

Ніжинський державний університет
імені Миколи Гоголя

**Таран О. М., Давиденко О. В., Карпенко. Н. М.,
Ларіна Т. В., Литвиненко С. П., Пономаренко О. В.,
Сливка В. П., Смелянська В. В.**

ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ

Навчальний посібник
Частина 2

Ніжин
2023

УДК 811.111(075.8)

П 69

Рекомендовано Вченою радою
Ніжинського державного університету імені Миколи Гоголя
Протокол № 2 від 30.08.2022 р.

Колектив авторів під керівництвом Таран О. М.: Давиденко О. В.,
Карпенко Н. М., Ларіна Т. В., Литвиненко С. П., Пономаренко О. В.,
Сливка В. П., Смелянська В. В.

Рецензенти:

Халимон І. Й. – доцент кафедри прикладної лінгвістики Ніжинського державного університету імені Миколи Гоголя, кандидат педагогічних наук
Чувакова Т. Г. – доцент кафедри прикладної лінгвістики Ніжинського державного університету імені Миколи Гоголя, кандидат педагогічних наук

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П69 Практичний курс англійської мови: навч. посіб. для студентів I курсу
денного відділення факультету іноземних мов (частина 2) / за заг. ред.
О. М. Таран. Ніжин: НДУ ім. М. Гоголя, 2022. 199 с.

Посібник розроблений відповідно до рекомендацій Комітету з питань освіти при Раді Європи щодо навчання іноземних мов та Програми з англійської мови для університетів. Його мета – формування іншомовної комунікативної компетентності.

Призначений для студентів першого курсу факультетів іноземних мов, що навчаються за спеціальностями 014 Середня освіта. Освітньо-професійна програма: Мова і література (англійська) та 035.04 Германські мови (англійська) та літератури (переклад включно).

УДК 811.111(075.8)

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ПЕРЕДМОВА

Посібник "Практичний курс англійської мови. Частина 2" призначений для студентів першого курсу факультетів іноземних мов, що навчаються за спеціальностями 014 Середня освіта. Освітньо-професійна програма: Мова і література (англійська) та 035.04 Германські мови (англійська) та літератури (переклад включно). Посібник розроблений відповідно до рекомендацій Комітету з питань освіти при Раді Європи щодо навчання іноземних мов (А Common European Framework of Reference, 2001) та Програми з англійської мови для університетів (Ніколаєва та ін., 2001).

Цілі навчання у посібнику формулюються, виходячи із загальної мети усього курсу підготовки бакалаврів і зводяться до практичних (формування мовленнєвих компетентностей та засвоєння лінгвістичних і соціокультурних знань); когнітивних (розвиток когнітивних здібностей); афективних (формування впевненості щодо використання мови як засобу комунікації); освітніх (розвиток здатності до самостійного пошуку та засвоєння нового матеріалу); соціальних (розвиток загальних умінь спілкування).

Досягнення цих цілей на першому курсі здійснюється завдяки вирішенню таких завдань, як: 1) засвоєння близько 1500 лексичних одиниць в межах пройдених тем; 2) паралельне формування фонетичних, лексичних та граматичних навичок та їх інтеграція у мовленнєвих уміннях; 3) розуміння на слух текстів за умови не надто високого темпу мовлення; 4) упевнене спілкування в типових ситуаціях у межах знайомих тем; 5) розвиток гнучких стратегій читання як мовленнєвого вміння; 6) розвиток письма як мовленнєвого вміння, складання офіційних та приватних листів, а також написання невеликих творів; 7) засвоєння певного обсягу соціокультурних знань за рахунок читання відповідних текстів, застосування ілюстративного матеріалу тощо.

Посібник включає такі компоненти: карта розподілу матеріалу посібника, основна частина посібника, додатки, список посилань.

Основна частина посібника розділена на 4 розділи, зміст яких в цілому відноситься до блоку "Людина та її оточення": покупки, пори року та погода, місто, сім'я.

Кожен розділ має чітку структуру і складається з таких компонентів: 1) фонетика та фонетичні вправи; 2) базові тексти; 3) лексика (базова, активна, додаткова, ідіоми, типові лексичні помилки); 4) робота з текстом; 5) робота з лексикою; 6) соціокультурний компонент; 7) говоріння; 8) читання; 9) аудіювання; 10) письмо. У додатку до посібника знаходяться теоретичний фонетичний матеріал українською мовою, додаткова лексика; список основних неправильних дієслів, лексика шкільного вжитку; мовні кліше.

Для відпрацювання змісту посібника достатньо 12 годин на тиждень для студентів, що відповідають вхідним вимогам (рівень B1+). У разі невідповідності студентів вхідним умовам чи іншій кількості годин навчання на тиждень, викладач коригує обсяг матеріалу в залежності від конкретної ситуації.

CONTENTS MAP

| UNIT | TOPIC | PHONETICS | TEXTS | VOCABULARY | CULTURE CONTEXT | SPEAKING | READING | LISTENING | WRITING |
|-------------------|------------------------|---|---|--|---|--|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5 pp. 6–56 | Go on a shopping spree | High-Fall. pp. 6–8 | Text 1. Choosing New Clothes. Text 2. Preparing for the Birthday Party. pp. 9–11 | Types of Shops. Clothes. Textiles. Buying and Selling. pp. 11–38 | Swindon’s largest shopping centre. A corner shop. Shopping cures my depression. An unusual shopping. pp. 38–39 | Paying compliments. Giving advice. Describing clothes. Planning a shopping trip. Advertising: stating a problem. Choosing a gift. Making complaints. Comparing and contrasting. Fashion: expressing preferences. pp. 40 – 43 | "Caged" by L.E. Reeve pp. 43–46 | Text 1. "Christmas Shopping". Text 2. "Shopping Centres". pp. 46–48 | A narrative paragraph pp. 49–53 Assessment 54–57 |
| 6 pp. 58–97 | In all weathers | Intonation of Compound Sentences. pp. 58–60 | Text 1. Going Out. Text 2. Four Seasons in the Carpathians. pp. 61–62 | Seasons. Weather. Weather Forecast. pp. 63–81 | Passage 1. From Charles Dickens, Old Curiosity Shop. Passage 2. From John Richard Vernon, The Beauty of Rain. Passage 3. From Robert Walter Stewart, The Tent and the Khan. Passage 4. From "Daily Express" pp. 82–83 | Describing seasons and weather. Expressing preferences. Making, accepting and declining suggestions. Discussing the weather forecast. Comparing the climates of Great Britain and Ukraine. Stating consequences. Describing pictures. Speaking about past experiences. pp. 83–86 | "The Weather Obsession" (after Lawrie Zion) pp. 86–88 | Text 1. "Thunderstorm". Text 2. "Spring in the Air". pp. 88–89 | A problem-solution paragraph pp. 90–94 Assessment pp. 95 –97 |

UNIT 5

GO ON A SHOPPING SPREE

In this unit we will learn how to:

- Pronounce emotionally-coloured sentences with the high-falling nuclear tone
- Talk about shopping, types of shops, and describe things you buy
- Talk to a shop assistant
- Describe how you once made a purchase
- Organise narrative paragraphs

PHONETICS

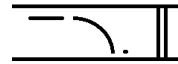
HIGH-FALL

High-Fall as a nuclear tone is typical of emotionally coloured speech. It begins with a high pitch of the voice and goes down to its lowest pitch. Any communicative types of sentences (statements, questions, imperatives, exclamations) can be pronounced with the high-falling nuclear tone:

e.g. ['jes əv 'kɔ:s ||]



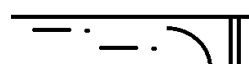
['dʒʌnt 'seɪ sɜ:v ||]



['wɒt dʌ ju: 'seɪ ||]



['wɒt ə 'lʌkɪ 'deɪ ||]



PHONETIC EXERCISES

Exercise 1. Read the sentences, mind the high-falling nuclear tone.

1. [aɪm 'sɜ:v 'sɔ:rɪ | aɪv 'hɜ:t ju: || 'ɜ:v 'nɜ:v ||]
2. [wɒt 'terɪbl 'weðə || 'jes | its 'ɔ:fəl ||]
3. ['stɒp 'tɔ:kɪŋ 'nɒnsəns || aɪ 'bet its 'tru: ||]
4. ['wɒt wɜ: ju: 'θɪŋkɪŋ əbaʊt || aɪ 'θɔ:t aɪ wʊd 'du: ɪt 'wel ||]

Exercise 2. Read the sentences in the left column, find suitable replies to them from the right column, make them sound emotional.

- | | |
|---|---|
| 1. Why are you always late, Jerry? | a) Thank you! |
| 2. Happy birthday, Ann! Many happy returns of the day! | b) Be sensible, Jane. She is here for a day only. |

- | | |
|---|--|
| 3. I can't stand her. | c) It's not me, it's my train. |
| 4. The task is not so difficult. | d) No, it's not. He'll be able to do it himself. |
| 5. How can I get there? It's rather far. | e) I can hardly believe we've done it. |
| 6. Oh, what a tiring journey! | f) Take a taxi. |

Exercise 3. Respond to the statements, make them sound emotional.

1. I have already bought everything for the party.
2. Wait for me. I'll be ready in a minute.
3. Let's have a picnic tomorrow.
4. Your sister is a born cook. Her dishes are delicious.
5. They won't be able to join us. They will be busy.
6. Where are you? You promised to come at five.

Exercise 4. Read the words.

[æ] – fashion, casual, black, Haberdashery, match, Ann, unpack, tangerines, stand, packet, salad, ran, jacket, sandals, handbag.

[e] – endless, remember, confectionery, help, denim, leather, vest, expensive, penny, belt, sweater, ketchup.

[ɜ:] – fur, prefer, shirt, girls, perfectly, purchase, birthday, returned, turtleneck, kerchief, skirt.

[ɜv] – pullover, tomatoes, chose, grocery, old-fashioned, Hosiery, overcoat, borrow, only, frozen, toes.

Exercise 5. Read the phrases.

a) mind the pronunciation of the assimilated consonants:

in this department, look at them, in the fitting-room, at the baker's, of your size, put them, put them into the trolley, in the long queue, in that huge supermarket;

b) mind the loss of plosion:

to get to the greengrocer's, they couldn't take, a big carpet, she bought two bars of chocolate, packeted tea, to look good;

c) mind [dr], [tr] as post-alveolar sounds:

try, trendy, dry, dress, trolley, dropping, trimmed, tracksuit, trousers;

d) mind the absence of devoicing the final voiced consonant:

scales, salads, vegetables, sausages, shelves, apples, items, cardigans, high-heels, gloves, mittens, sleeves.

Exercise 6. Transcribe and intone the sentences.

1. When we arrived at the supermarket, first we went to the butcher's.
2. But I can't afford it, it costs a fortune and the black colour is not mine.
3. I was weighing tomatoes on the scales while you were choosing oranges and tangerines.
4. The girls were lucky to buy everything from the shopping list, weren't they?

Exercise 7. Read the sayings and proverbs.

1. Cut your coat according to your cloth.
2. Cobbler's wife is the worst shod.
3. Appearances are deceitful.
4. Buy what you do not need and you will soon need what you cannot buy.
5. Cheap goods always prove expensive.
6. Take care of a penny and pounds will take care of themselves.

INTRODUCTION

Exercise 1. Answer the questions below.

1. Who are the people in the picture? What are they doing?
2. Where are they shopping for clothes? What are they going to buy? Are they fashion-conscious?



Exercise 2.

A. Listen to the text about choosing new clothes. Answer the questions.

1. What are Jane and Cindy doing?
2. What are they going to buy? Why?

B. Work in pairs. Find three similarities and differences between Jane and Cindy's purchase and the girls' choice in the picture above. Then listen again and check your answers.

TEXT 1

CHOOSING NEW CLOTHES

Jane: There is a **great choice of knitwear goods** in this **department**. Let's **have a look at** these **fur-trimmed cardigans**. They **look beautiful** and they are **comfortable** as well.

Cindy: Oh, yes. Besides, they are **the latest fashion**.

Jane: What about this **plain** one with a **leather belt**? It **looks** rather **stylish**.

Cindy: But I can't **afford** it, it **costs a fortune** and the **black colour** is not mine. I **prefer** light colours. I'd like **to try on** that **pink** one.

Jane: Here is **the fitting room**. Come on.

Cindy: I think it's **tight on me in the shoulders**. I am not sure it will **stretch with wearing**. I need a **bigger size**.

Jane: But then the **sleeves** will be too long. Anyway, the **cut** does not **suit** you. What do you say to this **green pullover with zipped pockets**? I like such **casual style**.

Cindy: Oh, no. I don't want such a long one.

Jane: Look, Cindy. An **elegant cardigan of your size at a reasonable price!** Well, it **fits you like a glove!**

Cindy: I like it. Besides, it will **go with** my new **skirt**, but I need a **new scarf to match** it.

Jane: That's nice. So, go to **the checkout** and I'll **drop into the Haberdashery** to choose a present for Ann. Don't forget to take **the receipt**.

Exercise 3.

A. Work in pairs. Interview your partner. Find out: if he/ she is fond of going window-shopping, shopping for food/ clothes; where he/ she usually does it; which shops he/ she avoids going to.

B. Would you like to go to the boutique from the picture to buy a birthday present? Why?



C. Listen to the dialogue and answer the questions.

1. What was there on Ann and Cindy's shopping list?
2. Which departments at the supermarket did they have to visit to buy everything?

TEXT 2

PREPARING FOR THE BIRTHDAY PARTY

Cindy: We are lucky to buy everything we wanted.

Ann: Oh, yes! Such a long **shopping list** this time. Let's **unpack** our things. Here is the dairy produce: cream, cheese, butter. Put it into the fridge, please.

Cindy: Where are the tomatoes? I can't find them among the vegetables. Have we forgotten about them?

Ann: Let me think. Well, when we arrived at the **supermarket** first we went to **the butcher's**. We bought chicken there. Then **at the confectionery** we chose a chocolate cake and sweets. After that we **made our way to the grocery** to buy tea, coffee, sugar and spices. At last we got to **the greengrocer's**. I remember that I was **weighing** tomatoes **on the scales** while you were choosing oranges and tangerines.

Cindy: Really? How come there was no **packet** of tomatoes when I was putting the fruit into the **trolley**?

Ann: I put them into the trolley when you were speaking with Paul. By the way, what was he doing there? Was he complaining about **the poor quality of the goods** again?

Cindy: No, he **lost his way** in that huge supermarket. I **ran into him** when he was **looking for the chemist's**.

Ann: No wonder. These endless **aisles** can puzzle anyone. At first I was also taken aback by the number of **well-stocked** shelves there. Then I got used to it. The only thing I can't stand is the long **queues** to the checkout.

Cindy: Oh, look. Here are the tomatoes. Let's start making salad.

Ann: Now then, Cindy, we've **run out of salt**!

Cindy: O-ops!

VOCABULARY BOOSTER

| Word and its derivatives | Collocations | Examples |
|---|---|--|
| 1. shop n. | | |
| 1) крамниця, магазин [= store American English] | <i>toy/ pet/ shoe/ gift etc shop</i> | <i>Her brother runs a pet shop.</i> |
| | <i>to wander/ browse around the shops</i> | <i>I spent a happy afternoon wandering around the shops.</i> |
| | <i>corner shop</i> – a small shop near houses, that sells food and other things needed every day | <i>Jason hurried to the only corner shop in the neighbourhood to buy fresh vegetables.</i> |
| 2) майстерня; ательє | <i>to talk shop</i> – to talk about things that are related to your work, especially in a way that other people find boring | <i>a bicycle repair shop</i> <i>It is not polite to talk shop at table.</i> |

to shop v. –
ходити по
магазинах,
робити покупки

to shop for

*I usually shop for vegetables
in the market.*

to go shopping – to go
to one or more shops to
buy things, often for
enjoyment

*The next day we went
shopping.*

to shop around – to
compare the price and
quality of different things
before you buy them

*Take time to shop around for
the best deal.*

shopping – the
activity of going to
shops and buying
things

to do the shopping – to
go shopping to buy food
and other things you
need regularly

*Late-night shopping is
becoming very popular.*

*I hate doing the shopping at
weekends.*

**shopping centre/
shopping mall** – a group
of shops together in one
area, often in one large
building

*Elderly people are afraid to get
lost in modern shopping
centres.*

window-shopping – the
activity of looking at
goods in shop windows
without buying them

*Lisa used to spend her lunch
break window-shopping.*

2. to fit v.

1) підходити; бути
як раз, в міру

2) збігатися, точно
підходити

*His clothes did not fit him very
well.*

*I couldn't find a key which
fitted the lock.*

to fit into sth – to be
part of a group or
system, to be accepted
by the people in a group

*She fitted into the team very
well.*

fit n.

1) настрій, порив,
спалах (гніву)

2) приступ

in a fit of – у пориві

*He quit his job in a fit of
depression.*

by fits and starts – час
від часу,
несистематично

*He had a violent coughing fit.
He studied by fits and starts.*

fit adj. –
придатний,
гідний, здатний,
готовий,
здоровий,
бадьорий

to be fit (for)

You must be very fit if you do so much running.

3. to look v.

1) дивитися

to look at

We went out while Jessie's mom wasn't looking.

"It's time we left," Ian said and looked at his watch.

2) мати вигляд,
здаватися

to look good/ bad happy/ sad etc

You made me look really stupid in front of all my friends!

to look after sb/ sth – доглядати за ким-небудь, чим-небудь; піклуватися, дбати про кого-небудь, що-небудь [= take care of]

Don't worry, I'll look after the kids tomorrow.

to look forward to sth/ doing sth – з

I'm really looking forward to our vacation.

нетерпінням чекати на щось

I've looked through all my

to look through sth – переглядати,

papers but I still can't find the contract.

передивлятися [= go through]

Look the word up in your dictionary.

to look sth up – шукати інформацію у книзі, комп'ютері та ін.

I looked everywhere but Jimmy was nowhere to be found.

to look for – шукати

Could you help me look for my contact lens?

look n.

1) погляд

to have/ take a look at

Let me have a look at that – I think it's mine.

2) вигляд,
зовнішність;
вираз (обличчя)

Mr Flynn had a tired, ill look in his eyes.

4. to choose
(chose, chosen) –
вибирати,
обирати
choice n. – вибір

It took us ages to choose a new carpet.

A helpful shop assistant gave me a hand to make a choice between a cardigan and a sweater.

5. to complain –
скаржитися

to complain to sb about sth

Residents are complaining to the police about heavy traffic in the area.

to complain of sth – to say that you feel ill or have a pain in a part of your body

Dan often complains of severe headaches.

6. to stand sth
(stood, stood) –

[usually in questions and negatives]

вистримувати,
виносити,
переносити,
терпіти, миритися
[= can't bear]

one can't stand sth

I know he can't stand the sight of me.

one can't stand (sb/ sth) doing sth

I can't stand people smoking around me.

7. to be (was/ were, been)/ get (got) used to (doing) sth

– звикнути до чого-небудь

I do the dishes every day, so I'm used to it.

8. to lose (lost, lost)

1) загубити,
втратити

to lose one's way

I've lost the tickets for tonight's show.

I lost my way in the huge park.

2) програти

They played so badly they deserved to lose.

| | | |
|--|--|---|
| <p>9. fashion – мода</p> | <p><i>fashion for</i></p> <p><i>fashion in</i></p> <p><i>to come into fashion</i> <i>to go out of fashion</i></p> <p><i>to be in/ out of fashion</i></p> <p><i>fashion conscious</i> – concerned about wearing the latest fashions</p> <p><i>parrot-fashion</i> – without understanding the meaning of what one has learnt, is saying, etc.</p> | <p><i>The fashion for "discovery methods" of learning was returning at that time.</i></p> <p><i>The science of photography changed fashions in art.</i></p> <p><i>His ideas are coming back into fashion (= they are becoming popular again). Their music will never go out of fashion (= stop being fashionable).</i></p> <p><i>Hats are in fashion again this year (= they are fashionable). Grey is out of fashion now.</i></p> <p><i>Teenage girls are often very fashion conscious.</i></p> <p><i>The child learnt the poem by heart and repeated it parrot-fashion. Jean never thinks for herself. She just repeats what her father says, parrot-fashion.</i></p> |
| <p>fashionable – модний (<i>Ant.</i> unfashionable)</p> | <p><i>it is fashionable (for sb) to do sth</i></p> <p><i>old-fashioned</i> – not considered to be modern or fashionable any more; someone who is old-fashioned has ideas, attitudes etc that were more usual in the past than now</p> | <p><i>Strong colours are very fashionable at the moment.</i></p> <p><i>It suddenly became fashionable for politicians to talk about green issues.</i></p> <p><i>She wears really old-fashioned clothes!</i></p> |
| <p>10. comfortable 1) зручний; комфортабельний; затишний 2) задоволений, спокійний, який почувається зручно</p> | <p><i>comfortable chair/ room/ clothes etc</i></p> <p><i>to be/ feel comfortable with</i></p> | <p><i>Wear loose, comfortable clothes.</i></p> <p><i>I was so comfortable and warm in bed I didn't want to get up.</i></p> <p><i>She's never felt very comfortable with men.</i></p> |

| | | |
|--|---|--|
| <p>comfort n. 1) комфорт, затишок; благополуччя, гарні умови (життя) 2) заспокоєння, спокій; відпочинок</p> | <p><i>to be built/ made/ designed for comfort</i></p> <p><i>to give/ bring/ provide/ offer comfort</i></p> <p><i>to take comfort from/ find comfort in (doing) sth</i></p> <p><i>be a comfort (to sb)</i></p> | <p><i>All our sports shoes are designed for comfort and performance.</i></p> <p><i>Whenever he was upset, he would turn to her for comfort and advice.</i></p> <p><i>The knowledge that Clara was safe gave him some comfort.</i></p> <p><i>You can take some comfort in the fact that you did your best.</i></p> <p><i>Louisa's been a great comfort to me since Mary died.</i></p> <p><i>If the exercise causes discomfort, stop immediately.</i></p> <p><i>It's comforting to know I can call my parents any time.</i></p> <p><i>He wanted to take her in his arms and comfort her.</i></p> |
| <p>3) розрада, підтримка <i>Ant. discomfort</i></p> | | |
| <p>comforting — заспокійливий</p> <p>to comfort — втішати, заспокоювати</p> | | |

ESSENTIAL VOCABULARY

to choose (chose, chosen), to make a choice, at a reasonable price, fashionable, to be the latest fashion, to be old-fashioned, comfortable/ casual style, to look stylish, plain, checked, striped, flowery, polka-dotted, leather, cotton, woollen, suede, to try on, to put on, to take off, to dress, to be dressed in, fitting room, to be tight (loose) on sb, to fit/ to match/ to go with/ to suit, to be one's size, to drop into, receipt, checkout

shopping list, to pack (to unpack), a pack of, a tin of, a can of, a tube of, to make one's way to, to weigh sth, weight, scales, to be of good/ poor quality, to run into sb, to be taken aback, well-stocked, poorly-stocked, to get used to doing sth, to run out of sth, trolley, to stand in a queue

Types of shops

grocery, greengrocery, baker's, butcher's, fishmonger's, confectionery, dairy, market, supermarket, hypermarket, Women's Clothing, Men's Clothing, Haberdashery (Bags and Accessories), Hat, Linen and Underwear, Knitwear, Sportswear, Sports Goods, Hosiery, Textile, Perfumery, Cooking Equipment &

Crockery, Footwear, Jewellery, Stationery, Household Goods, Electric Appliances, Gifts and Souvenirs, Books and Music, Toys, Chemist's, Hobbies & Crafts

IDIOMS

to cost the earth/ a fortune/ a pretty penny: to cost an enormous sum of money – коштувати дуже дорого, мати надзвичайно високу ціну
e.g. That huge car must have cost the earth!
Do I look as though I can afford a house that costs a fortune?

COMMON ERRORS

COST/ COSTS/ PRICE/ CHARGE/ FEE/ FARE

Use **cost** to talk about paying for services and activities, rather than objects.
e.g. The total cost of the trip was under \$500.

Your **costs** are the amount of money you have to spend in order to run a business or to do a particular activity.
e.g. The shop was not making enough money to cover its costs.

Use **price** to mean "the amount of money that you must pay for sth in a place such as a shop or restaurant".

e.g. We were shocked by the price of a cup of coffee in London.

A **charge** is the amount you have to pay to have a particular service or use something.

e.g. For a small charge we will also make your hotel reservations.

A **fee** is the amount you have to pay to enter or join sth; it is also the amount you have to pay for a professional service.

e.g. The gallery charges no entrance fee.

A **fare** is the amount you have to pay to travel somewhere by bus, train, plane etc.
e.g. I need some money for my bus fare.

TO FIT/ TO SUIT/ TO MATCH/ TO GO WITH

to fit (of clothes, shoes, rings etc) is to be the correct size and shape for you.
e.g. These trousers don't fit me any more.

to fit like a glove means "to fit very well".

e.g. My new jeans contain Lycra so they fit like a glove.

to suit is to look attractive on sb

e.g. Short skirts don't suit me.

to match (WITHOUT to/ with) means that "two things look attractive together because they are a similar colour or pattern".

e.g. I can't wear blue shoes with a black skirt – they don't match.

to go with: if one thing goes with another, they suit each other or they look or taste good together

e.g. I don't think that these shoes really go with this dress.

ADJECTIVE ORDER

Adjectives usually come in this order:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------------------|------|-------|-----|--------|----------------------|----------|---------|
| General + specific opinion | Size | Shape | Age | Colour | Nationality (Origin) | Material | Purpose |

e.g. a nasty uncomfortable sofa; a nice red skirt; a big black American car

TEXTWORK

Exercise 1. Do the following tasks on Text 1.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about yourself. Let your partner guess if they are true or false.

C. Make up 5 general and special questions with the words and expressions in bold and interview your group-mates.

Exercise 2. Do the following tasks on Text 1.

A. Write English equivalents of the following words and phrases. Use them in sentences of your own.

1) одяг для зими; 2) великий вибір; 3) також; 4) самий модний; 5) шкіряний пасок; 6) стильний; 7) дозволяти собі; 8) багато коштувати; 9) віддавати перевагу; 10) приміряти; 11) примірочна; 12) вузька у плечах; 13) розноситися; 14) личить 15) поміркована ціна.

B. Write these words in English, transcribe and contextualize them.

1) трикотажні вироби; 2) простий; 3) рукава; 4) шарф; 5) каса; 6) галантерея; 7) квитанція.

C. Give three forms of the irregular verbs from Text 1.

1) to choose; 2) to cost; 3) to come; 4) to go; 5) to forget; 6) to take.

Exercise 3. Read Text 1. Prove that the following statements are true or false.

1. The boys are at the knitwear department.
2. The fur-trimmed coats look nice and are comfortable.
3. Plain leather-belted cardigans are in fashion.
4. Cindy can't afford to buy the cardigan, though the black colour suits her.
5. The cardigan is very expensive.

6. The pink cardigan is tight on Jane in the shoulders.
7. Cindy is not certain it will stretch with wearing.
8. A bigger size will suit Cindy perfectly.
9. Jane finds the cut awful.
10. Jane is in favour of the casual green zipped pullover.
11. Cindy is looking for a knee-length cardigan.
12. Jane is lucky to find an elegant cardigan of Cindy's size at an attractive price.
13. The cardigan matches Cindy's new skirt.
14. She needs a new scarf to go with the new cardigan.
15. The girls make their way to the checkout.
16. Jane reminds Cindy about the receipt.

Exercise 4. Read Text 1. The following sentences are missing from it. Find the suitable place for them in the dialogue.

1. There is even a sale on.
2. You'll always look dressed up in it!
3. I feel uncomfortable in it.
4. Take it off!
5. Take my advice and buy it.
6. Look, they are of a foreign make.
7. She is having a birthday tomorrow.
8. In case there is something wrong.

Exercise 5. Read Text 1. Put the words in the right order to make questions. Answer them.

1. the what in are department girls?
2. can there buy they what?
3. latest they the fur-trimmed cardigans are, aren't fashion?
4. high or price is the low?
5. is Cindy what does the first look cardigan trying on like?
6. Cindy the loose think her in on shoulders it's does?
7. size why does a need bigger she?
8. it won't a Cindy perfectly, bigger size will fit?
9. why like does pockets a green Jane with pullover zipped?
10. is purchase what their?
11. the for outfit what girls' are the reasons buying?
12. drop will Ann for Jane into a choose present where to?

Exercise 6. Read Text 1.

A. Make a detailed description of Cindy's new cardigan.

B. Roleplay the conversation.

Student A: You are Cidy. You want to buy a cardigan/ a skirt/ a scarf/ a present for Ann. Have a talk with a shop assistant of the Women's Clothing/ Haberdashery.

Student B: You are a shop assistant in the Women's clothing/ Haberdashery. Do your best to satisfy your customer.

Exercise 7. Do the following tasks on Text 2.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about your group-mates to support or challenge.

C. Make up 5 questions with the words and expressions in bold of different types (general/ special/ alternative/ disjunctive) and interview your group-mates.

Exercise 8. Do the following tasks on Text 2.

A. Write English equivalents of the following words and phrases. Use them in sentences of your own.

1) готуватися до; 2) пощастило купити; 3) розпакувати; 4) прийти до супермаркету; 5) м'ясний відділ; 6) попрямувати; 7) бакалія; 8) дістатися; 9) класти у візок; 10) скаржитися про; 11) загубитися; 12) натрапити на; 13) шукати; 14) спантеличити; 15) неможливо терпіти; 16) скінчилась.

B. Write these words in English, transcribe and contextualize them.

1) молочні вироби; 2) вершки; 3) холодильник; 4) кондитерський відділ; 5) шоколадний; 6) спеції; 7) зважувати; 8) ваги; 9) мандарини; 10) якість; 11) аптека; 12) прохід; 13) черга; 14) сіль.

Exercise 9. Read Text 2. Support or challenge the following statements. Make use of the conversational formulas of agreement and disagreement.

1. The girls bought everything they wanted.
2. They always have long shopping lists.
3. It's Ann's duty to unpack things every time they do the shopping.
4. They bought cream, cheese, butter and a carton of milk.
5. When the girls arrived at the supermarket they chose tomatoes.
6. They were lucky to buy some meat at the butcher's.
7. Cindy and Ann couldn't help dropping into the confectionery as Cindy was having a birthday party.
8. At the grocery the girls took some packets of cereals.
9. Cindy chose fruit without Ann's help.

10. Cindy ran into Paul at the grocery.
11. Paul was taken aback by seeing the girls at that supermarket.
12. Long queues to the checkout are common at the supermarkets.

Exercise 10. Read Text 2.

A. Ask questions about the text using the given words and word combinations.

Model: a shopping list

Did the girls have a shopping list?

Was the shopping list long or short?

What was there on the girls' shopping list?

The girls were lucky to buy everything from the shopping list, weren't they?

- dairy produce;
- vegetables;
- the butcher's;
- the confectionery;
- the grocery;
- the greengrocery;
- fruit;
- to weigh on the scales;
- well-stocked shelves;
- queues;
- to run out of.

B. Using these questions ask your partner about the girls' shopping. Report the information you've learned from your partner.

Exercise 11. Read Text 2.

A. Fill in the gaps in the text about the girls' shopping.

The girls went to the ... and were ... to buy everything from the They bought some ... produce at the dairy, chicken and some minced meat at the ... , a ... cake, biscuits and sweets at the At the ... they bought tea, sugar, coffee and Ann ... eager to buy ketchup, but Cindy was against it. They wanted to ... their way to the fishmonger's, but changed their The last department they visited was Ann ... tomatoes on the ... while Cindy was choosing Cindy was taken ... to see Paul staring at the ... shelves. In his trolley there ... potatoes, sausages, buckwheat and a ... of white bread. He still couldn't get used to the endless ... of that ... supermarket. Cindy ... into Paul when he was looking ... the chemist's. The girls ... the regular customers of that ... , so they have it ... their finger ends. The only thing they complain about is long ... to the

B. What new information have you learned from the text?

C. What were the items on the girls' shopping list?

Exercise 12. Read Text 2.

A. You are Paul. Tell your friend about your shopping today. Use the information from Exercise 11 and the main text.

B. Make up Paul's/ Cindy and Ann's shopping list. Write the names of departments you are going to drop into. Roleplay the conversation.

Student A: You are Paul/ Cindy/ Ann. You want to buy something from your shopping list. Have a talk with a shop assistant of the necessary department.

Student B: You are a shop assistant of one of the departments in a huge supermarket. Do your best to satisfy your customer.

VOCABULARY PRACTICE

Exercise 1. Fill in the correct word using Vocabulary booster.

A. Shop, to fit, to look:

1. What ... do her parents run? They run a There is a big choice of souvenirs there.
2. Before making a choice what to buy I ... around the shops.
3. His friends are bored with him because he often He doesn't understand that nobody is interested in it.
4. What were you ... for when I saw you at the supermarket? In fact, I didn't want to buy anything, I was just
5. She asks me how often I ... shopping with my friends.
6. She is a sensible consumer – she ... before making a purchase.
7. Who ... the shopping in your family?
8. On her way home she was busy Though she was in need of nothing in particular.
9. He has put on weight lately, no wonder, his clothes don't ... him.
10. I can't open the door. Obviously, the key doesn't ... the lock.
11. I wonder how she managed to fit ... their company. She is so moody.
12. He was ... enough to participate in that marathon running.
13. Are you ... for such an activity?
14. In a ... of anger she tore all the photos.
15. Don't give a way to those ... of despair of yours. Pull yourself together!
16. Unfortunately she failed to achieve good results as she studied and
17. Why are you ... at me like that? I am not going to buy anything. I am only ... around the department.
18. My husband is so absent-minded! He is always his key.
19. She ... gorgeous in that evening dress.
20. Children are looked ... well in that camp.

21. They looked their first holiday together.
22. What does this strange ... of yours mean? Are you angry with me?
23. Don't talk me into buying this thing. Just ... a look at it and you will see that it isn't worth the money.
24. The professor didn't let the students look ... the notes before the test.
25. To understand the humour of the story we had to look ... the unknown words in the dictionary.

B. To choose, to complain, to stand:

1. She shopped around the store before she ... what to buy.
2. I don't approve of your ... of this dress. It's not your size.
3. It took her ages to ... a choice between two pairs of shoes.
4. She had no choice but to ... to the manager about the bad service.
5. Elderly people often complain ... fits of headache.
6. She used to take comfort in window shopping. But now she can't ... doing it.
7. He comforted her and asked her not to ... to the shop ... the low quality of the washing-machine.

C. To be used to, to lose, fashion, comfortable:

1. With time he got ... to her character.
2. Are you used ... browsing around this huge store? I'm afraid I will ... my way here.
3. Nowadays there is a ... for hand-made gifts.
4. Don't buy it – it is ... of fashion.
5. A lot of women are fashion ... and try to follow it.
6. Tunics are very ... now.
7. In those shabby clothes she looked
8. It is the most ... chair in your shop. But the colour of it is out of
9. I prefer ... clothes to fashionable ones.
10. She fitted into the company – she felt really ... with them.
11. These tracksuits are made for ... of sportsmen.
12. Where can I spend the time in ... while my wife is browsing around your shopping centre?
13. Talking to her always ... me comfort even if she complains of her heart attacks.
14. He apologized to me for his behaviour but it didn't ... me comfort. I would never ... used to him.

Exercise 2. Paraphrase the following sentences using Vocabulary booster.

A. Shop, to fit, to look:

1. She used to go round the shop to kill some time.
2. There is a small shop near our house where I buy products.
3. He is such a bore! He is always speaking about his work!

4. I try to compare the prices and quality of goods before buying them.
5. He is not able to perform this task as he starts and quickly stops doing it.
6. She tried on that dress but it was loose on her. She looked awful.
7. To be accepted by the people in a group is sometimes a hard task to cope with.
8. I often see him in the gym so I'm sure he is strong enough for this activity.
9. They impatiently waited for their first holiday together.
10. Try to find this information in the encyclopaedia for me. You know I hate doing it myself.

B. To choose, to complain, to stand:

1. She told the manager about the rude behaviour of the shop assistant.
2. To our great surprise she selected the dress which fitted her very well and was of a reasonable price.
3. He never goes shopping with his wife because she is a fussy buyer.
4. She came up to the saleswoman and told her that she wasn't satisfied with the quality of the watch.
5. How can you tolerate the rude behaviour of that salesman? Personally I am not accustomed to such manners.

C. To be used to, to lose, fashion, comfortable:

1. No matter how hard they tried to keep to the route they couldn't recognize the place.
2. This magazine can give you an idea of what becomes popular.
3. Take it off. It is not up-to-date.
4. This style is becoming very popular now.
5. Don't wear those loose trousers – they are not fashionable any more.
6. What's popular this season?
7. She is concerned about wearing the latest fashions.
8. This dress fits me. I feel great in it.
9. I felt very nervous in his company.
10. To make her feel less worried he invited her to the café.

Exercise 3. Fill in *suit, fit or match* in their forms.

1. That coat really ... Paul.
2. If we met at 2, would that ... you?
3. The sash, kimono, and other garments were made to ... a child.
4. For every outfit, Stephanie seemed to have a handbag and shoes to
5. She has to go to the men's department to find trousers that ... at the waist.
6. Red ... you.
7. Her nails were painted bright red to ... her dress.
8. There's a range of restaurants to ... all tastes.
9. His clothes did not ... him very well.

11. The earrings ... her eyes.
12. The new hairstyle really ... her.
13. The uniform ... her perfectly.
14. The jacket's fine, but the trousers don't
15. I work part time, which ... me fine.
16. I can't find clothes to ... me.
17. All the chairs
18. You don't have to ... your lipstick exactly to your outfit.
19. The doors were painted blue to ... the walls.
20. I'm looking for a rug to ... my bedroom curtains.
21. Blue ... you. You should wear it more often.
22. That jacket ... well.
23. Dark colours ... her best.
24. In the lounge everything ...: the curtains, the sofa, the carpet and the cushions.
25. This lipstick ... your blouse exactly.
26. I tried the dress on but it didn't
27. If you want to go by bus, that ... me fine.

Exercise 4. Answer the questions.

A.

1. Is shopping popular with the members of your family?
2. Do you go shopping at the weekend?
3. Did you do the shopping last weekend?
4. What did you last shop for?
5. How much time did it take you to browse around the shops at the weekend?
6. Do you prefer to do the shopping at a small corner shop or at a shopping centre?
7. Do you enjoy window-shopping?
8. Do you usually shop around?

B.

1. Have you fitted into the group?
2. Do you think you are fit for a teaching career?
3. Did you have any fits of depression?
4. Do you work by fits and starts?

C.

1. What helps people to follow fashion?
2. Do you read fashion magazines or watch fashion shows?
3. Do you wear any clothes that have gone out of fashion?
4. What clothes have come into fashion now that were fashionable when your mother was young?
5. Which is more important for you: to wear clothes that are in fashion or comfortable?

6. Would you like to be a fashion model?
7. Would you like your husband/ wife to be a fashion model?
8. Do any fashion shows take place in your home town?

D. Is it true about you?

1. I always feel comfortable in English lessons.
2. There is comfortable furniture in the University rooms.
3. Our hostel was built for the students' comfort.
4. I find some comfort in knitting things.
5. I take much comfort from my aunt's support.
6. I hate listening to comforting words.
7. My best friend is a great comfort to me.
8. The thought that it's the end of the academic year comforts me a lot.

Exercise 5. Translate the following sentences using Vocabulary booster.

1. – Ти знаєш що зараз модно? – Вибач, я не слідкую за модою і терпіти не можу ці дурні розмови про останні новинки. – Ти така зануда! Я не можу уявити, як ти пристосуєшся до друзів свого хлопця. Я впевнена, що тобі буде з ними незручно. – Припини свої балачки! Якщо тебе це заспокоїть, я купила декілька модних журналів та ходила по магазинах. – Я сподіваюсь, ти нічого не купила. Пам'ятаєш свою останню сукню? Вона зовсім не личить тобі.

2. – Хто робить покупки у вашій родині? – По-різному. Звісно, мама купує необхідні продукти кожного дня у магазині поруч. У вихідні ми їздимо до торгового центру і робимо покупки там. – А ти любиш ходити по магазинах? Відверто кажучи, не дуже. Але моя сестра – справжній шопоголік. Ніщо не втішає її так, як блукання серед нескінченних прилавків та вітрин.

