

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЗ «ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ  
УНІВЕРСИТЕТ ІМЕНІ К. Д. УШИНСЬКОГО»**

**Кафедра германської філології та методики викладання іноземних мов**

**Єременко Т. Є., Геркерова О. М., Бошков А. В.**

**Методичні рекомендації  
з дисципліни «Практика усного та писемного мовлення (основна  
іноземна мова)»  
для самостійної роботи здобувачів  
1-го року навчання першого (бакалаврського) рівня вищої освіти  
зі спеціальності 014 Середня освіта (Мова і література (англійська))**

Odesa, 2021

Рекомендовано Вченою радою ДЗ «Південноукраїнський національний педагогічний університет ім. К. Д. Ушинського» (протокол № 10 від 24 березня 2021 р.)

Єременко Т. Є., Геркерова О.М., Бошков А.В.

Методичні рекомендації з дисципліни «Практика усного та писемного мовлення (основна іноземна мова)» для самостійної роботи здобувачів 1-го року навчання першого (бакалаврського) рівня вищої освіти. Одеса, Магістр. 2021. 50 с.

Рецензенти: доктор педагогічних наук, професор Попова О. В.  
кандидат філологічних наук, доцент Сивокінь Г.В.

Методичні рекомендації покликані допомогти студентам 1-го року навчання у виконанні самостійної роботи в межах тем, передбачених робочою програмою навчальної дисципліни «Практика усного та писемного мовлення (основна іноземна мова)» спеціальності 014 Середня освіта (Мова і література (англійська)). Методичні рекомендації мають на меті поглибити знання з практики усного та писемного мовлення (англійської мови), сприяти формуванню англомовної комунікативної компетенції здобувачів вищої освіти зазначеної спеціальності.

## CONTENTS

|                                       |    |
|---------------------------------------|----|
| <b>Передмова</b> .....                | 4  |
| <b>Module I</b>                       |    |
| 1. Family .....                       | 5  |
| 2. House .....                        | 10 |
| 3. Appearance and character .....     | 15 |
| <b>Module II</b>                      |    |
| 1. Food and meals.....                | 20 |
| 2. Weather.....                       | 24 |
| 3. Shopping.....                      | 30 |
| Пам'ятка з написання есе.....         | 35 |
| Критерії оцінювання есе.....          | 40 |
| <b>Рекомендована література</b> ..... | 49 |

## ПЕРЕДМОВА

Методичні рекомендації з дисципліни «Практика усного та писемного мовлення (основна іноземна мова)» спеціальності 014 Середня освіта (Мова і література (англійська)) для самостійної роботи здобувачів 1-го року навчання спрямовані на формування англомовної комунікативної компетенції у єдності всіх її компонентів, формування чотирьох основних видів мовленнєвої діяльності (аудіювання, говоріння, читання, письмо).

Методичні рекомендації з дисципліни «Практика усного та писемного мовлення (основна іноземна мова)» спеціальності 014 Середня освіта (Мова і література (англійська)) для самостійної роботи здобувачів 1-го року навчання містять два модулі, що організовують та оцінюють знання з таких тем, як: «Родина», «Оселя», «Зовнішність та характер», «Їжа та страви», «Погода та клімат», «Шопінг» та список рекомендованої літератури. Теми модулів методичних рекомендацій відповідають вимогам робочої програми навчальної дисципліни «Практика усного та писемного мовлення (основна іноземна мова)» для здобувачів 1-го року навчання першого (бакалаврського) рівня вищої освіти.

Кожен модуль пропонує завдання на перевірку засвоєних лексичних одиниць з кожної теми у різних видах вправ: підстановчих, заповнення пропусків, вибір правильного варіанту, вправи на зіставлення та ін., а також містить пам'ятку з написання письмового завдання-есе з переліком тем на вибір студента. Виконавши вправи, які спрямовані на відпрацювання лексичних одиниць, студент може самостійно оцінити власний рівень засвоєння даним матеріалом. Після виконання завдань з кожної теми, студент приступає до написання есе за вибором теми, яке може самостійно оцінити за допомогою критеріїв оцінювання есе. У списку рекомендованої літератури пропонується перелік базової та додаткової літератури.

## MODULE I.

### 1. Family.

#### *Pre-reading*

#### **1. Answer the following questions.**

1. What do you know about the Bedouins family?
2. Why do the Bedouins prefer to live together in a big family group?

#### *Reading*

#### **2. Read the article once.**

Family can be an important part of a person's life, and for some nationalities being close to your family is more important than it is to others. For example, families in Southern Europe are generally quite close, although in the past they spent even more time together. This is also true of families in the Middle East. But it is the Bedouin people who have the closest ties of all.

Traditional Bedouin families live in large tents about half the size of a basketball court. The tents are divided into two sections: the first is for receiving guests in true Bedouin style – they have the reputation of being the world's most generous hosts. Visitors are always served a big meal as soon as they arrive. The second part of the tent is the family's shared kitchen, living room, dining room, and bedroom. They don't have tables and chairs, as the whole family sits on the floor to eat. And instead of beds, everybody sleeps on mattresses, which are piled into a corner of the room during the day.

Several generations usually share the tent. The head of the family is the mother, and she is the one who gives the orders. Her husband and her children live with her, even when the children are married and have their own children. The sons and sons-in-law look after the animals, while the daughters and daughters-in-law clean the tent, cook the meals, and look after the younger grandchildren. The older ones are left to run around outside. There may often be as many as 30 people under the same roof.

The few young people who have left the family to live in the city visit their mothers nearly every day. It can be quite a surprise to see a shiny new Mercedes pull up outside one of the tents and watch a smart young man get out to greet his relatives.

Bedouin people do not like to be separated from their families and there is a very good reason why. If they are poor, sick, old, or unemployed, it is the family that supports them. Elderly people are never left alone, and problems are always

shared. Children who work in the city are often responsible for their families financially. In this way, Bedouin families aren't just close; they are a lifeline.

**3. Read the text again. Choose the correct answers according to the information given.**

1. In the past, most families in Southern Europe and the Middle East were...
  - a) smaller.
  - b) closer.
  - c) richer.
2. There isn't much ...in a Bedouin tent.
  - a) furniture
  - b) light
  - c) space
3. Bedouin.... spend most of the day inside.
  - a) men
  - b) women
  - c) children
4. Young Bedouins who live in the city...
  - a) hardly ever go home
  - b) don't earn much money
  - c) don't lose touch with their families.
5. Members of a Bedouin family help each other to ...
  - a) survive
  - b) get a job
  - c) choose clothes
  - d) to study

**4. Are the sentences true (T) or false (F).**

1. Traditional Bedouin families live in small tents about half the size of a basketball court.....T/F.
2. Bedouins sleep on a large beds with mattresses, which are piled into a corner of the room during the day .....T/F.
3. The children live with parents, before they get married and have their children.....T/F.
4. Young Bedouins who have left the family to live in the city visit their mothers nearly every day.....T/F.
5. Bedouin people like to be separated from their families and live alone....T/F.



- A. upbringing                      B. upraising                      C. uplifting
6. Mrs. Kelly is..... and finds it difficult to look after her children on her own.
- A. divorced                      B. divided                      C. diverged
7. Many men believe that ..... is the responsibility of a woman.
- A. childhelp                      B. childcare                      C. childlaid
8. .... is a particularly difficult time of life for a child.
- A. Convalescence                      B. Adolescence                      C. Convergence
9. A person's behavior can sometimes be traced back to his/her.....
- A. creative years                      B. formulating years                      C. formative years
10. The country has seen a sharp drop in the ..... in the last few years.
- A. birth rate                      B. baby rate                      C. born rate
11. She has five ..... who rely on her to look after them.
- A. dependants                      B. dependers                      C. dependents
12. .... crime is on the rise, with over 30 per cent of thefts being committed by young people under the age of eighteen.
- A. Junior                      B. Juvenile                      C. Children

**8. Match the sentences 1-12 with a second sentence A – L.**

1. Mr. and Mrs. White are very authoritarian parents.
  2. Mr. Bowles is considered to be too lenient.
  3. Mr. and Mrs. Harris lead separate lives.
  4. Billy is a well-adjusted kid.
  5. The Mannings are not very responsible parents.
  6. My parents are separated.
  7. Parents must look after their children, but they shouldn't be over-protective.
  8. Professor Maynard has made a study of the cognitive processes of young children.
  9. I'm afraid my youngest child is running wild.
  10. She looks quite different from all her siblings.
  11. There are several different and distinct stages of development in a child's life.
  12. Tony was raised by a foster family when his own parents died.
- A. They don't look after their children very well.  
 B. He is fascinated by the way they learn new things.  
 C. He very rarely punishes his children.  
 D. I live with my mother and visit my father at weekends.



- E. He never listens to a word I say, and is always playing truant from school.
- F. Brothers and sisters usually bear some resemblance to one another.
- G. Although they are married and live together, they rarely speak to each other.
- H. They are very strict with their children.
- I. Of all these, the teenage years are the most difficult.
- J. Children need the freedom to get out and experience the words around them.
- K. He's happy at home and is doing well at school.
- L. Many families take in children who are not their own.

