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GETTING STARTED:
ENGLISH FOR FRESHMEN

**Навчальний посібник
з практичного курсу англійської мови
для студентів першого курсу**

Суми
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Посібник призначено для студентів 1-го курсу денної та заочної форми навчання факультетів іноземних мов закладів вищої освіти.

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ПЕРЕДМОВА

Даний навчальний посібник орієнтовано на студентів першого курсу денного та заочного відділення факультетів іноземних мов закладів вищої освіти.

Основною метою даного навчального посібника є формування фонетичних, лексичних та граматичних навичок усного та писемного мовлення та подальший розвиток комунікативних англомовних умінь студентів першого курсу в межах визначеної програмної тематики з урахуванням необхідності професійної орієнтації занять із практики усного та писемного мовлення для майбутніх учителів англійської мови.

Навчальний посібник містить 6 розділів, які за тематико-ситуативним змістом і мовним матеріалом відповідають чинній Програмі з англійської мови для студентів першого курсу університетів / інститутів, а саме: «Особистість і сім'я», «Мій будинок/квартира», «Їжа, харчування», «Студентське життя, навчання», «Погода, пори року, дозвілля» та «Магазин, покупки, громадські послуги».

Кожний розділ складається з тематичного словника, певної кількості тематичних текстів та діалогів для читання та аудіювання і завдань до них, некомунікативних та умовно-комунікативних вправ та комунікативних завдань, спрямованих на розвиток умінь усного та писемного мовлення. Дотекстові завдання орієнтовані на подолання ймовірних труднощів читання та аудіювання. Післятекстові завдання мають на меті перевірку розуміння прочитаного або почутого/побаченого, дають можливість студентам висловити і аргументувати свою думку у різних формах (дискусія, диспут, презентація). Запропоновані навчальні матеріали розкривають актуальні проблеми в межах тематики обговорення.

Матеріали і професійно орієнтовані завдання посібника сприяють підвищенню ефективності професійно-педагогічної підготовки студентів ЗВО – майбутніх учителів англійської мови, стимулюють розвиток пізнавальних інтересів студентів і сприяють підвищенню мотивації до вивчення англійської мови.

Посібник має практичну актуальність та відповідає вимогам до навчальних посібників.

Матеріал підручника розподіляється між авторами таким чином:
розділ 1 – Т.В. Давидова; розділ 2 – О.А. Свердленко; розділ 3 – О.А. Свердленко, Т.В. Давидова; роділ 4 – Ю.В. Коробова, розділ 5 – С.М. Коваленко; розділ 6 – О.Г. Гаврилюк; розділи 1-6 – М.А. Бойченко.

UNIT 1
PERSONAL IDENTIFICATION. FAMILY

Family

Basic vocabulary

Your immediate family (close relatives): mother (mom, mum, mummy), father (dad, daddy), stepfather / stepmother, brother and sister (siblings), child / kid, an only child, stepbrother and stepsister; foster-father / foster-mother, foster-child; twins, triplets, quads / quadruple(s); and if you are married, your husband or wife (spouse), your son and daughter or stepson and stepdaughter.

Your other relatives or relations: all your immediate family plus your grandparents (grandfather / granddad and grandmother /granny), great-grandparents, uncle, aunt, nephew, niece, cousin, second cousin.

Distant relatives or people who have something to do with your family: kin, kinsman, in-law(s), godmother, godfather, godchild, orphan, guardian, boyfriend, girlfriend, date, bride, bridegroom, fiancé(e), bestman, bridesmaid, newly-weds.

Nouns: name, first/second name, last name, surname, maiden name, nickname; engagement, wedding, marriage, wedlock, matrimony; honeymoon, engagement ring, wedding ring, divorce, divorcee, bachelor, spinster, widow, widower, offspring, generation, adultery, lover, paramour, sweetheart, acquaintance.

Verbs: to be born, to die, to be engaged, to be single, to find a match, to be smb's soul mate, to propose to smb, to arrange an engagement, to fix the day of the wedding, to marry smb, to be married to smb., to get married, to divorce, to adopt a child, to support a family, to give birth to children, to look like smb, to resemble smb, to skip a generation, to betray, to forgive.

1. Use the following words to fill in the sentences below:

aunt	grandfather	niece
uncle	grandsons	cousins
grandmother	nephew	granddaughters

1. Your parents' parents are your ..... and your ..... .
2. Your father's brother and sister are your ..... and your ..... .
3. Your aunt's and uncle's children are your …… .
4. Your brother's son and daughter are your ..... and your ..... .
5. Your children's children are your ..... and your ..... .

Relations and relatives are two words for the same people.

Different types of family

2. Look at the following short texts and find an example of:

a. a nuclear family
b. an extended family
c. a single-parent family
d. a couple who adopted a child
e. a couple with no children

1. We're married with three kids. Our eldest son, Simon, has just started secondary school, our daughter, Lisa, is eight and our youngest son, Luke, is only five.
2. We've only been married for a year. We're not planning to start a family just yet.
3. I'm a single mum. I bring up my son Josh on my own. Josh doesn't mind being an only child but I think he'd like a brother or sister one day.
4. We share the house with my mother and father and my wife's sister and her kids. Everyone helps to look after all the children.
5. We couldn't have children of our own so we decided that adoption was the only answer. Lily came to live with us two years ago. She seems very happy at the moment but we realize that she might want to find her real mother one day.

Age (words and expressions)

- baby, infant, toddler, kid, child(ren), pre-teen, teenager
- to be in one’s early / mid / late teens
- youngster, youth, green youth, adolescent, juvenile
- to be under age
- to come of age
- to be about 30 etc.
- to be under / over 30 etc.
- to be slightly over 30
- to be well past 30
- to be in one’s early / mid / late 30s
- to be middle-aged / mature
- to be an elderly man / woman
- a senior citizen
- to look one’s age
- to bear one’s age well / to bear one’s looks
- to act one’s age
- age group
- to live / to reach an age
- people of all ages
- age of discretion
- tender age
- venerable age
- childbearing age

📖***Reading***

Text 1

Read the text and consider if you'd like to be the baby of the family.

THE BABY OF THE FAMILY

The Hawks live in London. George Hawk is a tall, stout man of about forty. He is the head of the export department of a large engineering firm. Of course, he is a very busy man.

Linda, Mr. Hawk's wife, is thirty-six. She is a good-looking woman with brown hair and dark eyes. She works as a doctor in one of the London hospitals.

The Hawks have three kids. Marge, which is short for Margaret, is their elder daughter. She is fifteen. Bob, which is short for Robert, is fourteen. And William or Billy as everybody calls him, is only seven.

Marge is a pretty, quiet, serious girl. She goes to a comprehensive school. She is doing very well at school. She is one of the top pupils in her class. Her favourite subject is English literature. She is fond of reading. She reads a lot. She is also fond of music and has a good collection of records. But Marge isn't very sociable. She stays at home most evenings. She reads, listens to music, watches television or helps her mother about the house.

Bob also goes to school. He is different from Marge. He spends too little time on his homework and too much time on sports. Bob's main interest is sports. He plays football very well. He wants to be a professional footballer. Bob is a member of the local junior team.

William is the baby of the family. He goes to primary school. His teachers say he is a bright boy. He can learn a lot in a short time. He's got a very good memory. Mr. Hawk thinks William can become a scientist. He spends a lot of time with William. He likes to play with him and often tells him a lot of interesting things about physics.

Linda's mother, Grandma or Granny, as the children call her, lives with them. She is a kind sixty-year-old woman. She is retired and looks after the house and her daughter's family.

George's parents live in a little cottage in the seaside town of Chacewood. They love visitors and the Hawks often visit them. The children are fond of their grandparents and are always happy to see them.

1. Memorize the words and word-combinations from the box.

stout *sociable* *to be fond of*
good-looking *bright* *the baby of the family*
pretty *kind* *quiet* *to be different from*
serious *to spend little (much, no) time on*

2. Ask questions to the text using the words from ex. 1 above.

📖***Reading***

Text 2

Read the dialogue and do the assignemnts that follow.

THE FAMILY ALBUM

Nick: There are many photos in your album, Ann. Could you tell me what relations you have with the people in the pictures?

Ann: All right. Look here. This is our family photo on the first page. This is my father, mother, my younger sister and myself.

Nick: Oh, your parents look very young. How old are they?

Ann: My father is 40 and my mother is 36. She is a shop assistant.

Nick: And your father? He wears the uniform. Is he a military man or a pilot?

Ann: He is a military man and serves in the West of Ukraine. We are going to his place next year after I leave school.

Nick: It's a pity. I thought we could study together at the Institute.

Ann: I'm afraid not. But my sister who is two years my senior may stay here together with our grandparents as there's no secondary school at the place where my father serves.

Nick: Is this the picture of your grandparents?

Ann: You are right. Here it is.

Nick: And whose photo is this?

Ann: My friend's. Her name is Kate. She is pretty, isn't she?

Nick: She is very beautiful. Is she your classmate?

Ann: Oh, no. Kate is a student. She lives next door to me. I have many girlfriends at school. We are all taken photo in this picture.

🗣***Speaking***

1. Make up the situations.

- ✓ Your friend has come to your place. You are showing him your photo album and telling about your family
- ✓ Ask your friend about his family tree
- ✓ Tell your parents about your friend's family
- ✓ Tell your friend about your family and your family tree

2. Imagine that you are showing your family photo album to an English-speaking friend. Describe some photographs, especially if there are some interesting stories connected with them.

3. Use the following idiomatic expressions in the sentences below:

a. *baby of the family*
b. *blood* is *thicker than water*
c. *fight like cat and dog*
d. *two peas in a pod*
e. *black sheep of the family*
f. *own flesh and blood*
g. *like father, like son*
h. *tie the knot*

1. Jamie's only five but he's mad about football, just like his dad. You know what they say ..... .
2. I've got two sisters who are older than me and then my younger brother Mark who's twenty-two. He's the ..... .
3. They've got two daughters and they look just the same. They're like .....
4. Sam isn't the best person for the job but his father made him head of Marketing in the family business. As you know, ...!
5. My brother and his girlfriend have finally decided to ..... . They're getting married in the spring.
6. I get on very well with my brother now but we used to ..... when we were younger.
7. Everyone expected Susan to go to University like the rest of us, but she got a job in a casino on a ship. She's ..... .
8. My son's in trouble with the police. I normally have no sympathy with people who break the law but it's different when it's your own ..... .

4. Put the following words in the sentences below:

cheese	***footsteps***	***homes***	***tree***
relative	***family***	***side***	***image***

1. Look at Marie. She's the spitting ..... of her mother, isn't she?
2. Ann's going to medical school. She's following in her father's ..... .
3. A recent survey shows that two out of three convicted criminals come from broken ..... .
4. I've got Scottish blood. My grandparents on my mother's ..... originally came from Glasgow.
5. George is very interested in his family's history. He can trace his family ..... back to 1550.
6. Everyone in my family plays a musical instrument. Music runs in the ..... .
7. I got a letter today from a long-lost ..... in Australia. I didn't even know he existed! He's coming to visit in the summer.
8. My sister and I look alike but when it comes to personality we're like chalk and ..... .

Note: A *long-lost relative* is one whom you have not seen for many years. A distant *relative* is perhaps your cousin's cousin. You can also say you have a *rather distant relationship* with someone. Is there an idiom in your language like this? - Although my sister lives in America, we're *very close.*

5. Match the idioms with their meaning.

1.***a mother's boy***	a) родинне дерево
2.***a maiden name***	b) прекрасна стать
3.***a second half***	c) геть з очей, із серця геть
4. ***a blind date***	d) відбитися від рук
5. ***fair sex***	e) стріляти очима

6. ***to be under one's thumb***	f) дівоче прізвище
7. ***to be out of hand***	g) протилежності притягуються
8. ***to make eyes at someone***	h) матусин синок
9. ***out of sight, out of mind***	i) бути під пантофлею/під п'ятою
10. ***extremes meet***	j) друга половина
11. ***family tree***	k) найкраща половина людства
12. ***better half***	l) побачення наосліп

6. Translate the situations using idioms and expressions below.

to have a crush on smb	*to go steady with*
to court smb.	*to chase smb*
to pass the age	*to make a pass on smb*
to bless the marriage	*to marry low*
to rush into the marriage	*to propose to smb*
to let smb down	*to set smb up*
to fall in love	*to fall out of love*
to be head over ears in love	*to be madly in love*
to be a bread-maker	*to be a ring-leader*
to fix an eye on smb	*to keep an eye on smb*
to be on friendly terms with smb	*to have an affair*
love at first sight	*marriage of convenience*

1. Джон втратив розум від Мері. Він бігає за нею майже рік. Він закохався в неї минулим літом. І вона по вуха закохана в нього.
2. Хто ця жінка похилого віку? – Вона моя свекруха. – Ви з нею у гарних стосунках? – Так, вона добре до мене ставиться, і я її дуже поважаю.
3. У Джейн такі слухняні діти; у неї їх троє: старший син і двоє дівчат-близнючок. Вони ніколи її не підведуть.
4. Мій троюрідний брат живе у Львові. Я мало про нього знаю. Люди говорять, що він був матусиним синком у дитинстві, а тому відбився від рук, коли подорослішав.
5. Хто лідер у вашій родині? – Звичайно, тато. Він – головний заробітчанин. Він утримує всю родину, а мама – домогосподарка.
6. Ти кохаєш свою половину? – Звичайно, інакше б я з нею не одружився. Вона була особливою, і я не міг її не помітити.
7. Я не вірю у кохання з першого погляду, а побачення наосліп виглядає ще смішніше. – А мені не подобається твій скептицизм.
8. Майк залицяється до Хелен. Мабуть, він закоханий у неї. Він навіть хотів їй освідчитися, але дізнався, що в неї є інший залицяльник.
9. Допомагати сиротам – обов'язок кожного громадянина. Якби ви знали, скільки покинутих дітей страждають у нашій країні, ви б, певно, подумали про те, щоб усиновити хоч одного.
10. Хто ця молода парочка? Вони – наречений та наречена. – О, так. Це ж очевидно. Вони дійсно виглядають як молодята.

11. Ти маєш рідних братів-сестер? – Ні, я єдина дитина в родині, про що я дуже шкодую. Проте цьому не зарадиш.
12. Цікаво порахувати, скільки у мене далеких родичів. Я навіть ніколи про це не думав. Намалюю я сьогодні своє родинне дерево.

🗣 ***Speaking***

Discussion points

- Your crony is secretly in love with your girlfriend. What will you do?
- Love is an illusion.
- Woman's initiative to pursue a relationship. How fruitful can it be?

✍ ***Writing***

- ✓ Love fails more than it succeeds. True or false?
- ✓ A happy family. What is it like?
- ✓ Civil marriage v/s common law marriage. Pros and cons.

📖***Reading***

Text 3

Read and discuss.

HIGH INTOXICATION OF LOVE

Jhumpa Lahiri

It was a wife's worst nightmare. After nine years of marriage Laxmi told Miranda her cousin's husband had fallen in love with another woman. He sat next to her on a plane, on a flight from Delhi to Montreal, and instead of flying home to his wife and son he got off with the woman at Heathrow. He called his wife and told her he'd had a conversation that had changed his life, and that he needed time to figure things out. Laxmi's cousin had taken to bed.

"Not that I blame her," Laxmi said. She reached for the Hot Mix she munched throughout the day, which looked to Miranda like dusty orange cereal. "Imagine. An English girl, half his age." Laxmi was only a few years older than Miranda, but, she was already married, and kept a photo of herself and her husband, seated on a white stone bench in front of the Taj Mahal, tacked to the inside of her cubicle, which was next to Miranda's. Laxmi had been on the phone for at least an hour trying to calm her cousin down. No one noticed; they worked for a public radio station, in the fund-raising department, and were surrounded by people who spent all day on the phone, soliciting pledges.

"I feel worst for the boy," Laxmi added. "He's been at home for days. My cousin said she can't even take him to school."

"It sounds awful," Miranda said. Normally Laxmi's phone conversations distracted Miranda as she typed letters. She could hear Laxmi clearly, her sentences peppered every now and then with an Indian word, through the laminated wall between their desks. But that afternoon Miranda hadn't been listening. She'd been on the phone herself, with Dev, deciding where to meet later that evening.

Then again, a few days at home won't hurt him." Laxmi ate some more Hot Mix, then put it away in a drawer. "He's something of a genius. He has a Punjabi mother and a Bengali father, and because he learns French and English at school he already speaks four languages. I think he skipped two grades.

"Dev was Bengali, too. At first, Miranda thought it was a religion. But then he pointed it out to her a place in India called Bengal, on a map printed in an issue of The Economist. He'd shown her the city where he'd been born. It had a box around it, intended to attract the reader's eye. When Miranda asked what the box indicated, Dev rolled up the magazine and said. "Nothing you'll ever need to worry about," tapping her playfully on the head.

Before leaving her apartment, he'd tossed the magazine in the garbage, along with the ends of the three cigarettes he always smoked. But after she watched his car disappear down Commonwealth Avenue, back to his house in the suburbs, where he lived with his wife, Miranda retrieved it, and brushed the ashes off. She got into bed and studied the borders of Bengal.

She'd met him a week ago, at Filene's. She was there on her lunch break, buying discounted pantyhose in the Basement. Afterward she took the escalator to the main part of the store, to the cosmetics department, where soaps and creams were displayed like jewels, and eyeshadows and powders shimmered like butterflies pinned behind protective glass. Though Miranda had never bought anything other than a lipstick, she liked walking through the cramped, confined maze, which was familiar to her in a way the rest of Boston was not. She liked negotiating her way past the women spraying cards with perfume; sometimes she'd find a card days afterward, folded in her coat pocket, and the rich aroma, still faintly preserved, would warm her as she waited on cold mornings for the tea.

That day Miranda had noticed a man standing at one of the counters. He held a slip of paper covered in a precise, feminine hand. A saleswoman took one look at the paper and began to open drawers. She produced an oblong cake of soap in a black case, a hydrating mask, a vial of cell-renewal drops, and two tubes of face cream. The man was tan, with black hair that was visible on his knuckles. He wore a flamingo-pink shirt, a navy-blue suit, a camel overcoat with gleaming leather buttons. In order to pay he had taken off pigskin gloves. Crisp bills emerged from a burgundy wallet. He didn't wear a wedding ring.

"What can I get you, honey?" the saleswoman asked Miranda. She looked over the tops of her tortoiseshell glasses, assessing Miranda's complexion.

Miranda didn't know what she wanted. All she knew was that she didn't want the man to walk away. He seemed to be lingering, waiting, along with the saleswoman, for her to say something. She stared at some bottles, some short, others tall, arranged on an oval tray, like a family posing for a photograph."

"A cream," Miranda said eventually.

"How old are you?"

"Twenty-two."

The saleswoman nodded, opening a frosted bottle. "This may seem a bit heavier than what you're used to, but I'd start now. All your wrinkles are going to

form by twenty-five. After that they just start showing. While the saleswoman dabbed the cream on Miranda's face, telling her the proper way to apply it, the man stood and watched, spinning the lipstick carrousel. He pressed a pump that dispensed cellulite gel and massaged it into the back of his ungloved hand. He opened a jar, leaned over, and drew so close that a drop of cream flecked his nose.

Miranda smiled, but her mouth was obscured by a large brush that the saleswoman was sweeping over her face. "This is blusher Number Two," the woman said. "Gives you some color."

Miranda nodded, glancing at her reflection in one of the angled mirrors that lined the counter. She had silver eyes and skin pale as paper, and the contrast with her hair, dark and glossy as an espresso bean, caused people to describe her as striking, if not pretty. She had a narrow, egg-shaped head that rose to a prominent point. Her features, too, were narrow, with nostrils so slim that they appeared to have been pinched with a clothespin. How her face glowed, rosy at the cheeks, smoky below the brow bone. Her lips glistened.

The man was glancing in a mirror too, quickly wiping the cream from his nose. Miranda wondered where he was from. She thought he might be Spanish, or Lebanese. When he opened another jar and said, to no one in particular, "This one smells like pineapple" she detected only the hint of an accent.

The woman wrapped the cream in several layers of red tissue. "You'll be very happy with this product." Miranda’s hand was unsteady as she signed the receipt. The man hadn't budged. Miranda began walking. At first she sped up. Then, noticing the doors that led to Downtown Crossing she slowed down.

"Part of your name is Indian," the man said, pacing his steps with hers.

She stopped. "Miranda?"

"Mira. I have an aunt named Mira."

His name was Dev. He worked in an investment bank back that way, he said, tilting his head in the direction of South Station. He was the first man with moustache, Miranda decided, she found handsome.

They walked together toward Park Street Station. A fierce January wind spoiled the part of her hair. As she fished for a token in her coat pocket her eyes fell to his shopping bag. "And those are for her?"

"Who?"

"Your Aunt Mira."

"They're for my wife." He uttered the words slowly, holding Miranda's gaze. "She's going to India for a few weeks," He rolled his eyes. "She's addicted to this stuff."

(abridged)

After reading

1. Answer the following questions

1. What can you say of Laxmi and Miranda? Who are those ladies? What are they like? Speak of their characters and appearances as you imagine them proving your thoughts with quotations from the text.

2. What was the problem with Laxmi's cousin? How did Laxmi descant upon it? Why did she reveal it all to Miranda – did she want an advice? What advice could be given here?

3. Miranda's thoughts were completely devoted to Dev. What do we know about him? How did they meet? What was the season when they met? Who initiated their acquaintance?

4. When Miranda saw Dev for the first time she didn't notice any wedding ring on his finger. If he were wearing the ring at that moment, would she have pursued the relationship?

5. Dev seemed to be an ideal man for Miranda. What did Miranda feel looking at him? What did he look like? Prove it with quotations.

6. What do you think of a trivial 'love triangle' of any kind? Why do people have lovers? Is it just despair or a glimpse of happiness mingled with expectation? Give your reasoning. Try to detect some positive and negative points for every participant of such a tangled romance.

7. Is it ever possible for a treacherous husband/wife to expiate the fault for his/her wrongdoing? What should be done in such a case? Could you justify a traitor whose spouse failed to descry the betrayal? What do you think of adultery? Should a betrayed spouse ever learn to forgive or he/she should always be adamant in his/her views of cutting off their relationship forever?

2. Find in the story English equivalents to the Ukrainian words and expressions given below. Illustrate their usage with your own examples.

- її кузина захворіла
- удвічі молодша
- привернути увагу читача
- він шпурнув журнал у смітник
- здувати порошинки
- мерехтіти як метелики
- довгастий брусок мила
- зволожуюча маска
- оцінюючи колір обличчя Міранди
- наносити крем на обличчя
- крутячи стійку з помадами
- кивнути головою
- він не зрушив з місця
- наздоганяючи її
- нахиляючи голову
- у неї пристрасть до таких речей

3. Explain in English the meaning of the underlined words or expressions from the text in the sentences given below.

a. She reached for the <u>Hot Mix</u> she munched throughout the day.

b. …she was already married, and kept a photo of herself and her husband, seated on a white stone bench in front of the Taj Mahal, tacked to the inside of her cubicle.

c. … they worked for a public radio station, in the fund-raising department.

d. …were surrounded by people who spent all day on the phone, soliciting pledges.

e. …her sentences peppered every now and then with an Indian word.

f. I think he skipped two grades.

g. She was there on her lunch break, buying discounted pantyhose.

h. Crisp bills emerged from a burgundy wallet.

i. As she fished for a token in her coat pocket her eyes fell to his shopping bag.

j. "They're for my wife." He uttered the words slowly, holding Miranda's gaze.

4. Comment on the following.

1. Though Miranda had never bought anything other than a lipstick, she liked walking through the cramped, confined maze, which was familiar to her.
2. While the saleswoman dabbed the cream on Miranda's face, …the man stood and watched, spinning the lipstick carrousel. He pressed a pump that dispensed cellulite gel and massaged it into the back of his ungloved hand. He opened a jar, leaned over, and drew so close that a drop of cream flecked his nose.
3. Miranda’s hand was unsteady as she signed the receipt.
4. At first she sped up. Then, noticing the doors that led to Downtown Crossing she slowed down.

5. Translate into English using active vocabulary.

1. Оцінивши колір обличчя Ганни і покрутивши стійку з помадами, продавець запропонував дівчині зволожуючу маску для обличчя, потрібний відтінок пудри і світло-рожевий блиск для губ. У неї завжди була пристрасть до косметики високої якості.
2. Дізнавшись шокуючу новину щодо розлучення її доньки, місіс Браун захворіла, й надовго.
3. Джонні тихо сів поруч, схиливши голову на плече Джейн, і її чорне волосся з сивіючими пасмами на скронях торкнулося його обличчя.
4. Містер Рід, здавалося, здував порошинки з Анжеліки,яка була удвічі молодшою, але вона так і не змогла його покохати.
5. Роуз розпакувала довгастий брусок мила і, шокована його запахом, миттю шпурнула його в смітник.

6. Rearrange the sentences in their proper order (as they were used in the story).

1. Miranda didn't know what she wanted. All she knew was that she didn't want the man to walk away.
2. She liked negotiating her way past the women spraying cards with perfume…

3. He called his wife and told her he'd had a conversation that had changed his life, and that he needed time to figure things out.
4. Dev rolled up the magazine and said: "Nothing you'll ever have to worry about," tapping her playfully on the head.
5. Normally Laxmi's phone conversations distracted Miranda as she typed letters.
6. He held a slip of paper covered in a precise feminine hand.
7. He's something of a genius.

TRY YOUR HAND AT TEACHING

Part 1. *Contrastive Stress Practice.* Consider the meaning of the following sentences. Convey the correct meaning using a strong stress on the appropriate word.

1. Only two people cook in our family.	(not three people)
2. I asked mom the permission to go out.	(not dad)
3. I asked my father for advice.	(not my mother)
4. He comes from a deficient family.	(not she)
5. Not many people are divorced among my friends.	(not married)
6. Granny adores ballet in my family.	(not grandpa)
7. Today we'll go to the cinema.	(not theatre)
8. A spouse should be faithful.	(not treacherous)
9. You are my only reliable friend.	(not one of several)
10. I know your aunt very well. We worked together.	(not uncle)

Part 2. Prepare teaching a short activity eliciting the information from your fellow-students. Ask your fellow-students 10 questions about their family members using a strong stress on the appropriate word.

Describing people. Appearance

Basic vocabulary

Hair: straight, wavy, curly, a crew cut, a bald patch, receding, black, grey, white, blonde, fair, dark, ginger, red, auburn, plaited, abundant, sleek, rumpled, tousled, dishevelled, bleached, dyed, tinted, bobbed.

Face, skin, complexion: thin-faced, round-faced, dark-skinned, freckled, pimpled, chubby, swarthy, tanned, pale, rosy; beard, moustache, wrinkle.

Fair *or* ***dark*** *can be used for hair, complexion and skin.*

Eyes: clear, expressive, big, bulging, narrow, hazel, blue, green, grey, deep, kind, clever, short-sighted, long-sighted.

Nose: straight, snub, turned-up, small, large, aquiline, flat, fleshy, hooked.

Lips: thin, thick, full, sensual, compressed, pencilled.

Height and build: plump, stout, fat, obese, slim, a bit overweight, thin, stocky, skinny, well-built, muscular, tall, short, medium height and built.

General appearance:

Women, girls: beautiful, good-looking, attractive, agreeable, winsome, pretty, smart, charming, stunning, elegant.

Men, boys: handsome, good-looking, cute, smart, elegant.

Negative: ugly, plain, unattractive, untidy-looking, scruffy.

📖***Reading***

Text 4

Read and discuss the story.

MEGAN

That morning I was to walk down to the village. I hadn't gone very far when I heard a bicycle bell behind me. It was Megan Hunter. I liked her and always felt sorry for her. Megan was Symmington the lawyer's stepdaughter, his wife's daughter by first marriage. She had divorced her first husband and then she married the only bachelor in the place, Richard Symmington.

Megan certainly didn't look like her mother who was a small anaemic woman, fadedly pretty.

Megan was a tall awkward girl, and although she was actually twenty, she looked more like a schoolgirl of sixteen. She had a shock of untidy brown hair, hazel green eyes, a thing bony face and an unexpected charming smile. Her clothes were drab and unattractive and she usually had on thread stockings with holes in them.

She looked, I decided this morning, like a very nice horse with little grooming. "You've torn your stocking," I said. Megan looked at her right leg. "So I have. But it's got two holes already so it doesn't matter, does it?" "Don't you ever mend your stockings, Megan?" "Rather. When mummy catches me." "You don't seem to realize you're grown up," I said.

"You' mean I ought to be like your sister? All dolled up?"

"She looks clean and tidy and pleasing to the eye."

"She's awfully pretty," said Megan. "She isn't a bit like you, is she? Why not?"

"Brothers and sisters aren't always alike."

"No, of course, I'm not very like my brothers. And they aren't like each other. It's very rum, isn't it?"

"What is?"

Megan replied briefly "Families."

I wondered just what was passing in her mind.

(after A. Christie)

Ask questions to the text about Megan's family and appearance.

Text 5

Read the text and do the tasks that follow.

Mr. COOPER

I walked into the lobby and over to the doorman's office. He told me I would find Mr. Cooper's apartment on the third floor.

Henry Cooper was tall and bulky, and very, very arrogant. He had a purple complexion of a heavy drinker and a waist-line of a solid eater. He opened the front door himself and as soon as I stepped into the hall he began to yell at me for taking so long to get out there.

I said the traffic was bad and I was sorry. This he brushed aside, and still muttering, he led the way into a luxuriously furnished lounge.

He walked over to an oil painting of a fat woman in the nude that looked good enough to be an original Rubens, but probably wasn't, and swung the painting on its hinges aside. Behind it was one of our super-de-luxe wall safes.

As I was setting down my tool kit, I became aware of a girl lying full length on the settee. She was in a white evening dress cut so low I could see the tops of her breasts. She was leafing through a magazine, a cigarette between her full red lips, and she glanced up and stared curiously at me.

She reminded me a little of Janey. She had the same coloured hair and the same long, slender legs, but there the resemblance ended. This girl had a lot of class whereas Janey had no class at all. Janey had a provocative shape, personality and a duck tail walk that made men stare after her, but it was all pretty brash. There was nothing brash about this girl.

"How soon can you open it?" Cooper demanded. "I'm in a hurry."

With a conscious effort I shifted my eyes from the girl and went over to the safe. "Not long, Sir, if you give me the combination. "

He scribbled the combination down on a scrap of paper and gave it to me. Then he went over to the cellarette and began to fix himself a highball (**whiskey*).

(after Chase)

1. Complete these sentences in a suitable way. More than one answer may be possible.

1. She's got blonde .....
2. He's got very pale .....
3. They've both got curly .....
4. I would say he was medium .....
5. Her brother has got very broad .....
6. She doesn't like men with hairy .....
7. Last time I saw him he had grown a .....
8. He's got very muscular .....
9. Both men were very good-.....
10. All of them have got dark .....

2. Answer these remarks with the opposite description using the words:

scruffy and untidy *fair/bald guy* *in her twenties*
slim/dark-haired woman *unattractive*

Example: A: I thought you said he was the short, chubby one.
B: No, quite the opposite, **he's the tall, thin-faced one.**

1. A: Was that his brother, the dark-skinned, wavy-haired one?
   B: No, quite the opposite, his brother's...
2. A: She's always quite well-dressed, so I've heard.
   B: What! Who told you that? Every time I see her, she's...
3. A: So Charlene's that rather plump fair-haired woman, is she?
   B: No, you're looking at the wrong one. Charlene's...
4. A: So, tell us about the new boss, good looking?
   B: No, I'm afraid not, rather...
5. A: I don't know why, but I expected the tour-guide to be middle-aged or elderly.
   B: No, apparently she's only...

3. Using the words below form the combinations to describe people. Use a dictionary if necessary.

looking stocky middle over- long round haired well faced good mixed complexion aged red build dressed weight race legged tanned

🗣***Speaking***

4. You want to know about the following:

- someone's general appearance
- their height
- their weight

What questions do you need to ask? Complete these questions:

What.....,.....?
How.....?
How much .....?

