



Національний університет
водного господарства
та природокористування

Міністерство освіти і науки України
Національний університет водного господарства та
природокористування
Кафедра іноземних мов

06-09-39

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

та навчальні завдання
до практичних занять з вибіркової дисципліни
«Практичний курс англійської мови» для здобувачів
вищої освіти усіх освітньо-професійних програм
спеціальностей НУВГП
денної форми навчання

Схвалено
науково-методичною радою
НУВГП
Протокол № 5 від 25.09.2019 р.

Рівне – 2019



Методичні рекомендації до практичних занять з вибіркової дисципліни «Практичний курс англійської мови» для здобувачів вищої освіти усіх освітньо-професійних програм спеціальностей НУВГП денної форми навчання [Електронне видання] / Літвінчук А. Т. – Рівне : НУВГП, 2019. – 49 с.

Укладач: Літвінчук А. Т., канд. пед. наук, доцент кафедри іноземних мов.

Відповідальний за випуск – Тадесєва М. І., доктор педагогічних наук, професор, завідувач кафедри іноземних мов

Вчений секретар науково-методичної ради Костюкова Т. А.

© Літвінчук А. Т., 2019
© Національний університет водного господарства та природокористування, 2019



Вступ

Практичний курс англійської мови має на меті комплексне навчання мови в усіх її аспектах в рамках компетентнісного підходу відповідно до вимог, визначених у Загальноєвропейських рекомендаціях з мовної освіти, з особливою увагою до опанування студентами необхідними лінгвістичними компетентностями.

Метою курсу є формування лінгвістичної, комунікативної, соціокультурної компетентності студентів в рамках комунікативного та компетентнісно-орієнтованого підходу до навчання, формування інтерактивних навичок і вмій усного та писемного мовлення з послідовним удосконаленням кожного окремого виду мовленнєвої діяльності; забезпечення практичного володіння англійською мовою як засобом усного і писемного спілкування.

У процесі досягнення цієї мети реалізуються основні **завдання** навчання:

– **методичні**: організація процесу навчання англійської мови з урахуванням діалогу культур, інтегрованого підходу, інтерактивних методів, особистісно-орієнтованого навчання;

– **пізнавальні**: розвиток краснавчих знань студентів про культуру, традиції та звичаї англійськомовних країн порівняно з національними традиціями та культурою свого народу, використання англійської мови як засобу дослідження різних аспектів суспільного та культурного життя інших країн;

– **практичні**: збільшення та активізація словникового запасу на рівні незалежного користувача англійської мови; розвиток мовної та мовленнєвої компетентності студентів до рівня усвідомленого використання англійської мови на міжособистісному та освітньому рівнях; удосконалення вмій студентів сприймати іноземну мову на слух, висловлювати власні думки у монологічному, діалогічному усному та писемному мовленні, а також розвиток їх мовної здогадки, вміння самоконтролю; підвищення рівня мовно-граматичної компетентності на основі усвідомленого та коректного використання функціональних граматичних структур.



20 QUESTIONS TO ENHANCE CONVERSATIONS

1. Which teacher had the biggest influence on your life?
2. What's the most spontaneous thing you've ever done?
3. If you could go back in time, what year would you travel to?
4. What's the craziest event you've ever witnessed?
5. What's the worst job you've ever had?
6. If you had a superpower, even for just one day, what would it be?
7. If you could go back in time, what is one piece of advice you would give your younger self?
8. What is your favourite thing about the town where you live?
9. If you could stay a certain age forever, what age would it be?
10. If you could witness any event—past, present or future—what would it be?
11. If you could meet anyone, living or dead, who would it be?
12. What would you title the autobiography of your life?
13. What was the first thing you bought with your own money?
14. Would you want to know the exact day of your death?
15. What do you think is the most important invention in history?
16. If you could steal one thing, without consequences, what would it be?
17. What subject do you wish you had paid more attention to in school?
18. Is there anything you wish would come back into fashion?
19. If you could learn one new skill, what would it be?
20. What do you expect from your English classes?

MODULE I. PROFILES. JOBS AND MONEY

UNIT 1. INTRODUCING AND MEETING PEOPLE

So, how do we introduce ourselves? Have you ever met a person from another country and introduced yourself to them? Or have foreigners been introduced to you?

You can introduce yourself in different ways, for example you can say a few sentences about yourself:

➤ *Hello, my name is Hanna Novak. I come from Rivne. I am 19 years old. I am a student at National University of Water and Environmental Engineering. I like my studies as I learn something*



new every day. I have several hobbies. I like swimming, skiing and other outdoor sports.

➤ *Hi, I'm Yuriy Vitruk. I'm an engineer and I work in a very successful company Metal Rivne. I have been employed for two years now. I really enjoy going to work in the morning as my job is challenging and there is never a dull moment. In my free time I like going out and socialising.*

Activity 1. Introduce yourself in a similar way.

When you meet foreigners, it is common to shake hands and use some polite phrases, such as:

It's a pleasure to meet you; Nice to meet you; I've been looking forward to meeting you. We use formal introductions on formal occasions. For example:

➤ *Mr Thymes, this is Professor Jackson.*

Professor Jackson. I'm pleased to meet you.

➤ *Mr Thymes, may I present Professor Jackson.*

How do you do?

➤ *Allow me to present Professor Jackson.*

I'm delighted to meet you, Professor. My name is Bill

Thymes.

General/Neutral introductions

➤ *Mr Thymes, do you know Professor Jackson?*

How are you, Professor?

➤ *Bill, this is Jessica Jordan.*

I'm pleased to meet you.

➤ *Bill Thymes, Jessica Jordan.*

It's nice to meet you.

Sometimes it is hard to know if you should use the first name, (Tom); the title (Professor) or the formal name (Professor Jackson). English people have the same problem! When you are not sure, use the more formal name, or just call the other person “you”. Sometimes the other person will help you and say (for example) “Please call me Jessica”. We use general introductions for people we might never meet again, for meetings which are not very important, or for meeting people like ourselves – for instance the people we will work with.

Activity 2. Read the text and get ready to do exercises.



MEETING PEOPLE

Different nationalities have different rules and several specifics. Below you can read a story that might help you behave appropriately when you travel on business. Although there are certain rules how to behave in a certain country it also depends on people you will be meeting.

Nobody actually wants to cause offence but, as business becomes ever more international, it is increasingly easy to get it wrong. There may be a single European market but it does not mean that managers behave the same in Greece as they do in Denmark.

In many European countries, handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached.

Handshaking is almost as popular in other countries – including Germany, Belgium and Italy. But Northern Europeans, such as the British and the Scandinavians, are not quite as fond of physical demonstrations of friendliness. But the situation is changing also in these countries and handshaking has become a routine. It is also not true that people from these countries are reserved and cold, but the fact is they are more and more open and extremely friendly. In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are not just done. In France is a not good manner to raise tricky questions of business over the main course. Business has its place: after the cheese course. Unless you are prepared to eat in silence you have to talk about something – something, that is, other than business deal which you are chewing over in your head. Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do – let your host pick up the bill. In Germany, as you walk sadly back to your hotel room, you may wonder why your apparently friendly hosts have not invited you out for a meal. Don't worry, it is probably



nothing personal. Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts. The Germans are also notable for the amount of the formality they bring to business. If you are used to calling people by their first names, this can be a little strange. To the Germans, titles are important. Forgetting that someone should be Herr Doktor or Frau Direktorin might cause serious offence. It is equally offensive to call them by a title they do not possess.

In Italy the question of title is further confused by the fact that everyone with a University degree can be called Dottore – and engineers, lawyers and architects may also be called by their professional titles. The cultural challenges exist side by side with the problems of doing business in a foreign language. But the more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contract was not the product or the price, but the fact that you offended your hosts in a light-hearted comment over an aperitif. Good manners are admired: they can also make or break the deal.

Activity 3. Decide whether these statements are true or false according to the story:

- In France you are expected to shake hands with everyone you meet. *Yes, at meetings.*
- People in Britain shake hands as much as people in Germany.
- In France people prefer talking about business during meals.
- It is not polite to insist on paying for meal if you are in Italy.
- Visitors to Germany never get taken out for meals.
- German business people don't like to be called by their surnames.
- Make sure you know what the titles of the German people you meet are.
- Italian professionals are usually addressed by their titles.

