

Ніжинський державний університет  
імені Миколи Гоголя

**ПРАКТИЧНИЙ КУРС  
АНГЛІЙСЬКОЇ МОВИ  
MY ENGLISH COMPANION**

*Навчальний посібник*

*Частина 2*

Ніжин  
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#### **ТАРАН О. М. та інш.**

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при Раді Європи щодо навчання іноземних мов та Програми з англійської мови для  
університетів. Його мета – формування іншомовної комунікативної компетності.

Призначений для студентів першого курсу факультетів іноземних мов, що  
навчаються за напрямом підготовки 6.020303 Філологія\*.

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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 (A 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 та спеціалістів, і зводяться до практичних (формування мовленнєвих навичок і вмінь 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 проміжних рівнів таких 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. Граматика та граматичні вправи знаходяться у додатку до посібника.

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.

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UNIT	TOPIC	PHONETICS	TEXTS	VOCABULARY	CULTURE CONTEXT	SPEAKING	READING	LISTENING	WRITING
1	2	3	4	5	6	7	8	9	10
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1	2	3	5	6	7	8	9	10	11
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## UNIT 5

**PHONETICS:** High-Falling Nuclear Tone.

**TOPIC: SHOPPING**

**TEXTS:** Text 1. Choosing New Clothes. Text 2. Preparing for the Birthday Party.

### PHONETICS

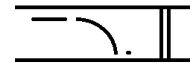
#### HIGH-FALL

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:

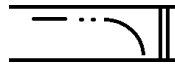
e.g. ['jes əv 'kɔ:s ||]



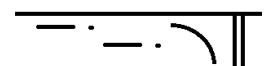
[dʒʌnt 'seɪ sɜ:v ||]



['wɒt dʌ ju: 'seɪ ||]



[wɒt ə 'lʌkɪ 'deɪ ||]



### PHONETIC EXERCISES

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

- [aɪm 'sɜ:v 'sɔ:rɪ | aɪv 'hɜ:t ju: || 'ɜ:v 'nɜ:v ||]
- [wɒt 'terɪbl 'weðə || 'jes | ɪts 'ɔ:ful ||]
- ['stɒp 'tɔ:kɪŋ 'nɒnsəns || aɪ 'bet ɪts 'tru: ||]
- ['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!<br>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?<br>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.**

- I have already bought everything for the party.
- Wait for me. I'll be ready in a minute.
- Let's have a picnic tomorrow.
- Your sister is a born cook. Her dishes are delicious.
- 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 sentences.**

1. ['wɒt wəz 'sju:zɪŋ ðu:ŋ | wen ju: 'kɔ:ld ɒn hɜ: ʌjestəd || ʃi: wəz ʌn tɪŋ || 'waɪt wɒznt ʃi 'raʊtɪŋ ðə ,kɒmpəʊzɪŋ || ʃi: həd tə ʌfɪnɪʃ t əz fɑ:r əz a rɪmembə ||]

2. ['wɛə dɪd ðe ʌsi: hɪm || ðe 'sɔ: hɪm ɒn ðə ʌpɑ:k || hi: wəz həvɪŋ ə ʌwɔ:k | ʃwɒznt hi: || ʌjes | hi: wəz ɒn'dʒɔɪŋ ðə 'naʊs 'sʌmər ʃi:vnɪŋ | ɒn ðə 'kʌmpən əv ðə 'klʊs ʌfrendz ||]

3. ['wɜ: ju: 'steɪŋ ət ʃhʊm ðə hʊl de ɒn sætəd || ʌʃvə | t wəz 'reɪnɪŋ frəm ↑ɜ:l ʃmɔ:nɪŋ | tɪl 'leɪt ət ʌnaɪt ||]

**Exercise 5. Read the sentences.**

1. ['hu: wɪl 'si: ʌnætəl tənaɪt || ʌtʃels wɪl || ʃi: wɪl bi: 'mi:tɪŋ hɜ:r ət ʌsevn ||]

2. ['dʊnt 'kɔ:l ɒn mi: 'nekst ʌsʌnd || a wɪl bi: 'vɔzɪtɪŋ mɑ ʌgræn || 'wɪl jɔ: 'brʌðə bi: 'vɔzɪtɪŋ 'græn ʃtu: || ʌnʊ | hi:l bi: prɒ'pɛərɪŋ fə hɪz 'fɑnəl 'test ɒn ʌŋglɪʃ ||]

3. ['lets 'gʊ ʌʃpɪŋ təgeðə || 'ðæt ɪz ə 'greɪt 'aɪdɪə || 'wɛə ʃəl wi: ʌmi:t || 'lets 'mi:t ət ðə ʌʃpɪŋ sentə || aɪl bi: 'weɪtɪŋ fə ju: ət ði: 'entrəns ət ʌlevn ||]

**Exercise 6. 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 7. 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 8. 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 9. 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' one 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 there a chicken. 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

#### 1. shop n.

1) крамниця,  
магазин [= store  
American English]

*toy/ pet/ shoe/ gift etc*  
**shop**

*Her brother runs a pet shop.*

*to wander/ browse*  
**around the shops**

*I spent a happy afternoon wandering around the shops.*

**corner shop** – a small shop near houses, that sells food and other things needed every day

*Jason hurried to the only corner shop in the neighbourhood to buy fresh vegetables.*

2) майстерня;  
ательє

*to talk shop* – to talk about things that are related to your work, especially in a way that other people find boring

*a bicycle repair shop*

*It is not polite to talk shop at table.*

**to shop** v. – ходити по магазинах,

*to shop for*

*I usually shop for vegetables in the market.*

робити покупки

**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

*Late-night shopping is becoming very popular.*

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

*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.*

*He had a violent coughing fit.*

**by fits and starts** – час від часу, несистематично

*He studied by fits and starts.*

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

**to be fit (for)**

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

бадьорий

### 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) шукати

*to look for*

*I looked everywhere but Jimmy was nowhere to be found.*

*Could you help me look for my contact lens?*

3) 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

*to look through sth* – переглядати, передивлятися [= go through]

*I've looked through all my papers but I still can't find the contract.*

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

*Look the word up in your dictionary.*

### 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 – *to complain to sb about* Residents are complaining to the

скаржитися	<i>sth</i>	<i>police about heavy traffic in the area.</i>
	<i>to complain of sth</i> – to say that you feel ill or have a pain in a part of your body	<i>Dan often complains of severe headaches.</i>
<b>6. to stand sth (stood, stood) –</b> [usually in questions and negatives] витримувати, виносити, переносити, терпіти, миритися [= can't bear]	<i>one can't stand sth</i> <i>one can't stand (sb/ sth) doing sth</i>	<i>I know he can't stand the sight of me.</i> <i>I can't stand people smoking around me.</i>
<b>7. to be (was/ were, been)/ get (got) used to (doing) sth</b> – звикнути до чого-небудь		<i>I do the dishes every day, so I'm used to it.</i>
<b>8. to lose (lost, lost)</b> 1) загубити, втратити 2) програти	<i>to lose one's way</i>	<i>I've lost the tickets for tonight's show.</i> <i>I lost my way in the huge park.</i> <i>They played so badly they deserved to lose.</i>
<b>9. fashion – мода</b>	<i>fashion for</i>  <i>fashion in</i>  <i>to come into fashion</i> <i>to go out of fashion</i>  <i>to be in/ out of fashion</i>  <i>fashion conscious</i> – concerned about	<i>The fashion for "discovery methods" of learning was returning at that time.</i> <i>The science of photography changed fashions in art.</i> <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> <i>Hats are in fashion again this year (= they are fashionable). Grey is out of fashion now.</i> <i>Teenage girls are often very fashion conscious.</i>

	wearing the latest fashions		<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>
	<b>parrot-fashion</b> – without understanding the meaning of what one has learnt, is saying, etc.		<i>Strong colours are very fashionable at the moment.</i>
<b>fashionable</b> – модний (Ant. <b>unfashionable</b> )	<b>it is fashionable (for sb) to do sth</b>		<i>It suddenly became fashionable for politicians to talk about green issues.</i>
	<b>old-fashioned</b> – 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		<i>She wears really old-fashioned clothes!</i>
<b>10. comfortable</b>	<b>comfortable chair/ room/ clothes etc</b>		<i>Wear loose, comfortable clothes.</i>
1) зручний; комфортабельний; затишний			
2) задоволений, спокійний, який почуввається зручно	<b>to be/ feel comfortable with</b>		<i>I was so comfortable and warm in bed I didn't want to get up.</i>
<b>comfort n.</b>	<b>to be built/ made/ designed for comfort</b>		<i>She's never felt very comfortable with men.</i>
1) комфорт, затишок; благополуччя, гарні умови (життя)			<i>All our sports shoes are designed for comfort and performance.</i>
2) заспокоєння, спокій; відпочинок			
	<b>to give/ bring/ provide/ offer comfort</b>		<i>Whenever he was upset, he would turn to her for comfort and advice.</i>
	<b>to take comfort from/ in (doing) sth</b>		<i>The knowledge that Clara was safe gave him some comfort.</i>
3) розрада, підтримка	<b>be a comfort (to sb)</b>		<i>You can take some comfort in the fact that you did your best.</i>
Ant. <b>discomfort</b>			<i>Louisa's been a great comfort to me since Mary died.</i>
			<i>If the exercise causes discomfort,</i>

**comforting** –  
заспокійливий  
**to comfort** –  
втішати,  
заспокоювати

*stop immediately.*  
*It's comforting to know I can call my parents any time.*  
*He wanted to take her in his arms and comfort her.*

## 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 give 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. Make a detailed description of Cindy's new cardigan.**

**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) не можливо 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 on page...**

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

### 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 you 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 fits.
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 the 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 encyclopedia 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.
10. The earrings ... her eyes.
11. The new hairstyle really ... her.
12. The uniform ... her perfectly.
13. The jacket's fine, but the trousers don't ... .
14. I work part time, which ... me fine.
15. I can't find clothes to ... me.
16. All the chairs ... .
17. You don't have to ... your lipstick exactly to your outfit.
18. The doors were painted blue to ... the walls.
19. I'm looking for a rug to ... my bedroom curtains.
20. Blue ... you. You should wear it more often.
21. That jacket ... well.
22. Dark colors ... her best.

