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НАВЧАННЯ
ІНОЗЕМНИХ
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Кафедра романо-германської філології

М. А. Пабат
І. Ф. Будз
Я. В. Поченюк

МЕТОДИКА НАВЧАННЯ ІНОЗЕМНИХ МОВ

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Рецензенти:

Павелків К. М. – доктор педагогічних наук, професор кафедри іноземних мов Рівненського державного гуманітарного університету.

Кочмар Д. А. – кандидат педагогічних наук, доцент, завідувачка кафедри іноземних мов Міжнародного економіко-гуманітарного університету імені акад. С. Дем'янчука.

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Навчальний посібник «Методика навчання іноземних мов» укладений для здобувачів першого (бакалаврського) та другого (магістерського) рівнів вищої освіти спеціальності 014.02 Середня освіта. Мова і зарубіжна література (англійська) галузі знань 01 Освіта / Педагогіка.

Матеріал посібника поєднує та систематизує різноманітність методів і прийомів навчання іноземної мови в закладах освіти, акцентує увагу здобувачів на розумінні їхньої ефективності та шляхи удосконалення. Концептуальний виклад засад методики навчання іноземної мови сприятиме формуванню чіткого уявлення про систему сучасних методів, прийомів, форм, інформаційно-комунікаційних засобів у навчанні іноземної мови.

Для викладачів, аспірантів, здобувачів першого (бакалаврського) та другого (магістерського) рівнів вищої освіти філологічних факультетів вищих навчальних закладів освіти.

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ПЕРЕДМОВА

Однією з найважливіших засад сучасної системи освіти є забезпечення компетентнісного підходу до навчання, що зумовлює формування у вчителя іноземної мови здатності безпечно застосовувати сучасні методи, форми, інформаційно-комунікаційні засоби у навчанні та інших життєвих ситуаціях, дотримуючись принципів академічної доброчесності; передбачає впевнене, критичне і відповідальне використання цифрових технологій для власного розвитку і спілкування; використовувати різні форми й види комунікації в освітній діяльності. До найбільш важливих критеріїв організації якісного освітнього процесу на уроках іноземної мови є використання сучасних технологій та ресурсів таким чином, щоб здобувачі освіти могли використовувати англійську мову у реальних життєвих ситуаціях, у процесі навчання та набуття знань.

Пропоноване видання спрямоване на формування системних знань у галузі методики навчання іноземних мов. Основна мета навчального посібника – забезпечити фахову підготовку здобувачів з дисципліни «Методика навчання іноземної мови», розширити, поглибити та викласти основи загальної методики навчання іноземних мов у закладах освіти, забезпечити основи теоретичної та практичної підготовки здобувачів до викладання іноземної мови у школі.

Кожен тематичний блок навчального посібника містить теоретичний матеріал, основні опорні поняття теми (коротке тлумачення термінів та понять з методики), плани практичних занять, вправи для індивідуального виконання, запитання для самоконтролю та тестові завдання.

Варіативність представленого тренувального матеріалу у додатках дає змогу здійснювати навчання диференційовано, відповідно до конкретних умов закладу освіти (онлайн, очної чи змішаної форм навчання): за чинними навчальними планами посилити ефективність традиційного викладання предмету або впроваджувати новаторські форми організації навчання. Заслуговує на увагу узагальнюючо-контрольний блок, матеріали якого дозволяють систематизувати знання, провести корекцію умінь і навичок, а також здійснити контроль за засвоєнням програмного матеріалу.

КОНСПЕКТ ЛЕКЦІЙ

Державний освітній стандарт з іноземної мови

Державний стандарт з навчального предмета "Іноземна мова" має три складники: 1) загальна характеристика, 2) базовий зміст, 3) вимоги до мінімально необхідного рівня підготовленості учнів.

Відповідно до державного стандарту метою навчання іноземної мови у межах базового курсу є оволодіння учнями основами іншомовного спілкування, у процесі якого здійснюються освіта, виховання і розвиток особистості. Державним стандартом визначається базовий рівень володіння іншомовним спілкуванням, досягнення якого є обов'язковим для всіх учнів певного типу середнього навчального закладу. Базовий рівень для основної середньої загальноосвітньої школи (5-9 класи) передбачає здатність учнів здійснювати іншомовне спілкування з носіями мови, що вивчається, в найбільш розповсюджених стандартних ситуаціях і користуватися письмом в обмеженому обсязі, а також читати і розуміти нескладні автентичні тексти. За відповідних умов базовий рівень, безперечно, може бути перевищений. Програми і підручники з іноземних мов повинні відповідати державному освітньому стандарту з іноземної мови. Успіх реалізації вимог державного стандарту значною мірою залежить від рівня кваліфікації вчителя іноземної мови.

Сучасні вимоги до кваліфікації вчителя іноземної мови: нові підходи до вирішення проблем освіти, в тому числі і в галузі навчання іноземної мови іноземної мови, висувають нові вимоги і до підготовки вчителя, його кваліфікаційної характеристики.

Кваліфікаційна характеристика - це перелік основних вимог до професійних якостей, знань і вмінь фахівця, необхідних для успішного виконання

професійних обов'язків.

Методичний компонент його кваліфікаційної характеристики включає вимоги до теоретичної і до практичної підготовки вчителя іноземної мови.

Основні вимоги до теоретичної підготовки підготовки. Вчитель іноземної мови повинен знати і розуміти: основні етапи розвитку методики навчання іноземної мови; основи теорії формування граматичних мовленнєвих навичок; основи теорії формування лексичних мовленнєвих навичок; основи теорії формування слуховимовних мовленнєвих навичок; основи теорії формування навичок техніки письма; основи теорії формування навичок техніки читання; основи теорії формування вмінь аудіювання; основи теорії формування вмінь читання; основи теорії формування вмінь говоріння; основи теорії формування соціокультурної компетенції; основи теорії планування класної і позакласної роботи з іноземної мови; основи теорії організації класної і позакласної роботи з ІМ; основи теорії контролю та оцінювання у навчанні іноземної мови; основи теорії формування навчальної компетенції.

Основні вимоги до практичної підготовки. Вчитель іноземної мови повинен уміти реалізовувати: комунікативно-навчальну функцію, тобто кваліфіковано застосовувати сучасні принципи, методи, прийоми і засоби навчання чотирьох видів мовленнєвої діяльності; виховну функцію, тобто вирішувати завдання морального, культурно-естетичного, трудового виховання учнів засобами іноземної мови з урахуванням особливостей ступеня навчання; розвиваючу функцію, тобто прогнозувати шляхи формування і розвитку інтелектуальної та емоційної сфер особистості учня; освітню функцію, тобто допомагати учням в оволодінні уміннями вчитися, розширювати свій світогляд, пізнавати

себе.

Крім основних чотирьох вищезазначених функцій, учитель має бути здатним здійснювати: гностичну функцію, тобто аналізувати свою професійну діяльність і навчальну діяльність учнів, добирати підручники та посібники, прогнозувати труднощі засвоєння учнями мовного і мовленнєвого матеріалу, а також оволодіння мовленнєвою діяльністю, вивчати та узагальнювати досвід інших вчителів у галузі навчання іноземної мови; конструктивно-плануючу функцію, тобто планувати і творчо конструювати навчально-виховний процес у цілому і процес навчання конкретного матеріалу з урахуванням особливостей ступеня навчання; планувати навчально-комунікативну діяльність учнів на уроці та в позакласній роботі; здійснювати у комплексі різні види індивідуалізації навчання іноземної мови: мотивуючий, регулюючий, розвиваючий, формуючий; організаторську функцію, тобто реалізовувати плани (поурочні, серії уроків, позакласних заходів) з урахуванням особливостей ступеня навчання; творчо розв'язувати методичні завдання у процесі навчання і виховання.

Система освіти в Україні та навчання іноземної мови. Демонстрація нового матеріалу супроводжується поясненням учителя. Таке пояснення здійснюється одночасно з організацією самостійного пошуку учнів, що стимулює їх розумову активність, необхідну для успішного засвоєння нового матеріалу. Зі свого боку, учень осмислює нові мовні та мовленнєві явища на основі розумових операцій аналізу, синтезу, порівняння та умовиводу. В ході осмислення учень може робити відповідний запис, креслити схеми, таблиці та ін.

На етапі тренування та практики вчитель організує вправління учнів у застосуванні засвоєного матеріалу в усному або письмовому спілкуванні. При цьому

використовуються різноманітні вправи.

У свою чергу учні здійснюють операції вправління в різних видах мовленнєвої діяльності.

Слід зазначити, що застосування методів як учителем, так і учнями спрямоване не лише на організацію та реалізацію навчальної діяльності, але й на управління нею.

Управління навчальною діяльністю реалізується завдяки здійсненню учителем контролю за успішністю учнів в оволодінні іншомовною мовленнєвою діяльністю на кожному етапі навчання. З боку учнів управління навчальною діяльністю відбувається завдяки застосуванню ними самоконтролю та самокорекції у процесі ознайомлення та осмислення іншомовного матеріалу і вправління в іншомовному спілкуванні.

З перетворенням України на самостійну державу виникла потреба у розбудові системи освіти, її докорінному реформуванні. З цією метою розроблена цілісна державна національна програма "Освіта", головною метою якої є визначення стратегії розвитку освіти в Україні на найближчі роки та перспективу XXI століття, створення життєздатної системи безперервного навчання і виховання для досягнення високих освітніх рівнів, забезпечення можливостей постійного духовного самовдосконалення особистості, формування інтелектуального та культурного потенціалу як найвищої цінності нації.

Основні принципи освіти і зміни у навчанні іноземної мови

У програмі "Освіта" визначені стратегічні завдання, пріоритети, напрями та головні шляхи реформування освіти, сформульовані принципи освіти. До основних принципів освіти відносять: пріоритетність освіти, що

означає випереджальний характер її розвитку, нове ставлення суспільства до освіти, до знань та інтелекту, кардинально нові підходи до інвестиційної політики в освітній сфері; демократизацію освіти, яка передбачає надання автономії навчально-виховним закладам у вирішенні основних питань їхньої діяльності, подолання монополії держави на освіту, перехід до державно-громадської системи управління освітою, в якій особистість, суспільство і держава стануть рівноправними суб'єктами, утворення системи партнерства учнів, студентів і педагогів; гуманізацію освіти, яка забезпечить утвердження людини як найвищої соціальної цінності, найповніше розкриття її здібностей та задоволення різноманітних освітніх потреб, пріоритетність загальнолюдських цінностей, гармонію стосунків людини з навколишнім середовищем, суспільством і природою; гуманітаризацію освіти, яка покликана формувати цілісну картину світу, духовність, культуру особистості і планетарне мислення; інаціональну спрямованість освіти, що підкреслює невіддільність освіти від національного ґрунту, її органічне поєднання з національною історією і народними традиціями; відкритість системи освіти, яка пов'язана з її орієнтованістю на цілісний неподільний світ та його глобальні проблеми, усвідомленням пріоритетності загальнолюдських цінностей; безперервність освіти, що відкриває можливості для постійного поглиблення загальноосвітньої та фахової підготовки; нероздільність навчання і виховання, що стверджує їх органічне поєднання, підпорядкування змісту навчання і виховання формуванню цілісної та всебічно розвиненої особистості; багатокультурність та варіативність освіти, що передбачає створення можливостей для широкого вибору форм освіти, навчально-виховних закладів, засобів навчання і виховання, створення мережі недержавних навчально-виховних закладів.

Названі принципи державної освітньої політики зумовили і необхідність реформування системи навчання іноземної мови: переглядається структура ступенів навчання; оновлюється зміст навчання іноземної мови і зміст виховання засобами іноземної мови; створюються авторські програми та альтернативні підручники з іноземної мови; реалізується інтеграція у світові заклади освіти, пов'язані з навчанням іноземної мови; забезпечується безперервність навчання іноземної мови; створюються умови для варіативності форм навчання іноземної мови тощо.

Методика навчання іноземної мови як наука та її зв'язок з іншими науками

Як відомо, знання, навички, вміння самого вчителя не стануть надбанням учнів, якщо він не володіє теорією навчання іноземної мови, в основу якої покладені досягнення науки. Для того щоб навчання іноземних мов у середніх навчальних закладах було ефективним і відповідало сучасним вимогам, майбутній учитель має добре оволодіти теоретичним курсом "Методика навчання іноземної мови", який повинен посідати провідне місце в системі професійної підготовки фахівця.

До основних завдань теоретичного курсу "Методика навчання іноземних мов" відносяться такі: показати головні компоненти теорії сучасного навчання іноземних мов у середніх навчальних закладах і на цій основі навчити студентів використовувати теоретичні знання для вирішення практичних завдань; ознайомити студентів з сучасними тенденціями в навчанні іноземних мов як у нашій країні, так і за кордоном; розкрити суть складових частин і засобів сучасної методики як науки; спрямувати студентів на творчий пошук під час практичної діяльності у школі; сформулювати у студентів під час практичних і

лабораторних занять професійно-методичні вміння, необхідні для плідної роботи в галузі навчання іноземних мов; залучити майбутніх вчителів до опрацювання спеціальної науково-методичної літератури, що має стати джерелом постійної роботи над собою з метою підвищення рівня професійної кваліфікації.

В педагогічному плані слово "методика" найчастіше вживається у трьох значеннях:

1) "методика" як педагогічна наука, яка має, з одного боку, характеристики, притаманні будь-якій науці (теоретичний фундамент, експериментальну базу, робоче поле для перевірки науково обгрунтованих гіпотез), а з другого - специфічні об'єкти дослідження, що зумовлені як особливостями самого предмета, так і шляхами оволодіння ним;

2) "методика" як сукупність форм, методів і прийомів роботи вчителя- це "технологія" професійної практичної діяльності;

3) "методика" як навчальна дисципліна.

Методика як наука тісно пов'язана з концепцією навчального процесу, його основними компонентами, які й складають сукупність об'єктів вивчення та об'єктів дослідження. До основних компонентів навчального процесу відносяться: 1) навчаюча діяльність учителя; 2) навчальна діяльність учнів і 3) організація навчання.

Будь-який процес навчання - це процес сумісної діяльності вчителя та учнів. Навчання - це акт взаємодії того, хто навчає, з тим, кого навчають, з метою передачі одним і засвоєння іншим соціального досвіду. Обидві сторони - і вчитель, і учень - беруть активну участь у цій діяльності, але кожен по-своєму: вчитель здійснює навчаючі дії, спрямовуючи навчальні дії учнів; вчитель мотивує навчальну діяльність учнів, спонукає їх до навчання; вчитель організує навчальні дії таким чином, щоб вони давали максимальний ефект. Ця організація

проходить на рівні дій кожного окремого учня; вчитель дає учням матеріал для засвоєння та орієнтири для їх навчальної діяльності; вчитель здійснює контроль за ефективністю засвоєння.

Спочатку навчаючі дії вчителя превалюють. Однак вони обов'язково спрямовані на формування в учнів різноманітних навчальних умінь – умінь самостійної пізнавальної діяльності. Поступово частка "участі" вчителя в сумісній діяльності зменшується, а учнів зростає. Змінюється і якість навчальних дій - дії учнів стають більш активними, творчими й самостійними, а роль учителя зводиться до керування цією активною і самостійною діяльністю учнів.

Під "організацією" в широкому розумінні цього терміна маються на увазі такі фактори: мета навчання, його зміст, методи та прийоми, а також засоби навчання.

Без тісної взаємодії усіх трьох компонентів навчальний процес не може бути ефективним, а в окремих випадках стає і неможливим. Отже методика навчання іноземних мов - це наука, яка вивчає цілі, зміст, методи і засоби навчання, а також способи учіння і виховання на матеріалі іноземної мови.

Об'єктом методики викладання іноземних мов є навчання, а її предметом – метод навчання. Між об'єктом і предметом існує двосторонній зв'язок.

У методиці навчання іноземних мов виділяють дві функціонально різні методики: загальну та спеціальну. Загальна методика займається вивченням закономірностей та особливостей процесу навчання будь-якої ІМ. Спеціальна методика досліджує навчання конкретної ІМ у певному типі навчального закладу з урахуванням мовних і мовленнєвих особливостей рідної мови.

Методи дослідження в методиці навчання іноземних мов

В сучасній методиці навчання іноземних мов використовуються основні та допоміжні методи дослідження.

До основних методів відносять:

- 1) критичний аналіз літературних джерел (в тому числі ретроспективне вивчення вітчизняного й зарубіжного досвіду);
- 2) вивчення та узагальнення позитивного досвіду роботи вчителів, які досягли видатних результатів у навчально-виховному процесі;
- 3) наукове спостереження;
- 4) пробне навчання;
- 5) експеримент; 6) дослідне навчання.

Допоміжні методи охоплюють:

- 1) метод інтерв'ю;
- 2) анкетування,
- 3) тестування;
- 4) бесіду,
- 5) хронометрування,
- 6) метод експертів тощо.

Критичний аналіз літературних джерел як метод дослідження. В одних випадках цей метод може бути самостійним, наприклад, коли вивчаються методи навчання іноземних мов минулого.

Вивчення та узагальнення позитивного досвіду роботи вчителів є також надзвичайно важливим методом дослідження, тому що майстри педагогічної праці нерідко знаходять прийоми та методичні рішення, використання яких значно підвищує ефективність навчального процесу.

Наукове спостереження має цінність лише тоді, коли воно підпорядковане певній меті. Спостереження

мають бути цілеспрямованими. Особливої цінності набувають спостереження, зафіксовані за допомогою технічних засобів. Результати зафіксованих спостережень можуть доповнюватися контрольними роботами, стандартизованими та нестандартизованими тестами, протокольними матеріалами. Кваліфікована класифікація спостережень - цінний матеріал для розробки методичних рекомендацій.

Пробне навчання - це дослідження, побудоване переважно на ерудиції та педагогічній інтуїції вчителя, який здійснює науковий пошук. У цьому випадку вчитель, спираючись на власний досвід, без глибокого і тривалого вивчення здійснює пошук, завдяки якому підтверджується або спростовується висунуте і первинно обґрунтоване допущення, спрямоване на удосконалення окремих аспектів процесу навчання іноземної мови.

Простота реалізації пробного навчання, легкість отримання та обробки його результатів роблять цей метод дослідження найбільш доступним для вчителів шкіл, якщо вони не володіють методикою проведення складніших методів дослідження.

Експеримент у навчанні іноземних мов посідає особливе місце серед основних методів дослідження. З його допомогою вивчаються загальні та спеціальні закономірності навчання іноземних мов. Під експериментом розуміють науково поставлений дослід, заснований на ретельному вивченні варіювання явища, яке досліджується, при можливому урівноваженні всіх інших значущих факторів. У методиці навчання іноземних мов види експериментів визначаються за трьома ознаками:

- 1) за значущістю дослідження - розвідувальний та основний /базовий експеримент;
- 2) за умовами проведення - природний і лабораторний експеримент,
- 3) за складністю організації - односерійний та

багатосерійний, однофакторний та багатофакторний, прямий і перехресний експеримент тощо.

Методичні рекомендації, перевірені за допомогою дослідного навчання, пропонуються для впровадження у практику роботи всіх навчальних закладів цього типу. Основні методи дослідження мають тісний зв'язок з допоміжними.

Допоміжні методи дослідження у самостійному вигляді, як правило, не реалізуються. Вони є важливим доповненням або складовою частиною основних методів дослідження.

Статистичний метод дозволяє створювати статистичний еталон навчального процесу, на основі якого можна робити висновки про ефективність навчання ІМ.

Метод моделювання використовується для моделювання навчання іншомовного мовлення як і будь-якої іншої діяльності. Такий підхід дозволяє користуватися цінною науковою інформацією, одержаною на інших, невербальних моделях (розв'язання математичних задач, шахматна гра тощо).

Метод інтерв'ю передбачає вивчення поглядів тієї чи іншої групи людей (наприклад, учителів гімназій, учнів старших класів ліцеїв тощо). Бесіда проходить у відповідності до заздалегідь розробленого плану. Відповіді фіксуються, а потім співставляються та аналізуються.

Система навчання іноземних мов

Системою називається будь-яке складне явище, до якого входять численні елементи, котрі утворюють певну сукупність завдяки наявності між ними внутрішніх зв'язків. В методиці навчання іноземних мов термін "система" застосовується давно. Ми говоримо про систему навчання мови, систему вправ, систему уроків тощо. Системний підхід вважається одним із провідних

методологічних принципів дослідження в будь-якій галузі знань.

Навчання іноземних мов у середніх навчальних закладах визначається як система, функціонування якої обумовлюється багатьма чинниками. Головними з них є: характер соціального замовлення на сучасному етапі розвитку суспільства, цілі навчання та виховання, принципи і зміст навчання іноземних мов та інші.

Існують різні підходи до описання системи навчання іноземних мов. Одним із таких підходів, запропонованих педагогом І. Л. Бім, є тлумачення системи навчання іноземних мов як багаторівневої ієрархічної будови, в межах якої визначається характер взаємодії усіх елементів, що складають систему навчання іноземних мов.

Науковець І. Л. Бім виділяє три рівні у структурі системи навчання іноземних мов у середніх навчальних закладах. На першому рівні система навчання розглядається із загальних позицій як система, що створює взаємодію методики як науки та всієї об'єктно-предметної галузі. На другому рівні система навчання співвідноситься зі сферою навчання конкретної іноземної мови. На цьому рівні навчання іноземних мов розглядається як складна система, що наповнена конкретним змістом, спрямованим на навчання конкретної іноземної мови.

Комунікативний підхід у навчанні ІМ

Термін "підхід" означає загальну вихідну концептуальну позицію, яка є вирішальною у розгляді і визначенні інших підпорядкованих концептуальних положень. Іншими словами, "підхід" означає стратегію навчання.

В сучасній методичній літературі виділяють чотири основні підходи:

1. Біхевіористський підхід визначає оволодіння

іноземною мовою як сформованість реакцій на іншомовні стимули.

2. Інтуїтивно-свідомий підхід передбачає оволодіння іноземною мовою на основі моделей в інтенсивному режимі з наступним усвідомленням їх значення і правил оперування ними.

3. Свідомий пізнавальний підхід спрямовує діяльність учня передусім на засвоєння правил використання лексико-граматичних моделей, на основі яких здійснюється свідоме конструювання висловлювань.

4. Комунікативний підхід передбачає органічне поєднання свідомих і підсвідомих компонентів у процесі навчання ІМ, тобто засвоєння правил оперування іншомовними моделями відбувається одночасно з оволодінням їх комунікативно-мовленнєвою функцією.

Комунікативний підхід в найбільшій мірі відбиває специфіку іноземної мови як навчального предмета в середньому навчальному закладі. Цей підхід визначився в результаті методичного осмислення наукових досягнень в галузі лінгвістики - теорії комунікативної лінгвістики і психології та теорії діяльності, що знайшло відображення в роботах з психології та методики навчання іноземних мов (О. О. Леонтьєв, І. О. Зимня, Ю. І. Пассов, С. Ф. Шатілов, Г. В. Рогова та інші). Реалізація комунікативного підходу у навчальному процесі з іноземної мови означає, що формування іншомовних мовленнєвих навичок і вмінь відбувається шляхом і завдяки здійсненню учнем іноземної мовленнєвої діяльності. Іншими словами, оволодіння засобами спілкування (фонетичними, лексичними, граматичними) спрямоване на їх практичне застосування у процесі спілкування. Оволодіння уміннями говоріння, аудіювання, читання та письма здійснюється шляхом реалізації цих видів мовленнєвої діяльності у процесі навчання в умовах, що моделюють ситуації реального спілкування. У зв'язку з цим навчальна

діяльність учнів організується таким чином, щоб вони виконували вмотивовані дії з мовленнєвим матеріалом для вирішення комунікативних завдань, спрямованих на досягнення цілей та намірів спілкування. Прийнятий в сучасній вітчизняній методиці комунікативний підхід до навчання іноземних мов зумовлює вибір цілей, згідно з якими визначаються принципи, зміст, методи, прийоми та засоби навчання.

Цілі навчання

Визначення цілей навчання дає відповідь на запитання «З якою метою навчати?» Метою навчання іноземних мов є оволодіння учнями іноземних мов як засобом спілкування і здійснення в цьому процесі виховання, освіти і розвитку особистості учня.

Цілі навчання іноземних мов в середніх навчальних закладах представлені в Державному освітньому стандарті з освітньої галузі "Іноземна мова". В сучасній методиці навчання іноземних мов у середніх навчальних закладах висувуються чотири цілі: практична, виховна, освітня і розвиваюча.

Практична мета є провідною. Вона передбачає практичне опанування учнями умінь мовлення на рівні, достатньому для здійснення іншомовного спілкування в чотирьох видах мовленнєвої діяльності: аудіюванні, говорінні, читанні та письмі в типових ситуаціях. Оволодіння учнями іншомовним спілкуванням передбачає формування у них певного рівня комунікативної компетенції, яка реалізується за допомогою мовленнєвих умінь, розвинених на основі мовних, лінгвокраїнознавчих, країнознавчих знань та навичок мовлення. Основні мовленнєві вміння включають: вміння здійснювати усне спілкування в типових ситуаціях навчально-трудої, побутової і культурної сфер спілкування; вміння розуміти

на слух основний зміст нескладних аутентичних текстів; вміння читати і розуміти нескладні аутентичні тексти різних жанрів та видів з різним ступенем розуміння їх змісту (читання з розумінням основного змісту; читання з повним розумінням змісту); вміння зафіксувати і передати письмово елементарну інформацію.

Згідно з Державним освітнім стандартом учні мають оволодіти іншомовним мовленням у межах того мовного і мовленнєвого матеріалу, котрий вивчається в середньому навчальному закладі. Це означає, що реалізація іншомовного усного чи писемного спілкування є обмеженою у плані різноманітності і складності лексико-граматичного оформлення, тематики і ситуацій спілкування. Виховна мета реалізується через систему особистого ставлення до нової культури у процесі оволодіння цією культурою. Передбачається виховання в учнів: культури спілкування, прийнятої в сучасному цивілізованому світі; ціннісних орієнтацій, почуттів та емоцій; позитивного ставлення до іноземних мов, культури народу, який розмовляє цією мовою; розуміння важливості оволодіння іноземною мовою і потреби користування нею як засобом спілкування; таких рис характеру як доброзичливість, толерантність, колективізм, активність, працьовитість.

Виховання учнів у процесі навчання іноземних мов забезпечується підбором навчального матеріалу (текстів, малюнків, ситуацій тощо), в якому відображені загальнолюдські моральні цінності; застосуванням у процесі навчання проблемних завдань, вирішення яких потребує від учня висловлення своїх почуттів, поглядів, критичної оцінки і своєї власної думки щодо різних подій, стосунків, фактів, які відображені в інформативному навчальному матеріалі.

Освітня мета досягається шляхом освіти учнів засобами іноземних мов, що, у свою чергу, передбачає:

усвідомлення учнями суті мовних явищ, іншої системи понять, через яку може сприйматися дійсність; порівняння явищ іноземних мов, що вивчається, з рідною мовою; залучення до діалогу культур (іншомовної та рідної); оволодіння знаннями про культуру, історію, реалії та традиції країни, мова якої вивчається (лінгвокраїнознавство, країнознавство); уміння вчитися (працювати з книжкою, підручником, довідковою літературою, словниками тощо).

Освітня мета реалізується у процесі навчання на базі навчального матеріалу, наприклад, текстів для читання, аудіювання тощо.

Розвиваюча мета реалізується у процесі оволодіння учнями досвідом творчості, пошукової діяльності, усвідомлення явищ як своєї, так і іншої дійсності, їх подібності та розбіжності.

Передбачається розвиток в учнів: умінь переносу знань та навичок у нову ситуацію на основі здійснення проблемно-пошукової діяльності; мовленнєвих здібностей (фонетичного та інтонаційного слуху, мовної здогадки, імітації, логічного викладення думок тощо); інтелектуальних і пізнавальних здібностей (різних видів пам'яті - слухової й зорової, оперативної та тривалої, уваги - довільної та мимовільної, уяви тощо); готовності до участі в іншомовному спілкуванні; готовності до подальшої самоосвіти в галузі володіння іноземних мов.

У навчанні всі цілі реалізуються одночасно, у комплексі. На певному відрізку навчального процесу цілі набувають конкретного змісту як відображення конкретних результатів, що мають бути досягнуті по завершенні даного ступеня навчання. Наприклад, практична мета може передбачати розвиток певних мовленнєвих навичок або вмінь; освітня мета на цьому ж відрізку навчального процесу спрямовується на усвідомлення особливостей вживання даного іншомовного

явища в порівнянні з таким же в рідній мові; виховна мета може передбачати (це залежить від змісту навчального матеріалу) виховання доброти та співчуття до живої природи; розвиваюча мета спрямовується на розвиток навчально-інтелектуальних умінь, наприклад, самостійно працювати з текстом тощо.

Досягнення визначених цілей навчання іноземної мови можливе за умови взаємопов'язаного навчання мови і культури народу - носія цієї мови, а також активної комунікативно-пізнавальної діяльності учня як суб'єкта навчання. Цілі навчання тісно пов'язані зі змістом навчання.

Зміст навчання

Зміст навчання відповідає на запитання "Чого навчати?" Зміст навчання має забезпечити досягнення головної мети навчання, яка, нагадаємо, полягає в тому, щоб навчити учнів спілкуватися іноземними мовами в типових ситуаціях повсякденного життя в межах засвоєного програмного матеріалу. Здатність учнів спілкуватися іноземних мов забезпечується формуванням у них іншомовної комунікативної компетенції, зміст якої зумовлений такими видами компетенцій: мовною, мовленнєвою та соціокультурною. Ці компетенції, у свою чергу, теж включають цілий ряд компетенцій.

Так, мовна компетенція включає мовні знання (лексичні, граматичні, фонетичні та орфографічні) і відповідні навички; мовленнєва компетенція включає чотири види компетенцій: уміння в аудіюванні, говорінні, читанні та письмі. Формування мовленнєвих умінь неможливе без оволодіння мовним матеріалом (фонетичним, лексичним, граматичним). Але лише знання мовного матеріалу не забезпечує формування мовленнєвих умінь, необхідні ще й навички володіння цим матеріалом

для породження та розпізнавання інформації. Мовленнєві навички є складовою частиною мовленнєвих умінь. Окремі з вищеназаних компетенцій можуть бути ще більш деталізовані.

Так, компетенція у говорінні включає компетенцію в діалогічному мовленні та компетенцію в монологічному мовленні, отже в учнів необхідно формувати вміння користуватися обома формами мовлення. Лексична компетенція включає лексичні знання і мовленнєві лексичні навички, граматична - граматичні знання, і мовленнєві граматичні навички; фонологічна – фонетичні знання та мовленнєві слухо-вимовні навички тощо.

Досягнення комунікативної компетенції неможливе без оволодіння певним обсягом культурної інформації, без ознайомлення учнів з культурою народу, мову якого вони вивчають. У зв'язку з цим компонентом змісту навчання поряд з комунікативною компетенцією виступає також і соціокультурна компетенція, яка складається з країнознавчої та лінгвокраїнознавчої компетенцій.

Країнознавча компетенція - це знання учнів про культуру країни, мова якої вивчається (знання історії, географії, економіки, державного устрою, особливостей побуту, традицій та звичаїв країни).

Лінгвокраїнознавча компетенція передбачає володіння учнями особливостями мовленнєвої та немовленнєвої (міміка, жести, що супроводжують висловлювання) поведінки носіїв мови в певних ситуаціях спілкування, тобто сформованість в учнів цілісної системи уявлень про національно-культурні особливості країни, що дозволяє асоціювати з мовною одиницею ту ж інформацію, що й носії мови, і досягати у такий спосіб повноцінної комунікації.

Виділення лінгвокраїнознавчої компетенції як складника змісту навчання зумовлено тим фактом, що самій мові властиво накопичувати, зберігати та відбивати

факти і явища культури народу - носія цієї мови. Ці факти та явища, як правило, відомі усім членам мовної спільності, оскільки засвоюються ними у процесі навчання, виховання тощо. Так, американцям добре відомо, хто такий *“Homes Abe”* (прізвисько президента Лінкольна), і що продають у магазинах *Woolworth* або *“cent stores”* (дешеві товари повсякденного вжитку); яка різниця між *“express trains”* та *“local trains”* в метро: *“express trains”*, на відміну від *“local trains”*, зупиняються лише на великих станціях.

Навчання іноземних мов в середньому навчальному закладі здійснюється протягом обмеженого терміну часу. У зв'язку з цим питання змісту навчання тісно пов'язане з питанням його мінімізації. Мінімізація змісту навчання знаходить своє відображення у кількісному обмеженні мовного матеріалу, в різному обсязі рецептивного і продуктивного мовного мінімуму, а також у значному обмеженні сфер і ситуацій спілкування, тематики та предметного змісту мовлення. Отже зміст навчання включає такі компоненти:

1. Сфери спілкування, теми, ситуації.
2. Мовний, мовленнєвий, країнознавчий та лінгвокраїнознавчий навчальний матеріал.
3. Знання, навички та вміння мовлення.

Ефективне опанування учнями змісту навчання і досягнення цілей навчання ІМ відбувається за умови організації навчального процесу згідно з певними принципами.

Принципи навчання

Принципи навчання дають відповідь на запитання “Як організувати навчальний процес?” Навчання іноземних мов спирається, як і навчання інших дисциплін, на загальнодидактичні принципи, які набувають певної

специфіки, зумовленої особливостями предмета “Іноземна мова”. Навчання предмета “Іноземна мова” відрізняється тим, що головною метою тут виступає не накопичення знань, як це має місце у навчанні інших дисциплін, а оволодіння учнями діяльністю іншомовного мовленнєвого спілкування. Навчання іноземних мов здійснюється на основі дидактичних та методичних принципів.

До дидактичних принципів відносяться принципи наочності, посиленості, міцності, свідомості, науковості, активності, виховуючого навчання, індивідуалізації, доступності, систематичності та послідовності, колективності, проблемності, розвиваючого навчання.

Принцип наочності забезпечується у навчальному процесі з іноземних мов створенням відповідних умов для чуттєвого сприймання іншомовного оточення. Отже наочність відіграє важливу роль у формуванні іншомовних навичок і вмій, засвоєнні мовного та мовленнєвого матеріалу.

Розрізняють слухову і зорову наочність. Забезпечення учнів у процесі навчання слуховою наочністю необхідно для формування мовленнєвих механізмів, оскільки мовлення — це передусім звукова матерія, яка фіксується письмовим кодом. Слухова наочність у процесі оволодіння іноземних мов невід'ємно пов'язана із зоровою. Зорова наочність може виступати як у формі тексту, так і у формі малюнків, фотографій, схем, карт тощо. Деякі засоби, наприклад, кінофільм, відеофільм, театральна вистава об'єднують слухову і зорову наочність.

Таким чином реалізація принципу наочності у процесі навчання іноземних мов забезпечує успішне оволодіння іншомовною мовленнєвою діяльністю в говорінні, аудіюванні, читанні, письмі.

Принцип посиленості у навчанні іноземних мов в середньому навчальному закладі передбачає ретельний відбір навчального матеріалу і видів вправ з цим

матеріалом з урахуванням рівня підготовки учнів. Завдання, що ставляться перед учнями, повинні бути їм зрозумілими. Необхідно враховувати рівень володіння іноземними мовами, а також рівень сформованості спеціальних навчальних умінь, для того щоб поставлене завдання було успішно виконане учнями. На посиленість виконання завдань з іноземних мов можуть впливати обсяг матеріалу, темп виконання завдання, невідповідність рівня реальних умінь учнів тим, які необхідні для виконання завдань. Посиленість означає відповідність рівня готовності учнів виконати завдання ступеню складності цього завдання.

Принцип міцності набуває особливого значення у навчанні іноземних мов, оскільки опанування мови пов'язане з накопиченням засвоєного мовного та мовленнєвого матеріалу. Для здійснення іншомовної мовленнєвої комунікації в пам'яті учня повинна утримуватись певна кількість лексичних одиниць, мовленнєвих зразків, словосполучень, розмовних кліше тощо. У процесі мовлення необхідні мовленнєві одиниці вилучаються з пам'яті для участі у цьому процесі.

Міцність засвоєного мовного та мовленнєвого матеріалу може бути забезпечена у навчальному процесі шляхом підвищення змістовності навчального матеріалу, здійснення яскравого першого знайомства з новим матеріалом для створення живих образів, пошуку конкретних асоціацій, які виконують роль “гачка” в пам'яті, мобілізації мислення і почуттів, які сприяють запам'ятовуванню, виконання численних тренувальних вправ, систематичного повторення того, що зберігається в пам'яті, роботу всіх аналізаторів (слухового, зорового, моторного і мовленнєворухового) у процесі засвоєння матеріалу, виконання великої кількості творчих завдань, систематичного контролю знання матеріалу і вмій володіння ним.

Принцип свідомості у навчанні іноземної мови вважається одним із головних принципів у методиці навчання іноземних мов. Цей принцип передбачає цілеспрямований відбір навчального мовного та мовленнєвого матеріалу, який забезпечує розвиток пізнавальних здібностей учнів. Принцип свідомості реалізується також усією організацією навчання, протягом якої відбувається навчання від усвідомлення правил виконання дії до її автоматизованого виконання, від формування окремих елементів діяльності до їх об'єднання. Усвідомлення мовного явища, яке має бути засвоєним, забезпечується:

а) шляхом моделювання ситуацій спілкування, під час яких учні, завдяки певній розумовій роботі, краще розуміють призначення цього явища та особливості його вживання;

б) шляхом повідомлення учням правил-інструкцій, які полегшують засвоєння форми, значення і функції явища;

в) шляхом виділення характерних ознак явища для формування орієнтовної основи з метою виконання з ним відповідних дій;

г) шляхом звертання до контексту та інших мовних засобів.

Принцип свідомості реалізується також у тому, що учні свідомо оволодівають навичками та вміннями інтелектуальної праці. Свідоме оволодіння іншомовною мовленнєвою діяльністю забезпечує сталість набутих навичок і вмінь, дає можливість учням здійснювати самоконтроль і самокорекцію.

В узагальненому вигляді **цей принцип** означає, що навчання проходить успішніше, якщо учень добре розуміє смисл того, що вчить, а не повторює новий матеріал механічно. В методиці навчання іноземних мов застосування принципу свідомості визначається, з одного

боку, як свідоме й активне подолання навичок і вмій рідної мови, які спричиняють інтерференцію, а з іншого - як всебічне використання досвіду мовлення рідною мовою.

Принцип науковості навчання означає, що учням пропонуються для засвоєння надійно обґрунтовані в сучасній науці положення і при цьому застосовуються методи навчання, які за своїм характером наближаються до методів науки, основи якої вивчаються. Стосовно навчання іноземних мов, де об'єктом навчання є не наука про мову, а мовленнєва діяльність на цій мові, принцип науковості означає, що навчальний процес має проходити з урахуванням даних сучасної науки про особливості спілкування за допомогою мови, про закономірності розпізнавання та породження мовлення, мовних контактів.

Принцип активності у навчанні іноземних мов передбачає мовленнєво-розумову активність учнів в оволодінні іншомовною мовленнєвою діяльністю. Цей принцип має велике значення для правильної організації процесу навчання, оскільки оволодіння іншомовним мовленням можливе лише за умови інтенсифікованої навчальної діяльності кожного учня, який є активним учасником навчального процесу. В методиці навчання іноземних мов розрізняють інтелектуальну, емоційну та мовленнєву активність. В сукупності вони створюють сприятливі умови для оволодіння іншомовним мовленням. Інтелектуальна активність забезпечується постановкою проблемних завдань, які стимулюють пізнавальні процеси. Емоційна активність пов'язана з питанням: цікаво чи не цікаво учням вчити ІМ? Позитивне емоційне ставлення до предмета відіграє велику роль у досягненні успіхів. Негативні емоції блокують активність учня.

Принцип виховуючого навчання іноземних мов реалізується в такій організації навчального процесу, який забезпечує учням можливість проявити себе як особистість, отримати гармонійний і всебічний розвиток

свого соціального статусу, удосконалити свої здібності, сформувані пізнавальні мотиви як домінуючі в навчальній діяльності. Особлива увага повинна бути спрямована на надання учням можливості здійснювати самостійну діяльність та самоорганізовуватись.

Учень виступає у навчальному процесі як рівноправний суб'єкт з іншими учнями і вчителем. Тому навчальний процес будується таким чином, щоб учні могли виконувати певні дії з організації своєї діяльності для опанування іноземних мов. Така організація навчального процесу забезпечує сформування в учнів позитивних рис характеру (доброзичливості, толерантності, колективізму, активності, працьовитості тощо), вольових якостей. Робота з різноманітним навчальним матеріалом допомагає виховувати почуття поваги, відповідальності, доброти, справедливості, співчуття, культури спілкування, прийнятої в сучасному цивілізованому світі, ціннісних орієнтацій, позитивного ставлення до ІМ, культури народу, який розмовляє цією мовою.

Принцип індивідуалізації реалізується у навчальному процесі з навчання іноземних мов шляхом урахування індивідуально-психологічних особливостей учня, які значно впливають на успішність оволодіння іншомовною мовленнєвою діяльністю. Забезпечення індивідуалізації навчання можливе тільки за умови обізнаності вчителя з такими особливостями своїх учнів та способами індивідуалізованого навчання.

Отже для реалізації принципу індивідуалізації необхідно визначити індивідуально-психологічні особливості учнів і врахувати їх у навчанні іноземних мов.

До методичних принципів відносяться принципи комунікативності, домінуючої ролі вправ, взаємопов'язаного навчання видів мовленнєвої діяльності, урахування рідної мови.

Принцип комунікативності є провідним методичним принципом, який сприяє успішному досягненню головної мети навчання іноземних мов в середніх навчальних закладах — навчити учнів здійснювати іншомовне мовленнєве спілкування в межах засвоєного навчального матеріалу. Принцип комунікативності передбачає побудову процесу навчання іноземних мов як моделі процесу реальної комунікації (Ю. І. Пассов). Комунікативні ситуації, що використовуються у навчанні іноземних мов, мають моделювати типові ситуації реального життя у відповідній сфері спілкування.

Принцип комунікативності зумовлює добір мовного та мовленнєвого матеріалу, характер вправ, методів та прийомів навчання.

Принцип домінуючої ролі вправ передбачає таку організацію навчальної діяльності учнів, при якій можуть бути успішно сформовані навички та вміння іншомовного мовлення. Цей принцип реалізується у навчальному процесі шляхом виконання учнями різноманітних вправ, що спонукають їх до здійснення мовленнєвих дій, в основі яких лежать певні мовленнєво-розумові операції. Формування та вдосконалення навичок і вмінь мовлення відбувається завдяки функціонуванню цих операцій у процесі виконання вправ. Згідно з цим принципом переважна частина уроку з ІМ має бути присвячена виправлянню тих, хто навчається. На думку педагога М. Уеста, наприклад, до 85% урочного часу має відводитись на виконання вправ.

Принцип взаємопов'язаного навчання видів мовленнєвої діяльності дозволяє забезпечити навчання іншомовного спілкування найефективнішим чином. В реальному житті спілкування людей відбувається в різних видах мовленнєвої діяльності. Кожний з цих видів має власні психологічні механізми, і паралельно існують

спільні психологічні механізми, притаманні усім видам мовленнєвої діяльності. Отже паралельне навчання різних видів мовленнєвої діяльності забезпечує розвиток навичок і вмінь мовлення у комплексі. Наприклад, лексичні або граматичні навички формуються та удосконалюються у процесі вправління в говорінні, письмі, слуханні та читанні. Розвиток уміння знайти головну або другорядну інформацію в тексті, який сприймається, відбувається і в аудіюванні, і в читанні.

Принцип урахування рідної мови дає можливість спрогнозувати труднощі у навчанні вимовної, лексичної і граматичної сторін іншомовного мовлення, у навчанні графіки, орфографії, при семантизації мовного матеріалу. У мовленнєвому плані врахування рідномовних механізмів допомагає визначити структуру мовленнєвих операцій і вирішити, де є можливим перенесення або коригування чи формування нових навичок і вмінь. Принцип урахування рідної мови реалізується під час використання відповідних вправ у процесі навчання.

Перелічені принципи взаємопов'язані. Звичайно, реалізація кожного з них окремо не може не привести до певного підвищення ефективності навчання, але запровадження усієї методичної системи в цілому є значно ефективнішим. Протягом останнього часу вся прогресивна методика працює над створенням та обґрунтуванням такої системи.

Методи навчання

Методи навчання дають відповідь на запитання “Як навчати?” Поняття "метод" означає шлях до поставленої мети. В сучасній методиці навчання іноземних мов метод трактується в широкому і вузькому смислі. В широкому смислі метод означає систему навчання. В методиці відома ціла низка методів: прямий метод, комунікативний метод,

аудіо-лінгвальний метод та інші. У вузькому смислі метод означає спосіб упорядкованої діяльності вчителя та учня на шляху до поставлених цілей навчання. В цьому смислі метод - це спосіб, що забезпечує взаємодію учня і вчителя.

Навчання є активним процесом, який передбачає насамперед активність його суб'єктів. Характер активності кожного із суб'єктів обумовлюється його призначенням як учасника навчального процесу. Призначення вчителя полягає в тому, щоб навчити, призначення учня - навчитися. Учитель повинен забезпечити учню можливість оволодіти іншомовним мовленням у процесі навчання, а учень повинен докласти зусиль, щоб оволодіти цим мовленням.

Учитель організує навчальну діяльність учня, учень її реалізує. Виходячи із закономірної взаємодії вчителя та учня, в МНІМ розрізняють методи - способи, що їх застосовує вчитель, і методи - способи, що їх застосовує учень.

Для забезпечення навчальної діяльності учнів учитель застосовує такі методи - способи: демонстрацію (показ), пояснення та організацію вправління. Методи - способи мають універсальний характер і використовуються у будь-якій методичній системі. Проте їх співвідношення та "наповнення" зумовлюються принципами навчання. Так, наприклад, завдяки принципу домінуючої ролі вправ переважна частина уроку, як було зазначено попередньо, має бути присвячена вправлінню учнів. Принцип комунікативності зумовлює переважне використання комунікативних вправ у процесі вправління.

Навчальний процес з методики навчання іноземних мов включає три основні методичні етапи: етап презентації нового іншомовного матеріалу, етап тренування; етап практики в застосуванні засвоєного матеріалу у процесі спілкування в різних видах мовленнєвої діяльності.

На кожному з названих етапів використовуються

відповідні методи - способи.

На етапі презентації - це демонстрація (показ) нового матеріалу та способів оперування ним. Учитель демонструє зразки мовлення, показує їх функціонування в контексті. Така демонстрація може здійснюватися з опорою на малюнок, предмет, дію та ін. Учень в цей час знайомиться з новим матеріалом та способами оперування цим матеріалом.

Система вправ для формування навичок та вмінь мовлення

Створення раціональної системи вправ є ключем до вирішення проблеми навчання іншомовного мовлення. Важливість системи вправ полягає в тому, що вона забезпечує як організацію процесу засвоєння, так і організацію процесу навчання.

З точки зору організації процесу засвоєння система вправ має забезпечити: підбір необхідних вправ, що відповідають характеру певної навички або певного вміння; визначення необхідної послідовності вправ; розташування навчального матеріалу та співвідношення його компонентів систематичність/регулярність виконання певних вправ; взаємозв'язок різних видів мовленнєвої діяльності (Ю. І. Пассов).

З точки зору організації процесу навчання система вправ потребує матеріального втілення, яке вона знаходить у підручнику.

Перш ніж розглянути сутність системи вправ, звернемось до визначення самого поняття «вправа» у методиці навчання іноземних мов.

Вправа - це спеціально організоване в навчальних умовах багаторазове виконання окремих операцій, дій або діяльності з метою оволодіння ними або їх удосконалення.

Кожна вправа незалежно від її характеру має три-

або чотирифазову структуру: перша фаза - завдання, друга фаза - зразок виконання, третя фаза - виконання завдання, четверта фаза - контроль (контроль з боку вчителя, взаємоконтроль або самоконтроль учнів).

Перша фаза дуже важлива, бо вона має містити мотив до виконання певної мовленнєвої дії / діяльності, ситуацію мовлення, ролі комунікантів (якщо вправа виконується у формі рольової гри) тощо. Поряд з цим учневі слід пояснити, що він має зробити і як: усно чи письмово, в зошиті або на дошці, індивідуально, у парах, у групах чи командах.

Наприклад (завдання подається відповідною ІМ):

а) Ви - репортери. Візьміть інтерв'ю у трьох учнів свого класу. Поставте їм 4 запитання, які подані у таблиці. (Вчитель призначає кількох учнів на роль репортерів).

б) Напишіть звіт про одного з трьох учнів, у яких ви брали інтерв'ю.

Друга фаза вправи факультативна: вона може виконуватися, якщо у зразку виконання є потреба, і може бути відсутньою. При виконанні першої частини вправи з прикладу учні користуються опорою (таблиця), а зразок виконання їм не потрібен. У другій частині вправи дається зразок виконання, за яким «репортери» пишуть про тих, в кого вони брали інтерв'ю.

Третя фаза - виконання завдання. У наведеному прикладі перша частина вправи виконується усно, але з елементами письма: учень у ролі репортера ставить свої запитання і коротко занотовує відповіді; друга частина виконується письмово.

Четверта фаза - контроль - може співпадати у часі з виконанням, якщо відповідає один з учнів, або слідувати за виконанням. У прикладі, в першій його частині вчитель може проконтролювати одне-два інтерв'ю, в інших парах матиме місце взаємо- або самоконтроль. У другій частині

вправи відбувається відстрочений контроль учителя або самоконтроль за зразком.

Щоб дібрати необхідні вправи для різних компонентів системи, слід визначити типи і види вправ за певними критеріями, охарактеризувати їх та виявити їх відповідність для формування тих чи інших навичок або вмінь мовлення.

Розкриємо сутність типів вправ, визначених за першим і другим критеріями, бо саме вони є найважливішими для класифікації вправ і потребують певних пояснень.

В рецептивних вправах учень сприймає вербальну інформацію через слуховий або зоровий канал, а потім тим чи іншим способом показує, що він впізнає, розрізняє звуки, графеми, граматичні структури та ін., розуміє усне чи писемне висловлювання.

В репродуктивних вправах учень відтворює повністю або із змінами сприйнятий ним навчальний матеріал (звук, слово, речення, текст). Всі репродуктивні вправи фактично є рецептивно-репродуктивними, бо учень спочатку сприймає певну вербальну інформацію від учителя, диктора або з підручника, а вже потім репродукує її повністю або частково.

Типи вправ для навчання ІМ

	Критерії	Типи вправ
ОСНОВНІ	Спрямованість вправи на прийом або видачу інформації	Рецептивні Репродуктивні Рецептивно-репродуктивні Продуктивні Рецептивно-продуктивні
	Комунікативність	Комунікативні (або мовленнєві)

		Умовно-комунікативні (або умовно-мовленнєві) Некомунікативні (або мовні)
ДОДАТКОВІ	Характер виконання	Усні Письмові
	Участь рідної мови	Одномовні Двомовні (перекладні)
	Функція у навчальному процесі	Тренувальні Контрольні
	Місце виконання	Класні Домашні Лабораторні

У продуктивних вправах учень самостійно породжує висловлювання різних рівнів (від рівня речення до рівня тексту) в усній або письмовій формі. Якщо продукуванню усного чи писемного висловлювання передує сприймання і розуміння тексту, то вправа - рецептивно-продуктивна.

Розглянемо типи вправ за критерієм «комунікативність». Комунікативні вправи розглядаються як спеціально організована форма спілкування (В. Царькова), коли учень реалізує акт мовленнєвої діяльності іноземною мовою що вивчається.

В умовно-комунікативних вправах передбачаються мовленнєві дії учні у ситуативних умовах. Основні визначальні якості даного типу вправ наявність мовленнєвого завдання (з'ясувати щось, дати комусь пораду, висловити захоплення і т.п.) і ситуативності. Якщо одна з цих двох ознак відсутня, вправу не можна віднести до умовно-комунікативних.

В некомунікативних вправах учні виконують дії з мовним матеріалом поза ситуацією мовлення, зосереджуючи увагу лише на формі.

Наведемо приклади завдань до некомунікативних, умовно-комунікативних та комунікативних вправ.

Напишіть по одному запитанню до кожного речення, починаючи їх словами, що подані в дужках. (В учня немає ніякого мовленнєвого завдання: він ставить запитання до вже відомої інформації, вся його увага зосереджена на формі - порядку слів у питальному реченні, вживанні допоміжного дієслова в разі потреби; ситуація мовлення відсутня. Висновок: вправа некомунікативна).

а) Прочитай записку, яку написали тобі батьки (у записці прохання полити квіти, підмести підлогу, вимити посуд, погодувати kota й собаку).

б) Батьки повернулися додому. Скажи їм, що ти виконав те, про що вони тебе просили.

(Учень одержує два мовленнєвих завдання - спочатку прочитати записку і зрозуміти її, а потім доповісти батькам про виконання їх прохання. Увага учня розподіляється між змістом та формою. Створено ситуацію мовлення, яку можна навіть інсценувати. Проте всі речення, що їх говорить учень, побудовані за однаковим зразком, вправа має тренувальний характер. Висновок: вправа умовно-комунікативна).

Сьогодні у нас гості з англomовних (німецько-, франко-, іспаномовних) країн. Познайомтесь один з одним. Розпитайте, з якої саме країни приїхав гість, з якого міста, якої він/вона національності та ким він/вона збирається стати в майбутньому.

(Створена вчителем ситуація моделює реальну ситуацію зустрічі українських та зарубіжних школярів, що мотивує використання іноземної мови з метою спілкування. Обидва партнери мають справжнє мовленнєве завдання - дізнатися якомога більше один про

одного. Продукт мовлення -діалог-розпитування. Висновок: вправа комунікативна).

Характер вправи має відповідати тим навичкам та вмінням, які формуються за її допомогою. Враховуючи те, що практичною метою навчання у школі є спілкування в чотирьох основних видах мовленнєвої діяльності, система вправ повинна забезпечити формування навичок та вмінь мовлення. Отже у системі вправ основне місце мають посідати умовно-комунікативні та комунікативні вправи. Некомунікативні вправи посідають підлегле місце. У разі можливості їм слід надавати ігрового характеру і виконувати у формі мовних ігор. Так, можна швидко повторити з учнями форми неправильних дієслів у грі з м'ячем; закріпити слова з певної теми, граючи з учнями в лото; замість словарних диктантів можна запропонувати учням розв'язати кросворд або пограти у «поле чудес» тощо. Є деякі навички, що не мають мовленнєвого характеру, наприклад, артикуляційні, при формуванні яких не обійтися без некомунікативних вправ; проте для формування мовленнєвих навичок (граматичних, лексичних, інтонаційних) потрібні умовно-комунікативні вправи.

Деякі типи вправ підрозділяються на види за критерієм «операція, дія або діяльність, яку повинен виконати учень». Згідно з етапами формування навичок і вмінь мовлення до системи вправ увійдуть спочатку умовно-комунікативні вправи, призначені для формування навичок, а потім комунікативні, що використовуються для розвитку умінь. Некомунікативні вправи можуть у разі потреби включатися до системи поряд з умовно-комунікативними.

В системах вправ для навчання рецептивних видів мовленнєвої діяльності - аудіювання та читання - переважатимуть рецептивні типи вправ; для навчання продуктивних видів мовленнєвої діяльності - говоріння і

письма - вправи мають таку послідовність: рецептивно-репродуктивні - продуктивні вправи.

Розрізняють загальну систему вправ для навчання спілкування іноземною мовою, що охоплює усі види мовленнєвої діяльності і знаходить своє матеріальне втілення в підручнику; системи вправ для оволодіння навичками і вміннями аудіювання, говоріння, читання і письма; підсистеми вправ для формування «технічних навичок» (техніка читання і техніка письма), мовленнєвих навичок і мовленнєвих умінь у певному виді мовленнєвої діяльності, всередині яких розрізняють ще групи вправ, спрямованих на оволодіння конкретними навичками (наприклад, лексичними, орфографічними та ін.) та окремими вміннями (наприклад, обмінюватись репліками). В методичній літературі можна зустрітися ще з поняттям «комплекс вправ», яке різні автори тлумачать по-різному. Ми будемо вживати цей термін стосовно конкретного мовного або мовленнєвого матеріалу (наприклад, комплекс вправ на засвоєння майбутнього часу та ін.).

Згідно з принципом комунікативності у навчанні іноземних мов і практичної мети - навчання іншомовного спілкування - засвоєння мовного матеріалу (граматичного, лексичного, фонетичного, орфографічного) відбувається комплексно, що дозволяє забезпечити спілкування іноземною мовою з самих перших уроків. Проте це не означає відсутності спеціальної цілеспрямованої роботи над засвоєнням граматичних форм і структур, вокабуляра, звуків, інтонаційно-ритмічних моделей, орфографічних правил. Вони становлять той «будівельний матеріал», без якого не може відбутися будь-яке вербальне спілкування. Ось чому виникає необхідність у фрагментах уроків, на яких домінує той чи інший аспект мови - граматики, лексика, фонетика, орфографія. Метою таких уроків/фрагментів уроків є формування відповідних навичок мовлення – граматичних, лексичних, слухо-

вимовних, орфографічних, перцептивних.

Навчання граматичного матеріалу

В середніх навчальних закладах вивчаються не всі граматичні явища виучуваної іноземної мови, а спеціально відібраний граматичний мінімум, який складається з активного граматичного мінімуму та пасивного граматичного мінімуму. Для вираження власних думок іноземною мовою учень має оволодіти тими граматичними структурами, які входять до активного граматичного мінімуму. До пасивного граматичного мінімуму входять такі граматичні структури, якими учні можуть не користуватися для вираження своїх думок, але які потрібні для сприймання і розуміння мовлення. Щоб сприймати і розуміти думки інших людей, необхідної володіти як активним, так і пасивним граматичним мінімумом.

Мета навчання граматичного матеріалу іноземної мови, що вивчається, це оволодіння граматичними навичками мовлення: репродуктивними, тобто граматичними навичками говоріння і письма, та рецептивними, тобто граматичними навичками аудіювання і читання.

Граматичні навички мовлення, як і всі інші навички мовлення, повинні характеризуватися такими ознаками як автоматизованість, гнучкість та стійкість і формуватися поетапно.

Сформованість репродуктивної граматичної навички - одна з передумов функціонування вміння висловлювати свої думки в усній та письмовій формі. Щоб здійснити свій комунікативний вибір, той, хто говорить/пише, має спочатку вибрати граматичну структуру, яка б відповідала даній ситуації мовлення. Так, якщо людина має намір про щось дізнатися, вона обирає одну із граматичних структур, що виражає запитання.

Дальший вибір залежить від часу події, про яку йдеться, від характеру інформації, що потрібна у відповідь на запитання, тощо.

Обрану граматичну структуру потрібно оформити відповідно до норм даної мови. (Маються на увазі синтаксичні та морфологічні особливості граматичних структур). Вибір та оформлення граматичних структур здійснюються паралельно: засвоюючи форму, учень повинен мати певний комунікативний намір, вирішувати конкретне мовленнєве завдання - щось запитати, попросити, комусь заперечити, підтвердити чи спростувати чийсь думку тощо, з тим щоб у його свідомості поєднувалися комунікативний намір та форма, за допомогою якої він виражається.

Сформованість рецептивної граматичної навички — одна з передумов функціонування вміння розуміти думки інших людей в усній і письмовій формах. На відміну від репродуктивної граматичної навички, яка передбачає вибір форми відповідно до комунікативного наміру, ситуації мовлення та ін., першою операцією у формуванні рецептивної граматичної навички є сприймання звукового або графічного образу граматичних структур. Якщо рецептивна навичка сформована, сприймання супроводжується розпізнаванням граматичних форм та співвіднесенням їх з певним значенням. Сприймаючи граматичну форму, ми розпізнаємо ті чи інші ознаки, що сигналізують про дану структуру: їх називають граматичними сигналами, а структуру відповідно розглядають як механізм сигналів, що служать для передачі певних значень. Так, наприклад, в англійській мові наявність у реченні модального дієслова *must* у сполученні з перфектним інфінітивом сигналізує про впевненість у тому, що дія мала місце (*He must have done it*); сигнал *'s* передає поняття приналежності: *Mary's book*.

Кожна мовленнєва одиниця має свою структуру, яка

відбиває певні зв'язки між її компонентами. Розрізняють п'ять рівнів мовленнєвих одиниць: рівень словоформи (слово в його граматичній формі); - *a cat*; рівень вільного словосполучення; - *a big cat; a big white cat*; рівень фрази / речення; - *I have got grey cats. A cat likes to drink milk.* рівень понадфразової єдності (відрізок мовлення, який складається з двох або більше речень, синтаксично організований і комунікативно самостійний); *I have got two grey cats. They are angry and always hungry.* рівень цілого тексту. *My name is Helen. I am 20. I live in Kharkiv. I have got two grey cats. They are angry and always hungry. They like to drink milk but they don't like to play with me.*

Для навчання граматичного матеріалу вагомими є перші чотири рівні, тому що на рівні тексту (усного або письмового) навички мають уже функціонувати, а не формуватися.

Як можна зобразити структуру мовленнєвих одиниць різних рівнів у навчальному процесі? Це можна зробити різними способами: за допомогою вербальних правил (описових і правил-інструкцій); моделей-схем і, нарешті, мовленнєвих зразків. Описові правила мають констатуючий характер і формулюються у такий спосіб: ... формується за допомогою ...; вживається в таких випадках Правила-інструкції мають динамічний характер і є інструкціями до дії. Наприклад: Щоб запитати про те, чи дія відбувається регулярно (*Present Simple*), поставте на перше місце такі форми допоміжного дієслова: *does* - для 3-ої особи однини, *do* - для всіх інших осіб однини і множини, на друге - підмет, на третє - першу форму смислового дієслова (інфінітив без частки *to*), а потім інші члени речення.

Робота із навчання граматики передбачає не лише засвоєння його структури, але й оволодіння лексичними одиницями, що наповнюють цю структуру. Проте у кожному конкретному випадку вчитель має чітко уявляти,

над чим він працює з учнями у вправі - над граматичною чи над лексичною стороною мовлення.

Ознайомлення з граматичними структурами активного граматичного мінімуму, граматичні структури, що входять до активного граматичного мінімуму, вживаються в усіх видах мовленнєвої діяльності - аудіюванні, говорінні, читанні та письмі. Тому потрібно формувати як рецептивні, так і репродуктивні навички володіння цими структурами.

Мовлення за своєю природою ситуативне. Отже учнів слід знайомити з новими ГС у типових ситуаціях мовлення. З цією метою можна використовувати реальні та уявні ситуації, створені різними засобами - за допомогою вербального опису, ілюстративного, предметного або дійового унаочнення)

Кожна структура має функціональну та формальну сторони, за кожною граматичною структурою закріплюються певні функції (називати предмети або осіб, вказувати на наявність предмета у певному місці, виражати дію, що відбувається в момент мовлення, або минулу дію, що відбулась раніше іншої минулої дії тощо).

При ознайомленні учнів з новою граматичною структурою вчитель передусім повинен звернути їх увагу на функцію цієї граматичної структури, а форма має засвоюватись в нерозривній єдності функцією. Розглянемо фрагмент уроків, мета яких - ознайомлення учнів з новою граматичною структурою.

Вчитель: *Сьогодні ви навчитесь говорити про те, що знаходиться в зазначеному місці (на парті, на столі, у портфелі, у класі, на вулиці тощо) і чого там немає.*

Зараз я розповім вам англійською мовою про те, що лежить на моєму столі. Слухайте уважно. Зверніть увагу на нове слово, яке я вживатиму на почату кожного речення.

Look here. There is a book on the desk. There is a

piece of chalk on the desk. There is a ruler on the desk, too. There is no map on the desk. There is no bag on it.

Ви, напевно, звернули увагу на те, що кожне речення починається словом **there**. В англійській мові цим словом завжди починаються речення, в яких повідомляється, що щось або хтось знаходиться у певному місці. Послухайте мою розповідь удруге.

А тепер перевіримо, чи добре ви зрозуміли мою розповідь.

1) *Give laconic answers to my questions.*

Teacher (T): Is there a ruler or a pencil on the desk?

Pupil (P1): A ruler.

T: Is there a bag or a ball on the chair?

P2: A bag. Etc.

2) *Translate my statements into Ukrainian.*

Вчитель: There is a map on the wall.

P: На стіні - карта.

T: There is no picture on the wall.

P2: На стіні немає картини.

Тепер послушайте моє твердження і скажіть, скільки в ньому наголошених слів: **There is a book on the desk.**

Так, правильно, два: **book** та **desk**. А яке з цих двох слів я наголошую сильніше? **Desk**. Цей наголос називають логічним.

Автоматизація дій учнів з граматичними структурами активного граматичного мінімуму

На етапі ознайомлення завдяки використанню кількох ситуацій мовлення і різноманітного лексичного наповнення нової граматичної структури починає формуватися така якість граматичної навички як гнучкість. На етапі автоматизації вона продовжує формуватися, але основна мета цього етапу - сформувати найсуттєвішу

якість навички - автоматизованість. Вона формується на двох рівнях етапу автоматизації - на рівні фрази та на рівні понадфразової єдності, де, крім автоматизованості, має бути сформована ще й стійкість навички.

Змістом етапу автоматизації є умовно-комунікативні рецептивно-репродуктивні (на рівні фрази) та продуктивні (на рівні понадфразової єдності) типи вправ.

Розглянемо види вправ, що використовуються для автоматизації дій учнів з активним граматичним матеріалом. Вправи, що виконуються на рівні фрази: імітація зразка мовлення, підстановка у зразок мовлення, трансформація зразка мовлення, завершення зразка мовлення, відповіді на різні типи запитань, самостійне вживання засвоєної граматичної структури.

Наведемо приклади умовно-комунікативних вправ для автоматизації дій учнів з новою граматичною структурою активного мінімуму.

Послідовність вправ у фрагменті визначена з урахуванням формальних труднощів структури *«There is a book on the desk»*.

Agree with me if I am right. Say: “You are right” before the true statement or “You aren’t right” if the statement is false. Do not repeat the false statement.

T: There is a ball on Sasha’s desk.

P: You are right! There is a ball on Sasha’s desk.

T: There is a ruler on his desk.

P: You aren’t right!

T: There is a map on his desk.

P: You aren’t right. Etc.

Це вправа на імітацію зразка мовлення, мовленнєве завдання учнів - погодитися з чителем (або підтвердити те, що він говорить), якщо він правий. Використовується реальна ситуація. Вправу можна виконувати хором.

2) Now I’ll tell you about a thing on the desk and

you'll tell me about another thing.

T: *There is a ruler on Vova's desk.*

Pt: *There is a rubber on Vova's desk.*

P2: *There is a pen on Vova's desk. Etc.*

Це вправа на підстановку у зразок мовлення, яка не змінює самої граматичної структури, замінюється лише лексична одиниця. Для полегшення дій учнів учитель може спочатку вказувати на конкретний предмет, що є на парті. Мовленнєве завдання учнів - сказати, що є на парті товариша, ситуація - та ж сама. Після висловлювання одного з учнів клас може підтвердити те, що він сказав, хором.

3) And now answer my questions. Give full answers.

T: *What is there in your bag, Ihor?*

Pt: *There is an apple in my bag.*

T: *And what is there in your bag, Halia?*

P2: *There is a pencil-case in my bag. Etc.*

Це вправа для навчання повної відповіді на спеціальне запитання. Запитання формулює вчитель, а у своїй відповіді учень вживає ту саму структуру, що і в двох попередніх вправах. Мовленнєве завдання - дати відповідь на запитання, ситуація - та сама. Після відповіді одного з учнів її може прокоментувати клас:

T: *What is there in your bag, Katia?*

P: *There is a doll in my bag.*

Cl: *There is a doll in Katia's bag.*

4) Answer my questions. Give short answers: Yes, there is / No, there isn't.

T: *Is there a bag on the chair?*

P: *Yes, there is.*

T: *Is there a map on the desk?*

P: *No, there isn't.*

Це вправа для навчання відповіді на загальне запитання. Звичайно з неї починається автоматизація. Але в даному випадку має місце інтерференція раніше вивченої

граматичної структури (*Is this a bag? - Yes, it is. / No, it isn't.*)

Коротку відповідь на запитання доцільно записати на дошці. Мовленнєве завдання і ситуація ті ж самі.

5) Listen to my statements. Correct me if I'm not right.

T: It seems to me (мені здається) there is a piece of chalk on the desk.

P: You aren't right. There is no piece of chalk on the desk. Etc.

Це вправа на трансформацію зразка мовлення (у даному випадку із стверджувальної форми в заперечну). Мовленнєве завдання - виправити (або спростувати) твердження вчителя (пізніше - твердження учнів).

6) Tell the class what there is in your bag if it isn't a secret.

P: There is a toy car in my bag.

Cl: There is a toy car in Ihor's bag.

P: There is a ribbon in my bag.

Cl: There is a ribbon in Halia's bag.

Це вправа на самостійне вживання нової граматичної структури в усному мовленні. Мовленнєве завдання - сказати товаришам, що цікаве є у портфелі учня, ситуація - та сама.

7) And now let's write down what there is and what there isn't on the wall of our classroom.

Діти говорять, що є і чого нема на стіні у класі. Вчитель записує твердження на дошці, учні - в зошитах:

P1: There is a map on the wall.

P2: There is a picture on the wall.

P3: There is no shelf on the wall.

Вправи, що виконуються на рівні понадфразової єдності: об'єднання зразків мовлення (одноструктурних та різноструктурних) у понадфразову єдність; об'єднання зразків мовлення у діалогічні єдності (запитання - відповідь, твердження - твердження).

8) *Stand in two lines. Face each other. Tell your partner what there is in your hand.*

P in Line One: There is a rubber in my hand.

P in Line Two: There is a piece a chalk in my hand.

Це вправа на об'єднання зразків мовлення у діалогічну єдність твердження - твердження. У вправі використовується прийом «рухомі шеренги».

9) *Tell the class that you have a thing. Add what there is or there isn't on it (in it, near it).*

I have a bag. There is a pencil-case in my bag. But there is no looking-glass in it.

Учні по черзі висловлюються за поданим зразком. Це вправа на об'єднання різноструктурних зразків мовлення у понадфразову єдність. Одне з висловлювань учнів записується.

Відмітимо, що в описаному комплексі вправ учні засвоюють лише дві граматичні структури: *There is a book on the desk. / There is no map on the desk* та коротку відповідь на загальне запитання: *Yes, there is. / No, there isn't.*

Інші граматичні структури цієї структурної групи (запитання різних типів та відповіді на них, узгодження дієслова з іменником, коли говориться про наявність кількох предметів у певному місці) потребують своїх комплексів вправ і засвоюються на наступних уроках.

**Навчання лексичного матеріалу
(формування лексичної компетенції)
Активний, пасивний і потенціальний
словниковий запас**

Знання іноземної мови асоціюється із знанням слів, в той час як володіння мовою - з лексичними навичками, які саме й забезпечують функціонування лексики у спілкуванні. Отже лексичні навички слід розглядати як

найважливіший і невід'ємний компонент змісту навчання іноземної мови, а їх формування саме і є метою навчання лексичного матеріалу.

Лексичний аспект спілкування має певні особливості, які полегшують його засвоєння, і такі, що його утруднюють. До перших відноситься зв'язок лексики із змістом комунікації, на що спрямована увага комунікантів. Це сприяє концентрації їх уваги і врешті-решт - засвоєнню. До других відноситься практично невичерпний запас лексики будь-якої західноєвропейської мови, а також великі труднощі засвоєння іншомовної лексики, що пов'язані з формою слова (звуковою, графічною, граматичною), його значенням/значеннями, характером сполучуваності з іншими словами, вживанням слів, а також розходженням зі словами рідної мови.

Викладене дозволяє зробити висновок про необхідність тривалої і трудомісткої роботи з метою засвоєння іншомовної лексики, яка передбачає як безперервне накопичення і розширення словникового запасу, так і оперування ним у різних видах МД - аудіюванні, говорінні, читанні та письмі.

Умови навчання в середніх навчальних закладах і насамперед недостатня кількість уроків та обмежена тематика викликають необхідність відбору лексичного мінімуму, що має відповідати цілям і змісту навчання іноземних мов у певному типі навчального закладу.

Активний лексичний мінімум - це той лексичний матеріал, яким учні повинні користуватися для вираження своїх думок в усній та письмовій формі, а також розуміти думки інших людей при аудіюванні та читанні.

Пасивний лексичний мінімум - це та лексика, яку учні мають лише розуміти при сприйманні чужих думок в усній формі (при аудіюванні) та письмовій формі

(При читанні) об'єм лексичних мінімумів проводиться укладачами програм та авторами підручників,

які й визначають кількість лексичних одиниць та їх віднесення до активного або пасивного мінімуму. Вчитель має справу лише з результатами відбору, працюючи згідно з вимогами чинної програми та з певним підручником.

Конкретні кількісні дані про активний і пасивний мінімуми для різних класів, що наводяться у програмі, не слід вважати достатньо науково обґрунтованими та остаточними, бо вони безпосередньо пов'язані з умовами навчання, що весь час змінюються, а також з цілями і змістом навчання (співвідношенням видів мовленнєвої діяльності) тематикою, конкретним підручником і т.п.).

Одиницею навчання лексичного матеріалу є лексична одиниця, яка може бути не лише словом, але й сталим словосполученням і навіть так званим «готовим» реченням (тобто таким, що не змінюється у мовленні).

Приклади лексичних одиниць: *beautiful, by no means, the root of the trouble* (в чому корінь труднощі), *How do you do?*

Основними критеріями відбору лексичних мінімумів є такі: сполучуваність, тобто здатність лексичних одиниць поєднуватися з іншими одиницями у мовленні; семантична цінність, тобто висловлювання за допомогою лексичних одиниць важливих понять з різних сфер людської діяльності, у тому числі й тих, що визначені програмою і представлені в конкретному підручнику; стилістична необмеженість (перевага не надається жодному із стилів мовлення). У зв'язку з тим, що слів, які відповідають даним критеріям, надзвичайно багато, що перевищує кількісні можливості словника-мінімуму, до них застосовують ще й деякі додаткові: частотності, багатозначності, словотворчої та стройової здатності. Чим вищі показники слова за цими критеріями, тим цінніші вони для процесу навчання іноземної мови і тим скоріше вони мають бути включені до словника-мінімуму.

Активний і пасивний словниковий запас утворюють

так званий наявний або реальний словник, який служить основою для формування потенціального словника. На відміну від наявного словника, що включає знайомі лексичні одиниці, які учні вживають для вираження своїх думок або для сприймання і розуміння думок інших людей, потенціальний словник складають ті незнайомі слова, про значення яких читач / слухач може здогадатися, зустрівшись з ними при читанні\аудіюванні.

До потенціального словника відносяться:

- 1) інтернаціональні слова, подібні за звучанням і/або написанням та за значенням до слів рідної мови;
- 2) похідні та складні слова, що складаються з відомих учням компонентів;
- 3) конвертовані слова;
- 4) нові значення відомих багатозначних слів;
- 5) слова, про значення яких учні можуть здогадатися за контекстом.

За даними деяких досліджень, словник, що забезпечує розуміння при читанні та аудіюванні, за рахунок потенціального словника може збільшитися у 5-6 разів.

Центральною ланкою в роботі над засвоєнням лексичного матеріалу є формування лексичних навичок. За визначенням С. Ф. Шатілова, «лексичні... мовленнєві навички - це навички інтуїтивно-правильного утворення, вживання і розуміння іншомовної лексики на основі мовленнєвих лексичних зв'язків між слухомовленнєвомоторною і графічною формами слова і його значенням, а також зв'язків між словами іноземної мови».

Беручи до уваги різні пласти лексичного матеріалу та рецептивний чи продуктивний характер відповідного виду мовленнєвої діяльності необхідно сформулювати такі види навичок: репродуктивні лексичні навички, тобто навички правильного вживання лексичних одиниць активного мінімуму в говорінні та письмі згідно із

ситуацією спілкування і метою комунікації, що передбачає оволодіння такими операціями: виклик лексичної одиниці з довготривалої пам'яті, зовнішньомовленнєве відтворення лексичних одиниць у потоці мовлення; миттєве сполучення даної одиниці з іншими словами, що створюють синтагму і фразу за правилами лексичної сполучуваності; рецептивні лексичні навички, тобто навички розпізнавання і розуміння лексичних одиниць активного і пасивного мінімумів при читанні та аудіюванні, навички обгрунтованої здогадки про значення лексичних одиниць, що відносяться до потенціального словника, при читанні та аудіюванні; навички користування різними видами словників (двомовних, одномовних, фразеологічних, тематичних, країнознавчих).

У процесі засвоєння лексичного матеріалу (так само, як і граматичного) можна виділити:

1) етап ознайомлення учнів з новими лексичними одиницями - семантизація лексичних одиниць;

2) етап автоматизації дій учнів з новими лексичними одиницями, де розрізняють а) автоматизацію на рівні словоформи, вільного словосполучення та фрази / речення, б) автоматизацію на понадфразовому рівні - діалогічної або монологічної єдності.

Далі здійснюється удосконалення дій учнів з лексичними одиницями і як результат - ситуативне вживання засвоєних лексичних одиниць при висловлюванні своїх думок в усній формі (говоріння) та письмовій формі (письмо), а також контекстне розуміння лексичних одиниць при читанні та аудіюванні. Тут ми маємо справу з мовленнєвими вміннями, які ґрунтуються на навичках, у тому числі й на лексичних, іншими словами, лексичні навички мають функціонувати в мовленнєвих вміннях.

Процес ознайомлення з новими лексичними одиницями починається, як правило, з семантизації, тобто

розкриття значення нових лексичних одиниць. Всі різноманітні способи семантизації можна поділити на дві групи: перекладні та безперекладні.

Перекладні способи розкриття значень іншомовних лексичних одиниць включають:

- 1) однослівний переклад (*bird* - *птаха*, *salt* - *сіль*),
- 2) багатослівний переклад (*go* - *йти*, *ixati*, *летіти*),
- 3) пофразовий переклад (цей спосіб застосовується

в інтенсивних методах);

4) тлумачення значення і/або пояснення лексичних одиниць рідною мовою (*big* - *великий* - означає величину, розмір; *go* - *рухатися* будь-яким способом від даної точки), *watch* - *годинник*, *що носять на руці або в кишені*).

До безперекладних способів розкриття значень іншомовних лексичних одиниць відносяться:

1) наочна семантизація - демонстрація предметів, малюнків, діапозитивів, картин, жестів, рухів тощо);

2) мовна семантизація: а) за допомогою контексту, ілюстративного речення / речень (*The basket weighs 5 pounds*); б) зіставлення однієї лексичної одиниці з іншими відомими словами іноземної мови - за допомогою антонімів і зрідка синонімів (*cold* - *warm*, *quick* - *slow*);

3) дефініція - опис значення нового слова за допомогою уже відомих слів (*a teenager* - *a person from 13 to 19 years of age*);

4) тлумачення значення лексичної одиниці іноземною мовою (*a sir* - *a respectful term of address to a man*).

Обираючи спосіб семантизації, необхідно також брати до уваги належність слова до активного чи пасивного мінімуму, ступінь навчання (початковий, середній, старший), вікові особливості та мовну підготовку учнів. Так, семантизація нових ЛО активного мінімуму здійснюється вчителем, а незнайомі слова, що належать до пасивного мінімуму, можуть бути семантизовані учнями

самостійно за допомогою словника при читанні у класі. На початковому ступені навчання переважають такі способи семантизації як наочність та однослівний переклад, а на старшому можна застосувати дефініцію або тлумачення іноземною мовою тощо. Оптимальність того чи іншого способу семантизації кожного конкретного слова в конкретних умовах визначається його економічністю і надійністю: чим менше зусиль і часу потрібно для розкриття значення нового іншомовного слова, чим точніше розуміння учнями його значення, тим краще обрано спосіб семантизації.

У багатьох випадках доцільно об'єднувати два чи більше способів, наприклад, вербальну наочність (контекст) та невербальну (малюнок, рухи, жест тощо). Таку можливість дає вчителю розповідь з елементами бесіди, яка включає нові лексичні одиниці. Перед новою лексичною одиницею вчитель трохи уповільнює темп мовлення і виділяє нове слово інтонацією. Потім в залежності від факторів, про які йшлося раніше, семантизує нове слово тим чи іншим способом і продовжує свою розповідь, час від часу залучаючи учнів до бесіди в межах їх мовних можливостей.

Наведемо приклади розповіді вчителя з метою семантизації нових лексичних одиниць. У прикладах вони підкреслені, в дужках вказується можливий спосіб семантизації.

Today we're going to speak about books. Do you like to read books? I'm very fond of reading.

I read books by different authors Ukrainian, Russian, English, American, French and many others. When I was a little girl / boy, I liked to read fairytales "Pinocchio", "Cinderella", "Little Red Riding Hood", etc.

I read my first book in English when I was a student. It was a book of short stories by O. Henry. Best of all I liked the short story "A Service of Love". Do you like to read short

stories? ... Etc.

У процесі автоматизації дій учнів з новими лексичними одиницями слід передбачати заходи для зняття і подолання труднощів засвоєння різних лексичних одиниць. З цією метою лексичні одиниці можуть групуватися за ступенем і характером труднощів, що дозволяє підходити до їх засвоєння диференційовано, на основі їх методичної типології. Сумарна трудність лексичних одиниць об'єднує різні труднощі:

1) форми слова - звукової, графічної, структурної (наприклад, труднощі виникають при засвоєнні омофонів, у тому числі й граматичних, омографів - у випадку значних графемно-фонемних розбіжностей, багатоскладових і похідних слів;

2) значення лексичних одиниць (наприклад, виникають труднощі при неспівпаданні обсягів значень слів в іноземній і рідній мовах, при засвоєнні багатозначних слів, фразеологічних сполучень, у випадку так званої "фальшивої" синонімії і т.п.);

3) вживання - сполучуваності слова з іншими словами, особливостей його функціонування в мовленні (наприклад, великі труднощі виникають при засвоєнні словосполучень, які не мають точної структурно-семантичної відповідності еквівалентам у рідній мові).

При визначенні ступеня труднощі лексичних одиниць для засвоєння слід брати до уваги і сферу її функціонування. Так, труднощі активного словника, що обслуговує продуктивні види мовленнєвої діяльності - говоріння і письмо, часто не співпадають з труднощами пасивного словника, необхідного для розуміння на слух та при читанні. Наприклад, важкими для активного засвоєння є слова, подібні за звучанням і за значенням, з різним обсягом значень і розбіжностями у сполучуваності у двох мовах, в той час як для пасивного засвоєння важкими вважаються однокладові та багатозначні слова, подібні за

звучанням, за написанням; слова, подібні за формою, але різні за значенням у двох мовах - іноземній і рідній.

Таким чином при автоматизації дій учнів з новими словами слід передбачати заходи для зняття і подолання труднощів засвоєння різних лексичних одиниць. Практична мета навчання іноземної мови - спілкування в усній і письмовій формах, з одного боку, та важливість цілеспрямованого подолання лексичних труднощів, з іншого, викликають необхідність поєднання роботи над засвоєнням слів у зразках мовлення у відповідності до ситуації спілкування з роботою над ізольованими словами.

Основним типом вправ тут є умовно-комунікативні рецептивно-репродуктивні та продуктивні вправи, в яких учень сприймає зразок мовлення і виконує з ним певні дії (в усній або письмовій формі) згідно створеної учителем ситуації мовлення, виконуючи такі види вправ:

- імітація зразка мовлення;
- лаконічні відповіді на альтернативні запитання вчителя;
- підстановка у зразок мовлення;
- завершення зразка мовлення;
- розширення зразка мовлення;
- відповіді на інші типи запитань;
- самостійне вживання лексичних одиниць у фразі / реченні;
- об'єднання зразка мовлення у понадфразові єдності — діалогічну та монологічну.

Слід прокоментувати деякі види вправ. Так, якщо учитель починає із загальних запитань, на які очікує короткі відповіді, він перевіряє розуміння учнями лексичних одиниць; почати репродукцію нової лексичної одиниці доцільно або з імітації зразка мовлення, або з лаконічних відповідей на альтернативні запитання, де матеріал для відповіді учня "закладений" у запитанні вчителя. Більш прийнятними є також лаконічні, а не повні

відповіді на спеціальні запитання. Вправи на завершення зразка мовлення не слід змішувати із вправами на заповнення пропусків (відповідними лексичними одиницями).

Підстановчі елементи у вправах можуть бути вербальними і підказуватися усно вчителем або подаватися списком, з якого учень може вибирати потрібну лексичну одиницю, та невербальними (малюнки тощо).

Наведемо приклади умовно-комунікативних вправ для автоматизації дій учнів з лексичними одиницями активного мінімуму.

1) *Answer my questions. Give laconic answers.*

T: Is "Katheryna" by Shevchenko a story or a poem?

Ps: A poem.

T: Is "Hamlet" by Shakespeare a play or a novel? Etc.

2) *Agree with me if I'm right.*

T: "Katheryna" by Shevchenko is a poem.

Cl: You're right. "Katheryna" by Shevchenko is a poem.

T: "Hamlet" by Shakespeare is a play. Etc.

Correct me if I'm not right.

T: "Cinderella" is a short story.

t: You aren't right. "Cinderella" is a fairytale.

Cl: "Cinderella" is a fairytale. Etc.

Complete my statements.

T: "Robinson Crusoe" by Daniel Defoe is ..

PL: "Robinson Crusoe" by Daniel Defoe is an adventure story.

Cl: "Robinson Crusoe" by Daniel Defoe is an adventure story. Etc.

Answer my questions.

T: What's your favourite poem?

Pl: The poem "My Heart's in the Highlands" by Robert Burns. Etc.

Tell the class about your favourite novel, poem, short

story, fairytale, play, etc.