Activity 4. Complete the following profile to explain the



characteristics of your culture:

It is always a good idea to _____ because _____.

One thing you should never do is _____ because _____.

People tend to / tend not to _____ because _____.

A lot of people _____ but I don't, because _____.

It's usually appreciated if you avoid _____ (-ing), because _____.

On the whole, people don't _____ because _____.

UNIT 2. DESCRIBING CHARACTER

Activity 1. Which adjectives would you use to describe the British, the Americans, the French etc.? Which adjectives do other nationalities use to describe people from your country? Use the adjectives below to help you but try to think of some more too.

| | | | | |
|-----------------|------------------|--------------------|--------------------|--------------------|
| <i>arrogant</i> | <i>shy</i> | <i>friendly</i> | <i>passionate</i> | <i>tall</i> |
| <i>short</i> | <i>lazy</i> | <i>hardworking</i> | <i>emotional</i> | <i>unemotional</i> |
| <i>funny</i> | <i>efficient</i> | <i>romantic</i> | <i>competitive</i> | <i>reserved</i> |

Activity 2. Read the following statements and decide if they are true or false, generally speaking.

1. The Germans are very efficient.
2. The Italians have very close-knit families.
3. The French are arrogant.
4. The Japanese work extremely hard.
5. The British expect foreigners to speak English.
6. The British don't like showing their emotions in public.
7. The Swiss are good at skiing.
8. The Italians have dark hair and dark eyes.
9. The Italians are passionate lovers.
10. National generalizations can be useful.

Activity 3. Positive or negative comments

Mark the following P (positive) or N (negative).

1. She's got so much personality.
2. She's a bit difficult at times.
3. She isn't easy to get on with.
4. She's got a great sense of humour.



5. She's a bit of a pain sometimes.
6. She's great fun.
7. She can be a pain in the neck.
8. She's my kind of person.

Can you think of people you know who fit these descriptions?

Activity 4. Match the adjectives in sentences 1–5 with the opposites in sentences a–e:

| | |
|---|---|
| 1. Tom's really <i>generous</i> . He bought everyone in the pub a drink last night. | a. Bruno's so <i>shy</i> . I don't think he's spoken to any of the other students. |
| 2. Claire's very <i>hard-working</i> . She never leaves the office until after six o'clock. | b. I don't understand why he's so <i>miserable</i> . He never stops complaining. |
| 3. Tina's very <i>outgoing</i> . She's made friends with everybody else in the class already. | c. Lucy's very <i>tense</i> . She's always worrying about something or other. |
| 4. Brian's a very <i>outgoing</i> sort of guy. Nothing seems to worry him | d. Don't expect Tom to put any money in the collection. He's much too <i>mean</i> . |
| 5. Jack's such a <i>cheerful</i> little boy. I've never seen him in a bad mood. | e. I can't believe Emma's husband so <i>lazy</i> . He just sits and watches TV all evening. |

*In British English informal words for men are: **guy**, **bloke** and **lad**; **lad** is only used for young men.*

Activity 5. Complete the following dialogues with the words and phrases below. Pay special attention to the use of adjective phrases. "A bit" is similar to "a little", "kind of" or "somewhat", but it is slightly formal. It's used when you want to lessen the degree of a description.

We use words like "very", "really" and "extremely" to make adjectives stronger.

| | | |
|----------|---------|----------|
| moody | amusing | stubborn |
| arrogant | selfish | silly |

1. – Lucy never thinks about anyone else but herself.



- Yes, she can be a bit _____ sometimes.
2. – Oh, Laura’s impossible. One minute life is wonderful and the next minute she’s in her room crying.
– Yes, she can be a bit _____, can’t she?
3. – I really don’t like Bob. He seems to think that he’s more important than anybody else.
– He certainly can be very _____ .
4. Martin’s such good fun. He’s got a great sense of humour.
– Yes, he can be really _____ at times.
5. I wish Joe would stop playing practical jokes all the time. It gets very tiring.
– Yes, he can be really _____ at times. I wish he’d grow up and behave like an adult.
6. – I told Emma that she shouldn’t leave university but she never listens to me.
– No, she really can be very _____ when she wants, can’t she?

Activity 6. Here are 8 different kinds of people. Use them in the sentences below:

a gossip *a couch potato* *a big-head* *a snob*
an extrovert *a coward* *a laugh* *a liar*

1. You shouldn’t believe a word Justin says. He’s a terrible _____ .
2. Maria’s a terrible _____. She’s always talking about everybody else in the office.
3. Roberto’s quite an _____, isn’t he? He’s got hundreds of friends!
4. Martin’s such a _____. He never stops telling people how wonderful he is.
5. You can’t keep running away from your responsibilities. You’re such a _____.
6. Just because Dave didn’t go to university doesn’t mean he’s any less intelligent than you. Don’t be such a _____.
7. Emma’s husband’s such a _____. He just sits around all day watching TV.
8. Billy knows hundreds of jokes. He’s such a _____ !

UNIT 3. TALKING ABOUT JOBS



Asking about someone's jobs.

Two common questions to ask about someone's job are:

What do you do?

or

What do you do for a living?

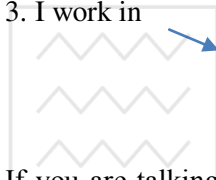
You start your answer by explaining the general area in which you work. For example: *I work in the tourist industry.*

Activity 1. Match the beginnings of the sentences with the groups of endings below:

1. I'm

2. I work for

3. I work in



a. an (oil) company.

a firm of accountants.

IBM.

b. advertising.

the (financial sector).

the (fashion) industry.

c. a consultant with a (software company).

in the (catering) industry.

self-employed.

If you are talking about someone else and you don't know exactly what they do, you can say:

She's some kind of financial adviser.

She's something to do with the newspapers.

Here are some more words you can use with company or industry:

| | | |
|-----------------|---|----------|
| I work for a(n) | publishing television insurance pharmaceutical computer engineering electronics | company |
| I work in the | travel banking motor construction oil tourist | industry |

Activity 2. Match the items in A, B and C.



A. *Areas of work*

Match the description with the area of work:

1. You work for a big department store.
2. You deal with insurance, pensions, loans, etc.
3. You work for an advertising agency.
4. You're responsible for a company's sales strategy.
5. You work with computers and telecommunications.
6. You deal with your company's clients.
 - a. I'm in IT.
 - b. I'm in marketing.
 - c. I'm in financial service.
 - d. I'm in customer services.
 - e. I'm in retail.
 - f. I'm in advertising.

B. *Office jobs*

Match the job description with the position:

1. The person who welcomes visitors and deals with their inquiries.
2. The person who deals with any problems with the staff.
3. The person who does general jobs in an office.
4. The person who assists the managing director.
 - a. admin assistant
 - b. personnel manager
 - c. receptionist
 - d. PA (personal assistant)

C. *Factory jobs*

Match the job description with the position:

1. (S)he is responsible for selling goods.
2. (S)he is responsible for making the goods.
3. (S)he is responsible for testing samples as the goods are produced.
4. (S)he is in charge of team of workers.
5. The boss!
 - a. quality controller
 - b. managing director
 - c. supervisor



- d. sales manager
- e. production manager

UNIT 4. LOOKING FOR A JOB

Activity 1. Use the words below to complete the text:

qualifications *experience* *section*
application *interview* *resume*

I thought it would be quite easy to find a job when I left school, but it's been really difficult. I look through the job (1) ____ In the local paper every week, but everybody seems to want people with lots of (2) ____ and I didn't do very well at school. I've sent my (3) ____ to dozens of companies in the local area but nobody has got back to me. I must have filled in at least thirty (4) ____ forms and I've only had one reply. I went for an (5) ____ last week but it didn't go very well – they said they wanted someone with more (6) ____ , but I've never had a job! Sometimes I wonder if I'll ever find anything.

Activity 2. Use the correct form of these verbs to complete the sentences:

offer *send it off* *find*
go into *fill in* *apply for*

1. I left university six months ago and I still haven't ____ a job. It's more difficult than I thought it would be.
2. I've ____ a part-time job. I hope I get it – it's four afternoons a week.
3. I'm not really sure what I want to do when I leave school. I might ____ banking like my Dad.
4. I've ____ the application form and ____ , so now I've just got to wait until I hear from them.
5. I can't believe it. They've ____ me that job in New York. They want me to start next month.

