

Министерство образования Республики Беларусь
Учреждение образования «Витебский государственный
университет имени П.М. Машерова»

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ENGLISH

АНГЛИЙСКИЙ

ЯЗЫК

Практикум по устной речи

*Допущено Министерством образования
Республики Беларусь в качестве учебного пособия
для студентов учреждений высшего образования
по специальности «Романо-германская
филология»*

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Р е ц е н з е н т ы:

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Издание предназначено для студентов первого курса, обучающихся по специальности «Романо-германская филология», и состоит из четырех глав «University Studies», «House. Flat», «Meals», «Shopping», в каждой из которых представлены разделы «Writing», «Listening», «Speaking».

При составлении практикума использовались материалы из отечественных учебников и оригинальных источников.

Системное и методически грамотное изложение материала позволит использовать данное учебное издание не только на практических занятиях под руководством преподавателя, но и в процессе самостоятельной работы студентов.

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ПРЕДИСЛОВИЕ

Издание предназначено для студентов первого курса, обучающихся по специальности «Романо-германская филология», и составлено в соответствии с типовой учебной программой «Английский язык» для этой специальности.

Цель учебного издания – сформировать у студентов коммуникативную компетенцию; обеспечить достаточно свободным, нормативным и функционально-адекватным владением всеми видами речевой деятельности на английском языке в рамках устных тем «University Studies», «House. Flat», «Meals», «Shopping», а также расширить лингвистический кругозор будущих специалистов.

Практикум состоит из четырех глав, соответствующих изучаемым темам, в каждой из которых представлены разделы «Writing», «Listening», «Speaking».

Предложенные языковые и речевые упражнения направлены на углубление знаний о системе языка и правилах его функционирования, на выработку автоматизма в области произношения, чтения, на развитие навыков орфографически и пунктуационно грамотного письма и на формирование умения комбинировать в речи изученный материал в зависимости от сферы общения, цели коммуникации, позиции партнеров по общению. Данное учебное издание способствует приобретению навыков аудирования, чтения, говорения и письменной речи. Обучение студентов этим видам речевой деятельности осуществляется с учетом специфики обиходно-разговорного функционального стиля речи. Работа с лексическими единицами и обучение навыкам перевода способствует активизации и развитию устной речи. Творческие упражнения позволяют сформировать у

студентов умение участвовать в беседах и дискуссиях, самостоятельно извлекать необходимую информацию из аутентичных источников. Выполнение упражнений требует выработки у студентов навыков творческого анализа языкового материала, формирования умения проводить сравнение, обобщение, классификацию и другие мыслительные операции. Упражнения расположены в порядке возрастания уровня сложности и постепенного перехода от упражнений репродуктивного типа к упражнениям продуктивного типа.

При составлении практикума использовались материалы из отечественных учебников и оригинальных источников. Подобранный аутентичный материал коммуникативного и аналитического характера отражает функционально-стилистическую вариативность английского языка, его богатство и разнообразие.

Разработанные задания отличаются по объему и уровню сложности, что дает возможность выбора приемов аудиторной и внеаудиторной работы со студентами. Практикум построен таким образом, что преподаватель может самостоятельно организовывать работу с предложенным текстовым материалом, а также вносить коррективы в порядок изучения разделов.

Системное и методически грамотное изложение материала позволит использовать данное учебное издание не только на практических занятиях под руководством преподавателя, но и в процессе самостоятельной работы студентов.

Part I. UNIVERSITY STUDIES

UNIT 1. COLLEGE LIFE. OUR UNIVERSITY

A. COLLEGE LIFE

Active Vocabulary

to leave / finish school
to receive a school-leaving certificate
entrance exams, finals
full-time students, part-time students
dean, (at) the dean's office
sub-dean
assistant professor
senior lecturer
tutor
full-time student
part-time student
chair, to hold the chair
community
campus, campus ground, to live off-campus
dorm (itory)
monitor
to hand in, to hand out smth
student membership card
student record book
library card
to attend lectures / extra lessons
to play truant, to cut / to skip classes
to be absent from classes
to have a good excuse for missing classes
scholarly societies
to cope with smth
postgraduate course
synopsis (pl -es)
graduation dissertation
thesis (pl -es)
final
oral
assignment

a real avalanche of homework
to keep pace with (the programme)
to crib (from), a crib
to cheat
to cram
to swot
to lag behind, to fall behind, to be behind smb in smth
to catch up with smb in smth
to be expelled (from)
to give up one's studies
to have to repeat the year
undergraduate
to graduate from; to be a graduate of
to graduate with honours
to get a free education
to pay a certain fee for
grant
scholarship
allowance
timetable
curriculum (pl -la, -s)
syllabus (pl -bi, -es)

Find out some facts about the educational environment of British students.

Some Important Things from the Educational Environment

Community. By the word “community” they mean a village or a town and all the people living in it. A city usually consists of several communities, in this case community represents a district. According to the dictionary, “community” is a group of people living in the same place and united by the shared interests, religion, nationality, etc. University campuses are also considered to be communities, including the big areas of campus grounds, college buildings and facilities located on this territory and professors living nearby.

Campus. A campus is the territory of a university or a college where buildings and halls of residence are located. A campus usually is a really big area. A student spends most of all his / her time there, since on the campus territory you will find not only the administration building and education spaces, but also a library, dorms, fraternities and sororities, cafeterias, gyms and sports fields. The classrooms are usually for all the related departments. For instance, the sciences may

be in one building, the social sciences in another, the humanities all together and perhaps music and art off somewhere. A science like engineering may have a building all to itself. One building you will find on every campus is the Student Union. It has a cafeteria and a snack bar which is convenient for those who live off-campus. There is an area with comfortable chairs where students can relax and talk. Some students study there between the classes. The Student Union is the place where discotheques are often held. Last, but not least, every campus has a bookstore where you can buy textbooks and supplies.

There are different payments students can get while studying.

A *grant* is what students get every month which is taken from the state budget or is paid by local authorities. A *scholarship* is given to especially bright students who have excellent results, and is usually much higher than a grant. An *allowance* is a one-time payment for not so well-to-do students who may find themselves in a difficult financial situation.

VOCABULARY EXERCISES

Exercise 1. Match the phrases with their Russian equivalents:

- | | |
|--------------------------------|----------------------------------|
| 1. well-to-do student | a) территория студгородка |
| 2. according to the dictionary | b) отдельно |
| 3. live off-campus | c) покупать канцтовары |
| 4. local authorities | d) представлять район |
| 5. live nearby | e) бюджет штата |
| 6. represent a district | f) согласно словарю |
| 7. related departments | g) обеспеченный студент |
| 8. shared interests | h) местные власти |
| 9. buy supplies | i) жить за пределами студгородка |
| 10. state budget | j) общие интересы |
| 11. all to itself | k) жить поблизости |
| 12. campus ground | l) родственные факультеты |

Exercise 2. Answer the following questions.

1. What does the word "community" mean?
2. What description is given to this word in the dictionary?
3. What does the word "campus" mean?
4. What is located on the territory of the campus?
5. Do the departments have buildings of their own?
6. What kinds of payment can the students get while studying?

Exercise 3. Translate the following sentences into English.

1. Слово «комьюнити» означает деревушку или городок и людей, проживающих там.
2. Большой город состоит обычно из нескольких «комьюнити», в данном случае это слово обозначает (designate) район.
3. Студгородок тоже обозначается словом «комьюнити» и включает в себя территорию, здания, а также студентов и профессоров.
4. На территории студгородка находится административное здание, а также учебные корпуса, общежития и многое другое (facilities).
5. Студенческий Союз – это здание и место, где проводятся дискотеки, вечеринки и другие общественные мероприятия.
6. Студенты могут получать разного рода финансирование; существует три вида стипендий – это деньги, даваемые студентам на учебные цели.

➤ **SPEAKING**

Tell what the British mean by:

1. Community.
2. Campus.
3. Student Union.
4. Grant, scholarship, allowance.

Read the following essay and say whether you agree with the author or not, paying special attention to the words and expressions in bold.

College Life

The merry-go-round of **college life** is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a **full-time** or a **part-time student**.

Who can forget the first day at the university when one turns from an **applicant** who has **passed entrance exams** into a **first-year student**? I did it! I **entered**, I **got into the university**! A solemn ceremony in front of the **university building** and serious people **making speeches**. Hey, lad, do you happen to know who they are? Who? The **rector**, **vice-rectors**, **deans**, **subdeans**... and what about those ladies? **Heads of departments** and **senior lecturers**? Okay. Some of them must be **professors**, some – **associate** or **assistant professors**, but, of course, all of them have **high academic degrees**. And where are our **lecturers** and **tutors**?

The **monitors** hand out **student membership cards**, **student record books** and **library cards** – one feels like a real person. First

celebrations and then days of hard work. So many **classes**, so many **new subjects to put on the timetable!** The **curriculum** seems to be developed especially for geniuses. **Lectures, seminars and tutorials.** Home **preparations**; a real avalanche of **homework**.

If one cannot **cope with the work load of college** he or she immediately starts **lagging behind**. It is easier to **keep pace with** the programme than **to catch up with** it later. Everyone tries hard to be, or at least to look, **diligent**. First **tests** and **examination sessions**. The first **successes** and first **failures**: "I have passed!" or "**He has not given me a pass!**" Tears and smiles. And a long-awaited **vacation**.

The merry-go-round runs faster. **Assignments, written reproductions, compositions, synopses, papers.** Translations **checked up and marked**. "Professor, I have never **played truant**, I **had a good excuse for missing classes**". Works **handed in and handed out**. **Reading up for exams**. "No, professor, I have never **cheated – no cribs**. I just **crammed**".

Junior students become **senior**. Still all of them are one family – **undergraduates**. **Student parties** in the **student clubs**. Meeting people and parting with people. You know, Nora is going **to be expelled** and Dora is going **to graduate with honours**. **Yearly essays, graduation dissertations, finals...**

What? A **teacher's certificate**? You mean, I've got a **degree in English**? I am happy! It is over! It is over... Is it over? Oh, no...

A **postgraduate course**, a **thesis**, an **oral**, and a **degree in Philology**. The first of September. Where are the students of **the faculty of foreign languages**? Is it the **English department**? Oh, how nice...

VOCABULARY EXERCISES

Exercise 1. Find in the text words denoting:

- a short piece of writing on one particular subject that is written by a student;
- a class, usually at college or university, where the teacher and the students discuss a particular topic or subject;
- a long essay that a student does as part of a degree;
- financial aid that the government gives to an individual or to an organization for a particular purpose such as education, welfare, home, improvements;
- a student at a university or college who has not yet taken his or her first degree;
- a person who has a first degree from a university and who is doing research at a more advanced level;

- someone who has left school or college before they have finished their studies;
- a long piece of written research done for a higher university degree, especially a PhD;
- money given to a student to help pay for the cost of his or her education;
- a regular meeting in which a tutor and a small group of students discuss a subject as part of the student's course of study;
- a block of flats where students live.

Exercise 2. Pick out from the text:

- 1) nouns, denoting different types of classes at the university;
- 2) nouns, denoting money support for students;
- 3) nouns, denoting types of written works done by students.

Exercise 3. Give the English equivalents for the following word-combinations and use them in sentences of your own.

Прогуливать занятия, заканчивать университет с отличием, раздавать студенческие билеты, справляться с учебной нагрузкой, иметь оправдание за пропуск занятий, идти в ногу с программой, быть исключенным, получать высокую академическую степень.

Exercise 4. Explain the meaning of the following words and phrases:

- monitor
- a diligent student
- an avalanche of homework
- applicant
- to play truant
- to have an excuse for
- to lag behind
- to keep pace with
- curriculum
- to graduate with honours

Exercise 5. Discuss in pairs the difference between:

- junior and senior students;
- a reproduction and a composition;
- a student record book and a student membership card;
- a lecturer and a tutor;
- a curriculum and a syllabus.

Exercise 6. Answer the questions.

1. Who can become a part-time student?
2. What documents do students have?
3. What should one do to cope with the work-load of college?
4. What are the consequences of playing truant?
5. Why do a number of students take a postgraduate course after their fifth year at university?

➤ **SPEAKING**

1. Describe your first days at the university.
2. Would you compare your college life with a merry-go-round or with something else? Why?

B. OUR UNIVERSITY

Active Vocabulary

to make up one's mind

to enter the University

to be admitted to the University

to follow one's bent

to take a 5-year course including two compulsory languages

an option of taking a third language

compulsory subjects

optional subjects

to be equipped with, to be well-equipped, to be badly equipped

to have access to

to have at one's disposal, to be available for

to have every opportunity to study well

to take great pains with classes

to gain knowledge

to cover a lot of material

to make a careful / thorough study of smth.

to get rid of mistakes in the shortest possible time

to read up for an exam, to revise for an exam

to get a better command of the language

to master the language

to enrich vocabulary

to do everything at the last minute

to take / do / sit an exam

to pass an exam

to fail / flunk an exam

to do badly / well at one's exam

to have bad / good luck

to devote to
to train in smth.
the faculty of the University
to hold / give a lecture on, to lecture on, to arrange a lecture on
to hold a seminar on / in
to have tutorials on / in
to borrow books from the library
extra-curricular activities
to join a debating club
amateur groups

Read the following passage and elicit the information about Vitebsk State University.

Our University

Last year I made up my mind to become a teacher of English. It wasn't a spontaneous decision as I had always wanted to devote my life to learning foreign languages. I passed my entrance exams to Vitebsk State University successfully and now I'm a first-year student of the English Philology Department of the Philology faculty.

Among the other departments at our university one can find the Biology Department, the Department of Physics and Maths, the Art Department, the History Department, the Law Department and others. All in all there are 11 departments at our university which train not only teachers in different subjects but also other specialists such as lawyers, artists, philologists, ecologists, computer-programmers, sociologists, psychologists, etc. Nearly 5 thousand students study here.

The Philology faculty is the biggest one as about 600 students study here. The dean of our Faculty is a professor. There are five chairs at our faculty. The English Philology chair is held by an associate professor. The students of our department take a five-year course including two compulsory languages. We are lucky to have an option of taking a third language.

The faculty of the university consists of professors, assistant professors, senior teachers and lecturers who are highly qualified specialists. Most of them have a high academic degree. They give lectures, hold seminars and have tutorials with students on different subjects such as Practical Grammar, Practical Phonetics, Oral and Written Practice, History of English Literature, Foreign Literature, Russian Literature, Linguistics, History of Great Britain, Latin, Modern Russian and so on.

There is a very good proverb which reads “No pains, no gains” and I may say that our students take great pains with their classes to gain as much knowledge as possible. We have at our disposal a number of classrooms, computer classes with access to the Internet, an assembly hall, a canteen, a buffet where we can have a snack, two gyms and a stadium, laboratories equipped with all sorts of audio-visual aids which help us practise the pronunciation, get a better command of the language and get rid of mistakes in the shortest possible time.

There are thousands of books on different subjects and in different languages in the library which can help us enrich our vocabulary and master the language. As soon as a school-leaver is admitted to the university he is allowed to borrow from the library any book he needs. Sometimes we have a real avalanche of homework but I always try to cope with the workload. I don't skip my classes as I understand that it is better to keep pace with the programme otherwise you may start lagging behind your groupmates and it will be much more difficult then to catch up with the others.

Our senior students may take part in the work of scholarly societies where they do their scientific research.

For those who go in for sports there are different sports clubs. For those who are fond of poetry, art, dancing, music there are different amateur groups where our students have every opportunity to develop their talents and follow their bent. So we may say that our university has all facilities for studies and extra-curricular activities.

VOCABULARY EXERCISES

Exercise 1. Find the English equivalents:

иметь в своём распоряжении, избавляться от ошибок в кратчайшее время, готовить учителей английского языка, брать книги в библиотеке, консультации по предмету, иметь возможность выбора третьего языка, усердно работать на занятиях, книги по различным предметам на различных языках, совершенствовать знание языка, быть принятым в университет, иметь всё необходимое для учёбы и внеурочной деятельности, пройти пятилетний курс обучения.

Exercise 2. Answer the questions about your university.

- 1) What departments does your university have?
- 2) Do you have any optional courses? Which would you like to have?
- 3) What kinds of classes do you have?
- 4) Do you take great pains with your classes?

- 5) What aids do you have at your disposal?
- 6) Are you satisfied with the facilities?
- 7) What are the ways of getting a better command of the language?
- 8) How does your library work?
- 9) What extra-curricular activities does the university offer?
- 10) Do you take part in any of them?
- 11) What amateur clubs would you like to join?

Exercise 3. Discuss with a partner:

- the departments
- the curriculum, the syllabus
- the facilities
- the extra-curricular activities

at your University.

➤ **SPEAKING**

1. You meet your friend at a party. You study at different universities. Speak about your studies, facilities you have at your disposal as well as extra-curricular activities.
2. Work out a Power Point presentation of an ideal university you would like to study at.

SELF CHECK

Translate from Russian into English.

- 1) Мы стараемся принимать участие в дискуссиях о новых научных исследованиях. Мы принимаем участие в общественной жизни университета.
- 2) Он занимается (интересуется) спортом, иностранными языками и научной работой.
- 3) Те, кто приезжает из других городов, живут в общежитиях.
- 4) Она поступила в университет прошлым летом и закончит его только через четыре года.
- 5) Лучше не пропускать занятия, а то можно быстро отстать от группы. Хорошо известно, что нагонять всегда сложнее.
- 6) Все студенты в группе получили зачёт по языкознанию. Это было серьёзное испытание.
- 7) Мой любимый предмет, конечно же, английский. А ещё мне нравится страноведение Великобритании и США.
- 8) Я не очень люблю писать изложения и диктанты, но я понимаю, что это необходимо для приобретения навыков письменной речи.
- 9) Расписание составляется таким образом, чтобы лекции чередовались с практическими занятиями.

- 10) Староста моей группы получила стипендию Британского Совета. Она будет учиться в Лондонском университете и одновременно писать дипломную работу.
- 11) Не думаю, что, готовясь к экзаменам, имеет смысл всю ночь не ложиться спать. Эффект от такой подготовки может быть обратный.
- 12) Больше всего я боюсь провалить экзамен по психологии, поэтому я стараюсь всё выучить почти наизусть.
- 13) В штате преподавателей у нас 3 профессора, 4 доцента, 5 старших преподавателей и семь ассистентов.
- 14) Проверая контрольные работы, преподаватель отмечает ошибки на полях.
- 15) В эту сессию будет один письменный и два устных зачета, а также 4 экзамена.
- 16) В начале года в деканате всем первокурсникам выдали студенческие билеты и зачетные книжки.

UNIT 2. OUR STUDIES. OUR ENGLISH LESSON

Active Vocabulary

to read for a seminar on / in linguistics
to take / make notes
to copy up the notes
to lack fluency / vocabulary
to complain about hardships
to assess one's ability
to find out
to follow smb.
to do English
to get on well / badly at smth.
to get on well in the exam
to revise / to sit for exams
to revise from lecture notes / textbooks
to do revision
to get a distinction
to work hard at all the aspects of the language
to consult a dictionary, to look up words in a dictionary
to make rapid progress in smth.
to read aloud / to oneself; to keep silent
to be quite at home in the subject
to be good / bad / clever at smth.
to have a good ear (memory) for foreign words
to memorize long vocabulary lists
to be a quick learner / to be quick (slow) on the uptake
to be the top of the group

INTRODUCING THE NEW VOCABULARY

Exercise 1. Mind the underlined phrases. Act out the following dialogues.

CLASS. LECTURE. SEMINAR

- Are you leaving, Jane?
- Yes, I've got a ten o'clock class. I must be on time.

- I think you have a lot of pronunciation practice in your phonetic classes, don't you?
- Yes, we are trained to imitate native speakers.

– There will be a lecture on Byron in room 300. Are you coming?

– I don't know. We've had three classes already today. I feel rather tired.

– They are arranging a lecture on modern American drama. It will be held in room 404.

– Who's lecturing?

– Mr. Barnett.

– Where's Robert?

– He is reading for the seminar on / in linguistics.

– Please find out when the lecture begins.

– All right.

– Why don't you answer my question, Jack?

– You are speaking so fast that I can't follow you.

NOTES, TAKE NOTES, MAKE NOTES

'Note' means a record or reminder in writing.

'Make a note / notes' means to write down as a reminder or while / after reading smth. e.g. Make a note of how much money you spend.

'Take notes' means to write down while / after listening to smb: She takes good notes of everything that's said in class.

– Can you lend me your lecture notes (literature / history / grammar notes)?

– Sorry, but I gave them to Jack.

– Did you take notes at the lecture?

– I missed the lecture, but I copied up the notes.

– Are you prepared for the seminar?

– Yes, I read the book and made some notes.

STUDY, LEARN, DO, TEACH

(Note that 'study' is formal and used with reference to advanced theoretical knowledge; 'learn' is less formal and implies elementary, practical knowledge and skills; 'do' is informal).

- Richard is at University now, isn't he?
- Yes, he is studying psychology (English) / He is studying to be a lawyer.

- Is Susan learning to type / to cook / to keep house?

- Yes, and she is getting on quite well at it.

- You are doing English at the University, aren't you?

- Yes, and in the next term we're going to do French.

LEARN, TEACH

- Do you go in for cycling?

- I am not a good cyclist. I am just learning. John is teaching me. He is a first-class cyclist. John says I am learning quickly / I'm a quick learner.

- Is Alec doing well?

- Yes, he is a quick learner and manages to do all the work we are given / I am sorry to say he is an unsatisfactory student. He is behind the group and has a very poor knowledge of English.

TEST, EXAM, PASS, FAIL

- How often do you do / have translation / vocabulary / grammar / spelling tests?

- Well, practically every day.

- Where's Jane?

- She is taking her history / English / literature test.

- When are you having your end-of-term / final test?

- On Monday.

- What did you think of the test-paper?

- It was rather difficult / It was terrible / It was quite simple.

- How did you get on in the exam?

- I passed / I failed hopelessly / Two people of our group failed / I just scraped through.

REVISE, REVISION, DO REVISION

- I say, Helen, are you revising from the textbook?

- No, our teacher says we'd better revise from our lecture notes.

- Are you very busy just now?
- Yes, awfully. I must revise the whole term's work for the exam / test.
- Are you going out tonight?
- No, I've got to do some revision. We are having a test tomorrow.
- How are you getting on with your revision?
- Jolly good. I've nearly finished.
- Is Helen a good student?
- She is rather capable, but she seems never to do any revision.

TO FINISH, TO LEAVE, TO GRADUATE

- He is an educated man, I understand.
- Yes, he graduated from Oxford (He is an Oxford graduate).
- What are you going to do when you leave school?
- Well, I'll try to take exams to a college / a university.
- What college / university?
- Technological, perhaps in Minsk. I haven't made up my mind yet. *Substitute:* the Medical University, the Belarusian State University, the Polytechnical University, the Academy of Veterinary Medicine.

(Note: to 'leave school' may also be used in the meaning of 'give up school')

Exercise 2. When do you say:

Example: He works by fits and starts.

We say, "He works by fits and starts" if he doesn't work regularly.

1. She has a good command of English.
2. She lacks fluency.
3. She has done well in her exams.
4. She never misses lessons.
5. He gets behind the group in Phonetics.
6. He is quite at home in the subject.
7. She feels homesick.
8. You can't learn a language just by picking it up.
9. It serves him right.
10. She failed in her exam.
11. His memory failed him.

Exercise 3. Study the models and use them in dialogues of your own. Discuss your studies with your partner.

1. – Have you written your composition, Ben? It's due today.
– Of course. And what about you?

– Not yet. I didn't think it would be so difficult and started it only yesterday.

– Well, it will teach you a lesson. Never put off till tomorrow what you can do today, you know.

2. – Would you like to go and see Nell today?

– Well, I was thinking of learning some English.

– Oh, but you can do that tomorrow.

– Yes, and I can see Nell tomorrow, too.

3. – Why doesn't Jim work harder?

– You know that very well – because he's lazy.

– Do you think the teacher will put up with that very long?

– I'm afraid she won't, and Jim will have to repeat the year.

4. – As sure as eggs is eggs, Bob won't do well in the exam.

– Why do you think so?

– He has missed much and doesn't attend the extra lessons now.

– No fear. He's quite at home in the subject.

5. – Paul wouldn't like to fail in his exam, would he?

– Of course, he wouldn't. Who would!

– But he hasn't been working very hard. He thinks he is clever enough to pass his exams without much work, doesn't he?

– Yes, he relies too much on his memory. But I doubt it can carry him out when doing Latin.

6. – Margaret is looking very happy this evening.

– She did well in English, you know.

– What mark?

– Excellent. Worked hard at the language. And what about Jane? Did she get through?

– On the contrary. She failed miserably.

– Oh, really!

– No wonder! She cut lectures, did not attend seminars and was late for tutorials, as a rule.

– Then it serves her right.

7. – When will your exams begin?

– Oh, they are not far off. I'm to take an exam in Linguistics next week. Here is the time-table of my exams.

- You are nervous, aren't you?
- Of course I am. Everybody is.
- Are you revising for your exams now?
- No, not yet. Before the exams we are going to have a test in English. I'm revising for the test. We'll have this test tomorrow.

8. – Hello, Dick! Are you taking your exams?

- I've already passed my last exam.
- What did you get for mathematics?
- I got a distinction. You passed your exams too, didn't you?
- No, I didn't. I failed in physics.
- What a pity! I'm sorry for you! How did it happen?
- It's difficult to explain. My memory failed me and I forgot the simplest things. I think it was the result of a sleepless night.

9. – Are you still studying English?

- Yes, but I don't get enough time for it. I have so many other things to do.
- It's the same with me. I can read English now without much difficulty, but I still find it rather difficult to speak English. And I don't always understand people when they speak English to me.
- We don't hear enough spoken English, I suppose. Do you listen to the BBC programmes?
- Yes. That helps me to understand spoken English but not to speak English.
- We must speak English all the time.
- Yes, you are right. It's the best way to master a language.

Read the following passage and say whether your studies are different from those described below.

Our Studies

Normally, we've got one or two English classes a day. We are doing phonetics, grammar and oral work. At our phonetic classes we have a lot of pronunciation practice. We are trained to imitate native speakers. Those who have a good ear for the sounds and intonation learn more quickly than others. Anyway, it is rather a hard job which takes a lot of time and effort but it has to be done, if you want to make progress.

At our grammar classes we practise the use of various grammar patterns, and learn to do some commenting and linguistic analysis. We do a lot of exercises, translation and grammar tests.

Most of our time is taken up by classes in oral and written work where we do all kinds of work. We make up dialogues, talk on various situations, do vocabulary and spelling tests. Regular practice helps us to get a good command of the language.

The teachers give us oral and written homework, so we've got an awful lot of work to do. We have to learn the new vocabulary, intonation and grammar rules and do some exercises both orally and in writing. Quite often we have to go to the language laboratory to do some lab work and listen to the texts which we are to reproduce in class. If your homework is carefully done, you usually answer well in class.

Students sometimes complain that they are given too much work to do but if you plan your day well you can manage (cope with) it without much difficulty.

As far as the other subjects go, the term is divided between theoretical and practical work: we have a few weeks of lectures followed by seminars. This term we are having lectures on linguistics, history and psychology. We are to take notes at the lectures and we can manage it fairly well, unless the lecturer speaks too fast so that you may find it hard to follow him. Those who miss a lecture usually copy up the notes if they wish to be successful in the exam. When we have seminars, we spend a lot of time in the reading-room revising the material.

Twice a year, in January and June, we have our end-of-term exams.

Exercise 1. Provide the correct prepositions or adverbial particles joining two words or phrases:

- 1) a good ear ... music
- 2) to catch ... the groupmates
- 3) to be behind the class ... grammar
- 4) a good knowledge ... modern literature
- 5) a lecture / seminar ... psychology
- 6) to graduate ... Oxford University
- 7) a mark ... a subject
- 8) a mark ... an answer
- 9) to make a study ... the rules
- 10) a good memory / no memory ... figures / dates / symbols / rules
- 11) to hand ... a test paper
- 12) to hand ... the texts
- 13) to borrow a textbook ... the library
- 14) to excuse smb ... coming late
- 15) to sit / revise ... an exam
- 16) to be through ... the work / book
- 17) to praise smb ... his progress in studies / good behaviour

Exercise 2. Paraphrase the following sentences using the active vocabulary.

- 1) I can't remember names (to have no memory for).
- 2) She never misses her classes (to attend).
- 3) Mike knows history well (to have a good knowledge of smth.).
- 4) They are studying a lot of subjects (to learn / to do).
- 5) Mr. Black is an Oxford graduate (to graduate from).
- 6) Her daughter is leaving school this year (to finish).
- 7) She learns things quickly (a quick learner).
- 8) You can find this textbook in the library (to borrow from).
- 9) Let me use your grammar notes, please (to lend).
- 10) I am sorry I am late (to excuse).
- 11) She didn't pass the exam I am afraid (to fail).
- 12) What subjects are you studying this term (to do)?
- 13) Judy decided to give up studying at night (to make up one's mind).
- 14) Ann is preparing for her end-of-term test (to revise, to sit).
- 15) They are going to arrange a meeting tomorrow (to hold).
- 16) Her pronunciation is getting better (to improve).
- 17) She is good at linguistics (to have a good knowledge of).
- 18) Professor Petrov is giving lectures on old-Russian style in architecture (to lecture).
- 19) She carefully studied the vocabulary (to make a careful study of).

Exercise 3. Respond to the following expressing your agreement, advice, disapproval, etc.

Model 1: – John is good at history.

– No wonder. He has a good memory for dates, names and things.

Model 2: – Lucy can't spell.

– She must learn the vocabulary and practise writing every day.

- 1) – I am behind the other students in grammar. – (to revise the rules, to practise the use of the grammar patterns, to catch up with).
- 2) – I am afraid I may fail the exam in linguistics. – (to make notes, to do a lot of revision, to revise from the lecture notes).
- 3) – The teacher praises him for his progress. – (to do well, to get on well in one's exams).
- 4) – I am not going to the party. – (to change one's mind).
- 5) – She is doing her fifth year at the University. – (to graduate in a couple of months, to take one's final exams).
- 6) – His knowledge of the subject is poor. – (never to do any preparation).

- 7) – Our time is up. – (to hand in the test-papers).
- 8) – Has Nell passed her English exam? – (to have bad luck, to fail).

Exercise 4. Extend the given statements. Use the prompts and any other active words or phrases which fit into the situations.

- 1) Jane is a quick learner (to have a good memory / ear for, to take notes of, to enjoy practising smth, to be witty and sociable, etc.).
- 2) I think Victor will get on well in his English exams (to attend, to do a lot of revision, to make a careful study of smth, to revise from grammar books, to improve).
- 3) I am sorry to say Mike is an unsatisfactory student (to miss classes without a good excuse, to be inattentive in class, never to do any preparation).
- 4) Working with tapes is helpful in many ways (to learn to understand native speakers, to get rid of one's faults in pronunciation, to imitate the manner of speech).
- 5) It's hard to do a vocabulary test (to do a lot of revision / preparation; to have a good memory for prepositions and things, to be good at translating into English).
- 6) I like to do a translation test (to teach one to be precise, to show one's progress in mastering English, to be stimulating).
- 7) I find it dull to learn the rules in English (a lot of terms, hard to remember, not very helpful).
- 8) It isn't much fun to try and catch up with the group after you've missed a lot of classes (to be behind smb with / in, to feel inadequate, to have to cover a lot of material, to study on one's own).
- 9) I am not very punctual, to be frank (to be late for, to arrange to meet people, to be on time, to be scolded).

Exercise 5. Match the English fixed expressions in the left-hand column with their Russian equivalents in the right-hand column. Illustrate the meanings of the English idioms by your own examples.

1. to go into details	A. начать с азов
2. a brain twister	В. как дважды два – четыре
3. to drum something into somebody's head	С. куриные мозги
4. two and two make four	Д. синий чулок
5. a stumbling block	Е. вдаваться в подробности
6. the key word	Ф. головоломка
7. the brain of a pigeon	Г. легко даваться
8. to come easy	Н. ключевое слово
9. to start from scratch	І. камень преткновения
10. a bluestocking	Ј. вдолбить что-либо в голову

♦ LISTENING

Career Prospects

I. Pre-listening task

Study the following vocabulary to clear up any difficulties of understanding:

conscientious – добросовестный, сознательный, честный

inconsistent – противоречивый, непоследовательный

to make one's fortune at smth. – разбогатеть за счет чего-то

to make money from smth. – зарабатывать деньги на чем-то

to take up careers – начать карьеру

to be cut out for – подходить для чего-то, быть созданным для чего-то

to slave at smth. – упорно трудиться над чем-то, корпеть

to be idle (about) – быть ленивым, праздным

to force smb. to do smth. – вынуждать кого-то делать что-то

II. Listening and comprehension tasks

2.1. Check your understanding of the dialogue by marking the following statements as True or False. Comment on your choice.

1. James is older than Malcolm.
2. Both James and Malcolm are doing well at school.
3. Malcolm is going to enter Oxford University next year.
4. According to his teachers James never does his best at school.
5. James is too idle.
6. The boys are crazy about tennis.
7. It is easier these days to make money from sport than from old-fashioned professions.
8. Andy doesn't believe in forcing boys to take up careers they're not cut out for.

2.2. Listen to the dialogue focussing on the details and answer the questions.

1. Why is Andy dissatisfied with his sons' attitude towards their studies?
2. Why does Malcolm deserve to do well?
3. What does Andy want Malcolm to do for a change?
4. Does James have abilities to study well?
5. What does mother expect James to do?

2.3. Listen to the dialogue once again and while doing it write down all the information that may characterize the boys.

III. Follow up activities

1. Prove that Malcolm deserves to do well.
2. Prove that James is too inconsistent.

➤ **SPEAKING**

1. Say what kinds of work that you do in class you find:
 - a) the most difficult / the easiest;
 - b) the most enjoyable / the least enjoyable;
 - c) the most helpful / the least helpful;
 - d) stimulating / dull.
2. Share your opinions of your lectures and seminars with your fellow-student in the same way .
3. You are a first-year language student. Describe your English classes and say what you are doing to master the language.
4. You've fallen behind with your groupmates in English. Ask your friend who is doing well to help you catch up with the rest.

SELF CHECK

Exercise 1. Use the proper article.

1. ... seminar will begin at ... half past 8.
2. My friend Lily is ... monitor of our group.
3. Tomorrow we are having ... class in Home-reading.
4. Do you like ... Spanish? Would you like to study ... Spanish language in ... third year?
5. Do ... exercise in ... written form.
6. The teacher told us to do ... exercise 7 orally.
7. Where will you have ... dinner? – At ... University canteen.
8. I haven't had bad marks in ... Linguistics so far.
9. Many students feel nervous when they speak at... blackboard, in front of ... class.
10. I've been looking for ... dictionary everywhere, but I can't find it.
11. Do you find ... time-table convenient?
12. Do you always have ... time for ... relaxation after classes?
13. Are we having ... extra lesson this week?
14. Are you through with your composition? – No. I didn't think ... composition would take me so much time.
15. Ally forgot ... simplest things at the exam. I think it's ... result of ... sleepless night.
16. Where will you go for ... vacation?
17. What mark did you get for ... quiz? – I was given ... "four".
18. Too much learning makes one's life boring. One must have ... fun from ... time to ... time.

Exercise 2. Choose the right preposition or adverb.

1. Jim is good ... memorizing foreign words. (at, on)
2. Can you help me ... this problem? (with, at)
3. I didn't attend the previous lesson ... Phonetics because I mixed up the time-table. (in, on)
4. We have lectures ... Linguistics once a week. (on, in)
5. My brother studies ... the fourth year ... the University. (on, in; at, in)
6. Jane got an excellent mark ... her translation. (for, in)
7. Where can I find the Dean? – He is probably ... the University canteen. (in, at)
8. I've been revising ... the text... morning. (for, to; for, since)
9. Mike is loo lazy.

The teacher won't put ... with that very long. (up, in) 10. Yesterday I had my last exam. And I did well it, thanks God! (in, at) – Oh, you did! 11. Why were you absent ... the lesson? (at, from) 12. What did you do ... the lesson yesterday? (at, on)

Exercise 3. Translate into English.

1. Аня учится в университете уже полтора года.
2. Я собираюсь повторить некоторые темы к семинару по психологии.
3. У вас часто бывают контрольные работы по словарю?
4. Лена пропустила много занятий. Мне кажется, что она не сдаст экзамены по английскому языку.
5. Виктор готовится к экзамену по истории. Он повторяет учебник и конспектирует работы известных ученых.
6. Ты писала конспект на прошлой лекции? – Да. – Одолжи мне его, пожалуйста, я хочу его переписать.
7. Полезно делать записи, когда читаете книгу на иностранном языке.
8. Катя никогда не опаздывает на лекции. Она всегда приходит вовремя.
9. Как часто у вас бывают семинары по языкознанию?
10. Узнайте, пожалуйста, когда начинается собрание (лекция).
11. Кто читает лекцию сегодня?
12. Кажется, я потеряла конспект по языкознанию. – Вот он. Ты забыла, что дала его мне вчера.
13. Сколько времени вы учите латынь? (историю)
14. В этом году мы учим английский язык. На II курсе будем учить второй иностранный язык – немецкий, французский или итальянский. Мне бы хотелось выучить итальянский.
15. Андрей много работает над языком в этом семестре. Я думаю, что он сдаст экзамен успешно.
16. Люся много работает над произношением, но пока ещё не добилась значительных результатов (добилась некоторых успехов).
17. Аня легко справляется с домашним заданием (не успевает выполнить всё, что задают).
18. Ты говоришь слишком быстро, я не успеваю записывать.
19. Какой университет ты окончил?
20. Когда вы окончили школу?
21. Анна сдавала экзамены в политехнический университет, но не была зачислена.
22. Кто преподавал у вас фонетику в прошлом семестре?
23. Когда вы сдаёте экзамены за семестр?

24. Ему трудно заучивать тексты наизусть и пересказывать их в классе.
25. Вы пропустили много занятий, и вам нелегко будет догнать группу.
26. Какую оценку вы получили за изложение?
27. Студент хорошо отвечал, и преподаватель поставил ему отличную оценку.
28. У неё хорошие оценки по всем предметам.
29. На прошлой неделе у нас была контрольная по грамматике, и я получила «пять».
30. На занятиях по практике устной речи мы отвечаем на вопросы, высказываемся по ситуациям, делаем устные и письменные упражнения.
31. Если вы хотите избавиться от ошибок, вы должны усерднее работать в лаборатории.
32. Я не могу избавиться от этой ошибки в произношении и отстаю от группы.
33. Когда вы сдали последний экзамен? – Я сдала последний экзамен 30-го августа.
34. Он не сдавал с нами экзамен, так как был болен.
35. Мы сдаём экзамен по английскому языку в январе, я надеюсь, что мы все сдадим его (никто его не провалит).

