped with savory Caesar dressing.
- Chester and Chicken Salad** 5.29  
Fresh romaine leaves tossed with tender chunks of marinated chicken breast, seasoned croutons, blended Romano and Parmesan cheeses.
- Chicken Conquistador** 5.29  
Crisp four tortilla buds filled with garden greens, chicken, tomatoes, grated cheddar, tomatoes, and black olives.
- Taco Frito** 5.29  
Spicy ground beef in a crunchy flour tortilla shell, layered with lettuce, tomatoes, grated cheddar, onions and black olives.
- Collegiate Club Salad** 5.29  
A meal by itself. Crisp garden salad adorned with bands of turkey and ham, Swiss & American cheeses, fresh mushrooms, hard boiled egg, red onion, tomato, crisp bacon and seasoned dressing.
- Crispy Chicken** 5.29  
Crisp fried breast of chicken on a bed of mixed greens with lettuce, tomatoes, hard boiled egg, black olives, and shredded cheese.
- Fajita Salad** 5.89  
Tender chicken sautéed in fajita sauce, served with dressing, tomatoes, lettuce, onion, jalapeno, cheddar, Monterey Jack, Swiss, and American cheeses, Country Bacon, Honey Mustard, Pepper Sauce, Thousand Island, La Grapes, Pineapple Sauce, and the Raspberry Vinaigrette.

### Light Lunch Conquest

- Soup of the Day - Baked Potato - Garden Salad - Caesar Salad - 1/2 Club Bolivar - Grilled Cheese Sandwich - OR Chicken Tenderloin 4.79
- Any two (2) different items 5.29
- Any three (3) different items 5.59

### On the Bun

Your choice of Potato Chips, Baked Potato, our Seasoned French Fries, Rice Pilaf or Cottage Cheese.

- Submarine Salad** 3.99
- Brisket BBQ** 5.19  
Savory thin slices of smoked brisket on a sauced bun. A Family Tradition!
- Grilled Chicken Breast** 6.19  
Charbroiled tender breast of chicken covered with melted Swiss cheese and hand tossed sauce. On a toasted bun.
- Simon's Chicken Sandwich** 6.19  
Charbroiled tender breast of chicken topped with melted Swiss cheese and hand tossed sauce.
- "Pig Out"** 5.19  
Spicy, tender pork sandwich in BBQ sauce. Served high on a toasted bun.
- Club Bolivar** 5.19  
Shaved turkey breast and smoked ham topped with crisp bacon, Swiss and American cheeses, lettuce and tomato on Searlehigh Bread.
- Patty Melt** 5.19  
Choice ground beef patty with Swiss cheese and grilled onion. Served on toasted rye.
- Monte Cristo** 5.19  
Lean ham, tender turkey with Swiss and American cheeses on bread, battered and fried to golden brown. Lightly dusted with powdered sugar. Served with raspberry preserves upon request.
- Pork Fritter** 4.99  
Deep fried and served on a toasted bun.
- Tuna Salad** 4.99  
Tuna salad served on your choice of crusty roll or Sourdough bread. To complete the description we suggest potato chips.
- BLT** 4.89  
Served on your choice of bread.
- Ham Steak** 5.19  
We've served roasted ham stacked on your choice of tasty crusty roll or Sourdough bread with American cheese.
- Fish Filet Sandwich** 5.19  
Cod fillet on a toasted bun with tartar sauce.

### Burgers

- Your choice of Potato Chips, Baked Potato, our Seasoned French Fries, Rice Pilaf or Cottage Cheese.
- Simon's Burgers are made of the finest ground beef Charbroiled and served thick and juicy on a Searlehigh Bread bun. Prepared to you with lettuce, tomato, onion and pickles. Add cheese for 50¢. Substitute Salad 95¢.
- Simon Burger** 4.79  
Flaky and simple - the way Simon likes it.
- Ozark Burger** 4.99  
Crisped with strip smoked bacon slices.
- Bearcat Burger** 4.89  
Rubbed with Cajun spices for an "out the edge" experience.
- South Ward Burger** 5.19  
Filled high with sautéed onion and mushrooms.
- Liberator Burger** 5.49  
Bluff a picon hamburger for the heaviest appetite.
- Hickory Burger** 5.19  
Beef, BBQ sauce, and cheese.

### Mexican

- Fajitas** 9.19  
Charbroiled steak or chicken on a sizzling plate.
- Fajitas For Two** 16.29
- Enchirito** 4.99  
Breaded chicken in enchirito sauce. This flour tortilla is stuffed with melted cheese and topped with melted cheddar sauce and cheese. Served with lettuce, cheese and sour cream with onion.
- "Mini" Tacos**  
A new twist on a favorite Mexican recipe. Three deep fried mini-tacos are incredible when topped with our salsa.  
As an appetizer 1.99  
For a meal served with fajitas and chips 3.19
- Chicken Enchiladas** 5.49  
Three tortillas filled with chicken and cheese, topped with spicy sauce and served with Pico de Gallo or a bed of shredded lettuce.
- Soft Taco Platter**  
3 beef or chicken tacos on flour tortillas, beans, chips, salsa and sour cream.  
Beef 5.39 Chicken 5.89

### Liberating Specialties

Specialties served with Simon's Bread and your choice of any two different selections: Garden Salad, Caesar Salad, Simon's Soup of the Day, French Fried Onions, Rice Pilaf, Cottage Cheese, Baked Potato or more of Vegetable of the Day.

- Steaks**  
Simon's steaks are U.S.D.A. choice meat charbroiled to your specifications (Glacéed upon request.)  
**K.C. Strip - 10 oz.** 13.49  
**Filet Mignon - 8 oz.** 14.49  
**Top Sirloin - 6 oz.** 8.19  
**Ribeye Steak - 10 oz.** 12.99
- Shrimp / Steak Dinner** 12.49  
6 oz. Top Sirloin and broiled, deep fried french shrimp.
- St. Louis Style BBQ Ribs** 9.99  
Tender ribs, broiled slow, dipped in tangy BBQ sauce and served on the cheddar.
- Texar Steak** 7.99  
Beef wrapped in USDA choice ground chuck, charbroiled the way you want it.
- Striker BBQ** 7.99  
Meat slices of beef brisket coated with a spicy BBQ sauce.
- NYF** 8.19  
The "Man Vahed Peas" in Pike County, Mo. - serving beautiful meat of chicken, grilled and topped with cheese, diced tomato and onions.

### Chicken

- Hickory Chicken** 8.19  
Chicken breast coated in hickory bark and grilled to perfection. BBQ sauce and cheddar sauce optional for an extra charge.
- Chicken Tenderloin Platter** 7.49  
Tasty fried chicken tenderloin. Served for your approval with BBQ in Sweet and Sour Sauce.
- Smothered Chicken Breast** 8.19  
Chicken, smothered in Swiss cheese sauce.
- Kahob-It** 8.29  
Meat chunks of any steaks or chicken breast charbroiled on skewers with fresh vegetables and grilled to perfection.
- Washwatcher Chicken** 7.49  
Succulent breast of chicken, charbroiled and garnished with a Garden Salad and Vegetable for a La-Cad selection.
- BBQ Pork** 7.99  
Meat slices of pork meat stacked with a tangy BBQ sauce.
- Shrimp** 9.99  
6 oz. Deep fried, hand-dipped french shrimp.
- Salmon** 9.99  
Our delicious salmon steak charbroiled and served with tartar sauce.  
3 oz. broiled and deep fried Cod strips.  
1/2 lb. broiled La-Cad selection.

### Pasta

- Tuna and served with your choice of Garden Salad or Caesar Salad, and cheese bread.
- Cheese Manicotti** 6.89  
Jumbo pasta shells stuffed with a blend of rich sauce and ricotta cheese, topped with red meat sauce.
- Pasta Alfredo** 6.89  
A classic Italian favorite! A bread pasta served in an exceptionally tasty Parmesan garlic cream sauce.
- Chicken Alfredo** 7.69  
Some things are meant to be together. Our families will second chicken chunks and herbs.
- Spaghetti** 6.49  
Nearly everyone's favorite "Italian" dish. We flavor our red meat sauce with a true Italian flair!

### Child Selections

- Hamburger** 2.79
- Chicken Strips** 3.59
- Spaghetti** 3.09
- Grilled Cheese Sandwich** 2.59
- Shrimp** 5.09  
The complete meal for kids under 12 includes crusty french fries or vegetable, and an afternoon treat. Substitute Salad 99¢.

### Soup and Sides

- French Fries 1.89
- Baked Potato 2.25
- Gnocchetti 3.99
- "The Works" Baked Potato 3.50
- Simon's Soup of the Day - Bowl 2.69
- Cap 1.19
- Side Vegetable of the Day .99
- Salsa .99
- Cottage Cheese 1.49
- Cheese Bread 1.29
- "The Works" Cheese Sauce, Onion, Olives, Tomatoes.

### Beverages

- \* Fresh Ground Coffee or Decaf 1.19
- \* Flavoured Coffee 1.29
- \* Fresh Brewed Tea, hot or cold 1.19
- Milk 1.25
- Hot Chocolate 1.19
- A & W Bottled Root Beer 1.49
- A & W Root Beer Float 1.49
- \* Fountain Soft Drinks (Coke, Diet Coke, Dr Pepper, Cherry Coke, Sprite) 1.19  
(Cherries on top drinks... 10¢ ea.)
- Shakes  
(Rainbow Sherbet, Chocolate, Vanilla, or Mint Chocolate Chip) 2.49
- \* Free refills on beer!

