

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
імені ІВАНА ФРАНКА**

**Методичний посібник
«Практичний курс англійської мови»**

ЖИТОМИР - 2019

УДК811.111 (075.8)

В 27

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Рецензенти:

Маліновський Е.Ф. кандидат філологічних наук, доцент, заступник завідувача кафедри іноземних мов Житомирського військового інституту імені С. П. Корольова;

Хант Г.О. кандидат філологічних наук, завідувач кафедри іноземних мов Житомирського національного агроекологічного університету.

Практичний курс англійської мови: методичний посібник / укладачі Велика А. М., Нікішова Т. Є., Прищепя О. В. – Житомир: Вид-во ЖДУ ім. І. Франка, 2019.

У посібнику представлений теоретичний матеріал та практичні завдання на лексичні та граматичні теми «Подорожі та туризм», «Готель», «Світогляд людей різного віку», «Купівля товарів», «Література та кіно», «Життя на батьківщині та за кордоном», «ЗМІ», «Інфінітив та інфінітивні конструкції», «Дієприкметник та дієприкметникові конструкції», «Герундій».

Для студентів 3 курсу ННІ філології та журналістики.

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ЗМІСТ

Передмова

1. Active knowledge of the world: culture of travel and tourism.
2. Hotel service.
3. Worldview of people of different age groups. Video and e-mail communication.
4. Shopping.
5. World of personal representations: literature and cinema. Genres diversity of creative perception of the realities of the world.
6. Life at home and abroad: the complexity of personality benefits.
7. The role of mass media in the formation of individual and collective worldview.
8. Теми творів та презентацій для відпрацювання пропущених занять
9. Запитання для самостійної роботи.
10. Рекомендована література

ПЕРЕДМОВА

Метою навчальної дисципліни «Практичний курс англійської мови» та даного посібника є вдосконалення комунікативної компетенції в обсязі, необхідному для ситуативного спілкування з метою одержання інформації. У процесі досягнення цієї мети у студентів має бути розвинено достатній рівень комунікативної компетенції, яку складають мовленнєві вміння, сформовані на основі мовних, комунікативно-пізнавальних, мовленнєвих навичок, включаючи навички перекладу, реферування та анотування текстів, а також підготовка до подальшої самостійної роботи з мовним матеріалом для зміцнювання впевненості студентів як користувачів мови, для гармонійного поєднання навчального процесу та наукової діяльності. Крім того, курс має на меті всебічно сприяти розвитку філологічної компетенції студентів, їх обізнаності щодо граматичних, фонетичних особливостей англійської мови, формуючи, таким чином, професійну компетентність майбутніх вчителів.

Навчальна програма передбачає формування комунікативних мовних компетенцій для адекватної поведінки в реальних ситуаціях академічного та професійного життя, які є загальними для студентів різних спеціальностей.

Завдання курсу:

- 1) формування знань та вмінь, спрямованих на розвиток комунікативної компетенції студентів;
- 2) виховання студентів – майбутніх учителів, а отже й представників української культури в її діалозі з культурами інших країн.

У результаті вивчення даного курсу студент повинен знати:

- 1) достатній тематичний вокабуляр для вільного спілкування за програмною тематикою;
- 2) теоретичні основи граматичного матеріалу, що передбачено для активізації (вивчення) на четвертому курсі;
- 3) зміст та художні особливості додаткових текстових матеріалів

вміти:

- 1) розуміти та інтерпретувати форми писемного мовлення, у тому числі складні художні тексти;

- 2) розуміти розгорнуте мовлення;
- 3) продукувати монологічне мовлення по логічному плану;
- 4) вести діалог;
- 5) давати описи складних предметів та явищ;
- 6) писати зрозумілі тексти.

Важливим аспектом курсу є закріплення практичних навичок використання вказаних вище граматичних і лексичних аспектів через аудиторну, індивідуальну та самостійну роботу.

З цією метою студентам пропонуються:

- плани практичних занять;
- тематична лексика;
- списки рекомендованих джерел;
- практичні завдання для виконання;
- творчі завдання;
- питання для самоконтролю знань;
- питання для обговорення.

Програма навчальної дисципліни складається з таких змістових модулів:

1. Активне пізнання світу: культура подорожування та туризму.
2. Готельне обслуговування.
3. Світогляд людей різних вікових груп. Відео та e-mail спілкування.
4. Купівля товарів.
5. Світ особистих уявлень: література та кіно. Жанрове розмаїття творчого сприйняття реалій світу.
6. Життя на батьківщині та на чужині: складність особистісних переваг.
7. Роль засобів масової інформації у формуванні індивідуального та колективного світосприйняття.

Модулі включають у себе також вивчення граматичного матеріалу за темами „Інфінітив”, „Інфінітивні конструкції”, „Герундій”, „Дієприкметник теперішнього / минулого часу”, „Дієприкметникові конструкції”;

Тема „ Активне пізнання світу: культура подорожування та туризму. ” передбачає вивчення матеріалу стосовно різновидів та культури подорожування в Україні, Великій Британії та англомовних країнах.

Тема „Готельне обслуговування” передбачає вивчення матеріалу щодо готельного сервісу в Україні, Великій Британії та англомовних країнах.

У темі „Купівля товарів” розглядаються різні види крамниць та товарів, купівля товарів у кредит, обслуговування у крамницях.

Тема „ Світогляд людей різних вікових груп. Відео та e-mail спілкування” передбачає вивчення різноманітність поглядів та світогляду людей різних вікових груп та способів їх комунікативного вираження.

Тема „ Світ особистих уявлень: література та кіно. Жанрове розмаїття творчого сприйняття реалій світу ” містить інформацію про історію кінематографу, акторів світового кіно та їх стиль життя, відомі фільми. Розглядаються окремі літературні твори, автобіографічні дані їх авторів, а також особливості змістових сюжетних ліній з намаганням їх особистого тлумачення студентами.

У темі „ Життя на батьківщині та на чужині: складність особистісних переваг ” розглядаються переваги та недоліки життя за кордоном, проблеми трудової міграції, прагнення українських іммігрантів стосовно України.

Тема „ Роль засобів масової інформації у формуванні індивідуального та колективного світосприйняття” містить матеріал щодо ЗМІ в Україні, Великій Британії та англомовних країнах, ролі телебачення та радіо в сучасному світі, переваг та негативних ефектів телебачення та радіо.

Тема „ Інфінітив” передбачає розгляд форм і функцій інфінітива.

Тема „ Інфінітивні конструкції” передбачає розгляд видів інфінітивних конструкцій, їх функцій та особливостей вживання.

Тема „ Дієприкметник теперішнього / минулого часу” передбачає розгляд особливостей вживання дієприкметника, його функцій.

Тема „ Дієприкметникові конструкції” передбачає розгляд видів дієприкметникових конструкцій, їх функцій та особливостей вживання.

Тема „ Герундій” передбачає розгляд форм герундія, функцій герундія в реченні.

Курс передбачає домашнє та індивідуальне читання (600 сторінок за рік).

Вивчення кожного модуля курсу розпочинається з вивчення тематичної лексики, особливостями її функціонування в контексті та ознайомлення з новими граматичними конструкціями. Основою підготовки є набуття знань та умінь для проведення ефективної комунікації з відповідної теми, шляхом виконання тренувальних завдань з лексики та граматики, творчої роботи та проєктів. Наступним етапом є проведення тематичного контролю для визначення засвоєння знань та умінь та їх відповідності вимогам програми. Курс завершується проведенням іспиту.

Контроль засвоєння знань та формування навичок

Поточний контроль відбувається на кожному занятті шляхом перевірки викладачем виконання домашніх та запропонованих на занятті завдань.

Для проведення тематичного контролю студентам пропонується тест, що передбачає перевірку засвоєння ними теоретичного матеріалу та умінь застосовувати набуті знання в умовах певної комунікативної ситуації. Тестування відбувається на окремому занятті.

Формою підсумкового контролю є екзамен, що передбачає перевірку знань, засвоєних протягом семестру. Вимоги до екзамену:

1. Володіння лексико-граматичним матеріалом з курсу «Практичний курс англійської мови».
2. Зараховано всі завдання, передбачені робочою програмою та інструктивно-методичними матеріалами.
3. Пройдено перевірку рівня засвоєння знань з тем, що виносились на самостійне опрацювання, на консультації у викладача.

МОДУЛЬ 1. ACTIVE KNOWLEDGE OF THE WORLD: CULTURE OF TRAVEL AND TOURISM

1. Type of holiday that suits you best.
2. A journey through the English-speaking world.
3. At the airport.
4. At the seaport.
5. At the railway station.
6. Travelling by plane, train, ship and other means. Advantages and Disadvantages
7. Grammar Point. The Infinitive: types, functions and peculiarities of usage.

1. Type of holiday that suits you best.

Topical Vocabulary:

Travel, trip, tour, journey, voyage, cruise, flight, route; to go on a journey (trip, voyage), to make one's preparations, to pack, a package tour (a set of tour services - meals, accommodations, excursions, etc), destination, booklet, travel agent; to be on move, to look inviting, routine, relaxation, surroundings, locations, accommodation, a home lover/stay-at home/a home-stay type, couch potato;

types of holiday: skiing, camping, caravanning, safari, seaside, beach, hiking, cycling, coach tour, cruise, self-catering, apartment, villa, hotel, bed and breakfast, sightseeing holiday;

scenery: farmland, desert, jungle / rain forest, forest, woodland, hills, grassland/meadow, moorland, mountain range, swamp, canyon, bush;

activities: sunbathing, sightseeing, buying souvenirs, exploring, sailing, surfing, windsurfing, snorkelling, trying the local food, going to bars and discos, getting fresh air and exercise, meeting people and learning about other cultures, going round the city, having a look around the shops, taking photos, spending lots of money, enjoying oneself;

cliches: exotic, lively, thrilling, peaceful, crowded/packed, cosmopolitan, relaxing, touristy, off the beaten track, picturesque, adventure, noisy, (get) away from it all, glorious, romantic, stunning, idyllic, friendly, night life, worth spending a few days.

Note the differences between different types of travelling:

Travel (v/n) - going from one place to another;
 trip (n) - a short travel to a place and back again;
 tour (n) - an organized trip, during which you visit different places;
 journey (n) - a long travel; travelling from one place to another;
 voyage (n) - a journey by ship or spacecraft;
 cruise [kru:z] (n) - a holiday during which you travel on a ship;
 flight (n) - a journey by plane;
 route (n) - the way from one place to another.

1. Put each of the following words in its correct place in the passage below. Some words must be used more than once.

trip travel journey cruise tour voyage flight

- a) For general advice about _____, go to a travel agent.
- b) One day I would like to do the _____ by train and ship across Asia to Japan.
- c) We're going on a _____ of Europe, visiting 11 countries in five weeks.
- d) We went on a three-week _____ round the Mediterranean. The ship called at Venice, Athens, Istanbul and Alexandria.
- e) He once went by ship to Australia. The _____ took 3,5 weeks.
- f) I'm going on a business _____ to Paris next weekend.
- g) Air France _____ 507 from Paris to New York will be taking off in ten minutes.
- h) The _____ from Heathrow Airport to the centre of London takes about 45 minutes by underground.
- i) On our first day in New York we went on a three-hour _____ of the city by bus, which showed us the main sights.
- j) During our stay in London we went on a day _____ to Oxford, and another to Windsor.

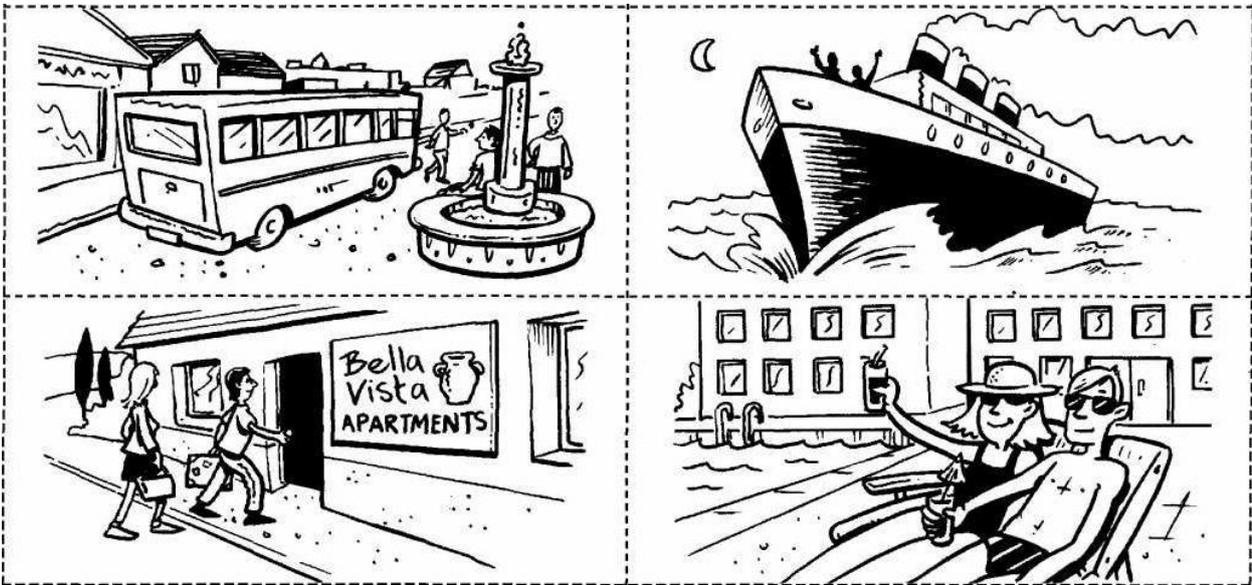
2. Explain the difference between ...

- (a) a hotel and a bed and breakfast place
- (b) tour operator and travel agent

(c) at sea and at the seaside

3. Look at the pictures. Name the types of the holidays and imagine what types of activities can be used during these holidays.





Match the pictures and the post cards, sent from the holidays.

- *So peaceful and romantic!*
- *It's good to get off the beaten track, away from it all.*
- *The town is very lively, quite touristy, the nightlife's good, though!*
- *Enjoying sightseeing in this picturesque old town.*
- *Having a thrilling time - a real adventure.*
- *Unfortunately the site is very crowded and the local people aren't very friendly.*
- *Greetings from Paradise - we won't want to leave this idyllic place ...*
- *Enjoying the fresh air and exercise — and the stunning scenery!*
- *Having a great time just relaxing.*
- *Enjoying the outdoor life and freedom.*
- *Sun and snow, glorious mountain scenery. Apres ski is good too!*
- *The apartment is noisy, nothing works, we'll be glad to get home.*

4. Imagine you are on holiday. It can be any kind of holiday you like (hiking, beach holiday etc.)

Imagine it is the end of the afternoon. What did you do during the day? (List a few activities.) What are you going to do this evening?

If you could choose one word (or phrase) to describe your holiday, what would it be?

Describe your holiday to a partner.

5. Role-play

- a) Divide into approximately one third and two thirds.
- b) Divide the one third into three groups. They are three travel agents. Each group of travel agents should take a table in a different area of the classroom, invent a name for themselves and make a paper sign. Then they create a list of holidays (for example, a tour in the Mediterranean Sea for two people, \$1000) on separate pieces of paper.
- c) The remaining two thirds are holidaymakers who want to book a holiday each. They should describe the holiday which they'd like to have and can afford (the teacher states the budget) - for example, somewhere peaceful and relaxing with no price limit, some adventure and excitement for price limit under \$500, etc.
- d) The object of the game is for the holidaymakers to get the holiday they like best and for the travel agents to sell as many holidays as possible. To do this the holidaymakers will have to go round the classroom asking the travel agents what they have available. ("I'm looking for ... I'd like...")
- e) The travel agents should make an effort to sell their holidays - they can invent extra details if they like. ("What about... How about...")
- f) When the holidaymakers decide on a holiday, they should go back and 'book' it if it is not sold out. If the holiday they want is sold out, they will have to try another agent.
- g) The travel agency that sells most holidays is the winner.

2. A journey through the English-speaking world.

Topical Vocabulary:

To travel by air (train, boat, cruiser, liner, etc.); to board a train (ship, etc.), to stand in the line, to change from train to boat (cruiser, liner) (But to change for a boat.); airport, railway station, coach station, hitch-hiking, in advance, departure, waiting room, to announce, announcement, passenger, carriage, procedure, delay, cancelled, height, to become home-sick, to feel like returning home, to go via, to pack, visa, passport,

traveller's cheques, guidebook, foreign currency, to be on the safe side, to be in a hurry, to be travelsick (in any kind of transport); a single ticket; to travel/go first class; to travel second/standard class; to give (take, miss) an opportunity; on the way back; to be due at (a place); to lower the back of one's seat; remedy for airsickness (seasickness, etc.); budget travellers, local time.

Luggage: a lot of (much) luggage, hand, heavy, excess, luggage receipt, to leave one's luggage in the left-luggage office, to deposit one's luggage, to collect one's luggage, to register one's luggage, to have one's luggage labelled, to have one's luggage checked, luggage rack. Lost and Found, luggage claim check, trunk, suitcase, package, to weigh (in), luggage tag, examination of one's luggage, excess luggage charge, to put one's luggage on the scales;

Going through customs: health certificate, certificate of vaccination, declaration form, smuggling, immigration officer, health check, to be liable to duty; to be duty free, to bring smth duty free, to prevent smuggling, to produce documents (an identity card), entry visa::exit visa, multiple visa, validity of a visa, to get a visa, to check one's certificate of vaccination. Which way to customs? Where do they examine the luggage? Have you anything to declare? Is there anything liable to duty? These things are duty free. Are you carrying any currency? I have only used things and gifts. I have only articles for personal use and wear. Have you finished? Shall I submit for inspection film (printed matter, manuscripts, films, PC diskettes, AU cassettes, graphics, foodstuffs)?

