



Міністерство освіти і науки України  
Мукачівський державний університет  
Кафедра англійської філології та методики викладання іноземних мов



## **Практика усного та писемного мовлення**

**Комплекс завдань для самостійної  
роботи**  
для студентів  
денної та заочної форм навчання  
спеціальності 014 Середня освіта (Мова і література(англійська))

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**П01**

**Практика усного та писемного мовлення:** Комплекс завдань для самостійної роботи з дисципліни для студентів денної та заочної форм навчання спеціальності 014 Середня освіта (Мова і література(англійська)) / Укладачі: Н. В. Мартин., І. З. Бопко – Мукачево: МДУ, 2019. – 31с. ( 1,9 авт.арк).

Видання містить комплекс практичних завдань та методичні вказівки до виконання самостійної роботи, теми самостійної роботи студентів, форми їх виконання та контролю, матеріали для забезпечення і організації індивідуальної роботи студентів, перелік розмовних тем для вивчення лексичних одиниць, критерії оцінювання самостійної та індивідуальної роботи студентів, а також список рекомендованої літератури

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## ПЕРЕДМОВА

З урахуванням змісту сучасної системи знань та особливостей організації навчального процесу дисципліна Практика усного і писемного мовлення складається із змістових модулів, кожен з яких в свою чергу поділяється на окремі теми. Дисципліна розглядається як складова змісту навчальної підготовки філологів, майбутніх вчителів англійської мови та зарубіжної літератури і побудована на відповідних теоретичних, наукових засадах та практичній підготовці.

Основним завданням викладача є формування у студентів відповідних теоретичних та творчих знань, надання їм практичної спрямованості та формування вміння використовувати їх у практичній діяльності (навчанні, викладанні) та в житті взагалі. Загальними завданнями оцінювання є: визначення рівня навчальних досягнень студентів; стимулювання їх мотивації до здобуття знань; визначення рівня здібностей студентів, їх потреби у додатковому навчанні; виставлення відповідної оцінки.

Для оцінювання процесу та результатів вивчення Практики усного та писемного мовлення розроблені чіткі, зрозумілі і відомі студентам критерії, відповідно до яких виставляється оцінка, і використовуються при цьому такі методи, як: усне опитування, тестування, оцінювання виконання творчих завдань тощо.

**Метою** дисципліни є підготовка спеціалістів за освітнім ступенем бакалавра, що в свою чергу забезпечує набуття студентами теоретичних знань, вмінь та практичних навичок практики усного та писемного мовлення в академічній та професійній сферах з метою формування необхідних компетентностей для успішного здійснення майбутньої професійної діяльності.

Основними **завданнями** вивчення дисципліни “Практика усного та писемного мовлення” є:

- 1) ознайомити студентів з основними темами поданими в переліку змістових модулів;
- 2) поглибити знання студентів з даних тем;
- 3) сформувати системне уявлення про практичне використання лексичних одиниць з поданих тем;
- 4) виробити у студентів уміння аналізувати мовні ситуації, та знаходити шляхи їх вирішення за допомогою вивчених кліше, штампів, фраз.

В результаті вивчення курсу здобувачі вищої освіти повинні:

### **знати:**

- професійну лексику та термінологію і застосовувати її;
- лексичний мінімум;
- основні правила мовленнєвого етикету спілкування;
- основні прийоми техніки усного та письмового перекладу професійно-орієнтованих іншомовних джерел;
- лексичний мінімум комп’ютерних технологій.

### **уміти:**

- вести бесіду з фаху;
- володіти зразками кліше, штампами, фразами необхідними для спілкування;
- одержувати інформацію з іноземних джерел;
- володіти навичками професійного та ситуативного спілкування в письмовій формі.

Прослуховування навчальної дисципліни забезпечить формування у студентів системи компетентностей, які є критеріями оцінки якості знань навчальної дисципліни:

**Загальні компетентності:**

ЗК4 – Здатність працювати в команді

ЗК6 – Здатність застосовувати набуті знання в практичних ситуаціях

ЗК7 – Здатність вчитися і оволодівати сучасними знаннями

ЗК10 – Здатність до адаптації та дії в новій ситуації

**Фахові компетентності:**

ФК2 – Здатність застосовувати сучасні методи й освітні технології навчання

ФК7 – Здатність дотримуватися сучасних мовних норм(з іноземної мови), володіти іноземною мовою на рівні не нижче С1, використовувати різні форми й види комунікації в освітній діяльності, обирати мовні засоби відповідно до стилю й типу тексту

ФК8 – Здатність використовувати когнітивно-дискурсивні вміння, спрямовані на сприйняття й породження зв'язних монологічних і діалогічних текстів в усній та письмовій формах, володіти методикою розвитку зв'язного мовлення учнів у процесі говоріння й підготовки творчих робіт

ФК9 – Здатність орієнтуватися в літературному процесі країн і народів світу, використовувати знання мов і здобутків світового письменства для формування національної свідомості, культури, ціннісних орієнтацій у сучасному суспільстві

ФК10 – Здатність інтерпретувати й зіставляти мовні та літературні явища, використовувати різні методи й методики аналізу тексту

Основною формою вивчення курсу «Практика усного та писемного мовлення» є лабораторні заняття. Набуття практичних навичок відбувається шляхом опрацювання рекомендованої основної та додаткової літератури, під час роботи з інформаційними джерелами, виконання самостійної роботи, мовної практики та індивідуальної творчої роботи студентів.

## МЕТОДИЧНІ ВКАЗІВКИ ДО ВИКОНАННЯ СРС

З урахуванням змісту, цілей та завдань, що вирішуються у процесі СРС з дисципліни «Практика усного та писемного мовлення», вирізняються три її основних види:

I – СРС, що забезпечує підготовку до поточних аудиторних занять і вивчення окремих тем або питань, передбачених для самостійного опрацювання;

II – пошуково-аналітична робота;

III – наукова робота.

Види та форми СРС.	Форма контролю та звітності
<b><i>I. Підготовка до поточних аудиторних занять</i></b>	
1.1. Опрацювання прослуханого матеріалу, обов'язкових та додаткових літературних джерел	1.1. Активна участь у різних видах аудиторних занять
1.2. Вивчення окремих тем або питань, передбачених для самостійного опрацювання	1.2. Перевірка правильності виконаних завдань під час консультацій та аудиторних занять
1.3. Виконання домашніх завдань, написання рефератів, підготовка доповідей	1.3. Перевірка правильності виконання завдань, написання рефератів, заслуховування доповідей
1.4. Виконання та письмове оформлення завдань, тестів	1.4. Перевірка правильності виконання завдань і тестів під час аудиторних занять та консультацій
1.5. Підготовка до колоквиумів	1.5. Участь у колоквиумах
1.6. Підготовка до семінарських, практичних занять	1.6. Активна участь у семінарських, практичних заняттях
1.7. Підготовка до контрольних заходів (контрольних робіт) та інших форм поточного контролю	1.7. Написання та перевірка контрольної роботи, тестування тощо
1.8. Підготовка до підсумкового (семестрового) контролю	1.8. Перевірка екзаменаційних робіт
<b><i>II. Пошуково-аналітична робота</i></b>	
2.1. Пошук та огляд літературних джерел за заданою проблематикою	2.1. Доповідь за підготовленими матеріалами та їх оцінювання на аудиторних заняттях
2.2. Аналітичний розгляд наукових публікацій	2.2. Доповідь та обговорення результатів виконаної роботи під час аудиторних занять
2.3. Аналіз конкретних практичних ситуацій, підготовка до участі у ділових, кейсових іграх, виконання ситуаційних вправ і т. п.	2.3. Участь у ділових, кейсових іграх, виконання ситуаційних вправ тощо

2.4. Практикум з навчальної дисципліни з використанням комп'ютерного програмного забезпечення	2.4. Перевірка правильності виконання завдань
<b>III. Наукова робота</b>	
3.1. Участь у наукових конференціях, семінарах, круглих столах тощо	3.1. Доповіді на наукових конференціях, семінарах, круглих столах тощо
3.2. Підготовка наукових публікацій (наукових статей, тез тощо)	3.2. Обговорення з викладачем підготовлених матеріалів, подання до друку
3.3. Виконання завдань у межах наукових досліджень	3.3. Використання матеріалів у звіті з науково-дослідної роботи (НДР) кафедри
3.4. Підготовка наукових робіт до участі у Всеукраїнському конкурсі студентських наукових робіт	3.4. Участь у Всеукраїнському конкурсі студентських наукових робіт

Для реалізації СРС у процесі вивчення навчальної дисципліни студенти виконують завдання різних типів і рівнів складності.

