

**Міністерство освіти і науки України
Донецький національний університет імені Василя Стуса
Факультет іноземних мов**

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**Методичний посібник
для самостійної роботи**

**(навчальні завдання (комунікативні ігри)
з практики англійської мови для студентів 1-2 курсів гуманітарних
спеціальностей)**

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Вступ

Навчальні завдання (комунікативні ігри) з практики англійської мови розраховані для студентів першого та другого курсів галузі знань “03 Гуманітарні науки”. Завдання розроблені на матеріалі посібника Пітера Вотсін-Джоунза “Act English” (Peter Watcyn-Jones. Act English. - Harmondsworth: Penguin Books, 1985.-116 p.).

Завдання можуть бути використані під час проведення практичних та лабораторних занять з англійської мови (рівні А2- В1), а також під час організації самостійної роботи студентів спеціальностей гуманітарного напрямку.

Навчальні завдання складені з урахуванням потреб вивчення англійської мови у вищій школі на сучасному етапі на допомогу студентам денної та заочної форм навчання.

Зміст методичного посібника охоплює теми, які відповідають програмі з дисципліни “Іноземна мова” для спеціальностей 1 та 2 курсів Донецького національного університету імені Василя Стуса, а також систему вправ, пов’язаних з лексичним та граматичним матеріалом до зазначених тем. Вправи є добіркою додаткових завдань до кожної теми, направлених на закріплення основних комунікативних стратегій. Мета навчальних завдань:

- Формування та розвиток основних навичок ведення дискурсу, а також вміння виділити основну думку мовлення, ключові слова та вміння будувати монологічне та діалогічне мовлення.
- Ознайомлення з новими лексичними одиницями та закріплення їх вживання в надфразових єдностях за допомогою лексичних вправ.
- Введення в процес мовлення різних граматичних одиниць та закріплення навичок їх використання за допомогою граматичних вправ.

Методичний посібник складається з восьми розділів, які містять рольові ігри, лексико-граматичні одиниці та ключові слова, додатковий коментар.

Структура навчального завдання:

1. Визначення теми комунікативної рольової гри.
2. Повторення студентами відповідного лексичного матеріалу.
3. Розподіл ролей та опрацювання студентами “ образу” персонажу.
4. Презентація рольової гри за темою.

Матеріал, викладений у посібнику, був апробований на практичних заняттях з англійської мови зі студентами спеціальностей гуманітарного напрямку.

UNIT I. CHOOSING A CAREER

ROLE-PLAY 1

Act out a family council dedicated to the problem of deciding on a career.

Roles: Mr. and Mrs. Morley, their daughter and two sons. The parents' idea of good life is to see their children in respectable professions. Their daughter Ann graduated from the university. She works at the Linguistic Problems Centre. Bob and Jack are twins - but how different: you would hardly think they came from the same parents. The brothers are leaving school this year.

Bob: You don't do well at school. You have a thorough distaste for school routine. You want to earn money as soon as possible, so you decided to get a job immediately after leaving secondary school.

Jack: You are obviously the academic type. You are quite good at Chemistry and Biology. You are eager to study at university and now you are sitting for the advanced level of the General Certificate of Education which is necessary for entrance to university.

Bob and **Jack** may want to ask Ann and their parents for advice. Here are some phrases they can use:

What had I better do then ?

Should I... ?

Do you think I ought to ... ?

What do you suggest I do about... ?

Ann: You are a full-time research worker at the Language laboratory. There's a shortage of the technical staff. You suggest that Bob should take a job as an apprentice electrician and attend in - service courses on laboratory techniques.

Mrs. Morley: You understand perfectly well that Bob definitely decided against any kind of set routine and spending eight hours sitting at a desk. But you are sure that Bob is not altogether lacking in ambition. You have noticed that Bob has a definite liking for practical jobs requiring skill. You encourage him to take up a correspondence course at a polytechnic in order to become an electric engineer.

Mr. Morley: You fully agree with your wife. You drop some more words about Jack's future. You consider that his career is more clear-cut. He will study Biochemistry at university. When he gets his BS degree he will devote himself either to teaching or to research.

Ann, Mr. and Mrs. Morley can also give Bob and Jack some advice. Here are some phrases you can use:

I think you'd better ...

Why not... ?

My advice is...

Well, if I were you I'd ...

Have you ever thought of...

... you could always

ROLE-PLAY 2

Act out a family council dedicated to the problem of deciding on a career.

Roles: Parents, grandparents and a boy.

Boy: As a little boy you wished to be a soldier, a pilot and then a shipbuilding engineer. When you grew up you became above all interested in public education. You admire your grandmother and want to follow her footsteps. You made up your mind to be a teacher of English. You may be asked in detail about the reasons that have determined your choice. Here are some phrases you can use:

Well, I'd like to say that...

First of all I want to say that...

My feelings about...

What I think is ...

I can't deny that...

I'm absolutely certain that...

Without any doubt...

Mother: You are rather sceptical about your son's choice. You consider that a teaching career isn't suitable for men. Moreover, you think that teaching a foreign language in school is simply pointless.

Father: You are rather reserved about your son's choice. You think that teaching isn't easy and a real challenge to his character, abilities and talent.

Father and **mother** may give their son a piece of advice. Here are phrases they can use:

Might it be an idea to ...

Have you ever thought of...

You could always ...

If I were you, I'd ...

Why don't you ...

You'd better...

Grandmother: You congratulate your grandson on his choice. You think that teaching is a very noble and rewarding job. Your opinion is that the boy is prepared to accept the responsibility for children and then parents.

Grandfather: You consider teaching very stimulating. Your viewpoint is that a professional teacher integrates theory and practice. You are satisfied with your grandson's decision.

The grandparents may speak in support of the boy's decision. Here are some prompts:

I agree whole-heartedly with ...

That's just what I think.

I'll go along with that point of view.

I believe there's a lot of truth in his arguments ...

UNIT II. MEDICINE

ROLE-PLAY 3

On the right there's a list of common complaints which can be treated with alternative medicine. With your partner look up any words you do not know. Then in groups of 2 or 3 ask and answer like this:

Column A	Column B
-Do you smoke \have any complaints\ ... ?	smoking
- No, I don't. But I do suffer from depression.	anxiety
-Yes, I do. I smoke twenty cigars a day.	
-Why don't you ...	phobia
-You'd better ...	asthma
- You should ...	cough
- I think ... is good/used for	nausea
	stress
	depression
	insomnia
	headache

Column A lists things which have (have not) happened. Column B lists possible reasons.

Match the two columns and check with your partner, like this:

The healer says he wouldn't have known he could heal unless he'd done it in the war.

I think	she'd have taken the aspirins	because	they hadn't gone so far into the wood
	he felt ill last night		he had been working very hard
	they wouldn't have got lost		she'd like it
	she wouldn't have stayed	unless	the doctor hadn't insisted on it
I don't think	she'd had a headache		
	Pierre would have died from heart disease	if	he hadn't been rushed to hospital yesterday
	he wouldn't have gone on a diet		

ROLE-PLAY 4

This role-play is aimed at giving expert advice to a person who feels bad (for a group of 5 students).

Roles: Jim Fraser; Mrs. Fraser, wife; Pamela Higgins, secretary; Mr. Aldred, fellow-worker; Mr. Carter, doctor.

Some useful phrases (Make sure you use at least 4 of them).

You'd better...

If I were you ...

I'd rather you ...

You should (shouldn't)...

I wish you would ...

Why don't you ...

Have you thought about the ...

I suggest that you think of going ...

Would you like ...

May I suggest you try ...

It seems unlikely that...

Note: "Strepsils" and "Vaporrub" are popular medicines for colds and sore throats. They can be bought without a prescription from a doctor at a chemist's.