Pay attention to the lexical difference in British English (BrE) and American English (AmE):

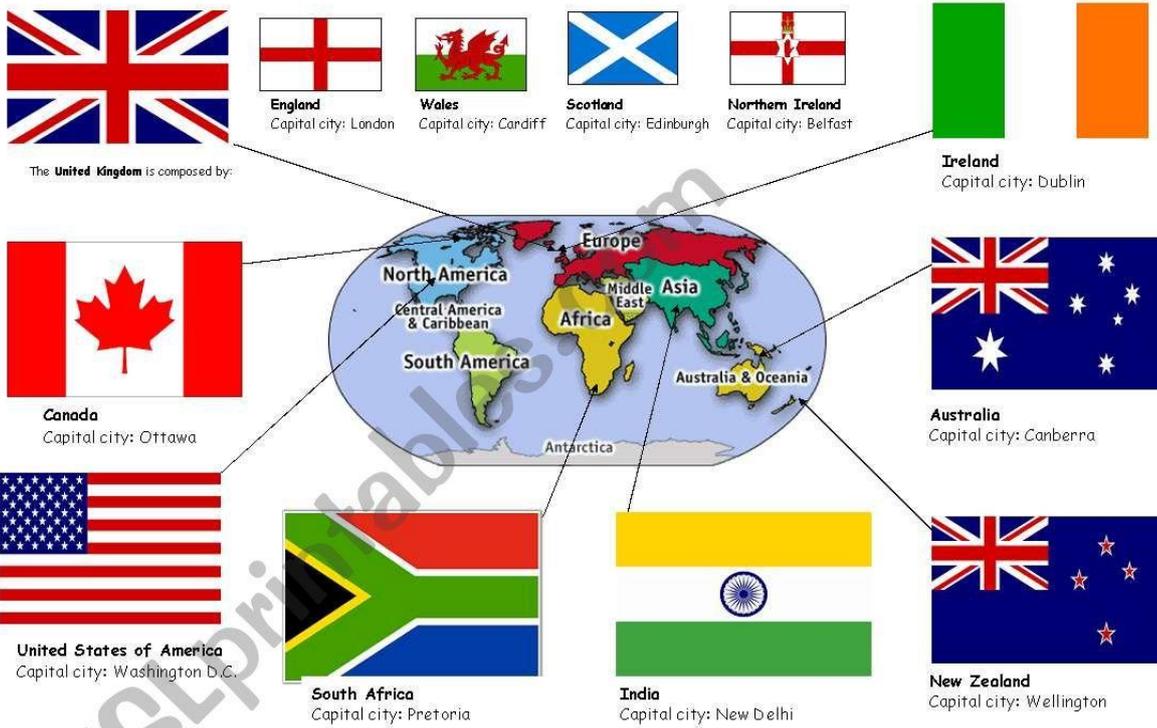
British English	American English
flat	apartment
ground floor	first floor
driving licence	driver's licence
motorway	freeway
pavement	sidewalk
petrol	gas
timetable	schedule
boot	trunk

tube (underground)

subway

1. Imagine you are going to travel to one of the English speaking countries. To plan your holiday and pack your suitcase you need to know the peculiarities of the country of destination. Complete the table, using your knowledge of the English-speaking countries. Use books or Internet sources if necessary.

THE FLAGS OF ENGLISH SPEAKING COUNTRIES



	The UK	The USA	Canada	South Africa	India	New Zealand	Australia	Ireland
Continent	Europe							
Ways of travelling there	plane, train, ferry							
Currency	pound							
Climate	mild							
Health issues (vaccination needed)	-							
Visa needed	+							
Customs restrictions	...							
Religion, cultural features	christianity; parliamentary							

	monarchy;...							
National character	reserved ...							
Capital	London							
Places worth seeing	Stonehenge, Tower, Westminster Abbey, ...							
...								

Chose the country and, using the table, list the things that you need to pack for the travel and do before the travel and explain the reason to it. E.g., to travel to the UK I can book a ticket for a train because it is in Europe and I can travel there through the tunnel under the channel; or I can travel by car and use a ferry to cross the channel. I will need to get a visa, exchange currency... I will have to pack my warm clothes because it is not hot in the UK, a guidebook, camera, air/seasickness remedy...

2. To travel to a different country you need to know some things about it. One of the most effective ways of learning the information is watching the video commercials in the travel agencies.

Creative writing: Script of the short commercial presenting an English speaking country.

Brainstorm what you know about Australia. What impressions do you have of the country and would you like to go there for a holiday if money were no object.

Look at the booklet and read through it quickly. Does this information correspond to what you knew or believed?

Australia

Australia is a land of contrasts – every holiday you've ever wanted – and much more!

It's no surprise that Australia has been voted one of the most desirable destinations in the world.

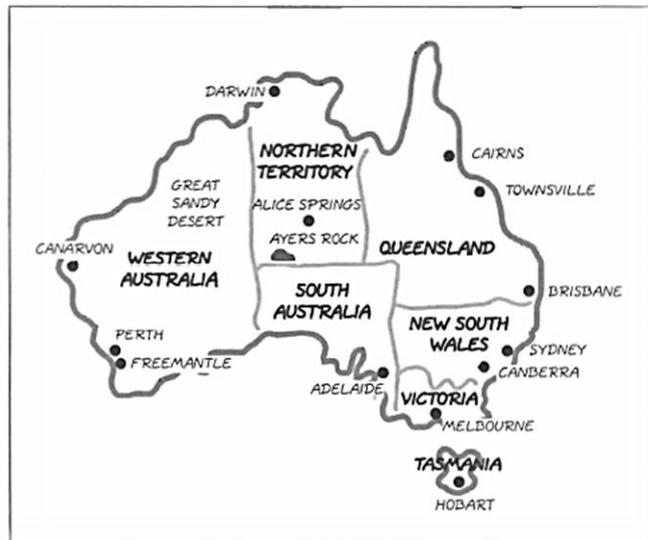
USEFUL INFORMATION

CLIMATE

Australia generally has a pleasant climate without extremes of temperature. About 40% of Australia (Northern Queensland, the Northern Territories and the Northern Areas of Western Australia) is in the tropical zone with hot summers and very mild winters. To the south, remaining areas (New South Wales, Victoria, Tasmania, South Australia and Southern Western Australia) are in the temperate zone where summers can be agreeably hot and winters seldom cold.

WHAT TO WEAR

Lightweight comfortable clothing and shoes, hat and sunglasses are practical for touring Australia.



VACCINATIONS AND HEALTH

None required unless you have recently travelled from an area infected with yellow fever. There are very few health hazards – the water is safe to drink and the standards regulating food hygiene are rigorous. In addition, Australia has an excellent health system.



CURRENCY

Australian Dollar. AU\$ = 100 cents

WHAT TO SEE: 6 TOP SIGHTS

- 1 Cities: All worth a visit. Don't miss cosmopolitan Sydney with its famous harbour, opera house and beaches.
- 2 Outback: There is plenty of this in Australia and a wide selection of tours and safaris to introduce you to ancient Aboriginal cultures.
- 3 Great Barrier Reef: 1,200 miles of coral reef – a must for all divers but can also be viewed from an underwater observatory and on cruises.
- 4 Islands and beaches: Australia has more beaches than any other nation – 7,000.
- 5 National Parks: More than 2,000 national parks which include tropical rain forests, deserts, snow-capped mountains, reefs and glacial lakes.
- 6 Nature reserves: See some of Australia's unique wildlife – kangaroos, koalas, platypuses and dingoes to name but a few too good to miss!

Work in groups of 3-5 and write the script for a one-minute television commercial to be shown in all English-speaking countries to encourage people to take a holiday in Australia. Use the information provided and add your own if needed. As the example, look at a simple TV script where a man gets out of a car and apologizes for being late. Pay attention to the difference between what is seen and what is heard:

SCENE 1: EXTERIOR: A COUNTRY ROAD A BLUE CAR DRIVES SLOWLY ALONG THE ROAD AND STOPS OUTSIDE A SMALL HOUSE. A MAN GETS OUT AND LOOKS AROUND CLEARLY LOOKING FOR SOMEONE. A WOMAN APPEARS AT THE DOOR OF THE HOUSE LOOKING WORRIED AND CARRYING A BABY IN HER ARMS.

MAN

Sorry I'm late. It was the traffic. Hope you weren't worried.

Time your commercials and limit them to one minute. Remember that TV time is expensive!

Think about who could present your commercial e.g. a famous actor, some typical Australians or simply a voice-over, that is, an unseen presenter.

Present your commercial to the class. How much has this inspired you to visit Australia one day or not! Is TV the best way to advertise holiday destinations? What about glossy brochures? Can we believe what we read or see?

Write the script for a commercial for another English-speaking country of your choice.

3. Create a booklet, advertising some holiday destination in the English-speaking countries.

3. At the airport.

Topical Vocabulary:

Pilot, cockpit, stewardess/flight attendant, call button, excess luggage, to pay for excess luggage, hand luggage, check-in, check-in desk/counter, to check in for the flight; airline, aircraft; departure gate, to board the plane, boarding card, on board (the plane), flight, non-stop flight, domestic flight, international flight, direct flight, scheduled flight, delayed flight, to take off, altitude, window seat, aisle seat, overhead locker; landing, take-off, to land, to take off, seat belt, to fasten a seat belt, air sickness, to be air sick; to circle over the airfield, to taxi over the airfield, gangway, landing formalities, landing card, to fill in a landing card, runway lights, to go through the check gate; to hit an air-pocket.

How do I get to the airport? What time do I have to be at the airport? Where is the check-in desk? Has the boarding time been announced? When is our plane taking off? What's the departure time for flight number ...? When does the next plane leave for ...? Is this a non-stop (direct) flight? At what time does the plane arrive in (at)...? What airport will we arrive in (at)? Give me a pill for airsick, please. Now boarding. Last call. Delayed 30 min.

1. Read the text. Write down the sequence of places and procedures to be followed during an air travel.

<u>Place</u>	▶	<u>Place</u>	▶	...
Procedure		Procedure		

Travelling by Air

Nowadays people seem to prefer to travel mostly by air, as it is the fastest means of transport. This is the usual sequence of activities when you get to the airport.

First you go to the check-in desk where they weigh your luggage. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay excess baggage. The airline representative checks your ticket and gives you a boarding card for the plane with your seat number on it. Then you go through passport control where an official checks [NOT controls] your passport, and into the departure lounge. Here, you can also buy things in the duty-free, e.g. perfume, alcohol and cigarettes. About half an hour or forty minutes before take-off, you are told to go to a gate number, e.g. gate 14, where you wait

before you get on the plane. When you board the plane, you find your seat. If you have hand luggage, you can put it under your seat or in the overhead locker above your seat.

The plane then taxis towards the runway, and when it has permission to take off, it accelerates along the runway and takes off.

You may want or need to understand certain announcements; these come from the captain or from an air steward or stewardess (flight attendants):

“Please fasten your seat belt and put your seat in the upright position.”

“We are now cruising at an altitude of 10,000 metres.”

“May we remind passengers that there is no smoking until you are inside the terminal building.”

The cabin crew are now coming round with landing cards. You have to fill it in when you enter certain countries.

When the plane lands, you have to wait for it to come to a halt. When the doors are open, you get off the plane and walk through the terminal building and go to the baggage reclaim where you collect your luggage. You then pass through customs (green = nothing to declare; red = goods to declare; blue = European Union citizens). If you are lucky, you can then get a bus, taxi or train to the centre of town without waiting too long. You can also hire (rent) a car at most airports.

Note: In British English you normally hire something for a short period, e.g. hire a room for a party, and rent something for a long period, e.g. a flat; for a car, you can use both words.

2. Put each of the following words or phrases in its correct place in the passage below.

departure lounge
immigration officer
check-in desk
seat belts
departure gate
security guard
duty free
board

departures board
hand luggage
check
excess baggage
headphones
aisle
check in
taxi

passengers
cabin
crew
announcement
runway
turbulence
trolley
security check

conveyor belt
on board

land
airliner

take off

When travelling by air you have to get to the airport early in order to (a) _____ about an hour before your flight. If you have a lot of luggage, you can put it on a (b) _____ and push it to the (c) _____ where someone will (d) _____ your ticket and weigh your luggage. If you have (e) _____, it can be expensive. Your heavy luggage is put on a (f) _____ and carried away. A light bag is classed as (g) _____ and you can take it with you on to the plane. An (h) _____ looks at your passport and a (i) _____ checks your hand luggage before you go into the (j) _____ to wait till your flight is called. If you want to, you can buy some cheap (k) _____ goods here. Then you see on the (l) _____ or you hear an (m) _____ that you must (n) _____ your plane. You go through the (o) _____, then there is sometimes a (p) _____ before you actually enter the plane. When all the (q) _____ are (r) _____, and when the captain and his crew are ready in the cockpit, the plane begins to (s) _____ to the end of the (t) _____. Finally, permission is received from the control tower and the plane moves faster and faster In order to (u) _____.

Flying is fun. I like being in a big (v) _____ with the (w) _____ (stewards and stewardesses) looking after me. They walk up and down the (x) _____ bringing meals and drinks; and If the flight is going through some (y) _____, they warn everybody that it might be a bit bumpy and ask us to fasten our (z) _____. On a long flight I like listening to music through the (aa) _____ available to all passengers and sometimes I have a sleep. I enjoy it all so much that I never want the plane to (bb) _____.

3. Put one of the following words in each space in the sentences below.

through	to	in	for
at	off	on	by

We decided to go _____ plane.

When do we take _____?

First you must go _____ customs and immigration.

You'd better ask _____ the information desk.

His friend went _____ the airport with him to see him _____

You must check _____ at 10.30.

Put your luggage _____ a trolley.

He looked _____ my passport.

4. What do you call:

- The place where you go when you arrive at the airport with your luggage?
- The card they give you with the seat number on it?
- The money you have to pay if your luggage is very heavy?

- d) The place where you sit and have a drink when you are waiting for your flight to be called?
- e) The bags you carry onto the plane with you?
- f) The place above your head where you can put your hand luggage?
- g) The part of the airport where the plane accelerates and takes off?
- h) The people who look after you on the plane?
- i) The part of the airport you walk through when you arrive or depart?
- j) The place where you collect your luggage after you land?

5. Think about the whole experience of flying (from check-in to the time you leave the airport at your destination) and answer these questions. If possible, discuss your answers with someone else.

- a) What is the most interesting part, and what is the most boring part?
- b) Where do you often have delays, and why?
- c) Is there any part that frightens or worries you?
- d) What do you usually do during most flights?
- e) Do you always eat the food they give you?
- f) Is there one thing which would improve flying and make the experience more interesting?

6. Read the following text and say what the rules of going through customs are.

Going through Customs

While travelling abroad you have to go through customs, sometimes several times.

As a rule the customs officers check your passport and visas if they are required.

When coming to some countries you may need a health certificate or a certificate of vaccination. If you have anything to declare, then you are to fill in the declaration form.

The customs officers may ask you to show your luggage to them. Usually articles for personal use and wear and also used items and gifts are not liable to duty anywhere. If you are carrying much currency (more than \$10,000) you should also declare it. If you are carrying weapons you need a permit.

Occasionally the customs officers may take some of your things for a more detailed inspection but usually they return them soon.

Do not try to break the customs rules and regulations because you may have a lot of troubles.

A Customs declaration is a form that lists the details of goods that are being imported or exported when a citizen or visitor enters a customs territory (country's borders). Most countries require travellers to complete a customs declaration form when bringing notified goods (alcoholic drinks, tobacco products, animals, fresh food, plant material, seeds, soils, meats, and animal products) across international borders. Posting items via international mail also requires the sending party to complete a customs declaration form.

The declaration form helps the customs to control the goods that entered the country, which can affect the country's economy, security or environment. A levy duty may be applied. Although some items are liable to duty, if you carry only a small amount of them, they are duty free.

Travellers have to declare everything they acquired abroad and possibly pay customs duty tax on goods. Some countries offer a duty-free allowance of certain products which may not need to be declared explicitly.

Items that are prohibited or restricted for the import:

Weapons of all kinds.	Alcohol / food items.	Pets.
Medicine / chemicals.	Live plants / seeds.	Cleaning/washing materials.
Pornography.	Skins/animal furs.	Items under pressure /
Narcotics.	Feathers and items	flammables. Jewelry.
Toxic material.	containing feathers.	Money / bank notes.
Radioactive material.	Drugs.	Tobacco.

7. Fill in the customs declaration of the USA. What are the US Customs rules and restrictions?

Customs Declaration

19 CFR 122.27, 148.12, 148.13, 148.110, 148.111, 1498; 31 CFR 5316

FORM APPROVED

OMB NO.1651-0009

Each arriving traveler or responsible family member must provide the following information (only ONE written declaration per family is required). The term "family" is defined as "members of a family residing in the same household who are related by blood, marriage, domestic relationship, or adoption."

1	Family Name	<input type="text"/>								
	First (Given)	<input type="text"/>			Middle	<input type="text"/>				
2	Birth date	Month	<input type="text"/>	<input type="text"/>	Day	<input type="text"/>	<input type="text"/>	Year	<input type="text"/>	<input type="text"/>
3	Number of Family members traveling with you	<input type="text"/>								
4	(a) U.S. Street Address (hotel name/destination)	<input type="text"/>								
	(b) City	<input type="text"/>					(c) State	<input type="text"/>		
5	Passport issued by (country)	<input type="text"/>								
6	Passport number	<input type="text"/>								
7	Country of Residence	<input type="text"/>								
8	Countries visited on this trip prior to U.S. arrival	<input type="text"/>								
9	Airline/Flight No. or Vessel Name	<input type="text"/>								
10	The primary purpose of this trip is business:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>					

- 11** I am (We are) bringing
- (a) fruits, vegetables, plants, seeds, food, insects: Yes No
- (b) meats, animals, animal/wildlife products: Yes No
- (c) disease agents, cell cultures, snails: Yes No
- (d) soil or have been on a farm/ranch/pasture: Yes No
- 12** I have (We have) been in close proximity of **livestock**: Yes No
(such as touching or handling)
- 13** I am (We are) carrying **currency or monetary instruments**
over \$10,000 U.S. or foreign equivalent: Yes No
(see definition of monetary instruments on reverse)
- 14** I have (We have) commercial merchandise: Yes No
(articles for sale, samples used for soliciting orders,
or goods that are not considered personal effects)
- 15** **RESIDENTS**—the total value of all goods, including commercial
merchandise I/we have purchased or acquired abroad, (including
gifts for someone else but not items mailed to
the U.S.) and am/are bringing to the U.S. is: \$
- VISITORS**—the total value of all articles that
will remain in the U.S., including commercial
merchandise is: \$

Read the instructions on the back of this form. Space is provided to list all the items you must declare.

I HAVE READ THE IMPORTANT INFORMATION ON THE REVERSE SIDE OF THIS FORM AND HAVE MADE A TRUTHFUL DECLARATION.

X

Signature

Date (month/day/year)

U.S. Customs and Border Protection Welcomes You to the United States

U.S. Customs and Border Protection is responsible for protecting the United States against the illegal importation of prohibited items. CBP officers have the authority to question you and to examine you and your personal property. If you are one of the travelers selected for an examination, you will be treated in a courteous, professional, and dignified manner. CBP Supervisors and Passenger Service Representatives are available to answer your questions. Comment cards are available to compliment or provide feedback.

Important Information

U.S. Residents—declare all articles that you have acquired abroad and are bringing into the United States.

Visitors (Non-Residents)—Declare the value of all articles that will remain in the United States.

Declare all articles on this declaration form and show the value in U.S. dollars. For gifts, please indicate the retail value.

Duty—CBP officers will determine duty. U.S. residents are normally entitled to a duty-free exemption of \$800 on items accompanying them. Visitors (non-residents) are normally entitled to an exemption of \$100. Duty will be assessed at the current rate on the first \$1,000 above the exemption.

Agricultural and Wildlife Products—To prevent the entry of dangerous agricultural pests and prohibited wildlife, the following are restricted: Fruits, vegetables, plants, plant products, soil, meat, meat products, birds, snails, and other live animals or animal products. Failure to declare such items to a Customs and Border Protection Officer/ Customs and Border Protection Agriculture Specialist/Fish and Wildlife Inspector can result in penalties and the items may be subject to seizure.

Controlled substances, obscene articles, and toxic substances are generally prohibited entry.

The transportation of currency or **monetary instruments**, regardless of the amount, is legal. However, if you bring in to or take out of the United States more than \$10,000 (U.S. or foreign equivalent, or a combination of both), you are required by law to file a report on FinCEN 105 (formerly Customs Form 4790) with U.S. Customs and Border Protection. Monetary instruments include coin, currency, travelers checks and bearer instruments such as personal or cashiers checks and stocks and bonds. If you have someone else carry the currency or monetary instrument for you, you must also file a report on FinCEN 105. Failure to file the required report or failure to report the total amount that you are carrying may lead to the seizure of all the currency or monetary instruments, and may subject you to civil penalties and/or criminal prosecution. SIGN ON THE OPPOSITE SIDE OF THIS FORM AFTER YOU HAVE READ THE IMPORTANT INFORMATION ABOVE AND MADE A TRUTHFUL DECLARATION.