Перший рівень СРС забезпечує засвоєння предметних знань, основних понять та термінів, видів та способів діяльності, формування навичок, умінь, але не передбачає самостійного застосування набутого.

Другий рівень СРС формує певні навички та вміння самостійно застосовувати засвоєні знання для виконання певних завдань:

- виконання вправ, тестів;
- запитань для перевірки рівня засвоєння навчального матеріалу теми;
- узагальнення теоретичних матеріалів;
- підготовка письмових, творчих робіт

Третій рівень передбачає самостійний інформаційний пошук, прийняття самостійних рішень та творчий рівень застосування набутих знань, навичок, умінь:

У процесі самостійної підготовки до лабораторних занять студенти повинні розглянути зміст питань, що виносяться на заняття, опрацювати навчальну літературу, опрацювати питання, які винесені на самостійне вивчення. Перевірку засвоєння знань студенти здійснюють за допомогою контрольних питань і підготовки до лабораторних занять, які охоплюють основні положення, що підлягають засвоєнню студентами відповідно до кожної теми дисципліни «Практика усного та писемного мовлення».

Кожна тема, яка виносить на самостійне вивчення, передбачає кілька практичних і тестових завдань.

Практичні завдання включають в себе підготовку до усних відповідей, дискусій, написання рефератів та доповідей за заданими темами, вправи й тестові завдання.

Окрему увагу слід приділити засвоєнню рекомендованої основної та додаткової літератури за кожною темою.

Важливим засобом у засвоєнні знань студентами є вирішення ситуаційних вправ, яке повинно носити творчий, аналітичний та самостійний характер.

## **Самостійна робота, що забезпечує підготовку до поточних аудиторних занять**

Самостійна робота студента забезпечується системою навчально-методичних засобів, передбачених для вивчення конкретної навчальної дисципліни, а саме: підручниками, навчальними та методичними посібниками, практикумами, методичними вказівками тощо.

Зміст СРС з конкретної дисципліни може складатися з таких видів:

- підготовка до аудиторних(лабораторних) занять;
- виконання практичних завдань протягом семестру;
- самостійне опрацювання окремих тем навчальної дисципліни згідно з навчально-тематичним планом, оформлення звіту про самостійну роботу;
- формулювання висновків і підсумків;
- відповіді на запитання і самостійне формулювання запитань до навчальної теми;
- складання термінологічних словників;
- переклад іноземних текстів встановлених обсягів;
- виконання контрольних робіт студентами заочної форми навчання;
- підготовка і виконання завдань, передбачених програмою практичної підготовки;
- підготовка до усіх видів контролю, в тому числі до курсових, модульних і комплексних, ректорських контрольних робіт та підсумкової державної атестації (державних іспитів, виконання випускної кваліфікаційної роботи бакалавра чи магістра);
- інші види діяльності, що ініціюються університетом, факультетом, кафедрою

При плануванні СРС рекомендується користуватись розподілом тем та завдань, а також видами робіт: усне опитування, тестування, опрацювання текстів, тощо.

## **Модуль 3**

### **Теми СРС**

- 1.Pastime Occupations. Список рекомендованої літератури: 3; 15-30.
2. Booking a Ticket. Список рекомендованої літератури: 8; 17-30.
3. A Sea Voyage. Список рекомендованої літератури: 5; 10-33.
4. History of the Olympic Games. Список рекомендованої літератури: 5; 16-87.
5. Sports People Play in America. Список рекомендованої літератури: 2; 10-80.
6. Film Advertisement. Список рекомендованої літератури: 4; 13-30.
7. Cinema Actors and Cinema Workers. Список рекомендованої літератури: 7; 10-40.
8. Music. Concerts. Список рекомендованої літератури: 5; 60-102.
- 9.Holidays and Extreme Traveling. Список рекомендованої літератури: 12; 6-10.
- 10.Tourism. Types of Tourism. Список рекомендованої літератури: 10; 20-102.
- 11.Sports and Games. Список рекомендованої літератури: 9; 6-19.
- 12.My Dream Travel. Список рекомендованої літератури: 20; 60-70.



13. What Rock Music Really Means. Список рекомендованої літератури: 5; 60-102.
14. Motion Picture Industry. Список рекомендованої літератури: 22; 5-56.
15. Elvis Presley – Story of a Superstar. Список рекомендованої літератури: 5; 59-140.
16. Charles Chaplin. Список рекомендованої літератури: 5; 60-102.

#### **Модуль 4**

##### **Теми СРС**

1. Community Cleanup. Список рекомендованої літератури: 11; 13-25.
2. Place of Residence. Список рекомендованої літератури: 6; 69-80.
3. Some More Glimpses of London. Список рекомендованої літератури: 5; 10-33.
4. Tourism and Recreation in Ukraine. Список рекомендованої літератури: 2; 4-15.
5. National Festivals. Список рекомендованої літератури: 8; 10-33.
6. Ways of Celebrating Religious Holidays. Список рекомендованої літератури: 10; 10-44.
7. Smoking and Health. Список рекомендованої літератури: 4; 5-33.
8. Harmful Habits. Список рекомендованої літератури: 7; 20-27.
9. Incurable Diseases. Список рекомендованої літератури: 5; 10-33.
10. Life without Medicine. Список рекомендованої літератури: 5; 35-83.
11. Mukachevo. Список рекомендованої літератури: 9; 30-60.
12. Mukachevo Castle. Список рекомендованої літератури: 14; 7-13.
13. Sightseeing in London. Список рекомендованої літератури: 13; 12-20.
14. Modern Medicine. Список рекомендованої літератури: 10; 5-13.
15. Ways of Treatment. Список рекомендованої літератури: 16; 55-73.
16. Fitness. Keeping Fit. Список рекомендованої літератури: 5; 35-83.

## Комплекс завдань для самостійної роботи

### Модуль 3

#### Task 1. Read, translate and retell the text:

##### HOBBIES AND LEISURE-TIME OCCUPATIONS

From the old English word hobby meaning horse, came the modern word hobbyhorse. This is a dummy horse attached to a performer who pretended to be riding a horse in a play or a dance. Hobbyhorse has been shortened to hobby to describe any favourite leisure time occupation. This word has become rather common in modern usage.

Leisure-time occupations, or hobbies, can be divided into four groups; doing things, making things, collecting things and learning things. Of these four groups, doing things is perhaps the most popular, it includes a wide range of activities, from gardening to sailing and from chess to foreign travel. Some of these hobbies require very little equipment while others require considerably more. There is also a choice between mental and physical activities, indoor and outdoor pursuits, etc.

Leisure-time occupations can be more or less active. A real hobby is usually defined as something creative and individual, sometimes even as something obsessive, unusual or eccentric.

#### Task 2. Translate the text:

##### INDOOR ACTIVITIES OR HOME INTERESTS

**Doing things:** reading, listening to records or tapes or to the radio, watching television, entertaining friends (e.g. having drink together), playing games (e.g. chess or cards), painting, mending things.

**Making things:** models, needlework (e.g. knitting, crocheting, sewing, weaving, making carpets, making lace), making music, i.e. singing or playing musical instruments (e.g. the piano, the guitar, the violin), cooking and baking, home decorating and repairing.

**Collecting things:** collecting stamps, postcards, maps, coins, beer mats, bottles, tins, old china, autographs, books, butterflies, shells, crystals and other things.

**Learning things:** learning foreign languages, learning to play a musical instrument, studying music, art, literature or other subjects.

Even if one's hobby does not solely consist of the study of particular subjects, a real hobbyist wants to learn more about his chosen subjective nature and its history, so that he can become a real expert in it.

##### OUTDOOR ACTIVITIES OR ACTIVITIES OUTSIDE THE HOME

**Sports activities:** athletics, gymnastics, cycling, swimming, sailing, rowing, canoeing, racing, skiing, mountaineering, climbing.

