

Ніжинський державний університет
імені Миколи Гоголя

ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ

Навчальний посібник

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

Рецензенти:

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

Нагач М. В. – доцент кафедри германської філології та методики викладання іноземних мов Ніжинського державного університету імені Миколи Гоголя, кандидат педагогічних наук.

Таран О. М. та ін.

П69 Практичний курс англійської мови: навч. посіб. для студентів І курсу факультету іноземних мов (частина 1) / кол. авторів за заг. ред. О. М. Таран. Ніжин: НДУ ім. М. Гоголя, 2024. 226 с.

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

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

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ПЕРЕДМОВА

Посібник «Практичний курс англійської мови. Частина 1» призначений для студентів першого курсу факультетів іноземних мов, що навчаються за спеціальностями 014 Середня освіта. Освітньо-професійна програма: Середня освіта. Англійська мова та зарубіжна література та 035.04 Германські мови та літератури (переклад включно), перша – англійська. 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, 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, основна частина посібника, вправи для самоперевірки з ключами, завдання на самооцінювання особистих досягнень в навчанні, додатки, список посилань.

Основна частина посібника розділена на 4 розділи, зміст яких в цілому відноситься до блоку «Людина та її оточення»: про себе, по-

мешкання, студентське життя та навчання, приготування та споживання їжі.

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) словотворення; 5) робота з текстом; 6) робота з лексикою; 7) соціокультурний компонент; 8) говоріння; 9) читання; 10) аудіювання; 11) письмо; 12) вправи для самоперевірки. Граматичний матеріал знаходиться 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, викладач коригує обсяг матеріалу в залежності від конкретної ситуації.

CONTENTS MAP

UNIT	TOPIC	PHONETICS	TEXTS	VOCABULARY	WORD FORMATION	CULTURE CONTEXT	SPEAKING	READING	LISTENING	WRITING	SELF-ASSESSMENT	ACHIEVEMENT CHECK
1	2	3	4	5	6	7	8	9	10	11	12	13
1 pp. 9–52	Dream Team	Intonation of Apposition. Prepositions Followed by Pronouns after the nuclear Tone. Sentence- Stress. pp. 9–11	Text 1. First things first. p. 13 Text 2. My class. p. 13–14	Personal Information. Relations and Relationships. Age. Occupations. Moods and Feelings. Hobbies. Interests. Skills. pp. 14–17, pp. 203–204	-er/-or, -ist, -ian, -ee tutor, teacher, scientist, politician, employee pp. 16	A student exchange program. How to greet someone in Britain. pp. 37–38	Introducing yourself. Getting acquainted. Asking for and giving personal information. Choosing friends/ roommates. Choosing a job. Describing feelings and emotions. pp. 39–41	Text 1. pp. 41–42	Text 1. "Wendy" pp. 39–41. Text 2. "Are you intelligent?" pp. 42–43	Paragraph organisation pp. 44–48	pp. 49–51	pp. 51– 52

Продовження таблиці

1	2	3	4	5	6	7	8	9	10	11	12	13
2 pp. 53– 102	A Man's House Is His Castle	Intonation of Enumeration. Accidental Rise. Intonation of Adverbial Groups. Fall-Rise pp. 53–55	Text 1. Several pages from Wendy's diary. Text 2. A call home. p. 58–60	Location. Types of Dwelling. Facilities and Conveniences. Size and Condition. Rooms and Layout. House and Around. Furnishings and Décor. Kitchen. Household chores. pp. 60–63, pp. 205–206	-ful -less helpful beautiful cheerful endless pp. 62	English houses. Inside a typical English house. p. 91	Describing accommo- dation. Describing spatial relation-ships. Expressing preferences. Comparing and contrasting. Talking about impression. Speaking about advantages and disadvan- tages. Giving and asking for opinions. p. 91–92	Text 1. pp. 93–94	Text 1. "Living in the dormitory" p. 90–91 Text 2. "Moving home". pp. 94–96	Developing a paragraph pp. 96–97	pp. 100	p. 101– 102

1	2	3	4	5	6	7	8	9	10	11	12	13
3 pp. 103– 152	Learning Curve	Intonation of the word "please". Intonation of Complex Sentences with Adver- bial Clauses of Time and Condition. Intonation of Direct and Indirect Speech (Statements and Imperatives). pp. 104–106	Text1. Student exchange programm es. Text 2. Academic problems. p.106 Text 3. The coming weekend. pp. 106– 109	University and Studies. Learning a Language. At an English Lesson. Curricular and Extra- Curricular Activities. Working Day. Day Off. pp. 109–112, pp. 207.	-ess hostess actress, benefactr ess, lioness, tigress, hostess pp. 112	Freshers. What do British people like doing at the week- ends? How do people spend their free time? pp. 133– 135	Evaluating school life/ university life. Studies and social activities of students. Giving advice. Developing strategies to master a language. Planning a weekend. Talking about likes and dislikes. Choosing an exchange program. pp. 136–140	Text 1. pp. 140– 142	Text 1. "The day in the life of a lecturer". Text 2. "The Learning Question". pp. 142–146	Opinion paragraph pp. 145–149	pp. 149– 150	pp. 151- 152

Продовження таблиці

[illegible]

UNIT 1 DREAM TEAM

In this unit we will learn how to:

✎ **Pronounce apposition, prepositions followed by pronouns after the nuclear tone; shift the sentence stress according to the meaning of the sentence**

✎ **Form nouns using the suffixes -er/-or, -ist, -ian, -ee**

✎ **Give and ask for personal data**

✎ **Talk about people you know (personal identification, relations and relationships, hobbies, interests, professions and skills)**

✎ **Get acquainted and talk about new people in your life**

✎ **Talk about feelings and emotions**

✎ **Organise paragraphs**

PHONETICS

INTONATION OF APPPOSITION

Apposition is a word or group of words explaining a subject or an object in more detail; it is marked as a separate intonation group and is pronounced with the same intonation pattern as the word it modifies but with a lower pitch of the voice.

e.g. ['leslɪ /dʒʊnz | maɪ 'bʊzəm /frend | ɪz ə 'fɜːstjə \stjuːd(ə)nt ||]

[hiː 'met hɪz \kʌzn | 'emɪlɪ \braʊn ||]

PREPOSITIONS FOLLOWED BY PRONOUNS AFTER THE NUCLEAR TONE

The preposition before a pronoun after the nuclear tone is half-stressed (has no reduction of the vowel and is pronounced distinctly).

e.g. [aɪ wɪl \send ɪt tuː juː ||]

['dʒʌnt \ɑːgjuː wɪð mɪː ||]

SENTENCE-STRESS

The meaning of a sentence depends on the correct distribution of the sentence-stress.

The normal sentence-stress arranges words into a sentence phonetically. It means that all notional words (nouns, adjectives, numerals, notional verbs, adverbs, demonstrative, reflexive, indefinite and interrogative pronouns, and interjections) are usually stressed and the last notional word takes the nuclear tone.

e.g. 'Jane intro'duced me to her 'new 'friends at the \party.

The logical stress gives prominence to the words and word combinations emphasized by the logic of speech itself. Any word in a sentence may be stressed logically, even a form-word (personal and possessive pronouns, modal and auxiliary verbs, prepositions, and conjunctions). All the words that follow the logically stressed communicative centre are unstressed or partially stressed.

e.g. \Whom did Jane introduce to her new friends at the party?

She intro'duced \me to her friends.

PHONETIC EXERCISES

Exercise 1. Read the sentences, mind the intonation of apposition.

1. [maɪ \stepbrʌðə | mɪstə 'tɒməs \blækli | ɪz ə 'haɪlɪkwɒlɪfaɪd \sɜ:dʒn ||]
2. ['mɑ:k \tweɪn | maɪ 'feɪvərɪt \ɔ:θə | 'trævəld 'veri \mʌtʃ ||]
3. [aɪ 'sɔ: 'keɪtɪ ənd \pæt | hɜː kəmˌpænjənz ||]
4. ['lu:sɪz \tʃɪldrən | 'eɪtʃɪərʒvʊld \twɪnz | ɑː 'gʊd'neɪtɪd ənd \frendli ||]

Exercise 2. Read the sentences, mind the absence of reduction in prepositions before pronouns after the nuclear tone.

1. [\lʊk æt ɪt pli:z ||]
2. [ɪts 'nɒt 'sɜv \i:zɪ fɔ: miː ||]
3. [aɪ 'gɜv tə ðə \laɪbrəri wɪð hɜː ||]
4. ['gɪv maɪ 'best rɪ \gɑ:dz tu: ðəm ||]

Exercise 3.

a) Read the sentences.

b) Emphasize logically different words in the sentences.

1. Lily's friends are keen on books.
2. We are eager to master a foreign language.
3. Helen is a regular visitor to her aunt's home.
4. She is always ready to help her with her nephews.
5. My group-mates and I are extremely interested in Ukrainian culture.

Exercise 4. Put as many questions as possible to the given sentences, and answer them. Mind the logical sentence-stress.

1. My younger sister Alice is a good mixer.
2. Ukraine is rich in customs and traditions.
3. We are always on good terms with our neighbours.
4. Our monitor is in charge of everything in our group.
5. Their group-mates' favourite sports are football and tennis.

Exercise 5. Practise the sounds in the following words.

[ɪ] – is, in, mid, visitor, pretty, with, mixer, Vicky, Philip, Miss Dicksy;

[i:] – meet, keen, easy-going, he, she, we, me, teens, key-pal;

[e] – friend, Helen, fellow student, ready, help, relative, regular;

[æ] – has, happy, tactful, companion, bad-tempered, handsome, attractive;

[ɑ:] – aunt, pardon, good-hearted, calm, farmer;

[ɔ:] – tall, naughty, always, talk, former, bored;

[ɒ] – on, lot, Scotland, bossy, optimistic.

Exercise 6. Read the phrases

a) **mind the absence of glottal stop:** she is a regular visitor, she is on good terms, she is in her mid teens;

b) **mind assimilated consonants:** a lot of relatives, in her mid teens, the monitor of the group, is surprised at this news;

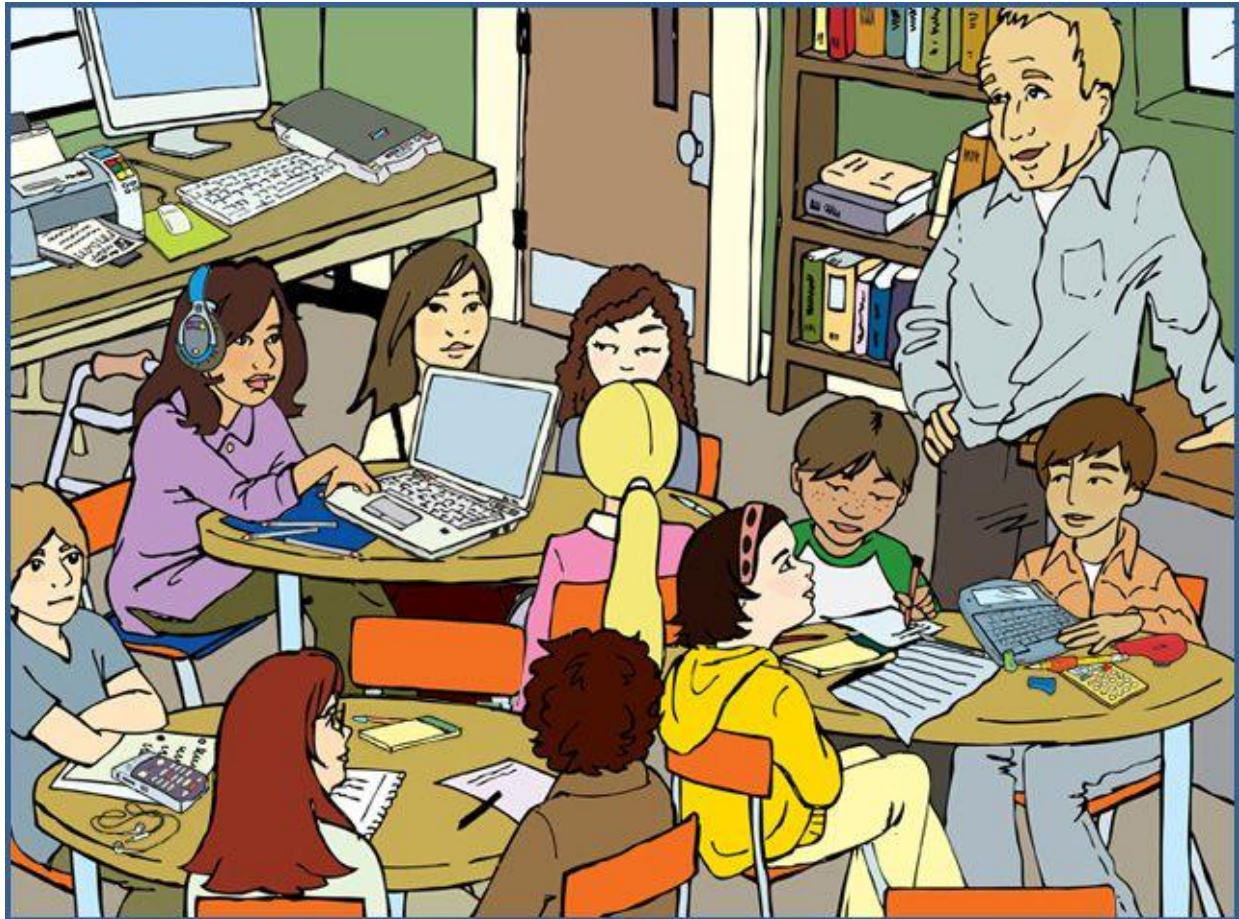
c) **mind linking [r]:** a regular visitor to her aunt's home, my brother-in-law, pleased with your answer, the monitor is in charge, mother is often angry;

d) **mind the half-stressed preposition before a pronoun after the nuclear tone:** Helen is on good \terms with them. I am happy to have a \talk with her. Your mother is often \angry with you. They will \send it to us.

INTRODUCTION

Exercise 1. Answer the questions below.

1. Who are the people in the picture?
2. What are they busy with?
3. What lesson are they at?



Exercise 2.

A. Listen to the conversation in which people meet for the first time. Answer the questions.

1. Where do they meet?
2. Why are they there?

B. Work in pairs. Try to answer the questions below. Then listen again and check your answers.

1. How does Wendy feel?
2. Are both of them new students?
3. Why is Wendy late for the lesson?

TEXT 1

FIRST THINGS FIRST

- Hello. Are all here?
- Am I late? I'm **sorry**.
- Are you Wendy?
- Yes, I am.
- **Nice to meet** you. Come in, Wendy, and join us, please. You **are from** Canada, aren't you?
- That's right. I'm from Ottawa, the capital of Canada.
- Are you **fine** after the flight?
- Yes, thank you. I'm **ready** to work.
- OK. **Meet** your **class**.
- With pleasure.

Exercise 3.

A. Work in pairs. Interview your partner. Find out: information about him/her, and what he/ she knows about his/ her fellow students.

B. Find three similarities and differences between your group and the one in the picture above.



C. Listen to the story and answer the questions.

1. What is common for these people?
2. What differs them from each other?

TEXT 2

MY CLASS

This is my class. It is not big. We are a group of six. My **class-mates** are Wendy, Vicky, Paul, Ken, and Cindy. We are from **different** places. But now we are in Ukraine. We are **exchange students**. We are **language learners**, just **beginners**, you know.

My name is Ann. I am the **monitor**. I'm **in charge of** everything.

My **class-mates** and I **are interested in** Ukrainian culture. It's **rich in** customs and traditions.

Oksana Petrivna, our teacher of Ukrainian, is very **helpful**. She is **in her late thirties**. She is an **experienced** and **creative** teacher. Oksana Petrivna **is good at** English, by the way. So, we **have no difficulty in** understanding each other. It's a pity, we **are poor at** Ukrainian yet, but we **are eager to master** it.

All of us are **hard-working, ambitious, and goal-oriented**.

Our hobbies are **numerous**. Paul and Ken are good sportsmen. Their favourite sports are football and tennis. Vicky and Wendy **are really into** arts. Cindy, my bosom friend, **is fond of** dancing. She is **a live wire**, I think. I **am keen on** reading. I'm just a **bookworm**.

We are all different, but all my **fellow students** are **on friendly terms**. I'm **proud of** my class.

VOCABULARY BOOSTER

Word and its derivatives	Collocations	Examples
1. interest – інтерес, зацікавленість	<i>have an interest in sth</i> <i>show interest (in sth)</i> <i>take an interest in sth</i> <i>have no interest in sth</i> <i>lose interest in sth</i> <i>with interest</i>	<i>My parents encouraged my interest in foreign languages.</i> <i>She has shown interest in learning French.</i> <i>Soon the children begin to take an interest in the world around them.</i> <i>John has no interest in fishing.</i> <i>I watched the first few episodes, but soon lost interest.</i> <i>I read your article with great interest.</i>
interested – зацікавлений [≠ uninterested, bored] interesting – цікавий [≠ uninteresting, boring]	<i>to be interested in</i>	<i>I am interested in music.</i> <i>That's an interesting question.</i>
2. late – пізній [≠ early]	<i>to be ten minutes/ two hours etc late</i> <i>to be late for</i> <i>to be late with</i>	<i>Sorry I'm late – I overslept.</i> <i>He was half an hour late.</i> <i>Sue is often late for school.</i> <i>They are late with the rent again.</i>

3. terms – умови

*to be on good/
friendly terms with sb*

– бути у добрих /
дружніх стосунках

*By now, Wendy and I were on
familiar terms.*

*He is barely on speaking
terms with his father (= they
are angry and almost never
speak to each other).*

*We were soon on first-name
terms (= using each other's
first names, as a sign of
friendship).*

4. good– умілий,
вправний,
майстерний,
здібний [**poor**]

*to be good/ poor at
(doing) sth*

I'm really poor at chess.

*Alex is very good at
languages.*

5. eager – який
палко прагне
(до чого-небудь),
який жадає
(чого-небудь);
нетерплячий

to be eager to do sth
eager beaver –
someone who is too
keen and works
harder than they
should

*I was eager to get back to
work as soon as possible.*

*He's a bright kid and eager to
learn.*

*A crowd of eager young
students were already waiting
outside.*

eagerly adv.

*They're eagerly awaiting the
big day.*

eagerness n.

*People were pushing each
other out of the way in their
eagerness to get to the front.*

6. to master

1) опановувати,
оволодівати
(знаннями,
мовою)

*He needed to master a new
language.*

2) справлятися,
долати, підкоряти
собі; упоратися;
переборювати

*He learned to master his fear
of heights.*

7. favourite –

улюблений

a favourite n.

1) улюблена річ

2) улюбленець

3) фаворит

*What's your favourite colour?
a favourite spot for picnickers**Can I have strawberries?**They're my favourite.**You were always Dad's
favourite.**Italy were the favourites to
win the World Cup.***8. fond –**

люблячий

to be fond of (doing)/***sb/ sth*** – любити

кого-небудь,

що-небудь

*I'm not overly fond of
cooking.**I grew fond of the place and it
was difficult to leave.***9. proud – гордий**

[≠ ashamed]

to be proud of*Her parents are very proud of
her.**You should be proud of
yourself.***10. difficulty –**

труднощі;

перешкода;

ускладнення

***to have difficulty (in)
doing sth/with sth****They had great difficulty in
finding a job.****with/ without
difficulty****He got to his feet with
difficulty.***difficult – важкий***Was the exam very difficult?***WORD FORMATION**

We add suffixes after the base or stem of a word. The main purpose of a suffix is to show what class of word it is (e.g. noun).

-er/ -ar/ -or, -ist, -ian, -ee are suffixes that make nouns. You create the nouns which mean a person who has a particular job, skills or interests, or a person or thing that does an action.

-er, -ar, -or	<i>to teach – a teacher, to lie – a liar, to create – a creator</i>
-ist	<i>to type – a typist, future – futurist, linguistics – linguist</i>
-ian	<i>music – musician, mathematics – mathematician</i>
-ee	<i>employ – employee, devote – devotee</i>

ESSENTIAL VOCABULARY

class, group, fellow student, class-mate, beginner, monitor; to be rich in, to be in charge of, to be keen on, to be into sth, to be sorry, to be ready (for sth/ to do sth); to be fine, experienced, creative, helpful, hard-working, ambitious, goal-oriented, different, numerous

IDIOMS

a bookworm: a person excessively devoted to studying or reading – книжковий черв'як, бібліоман

e.g. She was always a bookworm when she was a kid.

a live wire: a person who is lovely and full of energy – "живчик"

e.g. My grandpa is in his late seventies but he is a real live wire.

COMMON ERRORS

INTERESTED/ INTERESTING

Do not confuse *interested*, which describes a feeling, and *interesting*, which describes something that makes you feel interested.

e.g. Are you interested in ballet?

It was an interesting talk on painting.

CULTURE CONTEXT

an exchange student – a student from one country received into an institution in another country in exchange for one sent to an institution in the home country of the first

e.g. I went to Germany as an exchange student.

TEXT WORK

Exercise 1. Do the following tasks on Text 1 and 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 yourself. Let your partner guess if they are true or false.

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

D. Roleplay.

Have a conversation with other students, using these questions:

- What's your name?
- And where are you from?
- Oh, OK. Which part?

Exercise 2. Do the following tasks on Text 1 and Text 2.

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

1) радий познайомитися; 2) бути родом із; 3) почуватися добре після; 4) бути готовим працювати; 5) бути відповідальним за; 6) бути зацікавленим українською культурою; 7) бути багатим на традиції; 8) під сорок; 9) досвідчений та творчий вчитель; 10) мати здібності до англійської мови; 11) мати труднощі в розумінні один одного; 12) бути нездібним в українській мові; 13) дуже хотіти оволодіти українською мовою; 14) честолюбний; 15) улюблений вид спорту; 16) найкращий друг; 17) захоплюватися танцями; 18) любити читати; 19) бути в дружніх стосунках; 20) пишатися своєю групою.

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

1) усі; 2) зустрічати; 3) приєднатися; 4) переліт; 5) добре; 6) із задоволенням; 7) однокласник; 8) староста; 9) студент за обміном; 10) надзвичайно; 11) людина, яка вивчає іноземну мову; 12) початківець; 13) досвідчений; 14) українська мова; 15) дуже хотіти; 16) працелюбний; 17) добродушно-веселий; 18) численний; 19) спортсмен; 20) захоплюватися чимось; 21) книжковий черв'як; 22) різний; 23) гордий.

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

1) small; 2) advanced language learners; 3) helpless; 4) inexperienced; 5) to be poor at sth; 6) misunderstanding; 7) lazy; 8) to hate doing sth; 9) to be similar; 10) not to get on well.

Exercise 3. Define the words. Say 5 true things about people you know with the defined words.

Model: a group – people who are together in the same place or who are connected in some way

1) a class-mate; 2) a monitor; 3) a live wire; 4) an exchange student; 5) to be into sth; 6) a bosom friend; 7) a bookworm; 8) a beginner; 9) a class; 10) a hobby.

Exercise 4. Here are the answers to some questions on the text. Write the questions. Let your partner answer them.

Model: in Ukraine – Where are the students now?

1) the monitor; 2) exchange students; 3) Ukrainian culture; 4) customs and traditions; 5) Oksana Petrivna; 6) helpful; 7) English; 8) Ukrainian; 9) hard-working, ambitious and goal-oriented; 10) football and tennis; 11) dancing; 12) reading.

Exercise 5. Read Text 2 and support or challenge the following statements. Make use of the formulas of agreement and disagreement in the Supplement.

1. This is a class of schoolchildren.
2. They are a group of six Ukrainian students.
3. Most of them are exchange students.
4. It's the beginning of their studying.
5. They are countrymen.
6. Ann is responsible for everything.
7. They are good at Ukrainian.
8. Oksana Petrivna is eager to acquaint them with Ukrainian culture.
9. She is a middle-aged person.
10. They are comfortable with each other.
11. Their interests are various.
12. The class is a source of pride.

Exercise 6. Fill in the gaps with the information from Text 2.

1. I am __1__.
2. I am in charge of everything, because I am __2__ of the group.
3. I have six __3__.
4. They __4__ from different countries.
5. We are in __5__ now as we are __6__ students.
6. We are __7__ in Ukrainian culture.
7. I am __8__ to master __9__.
8. Oksana Petrivna is a __10__ woman.
9. She has got a lot of __11__.
10. We are not __12__ at our Ukrainian yet.
11. I have __13__ in Grammar as it __14__ so confusing.
12. We are __15__ good terms though we are all __16__.

