

**Державний заклад «Південноукраїнський національний педагогічний  
університет імені К. Д. Ушинського»**

**Кафедра західних і східних мов та методики їх навчання**

**СТРИГА Е. В.**

Методичні рекомендації для самостійної роботи з навчальної дисципліни  
«Практика усного та писемного мовлення (англійська мова)»  
для здобувачів першого (бакалаврського) рівня 3-го року навчання  
спеціальностей:

014.029 Середня освіта (Інші мови (Китайська))

014.029 Середня освіта (Інші мови (Корейська))

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**Методичні рекомендації до самостійної роботи з навчальної дисципліни «Практика усного та писемного мовлення (англійська мова)» для здобувачів першого (бакалаврського) рівня 3-го року навчання спеціальностей: 014.029 Середня освіта (Інші мови (Китайська)), 014.029 Середня освіта (Інші мови (Корейська)) / Укл. Е. В. Стрига. Одеса : Університет Ушинського, 2024. 48 с.**

## ВСТУП

Методичні рекомендації з навчальної дисципліни «Практика усного та писемного мовлення (англійська мова)» призначені для здобувачів першого (бакалаврського) рівня 3-го року навчання спеціальностей: 014.029 Середня освіта (Інші мови (Китайська)), 014.029 Середня освіта (Інші мови (Корейська)); укладені для самостійної роботи з відповідної дисципліни.

Убачається, що запропоновані методичні рекомендації постануть доцільними задля досягнення мети означеної навчальної дисципліни, яка полягає в формуванні в здобувачів спеціальностей 014.029 Середня освіта (Інші мови (Китайська)) та 014.029 Середня освіта (Інші мови (Корейська)) іншомовної мовленнєвої компетентності.

Очікується, що методичні рекомендації допоможуть здобувачам у самостійної роботи з означеної дисципліни, сприятимуть опануванню лексичного та граматичного матеріалу відповідно до тематики курсу.

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## ПОЯСНЮВАЛЬНА ЗАПИСКА

**Мета навчальної дисципліни:** формування іншомовної мовленнєвої компетентності здобувачів спеціальностей 014.029 Середня освіта (Інші мови (Китайська)) та 014.029 Середня освіта (Інші мови (Корейська)), а саме: формування лексичної, граматичної, фонетичної компетенцій; формування іншомовних мовленнєвих умінь у говорінні (монологічному, діалогічному й полілогічному мовленні); формування іншомовних мовленнєвих умінь у читанні й аудіюванні (розуміння англійських текстів різноманітного цільового призначення тощо); формування іншомовних мовленнєвих умінь у письмі (написання текстів різних жанрів); формування іншомовної мовленнєвої культури.

**Передумови для вивчення дисципліни:** для вивчення навчальної дисципліни «Практика усного та писемного мовлення (англійська мова)» (3-й рік навчання) здобувачі мають опанувати знання з таких навчальних дисциплін, як «Практика усного та писемного мовлення (англійська мова)» (1-й та 2-й роки навчання), «Практична фонетика (англійська мова)», «Практична фонетика (англійська мова)».

### **Очікувані програмні результати навчання:**

ПРН 7 Учитися й оволодівати сучасними знаннями, застосовувати їх у практичних ситуаціях; бути критичним і самокритичним.

ПРН 9 Формувати і розвивати мовно-комунікативні уміння та навички учнів.

ПРН 13 Мати навички письмової й усної комунікації корейською та англійською мовами.

**Очікувані результати навчання:** Унаслідок вивчення навчальної дисципліни здобувачі мають

#### **знати:**

- фонетичний, лексичний (загальний та термінологічний), граматичний мінімум в обсязі, який необхідний для роботи з іншомовними текстами;

- формули мовленнєвого етикету професійного спілкування;

- соціокультурні особливості комунікації, що дозволить здійснювати ефективне спілкування іноземною мовою в міжнародному професійному середовищі.

**уміти:**

- читати та перекладати англomовну літературу, користуючись двомовними словниками, електронними словниками й програмним забезпеченням перекладацького спрямування та інтерпретувати прочитане з метою пошуку інформації з іноземних джерел;

- аналізувати англomовні джерела інформації для отримання даних, необхідних для виконання завдань;

- розуміти англійське усне та писемне мовлення в обсязі вивчених тем;

- вести бесіду на соціально-побутову тематику;

- готувати публічні виступи з галузевих питань.

Унаслідок досягнення результатів навчання здобувачі вищої освіти в контексті змісту навчальної дисципліни мають опанувати такі компетентності:

**Загальні компетентності:**

ЗК.07 Здатність учитися й оволодівати сучасними знаннями, застосовувати їх у практичних ситуаціях

ЗК.08 Здатність бути критичним і самокритичним.

**Спеціальні компетентності:**

СК.02 Здатність формувати і розвивати мовно-комунікативні уміння та навички учнів.

СК.06 Здатність до письмової й усної комунікації корейською та англійською мовами.

**Міждисциплінарні зв'язки:** передбачаються зв'язки з такими навчальними дисциплінами, як: «Практична грамати́ка (англійська мова)», «Практична фонетика (англійська мова)», «Ділова англійська мова», «Історія англійської мови та літератури».

## ІНДИВІДУАЛЬНА РОБОТА

№ з/п	Завдання
1.	<b>Змістовий модуль 1,2.</b> Перелік тем для написання есе (за вибором) 1. Я обрав професію вчителя. 2. Гнучкі навички вчительської професії. 3. Учитель 21-го століття. 4. Як підготуватися до першої співбесіди. 5. Тенденції сучасного ринку праці. 6. Здоров'я – це важливо. 7. Здоровий спосіб життя (поради та рекомендації). 8. Екологія та здоров'я людини. 9. Паління та його вплив на організм. 10. Здорове харчування та його вплив на організм.
2.	<b>Змістовий модуль 3,4.</b> Перелік тем для доповідей-презентацій (за вибором) 1. Американська та/або британська культура: імена та прізвища відомих американців та/або британців. 2. Речі, що здивують тебе в Америці та/або Великій Британії. 3. Повсякденна культура американців та/або британців. 5. Американська мрія, що це? 6. Американці – спортивна нація. 7. Америка – країна можливостей. 8. Пам'ятки природи та культури Америки та/або Великій Британії, що варто побачити. 9. Американські та/або британські свята та традиції. 10. Сучасний Н'ю-Йорк та/або Лондон.

### Steps to Writing an Essay

[https://www.internationalstudent.com/essay\\_writing/essay\\_tips/](https://www.internationalstudent.com/essay_writing/essay_tips/)

Follow these 7 steps for the best results:

1. **Read and understand the prompt:** Know exactly what is being asked of you. It's a good idea to dissect the prompt into parts.
2. **Plan:** Brainstorming and organizing your ideas will make your life much easier when you go to write your essay. It's a good idea to make a web of your ideas and supporting details.

3. **Use and cite sources:** Do your research. Use quotes and paraphrase from your sources, but NEVER plagiarize.
4. **Write a Draft:** Ernest Hemingway once said, “The first draft of anything is always crap.” While the truth behind this statement is debatable, drafts are always a good place to get any of your “crappy” ideas out of the way and are often required by professors and instructors.
5. **Make a strong thesis:** The thesis (main argument) of the essay is the most important thing you’ll write. Make it a strong point.
6. **Respond to the prompt:** Once you have worked out any kinks in your draft, you can start writing the final draft of your essay.
7. **Proofread:** Read your response carefully to make sure that there are no mistakes and that you didn’t miss anything.

Of course, every essay assignment is different and it’s important to be mindful of that. If one of these steps isn’t applicable to the essay you are writing, skip it and move to the next one.

## **The Five Paragraph Essay**

Though more advanced academic papers are a category all their own, the basic high school or college essay has the following standardized, five paragraph structure:

Paragraph 1: Introduction

Paragraph 2: Body 1

Paragraph 3: Body 2

Paragraph 4: Body 3

Paragraph 5: Conclusion

### Introduction Paragraph

- An attention-grabbing "hook"
- A thesis statement
- A preview of the three subtopics you will discuss in the body paragraphs.

### First Body Paragraph

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

### Second Body Paragraph

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis



### Third Body Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

### Concluding Paragraph

- Concluding Transition, Reverse "hook," and restatement of thesis.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

Also, follow the link <https://www.grammarly.com/blog/essay-writing/> for more details on essay writing.