23. In the lounge everything ...; the curtains, the sofa, the carpet and the cushions.
24. This lipstick ... your blouse exactly.
25. I tried the dress on but it didn't ... .
26. 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 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 fit 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 show?
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 походила 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 комірцем? – 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 підошві 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 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 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 ... 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, cashdesk, 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 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?

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

P: Have you been at the grocery?

St: 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.

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

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

St: 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 yogurt, 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 a 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 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 words combinations to make up questions. Address your partner with these questions. Find out the details.**

**Model:** *to throw the party – Do you usually throw the party to celebrate your birthday? When did you throw the 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:**

hit-and-miss, part and parcel, pick and choose, chip and pin device.

**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 племянника та навіть товста кухонна книга. До того ж, я ще планую зробити покупки у кондитерському відділі. Боюсь, що не зможу розплатитися за усе це – в мене немає при собі стільки готівки. Мабуть, доведеться розраховуватися кредитною карткою.
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. 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 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 articles to buy.

**Exercise 2. 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 human 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. Shopping by the Internet 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 3. 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 4. 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 5. 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 form 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 shop? Why?

### While reading

- 2.1. Read the text and fill in the gaps with the phrases from the text. Two of them are extra.

### Caged

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 humor 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\_\_ .

*by L.E. Reeve*

- 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 gray of the wintry city.

### **After reading**

3.1. 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?

3.2. Retell the text in indirect speech.

3.3. Dramatize the talk between the shopkeeper and the customer.

3.4. 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?

### 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.

### 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>

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?
- How might this experience end?



**Exercise 2. Read the paragraph and answer the questions.**

1. Why didn't the narrator like Christmas shopping?
2. Was the narrator's experience of doing Christmas shopping this year different from his experience?
3. What did he do after he set off on his shopping tour?
4. 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<sup>d</sup> 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 to 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 of the story 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 aisles 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.

<b>Words showing order of events</b>	<i>once, first (second, third, etc.), next, then, later, after that, after a while, as soon as, soon, afterwards, finally</i>
<b>Words showing simultaneous events</b>	<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?*) \_\_\_\_\_

(*What did you feel?*) \_\_\_\_\_

(*How did you feel during the experience?*) \_\_\_\_\_

Concluding sentence

(*What kind of experience was it? How did 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 concluding 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 her food before Christmas.

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

## UNIT 6

**PHONETICS:** Intonation of Composite Compound Sentences.

**TOPIC: SEASONS**

**TEXTS:** Text 1. Going Out. Text 2. Four Seasons in the Carpathians.

## 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 a↘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 twice making them sound**  
**a) semantically independent;**

**a) 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**

**a) semantically independent;**

**b) 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.
6. The heat is oppressive.

**Exercise 3. Read the sentences in the *Past Perfect Tense*, mind the auxiliary verb *to have* in past.**

1. [ˈhæd ˈmæərɪŋ ʃɪnɪŋ kli:nɪŋ hɜː ru:m bɑː ten || ˈjes | ʃɪ· həd ˈdʌn ˈevrɪθɪŋ bɑː ðæt taɪm || ˈzʊ ˈnɜːv | ʃɪ· ˈhædnt ˈwɔ:təd ˈɪndɔː ˈplɑ:nts ||]
2. [wiː ˈpʊt ˈɒf əvə ˈpɪknɪk ɪn ðə ˈwʊd tʊl ˈnekst ˈwi:k | əz ɪt həd ˈreɪnd ˈhevɪl ət naɪt | ənd ɪt wəz ˈrɑ:ðə ˈwet əvtsaɪd ||]
3. [ˈemɪl həd ˈnʌθɪŋ tə ˈraɪt wɒð | ʃɪ· həd ˈleft hɜː ˈpen bɪ ˈhɑ:nd || ˈnɜːv | ʃɪ·z ˈsɜː əbsənt ˈmaɪndɪd ||]

**Exercise 4. Read the sentences with the sequence of tenses, mind your intonation.**

1. [aɪ ˈnju: ðeɪ ˈlʌvd ˈsɪtɪŋ ɪn ˈfrʌnt əv ðə ˈfæəpleɪs | ɒn ˈglu:m ˈɔ:təm ˈdeɪz ||]
2. [ˈtʊməs ˈtʊld miː hiː wəz ɪn ˈdʒɔɪnɪŋ ə ˈbjʊ:tɪfʊl ˈwɪntə ˈlændskeɪp | aʊt əv hɪz hɜːtelru:m ˈwɪndz ||]
3. [hiː əˈnʌnst hiː həd ˈfɪnɪŋt ðə əksˈperɪmənts wɒð ˈɛksələnt rɪˈzʌlts ||]
4. [ˈevrɪbɒd wəz ˈʃʊð ðə ˈweðə wəd ˈtʃeɪndʒ fə ðə ˈbetə | əz ɪt wəz ˈklɪərɪŋ ˈʌp ˈræpɪd ||]
5. [ˈlets ˈgʊv tə ðə ˈpɪktʃəz təmɔːrɜːv naɪt || ˈduː juː ˈθɪŋk ˈkeɪt wɪl ˈdʒɔɪn əs ˈtuː || ˈnɜːv | ʃɪː ˈsed ʃɪː wəd biː ˈwɜ:kɪŋ ɪn ðə ˈlɑːbrərɪ ðə ˈhɜːv ˈiːvnɪŋ ||]

**Exercise 5. Practise the sounds in the following words.**

- [ɪə] – disappear, clear, fear, experience, cheerful, idea, dear;  
 [ɛə] – air, bear, hare, scarcely, care, unbearable, airport, there;  
 [və] – 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 6. 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 day, to our great surprise, was splendid.

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

**Exercise 7. 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 8. 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. Weeds want no sowing.
7. 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.
8. When clouds appear like rocks and towers,  
 The earth is refreshed by frequent showers.
9. 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.
10. No weather is ill if the wind be still.
  11. Rain before seven, fine before eleven.
  12. 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 “Seasons and weather”?



**Exercise 2.**

**A. Listen to the conversation in which people discuss the 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

- Why don’t we go out, Wendy? You look pale and exhausted.

- I can't. I must finish the report. The monitor said we must present it the following week.
- 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**.
- 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**.
- 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.
- OK. Let's **make hay while the sun shines**. The weather is very **changeable** in spring, you know.
- Well, where shall we go then?
- What about going to the park? Ann **boasted of** the photos she had taken at the flower exhibition there. It's **breathtaking 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 presented 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

<b>Word and its derivatives</b>	<b>Collocations</b>	<b>Examples</b>
<b>1. to go out (went, gone)</b>		<i>Are you going out tonight?</i>
1) вийти з дому, піти куди-небудь	<i>to go out for</i>	<i>We went out for a meal and then on to a movie.</i>
2) мати романтичні стосунки	<i>to go out with</i>	<i>Tina used to go out with my brother.</i> <i>They've been going out for two years now.</i>
3) гаснути		<i>Suddenly the light went out.</i>
<b>2. to set (set, set) – ставити, поміщати, класти</b>	<i>to set in</i> – наставати, встановлюватися, починатися	<i>Winter set in early this year.</i>
	<i>to set off</i> – відправлятися, рушати в дорогу	<i>I'll set off early to avoid the traffic.</i>
	<i>to set out</i> – вирушати в дорогу	<i>Kate set out for the house on the other side of the bay.</i>
	<i>to set out on a journey/ drive/ voyage etc</i>	<i>The band are setting out on a European tour in March.</i>
<b>3. to put (put, put)</b>		<i>He put the coffee on the table.</i>
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>I don't want to put you in danger.</i> <i>The long delay had put us all in a bad mood.</i>
	<i>to put sb in charge etc</i> – призначати (на яку-небудь посаду, роботу)	<i>His boss resigned and Murphy was put in charge.</i>
3) виражати, висловлювати, формулювати (думки,		<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</i>

зауваження);  
перекладати  
іншу мову)

(на

(=express) how I feel now.

