

Golubovschi Oxana

Herța Lilia

ESSENTIAL COURSE

Book 2

I

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ESSENTIAL COURSE OF ENGLISH

Book II

PART I

Compiled and edited

by

Golubovschi Oxana Herța Lilia

Petrov S.S., doctor în filologie, conferențiar universitar:

Elena CRESTIANICOV, doctor în filologie, conferențiar universitar.

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CONTENTS

Unit One	p.3
<u>Part I</u> SPEECH PATTERNS	p.3
Texts and Exercises	pp.3 - 13
<u>Part II</u> CHOOSING A CAREER	p.13
Texts and Exercises	pp. 13 - 18
<u>Part III</u> STUDY AND WORK	p.18
Texts and Exercises	p.18 – 26
Unit Two	p.27
<u>Part I</u> SPEECH PATTERNS	p.27
Texts and Exercises	pp.27 - 36
<u>Part II</u> ILLNESSES AND THEIR TREATMENT	p. 36
Texts and Exercises	pp. 36 - 43
<u>Part III</u> CALL THE DOCTOR	p.43
Texts and Exercises	pp.43 – 53
Unit Three	p.54
<u>Part I</u> SPEECH PATTERNS	p.54
Texts and Exercises	pp.54 - 63
<u>Part II</u> CITY	p. 63
Texts and Exercises	pp. 63 - 68
<u>Part III</u> THE COUNTRY IN OTHER COUNTRIES	p.68
Texts and Exercises	pp.68 – 74
Unit Four	p.75
<u>Part I</u> SPEECH PATTERNS	p.75
Texts and Exercises	pp.75 - 83
<u>Part II</u> MEALS	p. 84
Texts and Exercises	pp. 84 - 92
<u>Part III</u> AT YOUR SERVICE	p.93
Texts and Exercises	pp.93 – 99
SUPPLEMENT	p.99
A. CLASSROOM ENGLISH	pp.99 – 102
B. CONVERSATIONAL PHRASES	pp.102 - 103
References	p. 104

ESSENTIAL COURSE

UNIT ONE

PART I

SPEECH PATTERNS

1. *If I were you*, I should keep an eye on that boy.

(*Cf*: If I am well, I shall have a walking holiday.)

If I had time, I should go to the theatre tonight.

If we were hungry, we should have a bite.

If you did not work enough, you wouldn't get good marks.

If Anne were in Moscow, she would ring me up.

If the weather were fine, we could go for a walk.

2. I rather like *the idea of having* a cup of tea then.

I dislike the idea of staying at home on such a fine day.

The children liked the idea of going for a walk.

All of us liked the idea of spending the day off out of town.

We disliked the idea of staying in town the whole summer.

Why don't you like the idea of having dinner at my place?

EXERCISES

I. Rewrite these sentences, using Pattern 1:

Example: a) If it is cold, we'll put on our warm coats.

If it were cold, we should put on our warm coats.

b) If my friends come to see me, I'll be very glad.

If my friends came to see me, I should be very glad.

1. If the boy is hungry, I'll give him something to eat. 2. If the supper is ready, we'll sit down to table. 3. If I get a good mark for my composition, I'll be happy. 4. If Mary has more free time, she'll read more. 5. If the weather changes, we'll go boating. 6. If I have no opportunity to see him, I'll be very sorry. 7. If it doesn't rain, I shan't have to take my umbrella with me. 8. If she finishes everything on Friday, she won't have to work on Saturday. 9. If you catch a cold, you'll have to stay at home. 10. If the child doesn't do what I tell him, I'll have to punish him.

II. Answer the following questions:

1. What would, you do if you were late for your lesson? 2. Where would you go if you had a holiday now? 3. Who(m) would you invite if you arranged a party? 4. How long would it take you to walk home from the University? 5. Which would you prefer to go to, the Art Theatre or the Bolshoi Theatre? 6. Would you feel glad if it were spring now? 7. Would you like to go to the disco after the lessons? 8. What film would you like to see?

III. Rewrite each of these sentences, using Pattern 2:

Example: The girl thought that it would be good to study a foreign language.

The girl liked the idea of studying a foreign language.

1. The students thought that it would be useful to work in the lab twice a week. 2. We liked the suggestion that we should visit our sick friend. 3. The children found that it would be interesting to go on an excursion. 4. We thought that it wouldn't be good to stay indoors all day long. 5. Wouldn't you like to go to the theatre tonight? 6. All of us thought that it would be nice to arrange a party at our University. 7. Is there anyone against our spending the holidays in the holiday camp? 8. We thought that it would be good to go to the cinema after the lessons.

IV. Translate these sentences into English:

1. Dacă nu aş fi obosit, aş vizita oraşul. 2. Nu am pleca mâine la spectacol, dacă acesta nu ar fi premieră. 3. Dacă nu aş trăi atât de departe, aş trece mai des pe la tine. 4. Dacă ar vorbi mai tare, spectatorii l-ar asculta cu mai mult interes. 5. Dacă ea ar avea o memorie proastă, nu ar memora atât de multe cifre. 6. N-aş fi împotriva unei călătorii în Crimeea, dacă acolo nu ar fi atât de cald acum. 7. Tuturor l-ea plăcut ideea lui de a ne întâlni la începutul anului şcolar.

V. Act out the dialogue. Make up your own after the model:

D i c k : What would you do if you had a boat?
T o m : I would sail in it of course.
D i c k : Where would you sail?
T o m : All around the coasts of Britain. I would even try to sail across the Atlantic if my boat were big enough.
D i c k : What would you do if your parents didn't let you sail?
T o m : I would run away from home, I suppose.
D i c k : What would you do if your boat were wrecked in a storm?
T o m : I would get drowned, I suppose.
D i c k : It is just as well you haven't got a boat, I suppose.

VI. Explain the meaning of the following sayings and illustrate them:

1. If it were not for hope, the heart would break. 2. If the pills were pleasant, they would not be gilded. 3. If there were no clouds, we should not enjoy the sun. 4. If things were to be done twice all would be wise.

TEXT. ANNE MEETS HER CLASS

The children fixed their eyes upon Anne. Anne gazed back, feeling helpless.

"Now, children," began Miss Enderby firmly, "you are very, very lucky this term¹ to have Miss Lacey for your new teacher."

Anne gave a watery smile. The Children's faces were unmoved.

"Miss Lacey," repeated Miss Enderby with emphasis. "Can you say that?"

"Miss Lacey," chorused the class obediently.

"Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby in an imperative tone.

"Good morning. Miss Lacey," came the polite chorus.

"Good morning, children," responded Anne in a voice which bore no resemblance to her own.

Miss Enderby motioned to the children to take their seats. "I should give out paper and coloured pencils," said Miss Enderby, "as soon as you've called the register². Keep them busy while you're finding your way about the cupboards³ and so on."

She gave a swift look round the class. "I expect you to help Miss Lacey in every way,"

¹ term *n*

School terms in Great Britain are arranged in the following way:

Usually called	Approximate dates
the first term the autumn term	Sept 5 — Dec. 20
the second term the winter term or spring term	Jan. 5 — Mar. 25 (or later, depending on the date of Easter)
the third term the summer term	Apr. 15 (or later) — Jul. 20

² **to call the register** is used only if the names are called out and the pupils answer. **To mark smb. present/absent** is often used in connection with registration. The expression **to take the register** is also used in the sense of "mark".

In schools the form teacher marks the register every morning before lessons, and often before afternoon lessons too. The register is a book with a list of the pupils' full names, addresses and dates of birth. When marked, the register is usually kept in the school office, and not taken to lessons.

In universities and colleges there is generally no formal marking of a register by the teaching staff.

³ **cupboard** *n*: a cabinet or closet fitted with shelves.

said the headmistress. "D'you hear me, Arnold?"

The little boy addressed, who had been crossing and uncrossing his eyes in an ugly manner for the enjoyment of his neighbours, looked suitably crest-fallen.

"If I were you, I should keep an eye on that boy," murmured Miss Enderby. "Broken home — brother in Borstal⁴ — and some rather dreadful habits!"

Anne looked with fresh interest at Arnold and thought he looked quite different from what Miss Enderby said about him. Far too innocent and apple-cheeked to have such a record. But even as she looked, she saw his pink face express his scorn of Miss Enderby who was giving her final messages to the new teacher.

"Break⁵ at ten forty-five, dear," said the headmistress. "Come straight to the staff room. I will wait there till you join us. I will introduce you to those you didn't meet on your first visit. How do you like the idea of having a cup of tea then? We need rest after all. If there's anything that puzzles you, I shall be in my room. You can depend on me. Just send a message by one of the children."

She made her way to the door and waited before it, eyebrows raised as she turned her gaze upon the children. They gazed back in some bewilderment.

"Is no one going to remember his manners?" asked Miss Enderby.

With a nervous start Anne hastened forward to the door, but was waved back by a movement of her headmistress's hand. A dozen or more children made a rush to open the door. A freckled girl with two skinny red plaits was the first to drag open the door. She was rewarded by a smile.

"Thank you, dear, thank you," said Miss Enderby and sailed majestically into the corridor. There came a faint sigh of relief as the door closed behind her, and the forty-six tongues which had so far kept unnaturally silent began to wag cheerfully. Anne watched this change with some dismay. She remembered with sudden relief some advice given her at college in just such a situation.

"Stand quite still, be quite calm, and gradually the children will become conscious that you are waiting. Never, never attempt to shout them down."

So Anne stood her ground waiting for the chattering to subside. But the noise grew in volume as conversations became more animated. One or two children ran across the room to see their distant friends. Two little boys attacked each other. A child with birthday cards was displaying their beauties to an admiring crowd round her desk. Arnold had removed his blue pullover and was attempting to pull his shirt over his head, in order to show his friends a scar on his shoulderblade.

Amidst growing chaos Anne remained silent. She looked at the clock which jerked from one minute to the next and decided to let it leap once more before she abandoned hope.

One crumb of comfort, if comfort it could be called, remained with her. This was an outburst of natural high spirits. Her presence, she noted, meant nothing at all to them.

A chair fell over, someone yelped with pain, there was a burst of laughter, and Anne saw the clock jump to another minute. Anne advanced into action.

"To your desks!" she roared, "And quickly!"

With a pleasurable shock she saw her words obeyed. Within a minute order had returned. Refreshed by the break the children turned attentive eyes upon her.

Anne's self-esteem crept back.

(From "Fresh from the Country" by Miss Reed)

⁴ **Borstal**: an institution (like a prison) for young criminals.

⁵ **break n**: This is widely used in schools to denote a 10- or 20-minute interval in the middle of the morning (11—11.30).

Morning break and **afternoon break** are used in schools which also have a break between afternoon lessons. **Lunch break** can be used as a translation of «pauza mare». **Break** may also be used of the shorter time allowed for changing lessons.

Break is not generally used in universities and colleges, except in the sense of the 5- to 10-minute break between one class and the next, because there are usually no other breaks besides the lunch hour.

STUDIES OF WRITTEN ENGLISH I

Clarity, interest and emphasis are marks of good writing. Good writing is also based on selection of words in a sentence, on organization of sentences in a paragraph, and on unity of a written passage. These are the main objectives of the second-year studies of written English.

Patterns of written prose. When writing you may choose **to describe** the facts or events, **to tell a story** about them, **to argue** about them or **to explain** them according to your understanding. These verbs correspond to four basic forms of treating a topic: **description, narration, argumentation, and exposition** (explanation).

Paragraph is a single sentence or a group of related sentences expressing and developing a basic idea, or a particular phase of thought. The paragraph is a practical device in writing. Its purpose is to indicate the beginnings and endings of a thought unit. The beginning of a paragraph is indicated by beginning a line a little in from the margin.

Here is a short paragraph **describing** a well-known portrait: "Mona Lisa (Gioconda) is represented sitting in front of a marble balcony. The left arm rests on the arm of the seat, and the fingers fold over the end of it. The right hand, perhaps the most perfect hand ever painted, lies lightly over the left hand and wrist. On sleeves and bodice the pleats of the satin dress take the light" (*From "Leonardo de Vinci" by E. Mc. Curely*)

The author presents his impressions of the portrait and describes it in detail.

Here is another example of a paragraph **telling a story**: "A rather dreadful thing happened in the car as they were driving up from the beach to the ancient town, once a Norman port, but now left high and dry by the receding sea." (*From "The Wind" by A. Bennett*)

Here is an example of a paragraph of **argumentation**: "I am here to say a very few words or» the whole question of the treatment of animals by our civilized selves. For I have no special knowledge, like some who will speak to you, of the training of performing animals. I have only a certain knowledge of human and animal natures; and a common sense which tells me that wild animals are more happy in freedom than in captivity — domestic animals are more happy as companions than as clowns." (*From "On Performing Animals" by J. Galsworthy*)

The author tries to convince the reader of his point of view: he dislikes the idea of turning domestic animals into performers in the circus.

The **expository** paragraph below makes it clear what politeness is: "It isn't only with acquaintances and friends that politeness counts so much. Half the trouble in marriage and other family relationships begins with the throwing of politeness overboard. Politeness is often little more than the exercise of self-control, which is as valuable a quality in friendship as kindness itself." (*From "Effective English and Personal Efficiency Course"*)

Note: These patterns of writing seldom occur alone, more often they are joined together.

EXERCISES

I. Read the text and talk on the following points (A. Grammar, B. Word usage):

A. 1. Why is the Present Perfect used in "... as soon as you've called the register"? 2. Why is the Past Perfect Continuous used in "... who had been crossing and uncrossing his eyes in an ugly manner ..."? 3. Why is the Present Indefinite used in "... till you join us"? and in "If there's anything that puzzles you ..."? 4. Tick off all the sentences with the oblique moods. Translate them.

B. Pick out all the words and phrases describing the children's actions.

II. Answer these questions:

1. How was Anne introduced to her class? 2. What did she feel at that moment? What words does the author choose to describe her feelings? 3. What instructions did the headmistress give to the young teacher? What do you think of them? 4. Why did Anne "look with fresh interest at Arnold?" Describe Arnold's appearance and behaviour. 5. How did the other children behave in Miss Enderby's presence? (Find words describing their behaviour.) 6.

Why do you think "there came a faint sigh of relief" after Miss Enderby left the classroom? Describe the children's behaviour after she left. 7. What advice given her at college did Anne remember? Did she follow the advice? What was the result? Why did the children behave like that? 8. How did Anne restore the order? Do you think it was the only way out? 9. Comment on the words: "Anne's self-esteem crept back".

III. Read the text "Anne Meets her Class" and point out the paragraph: of description, narration, argumentation and exposition. What does the author like to describe in this episode? What is he telling the reader about? What argument is Anne thinking of to manage the class? What is Miss Enderby trying to explain to Anne?

IV. Make up dialogues based upon the text between: a) Anne and a friend of hers, a young teacher discussing their first lessons; b) Anne and Miss Enderby discussing the problem of discipline in class; c) Anne and her college teacher discussing situations like that described in the text.

V. Retell the text: a) in indirect speech; b) as if you were Anne.

VI. Write: a) a letter from Anne to a friend of hers about her first experience at school, b) an answer of a friend of Anne's to this letter.

VOCABULARY NOTES

1. to look *v i/t* 1. _____, *e.g.* I looked (up, down) at the opposite house, but saw no lights in its windows.

Syn. **to stare, to gaze**

to look means "to use one's eyes, to try to see", *e.g.* He looked at me, but didn't recognize me.

to stare means "to look steadily, with wide-open eyes, often with curiosity or surprise, or vacantly (_____,)". We may stare at a person or thing, into the water, distance, fire or anything that has depth (_____,), *e.g.* He stared at me as if I had asked him to do something impossible. He stared at the fire, deep in thought.

to gaze means "to look at smb. or smth. (or into smb.'s eyes) usu. long and steadily with interest, love, desire, in wonder, admiration, etc.", *e.g.* He's very fond of this picture, he can gaze at it for hours. The lovers stood with their hands clasped, gazing into each other's eyes.

to look about _____, *e.g.* I looked about, but saw no people anywhere.

Look ahead! _____,!

to look (a thing) through _____, *e.g.* Look through those documents, please.

to look after _____, _____, *n.*, *e.g.* I'll look after the child. Don't forget to look after the flowers when I'm away.

to look for _____, *e.g.* I've been looking for you since the very morning.

to look forward to (smth. or doing smth.) _____, _____, *e.g.* John looked forward to seeing Mario and his wife. Students always look forward to their holidays.

Look here! _____! *e.g.* Look here, wouldn't it be better to stay indoors in such nasty weather?

2. _____, _____, (followed by an adjective, noun or like), *e.g.* He looks sad. The child looks ill (well). She looks like a real teacher. It looks like rain.

Note: **a pãrea has two English equivalents — to look and to seem; to look** means _____, *e.g.* He **looks** young for his age. She looks beautiful in this dress. She looks like a child.; **to seem** means _____, _____, (it expresses various degrees of doubt), *e.g.* She seems (to be) clever. This village seems (to be) quite small now. He seems (to be) well educated.

look *n* 1. _____, *e.g.* There was something strange in his look.

Syn. **stare, gaze**, e.g. Lanny returned the man's stare, but didn't utter a word. The girl blushed when she noticed the stranger's fixed gaze.

to have a look at _____, e.g. Have a look at this photo, do you recognize the man?

Note: The English _____, is **idea, opinion, (point of) view**, e.g. I don't know his point of view on (views on, idea(s) of, opinion of) this subject.

2. _____, e.g. A look of pleasure came to her face. There was an angry look in her eyes,

2. to differ vi i. _____, _____, (**from** smb. or smth. **in** smth.), e.g. The two brothers differ in their tastes. His plan differs from all the others.; 2. _____, _____, (from/with smb. in smth.), e.g. I differ from (with) you in this matter.

Ant. **agree** (with smb.; to smth.), e.g. Let's agree to differ (_____, _____).

different adj 1. _____, _____, (from), e.g. He is quite different from what I thought him to be. I want a different kind of book this time (*but* I prefer books of a different kind). Our views on life are different.

Ant. alike, e.g. Our tastes are alike.

Note: Don't confuse the words **different** and **another** which may be translated by the same Moldovan word _____; e.g. I want another (_____) piece of cake. I want a different (_____ = _____) piece of cake. Let's try another (_____) variant Let's try a different (_____) variant.

2. _____, _____, e.g. A department store sells many different things. Every day our students get different written assignments.

difference n _____, _____, e.g. The difference between our views is not very great. I don't find much difference in the styles of these writers.

to make some (no, not much) difference (to smb.), e.g. It won't make much difference whether we do it today or tomorrow. You may stay or leave, it makes no difference to me.

3. **rest** v i/t 1. _____, _____, _____; _____, e.g. He rested for an hour before going on with his work. She likes to rest after dinner. They stopped to rest their horses.

2. _____, _____, _____, e.g. The roof rests on eight columns. There is always a cloud resting on the top of this mountain.

3. _____ (_____); _____, _____, e.g. Her fingers touched his forehead and rested there. She sat with her elbows resting on the table.

Note: The Moldovan word _____ has several English equivalents, e.g. _____. Let the matter rest. _____. I don't want to stay here. _____. Only 5 leis are left _____. Everything remains without any changes.

rest n _____, _____, _____, e.g. Rest is necessary after work. I had a good night's rest. We had several rests on our way up the mountains. *But*: _____. He spent his holiday in the South.

rest n (always with def. article) _____, _____, _____.

the rest of (the time, the books, etc.), e.g. Have you written all the exercises? — No, only half of them. The rest (of the exercises) may be done orally. Only five of us were present at the lesson, the rest (of the group) went to the meeting. I'll take an apple and you may take the rest.

4. comfortable adj 1. _____; _____; _____, e.g. a comfortable chair, room, bed, house; comfortable shoes, etc.; 2. *predic.* _____, _____, _____, e.g. I'm sure you'll be very comfortable there.

to make oneself comfortable, e.g. Mr. Murdoch made himself comfortable in a chair and ordered a strong black coffee.

Ant. **uncomfortable**

comfort n 1. _____, _____, e.g. The news brought comfort to all of us. He was a great comfort to his parents.; 2. _____, _____, _____, e.g. to be fond of comfort, to live in comfort

Ant. **discomfort**

comfort vt _____, _____

comforting *adj* _____, _____, *e.g.* comforting words.

Note: convenient *adj* means suitable, handy, serving to avoid trouble or difficulty; *e.g.* convenient time, method, tool, place, etc. Will this bus be convenient to/for you? Let's arrange a convenient time and place for the conference.

Ant. **inconvenient**

convenience *n* 1. _____ (the quality of being convenient or suitable), *e.g.* at your earliest convenience; for convenience; 2. (pl.) _____ (device, arrangement, etc. that is useful or convenient, *e.g.* central heating, hot water supply), *e.g.* The house has all modern conveniences. *Ant.* **inconvenience**

5. to run (ran, run) *vi/t* 1. _____, _____, *e.g.* I ran all the way for fear of being late. As soon as we fired, the enemy ran.

2. _____, _____, _____ (_____, _____), *e.g.* Trams run on rails. Motor cars ran along ordinary roads. The buses run every five minutes.

3. _____, _____, *e.g.* Torrents of water ran down the streets. Rivers run into the sea. Don't you hear the water running in the kitchen? If you have a bad cold, your nose runs.

4. _____, *e.g.* For several miles the road ran across a plain.

Note: For the Moldovan _____ = _____ the verb **stretch** is used, *e.g.* The forest stretched to the South for many miles.

5. _____, _____, _____, *e.g.* So the story runs. The story runs

6. _____, *e.g.* She runs a shoe store.

to run into smb. _____; **to run into smth.** _____, *e.g.* Our car ran into the bus. I ran into a friend of mine on my way-home.; **to run across smb./smth.** _____ (_____), *e.g.* The other day I ran across a very interesting article in the newspaper.: **to run over smb.** _____, _____, also: **to be run over** (by a car), *e.g.* But for the skill of the driver the man would have been run over by the bus.

runner *n* _____

6. join *vt/i* 1. _____, _____, *e.g.* I couldn't join (together) the two halves of the vase, because a small piece was missing. Where do the two streams join (each other)?

Syn. **unite**

Note: to join usu. means "to put two things together", *e.g.* The island was joined to the mainland with a bridge.; **to unite** usu. means "to join together (by a common aim or bond) several objects so as to form one new unit", *e.g.* We united all our forces to drive the enemy out of our country. Workers of the world, unite! The United Nations Organization (UNO) was formed in 1945 in San Francisco.

2. _____, *e.g.* Will you join me in my walk? We'll join you in a few minutes.

3. _____, _____, *e.g.* If I were you I should join this club. He was twenty-two when he joined the army.

7. depend *vi* 1. _____ (on/upon smb. for smth.), *e.g.* We depend on the newspapers for information about world events. He depends on his sister for a living. Children usually depend on their parents (_____); 2. _____, _____, *e.g.* You can depend upon the man. I depend on you to do it. Can I depend on this time-table or is it an old one?

It (all) depends _____; _____, *e.g.* Will you finish your work on time? — It depends.

ESSENTIAL VOCABULARY (I)

Words

chorus *n, v*

comfort *n, v*

comfortable *adj*

convenience *n*

convenient *adj*

depend *v*

differ *v*

difference *n*

different *adj*

gaze *n, v*

headmistress *n*

join *v*

look *n, v*

rest *n, v*

run *v*

stare *n, v*

unite *v*

Word Combinations

1. to fix one's eyes on/upon smb.
2. to feel helpless
3. to give a smile (a nod, a look, etc.)
4. to bear (to have) a strong resemblance to
5. to motion to smb.
6. to give out (pencils, leaflets, readers, workcards, sets of material, etc.)
7. to call the register (the roll)
8. to keep an eye on smb.
9. to give (send) a message
10. to turn one's eyes (gaze) upon smb./smth.
11. to run across
12. to run into
13. to run over
14. to shout smb. down
15. to abandon hope

EXERCISES

I. Read the following words with silent *t, p, gh*. Memorize them:

hasten, fasten, listen, Christmas, castle, whistle, jostle, nestle, wrestle; cupboard, pneumonia, psychology, raspberry; neighbour, nightingale, straight, naughty, high, height, through, sigh.

II. a) Write the Past Indefinite and Past Participle of the verbs:

grow, creep, bear, break, keep, think, leap, mean, fall, find, feel, say, cling, hear, meet, run, show;

b) the Past Indefinite and Present Participle of the verbs:

differ, prefer, murmur, appear, occur, recover, remember, chatter, refer, stir, water, fear, offer, drag, wag, plan, chat, slip, beg.

III. Find nouns related to the verbs below. Pay special attention to the spelling of the suffix *-ence/-ance*. Place them in two columns:

depend, differ, exist, accept, resemble, attend, perform, insist, occur.

IV. What nouns are these adjectives derived from? What is the meaning of the suffixes *-ed, -y*? Translate the adjectives:

- a) freckled, nosed, haired, winged, horned, bearded, feathered;
- b) watery, skinny, grassy, silky, bony, branchy, wavy, stony.

V. Form adjectives and nouns from the given words with the help of the prefixes *an-, in-, mis-, dis-*:

convenient, convenience; comfort, comfortable; dependent, dependence; different, difference; able, capable; important; experienced; obedient; understanding; honesty.

VI. Comment on the meaning of the prepositions *for, in, with* in the sentences below:

A. 1. ... you are very, very lucky this term to have Miss Lacey **for** your new teacher. 2. They chose him **for** their leader. 3. Must you have George **for** a master — here, and our mother **for** a school-mistress? 4. I still want you **for** my wife.

B. 1. "Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby **in** an imperative tone. 2. "Good morning, children," responded Anne **in** a voice which bore no resemblance to her own. 3. They conversed **in** a whisper.

C. 1. They gazed back **in** some bewilderment. 2. If a man is **in** grief, who cheers him; **in** trouble, who consoles him; **in** wrath, who soothes him; **in** joy, who makes him double happy; **in** prosperity, who rejoices; **in** disgrace, who backs him against the world? Who but woman?

D. 1. Anne looked **with** fresh interest at Arnold. 2. Anne watched this change **with** some dismay. 3. **With** a nervous start Anne hastened forward to the door. 4. She remembered **with** sudden relief some advice given her at college in just such a situation,

E. 1. ... someone yelled **with** pain. 2. His voice trembled **with** horror. 3. He was dying **with** hunger. 4. The boys were speechless **with** fear. 5. Ruth's eyes were wide **with** wonder.

VII. a) Fill in prepositions where necessary:

Can you remember your first day... school? It was probably rather confusing. I am sure you ran ... your mother thinking she was deserting you. When the child goes ... school... his first day, he has to watch ... his mother leaving. The teacher must convince him that... the end ... the day his mother and his home will still be there. It is difficult to make the newcomer join ... a game or a walk. A new life, completely different ... what he is used ... begins.

The mothers are as upset as their children. They hang..... their eyes fixed ... their children and dislike leaving them ... their fate.

The best way to deal... the situation is to get the child used ... the idea... school, to help him ... every way. Much depends ... the parents. ... the beginning ... the term the mother should take her child to see the teacher and to look ... the school. The first day should be something to look.....and not to be feared.

b) Retell what you've read.

c) What measures would you suggest to settle the newcomers?

VIII. Study Vocabulary Notes, translate the illustrative sentences into your mother tongue and write your own sentences with the new words and phrases.

IX. Use *stare* or *gaze* instead of *look* where possible:

1. It's impolite to look at people like that. 2. A big crowd stood on the pavement looking at a broken car. 3. No wonder people stand looking at this picture for hours: it's beautiful. 4. The little boys stood looking at each other ready to start a fight. 5. Look at her: again she is looking out of the window with that strange expression of hers. 6. When I looked at her eyes I guessed that she had cried. 7. The Greek myth runs that Narcissus looked at his own reflection in the water until he fell in love with it. 8. He stood looking around as if he tried to impress on his memory everything he saw.

X. Fill in

a) *look* or *seem*:

1. The weather ... quite warm though it's only 5°C above zero. 2. The children ... tired but they... greatly pleased with the trip, don't they? 3. The host and the hostess ... a bit oldfashioned, but they ... to be hospitable and friendly. 4. She ... to be very light-minded, but she only... it, in fact she is a very serious and hard-working student. 5. My brother says that people usually ... what they are and I believe that people are very often quite different from what they... to be.

b) *another* or *different*.

1. The teacher tried to explain the rule in a ... way and I understood it at once. 2. The schoolboy returned the book he had read and asked for... book, but of a... kind, he said, as he wanted to have a rest from detective stories. 3. I asked for a pair of shoes of a... kind, but the shop-girl said that the rest of the shoes were not my size.

c) *stretch* or *run*:

1. A small stream ... along the road. 2. These steppes ... to the South for miles and miles. 3. The path ... across the field for a mile and then was lost in the forest. 4. No matter how hard I looked I saw only a vast plain... before me. 5. The ugly scar (cicatrice) ... right across the man's left cheek. 6. For how many kilometers does this forest...?

d) *comfortable* or *convenient*

1. I like to sleep on a camp-bed, I find it very 2. I believe Friday the only ... day for our meeting, we have only four lectures on that day. 3. Though the flat was rather warm, light and cosy, it was not... for our work as it was rather small. 4. These shoes are very... for wear in wet weather as they have rubber soles.

e) join or unite:

1. The two streams ... at the foot of the mountain. 2. ... we stand, divided we fall. 3. One by one the children ... in the game. 4. The partisans' detachment... the regular army and the enemy lost the battle against their ... forces. 5. All peace-loving people should ... in their struggle against a new war. 6. Won't you... me in a walk?

XI. Paraphrase the following:

1. **It is of no importance.** 2. Rivers **flow** into the sea. 3. You can't **rely** on him. 4. **Make yourself at home** 5. French **is unlike English** in having far more verbal inflexions. 6. He **seems to be ill**. 7. **Connect** these points with a line. 8. This street **stretches** east and west. 9. He refused to live **at the expense** of his parents. 10. I **disagree** with you. 11. **I'll drive** the car into the garage. 12. Will you **come with** us? 13. I **met him by chance** in London last week. 14. **Listen to me**, Tom! 15. This tool **is easy to use**. 16. These are **not the same** people with the same name. 17. Why is **Jane silent**?

XII. Translate these sentences into your mother tongue. Write your own sentences with the new words and phrases:

1. He **looked about** the room and caught sight of the case containing the jewels which had been carelessly **left open** on the table. 2. **The difference was** curious between her intense expectation of the previous day and her present **indifference**. 3. **United** we stand, divided we fall. 4. My father reminded me that I was entirely **dependent** upon him. 5. The many men he ran across, belonging to a **different** world, had filled him perhaps with admiration and envy. 6. I'm always doing things on the spur of the moment — to my own **inconvenience** and other people's. 7. It made him **uncomfortable** to alter his plans and think out something new. 8. He was angry with Norah because she had not let the matter **rest**.

XIII. Translate these sentences:

1. M-am uitat în jur și am văzut nu au mai rămas case din lemn în sat. 2. Bătrânul doctor a rămas același om amabil și mărinimos, pe care îl știam din copilărie. 3. Cel puțin o lună a mai rămas până la plecarea noastră, cu toate acestea noi așteptăm cu nerăbdare vacanța și facem deja planuri diferite pentru vară. 4. Dă-mi de știre dacă decizi să rămâi restul vacanței la mătușă-ta. După aceea mă voi veni cu tine. 5. Este datoria noastră să-o rugăm pe această femeie bătrână să aibă grijă de copii. 6. Fii atent, eu voi mătura podeaua și voi spăla vesela iar tu vei face restul, bine? 7. Câțiva oameni au rămas pe terenul de volei iar alți jucători au plecat la piscină să înoate. 8. Căutați pardesiul? Acesta a rămas în grădină. Permiteți-mi să-l aduc. (fetch it).

XIV. Miss Barrett, a young teacher from Bel Kaufman's 'Up the Down Staircase', once "had an epidemic of unprepared students". Study the reasons they gave for neglecting to do their homework. What other reasons could they have given? Elect one student to play the part of the teacher who should respond in each case. Role-play the whole situation.

Why I Didn't Do My Homework

— I know homework is essential to our well-being, and I did it but I got into a fight with some kid on our way to school and he threw it in the gutter.

— My dog chewed it.

— I didn't know we were supposed to do it.

— I fell asleep on the subway because I stayed up all night doing my homework, so when it stopped at my station I ran through the door not to be late and left it on the seat on the subway.

— I did it but left it home by mistake.

— The baby spilled milk on it.

— My brother took "my" homework instead of "his".

— The page was missing from my book.

- I lost my book and just found it.
- There's no room in my house now my uncle moved in and I have to sleep in the hall and couldn't use the kitchen table.
- Someone stole it.
- What homework?

XV. Arrange a talk on the following topics

1. Difficulties awaiting young teachers.
2. Reasons for children's being unmanageable.
3. How to direct a child's energy into the right channels.
4. Ideal upbringing.

PART II

TOPIC: CHOOSING A CAREER

TEXT A. WHAT'S YOUR LINE?

School! Lessons, games, clubs, homework. A bell rings. You go to a classroom. A bell rings. You have lunch. A bell rings. You go home.

But one day you go to school for the last time. What to do after that? You realize that the time to choose one job out of the hundreds has come. It's going to be a hard choice and nobody can make it for you.

Before you can choose, you ask yourself quite a lot of questions. What do you know you are good at? What do you enjoy doing? Perhaps you enjoy working with your hands. Or you may prefer using your head — your brains. Are you interested in machines? Or do you like meeting people? It's difficult to know all the answers to these questions until you have left school and actually begun work.

Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you don't know about the work. That's where you are wrong, since only those who are in it can appreciate it. Have you ever asked yourself why most teachers are so devoted to their work and privately think, though they may not like to admit it openly, that they serve humanity doing the most vital job of all? Those of us who spend our days in schools know how rewarding the job is. At the same time it is not easy and a real challenge to your character, abilities and talent, as teaching is a constant stream of decisions.

Children in your classroom aren't just boys and girls. Every one is a unique individual who has never been before and will never again exist. If you like people, you will love teaching. To be a good teacher you must be genuinely interested in what you are doing.