### **Tips for a good presentation**

#### **Content**

- Make sure your information is understandable and relevant
- Provide interesting examples

#### **Structure**

- Make sure your structure is logical and clear
- Avoid giving too much information
- Formulate a clear key message

#### **Verbal and non-verbal communication**

- Use understandable language, avoid or explain technical terms
- Pay attention to your tempo, tone of voice and volume
- Make sure there is enough variation
- Pay attention to your posture, gestures and facial expression
- Use humour

#### **Contact with the audience**

- Invite the audience to ask questions
- Stimulate interaction
- Speak enthusiastically
- Adjust your topic to your circumstances and audience

#### **Timing**

- Start and end on time
- Make sure your information is spread evenly over the presentation
- Make time for questions
- Thank the audience

# САМОСТІЙНА РОБОТА

## LESSON 1. CAREERS AND PROFESSIONS

Text 1. Resource: <https://www.coursera.org/articles/how-to-get-your-first-job>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Getting your first job can be a confusing process. Here's a guide on how to navigate it.

### *How to Get Your First Job: A Guide*

Whether you're freshly graduated, still in school, or trying to launch a career in a new industry, finding and landing that first job is a major milestone. Here's a step-by-step guide to navigating the job search.

#### *How to get your first job with no experience*

##### 1. Do your research

Before you start applying to jobs, it's a good idea to get a sense of what's out there. What kind of job appeals to you? What industry are you drawn to? If you're stuck, try making a list of areas and jobs you're interested in. This can give you some clarity around what you want—and what you don't want.

Once you have an idea of what kind of job you'd like, learn about it. Join some professional groups on LinkedIn and read through several job descriptions of the position. You'll gradually build a sense of what skills are needed, and what recruiters are looking for.

If you're still in school, talk to a career counselor about available opportunities they can connect you with. Ask about opportunities they're aware of, and see if they can connect you with people who work in areas you're interested in.

##### 2. Build your resume

Applying to your first job will inevitably mean you won't have a lot of professional experiences to list, if any at all. That's fine. Hiring managers will know you're just starting out. Here are a few tips to building out a resume for your first job:

- Education: List the name of your school, your graduation year, and your GPA. You can call out any relevant courses you've taken in a section called "Relevant coursework."
- Extracurricular and volunteer activities: If you've been involved in any volunteer work, school clubs, or other activities in your community like Scouting, call these out. What did you help achieve? What skills did you use?

- **Skills:** What technical or human skills do you have? Listing skills you consider your strengths can signal to an interviewer the kind of person that you are. Some you might consider include language abilities, computer skills, analytical skills, time management, and organization.

### 3. Apply

Once you have your resume ready, you can start applying to jobs. After you find a few you're interested in, tailor your resume to the position as best as you can. You can do this by swapping out relevant courses, listing different activities, and emphasizing skills that fit best.

Keep an eye out for entry-level positions, including internships. A little research should give you an idea of what kinds of positions are typical entry-level in the field.

### 4. Prepare for the interview

Preparing for an interview can help you do well on the day of, and calm your nerves. A few days before the interview, practice answering some common interview questions. It can help to write out several questions and jot down some notes on what you'd say. Try saying your answers out loud. You might also have a friend or family member play the role of the interviewer. Pick out the clothes you'll wear ahead of time.

Here are a few questions you might hear in your interview:

- Tell me about yourself.
- Why do you want to work for us?
- What are your greatest strengths?
- What makes you a good candidate for this position?
- How would you deal with conflict?

Don't forget to ask questions at the end. Do some research and prepare a few questions about the work or organization that you'd like to clarify, or are curious about. Feeling stuck? You can ask about the work culture, or what typical career progressions at the organization look like.

### 5. Wait to hear back

You're done with the interview—congrats! Regardless of how it went, interviews can be mentally challenging and deserve some recognition.

It's a good practice to send a thank you email after your interview. Use this letter as an opportunity to reinforce your potential value to the company and enthusiasm for the role, as well as highlight any skills you may not have mentioned in the interview.

As you wait to hear back, it's a good idea to apply to other jobs. It's rare to get a job at the first place you apply to, and it's better to open up more options for yourself.

You can also build up the skills you'll need for the jobs you want as you wait. Whether it's communication, computer programming, Microsoft Excel, Spanish, or data analysis, you'll be able to find many different types of courses online. You can complete a professional certificate to learn in-demand skills.

### *What is a good first job?*

In your first job, you might be a waiter, a sales clerk, or computer programmer. Whether it's a good job will depend on your needs and interests. Remember, first jobs don't always have to be dream jobs. If it can help you learn about the industry you're interested in, or the skills you need to move forward, that can be valuable, too.

Here are a few questions to ask yourself to evaluate potential jobs:

- Will this job teach me new skills?
- Will this job help me meet people that are in the field I'm interested in?
- Is this job in a field I'm interested in?
- What hours will I have to work?
- Will I be able to support myself?
- Can I meet the physical requirements for this job?

### After-text activities

1. a) Design the list of the key words, word-combinations, and phrases to each of the above given tips how to get your first job with no experience.  
b) Find synonyms and synonymic expressions to them.  
c) Make up sentences with them.
2. Find the key sentences that summarize the main idea of each item.
3. Express your own idea to the given tips.
4. After all the above, explain how to get your first job with no experience.

Text 2. Resource: <https://www.coursera.org/articles/ways-to-enhance-your-resume>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Your resume is often a first impression for potential employers. Make it a good one with these tips.

### *10 Ways to Improve Your Resume*

Whether you are creating a resume for your first job or applying for a role in a new company or industry, your resume often creates the first impression an employer has of you, your skills, and your potential. Make that first impression a winning one with a few enhancements and priority updates.

#### *10 winning resume updates*

Use these 10 tips to highlight your credentials, qualifications, experience, and accomplishments in one document.

1. Select the best template for your skills, experience, and goals.

While you can build a strong resume on a blank document, consider using a template from a graphic design tool like Canva to build your resume, giving it a more eye-catching appearance.

When choosing the design and layout, think about the following:

- The role you're applying for, and the job description. For example, a graphic designer might choose a bold, colorful template, while someone in accounting or finance might prefer a more traditional or corporate layout.
- The aspects of your professional history that are the most relevant
- Besides your name and contact information, the sections you'll need include education, previous employment and professional experience, tools you are trained to use, technical skills, certifications and courses you've completed, awards you've received, and hobbies and interests.
- How to position these sections within the template in the most advantageous way

2. Add skills or areas of expertise near or below your name.

Summarize who you are as a professional before providing all of the details. This section can take up two or three lines on your resume and should include your area of expertise, such as "design thinking specialist" or "investigative journalist," and a list of your most relevant skills.

For each job you apply to, think about which skills the employer would most likely hire you for, and include those. You can often determine what's most important to the potential employer by examining the job listing. Try to keep your skills list

specific and quantifiable, for example, "Agile project management" or "Python programming."

### 3. Include a robust and compelling objective.

In addition to conveying confidence in your abilities, this section can demonstrate to employers that you are intentional about your career and the application you are submitting.

A resume objective can expand what you include in your area of expertise section by listing your professional goals and what you'd like to contribute to the company to which you're applying.

### 4. Display your online presence.

Near your name and contact information, list any online accounts you have that can showcase your interests, passions, or previous work. The list could include social media, an online portfolio, or your website.

Be sure to remove anything from your online accounts that you don't want a potential employer to view. Post content that may be relevant to the job you're applying for or that is your original work.

### 5. Use relevant keywords.

One of the most important things to get your resume seen is to use keywords optimized for the applicant tracking systems (ATS) that recruiters and employers use to find prospective employees. An ATS allows recruiters to process hundreds of resumes for relevant keywords and narrow down the pool of applicants they'll invite to an interview.

### 6. Use action verbs.

In conjunction with your ATS keyword research, use action verbs, such as "managed," "implemented," or "developed," to describe the tasks you performed or projects you completed in previous roles. Action verbs are a great way to specify your experience and emphasize your technical skills.

Here's an example a cybersecurity analyst might use: "Implemented a backup system to add a layer of security company data."

### 7. Quantify your accomplishments in previous roles.

Include a sentence with your job scope and a bullet list of accomplishment items under each job. Try to be specific and use concrete metrics that demonstrate the impact of your accomplishments. If you boosted social media engagement in your last marketing job, for example, include the percentage of that increase.

### 8. Include a section for hobbies and interests.

This section can show more of your personality and abilities you did not list in other areas of the resume. Your hobbies and interests can be great conversation starters and position you as a well-rounded employee with versatile skills.

If you're looking for your first job and don't yet have much professional experience, you might turn to your extracurricular activities as a way to highlight key job skills, like problem solving, critical thinking, creativity, or teamwork.

#### 9. Get ahead of concerns.

At the same time that you include details about your professional history and career objectives that employers will find attractive, remain mindful of potential red flags on your resume and address them.

Red flags might include short job durations and gaps in employment in your job experience section. For gaps in your employment history lasting longer than six months, consider including what you did during that time. Caregiving, travel, volunteer work, and independent projects are all opportunities to highlight related, transferrable skills.

