

НАРОДНА УКРАЇНСЬКА АКАДЕМІЯ



PROFESSIONS MEALS

Методичний посібник
з усної практики англійської мови
для студентів 2 курсу факультету
«Референт - перекладач»,
які навчаються за спеціальністю 035 Філологія

Видавництво НУА

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Методичний посібник з усної практики містить вправи, спрямовані на закріплення активного лексичного матеріалу, та тексти для обговорення, що містять фактичний матеріал, метою роботи з якими є коректне вживання активних лексичних одиниць в підготовленому та спонтанному усному мовленні. Посібник рекомендовано для студентів 2 курсу стаціонару факультету «Референт-перекладач», студентів 3 курсу факультету заочно–дистанційного навчання, студентів факультету післядипломної освіти.

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UNIT 1. PROFESSIONS

1. Who would you contact or call on in the situation below? Find the appropriate person for each situation. Be careful! They are not in the right order.

<p>1) a filling has come out of one of your back teeth</p> <p>2) you think your eyes need testing</p> <p>3) you find you have an ingrowing toe-nail</p> <p>4) your back hurts and your doctor can't help (find four people)</p> <p>5) your fringe is getting a bit too long</p> <p>6) you want a portrait photograph of yourself</p> <p>7) you have decided to sue somebody (who might refer you to another lawyer)</p> <p>8) you fancy a holiday in the sun you want advice on investment or insurance</p> <p>9) your grand piano isn't sounding quite right</p> <p>10) you are planning a church wedding</p> <p>11) you want to find a 400-year-old grandfather clock</p> <p>12) your car won't start</p> <p>13) you want to place a bet on a race at Ascot</p> <p>14) someone in the family has just died</p> <p>15) you want to learn to drive</p> <p>16) you want to buy a pedigree sheepdog</p> <p>17) you have decided to sell your house</p> <p>18) you want plans drawn up for a new house</p> <p>19) you want to go ahead and have the new house built</p> <p>20) you are moving house and have a furniture problem</p> <p>21) you have lots of old iron you want to get rid of</p> <p>22) you want new windows put into the house</p> <p>23) your new fridge is leaking</p> <p>24) you like the idea of new wallpaper throughout</p> <p>25) water is gushing from your kitchen taps even when turned off</p> <p>26) all the lights in your house have fused</p> <p>27) you think your neighbours just might be neglecting their little child</p> <p>28) your house is on fire you think</p> <p>29) you are going crazy</p>	<p>a chiropodist</p> <p>a broker</p> <p>a dentist (dental surgeon)</p> <p>a vicar (priest)</p> <p>a hair stylist</p> <p>a bookmaker</p> <p>an architect</p> <p>an osteopath</p> <p>a driving instructor</p> <p>a solicitor</p> <p>a barrister</p> <p>a piano tuner</p> <p>a chiropractor</p> <p>a (dog) breeder</p> <p>a garage mechanic</p> <p>a photographer</p> <p>an optician</p> <p>a masseur (masseur)</p> <p>a building contractor (builder)</p> <p>an antique dealer</p> <p>a travel agent.</p> <p>a scrap metal dealer</p> <p>a physiotherapist</p> <p>an undertaker (funeral director)</p> <p>an electrician</p> <p>an estate agent</p> <p>a maintenance engineer</p> <p>a glazier (and a carpenter)</p> <p>the fire brigade (firemen)</p> <p>a psychiatrist</p> <p>a social worker</p> <p>a removal firm</p> <p>a plumber</p> <p>an interior decorator</p>
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2. Read the following descriptions and guess which jobs are described.

- a) They help people who need legal advice. Sometimes they have to go to court.
- b) They work in the fields growing crops breed animals such as cows, sheep, pigs and geese.
- c) They treat animals that are sick.
- d) These people take your order and serve you in restaurants. If the service is good it is customary to leave tip for them.
- e) These people may ask you to look inside your case when you cross the border. They look for drugs or objects that people try to bring into the country illegally.
- f) They are usually very attractive people and their job is to appear in photographs advertising new clothes and beauty products.
- g) These people design new buildings. They have to draw up clear plans so that the builders know exactly what to do.
- h) If you want a new suit or dress specially made to fit you, you need their service.
- i) If you think your eyes need testing, you address them.
- j) If you have a lot of garbage you want to get rid of, you need their service.
- k) You consult them if there is a power cut in your house.
- l) You need their help if you have decided to sell your house.
- m) If you are going to check in at a hotel to stay for a few days, you address these people.
- n) If a filling has come out of your tooth, you need the help of these people.
- o) You address these people, if you want to have you hair cut.

3. The jobs below are grouped according to the results of a survey on average weekly earnings in Britain. Group A earn the most, Group J the least. Study the jobs mentioned and answer the questions which follow the exercise.

Group A: medical practitioners (doctors, etc.), pilots, specialists in finance, insurance / tax inspectors, university lecturers

Group B: police inspectors, fire-service officers, prison officers, sales managers, marketing executives, company secretaries, personnel relations officers

Group C: ship's officers, advertising executives, public relations officers, journalists (reporters), electrical / electronic engineers, local government administrators

Group D: mechanical engineers, civil engineers, computer programmers, system analysts, accountants, policemen

Group E: industrial designers, draughtsmen, ambulancemen, welfare workers, primary / secondary school teachers

Group F: toolmakers and fitters, furnacemen, welders (skilled), security officers, guards and detectives, laboratory technicians, sales supervisors, bus / coach drivers, sheet metal workers

Group G: lathe operators, train drivers, bricklayers, postmen, mail sorters, catering supervisors, joiners, telephonists

Group H: packers, bottlers, canners, fillers, chefs and cooks, plasterers, hotel / pub / club managers, midwives and nurses, painters, refuse collectors (dustmen), bakers and confectioners, hospital porters, storekeepers

Group I: shop assistants, salesmen, shelf-fillers, bus conductors, caretakers, bleachers and dyers, gardeners, butchers, barmen

Group J: road sweepers, farm workers, kitchen hands, auxiliaries, waitresses

Questions:

1. How fair do you think earnings are in Britain?
2. Which jobs do you think are in the wrong group? Which group would you put them in?

Find three examples of white-collar workers, blue-collar workers, professions, skilled workers, semi-skilled workers, manufacturing industries workers, service industries workers.

4. Match the professions on the left with the correct definitions on the right.

- | | |
|--------------------|---|
| 1) an ambassador | a) a person whose job is carrying people's luggage and loads at railway stations, airports, hotels, markets, etc. |
| 2) a bookmaker | b) a public officer with authority to decide cases in a law court |
| 3) a butcher | c) a diplomat sent from one country to another either as a permanent representative or on a special mission |
| 4) a coach | d) a person appointed to perform religious duties and ceremonies in the Christian Church |
| 5) an estate agent | e) a person whose job is taking bets on horse races |
| 6) an interpreter | f) a person whose job is cutting up and selling meat |
| 7) a judge | g) a person who gives a simultaneous translation of words spoken in another language |
| 8) a notary | h) a person whose job is to fit and repair water pipes, water-tanks, etc. in a building |
| 9) a priest | i) a person who trains sportsmen |
| 10) a plumber | j) a person who buys and sells houses for others |

l) a porter

k) a person with official authority to witness the signing of legal documents and perform some other legal functions

5. Decide which is the odd one out and give reasons.

- a) doctor, surgeon, nurse, postman;
- b) policeman, nurse, teacher, soldier;
- c) carpenter, plumber, bricklayer, lawyer;
- d) professor, lecturer, secretary, teacher;
- e) taxi-driver, pilot, librarian, bus conductor;
- f) fireman, architect, policeman, soldier.

6. Name at least 3 jobs for each item of the list below using Useful Language box. Give reasons to explain your choice.

- 1) are the best paid in your country
- 2) need a lot of training
- 3) you find the least pleasant
- 4) require wearing special clothes
- 5) demand the fastest actions
- 6) involve dealing with people's problems
- 7) you find most boring
- 8) give an opportunity to travel
- 9) require the knowledge of a foreign language
- 10) often give a chance to get tips
- 11) involve a lot of stress
- 12) can be a challenge for you
- 13) require lots of imagination
- 14) can negatively affect family life

7. Name at least three jobs that would probably be impossible for someone who

- 1) has very bad hearing
- 2) is always seasick / airsick
- 3) is bad at math
- 4) understands nothing about children
- 5) is afraid of animals
- 6) is afraid of heights
- 7) can't stand the sight of blood

8. Read the words of the song below, noting how many people there are who are not number one.

I know you've always got to have a kind of **substitute**
Who will throw all the balls back into play.
And you couldn't really do without a **deputy manager**

Longing for the manager's holiday.
Ad the company will always need **a vice-chairperson**
Praying for the chairperson's death.
It's clear that somebody has got to be **the second string**
And someone has to make do with **second best**.

Someone must accept that he's **the twelfth man**
Waiting impatiently to play in the team.
Someone's got to act as **the trainee secretary**
Typing out ream after ream.
Someone's got to be the magician's **assistant**
Holding the maestro's gloves.
And someone's got to work as **the auxiliary junior**
Wishing she was one step above.

I suppose there'll always be a place for **the failed musician**
Turning the pianist's pages.
And you're always going to find **a would-be trainer**
Who'll clean out the animal's cages.
And can the cast do without the poor **understudy**
Fidgeting i the wings?
Can the golfer get around without his faithful **caddy**
Carrying his clubs and things?

I know that someone's got to be **the student dentist**
Getting on everybody's nerves.
And there'll always be a need for **a stand-in speaker**
Aware that she was first reserve.
And it's no disgrace to be a plumber's **mate**
Carrying the boss's tools,
Or the temporary relief, **a supply teacher**
A stranger in a hundred schools.

I guess there'll always be a job for **the commis waiter**
Peeping through the restaurant door.
You can't have a fight without **a heavy-weight challenger**
Landing in a heap on the floor.
And you'll often hear the stories of **the stand-by sailor**
Who never quite made it to sea.
I know all that, but I can't help wondering
Why it's always got to be me.

9. Use the correct phrase from the following list to replace each of the phrases in italics in the sentences below.

The headmaster-to-be
The late headmaster
The present headmaster
The headmaster present
The actual headmaster
The headmaster in question
The so-called headmaster
The would-be headmaster
The ex-headmaster
The stop-gap headmaster
The sacked headmaster

- a) *The man determined to be headmaster* made a speech.
- b) *The headmaster, who is now dead,* made a speech.
- c) *The headmaster who was at the occasion* made a speech.
- d) *The man who had previously been headmaster* made a speech.
- e) *The man who is now headmaster* made a speech.
- f) *The headmaster who was dismissed* made a speech.
- g) *The headmaster himself* made a speech.
- h) *The man who was temporarily acting as headmaster until someone was appointed permanently* made a speech.
- i) *The headmaster who is the subject of discussion* made a speech.
- j) *The man who was due to take up his appointment as headmaster* made a speech.
- k) *The headmaster, who I think is very bad at his job,* made a speech.

WORDS IN CONTEXT.

Study the words and word combinations paying close attention to the way they are used in the context.

A What do you do?

People may ask you about your job. They can ask and you can answer in different ways:

What do you do? What's your job? What do you do for a living?

I'm (+ job) e.g. a baker / an engineer / a teacher / a builder

I work in (+ place or general area) e.g. a bank / marketing

I work for (+ name of company) e.g. Union Bank / ICI / Fiat

B What does that involve? (= What do you do in your job?)

When people ask you to explain your work/job, they may want to know your main **responsibilities** (= your **duties** / what you have to do), or something about your daily **routine** (= what you do every day / week). They can ask like this: **What does that (your job) involve?**

Main responsibilities:

I'm **in charge of** (= **responsible for**) all deliveries out of the factory.

I **have to deal with** any complaints (= take all necessary action. if there are complaints).

I **run** the coffee bar and restaurant in the museum (= I am in control of it /I manage it)

Note: We often use **responsible for** / **in charge of** for part of something, *e.g.* a department or some of the workers; and **run** for control of all of something, *e.g.* a company or a shop.

Daily duties / routines

I have to go to / attend (fml) a lot of meetings.

I visit / see / meet clients (= people I do business with or for).

I advise clients (= give them help and my opinion).

It involves doing quite a lot of paperwork (a general word we use for routine work that involves paper *e.g.* writing letters, filling in forms, etc.). Note the -ing form after involve.

C PAY

Most workers are paid (= receive money) every month and this pay goes directly into their bank account. It is called a **salary**. We can express the same idea using the verb **to earn**:

My salary is \$ 60,000 a year. (= I earn \$ 60,000 a year.)

With many jobs you get (= receive) **holiday pay** and **sick pay** (when you are ill). If you want to ask about holidays, you can say:

How much holiday do you get? or **How many weeks' holiday do you get?**

The total amount of money you receive in a year is called your income. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to pay part to the government - called income tax.

D WORKING HOURS

For many people in Britain, these are 8.30-9.00 a.m. to 5.00-5.30 p.m. Consequently people often talk about a **nine-to-five job** (= regular working hours). Some people have **flexi-time** (= they can start a hour or so earlier or finish later); and some have to **do shiftwork** (= working at different times, *e.g.* days one week and nights the next week). Some people also **work overtime** (= **work extra hours**). Some people are paid to do / work overtime, others are not paid.

Note: to do shiftwork = to work in shifts to work on a day / night shift

E GETTING A JOB

When Paul left school he **applied for** (= wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a trainee. He didn't ear very much but they gave him a lot of training, and sent him on training courses.

Note: **Training** is an uncountable noun, so you cannot say "a training". You can only talk about training (in general), or a training course (if you want to refer to

just one). Here you can use the verbs **do** or **go on**: **I did / went on several training courses** last year.

F MOVING UP

Paul worked hard at the company and his **prospects** (future possibilities in the job) looked good. After his first year he got a **good pay rise (a pay increase, salary increase)**, and after two years he was promoted (= given a higher position with more money and responsibility). After six years he was in charge of (= responsible for) the accounts department with five other **employees** (= workers in the company) **under him** (= **under his responsibility**).

G LEAVING THE COMPANY

By the time Paul was 30, however he decided **he wanted a fresh challenge** (= a new exciting situation). He was keen to work abroad, so he resigned from his company (officially told the company he was leaving his job; you can also say "**he quit the company**") and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company which involved a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the travelling, but...

H HARD TIMES

After about six months, Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made friends in the new company. Unfortunately his work was **not** satisfactory either and finally he **was sacked** (= told to leave the company / **fired / dismissed / given the sack**) a year later.

After that, Paul was **unemployed** (= **out of work / without a job / jobless**) for over a year. He even had **to go on the dole / to go on the relief**. Things were looking bad and in the end Paul had to accept a **part-time job** (= working only some of the day **or some of the week**) on a fruit and vegetable stall in a market.

Note: to be made redundant (as a result of the **stuff reduction**); **to be given redundancy money; a full time-job; to work full-time**

I HAPPIER TIMES

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years, he **took over** (= took control of) the stall. Two years later he opened a second stall, and after ten years he had fifteen stalls. Last year Paul **retired** (= stopped working completely) at the age of fifty five, a very rich man.