Jim Fraser: In the morning you have a splitting headache. You look poorly. You hardly slept a wink last night. You are not feeling up too much. Nevertheless you are determined to go to the office. By lunchtime you have to admit you are running a temperature. You feel hot and shivery. The aspirins don't seem to do any good. You feel terribly weak. Your head is throbbing violently. There are moments when it feels as if the whole office is going round.

Mrs. Fraser: You seem to know everything about all the illnesses. You are worried because your husband doesn't look his usual self this morning. Besides it seems as if he'd got a bit of temperature. You think he shouldn't go to work. He'd better stay at home otherwise his illness might drag on. Besides he should keep taking plenty of hot tea and some pills to get rid of the headache.

Pamela Higgins: You hope Mr. Fraser hasn't caught the nasty flu that is around. You advise him to take the day off. He might as well take a couple of aspirins with his coffee. If that doesn't work he'd better take some Strepsils. You are ready to make a rush for the nearby chemist's for VapoRub. When you use it at first signs of a cold, you are sure to get maximum benefit.

Mr. Aldred: You suggest Jim should go straight to bed and lie down with a hot-water bottle. A good thing to do is to doze off so that to sweat all over. You are rather sceptical about the stuff Pamela has offered. You shouldn't be surprised if Jim has got the flu. He looks really ghastly. But all the same he shouldn't get panicky. He'd better take it easy.

Mr. Carter: You diagnose the illness as the flu after you have examined the patient. You stick a thermometer in his mouth, take his pulse, listen to his chest. You find Mr. Fraser's throat a bit sore. You believe he should stay away from work for a few days. One can't shake the flu off in one go. You promise to drop in again. You ask Mrs. Fraser to keep her husband well-covered up, you make a prescription.

ROLE-PLAY 5

A group of healers is being interviewed about their healing experience (take turns when asking questions).

Roles: Mr. Clayton, reporter; Mr. Chan, expert from the Natural Way Clinic; Mr. Matshu practises healing; Mr. Angle is all for Shiatsu; Mr. Guillaum practises hypnotherapy; Dr. Sinclair, expert in alternative medicine.

Mr. Clayton: When you feel very ill you may go to the doctor. The doctor is highly trained in medicine, which is a good thing, and he will probably treat you with conventional medicine of some sort. This is orthodox medicine but there are other sorts of medicine and many of these have been around for hundreds of years. These are known as alternative medicine, such as nutritional medicine (eating the right food) and medical herbalism (using herbs as medicine). Here are some more examples of alternative medicine : acupuncture, meditation, healing, hypnotherapy.

Mr. Chan: At the Natural Way Clinic they believe that the body heals itself naturally, unless the healing process is blocked. They offer the services of professional practitioners of natural medicine who can help to unblock the body's own healing power. Although natural medicine can be used to treat specific symptoms, such as chronic headaches, it concentrates on the individual as a whole, to make him feel better and healthier all over.

Mr. Matshu: Healing by touch or thought without any medical help is still not generally accepted but there's little doubt that it can work. Healing works regardless of beliefs, personal experience is more valuable than theory. If you don't believe in healing, it doesn't mean that it won't work. Nearly everyone who comes to us does so as a last resort - because they are ill and are not responding to orthodox treatment.

Mr. Angle: Shiatsu has been used as a simple remedy in the Orient for centuries. In Japanese, shiatsu means "finger pressure". In Oriental medicine it is said that any illness or symptom is caused by the imbalance of a person's vital energy and this must be rebalanced to restore health. This energy travels through the body in twelve ways. Shiatsu therapy can help the body to heal itself.

Mr. Guillaum: Hypnotherapy helps people to overcome a variety of problems such as smoking, insomnia, lack of confidence, etc. It is absolutely safe and natural and many doctors and dentists now use it. When you are physically and mentally relaxed your subconscious mind is free to accept suggestions for replacing an old or bad habit with a new and better one. For example, the smoker sees himself refusing a cigarette and saying, "No thanks, I don't smoke".

Mr. Sinclair: Alternative medicine is a confusing term. In both orthodox and alternative medicine there are treatments which work and treatments which may not always work. Sometimes a patient may not find the orthodox treatment satisfactory. Then doctors can recommend an alternative treatment. One of the greatest advantages of doctors who practise alternative medicine is that they spend a great deal of time listening to their patients. This is a good thing. On the other hand we can't always be certain that an alternative medicine doctor has received proper training in medicine under right supervision. That's a bad thing. But there's nothing to stop the doctors who practise alternative medicine.

Extension

1. Make the menu of the Healthy Body Restaurant (Starters, Main Courses, Desserts, Drinks).

2. What do you think of alternative medicine ? In groups of 2 or 3 look at the list of treatments below and discuss which should be supported and which should be banned:

- psychiatric treatment
- hypnotherapy
- transplants
- open heart surgery
- healing
- shiatsu

3. Write a letter to your Member of Parliament (or other Government Representative) and explain why you feel that certain treatments should / shouldn't be supported. Use the given sentence:

I feel very strongly that the National Health Service should / shouldn't... because...

UNIT III. SIGHTSEEING

ROLE-PLAY 6

Roles: **Mr. Wakefield** is a good teacher who gives English lessons to foreign students to teach them to speak English as it ought to be spoken. All his pupils are students who came to England from different countries. This morning Mr. Wakefield wants to have a general talk about London with all his pupils taking part. They have already been in London for some time and he is sure they have seen a lot of the city.

Students work in pairs. They sit facing each other and conduct the roleplay according to the given plan. They can, of course, talk about other things.

Task 1. Student A is an interviewer asking student B what places of interest he (she) has already seen.

Here are the names of a few well-known places of interest in London:

1. *The Tower of London*
2. *The Houses of Parliament*
3. *Westminster Abbey*
4. *St. Paul's Cathedral*
5. *Nelson's Column in Trafalgar Square*
6. *The British Museum*
7. *The National Gallery*
8. *The Tate Gallery (the Tate)*
9. *Hyde Park*

10. Kew Gardens

Possible questions for **student A** :

1. *Have you been to ... ?*
2. *Have you visited ... ?*
3. *Have you been on a sightseeing tour of the city yet ?*
4. *Did you manage to see ... ?*
5. *Why not visit... ?*
6. *Would you like to go and see ... ?*
7. *Would you like me to take you to ... ?*
8. *Where else have you been ?*
9. *Has anybody been showing you round ?*
10. *Do they arrange out-of-town excursions ?*

Some useful phrases for **student B** :

1. *I've been to ...*
2. *I've paid a visit to ...*
3. *I've visited ...*
4. *I'm thinking of going to ...*
5. *I've been on a sightseeing tour of...*
6. *I've done a lot of sightseeing since I came here.*
7. *I think I've seen all the sights.*
8. *I've found a lot of sights to visit.*
9. *I've already done ...*

Task 2. **Student A** gives **student B** a piece of good advice as to the best way of doing sights. He also tells him how to get to this or that place. **Student B** agrees or disagrees.

1. *In my opinion the best way to see the city quickly is from the bus.*
2. *If I were you, I'd drive round in a taxi.*
3. *You might walk around.*
4. *If you want to see more, you'd better go on a circular tour in a special tourist bus.*

5. *After all you can fly low over the city in a helicopter (to observe the city from the bird's-eye-view).*
6. *Make a good use of the guide book with a map of the city.*
7. *You're sure to take pictures of the places.*
8. *You can get from ... to ... by public transport.*
9. *It's about twenty minutes' walk from here.*
10. *You can take either the 4 or the 10 bus.*

Student A tries to get **student B** to tell him how he feels about his visit to... He asks him a lot of questions.