Exercise 7.

A. Ask the right questions using the information from Text 2.

1. (*Are you a group of seven?*)
– No, we are a group of six.
2. (*Who is ... ?*)
– Ann is.
3. (...?)
– We are from different places.
4. (...?)
– It is rich in customs and traditions.
5. (...?)
– No, we are just beginners.
6. (...?)
– No, she is a middle-aged person.
7. (...?)
– You are mistaken. We are poor at it yet.
8. (...?)
– We are hard-working and ambitious.
9. (...?)
– Yes, they are numerous.
10. (...?)
– Football and tennis.
11. (...?)
– Cindy is.
12. (...?)
– Yes, we are.

B. Roleplay

Student A: You are a member of Ann's group. Have a talk with one of your new groupmates. Describe the group and studying.

Student B: You are a new member in Ann's group. Have a talk with one of your groupmates. Ask questions about the group and studying.

Exercise 8. Speak about the students of Ann's group using the following scheme.

Name:

Age:

Country:

Personal characteristics:

Likes/ Dislikes:

Exercise 9.

A. You are collecting information about different groups who are taking part in the language contest among first-year students. Interview Ann about her group.

B. The organizers of the language contest are eager to learn more about the participants. Answer their questions about your group.

C. Present your group at the language contest.

Exercise 10. Roleplay.

Group A: You are exchange program representatives. Make up possible questions to applicants.

Group B: You are exchange program applicants. Answer the questions of program representatives.

VOCABULARY PRACTICE

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

A. Interest, late, terms:

1. She ... an interest in learning French.
2. Soon the children begin to take an interest ... the world around them.
3. John appeared to have no ... in fishing.
4. I watched the first few episodes, but soon ... interest.
5. I read your article ... great interest.
6. All she's interest ... is clothes.
7. He is punctual – he has never been late ... school.
8. I don't like people who are late ... paying back the debts.
9. How many hours are they ...?
10. She is very sociable – she is ... good terms ... her classmates.
11. He is barely on speaking ... with his father.

B. Good/ poor, eager, master:

1. Alex is very good ... languages.
2. He's not ... at making things.
3. Unfortunately, he's ... at reading.
4. He's a bright kid and eager ... learn.
5. A crowd of ... young students were already waiting outside.
6. His ... to be the first impressed the teachers.
7. You need a lot of patience to ... a foreign language.
8. Her mother taught her how to master her ... of darkness.

C. Favourite, fond, proud, difficulty:

1. She was always dressed in black – it was her
2. He never raised his voice at Jim – he was his
3. Who are the ... to win the competition?
4. I grew fond ... the place and it was difficult to leave.
5. What is he ... of doing in his free time?
6. You should be proud ... yourself.
7. I'm ... to say that my children had a good education.
8. We have little difficulty ... sharing the duties. Everyone is eager to help.
9. The assignment was so ... that hardly anyone could cope with it.

Exercise 2. Paraphrase the following sentences using Vocabulary booster.

A. Interest, late, terms:

1. He is not fond of sports.
2. She seems to be very reluctant to read the book.
3. No matter how hard his parents try, he doesn't take up football.
4. At first they did their best to show good results but with time they became indifferent.
5. In my childhood I was fond of animals.
6. Every day he doesn't come to classes on time.
7. They promised to come five minutes ago.
8. Why don't they come in time to our meetings?
9. They have spent a lot of time together – no wonder, they have a good relationship.
10. Have you found any common ground with Nick?

B. Good/ poor, eager, master:

1. Everyone admires his pictures – he does it so well.
2. July doesn't show satisfactory results in sciences.
3. Why are you so excited about this trip?
4. It is difficult for him to hide his desire to help her.
5. Andy learns the language so well that he has no difficulty with it.
6. How do you control your feelings?

C. Favourite, fond, proud, difficulty:

1. Everybody in class is aware whom the teacher likes most of all.
2. Are you really interested in Maths?
3. Her parents are very pleased with her achievements.
4. It doesn't take her much time to do it.
5. They get to their house with no problem.
6. The task is so hard that we can hardly cope with it.

Exercise 3. Translate the following sentences using Vocabulary booster.

1. – Ця п'ятирічна дитина виявляє цікавість до класичної музики, хоча жоден із членів її родини не є музикантом. – Цікаво.
2. Студенти завжди зацікавлено слухають викладача зарубіжної літератури.
3. Чому ти щоразу запізнюєшся із репортажем? Читачі втрачають інтерес до застарілих новин.
4. – Чи цікавляться батьки твоїми досягненнями у спорті? – Так, вони знають, що я здібний футболіст та пишаються моїми успіхами. Ми у добрих стосунках.
5. Моя старша сестра здібна до вивчення іноземних мов. Вона також цікавиться історією та культурою своєї країни.
6. – Твоя племінниця нетерпляче прагне навчитися читати, писати та рахувати. – Так, вона вчиться охоче.
7. Студенти жадають опанувати правильну вимову та інтонацію англійської мови.
8. Вчитель англійської мови немає улюбленців. Він прагне навчити кожного учня. Діти із ним у добрих стосунках.
9. – Яка твоя улюблена пора року? – Звичайно, літо.
10. Хлопчик любить спостерігати за пташками в саду. Його цікавить орнітологія (Ornithology).
11. Обидва брати дуже прагнуть перемоги на конкурсі. Їхні батьки ними пишаються.
12. Студентам по обміну важко опанувати українську мову, але вони люблять відвідувати заняття з вивчення традицій та культури України.

Exercise 4. Word formation

A. Define the word formation. Consult a dictionary if necessary.

Model: *teacher* = *teach* + *er*

- 1) worker; 2) researcher; 3) scientist; 4) veterinarian; 5) engineer; 6) plumber; 7) mathematician; 8) painter; 9) cashier; 10) reviewer; 11) fabricator; 12) inventor; 13) humanitarian; 14) journalist 15) go-getter.

B. Form nouns from the given words by edding the suffixes -er/ -ar/ -or, -ist, -ian, -ee. Make all necessary changes. Consult a dictionary if necessary.

- 1) law; 2) pharmacy; 3) psychology; 4) interpret; 5) politics; 6) physics; 7) office; 8) develop; 9) perform; 10) listen; 11) mix; 12) reform; 13) active; 14) design; 15) chance.

C. Take the key word in brackets at the end of each sentence below, and change it into a suitable variant to complete the given sentence. Consult a dictionary, if necessary.

1. Many ... consider hands-on experience to be just as valuable as academic qualifications. (employ)
2. Hugh Dellar is a clever man and an engaging public (speak)
3. I'm a terrible artist and I need to hire a ... to help with the pictures. (freelance)
4. She's a IT ... in an insurance company. (manage)
5. At school she was a late ... , and it wasn't until she went to university that her talents became apparent. (develop)
6. She worked as a ... for the pharmacy company. (chemistry)
7. She is an experienced and creative (lecture)
8. I'm a language ..., just a ..., you know. (learn, begin)
9. He's a voracious (read)
10. You'd better get a qualified ... to sort your electrics out (electricity)
11. An ... is a person whose name or address is written on a letter or parcel. (address)
12. Some people may say I'm a meticulous In their opinion, I find faults in unimportant details. (pick)

D. Fill in the table. Consult a dictionary, if necessary.

Translation	Verb	Noun
редагувати		
	to train	
		developer
розпочинати		
	invade	
		beginner
наймати на роботу		
	govern	
		cheater
слідувати		
	influence	
		baker
мотивувати		
	light	
		booster

вчитися		
	master	
		worker
досліджувати		
	manage	
		designer
перекладати		
	direct	
		waiter
битися		
	fabricate	
		diver
отримувати		
	sing	
		winner

E. Describe yourself using as many nouns from the exercise as possible.

F. What did/ do these famous women do? Coco Chanel, Margaret Thatcher, Marie Curie, Rosalind Franklin, Emma Watson, Madonna, Florence Nightingale, Jane Austen, Frida Kahlo. Do you know any famous men with similar occupations?

Exercise 5.

A. Match the words with their definitions.

1. to be sorry (for)	a. a person that you study with;
2. to be rich (in)	b. a position of having responsibility for sth;
3. to be ready (for)	c. containing or providing a large supply of sth;
4. different	d. feeling sad and ashamed about sth that has been done;
5. numerous	e. fully prepared for what you are going to do;
6. goal-oriented	f. not the same as sb/ sth;
7. fellow student	g. existing in large numbers;
8. ambitious	h. working hard to achieve your goals;

9. hard-working	i. willing to help sb;
10. to be into	j. having the skill and ability to produce sth new;
11. helpful	k. to be in good health;
12. to be in charge (of)	l. liking sb/sth very much;
13. creative	m. having knowledge or skill in a particular job or activity;
14. to be fine	n. putting a lot of effort into a job and doing it well;
15. experienced	o. determined to be successful, rich, powerful.

B. Work in pairs. Student A: say a–o, Student B: close the book and say the defined word.

C. Fill in the gaps.

1. Mary has a wide circle of friends. Most of them are her __1__.
2. Her interests are __2__. She is fond of dancing and __3__ on pop music.
3. My son's new teacher is very young and not very __4__.
4. Ukraine is __5__ in customs and traditions and I'm proud of its people.
5. It's Lucy's first year in our English class. She is a __6__ student, you know.
6. All my class-mates are fond of our Art teacher, Jim Brown. He is talented and __7__.
7. Unlike his younger brother Peter is not __8__ at all. He isn't eager to have more than he has now.
8. What I like about your parents is that they are __9__ people. They never get angry.
9. Don't help me. I am __10__.
10. I'm __11__, I cannot understand you. I'm poor at Ukrainian.
11. Sam won't give you a hand, I'm afraid. He isn't very __12__.
12. Who is in __13__ of your group?
13. We can't believe that Sam and Simon are brothers. They are so __14__.
14. Linda and I are __15__ for this difficult test.

D. Work in pairs. Guess which facts are true about your partner. Check if you are right. Make use of Conversational formulas expressing opinions in the Supplemet.

Model: I think, most of your friends are fellow students. – You are wrong, most of them are my former class-mates.

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

To be fond of, to be proud of, to be interested in, to be late for, to be ready for sth/ to do sth, to be in charge of sth/ sb, to be into sth, to be rich in sth, to be sorry for sth.

Exercise 7. Support the following statements. Give as many variants as possible.

Model: *His hobby is reading. – Yes, he is fond of reading. He is just a bookworm.*

1. You like surfing the net, don't you?
2. They like to dance.
3. Music isn't her hobby-horse.
4. Her nephew can draw well, can't he?
5. He can speak English well.
6. Your parents adore travelling.
7. He goes in for sports.
8. He is a nice guitarist.
9. He never misses a chance to watch a new film.
10. She can't read English books in the original.
11. I don't like travelling as it is tiresome.

Exercise 8. Respond to the suggested sentences using the vocabulary of Text 2.

Model: – *My hobby is reading. – I'm fond of reading, too. I'm just a bookworm.*

1. Bob is a top student.
2. I'm never bored with him.
3. Is your nephew so cheerful?
4. Why is the telephone always busy?
5. Let's play the guitar and sing songs.
6. You are the monitor, aren't you?
7. I like the way you dance.
8. Music isn't my hobby-horse.
9. Her nephew can draw well, can't he?
10. Can you understand your teacher well?
11. Who's that handsome man at the window?
12. We have a lot in common with you, don't we?
13. My bosom friend, Lucy, speaks three foreign languages.

Exercise 9. Support or challenge the following statements. Make use of the formulas of agreement and disagreement from the Supplement.

Model: You are bored with English. – Far from it. I'm not bored with English. I'm fond of it.

1. Your roommates are good mixers.
2. Your mother is often angry with you.
3. The monitor is in charge of our progress.
4. Your friend and you are well-read people.
5. Your father is fond of surfing the Internet.
6. Your class-mates are punctual.
7. Jazz is popular with the students of your faculty.
8. Your younger brother studies physics.
9. His marks in English are poor.
10. You have no interest in Ukrainian culture, do you?
11. Your nephew is so lazy.
12. Your teacher is an elderly person, isn't she?

Exercise 10.

A. Put all possible questions to the sentences.

Model: I'm not surprised at this news. – Aren't you surprised at the news? You are surprised at this news, aren't you? What are you not surprised at? Who isn't surprised at this news?

1. He is never late for classes.
2. We are eager to dine out today.
3. He is never ready for the lessons.
4. My neighbour is a famous scientist.
5. My uncle is keen on going to the gym.
6. I'm busy with the report on exchange students in Ukraine.

B. Ask questions to get some additional information.

Model: Why aren't you surprised at this news?

Exercise 11. Develop the situations. Is it true about you or your relatives?

Model: Our mother is good at English. She understands English speech. She can speak fluent English. She reads English books in the original.

1. The monitor is responsible for everything.
2. They have difficulty in understanding each other.
3. I am on friendly terms with my room-mates.
4. My mother is into arts.

5. My younger brother is poor at Ukrainian.
6. She is a very experienced and creative teacher.
7. My friend is interested in Ukrainian culture.
8. He is an exchange student.

Exercise 12. Respond to the sentences using the suggested word-combinations.

Model: *Why is your teacher angry with you? (to be 5 minutes late for) – I'm five minutes late for the lesson.*

1. Don't be so slow. (to be in a hurry)
2. Bob is a top student. (to be ready for)
3. Are they classmates? (to be the same age)
4. Why are you so sleepy? (to be tired after)
5. Are you sure they are in? (to be certain of)
6. I'm never bored with him. (to be a good mixer)
7. Is your nephew so cheerful? (to be in high spirits)
8. Why is the telephone always busy? (to be fond of)
9. Let's play the guitar and sing songs. (to be good at)
10. Your roommate is punctual, isn't he? (to be on time)

Exercise 13. Express surprise. Use parentheses.

Model: *He is a vet. – Is he? He is a doctor, as far as I know.*

1. We are in a hurry.
2. This story is so funny.
3. Jane is in her late twenties.
4. Sorry, I'm not a cinema-goer.
5. My Granny is so old-fashioned.
6. Mary is an experienced photographer.
7. This school-leaver is rather ambitious.
8. The students are excited about the coming concert.
9. Your group-mates are a bit nervous before the exam.
10. Your twin-brother isn't satisfied with the results of the test.

Exercise 14. Complete the sentences with an appropriate word or expression from the box.

*acquaintance, best friend, ex-girlfriend, a perfect match, fiancé,
ex-husband, pen-friend, roommate, colleague, neighbour*

1. Kate and I are fond of spending time together. She is my _____.
2. I see Bob every day. We work in the same office. He is my _____.

3. I've never seen Clair but I know a lot about her. She is my _____.
4. I don't know Simon very well. He is just an _____.
5. Jack is my _____. Though we are divorced, we are on good terms with him.
6. Sandra and I had a quarrel last week. Now she is my _____.
7. Pete and I share a room in the hall of residence. He is my _____.
8. Peter lives next door. He is my _____.
9. Sam and I are engaged. He is my _____.
10. I am fond of this couple. They are a _____.

Exercise 15. Complete the sentences.

1. A good teacher is 2. A good teacher has 3. A good teacher can
 4. A bosom friend is 5. A bosom friend has 6. A bosom friend can
- (a perfect class-mate/ roommate, an effective monitor, a good neighbour etc.)

Exercise 16.

A. Paraphrase the following sentences using Additional vocabulary. Follow the model.

Model: Mary is fifteen. – She is still in her teens.

They are peers. – They are the same age.

1. I am thirty-three.
2. Nick is seventeen.
3. They are the same age.
4. Mr. Smith is thirty-nine.
5. Mrs. Smith is thirty-one.
6. Mr. Smith is ninety.
7. She is the same age as me.
8. Mrs Smith is seventy.
9. Wendy is eighteen years and four months old.
10. Ben is seventeen years and eleven months old.

B. Tell us how old people you know are. Follow the model.

Model: My companion, Svetlana, is in her early thirties.

C. Interview people of different ages. Find out about their ambitions, likes, dislikes.

Exercise 17.

A. Dictionary work: find definitions of the words *work, job, occupation, profession*, and *career* in a dictionary (for example, Macmillan Dictionary <http://www.macmillandictionary.com/>).

B. Fill in the gaps with an appropriate word from Dictionary work.

1. I am eager to get that _____.
2. His part-time _____ is well-paid.
3. Simon is afraid to lose his Sunday _____.
4. My partner is considering a change of _____.
5. My companion made a successful _____ in politics.
6. She entered the teaching _____ after university.
7. What's your girlfriend's _____? – She is an architect.
8. My husband to be is a computer programmer by _____.
9. While filling in the form I had to state my name, age and _____.
10. She is out of _____ now and her husband is very disappointed because of it.

Exercise 18. Look at the list of occupations in Additional vocabulary. Say which work you find difficult/ easy; interesting/ monotonous; challenging; well-paid/ badly-paid. Explain your answer.

Exercise 19.

A. What profession is described below?

Legal

Angry

Wins the case

Yells a lot

Earns a big salary

Really disliked by a lot of people

B. Make up a similar riddle.

Exercise 20.



A. Listen to the recording and say which job it is (Work available at: <https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/work>).

B. Tell your class-mates about any profession from the list of occupations in Additional vocabulary without naming it. Let them guess what profession you are speaking about.

Model: I find this profession useful. I associate it with a drill and rotten teeth. People of this profession are well-paid. (a dentist)



C. Play the game and guess the jobs (available at: <https://www.podcastsinenglish.com/pages/level1a.shtml>).

D. Think of any profession. Let your class-mates guess it by asking you general, disjunctive, alternative, and special questions.

Model: Is it a well-paid job? This kind of work is good for creative people, isn't it? Is it women's or men's work? What are your associations with this profession?

E. Speak about one of your parents' occupation. Express your attitude to this profession.

Exercise 21. Find out some personal information about your partner. Fill in the table with the questions you ask your partner and information you get from him/ her. Report on your partner.

Information required	Questions	Information obtained
First name	e.g. <i>What is your first name?</i>	<i>Maria</i>
Surname		
Age		
Date of birth		
Place of birth		
Nationality		
Citizenship		
Marital status		
Mother tongue		
Occupation		
Address		
Telephone		
e-mail address		
Skills (good at)		
Interests (fond of/ interested in)		
Ambitions (to be eager)		
Worries (to be afraid of/ worried about)		

Exercise 22. Think of a person you are fond of. First, fill in the table with the information you know about your role-model and information you want to know about him/ her. Then, using different sources, find out all you want to know. Report on your role-model.

What I know about my role-model	What I want to know about my role-model	What I learnt about my role-model
e.g. <i>Madonna is 65 now.</i>	<i>What is her place of birth?</i>	<i>Her place of birth is Bay City, Michigan, US.</i>

My role model is Madonna. She is 65 now. She is from the USA. Her place of birth is Bay City, Michigan, US

Exercise 23.

A. Match the synonyms.

cheerful	shy
moody	interested
relaxed	eager
confused	excited
downhearted	anxious, tense
embarrassed	gay, happy, joyful
nervous	at ease
curious	puzzled, at a loss
willing	exhausted
angry	depressed, gloomy, sad
emotional	annoyed, irritated, cross, furious
delighted	happy, pleased
tired	gloomy, sad

B. Find antonyms to the following words.

Bored, calm, impressed, lazy, in high spirits, at ease, optimistic, fearless, sad.

C. Complete the sentences with an appropriate word from the box.

upset, moody, anxious, proud, confident, lonely, angry, bored, excited, nervous

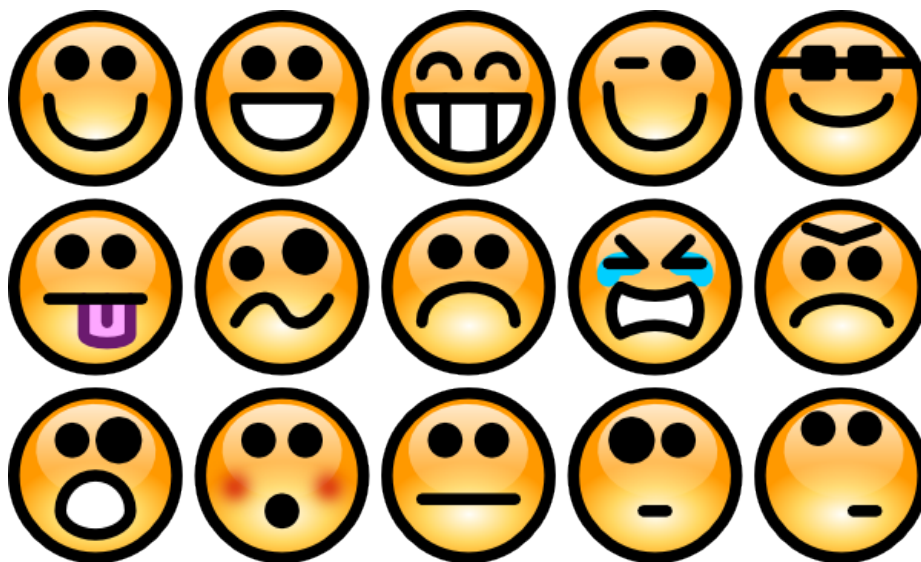
1. Jane is sad and angry because of the failure. She is
2. He felt ... after his wife's death.

3. Tom is satisfied with his success. His parents feel
4. Though she is ready for the test, she is a bit
5. Paul is sure of his strength and abilities. He is
6. Nick is worried. He is
7. Sam becomes ... when his younger brother takes his car.
8. Aren't you ... with watching this film for the tenth time?
9. The children are very ... after the game.
10. Julie is often unhappy or angry for no reason. She is

D. Interview your partner if he/ she has the mentioned feelings now, when he/ she usually feels like that.

Exercise 24.

A. Look at the faces showing different moods and feelings. What are these moods?



B. Speak about the situations when you are in one of these moods.

Model: I am usually happy when my parents are proud of me.



C. Find out why the emojis and emoticons are so popular. Listen to the programme "The rise of the emoji" (available at: <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-170323> to find out the answer).

Exercise 25. Answer the following questions.

1. Are you acquainted with all your fellow students?
2. How many class-mates have you got?
3. Are they your former school-mates?

4. Who is the monitor of your group?
5. What is the monitor in charge of?
6. Are you eager to be the monitor?
7. What are you eager to achieve at our faculty?
8. You are a language learner, just a beginner, aren't you?
9. Your best companions are language learners too, aren't they?
10. Are you good at Grammar?
11. You are poor at spelling, aren't you?
12. What other difficulty do you have?
13. Are you keen on going to the gym or playing computer games?
14. What activities are popular with your peers?

Exercise 26.

A. Read the text about Wendy's group-mate, Paul. There is one mistake in each sentence. Identify the mistake by choosing A, B or C.

Paul is in its early twenties.

A B C

He is an exchange student and he is in Ukraine now.

A B C

He is the leader of the sports team, because he is good in cycling.

A B C

In his free time Paul is keen in surfing the Internet.

A B C

Surfing the Internet is very popular in the teenagers.

A B C

He is acquainted to a lot of language learners.

A B C

Paul is always ready to give them a lot of advices.

A B C

Paul's friends and he are in good terms.

A B C

Other Pauls' hobbies are chatting online, listening to music and rollerblading.

A B C

He is sure of his knowledge and is always at a loss at the lessons.

A B C

His teachers are proud of such a good-read student.

A B C

As he is the monitor of the group, he isn't in charge of everything.

A B C

B. Make up questions to learn more information about Paul.

C. Paul is your best friend. You know a lot about him. Answer your partner's questions.

Exercise 27. Translate the following sentences.

A.

1. Мій одногрупник захоплюється мистецтвом. Він без труднощів пригадує факти про особисте життя відомих акторів.
2. Студентське життя багате на різноманітні події, і це нам до вподоби.
3. – Староста групи відповідальна за безліч усього. – А чи відповідальна вона за відвідування студентами занять? – Авжеж.
4. – Він ще підліток і має труднощі із спілкуванням з дівчатами. – Він занадто сором'язливий, чи не так?
5. Моєму дядьку вже далеко за тридцять, але він початківець у вивченні англійської мови. Він дуже наполегливий, і я пишаюся ним.

B.