3. – Послухай, щось змінилося у твоєму вигляді. Ти у хорошій формі, виглядаєш задоволеним та щасливим. Крім того, подивіться на цей одяг! Ти почав слідкувати за модою? – Не кажи, що ти звикла бачити мене у старих піджаках! Просто, для того, щоб зручно почуватися на своїй новій роботі я маю піклуватися про свій стиль. До речі, ти не могла б піти зі мною по магазинах та допомогти вибрати гарний костюм? Я впевнений, що не зможу зробити правильний вибір, а ще гірше, загублюся серед прилавків. – Із задоволенням, тільки пообіцяй мені, що ти потім не будеш скаржитися, що в тебе болять ноги. Надягни зручне взуття і все буде гаразд!

4. – Як я виглядаю у цьому пальто із хутряним коміром? – Воно ідеально тобі пасує. – На жаль, я не можу собі дозволити його придбати. Воно занадто дороге.

5. – Не витримую того, як ти виглядаєш у тих своїх тісних джинсах. Вони вже не в моді. Чи не можеш ти вибрати щось, що більше пасує для вечірки? – Але ці джинси такі зручні. Дай-но подивитися. В мене широкий вибір

суконь. Тебе заспокоїть, якщо я одягну на вечірку цю модну шовкову сукню та черевички на високих підборах, що пасують до неї? – Ідеально.

6. Припиніть розмовляти на професійні теми! Це нудно. Крім того, Том і Сара не вписуються в товариство студентів-медиків. Вони не звикли обговорювати пацієнтів та їхні хвороби, як це робите ви.

7. Він злякався того приступу злості та виглядав пригнічено. Його заспокоювало тільки те, що в нього ще є вибір. Тому він і вирішив не скаржитися на життя й обрати вірний, на його думку, шлях вирішення проблеми.

8. – Ненавиджу розглядати вітрини. – А я з нетерпінням чекаю походу по магазинах. Мені потрібно вибрати собі новий костюм на кожен день, чобітки на пласкій підшві та стильний капелюшок.

9. – Що під прилавком шукає той кумедний продавець? – Здається, він загубив цінник від модного кашемірового светра, який так пасуватиме за кольором до моєї спідниці в клітинку.

10. "Я і сама терпіти не можу зануд, але, якщо тебе це заспокоїть, я звикну не скаржитися на сусідів і надалі буду їм посміхатися!" – в пориві злості вигукнула Гелен.

Exercise 6. In teams, use the words/ phrases below to make sentences. Each correct sentence gets one point.

To look for, to comfort sb, to be in fashion, to complain to sb about sth, to lose one's way, to enjoy doing sth, to be dissatisfied, to encourage, to follow sb's advice, to prefer, to depend, a good offer, neither ... nor, with/ without difficulty, a favourite, to be eager to do sth, to lose interest in sth.

Exercise 7. Look at these lists of words. Which is the odd one in each line? Why?

Model: blouse; dress; skirt; tie.

Tie is the odd word, as the others are clothes only women wear.

- 1) a customer; a shop assistant; a sailor; a salesgirl;
- 2) a cashier; a customer; a shopkeeper; a shelf-stacker;
- 3) trolley; aisles; deepfreeze; a stall;
- 4) confectionery; grocer's; butcher's; fishmonger's;
- 5) millinery; haberdashery; grocery; stationery;
- 6) gloves; a belt; a watch, a purse;
- 7) an eraser; a fountain pen; a handbag; a marker;
- 8) to take off; to be dressed in, to wear; to try on;
- 9) smooth; plain; checked; striped;
- 10) collar; sleeves; a handkerchief; cuffs;
- 11) cut; loose; tight; knee-length;
- 12) casual; punk; hippy; fashion;

- 13) cotton; trendy; suede; corduroy;
 14) to suit; to fit; to match; to look good;
 15) a coat; a vest; a jacket; a belt;
 16) to be expensive; to cost a pretty penny; to buy for a song.

Exercise 8. Complete the sentences using Essential vocabulary.

A.

- At the grocery the shelves are stocked with
 At the butcher's there is always a good choice of
 We go shopping to the greengrocer's when we run out of
 My favourite department is the confectionery, as I am fond of
 My mother always drops into the dairy to buy
 We go to the bakery when we have hardly any
 At the stationery pupils can buy
 At the perfumery women can find
 At the haberdashery there is a good choice of
 The knitwear is always full of customers as
 The footwear offers a great choice of
 My father is a regular customer of the electric appliances because... .
 I rarely go to the jewellery department because of the high prices for
 The household goods department is very popular as
 There are many departments at the supermarket such as

B.

- I like this dress but
 There is a great choice of goods but
 It's difficult for me to make a choice as
 I don't like doing the shopping here because
 Casual style is for those who
 I don't feel comfortable in this garment as
 I prefer plain suits to
 It's my favourite outfit because
 For winter wear I prefer things made of
 I won't buy this overcoat because
 It looks baggy on you as
 Take my advice and leave this scarf on the shelf, it
 To buy fruit or vegetables at the supermarket you must
 Doing the shopping in the supermarket is

Exercise 9. Choose the right word.

1. Sales staff are often told that "the ... is always right".
 a) dealer b) employee c) cashier d) customer

2. She was ... aback by the great choice of goods in the department.
a) taken b) driven c) surprised d) amazed
3. He is at a loss as to what to buy as he's lost his shopping ...
a) wallet b) list c) bag d) habit
4. She ... off the cardigan as it looked baggy on her.
a) put b) took c) bought d) tried
5. The goods they have on offer today are certainly ... demand.
a) on b) at c) in d) off
6. Do you want to ... on the shoes to make sure they're the right size?
a) fit b) stand c) try d) fix
7. Would you help me to ... up the present?
a) put b) cover c) made d) wrap
8. Take our ... and buy it.
a) advices b) word c) advice d) cash
9. If there is anything wrong with the appliance, you must bring the ... as a proof of the purchase.
a) receipt b) recipe c) prescription d) bill
10. It's difficult to plan the expenses on shopping as the prices keep ...
a) growing b) falling c) raising d) rising
11. If you are short of money I can always ... you some.
a) lend b) borrow c) loan d) rent
12. We've run ... sugar. Ask the neighbour to lend us some.
a) away with b) down c) off d) out of

Exercise 10.

A. Match the definitions below with one of the words in the box.

checkout, receipt, comfortable, bill, cash desk, convenient, weigh, weight, shopkeeper, shopassistant, discount, sale, bargain, purchase, lend, borrow

1. a written acknowledgment by a receiver of money, goods, etc., that payment or delivery has been made;
2. a counter, especially in a supermarket, where customers pay;
3. a counter or till in a shop where purchases are paid for;
4. an agreement or contract establishing what each party will give, receive, or perform in a transaction between them;
5. to obtain or receive (something, such as money) on loan for temporary use, intending to give it, or something equivalent or identical, back to the lender;
6. an event at which goods are sold at reduced prices, usually to clear old stocks;
7. suitable for one's purpose or needs;
8. a person who serves in a shop;
9. to measure the weight of;

10. to obtain (goods, etc.) by payment;
11. a measure of the heaviness of an object;
12. a person who owns or manages a shop or small store;
13. a deduction from the full amount of a price or debt, as in return for prompt payment or to a special group of customers;
14. money owed for goods or services supplied;
15. giving comfort or physical relief;
16. to permit the use of something with the expectation of return of the same or an equivalent.

B. Work in pairs. Student A: say 1-16, Student B: close the book and say the defined word.

Exercise 11. Correct the logical mistakes using Essential vocabulary.

Model: Yesterday I dropped into the haberdashery and bought a tube of toothpaste. – Yesterday I dropped at the chemist's and bought a tube of toothpaste.

1. I didn't buy that scarf. It didn't fit me.
2. The dress looked baggy on me as it was tight in the shoulders.
3. He felt comfortable in the shoes as they were tight across the toes.
4. I can't afford to buy this gold ring. It's a real bargain.
5. I was short of money, so I lent some.
6. Cindy ran out of sugar, so Ann borrowed her some.
7. Ann can't stand long queues to the cash desk at the supermarkets.
8. I always take a bill at the checkout just in case.
9. The return of the dress is possible only if you still have the bill.
10. If you buy two pairs of shoes, the shop gives you a 10% receipt on the second pair.
11. O-ops, I have forgotten to buy a packet of chocolate!
12. Look, what a perfect dress I have bought at the haberdashery.
13. Customers often complain about well-stocked shelves in this shop.
14. These high-heeled shoes fit my new yellow bag.

Exercise 12.

A. Read the information about food containers.

Liquid

A *bottle* usually contains liquid.

A *carton* is an alternative to a bottle. It's a small cardboard or plastic box for liquid.

A *can* is a metal container for drinks, especially for cola and other fizzy drinks or beer. People sometimes say *tin* instead of *can*.

Food

A *jar* is a wide glass container, often used for preserved fruit and vegetables, powders, jams etc. It can be closed with a screw lid.

A **packet** is a small cardboard box used for small items, e.g. biscuits, cigarettes, crisps, frozen vegetables etc.

A **box** is a cardboard or plastic container that usually has a lid, so it can be closed.

A **tub** is a short plastic container for soft food products such as butter, margarine and ice-cream.

A **bag** is a container made of paper, cloth, or thin plastic which usually opens at the top.

B. Fill in the gaps with the suitable word. Act the dialogue out.

S=Steve, P=Paul

S: Hi, Paul!

P: Hi, Steve. Where are you?

S: I'm at the supermarket. I've left our shopping list on my table again! I remember some of the stuff, but not all of it.

P: Oh, what have you got so far?

S: OK, I've got a ... of milk, a ... of butter and a piece of cheese.

P: Have you been to the grocery?

S: I am right here but I am at a loss what to take.

P: We need a ... of tuna, a ... of buckwheat and a ... of strawberry jam.

S: And I will take two ... of grape juice.

P: Don't forget to buy a ... of cornflakes for breakfast and a ... of coffee.

S: OK, see you later!

P: See you!

C. Make up similar dialogues using these shopping lists.

- sugar, rice, oil, margarine, apples, tea, stewed meat, honey;
- salt, oatmeal, sour cream, apple juice, tangerines, sprats, marmalade;
- vinegar, biscuits, chocolate ice-cream, cola, cranberry yoghurt, tomatoes.

Exercise 13.

A. Make up the questions for the following answers. Make use of the following words and phrases.

to run out of, shopping list, poorly-stocked shelves, drop into, butcher's, confectionery, fishmonger's, greengrocer's, weigh, checkout, receipt, provision

1. ...

Yes, I did. I went shopping to the supermarket.

2. ...

No, I always remember what I must buy.

3. ...

You are mistaken, there is a large choice of goods at the supermarket.

4. ...

I am a regular customer of the dairy, the baker's and the grocery.

5. ...

Well, I go there once a week to buy some sausages or chicken.

6. ...

No, I am keeping to a diet now.

7. ...

My mother does. She likes seafood salads.

8. ...

Both. At weekends I buy vegetables at the market, and on weekdays I drop into the supermarket to buy some fruit.

9. ...

Yes, there are scales there.

10. ...

Yes, but there is always a long queue to it.

11. ...

Yes, I always keep it.

12. ...

Quite often. I go to the market once a week, and I do everyday shopping on my way home.

B. Address your partner with these or similar questions to find out the details of his/her everyday shopping for food (last shopping, holiday shopping etc). Get ready to report on it.

Exercise 14. Respond to the following utterances in any possible way.

1. Could I buy a pair of shoes for everyday wear?
2. I'd like a fashionable dress.
3. The skirt doesn't fit you.
4. What can I do for you?
5. It looks baggy on you.
6. Can you give me another pair?
7. What would you say to this one made of cotton?
8. I need shoes to go with my dress.
9. What size do you wear?
10. Take my advice and buy it.
11. Shall I wrap the purchase?
12. Here is a nice one in a darker colour.

Exercise 15.

A. Arrange the parts of the dialogue in the correct order. Act it out.

- 37.
- All right. How much do they cost?
- But I don't want high-heeled boots. They are uncomfortable.
- Do you have them in grey?
- Don't worry. They will stretch with wearing.
- How do you like these black ones made of leather?
- I'd like a pair of boots for winter wear, please.
- Look at these suede boots. They are in fashion this year.
- Sorry. We have one pair of this size but they are black, not grey. Will you try them on?
- Well, I'm afraid they are a bit tight across the toes.
- Yes, sure. What's your size?

B. Make up similar dialogues between a shop assistant and a customer. Make use of the following phrases.

*Actually, I'm not sure ... Let me think ... Nice choice! You are lucky!
It will go with my ... (match, suit). It's just my size. It fits you like a glove.
Oh, I like it! Yes, of course. Here you are. Can I help you?
I'm afraid I'm giving you a lot of trouble. It will never go out of fashion.
The pattern is awful. We have this one in all colours, shades and patterns.
I can give you a smaller or a larger size.*

The customer wants to buy:

sandal shoes for summer wear; high-heeled shoes; trainers; a summer frock; jeans.

Exercise 16. Put the adjectives in the correct order.

1. We wanted a (grey/ metal) table.
2. They bought a (red/ Japanese/ new) car.
3. He bought a (woollen/ Ukrainian/ excellent) suit.
4. He wants some really (French/ delicious) cheese.
5. She lost a (plastic/ red/ new) lunchbox.
6. He is looking for a (leather/ stylish/ dark purple) bag.
7. I want an (silk/ black/ amazing) dress.
8. She saw an (French/ writing/ antique) desk.
9. She has a (silver/ old/ beautiful) ring.
10. I need a (computer/ comfortable) desk.
11. My last purchase was an (up-to-date/ Chinese/ golden) phone.

12. My favourite outfit consists of (denim/ vintage/ baggy) jeans, a (flowery /linen /Italian) T-shirt, and (sports/ comfortable/ leather) shoes.

Exercise 17.

A. Fill in the gaps with a word from the box.

belt, jeans, pockets, T-shirt, casual, collar, trainers, laces, dress, long, short, bracelet, necklace, sweatshirt, boots, loose, high-heeled

My Favourite Outfit

Paul: I know that it is not always right but I prefer to wear denim ... everywhere I go. My favourite pair is quite ... as I don't like things that are tight. I usually have a lot of stuff so I need big To hold them up I wear a leather I always put on a ... and a ... over the top. Frankly speaking, I prefer plain ones to complete my ... style. And on my feet I usually wear ... with striped So that's my favourite outfit and I wear it all the time!

Vicky: In fact, I am for elegance in clothes. So my usual outfit is a It has ... sleeves and is quite ... – below the knee. It looks really cool as it's made of silk. It has got a round I usually wear a ... on my wrist made of silver which looks good with it, but I don't like to have a I usually put on black ... but they are not ... as I'm rather tall.

B. What's the favourite outfit of Wendy/ Ann/ Steve/ Cindy? Be ready to prove your point of view.

C. Speak on your favourite outfit.

Exercise 18.

A. Read the text. Use the words in brackets to form a word that fits in the space. There is an example at the beginning.

The other day Cindy received an invitation (invite) to Ann's birthday party. So she dropped into the Haberdashery to look for a present for Ann. There (be) a great number of things to choose from. At (one), Cindy got (confuse) about what to buy, then she felt (help), because she could not make the right (choose). Though she knew about Ann's (prefer), she was at a (lose). As a result, Cindy was fed up with the (end) wandering along the (stock) shelves and (help) sales assistants. (luck), she (run) into Vicky, who (try on) a belt. After Vicky (learn) what the (occur) was, she (advice) Cindy about the (good) bargain and made a (suggest) about what to buy. Cindy was (thank) for Vicky's (recommend). While the shop assistant (wrap) the purchase, the girls chose the most (attract) belt for Vicky. When Cindy (pay) for the purchase at the checkout, Vicky's mobile phone (ring). It (be) a call from Ann.

B. Complete the sentences.

1. Ann decided to throw a birthday party and
2. Cindy accepted the invitation and
3. At the Haberdashery Cindy could not make the quick choice because
4. Cindy got confused as
5. She was at a loss though
6. In the end Cindy was fed up with
7. To her great relief, she came across
8. Vicky was busy
9. She readily agreed
10. Cindy thanked Vicky for
11. Their purchase was
12. When the girls were at the checkout,

C. Answer the following questions.

1. Does choosing a present cause you any difficulty?
2. Do you usually make a choice on your own or do you ask anybody for help?
3. Who advises you what to buy?
4. Do you rely on shop assistants' recommendations?
5. What shops, departments do you usually go to to choose a present?
6. What do you prefer buying as a present?
7. Do you agree with the saying "It's the thought that counts"?
8. What is the best present for you?

D. Use the following words and word-combinations to make up questions. Address your partner with these questions. Find out the details.

Model: *to throw a party – Do you usually throw a party to celebrate your birthday? When did you throw a party the last time? Was it a success?*

To invite friends, to do the shopping, to do the cooking, to choose presents at a gift department, to make the right choice, to consider friend's preferences, to rely on your own taste, popular presents, useless gifts, a bunch of flowers, to sign a birthday card, to please a friend.

E. Tell your friend how to choose a present and where to go. Make use of the word-combinations above.

F. Tell your partner how you chose the present for your friend the last time.

Exercise 19. Dictionary work

A. Consult a dictionary, transcribe, and read the following words:

an impulsive buyer, to con you into, a spending spree, to have the knack of finding bargains, on the spur of the moment, to lose track of time.

Find the definitions of the words.

B. Do they describe your shopping habits? Why?/ Why not?

C. Which of the following ideas are true for you?

- You are **an impulsive buyer**.
- It does not take the shop-assistant much time **to con you into** buying a thing.
- A spending spree** is an effective way to get rid of depression.
- You **have the knack of finding bargains**.
- You buy things **on the spur of the moment**.
- Once in the shop, you usually **lose track of time**.

D. Make up a thought-provoking statement using the words for your group-mates to comment on.

Exercise 20. Translate the following sentences into English.

1. – Що скажеш щодо цього простого костюму зі знижкою? – Він виглядає стильно. Приміряй його у примірочній. Якщо тобі він не підійде, я його куплю за таку розумну ціну. Це мій розмір.
2. Терпіти не можу довгі черги! Але якщо спробувати протиснутись без черги (to jump the queue), люди будуть скаржитися.
3. – Який розмір взуття ви носите? – Шостий. Але ці шкіряні чобітки будуть мені тісні. Я навіть не буду їх приміряти.
4. – Чим можу вам допомогти? – В якому відділі я можу вибрати подарунок на день народження мого кузена? – Я раджу піднятися на другий поверх нашого торговельного центру і придбати щось у відділі "Подарунки і Сувеніри".
5. – Чому ти так зненацька здивувалася? – Та я не звикла бачити настільки бідно заповнені полиці супермаркетів.
6. – Яка чудова блуза на кожен день, але вона тобі тісна в плечах. Вона розноситься? – Я маю сумніви. Вона бавовняна і може сісти після прання. Тобі потрібен більший розмір.
7. Коли я бачу напис "Розпродаж", я не можу себе стримати і завжди купую безліч непотрібних мені речей через їхню низьку ціну.
8. – Яка довжина суконь зараз в моді? – Наскільки я орієнтуюся, сукні та спідниці до колін не виходять з моди вже років із п'ять.
9. Мій візок для покупок повний усіляких речей: декілька коробок з електротоварами, дві пари спортивного взуття, подарунки для родичів в яскравих торбинках, величезна іграшка для племінника та навіть товста кухонна книга. До того ж, я ще планую зробити покупки у кондитерському відділі. Боюсь, що не зможу розплатитися за все це – в мене немає при собі стільки готівки. Мабуть, доведеться розраховуватися кредитною картою.

10. Аліса врешті вибрала собі футболку, яка пасуватиме до її джинсової спідниці. Вона годинами може блукати по магазинах.

11. – У вас закінчилися запаси молочних продуктів. – Відразу за рогом від нашого дому є гіпермаркет з гарним вибором продовольчих товарів. Я зараз піду за покупками саме туди.

12. – Я шукаю парасольку. Ви можете мені допомогти? – Звісно. У відділі "Галантерея" є великий вибір парасольок будь-яких кольорів, відтінків та візерунків. Яку вам запропонувати? – Для мого дядька поважного віку підійде ця чорна із дерев'яною ручкою. – Гарний вибір. На другий товар у чеку сьогодні знижка 20%. Виберете щось для себе? – Ні, дякую. – Підходьте до каси, будь-ласка.

13. Якщо ви хочете що-небудь купити, ви повинні йти в магазин, де це продається. Цукор, чай, кава, сіль, перець, шинка, бекон продаються в бакалії. Хліб продається в булочній, а м'ясо – у м'ясному магазині. Ви підете в овочевий магазин за овочами і фруктами. Черевики купують у взуттєвому, книги – в книжковому, а коштовності й годинники – у ювелірному магазині. Багато покупців надають перевагу універсамам або супер- та гіпермаркетам. Вони мають багато відділів. Там ми можемо купити майже все, що нам потрібно. Якщо в магазині немає продавців, а тільки касири, та покупці самі вибирають, що вони хочуть, і платять у касі, то це магазин самообслуговування.

14. Ми бродили по торговому центру, шукаючи щось новеньке для завтрашньої вечірки, але нічого не підходило. Всі речі були занадто дорогими, вузькими або широкими, старомодними, або я їх уже бачила у своїх друзів. Нарешті ми натрапили на маленький затишний відділ жіночого одягу. У вітрині я відразу помітила стильну барвисту шовкову сукню із маленькою шкіряною сумкою, яка пасувала за кольором. За прилавком стояв продавець. Ми його запитали: "Скільки коштує ця сукня?" та "Яка ціна тієї сумки?" Він сказав нам ціни та вони не здалися занадто високими, крім того, нам пообіцяли знижку. Я пішла до примірочної все одягнути. Сукня сіла як влита. На касі ми віддали гроші касирові, який дав нам оплачений чек і здачу. Продавець загорнув покупки та віддав їх нам. Ми поклали їх у сумку та продовжили шукати взуття, яке підійде до мого нового вбрання.

CULTURE CONTEXT

A. Translate the following passages into Ukrainian. Comment on them.

1. Swindon's largest shopping centre. Whatever you are shopping for you'll find it here. We are Swindon's largest shopping centre with more than 200 shops, countless restaurants plus a variety of fast food places for a quick snack. We also feature dozens of designer outlets. Apart from shopping, there are other

ways to spend your time here. There is an indoor and outdoor area for skaters of all skill levels. If your kids get bored, there is even a 20-screen cineplex so they're bound to find something to watch.

2. A corner shop. Eighty-seven per cent of British people live less than a mile from their local corner shop. A corner shop is a small shop on, or near, a street corner. Many are run by Indian or Pakistani families. Most corner shops sell food and newspapers. They are open until late in the evening, well as on Sundays.

3. Shopping cures my depression. I just can't control my shopping habits, and as each week goes by I find I am buying more and more things we don't really need or can't afford. When I get home I hide things and feel guilty for a while (and even sometimes quite sick with fear, but funnily enough not more depressed) about what I might do, but it doesn't stop me from going out again the next day. How can I stop spending money? – This isn't just a pleasant habit run wild – you are describing a well-recognised response to depression. A considerable number of people, often but not always women, become shopaholics as a way of coping with their low moods. The condition was first recognised over a century ago and is known as oniomania. In fact, the American Psychological Association has estimated that in the US alone there are now as many as 15 million compulsive shoppers.

4. An Unusual Shopping. As soon as Linda went into the department that sold raincoats, she sensed there was something unusual in the atmosphere. First of all, there was a salesman there and not a saleswoman. That was very unusual in the women's coat department. He asked if he could be of any help. But when she said she was just looking he did not seem to be listening. He did not look very much like a salesman, either.

A second later a raincoat caught her eye. She asked him a question about it. He did not even hear her at first. She asked again. She wanted to know if he had any coats like it with a detachable lining. He did not seem to understand what a detachable lining was. She explained. Then she went on looking. She noticed that the salesman seemed to be watching another customer in the department all the time. The other customer, a middle-aged woman, left the department. The salesman immediately went to the phone and told somebody on the other end that the woman had gone and had definitely taken two leather belts without paying for them. Then he turned to Linda and explained that he was not a salesman at all but a store detective. Later, Linda read in the paper that a woman had been arrested for stealing some belts from a department store, or, in other words, for shoplifting.

B. Surf the Internet in search of information about shopping festivals. Share it with your groupmates.



C. Find out how to pay a compliment (available at: <https://learnenglish.britishcouncil.org/en/how/how-pay-compliment>); how to ask someone where they got that (available at: <http://learnenglish.britishcouncil.org/en/how/how-ask-someone-where-they-got-that>).

SPEAKING

Exercise 1. Roleplay

A. Which functions and conversational formulas from the grid can be used by a customer and a sales manager? Why/ why not?

B.

| Apologizing | |
|--|---|
| To apologize is to tell someone that you are sorry for having done something that has caused him inconvenience or unhappiness. | |
| <p>Function 1: Making apologies</p> <p>I do apologize for...</p> <p>I must apologize for...</p> <p>I apologize for...</p> <p>I'd like to apologize for...</p> <p>I am so sorry for...</p> <p>We shouldn't have...</p> <p>It's all my fault.</p> <p>I'm ashamed of...</p> <p>Please, forgive me for...</p> <p>Excuse me for ...</p> <p>I'm terribly sorry for...</p> <p>Pardon me for this...</p> <p>Please, forgive me for my....</p> <p>Please, accept my apologies for...</p> | <p>Function 2: Accepting apologies</p> <p>That's all right.</p> <p>Never mind.</p> <p>Don't apologize.</p> <p>It doesn't matter.</p> <p>Don't worry about it.</p> <p>Don't mention it.</p> <p>That's OK.</p> <p>I quite understand.</p> <p>You couldn't help it.</p> <p>Forget about it.</p> <p>Don't worry about it.</p> <p>No harm done.</p> |

(From <https://www.myenglishpages.com/english/communication-lesson-apologizing.php>)

B. Read the tips. Which tips are useful for an angry customer? Why/ why not?

USEFUL TIPS

How to apologize for a defective, damaged, or incomplete product

1. Apologize for the customer's inconvenience. Explain (but do not excuse) the problem.
2. Point out that this is an exceptional circumstance and that your company values quality.

3. State what action you will take to remedy the situation, and offer compensation or restitution, if appropriate.
4. End on a positive note. Consider directing the customer to other channels for assistance.

(From <https://www.writeexpress.com/apolog01.html>)

How to get the result you want when complaining about a faulty product or service.

1. Be quick. As soon as you find a fault, make your complaint.
2. Be polite. Remember, the customer assistant you're speaking to isn't the one to blame.
3. State the facts.
4. Don't forget the evidence.
5. Persevere. Ask for a refund, repair or replacement.

(From <https://young.scot/get-informed/national/six-steps-to-making-a-successful-customer-complaint>)

C. Work in pairs. Do a role play “The Angry Customer”. Use the suggested functions and tips.

Student A: You are the sales manager of a small firm. You receive a telephone call from an angry customer who bought a smartphone from your company but is not happy with it. They are now threatening to take their story to a consumer watchdog. Your objective is to resolve the issue with the minimum damage to the company (financially and in terms of our reputation). Plan your response and have a talk with the customer.

Student B: You are an angry customer who bought a smartphone from a small company but you are not happy with it. You are now threatening to take your story to a consumer watchdog. Talk to their sales manager to resolve the issue with the maximum profit to you.

Exercise 2. Make up dialogues on the following situations. Make use of the conversational formulas suitable for the situations.

1. Compliment your groupmate on the item of clothes he/ she is wearing.
2. You are a shop assistant. You serve a customer and suggest what to buy. Discuss prices, sizes and colours. Try to persuade the customer to buy something and make a sale.
3. Convince your partner that it is not worth spending a lot of time trying to get something cheap.
4. A tourist asks you for advice on what present to buy for his relatives. Tell him what shops to go to, what items to buy.

Exercise 3. Discuss the following questions.

1. What do you look for when you shop? Why? What factors are important for you when you go shopping?
2. Give a talk on the subject "How to Shop Sensibly".
3. Shopping is an important woman's activity.
4. Speak on advertising as a source of useful information.
5. People often buy things they don't want because they are bargains.
6. Speak on why you like/ do not like shopping.
7. Tell your friends about your memorable purchase/ gift.
8. Share with your friends your method of shopping.
9. Speak on shopping styles of the young and the elderly.
10. Compare shopping in the United States with your country.
11. Speak about your friend who is a thrifty shopper. Can you give an example?
12. Harrods is said to be "the" store in London. Describe "the" shopping places in Ukraine.
13. Speak on the advantages/ disadvantages of big stores/ corner shops.
14. Speak on your daily shopping.
15. Internet Shopping is becoming very popular. Speak on its advantages.
16. There is an expression "Shop till you drop". What do you think it means?
17. Lots of young people like to "hang out" at the shopping centres. Give the reasons for it.
18. In Britain there is an organization which controls the content of advertisements and may ban unsuitable advertisements (for example advertisements which attack the products of other companies). What kind of advertising should be banned in your opinion? Why? Justify your opinion.
19. Services are a growing industry. A few years ago pizza delivery was a novelty in Ukraine, today you can have your dog walked by a professional dog-walker. Think of one particular type of service that makes your life easier and explain why you couldn't live without it.

Exercise 4. Discuss the following proverbs. Take examples from life or fiction.

1. An idle brain is the devil's workshop.
2. A man with a sour face should not open a shop.
3. A good client doesn't change shop in three years, a good shop doesn't change clients in three years.
4. The English are a nation of shopkeepers.
5. Life is like shopping in a market; when you finish, you go home.
6. Keep your shop and your shop will keep you.
7. On a good bargain, think twice.
8. Don't buy a pig in a poke.
9. A fool and his money are soon parted.
10. A fair shop and little gain.

Exercise 5. Translate the following quotations and comment upon them. Which quotation is your favourite? Why?

1. "Whoever said money can't buy happiness simply didn't know where to go shopping." *Bo Derek*
2. "When women are depressed, they eat or go shopping. Men invade another country. It's a whole different way of thinking." *Elayne Boosler*
3. "If men liked shopping, they'd call it research." *Cynthia Nelms*
4. "The customer is always right." *H. Gordon Selfridge*
5. "Advertising may be described as the science of arresting the human intelligence long enough to get money from it." *Stephen Butler Leacock*
6. "The odds of going to the store for a loaf of bread and coming out with only a loaf of bread are three billion to one." *Erma Bombeck*
7. "I've been shopping all my life and still have nothing to wear." *Author Unknown*
8. "Shopping: The fine art of acquiring things you don't need with money you don't have." *Author Unknown*

Exercise 6. Do a project "Shopping is great in Ukraine"/ "Shop till you drop in our supermarket"/ "A shopping spree in your place": working in small groups find information about the topic to make a presentation.

READING

Before reading

- 1.1. Look at the title and decide what the text may be about.
- 1.2. Have you ever been to any unusual shops? Why?

While reading

- 2.1. Read the text and fill in the gaps (1–15) with the phrases from the text (a–q). Two of them are extra.

CAGED

by L.E. Reeve

Purcell was a small, fussy man; red cheeks and a tight melon-like stomach. Large glasses so magnified his eyes as to give him the appearance of a wise and kind owl. ___1___ He sold cats and dogs and monkeys; he dealt in fish food and bird seed, prescribed remedies for ailing canaries, on his shelves there were long rows of cages. He considered himself something of a professional man.

There was a constant stir of life in his shop. The customers who came in said:

"Aren't they cute"! Look at that little monkey! They're sweet."

And Mr. Purcell himself would smile and rub his hands and nod his head.

Each morning, ___2___, it was the proprietor's custom to perch on a high stool, behind the counter, unfold his morning paper, and digest the day's news.

It was a raw, wintry day. Wind gusted against the high, plate glass windows. Having completed his usual tasks, Mr. Purcell again mounted the high stool and unfolded his morning paper. He adjusted his glasses, __3__ ,

There was a bell over the door __4__. This morning, however, for the first time Mr. Purcell could recall, it failed to ring. Simply he glanced up, and there was the stranger, standing just inside the door, __5__ .

The storekeeper slid off his stool. From the first instant he knew instinctively, that the man hated him; but out of habit he rubbed his hands, smiled and nodded.

"Good morning," he beamed. __6__

The man's shiny shoes squeaked forward. His suit was cheap, ill-fitting, but obviously new. Ignoring Purcell for the moment, he looked around the shadowy shop.

"A nasty morning," volunteered the shopkeeper. He clasped both hands across his melon like stomach, and smiled importantly. "Now what was it you wanted?"

The man stared closely at Purcell, __7__. He said, "I want something in a cage."

"Something in a cage?" Mr. Purcell was a bit confused. "You mean – some sort of pet?"

"I mean what I said!" snapped the man. "Something in a cage. Something alive that's in a cage."

"I see," hastened the storekeeper, not at all certain that he did. "Now let me think. A white rat, perhaps? I have some very nice white rats."

"No! Not rats. Something with wings. __8__."

"A bird!" exclaimed Mr. Purcell.

"A bird's all right." The customer pointed suddenly to a cage __9__. "Doves? How much for those?"

"Five-fifty," came the prompt answer. "And a very reasonable price. They are a fine pair."

"Five-fifty?" __10__. He produced a five-dollar bill. "I'd like to have those birds. But this is all I've got. Just five dollars."

Mentally, __11__, which told him that at a fifty cent reduction he could still reap a tidy profit. He smiled kindly, "My dear man, if you want them that badly, you can certainly have them for five dollars."

"I'll take them." He laid his five dollars on the counter. Mr. Purcell unhooked the cage, and handed it to his customer. "That noise!" The man said suddenly.

"Doesn't it get on your nerves?"

"Noise? What noise?" Mr. Purcell looked surprised. __12__

"Listen." The staring eyes came closer. "How long d'you think it took me to make that five dollars?"

The merchant wanted to order him out of the shop. But oddly enough, he couldn't. He heard himself asking, "Why – why, how long did it take you?"

The other laughed. "Ten years! At hard labour. Ten years to earn five dollars. __13__ "

It was best, Purcell decided, to humour him. "My, my! Ten years. That's certainly a long time. Now".

"They give you five dollars," laughed the man, "and a cheap suit, and tell you not to get caught again."

The man swung around, and stalked abruptly from the store.

Purcell sighed with sudden relief. He walked to the window and stared out. Just outside, his peculiar customer had stopped. He was holding the cage shoulder-high, staring at his purchase. Then, opening the cage, he reached inside and drew out one of the doves. He tossed it into the air. He drew out the second and tossed it after the first. __14__ For an instant the liberator's silent gaze watched them. Then he dropped the cage and walked away.

The merchant was perplexed. So desperately had the man desired the doves that he had let him have them at a reduced price. And immediately he had turned them loose. "Now why," Mr. Purcell muttered, "did he do that?" __15__ .

- a. Mr.Purcell made a quick calculation
- b. as if he had materialized out of thin air
- c. The man was obviously disappointed
- d. He owned a pet shop.
- e. "What can I do for you?"
- f. He felt happy.
- g. which contained two snowy birds
- h. when the routine of opening his shop was completed
- i. as though just now aware of his presence
- j. Fifty cents a year.
- k. and glanced at the day's headlines
- l. Something that flies
- m. He felt vaguely insulted.
- n. He could see nothing unusual.
- o. He could hear nothing unusual.
- p. that rang whenever a customer entered
- q. They rose like balls and were lost in the smoky grey of the wintry city.

After reading

1.1. Answer the questions:

What did the shop look like?

What did the customer want to buy? Why?

What was the price for the birds? Why?

What do you know about the customer?

What did the customer do with his purchase? Why?

Why did the shopkeeper feel vaguely insulted?

- 1.2. Retell the text in indirect speech.
- 1.3. Dramatize the talk between the shopkeeper and the customer.
- 1.4. Tell about shopping for a birthday present for your friend.

LISTENING

TEXT 1 CHRISTMAS SHOPPING

Before listening

- 1.1. Where do you usually do the shopping before holidays? Why?
- 1.2. Look at the store guide below and check any words you don't know in a dictionary. Where will you buy these things (paper and pens, chairs, food, clothes, CDs, electrical goods, books) in this shopping centre?

Store Guide

| | |
|-----------------------------------|-------------------------------|
| <i>Babyclothes 1</i> | <i>Lightning 2</i> |
| <i>Bed and bath linen G</i> | <i>Lost property 2</i> |
| <i>Bedroom furniture 1</i> | <i>Luggage G</i> |
| <i>Cafeteria 2</i> | <i>Menswear 2</i> |
| <i>Computers and telephones 2</i> | <i>Mirrors and pictures 1</i> |
| <i>Cooking equipment 1</i> | <i>Perfumes and make-up G</i> |
| <i>Customer service LG</i> | <i>Pharmacy G</i> |
| <i>Electric appliances</i> | <i>Public telephones 2</i> |
| <i>Flower shop G</i> | <i>Sewing goods G</i> |
| <i>Furniture 2</i> | <i>Sports equipment 1</i> |
| <i>Gift wrapping service G</i> | <i>Sunglasses G</i> |
| <i>Grocery LG</i> | <i>Swimwear 1</i> |
| <i>Haberdashery 1</i> | <i>Toilets 1</i> |
| <i>Hats 2</i> | <i>Toys G</i> |
| <i>Information desk LG</i> | <i>Watches G</i> |
| <i>Jewellery 1</i> | |
| <i>Ladies fashions 2</i> | <i>G=Ground floor</i> |
| | <i>LG=Lower ground floor</i> |

While listening

- 2.1. Listen to the recording and say if Christmas shopping was a success or a failure.
- 2.2. Put the name of the department in each gap. Listen again and check your answers.

I went to the shopping centre to do the shopping for the whole family. I had a very long shopping list as everyone expected to get a Christmas present.

Firstly I was looking for gifts for the youngsters. I found some lovely little soft woollen socks for my niece in the ... department on the first floor. Secondly I went downstairs to the ... where I bought a teddy bear. I asked to wrap it up at the That was right by the ... so I got pretty towels there. Moreover, I couldn't help buying some silk pillowcases as there was a 20% discount on them. Then I made my way upstairs where I chose a stainless-steel saucepan and a grater in the I looked at a beautiful red Italian leather suitcase in the ... but I couldn't afford it as it cost a fortune. Instead I got a lovely silver chain from the

I got sick and tired of crowds and queues that I made up my mind to drop into the ... on the... floor. While I was drinking coffee I caught a sight of the sale sign in the shop window of the It made me dizzy and I couldn't leave the section without a new USB pen drive. I walked up and down the ... looking for a new outfit but unfortunately I didn't find anything worth buying.

On my way out I remembered to look in the ... and buy foodstuffs to last us a week. I got lots to carry and spent a lot of money but at least I shan't have to go shopping again for a while!

After listening

3.1. Are there any hypermarkets in your area? Make up a store guide of one of them. Introduce it to your groupmates using the store guide.

3.2. Speak about your last shopping in a hypermarket.



D. Find out more about Christmas shopping (available at: <http://learnenglish.britishcouncil.org/en/word-street/christmas-shopping>).

TEXT 2 SHOPPING CENTRES

Before listening

1.1. What is the advantage of going to a big shopping centre?

1.2. Work in pairs and match the vocabulary with the definitions.

| | |
|--------------------------------|---|
| 1) boutique | a) things which appeal to or are designed for people with higher income |
| 2) high street/ main street | b) a street of a town where most of the shops are |
| 3) discount | c) food which is prepared and served very quickly |
| 4) a good deal | d) here, a good price of something |
| 5) vast | e) full of people or things |

| | |
|---------------|--|
| 6) fast food | f) things which appeal to or are designed for people with lower income |
| 7) upmarket | g) a small shop that sells fashionable items |
| 8) downmarket | h) a reduction in the price |
| 9) crowded | i) extremely large |

While listening

2. You are going to listen to Dan and Rob talking about shopping centres and compare shopping in a local high street and a shopping centre.

The Bullring in Birmingham is the UK's busiest shopping centre, but how many people, on average, visit the Bullring each year? Is it: a) 27 million; b) 37 million; c) 47 million? Listen out for the answer at the end of the programme.

After listening

3. Are you fond of big shopping centres? Think and make up a list of their advantages and disadvantages. Discuss them with your partner, then in groups of four, point out the most important ones. Speak on the advantages and disadvantages of shopping centres.

(From

<http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/>)



FURTHER LISTENING

1. Advertising (available at: <http://www.listenaminute.com/a/advertising.html>).
2. Grass phone (available at: <http://www.bbc.co.uk/learningenglish/english/features/witn/ep-150715>).
3. Camden (available at: <http://www.breakingnewsenglish.com/1706/170615-vegetables.html>).
4. Scientists make self-repairing clothes (available at: <http://www.breakingnewsenglish.com/1608/160816-self-repairing-clothes.html>).
5. Shopping is great (available at: <http://learnenglish.britishcouncil.org/en/britain-great/shopping-great>).