Ask each other about books you like best of all. You can make use of the substitution table:

Write a note to a class-mate. Ask him/her about his/her favourite novel/story/play/poem. Wait for the answer

Поряд з умовно-комунікативними у процесі засвоєння лексичних одиниць застосовуються також і некомунікативні вправи:

а) на засвоєння форми і значення лексичних одиниць: повторення слів, словосполучень і мовленнєвих кліше за вчителем / диктором з виділенням наголосу, важкого звука, звукосполучення; згадування і називання слів з певною орфограмою, афіксом тощо; групування слів за різними формальними ознаками: словотворчими компонентами, частинами мови тощо; розташування слів в алфавітному порядку; згадування і називання усіх видових понять при називанні певного родового поняття (наприклад, меблі - стіл, стілець, шафа тощо); вибір з ряду слів того слова, що відповідає (не відповідає) даній темі; заповнення пропусків у реченнях відповідними словами; називання слова за його дефініцією або зображенням; вибір синоніма (антоніма), еквівалента рідною мовою до даного слова/ словосполучення з кількох даних; б) на засвоєння сполучуваності слів: складання словосполучень з окремих слів; розширення речення за рахунок означень до виділених іменників, додатків до дієслів-присудків тощо; називання іменників, які можуть вживатися з даним дієсловом, прикметників - з даним іменником тощо; вилучення слова (з ряду слів), яке не поєднується з ключовим словом; знаходження еквівалентів у рідній мові до даних сталих словосполучень іноземної мови.

З цією метою застосовуються переважно некомунікативні (рецептивні та Іептивно-репродуктивні) вправи, тому що учень зустрічається насамперед з мовою

лексичних одиниць, а її значення він має зрозуміти, виконавши певні дії та операції, а саме: заповнення пропусків у тексті при читанні, що розвиває здатність до прогнозування; співвіднесення багатозначного слова у даному контексті з його еквівалентами в рідній мові; вибір значення багатозначного слова, наявного у контексті, з кількох даних значень; вибір з тексту слів на основі їх семантичної / тематичної спільності; вибір ключових слів у реченні, абзаці, тексті;

Навчання фонетичного матеріалу

Основою будь-якої мови є звук. Багато років мова існувала лише у звуковій формі. Письмовий код виник набагато пізніше як відображення звукової мови. Усі види мовленнєвої діяльності базуються на звуках. Роль звукових компонентів і дуже важлива і в писемному мовленні. Моторна теорія мовлення підкреслює роль кінестезій у писемному мовленні: ми проговорюємо про себе те, що пишемо і читаємо. Оволодіння усним мовленням та читанням уголос взагалі неможливе без стійких слуховимовних та ритміко-інтонаційних навичок.

Навчання фонетичного матеріалу передбачає оволодіння учнями всіма звуками і звукосполученнями виучуваної іноземної мови, наголосом та основними інтонаційними моделями (інтонемами) найбільш поширених типів простих і складних речень.

Існує кілька критеріїв відбору фонетичного мінімуму. За ступенем труднощі фонетичного явища об'єктом спеціального засвоєння при навчанні вимови є лише ті, що являють для учнів певні труднощі; за критерієм відповідності потребам спілкування до мінімуму передусім включаються ті звуки та інтонемі, що виконують у мовленні смислорозрізняльну функцію; за критерієм нормативності з фонетичного мінімуму для

середніх навчальних закладів вилучаються всілякі відхилення від норми, а об'єктом навчання виступає повний стиль зразкової літературної вимови (за еталон береться вимова дикторів/коментаторів радіо і телебачення).

Основними вимогами до вимови учнів є фонематичність та швидкість. Фонематичність передбачає ступінь правильності фонетичного оформлення мовлення, достатню для того, щоб воно було зрозумілим для співрозмовника; швидкість - ступінь автоматизованості вимовних навичок, яка дозволяє учням говорити в нормальному (середньо-нормальному) темпі мовлення (для іншомовного матеріалу англійської та французької мови - 130-150 слів за хвилину, для іспанської та німецької - 110-130).

У середній школі дуже важко досягти безпомилковості та автентичності вимови учнів. Тому вимоги до вимови учнів визначають, виходячи з принципу апроксимації, тобто наближення до правильної вимови. З цією метою обмежується обсяг фонетичного матеріалу, що вивчається, а також допускається деяке зниження якості вимови окремих звуків та інтонаційних моделей. (Апроксимована вимова - це така вимова, в якій, як і в літературній вимові, відсутні фонологічні помилки, але яка, на відміну від літературної вимови, допускає нефонологічні помилки) тобто такі, що не заважають розуміти усні висловлювання та прочитане вголос цією мовою.

При навчанні іншомовної вимови слід враховувати, що учні вже володіють звуковими засобами рідної мови та, в багатьох випадках, і другої мови (в Україні - української і російської, української і польської, української та угорської! тощо). З одного боку, це допомагає в оволодінні вимовою нової (іноземної) мови, з іншого - викликає певні труднощі, спричинені інтерференцією рідної і мови. Так,

типовою помилкою для україномовних та російськомовних учнів є недотримання довготи голосних у німецькій та англійській мовах, бо в рідній мові довгота не має смислорозрізняльного характеру. Джерелом помилок в інтонації є, наприклад, відсутність в українській і російській мовах високого початку та різкого падіння у спадному тоні, що характерно для англійського мовлення. Таким чином у плані навчання вимови вчитель повинен скоректувати ті фонетичні навички, що вже є в учнів, у відповідності до фонетичної системи нової мови і доповнити її тими елементами вимови, які відсутні в рідній або другій мові учнів.

Для нейтралізації негативного впливу фонетичних навичок рідної мови навчання іноземної вимови має будуватися на основі порівняльного аналізу фонологічних систем рідної та іноземної мов, що є одним з важливих спеціальних принципів навчання фонетичного матеріалу. Це дозволяє передбачити можливі труднощі і тим самим знайти шляхи їх подолання.

Враховуючи труднощі, з якими зустрічається учень при оволодінні вимовою іноземної мови, у процесі навчання доцільно використовувати імітативний та аналітичний методи одночасно (пояснення та аналіз слід застосовувати в такій мірі, в якій вони можуть бути корисні учням для розуміння особливостей фонетичного явища і полегшення його засвоєння). Такий метод одержав назву аналітико-імітативного.

Метою навчання фонетичного матеріалу є формування слухо-вимовних і ритміко-інтонаційних навичок (на апроксимованому рівні). Під слухо-вимовними навичками мовлення розуміють "навички фонемно правильної вимови усіх звуків у потоці мовлення та розуміння всіх звуків при аудіюванні мовлення". Ритміко-інтонаційні навички - це "навички інтонаційно і ритмічно правильного оформлення мовлення і, відповідно,

розуміння мовлення інших людей".

Як впливає з цього визначення, фонетичні навички передбачають як автоматизовану рецепцію звуків (так званий "фонематичний слух") та інтоном (за аналогією з фонематичним – "інтонаційний слух"), так і їх (ре)продукцію - артикуляцію та інтонування.

Усі навички вимови (так само, як граматичні та лексичні) мають характеризуватися якостями автоматизованості, гнучкості і сталості та формуватися поетапно.

За ознакою схожості /ирозбіжності звуків іноземної та рідної мов усі звуки іноземної мови умовно розділяють на три групи.

До першої групи відносять звуки, максимально наближені до звуків рідної (української) мови за акустичними особливостями та артикуляцією.

Формування навичок вимови названих звуків не викликає особливих труднощів, оскільки має місце позитивний перенос навичок з рідної мови в іноземну. Для засвоєння цих звуків можна обмежитися імітацією, ніяких інших вправ ця група не потребує.

Друга група включає звуки, які, на перший погляд, дуже схожі на звуки рідної мови, але відрізняються від них за суттєвими ознаками.

Сприймання та відтворення звуків, що належать до другої групи, характеризується високим ступенем інтерференції. Учні автоматично переносять навички вимови цих звуків з рідної мови в іноземну, що призводить не тільки до появи акценту в мовленні, але й до помилок на рівні змісту. Звуки цієї групи вимагають від учителя посиленої уваги та спеціального тренування в різноманітних вправах, особливо в тих, де є контрастування з відповідними звуками рідної мови.

До третьої групи входять звуки, які не мають артикуляційних або акустичних аналогів у рідній мові

учнів.

Звуки цієї групи також викликають значні труднощі при засвоєнні, тому що має місце формування абсолютно нової артикуляційної бази.

Таким чином належність звука іноземної мови до тієї чи іншої із трьох згаданих груп зумовлює методика його засвоєння - способи ознайомлення учнів з ним, вибір і кількість вправ, що потрібні для оволодіння даним звуком у рецепції та (ре)продукції.

Ознайомлення учнів з новими звуками іноземної мови.

На думку багатьох сучасних методистів, ознайомлення з новим фонетичним явищем, насамперед із звуками, має відбуватися у звуковому тексті шляхом наочної, трохи перебільшеної демонстрації його особливостей. Текст є природним середовищем для будь-якого мовного явища, у тому числі й фонетичного.

Всі пояснення, які даються учням, повинні бути чіткими, короткими і практично цінними, враховувати типові помилки учнів. Після аналітичної частини роботи над звуком/звуками він/вони знову включається в ціле: склади, слова, словосполучення, фрази, які імітуються учнями. Отже за поясненням має безпосередньо йти вправління.

Важливу роль у процесі автоматизації відіграють зразки або еталони вимови, які сприймають учні. Демонстрація зразків різних рівнів може здійснюватись учителем або диктором. Для навчання вимови важко переоцінити роль фонограми (або відеофонограми), особливо автентичної, тобто підготовленої і начитаної спеціалістами-носіями мови. Фонограма дає зразкові й незмінні еталони вимови, які можна багаторазово відтворювати.

Для навчання вимови іншомовних звуків використовуються а) вправи на рецепцію та б) вправи на

репродукцію/продукцію. Вони тісно пов'язані між собою і націлені на формування як слухових (фонематичний слух), так і вимовних (або артикуляційних) навичок.

Вправи на рецепцію звуків націлені на розвиток фонематичного слуху учнів. Мовленнєвий, або фонематичний слух - це здатність розрізняти звуковий склад мовлення і синтезувати значення при сприйманні мовлення.

Як правило, вправи на розвиток фонематичного слуху - це некомунікативні вправи на впізнавання, диференціацію та ідентифікацію.

Вправи на впізнавання нового звука/звукосполучення серед інших, наголошеного слова, складу тощо. Вчитель пропонує учням послухати слова (фрази, римівки, віршики), в яких є новий звук. Завдання до вправи на впізнавання може бути сформульовано так: - підніміть руку / сигнальну картку або плесніть у долоні, коли почуєте звук [...], довгу/коротку голосну, слово, на яке падає наголос, тощо; - порахуйте, скільки разів у реченні / римівці / вірші трапляється звук [...], довга/коротка голосна, слово під наголосом тощо; - послухайте ряд англійських (французьких, німецьких, іспанських) та українських звуків. Підніміть руку (картку), коли почуєте англійський (французький та ін.) звук.

Вправи на диференціацію звуків, які учні можуть сплутати, не розрізнити, виконуються на рівні окремих слів або коротких речень. Завдання може бути сформульовано у такий спосіб: послухайте пари слів і визначте, чи однакові в них а) перші приголосні звуки; б) останні приголосні звуки; в) голосні всередині слова тощо.

Вчитель вимовляє пари слів або включає фонограму. Учні слухають і в зошитах (або спеціальних картках) ставлять знак "+", якщо вони чують однакові звуки, або знак "-", якщо звуки їм здаються різними, навпроти відповідного номера пари слів. Після виконання

вправи результат перевіряється за ключем, і в разі помилок пари слів/фраз можна послухати вдруге.

Наведемо приклади.

1) Послухайте пари слів і скажіть, чи однакові в них звуки (перші приголосні, голосні всередині слова). Поставте знак “+”, якщо вони однакові, знак “-”, якщо різні.

1) *thick* — *this*; 2) *that* — *those*; 3) *thought*
— *thin*. *Etc.*

(Ключ: 1 -, 2 +, 3 -)

Послухайте групи з трьох слів і визначте, які з них однакові. Позначте своє рішення цифрами.

1) *bird* 2) *bed* 3) *bird*

(Ключ: 1, 3)

Вправи на ідентифікацію звука, мета яких розпізнавати звук як відомий з певними характеристиками. Учні мають послухати та ідентифікувати звуки.

- *Послухайте слова із звуками [...] і [...]. Кожного разу піднімайте картку з відповідним транскрипційним значком або червону картку для звука [...], зелену - для звука [...]. (Замість піднімання карток можна записувати транскрипційні значки.)*

Вправи на репродукцію звуків - ефективність цієї групи вправ значно зростає, якщо перед репродукцією зразка учні мають змогу ще раз його почути, незалежно від того, чи вивчається новий матеріал, чи повторюється вже засвоєний.

Матеріалом для репродуктивних фонетичних вправ служать окремі звуки, звукосполучення, слова, словосполучення, фрази.

Це головним чином рецептивно-репродуктивні (некомунікативні та умовно-комунікативні) вправи. В некомунікативних імітативних вправах доцільно звертати увагу учнів на певні характеристики звука (довготу, наголос, аспірацію тощо), що робить імітацію свідомою.

На рівні умовно-комунікативних вправ можна використати такі їх види: імітація разка мовлення, підстановка у зразок мовлення, відповіді на запитання - лаконічні та повні.

В рецептивно-репродуктивних вправах об'єктом засвоєння може бути окремий звук або можуть контрастуватися два чи три звуки.

Наведемо приклади вправ.

1) *Послухайте слова (словосполучення, фрази) із звуком [...]. Повторіть їх, звертаючи увагу на (Некомунікативна вправа на свідому імітацію нового звука, якій передуює слухання.)*

2) *Послухайте пари слів, словосполучення, фрази із звуками [...] та [...]. Повторіть їх, звертаючи особливу увагу на (Некомунікативна вправа на свідому імітацію звуків, що контрастуються. Імітації передуює слухання.)*

Для особливо важких звуків цим вправам можуть передувати вправи на так звану беззвучну артикуляцію – “гімнастика” язика і губ, наприклад:

- округлити губи/розтягнути губи;
- кінчик язика притиснути до нижніх зубів / альвеол

тощо.

3) *Послухайте мої твердження. Якщо вони правильні, підтвердіть їх. (Умовно-комунікативна вправа на слухання та імітацію.)*

4) *Дайте лаконічні/повні відповіді на мої запитання (до малюнка, предметів, погоди тощо). (Умовно-комунікативна вправа - відповіді на запитання.)*

Наведені вище та аналогічні до них вправи використовуються на всіх ступенях навчання іноземної мови у школі. Але призначення їх дещо відрізняється залежно від ступеня: на першому етапі основна мета вправ - формування слухо-вимовних навичок учнів. На другому та третьому етапах ці вправи націлені на підтримку та вдосконалення навичок вимови, а також на запобігання помилкам. Відповідно ці вправи рекомендується

виконувати при засвоєнні нового матеріалу перед виконанням вправ в усному мовленні та читанні вголос. Згідно із зазначеною метою на початку уроку необхідно проводити так звані "фонетичні зарядки", що включають новий навчальний матеріал.

Навчання іншомовного спілкування

Аудіювання — це розуміння сприйнятого на слух мовлення. Аудіювання і говоріння — це дві сторони усного мовлення. Без аудіювання не може бути нормативного говоріння. Разом з тим аудіювання як вид мовленнєвої діяльності є й відносно автономним (наприклад, слухання лекцій, доповідей, радіопередач і т. п.).

Отже предметом аудіювання є чужа думка, закодована в аудіотексті, яку належить розпізнати.

Продуктом аудіювання є умовивід, результатом — розуміння сприйнятого смислового змісту і власна мовленнєва та немовленнєва поведінка.

Аудіювання є комплексною мовленнєвою розумовою діяльністю. Важливими факторами формування такої здатності є: перцептивні та мовленнєвомоторні передумови, загальні інтелектуальні передумови, фактичні знання, знання та вміння в рідній мові, іншомовні знання та вміння, мотивація.

На базовому рівні аудіювання розглядається як компонент усномовленнєвого спілкування. Як самостійний вид мовленнєвої діяльності аудіювання означає сприймання на слух і розуміння текстів з різною глибиною та повнотою проникнення в їх зміст: з повним розумінням та з розумінням основного змісту.

Досягнення базового рівня в галузі аудіювання передбачає формування елементарної комунікативної компетенції в цьому виді мовленнєвої діяльності, а саме:

— уміння розуміти літературно-розмовне мовлення носія мови в ситуаціях повсякденного спілкування, пов'язане з задоволенням найпростіших потреб (наприклад, привітання, запит і передача інформації та ін.);

— визначати тему і мету бесіди, її основний зміст, і в тих випадках, коли виникають ускладнення, звертатися до партнера з проханням повторити.

Успішність аудіювання залежить від самого слухача (від рівня, розвитку у нього мовленнєвого слуху, пам'яті, наявності уваги, інтересу та ін.), його індивідуально-психологічних особливостей; 2) від мовних особливостей аудіотексту та його відповідності мовленнєвому досвіду і знанням учнів; 3) від умов сприймання аудіотексту.

Труднощі аудіювання, зумовлені індивідуально-віковими особливостями учнів, є суб'єктивними, на відміну від труднощів об'єктивного характеру, спричинених змістом і структурою аудіотексту, а також умовами його сприймання. Успішність подолання цих труднощів залежить від уміння слухача користуватися механізмом ймовірного прогнозування, переносити аудитивні вміння та навички рідної мови на іноземну. Значну роль відіграють такі індивідуальні особливості учня як кмітливість, уміння слухати і швидко реагувати на сигнали усної мовленнєвої комунікації (паузи, логічні наголоси, риторичні запитання, фрази зв'язку тощо), вміння переключатися з однієї розумової операції на іншу, швидко схоплювати тему повідомлення, співвідносити її з широким контекстом. Ці вміння розвиваються у процесі навчання багатьох предметів, у тому числі й іноземної мови.

Отже при навчанні аудіювання необхідно спиратися на ті особливості учня, які відіграють суттєву роль у процесі сприйняття мовленнєвого повідомлення.

Мовні труднощі аудіювання є об'єктивними

труднощами і в процесі навчання аудіювання вони визначаються такими об'єктивними параметрами: обсягом наявних продуктивних знань, що мають принципове значення для рецептивної мовленнєвої діяльності; обсягом наявних акустичних рецептивних іншомовних знань; діапазоном розуміння різних фонетичних реалізацій; відносно тривалим латентним періодом у момент "виклику" наявних знань з довготривалої пам'яті для їх ідентифікації зі сприйнятим знаком чи аналізу і семантизації ще не вивчених мовних явищ, важких для розуміння при збільшенні темпу мовлення.

Мовні труднощі аудіювання зумовлюються також комунікативною метою цієї діяльності, яка характеризується такими параметрами: рівнем розуміння наявної в аудіотексті інформації (повне розуміння, розуміння важливих ідей, цілеспрямований вибір інформації); видом аудіотексту (опис, розповідь, повідомлення; монолог, діалог); тематикою / темою; обсягом аудіотексту (кількістю слів у ньому); способом контролю/ оцінювання (рідна мова/ іноземна мова, відповіді на запитання, вибірккові.

В методичному плані навчання аудіювання — це спеціально організована програма дій з текстом, що сприймається на слух. Оскільки це внутрішня діяльність, яка не піддається спостереженню, то необхідно поступово навчати окремих дій, які є її складовими компонентами. На кожному етапі формуються відповідні механізми аудіювання мовленнєвих одиниць різних рівнів: 1) словоформи, вільного словосполучення, фрази; 2) понадфразові єдності; 3) цілого тексту.

Етап навчання аудіювання на рівні фрази передбачає дії, спрямовані на: розуміння повідомлень даного рівня, побудованих на знайомому матеріалі; реакція на почуте — невербальна (дії, символи і т. і.); розуміння повідомлення з незнайомим мовним матеріалом; реакція на

почуте - вербальна (з допомогою засвоєних мовленнєвих зразків, що відповідають темі чи ситуації); розпізнавання початку повідомлення і його завершення.

До системи вправ для навчання аудіювання входять дві підсистеми: 1) вправи для формування мовленнєвих навичок аудіювання; 2) вправи для розвитку вмінь аудіювання.

До першої підсистеми включаються 3 групи вправ: вправи для формування фонетичних навичок аудіювання (фонематичного та інтонаційного слуху); вправи для формування лексичних навичок аудіювання; вправи для формування граматичних навичок аудіювання.

До другої підсистеми входять 2 групи вправ: вправи, що готують учнів до аудіювання текстів; вправи в аудіюванні текстів.

I підсистема вправ - Мета вправ I підсистеми - сформувати в учнів слухові, лексичні та граматичні навички аудіювання. Формування слухових навичок передбачає розвиток в учнів фонематичного та інтонаційного слуху. До **I підсистеми** входять некомунікативні та умовно-комунікативні рецептивні вправи. Некомунікативні вправи включають такі види вправ: на сприйняття, впізнавання або розрізнення звука, термінального тону, лексичної одиниці, граматичної структури; умовно-комунікативні: вправи на аудіювання повідомлень, запитань, розпоряджень тощо на рівні фрази.

До цієї підсистеми вправ відносяться і спеціальні вправи, спрямовані на розвиток мовленнєвих механізмів аудіювання (імовірного прогнозування, уваги та аудитивної пам'яті, осмислення).

В цілому вправи цієї групи спрямовані на подолання ізольованих, штучно виділених труднощів; вони є лише першою сходинкою до формування вмінь аудіювання.

Наведемо приклади вправ першої підсистеми.

А. Вправи, що спрямовані на формування фонетичних, лексичних та граматичних навичок аудіювання.

1. Вправи на диференціацію звукової форми слова та його розуміння. Такі вправи привчають учнів до точності слухання, що полегшує розуміння слів у мовленнєвому потоці і навчає диференціації подібних слів, які звучать. Для вправ підбираються пари слів, що відрізняються лише одним звуком.

Наприклад: учні показують за допомогою сигнальних карток (або іншим способом), чи приголосний звук у наведених словах є глухим/дзвінким, голосний — відкритим/закритим, знаходиться під наголосом перший/другий склад.

Англ. *code - coat, wrote - road*

Вправи на розуміння фраз з незнайомими лексичними одиницями і багатофункціональними граматичними структурами. Такі вправи навчають розуміти актуальне значення лексичних одиниць і значення окремих граматичних функцій мовного явища на основі контексту.

The brakes of the car are very good. The driver brakes very often.

Б. Вправи, що спрямовані на розвиток мовленнєвих механізмів аудіювання.

1. Вправи на розвиток імовірного прогнозування.

Послухайте першу фразу і, спираючись на її зміст, завершіть другу.

Послухайте загадку і відгадайте її.

Послухайте коротку характеристику людини і згадайте про її професію. Послухайте заголовки і скажіть, про що йдеться в текстах. Послухайте початок розповіді і визначіть, про що вона. Послухайте вирази та фрази і скажіть (рідною чи іноземною мовою) яких ситуаціях вони можуть вживатися.

2. Вправи на розвиток уваги та аудитивної пам'яті.

Послухайте слово, словосполучення, фразу і повторіть їх. Послухайте дві фрази, логічно пов'язані між собою, і повторіть їх. Послухайте частини фрази, з'єднайте їх в одну фразу і відтворіть її. Послухайте дві фрази і визначіть, що пропущено у другій. Послухайте оголошення і заповніть пропуски у графічному варіанті того ж оголошення.

Послухайте слова і назвіть ті, що відносяться до даної теми. Послухайте і повторіть за диктором фрази.

3. Вправи на розвиток механізму осмислення (розуміння різних категорій смислової інформації).

Послухайте репліки з діалогу і скажіть, хто його веде (розуміння родової категорії).

Послухайте фразу і скажіть, коли відбувалася дія (розуміння часової категорії).

Послухайте речення і скажіть, де відбувається подія (розуміння категорії місця).

Послухайте репліки з діалогу і скажіть, чому дівчинка хоче додому (розуміння категорії причини).

II підсистема вправ

Мета вправ II підсистеми - розвинути в учнів уміння аудіювання. До цієї підсистеми входять умовно-комунікативні та комунікативні рецептивні вправи. Умовно-комунікативні вправи включають такі види вправ: аудіювання повідомлень, запитань, розпоряджень на понадфразовому рівні; комунікативні вправи на аудіювання текстів з метою одержання інформації.

Розглянемо приклади вправ другої групи. Вправи на передбачення змісту тексту і розвиток уваги:

а) Послухайте початок жарту і запропонуйте свій варіант його завершення.

б) Послухайте початок розповіді і згадайтесь, що відбулося далі. Учні пропонують свої варіанти закінчення розповіді, після чого учитель знайомить їх з авторським

варіантом. Визначається, чия розповідь найбільш відповідає авторському варіанту.

в) Подивіться на малюнок, послухайте його опис і запропонуйте свій варіант розвитку подій.

Вправи на визначення логічної послідовності подій.

а) Послухайте текст і розкажіть в логічній послідовності про дії головного героя.

б) Послухайте розповідь і передайте її зміст 4-5 реченнями (рідною мовою).

в) Послухайте розповідь, розгляньте малюнки і розмістіть їх відповідно до подій у розповіді.

Вправи на розуміння тексту без домислювань.

а) Послухайте розповідь і передайте основний її зміст.

б) Послухайте дві розповіді і скажіть, чим вони відрізняються.

в) Подивіться на малюнок і послухайте розповідь. Скажіть, які невідповідності ви помітили.

г) Послухайте розповідь учителя, потім прочитайте близький до неї за змістом текст і підкресліть речення, яких не було в розповіді вчителя.

Вправи на розуміння основної думки / точного розуміння тексту.

а) Послухайте текст і виберіть із декількох малюнків такий, що відповідає змісту тексту.

б) Послухайте текст і намалюйте місце (зобразіть схематично), в якому відбувається дія, і персонаж, про якого йдеться у тексті.

в) Визначіть, яка із двох почутих вами розповідей відповідає змісту малюнка.

г) Послухайте розповідь і виберіть/придумайте до неї заголовок. Поясніть, чому саме так ви назвали розповідь.

У процесі навчання аудіювання вчитель має передбачити три етапи роботи:

- 1) формулювання інструкції,
- 2) презентацію аудіоматеріалу,
- 3) контроль розуміння прослуханого.

Важливу роль відіграє інструкція, що містить конкретне завдання для орієнтування учнів на цілеспрямоване і свідоме розуміння інформації. Психологи свідчать, що правильна і точна інструкція може підвищити ефективність сприймання на 25%.

Після прослуховування учнями аудіотексту вчитель має перевірити його розуміння. Розуміння — вирішальний момент аудіювання.

Контроль розуміння аудіотексту може здійснюватись вербальним чи невербальним способом. Форми передачі розуміння аудіотексту можуть бути різноманітними: позамовні / невербальні) дії учнів (підняття руки, сигнальної картки, малюнків, виконання дій, виготовлення схем, підбір малюнків згідно зі змістом) та вербальні: бесіда за текстом, його переказ, упорядкування пунктів плану чи блоків тексту за логікою змісту, визначення головної думки, завершення висловлювання, виправлення неправильних тверджень, тести з вибором відповіді (альтернативні, одноелементного та множинного вибору, перехресні, ланцюгові, тести класифікації), тести на відновлення випущених елементів речення (клоуз-тести) тощо.

Засоби контролю розуміння прослуханого аудіотексту

Невербальні засоби: виконання дій, контроль з використанням цифр, контроль за допомогою сигнальних та облікових карток, виготовлення схем, креслень, підбір малюнків.

Вербальні засоби: 1) Рецептивні або рецептивно-репродуктивні: підтвердження або спростування тверджень учителя, вибір пунктів плану тексту, тести з вибором відповіді.

2) Репродуктивні: відповіді на запитання, переказ змісту іноземною або рідною мовою, переклад окремих слів, словосполучень, речень, складання плану, формулювання запитань до тексту, бесіда на основі змісту тексту.

Продемонструємо на прикладах основні способи організації вправ для навчання аудіювання.

Приклад 1. Прослухайте пари фраз і визначіть, однакові вони чи ні. Поставте знак "+", якщо вони однакові, знак "—", якщо різні.

Фонограма:

1) *Nick likes to water flowers. Nick likes flowers./*

2) *The snow is melting. The snow is melting.*

3) *There are two rooms on the first floor. There are two bedrooms on the first floor.*

4) *This is my brother. This is my brother.*

5) *Here is a ball for you. Here is a doll for you.*

Засіб контролю: Заповнення учнями картки.

Приклад 2. *Послухайте фрази і визначіть, однакова в них інтонація чи ні. Піднесіть руку, якщо ви вважаєте, що однакова.*

Приклад 3. *Одного разу правильні дієслова завітали в гості до неправильних дієслів і всі переплуталися. Допоможіть їм знайти свою групу. Для цього послухайте дієслова і поставте знак "+" у відповідній колонці поряд з номером дієслова.*

Приклад 4. *Уважно подивіться на малюнки. Потім послухайте твердження і визначіть, до якого малюнка відноситься кожне з них. У бланку для відповідей під номером твердження напишіть літеру, якою позначено відповідний малюнок.*

Приклад 5. *Я буду показувати по два малюнки предметів (А та В) і називати один з них. Визначіть, до якого з них відноситься твердження. Поряд з номером завдання поставте літеру А чи В.*

Приклад 6. *Подивіться на малюнок і послухайте чотири фрази. Запишіть літеру, під якою звучала фраза, що відповідає зображенню на малюнку.*

Приклад 7. *Послухайте фразу. Визначіть, яке з речень на вашій картці, відповідає змісту цієї фрази. Поставте поряд з цим реченням знак V.*

Фонограма: Картка учня:

Bill has one brother and one sister, and so does Jane.

(A) Bill has one brother and one sister, and so does Jane.

(B) Bill has one brother and one sister named Jane.

(C) Bill and Jane are brother and sister.

(D) Bill's brother and sister like to be with Jane.

Засіб контролю: Позначення відповідного речення (наприклад: (A)).

Приклад 8. *Ви знаходитесь в одному з аеропортів Великобританії і чекаєте на літак до Оттави. Послухайте оголошення і запишіть номер галереї, де починається посадка на ваш літак.*

Приклад 9. ***You will hear a short conversation. You will hear the conversation twice. There is one question for the conversation. Put a tick under the right answer.***

Наведемо також приклад роботи з текстом для аудіювання на уроці під безпосереднім керівництвом та контролем учителя.

Перед опрацюванням тексту учнями вчитель повинен спрямувати їх увагу на аудіювання та розуміння тексту. Він повідомляє деякі факти з життя і творчої діяльності автора, або називає проблему, яка розглядається в тексті. Можна запитати учнів, що їм відомо з цієї проблеми.

II. Підготовча робота до аудіювання тексту. На цьому етапі необхідно виконати передтекстові вправи, для того щоб зняти деякі мовні та смислові труднощі тексту. Наприклад:

1. Підготовка до визначення граматичних орієнтирів.

Учитель: *Послухайте кілька речень і назвіть присудок у кожному з них.*

2. Підготовка до сприймання речень, які містять незнайомі слова, що не впливають на розуміння смислу висловлювання.

Учитель: *Послухайте кілька речень і намагайтесь зрозуміти їх зміст, ігноруючи незнайоме слово, яке є обставиною способу дії.*

3. Підготовка до визначення різних видів зв'язку між реченнями.

Учитель: *Послухайте складне речення і назвіть сполучник, який зв'язує обидві його частини.*

III. Аудіювання тексту з метою розуміння основного або повного і точного змісту (кількість прослуховувань тексту визначається вчителем залежно від обсягу та складності тексту). Наприклад.

Учитель: *Послухайте текст один раз і придумайте до нього заголовок.*

IV. Контроль розуміння прослуханого (виконання післятекстових вправ).

Наприклад.

1. Контроль розуміння основного змісту тексту.

Учитель: *Послухайте текст і виберіть із малюнків такий, що відповідає змісту тексту.*

2. Контроль точності розуміння тексту.

Учитель: *Послухайте текст і визначіть, які твердження відповідають змісту почутого, а які ні.*

Учитель: *Послухайте текст один раз і придумайте до нього заголовок.*

Робота з текстом для аудіювання може завершуватися його переказом учнями. У цьому випадку учнів необхідно підготувати до переказу тексту: скласти план розповіді, вибрати з тексту слова / словосполучення /

фрази для використання у власних висловлюваннях, навчити виражати своє ставлення до проблеми, персонажів, їх дій, давати оцінку прослуханому тексту.

Підсумовуючи викладене, нагадаємо, що в системі вправ для навчання аудіювання виділяють дві підсистеми:

1) вправи для формування мовленнєвих навичок аудіювання і

2) вправи для розвитку вмінь аудіювання. У свою чергу, кожна підсистема включає групи вправ, які мають конкретну мету.

Навчання говоріння (формування компетенції в говорінні)

Загальна характеристика говоріння як виду мовленнєвої діяльності.

Як згадувалось раніше, існують рецептивні види мовленнєвої діяльності людини, у процесі яких вона сприймає і розуміє думки інших людей, одержуючи певну інформацію (аудіювання і читання), та продуктивні види, коли людина висловлює свої думки або передає чужі думки в усній чи письмовій формі (говоріння і письмо).

Говоріння забезпечує усне спілкування іноземною мовою в діалогічній формі (паралельно з аудіюванням) і в монологічній формі. Воно спрямоване до однієї особи або до необмеженої кількості осіб.

У зв'язку з тим, що говоріння здійснюється у двох формах – діалогічної мовлення і монологічного мовлення, розглянемо технологію навчання кожної з них окремо.

Діалогічне мовлення - це процес мовленнєвої взаємодії двох або більше учасників спілкування. Тому в межах мовленнєвого акту кожен з учасників по черзі виступає як слухач і як мовець.

Розглянемо комунікативні, психологічні та мовні особливості цього виду мовленнєвої діяльності.

Діалогічне мовлення виконує такі комунікативні функції:

1) запити інформації – повідомлення інформації, 2) пропозиції (у формі прохання, наказу, поради) – прийняття / неприйняття запропонованого, 3) обміну судженнями / думками / враженнями, 4) взаємопереконання / обґрунтування своєї точки зору.

Кожна з цих функцій має свої специфічні мовні засоби і є домінантною у відповідному типі діалогу.

Характерною особливістю діалогічного мовлення є його емоційна забарвленість. Мовлення, як правило, емоційно забарвлене, оскільки мовець передає свої думки, почуття, ставлення до того, про що йдеться. Це знаходить відображення у відборі лексико-граматичних засобів, у структурі реплік, в інтонаційному оформленні тощо. Справжній діалог містить репліки подиву, захоплення, оцінки, розчарування, незадоволення та ін.

Іншою визначальною рисою діалогічного мовлення є його спонтанність.

Будь-який діалог складається з окремих взаємопов'язаних висловлювань. Такі висловлювання, межею яких є зміна співрозмовника, називають реплікою. Репліка є першоелементом діалогу. Репліки бувають різної протяжності – від однієї до кількох фраз. В діалозі вони тісно пов'язані одна з одною – за своїми комунікативними функціями, структурно та інтонаційно. Найтісніший зв'язок має місце між суміжними репліками. Сукупність реплік, що характеризується структурною, інтонаційною та семантичною завершеністю, називають діалогічною єдністю. Діалогічна єдність є одиницею навчання діалогічного мовлення.

Перша репліка діалогічної єдності завжди ініціативна (її називають ще реплікою-спонуканням або керуючою реплікою). Друга репліка може бути або повністю реактивною (інакше - залежною або реплікою-

реакцією), або реактивно-ініціативною, тобто включати реакцію на попереднє висловлювання і спонукання до наступного.

Приклад 1.

Peter: What would you like to eat, Edith?

Edith: A meat sandwich.

Приклад 2.

Ben: Is lunch ready?

Anne: Yes. Let's have lunch in the garden.

Учні мають навчитися:

- 1) починати розмову, використовуючи ініціативну репліку;
- 2) правильно і швидко реагувати на ініціативну репліку співрозмовника реактивною реплікою;
- 3) підтримувати бесіду, тобто з метою продовження розмови вживати не суто реактивні, а реактивно-ініціативні репліки.

В залежності від функціонального взаємозв'язку реплік у діалозі виділяють різні види ДЄ.

Основні види діалогічної єдності

Групи діалогічної єдності	Види діалогічної єдності
I	1. Повідомлення - повідомлення 2. Повідомлення - запитання 3. Повідомлення - спонукання
II	4. Спонування* - згода 5. Спонування - відмова 6. Спонування - запитання
III	7. Запитання - відповідь на запитання 8. Запитання - контрзапитання
IV	9. Привітання - привітання 10. Прощання - прощання 11. Висловлювання вдячності -

* – Під загальним поняттям спонукання розуміють прохання, пропозицію, запрошення, пораду, розпорядження, наказ.

Приклади деяких видів діалогічної єдності.

Приклад 1. (діалогічна єдність "повідомлення - повідомлення").

Pretty girl: I want to buy a hat.

Assistant: Hats are upstairs on the next floor.

Приклад 2. (діалогічна єдність "повідомлення - запитання").

Hostess Bradley: Alice! Perhaps that passenger is a hijacker! Hostess Allen: Which passenger, Anne?

Приклад 3. (діалогічна єдність "запитання - контрзапитання").

Voice A.: What's wrong with you, Mrs. Bloggs? Mrs Bloggs: What's wrong with me?

Приклад 4. (діалогічна єдність "спонукання - запитання").

Anne: Let's eat lunch in the garden.

Ben: Shall we sit on this seat?

Залежно від провідної комунікативної функції, яку виконує той чи інший, діалог, розрізняють функціональні типи діалогів. Результати досліджень, проведених на автентичних навчальних матеріалах англійською, німецькою і російською мовами, показали, що найпоширенішими є чотири основних типи і діалогів: діалог-розпитування, діалог-домовленість, діалог-обмін враженнями \ думками, діалог-обговорення / дискусія.

Діалог-розпитування може бути одностороннім або двостороннім. У першому випадку ініціатива запитувати інформацію належить лише одному партнеру, у другому - кожному з них. Двосторонній діалог-розпитування

розвиває ініціативність обох партнерів, характерну для природного спілкування.

Найскладнішим для оволодіння є діалог-обговорення \ дискусія, коли співрозмовники прагнуть виробити якесь рішення, дійти певних висновків, переконати один одного в чомусь.

Основними якісними показниками сформованості загального вміння вести і діалог іноземною мовою є такі спеціальні вміння: 1) уміння починати діалог, вживаючи відповідну ініціативну репліку (повідомлення, спонукання, запитання); 2) уміння швидко реагувати на репліку співрозмовника, використовуючи репліки, що мають різні комунікативні функції; 3) уміння підтримувати розмову, додаючи до репліки-реакції свою ініціативну репліку; 4) уміння стимулювати співрозмовника до висловлювання, виражаючи свою зацікавленість за допомогою реплік оцінювального характеру;

Базовий рівень володіння іноземною мовою передбачає опанування учнями такими типами діалогу:

- 1) діалог етикетного характеру;
- 2) діалог-розпитування;
- 3) діалог-домовленість;
- 4) діалог-обмін думками, повідомленнями.

В результаті учні мають навчитися виконувати такі мовленнєві завдання для ведення діалогів згаданих типів:

1) для ведення діалогу етикетного характеру: привітати і відповісти на привітання;

- назвати себе, назвати іншу людину; попрощатися; поздоровити, висловити побажання і прореагувати на них; висловити вдячність і прореагувати на неї; погодитися / не погодитися з чимось; висловити радість / засмучення.

2) для ведення діалогу-розпитування: запитувати і повідомляти інформацію з позиції того, хто відповідає, і навпаки; цілеспрямовано запитувати інформацію в односторонньому порядку за допомогою запитань: Хто?

Що? Де? Куди? Коли? тощо.

3) для ведення діалогу-домовленості: звернутися з проханням, висловити готовність / відмову його виконати; висловити пропозицію і погодитися / не погодитися з нею; запросити до дії / взаємодії і погодитися / не погодитися взяти в ній участь; домовитися про певні спільні дії.

4) для ведення діалогу-обміну думками, повідомленнями: вислухати думку/повідомлення співрозмовника і погодитися/не погодитися з ним; висловити свою точку зору, обґрунтувати її, щоб переконати співрозмовника; висловити сумнів, невпевненість; висловити схвалення / несхвалення, осуд.

Характерними мовними особливостями діалогічного мовлення є його еліптичність, наявність "готових" мовленнєвих одиниць, слів-заповнювачів пауз, а також (в англійській і французькій мовах) так званих стягнених форм.

У діалозі широко вживаються "готові" мовленнєві одиниці, їх називають "формулами", "шаблонами", "кліше", "стереотипами". Вони використовуються для висловлення вдячності, обміну привітаннями, поздоровленнями, для привернення уваги співрозмовника на початку розмови, для підтвердження або коментування почутого тощо. "Готові" мовленнєві одиниці (словосполучення, цілі фрази) надають діалогу емоційності.

Наведемо приклади ("готові" мовленнєві одиниці виділені).

Приклад 8.

A: *Excuse me! Is there a chemist's near here?*

B: *Yes. It's over there.*

A: *Thanks a lot.*

В діалогічному мовленні часто зустрічаються слова, які називають "заповнювачами мовчання". Вони служать для підтримання розмови, для заповнення пауз в ній, коли

мовець підшукує відповідну репліку. Наприклад: *well, well now, you know, let me see, look here, I say, etc.*

Система вправ для навчання діалогічного мовлення. Згідно з виділеними етапами формування навичок і вмінь діалогічного і мовлення учнів — підготовчого (або нульового), першого, другого і третього — до системи вправ для навчання діалогічного мовлення включаються 4 групи вправ:

I група	вправи для навчання "реплікування"
II група	вправи на засвоєння діалогічної єдності різних видів,
III група	вправи на створення мікродіалогів
IV група	вправи на створення діалогів різних функціональних типів

I група вправ

Мета вправ I групи - навчити учнів "реплікування", тобто швидко й адекватно реагувати на подану вчителем/диктором репліку, а також продукувати ініціативну репліку. До I групи входять умовно-комунікативні, рецептивно-репродуктивні та репродуктивні вправи - на імітацію, підстановку, трансформацію, відповіді на запитання, повідомлення або запит певної інформації, спонукання до певних дій тощо. Типові режими роботи вчителя та учнів у процесі виконання вправ цієї групи: учитель - клас / клас - учитель; учитель – учень; учитель – учень 2 і т.д.; учень - учитель, тощо.

Розглянемо вправи першої групи на матеріалі теми "Дозвілля", підтеми "Театр". Усі завдання до вправ у прикладах подаються рідною мовою, на уроці вони звичайно даватимуться відповідною іноземною мовою.

Вправа 1.

Учитель: *Я театрал і цікавлюсь різними театральними жанрами і різними напрямками в музиці. Я*

скажу вам, чим саме я цікавлюсь. Скажіть що ви цікавитесь тими самими жанрами, що й я:

T: I'm interested in opera and ballet.

P: I'm interested in opera and ballet too.

У вправі вчитель може використовувати такі варійовані елементи: драма, комедія, трагедія, музична комедія, естрада, класична музика, народна музика, джаз. Вправа 1 — імітаційна, репліка учня - реактивна; виконується в режимі "учитель - учень", "учитель – учень 2" і т.п. Можливі режими "учитель - клас" або "фонограма - клас".

Вправа 2.

Учитель: *Ми продовжуємо розмову про наші театральні смаки. Але зараз вони можуть різнитися: мені подобається один жанр, вам - інший.*

T: I'm interested in tragedy.

P: And I'm interested in musical comedy.

У вправі використовуються ті самі варійовані елементи, які подаються в підручнику або на дошці, плакаті, картках тощо. Вправа 2 - підстановча, репліка учня теж реактивна, але театральний жанр він обирає сам в залежності від своїх власних смаків; режим виконання "учитель - учень", "учитель – учень 2" і т.д. Можливий варіант: "Учитель - учень, - учень 2 – учень 3 і т.д."

Вправа 3.

Учитель: *Ви - іноземні туристи, які хочуть відвідати театри і концертні зали України. Я - ваш гід. Скажіть мені, чим ви цікавитесь, а я порекомендую вам, куди вам краще піти.*

P. (a foreign tourist): I'm interested in pop music.

T. (the guide): Then I advise you to go to the "Ukraine" Palace of Culture.

Вправа 3 - на самостійне вживання мовленнєвого зразка, репліка учня -ініціативна.

Вправа 4.

Учитель: *Тепер роль гiда будете виконувати ви, а ролі iноземних туристів - диктори. Кожен з них скаже вам, чим він цікавиться, а ви порекомендуєте, куди їм краще піти. Інший гiд підтвердить вашу рекомендацію.*

Speaker 1 (a foreign tourist): I'm interested in classic music.

Pupil 1 (the guide): Then I advise you to go to the Organ and Chamber Music Hall.

Pupil 2 (another guide): Then I advise you to go to the Organ and Chamber Music Hall.

Вправа 4 - фоновправа на самостійне вживання мовленнєвого зразка; репліка учня (він подає її в паузі, що залишена на магнітній стрічці) -реактивна. У зв'язку із складністю реплік другий диктор подає ключ.

Для виконання такої фоновправи необхідно забезпечити учнів картками з \ назвами відповідних театрів або концертних залів.

Як видно з прикладів, учні вчать реплікування в межах діалогічної єдності "повідомлення - повідомлення", вживаючи як реактивні, так і ініціативні репліки. У такий же спосіб можна організувати навчання в межах будь-якого виду діалогічної єдності в залежності від того, якого функціонального типу діалогу ми хочемо навчити учнів.

II група вправ

Мета вправ II групи - навчити учнів самостійно вживати різні види діалогічної єдності.

До II групи включаються умовно-комунікативні рецептивно-продуктивні вправи на обмін репліками. Основний режим роботи — "учень 1 – учень 2", тобто робота учнів у парах. Тут необхідно зробити два попередніх зауваження: 1) кожному з пари учнів потрібно давати можливість вживати як реактивну, так і обов'язково ініціативну репліку; 2) роботу в парах слід інтенсифікувати за рахунок одночасної роботи всіх учнів на місцях та в

русі, використовуючи такі прийоми, як "карусель", "рухомі шеренги", "натовп".

Вправа 5.

Учитель: *До нашої школи приїхали гості - ваші ровесники з Великобританії (Франції, Німеччини, Іспанії). Ви хочете скласти для них культурну програму. Скажіть своєму іноземному гостю, чим цікавитесь ви, а він / вона повідомить про свої уподобання.*

Pupil 1: I'm interested in variety show.

Pupil 2 (a foreign guest): I'm interested in variety show too. And I'm interested in folk music.

III група вправ

Мета вправ III групи - навчити учнів об'єднувати засвоєні ними діалогічної єдності у мікродіалоги згідно з запропонованими їм навчальними КС. До III групи входять комунікативні рецептивно-продуктивні вправи нижчого рівня, які допускають використання штучно створених вербальних опор. Є три основні види таких опор: мікродіалог - підстановча таблиця (вона, до речі, може бути використана і в попередній групі вправ, а тут її використання доцільне лише у слабкому класі), структурно-мовленнєва схема мікродіалогу та його функціональна схема. Опори допомагають учням долати труднощі, що виникають у процесі поєднання діалогічної єдності. Вибір опори залежить від рівня підготовки класу в цілому та окремих пар учнів. Згадані опори можуть використовуватись лише під час роботи в парах на місцях. Поступово їх необхідно усувати.

Доцільно перед виконанням вправ цієї групи дати послухати учням мікродіалоги-зразки, записані на магнітну стрічку. Наприклад:

Мікродіалог I

A. I say, Derek, let's go somewhere on Saturday. I'm interested in musical comedy. What about you?

B. I'm interested in musical comedy, too.

A. Then let's go to the State Operetta.

B. What's on at the Operetta on Saturday?

A. Let me see. "May Night" by Lysenko. He's a famous Ukrainian composer.

B. All right. Thank you for the invitation.

Мікродіалог 2

A. I say, Eileen, let's go somewhere on Sunday. I'm interested in variety show. What about you?

B. I'm interested in ballet. I suggest going to the Taras Shevchenko National Opera of Ukraine.

A. All right. Let me see what's on at the National Opera on Sunday. "Sleeping Beauty" by Chaikovskiy. He's an outstanding Russian composer.

B. Thank you very much. I hope you'll enjoy the ballet too.

IV група вправ

Мета IV групи вправ - навчити учнів створювати власні діалоги різних функціональних типів на основі запропонованої їм КС. Вправи IV групи комунікативні рецептивно-продуктивні (вищого рівня). При виконанні вправ цієї групи допускаються лише природні опори - театральні/концертні афіші, розклади руху потягів (літаків, автобусів, пароплавів), план-схеми міст/селищ, географічні карти, слайди, малюнки тощо.

Продукт мовлення учнів - діалог певного функціонального типу, що включає принаймні два (рідше три) мікродіалоги. До мікродіалогів, зразки яких представлені у цьому розділі, логічно приєднується мікродіалог-вибір місця в театрі та придбання квитків, який разом з мікродіалогом-вибором спектаклю/ концерту складатиме один із основних функціональних типів діалогу - діалог-домовленість. Звичайно, другий

мікродіалог теж необхідно "провести" через усі описані етапи роботи з формування навичок і вмій ДМ учнів.

Вправа 10.

Учитель: (першому партнеру): *Ви - представник туристичної фірми з США (Франції, Австрії, Мексики) в Україні. Ви розмовляєте з працівником міжнародної молодіжної фірми "Супутник". Удвох ви маєте скласти культурну програму для туристів з вашої країни на час їх перебування в Києві.*

Учитель: (другому партнеру): *Ви - працівник "Супутника". З'ясуйте у представника зарубіжної туристичної фірми смаки туристів, порекомендуйте театри/ концертні зали, які вони можуть відвідати у Києві. Поцікавтеся, чи володіють вони російською/українською мовами, бо від цього теж залежатиме вибір спектаклю/концерту.*

Вправа виконується в режимі одночасної роботи учнів в парах на місцях (або з використанням прийому "натовп"). Дві-три пари учнів мають виступити перед класом. Єдина опора, що допускається - театральна афіша відповідною іноземною мовою.

Вправа 11.

Учитель: (першому партнеру): *Ви - гід з фірми "Супутник", який працює з іноземними туристами, що прибули в Україну самостійно. Ваше завдання-скласти і реалізувати культурну програму туриста: з'ясуйте його/її смаки, запропонуйте відвідати відповідний театр/концертний зал; допоможіть вибрати і придбати квитки на спектакль/концерт.*

Учитель: (другому партнеру): *Ви - іноземний турист, що вперше прибув в Україну. Обговоріть зі своїм гідом культурну програму, домовтеся про відвідання спектаклю/концерту згідно з вашими уподобаннями.*

Вправа 14.

Учитель: *У Києві відбувається міжнародний*

конгрес юних архітекторів.

Завдання першому партнеру: З'ясуйте, які визначні місця хочуть побачити ваші нові друзі - юні архітектори із США. Порадьте їм, як туди дістатися. Нагадайте про правила руху в Україні.

Завдання другому партнеру: Ви - юний архітектор з США. Скажіть, які визначні місця Києва ви хочете побачити. З'ясуйте, як туди дістатися. Доведіть, що ви знаєте правила руху в Україні. Очікуване висловлювання учнів: діалог-розпитування з елементами пояснення.

Вправа 15.

Учитель: У нашій школі гості. Це англійські (французькі, німецькі, іспанські) школярі. Ми присутні на зборах нашого дискусійного клубу. Обговорюється питання "Як краще проводити вихідні дні?" Звичайно, у всіх вас є своя точка зору. Висловіть її. Намагайтеся переконати інших у своїй правоті. Очікуване висловлювання учнів: груповий діалог-дискусія.

Отже у навчанні діалогічного мовлення учнів можна виділити такі рівні формування діалогічних навичок і вмінь: підготовчий або нульовий - навички реплікування; перший - уміння поєднувати репліки у різні види ДЄ; другий - вміння будувати мікродіалоги з використанням засвоєних ДЄ на основі запропонованих навчальних КС; третій - вміння створювати власні діалоги різних функціональних типів на основі запропонованих КС.

Суть і характеристика монологічного мовлення

Монолог – це безпосередньо спрямований до співрозмовника чи аудиторії організований вид усного мовлення, який передбачає висловлювання однієї особи.

Монологічне мовлення характеризується певними комунікативними, психологічними і мовними особливостями, які вчитель має враховувати у процесі

навчання цього виду мовленнєвої діяльності.

Монологічне мовлення виконує такі комунікативні функції:

1) інформативну — повідомлення інформації про предмети чи події навколишнього середовища, опис явищ, дій, стану;

2) впливову — спонування до дії чи попередження небажаної дії, переконання щодо справедливості чи несправедливості тих чи інших поглядів, думок, дій, переконань;

3) експресивну (емоційно-виразну).

Прийнято виділяти три групи вправ для навчання цього виду мовленнєвої діяльності.

I група	вправи на об'єднання зразка мовлення рівня фрази у понадфразову єдність
II група	вправи на створення власного монологічного висловлювання понадфразового рівня
III група	вправи на створення власного монологічного висловлювання текстового рівня

Приклади **вправ I групи**:

Вправа 1. Тема “Школа (Класна кімната)”, 4 клас

Teacher: Our English study-room is large and light.

Pupil 1: There are three windows in the study-room.

Pupil 2: The windows are large.

Pupil 3: There are twelve desks in the room.

Pupil 4: The desks are blue.

Pupil 5: There are books, copy-books, pens, pencils, rulers on the desks.

Pupil 6: There are 21 pupils' bags neat the desks.

Pupil 7: The bags are black, red, green, grey and purple.

Pupil 8: There is a pen and a pointer on the teacher's table.

Pupil 9: The teacher's table is brown. Etc.

Вправа 2. Тема “Географія”, 6 клас

Task: Speak about the area, capital, population of each country on our list. Here is a table with the information you need.

Country	Population	Capital	Area (sq.km)
Australia	17.288.000	Canberra	7.682.300
Austria	7.666.000	Vienna	83.851
Canada	26.835.331	Ottawa	9.976.139
Spain	39.385.000	Madrid	504.742
Estonia	1.573.000	Tallinn	45.100
France	56.556.000	Paris	543.998
Ukraine	51.500.000	Kyiv	603.700
The UK	57.515.000	London	244.493
The USA	248.709.873	Washington	9.822.769

Pupil 1: The population of Australia is 17.288.000. Its area is 7.682.300 square kilometres. The capital of Australia is Canberra.

Pupil 2: The population of the USA is 248.709.873. Its area is 9.822.769 square kilometres. The capital the USA is Washington.

Вправи II групи.

Завдання: *Опиши зовнішність одного з членів своєї родини. Користуйся опорою.*

Опорою тут виступає підстановка таблиця.

I have			father
	a	older	mother
	an	younger	sister
			brother
			grandmother

			grandfather
My	father mother sister brother grandmother grandfather	is	tall short strong pretty handsome angry selfish etc.
His Her	face	is	round oval broad lovely
His Her	nose	is	long large crooked straight
His Her	eyes	are	brown round blue hasel
His Her	hair	is	long short wavy dark blond
His Her	lips	are	red pink
His Her	ears	are	small large

У цій вправі використана **повна вербальна опора**.
В подальшому її можна замінити **ілюстративною**.

Вправа 2. Тема Погода, 5 клас

Завдання: *Опиши звичайну осінь / зиму / літо / весну в Україні.*

У цьому випадку використовується **підстановча таблиця відкритого типу**.

In	winter	the weather	is	...
	spring	the sky		...
	autumn	the sun		...
	summer	the trees		...
		the days	are	...
		the temperature		...

Вправи III групи.

Вправа 1. Тема Одяг, 6 клас

Завдання: ***Describe the the school uniform you would like to wear.***

Оікуване висловлювання – монолог-опис.

Вправа 2. Тема Школа, 6 клас

Завдання: ***Describe an episode from your school life when you were punished or rewarded.***

Очікуване висловлювання – монолог-розповідь.

ПРАКТИЧНІ ЗАНЯТТЯ

Практичне заняття 1

Завдання 1

1. Навчання граматичного матеріалу (формування граматичної компетенції). Характеристика граматичних навичок мовлення
2. Ознайомлення з граматичними структурами активного граматичного мінімуму
3. Автоматизація дій учнів з граматичними структурами активного граматичного мінімуму
4. Визначити практичні цілі уроку англійської мови в 9 класі (Плахотник В.М., Мартинова Р.Ю., Захарова С.Л. Англійська мова: Підручник для 9 класу середньої школи. - К.: Освіта, 1996. - Урок 34, С. 47-48)
5. Проаналізувати вправи 5, 6, 7 (Англійська мова у спілкуванні: Підручник для 6 класу середньої школи / Кол. авторів під керівництвом Склярєнко Н.К. - К.: Освіта, 1997. - С. 165-168)

Завдання для обов'язкового виконання - Сформувати основи граматичної компетенції. Охарактеризувати граматичні навички мовлення. Ознайомити з граматичними структурами активного граматичного мінімуму. Автоматизувати дії учнів з граматичними структурами активного граматичного мінімуму. Визначити практичні цілі уроку англійської мови в 9 класі. Проаналізувати запропоновані вправи. Визначити навчальну мету, тип, вид і структуру запропонованих вправ

Рекомендована література

1. Англійська мова у спілкуванні: Підручник для 6 класу середньої школи / Кол. авторів під керівництвом Склярєнко Н.К. - К.: Освіта, 1997. -С. 165-168.

2. Болюбаш Я.Я. Організація навчального процесу у вищих закладах освіти: Навч. посібник для слухачів закладів підвищення кваліфікації системи вищої освіти. - К.: ВВП «КОМПАС», 1997. – 64 с.

3. Виробничі функції, типові задачі діяльності та вміння учителя іноземної мови (спеціаліста) / Кол. авторів під керізн. С.Ю. Ніколаєвої. – К.: Ленвіт, 1999. – 96 с.

4. Книга вчителя іноземної мови: Довідково-методичне видання / Упоряд. О.Я. Коваленко, І.П. Кудіна. – Харків: ТОРСІНГ ПЛЮС, 2005. – 240 с.

5. Методика викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керізн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.

6. Методика навчання іноземних мов у середніх навчальних закладах: Підручник / Кол. авторів під керізн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2003. – 320 с.

7. Педагогічна практика з методики викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керізн. С.Ю. Ніколаєвої і В.В. Черниш. – К.: Ленвіт, 2003. – 250 с.

8. Практикум з методики викладання англійської мови у середніх навчальних закладах: Посібник. Вид. 2-е, доп. і переробл. / Кол. авторів під керізн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2004. – 360 с.

9. Редько В.Г. Лінгводидактичні засади навчання іноземної мови учнів початкової школи. – К.: Генеза, 2007. – 136 с.

10. Роман С.В. Методика навчання англійської мови у початковій школі. – К.: Ленвіт, 2005. – 208 с.

Практичне заняття 2

Завдання 1

1. Навчання лексичного матеріалу (формування лексичної компетенції)

2. Навчання фонетичного матеріалу (формування

фонетичної компетенції)

3. Активний, пасивний і потенціальний словниковий запас

4. Процес засвоєння лексичного матеріалу

5. Розробити три вправи для ознайомлення учнів з функцією граматичної структури активного граматичного матеріалу *He / she is playing / dancing / drawing.*

6. Скласти тестове завдання з вільноконструйованою відповіддю з використанням кросворду для 5 класу з метою контролю рівня сформованості навичок пригадування і графічного оформлення лексичних одиниць (тема "Квартира")

Завдання для обов'язкового виконання -

Навчання лексичного матеріалу. Сформувати лексичну компетенцію. Навчання фонетичного матеріалу. Сформувати фонетичну компетенцію. Розробити вправи для ознайомлення учнів з функцією граматичної структури активного граматичного матеріалу. Скласти тестові завдання з вільноконструйованою відповіддю з використанням кросворду для 5 класу

Рекомендована література

1. Книга вчителя іноземної мови: Довідково-методичне видання / Упоряд. О.Я. Коваленко, І.П. Кудіна. – Харків: ТОРСІНГ ПЛЮС, 2005. – 240 с.

2. Методика викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.

3. Методика навчання іноземних мов у середніх навчальних закладах: Підручник/кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2003. – 320с.

4. Педагогічна практика з методики викладання іноземних мов у середніх навчальних закладах / Кол.

авторів під керівн. С.Ю. Ніколаєвої і В.В. Черниш. – К.: Ленвіт, 2003. – 250 с.

5. Практикум з методики викладання англійської мови у середніх навчальних закладах: Посібник. Вид. 2-е, доп. і переробл. / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2004. – 360 с.

6. Редько В.Г. Лінгводидактичні засади навчання іноземної мови учнів початкової школи. – К.: Генеза, 2007. – 136 с.

7. Роман С.В. Методика навчання англійської мови у початковій школі. – К.: Ленвіт, 2005. – 208 с.

Практичне заняття 3

Завдання 1

1. Навчання іншомовного спілкування (формування мовленнєвої компетенції)

2. Навчання аудіювання (формування компетенції в аудіюванні)

3. Навчання говоріння (формування компетенції в говорінні)

4. Розробити три вправи для контролю засвоєння учнями алфавіту англійської мови з використанням наочності

5. Скласти тестове завдання альтернативного вибору для контролю розуміння аудіотексту "*Round London Sightseeing Tour*" (Англійська мова у спілкуванні: Книжка для вчителя, 7 кл. / Кол. авторів під керівництвом Скляренко Н.К. - К.: Освіта, 1998. - С. 13-14)

6. Розробити фрагмент уроку з аудіювання на основі аудіотексту "*Faithful Sandy*" (*English through Communication*. Книжка для вчителя, 5 кл. / Кол. авторів під керівн. Скляренко Н.К. - К.: Освіта, 1996. - С. 124-125)

Завдання для обов'язкового виконання -

Розробити вправи для навчання іншомовного спілкування

та формування мовленнєвої компетенції. Підібрати тексти для навчання аудіювання та формування компетенції в аудіювання. Розробити вправи для контролю засвоєння учнями алфавіту англійської мови. Скласти тестові завдання альтернативного вибору. Розробити фрагмент уроку з аудіювання

Рекомендована література

1. English through Communication. Книжка для вчителя, 5 кл. / Кол. авторів під керівн. Скляренко Н.К. - К.: Освіта, 1996. - С. 124-125.

2. Книга вчителя іноземної мови: Довідково-методичне видання / Упоряд. О.Я. Коваленко, І.П. Кудіна. – Харків: ТОРСІНГ ПЛЮС, 2005. – 240 с.

3. Методика викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.

4. Методика навчання іноземних мов у середніх навчальних закладах: Підручник / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2003. – 320 с.

5. Педагогічна практика з методики викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керівн. С.Ю. Ніколаєвої і В.В. Черниш. – К.: Ленвіт, 2003. – 250 с.

6. Редько В.Г. Лінгводидактичні засади навчання іноземної мови учнів початкової школи. – К.: Генеза, 2007. – 136 с.

7. Роман С.В. Методика навчання англійської мови у початковій школі. – К.: Ленвіт, 2005. – 208 с.

Практичне заняття 4

Завдання 1

1. Навчання діалогічного мовлення. Система вправ для навчання діалогічного мовлення

2. Навчання монологічного мовлення. Етапи навчання монологічного мовлення

3. Система вправ для навчання монологічного мовлення

4. Визначити практичні цілі уроку англійської мови в 7 класі (Англійська мова у спілкуванні: Підручник для 7 класу середньої школи / Кол. авторів під керівництвом Склярєнко Н.К. - К.: Освіта, 1998. - Цикл 1, §3, С. 19-26)

5. Проаналізувати вправи 3, 4, 5 (Англійська мова у спілкуванні: Підручник для 5 класу середньої школи / Кол. авторів під керівництвом Склярєнко Н.К. - К.: Освіта, 1996. - С. 173-174). Визначити навчальну мету, тип, вид і структуру запропонованих вправ

Завдання для обов'язкового виконання - Навчання діалогічного мовлення. Розробка вправ для навчання діалогічного мовлення. Навчання монологічного мовлення. Розгляд етапів навчання монологічного мовлення. Розробка вправ для навчання монологічного мовлення. Визначення практичної мети уроку в 7 класі. Аналіз вправ підручника для 5 класу. Визначення навчальної мети, типу, виду і структури запропонованих вправ

Рекомендована література

1. Методика викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.

2. Методика навчання іноземних мов у середніх навчальних закладах: Підручник / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2003. – 320 с.

3. Педагогічна практика з методики викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керівн. С.Ю. Ніколаєвої і В.В. Черниш. – К.: Ленвіт, 2003. – 250 с.

4. Плахотник В.М., Мартинова Р.Ю., Захарова С.Л. Англійська мова: Підручник для 9 класу середньої школи. - К.: Освіта, 1996. - Урок 34, С. 47-48

5. Практикум з методики викладання англійської мови у середніх навчальних закладах: Посібник. Вид. 2-е, доп. і переробл. / Кол. авторів під керівн. С.Ю. Ніколаєвої. - К.: Ленвіт, 2004. - 360 с.

Практичне заняття 5

Завдання 1

1. Навчання діалогічного мовлення. Система вправ для навчання діалогічного мовлення

2. Навчання монологічного мовлення. Етапи навчання монологічного мовлення

3. Система вправ для навчання монологічного мовлення.

4. Розробити вправи для автоматизації лексичних одиниць *English, Ukrainian, Maths, History, Physics, Geography, Music, Craft* та інші в діалогічних єдностях "твердження-твердження", "питання-відповідь"

5. Скласти тестове завдання перехресного вибору на запитання-відповіді для контролю розуміння прочитаного тексту "*The Pioneers in Aviation*" (Плахотник В.М., Мартинова Р.Ю. Англійська мова: Підручник для 8 класу середньої школи. - К; Освіта, 1997. - Task 13, С. 108-109)

Завдання для обов'язкового виконання -

Навчання діалогічного мовлення. Розробка вправ для навчання діалогічного мовлення. Навчання монологічного мовлення. Розгляд етапів навчання монологічного мовлення. Розробка вправ для навчання монологічного мовлення. Розробити вправи для автоматизації запропонованих лексичних одиниць. Скласти тестові завдання перехресного вибору

Рекомендована література

1. Книга вчителя іноземної мови: Довідково-методичне видання / Упоряд. О.Я. Коваленко, І.П. Кудіна. – Харків: ТОРСІНГ ПЛЮС, 2005. – 240 с.
2. Методика викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.
3. Методика навчання іноземних мов у середніх навчальних закладах: Підручник / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2003. – 320с.
4. Педагогічна практика з методики викладання іноземних мов у середніх навчальних закладах / Кол. авторів під керівн. С.Ю. Ніколаєвої і В.В. Черниш. – К.: Ленвіт, 2003. – 250 с.
5. Плахотник В.М., Мартинова Р.Ю., Захарова С.Л. Англійська мова: Підручник для 9 класу середньої школи. - К.: Освіта, 1996. - Урок 34, С. 108-109.
6. Практикум з методики викладання англійської мови у середніх навчальних закладах: Посібник. Вид. 2-е, доп. і переробл. / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2004. – 360 с.

ТЕСТОВІ ЗАВДАННЯ

Тест 1

1. Некомунікативні вправи можуть у разі потреби включатися до системи поряд з ____ .

- a) репродуктивні b) продуктивні c) умовно-комунікативні

2. Щоб дібрати необхідні вправи для різних компонентів ____, слід визначити типи і види вправ за певними критеріями.

- a) підручника b) системи c) теми

3. В ____ вправах учень сприймає вербальну інформацію через слуховий або зоровий канал.

- a) репродуктивних b) комунікативних c) рецептивних

4. В умовно-комунікативних вправах передбачаються мовленнєві дії учні у ____ умовах.

- a) вигаданих b) ситуативних c) запропонованих

5. В ____ вправах учень відтворює повністю або із змінами сприйнятий ним навчальний матеріал.

- a) репродуктивних b) комунікативних c) рецептивних

6. У продуктивних вправах учень самостійно породжує висловлювання різних рівнів в ____.

- a) усній формі b) усній або письмовій формі
c) письмовій формі

7. Враховуючи те, що практичною метою навчання у школі є ____ в чотирьох основних видах МД.

- a) вправління b) спілкування c) читання

8. Отже у системі вправ основне місце мають посідати ____ та комунікативні вправи.

- a) репродуктивні b) продуктивні c) умовно-комунікативні

9. Якщо людина має намір про щось дізнатися, вона обирає одну із ____, що виражає запитання.

- a) мовних одиниць b) лексичних структур c) граматичних структур

10. В ____ літературі можна зустрітися з поняттям «комплекс вправ».

- a) навчальній b) публіцистичній c) методичній

11. Згідно з принципом комунікативності у навчанні іноземних мов і практичної мети - навчання іншомовного спілкування - засвоєння мовного матеріалу (граматичного, лексичного, _____, орфографічного) відбувається комплексно.

- a) фонетичного b) комплексного c) мовленнєвого

12. Граматичні форми і структури, вокабуляр, звуки, інтонаційно-ритмічні моделі, орфографічні правила становлять «будівельний матеріал», без якого не може відбутися будь-яке ____ спілкування.

- a) вербальне b) практичне c) -

13. Для вираження власних думок іноземною мовою учень має оволодіти тими _____, які входять до активного граматичного мінімуму.

- a) мовними b) лексичними c) граматичними
одиницями структурами структурами

14. Кожна вправа незалежно від її характеру має три- або чотирифазову структуру. Перша фаза – завдання; друга фаза - ____; третя фаза - виконання завдання; четверта фаза - контроль.

- a) зразок b) приклад c) методичні
виконання рекомендації

15. На відміну від _____ граматичної навички, першою операцією у формуванні рецептивної граматичної навички є сприймання звукового або графічного образу граматичних структур.

- a) граматичної b) мовної c) комунікативної

16. Розрізняють ____ рівнів мовленнєвих одиниць:

- a) п'ять b) шість c) сім

17. Граматичні структури активного граматичного мінімуму вживаються в усіх видах _____ - аудіюванні, говорінні, читанні та письмі.

a) мовленнєвої b) комунікативної c) мовленнєвої діяльності

18. Для ознайомлення з новими граматичними структурами можна використовувати реальні та уявні ситуації, створені різними ____ - за допомогою вербального опису, ілюстративного, предметного або дійового унаочнення).

a) методами b) засобами c) принципами

19. На етапі ознайомлення завдяки використанню кількох ситуацій мовлення і різноманітного лексичного наповнення нової граматичної структури починає формуватися така якість граматичної навички як _____.

a) гнучкість b) комплексність c) комунікативність

20. Формування лексичних навичок є метою навчання ____ матеріалу.

a) лексичного b) граматичного c) комунікативного

Тест 2

1. Активний лексичний мінімум - це той лексичний матеріал, яким учні повинні розуміти думки інших людей при _____ та читанні.

a) говорінні b) аудіюванні c) спілкуванні

2. _____ лексичний мінімум - це лексика, яку учні мають лише розуміти при сприйманні чужих думок в усній формі та письмовій формі

a) пасивний b) активний c) повний

3. Основними критеріями відбору лексичних мінімумів є такі: здатність _____ поєднуватися з іншими одиницями у мовленні.

*a) лексичних b) граматичних c) слів
одиниць одиниць*

4. Активний і пасивний словниковий запас основу для формування ____ словника.

a) потенціального b) активного c) пасивного

5. Центральною ланкою в роботі над засвоєнням

лексичного матеріалу є формування _____ навичок.

a) граматичних b) лексичних c) фонетичних

6. До безперекладних способів розкриття значень іншомовних лексичних одиниць відносяться: наочна семантизація - _____ предметів, малюнків, діапозитивів, картин, жестів, рухів тощо).

a) презентація b) репрезентація c) демонстрація

7. У процесі засвоєння лексичного матеріалу можна виділити: етап ознайомлення учнів з новими лексичними одиницями - _____ лексичних одиниць.

a) семантизація b) аналіз c) синтез

8. У багатьох випадках доцільно об'єднувати два чи більше способів, наприклад, вербальну наочність (____) та невербальну.

a) малюнки b) контекст c) синтез

9. Результатом здійснення удосконалення дій учнів з лексичними одиницями є - ситуативне вживання засвоєних лексичних одиниць при висловлюванні своїх думок в усній формі (____) та письмовій формі (письмо).

a) говоріння b) розуміння c) обговорювання

10. Перекладні способи розкриття значень іншомовних лексичних одиниць включають: однослівний переклад, багатослівний переклад, пофразовий переклад; тлумачення значення, дефініція / _____.

a) переклад b) розуміння c) визначення

11. Практична мета навчання іноземної мови - _____ в усній і письмовій формах.

a) спілкування b) аудіювання c) письмо

12. На початковому ступені навчання переважають способи семантизації: наочність та однослівний переклад, а на старшому можна застосувати _____ або тлумачення іноземною мовою тощо.

a) семантизацію b) аналіз c) дефініцію

13. Труднощі активного словника, що обслуговує продуктивні види мовленнєвої діяльності - _____, часто не

співпадають з труднощами пасивного словника.

- a) *говоріння і письмо* b) *аналіз і синтез* c) *говоріння і мовлення*

14. ____ навички - це "навички інтонаційно і ритмічно правильного оформлення мовлення.

- a) *інтонаційні* b) *фонетичні* c) *ритміко-інтонаційні*

15. Усі види мовленнєвої діяльності базуються на ____.

- a) *звуках* b) *буквах* c) *словах*

16. Навчання фонетичного матеріалу передбачає оволодіння учнями всіма звуками і звукосполученнями виучуваної іноземної мови, наголосом та основними інтонаційними моделями (____) найбільш поширених типів простих і складних речень.

- a) *фонемами* b) *буквами* c) *інтонемами*

17. Існує кілька критеріїв відбору фонетичного ____.

- a) *мінімуму* b) *максимуму* c) *словника*

18. У середній школі вимоги до вимови учнів визначають, виходячи з принципу ____, тобто наближення до правильної вимови.

- a) *індивідуалізації* b) *апроксимації* c) *тренування*

19. Під ____ навичками мовлення розуміють "навички фонемно правильної вимови усіх звуків у потоці мовлення та розуміння всіх звуків при аудіюванні мовлення".

- a) *слухо-вимовнимий* b) *фонемними* c) *фонетичними*

20. Основним типом вправ є умовно-комунікативні рецептивно-репродуктивні та ____ вправи, в яких учень сприймає зразок мовлення.

- a) *комунікативні* b) *продуктивні* c) *репродуктивні*

ЗАВДАННЯ ДЛЯ ПІДСУМКОВИХ КОНТРОЛЬНИХ РОБІТ

1. Визначити взаємозв'язок методики викладання іноземних мов з іншими науками.
2. Визначити вимоги до навчально-методичних комплексів з іноземних мов.
3. Визначити кінцеву мету навчання читання в середній школі.
4. Визначити роль лінгвістики, психології і педагогіки в науковому обґрунтуванні методики викладання іноземних мов.
5. Визначити специфіку текстів для навчання різних видів читання.
6. Визначити суть комунікативного підходу до навчання іноземних мов.
7. Визначити цілі навчання іноземних мов у середній школі.
8. Визначити якості навички. Назвіть етапи формування навички.
9. Дати визначення поняття "вправа" та охарактеризувати структуру вправи.
10. Дати визначення понять "мовленнєва діяльність", "мова", "мовлення", "мовленнєва дія", "навичка", "вміння".
11. З'ясувати цілі, зміст, принципи, методи і засоби навчання іноземних мов.
12. Навести приклади вправ для автоматизації дій учнів з лексичними одиницями пасивного і потенціального словників.
13. Навести приклади вправ для автоматизації дій учнів з лексичними одиницями активного мінімуму.
14. Навести приклади вправ для розвитку мовленнєвих механізмів аудіювання.
15. Навести приклади умовно-комунікативних

рецептивних, репродуктивних і продуктивних вправ.

16. Назвати головні компоненти системи навчання іноземних мов.

17. Назвати критерії відбору лексичних мінімумів. Пояснити поняття "потенціальний словник".

18. Назвати основні методи-способи навчання іноземних мов.

19. Назвати способи семантизації лексичних одиниць.

20. Назвати та опишіть засоби навчання іноземних мов.

21. Назвати та опишіть основні методи дослідження.

22. Назвати цілі навчання іноземних мов.

23. Описати вправи, що виконуються на етапі автоматизації дій учнів з граматичними структурами активного граматичного мінімуму.

24. Описати дії вчителя та учнів, етапи ознайомлення з граматичними структурами активного мінімуму.

25. Описати принципи навчання іноземних мов.

26. Описати процес оволодіння активним граматичним мінімумом.

27. Описати процес оволодіння активним лексичним мінімумом.

28. Описати процес оволодіння іншомовною інтонацією. Наведіть приклади вправ для навчання іншомовної інтонації.

29. Описати процес оволодіння пасивним граматичним мінімумом.

30. Описати сутність "Усного методу" Г.Пальмера.

31. Описати труднощі навчання читання іноземних мов. Дайте визначення поняття "техніка читання".

32. Описати характер взаємозв'язку методики викладання іноземних мов з іншими науки.

33. Описати хід роботи на етапі ознайомлення учнів з новою лексичною одиницею.
34. Охарактеризувати етапи розвитку методики викладання іноземних мов.
35. Охарактеризувати аудіо-лінгвальний метод Ч.Фріза-Р.Ладо.
36. Охарактеризувати засоби навчання іноземних мов.
37. Охарактеризувати основні види читання.
38. Охарактеризувати систему вправ для формування навичок та вмій іншомовного мовлення.
39. Охарактеризувати систему навчання іноземних мов.
40. Охарактеризувати суть комунікативного підходу до навчання іноземних мов.
41. Охарактеризувати фази проведення методичного експерименту.
42. Пояснити поняття "фонетичний мінімум". Назвати критерії відбору фонетичного мінімуму.
43. Пояснити різницю між активним і пасивним лексичними мінімумами.
44. Пояснити різницю між функціональним та описовим підходами для навчання граматичного матеріалу.
45. Проаналізувати види лексичних навичок.
46. Проаналізувати методи навчання іноземних мов.
47. Проаналізувати методику як науку про навчання іноземних мов.
48. Проаналізувати основні характеристики методики викладання іноземних мов як науки.
49. Проаналізувати переваги та недоліки комунікативного методу навчання іноземних мов.
50. Проаналізувати систему навчання читання М. Уеста.

51. Проаналізувати складники змісту навчання іноземних мов.

52. Розкрити мету і зміст навчання граматики в середній школі на різних ступенях.

53. Розкрити мету і зміст навчання лексики в середній школі на різних ступенях.

54. Розкрити мету і зміст навчання лексики в середній школі на різних ступенях.

55. Розкрити психологічні закономірності процесу аудіювання.

56. Розкрити психологічні закономірності процесу читання. Назвіть функції іншомовного тексту.

57. Розкрити суть принципів ситуативності та структурної організації граматичного матеріалу.

58. Розкрити цілі та зміст навчання вимови в середній школі.

ПЕРЕЛІК ТЕМ КУРСОВИХ РОБІТ

1. Аналіз сучасних вітчизняних підручників з іноземної мови для середньої загальноосвітньої школи.
2. Аналіз сучасних зарубіжних підручників з іноземної мови для середньої загальноосвітньої школи.
3. Вірші та пісні на уроці іноземної мови у початковій/основній/старшій школі.
4. Дистанційне навчання іноземної мови через INTERNET.
5. Зарубіжна методика викладання іноземних мов.
6. Засоби зорової наочності на уроці іноземної мови в середній загальноосвітній школі.
7. Зміст і організація випускного екзамену з іноземної мови у середній загальноосвітній школі.
8. Зміст навчання іноземної мови у середній загальноосвітній школі.
9. Індивідуалізація процесу навчання іноземної мови у середній загальноосвітній школі.
10. Інтенсивне навчання іноземних мов у середній загальноосвітній школі.
11. Комунікативні методи навчання іноземних мов.
12. Контроль у навчанні іноземних мов у середній загальноосвітній школі.
13. Лінгвокраїнознавство та викладання іноземної мови у початковій / основній / старшій школі.
14. Навчальні ігри на уроках іноземної мови у початковій / основній / старшій школі.
15. Навчання аудіювання у початковій / основній / старшій школі.
16. Навчання граматичного матеріалу у початковій / основній / старшій школі.
17. Навчання діалогічного мовлення у початковій / основній / старшій школі.
18. Навчання другої іноземної мови у середній

загальноосвітній школі.

19. Навчання іноземної мови дітей молодшого шкільного віку.

20. Навчання іноземної мови з використанням комп'ютерних технологій у середній загальноосвітній школі.

21. Навчання лексичного матеріалу у початковій / основній / старшій школі.

22. Навчання монологічного мовлення у початковій / основній / старшій школі.

23. Навчання письма у початковій / основній / старшій школі.

24. Навчання техніки читання у початковій / основній школі.

25. Навчання фонетичного матеріалу у початковій / основній / старшій школі.

26. Навчання читання як виду мовленнєвої діяльності у початковій / основній / старшій школі.

27. Особливості навчання іноземних мов у різних типах середніх навчальних закладів

28. Особливості навчання іноземної мови на різних ступенях середньої загальноосвітньої школи.

29. Особливості планування навчального процесу з іноземної мови у початковій/ основній/старшій школі.

30. Підготовка і проведення олімпіад з іноземної мови в старших класах середньої загальноосвітньої школи.

31. Позакласна робота з іноземної мови у середній загальноосвітній школі.

32. Проблема навичок та вмінь у методиці викладання іноземної мови середній загальноосвітній школі.

33. Проектна методика навчання іноземної мови у середній загальноосвітній школі.

34. Професійна майстерність учителя іноземної мови.

35. Розвиток методики викладання іноземних мов.
36. Рольова гра у навчанні іноземних мов у початковій / основній / старшій школі.
37. Самостійна робота учнів з іноземної мови в основній / старшій школі.
38. Соціокультурні помилки українських учнів в усному / писемному іншомовному мовленні.
39. Тести у навчанні іноземних мов у середній загальноосвітній школі.
40. Технічні засоби у навчанні іноземних мов у середній загальноосвітній школі.
41. Урок іноземної мови у початковій / основній / старшій школі.
42. Цілі навчання іноземних мов у середній загальноосвітній школі.

ПИТАННЯ ДО СЕМЕСТРОВОЇ ФОРМИ КОНТРОЛЮ

Сучасні вимоги до кваліфікації вчителя іноземної мови.

Методика навчання іноземної мови як наука та її зв'язок з іншими науками.

Методи дослідження в методиці навчання іноземних мов.

Цілі та зміст навчання.

Принципи та методи навчання.

Система вправ для формування навичок та вмінь мовлення.

Типи вправ для навчання іноземної мови.

Навчання граматичного матеріалу.

Поняття «граматична структура» і «зразок мовлення».

Автоматизація дій учнів з граматичними структурами активного граматичного мінімуму.

Навчання лексичного матеріалу.

Процес засвоєння лексичного матеріалу.

Ознайомлення з новими лексичними одиницями.

Автоматизація дій учнів з новими лексичними одиницями активного, пасивного і потенціального словників.

Навчання фонетичного матеріалу.

Формування фонетичної компетенції.

Фонетичний мінімум.

Вимоги до вимови учнів.

Автоматизація дій учнів з новими звуками.

Навчання звуків іноземної мови.

Вправи на рецепцію та репродукцію звуків.

Навчання аудіювання.

Характеристика аудіювання як виду мовленнєвої діяльності та уміння.

Вимоги до базового рівня володіння аудіюванням.

Навчання аудіювання.

Етапи навчання аудіювання.

Система вправ для навчання аудіювання.

Мовні труднощі аудіювання.

Навчання говоріння.

Загальна характеристика говоріння як виду мовленнєвої діяльності.

Навчання діалогічного мовлення.

Суть і характеристика діалогічного мовлення.

Система вправ для навчання діалогічного мовлення.

Навчання монологічного мовлення.

Суть і характеристика монологічного мовлення.

Система вправ для навчання монологічного мовлення.

Навчання читання. Система вправ для навчання читання.

ДОДАТКИ

З ДОСВІДУ ВЧИТЕЛЯ

Згідно з принципом комунікативності у навчанні іноземних мов і практичної мети – навчання іншомовного спілкування – засвоєння мовного матеріалу (граматичного, лексичного, фонетичного, орфографічного) відбувається комплексно, що дозволяє забезпечити спілкування іноземною мовою з самих перших уроків. Проте це не означає відсутності спеціальної цілеспрямованої роботи над засвоєнням граматичних форм і структур, вокабуляра, звуків, інтонаційно-ритмічних моделей, орфографічних правил.

На уроках англійської мови в молодших та середніх класах потрібно давати хоча б частку навчального матеріалу в казковій формі. Це допомагає учням краще засвоювати, запам'ятовувати завдання і відтворювати свої знання під час практичних вправ.

Використання ігор та цікавих завдань на уроках іноземної мови сприяє розширенню ерудиції, дає можливість тренувати пам'ять.

На жаль, незважаючи на розважальну та дидактичну цінність ігор у процесі навчання іноземної мови, вони досить обмежено застосовуються у практиці роботи викладачів.

Пропонуємо використовувати ефективні прийоми та засоби активізації мовленнєвої діяльності учнів на уроці.

Навчання фонетичного матеріалу

Основою будь-якої мови є звук. Роль звукових компонентів дуже важлива. Оволодіння усним мовленням та читанням неможливе без стійких слухо-вимовних навичок.

Для нейтралізації негативного впливу фонетичних навичок рідної мови навчання іншомовної вимови має

будуватися на основі порівняльного аналізу фонологічних систем рідної та іноземної мов, що є одним з важливих спеціальних принципів навчання фонетичного матеріалу.

За ознакою схожості/розбіжності звуків іноземної та рідної мови усі звуки іноземної мови умовно розділяють на три групи.

До першої групи відносять звуки, максимально наближені до звуків української мови за акустичними особливостями та артикуляцією: [*d, t, b, m, s, z, ʃ*].

Друга група включає звуки, які, на перший погляд, дуже схожі на звуки рідної мови, але відрізняються від них за суттєвими ознаками: [*e, œ, i, i:, ə*].