Student A	Student B
You've enjoyed your visit, haven't you ?	It has been an unusual experience, really and trully.
So it was worth while seeing, wasn't it ?	Nothing would give me more pleasure.
It sounds rather interesting, doesn't it ?	It really does.
You've enjoyed the sights, haven't you ?	I still can't get over my surprise.
It has been an enjoyable tour, hasn't it ?	I'm still pretty breathless.
What do you think of.....?	I am greatly impressed by.....
You couldn't help going there, could you ?	I'd have missed much.
I think there's nothing more exciting than ...	I wish I could go there again. And the sooner the better.
How do you like ...	It's dazzling, marvelous, unbelievable!

Notes:

When you have finished the interview change the partner and do it again. Then change the role so that student A should be student B.

When all the pairs have already exchanged their information and impressions they work in group of 6 (or 10). They talk about everything they have seen and give their opinions about this and that.

ROLE-PLAY 7

Round table conference on the topic "What do we like in London best"? (for a group of 6 or 10).

Roles: Mr. Wakefield and his students : Helen Pricehouse / Dorothy Hopson, Charlie Goodhill / Carol Stillstone, Christee Greenfield / Lilian Rainbow, Arnold Greenbrook / Gabriel Skylack, Rosanna Ridgeway / Henrietta Birdsong.

Mr. Wakefield will have to open the conference. He is all waiting to hear what his students have to say about London. He says one or two things about the aims of the conference. Then Mr. Wakefield gives the floor to the first speaker. When he has finished, the teacher invites questions and comments from the others. When the last person has finished Mr. Wakefield summarises and thanks everyone for the pleasure of cooperation.

Each student is given a role card to study.

For the speakers:

- Read carefully through your role card so that you know your ideas.
- Do not simply read what is written on your role card. Use your imagination.
- Remember that you may be asked questions. So be prepared to answer them.

Some useful phrases for those who will ask questions:

1. *Could you tell us a bit more about...*
2. *Sorry, but I'd like to know some more about....*
3. *Sorry, I didn't quite follow what you said about...*
4. *Do you think it's all right to say that?*
5. *I sometimes think that...*
6. *Would you agree that...?*
7. *I'm sorry, I don't quite understand when saying...*
8. *I don't quite see what you mean when saying...*
9. *Well, I have heard that...*

Note: Those who are not speakers take an active part in asking questions and making observations.

ROLE CARD 1

Helen / Mike Pricehouse

You like Londoners. The most you see of Londoners the more you like them. The Londoner impresses you as being civil and orderly and well-mannered. He keeps left, he crosses the street at the black-and-white "zebra" crossing. You didn't expect him to be very cheerful. You think him calm (but not phlegmatic), full of humour, always ready for a joke. You're surprised to see that Londoners do a lot of queueing and the rule is strictly observed : the first should be first, the last - last. You have noticed that there is no "Shake-hands". People just smile when meeting one another and say "Hullo".

You are almost shocked to see when women go to the pubs they leave the children outside. Children are not allowed in. You feel sorry for them, but they seem to be quite used to it. There's another thing you'd like to mention - the Londoners' love of animals. They are well-looked after. That reminds you of the English saying : "Love me - love my dog." You like the way, too, dogs are given human names, Bob and Sally.

While walking along the streets you feel a sneaking admiration for street musicians and pavements-artist and one-man-bands.

Londoners are fond of them. You can see it.

ROLE CARD 2

Charlie/ Ann Goodhill

You like the city. You're interested in history. You know you can hardly find a place richer in ancient monuments than in the City. You admire every block in the City remarkable for its historical associations. It seems to you that you're beginning to understand the life of the City. There's something special, in your opinion, about the three buildings: the Mansion House, the Royal Exchange, the Bank of England which represent the heart of the City.

You know now that the Mansion House is the place where the Lord Mayor lives. He is the first citizen of the City. You try to picture as many sights of the City as you can. You wandered through many streets in the City. You find many of them narrow with very slow traffic. Some side streets have very interesting names : Silver Street, Milk Street. You're planning to go to the library and find out how they got their funny names.

You feel very proud that you can speak about the City from your own experience.

ROLE CARD 3

Christie Greenfield

You're mad about the London Parks. You've already visited Hyde Park, Green Park, Saint Jame's Park, Victoria Park, and Battersea Park, which is one of the largest. You are still under the great impression of your visit to Kensington Gardens and Regent's Park with the Zoo.

The little park in your native town is nothing to it. You're thinking of visiting the wonderful Kew Gardens which is outside London. You've bought a picture-book of it and now you know that it is a botanical garden, probably the largest in the world. Almost all the exotic plants and flowers can be found there. You like the way the London parks are planned, they look as natural as nature itself. The atmosphere of the parks calms you, you find it very bracing. It gives you the feeling that you're strong and happy.

You're ready to tell your friends a lot about the London parks, but not in such a short time.

You're very pleased with yourself, you go for an "early morning walk in the country" as many Londoners do. And you're almost sure you'll make it a habit of yours when you come back home.

ROLE CARD 4

Rosanna / Henry Ridgeway

You find the London streets and houses entertaining. You're surprised to notice that the streets are of different colour ; a street of red houses, a street of brown houses, a street of green houses - all houses alike. You're struck by the fact that Londoners are distributed according to their class, income, education. That's why the houses are different from one street to another: you can't help finding it strange.

In London the windows are larger than the doors. You still remember a small house with all the windows different, and all so very charming with green enamel boxes full of flowers. You could smell them from the street. The sight of English houses with green enamel pots hanging on both sides of the entrance door, full of flowers, arouses your enthusiasm.

You wish everyone could see them. Begging is forbidden in London, you know, but one can sell any small thing in the street or draw pictures on the pavements. There's another thing that you do not often meet with on the continent - the English do not like to have dwellings and shops in the same buildings.

ROLE CARD 5

Arnold Greenbrook

You don't quite know what to say. London is all right. But you don't like all the things in an equal degree. The pictures bored you and your visit to the Tower was not a success. The more you see in the museums the more you think about the cruel bloody past, the fighting for power.

You like London for some things. You admire the libraries and the theatres. You're fond of Shakespeare and in one or other of the theatres there's always a Shakespeare play.

The National Gallery stirred you to the depths of your soul. You dream about it every night. But after a time you get tired of London. There are too many people, too many cars and taxis, and too much noise. The trip on the top deck shows you that London is dirty and ugly as well as beautiful, dull and monotonous as well as wonderful, quite ordinary and uninteresting as well as most interesting.

And you keep saying that nothing will ever make you go and live in such an enormous city. The only life for you is a life in a small, calm and peaceful country.

ROLE-PLAY 8

A group of second-year students (8-10) are getting ready to participate in the Faculty contest (brain-ring) on “The History of London”. Not to miss the subject items they try to work out suggestive topics and questions at their English Speaking Club, held each Friday. They have already discussed “London Sights”, “Architecture”, “London Theatres”, “Picture Galleries”.

Tonight they plan to speak on “Famous People in London”. Each of them is eager to introduce information which he considers important.

Roles : Mike, Jane, Lucy, David, Helen, Nina, Alexander (the Captain of the team). Each student is given a role card to study.

ROLE CARD 1

Mike

While reading for the contest, you found out that the archives of the Greater London Council can supply the true evidence about the houses where the famous people lived.

The contestants are supposed to know about the Greater London Council commemorative plaques scheme. Today some 350 round blue plaques and others of an earlier period, mark the London homes of those regarded as meriting the honour of remembrance, or mark the places where their homes once stood. Many of the houses are relatively modest establishments, certainly not included in “architectural landmarks” of London, but still they give us a better appreciation of just what part these houses played in the lives of their famous occupants. A complete list of the houses is available in the booklet “Blue Plaques”.

Questions to be Discussed:

1. *What is the usual way the houses of famous people are marked in London (in England) ?*
2. *What sort of people are commonly regarded as meriting the honour of remembrance?*
3. *What does a commemorative plaque look like ?*
4. *What official body is responsible for the plaques being set in London ?*

ROLE CARD 2

Jane

To your mind commemoration of famous people is no doubt connected with Poets’ Comer (the South Transept, Westminster Abbey). You have sorted out the material which might be useful in the coming contest.

