

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА  
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Учреждение образования  
«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ  
АГРАРНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Кафедра иностранных языков № 1

## АНГЛИЙСКИЙ ЯЗЫК

**Социально-бытовое общение.  
Социокультурный портрет молодежи**

*Учебно-методическое пособие  
для студентов технических специальностей*

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## «СОЦИАЛЬНО-БЫТОВОЕ ОБЩЕНИЕ. СОЦИОКУЛЬТУРНЫЙ ПОРТРЕТ МОЛОДЕЖИ»

СОЦИАЛЬНО-БЫТОВОЕ ОБЩЕНИЕ	СОЦИОКУЛЬТУРНЫЙ ПОРТРЕТ МОЛОДЕЖИ
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Данное пособие разработано в соответствии с требованиями типовой учебной программы на основе технологии модульного обучения. Пособие состоит из двух частей. Содержание первого модуля - «Социально-бытовое общение» - включает личностные характеристики обучающихся, коммуникативно-поведенческие стереотипы в ситуациях бытового общения (вокзал, магазин, кафе, поликлиника).

Первый раздел учебного пособия включает тематический словарь, диалоги, упражнения. Диалоги базируются на лексическом материале, изученном в школе, к которому добавляются и новые лексические единицы, доступные для понимания в контексте и расширяющие словарный запас обучающихся. Система упражнений предполагает интенсивное обучение речевым образцам в результате их повторяемости в различных микроситуациях, их коммуникативной направленности и мотивированного использования в процессе речевого обучения.

В результате изучения модуля «Социально-бытовое общение» студент должен уметь:

- продуцировать развернутое подготовленное и неподготовленное высказывание по проблемам социокультурного общения;
- вступать в контакт с собеседником, поддерживать и завершать беседу, используя адекватные речевые формулы и правила речевого этикета;
- сочетать диалогическую и монологическую формы речи.

Второй раздел - «Социокультурный портрет молодежи» - знакомит с социокультурными проблемами молодежи стран изучаемого языка и включает тематический словарь, текст, а также упражнения, направленные на изучение лексического материала по теме и формирования коммуникативной компетенции студентов. В ходе изучения модуля студенты должны изучить основные фонетические, лексические и грамматические правила общения на иностранном языке и научиться применять данные навыки для поддержания беседы с носителями языка. Обучающимся необходимо будет применить и усовершенствовать навыки пользования словарями для перевода текстов социокультурной направленности и для выполнения лексических упражнений.

**ЧАСТЬ 1**  
**Социально-бытовое общение**

**UNIT 1. INTRODUCTIONS, MEETING PEOPLE.**  
**FAMILY**

**USEFUL WORDS AND PHRASES**

husband / wife (n)	муж/жена
mother-in-law/father-in-law (n)	свекровь (теща)/свекор (тесть)
daughter-in-law (n)	невестка
son-in-law (n)	зять
to be related to smb (v)	быть в родственных отношениях
distant relative (n)	дальний родственник
parents (n)	родители
ancestors (n)	предки
grandparents (n)	бабушка и дедушка
grandchildren (n)	внуки
aunt / uncle (n)	тетя / дядя
cousin (n)	двоюродный брат
nephew / niece (n)	племянник / племянница
the only child (n)	единственный ребенок
a baby (n)	новорожденный
a kid (n)	ребенок (до года)
a toddler (n)	ребенок (от 1 до 3 лет)
a grown-up (n)	взрослый
senior / junior (adj)	старший / младший
take after (v)	пойти в кого-либо
resemble (adj)	быть похожим
inherit smth (v)	унаследовать
the talent passed on him	он унаследовал талант
be married (v)	быть замужем
get married (v)	выйти замуж
divorce (v)	развестись
<b>PHRASES</b>	
Just the contrary	Совсем наоборот
If you don't mind	Если вы не возражаете
I haven't seen you for ages	Я не видел тебя сто лет
To be always at hand to advice and support	Быть всегда готовым дать совет и оказать поддержку

**I. Read the dialogue and do exercises which follow it.**

- Excuse me. Are you Peter Ivanov?
- Yes, what's wrong? Oh, Ivan, aren't you! Hi, old chap! Haven't seen you for ages! How are you? Where are you?
- I'm OK. I live and work in Minsk. I'm married. I have two children. Daughter is twelve, and son is fifteen. Now we are going to my parents to Slonim. My wife and children have gone to buy something for travel. And I'm waiting for them. Nice to meet you!
- Well, how did you manage to get in Minsk? As far as I remember, you had to go to Brest after graduation. You are not a minsker as I know.
- That's right. For three years I was an engineer at the "Savushkin Produkt" company. And there I met my wife. She was a probationer there. Irina is a minsker. Then, we moved in Minsk, and lived with her parents for ten years in a four-room flat. Since last year, we have lived in our own flat in a new district.
- Oh, I can only imagine what it means to live with parents.
- Just the contrary, my parents-in-law are very nice people. Both of them are tutors at the university. They never interfere in our life. They are always at hand to advise and support. You know, we try to spend holidays together. Our children adore them and like to stay at their place on weekends.
- Well, you are lucky.
- And now let's talk about you. What are you and where are you?
- Everything is all right with me. I'm the manager of my own building company.
- Are you married?
- No. I'm only going to in August.
- Glad to hear. Oh, here are my wife and children. Let me introduce them. This is Irina, Misha and Sveta. And this is my group-mate, Peter.
- Glad to meet you.
- Well, give me your telephone number, if you don't mind. I'll be glad to meet you again.
- Certainly. With great pleasure.
- Oh, It's high time. Our train is leaving in ten minutes. Good-bye, old friend. I'm sure to phone you.
- Good-bye. Eager to hear from you soon. And I invite you to my wedding.

– Thanks a lot. Good luck. I hope to see you soon.

### Developing Speech Habits

#### II. Match the correct response according to the text from those in the right-hand column.

- |   |  |
|---|--|
| 1. How did you manage to get in Minsk?                        | a) I'm the manager of my own building company.                             |
| 2. Are you married?   | b) Of course, not. I'll be glad to meet you again.                         |
| 3. What are you and where are you?                            | c) Just the contrary, my parents-in-law are very nice people.              |
| 4. Well, give me your telephone number, if you don't mind.    | d) No. I'm only going to in August.  |
| 5. Oh, I can only imagine what it means to live with parents. | e) Irina is a minsker. Then, we moved in Minsk, and lived with her parents |

#### III. Make up similar conversations using the words given in the brackets:

- a) What's your name, please?  
– My name is John Brown. (Andrei Petrov, Michael Klimov Yuri Mikhaylov, etc).
- b) What's your occupation?  
– I'm an engineer. (teacher, lawyer, research worker, post-graduate, etc).
- c) Where do you work?  
– I work at a physics research of Cambridge University. (Minsk Computer Engineering Firm, Chemical Laboratory of Belarussian University, etc.)
- d) Where are you from?  
– I'm from Brest. (Minsk, London, Poland, Belarus, etc.)
- e) How old are you?  
– I'm twenty-four. (your father, your sister, your aunt, etc.)

- f) What does your father do?  
– He is a doctor. (your mother, your uncle, your elder brother; teacher, student, driver, etc.)
- g) Are you related to Mrs. White?  
– She is my aunt. (Mr. Green, Peter, Olga, Mrs. Rayburn; my father-in-law, my cousin, my sister, my grandmother).

#### IV. Working in pairs make up a short dialogue using the following variations.

- |                                 |   |
|---------------------------------|---|
| 1. – Hello, Nick, here you are! | Glad to meet you!<br>I'm glad we have met.<br>Nice to see you.<br>It's good to see you again. |
| – Cheerio! Glad to see you too. |   |
| 2.—How do you do, Mr. West?     | Pleased to meet you!<br>Glad to meet you<br>Haven't seen you for ages!                        |
| – How do you do, Peter?         |   |
| 3.—Nora, meet my friend Jack.   | father<br>fellow student<br>brother<br>wife   |
| –How do you do, Jack?           |   |

#### V. Supply the omitted questions or answers to the following dialogues.

1.  
A: Have you a large family?  
B: \_\_\_\_\_  
A: You have a lot of relatives, don't you?  
B: \_\_\_\_\_  
A: Are you married?  
B: \_\_\_\_\_

2.  
A: \_\_\_\_\_ ?  
B: I was born in the town of Lida.  
A: \_\_\_\_\_ ?  
B: No, I live alone  
A: \_\_\_\_\_ ?  
B: They are retired  
A: \_\_\_\_\_ ?  
B: Yes, I have an elder sister.

3.  
A: Are you related to Helen?  
B: \_\_\_\_\_  
A: \_\_\_\_\_ ?  
B: Really? I'd never guess that she was over 40. I thought that she was no older than 30.

**VI. Find the logical order of the following dialogues parts.**

- a) –  
1. – Why do you say “will be”? He actually is and we've already got the first quarrel as close relations.  
2. I hear your sister Helen and Harry have got married lately.  
3. – Now Harry will be your brother-in law, won't he?  
4. – Oh, yes. They registered the other day and became husband and wife.  
b) –  
1. – Well, he's my remote kinsman («десятая вода на киселе»  
2. – Oh, really? But he always says you are in close relations.  
3. – What relationship is Jack to you?  
4. – If he likes to say that, let him do it. In fact, I've got some new relations of late since I starred in that successful film.