Сприймання та відтворення звуків, що належать до другої групи, характеризується високим ступенем інтерференції. Учні автоматично переносять навички вимови цих звуків в іноземну, що призводить не тільки до появи акценту в мовленні, але й до помилок на рівні змісту. Звуки цієї групи вимагають від учителя посиленої уваги та спеціального тренування в різноманітних вправах, особливо в тих, де є контрастування з відповідними звуками рідної мови.

До третьої групи входять звуки, які не дають артикуляційних або акустичних аналогів в рідній мові: [*ð, θ, ŋ, w, r, h*].

Таким чином, належність звука іноземної мови до тієї чи іншої із трьох згаданих груп зумовлює методику його засвоєння – способи ознайомлення учнів з ним, вибір і кількість вправ, що потрібні для оволодіння даним звуком у рецепції та репродукції.

Вправи на рецепцію звуків націлені на розвиток фонематичного слуху учнів. Вчитель пропонує учням послухати слова (фрази, римівки, віршики), в яких є новий звук. Завдання формулюється таким чином:

- підніміть руку/сигнальну картку або плесніть у долоні, коли почуєте звук [...], довгий/короткий голосний, слово, на яке падає наголос тощо;

- порахуйте, скільки разів у реченні/римівці зустрічається звук [...], довгий/короткий голосний, слово під наголосом тощо;

- послухайте ряд англійських та українських звуків, підніміть руку (картку), коли почуєте англійський звук.

Фонетичний практикум

Англійська мова, на відміну від української, має певні правила вимови. Радимо використовувати таку гру: вчитель пропонує учням уявити, як англієць буде розмовляти українською мовою. Учні зачитують кілька речень, в яких кожне слово починається однією і тією ж буквою:

D d	[d]	Д івчина д опомогла д рузям д істатися на д ачу
T t	[t]	Т етянка т анцює т анго
R r	[r]	Р авлик р адісно р ахує р ибу
th	[ð]	ð оя ð робила ð авдання
	[θ]	θ ашко θ адить θ адочок

Правила вимови літери “С с”

При ознайомленні з правилами вимови літери “С с” [si] в залежності від її місця в слові, можна розказати дітям казку: „Жила-була собі в англійському алфавіті літера “С с” [si]. Їй дуже подобалось ходити у гості до інших літер і утворювати з ними слова. І був у неї один секрет - нікому вона не казала, як її ім’я вимовляється насправді.

Інколи вона називалася як [si] **city** [‘siti] *місто*, **pencil** [‘pensl] *олівець*, а в деяких випадках: як [k] **cat** [kæt] *кіт*, **cap** [kæp] *капельюх*, **cup** [kʌp] *чашка*. Лише букви “e, i,

у” знали її справжнє ім’я і не дозволяли їй обманювати інших. Разом з ними вона була змушена вимовлятися так як в алфавіті - [si], **cell** [sel] *кмера*, **bicycle** [‘baisikl] *велосипед etc.”.*

С	
[s]	[k]
<i>cell</i> [sel] <i>камера</i>	<i>cobweb</i> [‘kɔbweb] <i>павутиння</i> <i>cat</i> [kæt] <i>кіт</i>
<i>city</i> [‘siti] <i>місто</i>	<i>cash</i> [kæʃ] <i>гроші, готівка</i> <i>car</i> [kɑ:] <i>автомобіль</i>
<i>bicycle</i> [‘baisikl] <i>велосипед</i>	<i>camp</i> [kæmp] <i>табір</i>

Правила відкритого та закритого складу

Пояснюючи дітям правило відкритого та закритого складу можна використовувати іншу казку:

Жила в абетці голосна літера “**E e**” [i]. Вона була дуже доброзичлива, співуча і коли їй доручали закінчити слово, тобто стати на кінці слова, літери, які стояли попереду неї, раділи, співали і вимовлялися як в алфавіті: **plate** [pleit] *тарілка, миска*, **late** [leit] *пізній*, **table** [‘teibl] *стіл*.

А коли вона хворіла, в кінці слова ставали приголосні букви, вони замикали слово на великий замок і літери дуже сумували і втрачали своє справжнє вимовляння: **nut** [nʌt] *горіх*, **map** [mæp] *географічна карта*, **desk** [desk] *парта*, **lamp** [læmp] *лампа*.

map 🗺 [mæp]

nut 🥜 [nʌt]

Вимова літери “Q q”

При поясненні вимови літери “**Q q**” – можна порадити таку казку:

Жила собі літера “**Q q**”. Вона дуже погано бачила і коли їй потрібно було утворювати нові слова, вона приходила разом із своїм помічником-собакою - буквою

“U u”, яка їй допомагала. Але ця літера “U u” була сором’язлива і стояла мовчки:

squirrel [skwɪrəl] *білка*,
quik [kwɪk] *швидкий*,
square [skwɛə] *квадратний*.

Пояснення правил читання

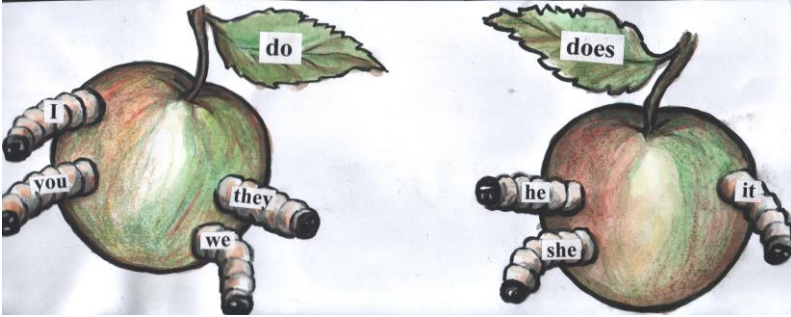
При введенні буквосполучення “oo” [u:], пропонується намалювати книгу або книги, потім написати слово **book (books)** [bu:k] ([bu:ks]).

У процесі введення нових правил, можна запропонувати учням користуватися різнокольоровими олівцями. З їх допомогою на початку засвоєння нового матеріалу учні малюють предмети, на назві яких пояснюються правила читання.

Навчання граматичного матеріалу

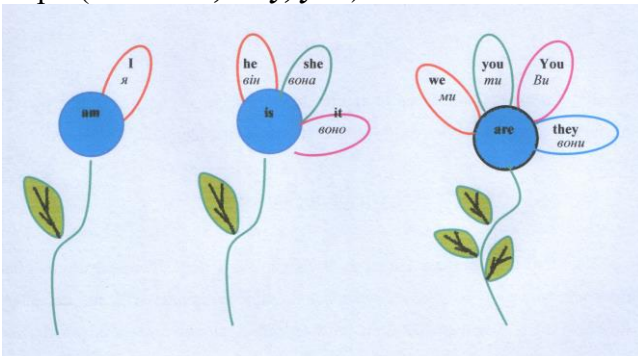
Вживання допоміжного дієслова **to do** у теперішньому неозначеному часі (Тема “The Present Indefinite Tense”)

Перед поясненням граматичного матеріалу стосовно вживання допоміжного дієслова ***to do*** у теперішньому неозначеному часі вчитель – на дошці, учні – у своїх зошитах малюють два яблука. Одне яблуко має листочок ***do***, у ньому живуть чотири 4 черв’ячки: ***I я, you ти, ви, we ми, they вони***. У іншому яблуці з листочком ***does*** - тільки три черв’ячки: ***he він, she вона, it воно***. Маючи перед очима такий малюнок учні будуть набагато легше сприймати новий матеріал.



Функції дієслова “to be”

При поясненні функцій дієслова **“to be”** можна скласти таку розповідь: Росла в полі гарна квіточка з пелюстками. А в ній жила маленька бджілка **“to be”**. А пелюстки у квітки були різнокольорові, і маленькій бджілці дуже хотілося гратися з кожною пелюсткою, та не знала вона, як це зробити. І тоді попросила вона, щоб легкий теплий вітерець допоміг їй. Подув вітерець, розлетілися пелюстки по всьому полю. З кожної пелюстки виросло три різні квіточки. Одна - на одну пелюстку (**AM - I**), друга - на три пелюстки (**IS - he, she, it**), а третя квіточка - на чотири (**ARE - we, they, you**).



У молодших і середніх класах на уроках іноземної мови під час пояснення нового навчального матеріалу або

закріплення вивченого радимо проводити невеличку фізкультурну хвилинку. Такий прийом допомагає по-перше - відпочити, а по-друге - зосередити увагу учнів на складному матеріалі. Наприклад:

Teddy-Bear

Teddy-Bear, Teddy-Bear, turn around,
Teddy-Bear, Teddy-Bear, touch the ground,
Teddy-Bear, Teddy-Bear, show your shoe,
Teddy-Bear, Teddy-Bear that will do.

Stand up!
Stand down!
Hands on hips
And sit down.

Stand up!
Hands on sides!
Bends on left,
Bends on right!

Stand up!
Stand down!
Hands on hips
And sit down.

Stand up!
Hands on sides!
Bends on left,
Bends on right!

Hands on hips!
Please, hop, hop, hop!
One, two, three, stop!
Stand still!

It's fun

It's fun to be this,
It's fun to be that,
To leap like a lamb,
To climb like a cat.
To swim like a fish,
To hop like a frog,
To trot like a horse,
To jump like a dog.

Читання як вид мовленнєвої діяльності

Читання, як вид мовленнєвої діяльності є однією з головних практичних цілей навчання іноземної мови у середній школі.

Читання допомагає удосконалювати вміння усного мовлення: під час читання як уголос, так і про себе, функціонують провідні мовні аналізатори – слухові та мовленнєво-рухові, характерні для говоріння.

Читання іншомовних текстів розвиває мислення учнів, допомагає усвідомити особливості системи іноземної мови. Інформація, яку отримує учень з іншомовних текстів, формує його світогляд, збагачує країнознавчими знаннями про історію, культуру, економіку, політику, побут країни, мову якої він вивчає. Велика розумова робота, яка виконується з метою проникнення у зміст тексту, розвиває мовну здогадку, самостійність у подоланні мовних та смислових труднощів, інтерес до оволодіння іноземною мовою.

Тексти, на базі яких формується навички та вміння читання, за своїм змістом і тематикою задовольняють пізнавально-комунікативні потреби та інтереси учнів. Це нескладні автентичні або адаптовані цікаві тексти різноманітної стилістичної спрямованості, які використовуються під час

аудіювання і викликають в учнів бажання перекласти їх, а саме:

„Hooligan”, “Mackintosh”, “The Unhappy Potato”, “Watermarks”, “Subjective Colour”, “Wonders of the World”, “How to Impress the Female Voters”, “The Disappearing Rabbit”, “The Philosopher and the Boatman”, “A Strange Fact about Paper”, “Edison’s First Invention”, “Real Fact”, “A Dumb Wife” тощо ви можете знайти у розділі (Part) III „Це цікаво знати! - It’s Interesting to Know! Додаткове читання – Additional Reading”.

Важливо навчити учнів користуватися різними довідниками, лінгвокраїнознавчим коментарем, поясненнями, висновками.

У процесі читання учень має реалізувати мовленнєву здогадку щодо значення того чи іншого іноземного слова, спираючись на контекст, словотворчі елементи, інтернаціональні слова.

Робота з текстом

При роботі з текстом у 6–11 класах пропонуємо використовувати такі завдання:

1. Виписати з тексту незнайомі слова та перекласти.
2. Знайти в тексті частину речення.
3. Знайти в тексті частини мови: іменник (визначити: однина/множина), дієслово (визначити: яка часова форма), прикметник (визначити вид прикметника, ступінь порівняння, якщо є) і т.д.

Наприклад:

1) Прочитайте та перекладіть текст. Випишіть незнайомі слова з перекладом:

About my Friend

Janet is my best friend; we go to school together. We have been friends for 5 years already, since she came to our school. Some people say that we look alike but I don't think so.

Janet has blue eyes and fair hair, while my eyes are brown and I'm dark-haired. She has a lovely fresh complexion and a beautiful mouth with full lips, but she is short-sighted so she wears contact lenses. Janet is quite tall and has a beautiful slim figure. Actually we are the same height and build; maybe that is why our neighbors sometimes take me for Janet. Janet is very smart and looks really attractive when she dresses up to go out with her boyfriend.

Janet likes studying languages and is thinking of learning them at the university to be able to work later for a travel agency. She can already speak French and Spanish fluently and is learning Modern Greek. Janet loves being with crowds of people and makes friends easily. She loves going to parties, and there she immediately becomes the center of attention. Janet is good at games but never takes them seriously, so when we play tennis, I always win because she doesn't care if she wins or loses.

Janet is very witty and amusing and she always cheers me up when I am depressed because she has a wonderful sense of humor. I think her only fault is that she is restless and gets bored easily. She is an intelligent and hard-working person, but she doesn't get good marks at school because she doesn't study enough. I admire her because she is so bright and energetic, but I think it is a good thing that both her boyfriend and I are calm and tolerant, and when she is impatient with us we just laugh, and then she laughs, too.

2) Знайдіть в тексті:

- сусіди інколи плутають мене із Джанет - *neighbours sometimes take me for Janet*;

- мати можливість працювати у майбутньому - *to be able to work later*;

- завжди підбадьорює мене - *always cheers me up*;

- може вільно розмовляти французькою та іспанською - *can speak French and Spanish fluently*;

- швидко стає центром уваги - *immediately becomes the center of attention;*

- розумна і працьовита людина - *intelligent and hard-working person;*

- короткозора і носить контактні лінзи - *is short-sighted so she wears contact lenses;*

3) Знайдіть в тексті іменник, дієслово, прикметник та поясніть їхні форми

Noun	Verb	Adjective
friend – Simple, однина, Countable	go – Irregular (to go), Present Indefinite Tense	best – найвищий ступінь порівняння (good), Simple
school - Simple, однина, Countable	(have) been – Irregular (to be), Present Perfect Tense	dark-haired – Compound
hair - Simple, Uncountable	came – Irregular (to come), Past Indefinite Tense	beautiful – Derivative
neighbours – Compound, множина, Countable	(is) thinking – Irregular (to think), Present Continuous Tense	attractive – Derivative
agency - Simple, однина, Countable	to be – Irregular, Infinitive	short-sighted – Compound
attention – Derivative, Countable	wins – Irregular (to win), Present Indefinite Tense, III особа однини	smart – Simple

4) Складіть 10 питань різного типу

1. How much girls have been friends?
2. Does Janet like studying languages?

3. What languages can Janet speak?
4. Has Janet blue eyes and fair hair?
5. Why Janet loves going to party?
6. Can Janet play tennis?
7. What kind of person is Janet?
8. Janet is short-sighted, isn't she?
9. Who wears contact lenses?
10. What marks does Janet get at school?

Введення в мовне середовище

Формування навичок мовленнєвої культури у процесі вивчення англійської мови є одним із актуальних завдань методики навчання англійської мови. Виразне мовлення передбачає використання не тільки лексичних та граматичних засобів мови, але й правильну організацію мовлення у фонетично-інтонаційному відношенні, що забезпечується тренуванням та практикою в різноманітних ситуативно-комунікативних актах спілкування у класній та позакласній роботі.

Для введення учнів у мовне середовище на початку уроку можна проводити мовну зарядку у вигляді різноманітних ігор.

Гра Hello! Один учень стає спиною до класу, інші учні задають йому питання, він має відповісти, відгадуючи ім'я того, хто запитав. Наприклад:

Учень 1 - **Hello, Andrii!**

Учень (біля дошки) - **Hello, Peter!**

Учень 2 - **What is your name?**

Учень (біля дошки) - **My name is Andrii, Helen.**

Учень 3 - **How old are you?**

Учень (біля дошки) - **I am 10, Maryna.**

Учень 4 - **What are you?**

Учень (біля дошки) - **I am a pupil, Oleh.**

Учень 5 - **Where do you live?**

Учень (біля дошки) - *I live in Rivne, Pavlo.*

Учень 6 - *Do you like English?*

Учень (біля дошки) – *Yes, I do, Oksana.*

Учень 5 – *Can you play tennis?*

Учень (біля дошки) – *Yes, I can, Tetiana. etc.*

Таким чином, у грі бере участь майже весь клас, а ще й додається легке запам'ятовування вивчених структур.

Гра Muddle. Учням пропонується письмово відповідати на запитання вчителя, загортаючи листок паперу так, щоб наступний учень не зміг побачити попередньої відповіді: *Who? With whom? Where? When? What did they do? Who came? What did he say? What has happened?* Наприклад: *Who? - Mister Johnson. With whom? - With the dog and the parrot. Where? - On the roof. When? - Last night. What did they do? - They read the book. Who came? - The cat. What did he say? - Told the tale. What has happened? - Happy end!*

Гра I can name ... Кидаючи м'яча учням по черзі вчитель пропонує відповідати на запитання. Таким чином, проводиться мовна зарядка на закріплення вивченого матеріалу:

- **Name colours** - *I can name 9 colours: blue, red, green, yellow, black, white, and grey, brown, violet.*

- **Count from 55 to 67** - *I can count from fifty five to sixty seven: fifty five, fifty six, fifty seven, fifty eight, fifty nine, sixty, sixty one, sixty two, sixty three, sixty four, sixty five, sixty six, sixty seven.*

- **Name five sorts of fruits** - *I can name five sorts of fruits: an orange, an apple, a cherry, a pear, a peach.*

- **Name five sorts of vegetables** - *I can name five sorts of vegetavles: a potato, a carrot, a tomato, an onion, a cabbage.*

- **Name five objects in your bag** - *I can name five objects in my bag: a ruler, a pencil-box, a copy-book, a text-book, a pen.*

- **Name five things in your classroom** - *I can name five things in our classroom: a map, a blackboard, a table, a desk, a chair.*

- **Name the days of the week** - *I can name the days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.*

- **Name the months of the year** - *I can name the months of the year: January, February, March, April, May, June, July, August, September, October, November and December.*

- **Name five sports** - *I can name five sports: tennis, football, skiing, chess and boxing.*

- **Name five professions** - *I can name five professions: a teacher, an engineer, a dentist, a surgeon, a lawyer.*

- **Name five things you put on the table for breakfast** - *I can name five things I put on the table for breakfast: a plate, a cup, a spoon, a sugar-bowl, a kettle.*

- **Name five things you eat for breakfast** - *I can name five things I eat for breakfast: a glass of juice, fried eggs, a morsel of ham, a sandwich, a cup of coffee.*

- **Name five things you can do** - *I can name five things I can do: I can speak English, I can play football, I can read English books, I can operate a computer, and I can draw.*

Гра на аудіювання *Magic Cards*. За декілька днів учням дається завдання намалювати 9 карток, по 3 однакових малюнки котів, собак, папуг.





Гру проводить вчитель, пропонуючи дітям англійською мовою виконувати такі дії:

1. Take three pictures of a dog, a cat, and a parrot. Now you have got nine cards.

2. Put one picture of the dog on the **middle** of the table. Put one picture of the dog to the **left** and one picture of the dog to the **right**.

3. Put three pictures of the cat on the three pictures of the dog.

4. Put three pictures of the parrot on the three pictures of the cat.

5. Put all three piles of cards on each other.

6. Put the cards face down on the table.

7. Ask your friend **to cut** the pile.

8. Put the top card face down on the **middle** of the table. Put one card to the **right** and one card to the **left** of it

9. Do the same again and again and you get three piles.

10. Turn the piles face up. **What can you see?**

Відповідь учнів: *I can see three cards of the dog, three cards of the cat and three cards of the parrot.*

Гра Pass the Present. Вчитель загортає предмет (олівець, гумку і т.д.) в декілька шарів тонкого паперу і перев'язує його стрічкою, Потім він включає спокійну музику і учні передають „подарунок” по колу. Коли вчитель зупиняє музику, той хто тримає пакунок, починає його розгортати.

Коли музика продовжується, „подарунок” знову передається далі. Гра триває доти, доки вся обгортка не

буде знята. Потім учень, який отримав „подарунок” і зняв з нього останній шар паперу, має назвати предмет. Наприклад: *It's a rubber.*

Гра *Who Has Stolen My Pen?* Учень стоїть біля дошки спиною до класу, в руці за спиною він тримає ручку або (олівець, пенал, підручник і т.д.). Хтось з учнів тихо підходить до нього, обережно забирає предмет і сідаючи на своє місце, ховає цей предмет. Перший учень повертається і починає шукати свій предмет, питаючи решту учнів класу: *Who has stolen my pen? Are you, Helen?* Учні відповідають: *No, I am not.* або *Yes, I am.* Гра продовжується до того моменту, як знайдеться предмет.

Гра *What is it in the box?* Вчитель вкладає який-небудь предмет у коробку, питає учнів: *What is it in the box on the letter „P”?* Учні запитують вчителя *Is it a pencil? Is it a pen? Is it a pencil-box?* etc. Гра триває доти, доки учні не відгадають слово. Наприклад: предмет у коробці – картопля – *a potato.*

Вчитель: *What is it in the box on the letter „P”?*

Учень 1.: *Is it a pencil?*

Вчитель: *No, it is not.*

Учень 2.: *Is it a pen?*

Вчитель: *No, it is not.*

Учень 3.: *Is it a paper?*

Вчитель: *No, it is not.*

Учень 4.: *Is it a parrot?*

Вчитель: *No, it is not.*

Учень 5.: *Is it a peach?*

Вчитель: *No, it is not.*

Учень 6.: *Is it a pearl?*

Вчитель: *No, it is not.*

Учень 7.: *Is it a penknife?*

Вчитель: *No, it is not.*

Учень 2.: **Is it a potato?**

Вчитель: **Yes, it is.**

Гра Fishing. Вчитель пише на невеличких листках паперу англійські/українські слова/речення до теми, яка вивчається, і прикріплює їх скріпками на намальовані та вирізані з твердого паперу „рибки”. На довгу указку прив’язується нитка з магнітом замість крючка. Тема „**My Room**”:



a room



a table



a door



*an arm-
chair*



a sofa



a bed



a lamp




a window



*a reading
lamp*



a TV set

Учень тримаючи указку - “вудочку”, „виловлює” яку-небудь „рибку”, читає написане слово та перекладає. Можливі завдання: 1) Скласти із запропонованими словами речення; 2) Пояснити у якій часовій формі стоять дієслова; 3) Пояснити прикметник, іменник тощо; 4) Визначити порядковий чи кількісний числівник і т.д. Наприклад: тема „**School**” – учень „виловлює” рибку -  (*friends*), вчитель пропонує завдання: пояснити, яка частина мови, скласти речення.

Учень: - *friends* - іменник; множина; - *I have many friends.*

Гра Describe yourself. Цю гру можна використовувати як мовну зарядку під час вивчення тем „**Appearance**”, „**The Adjective**”. Вчитель пише на дошці слова, що характеризують людину, а учні мають охарактеризувати самі себе. Наприклад: вчитель пише на

дошці приклад фрази: *I am ... and ... and ... but sometimes I am ... and ...* та пропонує можливі прикметники: **lazy, angry, kind, sick, sleeping, funny, noisy, happy, clever, serious, sad, merry** і т.д.



Гра *As ... as ...* Ця гра теж може бути мовною зарядкою. Учні пропонується дібрати відповідне слово. Вчитель пише на дошці словосполучення:

- as black as ... ;
- as white as ... ;
- as strong as ... ;
- as hungry as ... ;
- as clear as ... ;
- as quick as ... ;
- as slow as ... ;
- as thick as ... ;
- as large as ... ; etc

Наприклад:

- as black as coal;
- as white as snow;
- as strong as a tiger (a lion, a bear, an elephant);
- as hungry as a wolf;
- as clear as a tear;
- as quick as a flash;
- as slow as a tortoise;
- as thick as a cat;
- as large as a life.

Гра *Bingo*. Така гра використовується як повторення вивченого матеріалу. Вона схожа на гру „хрестики – нулики”. Учні малюють в себе в зошитах табличку 3x3 (три стовпчики, та три рядки). Учні пропонуються у будь-якому порядку вписати 9 (дев’ять) слів англійською або українською мовою. Потім вчитель, в залежності від того, якою мовою він диктував слова, починає називати їх переклад, а учні мають закреслювати ці слова у своїй табличці. Коли співпадає три закреслених слова по вертикалі, діагоналі або горизонталі, учень піднімає руку і каже „Бінго”. Наприклад: вивчається тема „**Clothes**”. Вчитель пропонує учням українською мовою заповнити табличку:

<i>спідниця</i>	<i>штани</i>	<i>пальто</i>
<i>капелюх</i>	<i>піджак</i>	<i>краватка</i>
<i>джинси</i>	<i>сукня</i>	<i>сорочка</i>

Тепер вчитель ці слова називає англійською мовою: **skirt, tie, coat, jacket, dress, jeans, shirt, hat, trousers.**

<i>спідниця</i> skirt	<i>штани</i> trousers	<i>пальто</i> coat
<i>капелюх</i> hat	<i>піджак</i> jacket	<i>краватка</i> tie
<i>джинси</i> jeans	<i>сукня</i> dress	<i>сорочка</i> shirt

Гра *Make up New Words*. Цю гру також можна використовувати, як мовну зарядку. Учні пропонуються довге слово. Потрібно скласти якомога більше нових слів з літер, які є в цьому слові. Наприклад:

appointment	point, man, men, ten, net, map, tin, top, toe, pen, pot, ton, tie, time, tint, tip, tone, pin etc.
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Гра *Please!* Вчитель просить учнів виконувати які-

небудь дії тільки якщо він каже слово ***Please!*** Наприклад:

Teacher:

- ***Please, clap!***
- ***Please, stand up!***
- ***Sit down!***
- ***Hands on sides!***
- ***Please, hands up!***
- ***Please, hands down!***
- ***Please, hands on hips!***
- ***Sit down!*** etc.

У молодших класах, крім наведених вище ігор, можна використовувати ще й такі:

Гра *Show me ...* У процесі гри вчитель англійською мовою просить учнів показати частини обличчя та тіла, які він називає. Наприклад: ***Show me your nose/mouth; blue/grey/green/black eyes; fair/dark hair; head; right/left hand/leg/ear/eye*** etc.

Гра *Land the Plane on the own Airfield.* Гра пропонується учням після вивчення теми „Numeral”. На дошку за допомогою магнітів вчитель прикріплює фігурки літаків та гелікоптерів з написаними літерами номерами:



twelve



ten



sixty-seven



***one/a
hundred***



twenty



five



fifteen



eight



eleven



four



twenty-five



forty-five

Окремо прикріплює „аеродром” з цифрами у вигляді шахової дошки. Учні мають „посадити” літаки на свої „аеродроми”.

3	7	9	11	5
4	6	8	2	10
20	15	1	12	16
13	18	45	67	19
33	96	14	25	100

Варіант 2. Літаки: *twenty-eight; twelve; thirty-one; one hundred and eighty-six; sixty-six; twenty-three* etc.

„Аеродром”:

30-2	3x5	24x2	11-4	3+7
4+57	43-11	1+5	20+19	100-9
20-7	96+78	10+2	1+22	16+5
17+63	23-18	45-8	67+3	19-9
33x2	96-90	14+3	25+6	100-69

Гра *The ABC*

Little Kate is only three,

She must learn the ABC.

Little Kate, say to me:

“What’s the letter before *D*?”

Учні називають літеру, яка стоїть в алфавіті перед *D*. Для продовження гри замість *D* називають будь-які інші літери.

Гра *Do as ...* Учитель англійською мовою пропонує учням виконувати які-небудь дії. Наприклад:

Fly as a bird! (a bee, butterfly etc.);

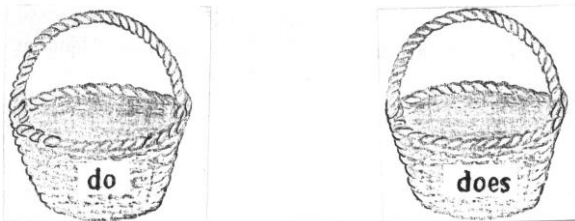
Speak as a cat! (a dog, a mouse, a cow, a pig, a horse, a goat etc.);

Гра *Pick up Fruits and Vegetables*

Гра пропонується учням після вивчення теми „**The Present Indefinite Tense**”

На верхню частину дошки за допомогою магнітів вчитель прикріплює вирізані з твердого паперу малюнки овочів та фруктів з написаними дієсловами: „яблуко” - **goes**, „морква” - **takes**, „апельсин” - **like**, „цибуля” - **make**, „персик” - **speak**, „капуста” - **swims**, „виноград” - **washes**, „картопля” - **read**, „мандарин” - **go**, „огірок” - **makes**, „помідор” - **take**, „вишня” - **speaks**, „квасоля” - **wash**, „горох” - **cleans**, „груша” - **likes**, „банан” - **clean.**”

Окремо прикріплює два „кошика” (один - **do**, інший - **does**)



Учні мають „зібрати” фрукти та овочі у відповідні кошики. Наприклад:

Кошик <i>do</i>	Кошик <i>does</i>
„апельсин” - like	„яблуко” - goes
„цибуля” - make	„морква” - takes
„персик” - speak	„капуста” - swims
„картопля” - read	„виноград” - washes
„мандарин” - go	„огірок” - makes
„помідор” - take	„вишня” - speaks
„квасоля” - wash	„горох” - cleans
„банан” - clean	„груша” - likes

Лексична гра Explain the Word. Цей вид роботи розвиває вміння логічно і чітко висловлювати свої думки. Починати потрібно з простих слів, які легко пояснити.

Наприклад, тема „*My School*”:

<i>a CLASSROOM</i>	<i>- is a place where pupils usually sit at the desks and have lessons</i>
<i>a BAG</i>	<i>- is a thing where we keep our books, copy-books, a pencil-book</i>
<i>MATHEMATICS</i>	<i>- is a lesson where we study numbers and do sums</i>
<i>a GYMNASIUM</i>	<i>- is a place at school where the pupils have their lessons of physicals training, where they jump, run and play basketball</i>
<i>a PENCIL</i>	<i>- is a thing we can draw with</i>
<i>a KITCHEN</i>	<i>- is a place where we cook our food</i>
<i>a BATHROOM</i>	<i>- is a place where we wash our hands and face</i>

Поступово слова треба ускладнювати:

<i>a HOBBY</i>	<i>- is something you like to do in your free time</i>
<i>a LIBRARY</i>	<i>- ia a place from where we can take books to read at home</i>

Лексична гра *Guess the Word*. На відміну від попередньої ця гра проводиться навпаки. Наприклад:

<i>- a group of people acting together in a game</i>	<i>a TEAM</i>
<i>- a person who trains sportsmen for competitions</i>	<i>a COACH</i>
<i>- a game where 11 strong men are running on the field after the ball</i>	<i>a FOOTBALL</i>
<i>- a game where the players must throw the ball into the basket as much as possible</i>	<i>a BASKETBALL</i>

Гра *Who is the best zoologist?* Ця гра є дуже цікавою для учнів, тому що розвиває навички аудіювання. Вчитель читає опис тієї чи іншої тварини, а учні мають відгадати.

1. A four-legged animal related to the wolf. It is often kept as a pet. (*a Dog*)
2. A wild animal with a long, bushy tail? (*a Fox*)
3. An Australian animal with long strong back legs. It carries its young in a pouch on its body. (*a Kangaroo*)
4. A small grey or red animal with a bushy tail. (*a Squirrel*)
5. A fierce wild animal like a very large cat. It lives in Asia, Africa and has striped fur. (*a Tiger*)
6. A very large reptile which lived a very long time ago. (*a Dinosaur*)
7. A big animal with tusks and a long nose called a trunk. (*an Elephant*)
8. A small animal with sharp teeth and a long tail. (*a Mouse*)
9. A large wild animal of the cat family lived in hot countries. (*a Lion*)
10. A farm animal with a short, curly tail. (*a Pig*)
11. A small furry animal with a long tail. It is good at climbing trees. (*a Monkey*)

При вивченні теми “*The Numeral*” можна використовувати такі невеличкі завдання на кмітливість:

Task 1. Helen has eaten 3 apples. Dmytro has eaten 5 ones. Alex has thrown away into the basket 2 apples. How many apples have been eaten by the children?

Answer: - 6 apples have been eaten by the children.

Task 2. The rabbit weights 8 kilos when it stands on one leg. How many kilos will the rabbit weight if it stands on four legs?

Answer: - The rabbit will weight 8 kilos.

Task 3. Three horses have run 50 km. How many km

has each of horses run?

Answer: - Each of horses has run 50 km.

Task 4. There are three burning candles in the room. At once one of candle has gone out. How many candles have left?

Answer: - One candle left, because two candles had burnt

Task 5. You have two jugs, one of them holds 3 litres of water and the other holds 5 litres. How can you get exactly 7 litres in two jugs?

Answer: - 1. - Fill the 5-litre jug. 2. - Pour 3 litres from this jug, then pour the three litres away. So there is still two litres in the 5-litre jug. 3. - Now pour these 2 litres into the 3-litre jug and fill the 5-litre jug. And now you have 7 litres.

Task 6. Mother has read 17 women magazines. Father has looked through 10 newspapers. And their little son has torn all of them. How many magazines and newspapers have been bought by the parents?

Answer: - 27 magazines and newspapers have been bought by the parents.

Task 7. There are 125 birds in the big tree. Suddenly the fat cat has quickly jumped on them. How many birds have left on the tree?

Answer: - No birds left on the tree, because all of them were afraid of the cat.

Task 8. Billy's mother has four children. One is Penny, one is Nick, and one is Peter. Who is the fourth child?

Answer: - Billy is the fourth child.

Task 9. One day Dolly is going to London. On her way to London she meets twelve children, five boys and seven girls,

with bags in their hands. There are apples in each bag. Each boy has eleven apples in his bag, and each girl has seventeen apples in her bag. How many apples in all are the children taking to London?

Answer: Not a single apple. The children are going from London.

Task 10.

Well, my father has a sister,
And her name's Patricia Grant,
And your children are my cousins,
And their mother is my aunt.

Well, my father has a sister,
And her name's Patricia Grant,
And her husband is my uncle,
And his wife, well, that's my aunt.

Well, my father has a sister,
And her name's Patricia Grant,
And her brother is my father,
And his sister is my aunt.

And my aunt has got a brother,
And her brother's name is Chris,
And his wife, well, that's my mother,
Can you tell me, who Chris is?

**Віршики, що сприяють легшому
запам'ятовуванню неправильних дієслів**

Вдалими помічниками для швидкого
запам'ятовування є тексти, зокрема римовані, які ми
пропонуємо давати на уроках іноземної мови.

Verse

Підлогу Інна *sweep – swept – swept*,
Тримає все в порядку *keep – kept – kept*,
Тому що *know- knew – known*,
Заглядає *grow – grew – grown*,
У майбутнє *dream – dreamt - dreamt*
Жити далі без проблем!

Verse

Drink – drank – drunk дуже багато
Наш сусідський дядя Шатов.
Він *forget – forgot - forgotten*
Про сім'ю і про роботу.
Він таке нам *do – did – done*,
Коли буває дуже п'ян!
Write – wrote – written на стіні,
Ride – rode – ridden на слоні.
Один раз він *break – broke - broken*
В нашому домі 8 вікон,
А колись він *beat – beat - beaten*
Нашу сусідку тітку Віту.

Verse

Я в їдальні *buy – bought - bought*
Першокласний бутерброд.
За нього я *pay – paid – paid*,
В класі в стіл свій *lay – laid – laid*,
І ніяк не *think – thought - thought*
Що сусід його *bring – brought – brought*

Віршики для введення у мовне середовище

Мовленнєва зарядка на початку уроку – це фактично його комунікативний пролог. Від неї залежить наявність чи відсутність мовної атмосфери на уроці. Мовленнєва зарядка завжди будується на вивченому

раніше матеріалі.

Ці римовані рядочки, як один із видів мовленнєвої зарядки.

Verse “Animals Friends”

У мавпочки - *a monkey* була сестричка - *a fox* - лисичка,

була подружка - *a frog* - жабенятко,

і були ще друзі: *a rabbit* - кролятко, *a goat* - козенятко,

a bear – ведмежатко *and a black cat* - чорне кошенья.

Жили вони в лісі - *in the wood*, і було їм там добре - *very good*.

А біля озера - *near the lake* жила велика змія - *a big snake*.

І ось в один день - *one day she decided* з’їсти друзів.

First of all I shall eat мавпочку - *a monkey*,

then its сестричку - *a fox* лисичку.

For breakfast подружку - *a frog* жабенятко,

for dinner її друзів: *a rabbit* - кролятко, *a goat* - козенятко,

a bear – ведмежатко *and a black cat* - чорне кошенья.

Verse “An English Cat”

По Лондону йшов *cat*

Та придбав собі *hat*

Й повертаючись в *house*

Приспівував: „*Mouse, mouse!*”

В Англії навіть кіски співають по-англійські.

Кіт *cat*, капелюх *hat*, будинок *house*, мишка *mouse*.

Cat зустрів *doll*

З нею погрався в *ball*

За це знайомий *cook*

Йому подарував *book*

Кіт *cat*, капелюх *hat*, будинок *house*, миша *mouse*,
лялька *doll*, м'яч *ball*, повар *cook*, книга *book*.

Cat повернувся в *house*

Зіграв у футбол з *mouse*

Та почитав для мишки

Вірші з англійської книжки.

Кіт *cat*, капелюх *hat*, будинок *house*, миша *mouse*,
лялька *doll*, м'яч *ball*, повар *cook*, книга *book*.

Verse "I Have Two Eyes"

I have two eyes and I can see

A book and a pen in front of me.

I see a window and a door,

I see the seiling and the floor.

I have two legs with which I walk,

I have a tongue with which I talk.

Verse "Clean, Clean, Clean"

Clean the blackboard,

Clean the door,

Clean the ceiling,

Clean the floor!

Verse "Solomon Grundy"

Solomon Grundy,

Born on Monday,

Christened on Tuesday,

Married on Wednesday,

Look ill on Thursday,

Worse on Friday,

Died on Saturday,

Buried on Sunday,

This is the end

Of Solomon Grundy.

Verse “A Family Fingerplay”

This is a family (*hold up one hand, fingers spread*)
Let's count them and see,
How many there are.
And who they can be (*count 1, 2, 3, 4, 5*)
This is the mother (*touch pointer finger*)
Who loves everyone
And this is the father (*touch big finger*)
Who is lots of fun.
This is my sister (*touch ring finger*)
She helps and she plays.
And this is the baby (*touch little finger*)
He's growing each day.
But who is this one? (*touch thumb*)
He's out there alone,
Why it's Jackie, the dog,
And he's chewing a bone (*wiggle thumb*)

Verse “The Crooked Man”

There was a crooked man
And he walked a crooked mile.
He found a crooked sixpence
Against a crooked stile.
He bought a crooked cat
Which caught a crooked mouse.
And they all lived together
In a little crooked house.

Verse “Autumn”

This is the season,
When fruits are sweet.
This is the season,
When school friends meet.

When noisy and gay and
Browned in the sun
With their books and
Bags to school they run.

Verse “Vegetable and Fruit”

Vegetable and fruit
For children are very good.
Eat vegetable and fruit
And they’ll do you very good.
Those who eat much fruit
Are in a very good mood.
They are in a very good mood.
Those who eat much fruit

Verse “Sick”

“I cannot go to school today”.
Said little Peggy Ann McKay.
“I have the measles and the mumps.
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry
I’m going blind in my right eye
My tonsils are as big as rocks.
I’ve counted sixteen chicken pox
And there’s one more - that’s seventeen.
And don’t you think my face looks green?
My leg is cut, my eyes are blue -
It might be instamatic flu.
I cough and sneeze and gasp and choke.
I’m sure that my left leg is broke -
My hip hurts when I move my chin.
My belly button’s caving in.
My back is wrenched, my ankle’s sprained
My pendix pains each time it rains.
My nose is cold, my toes are numb.

I have a sliver in my thumb
My neck is stiff, my spine is weak.
I hardly whisper when I speak.
My tongue is filling up my mouth.
I think my hair is falling out.
My elbow's bent, my spine aren't straight
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is -
What's that? What's that you say?
You say today is ... Saturday?
G'bye, I'm going out to play!"

Verse

The spoilt boys
Destroyed all the toys.

Verse

I live here, you live near.
Tom lives so far,
that he goes in a car
We live near, you live hear,
Tom and Ray live far away.

Verse "The Cat & the Mouse"

"Little mouse, little mouse,
Where is your house?"
"Little cat, little cat,
I have no flat.
I am a poor mouse,
I have no house."
"Little mouse, little mouse,
Come to my house."
"Little cat, little cat,

I cannot do that
You want to eat me.”

Verse

One, two, what must I do?
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, take the plate.
Nine, ten, a red pen.

Verse

Early to bed,
Early to rise
Makes a man healthy,
Wealthy and wise!

Verse “Circus Elephants” Verse “Circus Elephants”

Five strange-colored elephants
Pink, in fact,
All got together
For a circus act.
The first pink elephant
Stood on his head,
The second one
Did a hand-stand instead.
Five strange-colored elephants
Pink, in fact,
All got together
For a circus act.
The first pink elephant
Stood on his head,
The second one
Did a hand-stand instead.
The third one performed
A cartwheel with grace,

The fourth rolled over,
A smile on his face.
The fifth pink elephant
Sat on a chair,
Clapping his hands,
His trunk high in the air!

Verse “ABC”

A was an Archer, who shot at a frog.
B was a Boy playing tag with the dog.
C was a Captain so gallant and bold.
D was a Dancer with slippers of gold.
E was an Eskimo living on ice.
F was a Fisherman. Isn't that nice?
G was a Giant, who pulled down a house.
H was a Hunter, who hunted a mouse.
I was an Indian climbing on walls.
J was a Juggler who juggler five balls.
K was a King and he wore a fine crown.
L was a Lion-tamer dressed up in brown.
M – a Musician, who marched in a band.
N was a Nobleman looking so grand.
O was an Old man, who drank lots of tea.
P was a Pirate, who sailed on the sea.
Q was a Queen sitting high in the throne.
R was a Robber, who lives all alone.
S was a Sailor, who never was wet.
T was a Tailor with needle and thread.
U was an Uncle and he was quite rich.
V was a Villain who fell in a ditch.
W was a Weaver at home and on tour.
X was Expensive and then became poor.
Y was a Yachtsman who sailed on the yacht.
Z was a Zero, and that's all we've got.
We know the letters as all of you see,

And we'll say "good-bye" to the ABC.

Verse "The Colours of the Rainbow"

Sun and Rain and Rain and Sun –
They make a rainbow.
Sun and Rain; Rain and Sun –
A rainbow in the sky!

The colours of the rainbow are all around me.
The colours of the rainbow are beautiful to see.
RED is the colour of an apple,
RED is the colour of a sweet strawberry.
ORANGE is the colour of a juice orange,
ORANGE is the colour of a stripe.
YELLOW is the colour of a sour lemon,
YELLOW is the colour of the summer Sun.
GREEN is the colour of the fresh grass,
GREEN is the colour of the leaves on the trees.
BLUE is the colour of a clear sky,
Sun and Rain and Rain and Sun –
They make a rainbow.
Sun and Rain; Rain and Sun –
A rainbow in the sky!

The colours of the rainbow are all around me.
The colours of the rainbow are beautiful to see.
RED is the colour of an apple,
RED is the colour of a sweet strawberry.
ORANGE is the colour of a juice orange,
ORANGE is the colour of a stripe.
YELLOW is the colour of a sour lemon,
YELLOW is the colour of the summer Sun.
GREEN is the colour of the fresh grass,
GREEN is the colour of the leaves on the trees.
BLUE is the colour of a clear sky,

BLUE is the colour of the water in the sea.
VIOLET is the colour of a plum,
VIOLET is the colour of lilacs in spring

Verse “Alphabet”

A B C D E F G

John is hiding
far from me
Looking here,
looking there
I can't see
him anywhere!

A B C D E F G

H I J K L M N O P

Q R S and **T U V**

W and **X Y Z**

This is called the alphabet,
Which we never must forget.
Letters twenty-six in all
Backwards now
we'll sing them all.

Z Y X and **W V**

U T S and **R Q P**

O N M and **L K J**

I H G F E D C B A!

Verse “Vowels”

A is for apple,
the flavor is grand.
E is an elephant, easy to train.
I is the Indian, first in our land.
O the octopus,
who hides in the sand.
U an umbrella,

for sun or for rain.

Verse “Quentin Blake’s ABC”

A is for Apples , some green and some red	N is for Nose and he’s going to sneeze!
B is for Breakfast we’re having in bed	O is for Ostrich who gives us a ride
C is for Cockatoos learning to scream	P is for Parcel let’s guess what’s inside
D is for Ducks upside down in a stream	Q is for Queen with a cloak and a crown
E is for Egg in a nest in a bush	R is for Roller watch us fall down!
F is for Firework it goes BANG and WHOOSH	S is for Sisters some short and some tall
G is for Grandma - she’s really quite fat	T is for Tent where there’s room for us all
H is for Hair that goes under your hat	U is for Umbrella to keep off me rain
I is for Illness (which nobody likes)	V is for Vet , when your pet has a pain
J is for Junk - rusty beds and old bikes	W is for Watch we can hear the ticktocks
K is for Kittens , all scratching the chair	X is the ending for jack-in-the-bo X
L is for Legs that we wave in the air	Y is for Yak – he’s our hairiest friend
M is for Mud that we get on our knees	Z is for Zippers That’s all! That’s the end!

Verse “Nutcracker Suite Narrative”

A little girl marched around her Christmas tree,
 And many marvelous toys had she.
 There were cornucopias of sugarplums,
 And a mouse with a crown, that sucked its thumb,

And a fascinating Ukrainians folderol,
Which was a doll inside
A doll inside a doll inside a doll,
And a posy as gay as the Christmas lights,
And a picture book of the Arabian nights,
And a painted, silken Chinese fan
But the one she loved best was the nutcracker man.

Verse “Eurojoke”

Heaven is where the chefs are French,
The mechanics are German,
The police are English,
The lovers are Italian,
And it’s all organized by the Swiss.
Hell is where the chefs are English,
The mechanics are French,
The police are German,
The lovers are Swiss,
And it’s all organized by the Italians.

Verse

Two ears for hearing and mouth to talk,
One head for thinking, two legs for walk.
Two arms for working, two eyes to see,
Put them all in one parcel, and there you have me.
Two hands, ten fingers, also two thumbs
For writing and painting and doing my sums.
Two feet for dancing, ten little toes.
One thing for smelling and that is my nose.

Verse “This is the Key of the Kingdom”

This is the key of the Kingdom.
In that Kingdom there is a city,
In that city there is a town,
In that town there is a street,

In that street there is a lane,
In that lane there is a yard,
In that yard there is a house,
In that house there is a room,
In that room there is a bed,
In that bed there is a basket,
In that basket there are some flowers!

Verse “Three Little Cats”

Three little cats went out one day
Not for a walk and not to play.
They went to find some milk to drink
They found some where do you think?
By every door a jar they found
They drank the milk without a sound.

Verse “The Seasons”

Spring is green,
Summer is bright,
Autumn is yellow,
Winter is white.

Verse “Calendar”

Thirty days has September,
April, June and November;
All the rest have thirty-one,
Excepting February alone;
And that has twenty-eight days, dear,
And twenty-nine each leap-year.

Verse “At the Zoo”

Yesterday I saw a lion at the Zoo.
Yesterday I saw a baby tiger too.
I saw, I saw, I saw a grey big kangaroo
I saw, I saw, I saw, I saw them at the Zoo.

And then, I walked through the Zoo,
I watched the mother kangaroo.
Inside her skin she had a pocket.
She puts her baby there to rock it.

Verse “Pussy Cat”

Pussy Cat, Pussy Cat,
Where have you been?
I’ve been up to London
To look at the Queen.

Pussy Cat, Pussy Cat,
What did you there?
I frightened a little mouse
Under her chair.

Pussy Cat, Pussy Cat,
Can you catch a big fat rat?
If you catch a big fat rat,
You will have some milk for that.

Verse “Where is the Cat?”

Where is the cat?
It is in the bed.
What is it doing?
It is not rising yet.
When does it rise up?
Late in the day.
It goes to the kitchen
And it tries to say:
“Where is my milk
And where is my plate?
When shall I have breakfast?
I think right at eight.”

Verse “One, Two, Three, Four”

One, one, one, little dog run.
Two, two, two, cats see you,
Three, three, three, birds on a tree.
Four, four, four, rats on the floor.

Verse “Snow”

Snow, snow – all around,
On the trees and on the ground!
Who can stay at home today
All and one come out to play

Verse “New Years Day”

New Year day, happy day
We all are very gay
We dance, and sing, and say:
“Welcome! Welcome!
New Years day!”

Verse “Winter”

The snow is falling
The wind is blowing
The ground is white
All day and all night!

Verse “What is Good?”

“What is the real good?”
I asked in musing mood.

“Order”, said the law court;
“Knowledge”, said the school;
“Truth”, said the wise man;
“Pleasure”, said the fool;
“Love”, said the maiden;
“Beauty”, said the page;

“Freedom”, said the dreamer;
“Home”, said the sage;
“Fame”, said the soldier;
“Equity”, the seer;

Spake my heart full sadly,
“The answer is not here.”
Then within my bosom
Softly this I heard:
“Each heart holds the secret;
Kindness is the world.”

Verse “The Monkeys & the Crocodile”

Five little monkeys
Sitting in a tree;
Teasing Uncle Crocodile,
Merry as can be.

Jumping high, jumping low,
Jumping left and right:
Dear Uncle Crocodile,
Come and take a bite!”

Five little monkeys
Jumping in the air;
Heads up, tails up,
Little do they care.

Jumping up, jumping down,
Jumping far and near:
“Poor Uncle Crocodile,
Aren’t you hungry, dear?”

Four little monkeys
Sitting in a tree;

Heads down, tails down,
As sad as can be.

Crying loud, crying low,
Saying to each other:
“Wicked Uncle Crocodile,
He ate up our brother!”

A Poem

How many seconds in a minute?
Sixty and no more in it.
How many minutes in an hour?
Sixty for the sun and a flower.
How many hours in a day?
Twenty-four for work and play.
How many months in a year?
Twelve the calendar makes clear.

Verse “There was an Old Woman”

There was an old woman who swallowed a fly.
I don’t know why she swallowed a fly.
Perhaps she’ll die!

There was an old woman who swallowed a spider,
that wriggled and tickled and wriggled inside her.
She swallowed the spider to catch the fly.
I don’t know why she swallowed the fly!
Perhaps she’ll die!

There was an old woman who swallowed a bird.
How absurd to swallow a bird!
She swallowed the bird to catch the spider,
that wriggled and tickled and wriggled inside her.
She swallowed the spider to catch the fly.
I don’t know why she swallowed the fly!

Perhaps she'll die!

There was an old woman who swallowed a cat.
Fancy that! She swallowed a cat!
She swallowed the cat to catch the bird.
How absurd to swallow a bird!
She swallowed the bird to catch the spider,
that wriggled and tickled and wriggled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly!
Perhaps she'll die!

There was an old woman who swallowed a dog.
She went around the yard and swallowed a dog.
She swallowed the dog to catch the cat.
Fancy that! She swallowed a cat!
She swallowed the cat to catch the bird.
How absurd to swallow a bird!
She swallowed the bird to catch the spider,
That wriggled and tickled and wriggled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly!
Perhaps she'll die!

There was an old woman who swallowed a cow.
I wonder how she swallowed a cow.
She swallowed the cow to catch the dog.
She went around the yard and swallowed the dog.
She swallowed the dog to catch the cat.
Fancy that! She swallowed a cat!
She swallowed the cat to catch the bird.
How absurd to swallow a bird!
She swallowed the bird to catch the spider,
That wriggled and tickled and wriggled inside her.
She swallowed the spider to catch the fly.

I don't know why she swallowed the fly!
Perhaps she'll die!

There was an old woman who swallowed a horse.
She's dead, of course.

Verse "Humpty-Dumpty"

Humpty-Dumpty
Sat on a wall,
Humpty-Dumpty
Had a great fall.
All the King's horses
And all the King's men
Couldn't put Humpty-Dumpty
Together again.

Verses - Homophones

Слова, що вимовляються однаково, але мають різне значення та написання: **sale – sail; meat - meet; tea – tee; etc.**

1. Too – to



I went **to** the shop and bought a shirt
I gave it **to** my husband,

He tried it on,
But the shirt was **too** long.

I washed the shirt, my husband put it on,
But the shirt shrank a lot
And became **too** short,
So I gave my son that shirt.

My son put it on, but the shirt was **too** long,
I washed the shirt again after all,
Then he tried it on,
But now the shirt was **too** small.



I gave it **to** my daughter, she put it on,
But my daughter was **too** small for the shirt,
So I washed it again after all,
And then she tried the shirt on.

But the shirt shrank a lot,
And my daughter was **too** big for that shirt,
The shirt became **too** small
And was good only for a doll.

No one in the family

Could wear that shirt,
So I would never go **to** that shop
To buy any kind of shirts.

2.

My friend was terribly ill
And took many pills.
Now he is still **weak**.
I think he'll be okay in a **week**.

3.

Walking upstairs one girl slipped on the **peel**
And fell on her knees.
And at that very moment **peals** of laughter
Came from the stairs above her.

4.

My friend was fond of singing,
He often sang in the evening.
But the people who lived around
Never **allowed** my friend to sing **aloud**.

Музичні ігри, пісні-вправи та пісні англійською мовою

Музика як один з найбільш яскравих засобів естетичного виховання, має виховний вплив на дитину, формує його моральні погляди, закладає основи загальної культури майбутньої людини. Сприйняття музики тісно пов'язане з розумовими процесами, потребує уваги, спостереження, як здатності слухати, оцінювати найбільш яскраві явища.

Практика показує, що вивчення пісні на уроці англійської мови викликає інтерес учнів до предмету, культури країни, мова якої вивчається. Крім того, у процесі навчання часто виникає проблема дефіциту

рухливої активності учнів. Це призводить до зниження уваги.

Система ритмічних вправ, які виконуються під музику, а також пісні допоможуть усунути цю проблему. Музичні ігри, пісні-вправи та пісні можуть бути граматично або лексично зорієнтовані. З одного боку, вони сприяють активізації емоцій та емоційної пам'яті учнів, а з іншого – містять необхідні для навчання одиниці монологічного та діалогічного мовлення.

Для пісень ігор характерна висока частотність повторення граматичних структур при незначній зміні лексичного складу. Такі музичні вправи легко запам'ятовуються учнями.

A song-dance “Hokey Pokey

Put your right hand in,
take your right hand out,
Put your right hand in,
and you shake it all about.
Do the Hokey pokey
and you turn yourself around.
That's what it's all about!

Put your left hand in,
take your left hand out,
Put your left hand in,
and you shake it all about.
Do the Hokey pokey
and you turn yourself around.
That's what it's all about!

Put your right foot in,
take your right foot out,
Put your right foot in,
and you shake it all about.

Do the Hokey pokey
and you turn yourself around.
That's what it's all about!

Put your whole self in,
take your whole self out,
Put your whole self in,
and you shake yourself about.
Do the Hokey pokey
and you turn yourself around.
That's what it's all about!

The Happy Song

If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it, and you really want to
show it

If you're happy and you know it, clap your hands!

If you're happy and you know it, slap your knees
If you're happy and you know it, slap your knees
If you're happy and you know it, and you really want to
show it

If you're happy and you know it, slap your knees!

If you're happy and you know it, say O.K.
If you're happy and you know it, say O.K.
If you're happy and you know it, and you really want to
show it

If you're happy and you know it, say O.K.!

If you're happy and you know it, snap your fingers
If you're happy and you know it, snap your fingers
If you're happy and you know it, and you really want to
show it

If you're happy and you know it, snap your fingers!

If you're happy and you know it, stamp your feet

If you're happy and you know it, stamp your feet

If you're happy and you know it, and you really want to
show it

If you're happy and you know it, stamp your feet!

If you're happy and you know it, do all five!

If you're happy and you know it, do all five!

If you're happy and you know it, and you really want to
show it

If you're happy and you know it, do all five!

Ці пісні можна використовувати під час проведення
позашкільних заходів.

Oh, Susanna!

I come from Alabama with my banjo on my knee.

I'm going to Louisiana my Susanna for to see!

Oh, Susanna, don't you cry for me

I've come from Alabama

With my banjo on my knee.

I've come from Alabama

With my banjo on my knee.

My Bonnie

My Bonnie is over the ocean,

My Bonnie is over the sea,

My Bonnie is over the ocean,

And bring back my Bonnie to me!

Bring back, bring back,

Oh, bring back my Bonnie to me, to me!

Bring back, bring back,

Oh, bring back my Bonnie to me!

Oh, blow ye winds over the ocean,
Oh, blow ye winds over the sea,
Oh, blow ye winds over the ocean,
And bring back my Bonnie to me!
Bring back, bring back,
Oh, bring back my Bonnie to me, to me!
Bring back, bring back,
Oh, bring back my Bonnie to me!

Last night, as I lay on my pillow,
Last night, as I lay on my bed,
Last night, as I lay on my pillow
I dreamed that my Bonnie was dead.
Bring back, bring back,
Oh, bring back my Bonnie to me, to me!
Bring back, bring back,
Oh, bring back my Bonnie to me!

The winds have blown over the ocean,
The winds have blown over the sea,
The winds have blown over the ocean,
And brought back my Bonnie to me!
Brought back, brought back,
Oh, brought back my Bonnie to me, to me!
Brought back, brought back,
Oh, brought back my Bonnie to me!

Hello, Dolly!

Hello, Dolly, well hello, Dolly,
It's so nice to have you back where you belong.
You're looking swell, Dolly,
We can tell, Dolly,
You're still glowing'
You're still crowing'

You're still going' strong.
We feel the room swaying;
for the band's playing one of your
old favourite songs from way back when.
So take her wrap fellas,
Find her an empty lap, fellas,
Dolly'll never go away again!

Jingle Bells

Jingle bells, jingle bells,
Jingle all the way!
Oh, what fun it is to ride
On a one-horse open sleight!

Dashing through the show,
On a one-horse open sleight,
Over the fields we go,
Laughing all the way!

Bells on bob-tails ring,
Making spirits bright –
What fun it is to ride and sing
A sleighting song tonight!

A day or two ago
I thought I'd take a ride
And soon Miss Fannie Bright
Was seated by my side.

The horse was lean and lank,
Misfortune seemed his lot,
He got into a griffed bank,
And we, we got upset.

Корисні поради англійською мовою

Пропонуємо вивчати правила пішохідного руху та культури поведінки за допомогою таблиць або плакатів англійською мовою:

Good Advice for Children

Go to bed late, stay very small children;

Go to bed early, grow very tall.

One thing at a time and that done well.

Is a very good rule, as many can tell.

Good, better, best; never rest

Till “good” be “better”

And “better”— “best”.

The ABC of Table Manners

1. You must eat with a knife and a fork.
2. You must put your dirty knife, spoon and fork on your plate after finishing eating.
3. You mustn't talk with your mouth full.
4. You mustn't eat with your fingers.
5. You mustn't lick your fingers.
6. Don't eat too fast or too slowly.
7. Don't put your elbows on the table while eating.
8. Don't have the spoon in your cup when drinking tea or coffee.
9. Sit up straight and face the table.
10. At a small party, start eating when everything is served.
11. At a large party, wait for the hostess's signal to start eating.
12. Say “No, thank you” to refuse a dish.
13. Say “Yes, please” to accept a dish.
14. You should say “Thank you” after the meal.

Ten Golden Rules for Success in any Business

1. Be Positive
 - You have only one chance to produce a first impression
 - Smile, look people in the eye, be attentive
2. Be Thoughtful
 - Remember names and faces
 - Don't be shy
 - Ask for clarification
3. Be a Good Team Player
 - Learn how you can work as part of the team
 - Make new friends, classmates feel welcome
4. Be Interested
 - Whenever you meet someone, try to find a common interest
 - People like you to be interested in them as a person
5. Be Organized
 - Control your time
 - Plan for changes
6. Be Punctual
 - Leave early to be sure you're not late
 - Call to reschedule
 - Apologize if you are late
 - Accept apologies from other people
7. Be Polite
 - Identify yourself on the phone
 - Speak slowly and clearly
 - Return your phone calls
 - Express appreciation
8. Be Patient
 - Never forget to use the words "please" and "thank you"
 - Compliment good work
 - Point out errors politely
9. Be Loyal

- Share your success
- Congratulate friends

ЦІКАВІ ЗАВДАННЯ ДО УРОКІВ АНГЛІЙСЬКОЇ МОВИ

1. Discussion about Books

Books, I believe, may be divided into three classes:

- books to read;
- books to re-read;
- books not to read at all.

The third class is the most important. To tell people what to read is, as rule, either useless or harmful. But to tell people what not to read is a very different matter.

It is indeed necessary in this age of ours, an age that reads too much, that it has no time to admire, and writes so much that it has no time to think. Whoever will select “The Worst Hundred Books” and publish a list of them will give the rising generation a real and lasting service.

Discussion

1. Do you agree that there are three classes of books: books you must read, books you must re-read and books you must not read at all?

2. Which are the largest and the smallest class? Why?

3. How do you choose a book to read?

4. What books do you re-read?

5. How do you know what books not to read at all?

6. Do you agree that the list of the “Worst Hundred Books” may be useful?

7. From the book review: “It is not a book to throw aside lightly, it is book to throw away with great force”. Have you ever read such books? What are they?

8. Make your own list of best books to read and speak about your choice:

- a) for children of;
- b) for teenagers;
- c) for men;
- d) for women;

e) for old people.

9. Say whether you enjoy reading: fairy tales, adventure stories, detective stories, spy thrillers, classics, contemporary novels, poetry, non-fiction, biographies, memoirs, travel books, science fiction. Arrange them according to their importance to you.

2. Choose the explanation from the left column for the words in the right

1) poetry	a) stories about something that will happen in future
2) a romance	b) poems
3) a legend	c) a story about love
4) a biography	d) a book about the spirit of a dead person
5) science fiction	e) an old story
6) an adventure novel	f) a book about something that happened in the past
7) a horror novel	g) a story of someone's life
8) a historical novel	h) a book about a policeman who finds out how a crime happened
9) a ghost novel	i) a book about something exciting, dangerous etc.
10) a detective novel	j) a book about something terrible and frightening

3. Make up 5-7 sentences using the chart

Books about great people	teach us	to be kind and clever
Books about famous travellers		to be noble
Books on history		to love nature
Books about birds and animals		to be true friends
Books about children		to be brave and honest

		to be hard-working
		to be polite, to please other people
Fairytales	can teach us	to understand the beauty of nature
Fables		to understand what is right and what is wrong
Poems		not to be lazy and naughty
Stories		not to boast
Novels		to love our Motherland

4. Match the pennames with the names of the writers

1.	Anna Akhmatova	a) <i>Oleksii Peshkov</i>
2.	Voltaire	b) <i>Hanna Horenko</i>
3.	George Eliot	c) <i>Anrie Marie Beyle</i>
4.	George Sand	d) <i>Charles Lutwidge Dodgson</i>
5.	Kornei Chukovskiyi	e) <i>Marie Fransois Arouet</i>
6.	Lewis Carroll	f) <i>Mary Ann Evans</i>
7.	Maksym Horkyi	g) <i>Mykola Korneichuk</i>
8.	Mark Twain	h) <i>William Sydney Porter</i>
9.	O. Henri	i) <i>Samuel Clemens</i>
10.	Stendhal	j) <i>Aurora Dupin</i>

5. Look at this list of book titles and match with their authors

“Alice in Wonderland”	<i>J. K. Rowling</i>
“The Adventures of Tom Sawyer and Huckleberry Finn”	<i>Pamela Travers</i>
“The Jungle Book”	<i>A. A. Milne</i>
“Winnie-the-Pooh”	<i>Lewis Carroll</i>
“Marry Poppins”	<i>Mark Twain</i>
“Harry Potter and the Sorcerer’s Stone”	<i>Robert L. Stevenson</i>
“Treasure Island”	<i>Rudyard Kipling</i>

6. Do you remember whose characters they are?

Mickey Mouse	is are	Mark Twain's	character(s)
Tom Sawyer		Pamela Travers'	
Mary Poppins		Walt Disney's	
Chippollino		Jannie Rodari's	

7. Read these abstracts and define what genre of literature are they: a detective story, a romance, a biography, an adventure story, a horror story

a) He was very frightened now. He got up and went to the bathroom to wash his face. He looked in the mirror and screamed. In front of him in the mirror, there was the head of a dead man. There were no eyes, and no nose, just deep black holes. Then suddenly the head came alive, and it began to laugh.

b) Forthenextthirtyyearsthe Duke and Duchess lived in Paris. They gave parties and travelled round the world, but they never went back to Buckingham Palace. When King George died in 1952 and Queen Mary died in 1961, Edward returned to Windsor for a few days. But Wallis stayed in France.

c) Thatnightwewentbacktothehouse. When we saw Helen Stonor's lights, Holmes and I got in quietly through the window. Then we waited silently in the middle bedroom. We waited or three hours and did not move. Suddenly we saw a light and heard a sound ...

d) "Run!" the man thought "Move! Faster! I can't stop now."

Over the man's head the night sky was black and cold, and in front of him were the trees. Tall, dark trees ... "I can hide there", the man thought. He looked behind him. He could see the lights. There were five or six men. Then he heard the dogs ...

9. Add the verse by the following interrogative pronouns: *where, why, what, how, who, when*

I have six honest serving men. They taught me all I

knew.

Their names are _____ and _____ and _____.
And _____ and _____ and _____.

10. Replace the following definitions by the necessary adjectives: *brown-haired, dark-eyed, home-made, blue-eyed, old-fashioned*

1. A girl with blue eyes. – A ___ girl.
2. A dress which was fashionable ten years ago. – A ___ dress.
3. A cake which is made at home. – A ___ cake.
4. A boy with brown hair. – A ___ boy.
5. A man with dark eyes. – A ___ man.

11. Write the following nouns in the Plural form:

Glass, photo, fox, city, hero, fly, bridge, goose, knife, roof, smile, ox, daughter-in-law, cap, brush, mouse, flower, pin, bee, forget-me-not.

12. Write the following nouns in the Singular form:

Beds, families, tomatoes, wolves, deer, means, chiefs, teeth, mothers-in-law, data, crises, merry-go-rounds, enemies, swine, wharves.

13. Write the italicized nouns in the Plural form and change the sentences

1. Bob has a fine *dog*.
2. I see *a man* and *a woman* there.
3. There is *a match* in the box.
4. Miss Hopkins teaches my *child* French.
5. They need a new *mini-bus*.
6. He has *a sister* and *a brother*.
7. *The map* is on the *shelf*.
8. Alice, will you bring *a fork* and *a knife* from the kitchen?

Task 14. Translate into Ukrainian

The more we study, the more we know.
The more we know, the more we forget.
The more we forget, the less we know.
The less we know, the less we forget.
The less we forget, the more we know.
So why study?

A wise old owl lived in an oak
The more he saw, the less he spoke;
The less he spoke, the more he heard;
Why can't we all be like that wise bird?

15. Pick out the right English variant for the Ukrainian sentences

1. <i>Я можу грати в шахи.</i>	a) I may play chess.
	b) I could play chess.
	c) I can play chess.
2. <i>Тобі не слід смітити на вулиці.</i>	a) You shouldn't litter in the street.
	b) You mustn't litter in the street.
	c) You cannot litter in the street.
3. <i>Чи можу я запитати Вас?</i>	a) Can I ask you a question?
	b) Should I ask you a question?
	c) May I ask you a question?
4. <i>Не могли б Ви допомогти мені?</i>	a) Can you help me?
	b) Could you help me?
	c) Must you help me?
5. <i>Ти не повинен брати з собою ці предмети.</i>	a) You shouldn't take these things with you.
	b) You cannot take these things with you.

	c) You mustn't take these things with you.
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16. Translate the sentences concentrating on the use of Modal Verbs

<i>cannot have (done)</i>	<i>не може бути, щоб ...</i>
<i>could have (done)</i>	<i>міг би зробити (але не зробив)</i>
<i>may have (done)</i>	<i>можливо зробив</i>
<i>must have (done)</i>	<i>мав це зробити</i>
<i>should have (done)</i>	<i>слід було зробити (але не зроблено)</i>
<i>may be (doing)</i>	<i>можливо (робить)</i>

1. He cannot have translated this text without a dictionary.
2. She cannot have done such a thing.
3. They cannot have come so late.
4. He cannot have said it.
5. He could have done it without your help.
6. The Browns could have invited us to the evening party.
7. Eve could have told them about it long ago.
8. You could have published the article in our journal.
9. The problem may have been solved, but I am not sure.
10. The delegation may have arrived, but we don't have exact information.
11. They may have bought the necessary goods there.
12. They must have sent a new spaceship into orbit.
13. It must have taken him much time to complete the work.
14. All the people are leaving the conference hall; the session must have been declared closed.
15. You should have helped your friend long ago.

16. They should have told you about it last week.
17. Paul may be taking part in a swimming contest, but I don't know exactly.
18. What is going in the club? – They may be showing a film.
19. Where are the members of the delegation? – They may be visiting places on interest.

17. Translate the sentences into Ukrainian paying attention on usage of Postpositions

1. The bottle *fell off* the table.
2. He *pulled* the child *out* of the water.
3. They *pushed* him *into* the car.
4. A peace of paper *fell out* of the book.
5. He *held up* his hand.
6. *Take* the stones *out*.
7. You must not *go out* there is too much wind.
8. He *run out* of the house.
9. She *took* the cups *out* of the box.

18. Translate the sentences concentrating on the use of the Gerund

1. Do you mind my (*палити*) here?
2. Leonid is against (*лишатися*) there long.
3. (*гуляти*) in such weather is very pleasant.
4. I remember (*бачити*) that film.
5. Our students think of (*поїхати*) to Lviv next Sunday.
6. Let's go on (*працювати*) at this problem.
7. Willyoustop(*говорити, розмовляти*)?

19. Answer the following questions using one of the necessary adjectives: *reliable, trustworthy; absent-minded; timid, uncomfortable, nervous, dull, reserved, quiet; envious; angry, nervous, offensive; a messy person; punctual, reliable, well-organized; a greedy person; painstaking, sorry;*

trustworthy, reliable

1. What would you call a person who never shares things with other people?
2. How would you feel if a friend of yours failed a difficult exam?
3. How would you feel if you found yourself at a party where you know almost no one?
4. What would you call a person whose room is in a mess?
5. What would you call a person who always comes on time?
6. What would you call a person who envies other people?
7. What would you call a person who never betrays his/her friends?
8. What would you call a person who always loses his/her things?
9. What would you call a person who never lets people down?
10. How would you feel if you wanted to buy a new dress but had no money to do it?

20. Write comparisons for the following as in the example: Snakes are dangerous. ... *Yes, but tigers are more dangerous.*

1. Spain is a hot country.
2. Pearls are expensive.
3. Dogs are intelligent.
4. Greek is a difficult language.
5. Travelling by bus is long.
6. Kyiv is big.
7. Detective stories are interesting.
8. Learning of Chemistry is useful.
9. An armchair is comfortable.
10. Tiger's teeth are sharp.

21. How long does it take? Write sentences using the information in the chart. For example: *The teacher goes to work by bus. It takes forty-five minutes.*

	Transport	Leaves home	Arrives at ...
The teacher	bus	8.15	9.00
My father	train	7.15	9.15
Her sister	bicycle	7.10	8.02
Our parents	car and train	8.11	14.45
They	taxi	8.10	8.24
I	motorbike	8.00	8.28
My brother	car	8.27	9.00

1. *My father* ____ .
2. *It takes* ____ .
3. *Her sister* ____ . *It takes* ____ .
4. *Our parents* ____ . *It takes* ____ .
5. *They* ____ . *It takes* ____ .
6. *I* ____ . *It takes* ____ . 7. *My brother* ____ . *It takes* ____ .

22. Some people are talking about the bad things they did last year. Put the Verbs in the Past Tense and write them

1. I ___ (*drink*) some beer at my friends party.
2. I ___ (*draw*) a funny picture of my teacher.
3. I ___ (*eat*) my brothers sweets and cakes.
4. I ___ (*break*) my dad's computer and I didn't tell him.
5. I ___ (*wear*) my brother's jumper without asking his permission.
6. I ___ (*hide*) my sister's favourite T-shirt when she was going to a party.
7. I ___ (*hit*) my little brother when he annoyed me.
8. I ___ (*forget*) my best friend's birthday.
9. I ___ (*keep*) some money that was supposed to be for charity.

10. I ___ (*throw*) my friend's homework in the bin.
 11. I ___ (*put*) a spider in my sister's hair.
 12. I ___ (*swear*) at my dad.
 13. I ___ (*spend*) my school lunch money on crisps and sweets.
 14. I ___ (*hurt*) my friend's feelings by saying she was fat.
 15. I ___ (*sell*) my brother's Walkman to my friend because I needed some money.
 16. I ___ (*steal*) five pounds from my mum's purse.
 17. I ___ (*go*) to my friend's house instead of doing my homework.
 18. I ___ (*tell*) my mum a lie.

23. Role-play „A Detective”

Role I. You are a <u><i>detective</i></u> . Ask your witness questions about the appearance of the man you are looking for.		
Role II. You are a <u><i>witness</i></u> . Answer the detective questions.		
Questions	Answers	
1. Is the man tall or short?	He is	tall; very tall; short
2. What colour is his hair?	It is	fair; dark; grey; red; brown
3. What kind of nose does he have?	He has a	long; straight nose; turned-up
4. What does he have on? etc.	He has a	coat; jacket on; suit

24. Imagine an accident on the road. Use this plan to make up a story

The accident	
1. Date	
2. Time	
3. Colour of car	
The driver	
4. Clothes	

5. Age	
6. Style of driving	
The policeman	
7. Reaction	
8. Questions	

25. Insert the necessary words and you'll find out how to brew tea: *cold, tea, hot, teaspoon, cup, kettle*

A	Boil the _____ water.
B	Warm the _____.
C	Put one _____ of _____ in the kettle for each person and one extra for the pot.
D	Pour _____ water into the kettle.
E	Let's have a _____ of tea.

26. Make up a list of necessary products for cooking: омлет; салат „Олів'є”; борщ; плов; млинці та ін.

27. Role-play “Cooking”

Pupils are suggested “to cook” something themselves. Pupils are given worksheets with a recipe. They should look at the ingredients and write how to make the dish. **Home Task:** Write about your favourite meal. For example:

Carrot Biscuits: *Ingredients:* 1 egg, 70 gr of oil, 70 gr of sugar, 1 cup of flour, 1 teaspoon of baking powder, some salt, 1 cup of boiled carrots, 4 tablespoons of raisins. *Use words:* mix, add, roll, cut, bake, oven.

Apple Pie: *Ingredients:* 1 eggs, 50 gr of oil, 60 gr of sugar, 2 cups of flour, 1 teaspoon of baking powder, some salt, 500 gr of apples. *Use words:* mix, peel, break, add, chop, roll, cut, fry, bake.

Boston Burgers: *Ingredients:* 750 gr minced beef, 1 clove of garlic, 5 nuts, 2 onions, 2 lemons, 4 buns, 3 tomatoes, 50 gr of cheese, 1 tin of pineapple, some salt, pepper, lettuce.

Use words: mix, slice, fry, add, peel, toast, cut, chop, bread.

28. Read the descriptions and name the things: *university, raincoat, gymnasium, tents, library*

1. A large room with bookshelves and bookcases full of books in different languages and magazines. 2. A place where students study after leaving school. 3. Small houses where schoolchildren live when they are at a summer camp. 4. A coat you put on when it rains to be dry. 5. A large room where schoolchildren (students and other people) have their physical training lessons.

29. Find and Name the Animals

You can find words-names of animals hidden horizontally, vertically or diagonally in this puzzle:

w	c	o	t	g	f	i	s	h	e	a	m
p	r	w	b	i	r	d	n	i	n	g	q
i	t	a	c	h	o	x	a	k	e	l	h
g	o	z	d	o	g	o	f	l	o	w	c
c	r	t	o	r	w	l	u	g	i	t	e
r	a	q	i	s	p	i	d	e	r	i	l
a	b	j	e	e	m	o	u	s	e	s	e
m	b	i	t	m	u	n	p	e	e	h	p
t	u	p	a	r	r	o	t	k	r	a	w
o	r	k	e	y	p	k	c	o	c	n	t

30. Complete each sentence a) to j) with one of the endings 1) to 10). Use each ending once only

a) A large green snake ...	1) ...was spinning its web across the window.
b) A small brown duck ...	2) ...was plodding across the field,
c) A large black and	

<p>yellow wasp ...</p> <p>d) A shiny green crab...</p> <p>e) An enormous black spider...</p> <p>f) A bright green frog....</p> <p>g) A black and white puppy...</p> <p>h) A herd of cattle...</p> <p>i) A dirty black lamb...</p> <p>j) A small ginger kitten...</p>	<p><i>mooing loudly.</i></p> <p>3) <i>...was buzzing around the jar of honey on the table.</i></p> <p>4) <i>...was sitting on a branch and meowing.</i></p> <p>5) <i>...was slithering across the floor towards me.</i></p> <p>6) <i>...was sitting on a leaf and croaking.</i></p> <p>7) <i>...was following the flock, baaing quietly.</i></p> <p>8) <i>...was swimming on the pond and quacking loudly.</i></p> <p>9) <i>...was barking furiously outside the gate.</i></p> <p>10) <i>...was pinching Fiona's toe as she stood on the sea shore.</i></p>
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31. Match these words with the descriptions given: *camel, bee, fly, rabbit, giraffe, moth, leopard, pig, shark, worm, dolphin, whale*

1. It lives in a hole in the ground and has long ears. 2. It flies at night and is attracted to light. 3. It lives in a hive and makes honey. 4. It has yellow fur and a long neck. 5. It is a large dangerous fish. 6. It lives in the earth and we can use it when we go fishing. 7. It is a large member of the cat family with spotted fur. 8. It is the largest kind of animal in the world. 9. It is used for transport in desert countries. 10. It is a fat pink animal which lives in a sty. 11. It is a large intelligent sea animal. 12. It is an insect which spreads diseases.

32. Find the *animals* hiding in the following sentences: *falcon, horse, bear, camel, egret, deer, dog, fish, frog, goat, lion, yak, monkey, ox, snake, cow, tiger, bison, dingo, walrus, koala, cat.* **For example:** *Close the door at*

once! (rat)

1. That will be a real help.
2. She came late every day.
3. He came to America today.
4. Eric owes me ten cents.
5. We made errors in each one.
6. Do good workers succeed?
7. If I shout, he'll hear me.
8. If Roger comes, we'll begin.
9. We will go at two o'clock.
10. Is it the sixth or seventh?
11. In April I only came once.
12. I'll sing; you hum on key.
13. I made a Xerox copy of it.
14. She clothes naked babies.
15. At last, I, Gerald, had won.
16. Your comb is on the table.
17. We're sending only one book.
18. He regrets having said that.
19. If Al concentrates, he'll win.
20. When I withdrew, Al rushed in.
21. He called Mikko a lazy boy.
22. It's only a kilometre away.

33. Crack the Code

Code:	1) A	5) E	9) I	13) M	17) Q	21) U	25) Y
	2) B	6) F	10) J	14) N	18) R	22) V	26) Z
	3) C	7) G	11) K	15) O	19) S	23) W	
	4) D	8) H	12) L	16) P	20) T	24) X	
A	Every – 3 – 12 – 15 – 21 – 4 – 8 – 1 – 19 – 9 – 12 – 22 – 5 – 18 – 12 – 9 – 14 – 9 – 14 – 7.						
B	One – 7 – 15 – 15 – 4 – 20 – 21 – 18 – 14 – 4 – 5 – 19 – 5 – 18 – 22 – 5 – 19 – 1 – 14 – 15 – 20 – 8 – 5 – 18.						
C	Actions – 19 – 16 – 5 – 1 – 11 – 12 – 15 – 21 – 4 – 5 – 18						

	- 20 - 8 - 1 - 14 - 23 - 15 - 18 - 4 - 19.
D	First - 20 - 8 - 9 - 14 - 11 - 20 - 8 - 5 - 14 - 19 - 16 - 5 - 1 - 11.
E	What - 9 - 19 - 4 - 15 - 14 - 5 - 3 - 1 - 14 - 14 - 15 - 20 - 2 - 5 - 21 - 14 - 4 - 15 - 14 - 5.

34. Find the M's. Знайдіть якомога більше слів, що починаються на літеру "M"

<i>m</i>	<i>e</i>	<i>t</i>	<i>w</i>	<i>u</i>	<i>q</i>	<i>e</i>	<i>y</i>	<i>l</i>	<i>v</i>	<i>r</i>	<i>m</i>
<i>o</i>	<i>t</i>	<i>a</i>	<i>t</i>	<i>e</i>	<i>s</i>	<i>k</i>	<i>t</i>	<i>a</i>	<i>z</i>	<i>e</i>	<i>a</i>
<i>m</i>	<i>e</i>	<i>l</i>	<i>a</i>	<i>m</i>	<i>o</i>	<i>n</i>	<i>m</i>	<i>e</i>	<i>m</i>	<i>t</i>	<i>s</i>
<i>x</i>	<i>p</i>	<i>l</i>	<i>o</i>	<i>a</i>	<i>n</i>	<i>e</i>	<i>y</i>	<i>n</i>	<i>b</i>	<i>m</i>	<i>a</i>
<i>m</i>	<i>a</i>	<i>i</i>	<i>w</i>	<i>m</i>	<i>o</i>	<i>u</i>	<i>s</i>	<i>e</i>	<i>e</i>	<i>a</i>	<i>s</i>
<i>i</i>	<i>l</i>	<i>k</i>	<i>z</i>	<i>u</i>	<i>s</i>	<i>m</i>	<i>t</i>	<i>e</i>	<i>r</i>	<i>r</i>	<i>k</i>
<i>c</i>	<i>m</i>	<i>a</i>	<i>r</i>	<i>k</i>	<i>i</i>	<i>i</i>	<i>x</i>	<i>z</i>	<i>y</i>	<i>k</i>	<i>m</i>
<i>e</i>	<i>e</i>	<i>l</i>	<i>o</i>	<i>n</i>	<i>c</i>	<i>g</i>	<i>i</i>	<i>c</i>	<i>k</i>	<i>e</i>	<i>a</i>
<i>m</i>	<i>d</i>	<i>m</i>	<i>a</i>	<i>y</i>	<i>q</i>	<i>a</i>	<i>s</i>	<i>t</i>	<i>a</i>	<i>t</i>	<i>c</i>
<i>a</i>	<i>a</i>	<i>o</i>	<i>h</i>	<i>t</i>	<i>y</i>	<i>m</i>	<i>i</i>	<i>t</i>	<i>o</i>	<i>r</i>	<i>a</i>
<i>c</i>	<i>l</i>	<i>u</i>	<i>m</i>	<i>r</i>	<i>e</i>	<i>a</i>	<i>l</i>	<i>t</i>	<i>n</i>	<i>i</i>	<i>i</i>
<i>h</i>	<i>i</i>	<i>t</i>	<i>a</i>	<i>z</i>	<i>t</i>	<i>t</i>	<i>g</i>	<i>m</i>	<i>e</i>	<i>n</i>	<i>s</i>
<i>e</i>	<i>n</i>	<i>h</i>	<i>n</i>	<i>e</i>	<i>z</i>	<i>q</i>	<i>a</i>	<i>s</i>	<i>s</i>	<i>w</i>	<i>z</i>

35. Write antonyms. For example: *good* – *bad* etc.

beautiful - ___ ; young - ___ ; rich - ___ ; lucky - ___ ;
 small - ___ ; pleasant - ___ ; clean - ___ ; tall - ___ ; thick- ___
 ; kind- ___

36. Find synonyms:

1. a present a) a cloth b) the time c) a gift d) a	4. to destroy a) to build b) to repair c) to ruin d) to improve	7. faithful a) loyal b) clever c) friendly d) honest	10. much a) a lot of b) few c) little d) large
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person			
2. to keep a) to contain b) to have c) to hold d) to preserve	5. a mistake a) a blunder b) a misguide c) a misfortune d) a misconduct	8. chance a) aspect b) opportunity c) luck d) advantage	11. to ignore somebody a) to like somebody b) to dislike somebody c) not to notice somebody d) to cherish somebody
3. a journey a) a voyage b) a walk c) a trip d) a game	6. to listen to a) to comprehend b) to tune to c) to understand d) to look after somebody	9. to accept a) to bring b) to understand c) to admit d) to allow	12. to start from scratch a) to start from the very beginning b) to start as usual c) to begin beforehand d) to commence at once

37. Find antonyms of some of the personal characteristics below

1) amiable	11) competitive	21) grateful	31) ignorant
2) bad-tempered	12) democratic	22) gullible	32) messy
3) brave	13) docile	23) hospitable	33) noisy
4) bright,	14) dull	24) honest	34) naughty
5) calm	15) energetic	25) hypocritical	35) optimistic
6) careful	16) easy-going	26) idealistic	36) polite

7) caring	17) emotional	27) patient	37) reliable
8) cheerful	18) forgiving	28) practical	38) selfless
9) conscientious	19) generous	29) sensitive	39) tactful
10) co-operative	20) gentle	30) responsible	40) trustworthy

Cowardly, impolite, hostile, passive, sweet-natured, reserved, unemotional, knowledgeable, insensitive, slow, well-organized, dull, stupid, unreliable, vengeful, nervous, greedy, quiet, selfish, careless, ruthless, jolly, indifferent, obedient, ungrateful, pessimistic, dull, sceptical, careless, irresponsible, hostile, uncooperative, tactless, dishonest, untrustworthy, tight-fisted, non-competitive, sincere, domineering, realistic, stubborn, impatient, humorous, impractical.

38. Find synonyms

1) amiable	<i>a) caring</i>
2) brave	<i>b) inquisitive</i>
3) cautious	<i>c) courageous</i>
4) considerate	<i>d) friendly</i>
5) cruel	<i>e) careful</i>
6) clever	<i>f) ruthless</i>
7) curious	<i>g) conscientious</i>
8) cheerful	<i>h) shy</i>
9) docile	<i>i) active</i>
10) diligent	<i>j) intelligent</i>
11) energetic	<i>k) open-hearted</i>
12) easy-going	<i>l) thorough</i>
13) generous	<i>m) jolly</i>
14) modest	<i>n) open</i>
15) painstaking	<i>o) obedient</i>

39. Find antonyms

Small, love, long, expensive, hate, large, thin, difficult, cheap, short, thick, early, near, easy, far, late.