**9. Complete each sentence with the word from the box. Use each word once only.**

|           |         |              |                   |               |              |
|-----------|---------|--------------|-------------------|---------------|--------------|
| spouse    | sibling | offspring    | in-laws           | husband-to-be | stepdaughter |
| godfather | ex-wife | half-brother | great-grandfather |               |              |

1. 1 Thomas got married to Ann three years ago, but then he got divorced. Ann is Thomas's .....
- 2 Mandy fights with her brother Mark all the time. Mark is Mandy's .....
- 3 Jane's grandfather's father, Harry, was 100 when he died. Harry is Jane's .....
- 4 When Sheila and Tom baptised their baby, their friend Greg promised to be its moral guide. Greg is the baby's .....
- 5 Edith and Bob lived with Bob's parents for six months when they first got married. Bob's parents are Edith's .....
- 6 The Jacksons have got five children. The five children are the Jacksons' .....
- 7 Stella is on cloud nine; she's just got engaged to George. George is Stella's .....
- 8 When Ellen married Fred, she already had a little girl, Lilly, from her first marriage Lilly is Fred's .....
- 9 When Rupert's mother remarried, she had another son called David. David is Rupert's.....
- 10 Mr. Smith filled in his wife Rose's details on his tax form. Rose is Mr. Smith's .....

## 2. House

### *Pre-reading*

#### **1. Answer the following questions.**

1. What type of house is being described?
2. What are the key features of this type of house?
3. Where can you find these homes?

### *Reading*

#### **2. Read the text.**

#### **A house of Mystery**

In 1884, heartbroken Sarah Winchester left her home in Connecticut on the east coast of the USA as well as the graves of her husband and only child, and travelled across the country to California where a strange obsession awaited her. Did she know that it would last for the rest of her life?

When her husband passed away, Sarah inherited the Winchester gun and rifle company, which had made the Winchester family very wealthy. After the deaths of her child and husband, Sarah fell into a deep depression and decided to consult a medium. According to some sources, the medium explained that her family was being haunted by the ghosts of American soldiers and others killed by Winchester rifles. Supposedly the deaths of her daughter and husband had been caused by these spirits and Sarah Winchester might be the next victim. The medium said that to keep the ghosts happy, Sarah had to build a huge house for them. As long as she never stopped building the house, her life would not be in danger. Sarah left Connecticut for California.

There, in 1884, she bought a small unfinished farmhouse and over the next thirty-eight years, she employed builders around-the-clock to add on room after room, and storey after storey. The building work never stopped, not even for weekends or holidays and it produced the house known today as the Winchester Mystery House™. It originally had seven floors, but after an earthquake in 1906 it was reduced to four. Apart from the house's strange architectural features including a staircase that leads up to the ceiling, doors that open onto walls and secret passages that run between rooms and behind walls, it was also unusually large. At the time of Sarah Winchester's death, it had 160 rooms, 2,000 doors, 10,000 windows, 47 staircases and 13 bathrooms! Sarah Winchester had strange habits, too. Apparently, she never slept in the same bedroom two nights in a row because she wanted to confuse any evil spirits that were waiting for her. She also used to visit the Blue Room at the centre of the house every night to communicate with the good spirits. She would ring a bell at midnight to call them and again at 2 am when it was time for them to leave. She would wear one of 13 special coloured robes and ask them for guidance on her construction plans.

A year after Sarah's death, the house was opened to the public. Since then, many people have described strange experiences there. Neighbors claimed to hear a bell ring at mid-night and at 2 am. A caretaker heard the sound of a screw slowly

turning, then hitting the floor. He looked everywhere, but found nothing. Tour guides have reported seeing a ghostly workman with a dark moustache in the basement of the house. Is the house truly haunted? No one can say with any certainty, but it is a fascinating story and the Winchester Mystery House™ is still open for visitors who want to find out for themselves.

**3. Read the article again and choose the best answer A, B, C or D.**

1. What does 'it' at the end of the first paragraph refer to?  
A travelling  
B California  
C Sarah's life  
D an obsession
2. According to the medium, why did Sarah's daughter and husband die?  
A The ghosts of gun violence had killed them.  
B They were very depressed about the war.  
C So that Sarah could make the ghosts happy.  
D Both had been shot dead by soldiers.
3. What did Sarah Winchester find in California?  
A a house with seven floors  
B a house she could continue to build  
C a house full of mysteries  
D a house damaged in an earthquake
4. What are we told about the Blue Room?  
A Sarah kept her clothes there.  
B Bad ghosts were unable to enter the room.  
C She went there to get advice.  
D Sarah sometimes slept there.
5. What happened at the house after Sarah died?  
A There were unexplained events.  
B Guides had strange visitors on the tours.  
C Workmen continued to build on it.  
D People were too scared to visit it.

**4. Are the sentences true (T) or false (F).**

1. Sarah Winchester left her husband and child alone in Connecticut and travelled across the country to California.....T/F.
2. Sarah Winchester told the medium that she believed her husband and daughter had died because of some evil spirits in the house.....T/F.
3. The medium advised Sarah to construct a large house for the evil spirits.....T/F.
4. It was known as the Winchester Mystery House because it had seven floors.....T/F.
5. Sarah Winchester always slept in different bedrooms two nights continuously.....T/F.

6. She would ring a bell to call the spirits into the living room at midnight.....T/F.
7. After her demise, many visitors would visit the house to discover the strange happenings in the house.....T/F.
8. Only the basement in the house is haunted by a man who as a dark moustache Seen lurking in there.....T/F.

### ***Listening***

**5. Listen to the recordings and answer the question. (<https://www.esl-lab.com/intermediate/apartment-living/>)**

1. What utilities are included in the rent?
  - a) gas and electricity
  - b) electricity and phone
  - c) gas and water
2. What kind of pet is a tenant allowed to keep in the apartment?

**6. Listen to the recording again. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.**

1. The apartments has a living room, dining room and kitchen and one bedroom.....T/F.
2. The apartment is made from a very sturdy and sound material.....T/F.
3. The rent of the apartment includes all the utilities.....T/F.
4. You can get your deposit back with a small fee for services.....T/F.
5. The apartment is about eight blocks from campus and you can get there only by foot.....T/F.

**7. Complete the sentence with an appropriate word or phrase A, B, C or D.**

1. When you turn off the TV, please pull out the \_\_\_\_\_ , too.
  - a) block    b) plug    c) switch    d) wire
2. The electricity failure is not dangerous. There is no need for \_\_\_\_\_.
  - a) alarm    b) cowardice    c) dread    d) scare
3. When you \_\_\_\_\_ this red button, the machine stops.
  - a) hit    b) lift    c) press    d) pull
4. He \_\_\_\_\_ the tap but could get no water.
  - a) adjusted    b) controlled    c) opened    d) turned on
5. Where is the book of \_\_\_\_\_ for using this washing machine?
  - a) directives    b) instructions    c) orders    d) regulations
6. Can you help me? I can't \_\_\_\_\_ how to start this machine.
  - a) do in    b) get on    c) set down    d) work out
7. Don't touch that wire or you may get an electric \_\_\_\_\_.
  - a) attack    b) current    c) shock    d) surprise
8. Mr. Impatient kicked the washing machine to try to \_\_\_\_\_ it work.
  - a) cause    b) force    c) get    d) make
9. The door will open if you \_\_\_\_\_ it hard.

- a) hold    b) knock    c) push    d) throw
10. You can get drinking water by turning this \_\_\_\_\_
- a) knob    b) pipe    c) switch    d) tap
11. He wanted a bath but couldn't find the \_\_\_\_\_
- a) cork    b) lid    c) plug    d) stopper
- 12 I \_\_\_\_\_ the door-bell several times but there was no-one at home.
- a) knocked    b) pulled    c) rang    d) squeezed
13. Mrs. Forgetful can't use her hair-drier as she forgot to buy a \_\_\_\_\_ for it.
- a) pin    b) plug    c) socket    d) switch
14. A food processor has become an indispensable piece of \_\_\_\_\_ in the home.
- a) device    b) equipment    c) gadget    d) machine
15. Who's left the tap running? There's a \_\_\_\_\_ of water on the floor.
- a) bucket    b) heap    c) pool    d) stain

study   patio   larder   porch   hall   landing   basement   cellar   shed   utility room   loft  
attic

**8. Match definitions (1-12) with the words in the box.**

1. A room for reading, writing, studying in study .....
2. paved area between house and garden for sitting and eating etc. ....
3. large cupboard (usually big enough to walk into) for storing food .....
4. covered area before an entrance door .....
5. open area as you come into a house .....
6. flat area at the top of a staircase .....
7. room below ground level, windows for living, or working .....
8. room below ground level, no windows, used for storage .....
9. small building separated from the house usually for storing garden tools.....  
.....
10. usually just for washing machine, freezer etc. ....
11. space in the roof of a house usually used only for storage .....
12. room in the roof space of a house (could be lived in) .....