Now answer these questions:

1. How tall are you?
2. How would you describe your build?
3. How much do you weigh?
4. What kind of hair have you got?
5. What colour is it?
6. Would you like it to be different? If so, what colour of hair would you like?
7. Do you think you have any special features?
8. Are there any special features you would like to have?
9. Do you like beards?
10. Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

If possible, ask another person these questions.

5. Describe each of these people giving information about their hair and face, their height and build and general appearance.

1. you yourself
2. your best friend
3. a neighbour
4. your ideal of a handsome man/a beautiful woman

6. In the same way, describe somebody very famous, give some extra clues about him or her, e.g. pop star/politician, and see if someone else can guess whom you are describing.

7. Imagine that you are to meet a person whom you have never seen before at the railway station / airport. Make up a telephone conversation in which you describe to him / her your appearance and what you will be wearing when you come to meet him / her.

8. Translate into English:

1. Моя подруга – дуже красива дівчина. Їй 27 років, але виглядає вона значно молодшою. У неї темно-сірі очі, довгі густі вії, прямий короткий ніс, русяве волосся і чарівна посмішка.
2. На кого схожий ваш брат? Він – копія тато. У нього каштанове волосся, темно-карі очі, повні губи та ямочки на щоках. Він досить привабливий молодий чоловік.
3. Скільки років вашій матері? – Їй нещодавно виповнилося 50. – Дійсно? Неймовірно! Вона виглядає молодо для свого віку. У неї ж жодної зморшки! Чи то, може, так здається?
4. Тобі подобається чоловік Ганни? – Так, він приємний юнак. – Ти його вже бачила? – Так. У нього хвилясте темне волосся, виразні блакитні очі і красива статура. Думаю, він спортсмен.
5. У вас симпатична сестричка, проте вона ані трішки на вас не схожа. Дивно, що рідні брати і сестри не завжди схожі один на одного.
6. Яка у нього неприємна зовнішність: вирячені очі, великий ніс, руда борода та вуса і ластовиння на щоках. До того ж, він такий незграбний!
7. Хелен – середнього зросту, худорлява й гарної статури. Мені подобаються її правильні риси обличчя, довге розкішне волосся і великі темні зеленуваті очі. Коротше кажучи, вона просто красуня.

✍ ***Writing***

9. Write a description of your groupmate without mentioning his / her name. Concentrate on basic peculiarities of the person's appearance and manners so that he / she could be identified without error.

Emotions and character

Basic vocabulary

Positive traits of character: good-natured, kind-hearted, well-bred, generous, sociable, easy-going, affable, sincere, honest, earnest, shy, modest, calm, reserved, devoted, merciful, sympathetic, patient, courageous, witty, hard-working, polite.

Negative traits of character: ill-natured, hard-hearted, ill-bred, absent-minded, rude, stingy, greedy, avid, mercenary, arrogant, hostile, cruel, ruthless, self-conceited, vain, wilful, hollow, shallow, superficial, obstinate, stubborn, impudent, mean, spiteful.

as… as… expressions: ***as big as a whale***
as blind as a bat
as brave as a lion
as busy as a bee
as crazy as a loon
as dumb as an ox
as fast as a rabbit
as happy as a clam
as proud as a peacock
as quiet as a mouse
as silly as a goose
as slippery as an eel
as slow as a turtle
as sly as a fox
as strong as an ox
as stubborn as a mule
as wise as an owl
as close as an oyster

🕮***Reading***

Text 6

Read and answer the following questions:

Which of your feelings do you let other people know about?
Which do you keep to yourself?

Sometimes it's a good thing to say what you feel. At other times it's better to keep quiet about your feelings. Sometimes it's hard to know exactly what it is you do feel. At other times feelings are so strong they seem to overwhelm you. How often do you express what you feel?

Controlling or letting feelings out

The stereotype of the English is that they are cold, reserved and unemotional. Compared with the extravagant French or the explosive Italians the English are an uptight lot: if they do feel anything they're not likely to let you know. It's a caricature but it has some truth in it.

We grow up in a culture, which tells us that it's good to control our feelings. We learn that it's best to restrain our warmth, our tears and our anger. We learn that it's better to be rational. But is it? What happens to feelings you don't express? Many people argue that they don't just disappear. They continue to exist under the surface and affect the way you feel and behave.

Anger that you don't express to others can become anger that you turn against yourself. Fears that you don't talk about may make you timid in all things. You may put on a brave front but inside you're fearful and anxious. Hurts and disappointments that you've never cried over may make you protect yourself hard against any possible new hurt and become overcautious about getting close to others.

How do you show your feelings?

The following quiz looks at some feelings that are common to us all and some of the different ways that people react to them.

Reactions can range from expressing the feeling spontaneously and directly to finding some way of denying that it exists at all.

For each section circle the answer that is most often typical of you.

1 Anger

When you feel angry, which of the following reactions would be most typical for you?

a Raising your voice or shouting at the person you're angry with

b Explaining quietly why you're angry

c Trying not to be angry (perhaps because you think it's wrong or unfair)

d Telling yourself you're not really angry or that you've not really got anything to be angry about

2 Feeling sad or upset

When you feel sad or upset, which of the following reactions would be most typical of you?

a Crying about it to someone else.

b Talking to a friend about what's upset you

c Going away and crying on your own

d Telling yourself you don't really feel upset or sad or that you don't really have anything to feel upset or sad about

3 Feeling frightened or worried

When you feel frightened or worried, which of the following reactions would be most typical of you?

a Trembling, shaking or crying as you tell someone how you feel

b Talking to a friend about the things that are frightening or worrying you

c Going away on your own and crying about it or feeling bad

d Telling yourself you don't really feel frightened or worried or that you don't really have anything to feel frightened or worried about

4 Feeling embarrassed or ashamed

When you feel embarrassed or ashamed, which of the following reactions would be most typical of you?

a Laughing in embarrassment as you try to explain to someone why you feel embarrassed or ashamed

b Telling a friend later about how you felt embarrassed or why you felt so ashamed

c Swallowing hard and wishing the floor would open so that you could disappear from sight

d Pretending you're not in the least embarrassed or ashamed and putting an arrogant or cocky face on it

5 Feeling happy

When you are feeling happy, which of the following reactions would be most typical of you?

a Laughing and smiling, telling someone how you feel

b Analysing to yourself or others the reasons why you're happy
c Going around with an inner glow
d Telling yourself this can't last, it's not really true or it’s not right to be happy when others aren't

6 Feeling disgust or dislike

When you feel disgust or dislike, which of the following reactions would be most typical of you?
a Screwing up your face, grimacing as you say what you feel
b Telling a friend how much you dislike or feel disgust about something or someone
c Controlling your disgust or dislike
d Pretending that nothing's happened, ignoring the things or people that make you feel this way

7 Feeling warmth or affection for others

When you feel warmth or affection for others, which of the following reactions would be most typical of you?
a Touching, holding, embracing, kissing other people
b Talking to a friend about the way you feel
c Deciding not to express how you feel, perhaps because you're afraid you might get hurt
d Telling yourself it's sloppy and sentimental to feel like this about people and pushing the feelings away

Do you ...

Express feelings directly?
The **a** statements show ways in which feelings can be expressed directly. You feel something and you show it.
Talk about them?
The **b** statements show ways in which feelings can be partially expressed by talking about them. Talking about your feelings can help you get clear about what you feel. You can get support. You may start to build up the confidence to express feelings more directly.
Keep them to yourself?
The **c** statements are about trying to control your feelings. Sometimes you may feel it's best to keep quiet about what you feel. You may not want to make yourself vulnerable before others. Or you may decide that expressing your feelings would be destructive to someone else. If you always keep your feelings to yourself, however, you may find that they start to come out in other ways.
Deny them?
The **d** statements are about ways of denying your feelings altogether. You may think they're not nice. Or you may be frightened of their strength. Again, these denied feelings may emerge in other ways.

Memorize the words and word-combinations from the box.

cold overcautious arrogant reserved angry happy unemotional sad sloppy extravagant upset sentimental explosive frightened vulnerable rational worried to control smb's feelings (disgust, dislike) fearful embarrassed to restrain smth anxious ashamed to give vent to feelings

📖***Reading***

Text 7

Read and discuss the text below.

DIFFERENT EYE COLORS
AND WHAT THEY SAY ABOUT YOU

There some articles proclaiming that eye color and iris pattern of the eye can indicate intelligence, personality traits, and one's health condition.

Europeans have the most variation in eye color. The most common eye color is brown, the second most common eye color is blue or gray, and the least common, or most rare eye color is green.

What do eye colors indicate?

Brown Eyes: Outgoing, vivacious, and affable. People with brown eyes are often individualists who are steadfast, serious, practical, self-sufficient, with a somewhat retiring nature, and a strong sense of commitment. Often attractive, adorable, and enjoy making new friends. Kind, loyal and devoted to the special people in their lives, like to cheer people up, and known as the best kissers of all.

Hazel Eyes: Determined, imaginative, love adventure and trying new things, often have a boundless inner vitality. People with hazel eyes are often risk takers yet profound thinkers, courageous in the face of adversity, aware of their own limitations, responsible, but often have a serious selfish streak.

Green Eyes: Have an air of mystery and a quiet self-sufficiency. People with green eyes are often unpredictable, yet slow to anger. They often have unlimited patience, capable of great emotional restraint. They are original, creative, highly intelligent, intellectual, and can easily employ serious concentration even in highly distracting environments. People with green eyes love freedom, project sex appeal, and perform well under great pressure. They tend to be the happiest of all the different eye colors. Passionate and tending towards long-term relationships both romantic and platonic, they are generally attractive and sensual.

Blue Eyes: Pose high intellect, devotion to noble causes, sincerity, self-sufficiency, and are sentimental. People with blue eyes get easily bogged down by routine, often hold grudges, are moody, but have great stamina, and generally have a bright and happy nature.

Violet Eyes: Highly imaginative and creative, possess lots of self-esteem, and they are often perfectionists with high ideals. People with violet eyes generally have lots of charisma.

Gray Eyes: People with gray eyes are thought to be conformists, quiet and self-effacing, but usually patient in waiting for self-opportunities, as well as calculating and deceptive. People with gray eyes tend to be courageous, but obstinate. They are uncertain in affection.

Black Eyes: Have a dynamic character full of vitality, people with black eyes tend to be hot-tempered, impulsive and often seek dangerous adventures. They command respect, exhibit great dignity, but they are often pretentious, secretive and mysterious.

1. Write down a synonym for each of the words on the left. Choose from the ones on the right:

1. emotional	impulsive
2. disinterested	rude
3. disgusting	amusing
4. awful	boring
5. smashing	silent
6. ugly	fair
7. optimistic	repulsive
8. funny	terrible
9. unfriendly	impartial
10. dull	hopeful
11. impolite	joyful
12. intelligent	ghastly
13. quiet	marvellous
14. gay	clever
15. decent	off-putting

2. Put the following words in the correct sentences. Use each word once only:

friendly bad-tempered quarrelsome patient helpful talkative careless reliable jealous imaginative diligent hopeless

1. Mike is always …….. before lunch. He gets angry at the slightest thing.
2. What I like about John is that he is so ..... . If he tells you he'll do something, then he always does it.
3. She is so ..... . She'll find all your mistakes and explain the correct use.
4. She's extremely ..... . Don't touch her, she'll immediately find a fault with you.
5. Stop boasting of your enormous success. It makes people get …… .
6. Our new teacher is so ..... . If we don't understand something she goes over it again and again until we get it.
7. I think English people are so ..... . They'll always talk to you and try to help you even if you've never met them before.
8. Jane loves to talk a lot, doesn't she? In fact, I've never met anyone quite so ..... .
9. Richard hasn't done his homework. He's so lazy and ..... .

10. Some of the students are enormously ……., they are extremely good at inventing stories about why they haven't done homework.
11. While listening to an English broadcast she becomes ……. if she hears an unknown word – so she mixes up everything.
12. Look, Ann's made a considerable progress in English, it's because she is so …… .

3. Put each of these adjectives in the correct column according to the type of mood it describes.
annoyed delighted grumpy overjoyed apprehensive depressed heartbroken petrified cheerful despondent infuriated relieved contented exhilarated intimidated scared cross furious irate startled dejected gloomy miserable terrified

ANGRY	FRIGHTENED	HAPPY	UNHAPPY

4. Match the first part of these descriptions with the second parts below:

1. Tony isn't very sensitive. 2. Mark's so aggressive. 3. Simon's very thoughtful. 4. He's so absent-minded. 5. Joe isn't very self-confident. 6. He's so vain.	a. He's always buying me little presents. b. He's always looking in the mirror. c. He's always worrying about what people think of him. d. He's always saying the wrong thing. e. He keeps forgetting where he's put things. f. He keeps getting into fights.

5. Match the adjectives in sentences 1-5 with the opposites in sentences a - e:
1. Tom's really generous. He bought everyone in the pub a drink last night.
2. Claire's very hard-working. She never leaves the office until after six o'clock.
3. Tina's very outgoing. She's made friends with everybody else in the class already.
4. Brian's a very easy-going sort of guy. Nothing seems to worry him.
5. Jack's such a cheerful little boy. I've never seen him in a bad mood.
a. Bruno's so shy. I don't think he's spoken to any of the other students yet.
b. I don't understand why he's so miserable. He never stops complaining.
c. Lucy's very tense. She's always worrying about something or other.
d. Don't expect Tom to put any money in the collection. He's much too mean.
e. I can't believe Emma's husband's so lazy. He just sits and watches TV all evening.

6. Translate into English:
1. Кожен із батьків мріє про те, щоб його дитина стала благородною і великодушною, тактовною і милосердною, чесною і справедливою, стриманою і порядною. Завдання батьків – бути гарним прикладом своїй дитині, адже діти майже завжди наслідують своїх батьків.

2. Ти така наївна і довірлива, дорогенька. Хіба ти не знаєш, що не можна довіряти людям, як собі. Спочатку слід перевірити, хто твій справжній друг, а хто ні. Час і досвід допоможуть це зрозуміти.
3. Завдання справжнього вчителя – розгледіти здібну обдаровану дитину і допомогти їй розвинути її найкращі якості. Учитель має бути доброзичливим, серйозним і відповідальним, щоб навчити цьому своїх учнів.
4. Він зарозумілий, пихатий, марнославний, недбалий і безсоромний і ніколи не зважає на інтереси інших.
5. У наш час рідко можна знайти справедливу, щиру, пристойну та віддану людину. Досить часто люди самовпевнені, нахабні, корисливі, заздрісні й ворожі один до одного.

🗣***Speaking***

7. What are the things which you look for in another person when you fall in love? What do you think are the most important qualities that the other person must have in order to achieve a good, satisfying relationship? Make up a list of qualities and characteristics.

🗣***Speaking***

8. Discussion points.

- ✓ Faint heart never won a fair lady.
- ✓ How much does appearance matter?
- ✓ We value people for who they are not for what they look.

✍ ***Writing***

- ➢ Appearances are deceptive.
- ➢ Appearance is 80% of life success. True or false?
- ➢ Who can be my best friend? Choice criteria.

TRY YOUR HAND AT TEACHING

Part 1. *Emphatic Stress Practice.* Write 10 FALSE sentences using the basic vocabulary of the Unit 1. They could be about anything, as only as they are not true. Read the statements to your partner. The partner must correct them by using phonetic modifications. Start your correction with the classroom language from p. 71.

Example 1: Her sister is obedient. – Unfortunately not. She's ***naughty****.*

Example 2: They have 5 members in the family, don't they?

No, ***THEY*** *don't, but* ***WE*** *do.*

Part 2. Prepare teaching a short activity eliciting the infoemation from your fellow-students. Ask your fellow-students ten questions about thei relatives' traits of character using a strong stress on the appropriate word.

UNIT 2
THERE IS NO PLACE LIKE HOME

Basic vocabulary

Types of houses / places people live in

detached house: a house which stands alone and is not joined to any other
semi-detached house (informal: **semi-**): a house which is joined to another on one side only
terraced house: a house in a row of houses which are all joined together
cottage: a small house in the country, usually with a garden
bungalow: a house which has only one floor (storey)
council house: a house which is rented from local authorities
block of flats: a large building with many flats in it
high-rise: a tall building with many levels
penthouse: a very expensive and comfortable apartment or set of rooms on the top floor of a building
skyscraper: a very tall modern city building
bedsit (also **bedsitter**): a rented room used for both living and sleeping in
villa: a large house with a big garden or a rented house in a holiday resort/tourist area
time-share: a holiday flat or house where you have the right to live one or two weeks a year

Places in the home

utility room: a room in the house usually where washing machines, freezers etc. are kept
shed: a small building separated from the house usually for storing garden tools
attic/loft: a space or room just below the roof of a house, often used for storing things in
loft (also): a space above a business factory etc. that was once used for storing goods, but has been changed into living space
cellar/basement: a room under a house or other building, often used for storing things
landing: a flat area at the top of a staircase
hall: an open area as you come into a house
porch: a covered area before an entrance-door
pantry/ larder: a very small room in a house where food is kept
terrace or patio: a paved area between house and garden for sitting and eating, etc

1. Fill in the gaps with a suitable word.

1. I'll be in a ..... . I'm going to wash the clothes.
2. We keep our skis up in the ..... during the summer. They're out of the way up there.
3. You'll find the garden-chairs in the ..... at the bottom of the garden.

Bring them up and we'll have a drink on the ..... and watch the sunset.
4. The light-switch for the stairs is on the ..... as you come out of your bedroom.
5. I've moved to a ..... now as I found I couldn't manage the stairs any more at my age.

2. Discuss with your groupmates.
1. Which do you prefer, houses or flats?
2. Do you live in a house or in a flat?
3. What kind of house/flat is it?
4. Do you own your flat/house or rent it?
5. Are house/flat rents high in your country? How have they changed over the years (gone up/down, stayed the same)?
6. What can you say about time-shares? Are they common in any part of your country?
7. Do houses still have pantries in your country?
8. Is it common to rent bedsits in your country? If so, what sorts of people do so?

🕮***Reading***
Text 1
Read the text, then do the tasks that follow.

In Britain families like to live in houses rather than in flats or apartments (‘apartments’ is American English). About 80% of people live in houses and 20% in flats. Most houses are made of brick. Many live in two storey terraced or semi-detached houses. Sometimes when people get older they move to a bungalow which is a house with only one storey. A country cottage which is made of stone or a mansion is a dream for most people.

Most British people obtain their home in one of the three ways. The majority, about two-thirds, buy their own houses or flats. About ten per cent of the population live in flats or houses which they rent privately from another person or organisation. The majority of the remaining 25 per cent live in accommodation that is owned by, and rented from, their local council. Council houses (or flats), as these are called, are available to everyone, but in many areas there are long waiting lists, and the homes go to the most needy people. In the past few years it has become possible for council house tenants to buy their property from the local authority at a fairly cheap price – this is determined by taking into account how much rent the person has paid to the council over the years.

Homes in Britain are relatively expensive, although prices vary from area to area. They are most expensive in the London area and cheapest in northern England, parts of Scotland, Wales and Northern Ireland.

1. Work in pairs. How is housing in Ukraine different from housing in the UK?

Use these expressions:

We've got lots of (flats, houses, etc.)
We haven't got many (flats, houses, etc.)
Most houses are (detached, semi-detached, etc.)
Most houses have (one storey, two storeys, etc.)
Most houses are made of (brick, stone, wood, etc.)
Most people prefer to live in (flats or houses)
Most people buy/rent their homes.

2. Write a short description of housing in Ukraine as an introduction to an article in Wikipedia.

🕮 ***Additional reading***

Text 2

BUYING A HOME

There are two types of organisation which are central to the buying of houses and flats.

The first is the estate agent. An estate agency is, essentially, a shop which arranges for the sale of homes.

Let us imagine that Mr and Mrs Smith want to sell their house. First, they ask one or more local estate agents to visit the house and tell them how much they should be able to sell it for. They will also want to know how much the agent will charge for his/her services (usually as percentage of the selling price). If the Smiths are happy with the proposal, the agent will publish details of the house in the form of giveaway leaflets, on the Internet and possibly in the local or even national newspapers. The description will have details of the house, giving the position, number and sizes of its rooms, the garden and so on. Then Mr and Mrs Smith wait for prospective buyers to arrive.

Now imagine that Mr and Mrs Johnson want to buy the house in the same area. They go to the estate agency and inspect the details of the houses on offer. If they are attracted by the description of the Smiths' house, they will visit the property to look at it. If they are still interested after seeing the house, they may make an offer to the Smiths via the estate agent. Often the offer will be slightly less than the official "asking" price. If the Smiths agree, the house can be sold.

But the Johnsons probably do not have enough money to pay for the house immediately, so what do they do? They go to the second type of institution involved in house buying and selling – the building society.

A building society's main function is to lend people like the Johnsons enough money to buy a house. Banks also offer a similar service.

Building societies make their money by borrowing money from some members of the public – their "depositors" – and lending to others. Many British people have building society savings accounts. They save their money with a

building society, which pays them interest. The society then lends this money to people who want to buy a house or flat and charges them a higher interest rate on the amount borrowed. This long-term loan is called a “mortgage”.

So Mr and Mrs Johnson go to a local building society where they will be asked a number of questions – what type of jobs do they have? How much do they earn? What are their monthly expenses? And so on. The society will also inspect the house to see if it is worth the money they are being asked to lend. All being well, it will offer to lend the Johnsons up to about 90 per cent of the price of the house, to be paid back with interest over 25 years, or sometimes less. When all is agreed and the papers signed, the money is paid to the Smiths or to their legal representative – usually a solicitor – and the Johnsons can move in.

Over the 25 years, the Johnsons, because of the interest on the loan, will pay far more than the original price of the house – but since they are paying it in fairly small sums once a month they are, at least, able to afford it.

Text 3

THE LANGUAGE OF ESTATE AGENTS

It is a running joke in Britain that the more disreputable estate agents will always try to make the houses they are trying to sell sound much more desirable than they really are. An estate agent would never write: "This is a horrible little house in very poor condition. The trains go past every ten minutes and shake the walls. The back garden is laughably small. This is why it is so cheap.” Instead he would say: “This compact residence is ideally priced for the first-time buyer. Although in need of some renovation, it has some highly attractive features, including a small patio/garden to the rear. It is very convenient for the railway station.”

1. What do you think the following extracts from estate agents’ descriptions really mean?

1) Planning permission has been granted for the addition of a bathroom.
2) The rooms have been decorated to the taste of the present owner.
3) The cottage has a particularly charming historical character.

2. Can you make up similar descriptions of the places you know?

🕮***Reading***

Text 4

Read the text. How would you answer the question at the end of it?

AT HOME

Mr Hudson sells houses. At the moment he is showing 736 Pearblossom Avenue to Mr and Mrs Willis.

‘Here we are. As you can see, Mr and Mrs Willis, it’s really quite a big house, with two storeys. Upstairs there are three bedrooms and a bathroom, and

downstairs we have a large living room, a dining room, and a kitchen. There is no basement under the house.

'Before we go in, let's take a look at the house from the outside. I think you'll agree that the front garden is a nice size and the hedge around it makes it a little more private. You've got a car, haven't you? So the garage next to the house will be very useful. Now, look up there at the roof. It was repaired only four months ago, so you won't have any trouble from the rain. The chimney up there doesn't work any more. You see, the fireplaces were taken out when the central heating was put in.

'OK. Let's go in here through the garden gate and up the path to the front door. Follow me.

'I'll just open the door and here we are inside. Here's a little hall where you can hang your hats and coats. On your right is the living room, and this door on your left leads into a small dining room. As you can see, it has a lovely wooden floor. The dining room and the kitchen are connected, so you can cook in the kitchen and serve the meals in the dining room. From the kitchen window you have a pleasant view of the back garden, which, as you can see, has a strong wooden fence around it.

'The house is in excellent condition. You'll have no problems with any of the walls, floors or ceilings. So, any questions? Ah, yes, the price. Three bedrooms, a garage and a garden. Well, what do you think?'

1. Read the description of the house again and draw its plan.

2. What are these rooms used for? Match each part of the house with what usually happens in it.

1. the kitchen	a) a place to wash
2. the dining room	b) a place to sleep
3. the bedroom	c) a place to hang coats
4. the garage	d) a place to relax and talk
5. the garden	e) a place to cook
6. the bathroom	f) a place to grow flowers
7. the living room	g) a place to keep a car
8. the hall	h) a place to eat

3. Which part of the house is different from the other three in each group?

1	a) floor	b) wall	c) stairs	d) ceiling
2	a) fireplace	b) roof	c) central heating	d) chimney
3	a) bathroom	b) garage	c) kitchen	d) bedroom
4	a) window	b) wall	c) gate	d) door
5	a) downstairs	b) upstairs	c) basement	d) storey
6	a) fence	b) path	c) hedge	d) wall

4. Which would you most like to have in a house? Put the following in order from most important (1) to least important (6). Then discuss your answers with someone else.

a large bedroom _____ a large comfortable living room _____
a large modern kitchen _____ a large bathroom _____
a large garden _____ a garage _____

🗣***Speaking***

5. Answer the questions and do the tasks.

1. How much does the average house cost in Ukraine? What makes one house more expensive than another?
2. Describe a very traditional type of house in Ukraine.
3. Think of a house you know and describe it to another student. Then ask them to draw a plan of the house.

6. Match the idiomatic expressions with the non-idiomatic equivalents.

1. We got on like a house on fire.
2. She's nothing to write home about.
3. He brought the house down.
4. They ate us out of house and home.
5. Put your own house in order.

a) Sort out your own problems first.
b) We liked each other a lot.
c) The audiences applauded a lot.
d) We had no food left.
e) She's not especially good-looking.

7. Decide which word – *house* or *home* – correctly completes the idioms below.

1. Hello, Alex. Come in. Make yourself at house/home.
2. I met my boyfriend's parents last night for the first time. We spent the evening talking about our love of horses. We got on like a house/home on fire.
3. Her performance was superb and really brought the house/home down.
4. My flatmate never cleans or does the dishes. I think I'm going to have to tell her a few house/home truths.

📖***Reading***

Text 5

Read the text. Which other things would you give away to the museum?

A VISIT TO THE NATIONAL MUSEUM OF THE PAST

It is the twenty-fifth century. A group of schoolchildren is visiting the National Museum of the Past. One child has a lot of questions for the tour guide.

GUIDE: We are now entering a typical living-room of the late twentieth century.

CHILD: What's that box in the middle of the room? It seems as if all the chairs are placed so that people could sit and look at it.
GUIDE: That's right. That box is called a television set. People used to look at the pictures on it for hours and hours. They used to sit in those armchairs or on the sofa which is that big chair for two or three people.
CHILD: Did people have machines for listening to music in those days, like we do now?
GUIDE: Yes, of course. This machine in the corner is called a stereo system. It has three parts. This part on top was used for playing round black disks called records. Underneath that, you can see the radio. And underneath the radio, there's a cassette recorder, which was used for playing music on tape.
CHILD: What's that low table in front of the sofa? Is that a kind of desk?
GUIDE: No, their desks were much bigger, and they had drawers. That's called coffee table. In those days people used to drink something called coffee and smoke things called cigarettes. They used to put their coffee cups on this table while they were watching television. They dropped the ash from their cigarettes into that glass dish. That's why it's called an ashtray. Coffee and cigarettes have been illegal for the last two hundred and fifty years.
CHILD: And what are those things on the shelves over there behind the dining table? Are they books?
GUIDE: Yes, they are. And the piece of furniture with the shelves is called a bookcase.
CHILD: Didn't they have computers?
GUIDE: Yes, they did. Personal computers were invented towards the end of the century and revolutionised everyone's lives. Now then, I'd like someone to turn off that old lamp by pressing the switch on its side. I'll draw the curtains to make the room a bit darker and we'll turn on this television and watch a very popular twentieth-century film for children. It's about a mouse called Mickey.

1. Act out the conversation between the guide and the child.

2. Complete the sentences using the words below.

ashtray *window* *stereo system* *cassette recorder* *coffee table* *shelf*

1. Put the book on the …
2. Put the record on the …
3. Put the cup on the …
4. Put out your cigarette in the …
5. Put the tape in the …
6. Draw the curtains across …

3. Put the following items into the correct columns.

a deckchair	a cupboard	a wardrobe	a stool	a carpet	a cabinet	a bench
a chest of drawers	a rug	a mat	a cushion	linoleum		

to sit on	to put things in	to walk on

4. Answer the questions.

1. What furniture do you have in your living room?
2. What furniture do you usually find in different rooms of a house/flat?
3. Do you have a television, a stereo system, a mobile phone, a laptop? If you could have only one of those things, which would you choose? Why?

🕮***Reading***

Text 6

Read the descriptions of three bedrooms. Which one is more to your liking? Why?

A. My room is at the end of the corridor. On my door there is a small bell. My room's got a big bed, with a nice yellow bedspread. My bed is in front of the window. When you look out of the window you can see the garden of our house, and the primary school. Next to the bed there is a small table. On the table there is a lamp. There is a chair behind the table. On the wall near the door I've got photographs of my family and friends. There are also photos of children, because I love children. Near the table there is a wardrobe for my clothes. Behind the door is a bookcase. But there are no books! On the shelves I've got some plants, a small clock and a radio. The room is small but comfortable. I feel relaxed in my room.

B. Opposite the door, there are four cupboards along the wall. Then, on the right, against the wall, I've got a working desk with my laptop on it and three shelves above it. The shelves are full of books! On the left, there is my classical guitar hanging on the wall, next to the bed. I've got a flat screen TV on a cupboard beside the desk. On the opposite wall there is a window. There's also a bookcase between the window and my bed. On the other side of the bed there is a side table with a lamp on it. The walls everywhere have got a lot of pictures and posters.

C. My room is small but lovely. The carpet on the floor is very colourful. On the right I've got a bookcase and on the left, my wardrobe. Next to the bookcase there is a desk with a lamp on it. On the left, beside the wardrobe, I've got my bed with cushions on it. Next to the bed there is a small armchair with cushions, too. I've got a vase of flowers on the bedside table. I love flowers! However, I don't have any plants because I always forget to water them. Strange, isn't it? The walls in my room are white and covered with posters. I haven't got a dressing table, only a mirror on the wall. The curtains at the window are colourful – they match the carpet. My favourite thing is the balcony, which is lovely on long, hot summer nights.

🗣*Speaking*

1. What have you got in your room? Tick the items. Describe your room to a groupmate.

a bed	a bookcase	a chair	a carpet
a wardrobe	some cushions	an armchair	some posters
a cupboard	a side table	a flat screen TV	photographs
a desk	a lamp	a radio	a window
a laptop	a balcony	bunk beds	a mirror

2. You have just moved into a rented room. But it does not have any furniture or furnishing! Discuss with your friend what items you should have and how much money you can afford to spend. Why splashing out on new things when you can buy some used ones? Here's the list of items and prices in pounds.

Bed	15	Cupboard	10
Wardrobe	25	Radio	3
Dining or writing table	10	Flat screen TV	300
Coffee table	5	Lamp	2
Side table	5	Vintage sideboard	150
Shelves	7	Rug	1
Bookcase	12	Pot plant	1
Chest of drawers	12	Poster	1
Sofa	20	Picture	10
Armchair	13	Curtains	15
Chair	5	Cushion	2
Rocking chair	7		

📖*Reading*

Text 7

Read the text replacing Ukrainian words with their English equivalents.

WHERE WE LIVE

We live in Hendon. It is a suburb in north London. Our (будинок) has five rooms; two (внизу) and three (нагорі). There is also a (кухня), a (ванна) and a (туалет). The kitchen is downstairs. The other two rooms downstairs are the (вітальня) and the (столова). We usually have our meals in the dining-room. But mother and Dennis have their lunch in the kitchen. They are alone at lunch time. We watch the (телевізор) or entertain our friends in the lounge.

You enter the house from the front (двері). There is a hall leading to the (східці). A hallstand is on one side of the hall. There are two doors on the other side and one door at the end. This leads to the kitchen.There are banisters on either side of the staircase. The three rooms upstairs are (спальні). The bathroom and toilet are also upstairs. My parents sleep in the big bedroom. Dennis also sleeps there. It faces the back garden. I share the small bedroom with Tommy. It faces the street. Betty's room is very small. It also faces the street.