**Playing games:** football/soccer, handball, volleyball, tennis, table tennis, basket-ball, baseball, water-polo, golf, badminton, bowling, judo, fencing, boxing and taking part in competitions;

**Other activities:** gardening, fishing, travelling (e.g. visiting the country-side/the seaside/museums/art exhibitions/historical buildings), walking, driving a car, car maintenance, visiting in a choir, watching outdoor sports, betting on matches or races.

#### Task 1. Translate into Ukrainian:

She can do everything you do (for example: knit, crochet, embroider, sew, weave). 2. My grandmother can finish making the carpet today. 3. Can you play chess? 4. May you give me your autograph, please? 5. You may buy some stamps, postcards, maps here. 6. I mustn't learn a

foreign language at once. 7. You should pay attention to these coins. 8. You ought to coach your sister in English grammar.

**Task 2. Ask your friend according to the model:**

Model: Ask your friend if he can skate.— Can you skate?

- 1) if he can speak English;
- 2) if he can swim;
- 3) if he could play the violin last year;
- 4) if his friends can play hockey;
- 5) if he can play chess;
- 6) if he could win a competition;
- 7) if she could go to the cinema that day.

**Task 3. Make the sentences negative:**

1. I can take photos. 2. He may be at the stadium now. 3. You must learn sewing. 4. They must have won this game. 5. We were to take part in the competition. 6. She ought to help her in knitting. 7. My sister can make lace. 8. You might be fond of boxing. 9. They may enjoy swimming.

**Task 4. Make the sentences interrogative:**

1. She can play tennis very well. 2. You may spend the evening playing chess. 3. You must learn literature and other subjects. 4. He should pay attention to this postcard. 5. My brother can sing and dance better than me.

**Task 5. Paraphrase the following sentences referring them to the future and to the past:**

1. I can speak German very well. 2. You may watch television and listen to the radio in the evening. 3. You must learn to play a musical instrument. 4. She must bake a cake today. 5. You must learn foreign languages. 6. They should remind her of the excursion. 7. I can play football very well. 8. She can play badminton in the open air.

**Task 6. Fill in the blanks with the modal verbs can, may, must, should, ought:**

1. ... ski very well. 2. ... he play the violin? 3. My sister ... cook very well. 4. You ... visit your friends. 5. She ... see this performance. 6. You ... visit the countryside. 7. You ... learn to play the guitar. 8. You ... watch outdoor sports.

**Task 7. Read, translate and put questions to the text**

A SEA VOYAGE

If you are on holiday and spend it by a sea, it's a pleasure for you to go on a voyage. All you have to do is to book the tickets in advance. Of course, you want a separate cabin for your family, and you ask for a first-class cabin with three berths to be reserved for your family. On the day of your departure all your family come to the quay because the ship you want to take is moored there. The passengers go up the gangway onto the deck; they try to find their cabins. Some cabins are aft, some are forward or amidships. After finding your cabin you are happy to settle down in it. But if you want **to breathe** the sea air and look at the busy traffic of the **harbour**, you may come out on deck. Soon the steamer leaves the port and goes out towards the open sea. It **sails at a high speed**, and if the sea is **rough**, the ship **itches** and **rolls**. There is one thing you've got **to bear in mind** when you are **on board the ship**. Some people **can't stand** travelling by sea because they **get seasick**. And if you have no problems with your health, you will enjoy travelling. You feel the deck of your steamer under your feet; you see the waves rising and falling; you feel fresh sea water **drops** flying and **splashing** in your face; you hear **sea gulls** crying out their song of joy and freedom. Thus if you are a romantic soul by nature you are sure to like it.

Very soon the shore fades from view. In some time the passengers are invited to dine in the restaurant. You enjoy your meals and a splendid view of the open sea.

By the evening the sea grows calmer and you enjoy looking at the beautiful sunset at the sea. It is really worth seeing.

But in some time your ship reaches the place of destination and you are sorry **to go ashore**. You feel healthy and **refreshed**; the voyage was very useful and pleasant.

Finally, in a few weeks' time you get tired of **relaxation** and **become homesick**. **It's not for nothing** that they say "**East or West — home is best.**"

### *The Olympic Games*

The original Games began in ancient Greece in 776 BC. These games were part of a festival held every four years in honour of the god Zeus, at a place called Olympia. The festival included contest that tested the skills of soldiers. Some Olympic sports such as boxing and wrestling, and many of the athletic events, such as throwing the javelin, have a very long history. The modern games, revived in AD 1896, owe a lot to one man, Baron Pierre de Coubertin, who was convinced that sport forms an essential part in an individual's development. He suggested that the Olympic Games, which were discontinued in AD 393, should be restored and he helped to establish the structure of the modern Olympic Movement. He began by selecting a committee. Coubertin wanted the members of this International Olympic Committee to be "trustees" in the Olympic Movement which also includes the International Sports Federations and the National Olympic Committees.

The first Olympics of the modern times were held in 1896 in Athens, Greece.

The Olympic idea means friendship, fraternity and cooperation among the youth of the world. The Olympic Movement proves that real peace can be achieved through sport. Probably the best-known symbol of the Olympic Movement is the five linked rings, which represent the five continents of the world. The Olympic flag itself is white and the rings are in five colours: blue, yellow, black, green and red. Any national flag contains at least one of these six colours.

The Special Olympics - a number of sports events and games arranged for children and adults who have mental or physical problems.

#### **Task 1. Answer the questions:**

1. Where were the first Olympic Games organized?
2. When did the Olympic Games begin?
3. Whose efforts helped to revive the Olympic Games?
4. When and where were the first Olympics of modern times held?
5. What are the main principles of the Olympic Movement?

### **Sports People Play in America**

#### **Task 8. Read, translate and retell the text**

To most Americans, work is a necessary **chore**. According to a recent poll, Americans work longer hours and have 36% less leisure time today than they had 15 years ago, so they value the time away from their jobs. The choice of leisure time activities is enormous, and everybody can find something to enjoy.

Among the most popular leisure time activities are sports of every kind. It is said that the American pastime is baseball, but football, basket-ball, hockey, and, in more recent times, soccer are also very popular activities that Americans enjoy as spectators and/or participants.

Americans spend a lot of time and money on physical activities ranging from **bowling** to skiing. The object of these activities is not only enjoyment. Doctors have found that **vigorous** exercise keeps people feeling healthier and looking better. So Americans are working at maintaining or recapturing their youth and vigor.

In the spring and summer, neighborhood teams organized into leagues to compete in Softball or baseball games, imagining that they are in Yankee Stadium playing for 40,000 cheering fans. In the cooler weather, basket-ball is popular, indoors or outdoors. Boys and young

men also play football, **just for fun**, without the formality of yard markers, goal posts, padding, and officials. (American football is not the same game as European football which, in the United States, is called soccer).

Golf, one of the most popular participation sports, is played all year except when the ground is covered with snow. Since it is a relatively mild form of athletics, it can be played by people of all ages. Doctors highly recommend it for exercise and often practice what they **preach**. Americans joke about not getting sick on a Wednesday (the doctor's traditional day off) because all the doctors are out on the golf course. Although the only equipment needed for golf is a set of clubs, some balls, and tees, the annual expenditure for golf equipment is more than \$ 1 billion!

Another popular sport is **bowling**. It is estimated that 67 million people bowl in the United States. Many bowling leagues (groups of teams that compete against each other) are formed by members of organizations such as churches or charitable groups. Bowling is another game that is not too **strenuous** and can be played with a minimum **investment** in equipment.

Skiing attracts both individuals and families. It is especially popular among young, unmarried people who have the **stamina** and money and who expect to meet other attractive, successful singles on the slopes or in the lounges. Although it requires much more **physical exertion**, is not readily **accessible** to many Americans, and is more expensive than many other sports, about 15 million Americans participate. Those who do not live in mountainous areas can ski at local "mountains" artificially created and covered with **artificial snow**. Skiers with more time and money go to resorts with real mountains in places such as Aspen, Colorado. Many skiers go to Europe to the Alps — the ultimate challenge for serious skiers.

Tennis has become popular as a participation sport. It is played all year, either indoors or out, does not require much equipment, and provides good vigorous exercise. It is also an individual sport which provides plenty of competition at all levels of ability.