### Desserts

- Simon Says, "You deserve it!"
- Sincerely Simon** 3.29  
Simon's signature dessert: A delicious cream cheese patty shell houses our golden vanilla ice cream and is crowned with hot fudge. Fresh whipped cream and a dust of cinnamon make it complete!
- Guadalupe Mud Pie** 3.29  
A chocolate crust houses ice cream pie with coffee and Irish Cream with a chocolate syrup topping and sits apart from the rest.
- New York Cheesecake** 2.69  
This is the classic. The original! With fruit topping, add a quart.
- Grasshopper Brownies** 2.69  
Soothe your tastebuds with the flavor of mint. Our rich chocolate brownies topped with mint chocolate chip ice cream.
- Cookies and Cream** 2.79  
Two Simon-made mini cookies served with your choice of our hand-dipped ice cream.
- The Basic Sundae** 2.49  
Two scoops of premium hand-dipped ice cream (chocolate, vanilla, or mint chocolate chip). With your favorite topping, whipped cream and a juicy marachino cherry.
- Carrot Cake** 2.49  
A soft, fruity and exceptionally moist cake, heavy with walnuts, moist, and crusted pineapple and topped with cream.
- Scoop Ice Cream** 1.29  
Rainbow Sherbet  
Chocolate  
Vanilla  
Mint Chocolate Chip



# Tastes in Pans

Trying to catch a delicious flavour of home-made cuisine, ask for dishes cooked and served in pans, different varieties of which are on offer at most Minsk restaurant. Where Minsk tried to find best offers to suit any taste.

TEXT: ANTON GURJEV



## The Black Door

The restaurant is offering fajita either we would recommend their ribeye steak with vegetable ratatouille and Provençal herbs. To stress the taste, the restaurant's chef marinates the meat in olive oil and white wine and grills the steak then. Ratatouille is cooked of eggplants, zucchinis, peppers and Italian cherry tomatoes, which are fried in olive oil with garlic. The dish is served with thyme, sage and rosemary.

## Kamyanitza

Among other pan dishes in the menu, this restaurant of authentic Belarusian cuisine is serving Neman zander, cooked and served in an earthenware pan of an age-old kind. Zander is baked with a special sauce made of white mushrooms and mountain cowberries. No spiciness is added to the dish, as far as the taste composition of all the ingredients has been found long ago and there is no need to kill it. This dish is one of the most popular ones in the restaurant and an utter must-have there.





## Stary Gorod

All the dishes served at this restaurant are rich in tastes and ingredients. One their pan is enough to eat one's fill. One of their most popular dishes is a Paradise in Hut pan, with pork and chicken. Fried slices of meat are combined with eggplant and garlic and topped with a tomato. This hut is served with two pancakes, stuffed with chanterelles, onions and cheese. Either, ask for their New Farm pan, cooked with fried beef, chanterelles, liver and ham, which are then baked with cheese and served with toasts.

## Cuba Libre

This Cuban bar is serving classical Latin-American cuisine and is offering traditional fajita, with beef and rum. The beef is at first marinated in a mixture of rum, mustard, paprika, garlic and cayenne pepper, then grilled and served in a pan with fried peppers. As far as fajita is quite spicy, choose rum, tequila or beer with it.



## Casa Agustin Lopez

The House of Agustin Lopez serves its pan dishes in Spanish bull-style pans. Among other offers in the menu, we would recommend fried pork, which is garnished with fried peppers and carrots. When being served, the pan is flambéed with cognac.



## SUBUNIT 5. YOU ARE WHAT YOU EAT

### FOCUS VOCABULARY (Challenge, p. 243)

Organic foods

Genetically modified foods (GMF) / GM products / genetically engineered (GE) foods / biotech foods

Additives

Cuisine (Italian ~, Chinese ~, etc.)

Diet; digestion; fat (low ~, ~-free), fattening; fibre (high-~ food, high-~ diet)

Gourmet, vegetarian, vegan

Hunger – hungry; thirst – thirsty; weight (to gain ~ / = to put on ~; to lose ~) – to weigh

To prefer; to smell; to taste; to treat; to slim; to cut *down on*

**Challenge, pp. 243 – 246 Ex. 1 – 7**

**p. 246 Ex. 8 “Food Fight Comes to America”, “What Is the Alternative to GMF?”**

### TEXT “GENETICALLY MODIFIED FOOD”

A **genetically modified organism (GMO)** is any organism (i.e. a plant, an animal or a microorganism) whose genetic material has been altered using genetic engineering techniques. GMOs are the source of medicines and genetically modified foods and are also widely used in scientific research and to produce other goods.

**Genetic engineering**, also called **genetic modification**, is the direct manipulation of an organism's genome (the genetic material of an organism) using biotechnology. It is a set of technologies used to change the genetic makeup of cells, including the transfer of genes within and across species' boundaries to produce improved organisms.

**Genetically modified foods** or **GM foods**, also **genetically engineered foods**, are foods produced from organisms that have had changes introduced into their DNA (a molecule that carries most of the genetic instructions used in the development, functioning and reproduction of all known living organisms and many viruses), using the methods of genetic engineering. Genetic engineering techniques allow for the introduction of new traits as well as greater control over traits.

Commercial sale of genetically modified foods began in 1994. Most food modifications have primarily focused on cash crops (a **cash crop** is an agricultural crop which is grown for sale to return a profit) such as soybean, corn and canola. Genetically modified crops have been engineered for resistance to pathogens and herbicides and for better nutrient qualities.

There is general scientific agreement that food from genetically modified crops is not riskier to human health than conventional food, but should be tested on a case-by-case basis. However, there are ongoing public concerns related to food safety, environmental impact and research methods.



A GM salmon, awaiting regulatory approval since 1997, was approved for human consumption by the American Food and Drug Administration in November 2015, to be raised in specific land-based hatcheries in Canada and Panama.

Most vegetable oil used in the US is produced from GM crops canola, corn and soybeans.

As of 2015, 64 countries require labeling of GMO products in the marketplace.

In Europe all food (including processed food) or feed that contains greater than 0.9% GMOs must be labelled.

### **TEXT “ORGANIC FOOD”**

**Organic foods** are foods produced by methods that comply with the standards of organic farming set by national governments and international organizations. While said standards differ worldwide, organic farming in general promotes ecological balance and conserves biodiversity. Some pesticides and fertilizers can be used in growing food that's called organic while others can't. In general, organic foods are also not processed using irradiation, industrial solvents, or synthetic food additives.

Currently, the European Union, the United States, Canada, Mexico, Japan and many other countries require producers to obtain special certification in order to market food as organic within their borders. There isn't much evidence in the medical literature to support claims that organic food is safer or healthier than conventional food. Claims that organic food tastes better are generally not supported by evidence.

**Challenge, pp.247, 248 Ex. 9, 10**

**p. 248 Text “Some Facts about Diet”**

**p. 249 Ex. 11(A, B, C)**

**p. 250, 251 Dialogue “I’m slimming” + Questionnaire**

### **SOME FACTS ABOUT VEGETARIANISM**

- 1) Vegetarianism is becoming more popular across the world nowadays.
- 2) Vegetarianism is not a present-day tradition; human beings from diverse cultures have practiced it since ancient times.
- 3) 6 – 8 million people out of 322 million people in the USA practice vegetarianism.
- 4) Eating meat gives people: - high quality proteins; - high quantities of iron (red meat); - essential amino acids (red meat); vitamin B 12.
- 5) The disadvantages of eating meat are: - it's fattening; - it comes from cows with the 4 D's: dead, disabled, diseased, dying; - it contains chemicals, hormones and antibiotics; - it raises cholesterol level.
- 6) The disadvantages of eating fish and prawns are: - they are preserved using boric acid, which attacks the liver and the brain.
- 7) The most serious side-effect of a plant-based diet is that people may lack some vitamins and minerals if they don't eat a wide variety of foods.

## TEXT “VEGETARIANISM”

Vegetarianism encompasses the practice of following plant-based diets (fruits, vegetables, etc.), with or without the inclusion of dairy products or eggs, and with the exclusion of meat (red meat, poultry and seafood). Abstention from by-products of animal slaughter, such as animal-derived rennet and gelatin, may also be practiced.

Vegetarianism can be adopted for different reasons. In addition to ethical reasons, motivations for vegetarianism include health, religious, political, environmental, cultural, aesthetic or economic. There are varieties of the diet as well: an *ovo-vegetarian diet* includes eggs but not dairy products, a *lacto-vegetarian diet* includes dairy products but not eggs, and an *ovo-lacto vegetarian diet* includes both eggs and dairy products. A *vegan diet* excludes all animal products, including eggs, dairy and honey.

Various packaged or processed foods, including cake, chocolate and marshmallows, often contain unfamiliar animal ingredients, and may be a special concern for vegetarians due to the likelihood of such additions. Vegetarians vary in their feelings regarding these ingredients, however. For example, while some vegetarians may be unaware of animal-derived rennet’s role in the usual production of cheese and may therefore unknowingly consume the product, other vegetarians may not be bothered by its consumption. Often, products are scrutinized by vegetarians for animal-derived ingredients prior to purchase or consumption. The results of a recent international survey suggest that the standard definition of vegetarianism is different in different nations. Vegetarians in some nations consume more animal products than those in others.

*Semi-vegetarian diets* consist largely of vegetarian foods, but may include fish or poultry, or sometimes other meats on an infrequent basis. Those with diets containing fish or poultry may define “meat” only as mammalian flesh and may identify with vegetarianism. A *pescearian diet*, for example, includes fish but no meat. The common use association between such diets and vegetarianism has led vegetarian groups such as the Vegetarian Society to state that diets containing these ingredients are not vegetarian, due to fish and birds being animals.

**p.252 Skill Developing “You Are What You Eat!”**

## TEXT “YOU ARE WHAT YOU EAT”

When I was at school, our teacher told the class 'You are what you eat.' My friends and I would laugh and call each other ‘hamburger’ and ‘biscuits’. Our teacher was trying to show us the importance of eating the right food to stay healthy.

This was a few decades ago when there were big campaigns to make British people healthier. We decided to throw out our chip pan which we had used until then to make chips every day for dinner. We replaced our chips with boiled potatoes. We also started using semi-skimmed milk instead of whole milk in our cups of tea and bowls of cornflakes. At first I felt like I was eating my cornflakes in water and my potatoes had no taste at all. But after a while I started to prefer healthier food because I felt stronger and I didn’t get sick so often.

Japanese people are reputed to be the healthiest in the world because of the food they eat. The healthiest Japanese people eat rice and fish and vegetables every day. They drink green tea or water when they're thirsty, and snack on dried fish, fruit or ginkgo nuts. The traditional Japanese diet is famous for helping you to live a longer and healthier life.