WRITING

NARRATIVE PARAGRAPH

Exercise 1. Discuss the picture with a partner.

- What are the girls doing?
- Why are they doing it?
- How do they feel?
- What might happen next?



Exercise 2. Read the paragraph and answer the questions.

1. What is the title of the paragraph?
2. Why didn't the narrator like Christmas shopping?
3. Was the narrator's experience of doing Christmas shopping this year different from his previous experience?
4. What did he do after he set off on his shopping trip?
5. How did he feel when his shopping was over? Why?

I'm one of those people for whom Christmas shopping is a nightmare. I never manage to buy all the presents in time. However, this year was an exception. On 22^d December I found myself still not having all the Christmas shopping done. I decided not to let the panic set in and advanced into action. First I made a list of gifts to buy and plotted my route. Then I set off on my shopping trip. I was wise enough to arrive early so I managed to beat the crowds and make a beeline for the stores I needed. I dropped in at the gift and souvenir department and the haberdashery. After that I made my way to the toys department. Finally I headed for the cooking equipment department. Soon my bag was full of Christmas stuff: coffee accessories, toys for my nephews, gadgets for the wine lovers, a purse and a wallet, and a wide assortment of gift cards. To be on the safe side I looked through my shopping list again to make sure all the items I had planned to buy were lying peacefully in my bag. Eventually I gave a sigh of relief. So, you see that the entire process of doing Christmas shopping won't make you anxious, if organized wisely.

Exercise 3. Examine the organization of the paragraph in Exercise 2 and answer the questions.

1. Underline the topic sentence. What information appears in it?
2. Number the events in the order they took place in the story.
 - ___ He chose some gift cards.
 - ___ He felt relieved.
 - ___ He thought over his shopping route very carefully.
 - ___ He looked at some purses and wallets.
 - ___ He paid for the toys.
 - ___ He made a shopping list.
3. Point out the concluding sentence. Which sentence best describes the narrator's final comment?
 - a) You will be able to do the shopping successfully if you are clever.
 - b) You will be able to do the shopping successfully if you plan it thoroughly.
 - c) You will be able to do the shopping successfully if you ask someone for a piece of advice.

Exercise 4. Read the text and fill in the blanks with the suitable sequence words from the box.

1) _____ when I wanted to cook breakfast in the morning I found out that there was no food left in the fridge. To go shopping to the nearest supermarket was the only way out but that shopping turned out to be a disaster. 2) _____ I had to shovel before I left for the shop as it had snowed hard at night. 3) _____ I had trouble starting my car. 4) _____ I arrived at the supermarket and began walking along the endless isles with well-stocked shelves. 5) _____ I was filling my trolley with foodstuffs, I suddenly realized I had left my purse with money and credit cards at home. I called my elder daughter and asked her to save the situation. She took a taxi and 20 minutes 6) _____ we paid money at the checkout. 7) _____ we went to the parking lot. There I met my final defeat. In my hurry to park the car in the morning, I had left my parking lights on and my battery was dead. 8) _____ we got to our place only in the afternoon after recharging the battery. I was just exhausted: even such an optimist like me had the right to be discouraged. Now I never let myself run out of food completely and I always have some foodstuffs to cook a simple meal from.

| | |
|--|---|
| Words showing order of events | <i>once, first (second, third, etc.), next, then, later, after that, after a while, as soon as, soon, afterwards, finally</i> |
| Words showing simultaneous events | <i>meanwhile, while, at the same time that</i> |

Exercise 5.

A. Have you ever done the shopping online? Write for 5 minutes about your experience of on-line shopping. Don't worry about making mistakes.

B. Review your free-writing. Answer the questions in note form. Write them down in the chart below.

| | |
|--|--|
| What experience was it? | |
| When did it take place? | |
| Where did it take place? | |
| What specific memories do you have of this experience? | |
| How did you feel about this experience? | |
| What effect did it have on you? | |

C. Review your brainstorming ideas and your free-writing exercise. Then write an outline for your narrative paragraph in the note form.

Topic sentence (*What is the story about?*) _____

Supporting sentences
(*What happened first?*) _____

(*What happened then?*) _____

(*What else happened?*) _____

(*How did you feel during the experience?*) _____

Concluding sentence
(*What kind of experience was it? How did it affect you?*) _____

D. Write a narrative paragraph on the topic:

How I once did the shopping on-line.

E. Check your draft to make sure that it meets the requirements of the narrative paragraph using the checklist below.

1. Is the paragraph indented?
2. Does the paragraph have a topic sentence that tells us what the story will be about?
3. Does the paragraph have background information?
4. Are the events given in the chronological order?
5. Do you use appropriate transition words and conjunctions?
6. Are there sensory and/ or emotional details?
7. Does the concluding sentence restate the idea of the topic sentence in different words?
8. Do you use past simple and past continuous verbs in the correct form?

Exercise 6. Write a narrative paragraph on one of the following topics.

1. My misfortunate shopping.
2. One of the memorable purchases I made.
3. How I once chose a present for my friend.

Exercise 7.

A. Interview a friend about:

1. his/ her last shopping for clothes;
2. how he/ she once shopped for food before Christmas.

B. Write a narrative paragraph about your friend's experience.

SELF-ASSESSMENT

Choose the correct option. Sometimes more than one answer is possible.

1. High-Fall as a nuclear tone is typical of ... speech.
 - a) emotionally coloured
 - b) neutral
 - c) reported
 - d) Ukrainian
2. These fur-trimmed cardigans look
 - a) stylishly
 - b) beautifully
 - c) beautiful
 - d) reasonable
3. An elegant cardigan of your size ... a reasonable price.
 - a) on
 - b) at
 - c) in
 - d) of

4. This green pullover will ... with my new trousers, but I need a new scarf to match it.
- a) match
 - b) suit
 - c) go
 - d) fit
5. So, go to the checkout and don't forget to take the
- a) check
 - b) bill
 - c) receipt
 - d) cash
6. We are at home at last. Such a long shopping list this time. Let's ... our things.
- a) weigh
 - b) match
 - c) pack
 - d) unpack
7. When we arrived at the supermarket first we went to the We bought chicken there.
- a) confectionery
 - b) butcher's
 - c) the grocery
 - d) fishmonger's
8. How come there was no ... of potatoes when I was putting the fruit into the trolley?
- a) packet
 - b) carton
 - c) can
 - d) tub
9. He is complaining about the poor quality of the
- a) good
 - b) goods
 - c) produce
 - d) products
10. Residents are complaining to the police ... heavy traffic in the area
- a) on
 - b) upon
 - c) of
 - d) about

11. If she just repeats what her teacher says, parrot-fashion.
- a) she mimes her teacher
 - b) she does it many times
 - c) she does it without understanding the meaning of what she has learnt, is saying
12. If you talk shop, you are sure to ...
- a) talk about things that are related to your work, especially in a way that other people find boring
 - b) talk about shopping
 - c) talk about things that are related to your leisure
13. To shop around means
- a) to go to one or more shops to buy things, often for enjoyment
 - b) to go shopping to buy food and other things you need regularly
 - c) to compare the price and quality of different things before you buy them
 - d) to look at goods in shop windows without buying them
14. Which chunk is wrong?
- a) a nasty uncomfortable armchair
 - b) a red nice woollen oversize pullover
 - c) a big black American car
15. A narrative paragraph does NOT
- a) have background information
 - b) use appropriate transition words and conjunctions
 - c) use past simple and past continuous verbs
 - d) have a topic sentence that restates the idea of the supporting sentences in different words

ACHIEVEMENT CHECK

Tick the opinion which is true about you for each can-do statement.

| Now I can ... | <i>I strongly disagree.</i> | <i>I rather disagree.</i> | <i>I am not sure.</i> | <i>I rather agree.</i> | <i>I strongly agree.</i> |
|--|-----------------------------|---------------------------|-----------------------|------------------------|--------------------------|
| pronounce emotionally-coloured sentences with the high-falling nuclear tone. | | | | | |
| talk about shopping in my family, my home place, etc. | | | | | |
| talk about types of shops. | | | | | |
| describe things I buy. | | | | | |
| talk to a shop assistant. | | | | | |
| describe how I once made a purchase. | | | | | |
| organise narrative paragraphs. | | | | | |

UNIT 6

IN ALL WEATHERS

In this unit we will learn how to:

- Pronounce compound sentences**
- Talk about seasons, weather and climate**
- Express preferences, make suggestions, accept and decline suggestions**
- Describe past experiences**
- Organise a problem-solution paragraph**

PHONETICS

INTONATION OF COMPOSITE COMPOUND SENTENCES

Each simple sentence which is the part of a composite compound sentence usually forms a separate intonation group pronounced with the low-falling tone. It is explained by their semantical independence and completion.

e.g. ↘ Spring has come | and everything is full of life ↘ gain.

If there is a closer connection in the meaning between simple sentences, the initial sentence can be pronounced with the low-rising tone.

e.g. The weather changed for the ↗ worse | but we didn't get rid of the idea to spend our week-end out-of-↘ doors.

PHONETIC EXERCISES

Exercise 1. Read composite compound sentences making them sound semantically independent or connected semantically.

1. Light breeze is blowing from the South, the weather is sure to keep fine.
2. It will snow hard in January and the ground will be covered by the vast sheet of snow.
3. The frost became more severe but that didn't stop children from going to the skating-rink.
4. The snow melted and the first spring flowers made their appearance.
5. We discussed our plans for the coming week-end and next day we started our preparations.

Exercise 2. Form a composite compound sentence by adding a simple sentence, make them sound semantically independent or connected semantically.

1. The sky was overcast with clouds.
2. We heard the distant peals of thunder.

3. But the downpour didn't last long.
4. The rivers and lakes are frozen over.
5. The leaves on the trees grow yellow, red and brown.

Exercise 3. Practise the sounds in the following words.

[ɪə] – disappear, clear, fear, experience, cheerful, idea, dear;

[εə] – air, bear, hare, scarcely, care, unbearable, airport, there;

[ʊə] – Europe, tourist, sure, moor, rural;

[aʊ] – clouds, out, mount, bound, ground, drought, about, however, found, now;

[ʌ] – must, Sunday, sunshine, lucky, summer, buzzing, thunder, fluffy, suffer, sunny, become, sultry, mushrooms, sunbathe, struck, dull;

[ɔ:] – pour, report, morning, forecast, hoarfrost, forward, thaw, exhausted, short.

Exercise 4. Read the phrases with some phonetic phenomena.

a) mind the cases of reduction:

to change completely, we suffered from oppressive heat, it is dangerous to take shelter under trees, a magnificent rainbow, the trip to the Carpathians, occasional showers, take your camera;

b) mind the intonation of the words of parenthesis:

Well, where shall we go?

In my opinion, the weather will change for the better.

It's going to rain cats and dogs, I'm afraid.

We all soaked to the skin, unfortunately.

The ice on the skating-rink, as they expected, was good enough to play ice-hockey.

Exercise 5. Transcribe and intone the sentences.

1. In the morning it was rather chilly, the sky was overcast with clouds and it looked like rain.

2. If we are lucky with the weather, we will have the time of our life.

3. Dark clouds hid the sun, we heard the distant peals of thunder and it began to pour.

4. You didn't stay under the trees, did you?

Exercise 6. Read the sayings, proverbs and rhymes about seasons and weather.

1. Make hay while the sun shines.

2. As seasonable as snow in winter.

3. Everything is good in its season.

4. To come like a bolt from the blue.

5. One swallow doesn't make a summer.

6. Thirty days has September, April, June and November,

All the rest have thirty-one, excepting February alone,

And that has twenty-eight days clear

And twenty-nine in each leap year.

7. When clouds appear like rocks and towers,

The earth is refreshed by frequent showers.

8. The south wind brings wet weather,
The north wind wet and cold together,
The west wind always brings us rain,
The east wind blows it back again.
9. No weather is ill if the wind be still.
10. Rain before seven, fine before eleven.
11. When the dew is on the grass
Rain will never come to pass.

INTRODUCTION

Exercise 1. Answer the questions below.

1. What is there in the picture?
2. How is it connected with the topic "In All Weathers"?



Exercise 2.

A. Listen to the conversation in which people discuss their plans for the weekend. Answer the questions.

1. What is the weather like?
2. What can ruin their plans?

B. Work in pairs. Find some similarities and differences between Ann's photo and the picture above. Then listen again and check your answers.

TEXT 1 GOING OUT

Vicky: Why don't we **go out**, Wendy? You **look pale and exhausted**.

Wendy: I can't. I must finish the report. The monitor said we must present it the following week.

Vicky: But you should **have a break**. It's Sunday today, isn't it? **Put** your report **aside** for a while. Let's enjoy fresh spring air. It will **do you good**.

Wendy: OK. I really **need a change**. What **is** the weather **like** now? In the morning when I was jogging it was rather **chilly**, the sky was **overcast with clouds** and it **looked like** rain. I was afraid I could **get soaked to the skin**.

Vicky: Look, it has **cleared up**. It's such a **splendid** day. Besides, the **weather forecast** says there will be a good deal of **sunshine** today.

Wendy: OK. Let's **make hay while the sun shines**. The weather is very **changeable** in spring, you know.

Vicky: Well, where shall we go then?

Wendy: What about going to the park? Ann **boasted of** the photos she had taken at the flower exhibition there. It's **brehtaking beauty**. Spring flowers have **come into full bloom**. If we are **lucky with** the weather, we will **have the time of our life**. Take your camera and off we go.

Exercise 3.

A. Work in pairs. Interview your partner about his last weekend. Find out: information about weather / places / activities / impressions.

B. Do you have a similar picture in your photo album? When and where did you take it? What do you remember about that day?



C. Listen to the story and answer the questions.

1. Was the trip to the mountains a success?
2. What information in the text is shown in the picture above?

TEXT 2

FOUR SEASONS IN THE CARPATHIANS

Have you ever been to the Carpathians? I have. It was the most exciting **experience** of my life.

My groupmates and I **went on a three-day holiday**. The plan was **to climb** Hoverla, the highest mountain in Ukraine. However, the things didn't go according to the plan. As soon as we **arrived at the foot of the mountain** we **dropped in** the tour service centre where we chose the longest tourist routes.

We **set out** the next day. Summer was **in full beauty**. The sun was **shining** brightly. White clouds were **floating across the sky**. Bees were buzzing over green meadows. We **couldn't help enjoying** the sweet perfume of wild flowers. By noon we had **got pretty tired**. As the temperature rose above 30°C, we **suffered from oppressive heat** and decided to have a rest. We had scarcely **settled in the shade** of the trees when a breeze **turned into** a strong wind. In a flash, everything **changed completely**. Dark clouds hid the sun, we heard the distant **peals of thunder** and it began **to pour**. We knew that it is dangerous **to take shelter** under trees in a **thunderstorm**. We were afraid **lightning** could hit the tree. So we thought it was the end of our trip. But it didn't **last long** and soon we could continue our way. A magnificent **rainbow put us in a cheerful mood** again. **To our great surprise**, the higher we climbed the cooler it became. Two hours later we **found ourselves** in spring ...

VOCABULARY BOOSTER

| Word and its derivatives | Collocations | Examples |
|--|---|--|
| 1. to go out (went, gone) 1) вийти з дому, піти куди-небудь 2) мати романтичні стосунки 3) гаснути | <i>to go out for</i> <i>to go out with</i> | <i>Are you going out tonight?</i> <i>We went out for a meal and then on to a movie.</i> <i>Tina used to go out with my brother.</i> <i>They've been going out for two years now.</i> <i>Suddenly the light went out.</i> |
| 2. to set (set, set) – ставити, поміщати, класти | <i>to set in</i> – наставати, встановлюватися, починатися <i>to set off</i> – відправлятися, рушати в дорогу <i>to set out</i> – вирушати в дорогу <i>to set out on a journey/ drive/ voyage etc</i> | <i>Winter set in early this year.</i> <i>I'll set off early to avoid the traffic.</i> <i>Kate set out for the house on the other side of the bay.</i> <i>The band are setting out on a European tour in March.</i> |
| 3. to put (put, put) 1) класти, ставити [= place] 2) приводити (у певне положення, стан) | <i>to put sb in a good/ bad etc mood</i> – make them feel happy/ annoyed etc <i>to put sb in charge etc</i> – призначати (на яку-небудь посаду, роботу) | <i>He put the coffee on the table.</i> <i>I don't want to put you in danger.</i> <i>The long delay had put us all in a bad mood.</i> <i>His boss resigned and Murphy was put in charge.</i> |
| 3) виражати, висловлювати, формулювати (думки, зауваження); | | <i>So it was an accident, an "act of God" if you want to put it like that.</i> <i>It is hard to put into words (=express) how I feel now.</i> |

перекладати (на іншу мову)

He's not very musical, to put it mildly.

to put one's finger on sth – to know or be able to explain exactly what is wrong, different, or unusual about a situation
to put sth aside –

There was something about the man that worried Kate, but she couldn't put her finger on it.

відкладати

You must put aside your pride and apologise to him.

She put at least £30 a week aside for food.

He glanced at the note, put it aside and went on with the meeting.

to put down

1) покласти на

2) записати

Put those heavy bags down for a minute.

Put down your name and address.

to put sth off –

відкласти

The match has been put off until tomorrow because of bad weather.

to put sth on

вдягати одяг (*Ant. to take off*)

He took off his uniform and put on a sweater and trousers.

I'll have to put my glasses on; I can't read the sign from here.

to put out

1) загасити

The rescue services are still trying to put out the fires.

2) вимкнути

We usually put out the light at 11 pm.

to put up

1) спорудити

They're putting up several new office blocks in the centre of town.

2) підняти

I put up my hand and asked to leave the room.

Philip put his hood up because it was raining.

to put up with sb/ sth – примиритися, змиритися

She put up with his violent temper.

4. experience

1) досвід роботи
(*uncountable*)

experience of/ in/ with

He had no previous experience of managing a farm.

to gain/ get experience

I had some experience in fashion design.

They can gain some experience working in the library.

2) життєвий досвід
(*uncountable*)

in sb's experience

In his experience, women did not like getting their feet wet and muddy.

to know/ learn/ speak from experience

Being a parent isn't easy, as I know from experience.

personal/ previous/ past/ memorable/ unforgettable experience

From personal experience, she knew and understood the problems of teenagers.

3) випадок, пригода
(*countable*)

experience of/ with

This was my first experience of living with other people.

5. foot (pl. feet)

1) кінцівка, ступня

My foot hurts.

2) фут (about 30 centimeters)

He's six feet tall, with blonde hair.

3) нижня частина, підніжжя

He walked to the foot of the stairs.

the foot of a mountain/ cliff etc

We saw a small cottage at the foot of the hill.

on foot – йти пішки

It takes about 30 minutes on foot, or 10 minutes by car.

to put one's feet up – to relax, especially by sitting with your feet supported on something

Jennifer put her feet up after the strenuous working day.

to have two left feet – бути незграбним

Our dance classes will appeal to everyone, including people who have never danced before and believe they have two left feet.

6. to change v.

1) змінюватися

to change (for the better/ worse)

to change (from sth) to sth

to change sb/ sth into sth

to change drastically/ radically/profoundly etc

2) змінити

to change your mind – to change your decision, plan, or opinion about sth

3) перевдягатися

4) розміняти

5) зробити пересадку

to change at

to change trains/ buses/ planes etc

change n.

1) зміни

2) заміна

for a change – sth is happening that usually does not.

3) здача

7. dangerous

1) небезпечний

dangerous for dangerous to

highly/ very dangerous

2) ризикований

dangerous ground/ territory – a situation or subject that could make someone very angry or upset

Susan has changed a lot since I last saw her.

The weather has changed for the better.

He changed from being a nice lad to being rude and unhelpful.

A witch changed him into a mouse.

Attitudes towards smoking are gradually changing.

She changed jobs in May.

Her father tried to get her to change her mind.

Francis came in while Jay was changing.

Can you change a £20 note?

Passengers for Liverpool should change at Crewe.

I had to change planes in Denver.

Scientists worry about climatic change.

The car needs an oil change.

He ordered rice with meat for a change.

Here's your change, sir.

Thunderstorms are dangerous.

The crumbling sidewalks are dangerous for old people.

The virus is probably not dangerous to humans.

The aircraft caught fire, a highly dangerous situation.

The business is in a dangerous financial position.

Teachers can be on dangerous ground if they discuss religion.

8. shelter n.

1) дах, житло

They are in need of food and shelter.

2) укриття

shelter of

We reached the shelter of the caves.

*in/ into/ under etc the shelter of sth
shelter from*

They were standing under the shelter of a huge tree.

An old hut gave shelter from the storm.

3) притулок

shelter for

There was no place for her to go but to a shelter for battered women.

shelter v.

1) дати притулок;
укривати

to shelter sb/ sth from sb/ sth

Collins was arrested for sheltering enemy soldiers.

Plant herbs next to a wall to shelter them from the wind.

2) укритися,
сховатися

to shelter from

We sat in the shade, sheltering from the sun.

9. to hit (hit, hit)

1) ударяти

to hit sb/ sth with / sth

The robbers hit him over the head with a baseball bat.

2) вражати,
ранити

He was hit by a car.

3) ударятися

to hit sth on/ against sth

The ceiling's low, so be careful you don't hit your head.

She slipped and hit her head on the sidewalk.

to hit home – if a remark, criticism etc about you hits home, you realize that it is true

Graham didn't reply, but she could see her words had hit home.

10. to last

1) тривати

to last for/ until/ through etc

The hot weather lasted for the whole month of June.

to last an hour/ ten minutes etc

Each lesson lasts an hour.

2) продовжуватися, зберігатися (у гарному стані)

This good weather won't last.

ESSENTIAL VOCABULARY

to look good (bad, pale, exhausted), to put aside, to do good, to have a break, to be like, to look like, a change in the weather, to be overcast with, to get soaked to the skin/ to get wet through, to clear up, according to the weather forecast, to shine, to blow, to boast of sth, to take photos, to be lucky with, to have the time of one's life, to make hay while the sun shines

to go on a three-day holiday, to float across the sky, to be in full beauty, can't help doing, to have a rest, scarcely/ hardly, to hide, to settle, to one's surprise, to climb, to arrive at/ in, to drop in (on sb), to get pretty tired, to suffer from

IDIOMS

a fair-weather friend: someone who is your friend only when things are pleasant or going well for you – ненадійний друг

e.g. She's just a fair-weather friend. She won't be much help in an emergency.

to run into heavy weather: to encounter difficulties – потрапляти у складне становище, зіштовхуватися з труднощами

e.g. This product ran into a lot of heavy weather.

COMMON ERRORS

Weather – is usually used with "the" or with no determiner.

e.g. We had good weather not long ago.

We had miserable weather while on holiday.

SHADE/ SHADOW

Shadow is usually used to mean "a dark shape on the surface that appears when something stands between a light and the surface".

e.g. Look at your shadow on the grass.

Shade is used to refer to a place sheltered from the sun.

e.g. There is no shade in the desert.

ADJECTIVES "ING"/ "ED"

Adjectives ending in 'ing' describe what something, or someone, is like.

e.g. This book is interesting. The lecture was boring.

Adjectives ending in 'ed' describe how you feel.

e.g. I was bored while reading that book.

The most common adjectives with 'ing' and 'ed' are:

amazed/ amazing, amused/ amusing, annoyed/ annoying, bored/ boring, confused/ confusing, disappointed/ disappointing, embarrassed/ embarrassing, excited/ exciting, frightened/ frightening, horrified/ horrifying, interested/ interesting, surprised/ surprising, tired/ tiring.

TEXTWORK

Exercise 1. Do the following tasks on Text 1.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about yourself. Let your partner guess if they are true or false.

C. Make up 5 general and special questions with the words and expressions in bold and interview your group-mates.

Exercise 2. Do the following tasks on Text 1.

A. Write English equivalents of the following words and phrases. Use them in sentences of your own.

1) піти на вулицю; 2) виглядати блідим; 3) перепочити; 4) відкласти вбік; 5) насолоджуватися свіжим повітрям; 6) приносити користь; 7) схоже на дощ; 8) бути хмарним; 9) промокнути наскрізь; 10) багато сонця; 11) квіткова виставка; 12) вражаюча краса; 13) розквітнути; 14) провести гарно час.

B. Write these words in English, transcribe and contextualize them.

1) виснажений; 2) погода; 3) бігати підтюпцем; 4) прояснитися; 5) прогноз погоди; 6) мінливий; 7) хвалитися фотографіями; 8) виставка; 9) цвітіння; 10) фотоапарат.

C. Find antonyms of the following words and phrases. Make up questions with them.

1) to stay indoors; 2) to look refreshed; 3) to go on; 4) for long; 5) to do harm; 6) warm; 7) to be clear; 8) to be overcast; 9) not to make haste; 10) steady; 11) to fade.

Exercise 3. Answer the questions.

1. Wendy is a picture of health, isn't she?
2. Why is she exhausted?
3. Who said the group must present the report the following week?
4. What can do Wendy good?
5. Didn't Wendy get soaked to the skin in the morning?
6. Is the weather settled? Why?
7. The weather forecast isn't optimistic, is it?
8. What are they going to do?

Exercise 4. Ask Ann about her visit to the park. Make use of the suggested words.

To take photos, flower exhibition, breathtaking beauty, spring flowers/ to come into full bloom, to have time of one's life, to be lucky with the weather, to look like rain, to enjoy oneself.

Exercise 5.

A. Make up the detailed description of the weather on Sunday.

B. You are Wendy/ Vicky. Tell us if you were lucky with the weather on Sunday. Reason it out.

C. Roleplay the conversation. Make use of the pattern of Text 1 Going out.

Student A: Persuade your partner to go out, invent a lot of reasons not to stay home, pay special attention to the weather.

Student B: You are extremely busy and do not feel like going out, invent a lot of reasons to stay at home, pay special attention to the weather.

Exercise 6. Do the following tasks on Text 2.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about your group-mates to support or challenge.

C. Make up 5 questions with the words and expressions in bold of different types (general/ special/ alternative/ disjunctive) and interview your group-mates.

Exercise 7. Do the following tasks on Text 2.

A. Write English equivalents of the following words and phrases. Use them in sentences of your own.

1) найцікавіший досвід; 2) триденний вихідний; 3) згідно з; 4) прибувати; 5) підніжжя гори; 6) заходити; 7) обирати туристичний маршрут; 8) відправлятися; 9) у повній красі; 10) плисти по небу; 11) не можна втриматися; 12) насолоджуватися приємним ароматом; 13) втомитися; 14) страждати від; 15) підніматися вище; 16) задуха; 17) влаштуватися у тіні; 18) миттєво; 19) сховати сонце; 20) далекий гуркіт; 21) ховатися під деревами; 22) вразити дерево; 23) довго тривати; 24) налаштувати на чудовий настрій; 25) опинитися.

B. Write these words in English, transcribe and contextualize them.

1) Карпати; 2) досвід; 3) підніматися; 4) Говерла; 5) дзижчати; 6) туристичний центр; 7) маршрут; 8) луг; 9) запах; 10) дикий; 11) температура; 12) ледве; 13) грім; 14) блискавка; 15) чудова; 16) продовжувати; 17) райдуга.

Exercise 8. You are not sure if you have got the idea correctly. Ask your partner if it is true.

Model: The trip to the Carpathians was the best experience of Steve's life.

– *The trip to the Carpathians was the best experience of Steve's life, wasn't it?*

– *Yes, it was. It was the most exciting experience of his life.*

1. Steve went on holiday alone.
2. It was a four-day holiday.
3. Everything went according to the plan.
4. Their trip started in the morning.
5. It wasn't a sunny day.
6. The sky was overcast with clouds.
7. They couldn't enjoy the sweet perfume of wild flowers.
8. By noon they had hardly got tired.
9. The temperature was about 20°C.
10. The tourists had to have a rest because of the heat.
11. The trees protected them from the heat.
12. In a flash the weather changed.
13. The tourists could see the flashes of lightning.
14. It rained cats and dogs.
15. The thunder and lightning stopped but it continued pouring.
16. A rainbow cheered them up.
17. Two hours later they found themselves in spring.

Exercise 9. Respond to the statements using the information from the text.

Model: – Their trip lasted three days. – Yes, they went on a three-day holiday.

1. Things went as they had planned.
2. They came into the tour service centre at the top of the mountain.
3. It didn't look like summer.
4. There was a lot of sunshine.
5. The sky was cloudless.
6. The tourists admired the perfume of wild flowers.
7. The temperature was below 30°C.
8. They couldn't bear the heat.
9. The group had a rest on a green meadow.
10. A light wind grew stronger.
11. The sky was overcast with heavy clouds.
12. They heard the distant claps of thunder.
13. It began to drizzle.
14. It's safe to take shelter under trees.
15. The thunderstorm calmed down very quickly.
16. Nothing could put the tourists in a cheerful mood again.

Exercise 10. The weather was changeable during the trip to Hoverla. Complete two columns to describe two kinds of weather using Text 1 and Text 2.

| Good weather | | Bad weather | |
|--------------|-------------------|-------------|----------------------------------|
| ✓ | to shine brightly | ✓ | to be overcast with heavy clouds |
| ✓ | ... | ✓ | ... |

Exercise 11.

A. Paul describes the photos taken during his trip. Complete the description with the suitable phrases.

1. Look, we are going up the mountain. Summer is in ... beauty. The sun is ... brightly. The sky is almost cloudless, there are only a few ... clouds ... across it. I remember we couldn't help ... the perfume of ... flowers. It is an early morning, so the ... is about 20°C ... zero. A ... is rustling the wild flowers and green grass on the

2. In this picture we are under the trees. We are taking ... from the rain. The sky is ... with heavy clouds. I remember the bright flashes of ... lit up the sky from time to time. Look, Jane is frightened by a loud ... of thunder. As you see it's not just raining, it's No wonder our guide got ... to the skin while taking the photos. Fortunately, ... didn't ... long.

B. Describe the next picture of Paul's.

Look at this wonderful picture with a magnificent rainbow. ...

VOCABULARY PRACTICE

Exercise 1. Fill in the correct word using Vocabulary booster.

A. To go out, to set, to put:

1. The weather that day was so magnificent that we couldn't help
2. I didn't know that he ... out ... Kitty.
3. In a flash the candles We could see nothing in the dark.
4. When I get out of bed on the wrong side nothing can ... me ... a cheerful mood.
5. It was the end of our journey as rainy weather ... in.
6. We were about to set ... when the telephone rang.
7. When are you going to ... out a voyage?
8. The weather has become glorious at last, we are going to on a trip.
9. ... your clothes on their place.
10. He has come through hard time. No wonder he ... money ... for a rainy day.
11. Never till tomorrow what you can do today.
12. When you ... off, don't forget to the light.
13. No matter how naughty he was, his parents had to with him.

B. Experience, foot, to change:

1. The applicants are required to get some ... in the sphere.
2. I often ask him for advice as he gives it ... his own ...
3. Have you got any dealing with disabled people?
4. He was ready to set off but his ... hurt terribly.
5. They found themselves ... the ... of the mountain.
6. It's not far from here. Let's go
7. As it usually happens in the fairytales, the evil ... him ... a monster.
8. The children came home very dirty and had to ... their clothes.
9. There is no direct connection with that place you will have to ... at Manchester.
10. The ... of weather didn't ... us into a cheerful mood.
11. Here's your ..., sir.
12. He read a detective story ... a change.

C. Dangerous, shelter, to hit, to last:

1. Taking shelter under a tree is
2. You will be all alone on that ... territory. Nobody knows what's going on there.
3. It rained heavily and we headed for ...
4. They spent the night under the ... of the oak.
5. Don't ... the dogs with the stick – they will attack you.
6. He was so tall that he got used to ... his head ... the ceiling.
7. His face changed immediately – she understood that her words ... home.
8. Spring showers don't ... long.
9. The clap of thunder a couple of seconds and then came the flash of lightning.
10. The spell of bad weather has set in. I am sure it will ... pretty long.

Exercise 2. Paraphrase the following sentences using Vocabulary booster.**A. To go out, to set, to put:**

1. The weather was wretched and we made up our minds to stay indoors.
2. The day they quarreled was rainy and they didn't see each other.
3. The sudden wind blew out the light and we found ourselves completely helpless.
4. It is time to leave. I am looking forward to our journey!
5. Nothing could spoil my mood even bad weather which had settled.
6. Why do you always tell her how bad he is? It doesn't help her!
7. Try not to place your things everywhere. Keep your room in order.
8. We didn't write our names. We wanted him to guess them.
9. As very few people came to the meeting we postponed it.
10. They were in love with each other and could bear some misunderstanding.

B. Experience, foot, to change:

1. He has lived quite a long life to understand what that change was caused by.
2. We will receive a lot of knowledge and skills if you take this position.

3. Their office was situated at the bottom of the hill.
4. It was not raining so we walked there.
5. This monument is about 3 meters high.
6. It's so pleasant to relax after a tough day.
7. To feel free while travelling you should have the local money.
8. She wanted to go to the dancing ball. But her partner was so clumsy!
9. The weather conditions became awful and we had to postpone the trip.

C. Dangerous, shelter, to hit, to last:

1. This virus won't do your computer any harm.
2. The road was slippery and it was difficult to drive.
3. The lost tourists looked for any place to protect themselves.
4. In every big city there is a place where homeless people can find food and protection.
5. The cyclist didn't follow the traffic rules and was run down by a passing car.
6. The sunny weather continues for half a year in that area.
7. Let's hide somewhere and wait – this shower won't go on for long.
8. Our journey didn't continue for a long time as awful weather came and we didn't want to accept constant rain.
9. How long did it take you to make a journey?

Exercise 3. Translate the following sentences using Vocabulary booster.

1. Я рада, що ми з мамою найкращі подруги. Звісно, в неї більше досвіду спілкування з людьми. Вона завжди легко розбирається у складній ситуації. І навіть якщо я не хочу змінювати свою думку, з часом її слова виявляються правдою.
2. Між цими містами немає прямого сполучення. Ви мусите пересісти з потягу на автобус. Подорож автобусом триватиме більше трьох годин. Вам доведеться змиритися з такими незручностями.
3. Ми вирішили йти пішки. Мої ноги боліли, хоча я взув зручні кросівки. Я ще ніколи не мав досвіду подорожі у горах, тому одягнув занадто теплий одяг. Чесно кажучи, я ледве рухався. Провідник сказав, що притулок для відпочинку знаходиться біля підніжжя гори, але наша подорож туди триватиме ще півтори години.
4. Нам довелося змінити наші плани щодо вихідних, оскільки настала погана погода. З прогнозу погоди ми дізналися, що дощ триватиме щонайменше дві доби. Та із власного досвіду я знаю, що погода тут не дуже сприяє пішим прогулянкам.
5. Я знаю, що він ніколи не змінює своєї думки, але мої слова попали у ціль – він відклав свою поїздку на потім. Звісно, це не покращило його настрій, однак, якщо він покладає усі свої сподівання на цю зустріч, він має проаналізувати наш досвід з цього питання. Це триватиме недовго, але захистить нашу компанію від небезпечного зовнішнього впливу.

Exercise 4. In teams, use the words/ phrases below to make sentences. Each correct sentence gets one point.

to make progress, to be on good terms, without difficulty, to encourage sb to do sth, to cope with, fashionable, to be/ get used to sth (doing sth), to look through sth, by fits and starts, to be satisfied with, to go wrong, to be in no condition to do sth, to keep sb busy, to be popular with, a generous offer, to treat sb to sth.

Exercise 5. Respond to the statements using Additional vocabulary.

A.

1. Winters are severe in Ukraine.
2. It is unbearably hot in December.
3. Hoarfrost covers rivers and lakes.
4. Rivers and lakes are never frozen over in winter.
5. Children are fond of riding bicycles in winter.
6. The trees are bare in January.
7. People are exhausted in winter.
8. The adults enjoy the beauty of winter.
9. February is the mildest winter month.
10. The streets are muddy.
11. Snowdrifts hang from the roofs.

B.

1. People are tired of winter weather.
2. Spring sets in in February.
3. The weather changes for the worse in March.
4. A hard frost comes in March.
5. The nights get longer in April.
6. The streets become muddy at the beginning of spring.
7. There are a lot of puddles everywhere.
8. Nature awakens from long winter sleep.
9. The temperature is about zero in spring.
10. Spring weather is often unpredictable.

C.

1. When it is sultry there is dew on the grass.
2. If a thunderstorm breaks there will be lightning after a peal of thunder.
3. You should go mushrooming after a downpour.
4. One can be struck by lightning if it pours with rain.
5. Make hay after a drought.
6. April showers bring good harvest of fruit and vegetable.
7. It never rains, it thaws.
8. The heat is always unbearable early in the morning.
9. You can't help sunbathing in the rain.
10. We had miserable weather while on summer holiday.

D.

1. We always enjoy Indian Summer in November.
2. Indian Summer is a period of unusually settled wretched weather after the end of summer proper.
3. The leaves get brown in September.
4. The sky is overcast with heavy clouds on October morning.
5. The weather is often dull in November.
6. It is often foggy in the morning in early autumn.
7. It drizzled on September 1.
8. It never sleets in late autumn.
9. It's breathtaking beauty when the trees are bare in autumn.
10. It often rains in autumn that's why it is so pleasant to walk.

Exercise 6.**A. Complete the sentences.**

1. If it is freezing hard
2. If many icicles hang from the roofs of the houses
3. I'll put on rubber boots if
4. I'll go skiing if
5. If I have a frost-bitten nose
6. If it is piercing cold
7. If there is a blizzard
8. If it looks like a thaw
9. If it is slippery
10. If there is a snowdrift
11. If the trees are covered with hoarfrost
12. If the snow lies deep

B. Complete the sentences to make composite compound ones.

1. A cool pleasant breeze
2. There was a sudden flash of lightning
3. The weather on that winter day was absolutely
4. The weather on that summer day was absolutely
5. Hot humid air usually precedes a thunderstorm
6. Huge, fluffy clouds
7. Thick, grey fog
8. The sun is shining
9. The weather is rather
10. The day is quite
11. It looks like
12. There is no bad weather ...

C. Which of the sentences describes today's weather?

Exercise 7. Match the following definitions with the words from the box. Make up sentences with them.

A. Verbs

melt, bloom, freeze, drizzle, flood, hail, ripen, fade, rain cats and dogs, set in

- 1) to become established;
- 2) to rain very heavily;
- 3) to change to liquid condition by heat;
- 4) to be or feel very cold;
- 5) to produce flowers;
- 6) to become covered or filled with water;
- 7) to rain with small balls of ice;
- 8) to rain in a very light way;
- 9) to make or become ripe;
- 10) to lose or cause to lose brightness, colour.

B. Nouns

rainbow, sleet, breeze, cloud, dew, thunderstorm, blizzard, thaw, snowdrift, snowdrop

- 1) a gentle or light wind;
- 2) partly melted falling snow or hail;
- 3) a mass of water or ice particles visible in the sky, usually white or grey, from which rain or snow falls;
- 4) a bow-shaped display of the colours of the spectrum in the sky, caused by the refraction and reflection of the sun's rays through rain or mist;
- 5) a bank of deep snow driven together by the wind;
- 6) plants having drooping white bell-shaped flowers that bloom in early spring;
- 7) a storm caused by strong rising air currents and characterized by thunder and lightning and usually heavy rain or hail;
- 8) drops of water condensed on a cool surface, especially at night, from vapour in the air;
- 9) a strong bitterly cold wind accompanied by a widespread heavy snowfall;
- 10) a spell of relatively warm weather, causing snow or ice to melt.

C. Adjectives

damp, sultry, slippery, severe, unsettled, occasional, frosty, breathtaking, cool, foggy

- 1) slightly wet, as from dew, steam, etc;
- 2) moderately cold;
- 3) oppressively hot and humid;

- 4) freezing or very cold;
- 5) causing or tending to cause objects to slip;
- 6) thick with fog;
- 7) unpredictable; uncertain;
- 8) taking place from time to time; not frequent or regular;
- 9) causing awe or excitement;
- 10) causing misery or discomfort by its harshness.