#### 10. Eliminate clutter.

Once you have most of the sections filled in, scan the resume for unnecessary details that you can remove. These might include:

- Job experience from long ago, particularly if it's not relevant to the position you're applying for
- Graduation dates
- Details from your hobbies and interests section that are the least relevant
- Buzzwords like "self-starter" and "hard worker"

Typically, your resume should fit on a single page, unless you have more than 10 to 15 years of related professional experience.

#### After-text activities

1. a) Design the list of the key words, word-combinations, and phrases to each of the 10 given ways how to improve your resume.  
b) Find synonyms and synonymic expressions to them (when/if possible).  
c) Make up sentences with them.
2. Find the key sentences that summarize the main idea of each item.
3. Express your own idea to the given ways.
4. After all the above, explain how a well-written resume affects the employer's decision.

## LESSON 2. HEALTH

Text 1. Resource: <https://my.clevelandclinic.org/health/articles/17488-smoking>  
<https://ourworldindata.org/smoking-big-problem-in-brief>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Smoking is very dangerous to your health. Learn about the distractive role of it.

### *Smoking*

Smoking is the practice of inhaling smoke from burning plant material. Nicotine works on your brain to create a relaxing, pleasurable feeling that makes it tough to quit. But smoking tobacco puts you at risk for cancer, stroke, heart attack, lung disease and other health issues. Nicotine replacements and lifestyle changes may help you quit.

### *What is smoking?*

Smoking is when you inhale and exhale smoke from burning plant material that's rolled into a wrapper (cigarette). You light the end of the cigarette and pull smoke into your mouth through the other end. It travels down your airways, into your lungs and through your bloodstream to your brain and other organs.

This piece focuses on smoking tobacco cigarettes, but you can also smoke cigars, pipes or herbal cigarettes.

### *Why do people smoke?*

People smoke because they find it enjoyable. And because it's hard to quit once you start, despite the damaging effects of smoking on your body. This is because of your brain's cravings for nicotine, which make you feel bad when you don't get it.

Nicotine releases chemicals in your brain that make you feel good. Smoking might make you feel:

- Relaxed and calm.
- Buzzed and energized.
- More able to focus on tasks.

Smoking is also a social activity and a part of people's routine, just like morning coffee. You might smoke to have fun, to calm yourself before being around a lot of people, or to focus and work. Some people like the taste or just the feeling of holding a cigarette in their hands.



*Smoking: How large of a global problem is it? And how can we make progress against it?*

Every year, around 8 million people die prematurely as a result of smoking. But there are things we can do to prevent this.

Smoking is so common and feels so familiar that it can be hard to grasp just how large its impact is: every year, around 8 million people die prematurely as a result of smoking. This means that about one in seven deaths worldwide are due to smoking. Millions more live in poor health because of it.

Smoking primarily contributes to early deaths through heart diseases and cancers. Globally, more than one in five cancer deaths are attributed to smoking.

This means tobacco kills more people every *day* than terrorism kills in an entire year.

Smoking is a particularly large problem in high-income countries. There, cigarette smoking is the most important cause of preventable disease and death. This is especially true for men: they account for almost three-quarters of deaths from smoking.

The impact of smoking is devastating on the individual level. In case you need some motivation to stop smoking: The life expectancy of those who smoke regularly is about *10 years* lower than that of non-smokers.

It's also devastating on the aggregate level. In the past 30 years, more than 200 million have died from smoking. Looking into the future, epidemiologists Prabhat Jha and Richard Peto estimate that "If current smoking patterns persist, tobacco will kill about 1 billion people this century."

It doesn't have to be like this.

*How to make progress against the millions of deaths from smoking?*

*The most fundamental step is taken: Thanks to the work of statisticians, we know that smoking kills*

The most fundamental work to prevent millions of deaths is already done. We know that smoking kills.

This fact is so widely known today that it is hard to imagine that until the middle of the last century, nobody was aware of it.

People who do not think well about the work of statisticians sometimes fall for the idea that statistics are incapable of seeing and understanding the reality that is right in front of our eyes. The impact of smoking is a clear example where the opposite is

true – for many decades, smokers themselves were entirely blind to the fact that their habit was poisoning and eventually killing them. I have an old mountaineering guide that gives climbers the advice that they should take a pause every now and then during the climb so that they can smoke a cigarette as it “opens up the lungs.” The reality that smoking causes cancer and heart disease became only visible through careful statistical analysis.

Many of the most important facts are not even visible to those who are impacted by them. Often you need statistics to see what your world actually looks like.

*Smoking seemed inevitable until it didn't*

Smoking was very much a 20th-century problem. It was rare at the beginning of the century, but then – decade after decade – it became steadily more common. By the 1960s, it was extremely widespread: on average, American adults were buying more than 10 cigarettes every day.

The statistical work that identified smoking as the major cause of the rise in lung cancer deaths began in the post-war periods and culminated in the 1964 report of the Surgeon General. This report is seen as a turning point in the history of smoking as it made clear to the public just how deadly it was.

Once people learned that smoking kills, they could act on it. It took some time, but they did.

Nearly half of all former smokers have quit, cigarette sales declined to a third of what they once were, and the death rate from lung cancer declined.

Smoking was also banned in public places where it was once common – in restaurants, bars, planes, and talk-shows.

One argument for government intervention is the fact that a large number of people die from smoking who are not smokers themselves. About 1.2 million people die every year from passive secondhand-smoke: exposure from the smoke of others.

The various health campaigns reinforce each other in a virtuous cycle: once smoking becomes less common, the peer pressure to smoke disappears. Instead, the pressure from peers turns against cigarettes, and it becomes an increasingly unpopular thing to do.

*Conclusion: the benefits of stop smoking are very large*

The argument in favor of smoking is that many people enjoy it; that is, of course, an important argument. But you should be clear to yourself that you have to enjoy it a lot to justify it. About two-thirds of those who were still smokers when they died, died because of their smoking.

Even decades after we learned that smoking kills, it is hard to understand just how damaging smoking really is. Imagine how we would think of an extreme sport in

which two-thirds of those who practice it die. If you are fascinated by the risk-taking of climbers like Reinhold Messner or Alex Honnold, that's nothing compared to what smokers are willing to do.

The devastation caused by smoking today is still terrible. On any average day, it kills more than 20,000 people.

It will remain one of the largest health problems in the world for many years to come. It is difficult to overcome an addiction, but the benefits of stopping are huge. Studies show that those who stop smoking in the first four or five decades of their life do not suffer from elevated mortality risks. But the benefits from smoking cessation are large at any age.

#### After-text activities

1. a) Design the list of the key words, word-combinations, and phrases to each of smoking and its danger.  
b) Find synonyms and synonymic expressions to them (when/if possible).  
c) Make up sentences with them.
2. Find the key sentences that summarize the main idea of each item.
3. Express your own idea to the given issue.
4. After all the above, explain why smoking is very dangerous to our health, its distractive role, and the benefits of stop smoking.

Text 2. Resource: <https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Learn about the 8 tips for healthy eating.

#### *8 tips for healthy eating*

These 8 practical tips cover the basics of healthy eating and can help you make healthier choices.

The key to a healthy diet is to eat the right amount of calories for how active you are so you balance the energy you consume with the energy you use.

If you eat or drink more than your body needs, you'll put on weight because the energy you do not use is stored as fat. If you eat and drink too little, you'll lose weight.

You should also eat a wide range of foods to make sure you're getting a balanced diet and your body is receiving all the nutrients it needs.

It's recommended that men have around 2,500 calories a day (10,500 kilojoules). Women should have around 2,000 calories a day (8,400 kilojoules). Most adults in the UK are eating more calories than they need and should eat fewer calories.

### *1. Base your meals on higher fibre starchy carbohydrates*

Starchy carbohydrates should make up just over a third of the food you eat. They include potatoes, bread, rice, pasta and cereals.

Choose higher fibre or wholegrain varieties, such as wholewheat pasta, brown rice or potatoes with their skins on.

They contain more fibre than white or refined starchy carbohydrates and can help you feel full for longer.

Try to include at least 1 starchy food with each main meal. Some people think starchy foods are fattening, but gram for gram the carbohydrate they contain provides fewer than half the calories of fat.

Keep an eye on the fats you add when you're cooking or serving these types of foods because that's what increases the calorie content – for example, oil on chips, butter on bread and creamy sauces on pasta.

### *2. Eat lots of fruit and veg*

It's recommended that you eat at least 5 portions of a variety of fruit and veg every day. They can be fresh, frozen, canned, dried or juiced.

Getting your 5 A Day is easier than it sounds. Why not chop a banana over your breakfast cereal, or swap your usual mid-morning snack for a piece of fresh fruit?

A portion of fresh, canned or frozen fruit and vegetables is 80g. A portion of dried fruit (which should be kept to mealtimes) is 30g.