So we have proof that you become what you eat. Can you tell what your friends eat just by looking at them? When you know the effects of different types of food, you can use your knowledge well and eat what you want to become.

Food has an impact on our physical and emotional health. Have you ever heard any of the following advice?

- Lettuce or milk can make you sleepy.
- To stop feeling sleepy you should eat peanuts or dried fish.
- To keep your teeth clean you should eat apples often.
- Garlic helps you not to catch a cold.

Everyone has their own advice to give, which they have read about or have been told by older relatives. Some of these pieces of advice seem to contradict each other.

- Eating chocolate makes you fat and gives you spots.
- Chocolate contains the essential minerals iron and magnesium.

What we need to figure out is what type of chocolate to eat to get the benefits and how much of it to eat. We can do this by reading the list of ingredients on the chocolate bar wrapper. Exactly how much real chocolate is in there? And how much of that do we need to eat to get the benefits of the minerals it contains?

Future restaurants might be named after the physical or emotional state they hope to create. Their menus will list the benefits of each dish and drink. Some restaurants have already started this concept, and list the nutritional content of their dishes on the menus.

Let's take the restaurant Winners as an example. Their menu would list dishes specifically designed to help you win sports competitions. There would be 'Night-before Vegetable Lasagne', a pasta dish with extra layers of spinach pasta for slow-burning energy, rich tomato sauce full of vitamin C and soft, easy-to-digest vegetables. All this would be topped with a little fresh cheese – just enough to help you get a good night's sleep, but not enough to give you nightmares!

Or you could choose the 'Go-faster Salad', which is a large bowl of mixed raw vegetables in a light salad dressing, giving you energy without making you gain weight. The vegetables are carefully chosen to include plenty of natural vitamins and minerals.

What kind of dishes do you think would be on the menu at the Clever Café (which sells food that's good for your brain)?

So what's going to happen to hamburgers and biscuits? Will the concept of eating food because it's tasty go out of fashion? Of course not! Junk food is also changing. If ice cream is not good for children, can't we give them fat-free, sugar-free tofu ice

cream? Unhealthy food is going out of fashion, so brands are changing. We are told not to drink cola because of the sugar and caffeine content so cola companies are making sugar-free and caffeine-free drinks. We are told dried fruit is a healthier snack than biscuits, so some biscuit companies are making biscuits with added vitamins. Snacks might soon be changing their names to 'Skinglow' and 'Chocomineral'! So in the future you might be able to eat your way to your idea of perfection!

**Challenge, pp. 253 – 257 Ex. 13 – 19**

### **TEXT “EATING IN THE UK IN THE FIFTIES”**

Pasta had not been invented.

Curry was a surname.

A takeaway was a mathematical problem.

A pizza was something to do with a leaning tower.

Bananas and oranges only appeared at Christmas time.

All crisps were plain; the only choice we had was whether to put the salt on or not.

A Chinese chippy was a foreign carpenter.

Rice was a milk pudding, and never, ever part of our dinner.

A Big Mac was what we wore when it was raining.

Brown bread was something only poor people ate.

Oil was for lubricating, fat was for cooking

Tea was made in a teapot using tea leaves and never green.

Coffee was Camp, and came in a bottle.

Cubed sugar was regarded as posh.

Only Heinz made beans.

Fish didn't have fingers in those days.

Eating raw fish was called poverty, not sushi.

None of us had ever heard of yoghurt.

Healthy food consisted of anything edible.

People who didn't peel potatoes were regarded as lazy.

Indian restaurants were only found in India.

Cooking outside was called camping.

Seaweed was not a recognised food.

“Kebab” was not even a word never mind a food.

Sugar enjoyed a good press in those days, and was regarded as being white gold.

Prunes were medicinal.

Surprisingly muesli was readily available, it was called cattle feed.

Pineapples came in chunks in a tin; we had only ever seen a picture of a real one.

Water came out of the tap, if someone had suggested bottling it and charging more than petrol for it they would have become a laughing stock.

The one thing that we never ever had on our table in the fifties ..

.....was elbows!

**Vocabulary to the Unit (pp. 261 – 272)**

# UNIT IV. WHATEVER MONEY CAN BUY

## SUBUNIT 1. BUYING FOODSTUFFS

### FOCUS VOCABULARY (Challenge, p. 273)

**Kinds of shops:** market (to be *on* the ~, to come *into* the ~), street vendor, store (*AmE*) = shop (*BrE*), convenience store (*AmE*) = corner shop (*BrE*), toy store (*AmE*) = toy shop (*BrE*), grocer's = grocery, supermarket (*AmE*) = hypermarket (*BrE*), shopping mall (center) (*AmE*) = shopping centre (*BrE*), shopping precinct = superstore, baker's = bakery, confectioner's = confectionery, dairy, greengrocer's = greengrocery, butcher's, fishmonger's, delicatessen, tobacconist's, liquor store (*AmE*) = off licence (*BrE*), self-service shop;

**Shopping facilities:** shopping bag = carrier bag, shopping basket = wire basket, cart (*AmE*) = trolley (*BrE*), cash register (*AmE*) = till (*BrE*), cash desk, counter (checkout ~), barcode, information desk, scales, shop-window, fitting-room;



**People:** shopper = customer = buyer = client, consumer, salesman, saleswoman, salesgirl, shop assistant (*BrE*), storekeeper (*AmE*) = shopkeeper (*BrE*), cashier = checker, store detective;

**Nouns:** shopping list, cash (to pay *in* ~), change (small ~, to keep the ~), choice, cost (the ~ of living), price (reasonable ~, *at* a ~, half-~, retail ~, wholesale ~), value, receipt, specials, bargain (to be a ~, to go ~ hunting, bargain is a bargain, wet ~), discount (to offer = to give a ~ *for* smth), expiry date, expenses (*at* one's expense);

**Adjectives:** {cheap, low, expensive, high, pricy (pricey), priceless, reasonable} – about price, valuable – about quality;

**Verbs (shopping activities):** to sell (~ well / ~ badly, ~ *at* a profit / ~ *at* a loss, ~ *for* \$100, ~ *out*, ~ like hot cakes), to offer, to suggest; to buy (~ *for* nothing, ~ *for* a song, ~ *for* \$100), to do the shopping, to make a purchase, to bargain = to negotiate, to choose, to drop into a shop, to spend money (~ *on* smth), to stock up, to have money on / about oneself, to pay, to line (up) (*AmE*) = to queue (up) (*BrE*); to cost (~ a fortune = ~ a lot of money); to rise = to increase – to cut = to reduce; to be *in* stock / to be *out of* stock; to pay in cash / to pay by cheque / to pay by credit card; to be of bad / poor / high / fine quality; to be of great / little / some / no value

**Challenge, pp. 274 – 276 Ex. 1 - 5**

### SHOPPING FOR FOOD

1. I usually do my shopping in the evening/morning. As I live with my family/with my friends/alone/in the hostel I (don't) have to do all shopping for food myself.
2. Lots of different kinds of shops surround us. You can buy bread and pastry at the bakery, meat, ham, bacon and sausages at the butcher's (*enlist all kinds of shops and explain what you can buy there. Try to use as many words from your focus vocabulary as you can.*)
3. As for me I prefer to do my shopping for food at ...(*supermarket, corner shop, etc. – speak about yourself. Use the text "At the supermarket"*)

**Challenge, pp.276, 277 Ex. 6, 7**





**Challenge, pp. 278 – 283 Ex. 8, 9, Shopping List, 10, Writing, 11, Discussion pp. 283 - 285 Revision and Consolidation (Ex. 1 - 4)**

## **SUBUNIT 2. DEPARTMENT STORE**

**FOCUS VOCABULARY (Challenge, p.286 – SEE THE BOOK)**

**Challenge, pp.287 – 290 Ex. 1 – 7**

### **SHOPPING FOR CLOTHES**

1. I go shopping for clothes once a month/every week/when I have money on me etc. As a matter of fact, clothes are something that I am (not) really interested in. I like to wear ..... (*say several sentences about your style*). I never wear ...
2. I usually buy ready-made clothes, so I can go to a supermarket, to a market, to a boutique or to a department store. (*Speak about shopping at the department store, text p. 288*). In clothes shops you pay the fixed price and can't bargain. But you can wait until the sales when many goods are reduced in price. I like to find things about which I can say: "It's a real bargain!"
3. Wherever I go to buy some clothes, first I find the item I need there, then I look at the label inside to see the size, material and make. Then I always look at the tag to see the price (it's really important for me!). Then I go to the fitting room to try the clothes on. If they fit me, suit me and I think they will go together with other clothes I have, I go to pay the cashier who I can find at the cash-desk. I always try to keep the receipt to be able to exchange my purchase or get a refund if something goes wrong with it.

**Challenge, pp. 290 – 292 Ex. 8 – 10**

### **TEXT "HOW DO YOU SHOP"?**

Shopping is an integral part of our life. We go shopping for food, clothes, household goods, electric appliances, flowers, furniture, souvenirs, drugs and lots of other things. Different kinds of stores surround us and offer us various goods. But the real question is whether we do our shopping with pleasure and satisfaction or we regard it as an inevitable duty.

People say that if you like window-shopping and prefer to go shopping in large stores in the city centre, you are a fun shopper. Congratulations! You really love this thing! You enjoy every minute you spend on it, you can wander about shops for hours. They say such people often go shopping with friends, think much about the brand name and sometimes take advice from shop assistants.

If price is much more important for you than a brand name, if you usually go shopping alone taking no advice from anyone, you are a practical shopper. Do you spend hours in stores and at markets? Yes, you do, but not for entertainment – you

always hunt for bargains! Congratulations! You always get the cheapest! Such people examine goods carefully, pay attention to the expiry date and always get a refund if they want to.

If you hate large overcrowded stores and find it more convenient to do your shopping in small local shops where you know people, they say you are a reluctant shopper. You know exactly what you want and mostly take care about quality. You prefer to go shopping with someone of your family, and if it is impossible, you will ask for their advice. You would like them to do all the shopping themselves. Congratulations! You'll never waste your money and buy things you don't really need!