**9. Complete the passage with the words from the box. Use each word once only.**

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

The first thing I had to do in Belfast was to find somewhere to live, if possible a small, one-bedroom <sup>1</sup>..... I didn't want to share kitchen or toilet; I wanted to be independent in my own <sup>2</sup>..... place. I decided I could pay a <sup>3</sup>..... of \$50 a week. I couldn't find what I wanted in the newspaper <sup>4</sup>..... so I went to an <sup>4</sup>..... . They offered me a nice place. It was in a modern <sup>5</sup>..... on the third floor. I had to pay the agency a <sup>6</sup>..... , and the <sup>7</sup>..... wanted a big <sup>8</sup>.....and <sup>9</sup>..... from my employer and bank manager.

### 3. Appearance and character

**Text: Is Photoshop destroying America's body image?**

#### *Pre-reading*

#### **1. Answer the following questions.**

1. What do you know about Photoshop? Is it useful for creating our image on Internet?
2. Tell us how you see the impact of Photoshop on your culture.

#### *Reading*

#### **2. Read the text.**

Has Photoshop gone too far?

While most people dream of magically removing their pounds, freckles and double chin, many some celebrities, like Kate Winslet and Brad Pitt are against image digital manipulation.

Winslet complained and took legal action when her image was digitally altered by GQ magazine making her unrealistically thin.

Also, Pitt asked W magazine not to retouch his image, and selected Chuck Close as his photographer because he is known for his extremely detailed portraits that show skin flaws, such as bags under the eyes, wrinkles and pimples.

The American Medical Association (AMA) is against image manipulation in advertising. It believes that people's mental health can be damaged by the impact of image manipulation, as it can contribute to unrealistic body image expectations, eating disorders and other emotional problems. Surprisingly, professional and public reactions are mixed. Some eating disorder specialists do not agree with AMA because there is no evidence that supports its claims. Also, many photographers and artists are against the association due to the fact that they believe that wonderful images are created thanks to powerful tools such as Photoshop, and they won't stop using them. The claim that photography is a creative art, and that they should be free to do whatever makes people attractive and 'as a consequence', happier.

Is there enough research to support Ama's concern? Do artists and photographers support the objectification of people dehumanization of beauty? We really don't know. What is clear is that we should help teenagers free from the pressures they feel about their body. After all, what is the purpose of destroying images in magazines, and what's the message celebrities and parents are giving by undergoing plastic surgery?

Tell us how you see the impact of Photoshop on our culture. Do you believe that restricting image manipulation in advertising is a positive action or an encroachment on artistic freedom?

**3. Read the text again. Choose the correct answers according to the information given.**

1. Kate Winslet complained and took legal action when her image was digitally.....
  - a) changed
  - b) altered
  - c) disformed
2. Chuck Close was selected as a photographer of Brad Pitt because he is known for his.....
  - a) natural portraits;
  - b) manner of hiding skin flaws, bugs under the eyes
  - c) detailed portraits that show skin flaws
3. The American Medical Association (AMA) is against image manipulation in advertising because.....
  - a) image manipulation can't hide humans body images
  - b) it can contribute to unrealistic body image expectations
  - c) people's mental health can be damaged by the impact of image manipulation
4. Many photographers and artists are against the association due to the fact that.....
  - a) they still use Photoshop
  - b) they believe that Photoshop can create ideal images of people
  - c) photography is creative art

**4. Are the sentences true (T) or false (F)?**

1. All celebrities dislike digital manipulation.....T / F.
2. Kate Winslet and Brad Pitt have asked magazines not to alter their pictures.....T / F.
3. The photographer Chuck Close erases skin flaws from pictures.....T / F.



4. Experts have confirmed that image manipulation brings mental problems..T / F.
5. Specialists in eating disorders have claimed that there's a lack of proof to support AMA's fears.....T / F.
6. Photographers don't agree with AMA and want to have freedom in their job.....T / F.
7. The writer is sure that the artists who want to use Photoshop are in favour of treating people as objects.....T / F.
8. The author's main concern is to encourage teenagers to worry about their bodies.....T / F.

### *Listening*

#### **5. Listen to the recording and answer the questions.**

**(<https://learnenglish.britishcouncil.org/skills/listening/advanced-c1/introverts-redressing-the-balance>)**

1. What adjectives does the girl use to describe introverts?
  - a) creative
  - b) shy and quietly spoken
  - c) all enumerated above
2. Why do introverts become leaders?

#### **6. Listen to the recording again. For statements (1-8) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.**

1. We usually underestimate introverts when we think of great leaders.....T/F.
2. Introverts only become leaders because something external makes them feel they should.....T/F.
3. Thinking of good ideas is easier when you're not interacting with other people.....T/F.
4. Creative subjects at school are best taught using group projects.....T/F.
5. Introverts need to be more like extroverts if they want to get good grades.....T/F.
6. Open-plan offices are designed for extroverts.....T/F.
7. We should encourage all children to work alone sometimes.....T/F.
8. We should encourage extroverts to work like introverts and vice versa.....T/F.

**7. Complete the sentence with an appropriate word or phrase A, B or C.**

1. David is very ..... He would do just about anything for his friends.  
a) gorgeous                      b) generous                      c) gluttonous
2. Meghan doesn't like talking to strangers. She's a ..... girl.  
a) shy                              b) sly                              c) cheerful
3. Social media apps such as Facebook, Twitter or WhatsApp are very ... among people of all ages today.  
a) famous                      b) promotional                      c) popular
4. Mike thought painting each wall in his living room a different colour would make the place look interesting, but it just made it look .....  
a) nice                              b) ugly                              c) confident
5. Alice has a thing for ..... men. I'm not surprised she fancies Alex, because, he's got broad shoulders and muscular arms.  
a) well-known                      b) well-liked                      c) well-built
6. I found it difficult to choose a present for my girlfriend. Luckily, the staff in the store were very ..... and they made some useful recommendations.  
a) honest                              b) handsome                              c) helpful
7. You should be ..... when crossing the road here. You might get hit by a car.  
a) careful                              b) carefree                              c) careless
8. A lot of people today are ....., because they have bad eating habits and they don't get enough exercise.  
a) overdosed                              b) overlooked                              c) overweight
9. I like Brenda, because she's so ..... She always tells the truth and says what she thinks.  
a) honest                              b) horrible                              c) heinous
10. Kevin is a young man with an athletic physique, curly hair, broad smile and a .....face.  
a) stupid                              b) quiet                              c) handsome

**8. Match the words in the box with the descriptions (a-l). Use each word once.**

|              |             |        |          |             |       |      |
|--------------|-------------|--------|----------|-------------|-------|------|
| bad-tempered | determined  | lazy   | reliable | cheerful    | frank | mean |
| selfish      | considerate | honest | punctual | sympathetic |       |      |

1. You always arrive on time, .....punctual.
2. You are always happy..... .
3. You do what you say you will do..... .
4. You say exactly what you think.....
5. You don't think about the needs of others.....
6. You have a strong wish to get what you want.....
7. You are unkind, or not willing to spend money.....
8. You easily become angry with others.....
9. You think about the needs of others.....
10. You tell the truth and obey the law.....
11. You understand the feelings of others.....
12. You try to avoid work if you can.....

**9. Complete each sentence with the word from the box. Use each word once only.**

|           |          |        |                     |          |             |       |
|-----------|----------|--------|---------------------|----------|-------------|-------|
| ambitious | greedy   | polite | <del>sociable</del> | brave    | imaginative | proud |
| stubborn  | grateful | kind   | snobbish            | tolerant |             |       |

1. I think I'll stay here on my own, I'm not feeling very .....sociable... today.
2. Diana wants to get to the top in her company. She is very..... .
3. It's not ..... to stare at people and say nothing!
4. I think you have to be very ..... to write a novel.
5. Thank you for helping me. It was very ..... of you.
6. Peter refuses to change his mind, although he is wrong. He's so ..... .
7. It was very .....of Sheila to put out the fire on her own.
8. Our neighbors look down on us. They are a bit ..... .
9. Don't eat all the cakes! You really are becoming .....!
10. If you lend me the money, I'll be very ..... .
11. I'm very ..... of my new motorbike.
12. My parents don't mind my crazy hairstyle. They are very..... .

**MODULE II.**  
**4. Food and meals**

***Pre-reading***

**1. Answer the following questions.**

1. Is a diet keep you healthy?
2. How does food influence your health?
3. How many calories do most people need every day?

***Reading***

**2. Read the article once and put the headings in the correct place.**

- A Can I eat apples?  
B How can I prevent serious illnesses?  
C How should I start the day?  
D Do I really need to eat five a day?

**The truth about healthy eating**

Food experts are always telling us what we should and shouldn't eat, but they often give us different advice. Our food writer, Teresa Gold, has had a look at all the information to work out what is fact and what is fiction.

1. \_\_\_\_\_ C \_\_\_\_\_

A full-English breakfast will certainly stop you feeling hungry, but it's high in calories which means that you'll put on weight if you have it regularly. A healthier option is to have just the egg. Boil it instead of frying it, and eat it with a piece of toast made with brown bread. Breakfast cereals are very high in sugar, so if you feel like cereal, have muesli – with no added sugar. You can also get your first vitamins of the day by drinking a glass of **freshly-squeezed** orange juice.