We have (шифоньєри) for our clothes. We sleep on divan beds. We sleep between (простирадла) and we are covered by (ковдри). They are tucked in at the bottom of the bed and at the sides. That keeps us warm.

In winter we must heat the house. Many English houses and flats now have (центральне опалення). We have a (бойлер) in our kitchen. It is gas-fired. It heats the water and the house. It is expensive but oil-fired heating is dearer still. Electric fires are expensive to run. The heating and lighting go wrong sometimes. The householder has a lot of problems. It is good if he knows something about electricity. (Меблі) may be in need of repair. He has to knock nails into the wall. Sometimes he has to screw screws into the (шафи) and other wooden articles. My father can do this very well.

We all help mother with the housework. I sweep the floor and hoover the (килими). Betty does the dusting and tidies up the rooms. We make our own beds.

Dad helps mum with the washing up. She washes the (посуд). He dries them. Mother washes the (одяг). She sends some to the (пральня). Sometimes father does the ironing but usually either Betty or mother does it.

We do not own the house. It is a council house. We pay our (орендну плату) to the council. The rent is rather high now. My grandparents own the house they live in. They must pay off for it. It usually takes 25 years. Most English people still live in houses.

Translate into English.

Я живу в новому багатоквартирному будинку. Це – п’ятиповерхова будівля з магазином на першому поверсі. Я живу на третьому. Наша квартира дуже затишна. Кімнати великі, з широкими вікнами. В квартирі є зала, дві спальні, кухня, ванна кімната, комора й балкон. Є навіть передпокій, але він досить малий. Та й кухня не дуже простора, могла б бути й більшою. Хоча в ній досить місця для холодильника, мийки, де ми миємо посуд, газової плитки, на якій ми готуємо їжу, та трішки меблів – кухонний стіл, декілька стільців та шафки для посуду.

Добре, що в мене є власна кімната. Вона мені править за робочий кабінет і спальню. В кімнаті стоїть диван, а підлогу вкриває гарненький рожевий килимок. Біля дивану знаходиться тумбочка, де я тримаю різні свої дрібниці, а на ній – лампа. Щовечора, перед тим, як заснути, я читаю книжку. Для одягу у мене є гардероба, вона стоїть у кутку праворуч. Біля неї – туалетний столик із невеликим дзеркалом.

В іншому кутку, біля вікна, я поставила письмовий стіл. Над ним – дві книжкові полиці, заповнені книжками. Декілька книжок лежать навіть на підлозі. Треба купити ще полиць. На жаль, зараз я не можу собі цього дозволити, бо дорого. Звісно, ліпше було б купити книжкову шафу, але вона коштуватиме набагато дорожче, ніж полиці.

Певно, в моїй кімнаті забагато меблів, доводиться регулярно в ній прибирати. Ну, принаймні, раз на тиждень я мию підлогу та чищу

пилосмоком килимок. Кімната має бути чистою й охайною! Мені подобається моя кімната. Там я почуваюся зручно й безпечно.

🕮***Reading***

Text 8

Read the description of a room. Why does the person like it?

MY FAVOURITE ROOM

My favourite room is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only where we cook and eat but it's also the main meeting place for family and friends. I have so many happy memories of times spent there: special occasions such as homecomings or cooking Christmas dinner; troubled times, which lead to comforting cups of tea in the middle of the night; ordinary daily events such as making breakfast on dark, cold winter mornings for cross, sleepy children before sending them off to school, then sitting down to read the newspaper with a steaming mug of coffee. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and nosiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, which is the focal point of the room. There is a large window above the sink, which looks out onto two apple trees in the garden. The cooker is at one end, and above it is a wooden pulley, which is old-fashioned but very useful for drying clothes in wet weather. At the other end is a wall with a large notice-board, which tells the story of our lives, past, present, and future, in words and pictures: a school photo of Megan and Kate, a postcard from Auntie Nancy in Australia, the menu from a takeaway Chinese restaurant, a wedding invitation for next Saturday. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door, which means they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

✍ ***Writing***

Think of your favourite room. Write down why you like it and some adjectives to describe it; then tell you partner. Start with:

My favourite room is …

I like it because it is …

📖***Reading***

Text 9

Read the text. Are you more like the Turveys or Marie?

HOUSEWORK

Mr and Mrs Turvey both hated housework. They were a very untidy couple who never put things away. When they went to bed, for example, they always left their clothes in a mess on the floor. Their kitchen was a mess, too. Even though they had a dishwasher, they always left the dirty dishes in the kitchen sink and only did the washing-up when there wasn't a clean plate to be found in the house. It was the same with their clothes. They never put them into the washing machine until there was nothing else left to wear. The living room always looked as though a bomb had just gone off. There were things everywhere. There was thick dust on every piece of furniture and the carpet had not been cleaned for weeks.

And the bathroom!

One day, when MrTurvey couldn't find one of his shoes, and Mrs Turvey couldn't see her face in the bathroom mirror, they decided it was time to get the house cleaned. So they found Marie, a foreign student at a local language school, who needed some extra money.

Marie came to the house and worked all day long. She washed and dried the clothes. Then she got out the iron. She ironed the clothes, folded them neatly and put them away. She swept all the dust off the floors with a large broom. She took a wet cloth and wiped the dust off every surface in the house and then polished the furniture until it was shining. She got out the vacuum cleaner and cleaned all the carpets. In the kitchen the floor was filthy. It was too dirty to wash with a mop, so Marie got on her hands and knees and scrubbed the dirt off with a scrubbing brush. Finally she made the bed and, when she had finished, the house looked spotless.

Mr and Mrs Turvey came home that evening. There was nothing on the floor. There was no dust on the furniture. The wood was shining and you could smell the polish. In their bedroom all their clothes were neat, clean and tidy.

'So what do you think?' Mrs Turvey asked her husband.

'It looks nice and tidy,' he said, 'but how are we ever going to find anything?'

1. Match the words and definitions.

dust	to remove liquid with something soft
hoover/vacuum (AmE)	to move one's hand (with or without a cloth etc.) over a surface pressing against it
mop	to rub something hard with a stiff brush to clean it
mop up	to wash dishes, cutlery etc.
polish	to remove from a surface with an edge of a knife
rub	to remove liquid from a surface with a cloth etc.
scour	to clean the ground or floor with a special brush
scrape	to make a surface smooth and shiny by rubbing it
scrub (at)	to twist a wet cloth to remove the water

sweep	to clean carefully by rubbing with a rough material
wash up/do the dishes (AmE)	to clean a surface with a cloth etc to remove dirt, liquid etc. or to clean something by rubbing it against a surface
wipe	to clean with a vacuum cleaner
wipe up	to clean the dust from a surface with a soft cloth etc.
wring (out)	to wash the floor with a wet cloth etc.

2. How do you feel about house chores? Which do you like, hate or don't mind doing?

E.g. I like ironing/ washing up etc.
I hate sweeping the floor/ hoovering carpets etc.
I don't mind dusting/polishing the furniture etc.

3. Read about some everyday problems. Have you ever had any? How did you deal with them?

1. The lights are not working. There must be a power-cut.
2. The kitchen door handle's come off.
3. This pipe is leaking.
4. Oh no! The bathroom's flooded!
5. The batteries in the remote control have run out.
6. Oh dear! This chair's broken.
7. Have we got a cup that's not chipped?
8. I can't believe it! I've locked myself out again.
9. Somebody has spilt some coffee on the carpet. There's a nasty stain on it.
10. Didn't I tell you not to smoke in the room? Look, there' a burn mark on the sofa!
11. The hot water tap is dripping.
12. The drain is blocked.
13. The window won't open. It's stuck.

4. Make complete expressions for describing problems.

1. It doesn't	a) making a funny noise.
2. There's	b) open it / close it properly.
3. It's	c) work.
4. I can't	d) something wrong with it.

5. Match each pair of beginnings on the left with one of the endings on the right.

1. My watch has The clock has	a) leaking.
2. The roof is The pipe is	b) gone.

3. The window is c) stopped.
   The lock is
4. The light bulb has d) blocked.
   The fuse has
5. The handle has e) come off.
   One of the buttons has
6. The sink is f) stuck.
   The drain is

6. Complete the following dialogues with the correct form of the verbs below. Be careful – one of them is irregular.

drop ruin smash burst knock stain

1. - Who broke my grandmother's vase?
 - I'm afraid it was me. I …….. it off the table yesterday when I was cleaning.
2. - Your Dad doesn't look very happy. What's happened?
- I was kicking a ball about in the garden earlier and l ……. the bathroom window.
3. - How did this plate get broken?
- I'm sorry. I ……. it on the floor when I was washing up yesterday.
4. - Did you have a good time round at Steve's last night?
 - No, not really. I spilled a glass of red wine. It completely …….. his carpet.
5. - Oh, you've dyed your hair. I like the colour.
- Thanks, but the problem is I've …… the bath a horrible brown colour and I can't get it off.
6. - Where are you going?
- Round to Mark's house. A pipe's …….. in his kitchen and there's water all over the floor.

7. Match the sentences below with the responses:

1. The bathroom tap's still dripping.
2. All of these power points need replacing.
3. That bathroom ceiling needs fixing.
4. Some of these cables look very old to me.
5. I don't know what's wrong with the central heating system.
6. This wall doesn't look safe at all.
7. This radiator's leaking again.
8. The damp on this wall is getting worse.
9. There's something wrong with this light switch.

a) I know. We'd better find an electrician.
b) Yes, I know. We'll have to get a builder in.
c) Well, we'd better call a plumber.

8. Translate the sentences.

1 (a) We have no room for this big desk.
(b) There is no desk in her room.
2 (a) He lives on the fifth floor.
(b) The floor's too filthy. It needs scrubbing.
3 (a) The old man lived alone in a small cabin on the opposite bank of the river.
(b) I've booked us a first-class cabin on a cruise liner.
4 (a) Be careful when you go down the stairs, two of the lower steps are rotten.
(b) He made two steps towards her.

9. Fill in the blanks with prepositions or adverbs.

1. The walls of the library were lined … bookcases, the armchairs were upholstered … leather, the tables littered … magazines and promotional leaflets. 2. The door burst open and we saw a stranger … the doorway. 3. The windows of the bedroom look… a little garden … the back of the house. 4. Who lives … this nice little cottage? 5. The boy saw a man go into the house … the side door. 6. I must have misplaced the key … the cupboard, I can't find it anywhere. 7. Tell the children not to forget to wipe their feet … the doormat. 8. For hours on end he would sit … an armchair looking … the window. 9. Here, you may dry your hands … this towel. 10. Where is the entrance … the cinema? 11. My brother was sorry he could not buy that rocking chair: it was a little too large and he is short … space. He would have loved to sit … it … the fireplace.

10. In each pair choose the word which best suits the gap in the sentence.

(a) *host – landlord*

1. The … welcomed his guests and asked them to feel at home. 2. The … and his guests went out for a walk before dinner. 3. He did not know how to tell his … that he had no money to pay his rent.

(b) *cushion – pillow*

1. The sofa in the lounge was strewn with pretty embroidered … 2. I don't like to sleep on a soft … 3. I can put you up for the night but the trouble is I have no spare … . Would you mind using this leather … instead?

(c) *lamp – bulb*

1. A beautiful bronze … was standing on the piano. 2. I don't think I can use this … . I need a 100-watt one. 3. Do you think you could help me with that … over there? It needs a new … .

(d) *staircase – ladder*

1. A narrow winding … led to the attic. 2. There was a broken … lying in the garden. 3. I don't want to waste my life trying to climb the career … .

11. Replace the words in *italics* with a synonym or similar word.

They took the *elevator* to the floor above and Laura led the artist to her *living-room*, a *wide, airy place*, the floor covered with deep skins. *Shelves of books* were

everywhere, together with potted plants and tall brass lamps. *A rocking chair with arms* stood at the window which *overlooked* the park and lake…

12. Translate the sentences.

1. Завжди після вранішньої пробіжки я приймаю душ і розтираюся полотенцем. 2. Вчора я купила прегарні паперові серветки. 3. Куди виходять вікна вашої кімнати? 4. Я винаймаю невеличку кімнату (спальня-вітальня), отже сплю на дивані. Для ліжка немає місця. 5. Ми живемо вдвох із мамою і всю хатню роботу робимо разом. 6. Ми зайшли до невисокого кабінету, стіни якого були пофарбовані в огидний темно-синій колір. 7. Я шукаю житло. Ви, бува, не знаєте, які кімнати здають в оренду тут поблизу? 8. Щойно він прийшов додому, замкнув двері, запнув штори й ліг спати. 9. Чого так довго не відчиняв двері? Не чув дверного дзвоника? 10. Якби там було центральне опалення, ми б не з'їхали з квартири. 11. Твоя кімната виглядала б набагато затишнішою, якби замість жалюзі ти повісив штори. 12. Між вікнами стояв стильний креденець, за тьмяними дверцятами якого можна було розгледіти обриси вишуканих чашок із тонкої порцеляни.

🕮***Reading***

Text 10

Read the text about an unusual home. Put the verbs in brackets into the correct tense. There are examples of active and passive sentences.

HOME IS WHERE YOU MAKE IT!

Frank Webb has a most unusual house, a former ladies' lavatory in Kew, south-west London.

As soon as Frank heard that someone *(try)* to sell the ladies' loo, he wanted it. He was sure that he could make the building, which *(situate)* next to the famous gardens at Kew, into a beautiful home. Now he's very busy – he *(convert)* it into a one bedroom house.

'It might seem rather odd to want to live in a place which used to be a lavatory,' he said, 'but I *(think)* it's really beautiful.'

He was divorced recently, and he needed somewhere to live. He knew he wanted something small but unique. 'A friend *(tell)* me about it. I think she *(joke)*, but it was exactly what I *(search)* for.

He is 57. His 25-year-old daughter, Kathy, *(love)* the place, too. She *(help)* her father with the work for the past few weeks as she has been on holiday. He advises visitors not to go into the kitchen. 'It *(decorate)* at the moment, and it looks awful.'

Since he bought the lavatory, several ladies *(knock)* on the door, wanting to use it. He lets them use his own bathroom. When he first saw the building, it *(not use)* for several years, so it was in quite a mess.

It *(build)* in 1905. It is very solid, so he *(not have)* to do any work on the walls or roof. He *(pay)* £60,000 for it a year ago, and since then he *(spend)* an extra £20,000 putting in an upper floor for the bedroom.

'I like the thought that my home has a history,' he says with great pride.

Text 11

Read the description of a typical year on a farm in Europe and do the tasks.

SPRING

Spring is the time to prepare the earth for planting. First, the farmer fertilizes his fields with cow or horse manure or a chemical fertilizer. Then he ploughs the earth, turning it over and mixing in the fertilizer to provide a rich soil for the crops. Later, when the days are a little longer and the sun has warmed the earth, it is time to plant seeds. Meanwhile, if the farmer keeps animals, spring is the time when the animals are giving birth, and both mothers and their young ones have to be watched and cared for.

SUMMER

After planting, the farmer waits and watches. He watches the weather, hoping for enough rain and enough sun. He waters the young plants and watches carefully for signs of plant disease and the attacks of insects. Many farmers spray their fields with chemicals to keep away disease and harmful insects. With water, sun, care and protection the plants grow strong and healthy.

AUTUMN

This is the busiest time of the year. Now the crops in the fields are ready to harvest. The fruit is ready to pick. It is time to gather in the vegetable crops and to reap the grass crops, such as wheat and corn. The farmers have to work quickly. Often it is necessary to call in extra workers to work in their fields and bring in the crops. Work starts when the sun rises and finishes when the sun sets. The days are hard and long. But when the job is done, it is time for celebrating, for dancing, eating, drinking and having fun.

WINTER

The days are getting shorter and shorter. The harvested crops are sold in the markets or stored in the barns, ready to feed the animals through the winter months. The farmer chops wood, preparing to keep his house warm through the long cold winter nights. And when winter finally comes, it is a time for planning, for deciding where and what to plant next year. For soon it will be spring again and the cycle of planting, growing and harvesting will start again.

1. Answer the questions.

1. Is farming in Europe, as described in the text, different from farming in Ukraine? Why? / Why not?
2. Is there much difference between farming and gardening? If yes, how much difference is there? If not, why not?

3. How do you feel about farming/gardening?
4. Would you like to live on a farm? Why? / Why not?
5. How do you feel about growing your own vegetables?
6. Have you ever worked as a farm hand? If yes, what jobs did you do? If not, would you like to? Why?/Why not? What jobs would you like to do?

2. Fill in the chart according to the information given in the text above. Decide whether a job is done on the farm in spring, summer, autumn or winter.

	spring	**summer**	**autumn**	**winter**
1. The fields are planted.				
2. The fruit is picked.				
3. The crops are sprayed.				
4. The corn is reaped.				
5. The fields are planned.				
6. The wood is chopped.				
7. The crops are stored in the barns.				
8. The fields are ploughed.				
9. The fields are watered.				
10. The fields are fertilized.				

TRY YOUR HAND AT TEACHING.

1. Choose any text from the ones you studied in this section. Prepare two versions of it adapted to students of different ages (e.g. 12-13 and 15-16). Think about the length of the text, complexity of syntactical structures and vocabulary. What tasks to the text can you give to students of these age groups?

2. Prepare a language game you could play with your class. For example, to practice/test vocabulary to the topic *Home*. Divide your class into two or more teams (depending on the number of students). Make sure each team has both stronger and weaker students. Then each team breaks up into “artists” and “linguists”. Each team has to “furnish” a room. The “artist” draws a piece of furniture, the “linguist” writes the English word for it. Score points for correct words and spelling. What age groups would this game be good for? Why? Can you think up more?

UNIT 3
MEALS AND FOOD

The Things We Eat

Basic vocabulary

Meat: pork, beef, veal, mutton, lamb, chicken, venison, liver, kidneys, bacon.

Fish: cod, hake, plaice, whiting, mackerel, herring, sardine, trout, salmon, tuna, sprats, sole.

Seafood: prawn, shrimp, crab, lobster, crayfish, squid, cockle, mussel, oyster

Vegetables: cabbage, cauliflower, broccoli, brussels sprout, napa cabbage, Chinese leaves/pak choy/bok choy, lettuce, spinach, asparagus, avocado, celery, beetroot, radish, potato, carrot, turnip, sweet peppers/paprika, cucumber, tomato, courgette/zucchini, marrow/squash, pumpkin, aubergine/egg plant, beans, green beans, pea, sweet corn, onion, spring onion/green onion, leek, shallot, garlic, mushroom.

Fruit and berries: melon, watermelon, banana, orange, grapefruit, lemon, lime, tangerine, clementine, kiwi fruit, mango, coconut, fig, pomegranate, persimmon, quince, apple, pear, peach, apricot, plum, cherry, grape, strawberry, gooseberry, raspberry, blackberry, mulberry, black currant, red currant, cranberry, blueberry

Herbs: parsley, dill, rosemary, thyme, oregano, chives, tarragon, sage, mint, peppermint.

Spices: curry, cinnamon, ginger, nutmeg, black pepper, chilli pepper, salt, mustard, vanilla, sesame seeds.

Bread and Confectionery: bread (brown, white, new, stale), bread crumbs, gingerbread, rusk, biscuit, flour, dough, doughnut, bun, scone, cake, plum-cake, cheesecake, sponge cake, roll, pie, flake-pie, puff-pastry, pan-cake, ring-roll, tart, toast, croissant, eclair, wafer / waffle

Cereals: barley, pearl barley, peeled barley, buckwheat, maize, cornflakes, millet, oats, oat meal, rice, wheat, rye, semolina

Dairy products: butter, boiled butter, milk (whole, new, skimmed, sour), cheese, cottage-cheese / curds, cream-cheese, sour cream, yoghurt, egg (hard-boiled, soft-boiled, scrambled, fried), white of an egg, yolk, egg-shell

Drinks: tea, coffee, lemonade, soda-water, juice, beer, brandy, cognac, whisky, wine (dry, new, old, sweet, table wine, vintage wine, vermouth), gin, tonic, cocktail, punch

Flavours and tastes: sweet, bitter, sour, hot, spicy, mild, bland, salty, sugary, sickly, savoury, delicious, tasty, tasteless, stale

General appearance, presentation and quality: greasy, over-cooked/overdone, under-cooked/underdone, stodgy (heavy, hard to digest), done to a turn (just perfect, not overdone), more-ish (*inf.:* you want to eat more)

Ways of cooking food: to boil, to fry, to bake, to roast, to grill, to broil, to barbecue, to braise, to stew, to simmer, to steam, to season

Verbs in the kitchen: to chop, to slice, to dice, to shred, to snip, to carve,

to sift/to sieve, to whisk, to mix, to beat, to drain/to strain, to peel, to shell, to grate, to knead, to roll out, to crush, to mash, squeeze, to skewer, to sprinkle, to dip, to spread, to stir

Courses and dishes – a typical menu

Starters Prawn cocktail Chilled melon Garlic mushrooms	***Main Courses*** **Meat** Rump steak Pork chop Lamb casserole Chicken Kiev **Fish** Dover sole Grilled trout Cod in cheese sauce
Children's portions Burger'n'beans Fish fingers'n'cheeps	***Desserts*** Chocolate fudge cake Ice cream (various) Apple pie with cream Tea, coffee

1. Divide these vegetable names into groups, in any way you like, e.g. 'vegetables which grow underground' (potatoes, carrots etc.):

Aubergine, leek, cucumber, spinach, carrot, potato, cauliflower, sweet pepper, courgette, sweet corn, lettuce, onion, pea, cabbage, garlic, radish, bean, shallot, turnip, asparagus, beetroot, celery

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

1. Indian curry
2. pizza
3. sea water
4. an unripe apple
5. a cup of tea with five spoonfuls of sugar
6. strong black coffee with no sugar
7. factory-made white bread

3. Sort these dishes out under the headings *starters, main courses or desserts:*

chicken casserole, paté and toast, grilled trout, coffee gateau, prawn cocktail, rump steak, shrimps in garlic, fresh fruit salad, sorbet, Irish stew, chocolate fudge cake

4. What might you say to the person with you in a restaurant if …

1. your chips had too much oil/fat on them?
2. your dish had obviously been cooked too much/ too long?
3. your piece of meat was absolutely perfectly cooked?
4. your dish seemed to have no flavour at all?

5. a) How do you like the following food prepared?
chicken, eggs, potatoes, cheese, sausages, fillet of cod, prawns, mushrooms

b) What do you like to put on the foods from the list below?
salt, pepper, vinegar, mustard, brown sauce, ketchup, salad-dressing, oil, mayonnaise, lemon juice

6. Which are *fish* and which are usually called *seafood*?
prawns, sardines, squid, oysters, mackerel, mussels, hake, crab, plaice, trout, lobster, cod, sole, whiting

7. Which of these fruit grow in your country/region?
peach, plum, grapefruit, grape, nectarine, mango, pomegranate, blackcurrant, raspberry, melon, lime, kiwi-fruit, watermelon

🕮*Reading*

Text 1

Read the dialogue. Do the exercises and act the dialogue out.

(Maria invites some friends to her apartment for dinner. Hiro is helping her to prepare the dinner)

Maria: Hiro, I'm really glad you're here. This meal is going to be a disaster. I need a lot of help with this dinner. I'm a terrible cook.

Hiro: Don't worry. Your dinner is going to be delicious. How many people did you invite?

Maria: A lot. Let me think a minute… . Ten people.

Hiro: Ok. What can I do to help?

Maria: Cut up some carrots for me, please.

Hiro: Ok. How many do you want?

Maria: Not many. I only want a few for the salad. Please, try this chicken.

(Hiro tastes some chicken. His face turns red, and he begins to cough and choke).

Hiro: Water! Water!

Maria: Hiro, are you alright? What's the matter? Here, drink a little water.

Hiro: I'm sorry, Maria, but it's very spicy. Wow! How much pepper did you put on that chicken?

Maria: I didn't put much on it. I only used a little. Let me taste it. Wow! Yes, it's too hot!

Hiro: Maybe you forgot and put the pepper on it twice.

Maria: Maybe I did.

Hiro: It's good except for the pepper.

Maria: Good? This chicken isn't good. It's terrible! I'm not going to serve this for dinner.

(Maria opens the oven)

Maria: Oh, no! The baked potatoes exploded in the oven. What am I going to do? No chicken, no potatoes!

Hiro: How much time do we have? Maybe we can run out to the supermarket and get something we can cook fast.
Maria: No, we don't have much time. Wait a minute! I have an idea. I'm going to call the pizza place and order four pizzas.
Hiro: But what are you going to do with your chicken?
Maria: Throw it in the garbage!

1. Comprehension questions:
1. What is Hiro helping Maria with?
2. How many people did she invite for dinner?
3. Is she a good cook?
4. Does Hiro like the chicken?
5. Why is the chicken so spicy?
6. What other problem did Maria discover when she opened the oven?
7. Is Maria going to serve the chicken and potatoes to the guests?

🗣***Speaking***
2. What about you?
1. Do you know how to cook? Do you like to cook? How much time do you spend in the kitchen?
2. Do many men cook in your country? In most countries, women do the cooking at home but most famous chefs are men. Why?
3. Talk about food in your country. What are some typical dishes?
4. Do people in your country eat a lot of meat?
5. Do they eat a lot of sugar? Is it good for people to eat a lot of sugar?
6. How much coffee do people in your country drink? Is coffee good for you?
7. Is food from your country very spicy? Do you like spicy food?

📖***Reading***
Text 2
Read the following passage and do the exercises.
Here are some simple ways to do an egg:
Soft-boiled eggs
One of the easiest things to make is a soft-boiled egg. Put an egg into a saucepan full of cold water. Put the saucepan on top of the stove. Turn on the heat. When the water starts to boil, look at your watch. You must boil the water fast for about three or four minutes only. Then remove the egg immediately from the water and serve.
Egg salad
If you want your boiled egg to be hard, then boil the egg in water for about eight to ten minutes. When the egg is cold, peel off the egg shell and cut up the egg. Chop a little piece of onion with a sharp knife. Then mix the egg and onion with some mayonnaise. Now you have egg salad. Put this in some fresh bread with some thingly sliced tomato and you have a great sandwich.

Fried eggs
Melt a little butter or oil in a frying pan. Break the egg into the pan without breaking its yellow centre. Fry it quickly. This is a very popular dish, and it is often served with toast and slices of fried bacon.
Scrambled eggs
First, beat two eggs together with a little milk. Melt some butter in a frying pan and pour in the mixture. Stir with a wooden spoon and cook until the egg starts to get thick. Make sure you have some buttered toast ready to serve the eggs on.
Baked eggs
Eggs can also be baked in the oven. Heat the oven first. Break the egg and pour it into a special oven dish. Add a small spoonful of melted butter or cream, or grate some cheese over it, and bake it in the oven from eight to ten minutes.

1. Use these words to complete the sentences to complete the sentences. You may use each word more than once.
Knife, oven, spoon, saucepan, frying pan, stove
1) You can bake food in ... .
2) You can slice food in ... .
3) You can fry food in a ... .
4) You can heat food on top of the … .
5) You can mix food up with a … .
6) You can boil water in a … .
7) You can chop food with a … .
8) You can peel food with a … .
9) You can stir food with a … .

2. Which verbs can be used with these foods?
1) milk (2 verbs)
2) bread (1)
3) an orange (2)
4) butter (2)
5) soup (2)
6) a tomato (3)
7) cheese (3)
8) an onion (4)
slice, grate, chop, pour, spread, melt, stir, peel

3. Answer the following questions.
1) What's your favourite food?
2) Which food do you know how to cook best? How do you prepare it?
3) Describe something that people eat every day in your country. How is it prepared?

📖***Reading***

Text 3

OUR FOOD

Since most of us eat their meals with the family, suppose we talk about family meals.

Have you ever thought of different kinds of food? We get food from animals and birds, plants and fish. We get meat from the cow, the pig and the sheep. Pork is the meat we get from the pig. From the sheep we get mutton. From the cow we get meat, which is called beef. We also make butter and cheese. From the duck and the hen we get poultry and eggs.

Still a large number of people in the world have to depend on plants (these include fruit, vegetables and cereals). What kinds of food come from cereals? First think of bread, made from wheat, rye, oats and corn. Then there are so called "pastes" ('pasta') like macaroni, spaghetti, vermicelli and many others. Barley is used in delicious soups.

Let's talk about fruit and vegetables. Can you imagine how drab our meals would be if we had no gardens? We would miss most of the colour in our meals – the colour of the ripe tomato, a bright orange, the greenness of fresh peas or spring onion. We would also miss much flavour in our meals.

We eat many kinds of fish too. As for drinks we have tea, coffee, cocoa, milk, wine and beer.

1. Memorize the words:

meals poultry cereals wheat
oats rye pasta

2. Answer the following questions.

1. What do we get food from?
2. Are the cereals very important? Why?
3. What kinds of vegetables, fruit and berries do you know?

3. Put the different types of meat into the correct column:

beef, liver, lamb, veal, pork, bacon, chicken, duck, kidney, turkey, guinea fowl

pig	*sheep*	*cow*	*poultry*	*inside the animal*

4. Match each of the following lines of words with one of the types of food below:

cheese, soup, bread, oil, rice, salad

1) green, mixed, potato, fruit ……
2) white, brown, wholemeal, rye, sliced, garlic …….
3) tomato, chicken, mushroom, home-made, tinned ……
4) mild, mature, soft, cream, blue, goat's ……...
5) brown, long-grain, wild ……...

6) olive, vegetable, sunflower ……

5. Match each of the following lines of words with one of the words below:
coffee, juice, wine, milk, drink, beer, water, tea

1) fruit, orange, pineapple, tomato ……
2) semi-skimmed, full-cream ……
3) mineral, still, fizzy, sparkling ……
4) red, white, rose, dry, sweet, sparkling ……
5) strong, low-alcohol, bottled, draught ……....
6) black, white, strong, real, instant ……
7) strong, weak, herbal, green, mint ……
8) non-alcoholic, soft, fizzy, strong ……

6. Match the underlined words with the definitions below:

1) Have you had <u>breakfast</u>?
2) What time do you have <u>lunch</u>?
3) What are we having for <u>dinner</u>?
4) Do you want some <u>supper</u>?
5) We've only got time for a <u>snack</u>.
6) I hope you've got a good <u>appetite</u>.
7) I'm <u>starving</u>.
8) We had a <u>barbecue</u> in the back garden.

a) a small meal eaten just before you go to bed
b) the desire for food
c) the meal eaten around midday
d) very hungry
e) the first meal of the day
f) a quick and easy meal
g) when you grill food outside
h) the main evening meal

🗣***Speaking***

7. Describe what your family usually have for breakfast, lunch and dinner.

🗣***Speaking***

8. Imagine that you are going to a supermarket because you have invited your friends for dinner. Make up a menu for the dinner and a shopping list of the things you need to buy.

Eating out

1. Translate the underlined words.

1. Could we see the menu, please? ……....
2. Dessert before cheese? ……....
3. No, I don't think I'll have a starter. ……....
4. Could we have the bill, please? ……....
5. What are you having as a main course? ……....
6. Did you leave a tip? ……....
7. Waiter! ……....

2. Mark the following sentences (F) if you would hear them in a fast food restaurant or (R) if you would hear them in an expensive restaurant:

1. I've booked the table for nine o'clock.
2. Regular fries?
3. Would you like to see the wine list, sir?
4. Oh, and a can of Coke as well, please.
5. We'll have a bottle of the house red.
6. All the main courses are served with a selection of vegetables.
7. How would you like your steak?
8. Have you got a table for two?
9. Salt and vinegar?
10. There's no service charge, so I suppose we should leave a tip.
11. You pay the bill while I go to the toilet.

3. Match the words to form common phrases:

1. service	a) list
2. wine	b) of vegetables
3. house	c) two
4. main	d) red
5. selection	e) charge
6. a table for	f) course
7. pay	g) a table
8. book	h) a tip
9. leave	i) the bill

4. Put the following events in the most logical order:

a) pay the bill
b) have the main course
c) have a starter
d) book a table
e) order your food
f) have a dessert
g) leave a tip
h) look at the menu

5. Match the waiter's questions with the customer's responses:
1. What would you like to drink?
2. Are you ready to order?
3. How would you like your steak?
4. Would you like some more coffee?
5. Would you like to see the dessert menu?

a) A bottle of the house white, please.
b) No thanks, could you bring the bill, please?
c) Not quite - just give us a minute or two.
d) Medium rare, please.
e) No, thanks. I'll just have a coffee, I think.