**Challenge, pp. 292 – 295 Ex. 11 – 13**

**p. 295 Class Discussion**

**p. 296 Writing**

**p. 297 Class Communication, Tasks 1 – 3**

**pp. 298, 299 Revision and Consolidation (Ex. 1 – 3)**

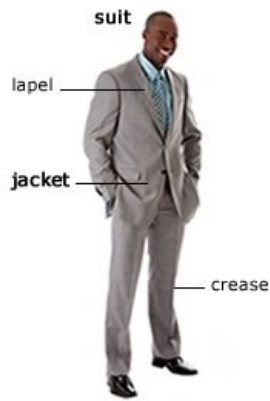
### SUBUNIT 3. CLOTHING

*FOCUS VOCABULARY* (Challenge, p.300 – SEE THE BOOK)





**Clothes**



**bow ties**



**coats and jackets**

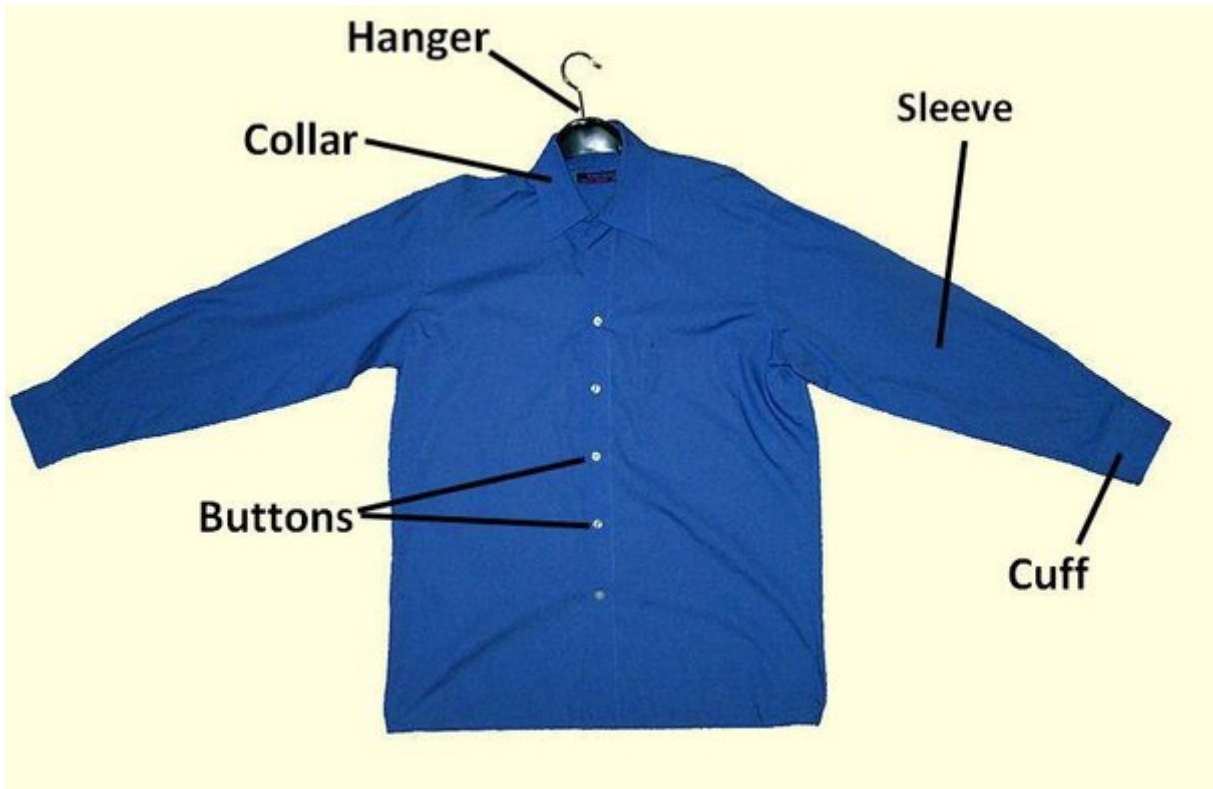


**anorak**

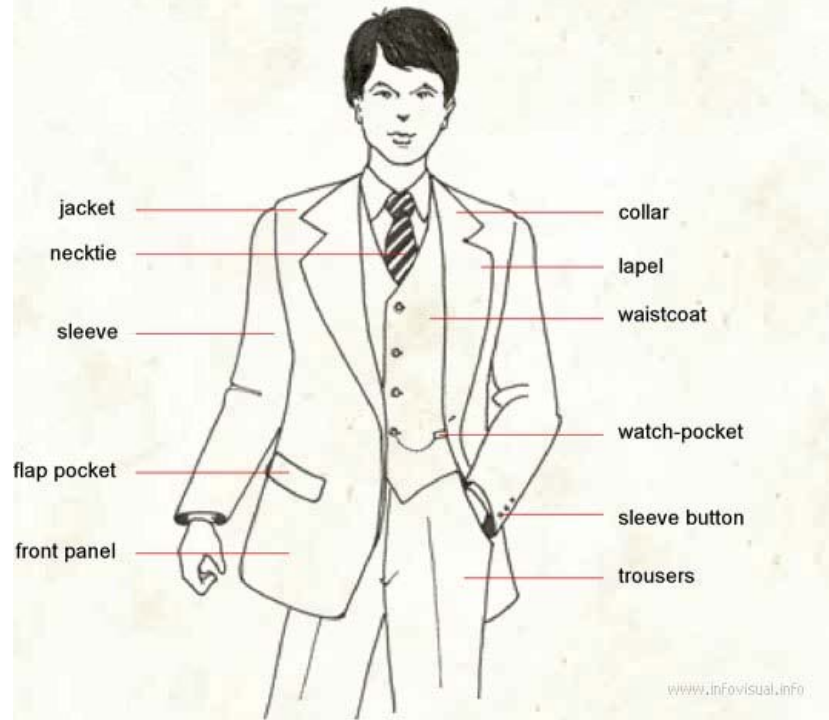




overalls



## SUIT



## hats



**shoes**



slingback



mule



pumps



flats



clogs



oxfords



stiletto (also spike heel)



wedge



platform



kitten heels



slippers



Loafers™



sandal



jelly



flip-flops  
(also thongs)



moccasins



sneakers



wingtips



rubber boots



boots



cowboy boot



hiking boots



high-tops



baseball boots



boot



cowboy boot



hiking boots



wellingtons (BrE)  
rubber boots (NAme)

## closures

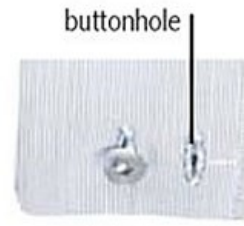


teeth

zipper



toggle



buttonhole

button



Velcro™



drawstring



snaps



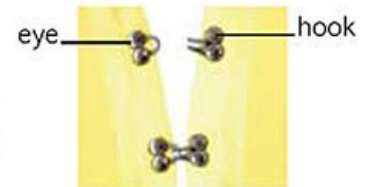
shoelace (*also* lace, shoestring)



safety pin



buckle



eye

hook

hook and eye

Challenge, pp. 301 – 312 Ex. 1 – 25

p. 313 Class Discussion

Listening Comprehension “The Meaning of Clothes”

Challenge, pp. 313 – 315 Revision and Consolidation (Ex. 1 – 7)

## SUBUNIT 4. SHOP TILL YOU DROP

### SHOPPING FOR CLOTHES

FOCUS VOCABULARY (Challenge, p. 316 – SEE THE BOOK)

Challenge, p. 316 Shopping round the World

pp. 317 – 325 Ex. 1 – 12

### ON A SHOPPING SPREE

FOCUS VOCABULARY (Challenge, p. 326 – SEE THE BOOK)



## jewelry



## beauty



Challenge, pp. 327 Ex. 1, 2

## TEXT “ON A SHOPPING SPREE”

When I am in a shopping mood and I have some money on me I like going on a shopping spree. Or when my purse is empty I like window shopping with my friends. Especially I like shopping for cosmetics and sometimes for jewellery. I should say I don't usually wear much cosmetics, just some .... (*say what you use*). But for special occasions I make up absolutely differently. So, foundation, lipstick, mascara are things of great importance for me.

What can I say about jewellery? Every girl likes it. As for me, I wear ... I prefer ... (*speak about metals and precious stones*). It doesn't really matter for me if a piece of jewellery is expensive or not. I just like to have them as sentimental presents from close people. I know years will pass by me, but I still will be able to open my jewellery box and recollect some sweet or joyful moments of my life.

One more thing I like shop for is gifts. Giving gifts makes me happy. I always try to find something special for my friends and relatives. I like searching gifts in large and small shops, spending hours on choosing, hunting for unique things – and sometimes I am lucky to find real bargains!

**Challenge, pp. 327 – 329 Class Improvisation**

**p. 329 Writing**

**p. 329-331 Revision and Consolidation (Ex. 1 – 5)**

**Vocabulary to the Unit (pp. 332 - 346)**

## UNIT V. NO PAINS, NO GAINS

### SUBUNIT 1. GETTING INTO UNIVERSITY

#### FOCUS VOCABULARY (Challenge, p. 347)

Vocabulary: education

**Education:**

The process of teaching or learning in a school or college, or the knowledge that you get from this.

**Educational system:**

**Educational systems** are established to provide education and training, often for children and the young. "The educational system in most underdeveloped countries needs to be reformed."

**Educational goals:**

Each country identifies the educational goals to be achieved by its educational system.

**Educational background:**

Past experience in education. To become an engineer in Electronics you need to have a **scientific educational background**.

**School subject:**

A course or area of study: mathematics, English, French, physics...are school subjects. "Math is her best subject."

**School year:**

The school year starts in September and ends in June

**School uniform:**

It is obligatory that students wear school uniforms in some schools.

**Private lessons:**

Some students need private lessons to keep up with their mates in learning some school subjects.

**Private schools:**

Students who go to private schools pay fees.



**University graduate:**

A person who holds a university or college degree. **University graduates** find difficulties getting jobs these days.

**University degree:**

An academic title given by a college or university to a student who has completed a course of study:

"You go to university to get a university degree."  
"Bachelor of Arts degree."

**Learning needs:**

Learners should identify their learning needs in order to get the appropriate learning.