*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

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

**to put sth aside** – відкласти

*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

*Put those heavy bags down for a minute.*

2) записати

*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

*He had no previous experience*

1) досвід роботи ( <i>uncountable</i> )	<i>experience of/ in/ with</i>	<i>of managing a farm.</i> <i>I had some experience in fashion design.</i>
	<i>to gain/ get experience</i>	<i>They can gain some experience working in the library.</i>
2) життєвий досвід ( <i>uncountable</i> )	<i>in sb's experience</i>	<i>In his experience, women did not like getting their feet wet and muddy.</i>
	<i>to know/ learn/ speak from experience</i>	<i>Being a parent isn't easy, as I know from experience.</i>
	<i>personal/ previous/ past/ memorable/ unforgettable experience</i>	<i>From personal experience, she knew and understood the problems of teenagers.</i>
3) випадок, пригода ( <i>countable</i> )	<i>experience of/ with</i>	<i>Parachuting is quite an experience.</i> <i>This was my first experience of living with other people.</i>

## 5. foot (pl. feet)

- 1) кінцівка, ступня
- 2) фут (about 30 centimeters)
- 3) нижня частина, підніжжя

*the foot of a mountain/ cliff etc*

*on foot* – йти пішки

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

*to have two left feet* – бути незграбним

*My foot hurts.*

*He's six feet tall, with blonde hair.*

*He walked to the foot of the stairs.*

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

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

*Jennifer put her feet up after the strenuous working day.*

*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*

*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*

	<i>sth</i>	<i>mouse.</i>
	<i>to change drastically/ radically/ profoundly etc</i>	<i>Attitudes towards smoking are gradually changing.</i>
2) змінити	<i>to change your mind</i> – to change your decision, plan, or opinion about sth	<i>She changed jobs in May. Her father tried to get her to change her mind.</i>
3) перевдягатися		<i>Francis came in while Jay was changing.</i>
4) розміняти		<i>Can you change a £20 note?</i>
5) зробити пересадку	<i>to change at</i>	<i>Passengers for Liverpool should change at Crewe.</i>
	<i>to change trains/ buses/ planes etc</i>	<i>I had to change planes in Denver.</i>
<b>change n.</b>		<i>Scientists worry about climatic change.</i>
1) зміни		<i>The car needs an oil change.</i>
2) заміна	<i>for a change</i> – sth is happening that usually does not.	<i>He ordered rice with meat for a change.</i>
3) здача		<i>Here's your change, sir.</i>
<b>7. dangerous</b>		<i>Thunderstorms are dangerous.</i>
1) небезпечний	<i>dangerous for</i> <i>dangerous to</i>	<i>The crumbling sidewalks are dangerous for old people. The virus is probably not dangerous to humans.</i>
	<i>highly/ very dangerous</i>	<i>The aircraft caught fire, a highly dangerous situation.</i>
2) ризикований	<i>dangerous ground/ territory</i> – a situation or subject that could make someone very angry or upset	<i>The business is in a dangerous financial position. Teachers can be on dangerous ground if they discuss religion.</i>
<b>8. shelter n.</b>		<i>They are in need of food and shelter.</i>
1) дах, житло		<i>We reached the shelter of the caves.</i>
2) укриття	<i>shelter of</i> <i>in/ into/ under etc the shelter of sth</i>	<i>They were standing under the shelter of a huge tree.</i>

	<i>shelter from</i>	<i>An old hut gave shelter from the storm.</i>
3) притулок	<i>shelter for</i>	<i>There was no place for her to go but to a shelter for battered women.</i>
<b>shelter v.</b>		<i>Collins was arrested for sheltering enemy soldiers.</i>
1) дати притулок; укривати	<i>to shelter sb/ sth from sb/ sth</i>	<i>Plant herbs next to a wall to shelter them from the wind.</i>
2) укритися, сховатися	<i>to shelter from</i>	<i>We sat in the shade, sheltering from the sun.</i>

### **9. to hit (hit, hit)**

1) ударяти	<i>to hit sb/ sth with sth</i>	<i>The robbers hit him over the head with a baseball bat.</i>
2) вражати, ранити		<i>He was hit by a car.</i>
3) ударятися		<i>The ceiling's low, so be careful you don't hit your head.</i>
	<i>to hit sth on/ against sth</i>	<i>She slipped and hit her head on the sidewalk.</i>
	<i>to hit home</i> – if a remark, criticism etc about you hits home, you realize that it is true	<i>Graham didn't reply, but she could see her words had hit home.</i>

### **10. to last**

1) тривати	<i>to last for/ until/ through etc</i>	<i>The hot weather lasted for the whole month of June.</i>
	<i>to last an hour/ ten minutes etc</i>	<i>Each lesson lasts an hour.</i>
2) продовжуватися, зберігатися (у гарному стані)		<i>This good weather won't last.</i>

## **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 appear 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 out.**

**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) підійматися; 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. 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 the 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 ... 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 йшли 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 настрої, 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 the first of September.
8. It never slets 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 roof 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 describe 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, to 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.

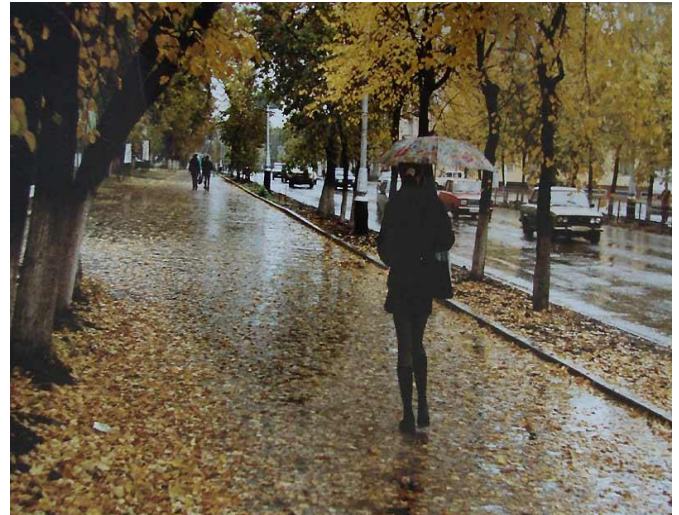


It is a ... day in ... . I believe it is ... , so it is quite ... and ... . The sun is ... , it is going to be a ... day. The sky is ... The temperature is ... . As far as I can see the weather is ... . The air is ... , greenery ... , the grass ....

**B**



**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 впав 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 bandied 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. 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 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 2. 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 the nature in each season.
6. Tell your partners about the holiday which was spoilt by 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 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 3. 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 4. 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 5. 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

### TEXT 1

#### THE CLIMATE OF ENGLAND

##### Before reading

1. They say that in Britain there is no climate, there is only weather. Why?

##### While reading

2. Read the text. Four sentences have been removed from the text. Choose from the sentences A–E the one which fits each gap. There is one extra sentence which you don't need to use.

A. Because of its climate, England is a land of gardens and flowers.

B. As it is rarely covered with snow, it grows well and does not spoil even when people walk on it.

C. In London sunshine lasts from six to seven hours a day in summer.

D. Only rarely is the fog so thick that all traffic comes to a standstill.

E. Planning summer holidays is not easy.

There are many jokes about the English climate, because it is very changeable. At no time of the year can one really count on the weather being fine, rainy, warm or cold. On the whole, English climate is moderate, and over recent years the winters have rarely brought snow. There is sometimes mild frost in winter and early spring, but it occurs at night, and quickly disappears after dawn. Occasionally there is frost in late spring, and it may kill young flowers on fruit trees. There is usually plenty of rain to keep the grass green all the year round. (1)

\_\_\_\_\_.

The seasons do not differ too much, one turns gradually into another. (2) \_\_\_\_\_ . Spring flowers bloom from February, many grow in the parks and public gardens.

(3) \_\_\_\_\_. It may be hot in June one year but it may be reverse the next year. In fact, people in England cannot be sure of getting a really sunny holiday in England, even though there are so many lovely beaches round the coast. Therefore, those who can afford it may go to the south.

It is hard to convince foreigners that England is not always in the grip of a thick blanket of fog. It is true that fog is frequent, but not to the extent that some believe. Nowadays English homes are heated by gas or electricity, or have central

heating, and those that burn coal in open fires, must use the smokeless coal. So when there is fog, it is not made thicker by smoke, and lifts away much more quickly.

(4) \_\_\_\_\_. Such fog, called "pea-soupers", is very bad for people's lungs.

*(From "English")*

### **After reading**

3. What do you like/ dislike about the climate of England?

## **TEXT 2**

### **WEATHER SIGNS. TRUE OR FALSE?**

#### **Before reading**

1. For hundreds of years people have accumulated weather lore. Do you believe that there are signs in nature that may predict the weather? What are they? Is weather lore reliable?