2. \_\_\_\_\_

Fruit and vegetables contain the vitamins and minerals we need to stay healthy. But five is actually a fictional number thought up by an American nutritionist. She looked at what the average person ate and doubled it. According to more recent research, the right number is actually eight. The research shows that people who have eight pieces of fruit and vegetables a day are much less likely to suffer from heart **diseases** than those who eat three.

3. \_\_\_\_\_

This particular fruit has had some bad publicity because dentists say it can **harm** our teeth. While it's true that apples do contain a little sugar, they are also a source of fibre. Nutritionists say that we need about 18g of a fibre a day, and a medium apple – **peel** included – contains about 3g. Some varieties contain more fibre than others, so you should choose carefully.

4. \_\_\_\_\_

The key to good health is a balanced diet which contains fats and carbohydrates as well as proteins, vitamins and minerals. Fats may be high in calories, but they also contain vitamins. According to the World Cancer Research Fund, you should only have about 500g of red meat per week – a steak is about 100g. One type of food on its own won't kill or cure you, but eating the right amount of the right food will stop you getting ill.

**3. Read the article again. Choose the correct answers according to the information given.**

1. A full-English breakfast will stop you from feeling hungry because.....
  - a) it contains a high level of calories
  - b) it includes different kinds of junk foods
  - c) it is usually served with fat products
2. The healthier way not to gain weight is to.....
  - a) omit food with high calories
  - b) eat only one egg
  - c) drink freshly-squeezed juice
3. To stay healthy we should eat more than..... fruit and vegetables per day.
  - a) three pieces
  - b) five pieces
  - c) eight pieces
4. Apples contain a little sugar, but they are healthy as they are a source.....
  - a) fiber
  - b) carbohydrates
  - c) vitamins
5. According to the World Cancer Research Fund you should have ..... per week.
  - a) 100 g of red meat
  - b) 300 g of red meat
  - c) 500 g of red meat

**4. Read the article again. Mark the sentences true (T) or false (F).**

1. A full-English breakfast every morning isn't good for you. T
2. The best breakfast is any type of cereal.

3. An American nutritionist carefully calculated the amount of fruit and vegetables we should eat. \_\_\_
4. We should eat more than five pieces of fruit and vegetables per day. \_\_\_
5. Apples contain a lot of sugar. \_\_\_
6. All apples have the same amount of fibre. \_\_\_
7. Fats can be good for us. \_\_\_
8. You can eat as much red meat as you want to. \_\_\_

***Listening***

**5. Listen to a radio phone-in programme about the article. Tick (✓) the caller(s) who completely agree with it.**

(<https://www.liveworksheets.com/gt1456832el>)

- |            |                          |          |                          |
|------------|--------------------------|----------|--------------------------|
| A. William | <input type="checkbox"/> | C. Harry | <input type="checkbox"/> |
| B. Kate    | <input type="checkbox"/> | D. Rose  | <input type="checkbox"/> |

**6. Listen again and answer the questions.**

Which caller....?

1. I think that some fruit and vegetables are unhealthy
2. says that most children prefer fast food
3. eats very little fruit
4. is very healthy because he/she eats a lot of fruit   
and vegetables

**7. Complete the sentence with an appropriate word or phrase A, B, C or D.**

1. Wrong ..... may lead to serious illness.  
a) meal; b) diet; c) malnutrition; d) spices
2. My aunt likes cooking, so she never buys .....  
a) fresh food; b) pet food; c) frozen food; d) canned food
3. Young people under age can only be sold .....  
a) lemonade; b) sweets; c) soft drinks; d) beverages
4. .... grows on marshy lands.  
a) raspberry; b) gooseberry; c) mulberry; d) cranberry
5. I don't want to eat anything, I'll only have .....  
a) prawn cocktail; b) lime; c) milk shake; d) fruit cocktail
6. I bought a ..... of bread.

a) slice; b) loaf; c) chunk d) piece

7. To make pickled cucumbers you need .....

a) white radish; b) vinegar; c) mustard d) salt

8. One doesn't ..... soft-boiled eggs.

a) scramble; b) whip; c) shell d) peel

9. .... a semi-liquid mixture of flour, egg and milk or water, used for making pancakes.

a) flour b) dough c) butter d) mayonnaise

10. Where's your..... ? (things for the table made of china, like cups, plates, etc.)

a) cutlery b) crockery c) silverware d) tableware

**8. Match the food adjectives in the table with their definitions. Then, write an example food for each one.**

delicious greasy spicy bland fresh sweet sour tasty bitter rich

| Food adjective | Definition  | Example food |
|----------------|---|--------------|
| 1. _____       | usually an enjoyable taste, characteristic of sugar | _____        |
| 2. _____       | good flavour and nice to eat.                       | _____        |
| 3. _____       | food containing a lot of fat, sugar, etc.           | _____        |
| 4. _____       | an acid taste, e.g. lemon                           | _____        |
| 5. _____       | highly pleasant taste                               | _____        |
| 6. _____       | recently made or obtained                           | _____        |
| 7. _____       | a sharp, often unpleasant taste                     | _____        |
| 8. _____       | tasteless, flavourless                              | _____        |
| 9. _____       | food containing or covered with fat or oil          | _____        |
| 10. _____      | flavoured with spices/chilles                       | _____        |

**9. Complete the sentences with the words from the box. Use each word once only.**

pet food live on bread put on a diet blend of tea vacant seat  
make a scratch dinner bake bread uncooked food

1. I'm afraid there isn't a ..... in the coffee-shop.

2. To cure his unstable stomach they had to .....him .....

3. "Earl Gray" is a very popular .....

4. The shops are closed, so we'll have to ..... today.

5. You can find all brands of food here, even .....

6. I hate to ..... , but I simply haven't got time for cooking.
7. .... is of great help to busy people.
8. My mother likes to .....

## 5. Weather

### *Pre-reading*

#### **1. Answer the following questions.**

1. How does the weather influence our life?
2. In what ways can we predict the weather?
3. There are many sayings in English about the weather. For example:  
*Red sky at night, shepherd's delight; red sky in the morning, shepherd's warning.*  
What do you think this saying means?  
Are there any similar sayings in your own language? Can you translate them into English and say what they mean?
4. Do you think the weather can influence our moods? If so, in what way?

### *Reading*

#### **2. Read the text**

### **Weather**

*by Mike Rayner*

*It's hardly surprising that weather is a favourite topic for so many people around the world – it affects where we choose to live, what we wear, our moods, and perhaps even our national characteristics. A sunny day can relieve the deepest depression, while extreme weather can destroy homes and threaten lives.*

#### **The effects of weather**

Palm trees bent double in hurricane force winds, cars stranded in snow drifts, people navigating small boats down flooded city streets – images we are all familiar with from news reports of severe weather spells. But many of the effects of the weather are less newsworthy.

'I'm feeling a bit under the weather' is a common complaint in Britain, especially on Monday mornings, and it seems that weather really can be responsible for moods. Studies have shown that changeable weather can make it hard to concentrate, cloudy skies slow down reflexes, and high humidity with hot, dry winds makes many people irritable and snappy.

Some suggest that the weather also leaves its mark on character, giving people from the same region similar temperaments, although it seems that economic, political and social factors are likely to have a much stronger effect than the weather.

#### **What causes changes in the weather?**



If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the weather is controlled by systems which move around areas of the globe. In the UK the weather depends on depressions, often called 'lows', and anticyclones, also known as 'highs'. These systems start in the Atlantic Ocean, and make their way across the British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind.

The weather systems in tropical climates are very different from those in mid and high latitudes. Tropical storms develop from depressions, and often build into cyclones, violent storms featuring hurricanes and torrential rain.

In modern times, human activity seems to be altering weather patterns. Gases produced by heavy industry change the temperature of the Earth's surface, and affect cloud formation. Some researchers say that factories in Europe and North America may have been one of the causes of the droughts in Africa in the 1980s.

### **Can we predict the weather?**

The human race has always tried to guess the weather, especially in areas of the world where there are frequent changes. Traditional rhymes point to early attempts to identify weather patterns, popular poems include:

Red sky at night, shepherds' delight; Red sky in the morning, shepherds' warning

Ash leaf before the oak, then we will have a summer soak;

Oak leaf before the ash, the summer comes without a splash

Flies will swarm before a storm.

Rain before 7, clear by 11.

Two other popular traditional ways of forecasting the weather used pine cones and seaweed. When the air has a high level of humidity there is a higher chance of rain, when the humidity is low, there is more chance of fine weather. Pine cones and seaweed react to changes in humidity - pines cones open, and seaweed feels dry when the humidity is low, while high humidity has the opposite effect.

While folk wisdom can still provide a guide to help forecast weather, today's methods of prediction increasingly rely on technology. Satellites, balloons, ships, aircraft and weather centres with sensitive monitoring equipment, send data to computers. The data is then processed, and the weather predicted. However, even this system cannot predict weather for longer than about week.

A recent study by an Australian psychologist suggests that certain people may have a special gift for predicting the weather. However it is possible that these people would use their talent in another way, since the same group had

considerable success in forecasting changes in another chaotic system – the stock market.

