

of life is exceptional. Norway is one of the most expensive countries in the world to live in, but the benefits are unparalleled.

Public transport in Norway is reliable and easy to use. A comprehensive network of long-distance buses, trains and ferry lines cover the country, while the major cities have good bus, metro and tram routes. The Hurtigruten coastal liner follows the coastline from north to south while regular ferries take passengers from Oslo to Denmark, Sweden, and Germany. The train network from Oslo Sentralstasjon (Central Station) covers domestic routes across the country and international travel to Gothenburg, Stockholm and Malmö. Oslo's central bus station operates express and international busses across most of Europe.

Social graces

When making friends in a new country, there are certain ways to abide by. When you are invited for a meal at a Norwegian home, you must always be punctual. It is also customary to bring a gift such as flowers, a houseplant, chocolates or wine. Norwegians keep work and play separate, so avoid talking about business matters in a social setting. Table manners are formal and almost all food is eaten with a knife and fork. Do not begin eating until the hostess starts and if you wish to make a toast, avoid doing so using beer. And always reciprocate any invitation! It is good manners and a fast track to solidifying friendships.

УДК811.111

Robert Tanner

GRAMMAR FOR FIRST CERTIFICATE IN THE INTERMEDIATE ENGLISH CLASSROOM

I am using the *Grammar for First Certificate, Second Edition* by Louise Hashemi and Barbara Thomas (Cambridge University Press, ISBN: 978-0-521-69087-4) as the sole textbook for my intermediate English class. My students are members of the faculty here at Mykolaiv National Agrarian University, and, for the most part, the book serves my purposes well.

Each chapter of *Grammar* covers a particular grammatical topic (questions, adjectives, and adverbs are three examples) and begins with a short listening section (from the included CD, with transcripts in the back of the book) that introduces the new grammatical topic through dramatic illustration. There are then questions about the audio that focus the students' attention on the grammatical topic.

Following this is an explanation in English of the grammatical topic of the chapter. Because this is a *grammar*-focused textbook, this is, understandably, where the book excels. The grammatical topics are divided into smaller points and thoroughly explained, with charts and tables as needed. The authors also provide sufficient examples for each point. The students read these grammatical sections at home, and rarely do they come to class requiring further elucidation. (And only once or twice, such as with the ordering of adjectives, have I taken issue with the grammar as it was presented.)

The next section of each chapter includes exercises for practicing the new grammar. These exercises range from fill-in-the-blanks to choosing the grammatically correct sentence to completing a sentence from a few key words. The students also do

these at home. The answers are included in the back of the book, and they are invaluable in allowing the students to check their answers and consider relevant grammar points while the exercises are fresh in their minds. We go over the exercises again in class, and this is often when I see the students' difficulties and correct or redirect any misunderstandings.

Finally, each chapter ends with "exam practice." This can encompass reading or grammatical questions and always concludes with a writing task. Although intended as preparation for the First Certificate, I use the exercises as additional practice. The writing task further cements (and checks) the grammatical points of the chapter in that the tasks are oriented towards further practice. For example, in the chapter on adjectives, students are asked to write about their bedrooms. They are given potentially "useful words and expressions" and told to focus on using adjectives in their writing. This allows the students to practice the grammar in a more natural way, and correcting these short writing assignments gives me another opportunity to see what has been missed or insufficiently drilled in the exercises.

Overall, I am quite happy with this book, but as a teacher, I quite naturally would like to see more exercises. Furthermore, because all parts of language (reading, writing, listening, speaking, grammar, and vocabulary) ceaselessly work together in the mind of the student, I would like to see more reading and the addition of vocabulary-building. I believe the authors missed an opportunity in not including texts in *every* chapter. This, along with the listening sections, could have allowed a subject theme of each chapter to complement the grammatical theme, with the vocabulary in the listening section reappearing in the text, in the grammatical examples, and in the exercises. I believe the inclusion of more texts and subject themes, while pushing the book more towards being a conventional English textbook, would have given the students further vocabulary essentially for free. And, with language-learning being as hard as it is, why not give them something free?

A reading supplement would be the logical solution, but I am reluctant to suggest the authors devise one, as I believe a language course is most effective when it is a cohesive whole. Nonetheless, I may find myself assigning additional reading in order to strengthen my students' vocabulary and reading skills. I would, however, suggest the authors create an exercise supplement, with further banks of questions and exercises for additional practice.

Grammar for First Certificate provides a solid grammar base for the intermediate student of English. As this was the authors' intention, the book succeeds wonderfully. As the sole textbook for an intermediate English class, however, the book shows its shortcomings in this narrow focus.

УДК 371.311:811.111

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**УНІВЕРСАЛЬНІ СТРАТЕГІЇ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ:
РЕКОМЕНДАЦІЇ МІЖНАРОДНОЇ АСОЦІАЦІЇ TESOL**

The publication is aimed at analysis of the key principles for teaching of English developed by the experts of the TESOL International Association that are strategic goals for achieving excellence in teaching and should serve as the foundation of any English language learning program at every level of education.