UNIT 3. TAKING EXAMS

Active Vocabulary

to create / solve problems
to keep one's cool
to feel trapped / overwhelmed
to make time to do smth.
public examination trial
to avoid smth. / to avoid doing smth.
to take a chance to do smth.
school-leaving exams
entrance exams
end-of-term exams
to take / do / sit an exam
to pass exams at the time / first time
to retake / resit an exam
to pass an exam / to do well at an exam
to fail at the exams *but* to fail (in) Latin / to do badly in an exam
to flunk exams
to scrape through / to get through exams
to feel great relief
to affect smth.
successfully
to be a success
to be successful in doing smth.
to do smth. successfully
to succeed in smth., in doing smth.
to concentrate on smth.
to do everything at the last minute
to stand smth. / to bear smth. – I can't stand reading
in the first place
in the second place
to relieve stress
to beat stress
to deal with
to work out a plan
treats and rewards
to feel tense and nervy
to be tempted
to do smth. in no time

Read the passage and find out how British pupils may be assessed.

Some schools give pupils tests every week or month to see if they are making progress. The school-leaving exams are held in May / June, in some schools, colleges and universities, instead of tests and exams there is continuous assessment, with marks, e.g. 65%, or grades, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you graduate (get a degree), then you're a graduate.

Read about the author's first examination session and copy out the key-words.

Taking Exams

As for the first examination session, I can't really remember it. I think that we seem to be doing exams almost from the time we leave home. I mean when we go to school we seem to be doing a lot of tests and things. But my first examination session was my O-levels, which is the first big public examination trial in the life of a British schoolchild. You take these when you are 16. I took about nine subjects. I passed them all. But of course you don't know whether you are going to pass them all at the time. And so there's this great nervousness about revising, spending, I suppose, a couple of months shut up in your room desperately trying to remember all these facts which really are very boring. Everyone has his favourite subject. Mine have always been art subjects. I always found science and things like that a bind.

Trying to interest myself in subjects, which were not my thing, was very difficult. I suppose it is for everyone. But, eventually, I managed to pass them. As regards my nervousness, I was nervous naturally, but not as nervous as you might expect really. I think that when I was actually doing them, I managed to put that sort of thing out of my mind, because, in a way, it wasn't dead serious, because we always had that opportunity to take the exams again, although we had to pay to retake the exams. But I suppose you have to be nervous anyway because it's obviously preferable to pass first time. And the results, as I said, were pretty good actually. I can't remember all the grades too well. But I certainly didn't get very bad grades at all. I got a couple of Grade As, a cluster of Bs, and a couple of Cs as well. I didn't get anything below C which is quite good.

So after the exams were over, obviously, you feel great relief 'cause we have our exams in summer. It's really bad time to have to sit in a hall and have to think and concentrate and do an exam which is

going to affect the rest of your life probably. After the exams are over, you've got the summer holidays ahead of you, which is a great bonus really ... So it's almost a compensation for the suffering. That summer I just lazed about. But everyone has to do exams. There's no way of avoiding them. It seems to be the thing that is used in the modern world as a means of sorting our society into groups. Just everybody is finding their kind of level really. So whether you like them or not you can't avoid them.

Exercise 1. Answer the questions.

1. Why can't the author remember his first examination session?
2. What are 'O' levels?
3. What is the nervousness before exams connected with?
4. Why wasn't he dead serious about his exams?
5. How did he feel after the exams?
6. What was the compensation for the suffering?
7. Did you feel nervous when you were taking your first exam? How did you try to cope with it?
8. What are the reasons for feeling nervous before the exams?
9. Why is it preferable to pass exams first time?
10. Are exams always dead serious?
11. How can an exam affect a person's life?
12. How do you plan your time revising for an exam?
13. Why is it difficult to revise for exams in subjects that are not your thing?
14. Do you have an opportunity to retake exams?
15. What do you feel after exams?

Exercise 2. Say whether you agree with the following statements.

1. Sitting for an exam means to be shut up in your room for some days desperately trying to remember things that are useless.
2. Trying to interest yourself in subjects, which are not your thing, is really difficult.
3. Exams can affect the rest of your life.
4. Everyone has to do exams; there is no way of avoiding them.
5. Exams serve as a means of sorting our society into groups.

Exercise 3. Say which of the following types of assessment you would prefer and why:

subjective or objective exam

oral or written exam

traditional or take-home exam

end-of-term (year) exam or continuous assessment.

Read the guidelines below on how to beat exam stress. With your partner, decide on the appropriate heading for each section. Make up a summary of the text using the list of the headings as a plan.

A Students' Guide to Exam Stress

As exam fever hots up, keep your cool with tips from our health correspondent Dr. Barry Lynch.

a. Stress is difficult to define but most of us know it when we experience it. We may have mental symptoms: panic, feeling trapped or overwhelmed. Or there may be physical symptoms: sweating palms, butterflies, headaches, breathlessness or sleeplessness.

b. Stress can cause us to feel overwhelmed and powerless to tackle the very things that are causing the stress in the first place. So make a carefully written plan and the problems will seem less overwhelming. Ticking off each thing as you do it will help you feel there is light at the end of the tunnel.

c. When you're writing your revision plan, make sure you include some time off exactly an hour for whatever – before you go back to work. Look forward to your time off and do something pleasant in it. Work out little treats and rewards for yourself as you tick off each thing on your plan. The treats can be simple: an ice cream, half an hour listening to your personal stereo, or walking the dog.

d. Easier said than done, I know, but exercise is one of the best ways of relaxing: it's the natural way to deal with adrenaline and similar hormones that are rushing around your body. A walk will help; a quick swim or half an hour of tennis or another game is even better.

e. Don't drink endless cups of tea or coffee: although caffeine is a stimulant it will eventually only make you more tense and nervy.

Don't try to go without sleep – sleep is a natural way of relieving stress.

Don't be tempted to use alcohol or other drugs to relieve stress. They create more problems than they solve.

- TIME OFF
- ACTION KILLS WORRY
- RECOGNISE THE SYMPTOMS
- THINGS TO AVOID
- LEARN HOW TO RELAX

□ WRITING

Write a set of guidelines similar to the 'Students' Guide to Exam Stress' article for your University magazine on the following topic:

- 1) Preparing for an exam.
- 2) Learning a foreign language.

♦ LISTENING

After the Exams

I. Pre-listening task

Study the following vocabulary to clear up any difficulties of understanding:

to reckon – считать, полагать

dead – полностью, совершенно

most likely – наиболее вероятно

it's all over though – все закончилось, однако

to come out – появляться (об информации)

to deserve a break – заслужить перерыв

to get down to smth. – приступить к чему-либо

II. Listening and comprehension tasks

2.1. Listen to the conversation between Malcolm and Pete for the first time and answer the questions.

1. Were the exams dead easy for Malcolm or for Pete?
2. What subjects has Pete failed in?
3. Have the results of their exams come out yet?
4. Who does everything at the last minute?

2.2. Say how the boys did at their exams.

III. Follow up activity

Talk on the boys' plans for the future.

➤ SPEAKING

1. Do you remember your first big examination trial? Were you nervous? Describe it.
2. You are a school-leaver and your friend is a first-year student. Ask him for advice how to be well-prepared for your entrance exams and to beat your exam stress.

PART II. HOUSE. FLAT

UNIT 1. HOMES AND BUILDINGS. ENGLISH AND AMERICAN HOME

A. TYPES OF BUILDINGS

Active Vocabulary

to dwell
to have a house of one's own
to have a room to oneself
to have a single room
to inhabit
to live in a hall of residence / in a hostel
to live in digs / to live out
to live in the town centre / downtown (AmE) / in the suburbs / on the outskirts
to lodge
to look down on(to) / overlook/ face
to move house / home (BrE)
to move into a new flat / house
to move out
to reside
to share the room with smb.
to stay at smb's (place) / with smb.
to take / find (a) lodging(s)

apartment (AmE)
flat (BrE)
a three-room(ed) flat / apartment
floor
on the ground floor (BrE)
on the first floor (AmE)
on the upper / top floor
storey (BrE) / story (AmE)
five-storey(ed) building (BrE)
five-storied building (AmE)
apartment building (AmE)
block of flats (BrE)
bungalow
cottage / chalet (Fr)

detached house
semi-detached house (BrE) / duplex (AmE)
terraced house (BrE) / row house (AmE)
villa
farmhouse
hut
mansion

amenities
neighbour / in the neighbourhood
convenience(s) / modern conveniences (mod cons)
air conditioning
central heating
chute
electricity
lift
running cold and hot water
telephone

above
behind
beside
between
downstairs
in front of
in the middle of
next to
opposite
under
upstairs

VOCABULARY EXERCISES

Exercise 1. Study the descriptions of the following types of house and translate them into Russian:

- 1) *bedsit*: bedroom and living room all in one
- 2) *block of flats*: residential building consisting of apartments (flats)
- 3) *bungalow*: house with only one storey (no upstairs)
- 4) *cottage*: small house in the country or in a village
- 5) *detached house*: not joined to any other house
- 6) *semi-detached house (informal: semi-)*: joined to another house
- 7) *terraced house*: joined to several houses to form a row
- 8) *time-share*: holiday flat or house where you have the right to live one or two weeks a year
- 9) *villa*: large house with big gardens or a rented house in a holiday resort / tourist area.

Exercise 2. Look at the drawings of different kinds of accommodation and say which is which:

- a) a block of flats
- b) a bungalow
- c) a cottage
- d) a detached house
- e) a semi-detached house
- f) terraced houses



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

What materials do you think the builder used to build them:
brick, concrete or stone?

Where would you choose to live if you were:

- a) a young couple with three children?
- b) a couple without children?
- c) a retired couple?
- d) a young person living alone?
- e) an old person living alone?

Give reasons for your choice.

Exercise 3. Study the descriptions of the following places you can find in the home.

You probably already know the names of most rooms and locations in a typical home. Here are some less common ones and what they are for:

- 1) *attic*: room in the roof space of a house (could be lived in);
- 2) *basement*: room below ground level, windows, for living / working;
- 3) *cellar*: room below ground level, no windows, used for storage;
- 4) *hall*: open area as you come into a house;
- 5) *landing*: flat area at the top of a staircase;
- 6) *loft*: space in the roof of a house usually used only for storage;
- 7) *pantry or larder*: large cupboard (usually big enough to walk into) for storing food;
- 8) *porch*: covered area before an entrance-door;
- 9) *shed*: small building separated from the house usually for storing garden tools;
- 10) *spare room*: a room for guests;
- 11) *study*: a room for reading / writing / studying in;
- 12) *terrace or patio*: paved area between house and garden for sitting and eating, etc.;
- 13) *utility room*: usually just for washing machine, freezer, etc.

Exercise 4. Read the descriptions and guess what rooms and locations they are:

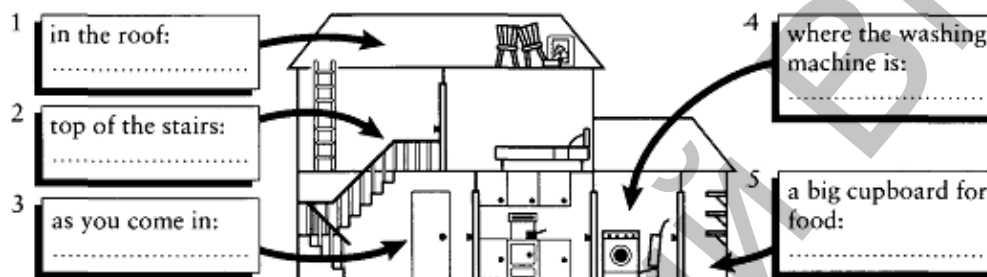
- 1) a room usually used just for washing-machine, freezer, etc.;
- 2) room in the roof space of a house (could be lived in); the space below the roof and above the top room;
- 3) space in the roof of a house usually used only for storage;
- 4) an underground room below ground level, no windows, used for storage;
- 5) a room below ground level, windows, for living / working;
- 6) flat area at the top of a staircase;
- 7) open area as you come into a house;
- 8) covered area before an entrance-door;
- 9) a large cupboard (usually big enough to walk into) for storing food;
- 10) a room for reading / writing / studying in.

Exercise 5. Where in a typical house would you look for the following things?

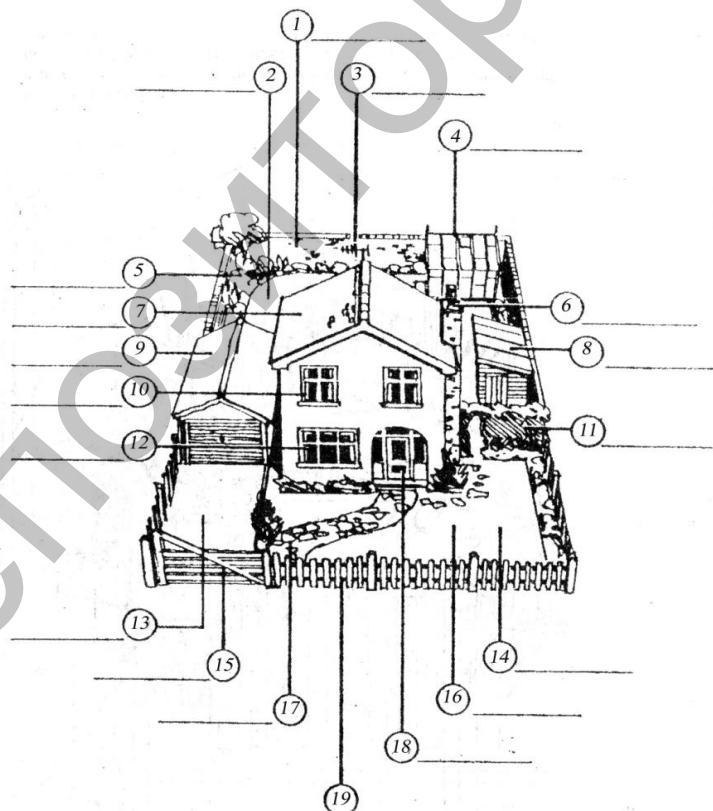
1. a rake
2. cutlery
3. dental floss

4. a coat-hanger
5. suitcases
6. a tumble-dryer
7. a power point
8. a porch
9. a grater
10. old empty boxes

Exercise 6. Fill in the room and place labels on the plan of the house.



Exercise 7. Look at this house and garden and name each of the numbered features, using the list below.



aerial, back garden, bedroom window, chimney, driveway, fence, flower beds, front door, front garden, garage, gate, greenhouse, ground floor window, hedge, lawn, path, roof, shed, wall

What materials were used for the following? (brick, glass, stone, tiles, wood)

- a) the fence
- b) the garage
- c) the gate
- d) the greenhouse
- e) the roof
- f) the wall
- g) the windows

What is the difference between a fence, a hedge and a wall?

Exercise 8. Answer the questions making various substitutions.

1. – What street do you (she, your parents) live in? – In Vasnetzov street / Gogol street / in Rokossovsky Avenue.
2. – What kind of flat have you got? – It's actually a two-room(ed) flat with all modern conveniences (in a new block of flats, a two-storey(ed) cottage).
3. – What floor is your flat on? – On the ground floor (on the fifth floor).
4. – How does your house face? – Well, it faces south (to the south), so we've got a lot of sunshine (little sunshine).
5. – What does your window face (look down on)? – It faces the park (the lake, the valley) and we have a lovely (wonderful) view from the windows.
6. – Have you got a room to yourself (a room of your own), Pete? – No, I share it with my younger brother.
7. – Are you lucky enough to have a single room in the hall of residence, Jim? – No, I have to room together with my fellow-student.
8. – Do you live in the hall of residence or take a room? – As a matter of fact I take a room in a three-room flat (live in digs).
9. – Do you have to pay much for your room (a high rent)? – Yes, the rent is very high (the rent is awful, but it can't be helped). It's very expensive to live in digs. (No, the room is fairly cheap; the rent is reasonable, actually).
10. – Is there much furniture in your sitting-room? – No, only the most necessary pieces. We've got a sofa, two comfortable armchairs, a table and a book-case.
11. – Is there anything on the window (across the window)? – Yes, certainly. There are beautiful silk curtains (nylon, gaily coloured curtains). They make the room very cosy (lovely).

12. – Have you got a telephone (a balcony, a chute, a lift, a built-in wardrobe / cupboard)? – Certainly, and it's very convenient, you know.
13. – What's there opposite the piano (to the right of the TV-set; on the left)? – Well, there's a very comfortable settee (a divan-bed, a sofa).
14. – Is there anything on the wall, over the sofa? – There's a beautiful tapestry (a lovely watercolour, an oil painting).

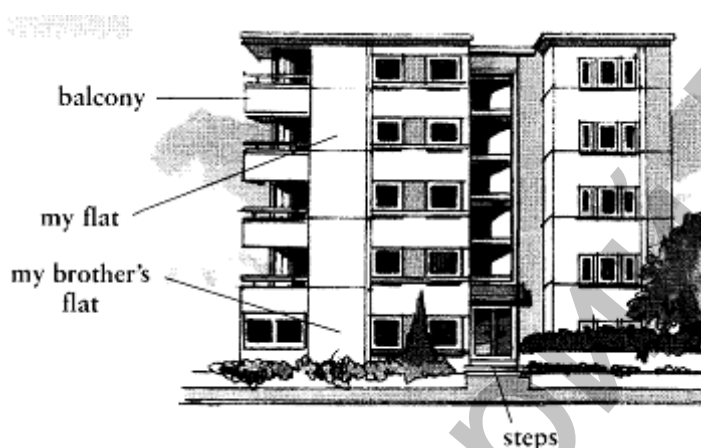
Exercise 9. Use the following models in the dialogues of your own and role-play them.

1. – Do you live in digs? – Yes, I take a room in a three-room flat, actually.
2. – Do you have to pay much for your room? – Yes, the rent is very high. It's hard to find good lodgings at a low price nowadays, isn't it?
3. – I hear you live at your relatives', don't you? – No, I don't. I rent a room from my mother's acquaintance.
4. – What does your window face? – It faces a public garden. – Oh, how nice! Green is always pleasant to one's eyes, isn't it? – On the one hand it is, but on the other... there's a children's corner just opposite my window, you know.
5. – That wall looks quite bare. Why not place the bookcase there? – Oh, that's a good idea. Let's try to do it right now.
6. – Are you living out? – No, I prefer living in a hall of residence. I haven't got enough money to rent a room.
7. – I hear you are moving, aren't you? – Yes, we've received a new three-room flat. I hope you'll drop in some day, won't you? – Surely I will.
8. – How do you find my new cupboard? – It looks beautiful. And it doesn't seem to take much room, does it?
9. – Do you like the flat, dear? – Yes, very much, it's comfortable and well-planned. And it's good luck we have a telephone. – Yes, it's convenient, indeed.
10. – Susan hasn't got much furniture in her room, but she's got plenty of books. Look, some of them are quite rare. – Can I have a look at the books? – Certainly. On these shelves she keeps English classics and in the bookcase opposite you'll find Russian novelists of the 19th century.
11. – Is David pleased with his lodgings? – Yes, he managed to find a good room very close to the University.

12. – Where are you living? – In a hall of residence so far, but I'd like to rent a room actually. I've already found one not far from the University.

Read about living in a block of flats.

I live in a block of flats. My brother lives on the ground floor, and I have a flat on the third floor. Unfortunately there is no lift, so I have to climb three flights of stairs to reach my flat. But I do have a balcony with a wonderful view of the park opposite the flats.



Note: **Steps** are usually outside a building or inside a public building; they are stone or wooden. **Stairs** (pl) connect floors inside a building and are often covered with a carpet.

Learn how to describe a flat or a house.

The rooms on the ground floor are quite *dark* (\neq *light*) because they don't *get* (= *receive*) very much sun. They are also quite *noisy* (\neq *quiet*) because they are near the roads and the traffic. The other negative thing is that the rooms are *draughty* (= *cold air comes into the room through the windows and under the doors because they don't fit very well*). This means it is expensive to *heat the rooms* (= *to keep the rooms warm*). Fortunately I have a very good central heating system. In other ways, it is also very nice: it's *in good condition* (= *in a good state / doesn't need to be repaired; \neq in bad condition*), and the rooms are *huge/ enormous* (= *very, very big; \neq tiny / very, very small*).

◆ **LISTENING**

Unusual Types of Houses

I. Pre-listening task

Here are some words you will hear in the recording. Study their pronunciation and meaning.

barge (n) – баржа
 tunnel (n) – тоннель
 nightmare (n) – ночной кошмар
 squeeze (n) – теснота
 permission (n) – позволение, разрешение
 concrete (n) – бетон
 advertisement (n) – объявление, реклама
 deck (n) – палуба
 storing (n) – хранение
 tight (adj) – плотный, тесный
 local council – муниципальный совет
 save up – делать сбережения, накопить денег
 line smth. with smth. – выкладывать / облицовывать что-то чем-то
 move in – въезжать

II. Listening and comprehension tasks

2.1. Listen to 4 people talking about their houses and mark the statements as True or False.

1. All the owners were looking for something unusual to buy.
2. Each of the owners is pleased with the house.
3. Five unusual houses are mentioned in the recording.
4. The houses were originally used for other purposes.
5. All the houses are round.

2.2. Listen to the descriptions again and fill in the chart below.

Houses	Boat-house	Underground house	Tunnel house	Garden house
Characteristics				
Neighbourhood				
Floors				
Rooms bedroom				
kitchen				
bathroom				
living rooms				
store room				
Conveniences				
Garden				
Other characteristics				

III. Follow up activity

- Would you like to live in a house of the kind you've heard in the recording? Why? Give your arguments for or against.

B. American Home

American apartments are usually described as one-bedroom (studio apartments), two-bedroom or three-bedroom apartments. Two- and three-bedroom apartments usually have a connecting living-room; frequently they have two bathrooms. Virtually all apartments have built-in closets with doors, which are used instead of wardrobes. Frequently apartments are without lights but have several outlets for table or floor lamps. The walls are often painted rather than wallpapered. The entrance generally is directly into the living room area; halls are rarely in evidence. Floors are generally covered with wall-to-wall carpeting. Apartment buildings usually have laundry facilities on the ground floor. Almost all apartments have refrigerators, most people now use microwave ovens which provide very convenient and fast cooking. Most apartments and houses have central thermostat which regulates the temperature.

There are two types of apartments: a rented apartment and a condominium, which an individual owns rather than rents. In addition there are town-houses which are joint houses or apartments in a compact planned group in a town. Town-houses can be purchased or rented. Rented apartments can range from a few hundred to thousands of dollars per month. The purchase price of condominiums and town-houses can range from thirty thousand to hundreds of thousands of dollars.

In the US the historical preference since the 1950's has been for people to purchase their own houses in the suburbs rather than in central areas of the cities. Private houses are the most expensive. Real estate firms advertise lands, houses and apartments and provide a market for buyers and sellers. The cost of private houses has escalated sharply in recent years and consequently people have sought to buy town houses and condominiums which generally are cheaper.

A mobile home is the cheapest form of housing that can be purchased. Mobile homes can be moved from place to place by trucks. Mobile homes are located in special mobile home parks, which are sometimes called mobile villages. They are usually on the outskirts of cities. Retired people and young people with low income reside in mobile homes which can be purchased or rented.

(from "Life and Issues in the USA")

Comprehension questions:

1. How can American apartments usually be described?
2. What rooms do they usually have?
3. What is the most typical decoration of the apartments?

4. Where are laundry facilities installed?
5. What is used to regulate the temperature?
6. What are the two types of apartments?
7. Can town-houses be purchased or rented?
8. What is the purchase price of condominiums?
9. What houses are the most expensive?
10. What can you say about mobile homes?

➤ **SPEAKING**

1. Answer these questions about yourself and, if possible, find out how someone else would answer them.

1. Is your house detached? What sort is it if not?
2. Are time-shares common in any part of your country?
3. Do houses still have pantries in your country?
4. Is it common to rent bedsits in your country? If so, what sort of people do so?
5. What types of houses are the most common in your country? Compare them with English and American homes.

SELF CHECK

Exercise 1. Fill in prepositions where necessary.

1. What street does Kate live ... ?
2. I live a long way ... the University.
3. I have a 2-room flat ... the first floor ... a new block of flats ... Gorky Street.
4. Jane says she is very happy ... her new cottage.
5. What's there ... the left of the sink?
6. She doesn't have a room all ... herself. She has to share it ... Betty.
7. Does your kitchen face ... south or north?
8. We have a lovely view ... the window.
9. How much have you paid ... your room?
10. ... the sides ... the window there are gaily-coloured curtains.
11. They've moved ... a well-planned comfortable flat, located ... the suburbs ... Minsk.
12. Do you prefer to live ... digs or ... a hall of residence?
13. Does Mary live ... her aunt's?
14. Who do you take the room ...?
15. It's hard to find lodgings ... a low price ... September, isn't it?
16. Which ... the houses is your college?
17. The flat faces ... the tennis courts.
18. There's central heating ... all the rooms.
19. I'd like to room ... Helen. We study ... the same group.

20. It's not easy to find good lodgings ... September.
21. The Smiths rent the house ... an elderly couple.
22. She has to share ... her colleague ... the hall of residence.
23. Are you pleased ... your new fridge?
24. The house I live ... is very close ... the centre.
25. Have you a flat ... your own?
26. I want you to pay ... advance.
27. What particular house rules do I have to keep ... ?

Exercise 2. Translate into English.

1. Я живу на частной квартире. Я снимаю комнату у своих дальних родственников.
2. У вас на кухне очень много солнца. Окно выходит на юг, не так ли?
3. На следующей неделе Смирновы переезжают на новую квартиру. У них теперь 3-комнатная квартира на 5-м этаже на улице Горького.
4. – У вас есть своя квартира?
– К сожалению, нет. Мы живем на частной квартире.
– Сколько вам приходится платить?
– Мы платим 50\$ за маленькую комнату.
5. – У Петровых собственный дом?
– Нет, они снимают квартиру, но очень хотят купить свой дом.
6. – Нина все еще живет у тети?
– Она живет сейчас на квартире в Уручье.
– У нее отдельная комната?
– Нет, она живет с двумя девушками. Обе девушки тоже первокурсницы. Комната очень уютная, но довольно далеко от университета.
– Конечно, очень трудно найти хорошую квартиру в центре, не так ли?
7. – Катя выходит замуж на следующей неделе.
– Неужели? Интересно, где они собираются жить?
– Она надеется получить отдельную комнату в общежитии.
8. – Тебе нравится ваша новая квартира?
– Очень. Квартира просторная и светлая. Все окна выходят на юго-запад. У меня теперь своя комната. Зайди как-нибудь.
9. – Куда выходят окна вашей квартиры?
– Во двор. И я считаю, что это очень удобно.
10. – Петр сейчас на первом курсе. Он бы хотел снять комнату недалеко от университета.
– Но в сентябре нелегко найти квартиру в центре, не так ли?

11. – Вы снимаете комнату у своих дальних родственников, не так ли?
– Да, нам повезло, у нас сейчас очень просторная и уютная комната. Окно выходит в парк. У нас прекрасный вид из окна.
12. – Вы много платите за свою комнату?
– 50\$. Сейчас очень трудно найти дешевую комнату (квартиру) (недешево жить на квартире).
13. – У Николая своя квартира?
– Нет, он снимает двухкомнатную квартиру в новом многоэтажном доме со всеми удобствами.
– На каком этаже они живут?
– На шестом.
14. – Какой из этих домов твой?
– Мой – девятиэтажный. У нас все удобства: лифт, мусоропровод, телефон.
15. У нас немного мебели, только самые необходимые вещи. Мы очень довольны своей новой секцией. Она очень удобная и занимает мало места.
16. Пол покрыт линолеумом, стены оклеены обоями, а потолок побелен.
17. Наша квартира в самом центре города. Окна выходят на проспект Независимости. С одной стороны, это удобно, т.к. все магазины, театры и кинотеатры под рукой. С другой стороны, у нас очень шумно.
18. – У вас есть стенная (встроенная) мебель в квартире?
– Да, у нас два стенных шкафа в прихожей. Я считаю это очень удобным.
19. Они купили этот дом, когда поженились.
20. Когда вы переезжаете на новую квартиру?
21. Очень удобно иметь балкон, не так ли? (стиральную машину, пылесос, телевизор, холодильник)

UNIT 2. SHARING A ROOM

A. Students' Hostel

Active Vocabulary

alarm-clock
a long way from; a pretty long way from
as a matter of fact
at odd hours
built-in furniture
delighted (= I am delighted) to tell you
fairly
in advance
light and heat are extra
lined with trees
living conditions
on both sides of
payable weekly in advance
price limit
quite enough for the two of us
right away
right opposite
spacious
suit two girls sharing
superficial
there is no place like home
the usual run of things
this can't be helped
to be anxious
to be in its place
to count on
to cut one's costs
to get used to
to move away from
to settle down
to take a bed
to be up to one's ears in studies
to feel close
to miss smb badly
to feel homesick at times
work conditions
a room to let

Exercise 1. Use the given words in two “there is / there are” sentences. In one place the propositional phrase at the end, in the other – at the beginning of the sentence.

Example: There is a park opposite the house. In the park there are lots of old trees and nice flowers.

1. armchairs, two, comfortable, near the window; between, coffee-table. 2. big, double bed, in the bedroom; a bedside rug, on the floor near the bed. 3. wardrobe, big, in the hall; things, many, in. 4. sofa, one, in the lounge; above, wall-lamp. 5. in the left-hand corner, armchair, comfortable; cushion, on. 6. round, table, big, in the middle of the room; a few, chairs, around. 7. opposite, the front door, coat-rack; a lot of, coats, on.

Exercise 2. Use the words in brackets to complete the description.

Example: There is a large window in the room. On the window-sill there are flowers. (beautiful) The flowers are beautiful.

1. There is a small table near the window. On the table there is a computer. (quite new) 2. There are twin beds in their bedroom. On the beds there are bedcloths of the same colour. (dark green) 3. There is a big vase on the table. Under the vase there is a table-runner. (very beautiful) 4. There is a big wardrobe opposite the door. On the wardrobe there are a few hats. (belong to...) 5. There are many shelves on the wall. On the shelves there are a lot of house plants. (make the room cosy) 6. There is a cupboard by the left wall. Near it there is a fridge. (keeps the provisions fresh) 7. There is a bedside cabinet near the bed. There is a reading-lamp on it. (very convenient) 8. There are a few chairs around the table. Opposite the table there is a bookcase. (full of books)

Exercise 3. Fill in the blanks with “it is” or “there is / there are”.

1. ... a beautiful picture. 2. ... three drawers in the table. 3. ... fine roses in the vase. ... a present from a friend of mine. 4. Hurry up! ... no time to lose! 5. ... the only room to let. ... no other rooms here. 6. ... not a pantry. ... no pantry in this flat. 7. ... no gas in the house. ... an electric cooker, ... very convenient. 8. ... a pity ... no telephone in your room. 9. ... two large windows in the bedroom, so ... quite light. 10. ... really a nice table but ... no place for it in my room.

Exercise 4. Complete the sentences using the words in brackets and the phrases: “you see”, “one can see”, “you can notice”, “one can notice”.

Example: Opposite the piano (a few bookshelves). Opposite the piano you can see a few bookshelves.

1. On the top shelf (some English books). 2. In the drawers (a lot of spoons, forks and knives). 3. To the left of the photo (a small picture). 4. Behind the curtain (a few shelves). 5. Next to the kitchen sink (a built-in cupboard). 6. Over the table (a beautiful pendant lamp). 7. On one of the shelves (some small boxes). 8. On the dressing-table (a powder-box and a few small boxes with rings).

Exercise 5. Build up sentences using the given word combinations and phrases with “there is / there are” or “to hang”, “to lie”, “to stand”, “to be placed”:

a lamp with a pretty yellow lampshade; a few albums with family photos; a table with a nice table-cloth; a bed with a still life above; a dressing-table with a dressing-stool in front of it; a few shelves with books; a refrigerator with a nice samovar on it; two single beds with bedside cabinets near them; a shelf with house plants on both sides; two armchairs with a standard lamp between them; a small table with a telephone.

Exercise 6. Fill in the blanks with the proper article.

We have ... nice flat with ... modern conveniences. It is on ... fifth floor of ... nine-storeyed house in ... Green Street. As ... building is tall it has ... lift. ... lift can take you to ... floor you like. In our flat there is ... balcony, ... telephone and, of course, ... central heating, ... electricity, ... cold and ... hot water. ... rooms are square. ... largest is ... sitting-room. In ... evening we all gather there to watch ... television. Sometimes we sit down around ... table which stands in ... middle of ... room and talk about ... events of ... day. All ... members of ... family like to be at ... home together.

Exercise 7. Fill in the blanks with prepositions or adverbs if necessary.

If you enter ... our kitchen you'll see a window right ... the door. There are light nylon curtains ... the window and lots ... flowers ... the window-sill. ... front ... the window stands a dinner-table ... four chairs ... this table we usually have meals. ... the wall ... the left ... the table there are a few shelves ... different kitchen things. ... the floor ... the shelves there stands a fridge. We can't do ... it, especially ... summer. ... the right wall, ... the fridge you can see a sink and a base unit ... it. We try to keep our kitchen ... good order, so it is always clean and tidy. Come and have tea ... us ... some day!

Read Mary's letter to her parents in which she describes her life in a students' hostel.

A Letter Home

23 Students' Street,
London, N.W. 4
10th November, 1992

Dear Mum and Dad,

Delighted to tell you that now I've got a place at the hostel and that's where I'm writing from. It's in Students' Street which is named so because there are a few colleges and a University here. We are lucky it isn't a long way from our college, either. The street is all green, lined with trees and there are still flowers in the flower-beds though it's September already.

I share the room with one of my group-mates. Of course, I know very little of her yet but she seems to be sociable and kind. She spent a few years in Paris with her parents, so she speaks French much better than anyone else in the group.

The room is quite enough for the two of us. We moved in a few days ago and everything is in its place now. You are certainly interested to know what our room looks like. Well, it's a little larger than my room at home, with a big window right opposite the door. In front of the window there is a writing-table with a table-lamp on it. On both sides of the table there are beds. I take one to the left of the table with two shelves above. On one of them I keep some of my books (others are in the drawers of the desk), on the other – a transistor-radio, an alarm-clock, a looking-glass, my favourite teddy-bear and our family photo. In the middle of the room there is a dining-table and near the door – a wardrobe. There are also a few chairs and an armchair in the right-hand corner. It's a pity we haven't got any television-set but there is one in the hall on the ground floor. So, we can watch television at odd hours, which are quite rare, though. As a matter of fact we have a lot to do at college. I'm up to my ears in studies and happy to have good living and work conditions. Here at the hostel there is a laboratory and a reading-room, and a canteen, too. There is also a kitchen next door and we can use a gas-cooker if we like. As you can see I'm settled down quite well here. Yet, I feel homesick at times. Now that I am far away I understand: there is no place like home.

Well, so much for myself. How are you and how is Granny's health? Is there any news of Lucy and Mike, what about their new flat?

Please, give everyone my fondest love.

Yours,
Mary.

Exercise 1. Find the English equivalents for:

место в общежитии; улица названа так; это недалеко от нашего института; обсажена деревьями; я занимаю комнату с одной из студенток моей группы; я ее еще мало знаю; она кажется общительной и доброй; намного лучше, чем любой из студентов группы; комната вполне достаточна для нас двоих; мы переехали несколько дней назад; всё на месте; вам, конечно, интересно знать; к сожалению, у нас нет телевизора; на первом этаже; мы можем смотреть телевизор в свободное время; дело в том, что; у нас много дел; я с головой погружена в учебу; хорошие жилищные условия и условия для занятий; если нам хочется; в соседней с нами комнате расположена кухня; мы можем пользоваться газовой плитой; как видите, я хорошо здесь устроилась; тем не менее я временами скучаю; теперь, когда я нахожусь далеко от дома; нет ничего лучше дома; ну, хватит о себе; как здоровье бабушки; есть ли какие-нибудь новости о Люси и Майке; передавайте всем от меня большой привет; мы по тебе очень соскучились; все идет своим чередом; они волнуются; довольно далеко от центра; на окраине; с этим ничего не поделаешь; просторная прихожая; встроенная мебель; это очень удобно; современные удобства.

Exercise 2. Paraphrase the following expressions:

delighted to tell you; lined with trees; she seems to be sociable and kind; interested to know; at odd hours; I'm up to my ears in studies; I am settled down quite well here; I feel homesick at times; there is no place like home; we miss you badly; it's the usual run of things; it is quite an event for them; they are anxious; a little upset; it's fairly warm.

Exercise 3. Say what things in Mary's room are in this or that place.

Example: There is a lamp on the table.

In the middle of the room; near the door; opposite the door; in front of the window; on the writing-table; on one of the shelves; on the wall above the bed; to the left of the table; on both sides of the table; on the shelf; in the kitchen; around the table; in the right-hand corner; in the hall on the ground floor.

Exercise 4. Now that you know quite enough about Mary's life from her letter develop your own opinion. Use the following expressions: "I think", "I suppose", "I believe", "as far as I can judge", "as far as I can guess", "as far as I can know", "as far as I can understand", "I should say", "I shouldn't say so", "I am afraid not", "I'd love to", "I believe so", "I think so", "sure", "there is no doubt about it", "why, of course", "as far as I know".

1. Why is Mary writing her letter in high spirits? 2. Does she like the place where the hostel is located? 3. What does she like about the place? 4. Does she like her room-mate? Why? 5. Why does Mary's room-mate know French much better than anyone else in the group? 6. Do the girls take care of the room? 7. Have they got all the necessary things in the room? 8. The room looks nice, doesn't it? 9. Are there good living and work conditions at the hostel? Why do you think so? 10. Is Mary quite happy far away from home? Why do you think so? 11. Has she got any things at the hostel to remind her of home? 12. Is she a loving daughter and granddaughter? Why do you think so?

❖ **WORK IN PAIRS**

Florence and Sally are discussing their accommodation. Read their conversation and role-play it.

Sally: Are you really going to move away from the hostel, Florence?

Florence: Surely. I can't get used to living there.

S.: What's wrong? I thought you were quite friendly with your room-mates.

F.: True, they are nice girls. We have coffee together or see a film but ... we're very different, you know.

S.: What is it, I wonder?

F.: Well, the main thing for me is studies but they... they sleep or amuse themselves days and work nights. I can't work nights. Besides, there's music and people around all the time. And ... and we aren't real friends, of course. In fact we don't feel close. You know what I mean?

S.: Why, yeah. Friendship is something for a long, long time when you're really close and can count on the person. And they're a little superficial, I guess?

F.: Umm, that's it. And... and I must have good work conditions, after all.

S.: So, what are you going to do?

F.: I'd like to rent a room. Do you have any idea how to find one?

S.: Oh, it's very hard now and expensive, I think. What's your price limit, I wonder?

F.: Not higher than \$ 7.

S.: Try to find someone to share with. May be it'll cut your costs. Well, any time I hear of anything I'll let you know right away.

F.: Thank you in advance.

S.: Well, do you know what? Look in the local paper for a start.

F.: That's not a bad idea. Here is today's paper. Oh, there are a few advertisements, here is one: West Perivale. Suit two girls sharing. One reception, bedroom (2 beds), bathroom, kitchenette. Telephone 527-33-65.

S.: Let's go and ring up quickly.

* * *

– Hallo! Is that 527-33-65?

– Yes.