Some people get their exercise at health clubs, which have exercise equipment and, in some cases, indoor tennis and racquetball courts. Others join country clubs with golf courses and swimming pools. Those who want **privacy** equip their homes with exercise bicycles, treadmills, and weights to work out in their bedroom or family room. Walking, running, and jogging are also popular ways of keeping the body fit. Many Americans jog a few miles before going to work in the morning, using jogging trails in parks or simply running around the block several times.

## Music is the Universal Language

### Task 9. Read, translate and render in brief.

The new music has achieved a degree of integration of art into everyday life that is probably **unique** in modern societies; to find anything **comparable** one would have to look to Middle Ages or primitive men. Like a **mediaeval** cathedral or the **carving** in a **tribal** village, the art of rock is constantly present as a part of everyday life, not something we admire in a museum or listen to over coffee after dinner and the day's work are done. It is **significant** that nearly everyone who deeply feels the music also **makes an attempt** at playing an instrument and even at composing. For the lover of rock, as for men in earlier times, art is a daily companion **to share** and interpret experience and emotion.

#### Word List:

**unique** — не имеющий равных, единственный в своем роде

**comparable** — сравнимый, заслуживающий сравнения

**mediaeval** — *средневековый*  
**carving** — *идол*  
**tribal** — *племенной*  
**significant** — *многозначительный, выразительный*  
**to make an attempt** — *делать попытку*  
**to share** — *разделять*

### What Rock Music Really Means

"Rock is everywhere", said my 16-year-old-son. Are there any parents who would not agree? It zooms through the house, **throbs** behind closed doors, and we wonder at the hold this deafening music has on our children.

An enormous **percentage** of teenage spending money goes on music. In this country last 2 billion was spent on popular records. Equally astonishing was the sale of guitars: two million of them. My son bought two. The young also rush concerts, 560,000 applied for 20,000 **available** tickets to hear Rolling Stones in New York City's Madison Square Garden. Why do they go in such fantastic numbers?

To understand look into the music itself. It is first of all extraordinary and **creative**. It is absolutely 20-th-century in conception — electronic sounds, distortion, brilliance of improvisation — there are no limits. If the creators are young, do not underestimate them: the best of rock is serious music, intellectual as well as emotional. Classical music is not so far off. Rock composers have made interesting use of European and Indian classical music.

Three things distinguish rock — the relentless beat, the freedom of conception and overpowering volume. This is physical, powerful music. Amplifiers at rock concerts produce a sound intensity which sometimes reaches 120 decibels (a new jet on takeoff must not exceed 108). Why so loud? "Without amplification, the music just doesn't exist", explains a young friend. Together with the pulsing, driving beat, it creates passionate excitement — one wants to move, to dance. Electronics and inspiration produce incredible effects. Small wonder that the listener is carried right into the music.

Rock music is central to the youth culture. The young are unified by it, communicate through it.

Rock is beautiful because it is "sun at dawn, mountains in a storm, rivers, the stars, nature", said a young boy. In other words, it includes everything.

#### Word List:

to throb — *пульсировать*  
percentage — *процент, процентное отношение*  
available — *годный, действительный, имеющий силу*  
creative — *творческий*  
distortion — *искажение*  
underestimate — *недооценивать*  
to distinguish — *различать, отличать*  
amplifier — *усилитель*  
passionate — *страстный, пылкий, горячий*  
incredible — *неправдоподобный, невероятный*

#### Adam Ant

During the past ten years the music world has seen a number of different styles. After the flower power movement of the 1960's came the extravagant glitter rock of the early 70's. This reached its peak in 1974 with singers like Gary Glitter and David Bowie.

1976 saw the emergence in Britain of the punk bands: loud and noisy groups who sang about, and often practised violence. Punks weren't particularly glamorous. With their torn clothes, ugly tattoos and blank expressions they were a strange, almost frightening, sight.

By 1979 the mood had changed. Dismal punk fashions were gone. Their successors, the New Romantics, were a different matter. Wearing bright and unusual clothes, garish make-up and weird hair styles the New Romantics made a refreshing change from the old punks. But they lacked one thing — a central leader. Now they have found him in Adam Ant, lead singer with "Adam and the Ants", Britain's best-known new rock band. Adam Ant was correct in believing that people were tired of punk uniformity and wanted a more glamorous image. He is an admirer of the North American Indians and it was to them that he **turned** for **inspiration**.

#### Word List:

**glitter** — мерцающий, мигающий  
**emergence** — появление  
**punk-bands** — панк-рок  
**violence** — сила, стремительность  
**glamorous** — колдовской, зачаровывающий  
**tattoo** — барабанный бой; татуировка  
**garish** — кричащий, показной  
**inspiration** — вдохновение

#### The Role of Music

Here is another science-fiction **projection** on the role of music. The world changed after some natural **disaster** and the earth became covered by thick fog. Conditions of life changed.

Art, too, changed. The art of objects was gone. Books wouldn't last; and so the memory increased enormously, and men carried their libraries in their heads — a cheaper way and much more convenient. As a result, academic accuracy, the continual quoting of authorities, **disappeared**. A new epic age resulted. Men in the dusk composed, jointly developed great epics, sagas, and choruses, which grew like trees, **generation** after generation. And, as bardic poetry returned, it united again with its brother, music. Wood-winds and strings were ruined by the damp. But stone instruments like those used by the dawn cultures, returned — giving beautiful pure notes. Just as the Arabs had had no plastic art, but instead, a wonderful art of singing **verse**, so the creative power of men swung from eye to ear. Men could hear for miles: their ears grew as keen as a dog's. They **appreciated** intervals of sound which to the old men of the open air would have gone unnoticed. Men lived largely for music and they felt they had made a good exchange when they looked at the last **shreds** of **pictorial art**.

#### Elvis Presley — Story of a Superstar

When Elvis Presley died on August 16, 1977, radio and television programmes all over the world **were interrupted** to give the news of his **death**. President Carter was asked **to declare** a day of national **mourning**. Carter said: "Elvis Presley changed the face of American popular culture... He was **unique** and **irreplaceable**". Eighty thousand people attended his **funeral**. The streets **were jammed** with cars, and Elvis Presley movies were shown on television, and his records were played on the radio all day. In the year after his death, 100 million Presley albums were sold.

Elvis Presley was born on January 8, 1935, in Tupelo, Mississippi. His twin brother, Jesse Garon, died at birth. His parents were very poor and Elvis never had music lessons, but he was

surrounded by music from an early age. His parents were very **religious**, and Elvis regularly sang at **church services**. In 1948, when he was thirteen, his family moved to Memphis, Tennessee. He left school in 1953 and got a job as a truck driver.

In the summer of 1953 Elvis paid \$4 and recorded two songs for his mother's birthday at Sam Phillips's Sun Records studio. Sam Phillips heard Elvis and asked him to record "That's All Right" in July 1954. 20,000 copies were sold, mainly in and around Memphis. He made five more records for Sun, and in July 1955 he met Colonel Tom Parker, who became his manager in November. Parker sold Elvis's contract to RCA Records. Sun Records got \$35,000 and Elvis got \$5,000. With the money he bought a pink Cadillac for his mother. On January 10, 1956, Elvis recorded "Heartbreak Hotel", and a million copies were sold. In the next fourteen months he made another fourteen records, and they were all big hits. In 1956 he also made his first movie in Hollywood.

In March 1958, Elvis had to join the army. When his hair was cut thousands of women cried. He spent the next two years in Germany, where he met Priscilla Beaulieu, who became his wife eight years later on May 1, 1967. In 1960 he left the army and went to Hollywood where he made several movies during the next few years.

By 1968 many people had become tired of Elvis. He hadn't performed live since 1960. But he recorded a new album, "From Elvis in Memphis", and appeared in a TV special. He became popular again, and went to Las Vegas, where he was paid \$750,000 for four weeks. In 1972 his wife left him, and they were divorced in October 1973. He died of a **heart attack**. He had been working too hard and eating and drinking too much for several years. He left all his money to his only daughter, Lisa Marie Presley. She became one of the richest people in the world when she was only nine years old.