When you apply for a job, the employer might ask for references from people who know you, particularly a previous employer. The person who writes your reference is called a referee.

Activity 3. Use these words to complete the job advertisements:



5. Alison has just returned from the States where she was working with teenagers in a summer camp. She's going back shortly (probably in 6-7 months) but she needs money for the plane so she would like to work in the meantime.

➤ **A Mick's Supermarket**

We are looking for additional staff in checkout sales and customer services. Daytime only (part-time hours possible). No experience essential. Staff benefits include free food in the restaurant, food discounts and travel allowance.

➤ **B Oasis**

Volunteers needed in our friendly old people's home. Suitable for anyone wanting unpaid experience in care work. Light duties only, such as serving drinks and meals, helping our old residents getting out on the lawn and playing games with them. Temporary assistance is also welcome.

➤ **C Cheerful Hours – after-school care**

Play leaders are needed for the after-school club. We run a number of play schemes in the area. Ages range from 5-15. Candidates must have previous experience of working with children and plenty ideas for entertainment.

➤ **D Clothes for Little Ones**

Children's clothes shop is looking for a part-time shop assistant. The hours are 9 a.m. – 6 p.m. on Tuesdays, Wednesdays, Thursdays and Fridays. Benefits include discounts. Experience is desired. If you are interested, phone Sally on 894675.

➤ **E Helping Hands**

Part-time mini-bus drivers wanted for a small local service providing transport for the disabled and elderly people. Hours can be arranged by agreement and there's reasonable payment. Evening work is also available. Sometimes help is required at weekends – for day trips.

➤ **F Let's Make Our City Cleaner**

Part-time cleaners are required in busy offices around the city. Monday to Friday from 6 a.m. to 10 a.m. We pay €75 per week and provide uniforms and all equipment. We also have a mini-bus that will pick you up. But we expect good quality work.

➤ **G Six-Month Au-Pair Position in Germany**



Are you friendly, patient and cheerful? We need someone to look after three children (9, 6 and 3 years old) in return for food, accommodation and €45 pocket money a week. Evenings and weekends are free. The children already speak a little English but would like to learn more.

➤ **H Telco's Hypermarket**

A fresh food assistant is wanted for the fish counter to prepare and display quality fish and to provide friendly and efficient service to our valued customers. Some basic training will be provided. Morning hours only, good pay, friendly and helpful staff.

Example: 1 H: Peter would be appropriate as he would gain valuable experience about fresh food before he goes studying.

UNIT 5. HIGHLIGHTING YOUR SKILLS AND EXPERIENCE

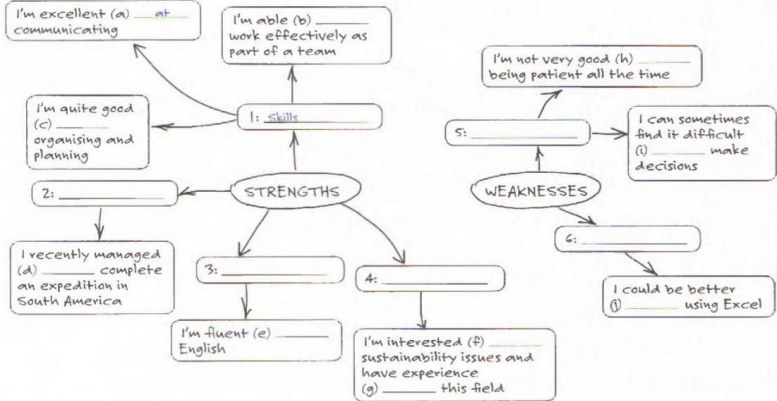
Activity 1. (a). Match the skills (1-8) to the examples of professional behaviour (a-h).

| | |
|--------------------------------|---|
| 1. analytical skills | a. I have a justified belief in my ability to do the job. I am able to express my opinion or provide advice when necessary. I am good at making decisions. |
| 2. creativity | b. I actively seek feedback on my performance and carefully consider feedback. I demonstrate an interest in and understanding of my own and other cultures. I understand my own strengths and limitations. |
| 3. self-confidence | c. I am good at getting a good deal. I am good at developing and managing relationships with others. I am able to persuade, convince and gain support from others. |
| 4. communication skills | d. I am able to formulate new ideas to solve problems. I am able to think ahead to spot or create |



| | |
|--------------------------------|--|
| | <p>opportunities. I set aside thinking time to come up with alternative ways of getting things done more efficiently.</p> |
| 5. independence | <p>e. I can work with sustained energy and determination on my own. I can find ways to overcome obstacles to set myself achievable goals. I strive towards my own targets and refuse to settle for second best.</p> |
| 6. interpersonal skills | <p>f. I am good at data analysis. I am excellent at interpreting data to see cause and effect and am able to use this information to make effective decisions.</p> |
| 7. negotiation skills | <p>g. I am able to express myself effectively. I am able to make my opinions totally clear and am rarely misunderstood. I produce clear, well-written reports that can be easily understood.</p> |
| 8. self-awareness | <p>h. I am good at working cooperatively. I am good at working and communicating within a team to achieve shared goals. I am a good listener.</p> |

(b). Identify three key transferrable skills of your own, which you have used at work or university. Tell about your skills, giving examples of your behaviour.



Activity 2. Complete the phrases for demonstrating transferable skills, using the correct verbs in brackets.

1. analytical skills (*analyse / conduct / identify*)

- a. identify a mistake b. _____ data
c. _____ a survey

2. creativity (*invent / solve / suggest*)

- a. _____ a machine b. _____ an alternative
c. _____ a problem

3. communication skills (*give / explain / write*)

- a. _____ a report b. _____ an idea
c. _____ a presentation

4. interpersonal skills (*listen / resolve / work*)

- a. _____ a dispute b. _____ to a point of view
c. _____ with 'difficult' people

5. leadership skills (*chair / delegate / motivate*)

- a. _____ a meeting b. _____ a team
c. _____ tasks

6. organizational skills (*decide / implement / meet*)

- a. _____ deadlines b. _____ on priorities
c. _____ a plan

7. teamworking skills (*contribute / discuss / support*)

- a. _____ an issue b. _____ to a meeting
c. _____ a colleague



8. negotiation skills (change / convince / negotiate)

- a. _____ someone's mind b. _____ with someone
c. _____ someone to do something

Activity 3. Read the job advertisement and answer the questions that follow. Underline the parts of the advertisement that support your answers.

Media Assistant. Media X

Quote Ref: 007584 MX

An excellent opportunity to work for a leading international education group in a small but lively media department.

We are looking for a well-organised and motivated graduate to become part of international marketing/media team. The key objective of this role is to support the team in producing a range of print and online materials for worldwide marketing and sales teams. Tasks will include reporting to the media manager, managing fact files, accurate proof reading and editing, inputting content into our website CMS, coordinating and gathering information, warehouse and stock management and collating and writing newsletters.

We are looking for a graduate with excellent communication skills, accurate written English, good attention to detail and some experience of working in a marketing environment.

Proficiency in MS Office and excellent command of English language are essential; additional languages would be a plus.

Training will be provided for Adobe Creative Suite and Tridion, although any working knowledge of either software package would be advantageous.

Qualification level: Undergraduate degree essential.

Salary: circa \$30 pro rata.

Email your CV and cover letter to colm@MediaX.com by May 23rd.

Please note that due to the large volume of responses expected, only successful candidates will be contacted.

1. Is a university degree essential for the job?
2. Is there any emphasis on being flexible and adaptable?
3. Will you be paid exactly \$30?



4. What should you do if you wish to apply for the Media Assistant position?
5. Is there any experience required?
6. What is the level of English required for the job?
7. Is there any on-the-job training offered?
8. How would you know if Media X is interested in your application?

Activity 4. Read the text below and decide which answer (A, B, C, or D) best fits each space. There is an example at the beginning (0).

I had been happily working in the same company (0) as a graphic designer for over ten years, so it came as a huge surprise when one day, without warning, I was (1) _____ redundant. In fact, most of the people in my department lost their jobs that day. When the (2) manager gave me the bad news, she explained that the company had been taken (3) _____ by a big multinational (4) _____ that was demanding a lot of changes.