**VII. Match the sentences in column A with those in column B.**

- |  |   |
|--|---|
| <p>1. He is 6 years my junior.<br/>2. She doesn't look her age.<br/>3. Everyone said that Tom was the image of his father.<br/>4. My father is long past 60.<br/>5. Andrew was the only child in the family.</p> | <p>a) Брак заключается на небесах.<br/>b) Моему отцу далеко за 60<br/>c) Эндрю был единственным ребенком в семье<br/>d) Она не выглядит на свои года<br/>e) Он на 6 лет младше меня</p> |
|--|---|

- |  |  |
|--|--|
| <p>6. Marriages are made in heaven.<br/>7. I don't have relatives relations on my mother's side.</p> | <p>f) У меня нет родственников со стороны матери<br/>h) Все говорили, что Том очень похож на своего отца</p> |
|--|--|

**VIII. Answer the following questions.**

1. What is your name?
2. Are you Belarusian?
3. When and where were you born?
4. When did you finish school?
5. Did you do well at school?
6. What's your hobby.
7. What are you going to be?
8. Do you live together with your parents?
9. Is your family large or small?
10. Have you got any brother or sisters?
11. What are your father and mother?
12. Have you got any other close relatives?
13. Do you like to spend time together with your family?
14. Are you married?
15. What do you think about your family?

**IX. You are going to arrange a reunion of those with the “old school tie”. You are going to send them a questionnaire. What questions would you include in it? Fill in the form below.**

Questionnaire				
Occupation	Family	Interests	Character	Other questions

## UNIT 2. GETTING ABOUT THE TOWN

### 2.1 At the Railway station

It goes without saying that any travel starts with buying tickets for those who hasn't got a car.

Look at the words and phrases you may need while going to travel by train.

railway station	железнодорожный вокзал /станция
railway conductor	проводник
porter (n)	носильщик
luggage / baggage (n)	багаж
to travel light	путешествовать налегке
booking office	билетная касса
inquiry office	справочное бюро
waiting room	зал ожидания
single / return/double ticket	билет в одну сторону/обратный билет /билет туда и обратно
to make reservation	купить /заказать билет предварительно
to miss the train	опоздать на поезд
<b>TRAINS:</b>	<b>ПОЕЗДА</b>
long-distance train	поезд дальнего следования
through train	прямой поезд
express / fast train	скорый поезд
to board / get on the train	сесть на поезд
to get off the train	сойти с поезда
<b>CAR / CARRIAGE:</b>	<b>ВАГОН</b>
reserved-seats car	плацкартный вагон
sleeping car	спальный вагон
dining /lunch-car	вагон-ресторан
non-smoker (n)	вагон для некурящих
compartment (n)	купе
lower / upper berth	нижняя / верхняя полка
departure/leaving of a train	отправление поезда
arrival / coming of a train	прибытие поезда
<b>USEFUL PHRASES</b>	<b>ПОЛЕЗНЫЕ ВЫРАЖЕНИЯ</b>
Can I book a (return) ticket	Могу я купить (обратный) билет

for the (fast) train?	на (скорый) поезд?
I wonder how much is a (single) ticket?	Интересно, сколько стоит билет в один конец?
Is there a through train to ...?	Есть ли прямой поезд на ... ?
The train runs twice a week.	Поезд ходит два раза в неделю.
What time does my train start?	Когда отходит мой поезд?
The train is coming in.	Поезд подходит.
The train is leaving.	Поезд отправляется.
Where do we change for ...?	Где у нас пересадка на ... ?
When is our train due (in)?	Когда наш поезд должен прибыть (в)?
According to the time-table we are due there at 6 a.m.	Согласно расписанию, мы должны быть там в 6 часов утра.

#### I. Read the dialogue and do the exercises which follow it:

**Helen:** Good morning. Can you tell me the times of trains from Oxford back to London, please?

**Clerk:** Afternoon evening? When do you want to come back?

**H:** About 5 o'clock this afternoon.

**C:** Right. Let's have a look. There is a train that leaves at 5.28, and there is not another one until 6.50am

**H:** Well, and what time do they get in?

**C:** The 5.28 gets into London at 7.54 and the 6.50 get in at 9.40.

**H:** OK the 5.28 train suits me better. Second-class return to Oxford, please.

**C:** Here you are, miss.

**H:** Thank you. Do I have to change anywhere?

**C:** No change. It's a through train.

**H:** Oh, wonderful! Which platform for the Oxford train, please?

**C:** Platform three. You'd better to hurry up. It goes in 15 min.

**H:** Thank you very much goodbye.

#### Developing Speech Habits

#### II. Choose the right option to answer the questions.

1. What does Helen wants to know?

- a) the time of the trains from Oxford back to London.
- b) where to check her suitcase.
- c) how much the ticket is.

2. When does Helen want to come back?

- a) next morning.
- b) about five o'clock this afternoon.
- c) In two days.

3. What train suits her better?

- a) 7.54      b) 6.50      c) 5.28

4. What kind of train does Helen choose?

- a) express train
- b) through train
- c) long-distance train

5. Does she have to change anywhere?

- a) nowhere    b) in Glasgow    c) in Bristol

**III. Match the correct response according to the text from those in the right-hand column.**

- |   |   |
|---|---|
| <p>1. Can you tell me the times of trains from Oxford back to London, please?</p> <p>2. When do you want to come back?</p> <p>3. What time does the train get into London?</p> <p>4. Do I have to change anywhere?</p> <p>5. Which platform for the Oxford train, please?</p> | <p>a) No, no change. It's a through train.</p> <p>b) Platform three.</p> <p>c) Let's have a look. There's a train that leaves at 5.28.</p> <p>d) About 5 o'clock this afternoon.</p> <p>e) The 5.28 gets into London at 7.54.</p> |
|---|---|

**IV. Ask questions for a bit of more detailed information. Use the model to make up short dialogues. Role play these dialogues in pairs.**

**Model:** – The train leaves in the morning. What ... ? (at 7 a.m.)  
 – What time does it leave?

1. I want to come back today. When ... ? (about five o'clock this afternoon)
2. The train gets into London. What time ... ? (at 7.54)
3. This train suits me better. What train ... ? (the 5.28)
4. I have to change. Where ... ? (in Glasgow)
5. I must go to the platform. What platform ... ? (platform three)

**V. Match statements in English with Russian variants.**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Good morning. I want to buy two tickets to Glasgow, please.</li> <li>2. Second class return to Oxford, please.</li> <li>3. Single or return?</li> <li>4. Do I have to change anywhere?</li> <li>5. When do you want to come back?</li> <li>6. Is there a morning train to London, please?</li> <li>7. What time is the next train to Bristol?</li> </ol> | <p>a) Билет туда и обратно, пожалуйста.</p> <p>b) Нет, это прямой поезд.</p> <p>c) Я хотел бы вернуться сегодня вечером.</p> <p>d) Да, в 5.28.</p> <p>e) К сожалению, следующий поезд в Бристоль только в 9 утра.</p> <p>f) Вот, пожалуйста, второй класс, обратный билет в Оксфорд.</p> <p>g) Минуточку, сейчас посмотрю. Еще есть два билета первого класса.</p> |
|--|--|

**VI. Read the dialogues and phraseology. Dramatize any dialogue you like.**

**The Information Bureau**

- A:** Can you tell me when the nearest train to London is, please?  
**B:** At 4.27 p.m.  
**A:** Is it an express?

**B:** Yes, it is an express.

**Phraseology:** Is there a morning train to Vitebsk, please?

A through train; you won't have to change; at 5 p.m., at 3 a.m.; to leave in the morning.

**At the Ticket Office**

**A:** Good morning. I want to buy two tickets to Mogilev, please.

**Clerk:** Just a minute. I'll check it up. You are lucky. There are some first class tickets for the nearest train.

**A:** Fine. Two return tickets, please.

**Phraseology:** Are there any tickets to Moscow, please?

A single ticket; a double ticket; a first-class ticket; a second-class tickets; let me see; just a moment; wait a minute.

### VII. Find the logical order of the following parts of the dialogue.

1. **A** – Ann **B** – Clerk

**B:** Here's your change and your ticket.

**A:** Hello. A return to Bristol, please.

**B:** How do you want to pay?

**A:** OK, thanks very much. Good-by.

**B:** That's eighteen pounds.

**A:** Cash, please.

**B:** You want platform 1 over there.

**A:** A day return.

**B:** Day return or period return?

**A:** Here's a twenty-pound note.

**A:** Thank you. Which platform is it?

### VIII. (a) Guess the questions to the following answers.

**P:** \_\_\_\_\_?

**Cl:** Yes, sir, the first morning train starts at 3 a.m.

**P:** By the way, \_\_\_\_\_?

**Cl:** Yes, you won't have to change.

**(b) Present the dialogue with a partner giving answers to the questions.**

**P:** When is the train due to Liverpool?

**Cl:** \_\_\_\_\_?

**P:** This time suits me. Is it a through train?

**Cl:** Yes, \_\_\_\_\_

**P:** Are there tickets for the train?

**Cl:** Just a minute. You are lucky. \_\_\_\_\_

### IX. Make your own dialogues according to the following situations. Dramatize your dialogues.

#### 1. At the Information Bureau

You are going to get information about the time of trains to London. Ask the clerk to give you full information.