#### Word List:

**to interrupt** — *прерывать*

**death** — *смерть, кончина*

**to declare** — *объявлять, заявлять, провозглашать*

**mourning** — *траур*

**unique** — *не имеющий равных, единственный в своем роде*

**irreplaceable** — *незаменимый*

**funeral** — *похороны, похоронная процессия*

**to jam with cars** — *создавать "пробки" на дорогах*

**religious** — *религиозный*

**church service** — *церковная служба*

**heart attack** — *сердечный приступ*

#### Conductors in Great Britain

Out of 13 major orchestras in Britain, only five have an associate conductor as **a trainee**.

**Obviously** the **opportunities** for any hopeful conductor, however **gifted**, to gain **essential** and regular experience are severely limited. The **occasional** post as **a repetiteur** with the Royal Opera or Sadler's Wells companies **occur** only seldom, and a touring conductor for dance has the worst of all worlds in the conditions surrounding his work. A vicious circle is created whereby experience is difficult **to obtain**, and orchestras decline to engage an aspirant because of his lack of experience. I sometimes wonder, however, on what criteria they base their choice of conductors from elsewhere.

A close look at some concert details illustrates the current situation. Out of 182 concerts at the Festival Hall between February 1968 and July this year (1969), given specifically with the aid of funds from Greater London Council and the Art Council, only 16 are or were advertised as



having native British conductors for the programmes. A **survey** limited to the five major symphony orchestras in London, based on their published brochures for the 1968-1969 season beginning last autumn, shows 31 concerts with British conductors out a total of 163. Only when the Proms are **taken into account** does the proportion **significantly** alter. Conductors as such have no professional organization, however. They therefore have no means of suggesting what some of us also know to be true — that a certain proportion of conductors freely engaged from abroad are, to put it kindly, in no way **superior** to some of those **consistently** ignored at home.

#### Word List:

**trainee** — *проходящий подготовку*  
**obviously** — *очевидно, ясно*  
**opportunity** — *удобный случай*  
**gifted** — *одаренный талантом*  
**essential** — *существенный; сущность*  
**occasional** — *случайный*  
**repetiteur** — *репетитор*  
**to** оссиг — *встречаться, находиться, приходить на ум*  
**vicious** — *порочный, ошибочный*  
**to obtain** — *получать, добывать; быть в употреблении*  
**to advertise** — *извещать, помещать публикацию, рекламировать*  
**survey** — *обозрение, просмотр*  
**brochure** — *брошюра*  
**to take into account** — *принимать во внимание, в расчет*  
**significantly** — *многозначительно, выразительно*  
**superior** — *высший, лучший, превосходный*  
**consistently** — *стойко, последовательно*

#### John Lennon

John Lennon **was murdered** just before 11 p.m. on December 8, 1980, outside the Dakota, an apartment building where he lived in New York City. He had just got out of a car and was walking to the entrance when a voice called, "Mr. Lennon." Lennon turned and was shot five times. The **killer** threw his gun down and stood there smiling. "Do you know what you just did?" shouted the doorman. "I just shot John Lennon," the killer replied. Lennon was rushed to the hospital in a police car, but it was too late. The killer was 25 year-old Mark Chapman from Hawaii. Earlier the same evening he had asked Lennon for his autograph. In fact, he had been hanging around outside the apartment building for several days. Chapman was a fan of Lennon and had tried to imitate him in many ways. It is said that he even believed that he was John Lennon.

#### Biographical Notes

**1940** Born in Liverpool, England.

1942 Lennon family deserted by father. Mother leaves. John brought up by aunt.

1956 Forms rock band at school.

1957 Student at Liverpool College of Art.

1958 Mother killed in car accident.

1960 Goes professional as one of "The Beatles" (Lennon, McCartney, Harrison, Best, Sutcliffe). Plays in Hamburg, Germany.

1961 Plays in Hamburg and Liverpool. Sutcliffe (Lennon's best friend) dies of brain tumor. Brain Epstein begins to manage the Beatles.

**1962** Ringo Starr replaces Pete Best as Beatles drummer. Married Cynthia Powell, an art student. Beatles' first record "Love Me Do." First TV appearance.

1963 Three records Number 1 in British Top 20. Incredible popularity. Son Julian born.

1964 First hit record in U.S. "I Want to Hold Your Hand." Two U.S. tenirs. In April, Beatles' records Number 1, 2, 3, 4, and 5 in U.S. Top 20. First movie "A Hard Day's Night". First book.

1965 "Help!" Beatles' second movie. Beatlemania at its height. U.S. tour. Huge audiences in sports stadiums. Beatles receive MBE (special honorary award) from Queen Elizabeth.

1966 Lennon in movie "How I Won the War" — not a musical. Meets Yoko Ono, Japanese avantgarde artist.

1967 "Sergeant Pepper" — Beatles' most famous album. All the Beatles interested in meditation. Manager Brian Epstein found dead from overdose of sleeping pills.

1968 In India with Beatles for meditation. Beatles' company, "Apple", founded. Lennon art exhibit "You Are Here." Lennon divorced by wife.

1969 Beatles' movie "Let It Be". Rumors of quarrels about money. Talk of Beatles breaking up. Beatles' last public performance on roof of Apple Building. Lennon and Yoko marry. He 29, she 39. Lennon still recording with Beatles but some work solo.

1970 McCartney leaves Beatles. Others start solo careers.

1971 Lennon's album "Imagine" — most successful album. Lennon and Yoko Ono in New York one-room studio apartment.

1972 Charity concerts.

1973 Lennon and Yoko Ono separate. Lennon in Los Angeles. Lennon ordered to leave U.S. — protests and appeals.

1974 Drinking problems — still fighting deportation.

1975 Lennon and Yoko Ono together again in New York. Permission to stay in U.S. Son Sean born October 9 (Lennon's birthday).

1976 Retires from public life. Extensive travel. Business affairs managed by Yoko Ono.

1976 Full-time father. Very close relationship with son. Owns seven apartments in same building — one for cold storage of fur coats.

**1980** First record in six years. Album "Double Fantasy." Single "Starting Over." Good reviews from critics. Many said it was "a new beginning." Dec.8 Lennon murdered. Massive media coverage. TV and radio programmes interrupted to give news. Record companies on overtime to meet demand for records.

**1981** Three records in Top 20 charts: "(Just Like) Starting Over," "Imagine", and "Woman."

**1984** Lennon's last album, "Milk and **Honey**" released. "Nobody Told Me" reaches Top 20.

### Word List:

**to be murdered** — *быть убитым*

**killer** — *убийца*

**permission** — *разрешение*

**honey** — *мед*

### EXERCISE I

*Answer the following questions:*

1. What kind of music do you prefer to listen to?
2. Are you fond of music? Why?

3. Which composer do you like best? Can you say anything about your favourite composer?
4. Which is the largest concert hall in Kyiv (Moscow; in the town where you live)? Describe it, please.
5. Which recitals do you generally attend? Why?
6. When did you attend a pianoforte recital last? Who gave it? What is your impression of the pianist?
7. Do you like classical music?
8. Would you name the prize-winners of the first Tchaikovsky Contest for pianists, please?
9. Have you heard Shostakovich's Seventh Symphony on the wireless or in the Concert-Hall? Who(m) is it dedicated to?
10. What is your favourite singer (musician, composer, pianist, violinist, guitarist)?
11. Which music do you prefer: classical or contemporary (modern)?
12. Do you enjoy Ukrainian folk music? Why?
13. What is your opinion of jazz (dance music, chamber music, symphonic music, instrumental music)?
14. What role does music play in our life?

**EXERCISE II** (based on the topic "Music")

Fill in the missing words.

1. Many books have been written on the mysteries of \_\_\_\_\_ form, yet few make it clear that form is not a \_\_\_\_\_ into which the composer pours his music, but a \_\_\_\_\_ process of presenting those ideas most effectively.
2. It is the business of the \_\_\_\_\_ to choose a suitable form for the movement of his composition and if he knows his job, the \_\_\_\_\_ will be there.
3. "Music is a \_\_\_\_\_ and I have endeavoured to vest my symphony with those feelings which \_\_\_\_\_ our people.
4. When the audience heard the inspiring first performance of Shostakovich's Seventh \_\_\_\_\_, they followed the composer's \_\_\_\_\_ of musical thought which he embodied in his work.
5. The \_\_\_\_\_ life in our country is not limited to the activities of composers alone.
6. Our singers and \_\_\_\_\_, pianists and \_\_\_\_\_ make concert tours of our country and abroad.
7. The traditions \_\_\_\_\_ by Glinka were brilliantly developed by Dargomyzsky, Rubinstein, Balakirev, Mussorgsky, Rimsky-Korsakov.
8. It was Tchaikovsky who wrote music that changed the \_\_\_\_\_ art.
9. Ukraine has given the world a lot of brilliant \_\_\_\_\_ and
10. Ukrainian \_\_\_\_\_ are warmly received in many countries.
11. Ukraine takes an active part in the world \_\_\_\_\_ process.
12. Everyone finds something of individual \_\_\_\_\_ and charm in its \_\_\_\_\_ concerts.