Description of Articles (List may continue on another CBP Form 6059B)	Value	CBP Use Only
Total		

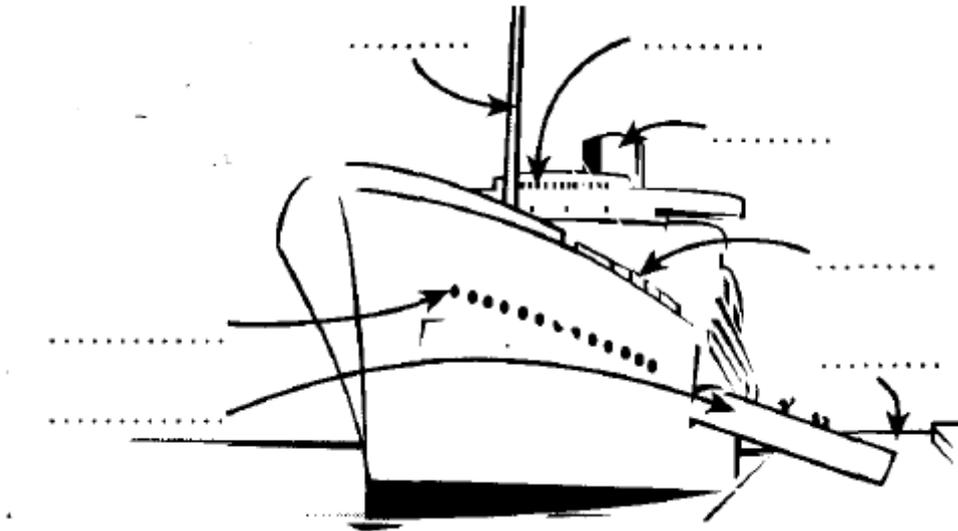
4. At the seaport.

Topical Vocabulary:

Quay, to moor, wave, gangway, deck, steward, crew, forward, aft, amidship(s), harbour, dock, rough sea, rough wind, roll, to call at a port, on deck, on shore, to go ashore, sea-gull, seasickness, to be sea-sick, to be a bad (good) sailor, to anchor, captain's bridge, cabin, bunk, galley, sail, steerage, lounge, mate, lighthouse, hold, liner, boat, sailing ship, river steamer, cargo-ship, life-boat, yacht, ferry, trawler, to change for a boat, to cast the anchor, to raise the anchor, to be/lie at anchor, cruise, to take a cruise, deck chair, embark/disembark, wreck. When does the next steamer sail for ...? How many

passengers will there be in the cabin? The ship arrives according to the schedule. What speed is the ship sailing? ... (knots an hour).

1. Label the picture.



2. Read the text and answer the questions.

Travelling by Sea

Human beings are very inquisitive and like discovering different places. That is why people all over the world like to travel around the globe. It is not so interesting for them to see the world on TV today. It is precious to see it by their own.

There are numerous means of travelling, but many people choose to travel by sea. They have a number of reasons for that. First of all, it is a pleasant feeling to be in boundless expanse of the sea or ocean. Secondly, travelling by sea is comfortable and speedy.

Of course, modern liners are not the same as planes, but still they go rather fast. These liners are spacious, so you can walk on the board as you're walking on solid ground ashore. They are like floating cities with all modern conveniences and facilities. Apart from that, people can enjoy the fresh air and ocean breeze.

The blend of water and sky looks fantastic. This scenery is always worth capturing in memory or on camera. And when people come to beautiful beaches and sparkling blue waters, they understand it is really the amazing thing they wanted to see. There are

countless adventures within reach on cruise vacation. There are many cruise companies in the world, and each of these companies can provide you a qualified service.

During the cruise people live in comfortable cabins. During sea days when a cruise liner is in the open sea, people can take sunbathes, swim in the swimming pools, play fools in the slide, promenade around the ship visiting different decks or use a wide choice of sport and entertainment facilities. You can rent a cabin for two, four, six persons. They look like train compartments but have different windows, called portholes. Passengers of liners don't have to worry about meals. They are served regularly in restaurants.

The important thing is that big liners are rather safe. No matter what the weather is like. Be it stormy or calm, it still feels comfortable and safe on board. Smaller ships are less comfortable. One of the drawbacks of travelling by sea is seasickness. Some people are sea-sick, so such travels become a real torture for them.

Cruise companies offer different tours during which you can discover the inhabitants of a coral reef on a glass-bottomed boat, go horseback riding on the beach, go mountain biking rain forests, explore ancient civilizations as you climb mysterious pyramids or snorkel with stingrays and dive 800 feet down in a research submarine. Days on board are casual but full of joy and new impressions. But don't forget your camera and binoculars, so you don't miss a thing.

Adventures are endless in this area. People can relax on a cruise surrounded by the white-sand beaches and beautiful turquoise waters of the most beautiful islands on the earth, find and visit tropical places where nature brings striking mountains and pristine beaches.

Such islands are home to rich culture and complex histories. There are archaic ruins, beaches, rain forests and many waterfalls. Here you can find new friends and buy a lot of souvenirs.

In other words, travelling by sea can bring many pleasant moments, only if you are not seasick.

1. Why do people like travelling by ship?
2. What adventures can you have while travelling on a cruise ship?
3. Where do people live during the cruise?

4. Where can you go during sea days?
5. What kind of tours do cruise companies offer?
6. What can you go sightseeing when you are on a cruise vacation?
7. What are the drawbacks of travelling by sea?

3. You have just come back from a Mediterranean cruise with your friend. You are a good sailor, but your friend is not. Tell your friends about your impressions of the voyage, a type of vessel you travelled by, modern conveniences and facilities on board, amusement programs and adventures that you had during the cruise, places your ship called at where you went ashore.

5. At the railway station.

Topical Vocabulary:

Train/railroad/railway station, railway/railroad ticket, one-way/single ticket, return/round trip ticket, reduced fare, child's, first class, fare, adult fare, child fare, to get in line for a ticket, to buy in advance, to cancel, ticket office, ticket collector, conductor; carriage/car, smoking car, car for non-smokers, luggage-van, sleeping car/sleeper, dining-car/restaurant car/buffet car, smoker/smoking-car, compartment, track; fast/ slow train, passenger, freight, long distance/sleeper, local, direct/through train; booking-office, cabin, engine, guide, luggage porter/red cap (Am.), speed, arrivals and departures, timetable /train schedule.

How much is the train ticket? Where can I leave my luggage? I've missed the train. When does the train to... leave? Is the train late? What time is the next train? How long does it take to get to ...? Is it a through train or do I have to change? What platform does the train leave from? Will we arrive on the schedule?

1. Read the text

Travelling by train

Modern life is impossible without traveling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea, or by road.

Of course, traveling by air is the fastest and the most convenient way, but it is the most expensive too. Traveling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are traveling through. Modern trains have very comfortable seats in all passenger carriages. There are also sleeping cars and dining cars, which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means. With a train you have speed, comfort and safety combined.

From the comfortable corner seat of a railway carriage you have a splendid view of the whole countryside. If you are hungry, you can have a meal in the dining-car; and if the journey is a long one you can have a wonderful bed in a sleeper. Besides, do you know any place that is more interesting than a big railway-station? There is the movement, the excitement, the gaiety of people going away or waiting to meet friends. You can see a lot of notices: Entrance and Exit, or perhaps Way In and Way Out, Arrivals and Departures, Refreshment Room and Waiting Room, Left-Luggage Office and so on. There are the shouts of the porters as they pull luggage along the platforms to the waiting trains, the crowds at the booking-office getting tickets, the hungry and thirsty ones hurrying to the refreshment rooms, before the train starts. At bookstalls the passengers choose books, magazines or newspapers to while away the time during the journey.

But sometimes service leaves much to be desired. You have to queue up for your tickets. Travelling for long distances is very tiresome even boring, especially if your fellow-passengers are unsociable or boring people.

So, people choose means of travel according to their plans and destinations.

Suppose you travel by train. On arriving to the station you manage your way through the crowd and get out on to the platform. There are many tracks and trains there. But if you are helped by the porter there is no need for you to look round and read all the signs which tell you what train you must take. You follow your porter and here you are - Car No 6, train 52.

You show your ticket to the guard, standing at the carriage entrance.

You find your compartment and arrange the luggage on the rack. Soon the train slowly pulls out. You stand at the window waving a farewell to our friends who came to see you off.

You are on your way. You start up a conversation with your fellow-passengers (people take to each other quickly when traveling), and soon you get to know who and what. Now when the excitement of the day is over you begin to feel hungry and go to the dining-car or order meal when the attendant comes along.

After a hearty meal you feel tired. You get into your upper berth and begin to absorb the beauty of the changing scenes that fly past you.

2. Answer the questions:

- a) What are the advantages and disadvantages of travelling by train?
- b) What are the main rules of travelling by train?
- c) What advice could you give to the railway travellers?
- d) How often do you travel by train? Do you like it? Why?

3. Make up dialogues between:

- a booking-clerk and a passenger
- a porter and a passenger
- a conductor and a passenger
- a Left-Luggage Office clerk and a passenger
- two passengers.

6. Travelling by plane, train, ship and other means. Advantages and disadvantages.

Topical Vocabulary:

*Public transport: ferry, ship, coach, bus, taxi, tram, plane, train, tube/underground;
personal transport: car (boot, engine, gears, steering-wheel, brakes, tyres), van, bike
(handlebar, wheels, chain, pedals), motorbike, caravan;*

*places: railway station, airport, bus stop, coach station, ferry terminal, taxi rank,
tram stop, tube/underground station, garage, bike stand, motorcycle bay, caravan park,
petrol station, service station, motorway.*

1. Explain the difference between ...

- a) a carriage and a compartment

- b) a season ticket and a return ticket
- c) a bus driver and a bus conductor
- d) a train driver and a guard
- e) a bus and a coach
- f) a van and a caravan
- g) a ferry and a cruise ship
- h) a petrol station and a service station
- i) a tube and a train

2. Put one of the following words in each space in the sentences below.

for off at in on from

- a) We met _____ the station.
- b) I waited 20 minutes _____ a bus.
- c) In Britain people queue _____ buses.
- d) We must wait _____ the bus stop.
- e) She waited _____ the platform.
- f) The tube stops _____ every station.
- g) The conductor asked _____ our fares.
- h) We finally got _____ the bus _____ our destination.
- i) I'll meet you _____ the ticket office.
- j) Get your ticket _____ the machine.

3. Complete the table below with the nouns in the box. Some can go into more than one column.

runway	porter	timetable	horn
crash helmet	charter flight	deck	check-in desk
traffic lights	platform	cabin	hand luggage
service station	harbor	cycle lane	tunnel
tyres	life jacket	seat belt	aisle seat
port	season ticket	carriage	cargo
traffic jam	track	ticket collector	
Customs	one-way street	trolley	

car	bus	bike
train	plane	ship/ferry

4. Fill in the blanks.

Yesterday John was supposed to take a.....(1) from London to Paris. He got up very early, put his luggage in the.....(2) of his car and tried to start the engine. It wouldn't start. John lifted the.....(3) but he couldn't see what the matter could be. He immediately called his local.....(4) to ask them to send a.....(5) at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've(6) of petrol', he said. John felt very foolish. 'Why didn't I(7) everything last night?' he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the.....(8) to read a newspaper while he waited. Soon he heard an announcement. 'Passengers on flight BA 282 to Paris are informed that all flights to and from Paris are.....(9) because of a heavy snowfall last night.' 'If only I had decided to go by.....(10)', John thought. 'It would probably have been quicker in the end and even if I sometimes feel sick on the.....(11) across the Channel, it can be quite pleasant sitting in a(12) on the deck, watching the seagulls and the other(13). The.....(14) on a ship seem to produce much better food than those on an aircraft too.'

5. What is the meaning of these international road signs?





6. Tick the verbs which go with each form of transport.

	car	bus	bike	train	plane	ship/ferry
get into/out of						
get on/off						
take off						
land						
ride						
drive						
catch						
miss						
board						
park						

7. Write several advantages and disadvantages for each form of travel.

Means of transport	Advantages	Disadvantages
Car		
Bus		
Bike		
Train		
Plane		
Ship		
Caravan		

7. The Infinitive: types, functions and peculiarities of usage

THE INFINITIVE

Інфінітив — це неособова форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?*, *що зробити?* (**to write**, **to answer**). Неособові форми дієслова не мають особи, числа, способу, часу дії.

В англійській мові інфінітив має 1 просту і 5 складних форм.

Форми інфінітива	Active	Passive

Indefinite	to write to come	to be written
Continuous	to be writing to be coming	
Perfect	to have written to have come	to have been written
Perfect Continuous	to have been writing to have been coming	

Значення і вживання форм інфінітива

Indefinite Inf:

1. Інфінітив - о д н о ч а с н а дія з дієсловом-присудком:

He was glad to see them.

Він був радий бачити їх.

2. З дієсловами наміру, надії, бажання - м а й б у т н я дія по відношенню до присудка:

I hope to see you on Monday.

Я сподіваюсь побачитися з вами в понеділок.

3. З модальними дієсловами Indefinite Infinitive - майбутня дія:

You should see a doctor.

Тобі слід звернутися до лікаря.

Continuous Infinitive - тривала дія, о д н о ч а с н а з присудком:

It was pleasant to be driving a car again.

Приємно було знову вести автомобіль.

Perfect Infinitive - щ о п е р е д у є дії, вираженій присудком.

I was pleased to have done something.

Я була задоволена, що я дещо зробила.

З модальними дієсловами should, ought, could, might, was/were у стверджувальній формі Perfect Infinitive показує, що дія не в і д б у л а с я :

He should have stayed at *home*.

Йому слід було залишитися вдома(але він не залишився).

You could have given me the message the minute I came.

Ви могли дати мені записку в ту ж хвилину,коли я увійшов.(але не дали).

Perfect Continuous Infinitive - тривала дія перед дією присудку:

I am happy to have been living in Kyiv for 25 years.

Я щасливий, що 35 років живу в Києві.

Інфінітив в активному стані, якщо іменник, до якого він відноситься, - суб'єкт дії:

But they don't want to play with me.

Але вони не хочуть гратися зі мною.

Інфінітив в пасивному стані, якщо іменник - об'єкт дії:

She didn't want to be found. Вона не хотіла, щоб її знайшли.

Функції інфінітива в реченні

в ролі підмета :

To know him is to trust him. Знати його - значить довіряти йому.

в ролі присудка :

The point **is to achieve** the aim. Головне - досягти мети,

We must **stay** at home. Ми повинні залишатися вдома.

What **are we to do**? Що ми маємо робити?

I want to paint. Я хочу малювати.

в ролі додатка :

He asked me **to wait**. Він попросив мене почекати.

I knew **where to look for** her. Я знав, де її шукати

в ролі означення :

Suddenly she felt the need **to speak**. Раптом вона відчула потребу говорити.

We made a list of the things **to be taken**. Ми склали список речей, які треба було взяти.

He was the first **to come**. Він прийшов першим.

у функції обставини :

I have come here **to meet** her. Я прийшов сюди, щоб зустрітися з нею.

It was too hot **to go out** into the town. Було надто жарко, щоб іти в місто.

ВЖИВАННЯ ІНФІНІТИВНОЇ ЧАСТКИ *TO*

Як правило, інфінітив вживається з часткою **to**, яка є його граматичною ознакою.

- ❖ Якщо в реченні є два інфінітиви, з'єднані сполучником **and** або **or**, то частка **to** вживається лише перед першим інфінітивом:

Your mother wants you **to come and see** her.

Ваша мати хоче, щоб ви ровідали її.

❖ У кінці речення **to** іноді без інфінітива, якщо інфінітив зрозумілий з контексту:
Why didn't you come? You promised **to**.
Чому ви не прийшли? Ви ж обіцяли.

❖ Без **to** після модальних дієслів **can, may, must, shall, should, will, would**, часто після **need** і **dare**:

May **I ask** you? - Можна запитати вас?

You shouldn't **have come**. - Вам не треба було приходити.

How dare you ask me? - Як ви смієте запитувати мене?

❖ Після модальних дієслів **ought, to have, to be** інфінітив основного дієслова вживається з часткою **to**:

You ought **to** wash. Тобі треба вмитися.

I had **to** send him money. Я мусив послати йому гроші.

We are **to** see her tonight. Ми маємо побачитися з нею сьогодні ввечері.

❖ Без частки **to** після виразів **had better, would sooner, would rather** *краще б*:

You **had better go** back to your sisters.

Ви б краще повернулися до своїх сестер.

I would sooner come with you. - Я краще піду з вами.

I'd rather not talk **about these things**. - Мені краще не говорити про це.

❖ Без частки **to** в об'єктному інфінітивному комплексі після дієслів, що виражають сприймання за допомогою органів чуттів, і дієслів **to make** *примушувати* і **to let** *веліти, дозволяти*:

She heard the clock **strike** eight.

Вона почула, як годинник пробив вісім.

She made her brother **talk** of himself.

Вона примусила брата розповісти про себе.

МОДУЛЬ 2. HOTEL SERVICE

1. Staying at a Hotel.
2. Guest Services at Hotels.
3. Making Arrangements about Rooms.
4. Booking a Room at a Hotel.
5. Grammar Point. The Infinitive Constructions: types, functions and peculiarities of usage.
 - a) The Objective Infinitive Complex.
 - b) The Subjective Infinitive Complex.
 - c) The Prepositional Infinitive Complex.

Topical Vocabulary

Lodgings: all-inclusive, bed and breakfast, hotel, hostel, inn, motel, lobby, reception, double room, single room, twin room, suite.

People: bellboy, hotel manager, maid, valet, porter, receptionist.

Book/reserve a hotel room, check in, check out, have / offer room service, amenities, facilities, extra bed, information desk, money/ currency exchange, morning call, laundry, confirmation, to confirm, key, bill, register, vestibule/lobby, weekly (monthly) rates, day rates, registration card, to engage a room (UK)/to check in (US), a hotel register, express service/urgent service, to fill in the form (UK)/to fill in the blank (US), to settle one's account, to tip a person, to have a reservation, to make a reservation=to reserve/book accommodation; to vacate the room in due time, to pay in advance or on departure, to accommodate smb. Have you any accommodation? We are heavily booked.=Every room is taken. What's the rate per day (week, month)? Can I have my bill, please? Enter your name in the register./Will you please register? Beauty parlour; barber's shop; parking area/lot; tailor shop; shoe repair shop; dry cleaning services; to rent a car.

1. Read the text.

Staying at a Hotel

When you arrive at a hotel, you must check-in at the reception or front desk. The check-in process can take a while since the receptionist has to find your reservation,

request payment for the room, and then inform you about the hotel's policies and procedures. You are also given a key to your room at this time.

Hotels often distinguish themselves by the services they offer. Fancy hotels often have a concierge or porter to help you with a variety of tasks. They can help you get a taxi, make reservations at restaurants or plays for you, and give you advice about the city. Often, this person is also in charge of the bellboys, who carry your luggage or baggage up to the room for you.