**Learning strategies:**

Learning strategies (or study skills) are techniques used to proceed in your own learning.

**Learning goals:**

Learning goals are the target behavior a learner attains through his learning experience.

**Adult illiteracy**

Adult illiteracy is a major concern for any development.

**Adult education:**

**Adult education** is the practice of teaching and educating adults. It has become common in many countries. It takes on many forms, ranging from formal class-based learning to self-directed learning. There are more than 800 million adults that cannot read or write.

Adult education usually takes place in the evening.

**Formal education:**

**Formal education** results from a program of instruction in an educational institution leading to a qualification / certification.

**Informal education:**

**Informal education** occurs in daily work, leisure or family.

**Non-formal education:**

**Non-formal education** results from a program but it is not usually evaluated and doesn't lead to certification.

**Basic Education:**

**Basic education** refers to the whole range of educational activities taking place in various settings (formal, non formal and informal), that aim to meet basic learning

needs. According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), Basic Education often includes also pre-primary education and/or adult literacy programs. Universal basic education is regarded as a priority for developing countries " Every citizen should acquire at least a basic education to be able to read and write."

### **Primary Education:**

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries.

### **Secondary Education:**

**Secondary education** is the stage of education following primary education. Except in countries where only primary or basic education is compulsory, secondary education includes the final stage of compulsory education and in many countries it is entirely compulsory. The next stage of education is usually college or university.

### **Higher education:**

**Higher education**, also called **tertiary**, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. **Colleges** and **universities** are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

## **Challenge, p. 347 Getting into University pp. 348-350 Ex. 1 – 3**



### **TEXT “Education”**

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as *social engineering*. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Comprehension:

1. a definition of education includes:
  - a.  the process of teaching,
  - b.  the process of teaching and learning
2. Everywhere in the world children go to primary schools:
  - a.  at the same age
  - b.  the age may differ.

3. tertiary education refers to:
  - a.  primary education,
  - b.  secondary education,
  - c.  post secondary education.
4. Tertiary education is:
  - a.  optional.
  - b.  compulsory

**p. 350 Writing**

**p. 351 Class Discussion**

**p. 351-353 Revision and Consolidation (Ex. 1 – 4)**

## **SUBUNIT 2. I AM A STUDENT NOW**

### **FOCUS VOCABULARY (Challenge, p. 354)**

**Challenge, p. 354 I am a student now**

**pp. 354-356 Ex. 1, 2**

### **TEXT**

The Swedish higher education system is similar to that of other European countries. Here are the basics!

#### **Degree programmes in Sweden**

Swedish universities offer degree programmes according to the European standard. This includes bachelor's, master's and PhD programmes.

**Bachelor's programmes**, also known as undergraduate programmes, take place after upper secondary school (high school) and are usually three years long (180 ECTS credits).

**Master's programmes**, also known as graduate programmes, build upon the knowledge developed during bachelor's-level studies and can be one or two years long (60 or 120 ECTS credits).

**PhD programmes**, also known as doctoral programmes, are research degrees involving several years of work toward a dissertation. The duration and setup of PhD programmes in Sweden vary between universities; see PhD programmes for more details.

#### **Programmes and courses: what's the difference?**

A **degree programme** at a Swedish university is made up of a number of courses in a particular field of study leading to a specific degree. **Courses**, sometimes known

as modules in other countries, are the building blocks of each programme. Each semester, programme students follow one large course or several smaller courses.

Instead of applying for a full degree programme, it's also possible to apply for admission to some courses directly. When you apply for and enroll on a course rather than a programme, you are only registered for that specific course. When you apply for and enroll on a programme, you will then register for many courses over the duration of your programme.

### **Examples:**

- You enroll on a two-year master's programme made up of four semesters of study. During each semester, you take four courses for 7.5 ECTS credits each, for a total of 120 ECTS credits for the programme.
- You enroll on a one-year master's programme made up of two semesters of study. During each semester, you take one course for 30 ECTS credits, for a total of 60 ECTS credits for the programme.
- You enroll on a 30-credit course in a subject you're interested in. You take only that specific course and must turn in a new application if you wish to take additional courses.

Degree programmes usually contain a mix of compulsory, recommended and optional courses.

### **Academic calendar**

The Swedish academic year is divided into two semesters:

- **Autumn semester** begins at the end of August and lasts until mid-January, usually with a short break at the end of December.
- **Spring semester** runs from mid-January to the beginning of June.

### **Course structure**

Full-time studies in Sweden correspond approximately to a 40-hour week, though you may only have a few hours of lectures or seminars each week. The rest of your time is spent reading and working on group projects and other assignments.

You'll often take only one course at a time for a period of several weeks, after which an examination is given directly. After the examination, a new course begins. For instance, during a 20-week semester, you might take four courses in a row for five weeks each. In some programmes, you might instead take several courses at the same time, with an examination at the end of the semester.

The structure of individual courses varies with the subject area. Technical programmes often include a high proportion of classroom and lab hours, whilst courses in the social sciences may involve fewer classroom hours and more independent and group work.

### **Lectures and examinations**

Courses usually include various types of meetings, including lectures, seminars and laboratory sessions with varying group sizes. Seminar groups can be as small as a few students whilst lectures can be up to a few hundred. The aim is to develop critical thinking and collaborative skills, and students are expected to be active participants in all forms of meetings. Required reading and independent work is usually extensive,

regardless of your field of study, and students are expected to come well-prepared to class.

Examinations usually take the form of written or oral tests, laboratory work, group work or special projects. Most programmes conclude with a degree thesis or project.

### **University or university college?**

Two slightly different terms are used in Sweden to describe institutions of higher education: university (*universitet*) and university college (*högskola*). The main difference is that universities have the right to award PhD degrees while many university colleges don't. However, some university colleges do offer PhDs.

There is no difference in the bachelor's or master's degrees offered by universities and university colleges, and many university colleges are called 'university' in English. As an international student, your experience will be similar regardless of whether you choose to study at a university or university college.

**p. 356, 360 Class Communication**

**p. 357-360 Writing**

**p. 361-363 Classroom activities (Ex. 8 - 16)**



## VIDEO

3. Watch the [video](https://bit.ly/EdProblems) [https://bit.ly/EdProblems] and tick 6 problems with the schooling system that it mentions:

- Schools don't teach how to be independent and don't give students any control.
- Grading in the education system is based on wrong values.
- The value of education is decreasing as the system doesn't give any real-life knowledge.
- The knowledge is passed passively as students just listen to teachers talking.
- The education system focuses on teaching students so they can pass tests and exams.
- Students are not encouraged to be original.
- The schooling system doesn't give any opportunity to learn work skills.
- Schools don't take into consideration that people learn differently.
- Modern education destroys creativity, personality and critical thinking.
- There's too much technology used in the public schooling system.
- The school system teaches people to listen to instructions.

4. In pairs, discuss the issues from the list above. Decide whether you consider them serious and choose 4 which should be solved first to fix the education system.

## DEBATE

5. You will work in small groups and debate the two statements below. Prepare arguments for and against and think about any counterarguments.

p. 369-373 Revision and Consolidation (Ex. 1 – 6)

## SUBUNIT 3. SUCCESS AND FAILURE

### FOCUS VOCABULARY (Challenge, p. 374)

Challenge, p. 374 Success and failure

pp. 374-378 Ex. 1-5

p. 378 Text “Advice on Doing Exams”

p. 379 Dialogue “After the Exams”

p. 379-381 Class Communication

### TEXT “Finland to reform education for the digital age”

Finland is not satisfied with constantly being top of the world's education leagues. The government is now planning to reform its education system so that young Finns are better prepared for the digital age. A key part of the proposed reforms is to place

as much emphasis on digital and workplace skills as on more traditional subjects. An example of this would be to use 3D printers in history classes so students can create models of ancient buildings. The government also wants to promote vocational training and encourage learning in real-life work settings. Students' performance would be evaluated by a teacher as well as by an official from the company helping the student. One teacher, Kirsti Lonka, explained why a shift in educational methods was necessary. She said: "Traditionally, learning has been defined as a list of subject matters and facts you need to acquire, such as arithmetic and grammar... But when it comes to real life, our brain is not divided into disciplines in that way. We are thinking in a very holistic way, and when you think about the problems in the world - global crises, migration, the economy, the post-truth era - we haven't really given our children the tools to deal with this inter-cultural world." She added: "I think it is a major mistake if we lead children to believe that the world is simple, and that if they learn certain facts, they are ready to go."

### Comprehension Check

#### Task 1.

True / False

- a) Finland is very happy being top of the world's education leagues. T / F
- b) Finland wants to place more emphasis on workplace skills. T / F
- c) Finland wants every student to make models of ancient buildings. T / F
- d) Students will be encouraged to learn in simulated work settings. T / F
- e) A teacher said a shift in educational methods wasn't necessary. T / F
- f) The teacher said our brain is not split up into disciplines. T / F
- g) The teacher said students need tools for an inter-cultural world. T / F
- h) The teacher said kids should not learn that the world is simple. T / F

#### Task 2.

Synonym Match

(The words in bold are from the news article.)

1. reform 2. prepared 3. key 4. ancient 5. evaluated 6. shift 7. defined 8. divided 9. major 10. certain
- a. described b. very old c. significant d. improve e. change f. assessed g. specific h. important i. split j. ready

#### Task 3.

Writing task

What three improvements would you make to the education system? Why?

#### Task 4.

Chat

Talk about these words from the article:

satisfied / education / reform / emphasis / traditional / ancient / real life / vocational / shift / necessary / arithmetic / grammar / holistic / migration / economy / mistake

#### Task 5.

Discussion – Student A

- a) What is the standard of education in your country like?
- b) How prepared are you for the digital age?
- c) What skills do you need for the digital age?
- d) What education-



al reforms would you like to see in your country? e) How much of a school curriculum should be based on workplace skills? f) How important is vocational training at school? g) How well did your school prepare you for life? h) How difficult is the job of a teacher?

Discussion – Student B

a) What do you think about what you read? b) What is the best way for children to learn? c) Do we need to change from teaching traditional subjects? d) Is coding or literature a more important subject? e) What is the 'post-truth era'? f) What tools do we need in an inter-cultural world? g) Should teachers teach children facts or skills? h) What questions would you like to ask Finland's education minister?