So, one day I was in a comfortable (5) _____, with a generous salary and plenty of annual (6) _____, and the next day I was unemployed. While it was nice to have time on my hands, I knew I would have to find a job fairly quickly. I soon found out that this wasn't so easy. No one was (7) _____ on new staff. Every morning I searched the Classified Adds, but there was nothing suitable, not even (8) _____ positions.

Finally, a friend asked me if I was interested in helping out in her new cake shop. She needs somebody to deal (9) _____ customers and to help her with the cake designs. At first, she could only pay me by the hour at rather a low hourly (10) _____. To my surprise, I love the work. Last week, I designed an enormous cake for the opening of a museum of Egyptian art. The cake was in the shape of a mummy!

I've been a cake designer for three years now and I'm so glad I didn't turn (11) _____ my friend's job offer. We have so much work that I'm no longer an employee. My friend and I are now (12) _____ in the best cake shop in town: "Crazy Celeb Cakes"!



| | | | | |
|-----|----------------|-----------------|---------------|----------------|
| 1. | A. like | B. <i>as</i> | C. in | D. after |
| 2. | A. given | B. found | C. made | D. taken |
| 3. | A. personnel | B. personal | C. person | D. people |
| 4. | A. over | B. into | C. from | D. out |
| 5. | A. cooperation | B. contribution | C. convention | D. corporation |
| 6. | A. work | B. employment | C. job | D. experience |
| 7. | A. holiday | B. absence | C. departure | D. leave |
| 8. | A. small-time | B. part-time | C. full-time | D. permanent |
| 9. | A. for | B. to | C. towards | D. with |
| 10. | A. level | B. rate | C. price | D. amount |
| 11. | A. behind | B. off | C. down | D. away |
| 12. | A. classmates | B. colleagues | C. partners | D. twins |

UNIT 6. MONEY AND MONEY MATTERS

Starter: (a) Write down one thing that ...

1. is a waste of money / good value for money.
2. you'd like to do but you don't have enough time to do.
3. you do to use your time wisely.
4. you spend a lot of money on.
5. you would do today if you had lots of money to spare.
6. you'd like to invest money or time in.

(b). Work in groups and compare your ideas.

Activity 1. (a) Read the article and complete the following sentences, according to what the article says.

GOOD WITH MONEY

Most people think that being good with money is about saving it rather than spending it. However, what's most important is how and why you spend it. Ask yourself:

Do I need it, can I afford it, and can I get it cheaper somewhere else?

Impulse buys

An impulse buy is when we buy something we hadn't originally planned to. Often this is because we see something reduced in the sales. "Oh look", we think, "what a bargain, I can save £50 buying this". But it isn't saving £50, it's spending £100 on something you don't actually need. If you are about to buy something like this, put it



down and wait a day. It gives you time to decide if you really do need it.

Food shopping

Very often we end up throwing away part of what we've bought, or ending up with a lot more at the checkout than we planned. Don't go food shopping when you're hungry – you'll end up with a trolley full of junk food. And make a shopping list and stick to it.

Clothes shopping

Fashion is a way for business to make lots of money selling us things we don't need. A high fashion item can only be worn a few times before it's out of fashion. Can you really afford to pay hundreds of pounds for something you'll only wear a few times? If you want to follow high fashion, make sure you buy it really cheaply.

Shop around

Never buy any big ticket item without shopping around to see where you can get it most cheaply. The Internet can really help here, with lots of price comparison websites to make sure you're getting the best deal. Take a look at the reviews as well, to make sure you're not making an expensive mistake. Always keep the receipt in case you need a refund.

1. If you see a bargain in the sales you should _____ .
2. You should never go food shopping without _____ .
3. You should only buy high fashion if _____ .
4. If you are buying something expensive, make sure you _____ .

(b). Do you think the advice in the article is useful? Why / Why not?

Activity 2. You are going to carry out a survey to find out more about people's attitudes to money. Work in small groups. Look at the questions and write eight more yes/no questions. Use ideas from the article, or your own ideas.

1. Do you often buy things on impulse?
2. Do you think it is a good idea to write a shopping list before you go food shopping? Why / Why not?



(c). Now interview other people in the class. Combine your information and tell the class your results. Use the language in the *How to* box.

| <i>How to report survey results</i> | | |
|-------------------------------------|---------------|--------------|
| Most (of) | the class | said ... |
| Three (of) | the people we | thought ... |
| Quite a few (of) | interviewed | believed ... |
| Hardly any (of) | people | claimed ... |

Activity 3. Read the dialogue and answer the questions that follow.

Store Clerk: Hi. Welcome to *Angie's*. Can I help you find something or are you just looking?

Marianne: I'm not sure. Aren't you having a sale right now?

Store Clerk: Everything on these two racks over here is on sale.

Marianne: Thanks. Oooo. This sweater is nice. But it looks a little big. Do you have this in a smaller size?

Store Clerk: I think so. Let me look. Oh, here's one. Would you like to use the fitting room to try it on?

Marianne: Sure. Thanks. ...a little later...

Store Clerk: How did it fit?

Marianne: Not too bad. I think I'll take it.

Store Clerk: Great. (She takes it off the hanger). How would you like to pay?

Marianne: Well, I'm almost maxed out on my credit card, so I think I'll pay with a check.

Store Clerk: Okay, with tax it comes to \$24.93.

Marianne: Who should I make the check out to?

Store Clerk: *Angie's*.

Marianne: Here you are.

Store Clerk: Can I see some I.D. too, please?

Marianne: Sure, here is my driver's license.

Store Clerk: Thanks. Here you go. Enjoy your sweater. And have a nice day.

Marianne: Thanks. You too.



1. What is the name of the store?
2. When Marianne sees the sweater she likes it but which one would she prefer?
3. What kind of a place is a fitting room?
4. What does the phrase “*to max out a credit card*” mean?
5. How is Marianne going to pay?
6. Which item is not an ID: a passport, a driver’s license, an essay about English, a student card with a picture?

Activity 4. Read the following extracts and get ready to speak about the advantages of online shopping.

If you love shopping for new clothes but hate looking at your bank account balance after, I have news for you: There are so many websites out there with affordable – but still fashionable – styles that will save you money and leave you looking cute as hell. Here, some inexpensive retailers that will make shopping a win-win for you *and* your wallet.

Amazon

Don't have time to try on clothes? Try Prime Wardrobe.

For Amazon Prime members, online clothes shopping couldn't be easier. Just pick what you want, try them on at home before purchasing anything, and then send back anything that doesn't work out – for free. Only pay for what you keep.

- Free shipping and returns
- Try before you buy
- Huge selection of top brands

Macy's

Designer looks without designer price tags.

Looking for a professional, put-together look without spending a fortune on designer brands? This iconic department store offers a wide selection of clothing in a range of price points.

- Free shipping over \$99
- Free 180-day returns
- Save with the Macy's credit card

Topshop

Shop the sale section to bag huge bargains.

Pieces from this online fashion boutique can be a bit pricey, but its



sale items can save you up to 70 % – always available on its website.

- Up to 70 % off sale items
- Free shipping
- Free returns

Activity 5. (a) Discuss the difference in meaning between each pair of words.

1. receipt / bill
2. coin / note
3. fare / fine
4. price / fee
5. reduction / refund
6. change / cash
7. to lend / to borrow
8. to rob / to steal
9. advertisement (advert) / commercial
10. retail / wholesale

(b) Use the words from (a) to complete the sentences.

1. I can you €10. Can you pay me back soon?
2. Waiter! Could we have the _____, please?
3. The museum charges an entrance _____.
4. Do you have any _____ for the bus? I have only a £5 note and I need the exact money.
5. I'm sorry but this jumper doesn't fit. Can I have a _____, please?
6. I parked my car in a no-parking area and had to pay a _____.
7. We need to find a new flatmate, so we are putting an _____ in the local paper.
8. The National bank was _____ last week. £200 million was _____.
9. Make sure you are given a _____ for everything you buy.
10. _____ is the sale of merchandise from a specific point (such as malls, markets and department stores).



Activity 6. (a) Read the following article about the importance of retailing and retail formats.