1. Match the verbs on the left with the nouns or phrases on the right. Use each word once only:

earn	overtime
work	meetings

be given	a shop
pay	redundant
go to	clients
advise	\$500
run	income
work	part-time
go on	fresh
wanted	the dole
quit	shiftwork
be responsible	for ten employees
do	company
have	a nine-to-five job
go on	a training course

2. Starting with the words you are given, rewrite each of these sentences using active vocabulary. The basic meaning must stay the same.

Example: I'm a banker.

I work in **banking**.

a) What do you do?

What's..... ?

b) I earn \$ 5,000 dollars.

My

c) I get \$ 20,000 from my teaching job and another \$ 10,000 from writing.

My total.....

d) I am a chemist.

I work for

e) In my job I have to look after and maintain all the computers in the building.

My job involves....

f) I'm responsible for one of the smallest departments.

I'm in

3. This is part of conversation with a teacher about her job. Can you supply missing questions?

A:..... ?

B: I usually start at nine and finish at four.

A:.....,..... ?

B: Yes a bit. On certain courses I work until five o'clock, and that is why I get paid extra.

A:.....:..... ?

B: Twelve weeks. That's one of the good things about being a teacher.

A:..... ?

B: No we don't, I'm afraid. That's one of the disadvantages of being a teacher. I suppose money isn't everything.

3. Write a single word synonym for each of these words/phrases:

- a) given the sack =
- b) out of work =
- c) left the company =
- d) was given a better position in the company =
- e) future possibilities in a job =
- f) was responsible for =
- g) was on the relief =
- h) stopped working forever =
- i) handed in an official notice that he was going to leave the company =
- j) workers in a company =

5. Find the logical answer on the right for each of the questions on the left.

a) Why did they sack him?	Because he was nearly fifty.
b) Why did they promote him?	Because he was often late for work.
c) Why did he apply for the job?	Because he needed more training.
d) Why did he retire?	Because he was out for work.
e) Why did he resign?	Because he was the best person in the department.
f) Why did he go on the course?	Because he didn't like his boss.

6. Complete these sentences with a suitable word or phrase.

- a) I don't want a full-time job. I'd prefer to work
- b) She'd like to go on another
- c) I'm bored in my job. I need a fresh
- d) He works on a stall in the...
- e) At the end of this year we should get a good pay '.
- f) She's got more than a hundred employees under
- g) I didn't know he was the new manager. When did he take ?
- h) It's a boring job and the pay is awful. Why did he ?

7. Complete this word-building table. Use a dictionary to help you.

Verb	General noun	Personal noun
promote		
employ		

resign		
retire		
train		

8. Answer these questions as quickly as you can.

- a) What does your job involve?
- b) Are you responsible for anyone or anything?
- c) Have you had much training from the company?
- d) Have the company sent you on any training courses?
- e) Have you been promoted since you started in the company?
- f) Do you normally get a good pay rise at the end of each year?
- g) How do you feel about your future prospects in the company?
- h) Are you happy in the job or do you feel it is time for a fresh challenge in another company?

9. Can you answer these general knowledge questions about work?

- a) What are normal working hours for most office jobs in Ukraine?
- b) Can you name three jobs that get very high salaries in our country?
- c) When you start paying income tax in Ukraine, what is the minimum amount you have to pay?
- d) What jobs often involve shiftwork?
- e) Is flexi-time common in Ukraine?

10. In box A find expressions that are similar in meaning.

Box A

- | | | |
|-----------------------|-------------------------|------------------------------|
| 1) to get the sack | 6) to be dismissed | 11) to take on |
| 2) to be hired | 7) to recruit | 12) to work like a dog |
| 3) to be a workaholic | 8) to be made redundant | 13) to get promoted |
| 4) to be laid off | 9) to be unemployed | 14) to be employed |
| 5) to be fired | 10) to be out of work | 15) to climb a career ladder |

11. Paraphrase the sentences using the expressions from boxes A and B.

Box B

- | | |
|------------------------------------|--------------------------|
| to work (in) shifts | to work part-time |
| to work first / second shift | to work fulltime |
| to be on flexi-time | to work overtime |
| to work flexi-time / flexi-hours | to take early retirement |
| to work nine-to-five | to retire |
| to work regular hours / long hours | to be on the dole |

- 1) My father works at a factory. One week he works in the daytime, another week he works at night.
- 2) I don't want to work regular hours. I prefer to start and finish work at different times each day, so I can spend more time with my daughter.
- 3) I lost my job. They had to make cutbacks.
- 4) Brian is a student, he has to find means to support himself, and so he has found a job in a cafeteria and works three hours a day there.
- 5) My mother starts work at 9 am and finishes at 5 pm.
- 6) The trouble is that you are too obsessed with your work.
- 7) He didn't do his job well, he was very often late, and the manager didn't want him to work any longer.
- 8) He stopped working though he is only 54.
- 9) They've made him Executive Manager as from next month!
- 10) He is out of work and gets money from the government.

12. Fill in the gaps choosing a suitable word or expression form the box.

<ul style="list-style-type: none"> a) perks b) qualifications c) ambitious d) job security e) salary f) references g) promotion h) commission 	<ol style="list-style-type: none"> 1) His _____ is not very high right now but there is a good chance of _____ to a better job. It will mean more money and more responsibility. 2) Her _____ make Nora the most suitable candidate for the advertised post. 3) When a person's job is selling some product, it usually means getting a percentage of the value of what has been sold. It is called _____. 4) Most employers prefer the applicants who can submit good _____ form their teachers and pervious employers. 5) Some jobs have extra benefits called _____: free meals, health insurance, use of the company car, longer vacations. 6) _____ means being sure of one's future in their working place. 7) A(n) _____ person prefers having a challenging job to the one that demands little of them.
---	--

13. Put each of the following words or phrases in its correct place in the passage below.

references short-list experience vacancy interview
 qualifications fill in application forms applicants
 apply

In times of high unemployment there are usually very many _____ when a _____ is advertised. Sometimes large numbers of people _____, and send off _____

for a single job. It is not unusual, in fact, for hundreds of people to _____ to a firm for one post. This number is reduced to a _____ of perhaps six or eight, from whom a final choice is made when they all attend an _____. Very possibly the people interviewing will be interested in the _____ the candidates gained at school or university and what _____ they have had in previous jobs. They will probably ask for _____ written by the candidates' teachers or employers.

14. Instructions as above.

commute salary prospects promotion retire
 pension ambitious perks increments commission

Job satisfaction is important but I have a wife and baby so I have to think about money too. If a job interests me, I need to know what _____ it offers and also whether there are regular annual increases, called _____. I want to know if I will receive a _____ when I _____ at the age 60 or 65. If the job is selling a product, I ask if I'll receive a percentage of the value of what I sell, called _____. It is also important to know if there are extra advantages, like free meals or transport, or the free use of a car. These are called _____ or fringe benefits. Are the future _____ good? For example, is there a good chance of _____ to a better job, with more money and responsibility? Is the job near my home? If it isn't, I'll have to _____ every day and this can be expensive. I am very keen to be successful. I am very _____. I don't want to stay in the same job all my life.

15. Put one of the following words in each space in the sentences below.

at in for to as off of from

- a) I'm interested _____ this job.
- b) What did you study _____ university?
- c) He has applied _____ British Airways _____ a job _____ an office manager.
- d) This job advertisement looks interesting. I'll send _____ an application form.
- e) Have you filled _____ the form yet?
- f) You must send _____ the form by 20 May.
- g) He's been _____ that job for two years.
- h) She retired _____ the age of 60.
- i) Why did you resign _____ the company?
- j) A commission means you get a percentage _____ what you sell.
- k) The use _____ a company car is a nice perk to have.
- l) The sixty applicants were reduced _____ a short-list of four.

16. Choose the best alternative to fill each gap.

- a) He has all the right _____ for the job.
 certificates degrees diplomas qualifications
- b) She's looking for a better position with another _____.

- association firm house society
- c) A doctor is a member of a respected _____.
 occupation profession trade work
- d) It's wise to think about choosing a _____ before leaving school.
 business career living profession
- e) If you want a job you have to _____ for one.
 applicate apply ask request
- f) You'll probably have to _____ an application form.
 fill down fill in fill on fill through
- g) And you'll need to give the names of two or three _____.
 hostages judges referees umpires
- h) All the members of our _____ are expected to work hard.
 personal personnel staff gang
- i) If you're a(n) _____ you have to do what your boss tells you.
 director employee employer manager
- j) You can earn more money by working _____.
 extraordinary hours overflows overtime
- k) It's difficult these days for a young person to find a well-paid _____ job.
 eternal permanent reliable stable
- l) She was _____ after three years with the company.
 advanced elevated promoted raised
- m) An apprentice is required to do several years' _____.
 coaching education formation training
- n) In Britain, people are usually unwilling to tell other people how much they
 deserve earn gain obtain
- o) A retired person is paid a _____.
 grant pension rent scholarship
- p) According to everyone in the _____, she is a very good boss.
 Apartment compartment department employment

17. A) Rank the factors that can contribute to job satisfaction in order of their importance. Explain your choice. Do some brainstorming to add some more factors.

- Receive training
- Have an inspirational boss
- Have job security
- Have a pleasant working environment
- Have lots of perks
- Have good promotion
- Prospects / opportunity to progress
- Have a challenging job

B) What factors make the job of a teacher and an interpreter / a translator satisfying? What are your expectations?

18. Translate into English.

1) Я одержую справжнє задоволення від своєї роботи. Мені пощастило мати приємних колег. У мене досить висока заробітна платня і гнучкий графік. Але головне - це можливість подорожувати за кордон 3-3 рази на рік.

2) Найбільше, що мені подобається в моїй роботі, - це можливість займатися розумовою працею і покращувати свої знання. Наш керівник - це людина, яка надихає нас на нові досягнення. До того ж, завдяки йому ми маємо можливість своєю роботою служити людям.

3) Я людина творча, тому для мене важливо мати можливість самому планувати свій день. Іноді я можу протягом тижня понаднормово затримуватися після робочого дня, я потім ще й працювати на вихідних. Іншим разом я закінчую раніше. Крім того, мені завжди потрібна тривала відпустка.

4) Кожен мріє мати роботу, яка була б у радість і передбачала гарні перспективи росту.

5) Я часто згадую свою першу роботу; оточення було дуже приємним, і нас весь час чомусь навчали.

19. What can one get for work? Match the words and word combinations in the left column with their definition in the right one.

- | | |
|-----------------|---|
| 1) pay | a) a sum paid to the owner of a copyright or patent, e.g. to an |
| 2) sick pay | author for each copy of his book sold |
| 3) holiday pay | b) pay given o employees who are on holiday |
| 4) overtime pay | c) money paid for regular work |
| 5) wages | d) fixed, regular pay given to professional people, such as teachers, lawyers, managers, etc.; it is usually paid monthly, often by cheque and is sometimes expressed as a yearly figure |
| 6) salary | e) an amount of money that a government or other organization gives to someone to help pay for his / her education, research work, etc. |
| 7) fee | |
| 8) royalty | f) payment to a person for selling goods, which increases with the quantity of goods sold |
| 9) grant | g) money given every week to manual workers, clerks, typists and other office-workers below management level, shop assistants, etc.; the money is paid in cash; it may vary from week to week, because it may include overtime pay, sometimes a bonus |
| 10) bonus | h) money paid at a higher rate for any extra hours |
| 11) commission | i) a payment maid to doctors, lawyers, teachers, architects and |

other professional people for their services, if these services are given on a private basis; it is not regular and is given for a certain piece of work

- j) an additional payment for a particular reason, e.g. higher productivity
- k) pay given to an employee who is absent because of illness

20. Fill in the gaps with nouns denoting forms of payment.

- 1) What are the average _____ of skilled workers in your country?
- 2) His consultant _____ for the design work came to more than \$200,000.
- 3) You get a 10% _____ on everything you sell.
- 4) You can get a _____ to go to college.
- 5) The publisher offered him a _____ of 10% of the price of the book on all copies sold.
- 6) He doesn't like the job, but the _____ is good.
- 7) Most full-time employees receive _____ for two weeks of holiday and _____ if they are ill.
- 8) The company employees got a \$25 Christmas _____.
- 9) Brian is an engineer and recently he has been offered a more interesting job but at a slightly lower _____.
- 10) My father often worked on Saturdays and Sundays and received _____.

21. Put each of the following words or phrases in its correct place in the passage below.

elderly medical treatment physically disabled pension
schooling mentally handicapped eligible out of work
social services benefits social workers welfare state retire
subsidized low incomes

A country which helps its old, sick, disabled and unemployed is called a _____. _____ people receive a state _____ when they _____ at the age of 60 or 65. People with _____ who cannot afford to buy or rent decent accommodation are given houses or flats with _____ rents, which means that the government or local council supports the rent to keep it low. Sick people get free _____ from their doctor or at the hospital. Mothers of small children get special state financial _____, and of course older children receive free _____. _____ people, who cannot move normally, and _____ people, whose minds are not fully developed, also receive special assistance and, if necessary, special equipment to help them live normal lives. People who are _____ are normally _____ to receive unemployment benefit, which is paid by the state. The _____ (government departments responsible for people's

well-being) will help people who, financially, physically or psychologically, have difficulty in coping with life and _____ will visit such people in their homes.

22. For advanced students. Instructions as above.

status affluence priorities image acquisitive materialistic
welfare state motivated idealism mercenary spiritual
status-symbols

People nowadays have more money, and some say this new _____ has made people more _____, which means they place too much importance on money, comfort and luxury goods, and more _____, which means they want to buy, own, possess more and more. We are not only money-oriented but also over-concerned with social and professional _____. We care too much about our _____, how other people see us. We like to own _____, like unnecessarily fast cars, the latest hi-fi equipment, fashionable clothes. Another factor is that many of us live in a _____, in which all our basic needs are provided by the government. In fact, care for those in need is now so highly organized that there is less scope for personal _____. What can a mere individual do to improve the world? But is the picture so black? Are we really reduced to being _____ creatures, _____ only by money? Perhaps it is time we examined our _____ and decided what is really important in life. Perhaps we should try to find self-fulfilment by exploring our (abilities and finding satisfaction in the _____ aspects of life: an appreciation of art and nature, service to others, the improvement of our minds.

23. Instructions as above.

constructively aimless regimentation rewarding
initiative scope challenge creativity aspire conditioned
9 to 5 fulfilment

Most adults _____ to more leisure but, in fact, not many people have the necessary _____ to use the free time they already have very _____. The sad fact is that we need work because it imposes the discipline we need. Life seems _____ and we secretly look forward to our work again. We dream about personal _____ but probably find it more in our work than in our leisure time. This depends on age. The young are from work and responsibility, and freedom comes naturally to them. However, after they begin jobs they become _____ to work. They find they need it, however much they complain about its routine and _____. Obviously this again depends on the kind of work. Those with _____ jobs, or jobs which require _____ receive genuine satisfaction from their work, but most of us are in conventional jobs which offer little _____ for imagination. We leave our work only to face a leisure that we find difficult to cope with. Our mistake is in regarding leisure as a chance to do nothing, whereas in fact it should be looked on as a _____.