40. Match the following words with the words or expressions that are nearly the same in meaning

neat	<i>pretty or handsome</i>
have artistic talent	<i>a child who is not well behaved</i>
portrait	<i>an animal</i>
in bad shape	<i>a type of haircut</i>
creative	<i>with everything in order</i>
brat	<i>painting or picture of someone</i>
attractive	<i>not in good health</i>
creature	<i>making new things or ideas</i>
Mohawk	<i>be good in drawing</i>
lovely	<i>nice or pleasant</i>

41. Find synonyms

Unhappy, tidy, like, sick, sad, neat, enjoy, ill, answer, come back, shut, correct, reply, right, return, close.

42. Find appropriate word

1. I have not done this and you are making a terrible _____ in suspecting me.

a) *error*; b) *mistake*; c) *blunder*; d) *gaffe*;

2. Elizabeth realized that it had been a _____ to take her daughter to the house where her father was killed some years before.

a) *mistake*; b) *slip*; c) *fault*; d) *misunderstanding*;

3. The accident was due to the _____ of the driver.

a) *slip*; b) *error*; c) *blunder*; d) *lapse*;

4. Without her glasses she made a _____ and filled in the wrong form.

a) *error*; b) *blunder*; c) *lapse*; d) *fault*;

5. Jacqueline is a good secretary but lately she often

makes _____ in such simple things as typing and uploading information.

a) blunders; b) errors; c) faults; d) misunderstandings;

6. My literature teacher speaks so quickly that he often makes _____ of the tongue.

a) mistakes; b) faults; c) slips; d) blunders;

7. Don't even think of shifting the blame on me, please!

It's not my _____ for what happened.

a) fault; b) error; c) gaffe; d) misunderstanding;

8. I wouldn't call this a bad mistake; it is simply a _____ of the pen.

a) error; b) blunder; c) gaffe; d) slip;

43. Do You Know the Profession of these Men? (*a writer, a scientist, an artist, an actor, a composer, a sportsman*)

Tchaikovsky; Charlie Chaplin; Lewis; Carroll; Michelangelo; Archimedes; Kasparov

44. Read the description and name the answers:
trousers, coat, old, door, eyes, cap, fair, socks, shoes, chair

1. Not new. - ____ .

2. We have them on our feet. - ____ .

3. Your hair is not dark, it is ____ .

4. We see with our ____ .

5. You put it on. - ____ .

6. You can see it in a room. You may open or shut it. -

_____ .

7. You can sit on it. - ____ .

8. You have it on your head. - ____ .

9. It is not a skirt. Boys and girls put them on. - _____

10. Boys and girls have them on their legs. - _____ .

45. Use the proper forms of the verbs in brackets

1. Miss Grey (to teach) us English.

2. They (to meet) in our club very often.
3. My friend (to help) me in my German yesterday night.
4. These students (to rent) a room.
5. Mr. Green and his wife (to live) in London.
6. Last winter we (to ski) and (to skate) a lot.
7. Nick (to shave) now.
8. Many people (to play) in tennis there next year.

46. Change the sentences inserting the words in brackets

1. **They** help **their** father. (he)
2. **I** watch too much TV. (she)
3. **They** lie in the bed all day. (it)
4. Do **you** like boiled eggs? (he)
5. **They** do not wash the floor every week. (she)

47. Use the proper forms of the verbs in brackets

1. Be quite. The baby (to sleep). The baby (to sleep) for ten hours every night.
2. She usually (to play) cards or (to watch) TV.
3. Ali (to speak) Arabic.
4. Mary is at home. She (to eat) dinner. She always (to eat) dinner with her family.
5. Ann (to make) a dress for herself at the moment. She (to make) all her own clothes.
6. Mrs. Wilson (to sit) at the breakfast table. She (to read) the morning paper. She (to read) the newspapers every morning.
7. Shhh. Irene (to talk) on the long-distance phone. – Who (she, to talk) to? – Her brother. They (to talk) for almost an hour. Her brother is in some kind of trouble.
8. What you (to do) now? – We (to pick) apples.

48. Write the negative and interrogative forms

1. My brother has tried giving up smoking.
2. They have visited Ukraine several times so far.
3. I have lost my job because of being too lazy at work.
4. He knows almost everyone in this house.
5. I spent all my money.

49. Grammar Test. Choose the correct answer

1. Danny _____ a party at nine o'clock tonight.
a) *have*; b) *has*; c) *is having*;
2. Kate pretended _____ when her father came into the room.
a) *studying*; b) *to be studying*; c) *study*;
3. I'll take my umbrella _____ it rains later today.
a) *so* b) *in case*; c) *in order to*;
that;
4. They _____ for an hour now, so they are tired.
a) *have been exercising*; b) *exercise*; c) *are exercising*;
5. The office _____ work is very large.
a) *where*; b) *which*; c) *that*;
6. This time next week, I _____ on a sandy beach.
a) *am* b) *lie*; c) *will be lying*;
lying;
7. _____ River Nile flows through Egypt.
a) *an*;= b) *-*; c) *the*;
8. We _____ the lock fixed before we went on holiday.
a) *had had*; b) *will be having*; c) *have had*;
9. The bank _____ into during the night.
a) *was broken*; b) *broken*; c) *broke*;
10. I think I _____ my hair cut next Saturday.
a) *have*; b) *have had*; c) *will have*;
11. She _____ them that she was leaving the following day.
a) *asked*; b) *told*; c) *said*;
12. When I left home this morning, it _____.
a) *was raining*; b) *is raining*; c) *rains*;
13. By the time I got there, Bill _____.
a) *had already left*; b) *left*; c) *is leaving*;

14. Miss Jones _____ two cups of tea today.
a) has drunk; b) is drinking; c) drinks;
15. Sarah _____ my best friend since 1992.
a) was; b) is being; c) has been;
16. It's the second time I _____ by plane.
a) am flying; b) have flown; c) fly;

50. Correct mistakes in the given sentences, explain

1. Mr Brick are in the shop.
2. Bruno want to go home.
3. I am liking coffee.
4. They runs into the street.
5. She are in front of the thief.
6. He do not like reading.
7. They does went to university.
8. She is living in the London.
9. I are speaking to Mr Tornton now.

51. Choose the right form of the Verb. Example: I often ____ (help / will help / helped) my mother at home.

1. My elder brother _____ (*repairs / will repair / repaired*) my bike yesterday.
2. My little sister usually _____ (*plays / will play / played*) the piano.
3. Mary _____ (*washes / will wash / washed*) the dishes in twenty minutes.
4. Bob _____ (*doesn't / won't / didn't*) water the flowers yesterday.
5. Why ____ (*doesn't / won't / didn't*) you answer my phone calls yesterday evening? – I _____ (*am not / won't be / wasn't*) at home.
6. I usually _____ (*do / am doing / did*) my homework after dinner.

52. Underline the correct tense in these sentences.

Example: They write/are writing their composition now.

1. Tom is *drinking/drinks* milk every day.
2. The children are *doing/do* their homework now.
3. Oh lovely! The sun is *shining/shines* again.
4. Paul is *drawing/draws* pictures every day.
5. Where's Mary? She is *watching/watches* cartoons in the sitting-room.
6. Those men are *building/build* a factory at the moment.
7. Every summer we are *going/go* to the Crimea.

53. Choose the necessary word (*aches; asthma; disease; hurts; lung cancer; myself; pain; stomach-ache; heart attack; prescription*)

1. I hit my hand on the desk and it really ____ .
2. They say she died of a ____ .
3. She had some apples that were not ready to eat and now she's got ____ .
4. I've got this terrible ____ in my neck from sleeping in the wrong position.
5. He died of ____ even though he never smoked a cigarette in his life.
6. I went to the doctor, and she gave me a ____ for some medicine.
7. Pollution makes her ____ worse and it's difficult for her to breathe.
8. There are different forms of hepatitis; one is more serious ____ than the other.
9. I hurt ____ when I fell off that chair.
10. My back ____ from sitting at the computer all day.

54. Match the halves of the proverbs

<i>... in a sound body.</i>	<i>... keeps the doctor away.</i>
<i>... makes a man healthy, wealthy and wise.</i>	<i>... after supper walk a mile.</i>

<i>... is above wealth.</i>	<i>... have desperate cures.</i>
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1. An apple a day ...
2. After dinner sit a while ...
3. Desperate diseases must ...
4. Early to bed and early to rise ...
5. Good health ...
6. A sound mind ...

55. Match the halves of the broken proverbs

<i>... is only skin deep.</i>	<i>... begins at home.</i>
<i>... sweeps clean.</i>	<i>... makes perfect.</i>
<i>... deserves another.</i>	<i>... saves nine.</i>
<i>... speak louder than words.</i>	<i>... run deep.</i>
<i>... make the heart grow fonder.</i>	

1. A stitch in time ...
2. Absence ...
3. Still waters ...
4. Actions ... 5. Practice ... 6. Charity ...
7. One good turn ...
8. A new broom ...
9. Beauty ...

56. Join the parts of the given proverbs

1. You can lead a horse to water,	<i>a. spoil the broth.</i>
2. It's the early bird	<i>b. shouldn't throw stones.</i>
3. Too many cooks	<i>c. the pounds will look after themselves.</i>
4. Many hands	<i>d. out of a molehill.</i>
5. Those who live in glass houses	<i>e. but you can't make him drink.</i>
6. You cannot teach	<i>f. in the mouth.</i>
7. If you look after the	<i>g. that catches the worm.</i>

pennies,	
8. Don't make a mountain	<i>h. and eat it.</i>
9. Don't look a gift horse	<i>i. an old dog new trick.</i>
10. You can't have your cake	<i>j. make light work</i>

57. Match the halves of the broken sentences

<i>... to find out what the words mean.</i>	<i>... to boil those potatoes.</i>
<i>... to wash my hands.</i>	<i>... to travel abroad.</i>
<i>... to get a new pair of glasses.</i>	<i>... to see the wild animals.</i>
<i>... in his buttonhole.</i>	<i>... to see in the dark.</i>
<i>... to get to the top floor.</i>	<i>... to draw straight lines.</i>
<i>... to book our summer holidays.</i>	<i>... for his birthday.</i>

1. I am going to the zoo ...
2. Let's go to the travel agent ...
3. I need some soap ...
4. You'll need a saucepan ...
5. You should better take a torch ...
6. I need a ruler ...
7. I must go to the optician's ...
8. You need a passport ...
9. Let's take the lift ...
10. You can use a dictionary ...
11. My son wants a pet hamster ...
12. He often wears a carnation ...

58. Put the adjectives in brackets in the correct position. *Example:* a beautiful table (wooden, round) a beautiful round wooden table

1. an unusual ring (gold) ____
2. an old lady (nice) ____

3. a good looking man (young) ____
4. a modern house (attractive) ____
5. black gloves (leather) ____
6. an American film (old) ____
7. a large nose (red) ____
8. an ugly dress (orange) ____
9. a red car (old, little) ____
10. a metal box (black, small) ____
11. a long face (thin) ____
12. a wide avenue (long) ____
13. a big cat (fat, black) ____
14. a little village (old, poor) ____
15. long hair (fair, beautiful) ____
16. an old painting (interesting, French) _

59. Do You Know? A department store is a large shop, which sells a wide range of goods in different departments, each with a special name. Here are some of them and beside them is a list of goods. In which department would you buy them?

GROCERY	<i>erasers, drawing-pins, files, paper-fasteners</i>
LEATHERWARE	<i>cardigan, pullovers, sweaters, jackets</i>
ELECTRICAL	<i>chocolates, sweet</i>
HABERDASHERY	<i>broadcloth, linen</i>
STATIONARY	<i>pantyhose, tights, stockings, socks</i>
CAFETERIA	<i>foodstuffs</i>
BEDDING	<i>sheepskins</i>
CONFECTIONARY	<i>radio, electric appliances</i>
HOSIERY	<i>combs, wallets, pins, thread, needles, neckties, belts, cufflinks</i>
KNITWEAR	<i>pots and pans, saucepans, frying pans</i>
HOUSEHOLD UTENSILS	<i>sheets, pillow-cases, pads</i>
TEXTILES	<i>a cup of tea or coffee, a glass of</i>

	<i>orange juice</i>
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60. Make up a shopping list of necessary products for (a birthday party, a picnic etc.) using the following expressions

a bottle of milk; a tin of sardines; a box of matches; a bottle of mineral water (wine, oil); a slice of cheese (bread, meat); a bar of chocolate (soap); a pinch of salt; a dozen of eggs; a peace of cake; a peace of paper; a block of wood; a lump of sugar; a tube of toothpaste; a sheet of paper; a packet of biscuits; a jar of jam

61. Complete this grid (you may use a dictionary):

<i>Outlet</i>	<i>Size</i>	<i>Product</i>
supermarket	large or small	food, household goods
kiosk	small	sandwich, postcards, cigarettes
department store	large	
market		food, flowers, clothes
butcher's		
baker's		bread
dairy's		
grocer's		
fishmonger's		
greengrocer's		
chemist's		
newsagent's		

62. Give your opinion *What are the good points and bad points about television?* For example:

Good points	Bad points
1. It keeps you informed about the rest of the world.	1. It stops people talking and visiting theatres.
2. It educates and brings up.	2. Television is "a chewing-gum" for our eyes.

3.	3.
4.	4.

63. Mixed up stories. These are two stories from a newspaper. Somehow they were mixed up. Can you sort them out? Take a pen and underline the lines in the two stories which go with the headline *"What a Can of Beans!"* The lines which you have not underlined go with the story *"Official Opening Ceremony"*.

What a Can of Beans!	Official Opening Ceremony
<p>Yesterday morning the Queen opened a can of baked beans. It cost £52,000,000. One of her shoes fell off when she tried to eat it. Her husband was extremely angry and they laughed about it. She spoke to the town's Mayor, who works in the bean canning plant. She then shook hands with her boyfriend, who plays in a rock group. The Mayor presented her with 24 cans of baked beans. It was a present from the town.</p>	<p>Tracey Fenwick found a diamond ring in a new hospital in Watermouth. It was worth about £200. She broke one of her front teeth while she was planting a tree. Prince Philip picked it up for her and complained to the manufacturers. The ring belonged to a Miss Green, who is a wealthy local industrialist. She said she was afraid to tell several of the doctors and nurses. The manufacturers sent Mrs Fenwick a beautiful gold clock. They apologized for their mistake.</p>

64. Love Problems. Read the problems and unscramble the anagrams

<p>I'm a 14-year-old girl with a big problem. I've ALFENL in love with a boy two years older than me. I've never felt like this before and I can't concentrate on my schoolwork, I can't think about anything else, only him. If I asked him out, would he just think that I was a silly TILTLE girl? I just don't know what to do to get ROVE my feelings for this boy.</p>	<p>My sister is getting married soon and I am worried that her boyfriend will try and take her away from her family. He doesn't get on LEWL with his family but our family is really dose. I think he's jealous of us. The other YAD he made some nasty comments about our YFLAMI. Is there anything I can do?</p>
<p>There's this girl in my year at school who I've liked for ages. I think she likes me too because she told one of my SEINFRD that she thinks I am handsome and SATMR. I want to ask her out but I asked her once before and at first she said no, then yes, and then ILFLYAN she said no. Should I try again?</p>	<p>I started seeing this boy secretly six months ago. We were both going out with other people but now he's left his girlfriend. He says I must tell my boyfriend the truth and leave him or he'll stop seeing me completely. I'm not sure I want you to leave one LIONTEARSHIP to go straight into another one. I know it sounds FISHLES but I really liked things the way they were. I just don't know what to do. Please PHLE me decide.</p>

65. Discussion

Card 1. Your neighbours are very noisy. They play loud music all the time and often hold late night parties. You have asked them to be quieter, but they are always very rude.

Card 2. You want to give up smoking.

Card 3. You're fed up with the other people in your flat - they never do any housework.

Card 4. You've got to buy a birthday present for your best friend and you've no idea what to get.

Card 5. You live at home and you hate it. You quarrel with your parents nearly every day and you're all getting on each others' nerves.

Card 6. You have been quarrelling with your boy/girlfriend a lot recently.

Card 7. Your boy/girlfriend is very mean. He/she never pays for anything and didn't give you a present at Christmas or on your birthday.

66. Discussion

1. Name 5 points you like and dislike about schooling

Possible answers:

I like schooling because I ...

- get new knowledge;
- associate it with my friends;
- develop my own ideas;
- cultivate habits of social life;
- exchange information.

I dislike schooling because I

...

- lessons start too early;
- sometimes it's boring;
- some teachers are not friendly;
- we lack extra class activities;
- there's too much homework.

2. Name 5 items you would like to implement into your schooling

Possible answers:

- to introduce dancing lessons;
- to eliminate schooling uniform;
- to prolong a lunch break;
- to hold more extra school sports activities;
- to be involved into international exchange educational programs.

67. Find the odd word

A	B	C	D
1. tea	coffee	bread	milk
2. kitchen	bathroom	bedroom	garage
3. green	big	blue	red
4. fair	red	green	grey
5. milk	meat	bread	fish
6. car	sheep	train	bicycle
7. March	Monday	Tuesday	Thursday
8. book	letter	TV	magazine
9. March	June	April	Christmas
10. sister	uncle	friend	relative
11. pen	pencil	sofa	pencil-box
12. shirt	skirt	shoes	dress

68. Cross out the odd word and explain why

humorous	<i>serious, funny, light-hearted, comic</i>
affection	<i>hug, kiss, holding hands, anger</i>
merchant	<i>customer, florist, seller, salesperson</i>
feelings	<i>happiness, anger, homework, love</i>
companion	<i>person, friend, car, room-mate</i>
festival	<i>party, celebration, funeral, parade</i>
sweetheart	<i>wife, boyfriend, husband, enemy</i>
decorations	<i>flowers, paper hearts, pictures, dresses</i>
romance	<i>affair, relationship, fight, love</i>

69. Find the “odd man out”. For example: I think the word “horse” is “odd man out” because the only one commonly

used for sport.

horse, cat, mouse, camel, lion, cow
apple, orange, mango, banana, grape, peach
Spain, Germany, France, USA, Poland
finger, blood, heart, muscle, tongue
sock, coat, dress, underpants, scarf, jeans
quiet, angry, graceful, shy, modest, quick

70. The questions and answers in the quiz are strange, but they are logical. Find the correct answers in the boxes

1. Which part of London is Brazil?
2. Why shouldn't you put the letter M into a refrigerator?
3. Which question always has the answer "Yes"?
4. Which question can never have the answer "Yes"?
5. What is the longest word in the English language?
6. Which English word is always pronounced wrongly?
7. Which 5-letter word has 6 left when you take 2 letters away?
8. What can you always find in the middle of March?
9. What can you find once in every minute, but never in a thousand years?
10. What starts with a P ends stands with an E and has thousands of letters?
11. Why is the letter B hot?
12. Why is the letter E lazy?
13. Why is the letter T like on island?

Answers:

1. The letter R.
2. Because it changes ice into mice.
3. Are you asleep?
4. Post office.
5. How do you pronounce "y-e-s"?

6. Because it's in the middle of the water.
7. Sixty.
8. Because it's always in bed.
9. The letter L.
10. Because it makes oil boil.
11. The letter M and I.
12. The word that's spelt w-r-o-n-g-l-y.
13. Smiles (because there is a mile between the first letter and the last letter).

71. Write the words correctly. Be attentive, some words are written without mistakes

1. Skoolchildrens																			
2. Postkard																			
3. Mounster																			
4. Chocolutte																			
5. November																			
6. Shoping																			
7. Computer																			
8. Grandfazer																			
9. Theatre																			
10. Laight																			
11. Sendvich																			
12. Turist																			
13. Tangerine																			
14. Orchard																			
15. Guirraffe																			
16. Twincle																			
17. Strouberry																			
18. Oushean																			
19. Arkitector																			
20. Squirrel																			

72. You can see a sentence which has six mistakes. Please, correct it: He has payed many maney for this shoes too years ago.

73. Choose the right answer

1. Antarctica is a ...
a) *country* b) *continent* c) *family name*
2. A roof is a ...
a) *piece of furniture* b) *nationality* c) *part of the house*
3. Milk is a.....
a) *drink* b) *shop* c) *animal*
4. Chinese is a ...
a) *country* b) *city* c) *nationality*
5. Secretary is a ...
a) *job* b) *first name* c) *country*
6. North is a ...
a) *day* b) *language* c) *direction*
7. December is a ...
a) *surname* b) *month* c) *season*
8. Seventy is a ...
a) *number* b) *place name* c) *shop*
9. Lunch is a ...
a) *part of a day* b) *school subject* c) *meal*
10. Mississippi is a ...
a) *city* b) *nationality* c) *river*

74. Choose the most suitable word or phrase underlined in each sentence

1. The fields were flooded after the river burst its banks / edges / sides.
2. After the rain the street was full of floods / lakes / puddles.
3. During the storm, the climbers sheltered in a cave / cliff / valley.
4. A small river / stream / torrent runs across the bottom

of our garden.

5. It was difficult to swim because the waters / waves / tides were so high.

6. From the peak / summit / top of the hill you can see the sea.

7. You must carry a lot of water when you cross the desert / plain / sand.

8. In the middle of the square there is an old fountain / source / tap.

9. I think it's going to rain. It's very clouded / clouding / cloudy.

10. The church caught fire when it was struck by hurricane / lightning / thunder.

75. Complete the compound word in each sentence, using a word given in list. Use each word once only: *forecast, hive, house, side, top, fountain, hole, mower, skin, trap.*

1. There were so many mice we had to buy a mouse ____.

2. Paula was cutting the grass with an electric lawn ____.

3. There's a drinking ____ on the other side of the park.

4. What's the weather ____ for tomorrow?

5. The hill ____ was covered in beautiful wild flowers.

6. You can see the mountain ____ among the clouds in the distance.

7. At the end of the field was a large stone farm ____ .

8. We collect honey from our own bee ____ .

9. There's a rabbit ____ in the corner of this field.

10. Martin was wearing imitation snake ____ boots.

76. Choose the rhyme

a. *Always mean a good fine day.*

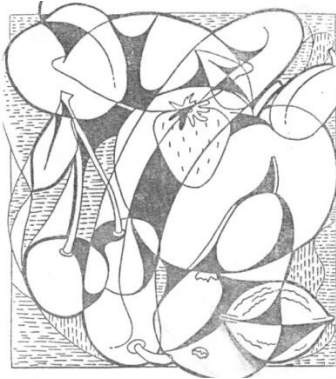
b. *Then close your windows and shut your doors.*

c. *Means rain and snow are coming soon.*

d. *Fine before eleven.*

1. A ring around the sun or moon ____ .
2. Rain before seven ____.
3. Evening red and morning grey ____ .
4. When the forest murmurs and the mountain roars ____

77. Name the fruits drawn in the picture. Paint out them. Name the colours



78. Choose the rhyme: *you, give, sweet, heart,two, blue,leaves, red*

Here are two Valentine poems:

Roses are Violets are Sugar is And so are	My is like a cabbage Divided into The I give to others, But the heart I to you.
---	--

79. Find carrot's family. A carrot is not an animal! Put it in the empty box. Name this box. Can you find carrot's brothers and sisters? They are in the other boxes!

<u>Animal</u>	<u>Sport</u>	<u>Jobs</u>	<u>Travel</u>
cow	sailing	doctor	car
horse	skiing	cook	bus

dog	hiking	typist	lorry
goose	fencing	driver	cabbage
carrot	cycling	pilot	taxi
sheep	diving	farmer	cycle
pig	fishing	lettuce	boat
hen	tomato	baker	plane
<u>Music</u>	<u>Numbers</u>	<u>Actions</u>	_____
guitar	nine	bring	_____
drums	four	carry	_____
onion	twenty	drink	_____
piano	fifteen	hit	_____
violin	three	listen	carrot
harp	ten	potato	_____
flute	eleven	open	_____
saxophone	peas	run	_____

80. Find the silent letters. For example - Have you ever seen a *ghost*?

1. Brighton is full of *foreign* students.
2. What do you do at *Christmas*?
3. We are going on holidays to one of the Greek *Islands*.
4. My *muscles* are killing me after playing football yesterday.
5. I don't *know* how she did it.
6. They read in the newspaper about a new *bomb*.
7. I can't stand Anne; she never *listens* to anything you say.
8. We'll pop round in an *hour* if you are not doing anything.
9. I'd like a cheese *sandwich*, please.
10. Then guests will be offered some caviar and broiled *salmon*.
11. Don't forget to add *almond* to the tart.
12. The cashier gave me a *receipt* and I came up to the

shop assistant.

13. There are many *high* trees in our park.

14. She got on her hands and *knees* and scrubbed the dirt off with a scrubbing brush.

81. Choose the suitable answer for every question

1) Thanks very much.	<i>a) Yes, help yourself.</i>
2) Anything else?	<i>b) Never mind, don't worry.</i>
3) Can I help you?	<i>c) About twenty minutes.</i>
4) I'm sorry I'm late.	<i>d) I'm being served, thanks.</i>
5) What's the matter?	<i>e) No, go ahead.</i>
6) How long does it take?	<i>f) Yes. Quarter to seven.</i>
7) Have a nice weekend.	<i>g) Sorry, I don't smoke.</i>
8) Could I leave a message?	<i>h) Not at all.</i>
9) Have you got a light?	<i>i) Yes, you too.</i>
10) Could I borrow your pen?	<i>j) No, that's all, thanks.</i>
11) Have you got the time?	<i>k) Nothing. Why?</i>
12) Do you mind if I open the window?	<i>l) Yes, of course, I'll just get a pen.</i>

82. Match the beginnings of the sentences in list A with their endings in list B

A	B
1) Dreams are caused ...	<i>a) that dreams could foretell the future.</i>
2) Dreams express our ...	<i>b) since ancient times.</i>
3) Dreams can tell you if ...	<i>c) make up about 25% of the nights sleep.</i>
4) Dreams have aroused our curiosity ...	<i>d) by the food you eat.</i>
5) Four thousand years ago people believed ...	<i>e) mean quite a lot.</i>
6) An ordinary dream can ...	<i>f) you're going to be ill.</i>
7) Scientific work on dreams has ...	<i>g) we do not remember our dreams.</i>

8) It has been discovered that we all dream, even if ...	<i>h) secret desires.</i>
9) A person has four or five periods of ...	<i>i) only a short history.</i>
10) Dreams occur roughly every 90 minutes and ...	<i>j) dream sleep during the night.</i>

83. Can you do this puzzle? What are these people's hobbies? Work out the maths and the right letters on the table. Can you spell the words?

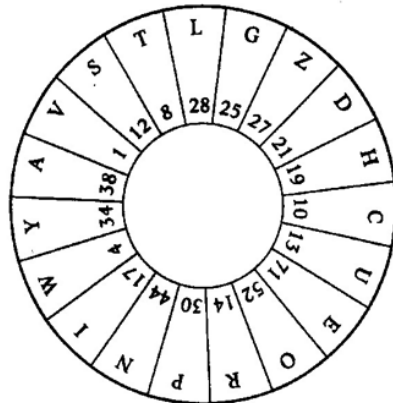
1. She is interested in ____ . Add 7 to these numbers:
18, 64, 45, 18, 7, 31, 23, 12, 27.

2. My sister collects ____ . Divide these numbers by 2:
42, 104, 56, 56, 24.

3. Her hobby is ____ . Subtract 11 from these numbers:
36, 49, 25, 32, 82, 55, 28, 55, 36.

4. Does he like playing ____ ? Divide these numbers by 3: **24, 213, 132, 132, 51, 36.** No, he likes ____ . Subtract 5 from these numbers: **9, 43, 13, 15, 24, 22, 49, 30.**

5. My friend's hobby is solving ____ . Add 3 to these numbers: **27, 10, 24, 24, 25, 68, 9.**



84. Explain the meanings of the following Nouns:

What's the word for ...

1	money paid to kidnappers to make them release a prisoner?	a)	<i>remedy</i>
2	a person escaping from danger and seeking shelter?	b)	<i>scalp</i>

3	a cure for a disease?	c)	<i>refugee</i>
4	a noisy and violent disturbance by a crowd?	d)	<i>rucksack</i>
5	a safe place for people, or for birds and animals?	e)	<i>shin</i>
6	a bag, often on a frame, used for carrying things on your back?	f)	<i>sanctuary</i>
7	the skin on your head?	g)	<i>ransom</i>
8	the front of the leg between the knee and the ankle?	h)	<i>riot</i>

85. Explain the meanings of the following Verbs:

Which verb means ...

1	to shout angrily and wildly as if mad?	a)	<i>to scamper</i>
2	to burn skin and flesh by contact with hot liquid or vapour?	b)	<i>to rave</i>
3	to run quickly with short steps?	c)	<i>to trudge</i>
4	to walk very unsteadily?	d)	<i>to recite</i>
5	to shine strongly and brilliantly?	e)	<i>to scald</i>
6	to repeat aloud, usually from memory?	f)	<i>to blaze</i>
7	to shine brightly in small flashes, for example, a diamond?	g)	<i>to glitter</i>
8	to walk slowly and with effort?	h)	<i>to stagger</i>

86. Can you decode the telephone number?

1. The first and the fourth numbers are equal.
2. The second number is one third of the eighth number.
3. The third number is the sum of the fifth, the sixth and the seventh numbers.
4. The fourth number is $4 + 1 + 2 - 3 - 4$.
5. The fifth is greater by one than the fourth number.
6. The sixth number is three.
7. The seventh number is equal to the fifth number.
8. The eighth number is three times as much as the sixth number.

9. The ninth number is smaller by three than the eighth number.

10. The tenth number is greater by two than the second number.

87. Hidden Countries. In each of the sentences below, the names of two countries are hidden. For example, the sentence: “Interpolandthe FBI track down hiddenmarksmen” conceals the names **POLAND** and **DENMARK**. Can you find all hidden countries?

1. *Vladimir and Olga are Soviet names.*
2. *Have you ever heard an animal talk in dialect?*
3. *Extra tuition will help an amateur to improve his painting.*
4. *In the United Nations we denounce the wholesale ban on atomic weapons.*
5. *The king and queen eat breakfast and lunch in a fine palace.*
6. *If an iron pipe rusts you just have to shrug and accept it.*

88. Odd word out

Colours	Relatives	Animals	Furniture
yellow	father	pig	bed
dark	boy	horse	chair
green	son	cow	settee
little	sister	beef	desk
pink	son-in-law	dog	window
grey	parents	cat	sofa
red	daughter	pig	wardrobe
violet	grandmother	rat	shelf
black	step-mother	mouse	arm-chair
Vegetables	Jobs	Clothes	Materials
cabbage	waiter	jacket	steel
potatoes	doctor	feet	wool

pears	teacher	socks	plastic
peas	actor	skirt	strong
beans	husband	shirt	wood
carrots	clerk	jeans	metal
tomatoes	lawyer	coat	leather
onion	accountant	hat	silk
lettuce	cashier	dress	paper

89. Using *all*, say what the following groups of words have in common

1.	oranges, apples, pears, lemons	eg. 1. They are all fruit.	or	eg. 1. All of them are fruit.
2.	Prince, Michael Jackson, Madonna, Elton John			
3.	football, basketball, tennis, golf			
4.	London, Paris, Athens, Kyiv			
5.	Italy, Germany, Spain, Ukraine			
6.	green, red, brown, grey, blue			
7.	January, February, December			
8.	horses, cows, dogs, cats			
9.	lions, tigers, monkeys, crocodiles, elephants			

10.	BMW, Golf, Mercedes			
11.	baker's, butcher's, grocer's			

90. Find the odd word

Clothes	Furniture	Food	Jobs
cardigan	stool	roll	printer
docker	chest	pie	decorator
cap	wardrobe	spinach	spanner
scarf	desk	spade	miner
vest	boots	fish	surgeon

91. ABC TEST

<p>1. The British Isles lie in the ... of Europe.</p> <p>a) northeast b) southwest c) northwest</p>	<p>6. Great Britain is ...</p> <p>a) a presidential republic b) a large colony c) a parliamentary monarchy</p>
<p>2. Great Britain consists of ...</p> <p>a) England, Ireland and Wales b) England, Scotland and Wales c) England, Britain and Wales</p>	<p>7. English wool is ...</p> <p>a) exported to many countries b) imported to Great Britain c) exported only to France</p>
<p>3. England is situated in the ... part of Great Britain.</p> <p>a) southern b) western and central c) central and southern</p>	<p>8. The heart of the City is ...</p> <p>a) Piccadilly Circus b) the Stock Exchange c) the British Museum</p>
<p>4. English Channel is ...</p> <p>a) in the east of Great Britain b) between Europe and Great Britain</p>	<p>9. The Queen's Residence is ...</p> <p>a) Buckingham Palace b) the Treasury</p>

c) in the west of the island	c) Westminster Palace
5. The surface of Scotland is ... a) flat b) mountainous c) not mountainous	10. Many writers are buried in ... a) the Tower of London b) Buckingham Palace c) Westminster Abbey

92. Make up as many words as you can from the word: FAIRYTALES - Examples of words:*fairy; tale;*etc.

93. Links. Find the link between the first 2 words and then find a similar link to complete the sentence. *For example:*

1. Pound is to pence as dollar is to:

a) note b) coin c) gram d) cent

2. Elephant is to hide as bird is to:

a) feather b) wing c) beak d) fur

3. Petrol is to tank as wine is to:

a) label b) grape c) cork d) barrel

4. Man is to foot as dog is to:

a) collar b) nail c) paw d) tail

5. Heaven is to holy as hell is to:

a) devil b) evil c) murder d) violence

6. Directory is to phone number as dictionary is to:

a) book b) translation c) word d) index

7. Video is to video-cassette as computer is to:

a) tape b) program c) screen d) calculation

8. Saucer is to crockery as paper is to:

a) stationery b) envelope c) office d) file

9. Lung is to breathe as throat is to:

a) taste b) tongue c) swallow d) cough

10. Bread is to baker as clothes are to:

a) wardrobe b) uniform c) dry cleaner d) tailor

94. A Picnic in the Country. Look at the picture. Read the statements and determine what statement is true and what is

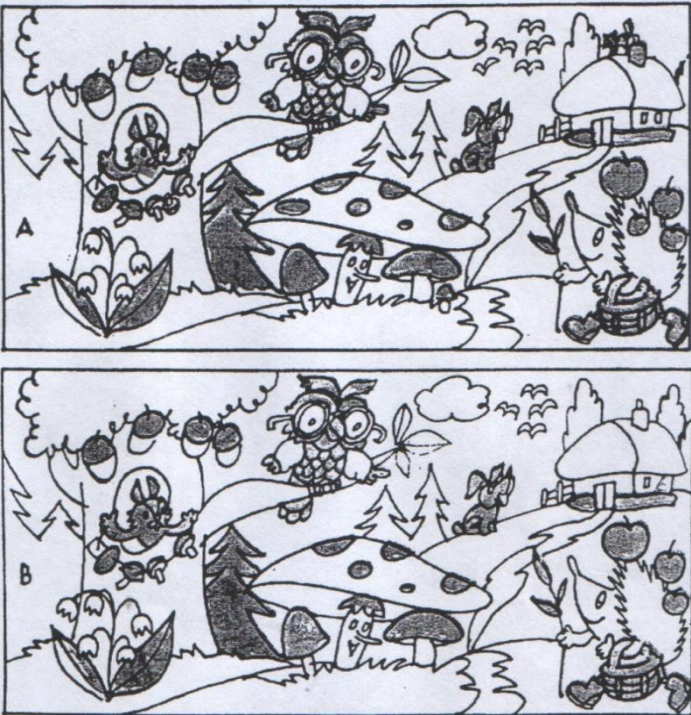
false?



	<i>Statement</i>	<i>True</i>	<i>False</i>
1	Someone is reading.		
2	Someone is swimming.		
3	Someone is driving.		
4	Someone is climbing.		
5	Someone is drinking.		
6	Someone is riding.		
7	Someone is resting.		
8	Someone is fighting.		
9	Someone is jumping.		
10	Someone is sewing.		
11	Someone is crying.		
12	Someone is shaving.		
13	Someone is hurrying.		
14	Someone is laughing.		
15	Someone is hiding.		
16	Someone is standing.		
17	Someone is leaving.		

18	Someone is smoothing.		
19	Someone is watching.		
20	Someone is running.		

95. Differences. Spot the differences between these two pictures. Write them down. For example: *In the picture A there are four mushrooms, but in the picture B there are only three ones.*



96. Define the language of the country: Bulgarian, French, English, Armenian, Greek, Ukrainian, English, Mandarin, Hebrew, English, German, Chinese, German, English, French, Portuguese

<i>Country</i>	<i>Language</i>
<i>Ukraine</i>	
<i>Bulgaria</i>	

<i>England</i>	
<i>Israel</i>	
<i>Austria</i>	
<i>Armenia</i>	
<i>Germany</i>	
<i>France</i>	
<i>USA</i>	
<i>Brazil</i>	
<i>Australia</i>	
<i>Greece</i>	
<i>China</i>	
<i>Canada</i>	

97. Make up two stories “*Last Time on Ice*” and “*Playing Golf*”

- a) A very stout woman was very fond of skating.
- b) A sportsman was playing over a golf course, and playing very badly.
- c) A young man came skating up to her and helped her to rise.
- d) And as she was very heavy and stout she was unable to get up.
- e) Once she went down to a lake to spend a few hours on the ice.
- f) “Dear, dear!” he remarked at last,
- g) She sat on the ice looking sad.
- h) Very soon she had a bad fall.
- i) “There can’t be worse players than myself!”
- j) “Is it your first time on the ice?” he asked.
- k) “It is not my first but it will be my last, thank you”.
- l) “Maybe there are worse players”, said the man who watched him play,
- m) “No”, she answered,
- n) “but they don’t play”.

98. Computer Error. Find the mistake

1. Shapp I capp a doctor?
2. Shall I bpen the dbbr fbr ybu?
3. Cet's go for a wack.
4. I'll cud dhe domadoes – you wash dhe ledduce.
5. Shyll we tyke y tyxi?
6. Why don't wy go to thu cinuma this uvuning?
7. Wfere sfall I put tfis cfair?
8. Kho shall ke invite to the kedding?

99. Find the name of a color hidden in each sentence.

The first one has been done as a sample:
yellow, purple, gray, black, pink, white, orange, rose, violet, scarlet, green

1. Some parts of the face are the eye, eyebrow, nose, cheek, and mouth.
2. I'm not really dumb; lack of sleep made me forget the answers.
3. If I tell you what she said, will you agree never to tell anyone?
4. In the secret box we found a pencil, a pin, keys, stamps, and a few coins.
5. Are three zeros enough to write the number one thousand?
6. The wheelbarrow hit eleven rocks as it rolled down the hill.
7. When the nurse gives you the injection, just yell "Ow" if it hurts.
8. Elsa and Otto ran gently down the path to the river.
9. Before you arrive at Kuala Lumpur, please fill out the customs form.
10. I play nearly all the stringed instruments: violin, cello, bass viol, etc.
11. When I opened the window, shining rays of sunlight flooded the room.

12. We'll go in Jims car, let's leave at six o'clock

100. Where in the world is ... ? Each sentence below contains the name of a capital city. Can you identify each city and country? Example: *Here is the draft of your letter. If you mark it "ok" your secretary will type it. – Tokyo – Japan*

1. Those who were against the war saw to it that their voices were heard.

2. To make underground water potable, scientists first used ammonia, then sand later on.

3. Can karate movies on television really make children more aggressive?

4. No slot machine is needed here.

5. The idiom "on a par" is used to mean "equal".

6. While visiting Africa, I rode on buses and trains instead of driving a car there.

7. Housekeepers usually prefer washing to not doing anything at all.

8. If you have an infection in your colon, don't eat fats or any other rich food.

101. Read the text and write the names of the different people in the appropriate box below, depending on how the writer feels about them. Use the words and expressions in italics to help you. One has been done as an example

Friends and Relations

I come from a fairly close-knit family, although we don't always get on too well. I am very close to my grandmother, Emma, especially as we have a lot in common, but I've recently fallen out with my grandfather, John. Their son is my father, Bob. He's quite old-fashioned, and we don't always see eye to eye I know I should look up to him as a role model, but the fact is I don't respect him very much. On the other hand, I worship my mother, Maureen; she's kind, caring

and very tolerant of others. I have one younger sister, Sally, who I'm quite fond of, and I admire my brother-in-law, Andrew, who is a very talented painter. I have a precocious nephew, Tony, who I'm a bit fed up with, and a lovely little niece, Claudia, whom I adore. My father has a sister - my aunt Sue. I respect her, as she's had to put up with a lot of hardship in life, especially being married to my uncle Stanley, who treats her terribly. I must confess I loathe him. I also despise his son, my cousin Stuart, who takes after his father. My older cousin Claire, on the other hand, I idolise.

<i>The writer feels positive about these people</i>	<i>The writer feels negative about these people</i>
Emma (his grandmother)	

102. Complete the sentences on the left with an appropriate word or expressions on the right. There are an example: *Laurence and I get on really well and do absolutely everything together. He is ... my best friend*

1. I know Bob, but not very well. He is <i>my ex-girlfriend</i>
2. Jenny and I work together in the same office. She is <i>my fiancée</i>
3. Jane and I announced our engagement last week and plan to get married in the summer. She is <i>my workmate</i>
4. Clare and I used to go out together. She is <i>my flatmate</i>
5. Susie and I have been going out together now for a few months. She is..	... <i>just good friends</i>
6. Jordi attends the same English lessons as me. He is <i>my best friend</i>
7. Sarah works alongside me on the production line in a factory. She is <i>my steady girlfriend</i>
8. John and I share an apartment in the city.	... <i>a good friend</i>
	... <i>my classmate</i>
	... <i>an acquaintance</i>
	... <i>my colleague</i>

He is ...

9. I often go out with Ben to the cinema or the pub. He is ...

10. Andy and I are going out together, but we haven't told anybody yet. In fact, if anyone asks, we say that we are ...

103. What is an odd man out in each group? Name it and explain why



104. What is an odd man out in each group?



105. What is an odd man out in each group?



ТЕКСТИ ДЛЯ ДОДАТКОВОГО ЧИТАННЯ

1. A Bit About Foreign Languages

1.1. American English

More than 265 million people live in the USA and speak English. There are more native speakers of English there than in any other country.

English is the main language of the United States and is spoken by the great majority of US residents. However nearly 32 million residents aged five or older speak a language other than English at home. Of this total, approximately 54 per cent speaks Spanish, making it the second most widely spoken language in the United States. Other languages spoken include Chinese, Polish, Korean, Vietnamese, Portuguese, Japanese, Greek, Arabic, Hindi, Russian, Ukrainian, Yiddish, Persian, French and many others.

When visitors first come to the USA, they become acquainted with the American way of life, American culture, and, of course, with American language. The development of American English is closely connected with the history of the country.

There was not much purity in the English language brought by the Pilgrim group to America. On the other hand, there is a historical fact that the “*Mayflower*” passengers, who are often chosen as the illustrative example, went from England not directly to America but to Holland. Thus, when the “*Mayflower*” went to the New World carrying 202 passengers, representing two thirds of the entire pilgrim population, it carried passengers who could hardly have represented the regional dialects of England.

The great majority of American immigrants came from the southeast of England, and, perhaps by sheer bulk of numbers, they dominated the speakers of any other dialects present. Although the emigrant groups from England came

chiefly from relatively low social strata, they did not transplant the British class relationship.

The extensive maritime borrowing and multilingual situation in early America brought about many words, which can only be explained in terms of two or three languages. Let's trace the origin of the word: *Yankee*. In the maritime trade, which was so vitally important to early American English, a Dutch sailor was sometimes known as *Janke* ("Little John"). On the other hand, *Yankee* is an Indian pronunciation of the word *English*. Thus the word *Yankee* meaning "inhabitant of the USA" came out of a multiethnic, multilingual contact situation.

The first English speakers to arrive met Native Americans who spoke many different languages. To trade with them, the Europeans learned words from the local languages, and some of these words became part of American English. Native Americans also worked as guides, leading the European traders around the country. The Europeans learned the Native American names for the places they were passing through. Over half the states now have Native American names. American English is very flexible and has absorbed many words from the languages of immigrants.

Modern Americans must recognize their debt to American Indian languages for such words as *moccasin*, *raccoon*, *skunk*, *moose*, *toboggan* and many others, which entered American English because of the colonists' need to describe things that were unfamiliar to them.

From Native Americans through Spanish came new terms for exotic foods: *tomatoes*, *avocado*, *barbecue*, *chilli*. Other Indian terms soon became part of the vernacular: *to go on the war path*, *to bury the hatchet*, *pipe of peace*, *snake dance*, *fire water*. At least half of the states have Native American names, as do countless cities, counties, rivers, lakes, and other place names. Settlers from different countries lived there, and they didn't want to use the names brought by others.

Native American words, to them, sounded more neutral. African borrowings include *banjo*, *zombie* etc.

The languages of other colonizing nations also contributed to the English of the New World. Thus from Dutch it received cherry *pit*, *boss*, *snoop*, *cookie*, *sugar bush* and *waffle*. Even *Santa Claus* is attributable to the Dutch settlers of the New York region. Spanish did not have an extensive influence on the American English vocabulary until the nineteenth century. Such words as *mosquito*, *Negro* etc. were borrowed in early colonial days. The westward movement, the Gold Rush, the Spanish-American War, and the popularization of “the Western” in movies and on television have brought *lasso*, *siesta*, *rancho*, *corral*, *mustang*, *canyon* into American English.

The recent influences of French are largely from southwestern Louisiana, where French is still spoken by half a million people. This area, settled originally by displaced French settlers from Nova Scotia in the eighteenth century; among them are *banquette*, *pirogue* and *praline*.

It was mid-nineteenth century before German borrowings were very extensive. It may seem strange, perhaps, that a Germanic language should later be influenced by German - but such is the fate of a borrowing tongue, lots of Americans know and use the words *kindergarten*, *dunk*, *delicatessen* etc.

American English has borrowed less actively from other languages. When a word is borrowed, it is usually a term for which there is no English equivalent. American English has borrowed many names for foreign foods and eating customs from the Italian *spaghetti*, *pizza*. Some of these terms became widely used, while others still show the nationality of their users.

1.2. How Americans Speak

Today, there are some differences in vocabulary, pronunciation, and spelling between American and British English. Sometimes, the difference in spelling is because Americans wanted to make things simpler, so that a word would be spelled the way it is pronounced.

Despite the great distances separating American English-speaking community from the British Isles, and the great social and cultural differences between them, the forms of English, which they use, remain mutually intelligible to a remarkable degree. The main differences are as follows:

1. Grammar

- Americans (US) use **Past Simple** in some cases where British (GB) people use **Present Perfect**, *for example*:

US:	GB:
He just went home.	He's just gone home. <i>Він щойно прийшов додому.</i>

- Americans use the verb **to have** *мати* a little differently in some cases, *for example*:

US:	GB:
Do you have a problem?	Have you got a problem? <i>Чи є у вас які-небудь проблеми?</i>

- the following verbs are different in US and GB. **To burn** *палити, горіти*, **to dream** *бачити сон, мріяти*, **to lean** *нахилити(ся)*, **to learn** *вчити, дізнаватися*, **to smell** *пахнути, відчувати запах* and **to spoil** *псувати(ся), грабувати* are all regular in American English, while in British English irregular forms are more common. **To fit** *підходити, припасовувати*, **to quit** *залишити, кидати (справу, заняття)* and **to wet** *мочити, зволожувати* are regular in GB, but irregular in US; e.g. **to fit – fit – fit**. The American past participle of **to get** *діставати, досягати* is usually **gotten**.

- the subjunctive is much more common in American than in British English,

for example:

US:	GB:
It's essential that he be informed. <i>Він обов'язково має знати.</i>	... that he should be informed.

- there are many small differences in the use of prepositions, *for example:*

US:	GB:
do smth over	do smth again <i>робити щось знов</i>
meet with smb	meet smb <i>зустрічати когось</i>
protest smth	protest against smth <i>виступати проти чогось</i>
stay home	stay at home <i>залишатися вдома</i>

2. Vocabulary

Most British people are familiar with many American equivalents for British terms, *for example:*

US:	GB:
cookie	biscuit <i>печиво</i>
elevator	lift <i>ліфт</i>
gas	petrol <i>бензин</i>
vest	waist coat <i>жилет</i>
vacation	holiday(s) <i>канікули</i>
pants	trousers <i>штани, брюки</i>
movie	film <i>фільм</i>
mail	post <i>пошта</i>
apartment	flat <i>квартира</i>
candy	sweets <i>цукерки</i>
drugstore	chemist's <i>аптека</i>
fall	autumn <i>осінь</i>
sick	ill <i>хворий</i>
subway	underground <i>метро</i>

3. Spelling

As far back as the 1780s, Noah Webster, founder of one of the most famous American English dictionaries, decided to eliminate from a word any letters that were not pronounced.

- in American English, final **-l** is not usually doubled in an unstressed syllable, *for example:*

US:	GB:
traveler canceling	traveller <i>мандрівник</i> cancelling <i>скасування</i>

- some words end in **-ter** in American English and in **-tre** in British,

for example:

US:	GB:
theater center	theatre <i>театр</i> centre <i>центр</i>

- some words end in **-or** in American English and in **-our** in British,

for example:

US:	GB:
labor honor color	labour <i>праця, робота</i> honour <i>честь</i> colour <i>колір, фарба</i>

- some words end in **-og** in American English and **-ogue** in British, *for example:*

US:	GB:
catalog dialog analog	catalogue <i>каталог</i> dialogue <i>діалог</i> analogue <i>аналог</i>

- some spelling differences in individual words, *for example:*

US:	GB:
-----	-----

analyze	analyse <i>аналізувати</i>
check	cheque <i>чек</i>
defense	defence <i>захист</i>
jewelry	jewellery <i>коштовності, ювелірні</i>
offense	<i>випроби</i>
plow	offence <i>порушення, проступок</i>
program	plough <i>плуг</i>
	programme <i>програма</i>

4. Pronunciation

In New York City many people have a way of speaking English that is called New Yorkese. Speakers of New Yorkese often speak very fast. They tend not to pronounce the **r** in words that end in **-er**. A word like **water** *вода* sounds like **wata**.

Teenagers often like to use a lot of slang, along with expressions such as **like** and **you know**, which can make their way of talking, seem vague. The words they choose are strongly influenced by popular music and fashion.

TheUSA Quiz

1. Where does the President of the USA live and work? <i>a) In Congress;</i> <i>b) In the White House;</i> <i>c) In the Pentagon</i>	5. Who was the first President of the USA? <i>a) George Washington;</i> <i>b) Abraham Lincoln;</i> <i>c) Ulysses Grant.</i>
2. Which is the biggest state in the USA? <i>a) Texas;</i> <i>b) California;</i> <i>c) Alaska.</i>	6. Why do the Americans celebrate the 4 th of July? <i>a) Declaration of Independence;</i> <i>b) The first Moon landing;</i> <i>c) The end of the American Civil War.</i>
3. How many states are there	7. In which city is Hollywood?

<p>in the USA? <i>a) 48;</i> <i>b) 52;</i> <i>c) 50.</i></p>	<p><i>a) New York;</i> <i>b) San Francisco;</i> <i>c) Los Angeles.</i></p>
<p>4. When did the American Civil war end? <i>a) In 1789;</i> <i>b) In 1895;</i> <i>c) In 1776.</i></p>	<p>8. Which is the most popular sport in the USA? <i>a) Baseball;</i> <i>b) American Football;</i> <i>c) Tennis.</i></p>

Great Britain Quiz

<p>1. The British Isles lie in the ... of Europe. <i>a) northeast</i> <i>b) southwest</i> <i>c) northwest</i></p>	<p>6. Great Britain is ... <i>a) a presidential republic</i> <i>b) a large colony</i> <i>c) a parliamentary monarchy</i></p>
<p>2. Great Britain consists of ... <i>a) England, Ireland and Wales</i> <i>b) England, Scotland and Wales</i> <i>c) England, Britain and Wales</i></p>	<p>7. English wool is ... <i>a) exported to many countries</i> <i>b) imported to Great Britain</i> <i>c) exported only to France</i></p>
<p>3. England is situated in the ... part of Great Britain. <i>a) southern</i> <i>b) western and central</i> <i>c) central and southern</i></p>	<p>8. The heart of the City is ... <i>a) Piccadilly Circus</i> <i>b) the Stock Exchange</i> <i>c) the British Museum</i></p>
<p>4. English Channel is ... <i>a) in the east of Great Britain</i> <i>b) between Europe and Great Britain</i> <i>c) in the west of the island</i></p>	<p>9. The Queen's Residence is ... <i>a) Buckingham Palace</i> <i>b) the Treasury</i> <i>c) Westminster Palace</i></p>
<p>5. The surface of Scotland is ... <i>a) flat</i> <i>b) mountainous</i></p>	<p>10. Many writers are buried in ... <i>a) the Tower of London</i></p>

c) *not mountainous*

b) *Buckingham Palace*

c) *Westminster Abbey*

1.3. What Do You Know About Esperanto?

In 1873 a fourteen-year-old boy in Warsaw began to invent a language. Ludwik Zamenhof was born in Bialystok, Poland. He was bilingual: his native languages were Russian and Yiddish. He spoke French and Hebrew fluently too. He had to learn two other foreign languages, Polish and German, to understand the different ethnic groups in his home town.

Esperanto: Mondo sen milito

Ludwik believed that there were conflicts in the world because people spoke different languages. He wanted a world without war. So he decided to invent a universal language. In 1887 he published the book *Unia Libro* under the pseudonym Doktoro Esperanto. He called his new language Lingvo Internacia, but people prefer the name Esperanto.

After Ludwik's death in 1917, Esperanto became more popular. In some countries children had to study it at school. In the 1920s and 1930s many people share Ludwik's dream of a peaceful world with a universal language. Unfortunately, the Second World War started. Ludwik's children died in the Holocaust, and so did Ludwik's dream of a world without war. Esperanto, however, didn't die. Perhaps it is not the world language, but it survived.

Fact file:

- Esperanto is an invented language with simple grammar and vocabulary.

- Esperanto is easy. You can learn it quickly. You don't have to study irregular words!

- Esperanto isn't the language of any country.

- There are only a few thousand native speakers of Esperanto but there are probably about two million Esperanto speakers in the world.

- On Facebook there are over 300,000 people have Esperanto as one of their languages and there is a Wikipedia site with about 230,000 articles.

1.4.The Most Inspiring and Famous Polyglots in the World

Polyglots, or *Poliglots* and *poligot* as they are called in other languages, are people who speak many languages. The word *polyglot* comes from the Greek word *poluglōttos*, which literally means *more than one tongue*. Technically speaking, anyone who speaks more than one language is a polyglot. But most bilingual people don't consider themselves polyglots. This is due to the fact that most people think that being part of the "polyglot club" means that you should be able to speak at least three languages. This is the definition we'll be relying on for this article about the most inspiring and famous polyglots.

I have created a separate section for hyperpolyglots, people who know 12 or more languages. I will start with the famous polyglots, then I will present my selection of hyperpolyglots and I will finish off the list with a bonus polyglot!

Hyperpolyglots and polyglots are both terms that refer to people who can speak more than one language. Although some people think that the two terms mean the same thing, there is a small difference.

We consider a polyglot to be fluent in more than three languages, whereas a hyperglot is a person who is proficient in at least twelve languages.

Olly Richards - is a language expert from United Kingdom who runs the blog *I Will Teach You a Language*, a very interesting podcast and YouTube channel. He has eight languages (English (native), Japanese, Cantonese, Portuguese, Spanish, French, Italian and Arabic) under his belt and a lot of incredibly valuable tips to share on how to most effectively learn a language. He is a fan of the Spaced Repetition

System and of flashcards. So much so, in fact, that he recently published a very positive review of the MosaLingua apps.

Our co-founder Luca had the chance to interview him recently, and picked up a lot of useful tips about how to immerse yourself in a language without moving abroad (check out the video below). How he learns language: listening to audio material, talking, using flashcards and SRS.

Benny Lewis - When you think about famous polyglots, one of the first names that comes to mind is without a doubt Benny Lewis, also known as the Irish Polyglot. He speaks English (native), Spanish, Esperanto, German, French, Italian, Portuguese, Mandarin Chinese, American Sign Language, Dutch and Irish. Benny Lewis likes to define himself as a “fun-loving Irish guy, full-time globetrotter and international bestselling author.” Yes, because in between all the traveling, public speaking, blogging and language learning Benny also somehow finds the time to write books.

Benny runs *Fluent in 3 Months*, one of the most popular language learning blogs in the world. The project started with his challenge to live in different countries and become conversational in the local language in just three months. Benny loves finding shortcuts to getting by in a language in a very short amount of time. He also encourages people to accept and embrace their mistakes, which are part of the learning process. Benny shares our passion for flashcards and the SRS method, so it's no surprise that we like his work. How he learns language: talking, hacking the language, flashcards, SRS.

Lydia Machova is from Slovakia. She has learned seven languages (Slovak, Czech, English, German, Spanish, French, Polish, Esperanto, Russian, Swahili) without living abroad by using common polyglot methods. She uses her website as a way to help others do the same. Originally from Slovakia, Lydia is a language mentor and professional interpreter. She believes that the most important aspect of learning a language is being able to communicate in everyday

situations. She emphasizes the importance of speaking. This means that even if you don't have a great command of spelling and grammar, you can still communicate.

And finally, Lydia organized two Polyglot Gatherings in (Bratislava) which happened to be among the biggest polyglot events in the world. How she learns language: starting with a book, lots of input, Goldlist method, various combinations of methods.

Jimmy Mello, also known as “the Brazilian Polyglot,” has his own language school in Brazil and writes books on language, making full use of his two university degrees: Linguistics and Pedagogy.

Unlike your typical Brazilian person who loves soccer, Jimmy's passion (and hobby) is learning languages. He knows Portuguese (native), English, Spanish, Italian, French, Catalan, Polish, Russian and Esperanto. Despite his extensive knowledge of language, he has surprisingly never lived abroad. He attributes his language-learning capacity to motivation, dedication, and commitment. Jimmy has an incredible energy and his real gift is being able to share his enthusiasm and passion for languages. He is the author of the Mello Method, which is entirely based on speaking the language you want to learn. Jimmy is also a fan of flashcards and apps. How he learns languages: speaking them from an early stage, using flashcards and apps.

Aaron Myers is from the USA. He is someone who wanted to be everything when he grew up, and that's pretty much what happened. So far, he has been a whitewater rafting and adventure guide, bus driver, religious worker in Mexico, waiter, Boy Scout camp program director, ESL teacher and high school English teacher. After getting married, he went back to university to get ESL teaching credentials, and that's where he started being interested in languages. He and his wife moved to Turkey as Christian missionaries, and he now teaches English and keeps a blog that includes tips for

learning languages. His spoken languages are English (native), Turkish, and Spanish.

Donovan Nagel from Australia, like most people, started learning a foreign language at school. And, like most people, he didn't like it, nor was it truly enough to learn a language. It was when he started studying theology in college that he got a taste of what language learning *should* be like: enjoyable. He first started with Ancient Hebrew and Greek, and moved on to Arabic, Italian, Korean, Russian, and the list goes on. He combines his love for traveling, languages, and his wife by learning languages while traveling abroad with her. Donovan has two websites: one is for learning different Arabic dialects, and the other is about languages in general. They're both worth taking a look at! He speaks English (native), Egyptian Arabic, MSA, Korean, Russian, Irish, Ancient Hebrew and Greek.

Donovan hails from Australia and is a big believer that you don't need to know grammar to learn a language. He argues that the best way to learn a language is to copy the way we learned a language as a kid. Even before their first grammar lesson, children learn by listening to and imitating their parents. His theory is that as children, we learn sentences in fragments instead of individual words. For example, "look at that!" instead of "look," "at," and "that" as individual words.

Judith Meyer is from Germany. Judith is a polyglot who is also a computer programmer. Not being able to choose just one as her career, she killed two birds with one stone by making use of both skillsets to build programs for language learning. Which makes sense, for someone who was conversational in eight languages and could understand five computer languages by her 18th birthday! The way she learns a language is by finding an area of interest in the language, be it a TV series, music or a book, and concentrates on being able to understand that. She also highly recommends finding native speakers to practice with and reinforce what you've learned.

Her spoken languages: German (native), English, French, Italian, Esperanto, Chinese, Swahili, Greek, Spanish, Indonesian and Dutch.

Conor Clyne (Ireland) is another perfect example that shows that you don't have to be born in a multilingual environment to learn a language. He first started studying a foreign language when he was 21... Fast-forward 10 years, and he now knows 11! After having lived in France for an Erasmus year, he saw that his French was improving. It was then that he realized that he wasn't bad with languages, but rather that most schools aren't good at teaching languages (a common realization for famous polyglots). Through his language-learning experience, he has learned the right and wrong ways to learn a language. Conor runs a very nice blog about traveling and learning languages (see links below). His spoken languages are English (native), French, German, Italian, Spanish, Portuguese, Dutch, Russian, Romanian, Irish and Catalan.

Simon Ageris from Great Britain. Simon speaks 11 languages at a conversational level and has basic knowledge of another 13. He runs the Omniglot website, an encyclopedia of writing systems and languages, and also the Omniglot blog, where he writes about language and linguistics. In other words, Simon loves languages. However, he was not taught languages as a young child. In fact, he only knew one language until he was 11. He started studying languages at school, then studied more languages for his undergraduate degree, and that's how it all started. He has lived in 6 different countries so far: England, Wales, France, Jersey, Taiwan and Japan. Despite truly deserving his spot in this article on the most famous polyglots, he isn't just interested in languages. He also loves music; he sings, plays various instruments, and writes his own songs. His spoken languages are English (native), Mandarin Chinese, French, Welsh, Irish, German, Scottish Gaelic, Manx, Japanese, Spanish and Esperanto.

Kerstin Cable is a German. Kerstin has accumulated a vast pool of knowledge about language learning. She blogs about new concepts, motivational tips and excellent techniques. She uses her own experience in learning new languages to give her readers amazing insight. You'll love her savvy advice and engaging writing.

Kerstin believes that language learning is not just for those who are smart, rich, young and / or privileged, and she thinks it should be something that people enjoy doing. Additionally, she informs her readers that when you find the right resources and tools for you, language learning can even become easy. His spoken languages are German (native), French, Spanish and three others.

Martin Boehme is from Germany. He creates interesting and informative posts on his blog *Polyglot* to share his insider knowledge on studying languages.

He writes simple but informative articles that are easy to read and include tons of tactics and tips. You'll find information on staying motivated, getting the most out of your language classes, and his own interesting anecdotes.

Boehme has experience teaching English to ESL students and has a declared love of linguistics in general. He also has a lot of experience in coding, which he has been doing for over ten years. Now, he combines his coding skills with his love of languages by coding in the different languages that he knows. His spoken languages are Spanish, French, English, German, Japanese.

Sam Gendrais from the USA. He didn't care too much for languages until around six years ago, when he moved to Australia for two years. It was there that he began learning Korean with his partner. He soon moved onto another language, then another, and so on. He has since lived and traveled in Oceania, Southeast and East Asia, and across North America. His approach to language learning is similar to that of most famous polyglots: whether it is by listening to music,

watching films, or reading books, make the process simple and enjoyable. His spoken languages are French (native), English, Korean, Spanish and Portuguese.

Olle Linge is a Swedish language enthusiast who has a degree in teaching English and Mandarin Chinese. He runs a website dedicated to learning Chinese and is a Chinese language coach. As all famous polyglots do, he believes in studying languages, but, because he loves games and sports, he makes sure that language learning is as fun as possible. Apart from his own blog, he writes a lot of articles on learning Chinese. His spoken languages are Swedish (native), Mandarin Chinese, English, French and German.

Maha Yakoub is a Palestinian polyglot living in Italy, who first started teaching Arabic through private lessons and later moved to YouTube. You can find Arabic, Italian, and Hebrew lessons aimed at beginner and intermediate learners on her channel. She also teaches about Arab culture and shares traditional recipes. There is even a section where she talks about her experience and progress in the German language. Additionally, she organizes 12-day intensive courses to Palestine for people who want to learn Arabic. Despite being the object of islamophobia and negative criticism, she has calmly carried on teaching languages to this day. Maha truly deserves her spot on this list of the most inspiring and famous polyglots! Her spoken languages are Arabic (native), Italian, Hebrew, German, and English.

Brian Kwong is originally from Hong Kong, but moved to the U.S. when he was 12. There, he was bullied for his poor English skills, and because of this, he found it hard to learn English. Later in life, when he started Add1Challenge (encouraged by the support he received from other learners when he decided to learn German), he made sure it would be a pleasant, stress-free and encouraging environment. Something we love and completely agree with! His spoken languages are

Mandarin, Cantonese, English, German, Romanian and Japanese.

Kris Broholm. Kris Broholm is from Denmark. Growing up, Kris was a top student. Not only that, but he loved foreign language lessons. That is, until the divorce of his parents, and, later, the death of his father. He fell into depression and felt as though he was moving through life without a true purpose. Higher education in Denmark is not only free, but paid, so this is what Kris did, and it is also where he was diagnosed with depression. What helped him out of this was watching famous polyglots on YouTube learn languages.

Learning languages while traveling is something he always wanted to do; it gave him a purpose and a reason to live. He now does exactly this, and his goal is to learn ten languages in ten years! On his website, he gives tips and talks about his language-learning journey to help others learn languages.

Kris Broholm doesn't claim that you'll become fluent in your target language overnight, or even over the course of a year. However, he does provide a massive range of resources to help inspire your language-learning journey. He also produces a podcast about resources, articles and inspirational people. His spoken languages are Danish (native), English, German, Esperanto, Russian, and Hungarian.

Susanna Zaraysky. Susanna is Russian. To say that Susanna loves traveling is an understatement, because she has traveled to 50 countries, and lived in nine of them! Needless to say, she is no stranger to languages. On her website, we learn that "she has given presentations at the Defense and State Departments of the United States to help diplomats and military personnel learn languages using music." She has also spoken in various countries, at countless universities and conferences, and her language learning techniques have been featured on TV channels such as CNN, BBC, NBC, CBS and The Guardian. In other words, Susanna is a pretty incredible

woman, and she fits in quite well with the rest of our famous polyglots! Her spoken languages are Russian (native), English (native), French, Spanish, Italian, Portuguese, Serbo-Croatian.

Lindsay Williams. Lindsay is from Great Britain. Lindsay Williams first started learning French in primary school. She didn't care too much about the language back then. However, getting to have croissants at the end of the year made her stick with it. She later developed a love for one of Shakira's songs and decided to learn Spanish because of it. She took Spanish as an optional class, in addition to her French classes, and that's how her love of languages grew. Having taught everyone from individuals to corporate groups, she now teaches languages online via Skype. Apart from teaching both French and Spanish, she is one of the most active on this list of famous polyglots as she blogs and does podcasts about languages. Her spoken languages are English (native) Spanish, French, German, Italian, Portuguese, Dutch.

Gabriel Wyner. Gabriel is an American. Gabriel Wyner has a systematic approach for learning and teaching languages that he developed after learning German in 14 weeks. To prove that his method was effective, he became fluent in French in five months, and then learned Russian in nine months. He is a strong believer that learners, at first, shouldn't just translate, but should instead focus on the correct pronunciation. He also believes, like us and like many other famous polyglots, that they should use flashcards for memorizing vocabulary. He speaks English (native), German, French, Russian, Italian, Hungarian, Japanese.

Gabriel Gelman. Another Gabriel Gelman is from Germany. Gabriel is the creator of Sprachheld, one of the most popular language blogs in German-speaking countries.

Gabriel was raised bilingual (German and Russian), but did not stop there because he later decided to learn French and Spanish. During a talk at the polyglot gathering, he admitted that he is a lazy polyglot who is always looking for the best

methods to learn a language without spending too much time and effort. Needless to say, we like this approach – get 80% of the results with only the 20% of the effort.

Luca interviewed Gabriel at the Polyglot Gathering 2017 in Bratislava (in French, but you can turn on English subtitles if needed). His spoken languages are German (native), Russian, French, Spanish, English and Hebrew.

Jan Van Der Aa. Jan is from the Netherlands. Jan Van Der Aa likes to define himself as a student and on his website he tells us that his English teacher suggested he “choose a career for which foreign languages were not needed”. We can definitely say that this teacher was wrong because today Jan is a successful polyglot who has learned not only English, but also another 9 languages!

He has also made languages part of his professional life because Jan is the co-founder of Language Boost, a company which creates courses to learn languages (the other co-founder is **Lucas Bighetti**, another impressive polyglot from Brazil). Born and raised in Holland, Jan is also a passionate traveller who managed to visit 100 countries when he was still in his twenties. He speaks Dutch (native), Mandarin, French, Brazilian, Portuguese, German, Spanish, Cantonese, and some Russian and Thai.

Emily Liedel. She is from the USA. Emily Liedel started out as a journalist and later turned to copywriting, photography, translating, coaching, web designing, blogging and tour guiding. Her goal is to learn all of the UN official languages and become fluent in them by 2019. This means she would be able to communicate with close to 35 percent of the world’s population. Her blog gives tons of language-learning tutorials and tips that are great for those who are interested in learning the most common and useful languages. Her spoken languages are French, Russian, German, Chinese, Spanish and other languages.

Noel van Vliet. Noel van Vliet is from the USA too. Noel's goal is for his readers to learn a new language as efficiently as possible. He is fluent in three languages and has a lot of valuable information to share. He also knows a lot about the benefits of learning a language. You can tell that Noel is passionate and cares about his readers. We really enjoy his "Case Studies," where Noel tests out different techniques, products, and language learning tactics. His spoken languages are Spanish, French, German, English, Italian and Japanese.

Ellen Jovin. Ellen Jovin is an American. She is a former freelance writer, and founder of Syntaxis, a communication skills training firm. In 2009, she decided to stop freelancing and start learning as many languages she could find in New York City (where about 800 languages are spoken) simply because of her love for New York and languages! The original plan was to only do this for a year, but she hasn't been able to stop. To date, she has studied more than 20 languages! Her aim is not to learn the languages to full fluency, but to achieve a conversational level. On her blog, you can find out more about her experience with learning languages. Her spoken languages are English, French and Spanish.

1.5. The List of Famous Hyperpolyglots

This is the list of polyglots who speak 12 or more languages!

Richard Simcott. Simcott is from United Kingdom. Richard Simcott is a hyperpolyglot who has studied over 40 languages. He has been described as one of the most multilingual persons in the United Kingdom by HarperCollins and was named Ambassador for Multilingualism by the Goethe-Institut. One of the reasons he and Alex Rawlings are two of the most famous polyglots in the world is because of the annual Polyglot Conference they co-organize, which takes place every October. Apart from organizing this amazing event, Richard is a language consultant, offering his

expertise on multilingual and multinational projects. He speaks English (native), French, Spanish, Welsh, German, Macedonian, Swedish, Italian, Serbian, Bosnian, Croatian, Portuguese, Czech, Catalan, Russian, Dutch, Romanian and Albanian.

Steve Kaufmann. Steve is a Canadian. Luckily Steve Kaufmann realized that the reason he was not “good at learning languages” was because of the traditional methods he was trying to use. He was only seventeen years old when he joined the polyglot club. Fifty odd years later, and he is now a hyperpolyglot and co-founder of Linq. Since his mid-fifties, he has started putting more effort in language learning, thus proving that it’s never too late to learn a language. Apart from being an avid language learner, he is also president of a company involved in the international wood products trade. His spoken languages are English (native), Ukrainian, Korean, Romanian, Swedish, Portuguese, French, Spanish, German, Chinese, Czech, Russian, Italian and Japanese.

Luca Lampariello. Luca Lampariello is a famous polyglot from Rome (Italy). He has a very peculiar approach to language learning. It is based on bidirectional translation. Basically, Luca learns vocab and grammar by reading bilingual texts and constantly comparing the original to the translation. Lampariello has also mastered the art of the accent. If you ever hear him speaking your native language, you will be surprised by how close he can imitate a native speaker’s accent. His spoken languages are Italian (native), English, French, German, Spanish, Swedish, Russian, Dutch, Portuguese, Japanese, Mandarin Chinese, Polish and Hungarian.

Elisa Polese. Elisa Polese is a passionate and enthusiastic language lover and polyglot. She can speak and teach 13 languages! But if we include all the languages she has studied and speaks at a lower level, we can say that Elisa speaks more than 20 languages!

Originally from Naples, Elisa has lived in many countries (UK, Russia, Germany, Spain, France, Italy and Switzerland) where she has taught foreign languages to hundreds of students. She is also a well-known speaker at international conferences. In addition to dealing with language learning, she also focuses on multilingual teaching and intercultural communication. She always makes sure she spreads her contagious love for languages. Her spoken languages are Italian (native), English, German, Spanish, Russian, French, Dutch, Catalan, Portuguese, Greek, Hindi, Arabic, Esperanto, Hungarian, Sinhalese, Mandarin Chinese, Vietnamese, Serbian, Ukrainian, Hebrew, Turkish and Polish.

Alex Rawlings. Alex Rawlings is from United Kingdom. Alexis English and of Greek descent. In 2012, he competed against other famous polyglots to earn the title of Britain's most multilingual student. He and Richard Simcott are co-organizers of the Polyglot Conference Luca Sadurny writes about here, and they also run polyglot workshops together. Alex also teaches four languages (English, German, Russian and Greek) and offers consulting and coaching services to people who wish to learn multiple languages at the same time. His spoken languages are English (native), French, German, Spanish, Greek, Dutch, Afrikaans, Italian, Catalan, Hebrew, German, Russian, Yiddish, Hungarian and Serbian.

Vladimir Skultety. He is from Slovakia. Vladimir's language learning started early in life. He is originally from southeast Slovakia, which is not too far from Hungary. Although neither of his parents spoke the language, they decided to put him into a Hungarian immersion kindergarten class. Since he was living in what at the time was Czechoslovakia, he also learned Czech. At the age of eight, he went to live in the U.S., and moved to Austria when he was 12, thus learning both English and German. He went on to study in Italy and Russia, and later decided to learn French, Spanish and Portuguese. I think you know where this is going... Vladimir

now speaks about 12 languages at a C1-C2 level. He is now a translator and interpreter of Slovak, Mandarin Chinese and English. His spoken languages are Slovak (native), English, Hungarian, Czech, Mandarin Chinese, Russian, German, Italian, French, Spanish, Serbian, Polish, Portuguese, Romanian, Dutch, Japanese and Cantonese.

Timothy Doner. Timothy is an American. Timothy is a Harvard student who has been referred to in the media as “The World’s Youngest Hyperpolyglot”. When he was thirteen, he started learning Hebrew through music, and, without actually realizing it, he memorized around 20 songs he liked. You can only imagine his disbelief when he looked up the lyrics and realized he had learned a few hundred words without even trying! And that’s how his language-learning journey to becoming one of the world’s most famous polyglots began. He started learning Arabic, moved to Persian, then Russian, then Mandarin, and so on. In 2014, he started The Teen Polyglot Challenge, where teens are challenged to begin learning a language in five weeks and send a video of themselves speaking the language in front of a camera. Apart from this, Timothy has given talks at Sapphire, TedxTeen and Apple. Not bad at all! His spoken languages are English (native), French, Hausa, Wolof, Russian, German, Yiddish, Hebrew, Arabic, Pashto, Persian, Mandarin, Italian, Turkish, Indonesian, Dutch, Xhosa, Kiswahili, Hindi, Ojibwe, Kinyarwanda, and Creole.

Emanuele Marini. Emanuele is from Italy. He is a real mystery in the language learning world, but he is definitely in the famous polyglots club. He has practically no online presence, and was only “discovered” at the Polyglot Conference a few years ago. He was spontaneously tested to see whether his claims were true, and, indeed, they were. His language-learning method is picking up books he finds interesting in any of the languages he wants to learn, and, using a dictionary (often of another language he’s learning), he goes on to decipher their meaning. Later in the process he does language exchanges, and,

with the help of a native speaker, learns more of the language. After getting the basics down, he travels to a country where the language is spoken in order to meet natives and get a better grasp of the language. So, how many languages does Emanuele know? Oh, only 34! Some of his spoken languages are Italian (native), Albanian, Arabic, Armenian, Bosnian, Bulgarian, Croatian, Czech, Danish, Finnish, French, Greek, English, Lithuanian, Macedonian, Dutch, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Slovenian, Spanish, Swedish, German, Turkish, Hungarian, Ukrainian, Latin, classical Greek and Hebrew.

Cesco Reale. He is from Italy too. An Italian phonetics and pronunciation expert (IPA certified) and Esperanto lover, Cesco speaks a whopping 16 languages. He is the UN representative of the World Esperanto Association. He especially likes combining games, languages and math. He helps organize the Polyglot Gathering (first with Judith Meyer and now with Lydia Machova) and various other language-related events. His spoken languages are Italian (native), Esperanto, French, Spanish, Portuguese, English, German, Catalan, Romanian, Greek, Latin, Galician, Chinese, Russian, Sardinian and Dutch.

2. From the History of the United Kingdom and the USA

2.1. History of Britain (without the boring bits) by John Farman

What! A Charlie? - 1625

Charles I (crowned in 1625) couldn't have been less like his dad if he'd tried. A right little runt (5ft 4ins) who was prudish, shy, shifty and st-stammering. If his father never really understood the English, Charlie never really understood anyone at all. He believed that if he set a good example, the world would follow. How wrong could he be. The first daft thing he

did %vas marry Henrietta, the daughter of the King of France, which really got up the nose of all the no n-Catholics. With the help of his chief adviser, the Duke of Buckingham, handsome ex-boyfriend of his ex-dad, Charles managed to intensify the war.

1625 - War With Spain

He asked Parliament for money to fight with and they told him to get lost. Weedy Charles tried to do it on the cheap without them, but soon got into a right mess. He begged them again, and again they told him to go away - but probably not that politely. He then tried to borrow money off his friends. Cheekier still, he forced people to feed his troops for free, throwing them into jail if they refused. Parliament eventually gave in and told him that if he was a good boy and behaved himself, they'd give him the cash. He blew it all though, and was forced, finally, to crawl to the Spanish king and make peace (what a Charlie!).

1629 - Trouble with Parliament

Charles was one of those kings who thought he was next in line to God, which meant nobody had the right to question him. This really peeved the patient Parliament. In the end things came to the crunch over - three guesses - religion again. Parliament passed a resolution against the Catholic faith which Charles, having Catholic sympathies, took rather badly. He sent: them all packing and ran the country alone for eleven years.

1635 - CivilWarLooms

Charles was still strapped for cash so he taxed the wealthy landowners heavily, and, for reasons best known to himself, anyone who lived by or near the sea (the Ship Tax). Then he stuck his nose into Scottish religion, which miffed them so much they invaded England (so far - so good, Charlie!)

The whole country took sides and whoopee! we have a proper civil war (nice one, Charles!)

1640 – Witches

It was also the time of the famous witch-hunts. Anything that went wrong in the countryside – bad crops, hens not laying, wives becoming ugly, etc, was blamed on witches. Any single old woman who had a broom and/or a cat was suspected of witchcraft. A nasty piece of work called Matthew Hopkins toured Merrie England for three years from 1644, killing old women willy-nilly. His best test involved throwing the poor old souls into any convenient pond. If they sank they were innocent and if they floated it meant Satan was helping them so they were guilty and promptly burned. Hopkins became so good at witch-spotting that, in the end, people wondered if Satan wasn't on his side and hanged him as well for good measure.

1642 - Oliver Cromwell

Cromwell started out drilling volunteers for the Parliamentary party, but soon emerged as one of their top men. In 1644 a combination of Roundheads, Scots and Cromwell's new cavalry beat the pants off the Cavaliers or Royalists at Marston Moor. Parliament was so chuffed that they asked Cromwell to build a flash new elite army of professional soldiers. It was called the New Model Army and the men were paid the unheard of sum of 10p a day.

Charles, seeing he was getting the worst of it, scarpered up to Scotland in 1646 thinking he'd get well looked after as his old man was once their king. No such luck. The Scots promptly flogged him to Parliament - For Sale, one King!

Cromwell, who was by then Parliament's blue-eyed boy, was given J2,500 a year commission for fixing the deal. Lots of the Royalist soldiers, stuck without a leader and no wages, sloped home to their wives.

Roundheads

Things weren't too clever with the Roundheads either. Parliament: was continually harassing them, and worse, sacking their no-longer-needed army without paying them. Cromwell was well brassed off, so he seized poor Charles and offered him a generous deal.

As a result of Cromwell's actions civil war broke out between Cromwell's army, the Scots and the Royalists. In 1648 Cromwell's heavies beat them hollow at the Battle of Preston. Ollie then high-tailed it down to London and gave all the Presbyterians in Parliament the boot.

1648 -The Rump

This left just sixty Independents rather deftly called 'the Rump'. Cromwell then did his naughtiest thing ever. He tried the king for high treason and then in 1649, at a huge public ceremony, neatly severed his head (a rather disloyal thing to do to your king).

Very noble I'm sure, but it looks as if poor old Charlie didn't have much choice. Not many folk know that when Charles's coffin was rediscovered in 1813, the Royal surgeon, Sir Henry Hallford, did an autopsy on the body and nicked poor Charles's fourth vertebra. For years he used to horrify his mates by using it as a salt holder at dinner parties. Queen Victoria, never one to like a joke, ordered him to put it back in the coffin.

Look Out, Charles - 1650

Meanwhile the Scots were crowning Charles's son, Charles II, who'd been in Holland hiding in the Hague. Cromwell was solving his problems as only he knew how. He shot the mutineers, invaded and massacred the revolting Irish and only then turned his attention to Scotland and their brand new king. It took a few bloody battles to show the Royalist Scots who was boss. Charles, who'd apparently spent much of

his time hiding up a tree (funny lot, kings!), rather wisely went on a prolonged holiday to France in 1651 and I bet he didn't send any postcards.

1653 - King Oliver?

Oliver obviously wasn't someone who was easy to get on with, and before long he fell out with his Rump, which sounds rather painful. He fired the lot of them and so, for the first time, England was ruled by a military dictatorship.

Some slimy creeps kept begging him to become king. Instead of being King Oily I he called himself the 'Lord Protector of a United Commonwealth of England, Scotland, Ireland and the Colonies' (what a mouthful).

By the Way

Cromwell died of natural causes, believe it or not, aged sixty, just before he was buried, his brain was weighed and found to be an incredible 82.25 ounces (the average man's weighs 49 ounces).

Some time later, when definitely worm-bait, he was dug up (pooh!) with all his fellow king killers and strung up at Tyburn. As a special treat, Cromwell's head was displayed on a pole outside Westminster Abbey which jolly well served him right - not, I suspect, that he cared. It remained there for twenty-four years until 1685 when a strong wind blew it off. It was found by a captain of the guard who took it home and hid it up his chimney. Years later it turned up at a freak show and was valued at sixty guineas. An actor, Samuel Russell, had been paying his rent by charging the punters half a crown a look. After changing hands several more times it ended up on display in Bond Street. The syndicate which had bought it for £230 all died mysteriously and it fell into the hands of a Doctor Wilkinson. The Wilkinson family kept it in a wooden box, wrapped in red and black silk, for years and years until eventually giving it to Sydney Sussex College in 1960 where it

was buried secretly.

2.2. The Glimpse of Great Britain and Its Parliament Life

Great Britain or the United Kingdom of Great Britain and Northern Ireland as the country is officially called among the oldest constitutional monarchies in Europe. The country's first constitution, *the Magna Charta*, was signed under the pressure of her Parliament by the despotic King John Lackland, son of King Richard the Lion Hearted, in 1215. *The Magna Charta* had a great influence on the country's parliamentary life and traditions which have remained unchanged for centuries. Thus, the Palace of Westminster where Parliament is held and which was built anew and rebuilt for several times is in the same place for more than 1,000 years.

Besides the Parliament consists of two Chambers or Houses - the Upper Chamber or the House of Lords and the Lower Chamber or the House of Commons. The Upper House consists of over 1,100 Members belonging to one of the three unequally represented groups of peers:

1. Hereditary Peers, Marquises, Earls, Viscounts, Barons (almost half of all peers), and Peeresses (ab 20);
2. Life Peers and Life Peeresses;
3. Archbishops (2) and Senior Bishops (20).

The House of Lords is headed by the Lord Chancellor who is also the minister of Justice and Head of the High Court.

The House of Commons consists of 659 elected MPs (1997 elections). The House is headed by the Speaker.

There are nine Royal British orders of Knighthood. The highest of them is the order of the Garter, which was founded by King Edward III in 1348. It consists of two parts - a collar gold chain worn around the neck with St. George killing the Dragon, and an eight-pointed star. The order is conferred to the members of the Royal family and 25 knights. The only commoner to have received the order was Sir Winston

Churchill in 1957. This order gives the bearer the right to be buried in Westminster Abbey.

The next important order is the order of the Bath established during the reign of Henry IV (1399-1413). The name of the order comes from the ceremony of bathing (the symbol of purity) before being given it.

The highest military award in Great Britain is the Victoria Cross instituted by Queen Victoria in 1856 to mark the victory in the Crimean War. The cross is made from the metal of the Russian guns captured in Sevastopol during the Crimean War in 1855.

Several traditional ceremonies are held in the capital of Great Britain attracting the attention of many Londoners and their numerous domestic and foreign guests. One of them observed every day is the changing of the Household Guards quartered in the Chelsea and Wellington Barracks near the Buckingham Palace. The Brigade of Guards of the Queen (and the Royal family body-guards) consists of two regiments representing the nationalities of the United Kingdom.

The English Grenadiers wear the bearskin caps twenty inches high. The Scots Guards wear a wide black ribbon on the back of their uniform colour 15 cm wide and 25 cm long. All the Guards wear scarlet or red tunics and black trousers except the Scots Guards wearing their traditional regimental cloth. The Irish Guards wear a triple row of brass buttons and distinctive plumes.