– I understand you have a room to let.

– That's right.

– How much do you charge for the room?

– 7 \$ a week, payable weekly in advance. Light and heat are extra.

– When can I have a look at the flat?

– Tomorrow. Say about 12.

– All right.

– So, I'm expecting you. Thank you.

– Oh, my, I forgot to ask the landlady's name and address!

– Well, go on, ring again!

Exercise 1. Act as Florence. Answer the questions using the conversational formulas trained.

1. You live in a hostel, don't you? 2. Are you quite pleased with your life there? 3. Can you say that you've got used to living there? 4. Have you got a single or a shared room? 5. Do you always spend your time with your room-mates? 6. Can you say that you are close friends? 7. In what do you differ? 8. Can they work as well as you work? 9. So, you haven't got good work conditions, have you? 10. What are you going to do? 11. Do you know how to find a good room? 12. Do you think the rooms are expensive now? 13. What's your price limit? 14. Do you think it's easy to find a nice room?

Exercise 2. Imagine you are living in the hostel. Summarize everything you don't like about your life at the hostel, say: why are you going to remove?

Firstly... Secondly... Thirdly... Besides...

Exercise 3. Act as Sally. Answer the questions using the conversational formulas trained.

1. What do you think: must Florence find a single room all for herself?
2. Why do you think so?
3. Is it hard to find a room now?
4. What do you advise her to do for a start?
5. Are there any advertisements there?
6. What do you think: is Florence right in her decision to move away from the hostel?
7. Why do you think so?

➤ **SPEAKING**

1. In teams discuss advantages and disadvantages of living in a hostel and find out whether most of your fellow-students would like to live in it or not.
2. You are living in a hostel, but you've made up your mind to move away. Why? Give your reasons.

B. Renting a Room

Active Vocabulary

advertisement (for a room)
a house / flat / room to let
hospitality
host, hostess
landlady, landlord
owner
rent
roommate
tenant
to have privacy
to host smb. / to put smb. up
to keep to house rules
to let a house / flat / room
to live apart from smb.
to live on one's own
to rent a house / flat / room from smb.
to room together with smb.
to share a room with smb.
to pay the rent monthly
to work on a rota basis

In England many people let rooms in their houses to people who need somewhere to live. The people pay money for this and are called lodgers.

Imagine you are going to let / rent a room / flat. The questions below will help you get all the information you need.

Questions to Ask Your Lodger

It's perfectly acceptable to ask your prospective lodger for references, either from people who know them, from previous landlords or from their bank.

Although there are certain questions which can tell you a lot, much will depend on how well you get on with the person. If you have any doubts, don't say yes.

When you interview your prospective lodger, make out a checklist of questions before you start talking. Here are some guidelines on what to ask.

Interests: it's usually a good idea to find out about a lodger's hobbies before they move in, or you may find you have a keen violinist practising until all hours!

Friends: it's unusual nowadays to stop people inviting their friends to the house, but if it worries you, make it clear you're not keen on late-night parties, or people staying the night without prior warning.

Smoking: if you really can't bear smoke, you must make it clear that you don't allow any smoking in specified rooms of your home.

Pets: find out whether the lodger has any pets or intends keeping them – your own lease, if you have one, may stop you keeping animals in the house.

Payment: once you've agreed on a rent that suits both sides establish a regular payment system, perhaps through a bank standing order.

Chores: work out in advance how you're going to share the household chores. You may choose to be totally responsible for cleaning, in which case you should take account of this in assessing the rent. However, many house-sharers prefer to work on a rota basis.

House rules: if you're too dogmatic about what your lodger can and can't do, you're unlikely to have a happy relationship. But you can and should set some house rules in the interview if certain things are particularly important to you.

Future plans: it's worth asking how long your lodger intends to stay, so you can plan ahead if it's only going to be for a short time.

Questions to Ask Your Landlord / Landlady

It's difficult to live with someone you don't know. It's worth spending some time speaking to your landlord / landlady – especially with the aim of finding out the house rules – before you make up your mind if you want to stay there or not. Make a checklist of questions before your interview. Here are some guidelines on what to ask landlords / landladies.

Friends: some are fairly strict about friends who come to the house. You need to find out whether friends can visit you in your room and secondly whether they can stay the night or not – although not many landlords / landladies are likely to allow this.

Housework: you need to establish whether you are expected to do any housework beyond keeping your room clean. If you are expected to contribute to the housework, then you might be able to negotiate a reduction in the rent.

The Bathroom: Many people are very possessive about their bathrooms. You need to establish if there is any particular time when you can or can't use the bathroom. Make sure you find out how often you are allowed to have a bath.

The Kitchen: the same rules apply for the kitchen. It is quite reasonable to expect to be able to use the kitchen to cook your own food. It's either that or a permanent diet of take-away pizzas and kebabs!

Noise: Are there any rules about playing your stereo at certain times? Also, can you watch the house TV?

The Telephone: It's vital to get this one right! A lot of arguments have occurred because the rules about the telephone haven't been properly understood. Find out if you can use the telephone for outgoing calls and what the system of recording and paying for these calls is. Does your landlord / landlady mind if other people ring you at the house? Up to what time?

Smoking: Again, it's hopeless thinking you are going to get on if one of you smokes and the other doesn't.

Rules of the House

- You will be issued with your own keys, but these must not be given to anybody else.
- It is forbidden to listen to music or watch television after 10.30.
- You are only allowed one bath a day. This must be taken between 6.00 pm and 8.00 pm.
- The kitchen can only be used before 8.00 am and after 7.30 pm.

- Smoking is not allowed anywhere in the house.
 - It is strictly forbidden to have parties in the house.
 - Lodgers are forbidden to have friends to stay overnight.
 - You may receive incoming calls only.
 - You are requested to bring your own sheets and towels.
- Blankets will be provided.

Pick out advantages and disadvantages of sharing a flat. Think of some others. Exchange your opinions about the advantages and disadvantages of rooming together.

Sharing a Flat

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

However, sharing a flat does have some distinct disadvantages, and the main one is that the flat is not your own. So you cannot do what you want in it. What happens if your flat-mate wants to play music? To a certain extent you have to be unselfish. What is more, there can be little privacy.

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

□ WRITING

Use the text as a model to write your personal opinion of sharing a flat.

◆ LISTENING

Phoning a Landlord

I. Pre-listening task

Here are some words you will hear in the recording. Study their pronunciation and meaning.

there's nothing extra to pay – дополнительная оплата не требуется

deposit (n) – залог, задаток

that sounds fair – это звучит справедливо

the front-door key – ключ от входной двери

tube station – станция метро (в Лондоне)

II. Listening and comprehension tasks

Angela is a student at a university. She is looking for a room to let. She saw an advertisement and has decided to phone the landlord. Listen to the recording and find out what information Angela Smiley got from the landlord.

III. Follow up activity

Do you think Angela will rent the room or not? Why?

➤ SPEAKING

1. Pretend you are a landlord / landlady. Think of the rules you want to have in your house. Then ask another student these questions and decide if you think he / she would be a suitable person to have in the house.
2. Imagine you want to rent a room in a house. Make a list of questions you want to ask. Then ask another student these questions and decide if you would like to live in his / her house.
3. You try to persuade a friend of yours that it's very enjoyable to share a room with people of your age. Your friend is of a different opinion.
4. You are going to move away from the hostel. You see an advertisement in the local paper and come to have a look at the room and ask a few questions. Say whether you find this variant suitable or not. Your final decision may be:
 - a) you like it and are going to rent it;
 - b) you don't like the room, you are going to look for another one.

SELF CHECK

Exercise 1. Explain the difference between:

- a) a landlord and a lodger;
- b) a rent and a deposit;
- c) a mortgage and a lease;
- d) ground floor and first floor;
- e) a cottage and a bungalow;
- f) a bedsit and a studio;
- g) a villa and a time-share.

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

for	at	in	on	of	into	with
-----	----	----	----	----	------	------

- a) She wanted a place ____ her own.
- b) He'll move ____ tomorrow.

- c) He'll move _____ his new flat tomorrow.
- d) I share the kitchen _____ three other people.
- e) The landlord asked the tenant _____ more rent.
- f) My flat is _____ the top floor.
- g) My flat is _____ a modern block.
- h) The house is _____ good condition.
- i) I looked _____ advertisements _____ the newspaper.
- j) She pays a rent _____ £ 90 a week.

Exercise 3. Put each of the following words or phrases in its correct position in the passage below.

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

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

UNIT 3. BUYING A HOUSE

Active Vocabulary

an estate agent / estate agency
to charge for one's services
a giveaway leaflet
to inspect the details of the houses on offer
to make an offer to smb.
a building society
a depositor
to save one's money with
a savings account
to pay interest
an interest rate
a long-term loan
a mortgage
monthly expenses
the official asking price
the original price of the house

Read the following passage about two types of organizations involved in house buying and selling.

Buying a House

There are two types of organizations which are central to the buying of houses and flats.

The first is the estate agent. An estate agency is, essentially, a shop which arranges for the sale of homes.

Let us imagine that Mr and Mrs Smith want to sell their house. First, they ask one or more local estate agents to visit the house and tell them how much they should be able to sell it for. They will also want to know how much the agent will charge for his services (usually between 1% and 2% of the selling price). If the Smiths are happy with his proposals, the agent will publish details of the house in the form of giveaway leaflets and possibly in the local or even national newspapers. The leaflet will describe the house in detail, describing the position, number and sizes of its rooms, the garden and so on.

Mr and Mrs Smith then wait for prospective buyers to arrive.

Imagine that Mr and Mrs Johnson want to buy a house in the same area. They go to the estate agency and inspect the details of the houses on offer. If they are attracted by the description of the Smiths' house, they will visit the property to look at it. If they are still

interested after seeing the house they may make an offer to the Smiths via the estate agent. Often the offer will be slightly less than the official asking price. If the Smiths agree, the house can be sold.

But the Johnsons probably do not have enough money to pay for the house immediately, so what do they do? They go to the second type of institution involved in house buying and selling – the building society.

A building society's main function is to lend people like the Johnsons enough money to buy a house. Banks also offer a similar service.

Building societies make their money by borrowing money from some members of the public – their “depositors” – and lending it to others. Many British people have building society savings accounts. They save their money with a building society, which pays them interest. The society then lends this money to people who want to buy a house or flat and charges them a higher interest rate on the amount borrowed. This long-term loan is called a “mortgage”.

So Mr and Mrs Johnson go to a local building society where they will be asked a number of questions – what type of jobs do they have? How much do they earn? What are their monthly expenses? And so on. The society will also inspect the house to see if it is worth the money they are being asked to lend. All being well, it will offer to lend the Johnsons up to about 90 per cent of the price of the house, to be paid back with interest over 25 years, or sometimes less. When all is agreed and the papers signed, the money is paid to the Smiths or to their legal representative – usually a solicitor – and the Johnsons can move in.

Over the 25 years, the Johnsons, because of the interest on the loan, will pay far more than the original price of the house – but since they are paying it in fairly small sums once a month they are, at least, able to afford it.

Comprehension questions:

1. What is an estate agency?
2. If Mr and Mrs Smith want to sell their house, what will they do first?
3. What will they want to know from an estate agent first?
4. What will the agent start his work with?
5. How can Mr and Mrs Johnson know about the houses on offer?
6. Can the price be negotiated?
7. Where can people get money to buy a property?
8. How do building societies function?
9. What is a mortgage?
10. What questions will Mr and Mrs Johnson be asked at a local building society and why?
11. How will the mortgage be paid back?
12. Why do people want to get mortgages?

♦ LISTENING

Looking for a House to Buy

I. Pre-listening task

Here are some words you will hear in the recording. Study their pronunciation and meaning.

to knock down (v) – разрушить, снести

our gas bills will go down – счета за газ уменьшатся

a converted loft – переоборудованный чердак

a lane (n) – узкая улочка, переулок, тропинка

to fix the stairs – укрепить лестницу

the roof is leaking – крыша протекает

the ceiling will come down – потолок просядет

II. Listening and comprehension tasks

2.1. Listen to Linda and Jeremy's conversation and say what their general impressions of the house are.

2.2. Describe the house they are talking about. Give only the facts, not their opinions.

III. Follow up activity

Do you think Linda and Jeremy will buy the house or not? Give your grounds.

➤ SPEAKING

1. Imagine you are looking for a house to buy. Is its location important to you? Look through the list below and decide:

- which of the facilities in the list you often use;
- which ones are important for you;
- if there are any other facilities not mentioned which you would like to have in your neighbourhood.

WHAT DO YOU NEED IN YOUR NEIGHBOURHOOD?			
	Important	Useful	Not Important
laundrette library cinema supermarket bank post office swimming pool tennis courts newspaper/ bookshop football pitch			

basketball pitch park restaurant clothes shop museum or art gallery language school bus stop video hire shop hairdresser pub			
--	--	--	--

2. What aspects are the most important to you in a home? With a partner, look at this list, and choose the three factors which you consider most important for a successful home. Add other factors if you think important ones are missing.

- It should be situated near friendly neighbours or your family.
- It should have personal possessions which mean a lot to you.
- It should be in a quiet location.
- It should have an efficient kitchen.
- It should have an efficient bathroom.
- It should have good central heating / a good air conditioning system.
- It should be appropriate for its environment.
- It should have a comfortable sitting room.
- It should be near your work.
- It should be near shops.
- ...

3. Share your opinions about your parents' home. Speak about the advantages and disadvantages of its location and the things you would like to have in your neighbourhood.

4. You are going to buy a house. Which organization will you go to? What are its main functions?

5. You have been saving up and now you're planning to buy a house. Share your plans with your elder sister. Your decision is to buy a two-storeyed house:

- a) with the help of a building society;
- b) with the help of an estate agency.

UNIT 4. FURNITURE AND FURNISHING

Active Vocabulary

bathroom / washroom (AmE)

bedroom

bedsitter (BrE) / bedsit (AmE)

hall

kitchen

living room

lounge

nursery

sitting room

study

toilet / loo

utility room

air conditioner

cassette recorder

CD player (compact disc player)

video cassette recorder / VCR

stereo system

colour TV set

computer

freezer

iron

plug

socket

record player

refrigerator (fridge) / icebox (AmE)

tumble drier

vacuum cleaner (hoover)

armchair

article / item of furniture

ashtray

built-in furniture

bookshelf

bureau

cabinet; display cabinet; liquor cabinet

carpet / fitted carpet

chandelier

coffee table
cot (BrE) / crib (AmE)
couch / sofa / sofa bed / settee
cupboard
curtain
desk
desk lamp
dining table
drawer
dressing table

dishwasher
electric / gas cooker
mirror / hall mirror
microwave (oven)
parquet floor
plant pot
puff
rocking chair
rug
sink
standard lamp
suite (kitchen suite)
tap (BrE) / faucet (AmE)
wall unit
wardrobe / clothes closet (AmE)
washbasin
writing table

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

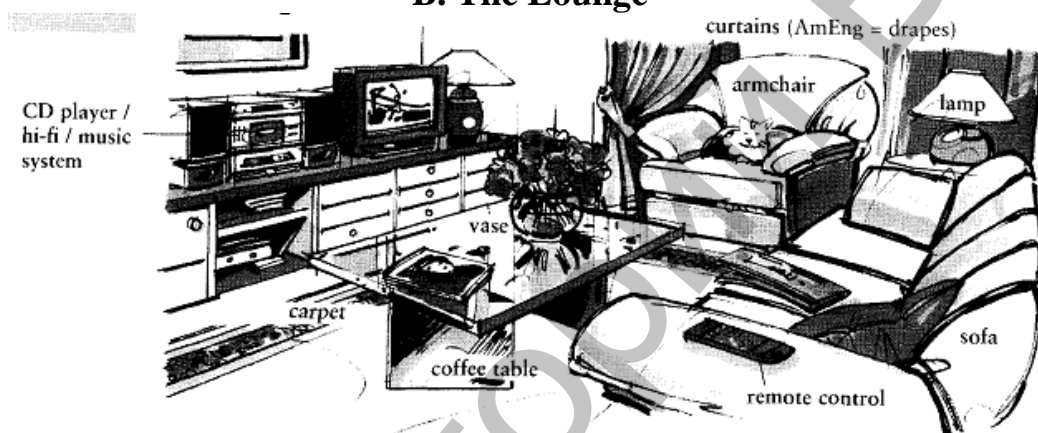
Around the Home

A. Rooms

The living room or lounge (= where you sit, relax, talk and watch TV); the dining room; the kitchen; the bedroom(s); and the bathroom(s).

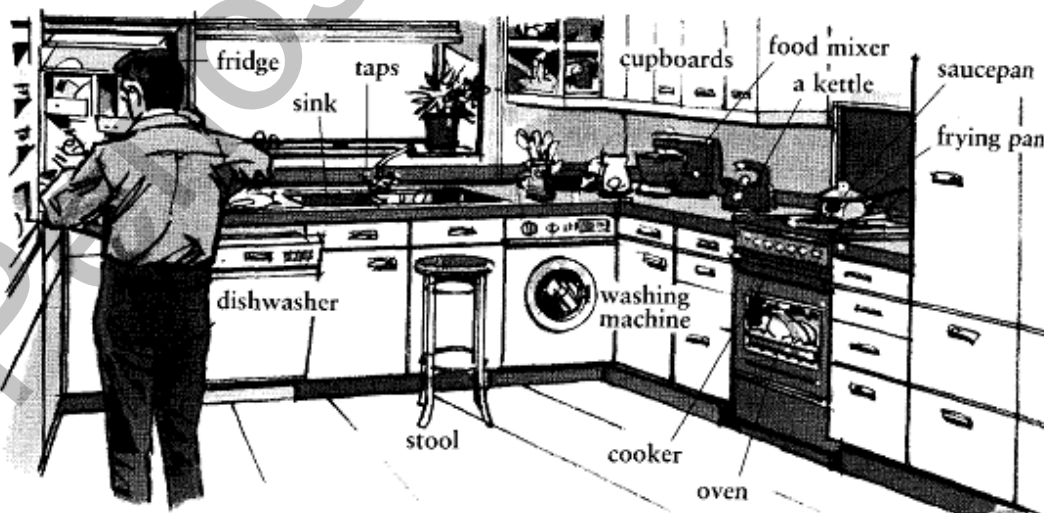
Some people also have a study (= room with a desk where you work), a utility room (= a room usually next to the kitchen, where you have a washing machine), a spare room (= a room you don't use every day. Often this is a room that guests can use), and possibly a playroom for small children.

B. The Lounge



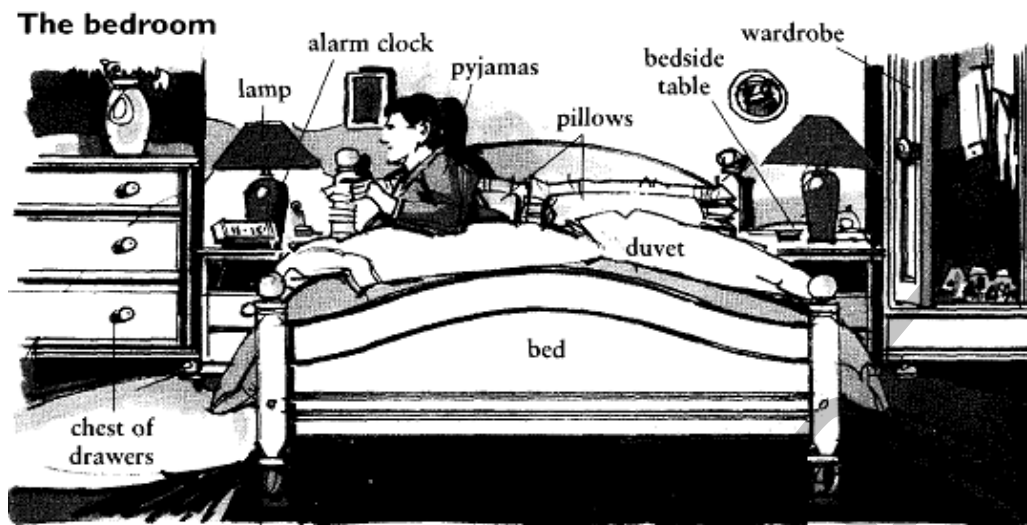
While the cat was asleep in the armchair, I sat on the sofa and had a look at the paper. Then I turned on the TV and went to make a cup of tea.

C. The Kitchen



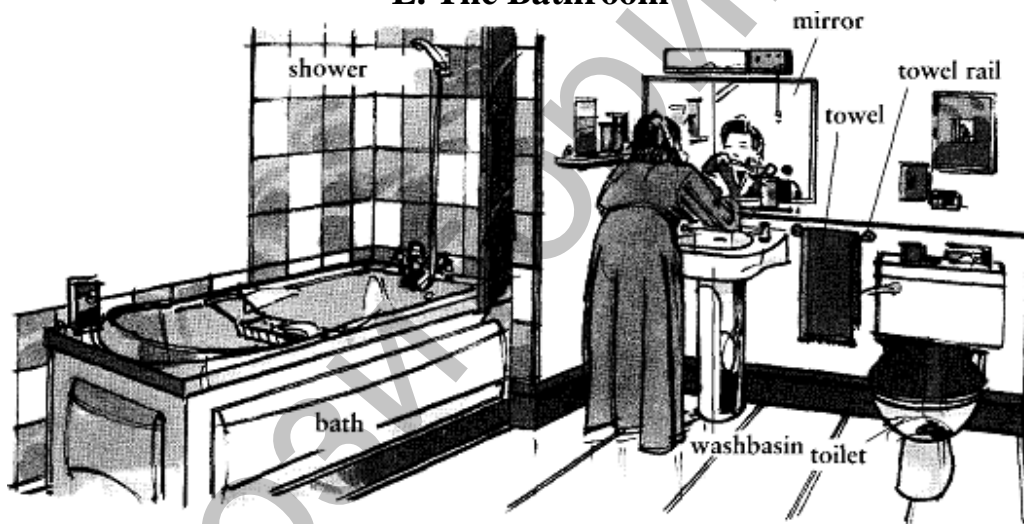
I put the meat in the oven, put my dirty clothes in the washing machine, made the coffee and put the milk back in the fridge.

D. The Bedroom



I put on my pyjamas, got into bed, set the alarm clock, switched off the light, and went to sleep.

E. The Bathroom



I didn't have time for a bath, but I had a wash, cleaned my teeth, and then I went to school.

F. Housework

My room is very clean and tidy (= everything in order), but my brother is very untidy; he leaves his clothes all over the floor and never makes his bed. What's worse, he doesn't clean his room very often, so most of the time it is quite dirty.

I do the washing-up every evening after dinner, and I normally do the washing and ironing at the weekend when I have a bit more free time. I also Hoover the carpets and polish the dining room table once a week.

VOCABULARY EXERCISES

Exercise 1. Using a dictionary if necessary, explain the difference between the following items:

- a standard lamp, a lamp and a chandelier
- a pillow and a cushion
- a stool, a chair and an armchair
- a desk, a dining table, a bedside table and a coffee table
- a sink and a washbasin
- a washing machine and a dishwasher
- a bedspread, a sheet, a blanket and a quilt
- a sideboard, a wardrobe and a cupboard
- an alarm-clock, a clock and a watch

Exercise 2. Complete the following with appropriate words and phrases.

- a. Mary hung _____ in the wardrobe.
- b. On her bedside table, there were _____.
- c. After the party, the sink was full of _____.
- d. Before the meal George took _____ out of the sideboard.
- e. Although the sofa was quite hard, it was comfortable because there were some soft _____ on it.
- f. Mary sat at her dressing table in order to _____.
- g. David went into the bathroom and washed his hands in the _____.

Exercise 3.

A. Using a dictionary if necessary, make pairs of opposites using the words in the box.

bright	modern	neglected	well-maintained	out-dated
gloomy	attractive	ugly		

B. Use appropriate words from the box to complete the following:

- a) The Greens don't like their new house very much. It is _____ because there are so few windows, and it's quite small.
- b) Although the car is four years old, it's _____. The owners have serviced and cleaned it regularly.
- c) A: These flats that were built in the 1960s look terribly _____ and depressing from the outside, don't they?
B: Yes, but when they are redecorated, they can be very _____ inside.
- d) The town looks lovely and _____ in the morning sunshine.
- e) She finds her parents' attitudes very _____. In fact, she says they are nineteenth century attitudes.

Exercise 4.

a) Draw a plan of a flat. With a partner, decide what furniture you would need to make it comfortable. List the items in the table below.

b) Describe any of the rooms in the flat.

Sitting room	Bedroom	Kitchen	Bathroom	Entrance hall

Exercise 5. Have you ever decorated a house or a room yourself? Would you like to? What are the advantages and disadvantages of Do-it-yourself (DIY)? Which of the following answers are the advantages and which are the disadvantages? Work with a partner to fill in the table. Add some more to complete the list.

- to take a lot of time
- to be easy to get it wrong
- not to have to rely on other people
- to be fun
- to be dangerous
- to have no one to complain to
- to have sense of achievement
- to do it when you want

Advantages	Disadvantages
not so expensive	

Exercise 6. Which jobs mentioned below can be done by yourself? Which jobs need professional help? Discuss it with your partner (in groups of three or four), use the constructions like these:

e.g. The windows are filthy. They need cleaning.

a. I can clean them myself.

b. I should have them cleaned (if you need professional help).

- to fix the door (creaking)
- to install air-conditioning (stuffy)
- to clean the windows (filthy)
- to paint / to do the ceiling (peeling)
- to install / to put in central heating
- to repair the roof (leaking)
- to solve a problem
- to rewire the house
- to redecorate the house / flat
- to repair the pipes (dripping)
- to put in kitchen units
- to paint the kitchen

- to put in more power-points
- to redecorate the lounge
- to convert a small bedroom into a bathroom
- to put a toilet in the bathroom
- to double-glaze windows.

The notes below describe what is wrong with the building. Read the notes and describe what needs doing before it can be used, and why. Use the constructions from the exercise above: it needs doing, to have smth. done, to do smth.

Most rooms very small, not enough light in them (small windows), but some rooms have a large fireplace. Next to railway, but noise not really noticeable. Some floorboards are missing or rotten, windows are broken, and some ceilings have fallen down. Water comes in through the roof. Large garden but very overgrown, and full of old junk. Faulty electric wiring, dripping pipes. Only one toilet. Inside doors tend to stick. Difficult to open some of them. Some stairs are dangerous. There are no carpets, of course. Most walls have wallpaper but it's all filthy, and there are too many dark colours. The whole place is in generally dirty condition.

♦ LISTENING

House for Sale

I. Pre-listening tasks

1.1. Look at the advertisement "House for Sale". This house is old and in very bad condition. But there are people who are interested in buying it. Can you guess why? Notice that terraced houses are several houses, usually two-storey, joined together in a row or terrace.

TERRACED house. Built 1872. 3 bedrooms. Needs some attention. Ideal for keen do-it-yourself enthusiast. Very reasonable price. Gatsby & Stahr., Estate Agents.

1.2. Make sure you understand who is the doer of the action in the sentences in each pair.

- I'll do the ceiling myself.
 - We'll have to **have the ceiling done**.
- We'll put more power points in.
 - We'd need to **have more power points put in**.
- I can do most of the things in the house.
 - We'd have to **get most things done for us**.

II. Listening and comprehension tasks

2.1. Listen to the conversation between an estate agent and Robin and Jean Harvey, who are looking at the house and answer the questions below.

1. Where is the owner of the house staying at the moment?
2. What rooms are there in the house?
3. What does the estate agent say about the price?
4. How many storeys are there in the old house?
5. Do you think Robin will buy the house?
6. What saying did you hear on the tape?

2.2. When Robin and Jean are talking about the house, they mention several things they can do themselves and some other things that they will have done. Listen to the conversation again, and complete the chart.

	Do it themselves	Have it done by someone else
Put in kitchen units Do kitchen ceiling Paint kitchen Rewire house Put in more power points Redecorate lounge Convert small bedroom into bathroom Put toilet in bathroom Repair roof Put in central heating Double-glaze windows		

III. Follow up activity

What would you like to change in the house you live in?

➤ SPEAKING

1. You and your husband have bought a house which is in poor condition. Say what is wrong with it and what jobs you'll be able to do by yourselves and whether you'll need any professional help.
2. You and your husband can't afford to buy a new house, so you have chosen one which has been rather neglected and needs a lot of repairing and redecorating. But as your husband is a Do-It-Yourself enthusiast your final decision is to buy it as you're satisfied with the price.

3. You are newly-weds. You are moving into a new house. You have come to see it before you move in. You discuss what furniture you want to buy, how you are going to decorate and equip the house.

SELF CHECK

Exercise 1. Fill in prepositions where necessary.

1. Does John live ... his relatives'?
2. They would like to call you and ask ... more information.
3. Have you got a room ... yourself?
4. It's hard to find lodgings ... a low price nowadays.
5. When is he moving ... a new flat?
6. It takes Nora 20 minutes to get ... the office.
7. Who do you take the room ... ?
8. The flat faced ... the yard.
9. I hope you'll drop ... some day, won't you?
10. They are pleased ... their new wall-unit.
11. These windows look ... the garden.
12. We saw an advertisement ... the room.
13. She has to pay ... the telephone.
14. There are some particular house rules they've got to keep ...
15. Have a look ... this drawing!
16. Sue lives apart ... her parents.
17. He prefers to pay ... advance.
18. We have a lovely view ... the kitchen window.
19. ... the right of the table there is a bookcase.
20. Fred is looking ... a new flat.

Exercise 2. Choose the correct variant in each of the following sentences.

1. ... It faces west.	a) How does your house face? b) What does your house face?
2. They have got a ... flat.	a) two-rooms b) two-room
3. Have you got a room ... yourself?	a) of b) to
4. I am ... about my new washing-machine.	a) satisfied b) happy
5. She would like to ... her flat in the coming month.	a) let b) rent
6. It is a ... room.	a) good-sized b) good-size

7. It's very ... to have a balcony in your flat.	a) comfortable b) convenient
8. There ... much furniture in the living room.	a) isn't b) aren't
9. The desk is standing ... the window.	a) beside b) besides
10. ... the sides of the window there are beautiful curtains.	a) on b) at

Exercise 3. Paraphrase the following using your active vocabulary:

1. to be expensive
2. the pay for a flat
3. a many / multi-storey building with flats
4. a clean room
5. to face the garden
6. to rent a flat
7. to live in a hostel
8. to have a single room
9. a person you share a room with
10. a piece of furniture
11. to be dirty
12. to clean a carpet with a vacuum cleaner
13. to pay a rent every month
14. a new unit of furniture
15. to share a room with another person
16. to call on at a place
17. to switch on the light
18. to wash the dishes
19. to have a large room
20. to have a comfortable room

Exercise 4. Give the opposite of the following:

1. to be convenient
2. to pay a high rent
3. to live on the ground floor
4. to have modern furniture
5. to clean a room
6. to feel comfortable
7. to go upstairs
8. a quiet street
9. to turn on a tape recorder
10. to have a single room

11. a furnished flat
12. to take much room
13. to be satisfied with the living conditions
14. to have a lot of advantages
15. to let a room

Exercise 5. Fill in the missing words.

1. Mikes rents a flat from his distant
2. What does your window ... ? It looks down on a public garden.
3. – Have you got a room of your own? – No, I ... it with my brother.
4. It's hard to buy a flat at a low ... nowadays.
5. – How do you find my new cupboard? – It looks beautiful and it doesn't seem to take much
6. – Is there much furniture in your sitting-room? – No, only the most necessary
7. The flat I live in ... much to desire.
8. I'm not satisfied with the room I live in, the ... is high and it is a long way from the University.
9. The flat needs decorating, the floor is ... and the roof is leaking.
10. The wall looks quite Why not place the bookcase there?
11. Is there a supermarket on your ... home?
12. Fred can spend up to \$15 a week but he can't ... to spend any on heating.
13. I hear they are ... for a house to buy.
14. She ... all the dust off the floor with a large broom.
15. The child always leaves the toys in a ... on the floor.
16. They got a new flat and are lucky now to have friendly
17. It's very stuffy here. They should have the air-conditioning
18. He has a lovely ... from the window.
19. Our house is ... in a very busy street in town centre.
20. I don't think we are going to buy this sofa. It's too big and will take much

UNIT 5. YOUR IDEAL HOME

Read what Kate, Nick, Melinda, Richard and Karen think about their present homes in Britain and about places they would like to live in.

Richard

I like my present home because it's in the country to start with and surrounded by fields and because it's sort of the end of a no-through-road so very few people drive past, it's on an old dirt track. Mind you, you hear them when they do. And because it's an old cottage and it's got an open fire and things like that and I'm a bit of a romantic.

If I had a lot of money I'd keep the house I've got but I'd get a nice flat in the middle of London, another one in the middle of Cardiff, because I work in those two places, and I think a small chalet in the Alps – that'd do me.

Karen

My ideal living room would contain absolutely everything that you need for everyday life. In fact it would even have the bed in it because I cannot stand having to go upstairs and downstairs having left something that I need upstairs to bring back down. So I'd have all mod cons and every single thing you could imagine that you might need throughout the day there.

Kate

I like my present home because it's in the suburbs, in that there are a lot of trees around it but it's only about half an hour's ride from the centre of town. And it's got this ridiculous patch at the end of the garden that's owned by my next-door neighbour that has ducks and chickens and geese who are like guard geese and who quack in the night if there are strangers about. I like that.

Nick

I like my present home because it's a flat near the City, about ten minutes out of the City and that's very convenient for getting in, for cycling in, which is what I do. And it's also got a lot of amenities close to it: there's a swimming pool, cinema, library, theatres. And some very good markets as well: fruit and vegetables and clothes and that's why I like the present flat that I've got. If I had a lot of money, I'd keep the flat that I've got in London and I'd buy one out in the country, probably up North which is where I came from originally. In fact, I could probably buy a house up there if I had a lot of money. So that's what I'd do, I'd have the two places one for a 'pied a terre' in London and one for going up to at the weekends.

Melinda

I wouldn't mind moving home if I had enough money to move into the country and live in the sort of house I'd really like to live in, something, preferably a beach, to wander on in the mornings. Yes, I'd move home for that!

❖ **WORK IN PAIRS**

1. Discuss which of these homes you would like to live in and why. Give your reasons.

2. Share your opinions about your present home. Speak about the advantages and disadvantages of its location and the things you like and dislike in your home.

❖ **WORK IN TEAMS**

1. Work out the project "My Ideal Home".

2. In groups make a film about the place you live in.

PART III. MEALS

UNIT 1. FOODSTUFFS. COOKING METHODS AND WAYS OF COOKING. RECIPES

A. Foodstuffs

Active Vocabulary

I. Foodstuffs

canned / tinned food

cooked food

dried food

fresh food

frozen food

plain food

raw food

uncooked food

Meat

meat: beef, lamb, mutton, pork,
veal, venison

bacon

cold pork

ham

kidneys

liver

mince (minced meat)

sausage(s)

smoked meat

smoked sausage

tongue

Poultry and Game

chicken

duck

goose (geese pl.)

rabbit

turkey

Fish and Seafood

caviar

fish: bream, carp, cod, dace,
eel, haddock, mackerel, perch,

pike, plaice, salmon, sturgeon,
trout, turbot

salted fish: herring

dried fish

smoked fish

tinned (canned – A.E.) fish:

sardines, sprats

shellfish: crab, lobster, oyster,

shrimp / prawn

Dairy Products

butter

cheese

cottage cheese

curds

kefir

margarine

mayonnaise

milk

sour cream

sweet cream

yoghurt

Confectionery and Pastry

biscuits (cookies – A.E.)

cake / tart

fancy cake

sponge (chocolate)

pastry

pie (chocolate / meat / with
custard)

Sweets

candy / chocolates

jam

jelly

marmalade

Bread and Bakery Goods

Bread: brown (rye), white (wheat)

bun

puff

roll

Dry Groceries

cereals: buckwheat, barley, millet, oats, pearl barley, semolina, rice

macaroni / spaghetti

noodles

flour

spices

Berries

blackberry

blueberry / bilberry

cranberry

currant (black / red / white)

gooseberry

raspberry

(wild) strawberry

Nuts

coconut

hazelnut

peanut

seeds

walnut

Fruits

apple

apricot

banana

cherries

grapes

lemon

melon

orange

peach

pear

pineapple

plum

tangerine

watermelon

dried fruits: date, prune, (seedless) raisin

Vegetables

aubergine (eggplant)

beet

cabbage (green / red / savoy)

carrot

cauliflower

cucumber

dill (fennel)

French / kidney beans

garlic

lettuce

onion

parsley

pea

pepper (sweet)

pickled vegetables

potato

radish (black / white)

tomato

turnip

mushrooms

II. Prepared Food

Beverage

beer, dark / light

champagne

cocktail (fruit)

coffee, black / strong / white /

double / instant

drink n, v hard / strong / soft

drinks (spirits)

iced orange drink

juice

lemonade

liqueur
milk shake
mineral water
tea, strong / weak
wine, dry / sweet / table / sparkling

Food

baked beans / potatoes, etc.
beefsteak
boiled potatoes / vegetables,
etc.
chips
chops, mutton / pork / veal, etc.
eggs, hard-boiled / soft-boiled /
fried / scrambled
French fries
fried chicken / fish / potatoes,
etc.
cutlet

III. Ways of Cooking

bake
barbecue
boil
casserole
chop (up)
coat with smth.
cook
cut (up / off), to cut into pieces
dress with smth.
dressing, salad dressing
flavour
flavour / season with smth.
fry
grate
grill
handy, to have at hand
heat / preheat (up)
knead, to knead dough
make, to make cakes / coffee /
tea
mash

jelly fish / meat
mashed potatoes (mash)
omelette (omelet)
pancake
pasta / macaroni
porridge
pudding
pigs-in-the-blanket /
cabbage rolls
roast beef (lamb)
roasted meat
salad, fruit / vegetable / meat /
mixed / green / etc.
steak
stewed vegetables / meat / etc.
whipped cream

melt
mince, to mince meat
mix
peel
pluck
poach
pour (in / out)
preserve
to follow a recipe for smth.
roast
roll (out), to roll the pastry
shell, to peel off the egg shell
simmer
steam
stew
stir
stuff
taste
toast
whip

IV. Cookware, Tableware and Cutlery

baking tin

bread bin

china

corkscrew

crockery

cup

frying pan (fry pan – A.E.)

ladle (soup ladle)

lid

pepper box

potato peeler

rolling pin

salt cellar

sauce boat

saucepan

saucer

scales

server

tea kettle / pot / set

tea strainer

toaster

tray

water jug

whisk / egg beater

Plate

bread / dinner / deep (soup) / meat / dessert / bottom plate

Bowl

butter / sugar / salad / dessert bowl

Pot

tea / mustard pot

Glass

tapered / crystal glass

Dish

potato / butter dish

Fork

fish / salad / serving / cocktail fork

Knife

butter / fish / fruit / cheese knife

Spoon

dessert / salad / tea / vegetable / mixing / table spoon

VOCABULARY EXERCISES

Exercise 1. Complete the following chart using the words from your active vocabulary and compare it with your group-mates'.