IMPORTANCE OF RETAILING

The retailer is an intermediary in the marketing channel because he is both marketer and customer, who sells to the last man to consume. He is a specialist who maintains contact with the consumer and the producer; and is an important connecting link in a complex mechanism of marketing. Though producers may sell directly to consumers, such method of distributing goods to ultimate users is inconvenient, Expensive and time consuming as compared to the job performed by a specialist in the line. Therefore, frequently the manufacturers depend on the retailers to sell their Products to the ultimate consumers. The retailer, who is able to provide appropriate amenities without an excessive advance in prices of goods is rewarded by larger or more loyal patronage.

Social Significance of Retailing

In recent years, the concept of social responsibility has entered into the marketing literature as an alternative to the marketing concept. The implication of socially responsible marketing is that retail firms should take the lead in eliminating socially harmful products such as cigarettes and other harmful drugs etc. There are innumerable pressure groups such as consumer activists, social workers, mass media, professional groups and others who impose restrictions on marketing process and its impact may be felt by retailers in doing their business. The society that people grow up in shapes their basic beliefs, values and norms. 10 People live in different parts of the country may have different cultural values - which has to be analysed by retail business people/firm. This will help them to reorient their strategy to fulfil the demands of their consumers. Retail marketers have a keen interest in anticipating cultural shifts in order to spot new marketing opportunities and threats. Several firms such as ORG, MARG etc. offer social / cultural forecasts in this connection. For example, marketers of foods, exercise equipment and so on will want to cater to this trend with appropriate products and communication appeals.

Economic Significance of Retailing

All middlemen basically serve as purchasing agents for their



customers and as sales specialists for their suppliers. To carry out those roles, retailers perform many activities, including anticipating customer's wants, developing assortments of products, acquiring market information and financing. It is relatively easy to become a retailer. No large investment in production equipment is required, merchandise can often be purchased on credit and store space can be leased with no “down payment” or a simple website can be set up at relatively little cost. Considering these factors, perhaps it's not surprising that there are just over a 6 million retail outlets operating across the Indian cities from north to south and from east to west. This large number of outlets, many of which are trying to serve and satisfy the same market segments, results in fierce competition and better values for shoppers. To enter retailing is easy; to fail is even easier! To survive in retailing, a firm must do a satisfactory job in its primary role – catering to consumers. Rama Subramanian the former head – retail segment Sponsors described a successful retailer as a “merchant who sells goods that won't come back to customers who will”. Of course, a retail firm also must fulfil its other role – serving producers and Wholesalers. This dual role is both the justification for retailing and the key to success in retailing.

Major Types of Retail Channels

| In store-Retailing | Non-Store Retailing | Franchising |
|----------------------|----------------------|-------------|
| 1. Department Stores | 1. Direct Selling | |
| 2. Supermarkets | 2. Telemarketing | |
| 3. Discount Houses | 3. Online Retailing | |
| 4. Chain Stores or | 4. Automatic vending | |
| 5. Multiple Shops | 5. Direct Marketing | |

A **department store** is a retailing business unit that handles a wide variety of shopping and specialty goods and is organized into separate departments for purposes of sales promotion, accounting control and store operation. Recent trends are to add departments for automotive, recreational and sports equipment, as well a services such as insurance, travel advice and income tax preparation. Department stores are distinctive in that they usually are oriented towards service. They are usually shopping centres.

Supermarkets are large, self-service stores that carry a broad and



complete line of food and non-food products. They have central check out facilities. Kotler defines supermarket as “a departmentalized retail establishment having four basic department viz. self-service grocery, meat, produce and dairy plus other household departments, and doing a maximum business. It may be entirely owner operated or have some of the departments leased on a concession basis”.

Discount houses are large stores, freely open to the public and advertising widely. They are self-service and general merchandising stores. They carry a wide assortment of products of well-known brands, appliances, house wares, home furnishings, sporting goods, clothing, toy and automotive services. They complete on low price basis and operate on a relatively low mark-up and a minimum number of customer services. They range from small open showroom to catalogue type order offices to full line limited service, and promotional stores. They buy their merchandise stocks both from wholesale distributors and directly from manufacturers.

A **chain store** system consists of four or more stores which carry the same kind of merchandise are centrally owned and managed and usually are supplied from one or more central warehouses. A chain store is one of the retail units in chain store system chains have been interpreted as a group of two or more reasonably similar stores in the same kind or field of business under one ownership and management, merchandised wholly or largely from central merchandising headquarters and supplied from the manufacturer or orders placed by the central buyers. In Europe, this system is called as Multiple Shops and the American call it as “Chain Stores”. Under the multiple or chain shop arrangement, the main idea is to approach the customers and not to draw the customers as it is practiced in the case of department store. In order to draw more customers, attempts are made to open a large number of shops in the same city at different places.

(b) Get ready to tell about non-store retailing in a similar way.



MODULE 2.NATURE'S FURY

UNIT 1. NATURAL DISASTERS

Starter: Discuss these questions to create a definition for a natural disaster and give a classification of their main types.

1. *What is meant by the term “natural disaster”?*
2. *Can accidents such as car crashes or train derailments be classified as natural disasters?*
3. *When does something become a natural disaster?*
4. *What are different types of natural disasters?*

Activity 1. (a) Find information about different types of natural disasters. You can use the questions given below as a guide to describing some of them.

Earthquakes

- How long can an earthquake last?
- What happens during an earthquake?
- What are aftershocks?
- In what parts of the world do earthquakes happen?
- Can earthquakes be measured?
- Can we predict earthquakes?
- Can earthquakes be prevented?
- Are buildings, roads and people safe from earthquakes?
- What might happen if there was an earthquake near a mountain?
- Why do tsunamis (giant waves) occur?

Wild winds

- What is the difference between hurricanes, cyclones, willy-willies and tornadoes?
- What causes the storm?
- Where do they occur?
- Is wind the only natural element involved?
- What is the eye of the storm?
- What damage can these storms do?
- Give examples of some of the major storms, e.g. Cyclone Tracy hit Darwin in 1974.



Droughts

- What is a drought?
- What causes a drought?
- What are the effects of a drought on people, plants and animals?
- How long can droughts last for?
- Can we predict droughts?

(b.) Present your information in any format, e.g. an information report, a poster, an interview, etc.

Activity 2. Complete the definitions with the names for natural disasters. Use the words given below.

blizzard hurricane tsunami tropical cyclone wildfire
mudslide flood drought heat wave tornado

1. A _____ is an overflow of water that submerges land which is usually dry. In other words, a flood is a covering by water of land not normally covered by water.

2. A _____ is a rapid surging flow of debris often including clay.

3. A _____ (also known as a seismic sea wave) is a series of waves in a water body caused by the displacement of a large volume of water, generally in an ocean or a large lake. It is caused by an underwater earthquake, landslide, or volcanic eruption.

4. A _____ is a violently rotating column of air that is in contact with both the surface of the earth and a cumulonimbus cloud.

5. A _____ is a severe snowstorm characterized by strong sustained winds of at least 35 mph (56 km/h) and lasting for a prolonged period of time—typically three hours or more. Blowing wind generally creates low visibility.

6. A _____ is a rapidly rotating storm system characterized by a low-pressure centre, strong winds, and a spiral arrangement of thunderstorms that produce heavy rain. It often lasts for a week or more. It can be up to 600 miles across and have strong winds spiralling inward and upward at speeds of 75 to 200 mph.

7. A _____ is a rapidly rotating storm system characterized by a low pressure centre, strong winds, and a spiral arrangement of thunderstorms that produce heavy rain. It often lasts for a week or



more. It can be up to 600 miles across and have strong winds spiralling inward and upward at speeds of 75 to 200 mph.

8. A _____ is a prolonged period of excessively hot weather. Generally, a heat wave is period of at least two or more days of excessively hot weather.

9. A _____ is a period of below average precipitation in a given region, resulting in prolonged shortages in its water supply.

10. A _____ is an uncontrolled fire in an area of combustible vegetation that occurs in the countryside.

Activity 3. Read the text about the consequences of a natural disaster. Discuss the issues revealed in the text. Create a set of guidelines for people suffering from a natural disaster.

The Aftermath of a Disaster

After a natural disaster like a hurricane, areas are often left in chaos. There may be no clean drinking water and no electricity or other power. People may have lost their homes and other worldly possessions. There are a number of problems that have to be dealt with right away.