24. Translate the articles into English.

А. Перерыв на веб-серфинг

Если офисные служащие заходят на сайты, не связанные с основной работой, то, как правило, производительность из труда возрастает. К такому выводу пришли сотрудники Мельбурнского университета. Они выяснили, что офисным сотрудникам полезно проводить на развлекательных и информационно-познавательных сайтах до 20% рабочего времени. Эффективность их труда увеличивается на 9% по сравнению с тем, как если бы они посвящали работе все свое время.

В. Карьера или психика?

Британские исследователи из университета Уорвика выяснили, что психическое состояние служащих, поднимающихся по карьерной лестнице, ухудшается в среднем на 10%. К такому выводу они пришли, опросив более тысячи людей, получивших за последние 5 лет повышение до должности менеджера среднего или высшего звена. Психологи связывают это явление с увеличением ответственности и повышением риска стресса. При этом «свежеиспеченные боссы» часто не находят времени на визиты к врачам.

PRACTICE

1. There are quite a lot of jobs that can be done by part-timers. Look through these advertisements and tell the group which jobs could be definitely done by you.

SITUATIONS VACANT

a) The Pizza Palace: part-timers wanted to cook and serve. Free Food. Well paid work. Tel: 348-3197

b) Car Park Attendants: must be willing to work unsocial hours. Excellent pay. Fulltime / part-time. Call 348-3647

c) Summer Job: Worldcamp is looking for young men and women to act as couriers on selected camp sites in Europe and overseas

d) Car cleaners for car showrooms: p/t work, hours by arrangement. Tel: 984-374

e) Coffee bar waiter / waitress needed NOW. Tues - Sat, 11.30 a.m. - 3.00 p.m. Some experience preferred. 543-8760 or call in at Cathie's Coffee Bar, High Street

f) Cleaner to look after large house. Mornings / afternoons, \$ 6 ph + fares. Min 4 hrs per wk. Phone 294-9807

g) Hairdressing assistants required; ft or p/t. Training given to suitable applicants. Apply in writing to: 3 Harris, Betty's Hairdressing Salon, 12 High Street, Beemouth

h) Shelf stackers wanted at Henley's Supermarket, 5-8 pm, Thurs and Sats. Must be willing to work every week throughout the year. For the interview call in and ask for the Personnel Manager

i) Library assistants p/t Sats. Would suit school students with an interest in a career in library work. Must be reliable and good with people. Apply in writing to:

j) P/t telephonist / receptionist. Must have cheerful personality and good speaking voice. Hours: 2-6 pm. No week-end work. Please phone 384-398

k) Part-time office work: photocopying, filing, etc. Excellent English essential. 12 hrs a week, days and times by arrangement. Write to: Hall and Hall< Solicitors, Hill St, Beemouth

2. Work in groups of two. One of you is an unemployment official-adviser, the other is a job-seeker. The unemployment adviser should consider the vacancies below and the job-seeker's answers to the "Careers Guidance Questionnaire". Which position would you advise your client to apply for? Explain your choice to the group.

CAREERS GUIDANCE QUESTIONNAIRE

1. Practical requirements.

a) Would you rather:

work in an office?

work outdoors?

work with other people?

work on your own?

do paperwork?

do practical work?

b) Would you mind?

working long hours?

working in the evening?

working at weekends?

doing shift work?

getting up early?

travelling a lot?

2. What are your skills / abilities?

a) Are you good at:

using tools?

designing things?

adding up figures?

talking to people?

looking after others?

b) Can you:

think clearly?
work in a team?
express yourself well when speaking / in writing?

3. How do you see yourself?

a) Are you:
critical?
efficient?
punctual?
accurate?
organized?
cheerful?
friendly?
independent?
tough?
capable?
responsible?
disciplined?
reliable?
willing to learn?

b) Do you have:
good eyesight?
a good memory?
a sense of humour?
a lot of imagination?

determination?
patience?
energy?
confidence?
common sense?

JOB OPENING:

a) Looking for more than a 9 to 5 job? We have opportunities for young people to work with children as adventure leaders at our outdoor activity centres. If you can instruct in either sailing, canoeing, pony trekking, rifle shooting, archery or hillwalking, or just enjoy contact with kids, we can offer you an informal happy working environment with the opportunity to meet all kinds of people. Interested? Write for further details to: Personnel Dept., PGL Young Adventure Ltd., 687 Station Street, Ross-on-Wye.

b) Charity Shops Organiser. Energetic, enthusiastic organizer wanted to manage existing temporary charity shops and to find, set up and manage new shops

throughout the London area. Must be a car driver. Confidence on telephone and ability to get on with a wide variety of people, including volunteers, essential. Must be able to work on own initiative. Preferably full-time, but hours possibly negotiable. For details and application form please write or telephone: Rosemary Well, 25 Padenswick Rd., London W6 OUB. Tel.: 372 4058.

c) Attractive capable person required to manage glamorous photographic studio in Holborn area. Excellent salary and bonus. Previous experience one side of the camera or other an advantage. Call Sue, Studio London, 9 London Rd, London, SE1.

d) This dynamic and pioneering company, a member of a well-established group, continues to expand significantly its market share, both through emphasis on technical excellence and a professional business approach, this new appointment is the corner-stone in the company's future diversification programme.

e) Sales Representative. Do you have that special spark? If you are dynamic, energetic, and efficient, then apply now for the opportunity of a lifetime and the chance of huge financial rewards. Ask for Robert Ladson on 384-9584.

f) English-speaking young people required to act as couriers on camp sites by Intercamp plc. Intercamp is a British company organizing holidays for families on European and overseas camp sites. The successful applicants will speak good English, have a lively personality and an ability to cope with unexpected problems. Good pay with bonus for extra effort and work.

TEXTS FOR DISCUSSION 1

TEXT 1. A TRANSLATOR OR AN INTERPRETER?

An English professor studied these two jobs, and the text below describes his conclusions. Do they confirm or contradict your own ideas?

The results refined some traditional stereotypes: one that translators were bookish, painstakingly slow but thorough and correct in the use of written words, and made use of long-term memories, whereas interpreters were outgoing and eloquent, had to show empathy towards other people, were quick, intuitive and approximate, and thus made use of short-term memory strategies; another that interpreting is predominantly a young woman's occupation, while translating concerns all ages, including over 50-year-old starters, with many transfers coming from a multitude of other professions.

The author explains that the two activities cannot be compared, since both present different approaches to treating language and problem-solving: the translator has to apply perseverance and patience, consult subject specialists and sleep on the problem until it is resolved. By contrast, the interpreter, living on his/her wits, is required to perform a sudden reflex reaction and provide the first reasonable answer that comes to mind, otherwise ignore the difficulty and carry on.

Ultimately, Henderson found no evidence as to which factors are of major importance when recruiting future professional linguists. A too perfectionist translator would be low in productivity and not very cost-effective; a glib extrovert interpreter could not work effectively in a team.

TEXT 2. YOUR FIRST INTERVIEW

With unemployment so high, and often scores of applicants chasing every job, you have to count yourself lucky to be called for an interview. If it's your first, you're bound to be nervous. (In fact if you're not nervous maybe your attitude is wrong!) But don't let the jitters side-track you from the main issue - which is getting this job. The only way you can do that is by creating a good impression on the person who is interviewing you. Here's how: DO:

Find out as much as you can about the job beforehand. Ask the job centre or employment agency for as much information as possible.

Jot down your qualifications and experience and think about how they relate to the job. Why should the employer employ you and not somebody else?

Choose your interview clothing with care; no one is going to employ you if you look as though you've wandered out of a disco. Whether you like it or not, appearance counts.

Make sure you know where the interview office is and how to get there. Be on time, or better, a few minutes early.

Bring a pen; you will probably be asked to fill in an application form. Answer the questions as best you can. And write neatly. The interviewer will be looking at application during the interview; he or she must be able to read it.

Have a light meal to eat, and go to the toilet. If you don't, you may well be thinking about your inside during the interview.

DON'T:

Ever walk into the interview chewing gum, sucking on a sweet or smoking.

Forget to bring with you any school certificates, samples of your work or letters of recommendation (letters of reference) from your teachers or anyone else you might have worked part-time for.

Have a drink beforehand to give you courage!

The interview

The interview is designed to find out more about you and to see if you are able for the job. The interviewer will do this by asking you questions. The way answer will show what kind of person you are and if your education, skills and experience match what they're looking for.

DO:

Make a real effort to answer every question the interviewer asks. Be clear and concise. Never answer just "yes" or "no" or shrug.

Admit it if you don't know something about the more technical aspects of the Stress that you are willing to learn.

Show some enthusiasm when the job is explained to you. Concentrate on what the interviewer is saying, and if he or she asks if you have any questions, have at least ready to show that you're interested and have done your homework.

Sell yourself. This doesn't mean exaggerating (you'll just get caught out) or making your experience or interests seem unimportant (if you sell yourself short no one will employ you). Ask questions at the close of the interview. For instance, about the pay, hours, holidays, or if there is a training programme.

DON'T:

Forget to shake hands with the interviewer.

Smoke or sit down until you are invited to.

Give the interviewer a hard time by giggling, yawning, rambling on unnecessarily or appearing cocky or argumentative.

Ever stress poor aspects of yourself, like your problem of getting up in the morning. Always show your best side: especially your keenness to work and your sense of responsibility.

After the interview.

Think about how you presented yourself: could you have done better? If so, and if you do not get the job, you can be better prepared when you are next called for an interview. Good luck!

Find these words and phrases in the passage and work out their meanings form the context - don't use a dictionary. The first is done as an example:

1. scores of
 - a) a few b) hardly any c) a large number of
2. chasing
 - a) escaping from b) running after c) applying for
3. count yourself
 - a) congratulate yourself for being b) consider yourself to be
 - c) feel proud that you are
4. the jitters
 - a) over-confidence b) nervousness c) lack of experience
5. side-track
 - a) distract b) emphasise c) interest
6. issue
 - a) argument b) purpose c) difficulty
7. jot down
 - a) mention b) type c) note down
8. done your homework
 - a) practised being interviewed b) worked hard at school c) found out as much information as possible about the company
9. get caught out
 - a) be found to be lying b) be in danger c) be wasting your time
10. sell yourself short
 - a) are too nervous b) are too modest c) don't talk enough
11. giggling
 - a) arguing b) coughing c) laughing in a silly way
12. rambling on
 - a) talking for too long b) going for a walk c) hesitating
13. cocky
 - a) nervous b) proud c) over-confident

TEXT 3. RESUME WRITING TIPS

Having a solid and effective resume can greatly improve your chances of landing that dream job. That is beyond discussion. How does one make sure that his resume is top notch and bullet proof, however?

1. Know the purpose of your resume. Some people write a resume as if the purpose of the document was to land a job. As a result they end up with a really long and boring piece that makes them look like desperate job hunters. The objective of your resume is to land an interview, and the interview will land you the job (hopefully!).

2. Back up your qualities and strengths. Instead of creating a long (and boring) list with all your qualities (e.g., disciplined, creative, problem solver) try to connect them with real life and work experiences. In other words, you need to back these qualities and strengths up, else it will appear that you are just trying to inflate things.

3. Make sure to use the right keywords. Most companies (even smaller ones) are already using digital databases to search for candidates. This means that the HR department will run search queries based on specific keywords. Guess what, if your resume doesn't have the keywords related to the job you are applying for, you will be out even before the game starts. These keywords will usually be nouns. Check the job description and related job ads for a clue on what the employer might be looking for.

4. Use effective titles. Like it or not, employers will usually make a judgment about your resume in 5 seconds. Under this time frame the most important aspect will be the titles that you listed on the resume, so make sure they grab the attention. Try to be as descriptive as possible, giving the employer a good idea about the nature of your past work experiences. For example:

Bad title: Accounting

Good title: Management of A/R and A/P and Recordkeeping

5. Proofread it twice. It would be difficult to emphasize the importance of proofreading your resume. One small typo and your chances of getting hired could slip. Proofreading it once is not enough, so do it twice, three times or as many as necessary.

6. Use bullet points. No employer will have the time (or patience) to read long paragraphs of text. Make sure, therefore, to use bullet points and short sentences to describe your experiences, educational background and professional objectives.

7. Where are you going? Including professional goals can help you by giving employers an idea of where you are going, and how you want to arrive there. You don't need to have a special section devoted to your professional objectives, but overall the resume must communicate it. The question of whether or not to highlight your career objectives on the resume is a polemic one among HR managers, so go with your feeling. If you decide to list them, make sure they are not generic.

8. Put the most important information first. This point is valid both to the overall order of your resume, as well as to the individual sections. Most of the times your previous work experience will be the most important part of the resume, so put it at the top. When describing your experiences or skills, list the most important ones first.

9. Explain the benefits of your skills. Merely stating that you can do something will not catch the attention of the employer. If you manage to explain how it will benefit his company, and to connect it to tangible results, then you will greatly improve your chances.

10. Avoid negativity. Do not include information that might sound negative in the eyes of the employer. This is valid both to your resume and to interviews. You don't need to include, for instance, things that you hated about your last company.

11. Achievements instead of responsibilities. Resumes that include a long list of "responsibilities included..." are plain boring, and not efficient in selling yourself. Instead of listing responsibilities, therefore, describe your professional achievements.

12. Use numbers. If you are going to describe your past professional achievements, it would be a good idea to make them as solid as possible. Numbers are your friends here. Don't merely mention that you increased the annual revenues of your division, say that you increased them by \$100,000, by 78%, and so on.

13. No pictures. Sure, we know that you are good looking, but unless you are applying for a job where the physical traits are very important (e.g., modeling, acting and so on), and unless the employer specifically requested it, you should avoid attaching your picture to the resume.

14. One resume for each employer. One of the most common mistakes that people make is to create a standard resume and send it to all the job openings that they can find. Sure it will save you time, but it will also greatly decrease the chances of landing an interview (so in reality it could even represent a waste of time). Tailor your resume for each employer. The same point applies to your cover letters.

15. Identify the problems of the employer. A good starting point to tailor your resume for a specific employer is to identify what possible problems he might have at hand. Try to understand the market of the company you are applying for a job, and identify what kind of difficulties they might be going through. After that illustrate on your resume how you and your skills would help to solve those problems.

16. You don't need to list all your work experiences. If you have job experiences that you are not proud of, or that are not relevant to the current opportunity, you should just omit them. Mentioning that you used to sell hamburgers when you were 17 is probably not going to help you land that executive position.

17. Go with what you got. If you never had any real working experience, just include your summer jobs or volunteer work. If you don't have a degree yet, mention the title and the estimated date for completion. As long as those points are relevant to the job in question, it does not matter if they are *official* or not.

18. Sell your fish. Remember that you are trying to sell yourself. As long as you don't go over the edge, all the marketing efforts that you can put in your resume (in its content, design, delivery method and so on) will give you an advantage over the other candidates.

19. No lies, please. Seems like a no brainer, but you would be amused to discover the amount of people that lie in their resumes. Even small lies should be avoided. Apart from being wrong, most HR departments do background checks these days, and if you are busted it might ruin your credibility for good.

20. Keep the salary in mind. The image you will create with your resume must match the salary and responsibility level that you are aiming for.

21. Analyze job ads. You will find plenty of useful information on job ads. Analyze not only the ad that you will be applying for, but also those from companies on the same segment or offering related positions. You should be able to identify what profile they are looking for and how the information should be presented.