6. Are the following dishes starters (S), main courses (M) or desserts (D)?
1. strawberry ice cream
2. rabbit in mustard sauce
3. mushroom soup
4. lamb kebab with rice
5. prawn cocktail
6. lemon cheesecake
7. poached salmon in dill sauce
8. chocolate gateau
9. paté and toast

7. Translate the dialogues into English.
Офіціант: Доброго ранку, пані! Що бажаєте на сніданок?
Пані: Що ви можете порадити?
Офіціант: Я можу порадити вам кашу з кукурудзяних пластівців, яєчню, запіканку з сиру, свіжі булочки, вишневий джем, чай, каву, какао.
Пані: Гаразд. Принесіть мені, будь ласка, кашу з кукурудзяних пластівців, яєчню, кекс та каву з молоком.
Офіціант: Будь ласка. Смачного!
Пані: Скільки я повинна заплатити?
Офіціант: Дві гривні сімдесят копійок.
Пані: Будь ласка. Дякую.
Офіціант: Дякую вам. Приходьте до нас, будь ласка.

- Давайте завітаємо сюди. Цей ресторан відомий своїм обслуговуванням.
- Офіціант! Цей стіл вільний?
- Будь ласка, сер.
- Чи не взяти нам для початку закуски?
- Гадаю, я б хотів заливну рибу. Це дуже смачно.
- Що до мене, я б хотів салат та ікру.
- А що будемо пити?

- Помаранчевий сік та мінеральну воду.
- Я не хочу.
- Скажіть нам, будь ласка, які у вас є м'ясні страви?
- Біфштекс з грибами, котлети та смажена курка.
- Чи є у вас рибні страви?
- Звичайно. Фарширована риба, лосось, рибний паштет.
- Який замовити гарнір?
- Гадаю, цвітну капусту та зелений горошок.
- Офіціант, принесіть нам одне заливне, два лосося, два біфштекси з грибами та одну телячу відбивну. Дві кави.
- Бажаєте каву з морозивом?
- Так, будь ласка.
- Будь ласка, смачного.
- Офіціант, рахунок, будь ласка. Скільки з мене? Будь ласка. Здачі не треба.
- Велике спасибі. Приходьте знову до нашого ресторану.

✍***Writing***

8. Finish the following conversation.

At the restaurant

Waiter: Good afternoon, sir. You have a reservation, haven't you?
Mr. Black: Yes, my name is Black. I booked a table by telephone.
Waiter: Would you like this table by the window?
Mr. Black: Fine, thank you.
Waiter: Here's the menu, sir …
Write 10 – 12 sentences more.

National cuisine

📖***Reading***

Text 4

Read the texts and comment on the national peculiarities of the Ukrainian and English cuisine.

UKRAINIAN CUISINE

The hospitality of Ukrainian people is well-known throughout the world. Ukrainian cuisine is rich and varied. In Ukraine there is a large variety of milk products: cottage cheese, sour cream, several types of sour milk products of the yoghurt type. Sour cream can be used with almost anything: a dollop of it in the borshch (a kind of sour-sweet aromatic and nourishing vegetable soup typical for Ukraine), a spoonful eaten with meat dish, or strawberries and apples sliced up small and eaten mixed with sour cream or cream. It is also used on pancakes or varenyky (cottage cheese or cherry dumplings).

There is a big choice of appetizers, soups, hot and dessert dishes. As for cold meat dishes our guests can taste ham, lean cold boiled pork with spices, jellied tongue, meat jelly and horse-radish sauce and various salads (beginning with cabbage salad up to mixed salad).

How about soups? There are plenty of them. Ukrainian borshch with beetroot, cucumber (gherkin) soup, or rozsolnyk, mushroom soup, fish soup, soup in season, okroshka, are very popular.

For the main course you can have meat roast veal and mashed potatoes, chicken Kiev, special pot-roast, stuffed cabbage rolls, stewed rabbit or hare, meatballs with buckwheat.

There is a large variety of poultry: roast chicken, roast duck and goose stuffed with apples and sauerkraut. They are juicy and tender.

For the dessert you can have varenyky, a great variety of buns and cakes, stewed fruit and different kinds of fruit and berries: water-melon and melon, grapes, pears, apricots, peaches, strawberries, red and black currant.

The usual meals in Ukraine are breakfast, lunch, dinner and supper.

Breakfast is the first meal of the day. Dinner is the chief and the most substantial meal. It is not served at a definite hour in our country. In many Ukrainian homes dinner is followed by a cup of tea with a slice of lemon, jam or home-made pastry.

BRITISH MEALS

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 rule of the game), it is almost impossible to survive without any understanding of British eating habits. The following passage may help to make things clearer.

Understanding British meals is one of the great mysteries to the foreign visitor. Over the centuries, the British have shown the tendency to name and re-name their meals, and to move them about the day in a random fashion. Further to confuse outsiders, it is the rule with them to give different names to each meal depending on the social class and part of the country they 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 a.m., by the 15th century it had moved to 11 a.m., and today it can be eaten at any time between noon and 2.30. in the afternoon and is called lunch by a large proportion of the population, especially the middle and the upper classes and people from southern Britain. Many farm labourers, however, who start work at sunrise and have their breakfast before they go to work, still stop for a lunch break at about nine o'clock.

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

Breakfast. It has become traditional to start any day with a cup of coffee, a buttered toast with jam, a fried egg and a sausage, cornflakes with milk and some juice. Porridge, semolina or any other cereal is also popular, but with fewer people. They are not very widely spread as one might think actually.

Lunch which is called dinner by a large proportion of middle and lower class families is a relatively big meal, taken around 1 o'clock. For it the English like to eat lots of vegetables and fruit – carrots, beet root, peas, maize, lettuce leaves, pears, apples, oranges, tangerines, grapes, bananas, kiwi and so on. The choice does not depend on the season, because Britain trades with the rest of the world and always has a good supply of such products.

The evening meal is the time when the family gathers after the day – children tell about their daily success, parents exchange their opinions on everything. This is a social time. The food is substantial – a meat or fish course and very often soup to start with. The main course is served with salads, which are unlike ours – just chopped vegetables, boiled or raw and without mayonnaise, oil or vinegar. But it varies from one household to another. The "must" of suppers is a pudding topped with custard, which is normally sugar free. Then comes the other dessert of tea or coffee to finish with.

Memorize the words and word-combinations:

cuisine	appetizers	buckwheat	custard
cottage cheese	horse-radish	sauerkraut	pudding

1. Complete the following text with these words:

recipe ingredients helping sauce delicious cook

I wouldn't say I'm a great (1) …….., but I had some friends round for dinner recently and it went quite well. I'd seen a (2) …… of fish curry in a magazine the week before and it sounded (3) …….. so I thought I'd try it. I went to the market and bought all the (4) …….. and then spent the day in the kitchen. Everybody said they really liked it, especially the (5) ……., and I think they were telling the truth because everyone wanted a second (6) ……. !

2. Match the verbs on the left with the phrases on the right below:

1. peel	a) the mixture with a wooden spoon
2. pour	b) the potatoes and boil in a pan
3. slice	c) the cheese and add to the sauce
4. grate	d) the sauce over the meat and serve
5. stir	e) the ham as thinly as possible
6. chop	f) the eggs until light and fluffy
7. mix	g) a lemon over the fish
8. beat	h) a little butter in a frying pan
9. melt	i) the vegetables into small pieces
10. squeeze	j) all the ingredients together

3. Some types of food are usually cooked or prepared in a particular way. Complete the following sentences with the types of food below:

potato steak eggs onions salmon rice

1. I think I'll have *fried / boiled / poached / scrambled* ……. for breakfast.
2. Would you like your …… *rare, medium or well-done?*

3. I fancy *a baked / a jacket / some mashed* …… with these sausages.
4. Shall we give them *smoked or poached* …… as a starter?
5. Would you like a couple of *pickled* ……. with your salad?
6. Do you prefer plain boiled …….. or fried ….....?
A baked potato is the same as a jacket potato.

4. Look at the sentences that come from a conversation at the dinner table. Decide who is speaking, the host (H) or the guest (G).
1. The food's ready. Would you like to come through now?
2. What can I get you to drink?
3. I've brought some wine. I hope red's OK.
4. Dressing?
5. Where do you want me to sit?
6. Help yourself to some salad.
7. This pie is delicious. You must give me the recipe.
8. I forgot to ask if you were a vegetarian.
9. Did you make this yourself?
10. I don't seem to have a fork.
11. What do you call these? I've never had them before. They're delicious.
12. Would you like another helping?
13. Not for me, thanks. I'm full.
14. Thanks for a lovely evening. The food was really lovely.

5. Complete the following recipe with the words and phrases below:

Spicy Stir-fry Beef

Preparation: 30 minutes

Cooking: 5 minutes

Ingredients:
450 grams fillet of beef
1 tablespoon of soft brown sugar
1 tablespoon of dark soy sauce
2 cm piece of fresh ginger, grated
a pinch of salt
2 tablespoons of oil
6 spring onions
freshly ground black pepper

serve *heat the oil* *stirring* *slice* *cook gently* *add*
1. ……. the beef into thin strips about 3 cm long.
2. Mix the sugar, spices and soy sauce in a bowl. ……..... the beef, ginger and salt and stir well.
3. …….. in a wok and stir-fry the onions for one minute.
4. Add the beef and fry, …… constantly, for four minutes, or until the meat is browned.

5. Stir in a little more soy sauce and black pepper and ……. for a minute or two.
6. ……... with plain boiled rice.

🗣*Speaking*

6. Describe the kind of meal you particularly enjoy. Give the recipe for some dish you like best.

7. Here are some common idioms using "eating" words. Match them up with their meanings.

1. It's not my taste.	a) I'm extremely hungry.
2. I had to eat my words.	b) I don't like it.
3. I've had my fill.	c) It wasn't popular.
4. That didn't go down well.	d) I was proved to be wrong.
5. I bit his head off.	e) I spoke sharply to him.
6. I made a meal of it.	f) I don't want any more.
7. I could eat a horse.	g) I love chocolates and other sweets.
8. I've got a sweet tooth.	h) I took too long to do it.

8. Complete these dialogues with the idioms from exercise 7. You will need to change some of them a little.

1. - Are you still hungry?
   - Yes, ……
2. - I thought you liked opera.
   - No, ……. in music at all.
3. - What do you think of the new tax on plane tickets?
   - I won't …….. with business people or people living in the outlying areas.
4. - Do you think Jane will have a dessert?
   - I am sure she will. She's always had ……
5. - I had said absolutely nothing, so I have no idea why Bill …….. !
   - I know. I spoke to him and he said he's sorry for what he said. He's going to apologise to you personally.
6. - My teacher told me I'd fail all my exams. Then I passed with the top grades.
   - I suppose you made him …….
7. - I've been working on this essay for weeks. I don't know when I'll get finished.
   - You'll have to hurry up. You're ……. !
8. - So, Nigel, you're not standing for the committee again this year?
   - No, I've ……. of committees. I'm stepping down.

9. Fill in the following words in the definitions below:

couch	*pinch*	*sliced*	*variety*
stew	*spices*	*icing*	*pickle*

1. A …….. is another word for sofa.
2. Some people prefer to buy uncut bread. Some prefer to buy it already ..... .

3. If you ...…….. meat, you cook it slowly in liquid in a pan with the lid on.
4. Wedding cakes are usually covered in thick sweet while ..……..... .
5. Ginger, cinnamon, pepper and cloves are all examples of .....…… .
6. My job is not the same every day. There's plenty of ...……... .
7. A ..……... of salt is the amount you can pick up between your finger and thumb.
8. If you ...……..... onions, you preserve them in vinegar.

10. Complete the idioms in the following sentences with these expressions:
a) *a piece of cake*
b) *couch potato*
c) *food for thought*
d) *not my cup of tea*
e) *hot cakes*
f) *in a pickle*
g) *cucumber*
h) *went pear-shaped*
i) *salt of the earth*
j) *bread and butter*

1. Most of my colleagues go for a drink after work on Fridays but I don't normally go. Going to the pub is ..... .
2. My brother works hard during the week but at the weekends he spends most of his time lying on the sofa watching TV. He can be a real ..... .
3. The whole peace settlement ..... when the terrorists planted a bomb in the main railway station.
4. I went windsurfing for the first time on Saturday. 1 thought it was going to be ..... but I soon realised it was a lot more difficult than I'd expected.
5. So you write novels and poetry, do you?
> Yes. But sports journalism's my ..... .
6. Did you see the way Sandra handled that aggressive customer? She was as cool as a ..... .
7. It would only take the cost of a few fighter planes to get rid of leprosy from the world. That's ..... isn't it?
8. I really like Janet. She's uncomplicated and honest. What you see is what you get. She's always helping people. She's the ..... .
9. This is the new Nintendo football game. We've only got two left in the shop. They've been selling like ..... .
10. I'm ..... . I've got to be at the dentist’s in 10 minutes and I'm expecting an important phone call. Could you answer my phone and say I'll be back in about an hour's time?

11. Look back at the idioms in this unit and add the final words:
1. stew in his own .....
2. take that with a pinch of.....

3. the greatest thing since sliced .....
4. as cool as a .....
5. selling like hot .....
6. salt of the .....
7. not really my cup of .....

✍***Writing***

12 a) You are going to invite some friends from England to dinner. What dishes will you cook? Give your reasons.

b) Describe the kind of meal you particularly enjoy/ give the recipe for some dish you like best.

13. Translate from Ukrainian into English using your active vocabulary.

1. Я не можу дати тобі ані цукерок, ані тістечок. – Боюся, про солодощі не може бути й мови. Я на овочевій дієті, бо набираю вагу.
2. Сідай до столу і пригощайся персиками, грушами та сливами. Вони ж такі смачні, чи не так? – Пречудові. І виглядають так привабливо. Можна мені ще трішки слив? Вони такі соковиті.
3. Давно вже час вечеряти. Я дуже зголоднів і з'їв би щось суттєве. – Повечеряй з нами, не поспішай. – Боюся, що не зможу приєднатися до вас. Я маю йти через півгодини. Проте дякую за запрошення.
4. Я обожнюю смажену рибу, а якщо на ній є ще й рум'яна скоринка – це просто смакота, особливо якщо поєднати це з картоплею-пюре та свіжими овочами.
5. Для ароматизації солодких мучних виробів використовуються різні прянощі: ванілін, імбир, кмин, мускатний горіх, кориця.
6. Щоранку матуся готує мені каші з молоком, але я віддаю перевагу бутерброду та чаю без цукру.
7. У мене слинки течуть від запаху смаженого курчати. Люблю, коли його подають із зеленою цибулею, перцем, часником і петрушкою.
8. Давай пообідаємо в їдальні. А які страви у меню сьогодні? Гороховий суп, спагеті з підливою, котлети та відбивні, а також овочеві салати на будь-який смак. Ти що будеш замовляти?
9. Яке м'ясо тобі до смаку? Я не їм свинину та яловичину. Віддаю перевагу курці та індичці.
10. Моя улюблена страва на сніданок – яєчня з беконом. – А я не проти кукурудзяних пластівців з молоком або можу з'їсти сир та фрукти.

📖***Reading***

Text 5

Read the text and fill in the blanks with words given below.

food, candy, meal, chicken, sushi, amounts, hamburgers, calories, chips, health

FOOD FOR THOUGHT

Once few people outside of Japan have heard of sashimi or _____. However, Japanese food has joined other ethnic food, such as Chinese and Mexican, to become a common _____ for many in the United States.

Why are people showing more interest in Japanese food? One reason is that some people are increasingly concerned about the _____ they eat. They are avoiding **fast food**, such as McDonald's _____ and Kentucky Fried _____, and **junk food** such as potato _____ and_____. Often these foods are fattening and not good for a person's _____. Japanese food, however, contains only small _____ of oil and fat. **Fresh food**, not **canned food**, or **frozen food** is used. The result is that Japanese food is often rich in vitamins and minerals and low in _____, so it is regarded as **health food**. Thus, Japanese food and ingredients are being chosen more often by those people who are watching what they eat.

Write or discuss the answers to these questions.

1. How careful are you about having a well-balanced or a calorie-controlled diet?
2. How healthy do you think health foods really are?
3. Do you think Ukrainian food is healthy? Why or why not?
4. Do you think, with the growing popularity of fast food, convenience food, junk food etc., we are losing forever the art of fine cooking and good eating?
5. What are the pleasant and unpleasant aspects of cooking for you?
6. What is the strangest food you have ever eaten? What did it taste like? Where did you eat it?

UNIT 4
STUDENTS' LIFE AND STUDIES
My busy day

🗣***Speaking***

1. Look at Ann's diary and say what Ann usually does and what she did yesterday.

7.00 – get up 7.00 – 7.30 have a shower 7.30 – 8.00 cook breakfast 8.00 – 8.30 have breakfast 8.30 – 9.00 take her son to school 9.00 – 11.00 do the housework 11.00 – 11.30 read the paper 11.30 – 12.30 go to the shops 12.30 – 1.30 cook lunch 1.30 – 2.00 have lunch 2.00 – 2.30 write letters	2.30 – 3.30 take the dog for a walk 3.30 – 4.00 collect her son from school 4.00 – 4.30 give her son his tea 4.30 – 5.30 help her son with his homework 5.30 – 6.00 pick up her husband at the station 6.00 – 7.00 cook supper 7.00 – 7.30 have supper 7.30 – 8.00 wash up after supper 8.00 – 11.00 talk (read, watch TV)

2. It's 7 a.m. Ann is getting up. Tell what she's going to do during her working day. Model: *Ann is going to have a shower from 7.00 to 7.30.*

3. Imagine you are Ann. Tell what you intend to do today: from 9.00 to 11.00, at 11.30, at 2.00, at 3.00, from 4.30 to 5.30, at 6.00.
Model:*At 8.30 I'm taking my son to school.*

📖***Reading***

Text 1

Discover your diurnal dynamics by answering these questions. Check the words you don't know in the glossy box below the questions.

ARE YOU A MORNING OR AN EVENING PERSON?

1. What is the first thing you do in the morning?
   a. Check to see if you are still alive.
   b. Make a cup of tea or coffee.
   c. <u>Leap out</u> of bed and do your exercise.
2. If you were staying in a hotel, what would you order for breakfast?
   a. Breakfast – yuk! You never touch it.
   b. A "continental" breakfast.
   c. All the yummy things you don't have time to cook at home.
3. If you are going for a job interview, when would you <u>make your best impression</u>?
   a. After a sauna and a visit to the hairdresser.
   b. Just after lunch when your prospective boss is hopefully mellow.
   c. At the first appointment of the day.

4. Providing the pay was the same, which would you apply for as a part-time job?
   a. A croupier in a casino.
   b. A receptionist.
   c. A fashionable market stallholder.
5. If you are to take up jogging on a regular basis, when would you do it?
   a. After dinner in the evening
   b. Lunchtime or afternoon.
   c. Before work in the morning.
6. When looking for a new house or apartment, which direction would you prefer it to face?
   a. West.
   b. North or south.
   c. East.
7. What colours would you choose to decorate your living room?
   a. Deep, dark, dramatic tones, such as wine red or navy blue.
   b. Practical, natural colours, such as green or brown.
   c. Light and bright pastel shades, such as primrose yellow or powder pink.
8. Which type of music do you prefer?
   a. Cool jazz.
   b. Classical symphonies.
   c. Brass band marches.
9. If your best friend wanted to talk about a personal problem, when would be a good time to phone you?
   a. At the end of the day when you can lend a sympathetic ear.
   b. Any time – that's what friends are for.
   c. Before you leave for work.
10. If you went abroad on holiday, what would be your favourite view on landing?
   a. The resort ablaze with lights.
   b. Looking down on a sun-drenched beach.
   c. A panoramic view of the rising sun.

Glossary box

Diurnal dynamics – your patterns of behavior at different times of the day.
Yuk – a sound/exclamation made to express disgust.
Continental breakfast – in British English is used to specify a (simple) breakfast that is typical of Europe as opposed to the characteristic "full English breakfast".
Croupier – someone who works at a gambling table in a casino.
Stallholder – someone with a vending point at a market.
Navy blue – colour typically used on military ships or naval uniforms.
Primrose – yellow flower.
Brass band – orchestra that plays brass instruments.

Check you score

Give yourself 3 points for each "a" answer, 2 points for each "b" answer, and 1 for each "c". This should give you a total score of something between 10 and 30.

25 – 30: You are a "night-owl" – you have a lot of energy in the evening and could stay awake all night if necessary. But mornings are very difficult. You prefer to stay in bed.
15 – 24: You are "normal" and can adjust fairly easily to doing things either during the day or night.
10 – 14: You are an "early-bird" – you are able to make a very early start and can accomplish a lot before you even have breakfast. But you probably don't have a busy social life in the evening – you can't keep awake.

1. Match the words on the left with their definitions on the right.

1. diurnal	a) reach the highest point
2. yummy	b) working period that takes place at night
3. mellow	c) extremely pleasing to the sense of taste
4. casino	d) a person who likes to be active late at night
5. pastel	e) place for gambling and entertainment
6. resort	f) relaxed, easy-going, genial
7. sun-drenched	g) frequently visited tourist location
8. night owl	h) occurring every day
9. early bird	i) delicate and pale in colour
10. to peak	j) covered with sunlight
11. night shift	k) someone who gets up early in the morning

2. Paraphrase or explain the words which are underlined in the text above:
To lend a sympathetic ear, to leap out, to make your best impression, to apply for, a part-time job, on a regular basis.

3. Use the words from Ex. 1 and Ex. 2 in the sentences of your own describing your daily routine either as a "night owl", an "early bird" or as a "normal" person.

4. Whom would you give the following advice? Match the useful tips on the left with the "category" on the right.

1. More likely you have discovered the secret of good living but you'd better avoid to work night shifts.	a. "night owl"
2. Remember that these daily cycles are fixed by habit as much as by nature, so you can, if you wish, adjust your lifestyle so as to peak earlier.	b. "normal"
3. Truly restful sleep is obtained with good food, exercise and fresh air, not stimulants or sleeping pills.	c. "early bird"

📖***Reading***

Text 2

Read the suggested text and give the title to it. Explain your choice.

Jeff Fuller is a salesman. He has a wife and three children and lives in San Francisco. He travels a lot. Every week he goes to New York or Washington or Chicago. He brings home presents for his wife and children.

Last week he had to go to Chicago on business. He left San Francisco on Monday morning. He got to Chicago at noon. He went to the Park Hotel and had lunch. In the afternoon he talked to some businessmen. That evening he called his friend, Carlos, and they had dinner at the hotel.

On Tuesday he worked all morning. In the afternoon he went shopping. He bought toy cars for the children. He got a present for his wife, too. Tuesday evening he was alone. At 7.30 he called his wife. He talked to the children, too. Then he was happy.

On Wednesday morning he got up at 6.00. He took the 8.00 plane to San Francisco. He didn't want breakfast on the plane, but he drank some coffee and read the paper. He got to San Francisco at 9.30. He took a taxi and went home. His wife and daughter were at home. They were glad to see him and get their presents.

After breakfast Mr. Fuller went to his office. When he entered the office he found a number of business letters on his desk. Mr. Fuller sat down and began to look through the letters. Suddenly the telephone rang. Mr. Fuller took up the receiver and heard the voice of his chief. The chief asked Mr. Fuller to come over to his office and discuss the results of the trip. After the talk with the chief Mr. Fuller came back to his office and continued his work.

At 1 o'clock he went out for lunch. In the afternoon he had several visitors. At 5 o'clock he took part in a meeting and made a report on his trip to Chicago.

Mr. Fuller came home later than usual that day. His wife and children were waiting for him. They all had dinner together. After dinner Mr. Fuller told his wife and children about his business trip and his friends in Chicago. Then he looked through the papers and watched television. At half past ten he switched off the TV set and went to bed.

1. Say if the following statements are true or false. Give your reasons.

1. Jeff Fuller is a busy man.
2. Jeff left for Chicago on Monday evening.
3. Jeff got to Chicago at 12.00.
4. In the afternoon Jeff met his friend Carlos.
5. On Tuesday morning Jeff went shopping.
6. On Wednesday Jeff took the 9.30 plane to San Francisco.
7. When Jeff got to San Francisco he went straight to work.
8. When Mr. Fuller came to work his boss called him.
9. At 5 o'clock Mr. Fuller made a report on his trip to Chicago.
10. On Wednesday Jeff returned home earlier than usual.

2. Ask different types of questions about the following:

1) Mr. Fuller's trip to Chicago;
2) His busy day at the office on Wednesday.

🗣***Speaking***

3. Try to recall as many details as possible describing the following:

1) Mr. Fuller's trip to Chicago;
2) Mr. Fuller's working day on Wednesday.

🔈 ***Listening***

Dialogue "An Interview"

Before-listening

✓ What do you know about the way English aristocrats spend their day at home?

After-listening

1. Answer the questions to the dialogue:

a) Who's interviewing the Duchess of Wessex? b) Does she wake up at 8 o'clock? c) Does she have breakfast in the kitchen? d) Does she read "The Times" magazine? e) Does she read her letters? f) Does she dictate the replies to her husband? g) Does she walk in the garden with her secretary? h) Does she have lunch at twelve? i) What does she do until six? j) What does she do at six? k) Does she have dinner at seven? l) Does she go to bed at nine thirty?

2. Make up the questions to the dialogue beginning with the given words:

a. What time_____?
b. Where _____?
c. What _____?
d. Who _____ with ?

3. Fill in the missing words.

a. Now, Duchess, tell us about an_____day in your life.
b. Really? Do you _____ then?
c. I have _____in bed and read "The Times".
d. I read the letters and dictate the_____to my secretary.
e. At eleven I _____ in the garden with Philip.
f. Well, I have a _____at nine thirty, and I go to bed at ten.
g. Thank you, Duchess. You certainly have a _____ and interesting life!

🗣***Speaking***

4. Make up a dialogue of your own, using these words and expressions:

What time do you go to bed? What time do you get up? What do you do then? What time do you have lunch?

to leave the hostel, to come back to my room, to have a rest, to be busy, to have many things to do, to do my homework, to have three classes, to go to bed early, to have little free time, to make breakfast.

📖***Reading***

Text 3

1. Read the dialogue and find in the text appropriate English phrases for the following:

Нісенітниця! Ми все ж таки працюємо! Тобі пощастило. Ми не починаємо раніше, ніж о 9.30. Вчитель не любить, коли ми хоча б на хвилину запізнюємося. Я не для того приїхав у Англію, щоб марнувати час. О котрій годині ви починаєте заняття у вашій школі? Я вважаю, ви небагато працюєте у вашій школі.

HARD-WORKING STUDENTS

Hans: Hello, Miguel. What time do you start classes in your school? We don't start until 9.30.

Miguel: You're lucky! We start at 8.45 and the teacher doesn't like it if we are even a minute late. I don't think you do much work in your school.

Hans: Nonsense! We do work! I didn't come to England to waste my time. I even did an hour's homework on Saturday – before I went to the party.

2. Act out the conversation "Hard-working students".

🗣***Speaking***

3. Ask your friend questions about his English classes.

4. Answer the following questions:

a. Imagine a day in your life ten years from now. What do you hope it will be like?
b. What are some of the things you would write in your diary about the last week or so?
c. Give a brief account of your life up to the present. What do you think is the most important event in your life?
d. Imagine what your life will be in twenty years' time and describe it.

📖***Reading***

Text 4

Read the article and find:

1. The time Debra goes to school.
2. The time she has breakfast on Sunday.
3. The reason why she likes school.
4. What she does after school.
5. What she does when she goes to bed.

A DAY IN THE LIFE OF…

In "A Day in the life of…" people describe their lives – not only their daily routine, but also other aspects such as their work, leisure, tastes, habits and activities. Debra McAlley wrote to *New Streetwise* describing her day. She is

seventeen and lives in Wallsend on Tyneside where she is at Burnside High School.

At roughly 7.30 a.m. my alarm rings. It is very loud. I need that to wake me. I lie for a while deciding whether to pretend to be ill. This trick usually doesn't work, but I try anyway. My mother never believes me.

So I finally crawl out of bed at 8 a.m. I usually go by car at 8.40 a.m.

As I work in a shop which sells jeans on Saturday, I only have a lie-in on Sundays. I stay in bed so long that I sometimes have my Sunday breakfast at about 3 p.m., followed by lunch at 5.30 p.m.! My mother doesn't approve, and my father thinks it's a big joke. However, having a good sleep at the weekend is very important to me.

I usually enjoy school if I'm up-to-date with my work. I hate feeling left behind. I enjoy school mainly because of the number of friends I have there.

After school I either have basketball practice for the school team, or I go home to get myself ready to go out with my boyfriend Craig. I see Craig almost every evening. I either do my homework before I see him, during the time I see him, or when he leaves for the bus at 11 p.m. My homework always gets done.

When I go to bed I often think about possible careers and dream of becoming rich and famous. Then I worry about anything and everything. I worry about school, money, my future, the next day, what I look like, what people think about me and what I could do to change the way people think about me. I usually fall asleep at about 1 a.m. when I've worried myself silly.

✍Writing

Improve your writing.

1. Find in the text the ideas which make it more interesting for the reader:

- giving the reasons for some of the routines;
- giving some idea of what the writer's friends, family, teacher, etc. think or feel.

2. Join the sentences with *either…or.*

Example: At lunch I sometimes have a sandwich and I sometimes eat in the school canteen. *At lunch I either have a sandwich, or I eat in the school canteen.*

1. In the morning (walk to the University, my father takes me). 2. In the evening (do my homework, watch TV). 3. (dream of becoming rich, dream of getting a good job).4. After classes (play football, play basketball).

3. Complete the sentences so that they are true for you.

1. When I get up in the morning I hate… . 2. In the evening my father often asks me …. . 3. After classes I either …. or …. . 4. I …. going to the University because … . 5. My mother always tells me ….. 6. I do my homework ….. 7. I'm not keen on …. 8. I worry about ….. or…..

4. Read through Debra's article again and write 10 questions that the interviewer might have asked her. Examples: *What time do you get up? Do you like getting up?*

5. Share your questions with a partner. Did you have the same ones? Write down those that you didn't think of.

🕮***Reading***

Text 5

1. Try to think about as many synonyms for the verb "to get" as possible.

2. Match the words from part a) with their synonyms from part b):

a) Wake up, jump out/onto, crawl out, prepare, dress, hide, come, pull out, take, sit into, drive on/off, arrive at, be lost, go on with, be over, be tired, leave, be mad, cook, go away, be full, become angry, throw away, feel sleepy, take off the clothes, go to bed, fall asleep.

b) Get (3), get up, get out (2), get ready (2), get mad, get dressed, get undressed, get into, get on/off, get to, get lost, get over, get tired, get full, get angry, get sleepy, get away, get going on, get out of, get down, get rid of, get into bed, get to sleep.

3. Read the text and replace the underlined words with the appropriate synonyms from the exercise above.

Every morning I get up at 6.30 p.m. I get out of bed and get ready for work. After I brush my teeth and take a shower, I get dressed. After I eat my breakfast, I try to put the cat into the garage for the day. Usually he tries to escape. He gets under the bed so that I can't reach him. I sometimes get angry at the cat because when I say "Get over here!", he doesn't listen. Finally, after I get the cat out from under the bed, I get my keys and briefcase and leave the house.

I get into the car and drive to work. I get on I-264 at Military Highway, and I get off I-264 at Waterside. I usually get to work at about 9.30 a.m. I never get lost because I drive the same route every day. In my office I get going on my work, getting my lessons ready.

My classes get over at about 3.30 p.m. every day. I go back to my office and read e-mail. I get tired at about 4 p.m. and get out of my office as soon as I can. I get mad if there is a lot of traffic on I-264. I usually get home at about 5 p.m.

I get my dinner ready and get the cat out of the garage. Sometimes while I am eating, the cat gets up on the table, but I tell him "Get down off the table!" When I get full, I stop eating and clean my dishes. Sometimes the cat rubs against the leg and I tell him "Get away from me, you crazy cat!"