The first challenge is to search the area and rescue any people that may be stranded. While disasters may cause millions and even billions of dollars in damage, the most important thing is to save lives and the search and rescue effort does just that.

Then, after the people are safe and sound, the next challenge is to provide them with food, water and shelter. Oftentimes, after a disaster, an area may be left without potable (drinkable) water. There may be plenty of water, in fact, too much water as a result of flooding but that water is not safe to drink. Why?

The water that comes out of a faucet has been treated so that it is free from dangerous chemicals. The water that surrounds an area in a flood may carry poisons in the form of chemicals and bacteria that could make people sick. And, sometimes the water treatment plants are damaged during a disaster so that even the water coming from faucets is no longer safe until they can fix the treatment system.

Next is the issue of power. Disasters may also knock out power lines or power plants. These have to be fixed and that takes time. Sometimes, affected areas may be without power for days or even weeks.



Disasters bring out the best in some people and the worst in others. After a disaster there are lots of stories about ordinary people who act as heroes. They may be individuals reaching out to help strangers or they may be part of a relief effort with the Red Cross or other humanitarian group. Groups like those go into stricken areas to help people with food and shelter. Sadly, there are some people who use the aftermath of a disaster in the worst way. They use that chaotic time to loot and to go into abandoned stores or homes to steal what they can.

People who live through a disaster often learn lessons that change their lives. They can learn that what really matters in life is your life and your health, not the things you own. Disasters can devastate lives but as long as people survive, they can have hope. Where there's life, there's hope and the day after a disaster is a time when many people have to start anew.

UNIT 2. WHAT'S IN THE WIND?

Activity 1. Put the following types of wind in order of strength, starting with the weakest. Use a monolingual dictionary if necessary (use the reference <https://dictionary.cambridge.org/dictionary/english/aneu>).

| | | | |
|----------------|---------------|------------------|----------------|
| <i>gale</i> | <i>squall</i> | <i>tornado</i> | <i>cyclone</i> |
| <i>typhoon</i> | <i>gust</i> | <i>hurricane</i> | <i>breeze</i> |

Activity 2. Fill in the gaps in the sentences below with the following phrases and idioms.

| | | |
|--|---------------------------------|--|
| <i>to put the wind up someone</i> | <i>a windfall</i> | <i>to sail close to the wind</i> |
| <i>to take the wind out of someone's sails</i> | <i>long-winded</i> | <i>to see which way the wind blows</i> |
| <i>to throw caution to the wind</i> | <i>a windbag</i> | <i>to get one's second wind</i> |
| | <i>to get one's second wind</i> | |

1. The Prime Minister never makes a decision until he can accurately predict what is going to happen anyway. He likes to _____ before making up his mind.



2. I didn't expect uncle Cuthbert to leave all his money. It was _____.

3. There weren't any actual nude scenes in the film but I think the director _____.

4. My boss is a _____. He talks a lot but never actually does anything!

5. She was furious with her son and started shouting angrily but he _____ by apologising immediately and promising to be good in future.

6. He never uses one word when ten will do. He's so _____ !

7. I feel tired in the afternoons but I _____ in the evenings and feel quite energetic again.

8. The terrorist threat _____ everybody in the city, but it turned out to be a hoax.

9. When he saw that the fire escape was blocked, he _____ and jumped out of a third floor window to avoid the flames.

10. The information about the new health care policy was leaked to the public so people _____ of the hospital closures before they were announced officially.

Activity 3. Use the following questions to begin a conversation with your partner.

1. Does your country suffer from hurricanes and/or tornadoes?

2. What do you think causes a hurricane or a tornado?

3. To what extent do you think hurricanes or tornadoes are caused by changes in the global climate?

4. What can be done to limit the damage caused by strong winds?

5. Can you remember any incidents in your country where strong winds caused damage? What happened?

6. Do you know anyone who is either a windbag or a bit long-winded?

7. Have you ever had a windfall?

8. In what circumstances do you get your second wind?

9. Have you ever thrown caution to the winds? What happened? (If not, can you think of any circumstances in which you might be tempted to throw caution to the wind?)

10. When you speak to your teacher, parents or boss, do you ever sail close to the wind?



11. What does the title of this worksheet (What's in the wind) mean?

12. How useful do you think wind power is as an alternative source of energy?

Activity 3. You should spend about 20 minutes on Questions 1-3 which are based on the Reading Passage below.

Tornadoes are one of the most severe types of weather phenomena. While many people fear tornadoes and their destructive power, few people understand their real causes and effects, nor are they aware of how to protect themselves from their devastating force.

Tornadoes, violently rotating columns of air, occur when a change in wind direction, coupled with an increase in wind speed, results in a spinning effect in the lower atmosphere. These whirling movements, which may not be visible to the naked eye, are exacerbated when the rotating air column shifts from a horizontal to a vertical position. As the revolving cloud draws in the warm air that surrounds it at ground level, its spinning motion begins to accelerate, thereby creating a funnel that extends from the cloud above it to the ground below. In this way, tornadoes become pendent from low-pressure storm clouds.

When a tornado comes into contact with the ground, it produces a strong upward draft known as a vortex, a spiralling column of wind that can reach speeds in excess of 200 miles per hour. Traveling across the landscape, the tornado wreaks a path of concentrated destruction. It is not uncommon for these twisters to lift heavy objects, like cars or large animals, and throw them several miles. Houses that succumb to the force of the tornado seem to explode as the low air pressure inside the vortex collides with the normal air pressure inside the buildings.

Tornadoes can occur at any time of the year, but are typically most frequent during the summer months. Equally, tornadoes can happen at any time during the day, but usually occur between 3:00 in the afternoon and 9:00 in the evening. While these fierce funnels occur in many parts of the world, they are most common in the United States. On average, there are 1,200 tornadoes per year in this vast nation, causing 70 fatalities and 1,500 injuries.

Although taking myriad shapes and sizes, tornadoes are generally



categorized as weak, strong, or violent. The majority of all tornadoes are classified as weak, meaning that their duration is less than 10 minutes and they have a speed under 110 miles per hour. Comprising approximately 10 percent of all twisters, strong tornadoes may last for more than 20 minutes and reach speeds up to 205 miles per hour. Violent tornadoes are the rarest, occurring less than one percent of the time. While uncommon, tornadoes in this classification are the most devastating, lasting more than one hour and resulting in the greatest loss of life. Even though only violent tornadoes can completely destroy a well-built, solidly-constructed home, weaker ones can also cause great damage.

Owing to the powerful and destructive nature of these winds, there are, perhaps not surprisingly, a number of myths and misconceptions surrounding them. For instance, many people mistakenly believe that tornadoes never occur over rivers, lakes, and oceans; yet, waterspouts, tornadoes that form over bodies of water, often move onshore and cause extensive damage to coastal areas. In addition, tornadoes can accompany hurricanes and tropical storms as they move to land. Another common myth about tornadoes is that damage to built structures, like houses and office buildings, can be avoided if windows are opened prior to the impact of the storm. Based on the misunderstanding that open windows might equalize the pressure inside the structure and minimize the damage to it, this action can instead result in fatal injury.

Because of the profound effects that tornadoes have on communities and their inhabitants, safety measures are of paramount importance during adverse weather conditions. Drivers often attempt to outrun tornadoes in their cars, but it is extremely unsafe to do so. Automobiles offer very little protection when twisters strike, so drivers should abandon their vehicles and seek safe shelter. Mobile homes afford little shelter, so residents of these homes should go to an underground floor of the sturdiest nearby building. In the case of a building having no underground area, a person should go to the lowest floor of the building and place him or herself under a piece of heavy furniture. If no building is available, a person caught in a tornado should lie prostate in a nearby ditch or other depressed areas of land and cover his or her head.



Question 1:

All of the following key facts about tornadoes are mentioned in the passage EXCEPT

- A. the number of deaths from tornadoes
- B. the time of day when tornadoes usually take place
- C. the time of year when tornadoes are most common
- D. the average wind speed of most tornadoes

Question 2:

Which of the following best explains the term waterspouts?

- A. Tornadoes that move away from coastal areas
- B. Tornadoes that occur over oceans, rivers, and lakes
- C. Tornadoes that occur onshore
- D. Tornadoes that accompany tropical storms and hurricanes.