Poets' Corner was not originally designated as the burial place for writers, playwrights and poets. The first poet to be buried here, Geoffrey Chaucer, was laid to rest here because he had been Clerk of Works to the Palace of Westminster, not because he had written "The Canterbury Tales". Later, in 1599, Edmund Spenser was laid to rest nearby. These two tombs began a tradition developed over succeeding centuries.

Burial or commemoration in the Abbey did not always occur at or soon after the time of death - many of those whose monuments now stand here had to wait a number of years for recognition, Byron, for example. Even Shakespeare had to wait till 1740, before his monument appeared in Poets' Corner. Therefore a resting place or memorial in Poets' Corner should perhaps not be seen as a final statement of a writer or poet's literary worth.

Some of the most famous to lie here include : Ben Jonson, John Dryden. Lord Tennyson, Robert Browning among the poets, and Charles Dickens, William Makepeace Thackeray, Richard Brinsley Sheridan, Rudyard Kipling and Thomas Hardy among writers.

Those who have memorials here although they are buried elsewhere, include among the poets John Milton, William Wordsworth, Thomas Gray, John Keats, Percy Bysshe Shelley, Robert Burns, William Blake, T.S. Eliot, and among the writers Samuel Butler, Jane Austen, Oliver Goldsmith, Sir Walter Scott, John Ruskin, Charlotte, Emily and Ann Bronte.

By no means all those buried in the South Transept are poets or writers, however, several of Westminster's former Deans, Archdeacons and Canons lie here.

Questions to be discussed:

1. *When was the tradition to bury and to commemorate famous poets, writers and playwrights in Westminster Abbey set up ?*
2. *Whose first tombs are considered to begin the tradition ?*
3. *What are the usual reasons for a burial or memorial to be given in Westminster Abbey?*
4. *Give as many famous names as you know of those who were laid to rest in Westminster Abbey.*
5. *Give as many famous names as you know of those who have memorials in Westminster Abbey.*

ROLE CARD 3

Lucy

You are sure that questions about famous writers and poets are to be expected. Because for centuries London has been a seat of learning and a patron of the arts. Many great figures were born here, others were attracted to the prime city from the

province, some came from abroad to visit this cultural centre. So you suggest a list of writers who are recorded to live in London and ask your club-mates to introduce briefly the most available information about them :

Geoffrey Chaucer, Sir Thomas More, Christopher Marlowe, Daniel Defoe, Oliver Goldsmith, Samuel Johnson, John Keats, George Eliot (Mary Ann Evans), Rudyard Kipling, Herbert G. Wells.

Your club-mates are supposed to mention the dates or at least the historic period when the great figures lived, the works and the ideals of the time.

ROLE CARD 4

David

You suggest that London of Shakespeare's age deserves special attention of the contestants. The greatness of the drama of the period is closely connected with the names of:

Edward Alleyn (1566),

a principal actor in the Earl of Nottingham's theatrical company who built the handsome Fortune Theatre (1599-1600) in London.

Christopher Marlowe (1564-1593),

a son of a Canterbury shoemaker, who came to London and later began to write for the Earl of Nottingham players with Alleyn often taking the leading roles. The London stage brought him together with W. Shakespeare.

W. Shakespeare (1564-1616),

a son of a glover and agricultural trader from Stratford-upon-Avon, whose first London appearance as actor and writer was probably at the Blackfriars Theatre, founded by James Burbage. Soon W. Shakespeare became a shareholder in the group of actors, who ran the theatre together. And in Holywell Lane, Shoreditch, J. Burbage had the Theatre, London's first purpose - built public playhouse. Here it was, James's son Richard Burbage as principal actor (the first Hamlet), that the company began to make its name.

Later they built the Globe Theatre on Bankside, Southwark. W. Shakespeare lived in Bishopsgate (Clink street), but he moved to Bankside when the Globe opened. He and his actor friends were the Lord Chamberlain's Company, till under James I patronage they became the King's Men.

Questions to be discussed :

1. *What theatrical company did Christopher Marlowe write his tragedies for ? Give the names of the tragedies.*
2. *What theatre did William Shakespeare join when he came to London? Who ran the theatre ? Who was the theatrical company patron ?*

3. *Who were principal actors of London theatres of that time ?*
4. *Who was the first to play Hamlet ?*

ROLE CARD 5

Helen

You really believe that literary history of London won't be complete without most famous facts about Charles Dickens.

Dickens learnt of hard times in London, and many of his own experience and keen observations are presented in his novels. The Marshalsea prison in Southwark to which his father was taken because of bad debts is portrayed in "Little Dorrit" and "The Pickwick Papers". On South Bank, below Tower Bridge was St. Saviour Dock, the setting for Oliver Twist. The book "Our Mutual Friends" was written in the 1860s when Dickens was often in Limehouse area. Throughout his life he was fascinated by the London life. "The Pickwick Papers" reflected that fascination. Here one could read a simple, warmhearted social statement on the times.

Dickens walked London's streets by day and night and he set up home in one place after another (about 8 places) as his eventual life progressed. The Dickens House (now a public museum) at 48 Doughty Street was his home in the 1830s, and his fame was established while he was there.

Questions to be discussed:

1. *What Dickens's novel gives us glimpses of the author's own boyhood and family ?*
2. *Why is "The Pickwick Papers" considered to be Dickens's social statement on the time ?*
3. *In what novels did Dickens introduce the evils of private schools in England? Give brief characteristics of his "Famous" teachers portrayed in his novels.*

ROLE CARD 6

Nina

You suppose the discussion wouldn't be complete if the names of great scientists are not mentioned. You are likely to expect questions about Sir Isaac Newton (1642-1727), the greatest of English scientists and philosophers, who was born at Woolsthorpe, Lincolnshire. Still at school he showed an early aptitude for things mechanical, producing water-clocks, miniature windmills, and even a four-wheeled passenger-propelled carriage. After school he planned to take up his father's profession of farming. It soon was obvious that the land was not his aim.

After school at Grantham Newton went up to Trinity College, Cambridge, where he was admitted as a subsizar. At Cambridge his interest in geometry, trigonometry and

astronomy flourished. In 1665 he took his BA, in 1667 he was elected a Fellow of his college, in 1669 he was elected Professor.

Having already discovered the law of universal gravitation (the “apple” story was subsequently put abroad by Voltaire).

Sir Isaac Newton came in 1710 to spend the last sixteen years of his life in London in St. Martin’s Street.

Questions to be discussed :

1. *What showed Isaac Newton’s early aptitude for things mechanical ?*
2. *On what terms was he admitted to Trinity College ?*
3. *In what subjects was he a flourishing success ?*
4. *Who is the author of the “apple” story ?*
5. *What is Isaac Newton famous for all over the world ?*

ROLE CARD 7

Alexander

Your intuition and captain experience of the previous contests (brain-rings) tells you that you can’t avoid unexpected questions. You did your best to prepare a series of questions. You first listen to your friends’ answers and then suggest your variants.

1) In what way did Wolfgang Amadeus Mozart, being a child of eight, turned to be in London and composed his first symphony (in 1764) ?

Wolfgang’s father, Leopold Mozart was an ambitious man who decided to devote himself to ensuring his children’s musical fame; that is how the children (Ann, the elder, and Wolfgang) played for the Emperor and Empress of Austria, then in France, at Versailles for Louis XV, and in 1764 for King George and Queen Caroline at Buckingham. “The Public Adviser called him a real “Prodigy of Nature” .

2) What German composer became a naturalised Englishman ?

George Friedrich Handel (1685-1759) came to England in 1726 and stayed in London where he wrote his greatest works “The Messiah” and Israel in Egypt- . A blue plaque may be seen on the house where he lived (25 Brook Street)

3) Why did Sigmund Freud (1856-1939) move to London ?