A 150ml glass of fruit juice, vegetable juice or smoothie also counts as 1 portion, but limit the amount you have to no more than 1 glass a day as these drinks are sugary and can damage your teeth.

### *3. Eat more fish, including a portion of oily fish*

Fish is a good source of protein and contains many vitamins and minerals.

Aim to eat at least 2 portions of fish a week, including at least 1 portion of oily fish.

Oily fish are high in omega-3 fats, which may help prevent heart disease.

Oily fish include:

- salmon
- trout

- herring
- sardines
- pilchards
- mackerel

Non-oily fish include:

- haddock
- plaice
- coley
- cod
- tuna
- skate
- hake

You can choose from fresh, frozen and canned, but remember that canned and smoked fish can be high in salt.

Most people should be eating more fish, but there are recommended limits for some types of fish.

#### *4. Cut down on saturated fat and sugar*

##### *Saturated fat*

You need some fat in your diet, but it's important to pay attention to the amount and type of fat you're eating.

There are 2 main types of fat: saturated and unsaturated. Too much saturated fat can increase the amount of cholesterol in the blood, which increases your risk of developing heart disease.

On average, men should have no more than 30g of saturated fat a day. On average, women should have no more than 20g of saturated fat a day.

Children under the age of 11 should have less saturated fat than adults, but a low-fat diet is not suitable for children under 5. In addition, full-fat dairy products, such as cheese, fromage frais and yoghurt, are recommended up to the age of 2 years.

Saturated fat is found in many foods, such as:

- fatty cuts of meat
- sausages
- butter
- hard cheese
- cream
- cakes
- biscuits
- lard
- pies

Try to eat less saturated fat and choose foods that contain unsaturated fats instead, such as vegetable oils and spreads, oily fish and avocados.

For a healthier choice, use a small amount of vegetable or olive oil, or reduced-fat spread instead of butter, lard or ghee.

When you're having meat, choose lean cuts and cut off any visible fat.

All types of fat are high in energy, so they should only be eaten in small amounts.

### *Sugar*

Regularly consuming foods and drinks high in sugar increases your risk of obesity and tooth decay.

Sugary foods and drinks are often high in energy (measured in kilojoules or calories), and if consumed too often can contribute to weight gain. They can also cause tooth decay, especially if eaten between meals.

Free sugars are any sugars added to foods or drinks, or found naturally in honey, syrups and unsweetened fruit juices and smoothies.

This is the type of sugar you should be cutting down on, rather than the sugar found in fruit and milk.

Many packaged foods and drinks contain surprisingly high amounts of free sugars.

Free sugars are found in many foods, such as:

- sugary fizzy drinks
- sugary breakfast cereals
- cakes
- biscuits
- pastries and puddings
- sweets and chocolate
- alcoholic drinks

Food labels can help. Use them to check how much sugar foods contain.

More than 22.5 g of total sugars per 100 g means the food is high in sugar, while 5 g of total sugars or less per 100 g means the food is low in sugar.

### *5. Eat less salt: no more than 6 g a day for adults*

Eating too much salt can raise your blood pressure. People with high blood pressure are more likely to develop heart disease or have a stroke.

Even if you do not add salt to your food, you may still be eating too much.

About three-quarters of the salt you eat is already in the food when you buy it, such as breakfast cereals, soups, breads and sauces.

Use food labels to help you cut down. More than 1.5 g of salt per 100 g means the food is high in salt.

Adults and children aged 11 and over should eat no more than 6 g of salt (about a teaspoonful) a day. Younger children should have even less.

### *6. Get active and be a healthy weight*

As well as eating healthily, regular exercise may help reduce your risk of getting serious health conditions. It's also important for your overall health and wellbeing. Read more about the benefits of exercise and physical activity guidelines for adults. Being overweight or obese can lead to health conditions, such as type 2 diabetes, certain cancers, heart disease and stroke. Being underweight could also affect your health.

Most adults need to lose weight by eating fewer calories.

If you're trying to lose weight, aim to eat less and be more active. Eating a healthy, balanced diet can help you maintain a healthy weight.

Check whether you're a healthy weight by using the BMI healthy weight calculator. Lose weight with the NHS weight loss plan, a 12-week weight loss guide that combines advice on healthier eating and physical activity.

If you're underweight, see underweight adults. If you're worried about your weight, ask your GP or a dietitian for advice.

### *7. Do not get thirsty*

You need to drink plenty of fluids to stop you getting dehydrated. The government recommends drinking 6 to 8 glasses every day. This is in addition to the fluid you get from the food you eat.

All non-alcoholic drinks count, but water, lower fat milk and lower sugar drinks, including tea and coffee, are healthier choices.

Try to avoid sugary soft and fizzy drinks, as they're high in calories. They're also bad for your teeth.

Even unsweetened fruit juice and smoothies are high in free sugar.

Your combined total of drinks from fruit juice, vegetable juice and smoothies should not be more than 150 ml a day, which is a small glass.

Remember to drink more fluids during hot weather or while exercising.

### *8. Do not skip breakfast*

Some people skip breakfast because they think it'll help them lose weight.

But a healthy breakfast high in fibre and low in fat, sugar and salt can form part of a balanced diet, and can help you get the nutrients you need for good health.

A wholegrain lower sugar cereal with semi-skimmed milk and fruit sliced over the top is a tasty and healthier breakfast.

#### After-text activities

1. a) Design the list of the key words, word-combinations, and phrases to each of the 8 tips for healthy eating.  
b) Find synonyms and synonymic expressions to them (when/if possible).  
c) Make up sentences with them.
2. Find the key sentences that summarize the main idea of each item.
3. Express your own idea to the given tips.
4. After all the above, explain the essence of each mentioned tip and why these 8 tips for healthy eating are important to follow.

### LESSON 3. AMERICA AND AMERICANS

Text 1. Recourse: <https://groundedgrub.com/articles/the-american-mindset-and-sustainability>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Learn about the American mindset and sustainability in the article by Rania Hassan.

Have you ever corrected someone's behavior and they responded by telling you, "well it's a free country"? How many times has someone told you that "America is the greatest country in the world"? How many times has the reason been freedom? Americans, including myself, are very proud of our first amendment, the right to freely express yourself, the right to practice the religion you desire, the right to assemble, the right to freedom of the press, and the right to petition. The first amendment is everything that makes America the country it is. However, that alone is a very simplified version of freedom in America. I've always believed that some of the reasons we have been unable to address sustainability as a country is because of American's mindset of freedom. I believe that Americans have a heightened sense of individualized freedom that goes to an extreme. I'm obviously not against freedom, I just believe there are always going to be limitations. We put limitations on our freedom constantly with the laws that are passed to keep us all safe: seatbelts, chemical laws, etc. I believe our inability to deal with environmental issues as a country can be explained by American's acute sense of freedom, our capitalistic economy, and our individualistic society.



American's notion of freedom is centered around the idea of the individual being able to do what they desire. Without bounds, that's a pretty dangerous mentality when you actually think about it. No one should feel that they are free to do whatever they please with no consequences. It's just like what we're taught in physics, every action has an equal and opposite reaction. The same goes for our choices in life. We believe we are free to do whatever we please, but the reality is, unless we desire complete anarchy, that's not entirely true. Americans have also used their notion of freedom to justify wars, invasions, and other unethical actions. It's important to remember that when the constitution was written, our freedoms were not truly available to everyone, despite its stating that "all men are created equal." There is far more complexity to our freedom than we give it credit for.

This perspective on personal freedom extends to our food system as well. Our current mentality is that we should have access to anything we desire. For example, when you go to the grocery store, there are numerous options of nearly every product/food for you to choose from, despite the huge environmental impact associated with providing such a wide array. What's more, if we look at produce, you can find almost all of the same options available all year long, even when many of these options are not in season, thus requiring huge international markets to cater to our ever-growing demands and expectations. Because we want the freedom of choice at all times, we expect to have access to all products at all times. This is one of the many strains currently harming our agricultural systems. In other countries, such as Egypt, you can't get produce that isn't in season unless you go to a large grocery store, which are not widely available. This places less stress on both the local and global markets, as well as the environment that supports these markets.