The second ceremonial event which can be seen at 11 a.m. every weekday and at 10 a.m. on Sundays is Mounting the Guard. In this ceremony the Household Cavalry (the Royal and Life Guards) take part. They wear breast and back shiny plates made of steel armour.

The third ceremony is observed only once a year on the second Saturday in June at ab. 11.15 a.m. and is called Trooping the Colour. The ceremony marks the "official" birthday of the Queen and presents an inspection parade of the

Queen's own troops. This spectacular ceremony with the Queen riding side-saddle on a highly trained horse ahead of the Guards is watched by many hundreds of people.

Among other old traditions the most prominent are the ceremony of the Keys which is over 700 years old (since 1215 when King John was forced to sign the Magna Charta) and Lord Mayor's Show. The latter goes back to the mayoralty of Richard (Dick) Whittington, who was mayor four times (1396, 1397, 1406 and 1419). The Lord Mayor rides from the City in a splendid six horses-spanned coach through the streets of London and stops at Law Courts where he is presented to the Lord Chief of Justice, who hands him his sword of office after receiving a solemn promise to carry out his duties faithfully. The procession then continues to Westminster, and then returns to the Mansion House, the official residence of the Lord Mayor.

2.3. An Englishman's Day

An Englishman's day - and who better to describe it than an Englishman's wife?

It begins when, ignoring me, he sits down to breakfast with his morning paper. As he scans the headlines (or the racing results) there is nothing he likes better than his favourite breakfast of cornflakes with milk and sugar (porridge if he lives in the North) followed by fried bacon and eggs, marmalade and toast, the whole accompanied by tea or coffee. But whether he in fact gets such a meal depends on the state of my housekeeping budget!

After breakfast, except on Sundays and (in many cases) Saturdays which are holidays, he sets off to work by train, tube, car, motor scooter, motor bike or even on his own two feet. The time he sets out depends in large degree upon whether he is what might colloquially be termed a "striver" (one who works himself), a "driver" (one who sees that others work) or a "thrifer" (one who profits from others work).

If he is a “striver”, he will jostle along with thousands like him on the 7.20, probably still reading his paper (or somebody else’s) and studying the successes (or otherwise) of his favourite team. The “drivers” customarily depart about an hour later while the “thrivers” *travel up to the City* in great style about an hour later. But be he “striver”, “driver” or “thrivers”, he will enjoy his tea or coffee break around about 11. The tea or coffee is usually brought to the factory bench or office desk.

Then, at mid-day, everything stops for lunch. Most offices and small shops close for an hour, say from 1 to 2, and the city pavements are thronged with people on their way to cafes. Factory workers usually eat in their canteens. The usual mid-day meal usually consists of two courses - a meat course accompanied by plenty of vegetables, followed by a sweet dish, perhaps fruit pudding and custard with tea or coffee to finish. Most Englishmen like what they call “good *plain food*, not messed about with”. They must be able to recognize what they are eating. Otherwise they are likely to refuse it. Usually they like beef steaks, chops, roast beef and Yorkshire pudding and fried fish and chipped potatoes. They are in the main not overfond of soup, remarking that it fills them without leaving sufficient room for the more important meat course. Then back to work again, with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuit.

The working day finishes at time between 4 and 6, with the “thrivers” usually first home and the “strivers” last. On arrival home, many Englishmen seem to like to inspect their gardens before their evening meal.

This goes under various names - tea, high tea, dinner or supper depending upon its size and also the social standing of those eating it. Usually a savoury meat course is followed by stewed fruit or cake and tea. His evening meal over, the Englishman might do a bit of gardening and then have a walk

to the “local” for a “quick one”.

The “local” means the nearest beer house while a “quick one” means a drink (alcoholic, of course!) taking anything from half-an-hour to three hours to imbibe! There is plenty of lively, *congenial* company at the “local” and he can play darts, dominoes, billiards or discuss the weather or the current situation.

But if the Englishman stays at home, he might listen to the radio, watch television, talk, read or pursue his favourite hobby. Then at any time between 10 and 12 he will have his “nightcap” - a drink accompanied by a snack - and then off to bed ready for tomorrow.

(S. Andrews)

3. Sightseeing

3.1. Taj Mahal

The most famous building in India is the Taj Mahal. It has a very romantic story. In 1631, the wife of Emperor Mumtaz Mahal died. The emperor loved his wife very much and he wanted a special building to bury her in. 20,000 men built the Taj Mahal and it took 20 years to finish. It is a beautiful building of white marble, decorated with jewels.

“A white marble tomb built in 1631 - 48 in Agra, seat of the Mughal Empire, by Shah Fehan for his wife, Arjuman Banu Begum, the monument sums up many of the formal themes that have played through Islamic architecture. Its refined elegance is a conspicuous contrast both to the Hindu architecture of pre-Islamic India, with its thick walls, corbeled arches, and heavy lintels, and to the Indo-Islamic styles, in which Hindu elements are combined with an eclectic assortment of motifs from Persian and Turkish sources.”

“The Mausoleum of the Taj Mahal at Agra stands in a formally laid-out walled garden entered through a pavilion on the main axis. The tomb, raised on a terrace and first seen

reflected in the central canal, is entirely sheathed in marble, but the mosque and counter-mosque on the transverse axis are built in red sandstone.

The four minarets, set symmetrically about the tomb, are scaled down to heighten the effect of the dominant, slightly bulbous dome.

The mosques, built only to balance the composition are set sufficiently far away to do no more than frame the mausoleum. In essence, the whole riverside platform is a mosque courtyard with a tomb at its centre. The great entrance gate with its domed central chamber, set at the end of the long watercourse, would in any other setting be monumental in its own right.”

“The interior of the building is dimly lit through pierced marble lattices and contains a virtuoso display of carved marble. Externally the building gains an ethereal quality from its marble facings, which respond with extraordinary subtlety to changing light and weather.”

3.2. Eiffel Tower

In 1884 the French government announced that there would be an international exhibition in Paris, opening in 1889, to celebrate the 100th anniversary of the French Revolution. The main attraction would be a tower, 300 metres high. They held a competition to find the best design, and out of more than 100 entries they chose the plans of Alexandre Gustave Eiffel.

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Eiffel was the most famous and successful engineer in France. He had designed and built more than 40 large railway bridges, many buildings and the frame that supported the giant

statue of liberty in New York. Not one of his bridges collapsed, which was an unusual record for an engineer at that time.

By the time the government had chosen his design, the opening of the exhibition was less than two years away. Eiffel and his team had to work fast. Eiffel planned the tower with absolute precision.

First every detail was drawn on a separate plan, in over 500 drawings. The complete order of assembly was carefully worked out, so that when work began the tower could be fitted together quickly.

The tower was made of iron girders, joined together by rivets. All the girders were made in Eiffel's factory, where they were joined into pieces not more than 5 metres long. These pieces were then assembled on the site. The foundations were laid, and on July 1887 the tower began to rise. Two hundred and fifty men worked from dawn to dusk, swinging the girders into place and driving in the red-hot rivets. The people of Paris watched their tower to grow with astonished speed.

An important feature of the tower was its lifts. A tall building is useless if people cannot get to the top quickly. The lifts were made by an American firm Otis. They took visitors from the ground to the second level.

By March 1889 the Eiffel Tower was complete. At 300.51 metres, it was the highest structure in the world, a record it held until the construction of the Chrysler Building in New York in 1930. It had cost \$ 1.6 million, and only one life. On 15 May 1889 the tower was opened to the public. To date it has attracted over 185 million visitors. It remains the symbol of Paris, and a monument to the skill and bravery of Eiffel and his team.

Have ever heard about these facts?

- The sixteen huge columns of the tower were adjusted to a fraction of a millimetre by tiny hydraulic jacks built into their bases. Two men pumped to force water into the jack. A third man drove in an iron wedge to fix the column.

- The arches do not help in supporting the tower. Eiffel added them just for decoration.
- The third platform is 274 m high. On a clear day you can see for up to 72 km. Above it is a small flat used by Eiffel.
- The second platform is 115 m high. In 1889 there was a printing press and newspaper office there, as well as a bar and pastry shop.
- The first platform is 57 m high. In 1889 there were four restaurants there, each serving a different style of food.
- The four legs rest on massive concrete and stone blocks. Eiffel used caissons, like those used on the Brooklyn Bridge, to dig the foundations, as they were below the level of the River Seine.

3.3. London's Buses

There are two kinds of buses in London: the red double-decker and the red single-decker. Some double-deckers have automatic doors and you pay the driver when you go in. On the single-decker you buy your ticket from a machine in the bus. But most London buses have a conductor who collects fares.

You can get a bus map of London at most underground stations. The map shows the routes for all the buses. The main places the bus goes to are shown on the front of the bus. Double-deckers have seats for sixty-five people. Only five people can stand when the seats are full. So the conductor may stop you getting on the bus if there are five passengers already standing.

3.4. Seven Wonders of the World

Seven Wonders of the World is the most exquisite and interesting among numerals monuments of arts and architecture created by the mankind.

The Seven Wonders of the World (or the Seven Wonders of the Ancient World) is a widely-known list of seven remarkable constructions of classical antiquity. It was based on

guide-books popular among Hellenic sight-seers and only includes works located around the Mediterranean rim. Later lists include those for the Medieval World and the Modern World.

The historian Herodotus and the scholar Callimachus of Cyrene at the Museum of Alexandria, made early lists of “seven wonders” but their writings have not survived, except as references.

A later list, under various titles like *De septem orbis spectaculis* and traditionally misattributed to the engineer Philo of Byzantium, may date as late as the fifth century AD, though the author writes as if the Colossus of Rhodes were still standing. These are given in the table below:

Great Pyramid of Giza

Hanging Gardens of Babylon

Temple of Artemis at Ephesus

Statue of Zeus at Olympia

Mausoleum of Maussollos at Halicarnassus

Colossus of Rhodes

Lighthouse of Alexandria

The Greek category was not “Wonders” but “*theamata*”, which translates closer to “must-sees”. The list that we know today was compiled in the Middle Ages - by which time many of the sites were no longer in existence. Since the list came mostly from ancient Greek writings, only sites that would have been known and visited by the ancient Greeks were included. Even as early as 1600 BC, tourist graffiti was scrawled on monuments in the Egyptian Valley of the Kings.

Great Pyramid of Giza

The Great Pyramid is the oldest and the largest of the three pyramids in the Giza Necropolis bordering what is now Cairo, Egypt in Africa. The oldest and only remaining member of the Seven Wonders of the World, it is believed to have been constructed over a 20 year period concluding around 2560

BC. The Great Pyramid was built as a tomb for Fourth dynasty Egyptian pharaoh Khufu (Cheops), and is sometimes called Khufu's Pyramid or the Pyramid of Khufu.

The Great Pyramid is the main part of a complex setting of buildings that included two mortuary temples in honour of Khufu (one close to the pyramid and one near the Nile), three smaller pyramids for Khufu's wives, an even smaller "satellite" pyramid, a raised causeway connecting the two temples, and small tombs surrounding the pyramid for nobles. One of the small pyramids contains the tomb of queen Hetepheres (discovered in 1925), sister and wife of Sneferu and the mother of Khufu.

There was a town for the workers of Giza, including a cemetery, bakeries, a beer factory and a copper smelting complex. More buildings and complexes are being discovered by The Giza Mapping Project.

Hanging Gardens of Babylon

The Hanging Gardens of Babylon (also known as Hanging Gardens of Semiramis) and the walls of Babylon (near present-day Baghdad in Iraq) were considered one of the Seven Wonders of the World. They were both supposedly built by Nebuchadnezzar II around 600 BC. He is reported to have ordered the construction of the gardens to please his wife, Amyitis of Media, who longed for the trees and beautiful plants of her homeland. The lush Hanging Gardens are extensively documented by Greek historians such as Strabo and Diodorus Siculus, but otherwise there is little evidence for their existence.

In fact, there are no Babylonian records of any such gardens having existed. Some circumstantial evidence gathered at the excavation of the palace at Babylon has accrued, but does not completely substantiate what look like fanciful descriptions. Through the ages, the location may have been confused with gardens that existed at Nineveh, since tablets

from there clearly show gardens. Writings on these tablets describe the possible use of something similar to an Archimedes' screw as a process of raising the water to the required height.

Temple of Artemis at Ephesus

The Temple of Artemis (in Greek - Artemision, and in Latin - Artemisium), also known less precisely as Temple of Diana, was a temple dedicated to Artemis completed, in its most famous phase, around 550 BC at Ephesus (in present-day Turkey) under the Achaemenid dynasty of the Persian Empire. Nothing remains of the temple - not the first on its site - which was one of the Seven Wonders of the Ancient World.

Statue of Zeus at Olympia

The Statue of Zeus at Olympia is one of the classical Seven Wonders of the Ancient World. It was carved by the famed Classical sculptor Phidias (5th century BC) circa 435 BC in Olympia, Greece.

The seated statue occupied the whole width of the aisle of the temple that was built to house it, and was 12 meters tall. "It seems that if Zeus were to stand up", the geographer Strabo noted early in the 1st century BC, "he would unroof the temple."

Zeus was a chryselephantine sculpture, made of ivory and accented with gold plating. In the sculpture, he was seated on the magnificent throne of cedarwood, inlaid with ivory, gold, ebony, and precious stones. In Zeus' right hand there was a small statue of Nike, the goddess of victory, and in his left hand, a shining sceptre on which an eagle perched. Plutarch, in his Life of the Roman general Aemilius Paulus, records that the victor over Macedon "was moved to his soul, as if he had beheld the god in person", while the Greek orator Dio Chrysostom wrote that a single glimpse of the statue would make a man forget his earthly troubles.

Mausoleum of Maussollos at Halicarnassus

The Mausoleum of Maussollos, or Mausoleum of Halicarnassus, was a tomb built between 353 and 350 BC at Halicarnassus (present Bodrum, Turkey) for Mausolus, a satrap in the Persian Empire, and Artemisia II of Caria, his wife and sister. The structure was designed by the Greek architects Satyrus and Pythius. It stood approximately 45 meters in height, and each of the four sides was adorned with sculptural reliefs created by one of four Greek sculptors -Bryaxis, Leochares, Scopas and Timotheus.

The finished structure was considered to be such an aesthetic triumph that Antipater of Sidon identified it as one of his Seven Wonders of the Ancient World. The word mausoleum has since come to be used generically for any grand tomb, though “Mausol - eion” originally meant “dedicated to Mausol”.

Colossus of Rhodes

The Colossus of Rhodes was a giant statue of the Greek god Helios, erected on the Greek island of Rhodes by Chares of Lindos, a student of Lysippos, between 292 and 280 BC. It was one of the Seven Wonders of the Ancient World. Before its destruction, the Colossus of Rhodes stood 70 cubits tall, over 30 metres, making it the tallest statue of the ancient world. Alexander the Great died at an early age in 323 BC without having time to put into place any plans for his succession. Fighting broke out among his generals, the Diadochi, with three of them eventually dividing up much of his empire in the Mediterranean area.

During the fighting Rhodes had sided with Ptolemy, and when Ptolemy eventually took control of Egypt, Rhodes and Ptolemaic Egypt formed an alliance which controlled much of the trade in the eastern Mediterranean.

Another of Alexander's generals, Antigonus I Monophthalmus, was upset by this turn of events. In 305 BC

he had his son Demetrius Poliorcetes, also a general, invade Rhodes with an army of 40,000; however, the city was well defended, and Demetrius - whose name "Poliorcetes" signifies the "besieger of cities" - had to start construction of a number of massive siege towers in order to gain access to the walls. The first was mounted on six ships, but these were capsized in a storm before they could be used. He tried again with a larger, land-based tower named Helepolis, but the Rhodian defenders stopped this by flooding the land in front of the walls so that the rolling tower could not move.

In 304 BC a relief force of ships sent by Ptolemy arrived, and Demetrius's army abandoned the siege, leaving most of their siege equipment. To celebrate their victory, the Rhodians sold the equipment left behind for 300 talents and decided use the money to build a colossal statue of their patron god, Helios. Construction was left to the direction of Chares, a native of Lindos in Rhodes, who had been involved with large-scale statues before. His teacher, the sculptor Lysippos, had constructed an 18-metre high bronze statue of Zeus at Tarentum.

Lighthouse of Alexandria

The Pharos of Alexandria was a tall tower built in the 3rd century BC (between 285 and 247 BC) on the island of Pharos in Alexandria, Egypt to serve as that port's landmark, and later, its lighthouse.

With a height variously estimated at between 115 and 135 metres it was among the tallest man-made structures on Earth for many centuries, and was identified as one of the Seven Wonders of the World by classical writers. It was the third tallest building after the two Great Pyramids (of Khufu and Khafra) for its entire life. Some scientists estimate a much taller height exceeding 152 metres that would make the tower the tallest building up to the 14th century.

Only *the Pyramids of Egypt* still survive as wonders.

3.5. Four Wonders of Nature

Asia

The Valley of Flowers

The Valley of Flowers lies about 4,000 metres above sea level in the Himalayas. You have to walk seventeen kilometres to get there. The valley is famous for its mountain flowers. It changes colour almost every day, when different kinds of plants begin to flower. This lovely spot is home to many rare animals – bears, snow leopards and different kinds of butterflies.

Valley of Flowers in Uttarakhand is India's most mesmerizing flower valley, which is also a UNESCO world heritage site. The valley is flourishing in the middle of Bhyundar Valley, up in the western part of the Himalayas at an elevation of 3,658 mts above sea level. It is popular for its verdant valleys of endemic alpine flowers and the unbelievably mesmerizing scenic beauty.

When you trek to Valley of Flowers, you see rare flowers, including Brahma kamala, Yellow Cobra Lily, Jacquemont's Cobra Lily, Wallich's Cobra Lily, Elegant Slipper Orchid (орхідея), Himalayan Slipper Orchid, Himalayan Marsh Orchid etc. The trek has been done and praised by many mountaineers, botanists, and renowned trekkers in the past.

Africa

The Congo Rainforest

Not many places on Earth are as full of life as the Congo rainforest, the world's second largest tropical forest. It covers two million square kilometres in six countries (Central Africa through Cameroon, Equatorial Guinea, Gabon, the Central African Republic, the Democratic Republic of Congo and the Republic of Congo) along the river Congo. Two thirds of the rainforest is found in the Democratic Republic of Congo (DRC) where 57% of the country's land area is made up of

forest. About 10,000 kinds of tropical plants grow here. Many of them are unique to the Congo area. Rare animals live in the jungle. The forest is home to a wealth of biodiversity with over 10,000 species of plant, 30% of which are found only in the region, 400 species of mammal, 700 species of fish and 1,000 species of bird, according to WWF. Some of the species found in the Congo rainforest include the pygmy chimpanzee, the forest elephant, gorillas, the Congo peacock, the white rhino, the okapi and the ground pangolin. Perhaps one of the most unique species is the okaipi, a close relative of the giraffe with striped marking on their legs resembling the stripes of a zebra. There are an estimated 10,000-20,000 okaipis remaining in the wild in the DRC. They live in mountainous regions with altitudes between 500-1000 metres and in swamp forests below 500 meters.

The Pasific The Coral Triangle

The Coral Triangle is an area in the Pasific Ocean between Indonesia and the Solomon Islands. Its coral reefs are like underwater gardens. They are full of wonderfully rich life. There are 600 kinds of coral and 2,000 kinds of fish. Six of the world's seven types of sea turtles swim in the sea here. There are whales, sharks and strange sea snails which eat coral and look like bits of coral!

Three Things to Know About the Coral Triangle, the Ocean's Biodiversity Hot Spot

The Triangle is a billion-acre ocean region controlled by Indonesia, Malaysia, Philippines, Papua New Guinea, Solomon Islands and Timor-Leste. Unlike some other coral-rich areas like the Great Barrier Reef, the Coral Triangle isn't a household name. But it's importance to Southeast Asia and the world's oceans can't be downplayed. The region encompasses a full 30 percent of the world's coral and has the highest diversity

of corals and fishes in the world. It's a place to know - especially if you're concerned about conservation and coastal communities, which many are.

1. It's been called "the Amazon of the ocean" - Like the Amazon rainforest in comparison to other forest regions, the Coral Triangle is home to diversity found nowhere else in the reef system. More than 75 percent of the world's coral species - over 600 species - live in the Triangle, and the area contains more than 30 percent of all the world's coral reefs.

But the coral is only the start of the diversity in this living system. "The Coral Triangle has more coral reef fish diversity than anywhere else in the world," writes the World Wildlife Federation. Of the 6,000 currently known species of reef fish, 37 percent of the world's coral reef fish live in parts of the Triangle. Two hundred and thirty-five of those species are found nowhere else.

Six out of the world's seven marine turtles live in regions of the Coral Triangle. So do aquatic mammals like blue whales, sperm whales and dolphins and endangered species like dugongs? The list is long. In fact, writes the WWF, the criteria used to define the Coral Triangle relied on high species diversity - higher than that of nearby reefs in Australia and Fiji. The green turtle, the leatherback, the hawksbill, the olive ridley, the loggerhead and the flatback species of turtle are all found in the Coral Triangle.

2. It may be where coral reefs began - "The theory is that this is where coral reefs started," says naturalist Chris Cook in the *National Geographic* documentary below. Today, the Triangle is the center of diversity for ocean life, and research in reef sciences has suggested that it was the historic point of origin for many coral species as well as many of the species that live there.

Paleontologists are studying ocean in the Triangle to get a sense of what the underwater past looked like. "The ancient diversity of the Coral Triangle can tell us much about how life

has adapted to changing conditions in the past, and how life may well adapt again in the future,” writes Britain’s National History Museum.

Among the abundant species Cook and his colleagues observed recently: the cuttlefish, a species which itself has been around for more than 500 million years. “It’s hard to explain. You have to see it,” Cook says. “It’s a mollusc. It’s related to a clam. And it just displays such intelligence.”

3. It’s in danger exactly because of its abundance

Like reefs everywhere else on the planet, the Triangle is in critical danger because of human-produced factors. It’s in danger from localized threats like cyanide fishing for rare aquarium fish that live in its waters. This practice damages fish communities and the surrounding environment. But it’s also in danger because of huge threats, like anthropogenic climate change, which is warming the seas as they become more acidic, resulting in conditions where many species of coral can’t live.

On top of that, coral bleaching and white syndrome are immediate threats to many species of coral that dominate the Triangle – the Acropora corals. “In the next century, maybe all coral reef researchers will be paleontologists”, one coral researcher said to the Natural History Museum.

But there’s hope that parts of the Coral Triangle may be refuges for marine life once again. “High levels of biodiversity, coupled with fast rates of growth and recovery, put many Coral Triangle ecosystems in a favorable position to survive climate change,” writes the World Wildlife Fund.

South America

Iguazu Falls

You can hear it from miles away. On the border between Brazil and Argentina lies Iguazu, one of the world’s largest waterfalls, surrounded by subtropical rainforest. The curtain of water is nearly three kilometres wide and eighty-two

metres in the highest place. Rare plants which can only live in running water grow in the waterfall.

10 Things to Know Before You Visit Iguazu Falls, Brazil

In the case of the absolutely breathtaking Iguazu Falls, it doesn't matter how many photos, or how much video you see of it, it always lives up to the hype. Here are some helpful facts and info to know before your legendary day at the Iguazu waterfalls.

1. Open Earth - one of the most unique waterfalls on the planet, and now one of the most famous, was created when an enormous volcanic eruption created a huge crack in the earth, which creates the incredible spectacle as the Paraná River runs off it.

2. Sheer enormity - to put in perspective the enormity of this volcanic crack, Iguazu Falls is not only 31 meters (102 feet) taller at the highest points, than the more famous Niagara Falls, but it is also twice as wide!

3. Who left the tap on? - those figures do not make Iguazu the biggest waterfall in the world, however, it certainly is one of the wettest, something you appreciate when you visit, as the sound of the water is deafening. A staggering flow rate average of 62,000 cubic feet of water flow over the edge, every single second.

4. Dry run – due to the size, surface area and incredible number of actual cliffs, edges and falls located within the crevasse of Iguazu, there is still a stretch of almost 3,000 feet of the 1.7 mile long falls that doesn't have any water running over it.

5. Triple frontier - rivers are often used as dividing lines and borders between territories and nations and the natural curve of the Parana River weaves and bends its way alongside Paraguay, Argentina and Brazil, at a point where you can view all three “frontiers.” The waterfall itself is shared between the nations of Brazil, and Argentina.

6. Remote location - good things come to those who wait, and great things come to those willing who go long distances. That is certainly the case when visiting the falls as they're located on the southwest corner of Brazil, 8 to 10 hours from the closest big city of Curitiba. From the Argentinian perspective, the closest notable city is the capital, Buenos Aires, which is between 15 and 18 hours drive away.

7. Brazilian side - from the green and gold side of the falls, you will pay just under 64 Brazilian Reals (2018) which correlates to roughly \$18.50 USD. This includes your entrance to the park, from open to close, transportation to the beginning of the trail along the river's edge, and transportation back to the main gate of the park. Average duration of time to walk the 1.5 km trail, and river walk over the waters edge is usually 1.5 – 3 hours.

8. Argentinian side - from the blue and white side of the falls, where you will of course have to factor in the process of crossing an international border, the entrance cost to the park will set you back 500 Argentinian Pesos, roughly \$25 USD (2018) but the cost is justified as the average time spent on the Argentinian side to see everything is between 3 and 6 hours.

9. When to go - the river is always gushing so there is no fear of witnessing a dry falls, however there is a good and bad time to visit the falls. The winters in this area of Brazil are never cold, but the water level can be considerably lower than other seasons, and summer can be unbearably humid, so it is recommended to visit in the tranquil seasons of fall, or spring.

10. Hollywood - Iguazu Falls, which in Guarani and Tupi translate to “big water” has been globally featured as the impressive backdrop in a number of big Hollywood productions including the movie, Indiana Jones and the Kingdom of the Crystal Skull.

3.6. London Underground

People in towns and cities take public transport every day. In London four million people take the Underground! London Underground – Londoners call it “the Tube” – is the oldest in the world. The first line opened in 1863. Now there are 11 lines, 270 stations and 400 kilometres of track.

In 1931 Harry Beck designed the famous Tube map. Before that the map was complicated and difficult to understand. Beck put all the stations in straight lines with the same spaces between them. Undergrounds in other countries now use the same idea. It's easy to find your way.

People say there are lots of ghosts at stations on the Underground:

1. Liverpool Street: a man in white overalls sometimes wait for a train at night. A station worker first saw him in 2000 and the ghost was also on CCTV.

2. Bethnal Green: people often hear women and children screaming at the station. 126 people died there during the Second World War.

3. King's Cross: here a well-dressed woman stands with her hands out and screams. Then she disappears!

4. Covent Garden: workers often leave this station because they see the ghost. It's a tall man in a hat and coat with gloves. People say it's an actor. Someone killed him a long time ago.

5. Aldgate: 100 years ago an electrician nearly died. He fell onto the track. But he lived. His friends saw an old woman beside him. She touched his head. Then she disappeared!

Vocabulary

overalls робочий халат; спецодяг

CCTV = *closed circuit television* кабельне телебачення

scream [skri:m] пронизливо кричати

nearly ['niəli] майже; ледве не

touch [tətə] торкатися, чіпати

3.7. The 10 Most Beautiful Lakes in Ukraine

Ukraine is a wonderful country. It has marvelous picturesque landscapes, where there are mountains, seas, rivers, and steppes. There are about 20 thousand lakes in Ukraine: they are in flood plains of rivers, sea bays and high in the mountains.

Lake Synevyr

Village Synevyrska Poliana, Mizhhirskiyi district, Transcarpathian region

Just Synevyr is called the most beautiful lake in Ukraine. Picturesque Carpathian landscapes and romantic legends make it unique nature. The legend about the origin of the lake tells: “The waters of Synevyr are transparent, like girlish tears. People say that the young Syn had cried her eyes out for her beloved Vyr”. The calm and deep Synevyr (22 m) is called the Sea Eye of the Carpathians.

Lake Koiaske

South of the Kerch Peninsula

This Lake is separated by a narrow sandy bank from the Black Sea. It is liman saline lake inhabited by *dunaliella salina* - a microscopic unicellular mobile algae, which contains the red pigment b-carotene in its composition. It gives the water pink-reddish colour. Koiaske lake is considered the most salted lake among all lakes of the Crimea.

Lake Nesamovyte

Rakhiv district of Transcarpathian region

The highland lake Nesamovyte, located in the mountain massif of Chornogora, has a mystical glory. There are many Carpathian legends about the ever cold water, in which you can not throw stones and swim in them. The lake is very shallow (1.5 m) and it's length is 88 meters. One can be impressed with the wonderful lake and the picturesque nature of the mountain peaks and valleys, spreading around the enchanting landscapes.

Lake Bile

Volodymyrets district, Rivne region

Lake Bile is called the lake of youth. The people say the water is rich in glycerine, it is even soft to the touch. Inhabitants tell that in the middle of the past century, the Polish ladies were specifically delivered whitewater from Ukraine for taking baths. The lake is very beautiful. Here one can find a unique combination of marsh, lake and forest natural complexes of Western Polissia. Lake Bile is of karst origin. The water here is clean so that it allows you to see the sandy bottom through the depth of several meters.

Lake Svitiáz

Village Svityaz, Shatskyi district, Volyn region

Lake Svitiáz is one of the pearls of the Shatskyi National Natural Park collection, which has 24 unique lakes. The lakes are rich in fish, therapeutic mud. The lakes have clean, extremely transparent water and sandy shores. Svitiáz is the deepest lake in Ukraine (up to 58.4 m). So in the sunny weather the bottom can be seen a few meters deep. This lake was named one of the seven natural wonders of Ukraine. Around the Svitiáz is huge coniferous forests, and walks there are very healthy.

Lake Maricheika

Verkhovyna district, Ivano-Frankivsk region

The lake Maricheika is another lake of the Chornohora massif, surrounded by a thick fir forest everywhere. And its nearest shores are covered the sub-alpine meadows. The legend about the name of the lake reminds the beautiful girl Marichka, who sacrificed her life, to save the fellow-villagers from the enemies' attack. The lake was formed from the tears of the beloved of Marichka - the shepherd Ivanko. And the surrounding forest was called Divochyi. One can see this forest in the mirror of transparent clear water, through which, you can

see the bottom if you come closer.

Lake Yalpukh

Near the city Bolhrad in Odessa region

Yalpukh is the largest in Ukraine and the second in Europe freshwater lake of natural origin, which has 25 kilometers. This is the liman lake, formed in the basin of the Danube. Yalpukh is adorned Bolhrad, which is situated in the green gardens and vineyards in summer. Interestingly, archaeologists have found the so-called Hunnish treasures - kilograms of gold, silver, and precious stones on the shore of Lake Yalpukh several years ago.

Lake Shelekhivske

Near the village Mezhyrich, Lebedynskyi district, Sumy region

The lake saves its primordial beauty from the times of the Ice Age, it has not lost its coldness of glaciers, because the water here is never warm. Lake Shelekhivske is as old as Ladoga or Baikal. Here is the calm and silence that is violated only by the songs of the birds. The lake is surrounded by high pine, alder and maple forests. From the bird's eye view, lake Shelekhivske looks like a huge unbended horseshoe with a tiny island in the middle of it.

Lake Molochnyi Liman (Milky Liman)

South of Zaporizka region

This lake, formed on the site of the Sea of Azov. It is separated from the sea with the sandbank. Today, this lake is mostly called Molochnyi Liman. Mud of the Molochnyi Lake have therapeutic properties, and the water is very similar to the "Azov" water in its composition.

Lake Brebeneskul

Rakhiv district, Transcarpathian region

The highest highland lake of Ukraine is at the bottom of the glacial cirque on the slope of the Mount Hutyn-Tomnatyk. The weakly mineralized water of Brebeneskul remains crystal clear and cool throughout the year (although it is considered the warmest lake among the all lakes of the Chornohora ridge). It is interesting, the river with the same name flows out from the lake Brebenskul. The cleanest mountain air and amazing Carpathian nature, where the azaleas and crocuses bloom on green tops are around the lake.

4. Education Abroad

4.1. Great Britain. System of Secondary Education

There are many different types of schools in Britain. There are, however, only three main systems: comprehensive, selective and private.

1. The Comprehensive System

More than 90 per cent of children who go to the state schools go to school in the comprehensive system. Children go to a primary (or first) school at the age of five. Depending on the policy of the Local Education Authority, they may go directly to the upper school - usually called the comprehensive school - at the age of 11. Alternatively, they may go to the middle school for three or four years before going to the upper school.

The comprehensive system is non-selective. This means that all children go from one school to another taking any exams and without being selected according to their abilities.

2. The Selective System

In some areas of Britain, you can still find a different, older system of education (introduced in 1944). This is a selective system - children are selected for certain schools according to their abilities.

All children go to a primary school until the age of 11. They then take an examination called the 11-plus. Those who

are successful go to grammar schools, where they receive a more academic education. Those who fail the exam go to secondary modern schools, where they receive an education which is less academic, and more intended to train them for a job when they leave at the age of 16.

3. The Private (Independent) System

About 7 per cent of children go to private schools. There are three levels of private schools - primary schools (age 4 to 8) and preparatory (prep) schools (8 to 13). At the age of 13, children take an examination. If they pass, they go to the public school, where they usually remain until they are 18. Many prep and most public schools are boarding schools - the children live at school during the school terms.

Be careful - although these schools are called public, they are in fact, private, and it can be very expensive to send your child to such a school.

Within the three systems, there are several varieties of schools. For instance, you can find:

- schools for boys only;
 - schools for girls only;
 - mixed schools - for boys and girls;
 - voluntary schools - often with a religious background
- such as Roman Catholic schools.

You can see that the British education system is rather confusing.

4.2. Great Britain. Higher Education

There are 47 universities in Britain and 30 polytechnics, and 350 colleges and institutes of higher education (some of which train teachers).

Courses in arts and science are offered by most universities in Great Britain. At nearly all universities courses are available in one or more applied sciences. Imperial College, London, University of Manchester, Institute of Science and Technology and some of the newer universities concentrate on

technology, although they may also offer a number of courses in social studies, modern languages and other non-technological subjects.

Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science.

There are various postgraduate degrees, including Master of Philosophy and Doctor of Philosophy, the last two being awarded for research in Arts or Sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

University teaching combines lectures, practical classes (in scientific subjects) and small group-teaching in either seminars or tutorials, the last being a traditional feature of the Universities of Oxford and Cambridge.

The typical academic program for university students in Great Britain is composed of a variety of courses or subjects within a field of specialization.

4.3. College Life in Great Britain

Higher education in England has several branches:

- colleges of education;
- polytechnics;
- universities.

The most famous English universities are Oxford and Cambridge. Oxford is a collection of colleges which were founded long ago. The University is only an administrative centre that arranges lectures, hold exams and gives degrees. The tutorial system is one of the ways in which Oxford and Cambridge differ from all other English universities. Every

student has a tutor who plans his work and acts as a parent to the student. Besides tutor there is a Dean who is in charge of the discipline among 300 students inside College. Discipline out of college is the responsibility of two Dons called Proctors. At Cambridge to each students room there is man-servant who with woman-servant keeps the room clean.

The academic year is divided into 3 parts (terms):

- 1st – October – December;
- 2nd – January – March;
- 3rd – April – June.

Vacations:

- a month at Christmas;
- a month at Easter;
- 3–4 months in summer.

Terminal exams are held at the end of each term. Final exams are taken at the end of the course of studies. Only two re-examinations are allowed. For a break of discipline can be fined a sum of money, for a serious offence he may be expelled from the university.

A person studying for a degree at a British university is called an undergraduate; one who has taken a degree is called a graduate. The first degree at a university is *B.A.* or *B.Sc.* – *Bachelor of Arts* or of *Science*. *M.A.* or *M.Sc.* – stands *Master of Arts* or of *Science*. One can become a Bachelor after 3 years of hard studying and a Master at the end of 5 years.

4.4. Schools in the USA

The USA does not have a national system of education. There are many different kinds of school: public schools, Private schools, parochial schools, schools specializing in the arts, literature or science, etc.

Education in the United States comprises three basic levels: elementary, secondary and higher education. Vocational training, adult education, schools or classes for special types of children, and kindergartens also form part of the program in

most states.

Parents may choose whether to send their children to their local free public schools, or to private schools which charge fees.

The vast majority of students at the primary and secondary levels go to public schools. Most of those who attend private school attend church-sponsored parochial schools.

The school year is usually nine months, from early September to mid-June.

Preschool education

A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. Many systems also provide nursery schools. The age group is commonly four and five years. These preschool education programs maintain a close relationship with the home and parents, and aim to give children useful experiences which will prepare them for elementary school. The programs are flexible and are designed to help the child grow in self-reliance, learn to get along with others, and form good work and play habits.

Elementary school

The main purpose of the elementary school is the general intellectual and social development of the child from 6 to 12 or 15 years of age. Curricula vary with the organization and educational aims of individual schools and communities. The more or less traditional program consists of teaching prescribed subject matter. Promotion from one grade to the next is based on the pupil's achievement of specified skills in reading, writing, spelling, arithmetic, history, geography, music, and art.

Secondary school

Most pupils follow a course that includes English, science, social studies, mathematics and physical education. Elective subject may be chosen in the fields of foreign languages, fine arts, and vocational training. Pupils usually

elect about half their work in grades nine through twelve.

4.5. USA Higher Education

The first American college was Harvard, which was founded by the graduates of Cambridge University. Later the college of William and Mary was founded in Williamsburg, Virginia. There were nine colleges in the colonies, including Princeton (New Jersey), Pennsylvania, Columbia (New York), Brown (Rhode Island), Rutgers (New Jersey), and Dartmouth (New Hampshire). These universities are among the most respected in the country today.

41% of high school graduates go to college. Students pay tuition to study at public and private universities. Some of them have scholarships to help with the cost of tuition. Even with a scholarship, higher education is very expensive; many families take out loans to pay for their children's college education.

Colleges and universities of the USA offer such a great variety of requirements for admission and many different types of programs.

The terms “college” and “university” are often used interchangeably, although the former often is a part of the latter. An American college typically offers a blend of natural and social sciences and humanistic studies. Students, traditionally from 18 to 22 years old, attend classes for approximately four years to receive, if they successfully complete all requirements, a bachelor's degree in arts or sciences. A university, on the other hand, is usually composed of an undergraduate college of arts and sciences, plus graduate schools and professional schools and facilities.

Most American university degrees are awarded on completion of a special number of courses which earn students credits or points.

Some American universities are famous all over the world; they are very selective and very expensive. The most

outstanding are Brown, Harvard, Yale, Columbia, Cornell, Dartmouth College, Princeton and Pennsylvania. These universities have similar academic and social prestige in the USA to Oxford and Cambridge in Britain.

4.6. Floating Schools

The United Nations say that every child has the right to education. But millions of children around the world don't go to school. The government in their country doesn't have the money to build state schools. In some places there is a primary school for children up to 11 years old but there is no secondary school so students have to leave school when they are still very young. In some countries, like Bangladesh in South Asia, a lot of children miss school between July and October because of all the rain.

But now a non-profit organization in Bangladesh is solving the problem. When schools on land close because of the floods, the organization runs free "floating schools". Twenty special boat schools up and down the rivers and pick children from all the villages. They are mixed schools for boys and girls. Each school has one classroom for thirty students and a teacher. Children go to their boat schools for four or three hours a day, six days a week.

The students are very proud of their floating schools. They never miss a class and they are always on time for lessons! They do their homework and try very hard to get good marks – they want to do well and pass the exams. Boat schools mean that children in South Asia now have a chance to get education and even go to university.

4.7. Green School

Green School in Bali is a usual school. It was an experiment in 2010 by John and Cynthia Hardy. Their idea was to make a school that was totally environmentally friendly. Everything in this school is "green" – that means it's good for

the environment, the classrooms are made of bamboo wood the light is from the sun. The school uses solar power water from their river.

The Hardy's experiment was successful and there are now 160 students from more than twenty-five countries - and it goes from kindergarten up to age eighteen. The students at Green School don't only learn subjects such as English and Maths; they also learn to grow organic vegetables and other food such as rice in the huge school gardens. They look after the plants and learn to cook them. The school also has a cow, some pigs and a buffalo. The students also study building, making furniture and traditional art and dance.

The Hardys want the local community to be a part of Green School. They have a rule that twenty percent of the students must be from Bali because they want local children to learn about protecting the environment. The children are often poor, so people from all over the world pay for them to go to the school. The idea of green living is becoming more popular and now people are building green houses near the school so their children can walk to school. The Hardys' dream is that one day all the schools in the world will be green.

4.8. Unusual Schools

Every school has a timetable so students know what they are doing. Every school has classrooms so students know where to go. Every school gives the students homeworks and tests. Every school makes rules for its students. True or false? False! Some schools are very different.

1. Byron Court School

Many schools have students of different nationalities. In the playground at one school of London you can hear not five languages, not fifteen, not thirty but forty-two! Byron Court is a primary school with 600 children from five to eleven years old. They are from Somalia, Iraq, Poland, Romania, Nepal, the Philippines and many more. And, oh yes, of course, from

England! This part of London has families from all over the world. They come to live and work in London.

Many children don't speak English when they start. It can be a problem. But with good teachers and friends they learn fast. Soon their English is good and their school work is good too. The children at this school get to know children from different countries. They are laughing and talking together. It's great for them have friends from different countries.

At Byron Court the children don't only do school work. They learn about different cultures. They also learn to work together. It is a good example for everyone.

2. Waldorf Schools

There are primary and secondary Waldorf schools all over the world. These schools can decide about some of the things they teach, but they all teach art, social skills and critical thinking. Students do all sorts of creative play and practical activities, for example, painting, weaving and woodwork. Waldorf schools even have a special subject, Eurythmy. It is a very interesting drama and dance class. There are no tests in primary school, and secondary students take exams only if it is important for university. And there are no grades before students are fourteen or fifteen.

3. Vittra Telefonplan School, Stockholm

The Vittra Telefonplan School in Sweden wants children to learn languages, to learn to work together and to be creative.

So in this school there are classrooms and spaces for different group, project and individual activity. The rooms are amazing, colourful places with wonderful furniture. And every student has a tablet or computer! Learning is fun here.

4. The Brit School

Do you know about the Brit School? It's one of the most famous schools in the UK. It is not famous for its exam results and you don't study subjects like Maths and Science there. It's a school for actors, singers, musicians, dancers and

artists. I am sure you know some of its old students. Do you like Adele's or Amy Winehouse's music? They went to the Brit School!

The school started in 1991. It's in Croydon, London. In 1991 it was small but now it's bigger than it was then. It's also unusual because students don't have to pay for lessons there. It's free.

Every year there are the famous Brit Awards. People from lots of countries watch them on television. Money from these awards helps the students.

5. Rules of Etiquette

5.1. Table Manners in Great Britain

Although rules regarding table manners are not very strict in Britain, it is considered rude to eat and drink noisily. At formal meals, the cutlery is placed in the order in which it will be used, starting from the outside and working in. The dessert spoon and fork are usually laid at the top of your place setting, not at the side.

After each course the knife and fork should be laid side by side in the middle of the plate. This shows that you have finished and the plate can be removed. If you leave the knife and fork apart you will show that you have not yet finished eating.

It is considered impolite to smoke between courses unless your hosts say otherwise. It is polite to ask permission before you smoke in people's home.

In Britain smoking is now forbidden in many public places, for example, on the underground, on stations, in shops, in theatres and in cinemas.

5.2. Attributes of Formal Parties

By the key moments of blameless style for business-lady more frequent than all there are faultlessly neat

accessories.

Any woman will say you: “Without a bag I am as without hands”. But if in everyday life, choosing a “carry-on baggage”, it is possible to show the most unbridled fantasy, a dress-code insists on restraint and demands the certain rules.

- Material which a bag is executed from must correspond to material of your shoes. In color they can coincide not just, and on a texture - necessarily.

- If the colour division in a business suit takes place on a horizontal line, it is better to pick up a bag to overhead part (to the blouse, coat), and shoes - to lower.

- If you use in the clothing of color of different saturation, shoes must be dark, and bag - light.

- A work-bag must be capacious, but not bulky, rectangular, but only to such degree, that the document of format of A-4 was included in her (a rectangle at unconscious level is associated with prestige status). In this sense a small lady portfolio differs advantageously.

- A business bag not must be cheap, from substitute of leather.

Memorize, a “business” bag is accepted to put on the floor near a chair or on a table (but not dinner, but a table for negotiation). But nowise it is not needed to hang her on the back of the chair!

A business person does not often give gifts to clients or business acquaintances. An employee who is retiring, getting married or having a child will usually receive a gift from his colleagues. An employee sometimes brings back inexpensive gifts for colleagues after a vacation. When receiving a gift, Americans often say, “Can I open it now?” This shows that they are pleased at being offered a gift. When visiting someone's home for dinner, the guest usually brings a gift such as flowers or a bottle of wine. Business acquaintances do not often exchange gifts at Christmas, but usually send each other Christmas cards. Americans appreciate small gifts but gift-

giving is not as common as in Ukraine.

When you are at the restaurant unwrap a napkin and put it on your knees. On the official party you should wait until the hostess does that and then follow her example. If you finish your meal or going to leave put a napkin to the left (if the plates were taken away - before yourself). Don't put together or crumple it. At the dinner-party the hostess put her napkin on the table as a sign of dinner finishing, after this all guests do the same.

If a dish or spices stand far from you it is naturally to ask your neighbour to pass them to you. If it is uncomfortably to keep the plate in your hand you can put it on the table. Having taken a portion pass a dish to the other guest.

Dishes with hands or jugs for cream one can pass with the hand directing to a man who takes for his comfort.

If you want to correspond to all norms of correct behaviour you should lean only on the edge of the table and only with the wrist. For women – one can allow to lean on the table with the elbow for a short time.

On the official dinner you can put your elbows on the table only in the case if noise disturbs you to say some words to a man which sits opposite you.

You should hold a cup for the ear but run a forefinger through it or set aside the little finger – is movement.

A teaspoon is only for stirring sugar with. After that one can put a teaspoon on the saucer. Wait drink to get cool. One can't take a saucer you can only lift a cup. A slice of lemon you can put accurately on the plate.

You can talk at the table, but whispering at the table – impolite.

- don't touch a communicator with the aim to attract his attention;
- speaking to one neighbour try not to turn a back to other one;

- if you (on some reason) refuse some dish, don't tell about the reason of refusal (for example, allergy).

If you want to give a dinner speech or toast it is better to wait for a break or a pause between dishes. A man who wants to say, stands up and gently taps on his wine-glass to attract the guests' attention and begins to speak. Dinner speech, as a rule, is finished by a toast.

- Before the beginning of the speech one can ask to fill wine-glasses;

- Don't speak for a long time and too brightly coloured;

- It's impolite to eat and talk when somebody is giving a dinner speech.

When you stand in a cloak-room in front of the mirror you can only tidy your hair. But if you want to comb your hair, touch up your make-up you should go to the lavatory. This also concerns the case if you have a bout of coughing or cold.

5.3. Handshakes

In Spain, let a handshake last 5 to 7 strokes; pulling away too soon may be interpreted as a sign of rejection.

In France, however, the preferred handshake is a single stroke.

In Ukraine, the length of the strokes depends on the feeling you want to express: a short casual stroke is good for business and the longer the handshake, the warmer the welcome.

In Canada, a weak, "fishy" handshake is disliked. A strong firm handshake is most desirable.

In England, never stick pens or pencils or other subjects in your front suit pocket. Doing so is considered gauche (socially awkward, tactless).

Stress the longevity of your company when dealing with Germans, Dutch, and Swiss. If possible, print the founding date on your business card.

5.4. Culture Shock

When you travel, you know about the cultural rules in the countries you visit. For example, in China you have to take a present with two hands, but in the USA you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, you mustn't be noisy after lunch. You don't have to sleep a siesta, but you have to be quite. And in Britain you have to wait in a queue for everything and you mustn't jump the queue.

In Japan you have to remove your shoes when you visit someone's home. But in France you don't have to take off your shoes – you can keep them on. Austrians are very punctual, so you don't have to be late for a meeting in Vienna. In Germany you have to wait for the green light to walk across the street, but in Egypt you don't have to wait – you can cross any time! And in Singapore you mustn't chew gum in public.

5.5. Rules of Etiquette in the United Kingdom

There are no strict etiquette rules that you have to stick to when in the UK. It is advisable, however, to demonstrate decent manners and respect to the local culture and traditions. Let's start from

Greetings and meetings - When first meeting a Brit, he or she may seem reserved and cold, but that is just an impression. In reality, they are very friendly and helpful to foreigners. A handshake is the common form of greeting, but try to avoid prolonged eye contact, as it may make people feel ill at ease. Use last names and appropriate titles until specifically invited to use first names. It is proper to shake hands with everyone to whom you are introduced, both men and women; the appropriate response to an introduction is "Pleased to meet you".

Time and punctuality - British people are very strict when it comes to punctuality. In Britain people make a great effort to arrive on time, so it is considered impolite to be late,

even with by few minutes. If you are delayed, be sure to inform the person you are meeting. Here are some situations when you are obliged to be on time, as well as some situations when it is advisable: for formal dinners, lunches, or appointments you always come at the exact time appointed; for public meetings, plays, concerts, movies, sporting events, classes, church services, and weddings, it's best to arrive a few minutes early; you can arrive any time during the hours specified for teas, receptions and cocktail parties.

The British often use expressions such as “drop in anytime” and “come see me soon”. However, do not take these literally. To be on the safe side, always telephone before visiting someone at home. If you receive a written invitation to an event that says “RSVP”, you should respond to the sender as soon as possible, whether you are going to attend or not.

Body language and dress-code - British people are not very keen on displaying affection in public. Hugging, kissing and touching are usually reserved for family members and very close friends. You should also avoid talking loudly in public or going to extremes with hand gestures during the course of communication. The British like a certain amount of personal space. Do not stand too close to another person or put your arm around someone's shoulder.

When it comes to clothes, there are no limits and restrictions on how to dress. Just make sure that you respect the general rules when in formal situations. Observation will reveal that people in larger cities dress more formally, especially in London. Men and women wear wools and tweeds for casual occasions. Slacks, sweaters and jackets are appropriate for men and women. Do not wear a blazer to work - it is country or weekend wear. On formal occasions, always select an outfit that fits the dress code. When attending a holiday dinner or cultural event, such as a concert or theatre performance, it is best to dress formally.

General advice - Men should open doors for women and stand when a woman enters a room, although it is generally accepted for men and women both to hold the door open for each other, depending on who goes through the door first.

It is important to respect the British desire for privacy. Don't ask personal questions about family background and origin, profession, marital status, political preferences or money issues. It is considered extremely impolite to violate a queue, so never push ahead in a line. It is also considered very rude to try to sound British or mimic their accent.

Remember that humour is ever-present in English life. It is often self-deprecating, ribbing, sarcastic, sexist or racist. Try not to take offence.

Cultural etiquette dictates that when invited to someone's home, you should bring a small gift for the hostess. Give flowers, chocolates, wine, champagne or books. Feel free to express your gratitude and delight with the visit on the next day with a note or a telephone call.

Women rules - Women in Britain are entitled to equal respect and status as men, both at work and daily life. The British have the habit to use 'affectionate' names when addressing someone, so do not take any offense if they call you love, dearie, or darling. These are commonly used and not considered rude.

It is acceptable, but may be misconstrued, for a foreign woman to invite an English man to dinner. It is best to stick with lunch. Also, if you would like to pay for your meal, you should state it at the outset. Remember that when in public, it is proper to cross your legs at the ankles, instead at the knees.

5.6. Rules of Etiquette in Germany

Every culture has its own particular traditions and customs, as well as social etiquette – that set of unspoken rules about how to behave. The rules differ from culture to culture, yet most reflect the fact that, as humans, we are a species

comprised of infallibly social creatures. Learning about a country's etiquette can help us navigate awkwardness, establish personal boundaries, and determine the appropriate ways to express and conduct ourselves in social situations. Here's what you need to know if you find yourself in Germany.

Say "Hallo!" - In German etiquette one thing is for sure: extending greetings to those you encounter is critical. When entering a room, at restaurants and shops, at the gym or doctor's office – it is expected that one say *hallo* (hello) in greeting and *tschüss* (bye) on the way out, even if you don't know anyone there. It's not limited to interactions in person either. On the phone, for instance, don't forget to extend greetings to housemates and relatives of the person you're speaking with, even if you don't know any of them personally. In German, they are known as the *unbekannterweise*, or the "unbeknownst".

Prost! and other drinking etiquette - In German culture it is important that people make eye contact with one another when clinking glasses. This rule is bolstered by the belief that failing to do so will condemn you to seven years of bad luck... more specifically in the form of bad sex. Also, while in some cultures refusing a beverage when offered might be a sign of politeness that prompts the host to insist, in Germany it's best to back off when someone declines a drink. Overall though, Germans have an admirably lax attitude towards consuming alcohol – the legal drinking age for beer and wine is low, at merely 16 – and it is acceptable to drink outside, so don't be surprised by open containers in parks and on public transport.

Eating politely - No list of cultural etiquette practices would be complete without a rundown of proper comportment at the table. For starters, it's important to eat as quietly as possible. Making slurping sounds, snorts, or other noises as a result of eating is quite inappropriate. Furthermore, it is polite to keep your hands visible on the table. Lastly, when eating

out, don't be surprised if a waiter seats others at the empty spaces at your table. While this is common mainly at more casual eateries, it does happen, so be forewarned.

Squeeze past others facing them - We are all familiar with the awkwardness of having to squeeze by people who are sitting in the same row as us, in an effort to reach our seats at the theater or cinema. One might consider winging it, but in Germany order tends to prevail. Crossing people front-wise is the law of the land. Should you slide to your chair with your backside to the people seated, you are likely to offend with each successive step.

Speaking by formal "Sie" - Many languages have both formal and informal means of addressing others and, if you plan on practicing you German during your visit, it's good to differentiate between the two. "**Sie**"(you) is the formal way of addressing others, and it is often used with elders, acquaintances, and in professional settings. Feel free to interchange "**Sie**" with the person's name, as Germans tend to make a particular point of doing this. However, leave it up to the older or higher ranking person to decide when it's time to switch to the friendlier, more informal "**du**"(you).

Reduce and reuse, but always recycle - Germans make concerted efforts to minimize their carbon footprint and generate less waste, and take recycling very seriously. Most garbage zones consist of bins for landfill waste, paper and glass, which is often further divided into "brown", "green" and "white" categories. Take the time to separate your waste or you might risk a reprimanding. Pro tip: Return your plastic and glass bottles and get a portion of their price returned. Or, leave glass bottles beneath garbage cans for those in need to collect them and get back the *pfand*.

Nudity - Speaking of birthdays, Germans are exceptionally at ease in their birthday suits. From naked conversations between acquaintances in locker rooms and saunas, to commercials on basic cable with people bearing all,

the human body undressed is not necessarily met with shock or horror. At beaches, parks and even nightclubs, public nudity can be a commonly accepted aspect of life. It is important to note, however, that this culture of nudity does not carry sexual connotations.

Behind closed doors - Despite public nudity and extending greetings to strangers, Germans are still fairly private people. Such is evident by a common practice to keep doors closed, even when the rooms are unoccupied or when visitors are welcome into them. If you need to enter a room with a closed door, at the office or the home of a friend, simply knock before entering. It's not necessary to wait for a reply and chances are you won't be disturbing anyone.

Don't go out in public with wet hair - Most people would agree that leaving the house with wet hair on a winter day isn't very comfortable, while attending a business meeting with wet hair certainly isn't very professional. However, Germans take this matter to another level, and it is in fact quite frowned upon to leave the house with wet hair. The same applies to the gym after a shower, or after using the swimming pool, so be sure to pack a hairdryer if necessary. You're welcome.

5.7. Chinese Etiquette - Do's and Don'ts in China

As one of the oldest living civilizations on Earth, China has been developing its culture over millennia and during your visit you might notice that Chinese culture isn't exactly what you're used to. What might be culturally acceptable in the West might be taboo in China (and vice versa!) so it's only natural to feel a bit overwhelmed when visiting China for the first time.

To help keep the culture shock to a minimum, we've compiled this handy list of cultural ***do's*** and ***don'ts***, as well as a general etiquette guide that'll help you blend right in when visiting this fascinating country.

Some Must-Know Etiquette Rules for Your Next Trip to China

Travelling to China presents several challenges. Yes, there's the jet lag and the language barrier, but the thing that gets to most first-timers is the culture shock. From the moment your plane lifts off, you may start to feel like things are a bit upside-down. For example, if you're flying a Chinese airline, you'll be likely told to turn off your phone the moment you lift off the tarmac. No, not airplane mode - Chinese regulation requires phones to be off in-flight, so flight attendants might aggressively tell you to turn your phone off. That makes for one long flight if you were planning on listening to music on your phone.

The culture shock continues once you touch down, too. Many of the etiquette taboos with which Americans are indoctrinated seem to go out the window, like: Don't slurp your soup! Don't ask personal questions to strangers! And whatever you do, don't invade someone's personal space.

Here, some quick and easy *do's* and *dont's* for your next trip to China, to help temper that inevitable dose of "where am I?"

Greetings - handshakes as greetings in China are as common as they are in the West.

Do greet others by using a handshake or a nod. Bows are best saved for your visit to Japan or Korea. Give an appropriate greeting. If you are meeting someone in a business context, shake hands and smile. If it is someone older than you with some sort of rank, you may do a very slight bow from the shoulders (as opposed to a full-fledged bow from the waist) as a sign of respect. Address seniority by an honorific title (family relationship or e.g. "teacher": *laoshi*) or by the family name plus Mr., Ms. Address the eldest or most senior person first. This is done as a sign of respect to those in a more senior position.

Do- take your shoes off before entering someone's

home. Most homes will have guest slippers - slip those on instead.

Do- accept business cards with two hands. It's a sign of respect. Glance at it for a few seconds as if reading it over - even if you aren't - and put it away in a chest pocket or a card holder, never in your back pocket.

Do- let elders take the lead at dinner. They sit first and get served first, and pour is always poured for them first. Do not start eating before they take their first bite.

Do- slurp your soup. It's a sign of appreciation for the chef's cooking. It is also not uncommon to let out a (gentle) burp.

Do- be a good sport. If you visit China and look like a foreigner, it is quite common for people on the street to express their interest in you. Chances are they will even ask to take a picture with you. Regardless of whether you agree you look like Jennifer Lawrence or not, say, thank you; smile; and enjoy your trip.

Do join in on toasts. It's considered polite to join in on each toast and even to stand up during formal gatherings.

Do sample all dishes at banquets or formal occasions. It's considered polite, and at the end of the meal be sure to leave a little on the plate to honor your host's generosity.

Do tap the table when someone refills your tea. The gesture of using two fingers to tap the dining table is used to show thanks toward whoever refilled your tea.

Do present and receive things with both hands. This is considered polite in Chinese culture.

Do refuse a gift a number of times before accepting it. Politely refusing a gift before accepting it is the norm in Chinese culture, so don't be discouraged when someone initially refuses your gift.

Do gift small items like books, music CDs, perfumes, cigarettes and candies from your home country (or a well-

known Chinese brand). These are always appreciated and are always well received.

Do walk in a clockwise direction when touring a temple or monastery.

Do take off your hat when entering temples. This is done as a sign of respect.

Do donate a few yuan to religious beggars. This is considered an act of merit in Tibetan culture.

Do cover your head with a scarf. Women are required to wear headscarves when visiting mosques.

Don't offer too firm of a handshake. A firm handshake could be construed as a sign of aggression.

Don't go straight for a hug. Especially when meeting someone for the first time. Any body contact, apart from a simple handshake, may make your new Chinese friends feel uncomfortable.

Don't address elders using 'ni hao' (/nee haow/). Instead, use 'Nin hao' (/neen-haow/ "you good"). This is more polite, formal and respectful.

Don't put bones, seeds or other inedibles into in your rice bowl. Use a tissue or your hand to place them in the small plate provided - or observe how others deal with them.

Don't tap your chopsticks. Tapping your bowl or the table with your chopsticks is considered rude and impolite.

Don't use your own chopsticks to pick food from the central dishes. This is typically considered unhygienic. Use the serving spoons or serving chopsticks provided.

Don't be too eager to unwrap your gift. Unless the person offering the gift insists. It's considered polite in Chinese culture to open gifts after you or your guests leave.

Don't wrap gifts using black or white wrapping paper. Choose festive colors, such as red, instead.

Don't photograph old folk without permission. It's often assumed that a request to photograph them is an offer to pay – the same in some places on the Silk Road.

Don't touch a Tibetan on the head. Tibetans believe that God resides in your head and may be offended by this gesture.

Don't dip your fingers in the yak butter lamps in temples. You may be tempted to taste the butter but this is highly offensive, not to mention unhygienic and a health risk.

Don't ask sensitive questions. Sensitive topics such as relations between the various ethnic groups and the governments should be avoided.

Don't assume that alcohol and cigarettes are permitted. This is usually not the case. It's best to ask first if you're unsure.

Don't bring non-halal items into a Muslim restaurant/home (our guide can help if you're unsure).

Don't- give someone white flowers. They are for funerals. No exceptions.

Don't- give clocks as gifts. Especially to the elderly. It's the functional equivalent of telling someone that their days are numbered.

Don't- split the bill at dinner. It is very rare to split the bill in China. More often, one person will pay - usually the most senior person or whoever extended the dinner invitation. And whereas in America it might be polite to do the obligatory fight-over-the-bill scramble, this is unacceptable in China. If it is clear who the host is, don't try to pay - it's offensive. (However, if you are in a group of friends your own age, splitting may be acceptable.)

Don't- tip for everything. Tipping is usually not necessary in China - except for exceptional service at fine restaurants, to tour guides, and to bellboys handling luggage in hotels. Otherwise, skip the tip. If eating at a fine restaurant, a few dollars couldn't hurt but is by no means expected the way it is stateside.

Don't - stick your chopsticks upright into your food while pausing during a meal. This resembles incense, which is what many people use to pray for the dead. Bad jujū.

Don't - point at people. Especially when talking or gesturing, and definitely do not point your finger at someone. It's considered hostile and extremely rude.

Don't- talk business too soon. It is the norm to start all business meetings with a healthy dose of chitchat - the weather, your jet lag, what you had for breakfast and so forth.

Don't- use first names unless someone tells you to. Always use "Mrs." or "Mr."

Don't- be late. Punctuality is a sign of respect, and don't expect to get away with blaming your tardiness on subway traffic the way you can in New York. Just be on time.

Don't- whistle. Whistling at home feels charming and all-American. In China it's considered a nuisance. At nighttime, it's said to attract spirits. During the day, it is considered mischievous.

5.8. Rules of Etiquette Important in Arab Culture

While Arabs are some of the friendliest and warmest people in the world, there are still a few things to remember when meeting Arabs for the first time or when travelling to an Arab country. Within their colourful and diverse culture, there are social rules that are considered basic etiquette. Learn these and you'll be welcomed with open arms!

Standing when someone enters a room

Arabs are all about respect, and one way of showing this is to stand up when someone enters a room to greet them. This way, you are showing that the person entering is important enough for you to take the time and effort to really say "hello".

Greeting everyone individually

This is another way of showing respect, by greeting each and every person individually. If it gets too tiring to say "hello" over and over again, a nod with eye contact and a warm smile is usually enough!

The host escorts their guest to the door

To show that they really did enjoy the company of their guests, Arab hosts will walk their guest to their car or to the outside of the house to make sure they leave safely. The “goodbyes” and “thankyous” won’t finish either until the guest is finally out of earshot!

Never open a gift in front of the giver

Arabs are all about showing the upmost respect towards others, and this manifests in the idea that gifts should not be opened in the presence of the giver, in order to avoid any possible embarrassment either of the giver or the receiver. Don’t be offended if an Arab rushes to put your gift out of sight; they’re doing this out of respect for you!

Put elderly people first

Elderly people are always given the best of everything, and Arabs will do everything from opening doors for them, serving them food first, and greeting them first. If you’re an older person among Arabs, get ready to feel pampered!

Men should always offer their seat to a woman or elderly person

For those who believe in chivalry, you should hang out with Arabs! Arab men will always offer their seat either in public or in private settings to a woman or older person if there is nowhere else for them to sit.

Give attention to the correct person

Arabs will consider it rude if you, as a man, are meeting a couple for the first time, and end up speaking to the wife more than the husband (and vice versa if you are a woman). Both the husband and the wife will be offended and notice this detail, so try to remember to speak to them equally!

Don’t show the soles of your feet

To show someone the bottom of your feet, which are considered dirty and only for the floor, is considered very rude. Be careful when sitting or lounging about, and try to always face the bottom of your feet away from your Arab friends, especially the elders.

Take off shoes before entering someone's home

Similar to the soles of the feet, shoes are considered dirty and just for the outdoors, and should always be taken off before entering the home of an Arab person. Arab homes will almost always be adorned with richly designed carpets, and to dirty these with your outside shoes would be a tragedy!

When serving tea, fill the cup to the top

If serving tea to Arab guests, make sure to remember to always fill the cup up to the brim with tea, as anything else will be considered an insult. If you do make this mistake however, don't fret too much – Arabs love their tea, so any tea is good tea – as long as it has sugar in it!

Arabs love food, and they are generous with it and love to share it. When eating out with your Arab friends, try to ditch the only-order-for-yourself mentality, and indulge in sharing large plates of delicious food.

6. Advertising and Advertisement

6.1. Advertising Strategies

Three strategies that have been especially popular with advertisers can be classified as slogans, rational appeals and emotional appeals.

Slogans - Advertisers often use slogans that sound great but mean little or nothing.

*“See Charley Prinz for Your Printing Needs
Remember, Charley is the Prince of Printers”*

Charley is not fooling anybody; people know that he is not really a prince. Yet, advertisers seem to feel that such slogans, when repeated often enough, do increase sales.

Rational appeals rely upon logic or reason to convince the consumer to buy a product.

“Our cookies contain 25% Fewer Calories than Others”, “Suave Skin Lotion Enriched with Vitamin E to Heal and Protect Dry Skin”. There are examples for advertisements

that appeal to reason. Ad for health foods, pain relievers and home remedies tend to use this technique.

Emotional appeals. Emotional appeals rely upon the use of psychology. The following is a sampling of such strategies:

*Testimonials. These are advertisements in which famous people claim they use and enjoy a particular product. Ads for sports equipment frequently rely on this strategy.

*The Bandwagon. The bandwagon derives from the practice, during nineteenth century circus or political parades of jumping on or following behind the wagon carrying the band. Soft drink and automobile ads use this appeal.

*Popularity. Some advertisements suggest that simply by using the advertised product you will be popular or find romance. Toothpaste ads showing moments of romance between handsome young men and women are typical of these kinds of campaigns.

6.2. Advertisers Perform a Useful Service to the Community

The poor old consumer! He'd have to pay a great deal more if advertising didn't create mass markets for products. It is precisely because of the heavy advertising that consumer goods are so cheap. But we get the wrong idea if we think the only purpose of advertising is to sell goods. Another equally important function is to inform. A great deal of the knowledge we have about household goods derives largely from advertisements we read. Advertisements introduce us to new products or remind us of the existence of ones we already know about. Supposing you wanted to buy a washing machine, it is more than likely you would obtain details regarding performance, price, etc., from an advertisement.

Lots of people pretend that they never read advertisements, but this claim may be seriously doubted. It is hardly possible to read advertisements these days. And what

fun they often are, too! Just think what a railway stations or newspapers would be like without advertisements. Would you enjoy gazing at a blank wall or reading railway by-laws while waiting for a train? Would you like to read only closely-printed columns of news in your gardening performance, price, etc., from an advertisement?

Lots of people pretend that they never read advertisements, but this claim may be seriously doubted. It is hardly possible not to read advertisements these days. And what fun they often are, too! Just think what a railway station or a newspaper would be like without advertisements. Would you enjoy gazing at a blank wall or reading railway by-laws while waiting for a train? Would you like to read only closely-printed columns of news in your daily paper? A cheerful, witty advertisement makes such a difference to a drap wall or a newspaper, full of daily ration of calamities.

We must not forget, either, that advertising makes a positive contribution to our pockets. Newspapers, commercial radio and television companies could not subsist without this source of revenue. The fact that we pay so little for our daily paper, or can enjoy so many broadcast programmes is due entirely to the money spent by the advertisers. Just think what a newspaper would cost if we had to pay its full price!

Another thing we musn't forget about is "small ads" whiare virtually in every newspaper and magazine. What a tremendously useful service they perform for the community! Just about anything can be accomplished through these columns. For instance, you can find a job, buy or sell a house, announce a birth, marriage or death in what used to be called the "hatch, match and dispatch" columns; but by far the most fascinating section is a personal of "agony" column. No other item in a newspaper provedes such entertaining reading or offers such a deep insight into human nature. It's the best advertisement for advertising there is!

7. Let's Speak a Little About Some Holidays Abroad

7.1. Christmas Customs

Many Christmas customs are based on the birth of Christ. Such as giving presents because of the Wise Men, who brought presents to the baby Jesus. Christmas carols based on Christ's birth and scenes of the birth with figures of shepherds, the Wise Men, and animals surrounding the baby Jesus. But some of the ways people celebrate Christmas have nothing to do with Christ's birthday. Many bits of older holidays have crept into Christmas!

As time went on, new customs crept into Christmas. One was the Christmas tree, which was started in Germany. As the Germans settled in new lands they brought with them this tradition. Last but not least is Saint Nick. A long time ago, a bishop named Nicholas lived in what is now the country of Turkey.

No one knows much about him. There are stories that he often helped children in need. Many years after his death, Nicholas was made a saint. In time, he became the patron saint of children.

7.2. Trees around the World

Canada - German settlers migrated to Canada from the United States in the 1700s. They brought with them many of the things associated with Christmas we cherish today - Advent calendars, gingerbread houses, cookies - and Christmas trees. When Queen Victoria's German husband, Prince Albert, put up a Christmas tree at Windsor Castle in 1848, the Christmas tree became a tradition throughout England, the United States, and Canada.

Mexico - In most Mexican homes the principal holiday adornment is el Nacimiento (Nativity scene). However, a decorated Christmas tree may be incorporated in the Nacimiento or set up elsewhere in the home. As purchase of a

natural pine represents a luxury commodity to most Mexican families, the typical arbolito (little tree) is often an artificial one, a bare branch cut from a copal tree (*Bursera microphylla*) or some type of shrub collected from the countryside.

Britain - The Norway spruce is the traditional species used to decorate homes in Britain. The Norway spruce was a native species in the British Isles before the last Ice Age, and was reintroduced here before the 1500s.

Greenland - Christmas trees are imported, as no trees live this far north. They are decorated with candles and bright ornaments.

Guatemala - The Christmas tree has joined the “Nacimiento” (Nativity scene) as a popular ornament because of the large German population in Guatemala. Gifts are left under the tree on Christmas morning for the children. Parents and adults do not exchange gifts until New Year's Day.

Brazil - Although Christmas falls during the summer in Brazil, sometimes pine trees are decorated with little pieces of cotton that represent falling snow.

Ireland - Christmas trees are bought anytime in December and decorated with coloured lights, tinsel, and baubles. Some people favour the angel on top of the tree, others the star. The house is decorated with garlands, candles, holly, and ivy. Wreaths and mistletoe are hung on the door.

Sweden - Most people buy Christmas trees well before Christmas Eve, but it's not common to take the tree inside and decorate it until just a few days before. Evergreen trees are decorated with stars, sunbursts, and snowflakes made from straw. Other decorations include colourful wooden animals and straw centrepieces.

Norway - Nowadays Norwegians often take a trip to the woods to select a Christmas tree, a trip that their grandfathers probably did not make. The Christmas tree was not introduced into Norway from Germany until the latter half of the 19th century; to the country districts it came even later.

When Christmas Eve arrives, there is the decorating of the tree, usually done by the parents behind the closed doors of the living room, while the children wait with excitement outside.

A Norwegian ritual known as “circling the Christmas tree” follows, where everyone joins hands to form a ring around the tree and then walk around it singing carols. Afterwards, gifts are distributed.

Ukraine - Celebrated on December 25th by Catholics and on January 7th by Orthodox Christians, Christmas is the most popular holiday in the Ukraine. During the Christmas season, which also includes New Year's Day, people decorate fir trees and have parties.

Spain - A popular Christmas custom is Catalonia, a lucky strike game. A tree trunk is filled with goodies and children hit at the trunk trying to knock out the hazel nuts, almonds, toffee, and other treats.

Italy - In Italy, the presepio (manger or crib) represents in miniature the Holy Family in the stable and is the centre of Christmas for families. Guests kneel before it and musicians sing before it. The presepio figures are usually hand-carved and very detailed in features and dress. The scene is often set out in the shape of a triangle. It provides the base of a pyramid-like structure called the ceppo. This is a wooden frame arranged to make a pyramid several feet high. Several tiers of thin shelves are supported by this frame. It is entirely decorated with coloured paper, gilt pine cones, and miniature coloured pennants. Small candles are fastened to the tapering sides. A star or small doll is hung at the apex of the triangular sides. The shelves above the manger scene have small gifts of fruit, candy, and presents. The ceppo is in the old Tree of Light tradition which became the Christmas tree in other countries. Some houses even have a ceppo for each child in the family.

Germany - Many Christmas traditions practised around the world today started in Germany. It has been long thought that Martin Luther began the tradition of bringing a fir tree into

the home. According to one legend, late one evening Martin Luther was walking home through the woods and noticed how beautifully the stars shone through the trees. He wanted to share the beauty with his wife so he cut down a fir tree and took it home.

Once inside he placed small lighted candles on the branches and said that it would be a symbol of the beautiful Christmas sky. Hence, the Christmas tree. Another legend says that in the early 16th century, people in Germany combined two customs that had been practiced in different countries around the globe. The Paradise tree (a fir tree decorated with apples) represented the Tree of Knowledge in the Garden of Eden. The Christmas Light, a small, pyramid-like frame, usually decorated with glass balls, tinsel, and a candle on top, was a symbol of the birth of Christ as the Light of the World.

Changing the tree's apples to tinsel balls and cookies; and combining this new tree with the Light placed on top, the Germans created the tree that many of us know now. Today, the Tannenbaum (Christmas tree) is traditionally decorated in secret with lights, tinsel, and ornaments by the mother and is lit and revealed on Christmas Eve with cookies, nuts, and gifts under its branches.

South Africa - Christmas is a summer holiday in South Africa. Although Christmas trees are not common, windows are often draped with sparkling cotton wool and tinsel.

Saudi Arabia - Christian Americans, Europeans, Indians, Filipinos, and others living here have to celebrate Christmas privately in their homes. Christmas lights are generally not tolerated. Most families place their Christmas trees somewhere inconspicuous.

Philippines - Fresh pine trees are too expensive for many Filipinos, so handmade trees in an array of colours and sizes are often used. Star lanterns, or parole, appear everywhere in December. They are made from bamboo sticks, covered with brightly coloured rice paper or cellophane, and usually feature

a tassel on each point. There is usually one in every window, each representing the Star of Bethlehem.

China - Of the small percentage of Chinese who do celebrate Christmas, most erect artificial trees decorated with spangles and paper chains, flowers, and lanterns. Christmas trees are called “trees of light”.

Japan - For most of the Japanese who celebrate Christmas, it's purely a secular holiday devoted to the love of their children. Christmas trees are decorated with small toys, dolls, paper ornaments, gold paper fans and lanterns, and wind chimes. Miniature candles are also put among the tree branches. One of the most popular ornaments is the origami swan. Japanese children have exchanged thousands of folded paper “birds of peace” with young people all over the world as a pledge that war must not happen again.

7.3. Valentine's Day

Valentine's Day is celebrated on February 14th as a festival of romance and affection. People send greeting cards called “valentines” to their sweethearts, friends and members of their families.

Many valentines have romantic poems; others are humorous. But almost all valentines ask “Be My Valentine.” This may mean be my friend or be my love or be my companion. Valentines often show a cupid with an arrow. Cupid, also called Eros, was the ancient Roman god of love

Valentine's Day is not a legal holiday; schools and banks are open as usual. Merchants sell valentines and decorations for Valentine's Day parties and dances. All the decorations are bright red, and the most popular ones are heart shaped.

School children decorate their classrooms with bright red paper hearts and celebrate the day in their classroom. They also make valentine cards for their friends and parents.

Stores advertise heavily for this holiday since it is traditional for sweethearts, spouses, and members of the family to exchange gifts on Valentine's Day. Heart shaped boxes of candy; jewellery and flowers are some of the popular gifts given on this day.

Many newspapers carry advertisements or messages placed by people in love. Both men and women want to let their sweethearts know how much they love them. On Valentine's Day, many radio stations play romantic music all day long. One very famous song is called "My Funny Valentine."

Valentine's Day is a day to share loving feelings with friends and family. It has become traditional for many couples to become engaged on this day. Also, famous couples are remembered. Some of them are Romeo and Juliet, Caesar and Cleopatra, among others. This is a happy day because it is especially dedicated to celebrate love, affection and friendship.

Background

Valentine's Day comes on the feast of two different Christian saints named Valentine. But the way that Valentine's Day is celebrated is nothing to do with the lives of the saints.

This celebration comes from an ancient Roman festival called "Lupercalia" which took place every February 15th. This festival honoured Juno, the Roman goddess of women and marriage, and Pan the god of nature. It was also believed that birds choose their mates on this date. Valentine's Day became very popular in the United States in the 1800th.

February 14th is the day on which young lovers send each other anonymous Valentines - bright, lacy, colourful cards, with loving emblems and amorous doggerel. The shops are full of these cards. The message the Valentine conveys is simple. Love's message has always been so. Here are some examples:

*Though absent, still within my heart
 Thy memory holds its place
 Too firmly fixed for time or change
 To ever it efface.
 Round is the ring that has no end,
 So is my love for you, my friend,
 Again to take this in good part,
 Along with it you have my heart.
 But if you do the same refuse,
 Pray burn this paper and me excuse.*

*February the fourteenth day
 It's Valentine, they say,
 I choose you from among the rest,
 The reason was I loved you best.
 Sure as the grape grows on the vine,
 So sure you are my Valentine.
 The rose is red, the violet blue,
 Lilies are fair and so are you.*

*I am like a cabbage
 Divided into two;
 The leaves I give to others
 But the heart I give to you.*

7.4. The Valentine's Card

Saint Valentine's Day is February 14th, and for a long time young English people have been sending Valentine's cards to each other every year. The idea is to tell other people that you love them, but you never put your name on the card

One day last February Jillian went into the card shop near the house which sells many different cards. There were cards for birthdays, cards saying Congratulations for people who have passed an examination and Valentine's cards

The assistant went across the shop to the cashier. "I have been selling Valentine's cards all day", she said. "People have been coming in and taking two or three. I do not know who they have been buying them for, but the cards have been going very quickly. But that young lady over there", she said pointing to Jillian, "has not been spending much money. She can not decide what she wants. She's been looking at the cards

for half an hour. She's been reading them two or three times; she's been picking them up and putting them down again. And most of the best cards have gone now".

Jillian thought: "I've been trying to find a good one for Martin for half an hour. But I can't decide". She looked down at the Valentine's card in her hand. It said: "*Roses are red, violets are blue. Grass is green and I love you!*"

"Bah", said Jillian and threw the cards down again into the counter. "I think, I'll better take the card without any words at all".

Making Valentines

I'm making a pretty card
To give to my love.
I'll neatly write: "I love you!"
Or "Won't you be mine?"

Do you know that ...

... traditionally men propose to women. In Britain, men often choose Valentine's Day to make their marriage proposal. But on Valentine's Day in a leap year women can propose marriage to their lovers!

For My Friends

To every little friend of mine,
I'll send a pretty Valentine.
This one is like a little book;
You'll find a message if you look.
I'll use an envelope for this.
I'll write my name, then seal a kiss.
What colour shall I give

I'll send you one Valentine

I'll send you one Valentine, that's what I'll do.
I'll send you one Valentine, and maybe two!
I'll send you two Valentines wait and see.
I'll send you two Valentines, and maybe three!
I'll send you three Valentines from the best store.
I'll send you three Valentines, and maybe four!
I'll send you four Valentines, that's

costume and knocking on doors. They offer adults an alternative: a “trick” or a “treat”. People give the children candies (the treats). This old custom comes from the Celts in ancient Britain who feared the coming of winter and dressed in frightening costumes. They supposed the demons of winter would think they were one of them and did them no harm. Nowadays people give out the children treats so that the children would not play tricks on them. And the custom represents a devil coming to the home in costume whom one can placate with a treatio

Celtic priests called Druids first celebrated Halloween many centuries ago in Ireland and Scotland. They observed the end of autumn and the beginning of winter.

The Druids thought that Halloween was the night when the witches came out. As they were afraid of the witches they put on different clothes and painted their faces to deceive the evil spirits. They also placed food and small gifts near the door of their houses for the witches. This was, as they say now, the beginning of the expression “trick or treat” (meaning “give me something or I’ll play a trick on you”).

It is considered that the immigrants brought Halloween to America from Ireland and Scotland. In the 19th century they celebrated Halloween according to their odd traditions (the integral part of the festival was a lantern made of a pumpkin with holes in the form of eyes, a nose and a mouth, and people believed that during the celebration all pumpkins were leaving their vegetable gardens to dance in the streets). As time went on it was celebrated almost entirely by children. Dressed very strangely, children held festivals. During their carnival and after it, groups of children visited nearby houses and asked for candies. “Trick or treat, Trick or treat” was heard everywhere.

In recent years, grown-up people have begun taking part in Halloween’s. In New York, for examples, young and old take part in parades together. On the 31st of October, long

before the time when the carnival procession begins to move, a great number of people get together in one of the street. They dressed as witches, demons, and other evil spirits. There are hundreds of large orange “pumpkins” in their bands. After the parade the festival lasts almost till early morning. This is how the Americans celebrate Halloween.

7.6. April Fool’s Day – April 1

For many centuries the first of April was a day of laughing and jokes. This day is kept in many countries not only in Britain and the USA. This is a day to play jokes and make people laugh. Nobody knows when the beginning of this custom was. Some people connect it with the end of winter and the return of spring which made people merry and ready to play jokes.

In Scotland young people were sent for hen’s teeth or bird’s milk and everybody laughed when they could not to find such things. In the USA and Britain someone could place a sign on a person’s back with the words “push me!”. Children often tell a grown-up that his sock is torn or he had something black on his face, and then shout “April Fool!” There is also the old purse trick. A purse is left lying in the street, but when someone wants to take it, it is quickly pulled back by a string which the hidden joker holds in his hand.

Or the purse may be filled with stones, sometimes invitations are sent to people asking them to come and visit somebody but when they come they see that nobody expected them. Some people like to telephone to the Zoo on that day and ask for Mr. Fish, Miss Fox or Mrs. Cat.

All these jokes are very old but still they make people laugh. In some places tricks are played only in the morning of April 1. Then, if anyone tries to fool someone later that day, or on the next, he is met with these words:

“April Fool is past,
And you are the biggest fool at last!”

Task: Find the sentences about the April Fool tricks.
There must be seven tricks.

April Fool's Day

The doorbell is ringing,
Better hurry and see!
It might be a postman
With a present for me.
It might be a spaceman
Coming in for a call,
But – today's April Fool's Day –
There is no one at all!
It might be a farmer
With a bag of hay,
Or a clown from the circus
Who just wants to play

7.7. The Story of Easter

Easter is a time of springtime festivals. In Christian countries Easter is celebrated as the religious holiday commemorating the resurrection of Jesus Christ, the son of God. But the celebrations of Easter have many customs and legends that are pagan in origin and have nothing to do with Christianity.

Traditions associated with the festival survive in the Easter rabbit, a symbol of fertility, and in coloured Easter eggs, originally painted with bright colours to represent the sunlight of spring, and used in Easter-egg rolling contests or given as gifts.

Easter is observed by the churches of the West on the first Sunday following the fool moon that occurs on or following the spring equinox (March 21). So Easter became a “movable” feast which can occur as early as March 22 or as late as April 28.

Easter is at the end of the Lenten season, which covers a forty-six-day period that begins on Ash Wednesday and ends with Easter.

Holy Thursday commemorates the Last Supper, which was held the evening before the Crucifixion.

Friday in Holy Week is the anniversary of the Crucifixion; the day that Christ was crucified and died on the cross.

Holy Week and the Lenten season end with Easter Sunday, the day of resurrection of Jesus Christ.

7.8. Traditional British Wedding

In Britain people get married either in church or in a registry office. In the US people often get married in a house, a garden, a park, a hotel, or in the wedding chapel as well as in church. Most people, when they think of wedding, think of people getting married in church and the many customs that go with this type of wedding, called a white wedding.

If a couple decides to get married, the two become engaged and the bride-to-be often receives a ring from her bride / bridegroom / fiancé.

Permission from the parents used to be necessary; today it is a courtesy to tell the parents first and ask for their blessing or good wishes. Engagements vary in length depending on the circumstances and the couple's preference.


There are special names of some of the people in the wedding ceremony. The woman who is getting married is called the bride and the man is called the bridegroom or groom. The man has a male friend with him called the best man and the bride has some female friends called the bridesmaids. It is traditional for the bride to wear a long white dress/gown and a white veil as a traditional sign of purity and to carry flowers in a bouquet. It is considered bad luck for the groom to see the bride before the ceremony on the day of wedding.


She is also supposed to wear "*something old, something*

new, something borrowed and something blue” because this will bring her luck. The groom often wears a formal suit or sometimes a morning suit or a tuxedo. Everyone else wears their best clothes and the woman often buys hats specially.

Яке зізнання можна написати лише за допомогою літер та малюнка? І як відповісти на це зізнання, додавши тільки одну цифру?

Key:

I  U – *I love you*

I  U 2 – *I love you too*

7.9. Wedding Cakes

The symbolic nature of superstition regularly leads to everyday items taking on extra connotations, and it is therefore no surprise that various parts of the wedding procedure, such as the cake and the ring, have taken on love-divinatory roles. A number of procedures existed, for example, which involved placing pieces of wedding cake under the pillow, in the promise that the sleeper would dream of their future spouse.