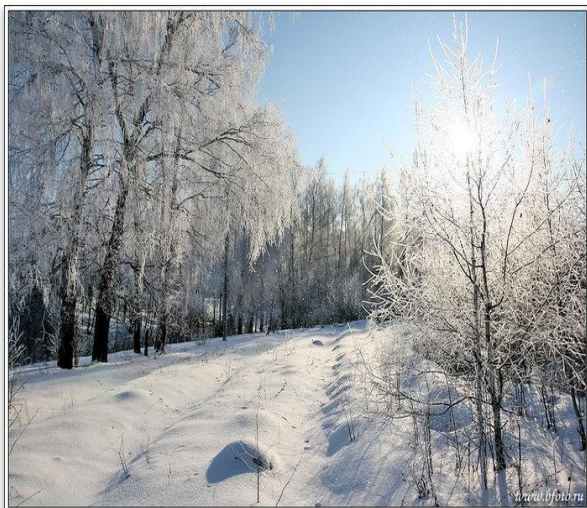
D. Work in pairs. Student A: say the definitions of the words in the box, Student B: close the book and say the defined word.

Exercise 8.

A. Give all possible derivatives from the following words. Consult your dictionary.

Rain, snow, sun, fog, wind, change, frost, ice, cloud.

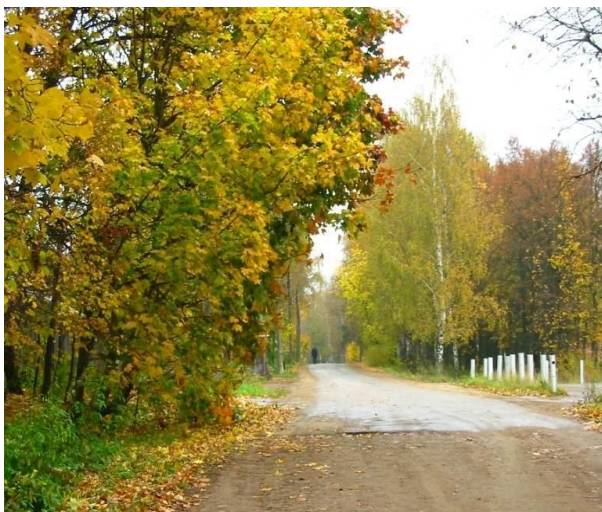
B. Use the derivatives to describe the weather in the pictures.



A



B



C



D

Exercise 9. Read the descriptions, correct and complete them.



A

It is a gloomy day in early spring. I believe it is morning, so it is rather cold and dry. The sun is not shining yet but it is not going to be a wretched day. The sky is overcast with nasty-looking clouds. The temperature is about 10 degrees below zero. As far as I can see the weather is windy. The air is fresh and sweet as new greenery has appeared, the grass is faded and the trees are in blossom.

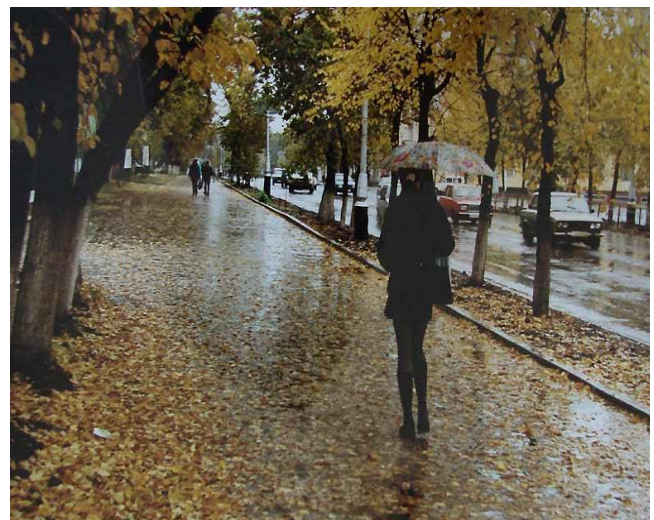


B

It is a ... day in I believe it is ... , so it is quite ... and The sun is ... , it is going to be a ... day. The sky is ... The temperature is As far as I can see the weather is The air is ... , greenery ... , the grass



C



D

Exercise 10. Describe various kinds of weather.

- 1) a rainy day in autumn;
- 2) a glorious summer morning;
- 3) a frosty winter day;
- 4) a sultry summer afternoon;
- 5) Indian summer;
- 6) a nasty winter day;
- 7) a splendid day in early/ late spring.

Exercise 11. Dictionary work

A. Look up the weather idioms from Additional vocabulary in the dictionary. Transcribe and read them. Find definitions of the idioms.

B. Do they describe you/ any person you know? Why?/ Why not?

C. Make up a thought-provoking statement using the idioms for your group-mates to comment on.

Exercise 12. Translate the sentences into English.

1. – Зараз березень, а ще так холодно! Дме холодний вітер, вчора йшов дощ. Коли теплішає в Англії? – Важко сказати. По-різному. Наприклад, минулого року тепло було вже у березні і ми справді отримали насолоду від відпочинку на узбережжі. – А яка була погода? – Дуже тепло, приблизно + 20°C. Яскраво світило сонце на безхмарному небі. Нам пощастило з погодою того разу.
2. – Чуєш, гримить! Зараз полле! Нам краще сховатися! – Не турбуйся. Гроза нам не зашкодить. Ми зможемо сховатися, тут багато дерев. Я не думаю, що гроза триватиме довго. – Але це небезпечно! Якщо ми не хочемо промокнути наскрізь, пішли скоріше додому.
3. – Яка чудова зима! Я не можу не милуватися пухким снігом, який блищить на сонці! – Така морозна погода не для мене. Я завжди страждаю від пронизливого холоду. Крім того, неможливо ходити по таких слизьких дорогах. Не встиг я вийти з дому вчора, як упав двічі. – Не бурчи. Відкладай свою роботу і ходімо покатаємось на лижах!
4. – Нарешті літо! Я завжди в чудовому настрої в таку теплу сонячну погоду! – Я також! Давай позагораємо. – Таке пекуче сонце не піде нам на користь. Моя подруга дзвонила мені та скаржилася, що вчора згоріла на пляжі. – Якщо ми влаштуємося в затінку, то чудово відпочинемо. Важко втриматися від купання в такий спекотний день.
5. – Я не можу не похвалитися своїми фотографіями з останнього відпочинку. – Який захоплюючий вид! Такі яскраві кольори можна побачити тільки весною: пухнасті білі хмаринки на блакитному небі, ніжна

зелена трава з чудовими жовтенькими кульбабами, квітучі фруктові дерева. Можна уявити цей травневий солодкий аромат. – Мама пообіцяла, що ми поїдемо туди наступного року також. Я впевнена, що я зможу зробити ще більше чудових фотографій.

CULTURE CONTEXT

A. Translate the following passages into Ukrainian. Comment on them.

1. It had been gradually getting overcast, and now the sky was dark and lowering, save where the glory of the departing sun piled up masses of gold and burning fire, decaying embers of which gleamed here and there through the black veil, and shone redly down upon the earth. The wind began to moan in hollow murmurs, as the sun went down, carrying glad day elsewhere; and a train of dull clouds coming up against it, menaced thunder and lightning. Large drops of rain soon began to fall, and, as the storm-clouds came sailing onward, others supplied the void they left behind and spread over all the sky. Then was heard the low rumbling of distant thunder, then the lightning quivered, and then the darkness of an hour seemed to have gathered in an instant.

(From Charles Dickens, Old Curiosity Shop)

2. For months we have had scarcely any rain The grass and the trees have seemed to remain at a standstill, as though waiting for something. When I pour waterpot after waterpot of water about the roots of some favourite or needy plant, the water runs off the caked ground ... seemingly, without quenching the fever-thirst of the earth The beauty of rain is a thing often missed, I think, even by those who do keep, as they pass through this world, a keen eye for the Creator's thoughts, embodied in beauty about them

(From John Richard Vernon, The Beauty of Rain, 1863)

3. Every bolt, as it burst with the roar of a cannon, seemed to awaken a series of distinct echoes on every side, and you heard them banded from crag to crag as they rushed along the wadis; while they swept like a whirlwind among the higher mountains, becoming faint as some mighty peak intervened, and bursting again with undiminished volume through some yawning cleft, till the very ground trembled with the concussion. Such sounds it is impossible ever to forget; it seemed as if the whole mountains of the peninsula were answering one another in a chorus of the deepest bass. Ever and anon a flash of lightning dispelled the pitchy darkness, and lit up the tent as if it had been day; then, after the interval of a few seconds, came the peal of thunder, bursting like a shell to scatter its echoes to the four quarters of the heavens, and overpowering for a moment the loud howlings of the wind.

(From Robert Walter Stewart, The Tent and the Khan: A Journey to Sinai and Palestine, "Chapter IV: Feiran to Ghebel Mousa," 30th January 1854)

4. Forecast: A dry, sunny start over England and Wales, but there may be light showers adjacent to the southern North Sea. Western Scotland and Northern Ireland will become cloudy during the morning with outbreaks of rain moving to these areas by midday. This weather will spread south-eastwards to all parts of Scotland, north-west England and north Wales by the evening. Temperatures: 8 C° (46 F°) in East Anglia, 10 C° (50 F°) in Northern Ireland. Outlook: Little change in southern and eastern parts of England during Tuesday and Wednesday. There will be cool nights with frost and possibly patchy fog, but die with sunny spells during daylight hours.

Early cloud and rain in north-western districts will gradually die out during Tuesday.

(From "Daily Express")



B. Find out about British weather (available at:

<http://learnenglish.britishcouncil.org/en/word-street/british-weather>).

C. Surf the Internet in search of information about weather. Share it with your groupmates.

SPEAKING

Exercise 1. Roleplay

A. Look at the phrases for making suggestions and say what follows them:

a) verb + -ing; b) infinitive with *to*; c) infinitive without *to*.

1. Would you like...?
2. Do you fancy...?
3. Why don't we....?
4. What about.....?
5. How about...?
6. It would be nice...
7. Let's...
8. Shall we...?

B. Complete the phrases with the words below.

really *good* *not* *idea* *option*
would *like* *problem* *sure*

Accepting a suggestion:

1. I'd love to.
2. Sure, why _____?
3. That sounds like a great idea.
4. Let's do that.
5. That's a _____ good plan.
6. What a good _____!

7. Sounds _____ to me.

8. Yes, that would be great.

Declining a suggestion:

9. Sorry, but I don't really fancy...

10. I'm not _____ about that.

11. Sorry, but I can't.

12. I'd love to, but...

13. Yes, but don't you think it _____ be better to...

14. Well, I'd rather (do sth)

15. The _____ with... is that...

16. Sorry, but I don't think that's a very good idea.

Expressing preferences:

17. I'm quite keen on...

18. I quite fancy...

19. I _____ the idea of...

20. I think....is better _____ than.....

21. I think would be

22. I'd prefer to.... because...

C. Make a list of things you can do on a rainy day in autumn/ a sunny day in spring.

D. Work in pairs and roleplay a conversation:

1) **Student A.** It's a rainy day in autumn and you are bored. Suggest your friend doing something together.

Student B. Reject some of your friend's suggestions before deciding on one.

2) **Student A.** It's a sunny day in spring and you are full of energy. Suggest your friend doing something together.

Student B. Reject some of your friend's suggestions before deciding on one.

Exercise 2. Make up dialogues on the following situations. Make use of the conversational formulas suitable for the situations.

1. Two people have a talk in the street. One of them admires the weather, the other finds it awful.

2. Your friend invites you to spend a weekend at her/ his native place. Find out what the weather will be like.

3. Convince your partner that summer/ autumn/ winter/ spring is the best season. Your partner doesn't agree with you.

4. Ukrainian and English students discuss the weather in their countries.

5. Convince your partner that it's useful to listen to the weather forecasts.

6. Two people talk about the weather signs they believe, that foretell the weather.

Exercise 3. Discuss the following questions.

1. Speak on the climate of Great Britain/ Ukraine. Compare them.
2. Speak on the best season to visit your country. Use specific reasons to support your answer.
3. Speak how the weather influences peoples' mood.
4. Speak on your favourite season.
5. Describe what happens to nature in each season.
6. Tell your partners about the holiday which was spoilt by the weather.
7. Indian summer is the most beautiful period of the year. Give reasons.
8. Compare two seasons.
9. Speak on the weather signs that foretell the weather.
10. Choose and describe the picture depicting the weather in detail.
11. You always look forward to spring. Why? Give your reasons.
12. Describe a rainstorm or thunderstorm you were caught in once.

Exercise 4. Discuss the following proverbs. Take examples from life or fiction.

1. Marriages are made in heaven and should last forever.
2. Everything is good in its season.
3. Every dark cloud has a silver lining.
4. Make hay while the sun shines.
5. It never rains but pours.
6. Small rain lays great dust.
7. As the wind blows seek your shelter.

Exercise 5. Which quotation is your favourite? Why?

1. "Sunshine is delicious, rain is refreshing, wind braces us up, snow is exhilarating; there is really no such thing as bad weather, only different kinds of good weather." *John Ruskin*
2. "The trouble with weather forecasting is that it's right too often for us to ignore it and wrong too often for us to rely on it." *Patrick Young*
3. "Don't knock the weather; nine-tenths of the people couldn't start a conversation if it didn't change once in a while." *Kin Hubbard*
4. "Anyone who says sunshine brings happiness has never danced in the rain."
Author Unknown
5. "When I no longer thrill to the first snow of the season, I'll know I'm growing old." *Lady Bird Johnson*
6. "Snowflakes are kisses from heaven." *Author Unknown*
7. "There's no such thing as bad weather, only unsuitable clothing." *Alfred Wainwright*
8. "Wherever you go, no matter what the weather, always bring your own sunshine." *Anthony J. D'Angelo, The College Blue Book*

Exercise 6. Do a project "The best season to visit your country"/ "Nature in paintings"/ "There is no bad weather ..."/ "Ukrainian summer (spring/ autumn/ winter) in travelling brochures": working in small groups find information about the topic to form a presentation.

READING

THE WEATHER OBSESSION

Before reading

1.1. What topics are usually suitable to be discussed with family members/strangers?

1.2. Why do people often check the weather forecast?

1.3. Choose the right definition of the word "obsession", discuss it with your group-mate:

- a time when something happens;
- a pause between taking an action or making a decision;
- a fixed and often unreasonable idea with which the mind is constantly concerned.

While reading

2.1. Read the text and say what country the author is from.

2.2. Consult a dictionary and find synonyms to the words and phrases in bold. Paraphrase the sentences using them. In what context are they used?

2.3. Read the text again and answer the questions.

1. What proves that the author has been weather obsessed since his early years?

2. Why is the weather of great importance for people all over the world?

3. To what extent do the climates people live in determine their interest in the weather?

Full disclosure: I am weather tragic. I have always been completely obsessed with the weather. The trigger is, as I **recall**, also one of my earliest memories. I woke up one morning to see my suburban Melbourne street covered in a white blanket of snow. It turned out that there had been a hailstorm, and the ice soon melted. But at that moment I was captivated by nature's special effects. As soon as I could read I **developed a newspaper habit** that began with the weather pages, intrigued by not just the forecasts but also the maps. I also watched the weather reports at the end of every TV news bulletin, listened to them on the radio and, if home from school, the broadcasts of the rainfall and river heights every day at 12 minutes to two.

Yet what seemed to be a peculiar hobby isn't really so strange. Even author Mark Twain **conceded** back in 1892 that weather is necessary to a narrative of human experience. Here in the 21st century, weather remains a part of our social lubrication, our identity, and it is central to how we live.

Weather is ideally suited to the electronic age, it's constantly in motion, **frequently** fast-moving, ubiquitous and visually beautiful. And it's in this digital age that our interest to it is turbocharged by the growth of weather-related media, especially online. In 2005–06, just 39% of us turned to the internet to find weather information. A decade later, the proportion of Australians using the internet to find weather information had more than doubled to 80%.

For many people, this information is critical to economic success. All up, nearly a quarter of our gross domestic product is weather-sensitive. When farmers check the forecasts or the radar, they aren't just trying to figure out what to wear; they're relying on them to make strategic planning decisions. Accurate weather information also means that cyclones don't strike without warning, and decision-making in the rural, mining and energy sectors is better informed.

But research focusing on how we engage with weather information points to much more than economic utility. In 2009, 53% of Australians were checking the forecasts daily, and 90% at least once a week. And it's not just Australians who are obsessed. A 2012 survey conducted in the United States found that weather was the most followed topic of local news, ahead of breaking news, politics and crime. In Britain, according to the survey, people checked the weather either within an hour of getting up or before leaving the house in the morning. Another finding was that British adults talk about the weather on average six times a week. For women, it is the topic they talk about more frequently than anything else (68%). In fact, Brits talk more regularly about the weather than money (44%), relationships (37%) and even celebrity gossip (15%).

To what extent do the climates we live in **determine** our interest in the weather? A team of American researchers found that people in temperate or variable climates are more likely to **seek out** weather information than people in dry climates. British research also points to changeable weather being a consistent theme of 'weather talk'. In Australia, which has as much diversity in its climate as in its population, you'll hardly find an Aussie who doesn't have the weather app on his/her smart-phone. Melbourne is the clear winner on this front. The city with four weathers in a day obviously has the most number of experts.

(After Lawrie Zion)

After reading

3.1. Discuss if people in Ukraine are weather obsessed, give reasons for your point of view. Share your own experience how often you check the weather forecast and where you see it.

3.2. Describe the situation when you were fooled by the weather forecast.

LISTENING

TEXT 1

THUNDERSTORM

Before listening

1. What words do you associate with a thunderstorm? Make a list of them, compare your list with your partner's.

While listening

2.1. Listen to the conversation, tick the words you hear.

2.2. Put the lines of the conversation between Wendy and Paul in the correct order. Listen again and check.

- You don't say so! I hope you didn't get wet through.
- Oh, dear! Is it still raining?
- Let's hope for the better! Bye for now!
- What is the weather like?
- No, we didn't. But we got frightened by terrible peals of thunder and dazzling lightning.
- Oh, how awful! You didn't stay under the trees, did you?
- Well, but we are in the forest! There is no other shelter. Luckily it didn't last long, besides it was good we had our raincoats.
- Difficult to say! It poured with rain 5 minutes ago.
- By the way, I've listened to the weather forecast, it promises marvellous weather!
- You won't believe but the weather is splendid! We are taking photos of a magnificent rainbow! I'll send it to you in a minute.
- Keep in touch! Bye!

After listening

3.1. Wendy tells July Pavlenko the news about Paul. Use the suggested expressions.

Paul said that ... ; He told me ... ; I asked (about, if, why) ... ; He answered (that) ... ; Paul added (that) ... ; I wondered ... ; He replied (that) ... ; He boasted (of, about) ... ; I/he wanted to know (if, whether, why, what) ... ; He complained ... ; He pointed out ... ; Paul promised

3.2. Discuss the safety rules when caught in the storm.

TEXT 2

SPRING IN THE AIR

Before listening

1. Why do people look forward to spring? When do you feel that spring has come at last?

While listening

2.1. Listen to the conversation and be ready to name the signs of spring.

2.2. Fill in the following chart. Check the answers with your partner. Listen again to check the answers.

| <i>Wildlife</i> | | | | | <i>Weather</i> |
|-----------------|-------------------------|-------------------------|---------------------|-----------------------|----------------|
| <i>birds</i> | ... | ... | ... | <i>other wildlife</i> | |
| ... | <i>ladybirds</i> ... | <i>daffodils</i> ... | <i>apple</i> ... | ... | ... |

After listening

3.1. What are the peculiarities of Ukrainian spring? Work in pairs and discuss what you like and dislike about spring, make use of the chart.

3.2. Work in groups of four and discuss your favourite season and its signs.

(From <https://www.podcastsinenglish.com/pages/level1.shtml>)



FURTHER LISTENING

1. Weather (available at: <http://learnenglish.britishcouncil.org/en/magazine/weather>).

2. Snowdon (available at: <http://learnenglish.britishcouncil.org/en/word-street/snowdon>).

3. Desert snows (available at: <http://www.bbc.co.uk/learningenglish/english/features/witn/ep-150114>).

4. Winter blues (available at: <https://www.podcastsinenglish.com/pages/level1.shtml>).

5. Hiking (available at: <http://www.listenamminute.com/h/hiking.html>).

WRITING PROBLEM-SOLUTION PARAGRAPH

Exercise 1. Look at the photos and express your suppositions about what moods these people are experiencing. What seasons are depicted in the photos? Is there any connection between their moods and the weather?



A.



B.



C.



D.

(From <https://dailylife.com/article/how-to-use-the-weather-to-have-better-control-over-mood-swings>)

Exercise 2. Answer the questions:

1. Does the weather affect the way you feel?
2. What do people in your country like to do in different seasons?
3. Does the weather affect people's lives in your country?
4. How does the weather affect what activities people do?
5. Do you think people who live in cold places have different personalities to people who live in warm or hot places?

Exercise 3. Read a sample of a problem-solution paragraph. Note how the writer explains a problem and argues for a specific solution.

Weather affects our moods

Weather, consciously or unconsciously, affects our moods and impacts on our day-to-day lifestyles. **Firstly**, sunshine is the most closely tied to mood as it has repeatedly been found to boost positive moods, diminish negative moods and overcome tiredness. **Therefore**, a lack of sunlight can cause a mood disorder, which usually affects people from October to April when daylight becomes more scarce. **Obviously**, when being exposed to less sunlight, our body produces more melatonin, the hormone that makes you feel sleepy. **In order** to struggle such emotional state *you should* consider putting your bedroom lights on a timer **so** they come on before you wake, giving your brain the illusion of a sunrise. **Secondly**, cold temperatures can lead to physical tiredness **as** cold temperatures decrease sensory feedback, muscle strength and blood flow, which can affect your performance and mood in a negative way. **Actually, you are supposed to** make it a habit to do a 10–15 minute stretching in the morning, which will stimulate blood flow. **Thirdly**, spending time outside improves your mood and boosts creativity. **Needless to say**, it helps you reduce stress and find that inspiration you are looking for in your creative endeavours. **Even if** it is chilly or cold outside, *you had better* take a 30-minute stroll during your lunch break that will allow your brain to restore itself **so** you can start thinking of new ideas. **All things considered**, no matter how the weather turns out, exposing yourself to sunlight at any season, having regular morning exercise and picking up activities outside will help you struggle weather gloominess and put you back in a good mood.

Exercise 4.

A. Read the paragraph for the second time and answer the questions.

1. What is the topic raised in the paragraph?
2. What is the main idea about the topic?
3. What problems are emphasised?
4. What results are discussed for each problem?
5. How many solutions are given?
6. What are they?
7. How can the solutions be implemented?

B. Read the paragraph again, and label the following parts:

- a. topic sentence
- b. supporting detail 1, 2, 3
- c. clarification (result/solution) 1, 2, 3
- d. concluding statement

Exercise 5. Complete the table with the information from the paragraph.

| Problem | Explanation/ example | Result | Solution |
|--|---|-----------------------|--|
| Problem 1 <i>a lack of sunlight</i> | <i>A lack of sunlight can cause a mood disorder</i> | <i>feeling sleepy</i> | <i>Put your bedroom lights on a timer so they come on before you wake, giving your brain the illusion of a sunrise</i> |
| Problem 2 | | | |
| Problem 3 | | | |

Exercise 6. Look at the linking words/phrases in bold in exercise 3. Define their function in the text. Follow the model.

| Function | Linking words/phrases |
|------------------------|------------------------------|
| Introduce the problem | Firstly, ... |
| Express effect/result | Therefore, as, ... |
| Express reality | Actually, ... |
| Emphasize what you say | Obviously, ... |
| Summarize | ... |

Exercise 7. Look at the expressions in *italics* in exercise 3. Define their function in the text. Match these expressions to their functions. Enlarge the list of other expressions/modal verbs, which are often used to make suggestions for solving a problem.

1. *you should*
2. *you are supposed to*
3. *you had better*
 - a. it is used if there is always a danger or a problem if you don't follow the advice
 - b. it is used in all types of situations to give an opinion or advice
 - c. it is used when we are talking about the normal or correct way of doing things.

Exercise 8. Brainstorm the issue how important the weather is to people who play outdoor sports. Try to figure out any potential problem (e.g. **problem the weather has a significant impact on the performance of athletes; **result** – high temperature can cause various heat illnesses such as heat cramps and heatstroke, while very low temperatures may lead to hypothermia; **solution** – drinking a lot of water, training in).**

A. Write your draft. Include the information about potential problems, their results and solutions.

B. Exchange your drafts with your partner. Edit and revise your partner's draft. Use the following checklist to make sure his/ her problem-solution paragraph meets the requirements.

Editor's checklist

1. Is the paragraph indented?
2. Does the paragraph:
 - begin with a topic sentence that clearly states the problem?
 - have at least two supporting ideas with explanations, reasoning and solution?
 - have linking expressions to list/emphasize the problems?
 - have special expressions/modal verbs which are often used to make suggestions for solving a problem?
 - end with a concluding sentence that restates the problem and its solution?
 - have punctuation at the end of each sentence?
 - have all words spelled correctly?
 - have grammar/ lexical mistakes?
3. Are the sentences ordered logically?
4. Are all the sentences clear for you?
5. What are your ideas or suggestions to make the paragraph better?

C. Listen to your partner's comments on your draft, and revise it if necessary. Exercise 9. Plan and write your own problem-solution paragraph on the topic "Weather affects our moods". Follow the structure and requirements of the problem-solution paragraph.

SELF-ASSESSMENT

Choose the correct option. Sometimes more than one answer is possible.

1. Each simple sentence which is the part of a composite compound sentence usually forms a separate intonation group pronounced with the:

- a) low-rising tone;
- b) low-falling tone;
- c) falling-rising tone.

2. *Weather* is usually used with:

- a) no determiner;
- b) a;
- c) the.

3. A fair-weather friend is someone who:

- a) is a true friend and helps you when you really need help;
- b) is a good friend when it is easy to be one and who stops being one when you are having problems;
- c) can be depended on only when everything is going well;
- d) can easily break his/her promise.

4. *Make hay while the sun shines* means:

- a) to sit out in the sun;
- b) to use an opportunity immediately;
- c) to make good use of an opportunity while it lasts.

5. Aleksandra is making such weather of that report she is writing.

- a) light;
- b) heavy;
- c) stormy;
- d) sunny.

6. The weather has become glorious at last, we are going to on a trip to the mountains.

- a) set up;
- b) set off;
- c) set out;
- d) get out.

7. We had no umbrellas so we to the skin in the pouring rain.

- a) soaked;
- b) get soaked;
- c) got wet;
- d) got soaked.

8. Rain clouds were floating the sky. It was going to pour.

- a) on;
- b) along;
- c) across;
- d) in.

9. The, broadcast on television, warns the drivers to be aware of heavy rain, fog or icy patches on roads.

- a) weather forecaster;
- b) forecast weather;
- c) forecast;
- d) weather forecast.

10. It was the end of our journey as rainy weather ... in.

- a) was;
- b) set;
- c) put;
- d) took.

11. We sat in the shade, from the sun.

- a) sheltering;
- b) shelter;
- c) hiding;
- d) covering.

12. They say the snow will until the end of next week.

- a) remain;
- b) last;
- c) stay;
- d) be.

13. The sun was hot, and there were no trees to offer us

- a) shadow;
- b) darkness;
- c) sunshade;
- d) shade.

14. It sure snow today.

- a) looks like;
- b) is looking like;
- c) looks;
- d) will look like.

15. We had the at the vacations in the mountains.

- a) time of our lives;
- b) lives of our time;
- c) times of our lives;
- d) time of our life.

ACHIEVEMENT CHECK

Tick the opinion which is true about you for each can-do statement.

| Now I can ... | <i>I strongly disagree.</i> | <i>I rather disagree.</i> | <i>I am not sure.</i> | <i>I rather agree.</i> | <i>I strongly agree.</i> |
|--|-----------------------------|---------------------------|-----------------------|------------------------|--------------------------|
| pronounce compound sentences. | | | | | |
| talk about seasons, weather and climate. | | | | | |
| express preferences, make, accept and decline suggestions. | | | | | |
| describe past experiences. | | | | | |
| organise a problem-solution paragraph. | | | | | |

UNIT 7

MY OLD STOMPING GROUND

In this unit we will learn how to:

- Pronounce Composite Complex Sentences with Attributive Subordinate Clauses
- Describe and compare different places
- Compare lifestyles in a town and in the country
- Give and ask for information how to get about a place
- Tell about sights, tours, excursions
- Use phrases of agreement and disagreement
- Read and understand descriptions of places
- Listen and understand descriptions of places
- Write an argumentative essay

PHONETICS

INTONATION OF COMPOSITE COMPLEX SENTENCES WITH ATTRIBUTIVE SUBORDINATE CLAUSES

Attributive subordinate clauses can be *limiting* (restrictive) or *descriptive* (non-restrictive).

A *limiting* attributive clause distinguishes the noun it modifies from other nouns of the same class. It is joined with the help of the relative pronouns who, which, that or asyndetically. Being closely connected semantically with the principal clause, a limiting attributive clause does not make a separate intonation group but continues the one of the principle clause. It also may break up the sentence into two separate sense-groups. In that case, low-rising tone is normally used at the end of the limiting attributive clause.

e.g. The mu'seum I 'visited has a ↑rich co'llection of 'modern ∩ painting.

The 'tour we 'took 'last ∩ week | was 'very ex ∩ citing.

A *descriptive* attributive clause gives additional information on the noun it modifies. It is joined with the help of the relative pronouns who, which, or relative adverbs. As it is not closely connected semantically with the principal

clause, it makes a separate intonation group. If it is in the middle of the sentence, it breaks up the sentence into three sense-groups. A descriptive attributive clause is pronounced with the lower pitch of the voice and the same nuclear tone as the preceding intonation group. If it is at the end of the sentence, then the principle clause is pronounced with the falling or rising tone and a descriptive clause has the falling tone.

e.g. The ↗tour, | which 'lasted 'three ↗days, | was 'very ex↘citing.

We had a 'very ex'citing ↘tour, | which 'lasted 'three ↘days.

The mu↗seum | which is in the 'centre of the ↗city, | has a 'rich co'llection of 'modern ↘painting.

We 'visited the Mu'seum of 'Modern ↘Arts, | which is in the 'centre of the ↘city.

PHONETIC EXERCISES

Exercise 1. Read the composite complex sentences with the attributive subordinate clauses, mind their intonation, transcribe and intone them.

1. The Statue of Liberty, *which is the most famous symbolic statue of a woman*, was designed by the French sculptor Frederic Auguste Bartholdi.

2. The statue's steel framework was made by the French engineer Gustave Eiffel, *who is better known as the man behind the Eiffel Tower in Paris*.

3. There was something in the way *he presented the information* that our attention was captured from the very beginning till the end.

4. We enjoyed the marvellous green hills, magnificent golden domes of the churches, gorgeous parks with plentiful flowerbeds, *which add up to the beauty of the Ukrainian capital*.

5. Among the souvenirs there are embroidered towels *which are called rushnyky*.

Exercise 2. Read the simple sentences, make them composite complex with attributive subordinate clauses, mind their intonation.

1. The tour was very exciting.

2. We couldn't help admiring thick green crowns of chestnut trees.

3. The students were greatly impressed by the beauty of the ancient city.

4. The village is full of friendly people.

5. The supermarket is on the other side of the street.

Exercise 3. Practise the sounds in the following words.

[ɪ] – city, historic, visit, busy, different, itinerary, building, beginning, situate;

[i:] – streets, leaflets, easily, Steve, between, theme;

[aʊ] – crown, downtown, underground, around, proud, without, outstanding;

[aɪ] – guide, crime, skyscraper, behind, while, sight;

[ɔɪ] – embroidered, avoid, join, noise, point;

[aɪə] – inquiry, environment, admire, violence.

Exercise 4. Read the words and phrases with some phonetic phenomena.

a) observe two word-stresses (the secondary and the primary) in polysyllabic words: ,desti'nation, ,infor'mation, ,recre'ation, ,exhi'bition, ,resi'dential, ,pictu'resque;

b) observe the word-stress in compound nouns: 'flowerbeds, 'chestnut, 'landmarks, 'bus-stop, 'passer-by, 'thoroughfare, 'trolley-bus, 'city-dweller, 'snapshot, 'suburbs, 'supermarket, 'subway;

c) observe the word-stress in compound adjectives: a 'two-storey(ed) \ house, a 'picturesque \ district, 'well-known \ landmarks, a 'highly-developed \ city.

Exercise 5. Transcribe and intone the sentences.

1. You can go fishing, swimming or boating, gathering mushrooms and berries, or just keep yourself to yourself.
2. This city is situated on the picturesque banks of the river.
3. The marvellous green hills, magnificent golden domes of the churches, gorgeous parks with plentiful flowerbeds add up to the beauty of the Ukrainian capital.
4. By the way, we bought a lot of souvenirs to remember the city by.

Exercise 6. Read the sayings and proverbs about the places.

1. East or West, home is best.
2. To carry coal to Newcastle.
3. Rome was not built in a day.
4. He who travels much knows much.
5. Every country has its customs.
6. When at Rome do as the Romans do.
7. All roads lead to Rome.
8. The world is what people make it.
9. The city for wealth, the country for health.

INTRODUCTION

Exercise 1. Answer the questions below.

1. What is there in the picture?
2. How can the picture be used to plan a trip?



Exercise 2.

A. Listen to Vicky's letter. Answer the questions.

1. What was Vicky busy with last weekend?
2. Which sights captured the girl's attention? Why?

B. Work in pairs. Find three similarities and differences between Vicky's excursion to Kyiv and the guided tour advertised in the picture above. Then listen again and check your answers.

TEXT 1 A LETTER

Dear Mum and Dad,

It was great to hear from you. Sorry I **didn't have time to** answer you at once. I've been pretty busy with my studies lately.

Last weekend I was lucky to visit Kyiv. We **went on an excursion** with my groupmates. We were really **impressed by** its beauty. Though a lot of information about this ancient city is given in different brochures, Kyiv is **worth seeing** with your own eyes. While walking along the streets we couldn't help **admiring** thick green crowns of chestnut trees which are in blossom now. This city is **situated** on the **picturesque** banks of the river. The **marvellous** green hills, **magnificent** golden domes of the **churches**, **gorgeous** parks with **plentiful** flowerbeds add up to the beauty of the Ukrainian capital.

To do the most of the city we were advised **to take a guided tour** and we didn't **regret** it. There was something in the way the guide presented the information that our attention was **captured** from the very beginning till the end. We did only the **historic centre** of the city, as the **suburbs** are mainly residential areas which are still being built. I took a lot of photos of such **landmarks** as St. Sophia's

Cathedral, Pecherska Lavra, Mariinsky Palace and many others. You are sure to like them when you read about them in the leaflets I'm sending you.

By the way, we bought a lot of souvenirs **to remember the city by**. Among them there are embroidered towels which are called rushnyky and a beautiful vyshyvanka, a traditional Ukrainian embroidered shirt.

That's all for now. I must go on with my studying. Let's chat in on-line, shall we?

Love,

Vicky

Exercise 3.

A. Work in pairs. Interview your partner. Find out: if he/ she is fond of visiting new places, what he/ she admires in big cities/ small towns/ in the country, three sights to attract tourists in his/ her home place, what he/ she does to find the way in a new place.

B. Which places presented in the picture would you choose to visit? Why?



C. Listen to the dialogue and answer the questions.

1. Will it be difficult to find the way?

2. How much time will it take Steve to get to the supermarket?

TEXT 2

FINDING THE WAY

Steve: Excuse me, is there a supermarket **near here**?

Passer-by: I'm afraid it'll take you much time **to go on foot**. It's rather a **long way from** here.

Steve: Does any bus **run** there?

Passer-by: Sure. **Cross the street** using this **subway**. **Take the first turning on the right**. **Go straight on** for about five minutes until you **get to the bus stop**. **Get on any bus** running in that direction.

Steve: So, cross the street, take the first turning on the right, go straight on, get on any bus. Is that what you said?

Passer-by: That's right.

Steve: Where do I **get off**?

Passer-by: You should get off **at the next stop but two**. The supermarket is just **round the corner**.

Steve: Thank you very much but still I'm afraid **to get lost**. **The traffic** is so heavy and confusing here.

Passer-by: Don't worry. Your bus-stop is just after the **traffic lights**. You won't **miss** it.

Steve: Thanks.

Passer-by: You are **welcome**.

VOCABULARY BOOSTER

Word and its derivatives

1. time

1) час, період часу

Collocations

a long/ short/ limited time

a long time ago

after a long time

it took him a long time to do it

at the/ that/ time

free/ spare time

in 10 days'/ five years'/ a

few minutes' etc time

in time – before the time

by which it is necessary for something to be done

on time – at the correct time

or the time that was arranged

Time flies.

have a good/ great/ lovely

etc time – enjoy yourself

2) раз

five/ ten/ many etc times

nine times out of ten/

99 times out of 100 etc –

used to say that something

is almost always true or

almost always happens

synonym mostly

2. to impress –

справляти враження, вражати

to impress sb with/ by sth favourably impressed

Examples

The flight to Boston arrives at 1.15 pm local time.

We stopped for a short time to rest.

I first met Jennifer a long time ago.

It took them a long time to do the city.

He was busy at that time.

He writes poetry in his spare time.

He has an appointment with the doctor in two days' time.

Will you be able to finish it in time?

Jack was worried about whether he'd be able to get there on time.

Time flies when you're having fun.

Did you have a good time at the party?

Julie went to a wedding at the weekend and had the time of her life (=enjoyed herself very much).

Sound travels four times faster in water than in air.

Nine times out of ten she's right.

Steve borrowed his dad's sports car to impress his girlfriend.

One candidate impressed us with her knowledge.

I think the teacher was favourably impressed by your presentation.

| | | |
|--|---|---|
| 3. worth – вартий, що заслугує (чого-н.); що має значення | <i>to be worth (doing) sth</i> | <i>The film is worth seeing.</i> |
| | <i>worth a trip/ visit etc worth attention</i> – що заслугоує уваги | <i>The local museum is worth a visit. This exhibit is worth your attention.</i> |
| | <i>to be worth nothing/ not be worth anything</i> – не ставити собою ніякої цінності; нікуди не годиться | <i>It's a very old machine so I don't think it's worth anything.</i> |
| | <i>it is not worth mentioning</i> – це не варте згадування | <i>This isn't a problem at all. It's not worth mentioning.</i> |
| | <i>worth your/ its etc weight in gold</i> – very useful | <i>In these mountains, an experienced guide is worth his weight in gold.</i> |
| | <i>worth his/ her salt</i> – doing their job well or deserving respect | <i>Any player worth his salt would love to play for his country.</i> |
| | <i>what's it worth (to you)?</i> – <i>spoken</i> used humorously to ask someone how they will reward you if you do something for them | |

4. to admire

| | | |
|------------------|--|--|
| 1) захоплюватися | <i>to admire the way</i> | <i>I really admire the way she brings up her kids.</i> |
| | <i>admire somebody for (doing) sth</i> | <i>Lewis was much admired for his work on medieval literature.</i> |
| 2) милуватися | <i>to admire the view</i> | <i>We stopped halfway to admire the view.</i> |

5. to regret –

| | | |
|-----------|---|--|
| жалкувати | <i>to regret doing sth</i> | <i>I've never regretted my decision. I now regret leaving school so young.</i> |
| | <i>bitterly/ deeply/ greatly regret</i> | <i>It was a stupid thing to do and I bitterly regret it.</i> |

6. historic –

| | | |
|---|---|--|
| історичний, який має історичне значення | <i>ancient historic sites/ monuments/ buildings/ meeting/ moment/ event etc</i> | <i>It is a historic moment, he told journalists.</i> |
| historical – історичний, історично | | <i>Was King Arthur a real historical figure?</i> |

достовірний;
пов'язаний з
історією

*places of historical
interest
historical evidence/
research/ novel/ context
etc*

*And she had said she wanted to
see places of historical interest.
It is important to look at the novel
in its historical context.*

7. to run (ran, run)

1) бігти, бігати

to run down/ up/ to/ towards etc

*I ran down the stairs as fast as I
could.*

*He was running towards the door.
She turned and ran away.*

2) керувати

*For a while, she ran a restaurant
in Boston.*

3) ходити, іти,
курсувати

The buses don't run on Sundays.

run across sb/ sth – ви-
падково зустріти кого-
небудь, що-небудь, ви-
падково зустрітися з
ким-небудь, чим-небудь;
натрапити на кого-небу-
дь, що-небудь

*I ran across him at a conference
in Milan.*

to run into sb – випадково
зустріти кого-небудь, на-
трапити на кого-небудь

*Guess who I ran into in town
today!*

to run out – вичерпувати
запас чого-небудь; ви-
черпуватися (про запаси)
to run out of

*I've got money you can borrow if
you run out.*

*They ran out of money and had to
stop the project.*

8. way

1) шлях, дорога,
маршрут

the way to/ from/ out etc

*Which is the quickest way to the
sea from here?*

*There are several ways through
the woods.*

*to ask/ tell/ show sb the
way*

*Could you tell me the way to the
station?*

*Does anyone know the way from
here?*

*I was afraid of losing my way in
the dark.*

| | | |
|------------------|--|--|
| | <i>on sb's way</i> | <i>Can you find your way back to the car park?</i> |
| | <i>out of sb's way</i> | <i>Want a lift? It's on my way.</i> |
| 2) відстань | <i>some way/ quite a way</i> | <i>I live miles out of your way.</i> |
| | <i>a long way off/ away/ ahead etc</i> | <i>She had to park some way from the restaurant.</i> |
| | <i>all the way down / across/ through etc</i> | <i>A peace settlement now seems a long way off.</i> |
| 3) метод, спосіб | <i>in a ... way</i> | <i>Did you really swim all the way across?</i> |
| | <i>(in) this/ that way</i> | <i>Look at the way he's dressed!</i> |
| | <i>that's no way to do sth</i> – used to tell someone that they should not be doing something in a particular manner | <i>"Hello", ' he said in a friendly way.</i> |
| | <i>in sb's (own) way</i> | <i>I find it easier to work in this way.</i> |
| | | <i>That's no way to speak to your father!</i> |
| | | <i>I'm sure he does love you, in his own way.</i> |

9. to miss

1) промахнутися;

не вцілити;

не досягти мети,

зазнати невдачі

2) пропустити;

пройти мимо;

не помітити,

прогледіти;

упустити,

прогавити

(можливість);

не почути,

пропустити

мимо вух;

не зрозуміти,

не вловити

He fired, missed and loaded again.