He had to leave Austria annexated by Nazi Germany in 1939. As a Jew, he was forced to take political refuge in London where he lived and continued to see patients until he died .

UNIT IV. AT A RESTAURANT

ROLE-PLAY 9

Roles: Frank and Teresa Blake, their children - Anne and David, a waiter / waitress.

Mr. Blake decided to have a special celebration on his wife's 40th birthday and to make it a holiday for all the family. His children Anne and Bill thought it a fine idea. They chose The Garden Room Restaurant enjoying a 'good reputation for its fresh and wholesome food and warm intimate atmosphere. Mr. Blake booked a table for four.

The Blakes, dressed in their very best, come into the restaurant. They are directed to their table by a waiter. They are given a menu and work out what they are going to have. When they have decided they call the waiter over and give him their order. After they have finished their meal, they pay the bill and leave.

Here are some useful phrases for waiters :

Have you booked a table, sir / madam ?

Would you follow me, please.

Would you like to order now, sir / madam ?

Can I take your order, sir / madam ?

What would you like to start with ?

What would you like to follow ?

What would you like to drink ?

I can recommend the...

We have a very good...

The (steak) is very good.

Thank you, sir /madam.

Here are some useful phrases for customers:

What would you like to start with ?

What would you like for the first course ?

What shall we have for the main course ?

What is on the menu ?

I'd like ...

There's nothing like ...

I think I'll have ...

I prefer...

I don't know whether I'll have ...

I'll have the same.

I can do without it.

I think I can manage ...

What have they got for seconds ?

How about... ?

What about... ?

Would you like ... ?

What would you like to go with ?

What's the (steak) like ?

Could I have the bill, please.

ROLE CARD 1

Frank Blake, a bank clerk, aged 42

You have decided to take your wife and children out for a meal as a celebration of Teresa's birthday. You want it to be a "night to remember" and do everything you can to make Teresa happy. You are determined to eat and drink only the best. Though you are not a big eater you do not mind having something substantial. You think there's nothing like steak accompanied by plenty of vegetables. You can also manage a piece of smoked salmon and some salad, chicken salad, for example. It goes without saying that you'll drink a cup of strong coffee for dessert.

ROLE CARD 2

Teresa Blake, a housewife, aged 40

It is your birthday and your husband Frank has invited you out to the restaurant as a celebration. You are hardly ever able to have a treat like that. This is the first time you have been out for a meal for over fifteen years. You are rather overawed by everything and are astonished at how expensive everything is. For this reason you refuse most of the dishes on different pretexts : the pork is fat for you, the lamb is tough, the salmon is salty. You deliberately choose the cheapest items on the menu, saying : "There's nothing like salad and fruit".

ROLE CARD 3

Anne Blake, a student, aged 18

This is the first time that you have been invited for a meal to a first-class restaurant. You are used to visiting pubs. You are struck by the originality of the decorations

and the rich choice of dishes. Unfortunately you are on a slimming diet and don't want to eat and drink anything that is too fattening. You'd rather have some fruit juice, an omelette and stewed carrots and peas. You do not pay attention to your mother's remark that slimming isn't a very good idea. You keep thinking about your new green dress which is a little bit tight round the waist.

ROLE CARD 4

David Blake, a school-boy, aged 13

This is the first time you dine out at a restaurant. You are not so much impressed by a fashionable candlelit room as by the rock group playing your favourite fragment from the "Scorpions" concert.

You are overfond of sweets. That's why you choose an apple pie with cream for the first course, a Rum Baba and pastries for the second. You want to "wash everything down" with several glasses of mineral water and fruit juice. But suddenly it occurs to you that you have completely forgotten about the starter. You decide that it will be ice-cream with chocolate.

Garden Room Restaurant /Fresh Wholesome Food

Full licence capacity : 100

Lunch : Monday to Friday 11 a.m. - 3 p.m.

Dinner : Monday to Saturday 6 p.m. - 11 p.m.

MENU

Dinner

Appetizers

Orange Juice 40p

Banana Juice 50p

Tomato Soup 50p

Grapefruit Cocktail 50p

Main Course

Fillet Steak £3.50

Roast Beef Salad £2.10

Lamb Cutlets £ 2.80

Spanish Omelette £1.50

Irish Beef £ 2.00

Cheese Omelette £1.30

<i>Chicken Salad</i>	£ 1.90.
<i>Smoked Salmon</i>	£4.70
<i>Cheese Salad</i>	£1.50
<i>Roast Turkey</i>	£5.10

Vegetables

<i>Mushrooms</i>	60 p
<i>Stewed carrots</i>	30 p
<i>Peas</i>	40 p
<i>Saute' Potatoes</i>	40 p
<i>Cabbage</i>	30 p

Desserts

<i>Ice Cream</i>	50 p
<i>Danish Apple Pie</i>	90 p
<i>Cranberry Jelly</i>	30 p
<i>Rum Baba</i>	70 p
<i>Pastries</i>	30 p
<i>Peaches and Cream</i>	60 p
<i>Coffee</i>	30 p
<i>Tea</i>	10 p

UNIT V. STUDYING AND JOB HUNTING

ROLE-PLAY 10

Round table conference on the topic "Improvement of the work of the department" (for a group of 5 students).

Roles: Mr. Deanov; Miss Freshmanuke, Miss Sophomorova, Mr. Junioruke, Mrs. Senioreunko.

Four persons are students of the department while the fifth is the dean Each student is given a role card to study.

The dean will have to open the conference and say one or two things about its aims. Then he gives the floor to the first speaker. When he has finished, the dean invites

questions and comments from the others. When the last person finishes the dean summarizes and thanks every one for the cooperation.

For the speakers:

a) Read carefully through your role card, so that you know your ideas. Remember that you may be asked questions so be prepared to use your imagination.

b) Do not simply read what is written on your role card.

Useful phrase for students:

I'd like to ...

I wish I were ...

I'd prefer...

I'd rather...

No, not really ...

Useful phrase for the dean:

Yes, all right.

Yes, good idea.

No, I don't think so...

We could, perhaps...

ROLE CARD1

Miss Freshmanuke

You think day and night must have over 24 hours to be able to get ready for all the practical classes and seminars. After 6 or 8 hours of compulsory studies you work in the laboratory to get ready for the next day.

You go to bed after midnight and don't even think of going out. You don't think it is necessary to study medicine as a compulsory subject. You know that British students are timetabled 15-20 hours per week and lectures, seminars and tutorials are all one hour in length. You think such system of studies could work in our college too.

ROLE CARD 2

Miss Sophomorova

You are Head of Students' Union. You think the time-table is overcrowded because the dean's office doesn't fulfil the order about compulsory working hours per week. This can give students free time to work independently and to be socially active. The premises of the department will be tidy and clean if the lazy charwoman is fired and willing students are hired instead. You know that in the residential colleges in Great Britain the accomodation mainly takes the form of single study-bedrooms. And

some of our married couples in the hostel live in different rooms. You think all the students must have a possibility of taking part in the choir and drama activities in foreign languages.

ROLE CARD 3

Mrs. Junioruke

You don't worry about the time table any more. You think that some students are not politically-minded and socially active. Though they get good and excellent marks at the exams in social sciences they are sceptical about them. Students must have a free discussion at the seminars as well as at sittings of the debating club. Your duty is to become highly qualified teachers of English and German. The students of the faculty must have Computer facilities and better Audio-Visual Services.

ROLE CARD 4

Mr. Senioreenko

You are a fourth-year student. Your husband is a student of your university too. You rent a room. Your daughter goes to the kindergarten. You think married students can be given a room in the hall of residence. They can be given a possibility to study according to individual plans. You think students might improve their language living in families in Britain and Germany and in international youth camps. You think some exams are unnecessary, current control can be used instead. You think university library must have more English books to read out of class.