The most important things in the world are awareness and learning — wanting to know every day of your life more and more and more. Because every time you learn something new you become something new. An ignorant teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher catalyzes in his pupils the burning desire to know and love for the truth and beauty.

John Steinbeck, writing about his school days said, "I've come to believe that a great teacher is a great artist and you know how few great artists there are in the world. Teaching might even be the greatest of the arts since its medium is the human mind and the human spirit." What an incredible responsibility to be the guardians of the human spirit and the human mind! I think, that is the reason why humanity has the deepest respect for teachers.

I would never stop teaching and I'm sure that you, having chosen it for your career, feel the same way. If you don't feel that way then, please, for all our sakes, get out! The human mind

and the human spirit are too wondrous to destroy. But if you are prepared to accept the responsibility, I wish you all the luck in the world.

A Teacher

TEXT B. CHOOSING IS NOT SO EASY AS IT LOOKS

J a n e : Hallo, Bob!

B o b : Hallo!

J a n e : Oh, you've just left college, haven't you?

B o b : Yes.

J a n e : What are you going to do?

B o b : Er... well, it looks like a choice between teaching or going into an office and... I think I'd much prefer to go in for teaching, because... well you get long holidays.

J a n e : But, Bob, wouldn't you get bored with the same routine year after year teaching... teaching the same material to the children. And... a sense of responsibility you need — all those children, all those parents.

B o b : Oh, look, it wouldn't be as boring as... as working in an office. Teaching is terribly stimulating. It's ... new every day — I'm sure I'd enjoy it.

J a n e : But I mean, there's so much variety in office work! Look at my job: I'm dealing with people and their problems, there're new situations to cope with all the time.

B o b : Yes, that's quite true, but I think there's a number of differences between teaching and office work and, well, I think I'll go in for teaching because... it really attracts me.

(From J. Jones "Functions of English". *Cam.*, 1981)

ESSENTIAL VOCABULARY (II)

Words

appreciate *v*

career *n*

challenge *n*

choice *n*

educate *v*

genuinely *adv*

job *n*

profession *n*

reliable *adj*

respect *v*

responsibility *n*

responsible *adj*

vital *adj*

vocation *n*

work *n, v*

Word Combinations

- | | |
|--|--|
| 1. to make/take a (careful) choice | 11. rewarding/stimulating work |
| 2. to have no choice | 12. to be devoted to smth. or smb. |
| 3. to be interested in | 13. to be responsible for smth. |
| 4. to leave/finish school | 14. to take/accept responsibility |
| 5. school leaver | 15. to have/need a sense of responsibility |
| 6. to consider teaching (medicine, etc.) as a career | 16. to cope with smth. |
| 7. to take up a career/a job | 17. to earn/enjoy gratitude and respect |
| 8. to go in for teaching | 18. to have (no) respect for smb./ smth. |
| 9. to be in teaching (medicine, banking, etc.) | 19. love of smth./for smb |
| 10. to be in/out of one's line | |

Note: The nouns "work, job, profession, career, vocation" have more or less the same meaning. Nevertheless there is a certain difference in their semantics and usage.

"Work" has the most general meaning and can be applied to anything one has to do in the way of making a living. "Job" is close to it in its meaning but tends to denote less prestigious work. Apart from that the word "job" can also denote a position in employment, in which case the difference between the words "work" and "job" is quite obvious (e.g. I'm very fond of my job, even though it means doing a lot of work). "Profession" is work which requires advanced education and special training. Traditionally it's applied to law, medicine, architecture and

military career. The word "career" itself means either a course of progress in the life of a person or has the same meaning as the word "work" and is mostly used when speaking of the choice of work. The word "vocation" means the kind of work to which a man is led by natural talents (compare with the word "calling"). It's a learned word and is seldom used in everyday speech.

Remember that the word "work" in the meaning mentioned above is uncountable and shouldn't be used with the indefinite article or in the plural.

In contrast to it the word "job" is countable and can be used with the indefinite article.

EXERCISES

I. Study Texts A and B and explain the meaning of the words and word combinations listed below:

think privately, the most vital job, a rewarding, job, a challenge to your character, an ignorant teacher, a guardian, the same routine, stimulating work, to go in for teaching

II. Find in Text A synonyms to the following words and word combinations:

to do well in smth., in fact, because, faithful, confess, gratifying, sincerely, knowledge, to ruin.

III. a) Act out the dialogue "Choosing is not so easy as it looks".

b) Role-play a talk between an intending teacher and a will-be journalist on differences and similarities of the careers they've chosen. Use Text B and Essential Vocabulary II.

c) Search Texts A, B for the basic forms of treating the topic "On Teaching" and prove your selection of paragraphs (see STUDIES OF WRITTEN ENGLISH I)

IV. Speak about:

1. possible change in the system of secondary education in your country.

P r o m p t s: universal compulsory education, to extend the training course, to improve the educational process, to modernize programmes and manuals, to use up-to-date technical equipment, to provide optional training in various subjects.

2. an ideal school as you see it.

V. Read the jokes below. See how the verbs *learn* and *study* are used in the context.

Consult a dictionary and find out the difference in their meaning and usage. Retell the jokes in indirect speech:

1. A young teacher just beginning his career asks advice of an older member of the faculty: "What have you learned in your years of experience?"

"I've learned one thing. Often you will find while you are giving a lesson in class that there is one young upstart who always disagrees with you. Tell me, would you stop him and try to make him shut up right then and there?"

"I suppose I would."

"Well, don't. He's probably the only one who is listening to you."

2. A high-school girl seated next to a famous astronomer at a dinner party struck up a conversation asking, "What do you do in life?"

He replied, "I study astronomy."

"Dear me," said the young miss, "I finished astronomy last year."

VI. Translate the sentences using the words *learn* and *study* in their different meanings:

1. El a studiat în tinerețe chimia la universitate. 2. Copiii învață ușor limbile străine. 3. M-am dezamăgit foarte tare când am aflat că nu am trecut examenul. 4. El a învățat în camera sa toată seara. 5. Studiați această informație foarte atent: ea vă va ajuta să faceți alegerea corectă. 6.

Sora mea învață la drept. 7. Din păcate el nu a învățat nici să scrie nici să citească. 8. Va trebui să înveți cum să te descurci cu problemele dificile la lecții.

VII. Comment on the given proverbs. Make up a situation centered round one of them:

1. Better unborn than untaught.
2. Like teacher, like pupil.
3. A little knowledge is a dangerous thing.

VIII. a) Fill in prepositions and adverbs where necessary:

Dialogue

B o b : What are you going **to take... as a career?**

J o h n : Architecture. Actually, I've already started. I began my studies ... last October.

B o b : What are you going to do when you finish?

J o h n : Oh, I shall go back ... home and practise ... my native town. There's a lot of useful work to be done there — building schools, hospitals, homes ... the people.

B o b : What **made you decide** to take ... architecture as a career?

J o h n : Well. I **was good** ... Maths and Art... school and I think I **had a certain feeling** ... design. My teacher **encouraged** ... me and said I **had a bent...** architecture.

B o b : I find that some young people fail to take ... a career because they're not sure what they want to do and what career **opportunities** there are.

J o h n : Yes, that's true. But usually your personal qualities show.....school, don't they? Teachers guide and encourage ... the young to take ... the careers ... which they're **best suited**.

b) Tell your friends how John chose his career.

c) Make up your own dialogues on choosing a career. Use the word combinations in bold type in them.

IX. a) Read the following:

Caring teachers take an active part in defending peace and in solving other social problems, such as struggling for better living conditions and a happier future for their pupils. Their demands are well grounded since millions of boys and girls throughout the world are being deprived of a happy childhood.

b) Support the idea with information from Moldovan and/or foreign press. Pay special attention to the situation in the USA and Great Britain.

c) Speak on:

1. your idea of a happy childhood;
2. the problem of deprived children in your mother land and abroad.

X. Translate the sentences below into English. Use Essential Vocabulary II:

1. Dragostea lui pentru copii l-a făcut să devină profesor, și el niciodată nu a regretat alegerea făcută. 2. Pare să fi o alegere între lucrul la grădiniță și studiul la colegiul pedagogic. 3. Nu este prea multă varietate în lucrul meu, dar are avantajele lui. 4. Mă tem că de data aceasta nu va fi ușor pentru elevi să facă exercițiu. 5. Succesele elevilor depind într-o oarecare măsură de personalitatea și măiestria profesională a profesorului. 6. Lucrul în școală cere să ai inteligență, tact și simțul responsabilității. 7. Poți câștiga respectul altor oameni doar prin munca ta onestă. 8. Nu fiecare student care a devenit profesor poate să-și găsească un loc de lucru în Marea Britanie. 9. Eu lucrez ca profesor de mulți ani și pot spune că cu greu poți găsi vreo altă profesie mai nobile. 10. Prietenul meu și-a ales cariera de medic când învăța încă la școală. El întotdeauna a fost convins că acest lucru este cel mai important din lume. 11. Dragostea mea față de muzică și interesul față de teoria educației m-au făcut să mă gândesc la predarea muzicii ca la o carieră. 12. Absolvenții de școală deseori găsesc dificilă alegerea unei cariere. În acest caz părinții și

profesorii lor pot să-i ajute să facă alegerea corectă. În plus, în fiecare școală există sistemul de orientare profesională. 13. În țara noastră profesia de învățător a fost în mod tradițional una din cele mai onorabile. 14. Ce vă atrage în munca de profesor?

XI. Role-playing. a) Act out in pairs the following situations; use Essential Vocabulary II:

1. Mike's father has been asked by the headmaster to come to school because of his son's unusual behaviour: bad marks, lots of missed classes, rude behaviour. Discuss the causes of his behaviour and steps to be taken.

2. Next year George and Nick are going to take entrance examinations at the University. Imagine a talk between them about their plans and the reasons that have determined their choice.

3. Mother and daughter have a very serious talk about the girl's decision to take up teaching as a career. Her mother, though, is rather sceptical about her choice.

4. Imagine a talk between two friends, one of whom is fed up with his or her present boring, unrewarding job. The other tries to suggest what he or she should do.

P r o m p t s : might it be an idea to ...; have you ever thought of...; you could always ...; if I were you, I'd ...; why don't you ...; you'd better ...

b) Role-play the following situation:

You are at a Parent-Teachers association meeting. You are discussing a problem you feel very strongly about. Among you there is a mother who's sure that children shouldn't be strictly disciplined at school, a father who has the opposite opinion, a father who tends to blame teachers for his children's faults, a grandmother who tends to spoil her grandchildren, a mother who gives other parents advice for the only reason that her daughter is at the head of the class.

XII. a) Read and translate the text:

My Memories and Miseries As a Schoolmaster

The parents of the boys at school naturally fill a broad page in a schoolmaster's life and are responsible for many of his sorrows. There are all kinds and classes of them. Most acceptable to the schoolmaster is the old-fashioned type of British father who enters his boy at the school and says:

"Now I want this boy well thrashed if he doesn't behave himself. If you have any trouble with him let me know and I'll come and thrash him myself. He's to have a shilling a week pocket money and if he spends more than that let me know and I'll stop his money altogether."

Brutal though his speech sounds, the real effect of it is to create a strong prejudice in the little boy's favour, and when his father curtly says, "Good-bye, Jack" and he answers, "Good-bye, father," in a trembling voice, the schoolmaster would be a hound, indeed, who could be unkind to him.

But very different is the case of the up-to-date parent. "Now I've just given Jimmy five pounds," he says to the schoolmaster, in the same tone as he would use to an inferior clerk in his office, "and I've explained to him that when he wants any more he's to tell you to go to the bank and draw for him what he needs." After which he goes on to explain that Jimmy is a boy of very peculiar disposition, requiring the greatest nicety of treatment; that they find if he gets in tempers the best way is to humour him and presently he'll come round. Jimmy, it appears, can be led, if led gently, but never driven.

During all of which time the schoolmaster, insulted by being treated as an underling, has already fixed his eye on the undisciplined young pup called Jimmy with a view of trying out the problem of seeing whether he can't be driven after all. (From "College Days" by S. Leacock)

b) Answer the questions below:

1. How does the author characterize two opposite types of "British father"? 2. Why, in Leacock's view, the "old-fashioned" type is more acceptable for a schoolmaster? Would you prefer to have Jack or Jimmy for a pupil? 3. How did the acquaintance with the fathers influence the schoolmaster's attitude to the boys? Do you find it natural? 4. Do you think the problems

raised in the text are outdated? Justify your answer. 5. In what way should teachers and parents cooperate in educating the child?

XIII. Act as an interviewer. Let the rest of the group speak *about* why and how they decided to qualify as a teacher of languages. Find out:

1. if anybody or anything influenced their choice;
2. when they finally made up their minds;
3. what attracts them in the work;
4. what they consider its advantages and disadvantages.

PART III

STUDY AND WORK

Remember

attend or assist

attend = to be present at an event

Students must attend at least 95% of lectures to pass the course.

assist = to help sb. to do sth.

Jack was happy to assist Peter with gathering information for the report.

apprenticeship or trial period

apprenticeship = a period of time working for employer to learn the particular skills needed for a job

The apprenticeship to be an electrician lasts three years and there is an exam you must pass at the end.

trial period = a fixed period of time which test the ability or performance of sb before they are offered the job permanently

They agreed to employ me for a trial period of three months.

EXERCISES

I. **Read the job adverts. Would you like to do either of the jobs?**

II. **Complete the adverts with a word from the list. Then listen and check**

<i>covering CV experience degree references qualifications vacancy</i>
--

Bird Keeper

Bristol /£ Competitive

Bristol Zoo Gardens is hiring an Animal Keeper for Our Bird Section. The successful applicant will be a bird keeper with at least two years' experience of working with a variety of bird species. Applicants should have 1. _____ such as an A-level in English or Biology. A 2. _____ in Zoo Management would also be an advantage. To apply, please send a 3. _____ letter and 4. _____ to

Handler

London / £ 27,000 - £ 30,000

A fine-art mover is seeking to fill a 5. _____ for the position of Art Handler. The ideal candidate will have a minimum of two years' 6. _____ of moving and handling expensive art and antiques for museums and galleries. Excellent 7. _____ from previous employers are also required, as well as a driving licence.

III. Vocabulary Bank Study and work.

1. Read the text about University College London (UCL) and complete it with words from the list:

Campus / dissertation / faculties / halls of residence / lectures / postgraduates / professors / seminars / thesis / tutor / undergraduates / webinars

University College London, also known as UCL, is one of London's most important universities. Founded in 1826, it is based in the Bloomsbury area of central London. The main 1. campus is located around Gower Street.

UCL currently has around 26,000 students, both 2. _____ (students studying for their **first degree**) and 3. _____ (students studying for **further degrees**). Further degrees include a **master's degree**, usually a one-year course at the end of which students have to write a 4. _____, or a **PhD** (doctorate), during which students have to write a doctoral 5. _____. UCL has around 4,000 **academic and research staff**, and 650 6. _____ (the highest ranked university teacher), which is more than any other British university. The research and teaching is divided into ten 7. _____, e.g. Arts and Humanities, Engineering Sciences, Medical Sciences, etc.

Many students, particularly first year undergraduates and **overseas students**, live in 8. _____. The majority of others find their own accommodation. Students are taught in **tutorials** (small groups of students with a 9. _____), or through 10. _____ (larger classes where students discuss or study with their teacher) or 11. _____ (where a large group of students listen to a talk but do not participate). Some teaching may also be in the form of 12. _____ (seminars conducted over the internet).

Famous past students range from Alexander Graham Bell, the inventor of the telephone, and Mahatma Gandhi, to all the members of the pop group Coldplay, who met while at university there.

2. (♫1.1.) Listen and check. What do the **bold** phrases mean?

3. With a partner, say three things which are the same and three which are different about universities in your country.

IV. APPLYING FOR A JOB OR COURSE

1. Complete the gaps with a noun or verb from the list.

apply attend experience get look qualifications a referee skills work write

What you may need to have:

1. qualifications (e.g. a degree, a diploma)
2. _____ (having done some work before)
3. _____ (e.g. languages, IT)
4. _____ (a person who would be prepared to recommend you) and their contact details

What you may need to do:

5. _____ out for **job vacancies** or **courses**
6. _____ for a job (**a work permit**, a place on a course, a **grant/scholarship** = money that an organization gives sb. to help pay for education)
7. _____ a **CV** and a **covering letter**
8. _____ an Interview

9. _____ **a job offer** or an offer for a place on a course
 10. _____ as **an intern** or a **trainee**
2. (🎵 1.2.) Listen and check. What do the bold phrases mean?

V. Work in pairs What is the difference between...?

1. an undergraduate and a postgraduate
2. a master's degree and a PhD
3. a campus and a hall of residence
4. a professor and a tutor
5. a seminar and a webinar
6. a tutorial and a lecture
7. qualifications and skills
8. a covering letter and a CV

VI. Talk to a partner. Look at the points below. When you choose a subject to study, how important do you think these factors should be? How important were they for you?

- future career prospects
- how much you like the subject
- how learning the subject will allow you to help others
- your parents' wishes and dreams
- how hard you have to study
- the quality of the teaching
- other factors:_____

VII. 1. Would you ever consider doing a job for no pay? Why (not)?

2. (🎵 1.3.) You're going to listen to three people talking about their internships. First read the information below. What is an internship? What do you think the advantages and disadvantages are?

'It's slave labour, but it teaches you a lot' - Real interns speak out

For many young graduates, starting out in a new career means taking an unpaid internship, with no guarantee of a permanent job at the end. While internships can provide graduates with useful experience, referees, and skills for their CVs, they also require a lot of hard work. Many interns feel exploited by employers, who treat them as cheap labour. In fact, nearly 40% of internships are unpaid, especially in industries such as fashion, PR, the media, and politics. Legally, most interns in the UK are entitled to the minimum wage. However, few employers realize this. Many interns have to work in bars or restaurants at night to pay for their rent, food, and expenses, while others end up in debt.

We spoke to three recent interns about their experiences...

VIII. 1. (🎵 1.4.) Listen to Rosie, Joe, and Lauren talk about their experiences of internships. Who had a positive experience? Who had the most negative experiences?

2.(🎵 1.4.) Listen again, and make notes in the chart.

	Rosie	Joe	Lauren
<i>The kind of company</i>			
<i>The good side</i>			
<i>The bad side</i>			

Discuss the questions.

1. Have you ever done an internship? Do you know anyone who has worked as an intern? Did they have a good experience?
2. Do you think unpaid internships are fair? Why (not)?

IX. (♫ 1.5.) Listen to the ends of two job interviews. Complete the conditionals. Which person do you think has a real possibility of getting the job?

1. If we _____ you the job, when _____ you _____ to start?
2. If we _____ you the job, you _____ a lot of training.

X. (♫ 1.6.) Listen and write five first conditional sentences giving advice to people looking for work. Do you agree with the advice?

XI. Imagine you were in these situations. What would you do? Say why using a second conditional.

If I was/were offered a great job abroad, I'd probably take it, because...

1. You are offered a great job abroad.
2. Your partner is offered a job abroad in a country that you wouldn't like to live in.
3. You have to choose between a well-paid but boring job and a very interesting but badly paid job.
4. You are offered a job while you are still in the middle of your studies.
5. You have to choose between working at night or working at weekends.

XII. a. In your country, do young people sometimes do part-time jobs in the evening or at weekends, or while they're at university? What sort of part-time jobs are common where you live?

b. Read the newspaper article about Saturday jobs. Who is most positive about the job they did?

The best Saturday job I ever had. . .

Shelf-stacker, dog-walker, and baby-sitter — most of us would have one of these classic Saturday jobs at the bottom of our CVs, if we were being strictly accurate. For the teenagers of today, however, it is far more difficult to find part-time work.

A. Sir Ranulph Fiennes, explorer

When I was 16, I wanted to buy a canoe and needed £85. I washed the buses at Midhurst bus station between 3 a.m. and 7 a.m. during the week. Then I washed the dishes at the Angel Hotel from 6 p.m. to 10 p.m. I was paid £11 per week in all. And that's how I got the cash. It is too long ago to know if I actually learnt anything from the experience.

B. Russell Kane, comedian

I did two humiliating Saturday jobs. The first was **selling** vacuum cleaners **door to door**. I didn't sell a single one. The Other job was working with my granddad for a frozen-food **delivery service**. I doubt that a Saturday job really teaches you anything. Where I come from it's automatic: at age 11 you get a job. It wasn't, 'Hey man, I'm really learning the value of work.' It was, 'If I want money, I must work for it.' My dad never gave me a penny of pocket money after the age of 11.

C. Tony Ross, illustrator and author

In the fifties, when I was a boy, used to work at the Post Office over Christmas. Many of us did it, and it was fantastic fun. I earned enough to buy an old motor scooter. My favourite part was going in the lorry to collect the mail bags from the station, because you didn't have to walk

the streets all day. The other good thing was doing a round with your own house in it, because then you could stop for a cup of tea. I learnt the basics of working for money like arriving on time, and enjoying it no matter what. It was a good introduction because very few people work for fun. I think I'm probably the only one.

D. Clive Stafford Smith, lawyer

I worked for a sand and gravel* company when I was 16. It was cold, damp, and so boring that I cried. I've learned various important things from that job. First, I know I'm very lucky to have a job now that I truly love. I also learned that it's crazy to pay bankers millions while paying minimum wage to people at gravel companies. It's terrible work and no one should have to do it. Anyone who says differently should be forced to work at that gravel company for a year.

E. Adele Parks, author

When I was 16, I worked in our local supermarket, stacking shelves for two years. In a job like that you make the decision whether this is what you want to do for the rest of your life, I was doing my A-levels, and the other guys and girls were really quite pleased for me, as they were living through my experiences. I am good at talking and telling stories, and think I learnt it there, because one of the things about stacking shelves or being at the checkout is that you get to pass the time with people. That's what I liked best.

*Very small stones often used on paths or roads.

c. Read the article again. Answer with A—E.

Which person...?

1. _____ felt that the job was badly paid
2. _____ liked the parts of the job where he/she could rest
3. _____ started very early and finished very late
4. _____ enjoyed spending time with the other workers
5. _____ was very unsuccessful in one of his/her jobs
6. _____ learned the importance of enjoying the work that you do
7. _____ learned the importance of punctuality
8. _____ got practice in something that later became his/her job
9. _____ and _____ aren't sure if they learned anything
10. _____ stopped getting any weekly money from his/her parents after starting his/her first part time job

XIII. a. Look at the highlighted words and phrases related to jobs, and work out their meaning from the context. Then match them with the definitions.

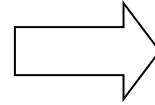
1. _____ *noun* a regular route that someone takes when collecting or delivering something
2. _____ knocking on people's doors to try to convince them to buy something
3. _____ *noun* taking things directly from e.g. a shop or business to people's homes
4. _____ *noun* a job which involves putting things on shelves, usually in a supermarket
5. _____ *noun* the place where you pay, e.g. in a supermarket *noun* the smallest
6. _____ *noun* the smallest amount of money a job can pay you according to the law

b. Which of the jobs mentioned do you think sounds the best/the worst?

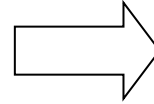
XIV. In groups of three, discuss the questions about work and studies. Follow the arrows to ask the questions that are most relevant to you/your partners.

Part-time work

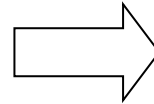
Have you ever done a part-time or holiday job?



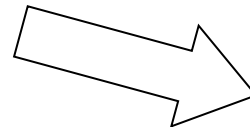
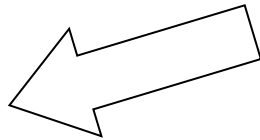
Why did you choose it? Did you enjoy it?



What did you learn from the job?



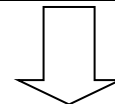
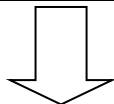
Do you think it will help you find a new or better job in the future?



If you're studying now...	If you're working now...
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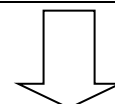
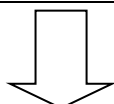
What qualification are you studying for?

Why did you apply for your current?



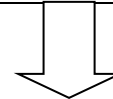
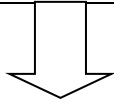
What jobs do you think you might get with your qualification?

What qualifications did you need?



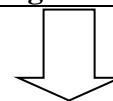
Do you know anyone who has a job you'd like to have? Which job? Why?

Why do you think you got the job?



What jobs would you definitely not like to do? Why?

In what ways do you think working is better than studying? How is it worse?



If you could go back in time and study for a different career, what would you choose?

XV.

XVI. Complete the text.

When Mary finished her degree, she started looking out for 1. job vacancies. She found that she had the right 2. qualifications for many of them, but she had no 3. experience because she had never worked before. One day, she saw an advert for an internship, and so she decided to 4. accept it because she thought she might learn some useful 5. skills. She quickly wrote out her CV and included the name of her university tutor as a 6. reference. Then she wrote a 7. cover letter and sent everything off to the company. A week later, she received an email inviting her to 8. attend an interview. The day after the interview, she 9. was given an offer of a three-month placement, but she decided not to accept it. She hadn't realized that she wouldn't get paid if she 10. worked as an intern!

XVII. A. Read the text once. Match headings 1-3 to paragraphs A-C-

1. A little money goes a long way
2. New career after an early disappointment
3. Sharing a talent for others to learn

Young entrepreneurs

You don't have to wait until you leave school to make a lot of money, as the three young people below have shown. Read on to find out more about them.

A. _____

Adora Svitak started writing when she was four years old, and she hasn't stopped since six, she received a laptop computer from her mother on which she quickly **amassed** hundreds of short stories. When she was seven, Adora published her first book; *Flying Fingers: Master the Tools of Learning Through the Joy of Writing*. It featured several of her stories, along with her tips on writing and typing. She published a second book, *Dancing Fingers*, with her older sister Adrianna four years later. Since then, she has turned her writing success into speaking and teaching success. At the age of 12, Adora is an **articulate** public speaker who has given talks of over 400 schools. She is now planning a conference for other kids like her.

B. _____

When *Farrhad Acidwalla* was twelve, he borrowed \$10 from his parents to buy his first **domain name** on the internet. He built a successful website related to aviation and model aircraft, which he later sold for far more than his initial \$10 investment. Since then, Farrhad has tried out several different **ventures**. He is currently the CEO of Rockstah Media, a company devoted to web development, marketing, advertising, and branding. The company is just over a year old but it has clients and a team of developers, designers, and marketing experts all over the world. Farrhad is now 16 years old and he plans to continue running Rockstah Media, while he is studying finance at the College of Commerce & Economics in India.

C. _____

Savannah Britt was a published poet by the age of eight. When she was nine, she started working for a newspaper called *The Kitchen Table News* as a **reviewer** of children's books. Two years later, however, the newspaper closed, and so Savannah found herself unemployed. But that didn't stop her. She started her own publication which was a magazine called *Girlpez*. She was only 11 at the time, so that made her the youngest magazine publisher in the world. The magazine features **coverage** of events, like concerts and fashion shows, along with interviews with singers, actors, and celebrities. Now aged 15, Savannah has guided her magazine as it has developed into an online-only format at Girlpez.com.

B. Read the text again and answer the questions. Write the letter of the paragraph.

Which entrepreneur...

1. made a huge profit from his/her first business?

2. has broken a record? _____
3. has carried out a successful project together with a family member? _____
4. was employed by an organization at a very young age? _____
5. was given a present which developed his/her skill? _____
6. has colleagues in other countries? _____

C. Match the highlighted words to the definitions below.

1. the unique name that identifies a website _____
2. a person who writes about new books, films, etc. _____
3. collected _____
4. the act of reporting an event _____
5. projects which you cannot be sure will succeed _____
6. good at expressing your ideas clearly _____

XVII. A. (🎧 1.7.) Listen to a radio programme about unpaid internships. What is the expert's recommendation?

- A. Unpaid internships should be banned.
- B. All three-month internships should be paid.
- C. The length of internships should be reduced.
- D. Companies that don't pay interns should be punished.

B. (🎧 1.7.) Listen again and complete the sentences.

1. Companies currently give jobs to about a _____ of all interns.
2. Olga Britten says that some graduates don't apply for internships because they wouldn't be able to pay for their _____ expenses.
3. According to Olga, _____ % of young people couldn't live in London without a salary.
4. Olga suggests that companies are employing the richest graduates instead of the most _____ ones.
5. Olga states that it is _____ to employ a person in a company for a long time without paying them.
6. Companies that break the law are punished with a heavy _____.
7. Olga agrees there will be _____ places for interns if companies have to pay them.
8. Olga thinks that young people should do work _____ instead of internships.

XVIII. A LINKEDIN PROFILE.

LinkedIn is a website where you can connect with colleagues and former school or university friends, who might be able to help you to find a new job.

- a. Read the beginning of Kate Lewis's profile. What kind of company do you think Shopping Spy is? What do you think Kate is studying?

LinkedIn	Account & settings	Help	Sign out
			Search

Profile

[Edit My Profile](#) [View My Profile](#)

Kate Lewis

Intern at Shopping Spy Ltd.
London Retail

Current Shopping Spy Ltd.

Previous Zara

Education University College London

- b. Now read the rest of Kate's profile and check if you were right.
- c. Read the profile again. The computer has found eight spelling mistakes. Can you correct them?

Summary

I am currantly studying at University College London and will gradaute in June with a degree in Comunications and Marketing. I am looking for a position in retail or marketing in the fashion industry. I am enthusiastic and hard-working, and keen to start in my new profesion. I already have some expiereince working in fashion. At present, I am working part-time as an intern at Shopping Spy Ltd., which is a website that helps shoppers find great shops and sales in London. I work in the online team, which provides essential information to customers and colleagues. I have direct contact with customers.

I have also had a part-time sales job at the Zara store in Covent Garden.

Experience

Intern
Shopping Spy Ltd., London
September – present (9 months)

Sales assistant and cashier
Zara, London
June – September 2013 (4 months)

I greeted customers and asisted them with purchases. I brouhgt out new stock, and worked at the till.

XIX. A. Plan the profile. Use the *Useful language* and *Vocabulary Bank* (Study and work) to help you.

1. Include a summary of your present situation.
2. Give details about your education and previous work experience.

B. Write your profile for a site like LinkedIn. (Or go to linkedin.com and create a profile) **Check** your profile for mistakes (grammar, vocabulary, punctuation, and spelling).

Useful language: writing a CV, covering letter, or LinkedIn profile

I am currently working at / a student at ...

I am seeking a position in the ...industry

I have ... years' experience –ing

Punctuation

Use Capital letters for company names, countries, cities, language, and school subjects.

Use a full stop (.) after company abbreviations like Ltd. and Inc.

ESSENTIAL COURSE

UNIT TWO

PART I

SPEECH PATTERNS

1a. *It would have been natural if the boy had gone to sleep.*

It would have been natural if you had punished the child for his behaviour yesterday.
It wouldn't have been so cold in the morning if the wind had stopped blowing.
It would have been strange if he hadn't called on me when he was here last summer.
It would have been quite dark in the forest if we hadn't made a good fire.

1b. *The father wouldn't have called the doctor if the boy had been quite well.*

Grant would have accepted Mario's invitation if he hadn't made up his plans for the summer.

Anne would have taken her spring exams if she hadn't fallen ill.
We shouldn't have made friends with them if we hadn't stayed in the same camp.
We should have finished our work yesterday if you had helped us.

1c. *The boy would have behaved in a different way if he were selfish.*

They wouldn't have quarrelled if they both were less nervous.
You would have improved your spelling long ago if you were more diligent.
We should have invited him to our party if we knew him better.
She wouldn't have forgiven him if she didn't love him so much.

2. *He seemed to know all about influenza.*

The children seem to like each other very much. You don't seem to understand me.
She seemed to know grammar much better than we thought.
They didn't seem to have met before.

3. *I can't keep from thinking.*

Can't you keep from talking all the time? Try and keep from gossiping about other people. She couldn't keep from scolding the child, though she knew she shouldn't do it.
We can't keep from laughing when we look at him.

EXERCISES

I. Change these sentences, using Patterns 1a and 1b:

Example: We should meet a lot of tourists if we went to a tourist camp next summer. We should have met a lot of tourists if we had gone to a tourist camp last year (last summer, when we had our holiday, etc.).

1. Mario wouldn't come to England if John didn't invite him. 2. Peter would accept your invitation if he were not ill. 3. It wouldn't be a hardship for the children to sweep and clean the rooms, would it? 4. If the weather were fine we should go to a holiday camp next summer. 5. We would live in a hotel if the rates were not very high. 6. It would be natural if they didn't meet after their quarrel. 7. My friend and I would go to the cinema after this lesson if the rest of the students agreed to go with us. 8. If the weather didn't change we should go to the country tonight.

II. Combine the following sentences into one, using speech Pattern 1c:

Example: They quarrelled. They both are very nervous.

They wouldn't have quarrelled if they both were not very nervous.

1. Bob recovered. The doctors that had treated him are very experienced. 2. Mary passed her exams. She is industrious. 3. We invited John Brown to our tea-party. We are acquainted with him. 4. I didn't leave the children alone. They are naughty. 5. She didn't agree to teach us French. She doesn't know the language well. 6. Martha understood the German delegates, she is

a German. 7. I gave you this book because it's very interesting. 8. I advised my friends to have a walking tour because I myself am fond of walking tours.

III. Make up sentences after Patterns 2 and 3, using the following words and phrases:

a) Pattern 2: to be busy, to know a lot, to understand each other, to hate (smb. or smth.), to love music, e.g. Ann seems to love children, I often see her playing with little boys and girls in our yard.

b) Pattern 3: to scold each other, to argue (about smth.), to meet (with), to write a letter, to dream (of smth), e.g. She can't keep from crying when she reads sentimental poetry.