It's a huge hotel on the corner.

You can't miss it.

to miss a chance/ Don't miss the chance to see the breathtaking Dolomite

Mountains.

It would be unforgivable to miss this opportunity to travel.

3) пропустити, не з'явитися; спізнитися, не потрапити *to miss the train/ bus etc* *I'm absolutely starving – I missed lunch.*
I overslept and missed the train.

4) скучати; відчувати відсутність *to miss doing sth* *She missed her family badly.*
Ben knew he would miss working with Sabrina.

10. welcome adj. *to be/ feel welcome* *The weekend was a welcome break from the pressures of work.*
1) бажаний, приємний; довгоочікуваний *I had the feeling I wasn't really welcome.*

2) (to) той, що має право або дозвіл зробити що-н., скориставшись чим-н. *to be welcome to do sth* *You're welcome to borrow my bike.*

you are welcome – будь ласка (у відповідь на *welcome.*)
'Thanks for the tea.' *'You're welcome.'*

welcome n.

Welcome to Ukraine!

Ласкаво просимо!

ESSENTIAL VOCABULARY

town, in the suburbs, way, heavy traffic, street, to situate, to be situated, sight/view, to go on an excursion, to go sightseeing, (to see the sights, to do the town), picturesque, marvellous (awesome, magnificent, gorgeous), guide, ancient, landmark, residential area, subway

to be near here, to turn right/ left (to take a turning/ turn on the right/ left), to go straight, to go as far as, at the corner, underground, to go by bus (on foot), passer-by

IDIOMS

off the beaten track – away from populated areas or areas popular with tourists – далеко від популярних туристичних маршрутів
e.g. I'd like my holiday to be off the beaten track.

(at) a stone's throw (away/ from) – very close to – дуже близько
e.g. The advertisement for the house said it was at a stone's throw.
'Is your uni far from here?' 'No, it's only of a stone's throw away.'

COMMON ERRORS

FAR/ A LONG WAY

Far is unusual in the affirmative sentences unless it is modified by an adverb or a preposition. Instead **a long way** is used.

e.g. My house is a long way from the railway station.

They sat far away from the others.

Far is usually used in the questions and negative sentences.

e.g. My house is not far from the railway station.

SIGHT/ VIEW

View refers to the whole area that you can see from somewhere, especially when you can see a long way into the distance.

e.g. His studio has a spectacular view over Sydney Harbour Bridge.

I've booked a room with a view of the sea.

When you are talking about the act of seeing something, use **the sight of**.

e.g. The sight of so many people dying from disease and hunger is something I will never forget.

Sights (pl): famous or interesting places that tourists visit.

e.g. The citizens are really proud of the sights.

BROCHURE/ LEAFLET/ PAMPHLET

A brochure (derived from a French word meaning "to stitch") is a paper – covered booklet, usually not longer than 24 pages.

A leaflet is a small flat or folded sheet of printed matter, usually not exceeding 4 pages in length.

A pamphlet is a complete unbound publication of less than 100 pages, stitched or stapled together.

These terms are often used interchangeably, understandably so, since neither the printing trades nor dictionary makers have agreed on their precise meanings. If the printed item is quite small, call it a *leaflet*; if larger, a *brochure*; if almost the length of a small book, a *pamphlet*.

TEXTWORK

Exercise 1. Do the following tasks on Text 1.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about your home place. Let your partner guess if they are true or false.

C. Make up 5 general and special questions with the words and expressions in bold and interview your group-mates.

Exercise 2. Do the following tasks on Text 1.

A. Write English equivalents of the following words and phrases. Use them in sentences of your own.

1) бути зайнятим чимось; 2) щастити; 3) їхати на екскурсію; 4) бути враженим красою; 5) бути вартим, щоб побачити; 6) не можна не милуватися; 7) бути розташованим; 8) золоті куполи; 9) додавати до; 10) оглянути значну частину міста; 11) поїхати на екскурсію з гідом; 12) захопити увагу; 13) історичний центр; 14) житловий район; 15) робити фотографії; 16) головні пам'ятки міста; 17) на згадку про; 18) продовжити навчання.

B. Write these words in English, transcribe and contextualize them.

1) брошура; 2) старовинний; 3) вартий; 4) прогулюватися вздовж; 5) крони каштанів; 6) мальовничий; 7) чарівний; 8) передмістя; 9) собор; 10) палац; 11) рекламний листок; 12) сувеніри; 13) вишитий рушник.

C. Find antonyms of the following words and phrases. Make up questions with them.

1) to be free; 2) to have bad luck; 3) a young city; 4) to be bare; 5) ugly; 6) to distract attention; 7) the suburbs; 8) downtown; 9) business area; 10) to forget; 11) to stop; 12) face-to-face.

Exercise 3. Support or challenge the following statements. Make use of the conversational formulas of agreement and disagreement.

1. Vicky is on bad terms with her parents.
2. Vicky had a lot of free time to drop her parents a line after her studies had finished.
3. She didn't answer her parents at once as she went on an excursion with her groupmates.
4. It took them four days to go sightseeing in Kyiv.
5. They were greatly impressed by the beauty of the ancient city.
6. Vicky is sure that it is worth while seeing Kyiv even if you know a lot about this ancient place.
7. They couldn't help admiring the thick green crowns of the poplar trees.
8. The city is situated on the picturesque banks of the Dnieper river.
9. It was only the river that added up to the beauty of the Ukrainian capital.
10. Kyiv was quite a green city.
11. Their guide helped them to do the most of the city.
12. They did the suburbs as all the historic sights are situated there.
13. Such landmarks as St. Sophia's Cathedral, Pecherska Lavra, Mariinsky Palace were being reconstructed.
14. They took a lot of snapshots of magnificent modern buildings.
15. They bought a lot of leaflets, brochures to remember the city by.
16. They couldn't help buying some embroidered things.
17. At the end of the letter Vicky's parents are advised to visit the Ukrainian capital.

Exercise 4. Complete the following sentences with the information from the text.

1. Vicky couldn't answer her parents at once as she has been buried under a mountain of
2. Vicky is bursting with news about
3. A lot of information is given about the ancient capital in
4. Nevertheless, Kyiv is worth
5. Her groupmates were impressed by
6. The streets were lined up by blooming
7. The city is situated on
8. The Ukrainian capital was extremely beautiful due to
9. They were recommended to take
10. The guide captured their attention by
11. The suburbs are mainly residential
12. They took photos of such landmarks as
13. Vicky's parents are sure to
14. Embroidered towels are called
15. Some souvenirs were bought to
16. Vicky has no time to
17. She suggests chatting

Exercise 5.

A. Make up questions to Vicky about her trip using the following words.

to impress, historic, to be worth doing, to situate, to see the sights, to go on an excursion, picturesque, guide, residential area, to go by bus, to go on foot, traffic

Model: *to impress* – What impressed you most of all in Kyiv?

B. Ask Vicky about the trip using your questions.

C. You did the city with Vicky. Share your impressions about the trip. Add one more fact not mentioned by Vicky.

Exercise 6. Do the following tasks on Text 2.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about your group-mates to support or challenge.

C. Make up 5 questions with the words and expressions in bold of different types (general/ special/ alternative/ disjunctive) and interview your group-mates.

Exercise 7. Give English equivalents of these word combinations from Text 2. Ask questions with them.

1) потребувати багато часу; 2) досить далеко; 3) іти (про транспортний засіб); 4) переходити вулицю; 5) підземний перехід; 6) повернути праворуч; 7) йти прямо; 8) дістатися кудись; 9) сісти на автобус; 10) вийти з автобуса; 11) через дві зупинки; 12) за рогом; 13) загубитися; 14) пожвавлений рух; 15) світлофор.

Exercise 8. Answer the following questions about Text 2.

1. Steve wanted to get to a market, didn't he?
2. Did he get lost?
3. Was he advised to go by bus or on foot?
4. Was a supermarket far?
5. What bus ran to the supermarket?
6. Steve had to cross the street, didn't he?
7. Which turning did he have to take?
8. Was the bus-stop just round the corner?
9. What stop did he have to get off at?
10. The supermarket was on the other side of the street, wasn't it?
11. Steve was sure he would find it easily, wasn't he?
12. What helped Steve not to miss the bus-stop?
13. Were the directions given by the passer-by helpful?

Exercise 9.

A. Fill in the gaps using the information from Text 2.

Last week I wanted to get to 1) ... , but I didn't know the 2) I asked a 3) ... if I could get there on 4) He said that it was a 5) ... way 6) ... there and advised me to go 7) ... 8) To get to the bus-stop I had to 9) ... the street taking the 10) Then I took the first turning 11) ... the left, went 12) ... on and got to the bus stop. Soon a bus arrived and I got 13) ... it. Five minutes later I 14) ... off just after the 15) ... lights. After that I turned 16) ... the corner but there was no supermarket. Instead of it there was an ancient cathedral.

B. What did Steve do wrong?

C. Roleplay the conversation. Make use of the pattern of Text 2.

Student A: You are looking for the nearest supermarket/ cafe/ bookshop/ bank/ post office. Ask Student B to tell you the way.

Student B: Student A has some problems finding the way. Give him/ her detailed directions.

Exercise 10. Paraphrase the sentences using Essential vocabulary.

1. If you want to get the idea of a town, you should go on a guided tour.
2. Paul saw the main attractions of Kyiv.
3. I find it useful to go sightseeing.
4. We couldn't help admiring the beauty of the city.
5. The beautiful banks of the river impressed the tourists.
6. The old cathedral attracted our attention.
7. Every country has its own outstanding sights which are visited by tourists.
8. Suburbs are mainly districts in which most of the buildings are houses.
9. Use the subway to get to the other side of the street.
10. I asked a person in the street how to get to the bank.

Exercise 11. Prove that the following statements are true or false. Use the conversational formulas of agreement and disagreement.

1. Going on an excursion is the best way to see the town.
2. There is nothing like doing the city alone.
3. It's not worth taking a guide, as it's very boring.
4. Residential areas can't impress tourists.
5. All tourists are interested in ancient architecture.
6. Some underground stations are magnificent sights.
7. It's a waste of time to see the well-known landmarks.
8. It's worth while going on an excursion on foot to see the most of a town.
9. It's safe to use a subway when the traffic is heavy.
10. Passers-by are always helpful when you get lost.

Exercise 12.

A. Ask Vicky about her trip to Kyiv using the following words.

Model: to go on an excursion – Vicky, did you really go on an excursion last weekend?

- *You went on an excursion with your friend, didn't you?*
- *Where did you go on an excursion to?*
- *Did you go on an excursion or to a concert?*

To see the sights, to be worth doing, to impress, picturesque, ancient, landmark, residential area, suburb, traffic, to get to, to situate, historic, sight.

B. Ask your friend about his/ her native place using the same word combinations. Report the information you've learned.

VOCABULARY PRACTICE

Exercise 1. Fill in the correct word using Vocabulary booster.

A. Time, to impress, worth:

1. 'What ... is it?' 'It's about two thirty.'
2. How many ... did you take your test in English?
3. I first met Wendy a ... time ago.
4. Time ... when you're having a ... time.
5. Paul writes poetry ... his spare time.
6. He ran all the way to the corner just ... time to see the bus disappearing up the street.
7. This moment is defined as noon on local ...
8. She confessed that the tour ... her so much that she didn't regret spending so much time on it.
9. What ... you in this town?
10. He was greatly ... by the historic monuments of the city.
11. This historic building is ... visiting. A lot of outstanding people spent their time here.
12. In these mountains, an experienced guide is worth his ... in gold.
13. The History museum is worth a

B. To admire, to regret, historic:

1. We couldn't help ... the beauty of the ancient building.
2. We stopped halfway to ... the view.
3. Rollins is most admired ... her poetry, but she also writes fiction.
4. He had to admire the ... she read.
5. He ... regretted telling her the truth. She never talked to him after that.
6. You'll never ... going on this excursion. It's the landmark of the country.
7. That trip is hardly worth remembering. I ... going on it.
8. The teacher had to remind us of that ... period.
9. Are there any ... monuments in your town?
10. Those ... episodes are reflected in any textbooks.
11. And she had said she wanted to see places of ... interest.

C. To run, way, to miss, welcome:

1. Vicky got off the bus and ... to the entrance of the underground station.
2. I'm afraid you've got lost. This bus doesn't ... here.
3. You wouldn't believe me. I am ... Wendy in the History museum. She was looking through the expositions of that period.

4. I'm afraid we won't be able to have a look at those ancient historic sites. We have of time.
5. I can hardly believe that such a young woman can ... this business.
6. Which is the quickest ... to the university from here?
7. I was afraid of ... my way in the dark.
8. Can you ... me the way to the station?
9. That's ... way to speak to your teacher!
10. July won't ... that place. There is a big billboard over it.
11. Try not to ... the lectures. You are sure to admire them.
12. Paul had spent some years abroad. No wonder he ... his family. He ... sorely ... by his family and friends too.
13. If you oversleep, you ... the bus.
14. It will be unforgivable to miss this ... to see Kyiv.
15. ... to London!
16. Oksana Petrivna tries to make the new students ... welcome.
17. The trip to the Carpathians will be a ... break ... work.

Exercise 2. Paraphrase the following sentences using Vocabulary booster.

A. Time, to impress, worth:

1. I enjoyed myself at the weekend.
2. He is never late.
3. It is impossible for me to forget him. He leaves nobody indifferent.
4. We will never forget about this outstanding person and his contribution to the development of the country.
5. The way he did his business produced a great impression on his partners.
6. He didn't feel sorry that it took him an hour to get to that place – there was much to see there.

B. To admire, to regret, historic:

1. We didn't feel sorry that we had visited that place.
2. I advise you not to skip her lectures. You will be sorry.
3. That tour made me interested in the history of the town.
4. There were a lot of monuments that reminded of those events.
5. July felt really sorry that she had agreed to go there.
6. We enjoyed the breathtaking view of the mountains.
7. All the tourists couldn't help visiting that place. The site made them speechless.
8. I enjoyed her methods of upbringing her children.

C. To run, way, to miss, welcome:

1. Though they followed the given directions they were afraid to go past the place.
2. She couldn't find bread and salt in the house and had to go to the grocery.
3. While doing the town we accidentally met the group of students.
4. How can I get to the university?
5. It's not within walking distance, I'm afraid.
6. When he came to the bus-stop it had already gone.
7. I haven't seen my family for ages.
8. The family was so hospitable. It was really a home-from-home.
9. I was dropping with fatigue and was sn his seventn heaven on seven heaven when my friend came.

Exercise 3. Translate the following sentences using Vocabulary booster.

1. Я не можу не милуватися цією історичною будівлею. Навіть якщо у вас обмаль часу, вам варто її відвідати. Ви ніколи не пошкодуєте про це.
2. – Чим тебе вразило це місто? – Перш за все, гостинністю мешканців. Вони тепло зустріли нас. Я прогавив екскурсію по місту і мусив оглядати його сам. Певна річ, я часто звертався до перехожих щоб не заблукати, і їхня терплячість була невичерпною. Я зміг оглянути майже усі визначні історичні пам'ятки.
3. Коли я проглядав історичний довідник нашого краю, я натрапив на цікаву інформацію про події, які залишилися непоміченими в шкільному курсі історії.
4. – Цей автобус іде до центральної площі? – Так, але варто пройти пішки через парк. Ви будете вражені його красою. До речі, площа в 10 хвилихнах звідси. – Я боюсь, я можу її пропустити. – Не хвилюйтесь. Там великий пам'ятник історичному діячу.
5. – Хто керує цією процвітаючою туристичною агенцією? – Це молодий талановитий підприємець. – Я вражений його енергійністю та професійними здібностями. Його клієнти ніколи не жалкують, що обрали його послуги.

Exercise 4. In teams, use the words/ phrases below to make sentences. Each correct sentence gets one point.

To admire, to regret bitterly/ deeply/ greatly, historical, to impress sb with/ by sth, run across sb/ sth, to be worth doing, a stone's throw (away/ from), with interest, to be late with, difficult, to keep sth clean/ tidy, to be settled, economic/ technological/ scientific progress, to improve, to contain, neither ... nor, toy/ pet/ shoe/ gift etc shop, to look for, to go out for, to put your finger on sth, personal/ previous/ past/ memorable/ unforgettable experience.

Exercise 5.

A. Choose the place. Look at the map and describe its location. Let the others guess the place. Use the propositions from the box.

next to, behind, at the corner, opposite, between, a long way from, not far from

Model: *This place is next to the cinema opposite the art gallery in Tulip Street.*

| | | | | | | | | | |
|------------------|--------------------------------------|------------------------|-----------------------|------------------|-------------------------------|--|-----------------------------|-----------------------|--|
| Park | R o s e L a n e | Supermarket | | Car park | Art gallery | L i l a c L a n e | Theatre | Bus station | |
| | | Chestnut Street | | | | | | | |
| | | Sports center | Hair dresser's | Cinema | Hotel | | Restaurant | Police station | |
| | | | Café | Bank | Gift and Souvenir shop | | Department store | Travel agency | |
| | | Tulip Street | | | | | | | |
| Book shop | | School | Library | Chemist's | Medical Center | | Museum | Church | |

B. Are the statements true or false?

1. The church is opposite the bookshop.
2. The museum is in the same street as the school.
3. The restaurant is opposite the theatre next to the sports centre.
4. The police station is at the corner of Lilac Lane.
5. The hairdresser's is between the sports centre and the cinema in Tulip Street.
6. The travel agency is opposite the church at the corner of Lilac Lane.
7. The park is not far from the bank in Rose Lane.
8. The museum is a long way from the department store in Tulip Street.

C. Do you have these places in your town? Where are they?

Exercise 6.

A. Read the instructions given by a passer-by and follow his directions on the map in Ex 5. Name the destination.

1. Ok. Here we are at the bus station. Go straight ahead as far as the traffic lights, cross the street and take the first turning on the left, go past the hotel and gift and souvenir shop and take the first turning on the right. It's next to the bank opposite the library.
2. Let me think. We are at the supermarket now. It's not far from here. In fact, it will take you ten minutes to go on foot. Go along Rose Lane, turn left at the corner of Rose Lane and Tulip Street. Go straight ahead. It'll be on your right, next to the cafe, you won't miss it.
3. Don't worry. It's just round the corner. Here we are at the chemist's. Go down Tulip street and cross it at the traffic lights. It's opposite the school.

4. Oh, it's quite a long way but at the rush hours I advise you to walk. Cross Tulip Street and go along the park as far as the traffic lights in Chestnut Street. Turn right at the sports centre. Go up the street. It'll be at the corner on your right.

B. Work in pairs. You are at the bus station.

Student A: Choose a place you want to go to. Ask Student B for directions.

Student B: Look at the map and give Student A directions.

Model:

| | | |
|-------------------|--|----------------|
| <i>Excuse me,</i> | <i>where's the ...</i> <i>can/ could you tell me the way to the ...</i> <i>how do I get to the ...</i> <i>is there ... near here?</i> | <i>please?</i> |
|-------------------|--|----------------|

C. Work in pairs. You are at the bus station in your town.

Student A: Choose a place you want to go to. Ask Student B for directions.

Student B: Give Student A directions.

Exercise 7. Choose the most suitable explanation, A or B, for the following words.

1. *outskirts*

A. outlying or bordering districts of a city

B. a residential district situated a long way from the city centre

2. *a skyscraper*

A. a painting, drawing, photograph, etc., representing or depicting the sky

B. a very tall multistorey building

3. *a thoroughfare*

A. a main road from one place to another

B. a broad street, often lined with trees

4. *an itinerary*

A. a plan or line of travel

B. a plan of something, such as a building

5. *a city-dweller*

A. a person inhabiting a city

B. a person moving from the country to the country

6. *a view*

A. a scene, esp of a fine tract of countryside

B. a large printed picture, used for decoration

7. *a theme park*

A. an area planned as a leisure attraction, in which all the displays relate to one particular subject

B. a place for entertainment and social gatherings

8. *a leaflet*

- A. a printed sheet of paper containing advertising material
- B. a booklet containing summarized information or advertising

9. *a pedestrian*

- A. a person that is passing or going by, esp on foot
- B. a person travelling on foot

10. *a fare*

- A. a certain amount of money exacted as a penalty for stealing a ride
- B. the sum charged or paid for going in a bus, train, aeroplane, etc.

Exercise 8. Choose the most suitable explanation, A or B, for the following sentences.

1. *What's your destination?*

- A. Where has your journey started?
- B. Where will your journey finish?

2. *The city council wants to reduce the risks to pedestrians.*

- A. The city council wants to make it safer for people to walk along the street.
- B. The city council wants to make it safer for drivers and their passengers.

3. *He has to commute every day.*

- A. He has to travel some distance regularly between his home and his place of work.
- B. He has to travel from the town centre to its outskirts.

4. *A fare dodger was fined for stealing a ride.*

- A. A person had to pay a fine for traveling without buying a ticket.
- B. It is forbidden to take a free ride in public transport.

5. *They set off early to beat the rush hour.*

- A. They started their journey before the beginning of the working day.
- B. They started their journey early to avoid the period when large numbers of people are travelling to or from work.

6. *Any place visited on the itinerary of our excursion is a landmark.*

- A. Any traveller joining our excursion will get a guidebook of well-known sights.
- B. The route of the excursion includes only prominent places.

7. *This dead-end street is an accident black spot.*

- A. A lot of traffic accidents happen in this road with one end blocked off.
- B. Not many accidents happen in this road with one end blocked off.

8. *The city council needs an effective strategy to make industrial enterprises environmentally friendly.*

- A. The city council needs to find a productive way for the industrial enterprises not to pollute the environment.
- B. The city council doesn't need to encourage industrial enterprises to stop polluting the environment.

9. *Our town is famous for its recreation park.*

A. Our town is known for its local park with merry-go-rounds, swings, slides, and other leisure-time entertainments.

B. Our town needs a place to which many people go for recreation.

10. *There is no inquiry office in this godforsaken town.*

A. Your request for information will not be carried out in this distant town.

B. This distant town doesn't have an information desk.

Exercise 9. Dictionary work

A. Transcribe and make up definitions of the following chunks, consult a dictionary:

to dwell on a busy city centre thoroughfare, can't stand the hustle and bustle of a vibrant city, to prefer quiet residential areas, to be laid out in a grid pattern, easily accessible local facilities, to be within walking distance of smb's apartment.

B. Do they describe the dwelling in your home place? Why?/ Why not?

C. Which of the ideas do you support?

- There is nothing like hustle and bustle of a big city.
- The development of a city is the responsibility of its citizens.
- Living in the city we are bombarded by sounds.
- Skyscrapers change the spirit of cities.
- Up-and-coming districts look alike.

Exercise 10. Translate into English.

1. – Тобі зручно жити на одній з найбільш жвавих вулиць міста? Чи не заважає тобі пожвавлений рух? – Зовсім ні. Я не помічаю його. Мій будинок розташований дуже близько до метро та автобусних зупинок. Я легко можу дістатися у будь-яку частину міста.

2. – Саме зараз будується новий житловий район на околиці нашого міста. Кажуть, його закінчать до кінця року. Нам сказали, що там буде нова трьохповерхова школа, торговельний центр, сучасний стадіон та багато іншого. – Цей район будується на місці парку?

3. Це місто варто відвідати восени. Вже не так багато туристів, пропонується багато цікавих екскурсій. Ви зможете оглянути місто пішки, оскільки визначні місця розташовані поблизу один від одного в центрі міста, та й погода в цей час зазвичай дуже приємна.

4. Сподіваюсь, що до кінця місяця ми відвідаємо цю відому картинну галерею. Зараз там виставлені роботи видатних художників та історичні експонати. Мій знайомий був глибоко вражений шедеврами сучасного мистецтва. Він сказав, що він приєднається до нас, якщо ми вирішимо піти туди.

5. На жаль, центр міста зараз закритий для відвідування, оскільки триває його реконструкція. Вже знесені три напівзруйновані будівлі, відбудовується

кінотеатр, закладається сучасний торговельний центр. Кажуть, буде заасфальтована територія навколо фонтанів. Така реконструкція додасть краси нашому місту та зробить його більш привабливим для відпочинку мешканців.

6. – Ваше місто розташовано далеко від річки? – Навпаки! Наше місто розташовано саме на її мальовничих берегах. Набережна – це центральна вулиця міста. Тут є все для відпочинку: місце гарно освітлене, є багато зручних лавочок та місць для розваг. Продається багато сувенірів, листівок та брошур з визначними місцями. Вздовж цієї вулиці посаджені каштани, тому вона особливо приваблива у травні, коли дерева квітнуть.

7. Мешканці незадоволені екологічним становищем міста. Повітря забруднене вихлопними газами, дорожній рух дуже напружений, на вулицях не вистачає баків для сміття. Декілька хмарочосів було збудовано в історичній частині міста, що зруйнувало його архітектуру.

8. – Сьогодні у нас дуже цікава програма – екскурсія по місту. Я думаю, що ви будете приємно вражені нею. – Ми поїдемо на автобусі чи підемо пішки? – І те, й інше. Ми оглянемо центр пішки, оскільки це пішохідна зона, а далі автобусна подорож познайомить вас із місцями подалі від популярних туристичних маршрутів. Сідайте в автобус і ми розпочнемо нашу екскурсію. Подивіться праворуч. Ми проїжджаємо вздовж нового сучасного житлового району. Нещодавно тут розпланували новий парк атракціонів. Зараз ми звернемо ліворуч, вийдемо з автобуса і підійдемо до пам'ятника видатному письменнику.

9. Який чудовий вид! Золоті купола старовинного собору виблискують на сонці! Зелені крони дерев віддзеркалюються у глибоких водах річки. По набережній прогулюються туристи та мешканці міста, фотографуючи та милуючись його красою.

10. – Пробачте, як дістатися до вокзалу? – Вам необхідно сісти на автобус номер 5 та доїхати до кінцевої зупинки. – Це далеко звідси? Я можу дійти пішки? – Ні, це не близько. До речі, автобус ходить кожні 5 хвилин і плата за проїзд недорого. – А де найблища зупинка? – Перейдіть на той бік по підземному переходу та поверніть праворуч. Зупинка за рогом.

CULTURE CONTEXT

A PERFECT CITY

A. Translate the following passages into Ukrainian.

1. There's an old joke that you know you're in heaven if the cooks are Italian and the engineering is German. If it's the other way around you're in hell. In an attempt to conjure up a perfect city, I imagine a place that is a mash-up of the best qualities of a host of cities. The permutations are endless. Maybe I'd take the nightlife of New York in a setting like Sydney's with bars like those

in Barcelona and cuisine from Singapore served in outdoor restaurants like those in Mexico City. Or I could layer the sense of humor in Spain over the civic accommodation and elegance of Kyoto. Of course, it's not really possible to cherry pick like this – mainly because a city's qualities cannot thrive out of context. A place's cuisine and architecture and language are all somehow interwoven. But one can dream.

2. Here are some things that make a city livable for me:

√ **Size.** A city can't be too small. Size guarantees anonymity – if you make an embarrassing mistake in a large city, and it's not on the cover of the Post, you can probably try again. The generous attitude towards failure that big cities afford is invaluable – it's how things get created. In a small town everyone knows about your failures, so you are more careful about what you might attempt. Every time I visit San Francisco I ask out loud "Why don't I live here? Why do I choose to live in a place that is harder, tougher and, well, not as beautiful?" The locals often reply, "You don't want to live here. It looks like a city, but it's really a small village."

√ **Boulevards.** If boulevards aren't too wide, like 9 de Julio in Buenos Aires, they can serve to break the monotonous pattern of streets and blocks, let sunlight in, and function as a landmark (so you know where you are). And if they are lined with trees and beautiful buildings of different types, they can even be pleasant. Park Avenue, Manhattan's widest boulevard, doesn't cut it. The green in the middle is lovely but inaccessible, and the endless sameness of giant apartment or office buildings with little else to break the rhythm inspires the eye and mind to glaze over. Berlin has some great boulevards. Karl Marx Allee, a massive boulevard in former East Germany, has outdoor cafes, wide sidewalks and weird Soviet era fountains and movie theaters. It threatens to go beyond a comfortable scale, but the business in the little shops along the street helps hold that in check.

√ **The perfect city isn't static.** It's evolving and ever changing, and its laws and structure allow that to happen. Neighborhoods change, clubs close and others open, yuppies move in and move out – as long as there is a mix of some sort, then business districts and neighborhoods stay healthy even if they're not what they once were. My perfect city isn't fixed, it doesn't actually exist, and I like it that way.

B. Surf the Internet in search of information about city/ country life. Share it with your groupmates.



C. Find out why countryside is great (available at: <http://learnenglish.britishcouncil.org/en/britain-great/countryside-great>).



D. Osbert Sitwell provides negative images of the city and positive memories of the country in "Progress". In "The City", Charles Hanson Towne does the opposite. Which of the authors do you support? (available at: <http://learnenglish.britishcouncil.org/en/stories-poems/town-country>).

SPEAKING

Exercise 1. Roleplay

A. Which functions and conversational formulas from the grid can be used by an experienced traveller knowing many tourist attractions and a beginner? Why/ why not?

| Function 1: Asking for advice | Function 2: Giving advice | Function 3: Saying thanks | Function 4: Responding to thanks |
|--|--|--|---|
| What do you think I should do? Do you think I should...? Can I ask your opinion about something? | I think you should/ought to... If I were you, I'd (do sth). Have you thought about (doing sth)? Have you considered (doing sth)? Why don't you...? You might enjoy (doing sth). You could... | Thanks a lot./ Many thanks . Thank you very much. That was/ is very kind of you. | Not at all. No problem. Don't mention it. Any time. That's OK. You're welcome. It's a pleasure./ My pleasure. |

B. Act out the conversation and decide which of the interlocutors is an experienced tourist, and which is a beginner.

Jane: Oh, hi, Mary! It's so nice to see you!

Mary: It's been long time since we saw last. Have a minute?

Jane: Sure. What a nice suitcase you've bought! Are you planning to explore new places?

Mary: Well, I'm having my vacation soon and I'm planning to travel to London. It has been my long-time dream, you know...

Jane: That's great! I've been there several times, and I must admit, the end of spring and all summer is the best time to enjoy this city.

Mary: Can I ask your opinion about the best place to stay there?

Jane: of course, it's better to rent accommodation somewhere in the suburbs. It's cheaper. But as the transport system in London is excellent, you'll be able to get to the most popular tourist attractions easily.

Mary: What places should I see in the first place, in your opinion?

Jane: You know, there is much to see in London, but I would recommend you to see the magnificent buildings in its central part, such as St. Paul's Cathedral, Westminster Abbey, and Buckingham Palace. If I were you, I would also visit Trafalgar Square, walk down Oxford Street and enjoy the view of all the city from the London Eye.

Mary: Oh, thanks a lot! You are really very helpful. Now I know what places to include into my itinerary.

Jane: Ok, have a nice holiday!

Mary: Bye! Hope to see you as soon as I come back!

C. Roleplay the conversation. Make use of different functions.

Student A: You are an experienced tourist. Give some recommendations to your friend who is going to visit a famous tourist destination.

Student B: You are just a beginner in travelling. You are going to visit a famous tourist destination. Ask for advice to have the time of your life and not to spend a fortune.

Exercise 2. Make up dialogues on the following situations. Make use of the conversational formulas suitable for the situations.

1. Two people meet and have a talk. One of them has been to London/ Rome/ Madrid/ Prague many times. Another one is going there for vacation for the first time.
2. Two people have a talk in the street. One of them wants to find the way to the place (the square, the local museum, the market place, the nearest Chemist's, etc.) he needs.
3. Two people do the town. They share their impressions.
4. Your friend invites you to spend a weekend at her/ his place. Find out why it is worth doing.
5. Convince your partner that it is better to live in the city (in the countryside). Your partner is against it.
6. Explain to your friend how to get to your home place/ house.
7. You've just returned from Kyiv with some of snapshots of its sights. Tell your friends about those places of interest.

Exercise 3. Discuss the following questions.

1. Speak on the city you find interesting.
2. Speak on the past and present of your town (village). How do you imagine its future?

3. Imagine that you are the Major of your home city. Speak on the most acute problems of the city and the steps you are going to take to solve those problems.
4. Suggest a route of the excursion about your home place.
5. You are going to make a photo album of your home place. Describe the places which pictures you would like to have in your album.
6. You have only one day in Kyiv. Say what places of interest you'd like to see most of all and give your reasons.
7. Compare the way of life in the country and in the city. Try to be objective speaking of the advantages and disadvantages of each.

Exercise 4. Discuss the following proverbs. Take examples from life or fiction.

1. Rome wasn't built in a day.
2. There is no place like home.
3. East or west home is best.

Exercise 5. Which quotation is your favourite? Why?

1. "City life: millions of people being lonesome together." *Henry David Thoreau, American writer.*
2. "I like a lot of things about the city, but I prefer the country because I don't have to wear a tie there." *Alexander Calder, American sculptor and artist.*
3. "The larger our great cities grow, the more irresistible becomes the attraction which they exert on the children of the country, who are fascinated by them, as the birds are fascinated by the lighthouse or the moths by the candle." *Havelock Ellis, British psychologist.*
4. "Los Angeles: Seventy-two suburbs in search of a city." *Dorothy Parker, American writer.*
5. "Los Angeles is a city no worse than others, a city rich and vigorous and full of pride, a city lost and beaten and full of emptiness." *Raymond, American author of crime stories.*
6. "A city is a place where there is no need to wait for next week to get the answer to a question, to taste the food of any country, to find new voices to listen to and familiar ones to listen to again." *Margaret Mead, anthropologist.*
7. "I'd rather wake up in the middle of nowhere than in any city on earth." *Steve McQueen, actor.*
8. "The city is a human zoo, not a concrete jungle." *Dr. Desmond Morris, zoologist.*

Exercise 6. Do a project "My home: love it or hate it"/ "My home town in 10 years' time"/ "Welcome to my home": working in small groups find information about the topic to form a presentation.

(From www.teachingenglish.org.uk)

READING

TOWN OR COUNTRY MOUSE?

by John Russell

Before reading

- 1.1. What is better: to live in a town or in the country?
- 1.2. What do you know about Aesop's famous tale about the town mouse and the country mouse?
- 1.3. Explain the title of the text.

While reading

2. Read the text and point out the moral of the famous tale.

Once upon a time, there were two mice-cousins. One lived in the town and the other in the country. The town mouse was a very superior mouse, who thought that living in the town was far better than living in the country. Soon one day, he invited his country cousin to stay with him in his town house and experience the civilized lifestyle of the town. They sat down to a meal, which to the country mouse was a feast. "Goodness me", he said. "If I was in the country, I would be having only simple bread and cheese in the quiet of my peaceful home." Suddenly, there was a loud noise at the door. "Don't worry," said the town mouse, "that's just my neighbour – the dog, he wants to join us for dinner." The country mouse ate a little faster. Another noise was heard outside, even louder this time. "Oh, dear" said the town mouse, "the cat who lives facing my house wants to join us too." Quickly eating the last of his meal, the country mouse said, "thank you, but I think I will return to the peace and quiet of my own house after all!" Then he ran back home as fast as his legs could carry him.

After reading

- 3.1. What may a modern version of this story be like?
- 3.2. Discuss your versions, find positive and negative features of city and country lifestyles.

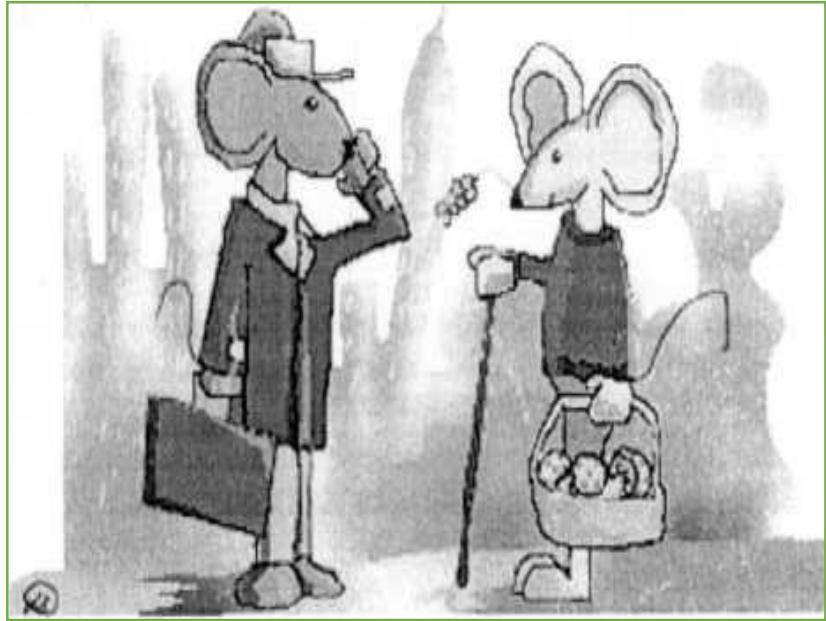
While reading

- 4.1. Read the text and answer the questions:
What are the features of the civilized lifestyle of the town?
What are the features of the quiet lifestyle in the country?
- 4.2. Read the text again, fill in the chart.

| Town | | Country | |
|------|---|---------|---|
| + | - | + | - |
| | | | |

This simple tale (taken from Aesop's famous stories) shows that what may be a good place to live for one person, may not be good for another. A modern version of this story might look like this:

Maria lives in a big city surrounded by the speed and convenience of urban life. She works in an office with 1000 other employees, and travels to and from there on a crowded Metro. Her home is a flat overlooking a busy city-street, which is always alive with the sound of traffic and people passing by. After work she meets with



friends in a bar or restaurant before going on to a disco or nightclub. Weekends are spent in the shopping mall with its numerous shops, multi-screen cinemas, fast food and entertainment complexes.

Alex, however, lives in a small village in the countryside. He cycles to work down country lanes every morning, the sound of tractors, birds and animals in his ears. In the evening, he relaxes at home in front of the fire with a good book to read. At weekends, he goes for long walks in the fields with his dog.

Unfortunately, life is not as simple as stories make it. A lot of today's 'town mice' such as Maria would be happy to live in the country. Many modern cities have very large populations (Tokyo or Mexico City – over 25 million) and can be crowded, dirty and dangerous places to live.

More than half the world's population now lives in cities. In much of Europe and North America this can be as high as much as 80% of a country's population. (According to the United Nations, approximately 1 billion people in cities are living in slum conditions - overcrowded and unhealthy).

The 18th Century marked the beginning of the Industrial Revolution, the depopulation of the countryside, and the move to towns. The towns became places of mass employment in factories and offices. Today, many town dwellers wish to reverse this trend and return to a slower pace of life like Alex, our modern 'country mouse'. Yet, a modern country existence is not without its problems; poor transport, lack of access to hospitals and education, and services found in towns such as large shops, banks and entertainment.