In smaller and cheaper hotels, the job of concierge is done by the receptionist and a doorman, who opens the hotel doors and car doors for you.

These are nice services, especially after you've been traveling, but they're not free. It is common courtesy to tip the concierge and bellboys each time they help you.

Other features that are generally found in hotels are a lift or elevator to take you up to the floor your room is on; a lounge area or lobby where you can wait if you arrive before the check-in time; and a safe where you can store valuables.

In your room, there may be a single or double bed, depending on how many people are staying there. There may even be two single beds, or twin beds. Also in the room are a desk, a dresser to store your clothes in, a nightstand with a lamp beside the bed, a television with cable, heating and air conditioning.

If you're lucky, there may even be a mini-bar in your room. This is a small refrigerator that has tiny bottles of alcohol, as well as snacks. But beware: these are not free. In fact, they typically cost two to three times as much as they do in a grocery store. But many people pay the exuberant price for the convenience of not having to leave the hotel.

Another convenience that hotels offer is room service. To order room service, you call down to the reception and ask for a food item listed on the hotel's menu. The food is then brought to your room for you to enjoy. Remember, this is another service that deserves a tip.

Many hotels also have restaurants attached where breakfast is served in the morning. A hotel breakfast can range from a Continental buffet, which consists of you helping yourself to food that has been laid out for you and other hotel guests. The Continental

breakfast is not very elaborate and is often included in the price of the room. However, you can also order prepared food from the restaurant's menu.

At the proper check-out time, which is often early, you must vacate the room so that the maids, or cleaning staff, can clean the rooms and make the beds. If you don't leave on time, charges may apply and you will have to pay extra money. Fortunately, you can ask for a wake-up call from the front desk so you won't sleep through check-out

To get to your next destination, you can take an airport shuttle, which will take you directly to the airport. If a hotel doesn't have its own shuttle, it can usually arrange for one to pick you up at the hotel.

2. Act out the dialogues:

Making Reservations

Receptionist: Good morning. Welcome to The Grand Woodward Hotel.

Client: Hi, good morning. I'd like to make a reservation for the third weekend in September. Do you have any vacancies?

R: Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?

C: The 24th.

R: How long will you be staying?

C: I'll be staying for two nights.

R: How many people is the reservation for?

C: There will be two of us.

R: And would you like a room with twin beds or a double bed?

C: A double bed, please.

R: Great. And would you prefer to have a room with a view of the ocean?

C: If that type of room is available, I would love to have an ocean view. What's the rate for the room?

R: Your room is five hundred and ninety dollars per night. Now what name will the reservation be listed under?

C: Charles Hannighan.

R: Could you spell your last name for me, please?

C: Sure. H-A-N-N-I-G-H-A-N

R: And is there a phone number where you can be contacted?

C: Yes, my cell phone number is 555-26386.

R: Great. Now I'll need your credit card information to reserve the room for you.

What type of card is it?

C: Visa. The number is 987654321.

R: And what is the name of the cardholder?

C: Charles H. Hannighan.

R: Alright, Mr. Hannighan, your reservation has been made for the twenty-fourth of September for a room with a double bed and view of the ocean. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us.

C: Great, thank you so much.

R: My pleasure. We'll see you in September, Mr. Hannighan. Have a nice day.

Checking-In

Hotel: Good afternoon. Welcome to the Grand Woodward Hotel. How may I help you?

Guest: I have a reservation for today. It's under the name of Hannighan.

Hotel: Can you please spell that for me, sir?

Guest: Sure. H-A-N-N-I-G-H-A-N.

Hotel: Yes, Mr. Hannighan, we've reserved a double room for you with a view of the ocean for two nights. Is that correct?

Guest: Yes, it is.

Hotel: Excellent. We already have your credit card information on file. If you'll just sign the receipt along the bottom, please.

Guest: Whoa! Five hundred and ninety dollars a night!

Hotel: Yes, sir. We are a five star hotel after all.

Guest: Well, fine. I'm here on business anyway, so at least I'm staying on the company's dime. What's included in this cost anyway?

Hotel: A full Continental buffet every morning, free airport shuttle service, and use of the hotel's safe are all included.

Guest: So what's not included in the price?

Hotel: Well, you will find a mini-bar in your room. Use of it will be charged to your account. Also, the hotel provides room service, at an additional charge of course.

Guest: Hmm. Ok, so what room am I in?

Hotel: Room 487. Here is your key. To get to your room, take the elevator on the right up to the fourth floor. Turn left once you exit the elevator and your room will be on the left hand side. A bellboy will bring your bags up shortly.

Guest: Great. Thanks.

Hotel: Should you have any questions or requests, please dial 'O' from your room. Also, there is internet available in the lobby 24 hours a day.

Guest: Ok, and what time is check-out?

Hotel: At midday, sir.

Guest: Ok, thanks.

Hotel: My pleasure, sir. Have a wonderful stay at the Grand Woodward Hotel.

Check-out / Getting to the airport

Hotel: Did you enjoy your stay with us?

Guest: Yes, very much so. However, I now need to get to the airport. I have a flight that leaves in about two hours, so what is the quickest way to get there?

Hotel: We do have a free airport shuttle service.

Guest: That sounds great, but will it get me to the airport on time?

Hotel: Yes, it should. The next shuttle leaves in 15 minutes, and it takes approximately 25 minutes to get to the airport.

Guest: Fantastic. I'll just wait in the lounge area. Will you please let me know when it will be leaving?

Hotel: Of course, sir. Oh, before you go would you be able to settle the mini-bar bill?

Guest: Oh yes certainly. How much will that be?

Hotel: Let's see. The bill comes to \$37.50. How would you like to pay for that?

Guest: I'll pay with my Visa thanks, but I'll need a receipt so I can charge it to my company.

Hotel: Absolutely. Here we are sir. If you like you can leave your bags with the porter and he can load them onto the shuttle for you when it arrives.

Guest: That would be great thank you.

Hotel: Would you like to sign the hotel guestbook too while you wait?

Guest: Sure, I had a really good stay here and I'll tell other people to come here.

Hotel: That's good to hear. Thank you again for staying at The Grand Woodward Hotel.

3. Imagine that you are the new owner of a hotel. First, decide which kind of hotel you want it to be—luxury hotel, business hotel, resort hotel, etc. Then decide (a) where it is located, (b) what it looks like, and (c) what amenities/ facilities it has.

Take a few minutes to make notes about the general features of the hotel.

Type of hotel:_____

Description:_____

Location:_____

Amenities/facilities:_____

In pairs, take turns being (a) the owner of the hotel and (b) a potential guest. As the potential guest, ask for information about the hotel and amenities offered. As the owner, describe your hotel to the guest. Be sure to think about what would appeal to the guest. When you are finished, switch roles. Your teacher may ask a few students to tell the class about their hotels.

Some example questions for guests: Where is your hotel? kind of hotel is it? What amenities and services does it have?

4. Imagine that you want to advertise your hotel by creating a flyer for the local tourist office. Write a brief description of the hotel. Your description should be about a paragraph long. You will also want to list special attractions of your hotel (for example: near the zoo, in-room movies, etc.). Once you are ready, make a one-page flyer advertising your hotel.

5. Now the tourist office has received the flyer advertising your hotel, and an agent is coming to visit the new hotel. You want the agent to like your hotel so he or she will recommend it to future guests. Tell the agent why your hotel is better than the popular Sleepy Time Hotel in town. Prepare for your meeting with the agent by writing some notes to compare your hotel to the Sleepy Time Hotel. Make a list of the advantages of your hotel that show why the agent from the tourist office should recommend your hotel to visitors to your city.

The Sleepy Time Hotel

276 Winding Blvd. Tahoe City. California 96145 (530) 555-3344

A superior place to relax! The Sleepy Time Hotel offers quaint, log-cabin rooms with in-room fireplaces, warm down comforters and pillows on comfortable beds, and access to outside decks from all rooms. Many rooms offer a view of beautiful Lake Tahoe. Come to The Sleepy Time Hotel to get away from it all!

Just a 10-minute drive from activities, restaurants, and shops. The Sleepy Time Hotel provides our guests a quiet, comfortable place to relax and enjoy the beauty of Lake Tahoe. Guests can swim in the indoor pool, soak in our outdoor hot tub. or enjoy the many services offered at our day spa. Amenities include a coffee-maker. refrigerator. fireplace, and entertainment center with in-room movies. Cooked-to-order breakfast provided free of charge to all guests daily. It's the perfect place to relax after a day of skiing, sailing, hiking, or shopping.



Grammar Point. The Infinitive Constructions: types, functions and peculiarities of usage.

ОБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС (THE OBJECTIVE INFINITIVE COMPLEX)

Це конструкція, що складається з іменної частини, вираженої іменником (the child, the boy, the students) або займенником в об'єктному відмінку (me, him, her, them, you, us), і дієслівної частини, вираженої інфінітивом

I like **Helen to sing** this song (Мені подобається, як Олена співає цю пісню).

Інфінітив (to sing) виражає дію, яку виконує особа (Helen), тобто відноситься до іменника, як присудок до підмета.

Helen to sing - єдине ціле, або синтаксичний комплекс.

У реченні цей комплекс виконує роль складного додатка, оскільки на запитання What do I like? відповідь має бути не Helen, а Helen to sing - як Олена співає.

I like her to sing.

На українську мову ОІК перекладається здебільшого підрядним додатковим реченням. Перша частина комплексу - іменник чи займенник - підмет підрядного речення, а друга частина - інфінітив - присудок.

ОІК вживається лише після певних груп дієслів.

1) після дієслів сприймання за допомогою органів чуття: to see; to hear; to feel; to watch, to observe; to notice (без частки to):

She saw Mary cry.

Suddenly I heard her call my name.

They all watched him walk up the hill.

2) після дієслів, що виражають бажання, намір, почуття: to want, to wish, to desire; to like, to dislike; to hate; to intend; should/would like та ін.:

She wanted them to read that book.

He intended me to go with him to the theatre.

3) після дієслів, що виражають думку (погляд), припущення, сподівання: to consider, to believe; to think; to find; to know; to expect; to suppose та ін.

Найчастіше інфінітив дієслова to be (крім to expect):

We consider him to be the best pupil of our school.

He expected her to return.

4) після дієслів, що виражають наказ, прохання, дозвіл, пораду, примус: to order; to ask, to request; to allow, to permit, to advise, to recommend; to cause, to force, to make; to let. Після to make і to let без частки to:

We made George work.

Nick's father ordered some water to be put on the stove.

The teacher allowed us to use dictionaries.

СУБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС (THE SUBJECTIVE INFINITIVE COMPLEX)

Складається з двох частин: іменника або особового займенника у називному відмінку та інфінітиву, що виражає дію, яку виконує або якої зазнає особа або предмет.

We saw him play with the dog. - Complex Object →

пасивне — **He was seen to play** with the dog (Бачили, як він грав з собакою). -

Complex Subject

He to play - комплекс з функцією складного підмета, тому що присудок речення was seen відноситься не лише до займенника he, а до всього комплексу he... to play (як він грав). → Subjective Infinitive Complex. Перша і друга частини СІК відокремлені одна від одної присудком речення (was seen).

Займенник ↔ іменник. The boy was seen to play with the dog.

! У суб'єктному інфінітивному комплексі інфінітив вживається з часткою to після всіх дієслів.

Суб'єктний інфінітивний комплекс вживається з певними групами дієслів:

1. з дієсловами to say говорити і to report повідомляти у пасивному стані:

He is said to write a new novel. - Кажуть, що він пише новий роман.

The delegation is reported to have arrived in Geneva.

2. з дієсловами (в пасивному стані), що означають думку (погляд), припущення, сподівання (to think, to know, to consider, to believe, to suppose, to expect):

The meeting is expected to begin this morning.

I was supposed to meet him. - Передбачалося, що я зустрину його.

He was thought to have gone.

3. з дієсловами (в пасивному стані), що виражають сприймання за допомогою органів чуттів (to see, to hear, to feel, to notice, to observe, to watch):

Birds were heard to sing in the garden. - Було чути, як співають пташки у саду.

He was seen to enter the house.

4. з дієсловами (в пасивному стані), що виражають наказ, прохання, дозвіл, примус: to order, to ask, to request, to allow, to permit, to make, to cause, to force.

They were ordered to leave the hall. - Їм наказали залишити зал.

He was made to put on his coat. - Його примусили надягнути пальто.

5. з дієсловами to seem, to appear, to happen, to chance траплятися, to turn out, to prove виявлятися:

He seemed to be thinking about something. - Здавалося, що він про щось думає.

She seemed not to listen.

She didn't seem to have heard what I said.

Her mother had chanced to look into her room. - Мати випадково заглянула в її кімнату.

6. з словосполученнями to be sure, to be certain, to be likely, to be unlikely:

We are not likely to meet often. - Навряд, чи нам доведеться часто зустрічатися.

He is certain to be sleeping. - Він, напевно, зараз спить.

We are sure to learn of it. - Ми, напевно, дізнаємося

ПРИЙМЕНИКОВИЙ ІНФІНІТИВНИЙ КОМПЛЕКС (THE PREPOSITIONAL INFINITIVE COMPLEX)

Складається з іменника або особового займенника в об'єктному відмінку та інфінітива. Перша частина комплексу позначає особу або предмет, що є суб'єктом або об'єктом дії, вираженої інфінітивом. Інфінітивний комплекс може вводитися прийменником for.

It's time for us to go. Нам пора йти.

ПК вживається в різних синтаксичних функціях. У реченні він може бути:

а) підметом:

For me to see you is the happiest minute in my life.

Побачитися з тобою це найщасливіша хвилинка в моєму житті.

Підмет, виражений прийменниковим інфінітивним комплексом, здебільшого ставиться після присудка, тоді речення починається ввідним іт:

It's dangerous for us to be going out in this car.

Виїжджати в цьому автомобілі нам небезпечно.

б) предикативом:

That's for you to think on. - Про це тобі треба подумати.

в) додатком:

He waited for her to speak. - Він чекав, поки заговорить вона.

г) означенням:

There's nobody here for him to play with.

Тут нема нікого, з ким він міг би гратися.

д) обставиною мети або наслідку:

The teacher gave several examples for the pupils to understand the rule better.

Учитель навів кілька прикладів, щоб учні краще зрозуміли правило.

It was too dark for her to see him.

Було дуже темно, щоб вона могла бачити його.

Модуль 3. SHOPPING.

1. Shopping for Consumer Goods.
 - a) At a Department Store.
 - b) Making a Complaint.
2. Shopping for Food.
 - a) At a Supermarket.
 - b) Making a Complaint.
3. Grammar Point: The Participle.
 - a) Spelling Rules and Forms of the Participle. Its Functions in a Sentence.
 - b) Present Participle.
 - c) Past Participle.

Topical Vocabulary:

purchase, counter, shop-window, shop-assistant, salesman, customer, cash-desk, cashier, foodstuffs, to be on sale, wallet, receipt, to drop in at smth, to call at smth., queue, to stand in a line, receipt, to pay, cash, currency, currency exchange, change, coin, cheap, expensive, , fashion, style, to be in fashion, cut, style, to try on, to be out of fashion, old-fashioned, to wear/to be dressed in smth./to have smth. on, to become, to fit, to match, to go with, to suit.

Shops: Central Department Store, supermarket, haberdashery, hats, ready-made clothes, footwear, perfumery, sporting goods store, textiles, crockery and glassware, grocery, leather-wear, knitwear, footwear, household goods, hosiery, electric appliances, jewellery, stationery, gift and souvenir department, toys.

Clothes

blouse, slacks/trousers, coat, shirt, knee length socks, belt, raincoat, trouser/slack suit, skirt suit, suede jacket, fur jacket, fur coat, lumber/bomber jacket, sheepskin, leather jacket, winter coat, two-piece dress, sweater, pleated skirt, jeans/denims, cardigan, apron, house frock/dress, short-sleeve jumper, slip, vest, pantie briefs/pans, long pants, night-gown, underwear/undergarments, panty-hose, bathing suit, bra, T-shirt, bib and brace overalls, suit, dinner dress/evening suit, tracksuit, single (double) breasted suit, trenchcoat, tailcoat/tails, shorts, swimming trunks.

Footwear: high (low) heel, sandals, evening sandals, trainers/sneakers, ladies' boots, sabots, platform shoes, slippers, trainers/sneakers, moccasins, tie/laced shoes, casual shoes, hiking boots, high leg boots, shoe-laces, shoe polish.

Hats: straw hat, beret, cap, fur hat, kerchief, scarf, shawl.

Textiles: cotton, printed cotton, silk (natural, artificial), wool, tweed, nylon, linen, velvet, cotton velvet, velveteen, suede, velour(s).

Perfumery: eye shadow, mascara, lipstick, powder, gel, face cream, hand cream, shaving cream, toothpaste, toothbrush, perfume, bottle of perfume, eau-de-Cologne, shampoo, soap, scented soap, nail polish, polish remover, hair spray, deodorant/deospray, hair dye.

Haberdashery: handbag, hairbrush, comb, hand mirror, electric shaver, wallet, purse, pin, needle, thread, handkerchief, hooks and eyes, umbrella, hairpin, necktie, brooch/pin, bracelet, cufflinks, detergent, knitting needles, soap powder, detergent/laundry powder, hair dryer, watch, clock, watch band, belt, tape measure, buttons, ring, ear-rings, gloves, nail file.

Can I help you? I want... Do you have any..? What can I show you? Can you show me..? Are you being served? Is there anything on sale? At what department can I buy ...? Show me something in a different style (cut). Show me something cheaper/ size smaller (larger). What can you recommend? Could you give me some advice? What make is it? What size are you? Where is the fitting room? I'd like to try it on. What is the price of it?/How much is it? What does it cost? Do you give a discount? Can you wrap it up? Do you exchange it or do you get a refund?

Food: apple, apricot, banana, blackberry, blueberry, cherry, cranberry, currant, fig, grape, grapefruit, grapes, kiwi, lemon, lime, melon, nectarine, orange, peach, pear, pineapple, plum, pomegranate, prune, raspberry, strawberry, tangerine, watermelon; beans, beet, broccoli, cabbage, carrot, cauliflower, corn, cucumber, eggplant, green pepper, lettuce, onion, peas, potato, pumpkins, radish, spinach, tomatoes, cheese, cream, ice cream, sour cream, milk, yogurt, biscuits, brown bread, cake, cookies, croissant, doughnuts, muffins, pancakes, pie, rolls, rye bread, wheat bread, white bread; pickle, ketchup, mustard, mayonnaise, salt, pepper, sauce; cereal, egg, fish, noodles, pasta, rice, salad, sandwich; bacon, beef, chicken, ham, lamb chop, mutton, pork, sausage, steak,

turkey, veal; apple pie, candy, chocolate bar, cookies, pudding, whip cream; beer, brandy, cocoa, cocktail, coffee, coke, juice, lemonade, liquor, milk, punch, soda, soft drink, tea, whiskey, wine.

1. What are the big department stores in your town? What are they famous for? Do you like shopping in them?

2. Look at the board showing where the various departments are in a store.

Where would you find ...?