IV. Translate these sentences into English, using the patterns from Units One and Two:

1. Nu te neliniști, copilul nu ar fi fost atât de vesel, dacă era grav bolnav. 2. Nu ți-ar sta bine, dacă ai avea barbă și mustăți, ai arăta mult mai bătrân. 3. Ar fi fost mai bine dacă nu li s-ar fi permis copiilor să privească televizorul până târziu. 4. Ar fi fost firesc, dacă copiii m-ar fi întrebat despre noua lor profesoare, dar nimeni nu a pus această întrebare. 5. Dacă aș fi în locul tău, aș mânca mai puține dulciuri, te vei îngrășa. 6. Ar fi fost firesc, dacă el ar fi devenit om de știință, la școală avea succes la științele exacte, dar el a devenit artist. 7. Ai fi terminat cu mult timp în urmă traducerea, dacă nu vorbeai atât de mult la telefon. 8. Nu ai fi uitat să mă telefonezi, dacă nu erai atât de distrată.

V. Make up a dialogue, using the patterns from Units One and Two.

Example: A.: If my mother hadn't been ill I should have gone to the South last summer.

B.: You had bad luck. And what are your plans for the coming winter holidays?

A.: I haven't made any plans so far.

B.: Wouldn't you like to stay with me at my aunt's in the country?

A.: But would it be convenient to her?

B.: Certainly.

A.: Well, that's very nice of you to invite me.

TEXT. A DAY'S WAIT

by Ernest Hemingway

Hemingway, Ernest (1899-1961): a prominent American novelist and short-story writer. He began to write fiction about 1923, his first books being the reflection of his war experience. "The Sun Also Rises" (1926) belongs to this period as well as "A Farewell to Arms" (1929) in which the antiwar protest is particularly powerful.

During the Civil War Hemingway visited Spain as a war correspondent. His impressions of the period and his sympathies with the Republicans found reflection in his famous play "The Fifth Column" (1937), the novel "For Whom the Bell Tolls" (1940) and a number of short stories.

His later works are "Across the River and into the Trees" (1950) and "The Old Man and the Sea" (1952) and the very last novel "Islands in the Stream" (1970) published after the author's death. In 1954 he was awarded a Nobel Prize for literature.

Hemingway's manner is characterized by deep psychological insight into the human nature. He early established himself as the master of a new style: laconic and somewhat dry.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move. "What's the matter, Schatz?"⁶

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

⁶ Schatz (*Germ.*): darling

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."⁷

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right, if you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's⁸ *Book of Pirates*, but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek.

At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have." I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

⁷ 102 °F (Fahrenheit) correspond to 38.9 °C (Centigrade), The Fahrenheit thermometer is used throughout the British Commonwealth and in the United States. The boiling point of the Fahrenheit thermometer is 212°, the freezing point — 32°, the normal temperature of a human body is about 99°. The Centigrade thermometer, used in Russia, France and other countries, has 0° (zero) for its freezing point and 100° for the boiling point

⁸ Pyle, Howard (1853-1911): an American illustrator, painter and author.

"I'm taking it easy," he said and looked worried about something.

"Take this with water."

"Do you think it will do any good?"

"Of course, it will,"

I sat down and opened the Pirate Book and commenced to read but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk!"

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz, it's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

NOTES ON STYLE

A. The terms **style**, **stylistic** are generally used in two different meanings. In lexicology the term **functional style** is used which may be defined as a system of expressive means peculiar to a specific sphere of communication. Otherwise speaking, the choice of words and of modes of expression depends on the situation in which the process of communication is realized, whether it is a friendly talk, an official letter or report, a poem, a scientific article, etc. According to the situation (or the sphere of communication) we may distinguish formal (bookish, learned) and informal (colloquial) words. The former are peculiar to fiction, scientific prose, lectures, official talks; the latter are used in everyday talks with friends and relatives. One should also keep in mind that there are a great number of words that are independent of the sphere of communication, i. e. that can be used in a lecture, in an informal talk, in a poem, etc. Such words are stylistically neutral (*e.g.* bread, work, book, go, takes, white, etc.).

Students should be warned against taking the term *colloquial* as a kind of encouragement to use words thus marked as much as possible. The term implies that the words called *colloquial* are limited by their sphere of usage and, if used in a wrong situation (*e.g.* in a student's composition, in a conversation with an official acquaintance or with one higher in authority), may produce the impression of impoliteness or even rudeness.

E. g. He is a jolly chap. = _____, (**chap** *n, coll.*; **jolly** *adj, coll.*) The stylistically neutral way of putting it is: He is a good (fine) man.

How are the kids? = _____? (**kid** *n, coll.*) The stylistically neutral way How are your children?

I'm all right. = _____. (**all right** *coll.*) The stylistically neutral way I feel (am) quite well.

Compare:

Neutral
begin

Colloquial
start

Bookish
commence

continue	go on	proceed
end, finish	be over (through)	terminate
buy	get	purchase

Note also that such abbreviations as *I'm, I've, I'll, you'd, you're*, etc. are characteristic of colloquial style. Therefore, students will be well advised to avoid them in their compositions, essays, precis, etc.

B. The term **style** may be also used with reference to the manner of writing of some particular author. *E. g.* Hemingway's style is characterized by laconism and lack of detail. The syntax of his sentences is very simple, the dialogues are almost monosyllabic and seemingly unemotional. Yet, through the austere form the author manages sometimes to create a narration of great tension.

EXERCISES

I. Read the text and the Notes on Lexicology and Style and talk on the following points

(A. Grammar, B. Word usage, C. Style):

A. 1. Why does the author use or drop the definite article before the word *bed* in the sentences: "We were still in bed." "You'd better go back to bed," "I sat at the foot of the bed."

2. Why is the Infinitive used with or without the particle *to* in the sentences: "Do you want me to read to you?" "I heard him say a hundred and two."

3. In the sentence "It's nothing to worry about" it is a personal pronoun. What noun does it stand for? (Note: The English for «_____» would be "There is nothing to worry about.")

4. Tick off the sentences with the Infinitive used as an attribute.

5. Tick off all the complex sentences with clauses joined without the conjunction *that*, *e.g.* "I know (that) he is ill."

B. 1. What did the father mean when he said "You'd better go back to bed"? (Add some words to show the implication.)

2. Paraphrase the sentences: "I'd rather stay awake" and "just take it easy."

3. What is the difference between the boy's words "...if it bothers you" and "...if it's going to bother you." (Translate the sentences with these phrases into Romanian.)

4. How and why did the boy paraphrase his question "about what time... I'm going to die?"

5. The boy lay with his eyes fixed at the foot of the bed. What synonyms and why did the author use to describe the situation? (See Vocabulary Notes in Unit One.)

C. 1. Comment on the choice of words in Hemingway's story from the point of view of their stylistic colouring. What style prevails, formal or informal?

2. What can you say about the dialogues in the story and their stylistic peculiarities?

3. Comment on the syntax of the story and the stylistic effect achieved by it.

4. What is the general atmosphere of the story? Is the tension gradually increased? How is the effect achieved? What is the point of the highest tension (climax) ?

II. a) Choose the best translation of each English sentence below (or give your own variant) and reason your choice;

1. . I'd rather stay awake, 1. _____. 2. _____.

2.as though it ached to move. 1. ... _____. 2._____.,

3. He seemed very detached from what was going on. 1. _____.. 2. _____.. 3. _____.

4. But his gaze at the foot of the bed relaxed slowly. 1. _____.. 2. _____.. 3. _____.

5. The hold over himself relaxed too, finally, and the next day it was very slack. I. _____.. 2. _____.. 3. _____.

b) Translate the description of the father's walk.

III. Answer the questions:

1. What were the symptoms of the boy's illness? 2. Why did it seem to the father that the doctor knew all about influenza? 3. What worried the boy? Since when? 4. Why did the boy prefer to stay awake? 5. What were the symptoms of the boy's nervous strain that the father took for the symptoms of his illness? 6. Wouldn't it have been more natural if the boy had told his father about his fears? Why? 7. Do you like the boy's behaviour? How does it characterize him? 8. How would you explain the contrasts in the boy's behaviour on the first and the second *day* of his illness? 9. Why did the author introduce the description of the father's walk? 10. Do you find the situation described in the story true to life? (Give your reasons.) 11. Do you think you would have behaved in the same way in the boy's place? 12. What do you consider to be the point of the story?

Begin when possible your answers with:

I believe; I think; I'd like to say; In my view; As I see it; I don't think it would...; This is my way of looking at it.

IV. Write 5 questions after each pattern below. (Keep to the same word order.) Discuss them in class:

1. Do you think the boy would have worried about his temperature if he had known the difference between the Fahrenheit and the Centigrade thermometers?
2. Why, do you think, the medicines were in different coloured capsules?

V. Retell the text in reported speech following the outline given below:

1. The boy looks ill.
2. The father calls for a doctor.
3. The doctor diagnoses the illness and leaves instructions.
4. The boy seems detached from what is going on around him.
5. The father goes for a walk.
6. The boy's state troubles his father.
7. The father finds out what worries the boy.
8. The boy relaxes.

Use the vocabulary of the text and the words:

to ask (about, if, why), to wonder (whether, why, what...), to say (that), to tell smb. (about smth.), to add (that), to answer (that), to reply (that), to inquire after (smb.'s health), to declare (that).

VOCABULARY NOTES

1. **to shiver** *vi* _____, *as* shiver with cold

Syn. **to tremble, to shudder, to start; to tremble** is the most general word; **shuddering/starting** is generally the result of (great) fear or disgust, *e.g.* He seemed perfectly calm, only a slight trembling of his voice and hands showed he was excited. Keith shuddered at the sight of the dead body. The child was shivering with cold. She started when they came in.

2. **ache** *n* (a continuous, not sharp or sudden, pain). Usually used in compounds: **headache, toothache, stomachache, earache, backache**, *e.g.* I had a bad headache yesterday. Some people have (a) bad earache when the plane is losing height. *But: to have a sore throat, eye, finger*, etc., *e.g.* I can't speak louder? I have a sore throat.

Syn. **pain** *n* to feel (have) a bad (sharp, slight) pain in ..., *e.g.* I feel a sharp pain in my right knee. My leg gives me much pain.; **painful** *adj* _____, _____

Ant. **painless**, *e.g.* It was a painful (painless) operation.

to ache *v i/t* _____ (_____) — to be in continuous pain, *e, g.* My ear aches. After climbing the mountain he ached all over.

Cf.: **hurt** *vt/i* _____, *e.g.* It hurts the eyes to look at the sun. My foot hurts (me) when I walk.

3. **medicine** *n* 1. _____, *e.g.* What medicine (s) do you take for your headaches? 2. _____, *e.g.* He is fond of medicine, he wants to become a surgeon.

medical *adj.*, *e.g.* He studies at a Medical Institute. He is a medical student. My medical knowledge leaves much to be desired. You'd better consult your surgeon.

4. **condition** *n* 1. _____; **to be in (a) good (bad) condition**, *e.g.* After the thunderstorm our garden was in a terrible condition, quite a number of trees were broken. Every parcel arrived in good condition (nothing was broken or spoiled).; **to be in no condition to do smth.**, *e.g.* He is in no condition to travel. The ship was in no condition to leave harbour, He can sing very well, but tonight he is in no condition to do it, he has a sore throat.

2. _____; **under good (bad) condition(s)**, *e.g.* The unemployed live under very hard conditions.; **on condition that = if**, *e.g.* I will do it on condition that you give me the time I need.; **conditional** *adj.*, *e.g.* Conditional sentences contain "if" or its synonyms.

5. **foot** *n* (**pl feet**) 1. _____ (_____), *e.g.* The boy jumped to his feet. A dog's feet are called paws.; 2. _____ (_____) 30,5 cm, *pl* _____, *e.g.* The boy was too tall for his age and he was three foot two in his shoes.; 3. _____, _____, _____, *as* the foot of the mountain, at the foot of the page, the foot of the bed, *e.g.* This boy is at the foot of his class.

Ant. **top, head**, *as* the top of the mountain, the top (head) of the page, at the head of the bed, etc. *e.g.* This boy is at the head of his class.

on foot (= walking, not riding), *e.g.* When people are having their walking holiday they cover long distances on foot. (*Cf.*: by train, by bus, etc.)

footnote *n* _____

6. **prescribe** *vi* _____, *e.g.* Doctor, will you prescribe a tonic for me? What can you prescribe for my headache (cold, etc.) ?

prescription *n* _____; to make up a prescription for smb., *e.g.* Please call in at the chemist's and have this prescription made up for me; **to write out a prescription**.

7. **bare** *adj* 1. _____, _____, _____ (usu. about some part of our body), *e.g.* His head was bare.

Syn. **naked (= having no clothes on)**, *e.g.* Victorine was shocked when she learned that she would have to sit for the painter quite naked.

barefoot *adj predic, adv* = with bare feet, without shoes and stockings, *e.g.* Children like to go (run, walk) barefoot.

barefooted *adj, attr.* Barefooted people were standing on the bank.

bare-legged (-armed) *adj* = with bare legs (arms), *e.g.* When we speak of bare-legged children we mean children wearing shoes, but no stockings; bare-footed children wear neither shoes nor stockings.

bare-headed, *adj* = without a hat, *e.g.* It's already too cold to go bare-headed.

2. _____, _____, _____, *as* a bare room (with little or no furniture), bare walls (without pictures or wallpaper), bare trees (without leaves), bare facts (only facts; nothing but facts).

Cf.: a **bare** room (no furniture), an **empty** room (no people), a **vacant** room (a room in which either no one is living at present or no one is working; a room which can be occupied), *e.g.* After the piano was taken out, the room seemed quite bare. I thought I heard voices in the next room, but it was empty. "Won't you look for a vacant room in which we could have a consultation?" — "I'm told that all the rooms are occupied."

8. **refuse** *vt/i* _____, *e.g.* She refused my offer. She can't refuse her children anything. He refused to do what I asked him.

N o t e: In the meaning of sacrificing smth., parting with smth., the English verb to give up is used, *e.g.* He gave up the idea of going there. Roger promised to give up smoking, but he didn't keep his promise.

refusal *n*, *e.g.* He answered her invitation, with a cold refusal,

9. **like** *adj* _____, _____, *e.g.* They are as like as two peas. What is he like?

(= What sort of person is he?) What does he look like? (= What kind of appearance has he got?) How does she look today? (= What is her appearance today?) It looks like gold. (= It has the appearance of gold.) It looks like rain. It was just like him to take the biggest piece of cake. There is nothing like home.

like *prep* or *adv* _____, _____, *e.g.* I can't do it like you. They are behaving like little children, I've never heard him sing like that.

Note: *to act like* means to do smth. in the same way or in the manner of other people, *e.g.* She can play like a real pianist.; *to act as* means acting in the capacity of smb., *e.g.* Some of our students act as guides during summer.

alike *adj predic* _____, _____, _____, *e.g.* The houses in this street are alike. (Cf.: The houses in this street are like those in the next street.)

likeness *n* _____, *e.g.* I cannot see much likeness between the twins.

unlike *adj* _____, *e.g.* She was unlike all other girls.

unlike *prep* _____, *e.g.* Unlike other girls she was not at all talkative.

ESSENTIAL VOCABULARY (I)

Words

ache *v, n*

avoid *v*

bare *adj*

barefoot *adj predic, adv*

bare-headed *adj*

condition *n*

epidemic *n*

fever *n*

flue *n*

foot *n*

medical *adj*

medicine *n*

miserable *adj*

naked *adj*

pain *n*

painful *adj*

pneumonia *n*

prescribe *v*

prescription *n*

shiver *v*

tremble *v*

vacant *adj*

Word Combinations

1. to have (got) a headache

2. to take one's (or smb.'s) temperature

3. to bring down the fever

4. to be in (a) good (bad) condition

5. to live (work) under good (bad) condition (s)

6. to be in no condition to do smth.

7. on condition that

8. to write (put) smth. down

9. to give smth. up

10. to make a note (notes) of smth.

11. so far

12. at the foot (head) of the bed

13. to read to oneself (aloud)

14. to go to sleep (*cf.*: to fall asleep)

15. to stay (be) awake

16. flushed by the fever (anger, excitement, etc.)

17. to flush with

18. to take smth. easy

EXERCISES

I. Study Vocabulary Notes and a) write derivatives or compounds of:

refuse, prescribe, pain, ache, condition, bare, like.

b) Give the opposite of:

to read aloud, in good condition, at the foot of the bed (mountain, page), the girl had shoes on, the seat is occupied, the trees are covered with leaves, to be asleep.

c) Give English equivalents of these words and use them in sentences of your own:

dezbracat (2 words), a tremura (2 words), a refuza (2 words).

II. Fill in

a) ache, hurt, pain, painful:

— What... you?

- I can't say I feel any sharp ... in some definite place, I just... all over.
- Does it... you to move your arms, legs or head?
- My head ... all the time, it ... me to look at the light and each movement is
- Well, I must examine you. Don't be afraid, it won't be
- But, doctor, each touch gives me
- Well, try and take it easy.

b) in, on:

— Your child's health is ... a rather bad condition, he must be thoroughly examined in the polyclinic.

- But, doctor, he is ... no condition to leave the house, he's too weak.
- Perhaps we'd better take him to hospital then.
- Oh, doctor, isn't it possible to keep him at home?
- Well, only ... condition that you follow all my instructions.

c) refuse, give up:

1. In spite of his father's wish he ... to leave the Medical Institute as he was fond of medicine and didn't want to 2. I decided to break with him after he had ... to help me when I was in great need of help. 3. Though she regularly ... his proposals he couldn't... his dream of marrying her sooner or later. 4. If she asks me for any favour I'll never ... her. 5. If I were you I wouldn't... my plan so easily.

d) like, as:

1. The children jumped and squealed (_____) ... little puppies. 2. The girl tried to behave ... a grown-up person. 3. She was invited to this conference ... a specialist in medicine. 4. He works ... a doctor in one of our hospitals. 5. You just listen to him, he speaks ... a real doctor, though he doesn't know anything about medicine. 6. ... your doctor, I don't allow you to get up for some more days.

III. Supply articles where necessary:

1. ... clinical thermometer is ... small thermometer for finding out ... temperature of ... body. 2. ... boiling point of ... Fahrenheit thermometer is 212°, of ... Centigrade thermometer — 100° and of... Reamur thermometer — 80°. 3... kilometer is ... measure of length as well as... mile and... foot;... kilogram and ... pound are ... measures of weight. 4. His high temperature worried... boy because he didn't know... difference between... Fahrenheit and Centigrade thermometers.

IV. Make up short dialogues starting with the sentences below. Try and argue with each other:

1. The mother to the father: You shouldn't have gone for a walk when the child was ill.
2. The father to the boy: You should have told me what worried you.
3. The mother to the boy: You should have let me in, why didn't you?
4. The mother to the father: You might have guessed that something was worrying the boy.
5. The father to the mother: You might have dropped in to see what state the boy was in.
6. The mother to the father (the next day): I don't like the boy's state. Perhaps we had better call the doctor again?

Use such phrases as;

But why should (shouldn't) I?; Well, I don't (didn't) think...; I wish I could, but...; I really couldn't imagine...; What a silly way to talk!; I wish you wouldn't...; I'm really sorry, but...; I really feel bad about it...; What do you think I should have done...?, etc.

Example: Father: You should go to bed at once.

Son: Why should I? I'm all right.

Father: But you aren't. You're shivering and your face is white.

Son: Well, I just feel a bit cold, I'll sit down by the fire.

Father: You are ill and you have a fever.

Son: How do you know?

Father: I knew it just when I put my hand on your forehead.

V. Translate into English:

1. Ce condiții de trai ai avut, când ai fost copil? 2. Am notat toate observațiile la această întrebare. 3. Dacă ai fi luat ieri pastilele acestea, astăzi te-ai simți mult mai bine. 4. Fetele arătau nefericite, când au fost informate despre boala mamei lor. 5. Lasă copiii să alerge desculț, aceasta nu le va cauza nici un rău. 6. Toți oamenii bolnavi sunt la fel: se enervează din cauza unor lucruri neînsemnate și se comportă ca niște copii mici. 7. În locul tău, nu aș fi notat toate informațiile, ele nu sunt de prea mare importanță. 8. Dacă nu vei dormi, te vei simți tare rău mâine. 9. Îmi place acest doctor deoarece el nu prescrie prea multe medicamente. 10. El lipsește din nou? Îl recunosc prin aceasta: să absenteze când noi avem lucrare scrisă de control. 11. N-aș spune că este prea multă asemănare între noi. 12. Pare că va ploua. Cred că-i mai bine să stam acasă.

VI. Make up three short dialogues, using the phrases listed below:

a) to have a headache, to have a fever, to take one's temperature, had better, to have a prescription made up;

b) to consult a doctor, a light epidemic of flu, to prescribe the medicine for, to be light-headed, would rather, to do good;

c) to take smth. easy, to keep from doing smth., there is nothing to worry about, on condition that, to be of no importance.

VII. Translate the following text into English:

Mama stătea aproape de patul copilului cu ochii ațintiți asupra lui. Băiatul delira, el avea o temperatură ridicată, obrajii erau îmbujorați de febră, avea vânătăi sub ochi. A venit vecina, ea a adus termometrul și câteva medicamente pentru a micșora febra. Ea a spus că medicamentele au să-i micșoreze temperatura. După două ore mama a măsurat temperatura și a constatat că medicamentele nu au avut nici un efect. A venit doctorul și a spus că băiatul are pneumonie, dar deocamdată nu e pericol serios. El a întrebat când băiatul s-a îmbolnăvit. Mama și-a amintit că încă marți băiatul spunea că are durere de cap și-l doare tot corpul. „Nu vă neliniștiți. Totul va fi bine,” a spus doctorul, „dar mai bine să duceți copilul la spital.” – „Mai bine voi îngriji de copil eu însumi,” a spus mama. „Bine,” a spus doctorul, „Nu voi insista. Nu trebuie să te neliniștești. Dacă veți urma exact indicațiile mele, sunt sigur că în câteva zile el se va simți mai bine.”

Doctorul a plecat, dar el s-a gândit că ar fi fost mai bine să trimită copilul la spital.

PART II

TOPIC: ILLNESSES AND THEIR TREATMENT

TEXT A. A VICTIM TO ONE HUNDRED AND SEVEN FATAL MALADIES

From "Three Men in a Boat" by Jerome K. Jerome

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms", I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever — read the symptoms — discovered that I had typhoid fever — began to get interested in my case, and so started alphabetically.

Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee. I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever.

I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck.

I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?"

I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is *not* the matter with me. Everything else, however, I *have* got."

And I told him how I came to discover it all,

Then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it — a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out.

I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said:

"You are a chemist?"

He said:

"I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran:

"1 lb.⁹ beefsteak, with

1 pt.¹⁰ bitter beer

every six hours.

1 ten-mile walk every morning.

1 bed at 11 sharp every night.

And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

NOTES ON SYNONYMS

Synonyms may also differ by the degree or intensity of the phenomenon described or by certain additional implications conveyed by their meanings. *E. g. malady* describes a more dangerous illness than *disease*, sometimes a fatal one, whereas *ailment* mostly refers to a slight disorder. *Malady* implies a lasting, sometimes a chronic illness, whereas *ailment* is short and temporary. *Illness* is the most general word in the group (the synonymic dominant).

2. Synonyms may differ by their stylistic characteristics. *E. g. chum* is a colloquial synonym of *Man*, *to fancy* sounds less formal than *to imagine*. *To pass away* is a bookish synonym of *to die*.

⁹ lb. (pound): a measure of weight = 453.6 g

¹⁰ pt. (pint) [paint]: a measure for liquids = 0.57 l

TEXT B. A VISIT TO THE DOCTOR

— Well, what's the matter with you, Mr. Walker?

— You'd better ask me what is not the matter with me, doctor. I seem to be suffering from all the illnesses imaginable: insomnia, headaches, backache, indigestion, constipation and pains in the stomach. To make things still worse, I've caught a cold, I've got a sore throat and I'm constantly sneezing and coughing. To crown it all, I had an accident the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. If I take a long walk, I get short of breath. In fact, I feel more dead than alive.

— I'm sorry to hear that. Anyhow, I hope things aren't as bad as you imagine. Let me examine you. Your heart, chest and lungs seem to be all right. Now open your mouth and show me your tongue. Now breathe in deeply, through the nose... There doesn't seem to be anything radically wrong with you, but it's quite clear that you're run down, and if you don't take care of yourself, you may have a nervous breakdown and have to go to hospital. I advise you, first of all, to stop worrying. Take a long rest, have regular meals, keep to a diet of salads and fruit, and very little meat. Keep off alcohol. If possible, give up smoking, at least for a time. Have this tonic made up and take two tablespoonfuls three times a day before meals. If you do this, I can promise you full recovery within two or three months.

— And if I don't, doctor?

— Then you'd better make your will, if you haven't yet done so.

— I see. Well, thank you, doctor. I shall have to think it over and decide which is the lesser evil: to follow your advice or prepare for a better world.

TEXT C. AT THE DENTISTS

Nell: Hello, is that you Bert? Nell here. I'm so glad I've found you in.

Bert: Hello, Nell. How are things?

N.: Fine. Listen, Bert. I'm bursting with news. Just imagine: yesterday I had the first real patient of my own.

B.: You don't say! Who was it?

N.: A nice old dear with a lot of teeth to be pulled out. It's such wonderful practice for me!

B.: Are you quite sure that some of his teeth couldn't be filled?

N.: None of them! I sent him to have his teeth X-rayed, so it's all right.

B.: How did you manage to get such a marvellous patient, I wonder?

N.: He came with a bad toothache. It had been bothering him for a day or two already.

B.: Were there no other dentists in the surgery?

N.: No, I was the only one. It was Sunday.

B.: Poor old thing! I hope you didn't try to pull out all his teeth at once, did you?

N.: Don't be silly. I just chose the easiest one to begin with.

B.: I see... And how did you get along?

N.: Wonderfully. I tested his blood pressure and gave him a couple of injections, though he said that my smile worked better than any injection.

B.: Oh, he did, did he? And he didn't have heart attack after the tooth was taken out? It would have been natural for an old man.

N.: No, he just felt a bit sick and giddy. I gave him a tonic and told him to stay in bed for a while and take his temperature.

B.: Perhaps I'd better drop in and check his heart? I'm on sick leave now and can do it at any time.

N.: You needn't. I'll ring him up and in case he's running a high temperature I'll let you know. But I do hope he won't. The day after tomorrow he's coming again,

B.: Are you sure he's not going to make an appointment with some other dentist?

N.: I don't think he will. When he was leaving he said he looked forward to having all his teeth pulled out and he would keep them all as souvenirs to remember me by.

B.: Well, I wish you good luck. Hope to hear from you soon. Bye for now, Nell.

N.: Good-bye, Bert. I'll let you know how things are going on.

ESSENTIAL VOCABULARY (II)

Words

appendicitis <i>n</i>	insomnia <i>n</i>
attack (of smth.) <i>n</i>	prescription <i>n</i>
case (of a disease) <i>n</i>	recover (from a disease) <i>v</i>
cholera <i>n</i>	remedy <i>n</i>
complication <i>n</i>	scarlet fever <i>n</i>
cough <i>v, n</i>	sneeze <i>v</i>
cure of <i>v</i>	sore (throat, eye, finger, etc.) <i>adj</i>
cure for <i>n</i>	surgery <i>n</i>
die of <i>v</i>	symptom <i>n</i>
diphtheria <i>n</i>	tonic <i>n</i>
disease <i>n</i>	treat <i>v</i> (smb. for a disease)
indigestion <i>n</i>	treatment (for smth.) <i>n</i>
injection <i>n</i>	typhoid fever <i>n</i>

Word Combinations

1. to feel smb.'s (one's) pulse
2. to go to a chemist's (drugstore)
3. to catch (a) cold
4. to be short of breath
5. to breathe in deeply
6. to have a nervous breakdown
7. to keep to a diet (of ...);
8. to be on (go on), follow a diet
9. to have a prescription (medicine, mixture, tonic, etc.) made up
10. to take medicine (a spoonful of, etc.)
11. to be wrong with (one's heart, lungs, etc.);
12. to have smth. wrong with
13. to have one's tooth filled, to have a filling
14. to pull (take) out a tooth = to have an extraction
15. to have one's tooth pulled out (taken out), extracted
16. to be (have one's teeth, chest, heart, etc.) X-rayed
17. to test smb.'s blood
18. to have one's blood tested
19. to test smb.'s blood pressure
20. to have one's blood pressure tested
21. to have, get (give) an injection (a needle)
22. to have a heart attack
23. to check smb.'s heart, lungs, etc.; to sound smb.'s heart, lungs, etc.
24. to make an appointment with a doctor
25. to write out a prescription (for pills, etc.)
26. to follow the doctor's directions
27. to have an accident
28. to examine a patient (smb.'s throat etc.)
29. to consult (see) a doctor
30. to be on sick leave; to get sick leave
31. to be taken ill (to fall ill) with
32. to be laid up with
33. to feel sick (and giddy)
34. to fill smb.'s tooth
- 35.

Examples

He was taken to hospital and operated on (underwent an operation) for appendicitis.

After I've had some injections of tonic I feel quite cured of all my ailments.

The child is ill (laid up) with chicken pox (varicelă). He'll soon recover if no complications set in.

Smallpox (rugeolă) is a catching (molipsitoare) disease marked by fever and small red spots on the body and often leaves permanent marks.

I've been on sick leave for a fortnight already, but I don't feel any better so far.

The doctor diagnosed the illness as tuberculosis (t. b.).

A doctor who performs (carries out) operations is called a surgeon. Nowadays operations may be performed almost on any part of the body.

When people have pain in their teeth they go to a dentist to have the holes in their teeth filled (stopped). When necessary they may have their teeth taken (pulled) out.

People who are treated in health centres (polyclinics) are called out-patients, those who stay in hospital are called inpatients.

Something is wrong with my legs: all my joints ache and when I bend my knee it hurts me.

The old man's sight is getting dim (se înrăutățește), his eyes are sore, swollen and itching.

Note: *Don't say "He wrote me a prescription out"; but "He wrote out a prescription for me".*

EXERCISES

I. Study Text A and explain the meaning of the words and phrases listed below.

in an unthinking moment, idly turn the leaves, a fatal malady, premonitory symptoms, complication, to walk the hospitals, to time the pulse, all for nothing, the prescription ran, a family hotel, to follow the directions, his life was preserved.

II. a) Write English equivalents of the following words and phrases. Use them in sentences of your own:

1. încremenit de spaimă; 2. a se interesa de ceva; 3. un caz interesant din punct de vedere medical; 4. a susține diploma; 5. a lua vremea cuiva; 6. la fiecare 6 ore; 7. a umple capul cu lucruri necunoscute.

b) Write these words in English and transcribe them:

boală, simptom, desperare, tifos, alfabet, difterie, holeră, scarlatină, farmacist.

c) Find in the text synonyms of the following words and phrases and explain how they differ:¹¹

illness (4 words), friend, doctor, look quickly, imagine, do a favour to smb., die.

III. Write 10 questions to Text A covering the main points. Prepare to discuss the text using the words and phrases from Ex. II.

IV. Study Texts B and C and translate these sentences into English:

1. Sufăr de insomnie. 2. Strănut și tușesc permanent. 3. Mă doare gâtul. 4. Pe deasupra, am răcit. 5. Mă sufoc. 6. Plămâni dumneavoastră sunt în regulă. 7. Inspirați adânc prin nas. 8. Ai putea să ai o depresiune nervoasă. 9. Mănâncă regulat și ține dietă de fructe și legume. 10. Ia câte o lingură de masă de trei ori pe zi. 11. Promit o însănătoșire completă în trei luni. 12. Trebuie să mă mai gândesc la aceasta. 13. Sunt bucuroasă că te-am găsit acasă. 14. Am o mulțime de noutăți. 15. Nici unul! 16. Aceasta îl deranja de două zile deja. 17. Eu am fost unicul doctor în camera de primire. 18. Sărmanul! 19. Nu spune prosti. 20. Pentru început am ales cel mai ușor dinte. 21. Și cum te-ai descurcat? 22. I-am făcut câteva injecții. 23. Poate că ar fi mai bine să trec... 24. El îi va păstra ca amintire despre mine.

V. Reproduce Text B so that a question is asked about each sentence said by the patient or the doctor. Recite the dialogue in class.

Example: Patient: You'd better ask me what is not the matter with me, doctor.

Doctor: Is it really as bad as that? What are you complaining of?

Patient: Insomnia... and pains in the stomach.

Doctor: Oh, dear, isn't it too much for one man?

¹¹ See Notes on Synonyms and Antonyms on p. 18.

VI. Retell Text C in indirect speech: a) speaking on the part of the old man; b) reproducing Nell's talk with Bert over the telephone. You may find the following phrases useful:

a) to look a miserable wreck, to suffer from, to cheer smb. up, to be in despair, to be in high spirits; b) to be afraid that, to be sorry for, to doubt smb.'s skill, to wonder if..., to feel hurt, to suggest that one should...

VII. Study Essential Vocabulary (II) and

a) translate the illustrative examples into your mother tongue; b) express in writing the suggested idea using *do* for emphasis. Add a sentence to show that the emphasis is necessary:

Examples: Your brother did go to the chemist's to have your prescription made up though he was pressed for time. Mother told you to put on your coat but you wouldn't and you did catch a cold.

1. to have a nervous breakdown; 2. to keep to a diet; 3. to try to make an appointment with; 4. to give (get) an injection; 5. to get sick leave; 6. to set in (about complications); 7. to prescribe pills for; 8. to undergo a treatment; 9. to recover from; 10. to diagnose Smb.'s illness (as); 11. to have one's tooth filled; 12. to need the services of a surgeon.

VIII. a) Supply prepositions where necessary:

Scarlet fever is an infectious fever, marked .. the appearance ... the second day ... a bright red rash consisting ... closely-set red spots. Shortly after the patient develops a high temperature and suffers ... painful sore throat. ... the third or fourth day the rash starts to fade and ... favourable cases the temperature falls and the patient feels better. ... the end ... a week the rash usually disappears. Complete recovery may be expected ... the following month, The complications ... scarlet fever are very serious, the commonest being inflammation ... the ear. Scarlet fever is essentially a disease ... children and young persons.

b) Give a short description of some other disease using a few phrases from the text above.