Our desires and demands are what drive our capitalistic economy. Capitalism is an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state. Private owners are always going to do what is best for their company and what will make them the most profit, regardless of the consequences. This is why 100 companies are responsible for 71% of global greenhouse gas emissions. One of the industries that contributes the most to our global emissions is agriculture, specifically that related to meat production. Our insatiable demand for meat has pushed the industry to overlook environmental impacts and animal cruelty concerns in pursuit of profits and growth. Most of the agricultural land we have is used to grow corn specifically to feed cows destined for the slaughterhouse. Meanwhile, chickens, pigs, turkeys, and other livestock are often packed tightly into pens and warehouses with barely any room to walk, and given hormones and antibiotics to make them so big that they sometimes can't even walk. During the COVID-19 pandemic, farming companies such as Allen Harim Farms

and Delmarva Poultry industry have chosen to kill nearly 2 million chickens. This is not the only instance of farming companies choosing to kill a large scale of their animals in the country during the COVID-19 pandemic. Rather than paying to take care of the animals, large amounts of animals were slaughtered and left uneaten by these companies simply because the demand for them had decreased to the point that it was cheaper to kill them than keep them alive. This injustice must stop. Private companies and corporations need to take personal responsibility for their actions and make an effort to reduce their environmental impact. Unfortunately, that is hard to incentivize in a capitalist economy. Profit will always be the driving force behind their actions. Our capitalistic economy exploits our heightened sense of freedom by telling us that if we can have it, then it's ours for the taking. This mindset is not only dangerous but unsustainable.

Another component of this is America's individualistic culture, where our society is characterized by individualism or the prioritization of the individual over the entire group. Individualistic cultures are oriented around the self, being independent rather than identifying with a group and the needs of the group as a whole. Being part of an individualistic culture, most Americans tend to think about "me" not "we." America is not the only individualistic country, but I believe Americans have a heightened sense of freedom even compared to other individualistic cultures. Collectivist cultures should theoretically have more success with the implementation of sustainability-initiatives because they tend to focus on the "we" instead of the "me", and these initiatives have a larger impact on the former than the latter. Usually, our thinking of others only stretches to our family and friends (not always, of course). This is one of the reasons we haven't been able to keep COVID under control—wearing a mask is meant to protect those around you, not just you. So, with a collective problem like climate change, the solutions are unsurprisingly based on reducing our "freedom of choice" and thinking of the collective global community. The same applies to our food systems. Food waste is in large part exacerbated by this individualistic culture. Food businesses have policies in place to decrease liability on the various parties responsible for this food waste. For example, the concern of protecting oneself from a lawsuit typically far outweighs the huge benefits of donating extra food from a restaurant to a homeless shelter. Some European countries have taken initiatives in passing laws to make it easier to donate unused food to those in need, however, these initiatives are still slow-moving and not as widely adopted as they could be. To be fair, there are some restaurants who wish to do this but simply can't because of the laws in place. However, the fact that these laws are in place further exemplifies how our culture, focused on the individual

and not the collective, prevents us from helping those in need and reducing food waste in the food system.

Climate change, as well as so many other environmental issues, are collectivist issues. The increased amount of carbon dioxide in the atmosphere has caused an increase in atmospheric temperature, which is resulting in rising sea levels, desertification, acid rain, and many other destructive ramifications. Unfortunately, for a variety of reasons, countries contributing the least amount of carbon-emissions are going to suffer the most. The United States is one of the highest emitters of carbon dioxide per capita, and second behind China for greatest emissions in total, and still, it will likely fare far better than most low-emitting countries. For this reason, the Paris Climate Agreement, an agreement amongst many members of the United Nations to reduce greenhouse gas emissions, was a monumental move in the fight against climate change. As one of the highest emitters of carbon dioxide, the United States now has to consider the countries that will be most affected by their emissions and their reliance on fossil fuels. The United States's reliance on fossil fuels, due to its cheap price and the incredible influence of the fossil fuel lobbies on politicians, is also the result of a non-collectivist approach largely catalyzed by politicians who are primarily concerned with present monetary benefits for themselves rather than the future monetary benefit of a climatically-stable, renewable energy powered society. Currently, President Trump has officially removed the US from the Paris Climate Agreement, and we have to wait until President-Elect Joe Biden re-enters the United States into the agreement to begin cooperating on a global scale again. Fortunately, it seems likely that the incoming administration will present some collectivist legislation that can aid many of these problems.

I know it might sound like there's no light at the end of the tunnel, but I sincerely believe there is hope. I believe the younger generations are gradually changing their understanding of freedom. Newer generations are going to have to face issues the previous generations haven't, such as climate change, and these issues require collectivist solutions. We are witnessing these younger generations stand up for issues such as climate change, racial justice, healthcare, gender equality, immigration, and others for the collective good at scales that haven't been seen in decades. I believe that our notion of freedom will continue to change with future generations, as long as we remember that it's never too late. But these newer generations can't fix climate change on their own, it is up to all of us to create a more sustainable future.

### After-text activities

1. a) Design the list of the key words, word-combinations, and phrases to each of 8 tips for healthy eating.  
b) Find synonyms and synonymic expressions to them (when/if possible).  
c) Make up sentences with them.
2. Find the key sentences that summarize the main idea of each item.
3. Express your own attitude to the author's view on American mindset and sustainability.
4. After all the above, explain your understanding of the American mindset and sustainability.

Text 2: Resource: <https://shorelight.com/student-stories/culture-of-usa/>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Learn about the view of Deshan Mendis on American culture.

### *Spotlight on American Culture*

America is one of the most culturally diverse countries, with residents representing nearly every region in the world. Learn more about American culture, values, and more.

America is home to people from all around the world, so when you study at a US university, you'll likely encounter unique cultures, traditions, arts, sports, and more. Over time, these many multicultural traditions have blended and adapted to become the face of culture in the USA.

If you are planning to study in the US, it helps to know what to expect when you arrive, and also to prepare for culture shock. Read on to learn more about culture in the USA and what you can expect as an international student living in America.

Described as a "melting pot" of cultures, the US is the third-largest country in the world, with residents representing different ethnic groups such as African Americans, Asian Americans, Indigenous Americans, and Latin Americans. As a result, US culture may at once seem both familiar and different, whether its shared values, food portions, driving, fashion, and even slang. Learning about American culture in advance can give you a sense of what to expect while studying in the US!

## *Values*

Every country has its own set of values and principles, and this is also true for America. Speaking generally, people in the USA align with the values stated in our Declaration of Independence: that all are created equal, with unalienable rights of life, liberty, and the pursuit of happiness. Let's take a closer look at what this means from a cultural values perspective.

## *Independence*

From a young age, Americans are taught to be self-sufficient and independent. The importance of a person being able to mold their own identity and future via their own choices, abilities, and efforts is heavily emphasized in American culture, education, and institutions. Americans value taking care of themselves and having the freedom to pursue their own definition of happiness. This extends to university life, where students are in charge of selecting their own major and pursuing the degree program that best aligns with their personal goals.

For international students who come from a culture where everything is done collectively as one unit/family, this emphasis on individualism and autonomy could take some getting used to. Focusing on independence does not mean you are alone, however, as there are many communities, advisors, and support services in the US you can rely on in times of need.

## *Equality*

For Americans, equality means everyone is born equal and no one is inferior or superior to the other. US universities take equality seriously, and will often include statements affirming equal rights in their charter, annual reports, and student and staff codes of conduct. Additionally, anti-discrimination policies are often in place and enforced for admissions, hiring, events, etc.

If you attend a US university, you can expect to live and study in an equitable and inclusive campus environment, where everyone can learn and freely pursue their goals.

## *Individualism*

Similar to valuing independence, culture in America places a great deal of importance on individualism. Individualism usually refers to being self-sufficient, with community and/or government assistance as a last resort. This means people are free to pursue their goals, often on their own terms, within the context of US laws.

Americans hold the ideals of freedom and order in high regard, and individualism is a key component — everyone in the US is entitled to their personal beliefs. The ability to express your individual views and opinions is considered part of this freedom.

### *Materialism*

America has the largest economy in the world, built off the principles of capitalism. As a result, culture in the USA often places a strong importance on materialism.

Competition and capital accumulation encourage businesses to maximize efficiency, allowing investors to profit from growth while customers benefit from cheaper pricing on a broader selection of goods. Equally, consumers are incentivized to purchase goods and services to feed back into the economy, and many financial systems in the US are designed around encouraging spending.

Due to America's strong economic position and capitalist economy, people can sometimes be encouraged to assess their wealth based on personal possessions and compare material possessions with others. This materialism plays an important role in explaining inequities in America, but can depend on many factors such as your personal community, city, or the state where you live.

### *Holidays*

In US culture, there are a few significant holidays that may be new to international students. Here's a list of federally recognized holidays in the US:

- New Year's Day — The first of January is a holiday in the US, with Americans celebrating the arrival of a New Year. As this day symbolizes new beginnings, many Americans start the New Year with family and loved ones.
- Martin Luther King, Jr., Day (MLK Day) — On the third Monday of January, the US honors the life of American civil rights activist Martin Luther King, Jr. (MLK), who protested against racial discrimination and made immense contributions to end segregation and prejudice. On this holiday, Americans are encouraged to reflect on racial equality and social change, as well as to devote time to community service.