22. Get someone else to review your resume. Even if you think your resume is looking kinky, it would be a good idea to get a second and third opinion about it. We

usually become blind to our own mistakes or way of reasoning, so another people will be in a good position to evaluate the overall quality of your resume and make appropriate suggestions.

23. One or two pages. The ideal length for a resume is a polemic subject. Most employers and recruiting specialists, however, say that it should contain one or two pages at maximum. Just keep in mind that, provided all the necessary information is there, the shorter your resume, the better.

24. Use action verbs. A very common advice to job seekers is to use action verbs. But what are they? Action verbs are basically verbs that will get noticed more easily, and that will clearly communicate what your experience or achievement were. Examples include managed, coached, enforced and planned.

25. Update your resume regularly. It is a good idea to update your resume on a regular basis. Add all the new information that you think is relevant, as well as courses, training programs and other academic qualifications that you might receive along the way. This is the best way to keep track of everything and to make sure that you will not end up sending an obsolete document to the employer.

26. Mention who you worked with. If you have reported or worked with someone that is well known in your industry, it could be a good idea to mention it on the resume. The same thing applies to presidents and CEOs. If you reported to or worked directly with highly ranked executives, add it to the resume.

27. No scattered information. Your resume must have a clear focus. It would cause a negative impression if you mentioned that one year you were studying drama, and the next you were working as an accountant. Make sure that all the information you will include will work towards a unified image. Employers like decided people.

28. Make the design flow with white space. Do not jam your resume with text. Sure we said that you should make your resume as short and concise as possible, but that refers to the overall amount of information and not to how much text you can pack in a single sheet of paper. White space between the words, lines and paragraphs can improve the legibility of your resume.

29. Lists all your positions. If you have worked a long time for the same company (over 10 years) it could be a good idea to list all the different positions and roles that you had during this time separately. You probably had different responsibilities and developed different skills on each role, so the employer will like to know it.

30. No jargon or slang. It should be common sense, but believe me, it is not. Slang should never be present in a resume. As for technical jargon, do not assume that the employer will know what you are talking about. Even if you are sending your resume to a company in the same segment, the person who will read it for the first time might not have any technical expertise.

31. Careful with sample resume templates. There are many websites that offer free resume templates. While they can help you to get an idea of what you are

looking for, do not just copy and paste one of the most used ones. You certainly don't want to look just like any other candidate, do you?

32. Create an email proof formatting. It is very likely that you will end up sending your resume via email to most companies. Apart from having a Word document ready to go as an attachment, you should also have a text version of your resume that does not look disfigured in the body of the email or in online forms. Attachments might get blocked by spam filters, and many people just prefer having the resume on the body of the email itself.

33. No fancy design details. Do not use a colored background, fancy fonts or images on your resume. Sure, you might think that the little flowers will cheer up the document, but other people might just throw it away at the sight.

34. No pronouns. Your resume should not contain the pronouns "I" or "me." That is how we normally structure sentences, but since your resume is a document about your person, using these pronouns is actually redundant.

35. Don't forget the basics. The first thing on your resume should be your name. It should be bold and with a larger font than the rest of the text. Make sure that your contact details are clearly listed. Secondly, both the name and contact details should be included on all the pages of the resume (if you have more than one).

36. Consider getting professional help. If you are having a hard time to create your resume, or if you are receiving no response whatsoever from companies, you could consider hiring a professional resume writing service. There are both local and online options available, and usually the investment will be worth the money.

TEXT 4. THE WOMEN'S MOVEMENT

Betty Friedan Betty Friedan's best-selling book *The Feminine Mystique*, published in 1963, introduced and promoted the idea that women could find happiness in careers that had nothing to do with raising a family. Friedan became a leader in the women's movement, and in 1966 she founded the National Organization for Women (NOW), which continues to advocate equality and freedom for women.

Like the civil rights movement, the women's movement used various means to end discrimination. Activists created pressure groups, adopted confrontation tactics like sit-ins and marches, and tried to capture media attention.

In 1961, Kennedy established the first presidential Commission on the Status of Women. In 1963 the commission issued a report citing employment discrimination, unequal pay, legal inequality, and insufficient support services for working women. The same year, a new book by journalist Betty Friedan, *The Feminine Mystique*, challenged the notion that women could find fulfillment only as wives and mothers. A final catalyst of the early 1960s was the Civil Rights Act of 1964, which banned race discrimination in employment. Unexpectedly, perhaps accidentally, and after heated debate, legislators amended the bill to bar sex discrimination in employment as well. When the government ignored gender-based charges, women formed the National Organization for Women (NOW) in 1966.

Betty Friedan led the new civil right groups, which urged equal opportunity and an end to sex discrimination.

In the early 1970s, the women's movement achieved extensive results.

Editors scoured elementary and high school textbooks to remove sexist elements. In 1972 Congress passed Title IX of the Higher Education Act, which prohibits discrimination on the basis of sex in any Educational program receiving federal funds, including athletic programs. Women also entered new vocations. Some went into blue-collar fields, such as construction; others found jobs in banking, finance, business, and government. The proportions of women in the professions – as lawyers, doctors, and engineers – increases as well.

One of the most enduring movements to emerge in the 1960s, the women's movement left strong institutional legacies – pressure groups, professional organizations, and women's studies program in colleges.

TEXT 5. CAN ANYBODY BE A GENIUS?

Can anybody be a genius? After investigating the causes of exceptional abilities, I am no longer so sure that the correct answer is an unequivocal "No". What strikes us most forcibly about people of genius is how different they' are from everyone else. Their brilliance is dazzling: their exceptional powers of creativity make them seem like a race apart, not only superior but inherently superior to other people. But a preoccupation with the sheer extraordinariness of outstanding individuals can be counterproductive. It forms an obstacle to understanding excellence, and hinders our efforts to explain how a few people become capable of remarkable achievements.

Take the case of Mozart, a genius if ever there was one. Even as a young child, according to some accounts, he was not only a brilliant performer, but also an accomplished composer. The conclusion that the cause of his achievement lay in powers that were innately exceptional seems inescapable. Yet a closer examination of Mozart's life suggests otherwise. It establishes that, as Thomas Edison out it, there is no substitute for hard work, not even for as dazzling a creative genius as Mozart. For example, Mozart produced none of his lasting compositions until the twelfth year of his musical career. During those 12 long years of hard training, music was his whole life.

Responding to the text.

1. How does the writer answer the question in the title?
2. Note down the factors which play a part in outstanding achievements.
3. Does everyone have a chance to turn intelligence into genius?

TEXT 6. THE MAN WHO PAINTS LIKE MICHELANGELO

Goethe claimed that one could only have a complete understanding of what a single man could achieve by seeing the Sistine Chapel with Michelangelo's frescos. Few have a greater understanding of the achievements of this man than Professor Colalucci. He has been in charge of the painstaking task of restoring these frescos in the Vatican since the first experiments were carried out on an area the size of a postage stamp several years ago.

He chuckles quietly over the casual way he entered his chosen career. "I don't come from a family of artists." His father was a famous sports journalist. He himself was an indifferent student and entered the world of art restoration through a chance meeting with a leading restorer. When he decided to enter the Rome Restoration Institute in 1949 he was one of only five students. Now there are queues waiting to get in.

His first job was a one-month stint in Sicily which turned into an unexpected stay of seven years during which he developed an expertise restoring early paintings on wood. When the Vatican was looking for new blood in 1960, he was recruited for these skills. He eventually moved on to fresco work by virtue of the Vatican possessing 900 % of its painting in the form. "My experience on wood, a much more delicate medium, has helped enormously in my work on the Sistine Chapel. Restoring Michelangelo requires all the techniques used for wood-based painting work because his painting is so refined, so delicate, - and so well known."

What is the secret of a good restorer? "For me, the important thing is to understand how a work of art is painted, the choice of colours, the movement of mass ... it is like understanding the structure of a piece of music." It is the natural approach of a craftsman and he does not wish to be distracted by academic debate over, say, the identity of a saint.

For Colalucci, the most painful aspect of restoration has been the criticism directed against his work. Colalucci divides his critics into two categories, "There are those who know a work of art as if it belonged to them, something they have learned from childhood, seen on a special trip or have studied - and they don't want it to change." Looking with him at pictures of the "before" and "after", it is though a fine grey veil had been peeled away from the ceiling. "The main critics have in fact been painters because they have studied Michelangelo in a certain way, often from books; for them it is sacrosanct."

On technical aspects, he claims, "the challenge has come from persons who know nothing about technique. It is not as if this had been done in-house. We have had a team of 18 internationally recognised experts monitoring the project.

TASKS:

1. Study the words below. Decide which of the definitions is correct in the context:

- a) painstaking: causing pain; requiring attention to detail;
- b) chuckles: laughs; smiles;
- c) stint: period of time; period of work;

- d) indifferent: not interested; not outstanding;
- e) expertise: technical skill; experience;
- f) veil: fine cloth worn over the face;
- g) peeled away: taken away like the skin from fruit; taken away like clothes out of a cupboard;
- h) sacrosanct: with a sacred subject; too precious to be changed;
- i) in-house: by local employees; at home;
- j) monitoring: controlling; checking.

2. Now look at these words from the text. They have more than one meaning and are commonly confused. Decide which of the definitions is correct in the context:

- a) single: not married; alone without help;
- b) casual: not serious; resulting from chance;
- c) career: life's work; subject of study;
- d) chance: unplanned; lucky;
- e) distracted: driven mad; diverted from his main work;
- f) fine: very good; thin.

3. Choose the correct answer from the choices given:

- 1) The most important qualification in order to become a good restorer is to:
 - a) inherit the skills from a member of the family;
 - b) be an outstanding artist;
 - c) comprehend the technique of the original artist.

2) Professor Colalucci's early experience in Sicily was useful to him because:

- a) most of the paintings in the Vatican are painted on wood;
- b) the Vatican wanted restorers with previous experience of frescos;
- c) restoring paintings on wood is more difficult than restoring frescos.

3) Colalucci regards himself primarily as:

- a) an art historian;
- b) a technical expert;
- c) a university professor.

4) He thinks most of the criticism of the restoration is because:

- a) people want the frescos to remain as they remember them;
- b) he failed to solve some technical problems;
- c) only those working for the Vatican have been consulted.

TEXT 7. WHAT DOES THE FUTURE HOLD FOR US?

Hardly a week goes by without some advance in technology that would have seemed incredible 500 years ago. Over the past 25 years computers have completely revolutionized our lives. Yet we can expect the rate of change to accelerate rather

than slow down within our lifetimes. The next 25 years will see as many changes as have been witnessed in the past 150.

These developments in technology are bound to have a dramatic effect on the future of work. By 2010, new technology will have revolutionized communications. People will be transmitting messages down telephone lines that previously would have been sent by post. The postal system will virtually disappear overnight. Once these changes are introduced, not only postmen but also clerks and secretaries will vanish in a paper-free society. All the routine tasks they perform will be carried out on a tiny silicon chip. As soon as this technology is available, these people will be as obsolete as the horse and cart after the invention of the motor car. One change will make thousands, if not millions, redundant.

Even people in traditional professions, where expert knowledge has been the key, are unlikely to escape the effects of new technology.

Instead of going to a solicitor, you might go to a computer which is programmed with all the most up-to-date information. Indeed, you might even come up before a computer judge who would, in all probability, judge your case more fairly than a human counterpart.

Doctors, too, will find that an electronic competitor will be able to carry out a much quicker and more accurate diagnosis and recommend more efficient courses of treatment.

In education, teachers will be largely replaced by teaching machines far more knowledgeable than any human being. What's more, most learning will take place at home via video conferencing. Children will still go to school though, until another place is created where they can make friends and develop social skills through play.

What can we do to avoid the threat of the dole queue? Is there any job that will be safe? First of all, we shouldn't hide our heads in the sand. People should get computer literate as this might save them from professional extinction. After all, there will be a few jobs left for those who are capable of writing and programming the software of the future. Strangely enough, there will still be jobs like rubbish collection and cleaning as it is tough to programme tasks which are largely unpredictable.

Whether the future is one of mass unemployment or greater freedom and leisure will depend on how change is managed over this difficult period and how the relationship between work and reward is viewed.

Responding to the text.

Share your opinion on the ideas expressed in the text.

UNIT 2. MEALS

ESSENTIAL VOCABULARY 1

Ways of cooking. Kitchen utensils. Taste.

a) meal, breakfast, lunch, brunch, dinner, supper;

b) starter, entrée, appetizer, hors-d'oeuvre, main course, seconds, meat course, fish course, dessert, sweet course, afters, sweets;

c) to lay / set / the table, to clear the table, to wash up, a table-cloth, a table-mat, a napkin, a pepper-box, a salt-cellar, a mustard-pot, a bread plate, a saucer, a sugar-basin / a sugar-bowl /, cutlery;

d) to peel, to scale, to scrape, to grate, to stuff, to garnish, to mix, to stir, to bread, to knead / the dough /, to season, to sprinkle, to dress, to string, to pluck, to crack, to skin, to slice, to carve, to mince, to shell, to toss, to whip, to mash, to beat, to ice, to sauté, to stew, to chop, to strain, to simmer, to boil, to fry, to grill, to roast, to bake, to steam, to bring to the boil, to pour, to serve, to barbecue, to casserole;

e) to chew, to digest, to lick, to consume, to bolt, to polish off, to peck at, to swallow

f) sweet, bitter, sour, hot, spicy, mild, bland, salty, sugary, sickly, savoury, tasty, tasteless, greasy, over-cooked, overdone, under-cooked, underdone, done to a turn, stodgy, more-ish, delicious, stale, tough, uneatable, inedible, rare, tender, fatty, fattening;

EXERCISES

1. Define the following words:

Starter, entrée, appetizer, hors-d'oeuvre, cutlery, bland, greasy, rare, done to a turn, stodgy, more-ish, savoury.

2. Match each verb on the left below with the food item on the right it is most often associated with:

- | | | |
|----|----------|-----------------|
| a) | to pluck | cheese |
| b) | to crack | an orange |
| c) | to grate | a chicken |
| d) | to knead | a nut |
| e) | to peel | a rabbit |
| f) | to skin | a joint of meat |
| g) | to slice | dough |
| h) | to carve | a loaf |

i)	to mince	cream
j)	to shell	meat
k)	to toss	a hard-boiled egg
l)	to whip	eggs
m)	to stuff	a cake
n)	to mash	a pancake
o)	to beat	a chicken
p)	to ice	potatoes
q)	to scale	fish

3. Use the taste and flavour words to describe the following:

- a) Indian curry;
- b) pizza;
- c) sea water;
- d) an unripe apple;
- e) a cup of tea with five spoonfuls of sugar;
- f) strong black coffee with no sugar;
- g) factory-made white bread;
- h) his cooking is always heavy, hard to digest;
- i) these chips are made in too much oil.

4. Fill in the gaps with suitable words:

- a) The children have no appetite. They just _____ their food. They hardly eat anything.
- b) My mother always used to say to me, "Now make sure you _____ meat carefully before you _____ it."
- c) In Britain people _____ four million tons of potatoes every year.
- d) He has an enormous appetite. I've seen him _____ four hamburgers and a pile of chips at a sitting.
- e) It's not good for your body to _____ your food so quickly. Eat slowly so that you can _____ it properly.
- h) He was so hungry that when he'd finished his food, he began to _____ the plate.