IX. Read the text. Summarize it in 5-6 sentences without using direct speech;

Hob sat in the doctor's waiting-room. On the chairs at the wall other patients were sitting. They all looked sad except Hob who was reading an exciting story in a magazine. Just then the doctor came in to say that he was ready to see the next person. Hob got up and went into the consulting room.

Before Hob could say a word the doctor said, "Now what's the trouble? Sit down there and we'll have a look at you. Unfasten your jacket and your shirt, please. I'll listen to your heart." Hob tried to speak, but the doctor interrupted him and ordered him to say "ninety-nine". Hob said it. "Now let me see your throat, open your mouth wide." The doctor had a good look and then he said, "Well, there's nothing wrong with you." "I know there isn't," said Hob, "I just came to get a bottle of medicine for my uncle." (*From Essential English for foreign students by C. E. Eckersley, Lnd.. 1977*)

XI. Answer the following questions:

1. What are the symptoms of flu (tonsillitis, measles, mumps, scarlet fever, etc.)? 2. Who is treated at the polyclinic, and who is treated at the hospital? 3. What do you do when you fall ill? 4. What does the doctor do when he comes to examine you? 5. What do you feel when you have flu? 6. How does a sick person look? 7. How should we translate into Romanian "He is ill" and "He has ill manners"? 8. What catching diseases do you know? 9. Do people in this country get their pay when they are ill?

XII. Translate the following sentences into English:

1. Probabil am căpătat o gripă. 2. Mai bine ai consulta un doctor. 3. Doctorul mi-a pipăit pulsul, mi-a ascultat inima și plămâni și mi-a măsurat temperatura. 4. Ea nu este în stare să

vorbească, o doare grozav un dinte. 5. Tremură tot corpul. Probabil, am răcit. 6. Nu pot citi cu glas tare, mă doare gâtul. 7. Nu trebuie să retrăiți, el a fost operat cu succes. 8. Eu, probabil, voi lua aceste pastile pentru durerea de cap. 9. De ce te plimbi cu capul gol pe așa un timp? Ai fost grav bolnav nu demult. Ai putea să primești complicații serioase. 10. Ai făcut radiografia? 11. Poftim rețeta. Câte o lingură de masă de mixtură de trei ori pe zi. 12. S-a trimis după doctor? 13. Ai doi dinți stricați, trebuie să consulți un dentist. 14. Doctorul l-a rugat pe pacient să se dezbrace până la brâu și la examinat. 15. Cine se va duce la farmacie să comande medicamente? 16. Dacă nu ai fi urmat sfatul medicului, nu te-ai fi însănătoșit atât de repede. 17. Dacă aș fi fost în locul tău, aș ține dietă, ceva nu e în regulă cu stomacul tău, nu-i așa? 18. Ce păcat că doctorul a uitat să-mi prescrie medicamente de guturai. 19. De ce aveți dispnee? Aveți tensiunea înaltă sau ceva nu e în regulă cu inima? 20. Copilul este bolnav de scarlatină. El va trebui să stea în pat 10 zile.

XIII. Make up stories and dialogues, tell the story in reported speech orally or in writing. (for one student)

Suggested topics and stages for actions:

1. At the Doctor's
 - a) A patient enters the room and tells the doctor what he (she) is suffering from.
 - b) The doctor asks the patient to strip to the waist and examines him (her).
 - c) The patient asks the doctor what's wrong with him. He seems to be worried.
 - d) The doctor tries to comfort the patient and writes out a prescription.
2. At the Dentist's
 - a) A patient complains of a bad toothache.
 - b) The dentist asks him to sit down and examines his mouth. One of his teeth should be pulled out.
 - c) The patient is afraid. He feels sick and giddy.
 - d) The dentist pulls out his tooth and shows it to the patient who brightens up and looks happy.
3. At the Bedside
 - a) A boy complains of a sore throat.
 - b) His mother is worried. She takes his temperature, it's normal. His throat is all right
 - c) Then the boy pretends to have a stomach-ache and a headache, to be sick and giddy.
 - d) His mother understands his tricks and orders him to go to school.

XIV. Say what you know about the cost of health service in America, in Moldova and in other countries nowadays.

STUDIES OF WRITTEN ENGLISH II

This time you will learn more about the smallest thought units that build up writing, beginning with a paragraph and how they work within the paragraph.

Key-words are main words in the passage that help to emphasize the main point and understand the subject you are writing about. That is why key-words are the first elements to choose when setting your mind on writing on a certain subject and there are different ways to use them in a paragraph: repeating them, using synonyms, bringing them in close semantic relation.

E. g. "He read the letter slowly and carefully. It was not the kind of case he wanted, it was not the kind of case he had promised himself. It was not in any sense an important case..." (*From "The Nemean Lion" by A. Christie*). Hercule Poirot, the famous detective of A. Christie's had been dreaming of an unusual case. That one about the kidnapping of a dog was a disappointment. It was not a proper case for him.

The central thought of the paragraph is emphasized by repeating the key-word, otherwise echo-word.

Assignments:

1. Go over the text "A Day's Wait" and pick out the key-words and phrases that indicate the topic: of illness and treatment. Arrange them into three groups according to the ways that are commonly used to point out the central thought. Which is the largest group and why?

2. Prepare a list of key-words and phrases before writing a paragraph: a) *describing* how the poor boy looked before the doctor came; b) *telling* a story of his recovery; c) *arguing* about the turning point in his illness; d) *explaining* the difference between miles and kilometers, between the Fahrenheit thermometer and the Centigrade thermometer.

XV. a) Read and translate the texts below:

1. In Great Britain primary health care is in the hands of family practitioners who work within the National Health Service. The family practitioner services are those given to patients by doctors, dentists, opticians and pharmacists of their own choice. Family doctors who are under contract to the National Health Service have an average about 2,250 patients. They provide the first diagnosis in the case of illness and either prescribe a suitable course of treatment or refer a patient to the more specialized services and hospital consultants.

A large proportion of the hospitals in the National Health Service were built in the nineteenth century; some trace their origin to much earlier charitable foundations, such as the famous St. Bartholomew's and St. Thomas' hospitals in London.

About 85 per cent of the cost of the health services is paid for through general taxation. The rest is met from the National Health Service contribution and from the charges for prescriptions, dental treatment, dentures and spectacles. Health authorities may raise funds from voluntary sources. (See: "Britain 1983". Lnd., 1983)

2. Nobody pretends that the National Health Service in Britain is perfect. Many doctors complain that they waste hours filling in National Insurance forms, and that they have so many patients that they do not have enough time to look after any of them properly. Nurses complain that they are overworked and underpaid.

3. Many Health Service hospitals are old-fashioned and overcrowded, and, because of the shortage of beds, patients often have to wait a long time for operations. Rich people prefer to go to private doctors, or to see specialists in Harley Street, the famous "doctors" street in London. When these people are ill they go to a private nursing-home, for which they may pay as much as £ 100 a week. Alternatively, they may hire a private room in an ordinary hospital, for which they will pay about £ 10 a day. (Musman R. Britain To-day. Lnd., 1974)

b) Write 10 questions about the facts mentioned in the texts that you find interesting and discuss them in class.

XVI. Find some jokes on a medical subject and tell them to your fellow-students.

PART III

CALL THE DOCTOR?

I. A) Look at the six quiz questions. With a partner, decide what the highlighted words might mean. B) Now do the quiz with a partner.

Help save lives! The British Red Cross first aid quiz www.redcross.org.uk/firstaid

Would you know what to do in these common medical emergencies?

1. If someone is choking, you should...

a) hit them on the back b) **lean** them backwards) lie them on their side

2. What is the best thing to put on a **burn at first?**

a) warm running water b) cold running water c) kitchen film

3. If someone has a cut which is **bleeding badly, you should first...**

a) **press** on the **wound** b) cover the wound

c) wash the wound under running water

4. Which of these is the best way to **treat a nose bleed?**

a) lean your head forwards and **pinch** the soft part of the nose

b) lean your head forwards and pinch the hard part of the nose

c) lean your head backwards and pinch the soft part of the nose

5. If you find someone **collapsed on the ground, what should you do first?**

a) put your jacket over them to keep them warm

b) check if they are breathing

c) run off to find someone else to help

6. If someone has fallen and you think they may have broken their leg, you should...

a) try to move their leg into a straight position

b) make sure the leg is supported to prevent unnecessary movement

c) put a **bandage** on their leg where you think the break is

B) Read the answers of the quiz and the reasons why, and tell each other.

FIRST AID QUIZ

1. A. You should hit the person firmly on the back between the shoulder blades to remove the object. This is often enough to clear the blockage, letting the person breathe again. If necessary, call the emergency services or get someone else to do it.
2. B. The first thing to do is cool the burn under cold running water for at least ten minutes. This will make the burn less painful, and reduce swelling and scarring. Then cover the burn with cling film, or a clean plastic bag if your foot or hand is burned. This prevents infection and keeps air from the surface of the skin, which reduces pain. If it's a serious burn, call the emergency services because it may need urgent medical treatment.
3. A. You should immediately put pressure on the wound to stop or slow down the bleeding. Use whatever is available – like a T-shirt or other clean cloth, or even your hand. Get help as soon as possible by calling the emergency services. Keep pressure on the wound until help arrives.
4. A. If someone you are with has a nosebleed, you should ask them to sit down and lean forward. Ask the person to pinch the soft part of the nose, which they should do for ten minutes. Get medical advice if the bleeding continues for more than thirty minutes.
5. B. Tilt their head backwards so that their tongue isn't blocking their airway. Check if they're breathing by looking to see if their chest is moving, and feel for breath on your cheek. Now move them onto their side and tilt their head back. Putting them in this position with their head back helps keep the airway open. As soon as possible, call the emergency services or get someone else to do it.
6. B. Use a cushion or items of clothing to prevent unnecessary movement. Call the emergency services or get someone else to do it. Don't try to straighten the person's leg, but continue supporting the injury until help arrives

VOCABULARY BANK *Illnesses and injuries*

MINOR ILLNESSES AND CONDITIONS

II. Mime and translate into your mother tongue.

She has / She's got...

a cough /kof/

a headache /'hedeik/ (earache, stomach ache, toothache, etc.)

a

rash

a temperature

sunburn

She's being sick / She's vomiting She's sneezing
 Her ankle is swollen Her back hurts Her back aches
 Her finger is bleeding. (♫ 2.1.) Listen and repeat.

III. Match the illnesses and conditions with their symptoms or causes. (♫ 2.2.) Listen and check.

- 1 He has a sore throat / _____ /.
- 2 He has diarrhoea / _____ /.
- 3 He feels sick / _____ /.
- 4 He's fainted / _____ /.
- 5 He has a blister / _____ / on his foot.
- 6 He has a cold / _____ /.
- 7 He has flu /flu: /.
- 8 He feels **dizzy** /'dizi /.
- 9 He's cut himself / _____ /.

- A He has a temperature and he aches all over.
 B It hurts when he talks or swallows food.
 C It's so hot in the room that he's lost consciousness.
 D He's been to the toilet five times this morning.
 E He feels that he's going to vomit.
 F He's sneezing a lot and he has a cough.
 G He feels that everything is spinning round.
 H He's been walking in uncomfortable shoes.
 I He's bleeding.

INJURIES AND MORE SERIOUS CONDITIONS

☺ **Common treatments for...**

a cut minor: put a plaster on it (<i>AmE</i> band aid) and antiseptic cream,	major: have stitches
headaches	take painkillers
an infection	take antibiotics
a sprained ankle	put ice on it and bandage it
an allergic reaction	take antihistamine tablets or cream

IV. Match the injuries with their causes or symptoms.

- 1 He's unconscious / _____ /.
- 2 He's had an **allergic** reaction / _____ /.
- 3 He's **twisted** his ankle / _____ / He's **sprained** his ankle / _____ /.
- 4 He has **high** (low) **blood pressure** / _____ /.
- 5 He has **food poisoning** / _____ /.
- 6 He's **choking** / _____ /.
- 7 He's **burnt** himself / _____ /.

- A He spilt some boiling water on himself.
 B He fell badly and now it's swollen.
 C He's breathing, but his eyes are closed and he can't hear or feel anything.
 D It's 18 over 14 (or 180 over 140).
 E He ate some prawns that were off.
 F He was eating a steak and a piece got stuck in his throat.
 G He was stung by a wasp and now he has a rash and has difficulty breathing.

(♫ 2.3.) Listen and check.

PHRASAL VERBS CONNECTED WITH ILLNESS

V. Match the bold phrasal verbs to their meanings.

Please **lie down** on the couch. I'm going to examine you. I'd been standing for such a long time that I **passed out**, and when I **came round** I was lying on the floor. It often takes a long time to **get over** flu. A few minutes after drinking the liquid I had to run to the bathroom to **throw up**.

- 1 _____ faint
- 2 _____ put your body in a horizontal position
- 3 _____ vomit, be sick
- 4 _____ get better / recover from sth
- 5 _____ become conscious again

(♪ 2.4.) Listen and check.

VI. How do you pronounce the words? (♪ 2.5.) Listen and check. Practise saying the words.

ache allergy ankle bandage choking pressure rash stomach
 temperature unconscious

VII. Look at some more words related to illness and injury. Which ones are similar in your language? Do you know what the other ones mean?

(♪ 2.6.) Listen and underline the stressed syllable. Practise saying the words.

an|ti|bi|o|tics / _____ / symp|tom / _____ / medi|cine// _____ / e|mer|gen|cy / _____ /

o|pe|ra|tion // _____ / as|pi|rin /' / _____ / spe|cial|ist// _____ / pa|ra|ce|ta|mol// _____

/ X-|ray / _____ / cho|les|te|rol // _____ / in|jec|tion / _____ / scan // _____ /

VIII. Ask and answer the questions with a partner.

1. *What injuries or illnesses might you get when you are...?*
 a) cooking b) doing sport c) eating in a restaurant
 Have any of these things ever happened to you?
2. *Have you ever been in a situation where you had to give first aid? Who to? Why? What happened?*
 How much do you know about first aid? Where did you learn it?
 Has anyone ever had to give you first aid? - What happened?
3. *What do you think you should do if...?*
 a) someone has a very high temperature b) someone is stung by a wasp and has an allergic reaction
 c) someone has very bad sunburn

IX. A). (♪ 2.7.) Listen to a conversation between a doctor and patient. What symptoms does the patient have? What does the doctor suggest?

B). (♪ 2.7.) Listen again and complete the gaps with a verb in the present perfect simple or present perfect continuous.

Doctor Good morning, Mr. Blaine. What's the problem?

Patient I 1. _____ well for a few days. I keep getting headaches, and I 2. _____ a lot, too. And I have a temperature.

D. 3. _____ anything for the headaches? _____

P. Yes, paracetamol. But they don't really help, I read on the internet that headaches can be the first symptom of a brain tumour...

D. How many tablets 4. _____ so far today?

P. I took two this morning.

D. And have you taken your temperature this morning?

- P. Yes. I 5. _____ it five or six times. It's high.
 D. Let me see... Well, your temperature seems to be perfectly normal now.
 P. I think I need a blood test. I 6. _____ one for two months.
 D. Well, Mr. Blaine, you know I think we should wait for a few days and see how your symptoms develop. Can you send the next patient in please, nurse?
 C). (♪ 2.8.) Listen to what the doctor and nurse say after Mr. Blaine has left. What do they think of him?

X. Look at the sentences and (circle) the right verb form. Tick (✓) if you think both forms are possible.

- 1 Have you *been taking*/ *taken* anything for the headaches?
- 2 How many tablets have you *been taking* / *taken* so far today?

XI. In pairs, use the prompts to ask and answer the questions. The first question should be present simple or continuous, and the second should be present perfect simple or continuous.

- 1 / often *get* colds? How many colds / *have* in the last three months?
- 2 / *take* any vitamins or supplements at the moment? How long /*take* them?
- 3 / *drink* much water? How many glasses / *drink* today?
- 4 / *do* any exercise? What? How long / *do* it?
- 5 /*eat* a lot of fruit and vegetables? How many portions / *have* today?
- 6 / *walk* to school (or work or university)? How far / *walk* today?
- 7 How many hours / *sleep* a night? / *sleep* well recently?
- 8 / *allergic to* anything? / *ever have* a serious allergic reaction?

XII. a. Look at the title of the article. How would you define a hypochondriac? What do you think a 'cyberchondriac' is?

b. Read the article once and check. Then complete the paragraphs with topic sentences A-E.

☺ **Topic sentences**

In a well written article each paragraph usually begins with a 'topic sentence' which tells you what the paragraph is about.

- A. Another problem for cyberchondriacs is that online medical information may be from an unreliable source or be out of date.
- B. Sadly, the problem with Dr. Google is that he isn't exactly a comfort in times of crisis.
- C. The Microsoft study also revealed another serious problem - that online information often doesn't discriminate between common and very rare conditions.
- D. Unfortunately, once you have it cyberchondria can be hard to cure.
- E. Four hours later I got a diagnosis.

CONFESIONS OF A CYBERCHONDRIC

A few weeks ago I was feeling **under the weather**. After days of intensive internet diagnosis, I finally went to see my GP. After examining me she told me that my **heart rate** was a bit fast and sent me off to A&E to have some tests. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is supraventricular tachycardia. Then I typed these two words into Google.

1. _____
 For example, *wrongdiagnosis.com* immediately scared me with a list of 407 possible causes. I raced to the hospital, convinced that I probably needed open-heart **surgery**.

2. _____

I had a chest **infection**... and a bad case of cyberchondria. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million internet users last year found that 2% of all searches were health-related.

3.

Since my trip to hospital, I have been obsessively checking my **pulse**, swapping symptoms in chatrooms, and reading all about worst-case scenarios. What if the doctors got it wrong? What if the ECG machine was faulty? It's exhausting trying to convince yourself that you might have a **life-threatening** illness.

4.

One in four of all articles thrown up by an internet search for 'headache' suggested a brain **tumour** as a possible cause. Although it is true that this may be the cause, in fact brain tumours develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in '**mouth ulcer**' and see that 'mouth **cancer**' has several mentions near the top, you think that it must be very common. However, this is not the case at all.

5.

A recent American study showed that 75% of the people who use the internet to look up information about their health do not check where that information came from, or the date it was created. 'Once something has been put up on the internet, even if it's wrong, it's difficult to remove,' says Sarah Jarvis, a doctor. 'This is a **problem especially with scare stories**, and also with some **alternative remedies** which claim to be **miracle cures**, but which may actually do you harm.'

Check the information? Sorry, I don't have time - I'm off to buy a heart-rate monitor!

☺ **Glossary**

GP general practitioner (= family doctor)

A&E Accident and Emergency department of a hospital

ECG machine electrocardiogram machine used to test people's heart rate

scare Stories stories in the news, e.g. 'Mobile phones give you cancer' which make people worry about their health

c. **With a partner, look at the highlighted words and phrases and guess what they mean. Then match them with definitions 1-11. (♪ 2.9.) Listen and check.**

More medical vocabulary

- 1 *adj.* sth. very serious, which could kill you

- 2 *noun* a small blister in the mouth that can be very painful, but is not serious

- 3 *noun* ways of curing illnesses that are not traditional medicine, e.g. herbal medicine

- 4 *IDM* not feeling very well

- 5 *noun* a serious illness in which malignant cells form in the body and kill normal body cells

- 6 *noun* an illness that is caused by bacteria or a virus

- 7 *noun* the speed at which your heart beats

8 *noun* the medical treatment of an illness or injury that involves an operation

9 *noun* the number of times your heart beats in a minute

10 *noun* a group of cells that are growing in a place where they should not be

11 *noun* successful treatments for illnesses that were thought to be impossible to cure

d. Read the article again carefully. Choose a, b, or c.

1. The first thing the journalist did after leaving her GP was...
 - a. go and see a specialist
 - b. go to A&E
 - c. find out what her condition was called

2. After realizing that she was a cyberchondriac, she...
 - a. stopped worrying
 - b. worried just as much as before
 - c. stopped visiting health-related websites

3. One problem with health-related websites on the internet is that...
 - a. they make unusual illnesses seem more common than they really are
 - b. they often describe conditions which don't really exist
 - c. they give more information about rare illnesses than about common ones

4. Another problem with these websites is that...
 - a. they encourage people to go to the doctor more often
 - b. they make people believe in miracle cures
 - c. the information may not be right

XIII. (♪ 2.10.) Listen to a radio interview with a doctor about cyberchondria. What's her general opinion of patients using health websites?

(♪ 2.10.) Listen again. Then answer the questions with a partner.

- 1 What did a patient she saw recently think he had? What did he really have?
- 2 What four things does she say that diagnosis depends on apart from symptoms?
- 3 What kind of website forums does she recommend?
- 4 Complete the three tips she gives to cyberchondriacs:
 - i *Only look online...*
 - ii *Make sure that the website you are using is...*
 - iii *Remember that common symptoms usually...*

XIV. With a partner, or in small groups, answer the questions. Ask for and give as much information as possible.

- 1 Which of the doctor's three tips do you think is the most important?
 - 2 How often do you look up information about health and illness on the internet? What websites do you usually go to? How useful is the information?
 - 3 Do you know anyone who you think is a hyperchondriac or cyberchondriac?
 - 4 Do you think people in your country worry a lot about...?
 - a. *their blood pressure*
 - b. *their cholesterol level*
 - c. *their eyesight*
- Do they worry about anything else related to health?

XV. a. Read the article. Complete it with the missing sentences. There is one sentence you don't need to use.

- A Making an effort to focus on the page means that we blink less often.
- B Each of its functions happens in a particular area, and different regions are used for different tasks.
- C This is because the flow of blood to the brain decreases while the body digests it.
- D Furthermore, existing studies suggest that adequate fluid intake is usually met through our daily consumption of juice, milk and caffeinated drinks.
- E When the dead part above the surface of the skin is removed the living section underneath is not affected.

Medical myths

Good doctors are always learning new things, but very few of them question existing medical myths. The British Medical Journal recently examined the most common of these to see if there is any evidence that they are true. This is what they discovered.

Myth: We only use about 10% of our brains

This myth appeared in the early twentieth century, when the concept of **self-improvement** was born. The idea was that there are many abilities built into our brains, but if we do not develop them, we never learn how to do them. This led to the belief that there are parts of our brains that we do not use. However, scientific evidence shows that this is not the case. **Brain scans** have revealed that there is no area of the brain that is silent or inactive.¹ _____ Nobody who has examined the brain has been able to identify the 90% that we, supposedly, do not use.

Myth: Shaving hair causes it to grow back thicker

This belief is often reinforced by the media, despite the fact that a **clinical trial** in 1928 showed that shaving has no effect on hair growth. 2 _____ This makes it unlikely for the hair to grow back any different than it was before. The reason it appears thicker is that recently shaved hair **lacks** the finer point seen at the ends of unshaven hair. In addition to this, the new hair has not been lightened by the sun, which makes it look darker than the hair that has already grown.

Myth: Reading in insufficient light ruins your eyesight

People tend to believe this because of the discomfort they experience when they have been reading for a while in **dim light**.³ _____ This causes our eyes to dry out and feel uncomfortable. Fortunately, the effect is only temporary and most ophthalmologists* agree that it doesn't damage our eyes permanently. Something else that disproves the myth is that there are more short-sighted people today than in the past, when reading conditions were worse. Before the invention of electricity, people relied on candles or **lanterns** to read, yet fewer people needed glasses.

***ophthalmologists - Doctors who specialise in eyes**

Myth: Eating turkey makes people feel especially tired

Some foods contain a natural chemical called tryptophan, which is known to cause **drowsiness**. The myth is the idea that consuming turkey (and the tryptophan it contains) might make someone more likely to fall asleep. Actually, both chicken and minced beef have nearly the same amount of tryptophan as turkey; other foods, such as pork or cheese, contain even more. The truth is that any large, solid meal can make you feel sleepy, whether it contains turkey or not.⁴ _____ It isn't the turkey in your roast dinner that sends you to sleep; it is the quantity of food that you have eaten.

b. Read the text again. Mark the sentences T (true) or F(false)

- 1 Doctors spend a lot of time investigating myths. F
- 2 At the beginning of the 1900s, people believed that we only used a small part of our brains. _____
- 3 Unshaven hair is exactly the same colour as hair under the surface of the skin. _____
- 4 In the past, people's eyesight was worse because they read by candlelight. _____
- 5 Turkey contains less tryptophan than cheese. _____

c. Look at the highlighted words and phrases. What do you think they mean? Use your dictionary to look up their meaning and pronunciation.

XVI. Complete the sentences with a verb from the box.

be sick	burn	choke	<u>cough</u> sneeze	cut	faint	hurt
---------	------	-------	------------------------	-----	-------	------

- 1 The smoke from the fire made everybody cough.
- 2 I'm feeling a bit dizzy. I think I'm going to _____.
- 3 I'm allergic to cats. They make me _____.
- 4 Be careful! You'll _____ your back if you try to lift up that wardrobe.
- 5 That knife is very sharp. Please don't _____ yourself.
- 6 I'm not feeling well. I think I'm going to _____.
- 7 Be careful! You might _____ yourself. The oven's really hot.
- 8 Some people don't like eating fish because they're worried that they'll _____ on the fish bones.

XVII. a. (♫ 2.11.) Listen and complete the Emergency column of the table.

	What was the emergency?	What was the treatment?
Speaker 1	<i>a serious cut on the head</i>	
Speaker 2		
Speaker 3		
Speaker 4		
Speaker 5		

b. (♫ 2.11.) Listen again and complete the Treatment column of the table.

c. (♫ 2.11.) Listen again with the tapescript and try to guess the meaning of any words that you don't know. Then check in your dictionary.

XVIII. Writing. An informal email. Write an email to a friend explaining that you haven't been well, and saying what you've been doing recently.

A). Read the email from Anna. It has 12 highlighted mistakes, four grammar or vocabulary, four punctuation, and four spelling. With a partner, decide what kind of mistake each one is and correct it.

From: Anna To: johnston586@gmail.com Subject: News! Hi Sue,

Sorry that I **haven't** been in touch for a while, but I've been ill. I got flu last week and I had a **temperature** of 39°C, so I've been in bed **since** four days. I'm feeling a bit better today, so I've been catching up on my emails. **Luckily** my classes at university don't start till next week.

How are you? What have you been doing? **Anything exciting**. Here everyone **are** fine (apart from me and my flu!). My brother Ian has just started his new job with a **software-company** - I think I told you about it when I last wrote - anyway, he's really enjoying it. How are your family? I hope **their** well.

I have some good news - I'm going to a conference in your town in **may**, from 16th to 20th. Could you **recommend** a hotel where I could stay in the centre of town? It needs to be somewhere not too expensive because the university is paying. I'll have a free half-day for **siteseeing**. Do you think **you'll be able show** me around? That would be great.

Well, that's all for now. Please give my regards to your family.

Hope to hear from you soon.

Take care,

Anna

☺ **Beginning an informal email**

When you are writing an informal email, it is more usual to start with **Hi** than with **Dear**.

B). Read Anna's email again and find sentences that mean...

I haven't written or phoned.

I've been reading and replying to my emails.

Have you been doing anything exciting?

C). You're going to answer Anna's email. Look at the Useful language expressions and try to complete them.

☺ Useful language: an informal email

Opening expressions

Thanks 1. _____ your email / letter.

It was great 2 _____ hear from you.

Sorry for 3 _____ writing earlier / sorry that I haven't been in touch for *a* while.

I 4 _____ you and your family are well.

Responding to news

Sorry 5 _____ hear about your exam results.

Glad to 6 _____ that you're all well.

Good 7 _____ with the new job.

Hope you 8 _____ better soon.

Closing expressions

Anyway, / Well, that's all 9 _____ now.

Hope to hear from you soon. / Looking

10 _____ to hearing from you soon.

11 _____ my regards (love) to...

Take 12 _____ / 13 _____ wishes / Regards / (Lots of) love from...

14 _____ (= something you forgot and want to add) Please send me the photos you promised.

D). Plan the content of your email.

- 1 Underline the questions in the email that Chris wants you to answer.
- 2 Underline other places in the email where you think you need to respond, e.g. *I've been ill*.
- 3 Think about how to respond to each of the things you've underlined.

E). Write 120-180 words, in two or three paragraphs. Use informal language (contractions, etc.), and expressions from *Useful language*.

F). Check your email for mistakes (grammar, punctuation, and spelling).

ESSENTIAL COURSE

UNIT THREE

PART I

SPEECH PATTERNS

1. You like the way they work.

I like the way the doctor treats the child. Do you like the way she wears her hat? I don't like the way you speak to me. The teacher didn't like the way the children behaved in class.

2. It is always interesting for tourists to take a trip along the Thames in a boat.

It was difficult for the students to make notes of his lecture.

It will be convenient for you to live in our hostel.

It would be useful for him to give up smoking.

It would have been natural for the sick man to fall asleep after the injection.

EXERCISES

I. Say whether you like or dislike the way:

1. the doctor treated the boy (in the story "A Day's Wait");
2. the boy behaved during his illness;
3. Hemingway described the boy's mood;
4. you spent your summer holidays;
5. the students of your group work at their English;
6. you were taught English at school;
7. women dress nowadays;
8. the girls in your group dress their hair.

II. Fill in missing adjectives + preposition:

1. Will it be.....everybody to have our meeting after the lessons? I believe so, but I don't know if it will be.....our teacher. 2. Would it be.....the second-year students to read English newspapers? If you mean papers published in Britain I think it would be.....them so far. 3. Which is more.....a student: to read or to speak English well? If the student is going to become a teacher, it's equally him or her both to read and speak well. 4. Do you think it would be.....students with bad spelling to copy English texts? It might be.....them, of course, but to tell you the truth it's a very tiresome job. 5. Will it be.....students to take part in the phonetic contest at our department? Of course. It will befirst-year students as it will give them a good chance to brush up their pronunciation.

III. Translate these sentences into English:

1. Ei îi va fi ușor să se împrietenească, copiii lor le place modul cum ea se joacă cu ei.
2. Mi-ar fi interesant să particip la această excursie, dacă aş fi mai tânăr.
3. Nu-mi place modul cum citești, ar trebui să citești mai mult cu voce tare.
4. Consider că este necesar să consulți un doctor în privința durerii tale de cap.
5. Nu-mi place cum această soră medicală pune injecții.
6. Studenților anului întâi le va fi interesant să afle despre istoria și tradițiile universității noastre.

IV. Make up micro-dialogues using Speech Patterns 1—2:

Model: — Why didn't you come to N's recital yesterday? I liked the way he played.
— I'd have come if I were a musician as you are. But it's difficult for me to understand serious music, I prefer jazz.

TEXT. INTRODUCING LONDON

London is an ancient city. It grew up around the first point where the Roman invaders found the Thames narrow enough to build a bridge. They found a small Celtic settlement then known as Londinium and by A. D.¹² 300 they had turned it into a sizeable port and an important trading centre with a wall which enclosed the homes of about 50,000 people.

One in seven of the population of the United Kingdom is a Londoner. About 7 million people live in Greater London.¹³ London dominates British life. It is the home of the nation's commerce and finance, the main centre of its legal system and the press. It has the largest university and the greatest possibilities for entertainment and for sport *in* the country. London is one of the famous capital cities of the world, and every year attracts crowds of visitors from home and abroad. They come to explore its historic buildings, to see its museums and galleries, its streets and parks, and its people.

The built-up area of Greater London stretches 50 kilometres from east to west and many of its districts are linked with particular activities, for example, parliamentary and government activity centres on Parliament Square of Westminster and Whitehall. Just as "Westminster" stands for Parliament so "Whitehall" is often used as the name for central Government.

Off Whitehall in a small side-street Downing Street — is a quiet, unimpressive house — No. 10 — the official home of Prime Minister.

Just as Wall Street in New York is the centre of commerce and finance so the City of London, sometimes called "the square mile"¹⁴ is the centre for money matters. Here in Threadneedle Street is the Bank of England — sometimes called "The Old Lady of Threadneedle Street" — the central banking institution whose pound¹⁵ notes form the main currency in the country. Fleet Street near St. Paul's Cathedral used to be a busy street full of foreign, provincial and London newspaper offices such as *The Daily Express*, *The Daily Telegraph*.¹⁶

Though most of the British national newspaper offices have moved to Wapping, an area in East London, the name of Fleet Street is still used to describe the newspaper industry.

In South Kensington there are several large museums. The Victoria and Albert Museum with a magnificent collection of fine and applied arts also includes a wide-ranging display of ceramics, metalwork and a selection of Constable's¹⁷ masterpieces which are well worth seeing. The Natural History Museum contains plants, animals and minerals. The Hall of Human Biology enables visitors to learn about their bodies and the way they work. Exhibits in the Science Museum display the discovery and development of such inventions

¹² **A. D.** = Anno Domini (*Lat.*): in the year of the Lord, new era

¹³ **Greater London** includes the suburbs of the city all of which are connected with the centre of London and with each other by underground railway lines.

¹⁴ **mile**: a measure of length, 1609 metres. English measures of length (yard — 91 cm, foot — 30 cm, inch — 2.5 cm), weight (stone — 6 kg, pound — 454 g, ounce — 31 g), liquids (gallon — 3.79 lit, pint — 0.57 lit) are not based on the decimal system.

¹⁵ **pound**: a monetary unit circulating in Great Britain. Up to 1971 English money with its pennies, shillings and pounds was not based on the decimal system either: 12 pence for a shilling, 20 shillings for a pound, 21 shillings for a guinea, the latter got its name from the first coin struck from gold on the coast of Guinea. In 1971 Britain changed over to, decimal currency system — 100 new pence to the pound (£). New coins (or pieces) were introduced: the 1/2 p., 2 p., 5 p., 10 p., 20 p. and 50 p. coins.

¹⁶ **The Daily Express**: a "popular" paper for those who prefer entertainment to information. It is largely filled with sporting news, accounts of crime, advertisements (ads.), gossip of little worth (about private life of society people, film stars, etc.) and strip cartoons. Other popular papers are *The Sun*, *The Daily Mirror*, *The Daily Mail*. This kind of newspapers is called the tabloids.