It appears that a study of weather patterns may also enable scientists to predict the outbreak of disease. An Ebola epidemic in Uganda in the year 2000 came after the same rare weather conditions that had been present before an outbreak 6 years earlier. Efforts to limit the spread of airborne diseases such as foot and mouth, are also strongly dependent on favourable wind conditions.

### **Extreme weather**

Although people in Britain often moan about the weather, we should spare a thought for the inhabitants of parts of the world where extreme weather regularly wreaks havoc on the environment and population. Sandstorms, tornadoes, blizzards and flash floods regularly kill thousands of people and leave many others homeless.

While most of us try to avoid extreme weather, some adventurous souls actively seek out places where extreme weather conditions exist. Sports such as surfing, kiteboarding, ice-climbing and white-water rafting are becoming increasingly popular with people seeking relief from the monotony of daily routine. Extreme sports are about exhilaration, skill and danger, and often harness the weather to provide adrenaline addicts with their kicks.

Even more extraordinary are storm-chasers – weather enthusiasts who risk their lives following tornadoes and thunderstorms at high speed to witness the damage they cause at close hand.

### **3. Read the text again. Choose the correct answers according to the information given.**

1. The common complaint in Britain “I’m feeling a bit under the weather” means...
  - a) I’m feeling nervous
  - b) to feel ill
  - c) feel very excited because of the weather
2. In the UK the weather depends on two systems.....
  - a) depressions and mood
  - b) anticyclones and geographical position
  - c) depressions and anticyclones
3. The data sent to computers is produced by.....
  - a) weather satellites, ships
  - b) aircraft and weather centres
  - c) all mentioned above

4. People who may have a special gift for predicting the weather can use their talent in forecasting..... .
  - a) weather
  - b) stock market
  - c) outbreak of disease
5. Efforts to limit the spread of airborne diseases are dependent from..... .
  - a) good weather conditions
  - b) good wind conditions
  - c) weather patterns typical for a country

**4. Are the sentences true (T) or false (F)**

1. Changeable weather can affect people’s mood and behavior.....T/F.
2. The weather can have a much stronger effect on people’s life than economic, political and social factors.....T/F.
3. In modern times, human activity can easily change weather patterns.....T/F.
4. The weather in Britain is influenced by the currents flowing in Atlantic ocean.....T/F.
5. Pine cones and seaweed are popular ways of forecasting the weather.....T/F.
6. Some people seek out places where extreme weather conditions exist to risk their lives or harm oneself.....T/F.
7. An epidemic can be affected by rare weather conditions which are not typical for a certain region.....T/F.

***Listening***

**5. Listen to the recording and answer the questions. (<https://bit.ly/3bbIzb3>)**

1. Number the effects of extreme weather in the order Joel mentions them.
  - a  People sometimes help one another when a disaster happens
  - b  Extreme weather can put people under a lot of stress
  - c  The population, as a whole, is feeling more concerned about climate change
2. How does global warming is changing our moods?
3. How many percent of American people say worry about climate?

**6. Listen to the second part of recording. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice. (<https://bit.ly/2R2yRB7>)**

1. In the U.S. , some people avoid leaving the house during the winter months.....T/F.
2. S.A.D. affects more people in winter.....T/F.
3. Joes says people should get as much sunlight as possible.....T/F.

4. Tasha agrees with Joel that people in warm climates are more optimistic.....T/F.  
 5. Joel doesn't see a connection between weather and mental health.....T/F.

**7. Complete the sentence with an appropriate word or phrase A, B, or C.**

1. It's going to be damp and ..... tomorrow.  
 a) chilly                      b) sunny                      c) cloudy
2. It's difficult to say what the weather will be like later – it's so .....  
 a) settled                      b) changeable                      c) unsteady
3. There was a really ..... wind blowing at the coast.  
 a) strong                      b) heavy                      c) calm
4. It's a very ..... day for mid-winter.  
 a) mild                      b) cool                      c) frost
5. If there's ..... fog the traffic will be very slow.  
 a) strong                      b) light                      c) thick
6. You'll need your sunglasses – it's incredibly ..... outside.  
 a) clear                      b) bright                      c) clean
7. There's not much rain today, but it's still quite .....  
 a) damp                      b) wet                      c) drizzling.
8. The trouble is that there are very..... rain clouds over the north.  
 a) heavy                      b) fat                      c) dragging
9. A short period of heavy rain is .....  
 a) slush                      b) downpour                      c) hail
10. Weather when the air feels hot and wet is .....  
 a) mild                      b) sticky                      c) misty
11. Today's weather forecast wasn't ..... ; they said it would rain but it's sunny.  
 a) exact                      b) accurate                      c) sharp
12. We were to come yesterday, but we are still staying at the airport.....  
 a) weather-permit                      b) weather-bound                      c) weathered

**8. Match the words (1-9) with the definitions (a-i)**

1. blizzard                      a) (noun) a period of unusually hot weather;

- 2. flood                                    b) (noun) a long, usually hot, dry period when there is little or no rain;
- 3. thunder                                c) (noun and verb) small balls of ice that fall like rain;
- 4. heatwave                                d) (noun) a flash of very bright light in the sky caused by electricity;
- 5. drought                                 e) (noun and verb) the loud noise that you hear during a storm;
- 6. hail                                        f) (noun) a snow storm with very strong winds;
- 7. monsoon                                 g) (verb and noun) when everything becomes covered with water;
- 8. hurricane                                h) (noun) a violent storm with very strong winds (also cyclone, tornado, typhoon)
- 9. lighting                                 i) (noun) the season when it rains a lot in southern Asia.

**9. Complete each sentence with the word in the box. There is one extra word that you do not need.**

|         |            |          |         |             |       |
|---------|------------|----------|---------|-------------|-------|
| tsunami | earthquake | lighting | tornado | eruption    | fog   |
| drought | flood      | blizzard | cloudy  | thunder     | shade |
|         | hail       | forecast | breeze  | tidal waves |       |

1. It didn't rain for a long time and the.....ruined the harvest.
2. We heard the loud sound of..... in the distance.
3. During the..... all the houses were covered by water.
4. The..... was moving to the coast of the Mexico.
5. We couldn't see anything because of the .....
6. It was very snowy last night, we had a real.....
7. A flash of light in the sky is called.....
8. A ..... took Dorothy's house to the land of Oz.
9. You have to stay away from the volcano during the.....
10. You should listen to the weather..... before you go camping.
11. We felt the gentle.....from the ocean on our faces.
12. .... consists of small balls of ice that fall from the sky.
13. You cannot see stars in the..... sky at night.
14. It is fresher to stay in the.....of the trees on a hot day.

15. The ground was shaking terribly during the.....

## **6. Shopping.**

### ***Pre-reading***

#### **1. Answer the following questions.**

1. Do you shop online? Why or why not?
2. What are your favorite online shopping websites?
3. What items or services do you purchase online?
4. How do you pay for the things you buy online?
5. Discuss pros and cons for the following:
  - a. shopping online
  - b. shopping at a store or mall

### ***Reading***

#### **2. Read the text.**

### **Online Shopping**

Everyone has noticed the mammoth impact technology has had on business. Although all facets of the business world have been affected in some way, one seems especially supportive by the public – the shopping industry. Consumers are spending more of their time...and money...without ever leaving the comfort of their own homes. Although many people still like to spend a day at the mall and prefer to see items before they buy them, online shopping has become a major player in the retail world with more and more people joining the ranks as Internet shoppers.

Consumers can buy almost anything via the Internet and electronic sales appear unstoppable. According to the U.S. Census Bureau, American consumers spent 32.2 billion at online retailers in the third quarter of 2007. Amazingly, that jumped just over one percent from the second quarter of 2007 and increased a whopping 18.9 percent from the same time period in 2006. What a difference a year makes!

Clearly, electronic shopping is becoming more and more popular. However, it isn't just about buying from a retailer. Consumers can play the role of the seller as well. One of the more popular sites that allows the consumer to be the retailer is eBay.com. The online shopping website enables people to participate in auctions to sell items. The site was originally founded in 1995 and has become a major player

in the world of online business. Although it started in San Jose, California, eBay now has localized websites around the world. Some countries with their own eBay sites are Canada, Malaysia, and Turkey. Consumers can buy and sell hundreds of different items like appliances, books, computers, clothing, cosmetics, and even cars.

The online auction business model is successful. Other sites that have adopted this business model include Amazon.com, Overstock.com, and uBid.com. Success could be attributed to a variety of factors. Consumers are not constrained by time or geography. The auction lasts for days and bidders can shop any time, day or night and they can shop from anywhere in the world as long as they have access to the web and a computer.

Online shopping in general has its advantages and disadvantages. Online stores, like the auctions, are available around the clock. People can shop from home or work whereas a visit to the mall requires consumers travel via some form of transportation and forces them to visit the stores during the stores' business hours. Physical stores aren't necessarily losing business. It's simply far more convenient to click on an item on the store's website.

However, when shopping in person, the consumer can actually examine the item before they purchase. Shopping online forces the consumer to be dependent on pictures and text descriptions. Online shoppers have the advantage of comparing competing stores without driving to the actual stores, but visitors to a physical store don't face the same security and privacy concerns.