ROLE CARD 5

Mr. Deanov

You are Dean of the department. Principle of the university asked for your proposals on the improvement of the work of the department in the lines with the reform of higher education. So, you organize the round table with students. You are worried that students don't attend lectures, seminars and workshops.

ROLE-PLAY 11

For a group of five students.

Roles: interviewers: Ivan P. Regionuke, Vera J. Headenko; candidates: Nadezhda Vipusknuke, Lubov P. Pensionerko, V.J. Masteruk.

Look at the advertisement in a local newspaper :

TEACHER

required to teach English at village school to pupils aged 10-14.

APPLY TO :

Sandovka

99. School Reform Street

The Personnel Manager

1. Students work in groups of five. Three students are applicants for the job. Each person is given a role card.

2. Each applicant makes an applicants form and hands it to the two people who are going to interview her/ him. While the applicants are filling in their application forms, the interviewers think of various questions to ask the applicants, e.g. personal background, education, experience, present job, salary, interests /hobbies, health, etc.

Here are some examples of questions:

What is your job at the moment ?

How long have you been working there ?

Why do you apply for the job ?

Why do you want to change jobs ?

What about your family ? How do they feel ?

If we offered you this job, how soon could you start ?

What sort of salary did you have in mind ?

3. The applicants are called for interview one at a time. Finally the successful applicant is called back into the interview room and offered the job.

4. The applicants must memorize their application form:

- You must be sure of your own background.
- Be ready to say why you applied for the job and what salary you expect.
- You will have a chance to ask questions. You can ask about: holidays, chances for promotion, the number of pupils in the forms, etc.

5. At the start of the interview the interviewers can say :

- Good (morning) Mr. (Mrs.) Miss Silverenko)
- My name is ... I am the (Head of ...)
- And this is Mrs. ...
 - Sit down, please. Do sit down. Please sit down.
- Did you have a pleasant journey ? I hope you had a pleasant journey.

During the interview you can say :

- Now, I have your application form in front of me and I'd like to ask you a few questions.
- But first let me explain the job.
 - We plan to ...
- You'd be responsible for ...
- We are looking for someone who ..
- Now I'll hand you over to (Mrs. Headenko). She has one or two questions she'd like to ask you.
- I see from your application form that you ...
- Are there any questions you'd like to ask ?
- Well, thank you, Mr. ... If you could just wait outside for a short while. We have one or two other applicants to interview.

6. Application Form:

Application for the post of.....

- Surname
- First names
- Address
- Date of birth
- Married (single) /divorced
- Present employment
- Previous employment
- Reasons for leaving present jobs
- Present salary
- Hobbies and interests
- Other information
- Signature
- Date

ROLE CARD 1

Ivan P. Regionuke

You are the head of the educational committee of the region. You have been asked to find a teacher of English for an eight-form school.

You are looking for anyone who would agree to teach. The prospects for the proper accomodation of the candidate are very scarce. In few schools English is taught by specialists.

ROLE CARD 2

Vera J. Headenko

You are headmistress of the school. You are looking for a qualified teacher of English. The subject wasn't taught last year. You think a man-teacher would be better. You are prepared to give the applicant the teaching of PT and woodwork to make him earn decently.

ROLE CARD 3

Nadezhda Vipusknuke

You are 18. You finished school in the village when English was taught there. You failed your entrance exams to the English department of the Kyiv National University. You think teaching is a noble profession. You read no English books in the original. Teaching experience will help you to enter the Kyiv National University.

ROLE CARD 4

Lubov P. Pensionerko

You are a retired teacher of Literature. Now that your children are in town and visit you occasionally you would like to take any job at school or even let a part of your own house to a family not to feel lonely. You studied English at the University many years ago.

ROLE CARD 5

Victor Masteruke

You are 26. Your wife is a doctor. Your daughter is 3. You graduated from the Foreign Language Department with honours. You sang in the choir and played football for your university. You're looking for a place where both you and your wife could work and your daughter be looked after.

UNIT VI. NEWSPAPER INTERVIEWS

ROLE-PLAY 12

Roles: reporter, "Daily Express" and Eve Fortune; reporter "Daily Mail" and Oliver Black; reporter "Daily Mirror" and Patricia Stevenson; reporter "Daily Telegraph" and Sam Smith; reporter "Morning Star" and John Redding.

In this role-play, five of the class are newspaper reporters while five others are sportsmen interviewed. The Interviews are conducted at the same time.

The newspaper reporters:

- a) You will have to introduce yourself, say which newspaper you work for and ask if you can interview the person.
- b) When you get your role card, work out all suitable questions.
- c) At the end of the interview, thank the person.

The people interviewed:

Read carefully through your role card so that you understand who you are, what you are going to do, etc. Remember that you may be asked questions about anything, so be prepared to use your imagination.

ROLE CARD 1

You are a reporter on the Daily Express. You are going to interview Eve Fortune who won the swimming race.

Here are some questions you can ask : *Did you hope to win ? How long have you been training ? , etc.*

ROLE CARD 2

Eve Fortune

You have won the swimming race. You didn't expect you could win because your partners were famous swimmers from Germany.

Here are some useful phrases and words:

amateur (professional); fan; shout for; best (record, fastest) time; point (How many points have you won ?); to set up (break) a record, record holder. the world (national, European) record; strokes - breast stroke, back stroke, crawl stroke, butterfly stroke; swimming pool.

ROLE CARD 3

You are a reporter on the Daily Mail Gossip Column. You are going to interview Oliver Black, a famous gymnast who recently retired.

Here are some questions you can ask :

Why did you retire at such an early age ?

What are your plans ? Are you going to be ..

ROLE CARD 4

Oliver Black

You are a famous gymnast who retired at an early age.

Here are some useful words :

Indoor gym (nasium); outdoor gym (gymnasium); balance beam; rope climb; (flying) rings; parallel bars; horizontal bar; side horse; long horse.

ROLE CARD 5

A reporter on the Daily Mirror

You are going to interview Patricia Stevenson, a famous British chess player.

Here are some questions you can ask :

What do you think of the women chess players ?

What tournament are you going to take part in this winter ?, etc.

ROLE CARD 6

Patricia Stevenson

You are a famous British chess player. You thoroughly study “The Russian School” to get ready to meet the players.

Here are some useful words and phrases :

Chess tournament; to play white (black); to resign; time-trouble; developmentmaterial superiority; simultaneous exhibition; to win a piece; to sacrifice a piece; to adjourn a game; to resume a game.

ROLE CARD 7

Reporter, “Daily Telegraph”

You are a reporter on the Daily Telegraph. You are going to interview the British and European Heavyweight Boxing Champion, Sam Smith, who will try to win the World Heavyweight Championship next month in Miami against Ali Steel.

Here are some questions you can ask :

Do you think you are going to win the fight ? Why ?

Have you done much training for the fight ?

What do you think of Ali Steel ?

Does he have any weaknesses ?

Are many fans going to support you in Miami ?, etc.

ROLE CARD 8

Sam Smith

You are the British and European heavyweight Boxing Champion. Next month you are going to try for the World Championship against Ali Steel in Miami. You are confident you are going to win and have been training hard for the past few months. You are also pleased to hear that thousands of your fans are going to be with you in Miami. You think Ali Steel is a good boxer but he cannot take a punch. You have won 70 per cent of your fights throng knock-outs. You are determined to win and bring the title back to Britain.

Here are some useful phrases :

boxing match, bout, footwork, to give the ropes, to get rubber-legged, to batter (hammer), punch, clinch, boxing weights.

ROLE CARD 9

Reporter on the “Morning Star”

You are going to interview John Redding, a well-known football official. Ask him what he thinks about the coming championship, if it will be difficult to judge the match between the Irish team and the Welsh club, what he thinks of the opponents.