After I watch the news, I usually read at my desk. From time to time the cat gets up on my desk and gets on top of the book I am reading. I say "Get out of here, cat!" and I get him off my book. But he is stubborn and gets back up onto the

desk and gets on top of my book again, so I can't read. I finally decide to get rid of the cat before I get angry at him again. I put him in the garage and lock the door.

Around 10 o'clock I get sleepy I decide to get ready for bed. I brush my teeth and get undressed. I get into bed to read for about half an hour. I usually get to sleep about 11 p.m., I hope I don't have a bad dream about the cat.

4. Make up your own sentences about your or your friend's pet. Use the verb "to get" in different meanings.

🗣***Speaking***

Class survey

5. Make sure you understand the questions. Then choose one question to ask the other students in the class.

a) What's something you want to do in the next year that you've never done before?
b) Do you collect anything?
c) What's your favorite place you've ever visited?
d) What's something – big or small – that you're really good at?
e) What's your favourite sport to watch and which team do you root for?
f) What's the top destination on your must-visit list?
g) What's your most hated household chore?
h) In what way do you help your parents?
i) Do you often have family parties?
j) How do you spend your free time together?

6. Report the results of your survey.

Example: Two students don't have family parties often while six students spend much time together with their families.

TRY YOUR HAND AT TEACHING

Part 1. Work in pairs. Correct the information about Debra McAlley from the text "A DAY IN THE LIFE OF…" in the pupils' answers stressing an appropriate word. Begin your correction with one of the suggested teacher's phrases. Choose the phrases which a teacher can use teaching beginners, intermediate level pupils.

You were almost right. Your answer is almost right. That's almost it. You're halfway there. You've almost got it. You're on the right lines.	Not really. Unfortunately not. I'm afraid that's not quite right. You can't say that, I'm afraid. You can't use that word here. Good try, but not quite right. Have another try. Ok, that's not the right answer, but let me help you with it. Let me explain again. Not quite right. Try again. Not exactly.

Example: She likes the dances at the camp.(sport) – You were almost right, but it's not the dances she likes at the camp; it's the ***spORt****!*

1. It's roughly 7.20 a.m. when her alarm rings. (30) 2. Her sister never believes her if she pretends to be ill. (mother) 3. So she finally jumps out of bed at 8 a.m. (crawl) 4. Having a good walk at the weekend is very important to her. (sleep) 5. She hates school mainly because of the number of friends she has there. (enjoys) 6. When she goes to bed she often thinks about her school marks. (possible careers) 7. She dreams of becoming happy and free. (rich and famous). 8. She worries about her past. (her future) 9. She usually falls asleep at about 2 a.m. (1)

Part 2. Prepare teaching a short activity (Part 1) to pupils correcting the information about Debra's daily routine.

Our university

Basic vocabulary

Subjects

You can normally **do/study** these **subjects** at university but not always at school: medicine, law, philosophy, engineering, sociology, architecture, psychology, business studies, politics, agriculture, history of art.

Studying at university (in England and Wales)

If you want to **go to** (= enter *fml)* university, you must first **pass examinations** that most students take at the age of eighteen (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to **get/obtain** a place at university because the places are limited. At the moment, approximately 30% of young adults go to university in Britain.

If you get a place at university, the **tuition** (= the teaching) is free, and some students also **get** (= receive) **a grant** (= money to pay for living expenses, e.g. food and accommodation) as well. Students at university are called **undergraduates** while they are studying for their first degree.

Most university courses **last** (= go on for / continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing/studying** history, or **doing / studying for** a degree in history, for example.

When people study one subject in great detail (often to find new information), we say they are **conducting / doing / carrying out research** (U); e.g. *I'm* ***doing*** *some* ***research into/on*** *the languages of different African tribes.*

School vs. university

At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**. When a lecturer **gives/does** a lecture, the students listen and **take/make notes** (= write down the important information), but do not usually say much, except to ask occasional questions.

Note: A **professor** is a senior university academic, not an ordinary teacher. University and college teachers are usually called **lecturers** or **tutors**.
Further education (FE) usually means going to a college to do a vocational course or degree. **Higher education** (HE) usually means doing a degree at a university.

Exams and qualifications

- take/do/sit/resit an exam
- pass / do well in an exam
- fail / do badly in an exam

Before an exam it's a good idea to **revise** for it.
If you **skip classes/lectures (***informal* miss deliberately), you'll probably do badly in the exam.
When students finish the course and pass their examinations, they receive a degree (the qualification when you complete a university course successfully). This can be a **BA** (Bachelor of Arts) or a **BSc** (Bachelor of Science), e.g. *I have a friend who has a BA in history, and another who has a BSc in chemistry.*
In Britain if you do post-graduate study, you may get an **MA** (Master of Arts) or an **MSc** (Master of Science).
After several years' original research and publishing a **thesis**, you can get a **PhD** (Doctor of Philosophy). Undergraduates usually write **essay**; a long essay is called a **dissertation**. A thesis is longer still and contains original research.

🗣***Speaking***

Talking about education. Asking somebody about their country's education system.

1. What age do children start school at?
2. What's the **school-leaving age**?
3. Are there **evening classes** for adults?
4. Do you have **state** and **private universities**?
5. Do students get **grants** for **further education**?

1. Read these sentences spoken by university students. What is each person studying?

1. We have to know every bone in a person's body. 2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright. 3. The way we use fertilizers is much more precise than twenty years ago. 4. We're going to concentrate on Freud and Jung this term. 5. I've been reading some books on time management. 6. Expressionism was really a reaction to the work of the Impressionists. 7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems. 8. You must know this case – it's one of the most famous in legal history.

2. What do you call:

1. the money some students receive if they get a place at university?
2. the qualification you get at the end of university?
3. students studying for their first degree at university?
4. teachers at university?
5. students when they have completed their first degree?
6. the study of one subject in great depth and detail, often to get new information?
7. the talks that students go to while they are at university?

3. Replace the underlined verbs with different verbs that have the same meaning in the context.

1. Who is giving the lecture today? 2. Did she receive a grant for her course? 3. Is it more difficult to obtain a place at university? 4. You have to pass the exams before you can enter university. 5. He's studying physics, I think. 6. I think they're carrying out some research into the cause of asthma. 7. I didn't take any notes in the lecture yesterday. 8. The course goes on for three years.

🗣***Speaking***

4. How similar is university education in your own country? Answer these questions. Compare your answers with someone else's in your group.

1. Do you need to pass examinations before you can go to university?
2. Do some students get a grant to study at university?
3. Is the tuition free if you go to university?
4. At what age do most students go to university or college?
5. Do most degree courses last three years?
6. What is our equivalent of the British BA or BSc?
7. Do we have similar postgraduate degrees? If no, explain the difference.

📖***Reading***

Text 6

1. Read about the problems facing first-year students at university.

FIRST YEAR AT UNIVERSITY

What are the problems facing first-year students? Here are some students speaking out.

…You need to be very self-motivated in your first year. The tutors are very good. They give your great ideas and they are there for you if you need them. But at the end of the day, they can't force you to do the work. You can't afford to sit back and not do the work for a week even if you don't feel up to it. It's very easy to fall behind the group. And once you do that, it's very difficult to get on top again…

Jeremy Farrington (20)

...I'm living in the hall of residence. In hall there are flats, with five people sharing a kitchen and a bathroom. The kitchen is probably the most social place. We don't mind cooking for each other… Money is a big problem for any university student. There is no way that the grant can possibly cover your huge expenses. By the end of first year every student will spend too much money.

Ben Wilcox (20)

…One of the central challenges of student life is time management. You can spend weeks of intensive study and miss the deadlines... You need to work out a realistic plan and stick to it. Just take control of your studies.

Maline Poulson (20)

...I'm in my second year of architecture but when being a first year student I found the freedom amazing. Suddenly you are not living at home, and you can do exactly what you want! But there is a tug between work and social life. When the social life wins, serious academic work can become a burden, probably because you always leave it until the last minute… The first weeks are a party, having fun and meeting people. But you do need to be responsible about your studies as well as having fun.

Martha Read (23)

2. Find in the passages the English equivalents for the following words and expressions. Use them in the sentences of your own.

Університетський гуртожиток, організація часу, керівник групи студентів, відставати від групи, стипендія, змагання / перетягування, взяти своє навчання під контроль, тягар, кінцевий термін.

3. Who is speaking about ….? Prove your choice with the quotations.

PROBLEM	PERSON
Time problems	_____
Living conditions	_____
The need to be serious about studies	_____
Lack of money	_____

4. Answer the questions:

a) What are pluses and minuses of living in a hall of residence?
b) Is the first University year stressful? What are the reasons?
c) What is more important in student life – to be responsible or to have fun?
d) Does your grant cover your expenses?

✍***Writing***

5. What are 3 central challenges in your student life? Choose them from the list given below. Comment on them using expressions from the text (about 15 sentences).

-time management
-the tug between social life and intensive study
-falling behind the group
-huge expenses
-getting tired
-missing deadlines

📖***Reading***

Text 7

Read the text and find the answers for the following questions:

1. How old is the University? 2. How many institutes and departments are there in the University? What are they? 3. Whom does the University train? 4. What facilities does the University have? 5. What improves the conditions of learning and research? 6. Why is the University a recognized teacher training center in Ukraine?

SUMY A.S. MAKARENKO STATE TEACHER TRAINING UNIVERSITY

The University has a long history. In 2014 it celebrated its 90-th anniversary. At the early days of its history the Sumy Teacher Training Institute was housed in a small building in Dzerzhinsky Street.

There are four Institutes here **(**the Institute of History and Philosophy, the Institute of Physical Training and Sports, the Institute of Culture and Arts and the Institute of Pedagogy and Psychology), 3 Departments (the Department of Physics and Mathematics, the Natural Sciences and Geography Department and the Department of Foreign and Slavonic Philology) and 34 Chairs.

The University trains full-time and part-time students in 39 specialities.

Our University has 14 buildings, including 5 teaching and laboratory buildings, specialized classrooms, 3 dormitories, a Sport complex with two swimming pools, gyms and a stadium with 3 thousand seats, a ski base, a Training and Rehabilitation center, a library, 5 museums, 2 concert halls and a botanical garden. A great number of laboratories with up-to-date equipment improve the conditions of learning and research.

For young men and women the University opens the road to the latest achievements in Pedagogy. It is a recognized teacher training center in Ukraine. Serious researches are conducted by its teaching staff and students. Our University is steadily widening its contacts with the leading teacher training centers in Ukraine and abroad.

I am a full-time student of the Department of Foreign and Slavonic Philology. I believe that after graduating from the University I'll become a good specialist and have a very interesting job.

1. Arrange the following words in pairs of synonyms:

a) to train, to give attention to, a profession, a curriculum, to name, a faculty, to teach, to last, scientific

b) a course of study, to continue, to prepare, a speciality, to call, to educate, to pay attention to, a department, research

2. Give English equivalents to:

Навчальний заклад, абітурієнт, вступати до університету, студент денного відділення, готувати вчителів для початкових та середніх шкіл, спеціалізуватися з предмету, іноземна мова, студент заочного відділення, тривати, закінчувати університет, отримувати вищу освіту, програма містить, відомий учений, відвідувати лекції, отримувати стипендію, складати іспит з історії, пропускати лекції, залік з англійської мови, на заняттях, провалюватися на вступних іспитах, бути студентом 1 курсу, нагороджувати.

3. Translate into English.

Кожного року велика кількість абітурієнтів вступає до Сумського державного педагогічного університету ім. А.С. Макаренка – одного з відомих навчальних закладів України. У СумДПУ ім. А.С. Макаренка готують студентів денного та заочного відділень різних спеціальностей: вчителів фізики, математики, хімії, біології, історії, української мови та літератури, іноземних мов, географії, малювання, співів. Університет готує вчителів для початкових та середніх шкіл, для дошкільних закладів та шкіл-інтернатів. Програма навчання складається з фахових предметів, суспільних дисциплін та загальноосвітніх предметів. Термін навчання для бакалаврів складає 4 роки. Навчальний рік поділяється на 2 семестри, у кінці кожного семестру студенти складають заліки та екзамени з різних предметів. Ті, хто складає заліки та екзамени успішно, отримують стипендію.

4. Use these verbs to complete the texts below:

a) stayed on applied got in do left

When I got to 16, some of my friends (1) …….school to get jobs, but most (2) ……. . I wanted to (3) ……. sociology, but it wasn't possible at my school, so I (4) ……. to the local technical college. There were over fifty applicants for only twenty places, so I was really pleased when I (5) ……. . I really enjoyed the course.

b) results college entry course degree prospectus diploma high

I had wanted to be a doctor but the (6) ……. requirements to study medicine at university are very (7) ……. and my exam (8) ……. weren't good enough, so I got the (9) ……. from my local (10) ……. to see what alternatives there were. In the end, I got onto a (11) ……. in business administration. I got a (12) ……. but I still sometimes wish I'd been able to go to university and get a (13) ……. .

5. Complete the text about paying for higher education with these words:
part-time fees loan expenses grant accommodation

Going to university is expensive. First, there's the tuition ……. . Then there are all the books you need. Then, if you live away from home, you have to pay for your……. . The university halls of residence are not cheap. Then you have all your other living ……. . A few students get a ……. , but most have to take out a student ……. from the bank, which can take years to pay off! Most students have to do a ……. job in order to survive.

6. Use these words to complete the sentences:
reading lectures presentation term seminar notes tutor handout lists options

1. I've got two ……..... this morning and then I need to go to the library to do some background ……..... before tomorrow.
2. On Wednesday I've got to give a short ……..... at my English ...……..... .
3. I can't go to my history lecture on Thursday morning. I'll ask Jeff to pick up an extra copy of the ..……... and I can borrow his lecture ……..... .
4. Professor Barnes is the only lecturer who gives handouts and his reading ……..... really save me a lot of time.
5. Later in the week, I've got to see my ……..... to decide what ..……..... I'm going to do next ...……..... .

What do you call a person who is a specialist in these subjects? Complete the list, using your dictionary if necessary. Then mark the stress.

1. physics	.....	6. history	.....
2. philosophy	.....	7. mathematics	.....
3. psychology	.....	8. chemistry	.....
4. sociology	.....	9. astronomy	.....
5. architecture	.....	10. engineering	.....

7. Use these words to complete the sentences:
academic drop out qualify qualifications assignment tutorial specialize vocational

1. The ...……..... year begins in September and runs to the end of June.
2. So, what are you doing this weekend? – I'll probably be at home finishing the ...……..... I have to hand it in on Monday.
3. The more ....……..... you have, the more chance you have of finding a better job.
4. I wish I had done something more useful than philosophy – something more ...……..... like nursing or hotel management.
5. Next year I have to decide which area of medicine I want to ...……..... in.
6. Dr Hurst seems very remote in her lectures but when you have a ……..... with her, she's really friendly and helpful.

7. Mandy doesn't seem very happy at the moment. Is she finding the course difficult? – Yes, I think she's going to ....……. and get a job.
8. What will this course ……..... you to do?

8. Use these words in the situations below:
finals revising paper graduation deadline graduate dissertation coursework results term
<u>Remember</u> the different pronunciations of the noun "graduate"and the verb to "graduate".

1. It's your last ……..... at university, isn't it? – Yes, I've already done my oral, so now I've got to submit four pieces of ……...…. .The ....……..... is next Friday. Then I've got to do a 10,000-word ...……..... and hand it in by the end of May. Then I can relax.
2.Hi Susie, I haven't seen you around much recently. – No, I've been at home ……..... most nights. I've got my ……..... next month. I can't wait till it's all over. Can you believe it, we don't get our ...……..... until the end of July?
3. Overall, the exams weren't too bad but the American history ……..... was really difficult.
4. It's my ....…….. ceremony next week. I think my parents are looking forward to it more than I am. I don't think they realize being a ……..... doesn't guarantee you a job like it used to.

9. Translate into English.

Церемонія посвяти в студенти.

31 серпня всіх першокурсників зібрали на церемонію посвяти в студенти. Там я зустрілась зі студентами своєї групи та деякими студентами старших курсів. Я дізналась, що більшість студентів приїжджі, та що в університеті дуже мало хлопців. Декан факультету та заступники розповіли багато чого цікавого про навчання, а потім ми отримали студентські квитки.
Із 1 вересня я розпочала здобувати кваліфікацію вчителя. Я стараюсь, щоб стати висококваліфікованим учителем і відповідати вимогам часу.

◀ ***Listening***
Dialogue

AFTER THE EXAMS

Before listening
- ✓ How did you pass your last exams?
- ✓ Were they absolutely easy?
- ✓ Did you get through the exams with difficulty?

After listening

1. Fill in the sentences with the following missing words in the appropriate form: can't stand, get through, pretty, get down to, up to, get on with, come out, all over, dead (absolutely) (2), come on, have enough of.

Translate the sentences into Ukrainian.

a) I reckon they were _____ easy.
b) Oh, _____. You've probably done better than you think.
c) No, I'm _____certain I've failed in Latin, and most likely in French and History too.
d) Thank goodness, it's _____ though.
e) We can forget about it now – at least until the results _____.
f) Now I can _____ reading all books I've been wanting to read for moths…
g) Well, it's _____ you, I suppose, but I've _____ reading…
h) …I'll have to _____some serious work again _____ soon.
i) I've got to _____ the A level exams first.
j) And I _____ it.

2. Answer the questionsto the dialogue:

a) What does Pete think about the exams? b) Which subjects did he fail? c) What can Pete's friend get on with after the exams? d) Why isn't Pete going to open books for months? e) How will his friend rest after the exams? f) Why will he have to get down to some serious work again pretty soon? g) Who never stops swotting? h) What can't Pete stand?

3. Describe your last exams and your revision for them using the vocabulary of the dialogue.

TRY YOUR HAND AT TEACHING

Part 1. Work in pairs. Write 10 FALSE sentences about studying at the University. Use the basic vocabulary of PART II "*At the University*". The sentences could be about anything, as only as they are not true. Read the statements to your partner. The partner must correct them by stressing the real information. Start your correction with the classroom language (see the table on p. 89).

*Example: You can normally study medicine at school. – Unfortunately not.You can normally study medicine at uni**VER**sity.*

Note: Sometimes to correct information we can stress a word that would normally be only a structure word (pronouns, prepositions, articles, conjunctions, auxiliary verbs). *Example: It isn't a good idea to revise for an exam. – Not really. It **IS** a good idea to revise for an exam.*

Part 2. Prepare teaching a short activity to pupils correcting the information about their school life. Start your correction with the classroom language.

a) Schools provide pupils with money.

b) School is the place for fun like discos.
c) Boys are often good at Maths.
d) We must study this poem.
e) Private school is a school paid by the government.
f) The Internet can't help pupils study.

Learning habits and strategies

📖***Reading***

Text 8

Write the score that most applies to you next to each sentence below: 5 – almost always; 4 – fairly often; 3 – sometimes; 2 – rarely; 1 – almost never.

DISCOVER YOUR LEARNING STYLE

___ 1. It helps me understand if I discuss things with other people.
___ 2. When learning, I watch the teacher's face a lot.
___ 3. I use colours when I take down notes or read (different colour pens or highlighter pens).
___ 4. I get good ideas when I am doing some kind of physical activity.
___ 5. I prefer spoken to written instructions.
___ 6. I would rather listen to a tape than read about a topic.
___ 7. I prefer someone to draw me a map than to tell me the directions to somewhere.
___ 8. I do less well on written tests than on oral tests.
___ 9. I don't like sitting at a desk, but study, for example, on the floor, on the bed, in all kinds of places.
___ 10. I take notes but they are usually a bit of a mess.
___ 11. I can easily understand maps, charts, graphs, etc.
___ 12. I can't sit still for very long.
___ 13. I like making things with my hands.
___ 14. If I am doing some work, having the radio on annoys me.
___ 15. I like to take a lot of breaks when I study.
___ 16. I use a lot of body language (e.g. gestures) when talking.
___ 17. I can't picture things in my head very well.
___ 18. I would rather start doing an activity instead of listening to instructions about how to do it.
___ 19. I like telling jokes and can remember them well.
___ 20. I take lots of notes when I read or listen to a lecture.
___ 21. I doodle when I listen to a lecture.
___ 22. If I don't look at a speaker, I can still follow well what he or she is saying.
___ 23. I like creating models of what I am learning.
___ 24. In a test, I can visualize the place on the page where I learned something.
___ 25. I like making projects better than writing reports.
___ 26. I like to talk when I write.
___ 27. If I read, I "listen" to the words in my head.
___ 28. If I write something down, I remember it better.

___ 29. I can't remember what people look like very well; I remember better what they say.
___ 30. If I want to remember something, for example someone's telephone number it helps if I make a picture of it in my head.
___ 31. If I study aloud, I can remember better.
___ 32. I can see pictures in my head.
___ 33. I would rather read than be read to.

Transfer your scores and add them up:

2 _____	4 _____	1 _____
3 _____	9 _____	5 _____
7 _____	10 _____	6 _____
11 _____	12 _____	8 _____
14_____	13 _____	17 _____
20_____	15 _____	19 _____
24_____	16 _____	22 _____
28_____	18 _____	26 _____
30 _____	21 _____	27 _____
32_____	23 _____	29 _____
33_____	25_____	31 _____
Visual Learner Score _____	Kinaesthetic Learner Score _____	Auditory Learner Score _____

Your highest score indicates your strongest (primary) learning style. Your lowest score shows the weakest. There is no right, or perfect, learning style.

Everyone is, to a degree, a mixture of all learning styles, but most people may have one style that is dominant. A score of more than 40 indicates a particularly strong style; a score of under 20 indicates quite a weak style.

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

If your primary learning style is **visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

If your primary learning style is **auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

If your primary learning style is **tactile/kinaesthetic**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

📖***Reading***

Text 9

You will read a text about some places to study. Look at the following list of words. Check their meaning in a dictionary and practice saying them. Which words do you think you will meet? Why?

auditory	*comfortable*	*tables*	*library*	*conditions*	*concentrate*
bus	*quiet*	*desks*	*clean*	*noise*	*carrel(s)*

I think the best place to study is where you learn best. And we're all different and we all might disagree on it on the particulars. I had a friend one time who studied best; I swear to God, he studied best underneath the blanket with a flashlight. And he was a top student. I can't explain. But really if you're talking in general, what's the best way to study? What's the best place to study? It's the one ‘without distractions'. Now, ‘without distractions’ means a lot of things. It means, for example, it has to be quiet. That's no auditory distractions. Now that might not apply to you. You might be able to put your Walkman on and study just fine, but I can't do that because my auditory sense and my hearing are very sensitive and I easily get distracted. And as for me the best place to study is the one that's quiet.

Another thing that it has to be, I think, it has to be clean. It has to be a place that doesn't have a whole lot of sight distractions. Like if I'm trying to study in a room with the television set on, that's not a clean environment. I've got these things that I'm always looking at. Even if I've got the volume way down, so it doesn't distract me in terms of my hearing, still it's distracting my eyes. If I set my desk in front of a window so that I can see what's going on the other side of that window, I don't study. If I try to study when I've got a whole bunch of things on my desk, then I start reading the labels on the books and I start doing everything except studying. So I think it really has to be a clean environment.

Third thing, I think a good place to study has to be comfortable. If you get a place that's too cold, you're putting your energy into trying to keep warm. You're not putting your energy into thinking. And if you get a place that's too hot, you're going to sleep. You can't concentrate. And so it has to be basically a comfortable place, not too cold, not too hot. And it's got to be a clean place. That's no sight distractions. And it's got to be a quiet place. That's no auditory distractions. And if I think in terms of a college, I think "Well, that really means a carrel in the library." If you haven't taken a look at those, by all means do. It's an absolutely beautiful place to study. It's a place where it's quiet and there aren't any visual distractions and it's comfortable. The temperature is always right. If you get into the habit of studying there, then whenever you sit down in one of those carrels, you're ready in your mind to study. For me, that's the best place to study.

1. **Find the sentences with the words from the list above. Translate them into Ukrainian.**

2. This text has two main ideas. Read the following sentences and put an X in front of the two most important points. Discuss your choices.

a) The best place to study is where you learn best.
b) It is possible to study underneath a blanket with a flashlight.
c) Generally, a place without distractions is the best place to study.
d) The best place to study is one that is quiet.
e) The best place to study is in the library.

3. The words on the left are from the text. Practise saying them. Match the words with their definitions on the right.

the particulars	ability or power to do something
top	regarding
I can't complain	certainly
like	everything is all right
energy	for example
in terms of	best
by all means	small points

4. The following words are from the text. Use your dictionary to find the other part of speech and practise the pronunciation.

Adjective	Adverb	Noun
1. Absolute		----------
2. Basic		
3. Particular		
4. Quiet		
5. Visual		----------
6. Comfortable		
7. Sensitive		

5. Write the correct forms of the words from Ex. 4 in the blanks. Say whether the word is an adjective or an adverb.

1. a. I told my instructor the _____ truth.
   b. The library is an _____ beautiful place to study.
2. a. He needs to study all the _____ subjects.
   b. The reading room is _____ a good place to study.
3. a. My friends _____ wanted to see the dormitories.
   b. What _____ question did you want to ask?
4. a. I am looking for a _____ carrel in the library.
   b. Please speak _____ while you are here.
5. a. I am bothered by too many _____ distractions.
   b. _____ the place is an ideal room for thinking.
6. a. All the books should fit _____ on that shelf.
   b. I have a very _____ room in that hall.

🗣*Speaking*

6. Answer the questions:

1. In the text it is said that television sets and windows could be sight distractions for studying. What other sight distractions can you think of?
2. The author of the text says that students should get into the habit of studying in the library. What other habits do you think students should get into?

7. Translate into English using the active vocabulary:

1. Вміти вчитись – дуже важливо. 2. Деяким легше вивчити матеріал прослуховуючи його декілька разів. 3. Деякі люди повинні бачити те, що вчать – так вони швидше запам'ятовують. 4. Деяким легше вивчити щось у колективі, питаючи та пояснюючи щось один одному. 5. Дуже важливо, коли ви вчитесь, не відволікатись на різні подразники: телевізор, шум і т. ін. 6. Місце, де ви вчитесь, повинно бути достатньо тепле, оскільки жарка кімната може спричинити сонливість. 7. Для багатьох людей найкращим місцем навчання є бібліотека: тиша, всі необхідні книги, відсутність телефону, телевізору, їжі.

🔈*Listening*

Dialogue

LEARNING STYLES

Before-listening

- ✓ How can you explain the meaning of the following sentence: “One man’s meat is another man’s poison”?
- ✓ Look at the following list of words. Check their meaning in a dictionary and practise saying them: *to borrow notes, margins, columns and charts, Walkman, snail shapes, to pull one’s finger out (to make more effort).*

1. Match the learners with their descriptions:

1. Visual	a) learn best through listening to music, notice rhythms
2. Auditory / Musical	b) like to solve problems, learns by categorising, making charts
3. Kinaesthetic	c) express themselves through pictures, day-dreamers, creative thinkers
4. Logical	d) need to keep active, enjoy crafts, use body language to express themselves, touching things helps them learn words

2. Listening for gist meaning. Are these statements true or false?

a) The three speakers are all learning English.
b) Josef uses pictures to help him learn English.
c) Ana finds learning English vocabulary too difficult.
d) Paula has a messy notebook.

e) Josef invents games to remember grammar rules.
f) Paula thinks that they all learn English the same way.

Listening

3. Listening for detail. Reordering vertically. Put the following sentences into the order that you hear them in the text and say who says them. Ana, Josef or Paula?

1. I find grammar quite difficult.
2. I like the way you organise everything into columns and charts.
3. I just draw little pictures and symbols.
4. I think you'd better borrow Paula's. She takes lots of really good notes.
5. One man's meat is another man's poison.
6. I record myself reading grammar rules sometimes too.
7. We all seem to have completely different ways of studying and learning.

After listening

4. Look back at who says what and answer the questions.

1. How would you describe Ana, Josef and Paula as learners?
   a) visual b) auditory c) kinaesthetic d) linguistic e) logical
2. What are their strong points?
3. Are there any of the learning strategies discussed in the extract that you already use in your own learning?

📖***Reading***

Text 10

1. Read the text and give the title for each paragraph.

SIX RULES FOR COPING WITH EXAM STRESS

1. In the weeks to come before the beginning of exams, give yourself plenty of time to revise. Most students perform best by revising over the longer period, rather than just 'cramming' a few days before the exam. Whatever time you've got now – use it. Don't wait until the night before.

2. Plan your revision. Work out how many days there are before the exam, and mark down how many hours you will spend on revision, homework and projects. Stick to these hours, revise all areas properly – not just the things you are good at. In the case of your English exams, revise areas of grammar and vocabulary (particularly areas you're weak at), practise listening and reading comprehension and practise writing timed compositions. Be methodical – plan what you are going to revise and revise it thoroughly. Don't jump about in a panic from one area to another.

3. Don't revise one area too much, at the expense of others, just because it interests you. For example, don't get carried away with revising vocabulary for your English exam. That's only one aspect of the language!

4. Keep your working area neat and simple. Just have the notes and books you need around you – not untidy piles that just remind you of how much work there is to do!

5. Take breaks. Don't work hour after hour without stopping – you just won't be concentrating properly. Work for twenty-minute stretches, then have a short break, or change your activity. But remember that exams can be long. The exam papers are up to two hours long – so make sure you are able to concentrate for this long as well.

6. Work on what you need to remember. Don't just read and re-read notes or books. Do something with the information. Re-write notes as diagrams, summarise information on cards, and put these where you can look at them frequently. In the case of revising for an English exam, of course – use the language: write in it, practise speaking in it.

2. Match the words from the text with their definitions on the right. Find the sentences with the words and translate them into Ukrainian.

1. To cram 2. revision 3. to stick to 4. properly 5. at the expense of smth. 6. to summarise 7. neat 8. to remind	a) tidy, with everything in its place b) resulting in the loss of smth. c) To try to learn a lot very quickly before an exam d) to express the most important facts or ideas in a short and clear form e) study of work you have done, in order to prepare for an exam f) to make someone think of something they have forgotten or might have forgotten g) to limit yourself to doing one particular thing and not change to anything else h) correctly, or in a satisfactory way

3. Answer the questions using the vocabulary from Ex. 2.

a) Choose from the text two most useful rules for coping with exam stress. Explain your choice.
b) Choose one rule which is the least helpful for you. Explain your choice.
c) Describe how you personally revise for the exams.

4. Translate into English.

ЕКЗАМЕНАЦІЙНИЙ СТРЕС (ПОРАДИ ПСИХОЛОГА)

Коли б не приходив час іспитів я завжди стаю нервовою. Мені стає важко заснути і я навіть інколи не можу змусити себе готуватись до екзаменів. Я опиняюсь у стані пригнічення. Як можна цьому зарадити?

Джейн Сміт, США, штат Колумбія.

Ви можете почувати себе трохи збудженим. Англійці кажуть відчувати “метеликів у животі”. Стрес – це нормально. Психологи кажуть, що для гарної відповіді на екзамені необхідно трохи стресу.

Але якщо ви дійсно переживаєте глибокий стрес, він аж ніяк вам не допоможе. Деякі люди від стресу просто впадають у стан депресії – вони не можуть нічого вчити або повторювати. Деякі люди навіть втрачають сон і не можуть їсти.

Як правило, люди, для яких характерні такі сильні переживання, не ті, що бояться “завалити” екзамен, а ті, хто знають багато і бояться здати екзамен гірше, ніж вони можуть.

Важливо пам’ятати, що глибокий стрес може завадити вам гарно відповісти на екзамені. Якщо ви відчуваєте, що занадто сильно хвилюєтесь, спробуйте заспокоїтись. Поговоріть із людиною, якій довіряєте, про те, як ви почуваєтесь. Можливо він або вона допоможе вам відволіктись від переживань і зібратись із силами і думками.

✍***Writing***

5. Message writing. Your friend is going to take entrance examinations and is a bit nervous about it. Try to cheer her/him up and give some advice.

6. Article writing. You are asked to write a short article for the University website and give some advice how to prepare for an English exam in the best way. Write about your experience of organizing the work and daily routine before the exam.