MEAT & POULTRY
FISH & SEAFOOD
DAIRY PRODUCTS
BREAD & CONFECTIONERY & PASTRY
DRY GROCERIES
VEGETABLES & FRUITS
SWEETS

Exercise 2. Look at the words below. Group the words under these headings:

- things to eat
- things to put on the table
- things to cook with
- things to drink

cheeseboard	serviette	pomegranate
puff	gin&tonic	spatula
cherries	pasta	liqueur
walnuts	melon	horse radish
salt cellar	turkey	chips
teaspoon	wok	soup tureen
sandwich	decanter	saucer
mincer	cake server	spit

Exercise 3. Work in pairs and check your answers. Think of some more words you can add to each group. Discuss what you'd do with each of them. Use the words from exercise 2 to discuss:

I'd use it to slice cheese.
 I'd cut it and then spread it with butter and apricot jam.
 I'd put them in a pie. I'd put them in a fruit salad. I'd eat them raw.
 I'd crack them, crush and sprinkle on the cake.

Use the following examples as a model.

Exercise 4. What food can be eaten:

dried / frozen / tinned / boiled / fried / roasted / stewed / stuffed / scrambled / poached?

Exercise 5. What's the opposite of ...?

dry wine – ...	soft drinks – ...	dark beer – ...
cooked food – ...	raw meat – ...	black coffee – ...
white bread – ...	tinned fish – ...	hard-boiled eggs – ...
clear soup – ...	sour cream – ...	strong tea – ...

Exercise 6. Some meat is given a different name from the animal it comes from. What animals do the following meats come from?

- | | |
|-------------|------------|
| (a) pork | (e) veal |
| (b) beef | (f) mutton |
| (c) bacon | (g) ham |
| (d) venison | (h) lamb |

Exercise 7. Match each action on the left with the appropriate noun on the right.

- | | |
|---|----------------------|
| 1) You drink soup with | a) a teapot |
| 2) You cut up food with | b) a potato peeler |
| 3) You put your knife and fork on | c) a rolling-pin |
| 4) You get juice out of lemon with | d) a whisk |
| 5) You make tea in | e) a sugar bowl |
| 6) You cook food quickly by steam | f) a knife |
| under high pressure in | g) a spoon |
| 7) You make dough flat by | h) a lemon squeezer |
| 8) You peel potatoes with | i) a pressure cooker |
| 9) You beat eggs into a stiff light mass with | j) a plate |
| 10) You keep sugar in | |

Exercise 8. Fill in the blanks using the appropriate utensils from the list below.

kettle	frying pan	baking tin	grill pan
saucepan	cake-tin	coffee pot	teapot

- 1) Put the vegetables in a large _____ full of water, add a little salt, and boil them for ten minutes.
- 2) Bob poured a little oil into a _____ and put it on the gas until it was hot.
- 3) Sally had prepared the cake very carefully and had put the mixture in a round _____.

4) Those are large potatoes. I know they've been cooking for 20 minutes, but I think we should put the _____ back on the cooker and let them simmer for another ten minutes on a low flame.

5) Jack poured some water in the electric _____ to make himself some tea.

B. Cooking Methods and Ways of Cooking. Recipes

Here are five simple ways to cook an EGG. Study the following instructions and say which one you prefer and why.

BOILED EGGS

One of the easiest things to make is a boiled egg. Put an egg into a saucepan full of cold water. Put the saucepan on top of the stove. Turn on the heat. When the water starts to boil, look at your watch. You must boil the water fast for about three to four minutes only. Then remove the egg immediately from the water and serve.

EGG SALAD

If you want your boiled egg to be hard, then boil the egg in water for about eight to ten minutes. When the egg is cold, peel off the egg shell and cut up the egg. Chop a little piece of onion with a sharp knife. Then mix the egg and onion with some mayonnaise. Now you have egg salad. Put this in some fresh bread with some thinly sliced tomato and you have a great sandwich.

FRIED EGGS

Melt a little butter or oil in a frying pan. Break the egg into the pan, without breaking its yellow centre. Fry it quickly. This is a very popular breakfast dish in Britain and the United States, where it is often served with toast and slices of fried bacon.

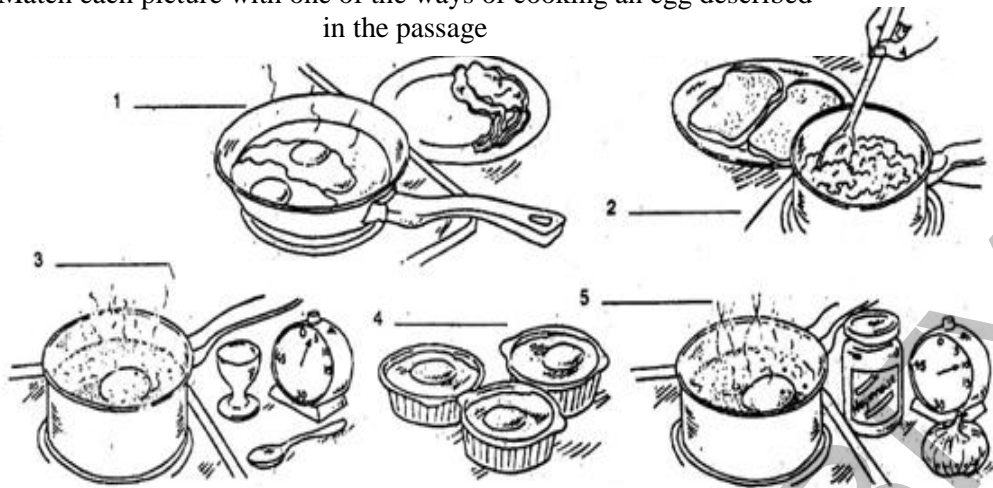
SCRAMBLED EGGS

Scrambled eggs are also popular. First beat two eggs together with a little milk. Melt some butter in a frying pan and pour in the mixture. Stir with a wooden spoon and cook until the egg starts to get thick. Make sure you have some buttered toast ready to serve the eggs on.

BAKED EGGS

Eggs can also be baked in the oven. Heat the oven first. Break the egg and pour it into a special oven dish. Add a small spoonful of melted butter or cream, or grate some cheese over it. And bake it in the oven for eight to ten minutes.

Match each picture with one of the ways of cooking an egg described in the passage



Read about different cooking methods.

Cooking Methods

✓ **BOILING**



This gives food a soft texture. The term is actually a little confusing for it is the liquid in which the food is cooking that boils, not the food itself. When liquid comes to the boil, reduce the temperature so it just bubbles. Foods cooked in boiling liquid include vegetables, eggs, fruit and sugar for jam, meat. The liquid can be water, stock or milk, etc. Sometimes the food is not immersed in the liquid but cooked in the steam from it, as for steamed puddings, vegetables, etc. Sometimes the boiled liquid is an essential ingredient as in blancmange.

✓ **SIMMERING**



When food is simmered in liquid you just see an occasional bubble on the surface. Stews, soups, sauces are simmered, so that food cooks steadily, or mixture thickens gradually.

✓ ***POACHING***



Special term used in connection with certain foods: i.e. eggs, fish, fruit. These are placed in a small amount of liquid which simmers gently.

✓ ***GRILLING***



This browns food and sometimes gives it a crisp texture. Food is placed under the heat. Pre-heat the grill so the outside of the food is browned rapidly, keeping in the flavor. Reduce temperature once food is sealed if it is to be grilled for longer than 10 minutes. Fish, meats, young poultry and toasted snacks or toppings are grilled. Many dishes require quick or “flash” browning, so use the grill rather than the oven. Bread is browned to produce toast, for instance.

Tips on grilling: do not over-cook cheese – it toughens. Remove rind from bacon so the rashers do not curl. Don’t pre-heat the grill for bacon. It’s important that foods that don’t contain fat – such as fish and chicken – are kept basted with melted fat of some kind while being grilled. If not basted they will dry out too much.

Most foods need to be turned during grilling as the heat does not always penetrate the thickness of the food – this also browns both sides.

✓ **BAKING**



This gives a firm and often crisp texture. Baking is the process of cooking in the dry heat of the oven. The temperature and position in the oven are very important, especially with cakes, to ensure the food is cooked throughout and doesn't burn.

✓ **CASSEROLLING**



Food is cooked in steam or liquid in the oven. It's a slow, tenderizing process, so very good for making the most of cheaper cuts of meat.

✓ **ROASTING**



Contrary to general belief cooking meat in its own or added fat is baking. True roasting means cooking on a turning spit over a fierce heat.

✓ PLACING FOOD IN THE OVEN

Both gas and electric ovens are hottest at the top, but gas is coolest at the bottom while many electric ovens are fairly hot below and coolest in the centre. Different makes vary and it is best to know your own oven.

✓ **FRYING**



A convenient and usually quick, easy method of cooking in fat. It gives a golden and often crisp texture. It can be done in three ways as follows:

✓ **DRY FRYING**

For foods with plenty of natural fat requiring no coating, such as bacon.

✓ **SHALLOW FRYING**

This is used for eggs, some fish, meat and vegetables. The food may or may not be coated. It is cooked in a small amount of fat, butter or oil.

✓ **DEEP FRYING**

Used for some vegetables, chips in particular, fish, some meat and other foods that have been coated with batter or breadcrumbs. Food is fried in oil, lard or cooking fat. The pan should not be more than two-thirds full of fat so there is plenty of room for the fat to boil briskly.

To test temperature of fat for deep frying, drop a cube of bread in. If it sinks the fat is not hot enough. If it floats and fizzes gently it is right for medium-fast frying (e.g. doughnuts). If it turns golden in one minute it is right for fast frying (e.g. chips).

Draining: most fried food should be well drained on absorbent kitchen paper before it's served.

VOCABULARY EXERCISES

Exercise 1. Find the corresponding English equivalents:

- 1) булькать, бурлить; 2) бульон; 3) желе из сливок или миндального молока; 4) яйцо-пашот; 5) подрумяниваться;
- 6) разогревать; 7) шкурка (корочка); 8) тонкий ломтик ветчины;
- 9) пересушить; 10) поджарить, гореть; 11) филей; 12) вертел;
- 13) обваливать в сухарях; 14) свиное сало; 15) высушить, осушить.

Exercise 2. Explain the meaning and translate the word combinations:

1) a soft / firm / crisp texture; 2) to come to the boil; 3) essential ingredients; 4) to be cooked throughout; 5) to make the most of smth.; 6) toasted snacks; 7) toppings; 8) to turn golden; 9) to baste with melted butter / fat; 10) to fizzle gently; 11) to be right for smth.

Exercise 3. Word building.

Form the derivatives of the words given in the chart below. Use a dictionary if necessary.

Noun	Verb	Adjective
fat		
	thicken	
		hot
	brown	
		cool
coating		
	toughen	
		crisp
steam		
	tenderise	

Exercise 4. Insert the necessary prepositions.

- 1) Sometimes the food is not immersed in the liquid but cooked ... the steam from it.
- 2) Baking is the process of cooking ... the dry heat ... the oven.
- 3) True roasting means cooking ... a turning spit ... a fierce heat.
- 4) Both gas and electric ovens are hottest ... the top and coolest ... the bottom.
- 5) Most fried food should be well-drained ... absorbent kitchen paper before it's served.
- 6) Chicken should be kept basted ... melted fat while being grilled.
- 7) For deep frying fish should be coated ... batter or breadcrumbs.

Exercise 5. Give a) synonyms b) opposites to the following

gradually –
rapidly –
essential –
soft –
stock –
fierce –

liquid –
soft –
overcooked –
to float –
dry frying –
gradually –

Exercise 6. Read the description of different ways of cooking, and fill in the blanks with the correct verb from the list.

Roast Boil Bake Fry
Simmer Steam Grill

- 1) Cook using by heat (normally in an oven) bread, cakes, biscuits _____.
- 2) Cook meat, coffee, beans, nuts _____.
- 3) Cook under direct heat _____.
- 4) Cook in oil or fat _____.
- 5) Cook in hot water at 100 C _____.
- 6) Cook for a long period of time, at just below 100 C _____.
- 7) Cook above water at 100 C _____.

Exercise 7. Choose the right variant.

- 1) Before ... a chicken I usually stuff it with herbs and onions (frying / roasting).
- 2) Break the macaroni into small pieces and ... it in a pan of salted water (to simmer / to poach).
- 3) It's a good idea to coat fish with breadcrumbs before you ...it (to fry / to grill).
- 4) To ... an egg you should remove it from its shell and put it in water that is nearly boiling (to steam / to poach).
- 5) On Monday she used to ... bread for the whole week (to bake / to fry).
- 6) I ... the rice in a large saucepan for about eight minutes (to casserole / to boil).
- 7) ... the lamb carefully so that it is nicely browned but not burnt (to stew / to roast).
- 8) For ... one needs a special dish with a lid in which food is cooked in the oven and then served at table (simmering / casseroles).
- 9) I'd like ... steak, please (boiled / grilled).
- 10) Meat has to be turned frequently on a ... if you want it to be properly cooked (a saucepan / a grill).

Exercise 8. Enumerate all possible methods of cooking.

Food	Possible methods of cooking
Meat	
Fish	
Eggs	
Vegetables	
Bread	

Exercise 9. Answer the following questions.

- 1) What kind of food do we eat?
- 2) What's your favourite food?
- 3) Are you fond of cooking? Have you taught yourself through cookery books or did somebody teach you?
- 4) Who does the cooking in your house and which methods are preferred?
- 5) Which food do you know how to cook best?
- 6) What do we boil (roast, stew, fry, bake)?
- 7) What is the difference in the procedures of frying, roasting and grilling?
- 8) What spices and ingredients do we need for baking, frying, etc.?

Giving Instructions

Remember that written instructions must be clear. For this reason, they tend to consist of short, simple tenses. Each instruction is usually placed on a new line. Imperative forms of the verb are most commonly used for this sort of writing.

The following connectors are sometimes used when giving instructions. Check that you know how to use them:

FIRST

NEXT / THEN

MAKE SURE YOU...

DO NOT...

REMEMBER...

AS SOON AS... YOU

SHOULD...

AFTER THAT, ...

TAKE CARE NOT TO...

Exercise 1. Now using these words and expressions connect the instructions in the recipes below.

Bread and Butter Pudding

Beat two eggs.

Add to the eggs one pint of milk and a little flavouring.

Butter the pie-dish and cut three slices of bread and butter, removing the crusts.

Put a layer of bread in the dish.

Sprinkle with sugar and a few raisins.

Add more bread, fruit and sugar and pour over milk and the eggs.

Leave to soak for one hour, bake in a slow oven about an hour.

Sprinkle with sugar before serving.

Trout

Take a very fresh sea trout and clean it.

Season the fish with a little ground black pepper.

Place a slice of lemon on the fish, plus a sprig of parsley, plus a tablespoon of dry white wine.

Place the fish on a baking tray, and put it into a pre-heated oven.

The fish will take an hour to cook.

The fish is cooked, slide it out of the tray on to a plate and pour the juices over it.

Exercise 2. Now using connectors restore the right order in the following recipes.

Cinnamon-Sugar Apple Pie

1 kg apples, peeled, cored and sliced

100 g cinnamon sugar

50 g melted butter

1 tbsp chopped fresh thyme

2 tbsp stale breadcrumbs

zest of one orange

zest of one lemon

a quantity of your favourite

shortcrust pastry

1 egg, beaten

- 1) Roll out the pastry and line a deep tart case with half the pastry.
- 2) Brush the beaten egg over the top and make a hole in the lid for steam to escape.
- 3) Combine the first seven ingredients in a bowl, cover, and leave for two hours to allow the flavours to develop.
- 4) Transfer to the oven and cook for 45 to 60 minutes or until the pastry is a deep golden brown.
- 5) Preheat the oven to 160 C.
- 6) Serve with lashings of custard.
- 7) Add the apple mixture piling it up a little in the middle to give it some height.
- 8) Roll out the remaining pastry and cover the top, sealing the edge by crimping it with your fingers.

Salmon In Puff Pastry

Serve 8 to 10

1 hour to marinate; 1 hour to prepare and cook

2 kg salmon or salmon trout, filleted, skinned and pin bones removed

sea salt

freshly ground black pepper

nutmeg

100 g butter, softened

1 tbsp finely chopped parsley

1 tbsp finely chopped chervil, fennel or tarragon

1 tbsp finely chopped chives

finely grated zest of a lemon
a small glass of white wine

500 g puff pastry
egg and milk beaten for glaze

- 1) Roll out the pastry and enclose the salmon, carefully sealing the edges.
- 2) Remove from the oven and carefully transfer to a serving platter.
- 3) On a platter, lightly season the fish all over with salt, pepper and a grating of nutmeg.
- 4) You can decorate the pastry with fishy features. Brush the pastry with the egg and milk, wash and bake in a pre-heated oven for 20 minutes at 220 C, and then reduce the heat to 180 C for a further 25 minutes.
- 5) Sprinkle the wine all over the fish, rubbing it well in, and set aside for an hour.
- 6) Place on top of two folded strips of greaseproof paper on a baking sheet, with the seam underneath. The strips will help you lift the salmon off the baking sheet when it's cooked.
- 7) Mix the butter with herbs and lemon zest and sandwich the two fillets with the herb butter.

□ **WRITING**

Special Family Food

Write down a special dish or meal that you enjoy with your family. Explain why you have chosen this dish and how the dish can be prepared. The following plan will be helpful.

- 1) Name of special family food.
- 2) List the ingredients and the amount of each ingredient in your special family food.
- 3) Is this food served on special occasions or throughout the year?
- 4) Why is this food special to your family?
- 5) Are there any customs or traditions related to this food?

◆ **OUT-OF-CLASS LISTENING**

How do you make...?

1. Before you hear the recording, look at the ingredients and instructions below. The instructions are in the wrong order. Can you decide what the correct order should be? There's one extra instruction which shouldn't be there – find it and cross it out!

Potatoes with Sesame Seeds

1 kilo potatoes, 6 tablespoons vegetable oil, tablespoons sesame seeds, about ¼ teaspoon cayenne pepper or chili powder, 1 teaspoon salt, juice of half a lemon

- A Serve with any meat dish, or on their own.
- B Continue frying the potatoes till they are crisp and brown.
- C Cut the potatoes into 2 cm cubes and allow them to cool.
- D Drain the potatoes.
- E Fry the potatoes for five minutes, stirring all the time.
- F Heat the oil in a frying pan.
- G Peel the potatoes.
- H Boil or steam the potatoes in their skins for about ten minutes.
- I Then add the cayenne pepper, salt and lemon juice.
- J Add the onions and fry them for a few minutes.
- K When the oil is hot, throw in the sesame seeds.
- L When the seeds start to pop, add the potatoes.

2. Listen to the recording. Rearrange the instructions in the correct order. Remember that there is one extra instruction which is not given.

3. Compare your answer with a partner and, if necessary, listen again to settle any disagreements.

➤ **SPEAKING**

1. May be you have your favourite recipes that you'd like to share? Give a few recipes for soup, a meat / fish course and dessert.
2. You are good at cooking and your friend who is going to have a housewarming party soon is not that good at it. Give her / him some instructions on making different salads / meat or fish dishes / desserts / cocktails.
3. An irritable husband is sitting at dinner criticizing his wife's cooking. He is trying to teach her the way this or that dish should be cooked though he knows very little about it. The wife is doing her best to defend herself.
4. You are going to have your birthday party. You expect guests to come. Some of them are vegetarians. Talk to your mother and discuss the menu.
5. You are hosting a cookery show. Make your favourite dishes demonstrating various ways of cooking.

SELF CHECK

Exercise 1. Supply the best words in Parts A and B.

Part A

- 1) Tomatoes are very nicely____. 2) Weight it on the kitchen_____.

- a) filled b) stuffed a) scales b) balance
- 3) Boil the milk in this small _____.
a) saucepan b) casserole
- 4) _____ a little butter in a pan.
a) Dissolve b) Melt
- 5) The salad has been dressed _____ oil.
a) in b) with
- 6) Vegetables should be stored in a _____ place.
a) fresh b) cool
- 7) I love _____ salmon.
a) smoked b) fumed
- 8) I have a very good _____ for onion soup.
a) receipt b) recipe
- 9) Please _____ a couple of lemons for me.
a) squeeze b) press
- 10) I must consult the _____ for the good mixer.
a) directions b) instructions
- 11) Do you want your food _____?
a) with sauce b) saucy
- 12) The toast has been _____.
a) scalded b) burnt
- 13) _____ two egg whites until they're stiff.
a) Hit b) Beat
- 14) _____ some butter on your toast while it's hot.
a) Spread b) Streach
- 15) These apples have _____.
a) gone bad b) decayed
- 16) Get some _____ steak from the butcher's.
a) lean b) meagre
- 17) This milk has _____.
a) gone sour b) soured
- 18) An excellent meal!
My compliments to the _____.
a) chief b) chef
- 19) I prefer _____ grilled fish without sauce.
a) plain b) simple
- 20) These peaches are the finest. They are _____.
a) extra b) best quality

Part B

1) *jam / sweets / marmalade*

- a) Put some _____ on that bread.
b) What sort of _____ is that? – Oh, the usual. Seville oranges.
c) _____ ruin children's teeth.

2) *sauce / gravy / juice / dressing*

- a) My mother used to make a rich _____ to serve with roast beef.
b) The cauliflower was served with a nice white _____.
c) Would you like any of the _____ with your salad?
d) Would you like some of the _____ on your salad?

3) *lard / bacon / pork / ham.*

- a) Muslims don't eat _____.
b) It's fairly unusual these days to have _____ and eggs for breakfast.

c) Most people cook with vegetable oil these days rather than butter and _____.

d) I'm not hungry. I'll drink a cup of tea with _____ sandwich.

4) *cream / custard / mousse*

a) My mother always made _____ from egg yolks, milk and a little sugar.

b) The courses dragged by; at last there was a chocolate _____, to be followed by an ice.

c) There's nothing to beat the taste of strawberries with _____.

5) *raisins / sultanas-grapes / grapefruit*

a) When I was a student, I worked picking _____ in the south of France.

b) He sectioned the _____ and ate two sections at a time.

c) A Christmas cake is full of nuts, _____, and currants.

6) *shell / skin / rind*

a) It's not very funny to slip on a banana _____.

b) My hands are black because I've been _____ fresh walnuts.

c) The _____ of Parmesan cheese is like rock.

7) *mutton / lamb / sheep*

a) There was a flock of _____ grazing on the hillside.

b) We were having roast _____ for Sunday lunch.

c) After removing bones from _____ breast, lay it out flat, place stuffing evenly on front half.

8) *pastry / pasta / paste*

a) Macaroni, spaghetti and ravioli are all types of _____.

b) She mixed the flour and water to a _____.

c) You'll get fat if you eat so many _____.

9) *cookie / sponge-cake / pie*

a) Mother has made a _____ for tea.

b) I always like a _____ with my morning coffee.

c) She had another helping of steak and kidney _____.

10) *crisps / chips / French fries*

a) A lot of people seem to live mainly on burgers and _____.

b) A beer and a packet of _____, please.

c) Fish and _____ is very expensive these days.

Exercise 2. Explain the difference between:

a) to barbecue and to grill

b) to mince and to grate

c) to shred and to dice

d) a roasting pan and a grill pan

e) a spit, a grill and a skewer

f) a casserole, a saucepan and a pressure cooker

- g) a wedge of fruit and a chunk of fruit
- h) a jar and a jug
- i) to dust and to season
- j) to mash and to squeeze

Exercise 3. Complete the colloquial similies below with the correct items from the following list.

mustard	cucumber	hot cakes	jelly
beetroot	toast	chalk and cheese	
sardines	pancake	water	

- (a) He never panics in a difficult situation. He stays as cool as a _____.
- (b) She was very embarrassed. She went as red as a _____.
- (c) No, we aren't cold. Your flat's very warm. We're as warm as a _____.
- (d) There are no hills or slopes for miles around. It's as flat as a _____.
- (e) Some students are not very interested in the subject. Others are as keen as _____.
- (f) John and his brother are as different as _____.
- (g) That singer's new record is in great demand. It's selling like _____.
- (h) In the rush-hour buses, people are packed like _____.
- (i) I was terrified. I was shaking like a _____.
- (j) She's very extravagant. She spends money like _____.

UNIT 2. NATIONAL CUISINES. CUSTOMS OF HAVING MEALS

A. National Cuisines

Read the passages carefully. Get the information to compare different cultures. Before reading, make sure that you know the pronunciation of the following words:

abysmal, leathery, suet, caterers, culinary, choice (adj), citrus, chutneys, cheddar, cheshire, tangy, available, bewildering, array, ethnic, organic, highly starched, whole milk.

English Cooking

There is no single European cuisine. French, yes; Spanish, yes; German, yes; etc. And within each country there are regional specialities. Similarly, there is no “UK cuisine”. But is there a distinctive English cuisine? A visitor to England might think not. In London and other big cities – and even in small towns, or in the countryside you may find Chinese restaurants, Indian restaurants, Italian, French, Russian, Greek, Indonesian... There are very few restaurants that call themselves “English”.

* * *

Once upon a time food in England was abysmal, and foreign influence upon it would have been as unwelcome then as it is upon almost everything else now. For the English, food was leathery meat, watery greens, leaden suet puddings, stewed tea and pink blancmange.

Then suddenly there was a change. It came in the mid-fifties around the time of Suez. When the glory departed with Suez, so did the need to eat the uneatable. Already one extremely attractive invasion had begun. It can be summed up in one word – Cappuccino. And with it, Italian coffee houses, decorated with taste and imagination, unlike the native establishments, and serving excellent coffee as well as strange but exciting dishes like ravioli and spaghetti.

The Italians were closely followed by the Chinese with their habits – both novel to our own caterers – of serving their food hot, then keeping it hot at the table with little candles.

Even the Americans were welcome. They brought with them a new literary style. As we read the menus they prepared we learned that “Rich succulent farm-fresh dawn-gathered dew-drenched sun-kissed” meant “Frozen”. That “From the garden of England royal King Edward potatoes dug from the rich soil of Kent and deep-fried in fizzling olive oil” meant “chips”.

The foreign products even became welcome in the supermarkets. Restaurants all over the country were being called by names like “Escargot” but no one was opening establishments named after good solid English dishes.

Traditional British Cooking

High Tea is a purely British institution. Though foods for high tea and supper are mostly interchangeable, it was more the custom to have something cold for high tea and something hot for supper.

The Turkey compared with the hen is a new resident in Britain. Contrary to common belief it is not the oldest British Christmas bird; the goose is much more traditional. America can claim the turkey for her own where it is a “must” for Thanks-giving Day in November. The best turkeys come from Norfolk and due to modern rearing methods are available all the year round.

Hare and **Venison** are the best known of game meats in Britain. Venison is the culinary name for all breeds of the deer and the free ranging forest deer from Scotland are considered the choicest.

Veal is not typically traditional British meat; it was never popular among working people in the country. In fact it was rather suspect, what was wrong with the calf that it had to be killed?

What we call **roast meat** today is really baked meat; roasting was done in front of the open fire. Roasted meat should be cooked in an oven tin in a hot oven, so that it comes into contact with dry heat on all sides to get the characteristic brown “crust”. To a housewife meat is the thing and a vegetable course is a hit-or-miss affair.

Christmas Pudding. Britain could well be called the “Land of Puddings”, so many puddings there are, but the Christmas pudding is a special thing. The hostess clears the table, and in comes standing on a large dish, a big, round dark-brown pudding, with a flag or a piece of holly stuck in at the top of it and flames licking round its sides. This is the celebrated Christmas pudding, covered with white sauce and burning in brandy. It is made with eggs, flour, sugar, mixed dried fruit, chopped peel, grated carrot and shredded suet.

Marmalade. The traditional coarse cut bitter marmalade which is part of the British breakfast is made from Seville oranges. But marmalade can be made from any of the citrus fruits, sweet oranges, grape-fruit and lemons. These fruits make a sweeter marmalade for tea-time.

Scones are small soft tea cakes of barley meal or wheat-flour usually of quadrant or triangular shape.

Custard is a sweet mixture of eggs and milk, sweetened and flavoured, and baked or boiled. It is often eaten with fruit.

Fish and Chips. The pieces of fish (cod, haddock, plaice) are dipped in a mixture of flour and water and then dropped into deep boiling oil for a few minutes. They come out crisp and hot. Chips are small pieces of raw potatoes also fried crisp.

Kippers are split, salted and smoked herrings; they can be grilled or pan-fried, and nothing should be added to them but a little butter and they need no longer than 5 minutes on each side.

Chutneys are cooked mixed pickles in which fruits and vegetables are blended with spices and vinegar so that you get a sweet sour preserve.

Cheeses. A whole book could be written about the cheeses of the British Isles, their history and tradition. Cheddar is perhaps the most popular. It has been a favourite since Tudor times and has firm composition and a sharp tang. Being so firm, it is excellent for cooked cheese dishes. Cheshire cheese is one of the oldest English cheeses. It is a curdy, rather crumbly cheese with superb tangy flavour.

Gravy is a sauce made chiefly from the juice that comes out of meat while it is being cooked. It can also be cooked specially. Chop vegetables (onions, carrots, celery), heat fat and fry these until lightly browned. Add flour, stir over low heat until smooth, add stock, slowly stir all the time until boiling again. Cover and simmer 10 minutes, then strain into sauce-boat. A small glass of sherry added just before serving is an improvement.

Exercise 1. Pick out from the text:

- a) all words used to denote the ways food may be cooked, i.e. boiled – to boil...
- b) dry ingredients; i.e. flour...
- c) spices, i.e. salt...

Exercise 2. False or True?

- a) Turkey is a traditional bird for Thanksgiving Day in Britain.
- b) Venison is the culinary name for all breeds of the cow.
- c) Veal was never popular among working people in the country.
- d) Britain could be called the “Land of Puddings”.
- e) Marmalade is made from any kind of berries.
- f) Custard is a hot-tasting yellow or brown paste made from the seeds of mustard plant.
- g) Kippers need no longer than 5 minutes on each side.
- h) Chutneys are blended with spices and vinegar.
- i) Cheshire cheese is a curdy, rather crumbly cheese.
- j) Gravy is a sauce made from the juice of vegetables.

Exercise 3. Answer the questions.

1. Is there any single European cuisine?
2. Why might a visitor to England think there's no distinctive English cuisine?
3. What food was common in England before changes and after?
4. High tea is a purely British institution, isn't it? What is meant by "high tea" in Britain?
5. What bird is traditional for the Christmas table?
6. Name the best game meat used in Britain.
7. How is roast meat prepared?
8. What's the difference between the Christmas pudding and the Yorkshire pudding? What ingredients are used to cook both puddings?
9. Describe the method used to cook kippers and fish and chips.
10. What cheeses are popular in Great Britain?
11. What's the difference between ketchup and gravy?

American Food

Americans have a wider assortment of foods to choose from than consumers in any other country. Meats, fish, fruits, vegetables, nuts, cereals from various parts of the nation are available throughout the country during any season of the year. Frequently, the problem for the consumer is not the lack of variety of brands of food, but rather the bewildering assortment from which one must choose. In addition, the consumer can choose from foods that are fresh, frozen, canned, and cooked or uncooked. Currently, virtually all food stores have available a wide array of frozen foods especially prepared to be heated or cooked in a microwave oven.

The microwave oven has revolutionized the home preparation of meals. It, along with the supermarket, where virtually any kind of foods are available, makes the preparation of food the most time-efficient in the world. A family can make only one trip a week to the supermarket to purchase its food needs for an entire week. Before the turn of the century Americans will have access to computer-based shopping enabling them to make their buying decisions at home and picking up their purchases at the store or having them delivered to their homes.

Since the 1950s fast-food and take-out restaurants have had a phenomenal proliferation, first in the US, and more recently throughout the world. The first fast-food chains like McDonalds, Burger King, Arby's and Wendy's which offer sandwiches, hamburgers, French-fried potatoes, hot dogs, pizzas, pancakes, chili and fried chicken, have been joined by other chains some of which

offer Mexican, Chinese and other ethnic foods. The cost of the food in such restaurants is frequently cheaper than if one were to prepare similar food in one's kitchen. Consequently, an entire family may frequently go to eat at fast food places for convenience and economy.

A more recent development in the American food industry has been the demand for healthier foods. The food industry has made available a wide variety of low-fat dairy and meat products. Animals are now being scientifically bred to produce lean meat. Even low fat cheeses and ice creams are being produced. Vegetable, fruit and cereal consumption are increasing. A second demand is for foods grown and produced free of fertilizers, pesticides and herbicides. This has led to the development of an "organic food" industry. Of course, the cost of organic food has nevertheless been expanding.

Exercise 1. Find in the text equivalents to the following words and phrases.

Потребители, изделия из дробленого зерна, типы продуктов, консервированный, полуфабрикат, духовка, «быстроежки», постное масло, ресторан «обеда на дом», сбивающий с толку, картофель фри.

Exercise 2. Paraphrase the following:

- a bewildering assortment of foods are available throughout the country;
- virtually all food stores have a wide array of prepared foods;
- for an entire week;
- before the turn of the century;
- fast-food and take-out restaurants;
- ethnic foods;
- low-fat dairy and meat products;
- "organic food" ≠ "nonorganic food";
- the market has been expanding;
- the most time – efficient food preparation.

Exercise 3. Prove that:

- a) the Americans have a bewildering assortment of foods to choose from;
- b) before the turn of the century there was some change in the way they do their shopping;
- c) fast-food and take-out restaurants grew very popular in the 1950s;
- d) the market for organic food has been expanding recently.

Exercise 4. Comprehension questions.

1. What problem do American consumers face when buying food?
2. How often does a family visit a supermarket to purchase its food for a week?
3. What will enable Americans to make their buying decisions right at home?
4. What is the secret of success of fast-food and take-out restaurants?
5. What is a more recent development in the American food industry?
6. Which food items are very popular now in America?

Belarusian Cookery

Modern Belarusian cookery is based on old national traditions which have undergone a long historical evolution. But the main methods of traditional Belarusian cuisine are carefully kept by the people.

Common in Belarusian cuisine were dishes from potato which is called among people “the second bread”. The Belarusians bring fame to their beloved potato in their verses, songs, dances. There are special potato cafes in the republic where you can try various potato dishes. Potato is included into many salads, it is served together with mushrooms, meat; different pirozhki (patties) and baked puddings are made from it. The most popular among the Belarusians are traditional draniki, thick pancakes, prepared from shredded potatoes. A wide spread of potato dishes in Belarusian cuisine can be explained by natural climatic conditions of Belarus which are propitious for growing highly starched and tasty sorts of potatoes.

A lot of place in the diet of the Belarusians belongs to meat and meat products, especially to the pork and salted pork fat. One of the people’s proverbs say: “There is no fish tastier than tench, as well as there is no meat better than pork”. The salted pork fat is used slightly smoked and seasoned with onions and garlic. Pyachisto is one of the traditional holiday dishes. This is boiled, stewed or roasted sucking pig, fowl or large chunks of pork or beef. Dishes prepared from meat are usually served together with potatoes or vegetables such as carrot, cabbage, black radish, peas, etc. It is characteristic that many vegetable and meat dishes are prepared in special stoneware pots.

Among dishes from fish the Belarusians prefer yushka, galki and also baked or boiled river-fish without special seasonings. In general, what concerns the most common seasonings such as onions, garlic, parsley, dill, caraway seeds, pepper, they are used very moderately in Belarusian cookery.

The Belarusians are fond of fresh, dried, salted and pickled mushrooms, and also berries such as bilberry, wild strawberries, red whortleberries, raspberries, cranberries and some others.

Of flour dishes the most popular is zatirka. Pieces of specially prepared dough are boiled in water and then poured over with milk or garnished with salted pork fat.

The Belarusians prefer to use whole milk which affected some methods of making yoghurt and the so called klinkovy cottage cheese. In Belarusian cuisine milk is widely used for mixing in vegetable and flour dishes.

Medukha, berezovik, kvass, beer are traditional Belarusian drinks.

Exercise 1. Explain the following words and expressions:

to undergo	fowl
shredded potatoes	seasonings
suck(l)ing pig	to be used moderately
chunks of meat	whole milk
to serve	garnish

Exercise 2. What's the difference between:

a) diet	b) to season	c) pickled and
cookery	to garnish	salted mushrooms
cuisine		

Exercise 3. Answer the following questions.

1. What is modern Belarusian cookery based on?
2. What do we call "the second bread" and why?
3. How can you explain a wide spread of potato dishes in Belarusian cuisine?
4. What are the most popular meat and fish dishes?
5. Which seasonings are used in Belarusian cookery? Are they widely used or not?
6. What do we call zatirka?
7. In what way is milk used in Belarusian cuisine?
8. What traditional drinks can you enumerate?
9. Which of the mentioned above dishes and drinks do you know? How do you like them? Which of them are your favourites?

B. Customs of Having Meals

Active Vocabulary

appetiser	to lay the table
bite, to have a bite	lick
bitter	There is nothing like fried
bolt	potatoes.
canteen	menu / What's on the menu?
to have smth. for a change	nourishing
chew	parched
choice, a wide / poor choice	peck at
to clear the table	peckish
to have for the first / second	pick at / out
course	polish off
cuisine	ravenous
What have you decided on?	revolting / nasty
delicious	ripe
dessert	What do you say to some
devour	ice-cream?
digest	seasoning
eatable / uneatable	service, good service
eater, a big / good / hearty eater	snack, to have a snack
fattening	spicy
fatty	square, a square meal
full up	stale
garnish	starter
gnaw	starve / die of hunger
gobble	substantial
gorge oneself on / with	suck
guzzle	swallow
heavy, heavy dinner / meal, etc.	tender
help, to help / treat oneself to	thirsty
smth.	tough (meat)
juicy	

VOCABULARY EXERCISES

Exercise 1. Give (a) synonyms and (b) opposites to the following:

- | | |
|--------------------|-----------------------------|
| a) hungry – | b) to have a snack – |
| to die of hunger – | edible – |
| thirsty – | eatable – |
| to have a snack – | dessert – |
| a heavy meal – | fresh – |

spices –
starter –
very tasty –
a big eater –

to starve –
fatty –
delicious –
sweet –
dry –

Exercise 2. Match the words from column A with the appropriate definitions from column B.

A	B
Dessert	- suitable for eating
Diet	- style of cooking
Dish	- any of the several parts of a meal
Course	- sweet food us. served at the end of a meal
Meal	- the science of preparation of food
Edible	- an amount of food eaten at one time
Cuisine	- the sort of food and drink us. taken by a person or a group
Cookery	- cooked food of one kind

Exercise 3. Use the right word: meal, food, course, dish.

1) We have three _____ a day: breakfast, dinner and supper. 2) I like to cook my _____ myself. 3) This _____ tastes bad. 4) Breakfast in England is generally a bigger _____ than they have on the continent. 5) Why don't you eat? Your _____ is getting cold. 6) The most common third _____ at our canteen is compote. 7) I hate to have my _____ at a restaurant. 8) Why don't you take a _____ of meat and vegetables? 9) You ought to take the pills before _____ three times a day. 10) The _____ in the restaurant is always fresh and tasty. 11) Dinner consists of several _____. 12) I like to have a nice hot _____ in the evening. 13) Which _____ is more fattening: boiled or fried? 14) Yesterday I tried to prepare a very special _____ from a French cookery book. 15) The English are fond of good plain _____.