The debate between town and country is meaningless these days, as so many people live in towns, and very few people are actually able to choose where they live; this is dictated by their work or birth. The internet and other mass

media have linked country areas to the world, providing access to information - even to remote areas. If people are to be persuaded to stay in the countryside, other benefits of the city need to be available (employment, healthcare and education). Conversely, the introduction of city parks and forests, and traffic free zones, has helped in bringing a little of the countryside to the city streets. The UN World habitat day (4th October) this year looks at this issue. It emphasizes the need for strong links between town and countryside, and their mutual dependence upon each other.

Are you a town mouse or a country mouse?

After reading

5.1. What things make us feel civilized?

5.2. What is the role of the Internet in people’s lives of nowadays?

 **LISTENING**

TEXT 1
THE BEST BET

Before listening

1.1. Do these words describe city life or country life? Fill in the chart.

block of flats, skyscraper, thoroughfare, avenue, lane, rush hours, museum, exhibition, recreation park, theme park, car park, traffic jam, city-dweller, commuter, traffic fumes, environmentally friendly, downtown, fresh air, hill, underground, cottage, smog, barn, crime, noise, violence, office blocks, vibrant night life

| | city life | country life |
|---------------|------------------|---------------------|
| Buildings | | |
| Transport | | |
| Entertainment | | |
| Features | | |

Using the chart speak about city/ country life.

1.2. Work in pairs and explain the meaning of the title in plain English. Speculate on what the text can be about.

While listening

2.1. Listen to the conversation and underline the ideas from the chart.

2.2. Listen again and put the lines of the conversation in the correct order.

- Personally I really enjoy my privacy as I wouldn't like anyone to interfere in my own business.
- What are you talking about! One can be bored to death when nothing goes on from one week to the next. A city is another matter, you can always entertain yourself: go to a disco or a cinema, visit museums or galleries, go in for any kind of sports or whatever!
- Don't say you have spent a fortnight in the middle of nowhere seeing nothing and no one.
- Well, I'll tell you what. I prefer to have the best of both worlds. I live in a small town which is within easy reach of the city and it's very close to the country.
- Well, yeah, but there are plenty of these to do in the village as well. You can go fishing, swimming or boating, gathering mushrooms and berries, or just keep yourself to yourself.
- Hi, Wendy. I've just got back from my granny.
- I wouldn't say that. My granny lives in a lovely place with wonderful nature. I adore spending my weekend there enjoying the birds singing, the gardens blooming.
- Don't you miss your friends?
- Well, I do in a way, but the village is full of friendly people. It goes without saying everyone knows everyone else. They like talking and often help each other. By the way, do you know your neighbours? I bet you don't know who lives next door, because everybody is in a hurry and has no time to be friendly.
- Hi, Nick. Haven't seen you for a while.
- Take it from me. It is the best bet for those who like to keep themselves to themselves.

After listening

3.1. What new advantages and disadvantages of living in the city/ village are mentioned in the conversation? Arrange them into two columns. Add your own ideas.

3.2. Using the ideas from the chart speak about the best bet for you.

Model: I'm sure you'll agree with me that the entertainment is an advantage of living in the city, as it gives opportunity to enjoy yourself watching a film or an event, going in for sports.

TEXT 2

NEW TRANSPORT ON TWO WHEELS

Before listening

1.1. Do you like to go on foot/ by bus/ by bicycle?

1.2. Work in pairs and match the vocabulary with the definitions.

| | |
|-----------------|--|
| 1) hoverboard | a) an object invented for a certain purpose |
| 2) scooter | b) to stand (on something) without falling over |
| 3) skateboard | c) a board with wheels and handlebars you stand on with one foot and push with the other to travel |
| 4) to get on | d) a board with wheels you stand on with one foot and push with the other to travel |
| 5) to have a go | e) famous people, for example pop stars |
| 6) to balance | f) (here) to be successful, to manage |
| 7) celebrities | g) to try to do something |
| 8) illegal | h) not legal, against the law |
| 9) device | i) a self-balancing scooter which looks like a skateboard |

While listening

2. You are going to listen to BBC reporters talking about hoverboards. Is it legal to ride a hoverboard on the pavement in the UK? Yes or no? Listen out for the answer at the end of the programme.

After listening

3. The bicycle is the most popular form of two-wheeled transport in the world, but could we all soon be using hoverboards? Discuss it in pairs, then in groups of four. Would you like to try a hoverboard?

(From <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-151022>)



FURTHER LISTENING

1. New York's view from the top (available at: <http://www.bbc.co.uk/learningenglish/english/features/witn/ep-150527>).

2. Pedestrians (available at: <http://learnenglish.britishcouncil.org/en/uk-culture/pedestrians>).

3. Directions (available at: <http://www.listenaminute.com/d/directions.html>).

4. One-minute English: streetwise (available at: <https://m.youtube.com/watch?v=n1P3aAvufpE>).

5. History (available at: <http://learnenglish.britishcouncil.org/en/word-street/history>).

WRITING
ARGUMENTATIVE ESSAY

Exercise 1. Look at the pictures below. Can you guess the cities? What makes them recognizable?

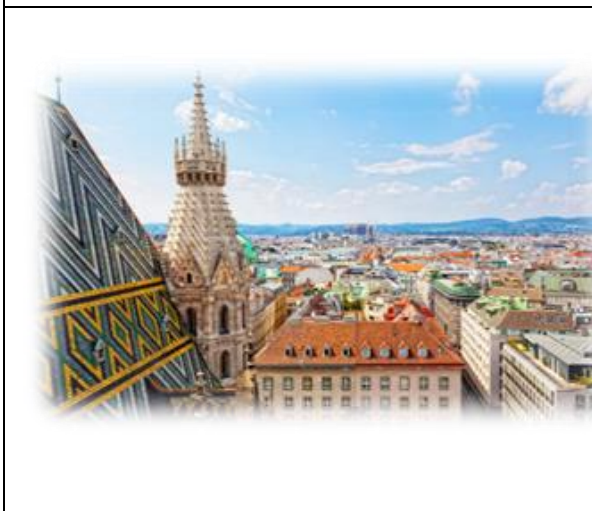
Turn to page 167 to find out the answer to exercise 1.



A



B



C



D

Exercise 2. What do mostly people appreciate in living in a metropolis? Which do you think are the world's best cities to live in? Why?

Exercise 3. Read about a survey findings conducted by *Global Finance* about 10 best world cities to live in. *Global Finance's* 10 best cities list is based on the following criteria: safety, quality infrastructure, housing affordability, economic and natural environmental factors, healthcare, education and cultural services.

Does your supposition concerning the world's best cities to live in coincide with that published by Global Finance? Check your answers following the link <https://www.gfmag.com/global-data/non-economic-data/best-cities-to-live> or turn to the end of the book to find out the answer to exercise 2.

Exercise 4. Work in pairs. Living in modern cities is completely different from the way people lived in the past. Some people think the changes have been very positive, while others believe they have been negative. Discuss both these points of view and give your own opinion and arguments.

Exercise 5. Read the sample answer about "Advantages and disadvantages of living in a big city" and answer the questions:

1. What is the purpose of the first paragraph?
2. What is the purpose of the first sentence in the second paragraph?
3. What is the purpose of the first sentence in the third paragraph?
4. Which opinion does the writer agree with? Where is his opinion stated?

Advantages and disadvantages of living in a big city

It is undeniable that life in the cities has changed enormously during the last few decades owing to the huge impact of modern technologies and economic development. *It is evident* that living in a modern city has both advantages and disadvantages.

Some people *believe* that life in modern metropolises is much better than in the past. **As evidence of this**, they point to improvements in recreation sector and increase in green belt areas. For instance, Centennial Park in Sydney is admitted to be one of the most striking urban landscapes on the planet. This 189-hectare area impresses the visitors with palm-lined avenues, ornamental water features, playgrounds, cycling tracks and numerous picnic areas with free-to-use electric BBQs (barbeques). **Besides**, noteworthy is the Belvedere Amphitheatre that has been the home of the Moonlight Cinema since 1997 and screens classic and cult movies from the lawns and marvellous flowerbeds during the summer months. Such urban areas have definitely transformed people's free time for better. **Furthermore**, thanks to the public transport improvements commuting in a megacity is not a problem any longer. **Namely**, fast passenger trains, more routes, longer operating hours and parking restrictions have been introduced. **Thus**, inner city neighbourhoods could be easily linked with the outskirts for a short time. **In**

addition, the growth in the number of CCTV (closed-circuit television) surveillance system in recent years is transforming modern cities into safer places to live in. CCTV systems act as a deterrent to crime because potential criminals know that their actions might be filmed. **So**, in many cases these cameras could be helpful in both preventing and solving crimes.

On the other hand, it can also be argued that some changes that could be viewed in metropolises nowadays have had a negative impact on city inhabitants. **Firstly**, in spite of a fast-paced urbanisation and residential areas growth, both real estate housing prices and apartment rent are tremendously huge. **For example**, property prices in Tokyo or New York have ascended to the point where only the richest citizens can afford decent standards of living. **Therefore**, one has to think twice before moving to a megacity provided that you get an excellent job offer! **In addition**, one of the downsides of living in a megacity could be a severe air pollution mostly caused by vehicle emissions. It is increasingly becoming the focus of government and citizen concern around the globe. **In fact**, air pollution in some cities like New Delhi or Dhaka sometimes reaches a dangerous level, **as a result**, the local governments have to impose restrictions on the number of vehicles running on the road.

In conclusion, *I think* there is evidence to suggest that some of the changes we have experienced in modern cities have affected our urban lives in a positive way, especially in terms of leisure time, commuting and safety. **Overall**, it is obvious that some of the changes concerning the life in urbanized areas could be quite negative in case of housing affordability and environmental issues. **Yet, I am sure** we do need to ensure these positive changes to be sustained and shared more in the future.

Exercise 6. Choose the correct heading for each paragraph. Put the paragraphs in the correct order.

Advantages

Introduction

Conclusion

Disadvantages

Exercise 7. Find examples of logical links in the sample answer and put them in the appropriate category:

Adding information: *besides,...*

Contrasting ideas: ...

Giving examples: ...

Contrasting ideas: ...

Sequencing ideas: ...

Giving a reason: ...

Giving a result: *thus,...*

Summarising: ...

Exercise 8. Some evidence is given to support the main arguments in the sample answer in the second and third paragraphs. Complete the *argument-evidence table*.

| Paragraph 2 | Paragraph 3 |
|---|---|
| Topic sentence: <i>Life in modern metropolises is much better than in the past.</i> | Topic sentence: <i>Some changes that could be viewed in metropolises nowadays have had a negative impact on city inhabitants.</i> |
| Argument: <i>improvements in recreation sector and increase in green belt areas</i> | Argument: <i>real estate housing prices and apartment rent are tremendously huge</i> |
| Evidence: <i>Centennial Park in Sydney</i> | Evidence: <i>property prices in Tokyo or New York</i> |
| | |
| | |

Exercise 9. Find "opinion" expressions in the sample answer. Some of these expressions are subjective and personal, while others are objective and factual. Split them into two columns:

| subjective and personal | objective and factual |
|-------------------------|-------------------------|
| I think ... | It's undeniable that... |
| | |

Exercise 10. Plan and write your own answer to the topic "Advantages and disadvantages of living in a big city". Mind that the main goal of an argumentative essay is to outline a point of view clearly, to give reasons and evidence.

Exercise 11. Work in groups. Look at the topics below. What are the pros and cons of life in a big city? How is each different in a city, compared to the countryside.

- ✓ Facilities (shopping/medical/sports/leisure)
- ✓ Transport
- ✓ Housing
- ✓ Social life/high (low) level of interaction with people
- ✓ Education
- ✓ Job opportunities

Exercise 12.

A. Write a draft on of an argumentative essay on the topic "Advantages and disadvantages of living in the place where you study/ your home town". Use the ideas from the exercise above.

B. Exchange your drafts with your partner. Edit and revise your partner's draft. Use the following checklist to make sure his/ her argumentative essay meets the requirements.

Editor's checklist

1. Does:
 - the first paragraph of your essay outline the topic, provide background information necessary to understand your argument?
 - your argumentative essay comprise three or more paragraphs that explain the reasons why you support your thesis?
 - each body paragraph cover a different idea or piece of evidence and contain a topic sentence that clearly and concisely explains why the reader should agree with your position?
 - your argumentative essay have linking expressions employed purposefully?
 - your argumentative essay have opinion expressions?
 - the essay end with a conclusion summarizing all of the arguments made in your body paragraphs?
 - the essay have punctuation at the end of each sentence?
 - your argumentative essay have all words spelled correctly?
 - your argumentative essay have grammar/ lexical mistakes?
3. Are the sentences ordered logically?
4. Are all the sentences clear for you?
5. What are your ideas or suggestions to make the essay better?

A. Listen to your partner's comments on your draft, and revise it if necessary.

D. Write an argumentative essay on the pros and cons of living in your home plice / in the plocee where you study for the unsversity blog.

SELF-ASSESSMENT

Choose the correct option. Sometimes more than one answer is possible.

1. A limiting attributive clause ...
 - a) makes a separate intonation group.
 - b) may break up a sentence into two separate intonation groups.
 - c) doesn't make a separate intonation group.

2. If you admire sth, you ...
 - a) like it very much.
 - b) you greatly dislike it.
 - c) you are completely indifferent to it.
 - d) you are of high opinion of it.

3. "Time flies" means...
 - a) it goes very slowly.
 - b) you don't notice how much time you spend on some activity if you are fully absorbed in it.
 - c) you are bored.
 - d) you want sth. to be finished as quickly as possible.

4. If sth is important on the topic, it ...
 - a) must be missed.
 - b) is worth mentioning.
 - c) needs to be said.
 - d) isn't worth mentioning.

5. If many tourists visit a place where a famous artist was born, this place is known as ...
 - a) historical.
 - b) historic.
 - c) a place of historical interest.
 - d) history.

6. I lost my way in the busy city centre, so I asked a passer-by ...
 - a) to show him the way.
 - b) to show me the way.
 - c) to explain to me where I was.
 - d) how to get to Oxford Street.

7. You are more likely to give sb a lift if ...
 - a) it's out of your way.
 - b) it's on your way.
 - c) this person lives in the same street with you but a bit close from where you are now.
 - d) it's far away from your place of destination.

8. If you have missed a train, so ...
- a) you are on a train now.
 - b) you are on the platform waiting for another train.
 - c) you can probably be late for sth.
 - d) your plans can be ruined.
9. They were so glad to see him that he at once understood he was really ... there.
- a) happy
 - b) miserable
 - c) welcome
 - d) ill at ease
10. When tourists avoid crowded places, they ...
- a) stay in the middle of nowhere.
 - b) choose the most popular itinerary.
 - c) go off the beaten track.
 - d) prefer big cities to countryside.
11. You don't need to own a car ...
- a) as the city can boast of a good public transport system.
 - b) as there are only a few buses there.
 - c) as the transport system is far from being excellent.
 - d) there are constant traffic jams in rush hours all over the place.
12. Electrocar is a good choice for you, ...
- a) you will commute rather fast.
 - b) it's environmentally unfriendly.
 - c) you'll have to change for the bus.
 - d) all you will need to do is to charge the battery.
13. If you travel from Manchester to London, ...
- a) London is the place of your departure.
 - b) Manchester is the place of your departure.
 - c) Manchester is the place of your destination.
 - d) London is the place of your destination.
14. The way won't take you long, ...
- a) it's 500 miles away.
 - b) it's just a mile's throw away.
 - c) we can walk there.
 - d) it's about two hours up the hill on foot.

15. The phrase “I’m sure” indicates...

- a) agreement.
- b) expressing opinion.
- c) ordering arguments.
- d) summarising.

ACHIEVEMENT CHECK

Tick the opinion which is true about you for each can-do statement.

| Now I can ... | <i>I strongly disagree.</i> | <i>I rather disagree.</i> | <i>I am not sure.</i> | <i>I rather agree.</i> | <i>I strongly agree.</i> |
|--|-----------------------------|---------------------------|-----------------------|------------------------|--------------------------|
| pronounce Composite Complex Sentences with Attributive Subordinate Clauses | | | | | |
| describe and compare different places | | | | | |
| compare lifestyles in a town and in the country | | | | | |
| give and ask for information how to get about a place | | | | | |
| tell about sights, tours, excursions | | | | | |
| use phrases of agreement and disagreement | | | | | |
| read and understand descriptions of places | | | | | |
| listen and understand descriptions of places | | | | | |
| write an argumentative essay | | | | | |

UNIT 8

TOGETHER FOREVER

In this unit we will learn how to:

- Pronounce author's words in the final position**
- Discuss different issues of family relations**
- Comment on stereotypes connected with people's relationships**
- Speculate about people's relations based on the photos and pictures**
- Reflect on the changes in your life**
- Write a descriptive essay**

PHONETICS

INTONATION OF AUTHOR'S WORDS AT THE END OF THE SENTENCE

If the author's words are at the end of the sentence in direct speech and not extended, they are not stressed, don't form a separate intonation group but continue the intonation of that with the direct speech:

e.g. [ðə 'tɑ:sk ɪz \ dɪfɪkəlt hi· sez ||]

[ɪz ðə 'tɑ:sk \ dɪfɪkəlt hi α:sks ||]

If the author's words are extended, they may form a separate intonation group which is usually pronounced with the same nuclear tone as the direct speech but with a lower pitch of the voice:

e.g. [ðə 'tɑ:sk ɪz \ dɪfɪkəlt | 'sed mɪstə 'brensɪ \ θɔ:tfʊlɪ ||]

[wɒz hi· \ raɪt | ʃi· 'ɑ:skt wɪð ə 'kʌnɪŋ \ smaɪl ||]

If the author's words at the end of the sentence are broken into a few intonation groups, then the first one joins the intonation group of the direct speech and continues its intonation. The other intonation groups are stressed but pronounced with the lower pitch of the voice. The final intonation group, as a rule, has the same intonation pattern as the one with the direct speech:

e.g. [ðə 'tɑ:sk ɪz \ dɪfɪkəlt hi· sed | 'lʊkɪŋ ət ðə 'bʊθ 'men \ θɔ:tfʊlɪ ||]

[wɒz hi· \ raɪt ʃi· α:skt | 'kʌnɪŋ 'ʌp \ klɜ:sə | ənd 'smaɪlɪŋ \ kʌnɪŋɪ æt ðəm ||]

PHONETIC EXERCISES

Exercise 1. Read the statements in direct speech with the author's words at the end of the sentence, mind their intonation.

1. [wi·ɑ: 'lʌki tə hæv ən ɪks'pɪəriənst ɪ ti:tʃɪŋ stɑ:f ðeɪ seɪ ||]
2. ['klɑ:sɪz 'ki:p əs 'bɪzɪ ðə ↑məʊst 'pɑ:t əv ðə ɪ deɪ sez lærɪ ||]
3. [ɪts 'fʊl əv 'gʊd ɪg zɑ:mpɪz | ənd ə'dɪʃənəl ɪksɪsaɪzɪz sez ðə ti:tʃə | 'ʒʊɪŋ ðə 'stju:dənts ðə rɛfərəns bʊk ||]
4. ['evrɪθɪŋ 'kʌmz 'i:zɪ wɪð prækɪs | rɪ'maɪnds 'pɔ:l 'evrɪ deɪ ||]

Exercise 2. Read the sentences in direct speech with the author's words at the end of the sentence, mind their intonation.

1. "I'm sure you'll be very pleased with her," he said.
2. "I'm thirty-one," I blurted out.
3. "We're very much alike," she said.
4. "And now..." he said flinging open the door like a magician.
5. "I'm... I'm very pleased with the choice," I said trying to be suave.

Exercise 3. Read the sentences out of Text 2, make them in direct speech adding the author's words at the end, mind their intonation.

1. Mr. Walker, this is Miss Dunfield.
2. It's all on the cards.
3. I've been a good husband.
4. I also like books, football, sitting near the front in movies, sleeping with the windows closed, dogs, cats and many other things.
5. She was picked by our compatibility computer out of over one hundred ten million eligible women in the United States.

Exercise 4. Practise the sounds in the following words.

[ɑ:] – argue, arguments, laugh, harsh, father, party, half, charm, calm, moustache;
[ʌ] – mother, brother, couple, plump, chuckle, snub, mumble, husky, clumsy, trustworthy, stubborn, impulsive, honeymoon, husband;

[ɔ:] – fall, divorce, naughty, short, auburn, coarse, small, awkward, daughter, talkative, adore;

[ɒ] – common, long, blond, hobble, pony-tail, snobbish, obstinate, honest, confident;

[ʊ] – good, hooked, full, good-looking;

[u:] – stooped, beautiful, cute, loose, gloomy, blue, stupid, move;

[ŋ] – youngster, charming, sparkling, outgoing, single, feelings, English-speaking, uncle, angry, angular, wrinkled.

Exercise 5. Read the words and phrases with some phonetic phenomena.

a) mind two primary stresses and linking [r] in compound nouns:

ˌgreat-'grandfather, ˌgreat-'grandmother, 'daughter-in-ˌlaw, 'son-in-ˌlaw, 'sister-in-ˌlaw, 'brother-in-ˌlaw, 'mother-in-ˌlaw, 'father-in-ˌlaw, ˌgrown-'up, ˌex-'husband, ˌex-'wife;

b) mind the cases of assimilation of consonants:

I respect them, in the United States, he is the apple of the eye, on the cards, on the first page, a lot of noise, grandfather, granddad, grandpa, grandmother, grandma, grandchild, granddaughter, grandson.

Exercise 6. Transcribe and intone the sentences.

1. The daughter, July, is very close to the mother, Katherine Pavlenko, who is so even-tempered and devoted to her family.
2. No wonder, they come regularly for a family weekend dinner.
3. But I respect them as they have been living together for about thirty years and they are such a devoted couple.
4. She was shy, avoided arguments, wasn't outspoken, a good mother type.

Exercise 7. Read the sayings and proverbs about family and relations.

1. As the father, so is the son.
2. The child may have too much of his mother's blessing.
3. A child needs love the most when he deserves it the least.
4. He who spares the rod spoils the child.
5. Manners make the man.
6. A merry heart does well like a medicine.
7. Difficulties are things that show what men are.
8. The man is known in a long journey and a little inn.
9. A friend in need is a friend indeed.
10. Storms make oaks take deeper root.
11. Marriages are made in heaven.
12. Always to court and never to wed is the happiest life that ever was led.
13. Appearances are deceitful.
14. Clothes make the man.
15. Handsome is as handsome does.
16. A man is as old as he feels, and a woman is as old as she looks.
17. Behind every great man there is a great woman.
18. If you wish praise, die; if you wish blame, marry.
19. There are as many good stepmothers as white ravens.
20. The mother-in-law remembers not that she was a daughter-in-law.

INTRODUCTION

Exercise 1. Answer the questions below.

1. What can you say about the people in the picture?
2. What are they doing? What has happened? What will happen next?



Exercise 2.

A. Listen to the text. Answer the questions.

1. Was Wendy happy to stay with the Pavlenkos? Why?
2. How many members are there in the family? What terms are they on?

B. Work in pairs. The picture above is from the Pavlenkos' family album. Who is there in the picture? What do you remember about the Pavlenkos from the previous units?

TEXT 1
WENDY'S HOST FAMILY

- Wendy, ... And what about the family you lived with?
- Oh, they are a fairly **close-knit family**. The daughter, July, is very close to the mother, Katherine Pavlenko, who is so **even-tempered** and **devoted to** her family. July looks like her mother, besides, they **have a lot in common** and July **looks up to** her mum as **a role model**.
- I would never believe that they haven't ever **fallen out**.
- Nothing of the kind. July **worships** her mother and always asks her for advice. I often saw them chatting over a cup of tea.
- I remember she is not **an only child**.
- No, she isn't. She's got an elder brother, Max. He **takes after** his father. They are both reserved and bright. Though Max **wasn't born with a silver spoon in his mouth** he has managed to make a brilliant career. He said he had been working really hard for a long time before he **was a success**. Max is **married** and lives separately with his wife and son. In two months' time they will have been married for 10 years and they **get on well with** their **in-laws**. No wonder, they come regularly for a family weekend dinner. Frankly speaking, I was a bit **fed up with** July's **precocious** nephew.
- Why? Was he so **naughty**?
- Oh, he is **the apple of the eye in this family**. His grandparents adore him and **spoil** him in a way devoting all their attention to him. But I **respect** them as they have been living together for about thirty years and they are such a **devoted couple**. I really enjoyed staying with them.
- And what about ...

Exercise 3.

A. Work in pairs. Interview your partner. Find out: if he/ she has brothers and sisters, aunts and uncles, nieces and nephews, grandparents, great-grandparents, cousins, in-laws; what is his/ her perfect match should be/ look like.

B. Are the people in the picture a perfect match? What comment can you give under the picture?

C. Read the story and answer the questions.

1. What problem does the family have?
2. What do they have in common?

TEXT 2

THE PERFECT MATCH

I walked into the office and shook hands with a smiling man named Mr Bleaucher. "I'm sure you'll be very pleased with her," he said.

"She was picked by our compatibility computer out of over one hundred ten million eligible women in the United States."

"And now..." he said. He flung open the door to the next room like a magician. He needed a cape, though. I was expecting a rabbit but I got a surprise. She was pretty. Really, she was pretty.

"Mr Walker, this is Miss Dunfield. Miss Dunfield, this is Mr Franklin Walker."

"Really Frank. Franklin is something else again," I said. I was a little nervous. She was pretty, you see.

Mr Bleaucher left and we were able to talk.

"Hello."

"Hello," she said.

"I'm... I'm very pleased with the choice," I said. I was trying to be **suave**.

She smiled. She had a nice smile. Good teeth.

"Thank you," she said. "So am I." She was **shy**.

"I'm thirty-one," I blurted out.

"Yes, I know," she said. "It's all on the cards."

It seemed like the conversation was about over. Everything was on the cards. So there wasn't really much to talk about.

I suddenly noticed a sheaf of papers in my hand. On the first page was glued an IBM card with vital statistics about her. I guessed the thing she was holding was the same thing on me. I began looking through it and so did she. The turning pages made a lot of noise.

It said she liked classical music. (This was in "Preferences and Habits.") She also liked books, football, sitting near the front in movies, sleeping with the windows closed, dogs, cats, goldfish, salami sandwiches, simple clothes, private schools for the children (our children, really, two boys and a girl), living in the suburbs, art museums...

She looked up. "It seems we like the same things," she said.

"The exact same things," I said.

I read the report titled "Psychology." She was shy, avoided **arguments**, wasn't **outspoken, a good mother type**.

We finished reading the reports on each other. "We're very much alike," she said.

Alice and I **have been married for** nine years now. We have the three kids already, two boys and a girl. We live in the suburbs and listen to a lot of classical records.

The last time we had an argument is too far back to remember. We **agree on** practically everything. She's been a good wife and, if I may say so, I've been a good husband. Our marriage is perfect.

We're **getting divorced** next month. I can't stand it.

(After S. Makler)

VOCABULARY BOOSTER

| Word and its derivatives | Collocations | Examples |
|--|--|--|
| 1. to fall (fell, fallen) 1) падати | <i>to fall down</i> | <i>The book fell from his hands.</i> <i>I fell and hit my head.</i> <i>Rob fell down the stairs.</i> |
| 2) знижуватися | | <i>The island is warm all year round and winter temperatures never fall below 10 degrees.</i> |
| 3) ставати | <i>to fall asleep</i> – заснути <i>to fall ill</i> – захворіти <i>to fall in love</i> – закохатися <i>to fall head over heels in love</i> | <i>I'll stay with her until she falls asleep.</i> <i>She fell ill with flu.</i> <i>I think that I've fallen in love with Angela.</i> |
| | <i>to fall into place</i> – вставати на своє місце, ставати зрозумілим | <i>Suddenly, all the details started falling into place.</i> |
| | <i>to fall behind</i> – відставати | <i>His mother was chatting and didn't notice that he had fallen behind.</i> |
| | <i>to fall for sb / sth</i> – закохатися у когось/ захопитися чимось | <i>That summer I fell for Lucy.</i> |
| | <i>to fall out with</i> – посваритися | <i>Newly-married couples usually fall out over trifles.</i> |
| 2. to hold (held, held) 1) тримати (в руках) | | <i>Could you hold my bag for me?</i> |
| 2) провести, організувати (захід) | | <i>This year's conference will be held at the Hilton Hotel.</i> |
| 3. to agree 1) погоджуватися | <i>to agree with</i> – погоджуватись з кимось <i>to agree on/ about</i> – погоджуватися на | <i>Teenagers and their parents rarely agree.</i> <i>If she feels he is right, she will agree with him.</i> <i>We don't agree on everything, of course.</i> |

| | | |
|---|---|--|
| 2) давати згоду | | <i>I suggested our going somewhere for the weekend and she agreed at once.</i> |
| | <i>to agree to</i> <i>to agree to differ:</i> if two people agree to differ, they accept that they have different opinions about something and stop arguing about it | <i>My sister won't agree to our mother going into a nursing home.</i> <i>Let's agree to differ.</i> |
| | | |
| 4. bright 1) яскравий, блискучий | | <i>bright sunshine</i> |
| 2) здібний, кмітливий, тямущий | | <i>He was an exceptionally bright child.</i> <i>a bright ambitious young man</i> |
| 3) веселий; жвавий, повний бадьорості, оптимізму | | <i>Her voice was bright and cheerful.</i> <i>She gave him a bright smile.</i> |
| brightly – яскраво | | <i>The sun shone brightly.</i> |
| | | |
| 5. to avoid – уникати, цуратися, ухилятися | <i>to avoid doing sth</i> | <i>It is important to take measures to avoid the risk of fire.</i> <i>She carefully avoided meeting Nick.</i> |
| 6. to spoil (spoilt or spoiled, spoilt or spoiled) 1) псувати | | <i>We didn't let the incident spoil our day.</i> <i>I don't want to spoil your fun.</i> |
| syn. <i>to ruin</i> If you <i>ruin</i> or <i>spoil</i> something, it still exists, but it has lost all its good qualities or features. Ruin is stronger than <i>spoil</i> . | | <i>The rain ruined my hair.</i> <i>I don't want to spoil your day.</i> |

| | | |
|--|--|---|
| to destroy – руйнувати – means to damage something so badly that it no longer exists or people can no longer use it | | <i>The earthquake destroyed even the tallest buildings.</i> |
| 2) балувати | | <i>She's an only child, but they didn't really spoil her.</i> |
| | | |
| 7. to respect – поважати, шанувати; дотримуватися; не порушувати | to respect sb for (doing) sth | <i>She respected him for his honesty. I respect his views, although I do not agree with them. Everybody must respect the constitution.</i> |
| respect – повага, шана | respect for to win/ earn/ gain the respect of sb with respect | <i>I have the greatest respect for Jane's work. She has earned the respect of her fellow athletes. Old people deserve to be treated with respect.</i> |
| respected – шанований | highly/ well/ widely/ greatly respected | <i>He's one of the most respected managers in the company. a highly respected journalist</i> |
| respectful – шанобливий; ввічливий | respectful of | <i>He was always respectful of my independence.</i> |
| respectable – поважний; респектабельний | | <i>They were hard-working, respectable people.</i> |
| | | |
| 8. common 1) широко розповсюджений поширений | common among it's common for sb to do sth | <i>Heart disease is one of the commonest causes of death. Bad dreams are common among children. It is common for children to be afraid of the dark.</i> |
| | | |

| | | |
|---|--|--|
| 2) спільний | <i>common knowledge</i> – something everyone knows <i>the common good</i> – the advantage of everyone <i>to have sth in common (with sb)</i> – to have the same interests, attitudes etc as someone else | <i>These countries share a common language.</i> <i>These problems are common to all societies.</i> <i>It is common knowledge that travel broadens the mind.</i> <i>They work together for the common good.</i> <i>I found I had a lot in common with these people.</i> |
| 9. to devote 1) присвячувати; віддавати(ся) повністю [= dedicate] | <i>to devote your time/ energy/ attention etc to sth</i> <i>to devote yourself to sth</i> | <i>He devoted his energies to making films.</i> <i>She devoted herself full-time to her business.</i> |
| 2) віддавати, прирікати | <i>to devote sth to sth</i> | <i>The meeting will be devoted to health and safety issues.</i> |
| devoted 1) відданий, ніжний; люблячий | <i>a devoted father</i> <i>devoted to</i> | <i>Isabella was devoted to her brother.</i> |
| 2) присвячений | <i>devoted to</i> | <i>a museum devoted to photography</i> <i>Beckham's devoted fans</i> |
| 3) який захоплюється, повністю віддається (чому-небудь) | | |
| 10. to argue 1) сперечатися | <i>to argue with smb about smth</i> | <i>We could hear the neighbours arguing.</i> <i>Gallacher continued to argue with the referee throughout the game.</i> |
| 2) наводити докази, переконувати, стверджувати | <i>to argue that</i> <i>to argue for/ against (doing) sth</i> | <i>Croft argued that a date should be set for the conference.</i> <i>Baker argued against cutting the military budget.</i> |

| | | |
|--|--|---|
| argument 1) суперечка, дискусія | | <i>Shelton and the woman had a heated argument (=a very angry one).</i> |
| 2) доказ, аргумент | | <i>There are a lot of arguments in favour of banning tobacco advertising.</i> |

ESSENTIAL VOCABULARY

to be a close-knit family, to be a role model, to worship, to be an only child, to take after, to marry (to be married to sb with two children), to divorce, to be fed up with, precocious, naughty, temper (even-tempered, hot-tempered, bad-tempered), to be the apple of sb's eye, to be a match

suave, shy, outspoken, a good mother type

IDIOMS

to be the apple of sb's eye: the person or thing that someone loves most of all and is very proud of – що-небудь або хто-небудь дуже дорогий або важливий

e.g. The man's youngest daughter is the apple of his eye.

to be born with a silver spoon in one's mouth: have advantages because you come from a rich family – народитися під щасливою зіркою/ бути улюбленцем долі.

e.g. He was born with a silver spoon in his mouth.

COMMON ERRORS

WHAT IS S(HE) LIKE?/ WHAT DOES S(HE) LOOK LIKE?/ HOW DOES S(HE) LOOK?

To ask for a description of somebody or something you have not seen use WHAT DOES S(HE) LOOK LIKE? (як він виглядає?)

e.g. I've never seen him. What does he look like? – Tall and handsome.

Note: it concerns only appearance!

WHAT IS S(HE) LIKE? It may concern either character or appearance of the person (Що він собою являє? Що він за людина?)

e.g. What is he like? – He's kind, a bit old-fashioned.

What is she like? – Beautiful but very shy.

HOW is used to talk about temporary states, moods, etc. HOW DOES S(HE) LOOK? (Як він виглядає?) is used to talk about people you know.

e.g. How does the teacher look this morning? – Furious.

How does he look now? – Much thinner.

MODIFIERS (VERY, REALLY, A BIT, FAIRLY, RATHER)

The words used before adjectives or nouns to make a comment stronger, weaker, or more acceptable are called modifiers.

1. Very/ really + adjective

e.g. He's really handsome.

2. Quite + adjective

e.g. She's quite talented – she writes nice poems.

3. A bit/ a bit of a + negative adjective/ noun

e.g. To tell the truth, I can be a bit snobbish sometimes.

My friend is a bit of a shopaholic.

4. Fairly + favourable adjective (adverb). Rather + unfavourable adjective (adverb).

e.g. Tom is fairly clever, but Pete is rather stupid.

TEXTWORK

Exercise 1. Do the following tasks on Text 1.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about yourself. Let your partner guess if they are true or false.

C. Make up 5 questions with the words and expressions in bold and interview your group-mates.

Exercise 2. Do the following tasks on Text 1.

A. Write English equivalents of the following words and phrases. Use them in sentences of your own.

1) бути близьким комусь; 2) бути відданим комусь; 3) бути схожим зовнішністю на; 4) мати багато спільного; 5) дивитися на когось як на взірець; 6) сваритися; 7) звертатись за порадою; 8) теревенити; 9) старший брат; 10) бути схожим характером на; 11) набриднути; 12) бути улюбленцем; 13) псувати; 14) приділяти увагу комусь.

B. Write these words in English, transcribe and contextualize them.

1) дружня родина; 2) урівноважений; 3) взірець; 4) обожнювати; 5) єдина дитина; 6) розвинутий не по роках; 7) віддане подружжя.

C. Find antonyms of the following words and phrases. Make up questions with them.

Hot-tempered, to bear no resemblance to sb, to have nothing in common, to be on good terms, to hate, stupid and loquacious, slowly developing, obedient, to share the same household, to be a black sheep in the family, a quarrelsome couple.

Exercise 3. Choose the sentences which are true to Text 1.

1. The Pavlenkos care about each other.
2. The daughter gets on well with her mother.
3. Katherine Pavlenko is hardly ever even-tempered.
4. Max Pavlenko is very devoted to his family.
5. Their children are very much alike.
6. There is often misunderstanding between the parents and children.
7. Mum is a good example for the children.
8. It happens so that the mother and the daughter often fall out.
9. July is spoiled as she is an only child.
10. July is the eldest child in the family.
11. Her younger brother takes after the father.
12. Max is not single.
13. Max's family are rare guests at the Pavlenkos'.
14. July's niece is rather naughty and precocious.
15. The grandchild is the most beloved member in the family.
16. The Pavlenkos have been living together for thirteen years.
17. They are a perfect match.
18. Wendy is of high opinion of this family.

Exercise 4. Ask your partner about the Pavlenkos using the prompts below. Report the information you've learned from your partner.

1. how many members/ in the family
2. the Pavlenkos/ close-knit family
3. who/ to take after the mother
4. the daughter/ to look up to her mother as a role model
5. how often/ they / to fall out
6. who/ July/ to worship
7. July/ to have an elder or younger brother
8. the men in this family/ reserved or hot-tempered
9. Max's family/ to live separately
10. Wendy/ to adore July's nephew
11. grandparents/ to spoil their grandson
12. how many years/ the Pavlenkos/ to live together
13. why/ Wendy/ to respect the family
14. how often/ the family/ to get together

Exercise 5.

A. Describe the member of the Pavlenkos' family using the key words. Don't fail to use the conversational formulas. Let your partner guess his or her name.

Model: to be reserved, rather clever, to be married, have a son, to have a devoted wife, to have a bright grandchild – This person is reserved and rather

clever. As far as I know he is married and has a devoted wife. Besides, he has a son and a bright grandchild. – I think this person is Mr Pavlenko.

- 1) to take after his father, to be the youngest in the family, to be intelligent and talkative, to spend much time with his relatives, to demand everybody's attention.
- 2) to be married, to be energetic and goal-oriented, to get on well with his/her relatives, to have a son, to come often to a family weekend dinner, never to fall out with his/ her mother-in-law.
- 3) not to be single, to take after his/ her father, not to show off his/ her feelings, to get on well with the parents, to adore his wife, to be an elder brother.
- 4) to look like his/ her parent, to have a role model, to worship his/ her parents, to be even-tempered, not to be an only child, to adore the nephew.

B. What member is missing? Describe him/ her.

Exercise 6. Tell your group-mates about the Pavlenkos as if you were a) Wendy; b) July Pavlenko; c) Max Pavlenko; d) July's nephew.

Exercise 7. Do the following tasks on Text 2.

A. Check your understanding of the words and expressions in bold. Translate them into your language and make up examples with them.

B. Make up 5 statements with the words and expressions in bold about your group-mates to support or challenge.

C. Make up 5 questions with the words and expressions in bold and interview your group-mates.

Exercise 8. Do the following tasks on Text 2.

A. Copy, transcribe and give Ukrainian equivalents of these word combinations. Ask questions with them.

a compatibility computer, eligible women, a little nervous, to be suave, a sheaf of papers, to be glued, vital statistics, salami sandwiches, Psychology, to avoid arguments, classical records, too far back, practically everything, to get divorced.

B. Give the four forms of the verbs.

To shake, to fling, to say, to leave, to try, to hold, to begin, to make, to marry, to agree, to stand.

C. Explain the meaning of the words and word combinations listed below.

To be suave, to blurt out, a sheaf of papers, vital statistics, private schools, to live in the suburbs, to avoid argument, to be outspoken, to be a good mother type, to be alike, the perfect match, can't stand sth.

Exercise 9. Complete the following sentences from Text 2.

1. Mr Walker walked into the office and shook hands with ...
2. Frank was expecting a rabbit but ...
3. Mr Bleaucher left and ...
4. Frank blurted out
5. It seemed like the conversation ...
6. Frank suddenly noticed a sheaf of ...
7. He guessed the thing Alice Dunfield was holding ...
8. It said Alice liked ...
9. It seemed they liked ...
10. Alice was shy, avoided arguments ...
11. They live in the suburbs and ...
12. They agree on ...
13. She's been a good wife and he's ...
14. Their marriage is ...
15. However, Frank can't stand it that is why ...