ROLE CARD 10

John Redding

You are John Redding, a well-known football official. Speak about the difficulties of the coming championship. What makes you anxious is the behaviour or rather “misbehaviour” of the fans. Lately, they became very aggressive and cause much trouble.

Here are some useful words and phrases:

contending teams, visiting team, home team, cup tie, cup finals, to be a match for smb., cup semi-finals, to keep score, to be in good (bad) sport shape.

UNIT VII . PLANNING A HOLIDAY

ROLE-PLAY 13

ROLE CARD

Your Aunt Brenda is coming to stay with you before going to a health resort in Cornwall. She is about the same age as your mother. Cornwall is said to attract crowds of holiday-makers. Its numerous coves and harbours make you think you are in the west of Scotland. Aunt Brenda would like you to go to Cornwall with her.

Students work in pairs and write out a similar role card to the one above. They choose other words and phrases for the ones in italics, beginning with one of the following phrases :

Your cousin Tommy ...

Your brother's girlfriend, Jane ...

Your friend, Ada, whom you went to school with ...

Your pen-friend from Peterborough, Vivien ...

Your grandmother Agatha ...

Your Uncle Albert ...

Then **the student** pass the role card they have written to **student A** in another pair. Student A reads the card and discusses with his / her partner in what way to plan the holiday.

Here are some phrases you can use :

Student A	Student B
My (aunt) wants me to enjoy a holiday with her.	How old is she ?
	Is she known to have a good character ?
	How long does she want you to stay with her ?
Can you suggest anything to do ?	The Fens (the south-eastern part of England).
Any ideas for where I can go ?	The northern Highlands of Scotland.
What is it (are they) famous for ?	The south-east of Scotland is /are said to be worth visiting.
	The flat tulip fields round the Fens make you think you were in Holland.
	If you are interested in a lowly land with gentle hills I advise you to go on a hike to the south-eastern part of England. The wild desolate mountains in the north ern Highlands of Scotland would make you think you were in Norway.
No, I don't think so.	Walter Scott is said to have lived in the south-east of Scotland, so the southern uplands, "The Scott country", are worth visiting too.
Mmm. I'm not sure.	She can take you to ...
Any other suggestions ?	I suggest you....(go on a hike).
Any other ideas ?	Why don't you...?
Yes, good idea. Yes, that sounds a good idea.	Why not...?
	Perhaps you could ...(change the route).
	You could always...

Yes, I could go there, I suppose.	
Thank you very much.	That's all right.
Thank you for your help.	Don't mention it.
Thanks a lot.	That's OK.
Thanks for the idea.	Well, that's what friends are for, aren't they?

Do the role-play two or three times, changing parts and role cards each time.

ROLE-PLAY 14

For groups of 6 students.

Roles : Mary Hamilton, mother; John Hamilton, father; Ann Hamilton, daughter; Peter Hamilton, son; Ted Hamilton, son; Fred / Alice Grey, grandfather / grandmother.

This role-play is about a family planning to go on holiday. Each person is given a role card.

The family discuss the best way of arranging a holiday trip and to reach a decision.

Here are some useful phrases :

I think the best place to visit is ...

I agree.

So do I.

I agree with (Dad).

I don't agree with you.

I disagree, (Mum).

What do you think (Ann)?

But it's more interesting for us to go to the Lake District to Kent.

Well, I don't want to go to...

Not at all! It's much nicer.

But we must decide!

So we're agreed then, aren't we?

ROLE CARD 1

Mary Hamilton, aged 40

You are supposed to travel by car, you don't hate inconveniences. You're looking forward to the trip. You want the family to visit Oxford, Stratford-on-Avon, the Lake District and other historical places. You do not mind letting your son Ted go in a boat as you think that is the best thing for him to do. You have never flown and you think Ann's first flight to Moscow or Petersburg too dangerous.

ROLE CARD 2

John Hamilton, aged 44

You are also interested in history and you can hardly find a place richer in ancient monuments than Kent. You are looking forward to visiting Canterbury Cathedral, one of the most beautiful monuments of the Middle Ages. But you dislike the idea of travelling by car. You would rather stay in London while the rest of the family take the trip.

ROLE CARD 3

Ann Hamilton, aged 21

You are eager to make a journey to Odessa or Lviv. The best way to get a general idea of the country is to study the map. You constantly try to show your knowledge of the map of the country. You bother the other members of the family with your questions. You'd like to, know how long the flight will last and you wonder what clothes to take as you are not sure whether the climate in Ukraine differs from that in England.

ROLE CARD 4

Peter Hamilton, aged 16

You think your parents' ideas are rather ridiculous. You are fond of mountaineering. You know many mountains in Great Britain. This summer you prefer hiking in Scotland. You are eager to see the southern uplands, "The Scott Country", as you are keen on historical novels as well.

ROLE CARD 5

Ted Hamilton, aged 18

You dream of spending the holiday in a boat. You want to make your friends go along the Severn one of the longest rivers in Great Britain. If your parents do not make up their minds to let you go with your friends in a boat you'll do your best to show the advantages of a holiday on a river.

ROLE CARD 6

Fred / Alice Grey, aged 60

You think there are lots of good hotels and luxurious health resorts on the south coast of England. They are said to stretch in an almost unbroken line from west to east. You'd like to enjoy a variety of scenery in England after touring the industrial areas

of the country last year. You do not really care whether your children and grandchildren come or not because they are always annoying you.

UNIT VIII . TRAVELLING

ROLEPLAY 15

Making the right choice (going on holiday)

Look at the holiday advertisements given below.

Each **student** chooses one of the holidays and thinks about:

- a) where, when, for how long how he / she is going;
- b) who,with, what, why he / she is going to do (see) there on holiday;
- c) where he / she is staying; what he / she is looking forward to;
- d) how much it is going to cost ; why he / she chose the particular holiday.

ADVERTISEMENTS

A. South Coast Holidays.

Oh, I do like to be beside the seaside!

In Britain you are never very far from the coast and there are lots of seaside towns, called resorts, all round the country where people go for their holidays.

Brighton on the south coast is a famous seaside resort. There are entertainments of all kinds. Brighton Pier is a popular place to spend a few hours especially if the weather is not good enough to stay on the beach.

Welcome to Brighton !

Check with your travel agent for particulars.

INFORMATION SHEET

Accommodation: camping (crowded in July and August); books in advance; cottage (book through travel agent); family hotels - good for families with younger children; hotels with single and double rooms; B &B-very cheap.

Activities: riding,fishing,shoting,boat hire.

Means of travel: trane, plane, coach.

South coast holidays

12 Coventry Street,

London

B. Continental Coach Touring.

If you are looking for excitement, why not join one of our small mixed minibus holidays and explore France, Austria ! All types of sightseeing tours are available by car, bus, one-horse cab and river steamer, which serve meals en route !

Check with your travel agent for particulars.

Welcome to Continental Coach Touring.

INFORMATION SHEET

Accommodation: Hotels - TV, bath, bar, etc. Smaller Hotels - TV, singles and doubles, restaurants. Larger Hotels - TV, swimming pools, private baths, tennis courts, etc.

Activities: organized sightseeing tours by rail, road and water around cities and outside to places of interest are numerous and varied. Museums, art galleries, short guided tours.

Means of travel: Cross Channel Ferry from Dover to France. Then a comfortable, air-conditioned coach with a well-informed and experience driver. Plane from Heathrow to Paris, then coach or Minibus.

C. Cruiser Holidays.

Holidays on the Canals !

Over 80 Boats Operating from 4 Bases !

Britain has over 2.000 miles of canals. In recent years canal and boat holidays have become more and more popular because they offer an opportunity to see the countryside away from the noise of busy roads! Navigating the canals is one of the most exciting parts of the holidays!

You'll enjoy our boats cruise on the beautiful inland waterways between Oxford, Chester, Warwick and Stratford-on-Avon ! We give full instruction on navigation, you'll find no problem at all !

Ask your travel agent for details !