Exercise 4. Put each of the following verbs into its correct place in the sentences below.

chew	digest
gnaw	bolt
polish off	gorge
peck at	consume
swallow	lick

- a) The children have no appetite. They just _____ their food. They hardly eat anything.
- b) My mother always used to say to me, "Now make sure you _____ meat carefully before you _____".
- c) In Britain people _____ four million tons of potatoes every year.
- d) He has an enormous appetite. I've seen him _____ four hamburgers and a pile of chips at a sitting.
- e) As children we used to _____ ourselves on ice-cream, chips and chocolate, and then feel very sick.
- f) The starving prisoners were so desperate they would _____ any meat bones they could find.
- g) It's not good for your body to _____ your food so quickly. Eat slowly so that you can _____ it properly.
- h) He was so hungry that when he'd finished his food, he began to _____ the plate!

Exercise 5. Put the verbs from the exercises above into the appropriate boxes below.

	With a lot of appetite	Without appetite	Neutral
Solid Food			
Liquid or near-liquid			

Exercise 6. Explain the difference between the words or phrases in each of the following pairs.

- | | |
|------------------------------|---------------------------------------|
| a) starving and parched | f) a beer-bottle and a bottle of beer |
| b) a snack and a square meal | g) a starter and a dessert |
| c) stale and mouldy | h) a restaurant and a cafe |
| d) peckish and ravenous | |
| e) uneatable and inedible | |

➤ **SPEAKING**

1. How would you describe the following using the words and expressions from the list of the active vocabulary?

- a lion eating a large piece of meat
- a bird trying to eat a piece of bread
- a small girl eating a large packet of potato crisps
- a Sumo wrestler eating a huge bowl of noodles
- a horse drinking water after a long gallop
- a fat man eating his third ice cream
- a dog trying to eat a large bone

- h) a hungry person eating an apple.
- 2. Discuss these questions with a partner.
 - a) What time(s) of day (and night) do you feel hungriest?
 - b) How do you feel physically and emotionally when you are really hungry?
 - c) What activities make you feel particularly hungry or thirsty?
 - d) How do you feel after eating and drinking?

Read the abstracts and be ready to discuss the customs of having meals in Britain and Belarus.

The Customs of Having Meals in England

Four meals a day are served traditionally in Britain: breakfast, lunch, tea and dinner.

In many countries breakfast is a snack rather than a meal but the English breakfast eaten at about eight o'clock in the morning, is a full meal, much bigger than on the Continent.

Some people begin with a plateful of porridge but more than cornflakes with milk and sugar. Then comes at least one substantial course, such as kippers or bacon and eggs. Afterwards comes toast with butter and marmalade or jam. The meal is "washed down" with tea or coffee.

Most British people now have such a full breakfast only on Sunday mornings. On weekdays it is usually a quick meal: just cornflakes, toast and tea.

English lunch, which is usually eaten at one o'clock, is based on plain, simply-cooked food. It starts with soup or fruit cake. English people sometimes say that soup fills them up without leaving sufficient room for the more important course which consists of meat, poultry or fish accompanied by plenty of vegetables.

Apple-pie is a favourite sweet, and English puddings of which there are very many, are an excellent ending to a meal, especially in winter. Finally a cup of coffee – black or white, tea, milk or juice.

Tea, the third meal of the day, is taken between four and five o'clock especially when staying in a hotel when a pot of tea with a jug of milk and a bowl of sugar are brought in biscuits are handed round.

At the weekends afternoon tea is a very sociable time. Friends and visitors are often present.

Some people like to have the so-called "high tea" which is a mixture of tea and supper – for example meat, cheese and fruit may be added to bread and butter, pastries and tea.

Dinner is the most substantial meal of the day. The usual time is about seven o'clock and all the members of the family sit down

together. The first course might be soup. Then comes the second course: fish or meat, perhaps the traditional roast beef of old England. Then the dessert is served some kind of sweet. But whether a person in fact gets such a meal depends on his housekeeping budget. Some people in the towns and nearly all country people have dinner in the middle of the day instead of lunch. They have tea a little later, between five and six o'clock when they might have a light meal – an omelette, or sausages or fried fish and chips or whatever they can afford.

Then before going to bed, they may have a light snack or supper – e.g. a cup of hot milk with a sandwich or biscuit.

The evening meal as we have already said goes under various names: tea, “high tea”, dinner or supper depending upon its size and also the social standing of those eating it.

Answer the following questions.

1. How many meals do English people have a day? What are they?
2. What do Englishmen have for breakfast? Prove that the usual English breakfast differs from a continental one.
3. Is lunch usually as big as breakfast? What does it consist of?
4. Can afternoon tea be called a meal? Why not?
5. Which is the biggest meal of the day?

Daily Meals in Belarus

The kitchen is the favourite or central spot of the home in many cultures. It is the place where families gather for having meal, friends get together for chatting over a cup of tea and the guests are welcomed to feel the warmth of the national hospitality.

Usually, there are three meals of the day. But, depending on the place of living, they are organized and offered in different ways. To most Europeans and Americans, the first principal meal is breakfast – **zavtrak**. It is a very hearty meal, though. Breakfast in Belarusian way includes eggs, sausages, cold cuts and cheese that are accompanied by bread slices with butter. Tea or coffee is a must on the morning table. Various hot cereals are popular as well, particularly with mothers and kids. Children are supposed to get their first shot of energy from a hot bowl of oatmeal. Perhaps they do, but they resist to this healthy energy with all their childish rigidity.

Lunch is nonexistent in our country. In fact, this term was generally not understood until the early 1990's. The second meal of the day is taken about 2 o'clock p.m. and called **obed** (dinner). Belarusian obed is the main meal of the day. **Zakuski** (appetizers) highlight the meal. Such delights as caviar, pickles, smoked fish, and

various vegetable salads can easily serve a rich meal. However, everyday zakuski are composed of light salads and pickles. Then goes soup (**pervoe** – the first course). Soup, mouth-watering, with meat pieces in delectable transparent broth, is the first step of the long satiation process. The main course – **vtoroye** is usually of meat or fish. The main dish is usually accompanied by some garnish: potatoes, rice, noodles and vegetables. Finally, comes the dessert! **Tretye** might be a piece of cake, fruits or chocolates with coffee, tea or juice.

After that, if people don't work, they and kids enjoy a mid-afternoon nap followed by a snack. Like English 5 o'clock tea, our **poldnik** makes the day brighter – a cup of tea, milk for kids, with biscuits or patties. Everyone, young and old, enjoys a nice cup of tea. Tea is offered after every meal.

The evening meal is served around 7 o'clock p.m. or later. It is called **uzhin** in Belarus. It is similar to dinner but without soup and dessert – just some appetizers and main course from meat or fish with some garnish and tea or milk.

And the long day is left behind or ... Maybe another cup of tea?

Comprehension questions.

1. How many meals a day do we have in Belarus? What are they?
2. What does breakfast in Belarusian way normally include?
3. What is the second principal meal of the day called? When is it usually taken?
4. What are everyday zakuski composed of?
5. What dishes do we usually have for dinner (pervoe, vtoroye, tretye)?
6. Is uzhin (supper) as big as dinner? What does it consist of?

Fill in the chart and compare everyday British and Belarusian meals and traditional dishes.

Items to compare	Great Britain	Belarus
<i>Principal meals</i>		
<i>Food and courses</i>		
<i>Traditional dishes:</i>		
<i>Meat & Fish</i>		
<i>Flour dishes</i>		
<i>Desserts</i>		
<i>Spices</i>		
<i>Drinks</i>		

❖ **WORK IN PAIRS**

I. Take turns discussing these questions with your partner.

- 1) How many meals do you have daily?
- 2) Is your breakfast light or substantial? What does it usually consist of?
- 3) Where do you have your dinner?
- 4) Are you a hearty or a poor eater? What does your usual dinner consist of?
- 5) What appetizers do you usually have? Which is your favourite?
- 6) What kind of soups do you know? Which soup do you like better: cabbage soup or beetroot soup? Fish soup or milk soup? Meat soup or chicken broth? Mushroom soup or vegetable soup?
- 7) What dishes can be served for the second course? Do you prefer roast meat to stewed meat?
- 8) Do you like dishes made of fish?
- 9) Are you fond of sweet dishes / pastry? What do you usually have for dessert? Do you prefer fresh fruit to sweets or sweets to fruit?
- 10) Do you like your food peppered or salted?

II. Make up dialogues following the models given below.

I

- A You must have some more chicken.
B No, thanks. I'm supposed to be slimming.
A Can't I tempt you?
B Well, maybe I could manage a very small piece.
 A Wouldn't you like to finish up the omelette?
 B No, really, thank you. I just couldn't eat any more.
 A Come on, now. Surely you can manage it.
 B No, thank you, really. I must have put on pounds as it is.
A Another piece of meat pie?
B No, thanks, really. I'm on a diet.
A Please do. You've hardly eaten anything.
B It's delicious, but I don't think I ought to.
 A Do have the rest of the mashed potatoes.
 B No, thank you. I've had too much already.
 A Just take it to please me.
 B OK, but only a small piece or I won't have room for any pudding.
A Would you care for a cup of tea?
B Only if you're having one.
A Do you take milk, sugar?
 A How about a nice cup of tea before you go?
 B Yes, I'd love one.

- A How do you like it?
B A strong one with three spoons for me, please.
A I expect you could do with a cup of tea, couldn't you?
B I'd rather have a cup of coffee, if you don't mind.
A Milk and sugar?
B A milky one without sugar, please.
A Would you like a cup of tea?
B Only if it's not too much trouble.
A Do you like it with milk and sugar?
B Not too much milk and just half a spoonful, please.

II

1. - I am going to have breakfast. Will you join me?
- With pleasure. I am hungry too. I haven't had breakfast yet.
- Good.
2. - Will you have a cup of coffee with me?
- Willingly.
- White or black?
- White, please, and two lumps of sugar.
- Here you are.
- Thanks.
3. - How do you find the coffee?
- It's really nice. I like black coffee. It cheers me up.
- Would you like another cup?
- No more, thank you.
4. - Sit down to dinner.
- Willingly, I am hungry.
- How do you find the soup?
- Not bad, but there isn't enough salt in it. Will you pass me the salt, please.
- Here it is.
- Thanks.
5. - Help yourself to the salad, please.
- Thank you. It tastes good. I like it.
- Take some more cake. It's delicious.
- No, thank you. It's really delicious but I've had enough.
6. - Now here we are in the canteen. What are you taking?
- Let me see. Soup, roast beef, a sweet pie, some salad, fruit for dessert.

- I see, you are a very good eater.
- So I am. And I'm getting stout.
- You mustn't eat so much.
- I know I mustn't, but I can't help it.

III

Nick: I say, mum, I'm terribly hungry. I haven't had a thing all day. I could do with a snack.

Mother: Why, you're just in time for dinner.

Nick: No soup for me. I'd rather have beefsteak.

Mother: Are you quite sure you wouldn't like some soup? It tastes all right.

Nick: There is nothing like steak and chips. I'll go and wash my hands.

Mother: How's the steak? I'm afraid it's underdone.

Nick: Oh, it's done to a turn, just to my liking. I don't like meat overdone. May I have another helping of chips?

Mother: Yes, certainly. Hand me your plate, please, and help yourself to the salad. Just to see how it tastes.

Nick: Oh, it's delicious.

Mother: Shall I put some mustard on your steak?

Nick: No, thanks, I don't care for mustard. I'd rather take a spoonful of sauce. Pass me the sauce, please.

Mother: Here you are. Oh, isn't there a smell of something burning?

Nick: So there is.

Mother: I've left the layer-cake in the oven.

Nick: For goodness' sake get it out quickly.

Mother (coming back): Oh, Nick! How awkward of you to have spilt the sauce over the table-cloth. Get a paper napkin from the sideboard and cover it up.

Nick: I'm terribly sorry. I was quite upset about my favourite cake getting spoiled.

Mother: Don't worry. Here it is, brown and crisp on the outside. What will you have, tea or coffee?

Nick: A cup of coffee.

Mother: Any milk? Shall I put butter on your bread?

Nick: No, thanks. I can't see the sugar-basin.

Mother: It's behind the bread-plate. Have a better look.

Nick: I'm afraid it's the salt-cellar.

Mother: So it is. In my hurry I must have left it in the dresser.

Nick: It's all right. I'll get it myself.

Mother: Help yourself to the cake. There's nothing else to follow.

Nick: I've had a delicious meal.

◆ OUT-OF-CLASS LISTENING

I. Listen to the interview with Yves and answer the following questions:

1. Is there a lot of fast food in France?
2. Yves prefers fast food to home cooking, doesn't he?
3. What's the most important meal of the day?
4. What's the usual food for breakfast in France?
5. Lunch is a substantial meal, isn't it?
6. What does Yves have before and after dinner?

II. Listen to the interview once again and fill in the chart.

<i>Meals</i>	<i>Time</i>	<i>Time spent over the meal</i>

➤ SPEAKING

1. Describe your week day and weekend menu.
2. Describe your favourite dishes for:
 - breakfast
 - dinner
 - supper
 - odd meals (taken at parties)
 - light desserts
3. You try to make and serve traditional English breakfast for your English friend who has come to Belarus on an exchange programme. Discuss the customs of having meals in your countries.
4. You ask your friend if he is hungry and invite him to the university canteen to have dinner. Discuss the dishes on the menu and the way they are prepared.

SELF CHECK

Exercise 1. Replace the blanks with articles where necessary.

- a) Investigations have shown that it is most beneficial to have three or four meals ... day at ... regular hours. In the morning before ... day's work begins ... organism should get 25–30% of ... entire daily nourishment, ... dinner should comprise 50% and supper 20% of ... day's diet. ... foods richest in ... protein should be eaten in the morning and during ... day. ... dinner is an elastic term, but for most people it means ... hot meal in the middle of ... day.

- b) One can be confused by ... number of ... knives, forks and spoons beside his plate when he sits down to ... formal dinner. ... rule is simple, however: Use them in ... order in which they lie, beginning from ... outside. Or watch ... hostess and do what she does. ... small fork on ... outside on ... left is for ... salad, which is often served with ... soup. ... spoon on ... outside at ... right is for ... soup.
- c) ... waiter brought his meal, ... omelette in ... chipped blackened enamel dish with ... tomato sauce, hardened on ... rim, ... salad and some canned apricots. ... coffee was sweet and thick.
- d) She tied Fiona's feeder round her neck and settled her before ... bowl of porridge Ellen had made in ... Aberdeenshire fashion, of course, ... oatmeal, with ... salt.
- e) 1) ...dinner is ready. Will you have it now? 2) When ... lunch was over they went upstairs to rest a little. 3) It all happened at ... official luncheon. 4) How do you like ... supper? – Oh, it's ... delicious supper. 5) What will you have for ... breakfast? – I'd rather have ... apple juice. 6) Why aren't you eating? – I don't like ... chicken. It's too hard. How was ... tea? – ... tea was super. 7) I hope you are satisfied with ... supper. 8) ...breakfast was bacon and eggs. 9) Have another helping of ... salad. – Thank you.

Exercise 2. Fill in prepositions if necessary and retell the text.

Tom and Nick are going ... the canteen to have dinner. It is only half ... one but there are many people ... the canteen already. Some ... them are reading newspapers, others are eating their dinner. The friends always enjoy ... their meals there.

They go ... a small round table ... the window, take a menu card ... the next table and begin to read it. Tom does not want to have any soup today. He is going to take some roast beef and vegetables. Nick takes some cabbage soup ... himself, some fried fish and potatoes. He goes over ... the buffet and soon comes back ... some tomato and cucumber salad. Then a waitress comes ... their table and brings them the soup, meat and fish. She also brings some mustard, pepper and salt and puts a knife, fork, spoon ... the table ... front ... each person.

Nick wants to have some ice-cream ... dessert but as it is not ready yet, he takes a piece ... cake and a glass ... tea. Tom orders some fruit as he always prefers fruit ... cakes and ice-cream.

The boys are usually satisfied ... their meals ... this canteen. So they finish their dessert and pay the waitress ... the dinner. Then they put ... their coats and go ... the street.

Exercise 3. Choose the best alternative to complete each sentence.

- 1) I love Thai food – but sometimes it's too _____ for me.
hot – peppery – sharp – warm
- 2) Japanese sushi (raw fish) is one of my favourite _____.
bowls – courses – dishes – plates – sauces
- 3) That was absolutely delicious. Can you give me the _____?
formula – instructions – prescriptions – receipt – recipe
- 4) How would you like your steak cooked? Well done, medium or _____?
bloody – blue – rare – raw – red
- 5) The reason why he always eats so much is simply that he is very _____.
eager – greedy – hungry – starving
- 6) She liked the dessert so much that she asked for a second _____.
dish – go – helping – plate – serving – try
- 7) Every person can recognize only four tastes: sweet, salty, sour and _____.
savoury – sugary – rich – oily – bitter
- 8) We made a _____ mayonnaise from yoghurt and honey.
bitter – sour – sweet – tangy – spicy

Exercise 4. Translate from Russian into English.

- 1) Ты уже позавтракала? – Нет еще. Я никогда не могу встать вовремя, и у меня вечно не хватает времени на завтрак.
- 2) Завтрак готов. Садитесь к столу. – Что у нас сегодня на завтрак? – Каша, сосиски, чай, хлеб и масло.
- 3) Почему ты не ешь кашу? – Каша невкусная. Мне кажется, она пересолена.
- 4) Что ты сегодня ел на завтрак? – У меня был легкий завтрак: чашка кофе с молоком, бутерброд с сыром.
- 5) Какой ты любишь чай, крепкий или слабый, с лимоном?
- 6) Ты варишь яйца уже десять минут, а я люблю яйца всмятку, ты же знаешь.
- 7) Английский завтрак – более плотная еда, чем завтрак в Европе. Когда мы были в Англии, нам подавали традиционный английский завтрак: овсяную кашу или кукурузные хлопья с молоком, бекон и яичницу, чай, гренки, мармелад.
- 8) Пока я накрываю на стол, приготовь чай и сделай бутерброды с колбасой.
- 9) На завтрак я предпочитаю кашу. – А я стараюсь употреблять больше овощей, от каши быстро поправляешься.
- 10) Давай перекусим. Я ужасно голоден. – Я тоже. Давай поджарим картошку и сделаем рыбный салат.
- 11) Где ты обычно обедаешь, в столовой или дома? – Я не обедаю в столовой. Это дорого, и готовят там невкусно. Кроме того я не люблю стоять в очереди. Я предпочитаю готовить сама.
- 12) Что приготовить на обед? – Для меня нет ничего лучше

жареного цыпленка. 13) Как приготовить мясо, с перцем или без? – Я люблю острую пищу. 14) Передай мне, пожалуйста, горчицу. – Пожалуйста. 15) Как часто ты ешь? – Два раза в день. Я стараюсь не ужинать, так как хочу похудеть. 16) А я такая сладкоежка! Я очень люблю конфеты, торты, пирожные. 17) Что вы хотите на первое? – Я пожалуй возьму гороховый суп с гренками. – А на второе? – Бифштекс и картофельное пюре. 18) Почему вы не пьете сок? – Сок очень кислый. 19) Мясо пережарено. 20) Угощайтесь еще пирогом. – Спасибо. Пирог очень вкусный. 21) Можно мне еще порцию мороженого? – Нет, у тебя будет болеть горло. 22) Я очень люблю поесть. Обычно мой обед состоит из трех блюд: на первое – суп, мясо – на второе (я не могу без мяса), и я обычно ем много овощей, на третье – компот или консервированные фрукты. 23) Я очень хочу пить. Я бы выпил минеральной воды. 24) Ты будешь есть тушеное мясо? – Я мясо вообще не ем. – Ты вегетарианец? 25) Интересно, посолил ли я салат? – Почему ты не попробуешь его? – О, салат сегодня просто замечательный! 26) Разрешите мне предложить вам еще чашечку кофе? – Спасибо. Не кладите много сахара, пожалуйста. Двух кусков сахара достаточно. 27) Бифштекс вкусный? – Мне кажется, он недожарен. – А мне кажется, он как раз такой, как надо. 28) Стол накрыт. Пора обедать. Помойте руки, дети, и садитесь. – А что сегодня на обед? – На первое куриный суп с лапшой. – Я его не люблю. Почему ты не сварила мой любимый грибной суп? – У меня не было времени пойти на базар и купить грибов. Тебе придется есть, что я приготовила. – Ну ладно. А что на второе? – Бараньи отбивные с жареной картошкой. – Вот это я люблю! А на третье? – Яблоки и виноград.

UNIT 3. TABLE MANNERS

Table manners play an important part in making a favourable impression. They are visible signals of the state of our manners and therefore are essential to professional success. Regardless of whether we are having lunch with a prospective employer or dinner with a business associate, our manners can speak volumes about us as professionals.

Study the list of do's and don'ts and pick out the ones you normally follow.

A List of Do's and Don'ts

A.

- ✓ Take a slice of bread from the bread-plate by hand, don't harpoon your bread with a fork.
- ✓ Do not bite into the whole slice, break it off piece by piece.
- ✓ Never spoil your neighbour's appetite by criticizing what he is going to eat or telling stories which are not conducive for good digestion.
- ✓ Chicken requires special handling. First cut as much as you can, and when you can't use knife and fork any longer, use your fingers.
- ✓ Never read while eating (at least in company).
- ✓ When a dish is placed before you, do not eye it suspiciously as though it is the first time you have seen it, and do not give an impression that you are about to sniff it. No matter how surprised you are, take it all in your stride.
- ✓ Don't use a knife for fish, cutlets or omelettes.
- ✓ When you are being served, don't pick. One piece is as good as the next.
- ✓ In between courses don't make bread-balls to while the time away and do not play with the silver.
- ✓ Don't lick your spoon. If you really feel that way about it, ask for a second helping.
- ✓ Don't use a spoon for what can be eaten with a fork. The forks are placed at the side of the dish in the order in which they are to be used (salad fork, fish fork, meat fork).
- ✓ When eating stewed fruit use a spoon to put the stones on your saucer.
- ✓ Vegetables, potatoes, macaroni are placed on your fork with the help of your knife.
- ✓ If your food is too hot, don't blow on it as though you were trying to start a campfire on a damp night.

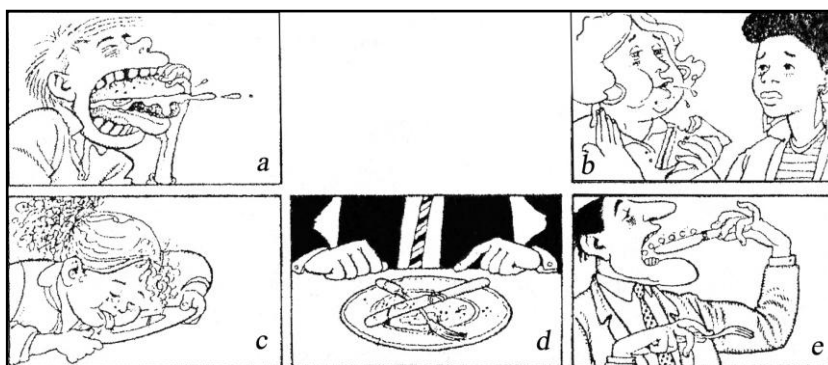
- ✓ Your spoon, knife and fork are meant to eat with, they are not drumsticks and should not be banged against your plate.
- ✓ Don't sip your soup as though you wanted the whole house to hear.
- ✓ Don't pick your teeth in company after the meal even if tooth-picks are provided for the purpose.
- ✓ And, finally, don't forget to say "Thank you" for every favour of kindness.

B.

- ✓ Do not attract undue attention to yourself in public.
- ✓ When eating take as much as you want, but eat as much as you take.
- ✓ Do not eat too fast or too slowly, cut as you eat.
- ✓ Take a little of every dish that is offered to you.
- ✓ Sit up straight and face the table, do not put your elbows on the table while eating.
- ✓ Do not reach across the table – simply say: "Would you please pass the salt," etc.
- ✓ At a small party do not start eating until all are served. At a large party it is not necessary to wait for all. The hostess gives a signal to her guests by saying: "Start eating, please (your food will get cold)."
- ✓ There is no rule about eating everything on your plate, to indicate that you have had enough place knife and fork together, not criss-cross.
- ✓ When refusing a dish or a helping simply say: "No, thank you," when accepting – "Yes, please."
- ✓ Do not leave the spoon in your cup, when drinking tea or coffee.
- ✓ Do not empty your glass too quickly.

Exercise 1. Look at these pictures and write down the number of the rule that has been broken.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



Exercise 2. Match each action on the left with the right noun on the right.

- | | |
|--|---------------------|
| 1. You take a bite with _____ | a) a spoon |
| 2. You lick with _____ | b) a saucer |
| 3. You drink soup with _____ | c) a mug |
| 4. You cover your lap with _____ | d) your plate |
| 5. You cover the table with _____ | e) your front teeth |
| 6. You place a cup on _____ | f) your back teeth |
| 7. You suck through _____ | g) a bowl |
| 8. You cut up food with _____ | h) a napkin |
| 9. You put your knife and fork together on _____ | i) a knife |
| 10. You drink hot chocolate out of _____ | j) a tablecloth |
| 11. You put your breakfast cereal in _____ | k) your tongue |
| 12. You chew with _____ | l) a straw |

C.

- ✓ When you are eating you should hold your knife firmly in one hand and your fork firmly in the other. Cut with the knife. Push the food onto your fork with your knife. Put the food into your mouth with your fork, never with your knife.
- ✓ Do not put your arms and elbows on the table while you are eating.
- ✓ Chew your food very slowly. Keep your mouth closed while you're chewing. Never speak while you have food in your mouth.
- ✓ Do not put too much food in your mouth at one time. Take small bites only.
- ✓ Drink slowly from your glass or cup. When drinking from a teacup, you should lift the cup with one hand and lift the saucer underneath with the other hand. Always drink silently, even if you are drinking from a large mug of tea or coffee.
- ✓ When you are drinking soup move the spoon away from you in your bowl.
- ✓ While you are eating, your napkin should be resting on your lap. When you have finished eating, wipe your mouth with your napkin and place it neatly on the table. Push your knife and fork together on the plate. Do not put them on the tablecloth.
- ✓ When you are drinking through a straw do not suck violently and make a loud noise when you reach the end of your drink.
- ✓ Never lick your knife. You might cut your tongue. And never lick your plate!

➤ ***SPEAKING***

1. Do you think that people nowadays strictly follow all the table manners and laying the table rules mentioned above? What table manners, to your mind, are quite reasonable and should be followed even on informal occasions? What would you call “bad table manners”?
2. You are invited to an official dinner. This is the first time you are going to eat out. Your mother is giving your helpful advice about things like table manners.
3. A friend of yours is expecting some guests tonight and he / she doesn't know how to lay the table in the right way. Tell him / her how you set the table for a party at home.

UNIT 4. EATING OUT

Active Vocabulary

bistro	table d'hôte
brasserie	the choice of items on the menu
buffet	is extensive / is limited to / is
cafe	poor, etc...
cafeteria	the main item on the menu
canteen	the speciality of the day
chip shop (chippy)	the speciality of the house
coffee bar / shop	be done to a turn
diner	be full of flavour
fast-food chain	be on the menu
refreshment room	be reasonably priced
restaurant	be spoilt by a number of herbs
sandwich bar	book early / in advance
snack bar	cater for
steak house	come in very small portions
take-away	dine / eat out
transport cafe	disguise the natural taste
	expand one's menu
a la carte	have a second / generous
a large selection of relishes on	helping of smth.
the table	help oneself liberally
bill	judge a restaurant's wine list
for a change	look through the menu
helping	order smth.
hors-d-oeuvre	reserve a table for two / three
it's to my liking	show smb. to table
menu	take orders
portion	time the dishes to perfection
pull-in	waiter (waitress)
serving	

restaurant:

– busy, crowded, decent, family-run, famous, fancy, fast-food, local, noisy, popular, posh, quiet, seafood, superb, traditional, vegetarian, wonderful, to go to –, to manage –, to open (up) –, to run;

service:

– awful, careless, excellent, first-class, first-rate, good, great, marvelous, poor, prompt, quick, slow, superb, top-quality, terrible, (incredibly) fast, etc.;

food:

– appetizing, delicious, disgusting, exotic, healthy, Indian / Italian, etc., junk, luxury, natural, nourishing, plain, revolting, simple, spicy, tasty, typical, vegetarian, wholesome, etc.;

prices:

– high, good, huge, low, moderate, modest, normal, reasonable, ridiculous, special, stable, steady, top, etc.

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

bill fast food cookery books eat out recipe dish menu
take-away ingredients waiter snack tip

I'm a terrible cook. I've tried hard but it's no use. I've got lots of (a) _____, I choose a (b) _____ I want to cook, I read the (c) _____ I prepare all the necessary (d) _____ and follow the instructions. But the result is terrible, and I just have a sandwich or some other quick (e) _____. So I often (f) _____. I don't like grand restaurants. It's not the expense, it's just that I don't feel at ease in them. First the (g) _____ gives me a (h) _____ which I can't understand because it's complicated and has lots of foreign words. At the end of the meal when I pay the (i) _____ I never know how much to leave as a (j) _____. I prefer (k) _____ places, like hamburger shops where you pay at once and sit down and eat straightaway. And I like (l) _____ places, where you buy a meal in a special container and take it home.

Exercise 2. Explain the difference between...

- | | |
|-------------------------------------|--------------------------|
| (a) a buffet and a banquet | (c) a chef and a caterer |
| (b) overcooked, undercooked and raw | (d) a cafe and a canteen |

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

to at down for of out in up

- (a) I asked _____ the menu.
(b) I like to eat _____.
(c) He took _____ my order.
(d) I prefer a simple cafe _____ a big restaurant.
(e) I like to go _____ self-service places.
(f) Let's invite the Smiths _____ dinner.
(g) I looked _____ the menu.
(h) I'm very fond _____ Chinese food.

- (i) Could you help me set ____ the plates?
- (j) Put the used cutlery ____ the sink.
- (k) I'll wash them ____ later.

Exercise 4. Translate from Russian into English.

1. Пора обедать. Что у вас сегодня на обед? – На первое – щи, котлеты и пюре на второе, компот – на десерт.
2. Ты просматриваешь меню уже 10 минут. Пора сделать заказ. Ты нашел себе что-нибудь по вкусу? – Я ничего не могу найти по вкусу в меню. – Неужели? Посмотри, сегодня в меню столько хороших блюд: салат из огурцов и помидоров, ветчина, сосиски, апельсиновый сок...
3. Давай возьмем на первое бульон. – Мне не хочется супа сегодня. Я лучше возьму яблочный сок.
4. Съешь ещё каши. – Мне не нравится каша. Она слишком соленая.
5. Мне бы хотелось еще чашку кофе. – Пожалуйста. Какой кофе Вы любите, с молоком?
6. Я, пожалуй, возьму комплексный обед. Это дешевле и быстрее.
7. Я вижу, Вы сладкоежка. – Да, я очень люблю конфеты.
8. В кафе был большой выбор разных напитков, но мы заказали томатный сок.
9. Что бы ты заказал на второе? – Котлеты с макаронами. – А я макаронам предпочитаю картофель или другие овощи, поэтому я возьму жареную курицу и пюре.
10. Вы пробовали суп? – Да, в нем не хватает соли.
11. Разве тебе не нравится бифштекс? – Почему, он очень вкусный, нежный.
12. Если Вы хотите хорошо поесть, закажите отбивную, жареный картофель, горошек. Я думаю, Вам понравится это блюдо.
13. Вы поужинали? – Да, мы только что поужинали. Салат был очень вкусный.
14. Не пора ли пойти пообедать? Я голоден, как волк. Прямо за углом есть хорошее кафе. Ты не возражаешь, если мы пойдем туда? – Конечно, нет.
15. Что у них сегодня в меню? – Выбор, как всегда, очень большой. На первое можно взять рыбный суп, щи, грибной суп, свекольник. Пожалуй, свекольник как раз то, что надо в такую жару. Да, ты прав. А что есть на второе? – Котлеты, бифштекс, цыпленок, тушеное мясо с овощами, отварная рыба. – Я закажу тушеное мясо, а ты? – Я тоже. Официант, примите заказ: два свекольника, две порции тушеного мяса и два компота.

16. Передайте мне, пожалуйста, хлеб. – Черный или белый? – Черный. А где соль и перец? – Они на столе на кухне.
17. Передайте мне, пожалуйста, соль. – Вот, пожалуйста.
18. Что вы будете заказывать из напитков? – Ничего. Пожалуй, только грейпфрутовый сок.
19. Мне, пожалуйста, чашку крепкого черного кофе.
20. Я не получил никакого удовольствия от обеда, так как суп был водянистый, заливная рыба безвкусная, а мясо пережаренное.

Read the articles about “The Old Mill” and “The Nashville Superburger Bar”.

Eating Out

(by Clement Harding)
The Old Mill, The Quay,
Wardleton, Sussex
Open: Tuesday-Sunday
7-11.30 p.m.

This week we decided to look at a small family-run restaurant in the village of Wardleton. “The Old Mill” is newly opened and overlooks the River Wardle, and we had heard several favourable comments about it. Because we had been advised to book early, we managed to get a nice table with a view of the quay. We were made very welcome and the service was excellent because it is a small family business. The proprietor, Jeff Dean, runs the kitchen himself and his wife, Nelly, showed us to our table.

Although the choice of items on the menu was very extensive, it was rather traditional. A long menu always worries me, because a large menu often means a large freezer! We started with Wardle Trout and although it was fresh, it was spoilt by the number of herbs. For my main course I chose the pepper steak, which was the speciality of the day. I thought it was almost perfect because the chef had chosen excellent meat and it was cooked just long enough.

My wife ordered the roast lamb, and although the quality of the meat was good, she thought it was a little underdone. Though the vegetables were fresh, they came in very small portions and were rather over-cooked to our taste. However, the bread was fresh because it had been baked on the premises. I have often complained in this column about the difficulty of finding any restaurant which serves a fresh fruit salad. Luckily, this one did. Even though it must have been very time-consuming to prepare, it was a delight to see, and I had a second helping.

As usual I chose house wine, as this is often the best way to judge a restaurant’s wine list. It was a French-bottled table wine which

was quite satisfactory and reasonably priced. The bill, including coffee and brandy, came to £ 37, which was acceptable for the class of restaurant, although that did not include service.

Fast Food

(by Rebecca Mitchell)
Nashville Superburger Bar,
Leicester Square,
London
Open: 7 days a week,
24 hours a day

A new American fast-food chain has just opened its first restaurant in Britain. "The Nashville Superburger Bar" is just off Leicester Square. Because of the success of McDonald's and Kentucky Fried Chicken, I was interested to see if Nashville had anything new to offer. The restaurant was so brightly-lit that I wished I'd brought my sunglasses. Once I'd got used to the light, I rather liked the green and orange plastic decor, which was very futuristic. The place was spotlessly clean almost antiseptic. Although there was a long queue, service was incredibly fast. The menu was limited to a variety of hamburgers and prices were very reasonable. I had the "Giant Superburger" which was served with a generous helping of french fries. Although the burger itself was rather tasteless, there was a large selection of relishes on every table and the french fries were the best I've ever tasted. This kind of establishment obviously caters for young people in a hurry. I was amazed to see that many of the customers preferred to eat standing up even though there were seats available. Most of the customers were under 25 and alone. Everybody seemed to be drinking milk-shakes and although I'm not very fond of them I felt I should have one. Not much can go wrong with a milk-shake and it tasted as good or as bad as any other. Although it's a quick and efficient way of taking nourishment, you wouldn't choose "The Nashville" for a quiet and romantic evening with a friend. Although I wasn't in a hurry, I was in, fed, and out in ten minutes. It reminded me very much of a motorway filling station.

Exercise 1. Read the articles again and pick out the words and word-combinations describing

- | | |
|--|---|
| 1) the Old Mill; | 4) the Nashville Superburger Bar; |
| 2) the menu of "The Old Mill"; | 5) the menu in the Nashville; |
| 3) the author's impressions of the food there; | 6) the author's impression of the food there. |

Exercise 2. Match the following words with the right definitions and find corresponding sentences in the text and translate them into Russian:

newly	- to prevent smth. from being successful or satisfactory
favourable	- smth. that covers a wide range of details, ideas, or items
extensive	- if your opinion or your reaction to smth. is defined by this word it means that you agree with it and approve of it
spoil	- it is used before a past participle or an adjective to indicate that a particular action is very recent
complain	- smth. that is fairly and sensibly done
time consuming	- to say that you are not satisfied with smth. ...

Exercise 3. Translate using words and word combinations from the text.

1. На этой неделе мы решили заглянуть в маленький семейный ресторанчик в местечке Вордэлтон.
2. Нам удалось получить хороший столик с видом на набережную.
3. Меню было достаточно традиционным.
4. Хотя качество мяса жареной баранины было хорошим, оно было недожарено.
5. Это было столовое вино французского разлива.
6. Счет, включая кофе и бренди, составил 37 фунтов, что приемлемо для ресторана такого класса.
7. Мне было интересно, могли ли они предложить что-либо новое в «Нэшвилле».
8. Хотя очередь была длинной, обслуживание было невероятно быстрым.
9. Хотя сам гамбургер был безвкусным, на каждом столе был большой выбор приправ.
10. Людям нравится быстрое обслуживание в ресторанах Макдональдс.
11. Владелец фирмы широко рекламировал свой товар.
12. Об этом недавно открывшемся ресторане я слышал много положительных отзывов.
13. Нас тепло поприветствовал хозяин гостиницы.
14. Выбор блюд в меню был чрезвычайно разнообразным.
15. Посоветовавшись между собой, мы решили выбрать фирменное блюдо дня.

16. Приготовление этого блюда занимает невероятно много времени.
17. Станция метро находится совсем рядом с нашим домом.
18. Мне подали большую порцию жареной баранины с большим выбором соусов.
19. Кафе типа «бистро» подходят всем тем, у кого мало времени на обед.
20. Выбор блюд в этом ресторане ограничен белорусской кухней.
21. Торты здесь всегда свежие, так как их выпекают в самом ресторане.

Exercise 4. Answer the following questions to the texts.

1. Why did the author decide to visit “The Old Mill”?
2. Did they manage to get a nice table? Why?
3. Why does the author think they were made very welcome?
4. Why does a long menu always worry the author?
5. What food were they satisfied with (and not quite satisfied)?
6. Why was the author interested in “The Nashville”?
7. What impressed him greatly at “The Nashville”?
8. Who does the establishment of the “Fast Food” type cater for?
9. Why did “The Nashville Superburger Bar” remind the author of a motorway filling station?

Read the letter and use it as a model to complain about bad service in a restaurant or cafe you visited.