### *Task 6.*

Phrase Match

1. constantly being top of the world's 2. young Finns are better 3. place as much emphasis 4. students can create models of ancient 5. performance would be evaluated 6. a shift in educational 7. subject matters and facts you need 8. thinking in a very 9. the tools to 10. if they learn certain
2. a. on digital and workplace skills b. deal with this c. methods was necessary d. prepared e. holistic way f. by a teacher g. education leagues h. to acquire i. facts j. buildings

### *Task 7.*

Spelling

1. Finland is not fdsiiesta 2. the world's education alseague 3. A key part of the odprepos reforms 4. much maehissp on digital and workplace skills 5. models of itecann buildings 6. performance would be laeuvtdae 7. a shift in educational hdetosm 8. ieendfd as a list of subject matters 9. facts you need to icuraqe 10. thinking in a very htcsiloi way 11. problems in the world - global crises, antmouiigr... 12. if they learn tinrae facts

### *Task 8.*

Role Play

Role A – English You think English is the best school subject. Tell the others three reasons why. Tell them what is wrong with their subjects. Also, tell the others which is the least important of these (and why): computer coding, art or world problems.

Role B – Computer Coding You think computer coding is the best school subject. Tell the others three reasons why. Tell them what is wrong with their subjects. Also, tell the others which is the least important of these (and why): English, art or world problems.

Role C – Art You think art is the best school subject. Tell the others three reasons why. Tell them what is wrong with their subjects. Also, tell the others which is the least important of these (and why): computer coding, English or world problems.

Role D – World Problems You think world problems is the best school subject. Tell the others three reasons why. Tell them what is wrong with their subjects. Also, tell the others which is the least important of these (and why): computer coding, art or English.

### *Task 9.*

## Speaking – Subjects

Rank these with your partner. Put the best school subjects at the top. Change partners often and share your rankings.

- English
- maths
- global warming
- computer coding
- art
- world problems
- business skills
- money matters

### **p.381 Writing “Preparing for an Exam”**

### **p. 381-384 Revision and Consolidation (Ex. 1 – 6)**

## **TEXT “Exam Success”**

### Exam Success

Success in exams is determined by many intrinsic factors. Because motivation represents an essential element of success, it should be born in mind that no preparation might yield positive results if you are demotivated. So the first thing to do is to try to ask yourself what motivates you to pass the exam. Do you seek a financially rewarding job? Do you want to attend a university course? Or is it just a need to realize a dream? Whatever motivates you is the crucial drive for your success!

In addition to motivation, you must have a realistic strategy towards success. This involves steps before and during the exam.

### Tips for Success

#### Before the exam:

- You need to plan and organize in an orderly way.
- You need to set preparation timetables and set measurable, attainable and realistic goals.
- Each subject should be given its due importance.
- You must use mind maps, short notes summaries to revise lessons.
- Previous exams can be of great help to students by reading them and familiarizing themselves with format, marking scheme, language, terminology, types of questions...
- You must also set a time for sleep and relaxation.

#### During the exam:

- While sitting for the exam, you should read the instructions carefully and check all the pages.

- Students should consider which questions they will answer first and which they should leave for later. For example, it might be helpful to start planning the most difficult questions, but answer the easier questions first.
- It is also preferable to plan timing according to the number of questions and marks for each.
- Managing stress is an important factor. One tip that might work for students is taking deep breaths now and then.

#### **SUBUNIT 4. STUDENT'S DAY**

##### **FOCUS VOCABULARY (Challenge, p. 385)**

To be an early riser

to be a late riser

to stay up late

to keep late hours

to have an early night

to be pressed for time

to be short of time

to have some time to spare

to allocate time

to spend time

to waste time/to idle away time

to be in the habit of doing smth

to slip out of the habit/to get rid of the habit/to break the habit

**Challenge, p. 385 Student's day**

**pp. 387-390 Ex. 1-3**



## Learning strategies

Learning strategies or study skills determine your approach to achieve your learning objectives. They are plans that learners consciously have recourse to in order to help them learn more effectively. These strategies are usually linked to learners' needs and interests to boost learning. They are grounded on various types of learning styles.

Here are some strategies that can help you be successful in your studies.

Set small, achievable goals

Start with small steps to reach higher targets.

1. For example, try to learn 5 new English vocabulary items every day.
2. Set a 30 minutes study session every day.
3. Learn the lyrics of an English song every now and then.
4. Read a short English text every day.

Setting small targets is much better than setting huge goals that you cannot achieve. Remember that "small drops of water make the mighty ocean"

Plan your studies

Planning your studies gives meaning to your work. If you know all the steps necessary to achieve a goal and these steps are written down on a piece of paper, it will be easy for you, then, to see the whole picture.

## Be motivated

The secret to success is that you should be motivated to learn. Try to avoid boredom by having fun in what you do. Try to find a positive aspect to studying English.

1. Watch your favourite films in English
2. Listen to your favourite English songs and learn the lyrics.
3. Write your Read about what you are interested in (hobbies, fields of interest...)
4. diary in English.
5. Read about your favorite stars in magazines or online.

Remember, we learn better and fast things we really want to learn.

## Manage your time

In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritizing your activities. Time management provides you with the opportunity to create a schedule that works for **you**, not for others. This personal touch gives you the flexibility to include the things that are most important to you.

## Set a reward for yourself

Set a reward for yourself that you can look forward to. For example, when you reach a goal, give yourself a reward:

1. Watch a movie.
2. Have a delicious snack.
3. Meet your friends.
4. Go to the café.

## Vocabulary to the Unit (pp. 391 - 417)

### Text “Study Skills”

Prepare for your exams with a healthy body and mind

#### Stress and Exams

To be able to deal with stress makes students stand a better chance of exam success. The only way to deal with stress is first to admit and recognize stressful patterns of behaviour and find healthy ways of dealing with them

Stress is part of students lives

The first thing students should do is to admit that stress constitute part of their lives.

#### Quick fixes

Some students will try alcohol, smoking, drugs, coffee... to cope with their stress. However, most of these quick fixes will only make the situation worse and add fuel to fire.

## A healthy mind in a healthy body

The secret to success is to take into consideration the prerequisites for a healthy body. This will prepare the ground for building the foundation of well-being and the necessary conditions for success.

1. **Moderation.**

Pay attention to how you lead your life most of the time. A healthy lifestyle is one that doesn't take extremes as a way of life. Be moderate in what you do.

2. **Eat well.**

It is important to pay attention to both what you eat and how you eat. As Socrates said: "Thou shouldst eat to live; not live to eat." A varied diet with vegetables and fresh fruits is good for the brain. Also take time off for meals.

3. **Exercise.**

Students must know the value of exercise because it plays a vital part in counterbalancing the stress responses produced in our bodies by having to meet deadlines and exams.

4. **Sleep.**

Students are getting less and less of sleep which might lead to more stress. The hours of sleep before midnight are thought to be the most beneficial. For this reason students must re-regulate their body clock and go to bed and get up at regular times.

5. **Express yourself.**

The way students feel about their work and other issues in their life plays a huge part in how they deal with stress. It is advisable that students should be realistic whatever happens in their lives.

To sum up, studies are really very important, but never at the expense of students physical and mental well-being. Besides, if students feel well they will be ready to face the challenges of exams alive and kicking.



## II. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

### 2.1. ТЕСТЫ ПРОМЕЖУТОЧНОГО КОНТРОЛЯ ЗНАНИЙ

#### VOCABULARY TEST ON “IT TAKES ALL SORTS”

##### I. Match the words below with correct definitions.

- |                |   |
|----------------|---|
| 1. Wedding     | a. a man about to be married or recently married;                           |
| 2. Bride       | b. a marriage ceremony with a party after a church service;                 |
| 3. Husband     | c. an unmarried man who may never get married;                              |
| 4. Bachelor    | d. a woman about to be married or recently married;                         |
| 5. Bridegroom  | e. the man to whom a woman is married;                                      |
| 6. Best man    | f. an unmarried girl who helps the bride at a wedding ceremony;             |
| 7. Sibling     | g. a male person whose father or mother has married one's mother or father; |
| 8. Stepbrother | h. the woman to whom a man is married;                                      |
| 9. Wife        | i. the man who helps the bridegroom at a wedding ceremony;                  |
| 10. Bridesmaid | j. a brother or a sister.   |

##### II. Insert prepositions.

1. Nick fell ... love ... Helen ... first sight.
2. Mary is engaged ... a teacher.
3. His parents don't approve ... her.
4. John married ... Kate two years ago.
5. Fill ... the application form, please.
6. Your grades aren't good enough ... admission to the university.
7. She is ... the age when kids are ashamed ... their parents.
8. I think I much closer ... my mother.
9. My parents always tell me ... if I do anything wrong.
10. I always argue ... my father ... staying ... late at night.

##### III. Give a synonym (a phrasal verb).

1. To raise a child, to look after a child until it is an adult;
2. To respect and admire someone, to have a very good opinion of someone;
3. To resemble a member of your family in appearance or character;
4. To become adult and mature;
5. To succeed in making someone understand the meaning of what one is saying;
6. To avoid having to do something;
7. To reprimand, to speak severely to someone;
8. To persuade someone to let you do or have something by flattering them;
9. To escape being punished for something;
10. To think about something that happened in the past.

#### **IV. Say what relation is:**

1. Your mother's sister to you;
2. Your sister's son to you;
3. Your aunt's son to you;
4. Your sister's husband to you;
5. Your grandparents' parents to you;
6. Your brother's wife to you;
7. Your husband to your parents;
8. Your husband's brother to your children;
9. Your sister to your uncle;
10. Your sister's daughter to you.

#### **V. Translate from Russian into English.**

1. Вчера Том сделал предложение Анне.
2. Церемония бракосочетания прошла в ЗАГСе.
3. В Британии каждый третий брак заканчивается разводом.
4. Они обручены шесть месяцев.
5. Пол и Линда собираются пожениться в следующем году и сразу планируют завести детей.
6. Я не уживаюсь со своим братом, мы постоянно ссоримся.
7. Я ругаю своих детей, когда они делают что-то не так.
8. В день свадьбы Линда – невеста – была спокойна, а Джо – жених – нервничал.
9. Они отправились в свадебное путешествие в Италию.
10. Ольга – мой дальний родственник – кажется, троюродная сестра.