Exercise 10. Support or challenge the statements about Text 2. Make use of the conversational formulas of agreement and disagreement.

1. The manager was sure that they were a perfect match.
2. Alice Dunfield was picked by the compatibility computer out of over ten million eligible women in the United States.
3. She was extremely beautiful.
4. Frank Walker was calm and reserved.
5. Trying to be suave Frank said that he was very pleased with the choice.
6. Mr Walker was in his late thirties.
7. Miss Dunfield was really surprised to find out about his age.
8. Their conversation was very animated.
9. It was very quiet in the room.
10. IBM card contained vital statistics about a mate.
11. Miss Dunfield suggested looking it through.
12. They were absolutely different people.
13. They have been married for a long time now.
14. They have the three kids already, two girls and a boy.
15. The last time they had an argument was a long time ago.
16. Their marriage was considered to be perfect.
17. They are getting divorced in a month.

Exercise 11. Write 10 questions about Text 2 covering the main points. Prepare to discuss the text using the words and phrases from Exercise 6.

Exercise 12.

A. Give a summary of the story "The Perfect Match".

B. Retell Text 2 in indirect speech; as if you were one of the characters (Mr Bleaucher/ Frank Walker/ Alice Dunfield); as if you were one of the Walkers' friends.

Exercise 13. Answer the questions on Text 2.

1. What way did Mr Walker choose to find a wife? Is it popular in this country?
2. What do we learn about human nature from the story?
3. Describe the main characters of the story as you see them.
4. Can the end of the story be predicted by its beginning? If so, then why?
5. What does Frank mean by "I can't stand it." Why does he feel that way?
6. What is the best way to choose a mate?

VOCABULARY PRACTICE

Exercise 1. Fill in the correct word using Vocabulary booster.

A. To fall, to hold, to agree:

1. People often ... down on slippery roads.
2. When the temperature falls ... 20 degrees, it becomes extremely cold.
3. He slipped and the ice.
4. When parents came home their children had already
5. My mother told me if I ate a lot of ice-cream I would
6. I feel I have with him.
7. After he explained details to us, everything place.
8. If a student misses lectures, he is sure to the group.
9. She was so charming! No wonder everybody her.
10. She asked me to ... her purse.
11. Football matches are regularly ... at this stadium.
12. We ... on keeping in touch after leaving the school.
13. "Let's agree to ...", was his answer.

B. Bright, to avoid, to spoil:

1. It was difficult to look because of the ... sunshine.
2. I adore this class. There are a lot of ... children.
3. She is always optimistic with her charming ... smile.
4. The day was glorious! The sun was shining ... and it was windless.
5. He spoke very slowly because he wanted to ... grammar mistakes.
6. Jack is often moody, that's why his colleagues try to ... meeting him.
7. His nephew is always ... his toys!
8. Stop saying yes all the time – you are ... her!
9. The old dilapidated houses are being ... in the suburbs.
10. Julia thought that having a baby would ... her chances of getting a well-paid job.

C. To respect, common, to devote, to argue:

1. He is ... by everyone for his rich experience and wise advice.
2. I have the deepest ... for my grandpa who has been the breadwinner for his family so far.
3. His devotion to his duties ... the ... of his colleagues.
4. Elderly people should be treated
5. I'm proud of my aunt who is a highly ... teacher.
6. Parents are ... of their children's needs.
7. Who is that ... man?
8. Naughty behavior is common ... children of this age.
9. It's ... for middle-aged people to devote free time to their career.
10. She is a good-mixer as she can find a ... language with anybody.
11. They have a lot ... common, no wonder, they get on well.
12. He wanted to ... the respect of his boss, so he ... all his time to the business.
13. She often told her children about her ... parents.
14. They were ... with their parents about how to spend the money.
15. John ... against spoiling the child with so much pocket money.
16. They couldn't boast of sharing the common interests so they often had heated
17. Granny could always offer a powerful ... for taking her decision.
18. Are there any ... against him?
19. His strong arguments ... hopes to find the ... language among the colleagues.

Exercise 2. Fill in the correct prepositions from Vocabulary booster, then make sentences using the completed phrases.

Model: to fall behind – Let's help Nick, he is falling behind the group.

| |
|---|
| <i>behind, in, among, to (x2), into, about, with (x2), down, for (x3), on, about, against</i> |
|---|

Fall (x 3), fall ... place, agree (x 4), respect, common, have sth ... common, devote ..., argue ... sb ... sth, argue .../

Exercise 3. Translate the following sentences using Vocabulary booster.

1. Що трапилося з твоїм другом? Я давно не бачив його. – Коли він катався на лижах, він впав та зламав ногу. – Я хвилююсь, що він відстане від групи. – Ні, не думаю. Він дуже кмітливий хлопець. Крім того, вчителі погодилися, що він буде навчатися вдома.
2. Олег дуже змінився останнім часом. Він уникає суперечок і виглядає значно серйознішим. – Не дивно. Він закохався у найкращу дівчину факультету і намагається зробити все можливе, щоб не зруйнувати їхніх відносин. Він присвячує їй увесь свій вільний час.

3. Я ніколи не бачив таку балувану дитину, як мій племінник. Хоча він дуже кмітливий для свого віку, він завжди сперечається з дорослими, не поважає їх. Ніхто не може знайти з ним спільну мову. Навіть його любляча бабуся нічого не може з цим зробити.

4. Що я маю зробити, щоб здобути повагу колег? – Перш за все, ти повинен поважати думку кожного, навіть якщо ти і не погоджуєшся з нею. По-друге, намагайся уникати суперечок. Інколи важливо залишатися кожному при своїй думці. Необхідно, щоб команда працювала на спільний добробут.

5. Вона завжди легко погоджується на твої пропозиції? – Та де там! Вона досить вперта і ми постійно сперечаємося! – Але вона присвячує весь свій час розвитку компанії, вона заслуговує на повагу. – Не погоджуюся з тобою. Її виступ на конференції, яку ми організували минулого тижня, майже зруйнував високу репутацію нашої компанії. Важко знайти аргументи, щоб виправдати її поведінку.

Exercise 4. In teams, use the words/ phrases below to make sentences. Each correct sentence gets one point.

To argue with sb about sth, to fall down, to fall for, to run into, historic, to be worth doing, to miss, to agree on, to hold a meeting, to have no interest in sth, to be good/ poor at (doing) sth, eager beaver, a favourite, to be fond of (doing) sb/ sth, to enjoy doing sth, to keep sb busy/ amused/ occupied, to be satisfied with, to follow/ take sb's advice, to encourage sb to do sth, hardly, to serve as, to refer to sb/sth, to depend on/ upon sb/ sth, to talk shop, to fit in, to look tired/ happy/ sad etc, to be/ get used to (doing) sth, fashion conscious, to put sb in a good/ bad etc mood, to feel/ be put out, to know/ learn/ speak from experience, to impress sb with/ by sth, to be worth nothing.

Exercise 5. Find the odd word. Reason out your choice.

- 1) to fall out, to respect, to worship, to look up to, to devote;
- 2) an elder brother, an only child, a nephew, great grandfather, daughter-in-law;
- 3) to propose to sb, to be engaged, to marry sb, to divorce;
- 4) precocious, naughty, hot-tempered, bad-tempered;
- 5) to be the apple of sb's eye, to adore, to be fed up;
- 6) married, divorced, separated, devoted;
- 7) Mr Walker, Ms Dunfield, Mrs Pavlenko, Miss Alice Dunfield.

Exercise 6. Continue the list.

- best friend, pen-friend, ...
- colleague, employee, ...
- uncle, cousin, ...
- great grandfather, great granddaughter, ...
- son-in-law, mother-in-law, ...

Exercise 7. Correct the following sentences.

1. My father's brother is my cousin.
2. My uncle's daughter is my sister-in-law.
3. My mother's mother is my great grandmother.
4. My brother's son is my cousin.
5. My grandmother's daughter is my sister.
6. My uncle's brother is my nephew.
7. My cousin's mother is my grandmother.
8. My mother's son is my cousin.
9. My uncle's nephew is my brother-in-law.
10. My brother's wife is my aunt.

Exercise 8.

A. What do we call...?

1) a sister of your husband or wife; 2) a child of her uncle or aunt; 3) a daughter of his brother; 4) a father of her husband; 5) a son of his son; 6) a daughter of her granddaughter; 7) a son of his sister; 8) a sister of your mother; 9) a wife of her brother; 10) your former boyfriend.

Which of these relations have you got?

B. How many relatives have you got?

My friend has a world of relatives: parents and their parents, two uncles and three aunts, nine nieces and two nephews and one brother. How many members are there in the family? ($2+4+2+3+9+2+1+1=24$).

C. Make up a similar riddle.

Exercise 9.

A. Choose the correct adjective.

1. He is kind/ unkind. He is slow to help.
2. He is optimistic/ pessimistic. He is sure bad things are going to happen.
3. She is patient/ impatient. She isn't against waiting.
4. He is funny/ serious. He is good at entertaining friends.
5. She is rude/ polite. She is well-bred.

B. Rewrite the sentences so that they mean the opposite.

Model: He is kind. He is always ready to help.

Exercise 10. Correct the logical mistakes.

A.

1. The children get on well with each other. It means that they often argue and fight.
2. If I am a bit fed up with my younger brother, it means that I love spending time with him.

3. Your acquaintance is closer to you than your best friend.
4. They made it up at last and never spoke to each other again.
5. My sister's role model is Bratt Pete. She refuses to watch films with him.
6. I haven't got any brothers or sisters. Does this mean that I am not an only child?
7. So they broke up last month and planned to get married in September.
8. He is his grandparents' apple of the eye, they are a bit bored with him.
9. They are a fairly close-knit family so they prefer to spend their free time separately.
10. They are on good terms with each other, it means that they often fall out.
11. He used to spend long hours over his homework in childhood because he was a precocious child.
12. She is a good mother type, she can't possibly look after her naughty niece for a long time.

B.

1. She is very ambitious, so she is easily irritated by other people.
2. Wendy is quite outgoing. It's difficult for her to find common ground with others.
3. Oksana Petrivna is so conscientious that she doesn't pay attention to trifles.
4. Paul is extremely decisive, he always relies on his mother's advice.
5. Max is rather determined, so he is not capable of bearing responsibility.
6. Vicky is a bit suspicious, that's why she always believes what she is told.
7. Olga is rather stingy, she easily lends money.
8. Pete is a bit messy, so his house is in apple-pie order.
9. July is extremely stubborn that's why it is easy to make her change her mind.
10. Jack is rebellious, he doesn't bring any problems to his foster parents.
11. A child can be irritable at times, that's why he is never annoyed.
12. She is so inquisitive that it is difficult to make her interested in anything.

C.

1. An extended family is the family which consists of parents and their children only.
2. He had a happy childhood in a one-parent family because he was his father and mother's apple of the eye.
3. Alex, my nephew, is the daughter of my sister.
4. Mr Brown is Paul's descendant, so Paul is younger than Mr Brown.
5. My close relative is a confirmed bachelor that's why he has been married twice.
6. Tom is under age, so he is a grown-up already.
7. They are engaged and will get divorced in three months.
6. Before the wedding girls usually have a stag night.
8. Everybody admired the bridegroom's stunning wedding dress.
9. She hoped to get the financial support from that man and married him for love.

10. They had an unforgettable ceremony after the wedding on the exotic island.
11. He is a breadwinner in the family, that's why he can afford to be out of engagement.
12. They decided on a church wedding so they went to the nearest Registry Office.

Exercise 11. Match the nouns on the left with their meaning on the right. Use them in the context of Wendy's host family/ your family.

| | |
|-----------|---|
| Behaviour | ways of behaving in social situations |
| Temper | the opinions and feelings that you usually have about sth |
| Attitude | state of mind regarding being angry or being calm |
| Manners | social conduct, the way a person or an animal behaves |

Exercise 12. Use the correct form of the words in the box to complete the sentences below. You may use some of the words more than once. In some cases, more than one word may be correct.

like, alike, same, similar, common, as

1. My niece Dora looks just ... her father. They even have ... habits.
2. It's a pleasure to chat with my cousin, we have so much in
3. Nick and Boris look ... and I often can't tell one from the other.
4. It's very ... to see kids leave their places. They're bored to do
5. They are so much The ... features, the ... manners!

Exercise 13. Use the correct words to complete the sentences below.

1. The *correct/ exact* answer to this maths problem is 5 not 4.
2. Bill is a (an) *accurate/ punctual* person. He is never late for work.
3. It's 8 *sharp/ exact*. It's time to start our meeting.
4. The *exact/ correct* distance to the office is 200 meters.
5. It's great to be *easy-going/ a good-mixer* as you you are good at meeting new people and talking to them.

Exercise 14. Complete the blanks with prepositions. Give the examples from the text about Wendy's host family.

| Adjectives | Nouns | Verbs |
|----------------|------------------|--------------|
| angry ... | a comparison ... | compare ... |
| annoyed... | a date ... | describe ... |
| good ... | a view ... | devote ... |
| glad | ...the suburbs | distinguish. |
| bored |common | take ... |
| Identical | | get ... |
| similar ... | | stay |

Exercise 15. Read the following sentences and complete them with prepositions.

1. Some parents usually become angry ... their kids in case they devote a lot of their time ... computer games.
2. She didn't have much ... common ... her cousin. So she soon got bored ... her relative.
3. It's rather difficult to distinguish ... Paul and Tom. Both take ... their father.
4. For a change she decided to stay ... her relatives, who lived ... the suburbs.
5. The children knew that the woman was cross ... them.

Exercise 16. Choose the correct word A, B or C to complete the following sentences.

1. Could you ... your grandmother to me please?
A. describe B. description C. descriptive
2. Olga looks quite But, in fact, she is rather lonely.
A. independently B. independent C. dependent
3. We could hardly call him the pride of his parents. He used to be
A. obey B. disobedient C. obedient
4. I have a good ... with my mother. We can talk about anything.
A. relate B. relative C. relation
5. Don't pay attention to what she says about you. It's just
A. jealous B. jealousy C. jealously

Exercise 17. Read the sentences below and decide what part of speech is missing. Complete the sentences with the correct form of the words in brackets.

Is blood thicker than water?

The answer does not seem to be obvious as it used to be. The ... (little) time we spend in the family, the more we are ... (influential) by them. As a result, ... (friendship) determine a teenagers' social ... (behave). But much ... (independence) on the age. When a person is young, he ... (reliance) on his parents. When they get older, they become more ... (interest) in what their peer think. They learn to form lasting (relate) with them. They (careless) about how friends will perceive them and get more (pleasant) from their ... (accept) because it is not automatic. Unlike this, family will always love them no matter what.

Exercise 18. Find the extra word in each line. What stereotypes are mentioned in the text? Do you agree with them? Number 1 is done
National Stereotypes

| | | |
|-----|---|-----------|
| 1. | There are certain stereotypes of national character which it is well known in | it |
| 2. | Britain. For instance, the Irish are been supposed to be great talkers, the | |
| 3. | Scotts have a reputation for they being careful with money, the Welsh are | |
| 4. | renowned for their signing abilities, and the English are being considered | |
| 5. | to be reserved. These features are not definitely only caricatures and are no | |
| 6. | reliable descriptions of individual people who from these countries. British | |
| 7. | people do value everyday personal contacts. It is hardly true that the pub or | |
| 8. | numerous others hobby clubs devoted to various sports and pastimes play | |
| 9. | an important part in much many people's lives. A lot of people make their | |
| 10. | social contacts through a work, as a result, the profession is also important | |
| 11. | aspect of their sense of identity. British people try to appear such as if they | |
| 12. | belong to as high class as if possible, though nobody wants to be | |
| 13. | as thought of as 'snobbish'. | |

Exercise 19. Complete the following sentence using the word in bold so that it has the same meaning to the first sentence. Do not change the given word. Add between two to five words, including the word given.

1. Her kids fight like cat and dog.

get on Her kids ...

2. Paul has been ill for a month and as a result, he lagged behind the group.

fall Paul ...

3. Our group-mates threw a party to celebrate leaving school the other day.

held The other day ...

4. I haven't seen my group-mates for three months.

saw The last time ...

5. July respects and admires her mum.

looks up to July ...

Exercise 20. Discuss the following questions.

1. What kind of family is Wendy's host family?
2. What is the average family like in Ukraine and Great Britain?
3. Do you know any stereotypes about Ukrainians? Do you agree with them? Give reasons to support your answer.

Exercise 21.

A. Make a list of your positive and negative traits using Additional vocabulary.

B. Write 3 true and 3 false sentences about you or your family/ partner. Use the words in the box.

lazy, curious, witty, careless, punctual, reliable, shy, tactful, talkative, pessimistic, boastful, tolerant

C. Say your sentences to your partner. Your partner says if they are true or false. Follow the model.

Model: My brother is lazy. – I think it is false. He usually works his fingers to the bone if he wants to achieve his goals.

D. Try to guess the characteristics of your partner's relations. Follow the model. Don't fail to use:

conversational formulas of agreement

*Certainly.
Surely.
Exactly so.
Yes, indeed.
I certainly agree with you.
I go all the way with you.
It's beyond any doubt.
It goes without saying, etc*

conversational formulas of disagreement

*Nothing of the kind.
Far from it.
I doubt it.
I am of a different opinion.
You are mistaken.
I agree up to a point but....
I see your point but....
That's true but....
I suppose you are right but.... etc.*

Vocabulary

*to be sure
to be likely
to be unlikely
to be certain
quite
rather
extremely
too
absolutely*

Model: To begin with, your sister is sure to be shy. – Exactly so. She is quite shy.

Exercise 22.

A. Complete the table with the information about you/ your friends.

| Name | Looks | Character | Preferences/ habits |
|------|-------|-----------|---------------------|
| | | | |

B. Fill in the computer dating information form, so that it could be used by the computer:

Computer Dating Information Form

Please fill in the questions below:

1. Age ...
2. Height ...
3. Weight ...
4. Sex ...
5. Hair colour ...
6. Languages ...

Qualities

| | | | |
|---|------------------|---------------|----------------|
| 1. The qualities I would like in a date: (check if appropriate) | | | |
| beauty | humour | generosity | sexiness |
| intelligence | seriousness | kindness | energy |
| honesty | success | mystery | Sympathy |
| 2. I feel most comfortable with people who are: | | | |
| athletic | articulate | peaceful | successful |
| intellectual | protective | exciting | fun-loving |
| romantic | artistic | ambitious | Extravagant |
| 3. The occupations I am most interested in are: | | | |
| medical | fine arts | engineering | social work |
| legal | economics | science | linguistics |
| education | sports | home | other |
| | | economics | |
| 4. My favourite activities are: | | | |
| movies | dancing | politics | partying |
| TV | music | social work | cooking |
| sports | reading | talking | Painting |
| 5. People think that I am: | | | |
| shy | pessimistic | gullible | talented |
| strong | brave | attractive | successful |
| reliable | intellectual | amusing | optimistic |
| tough | tactful | argumentative | a loner |
| 6. I prefer to date someone who is: | | | |
| my age | slightly younger | much younger | slightly older |
| much older | | | |
| 7. Opinions. | | | |

Compare the forms and find a perfect match.

Exercise 23. Make the list of qualities, preferences and habits you:
a) appreciate in a man (a woman); b) disapprove of in a man (a woman).

Exercise 24.

A. Make a list of characteristics of an obedient son/ a spoilt child/ devoted parents/ a perfect mother-in-law (husband/ wife)/ a diligent student/ an ideal teacher.

B. Cut them down to the five most important. Put the characteristics in order of priority. Expand them to describe the people mentioned above.

Exercise 25.

A. Fill in the gaps with the words from the box.

married, accept, hen's party, honeymoon, reception, ceremony, bride, dating, engaged, civil, newlyweds, bridegroom, propose, wedding, best man, stag night

One Sunday evening, Max finally made up his mind to (1) ... to his girlfriend July. She didn't hesitate to (2) ... his proposal as they had been (3) ... for two years. So they became (4) ... and he gave her a ring. They decided to get (5) ... in early autumn. The couple agreed to have a religious (6) ... in church after a (7) ... one in a Registry Office. On the wedding eve, traditionally, Max's (8) ... arranged a (9) ... while July and her girlfriends went to a (10) On the day of the (11) ... July, the (12) ..., was very charming and Max, the (13) ..., was handsome and reserved. Relatives and friends came to the wedding (14) ... to congratulate the (15) ... who left for a (16) ... to the seaside the next day.

B. Complete the following description of a church wedding in Britain, using the expressions in the box. Make necessary changes.

bless the couple, exchange, give away the bride, have photographs taken, hold the reception, leave for their honeymoon, perform the ceremony, sign the register, throw confetti, walk up the aisle

When everyone is in the church, the bride arrives and (1) ..., towards the priest and her husband-to-be. The bride's father (2), and the priest then (3) When the rings (4) ..., the priest (5) Then they (6) ..., and leave the church. Outside, all the guests (7) ... at the newly-weds. Then, they (8) ..., and everyone goes to where (9) Finally, the happy couple (10)

C. What wedding traditions are mentioned in the stories? Which of them are observed in this country?

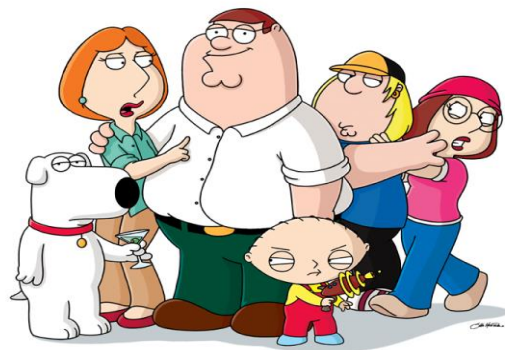
D. How did your relatives' / friends' wedding happen? Describe it to your partner answering the questions.

1. Whose wedding was it? Who went to the wedding? Did the guests enjoy it?
2. Where did the wedding take place?
3. Can you describe what happened during the ceremony?
4. What did you do after the ceremony?
5. Did the married couple go on honeymoon? Where did they go?

Exercise 26. Compare these pictures. Start describing one picture to your partner so that he / she can guess which picture it is. Make it difficult – start by listing the common features first, then add the details that are different.



The Simpsons



The Griffins



The Dolls



The Incredibles

Exercise 27. Use this outline to talk about you and your family.

- ✓ Number of members in your nuclear family
- ✓ Parents (name, age, job, brief description)
- ✓ Brothers and sisters (name, age, job, brief description)
- ✓ Living situation (parents together / separated / divorced / remarried? half-brothers or sisters?)
- ✓ Other close relatives (grandparents, uncles, aunts, cousins, etc.)

- ✓ Family activities together (excursions, vacations, TV, theatre, etc.)
- ✓ Conclusion (your feelings/ opinion about your family /ideal/ wish you had another brother or sister)

Exercise 28.

A. Pair the words from the first and second columns. Match the idioms with their definitions in the third column. Give their Ukrainian equivalents:

| | | |
|---------------------------|---------------------------------|--|
| 1. a tiger | cold | a) a person who is rough and clumsy where skill and care are needed |
| 2. a fish | wheel | b) a disable, inefficient, or helpless person |
| 3. a duck | in the grass | c) a good-for-nothing person |
| 4. a wolf | sacred | d) a person that seems to pose a threat but is actually ineffective or powerless |
| 5. a horse | paper | e) a person who prevents others from enjoying sth that is useless to himself |
| 6. a dog | black | f) a person who appears friendly but is really an enemy |
| 7. a bull | dark | g) one whose chances of success are not yet known, or have been overlooked |
| 8. a cow | lame | h) a plain child who grows up to be attractive or brilliant |
| 9. a snake | in the manger | i) a strange person; someone odd or hard to understand |
| 10. a(n) duckling | in sheep's clothing | j) a person who cannot be trusted; an unfaithful traitor; rascal |
| 11. neither fish (flesh), | in a china shop | k) a queer person; a person who is unfriendly or does not mix with others |
| 12. a horse | nor fowl (nor good red herring) | l) any person or thing regarded as above criticism or attack |
| 13. a sheep | ugly | m) a person who works especially hard and steadily in any enterprise |

Answers: a paper tiger – d; a cold fish – k; a lame duck – b; a wolf in sheep's clothing – f; a wheel horse – m; a dog in the manger – e; a bull in a china shop – i; a sacred cow – l; a snake in the grass – j; an ugly duckling – h; neither fish, nor fowl (nor good red herring) – i; a dark horse – g; a black sheep – c.

B. Work in pairs. Student A: say a–m-, Student B: close the book and say the defined idioms.

C. Describe people you know or characters from books, films, etc. to illustrate the usage of these idioms. Present your stories (or dialogues) in class without mentioning the idiom itself. Make your group-mates guess which of the idioms each story illustrates.

Exercise 29. Dictionary work

A. Consult a dictionary, transcribe, and read the following words:

drama queen, eco-freak, fitness maniac, health nut, oddball, whizzkid, weirdo.

Find definitions of the words.

B. Do they describe you/ any person you know? Why / Why not?

hit-and-miss, part and parcel, pick and choose, chip and pin device.

C. Which of these ideas do you support? Give your argument.

- If you wear your heart on your sleeve, you are likely to have your heart broken.
- The best partner is the person who you see eye to eye with.
- The black sheep of the family can't achieve a lot without their support.
- In case of a serious family row, a younger generation should take the first step to bury the hatchet.
- Children should keep their parents in the dark about their problems.

D. Make up a thought-provoking statement using the words for your group-mates to comment on.

Exercise 30. Translate the following situations.

1. – А ось і наш сімейний альбом. Давай подивимось його із самого початку.

– Ось наше весільне фото. Ми були такою чудовою парою, чи не так? Шкода, що люди старіють.

– Та ви дуже гарно виглядаєте і зараз.

– А це – Макс, коли йому один рік, якщо я не помиляюсь.

– Він чудовий брат. Я думаю, що він перейняв багато гарних рис у тата, він і виглядає як тато зараз.

– Але на цій фотографії Макс дуже схожий на свого сина зараз. Поглянь, а це ти, чи не так? Ти була такою гарненькою крихіткою!

– Напевно ти жартуєш! Маленька руда товстуха з двома тоненькими кісками.

- Не кажи дурниць! Ти була улюбленицею всієї родини, спокійне та усміхнене дитя. Подивися на цю стару фотографію. Ти когось упізнаєш?
- Ось це бабуся. А то тато?
- Котрий із них?
- Ось. У нього коротке світле волосся. А біля нього його друг, мій хрещений, чи не так? А де дідусь?
- Напевно він фотографує.

2. Я з досить дружньої родини, хоча ми не завжди добре ладнаємо. Я дуже близька з моєю бабусею Оленою, оскільки у нас багато спільного. Нещодавно я посварилася зі своїм дідусем Олександром. Їхній син, Олексій – мій батько. На мій погляд, він досить старомодний та занадто суворий, тому ми не завжди сходимося в поглядах. Я знаю, що я повинна рівнятися на нього, але насправді я вже достатньо самостійна та доросла, щоб прислухатися до надокучливих порад інших. З іншого боку, я обожаю свою маму, Наталію. Вона надзвичайно добра, турботлива та терпляча до інших. У мене є молодший брат, Макс, якого я люблю. Крім того, я поважаю чоловіка моєї сестри, Андрія, дуже талановитого перекладача. Але мій розвинутий не по роках племінник Іван постійно мені набридає, а чудову маленьку племінницю Юлю, справжню улюбленицю в нашій родині, я люблю над усе. У мого батька є сестра – моя тітка Ганна. Я її дуже поважаю, бо їй довелося подолати багато труднощів у житті. Вона заміжня за моїм дядьком Сергієм, який жахливо до неї ставиться. Визнаю, що я його зневажаю. Я також ненавиджу його сина, мого двоюрідного брата Петра, який за характером схожий на свого батька.

CULTURE CONTEXT

A. Translate the following passages into Ukrainian. Comment on them.

1. Changing Values and Norms of the British Family. The family in Britain is changing. The once typical British family headed by two parents has undergone substantial changes during the twentieth century. In particular there has been a rise in the number of single-person households, which increased from 18 to 29 per cent of all households between 1971 and 2002. By the year 2020, it is estimated that there will be more single people than married people. Fifty years ago this would have been socially unacceptable in Britain.

In the past, people got married and stayed married. Divorce was very difficult, expensive and took a long time. Today, people's views on marriage are changing. Many couples, mostly in their twenties or thirties, live together (cohabit) without getting married. Only about 60% of these couples will eventually get married.

In the past, people married before they had children, but now about 40% of children in Britain are born to unmarried (cohabiting) parents. In 2000, around a quarter of unmarried people between the ages of 16 and 59 were cohabiting in Great Britain. Cohabiting couples are also starting families without first being married. Before 1960 this was very unusual, but in 2001 around 23% of births in the UK were to cohabiting couples.

People are generally getting married at a later age now and many women do not want to have children immediately. They prefer to concentrate on their jobs and put off having a baby until late thirties.

The number of single-parent families is increasing. This is mainly due to more marriages ending in divorce, but some women are also choosing to have children as lone parents without being married.

2. Family Size. On average 2.4 people live as a family in one home Britain. This is smaller than most other European countries.

(From <http://projectbritain.com/index/dailylife.htm#fam>)



B. Find out the meaning of a royal name Charlotte Elizabeth Diana

(available at:

<http://www.bbc.co.uk/learningenglish/english/features/witn/ep-150506>).

C. Surf the Internet in search of information about dating, wedding, teenagers' life, the Royal family in Britain. Share it with your groupmates.

SPEAKING

Exercise 1. Roleplay “Reunion party”.

A. You are invited to a school reunion party. You decide to go along and see your old schoolmates and friends. Before you do, decide on the following:

- How successful has this year been for you?
- What are your accomplishments?
- What haven’t you managed to achieve yet?
- What personal changes have you come through?
- What are some interesting things that have happened to you since you left school?

B. Try to speak to everyone. Whose life has changed a lot?

Prompts:

| | |
|---|---|
| <p>1) Express surprise <i>Is that you, _____?</i> <i>What a surprise!</i> <i>You haven’t changed!</i> <i>Look at you!</i> <i>I can’t believe my eyes!</i></p> | <p>2) Paying compliments You look wonderful/awesome/great! What have you done to your hair! I have to admit I'm jealous of your...</p> |
| <p>3) Making observations <i>You’ve lost/put on weight!</i> <i>You’ve dyed/cut your hair</i> <i>You’ve changed your image!</i> <i>Another you!</i></p> | <p>4) Small talk <i>How is it going?</i> <i>How are you faring?</i> <i>Fine! Fantastic!</i></p> |
| <p>5) Talking about yourself <i>I’m living in....</i> <i>I’ve started to study...</i> <i>I’ve got married..</i> <i>I’ve just changed....</i> <i>Here is a photo of.....</i></p> | <p>6) Keeping the conversation going <i>Do you remember playing a joke...</i> <i>Do you know what happened to...</i> <i>Have you seen ...</i> <i>Who is that? I have forgotten the name...</i></p> |

Exercise 2. Make up dialogues on the following situations. Make use of the conversational formulas suitable for the situations.

1. Two people look through the family album. One of them is very interested in the photos he/ she sees.
2. The wife complains to her friend that the husband doesn’t pay enough attention to the children.

3. The husband thinks the daughter is too young to go out on dates. The wife disagrees.
4. The wife has a full-time job and is angry because the husband does not help around the house.
5. The husband complains about his wife's mother interfering.
6. One friend disapproves of looking for a future partner via the Internet/dating agency.
7. One of you comes to a dating agency. Have a conversation with an agent.
8. Mother and daughter discuss the preparations for the wedding.
9. Your mother asks you about the wedding you have been to.

Exercise 3. Discuss the following questions.

4. What's the average family like in this country? What's your own family like?
5. The "extended" family isn't as close as it used to be, is it? Prove your opinion.
6. Which relative do you feel closest to? Reason out your answer.
7. Describe some of your favourite family photos.
8. What is the ideal time or age, in your opinion to start a family?
9. Marriage is the thing of the past. Do you agree? What are the advantages and disadvantages of getting married?
10. Teenagers and their parents have a lot of disagreements and conflicts. Make up a list of five main things children usually disagree or argue about. Compare your list with your partner's. Are there any differences? Which points are common?

Exercise 4. Discuss the following proverbs. Take examples from life or fiction.

1. Marriages are made in heaven and should last forever.
2. Extremes meet.
3. Appearances are deceitful.
4. Beauty lies in lover's eyes.

Exercise 5. Which quotation is your favourite? Why?

1. "All happy families resemble one another, every unhappy family is unhappy in its own fashion." *Leo Tolstoy, Russian novelist*
2. "We never know the love of a parent until we become parents ourselves." *Henry Ward Beecher, clergyman*
3. "Rearing a family is probably the most difficult job in the world." *Virginia Satir, family therapist*
4. "The first duty of love is to listen." *Paul Tillich, theologian*

Exercise 6. Do a project "The perfect match"/ "A typical Ukrainian/ British family"/ "On-line friendship vs face-to-face relationship": working in small groups find information about the topic to form a presentation.

READING

TO LOVE, HONOUR AND BETRAY

by Kathy Lette

Before reading

1.1. Why are the relationships between teenagers and their parents very often complicated? What can cause conflicts between them?

1.2. Guess the meaning of the words in italics from the context.

I take a deep breath, as if I'm a diver going under, and *peek* down the hallway. Empty. A rustle of leaves outside the window *startles* me. The nerves in my body contract as I move *gingerly* towards the door. I bump into something in the dark and jump as if bitten, but it's only the *fronds* of a pot plant I've forgotten. Finally, I can see the outline of the front door, but the sensation that I am being watched intensifies. *Goosebumps* rise on my neck and arms. The door handle is almost within reach when a *mutinous floorboard* creaks. I hear the running *thud* of feet, and fright licks like flames all over me. Trapped, I wheel around to face the *furious* countenance of my captor. The hall light *snaps* blindingly on.

1.3. Read the words in the box and decide what the text may be about. If necessary, consult the dictionary. What may the text be about?

| |
|---|
| <p><i>apprehension, humiliation, scorn, contempt, sarcasm, to sneer, a moue disgust</i></p> |
|---|

While reading

2.1. Read the text and answer the question: How are the two characters related?

Like all prisoners, I feel the presence of my captor like tentacles reaching down to where I'm cowering at the bottom of the stairs. The house is hushed. I take a deep breath, as if I'm a diver going under, and peek down the hallway. Empty. A rustle of leaves outside the window startles me. The nerves in my body contract as I move gingerly towards the door. I bump into something in the dark and jump as if bitten, but it's only the fronds of a pot plant I've forgotten. I wait an agonizing eternity to see if I've been detected. I shuffle forward, apprehension dogging each tentative step. Finally, I can see the outline of the front door, but the sensation that I am being watched intensifies. Goosebumps rise on my neck and arms. Adrenalin slams through me. I tell myself to breathe, then inch, one painfully slow tiptoe at a time, towards liberty. The door handle is almost within reach when a mutinous floorboard creaks. I hear the running thud of feet, and fright licks like flames all over me. Trapped, I wheel around to face the furious countenance of my captor. The hall light snaps blindingly on.

'What the *hell* do you think you are wearing? You are not going out dressed like that. Go back to your room and change immediately!'

I glance down in abject humiliation at the Wonderbra-ed cleavage semi-draped in one of her sequined tank-tops, and the vertiginous stilettos I've stolen from her wardrobe. The top is not quite long enough to hide the fact that I haven't been able to do up the zip on her denim mini.

'I don't know how to break it to you,' her voice is metallic with scorn, 'but your chances of becoming a famous cat-walk model have kinda faded, you know. The next word she utters, dripping with contempt, is

2.2. Read the end of the passage and answer the questions:

What is the relationship between the two characters?

How old are the characters?

'I don't know how to break it to you,' her voice is metallic with scorn, 'but your chances of becoming a famous cat-walk model have kinda faded, you know.' The next word she utters, dripping with contempt, is '*Mother*'.

I sag into myself. 'Oh spare me the third-degree sarcasm, Tally, please.'

'I mean, look at yourself! You're forty-two. When are you going to start acting your age? You really are pitiful,' sneers my fifteen-year-old daughter, with a sucked-on-lemon expression. Her sun-kissed hair streams back from her face like a Viking warrior. 'If you think you are going to win Dad back by dressing like . . . like *that*,' she makes a *moue* of disgust, her lips as pursed as a cat's bum, 'then you're even more deluded than I thought.'

'But I can still wear short skirts, can't I? I mean, my legs are all I've got left.'

'It's not the legs. It's just that that skirt doesn't go with your face.'

I wilt like day-old salad. 'Oh.'

'You think you're funny, but the sad thing is, you're really not. If you'd been nicer to Dad, he never would have left.'

From "To love, honour and betray"

by Kathy Lette

After reading

1.1. Answer the questions:

What do you know about the main characters?

What part of the house are the characters in?

How is the mother dressed?

Whose clothes is she wearing?

What conflicts are mentioned in the text?

What is meant by the phrase "that skirt doesn't go with your face"?

What can you tell about this family?

1.2. Think of possible continuation of the conversation between the characters. Add 2-3 utterances on each part. Act it out.

1.3. Discuss the following:

What are people supposed to do when they act their age?

How can parents and teenagers avoid conflicts?



TEXT 1

TIME FLIES QUICKLY

Before listening

1. Work in pairs and explain the meaning of the title in plain English. Speculate on what the text can be about.

While listening

2.1. Listen to the conversation and get ready to describe Sue.

2.2. Arrange the conversation in the correct order. Listen again and check.

- Time flies quickly! She is already in her late teens.
- Can you do me a favour and meet my cousin, Sue, at the airport?
- Oh, that pretty girl who came to you some years ago? How come she travels all alone? She is so young!
- Oh no, Sue used to wear it long but now it is short and brown.
- To be on the safe side, send me her photo.
- The same big green eyes and plump cheeks, I hope?
- Yeah, but she has lost weight and now she's tall and slim. You won't miss her. She is such a beauty!
- Wow! I'm afraid I won't be able to recognize her in the crowd. What does she look like? Does she still have that long wavy red hair?

After listening

3. Ask your partner to meet your relative following the model of the conversation.

TEXT 2

FAMILY HISTORY

Before listening

1.1. Is it important to know your family history? What do you know about your family history?

1.2. Dictionary work: find the definitions of the words *genealogy*, *roots*, *skeletons in the closet*, *decipher*, *census*, *family lore*, *descended from*.

1.3. Fill in the gaps with the correct words from 1.2.

1. I should say at this point that today we're discussing ... – or the study of family history.

2. Researching family history often involves reading old documents such as birth, marriage and death certificates, and these can be difficult to ... – or understand.
3. There's always something exciting or unexpected in anybody's family history. And ... by the way, means secrets!
4. One celebrity – who was very proud of his working class London ... – or origins – discovered that he's actually a direct descendent of an English king!
5. The exciting event in Mike Williams' history – passed down through ... – which means "knowledge passed on from one generation to the next" – is that his great-grandfather jumped ship.
6. If you're ... a person or a group it means they are among your ancestors.
7. What's a ..., Catherine? – It's an official count of people in a population.

While listening

- 2.1. You are going to listen to Neil and Catherine discussing why so many people are obsessed with learning about their family history. What's the name for "the study of ancient handwriting"? a) Scriptography? b) Palaeography? c) Scribology? Listen out for the answer at the end of the programme.
- 2.2. Listen again and put the sentences 1–7 in the order they come in the conversation.

After listening

3. Start writing your group's history.
(From <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-170126>)



FURTHER LISTENING

1. Dating (available at: <https://learnenglish.britishcouncil.org/en/word-street/dating>).
2. My son (available at: <https://learnenglish.britishcouncil.org/en/i-wanna-talk-about/my-son>).
3. Marriage (available at: <http://www.listenamminute.com/m/marriage.html>).
4. Friends indeed (available at: <https://www.podcastsinenglish.com/pages/levella.shtml>).
5. People lose money in online dating scam (available at: <http://www.breakingnewsenglish.com/1704/170412-online-dating.html>).

WRITING DESCRIPTIVE ESSAY

Exercise 1. Name any of the people you recognise in the photos. Turn to the end of the book to find out the answers to exercise 1.



Exercise 2. Read the statements below and tick those you agree with. To what extent do you agree/disagree with these statements?