23 Chichester Drive
Tangmere
Chichester
West Sussex
Po20 6fa
01243 737581
0973 616421

The General Manager
Tower Hotel
Po O Box 53
Sf-53501 Lappeenranta
Finland

Dear Sir,

The Beefeater Restaurant is very poor and I feel very damaging to the hotel in general. On our first visit, the service was slow, the atmosphere fair and the food fair. We would not have gone back

however had it not been for the fact that the restaurant Tower was closed on Sunday evening. However what happened on Sunday evening (29th March 1998) was unbelievable. The restaurant was not busy. The service was non-existent. After a wait of 15 minutes with nothing except the bread, the wine and water we had ordered arrived. The wine was poured and taken away, the order was taken. We were unable to attract any attention to get more wine poured, one waiter looked straight through us, and when my companion waved his napkin in total frustration to get some service, we watched as the staff ridiculed us by mimicking the action. Eventually we got some more wine poured, then they would not stop and every time we had a sip they refilled the glass. After nearly an hour the starter arrived. It would appear that it had been around awhile. The snails were inedible, not a hint of garlic, the other starter was dried out on the top. We walked out, and went straight to the front desk to register our complaint, and later that evening the manageress of the restaurant provided a half-hearted apology. We went out to eat elsewhere.

Although we were quite happy to pay for the drink, we were somewhat amazed that the following day the front desk had no knowledge of our complaint and when I paid our account had charged us for the food.

I am sure that you will agree that this is a poor reflection on an otherwise excellent hotel, and wasted a lot of our valuable time.

Despite the problems encountered in the Beefeater restaurant and to a lesser degree at the front desk, we had an extremely enjoyable stay.

Yours faithfully,
Jill Johnson.

Comprehension questions.

1. What was the guests' impression of the restaurant's food and atmosphere during their first visit to the restaurant?
2. Why did they have to come back to the restaurant on Sunday?
3. How did the guests try to attract the waiter's attention?
4. How did the restaurant staff behave?
5. Were the starters tasty?
6. What was the manageress's response to the complaint?

□ WRITING

1. A new American fast-food chain has opened its first restaurant in your town. You've just visited it and would like to share your

impressions with your friend. Write a letter to her / him and give your attitude to the restaurants of “fast food”.

2. Last week you were invited to eat out. Write a letter to your parents describing the place, the food and the service and tell them whether you were satisfied or had some complaints.

♦ **OUT-OF-CLASS LISTENING**

(A) Lunch for Two

1. Listen to the conversation and complete the sentences choosing the right variant:

1. Jane and Robert are having their lunch in
 - a) a small Italian restaurant
 - b) a small Indian restaurant
 - c) a small Chinese restaurant
2. The restaurant is located
 - a) on the same side of the road
 - b) in the big store where they are shopping
 - c) on the other side of the road
3. Jane fancies spaghetti with
 - a) mushrooms and chicken
 - b) lobster sauce
 - c) minced beef
4. Robert has decided on
 - a) fish and chips, apple pie and custard
 - b) roast beef and Yorkshire pudding with Brussels sprouts and baked potatoes
 - c) spaghetti with mushrooms and chicken
5. All they've got left is
 - a) a pound note
 - b) six shillings
 - c) sixpence
6. They order
 - a) spaghetti with lobster sauce and one roast beef
 - b) spaghetti and chips and fish
 - c) spaghetti and chips twice

2. Listen to the conversation again and answer the following questions.

- 1) Where are Jane and Robert having lunch? Whose idea was it?
- 2) What is there on the menu worth ordering for Jane?
- 3) What does Robert decide on?

4) What do they order after all? And why do they have to change their order?

(B) Eating Out

1. Listen to the conversation and fill in the gaps.

1. Before the meal, Paul has ... to drink and Amanda has
2. A Greek salad is made of cucumber, ... , ... , and cheese.
3. A Spanish omelette is made of eggs, ... and
4. Weiner Schnitzel is a thin piece of ... coated in egg and ... and pan-fried.
5. Moules mariniere are mussels cooked in ... with onions and a little You can have them as a ... or as a
6. Rosti is ... potatoes, ... and onions fried together. You can have it with two ... on top as a main course.
7. Lasagne al forno is thin ... of ... and ... sauce with a creamy sauce.
8. Amanda orders ... as a starter and ... as a main course, with a ... salad.
9. Paul orders ... as a starter and ... as main course.
10. With the meal, Amanda has ... to drink and Paul has

Conversational Formulas. Invitations. Thanks. Refusals

Invitation

(The telephone rings, Betty picks up the receiver)

- 567 388 (five six seven three double eight)
- Betty?
- Speaking.
- It's me. Bob.
- Hello, Bob.
- What are you doing, Betty?
- Cleaning the flat.
- May I invite you to the cinema?
- Let's meet at half past seven.
- O. K.

(The telephone rings, Gary lifts the receiver)

- Gary Kind speaking.
- Hello, Gary.
- Hello, Mike.
- What are you doing this evening?
- Nothing special.
- Let's go to see the football match.

- Agreed.
- See you at a quarter to six.
- All right.

Ways of inviting people:

May I invite you to the theatre?

Shall we go to the park?

Let's go to the country.

Would you like to have a walk?

What about playing chess (a game of chess)?

When you accept an invitation you say:

Willingly.

With pleasure.

Why not.

That's a good idea.

Not a bad idea.

All right.

O. K.

Agreed.

That's all right with me.

Yes, I'd like to.

If it's not much trouble.

I'll be delighted.

Nothing would please me more.

I like the idea.

That sounds great / nice.

When you turn down (reject) an invitation you say:

I'm afraid I can't. Thank you.

I'm sorry, but I can't. Thank you.

I'm afraid (I'm sorry) I'm busy. Thanks.

I don't really want to. Thanks.

I'm not really in the mood. Thanks.

I'd rather not. Thank you.

I don't feel like it.

Thanks. I already have plans.

❖ **WORK IN PAIRS**

Exercise 1. Accept the following invitations.

A. May I invite you to the theatre, Linda? - That's a good idea.

- to a cafe, Dolly?

- to the dancing, Alice?

- Why not.

- That's all right with me.

- I'll be most delighted.

B. Shall we go for a walk, Pat?

- listen to some music?

- visit the Flints?

- Nothing would please me more.

- I'm all for it.

- O. K.

C. Let's go to the cinema, John.

- play tennis.
- watch TV.

- With pleasure.
- I like the idea.
- That sounds nice / great.
- Willingly.
- Agreed (Settled).

Exercise 2. Turn down (reject) the following invitations.

Would you like to have a walk, Bill?

- to play volleyball?
- to skate?

- I'd rather not. Thank you, anyway.
- I'm staying at home.
- I don't feel like it. Thank you.
- I'm afraid I'm too busy. Thank you.
- I'm not really in the mood
- I'm afraid I can't. I'm busy.
- Thank you. I already have plans.
- I don't care.

Exercise 3. Invite your friends:

to go sightseeing; to go out to have dinner; to have a cup of coffee; to spend a quiet evening at home; to go to see some friends of yours; to dance with you; to have lunch with you at a cafe; to attend a flower show; to listen to some music; to have a walk; to your birthday party; to come and spend a couple of days at your summer cottage.

Exercise 4. Make up dialogues following the models given below.

In a restaurant

1. - Can I take your order, sir?
 - Yes, I'd like to try the steak.
 - And to follow?
 - Ice-cream, please.
2. - Have you decided on something, sir?
 - Yes, haddock and chips for me, please.
 - How about the sweet?
 - No sweet, thanks. Just coffee.
3. - Have you chosen something, sir?
 - Yes, I think I'll have the curry, please.
 - What would you like afterwards?
 - I'd like some fruit if you have any.

4. - May I take your order, sir?
- I'll just take a small salad, please.
- Do you want any sweet?
- Apple pie and custard would be nice.

With a girl-friend in a coffee bar

1. - What would you like to drink?
- A black coffee for me, please.
- How about something to eat?
- Yes, I'd like a portion of that strawberry tart.
- Right. I'll see if I can catch the waitress's eye.
2. - What can I get you to drink?
- An iced coke would go down well.
- Wouldn't you like some cake, too?
- Yes, I think I'll have a slice of chocolate sponge.
- Right. Sit down there. I'll bring it over.
3. - What are you going to have to drink?
- I'd like something cool.
- Would you care for some cake?
- It certainly looks tempting. I wouldn't mind some myself.
4. - What do you want to drink?
- I feel like a cup of tea.
- Do you fancy something to eat?
- Yes, I'd rather like some of that fruit cake.
- That's a good idea. I think I'll join you.
5. - Now here we are in the canteen. What are you taking?
- Let me see. Soup, roast beef, a sweet pie, some salad, fruit for dessert.
- I see, you are a very good eater.
- So I am. And I'm getting stout.
- You mustn't eat so much.
- I know I mustn't, but I can't help it.
6. - Look! There is a vacant table in the corner. Let's sit down at the table.
- Here is the menu. Let's read it. What would you like to take?
- Well, the choice is not very wide. There is nothing to my taste.
- You are very particular about food, aren't you?
- So I am.

7. *Waiter:* What would you like?

Customer: I haven't read the menu yet. What can you recommend?

W: I advise you to take grilled chicken and fried potatoes.

C: Good. What can you offer for dessert?

W: We've got apples and oranges.

C: Two oranges, please.

W: Any wine?

C: No wine. Just a bottle of tonic.

In a cafe

Make up dialogues using the suggested substitutions.

1. - Can I take your order now?

- Yes, I'll try the veal cutlet, fried potatoes and cauliflower (roasted meat with mashed potatoes, tomato-soup, beefsteak, vegetable salad, etc.).

2. - What would you say to salad, clear soup, mutton chop and coffee?

- It'll be very good indeed. I'd rather add a bottle of fruit water if you don't mind (mushroom soup, rissoles with vegetables, orange juice).

3. - What are you going to order for the first course?

- I don't feel like having any soup today. I'll have apple juice instead (fruit salad, mixed salad, tomato and cucumber salad, a glass of yoghurt, etc.)

4. - What do you have for dinner today?

- For the first beetroot soup and roastbeef with boiled potatoes for the second.

5. - Would you like to take a steak with green peas?

- With pleasure. I like it very much. (fried chicken with potatoes, a cutlet with macaroni, etc.)

6. - What would you recommend me for dessert?

- I think there is nothing like ice-cream and chocolate (meat-pudding, apple-pie, etc.)

7. - How do you like your tea: strong or weak?

- I like it rather strong (meat – rare – medium – well done; cabbage – boiled, stewed; potatoes – boiled, mashed, fried).

8. - What do say to an omelette?
- No, I'd rather have bacon and eggs (a good steak and roast chicken).

Exercise 5. Use the following sentences in short dialogues of your own.

1. The pudding is just to my liking.
2. The salad tastes good.
3. As to the steak, I want it a bit underdone.
4. No, thanks, I want neither ham nor sausage.
5. Help yourself to some more pie.
6. The steak is very tender.
7. As to the soup, it was cold and tasted awful (It had a nasty taste).
8. You know, I have a sweet tooth.

➤ **SPEAKING**

1. Describe your first visit to a restaurant.
2. Some fast food restaurants are being opened in our country. Tell us about advantages and disadvantages of having your meals at fast food restaurants.
3. Describe a dinner out or a banquet you attended last week.
4. It is convenient to have a party at a restaurant rather than at home. No trouble at all. All pleasure and fun. What do you think of it?
5. Make an order at the restaurant using the menu, given below.
6. Imagine you are very hungry and discuss with your partner the dishes on the menu and decide on the ones you would like to order.

Menu

Starters

Irish Fruit Salad
Mixed Salad
Greek Salad
Green Salad
Mixed vegetables
Prawn Cocktaile

Smoked Salmon
Parma Ham with Melon
Avocado with Prawns
Home-Made Pate
Meat / Fish Jelly
Fruit Juices

Soup

Vegetable
Onion
Tomato
(Normandy) Snail
Clear
Chicken Broth

Main Courses

Lancashire Hotpot with Seasonal Vegetables
Nut and Mushroom Roast with Brown Rice
Spanish Omelette
Lasagne al Forno
Rösti
Moules Mariniere

Meat

Grilled Filler Steak
Grilled Lamb Cutlets
Farmhouse Cottage Pie
Steak and Kidney Pie with New Potatoes and Vegetables
Veal Escalope Holstein
Veal Escalope Elisabeth
Roast Stuffed Pork
Braised Liver
Wiener Schnitzel
Pepper Steak
Lancashire Hotpot

Fish

Grilled Dover Sole
Fried Scampi
Salmon
Cod

Garnish: potato, rice, spaghetti, green peas, French beans, seasonal vegetables, olives.

Desserts

Vanilla Ice Cream with Strawberries
Apple Pie with Custard
Assorted Fruit
Chocolate Nut Sundae
Puff-cake / pastry with Raspberry Jam
Chocolate Sponge
Trifle
Cherry Shortcake
Fruitcake
Pancakes sewed with Lemon Juice and Brown Sugar
Chocolate Mousse
Blackberry Fool

Apple Crumple
Irish Coffee
Liqueur Coffee
Galic coffee

Soft Drinks

Fruit Cocktail
Milk-Shake
Iced Orange Drink
Coke
Beer (dark / light)
Lemonade
Mineral Water
Sparkling Water

7. You suggest to your husband eating out instead of cooking at home. He disagrees first giving his reasons. But then you manage to persuade him and you go to a restaurant.

8. You are in a restaurant looking through the menu. There are a lot of dishes you don't know. Before you decide on smth. ask the waitress to tell you about them and then make orders.

9. Your friend and you are having lunch in a restaurant in London. Before paying the bill discuss the dishes you've eaten, the service and how much to tip the waiter.

SELF CHECK

Exercise 1. Read the story. Refer to the list below and fill in the blanks with the best word or words. The first one has been done for you.

(o) «I'm not very hungry. I think I'll skip the first (1) I'll order just one (2) I don't want the (3), but I might have (4), (5), (6)..... or (7)

«You eat (8),» Anita said to me. «It isn't good for you to have so much (9)».

«I'm going to have (10)

«I'll have a (11), I said. «I hope it will be (12)

«I'll start with (13) and (14), Anita said. «This is a wonderful (15), she added, looking round. «The (16) very good here».

My meat was very (17), but a bit (18), «I should have chosen (19) beef», I said. «I really prefer meat done in the (20)

Anyway, we enjoyed the meal and finished with (21) sorbet and (22), followed by (23) which was rather (24)

«The (25)..... was quite reasonable», I said, as we were leaving. «We should come here more often».

Anita didn't agree. «From tomorrow», she said, 'we'll both be back on a (26)!»

- | | | | |
|---|--|---|--|
| 0 a) I haven't
much hunger
b) I'm not very
hungry | 1 a) course
b) dish
c) plate | 2 a) plate
b) dish | 3 a) menu
b) cart
c) dish
of the day |
| 4 a) fowl
b) chicken
c) poultry
d) hen | 5 a) sheep
b) lamb | 6 a) beef
b) bullock
c) ox | 7 a) hog
b) pig
c) pork |
| 8 a) too many
meats
b) too much
meat | 9 a) flesh
b) meat | 10 a) fish
b) fishes | 11 a) beef
b) steak |
| 12 a) tender
b) soft | 13 a) bouillon
b) soup | 14 a) a bread
b) a roll | 15 a) canteen
b) restaurant |
| 16 a) foods are
b) food is
c) kitchen is | 17 a) tasty
b) tasteful | 18 a) hard
b) tough | 19 a) roasted
b) roast
c) toasted |
| 20 a) furnace
b) oven | 21 a) citron
b) lemon | 22 a) fruits
b) fruit | 23 a) cafe
b) coffee |
| 24 a) strong
b) stark | 25 a) addition
b) reckoning
c) bill | 26 a) diet
b) system
c) regime | |

Exercise 2. Fill in the gaps with articles where necessary.

1. I don't like ____ mineral water, I prefer ____ cup of ____ tea. 2. Is there anything to your taste on ____ menu? 3. She is going to cook ____ fish soup for ____ dinner. 4. What can you recommend for ____ first course? 5. ____ meat is just to my liking. 6. What do you usually have for ____ second course? 7. ____ cheese was fresh and tasty and

he ate it with ____ appetite. 8. At ____ dinner we sat far from each other and could not talk. 9. After ____ dinner sit a while, after ____ supper walk a mile. 10. Who is coming to ____ tea? 11. I had ____ supper at the hotel restaurant. 12. For ____ breakfast I had ____ boiled egg and ____ cup of ____ strong tea. 13. He prefers ____ roasted meat for ____ second course. 14. She likes ____ black coffee for ____ breakfast. 15. Will you please buy ____ loaf of ____ brown bread? 16. He is fond of ____ cabbage soup. 17. I liked ____ pork we had for ____ supper. 18. I had ____ big dinner today. 19. Did you enjoy ____ meal? 20. ____ juice was delicious. 21. ____ dinner is cold already. We must warm it up. 22. It is ____ very substantial breakfast, isn't it? 23. I enjoyed ____ lunch they served at the restaurant.

Exercise 3. Put each of the following words or phrases in its correct place in the passage below.

cutlery	side dish	main course
vegetarian	starter	washing up
diet	napkin	sink
crockery	entertaining	dessert

Maureen often gives dinner parties at home. She loves (a) _____. She lays the table: puts the (b) _____ in the right places, sets out the plates and puts a clean white (c) _____ at each place. For the meal itself, she usually gives her guests some kind of (d) _____ first, for example soup or melon. Next comes the (e) _____, which is usually meat (unless some of her guests are (f) _____ or if they're on a special (g) _____) with a (h) _____ of salad. For (i) _____ it's usually fruit or ice-cream, and then coffee. When everyone has gone home, she must think about doing the (j) _____, as in the kitchen the (k) _____ is full of dirty (l) _____.

UNIT 5. RIGHT AND WRONG FOODS. DIETING

Active Vocabulary

a crash diet
a diet (keep to, go to, stick to, sit on a diet)
a snack food
artificial sweeteners
be (keep) fit / in good shape
be high / low in...
be tempted to eat snacks between meal foods
blood cholesterol level
build (up) one's body / muscles
burn food / fat to get energy
calcium
carbohydrate
carbohydrate-rich
chemical additives
cholesterol-rich
cook food lightly / thoroughly
create / get energy
cut down on smth.
damage one's health by
eliminate
fat
fibre
fight colds
fill smb. up
fizzy drinks
flavour enhancer
food label
glucose
health-giving snacks
heart disease (to cause, to lead to...)
high / low-calorie food / drink
intake
keep an accurate record of smth
lose weight / to slim
minerals
moderation
nutrient-rich
nutrition
oil replacement
overconsumption

protein
puff up
scales
sensible
skimmed milk
skip food
sodium
substitute
sufficient amount
take exercise
turn into fat
vitamins (A, B, C, D, E etc.)
weigh oneself
well-balanced
zinc

Read the extracts and speak about the problems touched upon in them. Discuss your ideas of healthy food in groups of three or four.

We Ought To Eat More Fresh Fruit

Most of us eat without realising what our food consists of. And, like any other machine, the body functions better or worse according to the fuel we feed it. No one single food will kill us, but a combination of the wrong sorts of food can cause ill health. Perhaps we ought to stop and think for a moment.

Chemical additives in food certainly make it tastier and more attractive to look at when it often consists mainly of sugar. This is dangerous not only for our body but also for our teeth. We should cut down on sweets, cakes, ice creams and soft drinks.

Sugar is not the only danger. The next time we eat lamb chops or cheese, or drink a glass of milk, we should remember the high level of fat they contain. Too much fat may lead to heart disease.

In order to be really healthy, our bodies need fibre. Without a sufficient amount, the digestion cannot function properly. We ought to eat more fresh fruit and vegetables, bread and cereals such as rice. Fibre also fills us up, makes us feel less hungry and so we eat less of the wrong kinds of food.

Nutrients That Provide Energy

Sugar and Starch, or Two Carbohydrates

Sugar and starch are used mainly to supply the body with energy. Foods that contain sugar, such as oranges and milk, are found in the Fruit and Milk Groups. Foods that contain starch, such as pasta

and potatoes, are found in the Bread and Vegetable Groups. Sugar and starch are carbohydrates. During digestion, the body breaks down starch into a simple sugar called glucose that can be absorbed by cells and used for energy. All carbohydrates provide quick energy.

Fat

Like carbohydrates, fat provides the body with energy. But fat contains more than twice as many food calories per unit of mass as carbohydrates. Unlike most carbohydrates, fats can be stored in the body. They can be used when the body needs energy. Foods that are rich in fats include margarine, butter, salad oils, olives, nuts and seeds, cheeses, and many meats. These foods are found in the Milk and Meat Groups, as well as in Fats, Oils and Sweets.

Protein

Proteins are the third group of nutrients that can provide energy. Their primary use, however, is not to supply the body with energy. Proteins make up much of the structure of cells. They are needed for the growth and repair of cells. Milk, meats, fish, eggs, beans, and cheese are good sources of protein. These foods are found in the Milk and Meat Groups. Foods in the Bread and Vegetable Groups also contain protein, but in smaller amounts.

Three Other Nutrients

Carbohydrate (sugar and starch), fat, and protein are not the only nutrients the body needs. The body needs three other nutrients: water, minerals, and vitamins.

Water is all around us in rivers, in waterfalls – and in healthy bodies. Water helps our body get energy from the fat, carbohydrate, and protein you eat. Like a river carrying boats, water transports nutrients to every cell of your body. When you feel thirsty, what is your body telling you? You should drink eight glasses of water a day to stay healthy.

Minerals. There are more than a dozen minerals, including calcium, iodine, iron, and zinc. Your body doesn't need large quantities of minerals and vitamins – less than a teaspoon a day – but these nutrients are essential to human growth and well-being.

The range of minerals is vital for the development and support of the body. For example, the body requires calcium for strong bones and teeth. Good sources of calcium are milk, cheese, spinach, and dried figs. Zinc helps the body grow; it comes mostly from seafood, meat, and yeast.

Vitamins. Vitamins, 13 in all. Each vitamin – A, the B vitamins (eight in all), C, D, E, and K – plays a part in helping the body work and in preventing certain diseases. For example, vitamin A helps keep

eyes bright and clear. Good sources of vitamin A include carrots, egg yolks, sweet potatoes, and milk.

Exercise 1. Sort foods into food groups.

Under each heading, list the foods that you have placed in that group.

Bread Group:

Milk Group:

Vegetable Group:

Meat Group:

Fruit Group:

Fats, Oils, and Sweets:

Exercise 2. Match the words in column A with the definition in column B.

A	B
snack	sort of food usually eaten (by a person, community)
yoghurt	any kind of grain used for food
cereal	one of the thin thread-like parts that form many animal and plant growths such as muscle, etc.
vitamin	ferment liquor made from milk
fibre	any of a number organic substances which are present in certain foodstuffs and are essential to the health of man
protein	unit of heat, unit of energy supplied by food
diet	light, hurriedly eaten meal
calorie	any of many substances that help to build up the body

Exercise 3. A) Find in the text a word or words that mean:

- 1) material for creating energy
- 2) meat dish
- 3) enough
- 4) in a correct way
- 5) cause of suffering
- 6) reasonable
- 7) measurement of energy that food will produce
- 8) which can be trusted
- 9) device for weighing
- 10) exact

B) Answer the questions.

- 1) Do many people know what their food consists of?
- 2) Can what we eat affect how we feel?
- 3) Why should we eat fewer sweet things?
- 4) How could too much milk be dangerous?
- 5) Where can we find fibre?
- 6) Why is fibre good for slimming?
- 7) Does losing weight have to be painful?
- 8) Is it sufficient to know you should lose weight?
- 9) What do you think the record will show?
- 10) Will you lose the same amount of weight every week?

Read the following tips and say which of them you consider acceptable. Which do you consider completely unacceptable and why? Share your ideas with your groupmates.

Tips for Healthy Eating and Cooking

According to nutrition experts, the 3 keys to healthy eating are balance, variety, and moderation. In other words, eat a lot of different foods without too many calories or too much of any one nutrient.

• **Eat a variety of nutrient-rich foods.**

Your body needs more than 40 different nutrients. To get them, eat complex carbohydrates and starches like bread and other whole-grain products; fruits and vegetables; dairy products; meat, poultry, fish, and other protein foods.

• **Maintain a healthy weight.**

The weight that's right for you depends on a lot of things – your age, height, and sex as well as heredity. Being overweight increases your risks for high blood pressure, heart disease, stroke, diabetes, and some types of cancer. Being too thin can increase your risk for many other health problems.

- **Eat moderate portions.**

It's easier to eat the foods you want and stay healthy if you eat smaller portions. For example, routinely eat too much protein – the recommended serving of meat is 3–4 oz – that's about the size of a deck of cards.

- **Eat regular meals.**

Skipping meals leads to overeating.

- **Reduce – don't eliminate – certain foods.**

If your favourite foods are high in fat or sugar, don't try to deny yourself altogether; instead, moderate how much of these you eat and how often you eat them.

- **Balance your food choices over time.**

If you're eating a food high in fat or sugar, complement it with others that are low in those ingredients. If you miss out on any food group one day, make up for it the next day. Your food choices over several days should fit together into a healthy pattern.

- **Know your pitfalls.**

Write down everything you eat for 3 days to identify what's wrong with your eating habits. Do you add a lot of butter, cream sauces and salad dressing? It may become easily clear where you break the rules of healthy eating and need to make a change.

- **Make changes gradually.**

Trying to change too much, too fast will lessen your chances of success. Start with modest changes that can add up to positive, lifelong healthy eating habits.

In general, remember that foods are not «good» or «bad». Don't feel guilty if you love foods like apple pie or potato chips; just eat them in moderation and choose other foods to provide the balance and variety that your body needs for good health.

- **Try some of the following tips to avoid calories, fat, sodium and sugar.**

1. To cut down on fat:

<i>Instead of...</i>	<i>Use...</i>
Whole milk	Light cream
Evaporated milk	Low fat or non-fat milk
Butter	Mix equal portions of coconut milk and evaporated skim milk
Shortening	Evaporated skim milk
Mayonnaise	Soft margarine or vegetable oil
1 whole egg	Margarine
Cheese	Light mayonnaise or fat free salad dressing
Fat for "greasing" pan	¼ cup egg substitute or 2 egg whites
	Low fat cheese
	Non-stick cooking spray

- Save any recipes calling for deep frying for special occasions;
- Remove and discard the skin from chicken and other poultry;
- Use a non-stick pan to cut down on the amount of oil used.
- Thicken your cream sauce with 1 percent milk and corn starch instead of a roux of butter and flour.
- Use 2 tablespoons of fat-free sour cream instead of regular sour cream (on baked potatoes or in stroganoff).

2. To cut down on the sodium in your diet, here are a few suggestions.

- Use half the added salt called for in recipes;
- Be aware that seasonings like onion salt, garlic salt, celery salt and seasoning salt is about 95% salt. You may want to use minced onions or onion flakes, chopped garlic or garlic powder and other fresh herbs and spices or ones with no added salt to flavour your foods;
- substitute low-sodium soy sauce for regular soy sauce ;
- cut down or eliminate stock cubes in making soup; instead use natural ingredients such as chicken and beef bones, dried anchovies (ikan bilis), mushroom stalks, nuts & beans to make soup stocks;
- use only a small amount of salted meat, fish, poultry or pickled vegetables to give flavour to the food. Do not add additional salt as the food is highly salted already.

3. To reduce sugar in the diet

- cut down by 1/3 in most recipes. If a recipe says 1 cup, use 2/3 cup. This works best in making puddings, gelatine desserts, cakes, and kuihs.
- as you reduce the sugar in your baked goods, try adding spices like cinnamon, cardamom, coriander, nutmeg, ginger and mace to enhance the sweet flavour of foods. Spiced foods will taste sweeter if warmed.
- rather than snack on 1 cup of grapefruit canned in syrup, peel and section 1 small grapefruit.
- buy fresh fruits or fruits packed in water, juice, or light syrup rather than those in heavy syrup.

4. Increase fibre by:

- substituting brown rice for white rice (or use half and half initially until you get used to the taste of brown rice);
- using whole grain flour for refined flour in baking;
- cooking vegetables with its skin on.

(A) Do you know much about dieting? Have you ever been on a diet? Read some more facts about dieting and be ready for discussion.

Some Facts about Diet

DIET is the food and drink that a person takes regularly day after day. The word diet also refers to the amounts or kinds of food needed under special circumstances, such as losing or gaining weight. Diet needs vary according to age, weight, condition of health, climate and amount of activity. Dietetics is the science of feeding individuals or groups. Normal diet, or balanced diet, contains all the food elements needed to keep healthy. A person needs minerals, proteins, vitamins, and certain fats to build and maintain tissues and to regulate body functions. Proteins, fats, and carbohydrates are used to provide energy and heat. A diet that lacks any needed food element may cause certain deficiency diseases. For example, lack of vitamin C causes scurvy, and lack of iron, or vitamin B-12 causes anaemia.

There are special diets intended for losing or gaining weight. Both the energy value of food and the energy spent in daily activity are measured in units of heat called kilocalories. These measurements are usually referred to as calories. Diets for gaining or losing weight are based on the amount of calories taken into the body in food and the amount of calories used up in activity. If people take in more calories than they use up, they will gain weight. They will lose weight if they take in fewer calories than they use up. A diet aimed toward losing or gaining weight should include all the food elements. People should seek the advice of a doctor before beginning such a diet.

Your body needs energy, protein, minerals, vitamins and fibre. In order to get all of these it is important to have a varied and balanced diet, and to eat the right amount. Your body 'burns' food to get energy: the amount of energy provided by food is measured in units called calories.

How many calories do you need? This depends on your weight and on what you do. When you are asleep, your body uses nearly one calorie an hour for every kilogram of weight. So a person who weighs seventy kilos uses about 560 calories while sleeping for eight hours; in other words, he needs about 1680 calories just to stay alive for 24 hours, even without doing anything. More calories are needed for different activities – from 100 calories an hour for reading or watching TV, to 350 calories an hour for playing football. To calculate the number of calories needed per day for an average person, first find out that person's ideal weight.

(Your ideal weight is what you *should* weight. It depends on your height and your build, and it may be very different from your

present weight!) Then multiply the correct weight (in kilograms) by 40 for a woman, or 46 for a man. A 57-kilo woman may need about 2300 calories a day – more if she does heavy physical work or a lot of sport, less if she is very inactive.

(B) Here are a few hints to help you succeed in your diet. Read them carefully and do exercises below.

Guidelines for Slimmers

EATING

You've heard it before – vary your diet with grain products, veggies and fruits. We emphasise them because they are full of vitamins, minerals, complex carbohydrates and other great things. A good way to get started is to have a food diary, to record everything you eat, what you were doing at the time, and how you felt. That tells you about yourself, your temptation, the emotional states that encourage you to snack and may help you lose once you see how much you eat.

Instead of eating the forbidden piece of candy, brush your teeth. If you're about to cheat, allow yourself a treat, then eat only half a bite and throw the other half away. When hunger hits, wait 10 minutes before eating and see if it passes.

Set attainable goals. Don't say, «I want to lose 50 pounds in total». Say, «I want to lose 10 pounds a month. «Get enough sleep but not too much. Try to avoid sugar. Highly sweetened foods tend to make you crave more.

Diet with a buddy. Support groups are important, and caring people can help one another succeed. Start your own, even with just one other person.

If the pie on the counter is just too great a temptation and you don't want to throw it away, freeze it. If you're a late-night eater, have a carbohydrate, such as a slice of bread or a cracker, before bedtime to cut down on cravings. Keep an orange slice or a glass of water by your bed to quiet the hunger pangs that wake you up.

Make dining an event. Eat from your own special plate, on your own special placemat, and borrow the Japanese art of food arranging to make your meal, no matter how meagre, look lovely. This is a trick that helps chronic over-eaters and bingers pay attention to their food instead of consuming it unconsciously.

Don't shop when you're hungry. You'll only buy more fattening food. Avoid finger foods that are easy to eat in large amounts. Avoid consuming large quantities of fattening liquids, which are so easy to overdo. And this includes alcoholic beverages.

Keep plenty of crunchy foods like raw vegetables and air-popped fat-free popcorn on hand. They're high in fibre, satisfying and filling. Leave something on your plate, even if you are a charter member of the «Clean The Plate Club». It's a good sign that you can stop eating when you want to, not just when your plate is empty.

Always eat at the table, never in front of the TV set or with the radio on. Concentrate on eating every mouthful slowly and savouring each morsel. Chew everything from 10 to 20 times and count! Never skip meals.

HOLIDAYS AND WEIGHT MANAGEMENT

Are you concerned about gaining weight this holiday season? Many studies have shown that people gain several pounds over the holidays and the accumulation of this weight gained over the years may be a contributing cause of obesity later in life.

Whether you've just started a weight loss program, you're halfway to your goal weight, or you're trying to maintain, you may dread the holiday season for the culinary temptation it brings. Relax – you don't have to bow out of social occasions to stay on track. These tips can help you to celebrate and not gain weight this holiday season.

- Compensate for indulgence. Add an extra 10 minutes to your exercise routine if you know you'll be faced with gourmet snacks. Or eat a lighter breakfast or lunch to save up calories for dinner. Don't go to a party hungry, though, or you could set yourself up for a binge at the buffet table.
- If you're playing host or hostess, you'll have more control over the menu. Serve healthful, attractive foods, such as an artfully arranged fruit tray or low-fat d'oeuvres.
- If you are at a party with a huge buffet table filled with foods and desserts, stand on the other side of the room away from temptation.
- Drink water or juice instead of alcohol or high-fat drinks to save calories. For example, an 8-ounce glass of eggnog with rum may contain 450 calories.
- Don't snack on foods you don't love – instead, save yourself for small portions of your favourite holiday treats that you don't get any other time of year.
- Keep tabs with a food journal. Even if you don't keep a food diary any other time of the year, doing so will help you remember to eat healthily and sensibly through the holiday season. Purchase a small notebook and keep it in your purse or pocket to help you monitor your holiday indulgences. At the end of the day, add up your calories to make sure you're staying within a reasonable range for weight maintenance.
- If you are bringing a food gift to a party, bring something healthy and low in calories so you know there will be something tasty to eat that won't sabotage your diet plan.

EXERCISE

This is a very important part of any diet. You should take at least 30 minutes' energetic exercise each day. When the cravings hit, go to the «Y» or health club if possible; or dust, or walk around the block. This is especially helpful if you eat out of anger. Choose something you like – swimming, dancing, gardening or at least walk up the stairs instead of taking the lift – and get into the habit of doing some every day!

Exercise 1. Find the corresponding English equivalents:

- | | |
|----------------------------------|--------------------------------|
| 1. сбалансированная диета | 8. искусство оформления еды |
| 2. недостаток витамина С | 9. скудный, ограниченный |
| 3. на каждый килограмм веса | 10. потреблять что-либо |
| 4. подсчитать количество калорий | бессознательно |
| 5. овощи | 11. воздушный нежирный попкорн |
| 6. соблазн, искушение | 12. смаковать каждый кусочек |
| 7. успокоить чувство голода | |

Exercise 2. Basing on the texts, explain the meaning of the following words and word combinations:

- | | |
|-------------------------------|------------------------|
| 1) to maintain tissue | 6) to hit cravings |
| 2) to regulate body functions | 7) chronic over-eaters |
| 3) sensible eating | 8) a binger |
| 4) to encourage smb to snack | 9) to overdo |
| 5) to crave | 10) to skip meals |

Exercise 3. Answer the questions.

- 1) What is meant by a well-balanced diet? What are its main features?
- 2) What happens if a diet lacks any needed food elements? Give examples.
- 3) What food elements does any person need to stay healthy?
- 4) What kinds of diets have you learned and what do they aim towards?
- 5) How many calories do people need and what does the amount depend on?
- 6) Why is it advisable to use a food diary and to diet with a buddy?
- 7) How can you substitute eating?
- 8) Are you getting enough vitamins?
- 9) How often should you eat fruit and vegetables?
 - at least once a day;
 - three times and week;
 - once a week.

10) Don't you think that if you eat plenty of fruits, vegetables and yoghurt as a child you will continue to enjoy these foods as you grow older?

□ **WRITING**

Use the texts above as a model and write a set of guidelines either for your friend who is slimming or for a child who is on a nourishing diet after being ill. Some examples of useful language are shown below.

You should / You ought to ...

It is a good idea to ...

Don't forget to ...

Remember to ...

Make sure you ...

Don't be afraid to ...

Try to avoid ...

Don't ... or you will ...

You shouldn't ...

Be careful not to ...

➤ **SPEAKING**

Exercise 1. Work in pairs / groups and discuss the following.

1. People know that if they stick to a low-fat, high fibre intake they will be able to eat without putting on weight.
2. Research is indicating that we are what we eat.
3. It is not necessary to add salt to foods since there is plenty of natural salt already there.
4. Yoghurt is a nutritious, natural product that is high in protein and relatively low in calories.
5. Fruit and vegetables are the best source of fibre.
6. It is sometimes hard to resist hot chips with salt or chocolate eclairs.

Exercise 2. Give Russian equivalents to the following proverbs and sayings. Make up short stories to illustrate them.

1. Too many cooks spoil the broth.
2. An apple a day keeps the doctor away.
3. Square meals often make round people.
4. Live not to eat, but eat to live.
5. Eat at pleasure, drink with measure.
6. The way to a man's heart is through his stomach.
7. To lengthen thy (=your) life, lessen thy (=your) meals.
8. Diet cures more than lancet.
9. One man's meat is another man's poison.
10. After dinner sit a while, after supper walk a mile.

Exercise 3. Plan a full day's healthful diet that contains the recommended number of calories (2300 – 2600). Be sure that the meals you create are ones you would actually eat. Be ready (a) to make a presentation; (b) to discuss it with your friend.

	Food Items	How Much (in grams)	Number of Calories
BREAD GROUP			
VEGETABLE GROUP			
FRUIT GROUP			
MILK GROUP			
MEAT GROUP			
FATS, OILS AND SWEETS			

Exercise 4. Your friend has gained some weight and is going to sit on a diet. Advise him the one you have tried or consider the most efficient.

SELF CHECK

Exercise 1. Fill in the gaps with prepositions.

1. People who want to keep always fit should cut ... sweets, cakes, ice creams and soft drinks.
2. The digestion cannot function properly ... a sufficient amount ... fibre. Fibre also fills us ... and makes us feel a bit hungry.
3. ... digestion the body breaks... starch ... a simple sugar called glucose.
4. Sugar is bad ... me, so I gave ... sugar in my tea last week.
5. Girls worry more than boys ... losing weight.
6. People will be able to eat well... putting-weight if they stick ... a low-fat, high ... fibre diet.
7. We should avoid ... hunger by filling ... with good food.
8. Processed sugar is relatively high ... calories.
9. If you like to snack ... crackers that are high ... fat and sodium, switch ... whole-wheat crackers.

Exercise 2. Translate into English.

1. Без достаточного количества клетчатки пищеварение не может происходить должным образом.
2. Один способ похудеть – сесть на диету, другой – продолжать есть то же самое количество пищи, но начать заниматься спортом.