### **VOCABULARY TEST ON “HOME, SWEET HOME”**

#### **I. Give synonyms to the following words.**

1. amenities
2. handy for
3. lounge
4. to overlook
5. to live on one's own
6. to share a room

#### **II. Give antonyms to the following words.**

7. convenient
8. neglected
9. out-dated
10. above

### III. Give explanations to the following phrasal verbs.

11. to put smth in
12. to put smth up
13. to take smth out
14. to do smth up
15. to talk over

### IV. Fill in prepositions where necessary.

I decided to rent a flat (16)... my own and to become more independent (17)... my parents.

I looked (18)... advertisements (19)... flats (20)...the newspaper.

He is getting (21)... my nerves, I can't put (22)... (23)... the constant noise of his stereo system.

I found a room (24)... an agency.

Our flat is (25)... the second floor (26)... a new block (27)... flats.

There is a piano (28)... the left (29)... the table and a small table (30)... a telephone (31)... it (32)... the right.

I'm pleased (33)... my flat, it is close (34)... the centre.

We have to pay a deposit (35)... the front-door key and to keep (36)... particular house-rules.

I share the room (37)... a friend (38)... mine.

We pay (39)... the room \$70 a month, it's hard to find a lodging (40)... a lower price.

### V. Complete each sentence with the correct form of "make" or "do".

41. He ... a big mistake.
42. Why does it take you so long to ... decisions?
43. He ... so much noise that he woke her up.
44. Who ... shopping in your family?
45. This way they will never ... a fortune.
46. An old gentleman comes twice a week to ... the gardening.
47. Who is ... the speech at the meeting?
48. Mr.Brown ... his living as a taxi driver.

### VI. Translate into English.

49. Мне нужно тщательно обдумать твое предложение.

50. Мы решили выложить стены в ванной плиткой, а потолок покрасить в светло-голубой цвет.

51. Крыша течет, стены потрескались, и вообще, состояние дома оставляет желать лучшего.

52. Двухкомнатная квартира, которую мы снимаем у знакомых по очень приемлемой цене, находится на окраине города.

**VOCABULARY TEST ON  
“DO WE EAT TO LIVE OR LIVE TO EAT?”**

**I. Choose the right variant.**

1. We have three ... a day: breakfast, dinner and supper. A) foods b) meals c) dishes
2. I prepared a French ... yesterday. A) meal b) dish c) course
3. At a party we usually start our dinner with ... A) appetizer b) dessert c) snack
4. ... are nuts. A) almonds b) marrows c) oatmeals
5. ... are fish. A) cloves b) sprouts c) sprats
6. ... potatoes are very good with dill. A) new b) fresh c) young
7. I would like a ... eggs. A) drop b) dozen c) clove
8. I like ... with cinnamon. I find it delicious! A) liver b) yeast c) roll

**II. Give synonyms to the following words.**

1. Biscuits
2. Aubergines
3. Entrée
4. A bite
5. Cottage cheese

**III. Translate the following sentences into English.**

1. Пожалуйста, дайте мне кочан капусты и два баклажана.
2. Черника в этом году очень дорогая.
3. Что тебе больше нравится: консервированный тунец или свежий?
4. Не ешь так много пончиков! Они полнят!
5. Арбузы – это пища для бедняков!
6. Положите себе еще салата, не стесняйтесь, пожалуйста.
7. Может, поделишься рецептом такого вкусного торта?
8. Что у вас сегодня в меню?
9. Давай закажем сегодня что-нибудь в китайском ресторане для разнообразия.
10. Я просто умираю с голоду!
11. Я не пойду туда ни за что на свете!
12. Он ел исключительно здоровую пищу.
13. Дайте мне добавки!
14. Мне пришлось угостить его выпивкой.
15. Я не ем то же самое два дня подряд.
16. Пожалуйста, расставь тарелки.
17. Он мало ест (он плохой едок).

18. Она любит плотно позавтракать.
19. Вообще-то она на диете, но сегодня она съела обед из четырех блюд.
20. Давай разрежем эту буханку хлеба пополам.
21. Голод – проблема многих стран третьего мира.
22. В этом магазине всегда только черствый хлеб.
23. Остатками от нашего ужина можно было накормить десяток голодных людей.
24. Мне всегда плохо от морепродуктов.
25. Вы уже что-нибудь выбрали?
26. Если хотите похудеть, помните: клетчатка насыщает лучше всего.

### **VOCABULARY TEST ON “WHATEVER MONEY CAN BUY”**

#### **I. What word or phrase is being defined in these sentences?**

1. A shop where you can buy fashionable clothes.
2. A place with many shops, either outside or indoors.
3. A person who works in a shop.
4. The place where you can try on clothes in a shop.
5. The place where you pay for things in a shop.
6. To look round the shops without planning to buy anything.
7. The shop where you buy meat.
8. The shop where you buy medicines, baby products, shampoo, etc.

#### **II. Insert the names of units in which we usually buy the following items.**

1. A \_\_\_\_\_ of toothpaste
2. A \_\_\_\_\_ of trousers
3. A \_\_\_\_\_ of milk
4. A \_\_\_\_\_ of beer
5. A \_\_\_\_\_ of bread
6. A \_\_\_\_\_ of film
7. A \_\_\_\_\_ of chocolates
8. A \_\_\_\_\_ of soap

#### **III. Choose the right answer.**

1. The ..... was thronged with crowds of shoppers on Saturday.  
a) tobacconist's

- b) kiosk
  - c) stall
  - d) shopping centre
2. What do you think of this old oil lamp? I got it cheap at a ... sale.
- a) deposit
  - b) jumble
  - c) refuse
  - d) rubbish
3. The weekly market sells mainly fruit, vegetables and dairy.... .
- a) manufactures
  - b) output
  - c) products
  - d) stocks
4. You can buy an iron at any ....shop.
- a) electric
  - b) electrical
  - c) electrician
  - d) electrifying
5. Her uncle has a big .... Store.
- a) clothing
  - b) dresses
  - c) garments
  - d) wearing
6. The butcher's shop was an old-fashioned one; there was .... on the floor.
- a) powder
  - b) soil
  - c) stones
  - d) sawdust

**IV. Translate the following sentences from Russian into English.**

1. Я купила эти запонки по низкой цене.
2. Цены снова поднялись!



3. Дисконтная карта дает возможность покупать товары с 10% скидкой.
4. Микстуру от кашля можно купить без рецепта.
5. Не люблю, когда люди влезают без очереди.
6. Я не могу позволить себе делать покупки в этом магазине. (там очень дорого)
7. В нашей стране наркотики запрещены. Их можно купить только нелегально.
8. Поросенок Фунтик собирал деньги на домик для бездомных поросят.
9. Я не боюсь воров. У меня дома нет ничего ценного.
10. Когда продавец выбил чек, я понял, что меня хотят обсчитать.

### VOCABULARY TEST ON “NO PAINS, NO GAINS”

#### I. Replace the underlined verbs with different verbs that have the same meaning in the context.

1. Who is giving the lecture today?
2. Did she receive a grant for her course?
3. Is it more difficult to obtain a place at university?
4. You have to pass the exams before you can enter university.
5. He’s studying physics, I think.
6. I think they’re carrying out some research into the cause of asthma.
7. I didn’t take any notes in the lecture yesterday.
8. The course goes on for three years.

#### II. What do you call:

1. the money some students receive if they get a place at university
2. the qualification you get at the end of university
3. the name we give students during this period at university
4. teachers at university
5. students when they have completed their first degree
6. students studying for a second degree
7. the study of one subject in great depth and detail, often to get new information
8. the talks that students go to while they are at university

#### III. Translate the following sentences from Russian into English.

1. Какой совет можно дать тем студентам, которым трудно справиться со стрессом, связанным с экзаменами?
2. Стрессовая ситуация вызывает бессонницу, потерю аппетита и неспособность концентрироваться на работе.
3. Какие признаки стресса можно заменить у студентов, сдающих экзамен?

4. Случалось ли вам сталкиваться с временной потерей памяти?
5. Поведение студента в период подготовки не дает представления о возможной эмоциональной реакции при сдаче экзаменов.
6. Напряжение, связанное с сессией, отступает не раньше, чем через два дня после последнего экзамена.
7. Студенты делятся на две группы-те, кто готовится к экзамену по ночам, и те, кто предпочитает встать пораньше.
8. Можно ли найти рекомендации о способах эффективной подготовки к экзамену в интернете?
9. Почему вечно не хватает времени для повторения материала?
10. Что бы вы посоветовали студенту, готовому войти в экзаменационную аудиторию?

## **2.2. ПЕРЕЧЕНЬ ВОПРОСОВ ДЛЯ ПОДГОТОВКИ К ЭКЗАМЕНУ**

**Примерный список экзаменационных вопросов (устных тем)  
для студентов 1 курса, очной (дневной) формы получения высшего образования**

### *Зимняя экзаменационная сессия*

1. About Myself.
2. About My Friend.
3. Your and Your Friend's Appearance and Character.
4. Appearance and Character of the Members of Your Family.
5. My Family and Relations within my Family.
6. Family Relations.
7. Your Flat/ House: its Location and Description.
8. Your Flat/ House: Furnishing and Decorating.
9. Living Out: Renting a Flat. Advantages and Disadvantages of Living on Your Own.
10. Living Out: Renting a Flat. Keeping to House Rules.
11. Household Chores.
12. Daily Meals.
13. Table Manners.
14. The Book You Read at Home.

*Летняя экзаменационная сессия:*

1. English Food.
2. Belarusian Food.
3. Ways of Preparing Food.
4. The Recipe of Your Favourite Dish.
5. Eating Out.
6. You Are what You Eat.
7. Buying Foodstuffs.
8. In the Department Store.
9. Clothes, Styles, Materials.
10. On a Shopping Spree.
11. Learning a Foreign Language.
12. Your Institute. Rules to Obey.
13. Studies at Your Institute.
14. Taking Exams.
15. A Student's Day.
16. The Book You Read at Home.