5. Replace the underlined words and phrases with appropriate words similar in meaning:

- a) These pistachio nuts are delicious. I want to eat more.
- b) Mm, this chicken is just perfect, not overdone,
- c) These lamb chops would be nice done over hot coals.
- d) Have you added herbs and spices to the stew?
- e) Shall I boil the meat with vegetables in the same pot or would you prefer it as a casserole?
- f) Would you like your steak cooked very quickly and still red or cooked longer and not pink at all?

6. Supply the best words:

1. Tomatoes are very nice _____.	a) filed; b) stuffed
2. A _____ is a piece of furniture in a dining room.	a) sideboard; b) buffet
3. A light meal. _____.	a) a collation; b) a snack
4. We can speak of the con _____	a) summation; b) summation
5. The first course is _____.	a) an entree; b) a starter
6. A large meal for important guests. _____.	a) a banquet; b) feast
7. Boil the milk in this small _____	a) saucepan; b) casserole
8. Food becomes this in a deep freeze. _____	a) congealed; b) frozen
9. _____ a little butter in a pan.	a) dissolve; b) melt
10. The salad has been dressed _____ oil.	a) in; b) with
11. I love _____ salmon.	a) smoked; b) fumed
12. I have a very good _____ for onion soup.	a) receipt; b) recipe
13. Please _____ a couple of lemons for me.	a) squeeze; b) press
14. What shall I do with the _____?	a) remainders; b) leftovers
15. Do you want your food _____ or not?	a) with sauce; b) saucy
16. The toast has been _____.	a) scalded; b) burnt
17. _____ two egg whites until they are stiff.	a) hit; b) beat
18. _____ some butter on your toast.	a) spread; b) stretch
19. Here's a packet of _____ biscuits.	a) matching; b) assorted
20. These apples have _____.	a) gone bad; b) delicate
21. That fruit salad smells _____.	a) delicious; b) delicate
22. You should avoid all _____ foods	a) processed; b) artificial
23. These peaches need a couple of days to _____.	a) mature; b) ripen
24. Get me some _____ steak for the butcher's	a) meager; b) lean
25. I prefer _____ grilled fish without sauce.	a) plain; b) simple
26. The milk has _____.	a) gone sour; b) soured
27. You'll rot your teeth _____ sweets.	a) licking; b) sucking
28. An excellent meal! My compliments to the _____.	a) chief; b) chef

29. _____ the dish before you comment.	a) taste; b) probe
30. _____ the dish before you comment.	a) try; b) try on

7. Name three food items which can be

- | | |
|--------------|--------------|
| a) peeled; | b) scaled; |
| c) scraped; | d) grated; |
| e) stuffed; | f) seasoned; |
| g) plucked; | h) cracked; |
| i) skinned; | j) sliced; |
| k) simmered; | l) fried; |
| m) baked; | n) steamed; |
| o) stewed; | p) poured. |

8. Read the text, make up 10 questions to cover the text and give a short summary of the text.

Mealtimes

Two things never fail to confuse foreigners when they come to Britain: cricket and British meals. However, whereas the visitor can live without understanding cricket (indeed, most British people have little grasp of the rules of the game), it is almost impossible to survive without an understanding of British eating habits.

Understanding British meals is one of the great mysteries to the foreign visitor. Over the centuries, the British have shown a tendency to name and rename their meals, and to move them about the day in an apparently random fashion. Further to confuse outsiders, we give different names to each meal depending on our social class and part of the country we live in.

Breakfast, which was once taken at 5 o'clock in the morning, can now be at any time before 11.30. It has thus overtaken dinner. In Norman times – the 12th century – dinner was at 9 am; by the 15th century it had moved to time between noon and 2.30 in the afternoon and is called lunch by a large proportion of the population, especially the middle and upper classes and people from southern Britain. Many farm labourers, however, who start work at sun-rise and have their breakfast before they go to work, still stop for a lunch break at about 9 o'clock.

In the 14th century, supper was at 4 o'clock – which is now called teatime. But outside the south-east of England, working families have tea or high tea at about 6 in the evening while the rest of their fellow-countrymen have dinner, which is often also called supper, at about 7.30 pm.

ESSENTIAL VOCABULARY 2

Kinds of meat. Seafood. Fish. Vegetables. Dairy products. Cereals & pasta.

- a) pork, beef, veal, mutton, venison, ham, gammon, bacon, poultry, game, offal, a joint of beef, beefsteak, a fillet of beef, a cutlet, a chop, pheasant, partridge, grouse;
- b) seafood, shellfish, crab, lobster, shrimp, prawn, oyster, cockle, mussel, squid, crayfish;
- c) cod, hake, plaice, mackerel, herring, sardine, trout, salmon, eel, carp, perch, pike
- | | | |
|---------------------------------|--|--------------------------------|
| • white / wheat bread | • pastry, biscuits / cookies (<i>AE</i>) | • a slice of bread |
| • brown / rye bread (with bran) | • a wafer / a waffle | • to keep bread in a bread bin |
| • a roll / bun | • a sponge cake | • an apple pie |
| • a ring roll, a bagel | • a doughnut | • a pancake |
| | • a rusk | |
- d) cauliflower, broccoli, spinach, courgettes /zucchini/, aubergines /egg plants/, beans, spring onions, asparagus, turnip, beetroot, lettuce, chicory, leek, artichoke, marrow, radish, fig, date;
- e) parsley, fennel, dill, rosemary, thyme, ginger, nutmeg, cinnamon, curry;
- f) dairy products: whole / low-fat / pausterized milk, condensed milk, butter, cream, sour cream, kefir, yoghurt, cottage cheese, margarine, mayonnaise, hard / soft cheese
- g) cereals & pasta: barley, buckwheat, oats / oatmeal (*AE*), porridge / oatmeal, rice, cornflakes, semolina, muesli, macaroni, noodles, spaghetti, vermicelli, to drain pasta in a colander

- a croissant
- a muffin
- bread crumbs
- a loaf of bread
- meat, cheese, cherry dumplings

EXERCISE

1. Sort these dishes out under the headings *starters, main courses, sweets*:

- a) chicken casserole;
- b) coffee gateau;
- c) fresh fruit salad;
- d) Irish stew;
- e) mince pie;
- f) pate and toast;
- g) prawn cocktail; h) rump steak;
- i) grilled trout;
- j) shrimps in garlic.

2. Which of the vegetables mentioned in *ESSENTIAL VOCABULARY 2* are eaten

- a) raw, b) stewed, c) boiled, d) fried, e) in a salad, f) contain many vitamins?

3. Which are fish and which are usually called seafood:

prawns, sardines, squid, oysters, mussels, trout, lobster, crab, cod, plaice, salmon?

4. How do you like the following foods prepared:

- a) a leg of chicken;
- b) eggs;
- c) cheese;
- b) a fillet of cod;
- c) prawns;
- d) mushrooms;
- e) aubergines /egg plants/;
- f)h) beetroots?

5. Fill in the blanks with the word best suited to the context from those in brackets.

a) *dish – course*

1. The second ... was a roast turkey. 2. She put some tangerines and grapes on a silver 3. At a restaurant you look through the menu-card and make your choice of the 4. "He was so slow over the first ... that he caused a block in the progress of the dinner".

b) *lettuce – salad*

1. "He was eating ... , taking a whole ... leaf on his fork and absorbing it slowly, like a rabbit".

c) *veal – calf*

1. The children played with the little ... all day long. 2. I think I'll have a little of the boiled .., I'm not yet strong enough to eat more.

6. Match the list of cereals with statements a-f:

Wheat maize rye barley oats rice

- a) Most porridge is made of it. It is also used to feed horses.
- b) It is the staple diet in the East.
- c) It provides corn on the cob, a lot of cornflour, and American whisky.
- d) It is used a lot in brewing and soups and malt is made from it,
- e) It is used to make white bread and most pasta.

7. Which are fresh-water fish and which are salt-water ones:

cod, pike, mackerel, herring, sardine, hake, trout, salmon, eel, carp, perch, plaice

8. Form nouns by adding the suffix *-ful* to the following. Explain the meaning of the nouns ending in *-ful*.

1) spoon, 2) glass, 3) plate, 4) cup, 5) saucer

9. Guided by the following directions from an English cookery book, give a recipe of a cake that you can bake.

A homemade cake.

8 oz. (ounce – унция – 28.3 грамма) plain flour; 8 oz. sugar; 8 oz. seedless raisins; 2 oz. chopped almonds; 2 oz. preserved cherries; 6 oz. butter; 4 eggs; pinch of soda.

Sieve the flour, sugar and soda together into a basin, add the prepared fruit – chopped cherries, chopped almonds. Add the eggs and butter. Stir thoroughly together until all is well-mixed. Place in a baking tray and brush with some melted butter. Put the tray into the preheated oven. Bake in a slow oven for two and a half hours. Leave for five minutes in the tray, then turn out and cool.

10. Read through the following recipes. In groups, try and decide which country they might come from.

1. Saute onions, garlic, tomatoes and hot chilli peppers for five minutes, then stir in the lemon juice and add the chicken pieces. Cook until tender. Leave until cool and then chop the meat and strain the vegetables through a sieve. Combine the liquid from the vegetables with almonds, dried shrimp and coconut milk and simmer for fifteen minutes. Add rice flour, the chicken pieces and palm oil. Cook for a further ten minutes.

2. Cut the crab shell into large pieces. Then fry black beans, garlic, ginger and spring onions very quickly before adding minced pork. Fry again for one minute and

then add the crab pieces, half a pint of chicken broth or water, and a little dry sherry or rice wine. Heat for ten minutes and then add two beaten eggs. Stir slowly for one minute and then serve.

3. In a large frying pan, saute the onions and peppers until lightly browned and then add the tomatoes. After several minutes add the pieces of white fish and the squid and cook for a further five minutes. Then add the prawns and mussels and cook for another five minutes. Finally, add the mixture of garlic, parsley and saffron, plus one pint of water, and bring to the boil. Put in the rice and leave it to cook. Remove from the heat and set aside for five minutes before serving.

4. Fry the pieces of liver and kidney with the spring onions and parsley for about five minutes. Then add it to the tripe which has been simmering for twenty minutes. Cook for a further twenty minutes and then strain the liquid and boil the rice in it until cooked. Then whisk the egg yolks with lemon juice and add a few tablespoons of soup, stirring constantly. Pour the mixture back into the soup and add the offal. Heat up again and add a little milk before serving.

11. Share the recipe of your favourite dish with the group.

12. What do we call:

1. Small pieces of raw potatoes fried crisp?
2. A big metal plate used to hang refreshments around?
3. A slice of bread browned on each side by heat, especially at the fire?
4. Two slices of buttered bread with a piece of meat, cheese, etc., between?
5. The sweet nectar of flowers collected by bees?
6. A cold dish of uncooked sliced vegetables seasoned with oil, vinegar and other spices?
7. Substances we add to food to make it tastier?
8. A person who likes sweet?
9. The meat which has no fat?
10. Extra money that we give to a waiter in a restaurant?

13. Match the words and phrases in column A with those in Column B.

1. dill	a. кочан капусты
2. overdone meat	b. передавать
3. cauliflower	c. положить себе
4. help oneself to	d. общий стол
5. pass	e. судок для горчицы
6. bitter	f. горький
7. head of cabbage	g. ножи и вилки
8. table d'hote	h. пережаренное мясо
9. cutlery	i. укроп
10. mustard-pot	j. цветная капуста

14. Translate the sentences into English.

1) Постарайтеся скоротити вживання яловичини, свинини і баранини, краще їжте варену курку, курячі парові котлети, тушковану морську рибу. Також раз на тиждень ви можете їсти морепродукти, особливо корисні креветки.

2) У моїй родині всі вегетаріанці, а я не можу жити без м'яса. Я вважаю, що немає нічого кращого, ніж теляча відбивна. Я віддаю перевагу відбивним, які добре просмажені, а дехто любить біфштекс „із кров'ю”. Коли в мене немає часу готувати м'ясо, я купую сосиски, бекон чи окорок.

3) З усіх видів м'яса я більш за все люблю птицю: курку, гачку чи гусака. Я багато читав про смачні страви з дичини, але жодного разу їх не куштував. Мені страви з куріпки, фазана чи шотландської куріпки здаються екзотичними.

4) Раз на тиждень ми ходимо в рибний ресторан і їмо там страви з морепродуктів і різної риби. Мій чоловік надає перевагу річковій рибі, такий як короп, окунь або щука, а я люблю лосося та тріску. Іноді я купую рибу і готую її вдома, хоча не виношу її чистити.

5) По дорозі додому зайти, будь ласка, у магазин і купи молоді баранини, гусячої печінки і шинки на сніданок. Для бабусі купи трохи камбали, вона просила смаженої риби.

6) Вам необхідно їсти більше молочних продуктів. Щодня пийте кефір, молоко чи йогурт. Заправляйте салати сметаною замість майонезу. Дуже корисний сир.

15. Translate the sentences into English.

1. День англійця починається зі сніданку й читання ранкової газети. 2. Його найулюбленіший сніданок обов'язково включає підсмажений бекон, тості з джемом і чаєм. 3. Чай англійці п'ють із вершками й цукром. 5. Об 11 годині перерва, коли всі п'ють чай або каву. 6. Є ще одна така перерва протягом дня – о п'ятій вечора. 7. Чай п'ють з печивом або кексом. 8. Англійці не п'ють чай з лимоном. Такий чай вони називають „руський чай”. 9. Англійці надають перевагу простій їжі: смаженій рибі з картоплею, овочам і яку-небудь м'ясну страву. 10. На десерт обов'язково що-небудь солодке, часто відомій пудінг. 11. Увечері після обіду англійці посидіти в пабі й випити пива. 12. У пабі не тільки п'ють пиво, можна смачно перекусити, пограти в шахи або у більярд.