Most girls have had pieces of wedding cakes given them to “dream on”, which they put under their pillows before going to bed, but at Northleigh a girl went through quite a ceremony when doing so. She took a piece of wedding cake, which must consist of both cake and icing, the cake representing the man and the icing the girl, and got into bed backwards, repeating the following lines:

*I put the wedding cake under my head
To dream of the living and not of the dead,
To dream of the man that I am to wed,
Not in his best or Sunday array
But in clothes he wears every day.*

On no account must the girl speak after repeating this rhyme, as if she said a word, it would prevent her from dreaming of her future husband.

7.10. The Weird Food Festivals That Sound Fake (but aren't)

Festivals are a great way to bring people together to celebrate almost any occasion. While there are lots of festival types including music festivals, food festivals are some of the most popular. They take place all over the world and there are festivals for just about any type of food including pizza, seafood, bacon, chocolate, and even fruits.

Many food festivals feature foods local to the region such as the Poutine Fest in Ottawa or the Taste of Chicago festival. While some festivals are all about the foods in that area, other festivals focus on one type of food and you'll find several different ways to enjoy it.

Alcoholic beverages such as beer and wine are often heavily featured at food festivals as well. Some even include those beverages in the name of the festivals such as the San Diego Bay Wine and Food Festival. Other staples you'll likely find at food festivals include cooking demonstrations, workshops, contests, music, and things to entertain the kids.

There are lots of annual food festivals that take place in the United States, but there are also a good number of them that take place across the world. There are probably hundreds if not thousands of food festivals that take place but many of them are small regional events that most people wouldn't consider traveling to get to.

The food festivals on this list include some of the bigger and more well known festivals that you would want to consider when making your travel plans. Many of them are in great locations that feature lots of things to do so the festival makes for a great reason to check them out.

Herring Festival. If you travel to Hvide Sande, Denmark you can attend the annual Herring Festival. This festival celebrates schools of herring which migrate to the Ringkøbing fjord and includes the herring fishing world championship. Whether you like your herring fried, filleted,

pickled, or fish-caked you're in luck. There are workshops that teach you how to pickle fried herring or you can leave it to the professionals and watch them do it. You can even enter the Herring Recipe of the Year contest and children can attend the Herring fishing school or join the Junior Fishing Contest. If you don't like fish you may want to head somewhere else.

Chinchilla Melon Festival. At first you may be put off by the name of this festival, but you won't find any dishes with rodents in them. The festival is held in Chinchilla, Australia and only happens every other year. All things melon are celebrated including plenty of dishes, a melon chariot race, a celebrity melon eating contest, and even melon skiing. One of the most interesting aspects is the melon weigh-in to find out which local farmer can grow the biggest melon. You can even take part in a free melon feast, beach part, concerts, and street parade. This is a great experience you won't want to miss.

La Tomatina. If you like having fun and aren't afraid to get dirty, the La Tomatina festival may be the place for you. This even takes place in Bunol, Spain and is one of the country's most popular festivals. You'll find plenty of tomato dishes to try but the highlight of the event is the world's biggest food fight which features more than 100 hundred metric tons of tomatoes which are over-ripe. You'll be able to throw tomatoes at random strangers while ducking and trying to avoid getting hit yourself, almost like you're playing a massive game of dodge ball but only with bright red fruits.

Boston Local Food Fest. Boston, Massachusetts is a great place to visit, especially if you want to enjoy some local food. The Boston Local Food Fest takes place in September and takes a closer look at how your food ends up on your table. The event features local farmers and gives you the chances to interact with them because most of us never actually meet the people who grow our food. There are lots of local vendors and food trucks to choose from and the festival focuses on health and sustainable local foods. This festival has a bit of a different

vibe than the other more party-like atmospheres, but it may become more popular as time goes on.

Street Eats Food Truck Festival. Food trucks are more popular than ever before, but usually you just have to go with whichever one or two are at a location near you. The Street Eats Food Truck Festival in Scottsdale, Arizona brings them all together. Imagine more than 50 food trucks lined up for you and parked there all weekend. You'll find food trucks for all types of foods including entrees, desserts, and drinks. There are cooking demonstrations and other festivities and music as well. You'll see long lines at some trucks while others are a lot shorter. Try as many food trucks as you can without having to track them down.

Taste of Charlotte. If you haven't been to Charlotte, North Carolina you might not think of it as a great culinary city. This festival takes place on six city blocks and is free. There are more than 100 vendors and this is a coin style event where you buy your tokens up front. The event includes the Best of the Taste Awards and all types of foods including steak, barbecue, and much more. There are cooking demonstrations and lots to see and do as well even for the kids. The weather in June is great in Charlotte and you'll certainly enjoy sampling everything.

BaltimoreSeafoodFest. Most people think of Baltimore for crab cakes, but the truth is that all types of seafood are popular there. At the Baltimore Seafood Fest in September you can sample everything from crab to oysters and even shrimp. The event takes place at Canton Waterfront Park and overlooks the Northwest Harbor. You can buy special entry passes that will come with treats like a bucket of crabs. There are more than 30 local vendors as well as food trucks so you can have fish tacos, lobster rolls, and everything else in between. There are also the standard cooking demonstrations and live entertainment.

Sacramento Bacon Fest. Almost everyone loves bacon, so attending a whole festival dedicated to the cured meat seems reasonable. This is a week long event that takes bacon to a whole new level. You can enjoy almost everything with bacon including bacon salad, bacon pizza, bacon ramen, bacon tater tots, and even a bacon milkshake. Bacon goes well with craft beer and more than 100 restaurants participate in this festival with their own bacon dishes. There's also live music and the humorous Kevin Bacon Soundtrack Tribute Show has become a favorite among festival goers over the years. Sacramento is a good place to visit anyway so scheduling your trip during Bacon Fest is a good way to go.

Ottawa Poutine Fest. Poutine has become quite trendy in recent years and if you enjoy it you'll want to travel to Ottawa, Canada for this festival. It takes place annually in May in its home country and thousands celebrate the delicious dish which features french fries, gravy, and cheese curds. You'll be able to visit several local restaurants which offer their unique takes on poutine such as churro poutine, butter chicken poutine, or Pad Thai poutine. If you can't get enough you can enter a poutine eating contest or learn how to make your own in a workshop. The event is family friendly and has activities for kids like face painting.

San Diego Bay Wine and Food Festival. At most food festivals alcohol is everywhere, so some of them don't try to hide that fact. Each November in San Diego the Bay Wine and Food Festival takes place. San Diego is a great place to visit in the first place but you'll want a jacket because it can be a bit cool later in the year. This festival is very popular and attracts chefs from all over the country as well as winemakers and brew masters. There are plenty of delicious things to eat and drink and the weather during the day should be delightful as well with plenty of sunshine.

Epcot International Food and Wine Festival. What makes this food festival extra special is its location in Orlando,

Florida. This festival spans six weeks so chances are you won't be able to experience the whole thing unless you live there or can afford to take a lot of time off. You'll be able to enjoy food and wine from more than 25 countries. There is lots of entertainment and plenty of interactive experiences such as cooking demonstrations, wine tastings, and mixology classes. Don't forget to spend some time at Disney World and all the other fun attractions in the area. There's plenty of food to be enjoyed inside the theme park if you don't get enough at the festival.

Nugget Rib Cook-off. This festival takes place toward the end of summer and happens in Sparks, Nevada. If you love barbecue and ribs this is the place for you. Almost a quarter of a million pounds of ribs will be cooked to be enjoyed for hundreds of thousands of attendees. This festival bills itself as the biggest and best free-entry barbecue festival in America. While there might be some chicken nuggets, the name comes from the location which is the Nugget Casino Resort. There's also plenty to do including a concert series which have included national acts such as 10,000 Maniacs and Mark McGrath.

Taste of Dallas. Dallas, Texas is a great city for food lovers. The annual Taste of Dallas festival has been going on for more than 30 years. Make sure you find the Backyard Bites section to try some delicious barbecue as well as craft beer and burgers with lawn games to keep you entertained. Don't forget the Taste Curbside area with food trucks and if you prefer to eat healthy check out the Fuel area. For some extra dough you can attend the Foodie Experience which features an unlimited tasting of more than 30 chefs and restaurants and that also includes drinks so get your ticket early.

Hawaii All Food And Wine Festival. Most people don't need a good excuse to take a vacation to Hawaii, but if you're looking for one the Hawaii Food and Wine Festival could be it. This event takes place in Honolulu in September. It

was founded by chefs Roy Yamaguchi and Alan Wong who are both James Beard Award winners. It spans four days and features several leading chefs, wine and spirit producers, and culinary personalities. You can attend the festival and enjoy delicious foods and drinks and still enjoy all the natural beauty Hawaii has to offer. Many people aren't familiar with Hawaiian foods and this is a great way to try various dishes.

New Orleans Wine and Food Experience. New Orleans, Louisiana is a great place to visit to experience local culture and festivals. One of the most popular festivals is the Wine and Food Experience which celebrated its 26th year in 2018. This festival is a great time and delicious but it also helps out various nonprofit organizations in New Orleans and has raised more than \$1 million over the years. There are some great local chefs and some amazing national and international wines featured as well. You certainly won't get bored in New Orleans where you can take in all that the famous and historic city has to offer.

Taste of Vail. Vail, Colorado is a great place to visit and travelers enjoy the small town feel paired with the great locations to ski and snowboard. This festival happens each year and has many of the best local chefs. Winemakers and vineyard owners from all around the country gather in Vail for this festival every year. You may run into some celebrities trying to fit in with the crowd so keep an eye out. Find a quaint lodge to stay in and enjoy the crisp and cool air while having some great local food and some delicious wine. This festival typically takes place around the first day of fall.

NYC Wine and Food Festival. New York City is another great location to have a food festival because there is plenty to see and do in addition to enjoying the festivities. This festival benefits the NYC Food Bank and the nonprofit Share Out Strength so it's for a good cause. It happens every year and you'll have a chance to see some celebrity chefs as well as known personalities in the culinary field. You'll want to plan

on spending some time here but make sure you have plenty of time to enjoy the rest of the city so nice they named it twice while you're there.

Taste of Chicago. Cuisine from Chicago has made its way all across America, but the best place to enjoy it is where it actually came from. This event is billed as the world's largest food festival and spans five days each year with more than two million people visiting. You'll find all the foods you would expect including Chicago dogs, Chicago-style pizza, and other regional foods you might not know about. Make sure to save room for dessert from the famous Eli's Cheesecake. This festival takes place each year in July which is a great time to be in the Windy City. Be sure to check out some of the Chicago area attractions if you've never been before.

Pizzafest. Pizza is one of the most popular foods in the world and comes in all types and flavors. This annual food festival takes place in Naples, Italy in September and goes for a whole week. If you travel to Italy to celebrate pizza you'll be in for a real treat if all you know is American pies. There will be plenty of pizza to eat but the entertainment and education makes it worthwhile. The World Pizza-Making Championship takes place and you can also take a pizza-making workshop. Try a slice of several different types of pizza including Neapolitan, marinara, and margherita.

Salon du Chokolat. When it comes to food festivals, any festival celebrating chocolate is going to be very popular. This festival is actually a trade fair for the international chocolate industry. More than 500 participants take part in the annual event and come from more than 60 countries. You can sample chocolates from five continents and attend workshops. This festival has plenty of entertainment in addition to satisfying your sweet tooth. It has a chocolate sculpture contest and an interesting chocolate fashion show. If you love chocolate this is certainly a festival you'll want to visit and you'll actually be encouraged to overindulge.

8. Do You Know English Words?

8.1. Euro-English

The most popular second language in Europe today is English. Perhaps you already knew that (after all, you speak it yourself).

But did you also know that English has borrowed thousands of words from other European languages? Here are some examples.

Language	Words
Czech	robot / pistol
Dutch	yacht / wagon / boss / landscape
French	prison / parliament / soup / cigarette / garage
German	kindergarten / hamburger / waltz / delicatessen / seminar
Hungarian	coach / paprika
Italian	violin / umbrella / cartoon / carnival / solo
Spanish	mosquito / cargo / patio / potato / guerrilla

8.2. Origin of Some Words

The name “tattoo” has an interesting origin. Traditionally the soldiers were told to return to the living quarters each night by a beat of the drum which sounded like “tat-too”.

The word “holiday” literally means “holy day”. In the United States, the word “holiday” is synonymous with “celebration”.

The word “clan” means “family” and the great clans of the 16th and 17th centuries were really like big families, ruled by powerful chiefs. Sometimes there were battles between different clans but nowadays the McDonalds, the McKenzies and the Campbells all live in piece with each other.

Many people in Scotland have the name *McDonald* or *McKenzie*. “Mac” means “son of” and people with this name

usually feel they belong to the same family or clan. Common boys' names are Donald or Duncan, and girls' names are Fiona or Jean. Many Scottish people still use some Scottish words when they speak English.

For example, “*wee*” means *small* as in “*wee laddie*” - *small boy*. A “*bonnie lass*” is a *pretty girl* and a “*bairn*” is a *young child*. If someone answers your questions with “*aye*” [ai] they are agreeing with you, because “*aye*” means “*yes*”. Finally, if you are offered a “*wee dram*” be careful: you'll be given some whisky to drink and you will probably have to drink it all in one go.

Although not many Welsh words are well-known in England, the word “*eisteddfod*” is understood by almost everybody. This is the Welsh name for an annual competition where people meet to dance, sing and read poems. Usually, only Welsh is spoken and in recent years they have attracted people who wish to protest against the influence of English on the Welsh language and culture. Years ago, all Irish people spoke Gaelic, and this language is still spoken in some parts of Ireland, although today all Irish people speak English also. Evidence of Gaelic is still found in place names, for example “*bally*” - *town*, “*slieve*” - *mountain*, “*loughs*” - *lake*, “*inis*” - *island*, “*drum*” - *mountain top*, “*glen*” - *valley*.

The Scots prefer the adjective *Scottish*, but other people often use the word *Scotch*. *Scotch* is used for whisky. British people do not usually use the words *Briton* or *Britisher* themselves. *Briton* appears mostly in newspaper headlines - for example TWO BRITONS KILLED IN AIR CRASH. *Britisher* is used mainly by Americans, Australians etc.

8.3. Hooligan

Do you know the word “Hooligan”? Yes, you know the word and you don't like hooligans, of course.

But do you know that Hooligan was an English surname? In 1890 there lived in London a man whose surname

was Hooligan. He was a very bad man and he behaved so badly, that soon everybody in London knew him and talked about him. When somebody began to behave badly, people said, “Oh, he behaves like Hooligan”, and a new word was born.

You can find this word not only in English but in some other languages too.

8.4. Mackintosh

Do you know what a mackintosh is? Of course, you do. But do you know that the word “Mackintosh” is a surname?

In 1823, in Scotland lived a man whose name was Charles Mackintosh. It often rained in Great Britain, and Charles Mackintosh got wet quite often.

One day he rubberized his coat and it became waterproof. Many of his friends liked his coat and asked him to rubberize their coats too. Soon many people began to rubberize their coats and they called those coats “mackintoshes”.

8.5. What is It “Boycott”?

At the end of the XIX century an English lord hired for his estate in Ireland the bailiff also an Englishman, captain Boycott. Being strict and ruthless Boycott in a short period of time was so hated by all farmers and peasants that all of them refused to deal with him in any business neither big nor small. Since that time “boycott” has acquired the significance of person’s isolation from the society and refusal to communicate with him. This is a very punishment. The Captain Boycott after these events had to escape from Ireland.

8.6. Was the First Computer “BUG” a Real Insect?

The story goes that one of the early electromechanical computers suffered a failure because an insect had crawled into the machine and been squashed between the moving parts of a relay switch, thereby jamming it.

The incident was written up in the logbook and spread from there throughout the whole of the infant computer industry. However, although the account seems to be genuine, the word is older: the event was recorded as an amusement for posterity precisely because the term “a bug” was already in use.

The term in fact originates not with computer pioneers, but with engineers of a much earlier generation. The first example cited in the 20-volume historical *Oxford English Dictionary* is from the *Pall Mall Gazette* of 11 March 1889:

Mr. Edison, I was informed, had been up the two previous nights discovering “a bug” in his phonograph- an expression for solving a difficulty, and implying that some imaginary insect has secreted itself inside and is causing all the trouble.

It seems clear from this that the original “bug”, though it was indeed an insect, was in fact imaginary.

8.7. What is the Origin of the Following Phrases?

“Dressed to the Nines” - One theory is that it comes from the name of the 99th Wiltshire Regiment, known as **the Nines**, which was renowned for its smart appearance. There are a couple of problems with this suggestion, though. To begin with, the regiment’s sartorial reputation seems to have dated from the 1850s, while the first recorded use of the phrase is from 1837. Secondly, *dressed to the nines* developed as an extension of the much earlier phrase *to the nines*, meaning “*to perfection, to the greatest degree*”: the 20-volume *Oxford English Dictionary*’s first example of this earlier form dates back to 1719.

Why it should have been *to the nines* rather than *to the eights*, *to the sevens*, etc. remains unclear.

“Sleep Tights” - It seems that *tight* in this expression is the equivalent of the only surviving use of the adverb *tightly* meaning “*soundly, properly, well, effectively*”. The 20-volume historical Oxford English Dictionary labels this adverb “*now dialectal*”.

“the Bee’s Knees” – The phrase was first recorded in the late 18th century, when it was used to mean “*something very small and insignificant*”. Its current meaning dates from the 1920s, at which time a whole collection of American slang expressions were coined with the meaning “*an outstanding person or thing*”. Examples included *the flea’s eyebrows*, *the canary’s tusks*, and one that still survives – *the cat’s whiskers*. The switch in meaning for *the bee’s knees* probably emerged because it was so similar in structure and pattern to these other phrases.

8.8. What is the Origin of the Terms?

“Brass Monkey” - The story goes that cannonballs used to be stored aboard ship in piles, on a brass frame or tray called a “*monkey*”. In very cold weather the brass would contract, spilling the cannonballs: hence very cold weather is “*cold enough to freeze the balls off a brass monkey*”. There are several problems with this story, as follows:

- the term “*monkey*” is not otherwise recorded as the name for such an object;
- the rate of contraction of brass in cold temperatures is unlikely to be fast enough to cause the reputed effect;
- the phrase is actually first recorded as “*freeze the tail off a brass monkey*”, which removes any essential connection with balls.

It therefore seems most likely that the phrase is simply a humorous reference to the fact that metal figures will become very cold to the touch in cold weather.

“Flea Market” comes from the French *marché aux puces*, a name originally given to a market in Paris which specialized in shabby second-hand goods of the kind that might contain fleas. The earliest English use that the 20-volume Oxford English Dictionary has found dates from 1922.

The phrase **“pros and cons”** is an abbreviation of the Latin phrase *pro et contra*, “for and against”, and has been in use in the abbreviated form since the 16th century, according to the Oxford English Dictionary.

“Pros and cons” is a well-established standard usage; Oxford’s larger dictionaries do not mark it as “informal” or in any way restricted in use. The much longer alternative is the phrase “arguments for and against”.

The word **“UFO”** is an abbreviation which comes from the initial letters of the words “unidentified flying object”. A UFO is a mysterious object in the sky which can’t be explained by current scientific theories. UFOs are often associated with extra terrestrial beings: they’re believed to be the spaceships of the “little green men” of science-fiction movies and stories.

According to the Oxford English Dictionary, the term “unidentified flying object” goes back at least to the 1950s: it is recorded in 1953, in a book by the US aviator and writer Donald Keyhoe. The *OED* also gives a citation in 1956 by Edward Ruppelt, an officer in the USAF, stating that he’d invented the term as a more general one to replace the earlier description for such objects, flying saucer.

Strange objects in the sky were first named *flying saucers* in the 1940s: the first *OED* citation is from *The Times*, in 1947. They were so called because of an account by a US

pilot, Kenneth Arnold, who stated in various newspaper and radio interviews of that year that he'd seen "saucer-like" objects in the sky while he was flying past Mount Rainier. The media seemed to have quickly changed this to the snappier "flying saucer" and so the term was born. By the time Ruppelt and his USAF colleagues were investigating reports of these sightings in the 1950s, it was clear that "saucer" was too limited a description, since the objects in question were said to be of many different shapes: hence Ruppelt's invention of "UFO".

UFOs captured the public's imagination and it wasn't long before sightings were reported from all over the world. The study of UFOs became known as ufology (recorded in The Times Literary Supplement in 1959) and experts in the field were named ufologists about four years later, even though research in this area isn't generally regarded as an academic discipline.

The word "**Berserk**" came into English in the early 19th century, as a noun used to describe an ancient Norse warrior who fought with uncontrolled ferocity (also known as a **berserker**).

The English word derives from the Old Norse **berserkr** (noun), itself probably from combining **bjorn** (bear) and **serkr** (coat). It could also possibly come from **berr** "bare" (i.e. without armour) and **serkr**.

It is now mostly used in the expression "to go **berserk**".

8.9. The Fascinating Origins of 15 Common English Words?

Below are just 15 words. From these 15 words, you'll learn the meanings of more than 30 other words! Once you know each word's origin, you'll begin to notice it in other words.

A majority of English word roots come from Latin and Greek. Even English words that come from other languages like French or German are sometimes originally Latin anyway - so they were Latin first, then became French or German and *then* they became English.

Many words on this list have gone through a few languages before getting to English, but in this post we'll focus on just one main origin.

The “related words” sections give a sample of the other words you can learn using these origins, but there are many, many more out there. Most related words are broken down into their own origins, which are defined and then pointed out in parentheses (like these).

For example, if you see the words “together (*sym*),” you’ll know that the root *sym* means together. Simple!

And now, the words!

Greek

1. Phone

Meaning: A *phone* is a device that’s used to communicate with people from a distance (you might be using a phone to read this!).

Origin: The English word *phone* is actually short for *telephone*, which comes from the Greek words for sound (*phon*) and far away (*tele*).

Related words: Homophones are words that sound (*phon*) the same (*homo*) but are spelled differently, like hear and here. If you like hearing nice things you might enjoy a **symphony**, which is when many instruments play together (*sym*) to make a beautiful sound (*phon*)... usually.

2. Hyper

Meaning:Someone who is *hyper* is very energetic and lively.

Origin: *Hyper* actually a shortening of the word **hyperactive**, which combines the Greek word meaning “over, beyond” (*hyper*) and the Latin word for something that’s done (*act*).

Related words: When someone tells you they’re so hungry they could eat a horse, you know they’re just exaggerating by using **hyperbole** - stretching the truth, like throwing (*bole*) something too far (*hyper*). No matter how exciting someone’s hyperbole is, try not to **hyperventilate!** That means to breathe or blow out air (*ventilate*) too much (*hyper*) in a way that makes you dizzy.

3. Sync

Meaning: When a few things happen at the same time or in the same way, they’re in *sync*. This word is a shortening of the word *synchronize*, but it’s used alone nowadays as a verb (your phone apps might even *sync* to make sure your files are up to date).

Origin: *Sync* comes from a Greek word that means to be together (*syn* or *syn*).

Related words: A **synopsis** is a summary of something like a movie or a play. It’s a way for everyone to see (*opsis*) the meaning together (*syn*). Synopsis and summary are actually **synonyms**, which are words that share the same (*syn*) meaning but have a different sound or name (*onym*).

Stay away from a play if the synopsis says the actor **slip-sync**. That means they move their lips (*lip*) together (*syn*) with the music without actually creating the sounds themselves.

4. Air

Meaning: *Air* is all around us. It’s the invisible gas that creates our atmosphere. Without air, we wouldn’t be able to breathe!

Origin: The word *air* has gone through a few languages before ending up in English, but it probably comes from the Greek word *aer*, which means to blow or breathe. You can actually find words that use both *aer* and *air*.

Related words: In **airplane** is a relatively flat object (*plane*) that flies in the air (*air*). Airplanes are **aerodynamic**, which means they use the air (*aer*) to power (*dynamic*) their flight. Don't forget to look down when you're in that plane, since **aerial** (of the air) views are pretty amazing!

Latin

5. Dense

Meaning: Something *dense* is packed tightly or very thick. For example, a fog can be so *dense*, or thick, that you can't see much through it.

Origin: *Dense* comes from the Latin for "thick" (*densus*).

Related words: You can see **condensation** when evaporated water molecules join together (*con*) and becomes thick (*dens*) enough to form droplets. **Density** is the measure of how thickly packed (*dens*) something is, like people or things in one space.

6. Finish

Meaning: To *finish* something means to be done with it. In a few seconds you'll be *finished* reading this sentence.

Origin: *Finish* comes from the Latin word *finis* which means "end." In many words, this is shortened to *fin*.

Related words: You've probably **defined** a lot of vocabulary words in your English learning, which means you've looked up what the words mean. You could say that you've brought an end (both *d* and *fin*), to your lack of understanding! Don't worry, there's a **finite** number of words in English, which is a noun (*ite*) that means something that has

a limit or end (*fin*). If English were **infinite**, or without (*in*) a limit, we would be learning it forever!

7. Form

Meaning: The *form* of something is its shape. As a verb, the word *to form* means to create something in a specific shape.

Origin: The word *form* comes from the Latin words for a mold (*forma*) and the Latin verb *to form* or to create (*formare*).

Related words: Many jobs and schools require people to wear **auniform**, which is clothing that all looks the same or has one (*uni*) style (*form*). When places don't have strict rules about what clothes to wear, they're **informal**, or without (*in*) a specific shape (*form*).

8. Letter

Meaning: A *letter* is a symbol that represents a sound in a language, like a, b, c, or the rest of the alphabet. A *letter* is also a message you write and send to someone. E-mails are digital *letters*!

Origin: In Latin, a *letter* was called a *littera*, and the *lit* and *liter* parts of this word appear in many English words that are related to *letters*.

Related words: If you're reading this, you're **literate** - you know how to read (*liter*). You probably read **literature**(books) and hopefully don't take fiction too **literally** (seriously and exactly). All these words are forms of the stem *liter*, but their suffixes turn them into someone who reads (*literate*), something that exists (*literature*), and someone who does things to the letter (*literally*).

9. Part

Meaning: A *part* is a piece of a whole, something that isn't complete. In verb form, the word *to part* means to divide or remove something.

Origin: This word comes from the Latin *partire* or *partiri*, which means to divide or share among others.

Related words: Somebody **impartial** has no (*im*)opinion about something (they take no *part* in the debate). You can be impartial about whether you live in a house or in **apartment**. An apartment is the result (*ment*) of dividing a building into smaller spaces (*part*). Wherever you live, make sure it's safe - you wouldn't want to put your family in **jeopardy**, which is a dangerous situation or, according to the original definition, an evenly divided (*part*) game (*jeo*).

10. Voice

Meaning: Your *voice* is the sound you use to speak. You can also *voice*, or state, an opinion.

Origin: The Latin word for voice is *vox*, and the word for "to call" is *vocare*. These two related words are the origin of a number of English words related to speech or voices. They usually include the root *voc* or *vok*.

Related words: In **advocate** is someone who calls (*voc*) others to help him (*ate*) support a cause or a person. Even someone who means well might end up provoking someone who doesn't agree with them. To **provoke** someone means to call someone (*vok*) forward (*pro*) and challenge them in a way that usually makes them angry.

Old Norse

11. Loft

Meaning: A *loft* is a room right under the roof or very high up in a building. The *loft* in a house is usually used for storage, but building *lofts* are rented out as (usually smaller) living spaces.

Origin: The Old Norse word for air or sky was *lopt*, which is written as *loft* in English.

Related words: Something **aloft** is up in (*a*) the air (*loft*). If something is very tall, you would say it's **lofty**, which

is the adjective form of *loft*. In the same way, someone *lofty* has a very high (*loft*) opinion of themselves, which makes them act proud or snobbish.

French

12. Question

Meaning: Asking a *question* means trying to get information about something. *Questions* end in *question* marks (?).

Origin: Originally from Latin, English borrowed the Old French word *question* and never gave it back. The word means “to ask” or “to seek,” and it shows up in a number of ways in other words, from *quire* to *quest*. This one can be tough to spot since it switches between using the French and Latin versions of the word.

Related words: Some fantasy books have the main characters going on a **quest**, or a long and difficult search (*quest*) for something. Maybe you’re more interested in murder mystery books, which often have in **inquest**, or an official investigation (*quest*) into (*in*) someone’s suspicious death. If these types of books sound interesting, you can **inquire**, or ask (*quest*) about (*in*) them at your local library.

13. Liberty

Meaning: *Liberty* is the state of being free. The Statue of Liberty in New York is a symbol of freedom.

Origin: Another originally Latin word, *liberty* found its way into English through the Old French *liberete*, usually shortened to *lib*.

Related words: A **liberator** is a person (*ator*) who sets others free (*lib*) from a situation like slavery, jail or a bad leader. Becoming free means being open to changes, so it helps if you’re **liberal** - someone with a personality (*al*) that’s open to (*lib*) new ideas or ways of thinking.

14. **Gusto**

Meaning: Doing something with *gusto* means really enjoying it and being enthusiastic about it.

Origin: The Italian word *gusto* actually means taste, and comes from the Latin for taste, *gustus*.

Related words: You won't do something with *gusto* if you find it **disgusting**. That's the negative feeling you get about something you think is unpleasant - literally, without (*dis*) taste (*gust*).

Arabic

15. **Check**

Meaning: To *check* means to take a close look at something, or to make sure of something (verify it). For example, before you leave for work in the morning you might check that you have everything you need. *Check* can also be used as a verb that means to stop or slow something down.

Origin: The word *check* has an interesting history, moving from language to language and changing its meaning a little with each one. The word is originally from Persian and then Arabic, where it meant "king." Over time, the word started being used in the game of chess and was defined as "to control." Eventually the word's meaning changed to what it is today. So much history in such a small word!

Related words: Leaving something **unchecked** means leaving something without (*un*) limits or control (*check*). If you leave weeds to grow unchecked in your yard, for example, they'll take over and destroy your other plants. The word **check** on its own also refers to a piece of paper worth a certain amount of money (you write checks to pay bills). A **raincheck** used to be a ticket given to people attending outdoor events that had to be stopped because of rain. Today a raincheck is just a promise to do something another time.

8.10. Foreign Placenames

The names of countries, and of the world's most important cities and natural features, have always been translated into various languages.

Just as the French language calls *London Londres* and the *United States the États-Unis*, so English uses *Italy* for the country which its inhabitants call *Italia*, and both English and French call its capital *Rome* rather than *Roma*.

Even if we do not change the spelling of foreign placenames, we often modify their pronunciation for our own comfort, pronouncing *Paris*, for instance, to rhyme with the English surname *Harris*.

But all of this seems to be changing. The English language anglicizes the pronunciation of placenames less than it did even a generation ago. Whether because of increased foreign travel or from a becoming increase in national modesty, we now try to pronounce *Marseilles* and *Rheims* more or less as their citizens do, whereas our forebears made them rhyme with *Wales* and *Dreams*. We also have to learn the names of many towns in their own languages, if only to catch the right plane to *Geneva* or *Florence* when the airport departure board announces flights to *Genf* or *Firenze*.

Here are a few foreign placenames and their English versions:

<i>own language</i>	<i>English</i>
Bruxelles	<i>Brussels</i> [ˈbrʌs(ə)lz]
Firenze	<i>Florence</i> [ˈflɒrəns]
Gdansk	<i>Danzig</i> [ˈdænsɪg]
Genève, Genf, Gunevra	<i>Geneva</i> [dʒɪˈni:və]
Livorno	<i>Leghorn</i> [ˈlɛghɔ:n]
München	<i>Munich</i> [ˈmjʊ:nɪk]
Reims	<i>Rheims</i> [ri:mz]

8.11. How London's Streets were Named?

Let's start from Piccadilly Circus, as many visitors do.

Why “*Piccadilly*”? Nobody is quite sure. Some think that the name comes from a house, in what is now Great Windmill Street, owned by a 17th century tailor. The tailor grew rich by making the high collars called “*peckadills*” or “*picadills*”. His home was nicknamed “*Piccadilly Hall*”.

Why “*Soho*”? No one, however, can explain “*Soho*” convincingly. It may have been a hunting call, like “*Tally-ho*” or “*So-ho!*” One thing that is known for certain: Duke of Mornmouth, who owned a mansion in Soho Square (when the square was brand new), chose “*Soho*” as a watchword for his troops at the battle of Sedgemoor in 1685, when he rebelled against James II.

Haymarket was just what its name suggests: the site of the National Gallery was occupied by royal stables. In 1685 thousands of French Protestants came to England and settled in London and its outskirts. During the French Revolution of 1793 great numbers of the French constitutes the second wave of emigrants.

Pall Mall and the *Mall* are said to be named after a game, called “*paille-maille*” in French, and introduced into England in the 17th century.

Charing Cross is one of the oldest spots in London. There was a small village here once. The villagers used to char wood, making charcoal of it. That is why the village was called *Charing*. In the 13th century when the English Queen Eleanor died, her husband wanted her body be taken to Westminster Abbey, to be buried there.

At every place where the funeral procession stopped a wooden cross was put. The last place where they stopped was *Charing*, and since then the place is called *Charing Cross*.

Mayfair is a symbol of wealth, of elegance, of style and of quality. The best and the most expensive shops, restaurants and theatres are located here. Up to the 18th century this was all country land. The biggest *fair* was held here every year in *May*, and that is why this district was called *Mayfair*.

All London's long-past history is told by its streets and district names.

8.12. Longest Words

The list below contains some of Europe's longest words. Why not take a deep breath and see if you can pronounce them?

Language	Word	Meaning
Spanish	superextraordinarísimo	extraordinary
French	anticonstitutionnellement	anti-constitutionally
Italian	precipitevolissimamente	as fast as possible
Turkish	cecoslovakyalılastıramadılarımızdanmisiniz	are you one of those people who we couldn't Czechoslovakianize?
Dutch	kindercarnavalsoptochtvoorberedingswerkzaamheden	preparations for children's carnival procession
German	donaudampfschiffahrtselektrizitätenhauptbetriebswerkbauunterbeamtengesellschaft	the name of a pre-1930 club in Vienna

8.13. Does Anyone Here Speak English?

You are on holiday in a European country where you cannot speak the language. You can speak English though. How do you find out if there are any other English speakers about? You ask, of course. The ten sentences below all mean, **“Does anyone here speak English?”** in different languages. The question is ... *which languages?*

Choose from the list on the right, and then check your answers.

1. Spricht hier jemand English?	(a) Finnish
2. Puhuuko kukaan englantia?	(b) Portuguese
3. C'è qualcuno qui che parla l'inglese?	(c) Norwegian

4. Spreekt er hier jemand Engels?	(d) Spanish
5. Y-a-t-il quelqu'un ici qui parle Anglais?	(e) Danish
6. Alguém fala inglês?	(f) Greek
7. Er det noen her som snakker engelsk?	(g) Dutch
8. ¿Hay alguien aquí que habla inglés?	(h) German
9. Mila kanis anglica?	(i) Italian
10. Er der nodon her, der talar engelsk?	(j) French

8.14. The Days of the Week

It is interesting to know how the names of the week came to have such names. These names are very old: people choose them long, long ago in the days when they worshipped a different god each day.

Sunday was the Sun's day and the next day was the Moon's day, or Monday. Tuesday was called after Tieu, the god of war. Wednesday was Woden's day, one highest god of the Teutonic peoples. Thor was the thunder god; his day was called Thor's day, or Thursday.

His wife insisted on having a special day of her own. Her name was Freya, so her day came to be called Friday. Saturn was the Roman god of the fields; his day was Saturn's day, or Saturday.

8.15. Happy Birthday

Do you know the story of the song "Happy Birthday"?

In English *going for a song* means something is for sale at a very low price. But what do real songs cost? They aren't cheap.

Let's look at the most famous English song of all – "Happy Birthday to You". People have been singing it at birthday parties for more than one hundred years. Two American sisters called Patty Smith Hill and Mildred Hill wrote the song. Its first title was "Good Morning to All". The sisters taught at a kindergarten in Louisville, Kentucky.

Their song was in a little book called *Song Stories for*

Sunday School. They sold their song to the Sengstack family of Princeton, New Jersey. The Sengstack family earned one million dollars every year for the song. How? The answer is royalties.

People must pay royalties when they sing “Happy Birthday” in public, for example, at the theatre, on television or in a film.

Then the Sengstack family sold “Happy Birthday” to an American company called Warner Chappell. Did they sell it for a song? Absolutely not. Warner Chappell paid twenty-five million dollars for it.

8.16. What was in Pandora’s box?

A gift is described as a “Pandora’s box” if it seems attractive but is really a curse.

In ancient Greek mythology, Zeus was the father of die gods. When he created mankind, he asked Prometheus die Titan to make them out of clay. Later, Prometheus asked Zeus to give man fire which was reserved for the gods alone. Zeus refused, but Prometheus stole fire from Olympus, the gods’ home, and smuggled it down to man on earth. To punish Prometheus, Zeus fashioned Pandora, the first woman, full of beauty and charm - and curiosity. He sent Pandora to Prometheus’ simple brother. Epirnethus, together with a box which he warned them not to open. Despite this, the couple opened the box and out flew all the evils that have since afflicted mankind. Only hope remained in the box to help man through his troubles.

8.17. Who were the Argonauts?

They were the heroes of one of the oldest adventure stories in the world, the Quest of the Golden Fleece. Jason was a young Greek prince who was set the task of bringing back die skin of a magic ram, die golden fleece, which was kept in Colchis on the shores of the Black Sea and guarded by a

dragon that never slept. Jason commissioned the finest shipbuilder of the time, Argus, to build for him the first longship, the *Argo*. He gathered together, as crew, the Argonauts, fifty great heroes including Hercules, Orpheus and Theseus. After many adventures, the Golden Fleece was captured and brought back to Greece in triumph.

The legend was known to Homer around 700 BG and is possibly based on a real exploit of the prehistoric Minyae people from Boeotia, a region of ancient Greece.

8.18. What does the Name Christopher Mean?

In Greek, Christophoros means “the one who carries Christ”. According to the legend, Christopher was a very big man, almost a giant. His ambition was to serve the mightiest of kings, but he could not find the one he sought. He earned his living beside a river, carrying travellers across to the other side. One night, a child asked Christopher to carry him across. When they were but halfway over, the child became so heavy that, it took all the great Christopher's strength to reach the riverbank. He told the child that he had never carried such a weight before. The child replied: “Do not be surprised. You have tonight carried on your back the whole world and its sins. I am Jesus Christ, the mighty king you seek.” Then Christopher abandoned everything to follow Christ and in due course was put to death for his faith.

8.19. Do you know that ...

Highland dress the traditional costume worn by Scottish men on formal occasions or as a military uniform. Its main parts are *a tartan kilt* (= a man's skirt with folds that reaches to the knees), *a sporran* (= a flat bag made of fur or leather hanging in front of the kilt), and *a small knife* which is stuck in the top of one of the stockings.

Pullman a comfortable railway carriage, often with beds for passengers to sleep in during journeys at night. It was

developed by George Pullman (1831–1901) who built the Pioneer Sleeping Car Company in 1863 and formed the Pullman Palace Car Company in 1867. From 1985, British Rail applied the name “Pullman” to its first-class carriages serving meals, drinks, etc.

Cream tea an afternoon meal consisting of tea and *scones* (= small cakes made with flour, fat and milk) eaten with clotted cream and jam. Cream teas are traditional in Devon and Cornwall in south-west England and are popular with visitors and tourists.

Gatwick the capital city’s second major airport, serving about 21 million passengers a year. A field here was first licensed for recreational use by light aircraft in 1930. It was developed as a commercial airport in 1934-1935, and was the first in the world to have its own rail link; the Southern Railway opened a station in 1935, joined to the terminal building by a subway. Gatwick subsequently became the world’s busiest single-runway airport, but there are now controversial plans for a second runway.

Ploughman’ lunch a light meal often served in pubs and usually eaten in the middle of the day. It consists of cheese (or sometimes cold cooked meat), bread and butter, salad and pickles (=a mixture of fruit and vegetables preserved in vinegar). Its name was invented in the early 1970s to suggest the sort of food traditionally eaten by people working the fields: *I’ll have a Cheddar ploughman’s please.*

Consequences a game in which each player writes the first line of a story on a piece of paper and then passes it to the next player who writes the second line, and so on. Each player folds the paper so that the next player cannot see what is already written. The result is a number of crazy and often funny stories, the stories follow a pattern that always begins with the names of two people and ends with the sentence “And the consequence was ...”

Fish and chips a traditional British dish. It consists of

fish which is covered in batter (= a mixture of flour and milk) and fried in deep fat. This is served with chips (= long thin pieces of fried potato). It is quite a cheap meal, which people usually buy at a fish and chip shop and take away wrapped in paper.

Pancake race a race in which people carry pancakes in frying pans and repeatedly toss them (= throw them into the air so that they land the other way up in the pan) as they run. Tossing pancakes is the traditional way of cooking them on both sides. Pancake races take place in many parts of Britain on Shrove Tuesday.

Pooh (Winnie-the-Pooh) the main character in A. A. Milne's children's stories, *Winnie-the-Pooh* (1926) and *The House at Pooh Corner* (1928). Pooh is a bear who is not very intelligent but very friendly. He enjoys eating, singing songs, and playing with his friends, including Christopher Robin, Piglet and Eeyore.

Happy Families a children's card game played with a special pack of cards with pictures of various families on them. There are four members in each family: a man, his wife, their son and their daughter. The aim of the game is to collect as many complete families as possible. If you have one member of the family already, you can ask somebody if they have another member, e.g. "Mr Bun, the Baker" or "Miss Pill, the Doctor's daughter", and if they do, they have to give the card to you.

8.20. English Terms

Albion - A Roman name for Great Britain, rarely used after the 19th century.

Balti cuisine - A fusion cooking range of Indian style dishes using certain sets of spices and sauces, invented in England. "Balti kiev" are sold in several supermarket chains in the UK.

Bangers - A popular name for British sausages, but also used in the singular to mean an old car in poor condition.

Bank Holiday - Most holidays are national holidays and are called Bank Holidays, because banks and government offices normally close on those days.

Beefeaters - The popular name for the monarch's guard soldiers at the Tower of London.

Black cab - The popular name for a licensed taxi, more correctly called a Hackney Carriage.

Bobbies - The old-fashioned popular name for the police, after the Home Secretary who introduced them in the 18th century, Sir Robert Peel. Bobby is a diminutive of Robert.

Boxing Day - December 26th, the second day of Christmas.

Camelot - The probably mythical castle of King Arthur, becoming an essential part of the legend in Victorian times.

Chicken TikkaMasala (CTM) - A fusion dish of roast marinated chicken, Indian tikka, with a sauce based on garam massala spices, probably invented in Glasgow, Scotland.

Chocolate limes - Boiled sweets with a lime-flavoured outer shell and a chocolate centre.

Christmas crackers - Tubes of decorated carton that pull apart with a bang to reveal a gift, joke on a slip of paper and a party hat.

City of London or **Square Mile** - The original central city of London, now primarily a financial and banking centre.

Cockney - A Londoner generally, but more accurately, someone born in a particular small area of East London, within hearing of the bells of Bow Church.

Cornish pasty - A savoury pie with meat and vegetable filling from Cornwall, but originally made half with a savory filling and half with a sweet filling for shepherds.

CTMkievs - A chicken wrapped around a chicken tikka masalacentre, bread-crumbed and deep-fried; fusion cookery.

Custard - A milk, egg, cornflower and vanilla sauce eaten hot with a variety of sweet pudding

Don - Most often senior members of staff at Oxford or

Cambridge colleges but now often applied to most university teachers

Easter Bunny - An Americanized cute version of the ancient fertility symbol of a hare, breeding traditionally at Easter

Fish and Chip Shop - A shop selling freshly-cooked chips and fish, pies and black pudding, often with a range of other similar food, cooked whenever possible in a deep-fat-fryer.

Gingerbeer - A non-alcoholic soft drink flavoured with ginger

Haggis - A Scottish traditional dish of mixed, minced offal baked in a sheep's stomach with suit, oatmeal and other ingredients. Regarded either as a delicacy or an abomination with few neutral observers.

Iron Lady - A popular nickname for Margaret Thatcher, used both by her supporters and her opponents.

The Knowledge - The mandatory examination given to potential taxidriverers in London to test their knowledge of the streets and buildings of Greater London. No licence is given until the candidate passes this extremely strict test.

Les Rosbifs - The French colloquial nickname for the British, literally "the roast-beefs".

Limeys - The American colloquial name for the British, after the lime they took on ships to give them vitamin C and combat the disease scurvy.

Lions of Anjou - The original banner of King Richard the Lionheart, still used as a national symbol of England.

May King and ***May Queen*** - Symbolic male and female monarchs chosen during a May Day celebration, to govern over the festivities.

May tree or ***Maypole*** - The symbol around which villagers danced, during part of the May Day celebration.

Mincemeat and ***mince pies*** - Meat was in the Middle Ages a word to describe all manner of foodstuffs - the former

now uses the contemporary use of meat while the latter is a mixture of preserved fruits cooked together in a thick sweet sauce.

Oxbridge - A term used to denote the two top universities in England, from - a combination of their names, Oxford and Cambridge.

Ploughman's lunch- A plate of bread, cheese, salad, pickle and pickled onion often served in pubs at lunchtime.

Public Schools - Private, fee-paying schools, despite the name.

Reddouble-deckerbus – The Routemaster bus characteristic of London

Simmnel cake - A rich fruit cake associated with Lent and Mothering Sunday which falls in that period. In some areas simnel cakes are made for Easter, like *акуніч*.

Tartare sauce - A sauce made from mayonnaise and very finely chopped capers, gherkins and other proprietary ingredients.

Toadin the Hole - British sausages baked in a Yorkshire pudding-style batter, a London dish often served with onion gravy.

Union Flag - The correct name for the flag of the United Kingdom and Northern Ireland. A “jack” and hence “Union Jack” is strictly the name only for a flag hung from a ship’s mast.

West End - The theatre district of London, second only to Broadway, New York, in importance.

Yorkshire pudding - A baked dish from pancake batter, usually bowl shaped.

Yule cake or Christmas cake - Rich fruit cake, often with added brandy, eaten at Xmas.

Yule log - Traditionally a log burned in a grate at Xmas but today most likely to be a chocolate cake on the shape of a log, again to be eaten at Xmas.

9. Have You Ever Heard About ... ?

9.1. What can the Sea Levels Tell about the Past Climates?

There are many methods used to find out about past climates. One of them is to study sea and lake levels. When the climate warms, the sea level rises for two reasons. Most obvious is the melting of the ice locked up in the ice caps of Atlantics and Greenland. Less obvious is the expansion of the ocean waters as they warm.

Around much of the world there are signs that lakes were considerably larger during the warm phase of 6 000 to 2 000 BC than their remnants are today. Fish remains and old-lines provide the evidence. Lake Chad on the southern edge of the Sahara is a good example. The Caspian Sea was also immense. Many Californian lakes were larger than they are now.

When the sea levels were rising between 8 000 and 5 000 BC, and the rate of rise perhaps 1 to 2m (3 to 6 ft) per century.

9.2. The Weather

There are lots of different kinds of weather. In some parts of the world the weather does not change much from day to day. In others, it can be hard to tell what is going to happen next.

Whatever the weather, it is always made up of the same things: wind, water and heat from the Sun.

- A cloud is formed of billions of tiny droplets of water or ice.

- Cumulonimbus clouds can be as high as a mountain. They usually bring rain.

- Lightning is a spark of electricity jumping between a cloud and the ground.

- Weather vanes point into the wind. They show us where it is coming from.

- Some people believe that windy weather makes everyone bad-tempered.

- From an aeroplane you can see that rainbows actually form a complete circle.

- In some parts of the world, there are periods when it rains at the same time every day.

- Snowdrifts have been known to cover three-storey buildings.

- The South Pole is the coldest place on Earth. It is colder than a home freezer.

- A day on Earth has twenty-four hours, but how long is a day on other planets? On Pluto one day lasts six Earth days and nine hours. On Venus one day is longer than a year on our planet! Jupiter is the biggest planet, but it has the shortest day. It lasts only nine hours and fifteen minutes!

9.3. Moon

The Moon is the brightest object in the night sky. On some nights, the moon looks like a shining circle of light. On others, it looks like a thin, silver fingernail. However, the moon does not make its own light. The light we see comes from the sun and bounces off the moon.

If the moon and Earth were side by side, the moon would look like a tennis ball next to a basketball. It looks bigger than the stars and as large as the sun because it is closer to Earth than any other object in space. But the moon is about 400 times smaller than the sun, and it is not all that close to Earth. A rocket journey from Earth to the moon and back takes about six days.

A day on Earth has twenty-four hours, but how long is a day on other planets? On Pluto one day lasts six Earth days and nine hours. On Venus one day is longer than a year on our planet! Jupiter is the biggest planet, but it has the shortest day. It lasts only nine hours and fifteen minutes.

The moon is a huge rock that travels around Earth.

Nothing lives on the moon. The moon has no air and no wind. Its surface is dry. Its sky is always black, even in the daytime, and the stars are always visible. At night, the moon's rocky surface is colder than any place on Earth. During the day, the rocks are hotter than boiling water.

Astronauts who visit the moon carry air with them to breathe. They talk to each other by radio because there is no air to carry sounds. Space suits protect astronauts from the heat and the cold.

Astronauts can walk easily on the moon, even though they wear heavy equipment. The equipment feels light because the force of gravity on the moon is weaker than gravity on Earth. Gravity on Earth keeps us from floating away in space.

Earth is not the only planet with a moon. Some of the other planets have moons, too. Jupiter has at least 16 moons. There are so many craters on the moon that the moon has craters within craters. Some craters have hills or mountains in them or around them. Some are surrounded by light gray streaks. The largest crater has a floor covered by dark lava. It forms one eye of the "man in the moon". The face of the "man in the moon" is made by light and dark patches of gray in the moon's surface. The dark patches are flat areas of rock covered by a thin layer of rocky soil. The rocky soil of the moon has tiny round bits of glass in it. Some of the rocks are made of hardened lava. Most of the light gray parts are filled with mountains and valleys. The moon also has many big, bowl-shaped holes called craters.

Many small craters were formed when meteoroids hit the moon. Meteoroids are rocks or other objects that travel through space. Many large craters probably formed when larger objects, such as comets or asteroids, hit the moon. A few craters look like the tops of volcanoes. We cannot see all sides of the moon from Earth. The part of the moon we cannot see from Earth is called the far side. Pictures from spaceships have shown us what it looks like.

9.4. Where is the Longest River in the World?

The longest river in the world is the Nile in Africa. It is 4,145 miles long and provides water for many parts of Africa that are usually hot and dry. Many crocodiles swim in the Nile. As they work each day, farmers and fishermen living along the river banks must watch out for these creatures. The Nile starts in the centre of Africa in a country called Burundi. Then it flows north and empties into the Mediterranean Sea by Egypt.

9.5. Why is it Cold in Winter and Hot in Summer?

The sun is a giant star in the middle of the solar system, which is our family of planets. The earth travels around the sun in a circle called an orbit. The earth is tipped at an angle as it speeds through space, and the sun heats the earth as it travels around the sun. When the part of the earth where we live is tipped nearer to the sun, our weather gets hotter, because we are closer to the sun's hot rays. Then we have summer.

But when our part of the earth is tipped farther away from the sun and its warming rays, our weather gets colder. Then it is winter.

Hot and cold weather, summer and winter - all of these changes are caused by how far away we are from the sun.

9.6. Fruits & Vegetables

- that the orange, the lemon and the peach originated in China?

- that the orange tree is twenty feet high, and it gives from 3 to 4 oranges a year? The orange trees give better fruit than the younger ones.

- that the grape is one of the oldest plants?

- that there are more than five thousand different kinds of the pear?

- that the apple-tree is one of the oldest fruit-trees? It is more than four thousand years old.

- that the banana plant grows only where there is plenty

of heat and rain? Banana plants grow high. Some of them are thirty feet high, with leaves which are often ten feet long. Bananas have many uses. The ripe fruit is very nice food. Very good flour is made from dry bananas. In hot countries people make roofs for houses from the leaves of the plant.

- that the water-melon is the berry?

- that until about a century ago people thought that the tomato, though beautiful, was a poisonous fruit? People grew it in flower gardens for decoration, and called it the love apple. Then one day, nobody knows exactly how or when, some brave person took a bite, and that was not harmful. The tomato is a native of South America, but today people grow the tomato in many parts of the world.

- the biggest flower in the world is called *rafflesia*. It is one metre wide and it is not very pretty. But this is not the only strange thing about this flower. *Rafflesia* flowers have the worst smell of all!

9.7. Melons without Seeds

How do seedless watermelons grow when the watermelons come from the seeds?

Scientists have done a neat trick. They have grown watermelon vines that produce watermelons with no seeds.

To understand how this is done, you first have to know some basic ideas about how a normal seed works. Each seed contains a complete set of coding – a blueprint - for making a new plant. That coding is in a set of long, chain-like molecules. All together, that set of molecules is called the plants DNA.

When one watermelon flower is fertilized by pollen from a different watermelon plant, that flower makes new seeds. In each seed, half of the blueprint comes from one plant, and the other half comes from the other plant. That's what happens in most plants.

To make seedless watermelons, scientists use a trick. They use a special chemical to give each seed twice as much

DNA as a normal seed has. These seeds can grow into watermelon vines and make watermelons that contain seeds.

But after one of these double-DNA seeds grows into a vine and that vine is fertilized by a normal plant, the new seeds will grow into an unusual vine. The vine is healthy, but because it has one and a half sets of DNA, seeds will not form. So the vine gives seedless watermelons.

9.8. The Unhappy Potato

People didn't like it at first. It came to Europe from South America. A sailor brought it to Spain in 1493. But people did not want to grow it. It was not easy to make them do it. A king threatened to cut off the noses of those peasants who did not want to grow potatoes.

Other kings tried different ways. King Louis XVI of France wore potato flowers in his buttonhole, and his wife wore them on her hat. But the French peasants said that potatoes made them ill and again they did not want to grow them. The king talked with a scientist about the potato. The scientist thought that the potato could become good and cheap food.

Then the king thought of a plan. He asked the scientist to grow potato in his garden and sent the soldiers to guard it day and night. If somebody came near the garden, the soldiers shouted and told them to go away. The people became interested. "This is new potato plant!" they said. "It must be good if the king looks after it!"

In autumn the soldiers dug the potatoes and left them in the garden. When the hungry peasants took some of the potatoes they did not seem to notice it.

Soon the peasants took all the potatoes. After it people began to grow potatoes and French women learned to cook them.

9.9. Big Tree, Little Tree

Why Two Maple Trees were Planted at the Same Time now Different Sizes?

There are several possible reasons why these two trees have grown to different heights. First, each tree may have inherited different characteristics from the parent trees, causing one to grow faster than the other. In many kinds of living things, including humans, sisters and brothers can be very different from one another, even though they have the same parents. Second, one tree may be in a spot where it gets more sunlight, water, or nutrients than the other. And third, the shorter tree may have insects, fungi, or other pests living off it, which would make it sick and slow to grow.

9.10. Why is it that Women Don't Go Bald & Men Do?

In fact, about 18 per cent of women do experience hair loss under the age of 40, although it is more noticeable in men.

Like height, weight and other characteristics, baldness is genetic and can be inherited from either side of the family.

The male hormones, testosterone and dihydrotestosterone, make the hair follicle sensitive – so gradually over time the hair begins to change, becoming shorter and thinner until the follicle eventually dies.

Contrary to popular belief, baldness is irreversible, although it is possible to slow down the process.

9.11. Amazing Water Facts

Water is the most important resource in the world. Here are interesting facts about water.

- 68.7% of the fresh water on Earth is trapped in glaciers;
- 30% of fresh water is in the ground;
- 1.7% of the world's water is frozen and therefore unusable;

- water can dissolve more substances than any other liquid including sulfuric acid;
- the freezing point of water lowers as the amount of salt dissolved in it increases. With average levels of salt, seawater freezes at $-2\text{ }^{\circ}\text{C}$ ($28.4\text{ }^{\circ}\text{F}$);
- about 6,800 gallons of water is required to grow a day's food for a family of four;
- to create one pint of beer it takes 20 gallons of water;
- 780 million people lack access to an improved water source;
- 1/3 what the world spends on bottled water in one year could pay for projects providing water to everyone in need;
- unsafe water kills 200 children every hour;
- water weighs about 8 pounds a gallon;
- it takes 120 gallons of water for one egg;
- a jellyfish and a cucumber are each 95% water;
- 70% of the human brain is water;
- 80% of all illness in the developing world is water related;
- up to 50% of water is lost through leaks in cities in the developing world;
- in Nairobi urban poor pay 10 times more for water than in New York;
- in some countries, less than half the population has access to clean water;
- \$260 billion is the estimated annual economic loss from poor water and sanitation in developing countries;
- a person can live about a month without food, but only about a week without water;
- water expands by 9% when it freezes;
- there is about the same amount of water on Earth now as there was millions of years ago;
- the length of the side of a cube which could hold the Earth's estimated total volume of water in km = 1150;

- 85% of the world population lives in the driest half of the planet;

- agriculture accounts for ~70% of global freshwater withdrawals (up to 90% in some fast-growing economies);

- 300 tons of water are required to manufacture 1 ton of steel;

- refilling a half-liter water bottle 1,740 times with tap water is the equivalent cost of a 99 cent water bottle at a convenience store;

- it takes about 12 gallons per day to sustain a human (this figure takes into account all uses for water, like drinking, sanitation and food production);

- each day, we also lose a little more than a cup of water (237 ml) when we exhale it;

- by 2025, water withdrawals are predicted to increase by 50% in developing countries and 18% in developed countries;

- by 2025 half the world's people will live in countries with high water stress;

- the average family of four uses 180 gallons of water per day outdoors. It is estimated that over 50% is wasted from evaporation, wind, or overwatering;

- it takes more than twice the amount of water to produce coffee than it does tea;

- chicken and goat are the least water intensive meats to consume;

- hot water can freeze faster than cold water under some conditions (commonly known as the Mpemba effect);

- if the entire world's water were fit into a 4 liter jug, the fresh water available for us would equal only about one tablespoon;

- over 90% of the world's supply of fresh water is located in Antarctica;

- water regulates the Earth's temperature;

- water use has grown at more than twice the rate of population increase in the last century;
- only 0.007% of the planet's water is available to fuel and feed its 6.8 billion people;
- three quarters of all Americans live within 10 miles of polluted water;
- producing a gallon (3.79 liters) of corn ethanol consumes 170 gallons (644 liters) of water in total, from irrigation to final processing. On the other hand, the water requirement to make a gallon of regular gasoline is just five gallons (19 liters);
- over 42,000 gallons of water (enough to fill a 30×50 foot swimming pool) are needed to grow and prepare food for a typical Thanksgiving dinner for eight;
- an acre of corn will give off 4,000 gallons of water per day in evaporation;
- in a 100-year period, a water molecule spends 98 years in the ocean, 20 months as ice, about 2 weeks in lakes and rivers, and less than a week in the atmosphere;
- water is the most common substance found on earth;
- water makes up about 66% of the human body;
- there are no scientific studies that support the recommendation to drink 8 glasses of water per day;
- drinking too much water can be fatal (known as water intoxication);
- there is more fresh water in the atmosphere than in all of the rivers on the planet combined;
- if all of the water vapor in the Earth's atmosphere fell at once, distributed evenly, it would only cover the earth with about an inch of water;
- of the estimated 1.4 billion hectares of crop land worldwide, around 80% is rainfed and accounts for about 60% of global agricultural output (the other 40% of output is from irrigated crop land);
- household leaks can waste more than 1 trillion gallons

annually nationwide. That's equal to the annual household water use of more than 11 million homes;

- 10% of homes have leaks that waste 90 gallons or more per day;

- a leaky faucet that drips at the rate of one drip per second can waste more than 3,000 gallons per year;

- each cubic foot of Martian soil contains around two pints of liquid water, though the molecules are not freely accessible, but rather bound to other minerals in the soil;

- there is an estimated 326 million trillion gallons of water on earth;

- NASA has discovered water in the form of ice on the moon;

- a 2.6 billion year old pocket of water was discovered in a mine, 2 miles below the earth's surface;

- two-thirds of the world's population is projected to face water scarcity by 2025, according to the United Nations;

- 1 apple requires 18 gallons of water;

- 1 pound of chocolate requires 3,170 gallons of water;

- 500 sheets of paper requires 1,321 gallons of water!;

- ground water occurs almost everywhere beneath the land surface. The widespread occurrence of potable ground water is the reason that it is used as a source of water supply by about one-half the population of the United States;

- the High Plains Aquifer covers eight states and 175,000 miles.

9.12. Why is it that Some People are Left-Handed?

Some believe that it is for genetic reasons or pathological damage at birth or a young child may copy left-handed parents.

The brain is divided into two halves, with the left hemisphere, which is dominant in right-handed people, controlling the right side of the body and directing speech writing and abstract thinking.

The right, dominant in left-handed people, controls the left side of the body, and directs the non-verbal memory, emotions and concrete thinking.

As a result, left-handers are sometimes considered to be better at lateral thinking and problem solving and to be more artistic.

9.13. Cultural Differences in Body Language

Oxford University research psychologist, Dr Peter Collett, examined some of the differences in the “body language” among Europeans. Dr.Collett says that if we compare the way different European nations use gestures, they fall into three major groups.

The Nordic nations belong to the first group. These are the Swedes, Finns, Norwegians, and Danes.

They use gestures very little. The second group, which includes the British, Germans, Dutch, Belgians, and Russians, use some gestures when they are excited, or want to communicate over long distances, or insult each other.

The third group use gestures a lot, to emphasize what they are saying, or to hold the other person’s attention. They are the Italians, Greeks, French, Spanish, and Portuguese.

The distance that separates one person from another – “personal space” - also varies between people of different nationalities. What is right for one nationality may be uncomfortable for another. People stand close enough to touch each other easily in such countries as France, Spain, Greece, and Italy. British zoologist, Desmond Morris calls this the “elbow zone”. In the countries of East Europe such as Hungary, Poland, and Romania, people stand a “wrist zone”, that is a little more distant. They are close enough to touch wrists. But in the Scandinavian countries, in Britain, Holland, Belgium, and Germany, people stand further away from each other - the “fingertips zone”.

9.14. The Magic of Dreams

Did you know that fever, withdrawal from medication, lack of sleep, indigestion and allergies can all **Cause Nightmares**?

Drinking - Being thirsty in a dream means that you're a very ambitious person. For the future: drinking wine means that you will experience happiness and make new friends, whereas drinking beer means that you will be very disappointed by something soon.

Sea - In general, dreaming about the sea means that you're not satisfied with your life at the moment and need to make some changes. If you dream about a calm sea, you might begin a new relationship or business venture soon. On the other hand, a dream about a stormy sea means that you will have problems at work or at home in the near future.

Dreams of **Flying** are common and are very positive. Flying symbolises ambition, achievement and freedom, and dreams of flying are often enjoyed by successful people who have a high profile. Flying dreams are associated with feelings of great happiness and power. Dreaming about flying suggests that you want to escape from something in your life at the moment. If you fall while flying, you may have an accident in the future, but if you wake up before hitting the ground, you will recover.

Dreams can often warn us of forthcoming **Health Problems**. These often persistent dreams feature powerful symbols and leave the dreamer with a strong physical sense of foreboding upon awakening.

If you dream that your **Teeth** are falling out, you're going to experience big changes in your life. Dreaming that your teeth are loose means that you'll receive bad news soon. Cleaning your teeth in a dream suggests that you'll have to deal with a big struggle or conflict with your family.

Running in a dream shows that you fear something in your life at the moment. It might be a situation you don't feel

ready for or something you are deeply afraid of. As far as the future is concerned, running alone means that you'll do better in your career than your friends and running from danger means that something bad may happen to someone you love.

If you dream about finding **Money**, you'll have some worries in the near future, but after that you'll be very happy. If you dream about swallowing money, you're becoming selfish.

Dreaming of **People You Know** is your mind's way of making you aware of qualities and feelings that you desire. The qualities and feelings expressed in your dream interaction with the person you know will be those you are becoming aware of in real life ...

Dreaming of **People You don't Know** is a way of confronting hidden aspects of yourself. Ask yourself what this person in your dream means to you. Do you like this person? What, then, does this say about these hidden aspects of yourself?

Real physical sensations experienced by your body as you dream can influence the content of your dreams. For example, **a Cold Wind Blowing Through the Window** can transform itself into dreams of sailing and storms.

As **Red** is the colour of passion, heat, fire and anger, dreams that feature the colour red can symbolise any one of these things. It could also point to your energy levels: are you directing your energies in the most efficient way?

Finding **Keys** in your dream represents confidence and domestic bliss, while dreaming of broken keys symbolises jealousy or separation. Unlocking a door with a key points to the existence of new friends or even lovers!

Dreams of **Pearls** represent pleasure and purity, particularly if you find yourself admiring them. Discovering pearls in an oyster symbolises an uncovering of secrets.

Driving a Car in your dreams symbolises the way in which you "drive" through life. Pay attention to your driving dreams. Are you the driver or the passenger? Are you in

reverse or unable to start your car? Is your foot on the brake but the car won't stop?

The *Feelings* you have upon awakening from a dream are the key to your understanding of the dream. You may have dreamt of being chased but woke up laughing. This dream will mean something quite different from the same dream after which you have awoken in fear.

It can be a frightening experience to *Look into a Mirror* in your dream and have a strange face stare back at you. This situation represents an identity crisis of some sort. Look carefully at the face in the mirror. Is this face familiar? How do you feel about the reflection?

When *a Man Dreams of Babies* he is usually questioning the feminine aspect of his being. Such dreams are also strongly associated with the birth of creativity in waking life. On a more literal level, men with pregnant partners are likely to have dreams that they, too, are pregnant.

Snow symbolises purification and transformation. It can also refer to icy emotions. If your dreams involve snow, you may need to look closely at your emotions. Are you 'cold' and lacking warmth?

Some people have been known to dream the names of *Race Winners*. While this is not terribly common, some such dreamers claim to have various strategies that could help others do the same!

Have you ever dreamt that you *Missed Your Bus* or misplaced your keys or were unable to make an emergency telephone call? Such dreams suggest frustration and anxiety in your waking life, and are reminders of the stresses under which you may be putting your body.

Dreams that feature a general *Blackness* or *Black Objects* are usually reflecting a feeling of depression in the waking life of the dreamer. Being a negative colour, black can also symbolise our unknown or hidden side.

Food dreams symbolise nourishment and can point to

greedy behaviour or feelings of neglect in your waking life. It is also often connected with sexuality and sensuality. If you dream of food, take note of your feelings in your dream. Do you feel guilty as you eat? Are you ravenous and eat to excess?

As in real life, *a Rainbow* in your dreams symbolises hope, healing and new beginnings?

9.15. Bullfighting

Bullfighting is one of Spain's most famous spectacles. Although some Spaniards consider them to be cruel, bullfights or *corrida* to use the Spanish term remain popular and there are more than 400 bullrings in Spain - the largest of which has room for 20,000 spectators. During a typical bullfight, three matadors each fight two bulls. The crowd judge the matadors on their courage and elegance in the ring - and if they like what they see, they show their approval by shouting *Olé!*

9.16. The Candymaker's Witness

A candymaker in Indiana wanted to make a candy that would be a witness, so he made the famous throughout America Christmas Candy Cane on which he incorporated several symbols. He began with a hard candy stick of pure white, which symbolizes the Virgin Birth and the sinless nature of Jesus; and hard to symbolize the Solid Rock, the foundation of the Church, and the firmness of the promises of God.

This candy cane was made in the form of the letter "J" to represent the name of Jesus, who came to earth as our Savior. It could also represent the staff of the "*Good Shepherd*" with which he reaches down into the ditches of the world to lift out the fallen lambs who, like all sheep, have gone astray. for the birth, ministry and death of Jesus Christ. Thinking that the only white candy was somewhat plain, the candymaker stained it with red stripes. He used three small stripes to show the stripes of the scourging Jesus and the large red stripe was for the blood that was shed by Christ on the cross so that we could

have the promise of eternal life. Unfortunately, in America the candy became known only as a sweet Candy Cane - a meaningless decoration seen at Christmas time. But the meaning is still there for those who “have eyes to see and ears to hear”.

9.17. Facts and Myths about your Health

- Garlic prevents heart disease.
- Apricot is good for your skin.
- Green tea protects your teeth.
- Brown eggs are more nutritious than white eggs.
- Onion is good for your nerves.
- Eating raw goldfish helps to gain strength.
- Milk strengthens your bones.
- Cutting out certain foods is the fastest way to a healthy diet.
- Banana is good for your muscles.
- Cabbage may help prevent the development of cancer.
- Cranberry helps soothe your tired eyes.
- Eating only one type of food, such as grapefruit, helps to lose weight.
- Eating healthy means trying to consume a little less than you'd like to.
- Carrots are good for your eyesight.
- Milk is very good for children.

9.18. Headaches

Beat that headache. Most of us suffer from a headache at some time or another. Take simple steps to help prevent, treat and alleviate this common, painful problem. Tension causes the vast majority of headaches. Severe headaches that recur are called cluster headaches. A migraine is a disabling headache with throbbing pain that usually begins on one side of the head. An attack can last for hours or days, is accompanied by other symptoms such as nausea and vomiting, and may be

preceded by warning signs.

First Steps to Help - Identify and eliminate headache or migraine triggers. Drink 6 to 8 glasses of water a day and exercise regularly. Practise deep breathing which increases oxygen supply to the brain.

Tension Headaches - Check your work station layout. Poor posture is a major culprit. Take regular breaks, including a proper lunch break. Replace biscuits and chocolates with healthier nibbles such as dried apricots. To relieve headaches, massage essential oil of lavender on temples. Unwind at the end of the day. Plan your evening meal around a protein-rich main course, such as a simple grilled lean pork chop.

Migraine Facts and Tips - Certain foods and drinks, especially those containing compounds known as amines, are notorious migraine triggers. Avoid mature cheeses, onions, pickles, nuts, cured meats, red wine, beer, sour cream, freshly baked yeast products, citrus fruits, tomatoes, caffeinated drinks, eggs. Do eat fish rich in omega-3 fatty acids, such as salmon and tuna.

Soothing Supplements - Feverfew can reduce intensity and frequency of headaches and migraines when taken over several months. Drink chamomile tea as a general nerve tonic, to relieve pain and ease stress. Magnesium and calcium taken long-term help to maintain healthy blood vessels and reduce muscular tension.

9.19. Ithaa Undersea Restaurant (Rangali Island, Maldives)

Ithaa is the world's first *undersea restaurant*. It's about five metres below the sea and has fantastic views because it has glass walls. You can sometimes see sharks! Visitors go to a small building and climb down some stairs to the restaurant. It's a really cool place to eat for up to fourteen people. The restaurant serves six courses at lunch time. It's great for really *fresh fish* and *sea food*, but they also serve meat dishes. And

the *desserts* are *delicious* too. A meal costs from \$90 to \$200, but *it worth it!*

Dinner in the Sky (any city in the world)

Dinner in the Sky organizes meals in forty countries and the food is different in each place. In Hungary, for example, you can have traditional dishes like *halászlé* (fish soup) or *pancakes* with meat. In Spain, you can have *paella*, a traditional dish of rice with seafood. You choose a city and a menu and then Dinner in the Sky takes you fifty metres up in the sky for your meal! It's very expensive – about \$30,000 for twenty-two people – but it's a wonderful *experience*. *It doesn't matter* how old you are, but you need to be at least 150 centimetres tall if you want to eat there.

's Baggers (Nuremberg, Germany)

There are twelve chefs at this restaurant, but there aren't any waiters! You order your food from *touch screen computers* at the table. The kitchens are upstairs. The food comes to the along *long metal tracks!* The food is very healthy because the chefs use only fresh *local* ingredients and very little fat. There are *vegetarian* dishes if you don't eat meat. Main courses are around \$10-20 and desserts \$5-7. Try the *grilled pork* with *mushroom sauce* or the *spicy sausage* (it has a hot strong *taste!*). And after your meal, you can rate the food and the experience from your touch screen!

9.20. Eat Out for Less

“How much is it?” In some restaurants, the answer is: “What you want to pay?” Here are some of the “Pay-what-you-want” restaurants around the world.

Der Wiener Deewan – Vienna, Austria – This is a Pakistan restaurant but it is in Vienna. You always go down the stairs to a small, cosy room but the restaurant is on three floors altogether. There are no menus and waiters don't come to ask you what you want - the food is in large, hot containers on a table and the menu changes every few hours but always with

three vegetarian and two meat options. The meal then costs what you want to pay. The traditional Pakistani food is delicious but, be careful, some of it is very spicy! Try the Alu Methi Gajar – spicy but sweet vegetables - and, of course, some Pakistani rice. The restaurant “Pay-what-you-want” restaurant but also a “Play what you want” restaurant. In the evenings, you can take a djembe, an African drum, and play music with others. It’s a really cool place to spend some time.

Soul Kitchen – Red Bank, New Jersey, USA – Soul Kitchen is a great place to for lunch. The menu has choices of starters, main course – fish, meat or vegetarian – and dessert. But, it doesn’t have any prices. That’s because you can pay what you want. The restaurant asks for \$10 or more but people who haven’t got \$10 can eat there and work for an hour to pay for their meal. The food is healthy and local. The restaurant even has a garden and grows a lot of the vegetables that they use in their meals.

Lentil as Anything – Melbourne, Australia – This is a vegetarian restaurant in Australia’s second city. In fact, there are four Lentil as Anything restaurants in the city. Nine hundred eat in the restaurant in the Abbotsford district of the city every day. The restaurants are open all day and you can eat breakfast, lunch and dinner there. They are friendly places where you can chat to other customers, listen to good music and, when you leave, you put some money in a box. The food is healthy and delicious. They don’t serve meat but you can find great food with other ingredients like pumpkins. Their pumpkin curry is amazing.

9.21. Are Museums Boring? We Don’t Think So!

Museums are often very boring places to visit, but a few years ago some big museums started to get more visitors, especially young people. Why? There was a series of three very funny Hollywood films called *Night in Museum*. In the film the exhibits at the museums come alive at night! People

started to get more interested in history. They wanted to visit the museums from the films.

1. American Museum of Natural History, New York

This is where they made the first film. The year after the film, twenty percent people visited the museum. There were more than five million visitors. They wanted to see exhibits like the statue of Theodore Roosevelt, the US president of the film. The museum first opened in 1896. Roosevelt's father started it. It's a wonderful place. They have got the skeleton of a very old woman – she is over three million years old! And there are very big African elephants, lots of dinosaurs and a blue whale that is more than twenty-eight metres long!

2. British museum, London

They filmed the third film in London. This museum opened in 1759. It was the first free museum in the UK and it's still free today. It's got more than seven million things to see. There are sculptures from Egypt and Italy, like in the film, and the oldest exhibit is nearly two million years old. It's a stone – one of the first human tools. More than six million people visit this museum every year. Because of the film, they are hoping to get more and more visitors.

Maybe the exhibits don't come alive, but they are certainly not boring!

3. The Black Museum

Everyone knows the New Scotland Yard. It's the home of the London Police. It's also the home of a special museum called The Crime Museum. People also called it The Black Museum. The are things in here from the most terrible crimes of the last 150 years. A policeman called Percy Neame started this strange museum in 1875. He wanted new policemen to learn from the exhibits. The Crime Museum is usually only for policemen, but today people can see 600 exhibits from The Crime Museum here at the Museum of London. There are lots of guns. But there are also some unusual things. Here are the

gloves of terrible murderer. And this champagne is very old. The police found it in 1963 after the Great Train Robbery. There are some horrible weapons. And this is how some murderers died. Many exhibits are very old, but some are more modern. There is a police car from 1996. This is not a mobile phone – it’s a stun gun. It stops people with electricity. The laptop is from a fire at an airport in 2007. And look at this diamond – cost: about 200 million pounds! The police stopped the robbery in 2000. They changed the real diamond with this one. It’s a fake. These exhibits are certainly not boring.

9.22. Secrets of Memory

Researchers scanned the brains of memorizers as they practiced tried-and-true memory techniques to see how their brains changed in response to their training. In five minutes, 32-year-old Boris Konrad can memorize more than 100 random dates and events. After 30 seconds, he can tell you the order of an entire deck of cards. During the 2009 German Memory Championships, Konrad memorized 195 names and faces in 15 minutes - a feat that won him a gold medal. What's it like to be born with a brain capable of such incredible feats? He says he wouldn't know.

That’s because Konrad’s remarkable talent wasn’t innate; it was learned. “I started with a normal memory and just trained myself,” he recalls. Konrad credits his subsequent success in the world of competitive memory sports to years of practice and employing memorization strategies like the ancient “Memory Palace” technique. In fact, Konrad says, any average forgetful Joe can use these same strategies to train their brains like a memory champion.

The idea that simple memory techniques can result in significant, lasting gains in the ability to memorize faces and lists may at first sound hard to believe. But a new brain imaging study that Konrad co-authored lends scientific support to the claim. Konrad, a world-ranked memory champ who has

trained many memories himself over the years, teamed up with Martin Dresler, a cognitive neuroscientist at Radboud University Medical Center in The Netherlands, to delve deeper into the neuroscience behind these tried-and-true memory-boosting techniques.

For the first time, the researchers used brain imaging to reveal that practicing these kinds of mnemonic techniques can actually alter crucial connections to make memorizers' brains more resemble those of the world's memory champions. The results, published March 8 in the journal *Neuron*, shed some light on why these techniques have such a strong track record.

In the study, 23 participants who spent 30 minutes a day training their memories more than doubled their abilities to remember lists in just 40 days. (For example, those who could remember an average of 26 words from a list were able to recall 62.) Perhaps best of all, it appears that these gains aren't short-lived and don't require continued training: Researchers invited the group back after four months and found that their memory performance was still high, even though they hadn't been training at all.

In recent years, Dresler and colleagues investigated 35 of those memory champions and found they share something surprising in common. "Without exception, all of them tell us that they had a pretty normal memory before they learned of mnemonic strategies and started training in them", he says. "Also, without exception, they say the method of loci is the most important strategy".

The "method of loci" - sometimes called the Memory Palace - is a systematic memory technique that dates back to the days of ancient Greece. The system remained prevalent through the Middle Ages and the Renaissance. Educators used it as did orators, the better to remember aspects of long speeches of a more attentive age.

In the 2011 UK Open Memory Championships held at MWB Business Exchange, competitors were tasked with

remembering a 2,000 digit number and the running order of 12 packs of cards.

How does it work? Users create a visual map in the mind, like a familiar house or walking route, and then connect memorable, multisensory images to each location to retrieve them later. To remember a string of unrelated words, for example, Konrad might map the body starting with the feet, then moving to the knees, and so on. He then “places” two words at each location to memorize a list of unconnected terms.

For example, if the words for feet are “*moss*” and “*cow*”, he might picture walking on a mossy field, getting bits of moss stuck on his socks and watching a smelly cow grazing on that moss. If the next location, the knees, is assigned the words “queen and bell” Konrad then imagines walking off the moss to sit on a stump. Suddenly the Queen of England promptly appears to sit on his knee. She then pulls from her pocket a bell which she begins to ring loudly.

Absurd? Of course. But memorable, Konrad, stresses. And that's the point. The system takes advantage of the memory's strong ability to store spatial locations and make associations.

Konrad wasn't surprised that the study results showed dramatic improvements for all the subjects who put in the training time. “As it was my training paradigm we used, and I have trained many groups with it before, I at least knew it does work - and work well”, he says. “So I also had the hypothesis it would have a comparable effect in the brain as within the athletes”. Moreover, previous studies have chronicled the success of these kinds of memory techniques.

But until now, researchers didn't understand how they worked in the brain. So for this study, researchers decided to scan the brains of memorizers as they practiced tried-and-true memory techniques, to see how their brains changed in response to their training. They used fMRI scans to look at the

brains of 23 memory competitors and 51 people who resembled them in age, health and intelligence but had only typical memory.

As far as brain structure and anatomy were concerned, the brains all looked basically the same, offering no clue to the memory mojo that some of them enjoyed. But when the average memory people divided into three groups and began to train their memories, something changed.

The control group that received no memory training, unsurprisingly, showed little to no gain in memory performance. The second group practiced memorizing challenges similar to the way one might when playing concentration, finding and remembering locations of matching cards from a deck spread across a table. They'd recalled 26 to 30 words, on average, before training. After 40 days, they'd upped that by an average of 11 words.

But those who trained using the method of loci received the real boost. That third group used a public platform called Memocamp, which Dresler chose because it's used by many champion memorizers. They more than doubled their initial memorizing ability during the 40 days.

Not only had the group's memory abilities changed - so had their brains. The fMRI images mapped blood flow and brain activity for some 2,500 different connections, including 25 that stood out as most linked with the greater memory skills displayed by the competitors. Post-training scans showed that this group's patterns of connectivity had begun to rearrange themselves in a way that the memory champions functioned, but the others groups did not.

“I think the most interesting part of our study is the comparison of these behavioral memory increases with what happens on the neurobiological level”, he says. “By training this method that all the memory champions use, your changeable brain connectivity patterns develop in the direction of the world's best memory champions”.

That result also says something about the origins of the champions' memorizing talent, says Umeå University neuroscientist Lars Nyberg, who wasn't involved in the study. "The finding that training can shape the brain in a similar way in non-experts supports the view that expert performance is really the result of training - not any particular abilities", he says.

Being able to memorize long lists of names and faces might seem like a novelty, but it can have some real world applications. Users might memorize grocery lists, for example, or learn to match faces and names, which is an event at memory competitions. But those hoping that practice will help them never miss an appointment should think twice.

Monica Melby-Lervåg, at the University of Oslo, has explored how working memory training might help the cognitive development of children and adults. So far, she notes, this kind of training hasn't been shown to impact more general cognitive or memory function. "The more critical thing here is how this transfer to tasks relevant for daily life (i.e. beyond a technical memory test), and the prospects for this do not look very good based on many previous studies", she notes.

Indeed, even the superstars of memory sport admit to having the same day-to-day brain cramps as the rest of us, from forgetting their car keys to leaving their wallet at a restaurant. So far, it appears that if memory trainers like the method of loci are valuable tools, they only work for memorizing lists and only when people actively use them.

"You do have to apply this for it to work", says Dresler. "Your memory doesn't just get better in general. So when you don't apply this strategy, probably your memory is only as good as it was before".

10. Corner of Science & Techniques

10.1. Some Scientific Discoveries & Names

The great pioneer of the Industrial Revolution in the 18th century was James Watt, the inventor of the steam engine. He made vast improvements to the steam engine, making it practical for large-scale industrial use. In 1764 Watt was given a Newcomer steam engine to repair. While working on the engine, he realized that it wasted energy. He eventually introduced a variety of modifications, including a separate cooling chamber for the steam that made the engine much more efficient. W. Th. Lord Kelvin, Professor of Natural Philosophy in the University of Glasgow with Professor M. Rankine founded present-day thermodynamics. He formulated the two laws of thermodynamics – “potential” and “kinetic” energy were his terms. To mention a few of his inventions - the mirror galvanometer, deep-sea sounding apparatus. He calculated that molecular motion stops at -273°C . He called this temperature “absolute zero”, the lowest possible temperature.

Equally brilliant was the Edinburgh scholar James Clerk Maxwell, whose kinetic theory of gases and theory of the Electro-magnetic field put the way for future investigations. The results of Maxwell’s comprehensive theory of electricity and light are wireless telegraphy and the modern doctrine of relativity. The modern telephone was invented in 1876 by A. G. Bell, the vacuum flask by James Dewar.

To the same period belongs Daniel Rutherford’s discovery of nitrogen. In medicine the famous name is J. V. Simpson, who first used chloroform for the relief of pain in operations.

10.2. Great American Inventions

The creative genius of early American inventors laid the foundations for the modern world, as we know it. Nineteenth-

century inventor Thomas Edison was one of the greatest inventors of his time - the ideas just kept coming!

Great Ideas

1807 - steamboat: Robert Fulton

1837 - telegraph: Samuel Morse

1867 - typewriter: Christopher Sholes

1876 - telephone: Alexander Graham Bell

1877 - phonograph: Thomas Edison

1879 - light bulb: Thomas Edison

1888 - roll-film camera: George Eastman

1893 - motion picture camera: Thomas Edison

1903 - airplane: Wilbur and Orville Wright

The American inventor Thomas Edison was an enterprising experimenter from an early age. Well-known for developing the first practical electric light bulb, electric generating system, sound-recording device, and motion picture projector, he patented more than 1000 inventions during his lifetime.

The best known for inventing the telegraph and the Morse Code is Samuel F.B.Morse. In 1837, the first electrical telegraph instruments were invented by Samuel Morse in the United States and by Sir Charles Whetstone and Sir William F.Cooke in Britain. Morse sent the first public telegraph message in 1844.

Einstein, Albert (1879-1955), German-born American physicist and Nobel laureate, is best known as the creator of the special and general theories of relativity.

In the 1950s, American virologist Albert Sabin developed an oral poliomyelitis vaccine containing attenuated, live viruses.

In 1909, pioneers of the growing psychoanalytic movement assembled at dark University in Worcester, Massachusetts, to hear lectures by Sigmund Freud, the founder of psychoanalysis. Freud's visit, the only one he made to the

United States, broadened the influence and popularity of psychoanalysis.

10.3. Isaac Newton

Newton was born in Lincolnshire, England, in 1642. As a boy, he enjoyed making machines more than studying. He invented a small windmill for grinding wheat, a water clock, and a sundial. Newton became a student at Cambridge University, though he showed no particular promise. However, in just 18 months between 1665 and 1667, Isaac Newton made discoveries which changed the way we see the world.

Newton left Cambridge during an outbreak of plague and went to live in the country. During this time, he suddenly realized that the same force that pulls an object to earth also keep the moon in its orbit. This force of *universal gravitation* makes bodies in the universe attract each other. Newton proved that many types of motion are due to that one kind of force. He showed that the gravitational force of the sun keeps the planets in their orbits.