Welcome to Cruiser Holidays !

INFORMATION SHEET

Accommodation: single and double cabins; smaller hotels and inns in the countryside; B & B ; good food on board.

Activities: fishing (excellent) - about 20£ a week, boat-hire (October-May) - 75£ a week, boat-hire (June-September) - 125£ a week, side tours with picnics, sightseeing tours to Oxford, Chester, Stratford-on-Avon.

Means of transport: train, plane, coach to Oxford, boat from Oxford-Chester-Warwick-Stratford-on-Avon.

D. World Exchange Tours.

Welcome to Ukraine !

This new era of change enables you to more freely discover the vast richness of the people, culture, language, history, arts, customs and traditions of this fascinating land !

Kyiv, the capital of Ukraine, is situated on the banks of the Dnieper river. Its historical importance, monuments and many other places of interest offer the traveller unique opportunities for sightseeing.

Because of recent policy changes, Kyiv has become more accessible to world travellers by air, rail or bus ! Welcome to Kyiv !

Consult your travel agent for details !

INFORMATION SHEET

Accommodation: Hotels, Ukrainian homes, student dormitories.

Activities: entertainments: concerts, opera, theatre, boat cruises on the Dnieper and picnics. Sightseeing tour about the city. Museums, art galleries.

Side trips by rail, road, water

Means of travel: plane – Kyiv.

Holiday Time in the Home Countries.

Welcome to Kent!

Are you a rail buff? "Buff "is another word for enthusiast or fan. A railway buff is a person who is very interested in trains and railways and who knows a lot about them. Anyone who is a railway buff would be keen to visit Kent with its Romney, Hythe and Dymchurch Railway!

Railway, miniature railways with steam locomotives and diesels, coaches, fully equipped stations !

Welcome to Kent Country Tour.

Check with your travel agent for particulars.

INFORMATION SHEET

Accommodation: Hotels - TV, bath, restaurant. Smaller Hotels - TV, bar, etc. Larger Hotels - TV, restaurant, indoor swimming pool, sports centre.

Activities: tours to the Kent countryside - the "Garden of England" sightseeing tours, cross-channel journeys to France.

Means of transport: train., coach, motorway to Canterbury.

ROLE PLAY 16

ROLE CARD 1

You work at a travel agent's in London. (Look at the information sheets). Greet your customer and find out what you can help him or her with. Recommend the place, the most suitable means of travel, types of accommodation and activities.

(Remember you are there to sell). Help to book tickets. If he / she books a holiday, remember to get the name and address and ask to fill in the booking form.

ROLE CARD 2

You are Mr. /Mrs Brown.

You are going to go on holiday for ... (a week, two weeks, etc.) to ... (give the name of the place you've chosen). Decide how big your family is and if you are going to bring the children. Think about the money you can afford to spend. (Remember pocket money and travelling expenses).

Ask the travel agent about:

accommodation (camping, hotel, etc.)

facilities (TV, swimming pool, etc.)

meals (included in price)

activities (fishing, sightseeing, etc.)

means of travel (air, rail, coach, etc.)

booking tickets.

Discuss which possibilities will suit you best.

If you decide to book a holiday, do so. If not, make a good excuse.

Students work in groups of 2 - 3 or more, discussing their holidays with a travel agent. Then they book a holiday, they fill in the Booking Form.

BOOKING FORM

Holiday

Name

Address

Telephone number

Names of Others in Party

Number of Adults

Children under 14

Special Requests (e.g. diets etc.)

Accommodation Required :

- *single*
- *twin*
- *family room*

Total number of nights

Departure date

Arrival date

Signature

Date

ROLE PLAY 17

For groups of two or three.

Roles: Jane Smith and George Smith; Betty Green and Mike Sweet; Peter / Mary Brown, Stan / Julia Bright and James / Victoria Rogers; a box-office clerk, Pat Lawson.

Students work in groups of two or three. Each group is trying to decide where to go for a night out in London. Some people may have to compromise. Each pupil is given a role card.

Students work in pairs making a conversation with a box-office clerk.

Students work in pairs exchanging their impressions about the performance (concert) film / variety show, etc.

Here are some useful phrases:

When suggesting somewhere to go:

How would you feel about going to ...

How about going to ...

Would you like to ...

Will you come to ...

How about taking in ...

Let's go to ... , shall we ?

Why not see ... for a change ?

Would you mind if we go ... ?

Do you fancy seeing ... ?

Shall we go to ... ?

No, I don't feel like...

Mmm, I'm not sure...

I'm afraid not.

No, I don't like it.

When saying where you would like to go:

I'd rather ...

I'd like ...

I'm looking forward to ...

I'd prefer ...

I fancy..

Other useful phrases are:

What's on?

What sort of play is it?

Is it a tragedy (comedy)?

It's a comedy, isn't it?

Is it an opera or a ballet?

There is a good play on..

What sort of plays do you like?

Don't you like..?

What do you want to do then?

We've got to go somewhere.

It's a musical.

What's it called?

No, it's neither an opera, nor a ballet. It's a drama.

Types of theatres:

Drama theatre, Opera and Ballet theatre (Opera House), Puppet theatre, Musical Comedy theatre, Concert-halls, Variety Show.

You want to buy tickets to (for) the theatre :

- a. a ticket for a show I a play (Hamlet),
- b. a ticket to the theatre I the cinema.

Note: The preposition “for” emphasises the right to attend an event, “to” - stresses the right to be admitted.

Some useful phrases to be memorized :

box-office,

in advance - beforehand (to book),

auditorium,

the cast - actors in play,

spectator - an onlooker,

stalls, a pit, a box,

a dress-circle, a balcony, a gallery;

stage, scene, wings, scenery.

List of expressions to be used while exchanging the impressions:

I really enjoyed every bit of ...

It's a knockout !

It's magnificent ! It'll run a year.

What do you think about ... ?

What do you reckon to ... ?

What is your reaction to ... ?

Idon't think much about ... , do you ?

Do you have any particular views on ... ?

As I see it ...

In my view I opinion ...

What I reckon is ...

To be quite frank /honest ...

As far as I'm concerned ...

I'm of the opinion that ...

From my point of view ...

The following phrases to be used at the box-office:

1. *bomb* - a great success; ex. The show went like a bomb.
2. *flop* - a failure; ex. The show was a complete flop.
3. *hit* - a success; ex. The play was a hit in London, but a flop in New York.
4. *to turn smb. on*; ex. Is this sort of play that turns to excite, to interest, you on?
5. *to bring the house down* - to be a great success;
6. *curtain call* - a call to actors to return to the stage to acknowledge applause;
7. *to drag on* - to continue for a wearisomely long time;
8. *the-in-drop* - popular, fashionable;
9. *show-biz* - theatrical entertainment industry.

ROLE CARD

Jane Smith

You are in London for the weekend. You are going out tonight with your husband, George. You like musicals and ballet but don't like anything which has sex or bad language. You must agree where to go.

ROLE CARD

George Smith

You are in London for the weekend. You are going out tonight with your wife, Jane. You like comedies and films. You must agree where to go.

ROLE CARD

Betty Green

You are on holiday in London for a week. You are going out tonight with your boyfriend, Mike. You like eating, opera and classical music. You must agree where to go.

ROLE CARD

Mike Sweet

You are on holiday in London for a week. You are going out tonight with your girlfriend, Betty. You like plays - especially musicals. You don't like opera. You must agree where to go.

ROLE CARD

Peter / Mary Brown

You are studying at a language school in London. You are going out tonight with two fellow-students, Stan and Julia. You come to the the box-office and speak to a

box-office clerk as to where to go, discuss seats but you don't want to spend much money.

ROLE CARD

James / Victoria Rogers

You live in London. Your friend Pat comes to see you. She is a great theatre-goer and you invite her to see the first night. After the performance you are exchanging your impressions.