The Daily Telegraph: a daily London newspaper of conservative orientation. It is a "quality" paper for educated readers who are interested in important domestic and foreign news. Other quality papers are *The Observer*, *The Guardian*, *The Times* and *The Independent*.

¹⁷ **Constable, John** (1776-1837): a famous English painter.

as the steam engine, photography, glass-making, printing and atomic physics. There is a gallery where children can experiment with working models. The Museum of London in the City presents the biography of London, from the founding of London by Romans to the Greater London of today. Within a square kilometre or so in London's theatre-land are over thirty theatres, showing a large range of old and modern plays. Smaller "fringe" theatres¹⁸ perform in clubs, pubs and at lunch time.

London is full of parks and green spaces. Hyde Park, originally a royal hunting forest, is the largest park in London. In summer the Serpentine canal which flows through the park is always full of swimmers, rowers and sunbathers. Just south of the Serpentine is, Rotten Row, a fashionable spot for horse-riding, and in one corner, near Marble Arch is Speakers' Corner; where everyone can go and share their views to anyone who will listen. Beyond Hyde Park lies another royal park, Kensington Gardens. Children gather by the statue of Peter Pan, James Barrie's¹⁹ well-known storybook character, or sail their model boats on the Round Pond. In the north of London is Regent's Park with a zoo and an open-air theatre. A trip along Regent's Canal in a riverboat gives a chance to see London Little Venice, a quiet countryside area for rich people only as the land here is very expensive.

Like many capital cities, London grew up along a major river. The Thames divides London sharply in two. Most of central London is on the north bank of the river. The Thames at London is tidal and there have been several serious floods. The risk of this is increasing as southern England is sinking in relation to sea level. Threat of disaster, however, has been lessened by the construction of a flood barrier.

It is always interesting for tourists to take a trip along the Thames in a boat as it gives a striking panorama of London. The best way to see the city quickly is from the top of London red double-decker buses. Special tourist buses go on two-hour circular tours. The other quick and easy way of getting around London is by "tube" — the Underground railway. During the "rush hours", when office workers hurry to and from work, the tube train doors can hardly close behind the crushed crowds.

London is an ancient city. But it is also a living city and like all living cities it is constantly developing.

NOTES ON HOMONYMS

Homonyms are words that coincide in form, but have different meanings and may (or may not) belong to different categories or parts of speech. Homonyms may coincide both in phonetic and in graphic form, as *ball*, *n* (_____) and *ball*, *n* (_____) or *fair*, *adj* (_____, _____, etc.) and *fair*, *n* (_____). They may coincide only in pronunciation, but have different graphic forms, as *sea*, *n* and to see, *v*. They may coincide in spelling, but be differently pronounced, as *lead* [led] *n* (_____) and to *lead* [li:d] *v* (_____).

EXERCISES

I. Read the text and talk as the following points (A. Grammar, B. Word usage, C. Word-formation):

- A. 1. What tense group is mainly used in the text and why?
2. Find passive voice constructions and translate the sentences with them.
- B. Translate the sentences beginning with **just as ... so** into your mother tongue.
- C. Search the text for compounds, comment on their structure. Find derivatives with the suffixes **-ment**, **-er**, **-ly** and classify them according to the category of speech.

¹⁸ a "fringe" theatre stages experimental theatrical plays performed by amateurs.

¹⁹ **Barrie, James M.** (1860-1937): a Scottish novelist. Peter Pan — a fairy-tale boy who refused to grow up preferring to lead children into his magic "Never-Never Land" where they fought pirates.

II. a) Search the text and the footnotes for the English equivalents of the sentences and phrases listed below:

a) 1. a transforma o așezare mică celtică într-un oraș comercial mare; 2. a avea posibilitatea să te distrezi și să te ocupi cu sportul; 3. muzeul merită să fie vizitat; 4. o colecție minunată de opere de artă plastică și aplicată; 5. a face o excursie pe Tamisa într-un vapor; 6. a însemna, a reprezenta; 7. a se deschide o panoramă a orașului.

b) 1. ziare „serioase”; 2. informații referitor la evenimentele din țară și de peste hotare; 3. știri despre sport; 4. bârfeli ce nu reprezintă interes; 5. a trece la sistemul de valutar zecimal; 6. monedă de 50 de pence.

b) Use them in sentences of your own.

III. a. Transcribe the following words:

Celtic, settlement, commerce, finance, explore, kilometre, parliamentary, magnificent, ceramics, metalwork, photography, atomic, royal, canal, sunbather, major, barrier, panorama, double-decker, disaster.

b. Find homonyms in Text of Unit Three.

IV. Write questions based on the text. Use in your questions the suggested word combinations. Ask your questions in class:

1. to turn smth. into; 2. buildup area; 3. the home of; 4. to stand for; 5. the official home of the Prime Minister; 6. "the square mile"; 7. the central banking institution; 8, to be full of; 9. fine and applied arts; 10. the Science Museum; 11. theatreland; 12. to air one's views; 13. to gather by; 14. to grow up; 15. threat of disaster; 16. to give a panorama; 17. the "rush hours".

V. Make up a dialogue based on one of the paragraphs of the text or the footnotes. Speak for a Moldovan and an English student. Try and give an additional piece of information on the topic Use the prompts:

Have you heard (about)...?; Do you happen to know...?; Have you got any idea?; Someone has told me that...; That's what I heard; I'm afraid I don't know much about...; I wonder if you remember...; Have I got it right?; Am I right to believe?; Absolutely; Exactly; That's very surprising!; That's amazing!

VI. a) Comment on the dialogue below:

A.: How can you be so stupid as to think that London is beautiful!

B.: Stupid! What nonsense! Of course it's beautiful. Look at all the parks and Buckingham Palace and all the churches.

A.: Rubbish! They're filthy and full of junk.

B.: For goodness sake, why don't you open your eyes? Walk around instead of just driving round in a taxi all day!

(Hargreaves R. and Fletcher M. Making Polite Noises, Lad., 1982)

b) Make up similar dialogues on the sights of your native town. The following phrases might help you:

I don't agree at all. You must be joking! There's no evidence for that. Oh, that's ridiculous! Nonsense! Rubbish! I don't believe that at all. You don't know what you're talking about. You're completely wrong about that.

VII. Retell the Text Use a map or an image of London.

STUDIES OF WRITTEN ENGLISH III

The central idea of a paragraph is built up with the help of larger units than key-words, that is with the help of so-called topic sentences.

Topic sentence is a summarizing sentence of a paragraph. Topic sentences can also be used to tie up a group of paragraphs together holding the unity of a passage.

Generally the topic sentence comes first in a paragraph. It helps to understand the text and begin writing, *e.g.* "Numerous artificial languages have been carefully constructed and some of them are still in limited use. In 1887, an artificial language, Esperanto, was created. Esperanto has little grammar and drew its vocabulary from all the European languages..." (*From "One Language for the World" by M. Pei*). The writer proceeds from a general statement to particulars.

Occasionally the topic sentence comes last, when the writer wishes first to prepare his reader for the general idea or a conclusion, *e.g.* "You're like two friends who want to take their holiday together, but one of them wants to climb Greenland's snowy mountains while the other wants to fish off India's coral strand. Obviously it's not going to work" (*From "The Razor's Edge" by W. S. Maugham*).

Assignments:

1. Read the passage "Introducing London" and mark paragraphs with topic sentences. What central idea do they summarize? Where are they placed within the paragraph?

2. Find the topic sentence that holds the unity of the whole passage.

3. Mark the key-words that emphasize the main points of the information about London.

4. Paragraph 8 includes the key-word "parks", develop it into a topic sentence summarizing the central idea of the paragraph.

5. Write a paragraph describing a picture of London. Try your hand at various topic sentences that help to hold the unity of the paragraph.

VOCABULARY NOTES

1. historic *adj* _____ (_____, _____), *e.g.* historic place, date, speech, event, battle, etc. 1812 was a historic year for French people.

historical *adj* _____ (_____, _____), *e.g.* historical materialism, science, principles, method, approach (to); historical novel, picture, play, film; historical department, museum, etc.

history *n* _____, *e.g.* the history of our country, the history of the language; a history lesson; the History Museum.

Note 1: In names of academic subjects no article is used, *e.g.* History of the English language is a difficult subject

Note 2: The Moldovan word _____ has several English equivalents: a) _____ (_____) — history, *e.g.* This town has an interesting history.; b) _____, _____ — story, *e.g.* I don't like stories of such kind. He told us the story of his whole life.; c) _____ - event, *e.g.* Tell us something about this strange event. But: A funny thing happened to him. (_____) There's a pretty kettle of fish! (_____!)

2. worth *n* _____, *e.g.* It's a discovery of great worth. This information is of no worth.

worth *adj predic* _____; **worth smth.**, *e.g.* This picture is not worth the money you've paid for it. This problem is not worth our attention. This job is not worth the time we've spent on it.; **worth doing smth.**, *e.g.* This film is worth seeing. Books of that kind are not worth reading. This problem isn't worth discussing. His illness is hardly worth troubling about.; **worth while**, *e.g.* It isn't worth while seeing the film. It isn't worth while sitting here till 5 o'clock. It is worth while trying to catch the train, I think it's worth while speaking to him about it. *Cf.:* This book is worth reading. — It is worth while reading this book.

worthy *adj* _____, *e.g.* She is a very worthy woman.; **to be worthy of smth.**, *smb.*, *e.g.* His behaviour is worthy of great praise.

unworthy *adj* _____

3. masterpiece *n* _____

piece *n* 1. _____, *ps* a piece of chalk (wood, paper, etc.)

Syn. **lump, slice**. A slice is a thin, flat piece cut off from anything, as a slice of bread (cheese, lemon, ham, etc.). A **lump** is a small specially shaped or shapeless piece, *as* a lump of sugar (butter, etc.).

to pieces _____, *e.g.* The cup fell and was broken to pieces.

2. _____, _____, *e.g.* a piece of furniture; a, piece of poetry (_____); a piece of painting (_____); a piece of advice (_____); a piece of news (_____);

3. _____, *e.g.* a two-shilling piece, a gold (silver) piece

Syn. **coin** (used more often than piece)

4. human *adj* _____, _____, *e.g.* a human nature, the human body, human affairs, a human being (_____); **hu'mane** *adj* _____,

Ant. **cruel**

inhuman *adj* _____, *as* inhuman treatment

humanity *n* (*uncountable*) 1. _____, *as* a crime against humanity

Syn. **man'kind** *n* (*uncountable*). But **'mankind** _____, _____

2. _____, _____, *as* to treat people with humanity

the Humanities _____; *syn.* **the Arts**, *e.g.* Are you interested in the Humanities (the Arts) or in the Exact Sciences?

5. to strike (struck, struck) *vt* 1. _____, _____; **to strike smb., to strike smb. (smth.) on smth.** *e.g.* He struck the boy a violent blow. The man struck Lanny on the face. He struck his fist on the table.

Syn. **to hit (hit, hit)**, *e.g.* Why did he hit the boy?; **to hit one's hand (foot, head, etc.) on smth.**, *e.g.* I hit my head on the low shelf.

Note: **strike** and **hit** may be used in the same sense — **to strike or to hit smb.** — but care should be taken to use the proper verb in traditional word combinations such as **to strike a match** _____, *e.g.* Somebody struck a match so that we could see each other.

2. _____ (_____), *e.g.* It has just struck half past four. This tower clock strikes the hours.

3. _____, _____, *e.g.* We were struck by his strange behaviour. It struck me that he had grown so old. Many things might strike us as unusual in a foreign country.

Syn. **to surprise, to astonish, to puzzle**

Note: **to be struck** means "to be filled suddenly with a strong feeling of surprise". That distinguishes the verb **to strike** from its synonyms **to astonish** and **to surprise**; **to astonish** is stronger in meaning than **to surprise**, *e.g.* I shouldn't be surprised if it rained. I'm not surprised at seeing you here, I've been told about your arrival. I was astonished at seeing him so changed. I was struck by his sudden death.; **to puzzle** means "to make a person think hard before finding an answer", *e.g.* His letter puzzled me. (= I didn't know why he had written it)

striking *adj*, *as* striking likeness (news, contrast) **stricken** *pp.* **terror-stricken; horror-stricken; panic-stricken**

Note: the verb to strike has homonyms: a) **strike** *vi* _____, b) **strike** *n* _____, *e.g.* All the railway workers joined the strike.; **to go on strike** _____

6. circular *adj* _____, _____, *e.g.* There is a circular railway running round Moscow. A circular staircase led to the top of the tower.

circulate *v* 1. _____, *e.g.* Blood circulates in the body.; 2. _____, _____, *e.g.* Bad news circulates quickly.

circulation *n* 1. _____, *e.g.* The circulation of air is rather bad here, that's why

it is stuffy.; 2. _____, _____ (_____), e.g. Only silver and copper coins are in circulation now.

blood-circulation *n* _____

circle *n* 1. _____, _____, e.g. It's almost impossible to draw a circle without a pair of compasses (_____); 2. _____, _____, e.g. He belonged to the business circle of the town.

ESSENTIAL VOCABULARY (I)

Words

ancient *adj*

astonish *v*

built-up *adj*

circle *n*

circular *adj*

circulation *n*

coin *n*

commerce *n*

currency *n*

double-decker *n*

entertainment *n*

exhibit *v*

finance *n*

flood *n*

historic *adj*

historical *adj*

human *adj*

humanity *n*

(the) Humanities

lump *n*

mankind *n*

masterpiece *n*

Parliament *n*

parliamentary *adj*

piece *n*

possibility *n*

pound *n*

puzzle *v*

sea level

settlement *n*

slice *n*

stretch *v*

strike *v*

striking *adj*

traffic *n*

worth *n, adj*

worthy *adj*

Word Combinations

1. to break to pieces

2. a panorama (view) of

3. to stand for smth.

4. to strike a blow

5. fine and applied arts

6. to go on a tour

7. to have a possibility for

8. to strike a match

9. a piece of advice

10. to be a surprise to smb.

11. to turn smth. into smth.

12. to be worthy of smth.

13. to go on strike

14. to take a trip

Proper Names

Roman

the Thames

Londinium

Westminster

Whitehall

Downing Street

Fleet Street

St. Paul's Cathedral

South Kensington

Regent's Park

the Victoria and Albert Museum

Constable

the Natural History Museum

the Science Museum

the Museum of London

Hyde Park

the Serpentine

Marble Arch

Kensington Gardens

EXERCISES

I. Fill in a suitable word or phrase: a) surprise, astonish, strike, puzzle:

1. I won't be ... if he gets a "five", he is a very bright boy. 2. We were ... by the contrasts between wealth and poverty in Delhi. 3. His question ... me. I didn't know how to answer it. 4. I was ... to meet him in town, I was sure he had not come back yet. 5. His cruelty... us. We always thought that he was kind and sympathetic.

b) piece, lump, slice:

1. Pick up the ... of the broken cup and throw them out. 2. Give me a... of paper. I'll show you how to make a boat for the child. 3. I'd like to take one more ... of cake. May I? 4. I never put more than two ... of sugar into my tea. 5. I need a short ... of string to tie the parcel with. 6. I'd like to have a ... of lemon with my tea.

c) historic or historical:

1. Red Square is a ... spot: many ... events took place in it. 2. In his ... novels Walter Scott gave a wonderful description not only of ... events, but of whole ... epochs. 3. The ninth of May is one of our most important... dates: we celebrate our ... victory in World War II. 4. There are many ... monuments in Moscow.

II. a) Fill in preposition, wherever necessary:

Please remember: **traffic ... Britain keeps ... the left!** So when **crossing a street look right** first then **left**. If possible **cross ... zebra crossings**, sometimes **indicated ... flashing orange lights ... either side ... the road**.

Speed limit ... Britain is 70 mph (= miles per hour); ... **built-up areas** 30 mph. **Careful riding** is essential as there are many **narrow** and **winding roads**.

Roads ... fast long-distance driving are called **motorways**. The best known is the motorway ... London and Leeds. **Road signs** are mostly the same as those used ... the continent. The same goes ... **traffic lights**.

b) Speak about the traffic in this country using the word combinations in bold type.

III. a. Explain the meaning of these proverbs. Translate them. Give their equivalents in your mother tongue:

A bird in the hand is worth two in the bush. The game is not worth the candle. An hour in the morning is worth two in the evening. Between two evils it is not worth while choosing.

b. Say whether you agree with Lord Goring's opinion that "It is always worth while asking a question, though it is not always worth while answering one." (O. Wilde. "An Ideal Husband")

IV. Translate the sentences into English, using a) *be well worth* + ger/n or b) *just as... so*:

1. Nu merită să facem o călătorie pe Tamisa astăzi, vântul este prea puternic. 2. Merită să urmărim sfatul lui? 3. Nu face să pierzi timpul cu lucruri care nu te interesează. 4. Merită să vizitezi muzeul de știință din Londra și să vezi cum copiii practică modelarea. 5. După cum Westminster reprezintă Parlamentul Britanic, așa și City este folosit ca nume pentru centrul financiar. 6. La fel cum științele umaniste reprezintă istoria, literatura, limbile străine, așa și științele exacte reprezintă fizica, chimia, botanica, etc.

V. Arrange micro-dialogues on the following topics:

1. How old Chișinău is. Where and how it started. 2. What money is in circulation in this country. 3. What the most popular papers in Chișinău are. 4. Why Chișinău people like their underground railway. 5. What the most popular museums in Moscow are. What is exhibited there? 6. What you know about parks in Chișinău. 7. The traffic in the capital.

VI. a. Read and translate the text:

Apart from more important news printed on the first page with big headlines in bold type there are many other sections in the paper. Some people turn at once to classified ads (called by that name because advertisements are arranged in groups like: "to let", "property wanted", "situation vacant", etc.). For those who are interested in clothes there are fashion pages. You can find out what's on by looking in the advertisement guide. Some like to look through the whole paper reading a headline here, glancing at an interesting article there, looking at a political cartoon, maybe, or reading some of business news.

b. Answer the suggested questions:

1. Do you read papers to catch up with the latest news or are you interested in some particular problems? Why? 2. Where can we find the most important political, business and

cultural news in our papers? 3. In which of our newspapers can you find advertisements? Are they classified in any way? 4. Are there any political cartoons and amusement guides in our papers? 5. Are you used to studying a newspaper thoroughly or just glancing at an article here and there?

VII. Translate the sentences into English:

1. Raportorul vorbea despre viitorul umanității. 2. Acest tablou atrage mereu vizitatori la muzeu. 3. Inscripția de pe monument îi pune în încurcătură pe turiști: nimeni dintre ei nu întâlnește engleza veche. 4. Noi am fost surprinși să aflăm că în parcul Hyde lângă Marble Arch fiecare poate să-și expună părerile despre orice subiect, așa că deseori poți auzi multe prostii acolo. 5. Poftim anunțul de care aveți nevoie. 6. Credeți-mă, acest tânăr merită respectul dumneavoastră. 7. Funții și penny-i sînt în circulație în Marea Britanie la moment. 8. 1945 este un an istoric pentru întreaga umanitate. 9. Fiecare ziar englez are un anumit cerc de cititori. 10. În Londra la fel ca și în orice oraș capitală cu trafic intens, există accidente de circulație. 11. De pe dealul Vorobiov poți avea o vedere panoramică minunată asupra Moscovei. 12. Clădirea este încălzită de apa fierbinte care circulă prin țevi. 13. Sute de case noi se înalță înaintea ochilor în toate orașele țării noastre. 14. Colecția bogată de opere de artă plastică și aplicată atrage vizitatori la acest muzeu. 15. Expozițiile de la Muzeul de istorie din Moscova îi face cunoscuți pe vizitatori cu dezvoltarea civilizației pe teritoriul Rusiei. 16. Limita de viteză în regiunile populate ale Chișinăului este de 60 de km pe oră.

VIII. a. Read the text. Retell it adding some more information about Parliament

The first Westminster Palace was built by Edward the Confessor in about 1050 and was used as a royal residence, then **as the seat of Government** and finally, after 1547, as **the meeting place for Parliament**. The fire of 1834 destroyed most of the original buildings. The new building for Parliament was designed by Sir Charles Barry in 1840. The general style is gothic.

There are two "**Chambers**" or "**Houses**" of **Parliament** — that of the Commons and that of the Lords. The more important and powerful of these is the House of Commons, whose **members are elected by the public**. The Prime Minister and most of the Government are Members of the House of Commons. The House of Lords **is made up of** Lords who have inherited their titles and the right to sit in the House, and "life peers" who are appointed by the Queen **on the advice of the Government of the day**.

Half of the building of Parliament is used by the Commons and the other half by the Lords. At the Westminster Bridge end is the residence of the Speaker, who **presides over meetings** of the House of Commons and at the other end is the residence of the Lord Chancellor, who presides over the House of Lords.

Parliament's most important function is the making of laws. Before a new law (or Bill) **can come into effect**, it must **pass through** three stages in each House and **be given** the Queen's **approval**. It then becomes **an Act of Parliament**.

(See: *Mountefield A.* London. Lnd., 1979)

b. Say what you know about the Moldovan Parliament.

IX. Give the idea of the text in English:

1. Exact în centrul regiunii City, vizavi de Banca Angliei stă statuia lui Wellington, vestitul general și politician englez din secolul 19. Sub conducerea lui armata engleză împreună cu aliații au învins armata lui Napoleon la Waterloo în 1815. Podul Waterloo, unul din cele mai vestite poduri peste Tamisa, a fost numit așa în cinstea acestei victorii. 2. Mall-ul este un bulevard lat, cu copaci de ambele părți, care pornește din piața Trafalgar spre palatul Buckingham, reședința regală a Angliei. Vizavi de palat este situat un monument mare cu statuia Victoria în vârf. Acest monument a fost ridicat în cinstea reginei Victoria, ale cărei domnii de 65 de ani a fost cea mai lungă din istorie (1837-1901). 3. Cimitirul Highgate

este cunoscut prin faptul că acolo se află mormântul lui Karl Max. În 1956 cu banii trimiși de lucrătorii din toată lumea, a fost ridicat monumentul Karl Max.

X. Read and comment on the following:

REMEMBRANCE DAY (POPPY DAY)

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers, sailors and airmen who lost their lives during the two World Wars. On that day wreaths are laid at war memorials throughout the country and at London's Cenotaph (a war memorial in Whitehall) where a great number of people gather to observe the two-minute silence and to perform the annual Remembrance Day ceremony. The silence begins at the first stroke of Big Ben booming 11 o'clock and is broken only by the crash of distant artillery. When the two-minute silence is over, members of the Royal Family or their representatives and political leaders come forward to lay wreaths at the foot of the Cenotaph. Then comes the march past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories. On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets and people wear them in their button-holes.

(From Customs, Traditions and Festivals of Great Britain by T. Khimunina, N. Konon, L. Walshe. M, 1974)

XI. a. Collect information on English traditions and customs.

b. Arrange a talk between Moldovan and English students on their national traditions, customs and habits. (One of the students should conduct it: introduce the participants to each other, make a short introductory speech on the subject, ask questions, etc. to keep the talk running on, sum up the discussion.)

PART II.

TOPIC: CITY

TEXT A. SOME MORE GLIMPSES OF LONDON

London is one of the biggest and most interesting cities in the world.

Traditionally it is divided into the West End and the East End. The West End is famous for its beautiful avenues lined with plane trees, big stores, rich mansions, expensive restaurants, hotels, theatres and night clubs. The East End used to be a poor area filled with warehouses, factories, slums and miserable houses. Quite a lot of people lived from hand to mouth here. For the recent years this area including Dockland has turned into a new housing development.

The heart of London is the City — its commercial and business centre. Here is situated the Tower of London that comes first among the historic buildings of the city. If you want to get some glimpses of London it's just from here that you had better start sightseeing.

The Tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal residence and a prison. Now it is a museum of armour and also the place where the Crown Jewels are kept. In present days, just as many centuries ago, the Ceremony of the Keys takes place at its gates. Every night when the guard is changed at each gate there is the cry: "Halt! Who goes there?" Then the guard replies: "The Keys." "Whose Keys?" "Queen Elizabeth's Keys!" "Pass, Queen Elizabeth's Keys! All's well." And so the Tower of London is safely closed for the night.

A twenty minutes' walk from the Tower will take you to another historic building — St. Paul's Cathedral, the greatest of English churches. It was built by a famous English

architect, Sir Christopher Wren (1632-1723). St. Paul's Cathedral with its huge dome and rows of columns is considered to be a fine specimen of Renaissance architecture. In one of its towers hangs one of the largest bells in the world, Great Paul, weighing about 17.5 tons. Wellington,²⁰ Nelson²¹ and other great men of England are buried in the Cathedral.

Not far away, in Westminster, where most of the Government buildings are situated, is Westminster Abbey. Many English sovereigns, outstanding statesmen, painters and poets (Newton, Darwin, and Tennyson among them) are buried here.

Across the road from Westminster Abbey is Westminster Palace, the seat of the British Parliament. Its two graceful towers stand high above the city. The higher of the two contains the largest clock in the country and the famous bell Big Ben that strikes every quarter of the hour.

If now we walk along Whitehall, we shall soon come to Trafalgar Square. It was so named in memory of the victory in the battle of Trafalgar, where on October 21, 1805 the English fleet under Nelson's command defeated the combined fleet of France and Spain. The victory was won at the cost of Nelson's life. In the middle of Trafalgar Square stands Nelson's monument — a tall column with the figure of Nelson at its top. The column is guarded by four bronze lions.

The fine building facing the square is the National Gallery and adjoining it (but just round the corner) is the Portrait Gallery.

Not far away is the British Museum — the biggest Museum in London. It contains a priceless collection of different things (ancient manuscripts, coins, sculptures, etc.). The British Museum is famous for its library — one of the richest in the world.²² In its large circular reading room Marx, Engels and later Lenin used to work.

And now, even if you have almost no time left for further sightseeing, you cannot leave the city without visiting Hyde Park or "the Park" as Londoners call it. When you are walking along its shady avenues, sitting on the grass, admiring its beautiful flower-beds or watching swans and ducks floating on the ponds, it seems almost unbelievable that all around there is a large city with its heavy traffic.

TEXT B. SIGHTSEEING

— Is it possible to see anything of London in one or two days?

— Well, yes, but, of course, not half enough.

— What do you think I ought to see first?

— Well, if you are interested in churches and historic places you should go to Westminster Abbey, the Houses of Parliament, St. Paul's and the Tower. Do you like art galleries?

— Rather!

— Then why not go to the National Gallery and the Tate?

— I'm told one ought to see the British Museum. Do you think I shall have time for that?

— Well, you might, but if I were you, I should leave that for some other day. You could spend a whole day there. It's much too big to be seen in an hour or so.

— I suppose it is. What about going to the Zoo?

— That's not a bad idea. You could spend a couple of hours there comfortably, or even a whole afternoon, watching the wild animals, birds and reptiles. You could have tea there too.

— I'll do that, then. How do I get there?

— Let me see. I think your best way from here is to walk across Regent's park.

²⁰ **The Duke of Wellington** (1769-1852): a famous British general whose army defeated Napoleon at Waterloo in 1815

²¹ **Nelson, Horatio** (1758-1805): an English admiral who won the battle of Trafalgar (the Atlantic coast of Spain)

²² In 1973 the library of the British Museum and four other biggest libraries were joined into one — the British Library, which is the biggest national library in the United Kingdom and one of the biggest and best present-day libraries in the world.

- Is it much of a walk?
 — Oh, no, a quarter of an hour or so, but, if you are in a hurry, why not take a taxi?
 — I think I will. Ah, here's one coming. Taxi! The Zoo, please.

(From "The Linguaphone English Course")

ESSENTIAL VOCABULARY (II)

Words

adjoin <i>v</i>	defeat <i>v</i>	jewel <i>n</i>	architecture <i>n</i>	dome <i>n</i>	mansion <i>n</i>
armour <i>n</i>	erect <i>v</i>	residence <i>n</i>	avenue <i>n</i>	float <i>v</i>	seat <i>n</i>
bury <i>v</i>	fortress <i>n</i>	shady <i>adj</i>	change <i>v</i>	guard <i>v</i>	specimen <i>n</i>
cathedral <i>n</i>	huge <i>adj</i>	statesman <i>n</i>	contain <i>v</i>		

Word Combinations

- | | |
|--|--------------------------------|
| 1. to live from hand to mouth | 10. to win the victory |
| 2. to be lined with (trees, houses) | 11. at the cost of smb.'s life |
| 3. to be found (in some place) | 12. at the top |
| 4. a new housing development | 13. round the corner |
| 5. to have (get, catch) a glimpse of | 14. to be famous for smth. |
| 6. to have no time (money, etc.) left | 15. in present days |
| 7. across the road (from some place) | 16. Why not do smth.? |
| 8. to do the sights of smth. | 17. in memory of |
| 9. to do the city (museums, parks, etc.) | 18. under the command |

Proper Names

Big Ben	the East End	Trafalgar Square	the Tower of London
Julius Caesar	the West End	William the Conqueror	
Queen Elizabeth	the Bell Tower	Christopher Wren	Wellington
the History Museum	Westminster Abbey		

EXERCISES

I. Study Text A and explain the meaning of the words and phrases listed below:

mansion, to live from hand to mouth, miserable houses, to line the streets, dome, slums, to come first, the Crown Jewels, huge, statesman, across the road, the seat (of the government), at the cost of somebody's life, to face smth., shady avenues.

II. Learn the words of the texts, copy and transcribe these words:

mansion, restaurant, jewel, guard, halt, column, ton, sovereign, national, float, sculpture, swan, weigh, conqueror, specimen.

b) Form derivatives of these verbs by adding the prefix re- (meaning "do smth. again"):

Example: build — rebuild

write, tell, construct, arm, elect, produce.

III. Answer the questions:

1. How do the two parts of London differ from each other? 2. Why is it better to start sightseeing from the Tower of London? 3. Who founded the Tower and when was it rebuilt? 4. What was the Tower of London used for? 5. What is the City? 6. What does the phrase "a place of interest" mean? 7. What do you know about St. Paul's Cathedral? 8. What is Whitehall and in which part of London is it situated? 9. What does the Ceremony of the Keys consist of? 10. What do you call the building in which the Houses of Parliament are situated? It is one building, why then do we say "The Houses of Parliament"? 11. What is Big Ben? 12. What kind of museum is the British Museum? 13. What do you know about Hyde Park?

IV. Read the text and show all the places of interest mentioned there on the map:

Trafalgar Square is the natural centre of London. Could we but stand 168 feet (about 50 metres) above the traffic, beside the figure of the Admiral, we really could see all the great landmarks of London. Whitehall, which leads out of the square to the south, is the site of many Government offices including the Prime Minister's residence, Foreign Office, War Office; at the far end of Whitehall stand, beside the Thames, the Houses of Parliament with the Big Clock Tower, and Westminster Abbey; to the left Covent Garden fruit market and Covent Garden Opera House, and beyond the Bank of England; another slight turn left would enable your eye to fall on the British Museum; further left still we should see the theatreland around Piccadilly Circus (it is not at all a circus but an open space of a circular form) and those expensive shopping promenades — Regent Street, Oxford Street, Bond Street; a little further, and into view would come Hyde Park in the distance, with, nearer, Buckingham Palace, and Royal Drive known as the Mall, which leads into Trafalgar Square.

V. Use Text B to practise similar conversations on your capital city(Chisinau).

VI. Read and retell:

A. The famous square mile of the City of London is administered as an independent unit, having its own Lord Mayor and Corporation and its own police force. It was here that the Romans built their walled town of Londinium, a few traces of which remain today, and it was here that the Medieval guilds established their headquarters. When after the Great Fire of 1666, the City was rebuilt, stone and brick replaced the many mainly wooden medieval houses and from that time the City gradually became a financial and commercial centre.

B. One of the special joys of London is the amount of space given over to parks, gardens, squares and open areas. They provide a welcome visual and physical break from the mass of buildings and the heavy traffic. Kew Gardens are famous Botanic Gardens on the banks of the Thames. The gardens and hothouses with rare flowers, trees and shrubs are well worth seeing. Within a stone's throw of Buckingham Palace are St. James's Park and Green Park. St. James's Park, the oldest in London, was created by Henry VIII and redesigned by his successors. Green Park, as its name suggests, mainly consists of lawns and trees.

(From Colourful London. Norwich, 1981)

VII. Make up short situations or dialogues, using the following words and phrases:

1. why not..., let me see, to be found, across the road, to have no (time, money) left; 2. in present days, to live from hand to mouth; 3. under the command of, to be famous for, to defeat, to win the victory, at the cost of; 4. fortress, armour, in memory of, to contain; 5. swan, lined with trees, float, shady avenues, ancient.

VIII. Fill in prepositions:

Scotland Yard is the headquarters ... the Metropolitan Police ... London. ...most people, its name immediately brings ... mind the picture ... a detective — cool, collected, efficient, ready to track down any criminal.

Scotland Yard is situated ... the Thames Embankment close ... the Houses ... Parliament and the familiar clock tower ... Big Ben. The name "Scotland Yard" originates ... the plot ... land adjoining Whitehall Palace where, ... about the 14th century, the royalty and nobility ... Scotland stayed when visiting the English Court. The popular nickname ... the London policeman "bobby" is a tribute ... Sir Robert Peel, who introduced the police force ... 1829, and whose Christian name attached itself ... members ... the force.

IX. Review Text "Introducing London", texts A, B, study the map of London. Speak on the given topics:

1. London dominates British life. 2. The West End. 3. The East End. 4. The City. 5.

The Tower. 6. The district of Westminster. 7. The British Parliament. 8. Whitehall and Fleet Street. 9. Trafalgar Square. 10. St. Paul's Cathedral. 11. The parks of London. 12. London museums. 13. London traffic. 14. Monuments in London.