#### **While reading**

2. Read the text. The following signs have been removed from the text. Find their places in the text.

1. "Rainbow in the morning gives you fair warning."
2. "Mare's tails and mackerel scales make tall ships take in their sails."
3. "Clear moon, frost soon."
4. "A year of snow, a year of plenty."
5. "When the stars begin to huddle, the earth will soon become a puddle."
6. "Red sky at night, sailor's delight. Red sky in the morning, sailor takes warning."
7. "Halo around the sun or moon, rain or snow soon."

People have been forecasting the weather for centuries. They once looked to plants and animals for hints about what the weather would do. For example, before it rained, some people often observed that ants moved to higher ground, cows lay down, pine cones opened up, frogs croaked more frequently, and sheeps' wool uncurled. Over the years, people began to notice other natural clues to upcoming weather, and several weather "sayings" grew up over the years.

When looking at weather proverbs, keep this in mind: they are usually based on someone's observations and not on scientific studies. Because climates and weather patterns differ throughout the world, a weather proverb based on observations in one location may not be valid in another location. Some proverbs arose simply from coincidence, not weather patterns, and therefore may seldom hold true. But under certain circumstances, some proverbs do hold up to science. Here are some that, under the right circumstances, have proven valid.

#### **A.**

This one has been around a long time. In fact, compare it with this Biblical passage from Matthew 16:1-3: "When evening comes, you say, "It will be fair weather, for the sky is red," and in the morning, "Today it will be stormy for the



sky is red and overcast.” You know how to interpret the appearance of the sky, but you cannot interpret the signs of the times.”

When the western sky is especially clear, there is often a red sunset. That’s because as the sun sets, its light shines through much more of the lower atmosphere, which contains dust, salt, smoke and pollution. These particles scatter away some of the shorter wavelengths of light (the violets and blues), leaving only the longer wavelengths (the oranges and reds). If an area of high air pressure is present, the air sinks. This sinking air holds air contaminants near the earth, making the sunset even redder than usual. This would be the “red sky at night.” In the middle latitudes of the northern hemisphere, weather systems most often approach from the west. Since high pressure generally brings fair weather, this type of red sky at sunset would indicate that clear weather is approaching, which would "delight" a sailor. If the sky is red in the eastern morning sky for the same reasons as above, then the high pressure region has most likely already passed from west to the east, and an area of low pressure may follow. Low pressure usually brings clouds, rain or storms, a warning for sailors.

**B.**

A mackerel sky refers to cirrocumulus clouds, which often precede an approaching warm front, which will eventually bring veering winds (changing from northeast and east over to southwest and west) and precipitation.

**C.**

If the atmosphere is clear, the surface of the earth will cool rapidly as heat is radiated away at night. There is no "blanket" of clouds to keep the heat that the ground absorbed during the day from radiating back up into space. If the temperature is low enough on these clear nights and there’s no wind, frost may form.

**D.**

A continuous covering of snow on farmland and orchards delays the blossoming of fruit trees until the season of killing frosts is over. It also prevents the alternate thawing and freezing which destroys wheat and other winter grains.

**F.**

The halo around the sun or moon is a layer of cirrus clouds made of ice crystals. These ice crystals act as tiny prisms, forming a white or sometimes colorful halo around the sun or moon. This cirro-stratus cloud often indicates an approaching warm front and an associated area of low pressure. Rain or snow will not always follow, but there is a higher probability of it after a halo is seen, and the brighter the circle, the greater the probability.

**G.**

In the morning, when the sun is in the east, the shower and its rainbow are in the west. As the weather in the mid-latitudes of the northern hemisphere moves mostly from west to east, the morning rainbow indicates that rain is moving from the west toward the observer.

**H.**

When clouds increase, whole areas of stars may be hidden by clouds with groups of stars, still in the clear sky, seem to huddle together. The clouds are increasing, so the chance of rain is increasing too.

A final note. Most of these natural forecasting methods are for the short range. Most long-range proverbs have no meteorological basis, including the legend of the ground hog.

### **After reading**

3. Speak on the weather signs you believe. Support your answer with examples from your experience.

## **TEXT 3**

**Read the article and answer the following questions.**

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

## **WEATHER**

by **Mike Rayner**

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

### **The effects of weather**

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

“I'm feeling a bit under the weather” is a common complaint in Britain, especially on Monday mornings, and it seems that weather really can be responsible for moods.

Studies have shown that changeable weather can make it hard to concentrate, cloudy skies slow down reflexes, and high humidity with hot, dry winds makes many people irritable and snappy.

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

### **What causes changes in the weather?**

If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the weather is controlled by systems which move around areas of the globe. In the UK the weather depends on depressions, often called “lows”, and anticyclones, also known as “highs”.

These systems start in the Atlantic Ocean, and make their way across the

British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind.

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

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

### **Can we predict the weather?**

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

Red sky at night, shepherds' delight; red sky in the morning, shepherds' warning

Ash leaf before the oak, then we will have a summer soak;

Oak leaf before the ash, the summer comes without a splash;

Flies will swarm before a storm;

Rain before 7, clear by 11.

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

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

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

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

### **Extreme weather**

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

While most of us try to avoid extreme weather, some adventurous souls

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

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

## Text 4

### 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 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.



(<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. Read the paragraph for the second time and answer the questions.**

**A**

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. concluding statement
- d. clarification (result/solution) 1, 2, 3

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

<b>Problem</b>	<b>Explanation/ example</b>	<b>Result</b>	<b>Solution</b>
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.**

<b>Function</b>	<b>Linking words/phrases</b>
Introduce the problem	<b>Firstly,</b>
Express effect/result	<b>Therefore, as,</b>
Express reality	<b>Actually,</b>
Emphasize what you say	<b>Obviously,</b>
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. *should*
2. *you are supposed to*
3. *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. 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.**

**Exercise 12. 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 rough draft. Include the information about potential problems, their results and solutions.**

**B. Exchange your rough drafts with your partner. Edit and revise your partner’s rough 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 rough draft, and revise it if necessary.**

## UNIT 7

**PHONETICS:** Intonation of Composite Complex Sentences with Attributive Subordinate Clauses.

**TOPIC: PLACES**

**TEXTS:** Text 1. A Letter. Text 2. Finding the Way.

### 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 composite complex sentences with 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. Read the sentences with the verbs in the *Future Perfect Tense*, pay attention to the auxiliary verb *to have* in future.**

1. [ʃi:l hæv r'ʌtʃ:nd 'hʌv m ba ðə 'tɑ:m t b'g'nz \re'nŋ | \wʌvnt ʃi: || əv \kɔ:s || ʃi: kæn 'wɔ:k 'ver \fɑ:st \r'əl | 'sʌv ʃi: 'wʌvnt 'get 'wet \θru: ||]
2. ['sæm w'ɪl 'nɒt hæv 'pɑ:st hɔz ŋ'g'zæmz ba ði: 'end əv ði: ŋ'g.zæm'neʃn \p'ər'əd || hi:l hæv tə 'te:k ðəm ə'ge'n | wen hi: hæv pr'p'æd \wel ||]
3. [wi: məst 'hʌr \ʌp dʒe'n | a'm ə'fre:d wi: 'fɑ:nt hæv 'gɒt tə ðə 'steʃn b'fɔ: əv 'tre'n \li:vz ||]

**Exercise 4. Read the sentences with the verbs in the *Passive Voice*, pay attention to the auxiliary verb *to be* in stressed and unstressed positions and Participle II.**

4. ['ðs 'bʊk ŋz 'r'ɪn ba ə'v'fe'məs ə'mer'kən \rɑ:tə || \jes | ts 'r'ɪn ba 'mɑ:k \twe'n əz fɑ:r əz a r'membə ||]
5. ['wen wɜ: 'ðʌvz \ska'skre'pəz b'ɪt || ðe wɜ: 'b'ɪt 'nɒt 'lɒŋ ə'gʒv || ðe α: 'me:d əv 'sti:l ənd \glɑ:s ||]