#### 2. At the Ticket Office

You want to buy a ticket for the nearest train to Brest. You are lucky. There are some tickets left.

### 2.2 Asking the Way (if You are Lost or Want to Get to Anywhere)

#### Look at the words and phrases you may need.

to be lost (v)	заблудиться
stranger (n)	приезжий
foreigner (n)	иностранец
bakery (n)	булочная
bank (n)	банк
barber-shop (n)	мужская парикмахерская
beauty parlor (n)	салон красоты
bus station (n)	автобусная станция
railway station (n)	железнодорожный вокзал
airport (n)	аэропорт
bus stop (n)	автобусная остановка
church (n)	церковь
cafeteria (n)	кафетерий
restaurant (n)	ресторан
department store (n)	универмаг
clinic (n)	клиника
hospital (n)	больница
drugstore- syn. Pharmacy (n)	аптека
fire station (n)	пожарная часть
laundromat (n)	прачечная
movie(theater) (n)	кинотеатр



post office (n)	почта
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### Useful phrases

Excuse me (pardon me), can (could) you help me? I beg your pardon, can you help me? Sorry to have troubled you. I'm afraid I don't know. You'd better ask the policeman. I'm a stranger (foreigner) myself It's just around the corner across from the school between the library and the park next to the bank The hospital is two blocks from here Opposite, the other side Go straight ahead Thank you very much (thank a lot, many thanks) I'm very grateful to you Don't mention it (Not at all) You are welcome  It's a pleasure No trouble at all I was glad to help you You would have done the same in my place	Извините, вы не можете (не могли бы) мне помочь?  Извините, что побеспокоил вас. Боюсь, я не знаю. Спросите лучше полицейского. Я сам приезжий (иностранец) Это как раз за углом, напротив школы между парком и библиотекой, следующий за банком Больница в двух кварталах отсюда. Напротив, на другой стороне. Идите вперед. Большое спасибо  Я очень вам благодарен Не стоит благодарности Пожалуйста, не стоит благодарности Было приятно Никакого беспокойства Был рад помочь Вы бы (любой бы) сделал бы то же самое.
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### I. Read the dialogue and do the exercises which follow it.

#### Asking the Way

**S – Stranger; G - Gentleman**

**S:** Pardon me.

**G:** What can I do for you?

**S:** Could you give me some information?

**G:** Gladly.

**S:** I don't know this town and I can't find my way round

**G:** Well, it's quite simple.

**S:** You see, I'm a stranger here.

**G:** In that case, I'll show you the town.

**S:** I'd appreciate that a lot.

**G:** Do you see that large building on the corner? That's the Post Office. Opposite it, on the other side of the street, you can see the City Hall.

**S:** I see... By the way, what's the name of this street?

**G:** Maple street.

**S:** Where is the police station?

**G:** At the end of the street. Go straight ahead.

**S:** What if I miss it?

**G:** You can't miss it. It's a building with an iron fence around it. Do you see that store?

**S:** Which store? The one on the right?

**G:** Right. The one with a large green globe in the window.

**S:** Is it a barber shop?

**G:** No, it's a pharmacy.

**S:** Where is the hospital?

**G:** The hospital is two blocks from here just before you come to the highway.

**S:** How can I get back to my hotel?

**G:** Go this way. You see it there, next to the movies.

**S:** Yes. Now I understand.

**G:** Why don't you buy yourself a guidebook?

**S:** That's not a bad idea. Where can I buy one?

**G:** In the station or at any newspaper stand.

**S:** Is the station far from here?

**G:** The station is at the end of Independence Avenue.

**S:** Where is a newspaper stand near here?

**G:** There's one on this corner.

**S:** Thank you very much. I was certainly lucky to meet you.

**G:** You are welcome.

## Developing Speech Habits

### II. Choose the right option to answer the questions.

1. What does a stranger want?

- a) to buy tickets for the train;
- b) to get some information;
- c) to take a taxi

2. What is the large building on the corner?

- a) the Post Office;
- b) the City Hall;
- c) the supermarket

3. Where is the City Hall?

- a) on the corner;
- b) on the other side of the street;
- c) at the end of the street

4. What is the store on the right?

- a) a barber shop;
- b) a hotel;
- c) a pharmacy

5. Where is the hospital?

- a) two blocks from here;
- b) at the end of the street;
- c) next to the movies

### III. Match the correct response according to the text from those in the right hand column.

1. Could you give me some information? | a) At the end of the street go straight ahead.

- 2. By the way, what is the name of this street? | b) No, it is a pharmacy.
- 3. Where is the Police station? | c) Go this way. You see it there next to the movies.
- 4. Is it a barber shop? | d) Maple Street.
- 5. How can I get back to my hotel? | e) Gladly.

### IV. With another student ask and answer questions about your neighborhood. Use models with the prompts.

**Model:** – Where is the restaurant? (next to the bank)  
– It's next to the bank.

- 1. Where is the park? (behind the hospital)
- 2. Where is the bank? (across from the restaurant)
- 3. Where is the movie theatre? (around the corner from the museum)
- 4. Where is the church? (between the library and the park)
- 5. Where is the police station? (across from the fire station)

**Model B:** – Excuse me. Is there a laundromat in the neighborhood?  
– Yes, there is.  
– Where is it?  
– It's on Main street, next to the supermarket.

- 1. a post office? / around the corner from the library.
- 2. a bank? / next to the shop.
- 3. a drug store? / between the library and supermarket/
- 4. a cafeteria? / across from the bank.
- 5. a bus station? / just round the corner, on the left.

### V. Match (a) the questions in English with the answers in Russian.

- 1. Can I help you, madam? | a) Думаю, да. Прямо за углом станция метро «Октябрьская».
- 2. Excuse me, can you tell me the way to the nearest underground station? | b) Вам понадобится 10 минут, чтобы дойти туда пешком.
- 3. Where is a barber shop? | c) Идите прямо. Это в конце улицы.
- 4. How can I get to the Central Post-Office from here? | d) Да, боюсь, я заблудилась.

5. How much time does it take me to get to the National Library? | e) Вы можете проехать на автобусе номер 100 или на метро.

**(b) the questions in Russian with the answers in English.**

- |   |   |
|---|---|
| 1. Извините, где находится цирк?  | a) No, it's just round the corner.                                  |
| 2. Извините, как мне добраться до вокзала?                              | b) About 15 minutes from here by bus.                               |
| 3. Скажите, пожалуйста, далеко ли отсюда остановка?                     | c) Take No. 28 or 49. The bus stop on the other side of the street. |
| 4. Сколько времени мне понадобится, чтобы доехать до Оперного театра?   | d) The best way, I think, by metro.                                 |
| 5. Извините, каким автобусом мне можно добраться до гостиницы «Орбита»? | e) I'm afraid, I can't. I'm a stranger myself.                      |

**VI. Find the logical order of the following dialogue parts.**

**V – Visitor; P – Passer-by**

- A.**  
**P.** You're quite welcome. I hope you'll enjoy yourself.  
**V.** Thank you very much. That's very kind of you.  
**P.** Where are you from?  
**V.** Excuse me. Could you tell me where the Picture Gallery is, please?  
**P.** That's a nice town. I've been there. Oh, there's the Picture Gallery there.  
**V.** Newport.  
**P.** It's just around the corner, on the opposite side of the road. Let me show you.  
**V.** Yes, I've just arrived this morning.  
**V.** Thank you for your help.  
**P.** Are you a stranger in town?

**VII. (a) Guess the questions to the following answers.**

- Excuse me, sir. I'm afraid I'm lost. \_\_\_\_\_ ?  
– Gladly. What do you want to know?  
– \_\_\_\_\_ ? \_\_\_\_\_ ?  
– Oh, your hotel isn't far from here. You may get there by bus No. 100.

**(b) Present the dialogue with a partner giving your certain reaction.**

– Sorry to bother you, but could tell me the way to the Opera House, please?

– I'm afraid \_\_\_\_\_ ?

– Oh, well, thank you anyway.

**VIII. Translate the parts of the following dialogues into English.**

**P – Policeman; M-Madam**

**P:** Могу ли я вам чем-нибудь помочь, madam? You заблудились, aren't you?

**M:** Oh, yes. And I do not know what to do.

**P:** Well then, куда вам надо попасть?

**M:** I need вернуться to Victoria Station. You see, I am иностранка. I came here on a tour bus. Is the station далеко отсюда?

**P:** Look I come along with you to the gate and show you нужное направление.

**M:** Thanks a lot. Извините за беспокойство.

**P:** Никакого беспокойства. Помните, что вы всегда можете попросить полицейского о помощи.

**IX. Make your own dialogues according to the following situations.**

1. You are a stranger to a city or a town and you do not know how to reach some place. You meet a passer-by. Ask him the direction.
2. You are lost. You need to get back to the hotel. The best way is to ask for the policeman to direct you right.
3. A visiting engineer is at your office on business. It is lunch time and he wants to have a substantial meal. You think the «Minsk» restaurant is the best for him. Tell him how to get there from your office.

## 2.3 Shopping

If we want to buy something we go shopping. Look at the words and expressions you may need while doing your shopping abroad.