- | | | |
|----------------------------------------------------|--------------------|--------------------|
| ➤ a tie
<i>in menswear, on the ground floor</i> | ➤ a doll | ➤ trainers |
| ➤ a wallet | ➤ a DVD player | ➤ a sofa |
| ➤ earrings | ➤ women's boots | ➤ sheets |
| ➤ a saucepan | ➤ the Ladies' | ➤ a suitcase |
| ➤ a hairdryer | ➤ a birthday card | ➤ a pair of tights |
| ➤ shower gel | ➤ a shaving mirror | ➤ a light snack |
| | ➤ a lipstick | |
| | ➤ a vase | |

3 Third floor	Toys and babywear Hairdresser's TV, Audio, and Phones Sports
2 Second floor	Furniture Linen Bathroom accessories The Terrace Cafeteria Toilets Baby facilities
1	Ladies' fashions Lingerie

First floor	Leather goods Luggage
G Ground floor	Menswear Stationery Toiletries Jewellery Cosmetics
B Basement	Kitchenware China and glassware Electrical appliances

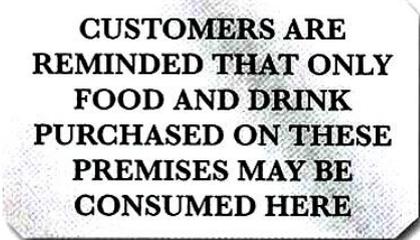
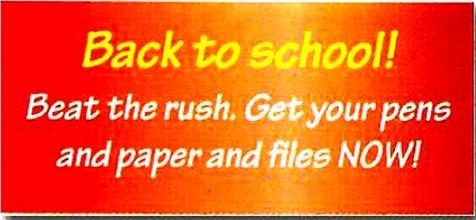
3. Write the missing shops or buildings in the sentences below. Choose from the following:

baker's	dry cleaner's	newsagent's
bank	fishmonger's florist's	off-licence
barber's	furniture shop	post office
butcher's	greengrocer's	record shop
cafe	hairdresser's	shoe shop
card shop	ironmonger's	supermarket
chemist's	jeweller's	tobacconist's
department store	laundrette	toy shop

- a) You can buy birthday cards and Christmas cards at the
- b) You can buy a new sofa or a bed at the .
- c) You can buy newspapers and magazines at the
- d) You can buy cigarettes, matches and cigars at the
- e) You can buy bread and cakes at the .
- f) You can buy almost everything at Harrods in London. It is a very big
- g) Men can get their hair cut at the and women at the .
- h) You can buy stamps and post letters and parcels at the
- i) You can buy fish at the .
- j) You can cash a cheque and borrow money at the
- k) You can buy fruit and vegetables at the
- l) You can buy a bottle of wine or whisky to take home with you at the
- m) You can buy a jigsaw puzzle or a doll's house at the
- n) You can buy medicine, make-up or perfume at the
- o) You can buy a hammer and a screwdriver at the
- p) You can buy CDs, records or cassettes at the
- q) You can get your clothes cleaned at the .
- r) You can do the weekly shopping for food at the
- s) You can buy meat and sausages at the .
- t) You can buy a pair of boots or slippers at the

- u) You can wash your dirty clothes at the .
- v) You can have a cup of coffee and a sandwich at the
- w) You can buy a bunch of roses at the .
- x) You can buy a ring or a watch at the .

4. In which department could you see these signs?

a		b	
c		d	
e		f	

5. THE BIG DEPARTMENT STORE

Alice was going to buy some birthday presents for her sister, and went into one of the big Department Stores, on the ground floor she found the perfumer's, jeweller's and the counter for fancy-goods. At the jeweller's she chose a lovely necklace with some rubies set in it. While she was choosing some black press-buttons at the haberdasher's, she met a very old friend of hers whom she hadn't seen for many years. Her friend was choosing ribbon at the same stall. They were glad to meet each other and talked a great deal. Then they went up to the first floor where they looked at household goods. There are such things as household furniture, and things needed for cooking and meals — kettles, pans, pots and knives. Such things as refrigerators, washing-machines, sewing-machines, vacuum-cleaners are also displayed there. Such appliances may be bought by hire-purchase, it means that the buyer does not pay the whole price at once.

When they were going through the millinery department and men's hat department they saw many new hats, and Alice's friend tried some of them on but nothing suited her. Then they did some shopping together at the stationary department where the salesman wrapped up some pencils and a bottle of ink for them.

At the ready-made clothes department they were shown some raincoats, but the friends couldn't find a suit of the proper size for Alice's friend, and they decided to buy cloth at the draper's and go to the tailor. A tailor is a man who makes clothes. At the tailor's they looked at the patterns and chose the fashion and pattern they liked best.

6. Which of these two signs ...?

- is telling you how to take things back
- is inviting you to save as you spend

Open a loyalty card today and you will receive a 10% discount on all your purchases	If goods are returned in their original packaging with a receipt within 28 days we will offer an exchange or refund.
-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

7. Complete this shopping dialogues.

ASSISTANT 1: Can I help you?

CUSTOMER: Yes, I'm n) a blouse like this, but in blue.

ASSISTANT 1: I see. And what (?) are you looking for?

CUSTOMER: Uh, 14 usually.

ASSISTANT 1: Ok, ril just go and see if we've got any.

CUSTOMER: Thank you.

ASSISTANT 2: Can I help you?

CUSTOMER: No, it's OK, Tm thanks.

ASSISTANT 1: Here we are. The last one in stock.

CUSTOMER: Great. Can I try it on?

ASSISTANT 1: Yes of course. The w is just over there.

ASSISTANT 1: How was it?

CUSTOMER: Fine. I'll (f)

ASSISTANT: Right. Would you like to pay over there at the

At the weekend I went shopping for a new pair of jeans. There were so many different types, I didn't know which ones to choose. A _____(1) came over and asked me if I needed any help. 'Why don't you (2) _____ a few pairs?' she suggested. 'Good idea,' I replied. 'Then I can see if they (3)_____ me.' 'There's a (4)_____ room just over there,' she said.

After deciding which pair I liked best, I checked the label to see how much they (5) _____ They were quite cheap so I decided to buy two pairs. I took them to the man at the (6) ____ 'Can I (7) by cheque or credit card?' I asked. 'Yes, of course,' he replied. 'Would you like me to put your (8)_____ in the bag? You should keep it in case you want to bring them back.'

8. How we buy groceries

Match the words 1-15 on the left with the groceries a-o on the right.

1 a bar of	a	orange juice, yoghurt
2 a bottle of	b	bread
3 a box of	c	margarine
4 a bunch of	d	milk
5 a can of	e	chocolate, soap
6 a carton of	f	jam, marmalade
7 a dozen	g	apples, potatoes,
8 ajar/pot of	h	wine, mineral water,
9 a joint of	i	eggs
10 a loaf of	j	soup, sardines, cat
11 a packet of	k	matches, chocolates
12 a pint/litre	l	beer, coke
13 a pound/kilo	m	biscuits, cornflakes,
14 a tin of	n	meat
15 a tub of	o	grapes, bananas,

9. Role Play "Organising a Party".

Setting:

- 1) A university refectory, where the students distribute duties to make purchases.
- 2) A supermarket.

Situation:

You decide to celebrate some holiday or just organise a party at someone's home. Everyone will have to bring something for the table and later you'll cook together. Enact buying things in a shop. Elaborate the situation yourselves. Fancy that you've left money at home or there are no goods you need on sale or you forget something at the last instant.

Characters:

Card I – Molly, the girl, who is going to organise it all. She decides who should buy things and says what you will need them for.

Card II – Sally, the assistant who serves you in the shop you choose.

Card III-IV – Bob and Rob, boys who will buy heavy things in the shop.

Card V-X – Nelly, Kelly, Dolly, Polly, Lilly, Tilly, three pairs of students who walk around the supermarket and discuss what they have to buy.

Card XI – Penny, the cashier at the till.

10.Role play: "Survey of People's Shopping Habits"

Setting:

Lecture room in the University of Trade Management.

Situation:

A group of psychologists are invited to a students' class with a talk. They ask questions about shopping habits to demonstrate the fact that people fall under different customer categories. Then they analyse answers and decide which description fits every student best. Finally they report their results to the class.

I. You are a Fun Shopper. You enjoy it. You go shopping with your friends.

II. You are a Practical Shopper. You get the best and the cheapest.

III. You are a Reluctant Shopper. You hate doing it!

Find out:

whether they enjoy shopping and why/why not;

what things they like/hate to shop for the best/worst;

what kind of stores they like the most, why;
 whether they like window-shopping, shopping around;
 whether they enjoy looking for bargains;
 what they think first about: the price, the quality, the name;
 whether they take advice from shop assistants, friends, family, nobody;
 whether they go shopping alone or with friends;
 whether they spend their money on "things" or on entertainment;
 if they had an unlimited supply of money, how they would spend it;
 if they had less money and had to buy fewer things what they would stop buying.

Characters:

Card I – The head of the group of psychologists, who opens and closes the discussion.

Cards II-V – Psychologists who ask questions and make conclusions.

Cards VI-XI – Students who give answers to the questions.

11. Dramatize the situation "At a Shop".

A.

You want to buy some clothes but you can't decide what to buy. Ask the assistant for help, try on the clothes. Explain why you don't want them.

B.

You are the shop assistant. You serve the customer and suggest what to buy. Discuss prices, sizes and colours. Try to persuade the customer to buy something and make a sale.

Grammar Point:

ДІСПРИКМЕТНИК (THE PARTICIPLE)

Неособова форма дієслова, що має властивості дієслова, прикметника і прислівника.

THE PARTICIPLE	
Present Participle (Participle I)	Past Participle (Participle II).
V _{inf} + ing	V _{III} / V _{inf} + ed

<i>to read - reading</i> <i>to write - writing</i> <i>to sit - sitting</i> <i>to tie - tying</i>	<i>written</i> <i>to ask - asked</i>
дієприкметник акт. стану теп. часу/ дієприслівник недоконаного виду: <i>resting - відпочиваючий,</i> <i>відпочиваючи</i>	пасив. дієприкметник мин. часу: <i>dressed - одягнутий</i> <i>made - зроблений</i> дієприкметник акт. стану мин. часу: <i>faded - зів'ялий</i>

ФОРМИ ДІЄПРИКМЕТНИКА

Форма діє- прикметника	Перехідні дієслова		Неперехідні дієслова
	Active Voice	Passive Voice	Active Voice
Present Participle	asking	being asked	going
Past Participle		asked	gone
Perfect Participle	having asked	having been asked	having gone

PRESENT PARTICIPLE

а) Present Participle позначає дію, одночасну з дією дієслова-присудку (теперішню, минулу, майбутню):

Reading English books I write out new words.

I wrote out new words.

I will write out new words.

б) Present Participle може виражати дію, що відноситься до теперішнього часу, незалежно від часу дієслова-присудку:

The students working in our village came from Kyiv.

в) Present Participle Indefinite може вживатися безвідносно до якогось часу:

The bisector is a straight line dividing an angle into two equal parts.

г) Present Participle може виражати дію, що передує дії присудку, якщо обидві до відбуваються безпосередньо одна за одною.

Entering his room, he went quickly to the other door.

Perfect Participle виражає дію, що передує дії дієслова-присудку:

Having said this, they stopped speaking.

Having given her word she ought to keep it.

PAST PARTICIPLE

Past Participle має лише одну форму і є пасивним дієприкметником. Він вживається тоді, коли іменник або займенник, до якого він відноситься, позначає об'єкт вираженої ним дії

a written letter

а) виражає дію, що передує дії, вираженій присудком:

We looked at the destroyed bridge.

б) може виражати дію, одночасну з дією, вираженою дієсловом-присудком

Her father is a doctor loved and respected by everybody.

с) може виражати дію безвідносно до часу:

A central angle is an angle formed by two radii.

ФУНКЦІЇ ДІЄПРІКМЕТНИКА В РЕЧЕННІ

Present Participle Active вживається в функції

- означення (одиничний дієприкметник ставиться перед означуваним іменником, а дієприкметник із залежними словами - після):

The rising sun was hidden by the clouds.

The girl pointed to a group of women sitting in the corner of the room.

- обставин (часу, причини, способу дії):

Entering the room, she saw her sister there.

Living in his neighbourhood, I saw him frequently.

Mary stood for a time in silence, watching and listening.

Present Participle Passive здебільшого вживається у функції обставин, іноді у функції означення:

Being written in pencil, the letter was difficult to read.

Perfect Participle Active і Passive вживається лише у функції обставин:

Having written the letter the girl went to the post office.

Having been made 20 years ago, the machine is out of date.

Past Participle у реченні буває

- означенням:

He is a well-known writer.

- обставиною (часу, причини, мети, способу дії і порівняння) із сполучниками when, if, as if, as though, though:

Frightened by the dog, the child began to cry.

Though wounded, the soldier did not leave the battlefield.

- предикативом:

When I came into the room, the window was broken.

МОДУЛЬ 4. WORLDVIEW OF PEOPLE OF DIFFERENT AGE GROUPS. VIDEO AND E-MAIL COMMUNICATION

1. A generation Gap.
2. How people relax.
3. Video and e-mail communication.
4. Grammar Point: The Participial Constructions.
 - a) The Objective Participle Complex.
 - b) The Subjective Participle Complex.
 - c) The Absolute Participle Complex

1. Read and discuss the text about the generation gap in the USA. Do you feel the generation gap in your country?

Looking at the Generation Gap

Generational Differences and Their Causes

Many grandparents grew up in an era of angry confrontations between the generations. As they ease into the role of family patriarchs and matriarchs, they may wonder: What happened to the generation gap? Is it gone or just on hiatus? Or it is still present but mostly underground?

Definition

A generation gap is commonly perceived to refer to differences between generations that cause conflict and complicate communication, creating a "gap." William Safire provides this more positive definition: "Generation gap can be a frustrating lack of communication between young and old or a useful stretch of time that separates cultures within a society, allowing them to develop their own character."

From their position in the family, and with more life experience than younger family members, grandparents are uniquely poised to see that differences between generations can be positive for all those concerned.

History

Although there have always been differences between the generations, the drastic differences that the term implies were not much in evidence until the twentieth century.

Before that time, society was not very mobile. Young people typically lived near their extended families, worshiped in their childhood churches and often worked on the family farm or in a family business.

With the advent of television and movies, young people were exposed to cultural influences alien to their own families and cultures. Performers like Frank Sinatra, Elvis Presley, and James Dean won adulation from the younger generation but were often met with derogation from the older generation. Then came the 1960s, and civil rights and the Vietnam War exposed a more serious chasm between young and old.

The Generation Gap Today

The generation gap that was so in evidence during the 60s has resurfaced, but it is not the disruptive force that it was during the Vietnam era, a 2009 study suggests. The Pew Research Center study found that 79% of Americans see major differences between younger and older adults in the way they look at the world. In 1969, a Gallup Poll found that a smaller percentage, 74%, perceived major differences.

Today, however, although more Americans see generational differences, most do not see them as divisive. That is partly because of the areas of difference. The top areas of disagreement between young and old, according to the Pew Research Study, are use of technology and taste in music. Grandparents are likely to have observed these differences in their grandchildren who are tweens, teens, and young adults.

Slightly behind these areas of difference are listed the following:

- Work ethic

- Moral values

- Respect for others

- Political views

- Attitudes toward different races and groups

- Religious beliefs.

Differences but Little Division

If large differences between the generations exist, why don't they spawn conflict?

The answer is twofold.

First, the two largest areas of difference—technology and music—are less emotionally charged than political issues. The older generation is likely to be proud of the

younger generation's prowess in technology rather than to view it as a problem. As for the musical differences, each generation wants its own style of music, and the older generation generally can relate to that desire.

Second, in the other areas of difference, the younger generation tends to regard the older generation as superior to their own generation—clearly a difference from the 1960s with its rallying cry of "Don't trust anyone over thirty." According to the Pew study, all generations regard older Americans as superior in moral values, work ethic and respect for others.

In one area those surveyed did regard the younger generation as superior—intolerance for different races and groups. A different survey by the Pew Research Center identifies "increasing acceptance of gays and lesbians" as a particular area of difference, with almost half of those up to age 49 seeing it as a good thing, but only 37% of those aged 50 to 64 agreeing and only 21% of those 65+.

2.

Kids then and now

Close your eyes and imagine your bedroom when you were 10. What was in it? Were there many electronic items? Tell the class about your room.

Read the introduction to the newspaper article. Answer the questions.

- a) What did a child's bedroom use to be like?
- b) Why is the bedroom of today's child like a space station?
- c) Why is it sometimes the most expensive room in the house?
- d) What question is asked at the end of the introduction? What is your opinion?

The main part of the article describes a modern-day family in an experiment done by a TV company. Look at the photo and the heading. Who are the people? What do you think the experiment was?

Here are some words from the article. Use them to predict each paragraph. Check new words in a dictionary.

Paragraph 1:

21st century family Jon made a fortune large house huge bedrooms hi-tech toys

Paragraph 2:

Jon's childhood small council house mother died five kids share household chores

Paragraph 3;

back to the 70s house stripped of all gadgets wash own clothes battered old van £39 a week

Paragraph 4:

tears and rows Hannah's wardrobe emptied Josh - piano, no TV

Paragraph 5:

learnt to appreciate small treats baked cookies started to save

Read paragraphs 1-5 quickly. Were your ideas correct?

Read to the end of the article. Answer the questions.

- a. How did Jon make a fortune?
- b. How was Jon's childhood different from his children's?
- c. In what ways was his father strict?
- d. How did the TV company transform their lives?
- e. What did Hannah and Josh have to do that they didn't have to do before?
- f. How did the kids react to the changes at first? How did their attitude change?
- g. How did the kids make extra money?
- h. What is Jon's advice to other parents?

Vocabulary work

Read the sentences below. Find the phrasal verbs in the text which mean the same as the words in **bold**.

- a) Electronic items increase the value of the rooms.
- b) The father, Jon, **founded** his own business.
- c) He was one of five children raised by his father, when his mother died.
- d) Josh had to **stop** watching his wide-screen television and **start** piano lessons.
- e) They enjoyed the vegetables they'd taken from the garden.
- f) We shouldn't **surrender** to our kids' demands.

KIDS WHO HAVE IT ALL

Go back just thirty years and look inside a child's bedroom. What do you see? Some books, a few dolls or toy cars, some cuddly animals, and perhaps a desk. Look inside the bedroom of today's kids and it's a 21st century space station.

Computers and other hi-tech toys can make a youngster's bedroom the most expensive room in the house. But it's not only electronic items that push up the value. Today's children also have sports equipment, designer clothes, and accessories such as sunglasses, watches and jewellery. Do they have everything and appreciate nothing? A TV channel tried an experiment, Tanya Bowers reports

Back to the 1970s

1 The TV company, Channel 4, transported a typical 21st century family back in time to the 1970s. The Gregory family live in a large house in Milton Keynes. Fifteen years ago the father, Jon, set up his own business and made a fortune. The children, Hannah, 12, and Josh, 10, have huge bedrooms full of expensive hi-tech toys and clothes. They don't have to help at all with the running of the house.

2 This is all very different from Jon's childhood in the 70s. He grew up in a small council house in Leeds, one of five children brought up by their father after his mother died. Discipline, order and thrift ruled his life. "We ate what we were given. We walked to school and we had to share all the household chores. We had to do what we were told. Dad was very strict."