1. Мій найкращий товариш – дійсно книжковий черв'як. Він надзвичайно начитаний. Він захоплюється історією України.
2. Майклу ледве за двадцять. Він студент за обміном і має здібності до вивчення української мови. Він завжди готовий допомагати своїм одногрупникам.
3. – Чому ти такий розгублений? – Я на десять хвилин запізнився на лекцію.
4. – Твій двоюрідний брат має труднощі із розумінням англійської мови? – Ні, він комфортно почувається у Великобританії.
5. Похресник моєї мами має подвійне громадянство. Він народився у Сполучених Штатах, але проживає в Англії разом із тіткою по татовій лінії.
6. – Її колишній друг – досвідчений програміст, чи не так? – Ні, він – автомеханік. – Я спантеличена.
7. – Ким хоче стати твоя двоюрідна сестра? – Вона захоплюється музикою і дуже хоче стати професійним музикантом. Вона талановита і наполеглива.
8. Вона засмучена, тому що страшенно сумує за домом.
9. – Чим займається той балакучий юнак? – Він – актор, справжній трудоголік. Він завжди у піднесеному настрої. Його найбільш вдала роль – поліцейського. Йому близько тридцяти років, але він не виглядає на свій вік.

10. Не сердьтеся на Тома, він чесна та вихована людина. Поговоріть із ним, спробуйте.

11. Моя бабуся уже в поважному віці семидесяти років, але досі із задоволенням приймає гостей, займається спортом та користується інтернетом.

12. – Ця літня людина чимось роздратована. – Я здивований. Це наш викладач мовознавства. Він завжди задоволений відповідями кращого студента групи.

CULTURE CONTEXT

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

1. A student exchange program.

A student exchange program is a program in which a student, typically in secondary or higher education, chooses to live in a foreign country to learn, among other things, language and culture. These programs are called "exchanges" because originally the goal was an exchange of students between different countries. No trade off is actually required, so a student is allowed to go to another country without finding a counterpart in that country to exchange with. Students live with a host family, who are usually unpaid volunteers and can be a traditional family, a single parent, or a couple with no children at home. Host families are vetted by the organization coordinating the program. In the United States, the Department of State requires that each person 18 or older in a host family receive a criminal background check.

Student exchanges became popular after World War II, and have the aim of helping to increase the participants' understanding and tolerance of other cultures, as well as improving their language skills and broadening their social horizons.

An exchange student typically stays in the host country for a relatively short period of time, often 6 to 10 months, in contrast to international students or those on study abroad programs which can last for several years.

These programs are available from a number of service-oriented organizations, such as Study Abroad UK, CIEE (Council on International Educational Exchange), World Education Program (WEP), International's Rotary Youth Exchange, Forte International Exchange Association, DM Discoveries <http://www.dmdusa.com/>, PAX-Program of Academic Exchange, OYA-One Year America Youth For Understanding, ASSE, Nacel Open Door, En Famille International, Project IMUSE, and AFS. Civic organizations in some cities offer similar programs, including the Kiwanis or Lions Clubs.

Some students on exchange programs can receive academic credit from the country they study in.

(From Wikipedia)

2. How to greet someone in Britain.

The Handshake.

A handshake is the most common form of greeting among the English and British people and is customary when you are introduced to somebody new.

The Kiss.

It is only when you meet friends, whom you haven't seen for a long time, that you would kiss the cheek of the opposite sex. In Britain one kiss is generally enough.

Formal greetings.

The usual formal greeting is a "How do you do?" and a firm handshake, but with a lighter touch between men and women.

"How do you do?" is a greeting not a question and the correct response is to repeat "How do you do?" You say this when shaking hands with someone.

First person "How do you do?" Second person "How do you do?"

"How are you?" is a question and the most common and polite response is "I am fine, thank you, and you?"

First person "How are you?" Second person "I am fine thank you and you?"

Nice to meet you – Nice to meet you too. (Often said whilst shaking hands)

Delighted to meet you – Delighted to meet you too.

Pleased to meet you – Pleased to meet you too.

Glad to meet you – Glad to meet you too

Good Morning/ Good Afternoon/ Good Evening

Informal greetings.

Hi – Hi or hello

Morning/ Afternoon/ Evening (We drop the word "Good" in informal situations)

How's you? – Fine, thanks. You?

Thank you/ thanks/ cheers

We sometime say "cheers" instead of thank you. You may hear "cheers" said instead of "good bye", what we are really saying is "thanks and bye".

For other words visit our British and American Words page.

For more information about manners and etiquette visit Social Customs and Dos and Don'ts in Britain.

(From <http://projectbritain.com/greetings.htm>)



B. Find out how to greet someone you haven't seen for ages (available at: <http://learnenglish.britishcouncil.org/en/how/how-greet-someone-you-havent-seen-ages>).

C. Surf the Internet in search of information about teenagers working part time in England, acceptable behaviour in England, and English stereotypes.

SPEAKING

Exercise 1. Roleplay

A. What phases will you use to introduce yourself? What might people talk about when they meet for the first time?

B. Work in pairs. Do a role play “Introduction”.

Student A, Student B: Take on the role of the famous person marked on your card. Search the internet to find some facts to introduce yourself better, if necessary.

Your task is to introduce yourself to the other famous person and have a small talk with him/ her. Introduce yourself by saying *Hello, I'm... Nice to meet you. Let me introduce myself, Pleased to meet you ... , Where are you from? What do you do?* etc.

Repeat the activity with different cards or tell the class who you met.

Famous people: Oprah Winfre, Justin Bieber, William Shakespeare, Lesia Ukrainka, Beyoncé, Elon Musk, Bill Gates, Kylie Jenner, Margaret Thatcher, Marie Curie, Florence Nightingale, Jane Austen, Boris Johnson, Diana, Princess of Wales, Emma Watson, etc.

Exercise 2

Make up dialogues on the following situations. Make use of the conversational formulas suitable for the situations in the Supplement.

1. Three students have a talk, one of them is a newcomer in the group. They get acquainted with him/ her.
2. The monitor of the group fills in personal information in the register and asks a student about some details.
3. A participant of a conference has a talk with a receptionist who has to fill in some registration information.
4. A parent has a talk with a son/ daughter who wants to learn everything from his/ her own mistakes and doesn't need any advice/ is afraid to make up his/ her mind himself/ herself and always needs some advice.
5. A fresher exchanges the news with his/ her friends/ parents at the end of the first week at the University.

6. A student looking for a roommate to rent a flat with has an interview with one of the candidates.
7. A student shows the new pictures of the group to his friend making comments on some of them.
8. A student has an interview for a part-time job; an interviewer wants to know some personal details and professional skills.

Exercise 3. Discuss the following questions.

1. Do you agree or disagree with the following statement? A person's childhood years (the time from birth to twelve years of age) are the most important years of a person's life.
2. Some people choose friends who are different from themselves. Others choose friends who are similar to themselves. Compare the advantages of having friends who are different from you with the advantages of having friends who are similar to you. Which kind of friend do you prefer for yourself? Why?
3. Some people think, that the family is the most important influence on young adults. Other people think, that friends are the most important influence on young adults. Which view do you agree with?
4. Which would you choose: a highly-paid job with long hours that would give you little time with family and friends, or a low-paid job with shorter hours that would give you more time with family and friends?
5. What do you want most in a friend – someone who is intelligent, or someone who has a sense of humour, or someone who is reliable? Which one of these characteristics is most important to you?
6. Many students have to live with roommates while going to school or university. What are some of the important qualities of a good roommate?
7. Describe your Dream Team.

Exercise 4. Translate the proverbs into Ukrainian and comment upon them.

1. A bird may be known by its song.
2. A fool may ask more questions in an hour than a wise man can answer in seven years.
3. A man is known by the company he keeps.
4. An unfortunate man would be drowned in a teacup.
5. Better be alone than in bad company.
6. He who makes no mistakes, makes nothing.

Exercise 5. Translate the following quotations and comment upon them.

1. "A real friend is someone who walks in when the rest of the world walks out." *Anonymous*

2. "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty." *Winston Churchill*
3. "Respect yourself, and others will respect you." *Confucius*
4. "Forty is the old age of youth, fifty is the youth of old age." *Victor Hugo*
5. "In the end it's not the years in your life that count; it's the life in your years." *Abraham Lincoln*
6. "We don't stop playing because we grow old; we grow old because we stop playing." *George Bernard Shaw*
7. "The secret of happiness is not doing what one likes, but in liking what one does." *Unknown*

Exercise 6. Do a project "My class: love it or hate it"/ "We are the same but different"/ "My class in ten years' time": working in small groups, find information about the topic to form a presentation.

READING TEXT 1

Before reading

1. Answer the questions.

What hobbies do you or your friends have? What are traditional hobbies?

What hobbies are unusual?

What does it mean "to have a hobby"?

Have you ever collected anything? What have you collected?

While reading

2. Read the text and say why it can be exciting to collect stamps.

The only times I saw my uncle Oscar show real interest in anything was when he was working on his stamp collection. He would become quite excited over a new stamp or a rare old one. His children, Elizabeth and Julian, took no interest in their father's hobby, or in their father himself for that matter. If they didn't share his interest I, his nephew, did, and I often went to the Leightons' to talk about stamps with Uncle Oscar and examine his very fine collection. He would take from the shelf one of his albums of stamps and enter new stamps. Our love of stamp collecting was a strong tie. We both enjoyed the hours together looking at and talking about stamps. I remember being taken into his study one day and shown an unusual new stamp. "There was a slight imperfection in the printing," Uncle Oscar explained, "and very few were printed before the error was found. I have two of them. One day, not too many years from now, they will be extremely valuable".

(From *Whatever happened to Uncle Oscar?* By George P. McCallum)

After reading

3.1. Answer the questions about the text.

Who shared Uncle Oscar's interest in his hobby?

What did Uncle Oscar take interest in?

What made him excited?

How did Uncle Oscar and his nephew spend time?

What story did Uncle Oscar tell his nephew?

3.2. In pairs, discuss your answers to the following questions:

Is hobby associated with a particular type of person?

Does it have any advantages over other hobbies?

Does it have any benefits?

Does it provide some of income?

Does it have any educational value?

What hobby did you have in childhood?

Why can a hobby build a strong tie between people?

3.3. Tell about your hobby.



LISTENING

TEXT1

WENDY

Before listening

1. Before you listen, work in pairs. Make up a list of facts about Wendy.

While listening

2.1. Listen to Wendy and tick the true statements from your list.

2.2. Read the tapescript and fill in the gaps with one word. Compare your answers.

My name is Wendy. I am in my 1 teens. I am a 2 learner, just a beginner, you know. It's difficult to learn Ukrainian. But I am hard-working. They say I am a 3. I am 4 of reading books, that's why I am never at a loss when it comes to a difficult question. Besides, I am keen on 5 the Internet, and have no difficulty with computer software. I am always ready to give my group-mates some 6.

As I am an exchanged student, I am often 7. But I am glad I have a lot of friends and 8. Most of them are my 9. They are goal-oriented and broad-minded. We have a good 10 together. My best 11, Vicky, is the heart and soul of our company. She is good at 12 friends. Vicky is 13, witty, and cheerful. However, she is sometimes 14 and 15. I'm happy that we are on good 16.

2.3. Listen again and check your answers.

After listening

3.1. Work in pairs. Take turns recalling one bit of information from the listening without repeating anything. Continue as long as possible.

3.2. You are going to read sentences. Complete the second sentence so that it has a similar meaning to the first sentence. Use the suggested words.

Model: *Wendy has no problems with computer software (good). – Wendy is good at computers.*

1. She is seventeen (late).
2. She is learning a foreign language (learner).
3. She has just started to learn Ukrainian (beginner).
4. She works extremely hard and enjoys it (workaholic).
5. She is keen on reading books (of).
6. She misses her family (is).
7. Most of her friends study together with her (group-mates).
8. She knows much (broad-minded).
9. Vicky is her best friend (bosom).
10. Vicky is witty (smart).
11. Sometimes she likes to tell other people what to do (bossy).
12. They get on well (good).

3.3. Look at the photos from Wendy's album. Speculate who the people are, mention their age, profession, and hobbies.



TEXT 2

ARE YOU INTELLIGENT?

Before listening

1.1. Are you really as intelligent as you like to think you are? A study shows men are more likely to overrate their intelligence than women.

1.2. What words will you use to describe intelligent people? What words mean "the things you can do"?

1.3. Fill in the gaps with the correct words (*abilities/ ability, talents/ talented, gifts, skills/ skilled*).

1. I'm not sure he has the right ... for this job. 2. We can be specific about kinds of ..., for example, mathematical ..., musical ... etc. 3. I want to develop my writing 4. He is a ... writer. 5. He has a ... for painting. He is a ... painter. 6. ... and talents are more likely to be used to mean natural abilities that you are born with, while ... are things you can learn or acquire. 7. I promise I will do it to the best of my

While listening

2. You are going to listen to Jackie and Callum looking at the results and at the language of abilities. The word "intelligence" comes from the Latin verb "intelleger". This means... a) to see; b) to know; c) to understand. Listen out for the answer at the end of the programme.

After listening

3. What things can you do? Specify your abilities, skills, talents, and gifts.

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



FURTHER LISTENING

1. Are you big or small talk? (Available at: <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-150129>).

2. Getting an ID card <https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/getting-id-card>).

3. Passport (available at: <http://www.listenaminute.com/p/passports.html>).

4. The best job in the world (available at: <https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/best-job-world>).

5. Bill Gates (available at: http://www.famouspeoplelessons.com/b/bill_gates.html).

WRITING

PARAGRAPH ORGANIZATION

Exercise 1. Complete the sentences using the words or phrases from the box.

<i>topic sentence</i>	<i>paragraph</i>	<i>supporting sentence</i>
<i>concluding sentence</i>	<i>indented</i>	<i>controlling idea</i>

1. A _____ is a sentence, sometimes at the beginning of a paragraph, that states or suggests the main idea (or topic) of a passage.

2. The _____ of a paragraph develops the main idea presented in the topic sentence.

3. The first paragraph can be _____ .

4. _____ , or main idea, is the soul of every written work, be it informative article or a simple story. It shows what direction you are going to take in writing about the topic. Each paragraph should have a single _____ .

5. A ____ sums up the information that is presented in a paragraph. It completes the paragraph and restates the main idea.
6. A ____ is a self-contained unit of a discourse in writing dealing with a particular point or idea. It consists of one or more sentences.

Exercise 2.

A. Read the paragraph. Then answer the questions.

1. What is the topic of the paragraph?
2. What is the main idea about the topic?
3. What ideas help explain the main idea?

The Job of My Dream

I'd like to work as a travel agent. The best thing about this job is that they travel a lot on free trips to luxury resorts sponsored by hotel companies. One more thing that attracts me about working for a travel agency is communicating with other people. They say I'm easy-going and it seems to me I have no difficulty speaking in public. Another thing, that makes me think of this job as my future career, is my passion for foreign languages. I think it's important to know several languages, as this job involves a lot of writing to make itineraries sound as attractive as possible for people all over the world. Besides, I'll have to book flights or hotels in different countries. So, all things considered, being a travel agent is the best choice for me.

B. Read the paragraph. Circle the topic sentence. Put one line under the supporting sentences, and two lines under the concluding sentence.

Exercise 3. In each sentence below, circle the topic, and underline the controlling idea. If the sentence does not contain the effective controlling idea, write an X in the blank. Say what the supporting sentences can be about.

Model: ____ *Mushroom risotto is easy to cook if you follow this recipe. (The writer will describe the steps you should follow to cook the dish.)*

1. ____ My little sister is very kind to her pet.
2. ____ I am going to write about my school.
3. ____ English is my favourite subject.
4. ____ Nizhyn is very attractive for tourists.
5. ____ When I want to relax, I listen to classical music.

Exercise 4. Use each word or phrase below to write a topic sentence with a controlling idea.

Model: *Dogs → Dogs are the best pets ever.*

1. Football
2. Night clubs
3. Exchange programmes
4. Driving a motorbike
5. Teenage fashions

Exercise 5. Read the topic sentences below. Write SS next to the three supporting sentences and write CS next to the concluding sentence.

Model: *Museums are one of the places that tourists are attracted to nowadays.*

SS a. *Museums offer a very easy way to gain insight into the history and culture of a location.*

SS b. *These days, museums are designed to be accessible to the general public, and the entrance fee is low enough.*

CS c. *Visiting museums is a popular activity for many tourists.*

SS d. *Visiting museums adds an intellectual aspect to their trips.*

1. It's far from being true that grading contributes to education.

___ a. The basic motive for students to study is fear of low grades.

___ b. Because grades are the main criteria for passing courses, students do not study: they just develop methods of cheating.

___ c. Grading students is not a good practice, and should be abolished.

___ d. The grades of a student for the first year of school will still be valid in the last year, whether his knowledge of the subject has improved, or deteriorated.

2. My parents differ from each other in countless aspects.

___ a. As I said before, they are my parents and are quite different.

___ b. The obvious difference in their personality is, that while my mother is quite talkative, and my father prefers to listen to people and doesn't like making too many comments.

___ c. Their physical appearance is the clearest evidence for their difference.

___ d. They prefer doing quite different things at their leisure.

3. I need very little to be happy.

___ a. It's very important for me to have good relations with my relatives around me for peace of my mind.

___ b. I do not want unnecessary criticisms from the people around me.

___ If I acquire success in social relations, independence, and acceptance, then it means, that I have the golden key to make happiness an enduring element of my life.

___ d. I should be self-sufficient enough to continue my life without too much assistance of the others.

4. There are many reasons, why some parents choose to homeschool.

___ a. That's why parents, caregivers, or private tutors educate children individually at home instead of sending them off to be formally educated in public or private schools.

___ b. They do not feel their children are safe in school because of bullying.

___ c. Homeschooling is also seen as a choice for families that live in rural areas.

___ d. Other parents feel like the education in school is not good enough.

5. A good neighbor must be supportive.

___ a. This example demonstrates, how important it is to have kind and supportive neighbors, when an emergency happens.

___ b. Often, the people who live close to us are the only ones, who can give us a hand, when things go wrong.

___ c. Our situation was aided, however, by a compassionate neighbour, who immediately called the fire brigade, when he felt the smell of smoke.

___ d. Besides, he also provided us with clean clothes, food, and a place to stay for the night.

Exercise 6.

A. Read the following topics. Narrow them down to paragraph topics. Then compare with a partner.

Model: Universities → *The most popular Universities in Ukraine*
University entrance exams
Amateur art activities at our University

1. Hobbies
2. Friends
3. My group

B. Write a topic sentence, 3 supporting sentences and a concluding sentence on one of the topics in Exercise 6 A.

SELF-ASSESSMENT

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

1. If the relations in one family are not bad, and in another family, they are really cordial, that means that the first relations are ... than the second ones.

- a) the worst
- b) better
- c) worse
- d) the best

2. There isn't ... sense in what he says.

- a) many
- b) much
- c) few
- d) little

3. I'm really ... languages.

- a) on
- b) about
- c) into
- d) of

4. He is the monitor of the group. So, he is ... everything.

- a) in charge of
- b) responsible about
- c) keen on
- d) proud of

5. Peter is ...the lessons.

- a) late
- b) late for
- c) comes late for
- d) comes on time

6. We are exchange students, which means we are...:

- a) from different countries
- b) keen of foreign languages
- c) fond of exchanging
- d) in charge of studies

7. She is 34. So she is in her ... thirties.

- a) early
- b) late
- c) middle
- d) own

8. He has no difficulty in learning a foreign language. So, he is

- a) talented
- b) is inexperienced
- c) a beginner
- d) at a loss for words

9. My dream team is proud of getting on well. It means

- a) they are on friendly terms
- b) they are fond of making a fire in their free time
- c) they are in one house
- d) their house is on fire

10. Some ... think that history repeats itself.

- a) historians
- b) historics
- c) historians
- d) histories

11. The bookworm is a person who is

- a) a live wire
- b) into reading
- c) on friendly terms with others
- d) on first-name terms with others

12. If your friend is into something, he

- a) has difficulty understanding it
- b) is keen on it
- c) is interested in it
- d) is a slacker

13. A ... is a self-contained unit of a discourse in writing, dealing with a particular point or idea. It consists of one or more sentences.

- a) paragraph
- b) topic sentence
- c) concluding sentence
- d) supporting sentence

14. I'm a would-be ..., that's why I'm studying English.

- a) teacher of English
- b) interpreter
- c) travel agent
- d) entrepreneur

15. A ... is a sentence that states or suggests the main idea (or topic) of a passage.

- a) paragraph
- b) topic sentence
- c) concluding sentence
- d) supporting sentence

16. We are

- a) exchange students
- b) first year students
- c) roommates
- d) a dream team

ACHIEVEMENT CHECK








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

Now I can ...	<i>I strongly disagree.</i>	<i>I rather disagree.</i>	<i>I am not sure.</i>	<i>I rather agree.</i>	<i>I strongly agree.</i>
pronounce apposition correctly.					
pronounce prepositions followed by pronouns after the nuclear tone correctly.					
shift the sentence stress to pronounce sentences depending on their meaning.					

form nouns using the suffixes -er/-or, -ist, -ian, -ee					
give personal data, ask for personal data.					
talk about people you know (personal identification, relations and relationships, hobbies, interests, professions and skills).					
talk about new people in my life (personal identification, relations and relationships, hobbies, interests, professions and skills).					
talk about feelings and emotions.					
greet people and get acquainted with strangers/newcomers.					
organise paragraphs.					

UNIT 2

A MAN'S HOUSE IS HIS CASTLE

In this unit we will learn how to:
 Enumerate things and objects, pronounce adverbial groups with appropriate intonation patterns, mark definite words with Accidental (Special) Rise, express contradiction, correction, reproach, concern, hurt feelings, and soothing
 Form adjectives using the suffixes -ful, -less
 Describe different types of dwelling
 Talk about household chores
 Read and understand descriptions of dwellings
 Listen and understand descriptions of dwellings
 Develop an opinion paragraph

PHONETICS

INTONATION OF ENUMERATION

Every part of enumeration forms a separate intonation group pronounced either with the low-falling or low-rising tone. The final intonation group is pronounced with the Low Fall.

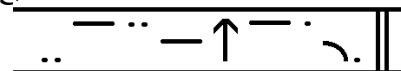
e.g. [ðeər ɪz ə ˈlɪvɪŋru:m | 'tu: ˌbedru:mz | ə ˈstɑːdɪ | ənd ə ˈnɜːsəri ɪn ðə haʊs||]

[ðə 'kɪtʃn ɪz ˈkʊʒɪ | ˈspeɪʃəs | ənd 'welˌfɪtɪd ||]

ACCIDENTAL (SPECIAL) RISE

It's a sudden rise of the pitch of the voice breaking the descending sequence of stressed syllables. It's typical for intonation groups with several stressed words. The syllable pronounced with Accidental Rise is marked by the arrow ↑ when transcribing and intoning sentences.

e.g. [ɪts kən'vi:nɪənt tə 'ki:p ↑ɔ:l maɪ ʌklʊðz ðəə ||]



INTONATION OF ADVERBIAL GROUPS

At the beginning of the sentence:

it makes a separate intonation group, as a rule, and is pronounced with the low-rising tone, but it can also be pronounced with the low-falling, and the falling-rising tones, though not often;

e.g. [ɪn ðə 'hɔ:l əv ʃrezɪdəns | ðəər ɪz ə'welɪkwɪpt ʃkɪtʃn | ʃʌvəz | səm ʃstɑdɪz | ə ʃfɪtnɪsrʊ:m |ənd ə ʃgeɪmzrʊ:m ||]

at the end of the sentence:

it doesn't make a separate intonation group but continues the intonation of a preceding one.

e.g. [ðəər ɪz ə 'bjʊ:tɪfʊl ʃɑ:bə | ə 'welkept ʃflavəbed | ənd 'naɪslɪ 'trɪmd ʌbʊɪz ɪn ðə ʃɑ:d||]

THE FALL-RISE

This nuclear tone is used instead of the Low-Rise to emphasize the communicative centre of the sentence. It expresses contradiction, correction, reproach, concern, hurt feelings, soothing.

e.g. [wi· 'ni:d tə 'wɔ:tə ðə ʌlə:n || ɪts ʌɡzʊɪŋ tə ʃreɪn ||]

[aɪ 'met maɪ 'frendz ɪn ðə ʌhɔ:l əv ʃrezɪdəns | tə dɪs'kʌs ðə 'leɪtɪst ʌnju:z ||]

It may spread on one syllable, two adjoining syllables or have a number of unstressed syllables between the Fall and the Rise (see Unit 3 of Introductory Course).