## **III. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ**

### **3.1. УЧЕБНАЯ ПРОГРАММА**

**ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМЕНИ А.М.ШИРОКОВА»**

**УТВЕРЖДАЮ**

Ректор Института современных  
знаний имени А.М.Широкова

\_\_\_\_\_ А.Л.Капилов

\_\_\_\_\_ /уч.  
Регистрационный № \_\_\_\_\_

### **ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ**

**Учебная программа учреждения высшего образования  
по учебной дисциплине для специальности:  
1-23 01 02 «Лингвистическое обеспечение межкультурных  
коммуникаций (по направлениям)»**

2017 г.

Учебная программа составлена на основе типовой учебной программы «Практика устной и письменной речи 1-го ин.яз. (английский)» от 30.12.2009 г., регистрационный номер № ТД-Д.121/тип. и учебного плана по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)»

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## СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

### **Тема 1. Семейные отношения**

Семья. Семейное положение. Родственные связи. Друзья и родственники. Возраст человека. Внешность и характер. Взаимоотношения между детьми и родителями

### **Тема 2. Дом. Квартира**

Расположение квартиры, дома. Расстановка мебели в квартире, доме. Жизнь на съемной квартире: правила проживания, удобства, оплата. Работы по дому

### **Тема 3. Еда. Питание**

Прием пищи. Правила хорошего тона за столом. Пища и способы ее приготовления. Посуда и предметы сервировки. Питание вне дома, общественные места питания. Прием гостей. Особенности и традиции питания в странах изучаемого языка. Философия питания. Питание и здоровье

### **Тема 4. В магазине. Покупки**

Магазины и основные отделы. Выбор и совершение покупок продуктов и товаров. В супермаркете. Одежда

### **Тема 5. Учеба в университете**

Поступление в университет. ВУЗ, в котором ты учишься. Библиотека. Ты – студент. Успехи и неудачи в учебе. Распорядок дня студента. Студенческая жизнь. Самостоятельная работа



## УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				самостоятельная работа студента	Материальное обеспечение занятия (наглядные, методические пособия и др.)	Литература	Формы Контроля знаний
		лекции	семинарские занятия	практические занятия	лабораторные занятия				
1	2	3	4	5	6	7	8	9	10
<b>1.</b>	<b>Семейные отношения</b>			<b>40</b>		<b>40</b>	[6:124-125], [1:5-44]	Осн.: [3:4-93]	Лекс. тест 1
	1. Знакомство. 2. Семья. 3. Семейное положение. 4. Друзья. 5. Родственники. 6. Родственные связи. 7. Возраст человека. 8. Внешность человека. 9. Характер. 10. Взаимоотношения между детьми и родителями.			4 4 4 4 4 4 4 4 4 4				[2:5-41] Доп.: [1:5-23], [2:4-15]	Устная и письм. презентация тем (УППТ)
<b>2.</b>	<b>Дом. Квартира.</b>			<b>30</b>		<b>30</b>	[6:80-81], [4:26-30], [1:45-81]	Осн.: [3:125-167]	Лекс. тест 2
	1. Расположение квартиры. 2. Расположение дома.			4 4 4				[2:50-82] Доп.:	Устная и письм. презент-

	3. Расстановка мебели в квартире, доме. 4. Покупка жилья через агентство недвижимости. 5. Поиски съемной квартиры. 6. Жизнь на съемной квартире: правила проживания. 7. Жизнь на съемной квартире: удобства, оплата. 8. Работы по дому.			4 2 4 4 4				[1:24-40], [2:16-27]	тация тем (УПШТ)
<b>3.</b>	<b>Еда. Питание.</b>			<b>8</b>		<b>16</b>	[1:82-110], [5:72-73], [4:59-62]	Осн.: [3:195-260]	Лекс. тест 3
	1. Питание. 2. Приготовление пищи. 3. Прием пищи.			2 4 2					
	Подготовка к экзамену					<b>36</b>			
<b>Итого за 1-ый семестр:200</b>				<b>78</b>		<b>122</b>			
<b>4.</b>	<b>Еда. Питание.</b>			<b>32</b>		<b>12</b>			
	1. Мое любимое блюдо. 2 Правила поведения за столом. 3. Посуда и предметы сервировки 4. Питание вне дома. 5. Общественные места питания. 6. Прием гостей. 7. Особенности и традиции питания в странах изучаемого языка. 8. Философия питания. 9. Питание и здоровый образ жизни.			4 2 2 4 4 4 4 4 4				[2:84-109] Доп.: [1:41-62], [2:28-43]	Устная и письм. презентация тем (УПШТ)
<b>4.</b>	<b>В магазине. Покупки.</b>			<b>34</b>		<b>12</b>	[1:111-134], [6:36-37]	Осн.: [3:273-332]	Лекс. тест 4
	1. Виды продуктовых магазинов.			4				[2:114-	Устная и

	2. Отделы продуктовых магазинов. 3. Покупка продуктов в магазине. 4. Покупка продуктов на рынке. 5. Выбор и совершение покупок. 6. В универмаге. 7. Отделы универмага. 8. Предъявление претензии о бракованном товаре. 9. Магазинные кражи. 10. Покупка одежды. 11. Различные стили одежды.			4 4 2 2 4 4 2 2 4 2				133] Доп.: [1:63-82], [2:44-57]	письм. презентация тем (УПШТ)
<b>5.</b>	<b>Учеба в университете.</b>			<b>36</b>		<b>10</b>	[1:111-134], [6:36-37]	Осн.: [3:273-332]	Лекс. тест 4
	1. Поступление в университет. 2. ВУЗ, в котором ты учишься. 3. Библиотека. 4. Ты – студент. 5. Студенческая жизнь. 6. Успехи в учебе. 7. Неудачи в учебе. 8. Распорядок дня студента. 9. Самостоятельная работа.			4 4 4 4 4 4 4 4 4				[2:136-159] Доп.: [1: 83-97], [2: 58-68]	Устная и письм. презентация тем (УПШТ)
	<b>Подготовка к экзамену</b>					<b>36</b>			
	<b>Итого за 2-ой семестр: 172</b>			<b>102</b>		<b>70</b>			
	<b>Итого за год: 372</b>			<b>180</b>		<b>192</b>			

# ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

## 3.2. ЛИТЕРАТУРА

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## ТРЕБОВАНИЯ К ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

№ п/п	Название раздела, темы	Кол-во часов на СРС	Задание	Форма выполнения	Цель и задача СРС
1.	<b>Семейные отношения</b> 1. Знакомство. 2. Семья. 3. Семейное положение. 4. Друзья. 5. Родственники. 6. Родственные связи. 7. Возраст человека. 8. Внешность человека. 9. Характер. 10. Взаимоотношения между детьми и родителями.	40	Подготовить лексико-грамматический словарь по темам раздела, чтение текстов, составление планов текстов, изучение дополнительной литературы, составление темы о ваших близких и дальних родственниках	Подготовка и выполнение практических заданий	Обучение основам самостоятельного планирования и организации собственного учебного труда .
2.	<b>Дом. Квартира</b> 1. Расположение квартиры. 2. Расположение дома. 3. Расстановка мебели в квартире, доме. 4. Покупка жилья через агентство недвижимости. 5. Поиски съемной квартиры. 6. Жизнь на съемной квартире: правила проживания. 7. Жизнь на съемной квартире: удобства, оплата. 8. Работы по дому.	30	Работа со словарём, чтение и работа с текстами, изучение дополнительной литературы, составление темы о доме своей мечты	Подготовка и выполнение практических заданий	Развитие познавательных способностей и освоение приемов процесса познания
3	<b>Еда. Питание.</b> 1. Питание. 2. Приготовление пищи. 3. Прием пищи.	16	Работа со словарём, чтение текстов, составление планов текстов, беседа по текстам, изучение дополнительной литературы	Подготовка и выполнение практических заданий	Углубление и расширение профессиональных знаний по изучаемой дисциплине

4.	<p><b>Еда. Питание.</b></p> <ol style="list-style-type: none"> <li>1. Мое любимое блюдо.</li> <li>2. Правила поведения за столом.</li> <li>3. Посуда и предметы сервировки</li> <li>4. Питание вне дома.</li> <li>5. Общественные места питания.</li> <li>6. Прием гостей.</li> <li>7. Особенности и традиции питания в странах изучаемого языка.</li> <li>8. Философия питания.</li> <li>9. Питание и здоровый образ жизни.</li> </ol>	12	Работа со словарём, чтение текстов, составление планов текстов, изучение дополнительной литературы, подготовить рецепт своего любимого блюда	Подготовка и выполнение практических заданий	Углубление и расширение профессиональных знаний по изучаемой дисциплине
5	<p><b>В магазине. Покупки.</b></p> <ol style="list-style-type: none"> <li>1. Виды продуктовых магазинов.</li> <li>2. Отделы продуктовых магазинов.</li> <li>3. Покупка продуктов в магазине.</li> <li>4. Покупка продуктов на рынке.</li> <li>5. Выбор и совершение покупок.</li> <li>6. В универмаге.</li> <li>7. Отделы универмага.</li> <li>8. Предъявление претензии о бракованном товаре.</li> <li>9. Магазинные кражи.</li> <li>10. Покупка одежды.</li> <li>11. Различные стили одежды.</li> </ol>	12	Работа со словарём, чтение текстов, составление планов текстов, изучение дополнительной литературы, рассказать о вашем походе по магазинам	Подготовка и выполнение практических заданий	Формирование интереса к учебно-познавательной деятельности.



6	<b>В университете.</b> 1. Поступление в университет. 2. ВУЗ, в котором ты учишься. 3. Библиотека. 4. Ты – студент. 5. Студенческая жизнь. 6. Успехи в учебе. 7. Неудачи в учебе. 8. Распорядок дня студента.	10	Работа со словарём, чтение текстов, составление планов текстов, изучение дополнительной литературы, расскажите про свой учебный день в институте	Подготовка и выполнение практических заданий	Формирование интереса к учебно-познавательной деятельности.
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**Капельщикова Наталья Игоревна**

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