3 The TV company transformed the Gregorys' house and their lives. For two weeks the family had to go back to the 70s and live Jon's childhood. The house was stripped of all modern gadgets and equipment. Hannah and Josh had to wash and iron their own clothes, do all the washing-up, and help dig the vegetable garden. The family car was exchanged for a battered, old VW van and they had to live on just £39 a week.

4 At first there were tears and furious rows as the children tried to adjust. Hannah couldn't believe that she wasn't allowed to buy hair mousse and was horrified to find her

wardrobe emptied, leaving her with just jeans, no tops and a 'Sunday Best'. Josh had to give up watching his wide-screen television and take up the piano. They didn't have to walk to school but were filled with embarrassment when their dad drove them to the school in their 'new' van.

5 However, gradually Hannah and Josh learnt to appreciate small treats. They enjoyed eating the vegetables they'd dug up from the garden. They made some extra money by selling cookies they'd baked to their neighbours. They started to save rather than spend and understand the value of a £90 pair of trainers.

What should today's parents do?

It's difficult to get things right as a parent. Jon says; "We shouldn't give in to our kids' demands. There's no feeling like getting something you've worked really hard for."

Hannah now has £30 in the bank, all earned by doing extra jobs round the house. She has learnt some valuable lessons about life and she doesn't buy hair mousse any more!

What do you think? Discuss in groups.

Do you think a lot of children are spoiled these days?

What household rules do you think are a good idea for families?

- You *must* always wake your *bed*.
- Everyone *has* to help at meal times.

Write a list of rules and read them to the class.

3. Discuss the following questions.

- What is a generation gap?
- Is it possible to overcome a generation gap?
- How do you overcome the generation gap?
- When do you feel the generation gap the most?
- At what point in life does the generation gap seem to be the largest?
- Do you think it is OK to date or marry someone of a different generation to yourself, either older or younger?
- Some people think it is OK to marry a much older man but not a much older woman? Do you agree?
- Do you think your generation's fight is similar to your parents generation's fight.

- What do you think are some of the advantages or disadvantages of another generation?
 - When did you first become an adult in your mind?
 - What role does music play in generation gaps?
 - When is an age gap beneficial, and when is it a hindrance?
 - Can you talk to your parents about everything?
 - Do you ever disagree with your parents/grandparents about topics such as music, style and values?
 - How many years difference causes a generation gap?
 - What influences the styles, values and interests of a generation?
 - Are people from the "older" generation always more wise and correct in their ways of thinking and choices? Why or why not?
 - Is it possible for parents and children to be friends? Or for people of different generations to be friends?
 - What influences the styles, values and interests of a generation? How long is a generation?
 - Do you think generation gaps allow the older generations to have more "authority" in their relationships with younger people?
 - What are some topics that people of different generations disagree on? Is it possible for people of different generations to agree on things as well?
 - They say that each generation is about 10 years. Is it possible to "categorize" or "label" every generation?
 - Should teachers be aware of the generation gap between them and their students? What can be done about it? Can that gap be narrowed being adaptable, or should students adapt to their teachers?
 - Do you feel you have more of a generation gap with your mother, father, grandmother or grandfather? Why do you think this is the case?
 - What role does technology change play in creating a generation gap?
 - Could people's leisure habits be labelled under "radio, television, computer" generations?
 - What was the most popular music when you were 12 years old? Now? how has the music and you changed?
 - If you could give one important message to the next generation, what would it be?
 - How does a generation gap affect interaction between two people?
 - What are some key signs that a generation gap is present?
 - How can a generation gap cause problems in the workplace?
 - School
 - Relationships
 - Holidays/Festivals
- How do generation gaps change/evolve for individuals over time?

4. Paper, video and e-mail communication.

Discuss the ways of communication nowadays and in the past. How did they change?

What are the rules of writing a letter? An e-mail? Of video communication?

Grammar Point: The Participial Constructions.

ОБ'ЄКТНИЙ ДІЄПРИКМЕТНИКОВИЙ КОМПЛЕКС (THE OBJECTIVE PARTICIPLE COMPLEX)

Дієприкметник входить до складу трьох комплексів: the Objective Participle Complex, the Subjective Participle Complex, the Absolute Participle Complex.

Об'єктний дієприкметниковий комплекс складається з двох частин - іменної (іменник або особовий займенник в об'єктному відмінку) та дієслівної (Present Participle і Past Participle) та виконує функцію складного додатка.

I saw him walking in the garden.

I saw the window broken.

The Objective Participle Complex використовується

- з дієсловами to see, to hear, to feel, to watch, to notice, to find, to observe:

I saw her coming out just now.

I watched the snow falling.

I saw the mild eye of the old doctor turned upon me for a moment.

The Objective Participle Complex після дієслів, що означають сприймання за допомогою органів чуттів, дуже близький за значенням до The Objective Infinitive Complex. Але

The Objective Participle Complex	The Objective Infinitive Complex
I saw them playing football	I saw them play football
процес	факт

- з дієсловами, що виражають бажання, а також процеси мислення (Past Participle):

I want him changed.

Margaret considered herself deceived.

- після дієслів to have і to get і виражає дію: а) що виконується не особою, позначеною підметом, а кимсь іншим дна неї; б) якої зазнає особа, позначена підметом;

Have you had a photo taken?

I must have my watch repaired.

СУБ'ЄКТНИЙ ДІЄПРИКМЕТНИКОВИЙ КОМПЛЕКС (THE SUBJECTIVE PARTICIPLE COMPLEX)

Суб'єктний дієприкметниковий комплекс складається з двох частин: іменник або особовий займенник у називному відмінку + дієприкметник (здебільшого Present Participle) та виконує роль складного підмета:

A plane was heard flying high in the sky.

Суб'єктний дієприкметниковий комплекс вживається

- з дієсловами, які виражають сприймання за допомогою органів чуттів (to see, to hear, to feel, to watch, to notice, to observe у пасивному стані.
- з дієсловами to consider, to believe, to find:

The work was considered finished.

НЕЗАЛЕЖНИЙ ДІЄПРИКМЕТНИКОВИЙ КОМПЛЕКС (THE ABSOLUTE PARTICIPLE COMPLEX)

В українській мові підрядне обставинне речення може бути замінене дієприслівниковим зворотом, якщо в головному і підрядному реченнях підмет **співпадає**.

Коли Петро повернувся з Києва, він розповів нам про виставку. = Повернувшись з Києва, Петро розповів нам про виставку.

В англійській мові заміна можлива і тоді, коли в головному і підрядному реченнях підмети різні.

When Peter came home from Kyiv, we asked him to tell us about the exhibition. Peter coming home from Kyiv, we asked him to tell us about the exhibition.

Peter coming home from Kyiv не підрядне речення, а незалежний дієприкметниковий комплекс.

The Absolute Participle Complex що складається з іменника або особового займенника у називному відмінку і дієприкметника (Participle I, II) та виконує функцію обставини.

The rain having stopped we went home.

Коли дощ ущух, ми пішли додому.

The day being very fine, she went for a walk.

Оскільки день був дуже гарний, вона пішла на прогулянку.

The Absolute Complex перекладається на українську мову:

❖ підрядним обставинним реченням:

The letter being written, I went to post it.

Коли лист був написаний, я пішла відправити його.

❖ простим реченням, що входить до складносурядного:

They went quickly out of the house, Jude accompanying her to the station.

Вони швидко вийшли з дому, і Джуд провів її до вокзалу.

❖ дієприслівниковим зворотом:

Her face smiling, she came into the room.

Усміхаючись, вона увійшла в кімнату.

❖ головним реченням в складнопідрядному, вставним реченням, іменником з прийменником:

She sat down at the table her hands beginning to tremble.

Коли вона сідала за стіл, її руки починали тремтіти.

The evening was so dark, (the moon not having yet risen), that he could see no one twenty yards off.

Вечір був такий темний (місяць ще не зійшов), що за двадцять ярдів він нікого не міг бачити.

Незалежний дієприкметниковий комплекс може вводитись прийменником with (перекладається самостійним реченням або дієприслівниковим зворотом):

She was sitting on the ground, with her head and one arm lying on a chair.

Вона сиділа долі, а голова її і одна рука лежали на стільці.

He was standing, with his arms crossed and his head bent.

Він стояв, схрестивши руки і опустивши голову.

МОДУЛЬ 5. WORLD OF PERSONAL REPRESENTATIONS: LITERATURE
AND CINEMA. GENRES DIVERSITY OF CREATIVE PERCEPTION OF THE
REALITIES OF THE WORLD.

1. Cinema in the World.
2. World Movie History. Ukrainian Movie History.
3. Film genres. Film Production. Prominent Actors. Escapist movies.
4. Literature works of various authors of the world.
5. Fiction and non-fiction writers and the essence of their messages.
6. The energy of books. Personal perceptions of written texts content.
7. Grammar Point: The Gerund. Forms and Functions.
 - a) Functions of the Gerund in a Sentence.
 - b) Rules of Usage of the Gerund.

Topical vocabulary

Cinema: action, cast, character, comedy, director, documentary, drama, entertainment, family movie, film, genre, horror movie, movie star, plot, scene, sci-fi, wide screen, box office, foyer, aisle, critic, poster, row, performance, review, role, director, cast, box office, studio, hero, anti-hero, villain, sequel, series, special effect, CGI (computer-generated imagery), to star, stunt, thriller, scene, outdoor (indoor) scene, the opening scene, the final scene, crowd scene, an episode, still, shot, long shot, close-up, caption, subtitle, flashbacks), to shoot (produce, make) a film, to make a screen version (adaptation) of a novel, to adapt a novel for the screen, to play (act) on the screen, to release a picture, to come out (about a film), to remake a film, to be dubbed in Ukrainian, directed by..., scenery and costumes by..., leading actor, star, to play the main (leading, title, key) or small (supporting, minor) role, to co-star, to portray a character, to take (gain) the best actress (actor) award (title), to create a true-to-life image, to star in a role, to be miscast (ill-chosen).

Literature: nursery rhyme, plot, novel, comic book, chapter, critic, director, best-seller, character, verse, setting, autobiography, encyclopedia, paperback; acknowledgments, appendix, bibliography, contents, copyright, dedication, explanatory notes, footnote, index, preface, text, title, nursery rhyme, fairytale, fable, autobiography, biography,

memoir, thriller, science fiction, fantasy, historical fiction, adventures, mystery, horror, romance, western, detective story, dystopia, erotic(a), graphic novel, picture book, satire, tragedy, comedy, tragicomedy, melodrama, epistolary, novelist, narrator, playwright, bookworm, publisher, critic, character, protagonist, antagonist, hero, antihero, archenemy, first-person narration (point of view), third person limited, third person omniscient, exposition, complication, conflict, climax (turning point), resolution, cliffhanger, deus ex machina, pace, plot device, plot twist, red herring, subplot, suspense, canon, fanfiction, intertextuality.

1. Put each of the following words in its correct place in the passage below.

cinema foyer aisle trailer cartoon critic row
usherette poster screen horror performance review

A visit to the cinema

Fiona and I went to the (a)_____ the other day to see 'Devil' at the Odeon. The (b)_____ by the Daily Express (c)_____ was good, and we decided to go to the 8 o'clock (d)_____. When I arrived, Fiona was waiting for me in the (e)_____, looking at a (f)_____ for 'Devil' on the wall. The (g)_____ took our tickets and showed us to our seats. I don't like to be too close to the (h)_____ and I usually sit in the back (i)_____ if possible, and I prefer a seat on the (j)_____ so I can stretch my legs. Before the main film there was a Mickey Mouse (k)_____, then a (l)_____ for the following week's film. 'Devil' was a (m)_____ film and I was quite terrified, but Fiona thought it was funny.

2. Instructions as above.

documentary location role director cast box office studio critical
performance plot

A film review

Marlon Brando is a superb actor and in 'On the Waterfront' he gave his finest (a)_____. It is his best-known (b)_____. The (c)_____ also included Eva Marie Saint and Karl Malden and the film's (d)_____, Elia Kazan, never made a better film. Parts of the film were shot in the (e)_____ in Hollywood, but a lot was made on (f)_____ in the streets of New York, which makes it at times like a (g)_____. The

critics loved the film but it was not only a (h)_____ success. It was a great (i)_____ success as well, and made an enormous profit. The (j) _____ is about a young man's attempt to be a boxing champion.

3. Put one of the following words in each space in the sentences below.

to in on at for

- a. It wasn't made _location.
- b. It was made _the studio.
- c. Is there a good film _tonight?
- d. What's __the Odeon?
- e. He likes to sit _the aisle.
- f. It happened _the beginning of the film.
- g. There was a trailer __the next week's film.
- h. Let's go _the cinema.
- i. This film is based _a book.
- j. I like to sit _the back.
- k. She prefers to sit _the front.
- l. We were shown _our seats _the third row.
- m. Sometimes the cast list comes _the end of the film.

4. Read and discuss the text

A VERY SHORT HISTORY OF CINEMA

Cinematography is the illusion of movement by the recording and subsequent rapid projection of many still photographic pictures on a screen. A product of 19th century scientific endeavour, it has, over the past century, become an industry employing many thousands of people and a medium of mass entertainment and communication.

No one person invented cinema. However, in 1891 the Edison Company in the USA successfully demonstrated a prototype of the Kinetoscope, which enabled one person at a time to view moving pictures. The first to present projected moving pictures to a paying audience (i.e. cinema) were the Lumière brothers in December 1895 in Paris.

At first, films were very short, sometimes only a few minutes or less. They were shown at fairgrounds and music halls or anywhere a screen could be set up and a room darkened. Subjects included local scenes and activities, views of foreign lands, short comedies and events considered newsworthy.

The films were accompanied by lecturers, music and a lot of audience participation—although they did not have synchronised dialogue, they were not ‘silent’ as they are sometimes described.

By 1914, several national film industries were established. Europe, Russia and Scandinavia were as important as America. Films became longer, and storytelling, or narrative, became the dominant form.

As more people paid to see movies, the industry which grew around them was prepared to invest more money in their production, distribution and exhibition, so large studios were established and special cinemas built. The First World War greatly limited the film industry in Europe, and the American industry grew in relative importance.

The first 30 years of cinema were characterised by the growth and consolidation of an industrial base, the establishment of the narrative form, and refinement of technology.

Colour was first added to black-and-white movies through tinting, toning and stencilling. By 1906, the principles of colour separation were used to produce so-called ‘natural colour’ moving images with the British Kinemacolor process, first presented to the public in 1909. The early Technicolor processes from 1915 onwards were cumbersome and expensive, and colour was not used more widely until the introduction of its three-colour process in 1932. The first attempts to add synchronised sound to projected pictures used phonographic cylinders or discs. The first feature-length movie incorporating synchronised dialogue, *The Jazz Singer* (USA, 1927), used the Warner Brothers’ Vitaphone system, which employed a separate record disc with each reel of film for the sound.

This system proved unreliable and was soon replaced by an optical, variable density soundtrack recorded photographically along the edge of the film.

By the early 1930s, nearly all feature-length movies were presented with synchronised sound and, by the mid-1930s, some were in full colour too. The advent of sound secured the dominant role of the American industry and gave rise to the 'Golden Age of Hollywood'.

During the 1930s and 1940s, cinema was the principal form of popular entertainment, with people often attending cinemas twice weekly. In Britain the highest attendances occurred in 1946, with over 31 million visits to the cinema each week.

The introduction of television in America prompted a number of technical experiments designed to maintain public interest in cinema.

Stereo sound, which had been experimented with in the 1940s, also became part of the new widescreen experience.

Although America still appears to be the most influential film industry, the reality is more complex. Many films are produced internationally—either made in various countries or financed by multinational companies that have interests across range of media.

Today, most people see films on television (whether terrestrial or satellite or on video of some kind) and we are also moving towards a web-based means of delivery.

WHAT'S NEXT?

In the past 20 years, film production has been profoundly altered by the impact of rapidly improving digital technology. Though productions may still be shot on film (and even this is becoming less commonplace) most subsequent processes, such as editing and special effects, are undertaken on computers before the final images are transferred back to film. The need for this final transfer is diminishing as more cinemas invest in digital projection which is capable of producing screen images that rival the sharpness, detail and brightness of traditional film projection.

In the past few years there has been a revival of interest in 3D features, both animated and live action, sparked by the availability of digital technology. Whether this will be more than a short-term phenomenon (as previous attempts at 3D in the 1950s and 1980s had been) remains to be seen.

5. Put the words into the correct columns. Some words can go in more than one column.

nursery rhyme, plot, novel, comic book, chapter, critic, director, backstage, best-seller, script, review, character, leading role, novelist, blockbuster, verse, fairytale, setting, rehearsal, science fiction, hardback, performance, thriller, playwright, autobiography, encyclopedia, act, full house, paperback

Poetry	Prose	Drama

6. Match each kind of book below with what you would normally find in it.

guidebook	manual	thriller	Who's Who
dictionary	atlas	textbook	encyclopedia

- a) maps
- b) exercises and diagrams etc. for school study
- c) meanings of words
- d) information about a subject
- e) an exciting story of crime or adventure
- f) instructions, for example on how to maintain, repair and use a car
- g) tourist information and advice about a place or country
- h) a list of important, famous people and details of their lives

7. Put each of the following words in its correct place in the passage below.

fine bookworm browse bibliography footnotes reviews Illustrations
 borrow glossary published

I love books. I love to read. I'm a real (a)_____, and I love to (b)_____ in bookshops, just looking briefly at one book after another. I look at the (c)_____, the photos or drawings. If there are foreign or technical words in the book, I look at the (d)_____ at the back for their meanings (unless they're explained in

(e)_____at the bottom of the pages) and I look at the (f)_____, also at the back, which is a list of other books on the same subject. And I use the library a lot. I (g)_____two or three books a week, and I have to pay a (h)_____ if I return them late. Friends often recommend books to me, and I also read book (I) _____in the newspapers, I don't always agree with them, but anyway they let me know what new books are being (j)_____.

8. Explain the difference between ...

- a. contents page and index
- b. bookshop and library
- c. author and publisher
- d. lend and borrow
- e. biography and autobiography
- f. fiction, non-fiction and reference books

9. Put one of the following words in each space in the sentences below.

by from in up at on

- a) I borrowed this book _____ the library.
- b) You'll have to look the meaning _____ a dictionary.
- c) The index is _____ the back of the book.
- d) 'Hamlet' is _____ Shakespeare.
- e) There are footnotes _____ the bottom of the page.
- f) The librarian said the book was _____ the top shelf.
- g) I read it _____ a book.

10. A Shakespearean tragedy

- What do you know about William Shakespeare?
- Look at the list of characters in the story of *Romeo and Juliet*. What do you know about the story?

Lord Montague; Romeo, son of Montague; Mercutio, Romeo's best friend;

Benvolio, Romeo's cousin; Lord Capulet; Juliet, daughter of Lord Capulet; Paris, a nobleman suitor of Juliet; Juliet's nurse; Tybalt, Juliet's cousin; Friar Laurence, a priest; The Prince.

- How did people at that time decide who to marry? Who made the decision?

Read 1-6 in the story Answer the questions.

- a) Why did the Montagues and the Capulets hate each other?
- b) Why wasn't it a good idea for Romeo to go to the Capulet's party?
- c) What happened when Romeo and Juliet first met?
- d) 'Wherefore art thou Romeo?' (= *Why are you Romeo?*) Why was Juliet upset about Romeo's name?
- e) How long had they known each other when they decided to get married?
- f) Why did Friar Laurence agree to marry them?
- g) Why did Romeo try to stop the fight?
- h) Why was Juliet desperate?