PHONETIC EXERCISES

Exercise 1. Read the sentences with enumeration, follow the given intonation.

1. [ðə 'haʊs ɪz ʌlɑ:dʒ|ʌkʊzɪ | ənd ʌspeɪʃəs ||]

2. [ɪt hæz 'ɔ:l 'mʊdn kən'vi:nɪənsɪz | ʃhi:tɪŋ | ʃgæs| 'rʌnɪŋ 'kʊld ənd 'hɒt ʃwɔ:tə | 'keɪbl 'tɪ:ʃvɪ: | ənd ə ʌtelɪfʊn ||]

3. ['daʊnʃsteəz | ðeər ɪz ə ˌsɪtɪŋru:m wɪð ə faɪəpleɪs | ə ˌkɪtʃn | əˌdaɪnɪŋru:m | ə ˌbɑ:θru:m | ənd ə ˌpæntri ||]
4. ['ʌpʃsteəz | wiː kən 'si: 'θri: ʃbedru:mz |ə ˌnɜ:səri | mɪstə pəv'lenkəz ʃstɑdɪ | ənd əˌbɑ:θru:m ||]

Exercise 2. Enumerate the following:

- rooms in your house/ flat;
- pieces of furniture in your sitting-room;
- knick-knacks in/ on the wall-unit;
- objects on your shelf.

Exercise 3. Read the sentences, pay attention to the pronunciation of the syllables which take *Accidental Rise*.

- It's such a pleasure to enjoy a ↑beautiful view out of the window.
- The hosts' house is situated in a ↑very picturesque area.
- The curtains match the carpet ↑so well.
- The lodging has ↑all modern conveniences.
- There is a table large enough for ↑all my room-mates.
- It takes me only a ↑quarter of an hour to get here.
- The Pavlenko family is ↑really very friendly.
- That residential area is a ↑long way from the university.
- Dusting the chandelier takes me a ↑great deal of time.
- Her daughter-in-law is ↑too tired after white washing the ceiling.

Exercise 4. Read the sentences, pay attention to the pronunciation of the adverbial groups.

- On the right, there is a garage for the hosts' car and children's bicycles.
- Downstairs, there is a sitting-room with a fireplace.
- There isn't much furniture in my room.
- On the left, there is a built-in wardrobe with a lot of drawers.
- Opposite the wardrobe, there is a sofa with some pretty cushions.
- There is a computer table in the right-hand corner, next to the window.
- At the table, there are two chairs.
- On the walls, there are nice pictures.
- In front of the house, there is a beautiful flower-bed with bright multi-coloured flowers.
- On the mantelpiece, there are some knick-knacks from some far-away countries.

Exercise 5. Read the sentences, mind the falling-rising tone.

1. Though it's \not very /roomy, |it's \practical.
2. \Lucki/ly | the house is ↑five minutes' walk from the ,uni\versity.
3. The \room is not /modern, | and rather \gloomy, to my mind.
4. Next to the \so/fa | there is a \standard lamp.
5. Be\hind /it | there is an \orchard | with a lot of \fruit-trees in it.

Exercise 6. Read the sentences, pay attention to the falling-rising tone in the replies, expressing contradiction, correction, reproach, concern, hurt feelings, soothing.

1. – The walls are papered light green. – \Light /brown.
2. – All the rooms are poorly furnished. – \Don't /worry, it's \not as bad as you /say.
3. – The hosts' house is in the suburbs, isn't it? – In the \cen/tre.
4. – This isa new wardrobe with a lot of drawers I bought last week. – It's a \nice /choice. The \colour is all /right, and it's roomy.

Exercise 7. Give your replies expressing contradiction, correction, reproach, concern, hurt feelings, soothing.

1. – I'm so nervous about moving into the new house. –
2. – All the walls in the kitchen are papered. –
3. – Wendy is not really happy about her room. –
4. – The floor is covered with a beautiful thin carpet. –
5. – Our microwave doesn't work. –
6. – I painted the walls on Sunday, but I didn't paint the ceiling. –
7. – Your neighbours are very house-proud. –
8. – As far as I remember, the Smiths let their country-house last summer. –
9. – You are so slow, Nelly. –
10. – Something must be done to our garage. It's rather dilapidated. –

Exercise 8. Read the rhyme, mind the intonation of adverbial groups. Learn it by heart.

This is the key of the kingdom.
In the kingdom there is a city,

In the city there is a town,
In the town there is a street,
In the street there is a lane,
In the lane there is a yard,
In the yard there is a house,
In the house there is a room,
In the room there is a bed,
On the bed there is a basket,
In the basket there are some flowers.

The flowers are in the basket,
The basket is on the bed,
The bed is in the room,
The room is in the house,
The house is in the yard,
The yard is in the lane,
The lane is in the street,
The street is in the town,
The town is in the city,
The city is in the kingdom.
And this is the key of the kingdom.

Exercise 9. Practise the sounds in the following words.

[ʌ] – running, study, such, comfortable, much, covered, enough, nothing, bungalow, hut, shutter;

[u:] – beautiful, computer, two-storeyed, fruit-trees, chute, news, smooth, move, unit, utensils;

[ɜ:] – furniture, nursery, curtains, furnished, suburbs, outskirts, urban, housework, turn;

[ɒ] – host, cold, telephone, wardrobe, sofa, window, cosy, soap, household, pillow.

Exercise 10. Read the phrases with some phonetic phenomena:

a) mind the word-stress in compound adjectives before nouns:

in the picturesque area, a two-storied house, a built-in wardrobe, in the right-hand corner, a white-washed ceiling, a well-equipped kitchen, a semi-detached house, a fully-furnished room, a full-course dinner;

b) mind the word-stress in compound nouns:

a fruit-tree, a sitting-room, a bathroom, some flower-beds, a room-mate, table-tennis, homework, a skyscraper, a farmhouse, a cupboard, a bookcase, a bedspread, a microwave, a fireplace.

INTRODUCTION

Exercise 1. Answer the questions below.

1. What is there in the picture? Who lives in this house?
2. Would you like to live in it? Why?



 **Exercise 2.**

A. Listen to the text. Answer the questions.

1. Where does Wendy live in Ukraine?
2. Is she satisfied with it? Why?

B. Work in pairs. Find three similarities and differences between the Pavlenkos' house and the one in the picture above. Then listen again and check your answers.

TEXT 1

SEVERAL PAGES FROM WENDY'S DIARY

August 15th

Today is a remarkable day. I'm in Ukraine. The house of the Pavlenkos, my host family, is **not far from** the centre of the city, **in the picturesque area**. It is a **detached two-storeyed house, made of brick**, with a red **tile-roof**, and white **walls**. Behind it, there is an **orchard** with a lot of **fruit-trees** in it. **In front of** the house, there is a smooth **lawn** with some **flower-beds**. **On the right**, there is a **garage** for the hosts' car and children's bicycles. The family is **house-proud**.

The house is **large, cosy, and spacious**. It has **all the mod cons: heating, gas, running cold and hot water, TV**.

Downstairs there is a **sitting-room** with a fireplace, a **kitchen**, a **dining-room**, a **bathroom**, and a **pantry**. **Upstairs** we can see three

bedrooms, a **nursery**, Mr Pavlenko's **study**, and a **bathroom**. All the rooms are **nicely furnished**.

I am really happy to have such a **comfortable** room. It's a great pleasure to enjoy a **beautiful view** out of the window. There isn't much **furniture** in my room. **On the left**, there is a **built-in wardrobe** with a lot of **drawers**. It's **convenient** to **keep** all my clothes there. **Opposite** the wardrobe, there is a **sofa** with some pretty **cushions** on it **to match the curtains**. **Next to** the **sofa**, there is a **standard lamp**. **In the right-hand corner**, next to the window, there is a computer table and some **shelves** above it. They are **full of** books. The **floor** is **covered with** a beautiful thick **carpet**. There is a modern **chandelier** hanging from the **ceiling**. The walls **are papered** light green. I must **confess** that I am very happy to have a room for myself.

Exercise 3.

A. Roleplay. Interview your partner. Find out: whom he/ she calls regularly and what they talk about, what is good/ bad about where he/ she lives, what he/ she knows about his/ her fellow students' lodging, any other interesting information about his/ her group-mates' present place of living.

B. Find some similarities and differences between your present place of living and the house in the picture above.



C. Listen to the story and answer the questions.

1. What is there in Jane's room?
2. What makes her stay in the hall of residence comfortable?

TEXT 2 A CALL HOME

Jane's mother: Hi, Jane darling! How are you? But don't say "**nothing to write home about**".

Jane: I'm fine. Don't worry, I'm **settled**.

Jane's mother: What good news!

Jane: I'm glad to have such a **homely** room in the **hall of residence**.

Jane's mother: Are you alone there?

Jane: Now I am, but I have a **room-mate**, Ann, a girl from Aberdeen, Scotland.

Jane's mother: **Are you satisfied with your amenities?**

Jane: Surely! In the hall of residence, there is a **well-equipped** kitchen, showers, some studies, a fitness room, and a games room, where we can play table-tennis, chess, darts, and draughts. When the weather is fine, we can play basketball or volleyball in the open air on the sports ground.

Jane's mother: Dear, I am eager to have a look at your room. **Is it in a good condition?**

Jane: Well, yes. It's a pity, there is something **wrong with** my camera. **I can't make head or tail of it.** I can't send the photos yet. But you are sure to like it. Though it's not very **roomy**, it's **practical**. There is a table, large enough for all of us. My bed is **comfortable**. There are many shelves and a wardrobe...

Jane's mother: Is there any **cafeteria nearby?**

Jane: Yes. Besides, we can have a snack in the room, there is a special **dining area** for that. Sorry, Mum. I must be off.

Jane's mother: **Needs must.**

Jane: Remember me to Dad.

Jane's mother: Take care.

VOCABULARY BOOSTER

Word and its derivatives	Collocations	Examples
1. to enjoy – отримувати задоволення (від чого-небудь); насолоджуватися (чимось)	<i>to enjoy doing sth</i> <i>to enjoy oneself</i>	<i>Sandra enjoys her job in the city.</i> <i>Young children enjoy helping around the house.</i> <i>Julia was just starting to enjoy herself.</i>
2. to keep (kept, kept) – залишатися в якому-небудь стані	<i>to keep (sb/ sth) warm/ safe/ dry</i> <i>to keep calm/ awake/ sane</i> <i>to keep sth clean/ tidy</i> <i>to keep sb busy/ amused/ occupied</i>	<i>She kept searching for her specs.</i> <i>We sat around the fire to keep warm.</i> <i>I was struggling to keep awake.</i> <i>Keep your room tidy.</i> <i>These toys can keep the kids amused.</i>
3. furniture (only singular) – меблі		<i>I helped him choose the furniture for his house.</i>
4. to match – підходити під пару, підстать; відповідати; гармоніювати		<i>We painted the cabinets green to match the rug.</i>

5. to confess 1) зізнаватися	<i>to confess to (doing) sth</i>	<i>Edwards confessed to being a spy.</i>
2) визнавати	<i>to confess (that)</i>	<i>Marsha confessed that she didn't really know how to work the computer.</i>
6. to be settled – бути влаштованим, вирішеним		<i>I still don't feel settled.</i>
7. to be satisfied – задоволений	<i>to be satisfied with</i> <i>to be dissatisfied with</i>	<i>They have plenty of satisfied customers.</i> <i>If you are dissatisfied with this product, please, return it.</i>
8. condition 1) умова	<i>living/ working conditions</i>	<i>Conditions in the hall of residence were atrocious.</i>
2) обставини	<i>under ... conditions</i>	<i>Under these conditions, the fire can be rapidly controlled.</i>
3) стан	<i>in (a) good/ poor/ excellent/ terrible condition</i> <i>in no condition to do sth</i>	<i>The car is in an excellent condition.</i> <i>I was in no condition to cope with a train journey.</i>
9. wrong – неправильний, невірний, помилковий; хибний	<i>there is sth wrong with</i> <i>to go wrong</i>	<i>There's something wrong with the car again.</i> <i>Something's gone wrong with my watch.</i>
10. to be (was/ were, been) situated – бути розташованим	<i>to be situated in/ near/ at, etc.</i> <i>conveniently/ ideally/ beautifully situated</i>	<i>The house is situated near the college.</i> <i>The hotel is ideally situated near the sea-front.</i>

WORD FORMATION

We add suffixes -ful and -less to form adjectives. With suffix -ful you create the adjectives which mean “full of or notable”, e.g., grateful, beautiful, wonderful, fanciful. With suffix -less you create the adjectives which mean “without something”, e.g., hopeless, faultless, fearless, restless.

-ful	care – careful, thank – thankful, peace – peaceful
-less	cloud – cloudless, pain – painless, flaw – flawless

ESSENTIAL VOCABULARY

to be a long way from/ not far from the centre/ in the centre/ in the suburbs;
to be in the picturesque/ pleasant/ quiet area; detached house, block of flats,
hall(s) of residence; two-storey(ed) house, two-room flat; to be made of
brick/ wood; ceiling, floor, roof, wall, window, windowsill; garden, flower-
bed, lawn, orchard; garage, yard;

cosy, comfortable, convenient, modern, spacious;

modern conveniences (mod cons)/ amenities: access to, (central) heating,
TV, chute, electricity, lift, running cold and hot water;

downstairs, upstairs;

balcony, bathroom, bedroom, dining-room, entrance hall, kitchen, lavatory,
nursery, pantry, sitting-room, study;

furniture: armchair, bed, bookcase, carpet, chair, chandelier, chest of drawers,
curtains, cushion, drawer, fridge, sofa, shelf, standard lamp, TV set, wardrobe
built-in furniture/ wardrobe;

to be covered with, to be papered, to be painted, to be white-washed;

to furnish, to move into a new flat.

IDIOMS

nothing to write home about: nothing exciting or interesting (informal) –
немає про що розповісти

e.g. *I've been busy, but nothing to write home about.*

I had a dull week – nothing to write home about.

house-proud: extremely or excessively concerned about the appearance of
one's house – захоплюватися веденням домашнього господарства,
створенням затишку

e.g. *Mrs Smith is so house-proud that she makes her guests take their shoes
off at the front door.*

Mrs Brown keeps plastic covers over her chairs. She's much too house-proud.

can't / cannot make head or/ nor tail of sb or sth: unable to understand sb or sth – не можна розібратися

e.g. *John is so strange. I can't make head nor tail of him.*

Do this report again. I can't make head nor tail of it.

needs must: if it is absolutely necessary for something to be done, then it must be done – неодмінно треба

e.g. *I don't want to sell the car, but needs must. I can't afford to run it.*

Needs must. Mary'll have to go out to work now that her husband's died.

COMMON ERRORS

ACCOMMODATION/ ACCOMMODATIONS

In British English *accommodation* (= a place to stay or live in) is always uncountable.

e.g. *For the first year we stayed in rented accommodation.*

In American English, both *accommodation* and *accommodations* (plural) are used.

COMFORTABLE/ CONVENIENT

Comfortable is "making you feel physically relaxed, without any pain (furniture, places, clothes)" (OPP. *uncomfortable*).

e.g. *There is nothing like a comfortable armchair after a tough day.*

Convenient is "useful to you as saves your time or does not spoil your plans (OPP. *inconvenient*)".

e.g. *When is it convenient for you to come to me?*

STAIRCASE/ LADDER

Staircase means "a part of the building usually inside the house".

e.g. *The beautiful staircase to the second floor was made of wood.*

Ladder is "a piece of equipment used for climbing up to or down from high places".

e.g. *Take a ladder and get the book from that shelf.*

TEXT WORK

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 group-mates to support or challenge.

C. Make up 5 general 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) чудовий день; 2) неподалік; 3) мальовниче місце; 4) двоповерховий будинок; 5) клумба; 6) справа; 7) бути розташованим; 8) пишатися будинком; 9) сучасні зручності; 10) водопровід; 11) гарно вмебльований; 12) чудовий вид; 13) бути повним чогось; 14) вкритий.

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

1) фруктовый сад; 2) газон; 3) гараж; 4) велосипед; 5) затишний; 6) просторий; 7) опалення; 8) камін; 9) комора; 10) зверху; 11) дитяча кімната; 12) шафа; 13) шухляда; 14) подушка; 15) люстра; 16) стеля.

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

1) an awful day; 2) close to; 3) the plain area; 4) a terraced house; 5) uncomfortable; 6) small; 7) badly-furnished; 8) ugly; 9) empty; 10) floor.

Exercise 3.

A. Read Text 1 and answer the following questions.

1. Whose diary is it?
2. Why is Wendy happy?
3. Is she at home?
4. The house of her host family is a long way from the centre, isn't it?
5. There isn't much greenery nearby, is there?
6. Is it a one-storey or two-storey house?
7. What is there in the yard?
8. The house is small, isn't it?
9. What conveniences are there in the house?
10. There are seven rooms in the hosts' house, aren't there?

B. Read Text 1. Ask questions about Wendy's room using the following words. Let your partner answer them.

Model: comfortable – Is her room comfortable? The room isn't comfortable, is it? Why is the room comfortable? Is the room comfortable or uncomfortable?

Upstairs, downstairs, a beautiful view out of the window, much furniture, on the left, opposite the wardrobe, a desk, a book-shelf, the floor, to be papered, to be painted, to be covered with, a modern/ old chandelier, happy, sad.

Exercise 4. Read Text 1. Draw the plan of Wendy's room. Add one more item to make the room more comfortable and cosier. Describe the room to your partner. Let him/ her guess the item you have added.

Exercise 5. Read Text 1. Prove that the following statements are true or false. Make use of the formulas of agreement and disagreement on pages 209–212.

Model: Wendy is not in her home country. – You are right. She is in Ukraine. She is happy to share the room with her hosts' daughter. – Far from it. She has a room for herself.

1. The hosts' house is not in the suburbs.
2. It's in the pleasant area.
3. Their flat is in the block of flats.
4. It's a modern house.
5. There is always a lot of fruit in their garden.
6. There is a wonderful view out of Wendy's room.
7. The hosts' children are fond of cycling.
8. There isn't enough room for everyone in the house.
9. The house is comfortable and convenient.
10. Wendy's room is poorly-furnished.
11. The room is not modern.
12. She is satisfied with her room.

Exercise 6. There are 2 details which cannot possibly be true about Wendy's room. Find them. Make use of the formulas of disagreement on pages 209–212.

1. There is enough room for my knick-knacks too.
2. Luckily the house is a five minutes' walk from the university.
3. It's cluttered, in my opinion.

4. It is quite accessible from any part of the town.
5. I am dissatisfied with it.
6. It's the envy of all the neighbours.
7. It's well-kept.
8. There are some magazines and newspapers there too.
9. There is a table lamp there.
10. The ceiling is white-washed.
11. But the chute is sometimes out of order.
12. I feel at home here.

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 yourself. Let your partner guess if they are true or false.

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

Exercise 8. Do the following tasks on Text 2.

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

1) влаштуватися; 2) гуртожиток; 3) бути задоволеним; 4) гарно обладнана кухня; 5) на свіжому повітрі; 6) спортивний майданчик; 7) дуже бажати; 8) у гарному стані; 9) щось трапилось; 10) перекусити; 11) їдальня.

B. Write down these words in English, transcribe and make up questions to your partner with them:

1) зручності; 2) душ; 3) шашки; 4) фотоапарат; 5) фотографії; 6) просторий; 7) кафе; 8) поблизу.

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

1. Ann has two room-mates.
2. The hall of residence is well-equipped.
3. There are few facilities for going in for sports.

4. The gym is large enough to play basketball.
5. The mother can have an idea of the room from the pictures.
6. There is something the matter with Jane's camera.
7. Jane and Ann's room is spacious.

Exercise 10.

A. Read Text 2 and prove that the students can do the following activities in the hall of residence. Make use of the formulas of agreement in the supplement. Follow the model.

Model: Students can go in for sports in their free time. – You are quite right. There is a sports ground nearby.

1. Students can cook in the hall of residence.
2. Students can do their assignments.
3. Students can keep fit.
4. They can play indoor games.
5. They can play outdoor games.
6. They can have a comfortable rest.
7. They can have a snack in the room.
8. The roommates can prepare their homework at the same time.
9. They can keep a lot of books in the room.
10. They can have a full-course dinner.

B. Read Text 1. What can Wendy do in her lodging and why?

Model: She can have fresh fruit as there is an orchard with a lot of fruit-trees in it.

Exercise 11.

A. Read Text 2. Ann, Jane's room-mate, is writing an email letter. There is something wrong with the computer, some words are missing. Fill in the gaps.

Dear Mum and Dad,

At last I'm settled in the __1__ __2__ __3__. There __4__ two of us here. My __5__ is Jane. She is friendly and we are on good __6__.

We have all necessary __7__ here: some studies, a games room, and a sports ground.

My room is __8__ and light. There are two beds __9__ each other. Our beds are __10__ with beautiful bedspreads. Our __11__ wardrobe is big enough for all our clothes. In the right-hand __12__ there is a table and

some shelves __13__ it. At the table there are two __14__. On the window there are pale green __15__ to match the carpet. On the __16__ next to the door there is a big mirror.

There is a special __17__ area to have our meals. There __18__ a dining table, some dressers and a tiny fridge. But we cook our meals in the __19__ kitchen.

Here is a photo attached.

Hope to hear from you soon,

Ann

B. Quiz your classmate.

Take three post-it notes. Give examples of different types of test questions, such as true or false, multiple choice, short answer, and fill-in-the-blanks. Make up three quiz questions based on the letter, and each question should use a different type of question. Write one quiz question on each post-it (without the answer). Also, write your names at the bottom of the post-its. When everyone has finished writing, circulate and give each post-it to a different student. Try to answer their classmates' questions, and return to the test creator for a grade.

C. Discuss in small groups: Would you like to live in this room? Why?

Exercise 12.

A. Roleplay. You are Wendy/ Jane/ Ann/ Mr Pavlenko/ Mrs Pavlenko. Tell us about your present place of living.

B. Roleplay. Ann and Wendy share their impressions about their accommodation.

C. Roleplay. Wendy meets Jane. They share their impressions about their accommodation.

D. Roleplay. You meet Wendy/ Jane. Share your impressions about your accommodation.

E. Roleplay. You meet one of your group-mates. Share your impressions about your accommodation.

VOCABULARY PRACTICE

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

A. Enjoy, keep, furniture:

1. She ... spending all her time in the garden. There is nothing better for her in the world.
2. I wonder how my parents can ... those songs!
3. She showed us a huge house full of toys and told us to enjoy
4. Nobody can ... him waiting any longer.
5. In such cold weather you should put on your warm clothes to ... you
6. No matter how loudly the pupils shout, the teacher tries to ... calm.
7. She gave him different errands to keep him Otherwise, he could get into trouble.
8. There is a ... shop just round the corner. You can buy a cheap comfortable sofa there.
9. I don't like when there is much ... in the room.

B. To match, to confess, to be settled:

1. The other day we bought light blue curtains ... the wallpaper.
2. The earrings ... her eyes.
3. You can't go out wearing socks that don't
4. She confessed ... cheating at the exam.
5. He sadly ... to having no taste in furnishing the house.
6. They ... that they have been thinking about the plan for long.
7. It is hard for them to leave that place, they feel ... here.
8. A home is a place where you ... settled.

C. To be satisfied, condition, wrong, to be situated:

1. The customer is always right. If he is ... with the product he can always return it.
2. Why are you ... with it? Isn't it what you have expected?
3. Everybody confesses that ... conditions on that farm were unbearable.
4. ... these ... I can't let you the house.
5. A mansion is ... a poor condition and its owner has to confess to neglecting his duties.
6. They made up their mind to rent the apartment, though it was in a terrible
7. After a long walk, I am in ... condition to cook any meal.
8. I'm sure, there is something ... with my sewing machine. I can't start it.
9. Follow these instructions and you can't ... wrong.
10. All the apartments are beautifully ... overlooking the park.
11. The palace is ... situated on the picturesque banks of the river.

Exercise 2. Paraphrase the following sentences using Vocabulary booster.