### Some Shops and Departments and the Goods They Sell

Supermarket (n)	супермаркет
department store	универмаг
grocery store (Grocer's)	гастроном
discount store	дискаунтер
speciality shop	специализированный магазин
shopping center	шопинг-центр
convenience store	лавка; маленький магазин
butchery (Butcher's) (n)	мясной магазин
greengrocer's (n)	овощной магазин
confectionary (Confectioner's) (n)	кондитерский магазин
fishmonger's (n)	рыбный магазин
sweet-shop (n)	магазин сладостей
Haberdasher's (n)	галантерея
thread reel (n)	катушка ниток
tape (n)	тесьма; лента
needle (n)	иголка
button (n)	пуговица
gloves (n)	перчатки
toiletries (n)	туалетные принадлежности
Jeweller's (n)	ювелирный магазин
ear-rings (n)	серезжки
ring (n)	кольцо
necklace (n)	ожерелье
silverware (n)	посуда и столовые приборы из серебра
Men's Outfitter (n)	магазин мужской одежды
sleeveless vest (n)	майка
suit (n)	костюм
coat (n)	пальто
Dress shop (Women's outfitters) (n)	магазин женской одежды
lingerie (n)	дамское белье
slip (n)	комбинация

tights (n)	колготки
stockings (n)	чулки
skirt (n)	юбка
blouse (n)	блузка
fur-coat (n)	шуба
Shoe-shop (n)	обувной магазин
footwear (n)	обувь
shoes (n)	туфли
boots (n)	сапоги
sandals (n)	босоножки
slippers (n)	комнатные тапочки
shoe polish (n)	крем для обуви
cash-desk (n)	касса
counter (n)	прилавок
cheap / expensive (adj)	дешевый / дорогой
price (n)/ at a price	цена / по цене
sales (n)	распродажа
salesman (saleswoman); (syn.) shop assistant (n)	продавец (продавщица)
<b>HELPFUL PHRASES</b>	<b>ПОЛЕЗНЫЕ ФРАЗЫ</b>
How much is it?	Сколько это стоит?
What does it cost?	
What price of ...?	Какая цена ...?
What price is this ...?	
Open from ... to ..., Monday to Saturday	Открыто с ... до ..., понедельник - суббота
Can I try on this pair of shoes?	Могу я примерить эту пару туфель?
This coat fits you well.	Это пальто хорошо сидит на вас.
This dress is a misfit.	Это платье плохо сидит.
This colour suits you.	Эта расцветка идет вам.
to wear well	хорошо, долго носиться
Here is your change.	Вот ваша сдача.
That's enough.	Этого достаточно.
to buy ... / sell ... loose	покупать ... / продавать ... вразвес

Could you assist me, please?  
May I pay by credit card?

Where do I pay?

Вы можете мне помочь?  
Могу ли я оплатить кредиткой?  
Где касса? Где мне платить?

### USEFUL INFORMATION ПОЛЕЗНАЯ ИНФОРМАЦИЯ

British Sizes										
Shoes										
UK	2	3	4	5	6	7	8	9	10	11
Europe	35	36	37	38	39	41	42	43	44	46
Men's Shirts										
UK	14	14	15	16	16	17				
Europe	36	½	38	41	½	43				
		37			42					
Men's Suits										
UK	36	38	40	42	44	46				
Europe	46	48	50	52	54	56				
Women's Dresses and Blouses										
UK	8	10	12	14	16	18				
Europe	36	38	40	42	44	46				

#### I. Read the text and do the exercises which follow it.

##### Shopping

It's seven o'clock in the evening. Helen is in one of the biggest department stores in the city. Many things are bought and sold there every day. A great number of different departments struck Helen. She can do nothing but ask somebody to help her.

**Helen:** Excuse me. How do I get to the shoes department?

**Shop assistant:** It's over there on the left.

(I the shoe department)

**H:** I want a pair of boots, please.

**SA:** What's your size?

**H:** Three, and I want very warm ones, too. It's very cold outside.

**SA:** Oh yes, it's terribly cold, Three. You have very small feet. It won't be easy to find a suitable pair, I'm afraid. ... These are nice boots, don't you think? Will you try them on? How do they feel?

**H:** I think they're too big. Perhaps you can find a different pair. Can you give me a size smaller?

**SA:** Just a moment. I'll have another look. You're lucky. Here's a lovely pair, but it's more expensive.

**H:** That doesn't matter ... It feels more comfortable. I think I'll take it. How much is it?

**SA:** £65 (sixty-five pounds).

**H:** Where do I pay?

**SA:** Over there, at the cash-desk.

**H:** Thank you. And where's the haberdashery department?

(The shop assistant shows Helen the direction.)

Helen buys some dark-brown gloves to match her new boots and looks at her watch. She sees that it is rather late. Suddenly, she remembers that she will have to drop in the grocery store to buy two pounds of butter, a dozen eggs and some ham.

(At the Grocery Store)

**H:** I need two pounds of butter, a dozen eggs and in the line of meat give me a ten-pound ham.

**SA:** Yes. Here's a nice one. It's 9.50. This ham is very fresh.

**H:** All right. I'll take it. How much do I owe you?

**SA:** That is 17.70. Here's your change from a 20 pound note. 2.30.

**H:** Thank you. Good-bye.

Helen is very pleased. She has bought everything she needs for today.

#### Developing Speech Habits

#### II. Choose the right option to answer the questions on the text.

- What does Helen want to buy at the department store?  
a) warm boots                      b) a raincoat                      c) ear-rings
- What is her size?  
a) 3                                      b) 4                                      c) 5
- Does she buy ... to match her new boots?  
a) a dark-brown bag              b) dark-brown gloves              c) a dark-blue scarf

4. Where will she have to drop in?  
 a) the Post-office      b) in a fruiterer's      c) in a grocery store
5. What does she want to buy there?  
 a) a bunch of grapes      b) butter, eggs and ham      c) a loaf of bread

**III. Match the correct response according to the text from those in the right-hand column.**

1. Excuse me. How do I get to the shoe department?	a) That is 17.70. Here's your change.
2. Can you give me a size smaller?	b) Yes. Here's a nice one. It's very fresh.
3. Where do I pay?	c) It's over there, on the left, please.
4. In the line of meat I would like a ten-pound ham.	d) Just a moment. I'll have another look ... You are lucky. Here's a lovely pair.
5. How much do I owe you?	e) Over there, at the cash-desk.

**IV. Fill in the following expression in this dialogue.**

*Excuse me/please/I'm afraid/I'm sorry/thank you very much*

**You:** ... could you help me, ...?

**Assistant:** Yes?

**You:** I'd like a film for my camera, but I'm not sure what kind.

**Assistant:** Can I see your camera?

**You:** ... I've left it at home.

**Assistant:** Is it 35 mm?

**You:** ..., but I don't really know.

**Assistant:** Does the film look like this or like this?

**You:** Ah, it's like that one.

**Assistant:** Then it is 35 mm.

**You:** Prints, ...

**Assistant:** 24 or 36?

**You:** 36, ....

**Assistant:** That's 3.75 pounds ...

**V. Working in pairs make up dialogues using the following variations.**

**1**

– Hello,  
*may I help you?*  
*could I help you with anything?*  
*do you wish some assistance?*  
 – Yes, I'd like to look at your  
*pinafore dresses.*  
*lounge suits.*  
*those dinner jackets.*  
*that pair of high-heeled sandals.*

**2**

– Excuse me, I'm sorry, but  
*I bought this bathing suit yesterday and it's too big.*  
*Is it possible to change it?*  
*I bought this camera yesterday and it doesn't close properly.*  
*I bought this wrist watch two days ago. It stopped yesterday. I'm afraid it doesn't work.*  
 – Can I see your receipt?  
*Oh, you're right. I'm sorry. I'll give you a new one.*  
*Let me see. Yes, you're right. I can give you a new one, or would you like to try another make?*

**3**

A: What can I get for you?  
*What will you have?*  
*What would you like?*  
*How much will you have?*  
 C: A pound/packet/tin/jar/of flour, spaghetti, peaches, please.  
*I'd like a bottle of vinegar, a packet of mushroom soup ...*  
*Have you got any cold meats?*  
*Give me a pound of lard, please.*

**VI. Find the logical order of the following parts of the dialogue.**

- It's on the second floor, to the right of the escalator.
- Try the Household goods department.
- Excuse me, where can I buy some enamel saucepans?

4. How do I get there?

**VII. Supply the omitted questions or answers to the following dialogues.**

**1**

A: \_\_\_\_\_?

B: I bought it at the Fifth Avenue Store – but a long time ago.

A: \_\_\_\_\_?

B: At the moment, I've forgotten how much it cost.

**2**

C: How much are these apples per pound?

A: \_\_\_\_\_.

C: \_\_\_\_\_.

A: Would you mind if it's a bit more?

**VIII. What do we say or do when:**

1. we want to buy some cereal;
2. we see we haven't got any more bread;
3. we want to know the cost of all our purchases at the shop;
4. we need some paper clips and refill;
5. we plan to buy winter footwear;
6. we don't know whether the shop deals with some things we want to buy.

**IX. Dramatize the situations.**

1. At the butcher's, the customer wants to buy various kinds of meat, but cannot afford to spend too much money.
2. You are afraid these gloves don't match. They are a shade too dark. Ask the shop assistant to help you pick right shade.