Read 7-12 in the story. Answer the questions.

- i) What couldn't Juliet tell her father?
- j) What was the Friar's plan?
- k) Which part of the plan worked?
- l) What went wrong with the plan?
- m) Why did Romeo kill himself?
- n) Why did Juliet kill herself?
- o) How did their families feel at the end?

1 Many years ago, in the ancient Italian city of Verona, there were two very rich but warring families, the Montagues and the Capulets. They had hated each other for so long that no one could remember how the feud had started. Fights often used to break out in the streets.

2 Lord Capulet was planning a celebration for his daughter, Juliet. Romeo, Lord Montagues son, went to the party uninvited. He saw Juliet and fell instantly in love! They

touched hands. They talked. They kissed. Only then did they discover their families were enemies!

3 That night Juliet stood on her balcony and declared her love for Romeo. Romeo had climbed up a wall and was listening. They swore eternal love to each other, and promised to marry in secret the next day.

4 As dawn broke, Romeo raced to Friar Laurence and begged him to marry them. The Friar agreed, hoping this would unite the families. That afternoon, Juliet joined Romeo, and the lovers were wed. They parted, but planned to spend that night together.

5 Returning to Verona, Romeo found his friends, Benvolio and Mercutio being attacked by Tybalt, Juliet's cousin. Romeo tried to stop the fight. He failed, and Mercutio was killed. Romeo had to take revenge! He fought Tybalt and killed him.

6 The Prince, hearing of the deaths, banished Romeo from Verona. Poor Juliet! Her husband had killed her cousin, and now he was exiled. She was desperate. Her nurse brought Romeo to Juliet so they could be together one last time.

7 Next morning the lovers could hardly bear to part. When would they meet again? More disaster was to come. Juliet learned that her father had agreed to give her in marriage to a nobleman, Paris. How could she tell her father she had already married Romeo?

8 Juliet ran to Friar Laurence for help. The Friar gave her a sleeping potion to make her appear dead for forty-two hours, so she couldn't marry Paris. The Friar would tell Romeo the plan, and he would arrive as she was waking up. They could then escape together.

9 Juliet returned home and pretended to agree to the marriage. She took the drug. The next day, everyone thought she was dead. She was carried to the family tomb, from where, according to the Friars plan, Romeo would rescue her.

10 But Romeo never received the Friars letter. Thinking JL that his beloved Juliet had died, he bought poison and went to the tomb. He saw his beautiful, lifeless Juliet. He would never leave her side. He kissed her, and drank the poison.

11 Juliet woke up to see Romeo lying dead beside her. She wept and kissed him again and again, hoping that the poison on his lips would kill her too. Finally she took his dagger and, stabbing herself, fell dead upon her husband s body.

12 The families of the Montagues and the Capulets arrived at the tragic scene. They were overwhelmed with grief, and horrified at the pain that their families' hatred had caused. Thus they buried their feud, along with their precious children, Romeo and his sweet Juliet.

- What do you think, whose fault was the tragedy?
- In the play, Juliet was just thirteen. Do you think this is too young to fall in love?
- Shakespeare wrote comedies, tragedies, and history plays. What titles do you know? Do you know any of the stories?

11. Read and discuss the text. Tell a story about your favourite modern author

JK Rowling

Author and billionaire

The early years

Joanne Kathleen Rowling, author of the best-selling Harry Potter series of books, was born in 1965, near Bristol, England. Her birthday, July 31, is the same as her famous hero, Harry Potter.

School days

Joanne did well in school. Her favourite subjects were English and foreign languages and she studied French at university.

She graduated in 1986 and over the next few years had a variety of jobs. However, her passion was writing. She had written her first story, *Rabbit*, about a rabbit with measles, aged six.

Harry Potter is born

She started writing the first Harry Potter book in 1990. The idea for Harry - a lonely, 11-year-old orphan who is actually a wizard - came to Rowling while she was travelling by train between Manchester and London. Although she left England a short time after that to teach English in Portugal, she continued to write Harry's story.

She returned to Britain in 1993, and settled in Scotland. After a brief marriage in Portugal, she was now divorced, with a baby, Jessica. It was a difficult time - she was out of work and depressed - but finally completed her first book, *Harry Potter and the*

Philosopher's Stone. It was published in Britain in 1997 and quickly became a hit with both children and adults.

Jk Rowling today

JKR has been writing Harry Potter books for nearly 20 years. She writes in longhand, and each book takes one year to complete. She has now completed the series of seven Harry Potter books. The last book, *Harry Potter and the Deathly Hallows*, came out in July, 2007. Her books have won numerous awards including 'Children's Book of the Year!'

She married her second husband, Dr. Neil Murray, in 2001 and has since had two more children, a boy, David, born in 2003, and a girl, Mackenzie, born in 2005.

Fans all over the world

The books have been translated into over 60 languages, and over 300 million copies have been sold worldwide. The first six books have been made into films. She has become the highest-earning woman in Britain, richer than the Queen!

She has made over £600 million, more than one billion dollars. This makes her the first person ever to have become a billionaire from writing books.

12. Complete the questions. Answer them.

- a) How long _____ a fan of the books?
- b) How many of the books _____?
- c) Which _____ like best?
- d) _____ any of the films _____? _____ like them?
- e) What _____ about the author?
- f) _____ a lot of your friends _____ the books?
- g) I know as well as reading you have another passion. How long _____ cooking?
- h) What would you rather do this afternoon? Read a book or play _____?

What books and films are you a fan of? Talk to a partner. Ask and answer similar questions to the previous exercise.

Grammar Point: The Gerund. Forms and Functions

герундій (THE GERUND)

Неособова форма дієслова із закінченням -ing, що має властивості дієслова й іменника, називає дію: reading *читання*, listening *слухання*.

ДІЄСЛІВНІ ВЛАСТИВОСТІ ГЕРУНДІЯ:

а) Герундій перехідних дієслів вживається з прямим додатком:

I like reading books.

She began preparing food.

б) Герундій може мати означення, виражене прислівником:

They continued listening attentively.

в) Герундій має неозначену й перфектну форми, вживається в активному і пасивному стані

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

Perfect Gerund виражає дію, що передує дії, вираженій дієсловом-присудком.

Thank you for having helped me.

Indefinite Gerund вживається

а) для вираження дії, одночасної з дією дієслова-присудку.

He sat without turning his head.

She is interested in collecting stamps.

б) для вираження дії безвідносно до часу:

Seeing is believing.

в) після дієслів **to intend, to suggest, to insist** Indefinite Gerund виражає майбутню дію

He had intended writing him.

He insisted on telling her how it happened.

г) для вираження дії, що передує дії присудку, зокрема після дієслів **to thank, to forget, to remember, to excuse, to apologize**, а також після прийменників **on і after**.

Thank you for helping me.

I don't remember seeing either of them.

On receiving the telegram we went to the station to meet our friends.

Дія, виражена герундієм, завжди відноситься до якоїсь особи чи предмета, навіть якщо вони не названі у реченні.

ІМЕННИКОВІ ВЛАСТИВОСТІ GERUNDIYA

а) перед герундієм може вживатися прийменник, що відноситься до нього:

Nobody thought of going to bed.

б) перед герундієм може вживатися присвійний займенник або іменник у присвійному відмінку:

Don't fear my forgetting her.

I insist on my sister's staying at home.

Виконує такі синтаксичні функції:

а) підмета:

Smoking is harmful.

б) предикатива:

His hobby is collecting stamps.

в) додатка (прямого і прийменникового):

He likes talking to me.

She is fond of painting.

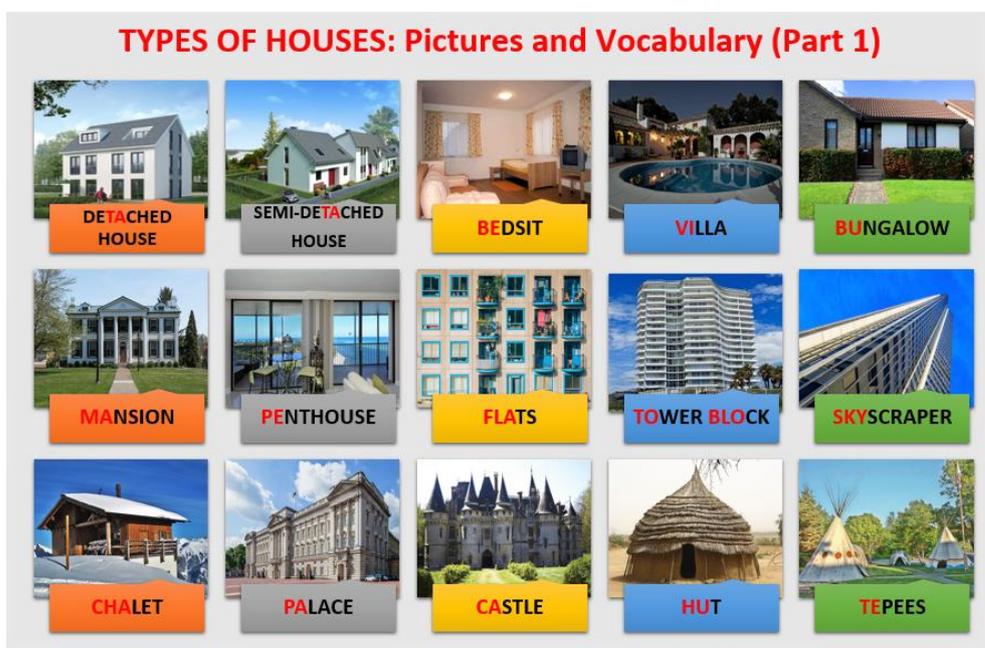
МОДУЛЬ 6. LIFE AT HOME AND ABROAD: THE COMPLEXITY OF PERSONALITY BENEFITS.

1. People and Homes.
2. Live your beliefs and you can turn the world around.
3. Grammar Point: The Gerundial constructions.
 - a) Verb + Gerund.
 - b) Verb + Preposition +Gerund.
 - c) Complex with the Gerund.

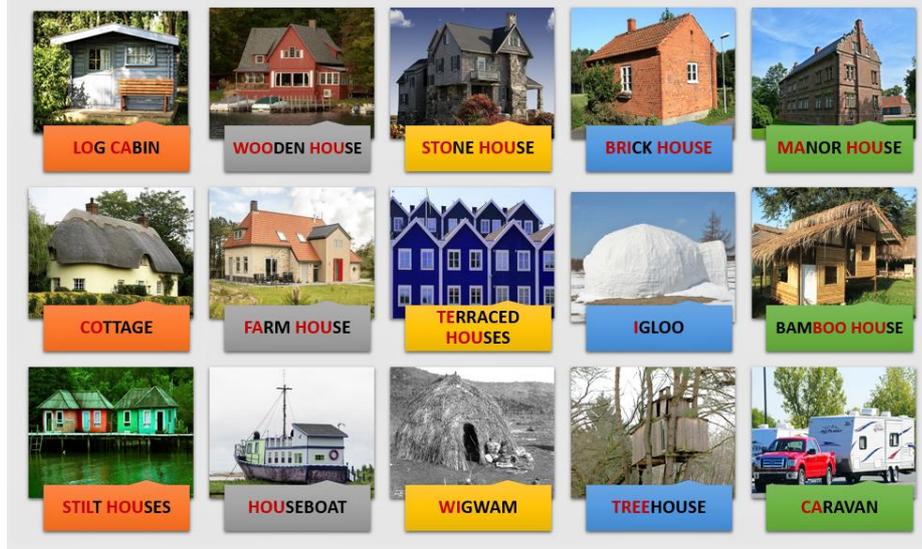
Topical Vocabulary:

accommodation, condo, house, hut, mobile home, bungalow, cottage, duplex, farmhouse, houseboat, log cabin, mansion, skyscraper, igloo, tepee, wigwam, apartment building, block, detached, semi-detached, terraced, spacious, cramped, rent, landlord, deposit, condition estate agent.

1. Look at the types of houses from different countries. In which way are they different? How can you categorise them?



TYPES OF HOUSES: Pictures and Vocabulary (Part 2)



2. Put each of the following words or phrases in its correct position In the passage below.

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

Renting a flat

The first thing I had to do in London was find somewhere to live, if possible a small, one-bedroomed (a)_. I didn't want to share a kitchen or toilet; I wanted to be independent In my own (b)_ place. I decided I could pay a (c)_of £50 a week. I couldn't find what I wanted in the newspaper (d)_so I went to an (e)___.

They offered me a nice place. It was in a modern (f)_on the third floor. I had to pay the agency a (g)_, and the (h)_wanted a big (i)_____and (j)_from my employer and bank manager.

3. Instructions as above.

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

Buying a house

Tony and Sheila's first home was a (a)_ house, one of a line of houses all connected. But several years later when they had a small child, they found it rather (b)_for three people. They wanted something more (c)_and so decided to move. They went to an (d)_and looked at details of the houses he had to offer. They looked at a (e)_house (one of

a pair attached to each other), liked it, and asked a (f)_to inspect it for them. He said that it was in good (g)_ , and they therefore decided to buy it. Luckily they sold their house quickly and soon a (h)_firm was taking all their furniture and other possessions to their new home. But already, after a couple of years, they are hoping to move again. Tony's business is doing well and they want to get an (I)_to design a modern, (j)__house for them, and a (k)_to build it.

4. Explain the difference between ,

- a) a landlord and a tenant
- b) a house and a bungalow
- c) ground floor and first floor

5. Put one of the following words in each space in the sentences below.

for at in on of into with

- a. She wanted a place_ her own.
- b. He'll move_ tomorrow.
- c. He'll move_ his new flat tomorrow.
- d. I share the kitchen_ three other people.
- e. The landlord asked the tenant___ more rent.
- f. My flat is_ the top floor.
- g. My flat is_ a modern block.
- h. The house is_ good condition.
- i. I looked_ advertisements _ the newspaper.
- j. She pays a rent_ £90 a week.

6. Read and discuss the text.

Living abroad can bring success, if you do it right

"Although living abroad does help to hone creative abilities, not all individuals who have lived abroad derive an equal benefit from such experiences," explains Dr. Carmit Tadmor of TAU's Recanati School of Business.

The researchers discovered that the simple act of living abroad was not enough to bolster creative and professional success. The potential benefits of extended international

travel depend on the ability to simultaneously identify with both home and host cultures, which the researchers call "biculturalism." Identifying with two cultures simultaneously fosters a more complex thinking style that views things from multiple perspectives and forges conceptual links among them.

"Unlike patterns of cultural identification in which individuals endorse only one of the two cultures, bicultural identification requires individuals to take into account and combine the perspectives of both old and new cultures," explains Dr. Tadmor. "Over time, this information processing capability, or 'integrative complexity,' becomes a tool for making sense of the world and will help individuals perform better in both creative and professional domains."

Measuring creative and professional success

The researchers conducted three experiments to determine the impact of biculturalism when living abroad. In the first, 78 MBA students comprising 26 different nationalities at a European business school were asked to complete a series of tasks, including a standard creativity task that asked for as many uses for a brick as possible within a two-minute time limit. In the second experiment, a group of 54 MBA students comprising 18 nationalities at an American business school were asked to describe the new businesses, products, and processes they had invented during their careers. All of the study participants had lived abroad for a period of time.

The studies found that those who identified with both their host culture and their home culture consistently demonstrated more fluency, flexibility, novelty and innovation.

Finally, the third experiment extended the idea, exploring whether the biculturals' advantages also gave them an advantage in the workplace. In this study, 100 Israelis living and working mainly in California's Silicon Valley were interviewed. The researchers found that Israelis who identified with both their home and host cultures enjoyed higher promotion rates and more positive reputations among their colleagues. Across all three studies, the researchers found that bicultural individuals ranked higher on integrative complexity tests than the other participants, and this drove their success.

Taking the hard road to success

The road to biculturalism is fraught with internal conflicts, notes Dr. Tadmor, in which two cultural identities struggle to coexist. It's much easier to surround yourself with

your expat community than to straddle two separate worlds. But bypassing the conflicts means giving up the best benefits. Integrative complexity, which is responsible for creative and professional success, evolves through the repetitive resolution of these internal conflicts.

Ultimately, "it is clear that becoming a true bicultural is not easy, but it holds the key to translating foreign experiences abroad into a tangible toolbox that bolsters one's creative ability and professional skill to the highest level," say the researchers.

Grammar Point: The Gerundial constructions.

ВЖИВАННЯ GERUNDІЯ

Герундій — єдина дієслівна форма, перед якою може вживатися прийменник. Тому герундій вживається після дієслів, прикметників і виразів, які вимагають додатка з прийменником:

Thank you for telling me. She could not keep from crying.

Після деяких дієслів вживається **тільки герундій**:

а) to avoid; to finish, to suggest, to leave off, to give up, to go on, to keep on, cannot help. В українській мові після відповідних дієслів вживається інфінітив:

We finished dressing. They went on eating. I cannot help asking.

б) to enjoy; to excuse, to forgive; to put off, to postpone; to delay; to fancy уявляти (в окличних реченнях); to mind заперечувати (вживається в питальних і заперечних реченнях):

I don't mind telling you.

Fancy going for a walk in such weather!

в) to want, to need, to require.

The house wants repairing.

Герундій або інфінітив вживається після дієслів to begin, to start; to continue; to propose; to like; to try; to refuse; to intend; to forget; to prefer:

The children began playing. Then they began to whisper.

She continued sitting motionless. He continued to live with his parents

У деяких випадках значення дієслова **змінюється** залежно від того, чи вжито воно з інфінітивом чи герундієм. Так, **to stop** з герундієм означає *перестати щось робити*, а з інфінітивом — *зупинитися, щоб щось зробити*:

They stopped reading the notice. He stopped to read the notice.

Герундій вживається як безприйменниковий додаток до прикметників **like, busy, worth**.

She was busy translating the article. They were not worth looking at.

I don't feel like working.

Герундій вживається у функції

❖ означення:

*She had come with **the intention of saying** something definite.*

*You have always been in **the habit of giving** her playthings.*

writing-paper napir для письма; dancing place місце для танців

(у такій же позиції вживається Present Participle. Але дієприкметник виражає не призначення, а дію, яку виконує особа / предмет: *a dancing girl* - дівчина, що танцює)

❖ обставин (часу, способу дії та ін.):

They ate without talking. (у такій же позиції вживається Present Participle герундію в цій функції завжди передує прийменник, дієприкметнику - ніколи: *On coming home he began to work* слово *coming* - герундій, *Coming home he began to work* - дієприкметник).

КОМПЛЕКСИ З ГЕРУНДІЄМ (COMPLEXES WITH THE GERUND)

Герундій у реченні може відноситись до підмета або додатка. Так у реченні *He stopped working and smiled* дія, виражена герундієм (*working*), відноситься до підмета (він працював, а потім припинив роботу).

У реченні *I don't forgive you for being late for dinner* герундій відноситься до додатка.

Герундій може також відноситися до іменника або займенника, що не є підметом чи додатком речення. Сполучення герундія з таким іменником або займенником становить **герундіальний комплекс**:

*Don't fear **my forgetting** Aunt Alice.*

Герундіальний комплекс складається з іменника у присвійному чи загальному відмінку (якщо іменник не вживається в присвійному відмінку) або присвійного займенника та герундію:

*They were afraid of **my finding out** the truth.*

*They told us of **Peter's coming** there.*

*I hadn't much hope of his **plan (its) working**.*

Герундіальний комплекс становить один складний член речення і в реченні може бути:

а) підметом:

Your coming here is very desirable.