A. Enjoy, keep, furniture:

1. I can hardly understand why they like their job. It seems so boring to me.
2. My mum likes going to house-warming parties. She gets great pleasure from choosing a present.
3. We are having a wonderful time at the seaside.
4. Why do you want me to stay here and wait? Don't you see I'm in a hurry!
5. We had to spend the night in the woods, so to protect ourselves from the wolf, we made a fire.
6. It's good to make the child do something all the time – he has no time for silly trifles.
7. Her house is always in an apple pie order.
8. There are a lot of items in her room: beds, shelves, tables.

B. To match, to confess, to be settled:

1. Oh! The wallpaper is of the same colour as your carpet. They look wonderful.
2. We painted the cabinets green to look attractive together with the rug because they were a similar colour.
3. Your socks are not a pair.
4. Who will admit stealing the purse?
5. They make him admit that he isn't ill. He has made it all up!
6. I still worry and feel nervous in my job.
7. I have been living in this town for more than 10 years, but still I am not comfortable here.

C. To be satisfied, condition, wrong, to be situated:

1. It is obvious – they are pleased with the accommodation.
2. I wonder, why you are not satisfied with his hobby. It makes him busy all his free time.
3. He doesn't like that wardrobe and will return it to the shop.
4. She is inquiring about her future work.
5. He explained the circumstances and we gave up the idea of visiting him.
6. She can't find any strength to clean the house, though she usually likes doing it.
7. Look! My car has broken!
8. Why does everything break when you touch it?
9. Where is your university located?

Exercise 3. Translate the following sentences using Vocabulary booster.

1. Вона завжди утримує будинок в ідеальній чистоті. Не дивно, що у такої господині нічого не ламається. Але вона зізналась мені, що не дуже задоволена своєю оселею і за сприятливих умов вона переїде до нової.

2. – Ваш новий будинок далеко звідси? – Ні, він дуже зручно розташований неподалік від автобусної зупинки. Ми такі задоволені, що купили його. Перш за все, він у чудовому стані, у ньому є необхідні меблі. За будинком – розкішний фруктовий сад. Мої діти гарно проводять час у ньому. Мені дуже затишно тут.

3. – Тобі подобається жити за містом? – Тобі я можу зізнатися – ні. Ти можеш уявити своє життя, коли будинок знаходиться посеред лісу? Звісна річ, мама переконана, що це – чудова умова для повного відпочинку від галасливого міста. А хто каже, що я незадоволений цим галасом? Більш того, я насолоджуюся життям у місті.

Exercise 4. Word formation

A. Define the stems and the suffixes of the following adjectives. Guess their meaning:

peaceful playful, colourful, hopeful, forgetful, careful, useful, thankful, wonderful, fruitful, eventful; helpless, snowless, priceless, windless, cloudless, colourless, waterless, measureless, sugarless, earless, painless, flawless.

B. Form the adjectives according to the model. Guess the meaning of the words.

Model 1: hat – hatless, time – timeless

Coat, son, carpet, friend, title, tree, grass, care, hope, help, spot, heart, use, child, meaning, speech, age, harm.

Model 2: care – careful, truth – truthful

Help, cheer, power, deceit, success, delight, thank, pain, use, harm, youth, peace, grace, tact, respect.

C. Use the word at the end of the sentences to form an adjective that fits the blank space.

1. You have made a lot of mistakes. You are too CARE

2. It was very ... of you to break that coffee cup. CARE

3. The girl upset him with a ... remark about his appearance. TACT

4. The meeting was very ..., as we managed to solve a lot of problems. FRUIT

5. Unfortunately, our attempts to stop the quarrel were FRUIT

6. After her husband' death she led a solitary, ... life. JOY

7. The southern area is a land of large steppes. It is almost TREE

8. His face remained ... as he heard about his wife's arrival. EXPRESSION

9. The Japanese are very ... of the old. RESPECT

10. This shark is very ... and usually does not fight even when attacked. It is always ... to man. PEACE, HARM

D. Complete the following sentences with the appropriate adjective ending in -less or -ful. Look for the prompts in the box.

Breathless pointless painful careless backless meaningless worthless stateless homeless restless speechless ceaseless penniless graceful priceless
--

1. The dancer's movements were extremely
2. Don't bother to keep those old coins – they are
3. I couldn't understand his reaction – it was
4. When I finished the run, I was quite
5. Don't touch my sore. It's very
6. The flowers you gave me are lovely – I am absolutely
7. He slept very badly – he was really
8. We can't stand your ... complaining.
9. They are refugees. They are
10. He has got no money. He is
11. She makes a lot of mistakes. She is too
12. Many ... people sleep in the streets in big cities.
13. This picture is a masterpiece. It is
14. For the party she wore a beautiful ... dress.
15. Can't you see that your arguments are ... in our situation?

E. Paraphrase the following sentences using adjectives ending in -less or -ful.

1. Don't worry about the dog – he won't bite you.
2. It's no use to make her change her mind. She has already made her decision.
3. This island is of a volcanic origin. It has no trees and no grass.
4. All children have friends: dogs and cats. Only I am lonely.
5. She is always ready to give a helping hand.
6. Their house burned down and they had nowhere to live.
7. He is unemployed at present.
8. There are no clouds in the sky.
9. She upset him with her silly remark about his big ears.
10. While listening to her excuses he showed no emotions.

Exercise 5. In teams, use the words/ phrases below to make sentences. Each correct sentence gets one point.

To confess to, to enjoy doing, to keep clean, to match, to be settled, to lose interest in sth, to be on good/ friendly terms with sb, to be eager to do something, to be proud of.

Exercise 6.

A. Dictionary work: find definitions of the words *lodging*, *accommodation*, *dwelling*, *living* in a dictionary (for example, Longman Dictionary of Contemporary English Online <http://www.ldoceonline.com/>).

B. Fill in the gaps with an appropriate word from Dictionary work.

1. As a result, my telephone and faxbill is much greater than the bill for board and
2. I don't know what he does for a
3. Universities have to provide student ... for first-year students. So you do not have to find somewhere to live.
4. Most of them are single-family
5. Cost for a course including full board and ... is £ 175.
6. The price includes flights, ... and transport.
7. The low cost of ... makes such evenings a real pleasure.
8. The cost of rented ... keeps going up.
9. A ... house was let at the rent of £16 per week.

C. Dictionary work: find definitions of the words *hostel*, *dormitory* (*dorm*), *hall of residence* in a dictionary (for example, Cambridge Dictionary <http://dictionary.cambridge.org/>).

D. Fill in the gaps with an appropriate word from Dictionary work.

1. The authority spent £18,500 on bed and breakfast accommodation because its existing ... was full.
2. The ... is new; it has barely been completed in time for the beginning of the semester.
3. The ballroom became a ... and two hundred refugees stayed there.
4. When I was in the eight-bed ... it was terribly noisy, but I just had to get used to it.
5. My room number in the ... is 7a.
6. A week's multi-activity holiday based at a youth ... costs around £120-£130.

Exercise 7. Choose the right word.

1. There is a(n) ... house which stands by itself in a field.
a) attached b) detached c) detaching d) semidetached
2. My brother's flat is on the eleventh floor of that ... of flats.
a) block b) building c) house d) tower
3. There are a lot of tools and do-it-yourself equipment in the ... in the garden.
a) barn b) hut c) shed d) stable
4. Can we both stay at your flat? Have you got enough ... ?
a) area b) place c) room d) space

5. Many old houses have an underground room called a(n)
a) attic b) cave c) cellar d) loft
6. His flat is in the
a) basement b) cellar c) ground d) lift
7. Children can play in a small.... between their houses.
a) field b) garden c) park d) yard
8. Is there anything on the top.....?
a) attic b) floor c) loft d) store
9. Although most of the rooms are small, the hall is
a) abundant b) extended c) spacious d) tiny
10. The cottage has excellent for cooking and for washing clothes
a) amenities b) conveniences c) facilities d) utilities
11. My house is very ... for getting to work, as it is only a few minutes from the station.
a) convenient b) fit c) suitable d) useful
12. There are no curtains at the windows, there are only.... .
a) blinds b) carpets c) gates d) stores
13. The house is quiet because the carpets are so
a) fat b) heavy c) smooth d) thick
14. Have you got a ... in your bag? It is so dark here that I can't see the path.
a) bulb b) candle c) lantern d) torch
15. You can use a three-legged ... to reach that high window.
a) bench b) chest c) ladder d) stool
16. Please wipe your feet on the door-... before entering.
a) blanket b) mat c) rug d) tile
17. There are four chairs in the living room, one in each
a) corner b) edge c) side d) wall
18. All the rooms have ... carpets, which are included in the price of the house.
a) adapted b) equipped c) fitted d) suited
19. Don't leave your coats over there, hang it on the ... behind the door.
a) bracket b) hook c) lump d) rod
20. Your ... today is to do the washing up.
a) duty b) homework c) labour d) task
21. I have a few household ... to cope with.
a) assignments b) charges c) chores d) works
22. This room looks terrible, it's in such a
a) disorder b) litter c) mess d) rubbish

Exercise 8.

A. Support or challenge the following statements. Make use of the conversational formulas of agreement and disagreement **in the supplement.**

1. We must do household chores every day.

2. Sometimes I am eager to do some housework.
3. I can be a perfect housewife/ house husband in future.
4. We must do a considerable turn out once a year.
5. I cannot imagine my life without a washing machine, a dishwasher, a vacuum cleaner, an iron, and soap powder.

B. Say what you can do with the help of:

a dishwasher, an iron, a fridge, a vacuum cleaner, a broom, a microwave oven, a satellite TV, an entry phone, a sewing machine.

Model: a washing-machine – I can wash clothes and linen with a washing machine.

C. Find someone who must do the following household chores.

Model: – Must you do the washing up every day? – Yes, I must. I must do the washing up every day./ No, I mustn't. We take turns to do the washing up in my family, so I must do it on Monday and Friday.

- 1) to do the washing up every day; 2) to do the shopping every week; 3) to do the cooking in the evening; 4) to take out rubbish in the morning; 5) to water flowers twice a week; 6) to make the bed every day; 7) to sweep the floor on Monday; 8) to Hoover on Friday; 9) to mop the floor at night; 10) to do a considerable turnout at the weekend; 11) to do the washing on Thursday; 12) to do the ironing on Tuesday; 13) to do a spring cleaning before Easter; 14) to buy soap powder every month.

Exercise 9.

A. Ask questions as in the model. Let your fellow student answer them.

Model: Ask your fellow students if they are really into housework. – Are you really into housework, Ann?

– Of course, I am not. I am not into housework.

Ask your fellow students:

1. if they dust the rugs every week;
2. if it is true they do the washing up in the dish-washer;
3. if they never polish the floor;
4. when they Hoover the carpets on Sunday;
5. if they air the room every morning;
6. how often they do the washing;
7. if they never mop the floor;
8. what they wipe the dust from every day;
9. how often they sweep the floor in the kitchen;
10. if it is true they usually scrub the floor in the kitchen after a party.

B. Complete the sentences.

1. I usually begin my considerable turn out with
2. So that my furniture looks bright I
3. I don't like to sweep the carpet with the broom. I prefer
4. There is always much work about
5. It is our mother who usually
6. It is me who usually
7. If there is something wrong with the electric appliances,
8. It doesn't take me long to wash
9. Each of us does

C. Which of these household chores are yours/ your parents'?

D. Which of these household chores is the most dreaded?

Model: To tell you the truth, I don't enjoy keeping the carpets clean. Hoovering them with a vacuum cleaner makes this household chore easier.

Exercise 10.

A. On Saturday you usually do a considerable turn out. Say what your and your parents' house chores are by making use of the prompts:

to sweep the floor, to dust the furniture, to air the room, to wash the floor, to do the washing, to do the ironing, to wash up, to polish the floor, to clean the carpet with a vacuum cleaner, to dust the rugs, to change a bulb.

Model: I must clean the carpets with a vacuum cleaner.

B. Ask your fellow students if they must do the same and who must do it in their families.

Exercise 11. You have just finished redecorating your flat. Say which of these things you can (can't) do.

To white-wash the ceiling, to tile the walls, to paint the windows, to polish the floor, to paper the walls.

Exercise 12. Use the word at the end of each line to form the word that fits in the gap in the same line.

It is well-known that housework is (1) ...	EXHAUST
and sweeping the carpet is one of the most (2) ...	TIRE
of (3) ... chores. We are here with the	HOUSE
(4) ... to this problem. Our new range of vacuum	SOLVE
(5) ... is a quick and effective answer to dust.	CLEAN
We are ready to send (6) ... about our new	INFORM

device; there is a complete (7) ...

DESCRIBE

of the latest models in the (8) ...

ADVERTISE

If you have a desire to see

its work, we can (9) ...

DEMONSTRATION

it (10) ... any problems. It is a free service with no

WITH

(11) ... to buy. Just ring us on 735487653 now!

OBLIGE

Exercise 13. Fill in the blanks. The first letter of the missing word is given. We have a (1) d... house in the old part of the (2) c... . There are three (3) f... and a basement where my study is. It's got a small front (4) g... and a lovely view over the lake. Many people's dream is to buy a (5) c... in the country, where they can feel at ease at weekends. The ideal home of other people is a (6) v... in a picturesque location on the coast. Most people, however, are satisfied with (7) f... with modern (8) a... . There are a lot of students living in rented (9) r... and bed-sits.

Exercise 14.

A. Fill in the prepositions.

1. I live ... Shevchenko Street. My flat is not far ... the university, which is situated ... 2 Hrafska Street. It is quite ... here: about a ten-minute walk at the most, I'd say.

2. My flat is ... a shop ... the centre of the city.

3. My house is ... a small park ... the suburbs.

4. What's your room like? It's quite big. I share my room with my sister. There's a computer desk ... the window. There are some posters ... the walls. There are some curtains ... the window.

B. Describe one of the rooms in your house/ flat without naming it. Use the words from the boxes.

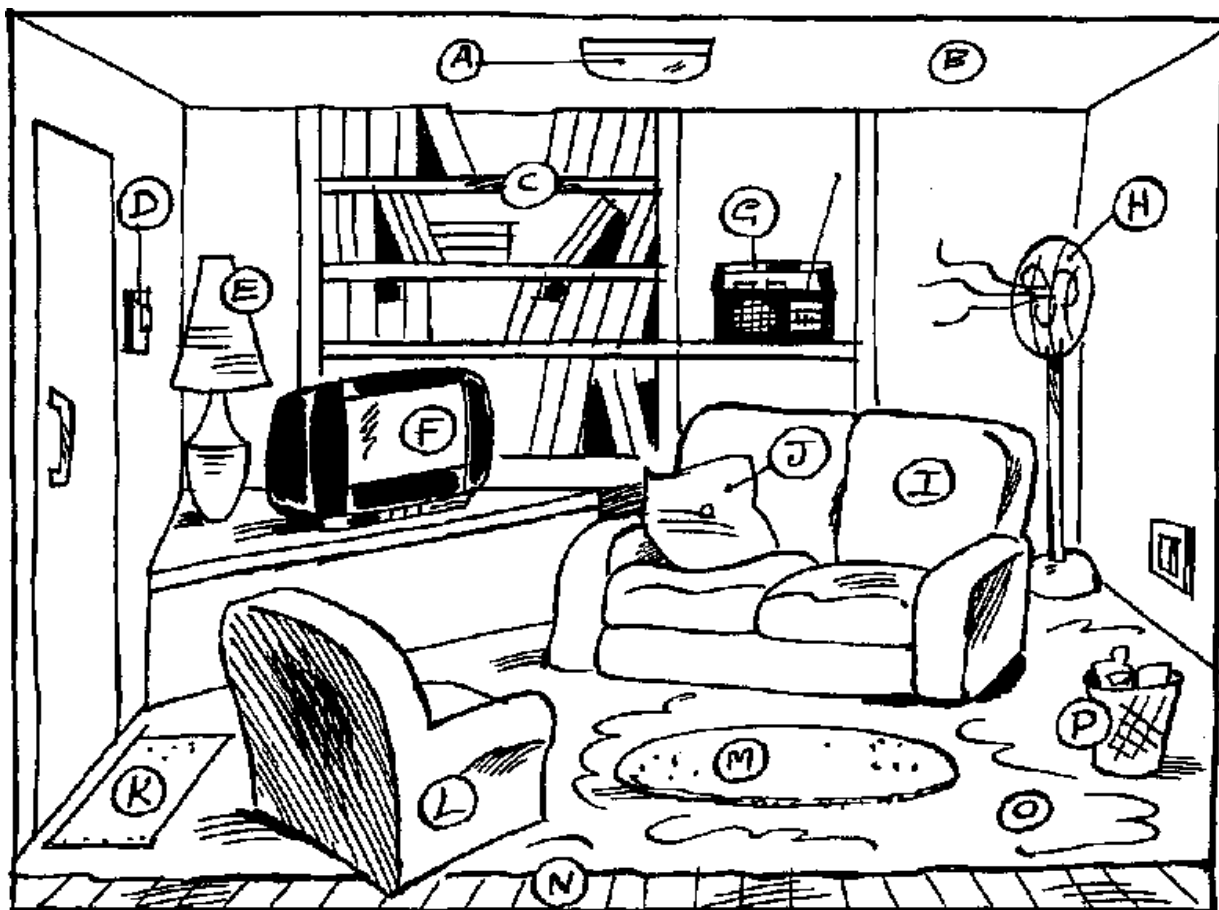
armchair, bed, blinds, bookcase, bookshelf, carpet, ceiling, chair, chest of drawers, computer, cupboard, curtains, desk, door, floor, lamp, mirror, notice board, photo, picture, poster, radiator, radio, reference book, rug, shelf, table, textbook, TV, wall, wardrobe, washbasin, wastepaper bin, window

on, next to, near, opposite, between, in front of, behind, above, on top of, under, in the corner of, at the front of, in the middle of, at the back of, on the right/ left, to the left/ right of

Exercise 15.

A. Match each word from the box with the correct letter in the picture below.

*switch, sofa, rug, armchair, cushion, television, lamp, light, mat, radio,
bookcase, waste-paper bin, ceiling, floor, fan, carpet*



B. Complete the following sentences with the correct prepositions.

1. I am fond of watching TV sitting ... the sofa or ... an armchair.
2. I can keep my books ... a bookcase.
3. I can't keep all old papers. They are ... the waste-paper bin.
4. I can put a cushion ... the sofa to make it more comfortable.
5. There is a fan ... the right-hand corner ... the sofa.
6. I can work late at night, as there is a light ... the ceiling and a lamp ... the door.

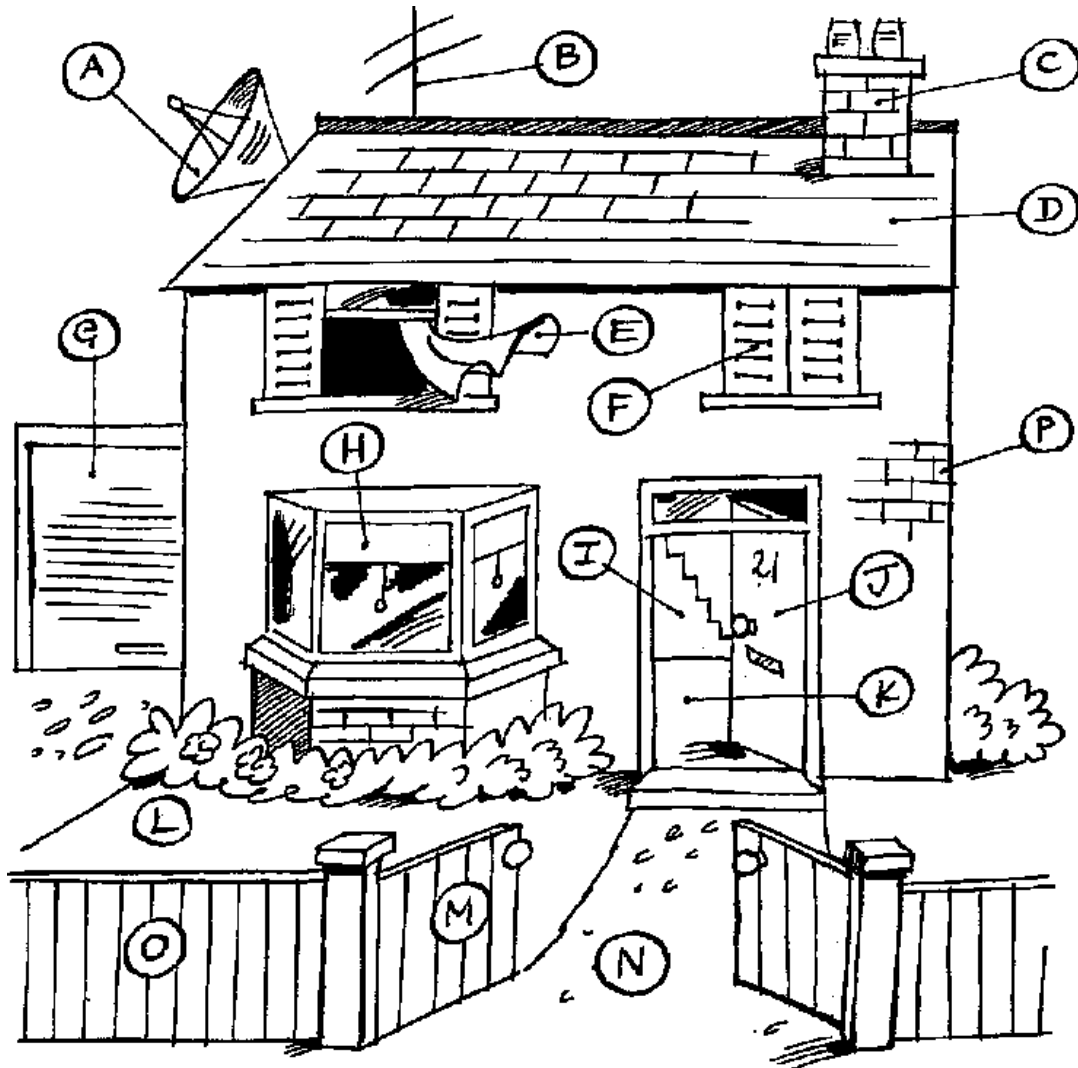
C. Cover the words in Part A and name the things in the picture. Tell the partner where they are.

D. This is one of the rooms in the Pavlenkos' house. What room is it (a guest room, Mr Pavlenko's study, a lounge, a children's room, etc.)? Use specific reasons to support your opinion.

Exercise 16.

A. Match each word from the box with the correct letter in the picture below.

curtain, blind, roof, shutter, aerial, fence, path, door, chimney, stairs, gate, garage, garden, floor, wall, satellite dish



B. Cover the words in Part 1 and name the things in the picture. Tell the partner where these things are.

Exercise 17. Correct prepositions, if necessary, in these sentences.

1. She can't stand living in London. It's too noisy for her.
2. The food is in the table.
3. I must make a phone call but I'll see you on work.
4. Don't put those books on the floor.
5. We can stay at a very nice area at the suburbs.
6. Put the keys at your pocket.
7. There is a beautiful multi-storeyed building at the end of the road, you can't miss it.

8. You may sit in our table for dinner.
9. We can play on this park as it is not far from our house.
10. Open your books on page 44 and do exercise 14. Pardon, shall we do exercise 44 at page 14?
11. I live at Shevchenko Street.
12. Are there any of your roommates in the picture?

Exercise 18. Both of you have the same text with different missing parts. Dictate in turn your part of the text. Put it down. Check your partner.

A.

Our flat and ...-... . All are nicely In the entrance is a mirror wall, - carpet In the living-room coffee-table arm-chairs ... to it.-... with a ...-... .. of the latest hanging-lamp ... the table. ... bed-room ... very beautiful ... to blend on the beds. chest of drawers ... in the ... of it. There is lavatory bathroom my ... very

... .. is comfortable ... well-planned. ... the rooms furnished.-hall there on the ..., a coat-rack, and a ... on the floor.-... there is a ...-... and two ...-... next Our TV-set stereo-system is fashion. There is a ...-... above Our ...-... is ... cosy. There are ... counterpanes the curtains A modern is corner also a ... and a ... in it. I like ... flat ... much.

B. Do you like this flat? What can be done to make it up-to-date.

C. Compare this accommodation with your own. Are there any similarities or differences?

Exercise 19.

A. Work with the partner. Ask him/ her questions to fill in the missing information covering your partner's box.

A. This is a in a block of flats. We can see a of a living-room. In the middle of the room there is aThe is ready for dinner. There are armchairs at the table. are very comfortable. there is a fireplace. Above it there is The family can have a restThere are cushions on the sofa. The sofa is In the foreground we can see There is a standard lamp in The are covered with beautiful carpets.