TRY YOUR HAND AT TEACHING

Part 1. Work in pairs. Consider the meaning of the following sentences. Convey the correct meaning giving a strong stress to the appropriate word.

Example: I don't think he should draw such pictures in the margins. (Maybe he should draw something else instead.) – I don't think he should draw such ***PICTURES*** *in the margins.*

	Meaning:
1. I don't think he should draw such pictures in the margins.	Somebody else thinks he should draw pictures in the margins.
2. I don't think he should draw such pictures in the margins.	It's not true that I think he should draw pictures in the margins.
3. I don't think he should draw such pictures in the margins.	That's not really what I mean.
4. I don't think he should draw such pictures in the margins.	He should draw other pictures.
5. I don't think he should draw such pictures in the margins.	Somebody else should draw such pictures.
6. I don't think he should draw	In my opinion it's wrong that he's going to

such pictures in the margins. 7. I don't think he should draw such pictures in the margins.	draw such pictures in the margins. Maybe he should draw such pictures on the cover instead.

Part 2. Prepare teaching a short activity to pupils correcting the information about the rules for coping with exam stress. Start your correction with the classroom language.

Example (the strong stress is on the underlined word):

*In the case of your English exams, revise areas of grammar and vocabulary (not Latin) – Let me explain again. In the case of your **ENGLISH** exams, revise areas of grammar and vocabulary.*

Pupil *(give a strong stress to the underlined word)*	**Information for the Teacher**
1. In the weeks to come before the beginning of exams, give yourself plenty of time to revise.	not to rest
2. Most students perform best by revising over the longer period.	not over short periods
3. Revise all areas properly.	not just the things you are good at
4. The exam papers are up to two hours long.	not three hours
5. Summarise all the information on cards.	not in the copybook

UNIT 5
SEASONS AND WEATHER. LEISURE

Basic vocabulary I

Word	Meaning	Example Sentence
avalanche *noun*	a dangerous slide of snow down a mountain	The skiers were warned about a possible **avalanche.**
below freezing *preposition/adjective*	temperature less than 0 degrees Celsius/(32F)	It's supposed to go **below freezing** before the weekend.
blizzard *noun*	a storm with lots of snow and wind	The airplane couldn't take-off because of the **blizzard**.
boiling hot *adjective + noun*	common expression for describing a very hot day	It was **boiling hot**, so we all jumped into the lake.
breeze *noun*	light wind	Don't bother with a hat. There is always a **breeze** near the ocean.
Celsius *noun*	measurement of temperature (0 degrees is freezing / 100 is boiling)	In the summer, the average temperature here is 20 degrees **Celsius.**
chilly *adjective*	cold	It's a bit **chilly** today, so I think you should wear a coat.
cold spell *adjective + noun*	a period of colder than average weather	They're calling for a **cold spell**, so we put off our camping trip.
cool *adjective*	temperature in between warm and cold	The days were boiling hot, but the nights were **cool** and comfortable for sleeping.
degrees *noun*	measurement for temperature	I don't feel the heat until it's about forty **degrees** Celsius outside.
drizzling *continuous verb*	raining slightly	I think I'll take the dog for a walk. It's only **drizzling** now.

drought *noun*	a long period with no rainfall	Forest fires are a serious danger during a **drought**.
Fahrenheit *noun*	measurement of temperature (32 degrees is freezing /212 is boiling)	It was 100 degrees **Fahrenheit** when we got to San Francisco.
flood *noun*	overflow of rain water	The **flood** was so bad, our basement was full of water.
flurries *noun*	very light snowfall	There are a few **flurries** but the snow isn't sticking to the roads.
forecast *noun/verb*	the expected weather for the future	According to the 5 day **forecast**, it's going to rain on our wedding day.
freezing cold *adjective + noun*	common expression used to describe a very cold day	It was a **freezing cold** day for the Santa Claus parade.
frostbite *noun*	a skin condition caused by over exposure to the cold (typically reddish skin with white spots)	I lost my hat while I was skiing, and I ended up with **frostbite** on my ears.
hail *noun*	small pieces of ice that fall during a storm	There was so much **hail** that some of the trailer homes were destroyed.
heat stroke *noun*	a flu-like condition one can acquire after spending too long in the sun	Bring lots of water and wear a hat to avoid **heat stroke** in this weather.
heat-wave *noun*	extremely hot weather that is much higher than average--usually lasts a short time	During the **heat-wave** we cooled our beds down with ice packs.
humid/humidity *adjective/noun*	moisture in the air	It feels a lot hotter than it actually is because of the **humidity**.

hurricane *noun*	a tropical storm with very strong wind and rain	Half of the buildings on the island were flattened by the **hurricane**.
lightning *noun*	electric flash caused by two clouds hitting	The outdoor pool always closes when the lifeguards suspect **lightning.**
mild *adjective*	temperature that is warmer than average (in a cold season)	It's quite **mild** out so I didn't bother with a hat or mittens.
meteorologist *noun*	a person who studies weather patterns	The **meteorologist** predicted that the cold spell would be over by now.
minus/negative *adjective*	indicates that a temperature is below zero	It was **minus** twenty degrees at the top of the skil hill.
partly cloudy *adverb + adjective*	term often used in a weather forecast to indicate that the skies are sunny and cloudy at the same time	Tomorrow's forecast is **partly cloudy** with clear skies by nightfall.
precipitation *noun*	rain or snow that falls on an area	There is very little **precipitation** in the desert.
puddle *noun*	collection of rain water	Children love to splash in **puddles** when they are wearing rubber boots.
raindrop *noun*	a single measurement of rain	I love catching **raindrops** on my tongue.
rainbow *noun*	a band of colours found in the sky after a rainfall	According to legend you can find a pot of gold at the end of a **rainbow**.
raining cats and dogs *idiom*	raining heavily	They cancelled the football game because it was **raining cats and dogs**.

scorching/a scorcher *adjective/noun*	extremely hot temperature/a very hot day	It was **a scorcher**, so the whole family slept in the cool basement.
shower *noun*	quick/light rainstorm	They've been calling for **showers** all week, but so far it's been dry.
sleet *noun*	rain that freezes as it falls	All-weather-tires are best if you have to drive in **sleet**.
slush/slushy *noun/adjective*	snow on the ground that has been rained on	The snow turned to **slush** as soon as it started to rain.
snow/snowy/snowing *noun/adjective/ continuous verb*	frozen water that warms slightly as it falls to earth	It is already **snowing** up in the mountains, so the ski season should be great this year.
snowstorm *noun*	large amounts of wind and snow	All of the schools were closed because of the **snowstorm**.
sunburn *noun*	painful red/pink skin caused by being in the sun too long	The bald man got a **sunburn** on his head.
sunglasses/shades *noun*	dark eyewear that protects you from the sun	I forgot my **shades** and I was driving right into the sun.
suntan/tanned *noun (also verb) /adjective (also verb)*	brown/golden skin caused by long periods of sun exposure	I got a **suntan** on the cruise, but it has already faded away.
sunscreen/suntan lotion *noun*	cream that protects your skin from sun damage	Don't forget to reapply your **sunscreen** when you get out of the lake.
thermometer *noun*	instrument for measuring the temperature of the air	When I checked the temperature this morning, the **thermometer** said it was already thirty degrees Celsius.
thunder/ thunderstorm	the crashing of clouds (often	Let's close all of the windows. It looks like a **thunderstorm** is

noun	followed by a strike of lightning and heavy rain)	coming.
tornado/ cyclone *noun*	violently spinning windstorm	The **tornado** picked up everything in its path, including animals and cars.
UV (ultra violet) rays *noun*	the damaging rays from the sun	**Ultra violet rays** can cause skin cancer if you don't wear sunscreen.
wind chill factor *noun*	when the wind makes the air feel colder than the actual temperature	It's minus two, but with the **wind chill factor** it's minus fifteen.

Cold weather

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frosts** (2) arrive and the roads become icy. Rain becomes **sleet** (3) and then snow, at first turning to **slush** (4) in the streets, but soon **settling** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

1) cold, but not very
2) thin white coat of ice on everything
3) rain and snow mixed
4) dirty, brownish, half-snow, half-water
5) staying as a white covering
6) snow blown by high winds
7) deep banks of snow against walls, etc.
8) change from hard, frozen state to normal
9) change from solid to liquid under heat

Warm/hot weather

close [warm and uncomfortable]
stifling [hot, uncomfortable, you can hardly breathe]
humid [hot and damp, makes you sweat a lot]
scorching [very hot, often used in positive contexts]
boiling [very hot, often used in negative contexts]
mild [warm at a time when it is normally cold]
Note also: We had a **heatwave** last month. [very hot, dry period]

Wet weather
This wet weather scale gets stronger from left to right.
damp → drizzle → pour down / downpour → torrential rain → flood
Autumn in London is usually **chilly** and **damp** with **rain** and **drizzle.**
It was absolutely **pouring down**. *or* There was a real **downpour**.
In the Tropics there is usually **torrential rain** most days, and the roads often get **flooded**. *or* There are **floods** on the roads.
This rain won't last long; it's only a **shower.** [short duration]
The **storm** damaged several houses. [high winds and rain together]
We got very wet in the **thunderstorm**. [thunder and heavy rain]
Hailstones were battering the roof of our car. [balls of ice falling from the sky]
Note also **hail** (uncountable).
The sky's a bit **overcast**; I think it's going to rain. [very cloudy]
We had a **drought** last summer. It didn't rain for six weeks.

Mist and fog
Nouns and adjectives: **haze/hazy** [light mist, usually caused by heat]
mist/misty [light fog, often on the sea, or caused by drizzle]
fog/foggy [quite thick, associated with cold weather]
smog [mixture of fog and pollution (smoke + fog)]

1. Match the sentences with the related sentences below:
1. It was sunny and very hot.
2. We had a lot of rain.
3. It snowed on and off.
4. It was very windy.
5. It was dull and cloudy.
6. We had some light rain.
7. It was a bit foggy.
8. There was the most awful storm.

a. We had thunder and lightning.
b. There were a few wintry showers.
c. It was quite misty.
d. It was very overcast.
e. There was a bit of drizzle.
f. There was quite a breeze.
g. We had a bit of a heatwave.
h. It was very wet.

2. Put the following adjectives into the correct pattern below:
lovely *miserable* *beautiful* *horrible*
fabulous *glorious* *terrible* *foul*
a. What..... *I*..... *I*..... *I*..... weather! It hasn't stopped raining all day.

b. What..... *I*..... *I*..... *I*..... weather! Let's go down to the beach.

3. Match each group of adjectives with one of the nouns on the right:

1. light, steady, heavy, torrential	a. storm
2. light, stiff	b. fog
3. dense, thick, patchy	c. sky
4. severe, tropical	d. breeze
5. clear, blue, grey, cloudless	e. rain

Now complete these expressions with a word on the right:

6. a gust of	f. ice
7. a ray of	g. bad weather
8. a sheet of	h. wind
9. a blanket of	i. sunshine
10. a spell of	j. snow

4. Use these words to complete the sentences:

freezing *cool* *mild* *warm* *humid* *chilly*

1. It's absolutely ……..... out. I'd put a coat on if I were you.
2. We've had lovely sunshine. It's been so …….... . I've been on the beach every day.
3. I was on holiday in Thailand last month. It was so ……..... all the time. Thank goodness the hotel had air-conditioning.
4. It was pretty hot down at the beach but there was a lovely ..…….. breeze.
5. It's a bit ……..... in here. I think I'll put the heating on.
6. We haven't had a bad winter at all. It's been very ……..... for the time of year.

5. Choose the correct ending for each sentence:

1. It's pouring ..... .
2. I'm soaked! I just got caught .....……..... .
3. It looks like it's going to rain. If I were you, I'd take ……..... .
4. The weather's terrible. I hope it clears up …….. .
5. It suddenly started pouring down. I had to shelter .....……..... .
6. My feet are soaking wet. I got out of the car and stepped ……. .

a. a bit later.
b. in a doorway.
c. an umbrella.
d. in a huge puddle.
e. in that heavy shower.
f. with rain out there!

6. What do we call ...? The first letter is given.

1. Deep piles of snow blown by the wind? s.....
2. Snow and rain mixed together? s.....

3. A heavy snowstorm with high winds? b.....
4. Dirty, brownish, melting snow in the streets? s.....
5. Very light, fine rain? d.....
6. Rain that only lasts a very short time? s.....
7. Little balls of ice that fall from the sky? h.....
8. Thunder and heavy rain at the same time? t.....
9. A very light fog? m.....
10. Fog and smoke/pollution together? s.....

7. Fill the gaps. The first letter is given.

1. In the spring the ice m....., the ground t..... and plants start to grow again.
2. Normally, at that time of year, the weather is very cold, but that day it was very m..... , with a temperature of 12 degrees and sunshine.
3. It snowed last night but it didn't s....., so the roads are clear.
4. As I looked out to sea, the horizon was h....., and the sky and sea seemed to be one blue mass.
5. It was hot on the beach, but there was a gentle b..... that cooled us a little.
6. The sky was very o....., and then it p..... down.
7. It was a b..... hot day, but it was also extremely h....., which made us sweat, so all we could do all day was sit inside with the air conditioning on.
8. There was a violent s..... last week. There was t..... rain all day and all night, and the streets got f..... .
9. The north is usually cold and d....., while the south is warmer and very dry.
10. The weather was rather m..... that day, and I found it difficult to concentrate on my work. I just wanted to fall asleep all the time.
11. There was h..... and rain falling at the same time, and all the garden was white for just a few minutes.

8. Use the correct form of the verbs to complete the forecast:

rise tall reach remain

Tomorrow the south will again (1) ……..... warm and dry. Temperatures could (2) ……..... 25°C during the afternoon. In the north, the day will start quite cool, but temperatures will (3) …….... gradually during the day. Later in the week the weather will turn cold and night-time temperatures could (4) ……... as low as 8°C.

Now use these words to complete the next forecast:

wintry icy melt sleet frost

Tonight will be cold and most parts of the country can expect an overnight (5) …….. . Tomorrow will also be bitterly cold with (6) ……..... showers in

many places. Rain or (7) ……..... will turn to snow, especially on high ground, later in the day. Roads will be (8) ……... and drivers are advised to take extra care. At the weekend daytime temperatures could fall below zero and there will be snow in most parts of the country. Monday will be a little warmer and by Tuesday morning the snow will begin to (9) ……..…... .

9. Translate into English.

1. Восени, коли стає дуже холодно, річки замерзають і вкриваються кригою. 2. На початку минулої осені було тепло, але потім похолоднішало. 3. Часто сіяв дрібний дощ, небо було вкрите хмарами, листя на деревах пожовкло й облетіло. 4. Коли не було дощу, ми ходили у ліс. 5. У таку гарну погоду в лісі було дуже приємно. 6. Коли настала зима, протягом кількох тижнів ішов сніг. 7. Діти каталися на лижах і на ковзанах недалеко від нашого дому. 8. Влітку було дуже тепло, а іноді навіть жарко. 9. Мені дуже подобається ця пора року. 10. Я часто купався у морі, коли відпочивав минулого літа на півдні.

10. Underline the correct word in the sentences below.

1. It was obvious that Charles was angry. He came *storming /breezing* into the room, threw the contract on the table and demanded to know why he had not been consulted.
2. It was obvious from the way Peter *breezed/stormed* in this morning that Mary had said yes to his proposal.
3. I think I drank too much last night at dinner. I'm afraid I'm feeling a bit under the *sky/ weather* this morning.
4. They used to be crazy about each other, but I think the relationship has *cooled/ frozen* recently.
5. Meeting Jane's parents for the first time was a bit worrying, but they gave me a very *sunny/warm* welcome. Her mother was lovely.
6. The car broke down on the way to my husband's parents. We were two hours late for Sunday lunch. You can imagine we got a rather *frosty/wet* reception.
7. Ladies and gentlemen, can I start by thanking you for giving me such a *warm/hot* welcome.
8. What's the matter? Cheer up! You look a bit *foggy/gloomy*.
9. I wish Dave were more dynamic. He always seems to be half asleep – he's a bit *damp /wet*, really.
10. My students really annoy me sometimes – particularly when they never do their homework. They really are a *shower/storm!*

11. Match the following adjectives to their moods:

1. frosty	*2. warm*	*3. hazy*	*4. stormy*	*5. gloomy*
a. angry	b. unfriendly	c. sad	d. confused	e. friendly

12. Fill in the correct word in the dialogues below:
clouded cloud hazy brighten up warmed up warmed wind
1. Did you hear about David?
> No. Why did he leave so suddenly?
Well, apparently, he left under a .....…….. . Someone found out that he had been stealing from the company expense account!
2. How was the office party?
> A bit slow at first, but it soon ..... when the boss left!
3. So, you met my old friend Larry yesterday. What did you think of him?
> A great guy! Yes, I .....……..... to him straightaway.
4. Have you replied to that letter from the bank?
> Not yet. Can you help me? I'm a bit ……..... about what to do actually.
5. Did you have a good time last night?
> Not really. Jill had some sad news which ……..... the whole evening.
6. Well, is it going to be a week sightseeing in Belgium or a fortnight in Bali?
> Let's throw caution to the .....……..... . Two weeks in the sun! We can worry about paying for it when we come back!
7. Liz seemed a bit depressed this morning.
> Oh, she'll soon .....……..... when 1 tell her she's being sent to Paris!

13. Put the following pairs of words into the sentences below:
a. *stormed, room*
b. *feeling, weather*
c. *gave, welcome*
d. *soon, when*
e. *given, frosty*
f. *hazy, do*

1. The party ..... warmed up ..... Mark's brother arrived.
2. We were ..... a very ..... reception.
3. They ..... me a very warm ..... .
4. He ..... into the ..... and shouted at me!
5. I'm a bit ..... about what to ..... next.
6. I'm ..... a bit under the ..... this morning.

When was the last time you felt a bit under the weather?

🕮 ***Reading***
Text 1

A WEATHER FORECAST

Before-reading
1. Analyse the active vocabulary to understand further reading better:
meteorological **-** related to the scientific study of weather

keep an eye on **-** check regularly
brolly **-** informal word for umbrella
dotted across **-** happening in several different places in an area
a snapshot **-** a description of something at a particular time
on the fresh side **-** an informal expression that means the weather feels cold
the mid or high teens **-** an informal way to describe temperatures between 15 and 19 degrees Celsius
going downhill **-** getting worse
low pressure **-** a weather condition that usually brings wet weather
low **-** (here) area of low pressure

2. Read the weather report paying attention to the words and phrases in the bold.

Weather, in ***meteorological*** *terms, refers to the daily elements like temperature, wind and rain. In some countries the weather doesn't change much from day to day. In others, the weather can change from season to season, day to day and even hour to hour.*
Because the weather can change so much, some people ***keep an eye on*** *the weather* ***forecast*** *so they can plan their daily activities - and decide what to wear!*

So this is what it looks like this weekend, and it's a story of sunshine and **showers.** So the kind of weather that changes from hour to hour, so if you are popping out for any lengthy period of time, make sure you have your **brolly** or the waterproofs, because there will be one or two **downpours** around across the country.

Actually, some of these showers – you can see how they're **dotted across** Scotland, northern England, the Midlands too – some of these showers will be heavy. But of course this is just **a snapshot** at four o'clock in the afternoon, and with the clock, these showers will be moving around as well. But they won't be moving very quickly, because the winds are very light on Saturday, so if you are going to be stuck underneath the shower you might be stuck underneath it for quite some time before it moves away and affects the neighbourhoods or the towns further on.

Temperatures a little **on the fresh side**, for sure, around 12 or 13 for most of us, really, particularly in the showers. If you get a bit of sunshine, it may get up to **the mid or high teens** in the south of the country.

This is Saturday night into the early hours of Sunday. The winds will die down, the showers will clear away, and it is potentially going to be quite a **foggy** morning. So first thing on Sunday, if you are travelling, there could be some quite tricky conditions, particularly in the countryside with fog.

And then through Sunday itself this area of **low pressure** from Iberia, across the Bay of Biscay and into France, will upset the weather somewhat, at least a little bit later on into Sunday.

So after a foggy start, lots of **bright** weather around for Sunday afternoon for most of us. But notice that the weather's **going downhill** across the Channel Islands, the south coast, and eventually the south east of England.

So we could be talking about some quite heavy rain pushing in through the middle part of the afternoon across the south of the UK.

After-reading

3. Answer the questions to the text:

1. Why is it important to observe the weather forecast?
2. What is recommended to wear?
3. Do they expect rain?
4. What is advised for those who plan to travel?
5. Will they enjoy sunny weather?

4. Say what the weather is going to be like tomorrow / in two days / at the weekend according to the reports. Use the weather forecast above and the words from active vocabulary.

🕮 ***Reading***

Text 2

WEATHER

Before reading

1. Discuss the following issues:

- ✓ Have you ever experienced any extreme weather conditions?
- ✓ Where were you and what was it like?

It's hardly surprising that weather is a favourite topic for so many people around the world – it affects where we choose to live, what we wear, our moods, and perhaps even our national characteristics. A sunny day can relieve the deepest depression, while extreme weather can destroy homes and threaten lives.

The effects of weather

Palm trees bent double in hurricane force winds, cars stranded in snow drifts, people navigating small boats down flooded city streets – images we are all familiar with from news reports of severe weather spells. But many of the effects of the weather are less newsworthy.

“I’m feeling a bit under the weather” is a common complaint in Britain, especially on Monday mornings, and it seems that weather really can be responsible for moods. Studies have shown that changeable weather can make it hard to concentrate, cloudy skies slow down reflexes, and high humidity with hot, dry winds makes many people irritable and snappy.

Some suggest that the weather also leaves its mark on character, giving people from the same region similar temperaments, although it seems that economic, political and social factors are likely to have a stronger effect than the weather.

What causes changes in the weather?

If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the weather is controlled by systems which move around areas of the globe. In the UK the weather depends on depressions, often called 'lows', and anticyclones, also known as 'highs'. These systems start in the Atlantic Ocean, and make their way across the British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind.

The weather systems in tropical climates are very different from those in mid and high latitudes. Tropical storms develop from depressions, and often build into cyclones, violent storms featuring hurricanes and torrential rain.

In modern times, human activity seems to be altering weather patterns. Gases produced by heavy industry change the temperature of the Earth's surface, and affect cloud formation. Some researchers say that factories in Europe and North America may have been one of the causes of the droughts in Africa in the 1980s.

Can we predict the weather?

The human race has always tried to guess the weather, especially in areas of the world where there are frequent changes. Traditional rhymes point to early attempts to identify weather patterns, popular poems include:

Red sky at night, shepherds' delight; Red sky in the morning, shepherds' warning
Ash leaf before the oak, then we will have a summer soak;
Oak leaf before the ash, the summer comes without a splash
Flies will swarm before a storm.
Rain before 7, clear by 11.

Two other popular traditional ways of forecasting the weather used pine cones and seaweed. When the air has a high level of humidity there is a higher chance of rain, when the humidity is low, there is more chance of fine weather. Pine cones and seaweed react to changes in humidity - pines cones open, and seaweed feels dry when the humidity is low, while high humidity has the opposite effect.

While folk wisdom can still provide a guide to help forecast weather, today's methods of prediction increasingly rely on technology. Satellites, balloons, ships, aircraft and weather centres with sensitive monitoring equipment, send data to computers. The data is then processed, and the weather predicted. However, even this system cannot predict weather for longer than about a week.

A recent study by an Australian psychologist suggests that certain people may have a special gift for predicting the weather. However it is possible that these people would use their talent in another way, since the same group had considerable success in forecasting changes in another chaotic system – the stock market.

It appears that a study of weather patterns may also enable scientists to predict the outbreak of disease. An Ebola epidemic in Uganda in the year 2000 came after the same rare weather conditions that had been present before an outbreak 6 years earlier. Efforts to limit the spread of airborne diseases such as foot and mouth, are also strongly dependent on favourable wind conditions.

Extreme weather

Although people in Britain often moan about the weather, we should spare a thought for the inhabitants of parts of the world where extreme weather regularly wreaks havoc on the environment and population. Sandstorms, tornadoes, blizzards and flash floods regularly kill thousands of people and leave many others homeless.

While most of us try to avoid extreme weather, some adventurous souls actively seek out places where extreme weather conditions exist. Sports such as surfing, kiteboarding, iceclimbing and white-water rafting are becoming increasingly popular with people seeking relief from the monotony of daily routine. Extreme sports are about exhilaration, skill and danger, and often harness the weather to provide adrenaline addicts with their kicks.

Even more extraordinary are storm-chasers – weather enthusiasts who risk their lives following tornadoes and thunderstorms at high speed to witness the damage they cause at close hand.

After reading

2. Find in the text the English equivalents for the following words and word-combinations:

- високий рівень вологості
- змінювати погоду
- морські водорості
- випадковий, несистематизований
- жалітися на погоду
- руйнування
- піщана буря
- використовувати погоду
- зблизька
- соснові шишки

3. Answer the questions to the text:

1. According to scientific studies, what effects can the weather have on people?
2. What causes changes in the weather in the British Isles?
3. According to some researchers, what effect has human activity in Europe and North America had on Africa?
4. How can pine cones and seaweed help us predict the weather?
5. How reliable is technology in predicting the weather?
6. What did a recent study by an Australian psychologist suggest?
7. What’s the connection between weather and disease?
8. What are stormchasers?

TRY YOUR HAND AT TEACHING

A. Preparation. Find three proverbs dealing with the topic "Weather. Seasons". Interpret them, give their Ukrainian equivalents.

B. Work in "class". Get the student of the class to write one of them on the blackboard. Ask another student to translate and give the Ukrainian equivalent. Tell the class to think of the short situation illustrating the proverb.

Correct the mistakes using the following phrases:

Good. Right. Fine. Right you are. Quite right. That's the way. That's it. That's correct. That's exactly the point. What you said was perfectly all right.	No, that's wrong. Not really. Unfortunately not. You misunderstood the instructions. Perhaps you'd better say… Try not to…

Listening

BRITISH WEATHER

Before-watching

1. It's one of Britain's favourite topics of conversation: the weather. Watch the video and see how a weather forecast is made.

Match the vocabulary with the correct definitions and write a – f next to the number 1 – 6.

1. graphics	a) an extreme preoccupation or fixation with something
2. an obsession	b) a prediction about the future
3. a bulletin	c) the national TV and radio broadcaster in Britain
4. the BBC	d) images produced by computers
5. climate	e) a short radio or TV programme that gives information
6. a forecast	f) the weather patterns in an area over a period of time

After watching

2. Check your understanding: TRUE or FALSE.

1. British people don't talk much about the weather.
2. Nick, the weather presenter, works for the BBC.
3. Britain's weather is easy to predict.
4. The weather is usually the same in all parts of Britain.
5. Modern weather forecasts use a lot of computer graphics.
6. Nick says the weather for the rest of the day will be quite good.
7. A team of people work with the presenter in the studio to produce the weather bulletin.
8. Amandeep made a good attempt at the weather bulletin.

3. Match the vocabulary with the correct definitions and write a – h next to the number 1 – 8.

1. a tornado	a) a storm with strong winds and heavy snow
2. lightning	b) a large amount of water that covers a place
3. a flood	c) a very strong circular wind
4. thunder	d) electrical energy that flashes in the sky during a storm
5. a gale	e) loud bangs and crashes you hear in the sky during a storm
6. hail	f) a strong wind
7. a snow storm	g) a period of extremely hot weather
8. a heat wave	h) small balls of frozen rain

◀ ***Listening***

Dialogue

TALKING ABOUT WEATHER

Before listening

1. Discuss the following issues:

- ✓ What do you know about British weather?
- ✓ Why do the British talk about their weather all the time?

After listening

2. Choose the best answer to complete the information from the dialogue.

1. *The weather outside the studio is ….*

a) good b) bad c) raining

2. The British climate is ….

a) extreme b) temperate c) tropical

3. British weather ….

a) changes a lot b) is always the same c) is mostly sunny

4. British people talk about the weather because ….

a) it's different every day b) it's always bad

c) there are many floods

5. The British climate is …

a) only in the winter b) three months in a year

c) all the year round

3. Answer the questions to the dialogue.

1. What things are frequently associated with Britain?
2. What do most people think about British weather?
3. What does the term “temperate climate” mean?
4. What are the positive and negative sides of the British weather?
5. What words are mentioned in the dialogue to describe good and bad weather?

4. Match the weather words to the sentences.

A. It's windy.

B. It's snowing.

C. It's cloudy.
D. It's sunny.
E. It's raining.

1. There's no sun today and it might rain soon.
2. It's a fantastic day for the beach.
3. Look! That old lady has lost her hat!
4. Look! The houses are all white. It's beautiful.
5. You'll need an umbrella if you go outside.

🗣 ***Speaking***

5. You are on the beach somewhere in the South with a friend of yours. The day is extremely hot. You don't like the heat, while your friend does. Discuss all the merits and demerits of the summertime and summer leisure activities.

6. Describe how the weather can influence your mood. What do you like to do when the weather is nasty?

7. Imagine that it is a cold winter day. You are waiting for a bus which does not seem to come. You are chilled to the bones, you dislike the wind and the snow. What kind of season and weather would you be dreaming about?

8. Read the proverbs about weather. Find their Ukrainian equivalents. Explain them. Choose one proverb and illustrate it with your story.

1. If there were no clouds, we should not enjoy the sun.
2. Sow the wind and reap the whirlwind.
3. Vows made in storm are forgotten in calms.
4. When it rains it rains on all alike.
5. Don't have thy cloak to make when it begins to rain.
6. Small rain lays great dust.
7. After a storm comes a calm.
8. After rain comes fair weather.
9. While it is fine weather, mend your sail.
10. A foul morn may turn to a fair day.
11. A quiet conscience sleeps in thunder.

9. *Research.* Search the net for any stories about extreme weather conditions and report back to the class.

✍ ***Writing***

10. Imagine that you are writing a weather forecast for tomorrow. You may do it either for a certain city or for the whole Ukraine.

Leisure

Basic vocabulary II

Outdoor activities	Extreme activities	Social activities
hill-walking	water skiing	play pool
hunting	paragliding	go to a yoga class
skateboarding	climbing	go ten pin bowling
orienteering	bungee jumping	play in a band
rollerblading	scuba diving	play darts
camping	parachute jumping	sing in a choir
surfing	hang-gliding	
skiing	snow boarding	
windsurfing		
gardening		
fishing		
riding		

1. Find the definition of the following leisure activities. Provide your own examples of using them in the sentences.

2. Match these sentences with the leisure activities above.

1. I usually use three rods at the same time – you've got more chance of catching something.
2. We go to a park where there are some ramps and we practise different tricks.
3. This is a nice spot. You start putting the tent up and I'll get the sleeping bags.
4. People say it's cruel but I never shoot anything that 1 can't take home to eat.
5. I need to buy a bigger saddle and some new boots.
6. I prefer downhill to cross-country.
7. I cut the grass at least once a week.
8. You can usually get a pair of blades for around £40.
9. The waves are best on the west coast.
10. I use my smallest sail when it's really windy.
11. All you need is a good pair of walking boots, a rucksack and a waterproof jacket.
12. All you need is a map, a compass and some luck!

3. Complete the sentences below with these prepositions:
on into with of in (x 2)

1. I'm really interested .... photography.
2. I'm very keen .... gardening.
3. Claire's absolutely obsessed .... horses. She doesn't think about anything else.
4. I'm a big fan .... old black and white horror films.
5. I never thought I'd get .... computer games, but since my brother bought me one for Christmas I haven't stopped playing it.
6. I like looking round secondhand bookshops .... my spare time.

4. Use the correct form of these verbs to complete the sentences:
relax take give it up learn get spend join take up
1. I'm ……. to play the guitar.
2. I ..... all my free time doing karate. I ..... a club three years ago and I've just got my black belt.
3. I used to go windsurfing every week but now I had to ..... when I started university because I didn't have the time.
4. I paint most evenings and weekends. I find it relaxing and it ..... my mind off work.
5. I go fishing quite a lot. It ..... me out of the house and it helps me ..... and forget all my worries.
6. I ..... golf when I was about 40, when I had to stop playing rugby.