- Memorial Day — The last Monday of May is dedicated to US military personnel who lost their lives in service. To honor their lives and service, Americans place flowers and flags on the graves of military personnel; many towns also hold parades. Memorial Day is also considered the official kickoff to summer, and many Americans have outdoor parties, gathering with family and friends for barbecues, swimming, and/or outdoor recreation.
- Juneteenth — To recognize the day slavery officially came to an end (June 19, 1865), Juneteenth is commemorated across America with parades, fairs, barbecues, and more.
- Independence Day — Celebrated with fireworks, barbecues, parades, and live festivals, the Fourth of July marks the day the United States declared their independence from British rule.
- Labor Day — The first Monday in September honors and appreciates the American labor movement, as well as laborers' contributions to the country's progress and achievements. This holiday is considered the close of summer, and Americans gather outdoors for food, swimming, games, and other festivities.
- Veterans Day — Observed on November 11, Veterans Day acknowledges living veterans who previously served in the United States military.
- Thanksgiving — Thanksgiving is a holiday of gratitude, commemorating the Pilgrim settlers' first harvest back in the 1600s. Now, every fourth Thursday of November, Americans celebrate Thanksgiving with family and friends over a hearty meal of turkey and all the trimmings.
- Christmas Day — Celebrating the birth of Jesus, Christmas Day is celebrated every December 25. It's a huge holiday in America, with parades, shopping events, music, and decorations. You may experience the country getting into the festive spirit even before October ends!

Along with these holidays, individual states or regions will observe local holidays based on their cultural history, or for members of specific communities or religions. For example, Massachusetts celebrates Patriots' Day the third Monday of April, honoring the first battles of the Revolutionary War in Lexington and Concord; the Boston Marathon is also held that day.

### *Religion*

With its many multicultural communities, US states and cities tend to be home to a variety of different religious denominations. According to a 2021 study, Americans identify as:

- 63% — Christian (40% Protestant, 21% Catholic, 2% other)

- 25.1% — Unaffiliated with any religion
- 2% — Jewish
- 1% — Buddhist
- 1% — Hindu
- 1% — Muslim

Even though the majority of Americans practice Christianity, the United States does not have an official state-endorsed religion. This is a foundation of the US Constitution: Everyone has the freedom to follow and observe whichever religion they wish.

### *Social Norms and Etiquette*

Culture in the USA is also built around different social norms and etiquette (which may be new to you). Let's take a look at some basic cultural behaviors and best practices to be aware of when interacting with people in America.

- Don't ask personal questions — As a general rule, Americans value privacy. Asking questions about weight, age, salary, wealth, religion, or politics is considered rude.
- Be punctual — Time management and punctuality are important in America. Being late or delaying a gathering/meeting will reflect badly on you, and you may be regarded as inconsiderate and disrespectful. Be on time!
- Tip correctly — At restaurants and bars in the US, sales tax and tips are not included in the menu; therefore items can cost up to 25% more. Additionally, those who serve you when you go out will expect a tip, as this is considered part of their income. (Don't know how much to tip? Tipping 15-20% of the cost of the meal is the general standard.)
- Don't skip lines — It is rude to push in line or skip people in a queue. If you are in a rush, ask the person in front of you whether you can skip ahead (but expect them to say no).
- Be aware of pets — If you visit a home in America, remember that many Americans have pets. If you are allergic or uncomfortable being around certain animals, let your host know in advance so they can accommodate your needs.
- Discuss dietary preferences — If you invite your American friends over for a meal, keep in mind that they may follow a certain diet or choose to omit certain foods. Be sure to ask for their preferences and follow them accordingly.



- Follow social pleasantries — Smiles are basic signals of politeness and are seen as a non-verbal way of being friendly. "Small talk" when waiting in line is also considered acceptable.
- Be prepared for big portions — Portion sizes in America tend to be quite big, so it is perfectly fine to ask for your leftovers to be packed up when you go out to eat!

Many social norms and etiquette foster the individual respect Americans expect from each other, while also showing respect for the identities of diverse communities in America.

### *Diversity in America*

With its many multicultural societies, America gives you the chance to experience and connect with different cultures, whether you're dining at ethnic restaurants, attending a live performance celebrating particular types of music or artists, collaborating on a group project with fellow students from various backgrounds, and much more.

Because the US seeks to honor its multicultural roots, you can find historical landmarks, monuments, and locations that tell the story of many of the minority communities in the US. American culture examples of these communities include African Americans, Asian Americans, Hispanics, Latinx Americans, Native Americans, and more.

Even the international student community in the US mirrors how diverse the country is — nearly 4.6% of the total US student population is made up of international students from 200+ countries. Each of these students bring their own culture and identities to add to the mix, with unique traditions, food, and sports — which you'll definitely experience during your university studies!

### *Sports*

Sports play a critical role in American culture, with many sports enthusiasts and fans found all over the country. The most popular sports in America are American football, basketball, and baseball; each has its own professional league. These sports have fan communities, built over decades, with rich history, cultural transitions, and sports icons who have become world-famous.

There are also annual championship sporting events such as the Super Bowl (football), NBA Finals (basketball), and World Series (baseball). Many of your American friends will be highly enthusiastic while watching these matches on television (or, if you're lucky, you might even get to go watch games live at the

stadium). The US's massive stadiums hold hundreds of cheering fans and are a strong part of the American experience — they are a must-visit at least once during your stay in the US.

If you have an interest in sports, they can be a great way to get involved on campus and make new friends. Many universities and colleges in the US have their own sports teams and clubs, with many offering national competitions!

#### *Other Tips for Living in America*

The US is a large country divided into different states, each with their own unique culture. Your cultural experience is bound to differ depending on where in the US you choose to pursue your education. Living away from your home country can be challenging, but there are so many new experiences and adventures waiting for you. If you want to know more about preparing for your future in America, check out these tips when coming to the United States.

Remember, if you ever need support with adjusting to your life in the US, your Shorelight advisor is always ready to help. From tips for preparing for your flight to managing culture shock, they are with you every step of the way to help you succeed and thrive.

#### After-text activities

1. a) Design the list of the key words, word-combinations, and phrases to each of the 8 tips for healthy eating.  
b) Find synonyms and synonymic expressions to them (when/if possible).  
c) Make up sentences with them.
2. Find the key sentences that summarize the main idea of each item.
3. Express your own attitude to the author's view on American culture.
4. After all the above, explain your understanding of the American culture and its uniqueness.

### **LESSON 4. BRITAIN AND THE BRITISH**

Text 1. Recourse: <https://www.londonschool.com/blog/10-interesting-facts-about-british-behaviour/>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Learn about the 10 interesting facts about British behaviour.

#### *10 interesting facts about British behaviour*

There is a lot to learn about the habits and **quirks** of the British people when you visit London for the first time. Here is a short guide to how to navigate daily life with ease.

### *Know when you are being asked to do something*

Have you noticed that British people are indirect when we speak? Here are some examples. If the phone is ringing, we won't ask someone to answer it; instead, we will simply state 'the phone is ringing' in the hope that somebody will answer it. If a window is open and we would like to close it, we might say that 'is anyone else cold?' and expect the person nearest the open window to close it.

### *When it comes to paying the bill, expect anything!*

After a social outing, there is no common **convention** as to who will pay the bill. Even if someone has invited you out, that doesn't mean they will pay for you and they may just want to spend some time with you. On the other hand, some people may insist on paying their share, so don't be offended if you have offered to pay for them but they refuse. Here are some expressions you might hear when it is time to settle the bill:

- 'Going halves', or 'splitting the bill': this means to divide the sum between the number of people
- 'It's on me', 'I'll get this' or 'it's my treat': this means that the other person is paying for you as well as themselves.

### *The pub is at the heart of socialising*

Visitors to the UK are often surprised at the wide range of ages, sexes and socio demographic backgrounds of people who go to pubs. The word pub is short for 'public house'; it is literally a house for everyone in the community to sit, relax and socialise. It is common, especially at weekends, to find families and groups with people of all ages together.

Some pubs focus on food, some focus on drinks. Some pubs will provide games and books for people to play and **entertain** themselves as they would at home, whilst others will put on live music or even a comedy show.

There are many lovely pubs around the Holland Park area close to The London School of English; The Windsor Castle has a nice garden for sitting in the sunshine and The Castle has a great selection of beers and gins.

### *What to wear*

People often think of the British businessman as being dressed in a pinstriped suit with a bowler hat, briefcase and umbrella, and a copy of The Times under his arm. Whilst Savile Row and Jermyn Street in London's Mayfair still have traditional tailors' shops where you can buy this type of outfit, many companies have moved away from this traditional work attire.

Most men now go for a shirt and chinos **combo**, and women go for a smart-casual skirt or trousers and top, or a dress. Some men might keep a jacket and tie at work that they can put on if they have a client meeting or some other reason to look extra smart.