16. Translate the following sentences into English.

1. Налити вам ще стакан чаю? 2. Яка ваша найулюбленіша рибна страву, 3. Я не люблю каву з молоком. 4. Час обідати. Стіл вже накритий. 5. Я б

випив склянку міцного гарячого чаю. 6. Хто випік цей торт, він дуже смачний! 7. Намажте трохи масла на хліб і покладіть кусочок сира. 8. М'ясо слід протушкувати з луком й картоплею. 9. Що ви будете їсти на сніданок – круті яйця або яєчню? 10. Сідайте за стіл, вечеря подана. 11. На друге подали велику жирну індичку. 12. Він з'їв повну тарілку клубники з вершками. 13. Вам слід було б купити дві буханки хліба. 14. Чи є у вас рибні консерви? 15. Що у вас сьогодні на обід? 16. Я б випив трохи сухого вина. 17. Передайте мені, будь ласка, гірчицю. 18. Покласти вам на тарілку трохи картоплі? 19. Я бачив, як дівчина їла варення з банки. 20. «Ели мы ужасно много. В час завтрак: мясо, рыба, какой-нибудь омлет, сыр, фрукты и вино. В шесть часов обед из восьми блюд, с длинными антрактами, в течение которых мы пили ы вино. В девятом часу чай. Перед полуночью Ариадна объявила, что она хочет есть, и требовала ветчины и яиц в смятку». (А. Чехов)

17. Translate the following sentences into English.

1) Різдвяна вечеря в США звичайно складається з індички, шинки, яблучного пирога, горіхів та фруктів. 2) Моя подруга – вегетаріанка, і тому вона зазвичай їсть овочі, фрукти, молочні продукти і іноді рибу. 3) Я зараз на дієті і тому з'їм тільки трохи вареного м'яса і овочів. 4) Мені налили чашку міцної гарячої кави із срібного кавника й на тарілку із старовинної порцеляни поклали кусочок торта. 5) Моя бабуся готує неперевершено; найкраще вона готує качку з тушкованою капустою. 6) Мері сказала, що не буде обідати вдома в неділю, через те що її запросили на обід з друзями. 7) Я не отримав ніякого задоволення від обіду, через те що суп був прісний, заливна риба була позбавлена смаку, а м'ясо було пересмажене. 8) На жаль, в меню не було коктейля з креветок, а це ж моя улюблена страва. 9) Наша родина любить овочі, і влітку, і взимку вона часто готує нам кабачки, начинені рисом і м'ясним фаршем. 10) Офіціант порекомендував нам на першу страву грибний суп зі сметаною, на друге – копченого лосося з картоплею фрі, а на десерт – морозиво з чорносливом. 11) Їжте абрикоси. Вони дуже смачні і корисні. 12) Який суп ти хочеш, щоб я приготував? – Будь-який. Але тільки не зі свининою, тому що він дуже тяжкий для мого шлунку. 13) Дозвольте запропонувати вам ще чашку кави, - Дякую. Не кладіть, будь ласка багато цукру, двох шматочків достатньо. Я не люблю дуже-дуже солодку каву. 14) Час вечеряти. Що сьогодні на вечерю? – Телячі відбивні зі смаженою картоплею і чай з печивом. 15) Чим вас пригостити, Спробуйте салат. – Спасибі, я вже його куштував. Дуже смачно. – Дозвольте тоді мені запропонувати вам шинки або сиру. – Спасибі, із задоволенням візьму шматочок шинки з гірчицею. 16) передайте, будь ласка, сільницю. – Вибачте, але в ній дуже мало солі. Я зараз принесу ще. 17) Що ти замовив на друге? – Ще нічого, ще замовлю котлети з макаронами. – Я макаронам надаю картоплю й інші овочі, тому я візьму курячий окорок та картоплю пюре. 18) Стіл вже накритий. Тарілки, ножі й вилки розкладені, хліб нарізаний, пляшки з вином відкриті. – А де ж сіль, перець й гірчиця? Ті, як

завжди, забула про них. 19) Доктор порекомендував мені їсти більше фруктів та сухофруктів й дотримуватися дієти. 20) Я там хочу пити! Сьогодні дуже жарко! 21) Щоб приготувати мій улюблений морквяний салат, я беру три великі моркви, тру їх на терці, дрібно шинкую головку часнику й один буряк, що приготували на парі, додаю родзинки, все перемішую й заправляю салат майонезом. Якщо ви любляєте гостру їжу, то можна приправити салат ще чорним перчиком, кропом та петрушкою.

18. Read and translate the dialogues. Practice the dialogues with a partner.

Breakfast.

Mother: Why aren't you eating your porridge?

Anny: For one thing, it's stone cold.

Mother: It was hot ten minutes ago. You should have started sooner.

Anny: And anyway, I'm not very keen on porridge.

Mother: Don't be so faddy and eat it up. You don't know what is good for you.

Anny: Oh, yes, I do! Ham and eggs is good for me.

Lunch at the Hotel.

Mr. and Mrs. Smith are sitting at a small table in the hotel lounge drinking cocktails. It is 11 p.m.

Mr. Smith: Well, Mary, If you've finished your drink, we'll go into the restaurant and have lunch. I'm as hungry as a hunter.

Mrs. Smith: Good. Let's go and have lunch.

A waiter comes up to them.

Waiter: Would you like table d'hote or a la carte?

Mr. Smith: What would you like, my dear?

Mrs. Smith: I'll have a mutton chop with potatoes and cauliflower.

Mr. Smith: I'll begin with a grilled artichoke. After that a veal cutlet and green peas.

Waiter: Thank you, sir.

The lunch proceeds. Mr. Smith has some celery and his cutlet, Mrs. Smith has a vanilla ice.

Mr. Smith: Waiter, the bill, please. We'll have our coffee in the lounge.

Waiter: Certainly, sir. Your bill will be sent in with a coffee.

Tea.

Jessie: What do you say to a cup of tea?

Pat: Well, I don't mind, you know.

Jessie: Strong or weak for you?

Pat: Oh, just middling, please.

Jessie: And how much sugar?

Pat: One lump will do, thank you, Jessie.

Jessie: Do you take your tea with milk or lemon?
Pat: Lemon, please.
Jessie: Here you are, Pat. Help yourself to the sandwiches.
Pat: Thanks a lot.
Jessie: Some more tea?
Pat: Yes, just a little, please.
Jessie: You've got to try the cakes and jam.
Pat: Thank you... M-m-m... Delicious!
Jessie: Another cup, Pat?
Pat: No, thanks, Jessie. That'll do.

At Supper.

Mike: Hallo, everybody. What're we having for supper?
Mom: Fish.
Mike: And chips?
Mom: I'm afraid I haven't had any time. Just boiled potatoes and lettuce.
Mike: Oh, Mum. Let's have chips.
Ellen: I'll do the chips if you like.
Mom: Oh, all right, but get on with it. And, Mike you'd better set the table, will you?
Mike: Okay, Mum.
Dad: Pass me tomato sauce, will you Mike?
Mike: Here you are, dad.
Dad: Thanks.
Mom: Another piece of fish, Julian?
Dad: No, thank you, my dear. I've had enough.
Mom: And you, Mike?
Mike: Yes, please, a small one and another helping of chips if I may.
Mom: Yes, of course. There's plenty left. Help yourself to some lettuce, Ellen, it's good for you.
Ellen: No, thank you, Mummy, you have such a large helping.
Mom: A bit of cheese then?
Ellen: Yes, please, and I could do with a piece of that nice brown bread.
Mom: Here you are, dear, help yourself. And you Mike, pass me the butter, please.

ESSENTIAL VOCABULARY 3

Hard & soft drinks. Types of containers. Set expressions.

a) a hard drink, a soft drink, a beverage, a squash, a cocktail, a nightcap, one for the road, a shandy, punch, a short, still orange, fizzy orange, milkshake, neat whisky, whisky "on the rocks";

b) a teetotaler, a social drinker, an alcoholic, a publican, a brewer, to sip, intoxicated, to stagger, vineyard, toast, to booze, cheers, breathalyzer, corkscrew, hangover, sober, tipsy, draught beer, bottled beer, vintage wine, plonk;

c) a bottle, a box, a can, a tin, a carton, a crate, a jar, a pack, a packet, a tube, a bowl, a cell, a mug, a pan, a frying pan, a baking tray;

d) I've made an excellent meal.
I've done well.
Here's to you!
No more for me. I've had enough. I'm full.
Help yourself to...
Will you pass me...
May I have another helping?
Fried meet disagrees with me / with my stomach /.
I could eat a horse. I'm as hungry as a hunter.
What does the bill come to?
Let's go Dutch.
My mouth waters.

EXERCISE

1. Define the following words:

venison, poultry, game, offal, a cutlet, a chop, a nightcap, a shandy, a punch, a short, whisky "on the rocks", a teetotaler, vintage wine, plonk.

2. What do we call:

- a) a last (alcoholic) drink before going to bed;
- b) a non-alcoholic fruit drink;
- c) a mixture of beer and lemonade;
- d) a mixture of wine or spirits and hot water, sugar, lemon etc;
- e) a refreshing non-alcoholic drink;
- f) a single drink of spirits;
- g) a mixed alcoholic drink;
- h) a last drink before driving?

3. Fill the gaps with suitable words:

1. Let's open another bottle of wine. Where's the _____ ?
2. We went on a _____ last night. This morning I've got a terrible _____.
3. Wine is made from grapes, which are grown in a _____.
4. Here's a _____ to John.
5. Don't drink it all at once. Just _____ it.
6. When British people drink, they often say, "_____".
7. The police stopped the driver and gave him a _____ test.
8. A slang word for alcoholic drink is "_____".
9. A formal word for "drunk" is "_____".
10. He couldn't walk properly. He could only _____.

4. Match the words 1-15 on the left with the groceries a-o on the right.

- | | |
|----------------------|-------------------------------------|
| 1. a bar of | a. orange juice, yoghurt |
| 2. a bottle of | b. bread |
| 3. a box of | c. margarine |
| 4. a bunch of | d. milk |
| 5. a can of | e. chocolate, soap |
| 6. a carton of | f. jam, marmalade |
| 7. a dozen | g. apples, potatoes, oranges |
| 8. a jar/pot of | h. wine, mineral water, shampoo |
| 9. a joint of | i. eggs |
| 10. a loaf of | j. soup, sardines, cat food |
| 11. a packet of | k. matches, chocolates |
| 12. a pint /liter of | l. beer, coke |
| 13. a pound/kilo of | m. biscuits, cornflakes, cigarettes |
| 14. a tin of | n. meat |
| 15. a tub of | o. grapes, bananas, flowers |

5. What is the English for:

- 1) пережаренное мясо, 2) хлеб с мясом, 3) крутое яйцо, 4) накрыть на стол, 5) фаршированный перец, 6) заправить салат майонезом, 7) чистить картофель, 8) приправить суп специями, 9) просеивать муку, 10) копченая колбаса, 11) кочан капусты, 12) ломтик лимона, 13) кисть винограда, 14) обеденный сервиз, 15) кофе с молоком, 16) крепкий кофе, 17) банка варенья, 18) плитка шоколада, 19) крепкий чай, 20) фруктовый сок, 21) месить тесто, 22) некрепкий чай, 23) вяленая треска, 24) маринованные грибы, 25) свежий хлеб, 26) парное молоко, 27) молодой картофель, 28) компот из кураги, 29) картофель в мундирах, 30) чистить рыбу

6. Fill the gaps with suitable words or phrases - in some cases there are several possibilities.

1. They love eating at home because they are both fantastic _____.

2. Carrots can be steamed and they can also be eaten _____.
3. You can save yourself a lot of work in the kitchen if you have a(n)_____.
4. Before the onions are fried, they should be finely_____.
5. While the sauce is cooking, it should be _____ from time to time.
6. Food can be cooked in many ways: bread and cakes are _____ in an oven, vegetables can be _____ or _____ and meat can be _____ or _____.
7. My sister doesn't eat meat because she's a_____.
8. Before eating an apple some people use a knife to _____ it.
9. Mix the flour, eggs and milk together in a large _____.
10. Pour the mixture into a baking tin and put it in a preheated _____.
11. Most people can't drink pure lemon juice because it's too _____.
12. The problem with cooking for a lot of people is the _____ afterwards.
13. We can only recognise four tastes: _____, _____, _____ and _____.

7. What do you say when:

- 1) You want your guest to put some of the contents of a dish on to his (her) plate?
- 2) You want some more of something offered at table?
- 3) You do not want to have any more because you can eat no more?
- 4) You want to propose somebody's health?
- 5) You want to praise a dish?

8. Choose the best alternative to complete each sentence:

1. I don't really like eating a curry which is very_____.
Hot peppery sharp warm
2. Roast beef is one of my favourite _____.
Bowls courses dishes plates
3. That was absolutely delicious, can you give me the _____?
Formula instructions receipt recipe
4. Would you like your steak well-done, medium or _____?
Bloody blue red rare raw
5. A lot of food you buy nowadays contains all sorts of artificial _____.
Additions additives extras supplements
6. Waiter, could I see the _____ please?
Card of wines list of wines wine card wine list wine menu
7. The reason why he always eats so much is simply that he's very
Eager greedy hungry starving
8. She liked the dessert so much that she asked for a second _____.
Dish go helping plate serving
9. If you're on a diet there are some foods you have to _____.
Avoid deny escape lack stop
10. You forgot to put the milk in the fridge and it has _____.
Gone back gone down gone in gone off gone out

10. Give a detailed description of how:

- 1) to lay the table for dinner;
- 2) to make a meat soup;
- 3) to make coffee;
- 4) to make tea;
- 5) to mix and dress a salad;
- 6) to mince meat;
- 7) to make scrambled eggs;
- 8) to lay the table for the party.

11. Dialogues

- 1) Retell the dialogues in reported speech
- 2) Learn the dialogues by heart and act them out.

- Waiter! Will you show us the bill of fare?
- Here you are, sir. And this is the wine list.
 - Well, you may remove it as we are not going to take any drink. We are driving, you know. We mean to have a snack and that's all. Have you got lobsters?
 - I'm sorry, sir, but they are not on the menu.
 - What about salmon?
 - We have run out of it.
 - What a nuisance! Well, what is that famous food you treat your customers to?
 - Chicken broth is our speciality.

- b) - Is your restaurant licensed to serve hard drinks?
- Certainly, sir. And we have a wide choice of them, too.
 - Very well. I'd like to have dinner. What would you recommend for the first course?
 - I think there is nothing like onion soup which is, incidentally, our cook's favourite job.
 - Indeed? And choosing a grill, what will you suggest?
 - If you order roast saddle of mutton, you'll make a fine meal. And what about the sweet, sir?
 - I'll go without it. Just a glass of mango juice.
 - Well, you asked me about hard drinks. What will you have, sir?
 - Nothing whatever. It was a mere curiosity.

- c) - Will you please put your purse away, George?
- Why should I? It is my turn to pay.
 - It is unfair. You paid the bill last time, didn't you?
 - Yes, but the sum was so small that it isn't worth mentioning. If you object to me paying the account, let's go halves then.

12. Put the following vents into the correct order. The first one has been

done for you.

look at the menu
give the waiter a tip
have dessert
pay the bill
book a table
decide to go out for a meal 1
leave the restaurant
have the starter
go to the restaurant
have the main course
sit down
order the meal
ask for the bill

13. Put the words in the correct order to make sentences or questions. Then use them to complete the conversation between the waiter and two customers, Linda and Tom.

coffee, you, like, some, Would
order, to, wine, you, like, some, Would
water, Fizzy, still, mineral, or
table, two, a, We'd, for, like
bill, have, Can, the, we
menu, have, we, the, Could
Included, service, the, Is
First, pate, I'd, like, the
like, How, you, steak, would, the
lamb, course, the, the, I'd, chops, for, main, like
vegetables, you, What, would, like

Waiter: Good evening, sir. Good evening, madam.
Tom: Good evening. (a) _____, please.
Waiter: Certainly. Is the table all right?
Tom: That's fine. (b) _____, please?
Waiter: Certainly. The soup of the day is French onion soup.
Waiter: Are you ready to order?
Tom: Yes. (c) _____.
Linda: And for me the prawn cocktail.
Waiter: Yes, madam.
Tom: And then (d) _____.
Linda: And I'd like a steak.
Waiter: (e) _____?
Linda: Medium, please.

Waiter: That's fine. (f) _____ ?
 Linda: Potatoes and cauliflower, please.
 Waiter: (g) _____ ?
 Linda: Yes. Can I see the wine list? A bottle of French red.
 Tom: And some mineral water, please.
 Waiter: (h) _____ ?
 Tom: Still, please.