B. This is a three-room flat in aWe can see a picture of a There is a big table in The table is ready forThere are two armchairs at The armchairs are On the right there is There is a clock The family can on the sofa. There are five cushionsThe is small and cosy. We can see a desk in In the far left-hand corner there is The walls are covered with

B. Draw the plans of the described room. Add necessary furniture items. Compare your plans. Who is the room suitable for (a student, a family etc). Prove your point of view.

Model: In my opinion, this room is good for a student because she/ he can do her/ his homework as there is a desk in it.

Exercise 20. Speak about the flat/ house you live in. Make use of the following questions and topical vocabulary.

1. Where is your flat/ house? How many floors are there in your house? Is it a block of flats or not?
2. What modern facilities are there in your flat/ house? Is there access to the internet, cable TV, electricity, running water, gas, a telephone, and a radio?
3. How are the walls of your flat furnished? Are they white-washed, tiled or wallpapered?
4. How is your flat lighted?
5. What kind of curtains (hangings, blinds) do you have?
6. Is your flat crammed with things?
7. What makes your flat look cosy?
8. Is there a convenient working space or a desk at home? Where do you keep your books?
9. Is it easy to guess that it is your place? Why?
10. Can you say that your place has got any personal style?

Exercise 21. Find a photograph or a picture of an interior in which you recognize a taste that is radically different from your personal style. Tell your classmates why it is pleasant/ unpleasant to live in.

Exercise 22.

A. Paul, Wendy's group-mate, is also willing to live at a hosts' place. Which of the following applications is suitable for him? Support your opinion by giving specific reasons.

APPLICATION FORM FOR HOUSING EXCHANGE STUDENT PROGRAMME

Family name: the Ostapenko

Members of the family (first name, middle name, age, occupation):

- 1) father: Mykola Hryhorovych, 39, entrepreneur
- 2) mother: Iryna Ivanivna, 36, accountant
- 3) son: Max, 17, student

Accommodation:

Location: in the suburbs, 3 minutes' walk to the bus stop

Type of dwelling: semidetached house

Facilities and conveniences: all conveniences

Size and condition: two-storey, well-kept, modern

Rooms: a living-room, two bedrooms, a guest's room, a study, a dining room, a kitchen, a bathroom, a lavatory

Furnishing and décor in the guest's room: fully-furnished with all facilities for rest and studies

APPLICATION FORM FOR HOUSING EXCHANGE STUDENT PROGRAMME

Family name: the Kholodenkos

Members of the family (first name, middle name, age, occupation):

- 4) father: Evgen Volodymyrovych, 45, doctor
- 5) mother: Tatiana Olexandrivna, 43, housewife

Accommodation:

Location: in the centre

Type of dwelling: terraced house

Facilities and conveniences: all conveniences

Size and condition: one-storeyed, well-kept, old

Rooms: a living-room, a bedroom, a study, a kitchen, a bathroom

Furnishing and décor in the guest's room: a fully furnished bedroom with a computer table

B. Using the information from the form, write about his prospective accommodation.

Exercise 23.

A. Match the pictures with the type of dwelling from the box below.



A



B



C



D



E



F

B. Using Additional vocabulary fill in the table with the suitable words.

Type of dwelling	Cottage	Detached	Semi-detached	Terraced	Flat	Bungalow	Yours
Location	village, country						
Size and condition	small, cramped						
Facilities and conveniences	garden, low ceilings, thatched roof, electricity, gas						

C. Using the information from the table describe the type of dwelling without naming it.

Model: – *It's a traditional old house, which is situated in the country. Usually, it is quite small with low ceilings and a thatched roof. It has electricity and gas. – Is it a cottage?*

D. Surf the net (for example, Project Britain <http://projectbritain.com/>) for some more information about British houses. Share it with your group-mates.

Exercise 24.

A. Fill in the words from the box into the table below.

homely, isolated, low security risk, lack of privacy, economical, spacious, no individuality, luxurious interior, lonely, high security risk, overpriced, convenient for all public transport facilities, no garden, noisy

Type of houses	Advantages	Disadvantages
Cottage	cosy, traditional, pleasant surroundings, nice views, homely	isolated, cold, small rooms, low ceilings, depressing atmosphere
Flat	economical, cheap to heat, easy to clean, comfortable, cosy, ... , located in the city, ...	lack of space, small, ... , thin walls, no individuality, ...
Semi-detached	... , comfortable, adequate space, garden/ garage, ...	lack of privacy, thin walls, ...
Detached	gardens, garage, ... , comfortable, , quite expensive, difficult to clean, not so convenient for public transport facilities
Terraced	cheap, ... , ... , close contact with neighbours	..., lack of privacy, noisy, ... small rooms, lack of space
Bungalow	cheap, economical, good views, healthy surroundings, ...	located out of the way, lack of space, ...

B. Talk about advantages and disadvantages of the various types of dwelling using the following expressions. Follow the model.

Model: The best thing about cottages is that they are cosy and homely. You can find them in pleasant surroundings, and they often have nice views. On the other hand, they can be a bit isolated and cold. They often have small rooms and low ceilings, which may create a depressing atmosphere.

Expressions: a good thing about ..., also, however, but, another advantage is, another disadvantage is, on the other hand, too, the best thing about ..., the worst thing about ..., it's a bit..., and.

C. Ask your partner about the dwelling of a person he/ she visited. Do not mention the type of the dwelling in your dialogue. Let the group guess it.

D. Define your/ your granny's/ relative's type of dwelling. Speak on its advantages and disadvantages.

E. Speak on the type of dwelling you would like to live in.

Exercise 25. Support or challenge the following statements. Make use of the conversational formulas of agreement and disagreement in the supplement.

Living in a private house ...

you can make much noise;

you can breed livestock;

you can have a nice garden and a kitchen garden;

you can have a room of your own;

you must turn down music after 11.

Living in a flat ...

you can feel lonely;

you must work much harder to keep it clean;

you can keep pets;

the children can play in the yard in safety;

you can't live peacefully.

B. Add your own ideas.

C. Do you prefer living in a flat or in a house? Why?

Exercise 26.

A. Complete the text. When you are ready, draw the detailed plan of the bungalow.

I live in a bungalow on the o... of the city. There's a small, tree-lined path leading to the p... . As you go through the front d..., you enter the hall. The first door on the right leads to the k..., and beyond that there's a small utility r..., where I keep the washing m... and fridge-freezer. The first door on the left leads to my s..., where you'll find my desk and computer. Next to this room, there are some s... leading down to the c..., which I use for storage. After the stairs, also on the left, there's another door, which goes through to the l... room. Directly o... this room is my bedroom, and next to this there's a bathroom. The next room along is a small bedsit, with a bed and basic cooking f..., which is being used by a student. At the end of the hall there's another door, which opens out onto a small t... and the garden, which has a few flowerbeds and a tiny l.... There's a s... at the end of the garden, where I keep my bicycle and gardening tools.

B. Draw the plan of your/ your relative's/ friend's house. Describe the lay-out of the house to your partner. Let him/ her draw the plan without looking into your notes. Compare your plans. Are there any differences?

Exercise 27.

A. Using the words from the box complete the table.

HOUSE				
Bedroom	Living-room	Kitchen	Bathroom	Hall
.....
.....

built-in wardrobe, coffee-table, chest of drawers, coat-rack, water colours, double bed, dishwasher, dressing-table, cooker, mirror, dressers, standard-lamp, stool, wash basin, sink, armchair, bookcase, settee, carpet, bedspread, cushions, twin beds

B. Add three items to each column.

C. Choose three items you consider luxuries and three items you consider necessities. Give reasons for your choice.

Model: I think an arm-chair is a luxury item because we can sit on a chair. In my opinion, a built-in-wardrobe is a necessity as we must keep our clothes somewhere.

Exercise 28. Complete the following ideas.

1. I am fond of my new flat because
2. It is very convenient to
3. There are nine storeys in the house, that is why
4. There is little room in the flat because
5. The best place for the fireplace is
6. Our flat is convenient as
7. There is little light in the room because
8. Our flat is not very large because
9. It is nice to live in such a house as
10. As the house is in the centre of the city
11. As the house is a long way from the bus stop
12. My personal space is
13. There are my possessions in
14. It is quiet here so
15. There are so many neighbours
16. This room is good for a student as
17. This house is not suitable for a student because
18. The ideal room for a student
19. My ideal flat
20. My idea of a perfect house is

Exercise 29.

A. Jane is lucky to have a house of her dream. She shares her impressions with a friend. Complete the conversation with the appropriate questions.

- _____?
- Deffo, I am. It is a house of my dream.
- _____?
- No, it is not far. Besides, it is convenient to get to it, as it is close to a bus stop.
- _____?
- It is not true. It is a quiet area. Moreover, there is much greenery around it, so we can enjoy fresh air.
- _____?
- There are five rooms in it. The rooms are light and comfortable.
- _____?
- Yes, we have. Besides, access to the Internet is of great use for all members of my family.
- _____?
- It is a two-storeyed detached house.
- _____?

– There is a kitchen with all modern utensils and appliances, a nicely-furnished dining-room, and a luxurious lounge with a wonderful fireplace on the ground floor.

– _____?

– Yes, quite enough. There are two huge bookcases in the study, so I can keep my library there. It is so nice to have a quiet place for working.

– _____?

– There are three bedrooms and a study upstairs. Though they are not very big, they are cosy. By the way, there is a balcony in one of the bedrooms. It is very pleasant to sit and enjoy the views of the lawn and the artistic flowerbeds in front of the house. Behind the house there is a heated swimming-pool.

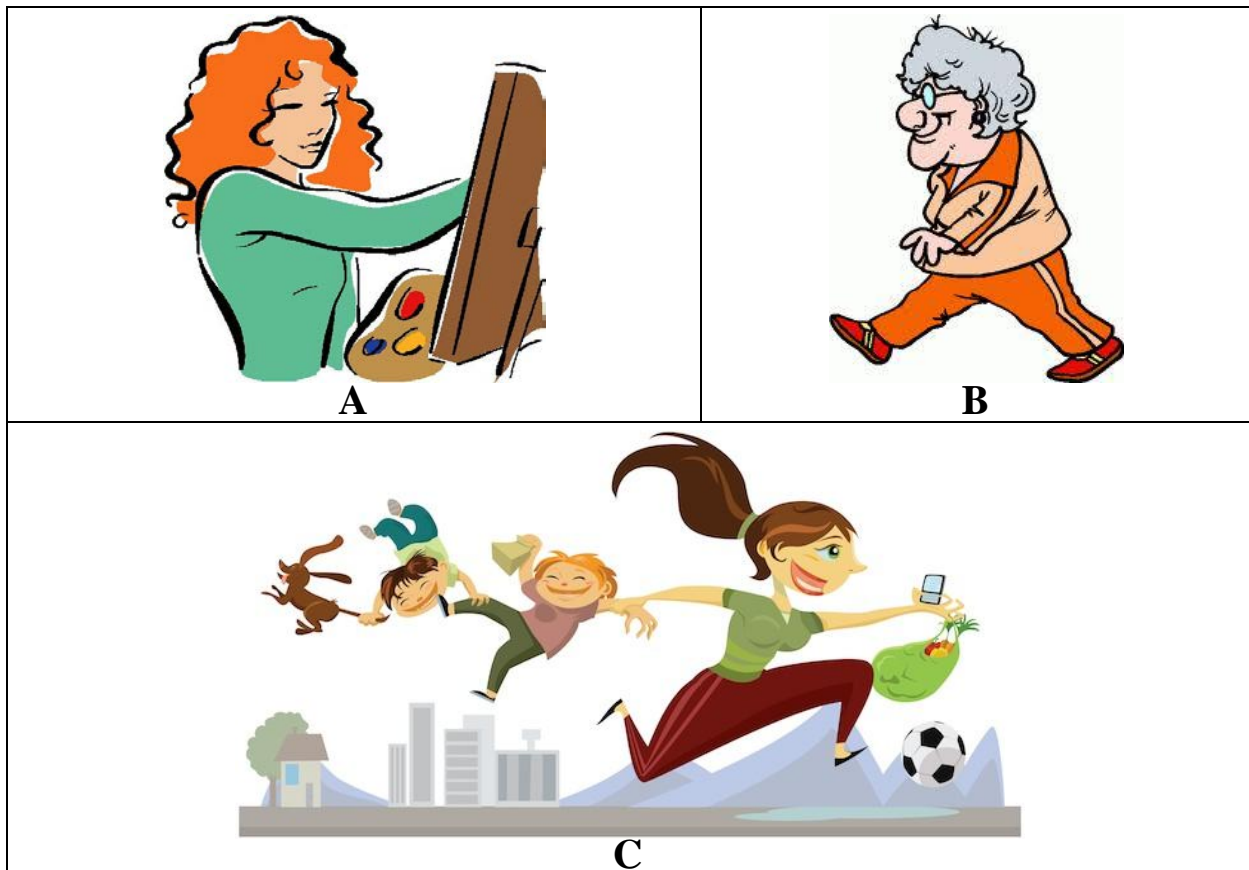
– How lucky you are! I am really intrigued to have a look at it.

– You are welcome any time!

B. Single out the features of Jane's ideal house.

C. Speak about the ideal house of Jane.

D. Look at the notes of the dwelling features for the following people. What are their occupations, hobbies? Prove that this accommodation is ideal for them.



1. Five minutes' walk from the institute, well-equipped apartment, fully-furnished, artist's studio, gym.
2. Bungalow, picturesque area, quiet creative atmosphere, conveniences, fire-place, rocking chair, spacious verandah.
3. Detached house, suburbs, garage, modern well-equipped kitchen, 3 bedrooms, games room, large dining-room, 2 bathrooms, lawn and back-yard.

E. Speak on your ideal dwelling.

Exercise 30.

A. Translate the following dialogues into English.

1. – Чи є достатньо кімнат для всіх студентів в гуртожитку? – Ну, студенти першого курсу нашого університету, як правило, повинні знімати помешкання. – Але це дуже дорого. – Звичайно, але мені пощастило знайти досить дешеву кімнату з господинею середнього віку. – Вона твоя знайома? – Майже, вона двоюрідна сестра найкращої подруги моєї тітки і завжди готова надати мені пораду. – Але проживати в помешканні з його власником не дуже зручно, чи не так? – Дурниці. Ми добре ладнаємо.
2. – У мене чудові новини! На цьому тижні ми переїдемо до нової квартири. – Невже? Коли ми повинні бути готовими? – А ти ще не готова? – Звичайно, ні. У мене безліч домашніх обов'язків, крім того, я відповідаю за важливий проект на роботі, а ти навіть не можеш попередити мене про наш переїзд заздалегідь. – Не хвилюйся, ми маємо достатньо часу.
3. – Мені до нестями набрид безлад у нашій захаращеній квартирі. Ми повинні розташувати меблі по-іншому. На мою думку, в однокімнатній квартирі достатньо місця тільки для двох крісел, телевізора, шафи, комп'ютера та невеликого дивану. – Я повністю з тобою погоджуюсь. Але де ми повинні поставити мій улюблений торшер, трюмо, сервант, піаніно, двоспальне ліжко та, нарешті, твій комп'ютерний стіл? – Кухня настільки простора, що в ній дуже легко заблукати. Ми можемо поставити більшість цих меблів там. – Ну, що ж, тоді холодильник та газова плита можуть стояти в коридорі, а для твого музичного центру є місце в коморі. – Давай не будемо поспішати.
4. – Це мрія, а не будинок! – Я не зовсім з тобою згоден. Тільки поглянь, який він занедбаний. – Послухай, це восьмий котедж, який дорожчий, нижчий, темніший, похмуріший для тебе, ніж наше помешкання. Він не старіший за нашу двокімнатну квартиру в центрі міста, чи не так? – Ні, саме так. Крім того, він найдорожчий з усіх пропозицій ріелтора, та менш просторий, ніж останній котедж. – Не скаржся. Тільки

подивися навкруги. Я не можу не милуватися мальовничим ландшафтом довкола. За вічнозеленою огорожею можна побачити фруктовий сад та озеро, оточене високими деревами. – Все це правда, але я не зовсім задоволений розташуванням будинку. Він досить далеко від міста та поблизу мало транспортних засобів. – Це такі дрібниці.

5. – Як твоє нове помешкання? – Мені все подобається. Квартира простора та зручна. В ній усі сучасні зручності: центральне опалення, газ, водопостачання, сміттєпровід і навіть ліфт. – Вона знаходиться в багатоповерховому будинку? Я сподіваюсь, що вона недалеко від твоєї роботи. – Так, це дев'ятиповерховий будинок, в 10 хвилинах ходи від мого офісу. Квартира двокімнатна, тому рентна плата досить висока. Але я можу її собі дозволити. Ти можеш побачити все сам. Приходь у гості в будь-який вихідний. – Із задоволенням.

6. – Допоможи мені з цим буфетом, для нього є чудове місце в кутку зліва від обіднього столу. – Добре. Де ми можемо повісити цю розкішну люстру? – Вона, напевно, підійде до вітальні – найбільшої та найкрасивішої кімнати в моїй трикімнатній квартирі. – Але вона може стати й самою заставленою кімнатою. Там вже є стінка, величезне крісло, телевізор, софа, чотири стільці, стіл, журнальний столик, товстий килим ... – Почекай хвилинку! Але інші кімнати ще не омебльовані. І ми завжди можемо все змінити. – Ти повинен продумати все зараз, навіть всі дрібнички.

7. – Нажаль, ремонт – не моє покликання. – То не роби його. Твій будинок ще в чудовому стані. – Ні, це не так. Мої свекри не задоволені шпалерами у вітальні та спальні, кольором стелі в кухні та паркану навкруги дому. Молодша дочка дуже хоче мати окрему кімнату з рожевими шпалерами, а моєму старшому сину необхідно мати місце для навчання. Я теж не проти переклеїти шпалери у спальні. – Якщо гроші не проблема, то можна також оздобити кахлем кухню, замінити гардини та тюль, щоб вони підходили за кольором до стін. – А ще ми повинні купити нову плиту та килим для вітальні ... – Ну, а що твій чоловік? – Нічого, він єдина людина в нашій родині, хто проти будь-яких змін. – Оскільки він повинен все це робити, чи не так?

B. Act out the dialogues. Extend them with some more details.

CULTURE CONTEXT

A. Translate the paragraphs from English into Ukrainian. Comment on them.

1. English Houses. Almost everybody in Britain dreams of living in a detached house; that is a house, which is a separate building. The saying "An Englishman's home is his castle" is well-known. Most people try to avoid living in blocks of flats. Flats, they feel, provide the least amount of privacy. Flats are the cheapest kind of home in London. The people who live in them are those who cannot afford to live anywhere else.

2. Inside a Typical English House. Hi, my name is Erik. I live in a small town in the south east of England.

I live in a detached house. This means that my house is not joined to another house. My house is made of bricks and tiles.

In my house there are three rooms downstairs and three rooms upstairs. We have central heating which keeps our house warm. Some houses have an open fireplace but we don't.

(Over 90 per cent of homes have central heating.)

(From <http://projectbritain.com/houses.htm#info>)

B. Find out what else there is inside a typical English house (available at: <http://projectbritain.com/house.html>).

C. Surf the net for some more peculiarities of British homes, the furniture in different rooms in a British house. Share the information with your group-mates.

SPEAKING

Exercise 1. Make up dialogues on the following situations. Make use of the conversational formulas suitable for the situations.

1. Discuss with your relative a possibility of moving into a new flat.
2. Tell your mum about the accommodation in the place you study.
3. You have just moved into a new flat. Share your impressions with your partner.
4. **Roleplay.** Your room-mate and you arrange furniture in the flat (room).
5. **Roleplay.** You are at a real estate agency. Have a talk with an agent about a house/ a flat you look for.
6. **Roleplay.** You have just moved into a new flat and you show your friends around it.

Exercise 2. Discuss the following questions.

1. Speak on the advantages and disadvantages of living in a private house/ a block of flats.
2. Speak on types of housing in Britain. Compare them with those in Ukraine.
3. Speak on a dream house of your own.
4. Speak on the important factors when you look for a place to live.
5. Say what you would do to make your house more comfortable.
6. Describe the summer house you would like to live in.
7. Describe the memorial house of a distinguished person you have recently visited.

Exercise 3. Highlight the meanings of the proverbs, making up short situations. Tell them in class.

1. People who live in glass houses should not throw stones.
2. Do not burn your house to get rid of a mouse.
3. As you make your bed, so you must lie on it.
4. A rolling stone gathers no moss.
5. Charity begins at home.
6. East or West – home is best.
7. Home is where the heart is.

Exercise 4.**Translate the following quotations and comment upon them.**

1. "A man travels the world over in search of what he needs and returns home to find it." *George Moore*
2. "A house is not a home." *Polly Adler*
3. "Anger in a home is like rottenness in a fruit." *Talmud*
4. "A man builds a fine house; and now he has a master, and a task for life: he is to furnish, watch, show it, and keep it in repair, the rest of his days." *Ralph Waldo Emerson*
5. "No matter under what circumstances you leave it, home does not cease to be home. No matter how you lived there – well or poorly." *Joseph Brodsky*
6. "Home is people. Not a place. If you go back there after the people are gone, then all you can see is what is not there any more." *Robin Hobb*
7. "My home is my castle, and I spend a lot of time nurturing it, redecorating – moving this and adjusting that, adding flowers and candles." *Evangeline Lilly*

Exercise 5. Do a project "My ideal study place"/ "The house of the future"/ "East or West – home is best": working in small groups, find information about the topic to form a presentation.

READING

TEXT 1

Before reading

1.1. Which things are common in houses in your country? Use the ideas from the box.

a study, a library, a basement, carpets, central heating, running water, a fireplace, a garden, a barbecue, a swimming pool, an air conditioning system, a security system

1.2. Match the words and their definitions:

1. an attic	a) a covering, especially one made of cloth, that can be rolled up and down to cover a window inside a building
2. a skylight	b) a piece of furniture with drawers, used for storing clothes
3. a blind	c) a window in the roof of a building
4. a duvet	d) a piece of thick cloth or wool that covers part of a floor, used for warmth or as a decoration; a large piece of material that you can wrap around yourself, especially when you are travelling
5. a rug	e) a large cloth bag filled with feathers or similar material that you use to cover yourself in bed
6. a chest of drawers	f) a space or room just below the roof of a house, often used for storing things

While reading

2.1. Read the text and fill in the gaps with the words from the box.

different, up, hooks, a sheepskin, a rug, floorboards, sloping, striped, bed, the sky, doors, mirror, drawers, furniture, skylight, chairs, kitchen, a lamp, houses, storeys, pictures

Creagan is very old and pretty, and full of quite large houses and a huge church. This is an amazing ___1___, it is much bigger than it looks and is on three ___2___. It was rented out, and a lot of ___3___, Oscar told me, came from Corrydale, the big house he used to stay in, when he was a boy, and grandmother there. I say a lot of furniture, but in fact, there isn't much, and no ___4___ or anything. The sitting room and bedrooms are on the first floor, but I am ___5___ again, and in an attic, which Elfrida has done up

especially for me. She didn't have to paint it as it's all white and quite fresh, but she had to buy furniture which was very kind of her.

So. My room. It has a ___6___ ceiling and a ___7___ (no window) and a striped blind on the skylight, but I don't suppose I shall ever pull it down, as I am able to lie in bed and look up at the ___8___. Like being out of ___9___. The ___10___ is dark wood, and there is a blue and white ___11___ duvet and a tartan ___12___ in case I feel cold. There is a white dressing-table, with a swing ___13___ and little ___14___, and a chest of drawers as well. Then, a bedside table, and a ___15___, and a very useful table against one of the non-sloping walls. I think it must have been a ___16___ table, as it's a bit battered, but just right for writing my diary or writing letters, etc. Then there are two ___17___ and some ___18___ on the wall for me to hang my clothes. I haven't brought many. The floor is scrubbed ___19___ and in the middle is a wonderful thick rug with lots of bright colours, and by the bedside there is ___20___ for stepping out on to on cold mornings. I find it all so ___21___ and romantic.

(From Winter Solstice by Rosamunde Pilcher)

After-reading

- 3.1. Read the text again and say what makes the room romantic.
- 3.2. Describe your room. Say what makes it different from other rooms.