***The Musician***

*Ever since it was the musical theme in the film "The Sting" there are few people who have not tapped their feet to the hit piano tune, "The Entertainer"—the most famous composition of the American musician, Scott Joplin.*

Scott was born in Texas in 1868, into a poor but musical black family. His father, who was a freed slave, played the violin, and his mother played the banjo and sang. Scott played the violin and bugle but his favourite instrument was his neighbour's piano. His father worked extra hours

to buy him a battered old grand piano, and soon Scott was playing by ear negro tunes, blues, and spirituals. Music flowed naturally from his fingers, and he quickly became the talk of the town.

Scott didn't learn to read music until he was 11, when an old German music teacher spotted his talent and gave him free, formal piano lessons. He learned to play the works of such composers as Bach, Beethoven, and Mozart as well as his improvised music. Thus when he started to write music, his tunes were a wonderful mixture of classical European and African beat. This unique style was known as Ragtime, and was played everywhere in the USA in the early 1900s by both black and white musicians.

In 1882, when Scott was 14, his mother died and he left home to seek his fortune in St. Louis. In the 1880s, St. Louis was noisy and bustling with life. The waterfront of the

Mississippi River was full of gangsters, gamblers, and sailors. The sound of music was everywhere—black, white and mixed. The hot steamy nights were filled with blues, working songs, banjos, and honky tonk pianos. Scott was soon playing Ragtime piano in cheap bars on the waterfront. This was a rough, tough area of the city where arguments over girls, whisky, and money were settled with fists and guns. Scott grew up very fast and his musical talent continued to develop. All in all he wrote about piano rags.

Scott Joplin died in 1917. Today he is the undisputed King of Ragtime, thanks to his natural ability, his unusual musical education, and the popularity of the film, *The Sting*.

**TASK 1.** Spot and correct the spelling mistakes in the sentences given below.

1. In big cities it is often impossible to escape from music coming from cafes, restaurants, pubs and apartment houses.
2. Resent research has shown that the appreciation of music does not only depend on individual tastes.
3. Classical music often helps people to feel relaxed and peaceful.
4. Soothing music can put you to sleep better than slipping pills.
5. Bach's music is believed to have acceptonally high energy.
6. Some kinds of modern music, like for example, heavy metall, may cause plants to dye.
7. Many people enjoy huming different tunes while doing some physical work like cleaning windows or watching clothers.
8. Prayer music is said to produce heeling effect by releaving pain.

**TASK 2. Choose the best option to complete each sentence.**

1. John Jeavous, the \_\_\_\_\_, wrote the theme music to many films.  
a) conductor                      b) musician                      c) composer
2. Paul McCartney and John Lennon were superb \_\_\_\_\_ whose songs are still popular more than 40 years later.  
a) song writers                      b) musicians                      c) composers
3. The band sent their demo tape to a \_\_\_\_\_ to find out his opinion about their performance and perspectives of their new album.  
a) conductor                      b) record producer                      c) composer
4. There are always a lot of \_\_\_\_\_ on the streets of London, playing songs and begging for money.  
a) conductors                      b) musicians                      c) bunkers
5. The only performer on the stage besides the orchestra was the \_\_\_\_\_ Luchano Pavarotti.  
a) lead singer                      b) soloist                      c) conductor
6. During the rehearsal, the \_\_\_\_\_ shouted at the orchestra because they were not following his lead properly.  
a) lead singer                      b) soloist                      c) conductor

7. The lead singers sing the main tune, while the \_\_\_\_\_ accompany them for the chorus.  
 a) bunkers                      b) soloists                      c) backing singers
8. I have always wanted to be a \_\_\_\_\_ and have learned to play several instruments.  
 a) lead singer                      b) musician                      c) conductor
9. The band «Get This» broke up when their \_\_\_\_\_ left because none of the others had a good enough voice.  
 a) lead singer                      b) soloist                      c) conductor

## Модуль 4

### PLACE OF RESIDENCE

#### TASK 1. Fill in the missing vowels in the words of the sentences given below.

1. Before Kharkiv became a big city it used to be a small town and even a little settlement founded by Cozaks on the confluence of three rivers.
2. Kharkiv region covers quite a big territory and includes several districts.
3. A large important city, often the capital city of the country is also called metropolis.
4. Ukraine used to be one of the provinces of tsarist Russia; it was even called 'Malorossia' which means 'Small Russia'.
5. People who live in the suburbs of London or other big cities of Britain and travel into a city to work each day are called commuters.
6. In many cultures the parts of a town or city that are farthest from the centre are called outskirts which means the bottom of a skirt. In Ukrainian culture they are called Podol.
7. Many residential areas like Saltovka in Kharkiv or Darnitsa in Kyiv are often called 'bedroom districts' or 'dormitories' as there are mostly permanent houses and no industry there.
8. underground crossings are often built in places with very heavy traffic to help people safely cross the street.
9. The house I live in, has recently changed for the better. We now have new street lamps, small parks surrounded by hedgerows with benches for elderly people to have a rest on.

#### TASK 2. Sort out the words given below into the corresponding columns according to the stressed syllable. The first word has been done for you. Practise reading these words.

<u>First syllable</u>	<u>Second syllable</u>	<u>Two stresses</u>
1. territory	11. province	21. employment
2. to separate	12. unpolluted	22. unemployed
3. separate (adj)	13. convenient	23. loneliness
4. to protest	14. environment	24. electricity
5. protest (n)	15. estate	25. citizen
6. a suburb	16. area	26. domestic
7. permanent	17. apartment	27. council
8. underground (n)	18. uneventful	28. anonymity
9. surrounded	19. to socialize (/)	29. underground (adj)
10. metropolis	20. entertainment	

#### TASK 3. Match the adjectives with the nouns they define. There may be more than one variant.

- |                   |                  |
|-------------------|------------------|
| 1. multi-storeyed | a) animals       |
| 2. underground    | b) cats and dogs |
| 3. industrial     | c) jams          |

- |                |                |
|----------------|----------------|
| 4. picture     | d) environment |
| 5. flowers     | e) districts   |
| 6. residential | f) areas       |
| 7. unpolluted  | g) galleries   |
| 8. domestic    | h) houses      |
| 9. stray       | i) bus service |
| 10. pure       | j) beds        |
| 11. traffic    | k) crossings   |
| 12. bedroom    | l) gardens     |
| 13. vegetable  | m) water       |
| 14. convenient | n) estates     |

**TASK 4. You are going to make a comparison of several places.  
Read the texts about two suburbs of a big British city.**

### Portland

Portland is a new suburb three miles, east of Bristol with a population of about 25,000. It is a well-planned modern suburb of the eighties. As well as the essential services, such as a shopping centre, a post office, several banks, schools and a free bus service, there is also a library, a swimming pool, a sports complex and a cinema. There are also some good pubs and restaurants. There is something for everybody: plenty of facilities and plenty of open spaces.

### Sutton

Sutton may be called a suburb of the past as it is a typical example of a post-war, badly-planned place. It is situated to the north of Bristol and has a population of about 19,000. For its large population, the essential services, cultural, entertaining and sports facilities of Sutton are very poor. Except for a few shops, a bank, a post office and a school, there are no other services. There is nothing for people to do in their spare time as there is no library, no swimming pool, no cinema, no parks or playgrounds for the children. There are no places to eat out and there are even no Ladies' or Gents' public conveniences in Sutton!

### Problems in the Big City

Leaving behind friends and family, many young people \_\_\_\_\_ (1) their hometown to search for work in the big city. But the dream of a new life often \_\_\_\_\_ (2) out to be a nightmare. Jobs are difficult to find and friends are scarce when your \_\_\_\_\_ (3) runs out.