When Newton was 23, the sight of an apple falling from a tree caused him to question how far the force of gravity reaches. He realized that the same force that pulled the apple from the tree holds the moon in its orbit around the earth. One version of this story says the apple hit Newton on the head as he sat beneath the tree.

Newton also discovered the secrets of light and colour. And he invented a branch of mathematics called *calculus*, which was also devised independently by Gottfried Leibniz, a German mathematician.

Although Newton finished his first investigations on gravity and motion by 1666, nothing more was heard of them for nearly 20 years. Meanwhile, he continued to teach mathematics at Cambridge, where he was a professor.

Then one day, astronomer Edmond Halley, scientist Robert Hooke, and architect Christopher Wren were discussing

the force that makes the planets move around the sun. What is it? The three men could not solve this problem. Halley went to see Newton, and found that the Cambridge professor had a complete proof of the law of gravity. Halley persuaded Newton to publish his findings, and they appeared in 1687 in *Philosophiae Naturalis Principia Mathematica (Mathematical Principles of Natural Philosophy)*. This book was the first to present a unified system of scientific principles explaining what happens on earth and in the heavens. Modern physics would not have been possible without Newton's discoveries.

10.4. Edison's First Invention

When Edison was a boy of fifteen, he worked as a telegraph operator. He had to be on duty at night, from seven o'clock in the evening till seven o'clock in the morning. But at night there was never much work and the telegraph operators usually slept. So the boss ordered each operator to give a signal every hour to show that he was awake.

Edison's signals always came at the same time, at the beginning of each new hour. That surprised the boss. When the inspector opened the door, he saw Edison sleeping in his chair. The inspector was going to shake the boy when he saw a clock with a mechanism on the table near the telegraph apparatus. He waited to see what would happen. When the hand of the clock pointed to the hour, the mechanism began to work and sent a signal.

The inspector went up to the boy and shook him. Edison awoke. He was told that he had lost his job.

This story explains why the first of Edison's many inventions was never patented.

10.5. Micheal Faraday

One of the most prominent scientists of the 19th century, Michael Faraday made significant contribution to both physics and chemistry. He discovered the phenomenon known as

electromagnetic induction by observing that a current flows in a wire that is moves through a magnetic field. His discovery of electromagnetic induction led to the invention of the electric generator.

10.6. George Stephenson

George Stephenson, a 19th-century English engineer and inventor, was a key figure in the development of the steam railroad in England. He was the first man who put a steam engine on wheels. The English call him the “father of railways”.

Stephenson was born in the family of a poor worker near the city of Newcastle, one of the industrial centers of England. The boy's father could not send him to school, so George helped his mother to look after the younger children in the family. His duty was to see that his little brothers and sisters did not get under the horses that pulled coal-cars on the wooden rails near his father’s house. The boy looked at those rails every day and knew how often they were repaired. He decided then that iron rails could be better.

At eight Stephenson began to work as a horse-driver in a coal-mine. The boy could not read and write but he did not forget about the iron rails. Now he thought of a steam engine which could do the work of twenty horses. He built a model in clay of such an engine. At nineteen he was put to work on a steam engine. Now he had time to learn reading and writing.

Soon he made a design of a locomotive, which moved on iron rails. But Stephenson could not build it as he had no money.

Stephenson was fifty years old when some businessman decided to build an iron railway and see how Stephenson’s locomotive worked. The first railway was built between Stockton and Darlington.

On the day when it was opened a man on a horse went in front of the engine and shouted that the train was coming.

People on horses and in carriages were driving near the train. When they had gone for some time, Stephenson, who was running his locomotive, asked the horseman to go away. He put the steam on and ran his locomotive as fast as 12 miles an hour (about 20 km).

The Parliament didn't want to build railways. They said locomotive could not run against a strong wind. Then Stephenson built a new locomotive and called it The Rocket. This locomotive was faster and stronger than the first one, it could pull thirteen tons and run twenty-nine miles (46 km) an hour. This time the railway company agreed to use Stephenson's locomotive.

10.7. Charles Darwin

Charles Darwin's theory of natural selection became the foundation concept supporting the theory of evolution. Darwin's theory holds that environmental effects lead to varying degrees of reproductive success in individuals and groups of organisms. Natural selection tends to promote adaptation in organisms when necessary for survival. This revolutionary theory was published in 1859 in Darwin's famous treatise *On the Origin of Species by Means of Natural Selection*.

10.8. Volodymyr Zvorykin & Isaac Schoenberg

Volodymyr Zvorykin and Isaac Schoenberg work to perfect all-electronic television.

Saturday 30 January, 1937, was a sad day for Scottish television pioneer John Logie Baird. That was when the British Broadcasting Corporation (BBC) finally abandoned his mechanical television system, with its whirring wheels and messy chemicals. He had come a long way since his first experiments with television in 1923, but it wasn't far enough. His dream was over. The future was electronic.

Three months earlier, on 2 November, 1936, the BBC

had started the world's first regular, high-definition, public television broadcasting service. In alternate weeks it used two different sets of equipment. The idea was to test two rival systems. One was Baird's; the other had been created by a team at Electrical and Musical Industries (EMI) led by Russian-born engineer Isaac Schoenberg. The all-electronic EMI system won easily. Its pictures were sharper, its cameras were more mobile, it was more reliable, and it cost less. In all but detail, it was the system we use today.

Shoenberg's team had been formed five years earlier. They had worked with remarkable speed, but they weren't the first to research into all-electronic television. On the other side of the Atlantic, a lone pioneer. Philo T. Farnsworth, had started work on his electronic "image dissector" in 1926. He gave the first demonstration of all-electronic television in 1934. Unfortunately, his cameras needed too much light, and his work came to a dead end.

Modern television owes far more to another US engineer, Russian-born Volodymyr Zworykin. He was the first to take up the suggestion, made in 1908 by Scottish engineer Alan Campbell Swinton, that a cathode ray tube could create as well as display pictures. In 1929, Zworykin took charge of television development at the Radio Corporation of America.

By 1931, he and his team had created the first successful electronic camera tube, the Iconoscope. Schoenberg's team later used Zworykin's basic idea to develop their own Emitron tube, which formed the heart of the cameras they designed for the BBC.

On 1 September, 1939, as war gripped Europe, the BBC television service was closed down. Just four months earlier, the USA's first regular television service had started, when the National Broadcasting Company (NBC) broadcast the opening of the New York World's Fair. Zworykin, Schoenberg, and a host of other engineers and enthusiasts had finally made the dream of television come true.

The two main pioneers of all-electronic television were both born in Russia. Schoenberg was born in 1880, and Zvorykin in 1889. Shoenberg emigrated to Britain in 1914 and Zvorykin to the USA in 1919. It was Zvorykin who developed the first successful camera tube. It scanned the image with a beam of electrons. Tubes of this type were highly sensitive and could show fine detail.

Regular television broadcasts began later in the USA than in Britain, but the system there expanded more quickly. This National Broadcasting Company studio, equipped by the Radio Corporation of America, is seen in 1939, carrying on where war had forced the BBC to stop.

10.9. Christopher Columbus

Christopher Columbus was looking for a new way of reaching countries in the East, such as India and China. Many people of the time believed that the world was flat. Columbus thought it was round. He believed that if he sailed west and kept going, he would eventually come to India! He was right, but he did not realize that North and South America were in the way. He accidentally discovered that they were there. Columbus made a further three voyages to the West Indies and South America. However the continents he found do not bear his name. They are named after Amerigo Vespucci, another Italian sailor.

10.10. Explorers and Discoverers

Explorers help us to learn about our world. They go to new places, open up new routes for trade, meet new people and study unknown plants and animals. In the past, some people travelled looking for wealth; others were looking for glory for themselves or for their countries. Others went in search of adventure and interesting discoveries.

- six hundred years ago European sailors would not go past the equator for fear of monsters and boiling seas;

- in 1611, Henry Hudson and his son were cast adrift in a small boat by his crew. They were never seen again;

- in the 14th century Ibn Battuta crossed the dangerous Sahara desert. He went with traders, so that he would be safe from bandits;

- Christopher Columbus was lost when he discovered the West Indies in 1492. He thought he had reached the East and was in India;

- in 1835 the naturalist, Charles Darwin, saw birds and animals on the Galapagos Island that did not exist anywhere else in the world;

- in 1871, a fisherman found a hut in the Arctic built by the Dutch explorer Willem Barents 274 years earlier. His ship had become trapped by ice, as he tried to travel east to China;

- in 692 AD a Chinese monk named Hsuan-tang went travelling. He returned 16 years later in a chariot pulled by 20 horses and piled high with books;

- Marco Polo left Italy for China in 1271 when he was 17. He was away from home for 24 years. On his return to Italy in 1295, he wrote a fascinating book about his travels;

- underwater explorers have visited the deepest part of the Pacific Ocean. It is about 11 kilometres down;

- the explorer Richard Burton spoke more than 30 languages. In 1853, he travelled to Mecca disguised as an Afghan pilgrim;

- Captain James Cook's famous voyage (1769 - 1771) was a scientific expedition to Tahiti, New Zealand and Australia. Over 700 species of plants were collected;

- Mary Kingsley travelled alone in West Africa in the 19th century. She met African tribes and brought home many animals for others to study;

- in 1911, Roald Amundsen and Robert Scott raced each other to the South Pole. Amundsen's Norwegian team won by five weeks.

10.11. “Audible Alibis” for Phone Cheats

For liars and cheats, mobile phones are already an invaluable tool.

Now, a Romanian firm is making them even more useful, by providing a host of “audible alibis” to help users persuade their bosses, lovers, friends and foes that they are where they say they are.

If you oversleep, you can phone into work from home and claim to be stuck in a traffic jam; the Sound Cover software will provide all the necessary hooting and engine noise to make the lie convincing. Other background sounds include “storm”, “at the park”, “at the dentist” and “circus parade”.

There is also a “phone ring” facility, which programmes a telephone to start ringing incessantly in the background 15 seconds into the call, providing the perfect excuse to cut short, or get rid of a talkative friend. Such skullduggery costs £9.95 and can be downloaded from the internet.

10.12. What Do People Use Computers for?

A word processor is a computer use to prepare documents or letters, or the software that is used for this purpose. Many people use their computers for word processing, e.g. writing letters and reports. A lot of business people use spreadsheets - a program used to enter and arrange numbers and financial information and databases - programs which allow you to store, look at and or change a large amount of information quickly and easily. Some people also use graphics - the pictures and symbols a computer program can produce.

More and more people are becoming computer-literate – they have experience of working with computers and know how to use them, as many programs and machines are so user-friendly - easy to use.

You can now connect your computer to computers all over the world using the Internet - a system that allows

computers to connect using telephone lines. People send each other e-mail - electronic mail messages using this system of network.

If your computer is slow it may need more memory. It may crash - stop working if there is not enough memory or of it has a bug - a software problem; also a virus. Make sure you make a back-up copy of your work (or an extra copy on a floppy disk).

There were two interesting items in the paper some time ago. One was about a man who received a bill from the telephone company for \$999,999,00 for three months! The other was about a man who received \$2,000 a month - for doing nothing.

The connection between the two news items is simple: computers - the worst invention of the 20th century. The telephone bill came from a computer which made a horrifying mistake: the man's real bill was only \$21,36. The other item was not so amusing. A man walked into the unguarded computer room of a large packaged food company and expertly programmed the computer to pay him \$2,000 a month for raw meat which he "supplied" to the company. The computer wrote out a cheque, and even "signed" it. It was only a random check that uncovered the trick. It could be happening in thousands of other companies all over the world.

Computers are not the miracle-workers that some people say they are. They make mistakes, they're often slower than humans, and they're easily fooled. The US army used to conscript people with the help of a computer. The army sent out a card, which had to be filled in and sent back. It was easy to avoid being called up, simply by dripping candle-wax on the card. The computer couldn't read the card, and did nothing with it.

10.13. The Ball-Point Pen

A Hungarian Laszlo Biro made the first ball-point pen

in 1323. But only in 1944 the British Army bought thirty thousand pens because soldiers could write with them outside in the rain. At the end of the war “Biro” this kind of pen became quickly very popular all over the world. In 1948 a shop in New York sold ten thousand of pens per day.

10.14. Inventions That Changed the World

From ancient tools to the latest digital advances, human inventions that changed the world and transformed life on the Earth.

Human inventions and technologies have shaped civilizations and transformed life on the Earth. As expectations and capabilities evolve, each new generation possesses its own set of innovative thinkers.

Right from the invention of the wheel to the development of Mars rover, several inventions are revolutionary.

Most major inventions don't have one inventor. Throughout the years, many innovative inventors have had their hand in both the elevation and evolution of an invention.

Here is a list of the top picks of revolutionary inventions that change the world:

Wheel - The wheel stands out as the OG of engineering marvels and one of the most famous inventions that influenced numerous other things. This primitive technology made it easier for all of us to travel. From the archeological excavations, the oldest known wheel is from Mesopotamia, around 3500 B.C.

As a result of advancement in the new and innovative design of wheels, industrialization could take root.

The wheel serves a vital purpose in our lives, and we couldn't imagine the world without them.

Compass - Created for spiritual and navigational purposes, the earliest compasses were most likely invented by the Chinese in around 1050 BC. It was made of lodestones, which is a naturally magnetized iron ore.

The invention of the electromagnet in 1825 led to the development of the modern compass.

The invention of the compass certainly helped modern navigation more than our GPS-needing culture could understand.

Automobile - Although the foundation to the modern car year was laid in 1886 by German inventor Karl Benz, Cars did not become widely available until the early 20th century. Henry Ford innovated mass-production techniques that became standard, with Ford, General Motors, and Chrysler. However, he certainly wasn't the only person to develop the horseless carriage.

The history of the automobile reflects a worldwide evolution. Dozens of spin-off industries blossomed creating thousands of new jobs. Oil and steel became two well-established industries.

Vehicle production and sales are one of the major indicators of economic status. Moreover, it influenced the technological advances in petroleum refining, steel making, paint and plate-glass manufacturing, and other industrial processes.

Steam Engine - Thomas Savery patented the first practical steam engine in 1698. It was one of the greatest inventions made by a man making him one of the people who has changed the world.

Later in 1781, James Watt patented an improved steam engine and went on to fuel one of the most momentous technological leaps in human history during the Industrial Revolution.

During the 1800s these engines lead to an improvement in transportation, agriculture, and manufacturing industries.

Later, the steam engine's basic principle set the stage for innovations like internal combustion engines and jet turbines, which prompted the rise of cars and aircraft during the 20th century.

Concrete- Concrete is one of the most widely used man-made materials. It's a composite material composed of rough composite bonded together with a fluid cement which hardens over time.

Most concretes used are lime-based, asphalt concrete, and polymer concretes. Earlier, Limestone was used as a crude cement. As the materials and combinations improved, modern concrete was invented.

One of the key ingredients of concrete is cement. The foundation to cement was laid in 1300 BC.

Middle eastern builders coated the outside of their clay fortresses with a thin, and moist burned limestone, which chemically reacted with gasses in the air to form a hard, protective surface.

Around 6500 DC, the first concrete-like structures were built by the Nabataea traders or Bedouins in the southern Syria and northern Jordan regions.

By 700 BC, the significance of hydraulic lime was known, which led to the development of mortar supply kilns for the construction of rubble-wall houses, concrete floors, and underground waterproof cisterns.

By 3000 BC, the Egyptians were using early forms of concrete to build pyramids.

In 1824, the most used Portland cement was invented by Joseph Aspdin of England. George Bartholomew had laid down the first concrete street in the US during 1891, which still exists.

By the end of the 19th century, the use of steel-reinforced concrete was developed. In 1902, using steel-reinforced concrete, August Perret designed and built an apartment building in Paris. This building a wide admiration and popularity to concrete and also influenced the development of reinforced concrete.

In 1921, Eugène Freyssinet pioneered the use of reinforced- concrete construction by building two colossal parabolic-arched airship hangars at Orly Airport in Paris.

Petrol - Without gas, there wouldn't be the first industrial revolution in the automobile industry.

Gasoline is a fuel derivative of oil, which is shortly called “gas” in the United States and “petrol,” in other places around the world.

To be more specific, petrol is a transparent, petroleum-derived liquid that is used as an essential fuel in internal combustion engines.

Petrol is the natural by-product and the invention here we are talking about is the numerous processes to improve the quality.

Do you know, gas was initially discarded?

During 1859, in Pennsylvania, Edwin Drake dug the first oil well and refined the oil to produce kerosene. Although the distillation produced gas, he discarded it as he was unaware of it. Until 1892, the prominence of gas wasn't recognized. The first gas pump was manufactured by Sylvanus Bowser on September 5, 1885.

The year 1970 gained attention towards environmental protection.

Railways- Railways is a mode of transport which can carry a large number of passengers with ease of comfort and/or heavy loads to long distances.

Modern trains history is around 200 years old, which revolutionized the way we travel. Distant lands become possible, industries are powered with an infinite amount of raw materials. Earlier mode of transport was carts pulled by animals.

During 1500 -1800, wagonways were common in Europe, which was used in mining. After the invention of the Steam engine, more researchers were carried out throughout the world for a better design.

The commercial appearance of train networks came in the late 1820s, and the pioneer in that field was inventor George Stephenson, with his design 'Rocket', the most famous early railway locomotive. This gained rapid expansion across newly acquired lands. In 1821, Stephenson was appointed as an engineer for the construction of the Stockton and Darlington railway, which was opened as the first public railway in 1825.

The grand success of "Rocket" and opening of the Stockton to Darlington railway line energized railway industry. Railways reached another important chapter in the history, with the invention of Diesel Engine.

Airplane - On December 17, 1903, Wilbur and Orville Wright achieved the first powered, sustained and controlled airplane.

While flying machines had been dreamt up since da Vinci's time, the Wright Brothers became the biggest successes. Beginning with gliders, the duo laid the foundation for modern aeronautical engineering.

Additionally, new business boomed along with a number of people being trained to fly planes. The possibility to fly over thousands of miles in less time would not have been made possible if the aircraft were not invented.

Fire - Though fire is a natural phenomenon, its discovery marked a revolution in the pages of history.

All thanks to our ancestors for leading us to the controlled use of fire which helps us from colorful lighting to delicious cooking. In addition, the biography of various landscapes was altered by fire.

Ancient people might have become acquainted with fire derived from natural sources. Later came the processes of making fire artificially.

This remarkable control of fire happened during Early Stone Age by Homo erectus. The earliest evidence comes from Kenya region. Although fire could have been used about 1

million years ago, evidence of cooked food is found from 1.9 million years.

From the past to the present Fire has been in rituals, agriculture, cooking, generating heat and light, signaling, various industrial processes, cremation, and as a weapon or medium of destruction.

Nail - The sophisticated human life would not have been possible without the invention of a small nail. They provide one of the best clues in determining the age of historic buildings.

Prior to the invention of nails, wood structures were built by geometrically interlocking adjacent boards. The invention of nails goes back to several thousand years and was possible only after the development of casting and shaping a metal.

Around 34000 BC, Bronze nails were found in Egypt. According to the University of Vermont, the hand-wrought nails were a norm until the 1790s and early 1800s. By 1913, 90 percent of nails produced in the U.S. were steel wire nails.

Other types of nails include pins, tacks, brads, and spikes with wire nails being popular.

Tools - The usage of tools started 2.6 million years back in Ethiopia.

Anthropologists believe the use of tools became an important step in the evolution of mankind. Earlier materials such as sticks and stones made tools.

The invention of machine tools advanced the industrial revolution.

Imagine how would we build or maintain previous innovations without a handy hammer.

Light Bulb - The energy we use today at home and office is a bright idea from more than 150 years ago.

Pioneered in the early 19th century by Humphry Davy, electric lights developed throughout the 1800s and was one of the most influential, great inventions of all times.

Edison and Swan patented the first light bulb in 1879 and 1880. In the mid-1980s, CFLs hit the market. But the drawbacks such as high cost, bulky, low light output, and inconsistent performance made them less prominent. Currently, LEDs offer the best energy savings on the market.

However, the invention of the bulb electrified new businesses. It also led to new energy breakthroughs such as power plants, electric transmission lines, home appliances etc.

Electricity- Electricity has become the basic need for day to day life. It's been there around all along but the practical applications to effectively use it was invented. Although many use electricity, how many of you know the evolution of electricity?

Alessandro Volta discovered the first practical method of generating electricity.

1831 is marked the year of major breakthrough for electricity. A British scientist Michael Faraday discovered the basic principles of electricity generation.

The electromagnetic induction discovery revolutionized the energy usage.

Street lights were some of the earliest attention gaining equipment. With the rise in electricity usability, now it stands as a backbone of modern industrial society.

With increased mobility, human life has become dependent on electricity.

Battery- The prehistoric battery dates back to the Parthian empire, which might be 2,000 years old.

The old battery consisted of a clay jar filled with a vinegar solution, into which a copper cylinder surrounded iron rod was inserted.

These batteries might have been used to electroplate silver.

The inventor of the first electric battery is Alessandro Volta. He also laid the foundation of Electrochemistry.

The mass production of the first electric battery began in 1802 by William Cruickshank.

The history of batteries marked a remarkable date in 1859, with the invention of the first rechargeable battery based on lead acid by the French physician Gaston Planté. The Nickel-Cadmium (NiCd) battery was introduced in 1899 by Waldemar Jungner.

Printing press- Before the Internet's ability to spread information, the printing press helped information travel around the globe.

Developed around 1440 in Mainz, Germany, Johannes Gutenberg's machine improved on already existing presses.

By 1500 Gutenberg presses were operating throughout Western Europe with a production of 20 million copies.

By 1600, they had created over 200 million new books.

Morse Code and Telegraph- The telegraph was developed around 1830 - 1840 by Samuel Morse and other inventors, which revolutionized long-distance communication.

The electrical signals were transmitted by a wire laid between stations. In addition, Samuel Morse developed a code, called Morse code, for the simple transmission of messages across telegraph lines. Based on the frequency of usage, the code assigned a set of dots (short marks) and dashes (long marks) to English alphabet and numbers.

The telegraph laid major foundations for modern conveniences like telephones and (some scholars argue) coding for the Internet.

Steel - While the early ages used stone, bronze, and iron, it was steel that fired the industrial revolution. As per archaeological excavations, the earliest known production of the metal dates back to 4,000 years.

The invention of the Bessemer Process (a technique for creating steel using molten pig iron) paved the way for the mass production of steel, making it one of the biggest

industries on the planet. Now steel is used in the creation of everything from bridges to skyscrapers.

Transistors - The transistor is an essential component in nearly every modern electronic gadget.

In 1926, Julius Lilienfeld patented a field-effect transistor, but the working device was not feasible.

In 1947 John Bardeen, Walter Brattain, and William Shockley developed the first practical device at Bell Laboratories.

It then won the trio 1956 Nobel Prize in physics.

Transistors have become a fundamental piece of the circuitry in countless electronic devices including televisions, cell phones, and computers making a remarkable impact on technology.

Antibiotics- Antibiotics saved millions of lives by killing and inhibiting the growth of harmful bacteria.

Louis Pasteur and Robert Koch first described the Antibiosis (phenomena of antibiotic drug) in 1877.

In 1928, Alexander Fleming set the first leap in antibiotics by identifying penicillin, the chemical compound with antibiotic properties.

Throughout the 20th century, antibiotics spread rapidly and proved to be a major living improvement, fighting nearly every known form of infection and protecting peoples' health.

Films - Almost everyone loves to watch movies of various sorts like a love story, comedy, drama, horror, suspense, action, fiction, biography etc. A film is also called a movie, motion picture, theatrical film, photoplay, flick. The name "film" originates from the fact that a photographic film has been the medium for recording and displaying motion pictures.

An Early inspiration for movies were the plays and dance, which had elements common to film: scripts, sets, costumes, production, direction, actors, audiences, and storyboards.

Later in the 17th century, the lanterns were used to project animation, which was achieved by various types of mechanical slides.

Much later in 1839, Henry Fox Talbot makes an important advancement in photography production.

The year 1846 was important for the development of motion pictures. The first movie ever made is the horse in motion. In March 1895, the first film with a Cinématographe camera was shot on *La Sortie de leucine Lumière* a Lyon (Workers leaving the Lumière factory at Lyon).

With time, the movies evolved with sound, music, color, and advanced technology.

X-rays - Of course, x-rays are a phenomenon of the natural world, and thus can't be invented. But they were discovered accidentally.

The invisible was made visible in 1895. X-ray is undoubtedly one of the epoch-making advancement in the field of medicine.

All credits to physicist Wilhelm Conrad Rontgen. While testing whether cathode rays could pass through glass, he noticed a glow coming from a nearby chemically coated screen. Because of their unknown nature, he named it as X-rays. Through his observation, he learned that X-rays can be photographed when they penetrate into human flesh.

In 1897, during the Balkan war, X-rays were first used to find bullets and broken bones inside patients. In 1901, he received the Nobel prize in physics for his work.

Refrigerator - Over the last 150 years, refrigeration offered us ways to preserve food, medicines, and other perishable substances. Before its conception, people cooled their food with ice and snow.

James Harrison built the first practical vapor compression refrigeration system. However, the first widespread refrigerator was the General Electric "Monitor-

Top” refrigerator of 1927. While it helped to rev up industrial processes, it became an industry itself.

Television - Television! A small box with enormous information that changed entertainment and communications forever.

The invention of the television was the work of many individuals. Although TV plays an important part in our everyday lives, it rapidly developed during the 19th and the 20th century.

The first television camera was invented by two men without knowing that they both are working on the same one (No TV to communicate them the news); Vladimir Zvorykin and Philo Taylor. In 1884, Paul Gottlieb Nipkow created and patented the first television which he called the electromechanical television system.

Though Color TV was not a new idea, in 1925 Zvorykin filed a patent for an electronic color television system. Over time, television will gain political importance as every country started to share their political agenda through it.

TV also became a good way of preserving peace and order.

Camera - The camera is undoubtedly one of the most cherished creations.

Cameras have witnessed many phases of evolution – camera obscura, daguerreotypes, dry plates, callotypes, film to SLRs and DSLRs. In 1826, Joseph Nicéphore Niépce used a sliding wooden box camera made by Charles and Vincent Chevalier to click the first permanent photograph.

With the technological advancements, digital cameras were introduced to save pictures on the memory cards rather than using films.

The history of the digital camera began with Eugene F. Lally idea to take pictures of the planets and stars while traveling through space.

Later, Steven Sasson a Kodak engineer invented and built the first digital camera in 1975. Though the digital camera ruled over the traditional camera, the most revolutionary aspect has been the advent of the camera phone.

Now, every smartphone has an inbuilt camera and is able to take images. With the growing demand, video recording was also made a part of it.

At present, the camera comes with inbuilt GPS system and real-time geotagging options. Freeze the great moments from your life in the form of photographs with better quality and superior handling digital camera. One doesn't have to look much further than a photo album to see that cameras are one of the great inventions that changed the world.

Computer - Major shoutout to the mechanical engineer Charles Babbage for laying the foundation to this remarkable and most reliable invention. In the early 19th century, the “father of the computer” conceptualized and invented the first mechanical computer. Although there's no single inventor of the modern computer, the principle was proposed by Alan Turing in his seminal 1936 paper.

Today, computers stand as the symbolic representation of the modern world.

E-mail - During 1969, shortly after the creation of ARPANET, experimental email transfers between separate computer systems began.

Before email, sending an important document overseas involves a chaotic process. Now communication is one click away. The first substantial use of email began in the 1960s. By mid-1970s, it had taken the recognized form. The present-day most of the official business communication depends on email.

Now, email is available on plenty of friendly web interfaces by providers such as Gmail, Outlook, Yahoo, Hotmail, etc. This excellent medium of communication is well adopted by millions of people.

Internet- Unlike the bulb or the telephone, the Internet has no single “inventor”. Instead, it has evolved over time. It started in the United States around the 1950s, along with the development of computers.

Since the mid-1990s, the Internet has had a revolutionary impact on technology, including the rise of electronic mail, instant messaging, voice over Internet Protocol (VoIP) telephone calls, and two-way interactive video calls.

World Wide Web – The Internet is a networking infrastructure. Whereas the World Wide Web is a way to access information over the medium of the Internet.

The father of the World Wide Web is a British Computer Scientist, Tim Berners-Lee. While working as a software engineer at CERN in Geneva, Switzerland, Tim noticed that the difficulty in sharing information.

In 1989, this leads to a proposal “Information Management: A Proposal”. However, it was not immediately accepted.

By October 1990, three Tim laid the foundation to the web through HTML, URL, and HTTP technologies.

April 1993, marked an important step in the history of Web. The decision to use the web for free was announced.

To this day, the Web gleamed an encyclopedic wave of inventiveness. The web rapidly changed the traditional way and influenced the development of various industries. For example, it led to the development of online education and economy; the best way to promote your company in 2017 is through Google search.

People can read or watch any types of content online whether through a site or social media such as Facebook and Twitter.

Banknote - From materials like livestock to precious metals and coins, currency took various forms throughout history. Due to frequent shortages of coins, banks issued paper

notes as a promise against payment of precious metals in the future.

The idea of using a light-weight substance as money originated in China during the Han Dynasty in 118 BC. Through travelers, Europe was introduced to this system in the 13th century.

The switch to paper money relieved governments during crisis time. Thus, it changed the face of the global economy with a vital step in a new monetary system.

Credit Cards - During the dawn of the 20th century, people paid for everything with cash.

The idea of credit cards started around 1950 by Ralph Schneider and Frank McNamara, founders of Diners Club, to consolidate multiple cards.

While technology continues to advance, the idea of paying for daily purchases with a card has now become the norm.

ATM (Automated Teller Machine) - The invention of ATM is amongst the most important inventions ever made.

In the present world, ATMs steered the banking into a new concept of self-service. According to the ATM Industry Association (ATMIA), there are now over 2.2 million ATM machines installed worldwide.

Using ATM, customers make a variety of transactions such as cash withdrawals, check balances, or credit mobile phones. Many experts believe that the first ATM was the creation of Luther Simjian, called Bankograph.

In 1967, John Shepherd-Barron came up with a bright idea of money vending machine, which was implemented a London bank called Barclays. Earlier machines used paper vouchers instead of plastic cards.

The customer entered an identification code and can draw a maximum of £10 at a time. Dallas Engineer Donald Wetzel devised the first automated banking machine in the U.S.

Telephone and Mobile Phones - “Mr. Watson, come here, I want you.” On March 10, 1876, these were the first words spoken by telephone inventor.

Alexander Graham Bell through his device to his assistant Thomas Watson. Telephone history conceivably started with the human desire to communicate far and wide. With the arrival of the mobile phone in the 1980s, communications were no longer restrained.

The clever invention of cellular network supported the revolution of the telephone industry. Starting from bulky mobile phones to ultrathin handsets, mobile phones have covered a long way so far.

John F. Mitchell and Martin Cooper of Motorola demonstrated the first handheld device in 1973.

Scientists continue to create new ideas that will further help users.

Robot- Robotic devices often perform complicated, repetitive, and sometimes dangerous tasks. The word Robot evokes various devices ranging from a cooking device to the Rover.

The word “robot” first appeared in R.U.R. (Rossum's Universal Robots), a play written by Czech playwright Karl Capek in 1921. Coincidentally, the word “robotics” was also coined by a science-fiction writer Isaac Asimov in his short story “Runabout”, published in 1942.

Around 3000 B.C, human figurines were used to strike the hour bells in the Egyptian water clocks. This marked the first mechanical design. As the time flew, more designs and devices were evolved. But Robotics advanced scientifically in the 20th century.

The foundation to modern robots was laid in the 1950s by George C. Devol, who invented and patented a reprogrammable manipulator called “Unimate”, from “Universal Automation”.

In the late 1960s, Joseph Engleberger acquired the patent and modified them into Industrial robots. This effort made him “the Father of Robotics”. Who knows! Someday robots might outsmart us and make us completely technology dependents. They are truly inventions that changed the world!

Guns- For some guns might be a sensational invention while for others it might be a dreadful invention.

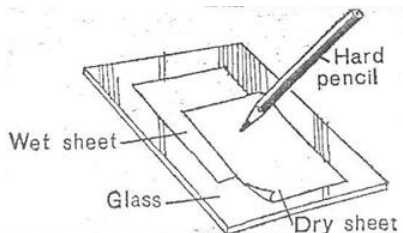
Weapons have been the primary tools since ancient age. But, it is an undeniable fact that the Guns have revolutionized the world.

The earliest usage of a firearm might have been in China during the 13th century CE. In earlier days, guns were fired by holding a burning wick to a “touch hole” in the barrel igniting the powder inside.

The first machine gun is the matchlock, which dates to 1400s. By the 12th century, the technology started spreading to Asia, followed by Europe. The problem of loading and reliability was solved by the invention of a hand-driven machine gun called Gatling gun. It was invented by Richard J. Gatling during the American Civil War. As the tech continued to evolve, each following model became more deadly.

11. Prove It Yourself

11.1. Watermarks



Here is an interesting way to write a secret letter.

You do it with the help of watermarks. If you collect

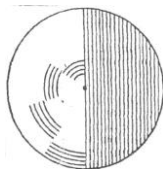
stamps, you know what a watermark is. On every stamp there is a mark, which you cannot see. You can see it only when you put the stamp in water. This mark is called “watermark”. The watermark proves that you have a real stamp. People make watermarks on stamps by applying pressure reflect light in a different way when they are wet.

It is easy to make watermarks and use them to write a secret letter. You put a sheet of paper in water, then take it out quickly and put it on a sheet of glass or a mirror.

Put a dry sheet of paper on top of it. Now you may write on the dry sheet. You must use a hard pencil to apply pressure. When you raise the dry sheet you will find that you can see everything you have written on the wet sheet. When your wet paper becomes dry, you will not see anything, but the text will appear again if you put a sheet of paper in water and take it out quickly. Try it and see how it works!

11.2. “Subjective Colour”

To show this interesting phenomenon which scientists call “subjective colour” Copy the circle, which you see in the picture and put it on cardboard. Push a pin through the centre and turn it quickly. You will see many circles of different colours. Now change the direction and the order of colours will also change.



A few years ago a television operator turned a large wheel of this sort, and people who were watching this programme saw the colours quite clearly on their black-and-white television screens.

Scientists have not agreed on what makes these colours appear.

11.3. The Turnaround Card

You need: Three court cards from a pack; a volunteer from the audience.

No magic act is complete without some card tricks. Here is the simplest trick of all.

You place three court cards (kings / queens / jacks) face upwards in a row. You ask a member of the audience to reverse one of the cards while your back is turned. To everyone's amazement you are able to tell which one.

The secret of this trick is very simple. If you look carefully at the court cards in a pack, you will see that the white margin is often wider on one side than the other. Choose three cards like this and, when you put them down in a row, just make sure that all the narrow sides are towards the right. Then when the card has been turned, that card will have its narrow margin on the left.

11.4. A Strange Fact about Paper

How many times do you think you can fold a piece of paper? It may make fewer folds than you think.

Give somebody a small piece of paper and ask him to fold it eight times. He will be able to fold it six or seven times, because the paper simply won't fold any more.

"Yes," your friend says, "this is a small peace of paper."

Well, and then give him a newspaper of two full pages. He will think he can do better. But no matter how big a piece of paper is, he will not be able to fold it more than seven times.

Why? Because on the eighth fold paper will come to 128 thicknesses. But paper cannot be folded so many thicknesses.

11.5. The Disappearing Rabbit



To make this rabbit in the picture disappear you mustn't be a magician. You must make the following simple experiment and the rabbit will disappear at once.

For the experiment you need a glass, a saucer and the picture of the rabbit.

Now put this book on the table. Fill the glass with water and put the saucer on the glass.

Then put the glass on the circle with the rabbit's picture. At once the rabbit will disappear. You can look into the glass again and again but you will not see the rabbit.



Why? The rays from the rabbit's picture pass through the sides of the glass and are bent upward when they come into the air.

So you can see the rabbit (or it is better to say the rays from the rabbit's picture) only if you look down from above, but the saucer does not let do that.

There is no place from which you can see these rays, and so you can not see the rabbit.

11.6. Do your fingers always obey you?

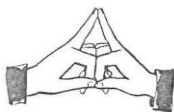
You can have a lot of fun with this experiment.

Ask someone to put his hands together as you see at the first picture. Tell him to separate his hands, which he will do easily.

Picture 1.



Picture 2.



Then ask him to put out the middle finger of each hand and put his hands together again as in the second picture. Tell him to separate the two fingers without separating his hands.

He will try to do this, but will not be able to do so. The more he tries to separate the fingers the more they will stay together.

11.7. The Amazing Educated Arm

You need: a volunteer from the audience.

This trick is very effective. It really looks as if your victim's arm is obeying your commands. Stand your victim very close to a wall, with his/her right side next to the wall and his/her right wrist actually touching the wall. Your victim must push outwards as hard as possible with the arm, but not the body, as if trying very hard to push the wall away.

Make sure your victim really is pushing. Say: "Push! Press really hard!" Then ask him / her to step away from the wall and let the arm hang by his/her side. At once say: "Arm up! Float away!" Your victim must not try to stop it; he/she must just relax. To everyone's amazement the arm will rise away from your victim's body. Try it yourself. It is a strange feeling. It is a good idea to try this several times yourself, to see how hard you need to press against the wall, and to experience the floating feeling.

12. From the History of Some Toys

12.1. LEGO Toys

It may be hard to imagine today, but the entire LEGO company started very small. Ole Kirk Christiansen was a carpenter in Billund, Denmark who opened a woodworking shop in 1916. He and his team of apprentices built furniture for

people in the area. In 1924, a fire burned down his woodworking shop, because his two young sons had lit a small fire. Christiansen, seeing the good side of this, replaced his old woodworking shop with a bigger one and expanded his business.

The Great Depression hit many companies, and Christiansen's was no exception. To lower prices, he made small models of his products as design aids. These would go on to inspire him to make toys later on. His shop made small wooden toys, such as piggy banks and trucks, and he had modest success. However, he still had to make furniture to stay in business.

In 1934, Christiansen coined the company name LEGO from the Danish words *leg godt*, meaning play well. He also said it meant "I assemble" in Latin, though the translation is more similar to "I read" or "I gather". At this time, his son Godtfred started to take an active role in his father's company.

When plastic came into widespread use, LEGO stayed with the times and made plastic toys. One of the first was a plastic truck that could be taken apart and reassembled, similar to the basis behind modern LEGO bricks.

In 1953, these bricks were renamed LEGO Bricks. In that time, plastic toys were viewed as inferior to wooden ones. As a result, LEGO Bricks had poor sales. Still, Christiansen persevered and continued selling his product. In 1954, his son Godtfred became the junior managing director of LEGO group. His conversations with overseas buyers was where the idea for a toy system first came about. Godtfred saw the potential in LEGO bricks being a source of creative play for children. In 1958, the modern LEGO bricks design with the hollow tubes underneath was invented. This added to the stability and better locking.

The LEGO Group became much larger in the coming years. In 1959, a team was created to design new sets. Another fire struck in 1960, destroying most of the wooden toys.

Fortunately, the company decided that the LEGO bricks were successful enough to discontinue the wooden toy line. 1961 and 1962 saw the introduction of the LEGO wheels, so kids could finally mobilize their cars and trucks. LEGO Group expanded their business into Canada. The LEGO Group released the highly successful train line in 1966 with a 4.5 volt motor. The first LEGOLAND Park was opened in Godtfred's hometown of Billund, Denmark. More than 18 million LEGO sets were sold in 1968 alone. In fact, the 1960s were so successful for LEGO Group that the biggest question was how to manage the expanding market.

Since then, LEGO group has made many leaps forward. The LEGO minifigures with moving arms and legs have been made and perfected. LEGO bricks have been cited as a way to encourage child creativity. The "Technic" series has been made as a variation of LEGO bricks for older children. Manufacturing plants have been opened around the world.

LEGO bricks have a very strict manufacturing process. Tens of thousands of dollars are spent on molds that can sense an imperfection. If a piece is off by .002 millimeters, it is thrown out. Worn out molds are hidden away so competitors will never get access to the technology. The molds are so accurate that only 18 out of 1 million LEGO bricks are thrown out. Only quality like this could make the LEGO bricks such a vital part of childhood memories.

12.2. Barbie History

Believe it or not, Barbie originally was a real person. Her name was Barbara (Barbie) Handler and her mother and father were Ruth and Elliot. In the early 1950's, Barbie's mother watched her and her girlfriends play with adult female dolls more than they did the baby dolls. Her mother knew it was just as important for young girls to imagine what it would be like to be grown up.

Since most of the adult dolls available at that time were

paper or cardboard, Barbie's mother decided to make a three-dimensional female adult doll. One that was lifelike enough to serve as an inspiration for little girl's dreams of the future. She took her ideas to the ad executives at the Mattel Corp., the company that she and Barbie's father had founded in the garage many years prior. The all male committee rejected the idea saying it would be too expensive and with little market appeal to the mass. She had gone on a trip to Europe and returned with a Lillie doll, modeled after a character in a German comic strip. She then spent lots of time designing a doll (Barbie) to resemble Lillie and even hired a clothing designer to make realistic clothes. The result was the Barbie Doll.

Mattel finally agreed to back her efforts and Barbie debuted at the American Toy Fair in New York City in 1959. Girls went wild over her and set a new sales record for Mattel the very first year at 351,000 sold at \$3.00 each. Since then the Barbie Doll's popularity has rarely waivered and today, with over one billion of her lookalikes sold, the product line is one of the most successful in the history of the toy industry.

As you can see, Barbie was blonde with a pony tail, zebra-striped swimsuit, open toed shoes, sun-glasses and earrings.

Barbie had lots of accessories available. The silly buyers at the industry's annual Toy Fair in New York were not impressed but the little girls sure were! That's all it took to take the retailers by storm! Mattel was so swamped with orders that it took several years for supply to catch up with demand! And now you know the rest of the Barbie History.

12.3. The History of Making Tilda Dolls

Tilda is a fabric brand founded by the Swedish artist and Norwegian designer Tony Finnanger, best known for its whimsical and naive characters in the form of animals and dolls. There is a certain attitude to life in Tilda's world,

whimsical and romantic, like a ball gown worn with wellies – perfectly imperfect!

The Tilda range consists of products such as fabrics, kits, ribbons, buttons, accessories and books.



Tilda products are produced and distributed by Tilda Fabrics and are available in most of Europe as well as USA, Canada, Australia, new Zealand, China, Japan, Singapore, South Africa, South Korea, Taiwan and Thailand. Book titles are published by Sewandso – an imprint of F&W Media International. Tilda books have been translated into more than 18 languages.

Primitivism, homespun and unbearable fascination- it is these three words that can describe a toy tilde. A rag doll was invented in the late nineties, and thus, forever entered her name in the history of the world's hand-made. The history has continued, and today the tilde is a registered brand, a trademark that, of course, brings profit to the talented woman and at the same time pleases the needlewomen of the whole world.

Inspiration creator drew in those times, when Scandinavian women created rude, primitive amulets for their homes, in the image and likeness of fairy-tale creatures and animals, listening to ancient stories and legends. The name "tilde" is also the wish of Tony herself. In her family, it was customary to call everyone sonorous, short names for the letter "T", and this name seemed to the artist the most suitable for the pupa. Tilda is a printed doll sewn from scraps or whole pieces of flax, it is quite recognizable and at the same time time conditional silhouette, which is created with the help of cotton

wool or holofaybera. Usually tilda has long legs, pretty plump body, its face is long. It has eyes-beads, blush and quite impressive nose. Tilda can be a girl, a cat, a postman, a milkmaid and even Santa Claus.

With all the diversity of faces, it preserves unique style, recognizable sewing technology and indescribable charm. In addition, the tildes in the performance of their creator Tony Finnanger always had a very pleasant colour of face and body - light brown, reminiscent of ginger cake, shortbread cookie or coffee with cream. This colour must have a real doll tilde, consider her admirers from all over the world.

The doll tilda angelis the most common variant of the tilde. Lovely young lady of angelic guise, with curls, behind her back - wings. Usually wears a linen light dress of lavender or pink hue. In the hands often holds a wand, of course, magical. Such tilde can be in the form of some animal. For example, the doll's tilde cat. In this form, the tilde does not lose charm at all - on the contrary, every needlewoman will wish to have such an animal. The tilde cat usually wears a dress too, she has a pretty slender body, long paws and a tail, a funny face with black eyes and tight curls of mustaches.

The main thing that unites millions of homemade tilde dolls around the world is the sewing technology. It is very, very simple and at the same time quite painstaking. The artist herself believed that the charm of the real tilde lies precisely in the fact that she draws the image of the master who created it with each of her dashes, and there are simply two identical dolls. The materials for sewing are very simple and affordable: pruning flax, cotton, cotton or holofayber, thick threads or cosmetics (for whiskers). Buttons, beads, wire, beads - for the decoration of the doll it will fit literally everything.

Tilde sewing technology

In general, for sewing any tilde, there are several steps:

- translation patterns on paper (schemes are on the Internet, their great variety);

- Cutting out parts of the doll from the fabric;
- stitching parts;
- stuffing doll pieces with cotton or holofayber;
- assembling dolls;
- coloring or embroidery a face of a doll or a muzzle of an animal;
- tailoring for dolls.

The history of tilde is a record of success. Today the profit from this trademark is estimated at millions of dollars. Their favorite tilde is considered and housewives, and "vanilla" girls, and hipsters, and, of course, ordinary children - from toddlers to teenagers. The fact is that the tilde managed to become a real embodiment of time, which required simplicity, beauty and charm. Such a doll will decorate any interior and create a festive mood. The more that you can sew it yourself, and it's really simple. It takes only a little patience and the feeling that you are back in childhood.

12.4. Toy Soldier

A toy soldier is a miniature figurine that represents a soldier. The term applies to depictions of uniformed military personnel from all eras, and includes knights, cowboys, pirates, samurai, and other subjects that involve combat-related themes. Toy soldiers vary from simple playthings to highly realistic and detailed models. The latter are of more recent development and are sometimes called model figures to distinguish them from traditional toy soldiers. Larger scale toys such as dolls and action figures may come in military uniforms, but they are not generally considered toy soldiers.

Toy soldiers are made from all types of material, but the most common mass-produced varieties are metal and plastic. There are many different kinds of toy soldiers, including tin soldiers or flats, hollow cast metal figures, composition figures, and plastic army men. Metal toy soldiers were traditionally sold in sets; plastic figures were sold in toy shops individually

in Britain and Europe and in large boxed sets in the U. S. Modern, collectable figures are often sold individually.

Military figures have been found in ancient Egyptian tombs, and have appeared in many cultures and eras. Tin soldiers were produced in Germany as early as the 1730s, by molding the metal between two pieces of slate. Toy soldiers became widespread during the 18th century, inspired by the military exploits of Frederick the Great. Miniature soldiers were also used in the 17th, 18th, and 19th centuries by military strategists to plan battle tactics by using the figures to show the locations of real soldiers. In 1893, the British toy company William Britain revolutionized the production of toy soldiers by devising the method of hollow casting, making soldiers that were cheaper and lighter than their German counterparts.

Vintage Plastic Trojan War Figure by Herald

In addition to Britains, there have been many other manufacturers of toy soldiers over the years. For example, John Hill & Company produced hollow cast lead figures in the same style and scale. Companies such as Elastolin and Lineol were well known for their composite figures made of glue and sawdust that included both military and civilian subjects. After 1950, rising production costs and the development of plastic meant that many shop keepers liked the lighter, cheaper, and far less prone to break in transit polythene figure. This led to greater numbers of plastic toy soldiers. The first American plastic soldiers were made by Beton as early as 1937. The first plastic toy soldiers produced in Great Britain were made in 1946 by Airfix before they became known for their famous model kits range.

World War I-era Toy Soldiers

One large historical producer in plastic was Louis Marx & Company, which produced both realistic soldiers of great detail and also historical collections of plastic men and women,

including the “Presidents of the United States” collection, “Warriors of the World”, “Generals of World War II”, “Jesus and the Apostles”, and figures from the Coronation of Queen Elizabeth II. Marx also produced boxed playsets that featured many famous battles with armies of two sides, character figures, and terrain features. Britains produced plastic figures under the brand names of Herald and Deetail. Also in England, the scale model company, Airfix produced a variety of high quality plastic sets, which were frequently painted by hobbyists. Many Airfix figures were imitated by other companies and reproduced as inexpensive, bagged plastic army men. Timpo Toys, Britains main competitor in terms of sales and quality in the 1960s and 70s developed the “Over – Moulding” system. Different coloured plastics were injected into the mould at various stages, creating a fully coloured figure without the need of paint.

During the 1990s, the production of metal toy-grade painted figures and connoisseur-grade painted toy soldiers increased to serve the demands of the collectors’ market. The style of many of these figures shifted from the traditional gloss-coat enamel paint to the matte-finished acrylic paint, which allows for greater detail and historical accuracy. The change was largely inspired by the introduction of very high quality painted figures from St. Petersburg.

There is a substantial hobby devoted to collecting both old and new toy soldiers, with an abundance of small manufacturers, dealers, and toy soldier shows. There are even specialty magazines devoted to the hobby, such as “Toy Soldier Collector”, “Plastic Warrior” and “Toy Soldier and Model Figure”. Collectors often specialize in a particular type of soldier or historical period, though some people enjoy collecting many different kinds of figures. The most popular historical periods for collecting are Napoleonic, Victorian, American Civil War, World War I, and World War II. Many

collectors modify and paint plastic figures, and some even cast and paint their own metal figures.

Actor Douglas Fairbanks Jr had a collection of 3000 toy soldiers when he sold it in 1977. Fantasy novelist George R. R. Martin has a substantial collection of toy knights and castles. The most extensive collection of toy soldiers was probably that of Malcolm Forbes, who began collecting toy soldiers in the late 1960s and amassed a collection of over 90,000 figures by the time of his death in 1990. Anne Seddon Kinsolving Brown of Providence, Rhode Island, USA, began collecting miniature toy soldiers on her honeymoon to Europe in 1930, eventually amassing a collection of over 6,000 figures; these are on display at the Anne S. K. Brown Military Collection at Brown University Library in Providence.

13. Some Facts of Animals' Life

13.1. Do Sleeping Horses Lie?

Why do Horses Sleep on their Feet?

I have seen horses standing quietly, sometimes several together. I always supposed that they were sleeping. Now I think that they were just dozing.

Scientists have studied sleep in people and in many kinds of animals, including horses. These scientists record electrical signals that can be measured right on the outside of the body, and those signals tell a little about what is going on inside the brain. When a person or animal is sleeping, the brain makes a special electrical pattern.

The scientists found that any horse's brain makes the pattern of complete sleep only when the horse is lying down on its side. The horse sleeps like this in several short periods, each often only a half-hour long.

In the wild, horses had to watch out for predators, like lions and other big cats. So it's understandable that they learned to sleep deeply only in short naps. And that may be why we

seldom see horses really sleeping.

13.2. Guess Australian Animals kangaroo; emu; dingo; echidna; koala; platypus

1. It is a small, primitive aquatic mammal. It has thick blackish-brown fur, a flat, leathery beak like a duck, no lips, a long flat tail and webbed feet. It lays eggs but gives milk to its young. What is it?

2. It is a toothless, egg-laying mammal. It is nocturnal, burrowing animal, feeding on insects by means of a sticky, extensible tongue. What is it?

3. Animal likes a small bear which lives in trees. It is about 2 ft long, with thick grey fur, sometimes called a bear. Its claws are adapted for climbing trees, and it lives chiefly in the eucalyptus, feeding on its buds and shoots. What is it?

4. It is a fierce, wolf like wild dog, about 50 cm high and usually sandy-coloured. What is it?

5. It is a flightless grey-feathered ratite bird, about 6 ft tall, closely related to the ostrich. This large bird can run well but cannot fly. What is it?

6. The animal of a family of herbivorous, marsupial mammals. It has powerful hind legs and a long, tapering tail and short forelegs. It is an animal which jumps along on its large back legs and which carries its babies in the pocket-bag. It moves by leaping. What is it?

13.3. Why Do Elephants Have Trunks?

An elephant drinks by sucking water into its trunk and squirting the liquid into its mouth. And the trunk can make many different sounds, including a distinctive trumpeting noise.

The trunk is the most helpful tool for an elephant.

It can be used to pull down leaves and branches to eat. It also makes a good nose – elephants can squirt dust or water over themselves to keep cool.

An elephant's trunk is a bit like a hand. Using the tip, an elephant can pick up something as small as a button.

Elephants also say “hello” to elephant friends by shaking trunks with them.

13.4. Wild Animals

- that elephants are very good swimmers?
- that the elephant can pick up a coin with his trunk?

The elephant can do with his trunk much of what we do with our hands. It can pick up a man and put him on his back; then it can pick up and give him a coin which fell from his pocket;

- that when an elephant grows, everything grows on it except its eyes?

- how long animals live? The animal which lives the longest life is the tortoise. It sometimes lives between 300 and 400 years. The crocodile can live for 300 years, the elephant and the eagle - for 100 years;

- that crocodiles kill more people in Africa than any other wild animal?

- elephants are the only animals that can't jump;

- that scientists think that the cleverest wild animal is the chimpanzee and the second is the orang-utan and the third is the elephant?

- that among the domestic animals the cleverest are the horse and the dog? These animals take much from the people with whom they live;

- butterflies taste with their feet;

- the ant always falls over on its right side when intoxicated;

- on average, people fear spiders more than they do death;

- a snail can sleep for three years;

- you are more likely to be killed by a Champagne cork than by a poisonous spider;

- why a dog goes round and round before it lies down? This habit goes back to the days when dogs were wild and lived in the jungle grass. If they wanted a comfortable bed, they had to go round a few times in order to level the grass. Now the dogs sleep on a mat or on the floor, but still they go round before they lie down;

- the word *hippopotamus* comes from the Greek words *hippo* and *potamos*. These words mean “horse” and “river”. We often say *hippo* because it’s shorter and easier to spell than *hippopotamus*!

- no animal can see when it is completely dark. At night there is usually little light from the moon and stars. Then eyes of cats catch the light better and can see better than eyes of people;

- that lions are cleverer than tigers and leopards?

- cats have over one hundred vocal sounds, but dogs only have about ten;

- an ostrich's eye is bigger than its brain;

- all polar bears are left handed;

- a crocodile cannot stick its tongue out;

- pigs can be very helpful in gardens. If you scatter seeds, they can tread them in to just the right depth for planting;

- and even a medium-sized pig creates more than a ton of fertilizer each year;

- that the whales shoot water into the air? They do not really shoot water. One can see their breath just as we see our own breath on a cold day. When they come up from a dive, they let out a big breath. It comes out their blowhole, on the top of their head. Right then, the moisture in my breath gets cold and changes from a gas into a mist of water drops. And that mist can look like a water spout;

- in Somalia, there are as many camels as people. Their language has at least 46 words for camels;
- despite its hump, the backbone of a camel is perfectly straight;
- wild camels are found only in Australia.

13.5. The Big Cats

Wild species of the cat family are found all over the world, except for in Antarctica and Australia. They are all carnivores (meat eaters) and all hunt by stalking their prey and then pouncing. There are 37 species of wild cat. Larger members of the family, such as the lion, tiger and leopard, are known as the big cats. Smaller members of the family include the ocelot, the lynx and the serval.

The biggest and most powerful member of the cat family is the tiger, which lives mainly in the rich forest areas of India, southeast China and Indonesia. In the heat of midday sun, the tiger will take to the shade or rest in water to keep cool. Most members of the cat family dislike water, but tigers love it and are good swimmers.

Big cats are related to and similar in appearance to wild cats and domestic cats. The European wild cat looks very much like the domestic tabby cat, as does the rare iriomote cat, and the caffer cat.

Leopards are very agile cats that live in Africa and Asia. They climb trees well and sometimes store their dead prey in trees. The spots on a leopard are more like rosettes than spots, especially along the back, and those of the African species are smaller than those on the Asian variety. Some leopards are completely black and are known as panthers.

A relative of the leopard is the jaguar of Central America which always lives close to water and is an excellent swimmer. The rosettes on its body are quite distinctive because have a black spot in the centre.

The best known of the big cats is undoubtedly the lion,

often called “the king of the jungle”. At one time lions roamed all over Europe, Africa and Asia, but now they are found only in parts of Africa and a small area of India. Lions usually hunt in a group and although it is usually the female that kills the prey, it is the male, the head of the pride (group) that gets to eat first.

The snow leopard, or ounce, of Asia is a beautiful creature. It has white spots on a whitish background. It hunts wild sheep and boar in the mountains of central Asia and Himalayas.

Do You Know?

in prehistoric times, sabre-toothed tigers attacked prey with their enormous, long, swordlike, curved upper canine teeth;

leopards often drag the carcass of their prey up a tree - to be eaten later!

while a cheetah is the fastest sprinter, the pronghorn antelope of North America would outrun it over a longer distance; lions sometimes climb into trees to stop flies biting them;

ancient kings in Asia used cheetahs to hunt other animals.

13.6. Jumping Spider

Jumping spiders don't weave webs. Instead, they capture prey by leaping and pouncing. Some jumping spiders can jump 40 times their own body length.

Jumping spiders use sharp eyesight to spot their prey. They have four pairs of eyes, and they can tell the difference between prey and another jumping spider as far as a foot away. They're harmless to people ear flies and other insect pests. Because they use their signs to hunt, these spiders during the day.

Many jumping spiders are colorful. Look for one in a garden or on the outside of a garage or house. If you find one,

watch it for a while. Can you see any sign that it sees you?

Jumping spiders live on the leaves and bark of plants, on the ground, and on rocks and buildings. Indoors, they may lurk near windows.

13.7. Dolphins Dispel Depression

If life is getting you down, head for the sea: scientists have proved that swimming with dolphins is an effective treatment for mild to moderate depression. For the first controlled trial of its type, researchers recruited a number of depressed people, told them to stop taking their medicines or having therapy, and divided them into two groups. The first group swam with dolphins for an hour a day; the second swam on the same coral reef, but only with each other for company. After two weeks, the people in the dolphin group were significantly more cheerful than those in the control group. Three months after the study, participants reported a lasting improvement in their symptoms. The researchers put the effect down to the dolphins' echo-location system (the sounds they emit to navigate), and the emotional impact of interacting with the creatures.

13.8. The Loch Ness Monster

It is a large animal which is supposed to live in the waters of Loch (Gaelic for "Lake") Ness in Scotland. There are reports of the monster going back to the sixth century, and over the past forty years there have been a thousand sightings. Some photographs exist, although they are of poor quality. They show a large, long, snake-like animal, perhaps 75 feet long. Scientists cannot explain what kind of animal this might be. Loch Ness is too cold for a reptile and there is no known fish this large.

Although it is beautiful, Loch Ness attracts thousands of tourists each year because people are curious about the existence of this "monster". Some say that it might be the last

dinosaur in the world. Others say that it is just a trick by the Tourist Board to encourage tourists. Many people have taken photographs of something in the water but there is still no evidence that it definitely exists!

13.9. Real Fact

The 49-year-old Australian fisherman was on the trailer during the storm. He was washed by the wave to the shark's mouth.

By the desperate effort he hold on the folds of meat of its body, probably, muscles of its gullet. The electronic waterproof watch was showing that the fisherman sailed in the shark's stomach during 8 hours.

"Every swallowing shark's act was deathful for me", - told the fisherman. At last by the wincing effort the shark had thrown him outside together with the stomach's mixture.

The detail elaboration confirmed availableness of tissues of that big shark and its stomach's acids in the fisherman's wounds.

13.10. Animals in the Calendar

Most people are aware of their astrological signs, and they know the characteristics associated with the twelve signs of the zodiac. Astrology is based upon your month of birth. Astrologers believe that there is a connection between our lives and the movement of the sun, the moon and the planets.

Aries (the Ram) 21st March – 20th April

You want to be important and successful. You are very positive. You say what you think. You are sometimes selfish and you are often the first to start arguing.

Good points: energetic, enthusiastic;

Bad points: jealous, bossy;

Typical job: politician, surgeon;

You like: new clothes, sport;

You dislike: waiting.

Taurus (the Bull) 21st April – 21st May

You always tell the truth. When you promise to do something you do it. You need to have things more than you need people. You often refuse to accept new ideas. You never give up without a fight. You hate to lose, in business or at tiddlywinks.

Good points: reliable, very loving;

Bad points: stubborn, easily embarrassed;

Typical job: farmer, business person;

You like: comfort, gardening;

You dislike: change, haste.

Gemini (the Twins) 22nd May – 21st June

You are charming, intelligent, creative and most people like you. But you are two-faced – you can say one thing and mean another. You don't concentrate and you get bored easily. You think you are superior to everyone. You think the whole world revolves around you.

Good points: entertaining, charming, versatile;

Bad points: quickly bored, impatient;

Typical job: journalist, artist;

You like: talking, being among people;

You dislike: being laughed at, waiting.

Cancer (the Crab) 22nd June – 23rd July

You like being at home. You always try to look after your family. You are kind and sympathetic. You enjoy eating and relaxing. You don't like working too hard.

Good points: kind, sensitive;

Bad points: too easily hurt, possessive;

Typical job: baker, nurse;

You like: being with friends, shopping;

You dislike: sharing feelings, criticism.

Leo (The Lion) 24th July – 23rd August

You always expect to be a leader. You like giving things to people, and you enjoy visiting people. You are not good at being polite. You behave like the weather in April.

Good points: *brave, generous;*

Bad points: *stubborn, ambitious;*

Typical job: *lawyer, soldier;*

You like: *winning, children, pets;*

You dislike: *unhappy friends, being ignored.*

Virgo (The Virgin) 24th August – 23rd September

You tell people everything about yourself. People can trust you. You like helping others. You hate quarrelling and you hate things being untidy. You dislike spending money. You lack courage. You'll do what you has told. One never knows what you're thinking.

Good points: *witty, charming, sympathetic;*

Bad points: *untidy, irritable, nervous;*

Typical job: *secretary, mechanic;*

You like: *being punctual, systematic;*

You dislike: *crowds and noise, sitting still for a long time.*

Libra (The Scales) 24th September – 23rd October

You enjoy being with other people. You care about other people's feelings. You don't always say what you mean. You have a high opinion of yourself. You should solve all the problems on a desert island and nothing would upset you. You should be a good judge or referee.

Good points: *charming, cooperative;*

Bad points: *indecisive, flirtatious;*

Typical job: *beautician, politician;*

You like: *peace and quiet, being fussed over;*

You dislike: *ugly places, loud arguments.*

Scorpio (The Scorpion) 24th October - 22nd November

You believe in yourself. You are brave. You don't stop doing something until you have finished the job. Scorpions often talk about themselves, you need to control others. You are very dangerous enemy. You have principles about hurting other people.

Good points: caring, protective;

Bad points: moody, jealous;

Typical job: scientist, detective;

You like: winning, collecting things;

You dislike: making mistakes, being asked personal questions.

Sagittarius (The Archer) 23rd November – 22nd

December

You are good at doing practical things. You love playing sports. You are honest, optimistic and cheerful. You don't mind taking risks. You don't tell others what to do. You are not afraid to go mountain climbing, or to join a mountain rescue team. You want to go to wild and unexplored places. You are vivacious, like champagne bubbles. You put your heart and soul into your profession.

Good points: honest, optimistic;

Bad points: hot-headed, gambler at heart;

Typical job: teacher, writer, vet;

You like: travelling, gambling, parties;

You dislike: waiting, making promises.

Capricorn (The Goat) 23rd December – 20th January

You like being the boss. You need to have money and status. You don't mind working hard. When you decide to do something, you always do it. You don't like sitting around and doing nothing.

Good points: hard working, careful;

Bad points: unforgiving, anxious;

Typical job: banker, civil servant;
You like: home and family, privacy;
You dislike: new things and new ideas, untidiness.

Aquarius (The Water Carrier) 21st January –
19th February

You want to help the whole world and every one in it, the group is more important than the individual for you. Your temper goes up and down. You are good in concentrating, you are not good at doing practical things. You jump into the bath without testing the water. If you get an idea in your head, there's no stopping you.

Good points: loyal, caring;
Bad points: rude, self-interested;
Typical job: engineer, photographer;
You like: surprises, being with friends;
You dislike: violence, fighting, people who show off.

Pisces (The Fish) 20th February – 20th March

You believe people and you do what they tell you to do. You have a strong imagination. You like music and art. You are very sympathetic, kind and friendly. You get depressed easily. You are always the last to introduce yourself. You can see beauty in a pile of rubbish and you can then turn the pile of rubbish into a work of art.

Good points: loving, caring, creative;
Bad points: self-pitying, hot-tempered;
Typical job: actor, writer;
You like: poetry, romantic places;
You dislike: noisy, crowded places, being second.

13.11. Chinese Zodiac Signs

Look at the dates of the Chinese horoscope and find out more about your own and your friends' or parents' personality. Here is a rough guide to the nature of the twelve animals that

are the symbols of the Chinese Zodiac:

Rat - In the legend, the Rat was the first animal to answer the call of the Buddha, and that's **a good clue to** the Rat. Don't think of him as the creature we all dislike. The Rat in the Chinese calendar has ingenuity, intelligence, independence and is something of a magician. Rats like to win.

If you're a Rat, you know how to get what you want, and you're inventive and original. You'll be very friendly and generous to your friends and those you love, but your enemies should **steer clear!** A complicated person with quick nervous energy, you worry about tomorrow, and **push yourself to your limits,** yet you are quick to criticize others. You need time to be yourself, and to be on your own. You will get on very well with Oxen, Dragons, and Dogs, and probably hardly at all with Rabbits, Horses and Monkeys.

Ox / Cow - In Chinese mythology, Lao-Tse, the great philosopher, rode the Ox on his journey to the mountains to seek immortality. Oxen are stoical and patient; they can endure great hardship and will never give up. You take pride in work, and you just get on with the job without fuss, doing the best you can.

You don't rush about and **get worked up,** and **you're laid back** until provoked too far, but then watch out! The might of an enraged Ox is not to be trifled with. You save money rather than spend it, and are resolutely ambitious. You will probably be good friends with Rats, Rabbits, Dragons (especially in business), Roosters and Dogs, but, in fact, the Ox will get on well with most people.

Tiger - The King of the Jungle, the Tiger is fierce and courageous. He represents luck, power and royalty. Tigers are enthusiastic, impulsive, loyal and honourable. Just as the Tiger is both revered and feared, a Tiger can be savage or wise. You will like taking risks and **thrive on danger;** routine is not for you. You like the open road, freedom, and the chance of something around the corner.

You despise treachery and falsehood, and you can be very generous, but you like your authority to be acknowledged and you are not the easiest animal to live with. You get on reasonably well with most people up to a certain point, but less well with other Tigers, and not very well at all with Snakes and Roosters.

Rabbit / Hare - If you are a Rabbit, you are imaginative and sensitive, like a quiet and peaceful life and don't like change, but paradoxically, you need freedom. Security is important, and you hate arguments; if there is a quarrel in the air, you probably try to defuse it and negotiate between those involved.

You won't rush into anything, and you tread cautiously, always making sure there's a Plan B, but if backed into a corner you can be menacing and ferocious.

You're not as weak as you sometimes seem. Rabbits especially like the company of the Ox, Snake, Sheep, and Pig, but have great difficulty with the Rat and Rooster.

Dragon - The Dragon of mythology was a creature of inaccessible places, high mountains or underground caves, breathing fire and ready for battle. The Dragon has been a symbol of deep desire, of wisdom and of luck, and has often been used **to ward off** evil spirits. The Dragon is powerful, brave, obstinate, enthusiastic and always lucky.

If you are a Dragon, you can accomplish things that others consider impossible. Nothing is beyond you, but you're not easy to live with. You can be cranky and demanding, and upset others with your **blunt way of speaking**, but you're scrupulously honest, and genuinely very charming. You enjoy the company of Rats, Snakes, and Roosters, but there could be problems with Dogs, as well as other Dragons!

Snake - In Chinese mythology, from the mouth of the Snake came the first human being. Rich in symbolism, the Snake is both the instrument of temptation in the Garden of Eden, and the symbol of eternity when depicted as the snake

biting his tail. If you a Snake, you have a magnetic personality **with poise and elegance**, no matter how you dress. You almost certainly love reading and learning, enjoy deep conversations, dislike arguments unless they are abstract and philosophical, and have an almost telepathic intuition.

You don't like making any more effort than you absolutely have to, but when you decide on a course of action you are unstoppable. You probably remember wrongs done to you for a long time, yet you are wise, and much sought after for your good advice. You will get on well with most people, especially with Dragons and Roosters, but there may be difficulties with Tigers.

Horse - The mythical centaur, half horse and half man symbolizes the bond between man and horse, and if you are a Horse you will be popular and likeable. With your sparkling wit, you love the company of your friends, and you're impulsive and enthusiastic, and can't wait **to get on with** the next thing.

Yet, sociable, as you are, you like to do your own thing, and deep inside you are a very private person. Above everything, you are proud and independent. You get on well with almost everybody, but especially well with Tigers, and only with difficulty with Roosters.

Sheep / Ram - All manner of creative and artistic activities will probably be what you like most, if you were born in the Year of the Sheep. You are just not bothered with the essentials of life like making money you need it, definitely, but it would be nicer if it just arrived! You are peaceable and calm, imaginative and inventive, and you never **bear a grudge**.

You'll do anything to avoid **falling out with people**, even giving up your own wishes to keep things pleasant. You may be very skilled in your profession, but will never work for the sake of it, only if you enjoy it. You can get upset at first if people insist on trying to make you do things you don't really want to, but at the end of the day **you will dig in your heels**. If

you are a Sheep / Ram, you won't have much trouble in getting on with anyone, but you will particularly like the company of Rabbits, Monkeys and Oxen, and will have little in common with Roosters.

Monkey - Highly intelligent and ingenious, Monkeys are known as the jokers and pranksters of the Chinese Zodiac. If you are a monkey, you can do almost anything **you set your mind to**, for of all the signs, the Monkey is the most versatile.

You are original, independent and articulate, with a gift for persuading others to your own way of thinking. You dislike routine, love acting, and love to talk and exchange news and ideas. You can be very generous, and sensitive to the needs of others, but at times people misunderstand your waywardness and think you dishonest, which you find very hurtful. You will get on well with almost everyone, but especially well with Sheep and other Monkeys.

Rooster - Roosters know the effect they have on other people. Heads turn when you walk into a room, because you have charisma and style. Always looking your best, you have a charm that goes beyond mere clothes. **You stand up for your rights**, and maintain your own space like a fortress, and you never depend on anybody, but **you will go out of your way** to help others provided they don't intrude on your privacy.

You are forthright, honest and brave, and love to protect anyone weaker than yourself. You make an exciting friend, but keep part of yourself always private. Roosters get on well with Oxen, Dragons, Snakes and Pigs, but less well with Tigers, Rabbits, Horses and Sheep.

Dog - If you are a Dog, above all else, you worry. Whatever your circumstances, you are always anxiously trying to do better, worrying in case you have forgotten something, and doing your very best **to live up to your responsibilities**. **Conscientious to a fault**, you never abandon your duty, and you are always loyal and honest, but you do tend to see the black side of everything, and wear an air of melancholy.

You don't really enjoy social occasions, but if it is required of you, you will go to a party and **put on such a good front** that no one will ever know your true feelings. You like everything to be safe and secure, the way you've always known it. You will help your friends at all times. You will get on well with Rats, Oxen, Snakes, and Pigs, and may have difficulty with Dragons and Horse.

Pig - If you were born in a Year of the Pig, you probably think well of everyone. You don't worry about things, you let life take its course, and you're calm and laid back. Your philosophy is to enjoy life to the full, and you are sure that all will be well in this best of all worlds.

You'll give people the benefit of the doubt. Kind and generous, always pleased to help others, especially those in real need, but if someone pushes you beyond the limit, your temper is fearful. Pigs get on well with Tigers, Rabbits, Sheep, Monkeys, Roosters and Dogs, and may have difficulty with Dragons.

1. a good clue to

a) explanation; b) key to a solution;

2. steer clear

a) to avoid a person or thing because they may cause problems; b) to take control of a situation;

3. push yourself to your limits

a) you limit what you can do; b) you do more than you can;

4. get worked up

a) very excited or upset about smth; b) get more work than you can do;

5. you're laid back

a) you are relaxed; b) you are defeated

6. thrive on danger

a) to enjoy succeeding in dangerous situations; b) to be successful; grow rich; turn out well; prosper;

7. to ward off

a) to attract; b) to protect or to defend;

8. blunt way of speaking

a) saying exactly what you think without trying to be polite; b) saying what you think but very politely and gently;

9. with poise and elegance

a) a calm and confident manner with control of your feelings and behaviour; b) and elegant posture;

10. to get on with

a) to continue doing something; b) to start doing something new;

11. to bear a grudge

a) to feel dislike to somebody who harmed you in the past; b) to envy somebody;

12. falling out with people

a) to get friendly with people; b) to quarrel with people;

13. you will dig in your heels

a) to get friendly with people; b) to quarrel with people;

14. you set your mind to

a) you decide to do; b) you decide not to do;

15. You stand up for your rights

a) you have difficulty in persuading other people that you are right; b) you fight for your rights;

16. you will go out of your way

a) you will do only what you can; b) you will do more than you can;

17. to live up to your responsibilities

a) to be as good as other people expect you to be; b) to deserve to be given those responsibilities;

18. conscientious to a fault

a) to have too much of a particular good quality; b) so painstaking that other people try to find fault with you;

19. to put on such a good front

a) to wear good clothes; b) to pretend;

13.12. Hermitage Palace is Cat's Whiskers

Generations of Hermitage cats have survived dramatic events. The Hermitage Museum in St Petersburg, Russia, is famous as the palace of Empress Catherine the Great. The greatness of its cats is the less well-known side of its astonishing story. They have been here since the 18th Century. Fed up with rodents running through the palace, Empress Elizabeth sent out a decree that the best ratters in Russia should be sent to St Petersburg.

The first to respond are thought to have come from the city of Kazan - then apparently famous for the rat-catching skills of its cats. The cats survived the Napoleonic wars. They lived through the revolution of 1917. Their royal masters, Tsar Nicholas II and his family, died in a hail of Bolshevik bullets the following year. As Russia turned communist, the cats kept their regal home. They only disappeared during World War II. Hitler's armies laid siege to St Petersburg, then known by its Soviet name, Leningrad. Hundreds of thousands of people perished as for 900 days, the Nazis tried to strangle the life out of the city. The most important items in the Hermitage collection were removed to storage in the Ural mountains, far from the front line. The museum's cellars became bomb shelters. In peacetime, a new generation of cats was welcomed to the palatial surroundings their predecessors had made home. Now, two full-time employees take care of them. Cosy corners of the Hermitage's cellars are their shelter in the depths of the icy Russian winter. They are no longer chosen for their ability to catch rats. Poison has taken that job away from them. They have come here from the streets, and the Hermitage is happy for them to move on to good homes, where they can be found. Officially, there are 50 of them. Museum staff make voluntary contributions to pay for their upkeep. They are considered so important that they even have their own press secretary. Maria Khaltunen combines that role with her job as assistant to the museum's director. While we spoke, one of her

charges did its best to leap from her arms. “We like them”, she explained. “And all our staff decided to keep up this tradition: to have the cats, and to like them.” They may have retired from rat-catching, but a trip to the Hermitage's accounts department shows the cats are still there when a mouse is around. But these days, that's a computer mouse. To be honest, the cats are more likely to be getting in the way than helping. Some have made their home with the book-keepers. They lounge across desks or curl up to snooze in open boxes of printer paper. They are not allowed in the galleries. But that does not mean they are cut off from the artistic atmosphere. Some of them appear perfectly at home among the statues in the Hermitage's gardens and courtyards - even occasionally seeming to strike poses copied from the classical- era art which surrounds them.

13.13. The Penguin Post Office

Antarctica is a very cold place for a holiday. It's 700 miles south of Argentina and Chile, but thousands of people come here every day. One of the most popular places to visit is Port Lockroy. They come here to see the Gentoo penguins and visit a very unusual British post office – the Penguin Post Office. There is a population of 3,000 penguins! The visitors take photos of some of them. They are very cute. Then they go inside. There is a gift shop and everything has got penguins on it. You can buy T-shirts, caps, toys and lots of other things. There are 18,000 visitors every summer. All the visitors want to tell their friends about the Penguin Post Office, so they write postcards. They write about the cold and the snow, and of course, they write about the penguins. Then they can post them in a real British post box. The postcards go all around the world. You have to put a stamp on a postcard. And what have the stamps got on them? Penguins, of course! The penguins are real stars!

14. Different Texts for Reading

14.1. The Woodcutter

A woodcutter was grinding his axe when a neighbour came along and said: "Why do you grind your axe now? You cannot do to the wood and cut trees in this storm?"

"When the weather is fine I shall not be grinding my axe, I shall be using it", - answered the woodcutter.

14.2. A Greedy Dog

A dog stole a large piece of meat and run away. He had to cross a little river over which there was a little bridge. Crossing the river he looked down and saw in the water another dog with a large piece of meat. The dog did not know that it was the reflection of him. He dropped his own meat and greedily jumped to have the other, but he did not get any.

14.3. A Conceited Boy

Edward came home for the holidays; he thought that he was very clever, because he had been at school for a year. At dinner he said to his father: "Daddy, you think that you see two cakes on the plate. I am going to show you that there are three". Pointing to the first cake Edward said: "This is one, and that is two. If I add the one to the two, I'll give three".

"Very well", said his father, "if what you say is true, I'll take the first cake, your mother will take the second cake and you may take the third one".

14.4. Why was she Angry?

A young man was in love with a beautiful girl.

One day when they were walking in the park near the girl's house she said to him:

"Tomorrow is my birthday; will you come to have dinner with me?"

“Of course, I shall”, said the young man, “and I’ll send you red roses, one rose for each year of your life”.

The same evening the young man went to a florist’s. As the girl was twenty years old, he paid for twenty roses and asked the florist to send them to the girl’s house the next day.

He left her address and a letter full of love.

The florist knew the young man very well because he often bought flowers in his shop.

The florist thought: “The young man is a good customer, my price to roses was too high, and I’ll send thirty roses instead of twenty”. And he did so.

The next morning he sent thirty red roses to the girl. In the afternoon when the young man came to see her, she did not want to speak to him. He was very unhappy and went back home. But he never knew why she was so angry with him?

What do you think about it?

14.5. A Dumb Wife

Once there was a man whose wife was dumb and this made him very sad because he loved her very dearly. After some time he went to see a doctor and said “Can you make my wife speak?” “Perhaps, I can” said the doctor, “the operation is difficult, but if I try, I’ll do my best.” “Of course, you may try”, said the husband, “I’ll bring her tomorrow”.

The next day the doctor made the operation and the dumb wife began to speak. She spoke so much and so loudly that in a few hours her husband ran back to the doctor and said “Can you make my wife dumb again?” “No”, said the doctor. “There are many ways to make a dumb woman speak, but no ways to make a woman stop talking”.

“What must I do?” said the man; “I shall soon die if I have to listen to her all day long”. “Well”, said the doctor, “I can’t make her dumb, but I can make you deaf and you will not have to listen to her”. “Very well”, said the man, “you may do so, It will be better than the other way”.

14.6. The Old Indian is Quite Modern

One day, a small group of tourists came to a part of America where they could see neither villages nor people for many days. At last they met an old Indian. He knew everything about the forest, the animals living in it, the weather and many other things. He could speak English.

“Can you tell us what the weather will be like during the next few days?” one of the tourists asked him.

“Oh, yes”, he said. “Rain is coming. Then will be snow for a day or two, but then the sun will come again and the weather will be fine. It will be very warm.”

“These old Indians didn’t go to school but they know more than we do,” said the man to his friends, Then he turned the old Indian:

“Tell me,” he said, “How do you know all that?” The Indian answered: “I heard it on the radio.”

14.7. An American in London

An American tourist got on a bus in a London street and began to talk loudly to the bus conductor.

“What is the name of that nice little place there?” – “The Law Courts”, answered the conductor. “And how long did it take to build it?” asked the American. “Can’t say it, but I think it took ten years.” “Oh, in America we build very quickly. We could do it in a month.”

Then they came to St. Paul’s Cathedral. “Is that famous old St. Paul’s?” came the American’s questions. “And how long did it take to build it?” - “I have heard it took the builders six or seven years,” said the bus conductor.

“Seven years! – Six months’ work in America. We build very quickly.”

Soon they came to another famous building. “And what fine house is that, my boy?” – “It wasn’t there when I passed three hours ago.”

The American did not know what to say. He stopped asking questions. The conductor was glad.

14.8. Mark Twain Goes to the Opera

Mark Twain, the famous American writer, was once invited by his friend to go to the opera. He agreed to go.

The friend was very rich. He and his wife had their own box at the opera.

During the opera the friend's wife talked all the time. She also talked very loudly. She talked so much that it was often difficult for Mark Twain to listen to the opera.

When the opera was coming to an end, the friend's wife turned to Mark Twain and said:

“Oh, my dear Mark Twain! I want you so much to be with us again next Friday at the opera. I am sure you will like it – the opera will be Carmen”.

“Thank you very much,” said Mark Twain. “That will be fine. I've heard you in today's opera, but I have never heard you in Carmen.”

14.9. Mistake

Once Mark Twain was travelling in France by train. He was going to a small town near Paris. It was very late at night; he was very tired and wanted to sleep. He asked the conductor to wake him up when they got to that town and went to sleep. It was early morning when he woke up, the train was already in Paris.

Mark Twain was very angry. He ran up to the conductor and cried:

“I asked you to wake me up. Why didn't you do it? I am very angry with you.”

The conductor looked at him for a moment and said:

“You may be very angry, but not as angry as the American whom I put off the train instead of you.”

14.10. Golden Dreams

I often go to Mr Sellyer's bookshop to look through new books. One day while I was looking through the books, I watched Mr Sellyer at work. A lady came into the shop and asked for a book.

"Any book or something special?" said Mr Sellyer showing her *Golden Dreams*. "Mr Slush is a famous author and this is his latest book. It is rather interesting to read."

A lady in black entered the shop. Mr Sellyer also gave her *Golden Dreams* saying "A love story, very simple, but sad, of course. When my wife read it she cried all the time".

"Have you any good light reading for vacation?" asked the next customer. Mr Sellyer recommended *Golden Dreams* once more. "The most humorous book of the season," he said. "My wife began laughing the minute she sat at it."

Every customer who entered the shop went away with *Golden Dreams*. To one lady he described it as thereading for a holiday, to another as a book to read on a rainy day and to a fourth as the right book for a fine day.

It was four o'clock and time to go home. But before I left the shop I came up to Mr Sellyer to discuss *Golden Dreams* with him.

"Do you like the book yourself?" I asked.

"I have no time to read every book in my shop."

"But did your wife like the book?"

"I'm not married, sir," answered Mr Sellyer smiling.

14.11. An Honest Man (*an English Tale*)

One day a poor woodcutter is cutting a big tree near wide river. Suddenly his old axe slips from his hand and fall into the deep water. He sits on the bank. He is very unhappy. He lost his axe.

Suddenly a nice fairy appears and asks the woodcutter, "What is the matter with you?" "I have lost my only axe."

The fairy shows him a gold axe and says, "Is this

yours?” “No”, answers the woodcutter

Then the fairy shows him a silver axe and asks in a clear voice, “Is this yours?” “No”, answered he again.

Then she shows him an old iron axe with an old wooden handle. “Yes, that's mine”, says the happy man. “I know it”, says the fairy.

“I only wanted to see if you told me truth. And now I give the axe, the gold axe, the silver axe. You are nice, honest man”.

14.12. A Forgetful Tourist

An English tourist came to Paris. It was his first visit there. On the same day he sent a telegram to his wife he was in London. In the telegram he told her address of the hotel here he was going to stay. He also told her that he was quite well.

As he was in Paris for the first time, he was very eager to see the places of interest. After dinner he went for a walk and then decided to go to the theatre to see a new play. It was very late when the play was over. It was time to go home.

But at that moment he realized that he couldn't get to the hotel: he didn't remember either the name of the hotel or the address.

The Englishman was at a loss because he did not know what to do. Suddenly he remembered sending that morning a telegram to his wife. So, late at night his wife got a very strange telegram: “Please, send me my address of the hotel at once”.

14.13. Economy Wasted Trip

An Englishman (who was in France) wanted to go back to England by sea. But he had very little money. He had so little money that he could pay only for the ticket. As he knew that the trip would last only two days, he decided not to eat during these days.

As he took a ticket and got on the ship the next

morning, he tried not to hear the bell for breakfast. When dinnertime came, he was very hungry, but he did not go to the dining room. In the evening he was still hungrier, but when the waiter came to invite him to have supper, the Englishman said that he was ill.

The next day the Englishman was half-dead and could not stand the hunger any longer. "I shall go and even if they kick me out into the sea", said he to himself.

So he went to the ship dining room and had his dinner. In the evening he had supper but was very much afraid of his future because he did not pay for the meals. At last he addressed the waiter and said: "Where is my bill?" "What bill?" asked the waiter. "For the supper and dinner I had in your dining-room." "Don't trouble, sir. You paid for your meals when you bought the ticket."

14.14. The Philosopher & the Boatman

The philosopher wished to cross the river which was broad and deep. So he asked the boatman to ferry him across. The boatman agreed and they both got into the boat.

- Tell me, boatman, - the philosopher asked, - have you studied the stars?

- No, never, - the boatman replied.

- Then you wasted a third of your life. Have you studied history?

- I'm afraid, not. I haven't studied mathematics either.

- Then you've lost three quarters of your life.

They rode on till they reached the middle of the river. Just then a big wave hit the side of the boat and overturned it.

- Tell me, philosopher, - the boatman said, - have you learned to swim?

- No, - replied the philosopher.

- Well then, you could lose your whole life. Hold onto my shoulders.

15.18. A Chinese Dinner

Mr Wilson was a London businessman. He had to travel all over the world.

Once he went to China on business. It was his first time there and he did not speak Chinese. In the evening he felt hungry and decided to go to a restaurant. Soon he found a small restaurant which he liked very much, because it was nice, with very clean table cloths and white napkins on the tables.

The waiter did not understand English and so Mr Wilson tried to show with his hands that he was hungry and wanted something to eat. The waiter smiled, he understood.