5. Use do, play or collect with the following words:
1. …….. coins
2. …….. chess
3. …….. crosswords
4. …….. stamps
5. …….. antiques
6. …….. computer games
7. …….. jigsaws
8. …….. cards
9. …….. postcards
10. …… old photographs
11. …… a musical instrument
12. …… an evening course

6. Work in pairs or in teams and write down as many words as you can think of leisure activities connected to the four seasons.

SPRING	SUMMER	AUTUMN	WINTER

📖***Reading***

Text 3

Before-reading

1. Work in pairs or small groups and exchange the information about the following:
- *What are your leisure activities?*
- *How long have you been involved in this activity?*
- *What qualities do you need to enjoy this activity?*

2. Read the suggested text and try to give the title to it. Explain your choice.
People participate in leisure activities when they have free time in the evenings and on weekends. They are never work oriented and do not involve tasks such as

housework or sleeping. Examples of leisure activities are bicycling, bowling, curling, horseback riding, golfing, hiking/walking, skating, skiing and swimming. However, not all leisure activities are sportive. Some people would rather spend their free time painting, drawing, reading, listening to music or meditating.

People who take up leisure activities are usually happier and healthier than people who don't for a variety of reasons. First, leisure activities help people reduce their levels of stress. They can forget about their workload and family responsibilities and just enjoy the moment. Second, participating in certain leisure activities provide people an opportunity to meet others who share the same interests and sometimes even make friends. Also, leisure activities such as painting, sculpting, singing, etc. provide an artistic outlet, which is always a positive thing.

In the old days, people worked very hard and did not have time for leisure activities. The men would work long days out of the house and the women would spend all their time looking after their families. Most people didn't even think about leisure activities. These days, most people participate in at least one leisure activity. Some people prefer to do leisure activities by themselves. For example, they may listen to music on their own or simply read books. Some people like to spend their leisure time with their families and go on hikes or go to art galleries and museums. Other people like to spend their free time with friends and go dancing, go to parties or play outdoor games such as soccer or baseball. All of these activities are fun and good for people's mental and or physical health.

After reading

3. Answer the questions to the text.

1. What are the examples of sportive leisure activities?
2. Why do people feel happier and healthier when they are involved in different activities?
3. Is sleeping considered a leisure activity? Why?
4. Why did people have not much free time in the old days?
5. How do you usually spend your free time?
6. How can leisure relieve stress?

🕮***Reading***

Text 4

Before-reading

1. Think and say:

- *Do you know people who can be called boring? What do they usually do in their free time?*
- *How not to be boring?*

THE INTERESTING MOST BORING MAN IN THE WORLD

People often said that Thierry Boyle was the most boring man in the world. Thierry didn't know why people thought he was so boring. Thierry thought he was quite interesting. After all, he collected stamps. What could be more interesting

than stamps? It was true that he didn't have any other hobbies or interests, but that didn't matter for Thierry. He had his job, after all. He had a very interesting job. At least, Thierry thought it was interesting. Everybody else said that his job was boring. But he was an accountant! Why do people think that accountants are boring? thought Thierry. Thierry thought his job was fascinating. Every day, he went to his office, switched on his computer and spent seven and a half hours looking at spreadsheets and moving numbers around on them. What could be more interesting than that? But Thierry was unhappy. He was unhappy because people thought he was boring. He didn't want to be boring. He wanted people to think that he was a very interesting person. He tried to talk to people about his stamp collection. But every time he talked about his stamp collection he saw that people were bored. Because people were bored when he talked about his stamp collection, he talked about his job instead. He thought people would be very interested when he talked about his job, but, no, people thought his job was even more boring than his stamp collection. Sometimes, people even went to sleep when he talked to them. Thierry thought about how to make himself more interesting. He decided that he needed to be famous for something. He thought about his stamp collection and decided that perhaps his stamp collection could make him famous. Perhaps he had the biggest stamp collection in the world or perhaps he had a very valuable stamp. Yes, this was it, he decided.

He wrote a letter to a local newspaper and asked them if they wanted to come and write an article about a local man with the biggest stamp collection in the world. The local newspaper wrote a letter back to Thierry telling him that actually the Queen of England had the biggest stamp collection in the world. Thierry was very sad to learn this, but wrote back to the newspaper, telling them that he thought he had the most valuable stamp in the world. The newspaper wrote back to him, telling him that the most valuable stamp in the world cost 2,240,000 dollars, and asking him if he was sure that he had it. Thierry wasn't sure that he had it. In fact, he was sure that he didn't have it. Perhaps his whole collection was very valuable though … 'Is it worth 10 million dollars?' asked the man from the newspaper on the telephone when Thierry called him. 'Erm, no, I don't think so …' 'Forget it then,' said the man from the newspaper. Thierry thought about other things to make himself famous. Perhaps he could be the best accountant in the world! Yes, this was it, he decided. He told a friend that he was the best accountant in the world. 'How do you know?' asked his friend. 'Well,' said Thierry, 'I have a good job, I like it … it's very interesting … spreadsheets … numbers … taxes … finance …' He saw his friend going to sleep. 'Hmmm,' he thought. 'Perhaps I'm not the best or the most interesting accountant in the world.' 'Listen, Thierry,' said his friend when he woke up again. 'Perhaps you don't have the biggest or the most valuable stamp collection in the world. Perhaps you aren't the best or the most interesting accountant in the world. But there is one thing – Thierry, you are probably the most boring man in the world.' Yes! Of course! This was it. Thierry could be famous because he was the most boring man in the world. Now he saw that his friends were right. He phoned the newspaper again. 'Hello!' he said.

‘Would you like to do an interview with the most boring man in the world?’ ‘The most boring man in the world?’ said the man from the newspaper. ‘Now that’s interesting!’ Next week there was a big article in the newspaper. ‘The Most Boring Man in the World!’ There was a picture of Thierry in his office. There was a picture of Thierry with his stamp collection. There was an interview with Thierry and interviews with his friends. His friends said they went to sleep when Thierry talked about his job or his stamp collection. The next day the BBC and CNN called Thierry. They wanted stories about the most boring man in the world. ‘The most boring man in the world!’ they said. ‘That’s so interesting!’ And so, finally, Thierry Boyle became the official Most Boring Man in the World. You won’t find his name in the Guinness World Records book, because they said that it was impossible to decide exactly how boring somebody is, but it was no problem for Thierry. Now he was famous. Now he was so boring that he was interesting.

After reading

2. Say if these statements are TRUE or FALSE.

1. Thierry Boyle thinks he is the most boring man in the world.
2. Thierry has a stamp collection.
3. Thierry has lots of hobbies.
4. Thierry thinks stamps are boring.
5. Thierry loves his job.
6. Thierry is an accountant.
7. Other people think accountants are boring.
8. Thierry wants to be famous.
9. Thierry has the biggest stamp collection in the world.
10. Thierry doesn’t have the most valuable stamp in the world.

3. Complete the sentences using the comparative or superlative form of the adjective in brackets.

1. The …… stamp in the world is worth more than two million dollars. (valuable)
2. The next day there was an even …… article about Thierry in the local newspaper. (big)
3. Thierry thought nothing was …… than stamps. (interesting)
4. Thierry was the …… accountant in his company. (good)
5. He wanted to be the …… accountant in the world. (famous)
6. Thierry was …… than the other accountant he worked with. (boring)
7. The man from the newspaper thought Thierry’s story was …… than the other news that day. (interesting)
8. Thierry was the …… man in the world. (boring)

🗣*Speaking*

4. Express your ideas on the following.

How do people's interests and the way they spend their leisure reflect their personalities?

TRY YOUR HAND AT TEACHING

A. Preparation. Search the text "The interesting most boring man in the world" for polysyllables with two stresses, practise their pronunciation.

B. Work in "class". a) Pronounce distinctly each word fixing the students' attention on the stresses.

b) Make the students repeat the words after you.

c) Ask the students individually and correct their mistakes using the following phrases:

Good. Right. Fine. Right you are. Quite right. That's the way. That's it. That's correct. That's exactly the point. What you said was perfectly all right.	No, that's wrong. Not really. Unfortunately not. You misunderstood the instructions. Perhaps you'd better say… Try not to…

◀ ***Listening***

THE WEEKEND

Before listening

1. Work in pairs or small groups. Explain these activities, express your attitude to them. If necessary look up unknown words in the dictionary.

canyoning *zip-wiring* *dirtboarding* *snowboarding* *white water rafting*

After listening

2. Check your understanding.

Which six activities do the speakers say they are going to do? Tick (✓) all the correct answers.

……. snowboarding
……. dirtboarding
……. canyoning
……. bungee jumping
……. go up the Eiffel Tower
……. visit Notre Dame cathedral
……. visit the old parts of the city
……. go round the Louvre
……. go to the Musée D'Orsay
……. visit Montmartre and look at the views

3. Circle the best option to complete these sentences.

1. A dirtboard is *a board with wheels that you stand on / a board with no wheels that you stand on /a board that you sit on*.
2. To go canyoning you need *ropes and a helmet / a guide and special equipment / ropes and special equipment* .
3. Zip-wiring is *scary and difficult / easy and exciting / scary but exciting*.
4. Paris looks so *beautiful at night / on television / in the photos*.
5. The impressionist paintings are in *the Louvre / the Musée D'Orsay / the Rodin Museum* .
6. The famous Rodin statue is called *The Worker / The Thinker / The Philosopher*.
7. The girl is going to Paris for *the weekend / four days / five days*.
8. She's going with *her friend / her boyfriend / her family*.

🗣 ***Speaking***

4. Express your point of view.

Whose weekend would you prefer? The boy's or the girl's? Why?

I'd prefer the …….'s weekend because …

What do you like doing at the weekend?

What are your plans for next weekend?

5. Comment on the following quotes about leisure and recreation.

- *Activities: The Other Best Medicine*. Kimberly Grandal
- *If you are losing your leisure, look out; you may be losing your soul*. Logan P. Smith
- *Activities are my therapy*. Lynne Wilksman
- *You can learn more about a man in one hour of play than in a lifetime of conversation.* Plato
- *If variety is the spice of life, then recreation is the sugar. Get sweet and recreate!* Kimberly Grandal
- *It is in his pleasure that a man really lives; it is from his leisure that he constructs the true fabric of self*. Agnes Repplier
- *The real problem of leisure time is how to keep others from using yours*. Arthur Lacey
- *Leisure with dignity*. Marcus Tullius Cicero
- *In our leisure we reveal what kind of people we are*. Ovid
- *The end of labor is to gain leisure*. Aristotle
- *People who cannot find time for recreation are obliged sooner or later to find time for illness.* John Wanamaker

✍ ***Writing***

6. Write about your experience in planning a holiday and spending it.

UNIT 6
SHOPPING

Basic vocabulary

1. Translate into your language:

cotton …….. wool …….. linen ……..
silk …….. denim …….. leather ……..
suede …….. fur …….. striped …….
floral …….. plain …….. checked …….
chic ……. elegant ……. fashionable …….
messy ……. old-fashioned ……. scruffy …….
smart ……. trendy …..……...

2. Write the following words with the correct group below:

shirt *skirt* *shoes* *trousers*

1. tight, baggy, flared …….
2. long, knee-length, short ……
3. flat, platform, running ……
4. long-sleeved, short-sleeved, collarless …….

3. Complete the following dialogues with these words:

fashionable smart casual worn-out scruffy dress well

1. You're looking very ..……..... today.
> Yes, I'm on my way to a job interview.
2. You must spend a fortune on clothes.
> I don't really, but I must admit I do like to …….. .
3. Will I have to wear a suit to the meeting?
> No, I expect most people will be wearing fairly ……..... clothes.
4. I need a new dress for this party but I don't know what colour to go for.
> Well, pink's supposed to be .....……... at the moment, isn't it? It's this season's colour.
5. Why are you throwing that jacket out?
> It's .....……. . Look, it's got a hole under the arm and most of the buttons are missing!
6. I like your new trousers. They're very smart.
> Well, I start my new job tomorrow and I can't turn up wearing …..... old jeans. Everyone there is very well-dressed.

🕮 ***Reading***

Text 1

Words for the text:

- **household –** домашній
- **attitude-** відношення
- **unlike-** на відміну
- **satisfy-**задовольняти

- **contemporary-** сучасний
- **essence** – суть

Who does most of the shopping in your family? The answer will be women. It isn't most certainly for **household** needs but it is an activity they do for pleasure.

The book *«Theory of Shopping»* written by Daniel Miller, shows the differences between men's and women's **attitude** to shopping. **Unlike** men, for women, shopping is often a kind of **therapy**, a hobby.

Miller believes that most women don't shop to **satisfy** their own needs alone. He thinks that in our culture shopping is one of the main ways of expressing love. Women do most of the shopping for others.

In **contemporary** English families, love holds the whole thing together but it's not talked about. Love is expressed by paying attention to what others want. If you buy your partner the thing he's always wanted, or you buy your child healthy food, you show that you care about that person. This is the **essence** of **contemporary** love: understanding what the other person is about, doing things for them or buying things for them, not because it's your **duty** but because you understand them.

1. Choose the most appropriate answer.

1. Women go shopping because
A they like it.
B men don't want to do it.
C they are shopaholics.
2. Men
A don't go shopping.
B think that shopping is enjoyable.
C don't see shopping as a hobby.
3. Most of the things women buy are
A clothes and beauty products.
B never used.
C not for them.
4. In English families
A people don't talk about shopping.
B people don't talk about love.
C women love their families more than men do.

Text 2

DOING THE SHOPPING

Shopping usually means going to some place to buy something. It is a part of our life and we have to accept it whether we like it or not. There are people who hate shopping, so they usually make a list of the things they need, run through shops and buy them. There are people who go from shop to shop choosing goods at a lower price.

For some people shopping is a hobby: they love shops and they can spend hours in large shopping centers. Such people are called "shopaholics" because they sometimes buy things which they do not need and it is like an addiction.

My family usually does the shopping at weekends. My parents work too hard, so they do not have enough time to do the shopping during a week. On Sundays we go to a supermarket and buy food for the whole week. I don't like supermarkets, because there are crowds of people there. You can buy anything in such supermarkets: poultry, meat, seafood, dairy products, etc. There are a lot of different shops in my city, both expensive and cheap and everyone has a choice where to go.

I prefer going to a big shopping center not far from my house where there are a lot of shops and a food court. There are clothes shops, shoe shops, a florist's, a chemist's, an optician's, a jeweler’s and many others.

I usually walk there with my friends doing the window-shopping. When I need clothes or books I do the shopping alone. My favorite bookshop is just in the center of my city. I can spend hours inside looking through new books. I also like shopping when I need to buy presents for my family or friends. Sometimes my friend helps me to choose presents.

She is a nice girl with good taste and she knows what would be a nice present for my family. In childhood, I used to like shopping because I felt grown-up, but now I see that it can be quite boring and time-consuming. However, we have to go shopping because we need food and other things that are necessary for our life.

1. Answer the following questions:

1. What does shopping mean?
2. When does your family do the shopping?
3. Do you like shopping?
4. When do you do the shopping?
5. Do you usually go shopping alone or with your family/friends?
6. What shops are your favorite?
7. Did you do the shopping in childhood?
8. Do you like buying clothes or things for yourself?
9. Do you enjoy buying presents for other people?
10. What do you think of shopping on a Saturday afternoon in the supermarket?
11. What are the advantages and disadvantages of online shopping?
12. Have you ever been to an auction?
13. What do you think of this system of buying things?
14. Are you a shopaholic?
15. What is the best day of the week for shopping?

Text 3

A NATION OF SHOPAHOLICS?

A radio program interviewed shoppers in the center of Manchester to ask them, “Are we turning into a nation of shopaholics?” Here is what they said:

Zoe – I love shopping and I would say it’s one of my favorite hobbies. I think it’s great that shops open all weekend. I used to get bored on Sundays. Now I meet friends and we look around the shops. So, I guess you could call me a shopaholic.

Anita – I’m not a shopaholic. I only go shopping when I have to buy something. I don’t understand the obsession with shopping but I think British people are turning into shopaholics. You can buy almost anything you want, whenever you want these days. There’s a 24-hour supermarket near my house. I feel sorry for the people who work there all night.

Ben – I’m not a shopaholic. I hate the way all the shops in every town center are the same. It’s impossible for small businesses to survive these days, so only the big stores can keep going. Every town and city in Britain is a carbon copy of the others. I prefer to buy things I need over internet. It’s easier and it means I don’t have to go to the town center.

Oscar – I quite like shopping and most Saturdays or Sundays I go shopping with my girlfriend. There’s a new shopping center near where I live, and you can get everything there. It’s great in the winter ‘cause you don’t even realize it’s cold and wet outside. What’s the point of working all week if you can’t go out and spend your money at the weekend?

Paula – I live in a small town and it has really changed in the last few years. Big supermarkets have opened up outside the town and lots of the small shops have had to close. Now everyone goes to the big supermarkets and the town is really quiet. It’s difficult to park in the town center but I think it’s a shame that the town is dying. It used to be really busy.

Josh – I’m not a shopaholic but I think there are lots about. I work in a sports’ shop in the town center and people just go crazy buying so much stuff. Now I have to work on Saturdays and Sundays and they let me have a day off in the week. It’s not the same though ‘cause all my mates go out on Saturday nights and I always have to go home early as it’s really hard to get up on a Sunday morning.

Patrick – I think shopping is so much easier on the internet. I do nearly all my shopping on-line. I order food from the supermarket and they deliver it the next day to my front door. It saves me a lot of time. This year I’m going to do all my Christmas shopping on-line. I hate the crowds and the queues of town centres and I don’t like the artificial atmosphere of shopping centres so for me the internet is a great way to shop.

Answer the following questions:

1. Do you think it's a good idea for shops to open on seven days a week? If you worked in a shop, would you like to work on the day when most people are off work?
2. Look at what Paula says about out of town supermarkets. Has this happened to any towns where you live?
3. Look at what Anita says about the 24-hour supermarket. Do you think it's necessary for people to work all night in supermarkets?
4. What advantages does Oscar mention about shopping centres? Can you think of any more advantages and disadvantages of shopping centres?
5. Do you think town centres in your country are becoming more and more similar?
6. Why does Patrick like internet shopping?
7. Have you ever used the internet to buy anything?

Text 4

Read and dramatize it with your fellow-students.

SHOPPING A LA MODE

Betty: Get your basket, and follow me. There's a sale on.
John: I hope prices are really cut. If they are I shall get in a supply of shaving cream.
Betty: Reach me down two of those packets of washing powder, at the top.
John: Here you are. By the way, are we being watched?
Betty: Why? Do you want to steal something?
John: No, silly. I want to put something back.
Betty: Go on then. They've nothing against that. It's all wrapped.
John: Good. It's your washing powder I want to put back.
Betty: Who's being silly now? Are you going to help me or not?
John: Come on. What else do you want?
Betty: Some soap, some packet soups and some biscuits.
John: All the bargains will be sold if we don't hurry.
Betty: I'm not particularly out for bargains. Are you?
John: Of course. I can save quite a bit if I shop carefully.
Betty: (to assistant) Where are the biscuits and cakes, please?
Assistant: Round by the fruit section, over there on your left.
A customer: Excuse me. I want to get to those things behind you.
Betty: Do come on, John, you're getting in people's way.
John: Don't forget the steak mother asked you to get.
Betty: Here's the meat department. Half-a-pound of rump steak, please.
Butcher: How about this piece already cut and wrapped, Miss.
Betty: Is it fresh?
Butcher: It ought to be. I only cut it ten minutes ago. Would you like it?
Betty: Yes. I'll take that. (She puts it in her basket.)
John: Here are the biscuits. What sort do you want?

Betty: Let's see what sorts they've got. Ah, these are good. (She puts a packet in her basket.)
John: Here are the soups. The soap is on the other side. I'll get some while I'm getting my shaving soap. See you in a moment.

1. Fill in the gaps in this text with *on, of, up, out, in, down*
I went shopping for clothes yesterday and tried …… lots of different things. I've grown ……. …….. my old winter coat so first I put …… a coat that I liked but it was too long. It needed taking …….. . It was also a bit loose and needed taking …… as well. So, then I tried a different style but that was too short and too tight. It needed letting …….. . So I changed …… …… that and decided to go for a party dress instead. I love dressing …….. for parties.

2. Use these words in the sentences below:
wrong go with tight match suit fit
1. It doesn't ..... me. It's too tight.
2. It doesn't ..... me. I'm too old for it.
3. It's the ..... size. It's too small.
4. Do you think this top goes with my skirt?
> Well, no. They don't …..... at all, actually.
5. It's a bit ..... for me.
6. This skirt doesn't ..... this jacket.

3. Add the following verbs in the sentences after the verb get:
changed on dressed dressed up
1. That's a nice jumper you've got ……..... . Is it new?
2. I don't usually get ..... until after I've had my breakfast.
3. I'm going to wash the car. I think I'll just get ..... into some old clothes.
4. Do we have to get ..... for this dinner party tonight or can I just wear jeans?

Note: *If you get dressed, you put your clothes on.*
If you dress up, you put on special clothes - for example, for a party.
The opposite of "do up" is undo.

Which one of these don't you do up: *your jacket / your coat / your buttons / your zip / your socks / your belt?*

4. Match up the shop with the appropriate goods.

1. bookshop	a. a loaf of bread, rolls, long loaf
2. newsagent's	b. a bouquet of roses, lilies, flowers
3. bakery	c. a packet of painkillers, pills, medicine
4. butcher's	d. a gold necklace, a diamond ring, pendent
5. confectioner's	e. a magazine, a newspaper, greeting card
6. greengrocer's	f. hairspray, a bottle of perfume, hand cream

7. chemist's	g. pralines, chocolate, cake
8. florist's	h. books, novels
9. department store	i. fruits, vegetables, apples
10.hair and beauty salon	j. lamb chops, ham, sausages
11. jeweller's	k. leather suitcase, a woolen skirt, a clock
12. antique shop	l. shampoo, products, household chemicals
13. supermarket	m. an old clock, bric-a-brac, silver bell

5. Fill in the correct words from the list.

could, loaves, greengrocer's, offer, credit, much, order

1. Can I have two **….** of bread, please?
2. The large department stores **….** a great variety of products.
3. You can buy fresh vegetables at this **….** .
4. **….** I have the pills in this prescription, please?
5. I'd like to **….** a bouquet of lilies, please.
6. Excuse me – How **….** are these trousers?
7. Do you take a **….** card?

🕮 ***Reading***

Text 5

Read and describe different departments of the supermarket.

AT THE FOOD SHOP

In order to cook something good you need to have a good supply of food products. If you are not in the mood to cook, you can buy semi-prepared food.

There are several forms of shopping for food in Ukraine. You can go to supermarkets, grocery stores or open-air market places. Today we will take you shopping at the supermarket.

So it's a supermarket. There are many customers in it. There one can buy all the necessary foodstuffs: meat, fish, milk, grocery, baking items, sweets, the cooked sausages, smoked foods, vegetables and fruit.

In the meat aisle the customers can buy beef, pork, mutton, sometimes veal, poultry and game.

They have a wide choice of fish. There is live carp, pike, bream and sheat-fish. There is much fresh-frozen fish: perch, cod, plaice and some other. There is herring and kipper. Sometimes you can buy pikeperch and sturgeon. There is much tinned fish. They have a wide choice of milk products: bottled and unbottled milk, cream, kefir, sour cream, cheese, curds, cottage cheese, pot cheese, cream cheese, eggs, mayonnaise, margarine and butter (salted and unsalted).

In the grocery aisle there are all kinds of cereals: oatmeal, semolina, rice, buckwheat, millet, pearl-barley, cooking soda, spices, flour, pea and potato flour. You can buy salt, matches, oil, macaroni, vermicelli, noodles and some other products. Everything is sold ready packed.

You go for white and brown bread to the bread counter.

There is a rich choice of items in the confectionery: sugar, granulated sugar, caramel, rich sweets, chocolates, bars of chocolate, biscuits, pastry, jam-puffs, fancy-cakes, tarts, fruit cakes, wafers, marmalade and also tea, coffee, cocoa. Next to this is the delicatessen and smoked meats and sausages. It offers you all kinds of sausages: boiled, half-smoked and smoked, liver paste, ham; lean boiled pork with spices (buzhenina), tinned beef and pork.

The green grocery and fruit aisles look very attracting. Here you can buy fresh, tinned and dried vegetables and fruits; potatoes, carrots, beets and onions are in string bags, fine fresh cabbages, spring onions and lettuce. Don't forget about cauliflower, radishes and green peas!

Juicy pears, apples and plums look very appetizing. You can also buy grapes, oranges, tangerines, bananas, lemons and pineapples. In spring and summer the shop has a great variety of berries: strawberries, cherries, raspberries, black and red currants, gooseberries. In autumn and winter – red bilberries and cranberries and all year round you can have fruit and berry jams. If you feel thirsty you can drink a juice to your taste.

The shop is clean and fine. There are flowers in all the departments. Every day I do shopping. When I come into the shop, I take a food basket and choose the necessary products. It doesn't take much time. I come up to the cashier's desk, pay the money and leave the shop. The saleswomen and salesmen are very polite.

TRY YOUR HAND AT TEACHING

A. ***Preparation.*** **Write 2-3 special questions about each paragraph of the text. See to it that new words and phrases are used either in your questions or in answers to them.**

B. ***Work in class.*** **Put your questions to the class and comment on the answers (express your approval or disapproval; correct the mistakes, if there are any; add some details if necessary, etc.). Use classroom English expressions.**

1. Complete the dialogues using the following verb phrases:

keep the receipt *make a list*
got this *get a refund*
try this on *pick up a bargain*

1. I've got to go to the supermarket later. Is there anything you want?
> Yes, lots of things. Why don't you ……. So you don't forget anything?
2. I really need a new coat.
> Well, wait till after Christmas. You might …… in the sales.
3. Can I …… , please?
> Certainly, the changing rooms are over there.
4. I don't believe it! I've only had this alarm clock for three weeks and it's broken.
> Well, why don't you take it back and see if you can …….. .
> I'm not sure if I can do that. I didn't …….. .

5. Have you ……. in dark blue?
> I'm afraid not.
>Never mind. I'll take black, then.

2. Translate into English

1. Що це за магазин? – Це продовольчий магазин. Моя дочка працює в цьому магазині. Вона продавець. – У якому відділі вона працює? – Вона працює в кондитерському відділі. – Що сьогодні у продажу? – Сьогодні в продажу цукерки, карамель, тістечка та сухе печиво.
2. Які відділи є у вашому продовольчому магазині? – У нашому продовольчому магазині є м'ясний, рибний, бакалійний, хлібний, кондитерський та овочевий відділи. – Чи є молочний відділ? – Ні, у нашому магазині нема молочного відділу. Але недалеко від нашого магазину є гарний молочний магазин.
3. Де ви купуєте м'ясо? – Ми купуємо його в м'ясному магазині. – Яке м'ясо ви купуєте? – Я звичайно купую яловичину. Іноді купую баранину чи свинину. Мені не подобається жирне м'ясо. Я віддаю перевагу пісному.
4. Які молочні продукти ви купуєте в цьому маленькому молочному магазині? – Ми купуємо різноманітні продукти: молоко, кефір, кисле молоко, сметану, твердий сир, сир та яйця.
5. Хто купує картоплю, капусту, буряк, моркву та інші овочі? – Мій син.
6. Які делікатеси ви купуєте у вашій кулінарії? – Ми можемо купити гарний паштет із печінки, севрюгу гарячого чи холодного копчення, смажену горбушу та смачні пиріжки.
7. Ми ходимо за хлібом до цієї булочної. Ми купуємо чорний та білий хліб, здобні булочки та сухарі.
8. Приходьте до нашого овочевого магазину. У нас великий вибір овочів: свіжа капуста, картопля, морква та буряк.
9. У нас немає гречаної крупи. У нас є тільки рис та манна крупа.
10. Вам слід робити покупки у цьому універсамі. Тут великий вибір продуктів.
11. Йому слід скласти список продуктів.
12. Ходімо до нашого універмагу. Там багато гарних товарів.
13. Де знаходиться взуттєвий відділ? – На другому поверсі.
14. Я б хотіла купити літню сукню. – Який розмір ви носите? Сорок восьмий.
15. Покажіть мені що-небудь у зелених тонах, будь ласка.
16. Костюм мені підходить. Але я не можу купити його. Він дуже дорогий.
17. Скільки коштує цей спортивний костюм?

3. Divide the following expressions into two groups:

A: Poor:
B: Not exactly poor, but certainly not rich:
a. *living on the breadline*
b. *enough to get by on*

c. *not very well off*
d. *without a penny to his name*
e. *my account's in the red*
f. *a bit hard up*
g. *can't make ends meet*
h. *living from hand to mouth*

Now complete these situations using the above:
1. We're going up to London for the weekend. Do you want to come?
> I'd love to but I've just paid out £600 on the car so I'm ..... at the moment.
2. What was that letter from the bank about?
> I'm afraid we're ..... again.
3. What's the pay like where you work?
> Not very good, but it's OK. It's ..... .
4. This is a modern, industrialised society but millions of people in this country are still living ..... just surviving.
5. I was thinking of inviting Jane and David to come with us to the opera, but I don't think they could afford to. David hasn't got much work at the moment so they're not ..... at the moment.
6. My sister's husband has just died and she is left alone with 4 children. I don't know how she manages to ..... .
7. He's lost everything – job, house, car. Now he's living on the streets .....…..... .
8. My job isn't bad but I don't earn enough to save much or buy any nice things. I'm basically ..... .
Note: *The "breadline" is the situation where you are just able to feed yourself and your family. If you had any less, you would go below the breadline and not be able to survive.*

4. All these idiomatic expressions mean *very rich* or *well off*. Complete the sentences below using the correct form:

a. *He's rolling in it.*	f. *He makes a good living.*
b. *He's stinking rich.*	g. *He lives in the lap of luxury.*
c. *He's got money to burn.*	h. *He's very comfortable.*
d. *He's worth a fortune.*	i. *He's loaded.*
e. *He could buy and sell you.*	j. *He's not short of a bob or two.*

1. My sister's an accountant and her husband's a merchant banker. They must be ……..... in it!
2. My brother's just got a new job which pays double his old salary. He was well paid before but now he's got money to .....……... .
3. People who don't know Mrs. Crabtree think she's just a poor old lady, but in actual fact, she's part of a very rich family. She's probably worth a ……..... .
4.1 wouldn't say I was rich. Let's just say I'm not short of .....……..... .

5. Look at the car Paul drives and those Armani suits! He must be ...…..... .
6. My dad was a bank manager so he's got a good private pension. You couldn't describe my parents as rich, but they're very .....……..... .
7. Bob's just got a teaching job in Brunei – big tax-free salary, all expenses paid. He's living in the ..... .
8. I'm a freelance designer. Work's pretty good at the moment, so I'm lucky to be making quite a .....……..... .
9. The old man next door looks like a down-and-out, but he's a millionaire. He could …… .
10. A gold Rolls Royce. A yacht in the Bahamas and a villa in Mustique. I think that's the definition of .....…….....!

5. Look back at the idioms and fill in the missing words:

1. living .... hand .... mouth
2. .... a penny .... his name
3. living .... the lap .... luxury
4. living .... the breadline
5. a bit hard .... at the moment
6. enough to get ....
7. not very well ....
8. rolling .... it
9. not short.... a few bobs
10. .... the red

6. Fill in the gaps with one of the following expressions, changing the forms of the words if necessary.

The colour is good on somebody, to bear the name of somebody, to take an hour off for lunch, to laugh behind the hand, to be coming from Harrod's, to loll against, to fit perfectly, shoes to match, to take something in navy, to be wearing, a full-length mirror, to try on something.

1. The suit was well-cut and fashioned, but the colour seemed to be too pale. So Amanda thought that she would ..... .
2. The cashier looked at the platinum card and saw that …... the name of the President. She couldn't believe her eyes.
3. Though ..... , Dorothy thought that the coat was too wide and long, and decided not to buy it.
4. Her leather bag was so expensive that I immediately understood that it ..... , as I knew that only there they sold such luxurious things.
5. On that day the headmistress ..... an excellent stylish dress.
6. The dress ..... , there was not a single crease anywhere and the length was right.
7. As our shopping tour was tiring, we decided ..... and go to McDonalds.
8. There were no customers in the shop, there was absolutely nothing to do and the salesclerk ..... the counter.
9. The customer looked so comic in a striped suit and a big hat that when he turned away to look at himself in the mirror, the shopgirls .....
10. Deborah had already ..... five dresses, but none of them suited her.