Tom: That was delicious!
 Waiter: Thank you very much. (i) _____ ?
 Linda: Yes. Black, please.
 Tom: And (j) _____ ?
 Waiter: Of course.
 Tom: (k) _____ ?
 Waiter: No, it isn't, sir.
 Tom: Can I pay by credit card?
 Waiter: Yes, that's fine.

14. Make up a twenty line dialogue called "At the Restaurant". Use the following words and expressions.

1. a menu – card;
2. wine list;
3. let me have;
4. what shall I help you to;
5. to uncork the bottle;
6. what shall we have for...;
7. what can you suggest for...;
8. here is to...;
9. would you care for...?
10. may I trouble you for...?

15. Complete the statements:

- a) The table was laid only for three, that's why...
- b) They have run out of corn-flakes, ...
- c) Milk disagrees with my stomach, ...
- d) Shepherd's pie has always been delicious with them here, ...
- e) The cutlets were highly seasoned, ...
- f) I like to have my coffee white, ...
- g) As far as I know, shashlik is garnished with onions and dressed with spicy sauce ...
- h) I'm hungry as a hunter ...
- i) You may remove the wine list as ...
- j) Lobsters are not on the menu but ...
- k) We have run out of cream, ...
- l) If you order chicken broth, you'll ...

m) I don't want you to pay the bill, let's ...

16. Fill blanks with prepositions or adverbs.

1. In the park Bob treated us ... an ice-cream each. 2. I know that your mother is suffering from liver trouble and keeps ... a strict diet. 3. There were no vegetable dishes ... the menu. 4. May I help you ... some salad? 5. My brother suggested that we should buy some smoked fish ... oil and two or three tins of stuffed pepper ... tomato sauce. 6. He came down ... breakfast though did not feel well. 7. what shall we have ... dinner tomorrow? Don't forget it is my birthday. 8. At noon all workers have a break ... lunch. 9. Mary said she would dine ... next Monday as she was invited ... dinner at her friends'. 10. ... dessert they served plum pudding. 11. Mutton usually disagrees ... me. 12. You cannot see Peter now, he has gone ... lunch. 13. the party met again ... dinner. 14. Mr. Pickwick raised his glass ... the well-being and happiness of the bride and bridegroom. 15. Will you lay the table ... dinner, Alice?

17. Put the words in the correct order to make sentences or questions. Then use them to complete the conversation between the waiter and two customers, Linda and Tom.

18. Revision translation

1) Останнім часом у нашому місті з'явилося багато нових ресторанів, які пропонують кухні різних країн. Особисто мені подобається японська кухня, в якій багато морепродуктів і овочів. Я часто запрошуюю моїх друзів до свого улюбленого кафе в центрі міста. Мі завжди замовляємо легкі овочеві закуски та суші.

2) Традиційні англійські паби пропонують гостям багато сортів пива. Там ви також можете поспілкуватися з друзями, послухати музику. Сьогодні у більшості пабів можна також поїсти: замовити салати і навіть гарячі страви. Я ніколи не п'ю більше ніж одну пінту пива.

3) Біля нашого університету є декілька ресторанів швидкого харчування, бутербродна та чайна. Але ми надаємо перевагу пі церії, до якої йти п'ятнадцять хвилин, тому що там краще обслуговування, ціни значно нижчі, а піца, яка подається, завжди смачна, ароматна та свіжа.

4) У будь-якому сучасному великому місті є ціла мережа ресторанів „фаст-фуд”. З одного боку, відвідувачі можуть швидко та недорого поїсти, але з іншого боку, всі ці ресторани продають нездорову їжу. Це ресторани самообслуговування, там немає офіціантів. Відвідувач отримує їжу на касі або вибирає сам та сплачує на касі. В таких ресторанах ви можете взяти їжу з собою.

5) - Добрий день. Ми замовляли столик на двох на сьогодні.

- Добрий день. Будь ласка, проходите. Вас влаштує оцей столик біля вікна?

- Так, дякуємо.

(Підходить офіціант)

- Будь ласка, подивіться меню. Ви готові зробити замовлення?

- Так.

- З чого ви б бажали почати?

- Я гадаю, ми почнемо з холодних закусок. Ми візьмемо салат з креветками, картопляний салат та заливний язик.

- А що ви замовите на гаряче? Наша фірмова страв на сьогодні – ростбїф з картоплею-пюре.

- Гаразд, я візьму саме це, а моя дружина надає перевагу рибним стравам. Що ви можете запропонувати?

- Рибу на грилі.

- Добре, щодо напоїв, ми візьмемо по склянці червоного та білого вина.

- Що б ви бажали на десерт?

- Нічого, лише дві кави: одну чорну й іншу з молоком, будь ласка.

б) Ласкаво просимо до нашого ресторану! Це ексклюзивний стильний ресторан з багатим, різноманітним меню. Ви можете насолодитися класичною європейською та екзотичною східною кухнями. Ми пропонуємо величезний вибір закусок, гарячих страв, вишуканий десертів. Тільки в нашій винній карті ви знайдете вина усіх європейських країн та навіть латиноамериканських. На вас очікує приємна жива музика, сучасний інтер'єр, першокласне обслуговування. Чекаємо на вас з ранку до останнього клієнта.

19. Read and translate the dialogues. Practice the dialogues with a partner.

I'd like to reserve a table for dinner.

Ron makes a phone call to the restaurant to reserve a table for him and his friends for dinner....

Hostess: Pompas. How may I help you?

Ron: Yes. I'd like to reserve a table for dinner.

Hostess: How large a group are you expecting?

Ron: Six couples.

Hostess: Would you like to reserve a private dining room?

Ron: That sounds like a good idea.

Hostess: All right. May I have your name, sir?

Ron: My name is Ron Kollitz. K-O-L-L-I-T-Z.

Hostess: What time will you be arriving?

Ron: Around 7:30 PM.

Hostess: All right, Mr. Kollitz. We have reserved a private dining room for you at 7:30 PM. Thanks for calling Pompas.

Ron: Thank you very much.

How do you want your beef?

Maria eats out together with her friend. She orders roast beef and the waitress asks her how she wants her beef done

Waitress: Are you ready to order now?

Maria: Yes. I'll have some salad, roast beef, and mashed potatoes.

Waitress: How do you want the beef? Rare, medium, or well-done?

Maria: Well-done. And easy on the salt, please.

Waitress: Sure. Anything to drink?

Maria: Do you have coffee or tea? I'd like decaf.

Waitress: Yes, we have both. Which one would you like, coffee or tea?

Maria: Iced tea, please. And easy on the ice.

It tastes stale!

The two people in the dialogue below want to fix pork chops for dinner, but they later find out that the meat has gone bad....

Wayne: What are we going to eat for dinner?

Lilia: I'm going to fix some pork chops.

Wayne: I'm afraid the meat is rotten.

Lilia: That's strange! I just bought it the day before yesterday.

Wayne: Well, I forgot to put it in the refrigerator.

Lilia: Good for you! Now what should we eat?

Wayne: Why don't we eat out?

Lilia: Again? Weren't you just complaining that it's too expensive to eat out?

Wayne: Not when you're hungry.

How often do you eat out?

Louise is curious about why her friend Shelly eats out very often....

Louise: How often do you eat out, Shelly?

Shelly: Well, very often. I eat out almost five times a week.

Louise: Wow, I really envy you.

Shelly: Don't envy me. It's for business. In fact, I'm sick and tired of restaurant food. Sometimes I just want a home-cooked meal.

It's my treat.

Donald treats Debra to a delicious meal at a restaurant....

Donald: Let's eat out, shall we?

Debra: I'm broke. I've gone through my paycheck for the week already.

Donald: Don't worry about it. It's my treat.

Debra: You're sure? You're so generous!

Donald: And nice, too.

Debra: So, where are you taking me?

Donald: Some place you've never been before. Donald's Kitchen.

Ordering a Meal

- A. Hi. How are you doing this afternoon?
 B. Fine, thank you. Can I see a menu, please?
 A. Certainly, here you are.
 B. Thank you. What's today's special?
 A. Grilled tuna and cheese on rye.
 B. That sounds good. I'll have that.
 A. Would you like something to drink?
 B. Yes, I'd like a coke.
 A. Thank you. (returning with the food) Here you are. Enjoy your meal!
 B. Thank you.
 A. Can I get you anything else?
 B. No thanks. I'd like the check (bill - UK English), please.
 A. That'll be \$6.75.
 B. Here you are. Keep the change!
 A. Thank you! Have a good day!
 B. Bye.

I want it to be very, very lean.

Michelle is preparing dinner. She asks John for help....

Michelle: John, can you do me a favor? Can you help me cut this chicken?

John: At your service. How do you want me to cut it?

Michelle: I would like half of it cut into slices, and the other half diced.

John: OK. Half sliced and the other half diced.

Michelle: Oh, by the way, I want it to be very, very lean. Not even a shred of fat.

John: Got'cha. Cut off the fat.

20. Make up dialogues based on the following situations:

- a) An irritable husband is sitting at dinner and criticizing his wife's cooking. He is trying to teach her the way this or that dish should be cooked though he knows very little about it. The wife is doing her best to defend herself.
- b) A hostess is treating a lady-visitor to a meal. The visitor keeps repeating that she is on a slimming-diet; that she never eats anything fattening and that, in general, she eats like a little bird. Yet she helps herself to this and that very heartily.
- c) A slow waitress is taking an order from a hungry and impatient client. All the client's efforts to order this or that dish are refused on all kinds of pretexts: the pork is fat; the beef is tough; they haven't got any more potatoes in the kitchen; the ice-cream has melted; the cook has a tooth-ache, etc.
- d) Two very young and extremely inexperienced housewives are advising each other as to the best way of feeding their husbands. One of them is inclined to take the line of least resistance and to serve only tinned food for all the meals. The other points out that tinned food alone will never do and suggest other ways of solving the

problem.

For advanced students.

21. Put each of the following colloquial words or phrases in its correct place in the sentences below.

the salt of the earth	full of beans
a butter-fingers	nuts
a piece of cake	peanuts
money for jam	the cream
cup of tea	in a jam
a vegetable	sour grapes

1. Throw it to me! Oh, I've dropped it! I am _____.
2. I said I'd pay him today, but my money's in the bank and it's just closed. Now I'm _____.
3. That's a high salary for an easy job. It's _____.
4. He never wants to do anything interesting. He just sits around all day. He's a bit of _____.
5. To me \$1,000 is a lot of money, but to a millionaire it's _____.
6. That firm only employs the very best graduates. They only take _____.
7. I think people who help the old, sick and homeless are _____.
8. He's a bit tired and lifeless now, but after a nap he'll be _____.
9. She now says she didn't really want the job that she failed to get, but I think it's just _____.
10. That's a crazy idea of hers. She must be _____.
11. She likes literature and classical music. Discotheques are not her _____.
12. The exam was very easy. It was _____.

22. Use the colloquial words and phrases from above in the sentences of your own.

23. Make up a story to illustrate one of the following proverbs.

1. Too many cooks spoil the broth.
2. You cannot make an omelette without breaking eggs.
3. The proof of the pudding is in the eating.
4. Better an egg today than a hen tomorrow.
5. Eat at pleasure, drink with measure.
6. Every cook praises his own broth.
7. A watched pot never boils.
8. It's no use crying over spilt milk.
9. Great boast, small roast.
10. Hope is a good breakfast, but a bad supper.

24. Memorize the following idioms and idiomatic phrases and use them in a natural context. First make sure that you know what they mean:

- 1) to eat like wolf;
- 2) to eat somebody out of the house;
- 3) to be in one's plate;
- 4) to fill up the cup;
- 5) to make two bites of a cherry;
- 6) to make an omelette without breaking eggs;
- 7) all sugar and honey;
- 8) to use a steam-hammer to crack nuts;
- 9) to be on a drink;
- 10) to bring the water to somebody's mouth;
- 11) to stew in one's own juice;
- 12) land flowing with milk and honey;
- 13) a sweet tooth;
- 14) to cut the mustard;
- 15) the hard stuff;
- 16) a stand-up meal;
- 17) to be of the same meal;
- 18) small potatoes;
- 19) what's cooking?
- 20) A slice of the pi (a share of cake).

25. Complete the following idioms by choosing an end. Then try to explain what each idiom means.

- | | |
|---------------|---|
| 1. as brown | a. as a lord (fish) |
| 2. as cool | b. as pepper |
| 3. as dry | c. as an apple |
| 4. as drunk | d. as a berry |
| 5. as fat | e. as butter (oil) |
| 6. as flat | f. as biscuit (a bone) |
| 7. as hot | g. as a fish (mice) |
| 8. as hungry | h. as brine (a herring) |
| 9. as keen | i. as chicken |
| 10. as like | j. as a pig (butter) |
| 11. as mute | k. as a cucumber |
| 12. as red | l. as two beans (two peas; to drops of water) |
| 13. as round | m. as vinegar (a crab; a wild apple) |
| 14. as salt | n. as a cherry |
| 15. as smooth | o. as mustard |
| 16. as sour | p. as a hunter (a bear; a wolf; a howl) |
| 17. as sweet | q. as honey (sugar) |

18. as tender r. as water
19. as thick s. as blackberries (i.e. as plentiful)
20. as unstable t. as a pancake (weak)

TEXTS FOR DISCUSSION 2

TEXT 1. IN SEARCH OF GOOD ENGLISH FOOD

How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High street in the land it is easier to find Indian and Chinese restaurants than English ones.

Britain-and good food are two things which are not commonly associated. Visitors to Britain have widely varying opinions about all sorts of aspects of the country, but most of them seem to agree that the food is terrible. Why? One reason could simply be that British tastes are different from everybody else's. However, the most common complaint is not so much that British food has a strange, unpleasant taste, but rather that it has very little taste at all. The vegetables, for example, are overcooked. It is all too bland.

Another explanation may be that most visitors to Britain do not get the opportunity to sample good cooking. They either eat the food cooked in an institution, such as a university canteen, or they 'eat out' a lot, usually in rather cheap restaurants and cafes. These places are definitely not where to find good British food. For one thing, food should, according to British people, be eaten hot, which is difficult to arrange when feeding large numbers of people. In addition, the British have not got into the habit of preparing sauces with grilled food in order to make it tastier."

The explanations above can only serve as a partial excuse for the unfortunate reputation of British cuisine. Even in fast food restaurants and everyday cafes, the quality seems to be lower than it is in equivalent places in other countries. It seems that British people simply don't care enough to bother.

Even at home, food and drink is given relatively little attention. The coffee is often just as 'bad' as it is in the cafes. British supermarkets sell far more instant coffee than what the few people who drink it often call 'real' coffee. Instant coffee is less trouble. Meals tend to be eaten quickly and the table cleared. Parties and celebrations are not normally centred around food.

British people have been mostly urban, having little contact with 'the land', for longer than the people of other countries. Perhaps this is why the range of plants and animals which they will eat is rather narrow.

However, the picture is not entirely negative. While the British are conservative about ingredients, they are no longer conservative about the way they are served. In the 1960s, it was reported that the first British package tourists in Spain not only insisted on eating (traditionally British) fish and chips all the time but also on having them, as was traditional, wrapped up in specially imported British newspaper!