Question 3:

What is the safest place to be when a tornado strikes?

- A. an abandoned vehicle
- B. mobile homes
- C. the basement of a building
- D. under a piece of sturdy furniture

UNIT 3. WEATHER PATTERNS

Starter: Discuss the following questions with a partner.

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

Activity 1. Read the article and answer the following questions.

1. According to scientific studies, what effects can the weather have on people?



2. What causes changes in the weather in the British Isles?
3. According to some researchers, what effect has human activity in Europe and North America had on Africa?
4. How can pine cones and seaweed help us predict the weather?
5. How reliable is technology in predicting the weather?
6. What did a recent study by an Australian psychologist suggest?
7. What's the connection between weather and disease?
8. What are stormchasers?

WEATHER

by Mike Rayner

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

The effects of weather

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

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

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

What causes changes in the weather?

If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the weather is controlled by systems which move around areas of the globe. In the UK the weather



depends on depressions, often called ‘lows’, and anticyclones, also known as ‘highs’. These systems start in the Atlantic Ocean, and make their way across the British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind.

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

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

Can we predict the weather?

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

Red sky at night, shepherds’ delight;

Red sky in the morning, shepherds’ warning

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

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

Flies will swarm before a storm.

Rain before 7, clear by 11.

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

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



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

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

Extreme weather

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

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

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

Activity 2. Select the necessary phrase to fill in the blanks in the dialogue.

Bob: Is the weather going to be good?

Andrew: Yes ___1___ said that it would be hot and dry.

Bob: Yes, ___2___.

Andrew: But the weather forecast is normally wrong, so ___3___.

Bob: I also think it might be quite cold at night if the sky is clear.

We might even get frost in the mornings.

Andrew: We should take ___4___.



Bob: And 5 rains.

Andrew: I don't normally go camping this early in the spring because the weather is so changeable.

Bob: Yes I know what you mean. It makes packing difficult.

Andrew: But no matter how good or bad the weather is we'll have a good time.

Bob: Yes we will.

1. Which option is the best to fill in the first blank?

- a. the map on television
- b. the meteorologist on television
- c. the precipitation on television
- d. the clouds look very dark

2. Which option is the best to fill in the second blank?

- a. it should be great weather
- b. it should be terrible weather
- c. it could be snowy
- d. it will be very cold

3. Which option is the best to fill in the third blank?

- a. we should have good weather
- b. we should go outside and check
- c. we should call our friends
- d. we should expect rain and gales

4. Which option is the best to fill in the fourth blank?

- a. some sunscreen then
- b. the long way round
- c. some warm clothes then
- d. some extra food then

5. Which option is the best to fill in the fifth blank?

- a. some umbrellas for if it
- b. some shorts for if it
- c. some swimming costumes for when it
- d. some extra tents for if it



MODULE 3 EXPERIENCES

UNIT 1. TRAVELS AND ADVENTURES

Vocabulary booster

Activity 1. Complete the sentences using the words given below.

voyage tour trip cruise travelling journey

1. Last year Sam went on a _____ of Europe, and visited seven countries in two weeks.
2. I went on a one-week _____ around the Mediterranean on a huge ship called the “Ventura”.
3. Last Saturday Tina went on a school _____ to London and visited the Houses of Parliament.
4. None of Tim’s friends enjoy _____, so he always goes on holiday alone!
5. It was a long _____ from Cairo to Istanbul, but all the travellers enjoyed it.
6. Our ship sailed from Australia on a long _____ that took us all the way to Britain.

Activity 2. Complete the questions with the words given below.

| | | | | | | |
|---------------------|----------------|---------------|-------------|----------------|-------------|-------------------|
| <i>destinations</i> | <i>journey</i> | <i>abroad</i> | <i>trip</i> | <i>package</i> | <i>home</i> | <i>travelling</i> |
|---------------------|----------------|---------------|-------------|----------------|-------------|-------------------|

1. What’s the furthest _____ you have travelled from home?
2. Have you ever been _____? Where did you go to?
3. Have you ever been on a business _____? Where to?
4. Do you like _____ holidays where everything is arranged for you? Why/Why not?
5. What is the longest _____ you have been on?
6. Do you think that _____ broadens the mind? Why/ Why not?
7. What are the most popular _____ for people from your country?

Activity 3. Underline the most suitable word or words.

1. David's plane was *cancelled* / *delayed* by thick fog.
2. The ship’s owner agreed to give the *crew* / *passengers* a pay-rise.
3. The plane from Geneva has just *grounded* / *landed*.



4. We hope that you will enjoy your *flight / flying*.
5. We won't be long. I'm just packaging my last *luggage / suitcase*.
6. You have to *check in / check up* an hour before the plane leaves.
7. All duty free goods must be *declared / surrendered* at customs.
8. The plane *took off / took up* and was soon high over the city.
9. I bought a *simple / single* ticket, as I was going to return by car.
10. On the plane the flight *attendant / waitress* brought me a newspaper.

Activity 4. Use a word or words from activity 3 to complete the sentences.

1. I had to cancel my tickets, because I was ill and couldn't travel.
2. The plane _____ on time but arrived half an hour late.
3. It was hard to find a seat on the train as there were so many ___.
4. Do you want a return ticket or a _____?
5. The customs officer asked Bill if he had anything to _____.
6. How much _____ can I take with me on the plane?
7. The 8.55 from Hull will be 30 minutes late. We apologise for the _____.
8. We went in and sat down at the booth, and the _____ came over.

Activity 5. Decide which answer (A, B, C or D) best fits each space.

Holidays

Is it better to go on a package (1) _____ or to (2) _____ on your own? I suppose the answer depends on what kind of (3) _____ you are. A complicated tour organized by a travel (4) _____ has some advantages.

You have a/an (5) _____, which gives you definite (6) _____ and arrival dates, and a list of all your (7) _____. The (8) _____ may be cheaper, as it has been (9) _____ in advance, so you spend less time



worrying about where you are going to (10) _____. If you book your own hotel, you might have trouble finding a/an (11) _____, unless you are going to stay for a (12) _____, for example. On the other hand, organizing your own (13) _____ can be fun. Many students (14) _____ or buy cheap train tickets, and (15) _____ the night in students hostels or guest-houses.

| | | | | |
|-----|---------------|-------------|---------------|---------------|
| 1. | travel | tour | journey | cruise |
| 2. | travel | trip | voyage | tourist |
| 3. | voyager | passenger | tourist | mover |
| 4. | office | agent | tour | operation |
| 5. | timetable | scheme | notice | itinerary |
| 6. | departure | parting | leave | quitting |
| 7. | cancellations | expeditions | organisations | destinations |
| 8. | bedrooms | staying | flat | accommodation |
| 9. | preserved | booked | reservation | hotels |
| 10. | stay | pass | live | cross |
| 11. | empty | free | vacancy | available |
| 12. | fortnight | daytime | fifteen days | passage |
| 13. | voyage | expedition | trip | package |
| 14. | auto-stop | hitch-hike | lift | journey |
| 15. | have | at | for | spend |

UNIT 2. TRAVEL ARRANGEMENTS

Speaking booster

Activity 1. Read the dialogues and make up your own ones according to the situations below.

DIALOGUE A

TRAVEL AGENCY

Travel Agent: Hello! Good morning! This is Lady of Star Travel Agency. How may I help you?

Client: Good morning! This is Josh. I would like to ask about the tour packages that I saw in your website. I want to know if they are still available.

Travel Agent: All the tour packages offered in our site are still available. May I know what package in particular you want to inquire about?

Client: The Hong Kong + Disneyland pass package. I have a request



to ask. Can you possibly include the Ocean Park pass for the package? I want to visit both but they're of different packages.

Travel Agent: Absolutely! But this will also cost you an extra amount of money.

Client: Okay. Can you give me the exact amount?

Travel Agent: Yes, but before that, do you have a travel date in mind?

Client: Actually, I already bought plane tickets

Travel Agent: Okay, that's great! May I ask for the flight schedule and people who'll be with you if there are any?

Client: Yes. It will be on December 5 to 8 this year. I'll be with my sister her name is Mariel.

Travel Agent: Thank you for that. May I know how old is Mariel?

Client: Yes, she's 23.