X. Translate into English:

1. De la fereastra unui taxi puteți vedea Londra în trecut. Există multe alte modalități de a lua cunoștință de locurile demne de văzut ale ei: poți face o plimbare în jurul orașului, poți face o călătorie de două ore cu un autobuz turistic care merge în Londra, poți privi orașul de pe platforma de sus a autobuzului cu două etaje, pe lângă aceasta poți face o călătorie de-a lungul Tamisei sau canalului Regent. 2. Dacă ai putea să zbori deasupra Chișinăului într-un elicopter, ai vedea cât de mult capitala noastră s-a schimbat și s-a dezvoltat: bulevarde cu copaci de ambele părți întreaga oraș în orice direcție, cartierele cu noile blocuri înalte din suburbii au înlocuit casele vechi din lemn murdare de funingine și fum. Macarale uriașe se înalță de asupra numeroaselor construcții ale capitalei. 3. Metroul este cel mai convenabil mijloc de transport din oraș. Sute și mii de londonezi și vizitatori urcă și coboară zilnic escalatoarele admirând arhitectura și decorația palatelor subterane. 4. Monumentul lui Ștefan cel Mare este unul din cele mai populare monumente printre chișinăuieni. La picioarele monumentului întotdeauna poți găsi flori proaspete, aduse de oameni în cinstea și memoria domnitorului iubit.

XI. Act out a dialogue between a Moldovan tourist and a policeman. Choose the exact place (in Chisinau or elsewhere) where you are having your talk and the place you want to get to. Use in your dialogue one or two phrases from each set given below:

1. Excuse me, I've lost my way ...; I'm trying to go to ...; Which is the right (best, shortest) way to ...? Please show me the way to ...; How do I get there? Am I on the right road? 2. How far is it? Is it possible to walk there? Is there a bus from here to ...? Is it much of a walk? 3. Go right to the end of the street, then turn left, go two blocks straight ahead and then turn to ...; Straight on and the second turning to the right ...; You are going in the opposite direction. 4. What can I do for you? Now, where is it you want to go? It's a long distance off. It's a long (short) way to ...; It's quite a distance from here. 5. Be careful, the traffic keeps to the left in this country; Look out; It isn't safe to cross here; Be sure not to cross the street (square, etc.); One can never be too careful; Wait for the break in the traffic; Don't cross the street when the traffic light has changed to red.

XII. Get 4-5 pictures of London (Chisinau, etc.) attractions and be ready to comment on them.

XIII. a) Get ready to read the text aloud, b) Write a translation of the text:

Morning City

This was one of those mornings when the smoke and the Thames Valley mist decide to work a few miracles for their London, and especially for the oldest part of it, the City. The City, on these mornings, is an enchantment. There is a faintly luminous haze, now silver, now old gold, over everything. The buildings have shape and solidity but no weight; they hang in the air, like palaces out of the Arabian Nights; you could topple the dome off St. Paul's with a forefinger, push back the Mansion House, send the Monument floating into space. On these mornings, the old churches cannot be counted; there are more of them than ever. There is no less traffic than usual; the scarlet stream of buses still flows through the ancient narrow streets; the pavements are still thronged with bank messengers, office boys, policemen, clerks, typists, commissionaires, directors, secretaries, crooks, busy-bodies, idlers; but on these mornings all the buses, taxicabs, vans, lorries and all the pedestrians lose something of their ordinary solidity; they move behind gauze; they are tyred in velvet; their voices are muted; their movement is in slow motion. Whatever is new and vulgar and foolish

contrives to lose itself in the denser patches of mist. But all the glimpses of ancient loveliness are there, perfectly framed and lighted: round every corner somebody is whispering a line or two of Chaucer. And on these mornings, the river is simply not true: there is no geography, nothing but pure poetry, down there; the water has gone and shapes out of an adventurous dream drift by on a tide of gilded and silvered air. Such is the City on one of these mornings, a place in a Gothic fairy tale, a mirage, a vision.

(From "They Walk in the City" by J. B. Priestley. Abridged)

XIV. Role-playing:

A group of guides suggests possible sightseeing routes about London (Chisinau) to their office director. Each one speaks in favour of his/her suggestion trying to convince both the director and the guides that the route is the best. In the end the participants of the talk choose the most appropriate route.

XV. Describe (in writing) a sight or a view that once struck you as picturesque, beautiful or unusual.

The best essays may be read in class and then placed in a wall paper, a special bulletin issued by the literary club, etc.

Note: The text above may serve as a perfect example of such description

PART III.

THE COUNTRY IN OTHER COUNTRIES

EXERCISES

- I. a. Read the introduction to the article. Why do you think people move from the city to the country? Why do some people move back?**

From the City TO THE Country (and sometimes back again)

Not everyone who moves to the country ends up staying there. In fact, for the first time in years, as many people are moving back to cities as are moving out to the country.

- b. Work in pairs A and B. A read about Liz Jones, B read about Rob Penn. Answer questions 1-5.**

A. Liz Jones

"I was just divorced, and bored with my easy, if super-busy, London life. I wanted to live somewhere quieter, simpler, more beautiful, so I sold my house and bought a big farmhouse with 5 acres of land. I'll look after horses, I thought, I'll get a dog. I'll grow all my own food. It will be idyllic and friends will come to stay and tell me how lucky I am to live here.

But even from the first week, it was a nightmare. When I moved in, the house was cold and absolutely filthy, and the cooker didn't work. I discovered everything in the countryside is more expensive: you have to drive miles to find a shop where everything costs twice as much as in my local supermarket in London. never fitted in. I think that in the country, if you are a woman, you will never be accepted unless you are a full-time mum. Another thing I hated was the shooting! I just couldn't pass a group of men with guns, shooting rabbits and deer, without getting out of my car and saying: "Do you really have nothing better to do on a Saturday morning?" That didn't make me very popular. I became so lonely. I often used to sit in my car and listen to the kind voice of the satnav lady."

After five years Liz decided to go back to London. "On my last night in the country. I sat outside underneath millions of stars and I thought to myself: "I've come to the end of a five-year prison sentence."

1. Why did Liz move to the country?

2. What was she dreaming of doing there?
3. What problems did she have at the beginning?
4. Why does she think people didn't accept her?
5. How long did she stay? What did she compare living in the Country to?

Glossary	
1. _____ phV leaving a car	2. _____ phV started living in a new home
3. _____ phV was able to live and work well with other people	
4. _____ unit of land, equivalent to 4050 square metres	

B. Rob Penn

Rob Penn, a writer, left London for some peace and quiet in the Black Mountains in Wales. "I've been living here in a small farmhouse for eight years now," says Penn, "It wasn't easy at first. The fact that I ride a bicycle every day caused suspicion. In the countryside you only use a bike if something is wrong. A local farmer said to me, "I see you on the bike. How long have you lost your driving licence for, then?""

Over time, however, Penn has managed to **fit in** with his new neighbours. "I'm lucky. I live in a place with a strong sense of community. My local pub is an active part of that. We have two village halls as well. Between them, they **put on** activities or meetings every night of the week — singing workshops, the garden club, zumba, as well as monthly films and occasional quiz nights.

"In the city, you choose your community. It may be through work, your football team, or your kids' school or your colleagues," says Penn. "In the country, your neighbours are your only community."

Penn has plans to **move back** to London. "I stood in a field this week, listening to the first sounds of spring. I love to hear the birds singing in the sunshine. I wouldn't live anywhere else. The rural sights, sounds and above all, communities beat the city any day."

1. Who is Rob Penn? Where did he move to?
2. Why did he move?
3. How long has he been living there?
4. What problems did he have at first? Did he solve them?
5. Why did he decide to stay?

Glossary	
1 _____ phV organize an event e.g. a play, a workshop	
2 _____ phV integrate, be able to live and work well with other people	
3 _____ phV go to live in a place where you lived before	

c. Read your article again. Work out the meaning of the **highlighted** phrasal verbs, and then complete the glossary.

d. Cover the articles and use your answers to questions to tell each other about Liz and Rob in your own words. Try to use the phrasal verbs from the glossary, and explain them to your partner if necessary.

e. Answer the questions in small groups.

1. What was one problem that both Liz and Rob had? Do you think this would be the main problem for people moving from the city to the country in the area where you live? Why (not)?
2. Why do you think one of them succeeded and the other failed?
3. Do you know anyone who's moved from the city to the country? Did they stay? Why (not)?
4. Do you know anyone who's moved from the country to the city? Did they stay? Why (not)?

II. Complete the text.

One of the best ways to see the English countryside is from the air. Green¹ fields separated by 2. h _____ or 3. f _____ stretch out below you as far as the eye can see. 4. Cr _____ are growing them, while in others there are animals peacefully eating the

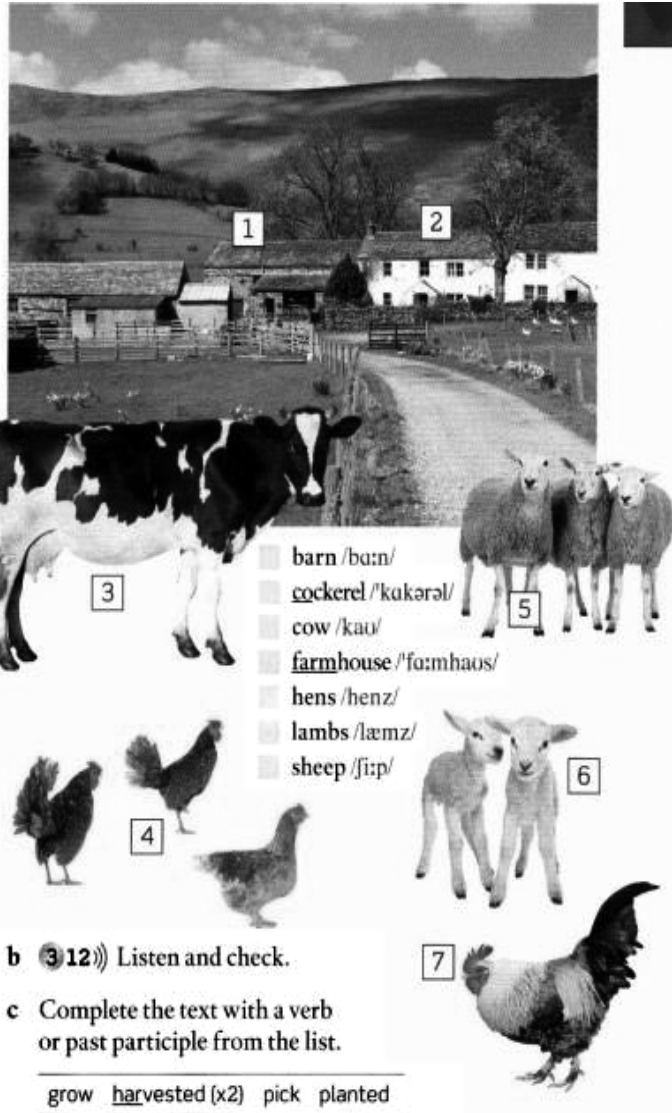
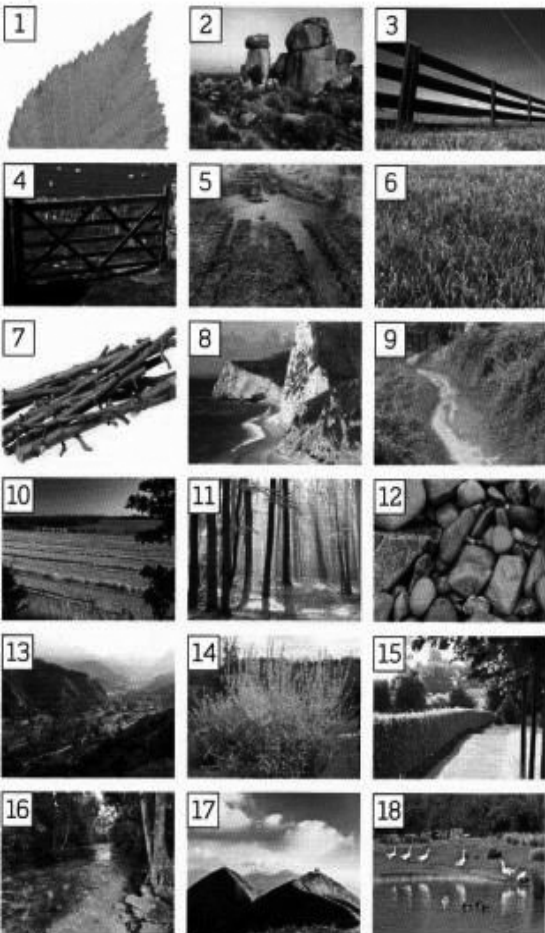
5. gr _____. As the plane nears the ground, you can see black-and-white 6. c _____ standing in groups, and in the spring you can see 7. sh _____ with their 8. l _____. Every so often, there is a 9. f _____ outside the door. Usually, there is an enormous 10. b _____ nearby where the grain is stored. Outside, there are sometimes 11. h _____ walking around the farmyard looking for something to eat. There's usually a 12. c _____ in a high place above the female birds looking out for them.

☺ **the country and the countryside**

We normally use the **country** to talk about any area that is not a town or city, e.g. *live in the country*. We use the **countryside** when we are talking about the scenery in the country, e.g. *fields, woods, etc.*, usually in a positive way, e.g. *We stayed in a little village surrounded by beautiful countryside*.

III. Match the words and pictures

- | | |
|--|--|
| <input type="checkbox"/> bush /buʃ/ | <input type="checkbox"/> mud /mʌd/ |
| <input type="checkbox"/> cliff /klɪf/ | <input type="checkbox"/> path /pɑːθ/ |
| <input type="checkbox"/> fence /fens/ | <input type="checkbox"/> pond /pɒnd/ |
| <input type="checkbox"/> field /fi:ld/ | <input type="checkbox"/> rocks /rɒks/ |
| <input type="checkbox"/> gate /geɪt/ | <input type="checkbox"/> sticks /stɪks/ |
| <input type="checkbox"/> grass /grɑːs/ | <input type="checkbox"/> stones /stəʊnz/ |
| <input type="checkbox"/> hedge /hedʒ/ | <input type="checkbox"/> stream /stri:m/ |
| <input type="checkbox"/> hill /hɪl/ | <input type="checkbox"/> valley /'væli/ |
| <input type="checkbox"/> leaf (plural leaves) /li:f/ /li:vz/ | <input type="checkbox"/> wood /wʊd/ |



- | |
|--|
| <input type="checkbox"/> barn /bɑːn/ |
| <input type="checkbox"/> cockerel /'kɒkərəl/ |
| <input type="checkbox"/> cow /kaʊ/ |
| <input type="checkbox"/> farmhouse /'fɑːmhaʊs/ |
| <input type="checkbox"/> hens /henz/ |
| <input type="checkbox"/> lambs /læmz/ |
| <input type="checkbox"/> sheep /ʃi:p/ |

b 3 12))) Listen and check.

c Complete the text with a verb or past participle from the list.

grow harvested (x2) pick planted

In the UK, especially in the east of England, a lot of farmers ¹ _____ cereals (for example, **wheat**), vegetables, and fruit. Most **crops** are ² _____ in the early spring and are ³ _____ in the summer. For example wheat is ⁴ _____ in August, and most potatoes from June onwards. Soft fruits like strawberries are usually **ripe** in June and July, and many farms invite people to come and 5. _____ their own fruit.

(♪ 3.3.) Listen and check. What do you think the bold words mean?

- IV. a. (♩ 3.4.) Listen to an interview with Susan, a woman who moved to the country from the city. Where would she like to live in the future?
 b. (♩ 3.4.) Listen again and correct the sentences.

1. Susan lives in Southern Germany.

6. The village school has around 9 pupils.

7. Their organic food company buys fruit from other organic farms.

8. The company sells its products in Germany.

9. Susan likes going running through the fields behind her house.

10. She plays in an orchestra.

11. She doesn't like going out at night because it's too quiet.

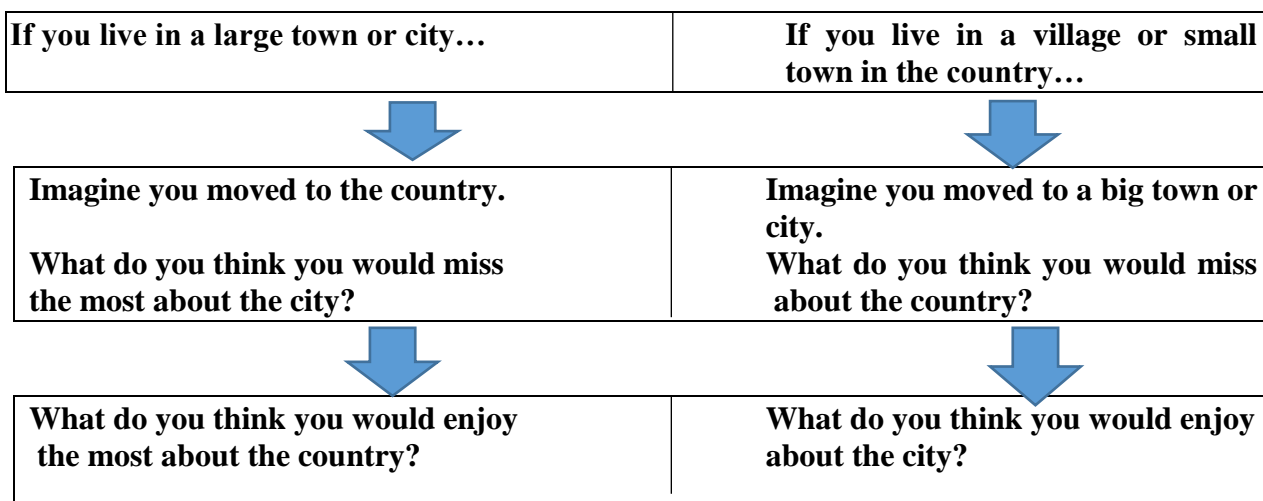
12. She would like to live nearer the hospital

- V. (♩ 3.5.) Listen to *Melisa* from Turkey who used to live in the country and *Eric* from the USA who lives there now. Answer the questions.

	Melisa	Eric
1. What's the countryside like where they <i>live / used to live</i> ?		
2. How <i>do / did</i> they entertain themselves?		
3. What disadvantages do they mention?		

VI. **Talk to a partner.**

1. Do either of the two places described attract you? Why?
2. Does the countryside they describe sound like the countryside near you? Why (not)?
3. Do you ever go to the country? Why do you go? Do you enjoy yourself there? Why (not)?
4. Answer the questions below.



VII. Are there any radio or TV programmes you know that have been running for a long time in your country? Do you watch them? What do you think of them? Why do you think they've been so successful?

VIII. Read and (♪ 3.6.) listen to an article about *The Archers*, a BBC programme that is the world's longest-running radio soap opera. Answer the questions.

1. What is the programme about?
2. What was its original aim?
3. Who were the original main characters?

A British Institution

Just before 7 o'clock every evening, people all over Britain, from Camilla, Duchess of Cornwall (a major fan, who actually appeared on the show) to students, housewives, and farmers, tune in to BBC Radio 4, and listen to an introductory tune that has been playing every night for more than 60 years. It is the theme tune to *The Archers*, the longest running radio soap opera in the world, and a British institution. *The Archers*, which is about life in the fictional village of Ambridge, was conceived by the Ministry of Agriculture as a way of providing information about new farming methods to British farmers and smallholders in order to increase productivity after the Second World War, during the years of food shortages and rationing. It was originally about the lives of three farmers: Dan Archer, who farmed efficiently with little cash, Walter Gabriel, who farmed inefficiently with little cash, and George Fairbrother, a wealthy businessman who farmed for a hobby. The programme was hugely successful — at the height of its popularity it was estimated that 60% of adult Britons were regular listeners, and today its listeners number over a million. The involvement of the Ministry of Agriculture ended in the 1970s, but *The Archers* still contains many storylines and discussions about farming, and has a separate 'agricultural story editor'.

Glossary

Smallholder a person who owns or rents small pieces of land for farming

rationing the policy of limiting food, fuel, etc., that people are allowed to have, when there is not enough for everyone to have as much as they want; it started in the UK in the Second World War in 1940 and ended in 1954.

IX. a. You are going to (♪ 3.7.) hear an interview with an actor who plays one of the main characters in *The Archers*. Do these statements describe (A) the actor, (C) his character, or (B) both?

- 1 His name is David Archer. _____
- 2 He's very honest and dependable. _____
- 3 He was born on a sheep station in Tasmania. _____
- 4 His father worked as a farmer. _____
- 5 He lives in Ambridge. _____
- 6 He has a cottage in Norfolk. _____

b. (♪ 3.7.) Listen again and make notes. What does he say about these things?

- 1 how long he's been working on the programme
- 2 his character's grandfather
- 3 why his father went to Devon
- 4 what the other actors know about the country
- 5 what city and country people like about *The Archers*
- 6 where he lives now and why

c. Are there any radio or TV programmes in your country about farming or the countryside? Have you ever watched them? How popular are they?

- X. a. Read the leaflet once and answer the questions. What time does the farm open on Wednesdays? What else can you buy on the farm apart from fresh fruit and vegetables?

PARKSIDE PICK YOUR OWN

Fancy some fresh fruit and vegetables? At Parkside Farm we grow a wide variety of delicious summer fruits and high-quality vegetables for you to come and pick your own. Why not pay us a visit?

About us

Our family has been farming at Parkside farm since 1958. Although we no longer keep cows, we still have some grassland and some fields of wheat and other crops. 1. _____ Since then, we have extended the Pick Your Own area and we now grow about 20 different crops.

Opening times

The **season** starts in late June, but opening hours are **variable** the first week. Please ring our message line to check. From July onwards, we are open Tues to Sat from 9 a.m. to 5.30 p.m. (last entry 5 p. m.) 2. _____ Mondays CLOSED.

Crop calendar

Some crops may be in limited **supply** at certain times, so always ring the message line for daily **updates** before setting out.

Prices

3. _____ This means that every person has to spend at least £3 on Pick-Your-Own fruit or they will be charged this amount when they leave. It is NOT an **additional charge** to the cost of your produce, because you only have to pay it if you pick less than £3 each.

- **Strawberries: £4.49/kg**
- **Raspberries: £6.39/kg**
- **Blackcurrants: £4.70/kg**
- **Redcurrants: £4.79/kg**
- **Blackberries: £5.59/kg**
- **Plums: £2.99/kg**

Please check our website for prices of vegetables.

Facilities

- large car park
- toilets (including disabled)
- containers available for picking
- _____
- debit cards accepted
- **Shop:** sells ice cream, cold drinks, meringues, Parkside honey, sugar for jam-making

Find us

Parkside Farm is in the London **borough** of Enfield, north of the city centre.

By car: Take the A1005 north and turn off at Hadely Road. Follow the signs to Parkside farm.

By train: _____

By tube: Cockfoster's tube station is about 4.5 km away, but mini cabs are available.

b. Read the text again and complete it with the missing information.

A Plums: mid-July to early September

B The nearest railway station is Gordon Hill, about 1.5 km away

C picnic area

D We started growing strawberries for Pick Your Own back in 1979.

E There is a minimum charge of £3 for each adult or child who enters the Pick Your Own area.

F Opening hours are variable on Sundays.

c. Look at the **highlighted** words and phrases and try to work out their meaning. Then check the meaning and pronunciation in your dictionary.

XI. a. An informal email. Write an email about things you've been doing recently. Read an email from Louisa to her daughter, Maria, who is studying in Boston. What is the main subject of her email? How does she feel about it?

b. Read the email again and complete it with a verb from the list in the present perfect continuous. Use contractions.

clear *do (x2)* *watch* *read* *snow* *study*

From: Louisa and Eric Barton

To: Maria Barton

Subject: May 1st – what happened to spring?

Hi Maria,

Thanks for your email. Glad you're well, and hope that it's not too cold in Boston.

When your father and I woke up this morning, this is what we saw! The calendar says it is May 1st, but the weather doesn't agree. It 1. _____ for about 12 hours non-stop now. Your poor father 2. _____ the snow all morning so that we can drive to the supermarket and buy some food. I 3. _____ the news on TV. They say the storm will be over by tomorrow, so don't worry too much about us. Besides the weather, nothing is new here. Dad 4. _____ a lot of repairs around the house over the past few weeks. He finally fixed the freezer - just in time for the snowstorm!

I 5. _____ a great novel for the book club: It's 'The Bostonians' by Henry James. It made me think of you there in Boston - have you read it? I'm sure you'd enjoy it. Well, good luck with your exams. 6. _____ you _____ hard? I hope so. Miss you lots. What 7. _____ you? Write soon!

Much love

Mom

c. Imagine you are replying to a similar email from a friend or family member. Plan what you're going to write.

- 1 Thank him/her for writing, and react to the news in his/her email.
- 2 Say what you've been doing lately.
- 3 Think of at least three questions to ask in your email.
- 4 Ask him/her to reply to the email.

XII. a. Write the email. Use the Useful Language to help you, and follow 1—4 in c above.

☺ **Useful language: informal emails**

Thanking someone for an email

Thanks for your email / message

It was great to hear from you.

Glad to hear you're well.

Mentioning previous emails

I'm so pleased / happy sad / sorry to hear that ...

Asking someone to reply

Write (back) soon!

Looking forward to hearing all your news.

I can't wait to hear from you.

XIII. Check your email for mistakes (grammar, vocabulary, punctuation, and spelling).

ESSENTIAL COURSE

UNIT FOUR

PART I

SPEECH PATTERNS

1. Mother *is hardly ever able to have* a treat like that.

a) They are hardly ever able to go sightseeing.

One is hardly ever able to get tickets for this show.

We are hardly ever able to talk to each other alone.

He was hardly ever able to catch the 6.30 train home.

b) You'll hardly be able to get to the British Museum today before the closing hours.
She will hardly be able to get over her fear of heavy traffic.

2. Father was afraid that Mother *might take cold* if she *came*.

I thought that she might spoil her complexion if she went on smoking.

He said we might be late if the bus didn't come soon.

Edward hoped he might meet the girl again if he came every day to the street she lived in.

The policeman told the boy he might be run over if he was careless when crossing the street.

3. We all felt that it *would never do to let* Father stay home.

It will never do to underline words in a library book.

It will never do to throw cigarette-ends on the floor.

Why are you shouting at the top of your voices?

It will never do. You have treated her very badly.

Rudeness will never do.

The boy said it would never do for a young girl to use so much make-up.

4. That *kept Mother busy* for a little while.

At night I always keep my window open.

They never keep their door shut.

Keep your feet warm or you'll catch cold.

He kept his room scrupulously clean.

She told the child an interesting story to keep him awake.

Keeping the child warm is not the same thing as keeping him healthy.

EXERCISES

I. Paraphrase the following, using some of the patterns above:

P a t t e r n 1 : 1. It is not often that our mother goes to the theatre. 2. It is not often that our students can listen to native English speech. 3. She very seldom can afford to get herself a new dress. 4. They cannot afford to spend their holiday at the seaside. 5. He can never refuse helping his comrades.

P a t t e r n 3 : 1. It is bad manners to stare at people. 2. The teacher said it was impolite and rude to hand in homework written carelessly. 3. "I say, Turner, I don't like the way you treat your comrades. It's too bad." 4. My mother said that it was too bad to let her do all the work alone. 5. It is wicked to hurt animals. 6. "You have come unprepared again. It is unpardonable," said the teacher.

II. Describe the following situations in one sentence, using Pattern 2:

Example: In such cold weather it was easy for the child to catch cold, if he went for a walk. That was the cause of the mother's fear.

The mother was afraid that the child might catch cold if he went for a walk in such cold weather.

1. She worked very little during the term, and it was quite possible for her to fail at her examination. We all told her so. 2. It was hardly possible to let the boy stay at home alone. He could make trouble if he did. We all knew that. 3. She worked too hard, and her friends were afraid that it would result in her falling ill. 4. The mother wanted the boy to become a great pianist, and so she made him practise day and night. 5. We wanted to go and see our sick friend, but the doctor didn't allow that saying that there was a chance of our catching the disease.

III. Supply adjectives:

1. It is dangerous to keep the windows ... during a thunderstorm. 2. She kept her door ... and didn't let anyone in. 3. Put the lemonade in the refrigerator to keep it.... 4. The epidemic was at its height, and all the doctors of the town were kept.... 5. I put the tulips in the water to keep them 6. Keep your eyes ... and your mouth 7. This fur coat is sure to keep you ... in any frost. 8. What is the teacher to do to keep his pupils ...?

IV. Translate the sentences into English, using the patterns:

1. Nu se cuvine să-i jignești pe cei mai mici. 2. Noi niciodată nu reușim să mergem la țară în zilele libere. 3. Ți-am spus că ai putea să te îmbolnăvești dacă te uzi la picioare. 4. Nu-i da voie pacientului să adoarmă, până ce nu vine doctorul. 5. Nu e bine să folosești telefonul pentru glume de prost gust. 6. Țineți-i ocupați pe copiii și nu le permite-ți să facă gălăgie în timp ce eu vorbesc la telefon. 7. Pe așa o zi călduroasă trebuie să ții ferestrele deschise. 8. Nu trebuie să fumezi atât de mult, îți vei ruina sănătatea. 9. Ion i-a scris prietenului că probabil îl va vizita în anul viitor.

V. Make up dialogues or situations, using the patterns.

TEXT. HOW WE KEPT MOTHER'S DAY

by Stephen Leacock

Leacock, Stephen (1869-1944) — a famous Canadian writer of the 20th century. His stories, full of humour and sarcasm, expose the contradictions of life in modern bourgeois society.

Leacock says that the basis of humour lies in the contrasts offered by life itself, but "the deep background that lies behind and beyond what we call humour is revealed only to the few who, by instinct or by effort have given thought to it."

So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifice that she had made for our sake.

We decided that we'd make it a great day, a holiday for all the family, and do everything we could make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Xmas²³ or any big holiday, and so we decided to decorate the house with flowers and with mottoes over the mantelpieces,²⁴ and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas.

The two girls thought it would be a nice thing to dress in our very best for such a big occasion

²³ **Xmas** [krɪsmɑːs]: an abbreviated form of Christmas. In England Christmas day (the 25th of December) is one of the biggest holidays, devoted especially to family reunion and merry-making with its traditional Christmas tree and Christmas pudding.

²⁴ **mantelpiece**: a structure of brick, wood or marble above and around a fire-place — an open grate where a coal fire burns. Most old English houses have no central heating. Up to now a great number of flats are warmed by coal fires. Sometimes instead of a coal fire a gas fire or an electric fire may be used, which is more convenient, as it can be lit in a second and turned off as soon as it is not needed.

and so they both got new hats. Mother trimmed both the hats, and they looked fine, and Father had bought silk ties for himself and us boys as a souvenir of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country. Mother is hardly ever able to have a treat like that, because we can only afford to keep one maid, and so Mother is busy in the house nearly all the time.

But on the very morning of the day we changed the plan a little bit, because it occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing; if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.

So we all felt that it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod the day before.

So we got everything arranged for the trip, and we got Mother to cut up some sandwiches²⁵ and make up a sort of lunch in case we got hungry, though of course we were to come back home again to a big dinner in the middle of the day, just like Xmas or New Year's Day. Mother packed it all up in a basket for us ready to go in the motor.

Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed.

Father said not to mind him, he said that he could just as well stay home; and that he was sure that he could put in the time working in the garden; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and have a big day.

But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped the maid get dinner, only it seemed such a pity to, on a lovely day like this, having their new hats. But they both said that Mother had only to say the word, and they'd gladly stay home and work. Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway that Mother doesn't care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was rather afraid that Mother might take cold if she came.

So we all drove away with three cheers for Mother, and Father waved his hand back to her every few minutes till he hit his hand on the back edge of the car, and then said that he didn't think that Mother could see us any longer.

Well, — we had the loveliest day up among the hills that you could possibly imagine.

It was quite late when we got back, nearly seven o'clock in the evening, but Mother had guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for Father and clean things for him to put on, because he always gets so messed up with fishing, and that kept Mother busy for a little while, that and helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner — roast turkey and all sorts of things like on Xmas Day. Mother had to get up and down a good bit during the meal fetching things back and forward.

The dinner lasted a long while, and was great fun, and when it was over all of us wanted to help clear the things up and wash the dishes, only Mother said that she would really much

²⁵ **sandwich**: two slices of buttered bread with meat, egg, cheese or tomato, etc. between them (*cf.* the Russian бутерброд). The word has one more meaning: a sandwich (or a sandwich-man, a sandwich-boy) is a man walking along the street with two advertisement-boards hung *one* in front of him and *one* behind.

rather do it, and so we let her, because we wanted just for once to humour her.

It was quite late, when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.

NOTES ON STYLE

1. In Leacock's story "How We Kept Mother's Day" you will find numerous words and phrases of informal functional style (See Note A), *e.g.* *all that kind of thing* (cf. the Romanian « _____ »), *awfully* (in "awfully becoming", cf. the R « _____ »), *a little bit* (« _____ »), *have a big day* (« _____ »), *get messed up* (« _____ »), *the dinner... was great fun* (« _____ »), etc.

Note also the interjection *well* introducing some of the passages (which normally occurs in oral speech), the omission of the conjunction *that* and the syntax imitating that of oral communication by its free and careless structures.

2. The story presents an interesting example of the indirect method of characterization. The author does not say directly that the members of the family were selfish, callous and hard-hearted people (that would be the direct method of characterization) but makes them act and lets the reader draw his own conclusion.

3. "How We Kept Mother's Day" is a humorous story. Humour in fiction may be of two principal types. It may be humour of situation when the author makes us laugh at certain funny or absurd facts, *e.g.* the members of the family buying presents for themselves on Mother's Day, but buying nothing for their mother. There is also humour of words when the reader does not laugh at what is happening in the story but at how it is put by the author. *E. g.* But of course we all felt that it would never do to let Father stay at home, especially as we knew he would make trouble if he did.

EXERCISES

I. Read Text of Unit Four and the Notes on Style and talk on the following points (A. Grammar, B. Word usage. C. Style):

A. 1. Which verbs used in the text are modal verbs? Comment on their meanings and translate the sentences in which they are used.

2. What are the meanings of the verbs *to get*, *to make*, *to keep*, *to take* in the text? (Translate the sentences with these verbs.)