## 2.4 In the Restaurant

### USEFUL WORDS AND PHRASES

bar (n)	бар
coffee-shop (n)	кофейня
snack bar (n)	закусочная
cafe (n)	кафе
self-service cafe (n)	кафе самообслуживания
canteen (n)	столовая
menu card (n)	меню
waiter (waitress) (n)	официант (официантка)
order (n)	заказ
take a table (v)	занять столик
a table for two (n)	столик на двоих
appetizer (starter) (n)	закуска
a three-course dinner (n)	обед из трех блюд
for a first / main course	на первое / на второе блюдо
for dessert	на десерт
bill (n)/ pay the bill (v)	счет / оплатить счет
tip (n)	чаевые
pass (hand over) (v)	передавать
it tastes good	вкусно
can I have	могу я заказать
it smells good	пахнет вкусно
sweet (adj)	сладкий
bitter (adj)	горький
acid (adj)	кислый
well-cooked	хорошо приготовленное
ginger (n)	имбирь
mustard (n)	горчица
pepper (n)	перец
sauce (n)	соус
soft / strong drinks (n)	безалкогольные/крепкие напитки
lemonade (n)	лимонад
ice-cream (n)	мороженое
pudding (n)	пудинг
bar of chocolate (n)	плитка шоколада
strong coffee (n)	крепкий кофе
white coffee (n)	кофе с молоком

sugar basin (n)	сахарница
mustard pot (n)	горчичница
pepper box (n)	перечница
salt cellar (n)	солонка
Would you like a cup of tea?	Хотите чашку чая?
Will you pass me ...	Передайте мне, пожалуйста ...
What would you like for dessert?	Что бы вы хотели на десерт?

### I. Read the text and do exercises which follow it.

Helen usually has lunch at the office canteen or the cafeteria, which are self-service. But today she likes a change from them now and then. So she goes to the nearest restaurant. She takes a table near the window and calls the waitress. The waitress brings menu, knives, forks, spoons, and plates.

W: Can I take your order now?

H: I haven't seen the menu yet. May I have one, please.

W: I'm sorry. Here is one, miss.

H: There're so many different dishes that it's hard to decide.

W: The *a la carte* (порционные блюда) dishes are on the left. The regular dinners are on the right hand page.

H: I'll have the regular dinner. I'm pretty hungry. With the regular dinner I get appetizer.

W: What would you like to start with?

H: Water, please. Then, salad, meat and potatoes, and ice-cream for the sweet.

W: Would you have coffee or tea?

H: Yes, please, one coffee.

W: Black or white?

H: Black, and without sugar. And the bill, please.

W: Here's your check, miss. You can pay the cashier on your way out.

### Developing Speech Habits

### II. Chose the right option to answer the questions on the text.

1. Where does Helen usually have lunch?

- a) at home                      b) at the office canteen                      c) in the nearest restaurant

2. What does the waitress want to take?

- a) Helen's order                      b) tip                      c) the check

3. Helen like to start with?

- a) meat and potatoes                      b) a glass of water                      c) a cup of coffee

4. What does Helen order for the sweet?

- a) fruit                      b) some cake                      c) ice-cream

5. What coffee does she like?

- a) black with sugar                      b) white coffee                      c) black without sugar

### III. Match the correct response according to the text from those in the right-hand column.

1. Can I take your order now?	a) Black and without sugar
2. The a la carte dishes are on the left. The regular dishes are on the right-hand page.	b) I haven't seen the menu yet may I see one, please.
3. What would you like to start with?	c) Yes, one coffee, please.
4. Would you have coffee or tea?	d) Water, please.
5. Would you have black or white coffee?	e) I'll have the regular dinner.

### IV. Make up conversations on analogy using the words prompted.

1. Can I take your order now?

– Yes, I'll try the veal cutlet, fried potatoes and cauliflower.

(*roasted meat with mashed potatoes, cabbage soup, a cup of tea; haddock and chips, an apple pie a cup of coffee; tomato soup, a chicken with vegetables, fruit, etc.*)

2. What have you decided on?

– I'll have the fixed meal: soup, roast beef, potatoes and greens, and apple pie.



(chicken soup; steak cooked in red wine, greens, a cup of black coffee; vegetable soup, duck, fried potatoes, Irish pudding; tomato soup, a veal chop potatoes, a cup of tea)

3. How is the cutlet?  
– Very tender, thank you.

(just to my liking, delicious, very tasty, just right)

4. Would you like a sweet, sir?  
– No, thank you. I think I'll just have cheese and biscuits.  
(white coffee, some juice, some fruit, a cup of tea, etc.)

**V. Find the logical order of the following dialogue parts.**

1. Mother: Would you like some bread and ham, Tommy?
2. Tommy: All right, pass me the brown bread, please/
3. Mother: Better take some honey.
4. Tommy: No, tanks. Two soft-boiled eggs would do for me.
5. Mother: Another slice of bread, Tommy?
6. Mother: I'm afraid these are hard-boiled. But you can have half of the omelet I've made. I am sure you'll find it to your liking.
7. Tommy: No, thank you. No more for me.
8. Mother: Very well. Let me pour it out. Some more coffee, Tommy?
9. Tommy: Thank the omelet is pretty good.
10. Mother: Here you are.
11. Tommy: May I trouble you for jam?
12. Mother: A cup of coffee?
13. Tommy: Yes, please.
14. Tommy: Oh, no. I never have honey with coffee.

**VI. Write down the questions to which the following sentences are the answers.**

1. \_\_\_\_\_ ?  
– Yes, I'd like to try the steak, please.  
– \_\_\_\_\_ ?  
– Ice-cream, please.
2. \_\_\_\_\_ ?  
– Yes, Haddock and chips for me, please.  
– \_\_\_\_\_ ?

- No sweet. Just coffee.  
3 \_\_\_\_\_ ?  
– Yes, I'd love one.  
– \_\_\_\_\_ ?

A strong one with three spoons for me, please.

**VII. Make an order at the restaurant, using the menu, given below.**

<u>MENU</u>	
<u>SOUPS</u>	
<b>Normandy small soup</b> with spinach	<b>5.00</b>
<b>Beef consomme</b> with vegetable paysane and fresh herbs	<b>5.00</b>
<b>Original Italian Minestrone</b> with pesto and white beans	<b>5.00</b>
<u>SALADS</u>	
<b>Scampi salad and melon</b> with spicy Cocktail sauce and walnut balsamico dressing	<b>7.00</b>
<b>Caeser salad</b> with Romaine lettuce, garlic dressing, anchovies and grated Parmesan cheese	<b>5.00</b>
<b>* Tomato and Mozzarella salad</b> slices of Mozzarella and tomato with fresh basil, olive oil and small salad bouquet	<b>3.00</b>
<b>* Mized salad "Mimosa"</b> with Herbvinaigrette and hard boiled eggs	
<u>DESSERTS</u>	
<b>Crème Brulee</b> with caramel pear	<b>2.50</b>
<b>Apple Strudel</b> flavoured with almonds and served with vanilla ice- cream	<b>3.50</b>
<b>Fresh Tropical fruit salad</b>	<b>4.00</b>
<b>Panna Cotta</b> traditional Italian cream dessert	<b>2.50</b>

**VIII. Complete the dialogue, translating Russian sentences into English.**

(В ресторане)

- Вы не проголодались?
- Oh, yes I am.
- А я очень хочу пить.
- Would you like a glass of orange juice?
- Спасибо. С удовольствием. Мне очень нравится апельсиновый сок.
- And I prefer apple juice.
- Все соки полезны для здоровья: томатный, яблочный, абрикосовый и, конечно, ананасовый.
- I like pine-apple best of all.
- Что мы возьмем?
- The three course dinner, I suppose.
- Что же, выбирайте.
- Let's start with salad, then chicken soup, fish and chips.
- Я думаю, я возьму зеленый горошек, фрукты и чашку чая без сахара.
- Are you slimming?
- Да.
- What does your diet allow you?
- Немного мяса или рыбы, яйца, немного сыра или молока, и много овощей: зеленый салат, капуста, помидоры, огурцы, свекла и много фруктов. Никаких пирожных, мороженого, шоколада и очень мало соли.

**IX. Act out the following situations. Make use of the conversational units practiced.**

1. You are ordering lunch in a café. The waiter says they have a wide choice of meat dishes. You don't think you are hungry. You are going to have a light lunch.
2. You are ordering dinner in a restaurant. You want to have a substitution dinner and drink. You don't like the idea of the fixed meal; you want to have your favorite dishes.

**3. UNIT III. AT THE DOCTOR'S**

Of all things people hate illnesses. Study the words and useful phrases you may need when feeling bad.