11. On my way home with a newly purchased raincoat I passed by a shopwindow with a nice display of shoes. The idea struck me at once: I had to buy ……
12. It's a pity we do not have ..... at home. It's impossible to see yourself from head to foot.

7. Replace the gaps with one of the following verbs: to fit, to suit, to match, to become, to go with/together.

1. I'm sure you'll be able to find a suitable dress that... . You are a standard size.
2. 'I don't think this dress... me. I'd prefer something lighter.' 'Oh, no. I love you in that dress.'
3. The jacket ... her like a glove. It looked as if it had been made for her.
4. In the lounge everything ... the curtains: the sofa, the carpet and the cushions.
5. Do you think this sweater and this skirt ... ? No, not really, the colours don't quite ....
6. This dress doesn't ... her. It's tight in the waist.
7. For every outfit, Diana has a handbag and shoes ... .
8. Helen was trying on her pearls to see if they ... her yellow dress.
9. She looked curiously young in her scarlet jeans and white sweater, although the clothes didn't... the occasion.
10. It's funny but the yellow walls and the black floor actually ... quite well.
11. She has exquisite taste for clothing. Everything she wears ... without fail.

8. Complete the following using these words:

advertising department different employ
families financial floors goods
handles jobs located merchandise
needs occupies optician's personnel
price purchases records roof
sales promotion section services shopping
staff store travel agency typical

Department Store

A department store is a_____ which sells many _____ kinds of goods, each in a separate _____. Modern department stores serve the_____ of entire_____. People enjoy _____ in such stores because they can make all their _____ under one _____.The _____ department store_____ one large building, with separate departments _____ on a number of _____. A number provides special _____, such as a_____ or _____ . Department stores _____ hundreds of people for different_____ . Employees buy, _____, and sell the _____. The _____ manager and his _____ promote the sale of _____ through _____ and other techniques. The comptroller heads the _____ that keeps _____ and manages the store's _____ affairs. The _____ staff hire employees and _____ other employment problems.

TRY YOUR HAND AT TEACHING

A. **Preparation.** Find some pictures or jokes on the topic and prepare to work with them in class.

B. **Work in class.** 1. Tell a joke or show and describe a picture to the class. 2. Ask some questions to see if the listeners have grasped the meaning of your story. 3. If you want the students to use some new words write them on the blackboard, translate them, practise their pronunciation (in chorus) or usage (by sentences in English or Ukrainian). 4. Tell the joke or describe the picture once more. 5. Make 1-2 students retell a dialogue on the subject. 6. Correct the mistakes after the student has finished speaking.

🗣 ***Speaking***

9. Discussion points.

1. Shopping is an important human activity.
2. It is worth spending a lot of time to get something cheap.
3. You should never buy things that harm the environment, however cheap or useful they may be.
4. Advertising provides useful information.
5. People often buy things they don't want because they are bargains.
6. Young people do not always buy wisely.

✍ ***Writing***

10. a) Can you think of three well-known people who've got money to burn? Do you know anyone who lives in the lap of luxury?

b) You are planning a party. What shops will you go to and what kind of food will you buy?

c) Imagine that you are doing Christmas shopping. You are to buy presents for each member of your family, but you can't afford expensive things. Make up a dialogue with a shop assistant and put it down.

d) Imagine that you are at a clothes shop and want to buy clothes for your summer holiday at the seaside. Write a dialogue with a shop assistant.

11. Translate the following quotations and comment upon them.

- To found a great empire for the sole purpose of raising up a people of customers, may at first sight appear a project fit only for a nation of shopkeepers. It is, however, a project altogether unfit for a nation of shopkeepers; but extremely fit for a nation that is governed by shopkeepers.' *(Adam Smith)*
- Do not buy what you want, but what you need; what you do not need is dear at a farthing.' *(Cato the Elder)*
- The customer is always right. *(H. Gordon Selfridge)*

- Advertising may be described as the science of arresting the human intelligence long enough to get money from it.' *(Stephen Butler Leacock)*

12. Check yourself.

1. **SHOPS**. **Choose the right answer**.

1. Sales staff are often told that "the ..... is always right".
a) dealer b) employee c) customer d) stockist
2. Small shopkeepers are facing ..... competition from supermakets.
a) angry b) armed c) bloody d) fierce
3. A shop - ..... is someone who steals from shops and stores.
a) carrier b) lifter c) picker d) thief
4. A modern cash register keeps a record of every ..... .
a) contract b) deal c) purchaser d) transaction
5. If you are rude to customers they are ..... to come back.
a) impossible b) improbable c) incapable d) unlikely
6. Small shops will survive as they provide a personal ..... .
a) contact b) feel c) hold d) touch
7. Sorry to ..... you, but have you got the key to the storeroom?
a) annoy b) bother c) disrupt d) inconvenience
8. Remember the customer is always right. You must always be ..... .
a) discreet b) harsh c) polite d) rough
9. Mr Clever was ..... the packing department of the shop.
a) at charge of b) in charge of c) on charge from d) with charge to
10. I'm sorry, but the book is out of ..... .
a) order b) stock c) store d) supply
11. Mr Trustworthy has a very ..... job as sales manager.
a) careful b) dutiful c) ordered d) responsible

13. Choose the right answer.

1. The shop assistant ..... her shoulders indifferently.
a) flexed b) raised c) shrugged d) twitched
2. Under the existing laws, all shops selling alcoholic liquor must be ..... .
a) authorized b) legalised c) licensed d) sanctioned
3. Complaints about goods should be made to the seller, not the ..... .
a) author b) creator c) shopkeeper d) wholesaler
4. Two hundred and fifty shops sell their products, but they want to increase the number of ..... for their goods to a thousand.
a) doors b) markets c) openings d) outlets
5. The notice says there is no admission except for ..... personnel.
a) approved b) authorised c) lawful d) legitimate
6. If you have any ..... concerning this product please call us.
a) investigations b) queries c) requests d) wishes
7. The ..... was thronged with crowds of shoppers on Saturday.
a) tobacconist's b) kiosk c) stall d) shopping centre

8. What do you think of this old oil lamp? I got it cheap at a ..... sale.
a) deposit b) jumble c) refuse d) rubbish
9. The weekly market sells mainly fruit, vegetables and dairy .....
a) manufactures b) output c) products d) stocks
10. You can buy an iron at any ..... shop.
a) electric b) electrical c) electrician d) electrifying
11. Her uncle has a big ..... store.
a) clothing b) dresses c) garments d) wearing
12. The butcher's shop was an old-fashioned one; there was ..... on the floor.
a) powder b) soil c) stones d) sawdust

14. DOING THE SHOPPING. Choose the right answer.
1. Do you want to ..... on these shoes to see if they're the right size?
a) fit b) fix c) stand d) try
2. The girl in the shop was ..... how to use a new kind of electric cooker.
a) demonstrating b) exposing c) proving d) teaching
3. It's a good area for shopping. All the shops are within easy ..... .
a) approach b) arrival c) neighborhood d) reach
4. Buy the new ..... of soap now on sale: it is softer than all others!
a) brand b) manufacture c) mark d) model
5. Small shops can't hope to ..... the wide choice available in supermarkets.
a) compete b) level c) match d) overcome
6. The cafe ..... at midnight, except on Saturdays.
a) closes b) ends c) finishes d) stops
7. " ..... are welcome. Come in and look around. No obligation to buy."
a) Browsers b) Observers c) Viewers d) Watchers
8. Woolworths have a very wide ..... of domestic goods.
a) circulation b) class c) number d) range
9. Can you ..... to us exactly how the machine works?
a) convince b) explain c) say d) tell
10. We found some real ..... at the sale.
a) bargains b) goods c) items d) prizes
11. I wonder if you would help me to ..... up this present for father?
a) bind b) cover c) put d) wrap
12. The goods were displayed so well that you couldn't ..... the temptation to buy.
a) deny b) miss c) resist d) win
13. The price of this radio is not listed in the ..... .
a) catalogue b) directory c) guidebook d) schedule
14. Take your ..... There are plenty of dresses.
a) best b) choice c) selection d) pick
15. In a greengrocer's shop there is a lot of ..... if fruit and vegetables are not sold.
a) rest b) rot c) ruin d) wastage

15. DOING THE SHOPPING. Choose the right answer.

1. Alice often ..... her mother to the shops.
a) accompanies b) bargains c) encourages d) follows
2. There are pictures of all the new models in our sales ..... .
a) album b) catalogue c) page d) tract
3. Linda has bought some attractive ..... paper for her Christmas presents.
a) covering b) envelope c) packing d) wrapping
4. ..... - order shopping is popular among housewives.
a) Letter b) Package c) Post d) Mail
5. Mrs Forgetful couldn't remember what she had to buy for the weekend as she had lost her shopping ..... .
a) code b) form c) list d) record
6. I was ..... by the wording of the advertisement.
a) misguided b) misled c) mistaken d) misunderstood
7. To get your map of Scotland just fill in the ..... and send it with $ 1 to the Tourist Board.
a) bill b) cheque c) coupon d) note
8. We regret that it is impossible to meet the ..... dates for the goods you recently ordered from us.
a) arrival b) carriage c) delivery d) service
9. We ..... to inform you that we cannot exchange articles once they have left the store.
a) regret b) respect c) sense d) sorry
10. The goods they have on offer today are certainly ..... .
a) good value b) invaluable c) priceless d) worthy
11. Everything in the supermarket is marked with a price ..... .
a) mark b) notice c) sign d) tag
12. Mrs Thrifty came to the market hoping to ..... a cheap coat.
a) pick on b) pick out c) pick through d) pick up

Asking the way

Basic vocabulary

Get

To get here/there/home; to get to school; to get to the station/hotel/cinema; to get about/ across/ahead of/ at /back/by/ down/in/ off/ on.

Lose

To lose one's way/ one's place/ track of/ sight of/ oneself/
To be lost

Turn

To turn about/ aside/ away/ back/ down/ off/ into/ round/ (to the) left (right)/ the corner

Way

one's short/long way to/from/ here/ there/home
the best/ right /wrong/shortest/ longest/ opposite way to/from/ here/ there/home

Distance
Some/quite/from/at a distance;
Within easy/walking distance
no distance at all
a long distance off
Road
this/ either road leads to …
to mistake/to follow/ to know/to take the road
over the road

***Way* in Everyday Speech**
1. This way, sir,
2. It's only a short way to the square.
3. It's a long way from here.
4. Which is the best way there?
5. You're going in the opposite way (direction).
6. I can't find my way in.
7. Which is the way out?
8. There's no way through.
9. Can't you find your way home alone?
10. Are you going my way?
11. Shall I see you part of the way?
12. He lives over the way (on the other side of the road).
13. Which is the right way to the station?
14. They must have lost their way in the dark.
15. Please show me the way to the Zoo.
16. It is in an out-of-the-way place (corner).
17. Which is the shortest way to the planetarium?
18. The taxi-driver brought us a long way round, not by the shortest way.
19. Now that we have come so far, we may as well walk all the way.
20. I don't know what to do or which way to turn.

***Road* in Everyday Speech**
1. Where does this road lead?
2. I know the road, it is a good fast one.
3. You may go by either road.
4. You've mistaken the road.
5. May I help you over the road?
6. Are we on the right road?
7. Go right to the end of this road and turn (to the) left.
8. Follow this road until you reach the hotel.
9. On turning the corner you'll see that the road descends steeply.
10. The rode slopes to the sea by a gradual descent.

11. The roads are slick (slippery) with wet mud.
12. The motor-car skidded (slipped sidewise) on the wet road.

***Distance* in Everyday Speech**
1. It's a long distance off.
2. The station is no distance at all.
3. It's quite a distance from here.
4. Oh, some distance.
5. He lives within easy distance of his office.
6. My house is within walking distance of the University.
7. The house stands on a hill and can be seen at a distance of two miles.
8. The house has trees round it and cannot be seen from a distance.

1. Read and practise the following flashes of conversation.
1. **A.** Excuse me, miss, could you tell me the shortest way to Charing Cross Station?
B. Certainly. Go straight ahead and then take the second turning.
A. Thank you.
B. You're welcome.

2. **A.** I'm sorry to trouble you, madam. Can you tell me – is there a bus from here to Kensington High Street?
B. No trouble at all. It's quite a distance from here. You see the bus stop across the street? A 73 bus will take you right there.
A. Thanks a lot.
B. You're welcome.

3. **A.** Excuse me, conductor. I'm going to Oxford Circus. Have I got on the right bus?
B. No, sir, you've taken the wrong one. You should change No. 9 for No. 73.
A. Where do I get off?
B. At Hyde Park Corner.

4. **A.** We're late for the concert. Let's take a taxi. Oh, there's a taxi-rank on the right. Are you engaged?
B. No, sir, where to?
A. Royal Albert Hall, Kensington Road. Drive fast, please.

5. **A.** Excuse me, I've lost my way...
B. Where do you want to go?
A. I'm trying to get to the Palace Square.
B. Oh, that's no distance at all. Go two blocks straight and then turn to the left, and in less than five minutes you'll be there.

6. **A.** Where is your house?
B. You can't miss it. It's right over the grocery store.

7. **A.** Is there a bus from here to the Hermitage?
B. Yes, sir. Any buss will take you there. Ask the conductor to put you down at the Palace Square, There's a bus-stop over there.

8. **A.** Is there a bus from here to the Opera House?
B. There's sure to be. But I'm a stranger here. You'd better ask the girl at the information booth.

9. **A.** Is it possible to walk there?
B. I suppose so. But then you'd better give yourself half an hour to get there in time.

2. Read and dramatize the following dialogue.

ASKING THE WAY

Pauline: Could you tell me the way to Paddington Station, please? The Underground station, I mean.
Passer-by: Yes, certainly. Go straight along this I road, past the traffic lights and the church...
P. Yes.
P.-by: Then turn to the right, and keep straight on until you come to some more traffic lights...
P. Yes.
P.-by: Turn left there, and you'll see the station a little way along on the right-hand side of the road.
P. I see. I go straight along this road, past the church and the traffic lights.
P.-by: Yes.
P. And then I turn to the right, I think you said?
P.-by: Yes, that's it. And after that you take the next turning to the left.

3. Complete the open dialogues.

Peter: … tell me the way to the British Museum, please?
Passer-by: Yes, certainly. Go straight along this road as far as the traffic lights, then turn left there …
P. …
P.-by: Oh, yes, you can get a bus or go by underground if you like.
P. …
P.-by: The bus stops over there by the Wimpy Bar and you'll see the underground station a little way along on the right-hand side of the road.
P. …
P.-by: …

4. Translate into English.

1. – Я, мабуть, заблукав. – Куди вам потрібно потрапити? – До оперного театру. – Ви йдете у протилежному напрямку. Пройдіть два квартали назад, і там ви його побачите.

2. – Як потрапити на Садову вулицю? – Пройдіть квартал прямо та поверніть ліворуч. 3. – Як найшвидше пройти до стоянки таксі? – Пройдіть через лівий вихід і поверніть праворуч. На тому боці площі ви побачите стоянку таксі.

4. – Чи не можете ви сказати, як пройти до найближчого книжкового магазину? – Магазин там, на розі.

5. – Куди веде ця вулиця? – Прямо до театру.

6. – Де на цій вулиці знаходиться будинок номер 25? – Цей будинок легко знайти. Він високий та стоїть окремо від інших. Йдіть прямо, ви обов'язково його помітите.

7. – Далеко до стадіону? – Туди близько години пішки. – Далекувато. Чи не краще взяти таксі? – Нічого кращого придумати не можна.

🗣***Speaking***

5. Compose dialogues suiting the following situations:

1. You are in a large park and cannot find the way out. Suddenly you run into a couple-in-love sitting on a bench. You have to ask them to help you out. They try their best to do so by remembering the way in.
2. You ask a young girl to direct you to the stadium. She gives you the necessary information, but as you are keen on walking you ask her to tell you how you can get there on foot.

6. Comment on the proverbs.

1. The longest way about is the shortest way home.
2. Where there's a will, there's a way.
3. There are more ways to the wood than one.

7. Choose the most appropriate answer.

1. Excuse me! ……..... is the post office, please?

1. How 2. What 3. When 4. Where

2. Could you tell me ……..... to get to the History Museum, please?

1. how 2. what 3. when 4. where

3. Can you tell me where ……....., please?

1. is the bank 2. the bank 3. the bank is 4. there a bank

4. Would you mind ……..... me some directions, please?
1. explaining 2. giving 3. helping 4. offering

5. I am ……..... for the new children's library.
1. asking 2. finding 3. looking 4. trying

6. Walk two blocks and turn left …….....
1. around the bank 2. at the traffic light
3. in the corner 4. into a large hotel

7. Go ……..... the flower shop, the drugstore, and the supermarket.
1. across 2. behind 3. opposite 4. past

8. The library will be on your left. It's a large red-brick building. You can't ……..... it.
1. find 2. forget 3. miss 4. see

9. Could you tell me where ……..... some souvenirs, please?
1. can I buy 2. could I buy 3. I can buy 4. should I buy

10. There are several souvenir shops on Apple Street, about three blocks …….....
1. away from 2. from here 3. near here 4. not far

📖Reading
Text 6
Read and try to draw the map to help you get to Erie, Pennsylvania.

LOST IN THE STREETS

I was then hopelessly lost in the streets of a small but endless town in the neighborhood of Medina, I think. I pulled to the side of the street and got out my book of road maps. But to find where you are going, you must know where you are, and I didn't. The windows of the cab were tightly closed and opaque with streaming rain. Suddenly there was a knock on the window, the door was wrenched open, and a man slipped into the seat beside me.

"Now, where is it you want to go?"

I don't know why it is a man can't answer such a question with the truth. The truth was that I had turned off the big highway 104 and into the smaller roads because the traffic was heavy and passing vehicles threw sheets of water on my windshield. I wanted to go to Niagara Falls. Why couldn't I have admitted it? I looked down on my map and said, "I'm trying to get to Erie, Pennsylvania."

"Good," he said. "Now, throw those maps away. Now you turn around, go two traffic lights, that'll bring you to Egg Street. Turn left there and about two

hundred yards on Egg turn right at an angle. That's a twisty kind of street and you'll come to an overpass, but don't take it. You turn left there and it will curve around like this – see? Like this." His hand made a curving motion. "Now, when the curve straightens out you'll come to three branching roads. There's a big red house on the left-hand branch, so you don't take that, you take the right-hand branch. Now, have you got that so far?"

"Sure," I said. "That's easy."

"Well repeat it back so I'll know you're going right."

I had stopped listening at the curving road. I said, "Maybe you'd better tell me again."

"I thought so. Turn around and go two traffic lights to Egg Street, turn left for two hundred yards and turn right at an angle on a twisty street till you come to an overpass but don't take it."

"That clears it up for me," I said quickly. "I sure do thank you for helping me out."

When he was finally satisfied and thanked, he got out and slammed the door, but such is my social cowardice that I actually did turn around, knowing he would be watching out the window. I drove around two blocks and blundered my way back to 104, traffic or not.

TRY YOUR HAND AT TEACHING

Preparation. Write twelve questions based on the text to provoke answers containing the following phrases: *to be lost in the streets, in the neighborhood of, to pull to the side of the street, to get out one`s book of road maps, to slip into the seat beside smb., to turn off the big highway, passing vehicles, to turn left (right), to come to an overpass, to take the left-hand branch (right-hand branch), the curving road, to turn around.*

Work in class. Ask your questions and let the students answer them. Correct their mistakes if any.

SUPPLEMENT

UNIT 4

An Interview

- Now, Duchess, tell us about an ordinary day in your life.
- Well, I wake up at seven o'clock.
- Really? Do you get up then?
- No, of course I don't get up at that time. I have breakfast in bed and read "The Times".
- What time do you get up?
- I get up at ten.
- What do you do then?
- I read the letters and dictate the replies to my secretary.
- …. and then?
- At eleven I walk in the garden with Philip.
- Oh! Who's Philip?
- Philip's my dog.
- What time do you have lunch?
- I have lunch at twelve thirty.
- And after lunch?
- Oh, I rest until six o'clock.
- … and at six? What do you do at six?
- I dress for dinner. We have dinner at eight o'clock.
- What time do you go to bed?
- Well, I have a bath at nine thirty, and I go to bed at ten.
- Thank you, Duchess. You certainly have a busy and interesting life!

After the Exams

Malcolm: What did you think of the exams, Pete? I reckon they were dead easy.
Pete: Maybe they were easy enough for you but they were much too hard for me.
Malcom**:** Oh, come on. You've probably done better than you think.
Pete: No, I'm dead certain I've failed in Latin, and most likely in French and History too. Thank goodness it's all over though. We can forget about it now - at least until the results come out.
Malcom**:** Yes. Now I can get on with reading all the books I've been wanting to read for months, but haven't had time for.
Pete: What! ...Well, it's up to you, I suppose, but I've had enough of reading; I'm not going to open another book for months. Don't you think we all deserve a break?
Malcom**:** Well, yes... I'll take a day or two off perhaps. And I think I'll come to Bob's sister's party tomorrow night. But if I'm going to university in October, I'll have to get down to some serious work again pretty soon.
Pete: I've got to get through the A level exams first. I'll worry about university if and when I ever get there.
Malcom**:** That's the trouble with you. You always try to do everything at the last minute.
Pete: And you're too serious: that's your trouble. You never stop swotting.
Malcom**:** Well, I like reading.

Learning Styles

Listen to Ana, Paula and Josef, three foreign students, talking about their strategies for learning English.

Ana: Oh, Josef, I missed the English class yesterday, can I borrow your notes?
Josef: Er, I think you'd better borrow Paula's. She takes lots of really good notes. I just draw little pictures and symbols. You'd never understand them.
Paula: He's right - the margins in his text book are full of funny little drawings, faces, shapes! You can borrow my notes. Here you are.

Ana: Thanks. (pause) Wow, Paula, you really are neat. I like the way you organize everything into columns and charts. It makes it really clear to read. I'm finding English quite difficult this term.
Josef: But you are good at English. You always remember so much vocabulary. I don't know how you do it.
Ana: Oh, vocabulary isn't a problem. I say the word a few times and it sticks in my head afterwards. I have to say it out loud though, otherwise it doesn't work. I use my Walkman a lot too.
Paula: I thought you were just listening to music all the time, Ana!
Ana: Well, sometimes I am - but English music. The words stick in my head and I even learn some grammar that way. I record myself reading grammar rules sometimes too. If I listen a few times before an exam I usually remember most of it. Sometimes I listen to classical music too. If I listen to a particular song when I am studying and then I listen again a few days later, I remember almost everything.
Josef: Really? I'll have to try that. I find grammar quite difficult. I end up writing things on little cards and then I play with them - spread them all over the table and sort them out in different ways.
Paula: You just like playing, you're like a child. Show Ana your English book.
Ana: Wow! What are those snail shapes?
Josef: They're to show where there are idiomatic phrases. Look: "pull your finger out!"
Ana and Paula: What does that mean?
Josef: To make more effort - that's what I need to do!
Ana: Yes, me too!
Paula: It's funny isn't it? We all seem to have completely different ways of studying and learning.
Josef: Yes, but that's normal when you think about it. Everybody's different – hang on a minute – *(sound of pages being turned)*
Josef: Where's that snail? Ah yes: "one man's meat is another man's poison"!
Ana and Paula*:* What?
Josef: One man's meat is another man's poison - what's good for one person doesn't have to be good for somebody else.
Paula: Exactly! Anyway, who's coming to the party on Friday?

UNIT 5
British weather
British people talk about the weather all the time because it changes all the time. The weather for us is a national obsession.
This is BBC Television Centre in London. Here, the weather forecasters – or meteorologists – try and work out what the weather is going to do next.
I've come to find out if it is possible to predict the weather. Is weather prediction an art or a science? Or maybe a bit of both?
The Weather Centre is somewhere in the maze of the BBC. Their team of weather forecasters works on what the weather is doing night and day.
…..
Nick Miller presents the BBC weather.
Amandeep: Hi Nick! I've found you at last.
Nick: Well, I'm a weather presenter. I like to spend as much time outside as possible.
Amandeep: How difficult is the British weather to predict?
Nick: Well, Britain is affected by lots of weather systems. They come at us from lots of different directions, and Britain's surrounded by sea. It's an island and the sea affects those weather systems, too.
Amandeep: Does the weather vary across the UK?

Nick: It can differ vastly from one end of the country to another because we're affected by lots of different weather systems, and you can have a weather system giving rain in one part of the country, and another elsewhere giving sunny, hot weather.
Amandeep: Why do you think British people are so interested in the weather?
Nick: Well, it gives us something to talk about. You know, lots of different weather all the time. Never the same from one day to the next, so if you run out of conversation, you can always talk about the weather.
…..
The BBC has forecast the weather on TV for 75 years and during this time a lot has changed. The graphics have changed too. There aren't any magnetic clouds or stick-on suns. Weather balloons, super computers and information on global weather patterns have made forecasting complicated, but more reliable.
…..
Amandeep: So Nick, how do you produce a weather bulletin?
Nick: Well, I get the weather forecast, then my job is to translate that into what you see on television: a weather bulletin. And we do that with graphics - different graphics every day. So what I do is choose what graphics we need to suit the particular weather story from one day to the next.
Amandeep: And what's the weather looking like for the rest of today?
Nick: Actually it's not too bad across the United Kingdom. A bit of sunshine here and there, a few showers, some patchy rain in the very far south, but all in all, for the UK this summer, it's pretty nice.
Amandeep: Brilliant news!
.....
But it's not always like this. Snowstorms, flooding, tornadoes; they don't sound like typical British weather but we've had them all.
Extreme weather is unusual in Britain so we struggle when it happens. We're used to our mild climate... so it's a shock when the weather turns really nasty.
.....
Amandeep: So, Nick, this is your weather studio. How does it work?
Nick: Well, first of all it's much smaller than you might think. And it's completely self-operated. All I have to do is find my name from this panel here and the studio comes into life. The camera automatically rises to fit my height. The green screen comes on and I can see myself and the weather graphics in front of me so when I look behind I know where to point. All of this is then set up and I'm ready to do my broadcast.
Amandeep: Do you think I can have a go?
Nick: Of course you can, though you may be surprised, it's not as easy as it looks.
Amandeep: It looks like there's going to be rain in the south, but it's sunny up north. But then there are some showers developing a little bit later, so I recommend you taking an umbrella out with you. How was that?
Nick: Actually that's not bad - for a beginner!
Amandeep: Thanks a lot. I think I did OK. But maybe I should leave it to the professionals.

Talking about weather
Ravi: Hi everyone, hi Tess!
Tess: Hi Ravi.
Ravi: Right. I think you know that Tess and I are here to talk about some of the things you think you know about Britain.
Tess: Things like 'drinking tea', 'the royal family' and 'fish and chips' – things you think are very British.
Ravi: And what could be more British than today's weather? It is horrible out there, Tess.
Tess: Is it raining?

Ravi: No, it's not raining but it's grey and cold and miserable and… it's exactly what people said about British weather. We asked our listeners around the world what they think about when they think about Britain and lots of people said 'British weather'.
Tess: Do people think the weather here is bad?
Ravi: Well, they think it rains a lot – and it does. They think the summer is wet – and it often is, they say that…
Tess: I don't think British weather is so bad though, do you?
Ravi: I do today.
Tess: It's true that we don't have very hot summers but, you know, we don't have very cold winters either. Britain's got a temperate climate – that means …
Ravi: A what climate?
Tess: Temperate climate. It means that we don't have extreme weather – we don't have very hot summers or very cold winters. But that also means that the weather is quite changeable – the weather changes quite often.
Ravi: Yeah, it can be raining, then five minutes later it's sunny, then it starts raining again. You never know what the weather is going to be like.
Tess: But that's a good thing, Ravi. I like that. People sometimes say you can have four seasons in one day in Britain and it's true.
Ravi: But how can you decide what clothes to wear, Tess? You don't know if it's going to be cold or hot or what...
Tess: That's typical of you, Ravi. And, because the weather does change quite a lot, that's why British people seem to talk about the weather so much. It's typical small talk, isn't it? The sort of thing you say to people when you're waiting for a bus or something. 'Nice day today' or 'I think it's going to rain later'. That kind of thing.
Ravi: That's true. It's difficult to talk about the weather if the weather's the same every day. We say 'I think it's going to rain later' because it usually is going to rain. It does rain a lot here.
Tess: Well, I don't know. I think it's about the same as other countries in the north of Europe. It's just that we get rain all year round rather than just in one season. Anyway, the rain means that we have beautiful green countryside. Lots of visitors love the countryside because it looks so green – and that's because of the rain.
Ravi: Hmm. You know how I feel about the countryside, Tess, but I suppose it does look nice, if you like that kind of thing.
Tess: Lots of people do. I think the British countryside is beautiful – and so do lots of visitors. And it wouldn't look so green if we didn't have all that rain!
Ravi: Hmm.
Adam
Adam: Mmm, I agree with Tess. I grew up in Scotland and the weather there can be very changeable. You can have hot sun, snow, rain and wind all in one day. People say "If you don't like the weather in Scotland, don't worry - just wait half an hour and it will change!"
Many people love talking about the weather and there are lots of words about it. I think there are a lot more words to describe bad weather than good weather! Perhaps that's because when the weather is good, people are too busy enjoying themselves to discuss it.
If it's dark, you can say that it's a grey day, perhaps because there are lots of clouds covering all the sky – which means that it's overcast. That probably means that the weather is miserable and dull. If there's a very light rain that doesn't stop, then you can say it's drizzly – this sort of rain is called drizzle. If the clouds look like they will rain hard soon, then you can say there is an angry sky.
Oh, it's so much fun complaining about the weather! Now you know why we do it.
Write in and tell us about the climate in your country. Is it always the same or does it change a lot? What are the best times of year and the worst? What temperature do you think is a hot day and what temperature do you think is a cold day?

The weekend

Girl: So, have you got any plans for the weekend?

Boy: Yeah, me and my mates are going to this activity centre in the mountains.

Girl: Oh, yeah?

Boy: You can do all kinds of things. It's a new centre; it sounds great. We're going to go dirtboarding …

Girl: What's that?

Boy: It's like skateboarding or snowboarding. You have a board, or deck, to stand on and wheels. They're pretty strong because you go down rough mountain tracks on them. Steep, rough mountain tracks.

Girl: Sounds a bit risky. Have you done it before?

Boy: No, but I've done similar things. Anyway, we're also going to go canyoning. Before you ask, that's when you jump and swim down a river canyon. You have to use ropes and special equipment. And maybe we'll go white water rafting too.

Girl: Phew. It sounds far too difficult to me.

Boy: They have lots of things that you could do too. Like zip-wiring, you know when you go along a wire through the trees or down a mountain.

Girl: Go down a mountain on a wire!

Boy: It's really easy, and exciting too. You just have to hold on and enjoy the ride. Or there's bungee jumping.

Girl: Jump off a bridge on a long elastic band! Me? You've got to be joking! Anyway, I'm going away this weekend too, thank you for asking.

Boy: I was going to ask. So where are you going?

Girl: Paris! I'm so excited!

Boy: Paris, wow!

Girl: Yeah, it'll be brilliant! We're going to do all the sights, like go up the Eiffel Tower and take a boat along the River Seine and see the old parts of the city. It looks so beautiful in the photos. And then there are all the art galleries. You know how much I like art. I can't wait to go round the Louvre and see all those famous paintings.

Boy: I think the famous Impressionist paintings are somewhere else.

Girl: Yeah, I know, they're in the Musée d'Orsay. We're going there too. And then I want to go to the Rodin Museum and see that famous statue, you know, The Thinker. And of course, if we're in Paris, we'll have to go shopping. Or look at the shops, at least. And then there're the restaurants. Just think, French food!

Boy: You've got a lot planned for one weekend.

Girl: Oh, we're going for four days, actually.

Boy: Oh, four days, very nice. And who are you going with?

Girl: Oh, just a friend.

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