6. [ˈðɒs rekrɪ'eɪn 'pɑ:k wɒl biː 'vɒzɪtɪd bɑː ↑men ʌsɪt dweləz | ˌwʒʊnt ɪt || 'jes ɪt ʌwɒl || 'nɜ:v ˌdaʊt | ɪt wɒl biː 'ver ʌpɔ:pju:lə wɒð ðəm ||]
7. [ðə 'mænzɜː rɪ'maʊndɪd ðə 'mi:tɪŋ wəd biː 'held ðə 'fɒlɜ:vɪŋ ʌwi:k ||]
8. [ˈdʒʊnt 'spi:k ɪn ə 'laʊd ʌvɔ:s || ðə mju:'zəm ɪz biːŋ 'vɒzɪtɪd bɑː ə 'gru:p əv ʌtvərɪsts | ənd ðeɪ 'wʒʊnt biː 'eɪbl tə 'həð ðə 'gɑːdz stɔ:r ||]
9. [wen ə 'keɪm ˌhɜ:m | ə 'smelt 'sʌmθɪŋ ʌbɜ:nɪŋ || ðə 'nju: 'dɪʃ wəz biːŋ 'kʊkt bɑː mɑː ʌsɪstə ||]
10. [ðiː 'ɑ:tɪkl 'hæznt biːn trən'sleɪtɪd tə ðiː ʌend ˌjet | bət ə 'greɪ 'di:l əv 'wɜ:k həz ɔ:l'reɪd biːn ʌdʌn ||]
11. ['hæv juː 'fɪnɪʃt jɔː rɪˌpɔ:t || ɪt həd biːn 'fɪnɪʃt bɑː ðiː 'end əv ðə 'lɑ:st ʌwi:k ||]
12. ['ɔ:l ðə 'terɪtərɪ əraʊnd əvə 'sku:l wɒl həv biːn 'peɪvd bɑː ðə 'fɜ:st əv səpˌteɪmbə ||]
13. [mɑː 'frendz 'daʊtɪt ɪf ðə ↑best 'sɑ:ts əv 'rɜ:m wəd həv biːn 'si:n bɑː 'fraɪd ʌmɔ:nɪŋ ||]

### Exercise 5. 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 6. Read the words and phrases with some phonetic phenomena.

**a) observe two word-stresses (the secondary and the primary) in poly-syllabic 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) ʌhouse, a 'picturesque ʌdistrict, 'well-known ʌlandmarks, a 'highly-developed ʌcity.

### Exercise 7. 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 8. 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	Collocations	Examples
<b>1. time</b>		
1) час, період часу	<i>a long/ short/ limited time</i> <i>a long time ago</i> <i>after a long time</i> <i>it took him a long time to do it</i> <i>at the/ that/ time</i> <i>free/ spare time</i> <i>in 10 days'/ five years'/ a few minutes' etc</i> <i>in time</i> – before the time by which it is necessary for something to be done <i>on time</i> – at the correct time or the time that was arranged <i>Time flies.</i> <i>have a good/ great/ lovely etc time</i> – enjoy yourself	<i>The flight to Boston arrives at 1.15 pm local time.</i> <i>We stopped for a short time to rest.</i> <i>I first met Jennifer a long time ago.</i> <i>It took them a long time to do the city.</i> <i>He was busy at that time.</i> <i>He writes poetry in his spare time.</i> <i>He has an appointment with the doctor in two days' time.</i> <i>Will you be able to finish it in time?</i> <i>Jack was worried about whether he'd be able to get there on time.</i> <i>Time flies when you're having fun.</i> <i>Did you have a good time at the party?</i> <i>Julie went to a wedding at the weekend and had the time of her life (=enjoyed herself very much).</i> <i>Sound travels four times faster in</i>
2) раз	<i>five/ ten/ many etc times</i>	

*water than in air.*

***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

*Nine times out of ten she's right.*

**2. to impress** –  
справляти  
враження,  
вражати

***to impress sb with/ by sth***

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

*One candidate impressed us with her knowledge.*

***favourably impressed***

*I think the chief exec was favourably impressed by your presentation.*

**3. worth** –  
вартий, що  
заслуговує (чого-  
н.); що має  
значення

***to be worth (doing) sth***  
***worth a trip/ visit etc***  
***worth attention*** – що  
заслуговує уваги

*The film is worth seeing.*

*The local museum is worth a visit.*

*This exhibit is worth your attention.*

***to be worth nothing/ not be worth anything*** – не  
становити собою ніякої  
цінності; нікуди не  
годитися

*It's a very old machine so I don't think it's worth anything.*

***it is not worth mentioning*** – це не  
варте згадування

*This isn't a problem at all. It's not worth mentioning.*

***worth your/ its etc weight in gold*** – very  
useful

*In these mountains, an experienced guide is worth his weight in gold.*

***worth his/ her salt*** –  
doing their job well or  
deserving respect

*Any player worth his salt would love to play for his country.*

***what's it worth (to you)?***  
– *spoken* used  
humorously to ask  
someone how they will  
reward you if you do  
something for them

**4. to admire**

1) захоплюватися

***to admire the way***

*I really admire the way she brings up her kids.*

***admire somebody for***

*Lewis was much admired for his*

2) милуватися	<i>(doing) sth</i> <i>to admire the view</i>	<i>work on medieval literature.</i> <i>We stopped halfway to admire the view.</i>
5. жалкувати	<b>to regret</b> – <i>to regret doing sth</i>  <i>bitterly/ deeply/ greatly regret</i>	<i>I've never regretted my decision.</i> <i>I now regret leaving school so young.</i> <i>It was a stupid thing to do and I bitterly regret it.</i>
6. історичний, який має історичне значення	<b>historic</b> – <i>ancient historic sites/ monuments/ buildings/ meeting/ moment/ event etc</i>	<i>It is a historic moment, he told journalists.</i>
<b>historical</b> історичний, історично достовірний; пов'язаний історією	– <i>places of historical interest</i> з <i>historical evidence/ research/ novel/ context etc</i>	<i>Was King Arthur a real historical figure?</i> <i>And she had said she wanted to see places of historical interest.</i> <i>It is important to look at the novel in its historical context.</i>
7. <b>to run (ran, run)</b>		
1) бігти, бігати	<i>to run down/ up/ to/ towards etc</i>	<i>I ran down the stairs as fast as I could.</i> <i>He was running towards the door.</i> <i>She turned and ran away.</i>
2) керувати		<i>For a while, she ran a restaurant in Boston.</i>
3) ходити, іти, курсувати		<i>The buses don't run on Sundays.</i>
	<i>run across sb/ sth</i> – випадково зустріти кого-небудь, що-небудь, випадково зустрітися з ким-небудь, чим-небудь; натрапити на кого-небудь, що-небудь	<i>I ran across him at a conference in Milan.</i>
	<i>to run into sb</i> – випадково зустріти кого-небудь, натрапити на кого-небудь	<i>Guess who I ran into in town today!</i>
	<i>to run out</i> – вичерпувати запас чого-небудь;	<i>I've got money you can borrow if you run out.</i>

	вичерпуватися (про запаси)		
	<b>to run out of</b>		<i>They ran out of money and had to stop the project.</i>
<b>8. way</b>	<b>the way to/ from/ out etc</b>		<i>Which is the quickest way to the sea from here?</i>
1) шлях, дорога, маршрут			<i>There are several ways through the woods.</i>
	<b>to ask/ tell/ show sb the way</b>		<i>Could you tell me the way to the station?</i>
			<i>Does anyone know the way from here?</i>
			<i>I was afraid of losing my way in the dark.</i>
			<i>Can you find your way back to the car park?</i>
	<b>on sb's way</b>		<i>Want a lift? It's on my way.</i>
	<b>out of sb's way</b>		<i>I live miles out of your way.</i>
2) відстань	<b>some way/ quite a way</b>		<i>She had to park some way from the restaurant.</i>
	<b>a long way off/ away/ ahead etc</b>		<i>A peace settlement now seems a long way off.</i>
	<b>all the way down / across/ through etc</b>		<i>Did you really swim all the way across?</i>
3) метод, спосіб	<b>in a ... way</b>		<i>Look at the way he's dressed!</i>
	<b>(in) this/ that way</b>		<i>Hello,' he said in a friendly way.</i>
	<b>that's no way to do sth</b> – used to tell someone that they should not be doing something in a particular manner		<i>I find it easier to work in this way.</i>
	<b>in sb's (own) way</b>		<i>That's no way to speak to your father!</i>
			<i>I'm sure he does love you, in his own way.</i>
<b>9. to miss</b>			
1) промахнутися; не вцілити; не досягти мети, зазнати невдачі			<i>He fired, missed and loaded again.</i>
2) пропустити; пройти мимо; не помітити, прогледіти;	<b>to miss a chance/ opportunity</b>		<i>It's a huge hotel on the corner. You can't miss it.</i>
			<i>Don't miss the chance to see the breathtaking Dolomite</i>

упустити,  
прогавити  
(можливість); не  
почути,  
пропустити мимо  
вух; не зрозуміти,  
не вловити  
3) пропустити, не  
з'явитися;  
спізнитися, не  
потрапити  
4) скучати;  
відчувати  
відсутність

*Mountains.  
It would be unforgivable to miss  
this opportunity to travel.*

*I'm absolutely starving – I missed  
lunch.  
I overslept and missed the train.*

*She missed her family badly.  
Ben knew he would miss working  
with Sabrina.*

### **10. welcome** adj.

1) бажаний,  
приємний;  
довгоочікуваний  
2) (to) той, що  
має право або  
дозвіл зробити  
що-н.,  
скориставшись  
чим-н.

*to be/ feel welcome*

*The weekend was a welcome  
break from the pressures of work.  
I had the feeling I wasn't really  
welcome.*

*to be welcome to do sth*

*You're welcome to borrow my  
bike.*

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

### **welcome** n.

Ласкаво просимо!