Away from the workplace however, there are still places that expect a suit and tie. For example, if you head to the Ritz Hotel for tea, or visit the members' section at Lord's Cricket Ground, you will be expected to dress appropriately. And if you are going to a wedding as a guest, it is best to avoid wearing white. Advance research is key.

### *The art of giving a compliment*

If we receive a compliment, we will often make a **self-deprecating** comment to emphasise modesty. For example, if you tell somebody 'I love your dress!', expect the reply to be 'This old thing? I bought it in Primark ages ago!'. In this example, when faced with a self-deprecating Brit, you could say, 'Well, I think it's lovely' and you will have made their day.

### *Visit a garden*

Gardening is one of the most popular **leisure** activities in the UK. Two-thirds of British people visit a garden centre each year, and the gardening industry is worth £25 billion! In fact, we love our gardens so much that each year the National Garden Scheme opens over 3,000 private gardens to the public, raising money for charity in the process. You can even visit them virtually this year.

### *Living the rural dream*

Roughly 84% of English people live in urban areas, and for many city dwellers, the idea of a cottage in the country with picturesque walks to a thatched pub, and enjoying drinks in front of a roaring fire with a dog at their feet, seems idyllic. The English poets William Wordsworth and William Blake praised the **landscape** with their words, and painters JMW Turner and John Constable captured timeless rural scenes.

During your visit to London, make time to explore some of the beautiful towns, villages, and areas of outstanding beauty within easy reach.

#### *What to eat*

Britain may not have a famous culinary heritage, but we have welcomed and embraced people and cuisines from all around the world, our home-grown produce is fantastic, and our top restaurants are on a par with other countries. England has seven restaurants that currently hold three Michelin stars, and our long history of brewing ales and beers is now matched by our world-class and award winning wine producers. When in London, try a robust and tasty English roast **dinner**, which is traditionally eaten early in the afternoon on a Sunday.

#### *When it comes to money, less is more*

The truly wealthy rarely show off their wealth, and we don't like to talk about money or how much we earn. A common saying is 'money can't buy taste'. In other words, if you are truly 'upper class', you do not need to show it.

#### *Amateurs*

We are a nation of keen amateurs. We are happy to give anything a go, whether we've been trained at it or not, and we don't really care too much about whether we are good at it either. You may hear the saying, 'it's not the winning, it's the taking part that counts', and that sums us up perfectly.

Many British people are members of football teams, photography clubs, theatre groups, art classes, choirs, etc, simply because they enjoy the activity and are interested in meeting other people with the same hobby. And sometimes, our amateur enthusiasm pays off. Lots of British inventors were amateurs, for example, according to Bill Bryson's book *Home*, the number of vicars who made scientific discoveries in the nineteenth century is 10 times that of professional scientists – Reverend George Garrett pioneered submarine design, and Reverend John Mitchell helped discover the planet Uranus!

Welcome to Britain!

### After-text activities

1. a) Design the list of the key words, word-combinations, and phrases to each of the 10 interesting facts about British behaviour.  
b) Find synonyms and synonymic expressions to them (when/if possible).  
c) Make up sentences with them.
2. Find the key sentences that summarize the main idea of each item.
3. Express your own understanding of each of the mentioned fact.
4. After all the above, name other facts, which you know about the British.

Text 2. Resource: <https://www.expatica.com/uk/moving/about/british-people-106470/>

1. Do a scanning reading of the text. Be ready to do the given tasks after reading.
2. Learn the tips for understanding the British people.

#### *Tips for understanding the British people*

When you think of the UK, what images come to mind? This guide provides clues and insight to British people.

The beauty of the increasing globalization of our world is that little is now truly unknown. We can research and inform ourselves about new destinations, even walk virtually down chosen streets, and so arrive with some sense of familiarity. This eases those early days and prevents us from feeling immediately overwhelmed.

However, even with some familiarity, navigating cultural differences can initially feel a bit like sailing in stormy waters. In order to understand and communicate effectively in a new culture, two approaches can be helpful:

- Developing a personal awareness of one's own cultural orientation and perspectives – a personal cultural blueprint.
- Developing an understanding of the cultural orientations of the host country.

This article provides an overview of some of the characteristics of the typical British person based on cultural variables and dimensions of individualism, communication, space, power, and action as identified by Joerg Schmitz (Cultural Orientations Guide).

However, first a health warning! The UK has four countries: England, Scotland, Northern Ireland, and Wales. Each country has its own history, traditions, and therefore cultural differentiations. In addition, there are many regional differences and two hundred nationalities represented within the UK population. It goes without saying that there is huge cultural diversity.

- Individualism
- Communication
- Personal space
- Power
- Action

### *Individualism*

Society in the UK tends to focus on and reinforce individual achievement. This is comparable to countries with a more collective orientation that emphasizes the group's interests over the individual's. In the UK, the individual and their rights are paramount; generally, everyone should look after themselves and their immediate family.

In the workplace, although teamwork is an important means to achieving superior performance, individuals within the team may compete. Management looks at individual and team performance when conducting individual performance appraisals.

Loyalty to a collective group may exist in terms of religious groupings, corporate allegiances or local community networks and groups, especially amongst national groupings. The extent to which you find this will vary.

### *Communication*

Social environments vary in how people express themselves. A high context orientation will mean that there is an emphasis on implicit communication and non-verbal cues. A low context orientation will mean that communication is explicit, people say what they mean and mean what they say!

The UK is a bit of a mix when it comes to communication. People living in southern England are often described as relatively indirect and reserved. Also they will not be particularly demonstrative in an emotional sense. It's not unusual to be left wondering what people really think or resorting to asking clarifying questions to find out.

As you head further north, people do become more open and direct, perhaps even blunt. They are also said to be friendlier and more welcoming and a touch more emotionally demonstrative as well.

## *Personal space*

The British are generally quite private in their nature. “An Englishman’s home is his castle” is a proverb that demonstrates this point. People feel more able to be fully themselves when they are at home. Outside of the home, they conform to social norms.

Personal space is important. When meeting people for the first time, leave space between and greet people with a formal handshake. However, barriers break down quickly; people tend to be more open and friendly once they have met you a few times.

## *Power*

The power dimension talks about degree of acceptability of different power relationships and social stratification within a culture. Historically, the class structure of society has been important in the UK. Even today the media will use class labels to describe people. For example, when Prince William became engaged to Kate Middleton, she was described as being from a “wealthy *middle-class* family”.

Despite the frequent reference to class structure, there also is a desire to develop a society based on meritocracy, not inheritance and social standing. Opportunity for all is crucial and really meant by many people. Promotion in many organizations is based on past performance rather than connections and family heritage, but of course there are some exceptions.

In the workplace, although senior management will typically have the ultimate authority, employees are encouraged to contribute to debate and discussions and demonstrate personal initiative and responsibility.

## *Action*

The action dimension identifies the difference between cultures with a ‘doing orientation’, which are focused towards tasks and action and a ‘being orientation’, which emphasizes the importance of relationships, reflection and analysis.

The UK has a tendency towards action and task orientation. People pride themselves on their ability to complete tasks on time. Although not sticklers in terms of punctuality, once people are at work the old protestant work ethic often shines through.

However, there is a growing realization of the benefits of a ‘being orientation’ and people nowadays can be seen to be more sensitive to relationships and the



importance of nurturing these at the expense of task achievement than they would have been in the past.

We hope that this brief overview has given you some useful insights. It is a helpful exercise to ask yourself where you would place yourself in terms of the dimensions mentioned above and consider how you might manage any major differences.

#### After-text activities

1.     a) Design the list of the key words, word-combinations, and phrases to each of understanding the British people.  
       b) Find synonyms and synonymic expressions to them (when/if possible).  
       c) Make up sentences with them.
2.     Find the key sentences that summarize the main idea of each item.
3.     Express your own idea on each of the tip.
4.     After all the above, name other tips, which you know about the British people.

## КРИТЕРІЇ ОЦІНЮВАННЯ

### Критерії оцінювання самостійної роботи (5-й семестр)

Вид роботи	Бали	Критерії
Самостійна робота	0 балів	Здобувач не бере участь у самостійній роботі.
	1-2 бали	Здобувач знає окремі факти, що стосуються навчального матеріалу; виявляє здатність елементарно висловлювати думку; самостійно та за допомогою викладача може виконувати частину завдань; знає послідовність виконання завдання; завдання для самостійного опрацювання містять багато суттєвих відхилень від установлених вимог, при їх виконанні потребує систематичної допомоги викладача.
	3 бали	Здобувач самостійно і логічно відтворює фактичний матеріал та наводить приклади; володіє навчальним матеріалом і використовує набуті знання, уміння у стандартних ситуаціях; самостійно виконує завдання відповідно до інструкції.