1. Being a celebrity is certainly not a piece of cake. They get all the attention of the world at the price of personal space.
2. Celebrities often display extremely developed skills and character traits, which can help young people to spur towards a life full of physically and socially active.
3. Nowadays celebrities are more famous for their glamour and wealth than for their achievements, and this sets a bad example to young people.

Exercise 3. Look at the photos of Elina Svitolina, a well-known Ukrainian professional tennis player. In the first photo, she is 28 and in the second one, she is six. Tell if Elina's appearance has changed a lot. Take into account the following physical features:

- Skin tone (fair, dark, tanned)
- Hair colour (black, fair, blond, red)
- Hairstyle (curly, straight)
- Eye colour (blue, brown, green, hazel)
- Eyebrows (bushy, thin)
- Nose (large, small, hooked, turned up)

Mouth (full, thin lips)

Model: *Elina's hairstyle has not changed much. She had her hair long when she was a child. She is wearing her hair long now.*



Exercise 4. Write three adjectives, which describe your personality. Compare these adjectives with your fellow-students. Explain why you chose them. You can use the adjectives below:

Enthusiastic, ambitious, sociable, hard-working, organised, patient, initiative, easy-going, trustworthy, sensitive.

Exercise 5. Tell which three personal characteristics in your opinion are the most important to achieve success and become famous. Use the words from exercise 3.

Exercise 6. Read a descriptive essay about Elina Svitolina. Formulate the writer's aim.

Generally, people may have admiration for a celebrity like a singer, an actor or a sportsman. There is a person who is considered my role model and I would like to talk about. This is Elina Svitolina, an internationally recognized tennis player of Ukrainian origin. She was born in Odessa, but she is living in London now. The girl started playing tennis when she was 5 years old. Having turned professional in 2010, she reached her career to being tennis player number 3 in the world. **Personally speaking**, I admire both her appearance and character features.

First, her appearance is *very* attractive. Elina is 25 years old. She is good-looking. Elina is **probably** in her late twenties in this photo. She is *extremely* slim and she has medium-length straight hair. Elina has blue eyes and she is wearing light pink lipstick. Her eyebrows are *quite* thin and her lips are *rather* full. As for her dressing style, Elina normally wears casual clothes, **however**, she can sometimes impress her aficionados by wearing smart clothes posting the photos in Instagram. Her smile is *particularly* appealing. **Altogether**, Elina has *definitely* a neat and pleasant appearance.

Furthermore, these are some Elina's character features that I am *particularly* captivated by. **Firstly**, she is *exceptionally* hard-working. Being a child, she used to train for 5 or 6 hours a day. **Obviously**, tennis has become

her obsession since that time. **Additionally**, Elina has always been *highly* motivated in sport and *quite* ambitious. **Undeniably**, it was her father who shared his passion to tennis with his beloved daughter and **as a result** it has become Elina's passion, too. **Besides**, being ambitious always means achieving the results for her. **Lastly**, what I *mostly* admire Elina for is her being a people person. That is she is always friendly, outgoing and an excellent listener.

To conclude, I admire Elina Svitolina not only because she is a world-famous tennis player, but also for her contribution to Ukrainian sports development. She has been honoured with popular awards participating in WTA and Premier-5 tournaments and has become the first Ukrainian woman to break into the top 10 rankings. **So**, in other words, she *really* inspires me to pursue my goals and dreams, despite any difficulties that I may come across along the way.

Exercise 7. Choose the correct heading for each paragraph.

Appearance

Introduction

Conclusion

Character features

Exercise 8. Look at the words in *italics*. Define the function of these words/intensifiers. Complete the scale with these intensifiers from the text. *Extremely, particularly, quite, fairly, rather, really, very, highly*.

Weak intensifiers

Strong intensifiers

very _____ *extremely*

Exercise 9. Choose the correct alternative from the words in *italics*.

1. That is totally out of the question. It's *fairly/quite* impossible.
2. Alexander is a *very/pretty* effective manager. He definitely deserves promotion.
3. *He's fairly/extremely* quiet at work.
4. Olha is *pretty/extremely* motivated to get that job.
5. The teacher is *really/quite* satisfied with the learners' performance.
6. The child felt *extremely/fairly* tired. He went to bed earlier.
7. That's *fairly/quite* a good idea. Shall we see what the others think about it?
8. The colour isn't *exactly/very* what I meant.

Exercise 10. Look at the linking words/phrases in bold in exercise 6. Define their function in the text.

Exercise 11. Use the linking words/ phrases from the list below to fill in the table.

For example/ for instance, definitely, in short, first/ firstly (second/ secondly, third/ thirdly, finally), undoubtedly, to sum up, previously, absolutely,

furthermore, as a consequence, in my opinion, subsequently, above all, such as, particularly / in particular, altogether, to sum up, additionally, also, as a result.

| Function | Linking words |
|---|--|
| to give opinion | from my perspective, ... |
| to emphasize a point | above all, ... |
| to add information | furthermore, ... |
| to introduce examples, reasons, results | as a result, for example, therefore, ... |
| to sequence the ideas | previously, ... |
| to conclude, summarize | to sum up, ... |

Exercise 12.

A. Research the life of a famous person you admire. Write a draft of a descriptive essay about this person. Include the information about his/her appearance, character features and write why you admire this person.

B. Exchange your drafts with your partner. Edit and revise your partner's draft. Use the following checklist to make sure his/ her draft essay meets the requirements.

| Editor's checklist |
|---|
| <p>1. Does the essay:</p> <ul style="list-style-type: none"> • begin with an introduction that clearly states the topic? • have a main body clearly structured? • have linking expressions employed purposefully? • have various types of intensifiers? • end with a conclusion? • have punctuation at the end of each sentence? • have all words spelled correctly? • have grammar/ lexical mistakes? <p>2. Are the sentences ordered logically?</p> <p>3. Are all the sentences clear for you?</p> <p>4. What are your ideas or suggestions to make the essay better?</p> |

C. Listen to your partner's comments on your draft, and revise it if necessary.

D. Write a descriptive essay about the person for your university blog.

SELF –ASSESSMENT

Choose the correct option. Sometimes more than one answer is possible.

1. At the end of the sentence the unextended author's words...

- a) are not stressed
- b) don't form a separate intonation group
- c) continue the intonation of that with the direct speech
- d) all mentioned above

2. I respect her. I really look... her! She is my role model.

- a) up
- b) up to
- c) at
- d) forward

3. No wonder they are so alike. He his father.

- a) takes after
- b) looks after
- c) gets on well
- d) is the picture

4. Olga and Hellen can't stand each other. They ... long ago.

- a) fell behind
- b) made up
- c) fell out
- d) hit it off

5. They don't have a lot in common. Nick can hardly agree... Paul ...this idea.

- a) with...on
- b) on...with
- c) with ... of
- d) to...on

6. *Let's agree to differ* means that...

- a) people stop to argue
- b) people go on arguing
- c) people stop arguing
- d) people come to a common opinion

7. Several apartment buildings were ...by the fire.

- a) spoilt
- b) destroyed
- c) ruined
- d) injured

8. No doubt, he was a man of great wisdom. He was ... respected by his people.

- a) great

- b) wide
- c) good
- d) highly

9. She was so... to her grandchildren that she could be accused of ...them.

- a) devoted...spoiling
- b) dedicated...spoling
- c) devoted...avoiding
- d) dedicated ...avoiding

10. *To be born with a silver spoon in your mouth* means that...

- a) you have come from rags to riches
- b) you have come into a fortune
- c) you have come from a loaded family
- d) all mentioned above

11. What does your bestie look like? She is...

- a) calm and reserved
- b) slender and pretty
- c) thin and shy
- d) easy-going and funny

12. Which chunk is wrong?

- a) to be on nodding terms
- b) to follow in somebody's footsteps
- c) to take after sb
- d) to bear no resemblance of sb

13. If a person is somebody's *perfect match* they...

- a) see eye-to-eye on many things
- b) have a lot in common
- c) get along well
- d) all mentioned above

14. They used highly ...language when conversing with the elders.

- a) respectable
- b) respected
- c) respectful
- d) unrespectable

15. Which tip is not for writing a descriptive essay?

- a) give a persuasive argument
- b) stick to correct structure
- c) use striking and vivid wording
- d) appeal to sensory details

ACHIEVEMENT CHECK

Tick the opinion which is true about you for each can-do statement.

| Now I can ... | <i>I strongly disagree</i> | <i>I rather disagree</i> | <i>I am not sure.</i> | <i>I rather agree</i> | <i>I strongly agree.</i> |
|--|----------------------------|--------------------------|-----------------------|-----------------------|--------------------------|
| pronounce author's words in the final position. | | | | | |
| discuss different issues of family /friends relations. | | | | | |
| comment on stereotypes connected with people's relationships. | | | | | |
| speculate about people and their relations based on the photos and pictures. | | | | | |
| describe and reflect on the changes in your life. | | | | | |
| write a descriptive essay. | | | | | |

SUPPLEMENT

ФОНЕТИКА

РОЗДІЛ 5 ПОКУПКИ

Високий низхідний тон (високе падіння).

Високий низхідний тон як кінцевий є характерним для емоційно забарвленого мовлення. Він починається з високим тоном голосу і переходить до найнижчого. Будь-який комунікативний тип речення (твердження, питання, наказове чи окличне речення) можуть вимовлятися з високим низхідним тоном

Наприклад:

[ˈjes əv ˈkɔ:s ||]



[ˈdʒʌnt ˈseɪ sɜ:v ||]



[ˈw tɔdu. juː ˈseɪ ||]



[ˈwɒt ə ˈlʌkɪ ˈdeɪ ||]



РОЗДІЛ 6 ПОРИ РОКУ

Інтонація складного складносурядного речення.

Інтонація складного складносурядного речення.

Кожне просте речення, що входить до складного складносурядного речення, утворює окрему інтонаційну групу, що вимовляється з низьким низхідним тоном. Це пояснюється їх семантичною незалежністю та завершеністю.

Наприклад: ↘ *Spring has come* | *and everything is full of life a* ↘ *gain.*

Якщо прості речення тісніше пов'язані за змістом, то перше з них може вимовлятися з низьким висхідним тоном.

Наприклад: *The weather changed for the* ↗ *worse* | *but we didn't get rid of the idea to spend our week-end out-of-* ↘ *doors.*

РОЗДІЛ 7 МІСТО

Інтонація складного складнопідрядного речення з означальними підрядними реченнями.

Інтонація складного складнопідрядного речення з означальними підрядними реченнями

Означальні підрядні речення можуть бути *обмежувальні* чи *описові*.

Обмежувальне означальне речення відрізняє іменник, до якого воно відноситься, від інших іменників того самого класу. Воно приєднується за допомогою відносних займенників *who, which, that*, або *безсполучниково*. Оскільки обмежувальне означальне речення має тісний семантичний зв'язок з головним реченням, воно продовжує його інтонацію, не утворюючи окремої інтонаційної групи. Воно також може розбивати речення на дві окремі інтонаційні групи. В такому випадку низький висхідний кінцевий тон вимовляється в кінці обмежувального підрядного речення.

Наприклад: The mu'seum I 'visited has a ↑rich co'llection of 'modern ∖ painting. The 'tour we 'took 'last ∽week | was 'very ex∖ citing.

Описове означальне речення дає додаткову інформацію щодо іменника, до якого воно відноситься. Воно приєднується за допомогою відносних займенників *who, whose, which*, або відносних прислівників *where, when*. Оскільки означальне підрядне речення не має тісного семантичного зв'язку з головним реченням, воно утворює окрему інтонаційну групу. Якщо воно знаходиться в середині речення, то розбиває його на три інтонаційні групи. Означальне підрядне речення наголошене, вимовляється з таким же кінцевим тоном, як і попередня інтонаційна група, але з нижчим тоном голосу. Якщо воно в кінці речення, то головне речення вимовляється з низьким низхідним чи висхідним кінцевим тоном, а описове означальне – має низький низхідний кінцевий тон.

Наприклад: We had a 'very ex'citing ∖ tour, | which 'lasted 'three ∖ days.

The ∽tour, | which 'lasted 'three ∽days, | was 'very ex∖ citing.

We 'visited the Mu'seum of 'Modern ∖ Arts, | which is in the 'centre of the ∖ city.

The mu∽seum | which is in the 'centre of the ∽city, | has a 'rich co'llection of 'modern ∖ painting.

РОЗДІЛ 8 СІМ'Я

Інтонація слів автора в кінці речення.

Інтонація слів автора в кінці речення

Якщо слова автора знаходяться в кінці речення і не є поширеними, вони не наголошені, не утворюють окрему інтонаційну групу, а продовжують інтонацію прямої чи непрямої мови.

Наприклад: [ðə 'tɑ:sk ɪz \ dɪfɪkəlt hi· sez ||]

[ɪz ðə 'tɑ:sk \ dɪfɪkəlt hi· ɑ:sks ||]

Якщо слова автора є поширеними, вони можуть утворювати окрему інтонаційну групу, яка вимовляється з таким же кінцевим тоном, як і пряма мова, але з нижчим тоном голосу.

Наприклад: [ðə 'tɑ:sk ɪz \ dɪfɪkəlt | 'sed mɪstə 'brensɪ \ θɔ:tfʊlɪ ||]

['wɒz hi· \ raɪt | ʃi· 'ɑ:skt wɪð ə 'kʌnɪŋ \ smaɪl ||]

Якщо слова автора в кінці речення розбиті на декілька інтонаційних груп, тоді перша з них приєднується до інтонаційної групи з прямою мовою і продовжує її інтонацію. Інші інтонаційні групи є наголошеними, але вимовляються з нижчим тоном голосу. Кінцева інтонаційна група, як правило, вимовляється з таким же тоном, як і пряма мова.

Наприклад: [ðə 'tɑ:sk ɪz \ dɪfɪkəlt hi· sed | 'lʊkɪŋ ət ðə 'bʊθ 'men \ θɔ:tfʊlɪ ||]

['wɒz hi· \ raɪt | ʃi· ɑ:skt | 'kʌnɪŋ 'ʌp \ klʌzə | ənd 'smaɪlɪŋ \ kʌnɪŋlɪ æt ðəm ||]

ADDITIONAL VOCABULARY

UNIT 5

GO ON A SHOPPING SPREE

Clothes

raincoat, overcoat, fur-coat, jeans, dungarees, leggings, shorts, suit, tracksuit, (close-fitting/ loose-fitting) jacket, trousers, dress, skirt, waistcoat, shirt, T-shirt, blouse, vest, sweater/ jumper, pullover, cardigan, turtleneck, tights, stockings, socks, nightdress, pajamas, dressing gown, tie, bow tie, braces, scarf, kerchief, gloves, mittens, belt, hat, beret, shoes, boots, high-boots, wellingtons, sandals, slippers, trainers, high-heels, laces

Textiles

to be made of/ from, cotton, denim, (natural, artificial) silk, wool, nylon, velvet, corduroy, suede, fur, cashmere, leather, polyester, linen

Shopping for clothes

What's your size? What size gloves do you wear? What do you say to... ? Can I try it on, please? Have you got it in a size 8, please? Have you got it in another colour? Do you have it in a large/ medium/ small (size)? It's a bit too big. Have you got it in a medium/ small? Can I try on the black ones, please size?

to make a purchase, to come back empty-handed, to shop around for the best bargains, to get ripped off, to be a rip off, to buy designer brands, to pay for the label, to be in the sales, summer sales, to slash prices, to offer a 15% discount on, to buy sth for a song, big brand names, to be value for money

Daily shopping

to be on a tight budget, to be careful with money, must-have product, to pay the full price, to pick up a bargain, to shop until you drop

an impulsive buyer, to con you into, a spending spree, to have the knack of finding bargains, on the spur of the moment, to lose track of time

UNIT 6

IN ALL WEATHERS

splendid, marvellous, breathtaking, fair, lovely, glorious, wonderful, pleasant, nasty, wretched, awful, dirty, rough, foul, rotten, miserable, unpleasant

Winter weather

severe, mild, hoarfrost, to freeze over, hard frost comes, to be frozen over, the frost has bound the ground, to get cold, to catch a cold, snowflakes, snowfall,

snowdrift, blizzard, fluffy snow, icicle, slippery/ icy, to go sledging/ tobogganing/ skiing/ skating, to suffer from frostbite

Winter activities

to go sledging/ skiing/ ice skating, to drink hot chocolate, to make a snowman, to play snowballs, to have snowball fights, to dress warmly, to warm up, to drive safely, to shovel snow, to salt the roads, to sing carols, to make New Year's resolutions

Spring weather

to look forward to sunny weather, to get longer/ shorter, to become warmer, to thaw, the thaw sets in, to flood, a flood, to melt, temperature rises/ goes up/ drops/ goes down/ falls, a (short/ long) spell of good weather, to be unsettled, to come into blossom (bloom), to bloom

Flowers

bunch (posy/ bouquet) of flowers, to grow/ gather/ pick flowers, rose, aster, carnation, lily, ox-eye daisy (camomile), lilac, tulip, cornflower, clover, lily of the valley, poppy, forget-me-not, snow-drop, dandelion

Spring activities

to play in rain puddles, to plant flowers in the garden, to fly a kite, to go on a bike ride, to do some spring cleaning, to take a walk in the park, to put plans into action

Summer weather

unbearable heat, boiling hot, oppressive/ sultry/ stifling, drought, dew, to break (about thunderstorm), a peal/ crash/ roll/ clap of thunder, to hail, shower, to turn into shower, occasional showers, to rain on and off, to rain steadily, to pick berries/ mushrooms, to go boating/ mushrooming, ripen, harvest, to sunbathe/ to lie in the sun, to rain cats and dogs (to pour with rain, to pour down, to downpour, to shower), to be struck by lightning

Summer activities

to go backpacking, to have a barbecue, to bask in the warm sunshine, to go swimming, to sunbathe on the beach, to go camping, to go on a cruise, to go parascending, to go for a picnic, to go on safari, to make a sandcastle, to go scuba-diving, to go sightseeing, to go snorkelling, to stroll, to go surfing, to travel light, to take a vacation

Autumn weather

to sleet/ to drizzle, to fog, foggy, dense fog, thin/ thick mist, Indian Summer, to turn yellow (red, brown) and get dry, to be bare, to be overcast, to be dull/ cloudy, wretched/ rotten, wet/ damp/ humid

Autumn activities

to watch leaves change colours, to rake leaves, to go back to school, to jump in the leaves, to go on a hike, to gather mushrooms, to pick apples

Weather idioms

to be as right as rain, under the weather, to take a rain check on smth, to come rain or shine, to have a face like thunder, it never rains but it pours, to chase rainbows, like a storm in a teacup, every cloud has a silver lining, to be snowed under, to be on cloud nine

UNIT 7

MY OLD STOMPING GROUND

architecture, inner-city, (sprawling/ vibrant/ affluent) city, hustle and bustle, on the outskirts, office block, skyscraper, storey, two-storey house, poor housing, public spaces, local facilities, within walking distance of smb's apartment, pedestrian, thoroughfare, avenue, (dead-end) lane, square, pavement, embankment

to pave with asphalt, to line up, to lay out, to be laid out in a grid pattern, to erect (a (historic/ war/ ancient/ national) monument, building), to be a monument to sb/sth, to replace, to pull down, to reconstruct, poster, route, tourist attraction, to be a bit of a culture vulture, to have access to art exhibitions, museum, exhibition, sign, lively bars/ restaurants, pavement café, park (recreation park, theme park, car park), itinerary, inquiry office, to be famous for, to be named after, souvenirs, to entertain

public transport (system): bus, tram, trolley-bus, taxi, metro, vacant, to change (to change at a station, to change for the bus), to pay the fare, to pay a fine, rush hours, traffic congestion, city-dweller, to commute, to inhabit, to pollute, traffic fumes, environmentally friendly, destination

UNIT 8

TOGETHER FOREVER

Appearance

Age: baby, toddler, youngster, teenager, adult, to look thirty, under forty, over sixty, middle-aged, in the prime of one's life, elderly person, aged man, at the ripe old age of

Height: tall, of medium height, short, small

Build: slim, slender, very thin, skinny, to be medium built, plump, to be overweight, obese, heavy, fat, stout, lanky, stocky, giant, stooped, to have a shapely body, well-proportioned, well-built, to have an athletic build, muscular, broad shoulders

Good looks: beautiful, pretty, cute, attractive, charming, gorgeous, good-looking, handsome, elegant, romantic, plain, sexy

Hair: long (to the shoulders), short, straight, wavy, curly, wear your hair loose / up, fringe, pony-tail, plait, dyed, light/ fair/ blond, dark, dark-haired, auburn, light/ dark brown, red/ ginger, grey, grayish, tinted, beard, moustache, bald, receding hairline, have a centre / side parting

Face: round, oval, angular, coarse/soft features, wrinkled, freckles, spotty

Expression: unconcerned, bold/ sly look, cheerful, gloomy, sad, grim, enchanting/ heart stopping smile, giggle, grin, chuckle, burst out laughing, frown

Cheeks: plump, hollow, protruding/ high cheek-bones

Eyes: blue-eyed, deep blue, grey, hazel, sparkling, piercing blue

Nose: straight, hooked, aquiline, snub

Mouth: wide, small, narrow, sensual lips, even teeth

Voice: faint, shrill, husky, harsh, to mumble

Gait/ walk: to trip, to slouch, to hobble

Gestures: nimble, clumsy, awkward

Complexion: pale, tanned, dark

Personality Traits/ Characteristics

Positive

ambitious, brave/ courageous, bright, broad-minded, calm, charming, cheerful, clever, conscientious, careful, naïve, curious/ inquisitive, decisive, determined, fair, frank, friendly, generous, gentle, goal-oriented (driven/ directed), good-natured, hard-working/ diligent, helpful, honest, humble, independent, intelligent, just, kind, kind-hearted, lively/ energetic, loyal, mature, modest, neat, obedient, outgoing, polite, practical, quiet, reasonable, reliable, reserved, responsible, self-confident, sensible, sense of humour, sincere/ frank/ truthful, sociable, strong-willed, sympathetic, tactful, tolerant, trustworthy, witty

Negative

a coward, aggressive, arrogant, bad-tempered, conceited, boastful, boring/ dull, bossy, careless, crazy/ mad, cruel, dishonest, easy-going/ laidback, envious, greedy, hasty/ impulsive, hot-tempered, ill-mannered, impatient, impolite/ rude, irresponsible, irritable, jealous, lazy, mean/ stingy, messy, narrow-minded, rebellious, selfish, snobbish, stubborn/ obstinate, stupid, suspicious, tactless, two-faced, unpredictable, vain
drama queen, eco-freak, fitness maniac, health nut, oddball, whizzkid, weirdo

Relationship

to keep/ get back in touch with sb, to break up, to drift apart, to enjoy someone's company, to get to know, to have ups and downs, to hit it off, to be just good friends, to lose touch with, love at first sight, to see eye to eye, to settle down,

to tie the knot, to get married, to be well matched, to work at a relationship, to track sb down via the Internet, on-line friends, to meet sb face-to-face (F2F)

Wedding and marriage

marital status, single, engaged, fiancé, fiancée, wedding, wedding ceremony, to propose to sb, hen's party, stag night, to have a church (civil) wedding, bride, bridegroom, bridesmaid, best man, honeymoon, sweethearts, newlyweds, to marry sb for love, a love match, a marriage of convenience, couple, breakup, ex-husband, ex-wife, breadwinner, Registry Office (Justice of Peace Office Am)

Family

family, extended/ nuclear family, a family of 4, one-parent family, family tree, mother (Mum(my), ma), father (Dad, Daddy), son, daughter, brother, sister, twin, cousin, grandfather, granddad, grandpa(pa), grandmother (grandma = Granny), great-grandfather, great-grandmother, grandchild, granddaughter, grandson, aunt, uncle, nephew, niece, wife, husband, daughter-in-law, son-in-law, sister-in-law, brother-in-law, mother-in-law, father-in-law, stepmother, stepfather, stepsister, stepdaughter, stepbrother, stepson, stepchild, godmother, godfather, goddaughter, godson, bachelor, spinster, widow, widower, to separate (split up), grown-up, offspring, descendant, ancestor, generation gap, orphan, to adopt, foster-parent, foster-child, relative (close, distant, blood), to be related to, on one's mother's (father's) side

LISTENING TRANSCRIPTS

CHRISTMAS SHOPPING

I went to the shopping centre to do the shopping for the whole family. I had a very long shopping list as everyone expected to get a Christmas present.

Firstly I was looking for gifts for the youngsters. I found some lovely little soft woollen socks for my niece in the Babyclothes department on the first floor. Secondly I went downstairs to the Toys where I bought a teddy bear. I asked to wrap it up at the Gift wrapping service. That was right by the Bed and bath linen so I got pretty towels there. Moreover, I couldn't help buying some silk pillowcases as there was a 20% discount on them. Then I made my way upstairs where I chose a stainless-steel saucepan and a grater in the Cooking equipment. I looked at a beautiful red Italian leather suitcase in the Luggage but I couldn't afford it as it cost a fortune. Instead I got a lovely silver chain from the Jewellery.

I got sick and tired of crowds and queues that I made up my mind to drop into the Cafeteria on the second floor. While I was drinking coffee I caught a sight of the sale sign in the shop window of the Computers and telephones. It made me dizzy and I couldn't leave the section without a new USB pen drive. I walked up and down the Ladies fashions looking for a new outfit but unfortunately I didn't find anything worth buying.

On my way out I remembered to look in the Grocery and buy foodstuffs to last us a week. I got lots to carry and spent a lot of money but at least I shan't have to go shopping again for a while!

THUNDERSTORM

- What is the weather like?
- Difficult to say! It poured with rain 5 minutes ago.
- You don't say so! I hope you didn't get wet through.
- No, we didn't. But we got frightened by terrible peals of thunder and dazzling lightning.
- Oh, how awful! You didn't stay under the trees, did you?
- Well, but we are in the forest! There is no other shelter. Luckily it didn't last long, besides it was good we had our raincoats.
- Oh, dear! Is it still raining?
- You won't believe but the weather is splendid! We are taking photos of a magnificent rainbow! I'll send it to you in a minute.
- By the way, I've listened to the weather forecast, it promises marvellous weather!
- Let's hope for the better! Bye for now!
- Keep in touch! Bye!

THE BEST BET

- Hi, Nick. Haven't seen you for a while.
- Hi, Wendy. I've just got back from my granny.
- Don't say you have spent a fortnight in the middle of nowhere seeing nothing and no one.
- I wouldn't say that. My granny lives in a lovely place with wonderful nature. I adore spending my weekend there enjoying the birds singing, the gardens blooming.
- Don't you miss your friends?
- Well, I do in a way, but the village is full of friendly people. It goes without saying everyone knows everyone else. They like talking and often help each other. By the way, do you know your neighbours? I bet you don't know who lives next door, because everybody is in a hurry and has no time to be friendly.
- Personally I really enjoy my privacy as I wouldn't like anyone to interfere in my own business.
- Take it from me. It is the best bet for those who like to keep themselves to themselves.
- What are you talking about! One can be bored to death when nothing goes on from one week to the next. A city is another matter, you can always entertain yourself: go to a disco or a cinema, visit museums or galleries, go in for any kind of sports or whatever!
- Well, yeah, but there are plenty of these to do in the village as well. You can go fishing, swimming or boating, gathering mushrooms and berries, or just keep yourself to yourself.
- Well, I'll tell you what. I prefer to have the best of both worlds. I live in a small town which is within easy reach of the city and it's very close to the country.

TIME FLIES QUICKLY

- Can you do me a favour and meet my cousin, Sue, at the airport?
- Oh, that pretty girl who came to you some years ago? How come she travels all alone? She is so young!
- Time flies quickly! She is already in her late teens.
- Wow! I'm afraid I won't be able to recognize her in the crowd. What does she look like? Does she still have that long wavy red hair?
- Oh no, Sue used to wear it long but now it is short and brown.
- The same big green eyes and plump cheeks, I hope?
- Yeah, but she has lost weight and now she's tall and slim. You won't miss her. She is such a beauty!
- To be on the safe side, send me her photo.

ANSWERS TO EXERCISES (PART WRITING):

Exercise 1: A – Tokey; B – Helsinki; C – Vienna; D – Vancouver.

Exercise 2:

1. Vienna, Austria
2. Zurich, Switzerland
3. Copenhagen, Denmark
4. Munich, Germany
5. Melbourne, Australia
6. Vancouver, Canada
7. Tokyo, Japan
8. Helsinki, Finland
9. Sydney, Australia
10. Wellington, New Zealand

Exercise 1: A – Elina Svitolina; B – Oleksandr Usyk; C – Nataliia Sumska; D – Oleh Skrypka

SELF-ASSESSMENT KEYS

UNIT 5 GO ON A SHOPPING SPREE

1. a; 2. c; 3. b; 4. c; 5. c; 6. d; 7. b; 8. b, c, d; 9. a; 10. d; 11. c; 12. a; 13. c;
14. b; 15. d.

UNIT 6 IN ALL WEATHERS

1. b; 2. a,c; 3. c; 4. b; 5. b; 6. b; 7. a; 8. c; 9. d; 10. b; 11. a; 12. b; 13. d;
14. a; 15. d.

UNIT 7 MY OLD STOMPING GROUND

1. b, c; 2. a, d; 3. b; 4. b, c; 5. c; 6. b, d; 7. b, c; 8. b, c, d; 9. c; 10. a, c; 11. a;
12. a, d; 13. b, d; 14. b, c; 15. b.

UNIT 8 TOGETHER FOREVER

1. d; 2. b; 3. a; 4. c; 5. a; 6. c; 7. b; 8. d; 9. a; 10. c; 11. b; 12. d; 13. d; 14. c;
15. a.

LIST OF IRREGULAR VERBS

| INFINITIVE | SIMPLE PAST | PAST PARTICIPLE |
|-------------------|--------------------|------------------------|
| be | was, were | been |
| bear | bore | born |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bite | bit | bitten |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burnt, burned | burnt, burned |
| buy | bought | bought |
| cast | cast | cast |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| dream | dreamt, dreamed | dreamt, dreamed |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |

| | | |
|----------|----------------------|----------------------|
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forbid | forbad, forbade | forbid, forbidden |
| forecast | forecast, forecasted | forecast, forecasted |
| forget | forgot | forgotten |
| freeze | froze | frozen |
| get | got | got |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden, hid |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| kneel | knelt, kneeled | knelt, kneeled |
| knit | knitted, knit | knitted, knit |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| lean | leant, leaned | leant, leaned |
| leap | leapt, leaped | leapt, leaped |
| learn | learnt, learned | learnt, learned |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| light | lit, lighted | lit, lighted |
| lose | lost | lost |

| | | |
|--------|----------------|----------------|
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| quit | quit, quitted | quit, quitted |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| sew | sewed | sewn, sewed |
| shake | shook | shaken |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown |
| shrink | shrank | shrunk |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| sleep | slept | slept |
| smell | smelt, smelled | smelt, smelled |
| speak | spoke | spoken |
| spend | spent | spent |
| spill | spilt, spilled | spilt, spilled |
| spin | spun | spun |
| spit | spat | spat |

| | | |
|------------|-----------------|------------------|
| split | split | split |
| spoil | spoilt, spoiled | spoilt, spoiled |
| spread | spread | spread |
| spring | sprang, sprung | sprung |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sting | stung | stung |
| stink | stank, stunk | stunk |
| strike | struck | struck |
| swear | swore | sworn |
| sweep | swept | swept |
| swell | swelled | swollen, swelled |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| weep | wept | wept |
| win | won | won |
| wind | wound | wound |
| write | wrote | written |

CLASSROOM ENGLISH

Good morning, everybody! Hello, everyone! Good-bye! See you tomorrow.
Sit down. Take your seats. Go to your place. Stand up.

Who is on duty today?

Who's absent today?

What's the matter with ___ today?

How are you today?/ How are you getting on?/ How's life?/ How are things with you?

You are late. Don't let it happen again.

Come in/ go out.

Let's begin our lesson.

What date is it today? What's the date today?

Stop talking/ Be quiet. Silence, please. Keep silent.

Open your books at page/ The text is on page

Close your books.

Turn to page 12.

Look at Exercise 12.

Ask questions on/ about the text. Put questions to the sentence.

Come to the front of the class.

Come out and write it on the board. Come (up) to the blackboard.

Clean the blackboard.

Wipe the word (sentence) off.

Let the others see the board. Don't stand in front of the board. Step aside.

Pay attention, everybody.

Listen to

Repeat it after me.

Again, please. One more time, please. Say it again, please.

You have 10 minutes to do this.

It's time to finish.

Let's check the answers.

That's all for today.

Just hold on a moment.

One more thing before you go.

This is your homework for tomorrow.

to give/ to set/ to go through homework

to collect/ hand in exercise-books

Make groups of 4.

Work together with your friend. Find a partner. Work in pairs/ threes/ fours.

Work in groups of 2/ 3/ 4. Form groups of 3.

Work by yourselves/ independently.

Ask your neighbour for help.
Work on the task together.
Fill in the missing words.
Mark the right alternative.
Match the sentences to the questions.
Put the sentences in the right order.
Swap your notebook with your partner.

Your time is up.
May I ask you a question? May I say it this way? May I put it like this?
What's the English/ Ukrainian for ...?
How do you spell ...? What's the spelling of ...?
What does "... " mean?
Shall I read/ begin/ answer the question?
Will you repeat/ pronounce/ translate/ spell it?
Please, pronounce/ translate/ spell it.
Can anybody correct this sentence?
Can you give me an example?
Write this down in your notebooks.
Please summarize the first paragraph.
to make a mistake/ correct mistakes
No helping/ whispering, please.
How long is it before the bell?
break, in break
at the Dean's office
group register
chalk, duster, to wet the duster

Very good/ well done!
That's nice.
I like that.
Marvellous/ magnificent/ terrific/ fantastic!
You did a great job!
Right/ yes/ fine.
Quite right/ that's right/ that's it/ that's correct.
I'm afraid that's not quite right.
You can't use that word here.
Have another try.
There is no hurry.
You have good pronunciation.
You speak very fluently.
You need more practice with these words.

CONVERSATIONAL FORMULAS

Starting a conversation

Excuse me. Can I tell/ ask you something?
Can I talk to you for a moment?
Can I have a word?

Making suggestions

Are you doing anything on...?
Would you like to (do sth)?
Do you fancy (sth/ doing sth)?
Why don't we (do sth)?
Let's (do sth).
How/ What about (doing sth)?

Accepting suggestions

(Yes,) I'd love to.
(Yes,) I'd be glad/ happy to.
Sure, why not?
Sounds good to me.
Great!
Yes, that would be (great/ good/ useful/ excellent).
Yes, (I think) that's a good idea.
That's a great idea!
That's a good/ an excellent suggestion!
That would/ could be fun/ interesting.

Rejecting suggestions

Sorry, but I can't.
Sorry, but I'm busy on...
Sorry, but I've got to (do sth).
I'm afraid I can't.
That's a good idea, but...
I'd love to, but...
I don't think so, but...
Well, I'd rather (do sth).
Yes, but don't you think it would be better to (do sth)?

Asking for advice

What do you think I should do?
Do you think I should...?
Can I ask your opinion about something?

Giving advice

I think you should/ ought to...
If I were you, I'd (do sth).
Have you thought about (doing sth)?
Have you considered (doing sth)?
Why don't you...?
You might enjoy (doing sth).
You could...

Saying thanks

Thanks a lot./ Many thanks .
Thank you very much.
That was/ is very kind of you.

Responding to thanks

Not at all.
No problem.
Don't mention it.
Any time.
That's OK.
You're welcome.
It's a pleasure./ My pleasure.

Ordering arguments

To start with, ...
First of all, ... / Firstly, ...
Secondly, ...
Another thing is that ...
On the one hand ... but on the other hand ...
The main reason is ...
Another reason is ...
Well, the thing is that ..
It's also true that ...
And on top of that ...
And finally ...

Giving examples

For example, .../ For instance, ...
To give you an idea, ...
One example of this is ...
Look at the case of ...

Summarising

So what it comes down to is ...

The point I'm trying to make is ...

Let me just recap what's been said so far.

In short ...

In other words ...

To sum up ...

Asking for someone's opinion

What do you think (of/ about ...)?

Have you considered ... ?

What's your view/ opinion/ take on ...?

Don't you agree that ...?

Expressing opinions

I think (that) ...

In my view/ opinion, ...

I'm convinced/ positive that ...

To my mind, ...

Personally, I think ...

As I see it, ...

From my point of view, ...

As far as I'm concerned, ...

I don't think ...

I don't really know (if) ...

I'm not sure (about/ if) ...

I don't have a strong/ definite opinion about that.

Agreeing/ Accepting the other person's viewpoint

Yes, I agree (with you).

I completely agree.

I couldn't agree with you more.

That's exactly what I think.

My point exactly.

I know.

I can go along with that.

(I think) you're right.

Right./ That's right.

True./ That's true.

Absolutely.

Exactly!

I suppose so.

That's exactly what I think...
Just what I have always thought...
I see eye to eye with you...
You've taken the words right out of my mouth...
You have my full agreement...
I can't help thinking the same...

Disagreeing

Yes/ True, but ...
I'm afraid I disagree/ can't agree with you.
I take/ see your point, but ...
I see what you mean, but ...
I'm not sure about that.
I'm not sure that's true/ correct/ right.
I'm not sure I can accept that.
I agree to some extent, but ...
There might be some truth in that, but ...
I can't agree/ go along with that.
I disagree.
I don't see why/ how.
You must be joking!
Surely you don't think that ...
Actually, ...
It's a bit weird for my liking...
It's not my kind of things you know ...
It's not as simple as it seems...
It's not my idea of thinking...
That doesn't make much sense to me...

Responding to what someone has said

Do you?/ Are you?/ Is it? (the appropriate question tag from the statement)
That's interesting.
Really?
I see.
Oh, OK.

Playing for time

Let me see, ...
Well, let me think, ...
Hm, let me think about that for a moment ...
I'll have to think about it.
How shall/ can I put it?
What's the word for it?

Asking for clarification/ Saying you don't

Pardon?

Sorry?

Sorry, I didn't quite catch that.

Sorry, I missed that.

Do you mean ...?

Does this mean ...?

Can you say it/ that again, please?

Would you mind repeating that, please?

Could you repeat that more slowly, please?

Could you spell that, please?

Telling someone to pay attention

right

now then

hello

see?

here

look

just/wait a moment

NB

LINKING WORDS

Listing: firstly, secondly ..., to begin/ to start with, to conclude with, in the first place, in the second place, next, then, finally, last, to conclude ..., last but not least ..., to summarize, to sum up

Adding: also, too, then, furthermore ..., moreover ..., in addition to that ..., above all ..., what is more ..., additionally

Comparing: equally, likewise, similarly, in the same/ a different way, compared to/ with, in comparison with, as ... as, both ... and ..., you can't compare it with

Concluding: all in all .../ in conclusion ..., to sum up ..., I draw the conclusion/ arrive at the conclusion that ..., I conclude ..., consequently ...

Exemplifying: for example (e.g.), for instance, that is (i.e.), that is to say ..., such as ..., namely ...

Result: consequently, hence, therefore, thus, as a result, because of that ..., that's why ...

Reformulating: to put it another way, in other words

Alternative: on the one hand ..., on the other hand ...

Contrasting: on the contrary, in contrast to that, but, yet, however, nevertheless ..., whereas ..., while ..., neither ... nor ...

Concession: still, though, in spite of that, despite that, unless

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Навчальне видання

Таран Олена Миколаївна
Давиденко Олена Василівна
Карпенко Наталія Михайлівна
Ларіна Тетяна Валеріївна
Литвиненко Світлана Петрівна
Пономаренко Ольга Володимирівна
Сливка Валентина Петрівна
Смелянська Вікторія Володимирівна

ПРАКТИЧНИЙ КУРС
АНГЛІЙСЬКОЇ МОВИ

Навчальний посібник

Технічний редактор – І. П. Борис
Верстка, макетування – В. М. Косяк
Дизайн обкладинки – В. М. Косяк

Підписано до друку 00.09.22
Гарнітура Times New Roman
Замовлення №

Формат 60x84/8
Обл.-вид. арк. 7,86
Ум. друк. арк. 10,46

Папір офсетний
Тираж ел. вид



Ніжинський державний університет
імені Миколи Гоголя.
м. Ніжин, вул. Воздвиженська, 3/4
(04631)7-19-72
E-mail: vidavn_ndu@mail.ru
www.ndu.edu.ua

Свідоцтво суб'єкта видавничої справи
ДК № 2137 від 29.03.05 р.