Travel Agent: I would also like to know your preferred hotel accommodation? We actually offer hotels of 3 to 5 stars.

Client: Please choose the cheapest accommodation if possible.

Travel Agent: Alright. So, you'll be staying in Hong Kong for 4 days and 3 nights, in a 3-star hotel, with Hong Kong + Disneyland pass package with additional Ocean Park pass. That would be \$490. Is that fine with you?

Client: I guess that's fine. Can you give the itinerary for the tour before? I make a reservation with you.

Travel Agent: Of course. Please give me your e-mail address so I can give you all the information needed.

Client: Yes. It's josh@gmail.com. All in small letters j-o-s-h.

Travel Agent: Thank you very much. I'll send you an e-mail in a short while. Everything's there. If you still have any questions or clarifications, feel free to give us a call or send us a message.

Client: I will.

Travel Agent: Is there anything else that I can do for you Mr. Josh?

Client: That would be all. Thank you!

Travel Agent: Thank you for calling. Have a wonderful day! Goodbye!

Client: Goodbye.



DIALOGUE B

MAKING A HOTEL RESERVATION

Client: I would like to make a hotel reservation.

Travel Agent: What day will you be arriving?

Client: I will be arriving on May 14th.

Travel Agent: How long will you be staying?

Client: I need the room for 3 nights.

Travel Agent: How many people will be staying in the room?

Client: I will be staying in the room alone.

Travel Agent: Would you like a smoking or non- smoking room?

Client: We need a non-smoking room.

Travel Agent: We have booked a room for you. Please be sure to arrive before 4:00 o'clock on your check-in date.

Client: Great. Thank you so much!

Travel Agent: You're welcome.



DIALOGUE C

BUYING A PLANE TICKET

Ticket Clerk: Hi! Is there anything I can do for you?

Customer: Hi! I'd like to buy a ticket going to France.

Ticket Clerk: Would you like one way or round trip?

Customer: A round trip ticket please.

Ticket Clerk: When do you want to leave?

Customer: This 28th of October.

Ticket Clerk: And when will you be coming back?

Customer: On November 4th.

Ticket Clerk: First class or coach?

Customer: Coach.

Ticket Clerk: Do you have a preferred time of flight?

Customer: I would like to fly in the morning for October 28th. And for November 4th, anytime will do.

Ticket Clerk: Please wait for a moment. I'll check the availability. I'm sorry ma'am but the tickets for the flight this 4th of November are already sold out.

Customer: I see. Can you please check the available date closest to that?



Ticket Clerk: Yes ma'am. (The ticket clerk's checking the available schedules). We still have available seats on November 6th. The flight's at 7:15pm. Would you like me to reserve one for you?

Customer: Yes, please.

Ticket Clerk: All in all it'll be \$170.

Customer: Okay.

Ticket Clerk: May I see your identification card?

Customer: Here it is. (The ticket clerk's typing Ms. George's identity on the computer.)

Ticket Clerk: Okay Ms. George. Here's your plane ticket and your change.

Customer: Thank you.

Ticket Clerk: You're welcome. Have a nice trip ma'am.

UNIT 3. SERVICES

Reading comprehension booster

Activity 1. Read the headlines a–j and the texts 1–5. Find the best headline for each text. You can use each headline only once.

- a. Budget Rentals
- b. Children's party service
- c. Complete Range of Services
- d. Dining Options
- e. Entertainment Agency
- f. Facilities and Hardware for Meetings
- g. Parking and more
- h. Video Facilities
- i. What's on in town
- j. What to Do for Entertainment

1. _____

From the Presidential Board Room for 5 to 20 people to the Manhattan Suite, the Lexington and Empire Rooms for meetings up to 250 – our hotel's Special Events team is able to tailor an event for you. We cater to your needs and specific wishes, arrange speakers, entertainment and music, as well as waiter or buffet services.



2. _____

We offer buffets or full four course sit-down meals in our award-winning restaurant. Our chefs and their staff can deal with all dietary requirements (e.g. vegetarian, vegan, diabetic, low-salt, low-fat) as well as specific tastes. Children's needs are no problem at all to our staff, even at short notice. For small snacks and drinks visit our Palace Café.

3. _____

The Hancock Room has seats with plugs and internet access for instant reporting and is ideal for press conferences. Each room has a telephone and internet connection and there are computers for individual use in the foyer. Our full range includes OHP, screen, data projector, laptop, flipchart, telephone, fax, email, photocopying, lectern and PA system.

4. _____

Team building or just fun – round off the day's business with a game of ten-pin bowling or the use of over 100 video and interactive games. There is also a Comedy Club with a late bar and dancing every Thursday. Plus bars with late license, DJ and pool tables. Old Orleans Restaurant and Health Club are available for corporate use.

5. _____

Over 700 free spaces for our guests. Brightly lit, with easy access for luggage, wheelchairs and prams. Partly roofed. Spaces for disabled and handicapped drivers and for women driving alone. The entire area is covered by CC television. On the highest floor, you can also see ten hotel-owned luxury vehicles which we can rent out for special events.

Activity 2. Read the text and the items 1–5. Decide which answer fits best: a, b or c.

HARD WORK AHEAD FOR RESTAURATEURS

Mid-April may have marked a turning point for many restaurateurs. Last year was not a good one, with a big drop in business entertaining in the last quarter of the year. The downward



trends carried over to this year's first quarter. However, warmer weather and better hotel booking rates seem to have started to make things better.

At Sartorial, a smart Italian restaurant in London, demand for private dining rooms has been much heavier and wine spending is on the increase. Sommelier Dario Pangolin said "We had two parties last night and all they drank was Tignanello and Sassicaia, two of the most expensive wines on my list.

But for any restaurateur, success – or at least a busier reservation telephone line – brings fresh challenges that, although more pleasant to deal with than negative cash flow and staff cuts, are complex nevertheless. I talked to leading restaurateurs and chefs about the challenges they face.

"It's the phone" said Raymond Oradell, chef and owner of Da Raymond, which opened to excellent reviews six weeks ago. "One day we started counting how many times it rang, but gave up when it got to 1,200. We are now booked out six weeks in advance, which of course is wonderful, but it does mean that we have lost the ability to handle walk-ins. Like every other restaurant we always keep one or two tables in case there has been a mistake over a booking, but it is very, very difficult to get the balance right, especially in the evening when business people just want to have a quick meal with colleagues."

Dick Stone, the UK chef, who has just brought fish cookery to the public's attention in a recent TV documentary, said: "Overnight we became a destination restaurant but it wasn't as though we hadn't been extremely busy with local customers before then. We mustn't upset those who have supported us for so long, so we have built up a list of those who live nearby and come regularly and we keep tables back every evening for them."

1. This year, business for restaurants was _____.
 - a. better than in the autumn before.
 - b. still dropping in spring.
 - c. the same as usual.
2. In one restaurant in London, Sartorial, _____.
 - a. bills for wine are lower than usual.



- b. no expensive wine is sold.
c. wine bills are getting higher.
3. Most restaurants have to _____.
- a. fire staff when business is slow.
 - b. hire a famous chef to improve business.
 - c. take out a loan to cover losses.
4. One thing which is difficult for successful restaurant owners is _____.
- a. customers cancelling bookings.
 - b. having too many tables booked in advance.
 - c. incorrect table bookings.
5. Dick Stone's restaurant _____.
- a. does not yet have many regular customers.
 - b. has started to attract customers from outside the town.
 - c. is still used mostly by local people.

Література

1. Alderson Ch. Into Europe: Prepare for modern English exams. Reading and Use of English.
2. Cough, C. English Vocabulary Organiser. 100 topics for self-study. Language teaching publications, 2001. 208 p.
3. Downes, C. Cambridge English for Job Hunting. Student's book. Cambridge University Press, 2008. 113 p.
4. Mock Examination 1. English Hotel and Restaurant. Examination preparation. Frankfurt am Main, Germany, 2017. 44 p.

Інформаційні ресурси

- <https://www.travelroundabout.com/en/general-terms-and-conditions/>
- <https://www.managementstudyguide.com/index.html>
- <https://www.managementstudyguide.com/today-on-msg.htm>
- <https://www.lingvolive.com>
- <https://dictionary.cambridge.org/>
- <https://en.oxforddictionaries.com/>
- <https://www.macmillandictionary.com/>