Thousands of teenagers end \_\_\_\_\_ (4) living in cheap hostels or illegal squats. These squats are empty houses which are \_\_\_\_\_ (5) privately owned or council-owned. The windows are often boarded up and the electricity is usually cut \_\_\_\_\_ (6). Some of squatters do the place up and keep it in good condition. In \_\_\_\_\_ (7) squats, however, people sleep on mattresses on the floor and rely on candles for the light. Those \_\_\_\_\_ (8) are lucky enough to find work will probably labour long hours for low wages. The work is often physically \_\_\_\_\_ (9) and may even be dangerous. In addition to the problems of employment and accommodation, many young people \_\_\_\_\_ (10) loneliness in the anonymity of the city.

- |               |              |            |              |
|---------------|--------------|------------|--------------|
| 1. A. depart  | B. leave     | C. go      | D. escape    |
| 2. A. turns   | B. becomes   | C. happens | D. gets      |
| 3. A. fortune | B. fate      | C. luck    | D. happiness |
| 4. A. up      | B. off       | C. out.    | D. in        |
| 5. A. neither | B. both      | C. or      | D. either    |
| 6. A. out     | B. in        | C. up      | D. off       |
| 7. A. another | B. different | C. other   | D. the other |

- |                    |               |                    |                          |
|--------------------|---------------|--------------------|--------------------------|
| 8. A. that         | B. who        | C. which           | D. whose                 |
| 9. A. tiring       | B. tired      | C. tiresome        | D. tiredly               |
| 10. A. experienced | B. experience | C. have experience | D. have been experienced |

*(Questions)*

1. The newspaper article you have just read shows the situation with young people in Great Britain. What do you think can be said about the seekers of a better life in Ukraine?
2. What things in the city do you think attract young people from small towns or villages?
3. Do you think it is better to be a small fish in a big pond or a big fish in a small pond? How is it connected with the newspaper article you've just read?

**TASK 6. Read the text below and look carefully at each line.**

STEP 1. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick ( ✓ ) next to this line. If a line has a word which should not be there, underline this word.

Dear Sir,

0. As one of your most regular readers, I have always admired your policy of
00. supporting the problems of the ordinary citizens of London. I hope, therefore,
1. that you will find space to publish this letter. I live in a tower block in the East
2. End of London, situated between two enough busy streets with a street market
3. along its third side. Naturally we suffer from traffic noise, dirt and petrol fumes.
4. However, behind us we have had an open green space with shady trees which
5. provides us with a quiet, pleasant place where we can to enjoy our leisure hours.
6. Most of us are pensioners and there are very few children on the estate.
7. Our local council recently was proposed to make use of this site as a temporary
8. play centre for about 100 children. Although all the residents too strongly
9. protested against this plan, the council have totally ignored us and have already
10. started uprooting of our trees and grass, in spite of the fact that there is a disused
11. school and playground within 100 metres which would suit for their purpose
12. equally well. I would be glad to hear from the other readers who have had similar
13. problems and might be able to advise to us on what action we should now take.

Answer the questions given below.

1. Do people in the big cities of Ukraine have the same problems as the author of the letter?
2. Where did your friends and you play when you were younger? Did your neighbours complain of the noise you made?
3. Children need places to play, teenagers need places to get together, elderly people need places to rest. How can this problem be solved in your opinion?

**TASK 7.** Fill in the gaps in the text with one word that suits best and read about an opinion of a person who enjoys living in the country. Then answer the questions given after the text.

**My Choice**

When people are asked why they choose to live in big cities, most of them usually talk about the variety of \_\_\_\_\_ (1) to be enjoyed there. But I wonder how many of them actually feel \_\_\_\_\_ (2) going to the theatre or a concert after a hard day in the office and a crowded ride \_\_\_\_\_ (3) on the underground. And how many of them \_\_\_\_\_ (4) the famous galleries and museums in their cities other than when they're caught in the rain \_\_\_\_\_ (5) an umbrella?

Meanwhile, those tourists who make shopping and travel in the \_\_\_\_\_(6) of town so difficult in the summer months, are visiting the \_\_\_\_\_ (7) which the inhabitants are so \_\_\_\_\_(8) of, but don't quite have the time to see. It was only after moving to the \_\_\_\_\_ (9) that I realised how to enjoy my free time. Living there made me aware that legs are not \_\_\_\_\_(10) simply to get you to the front door of your car! Evenings are filled with a little more than a leisurely \_\_\_\_\_ (11) with friends who'd rather talk about discotheques than anything else. Of course, there are days when I'm tempted by the entertainment \_\_\_\_\_(12) of the national newspaper to go up to town, but when you have to take the dog for a \_\_\_\_\_(13) across the fields, talk to the postman, and see the amateur dramatic society's latest production, you're far busier to \_\_\_\_\_(14) the time!

(Questions)

1. Why do you think most inhabitants of big cities seldom visit its places of interest?
2. How often do you visit the sights of the place you live in?
3. How, in your opinion, can people living in the country and a big city enjoy their free time?
4. What can tempt you to go out in the evening after a hard day?
5. What is your favourite kind of entertainment in the place you live?

**TASK 8. Complete the sentences given below in writing from your own perspective**

1. Though I live in the city (country) I ...
2. For me the life in the city (country) is interesting because ...
3. What I don't like about my life in the city (country) is ...
4. What I enjoy most of all about my life in the city (country) is ...
5. If I could change my place of living I would move to ...
6. Though people in the city (country) are more ... I ...
7. I see more advantages than disadvantages of living ...
8. Though there are some disadvantages of living in the city (country) I ...
9. The proverb "There is no place like home" I understand in the following way...

**TASK 9. Scan the texts given below quickly and find out:**

**Which of the following advantages of living in the city David does not mention!**

1. In the city people can keep themselves for themselves.
2. It's easy to make friends.
3. There are more opportunities to get a better education.
4. There are more interesting places to go.
5. One can have access to more information.
6. There is a great variety of cultural entertainm

DAVID: Personally I much prefer to live in a city. What I like about it is that first of all it's anonymous. You can be who you want to be, you can do what you want to do, you can live the way you want to do without anybody getting very upset about it, whereas in the country everybody knows you and everybody expects you to live in a certain way, they want you to do things their way and they don't like it if you want to do it in a different way. So I like that anonymity, I find that quite liberating, and I think a lot of people feel the same way about it.

I also find the city an easier place to make friends in. You have a much wider range of people to choose from to be friends with, it's much easier to be accepted, there are so many different types of people here that there's always somebody who's going to like you or who you will like. Whereas in the country there tends to be a narrower range of people that you can be friends with, and everybody tends to be more of the same type of person.

Another reason why I like living in the city is because there's so much going on. Particularly in London you have access to a huge range of concerts, of different types of music - pop, classical,



jazz, rock — whatever you're looking for. There are a lot of theatres and cinemas, art galleries, museums and libraries — a very wide range of things to do culturally here.

**Which of the things mentioned below Barbara *doesn't* like.**

- |   |                                  |
|---|----------------------------------|
| 1. dirt and pollution                     | 7. paying rent                   |
| 2. washing her hair                       | 8. expensive food                |
| 3. waiting for hours for public transport | 9. unhealthy life                |
| 4. using the underground                  | 10. unfriendly people            |
| 5. staying in clubs till late at night    | 11. indifference of other people |
| 6. high prices                            |                                  |

BARBARA: I prefer living outside London, in the country because I don't like the dirt, I don't like the pollution, I'm fed up with washing my hair every day because it gets dirty very quickly, and I don't like the public transport. I get fed up with waiting for buses that never come or when they do come they come in threes or fours. The underground is not too bad but it closes too early, at about midnight or after midnight, and that's no good if you want to go out and stay in clubs till about two in the morning.

Besides living in London is very expensive. Rents are phenomenal, they are really incredibly expensive. It's ridiculous what you can pay just for a room in London. Transport's also very expensive. The underground has a ridiculous price compared with other European countries. I don't think the food is necessarily so expensive. I wouldn't say it's more expensive than in other countries, or in other cities in England. I think mainly it's the transport and the accommodation that really makes life very difficult.

I quite like the idea of the fresh air, the green fields, the animals, the cows, the birds. I think it is rather a healthy life as opposed to a rather unhealthy existence in the city, but I'm afraid I'd probably miss the stimulus of city life, I'd probably get very bored if I lived in the country all the time or if I lived in a place that was a long way from a city. If I lived somewhere that was within easy reach of the city then probably I'd be quite happy living in the country, I think.