3. Если вы хотите быть всегда в форме, не соблазняйте на перекусы между приемами пищи.
4. Люди часто наносят вред своему здоровью, потребляя слишком много калорийных продуктов.
5. Когда вы едите жареную свинину, макаронные или кондитерские изделия, соленые орешки, пьете газированные напитки или стакан молочного коктейля, вам следует помнить, что они очень калорийны, а слишком много жира может привести к сердечным заболеваниям.
6. Если предполагается, что ты худеешь, то ты должна отказаться от сладкого. Не думай о диете как о наказании и следуй разумному рациону питания.
7. Отличный способ для желающих похудеть – на завтрак есть мюсли, так как зерно разбухает в молоке и порция выглядит намного больше, чем есть на самом деле.
8. Вы можете сравнивать питательную ценность различных сортов печенья, так как информация об этом в большинстве случаев дается на обратной стороне пакета.
9. К сожалению, чипсы и тому подобные продукты – это продукты с очень высоким содержанием жира.
10. Врачи советуют не пропускать завтрак и употреблять что-нибудь питательное.
11. При составлении меню на день следует исходить из трех основных принципов рационального питания. Оно должно быть умеренным, разнообразным и регулярным.
12. Овощи – существенный источник витаминов, минеральных веществ, микроэлементов и клетчатки.
13. Белки служат материалом для построения новых клеток, а следовательно, для построения тканей.
14. Диетические салаты вместо майонеза нужно заправлять растительным маслом, сметаной. Вместо уксуса сдабривать соком лимона. При склонности к полноте в салаты не добавляют картофель.

PART IV. SHOPPING

UNIT 1. DESCRIBING SHOPS. AMERICAN AND ENGLISH SHOPS

Active Vocabulary

baker's / bakery
butcher's
confectioner's / confectionery
corner shop
dairy
fishmonger's
greengrocer's
grocer's / grocery
market
off licence (Br. E.) / liquor store (A. E.)
shop (BrE) / store (AmE); self-service shop
shopping centre
supermarket / superstore
tobacconist's

buyer
cashier
consumer
customer (n) / shopper
salesman / saleswoman / shop assistant
shopkeeper (BrE) / storekeeper (AmE)
store detective
street vendor

cart / trolley / wire basket
cash desk / check-out
cash register (AmE) / till (BrE)
counter (n); at the shop counter
receipt (n)
shopping bag / carrier bag
stock up

bargain (n)
buy (v); (bought, bought)
call (v); to call at a shop

cash (n)
 change (n); small change
 choice (n); a wide / poor choice
 choose (v); / (chose, chosen)
 cost (n); the cost of living
 cost (v); (cost, cost); What does it cost? What did it cost you?
 count (v)
 delicatessen
 drop (v); drop into a shop
 money; to have money on / about oneself; spend money
 offer (v); offer smth., offer to do smth.
 pay (v); (paid, paid); to pay in cash / by cheque / card; to pay the bill
 price (n); a high / low / reasonable price
 - What is the price of ...?
 - How much is it?
 - How much was it?
 - What did you pay for it?
 price / pricey / pricy
 queue (up) (BrE) / line (up) (AmE)
 run (v); (ran, run); run out of smth
 sell (v); (sold, sold); sell for a price; sell at a price
 shopping (n); do the shopping; go shopping; shop around
 shopping list
 suggest (v); suggest smth.; suggest doing smth.; suggest that smb.
 should do smth.

VOCABULARY EXERCISES

Exercise 1. Name 5-10 foodstuffs you might buy at:

1) a grocery; 2) a sweet-shop; 3) a butcher's; 4) a fruiterer's; 5) a greengrocer's; 6) a fishmonger's; 7) an off-licence shop; 8) a baker's.

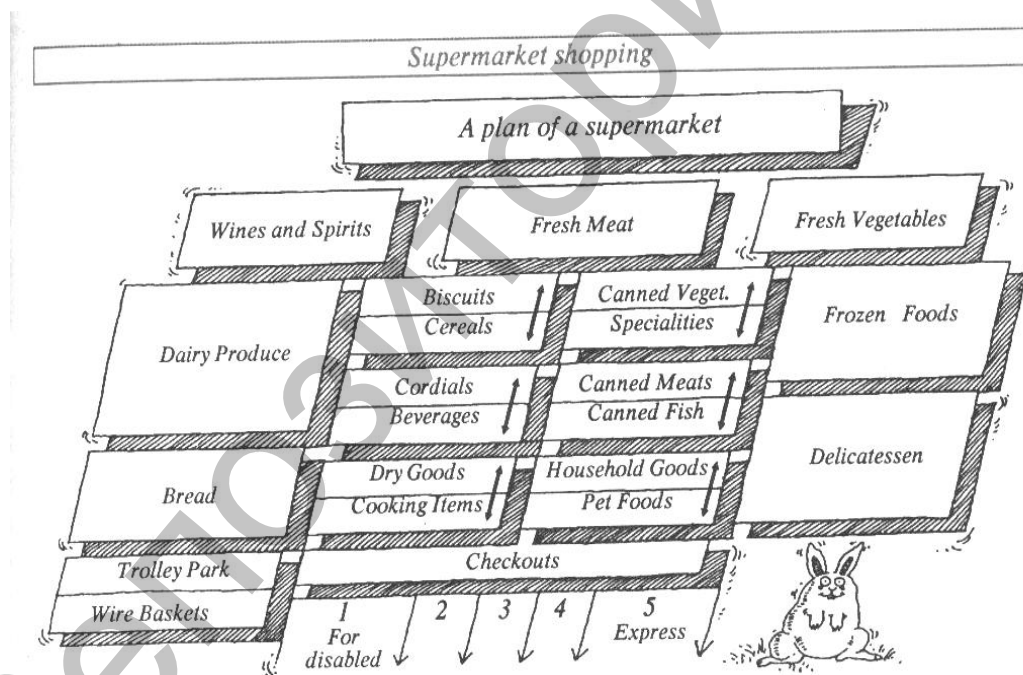
Exercise 2. We can say grocer (=the person or the shop) or grocer's (=the shop). How many of the words from the focus vocabulary can be treated the same way?

Exercise 3. Match the words from the box with the correct definitions.

Supermarket	Convenience store	Corner shop
Bakery	Butcher's	Delicatessen
	Off licence	Market

- a) A small local shop, usually on the corner of a street that sells food, alcohol, magazines, etc.
- b) A large shop that sells a wide range of things, especially food, cleaning materials and other things that people buy regularly.
- c) An area outside where people buy and sell many different types of things.
- d) A shop that sells bread and cakes, especially one that also makes bread and cakes.
- e) A shop that sells high quality food such as cheeses and cold meats, often from different countries.
- f) A shop in your local area that sells food, alcohol, magazines etc. And is often open 24 hours a day.
- g) A shop that sells beer, wine and other alcoholic drinks which you drink at home.
- h) A shop that sells meat.

Exercise 4. Study the plan of a supermarket and do the task below.



Where do you think the following items on the shopping list can be found?

- | | | |
|----------------------|---------------|----------------------|
| 1. Salami, caviar | 4. Champagne | 7. Cream crackers |
| 2. Food for your dog | 5. Butter | 8. Corned beef |
| 3. Tea, coffee | 6. Rice, oats | 9. A tin of sardines |

Read the text and say why Elinor Lloyd prefers doing shopping in a big supermarket.

At the Supermarket

At the week-ends, when she has more time to spare, Elinor Lloyd does her shopping at the big self-service food stores in town, for she can buy a lot of goods more cheaply there than at her local grocer's. Accompanied by her husband or her daughter she walks round the co-operative supermarket and other large food stores looking for bargains.

These large self-service stores are brightly-lit and usually well laid out. The goods are tidily arranged on trays and long shelves on which the various prices are clearly marked. There is plenty of room for the customers to walk about.

The shelves are well stocked with a very wide selection of attractively packed goods – everything from quick-frozen food to washing powder, from shoe polish to new-laid eggs, from tinned fish to toothpaste. Elinor walks from shelf to shelf, filling her wire basket. She has to be careful when shopping in a self-service store for the goods are so attractively displayed that she is tempted to buy things she does not need or cannot really afford.

Elinor goes to the cash desk, where there is a short queue. When it is her turn the cashier reckons up the bill on a cash register. Before getting the bus home, she goes to the market. It is large, with well over a hundred different stalls; part of it is covered, part of it open-air. A wide range of clothes, household goods, fruit and vegetables is on sale and prices are often considerably lower than in the ordinary shops.

She arrives home exhausted but a little proud of having saved forty or fifty pence of the housekeeping money.

Exercise 1. Find in the text equivalents to the following words and phrases:

- 1) иметь побольше свободного времени; 2) в сопровождении;
- 3) искать выгодные покупки; 4) магазин самообслуживания;
- 5) товары, аккуратно расположенные на подносах; 6) чётко проставленные цены; 7) много места для прохода покупателей;
- 8) испытывать соблазн; 9) цены значительно ниже; 10) деньги на домашнее хозяйство.

Exercise 2. Complete the sentences below with words from the text.

1. Elinor does her shopping ____ in town. 2. She walks round the supermarket looking for ____.
3. Large self-service stores are ____ and well ____.
4. ____ are tidily arranged on trays and long shelves.
5. The shelves are ____ with ____ of packed goods.
6. Elinor goes to ____ where

there's a short queue. 7. When it is her turn the cashier ____ the bill on a cash register. 8. The market is large, with well _____. 9. A wide range of fruit and vegetables is _____. 10. Elinor arrives home proud of having saved forty or fifty pence of _____.

Exercise 3. Answer the following questions.

1. Why does Elinor do part of her shopping at the big self-service stores in town?
2. What can she buy there?
3. Why does she have to be careful when shopping at such stores?
4. Where does Elinor go before getting the bus home?
5. How big is the market?
6. What sort of goods are on sale there?
7. What is Elinor proud of?

□ ***WRITING***

Read the letter

Dear Ann,

Please forgive my delay in writing. I had a lot of work to do. Try to get into my moccasins, will you? In this letter I'd like to tell you how to shop in this country.

In America, just as in England, you see the same shops with the same boards and windows in every town and village.

Shopping, however, is an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist's. A chemist's shop is called a drug-store in the United States: it is a national institution at that. In the larger drug-stores you may be able to get drugs, too, but their main business consists in selling stationery, candies, toys, braces, belts, fountain pens, furniture and imitation jewellery. Every drug-store has a food counter with high stools in front of it and there they serve various juices, coffee, sundaes, ice-cream, sandwiches, omelettes and other egg dishes.

If you want cigarettes, go to the grocer's; if you want to have your shoes cleaned, go to the barber's; if you want a radio, go to a man's shop; if you want a case, go to the chemist's.

All for now. I hope you are interested in it. I'm looking forward to your answer.

Yours, Paul.

Now choose one of these situations and write a letter to your friend.

1. You are writing to your friend from another country. Tell him / her about shopping in your country.
2. You have gone abroad for your vacations. Write to your friend how to shop in that country.

♦ OUT-OF-CLASS LISTENING

Shopping List

I. Pre-listening task

Study the following vocabulary to clear up any difficulties of understanding:

tissues [ˈtiʃu:z] – бумажные салфетки

co-op [kəʊˈɒp] – магазин

tremendous [trəˈmendəs] – потрясающий, великолепный

miss smth. – не заметно что-либо

mind (doing smth.) – быть против, не хотеть что-либо сделать

run through – просмотреть

close – близко

I'll be off – сейчас уйду!

II. Listening and comprehension task

2.1. Listen to the recording and answer the questions choosing the right alternative.

1. Are both Fiona and Judy going to do the shopping or is only one of them going to do that?
2. Does Fiona want to know what kinds of shops there are in the neighborhood or does she want to know where the shops she needs are located?
3. Does Judy only need some food or some manufactured goods as well?

2.2. Listen to the recording again and note down the following details:

1. The items on Judy's shopping list. (there are 7 items in all)
2. The names of the shops mentioned. (there are 6 shops in all)
3. The location of the shops mentioned.

III. Follow up activities

1. Do you always make a shopping list or do you remember what you're going to buy and what shops you'll go to?
2. Do you prefer to make purchases in a large store or in small specialized shops?
3. Are there many kinds of shops in the area you live in? Do you have to go a long way when shopping?

➤ **SPEAKING**

Exercise 1. Compare the ways of shopping, using the words given in brackets. Add explanations where possible.

Using local shops is more convenient than going to the centre.

Large shops are cheaper than small local shops. This is because they sell more things, so they can reduce prices.

- a) Supermarkets / small grocers (cheap)
- b) Expensive clothes / cheap clothes (good quality)
- c) Department stores / small shops (interesting)
- d) Staff in small shops / staff in supermarkets (happy)
- e) Street markets / ordinary shops (economical)
- f) Local 'corner' shops / other shops (expensive)
- g) Buying by post / going to shops (difficult)
- h) Products in advertisements / the real thing (good)

Exercise 2. Where do you prefer doing the shopping – at a supermarket, a local grocery or a market? Work with a partner to fill in the table: advantages / disadvantages of going shopping to the supermarket, local grocery, market.

	Supermarket	Local grocery	Market
Advantages			
Disadvantages			

Exercise 3. Do you prefer shopping at your local small store or at a big supermarket? Do your best to convince your partner (mother, granny etc.) that shopping at a local small store has advantages over shopping at a big supermarket or vice versa.

UNIT 2. SHOPPING FOR FOOD

Exercise 1. Find Russian equivalents to the following:

1) tinned foods; 2) ready-packed goods; 3) ready-bottled vegetable oil; 4) ready-to-serve foods; 5) loose milk; 6) a bunch of leeks; 7) a jar of marmalade; 8) a tin of luncheon meat; 9) 3 rolls of toilet soap; 10) a packet of frozen peas; 11) half a dozen of fresh herrings; 12) self-service; 13) counter-service; 14) a box of mint chocolates.

Exercise 2. There are a number of special words in English which are used to describe different kinds of containers. Look through the information about different kinds of containers.

Container	Usually made of	Typical contents
bag	cloth, paper, plastic	sweets, shopping, letters
barrel	wood and metal	wine, beer
basin	pottery, metal	ingredients for making cake
basket	canes, rushes	shopping, clothes, waste paper
bottle	glass, plastic	milk, lemonade, wine
bowl	china, glass, wood	fruit, soup, sugar
box	cardboard, wood	matches, tools, toys, chocolates
bucket	metal, plastic	sand, water
can	tin	coca cola, beer
carton	card	milk, yoghurt, 20 packets of cigarettes
case	leather, wood	jewellery, spectacles
crate	wood, plastic	bottles
glass	glass	milk, lemonade, wine
jar	glass, pottery	jam, honey, olives, instant coffee
jug	pottery	milk, cream, water
mug	pottery	tea, coffee, cocoa
pack	card	cards, eight cans of coca cola
packet	card, paper	cigarettes, tea, biscuits, juice, cereal
pan	metal	food that is being cooked
pot	metal, pottery	food, plant
sack	cloth, plastic	coal, rubbish
tin	tin	peas, baked beans, fruit
tub	wood, zinc, card	flowers, rainwater, ice-cream
tube	soft metal, plastic	toothpaste, paint, ointment

Exercise 3. Using the information above match the words on the left with the words on the right:

1. bar	biscuits	bananas
2. bottle	chocolate	sardines
3. box	margarine	ice-cream
4. brick	milk	wine
5. bunch	bread	matches
6. can	honey	fruit juice
7. carton	sugar	coca cola
8. dozen	cigarettes	grapes
9. jar	eggs	rice
10. loaf	instant coffee	beer
11. mug	cornflakes	jam
12. packet	tea	mayonnaise
13. tin	chocolate	soap
14. tub		

Exercise 4. Fill in the blanks with the appropriate word from the list below.

Outside the ... Mary stops to glance at the ..., ..., ... full of fruit and vegetables. Mr. Knight, ..., who is just ... some onions, looks up and greets her with friendliness. Mary enters the ... and stands patiently in the ... until it's her ... "The next one, please", says one of the ... It's Mary's ... and the ... inquires politely, "What can I get for you, Mary?" – "I'd like ... of Danish butter, ... of tea, ... of blackcurrant jam, a large ... of vinegar, ... of frozen peas, ... of sardines, a medium-sized ... of 'Omo', ... of milk chocolate, and ... of lean smoked bacon, please." The shop assistant ... the bacon, ... it in ... paper and places it on the ... with the other ... Mary had bought. "That'll be all", says Mary, giving her ... to the assistant who writes down the ... of the goods and then adds them up. In the meantime Mary ... the groceries into her Mary ... her three pound notes and in return receives sixty-five pence

Change, half a pound, shopkeeper, crates, boxes, sacks, wraps, shop assistant (2), a tin, packet (2), shopping bag, counter, hands, shopping list, a bar, a quarter, a bottle, goods, a pound, prices, packs, weighs, grease-proof, a pound-jar, weighing, shop (2), queue, turn (2).

Why is buying foodstuffs considered to be a sort of art? Read the passage and share your opinions.

Buying Foodstuffs

Buying **foodstuffs** in a modern supermarket can be considered a sort of art. It is the art of combating a temptation.

Supermarkets play a dirty trick on the customers: practically every shopper is tempted to buy things he or she does not need or cannot **afford**.

The mechanism of this lamentable deceit is simple. Firstly, supermarkets are **laid out** to make a person pass as many **shelves** and counters as possible. Only the hardest of souls can pass **loaded racks** indifferently and not **collect all sorts of food** from them.

Secondly, more and more supermarkets **supply customers with trolleys** instead of **wire baskets**: their bigger volume needs more **purchases**. One picks up a small item, say, a pack of spaghetti, puts it into a huge trolley and is immediately ashamed of its loneliness. He or she starts adding more.

Thirdly, all **products are nicely displayed** on the racks and all of them look fresh in their **transparent wrappings with marked prices**. A normal person cannot ignore **attractively packed goods**. And so one cannot but feel an impulse to buy. And, finally, supermarkets don't forget about those who **look for bargains**. The so-called "bargain bins" filled with special offers wait for their victims. No one can tell for sure if the prices are really reduced, but it is so nice to boast later that you **have a very good eye for a bargain**.

So when a simple-hearted customer approaches a **check-out**, his or her **trolley is piled high**. Looking at a **cashier**, running her pen over barcodes, he or she starts getting nervous while the **cash register** is adding up the prices. And, getting a **receipt**, he or she gives a sigh of relief if the indicated sum does not exceed the cash he or she has.

Of course, one can give a piece of advice to the simple-hearted: **compile a shopping list and buy only pre-planned goods**. But is it worth losing that great sensation of buying? One can really wonder.

A lot of people prefer to do their shopping in small shops. The daily shopping route of some housewives includes visits to the **baker's, butcher's, grocer's, greengrocer's, fishmonger's** and a **dairy shop**. In the end of the route their bags are full of loaves of bread, meat cuts, packs with cereals, fruit, vegetables, fish and dairy products, only very strong women can call in at the tobacconist's after all that.

The explanation for this housewives' craze is very simple. In every shop their buys are weighed, wrapped up, their money taken and the **change** given back. Meanwhile they can have a chat with **salesgirls** and **shop-assistants** about their weak hearts and broken hopes.

So, friends, go shopping as often as you can. Because the simple truth is: a visit to a good shop is worth two visits to a good doctor.

Exercise 1. Explain the meaning of the words and expressions in bold type. Translate them into Russian.

Exercise 2. Find in the text the words that mean:

1) обман, уловка; 2) польститься, соблазниться; 3) снижаться, уменьшаться (о цене); 4) специальное предложение; 5) почувствовать порыв что-либо купить; 6) суммировать цены; 7) штриховой код; 8) бороться с искушением.

Exercise 3. Give synonyms to the following words:

1) purchase (n, v); 2) to pick up; 3) rack; 4) to wrap; 5) to play a dirty trick on smb.; 6) to add up; 7) to supply; 8) to pile; 9) customer; 10) to exceed.

Exercise 4. Answer the questions.

- 1) Do you agree that supermarkets play a dirty trick on the customers? Why?
- 2) What is the mechanism of the deceit described in the text?
- 3) When doing shopping can you pass indifferently the racks loaded with nicely displayed products?
- 4) Is the price of any product important for you? Do you look for bargains?
- 5) Do you have a good eye for a bargain?
- 6) Is it really wise to compile a shopping list? Do you usually buy pre-planned goods or on the spot?
- 7) What is, to your opinion, more enjoyable: shopping in the supermarket or in small shops?
- 8) Do you agree with the simple truth: a visit to a good shop is worth two visits to a doctor? Give your grounds.

Exercise 5. Study the picture and do the tasks below.



A. Use words from the box to fill in the blanks in the text.

queue	run out of	supermarket	shelves
shopping centre	do the shopping	carrier bag	cashier
check-out	ring up	shopping list	assistant
receipt	pay cash	change	cash
total	basket	prices	register / till

Bob 1) ____ during his lunch hour. After a quick lunch, he goes to the 2) ____ in the new 3) _____. He walks around putting the things he needs in a 4) _____. He always writes a 5) _____ of things he needs to buy, but he often forgets to look at it. When he looks for some coffee on the 6) _____, he can't find any: an 7) _____ tells him they have 8) _____ coffee. When he has finished his shopping, he has to join the 9) _____ at the 10) _____. When it's his turn to pay, he asks the 11) _____ for a plastic 12) _____. She checks the 13) _____ on the items and 14) _____ them _____ on the 15) _____. Then she tells him the 16) _____ and he 17) _____. She gives him the 18) _____ and his 19) _____. As he is putting his change away he finds his shopping list, still in his pocket.

B. Tell how Bob usually does his shopping for foodstuffs.

❖ **WORK IN PAIRS**

Exercise 1. Role-play the conversations.

I

A: What can I get for you?

C: Have you got any flour?

A: Yes, how much will you want?

C: Two pounds, please.

C: Can I have two loaves of rye bread, please?

A: Here you are. Anything else?

C: Yes, that packet of biscuits and a small box of chocolates, please. How much will it come to?

A: That's 6 dollars and 8 cents.

A: What can I get for you?

C: A pound of lump sugar, please.

A: And what next, please?

C: A packet of corn flakes, please. And yes, I'll want some tea and also a dozen of eggs, please.

A: Is there anything else?

C: A packet of detergent. A small size, please.

A: Are you all right for butter and margarine?

C: No, thank you. That's all for the moment.

A: Will that be all?

C: Oh, no. I'd like a pound of lean smoked bacon, please.

A: Will this do? It's all we have at the moment, I'm afraid.

C: No, it's much too fat. I'd better take some ham instead.

How much is it?

A: Forty-three a pound.

C: That's rather expensive. I'd better take eight ounces, please.

C: I want a tin of cocoa.

A: This brand is very popular, madam, I can recommend it.

C: I can see you've got a new kind of instant coffee.

A: It's just come in. You might have seen it advertised on television.

A large tin or a small one, madam?

C: A large one, please. Have you got any powdered milk?

A: We've run out of it at the moment, I'm afraid.

II

Fiona: Well, mum usually tells me what to write down and I write it.

Mary: How do you work out what you want?

Fiona: Well, I put some headings like the butcher's and the baker's and the chemist's and the greengrocer's and the grocer's and then she says things and if she said "apples" – under the greengrocer's, "cakes" – under the baker's, two tins of soup are at the grocer's and things like this.

Mary: And she looks in the cupboard, doesn't she?

Fiona: Yes. Or, if we're having people to stay for a week, she makes up a menu and then, from that, she works out what we've got to buy.

III

Mary: First of all the lettuce, please.

A: Yes, sure.

Mary: Are they all the same price?

A: They're all the same price. In fact, they're a bit cheaper at the moment, because, you know, they're, as you can see, they're not too great.

Mary: O.K. Well, that one looks all right. Yes.

A: Not too bad, they're O.K.

Mary: I'll have that. A couple of bananas, just two not too ripe. They're all a bit ripe. Those'll do, those'll do.

A: Or those? What about those? They're better.

Mary: O.K. I'll have those.

A: Do you want three or two?

Mary: Two's enough, actually. Well, what was the other thing we wanted? Apples.

A: What would you like? Cox's are probably the safest.

Mary: I'll have about four of those.

A: Four. That's just under the pound.

Exercise 2. Read through the dialogue. Make up your dialogues by analogy.

At a grocery store

Shop-assistant: Good morning, Mrs. Smith. How are you this morning?

Mrs. Smith: I'm fine, thank you. And how are you?

Shop-assistant: I'm having a little trouble. I don't have any eggs or butter.

Mrs. Smith: Oh, that's a shame. I need two pounds of butter and a dozen eggs.

Shop-assistant: I can deliver them this afternoon.

Mrs. Smith: That'll be fine. I'm having a party tonight for fifteen persons. I have a list here of about 20 things.

Shop-assistant: First, what do you want in the line of meat?

Mrs. Smith: Can you give me ten-pound ham?

Shop-assistant: Yes, here's a nice piece. It's 3,99 per pound.

Mrs. Smith: That seems expensive. But all right. I'll take it.

Shop-assistant: Now what else?

Mrs. Smith: Well, I want some canned goods, 3 cans of peas and a can of peaches.

Shop-assistant: Here they are. Now, do you need any milk?

Mrs. Smith: Yes, three quarts, please and a pint of cream ... well, that's all for today. How much do I owe you?

Shop-assistant: That's 25,99. Here's your change.

Mrs. Smith: Thank you.

Shop-assistant: Good-bye, Mrs. Smith. Thanks a lot.

Exercise 3. One-Sided Dialogue.

Student A: read the following dialogue with student B. Because you can see only your part, you must listen very carefully to what student B says. Use the shopping list below. Before you start, read through your part to have some idea of what you will say. When you are both ready you can begin.

You: Good morning. I'd like two pounds of sugar, please.

Student B: ...

You: Yes ... (ask for the second item on your shopping list).

Student B: ...
 You: (ask how much the large packet is).
 Student B: ...
 You: (repeat the price). I'll have a small packet, please. And some apples.
 Student B: ...
 You: (answer).
 Student B: ...
 You: Yes. (ask for a dozen eggs).
 Student B: ...
 You: Is there any difference in price?
 Student B: ...
 You: (choose which eggs you want). And have you got any tins of tomato soup?
 Student B: ...
 You: (answer and say how many tins you want). And a pint of milk. Is it still twenty pence?
 Student B: ...
 You: Yes ... (say you want some coffee).
 Student B: ...
 You: (ask what sort he / she has got).
 Student B: ...
 You: Which is the cheapest?
 Student B: ...
 You: (say you will have a tin of that).
 Student B: ...
 You: Just one more thing – cheese. (ask if he / she has got any Cheddar cheese).
 Student B: ...
 You: Oh well – never mind. Right, how much is that, please?
 Student B: ...
 (give student B £ 10)
 Student B: ...

Some Hints and Tips on Shopping for Food

Using a shopping list

The first step on food shopping is to prepare a shopping list of the items we need to complete the meals we have planned. This shopping list should also include staple items we need such as salt, sugar, and paper towels. With a shopping list, we can avoid several costly mistakes. We can make certain we get everything we need to avoid extra-trips to the store. A shopping list also will help us avoid impulse purchases and overbuying perishables.

Understanding the information on the label.

Food shoppers will find labels to be one of their most useful and reliable sources of information. They provide such important facts as the ingredients, the net weight of the package contents, the name of the processor or distributor, and federal inspection information.

➤ SPEAKING

1. Is shopping for food a boring routine or a revealing experience? Speak out your mind.
2. You are having a party on Sunday and you need a lot of things. At the moment your wife (husband) and you are making a shopping list.
3. Tomorrow is your birthday. You've come to the supermarket. You want to buy a lot of food. Your friend is eager to help you.

SELF CHECK

Exercise 1. What do we call:

1) a very large self-service shop which deals with foods and household goods; 2) a shop, which sells liqueurs, spirits and wine; 3) a wire-basket on wheels used in shops for transporting customers' purchases; 4) the space in the supermarket where goods on sale are displayed; 5) a machine in shops with a drawer for money, recording the amount of each sale.

Exercise 2. Put the correct word or phrase from the following list in each space below.

from round in front of for on at in to

- a) Before I buy, I look _____ the shop.
- b) I must buy some things _____ my house.
- c) You can buy almost everything _____ the supermarket.
- d) I pushed the trolley _____ me.
- e) There's some nice fruit _____ that shelf.
- f) I asked an assistant _____ some help.
- g) I took some biscuits _____ the shelf.
- h) I put the bottles _____ my trolley.
- i) I had to wait _____ a queue.
- j) I gave the correct money _____ the cashier.

Exercise 3. Fill in prepositions or adverbs.

- 1) – Does the greengrocer deal ... fruit and vegetables?
– To be more exact, he sells vegetables; and ... fruit we go ... the fruiterer who usually has a good assortment ... different kinds ... fruit.

- Could I buy cherries there?
 - I think they should be ... sale now, they are in season.
- 2) Oh, we've run ... sugar. 3) You may pay ... the cash-desk. 4) Ask ... bottle ... milk. 5) A wide variety ... food products that save preparation time is available, and dozens ... new convenience foods appear ... the market each year. 6) ... most of us food is partly a luxury and partly a necessity. We could survive ... a diet ... enriched bread, margarine, nonfat dry milk, potatoes, and cooked dry beans. 7) In order to get good value ... the money we spend ... food, we have to make a two-step attack ... the problem. First, we will have to plan menus wisely, including items that are good sources ... nutrients ... a reasonable cost. Second, we will have to shop wisely ... the items we need to make ... the menus we have planned. 8) We've run short ... salt. 9) We're well stocked ... the nearest future. 10) Tomorrow we're going ... the supermarket. We've got to stock ... our holiday trip.

Exercise 4. Fill in the right word.

- a) While I was at the grocer's my sister went to ... for a small ... of beef and then to ... for 2 pounds of apples, ... oranges, 8 pounds of potatoes and a grand-sized cabbage. I called round at ... to ... our bill for the milk, the cream and the new-laid Then I went to ... to get some herrings.
- b) There is a great contrast between the local grocer's shops on the one hand and ... on the other. The local ... is generally rather small and overcrowded, for the small shopkeeper cannot ... to rent large premises but must try to stock a very wide assortment of ... to attract and keep The shelves are ... with boxes, jars and trays, while some goods stand on the floor. Most of the big food stores are ... shops. In contrast to the small local ... they are comparatively spacious and well laid out, with the goods arranged ... and ... on long ... and in freezers. The supermarkets are always very well

Exercise 5. Translate into English.

1. Я делаю покупки после работы. Сначала я иду в овощной магазин, чтобы купить капусту, картофель и другие овощи. Потом я иду в молочный магазин и покупаю молоко, сыр, яйца. Мясо и хлеб обычно покупает моя мама. Недалеко от нашего дома находится новый большой продуктовый магазин.
2. – Привет, Катя. Я вижу у тебя уже тысячи свертков. – У меня дома закончились почти все продукты, а я даже этого не заметила. Хорошо, что наш магазин уже открыт. – Да, он открывается в 8 часов утра. Это очень удобно. Сегодня в продаже

хорошее мясо, не жирное, но и не постное. – Да, я уже купила. Кроме того, я купила 2 кг гречневой крупы, полкилограмма сахара и пачку чая. 3. Мама хочет, чтобы Катя пошла в булочную и купила батон и две сдобные булочки. 4. В нашем бакалейном отделе все продукты продаются в расфасованном виде. 5. Самообслуживание действительно экономит время. Я нахожу его очень удобным. 6. Если вы собираетесь покупать много продуктов, вы можете взять тележку и толкать ее перед собой. 7. По дороге домой она всегда заходит в гастроном. Вчера там был большой выбор кондитерских изделий. 8. Кассир передала мне сдачу со словами: «Не оставляйте мелочь на прилавке». 9. В большом магазине самообслуживания продают различные товары: от яиц до зубной пасты. 10. – Где деньги? – Они в кошельке. 11. У нас закончился кофе. Вы не хотите чаю? 12. – Что там продают? – Там продают помидоры и огурцы. 13. – Кто делает покупки в вашей семье? – Мама. – А у нас каждый член семьи ходит за покупками. 14. Смиты начали делать покупки с мясного отдела. 15. – У нас закончились хлеб и молоко. Сходи в магазин, пожалуйста. – А я предлагаю сходить вместе.

UNIT 3. SHOPPING FOR MANUFACTURED GOODS

Active Vocabulary

book shop / store
boutique (n)
chain store
chemist's (BrE) / drugstore (AmE)
corner shop (BrE) / convenience store (AmE)
department store
DIY – store (BrE) / home centre (AmE)
florist's
garden centre
hardware shop / store
kiosk (n)
news agent's
pharmacy
second-hand shop / store
shopping centre

Departments in a Store

Ladies' wear	Haberdashery
Men's wear	Leather goods
Footwear	Cosmetics and perfumery
Knitted goods	Toys
Textiles / drapery	Souvenir's dept
Household goods	Stationer's dept
Electric appliances	Crockery and glassware
Millinery / hat's dept	Hosiery
Furniture dept	Lingerie / underwear
Jewellery	Carpets dept
Sports goods	

become (v); the hat becomes her
becoming (adj.); a becoming dress, scarf, etc.
bright (adj.) a bright colour
colour (n); to be the "in" colour
complain (about / of) (v)
complaint (n); to make a complaint
discount (n)
display (n, v)
dress (v), to be dressed in smth. / to have smth. on
exchange (n, v)

expect (v); to expect smb. to do smth.
 fashion (n); to be in fashion ≠ out of fashion;
 to come into fashion
 to be back in fashion
 fashionable (adj.) = trendy;
 old-fashioned
 fine; fine clothes / shoes
 fit (v); to fit well / badly; to be a perfect fit
 fitting-room / changing-room
 goods (n)
 item (n)
 let (v); let smb. do smth. let him wait
 light (adj.), a light coat, etc.
 look (n); to have a look at smth.
 loose (adj.); to be loose on smb. = to be baggy
 match (v) = to go on with
 purchase (n, v)
 refund (n, v)
 sale (n); to be on sale
 shop-window (n); to do (go) window-shopping
 size (n); to be the right / wrong size
 - What is your size?
 - What size do you take for / in clothes?
 suit (n, v)
 suitable (adj.)
 tight (adj.); to be tight on smb. = to be tightfitting
 try (v); to try smth. on
 wear (v); to wear well

VOCABULARY EXERCISES

Exercise 1. Find Russian equivalents to the following, paying attention to the use of prepositions:

1) to buy by mail-order; 2) at a counter; 3) the price per item;
 4) different prices for the very same item; 5) the original price; 6) to
 pay on delivery; 7) the discounted price; 8) to calculate the cost of
 purchases; 9) the sale price; 10) an attractively dressed shop-window;
 11) to lower the price by 10%; 12) to discount the goods by 6%;
 13) a low rate of discount; 14) to advertise items on sale; 15) to buy
 things from a second-hand shop; 16) to own a chain of department
 stores; 17) to sell a wide variety of goods; 18) to order the goods from
 a catalogue; 19) to go window shopping; 20) discount stores.

Exercise 2. Match the words in column A with the definitions in column B.

A.

1. go shopping
2. go to the shop(s)
3. go window shopping
4. do the shopping
5. shop around

B.

- a) go to the shop(s) near your house in order to buy food or to buy one or two other small things that you need.
- b) compare the price of smth. in several shops before deciding where to buy it.
- c) go to shops in order to look at things and buy things.
- d) go to shops in order to buy the things that you need regularly, esp. food.
- e) to look at the things that are shown in shop windows without intending to buy anything.

Exercise 3. Match the words below with the correct definitions:

1. chemist's
2. newsagent's
3. superstore
4. pharmacy
5. mall
6. hardware shop
7. garden centre / nursery
7. news-stand
8. department store
9. kiosk
10. DIY store / home centre

- a) a place that sells a wide range of plants, seeds and things for your garden.
- b) an area in a town where there are a lot of shops that have all been built together in the same space.
- c) a shop that sells equipment and tools that you can use in your home or garden.
- d) one of a group of shops that have the same name and are owned by the same company.
- e) a very small shop on a street, which has an open window where you can buy newspapers, cigarettes, chocolates, etc.
- f) a very large shop which is divided into several big parts, each of which sells one type of things such as clothes, furniture or kitchen equipment.
- g) a shop that sells newspapers and magazines, cigarettes, chocolates etc.
- h) a very large shop that sells equipment and tools for repairing and decorating your home (Do-It-Yourself).
- i) a very large modern shop, especially one that is built outside the centre of a city.
- j) a very large building with a lot of shops inside it and often also cinemas, restaurants etc.
- k) a shop where you can buy food, alcohol, magazines etc, that is often open 24 hours each day.

11. shopping centre	l) a small movable structure on a street which sells newspapers and magazines.
12. chain store	m) a shop or part of a shop where medicines are made and sold.
13. boutique	n) a shop that sells medicines, beauty and baby products etc.
14. convenience store / corner shop	o) a small shop selling fashionable clothes etc.

Exercise 4. Fill in prepositions and adverbs where necessary.

1) What size do you take ... hats? 2) What size ... collars do you wear? 3) I'm afraid these shoes won't go very well ... this gown. 4) What have you got ... latest things ... skirts? 5) These slacks will stand no comparison ... those beige corduroys. 6) This coat will last ... years. 7) It wears well and it keeps ... shape. 8) This leather is ... very bad quality. 9) I should like a pair ... black laced boots. 10) ... what make are these high furlined boots? 11) Can you show me those shoes ... snake skin? 12) Have you any like these, but ... leather soles? 13) I like this silk ... spots. 14) Cut ... 5 meters, please. 15) 3 meters ... that striped print, please. 16) I can never tell natural silk ... artificial. 17) Let me try that parka 18) ... what size are these vests? 19) Give me another one, ... 2 sizes bigger. 20) I'd like a cardigan ... this very shade, but this one is a size too big ... me. 21) It looks awfully nice ... you.

Exercise 5. Fill in the blanks with the verbs, given below in the proper form.

1) This dress ... you nicely. 2) I want a hat to ... this coat. 3) What colour shoes ... best ... my suit, do you think? 4) I don't think the curtains and the carpet ... very well together. They simply don't 5) The blue blouse ... you marvelously. 6) I'm afraid this hairdo doesn't ... me. 7) You ... quite a beauty in this frock. 8) Why doesn't this pair of light-blue pumps ... you? 9) To my mind, the shade ... perfectly well ... your eye colour. 10) I couldn't believe it was your size, but the dinner jacket ... you perfectly. You ... so smart in it! 11) You ... swell in this new outfit of yours. Everything

fit, suit, become, match, go with, look

Exercise 6. Paraphrase the following sentences using the active words and phrases as prompts.

1. The shoes were the wrong / right size (to fit). 2. She had a fine blue costume on (to be dressed, to wear). 3. He was wearing a smart light

suit (to have on, to be dressed in). 4. It cost me a lot of money (expensive). 5. I bought the suit quite cheap (to pay). 6. The price is not high (low). 7. The blouse wasn't expensive after all (to cost little). 8. The blouse was expensive (to cost a lot). 9. Women's shoes are in good supply at this supermarket (a wide choice). 10. These books are free (to cost nothing).

Exercise 7. Translate into English.