<b>HUMAN BODY:</b>	
head (n)	голова
arm (n)	рука
back (n)	спина
back of the head	затылок
bones (n)	кости
breastbone (n)	грудная клетка
chest (n)	грудь
elbow (n)	локоть
foot (n)	ступня
forearm (n)	предплечье
hand (n)	кисть руки
heel (n)	пятка
hip (n)	бедро
knee (n)	колени
leg (n)	нога
limbs (n)	конечности
neck (n)	шея
ribs (n)	ребра
shoulder (n)	плечо
stomach (n)	живот, желудок
thigh (n)	бедро
throat (n)	горло
<b>THE FACE</b>	
eye (n)	глаз
nose (n)	нос
ear (n)	ухо
mouth (n)	рот
chin (n)	щека
forehead (n)	лоб
jaw (n)	челюсть
tooth/teeth (n)	зуб (ы)
lip (n)	губа
tongue (n)	язык

eyebrow (n)  
eyelashes (n)  
THE INTERNAL ORGANS

vein (n)  
bronchus (n)  
lung (n)  
heart (n)  
liver (n)  
stomach (n)  
kidney (n)  
bladder (n)  
nervous system (n)  
muscle (n)

#### THE DOCTORS

physician (n)  
general practitioner (GP) (n)  
Dentist (n)  
surgeon (n)  
oncologist (n)  
neurologist (n)  
ophthalmologist (n)  
nurse (n)

#### PHRASES

I have a (bad) headache  
I feel run down

It hurts here.

My nose is all clogged up.

It hurts me when I swallow.

What do you complain of?

What is wrong with you?

What is the matter with you?

You should rinse your mouth  
each 15 minutes.

You should better keep off alco-  
hol

You must keep to a diet (of sal-  
ads and fruit).

бровь  
ресницы  
ВНУТРЕННИЕ ОРГАНЫ

вена  
bronхи  
легкое  
сердце  
печень  
желудок  
почки  
мочевой пузырь  
нервная система  
мышца

врач (терапевт)  
терапевт  
стоматолог  
хирург  
онколог  
невролог  
офтальмолог  
хирург

У меня очень болит голова  
Я чувствую себя совершенно  
больным

Вот здесь болит

У меня нос заложен

Мне больно глотать

На что жалуетесь?

Что случилось?

Что случилось?

Вам следует полоскать рот  
каждые 15 минут

Вам лучше воздержаться от  
спиртного

Вам следует соблюдать  
(овощную и фруктовую) диету

To take this mixture three times a  
day; after/before meals; on an  
empty stomach;

Take this pain reliever for soothing  
the pain; for reducing the  
temperature.

Let me give you a shot (injec-  
tion)

You must be inoculated against  
measles; chicken pox; mumps;  
flu (influenza; grippe)

You have all symptoms of bad  
digestion

My front tooth is working loose.

I want to fit on a crown / bridge

You must have the tooth pulled  
out; stopped/filled

Принимать эту микстуру 3  
раза в день; после до еды; на-  
тощак

Принимайте это болеутоляю-  
щее для снятия боли; для по-  
нижения температуры

Давайте я сделаю вам укол

Вам нужно сделать прививку  
от кори; ветрянки; свинки;  
гриппа

У Вас все симптомы рас-  
стройства желудка

Мой передний зуб шатается

Я хочу поставить коронку  
мост

Вы должны вырвать зуб; за-  
пломбировать зуб

#### I. Read the text and do exercises which follow it.

Of all things people hate illnesses most. Suppose you plan to finish your work tomorrow. It's very urgent and important. Besides, you have given your word the work will be finished.

In the morning you find out suddenly that you can't get up as usual. You have a splitting headache and a cough. You feel a little dizzy and cough. You can't recognize your voice because your nose is clogged.

You fight back the thought you are ill. You look for the thermometer. At last the temperature is taken: 39.2. So, the last hope that you are all right is destroyed. You are ill, that is certain. It can't be helped. You must stay at home.

Soon the doctor comes. He takes your hand and the usual dialogue in such situation takes place:

– Well, young man, what troubles you?

– I have a splitting headache and a cough. I feel sort of feverish.

– And what's your temperature? Is it very high now?

– Yes, when I took it last, it was 39,2.

– Well, let me sound your lungs. Breathe, please.

– Is anything serious, doctor?

- No, nothing in particular, just a flu. But you'll have to keep your bed for four or six days. Don't go out earlier or else you'll get complications. Take the medicine regularly and keep yourself warm.
- Oh, if only I knew that this medicine would help me I would take it by the glass.
- Well, my old fellow, medicine is never taken by glass. But people must not refuse it since it's recommended by the doctor.
- May my friends visit me, doctor?
- Oh, no. They shouldn't do that. The illness is catching. So, wish you good luck, my dear. See you in some days.

### Developing Speech Habits

#### II. Choose the right option to answer the questions on the text.

1. What do people hate most of all?
  - a) travelling
  - b) sport
  - c) illnesses.
2. What does young man complain of?
  - a) splitting headache
  - b) toothache
  - c) stomach.
3. What diagnosis does the doctor make?
  - a) it is just pneumonia
  - b) it is just flu
  - c) it is mild hurt.
4. What does doctor do?
  - a) takes the blood pressure.
  - b) feels the young man's pulse
  - c) sounds the young man's lungs.

#### III. Match the correct response according to the text from those in the right hand column.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Well, what troubles you?</li> <li>2. Is anything serious, doctor?</li> <li>3. May my friends visit me?</li> <li>4. What is your temperature</li> <li>5. Take the medicine regularly.</li> </ol> | <ul style="list-style-type: none"> <li>a) Oh, if only I knew that this medicine would help me I would take it by the glass.</li> <li>b) When I took it last it was high.</li> <li>c) I have a splitting headache, a cough and feel sort of feverish.</li> <li>d) They should not do that. The illness is catching.</li> <li>e) Nothing in particular, just flu.</li> </ul> |
|---|--|

#### IV. Working in pairs use the following variations to make up dialogues between a doctor and a patient.

- D:** Well, Mr. Black, what has brought you along today?  
What can I do for you?  
What seems to be the problem?
- P:** I have got bad flu.  
Terrible headache  
Swollen ankles  
Pain in my stomach
- D:** How long has it been bothering you?  
How long have you had it?
- P:** For two or three days.  
For a fortnight  
Since Tuesday  
For almost a month.
- D:** Where does it hurt?  
Where is it sore
- P:** Here, just under my ribs.  
Right across here/down here.  
It is my chest/back/leg...
- D:** Can you describe the pain?

What is the pain like?  
What kind of pain is it?

- P:** It is like a heavy weight pressing on my chest.  
It is sharp, stabbing pain  
It is like a knife.  
My chest feels raw inside
- D:** Does anything make it better/worse?
- P:** If I stop for a bit, it goes away  
If I take a deep breath  
When I cough, it hurts most  
If I eat, it gets better  
Food makes it worse

**Right:**

**V. Find the logical order of the following dialogue parts.**

- D:** What is your temperature?
- P:** Oh, doctor, I have a splitting headache, a running nose and a bad cough.
- P:** Is there anything serious, with me?
- D:** What is wrong with you?
- P:** It was 38,2 in the morning.
- P:** Thank you, doctor. Good bye.
- D:** Let me feel your pulse and sound your chest. Now, open your mouth. Yes, the tongue is furred and the throat is sore.
- D:** Do not worry. It is just the gripe. But you must stay in bed for three days at least. Here are the prescriptions to the chemist's. You must take these pills three times a day before meals. I will drop in tomorrow. Good bye.

**VI. Expand the situation introduced by the opening sentences.**

- 1.
- A:** How is your father keeping?
- B:** \_\_\_\_\_.
- A:** What wrong with him?
- B:** \_\_\_\_\_
- A:** Tell him I hope he soon feels better.
- 2.

**A:** Where is Tony this evening?

**B:** \_\_\_\_\_

**A:** Really? What is the trouble?

**B:** \_\_\_\_\_

**A:** Give him my regards and tell him to take things easy.

3.

**A:** How is your brother these days?

**B:** \_\_\_\_\_

**A:** I am sorry to hear that. What is the matter?

**B:** \_\_\_\_\_

**A:** I hope soon gets over it.

**B:** \_\_\_\_\_

**VII. Find out what you should do if.**

- You break your leg;  
You feel pain when swallowing;  
You have a high temperature;  
You have an abscess;  
You have liver trouble.

**These prompts may help you:**

- You must have X-rayed.  
You have to be on a diet.  
You have to consult a surgeon.  
You have to take some medicine to reduce temperature.

**VIII. Asking all the above questions, fill in the Case History.**

Surname	First Name	
Age	Sex	Martial Status
Occupation		
Present Complaint:		

**IX. Translate the English phrases into Russian and Russian phrases into English.**

1. Я очень плохо себя чувствую - Where can I find a doctor?

2.Что с Вами -I have a high temperature.—У Вас болит горло?—No, but I feel sick and I have rash.—У Вас все признаки гриппа.

3.Разденьтесь до пояса, пожалуйста. Я хочу прослушать ваши легкие.You have nothing serious,just a cold. You must stay in bed and take the medicine.

4.Мне нужно лекарство по этому рецепту and, please, give me something for a toothache. – Пожалуйста, принимайте эти капли

5.На что жалуетесь?- I have lost a filling. – Откройте рот – Oh, you have a swollen gum.

6.У меня опух локоть – Doctor, what can you recommend me?

7.Какая у Вас температура? – I have no temperature, I have just slight poisoning.

8.Вам нужно посидеть на диете. Принимайте это лекарство по одной столовой ложке 3 раза в день.

#### X. Dramatize the situations.

1.You are a student of 19. You have constant headaches. Your headache worse in the evening. You come to consult the doctor.

2.You are visited by your doctor. He does not like your symptoms and tells you not to get up until your temperature goes down. He listens to your heart and takes your blood pressure. Then he writes out some prescriptions and promises to return next day.