Whether it is an auction or a simple sale, whether it is an online click or a visit to a store, and whether it is full price or on sale, the online retail business world is very popular.

**3. Read the text again. Choose the correct answers according to the information given.**

1. All aspects of business world have been affected in some way, but one especially supportive by the public .....
  - a) online industry
  - b) shopping industry
  - c) online shopping
2. How do eBay.com. enables people to participate in auctions?
  - a) through allowance to the consumer to be retailer
  - b) consumers play the role as a seller
  - c) provide consumers with easy online sales
3. The success of auction business model is achieved through.....
  - a) consumers can buy things only online

- b) online access to the web-site
  - c) consumers can buy goods at any time and they can shop from anywhere in the world
4. One of the best thing of online shopping is that you .....
- a) you don't need to visit to the mall and stay at queue
  - b) online shops are available all day
  - c) all mentioned above
5. Visitors to a physical store don't face the same problems as online shoppers because they.....
- a) can examine the item before buying
  - b) don't have an opportunity of comparing stores
  - c) can return the goods

**4. Are the sentences true (T) or false (F).**

1. Nowadays consumers prefer to do shopping online than spend a day at the mall.....T/F.
2. According to the U.S. Census Bureau, American consumers spent more money at online retailers in 2006 than they did in the third quarter of 2007.....T/F.
3. With the help of online web sites consumers can play role of sellers.....T/F.
4. eBay now has localized websites in all states of the USA.....T/F.
5. Online shopping provides consumers with the ability to compare different shopping before buying items.....T/F.
6. Physical stores are losing their business due to the high popularity of online shopping.....T/F.

***Listening***

**5. Listening. You will hear four short extracts in which teenagers are talking about shopping for clothes. Who says these things? Write E for Eddie, T for Tanya, W for Will and H for Hannah**

**<https://www.liveworksheets.com/ha437191kv>**

1. I enjoy making independent decisions. \_\_\_
2. I am different from my friends. \_\_\_
3. I want to get a job in fashion. \_\_\_
4. I often buy nothing when I go shopping. \_\_\_
5. I enjoy meeting with friends. \_\_\_
6. I try to be as stylish as possible. \_\_\_
7. I have very little money. \_\_\_



**6. You will hear five extracts in which teenagers are talking about free time activities. Listen and choose from the list (A-H) what each speaker likes best about their activity. Use the letters only once. There are three extra letters you do not need to use.**

<https://www.liveworksheets.com/ha437191kv>

- |                                       |           |
|---------------------------------------|-----------|
| A meeting new people                  | Speaker 1 |
| B getting fit                         | Speaker 2 |
| C learning new things                 | Speaker 3 |
| D earning money                       | Speaker 4 |
| E socialising with people             | Speaker 5 |
| F relaxing for the evening ahead      |           |
| G experiencing a sense of achievement |           |
| H dealing with daily problems         |           |

**7. Complete the sentence with an appropriate word or phrase A, B, or C.**

- You can buy pens in .....  
a) a bakery                      b) a newsagent's                      c) a stationery shop.
- You can buy fresh vegetables in .....  
a) a greengrocer's      b) a butcher's                      c) a supermarket.
- You can buy a jumper in.....  
a) a clothes shop      b) a sports shop                      c) a bookshop.
- You can buy a watch in .....  
a) a department store      b) a jeweler's                      c) a bakery.
- You can buy a hairdryer in.....  
a) a sports shop                      b) a department store      c) an electrical goods store.
- You can buy stamps in.....  
a) a newsagent's                      b) a post office                      c) a shoe shop.
- You can buy some sun cream in.....  
a) a chemist's                      b) a post office                      c) a shoe shop.
- You can buy chicken in.....  
a) a butcher's                      b) a bakery                      c) a supermarket.

**8. Match the items (1-10) with the shops (a-j).**

- |                  |                          |
|------------------|--------------------------|
| 1. shampoo       | a) greengrocer's         |
| 2. newspaper     | b) jeweler's             |
| 3. headphones    | c) clothes shop          |
| 4. chicken       | d) electrical goods shop |
| 5. tennis racket | e) butcher's             |

- 6. bananas
- 7. cake
- 8. T-shirt
- 9. necklace
- 10. ruler

- f) bakery
- g) sports shop
- h) stationery shop
- i) chemist's
- j) newsagent's

**9. Complete the sentences with the word from the box. Use each word once only.**

|                  |          |         |                |
|------------------|----------|---------|----------------|
| department store | discount | receipt | butcher's      |
| refund           | bakery   | fit     | shop-assistant |
| greengrocer's    | matches  |         |                |

1. I bought these shoes for just \$20! The original price was \$40, but they had a 50%..... .
2. When I went to the supermarket I forgot the..... and now I don't know how much I spent.
3. She bought a new computer two days ago and it's already broken! She is going to ask for a .....
4. This black jacket..... my black and white dress.
5. Those jeans really .....you! You look awesome!
6. The..... at Nike was very helpful. She gave me all the sizes of snickers that I asked.
7. Did you see the new..... next to my house? It's huge! You can buy clothes, shoes, accessories, things for the house and the bathroom. You can buy everything!
8. My mum went to..... to buy some fruits and vegetables and I forgot to ask her for some strawberries!
9. If we're going to prepare a barbecue, we need to go to the ..... before.
10. My dad is the best! He goes to the..... every morning to buy some croissants and doughnuts for breakfast.

## **Пам'ятка з написання есе**

### **Загальня структура есе**

#### **Вступ**

Вступ повинен містити коментар до теми есе - можливо, визначення ключових понять або пояснення, як ви розумієте питання. Також в цьому розділі потрібно перерахувати, які аспекти теми ви будете розглядати і чому.

Вступ повинен давати чітке уявлення, про що піде мова далі, і викладач повинен бачити, що ви даєте відповідь на конкретний набір поставлених питань.

Отже, гарний вступ повинен:

- демонструвати ваші наміри відповісти на поставлене запитання; показувати, що ви розумієте тему;
- окреслювати структуру вашої відповіді і головні аспекти, які ви будете розглядати (ваш план);
- підтверджувати, що ви провели якесь дослідження і посилалися на один з ваших джерел;
- повністю відповідати темі;
- бути лаконічним і займати близько 8-9% від загального обсягу тексту (наприклад, 120 слів у творі з 1500 слів).

Почніть есе з ключової фрази, яка визначить напрямок вашої відповіді.  
наприклад:

This essay deals with... («Дане есе присвячено...»)

This assignment will examine... («У цій роботі розглядається...»)

This report will analyse... («У цьому звіті проводиться аналіз...»)

Використовуйте ту ж саму або схожу формулювання, що і в темі есе. Якщо питання звучить як "Discuss recent developments in communication technology" («Розгляньте сучасні розробки в технології комунікації»), то у вступі можна написати: "This essay will consider recent developments in the field of communication technology ..." («В даному есе будуть розглянуті сучасні розробки в області технології комунікації ... »).

Можете також задіяти ці слова і вирази, які підкреслять план вашої роботи, наприклад:

The essay is divided into four sections... («Дане есе складається з чотирьох частин...»)

It will first consider... («Спочатку розглядається...»)

It will then continue to describe... («Після чого ми продовжимо описувати...»)

The third part compares... («У третій частині наводиться порівняння...»)

Finally, some conclusions will be drawn as to... («І, нарешті, будуть зроблені деякі висновки щодо...»)

## **Основна частина**

Основна частина повинна розкривати кожен з аргументів з використанням прикладів і ілюстрацій.

Інформація повинна бути чітко поділена логічно (для цього текст ділять на абзаци). Кожен абзац буде відповідати одному аргументу.

## **Висновок**

Висновок повинен підводити підсумок висловлених ідей.

Тут необхідно дати відповідь на питання, сформульований в темі есе. Або ж, в залежності від теми, вказати перспективи або наслідки даної проблеми.

Гарний висновок — це:

- не лише підведення підсумків. Висновок повинен бути продуманим завершенням роботи, наприклад, застосуванням написаного до реальної ситуації.
- квінтесенція, тобто короткий перелік основних ідей. Варто звернутися до вступу і провести паралелі з допомогою тих же ключових слів або образів, але використовуючи інше формулювання. Не повторювати слово в слово.
- підкріплення ідей основної частини роботи. Різні види есе вимагають різних висновків. У короткій роботі не потрібно детальне повторення головних ідей, але в більшій за об'ємом це може знадобитися.
- можливо, навідне на подальші роздуми питання, яскравий ефектний образ, цитата, якщо це доречно.
- як варіант - прогноз результатів або наслідків, можливе рішення, заклик до дії.

В якості загального уявлення про довжину кожного розділу можна скористатися наступною формулою (це рекомендація, але не жорстке правило):

Вступ — 7-8% від обсягу есе

Висновок — 12-15% від обсягу есе

Уникайте елементів розмовної мови:

- не використовуйте скорочення (do not, they're, it's), завжди використовуйте повну форму;
- не використовуйте сленг і розмовні вирази (kid, a lot of/lots of, cool);
- пишіть по суті і не відхиляйтеся від теми;

- намагайтеся уникати фразових дієслів (get off, get away with, put in), використовуйте однослівні синоніми;
- уникайте занадто загальних слів (all, any, every), висловлюйтесь конкретно і точно;
- не зловживайте дужками, знаками оклику.