After some time he brought him some soup. It was excellent. Fifteen minutes later he brought him a plate full of small pieces of meat. Mr Wilson found it very good but he did not know what he was eating. He wanted to find out what kind of meat it was. "Perhaps, it's goose or duck", he thought. Suddenly he had an idea: he took a piece of meat, showed it to the waiter and asked, "Quack, quack?" The waiter smiled and answered, "Bow-wow".

15.19. Who Killed the Minotaur?

Between 1600 and 1400 BC, Crete was a great sea power and the Bronze Age civilisation centred there is called Minoan, after Minos, one of the greatest legendary Cretan kings. His capital was Knossos and the nations round about, including Athens, were subject to him. According to the legend, Minos had a Labyrinth made by Daedalus, in which to hide the Minotaur, a monster, half-bull, half-man, which fed on human flesh. Athens was forced to send annually a tribute of seven youths and seven maidens to feed to the Minotaur.

Theseus, son of the King of Athens and one of the greatest of legendary Greek heroes went to Crete with a sacrificial group, determined to slay the Minotaur. There he met Ariadne, the daughter of Minos who fell in love with him. To help him, she gave him a sword and some thread. With the

sword Theseus killed the Minotaur, and then followed the thread to escape from die Labyrinth.

15.20. Mystery of the Girl Who Just Faded Away

The night was dark and moonless, and Walter Davidson stared in disbelief through his windscreen at the scene illuminated by his car headlights. The trees overhanging the remote country road made things even blacker, but there was no mistaking what Walter Davidson had seen. A girl, naked and bleeding, lay face down by the grass verge. Davidson, an agricultural engineer in his fifties, jammed on his brakes and brought his car to a shuddering stop. It was just before 7 p.m. on a windy November night, and he was returning to his home near Brighton through the Sussex countryside.

Now he had come across something horrifying and violent. Was it an accident? Or particularly brutal murder? He was trembling as he opened his car door and started to run along the deserted road to where the girl lay. He reached the spot and stopped, bewildered. There was nothing there. He returned to the car and manoeuvred the vehicle so that its headlights illuminated the spot where the girl had lain. There was nothing to be seen, not even a mark of blood although Davidson could swear that he had seen blood dripping down the girl's arms on to the road.

With a torch, he thoroughly searched the nearby hedge and verges without success. Finally, shaken and puzzled, he returned to his car and drove thoughtfully home. Was that incident, in November 1950, purely a figment of his imagination?

“The more I thought about it, the more I was convinced it wasn't”, said Walter Davidson, when I discussed the matter with him some years later. As a result, he eventually contacted a local minister, the Rev.

Ashley Wright, who had conducted numerous exorcisms, and was the local authority on the supernatural. To

his surprise, Mr. Wright did not appear astonished when told about the bleeding girl. He knew all about the phenomenon already. For in the previous two years, at least four mysteries had reported seeing a naked girl lying by the roadside at the exact spot where Walter Davidson had seen the spectre.

On one occasion, the matter had been reported to the police who had searched in vain for a body. But in all four instances the drivers involved had no doubts about what they had seen.

One, Ian Nicholson, a farmworker driving home in the twilight on a September evening in 1949, told Mr. Wright:

“When I saw the girl I thought I'd stumbled across a murder. She was quite naked and lying in the grass by the road. There was blood on her back and her arms. I stopped the car and jumped out, but as I approached the body it just seemed to fade away. I stood there just looking down at the empty road. It was the most incredible thing that has ever happened to me, I searched the area thoroughly and found nothing. I wondered whether I should report it to the police, but after all there was really nothing to report. They would think I was mad or drunk, or just having them on.”

Ashley Wright heard a similar story from a salesman who also saw the phantom body in the headlights of his car. Instead of stopping, he drove frantically to the nearest house and phoned the police and the ambulance. “When the emergency services arrived, they found nothing ... and the motorist received a severe ticking off.” Mr. Wright, checking the stories of all the drivers, discovered that they were virtually identical.

None of the motorists knew each other and their reports covered a period of over two years. Their descriptions of the girl, the way she was lying and her position in the road, were always the same. “It seemed to me that it could not be mere coincidence. I decided to make further inquiries. And when I did, the phenomenon became even more remarkable.” He

consulted a local historian, Dr. Arthur Beddowes, and found to his astonishment that the road in question had had a notorious reputation in past years.

Mr. Wright explained: “He told me that exactly 300 years earlier, a girl had been robbed, raped and left to die by footpads on the road at that precise spot. Later two men were hanged for the crime, but obviously that wasn't the end of the matter. Early in 1951, after obtaining permission from the Bishop of the diocese, I carried out an exorcism at the roadside. Happily, the spectre of the bleeding girl has not been seen again.

(by John Macklin)

16. Meals

16.1. English Food

English cooking is heavy, substantial and plain. The ideal English breakfast consists of cereals, either porridge, or cornflakes, with milk and sugar, followed by bacon and eggs, or sausages and tomatoes, toasts and marmalade, and finally of course a cup of tea or coffee. For a change they can have a boiled egg, cold ham or fish.

Tea is part of the prose of British life, as necessary as potatoes or bread. It must be made “just like mother makes it”, one teaspoonful of tea for each person and one “for the pot”. Boiling water is added and the tea is allowed to stand, brew or draw. It is drunk with or without sugar but almost always with milk.

The midday meal is called lunch. This meal consists on weekdays, for example, of stew, fried fish, chops, liver or sausages, and some kind of vegetables, usually carrots, cabbage, peas, and potatoes.

Meat is rather expensive in Britain and the working class tends to buy the cheaper cuts and imported rather than home-produced meat. Rice and macaroni are seldom served.

Vegetables such as carrots, peas, and then cabbage are cooked for long periods in lots of water, then strained and served. The sweet, sometimes called dessert may consist of fruit and the famous steamed or boiled pudding. Another favourite sweet is rice pudding.

There are many varieties of pie. Fruit baked in a covering of pastry with a “lid” is called a pie, without a lid it is called a tart. These pies or tarts are eaten hot or cold, often with custard.

Sunday dinner is a special occasion, a weekend joint of beef or lamb being bought and eaten hot with vegetables. After this there will probably follow a large, heavy pudding with custard, a cup of tea or coffee completes the meal.

Five o'clock tea is a peculiar meal. In upper class circles it is a snack of thin bread and butter and cups of tea with small cakes. Dinner for them follows at seven o'clock and supper some time after nine. For the working class household, however, tea is a fairly substantial meal, often consisting of boiled ham and salad or a boiled egg, bread and butter and jam, and tea. On weekdays some families eat a hot meal in the evening that is at teatime. Supper is usually a snack of bread and cheese and cocoa.

16.2. Tea

Tea for health: the facts - Most people enjoy tea on a daily basis. But did you know that you also get great health benefits from drinking just 4 cups of tea a day?

A number of research studies conducted over the past few years have shown a range of health benefits from drinking everyday tea.

As well as contributing towards your daily fluid requirement, drinking tea can offer some protection against heart disease and some cancers.

Recent research has shown that tea is a good source of antioxidants. Antioxidants may help to protect against

Alzheimer's and other age-related, memory impairments.

And there's no need to worry about caffeine: the amount contained in the typical daily intake of tea for an adult does not present a problem - in fact it can have benefits.

Antioxidants advice:

- Like fruit and vegetables, tea is a natural source of flavanoids that generate antioxidant activity. In fact, there is more than twice "antioxidant" power in a cup of tea, than there is in one apple.

- A large body of research indicates that antioxidants can have a protective effect against some cancers and can help prevent heart disease and strokes.

- Both green and black teas offer similar amounts of antioxidant capacity, substantially greater than that of fruit and herbal teas.

Fluid Facts - Drinking 4 cups of tea a day is rehydrating, not dehydrating. The water in tea can easily be included in your daily fluid requirements. Normal strength tea does not have a diuretic effect unless the amount of tea consumed at one sitting contains more than 250-300 mg caffeine, which is equivalent to between 5 and 6 cups of tea. In fact, due to the volume of fluid that is drunk whilst enjoying "cuppa", the British Dietetic Association advises that tea can contribute towards the daily-recommended intake of 1.5 to 2 litres.

Counting Caffeine - 4 cups of tea per day offer good health benefits without the contraindications of other caffeine-containing drinks. 4 cups of tea contain only moderate amounts of caffeine. Moderate amounts of caffeine throughout the day can increase concentration, thereby improving performance. You will take in significantly less caffeine by drinking your normal cup of tea than if you were drinking a typical instant coffee and much less than if you were drinking a "coffee-shop-coffee".

Treat for Teeth - Tea is a natural source of fluoride and

delivers 45% of your daily requirement if you drink 3 to 4 cups a day. Regular intake of fluoride protects against tooth decay and gum disease in both adults and children. A dry mouth can lead to tooth decay. A regular fluid intake, like tea, helps to prevent the mouth from becoming too dry.

The typical cup of tea contains less than half the level of caffeine of a typical coffee. One cup contains only around 50 mg.

Tea without milk has no calories. Using semi-skimmed milk adds 13 calories a cup, but you also benefit from valuable minerals like calcium.

4 cups of tea with milk provide you with 16% of your daily calcium requirement.

In hot weather tea refreshes you by raising the body temperature momentarily causing perspiration, which cools the skin.

Enjoy your tea!

More facts

- A cup of tea settles your stomach.
- Eating cheese at night makes you dream.
- Meat helps you have a strong and healthy body by providing protein.
- Drinking coffee keeps you from sleeping.
- Eating carrots is good for the eyes.
- Bread gives you energy protein, iron, and several B vitamins.
- Fish is good for the brain.
- Fats and sugars - fast sources of energy.

16.3. A Nice Cup of Tea

It does not matter what the problem is, for the British the answer is often the same: “Let’s have a nice hot cup of tea”. Coffee has become very popular in Britain in recent years, but tea is still the national drink. Over 25 million cups of tea are

sold every day, and many millions more are made at home.

In 1610, tea was brought from China to Europe. At first it was very expensive so not many people could buy it, but by 1750 it was widely drunk in Britain. By the late eighteenth century, Britain was at the centre of the world tea business and soon afterwards the tradition of taking afternoon tea, either at home or in a tea shop, began. Afternoon tea is a pot of tea, and a light snack (perhaps some small thin sandwiches and a piece of cake) served around four o'clock in the afternoon. A "cream tea" is tea served with scones and cream.

Tea shops became popular with women because they could go there alone, to meet friends.

Since the mid-nineteenth century, tea has been brought to Britain from India, Africa and Sri Lanka as well as China. Today there are over 1,500 different kinds, for example, Assam, Darjeeling, Oolong, Earl Grey and English breakfast. Each one has a different smell and taste.

In the past, the usual way to serve tea was to put a little cold milk in a cup, pour the tea (using a tea-strainer - like a spoon with holes in it - to keep the tea-leaves out) and then add some sugar. Tea-making has changed a lot in the last few years however. Most people now use tea-bags instead of tea-leaves because it's easier, and many use a mug instead of a cup and saucer. Tea is often made in the mug, without a pot (to save time) and many people no longer add milk and sugar.

Because tea-bags are so popular, the companies who sell them are always trying to make them better. At first tea-bags were square, then round ones were made, and now you can buy three-sided ones! Maybe the way people make tea has changed over the years but in this country of tea-drinkers, many people still use the old Chinese word for tea and like nothing better than to have a *cup of cha* or even just a good old *cuppa*.

16.4. Food in the USA

1. Meal Time - In the USA meals are usually served at the following times:

breakfast: 6.30 - 10.00 a.m.,

lunch: 11.30- 2.00 p.m.,

dinner: 5.00 p.m. - 8.00.

Breakfast meals can vary from cereal and milk to eggs and pancakes or French toast (slices of bread dipped in an egg and milk batter and fried). Lunch tends to be a lighter meal - a sandwich, yogurt or a lighter entree. Dinner includes a main course of meat, poultry or fish, accompanied by soup, salad, vegetables. Brunch, a common Sunday meal served between 10.00 a.m. and 2.00 p.m., is really a combination of breakfast and lunch.

2. Common Dishes - There are a wide variety of food, depending upon which type of restaurant you go to. Some American-style restaurants have a typical menu: appetizers, soups (French onion, chicken, vegetable soup), salads, main courses (steak, fried chicken, fish, hamburger, pasta & pizza); hot & cold sandwiches (combinations of ham, turkey, roast beef, chicken, egg salads, served between two slices of bread), beverage: coffee, tea, soft drinks, mineral water and iced tea), desserts (cakes, ice cream, frozen yogurt, fruit). Breakfast dishes are cold cereal and milk, warm cereal, toast, yogurt, egg, pancakes, French toast.

3. Pot Luck Supper - Sometimes when some families get together they have pot luck supper. This is an informal occasion. Invitations can be written or made by phone, and each person is asked to bring a dish of food: starter, main course, salad or vegetable or dessert. The hostess knows how many of each kind of dishes but not exactly what the guests will bring. That's why it is called "pot luck". Guests put their "pot" on the table & served buffet-style.

4. Restaurants

Americans eat out often. Fast food restaurants have

wide popularity. There are two types of restaurants in the USA: fast food & full service restaurants. The style of fast food restaurants is much like that of cafeteria. People go up to the counter to order their meal: hamburgers, hot chicken, sandwiches, pizza. A typical dinner costs from \$3.00 to \$6.00. People eat 30 - 45 minutes. In full-service restaurants a waiter comes to take people's order. Dinner can cost from \$10.00 to 50.00. It's expected that people will finish eating and leave restaurant within an hour.

16.5. Spanish Menu

It's traditional in Spain to have a siesta or nap after lunch. Particularly in rural areas, you'll find villages apparently deserted from 1 pm until about 3.30 pm while everyone has a little snooze!

When the Spanish feel puckish, they order tapas. This is a selection of light snacks served informally - and quite often eaten with your fingers. See what you think of this traditional tapas snack. Ingredients: a clove of garlic, peeled; two slices of toast; a tin of tuna; red and green pepper cut into slices; olive oil.

Pour two tablespoons of olive oil over the pepper slices and place under a grill until they are well cooked. Don't worry if they burn at the edges - this adds to the flavour! While the peppers cook, rub each slice of toast with garlic. Now mix the tuna and peppers together and pile this mixture on top of the toast. Cut each slice into quarters, drizzle with olive oil and serve.

16.6. Garlic: Nature's Oldest Remedy

Eat garlic and stay healthy. Garlic kills many bugs - sometimes more efficiently than commonly used drugs. It may help protect us against heart disease and may even be of use in mild forms of diabetes. There is also some evidence, they report, and that eating garlic may possibly guard against

cancer.

The scientists don't say that garlic is a cure-all, far from it. They admit that it doesn't always work and that much more research is needed. They point out, too, that it may cause a burning feeling in the mouth and stomach and, in especially sensitive people, rashes, flushes, asthma, headaches and depression.

They include remedies and recipes for garlic-based dishes in the book, but warn that if your problem is serious or continues, you should see a professional herbalist.

If you're worried about the smell, herbs such as parsley can help to hide it.

16.7. Barbecue

Throughout the American South and Southwest the word barbecue means "meat that's been slow-cooked in pits over a cool (not flaming) fire". In Texas beef is the meat of choice. In Kentucky it's mutton. But in the Carolinas barbecue almost always means pork. And there are arguments about which cuts to use and whether the meat should be minced, chopped, sliced, or pulled off the bone. Many also have fervent beliefs about the correct barbecue sauce or marinade. Some use vinegar, mixing it with tomatoes or peppers; others swear by mustard-based sauces.

As Southerners and Southwesterners moved to the North and the West, they started barbecuing in their own backyards, using charcoal grills instead of hickory-filled pits and bottled sauces instead of homemade marinades. These days barbecue experts populate the entire country.

16.8. Eating Habits in UK

Food traditions and rituals play a central role in all our lives. Some of these are the particular, repeated patterns that we build into our days - hot milk before bedtime, for instance, or biting the chocolate from the edge of a Kitkat. Others are the

more mundane, automatic parts of our everyday lives - mealtimes, manners, table-laying, grocery shopping - all of these are ordinary rituals that mark out our waking hours. But food traditions and rituals go beyond the everyday and the personal.

Food takes us back in time, connecting us to the recipes and customs that our families or communities have practiced for generations. Many of us will enjoy family cookery tips that have been handed down through our families by our grandparents and great-grandparents - unique recipes for jams, breads or pickles for instance. Food customs can also play an essential role in binding us together as communities.

It is impossible to imagine an Indian wedding, a Jewish Friday night, a Chinese New Year, an English birthday tea or Christmas day without the inclusion of particular foods. In all these traditions, food plays a central role in bringing people together to commemorate a special part of the year. However, it is important to remember that traditions do not stay the same forever, but change and adapt over time. For example, many people in England now consider going out for a curry on Friday night a “tradition” and see Indian food as part of the British way of life - but this is a new part of British culture that has only come about in the last few decades.

In Britain, a traditional “turkey” is eaten at Christmas, but this tradition has only existed since Victorian times. Food can also be a powerful way to break with tradition - to eat food that is taboo for your elders, or reject the food your family cooks in favour of a takeaway for instance, to put our elbows on the table while eating or to lick our knives clean.

Rebellions against tradition continue to force our cultures to evolve and adapt, helping us to try new things and to forge new habits. Over the last century, eating habits in Britain have changed dramatically. Our diets have been influenced by all kinds of factors: by the technologies in our kitchens, by the modes of transport supplying our shops, by the

media and the government and by trade and migration.

The eating habits of our parents, grandparents and great-grandparents would be completely unrecognisable to many of us today. Our experiences of shopping and cooking have been transformed as have our attitudes towards health, table manners, “foreign” foods, waste and choice. The British have long been famous for having “boring” food and conservative tastes.

For many British families up until the last few decades, household eating patterns varied little from week to week. A Sunday roast would be followed by a few days of recycled leftovers - cold meat would be crafted into shepherd's pie or rissoles. Fish was traditionally served on Friday, at the point that the leftover meat had run out. Today, many of us enjoy a greater range of foods than ever before. For many of our grandparents, the idea that by 2007, raw Japanese fish would be sold in British supermarkets and widely enjoyed by people around the country would have been laughable.

Nowadays in the UK we are used to eating food from around the world. A lunchtime snack might include sandwiches, spring rolls or pizza. Supermarkets stock food from around the globe - think of tropical fruit like mangoes or passion fruit, sold side-by-side with British apples. Many of the foods we take for granted, such as curries or kebabs, have only been widely available for the last thirty years or so.

Migrants to Britain have helped introduce new flavours and recipes and the rise of affordable air travel and people travelling further for holidays has helped create an appetite for foods from other countries. Today fast food chains are a global phenomenon - fried chicken, burgers and submarine sandwiches are available on the streets of New York, Edinburgh, Paris and Shanghai.

While food shortages are still widespread in many parts of the world, for a lot of people in the West, the idea of eating only three meals a day is a thing of the past. We graze our way

through the day, nibbling on crisps or chocolate to keep us going between meals. Obesity is on the rise in many developed and developing countries, including Britain. At the same time, the number of people who are vegetarians and the health and organic food markets are growing.

Where once these eating trends were regarded as alternative, now they are mainstream. From cookery programmes on television to recipes in magazines and on websites, we're bombarded with advice on what and how to cook. But who are these programmes and publications aimed at? Do you think these are an indication that people spend more or less time cooking than in the past?

17. Cook Yourself

17.1. Slices of Toast

Ingredients: 4 slices of white bread; 50 gr of butter; 50 gr of jam.

Directions: Cut 4 slices of white bread. Put them in the toaster. Wait a minute. Put the toasts on your plate. Put some butter on them and some jam on top.

17.2. Scrambled Eggs

Ingredients: 3 eggs; 50 gr. of milk; 50 gr of grated cheese; pepper; salt; oil; parsley.

Directions: Break three eggs and drop them in the bowl. Add some salt and some milk. Beat the eggs. Oil the pan. Heat the pan on the cooker. Pour the egg mixture into the pan and cook it. Sprinkle salt and pepper. Top with grated cheese. Serve hot, garnish with parsley.

17.3. Potatoes

Ingredients: 400 g of cooked, drained, halved potatoes, ½ cup of salad dressing, ¼ cup of chopped dill pickles, 1 tbs of chopped fresh dill

Directions: Fold together four ingredients. Add pepper. Serve at room temperature.

17.4. Recipe of an Apple Pie

Ingredients: 3 apples, 200 gr of butter; 100 gr of sugar; 500 gr of flour; 1 glass of milk; 3 eggs; salt; vanilla.

Directions: Mix flour, salt, vanilla, butter, sugar, milk and eggs. Peel and cut apples. Add apples to mixture. Pour it into the oiled pan and bake 45-55 min in a hot oven.

17.5. Apricot Baked Ham

Ingredients: 1 (5 pound) fully-cooked ham, ½ cup apricot preserves, 3 tablespoons dry mustard, ½ cup packed light brown sugar.

Directions: Score the surface of the ham with shallow diamond-shaped cuts. Combine preserves and mustard; spread over ham. Pat brown sugar over apricot mixture. Place ham on a rack in a roasting pan. Bake at 200 degrees for 20 minutes per pound.

17.6. Easter Eggs

Ingredients: 1 processed cheese; 6 crab sticks; 2 hard-boiling eggs; garlic; mayonnaise; 10 olives; 10 kernels of nuts; pepper; multicoloured coco shavings; leaves of salad.

Directions: Grate the smelting cheese, eggs and crab sticks. Add trampled garlic and mayonnaise. Mix all together. Roll up egg-shaped balls. Lay the olive/kernel of nut in the middle of each ball. Roll in the multicoloured coco shavings.

Serve on the salad leaves, garnish with parsley.

17.7. Hot Marinated Mushrooms

Ingredients: 25 g of butter, 375 g of mushrooms. 2 tbsp of lemon juice, 1 tsp of lemon (grated), 1 tsp of honey, 1 tsp of mustard, salt and pepper.

Directions: Put the butter in a saucepan and melt it.

Add the mushrooms and cook for five minutes. Mix the dressing ingredients together. Remove the pan from the heat and pour the dressing. Serve hot.

17.8. Holiday Jelly

Ingredients: 1 large box of Raspberry gelatin (may use sugar free); 1 can cranberry sauce; cup sour cream; cups boiling water

Directions: Mix the jelly with 2 cups boiling water until dissolved. Do not add cold water. Chill until just set. Mix jelly with cranberry sauce with electric mixer. Add sour cream. Pour into a greased mould and chill until completely set. Don't mould before serving.

17.9. Scones

Ingredients: 100 gr of flour; 50 gr of baking powder; 50 gr of butter; 100 gr of sugar; 100 gr of raisins; 3 eggs; 50 gr of milk.

Directions: Mix 100 gr of flour and 50 gr of baking powder. Add 50 gr of butter, 100 gr of sugar, 100 gr of raisins, 3 eggs and 50 gr of milk. Roll out the pastry to about 1 sm. thick. Cut into rounds.

Bake 15-20 min. in a hot oven.

17.10. Cranberry Sauce with Walnuts

Ingredients: 2 cups cranberries; 1/2 cup apple juice; 1/4 cup orange juice; 1/2 cup sugar; 1 teaspoon grated orange rind; 1/2 cup walnuts, chopped; a few large pieces of walnut for garnish (if desired)

Directions: Combine apple juice, orange juice, and sugar. Stir until sugar begins to dissolve. Add cranberries. Simmer until cranberries pop (about 5 minutes). Remove from heat and stir in rind and chopped walnuts. Cool to room temperature and then chill. Garnish with walnut pieces if desired.

17.11. Cream Cheese Turnovers

Ingredients: 2 cups flour; 1/4 tablespoon salt; 1 cup soft butter, 230g soft cream cheese, icing sugar, red jam or jelly.

Directions: Sift together flour and salt. Mix butter and cream cheese until light and fluffy. Blend in the flour mixture. Roll to 0,3 centimetre thickness on board sprinkled with icing sugar. Cut into circles. Drop 1/2-1 teaspoon red jam or jelly in the centre of each circle.

Fold over once so that the edges meet and press lightly in the middle.

Place on ungreased baking tray. Bake at 190° for 8-10 minutes. When cool, sprinkle top with icing sugar. Keep in airtight container and refrigerate.

17.12. Vanilla Cookies

Ingredients: 1 cup flour; 3/4 cup butter; 1/4 cup sugar; 1/3 cup ground almonds; 1 teaspoon vanilla extract; icing sugar.

Directions: Work all ingredients together on a board to form dough. Leave for 20 minutes in a refrigerator. Grease a baking tray. Roll out thinly and cut into crescent shapes. Bake for 10 minutes in moderate oven. While still warm, dust with icing sugar.

17.13. Lemon Fruit Cake

Ingredients: 450g butter; 1 cup sugar; 5 large eggs; 1 3/4 cups flour; 60g pure lemon extract; 450g glazed pineapple; 300g glazed cherries; 4 cups shelled peanuts; 1/2 teaspoon baking powder.

Directions: Cream butter, adding sugar slowly, and beat until fluffy. Beat eggs; blend into butter mixture. Measure flour. Chop fruit and nuts and mix with part of flour. Sift together remaining flour and baking powder; add flavouring and fold into the egg-butter mixture. Mix well. Pour into

greased, paper lined pan. Place in cold oven, set oven controls at 120 degrees, and bake for 3 hours.

17.14. Iced Watermelon with Berries & Mint

Ingredients: 2 cups of watermelon pieces, rinds removed, ½ cup of blackberries, ½ cup of red currants, 1 tbsp of lime juice, ½ tsp of granulated fructose, 5 mint leaves.

Directions: Combine watermelon, blackberries and currants in a bowl. Sprinkle on the lime juice, fructose and mint leaves and toss very gently. Allow to sit while the fruit release their juice about 30 minutes. Add ice cubes. Serve cold.

ПСИХОЛОГІЧНІ ТЕСТИ
«ДАВАЙТЕ ПОЗНАЙОМИМОСЬ!»

Test 1. A Map of Interest

Answer the following questions by writing “Yes” or “No”

1. Are you interested in the causes of different diseases and their cure?
2. Do you like to read critical articles after you've read a book?
3. Do you like to take responsibility in organising things (e.g. parties)?
4. Do you like to read historical novels?
5. Do you ever go to listen to symphonies?
6. Do you like to explain to your classmates how to do a sum or write a grammatically correct sentence?
7. Are you interested in the causes of different diseases and their cure?
8. Do you like to read critical articles after you've read a book?
9. Do you like to take responsibility in organising things (e.g. parties)?
10. Do you like to read historical novels?
11. Do you ever go to listen to symphonies?
12. Do you like to explain to your classmates how to do a sum or write a grammatically correct sentence?
13. Can you say that your first impulse when you see somebody hurt is to give the first aid?
14. Do you like to write poetry and prose?
15. Do you like to observe people's behaviour?
16. Would you like to find out about the history of your family, the street you live in, your city, etc.?
17. Are you fond of singing, reciting poetry, dancing, etc. in front of the audience?
18. Do you enjoy spending time with kids, reading them books, playing with them, helping them, etc.?

19. Are you irritated when your sick relatives ask you to help them?
20. Do you soon get tired when you work with dictionaries or reference books?
21. Can you quickly switch from one job to another?
22. Do you like to make reports on history?
23. Do your hobbies include playing musical instruments, drawing or wood carving?
24. Have you ever wanted to give a class instead of your teacher?
25. Have you ever wanted to give a class instead of your teacher?
26. Are you interested in people's anatomy?
27. Do you like to discuss books with your friends?
28. Do you like to analyse the events that have happened in your or your friends' lives?
29. Are you interested in your country's past?
30. Do you enjoy reading about the history of arts?
31. Have you ever wanted to work as a nurse during your summer holidays?
32. Are you interested in word origin?
33. Do you keep a dairy?
34. Are you interested in the past of other countries?
35. Do you like to watch one and the same film or play several times?
36. Have you ever tried to teach your younger brothers (sisters, cousins, etc.)?

Analysis:

1. If you positively answered questions numbers **1, 7, 19** and **25**, and negatively number **13** – we would recommend you to think of choosing a **medical profession**.
2. If you have written out numbers **2, 8, 14, 20, 26** – your special field is **literature and languages**.
3. If you have marked numbers **9, 19, 21, 27** – your

vacation is **journalism**.

4. If you have chosen numbers **4, 10, 16, 22, and 28** – you are mostly interested in **history**.

5. If your answers include numbers **5, 11, 17, 23, and 29** – you’d better choose **arts** as your future profession.

6. If your choice is numbers **3, 6, 12, 18, 24, 30** – you are **a born teacher** and you’ll regret it all your life if you don’t follow your vacation.

Test 2. A Good Language Learner Test

Answer the following questions by writing “Yes” or “No”

1. I don’t panic if I come across a lot of unknown words in the text, I enjoy working with a dictionary and I understand that every new word enriches my vocabulary.
2. I am usually scared when I see a lot of new words in the text, I am bored if I have to work with a dictionary for hours, it irritates me to look each unknown word up.
3. I very seldom use dictionaries when I read for pleasure.
4. When I read for pleasure I look every unknown word up.
5. It is always difficult for me to start and keep up a conversation in a foreign language.
6. I always enjoy speaking in a foreign language even if I know that I make a lot of mistakes.
7. I try to use a foreign language as little as possible because I realize how many mistakes I make.
8. I enjoy watching video films in foreign languages even if I don’t understand much.
9. I like to listen to recordings in foreign languages if I do some physical work.
10. If I don’t understand some grammar point I always try to find an explanation in a reference book or ask my teacher/friend to explain.
11. I am very interested to find out about people behind the language.
12. I don’t like history, it’s boring.

13. I speak foreign languages only during class and only if my teacher requires it.
14. I never do more work in a foreign language at home than my teacher requires.
15. I can't remember more than 5-7 words a day.
16. I like to experiment with foreign languages.
17. If I don't know how to say something in the right way, I don't speak at all.
18. I will never be able to know any foreign language well, because I know that my language abilities are poor.
19. My parents make me learn foreign languages and I understand that it is necessary for my future career, but I hate every minute of it.

Analysis:

If you have ticked numbers **1, 3, 6, 8, 9, 10, 11, 12, 17** – you are an outstanding learner. You enjoy learning and using foreign languages, it is a constant source of delight for you.

If you have chosen numbers **2, 4, 5, 7, 13, 14, 15, 16, 18, 20** – learning languages is hard work for you get there in the end. You probably had a bad experience at school. Don't give up when you feel you are not making progress. A bit more confidence, and some concentrated practice, and you could easily feeling at home in the foreign language you learn.

Test 3. What Are Your Chances This Term?

<p>1. Have you attended lectures?</p> <p>a. all of them. b. half of them. c. one at all.</p>	<p>7. Have you been active during the discussions at your seminars?</p> <p>a. very active. b. just listening. c. sleeping through the discussions.</p>
<p>2. Have you read the books on your list?</p>	<p>Have you made any cribs?</p> <p>a. a lot of them.</p>

a. all the books. b. half of the books. c. just a few.	b. just a few. c. none at all.
3. Have you attended lectures? a. all of them. b. half of them. c. none at all.	9. Have you missed any classes? a. a lot of them. b. just a few. c. none at all.
4. Have you read any additional material? a. a lot. b. only a little. c. none.	10. Have you ever studied late into the night? a. very often. b. not very often. c. never.
5. Have you made any notes at the lectures? a. very detailed notes. b. just the main points. c. none at all.	11. Have you had your meals regularly? a. always. b. only at weekends. c. hardly ever.
6. Have you made any reports at the seminars? a. at every seminar. b. only a few. c. none at all.	11. Have you kept fit this term? a. fairly fit. b. not really. c. not at all.

Add your score:

1	a - 5; b - 1; c - 0	7	a - 5; b - 1; c - 5
2	a - 5; b - 2; c - 0	8	a - 0; b - 3; c - 5
3	a - 5; b - 3; c - 0	9	a - 0; b - 2; c - 5
4	a - 5; b - 4; c - 0	10	a - 5; b - 1; c - 0
5	a - 5; b - 3; c - 0	11	a - 5; b - 3; c - 0
6	a - 5; b - 2; c - 0		

Analysis:

1. From **55 to 40**. Do not worry. You are sure to pass.

2. From **40 to 20**. Take care. You will pass only if you are very lucky.

3. From **20 to 0**. No chance at all, you are sure to fail the exam to pass.

Test 4. Have You Time To Study?

1. How many films have you seen this month? a) 10. b) 4. c) none.	7. How many times have you been to a café this month? a) 4. b) 1. c) not once.
2. How many times have you been to the theatre this month? a) 4. b) 1. c) not once.	8. How many parties have you been to this month? a) 6. b) 2. c) none.
3. How often do you watch TV this month? a) every day. b) on weekends. c) not at all.	9. How many times have you been to the country this month? a) 4. b) 2. c) not once.
4. How many concerts have you been to this month? a) 3. b) 1. c) none.	10. How often you gone skating/skiing/swimming/running and other kinds of sports this month? a) 8. b) 4. c) 1.
5. How many exhibitions have you been to this month? a) 3. b) 1. c) none.	11. How often have you stayed home in the evening this month? a) most of the time. b) sometimes. c) hardly ever.

<p>6. How many times have you been to a disco this month?</p> <p>a) 4. b) 1. c) not once.</p>	
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Add your score:

1	a – 10; b – 5; c - 1	7	a – 10; b – 5; c - 1
2	a – 10; b – 5; c - 1	8	a – 10; b – 5; c - 1
3	a – 10; b – 5; c - 1	9	a – 10; b – 5; c - 1
4	a – 10; b – 5; c - 1	10	a – 10; b – 5; c - 1
5	a – 10; b – 5; c - 1	11	a – 1; b – 5; c - 10
6	a – 10; b – 5; c - 1		

Analysis:

1. From **110** to **80**. You have had no time for studies this month, have you? Take care!
2. From **80** to **40**. You have enjoyed yourself this month, haven't you?
3. From **40** to **10**. Life has been a little dull this month, hasn't it?

Test 5. Are You a Good Communicator?

1. You and your best friend have an argument. The next day when you see him/her, what do you do?

- a) immediately start the argument again.
- b) pretend it never happened.
- c) be friendly and laugh about it but explain why you argued with them.

2. You need to borrow a book from the library. It's urgent! You need it for an essay that was due yesterday. The library is shutting in two minutes. You have forgotten your library card. Now what?

- a) cry, think about joining the French Foreign Legion.

b) explain everything that has happened to the librarian and ask if there is any way at all that you can borrow the book.

c) flatter the librarian's taste in clothes and ask if she used to be a model.

3. You need to ask someone who you don't know very well a huge favour. What do you do?

a) drop one hint then give up.

b) get to the point immediately then keep on explaining why you need the favour.

c) chat a bit first then explain why you need the favour.

4. How do you speak when you are with your friends?

a) say what you think but keep a few thoughts to yourself.

b) say everything you think.

c) often say something different to what you are thinking.

5. While you are talking to your friends, which of the following do you usually do?

a) notice their facial expressions and body language.

b) stare at something behind them.

c) make sure you make eye contact all the time and that your faces are very close.

6. While you are telling a really story, your friend looks bored. What do you do?

a) stop immediately and ask what matter is.

b) put a bit more energy into it and end the story quite quickly.

c) keep on talking.

7. When people talk to you, which of the following might be notice?

a) you occasionally mumble, fidget, hide your eyes with your hair or give one word answers.

b) you speak loudly, interrupt people, make a joke of people tell you or don't listen properly.

c) you do none of the things in **a** or **b**.

8. You are at a party when your boyfriend/girlfriend annoys you about something. What do you do?

a) tell them how you feel after the party.

b) refuse to speak to them for days.

c) tell them what the problem is at the party.

Add your score:

1	a) 3; b) 1; c) 2;	5	a) 2; b) 1; c) 3;
2	a) 1; b) 2; c) 3;	6	a) 3; b) 2; c) 1;
3	a) 1; b) 3; c) 2;	7	a) 1; b) 3; c) 2;
4	a) 2; b) 3; c) 1;	8	a) 2; b) 1; c) 3;

Analysis:

8-11 points - You should try a bit harder to say what's on your mind and make people understand how you feel. You are obviously kind and don't like confrontation. However, you ought to show more of your personality when you speak. Some people might think you are shy or that you are bored when you speak to them. This may make some people nervous.

12-17 points - Yes, you are a good communicator. You can be assertive when you need to be. You choose the right times to talk to people about things, you are diplomatic and chatty. When people meet you they find you easy to get on with. This is because you take the time to speak to people and listen carefully to what they say.

18-21 points - You are a good communicating but ought to try listening to people a bit more. You are good at being the centre of attention and like trying to charm people but sometimes you can be too loud and pushy. Remember that not everyone is an extrovert like you.

22-24 points - You certainly make sure people listen to you. The poor things can't get a word in edgewise. You are too busy forcing your views on them. You might think you are

charming and persuasive but you pressurise people too much. You ought to try thinking before you speak.

Test 6. What About Your Health?

Answer the following questions by writing "Yes" or "No"

1. Did you have more than two pieces of bread and butter for breakfast?
2. Did you have more than two teaspoonfuls of sugar in your tea or coffee?
3. Did you drink half a litre of milk?
4. Did you eat any fruit?
5. Did you eat any sweets or chocolates?
6. Did you have any cakes?
7. Did you eat potatoes for supper?
8. Did you have your last meal after 9 p.m.?
9. Did you have soup at dinner?
10. Did you go for a run in the morning?
11. Did you do any exercises?
12. Did you walk to the University?
13. Did you smoke at all?
14. Did you get up before 11 o'clock?
15. Did you go to bed before 11 o'clock?
16. Did you watch TV for more than 2 hours?
17. Did you sleep with your windows open?

Add your score:

Nº	yes	no	Nº	yes	no	Nº	yes	no
1	0	1	7	0	1	13	0	1
2	0	1	8	0	1	14	1	0
3	1	0	9	1	0	15	1	0
4	1	0	10	1	0	16	0	1
5	0	1	11	1	0	17	1	0
6	0	1	12	1	0			

Analysis:

- 1) 17 – 15 – You are very healthy – but do not forget to relax.
- 2) 15 – 10 – Not too bad! Keep trying!
- 3) 10 – 0 – Watch out! You are wrong way!

Test 7. Going to Live to 100?

1. How often do you eat fruit and vegetables?

- a) every day.
- b) never.
- c) two or three times a week.

2. Look at this list of food and drink. How many do you eat in a day? (ice-cream, sweets, fizzy drinks, chips, extra salt on your food, extra sugar on your food or in a drink, take-away food (hamburgers, pizzas)).

- a) more than two.
- b) one or two.
- c) none.

3. When you have a problem do you

- a) forget about it?
- b) talk to a parent, teacher or a friend about it?
- c) wait, and then talk to a friend later?

4. Do you play a sport or go to a dance class

- a) once a week or more?
- b) two or three times a month?
- c) once a month?

5. When you have free time do you

- a) watch TV?
- b) go to the swimming pool with your friends?
- c) take serious exercise (e.g. jogging)?

6. Do you live

- a) in town?
- b) in the country?

7. Do you sleep

- a) more than ten hours a night?

b) less than ten hours a night?

8. Your friends live on the third floor of a block of flats. Do you

a) walk up the stairs when you visit them?

b) take the lift when you visit them?

9. When you are in a hurry do you

a) still remember to eat good meals?

b) miss a meal but eat a packet of crisps or chocolate?

10. Are you going to smoke when you are an adult?

a) yes.

b) no.

Add your score:

1	a) 3; b) 0; c) 1;	6	a) 1; b) 3;
2	a) 0; b) 1; c) 3;	7	a) 1; b) 3;
3	a) 1; b) 3; c) 2;	8	a) 3; b) 1;
4	a) 3; b) 2; c) 1;	9	a) 3; b) 0;
5	a) 0; b) 2; c) 3;	10	a) 0; b) 3;

Analysis:

5-12 points - You are not going to live to 100 without good food or exercise. You must eat more fruits and vegetables. You must take more exercise, too. It's fun to be fit.

13-14 points - Not bad do the same things but more often. Try to eat some more fruit and swim once a week.

25-30 points - You do all the right things. You are going to live to 100.

Test 8. Are You a "Foodie"?

1. What was used as money in 16th century Sweden?

a) tomatoes

b) chocolate

c) cheese

2. Egyptian slaves went on strike and stopped building the pyramids when they weren't given enough

- a) garlic
- b) peppers
- c) cinnamon

3. What was invented in France in 1869?

- a) butter
- b) mayonnaise
- c) margarine

4. Tomato ketchup was invented in

- a) America
- b) Spain
- c) Canada

5. What is wrapped around some Indian sweets?

- a) flour and water
- b) gold and silver
- c) paper and plastic

6. Pizza originally comes from

- a) America
- b) Italy
- c) Germany

7. Ice-cream was invented in

- a) Italy
- b) China
- c) America

8. The world's greatest cheese eaters are

- a) the Swiss
- b) the Germans
- c) the French

9. What is the main food for over half the world's population?

- a) potatoes
- b) rice
- c) bread

10. The saying “we will eat anything with wings except an airplane and anything with four legs except a table” comes from?

- a) England
- b) Chine
- c) Malaysia

Add your score:

1	c	6	b
2	a	7	b
3	c	8	b
4	b	9	c
5	b	10	d

Analysis:

Less than 4 points - That was terrible. You’ll never be a “foodie”.

4-6 points -Not bad, but we’re afraid you need to study more to become a true “foodie”.

7-10 points -Well done. When it comes to food, you really know your opinions.

Test 9. What’s Your Relationship with Food Like?

1. In the morning:

- a) you drink a glass of milk and rush out.
- b) you have a big breakfast.

2. Your ideal meal is:

- a) eaten alone in front of the television.
- b) eaten at the table with your whole family.

3. For you cooking is:

- a) a waste of time.
- b) a hobby.

4. The ideal place for eating out is:

- a) a fast food restaurant.
- b) a traditional restaurant.

5. Usually:

- a) you eat little and often.
- b) you eat three meals a day.

6. When you go away:

- a) you take enough money for a filled roll.
- b) the day before you prepare lots of good things to take.

7. At a party:

- a) you begin to dance immediately.
- b) the first thing you do is look at when there is to eat.

8. At break-time:

- a) you munch some crisps.
- b) you eat an apple.

Analysis:

More than 4 A answers: for you eating well is of little importance and your body is like a car which must be given oil every so often.

More than 4 B answers: for you eating is one of the greatest pleasures in life. You are real gourmet.

4 A answers and 4 B answers: eating is not very important to you, but you know how to appreciate good food.

Test 10. What Type of Boyfriend/Girlfriend are You?

1. When a girl and a boy go out to the cinema together, who do you think should pay?

- a) The boy.
- b) The person who has more money.
- c) They should pay for themselves.

2. Your boyfriend/girlfriend is in a play. He/she has to kiss someone who you know he/she likes. What do you do?

- a) Forbid him/her to take the part.
- b) Trust him/her.

c) Worry but say nothing. You might sound paranoid.

3. Your boyfriend/girlfriend is always very attentive when you are alone together. However when he/she is other people he/she almost ignores you. What do you do?

a) Nothing, it's obvious that he/she is going to act differently.

b) Demand more attention.

c) Ask him/her why he/she is acting differently.

4. You and your boyfriend/girlfriend are going to a party. He/she tells you that the person who he/she used to go out with will be there. What do you do?

a) Go to the party and try to be friendly to his/her "ex".

b) Worry that you are not as attractive/interesting as his/her "ex".

c) Refuse to go to the party.

5. You receive two Valentine's cards. One is definitely from your boyfriend/girlfriend but you don't know who the other one is from. The unidentified card has a very romantic message. Do you tell your boyfriend/girlfriend about it?

a) Of course. I want him/her to be jealous.

b) Of course. I don't want any secret between us.

c) No. The other person who sent a card might be attractive

6. Your boyfriend/girlfriend is depressed. You don't know why. He/she says doesn't want to go out on Saturday night but your friend is having a party. What do you do?

a) go to the party but ring him/her to check that he/she OK.

b) get angry with him/her because you want to go out.

c) Go to his/her house and try to cheer him/her up.

Add your score:

1	a - 3; b - 2; c - 1;	4	a - 1; b - 2; c - 3;
2	a - 3; b - 1; c - 2;	5	a - 3; b - 1; c - 2;

3	a - 1; b - 3; c - 2;	6	a - 2; b - 3; c - 1;
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Analysis:

6-9 - You are someone who is very trusting - perhaps too trusting at times. You are happy to devote a lot of time to your boyfriend/girlfriend. You are obviously a generous and patient person when you go out with someone. However, do not sacrifice too much. Sometimes you are too cool and distant because you don't want to be a nuisance. Your feelings are as important as your boyfriend/girlfriend's.

10-14 - You are a caring person who enjoys seeing you boyfriend/girlfriend but you are not too demanding. If there is a small problem in your relationship, you do not panic or go mad. You sort it out sensibly. You are neither too possessive nor too distant.

15-18 - You are very passionate and romantic. This is great but you are not too possessive. Your views of boy-girl relationships are very old-fashioned and traditional. Be careful, we think you might get hurt. Either this or your boyfriend/girlfriend will be made angry by your constant demand for attention. Stop feeling so insecure!

Test 11. How Romantic are You?

Do you think Valentine's Day is a chance for romance or just an excuse for buying pointless presents?

1. According to the tradition of Valentine's Day, the first person you see on Valentine's Day should be your Valentine. What would you do on Valentine's morning?

- a) Stay in your room with your door locked and curtains closed until your true love arrived?
- b) Nothing, just get up as usual.
- c) Get up early, go into the town centre and wait for rush-hour!

2. There are many presents which celebrate love and marriage. Which do you find most romantic?

- a) A huge box of chocolates in heart-shaped silk box.
- b) A dream pillow that is filled with herbs and flowers to stimulate and enhance dreams and make special memories.
- c) A photo of yourself.

3. Celebrity romance is always popular. Which wedding brought tears to your eyes?

- a) Michael Jackson to his nurse.
- b) Miss Piggy to Kermit the Frog in the Muppet Movie *The Muppets Take Manhattan*.
- c) The Sleeping Beauty to the Handsome Prince.

4. You're cooking a romantic Valentine's meal for your true love. Which recipe book do you buy?

- a) Fat Free and Healthy Meals (includes calorie count and nutritional analysis)
- b) Cheap, Cheerful & Quick Cookery Comer (all recipes cost less than £1 and can be prepared in under 10 minutes)
- c) Fantastic Food (special easy-to-cook recipes from Europe's top-class restaurants)

5. Make Valentine's Day extra special and choose one of the following tips for added romance

- a) Pay for your boyfriend or girlfriend to spend a day at a beauty salon being made to look good enough to go out in public with you.
- b) Plan three different days out, write the details down and put them in envelopes. Ask your boyfriend or girlfriend to pick one envelope.
- c) Sing your favourite love song to your boyfriend or girlfriend in front of a large crowd of friends.

6. Flowers are always linked with romance. Which of the following flowers would you give to your Valentine or would you like to receive?

- a) A single red rose, displayed in a silk box.
- b) A bunch of delicate flowers that were grown by yourself or your Valentine.
- c) A huge bouquet of flowers that was found in the bins at

the back of a hotel. (Well, it's the thought that counts)

Add your score:

1	a = 3; b = 2; c = 1;	4	a = 2; b = 1; c = 3;
2	a = 2; b = 3; c = 1;	5	a = 1; b = 3; c = 2;
3	a = 1; b = 2; c = 3;	6	a = 2; b = 3; c = 1;

Analysis:

13 - 18: You are very romantic and you want to make sure that your loved one gets special treatment. You could be the world's most perfect Valentine! You are sensitive, although you are also a bit predictable and like to give traditional and expensive gifts that you hope will be remembered for ever.

7 - 12: You are certainly quite romantic, but you tend to be practical and a little bit different in your approach to romance, being more personal and less traditional. You are not always predictable, and like to celebrate your relationship in quite unusual ways. You'll certainly keep romance alive in your relationship!

1 - 6: Oh dear. Either you don't have any idea about romance or you don't have a single romantic bone in your body and are cooler than a competitor at the Winter X-Games! You are selfish with your emotions and your cash, and you prefer yourself to be the centre of attention. The only person you love is yourself!

Test 12. Are You Green?

Відповіді:	Always	Sometimes	Never
	2 points	1 point	0 points

How often do you take your own shopping bags to the store?

How often do you avoid using a bag if you are buying only one item?

How often do you buy loose fruits and vegetables instead of pre-packaged ones?

How often do you share your magazine subscriptions with another person?

Analysis:

3 – 4 - Congratulations, you're already green!

0 – 2 - You need to become more environmentally aware.

Test 13. Are You an Artistic Person?

Some people are fond of painting; others are keen on music and can listen to it all day long. Try this French test to learn if you belong here. Or maybe you are the one who prefers material values to spiritual ones.

1. Do you know the difference between “colour” and “shade”?
2. Can you feel comfortable in a dull and comfortless room?
3. Do you like drawing?
4. Do you follow the latest fashion or do you dress to your own taste when choosing new clothes?
5. Have you ever heard of Wagner, Gainsborough or Handel?
6. Would you agree that you are sullen and bad-tempered?
7. Do you have your personal colour or clothing?
8. Are you a museum goer?
9. Would you stop to admire the sunset on your way to some important meeting?
10. Do you like drawing geometric figures?
11. Do you often visit art galleries?
12. Are you the one to wander about the streets for a long time?
13. Do you like to be on your own?
14. Do you think a person who begins reciting poems is silly?
15. Do you listen to music only for relaxation and pleasure?
16. Do wonderful landscapes stay vividly in your memory for

a long time?

17. Would you say that pebbles are beautiful?
18. Do you like meeting new people?
19. Are you fond of reciting poems?
20. Have you ever wanted to paint pictures on the walls of your room?
21. Do you often change your hairstyle?
22. Do you often rearrange furniture in your house/flat?
23. Have you ever tried to compose songs?
24. Do you write poems?

Add your score:

Score one point for each answer “*yes*” to numbers *1, 3, 4, 5, 7, 8, 9, 11, 12, 13, 16, 17, 19, 20, 21, 22, 23, 24*; one point for each answer “*no*” to questions *2, 6, 10, 14, 15, 18*.

Analysis:

If you have got more than *16* points, you are definitely an artistic person, possessing a feeling for the beautiful.

If your score is between *8* and *16* points, you are not indifferent to the beautiful, but you are also rationalist and tend to combine pleasure and common sense. If you've got fewer than *4* points, you could be characterised as a person, who sees the world in black and white colour.

Test 14. You See Yourself as Others See You?

Personality Quiz

It is no good looking into a mirror if you wish to see the real you. The real test is to see yourself as others see you, and the following test can let you do just that... Tick your answers to the questions below. If you doubt how to answer some of the questions, ask your close friend to help you.

1. When do you feel your best?

- a) In the morning.
- b) During the afternoon and early evening.

c) Late at night.

2. Do you usually walk

a) fairly fast, with long steps?

b) fairly fast, but with short, quick steps?

c) less fast, head up, looking the world in the face?

d) very slowly?

3. When talking to people, do you

a) stand with your arms folded?

b) have your hands clasped?

c) have one or both hands on your hips?

d) touch or push the person to whom you are talking?

e) play with your ear, touch your chin, or smooth your

hair?

4. When relaxing, do you sit with

a) your knees bent and your legs neatly side by side?

b) your legs crossed?

c) your legs stretched out or straight?

d) with one leg curled under you?

5. When something really amuses you, how do you react? Do you give

a) a big, appreciative laugh?

b) a laugh, but not a loud one?

c) a quiet chuckle?

d) a big smile?

6. When you go to a party or social gathering, do you

a) make a loud entrance so everyone notices you?

b) make a quieter entrance, looking around quickly for someone you know?

c) make the quietest possible entrance and try to stay unnoticed?

7. You are working hard, concentrating hard. You're interrupted. Do you

a) welcome the break?

b) feel extremely irritated?

c) vary between these two extremes?

8. Which of the following colours do you like most?

- a) Red or orange.
- b) Black.
- c) Yellow or light blue.
- d) Green.
- e) White.
- f) Brown, grey, or violet.

9. When you are in bed at night, in those last few moments before going to sleep, do you lie

- a) stretched out on your back?
- b) stretched out face down on your stomach?
- c) on your side, slightly curled?
- d) with your head under the covers?

10. Do you often dream that you are

- a) falling?
- b) fighting or struggling?
- c) searching for someone or something?
- d) flying or floating?
- e) or do you usually have a dreamless sleep?
- f) or do you have pleasant dreams?

Add your score:

1. a - 2; b - 4; c - 6;	6. a - 6; b - 4; c - 2;
2. a - 6; b - 4; c - 7; d - 2;	7. a - 6; b - 2; c - 4;
3. a - 4; b - 2; c - 5; d - 7; e - 6;	8. a - 6; b - 7; c - 5; d - 4; e - 3; f - 2;
4. a - 4; b - 6; c - 2; d - 1;	9. a - 7; b - 6; c - 4; d - 2;
5. a - 6; b - 4; c - 3; d - 5;	10. a - 4; b - 2; c - 3; d - 5; e - 6; f - 1;

Analysis:

Under 21 points: People think you are shy, nervous, and indecisive, someone who needs to be looked after, who always wants someone else to make the decisions and who

doesn't want to get involved with anyone or anything. They see you as a worrier, who sees problems that don't exist. Some people think you are boring. Only line people who know you well know that you aren't. The trouble is that you don't let very many people get close to you.

From 21 to 30 points: Your friends see you as painstaking, perhaps a little too fussy at times. They see you as very, very cautious and extremely careful, a slow arid steady plodder. It would really surprise them if you ever did something impulsively or on the spur of the moment. They expect you to examine everything carefully from every side and then usually decide against it. They think this reaction on your part is caused partly by your careful nature and partly by laziness.

From 31 to 40 points: Other people see you as sensible, cautious, careful, and practical. They see you as clever, gifted, or talented, but modest. Not a person who makes friends too quickly or too easily, but someone who is extremely loyal to the friends she/he does make and who expects the same loyalty in return. Those who really get to know you realize that it takes a lot to shake your trust in your friends, but equally, that it takes you a long time to get over it if that trust is shaken.

From 41 50 points: Others see you as fresh, lively, charming, amusing and always interesting; someone who is constantly the centre of attention, but sufficiently well-balanced, not to let it go to your head. They see you also as kind, considerate and understanding; someone who will cheer them up or help them out.

From 51 to 60 points: Your friends see you as an exciting, highly volatile, rather impulsive personality; a natural leader, quick to make decisions (though not always the right ones). They see you as bold and venturesome, someone who will try anything - well, almost anything - once; someone who takes a chance and enjoys an adventure. They enjoy being in

your company because of the excitement you radiate.

Over 60 points: Others see you as someone they should “handle with care”. You are seen as vain, self-centred, and extremely dominant. Others may admire you and wish they could be more like you but they don't always trust you and hesitate to become too deeply involved with you.

Test 15. School's out for Summer

1. Will you to be sad to miss your favourite TV programmes?

a) No, it won't matter; I'll do video them.
b) Maybe, but the holiday will be different, and it will be fun.

c) No, I can always amuse without TV.

2. Will you go swimming while you're on holiday?

a) Yes – if the water's warm
b) You're joking! The sea is full of sharks.
c) Of course. Why go on holiday if you don't swim?

3. What about foreign food?

a) McDonald's hamburgers are the limit for me.
b) OK, but not too hot and spicy.
c) Pizza, paella, sauerkraut, spaghetti, roast beef, curry
... you name it and I'll eat it.

4. What will you enjoy best about your holiday?

a) New friends, new things to see and do.
b) A good rest after a hard year at school.
c) The journey home again.

5. Will you try to speak another language if you visit a foreign country?

a) Why? I'll speak loudly and slowly and everyone will understand.

b) I can say “please” and “thank you” in many languages – that's enough.

c) Of course. That's why I'm going.

6. Are you going to visit any ruins?

- a) Of course. I adore history.
- b) A pile of old stones? Why?
- c) Of course – but I hope there’s a good café for a cold drink or an ice cream there too.

7. Will you buy any presents on this trip for your friends or family?

- a) Absolutely not. I haven’t got enough money.
- b) Yes – small cheap presents; special things from that region.
- c) Of course! I’ll “shop till I drop”.

Add your score:

1	a) 1	b) 2	c) 3	2	a) 2	b) 1	c) 3
3	a) 1	b) 2	c) 3	4	a) 3	b) 2	c) 1
5	a) 1	b) 2	c) 3	6	a) 3	b) 1	c) 2
7	a) 1	b) 2	c) 3				

Analysis:

7 – 10 – you’ll be happier if you stay at home, but if your parents have organized a family holiday, try to enjoy it and then it will be fun for everyone.

11 – 16 – relax and you’ll enjoy your holiday. Try new things and you’ll have a pleasant surprise.

17 – 21 – holiday will be your idea of heaven. You know how to entertain yourself and know how to get the best from your holiday.

Test 16. New Year Test

What kinds of Christmas-tree decorations do you remind the first when it’s time to decorate the Christmas tree? Ordinary decorations can tell us a lot about your character.

A glass ball

You are a punctual and rather conservative person. Your relatives feel themselves very reliable close to you (they know that in hard times you offer them a helping hand).

A snowman

You are a big child in your soul that's why you get along well with children. Your relatives continue to present plush toys to you. You often dream even when it's time to act. Your friends love you because you have a forgiving nature and kind heart.

An icicle

You are a prudent and economical person. You have a good taste and talent to decorate your house without anything. You understand the role of details that's why you think about all – from accessories for clothes to colour of napkin for festive table. Also you consider gifts for your relatives and friends beforehand.

A garland

You are a bright and witty person, all people are glad to see you at any party. You are an easy-going person, you like music; you have something bohemian at your character. You seldom act without profit; you spend money easy and irrationally. You are considered to be the life and soul of the party.

Gold or silver rain

You are an improvident and contradictory person. You like to shine in a big party and then to stay at home for a week. You adore receiving presents but you remind to buy them at the last moment. However you are a very kind and sincere person.

Test 17. Do You Have a Good Body Image?

A person with anorexia may be very thin but still might see themselves as overweight. Try out quiz to find out if you are happy with your body.

1. When you look in the mirror, do you feel happy with what you see?

- a) Yes, I usually feel pleased with what I look like,
- b) Sometimes. It depends if I'm having "a bad hair day"

c) No, never. I always think I look awful.

2. How many different clothes do you try on before you decide what to wear?

a) I wear the first thing I put on.

b) 2 – 3

c) I try on so many that I can't remember.

3. What's the worst experience?

a) An exam.

b) A bad haircut.

c) Going shopping for clothes.

4. How do you feel about having your photo taken?

a) I love it!

b) I like it most of the time.

c) I avoid it whenever I can.

5. A friend tells you that you're looking good. How do you reply?

a) Thanks very much. I feel good today

b) Thanks but I need to lose a bit of weight

c) Are you blind?

Analysis:

Mostly as: You have a very good body image. You are comfortable with you boy and you are confident. Well done!

Mostly bs: Most days you have a good body image but on the days when you don't, try to remember the things that are really important in life: good health, good friends and having fun!

Mostly cs: You have a very bad body image. You are always thinking about improving your body. You should relax and find friends who are more interested in personality than looks.

Test 18. Are You a Fashion Victim?

A fashion victim is a person who only thinks they “look” right if they have exactly the clothes, make-up and hairstyle which

are fashionable right now. They look at models on TV or in magazines and think, "If I can't look like that, I'm nobody". Are you like that? Do this questionnaire and see.

1) How often do you buy clothes?

- a) Once a week.
- b) Once a month.
- c) Once a year.

2) How do you feel about your hair?

a) My hair is my hair - I just make it look as good as I can.

- b) I can't make it look the way I want.
- c) I don't care how it looks at all.

3) If you were given \$ 150, how much would you spend on clothes?

- a) All of it.
- b) None of it.
- c) Some of it.

4) How do you buy clothes?

a) My parents have to force me to buy new clothes.

b) I go out and spend time buying clothes, whether I really "need" them or not.

- c) I buy clothes when I need them.

5) Where do you buy your clothes?

- a) Big department stores.
- b) Fashionable boutiques.
- c) The cheapest possible place.

6) Imagine you are going out tonight. You've got a favourite item of clothing (a dress, a shirt, a pair of jeans) that you think looks fantastic and you want to wear it. However, you discover it's being washed, and you can't. How do you feel?

- a) Very depressed.
- b) It's a pity but it doesn't really matter.
- c) You don't care.

7) Imagine you are going out tonight. How long do you spend getting dressed?

- a) 1 - 3 hours.
- b) 20 minutes - 1 hour.
- c) Less than 20 minutes.

Add your score:

1.	a - 3;	b - 2;	c - 1;
2.	a - 2;	b - 3;	c - 1;
3.	a - 3;	b - 1;	c - 2;
4.	a - 1;	b - 3;	c - 2;
5.	a - 2;	b - 3;	c - 1;
6.	a - 3;	b - 2;	c - 1;
7.	a - 3;	b - 2;	c - 1;

Analysis:

14 - 21: You are a fashion victim. You worry continually about what you look like. Do you really think it's right to worry so much about your image? Can't you be just you?

6 - 13: You seem to have a balanced attitude to fashion. You like to look good, - because you like yourself, and you want to present an appearance to the world that matches your view of yourself.

1 - 5: You are at the other extreme from "fashion victim". You're a sort of "anti-fashion victim". You probably look terrible - and you don't care. Could it be because you don't care about yourself? - if so, think more of yourself.

Test 19. Which Pet is the Best for You?

1. Are you ready to spend time taking care of animals?

- a) If I have my own pet, I am ready to spend all my free time taking care of it.
- b) I don't have enough time, but I can always count on

the help of my parents.

c) I like playing with animals and watching them but I don't think caring about animals takes a lot of time.

2. Your ideal pet is for you:

a) something to help you stand out in a crowd.

b) a good friend.

c) something quiet and peaceful.

3. Do you think that a pet makes your house/flat a mess?

a) Yes, it does, but I can stand it if it helps me to be original.

b) Yes, sometimes it does, but if you love it that ideal orders is not important.

c) Only if one lets it go wherever it wants. You can find a certain place for your pet to live in.

4. Is your house/flat:

a) large enough to house a whole zoo?

b) there's enough place for my family and a pet

c) comfortable but not very large?

Add your score A, B or C:

How many *As*, *Bs* and *Cs* have you got?

Analysis:

Now find out which pet is best for you. If you get mostly:

As - You like to show off a bit some exotic pet is ideal for you.

Bs - You are a good-natured so a cat or a dog is a good friend for you.

Cs - You like animal world but you are not prepared to meet any difficulties. Besides, you like peace and quietness. That's why keeping fish is an excellent choice for you.

Test 20. What Suits You more: City or Country Life?

1. Is entertainment an important part of your life?

- a) Yes, of course, I like going out to a different place each time.
- b) Yes, it is, but sometimes I can do without it as well.
- c) Mainly I like to stay at home to watch TV and read books.

2. Do you like having picnics in the open air?

- a) No, thank you, I'd better go to the theatre.
- b) Yes, from time to time it is useful.
- c) Yes, being out in the open air is essential to me.

3. Do you like meeting new people every day?

- a) Yes, the more new people - the more new impressions!
- b) Well, a person you meet today can become your friend tomorrow... But don't forget the old ones.
- c) No, I feel uncomfortable with strangers.

4. Is peace and quiet important for you?

- a) It's not my top priority.
- b) Yes, sometimes I need peace and quiet to concentrate.
- c) Yes, they are essential to me.

Add your score A, B or C:

How many As, Bs and Cs have you got?

Analysis:

Now find out what suits you more: city or country life.

If you get mostly:

As - You are a real child of a noisy city.

Bs - You like living in a city but you need a summer cottage in the countryside.

Cs - Country life suits you more. You are happy there.

Test 21. What Kind of School is Best for You?

1. What are you most likely to have in your school bag?

- a) An old piece of bubble gum.
- b) Nothing.
- c) Your mobile phone and personal organizer.
- d) Your ballet shoes, a musical instrument and a script.

2. What would you prefer to eat for school lunch?

- a) Pizza and chips.
- b) Organic vegetable curry and brown bread.
- c) Salad.
- d) There's only time for a quick sandwich. I have to go to an audition.

3. What's the worst punishment?

- a) Detention.
- b) Knowing you've let yourself down.
- c) The teacher taking your credit card away.
- d) Losing your part in the school play.

4. What game are you most likely to play in the playground?

- a) Skateboarding or football.
- b) Climbing trees and reading poetry.
- c) Designer label spotting.
- d) Inventing songs and dances.

5. What is the coolest thing to wear to school?

- a) The best trainers.
- b) Anything that expresses the real you.
- c) Anything very expensive.
- d) Dance clothes.

6. What is your favourite sport?

- a) Football.
- b) Yoga.
- c) Aerobics.
- d) Dancing.

7. You're good at...

- a) Science.
- b) Talking about your friends.
- c) Shopping.
- d) Showing off.

Analysis:

Mostly a's: Normal school. The best school for you is a normal, average school. You like normal school food, sports and activities and you make friends easily.

Mostly b's: Democratic school. The best school for you is a democratic school or studying at home. You like to be free and independent. And you enjoy the sort of food and activities that you don't find at a normal school.

Mostly c's: Posh school. The best school for you is a posh school where everyone has lots of money. You can spend your break times with your friends at the cafe or the shopping mall.

Mostly d's: Theatre school. You love drama and dance so the best school for you is a theatre school where you can be really creative and show off your talents.

Test 22. What has Life Taught You?

According to Albert Einstein education is something that remains after a person forgets everything he has been taught. And what has life taught you? Answer the questions and sum up the results

- 1) Have you been taught to cope with difficulties?
- 2) Are you always prepared for the lessons?
- 3) Are most of domestic duties done by you or your family members?
- 4) Are you prepared to treat people the way you want to be treated?
- 5) Are you aimed at self-education?
- 6) Are you usually involved in out-of-class activities?
- 7) Are you allowed to plan your life the way you want?

8) Are you satisfied with the level of education you are provided?

9) Are you born to create something new and unusual?

10) Are you influenced by people's opinion?

11) Are you interested in pop-music?

12) Are you appreciated by all of your acquaintances?

13) Are you touched by sufferings of people?

Each positive answer - **1**score, negative - **0**.

Analysis:

0 - 5 -you are not experienced enough. But you have time to gain experience.

5 - 10 -you are a life expert, but some gaps in your education are left.

10 - 13 -you are born to be a master of fate.

Test 23. Teachers' Quiz

How professional are you? Each question has one answer worth maximum points. Check your scores and your rating. Come on, be honest!

1. It's the last day of the summer holidays, do you

a) look forward to being back at work;

b) mark the weeks to half-term on your wall calendar;

c) buy an extra Lotto ticket;

2. Children are ...

a) the enemy;

b) the future;

c) the reason you became a teacher;

3. The Government announces yet another curriculum change, do you

a) welcome it with open arms;

b) look up the Samaritans' number in the phone book;

c) decided you are going to teach what you have always taught anyway;

4. You are called into the head's office accused of swearing in class, do you

- a) say that "you know fuck all about it";
- b) argue for the need to address pupils in their home;
- c) apologise and promise it won't happen again;

5. An angry parent confronts you in your classroom, do you

- a) scream for help;
- b) speak to them in a calm voice and suggest it's better to discuss things in the head's room;
- c) tell your mum you wish she wouldn't bother you while you are at work;

6. A colleague makes an unkind remark to you, do you

- a) let it go, we all get stressed;
- b) make a doll image of them and stick pins in it;
- c) speak to them and explain your feelings;

7. A younger teacher is promoted ahead of you, do you

- a) accept that the best person won and look forward to the next opportunity;
- b) look for grounds for grievance;
- c) doubt yourself and your abilities;

8. You see a pupil you don't know crying, do you

- a) tell him to "cheer up";
- b) report it to the child's teacher;
- c) cry with him;

9. At the end of every term your pupils give you gifts, do you

- a) open a market stall selling toiletries;
- b) suggest they make contributions to a charity of your choice;
- c) drop hints that you would prefer alcohol;

10. There is a class you can't control, do you

- a) shout yourself hoarse to no avail;

- b) ask your head for help;
- c) keep it to yourself because you are the head;

11. It's the day before inspections, do you

- a) look forward to it with nervous anticipation;
- b) think of some symptoms that would allow you to stay

home;

- c) Say "all things must pass" as you go to the pub;

12. An interactive white board is

- a) a great teaching tool;
- b) something you have to use when you're being observed;

- c) a good place to put up displays;

13. You see two children fighting at break time, do

you

- a) run towards them;
- b) run away from them;
- c) walk calmly towards them;

14. The best thing about teaching is

- a) the summer holidays;
- b) making a real difference to the lives of young people;
- c) the pay;

15. In the future do you see yourself?

- a) still doing the same thing as you are now;
- b) running your school;
- c) running away;

Check your answers and add up your points out of 30

1	a - 2	b - 1	c - 0	8	a - 1	b - 2	c - 0
2	a - 0	b - 1	c - 2	9	a - 0	b - 2	c - 1
3	a - 2	b - 0	c - 1	10	a - 0	b - 2	c - 1
4	a - 0	b - 1	c - 2	11	a - 2	b - 1	c - 0

5	a - 0	b - 2	c - 1	12	a - 2	b - 1	c - 0
6	a - 2	b - 0	c - 1	13	a - 1	b - 0	c - 2
7	a - 2	b - 0	c - 1	14	a - 1	b - 2	c - 0
				15	a - 1	b - 2	c - 0

So, to which group of teachers do you belong?

21 - 30 – Outstanding - You are the *crème de la crème*, you are a teacher for the right reasons. You are doing a professional job. You work hard for your pupils, you are honest and you're a good colleague. But remember work/life balance is important.

11 - 20 – Good - You clearly have it in you to be an outstanding teacher, your intentions are good. Perhaps sometimes your inexperience lets you down. For example, if you walk calmly rather than run towards an incident then you are giving the pupils a chance to say “look out, teacher’s coming”, you’ve already started to deal with the matter before you arrive. Come on, let your inner teacher out.

1 - 9 – Satisfactory - Oh dear. Your heart's not really in it, is it? We all know the days of being content to be “satisfactory” are long gone. Teaching has never been more demanding. Are you sure you’re the one to help children to fulfill their hopes and dreams? Perhaps you would be happier as an estate agent? After all, houses don't have feelings.

0 – Inadequate - There are websites that carry your picture, so just give yourself up now.

Test 24. Talking Scribbles

Thinking about something, we often draw on the sheet of paper the scribbles. Andthesescribblescantellmuchaboutus!

Flowers - you always have fine, you prefer to see only positive side of the life! People like to spend the time with you

and you have a lot of friends.

Small boxes - you are very organized and tidy person, you always know what you want, and you like to plan your life in advance.

Mugs - if your mugs smile you are friendly person. Ugly faces tell about that you something can knit your brows.

Hearts - you are very romantic person and sometimes too vulnerable. The more the heart the more you like to be in the highlight.

Stars or suns - you are very persistent, and you have large plans. You would like to be a star and, possibly, you will become it!

Arrows and lines – Arrows mean that you are thinking about some decision now. Crossed lines testify that you are nervous!

Patterns - Repetitive elements (waves or circles) tell about that you balanced and quiet person who likes to control the situation.

Intricate drawings - Thick and angular contours tell about that it is difficult to concentrate for you. If you cover with drawing the figures in the middle it is the sign of calmness.

ЖАПТИ

1. English Humour

Lost Cake

Mummy: Where is the cake that I put on the table?

John: I gave it to a hungry little boy, mummy.

Mummy: That was very nice of you. Who was that little boy?

John: I was.

Nick is Surprised

Hick: Look at that man, mummy. He has no hair on the head.

Mother: Hush, dear! He may hear you.

Nick: And does not he know it?

What is Older?

Boy (to an old man): Why is your beard black and your hair white?

An old man: It is because my head is twenty years older than my beard.

A Chatterbox

Ann (looking in the looking-glass): What a small mouth I have! No wonder all people say I cannot hold my tongue.

A Meal for Breakfast

Teacher: Tommy, why don't you wash your face? I can see what you had for breakfast this morning.

Tommy: What was it?

Teacher: Eggs.

Tommy: Wrong, teacher, that was yesterday.

Pleasure or Mustard

Waiter: What would you like for dinner, sir?

Bob: A hamburger.

Waiter: With pleasure.

Bob: No, with mustard.

How Bobby Helped his Mother

Bobby: Mother made a short for me and I helped her.

Granny: How did you help?

Bobby: I sat still.

Who Broke the Window?

Man: Danny, did you see, who broke my window?

Danny: No, but have you seen my soccer ball?

Who Wrote “Hamlet”?

One day an inspector came to visit a small country school. Not only the children but also the teachers were very much afraid of him.

At the lesson in a loud and terrible voice the inspector asked a little boy the question: “Who wrote “Hamlet”?” “Not I, sir”, said the boy.

The inspector was not angry, he laughed at this joke.

After the lessons the inspector spoke with the schoolmaster, to whom he told the joke. The schoolmaster smiled, scratched his head and said: “I know that little rascal, may be he wrote it after all”.

The Best Time for Apples

One day in a country school the schoolmaster said to the boys:

“In a year there are four seasons: spring, summer, autumn, and winter. In spring there are many flowers, in summer it is very hot, in autumn there are all kinds of fruits, in winter it is very cold and there is much snow. Now, James, you do not listen, stand up, and tell me, please, what is the best time for apples?”

“It is when the farmer is not at home and there is no dog

in the garden!”

Food Fun

<i>chicken</i>	<i>not my cup of tea</i>
<i>ham (поганый (актер))</i>	<i>milk</i>

Fill in the gaps with a phrase from the list

1. He invited me to a *Metallica* concert, but I refused. Heavy metal is _____ .

2. Robin Williams’ performance was awful. He’s such a _____ actor.

3. I crashed my parents’ car because I wasn’t paying attention to the road. Well, it’s too late to do anything now, it’s no use crying over spilt _____ .

4. Jim is such a _____ , he’s 17 and he’s still afraid of the dark.

Bobby is Busy with his Brother

Mother: Bobby, what are you doing?

Bobby: Nothing, Mummy.

Mother: And is your little brother with you?

Bobby: Yes, Mummy.

Mother: What is he doing?

Bobby: He is helping me.

Why does Bobby’s Brother Cry?

Woman: How old is your brother?

Bobby: He is two months old.

Woman: How does he behave?

Bobby: He cries all night.

Woman: Why is that, do you think?

Bobby: Perhaps he thinks he has missed something on TV.

Bobby Plays the Zoo

Bobby: Granny, please come and play with me.

Granny: And what am I doing to do?

Bobby: I'll be a bear in the Zoo, and you'll be an old lady who gives sweets to the bears.

At the Table

Mother: Bobby, darling, please do not scratch your nose with your spoon when you are eating.

Bobby: Well, Mummy, I won't. May I do that with my fork then?

Bobby's Father is a Teacher

Bobby: What's your father, Bobby?

Friend: My father's a school-teacher.

Bobby: That's a good profession. Does he like it?

Friend: He has only one thing to complain about.

Bobby: What's that?

Friend: The children.

Some Teachers are Strange

Helen: Our teacher of history is a very strange person.

Friend: Why do you think so?

Friend: She asked me to tell about the things that happened 400 years before I was born. How can I know about them?

Alphabet

Teacher: What comes after the letter A?

Pupil: The rest of the alphabet.

The Perfect Son

Helen: I have the perfect son.

John: Does he smoke?

Helen: No, he doesn't.

John: Does he drink whiskey?

Helen: No, he doesn't.

John: Does he ever come home late?

Helen: No, he doesn't.

John: I guess you really do have the perfect son. How old is he?

Helen: He will be six months old next Wednesday.

Bobby Comes Home after his First Day at School

Bobby: I can write! I can write!

Father: What did you write?

Bobby: How can I know? I can't read.

Different Age

A young boy refused to do his homework, and his father was trying to convince him to do it. He said to his son: "When Abe Lincoln was your age, he was studying books by the light of the fireplace."

The son replied: "When Lincoln was your age, he was President!"

Wrong Number

A teenage girl had been talking on the phone for about half an hour, and then she hung up. "Wow!", said her father, "That was short. You usually talk for two hours. What happened?" "Wrong number", replied the girl.

A Working Day of Principal

Early one morning, a mother went in to wake up his son.

Mother: Wake up, son. It's time to go to school!

Son: But why, Mom? I don't want to go.

Mother: Give me two reasons why you don't want to go.

Son: Well, the kids hate me for one, and the teachers hate me, too!

Mother: Oh, that's no reason not to go to school. Come on now and get ready.

Son: Give me two reasons why I should go to school.

Mother: Well, for one, you're 52 years old. And for another, you're the Principal!

Odd Medicine

Doctor: Have you been taking the medicine I gave you for your memory loss?

Old Man: No, I forgot.

Doctor: If you don't take the medicine, you won't fix your problem.

Old Man: What problem?

Physics Law

At a physics lesson the teacher asks the children about the effects of heat and cold on the body.

"Heat makes things bigger and cold makes things smaller", answers a bright boy.

"Quite right", says the teacher, "can you give an example?"

"In summer when it is hot the days are longer, but in winter when it is cold, the days are shorter", answers the boy.

The Shorter the Better

A famous English doctor hated to hear his patients speak about their illnesses. He always asked them to be brief and to the point. Once a woman who had burnt her hand came to him and said "A burn".

"A compress", was the doctor's reply. The next day the woman came again and said "Better". "The same", replied the doctor. A week later, the woman came and asked "Your fee?" – "None", said the doctor. "I'd like all my patients to be as sensible as you are, madam"

Bad & Worse News

Doctor: I have some bad news and some even worse news.

Patient: What's the bad news?

Doctor: You have 24 hours to live.

Patient: What could be worse than that?

Doctor: I was supposed to tell you yesterday.

Importance of the Foreign Language Learning

A family of mice were surprised by a big cat. Father Mouse jumped and and said, "Bow-wow!" The cat ran away. "What was that, Father?" asked Baby Mouse. "Well, son, that's why it's important to learn a second language."

2. Time for Fun

Next Higher Number

(a funny trick)

You can try this funny trick on your friend.

Tell your friend a number and ask him to give you at once the correct next higher number. Then tell him that he may not always be able to do it.

Begin with an easy number, like 49, to which he will answer "Fifty". Then say "99". He will say "A hundred". Then give him "Nine thousand and ninety-nine (9 099)". It is almost certain that he will answer "Ten thousand".

In a moment he will understand that the correct answer is "Nine thousand one hundred (9 100)", of course.

Number 9

(a funny trick)

You are an artist.

You are asked to write the numbers from 1 to 100 on the doors of a hotel. How many times you will write the number 9?

Answer: **20 times (9, 19, 29, 39, 49, 59, 69, 79, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99)**

Move the Coin *(a puzzle)*

Put two ten-kopeck coins and one-kopeck coin on the table (one-kopeck coin must be between the ten-kopeck coins).



Tell your friend that he will not be able to put one of the ten-kopeck coins in the middle instead of the one-kopeck coin. Then tell your friend that:

- a) he may move the left ten-kopeck coin, but he must not touch it;
- b) that he may move and touch the right ten-kopeck coin;
- c) that he may touch the one-kopeck coin, but he must not move it;

When your friend tells you that he is not able to solve this problem, do the following.

Put your left middle finger on the one-kopeck coin. Then put your right forefinger and middle finger on the right ten-kopeck coin and move it to the right. Then move this coin quickly to the left against the one-kopeck coin. This will make the left ten-kopeck coin move to the left, and there will be place in which you can put the right ten-kopeck coin.

Riddles

1. If yesterday two weeks ago was Saturday, what day will be tomorrow?
2. Why do white sheep eat more grass than black sheep?
3. Which burns longer – a candle in a draughty room or a candle in a non-draughty room?

4. What does a cat have that no other animals have?
5. What question can you never answer “Yes”?
6. In what month do children talk the least?
7. How many eggs can the giant eat on an empty stomach?
8. What never asks a question, but you must always answer it?

Key

1. *Monday.*
2. *Because there are more white sheep in the world.*
3. *Both burns shorter.*
4. *Kittens.*
5. *“Are you sleeping?”*
6. *In February. Because it is the shortest month of the year.*
7. *One, after which his stomach is not empty.*
8. *A telephone.*

Riddles

There was a little green house,
And in the little green house
There was a little brown house,
And in the little brown house
There was a little yellow house,
And in the little yellow house
There was a little white house,
And in the little white house
There was a little heart.

Key

A walnut.

ENGLISH ALPHABET

Aa [ei]

Nn [en]

Bb [bi:]

Oo [ou]

Cc [si:]

Pp [pi:]

Dd [di:]

Qq [kju:]

Ee [i:]

Rr [ɑ:]

Ff [ef]

Ss [es]

Gg [dʒi:]

Tt [ti:]

Hh [eɪf]

Uu [ju:]

Ii [ai]

Vv [vi:]

Jj [dʒei]

Ww [ˈdʌblju]

Kk [kei]

Xx [eks]

Ll [el]

Yy [wai]

Mm [em]

Zz [zed]

UKRAINIAN-ENGLISH TRANSLITERATION

Правила українсько-англійської транслітерації
прийняті 19 квітня 1996 р. українським правовим
термінологічним комітетом (Рішення № 9).

	Ukrainian letter	English letter	Note	Example
1	А	A		Алушта - <i>Alushta</i>
2	Б	B		Борщагівка - <i>Borschahivka</i>
3	В	V		Вишгород - <i>Vyshhorod</i>
4	Г	H gh	<i>H</i> - in most cases, <i>gh</i> - when recreating the combination “зг”	Гадяч - <i>Hadiach</i> ; Згорани - <i>Zghorany</i>
5		G		Галаган - <i>Galagan</i>
6	Д	D		Дон - <i>Don</i>
7	Е	E		Рівне - <i>Rivne</i>
8	Є	Ye ie	<i>Ye</i> - at the beginning of the words, <i>ie</i> - in other positions	Єнакієво - <i>Yenakiievo</i> ; Наєнко - <i>Naienko</i>
9	Ж	Zh		Житомир - <i>Zhytomyr</i>
10	З	Z		Закарпаття - <i>Zakarpattia</i>
11	И	Y		Медвин - <i>Medvyn</i>
12	І	I		Іршава - <i>Irshava</i>

13	Ї	<i>Ii</i> <i>i</i>	<i>Yi</i> - at the beginning of the words, <i>i</i> - in other positions	<i>Ї</i> жакевич - <i>Yizhakevych</i> ; Кадіївка - <i>Kadiivka</i>
14	Й	<i>Y</i> <i>i</i>	<i>Y</i> - at the beginning of the words, <i>i</i> - in other positions	Стрий- <i>Stryi</i> ; <i>Й</i> осипівка - <i>Yosypivka</i>
15	К	<i>K</i>		<i>К</i> иїв - <i>Kyiv</i>
16	Л	<i>L</i>		<i>Л</i> ебедин - <i>Lebedyn</i>
17	М	<i>M</i>		<i>М</i> иколаїв - <i>Mukolaiv</i>
18	Н	<i>N</i>		<i>Н</i> іжин - <i>Nizhyn</i>
19	О	<i>O</i>		<i>О</i> деса - <i>Odesa</i>
20	П	<i>P</i>		<i>П</i> олтава - <i>Poltava</i>
21	Р	<i>R</i>		<i>Р</i> омни - <i>Romny</i>
23	С	<i>S</i>		<i>С</i> уми - <i>Sumy</i>
24	Т	<i>T</i>		<i>Т</i> етерів - <i>Teteriv</i>
25	У	<i>U</i>		<i>У</i> жгород - <i>Uzhhrod</i>
26	Ф	<i>F</i>		<i>Ф</i> астів - <i>Fastiv</i>
27	Х	<i>Kh</i>		<i>Х</i> арків - <i>Kharkiv</i>
28	Ц	<i>Ts</i>		Біла <i>Ц</i> ерква - <i>Bila Tserkva</i>
30	Ч	<i>Ch</i>		<i>Ч</i> ернівці - <i>Chernivtsi</i>
31	Ш	<i>Sh</i>		<i>Ш</i> остка - <i>Shostka</i>

32	Щ	<i>Sch</i>		Го <u>щ</u> а - Nos <u>sch</u> a
33	Ь	‘		Рус <u>ь</u> - Rus`; Л <u>ь</u> в <u>ь</u> в - L`viv
34	Ю	<i>Yu</i> <i>iu</i>	<i>Yu-</i> at the beginning of the words, <i>iu-</i> in other positions	Ю р <u>й</u> - <i>Yurii</i> ; Кр <u>ю</u> к <u>ь</u> в <u>ь</u> к <u>ь</u> a - K <u>ri</u> u <u>kiv</u> ka
35	Я	<i>Ya</i> <i>ia</i>	<i>Ya-</i> at the beginning of the words, <i>ia-</i> in other positions	Я г <u>от</u> ин - <i>Yahotyn</i> ; Іч <u>н</u> я - <i>Ichnia</i>
36	‘	<i>ia</i>		Зн <u>ам</u> ’янк <u>а</u> - Znam <u>ia</u> nka

	<i>Спроцнення</i>	<i>Точно</i>
ьй - і ьо - о	Л <u>ь</u> в <u>ь</u> в - Lviv	L`viv
	Ан <u>ан</u> ’ <u>ь</u> в - Ananiv	Anan`iv
	Стеф’ <u>ю</u> к - Stefiuk	Stef`iuk
	Кор <u>оп</u> ’ <u>є</u> - Koropie	Korop`ie

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Навчальне видання

Авторський колектив

Пабат Марина Анатоліївна –

доцент кафедри іноземних мов Міжнародного економіко-гуманітарного університету імені акад. С. Дем'янчука

Будз Ірина Федорівна –

кандидат педагогічних наук, доцент, завідувачка кафедри романо-германської філології Міжнародного економіко-гуманітарного університету імені акад. С. Дем'янчука

Поченюк Яніна Вікторівна –

старший викладач кафедри романо-германської філології Міжнародного економіко-гуманітарного університету імені акад. С. Дем'янчука

МЕТОДИКА НАВЧАННЯ ІНОЗЕМНИХ МОВ

Навчальний посібник