3.You come to consult your doctor. You get a pain in your stomach after meals. Fried and oily foods seem to be the worst.

## ЧАСТЬ 2 Социокультурный портрет молодежи

### 1. МАТЕРИАЛЫ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

#### TEXT «YOUTH'S PROBLEMS»

#### ACTIVE VOCABULARY

abuse (n) (drug/ alcohol abuse)	злоупотребление (употребление наркотиков (наркомания)/алкоголя)
according (to) (adv)	согласно (чему-либо)
addiction (n)	пристрастие, склонность
adults (n)	взрослые
aside (from) (adv)	кроме
associate (with) (v)	ассоциировать (с чем-либо)
carry out (v)	выполнять
commit (v) crime	совершать преступление
consequences (n)	последствия
contribute (to) (v)	способствовать (чему-либо)
counteract (v)	препятствовать, противодействовать
crime (n) <b>Syn.:</b> criminal actions	преступление, правонарушение
drug addict (n)	наркоман
fashionable (adj)	модный
fall out of	выпадать
have an experience with ( <i>drugs, alcohol</i> )	попробовать ( <i>наркотики, алкоголь</i> )
HIV (Human Immune deficiency Virus)	ВИЧ (Вирус Иммунодефицита Человека)
horrifying (adj)	ужасающий
issue (n) <b>Syn.:</b> <i>problem</i>	проблема
juvenile delinquency	детская преступность
lead (to) (v)	приводить (к чему-либо)
mortality (n)	смертность
neighborhood (n)	окружение, соседство
obvious (adj)	очевидный
poor (adj) <b>Syn.:</b> <i>bad</i>	неблагоприятный, плохой
rate (n)	уровень

teenager (n) <b>Syn.:</b> <i>teens, youngsters, young people, youth</i>	тинэйджер, подросток
transmit (v)	передавать, распространять к
unfortunately (adv)	сожалению
violence (n)	жестокость, насилие
vital (adj) <b>Syn.:</b> <i>critical, serious</i>	насущенный, существенный

### Текст № 1

#### TEXT «YOUTH'S PROBLEMS»

**(A) Exercise 1. Read the text and say what the main youth's problems are.**

Young people naturally have their problems. That is a feature common to all epochs. Today it is fashionable to speak about teenage problems. A few years ago alcohol, crime, drug abuse were more problems for adults than for young people. But now, according to official reports, violence, smoking, drugs and alcohol abuse are more and more associated with youngsters.

One of the most vital issues today is drug and alcohol abuse among teenagers. Social consequences of drugs abuse are very serious; they lead to the degradation of a person, as drug addicts fall out of social life; they also rarely live till the age of 30. Almost half of teenagers have an experience with drugs and alcohol under the age of 16 – the statistics on teenagers taking drugs is absolutely horrifying. Growing alcohol and drug abuse in many countries contributes to high mortality and the increased risk of transmitting HIV among young people. A lot of teens who have drug or alcohol addiction almost never believe that they are dependent. In some schools, students joined anti-drug programs. Young people with drug or drinking problems can also call special telephone numbers to ask for help.

Aside from drug or alcohol abuse, another critical problem is smoking among teenagers. Tobacco use is one of the chief causes of death in the world. The highest rates of smoking among young people are in developing countries, and the number of young women taking up cigarettes is unfortunately growing. The higher level of tobacco use among young people suggests that there is a need for specific policies and programs

for teenagers to counteract marketing strategies that target youth by associating tobacco use with independence and glamour.

Juvenile delinquency adds much to the general picture of youth's problems. The Government surveys show that every fifth teenager who was arrested for criminal actions, was younger than 14 and couldn't be sent to prison. Why do young people commit crimes? Among the main causes specialists point out poor family relationships, bad neighborhood conditions, and drug addiction.

It is obvious that youth's problems must be solved in order not to lose the nation's future. But solving them should be carried out by all social institutions and organizations, most important of which are family and school.

#### TEXT-BASED ASSIGNMENTS

##### LANGUAGE STUDY

#### Методические рекомендации к тренировочным упражнениям.

Для того чтобы правильно выполнить следующие упражнения вам необходимо проработать и усвоить лексический материал данного УМК.

Тренировочные задания распределены по трем уровням сложности – **А, В, С**. На репродуктивном уровне (**А**) вы должны: а) знать лексические единицы по теме «Социокультурное общение»; называть основные проблемы молодежи. Максимальная оценка знаний на уровне (**А**) - **6 баллов**. На продуктивном уровне (**В**) вы должны: а) знать лексические единицы по теме модуля; б) уметь характеризовать проблемы молодежи и аргументировать социальную значимость решения данных проблем. Максимальная оценка знаний на уровне (**В**) - **8 баллов**. На творческом уровне (**С**) вы должны знать: а) лексические единицы по теме модуля; б) анализировать проблемы современной молодежи и причины возникновения данных проблем, а также предлагать пути их решения. Максимальная оценка знаний на уровне (**С**) - **10 баллов**.

**(A) Exercise 1. Translate international words from the text.**

Problem, teenager, alcohol, degradation, statistics, risk, program, student, tobacco, strategy, glamour, nation, institution.

**(A) Exercise 2. Translate the following word combinations. If necessary, consult the dictionary.**

Critical problem, specific policies, social consequences, vital issue, degradation of a person, high mortality, to counteract marketing strategies, have an experience with drugs and alcohol, drug or drinking problems, the higher level of tobacco use, bad neighborhood conditions.

**(A) Exercise 3. Match the word in column A with the word in column B to make appropriate word combinations:**

A	B
1. commit	a. statistics
2. criminal	b. addiction
3. horrifying	c. institutions
4. vital	d. actions
5. chief	e. crime
6. social	f. cause
7. drug	g. issue

**(B) Exercise 4. Give English equivalents to the following word combinations.**

Согласно официальным докладам, ассоциировать с независимостью, приводить к деградации личности, ужасающая статистика, выпадать из общественной жизни, высокая смертность, растущий уровень наркомании и алкоголизма, детская преступность, необходимость в особой политике, совершать преступления.

**(B) Exercise 5. Give synonyms to the following words:**

Youngsters (3), serious (2), death rate (1), to add to, main, special, addiction, increasing, bad, issue, to perform.

**(C) Exercise 6. Match the word in column A with its antonym in column B:**

A	B
1. reduced	unimportant
2. development	informal
3. adults	degradation
4. general	uncertain
5. obvious	increased
6. official	youngsters
7. critical	special

**(B) Exercise 7. Fill in the gaps with the appropriate prepositions from the box; translate the sentences.**

To	out	of	to	to	to	of	with	for	to
----	-----	----	----	----	----	----	------	-----	----

1. According ... official reports, the highest rates of smoking among young people are in developing countries.
2. Young people associate tobacco use ... independence.
3. Drugs abuse leads ... the degradation of a person.
4. Growing alcohol and drug abuse contributes ... high mortality.
5. Drug addicts fall ... social life.
6. Every fifth teenager who was arrested ... criminal actions, was younger than 14 and couldn't be sent ... prison.
7. Juvenile delinquency adds much ... the general picture ... youth's problems.

**(B) Exercise 8. Complete these word-building tables.**

VERB	NOUN
1. to develop	
2. to transmit	
3. to associate	
4. to act	
5. to contribute	

ADJECTIVE	NOUN
1. horrifying	
2. mortal	



3. violent	
4. addicted	
5. criminal	

**(C) Exercise 9. Match the words in column A with their definitions in column B:**

A	B
1. abuse	a young person
2. criminal	to give for a common purpose
3. mortality	improper use
4. contribute	someone addicted to a habit-forming drug
5. drug addict	to act in opposition to
6. counteract	the death rate
7. teenager	out-of-law

### TEXT STUDY

#### Методические указания и рекомендации по работе с текстом.

Вы должны хорошо уметь: **на первом уровне (А):** а) читать, переводить тексты социокультурной тематики; б) отвечать на общие вопросы по тексту; в) осуществлять диалогическое общение в стандартных ситуациях в рамках темы. Максимальная оценка знаний на уровне **(А) - 6 баллов. На втором уровне (В):** а) читать, переводить и понимать на слух тексты социокультурной тематики; б) составлять план текста; в) логично высказываться в рамках темы; выражать свое мнение, используя изучаемые грамматические явления; г) выполнять перевод текстов с английского языка на русский.; д) реферировать и аннотировать тексты социокультурной тематики. Максимальная оценка знаний на втором уровне **(В) - 8 баллов. На третьем уровне (С):** а) анализировать основные проблемы молодежи в настоящее время, причины возникновения данных проблем и предлагать пути их решения; б) работать с различной англоязычной литературой с целью выполнения творческого задания по теме; в) переводить предложения с русского языка на английский с использованием лексики социальной тематики. Максимальная оценка знаний на третьем уровне **(С) - 10 баллов.**

**(A) Exercise 1. Choose the correct answer. Consult the text if necessary.**

**1. What are the main problems youth's problems?**

- a. violence and smoking
- b. drugs and alcohol abuse
- c. all of the above

**2. What contributes to high mortality and the increased risk of transmitting HIV among young people?**

- a. drinking and driving
- b. smoking
- c. alcohol and drug abuse

**3. Violence, smoking, drugs and alcohol abuse are more and more associated with:**

- a. adults
- b. youngsters
- c. children

**4. In some schools, students joined:**

- a. football clubs
- b. swimming team
- c. anti-drug programs.