I suppose the quality of life is overall better in the country actually. I think people are much nicer to each other in the country. I think there you somehow have a happier and a more relaxed lifestyle. People are much friendlier, they talk to you. They certainly don't do that in London, they're certainly not even interested in you in London. Yes, I definitely think people have a nicer life in the country.

**TASK 10. Write a description of the place you live in. Use the guiding questions below to help you do it. Think how to logically arrange them in your composition.**

- What is there to do in summer/winter in the place where you live?
- Are the transport facilities in the place you live in reliable? Why? Why not?
- What are the famous buildings and places to visit in your city/town/village?
- What is the geographical location of the place you live in?
- What do you personally like about the place you live in?
- How big is the population of your city/town/village and what are the main kinds of employment?
- What historical events connected with the place you live in do you know?
- What do people generally do in the evening and at weekends in the place you live in?
- What is the surrounding area famous for?
- Are the shopping facilities in the place you live in good/bad/satisfactory?
- What are the people like in the place you live in?
- What entertainment and sports facilities would you recommend to the guests of your city/town/village?
- How long have you lived in your city/town/village?

**Living in the city**

Living in a city has both advantages and disadvantages. On the plus side, it is often easier to find work, and there is usually a choice of public transport, so you don't need to own a car. Also, there are a lot of interesting things to do and places to see. For example, you can eat in good restaurants, visit museums, and go to the theatre and to concerts. What is more, when you want to relax, you can usually find a park where you can feed the ducks or just sit on a park bench and read a book. All in all, city life is full of bustle and variety and you need never feel bored.

However, for every plus there is a minus. For one thing, you might have a job, but unless it is very well-paid, you will not be able to afford many of the things that there are to do, because living in a city is often very expensive. It is particularly difficult to find good, cheap accommodation. What is more, public transport is sometimes crowded and dirty, particularly in the rush hour, and even the parks can become very crowded, especially on Sundays when it seems that every city-dweller is looking for some open space and green grass. Last of all, despite all the crowds, it is still possible to feel very lonely in a city.

In conclusion, I think that city life can be particularly appealing to young people, who like the excitement of the city and don't mind the noise and pollution. However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside.

- Write rough notes about the pros and cons of living in the country. Compare them with your partner.
- Write three paragraphs called 'The Pros and Cons of Living in the Country'. In the conclusion give your own opinion. Write about 250 words.

## Перелік розмовних тем для вивчення лексичних одиниць

### *Модуль 3*

1. Leisure Time Occupation.
2. Hobbies. Pastime. Doing Crafts.
3. Free Time Activity. Entertainment.
4. Places to Go. Active and Passive Rest.
5. Outdoor Recreation. Going in for Sports.
6. Travelling. Means of Transport.
7. Basic Transport. Public Transport. Traffic Signs.
8. Travelling by Air\ Train\ Sea.
9. Travel Agencies. Booking a Holiday. Accommodation. Facilities.
10. Tourism. Types of Tourism.
11. Travelling by Car\ on Foot. Survival for Hikers.
12. Sports and Games.
13. Winter and Water Sports.
14. Individual Sports. Team Sports. Sports Equipment.
15. History of the Olympic Games. The First Olympic Games
16. Sport in Great Britain\the USA\Ukraine.
17. Music. My Favourite Singer or Band. Story of a Superstar.
18. Cinema. Film Industry.
19. Cinema Actors and Workers. A Story of a Movie Star.
20. Hollywood. My Favourite Actor or Actress.

### *Модуль 4*

1. Cities and Towns. Finding the Way.
2. Downtown. City Streets. An Intersection.
3. Living in the City. Pros and Cons. Busy Rush Hours.
4. Public Safety. Crime Rate.
5. Living in the Country. Pros and Cons. Commuting to the City
6. Capital Cities: London. Historical and Cultural Heritage. Sightseeing. Industry. Investment Action. Tourism and Recreation.
7. Capital Cities: Washington. Historical and Cultural Heritage. Sightseeing. Industry. Investment Action. Tourism and Recreation.
8. Capital Cities: Kyiv. Historical and Cultural Heritage. Sightseeing. Industry. Investment Action. Tourism and Recreation.
10. Customs and Traditions in Great Britain\the USA\Ukraine.
11. Origin of National Festivals. Ways of Celebrations.
12. The Significance of Observing the Traditions.
13. Ways of Life in Great Britain\the USA\Ukraine. Common Features and Differences.
14. Traditional Holidays in Great Britain\the USA\Ukraine.
15. Public Holidays. Religious Holidays.
16. Medicine. Illnesses.
17. Doctors. Seeing the Doctor.
18. Health Care in Great Britain\the USA\Ukraine. Health Problems.
19. At the Chemist's Shop.
20. Fitness. Leading a Healthy Lifestyle.
21. Smoking and Health. Harmful Habits.

## Критерії оцінювання самостійної роботи студентів

СРС оцінюється в межах комплексної оцінки знань, виходячи із видів роботи та критеріїв оцінювання з урахуванням особливостей навчальної дисципліни, обсягу годин, що відведені навчальним планом.

Система оцінювання самостійної (індивідуальної) роботи. Самостійна (індивідуальна) студентів, яка передбачена в темі поряд з аудиторною, оцінюється під час поточного контролю теми на відповідному занятті.

Критеріями оцінювання можуть бути:

- при усних відповідях: повнота розкриття питання, логіка викладання, культура мови, емоційність та переконаність, використання основної та додаткової літератури (підручників, навчальних посібників, журналів, періодичних видань тощо), аналітичні міркування, вміння робити порівняння, висновки;

- при виконанні письмових завдань: повнота розкриття питання, цілісність, системність, логічна послідовність, вміння формулювати висновки, акуратність оформлення письмової роботи, підготовка матеріалу за допомогою комп'ютерної техніки та інших технічних засобів.

Для визначення ступеня засвоєння навчального матеріалу та подальшого його оцінювання враховуються такі рівні знань студентів:

1-й рівень – низький. Студент володіє навчальним матеріалом на репродуктивному рівні або володіє частиною навчального матеріалу. Відповідь при відтворенні навчального матеріалу – елементарна, фрагментарна, зумовлюється початковими уявленнями про предмет вивчення;

2-й рівень – середній. Студент володіє повним обсягом навчального матеріалу, здатний його аналізувати, але не має достатніх знань для формулювання висновків. Відтворюється основний навчальний матеріал, виконуються завдання за зразком, володіння елементарними вміннями навчальної діяльності.

3-й рівень – достатній. Студент вільно володіє навчальним матеріалом на підставі вивченої основної та додаткової літератури, аргументовано висловлює свої думки, проявляє творчий підхід до виконання індивідуальних та колективних завдань при самостійній роботі.

Знання істотних ознак понять, явищ, закономірностей, зв'язків між ними, самостійне застосування знань в стандартних ситуаціях, володіння розумовими операціями (аналізом, абстрагуванням, узагальненням), вміння робити висновки, виправляти допущені помилки. Відповідь студента повна, правильна, логічна, обґрунтована та без власних суджень. Студент здатен самостійно здійснювати основні види навчальної діяльності.

4-й рівень – високий. Знання глибокі, міцні, узагальнені, системні та творчо застосовуються. Навчальна діяльність має науково-дослідницький характер, позначена вмінням самостійно оцінювати різноманітні проблемні ситуації, шукати шляхи їх вирішення, виявляти і захищати свою особисту позицію.

## Рекомендована література

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### **Інформаційні ресурси**

Веб сторінка МДУ: [www.msu.edu.ua](http://www.msu.edu.ua)

Мукачівська міська бібліотека: <http://www.muklib.mk.uz.ua>

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Навчально-методичне видання

## **Практика усного та писемного мовлення**

Комплекс завдань для самостійної роботи

Укладачі: Н.В. Мартин, І. З. Бопко

Тираж 10 пр.

Свідоцтво про внесення суб'єкта видавничої справи до  
Державного реєстру видавців, виготовлювачів і розповсюджувачів  
видавничої продукції ДК № 4916 від 16.06.2015 р.

Редакційно-видавничий відділ МДУ,  
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