*Welcome to Ukraine!*

## **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 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) проголюватися 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 on page...**

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.**

<i>to impress, historic, to be worth doing, to situate, to see the sight, to go on an excursion, picturesque, guide, residential area, to go by bus, to go on foot, traffic</i>
---

*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) поживлений 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 to 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?**

**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 sight, 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 ... time.
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 deeply ... 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 ... across Wendy in the historical 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. Jully 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 to 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 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 хвиликах 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.*

<b>Park</b>	<b>Rose Lane</b>	<b>Supermarket</b>		<b>Car park</b>	<b>Art gallery</b>	<b>Lilac Lane</b>	<b>Theatre</b>		<b>Bus station</b>	
		<b>Chestnut Street</b>								
		<b>Sports center</b>	<b>Hair dresser's</b>	<b>Cinema</b>	<b>Hotel</b>		<b>Restaurant</b>	<b>Police station</b>		
<b>Café</b>	<b>Bank</b>		<b>Gift and Souvenir shop</b>	<b>Department store</b>	<b>Travel agency</b>					
<b>Tulip Street</b>										
<b>Book shop</b>		<b>School</b>	<b>Library</b>	<b>Chemist's</b>	<b>Medical Center</b>	<b>Museum</b>	<b>Church</b>			

**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 ... can/ could you tell me the way to the ... how do I get to the ... is there ... near here?</i>	<i>please?</i>
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**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 поживлений 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 невістачає 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 недорога. – А де найблища зупинка? – Перейдіть на той бік по підземному переходу та поверніть праворуч. Зупинка за рогом.

## CULTURE CONTEXT

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

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:**

## SPEAKING

### **Exercise 1. 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 wants to find the way to the place (the square, the local museum, the market place, the nearest Chemist's, etc.) he needs.
2. Two people do the town. They share their impressions.
3. Your friend invites you to spend a weekend at her/ his native place. Find out why it is worth doing.
4. Convince your partner that it is better to live in the city (in the countryside). Your partner is against it.
5. Explain to your friend how to get to your native place/ house.
6. You've just returned from Kyiv with some of snapshots of its sights. Tell your friends about those places of interest.

### **Exercise 2. 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 native place.
5. You are going to make a photo album of your native 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 3. 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 4. 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 5. 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.**

## READING

### TEXT 1

#### MY HOME – LOVE IT OR HATE IT!

by Ali Khazan

#### Before Reading

1. Think about your home town. Do you feel positive or negative about it? Make a list of its positive and negative points.

#### While Reading

2. Read Ali Khazan’s essay about his home town and pick up its positive and negative points.

I live in Blackheath in South London. London’s one of the largest and most exciting cities in the world, and there are advantages and disadvantages of living here.

The main advantage is that there’s a lot to do and see. In the centre of London there are tourist attractions like Madam Tussaud’s and the Science Museum, and there are all kinds of parks and historic buildings. I suppose that we don’t always make the most of it. We only visit places like the Tower of London when one of our relatives comes to visit!

Secondly, London is a great place for entertainment. All the new films come here first, and if we want to go to a pop concert or a big sports events, there’s always something right on our doorstep. And of course the shopping is great – there’s everything from department stores like Harrods to Camden Market.

Another advantage of living in London is that you can travel easily and quickly across the city on the underground. And we've got railway stations and airports to take you anywhere in the world.

Lastly, London is truly cosmopolitan. Kids at my school are from lots of different cultures, but that doesn't stop us from being friends. It's good to mix with people from different backgrounds. It stops you from becoming narrow-minded.

But there are some major problems if you live in London. Like most other capital cities, it is noisy, polluted and congested with traffic. The traffic problem is so bad that they have recently introduced a congestion charge for central London. Drivers now have to pay if they want to take their cars to the city center. Hopefully that will improve the situation.

Secondly, things are very expensive here – apparently it's more expensive to live here than to live in any American city. For example, if you go to the cinema in the centre of London it can cost you £12. And to go just one stop on the underground can cost you nearly £1.

But the worst problem about living in London is that, in general, people aren't very friendly. Nobody will talk to strangers or help people in the street if they are in trouble. They don't trust each other, and I think that's because they are scared of becoming victims of crime. London has the highest crime rate in the country.

But in spite of these negative points, I still wouldn't want to live outside of London. It's my home – love it or hate it!

*(From Across Cultures)*

### **After Reading**

3. Write about your home town in the manner of the essay. Make use of the structures in italics.

## **TEXT 2**

### **While Reading**

1. Read the text and answer the questions below.
1. Which three ways of classifying a city are mentioned in paragraph one?
2. What factors did the European Union's study of the state of Europe's cities concentrate on?
3. How many types of city did the study identify?
4. What is an international hub?
5. What is a specialized pole?
6. What is a regional pole?

## **CATEGORISING EUROPE'S CITIES**

There are lots of different ways of classifying cities and lots of studies have been done. Some studies concentrate on how big cities are, on economic factors like how expensive a city is, others on how many artists or musicians work in the city. There are hundreds of factors that can be studied.

Recently, the European Union commissioned a study to find out about the present state of Europe's cities. The study concentrated on the size of the cities' populations as well as economic and financial factors. The researchers decided to categorise Europe's cities into three main types: international hubs, specialized poles and regional poles.

- International hubs are big cities with an international reputation, like London or Barcelona.
- Specialized poles are big cities with an important role in the national economy, and sometimes in the global economy, like Cardiff in the UK or Zaragoza in Spain.
- Regional poles are small to medium-sized cities that have an important place in their region or province.

### **After Reading**

2.1. Can you match the city types with the definitions?

- 1) established capitals
- 2) re-invented capitals
- 3) knowledge hubs

A

Cities with an important role in the global economy – important centres for international trade, industry, business and finance. E.g. Lyon, Stockholm.

B

Usually the national capital, lots of organisations have their headquarters in these cities. They are also the centres of national administration and public services. E.g. Madrid, Rome.

C

These cities are important in their national economies – as well as in the global economy. Usually these cities have moved on from an industrial past to modern economic activities. They are often in Eastern European countries; the most recent members of the European Union. E.g. Prague, Warsaw.

2.2. Here is a list of international hubs. Which subtype do you think they belong to?

- Helsinki
- Cardiff
- Edinburgh
- Lisbon
- Bucharest
- Belfast
- Budapest
- Madrid
- Tallin
- Dublin
- Vienna
- Berlin
- Sofia

### TEXT 3

## Town or Country Mouse?

By John Russell

#### Before reading

1. What is better: to live in a town or in the country?
2. What do you know about Aesop's famous tale about the town and the country mouse?
3. Explain the title of the text.
4. What may a modern version of this story be like?

#### While reading

1. Read and say
  - what the features of the civilized lifestyle of the town are;
  - what the features of the quiet lifestyle in the country are.
2. Discuss your versions, find positive and negative features of city and country lifestyles.
3. Read the text again, fill in the chart.

Town		Country	
+	-	+	-

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.

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**

1. What things make us feel civilized?
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.*

	<b>city life</b>	<b>country life</b>
Buildings		
Transport		
Entertainment		
Features		

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**

1.1. 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.

1.2. 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. 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 with your partner, 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.listenamminute.com/d/directions.html>).
4. Town or country mouse? (Available at: <http://learnenglish.britishcouncil.org/en/magazine/town-or-country-mouse>).
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?**



A.



B



C

Turn to page 169 to find out the answer to exercise 1.

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 below or turn to page //// to find out the answer to exercise 2.

<https://www.gfmag.com/global-data/non-economic-data/best-cities-to-live>

**Exercise 3. 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 4. 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). **Also** 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 5. Choose the correct heading for each paragraph.**

Advantages

Introduction

Conclusion

Disadvantages

**Exercise 6. Find examples of logical links in the sample answer and put them in the appropriate category:**

- Adding information: *also*,.....
- Contrasting ideas: .....
- Giving examples: .....
- Contrasting ideas: .....
- Sequencing ideas: .....
- Giving a reason: .....
- Giving a result: *thus*,.....
- Summarising: .....

**Exercise 7. 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
Argument: changes have been positive	Argument: changes have been negative
Evidence: improvements in recreation,	Evidence: sever air pollution,

**Exercise 8. 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 9. 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 10. 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 11. Write an argumentative essay on the topic “Advantages and disadvantages of living in the city to living in the countryside”. Use the ideas from the exercise above.**

**A. Write your rough draft.**

**B. Exchange your rough drafts with your partner. Edit and revise your partner’s rough 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?