3. *Mother* and *Father* are capitalized and used without articles in the text. How would you use the words in reported speech (oral and written)?

B. 1. in the phrases *to decorate the house* and *to trim the hats* we have two different equivalents of « _____ ». What can be trimmed or decorated?

2. We say *in the morning* (*evening*, *afternoon*), but in the phrase "on the very morning of the day" *on* is used. Why? (Cf: *on that evening*, *on the morning of his arrival*.)

C. 1. Point out as many colloquial words and phrases as you can find. Supply their R. equivalents if possible. What is the author's purpose in introducing so many units of informal style?

2. Point out the passages which characterize the members of the family and their real attitude to the mother. What is the method of characterization used by the author?

3. Which sentences or passages bear touches of humour? Try to explain how the humorous effect is achieved in each case. Which type of humour prevails in the story? (See Notes on Style.)

II. a) Search the text for English equivalents of the phrases listed below and write them in your exercise book:

a sărbători Ziua Mamei; a nu merge la școală, a îmbrăca cele mai bune haine; a lua o mașină în chirie; aproape tot timpul; în caz că...; ar fi putut tot atât de bine să stea acasă; a

petrece timpul; de la noi nu ar fi nici un folos; a lovi mâna de ceva; a strânge masa; măcar de data aceasta; cina a continuat mult timp; de dragul acestei ocazii; într-o zi așa minunată; să o luăm cu mașina la o plimbare în afara orașului; a sosi acasă la cina de sărbătoare; nu atât de mult loc; nu e bine să-l lăsăm pe tata acasă; s-a clarificat că; e totuna...; i-a dat din mână; ne-am așezat la masă; a aduce și a duce ceva; ne-am simțit pe deplin răsplătiți pentru...

b) Get the student sitting next to you translate half of the Moldovan phrases into English (in writing) and check them with the key in your notebook. Translate the other half yourself and ask your neighbour to correct your translation.

III. Translate in writing these passages. Compare and discuss different variants of students' translation:

1. It occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing; if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment. 2. Father said not to mind him, he said that he could just as well stay home; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way.

IV. a) Write an outline of the text . (The outline may be written in the Present or Past Indefinite tenses.)

b) Discuss the outlines written by several students and choose the best one. Improve it by using some variants from other students' works. Write it down on the board and make the students copy it in their exercise books.

V. Write two questions to each item of the outline: one should help to reveal the contradictions between what the members of the family said and did, the other (with a modal verb) — what they could or ought to have done.

e.g. 1. Did the girls really think that their mother's old bonnet was "awfully becoming" to her? 2. Don't you think they should have bought something for their mother too? (Make the students reason out their answers.)

VI. Retell the text following the outline (see Ex. IV, p. 78). Speak about the contradictions between the words and the behaviour of the members of the family:

e.g. ... They said, they realized what their mother had sacrificed for their sake and wanted to thank her for everything she had been doing for them. In fact, I believe, they just wanted to make it a holiday for themselves. They stayed at home ... etc.

VII. Make up a conversation which took place after the day described in the text between: the two girls, the two boys, the father and his son, the mother and her friend, two neighbours. You may find the following openings useful:

I say...; Honestly...; If you ask me...; You know what I think...; The point is...; Don't you agree that...; I must say that...; Tell you what...; Eventually...; Actually...; Definitely... .

VIII. Review the text. Say a few words about the style and language of Leacock's story. Be sure to touch on a) selection of words, b) syntax, c) method of characterization, d) humour.

VOCABULARY NOTES

1. to get (got, got) *vt/i* 1. _____ , _____ ; to get smb. smth., to get smth. for smb., *e.g.* I can get this book for you. (I can get you this book.)

2. _____ , *e.g.* Did you get (= receive) my telegram?

3. _____ , _____ , *e.g.* The two girls got new hats.

4. _____ , _____ , _____ , *e.g.* We cannot get to Chisinau tonight. It was

very late when he got home.

5. _____, _____, _____, *e.g.* It was decided that Mother would stay home and get the dinner (= get it ready).

6. _____, _____, _____, _____, *e.g.* We got Mother to arrange the decorations.

7. _____ (*as a link-verb*), *e.g.* It was getting dark when we arrived at the station. I got very cold while waiting in the street.

Syn. to become

to get smth. done, *e.g.* I got everything arranged in time.

have got = have, *e.g.* I have got something to tell you. I haven't got the book you're talking about (*cf.*: I have no books by this author.).

Note: In modern conversational English the word combination **have got** in the meaning of _____, _____ is used much more often than the verb **have** in the same meaning, especially with a concrete object.

have got to do smth., *e.g.* I have got to (= must) finish my work in time. It has got to be done.

to get back = to come back, *e.g.* At what time shall we get back?

to get over a disease (fear, difficulties, grief, etc.), *e.g.* Don't worry, the child will soon get over his illness.

to get up and down, *e.g.* Mother had to get up and down a good bit during the meal fetching things back and forward.

to get on smb.'s nerves, *e.g.* Don't get up and down every minute, you're getting on my nerves.

2. to turn vt/i 1. _____, _____, _____, *e.g.* At hearing her voice I turned (turned my head). The car turned the corner.

2. _____, _____ (into smth.), *e.g.* The water in the pond turned into ice as the night had been frosty.

to turn away (from smb. or smth.) _____

to turn back _____

to turn inside out _____, *e.g.* My umbrella turned inside out in the wind.

to turn out _____, *e.g.* He turned out a bad actor. The day turned out (to be) a fine one. It turned out that there were no vacant seats in the bus.

as it turned out... = as it happened

to turn over _____, *e.g.* He turned over a page. He turned over in bed.

to turn up _____, _____, *e.g.* We expected him to join us, but he never turned up.

to turn smth. upside down _____, _____, *e.g.* Someone has turned everything upside down in my drawer.

3. **to treat vt 1.** _____, _____; **to treat smb. well, kindly, coldly**, etc., *e.g.* Don't treat me as if I were a child. Better treat his words as a joke. You treat the matter too lightly.

2. _____; **to treat smb. for smth. with smth.**, *e.g.* Who treated your child for scarlet fever? What medicine are you treated with?

3. _____ (_____); **to treat smb. to smth.**, *e.g.* I'll treat you all to (= I'll buy you) some ice-cream. Wouldn't you like him to treat you (= to pay for your ticket) to a ballet? I shall treat myself to a week-end holiday.

treat n 1. _____, _____, *e.g.* I've never had a treat like that! What a treat it is not to have to get up early! Every chance to listen to good music is a great treat to her. 2. _____

treatment n 1. _____ (_____), *e.g.* Her treatment of the pupils is always kind and patient, (*prep.* "of")

2. _____, *e.g.* Have you heard of a new treatment for pneumonia? (*prep.* "for")

4. **afford** vt (_____) _____ (usu. with can, could, be able to)

to afford

smth.; e.g. I can't afford time for movies.

to do smth., e.g. Can you afford to go away for a holiday?

5. **to keep (kept, kept)** vt/i 1. _____ (different meanings); a) хранить, e.g. She always keeps old letters.; b) _____, _____, e.g. You may keep the book, I don't want it yet.; c) (c) _____ (_____), e.g. He always keeps his promise.; d) _____, e.g. Mr. Watson had a wife and family to keep.; e) _____, _____, e.g. I'm sorry I kept you waiting.

2. _____, _____, e.g. "How We Kept Mother's Day"; She always keeps her birthday.

to keep smth. + adj., e.g. This work kept the children busy. You must keep your feet warm.

to keep to smth., e.g. Keep to the diet. Let's keep to the middle of the road.

to keep on doing smth., e.g. She kept on writing when I came in (*not used of a state, but only of activities. Cf.: He kept on standing up. But He remained standing.*).

to keep smb. from doing smth., e.g. It kept me from Joining you.

to keep (smth.) back, e.g. The young men kept the crowd back. I'm sure he is keeping something back (= not telling all; concealing something). Mother had guessed that we would be late, so she had kept back the dinner.

6. **to occur** vi 1. _____, _____, e.g. Such incidents occur every day. It must never occur again.

2. _____, _____, e.g. It occurred to me that something might be wrong with her. Didn't it occur to you to close the window to keep the noise back?

7. **to enjoy** vi _____, _____, e.g. I enjoyed the trip very much. I've enjoyed seeing you.

to enjoy oneself, e.g. I enjoyed myself at the concert last night.

enjoyment n _____, _____

8. **fun** n 1. _____, _____, _____, e.g. Children are fond of fun. What fun we had when we were together! He is full of fun.

to make fun of _____, _____, e.g. He's fond of making fun of people. Nobody likes to be made fun of.

to do smth. in (for) fun _____, _____, e.g. I said it only in (for) fun.

2. _____, _____, _____, e.g. The party (your friend) was great fun.

funny adj _____, _____, e.g. I have a funny story to tell you.

ESSENTIAL VOCABULARY (I)

Words

afford v	funny adj	repay v	get v	sacrifice v, n
enjoy v	guess v	treat v, n	especially adv	hire v
treatment n	fetch v	keep v	trim v	fun n
occur v	turn v	purposen	unfortunately adv	effort n

Word Combinations

- for smb.'s sake
- to stay (at) home from college (classes, school)
- to dress in one's best (worst)
- just as well
- for such an occasion
- to turn out
- to get over smth.
- to take smb. for a drive
- in case
- to stand (be) in smb.'s way
- to make trouble
- to be no use

- | | | | |
|-----|----------------------------------|-----|-------------------------|
| 7. | in the end | 20. | to get on smb.'s nerves |
| 8. | to care for smb. (or smth.) | 21. | to turn inside out |
| 9. | to keep back | 22. | to turn over |
| 10. | for a little (short, long) while | 23. | to turn up |
| 11. | to turn upside down | 24. | for (in) fun |
| 12. | to get up and down | 25. | to make fun of smb. |
| 13. | to get to some place | | |

EXERCISES

I. Study the Vocabulary Notes and Essential Vocabulary (I) and a) Paraphrase the following (in writing):

1. to make smb. do smth.; 2. to have smth. arranged; 3. to recover after a disease; 4. to stand up and sit down; 5. to look in the opposite direction; 6. to come to one's mind; 7. to appear unexpectedly; 8. a great pleasure; 9. at last; 10. to be able (to spend money on smth., etc.); 11. to continue to do smth.; 12. not to let smb. do smth.; 13. to conceal some tact; 14. to enjoy oneself; 15. to love (take interest in); 16. for a short time; 17. to take a taxi; 18. to become dirty; 19. to laugh at (mock) smb.; 20. to get other people into a mess.

b) Make up sentences with the phrases you have written.

II. A word in one language may have different equivalents in another.

e.g. ___ — room, place ___ — sacrifice, victim ___ — fetch, bring

a) Look up the words given above in an English-Romanian dictionary, find out the exact meaning of each pair of words and write sentences illustrating the difference in their use. b) Ask the students to translate the Romanian variants of your sentences.

III. Translate the sentences into English using Essential Vocabulary (1);

1. Ce plăcere – să ascuți cum ea cântă! 2. După concert copiii au fost serviți cu ceai și înghețată. 3. Închideți radioul, muzica aceasta îmi joacă pe nervi. 4. Am cotit după colț și am dat peste un prieten de-al meu. 5. De ce ar trebui ca cineva să întoarcă totul cu susul în jos ca să găsească niște fleacuri? 6. Băiatul a fost tratat de pojar, dar boala s-a dovedit a fi scarlatină. 7. Fetei îi plăcea să fie tratată ca o persoană matură. 8. Ea nu putea să-l oprească pe copil să nu facă trăsnații. 9. Noi am petrecut minunat timpul pe plajă. A fost foarte vesel. 10. Nici nu i-a trecut prin minte lui David că el ne reține pe toți. 11. Copiii trebuie învățați să se comporte bine cu animalele. 12. Cine s-ar fi gândit că ea va deveni o actriță talentată! 13. Ah, iată cum te ții de cuvânt! 14. Prietenul tău este foarte vesel, nu-i așa? 15. Imaginează-ți, mie lucrul acesta niciodată nu mi-a trecut prin cap. 16. Aceasta s-a întâmplat cu mulți ani în urmă. Ea probabil că a uitat totul despre aceasta. 17. Ce distractiv este să joci acest joc! 17. Colegii lui Robert au râs de costumul lui verde. 18. Ce pălărie nostimă!

IV. a) Translate these sentences into Romanian.

1. We may **just as well** dance now. 2. I **would rather** hire a taxi. I'm very tired. 3. **It will never do** to punish the child for what he has not done. 4. He never **keeps people waiting** if he can help it. 5. We must **keep him from making trouble**. 6. Take my gloves, they will **keep your hands warm**. 7. **It's no use** trimming this old hat, it won't look better. 8. We **got everything arranged** for the trip by 9 o'clock. 9. We **got her to believe** our story. 10. The arrangements for the party will **keep me busy** the whole day, I'm afraid. 11. You shouldn't **keep the children out** after dark. 12. **Keep the ticket** if you don't want to be fined.

b) Write sentences of your own using the phrases in bold type. Address them to the other students who should reply them expressing their approval or disapproval.

P r o m p t s: How nice (good, clever, bad, awful) of you (him, her)! I don't think you should have done it. Sure. But that's not quite true. No wonder. I am delighted at your idea.

V. Fill in prepositions or adverbs where necessary:

1. The dress is just wonderful. It is very becoming ... you. 2. I haven't seen you ... ages. How are you getting ...? 3. I liked the cake you treated me How do you make it? 4. Turn ... the page and do Exercise 3. 5. He turned ... a very good story-teller. I enjoyed ... his stories immensely. 6. We shall discuss the matter ... our way home. 7. I'm sure you'll get... all the difficulties ... the end. 8. Pete didn't want to take his younger brother fishing, he was afraid that he would be ... his way. 9. The students-... Group 3 will help to decorate the hall... flowers and mottoes. 10. The father had promised to take the boys ... a drive ... the country ... Sunday. But unfortunately the weather changed ... the morning and they had to stay ... home. 11. Celia waved her hand ... Lanny until the train was out... sight. 12.... such a big occasion all the children were dressed ... their best. 13. When all the things were packed ... a suit-case, it turned ... that my ticket had somehow got there too, and I had to turn everythingin search ... it. 14. The children were allowed to stay ... home ... school, as the mother's birthday was a great occasion ... all the family.

VI. Translate the sentences into English, using Essential Vocabulary (I) and Patterns 1-4:

1. Am atâtea lucruri de făcut, că nu-mi pot permite să pierd timpul. 2. Uite exact pălăria despre care îți vorbeam. Sânt sigur că-ți va sta foarte bine. 3. Nu-mi pot imagina cum vei reuși să treci peste toate aceste greutăți. 4. Nu mi-am putut permite să cumpăr așa un cadou scump. 5. Eu sper că vom avea timp să ajungem la stația de metro înaintea ca aceasta să se închidă. 6. Astăzi am primit o scrisoare de la el. El scrie că are mult de lucru și că nu își permite nici măcar să se distreze mergând la cinema. 7. Tu te scoli și te așezi în permanență, ieși afară și intri. Nu pot lucra în felul acesta. 8. Mâine avem serată și eu vreau să mă îmbrac cu cele mai frumoase haine cu această ocazie. 9. Ceva a căzut din poșeta mea, probabil că stiloul. 10. El, cu siguranță, a pregătit totul pentru plecare. 11. Cine s-ar fi putut gândi că ea a spus aceasta în glumă. 12. N-ai putea să-l obligi pe copil să meargă la timp la culcare. 13. Toată familia a petrecut minunat timpul la țară, deși eroina zilei a trebuit să stea acasă și să pregătească cina. 14. Această culoare ți se potrivește foarte bine.

VII. a) Translate the text below into Romanian:

To me it has always seemed that the very essence of good humour is that it must be without harm and without malice. I admit that there is in all of us a certain vein of the old original demoniacal humour or joy in the misfortune of another which sticks to us like our original sin. It ought not to be funny to see a man, especially a fat and pompous man, slip suddenly on a banana skin. But it is. When a skater on the pond who is describing graceful circles and showing off before a crowd, breaks through the ice, everybody shouts with joy. To an original savage, the cream of the joke in such cases was found if a man who slipped broke his neck, or a man who went through the ice never came up again. I can imagine a group of pre-historic men standing round the ice-hole where he had disappeared and laughing till their sides split. If there had been such things as a pre-historic newspaper, the affair would have been headed up: "Amusing Incident. Unknown Gentleman Breaks Through Ice and Is Drowned". But our sense of humour under the civilization has been weakened. Much of the fun of this sort of the thing has been lost on us.

(From "Humour As I See It" by Stephen Leacock)

b) Discuss the following questions:

1. Do you agree with Leacock that good humour must be without harm and without malice? 2. What purpose should humour serve? 3. Is Leacock right when he says that humour has been weakened under civilization? Does he really mean it? 4. Do you agree to Leacock's opinion that humorous sides of life are revealed only to the few who have given thought to it? 5. Do you think that his story "How We Kept Mother's Day" and the like may get people to understand their imperfections and try to get rid of them? 6. Is that story true to life? 7. What do you think is the essence of good humour?

PART II

TOPIC: MEALS

TEXT A. AN ENGLISHMAN'S MEALS

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.²⁶

Some people begin with a plateful of porridge but more often 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 juice. 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, 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 said already goes under various names: tea, "high tea", dinner or supper depending upon its size and also the social standing of those eating it.

(See: *Potter S.* Everyday English for Foreign Students. Lnd., 1963)

TEXT B. AT TABLE

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

M o t h e r : Why, you're just in time for dinner.

N i c k : No soup for me. I'd rather have beefsteak.

M o t h e r : Are you quite sure you wouldn't like some soup? It tastes all right.

N i c k : There is nothing like steak and chips. I'll go and wash my hands.

M o t h e r : How's the steak? I'm afraid it's underdone.

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

M o t h e r : Yes, certainly. Hand me your plate, please, and help yourself to the salad. Just to see how it tastes.

²⁶ the Continent (remember the capital letter and the article): the mainland of Europe, as distinct from the British Isles (the name is used by the British)

N i c k : Oh, it's delicious.
M o t h e r : Shall I put some mustard on your steak?
N i c k : No, thanks, I don't care for mustard. I'd rather take a spoonful of sauce. Pass me the sauce, please.
M o t h e r : Here you are. Oh, isn't there a smell of something burning?
N i c k : So there is.
M o t h e r : I've left the layer-cake in the oven.
N i c k : For goodness' sake get it out quick.
M o t h e r (*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.
N i c k : I'm terribly sorry. I was quite upset about my favourite cake getting spoiled.
M o t h e r : Don't worry. Here it is, brown and crisp on the outside. What will you have, tea or coffee?
N i c k : A cup of tea.
M o t h e r : Any milk? Shall I put butter on your bread?
N i c k : No, thanks. I can't see the sugar-basin.
M o t h e r : It's behind the bread-plate. Have a better look.
N i c k : I'm afraid it's the salt-cellar.
M o t h e r : So it is. In my hurry I must have left it in the dresser.
N i c k : It's all right I'll get it myself.
M o t h e r : Help yourself to the cake. There's nothing else to follow.
N i c k : I've had a delicious meal.

TEXT C. IN THE DINING-HALL

— Let's go to the dining-hall. We haven't much time left, but we'll manage it all right if you hurry. You take a place in the queue and I'll see what we can get for dinner.
— All right. What is on the menu?
— Cabbage soup with meat, chicken soup with noodles and pea soup.
— I don't know whether I'll have any. What have they got for seconds?
— Fried fish and mashed potatoes, beefsteak, bacon and eggs.
— And for dessert?
— A lot of things. We can have stewed fruit or cranberry jelly or strawberries and cream.
— Then, I'll take cabbage soup with sour cream and... Well, and what about some starter?
We've completely forgotten about it.
— As we are in a hurry I believe we can do without it. I never thought you were a big eater.
— Neither did I. But I wouldn't mind having something substantial now.
— So we'll take one cucumber salad and one tomato salad. That'll do for the time being. I think I can manage a bit of fish-jelly as well and then chicken soup with noodles. That'll be fine.

ESSENTIAL VOCABULARY (II)²⁷

Words

bacon <i>n</i>	napkin <i>n</i>	snack <i>n</i>
biscuit <i>n</i>	noodle soup <i>n</i>	sociable <i>adj</i>
bread-plate <i>n</i>	omelet (te) <i>n</i>	sour cream <i>n</i>
chips <i>n</i>	pastry <i>n</i>	starter <i>n</i>
cornflakes <i>n</i>	pepper-box (pot) <i>n</i>	(beef) steak <i>n</i>
cream <i>n</i>	porridge <i>n</i>	stewed fruit <i>n</i>
fruit juice <i>n</i>	poultry <i>n</i>	sugar-basin <i>n</i>
jelly <i>n</i>	pudding <i>n</i>	sweet <i>n</i>

²⁷ Compare Essential Vocabulary given in this lesson with the first-year vocabulary on the same topic.

jug *n*
marmalade *n*
mustard-pot *n*

roast beef *n*
salt-cellar *n*
sauce-boat *n*

table-cloth *n*
toast *n*

Word Combinations

1. to boil meat (potatoes, cabbage, eggs, water, milk, etc)
2. to stew fruit (vegetables, meat)
3. crust of bread
4. to sit at table (having a meal)
(cf.: to sit at the table writing a letter, etc.)
5. to have (take) smth. for dinner
(for the first, second course, or dessert)
6. to butter one's bread (roll, etc.)
7. to have a snack (a bite of food)
8. to have another helping of smth.
9. to roast meat (mutton, pork, beef), fowl (chicken, duck, goose, turkey), potatoes, etc.
10. there's nothing else coming
11. to fry bacon, eggs, potatoes, fish (cod, perch, pike, dock, trout, salmon)
12. to taste good (bad, delicious, etc.)
13. to be done to a turn (overdone, underdone)
14. crisp toast
15. to help oneself to smth.
16. to pass smth. to smb,
17. to dine *in* (out)
18. it's to my liking
19. there's nothing like ice-cream (steak, etc.)
20. for a change

Study the meanings and use of these items of your Essential Vocabulary:

1. **Food and Meal.** **Food** is a general term for anything that people eat: bread, meat, fish, vegetables, fruit, milk, tinned goods, sweets, etc.

e.g. Man cannot live without food. The doctor said that the patient needed good nourishing food. Where do you buy your food?

Meal is a generalizing collective term for breakfast, lunch, tea, dinner and supper (cf. the R. arch, _____).

e.g. How many meals a day do you have? Supper is an evening meal. I don't want any hot meal; I think I'll do with a snack.

2. **Course** is a dish served at a meal; a part of a meal served at one time.

e.g. Dinner may consist of two or more courses. What shall we take for our second course? Soup was followed by a fish course.

3. **To fry, to roast, to stew.** To fry means "to cook (or be cooked) in boiling fat". We usually fry fish, potatoes, eggs, bacon, pancakes, etc.

To roast means "to cook (or be cooked) in an oven or over an open fire." In this way we may cook meat (veal, pork), fowl (chicken, turkey), etc.

To stew means "to cook by slow boiling in a closed pan with little water." In this way meat may be cooked, also vegetables, fruit, etc.

4. **Starter** (*pl -s*) is a dish served before or at the beginning of a meal (it may be salad, fish, olives, soup, fruit juice, etc.) *Hors d'oeuvre* (*pl -s*) is usually used on menu cards.

5. **Omelette** is eggs beaten together with milk and fried or baked in a pan. The English for яичница is "fried eggs". We eat fried eggs, soft-boiled eggs, hard-boiled eggs, scrambled eggs, poached eggs, four-minute boiled eggs.

6. **Porridge** is a dish of oatmeal or other meal (buckwheat, semolina, millet, etc.) boiled in some water. Milk and sugar or milk and salt are added to it.

7. **Toast** is sliced bread made brown and crisp on the outside by heating in a toaster. Toast is placed on a toast rack.

8. **Chips** are fried pieces of potato, often eaten with fried fish.

9. **Soft and strong drinks** _____.

Soft drinks are lemonade, fruit drinks, fruit juice, etc. **Strong drinks** are wine, liqueurs, brandy, vodka, etc.

10. **Jelly** is usually made by boiling fruit (cranberries, strawberries, raspberries, gooseberries, currants, apricots, etc.) and sugar. Something is added to make the mixture stiff.

11. Marmalade is a kind of jam made from orange or lemon cut up and boiled with sugar.

12. Pudding is a very popular English dish. It is a thick mixture of flour, suet, meat, fruit, etc., cooked by boiling, steaming or baking. There are many kinds of pudding. Some of them are quite substantial and serve as the main course of lunch or dinner. Others are rather like sweet cake and eaten for dessert.

EXERCISES

I. Study Text A and a) spell and transcribe English equivalents of the following:

Micul dejun, terci, fulgi de porumb, bacon, toast, marmeladă, suc, consistent, budincă, compot, mâncare solidă, friptură din carne de vită, omletă, cârnăciori, biscuiți crocanți.

b) give the four forms of the following verbs:

eat, fry, roast, accompany, fill, bring.

c) explain the meaning of the following phrases:

a full meal, plain food, a sociable time, a housekeeping budget, to go under various names, social standing.

II. Try your hand at teaching:

A. Preparation. Write 15 questions about Text A. See to it that a word or phrase from Ex. I is used either in each of your questions or in answers to them. **Work in Class.** Ask your questions in class and correct the students' mistakes (see "Classroom English", Sections I, II, III, VIII, IX).²⁸**B. Preparation.** Find 3 proverbs dealing with the topic. Translate them and give their Moldovian equivalents. **Work in Class.** Make another student translate it and give its Moldovian equivalent.

III. Study Texts B and C and

a) explain the meaning of:

delicious (about food), layer-cake, oven, napkin, a big eater, done to a turn, seconds.

b) give the Infinitive of: overdone, spilt, upset, mashed, stewed.

IV. a) Give a summary of Text B in reported speech.

Example: Text C is a talk between two friends in the dining hall of their Institute. They seem very hungry, but they haven't got much time left before the end of the break, so one of them stands in the line, while the other reads the menu. There is a rich choice of dishes in it but as they are in a hurry they take only salads, fish jelly and chicken soup, which shows that they are obviously Russians: the English are not overfond of soup, as you know.

b) Learn Text C by heart and recite it in pairs.

V. Study Essential Vocabulary II and the commentary to it and answer the following questions:

1. What kinds of food do you know? Give as many nouns denoting food as you can. 2. What meals do you know? 3. What dishes do you know? Give as many names of dishes as you can. 4. What is understood by a "course"? What attributes may qualify this word? 5. What can be boiled? 6. Do we fry meat or do we roast it? 7. What is an omelette made from? 8. What are cornflakes generally eaten with? 9. What is the difference between fried potatoes and chips? 10. What kind of meal is five o'clock tea in England? Do you know other names for this meal? 11. What kinds of fruit do you know? 12. Do we roast fish? What is the way to cook it? 13. Do you ever have stewed fruit for dessert? 14. Do you usually have a starter before dinner or do you do without it? 15. Where do you have your meals on weekdays and on Sundays?

VI. Fill in prepositions or adverbs where necessary:

1. Take another helping ... salad. 2. I think I'll trouble you ... a second cup of tea. 3. Will you please pass ... the sugar. 4. She is going to make some fish soup ... dinner. 5. Marmalade is

²⁸ One of the students may ask questions, another correct the mistakes after each question and answer

made ... orange peel. 6. The egg is eaten ... a small spoon. 7. Their meal consisted ... two courses. 8. What can you recommend ... the first course? 9. The meat is done ... a turn. 10. No sugar ... me, thank you. 11.... midday people have their meals ... home or ... the canteen. 12. Custard is made ... eggs and milk. 13. The fish is just... my liking. 14. Evening meal goes ... various names ... England. 15. I don't take milk ... my tea. 16. Help yourself ... some pastry. 17. Broth is made ... boiling chicken. 18. Will you please hand ... the salt-cellar? 19. What do you usually order ... dessert? 20. The way to refuse ... a dish is ... saying "No, thank you." 21. You may ask ... a second helping.

VII. Translate these sentences into English:

1. Fulgi de porumb cu lapte s-a servit la micul dejun. Apoi a urmat bacon. 2. Este imposibil să-ți imaginezi micul dejun la englezi fără pâine prăjită. Acestea sînt unse cu unt și gem. 3. Micul dejun este deseori o masă rapidă, deoarece toți se grăbesc. 4. Prânzul deseori constă din două feluri de mâncare. Mâncarea din carne se servește cu multe legume. Apoi urmează compotul. 5. Așa numitul „ceaiul de la ora 5” este o masă bogată. 6. El niciodată nu se dă în lături de la o mâncare zdravănă, după cum el se exprimă. 7. Nimic nu este mai gustos ca căpșunile cu frișcă. 8. E gustoasă friptura? – Mi se pare că nu a fost prăjită până la capăt. – Dar eu cred că a fost pregătită exact cum trebuie. 9. Ce ați dori la felul doi? – Niște pește prăjit, ca de obicei. 10. Pentru mine nimic nu este mai gustos ca cartofii prăjiți, dacă, de sigur, ei sînt rumeni și crocanți. 11. Câte bucăți de zahăr? – Mulțumesc, dar eu servesc ceaiul fără zahăr: O bucată de lămâie, vă rog.

VIII. a) Act out the dialogues below:

A. Inviting someone out

S.: Hallo, Bill, have you got any plans for this evening?

B.: No, really, no.

S.: Well, would you like to have a meal with me?

B.: Oh, well, I'm not sure I can manage that.

S.: There's a nice Chinese restaurant in town — the food's very good there.

B.: Oh, that sounds very nice, thanks.

S.: I'll call for you about 8, then.

B.: 8 o'clock. Fine, thanks.

B. Asking your friends to do you a favour.

J.: I'm just going shopping. Do you want anything?

M.: Are you going past the baker's by any chance, Jan?

J.: Yes.

M.: Well, I wonder if you could get me fifteen Danish pastries.

J.: Fifteen? I can't imagine why you want fifteen.

M.: Well, I want to give everyone in the class one for tea.

J.: OK! I hope I'll get one of them.

M.: Of course, thanks a lot. (Functions of English. Teacher's Book. Cambridge Univ. Press, 1981)

b) Make up dialogues of your own using word combinations from the texts.

IX. Ask your partner

1. About the dinner he usually has (time, place, dishes). 2. If he takes any starter and what he likes for it. 3. What kind of soup he likes best of all. 4. What his favourite meat dishes are. 5. What kinds of fish he knows. 6. If- he likes stewed carrots. 7. What other stewed vegetables or fruit he eats. 8. What he wants for dessert. 9. How many lumps of sugar he takes with his tea. 10. If he prefers strong or weak tea. 11. What he usually does if he spills some liquid on the tablecloth. 12. If he can cook any dishes. 13. About the way he cooks meat (fry, roast, stew). 14. If he sometimes eats out. 15. If he prefers eating out.

X. Compose dialogues between a Moldovan and an English student discussing a) English and Moldovan meals; b) their favourite dishes; c) where each of them has his meals.

XI. a) Study the text:

Bread -and-Butter Pudding

Beat up two eggs and add to them one pint of milk and a little flavouring. Butter the pie-dish and cut three slices of bread-and-butter in fingers, removing the crusts. Put a layer of bread in the dish, sprinkle with sugar and a few cleaned currants or raisins, add more bread, fruit and sugar and then pour over the milk and the eggs. Leave to soak for one hour, then bake in a slow oven about an hour. Sprinkle with sugar before serving.

b) Describe the way you cook your favourite dish. You may need some verbs besides those in the text, such as *mince, mix, grate, grind, chop, sift, roll, bake*.

XII. a) Read the text below and comment on it:

Tea

Britons drink a quarter of all the tea grown in the world each year. They are the world's greatest tea drinkers. Many of them drink it on at least eight different occasions during the day. They drink it between meals and at meals. They drink it watching television. Join the Tea-V set! says one well-known tea advertisement. (See: *Musman R. Britain Today. Lnd., 1974*)

b) What is the attitude towards tea drinking in this country?

XIII. Translate the following sentences:

1. Doctorul a întrebat, „De câte ori iei masa pe zi?”. „Mesele regulate sînt foarte importante pentru sănătate.” 2. El a mâncat o farfurie plină de terci, deși a spus că nu-i este foame. 3. Astăzi în meniu sînt feluri de mâncare din carne, legume fierte, budincă dulce, diferite aperitive și chiar înghețată și fructe la desert. 4. Câte bucăți de zahăr doriți? – Două va fi de ajuns. 5. Mai doriți salată? – Mulțumesc. Aceasta va fi de ajuns. 6. E bună supa? – Nu am gustat-o încă, e foarte fierbinte. 7. Ia-i spus surorii tale să aducă niște vase curate? 8. Cum îți place ceaiul – tare sau slab? – Nu prea tare, vă rog. 9. Ce servim la felul doi? – Pește și cartofi prăjiți. 10. Prânzul a fost servit în sufragerie. 11. Să-ți ung pâinea cu unt? – Da, și niște gem, vă rog. 12. Astăzi am servit un dejun ușor și după plimbare ni s-a făcut foame. N-ar fi rău să servim o masă consistentă. 13. Am servit repede supeul și ne-am apucat de lucru. 14. Ei îi place mai mult ananasul conservat decât cel proaspăt. 15. În această casă oaspeții sunt serviți cu plăcinte cu mere foarte speciale. Acestea-s neobișnuit de gustoase. 16. Bărbatului ei îi place să tragă un pui de somn de o jumate de oră (take a nap) după o masă copioasă, după cum se exprimă el. – Aceasta cauzează mult rău stomacului. El mai bine ar face o plimbare de o jumate de milă. 17. Ai așezat masa? – Încă nu. Nu pot găsi o față de masă curată.

XIV. a) Study the text:

Pubs

For many British people, the pub is the centre of their social life. People from some countries find this rather shocking, but for most people in Britain a pub is a place with a friendly atmosphere where they can meet their friends and talk over a drink — and often over a meal.