LISTENING

TEXT1

LIVING IN THE DORMITORY

Before listening

1. Write questions related to the topic "Living in the hall of residence" in 2 minutes, make use of the suggested words: *Who? What? When? Where? Why? How? How much? How often? Does? Is? Must? Can?* When the 2 minutes are over, work in pairs. Ask each pair to choose your best question. Finally, put your best question on the board.

While listening

- 2.1. Listen to Robert speaking about his experience of living in the dormitory and say which of your questions he answered.
- 2.2. Listen again and say what the students can (cannot), may, must (mustn't) do there.

After listening

- 3.1. Underline any sections of the transcript on pages 209–212. That you think you understand, but have some uncertainty about. Circle any sections which you don't understand at all. Work in groups of 4 to discuss the parts

you underlined and circled. Finally, write on the board any phrases or sentences you still can't understand to go over these with the class.

3.2. Interview your fellow student about living in the hall of residence.

3.3. Write advice for foreign students/ foreigners about what they can (cannot), may, must (mustn't) do when staying in our hall of residence/ someone's home in your country.

3.4. Write an essay with this title: "The most important rules for living in the hall of residence/in my flat house:

TEXT 2

MOVING HOME

Before listening

1. Where do you live? Where do you want to live?

While listening

2.1. Listen to the conversation and say which sentence is correct.

1. There are many differences between the old flat and new flat.

2. There are only a few differences – both flats are similar.

3. There are no differences – both flats are almost the same.

2.2. Listen to the recording again and put a tick (✓) in the correct column. Sometimes you need to put a tick in both columns.

Which flat ...	the old flat	the new flat
is more modern?		
is older?		
has more character?		
has two bedrooms?		
has a balcony?		
has a garden?		
has a bigger kitchen?		
has a dishwasher?		
is far from work?		
has a friend who lives upstairs?		
is near good shops?		
is more expensive?		

2.3. Listen again and answer the questions:

1. When did Emily move? 2. What does Emily do on her balcony in the morning? 3. Why did Emily move? 4. Can she eat in the kitchen in the new flat? 5. Is it a problem that Emily doesn't have a dishwasher now? 6. How long does it take Emily to walk to work now? 7. How did Emily go to work when she lived in her old flat? 8. What does Jackie look forward to?

After listening

3. What is very important for you about where you live? Look at the suggestions below and put them in order. Put number 1 if it is the most important and number 9 if it is the least important. Compare your answers with your partner's.

- ✓ having my own room
- ✓ living near my work/ school/ university
- ✓ living near my family
- ✓ living near good shops and restaurants
- ✓ living near public transport
- ✓ having a safe place to park the car
- ✓ having a garden/ being able to sit outside
- ✓ the cost – not being too expensive
- ✓ safety – not living in a dangerous area

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



FURTHER LISTENING

1. Homes (available at: <http://www.listenaminute.com/h/homes.html>).
2. Flathunting (available at: <http://learnenglish.britishcouncil.org/en/word-street/flathunting>).
3. Living on my own (available at: <http://learnenglish.britishcouncil.org/en/i-wanna-talk-about/living-my-own>).
4. Household chores (available at: <https://www.podcastsinenglish.com/pages/level1.shtml>).
5. Families get government help with housework (available at: <http://www.breakingnewsenglish.com/1704/170424-household-help.html>).

WRITING

DEVELOPING A PARAGRAPH

Exercise 1. Match the terms with their definitions.

1. unity	a. The process of selecting and preparing written work used to convey information. It can involve correction, condensation, organization, and many other modifications performed with an intention of producing a correct, consistent, accurate and complete work.
2. peer editing	b. It defines that all sentences in a paragraph should speak about one single idea or one main subject. That is, the topic sentence, the supporting details, and the concluding sentence should focus on only one idea.
3. brainstorming	c. A teaching technique in which students read, and comment on each other's written work.
4. editing	d. A group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Exercise 2.

A. Read the paragraph. What are its topic and controlling idea? Cross out the sentences that are not connected to the topic.

University Dormitories

Many students prefer to live in university dormitories. Here, they can live in a comfortable manner without any worry as every amenity is provided and every basic need is available nearby. For example, a dormitory usually has many useful facilities such as libraries, a canteen, Internet access, a gym, etc. Besides, living in a dorm provides young people with a good chance to improve their communication skills and find new friends. Here they have support in bad times and have someone to share joy and happiness with. In addition to these benefits, living in a dormitory is often cheaper. So, it helps students save some money what is important at the beginning of their independent life. In conclusion, hostel accommodation is suitable for many students as they can make new friends, build new bonds with necessary experiences and not waste money.

B. Which additional sentences can be connected to the paragraph? Write C (connected) or U (unconnected).

___ a. Living in a dormitory gives students the opportunity to ask for help each other if something was not clear about the lecture presented in a class.

- ___ b. Problems like noises, having to share bathroom, having annoying hall mate or roommate are obviously not liked by anybody.
- ___ c. In the exam time students usually do group study and help each other.
- ___ d. Dorm living is a learning experience: from the realities of sharing a bathroom to the joys of taking part in late-night philosophical discussions.
- ___ e. Every month you will be subject to room checks to make sure you're not doing anything hazardous and that your room is fairly clean.

C. Have a look at the list of ideas for the paragraph *University Dormitories*. Cross out the ideas that the writer didn't use. Work with your partner and explain why you think the writer didn't use them.

Exercise 3.

A. Details are specific points that tell more about a general statement. Notice the details that help develop the paragraph.

The most common arrangement for freshmen's dorms is a suite. In our hall of residence each suite is a comfortable two-person bedroom with a semi-private bath. Every suite is well-furnished with a desk and a chair, a dresser and a wardrobe for each student. The rooms are rather spacious as two loftable beds can be raised to create workspace underneath. There is carpeting in all bedrooms. Suites offer a number of amenities for residents, including electronic key card security, wireless internet and Ethernet, cable TV options. Besides, every group of four suites has its own hub of spacious living and study lounges. Meals in the main dining-room and recreation in the community center often bring the residents of the dorm together. So, welcome to our dorm and you will see that it really responds to the needs of freshers.

B. An explanation tells the reader what something means or how something works. Read the paragraph and say what the writer is trying to explain and if he/ she is successful in it.

C. Read the paragraph and decide what method of developing a paragraph the writer uses to support the statement.

They say home is where the heart is. That's true. My home is the place where I have created lots of memories and that is why it has a special place in my heart. Now I have my own apartment and I really feel happy about it. But I always know I can go back home where I get support and guidance from my parents, leave all my stress, and worries behind. When I arrive home, I inhale fresh country air, feel a sense of happiness and security comes over me. My parents embrace me with open arms. Then we sit down to dinner and talk for hours. So, home is a place where memories are made, security and peace are.

Exercise 4.

A. Read the first draft of the paragraph and comments on it made by a peer editor. Do you agree with them? Would you add any comments?

topic sentence	<u>To be honest, my living in the students' dorm is not the best</u>
developed by example	<p>It is not connected to the topic sentence.</p> <p><u>experience I have ever had.</u> There are many rooms in the <u>dorm.</u></p> <p>I wish there were more privacy as I share a tiny dorm room with How many? <u>other room-mates.</u> Besides, I don't like the shower-rooms because</p> <p>Can you make it stronger? they are really old, and I <u>dislike</u> that there's only a small curtain that separates you from the world when you're showering. It also</p> <p>What habits do you mean? irritates me that I have to deal with <u>everyone else's disgusting</u> Tell me more about them. <u>habits.</u> But the most hateful thing is the <u>rules and restrictions</u></p> <p>The same as the topic sentence.</p>
concluding sentence	that are imposed on you. <u>So, living in the students' dorm is a bad experience.</u>

B. Edit the paragraph using the comments above.

Exercise 5.

A. Think in what way you could develop each of these topics: with details, an explanation, or an example. Explain your choice.

1. The house of my dream.
2. A house or a flat: where would you prefer to live?
3. Home is where the heart is.

B. Develop your own paragraph. Follow the steps:

1. Choose one of the topics from Exercise 5A.
2. Brainstorm some ideas using any method of developing a paragraph you like: a description, an example, or an explanation.
3. Develop your paragraph with supporting sentences.
4. Make up a concluding sentence.

SELF –ASSESSMENT

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

1. I am ... no condition to continue my work.
 - a) in
 - b) under
 - c) on
 - d) -

2. Edwards confessed ... breaking a cup.
 - a) in
 - b) about
 - c) to
 - d) on

3. The tourists were satisfied ... their accommodation.
 - a) with
 - b) in
 - c) to
 - d) about

4. ... these conditions, nothing can help them.
 - a) on
 - b) in
 - c) under
 - d) for

5. May I read the instruction again? I can't make head or tail it.
 - a) about
 - b) of
 - c) in
 - d) for

6. He needs to buy all the necessary things for his room as it is
 - a) well-furnished
 - b) unfurnished
 - c) badly-furnished
 - d) whitewashed

7. There is a nice chandelier hanging from the
 - a) floor
 - b) cushion
 - c) ceiling
 - d) curtain

8. The cottage is located in a picturesque area. We have a ... view out of the window.
- a) terrible
 - b) magnificent
 - c) reasonable
 - d) convenient
9. Something has gone wrong with my Hoover. It
- a) not works
 - b) doesn't work
 - c) works well
 - d. doesn't works
10. Alice's house needs repairing as it is
- a) well-kept
 - b) dilapidated
 - c) unoccupied
 - d) messy
11. A wardrobe is a place where people usually keep their
- a) kitchen utensils
 - b) gardening tools
 - c) clothes
 - d) books
12. The Whites got settled in a quiet neighbourhood in
- a) a residential area
 - b) an industrial zone
 - c) the centre of the city
 - d) the middle of nowhere
13. The Browns are house-proud. ...
- a) They don't care what their house looks like.
 - b) They live in a detached house.
 - c) They are extremely concerned about the appearance of their house.
 - d) They try to take a good care of their house.
14. Jenny is fully satisfied with her living conditions. ...
- a) She has got everything she needs.
 - b) There is no dish-washer and the washing machine is broken.
 - c) She feels settled.
 - d) There is much noise of the passing-by cars.

15. First-year students are often homesick. ...









- a) They miss their homes desperately.
- b) They enjoy time in a new place with new friends.
- c) They want to see their parents and old friends very much.
- d) They feel sick.

ACHIEVEMENT CHECK

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

Now I can ...	<i>I strongly disagree.</i>	<i>I rather disagree.</i>	<i>I am not sure.</i>	<i>I rather agree.</i>	<i>I strongly agree.</i>
enumerate things and objects.					
pronounce adverbial groups with appropriate intonation patterns.					
mark definite words with Accidental (Special) Rise.					
express contradiction, correction, reproach, concern, hurt feelings, soothing.					
form adjectives using the suffixes -ful, -less					
describe my room, flat/ house/ accommodation.					
tell about household chores.					
discuss issues connected with dwelling.					
compare different types of dwelling.					
read and understand descriptions of dwellings.					
listen and understand descriptions of dwellings.					
use the conversational formulas of agreement and disagreement.					
develop paragraphs.					

UNIT 3 LEARNING CURVE

In this unit we will learn how to:
 Pronounce sentences with adverbial clauses of time and condition; direct and indirect statements and imperatives
 Form nouns using the suffix -ess
 Talk about life and studies at university
 Talk about exchange programs
 Talk about academic problems
 Talk about learning languages
 Talk about planning and spending free time
 Write opinion paragraphs

PHONETICS

INTONATION OF THE WORD "PLEASE"

At the beginning of the sentence:

it is usually stressed but doesn't form a separate intonation group;

e.g. ['pli:z 'brɪŋ miː sm ʌkɒfi]

in the middle of the sentence:

it can be stressed or not but doesn't form a separate intonation group;

e.g. ['wɪl juː 'pli:z 'əʊpən ðə ʃwɪndʒu ||]

['help miː pli:z wɪð maɪ ʌwɜ:k ||]

at the end of the sentence:

it is not stressed and continues the intonation of the preceding intonation group.

e.g. ['pʊt jɔː 'θɪŋz ɪn ʌdə pli:z ||]

['wɪl juː 'spi:k ʌʊdə pli:z ||]

INTONATION OF COMPOSITE COMPLEX SENTENCES WITH ADVERBIAL CLAUSES OF TIME AND CONDITION

A complex sentence consists of a principal clause and one or more subordinate clauses. The choice of tones in complex sentences with *adverbial clauses of time and condition*, as well as other types, depends on the position of an adverbial clause in the sentence. If an adverbial clause precedes the principal one and makes a separate intonation group, it is usually pronounced with the low-rising tone as it implies continuation.

e.g. If you don't prepare for the seminars /regularly,/ you'll fall behind the \group.

If an adverbial clause follows the principal one, both clauses are usually pronounced with the falling nuclear tone. The principal clause generally takes the falling tone, as it expresses a complete thought.

e.g. You'll fall behind the \group / if you don't prepare for the seminars \regularly.

INTONATION OF DIRECT AND INDIRECT SPEECH (STATEMENTS AND IMPERATIVES)

Direct speech

Direct speech can be at the beginning or at the end of the sentence.

If the author's words are at the beginning of the sentence and introduce direct speech, they form a separate intonation group, which can be pronounced with low-falling or low-rising nuclear tone.

e.g. He says: "The task is difficult." ⇒ [hi· \sez | ðə 'tɑ:sk ɪz \dɪfɪkəlt ||] or [hi· /sez | ðə 'tɑ:sk ɪz \dɪfɪkəlt ||]

Indirect speech

The author's words at the beginning of the sentence are stressed but don't form a separate intonation group.

e.g. He says the task is difficult. ⇒ [hi· 'sez ðə 'tɑ:sk ɪz \dɪfɪkəlt ||]

They ask me to come back earlier. ⇒ [ðeɪ 'ɑ:sk mi· tə 'kʌm 'bæk \ɜ:lɪə ||]

Note: in imperative sentences in indirect speech the author's words are, as a rule, at the beginning of the sentence.

*e.g. He says: "Jane, speak louder, please." ⇒ He asks Jane to speak louder.
"Ann, don't be late, " asks Paul. ⇒ Paul asks Ann not to be late.*

PHONETIC EXERCISES

Exercise 1. Read the sentences, mind the intonation of the word "please".

1. ['pli:z 'lɪsn tə mi· ʌkæfʊli ||]
2. [ʌpli:z dʒem | 'pʊt 'ɒn jɔ· ʌhedfʊnz ||]
3. ['tel mi· 'pli:z tə'deɪz ʌdeɪt nelɪ ||]
4. ['gɪv mi· pli:z ə 'pi:s əv ədʌvaɪs ||]
5. ['gʊv 'bæk tə jɔ· ʌsi:t pli:z ||]
6. ['dʊnt bi· ʌleɪt pli:z ||]

Exercise 2. Read the imperative sentences adding the word "please" at the beginning, in the middle and at the end of them.

1. Ask your supervisor for advice.
2. Take part in extra-curricular activities.
3. Don't skip your lectures or seminars.
4. Help me to improve my Grammar and Phonetics.
5. Don't be a wet blanket.
6. Let's go on a picnic and have a really relaxing day off.

Exercise 3. Read the sayings and proverbs.

1. Never put off till tomorrow what you can do today.
2. All work and no play makes Jack a dull boy.
3. Well begun is half done.
4. No pains, no gains.
5. Rome was not built in a day.
6. As the workman, so is the work.
7. You never know what you can till you try.
8. What can't be cured must be endured.

Exercise 4. Practise the sounds in the following words.

[eɪ] – day, nowadays, make, participate, acquainted, face, complain, way, late, place, page;

[aɪ] – five, advice, exercise, besides, myself, surprising, supervisor, writing, behind, good-bye;

[tʃ] – match, questions, check, research, teach, coach, lunch, catch, lecture, lecturer, achieve, culture, Literature;

[dʒ] – enjoy, page, just, project, college, manage, knowledge, Geography, enlarge, encourage, Language, exchange.

Exercise 5. Read the phrases with some phonetic phenomena

a) mind the linking [r]:

the weather is fine, an hour in the morning, a better idea, not bad for a beginner, to gain more and more popularity, we are eager, to ask for advice, extra-curricular activities.

b) mind the half-stressed preposition before the pronoun after the nuclear tone:

to make head or tail of it, to make the most of it, to make little progress in it, to participate in one of them, I'd like to stay with them, Ukrainian grammar is all Greek to me;

c) no glottal stop:

a lot of recreational activities, at our disposal, I am eager, is out of the question, to go on a picnic, to do it in the evening, to use it as much as possible, all in all.

Exercise 6. Transcribe and intone the sentences.

1. I try to cope with all the tasks, but I still make little progress in it.
2. Classes keep us busy the most part of the day.
3. We indulge in visiting museums, sightseeing and amateur art activities.
4. We have lectures and seminars in History of Ukraine, Literature and Culture Studies.
5. You know, labwork tasks are very helpful.

INTRODUCTION

Exercise 1. Answer the questions below.

1. What can you say about the people in the picture?
2. What are they doing?



Exercise 2.

A. Listen to the text. Answer the questions.

1. What are the aims of the exchange programme?
2. Which advantages of exchange programmes are mentioned in the text?

B. Work in pairs. The picture above is one of the student exchange programs. Who are they? What are they doing? What do you remember about them from the previous units?

TEXT 1

STUDENT EXCHANGE PROGRAMMES

Nowadays **student exchange programmes are gaining more and more popularity**. I am lucky to **participate in** one of them. Now I am in Ukraine with five other international students. We are here not only **to master the language** but also **to get acquainted with** Ukrainian culture.

According to the exchange programme we **lead a typical life of** all Ukrainian students: we **attend classes, do homework and make reports**. Classes keep us busy for the most part of the day, though there are only four **subjects in the curriculum**. We **have lectures and seminars in** History of Ukraine, Literature and Culture Studies. We **practise** Ukrainian **in tutorials**. The **attendance** of the lectures is not **compulsory**, but we never **skip** these face-to-face classes, as we are eager **to make the most of them**. We **listen to a lecturer** attentively and **make notes**. Though we don't **take any exams at the end of the course**, we must **conduct research on** a definite culture matter.

My group-mates and I are lucky to have experienced **teaching staff** who help us **to achieve progress**. Besides, our programme **supervisor** is very helpful. We can **ask her for advice** if we **face any difficulty in** studying or accommodation.

An important part of the programme is **extra-curricular activities**. We **enjoy visiting museums, sightseeing, and amateur art activities**. It **broadens our cultural horizons** and **encourages us to improve our language skills**.

All in all, an exchange programme is **an excellent opportunity** for those who are eager **to learn a foreign language**, see the world, and increase understanding and tolerance of other cultures.

Exercise 3.

A. Work in pairs. Interview your partner. Find out: who he/ she discusses his/ her problems with, how he/ she solves them, and the best advice he/ she has ever got.

B. Which of the people (a student, a lecturer, a friend, a parent) is sure to give good advice to solve academic problems?



C. Listen to the story and answer the questions.

1. What academic problem does the student have?
2. What pieces of advice does the teacher give to cope with academic problems?

TEXT 2

ACADEMIC PROBLEMS

- Oksana Petrivna, I'm **at a loss when it comes to** my Ukrainian. I'm not satisfied with my results. I'm **all ears**, and I **work hard** to keep up with my studies. Moreover, I try **to cope with** all the tasks, but I still **make** little **progress in** it. Can you **give me any pieces of advice** on how to improve my language skills?
- First of all, don't worry. Your results are not bad for a beginner. Besides, learning a language **takes time**.
- You know, Ukrainian grammar **is all Greek to me**. I often **misuse** endings.
- Paul, everything **comes easy with practice**. The best way to master the language is to use it as much as possible. Here, in Ukraine, you have all the opportunities to make the most of it.
- Well, the problem is I don't **understand fluent speech**. I watch TV regularly, but **I cannot make head or tail of it**.
- It's not surprising. To develop your listening skills you must work hard in the laboratory first. You know, labwork tasks are very helpful. By doing them, you can **improve your Grammar and Phonetics, enlarge your vocabulary** and **develop your listening and speaking skills**.
- Are there other ways **to work at Grammar** by myself?
- This **reference book** is **at your disposal**. It's full of good examples and additional **exercises with keys**. Besides, I'm always ready **to give any further help**.

Exercise 4.

A. Work in pairs. Tell your partner: what hobbies you have, what you do at the weekend, and what you do in the evening. Point out the differences and similarities between you and your partner.

B. What do the people in the picture do in their free time?



C. Listen to the story and answer the questions.

1. What can influence the students' weekend activities?
2. What activities are there at their disposal?

TEXT 3

THE COMING WEEKEND

Oksana Petrivna: Let's discuss our **plans for the coming weekend**. There are a lot of **recreational activities** at our disposal. If the weather is fine, we will be able **to make a tour of** the town. Those who are into history and culture will have an excellent opportunity to get acquainted with local sights. There is much to see, I believe.

Jane: But the weather forecast says it's going to be rainy.

Oksana Petrivna: If it rains, we can **visit our local theatre**.

Jane: Oh, that's a great idea. I am eager **to see a performance**. As you know, Ann and I are theatre-goers, and it will make our day.

Wendy: Well, sorry, but theatre **is not for me**. If I have **to stay indoors**, I'll be busy with my homework. I will have to finish my project in Language Studies to meet the deadline.

Jane: Wendy, don't be **a wet blanket**. You'll be able to do it in the evening.

Wendy: Saturday evening **is out of the question**. My host family is going **to have a party**. I'd like **to stay with** them.

Jane: Oh, I've got a better idea. Let's **go on a picnic** and have a really relaxing **day off**.

Oksana Petrivna: Well, an hour in the morning is worth two in the evening. Why not decide tomorrow?

VOCABULARY BOOSTER

Word and its derivatives	Collocations	Examples
1. to acquaint – знайомити	<i>to acquaint sb with sth</i>	<i>You need to acquaint the police with the facts.</i>
acquainted – знайомий; обізнаний	<i>to be acquainted with sb</i> –if you are acquainted with someone, you have met them a few times but do not know them very well <i>to be acquainted with sth</i> – to know about something because you have seen it,	<i>Are you acquainted with Daniel Green?</i> <i>She is well acquainted with classical literature.</i>

	read it, used it, etc. <i>to get acquainted with</i>	<i>We would like to get better acquainted.</i>
2. to conduct – проводити	<i>to conduct a survey/ investigation/ review, etc.</i>	<i>Is it really necessary to conduct experiments on animals?</i>
3. progress – прогрес, розвиток, рух уперед, успіхи, досягнення, просування	<i>to make progress progress in (doing) sth slow/ steady progress good/ significant/ substantial/ rapid progress to follow/ chart/ monitor/ keep track of sb's progress to hinder sb/ sth's progress – make it slower economic/ technological/ scientific progress</i>	<i>I'm afraid we're not making much progress.</i> <i>At school, his academic progress was hindered by health problems.</i>
4. advice n.– порада	<i>advice on/ about</i> <i>to follow/ take sb's advice</i> – to do what they advise you <i>a piece/ word of advice</i> <i>on sb's advice</i>	<i>There is lots of advice in the book on baby care. Could you give me some advice about buying a car? I want to ask your advice about where to stay. I followed my father's advice and sold the car. Take my advice and study something practical. Let me give you a piece of advice. Wear a blue suit to the interview. On her doctor's advice Smith decided to keep to a diet.</i>
to advise v. – радити	<i>to advise sb to do sth</i>	<i>She needed someone to advise her. Evans advised him to leave the country.</i>

5. to encourage – to encourage sb to do sth

підбадьорювати;

вселяти

мужність,

надію;

надихати,

заохочувати

(*Ant. to*

discourage)

encouraged adj. *to be/ feel encouraged*

[not before

noun] – такий,

якого заохотили

encouraging –

підбадьор-

ливий,

заохочувальний

6. to improve –

поліпшувати,

удоскона-

лювати

7. hard adv. –

наполегливо,

завзято;

ретельно,

інтенсивно

важко, із

трудом

hardly – ледь,

насилу, ледве;

майже не

8. to cope –

упоратися (із

труднощами);

подолати

(небезпеку)

to encourage sb in sth

to cope with

*I want to thank everyone
who has encouraged and
supported me.*

*His father encouraged him
to begin playing football.*

*Sue encouraged Ann in her
ambition to become a
model.*

*She felt encouraged by the
many letters of support.*

The news is encouraging.