By now, however, the British are extremely open to the cuisine of other countries. The country's supermarket shelves are full of the spices and sauces needed for cooking dishes from all over the world (the increasingly multicultural nature of

the population has helped in this respect). In addition, there is increasing interest in the pure enjoyment of eating and drinking.

TASKS ON THE TEXT:

1. Read the quotations about English food. Comment on them using information from the text above:

"If the English can survive their food, they can survive anything!" (George Bernard Shaw);

"Even today, well-brought up English girls are taught to boil all vegetables for at least a month and a half, just in case one of the dinner guests comes without his teeth!" (Calvin Trillin, American writer);

"On the Continent people have good food; in England people have good table manners." (George Mikes, writer and humorist).

2. Explain the meaning of the following phrases:

in any High Street in the land; English food is all too bland; to sample home cooking; to eat out; unfortunate reputation of British cuisine; 'real' coffee; instant coffee; package tourists; fish and chips; the increasingly multicultural nature of the population.

3. Make up 10 questions to cover the text.

4. Give a summary of text 1.

TEXT 2.

Part 1. WHEN BRITISH PEOPLE EAT WHAT: MEALS

Below is described what everybody knows about - but this is not necessarily what everybody does!

Breakfast is usually a packeted 'cereal' (e.g. cornflakes) and/or toast and marmalade.

'Elevenses' is, conventionally, a cup of tea or coffee and some biscuits at around eleven o'clock. In fact, people drink tea or coffee whenever they feel like it. This is usually quite often.

Lunch is typically at one o'clock (any shops which close for lunch close from one to two). But it is often a bit earlier for schoolchildren and those who start work at eight o'clock.

For the urban working class (and a wider section of the population in Scotland and Ireland) tea is the evening meal, eaten as soon as people get home from work (at around six o'clock). For other classes, it means a cup of tea and a snack at around four o'clock.

'Supper' is the usual word for the evening meal among most people who do not call it 'tea'.

'Dinner' is also sometimes used for the evening meal. It suggests something rather grander and eaten comparatively late (at around eight o'clock). It is also sometimes used to refer to the midday meal in schools.

Part 2. WHAT BRITISH PEOPLE EAT

A 'fry-up' is a phrase used informally for several items fried together. The most common items are eggs, bacon, sausages, tomatoes, mushrooms, and even bread. It is not always accompanied by 'chips' (the normal British word for french fried potatoes). The British eat rather a lot of fried food.

Although it is sometimes poetically referred to as 'the staff of life', bread is not an accompaniment to every meal. It is not even normally on the table at either lunch or the evening meal. It is most commonly eaten, with butter and almost anything else, for a snack, either as a sandwich or as toast. On the other hand, the British use a lot of flour for making pastry dishes, both savoury and sweet, normally called pies, and for making cakes.

Eggs are a basic part of most people's diet. They are either fried, soft-boiled and eaten out of an 'egg cup', hard-boiled (so that they can be eaten with the fingers or put into sandwiches) or poached (steamed).

The British are the world's biggest consumers of sugar - more than five kilograms per person per year. It is present in almost every tinned food item and they also love 'sweets' (which means both all kinds of chocolate and also what the Americans call 'candy').

TASKS:

1. Describe the ways of cooking eggs:

soft-boiled; hard-boiled; poached; fried; scrambled; baked eggs.

2. Make up dialogues between a Ukrainian and an English student discussing
a) English and Ukrainian meals; b) English and Ukrainian preferences in food.

TEXT 3. EATING TRADITIONS IN SCOTLAND

The traditional breakfast includes porridge (oats mixed with boiled milk or water and served with sugar or, more properly, salt). Many people now prefer other cereals to porridge and have forsaken a cooked meal in the morning. A wide variety of meat and fish is available, and the Scots eat many foods found elsewhere in Europe and other parts of the world. The Indian restaurants in Glasgow are particularly well respected. Traditionally, the Scots have favored wholesome meals such as stews, eaten with vegetables such as neeps (turnips) and tatties (potatoes). The national dish is haggis, which is made from ground sheep entrails, mixed with oats and spices, and tied in a sheep's stomach and cooked. Younger Scots typically eat less of this traditional fare. The national drink is whiskey (spelled "whisky" in Scotland), the production of which contributes significantly to the economy.

The Scots generally eat three meals a day. Most younger people eat their main meal in the evening, while older Scots may have it in the middle of the day. The evening meal, particularly if it is eaten quite early, is sometimes called tea.

TEXT 4. EATING TRADITIONS IN WALES

Welsh lamb—served with mint sauce—and salmon are famous, and there are some traditional Welsh dishes such as cawl (a soup made with vegetables, particularly leeks), bara lawr (bread made from seaweed and oatmeal), and bara brith (currant cake). However, the Welsh mainly eat a variety of foods common throughout the world. In recent years there has been an increase in health consciousness with regard to diet.

Most people eat cereal, toast and marmalade, and tea or coffee for breakfast. The midday meal is usually called dinner, sometimes lunch. The main meal, often consisting of meat or fish with vegetables, might be in the middle of the day or in the evening. On Sundays dinner is traditionally served in the middle of the day, and it often includes roasted lamb with mint sauce and vegetables. The evening meal is called supper, tea, or sometimes dinner. Tea can also refer to the traditional ritual of taking tea, cakes, and scones at around 4 pm. Table manners are similar to those in other parts of the United Kingdom.

TEXT 5. EATING OUT IN BRITAIN

Although it is far less unusual than it is used to be, going to a restaurant is still a comparatively rare event for most British people. Regular restaurant-going is confined mostly to the richest section of society. Partly for this reason, there is an element of snobbery associated with it. Merely being in an expensive restaurant sometimes seems to be more important to people than the food eaten in it. For example, in 1992 a survey by experts found that most of the caviar in top London restaurants was not what it claimed to be (the most prized beluga variety) and was often stale or going bad. The experts commented that restaurants used the mystique of caviar to hide the low quality of what they served because 'the majority of people don't really know what they're eating'.

Another expression of snobbery in the more expensive restaurants is in the menus. In a country where few public notices appear in any language other than English, these are a unique phenomenon — all the dishes have non-English names, most commonly French (reflecting the high regard for French cuisine). It also makes the food sound more exotic and therefore more exciting. Many customers of these restaurants have little idea of what actually goes, in to the dish they have chosen. But when the government suggested that menus should give details of ingredients in dishes, all the country's chefs and restaurateurs were outraged. They argued this would take the fun out of eating out.

There are few restaurants in Britain which are actually British. Because they do it so rarely, when people go out for a meal in the evening, they want to be served something they don't usually eat. Every town in the country has at least one Indian restaurant and probably a Chinese one too. Larger towns and cities have restaurants representing cuisine from all over the world.

Eating places which serve British food are used only for more everyday purposes. Apart from pubs, there are two types, both of which are comparatively cheap. One is used during the day, most typically by manual workers, and is therefore sometimes described as a 'workman's cafe' (pronounced 'caff'). But it is also used by anybody else who wants a filling meal, likes the informal atmosphere and is not over-worried about cleanliness. It offers mostly fried food and for this reason it is also sometimes jokingly called a 'greasy spoon'. Many of them are 'transport cafes' at the sides of main roads. The other type is the fish-and-chip shop, used in the evening for 'take-away' meals. Again, the fish is deep fried.

Fast food outlets are now more common in Britain than they are in most other countries. Cynics might claim this is because the British have no sense of taste. However, their popularity is probably better explained sociologically. Other types of eating place in Britain tend to have class associations. As a result, large sections of society feel unable to relax in them. But a fast food restaurant does not have such strong associations of this kind. Although there is sometimes local middle-class protest when a new one appears in their area, people from almost any class background can feel comfortable in them.

TASKS:

1. Explain the meaning of the following:

stale; to go bad (about food); a chef; a restaurateur; a 'workman's cafe'; a filling meal; a 'greasy spoon'; 'transport cafes'; a fish-and-chip shop; a take-away meal; deep fried fish; a fast food outlet; class associations.

2. Answer the following questions:

- a) What is peculiar about going to a restaurant in Great Britain?
- b) What do you think is the assumption behind the argument that giving details of ingredients in dishes will take the fun of eating out?
- c) What are the reasons for a large number of restaurants representing cuisine from all over the world?
- d) What are the two- types of eating places which serve British food? What is peculiar about them?
- e) How can the popularity of fast food outlets be explained?

3. Speak on different types of eating places in Great Britain, restaurant-going traditions of the British and compare them with those of Ukrainians.

4. Answer the questions (your own experience of eating out might help):

When you are eating out should you

- a) bother to ring up to cancel a booking?
- b) ring up if you are going to arrive late?
- c) inform the restaurant beforehand if you're bringing a child with you?
- d) read the menu outside before you go in?
- s) spend plenty of time studying the menu at your table?
- f) ask the staff questions about the dishes on the menu?
- g) worry about your fellow diners?
- h) criticise the way the meal was prepared, if it was poor?
- i) give the waiter a tip even if you had a bad meal?
- j) tell your friend about your eating experience?

TEXT 6. EATING OUT IN THE USA

American restaurants are in many ways similar to those in Britain. If you're in a hurry, you may just want to grab some "junk food" at a candy counter, or you may get a bite to eat at one of the many fast food chains, like McDonald's, Pizza Hut, Burger King, Kentucky Fried Chicken, or Taco Bell. Or you can get a sandwich "to stay" or "to go" from a sandwich shop or deli. Some of these places have tables, but many don't. People eat in their cars or take their food home, to their offices or parks.

If you prefer a relaxed sitting down but still don't want to spend much, you can try a cafeteria. Here you pay at a cash register before you sit down, and you don't have to tip anybody – but you usually have to clear the table when you finish!

Coffee shops are usually less expensive and less formal than fine restaurants. So are pizza places, pancake houses, sandwich shops and family restaurants.

Many restaurants don't serve alcoholic drinks for people to feel comfortable and bring their children. You may be asked to show some ID that proves your age before you go into a bar. In some restaurants you can bring your own wine.

In the US people would rather wait for a table than to sit with people they don't know. If you are sitting at a table with strangers, it is impolite to light up a cigarette without first asking if it will disturb them.

At American restaurants, cafes and coffee shops you are usually served tap water before you order. You may find the bread and butter is free, and if you order coffee, you may get a free refill.

Servings in restaurants are often large – too large for many people. If you can't finish your meal but would like to enjoy the food later, ask your waitress or waiter for a "doggie bag". There may be a picture of a dog on it, but everybody knows that you're taking the food for yourself.

In some restaurants, a check is brought on a plate and you put your money there. Then the waiter or waitress brings you your change. In some restaurants you can pay with a credit card, including the tip. Tips are not usually added to the check or included in the price of the meal. A tip of about 15% is expected, and you should leave it on the table when you leave. In less expensive restaurants, you pay your check at the cash register on your way out.

TEXT 7. PUBS

The British Pub is unique. This is not just because it is different in character from bars or cafes in other countries. It is also because it is different from any other public place in Britain itself. Without pubs, Britain would be a less sociable country. The pub is the only indoor place where the average person can comfortably meet others, even strangers, and get into prolonged conversation with them. In cafes and fast food restaurants, people are expected to drink their coffee and get out. The atmosphere in other eating places is often rather formal. But pubs, like fast food restaurants, are classless. A pub with forty customers in it is nearly always much noisier than a cafe or restaurant with the same number of people in it.

As with so many other aspects of British life, pubs have become a bit less distinctive in the last quarter of the twentieth century. They used to serve almost nothing but beer and spirits. These days, you can get wine, coffee and some hot food at most of them as well. This has helped to widen their appeal. At one time, it was unusual for women to go to pubs. These days, only a few pubs exist where it is surprising for a woman to walk in.

Nevertheless, pubs have retained their special character. One of their notable aspects is that there is no waiter service. If you want something, you have to go and ask for it at the bar. This may not seem very welcoming and a strange way of making people feel comfortable and relaxed. But to British people it is precisely this. To be served at a table is discomfiting for many people. It makes them feel they have to be on their best behaviour. But because in pubs you have to go and fetch your drinks yourself, it is more informal. You can get up and walk around whenever you want - it is like being in your own house. This 'home from home' atmosphere is enhanced by the relationship between customers and those who work in pubs. Unlike in any other eating or drinking place in Britain, the staff are expected to know the regular customers personally, to know what their usual drink is and to chat with them when they are not serving someone. It is also helped by the availability of pub games (most typically darts) and, frequently, a television.

Another notable aspect of pubs is the appeal to the idea of tradition. For example, each has its own name, proclaimed on the sign hanging outside always with old-fashioned associations. Many are called by the name of an aristocrat (for example, 'The Duke of Cambridge') or after a monarch; others take their names from some traditional occupation (such as 'The Bricklayer's Arms').

Nearly all pubs are owned by a brewery. The 'landlord' is simply employed by the brewery as its manager. The few pubs that really are privately owned proudly advertise themselves as 'free houses'. The practical significance of this for the customer is that a much wider variety of beers can usually be found inside.

RESPONDING TO THE TEXT.

1. Answer the following questions:

- a) What are some of the notable aspects about British pubs?
- b) What do you know about the game of darts?

2. Find some more interesting information about British pubs.

TEXT 8. SIX STEPS TO A HEALTHIER DIET

“Change is not made without inconvenience, even from worse to better”. Those words, written by the famous Dr Johnson, are applicable to all change – especially eating differently. But the inconvenience may be cut to a minimum if you take things step by step. Deciding to make changes in what you eat demands thought – in making the shopping list, in the supermarket and in the kitchen. By concentrating on one thing at a time, each change itself becomes a habit. Easy! Start at step 1 and keep working at it until it becomes a habit, then, while continuing to do this, add step 2, and so on.

Step 1. *Increase variety.* Eat at least one “proper” meal a day. Try at least three new foods a week.

Step 2. *Concentrate on fibre.* Eat at least 6 portions of fruit or vegetables, nuts and cereals. Make one of them a pulse (e.g. peas, beans), eat a lot of spinach.

Step 3. *Change from white to rye brown bread.* Have at least three portions of bran or whole grain breakfast cereal a week.

Step 4. *Look out for visible fat.* Remove all meat fat and chicken skin. Spread butter or margarine very thinly. Grill, poach or bake instead of frying.

Step 5. *Get to grips with visible fat.* Change from whole milk to skimmed or semi-skimmed. Eat no more than 50 g of hard cheese a week. Chips or crisps only once a week. Eat at least two fish meals (white or oily) a week.

Step 6. Look back at steps 1-5 and make sure you are keeping to most of the plan. Don't overdo fibre and don't try to cut out all fat. Remember that there should be measure in everything!

The diet most likely to be healthy is one that is based on as many different foods as possible:

- bread – at least half as wholemeal;
- pulses such as peas and kidney beans;
- rice and pasta. Especially brown or wholemeal;
- very lean meat;
- oatmeal or high-fibre breakfast cereal;
- skimmed or semi-skimmed milk;
- fish – both white and oily;
- poultry, but without the skin;
- eggs;
- lots of different vegetables, including potatoes; and fruit.

Методичне видання

Шестакова Олена Миколаївна

**PROFESSIONS
MEALS**

Методичний посібник
з усної практики англійської мови
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