**C. Listen to your partner’s comments on your rough draft, and revise it if necessary.**

## UNIT 8

**PHONETICS:** Intonation of author's words at the end of the sentence.

**TOPIC: RELATIONS**

**TEXTS:** Text 1. Wendy's host family. Text 2. The perfect match.

### 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 ˌdɪfɪkəlt hiː sez //]

[ɪz ðə 'tɑ:sk ˌdɪfɪkəlt hi ɑ: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 ˌdɪfɪkəlt | 'sed mɪstə 'brensɪn ˌθɔ:tfʊli //]

[ˈwɒz hiː ˌraɪt | ʃiː 'ɑ:skt wɪð ə 'kʌnɪŋ ˌsmɑɪl //]

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 ˌdɪfɪkəlt hiː sed | 'lʊkɪŋ ət ðə 'bʊθ 'men ˌθɔ:tfʊli //]

[ˈwɒz hiː ˌraɪt ʃiː ɑ:skt | 'kʌnɪŋ 'ʌp ˌklʊsə | ənd 'smɑɪlɪŋ ˌkʌnɪŋli 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. [wiː ɑː 'lʌki tə hæv ən ɪks'pɪəriənst ˌti:tʃɪŋ stɑ:f ðeɪ seɪ //]



2. ['klɑ:sɪz 'ki:p əs 'bɪzɪ ðə ↑məʊst 'pɑ:t əv ðə \deɪ sez læri ||]
3. [ɪts 'fʊl əv 'gʊd ɪg'zɑ:mpɪlz | ənd ə'dɪʃənəl \eksɪsaɪzɪz sez ðə ti:tʃə | 'ʃʊvɪŋ ðə 'stju:dənts ðə \refərəns bʊk ||]
4. ['evrɪθɪŋ 'kʌmz 'i:zɪ wɪð \præktɪs | 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. Read the sentences in the *Present Perfect Continuous Tense*, pay attention to the auxiliary verb *to be* in the *Present Perfect* and *Participle I*.**

1. [aɪm 'sɜv 'sɔri aɪm \leɪt || 'hæv 'lɒŋ hæv ju· bi·n \weɪtɪŋ fɔ: mi· || \dʒʊnt \wʌri | aɪ 'hævnt bi·n 'weɪtɪŋ fə ju· \lɒŋ ||]
2. ['wen dɪd ðeɪ \kʌm hɪə || ðeɪ 'keɪm 'hɪər ət \ten || 'wɒt hæv ðeɪ bi·n 'du:ɪŋ 'ɔ:l ðɪs \taɪm || ðeɪv bi·n dɪs'kʌsɪŋ ə ↑verɪ ɪm'pɔ:tənt \prɒbləm sɪns ðen ||]
3. [sɪns 'wen həz 'mæəri bi·n 'wɜ:kɪŋ fə ðɪs \kʌmpəni || ʃi·'gɒt hɜ· 'dʒɒb ɪn 'twentɪ \ten | ənd ʃi:z bi·n 'wɜ:kɪŋ 'hɪə \sɪns ||]

**Exercise 5. Read the sentences in the *Past Perfect Continuous Tense*, pay attention to the auxiliary verb *to be* in the *Past Perfect* and *Participle I*.**

1. [wen wi· 'ri:tʃt ðə 'fu:t əv ðə \maʊntɪŋ | ði· 'ʌðə 'gru:p əv 'tʊərɪsts həd bi·n 'kæmpɪŋ 'ðeə fər ə ↑fju: 'avəz ɔ:l\redɪ ||]
2. [mɪstə 'hæmɪltən 'dɪdnt 'ki:p ɪt ə \sɪkrɪt | ðət hi· 'hædnt bi·n 'helpɪŋ hɪz ↑sɪk 'brʌðər əz 'mʌtʃ əz hi· həd \prɒmɪst ||]
3. [ 'hæv 'lɒŋ həd jɔ· 'pɛərənts bi·n 'deɪtɪŋ bɪfɔ: ðeɪ 'gɒt \mæərɪd || ðeɪ həd bi·n 'deɪtɪŋ \lɒŋ ðeɪ tʒʊld mi· ||]

**Exercise 6. 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 7. Read the words and phrases with some phonetic phenomena.**

**a) mind two primary stresses and linking [r] in compound nouns:**

,great-'grandfather, ,great-'grandmother, 'daughter-in-,law, 'son-in-,law, 'sister-in-,law, 'brother-in-,law, 'mother-in-,law, 'father-in-,law, ,grown-'up, ,ex-'husband, ,ex-'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 8. 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 9. 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?
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 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>The book fell from his hands. I fell and hit my head.</i>
	<b>to fall down</b>	<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	<b>to fall asleep</b> – заснути	<i>I'll stay with her until she falls asleep.</i>
	<b>to fall ill</b> – захворіти	<i>She fell ill with flu.</i>
	<b>to fall in love</b> – закохатися	<i>I think that I've fallen in love with Angela.</i>
	<b>to fall head over heels in love</b>	
	<b>to fall into place</b> – вставати на своє місце, ставати зрозумілим	<i>Suddenly, all the details started falling into place.</i>
	<b>to fall behind</b> – відставати	<i>His mother was chatting and didn't notice that he had fallen behind.</i>
		<i>After her time in hospital, Jenny's parents are afraid she has fallen behind educationally.</i>
	<b>to fall for sb/ sth</b> – закохатися у когось/ захопитися чимось	<i>That summer I fell for Lucy.</i>
	<b>to fall out with</b> – посваритися	<i>Newly-married couples usually fall out over trifles.</i>

## 2. to hold (held, held)

- 1) тримати (в руках)  
2) провести, організувати (захід)

*Could you hold my bag for me?*

*This year's conference will be held at the Hilton Hotel.*

## 3. to agree

- 1) погоджуватися

**to agree with** – погоджуватись з кимось  
*Teenagers and their parents rarely agree.  
If she feels he is right, she will agree with him.*

**to agree on/ about** – погоджуватися на  
*We don't agree on everything, of course.*

- 2) давати згоду

*I suggested our going somewhere*

*to agree to*

*to agree to differ:* if two people agree to differ, they accept that they have different opinions about something and stop arguing about it

*for the weekend and she agreed at once.*

*My sister won't agree to our mother going into a nursing home.*

*Let's agree to differ.*

#### 4. bright

1) яскравий,  
блискучий

2) здібний,  
кмітливий,  
тямущий

3) веселий;  
жвавий, повний  
бадьорості,  
оптимізму

**brightly** adv. —  
яскраво

*bright sunshine*

*He was an exceptionally bright child.*

*a bright ambitious young man*

*Her voice was bright and cheerful.*

*She gave him a bright smile.*

*The sun shone brightly.*

*She smiled brightly.*

5. **to avoid** —  
уникати,  
цуратися,  
ухилитися

*to avoid doing sth*

*It is important to take measures to avoid the risk of fire.*

*She carefully avoided meeting Nick.*

6. **to spoil (spoil or spoiled, spoil or spoiled)**

1) псувати  
syn. *to ruin*

If you *ruin* or *spoil* something, it still exists, but it has lost all its good qualities or features. *Ruin* is stronger than *spoil*.

**to destroy** —  
руйнувати —

*We didn't let the incident spoil our day.*

*I don't want to spoil your fun.*

*The rain ruined my hair.*

*I don't want to spoil your day.*

*The earthquake destroyed even the tallest buildings.*

means to damage  
something so  
badly that it no  
longer exists or  
people can no  
longer use it  
2) балувати

*She's an only child, but they  
didn't really spoil her.*

**7. to respect** – *to respect sb for (doing)  
sth*

поважати,  
шанувати;  
дотримуватися;  
не порушувати

**respect** n. – *respect for*  
повага, шана

*She respected him for his honesty.  
I respect his views, although I do  
not agree with them.*

*Everybody must respect the  
constitution.*

*I have the greatest respect for  
Jane's work.*

*to win/ earn/ gain the  
respect of sb  
with respect*

*She has earned the respect of her  
fellow athletes.*

*Old people deserve to be treated  
with respect.*

**respected** adj. –  
шанований

*He's one of the most respected  
managers in the company.*

*a highly respected journalist*

*highly/ well/ widely/  
greatly respected*

**respectful** – *respectful of*

шанобливий;

ввічливий

*He was always respectful of my  
independence.*

**respectable** –  
поважний;  
респектабельний

*They were hard-working,  
respectable people.*

**8. common** adj.

1) широко  
розповсюджений,  
поширений

*common among*

*Heart disease is one of the  
commonest causes of death.*

*Bad dreams are common among  
children.*

*it's common for sb to do  
sth*

*It is common for children to be  
afraid of the dark.*

2) спільний

*These countries share a common  
language.*

*These problems are common to all  
societies.*

*common knowledge* –  
something everyone

*It is common knowledge that  
travel broadens the mind.*



knows

**the common good** – the advantage of everyone *They work together for the common good.*

**to have sth in common**

(*with sb*) – to have the same interests, attitudes etc as someone else *I found I had a lot in common with these people.*

## 9. to devote

1) присвячувати; віддавати(ся) повністю [= dedicate] **to devote your time/ energy/ attention etc to sth** *He devoted his energies to making films.*

2) віддавати, прирікати **to devote yourself to sth** *She devoted herself full-time to her business.*