### Критерії оцінювання самостійної роботи (6-й семестр)

Вид роботи	Бали	Критерії
Самостійна робота	0 балів	Здобувач не бере участь у самостійній роботі.
	1-2 бали	Здобувач знає окремі факти, що стосуються навчального матеріалу; виявляє здатність елементарно висловлювати думку; самостійно та за допомогою викладача може виконувати частину завдань; знає послідовність виконання завдання; завдання для самостійного опрацювання містять багато суттєвих відхилень від установлених вимог, при їх виконанні потребує систематичної допомоги викладача.
	3 бали	Здобувач самостійно і логічно відтворює фактичний матеріал та наводить приклади; володіє навчальним матеріалом і використовує набуті знання, уміння у стандартних ситуаціях; самостійно виконує завдання відповідно до інструкції.
	4 бали	Здобувач володіє глибокими знаннями, демонструє відповідні компетентності, використовує їх у нестандартних ситуаціях, самостійно працює з інформацією у відповідності до поставлених завдань; систематизує та узагальнює навчальний матеріал; самостійно користується додатковими джерелами інформації; без похибок виконує практичні завдання.

### Критерії оцінювання підсумкової контрольної роботи

Підсумкова контрольна робота	1-3 бали	Здобувач не менше ніж на 50% контрольних завдань надав правильну відповідь.
	4-6 бали	Здобувач на 51% - 70% контрольних завдань надав правильну відповідь.
	7-8 балів	Здобувач на 71% - 90% контрольних завдань надав правильну відповідь.
	9-10 балів	Здобувач на 91% - 100% контрольних завдань надав правильну відповідь.

### Критерії оцінювання за всіма видами контролю

Сума балів	Критерії оцінки
Відмінно (90 – 100 А)	Здобувач вищої освіти має ґрунтовні <b>знання</b> з лексики, що запропонована за темами; має ґрунтовні <b>знання</b> з граматику в обсязі наступного матеріалу: модальні дієслова та їх еквіваленти; досконало <b>знає</b> всі часові форми дієслова, складений додаток, пасивний стан, непряму мову, умовний спосіб; неособові форми дієслова; виявляє <b>вміння</b> читати, інтерпретувати та обговорювати художні та публіцистичні тексти; виявляє <b>вміння</b> розуміти аутентичне англійське мовлення в межах тематики, що вивчалась і вести бесіду на її основі; виявляє творчий підхід у користуванні англійською мовою як засобом вирішення соціально-побутових і професійних завдань; на високому рівні <b>вміє</b> самостійно поповнювати власний словниковий запас і користування інтернет-ресурсами для самовдосконалення побутових мовленнєвих умінь. Оцінка нижче 100 балів обґрунтовується неточностями в усних та письмових відповідях.
Добре (82-89 В)	Здобувач вищої освіти обізнаний із лексикою, що запропонована за темами; на достатньому рівні <b>знає</b> граматику в обсязі наступного матеріалу: модальні дієслова та їх еквіваленти, всі часові форми дієслова, складений

	<p>додаток, пасивний стан, непрямую мову, умовний спосіб; неособові форми дієслова; на достатньому рівні володіє <b>вміннями</b> читати, інтерпретувати та обговорювати художні та публіцистичні тексти проте подекуди не може розуміти аутентичне англійське мовлення в межах тематики, що вивчалась і вести бесіду на її основі; у цілому вміє користуватися англійською мовою як засобом вирішення соціально-побутових і професійних завдань; достатньо усвідомлено поповнює власний словниковий запас і користування інтернет-ресурсами для самовдосконалення побутових мовленнєвих умінь.</p>
<p>Добре (74-81 C)</p>	<p>Здобувач вищої освіти не завжди знає лексику, що запропонована за темами; <b>не завжди знає</b> граматику в обсязі наступного матеріалу: модальні дієслова та їх еквіваленти, всі часові форми дієслова, складений додаток, пасивний стан; не завжди виявляє розуміння непрямой мови та умовного способу; неособові форми дієслова; на середньому рівні володіє <b>вміннями</b> читати, інтерпретувати та обговорювати художні та публіцистичні тексти; не завжди виявляє розуміння аутентичного англійського мовлення в межах тематики, що вивчалась і вести бесіду на її основі; не завжди може користуватися англійською мовою як засобом вирішення соціально-побутових і професійних завдань; на середньому рівні володіє <b>вміннями</b> самостійно поповнювати власний словниковий запас і користування інтернет-ресурсами для самовдосконалення побутових мовленнєвих умінь, часом потребує допомоги викладача.</p>
<p>Задовільно (64-73 D)</p>	<p>Здобувач вищої освіти демонструє певні труднощі у знанні лексики, що запропонована курсом темами; труднощі у знанні граматики наступного матеріалу: множина іменників; присвійний відмінок; займенники; числівники; модальні дієслова та їх еквіваленти; знанні часових форм дієслова, складеного додатку, пасивного стану; неособові форми дієслова; має значні проблеми під час читання, інтерпретування та обговорювання художніх та публіцистичних текстів потребує значної допомоги з боку викладача; потребує значної допомоги під час <b>розуміння</b> аутентичного англійського мовлення в межах тематики, що</p>

	<p>вивчалась і вести бесіду на її основі; <b>не завжди вбачає доцільним</b> користуватися англійською мовою як засобом вирішення соціально-побутових і професійних завдань; відчуває труднощі при самостійному поповненні власного словникового запас і користування інтернет-ресурсами для самовдосконалення побутових мовленнєвих умінь викликають труднощі.</p>
<p>Задовільно (60-63 E)</p>	<p>Здобувач вищої освіти демонструє поверхові <b>знання</b> з лексики, що запропонована за темами; має поверхові <b>знання</b> з граматики наступного матеріалу: множина іменників; присвійний відмінок; займенники; числівники; модальні дієслова та їх еквіваленти; не цілком розуміє часові форми дієслова, складений додаток, пасивний стан; неособові форми дієслова; зазнає значних труднощів у читанні, інтерпретації та обговоренні художніх та публіцистичних текстів; <b>вміння</b> щодо розуміння аутентичного англійського мовлення в межах тематики, що вивчалась і ведення бесіди на її основі розвинене слабко; виявляє <b>часткові вміння</b> користуватися англійською мовою як засобом вирішення соціально-побутових і професійних завдань; виявляє часткові <b>вміння</b> самостійно поповнювати власний словниковий запас і користування інтернет-ресурсами для самовдосконалення побутових мовленнєвих умінь.</p>
<p>Незадовільно (35-59 FX)</p>	<p>Здобувач вищої освіти має фрагментарні <b>знання</b> з лексики, що запропонована за темами; не розуміє граматику в обсязі наступного матеріалу: множина іменників; присвійний відмінок; займенники; числівники; модальні дієслова та їх еквіваленти; не <b>знає</b> часові форми дієслова, складений додаток, пасивний стан; відчуває значні труднощі під <b>час</b> читання, інтерпретації та обговоренні художніх та публіцистичних текстів; відчуває значні труднощі у розумінні аутентичного англійського мовлення в межах тематики, що вивчалась і не може вести бесіду на її основі; у користуванні англійською мовою як засобом вирішення соціально-побутових і професійних завдань припускається грубих помилок; не володіє <b>вмінням</b> самостійно поповнювати власний словниковий запас і користування інтернет-</p>

	ресурсами для самовдосконалення побутових мовленнєвих умінь.
Незадовільно (0-34 F)	Здобувач не виконує вимоги програми навчальної дисципліни: не сформовані знання уміння та навички. Здобувач не допускається до екзамену та проходить повторне вивчення дисципліни.

**Розподіл балів, які отримують здобувачі за результатами поточного і підсумкового контролю (екзамен) 5-й семестр**

Поточний контроль (практичні заняття, самостійна робота)			ІНДЗ	Екзамен	Сума
Теми	Бали	Разом	0-10	0-20	0-100
Тема 1	0-6	0-70			
Тема 2	0-6				
Тема 3	0-6				
Тема 4	0-6				
Тема 5	0-6				
Тема 6	0-6				
Тема 7	0-6				
Тема 8	0-6				
Тема 9	0-6				
Тема 10	0-6				
Підсумкова контрольна робота	0-10				

**Розподіл балів, які отримують здобувачі за результатами поточного і підсумкового контролю (залік) 6-й семестр**

Поточний контроль (практичні заняття, самостійна робота)			ІНДЗ	Сума
Теми	Бали	Разом	0-10	0-100
Тема 11	0-8	0-90		
Тема 12	0-8			
Тема 13	0-8			
Тема 14	0-8			
Тема 15	0-8			
Тема 16	0-8			
Тема 17	0-8			
Тема 18	0-8			
Тема 19	0-8			
Тема 20	0-8			
Підсумкова контрольна робота	0-10			

## РЕКОМЕНДОВАНА ЛІТЕРАТУРА ТА ДЖЕРЕЛА

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