### **Абзаци**

Кожен абзац зазвичай стосується одного з аспектів основного задуму. Два абзаци можуть стосуватися різних аспектів, але бути взаємопов'язані – наприклад, причина та наслідок, позитивні і негативні сторони, стан справ до або після. Іноді перше речення абзацу є вступним, тобто пояснює, про що піде мова.

### **Зв'язність**

Логічний перехід від одного абзацу до іншого іноді викликає у автора серйозні труднощі. Щоб зберегти зв'язність тексту, необхідно направляти читача, подавати йому сигнали. У цьому можуть допомогти вступні і зв'язуючі слова, що виконують різні функції.

Наприклад:

- протиставлення: but, however, on the other hand, yet;
- приклад: for example, that is;
- доповнення: similarly, moreover, furthermore, in addition;
- висновок: therefore, consequently, as a result, thus;
- перерахування: then, after that, ultimately.

Приклад есе з завданням:

**Many offenders commit more crimes after serving the first punishment. Why is this happening, and what measures can be taken to tackle this problem?**

It is true that some criminals commit crimes again after they have been punished. While there are several reasons for this alarming trend, some effective measures can be taken by governments to tackle this problem.

There are two main reasons for re-offenders. Firstly, the prison system can make the situation worse. Criminals put together in prison and they make friends with other offenders. While they are locked up in prison, they do not have much to do there, and they would exchange information about what they have done before they came to the prison or they may plan crimes with other inmates. Secondly, offenders often do not have any other means of earning money. They are poor, uneducated and lacking skills needed to maintain a job. Also, a criminal record makes finding a job difficult as people usually avoid hiring ex-convict.

To solve this problem, governments should focus on rehabilitation of criminals rather than punishment. Above all, prisons need vocational training which makes inmates to prepare for life outside the prison. They can learn practical skills such as computer programming, car maintenance and graphic design. In this way, they can be hired for a position that requires this certain knowledge and skills. Community service is another way to reform offenders. Rather than being locked up in prison with other inmates, offenders can help society and become useful to their local community, and these activities would eliminate the negative influence that prisons can have.

In conclusion, it is true the re-offenders are one of the problems in our community; it can be solved by focusing rehabilitation rather than punishment itself.

## Критерії оцінювання есе

### Task response

| Marks | Criteria   |
|-------|--|
| 1     | <ul style="list-style-type: none"><li>- does not attend;</li><li>- does not attempt the task in any way;</li><li>- writes a totally memorised response.</li></ul>  |
| 2     | <ul style="list-style-type: none"><li>- answer is completely unrelated to the task;</li></ul>  |
| 3     | <ul style="list-style-type: none"><li>- barely responds to the task;</li><li>- does not express a position;</li><li>- may attempt to present one or two ideas but there is no development.</li></ul>   |
| 4     | <ul style="list-style-type: none"><li>- does not adequately address any part of the task;</li><li>- does not express a clear position;</li><li>- presents few ideas, which are largely undeveloped or irrelevant.</li></ul>  |
| 5     | <ul style="list-style-type: none"><li>- responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate;</li><li>- presents a position but this is unclear;</li><li>- presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported.</li></ul>                          |
| 6     | <ul style="list-style-type: none"><li>- addresses the task only partially; the format may be inappropriate in places;</li><li>- expresses a position but the development is not always clear and there may be no conclusions drawn;</li><li>- presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail.</li></ul> |
| 7     | <ul style="list-style-type: none"><li>- addresses all parts of the task although some parts may be more fully covered than others;</li><li>- presents a relevant position although the conclusions may become unclear or repetitive;</li><li>- presents relevant main ideas but some may be inadequately developed/unclear.</li></ul>                                  |
| 8     | <ul style="list-style-type: none"><li>- addresses all parts of the task;</li><li>- presents a clear position throughout the response;</li><li>- presents, extends and supports main ideas, but there may be a</li></ul>  |



|    |   |
|----|---|
|    | tendency to over-generalise and/or supporting ideas may lack focus.   |
| 9  | - sufficiently addresses all parts of the task;<br>- presents a well-developed response to the question with relevant, extended and supported ideas.                |
| 10 | - fully addresses all parts of the task;<br>- presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas. |

### Coherence and cohesion

| Marks | Criteria  |
|-------|---|
| 1     | - does not attend;<br>- does not attempt the task in any way writes a totally memorised response;   |
| 2     | - fails to communicate any message;   |
| 3     | - has very little control of organisational features;   |
| 4     | - does not organise ideas logically;<br>- may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas.   |
| 5     | - presents information and ideas but these are not arranged coherently and there is no clear progression in the response;<br>- uses some basic cohesive devices but these may be inaccurate or repetitive;<br>- may not write in paragraphs or their use may be confusing.  |
| 6     | - presents information with some organisation but there may be a lack of overall progression;<br>- makes inadequate, inaccurate or over-use of cohesive devices;<br>- may be repetitive because of lack of referencing and substitution;<br>- may not write in paragraphs, or paragraphing may be inadequate.           |
| 7     | - arranges information and ideas coherently and there is a clear overall progression;<br>- uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical;<br>- may not always use referencing clearly or appropriately;<br>- uses paragraphing, but not always logically. |
| 8     | - logically organises information and ideas; there is clear progression throughout;<br>- uses a range of cohesive devices appropriately although there may be some under-/over-use;<br>- presents a clear central topic within each paragraph.  |
| 9     | - sequences information and ideas logically;<br>- manages all aspects of cohesion well;<br>- uses paragraphing sufficiently and appropriately.  |

|    |  |
|----|--|
| 10 | <ul style="list-style-type: none"> <li>- uses cohesion in such a way that it attracts no attention;</li> <li>- skillfully manages paragraphing.</li> </ul> |
|----|--|

### Lexical resource

| Marks | Criteria  |
|-------|---|
| 1     | <ul style="list-style-type: none"> <li>- does not attend;</li> <li>- does not attempt the task in any way writes a totally memorised response;</li> </ul>   |
| 2     | <ul style="list-style-type: none"> <li>- can only use a few isolated words</li> </ul>   |
| 3     | <ul style="list-style-type: none"> <li>- uses an extremely limited range of vocabulary;</li> <li>- essentially no control of word formation and/or spelling</li> </ul>  |
| 4     | <ul style="list-style-type: none"> <li>- uses only a very limited range of words and expressions;</li> <li>- with very limited control of word formation and/or spelling;</li> <li>- errors may severely distort the message.</li> </ul>  |
| 5     | <ul style="list-style-type: none"> <li>- uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task;</li> <li>- has limited control of word formation and/or spelling; errors may cause strain for the reader.</li> </ul>   |
| 6     | <ul style="list-style-type: none"> <li>- uses a limited range of vocabulary, but this is minimally adequate for the task;</li> <li>- may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader.</li> </ul>   |
| 7     | <ul style="list-style-type: none"> <li>- uses an adequate range of vocabulary for the task;</li> <li>- attempts to use less common vocabulary but with some inaccuracy;</li> <li>- makes some errors in spelling and/or word formation, but they do not impede communication.</li> </ul>  |
| 8     | <ul style="list-style-type: none"> <li>- uses a sufficient range of vocabulary to allow some flexibility and precision;</li> <li>- uses less common lexical items with some awareness of style and collocation;</li> <li>- may produce occasional errors in word choice, spelling and/or word formation.</li> </ul>                 |
| 9     | <ul style="list-style-type: none"> <li>- uses a wide range of vocabulary fluently and flexibly to convey precise meanings;</li> <li>- skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation;</li> <li>- produces rare errors in spelling and/or word formation.</li> </ul> |

|    |  |
|----|--|
| 10 | - uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' |
|----|--|

### Grammatical range and accuracy

| Marks | Criteria   |
|-------|--|
| 1     | - does not attend;<br>- does not attempt the task in any way writes a totally memorised response;  |
| 2     | - cannot use sentence forms at all;  |
| 3     | - cannot use sentence forms except in memorised phrases;   |
| 4     | - attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning;   |
| 5     | - uses only a very limited range of structures with only rare use of subordinate clauses;<br>- some structures are accurate but errors predominate, and punctuation is often faulty.   |
| 6     | - uses only a limited range of structures;<br>- attempts complex sentences but these tend to be less accurate than simple sentences;<br>- may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader. |
| 7     | - uses a mix of simple and complex sentence forms;<br>- makes some errors in grammar and punctuation but they rarely reduce communication.   |
| 8     | - uses a variety of complex structures;<br>- produces frequent error-free sentences;<br>- has good control of grammar and punctuation but may make a few errors.   |
| 9     | - uses a wide range of structures;<br>- the majority of sentences are error-free;<br>- makes only very occasional errors or inappropriacies.   |
| 10    | - uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'.   |

### *Topics for an Essay*

*Choose one topic from the given list and write an essay. You can use the points below, but it is not necessary to reveal them.*

#### *Family*

1. The Importance of Family History: What I Learned From My Parents.
2. Family is the most essential component for leading a happy life, how much do you agree or disagree with this statement and why.