**to devote sth to sth** *The meeting will be devoted to health and safety issues.*

**devoted** adj.

1) відданий, ніжний; люблячий **a devoted father** *Isabella was devoted to her brother.*

2) присвячений **devoted to** *a museum devoted to photography*

3) який захоплюється, повністю віддається (чому-небудь) **Beckham's devoted fans**

## 10. to argue

1) сперечатися **to argue with smb about smth** *We could hear the neighbours arguing.*

2) наводити докази, переконувати, стверджувати **to argue that** *Gallacher continued to argue with the referee throughout the game.*

**to argue for/ against (doing) sth** *Croft argued that a date should be set for the conference.*

*Baker argued against cutting the military budget.*

**argument**

1) суперечка, дискусія **Shelton and the woman had a heated argument (=a very angry one).**

2) доказ, аргумент **There are a lot of arguments in favour of banning tobacco advertising.**

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 у сорочці

*e.g. He was born with a silver spoon in his mouth.*

### COMMON ERRORS

#### WHAT IS (HE) LIKE?/ WHAT DOES (HE) LOOK LIKE?/ HOW DOES (HE) LOOK?

To ask for a description of somebody or something you have not seen use WHAT DOES (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 (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 (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 spoilt 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 bellow. 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 and 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 on page...**

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.*

*behind, in, among, to (x2), into, about, with (x2), down, for (x3), on, about, against*

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 більш поважним. – Не дивно. Він закохався у найкращу дівчину факультету і намагається зробити все можливе, щоб не зруйнувати їхніх відношень. 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?**

### National Stereotypes

There are certain stereotypes of national character which it is well known in	
Britain. For instance, the Irish are been supposed to be great talkers, the	
Scotts have a reputation for they being careful with money, the Welsh are	
renowned for their the signing abilities, and the English are being considered	
to be reserved. These features are not definitely only caricatures and are no	
reliable descriptions of individual people who from these countries. British	
people do value everyday personal contacts. It is hardly true that the pub or	
numerous others hobby clubs devoted to various sports and pastimes play	
a very important part in much many people's lives. A lot of people make their	
social contacts through a work, as a result, the profession is also important	
aspect of their sense of identity. British people try to appear such as if they	
belong to as high class as if possible, though nobody wants to be 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 light cat and dog.

**get on** Her kids ...

2. Paul has been ill for a month 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 groupmates for three months.

**saw** The last time ...

5. July respects and admires her mum.  
looks to July ...

**Exercise 20. Discuss the following questions.**

A. Where kind of family is Wendy's host family?

B. What is the average family like in Ukraine and Great Britain?

C. 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.

<i>lazy, curious, witty, careless, punctual, reliable, shy, tactful, talkative, pessimistic, boastful, tolerant</i>
---

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:

<i>conversational formulas of agreement</i>	<i>conversational formulas of disagreement</i>	<i>Vocabulary</i>
<i>Certainly.</i>	<i>Nothing of the kind.</i>	<i>to be sure</i>
<i>Surely.</i>	<i>Far from it.</i>	<i>to be likely</i>
<i>Exactly so.</i>	<i>I doubt it.</i>	<i>to be unlikely</i>
<i>Yes, indeed.</i>	<i>I am of a different</i>	<i>to be certain</i>
<i>I certainly agree with you.</i>	<i>opinion.</i>	<i>quite</i>
<i>I go all the way with you.</i>	<i>You are mistaken.</i>	<i>rather</i>
<i>It's beyond any doubt.</i>	<i>I agree up to a point</i>	<i>extremely</i>
<i>It goes without saying, etc</i>	<i>but....</i>	<i>too</i>
	<i>I see your point but....</i>	<i>absolutely</i>
	<i>That's true but....</i>	
	<i>I suppose you are right</i>	
	<i>but.... etc.</i>	

*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 above mentioned people.**

**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?**

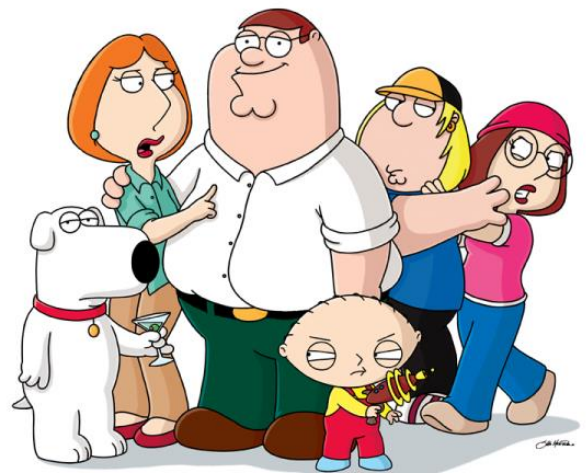
**D. How did your parents'/ grandparents'/ friends' wedding happen? Describe it to your partner answering the questions.**

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 – a;

a sacred cow – l; a snake in the grass – j; an ugly duckling – h; neither fish, flesh, 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 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 ладимо. 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. 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 2. 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 3. 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 4. 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 5. 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

### TEXT 1

#### 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?

apprehension humiliation scorn contempt sarcasm to sneer a moue disgust

### 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 sequinned 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 ....

*From "To love, honour and betray" by Kathy Lette*

- 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 warrioress. '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**

3.1. 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?

3.2. Think of possible continuation of the conversation between the characters. Add 2-3 utterances on each part. Act it out.

3.3. Discuss the following:

What are people supposed to do when they act their age?

How can parents and teenagers avoid conflicts?



## **LISTENING**

### **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.listenaminute.com/m/marriage.html>).
4. Friends indeed (available at: <https://www.podcastsinenglish.com/pages/level1a.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.**



A.



C



B.



D

Turn to page 169 to find out the answer to exercise 1.

**Exercise 2. Read the statements below and tick those you agree with. To what extent do you agree/disagree with this statement?**

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 25 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)

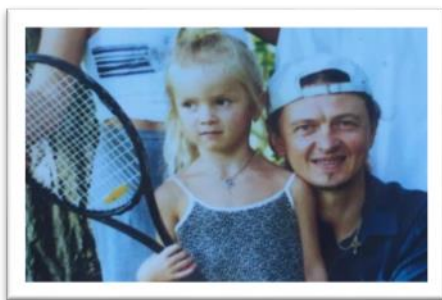
Eye colour (blue, brown, green, hazel)

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, who is 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** *very* \_\_\_\_\_ *extremely* **Strong intensifiers**

**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 3. 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.

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. Research the life of a famous person you admire. Write a descriptive essay about this person. Include the information about his/her appearance, character features and tell why you admire this person.**

**A. Write your rough draft.**

**B. Exchange your rough drafts with your partner. Edit and revise your partner's rough draft. Use the following checklist to make sure his/ her descriptive essay meets the requirements.**

**Editor's checklist**

2. Does the essay:
  - 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?
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?

**C. Listen to your partner's comments on your rough draft, and revise it if necessary.**

## 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 ||]



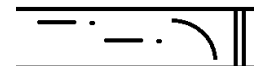
[ˈdʒʌnt ˈseɪ sɜ:v ||]



[ˈwɒt duː juː ˈseɪ ||]



[wɒt 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:*  $\searrow$ Spring has come | and everything is full of life a  $\searrow$ 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  $\swarrow$ worse | but we didn't get rid of the idea to spend our week-end out-of- $\searrow$ 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 col'lection 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 col'lection 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 ɹdɪfɪkəlt 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 ɹdɪfɪkəlt | 'sed mɪstə 'breɪnsn ɹθɔ:tfʊlɪ ||]

[wɒz hi· ɹraɪt | ʃi· 'ɑ:skt wɪð ə 'kɒnɪŋ ɹsmɑɪl ||]

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 ɹdɪfɪkəlt hi· sed | 'lʊkɪŋ æt ðə 'bʊθ 'men ɹθɔ:tfʊlɪ ||]

[wɒz hi· ɹraɪt | ʃi· ɑ:skt | 'kɒnɪŋ 'ʌp ɹklʊzə | ənd 'smɑɪlɪŋ ɹkɒnɪŋlɪ æt ðəm

||]

## ADDITIONAL VOCABULARY

### UNIT 5 SHOPPING

#### **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, stocking, 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**

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? It's a bit too big. Have you got it in a medium/ small? Can I try on the black ones, please?

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

hit-and-miss, part and parcel, pick and choose, chip and pin device

### UNIT 6 SEASONS

splendid, marvelous, 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

### **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

### **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

### **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

### **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 PLACES**

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 RELATIONS

### **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 page 116: A – Tokey; B – Helsinki; C – Vienna; D – Vancouver.

Exercise 2 page 116:

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 page 154: A –Elina Svitolina; B – Oleksandr Usyk; C – Nataliia Sumska; D – Oleh Skrypka



## LIST OF IRREGULAR VERBS

<b>INFINITIVE</b>	<b>SIMPLE PAST</b>	<b>PAST PARTICIPLE</b>
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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