At lunchtime you can often get sandwiches or a plough-man's lunch (bread and cheese). In the evening many pubs serve 'basket meals' (especially chicken and chips served in a basket) at the bar, and some have restaurants where you can get a complete meal.

It is quite normal for women to go into pubs in Britain, but like everybody else they must follow the licensing laws. These are very complicated and control the time pubs are allowed to open. (See "Approaches." Cambridge 1979.)

b) Comment on the text adding some more information on the topic.

XV. Make up dialogues:

Suggested Situations

A. Helen has invited some friends to a dinner party. She has cooked all the dishes herself and proudly mentions the fact. Her friends do not find everything quite to their liking, but try not to show it. On the whole, every one is having great fun.

B. An irritable husband is sitting at dinner and 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.

C. A hostess is treating a lady-visitor to a meal. The visitor keeps repeating that she is on a slimming-diet, that she never eats anything fattening and that, in general, she eats like a little bird. Yet she helps herself to this and that very heartily, till the hostess begins watching the disappearing food with some anxiety.

D. A slow waitress is taking an order from a hungry and impatient client. All the client's efforts to order this or that dish are refused on all kinds of pretexts: the pork is fat; the beef is tough; they haven't got any more potatoes in the kitchen; the ice-cream has melted; the cook has a toothache, etc.

E. Two very young and extremely inexperienced housewives are advising each other as to the best way of feeding their husbands. One of them is inclined to take the line of least resistance and to serve only tinned food for all the meals. The other points out that tinned food alone will never do and suggests other ways of solving the problem.

XVI. Brush up your table manners.

A. Answer the following questions and then check your answers by comparing them with the answers below:

1. What is the correct way to sit at table? 2. Should you use your fork or your knife for taking a slice of bread from the bread-plate? 3. How should you get a slice of bread from the plate standing on the far end of the table? 4. What is the correct way of using spoon, fork and knife? 5. How should you cut your meat? 6. What are the dishes for which knife shouldn't be used? 7. What is the way to eat chicken? 8. What is one supposed to do with the stones while eating stewed fruit? 9. What should you do with the spoon after stirring your tea? 10. What should you do if your food is too hot? 11. What should you say to refuse a second helping? 12. What should you say if you like the dish very much? 13. What should you say if you dislike the dish? 14. What shouldn't one do while eating? 15. Where should one keep the newspaper or the book during a meal, on the table or on one's lap?

B. Make up dialogues discussing good and bad table manners. Use the material of Section A for questions and that of Section B for answers. Answers to Exercise XVI.

a) "It tastes (really) fine" *or* "It is delicious."

b) Never eat the stones (trying to be overpolite). Neither would it be a good idea to dispose of them by dropping them under the table, placing them in your pocket or in your neighbour's wine-glass. Just take them from your mouth on your spoon and place them on your own saucer.

c) Nowhere near the table. Reading at one's meals is a bad habit; it is bad for your digestion and impolite towards others sitting at the same table.

d) Sit straight and close to the table. Don't put your elbows on the table. Don't cross your legs or spread them all over the place under the table.

e) Never lean across the table or over your neighbours to get something out of your reach. Just say: "Please pass the bread." *Or*: "Would you mind passing the bread, please?"

f) Nothing. Keep your impressions to yourself and don't embarrass your hostess.

g) Fish dishes are generally eaten without using knife. If one does, it is considered a serious breach of good table manners. The same refers to rissoles, cereal and, in general, to anything that is soft enough to be comfortably eaten with spoon or fork.

h) Neither. Your hand is quite correct for getting a slice of bread for yourself. After all, it is you who is going to eat it.

i) While eating, one should produce as little noise or sound as possible. It is decidedly bad manners to speak with your mouth full. Don't put your bread in your soup. Don't pour your tea in your saucer. Don't leave much on the plate: it is impolite towards your hostess. If you have liked the dish, it doesn't follow that you should polish the plate with your bread.

j) Don't hold your spoon in your fist, don't tilt it so as to spill its contents. The fork should be held in your left hand, the knife in your right.

k) It is wrong first to cut all the meat you have got on your plate in small pieces and then eat it. Cut off a slice at a time, eat it, then cut off another, holding your knife in the right hand and your fork in the left.

l) "No more, thank you."

m) Cut off and eat as much as possible by using your knife and fork; the remaining part eat by holding the piece in your hand by the end of the bone.

n) Never cool your food by blowing at it. Just wait a bit, there is no hurry.

o) Don't leave your spoon in the glass while drinking. Put it on your saucer.

XVII. a) Read and translate the following extracts:

1. Breakfast in the Jenssen home was not much different from breakfast in a couple of hundred thousand homes in the Great City. Walter Jenssen had his paper propped against the vinegar cruet and the sugar bowl. He read expertly, not even taking his eyes off the printed page when he raised his coffee cup to his mouth. Paul Jenssen, seven going on eight, was eating his hot cereal, which had to be sweetened heavily to get him to touch it. Myrna Jenssen, Walter's five-year-old daughter, was scratching her towhead with her left hand while she fed herself with her right. Myrna, too, was expert in her fashion: she would put the spoon in her mouth, slide the cereal off, and bring out the spoon upside down. Elsie Jenssen (Mrs. Walter) had stopped eating momentarily the better to explore with her tongue a bicuspid that seriously needed attention.

(From "The Ideal Man" by J. O'Hara)

b) Comment on the table manners of the Jenssen family and say what you would do if you were the father or the mother:

2. While Anna prepared herself to meet her class of fortysix lively and inquisitive children her landlady was busy preparing the high tea for her husband and the new lodger.

She had screwed the old mincer to the kitchen table and now fed it with rather tough strips of beef, the remains of the Sunday joint. There was not much, to be sure, but Mrs. Flynn's pinch-penny spirit had been roused to meet this challenge and the heel of a brown loaf, a large onion, and a tomato on the table were the ingredients of the rest of the proposed cottage pie.

"If I open a tin of baked beans," said Mrs. Flynn aloud, "there'll be no need for gravy, I shan't waste gas unnecessarily!" She pursed her thin lips with satisfaction, remembering, with sudden pleasure, that she had bought the beans at a reduced price as "This Week's Amazing Offer" at the local grocer's. She twirled the handle of the mincer with added zest.

Yesterday's stewed apple, she thought busily, could be served out with a little evaporated milk, in three individual dishes. A cherry on top of each would make a nice festive touch, decided Mrs. Flynn in a wild burst of extravagance. She straightened up from her mincing and opened the store cupboard where she kept her tinned and bottled food. In the front row a small jar of cherries gleamed rosily. For one long minute Mrs. Flynn studied its charms, torn between opposite forces of art and thrift. Victory was accomplished easily. "Pity to open them," said Mrs. Flynn, slamming the cupboard door and returned to her mincing. *(From "Fresh from the Country" by M. Reed)*

c) Comment on the character of the landlady. Prove your statement.

XVIII. Role-playing:

Arrange a tea-party (at home or in the canteen). Two of the students are to act as host and hostess, having some friends round (2 or 3 of them are English). The main topic discussed at the party is traditions connected with meals. Each member of the group must tell a short story, joke or proverb to entertain the party.

XIX. Arrange short debates on the following questions:

1. Should we stick to our custom of giving our guests a substantial meal? 2. How do you like the idea of celebrating family holidays in a cafe or restaurant? 3. Are old traditions, worth keeping?

STUDIES OF WRITTEN ENGLISH IV

Repeating key-words in different ways and using topic -sentences properly within a paragraph are not the only writing techniques. Good writing no matter whether you are describing, narrating, arguing, or explaining should be well organized; that is, it should be under control of the central idea of the topic. Before starting to write any piece of prose you should organize your thoughts around a topic, you must have a plan or an outline.

Plan is a list of points which you intend to develop in your writing in logical order or in order of importance with reference to time, to point of view and to situation.

Note: The words "plan" and "outline" are sometimes used without sense discrimination. But it is better to use "plan" when the composition is not yet written or planning is made by the author. The word "outline" is used rather when dealing with a work already written by someone else.

The best way to learn how to make a good plan of your writing is to learn how to make an outline of original pieces of prose. There are different ways of writing an outline. It can be expressed in: 1) key-words or brief topic phrases (topic outline); 2) complete sentences (sentence outline); 3) groups of sentences containing the topic or main idea (paragraph outline). The choice depends on the length and complexity of the writing and experience of the beginner.

Examples: a) A sample topic outline of "A Day's Wait".

1. A very sick boy of nine years old.
2. Doctor's visit.
3. Feeling the same.
4. Leaving the boy for a while.
5. The boy's talk about death.
6. Argument about temperature.
7. Relaxation and nervous breakdown.

b) A sample sentence outline of "A Day's Wait".

1. The boy was shivering with fever, unwilling to go to bed.
2. The doctor took the boy's temperature and said there was nothing to worry about.
3. The boy seemed detached and kept looking at the foot of the bed.
4. The father went for a walk.
5. He came back and found the boy still staring at the foot of the bed.
6. The boy was sure he was going to die.
7. The father explained the difference between the Fahrenheit and Centigrade thermometers.
8. The boy relaxed, but the next day he cried very easily at little things that were of no importance.

Assignments:

1. Read the story "How We Kept Mother's Day" and make a topic outline of Its contents.
2. Make a sentence outline of the story.
3. Make a plan of your narration about the people presented in the picture .

PART III.

AT YOUR SERVICE

EXERCISES

- I. a). What really annoys you about customer service when you go shopping? With a partner, write down three things you consider to be bad customer service.
b). Read an article about bad customer service. Write the correct headings in the article. There is one you don't need to use.

- | | |
|----------------------------------|----------------------------------|
| A Too few shop assistants | E Too much stock |
| B Inappropriate offers | F Keeping too few checkouts open |
| C It's a shop, not a social club | G Silent cashiers |
| D Too much pressure to buy | H Terrible changing rooms |

The 7 worst customer service crimes |

Mary Portas - broadcaster, writer, and shopping expert - names some of the most irritating aspects of shopping...

1. Keeping too few checkouts open

So many stores are guilty of this. The worst are the supermarkets. Then they ring the bell to get a new cashier from out the back, and leave their finger on the bell, making a really irritating noise.

2. _____

Cashiers at supermarket checkouts now don't even say the final price - you're supposed to see it on the till. They've lost basic communication skills. Even worse is when they dump the receipt and the change into your hand in one lump. Horrible.

3. _____

At the newsagent's, you go to the counter to buy a newspaper and they offer to sell you a huge chocolate bar for £1, as well. A massive bar of chocolate at 7.30 in the morning? How about just smiling and saying good morning?

4. _____

There's a long queue to try things on, but they say, 'You can only take in four items'. You should be able to take a big armful in. And there's nowhere to hang your clothes, so you have to put them on the floor. Except the floors are filthy.

5. _____

Again, many fashion stores are guilty of this. The rails are so full of clothes that you can't even see the sizes. You have to pull the hangers apart to look in, then they fall onto the floor.

6. _____

I hate it when assistants stand next to the till gossiping to each other. It's all too common in department stores, hairdressers, and coffee shops. All you want to do is pay, but it's as if you're invisible.

7. _____

This is why I hate beauty counters. You walk through the ground floor of many department stores and a woman runs after you and sprays you with perfume, asking, 'Could I just interest you in...?' Her face is usually orange, with eyebrows drawn on with a pencil. It says, 'You too could look like me' - You can't be serious! Why would I want to look like you? No, thanks!

Adopted from The Daily Telegraph

c). Look at the highlighted words in the text, and find an image of them.

d). Read the article again. Tick (✓) the opinions that Mary Fort agrees with.

1. Supermarkets should make sure people don't have to queue for too long to pay.
2. Cashiers should be more friendly.
3. Cashiers shouldn't chat to customers.
4. Shop assistants shouldn't encourage you to buy things you haven't asked for.
5. Instead of chocolate, the newsagent's should offer people fruit to buy.

6. It's important to limit the number of items customers take into changing rooms so that they don't spend too long in there.
7. Changing rooms are generally uncomfortable and dirty.
8. It should be easy to see what size clothes are.
9. It's unreasonable to expect shop assistants not to chat to each other while they are working.
10. People on beauty counters usually look great because they use the products.

e). Which of the customer service 'crimes' she mentions are a problem in your country? Which of the opinions in d do you agree with?

II. a). Look at the list of places below. Think about the ones you go to, how good or bad the service usually is there, and experiences that you have had.

- | | |
|------------------------|--------------------------------------|
| ☺ <i>supermarkets</i> | ☺ <i>mobile phone/computer shops</i> |
| ☺ <i>clothes shops</i> | ☺ <i>gyms</i> |
| ☺ <i>banks</i> | ☺ <i>department stores</i> |
| ☺ <i>chemists</i> | |

b). Work in groups of three or four. For each place talk about:

- how often you go there
- how convenient the opening and closing times are
- what the facilities are like (queuing, changing rooms, background music, seating areas, etc.)
- what the staff are like (enough of them, helpful, etc.)
- what the customer service is like if you have a problem
- any especially good or bad experiences you have had

c). In your groups, decide on three things that would really improve customer service in these places.

III. Do you know a restaurant, cafe or bar where the service is bad? What's bad about it?

IV. At a restaurant. Things on the table. Translate the words into your mother tongue:

Bowl, corkscrew, cup, folk, glass, jug, knife, mug, napkin (also serviette), oil and vinegar, plate, salt and pepper, saucer, serving dish, spoon, tablecloth, teapot, teaspoon, tray, wine glass

(♪ 4.1.) Listen and repeat.

What would you expect to find on a restaurant table in your country? What do you put on the table when you lay it for lunch or dinner?

☺ **Plate, dish, meal, and course**

Plate = a round flat object that you put food on when you eat it.

dish = 1. a flat container for serving food from; 2. food prepared in a particular way, e.g. the dish of the day, a vegetarian dish.

meal = an occasion when people eat food, e.g. lunch, breakfast, dinner.

course = a separate part of a meal, e.g. the main course, a four-course meal

V. Things people do in restaurants. Translate the phrases into your mother tongue:

(♪ 4.2.) Listen and repeat.

Waiters: Lay the table (opp. clear), take an order, recommend a dish, carry a tray, serve a table, pour the wine

Customers: book a table, order food, try the wine, send something back, ask for the bill, leave a tip

- VI. Look at the photo. What do you think the 'n' stands for? Why do you think it's written like that? (♪ 4.3.) Listen and repeat the phrases. Translate the phrases into your mother tongue:

NATIVE SEAFOOD FRESH DAILY
FISH 'N' CHIPS

fish and chips _____;
oil and vinegar _____;
salt and pepper _____;
cup and saucer _____;
bread and butter _____;
knife and fork _____;

- VII. Ask and answer with a partner. What's the difference between...? Translate the phrases into your mother tongue:

1. a cup and a glass _____
2. a spoon and a teaspoon _____
3. a plate and a saucer _____
4. a jug and a mug _____
5. a tablecloth and a napkin _____
6. a plate and a dish _____
7. a meal and a course _____
8. 'clear the table' and 'lay the table' _____
9. 'take orders' and 'order food' _____
10. 'pour the wine' and 'try the wine' _____

- VIII. Complete the sentences.

1. Would you like a glass of juice?
2. He always has a **b** _____ of cereal for breakfast.
3. I'm looking for a **c** _____ to open the wine.
4. Let's ask for a **j** _____ of tap water instead of mineral water.
5. I'll lay the table for you. Which **t** _____ shall I use - the white one or the blue one?
6. Do you ever make tea in a **t** _____ or do you always use mugs?
7. Can I have another **w** _____ **gl** _____, please? I'm changing from white to red.
8. This **kn** _____ doesn't cut very well. Could you bring me another one?
9. Could you put **sp** _____ on the table? We're having soup as a starter.
10. I don't like drinking tea out of a mug. I prefer using a cup and **s** _____.

- IX. Complete the text with the *correct* form of the verbs in the list (past simple, past participle, infinitive, or verb + -ing).

ask for not book carry clear not lay leave order pour recommend send back serve take try

We had a disastrous meal in Menorca once. Some friends had 1. recommended the local lobster stew to us and so we went to one of the best restaurants on the island to try it. Unfortunately, we had 2. _____ a table, so we couldn't have dinner there. Instead, we sat down at a table that a family had just left in the restaurant next door. The owner 3. _____ the table for us, and then the waiter who was 4. _____ our table came to 5. _____ our order. He seemed quite young and a bit inexperienced. When he came back, he was 6. _____ a tray of drinks, but he couldn't put them down because he 7. _____ the

table. After he had put the tablecloth down, he 8. _____ some wine for us. We 9. _____ it, but we didn't like it, so we 10. _____ it _____ and waited for our meal. At last, the waiter appeared with the food we had 11. _____. Luckily, my son was in the toilets at the time, because the waiter dropped the stew all over his chair as he was putting it on the table. We 12. _____ the bill and left the restaurant without 13. _____ a tip.

X. (♫ 4.4.) Listen and complete the sentences.

1. Can you pass the _____, please?
2. Let's have _____ for lunch.
3. Would you like some _____ with your meal?
4. Have you put _____ on the salad?
5. Put your _____ on your plate, please.

(♫ 4.4.) Listen and check. Then listen and repeat the sentences.

XI. You are going to (♫ 4.5.) hear a radio programme giving advice about how to complain in a restaurant. Number the advice in the order you hear it.

- What to do in Case you are ill
- How to make it even clearer that you aren't satisfied
- Who to contact about the complaint the next day
- When to make the complaint
- How to make the complaint
- Who to speak to in the restaurant if the complaint is ignored

(♫ 4.5.) Listen again and complete the sentences.

- 1 The key to making a successful complaint is to _____
- 2 You should be _____ and _____ when you speak to the waiter.
- 3 You shouldn't _____ because it might not be his or her fault.
- 4 If the waiter isn't helpful, you should speak _____
- 5 Always leaves tip, or the waiter might think you _____
- 6 In _____, contact the Citizen's Advice Bureau to take the matter further.
- 7 Contact the restaurant or the health department if you get _____

XII. a). Have you ever worked as a waiter/waitress in a bar or restaurant? Do you know anyone who has or does? What are the main advantages and disadvantages?

b). Read the article about the TV reality show *Service*, Answer the questions.

- 1 How is *Service* different from other restaurant reality shows?
- 2 What are the prizes at the end of the show?
- 3 Who is Michel Roux and where does he work?
- 4 What examples does he give to show that service is as important as food?
- 5 What is surprising about Danielle's and Ashley's previous experience of restaurants?

**Michel Roux's
SERVICE**

FROM SCHOOL DROPOUTS TO TOP WAITERS

We've seen plenty of cookery competitions where amateur chefs compete hoping to become professionals, but BBC2's *Service*, a programme from chef Michel Roux, one of the judges on BBC's *Mastershef*, focuses on another side of restaurants. Over eight episodes, eight young people with no restaurant experience at all are taught the skills to become top waiters and waitresses. Rather than having competitors voted off each week, after the eight weeks two winners are chosen to receive six-month scholarships with the Academy of Food & Wine Service.

‘Great service is as important as great food,’ says Roux, who owns several well-known restaurants, including Le Gavroche, a two-Michelin star restaurant in London. ‘If the food at one of my restaurants was OK, but the service was brilliant, the customers would still come back. But I’d never see them again if the service was rubbish, even though the food was brilliant’

‘There is a great career to be had in restaurant service,’ says Roux. ‘Head waiters can earn as much as a top chef. And, like chefs, their skills can take them all over the world.’

Roux's trainees include Brooke Arnold, 18, who has previously worked for McDonald's, Nikkita Palphreyman, 19, a single mother, and Niki Bedson, 22, an unemployed history graduate. 24-year-old James Marvin used to work in sales, and Danielle Menagh, 19, was a hairdresser. ‘Before the show I'd never drunk wine,’ she says.

The most unlikely trainee is 21-year-old Ashley Flay. ‘I left school at 14,’ he says. ‘Before the show, I'd never eaten in a place which had table service.’

XIII. (♫ 4.6.) Listen to a breakfast radio show where a critic talks about the series. Mark the sentences *T* (true) or *F* (false).

- 1 Ryan only watched the final episode.
- 2 In the first episode the trainees weren't very successful working at a pizza restaurant.
- 3 Ashley and Nikkita had a fight.
- 4 Michel Roux and his colleagues made the trainees feel more confident.
- 5 Brooke had a disaster when she cooked *creper Suzette*.
- 6 In the final episode the trainees served at a restaurant in Paris.
- 7 Michel Roux was very nervous for them beforehand.
- 8 Only Danielle and Ashley won scholarships.
- 9 The show was a success both for the trainees themselves and as a programme.

(♫ 4.6.) Listen again and correct the *F* sentences. Discuss the questions with a partner.

- 1 When you go to a restaurant, which do you think is more important, the service or the food? Why?
- 2 Think of some places where you like to eat out. Are there waiters or are they self-service places? How do the staff treat you? How do you treat the staff?

XIV. A RESTAURANT REVIEW. Write a review of a restaurant you've been to recently for a website.

- a) Read the two reviews of the same restaurant. What do they agree about? What do they disagree about?

BISTRO GIACOMO

Cuisine: Italian

Location: Covent Garden, Central London

Review – Rafael, Barcelona

Value *****

Atmosphere ****

Service *****

Food ****

Great place for a pre-theatre dinner

My girlfriend and I had a lovely dinner here before going to the theatre.

The service was excellent. Although we hadn't booked a table and the restaurant was quite busy, we didn't have to wait long for a table. The atmosphere was **lively**, with great music and people chatting.

Our dinner was perfect for a summer evening. For our starter, we had a **delicious** brochette of cheese, mushrooms, herbs, and vegetables. For our main, we had tuna fusilli, then dessert and coffee. The bill was really very **reasonable** — quite a bit less than in other similar

places - and we were able to get to the theatre in time for the performance.

Review – Zoe, Oxford

*Value ***

*Atmosphere **

*Service ****

*Food *****

Good food, shame about the music

Pros: The service was friendly and helpful, and the food was very **fresh** and **tasty**. The house wine was also very good.

Cons: The music was too loud so it was difficult for my friend and me to have a conversation. We asked our waitress to turn it down a little, but she said she couldn't. Also, there are a lot of tables for the size of the restaurant, so we felt a bit **cramped**. On top of that, it was a bit **pricey** – the bill was much higher than we'd expected.

Overall opinion: Did we enjoy it? Yes. Would we go again? Not sure. There are plenty of other restaurants in the area with a better atmosphere, good food, and quiet music.

b) Read the review again. Which person...?

1. organizes their review into good points and then bad points
2. gives more details about what they had to eat
3. says it was good value for money
4. summarizes their opinion
5. do you think gives the most useful information
6. will probably go to the restaurant again

c) Look at the **highlighted** words in the text and work out their meanings. Then put the words in the right place in the *Useful language* box.

☺ *Useful language: describing restaurants*

	<i>Positive ☺</i>	<i>Negative ☹</i>
the service	friendly helpful efficient	rude slow unfriendly dreadful
the room and the atmosphere	1. <i>Lively</i> cosy romantic	2. _____ noisy cold
the food	3. _____ 4. _____ 5. _____	overcooked small portions nothing special
the prices	good value for money 6. _____	expensive 7. _____

d). You're going to write a review of a cafe, bar, or restaurant you've been to recently for a website. Plan your review.

Either, follow the style of the first review and give the following information:

- 1 Say which place you went to, and who with.
- 2 Say why you decided to go there.
- 3 Describe the food.
- 4 Describe the service and atmosphere.
- 5 Say what you think about the prices.

6 Say whether you would go back or not, and if not, why?

Or follow the style of the second review and use the headings:

Pros

Cons

Overall Opinion

Use the *Useful language* and *Vocabulary Bank* At a restaurant to help you.

e). Write your review. Check your review for mistakes (grammar, vocabulary, punctuation, and spelling).

SUPPLEMENT

A. CLASSROOM ENGLISH

I. Pupil Language

This section contains a list of phrases that pupils might be expected to use during an English lesson.

1. Following the Lesson

I'm sorry, I didn't understand.

I didn't get that down. Could you say it again?

I missed the beginning of what you said.

Shall we do the exercise in our work books?

What do we have to do next?

Is it my turn? (Am I next? Shall I start?)

You're speaking too quickly.

Could you repeat the last bit?

Could you explain again, please?

Are we supposed to finish this off at home?

Could you write it up on the board, please?

2. Correctness of Answers

Why can't you say ...? Is this a mistake?

Why did you mark this wrong?

Isn't there a mistake in sentence 3?

I think you've made a mistake on the board.

What's wrong with (saying)...?

Why did you put a line under this word?

Shouldn't there be an article?

3. Language Questions

How do you spell...? Are there two 'l's or only one?

How do you pronounce the next word?

Could you use the future (passive) here?

Is there a shorter (better) way of saying this?

I'm not sure how to say the next word.

Can we leave this out (miss this out) ?

4. Politeness

I'm sorry I'm late; I've been to ...

Could I leave ten minutes earlier (at twenty to ...)?

Could I have another copy?

I'm afraid I've left my book at home.

Shall I turn the lights out?

Have you got an extra sheet?

II. Beginning of Lesson

Let me introduce myself, I'll be teaching you English this year.

It's time to start now, / We can get down to (some) work.

I'll just mark the register. Who is missing (away, not here today) ?

Try not to be late next time.

I'm waiting to start.

III. End of Lesson

There's the buzzer (bell). / We'll have to stop here.

Right. You can put your things away and go.

How are we doing for time?

There are still three minutes to go.
We still have a couple of minutes left.
Hang on a moment/just hold on a minute.
One more thing before you go.
Revise what you did today and then try exercise 5.
Do the rest of the exercise as your homework for tomorrow.
There will be a test on this next Tuesday (in the near future).

IV. Blackboard Activity

Come out to the board, please (when the teacher is at the front of the class).
Go to the board (when the teacher is standing at the back of the class).
Move out of the way (step aside) so that everyone can see.
Is there anything to correct (that needs correcting)?
What letter is missing? There's a `k' missing (`k' is missing).
Cross the `t's and dot the `i's.
Write it with a capital `j' (it begins with a `j').
Write it as one word (two words).
These two letters are the wrong way round.
Put a comma (question mark, exclamation mark, colon, semi-colon, full stop) after the word (sentence), please.
Enclose the words in quotation marks (inverted commas), please.
Let's all read the sentences from the board.
Use the duster (sponge).
Put (take, get, write, copy) that down in your notebooks.
Make notes on what I say in your exercise books.
Write it in block (big) letters (in block capitals).
Write (rewrite) it neatly.
Do the exercise in writing.
Will you, please, go to your seat. (Don't say 'Sit down' if a pupil is not standing at his seat.)
Hand in your papers as you leave (go out) and make sure your names are on them.

V. Slides, Pictures, Films

I'll finish the class by showing you a film (some slides).
Put the screen up (pull down the screen).
Draw the curtains (close the blinds).
Lights out, please. Switch on the projector.
Who would like to work (operate) the projector today ?
Turn the lights on again (put the lights back on).
Next picture, please/change the picture.
It's a bit out of focus.
I'm afraid this one is upside down.
What is happening in this picture?
What can you see in the foreground (background, centre, right-hand corner, the top left-hand corner, at the bottom) of the picture?
I'll let this photograph go round. Have a look and then pass it on.
Pass this picture round.
Come out and point to London on the map.

VI. Textbook Activity

Collect in the papers (sheets, texts, word lists, handouts, tests), please.
Fetch the dictionaries from the teacher's room (staff-room).
You will have to share (your book) with Nick.
Take out your books and open them at page 27 (Unit 2).
You'll find the exercise on page 38.
Let's move on to the next page.

Refer back to the grammar notes on page 25.
All books closed, please (shut your books).
The picture at the top (bottom) of the page (at the very top).
(The) tenth line from the top (bottom) = (down/up).
(The) last but one line (word) in paragraph two.
If there are any words you don't know, please ask.
Read one sentence each.
Ann, you read the part of Mrs. White this time.
Now let's act out this dialogue.
Try and act like a teacher (a dentist, etc.).
The rest of you are the audience.
Give a synonym for 'rushed'. (What is a synonym for 'huge'?)
Try to put it in other words.
(That was almost right) — just one little slip. There was a small (slight) mistake (error) in what you said.

VII. Class Control

Could I have your attention, please?
Look this way. / Look up for a moment.
Be quiet! Everyone listen.
Don't all shout. / Don't talk at once.
Get on with your work quietly.
Stop fidgeting. / Don't keep turning round.
Sit up (straight).
Work in twos (pairs).
I want you to form groups. Three pupils in each group.
I want you to do some play reading in groups.
Work on your own. / Work by yourselves.
Look! I've just about had enough from you.
Don't you talk, you two girls.
Don't sit there day-dreaming, Maria.

VIII. Right /Wrong

Good. Right. Fine. Right you are. Quite right.
That's the way. That's right. That's it. That's correct.
Yes, you've got it You've got the idea.
What you said was perfectly all right.
You didn't make a single mistake.
That's exactly the point.
That's just what I was looking for.
No, that's wrong. Not really. Unfortunately not.
You can't use that word here.
You missed the verb out.
You forgot the preposition. Mind the preposition.
You used the wrong tense.
You misunderstood the instructions.
Once again, but remember the word order.
Try not to mix these two words up.
They're spelt the same, but pronounced differently.
Perhaps you had better say ...
It wasn't pronounced correctly. The word is accented on the second syllable.
Be careful with the 'sh'-sound.
Notice how my tongue touches my teeth. See how my mouth hardly moves.
Again please, but watch your pronunciation.
Listen to the way my voice goes up.

You must let your voice fall at the end of the sentence.
 Let's see if you've spelt it right / correctly.
 You need an extra letter here.
 Rub out the wrong word. Wipe out / off the last letter.
 Always check the punctuation.
 Don't translate word for word.
 Think about the meaning of the whole sentence.
 You find it difficult to read aloud.
 You'll have to spend more time practising this.
 Speak more clearly. Not so quickly, I can't follow.
 There was a mistake in that sentence. Go back and see if you can find/spot it.
 Don't whisper the answer. Don't help him. Don't keep prompting.
 I'm sure she can manage on her own.

IX. Assessment

Very good. Well done. That's nice. You made a very good job of that.
 That's much (a lot) better. You've improved a little.
 You can't say that, I'm afraid.
 You still have some trouble with your spelling (sounds, etc.).
 You need some more practice with ...
 I wasn't very satisfied with that. You can do better than that.
 That was rather disappointing.
 Try harder. A bit more effort. I hope you do better next time.
The following comments are often used on written work:
 Excellent work. Very well done. Good stuff. Keep it up. Adequate.
 Much better. Shows some improvement. Great improvement.
 Satisfactory. Could do better. Too many careless slips. Careless.
 Needs to show more effort. Not up to your usual standard.
 Disappointing. See me about this.

X. Conversation

These phrases help to keep the conversation moving:
 Why? (In what way? Why do you think so?)
 Don't you think, though, that ...
 I'm not sure what you mean.
 Have you got anything to add (to what Nick said)?
 Does anybody share Nick's opinion (views)?
 Could someone sum up what has been said?
 Let's just run through the arguments for and against.

B. CONVERSATIONAL PHRASES

1. Handling a Dialogue

I say...	Honestly...	If you ask me ...	You know what I think ...
The point is ...		Don't you agree that...?	Tell you what...
Have you heard about...?		Do you happen to know that...?	
Have you got any idea ...?		Someone has told me that...	
I hear that...		That's what I heard.	
I'm afraid I don't know much about...			
Not that I know of ...		I wonder if you remember ...	Have I got it right?
Am I right to believe ...?		But why should (shouldn't) I?	
Well I don't (didn't) think ...			
But how could I? If I were you ...		I wish I could but ...	I really couldn't imagine ...
What a silly way to talk!		I wish you would ...	I'm really sorry but...
I really feel bad about it.		What do you think I should have done?	

2. Reacting to News

Oh, really!	Never thought about it.	You don't say so!	Just (only) fancy!
Indeed?	Why! Is that so?	Dear me! Who'd have thought of it!	
Does it strike you as unusual?		I'm surprised.	I'm shocked.
It's amazing!	It's incredible!	Looks like that.	I have no idea.
Goodness knows.			

3. Discussion. Opinions

I would like to begin the discussion on the subject by ...
From the point of view of ...
Additionally ...
It has been pointed out that...
I'd just like to say ...
I think, (suppose, guess, believe, dare say) ...
Personally I believe (I feel) ...
In my opinion (view) ... As I see it ... The way I see it ...
Well, my opinion is that... My view is that... This is my way of looking at it.
I don't think it would ... There's one more thing to be noted.
Moreover ... What's more ... I might as well add that...
In addition ... On top of that ... Something else I'd like to say is ...
Talking of... You may be right, but all the same ...
If you ask me ... I wouldn't say that... Yes, but on the other hand ...
There's nothing like ... I don't quite see what people find in ...
I don't know anything more exciting than ...
Absolutely marvellous. I like it immensely.
All things considered I must say that...
I'd rather not say anything about it.
Generally speaking ... It depends.

4. Agreeing. Disagreeing

Just so.	Quite so.	I quite agree here.	Naturally. Certainly.
Sure.	Exactly.	Definitely.	Quite.
Most likely.	Absolutely.	True enough.	I couldn't agree more.
I should think so.	Beyond all doubt.	I won't deny it.	Looks like that.
Happy to hear it.	I'm not sure I quite agree.		
Why do you think that...?		I'm afraid I don't agree.	
I think you're mistaken (there).		I don't think you are right.	
I can't agree with you there.		I see what you mean, but...	I'm not so sure.
I see nothing exciting in ...		I doubt it.	I (you) shouldn't say

so.

There's something in what you say, but
I disagree with you. You're wrong. You're mistaken.
Not me! How can you say such a thing! On the contrary!
You can't be serious. I object to it. Surely not.
Nothing of the kind (sort). Just the other way round. Certainly not.
Impossible. It's unfair. It's unjust.

5. Giving Advice

Might it be an idea to ...?	Have you ever thought of	You could always ...
If I were you, I'd ...	Why don't you ...?	You'd better ...

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