#### **Points that you may cover:**

1. You have to love your family, but you don't have to like them.
2. Your "family" are the people who care about you, not necessarily your blood relatives.
3. It's better to be an only child than to have brothers and sisters.
4. Your parents brought you up, so it's your responsibility to take care of them when they're old.
5. When children are young, it's better for one parent not to work and to look after them.
6. The only person who should be allowed to criticise your family is you.
7. You should always defend members of your family against the police, even if they have done something wrong
8. Do you have tight bonds with your family?
9. Who wears trousers in your family? How does it influence you?
10. Is there any trait that runs in the family and you would like to get rid of? Why?
11. How often does your family make you have kittens about anything?

## *Home*

1. The House of your Dream. What would it be like inside and out?
2. Is every house a home?

### **Points that you may cover:**

1. Which room do you spend the least time in? Which room do you spend the most time in?
2. Do you get along well with your neighbors?
3. Would you prefer to live in a house or an apartment? Why?
4. What makes 'a house' into 'a home'?
5. Have you ever been homesick? Have you changed anything in your house recently? If so, what was that?
6. What would you like to change in your house?
7. What strange materials do you know of that have been used to make houses?
8. Describe how you go about buying a house in your country. Can you borrow money from a bank? Is it easy to buy and sell houses?
9. What would be important to consider when designing a city? Was your city planned? Describe a perfect city
10. Draw/describe your dream house (money is no problem) where, materials, design, interior, landscaping etc.
11. Imagine you have arrived in a country where they don't speak your language. You have no money or friends there. What would you do for accommodation?
12. What do you think houses in the future will be like?
13. How important is security? How do you make a house secure?
14. Make a list of the 10 most important things you would look for when choosing a house to live in.
15. What are the advantages and disadvantages of a home stay?
16. List alternatives to a house or apartment. (e.g. igloo) What are the advantages and disadvantages of these alternatives? Which alternative would you prefer to live in?

17. Which are the advantages and disadvantages of living in a small house/flat/apartment? And living in a big one?
18. Do you have a nice garden at your home? Do you plant flowers and trees in your garden? Do you help your mother/father to water those plants/flowers?
19. Which do you like better, a home with a nice garden or a home without one?

### *Appearance and character*

1. How social media forces a negative understanding of what an ideal body should look like for a male and a female?
2. The different factors affecting personality formation.

### **Points that you may cover:**

1. Body language
2. What is body language? Why do you think body language is important?
3. How do you feel if somebody you are not in communication with stares at you?
4. Which gestures show us:
  - a. nervousness;
  - b. thinking hard;
  - c. telling a lie;
  - d. attraction.
5. When do you have butterflies in your stomach?
6. Do you think that many people experience "impostor syndrome"?

What advice would you give to someone who suffered from it?

Do you think impostor syndrome exists more amongst highly qualified people?

Do you think that everyone in very responsible positions feels this way sometimes?

Why?/Why not?

### *Food*

1. Is genetically modified food safe for human bodies and the environment?
2. Can people maintain a balanced diet if they eat at quick-service restaurants?

### **Points that you may cover:**

1. Each person has their own comfort food. It can be sweet snacks, sandwiches, ice-cream, chocolate or anything else that their eyes can catch when their body craves for emotional eating. Write about your comfort food.

Cover the following points:

- mention the food which is comforting for you and explain why it is so;
- say if it is something that takes you back to your memories about the past or something that helps you overcome stress and difficult periods of your life;
- describe how it usually happens to you when you get a sudden pang in your head "I want it, nothing else will do!";
- express your opinion on how it is possible to fight against emotional eating.

2. Don't live to eat, but eat to live.

3. Express your opinion on how it is possible to fight against emotional eating.

4. Is Genetically Modified Food Safe for Human Bodies and the Environment?

5. Food and Well Being.

### *Weather*

1. The effect of weather conditions on people's mood.

2. Impact of Climate Change and Solutions.

### **Points that you may cover:**

1. Write a short blog using the instructions and words.

- Write a short blog describing what the weather has been like recently.
- Write about how it has made you feel and how it has affected what you have been doing.

|            |           |              |             |                         |
|------------|-----------|--------------|-------------|-------------------------|
| below zero | clear sky | drought      | frozen      | mild                    |
| cool       | chilly    | fan          | gale-forced | mist                    |
| blizzard   | damp      | flood        | wind        | monsoon                 |
| blow       | fog       | get sunburnt | hurricane   | pouring                 |
| breeze     | drizzling | get soaked   | hailstorm   | scorching               |
| changeable | heatwave  | heavy rain   | humid       | settled                 |
| weather    | freezing  | get sunburnt | icy         | shivering               |
| heat       | lightning | get soaked   | smog        | shower                  |
| sweat      | melt      | heavy rain   | storm       | slippery                |
| thaw       | thick fog | thunder      | tornado     | hurricane-force<br>wind |

## 2. Discuss the questions

Talk about a time when you were somewhere when...

- there was a flood
- it was very foggy or there was bad smog
- it was unbearably cold
- it was pouring with rain for days on end
- there was a gale or hurricane
- there was a terrible heatwave
- you were caught outside in a thunderstorm

What were you doing at the time? What did you do to protect yourself from the weather? Did you ever feel scared or in danger?

3. How do you understand the saying: "Other countries have climate, in England they have weather?"

## *Shopping*

1. Traditional Shopping vs. Online Shopping.

2. Hints and tips on Smart Shopping for Clothes.



### **Points that you may cover:**

1. What are your favourite types of shops to go shopping in, and why?
2. Pros and Cons of Online Shopping
3. Do the Advantages of Shopping Online Outweigh the Disadvantages?
4. What kind of purchases would you call “a bargain” and what are the best places to look for bargains?

### **Рекомендована література**

#### **Базова**

1. Возна М. О., Гапонів А. Б., Акулова О. О., Хоменко Н. С., Гуль В. С. Англійська мова для перекладачів і філологів. I курс. Підручник для студентів та викладачів вищих навчальних закладів. Вінниця: НОВА КНИГА, 2004. 480 с.
2. Дроздова Т. Ю., Берестова А. И., Дунаевская М. А. и др. Everyday English: уч. пособие. 7-е изд. Санкт-Петербург: Анатолия, 2013. 592 с.
3. Єременко Т.Є., Геркерова О. М. Техніка читання слів англійською мовою. Навчальний посібник. Одеса: Південноукраїнський державний педагогічний університет ім. К. Д. Ушинського, 2007. 132с.
- 4.Єременко Т. Є., Негривола О. О., Слободянюк Г. А. “Writing in English. A Book of Practice” для ст-ів 1-3 курсів фак-тів іноз. Мов : навч. посібн. Одеса, ПНПУ імені К. Д. Ушинського, 2014. 80 с.
5. Черноватий Л. М., Карабан В. І., Набокова І. Ю., Рябих М. В. Практичний курс англійської мови. Частина 1. Підручник для студентів молодших курсів вищих закладів освіти (філологічні спеціальності та спеціальність “Переклад”). Вінниця, НОВА КНИГА, 2005.432 с.
6. Черноватий Л. М., Карабан В. І., Набокова І. Ю. Практичний курс англійської мови. Частина 2. Підручник для студентів другого курсу вищих закладів освіти (філологічні спеціальності та за фахом “Переклад”). Вінниця, НОВА КНИГА, 2005. 355 с.

### **Допоміжна література**

1. Dictionary of Contemporary English. Longman, 2005.
2. Marius zMisztal. Tests in English. Thematic vocabulary. Znannia, 2018
3. McCarthy M., O'Dell F. English Vocabulary in Use : upper-intermediate and advanced. Cambridge University Press, 2003. 296 p.

### **Інформаційні ресурси**

1. Електронна бібліотека з англійської мови. URL: <http://englishbiblioteka.ru/>.
2. Електронна бібліотека з англійської мови "Project Gutenberg". URL: [http://www.gutenberg.org/wiki/Main\\_Page](http://www.gutenberg.org/wiki/Main_Page).
3. <https://library.pdpu.edu.ua/>
4. [www.lingualeo.com](http://www.lingualeo.com)
5. [www.ego4u.com](http://www.ego4u.com)
6. <https://www.ielts.org/-/media/pdfs/writing-band-descriptors-task-2.ashx?la=en>
7. <https://www.liveworksheets.com>
8. <http://www.vocabulary.com/>

Навчальне видання

Єременко Тетяна Євстафіївна, Геркерова Олександра Михайлівна, Бошков  
Андрій Валерійович

**Методичні рекомендації**  
**з дисципліни «Практика усного та писемного мовлення (основна**  
**іноземна мова)»**  
**для самостійної роботи здобувачів**  
**1-го року навчання першого (бакалаврського) рівня вищої освіти**  
**зі спеціальності 014 Середня освіта (Мова і література (англійська))**

Авторська редакція

Підписано до друку 25.03.21. Формат 60\*90 1/16.  
Печать офсетна. Папір типографський № 3.  
Тираж 300 екз.  
Копіювальний центр «Магістр»  
м. Одеса, вул.Мечнікова, 36  
тел. 732-18-27