1) Вам идет эта шляпа. Купите ее. 2) Сколько стоит это платье? Я купила его дешево /стоит дешево/. Я заплатила 50 000 рублей. 3) Эта блуза идет мне? Да, она вам к лицу и хорошо сидит на вас. 4) На ней прекрасный голубой костюм. Она всегда одета по последней моде. 5) Короткие юбки входят в моду снова. 6) Мне не нравится ни покрой, ни цвет этого платья. 7) Туфли на целый размер меньше. Дайте мне другие, на размер больше и другого цвета. Я думаю, только они подойдут к моему костюму. 8) Какого размера пальто вы носите? Я считаю, вам следует примерить пальто 10 размера. Сколько оно стоит? 9) Мне нравится твоя юбка из шерсти. Она практична и пригодна для ежедневной носки. Я думаю, она будет хорошо носиться. 10) Мне нужен галстук. Скажите, как мне пройти в отдел галстуков.

Exercise 8. Read the following text, making sure that you understand the meaning of all the words in bold type. Explain their meaning.

My wife loves **window-shopping**. She loves walking up and down in front of shop windows, looking at the **range of goods on display**, especially in the new **shopping centre**, where there are a lot of **boutiques** selling their own **designs**. I prefer big **department stores** because all the best-known **products** are **on sale**, and usually **in stock**. If they are **out of stock**, the **shop assistant** can order them for you. Most of the **chain stores** have **branches** in our shopping centre. My wife only enjoys going there when they have the sales every year and she thinks she can find **bargains**.

Read the passage about modern big stores of London and describe how they operate.

The Big Stores

One of the features of London is the number of big stores, most of which are to be found in or near the West End. They are vast buildings, many storeys high; in them you may buy almost anything you want, from a box of matches to a suite of furniture. Most of them

are very modern and are equipped with speedy lifts and escalators, and have well-planned lighting, ventilation and heating. You can spend hours wandering around one of these stores, and you will probably lose your way while you are doing so, in spite of the notices pointing the way to the lifts and entrances. If you have been in the store so long that you feel hungry, you will not need to leave the building, for nearly all the big stores have cafes, snack bars or restaurants. You can ring up a friend from a telephone-box and you may call at the theatre agency to book a seat for an evening show; or you may drop into the travel department and arrange for a holiday in Wales or Western Australia. If you feel homesick, you will be able to get a newspaper or magazine from your own country at the newspaper counter; and in the book department you will be able to buy the complete works of William Shakespeare or the latest thriller. You can inspect the goods on sale at your leisure, and you will not be pestered to buy, though occasionally an assistant may ask whether he can be of help to you.

Although shops usually close at 5.30 or 6 p.m., on Thursdays the West End stores and most other shops there stay open until 7 o'clock. As it is early closing day in many London suburbs, a large number of people come into town on Thursdays for a special shopping afternoon. The Thursday evening rush-hour in the West End is probably the worst of the week.

Another feature of London's shopping life is the chain-stores, in which prices are low and a wide variety of goods is offered – chiefly foodstuffs, household goods, clothing and stationery. The goods are displayed on open counters and it is a regrettable fact that some shoplifting goes on, in spite of the vigilance of the store detectives. These chain-stores have branches in most British towns of importance. They keep their prices low, thanks to careful 'bulk-buying'. One very well known firm of chemists also has shops in many parts of London (and elsewhere); here you may buy not only medicines but also cosmetics and toilet supplies.

Two well-known dairy firms also have shops in various parts of London, and in these you may purchase not only dairy produce but also groceries, soap and household articles.

Many of the food stores now operate on the 'serve yourself' method: you go in, pick up a basket, walk round the shop and choose what you want. At the exit there is a cash-desk where you pay for all your goods together. This system cuts down the firm's expenses, for fewer assistants are required. It is the method used in the latest addition to London's shopping facilities, the supermarkets – large self-service stores chiefly concerned with the sale of foodstuffs.

1. What is meant by *feature* in 'a feature of London'?
2. Give the meanings of *story* and *storey*, and state their plurals.
3. Give the meanings of: *equipped with*; *a thriller*; *a suburb*; *ventilation*; *to pester*; *a chain-store*; *to wander*; *shop-lifting*.
4. Give antonyms for: *speedy*; *the exit*.
5. To what may the word *suite* refer, besides furniture?
Give a homophone for *suite*. (homophones are words of different spellings, but with the same sound.)
6. Give the meaning of the phrases: *to book a seat*; *bulk buying*; *to feel homesick*; *early closing day*; *to cut down*.
7. Give the nouns corresponding to: *speedy*; *to lose*; *to thrill*; *to display*; *to add*; *to ventilate*; *hungry*; *wide*; *to choose*; *to subtract*.
8. Give the meanings of *stationary* and *stationery*; *diary* and *dairy*; *produce* (noun) and *product*.
9. Answer the questions:
 - a) In what part of London are most of the big stores situated?
 - b) What can you buy in the big stores?
 - c) Name three facilities offered by most of the big stores.
 - d) What is the attitude of the assistants as regards asking shoppers what they want to buy?
 - e) Why do many people come to shop in the West End on Thursdays?
 - f) What, unfortunately, makes shop-lifting easy in chain-stores?
 - g) Why are prices low in chain-stores?
 - h) What do many dairies sell besides dairy-produce?
 - i) How do many chain-stores cut down the number of assistants needed?
 - j) What is a 'supermarket'?

Read the text and complete the chart with the items from different departments.

Shopping

Many shops generally deal in certain goods displayed in shop windows and a lot of stores called department stores sell various items of consumer goods under one roof. The department store is a great convenience for customers because it saves our time. In the store customers go to the counters, choose the goods they want and pay at the cash desk. Salesmen or salesgirls stand behind the counters but there are self-service departments with no salesmen but only cashiers who sit at the cash desks just in the departments.

In the department store a customer can find: stationery, household goods, electric appliances, crockery and glassware, textiles

and other departments. The hats department sells caps, kerchiefs, wide-brimmed (fur, felt, straw) hats, berets.

The hosiery handles socks (cotton, woolen, nylon), stockings, pantyhose and knitted underwear (slips, singlets, panties), cardigans, jackets, jumpers, pullovers, sweaters, knitted caps, mittens, scarves.

In the drapery one can get a length of cloth (linen, cotton, cotton print, pure silk, rayon, nylon, velvet, all-wool, thick wool cloth).

The ready-made clothes for men's department is stocked well with everything a man needs in the way of clothes: shirts, trousers, coats, waist coats, two-piece and three-piece suits, overcoats, raincoats.

If a woman wants to buy ready-made clothes (dresses, gowns, aprons, skirts, blouses, costumes, trouser suits, coats trimmed with fur of mink (fox, nutria, muskrat) she goes to the ready-made clothes for women department.

Sports goods are supplied with trainers, T-shirts, bathing trunks, bathing suits, sports shoes, sports equipment.

Haberdashery handles handkerchiefs, lace, ribbon, tape, thread, needles, safety pins, umbrellas, while men's haberdashery is stocked with braces, collars, mufflers, shaving-sets, electric razors. There is also perfumery having face cream, powder (loose and compact), eye shadow, lipstick in going shades, perfume (scents), eau de cologne, spray cologne, lotion, shampoo, soap, nail polish on sale.

Jewellery sells ornaments, bracelets, rings, earrings, brooches, necklaces, beads.

Brief-cases, handbags, gloves, wallets are sold at leather goods.

At the shoe department one can buy footwear: boots, high booties, fur-lined booties, shoes (made of leather, patent leather, suede), low shoes, high (medium, low)-heeled shoes, rubber shoes, sandals, slippers, canvas shoes, high (low) platform shoes.

In big department stores they have information bureaus, where a customer can inquire about any goods he would like to buy. If a customer is overloaded with packages the department store can take care of delivery by means of home delivery service and the customer can have his purchases delivered at any time and place he/she wishes.

hats	
hosiery	
knitted goods	
drapery	

men's wear	
women's wear	
sports goods	
haberdashery	
perfumery	
jewellery	
leather goods	

Exercise 1. Below is a plan of a large department store. In which department would you expect to buy each of the following? You should have to go to each department once only.

- | | |
|-----------------------|-----------------------|
| 1. an armchair | 10. a pair of sandals |
| 2. a bar of chocolate | 11. a pair of sheets |
| 3. a brooch | 12. a pair of skis |
| 4. a clarinet | 13. a rug |
| 5. a doll | 14. a saucepan |
| 6. an encyclopedia | 15. a skirt |
| 7. some lettuce seeds | 16. a tie |
| 8. some lipstick | 17. some typing paper |
| 9. a meat pie | 18. a video recorder |

furniture			carpets	
men's wear		toys		music
ladies wear			electrical	
stationery	books		cookware	sports
jewellery	cosmetics		shoes	confectionery
household linen		delicatessen		gardening

Can you think of any more things you might find in these departments?

Exercise 2. Name 5–10 things you might buy at:

1. Household goods department.
2. Children's department.
3. Haberdasher's.
4. Draper's.
5. Antique shop.
6. Shoe shop.

❖ WORK IN PAIRS

Exercise 1. Act out the conversations. Make up dialogues by analogy.

- You see, the dress is too tight. I think you gave me a smaller size than I asked for.
- That's all right. Here's one about your size.
 - What did the jumper cost you?
 - I bought it for a song. It was only 25000 roubles.
 - What a bargain.
- I bought this jacket two weeks ago, but I'm afraid I don't really like the colour. It's pale blue. It is not my colour at all.
- I could buy it from you if it fits me well. I like blue.
 - What is your size?
 - I need a 44.
 - I think you ought to try a 46.
 - Yes, it's a lot better.
- The skirt is made of cotton.
- That's nice. It's practical and suitable for everyday wear.
- Does the blouse suit me?
- Yes, it becomes you and it's a perfect fit.
 - Could I have a suit one size bigger and a different colour?
 - Yes, here you are. This one is going to cost you a little more money.
 - That's all right.
- Have you got a hat to match your coat?
- Yes, I think light brown is the right colour.

- How do you find this skirt?
- Well, it costs too much and the cloth is of poor quality.

- Are these shoes in fashion?
- They were in fashion a few years ago.

- Why don't you wear your new blouse?
- It doesn't go with any of my skirts. And it isn't just this, it doesn't really fit me either.

- Why don't you buy this coat?
- It's too light. It won't do for cold weather.

- This jacket cost me 100000 roubles.
- Oh, it must be one of the new fashions.

- At your service, madam.
- I want a pair of evening sandals.
- What colour would you prefer?
- Red ones, size 37.
- Will you try this pair on? Do you feel comfortable?
- Yes, perfectly. Thank you. I am going to buy them.
- Thank you, madam.

- Shall I help you, sir?
- Yes, I am trying to choose a suit.
- What do you think about this navy blue one?
- It's too tight on me.
- Then try this one on.
- Now, this is a bit loose.
- What about this?
- It's just the right size. Wrap it up, please. Thank you.
- Thank you, sir.

- What can I do for you, sir?
- I am looking for a brown jacket to match my trousers.
- What size do you wear?
- Size 50, please.
- Try this one on. Is it a good fit?
- Yes, thank you. I'll take it.
- Thank you, sir.

- What a nice skirt!
 - Does it look all right?
 - Yes, and it matches your scarf perfectly.
 - I got it for £ 9.30 in the sale.
 - It's incredible.
-
- I say, I like your new raincoat.
 - Is it a good fit?
 - Yes, it looks fabulous.
 - It only cost me £ 7.80.
 - Well, that was very good value.
-
- You're looking very smart in that new coat.
 - Does it suit me?
 - Yes, and I like the colour, too.
 - You know I only paid £ 10 for it.
 - You got a bargain there.
-
- That's a very nice blazer you're wearing.
 - Do you really like it?
 - Yes, and it goes well with your new pullover, too.
 - You'll never believe it, but it only cost £ 8.50.
 - Very reasonable indeed.
-
- Are you being served?
 - No. What have you got in the way of brown suede jackets, size 42?
 - Sorry, but we're sold right out.
 - Are you likely to be getting any more in?
 - I should think so, yes. If you leave your phone number, I'll ring you.
-
- Is anybody looking after you?
 - No. I'm after a size 40 V-neck pullover in grey.
 - The best I can do is a 36.
 - Could you order me one?
 - I should imagine so, yes. If you leave your address, I'll contact you.
-
- Are you being attended to?
 - No. I'm trying to find a navy blue raincoat, size 42.
 - I can do the size, but not the colour.
 - Do you think you could get one for me?
 - Yes, of course. Look in again Monday week.

- Are you being seen to?
- No. I'm looking for a pinstriped suit with a 34 waist.
- I'm afraid I can't help you at the moment.
- Will you be having any more in?
- I doubt it, but you might be lucky at our High Street branch.

Exercise 2. Make up dialogues by analogy.

Buying souvenirs

- A: What do you think of those lovely wooden trays?
 B: They are bigish, and you are travelling by air.
 A: And what about those carved figures?
 B: Too heavy.
 A: You're probably right. Still, it's a pity. (All the same, it's a pity).
 B: These copper ashtrays look nice.
 A: Yes, but no one smokes at home. (Yes, but we are non-smokers, all of us).
 B: Why not buy one of those amber necklaces?
 A: They're too expensive. Such a buy would make a big hole in my supply of money.
 B: I suggest those linen napkins, then. They're light, of good quality, and the price is reasonable.

The spendthrift

- A: Look what a lovely bag I've bought!
 B: Not again! Why, you've got a collection of them!
 A: But you've no idea how cheap it was! A real bargain!
 B: Bargain my foot! You know we must save money!
 A: Getting good value is saving money!
 B: Oh, come on! Be your age!
 A: It's no use quarrelling about trifles. We ought to earn more money, that's what we ought.

Buying a present

- A: Can I help you, madam?
 B: I'd like to buy a silver bracelet for my daughter.
 A: Have a look at this one. Like it?
 B: Oh, it looks fabulous. She will like it. I think, I'll buy it. Thank you.
 A: My pleasure.

Bargaining

- A: How much do you want for it?
 B: Forty.
 A: Forty pounds?

B: Yeah. It's worth fifty, but I'm in a hurry.
 A: I don't know. It isn't in very good condition. Look. It's broken and look at this. It isn't worth forty. I'll give you twenty-five pounds.
 B: Twenty-five? Come on. I tell you what – I'll take thirty-five. Since you're a customer of mine. You can have it for thirty-five.
 A: No, that's too much. To tell the truth, I can't afford thirty-five.
 B: Sorry. Thirty-five. That's my last word.
 A: Come on, split the difference. Thirty pounds.
 B: Thirty. OK. All right, thirty.
 A: Can I give you a cheque?
 B: Well, I prefer cash, if you don't mind.

◆ OUT-OF-CLASS LISTENING

Buying Clothes

I. Listen to the first recording and fill in the relevant information.

colour of the sweater	
size Joanne tried on first	
size she bought	
price	

II. Listen to the recording and answer the following questions.

1. What department did the conversation take place in?
2. Was Joanne alone there?
3. How many sweaters did Joanne try on?
4. What did Paul say about the sweater?
5. Did Joanne pay cash or by American express?

III. Listen to the second recording and tick the words you've heard on the tape:

record shop	travel agent's	flower shop
bank	shoe shop	book shop
video shop	wine bar	cafe
newsagent's	post office	
chemist's	pizza bar	

IV. Listen to the recording again and match parts A-E with a-e.

- | | |
|----------------------------------|-----------------------------|
| A. Turn left ... | a. next to the newsagent's |
| B. There's a bank over there ... | b. opposite the record shop |
| C. The chemist's is ... | c. opposite the post office |
| D. The bank is ... | d. at the pizza bar |
| E. There's a chemist's ... | e. is on your right |

V. In Britain people go to buy the things or obtain the services listed in the left-hand column at one of the places listed on the right. Match the articles or services on the left with the correct places on the right. In some cases, you would go to the same place. Write the appropriate number to match the appropriate letter.

VI.

- | | |
|---------------------------------|----------------------|
| 1. to buy aspirin | a. the baker's |
| 2. a book | b. the off-licence |
| 3. cakes | c. the chemist's |
| 4. fish | d. a bookshop |
| 5. flowers | e. the dry-cleaner's |
| 6. fruit | f. the fishmonger's |
| 7. beer | g. the florist's |
| 8. a newspaper | h. the greengrocer's |
| 9. perfume | i. the grocer's |
| 10. a pipe | j. the ironmonger's |
| 11. soup | k. the launderette |
| 12. stamps | l. the laundry |
| 13. sweets | m. the library |
| 14. tools | n. the newsagent's |
| 15. vegetables | o. the tailor's |
| 16. to borrow a book | p. the tobacconist's |
| 17. to have a suit made | q. the post office |
| 18. to have your clothes washed | |
| 19. to have a suit cleaned | |
| 20. to wash your own clothes | |

Do you buy all these things or obtain these services at the same places in your country?

➤ **SPEAKING**

Exercise 1. Describe the procedure of buying:

A Summer Frock

To make up one's mind, to be in a shopping mood, to have some money, to go to the ready-made clothes department, to be the latest fashion, not to be very becoming, pale green, to try on another one, to go to the fitting room, to seem to be a bit too loose, to fit well, to match one's hair and eyes perfectly well, to take the bill to the cashier

Shoes

To wear out, to go to the shoe department, to try on, to put the right shoes on, to pinch the toes, to be rather tight, to try on another pair, a pair of cheap leather shoes, to wear day after day, to look nice, to be quite a bargain, to fit perfectly, to take the bill to the cashier, to wrap up the purchase

A Hat

To be one's weak point, a fine selection of hats, the latest models in felt, velvet and straw, a little hat, to go with the coat, to look smart, to try on, to be too big, to be just smb's size, to become smb perfectly, to be in the latest fashion, to look years younger, to be quite a bargain, to be of the best quality, to be just to one's liking, to put into a hat box, to pay at the cash-desk

Gloves

Old ones, to wear out, to get a new pair, a good selection of gloves, kid suede gloves, to look smart, to be reliable, to go well with new shoes and coat, to be worth getting, to find a better purchase for the price, to wrap up

Exercise 2. Speak out on the following.

1. Do you like window-shopping? Do you prefer department stores or corner shops, where the shop-keeper knows you, talks to you?
2. In Britain you can never bargain in shops, and only very occasionally in the markets. The prices are usually fixed. Do you have to bargain in your country? Talk about bargain experience.
3. Do you sometimes do your shopping in the central department store? When did you last go there? Will you describe your shopping there?
4. Have you bought anything this week? What? What did it cost? Was it worth it? Was it new or second-hand? Was it a bargain? Did you get the receipt?
5. Describe the shopping centres in your vicinity.
6. Do you prefer to do the shopping on your own or in company? Why?

Exercise 3. Act out the following situations.

1. You are at a women's ready-made clothes department. You want a costume for everyday wear and a blouse to match it. The shop assistant is ready to help you.
2. A pair of your favourite black leather high-hilled shoes has worn out. You are at a shoe department. The shop assistant is eager to help you.

SELF CHECK

Exercise 1. Fill in the gaps with prepositions where necessary.

1. Before I buy, I look ... the shop.
2. I asked an assistant ... some help.
3. She took some biscuits ... the shelf.
4. Have you put sugar ... your shopping list.
5. That blouse doesn't go ... your skirt.
6. What size do you take ... gloves?
7. Shall I pay for it ... the cash desk?

8. I want you to wrap the coat ... for me.
9. She hates shopping but her mother makes her ... do it.
10. If you don't like the blouse, I can buy it ... you.
11. This coat won't do ... cold weather.
12. Do you see that man ... the counter?
13. The jacket was ... the latest fashion.
14. She bought the dress ... a low price.
15. The sleeves are short. I'd like to let them
16. She took the bill ... the cashier and paid ... the purchase.
17. The skirt was made ... wool.
18. Go ... the butcher's and buy half ... a pound ... meat.
19. She spent a lot of money ... fashionable furniture.
20. Come ... the fitting ... week's time.

Exercise 2. Choose the right word.

1. His clothes ... poor. A) was b) were
2. He took off his clothes and put ... in the wardrobe. A) it b) them
3. I dropped in ... Peter on my way to the university. A) at b) on
4. The suit is a little tight ... you. A) for b) on
5. Your translation is ... than John's. A) more better b) much better
6. Mike is ... than his brother. A) more stronger b) stronger
7. Jane has ... friends than you. A) less b) fewer
8. I saw a car on ... side of the street. A) another b) the other
9. I called ... the library yesterday. A) at b) on c) in

Exercise 3. Give English synonyms or synonymous expressions:

- | | |
|--------------------------|-------------------------------|
| 1. отдел готовой одежды; | 11. купить по низкой цене; |
| 2. выбор товаров (2); | 12. покупатель (2); |
| 3. зайти в магазин (2); | 13. стоять в очереди (2); |
| 4. предъявить чек; | 14. ждать, ожидать чего-либо; |
| 5. сделать покупку; | 15. дешево купленная вещь; |
| 6. взглянуть на товар; | 16. рассматривать витрины; |
| 7. ходить в магазин; | 17. легкое пальто; |
| 8. распродажа; | 18. позволять кому-либо |
| 9. принимать заказ; | делать что-либо; |
| 10. примерить; | 19. оплачивать чеком; |
| | 20. выбирать по вкусу. |

Exercise 4. Give the opposite of the following:

- | | |
|----------------------|--------------------|
| 1. cheap (adj.); | 6. much money; |
| 2. to be in fashion; | 7. dark colours; |
| 3. to be tight; | 8. fashionable; |
| 4. a wide choice; | 9. to fit well; |
| 5. a right size; | 10. to be on sale. |

Exercise 5. Choose between the alternatives.

1. Those shoes won't ... the boy any more. He's grown out of them.
A) suit; b) fit;
2. The blouse really ... you and it's a perfect fit.
A) become; b) match;
3. She ... buying another dress, a size larger.
A) offered; b) suggested;
4. What is the ... of this hat?
A) prize; b) price;
5. Could I have a suit of ... colour?
A) different; b) another;
6. I think they will ... the prices for the goods again.
A) raise; b) rise;
7. Most shops are ... from 10 a.m. to 6 p.m.
A) opened; b) open;
8. The boots are too heavy. They won't ... your dress.
A) go with; b) become;
9. I'd like to ... the dress for something of equal value.
A) exchange; b) change;
10. The blue of her dress ... the blue of her eyes.
A) matches; b) go with.

Exercise 6. Fill in the blanks with the corresponding word from the list below.

1) I do my ... at the Central Department Store. 2) They have a good selection and their prices are ... , too. 3) – They're having a big ... at Mothercare. – Anything in particular ... sale? 4) How much did you ... for your bedroom-suite? 5) – I'm interested in seeing your ... coats. – Do you have any particular ... in mind? – White, or some light colour, I think. 6) I spent the afternoon ... for clothes. 7) I called in the jeweller's to buy ... for my fiancée. 8) There is a lovely winter coat in your ... Do you sell them, I wonder? 9) – Here comes my coat. I'm dying to see myself in it. – Come this way; this ... is vacant. 10) It's a ... at that price. 11) This style is coming into ... again. 12) How long do your shops keep ... on Saturdays? 13) When I'm very much hard up I do my ... at There one can get nearly everything surprisingly cheap. 14) This sports car is too ... we can't ... to buy it this spring. 15) I want ... a 20 pound note, please.

sale, pay, summer, shopping (3), an engagement ring, low, on, colour, fashion, bargain, fitting room, window, rag fair, change (v), stylish, expensive, afford, open.

Exercise 7. Complete the following sentences using the prompts.

1. The coat is quite up-to-date, but ... (to fit, to be loose).
2. The shoes were beautiful, but I didn't really think they ... (to match, to go with).
3. Last week I bought a bag ... (to be fashionable, to match).
4. Did she look nice at the party? – Yes, she ... (to wear).
5. She ... (to wear sth) for five years, but it still looks nice.
6. These shoes are practical and ... (wear well).
7. The salesgirl said that the cloth was of poor quality and ... (to wear well).
8. He bought a pair of trousers and ... (to go well, nicely with).
9. The coat is made of a thick cloth ... (to be suitable for).
10. Do you often go shopping? – No, it's my mother ... (to do the shopping for the family).
11. If you buy foodstuffs at the supermarket ... (to save time).
12. Will you have tea? – I ... (to run out of coffee).
13. The boots were too heavy. They ... (not to go with).
14. He looked smart ... (to be dressed in).
15. We've run out of butter remember ... (to drop into).
16. The girl looked ridiculous ... (to have on).
17. It took him long but at last he ... (to choose proper clothes).
18. You are wet to the skin. You'd better ... (to change).
19. Have you put salt on your shopping list? – Yes, and where ... (money)? – ... (on the kitchen table).
20. Her husband hates shopping but she ... (to make sb do sth).

Exercise 8. Translate into English.

- A.**
1. На ней новая светлая куртка. Она ей к лицу.
 2. По дороге домой она всегда заходит в гастроном. Вчера там был большой выбор кондитерских изделий.
 3. Она передала мне сдачу со словами «не оставляйте мелочь на прилавке».
 4. Вы знаете, какой у вас прожиточный минимум?
 5. У вас прекрасное кожаное пальто. Сколько оно стоит? Оно стоило дорого.
 6. Она хорошо одевается. Нелегко хорошо одеваться при бедном выборе товаров.
 7. Она зашла в булочную, чтобы купить булочек.
 8. Мы ожидали вас в среду. Я думала, что вы освободились к этому времени.
 9. Платье модное, но оно слишком дорого для меня.

10. Она одета по последней моде. На ней короткая узкая юбка. Она хорошо сидит на ней. Короткие юбки входят в моду. Однако большинство женщин носят широкие (full) длинные юбки.
11. Если он купит туфли без примерки, ему придется обменять их, если они не подойдут ему по размеру.
12. В большом магазине самообслуживания продают различные товары: от яиц до зубной пасты.
13. У вас есть жакет в тон моему платью? – Вот, пожалуйста. Он вам нравится?
14. Где деньги? Они в кошельке.
15. Ты заплатил за книгу? О, да! Я купил ее по высокой цене.
16. У нас иссякли запасы кофе. Вы хотите чай?
17. Что там продают? – Там продают помидоры и огурцы.
18. Кто делает покупки в вашей семье? – Мама. – А у нас все в семье ходят за покупками.
19. Мне очень нравятся ваши занавески из темно-голубого шелка.
20. Какой размер одежды вы носите? – Я ношу 50 размер одежды. У меня 40 размер по воротничку.
21. Он предложил, чтобы мы пошли в универмаг.
22. Как вы думаете, этот свитер подойдет мне?
– Я считаю, это удобная одежда для холодной погоды.
23. На ней было красивое шерстяное платье серого цвета. Между прочим, эта ткань носится и стирается очень хорошо.

В.

- С: Не могли бы вы мне помочь? Я ищу спортивную куртку для сына.
- А: Зимнюю или летнюю?
- С: Летнюю, светлого цвета.
- А: У нас хороший выбор летних спортивных курток из хлопка. Какой размер носит ваш сын?
- С: 48.
- А: Вот замечательная светло-голубая куртка. Это сейчас самый модный стиль.
- С: Ему хочется куртку с молниями на карманах.
- А: Понимаю. Как насчет этой?
- С: Да, замечательно. Сколько она стоит?
- А: 60000 рублей.
- С: Прекрасно. Я возьму ее.
- А: Спасибо. Сейчас я заверну. Вот ваш чек. Касса в конце зала у выхода.

С.

С: Я ищу легкую блузку к этому пиджаку. Какие шелковые блузки у вас есть?

А: Я думаю, вот эта темно-синего цвета вам подойдет.

С: Этот цвет гармонирует с цветом пиджака, да, но он не идет мне. Мне хотелось бы что-нибудь в серо-голубых тонах.

А: Тогда посмотрите вот эти. У нас есть различные блузки голубого цвета.

С: Я хотела бы примерить вот эту.

А: Пожалуйста. Примерочная вон там.

С: К сожалению, она мне слишком велика. Есть у вас блузки такого же цвета, но на размер меньше?

А: Боюсь, эта – последняя такого цвета, что у нас осталась. Но вот блузка вашего размера, только чуть-чуть темнее. Может быть, примерьте ее?

С: Спасибо ... да, она прекрасно сидит. Я возьму ее. Мне бы хотелось еще подходящий шарфик.

А: У нас нет шарфиков. Но вы можете посмотреть в галантерейном отделе.

С: Спасибо. Как мне пройти туда?

А: Он в следующем зале напротив мехового отдела.

S U P P L E M E N T

Part I UNIT 3 After the Exams

Malcolm: What did you think of the exams, Pete? I reckon they were dead easy.

Pete: Maybe they were easy enough for you but they were much too hard for me.

Malcolm: Oh, come on. You've probably done better than you think.

Pete: No, I'm dead certain. I've failed in Latin, and most likely in French and History too. Thank goodness it's all over though. We can forget about it now – at least until the results come out.

Malcolm: Yes. Now I can get on with reading all the books I've been wanting to read for months, but haven't had time for.

Pete: What!... Well, it's up to you, I suppose, but I've had enough of reading: I'm not going to open another book for months. Don't you think we all deserve a break?

Malcolm: Well, yes ... I'll take a day or two off perhaps. And I think I'll come to Bob's sister's party tomorrow night. But if I'm going to university in October, I'll have to get down to some serious work again pretty soon.

Pete: I've got to get through the A level exams first. I'll worry about university if and when I ever get there.

Malcolm: That's the trouble with you. You always try to do everything at the last minute.

Pete: And you're too serious: that's your trouble. You never stop swotting.

Malcolm: Well, I like reading.

Pete: And I can't stand it. I don't know why I decided to try to go to university in the first place. I think I'll run away and join the army or something.

UNIT 2

Career Prospects

- Susan:** How have your two sons been doing at school lately, Andy?
- Andy:** Terrible! James never starts working, and Malcolm never stops working.
- Susan:** You are joking, of course, I hear that Malcolm is likely to win all the prizes in the exams this year.
- Andy:** Yes, so his teachers say. But he deserves to do well. He's always been so conscientious and hard-working, and he's been slaving at his books every evening for months on end recently. He wants to go to Oxford University next year.
- Susan:** Maybe he'll become a university lecturer himself eventually.
- Andy:** Maybe. But I think he studies too hard: I sometimes wish he'd go out and enjoy himself for a change.
- Susan:** Yes ... What about the younger one?
- Andy:** Well, James' teachers say that he has ability, but that he's too inconsistent and that he rarely does his best. In other words, he's not bad when he makes an effort, but he's too idle. He couldn't care less about exams. He does his homework in ten minutes every evening and then rushes out to play tennis.
- Susan:** He's crazy about tennis, isn't he? Perhaps he can make his fortune at it. You can make more money from sport than from an old-fashioned profession these days.
- Andy:** So I believe. But my wife always worries about the children's future. She wants James to give up tennis and study law, but I don't believe in forcing boys to take up careers they're not out for. I wonder how James'll develop in a couple of years' time!

Part II
UNIT 1
Unusual Types of Houses

I

Well, we spent ages trying to save up to buy a house and in the end we realised that we just wouldn't be able to afford the kind of house we wanted. Er, so then we saw an advertisement for a house boat, er not the kind of thing you used to see on the river in London, but really quite a big boat. Um, it used to be a barge, and it's not actually in the water any more er, but it's quite near the river. Er, this used to be a yard where these boats were built in fact. Um, the yard owner had converted a barge into a house, so we bought it. Um, it's got three floors – we don't call them decks, no – and er, all together there are four bedrooms, a kitchen, a large living area, two bathrooms and other spaces for storing things. Um, we are connected to the mains electricity and water, and you can see that we even have rather a nice little garden too.

II

Our house as you can see is completely underground, not because we wanted it this way, but when we bought this land and decided to build a house, the local council wouldn't let us put up a proper one because it would spoil the view. (Laughs) Yes, I found it hard to believe too. Anyway, we decided that we wouldn't be beaten by them, and so we had plans made for this house. You can't see much of it from the outside. Down under here the house is actually quite large. It's very warm, of course, and we get some light from the roof windows, but mainly we have electric lights. It's got three bedrooms, a kitchen and a living room. I must admit it did take me a while to get used to it but now I think it's a really nice house. We go upstairs to the garden in our house ...

III

This house, as you can probably see, actually used to be a railway tunnel. The tunnel is about a hundred metres long and at its highest point is about five metres high. We had to have the whole tunnel lined with concrete first, and then we started planning how to use the space. The railway line itself was closed over thirty years ago. So we have the front door here, and then lots of rooms behind it. We haven't used all the space in fact, it's just too big. We have about the same amount of space as there would be in a three bed-roomed house, but all the rooms are rather long and thin. We have a living room with different levels and I can tell you that when we play the stereo it sounds absolutely fantastic. It's a very comfortable house, and I would

thoroughly recommend it, though one of the children did use to have nightmares in which trains started coming through the house ...

IV

My house is probably one of the smallest houses in Britain, though I read recently about a man in London who has made a house in the passage between two houses. My house used to be a garden summer-house, the kind of place where the family would go and have their tea on Sunday afternoon. I bought the land it was on so I could have a bigger garden when I lived in that old house over there, but just recently I sold the house and got planning permission to move in here. It's round, and there's just about room in it for me and the cat. I've got one room where I sleep and cook, and there's a tiny toilet with a basin outside there. That's my bathroom. I think this house looks very nice from the outside, and I'm quite happy living in it, it's quiet, and I like a peaceful place. It's a bit difficult inviting people here, though, because it's rather a tight squeeze for two people. And it does get rather cold sometimes.

UNIT 2

Phoning a Landlord

A – Angela, L – Landlord

L. Hello. 678 54 23.

A. I saw your advertisement for the room.

L. Oh, oh yes. That's right.

A. I wonder if you could give me some more information?

L. Yes, well, well, what would you like to know?

A. Well, I was wondering .. Er ... What's the rent?

L. \$ 35 a week.

A. And what does this include?

L. The room, obviously. It's your own room. You don't have to share. It's a single room. You share the bathroom and you can use the kitchen, but there are no meals included.

A. Right, uhm ... and what about heating?

L. No, no, you don't have to pay for that. There's central heating in all the rooms, so there's nothing extra to pay there.

A. Oh, lovely, and do you want the rent weekly? Is there a deposit?

L. You have to pay weekly, on a Monday. And there's one-week deposit payable in advance.

A. Right, that sounds fair. Are there any particular house rules, you know, that I've got to keep to?

L. What do you mean?

A. Well, like what about guests and hours?

L. Oh yes, well you can come and go as you want, of course, but you must pay a deposit for the front-door key. That's separate from the other deposit, I'm afraid. As for guests they should be out by eleven o'clock. We don't like to say that, but we've had a bit too much trouble, so we have to say it.

A. Right. Is it quite near public transport?

L. Oh, yes. Five minutes to the tube station, and the bus stop is just round the corner with buses into town every ten minutes or so.

A. Lovely, it sounds very interesting. Do you think I could come and have a look at it this evening?

L. Yes, of course. I'll give you the address. Now, it's 35 Chestnut Avenue, Walton. How'll you be coming?

A. By car.

L. Well, it's just by the police station and the library.

A. Yes, well, I know it. If I come about eight, is that all right?

L. That's fine. Could you tell me your name?

A. Angela Smiley.

L. Right. I'll see you around eight. Goodbye.

A. Bye-bye.

UNIT 3

Looking for a House to Buy

J – Jeremy, L – Linda

J: What did you think of that place, then? Not bad, was it?

L: Oh, it was lovely, it was really lovely. A very pretty house, a beautifully modernized cottage.

J: Mmm. Not as big as the house we've got at the moment, though.

L: No, not as big, it's true, but it's in a much better location, with the countryside all around, and lovely views from the bedrooms.

J: It's quite a long way from the station, isn't it? If we bought it, we'd have to drive to the station, we couldn't walk.

L: That wouldn't matter. You can walk in summer if it's a nice day. It's a lovely walk across the park.

J: I'll tell you one thing I didn't like, actually, and that was the low ceilings everywhere, especially in the kitchen.

L: Yes, but think how expensive it is to heat our house at the moment, and that's partly because the ceilings are so high. If the

ceilings were lower it would be much cheaper to heat. I mean our gas bills would really go down.

J: I suppose you're right. But the lounge is tiny. You couldn't get more than five people in it.

L: Yes, I know, but the thing to do with this house is to knock down the wall between the living-room and the dining-room. Then you'd have a good-sized room. And think how cosy it would be on a winter evening, beside that open fire. And the kitchen was big, anyway. And nice and bright.

J: Mmmm... I'm afraid I didn't like the bedrooms very much, with one on the first floor and another two in that converted loft.

L: Oh I loved the bedrooms, particul... well, all the bedrooms. They're all double bedrooms, and with those views...

J: But the main one, the main one is right next to the street, so that would be very noisy.

L: But the street isn't so noisy. I mean, it's only a lane, it's not really a busy road. You wouldn't hear very much.

J: Yes, true. And I suppose the children can have the bedrooms on the top floor. The stairs are a bit dangerous. I'd have to fix them. And the roof is leaking. If they don't do something about that soon, the ceiling will come down. It's been raining a lot recently.

L: What about the outside? What did you think of that?

J: I thought it was very attractive with the courtyard and then the garden. I bet the courtyard catches the sun. We could eat out in summer.

L: And it's quite a big garden. And that's a lovely mature apple tree right in the middle. Lots of space for your vegetables. So what do you think?

J: Well, I'm not so sure. I don't think it would be big enough for us.

L: OK. Think again, then.

UNIT 4

House for Sale

Estate Agent: I'm afraid it's been rather neglected. The present owner is in his eighties. He's just gone into an old people's home.

Robin: Yes. It looks as though a lot needs doing to it.

E.A.: That's true, but the price is very reasonable. It would be ideal for a do-it-yourself man.

R: Mm. I'm not very good with my hands. I'm afraid. We'd have to get most things done for us, wouldn't we, Jean?

Jean: Oh. I don't know. Could we see inside?

E.A.: Of course. I'll show you the kitchen first.

J: Oh dear! Just look at the sink. It must have been there since the house was built.

R: It's a nice large room, though, and there's plenty of light. We'd have to have kitchen units put in, and we'd need to get it tiled.

J: But you could do the ceiling yourself, couldn't you? And the painting.

R: Is that the only power point there?

E.A.: I'm afraid so.

R: It looks pretty old. I'm sure the whole place would need rewiring. We certainly couldn't do that ourselves and we'd need to have more points put in at the same time.

E.A.: Would you like to see the lounge? It's through here.

J: Oh my God! It'd certainly need redecorating. I suppose we could do the painting and wall-papering. What's it like upstairs?

E.A.: Pretty bad, really. It obviously hasn't been decorated for years, and as I told you on the phone, it hasn't got a bathroom. But you could have the small bedroom converted into a bath-room and get a grant towards the cost. All the other houses in the street have had that done.

R: What about the toilet?

E.A.: I'm afraid that's outside, but you could get one put in the new bathroom. And, of course, you'd get a grant for that as well.

J: Is there anything else that needs doing?

E.A.: Well, you'd probably have to get the roof repaired pretty soon.

R: The sooner the better if you ask me. It looks as though water's been coming in over there. And, of course, we'd want to have central heating put in, and the windows double glazed, it's a very noisy street. I couldn't do any of that myself.

E.A.: Of course not.

R: Anyway, thank you for showing us around. But really I think the best thing would be to knock it down and start all over again!

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