**5. What are the main reasons of committing crimes among young people?**

- a. a lot of free time
- b. bad neighborhood conditions, and drug addiction
- c. lack of education

**(A) Exercise 2. Match the columns.**

1. Today it is fashionable ...	a. drugs and alcohol under the age of 16
2. Social consequences of drugs abuse are very serious; ...	b. are in developing countries
3. Almost half of teenagers try ...	c. to the general picture of youths' problems.
4. The highest rates of smoking among young people ...	d. must be solved
5. The number of young women	e. to speak about teenage prob-

taking up ...	lems
6. Juvenile delinquency adds much ...	f. cigarettes is unfortunately growing
7. Youth's problems ...	g. they lead to the degradation of a person.

**(B) Exercise 3. Define whether the statements are true or false. Correct the false ones.**

1. Today alcohol, crime, drug abuse are the problems of only adults.
2. One of the most vital issues today is drug and alcohol abuse among teenagers.
3. Some teenagers have an experience with drugs and alcohol under the age of 12.
4. Smoking contributes to high mortality and the increased risk of transmitting HIV among adults.
5. Young people commit crimes because they have a lot of free time.
7. School is the only social institution which can solve the problems of young people.

**(B) Exercise 4. Answer the questions on the text:**

1. Do violence, smoking, drugs and alcohol abuse are more and more associated with youngsters nowadays?
2. Why drug and alcohol abuse among teenagers is one of the most vital issues today?
3. What does alcohol and drugs abuse in many countries contribute to?
4. Are there any programs for the young people addicted to drugs or alcohol?
5. What does the growing level of tobacco use among young people suggest?
6. Does juvenile delinquency add much to the general picture of youth's problems? If yes, why?
7. What social institutions should solve youth's problems?

**(B) Exercise 5. Put the words and phrases in the right order to make complete sentences.**

1. problems/alcohol/young/people/than/were/few/years/drug/abuse/for/adults/for/crime/a/ago/more.

2. degradation/drugs/abuse/person/alcohol/lead/of/to/the/a.
3. is/drugs/statistics/horrifying/the/on/taking/absolutely/teenagers.
4. among/another/critical/smoking/problem/is/teenagers.
5. schools/students/anti-drug/some/joined/programs/in.
6. than/every/younger/arrested/actions/teenager/was/criminal/for/was/who/fifth/14.
7. youth's/it/be/that/problems/obvious/must/solved/is.

**(B) Exercise 6. Find the key-sentences in the text. Read and translate them.**

**(C) Exercise 7. Translate the sentences into English.**

1. Одной из важнейших проблем молодежи на сегодняшний день является употребление алкоголя и наркотиков.
2. Наркоманы выпадают из общественной жизни, что приводит к деградации личности.
3. Статистические данные о подростках, принимающих наркотики, являются ужасающими.
4. Многие тинэйджеры, принимающие наркотики, почти никогда не признают, что они зависимы.
5. Курение является одной из основных причин смертности в мире и представляет собой еще одну насущную проблему современной молодежи.
6. Основными причинами детской преступности являются плохие взаимоотношения в семье, неблагоприятное окружение, а также употребление наркотиков.
7. Решение проблем молодежи должно выполняться всеми социальными институтами, важнейшими из которых являются семья и школа.

**DISCUSSION**

**(A) Exercise 1. Answer the following questions. Give your reasons.**

1. Why is it fashionable today to speak about youth's problems?
2. What are the major problems related to young people?
3. What social consequences and health problems are the results of alcohol and drug abuse?
4. What specific programs and strategies to struggle against anti-social habits and behavior of youth should be implemented in your opinion?

5. Why smoking among teenagers is another critical problem aside from alcohol and drug abuse?
6. Why do young people commit crimes?
7. What can be done to solve the youth's problems today?

**(B) Exercise 2. Say if these statements are true or false. Correct the false ones. Give your reasons.**

1. Some centuries ago young people did not have any problems.
2. Only some teenagers try drugs and alcohol under the age of 16.
3. Drugs abuse has no consequences for the teenagers taking them.
4. In some countries there are special problems for the teenagers having problems with studying at school.
5. Smoking is a less critical problem than drugs abuse.
6. The Government surveys show that the rate of crime among teens is reducing.
7. It is useless to solve youth's problems.

**(B), (C) Exercise 3. Suppose you are at the students' conference. Speak on:**

1. The role of family relationships and neighborhood conditions in forming the personality of a teenager?
2. The social, behavioral and other consequences of alcohol and drugs abuse among teenagers.

**(B), (C) Exercise 4. Suppose you will have to make a report. Speak on:**

1. The main factors contributing to the growth of juvenile delinquency, and the rate of smoking, drugs and alcohol abuse among teenagers.
2. The measures which should be taken in order to reduce the scale of teens subjected to different social problems.

## 2. ЗАДАНИЯ К УСРС ПО ТЕМЕ СОЦИОКУЛЬТУРНЫЙ ПОРТРЕТ МОЛОДЕЖИ

### Методические рекомендации

Студентам необходимо перевести предложенный текст на русский язык и выполнить задания к тексту. Уровень текста (А, В, С) определяется сложностью текста.

### Образцы УСРС

(A)

### YOUTH UNEMPLOYMENT

There are many young people in our country. Each of them has one's own view point on their life and their future. There are many problems which are common for all young people.

People of almost every age are susceptible to this pernicious disease but it hits the youth the hardest. Its name is unemployment. The percentage of unemployed youth in the total number of the jobless is high. In many developing countries the situation is more serious. Many young people commit suicide. Unless the economic situation in the world changes, youth unemployment will increase. This predictions refer to all categories of workers – with high and low skills, living both in cities and in the country. Young people are deprived the possibility of creating; the majority of young people feels their uselessness, with time they loose their ideals and become disillusioned. Unemployment greatly influences the tendency among the youth towards drug and alcohol education, frustration and crime. This is a time bomb and is a heavy accusation of any social economic system.

**Task 1.** Why is youth unemployment a serious problem?

(B)

### AMERICAN TEENAGERS

The problems American teenagers face daily reflect problems in the American society: drugs, guns, violence, poverty and depression. However, there are a few problems, which are prevalent mainly among America's youth.

Violence in schools has been an increasing problem in America in the past few years. Occasions when American students have shot and killed their classmates no longer sounds unfamiliar. Guns have no place in the hands of American children. Children should not have to fear going to school, and should not have to fear their classmates.

Teenage pregnancy is also a problem relevant to the topic of teenage problems. Children having children – teenage mothers and fathers – cannot provide for their babies, because they still need to be cared for. Teenage parents do not have adequate education and monetary means to support babies in today's world. And while teenagers continue to have sex at earlier ages, it is also necessary to address the problem of STDs (sexually transmitted diseases). STDs such as AIDS are incurable and are devastating to teenagers who are just beginning to enjoy life.

In order to address these problems of youth teenagers need to discuss their problems. In today's society it is difficult for a teenager to be taken seriously. However, in the next few years, adults must take the time to hear the problems of these young Americans so that solutions can be found to eliminate the problems.

**Task 1.** Name the problems of American teenagers mentioned in the text.

**Task 2.** How can the problems described in the text be solved?

**Task 3.** The problems of American teenagers are universal ones, and refer to all the teenagers worldwide, don't they.

(C)

### YOUTH MOVEMENTS IN GREAT BRITAIN

Youth and youth movement have become important factors in the life Great Britain. Numerous youth organizations have been formed since the Second World War, uniting young people from all classes and sections of

the population. There are about 60 youth organizations in Great Britain. All youth organizations can be divided into three large groups: 1. non-political organizations; 2. youth organizations associated with political parties; 3. youth organizations controlled by religious bodies. The two largest non-political youth organizations are the associations of the Boy Scouts and the Girl Guides. There are about 1300000 boys and girls in them. The membership is voluntary. The Scout Association was formed in 1908 by General Baden Powell. His idea was to train boys in mapping, signalling, knotting, first aid and all the skills that would arise from camping and outdoor activities. A Scout was to make a promise that he would do his best to do his duty to God and the Queen. There are some other non-political organizations: the Combined Cadet Force, Sea Cadet Corps, and Greenpeace. Sport clubs are characteristic youth organizations in the UK. They unite people who are interested in baseball, football, golf, etc. There also exist interest clubs.

There are several youth organizations associated with political parties. The Youth Campaign for Nuclear Disarmament (YCND) unites young people and organizes mass rallies and meetings, demonstrations, marches of protest, festivals. It co-operates with the National Union of Students.

Religious young organizations and groups aim at helping to elderly people or working in hospitals. There are even groups where young people help released prisoners to start their life a-new. Religious organizations pay attention not only to the study of religious views but involve youth into such activities as music festivals and amateur theatre.

As you see, all these organizations aim at preserving and strengthening the social and political system existing in the country. Many of them have done and still are doing useful work in providing leisure facilities for young English people.

**Task 1.** What groups can youth organizations in Great Britain be divided into?

**Task 2.** What are the youth organizations in Great Britain aimed at?

**Task 3.** Are there any organizations uniting youths in Belarus?

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