It's no use my telling you a lie.

б) додатком:

*Forgive me **saying it**.*

*I insist upon your **staying**.*

в) означенням:

*I don't know the reason of your **leaving**.*

г) обставиною:

*I entered the room without his **seeing it**.*

МОДУЛЬ 7. THE ROLE OF MASS MEDIA IN THE FORMATION OF INDIVIDUAL AND COLLECTIVE WORLDVIEW.

1. Mass media and growing concerns of national and multinational societies.
2. Spread the news: types of mass media and their reflections of social and personal life events.
3. Hot off the press and TV: advantages and disadvantages of mass media presence in people's life.
4. Grammar Point: Recapitulation of Gerunds, Infinitives and Participles.
 - a) The Infinitive Constructions.
 - b) The Participial Constructions.
 - c) The Gerundial Constructions.

Aerial, advertisement, blog, blogosphere, broadcast, column, advice column, columnist, editorial, high-tech politics, investigative journalism, journalism, journalist, reporter, interviewer, magazine, mass media, media bias, media events, news, newspaper, press conferences, press, print media, propaganda, trial balloons, television, tabloids, yellow journalism, front page, back page, cartoon, circulation, comics, correspondent, editor, evening/ morning edition, headline, lead story, obituary, TV guide.

1. Read and discuss the text

In 1997, J. R. Finnegan Jr. and K. Viswanath identified 3 main effects or functions of mass media:

The Knowledge Gap: The mass media influences knowledge gaps due to factors including "the extent to which the content is appealing, the degree to which information channels are accessible and desirable, and the amount of social conflict and diversity there is in a community".

Agenda Setting: People are influenced in how they think about issues due to the selective nature of what media choose for public consumption. When wanting to set an agenda, framing can be invaluable to a mass media organisation. Framing involves

"taking a leadership role in the organisation of public discourse about an issue". The media is influenced by the desire for balance in coverage, and the resulting pressures can come from groups with particular political action and advocacy positions. Finnegan and Viswanath say, "groups, institutions, and advocates compete to identify problems, to move them onto the public agenda, and to define the issues symbolically".

Cultivation of Perceptions: The extent to which media exposure shapes audience perceptions over time is known as cultivation. The effect is often based on socioeconomic factors. Having a prolonged exposure to TV or movie violence might affect a viewer to the extent where they actively think community violence is a problem, or alternatively find it justifiable. The resulting belief is likely to be different depending of where people live however.

2. What mass media do you know? Read the text and find out more:

In the late 20th century, mass media could be classified into eight mass media industries: books, the Internet, magazines, movies, newspapers, radio, recordings, and television. The explosion of digital communication technology in the late 20th and early 21st centuries made prominent the question: what forms of media should be classified as "mass media"? For example, it is controversial whether to include cell phones, computer games, and video games in the definition. In the 2000s, a classification called the "seven mass media" became popular. In order of introduction, they are:

Print (books, pamphlets, newspapers, magazines, etc.) from the late 15th century

Recordings (gramophone records, magnetic tapes, cassettes, cartridges, CDs, and DVDs) from the late 19th century

Cinema from about 1900

Radio from about 1910

Television from about 1950

Internet from about 1990

Mobile phones from about 2000

Each mass medium has its own content types, creative artists, technicians, and business models. For example, the Internet includes blogs, podcasts, web sites, and various

other technologies built atop the general distribution network. The sixth and seventh media, Internet and mobile phones, are often referred to collectively as digital media; and the fourth and fifth, radio and TV, as broadcast media. Some argue that video games have developed into a distinct mass form of media.

3. Which kinds of mass media do you use? Why?
4. Which newspaper in your country ... ?
 - has the best reputation
 - is the most popular
 - is the best for sport
 - is the best for scandal
5. Do you believe everything you read in the newspapers or see on TV? Do you think some stories are made more sensational?
6. When you read a story in the news, how do you know whether to believe it?
7. What are the big stories (political, environmental, sports, scandal) in the news at the moment?
8. The Internet in our lives. Work in small groups. Do you think these statements are true or false?
 - 1 billion searches are made on Google search engine every day.
 - Over half of young people in Britain have their own web page on social networking sites such as Facebook and MySpace.
 - 86 per cent of the web pages on the Net are in English.
 - 1 out of 8 couples who marry in the US met on an online dating site,
 - In 2005, the original Hollywood sign was sold on eBay for \$450,400.
 - There is a web that no one knows about. It is called the deep web, and is 500 times bigger than the surface web we all know about.
 - 88% of websites are never visited.
9. Look at the list of things people do in the internet. Which of them do you do too? How often? Why in the Internet? What other things you can do there?

- watch videos
- talk to friends
- learn languages
- buy and sell things
- watch films
- look for work
- do social networking
- see what's on
- pay bills
- book and buy things
- watch sport
- make friends
- send emails
- get news and weather
- research family history
- download music

What are your favourite websites?

Do you use websites like Facebook and eBay?

The Internet represents the democracy of ideas. Is it right that it has no censorship?

What are the dangers of this?

РЕКОМЕНДАЦІ ДО ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ

Самостійна робота є невід'ємною складовою вивчення навчальної дисципліни.

Вона здійснюється за такими напрямками:

- підготовка тематичних завдань до практичних занять;
- підготовка рефератів;
- виконання індивідуальних завдань;
- підготовка до модульних робіт;
- підготовка до екзаменів або заліків.

Підготовка тематичних завдань до практичних занять передбачає написання твору за тематикою.

Алгоритм підготовки:

- 1) визначити основну ідею, тему твору;
- 2) осмислити та написати план твору;
- 3) написати твір згідно плану.

Підготовка рефератів передбачає глибокий та детальний аналіз проблеми, сформульованої у темі реферату.

Алгоритм підготовки:

- 1) ознайомтеся з вимогами до реферату;
- 2) оберіть тему реферату;
- 3) підберіть літературу, у якій розкривається тема реферату;
- 4) складіть план реферату;
- 5) опрацюйте літературні джерела;
- 6) систематизуйте опрацьований матеріал відповідно до плану реферату;
- 7) дайте власний критичний аналіз та оцінку висвітленої проблеми;
- 8) оформіть реферат відповідно до вимог.

Виконання індивідуальних завдань має на меті вироблення умінь, необхідних для вирішення професійних завдань.

Алгоритм виконання:

- 1) ознайомтеся з вимогами до індивідуального завдання;
- 2) ознайомтеся зі змістом індивідуального завдання;
- 3) проаналізуйте теоретичний матеріал, необхідний для виконання

індивідуального завдання;

- 4) складіть план виконання завдання;
- 5) виконайте індивідуальне завдання відповідно до плану;
- 6) оформіть завдання відповідно до вимог.

Підготовка до модульних робіт (МР), заліків та екзаменів має на меті узагальнення та систематизацію знань з окремого модуля або дисципліни у цілому.

Алгоритм виконання:

- 1) ознайомтеся з переліком питань та завдань до МР, заліку або екзамену;
- 2) підберіть підручники, інструктивно-методичні матеріали або іншу довідкову літературу, необхідну для підготовки;
- 3) перегляньте зміст кожного питання, користуючись власними конспектами або підручниками;
- 4) визначте рівень знань з кожного питання;
- 5) визначте питання, які потребують ретельнішої підготовки і опрацювання додаткової літератури, розв'язання окремих завдань;
- 6) для самоперевірки перекажіть теоретичні питання або вирішіть практичне завдання.

Примітка. При виконанні завдань, винесених на самостійне опрацювання, ви можете звертатися за консультацією до викладача. Про час проведення консультацій повідомляє викладач.

Теми, які у повному обсязі виносяться на самостійне опрацювання та індивідуальні завдання студент має здати викладачеві на консультації (дату проведення консультацій повідомляє викладач).

ТЕМИ ТВОРІВ ДЛЯ ВІДПРАЦЮВАННЯ ПРОПУЩЕНИХ ЗАНЯТЬ

ПЕРЕЛІК ТЕМ ТВОРІВ

1. Radio and television in everyday life.
2. How you appeared on TV.
3. Our TV programmes.
4. Why you like radio.
5. Does television cause conflicts in the family?
6. What is preferable for you – to buy food in a big supermarket or in a small shop?
7. The best shops for food in my city.
8. Foodstuffs sold in our shops.
9. Do they sell foodstuffs under the counter nowadays?
10. Do you pay attention to the brand name when you buy food?
11. Your personal style of shopping for food.
12. Buying Delicacies Gives the Greatest Pleasure When One Hasn't Got Enough Money.
13. Shopping for Food — a Boring Routine or a Revealing Experience?
14. Why I Always Buy Food in the Same Place.
15. The Main Principles I Observe When I Shop for Food.
16. Why Men and Women Have Different Styles of Shopping for Food.
17. Shopping is an important human activity.
18. It is worth spending a lot of time to get something cheap.
19. You should never buy things that harm the environment, however cheap or useful they may be.
20. Advertising provides useful information.
21. People often buy things they don't want because they are bargains.
22. Young people do not always buy wisely.
23. How my friend got on the wrong train.
24. Travelling light is a great advantage.
25. Travelling Broadens The Mind
26. The development and achievements of Ukrainian cinematography.

ПЕРЕЛІК ТЕМ РЕФЕРАТИВ ТА ПРЕЗЕНТАЦІЙ

1. How to make career in hotel business
2. Staying at the hotel: everyday services available at the hotel
3. The invention of radio
4. The mass media
5. TV: is it a good thing?
6. Media in the world
7. Mass media: past and future
8. Mass media in Great Britain
9. Mass media and the right to think
10. Role of mass media in politics
11. Shopping in Great Britain
12. Experience of shopping abroad
13. Internet shopping
14. Airport formalities
15. Travelling by sea
16. History of cinema
17. The Film Academy Awards
18. Genres of film

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Translate the following quotations into Ukrainian and comment upon them.

'The public buys its opinions as it buys its meat, or takes in its milk, on the principle that it is cheaper to do this than keep a cow. So it is, but the milk is more likely to be watered.'

Samuel Butler

'Creditors have better memories than debtors.'

Benjamin Franklin

'Necessity never made a good bargain.'

Benjamin Franklin

'England is a nation of shopkeepers.'

Napoleon I

'If a continental greengrocer asks 14 schillings (or crowns, or franks..., or whatever you like) for a bunch of radishes, and his customer offers 2, and finally they strike a bargain agreeing on 6 schillings, francs, roubles, etc., this is just the low continental habit of bargaining.'

George Mikes

'To found a great empire for the sole purpose of raising up a people of customers, may at first sight appear a project fit only for a nation of shopkeepers. It is, however, a project altogether unfit for a nation of shopkeepers; but extremely fit for a nation that is governed by shopkeepers.'

Adam Smith.

'The customer is always right.'

H. Gordon Selfridge

'Advertising may be described as the science of arresting the human intelligence long enough to get money from it.'

Stephen Butler Leacock

Give a talk on the subject "How to Shop Sensibly"

Prepare a description of a well-known film actor naming the films he has taken part. Without mentioning the name have your friends guess whom you are describing.

РЕКОМЕНДОВАНА ХУДОЖНЯ НЕАДАПТОВАНА ЛІТЕРАТУРА
ДЛЯ ІНДИВІДУАЛЬНОГО ЧИТАННЯ

Austin J. "Pride and Prejudice".

Austin J. "Sense and Sensibility".

Cronin A. "The Hatter's Castle".

Dickens Ch. "Great Expectations".

Dreiser T. "American Tragedy".

Dreiser T. "Genny Gerhardt".

Dreiser T. "Sister Carry".

Fitzgerald S. "Tender is the Night".

Galsworthy J. "The Man of Property".

Galsworthy J. "To Let".

Hemingway E. "A farewell to Arms".

Jerome J.K. "Three Men in a Boat".

Lee H. "To Kill a Mockingbird".

Maugham W.S. "Cakes and Ale".

Maugham W.S. "The Moon and Sixpence".

Shaw G.B. "Heartbreak House" and other plays.

Shaw I. "The Young Lions".

Thackeray W. "Vanity Fair".

Рекомендована література

Базова

1. Аракин В.Д. и др. Практический курс английского языка. 3 курс. – 4-е изд., перераб. и. доп. – М.: Гуманитар. изд. центр ВЛАДОС, 2006. – 431 с.
2. Голицынский Ю.Б. Грамматика: Сборник упражнений. – 4-е изд. – СПб.: КАРО, 2003. – 544 с.
3. Гужва М.Д. Практичний курс англійської мови. – Київ, 2003.
4. Котнюк Л.Г., Весельська А.Ц., Євченко В.В., Коломієць О.М., Сидоренко С.І. Безособові форми дієслова: Методичний посібник для студентів факультету іноземних мов з практичної граматики англійської мови. – Житомир: Вид-во ЖДУ ім. І. Франка, 2007. – 172 с.
5. Матюшкина-Герке Т.И., Балашова С.П., Броссе Н.Н. и др. Учебник английского языка: Для 2 курса филологич. фак. ун-тов. – М.: Высшая школа, 1979. – 288 с.
6. Меркулова Е.М. и др. Английский язык для студентов университетов. Чтение, письменная и устная практика. – СПб.: Издательство Союз, 2000. – 384 с.

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1. Бардієр Л.А., Бортнійчук О.М., Васильченко О.Ю. Англійська мова: Завдання та тести: Посібник-довідник для вступників до вищих навчальних закладів із спеціальності „Англійська мова”. – К.: Генеза, 1993. – 256 с.
2. Беяева М.А. Грамматика английского языка. – 5-е изд. – М.: Высшая школа, 1971. – 334 с.
3. Верба Г.В., Верба Л.Г. Довідник з граматики англійської мови: Довідк. вид. – 4-те вид. – К.: Освіта, 1995. – 320 с.
4. Калініна Л.В., Самойлюкевич І.В., Андерсон К. Getting America – wise through Listening: Навчальний посібник з англійської мови для студентів вищих навчальних закладів. – У 2-х кн. – К.: Пед. думка, 2002. – Кн. II. – 190 с.
5. Калініна Л.В., Самойлюкевич І.В., Андерсон К. Getting America – wise through Reading: Навчальний посібник з англійської мови для студентів вищих навчальних закладів. – У 2-х кн. – К.: Пед. думка, 2001. – Кн. I. – 175 с.

6. Каушанская В.Л., Ревека Л.К., Кожевникова О.Н. и др. Сборник упражнений по грамматике английского языка: Пособие для студентов педагогических институтов.
7. Кривошеев О.В. *Sailing on in English*. – К.: Вища школа, 1991. – 268 с.
8. Пазюк Л.К. Граматика англійської мови для школярів, абітурієнтів, студентів: Навчальний посібник. – К.: Кобза, 2002. – 416 с.
9. Тучина Н.В., Меркулова Т.К., Кузьміна В.С. *Speak English with Pleasure*. – Харків, 2003. – 236 с.
10. Черноватий Л.М., Карабан В.І., Ліпко І.П. та інші Практична граматики англійської мови з вправами: Базовий курс: Посібник для студентів вищих закладів освіти та середніх навчальних закладів з поглибленим вивченням англійської мови. – Вінниця: Нова книга, 2007. – 248 с.
11. Янсон В.В., Свистун Л.В. *A Practical Guide for Learners of English* = Практичний курс англійської мови для студентів вищих навчальних закладів. Книга II: Навч. посібник. – К.: ТОВ „ВП Логос”, 2003. – 352 с.
12. Alexander L.G. *Longman English Grammar*. – Harlow: Longman, 2004. – 374 p.
13. Alexander L.G. *Longman English Grammar Practice for intermediate students*. – Harlow: Longman, 1998. – 238 p.
14. Evans V., Dooley J. *Grammarway 4: English Grammar Practice*. Berkshire: Express Publishing, 2008. – 244 p.
15. Evans V. *Round-up 6: English Grammar Practice*. – NY: Pearson Education Limited, 2008 – 286 p.
16. Harris M., Mower D. *Opportunities Intermediate*. – Oxford: Longman, 2000. – 129 p.
17. Murphy R. *English Grammar in Use: A self-study reference and practice book for intermediate students*. – Cambridge: Cambridge University Press, 2004. – 328 p.
18. Reilly P., Dean M., Sikorzynska A. *New Opportunities Pre-Intermediate*. – Oxford: Longman, 2008. – 146 p.
19. Soars L., Soars J. *New Headway English Course. Intermediate. Workbook with Key*. – Oxford: Oxford University Press, 2001. – 198 p.

15. Інформаційні ресурси (в електронному режимі доступу)

1. English Grammar Links for ESL Students

(<http://www.gl.umbc.edu/~kpkoyl/granurar1.htm>).

2. On-line English Grammar: (<http://www.edunet.com/englishVgrammar/toc.html>).

3. The Internet Grammar of English. Survey of English Usage, Department of English Language

and Literature at University College, London (<http://www.ucl.ac.uk>).

4. Word Play: (<http://www.wolinskyweb.com/word.htm>).

Words-R-Us:-(<http://wwwv.aureole.com/>).

5. TimeCast- The RealAudio Guide. A complete listing of Real Audio broadcasts from all around the world: (<http://www.timecast.com>).

6. Web Radio Stations. A collection of links to radio stations on the Net: (http://www.linkmag.com/pub/web_radio_stations/).

7. Conversation Questions for the ESL/EFL Classroom (<http://www.aitech.ac.jp/~ckelly/sub/questions.html>).

8. Learning Oral English Online: (<http://www.lang.uiuc.edu/r-li5/book/>)

9. Integration of Reading, Listening and Speaking Skills (<http://wmv.lang.uiuc.edu/r-i5/ESLprojcct/eslbeg.html>)

10. Original Reading Material on the WWW: (<http://www.short-stories.co.uk>).

11. Purdue University On-line Writing Lab (<http://owl.english.purdue.edu/>)

12. Writing Resources on the Web (<http://wwwindiana.edu/~celtiep/resources.html>)

13. Writer's Web (<http://www.urich.edu/~writing/wweb.html>)

14. British Council British Studies Resources on the Internet: (<http://vww4v.britishcouncil.org/studies/bsn.htm>)

15. US Department of State American Studies Resources on the Internet:

(<http://exchanges.state.gov/education/amstudy/collect.htm>).

16. A series of Study Skills self help information at Virginia Tech: (<http://vwwv.ucc.vt.edu/stdysk/stdyhelp.html>).

17. Learning Skills Programme handouts. University of York, Ontario, Canada: (<http://vwwv.yorku.ca/admin/cdc/lsp/handouts.htm>)

18. The Learning Skills Center at the University of Texas at Austin:

(<http://www.utexas.edu/student/lsc/>).

19. Project study tips: (<http://128.32.89.153/CalRENHP.html>).

20. Assessment and Evaluation on the Internet (on-line):

(http://www.cua.edu/vvwww/eric_ae/intbod.htm).

21. The Language Tester's Guide to Cyberspace (on-line):

(<http://www.surrey.ac.uk/ELI/cybertxt.html>).

Укладачі:

Велика А. М.

Нікішова Т. Є.

Прищепа О. В.

Методичний посібник

«Практичний курс англійської мови»