*A lot of students wish to
improve their English.*

*Many wines improve with
age (= get better as they
get older).*

*She has worked hard all
her life.*

*Ella was concentrating
very hard.*

*The children were so
excited they could hardly
speak.*

*Sometimes I find it hard to
cope.*

*She feared she wouldn't be
able to cope with the task.*

9. exam – іспит *to take/ pass/ fail/ sit an exam* *At the end of each level, you take an exam.*

*Did you pass the exam?
He failed the entrance exam.
He'll sit his exams next summer.*

10. to practise

v. – практикуватися,
тренуватися

practise doing sth

practise sth on sb

It gives students the opportunity to practise their speaking skills.

Today we're going to practise writing.

Everybody wants to practise their English on me.

It takes hours of practice to learn to play the guitar.

With more practice, you will pass your test.

We have choir practice on Tuesday evening.

practice n. – практика, тренування, вправа

WORD FORMATION

We add the suffix “-ess” to form a female noun. When adding -ess to a noun ending in -tor or -ter, the vowel before the r is usually dropped. Other examples of the suffix -ess include: actress, benefactress, lioness, tigress, hostess, mistress, huntress, governess, princess, songstress, stewardess.

-ess	host - hostess, actor - actress, hunter - huntress
------	--

ESSENTIAL VOCABULARY

to master a language, to attend / to skip/ to miss/ to be present at/ to be away from classes, according to, curriculum, lesson/ class/ period/ lecture/ seminar/ tutorial, compulsory/ optional / to do / to participate in research, teaching staff, professor/ lecturer/ reader/ tutor/ supervisor, extra-curricular activities, amateur-art activities, to broaden, to develop language skills, to increase to pronounce/ to spell, pronunciation/ spelling, to misuse/ to misspell/ to mispronounce, orally/ in writing/ in written form, to enlarge one's vocabulary, to work at sth, a textbook/ a reference book, to be at sb's disposal

day off/ working day, recreation activities, to go sightseeing, to go on a picnic, to have an opportunity, indoors/ outdoors, to be out of the question

IDIOMS

(all) Greek to me: unintelligible to me (Usually with some form of *be*) – це для мене китайська грамота

e.g. I can't understand it. It's Greek to me.

It's all Greek to me. Maybe Sally knows what it means.

to make the most of sth: to use to the best advantage – використати на всю

e.g. I have made the most of my weekend. I am refreshed and full of energy now.

all ears (and eyes): listening eagerly and carefully (Informal) – дуже уважно слухати

e.g. Well, hurry up and tell me! I'm all ears.

Be careful what you say. The children are all ears and eyes.

a wet blanket: someone who tries to spoil other people's fun – нудна людина

e.g. Jack's fun at parties, but his brother's a wet blanket.

I was with Anne and she was a real wet blanket.

COMMON ERRORS

COURSE/ YEAR

Course in an educational context means "a complete period of study, a series of lessons or lectures on a particular subject".

e.g. He took a four-year history course.

The English for "курс (рік навчання)" is **Year**.

e.g. When I was in my first year I lived a long way from the university.

TEACH/ LEARN/ STUDY

Teach means "to help students to learn something in a school, college or university by giving lessons".

e.g. She teaches children with learning difficulties.

Learn is "to gain knowledge or experience of something, for example, by being taught".

e.g. What did you learn at school today?

Study is "to spend time reading, going to classes in order to learn about a subject".

e.g. I've been studying English for 6 years.

He studies at Exeter University.

TEXT WORK

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 disjunctive 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) програма обміну студентами; 2) пощастити; 3) опанувати мову; 4) ознайомитися з українською культурою; 5) жити звичайним життям українського студента; 6) відвідувати заняття; 7) виконувати домашнє завдання; 8) робити доповіді; 9) завантажувати; 10) займатися українською мовою; 11) прогулювати лекції; 12) використати цілком; 13) уважно слухати; 14) занотовувати; 15) складати іспити; 16) у кінці курсу; 17) проводити наукове дослідження з; 18) досвідчений викладацький склад; 19) робити успіхи; 20) просити поради; 21) стикатися із труднощами у навчанні; 22) отримувати задоволення від; 23) розширювати кругозір; 24) заохочувати до удосконалення мовленнєвих умінь; 25) вивчити іноземну мову; 26) розуміння та толерантність до інших культур.

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

1) популярність; 2) брати участь; 3) відповідно до; 4) хоча; 5) програма; 6) консультації; 7) відвідування; 8) обов'язковий; 9) палко бажати; 10) лектор; 11) наукове дослідження; 12) однокласник; 13) досягти; 14) керівник програми; 15) житло; 16) позакласний; 17) огляд визначних місць; 18) художня самодіяльність; 19) чудова можливість; 20) посилювати.

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

1) to become less popular; 2) to miss classes; 3) curriculum; 4) truancy; 5) optional; 6) at the beginning of sth; 7) students; 8) to discourage; 9) awful; 10) to be against; 11) to keep house; 12) the mother tongue; 13) to decrease; 14) misunderstanding.

Exercise 3. Read Text 1.

A. Support or challenge the following statements. Make use of the formulas of agreement and disagreement on pages 209–212.

1. Nowadays student exchange programmes are in great demand.
2. Paul takes part in one of the student exchange programmes with five other Ukrainian students.
3. Their only ambition is to master the language.
4. The life of exchange students doesn't differ from the life of Ukrainian students.
5. Paul has a lot of free time every day.
6. There are fewer subjects on the exchange students' curriculum than on yours.
7. The lectures in Ukrainian are popular with exchange students.
8. Paul never skips lectures because attendance is compulsory.
9. Exchange students work hard as they have an exam at the end of the course.
10. Experienced teaching staff contribute to students' success.
11. The extra-curricular activities of exchange students are various.
12. An exchange programme guarantees a better understanding of other nations.

B. Complete the sentences.

1. Ann, Paul's monitor, participates in the
2. She participates in the exchange programme so she thinks she
3. Ann is here not only
4. According to the exchange programme they
5. They lead a typical life of all Ukrainian students:
6. Though there are only four subjects on the curriculum,
7. Tutorials help them to
8. The attendance of the lectures is not compulsory, but they never
9. We never skip lectures as we are eager
10. At the lessons they
11. At the end of the course they
12. During the course, they must
13. Her group-mates and she are lucky
14. The teachers help them
15. Their programme supervisor is very helpful because they can
16. The important part of the programme is extra-curricular activities and they enjoy
17. Extra-curricular activities
18. An exchange programme is an excellent opportunity for those who are eager

C. Say if it is true about you.

1. I am lucky to participate in one of the exchange programmes.
2. We attend classes, do homework and make reports.
3. Classes keep us busy the most part of the day, though there are only four subjects in the curriculum.
4. We have lectures and seminars in History of Ukraine, Literature and Culture Studies.
5. We practise Ukrainian in tutorials.
6. The attendance of the lectures is not compulsory, but we never skip them, as we are eager to make the most of them.
7. We listen to a lecturer attentively and make notes.
8. Though we don't take any exams at the end of the course, we must conduct research on a definite culture matter.
9. Our programme supervisor is very helpful. We can ask her for advice if we face any difficulty in studying or accommodation.
10. The important part of the programme is extra-curricular activities.
11. We enjoy visiting museums, sightseeing and amateur-art activities.
12. It broadens our cultural horizons and encourages us to improve our language skills.

D. Answer the questions.

1. Are student exchange programmes popular?
2. What must the students do according to the exchange programme?
3. Must they be present at all the lectures?
4. When do the Ukrainian students take their exams?
5. Who works with the exchange students?
6. Why do they participate in the extra-curricular activities?
7. Would you be glad to participate in the exchange programme?

Exercise 4. Read Text 1.

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

Model: to gain popularity – 1. Do student exchange programmes gain more popularity nowadays? 2. Do student exchange programmes gain more or less popularity nowadays? 3. Student exchange programmes gain more popularity nowadays, don't they? 4. Why do student exchange programmes gain more popularity nowadays? 5. What gains more popularity nowadays?

To participate in, to master a language, to get acquainted, to practise a foreign language, compulsory, to conduct research, teaching staff, amateur art activities, an opportunity for sth.

B. Roleplay. Using these questions interview Paul about his studying in Ukraine.

Exercise 5. Read Text 1.

A. Paul is getting ready to give a speech on the exchange programme. The file with his speech was damaged. Find and correct the mistakes.

According the exchange programme we lead a tipical life of all Ukraine students: we attand classes, do home work and reports. Classes keeps us busy the most part of the day, thought there are only four subject in the curriculum. We have lectures and seminars on history of Ukraine, literature and culture studies. We practise Ukraine in tutorials. The attand of the lectures are not compulserly, but we never scip them, as we eager to make the most of it. We listen a lecturer attentive and make notes. Thought we don't take any exams in the end of the couse, we must conduct reseash on a defenite culture mater.

B. You are Paul. Give a speech on the exchange programme to the group of Ukrainian students.

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 alternative questions with the words and expressions in bold and interview your group-mates.

Exercise 7. Do the following tasks on Text 2.

A. Copy, transcribe and give Ukrainian equivalents of these word combinations. Ask questions with them.

1) to be satisfied; 2) to improve; 3) beginner; 4) to misuse; 5) opportunities; 6) fluent; 7) regularly; 8) hardly; 9) laboratory; 10) Phonetics; 11) to enlarge; 12) disposal; 13) further.

B. Give the four forms of the verbs.

To make, to give, to learn, to come, to have, to do, to develop, to improve, to attend.

C. Explain the meaning of the words and word combinations listed below, and contextualise them.

1) to be at a loss when it comes to Ukrainian; 2) to work hard; 3) to be all ears; 4) to cope with sth; 5) to improve language skills; 6) to be all Greek to

sb; 7) to master a language; 8) to make the most of sth; 9) can't make head or tail of sth; 10) to enlarge one's vocabulary; 11) to work by oneself; 12) a reference book; 13) to be at sb's disposal; 14) to give any further help.

Exercise 8. Read Text 2. Answer the following questions.

1. Is Paul happy with his studies?
2. What difficulties does he face?
3. What does he do to make progress?
4. Does Oksana Petrivna share his worries?
5. His main problem is spelling, isn't it?
6. Does Paul find it helpful to watch TV?
7. Why is working in the language laboratory important?
8. What are the ways of working at a language by oneself?

Exercise 9. Read Text 2.

A. Complete the sentences choosing the correct answer.

1. Paul ...
 - a) is proud of his results.
 - b) complains about his achievements.
 - c) is speaking with a programme supervisor.
2. Paul is at a loss when it comes to ...
 - a) Culture Studies.
 - b) History of Ukraine.
 - c) the foreign language.
3. He is not satisfied with his studies as ...
 - a) the language is difficult.
 - b) there are many subjects on the curriculum.
 - c) his classes are boring.
4. He has a problem with Ukrainian Grammar because he ...
 - a) misses classes.
 - b) misuses endings.
 - c) is Greek.
5. Mastering the language comes easy with ...
 - a) time.
 - b) friends.
 - c) practice.
6. For Paul watching TV is ...
 - a) all Greek.

- b) entertaining.
- c) instructive.

7. You will enlarge your vocabulary, and develop your listening and speaking skills if you ...

- a) work in the library.
- b) chat on the net.
- c) do laboratory tasks regularly.

8. If you face difficulty in the usage of a tense, you can consult ...

- a) a dictionary.
- b) keys.
- c) a reference book.

9. Oksana Petrivna is very ...

- a) helpful.
- b) worried.
- c) helpless.

10. Oksana Petrivna is ready to give ...

- a) other reference books.
- b) additional tutorials.
- c) any help.

Exercise 10. Read Text 2.

A. Fill in the blanks.

Paul is ... a loss when it comes ... his Ukrainian. He is not satisfied ... his results. He tries to ... with all the tasks but still ... little progress. Oksana Petrivna gives him ... of advice on how to ... language skills. She is sure that if Paul ... a lot of exercises orally and in writing, he won't ... endings. ..., the first step to understand fluent ... is to do ... tasks. If Paul does them regularly, he will ... his Grammar and Phonetics, ... his vocabulary and ... his listening and speaking skills. There is a good reference book ... his disposal. Paul's tutor is ready to give him ... help.

B. Roleplay. You are speaking with Paul. He shares his problems with you. Give him your pieces of advice.

Exercise 11. Do the following tasks on Text 3.

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 monitor 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 12. Do the following tasks on Text 3.

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

1) можливості відпочинку; 2) бути в чіємусь розпорядженні; 3) захоплюватися; 4) познайомитися з місцевими пам'ятками; 5) є багато чого побачити; 6) місцевий театр; 7) дуже хотіти; 8) залишатися вдома; 10) мовознавство; 11) занудна людина; 12) не може бути й мови; 13) залишитися з; 14) мати вечірку; 15) піти на пікнік; 16) бути вартим; 17) давай вирішимо; 18) закінчити у визначений термін.

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

1) уїк-енд; 2) поїздка; 3) відмінна можливість; 4) прогноз погоди; 5) вистава; 6) театрал; 7) домашнє завдання; 8) суботній вечір; 9) хазяїн; 10) вихідний.

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

1) the passed working week; 2) work; 3) awful; 4) there is nothing to see; 5) sunny; 6) to be against; 7) to stay outdoors; 8) to be free; 9) to leave sb; 10) to have quite a tiring working day; 11) yesterday.

Exercise 13. Read Text 3. Challenge the following statements according to the text. Don't forget to use the formulas of disagreement in the supplement.

1. There is a poor choice of activities for the coming weekend.
2. A tour around the town depends on the amount of their homework.
3. One can hardly find any places of interest in the town.
4. The weather is ideal for going out.
5. There are no theatre-goers among the students.
6. Everyone is for visiting the theatre.
7. The project in Language Studies will keep everyone busy.
8. Jane supports Wendy.
9. Saturday evening is suitable for Wendy to finish her project.
10. Going on a picnic is out of the question.

Exercise 14. Write 10 questions on Text 3 covering the main points. Prepare to discuss the text using the words and phrases from Exercise 13.

Exercise 15. Read Text 3. Finish the following sentences about the weekend plans of the exchange students.

Model 1: If there are a lot of recreation opportunities ... – If there are a lot of recreation opportunities students will have to discuss them.

Model 2: They will go on a picnic if ... – They will go on a picnic if nobody is against it.

1. If the weather is glorious ...
2. If the weather is gloomy ...
3. If it rains ...
4. If they are interested in history ...
5. If there is much to see ...
6. If there are any theatre-goers in the group ...
7. Wendy will stay indoors if ...
8. She will be busy with her homework if ...
9. Wendy's project in Language Studies will keep her busy on Saturday if ...
10. Wendy will stay at home on Saturday evening if ...
11. The students will have a really relaxing day off if ...
12. They will be pleased with their weekend if

Exercise 16. Roleplay. Read Text 3. Paul, Ken and Vicky were absent from the meeting, but they have their own plans for the coming weekend. Using the following pattern, make up their dialogue. Act it out.

- Let's ...
- But if ...
- That's a good idea ...
- Well, sorry ...
- It's out of the question. If ...
- Settled

Exercise 17. Read Text 3.

A. Read the entry from Wendy's diary about the plans for the coming weekend. What details are missing?

We are in two minds about our plans for the coming weekend. Our interests are so varied. A lot depends on the weather. If it doesn't rain, we'll go sightseeing. But if the weather is nasty, I'll stay at home and finish my project. Besides, I don't want to miss the party at the Pavlenkos'. So, the question isn't settled yet.

B. You are Paul/ Vicky. You know about the plans of your group, but you have your own ideas for the coming weekend, too. Write down your ideas, and keep in mind the plans of your group.

VOCABULARY PRACTICE

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

A. To acquaint, conduct, progress:

1. I am not ... with all my fellow students, as we have been studying only for a month. Besides, I would like to ... better acquainted ... my group-mates.
2. It is necessary for tutors to ... a survey on the first-year students' problems to sort them out.
3. At university his academic ... is hindered by his playing truant from classes. He has made ... progress since the beginning of the year. If his parents keep ... of his progress, it will help him not to lag behind the group.

B. Advice, encourage, improve:

1. Our faculty has a good reputation for teaching languages, that's why I ... my friend's ... to enter this very university last year. Though my parents ... me to take up a different career. The advice ... what profession to choose is a career teacher's duty. They can give you a sound ... of advice on what job you are cut out for.
2. One of the chief duties of a teacher is ... words for his students. Besides, they always feel ... by significant progress. We ... creativity and the capacity for individual discovery through extra-curricular activities.
3. A lot of students wish to ... their English quickly. Your language skills will improve ... time if you work hard. You can hardly notice any progress at the very beginning, but don't become Practice makes perfect.

C. Hard, cope, exam, practise:

1. I will try to ... my fear before the exams. I always find it ... to overcome nervousness, and I can ... concentrate.
2. At the end of each semester, we ... exams. Those who ... an exam, have a chance to ... it again. If you don't ... an exam three times, you are sure to be expelled from the university.
3. Laboratory tasks allow students to ... their language skills at home. It takes hours of ... to sound like a native speaker. With more ... in class, you will make good progress.

Exercise 2. Paraphrase the following sentences using Vocabulary booster.

A. To acquaint, conduct, progress:

1. Wendy takes me aside to give me the details of the coming weekend.

2. Our faculty offers workshops to familiarize students with new approaches to EFL teaching.
3. I would like to know my fellow students better.
4. They're doing a survey of opinions about living in the hall of residence.
5. The country will have a significant economic development.
6. The investigation is very slow.
7. The new national tests must keep a closer check on children's success.

B. Advice, encourage, improve:

1. My tutor gave me a good tip.
2. Can you give me your opinion about what I should do?
3. I decided to get some recommendations from a specialist.
4. I will stimulate you to cook and even pay you to make dinner twice a week.
5. She felt inspired by the many letters of support.
6. Thank you for that positive news.
7. Her English is definitely getting better.
8. Changes will be made if the situation doesn't change for the better.

C. Hard, cope, exam, practise:

1. Elaine will take pains to work at English.
2. My parents divorced when I was six, and I almost did not know my father.
3. It's a tough job, but I'm sure he'll do it.
4. Women must manage to work and take care of the household and the family.
5. Students have to pass oral and written tests before moving up.
6. If you fail the exam, you can retake it.
7. Do you do your piano practice every day?
8. You have to do three months of teaching experience before you qualify.

Exercise 3. Fill in the correct prepositions, and then make sentences using the completed phrases from Vocabulary booster.

A. To acquaint, conduct, progress:

to be acquainted ..., to conduct an investigation ... sth, progress ... (doing) sth, to hinder sb's progress ... sth, to keep track ... sb's progress.

B. Advice, encourage, improve:

advice ..., ... sb's advice, a word ... advice, to encourage sb ... sth, to feel encouraged ... sth, to improve ... age, cope ... sth, to sit an exam ... spring.

C. Hard, cope, exam, practise:

to practise sth ... sb, hours ... practice, to have listening practice ... Monday.

Exercise 4. Translate the following sentences using Vocabulary booster.

1. Я хочу краще познайомитися з новим студентом у нашій групі. Він добре знається на класичній літературі та допоможе мені підготувати проект про Джейн Остін. Я думаю, що перехід до нашого університету дещо заважає його прогресу в навчанні, але якщо ми йому допоможемо, він досягне значних успіхів.
2. У книжках існує багато порад, як швидко оволодіти іноземною мовою. За порадою свого викладача з практики англійської мови я вправляюсь у слуханні новин англійською мовою, коли в мене є така можливість. Вона також заохочує нас брати участь у позакласних заходах із фаху. Вони допомагають нам не тільки покращувати іншомовні мовленнєві навички, але і розвивати командний дух.
3. – Якщо ти не будеш старанно працювати над англійською мовою, то не впораєшся із співбесідою. – Те саме мені радили викладачі під час міжсесійних екзаменів в університеті. Однак там якщо ти провалиш першу спробу, то у тебе буде ще й інша. – Я пам'ятаю, що ти зміг ледве скласти компаративну лінгвістику з третьої спроби. Раджу тобі позбутися цієї звички. – Ти знаєш, як підбадьорити! Проте твої "підбадьорливі" слова не завжди допомагають.
4. Сьогодні ми будемо практикуватись у письмі, а саме формальному стилі. Більше практики допоможе вам легко написати будь-яку заяву, коли ви закінчите навчання та будете шукати роботу.

Exercise 5.

A. Word formation. Form female nouns according to the model. Guess the meaning of the words. Consult a dictionary if necessary.

Model: waiter - waitress

Count, actor, benefactor, lion, tiger, host, hunter, prince, steward, enchanter, heir, prior, marquess, duke.

B. Read the sentences and guess the words.

1. A woman whose profession is acting on stage, in films, or on television (*actress*)
2. A woman holding a rank equivalent to Duke in her own right.
3. A woman whose job is to serve customers at their tables in a restaurant.
4. A woman employed to look after the passengers on a ship or aircraft.
5. A woman who receives or entertains guests.
6. A female god in ancient Greece.
7. An important female member of a royal family, especially a daughter or granddaughter of a king and queen, or the wife of a prince.

C. Translate the sentences into Ukrainian. Pay attention to the words in bold.

1. The *governess* becomes visible when something is wrong - when her pupil's performance is faulty.
2. According to the legislation, an *heir* or *heiress* with a larger share could buy out the others if the farm was too small to divide.
3. Madame Eglantine, or the *Prioress*, is a central character in Geoffrey Chaucer's *Canterbury Tales*.
4. The late *Princess* Diana married the Prince of Wales at St Paul's Cathedral in London on 29 July 1981.
5. Queen Victoria was *Empress* of India as well as Queen of Great Britain.
6. A *countess* is a member of the nobility who ranks below *marquess/marchioness* in the British peerage system.
7. Most *countesses* receive their title from being married to an earl (in the UK) or a count (in other European countries).
8. Estefan's record sales exceed 100 million worldwide, making her one of the best-selling *songstresses* of all-time.
9. Coco Chanel began working as a *seamstress* in her teens, and she opened a small millinery shop in Paris about a decade later, in 1910.
10. Jami Gertz is on the list of the 30 most generous *benefactresses*.

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

To get acquainted with sb, to conduct an investigation, steady progress, to follow/ take sb's advice, to encourage sb to do sth, to pass an exam, to practise doing sth, to lose interest in sth, to be interested in sth, to be late for sth, to be good/ bad/ poor at sth, to master, to have difficulty (in) doing sth, to enjoy doing sth, to keep sb busy/ amused/ occupied, to confess (that), to be dissatisfied with sth, to be in no condition to do sth, to be situated conveniently/ beautifully, etc.

Exercise 7. Find an odd word or word combination.

A.

- 1) to participate, to take part, to indulge, to take apart;
- 2) to master a language, to improve skills, to misuse words, to develop habits;
- 3) to attend, to skip, to miss, to avoid;
- 4) audio-visual aids, an MP3 player, a laptop, a register;
- 5) tutorial, lecturer, seminar, period;
- 6) to take an exam, to fail an exam, to pass an exam, to do well at the exam;
- 7) to broaden, to enlarge, to encourage, to increase;
- 8) to misuse, to mispronounce, to misspell, to miss;
- 9) a textbook, a reference book, a record book, an encyclopaedia;

- 10) a student, a fresher, in one's first year, a first-year student;
- 11) to be satisfied, to be at a loss, to be pleased, to be proud;
- 12) to do research, to go on a picnic, to do the town, to go sightseeing.

B.

- 1) home assignments, homework, laboratory work, laboratory;
- 2) a choir, a drama society, a scientific society, a dancing club;
- 3) to fall/ lag behind the group, to work by fits and starts, to be promoted;
- 4) to have sth at one's fingertips, to catch up with, to be a top student, to have a profound knowledge;
- 5) to graduate from, to leave, to be expelled, to enter;
- 6) to join, to enjoy, to be keen on, to be fond of;
- 7) to do sth on time, to be punctual, to do sth in time, to be quick to do sth.
- 8) to have fun, to enjoy, to be a fan, to have a good time;
- 9) college, faculty, university, school;
- 10) degree, certificate, register, diploma;
- 11) roommate, fellow student, classmate, pen-pal;
- 12) to learn, to teach, to educate, to instruct;
- 13) homework, research, one's best, mistake;
- 14) a speech, an effort, progress, the town;
- 15) to pronounce, to spell, to transcribe, to write;
- 16) to answer, to respond, to keep silent, to speak up;
- 17) all right, that's correct, that's right, quite right;
- 18) fluently, distinctly, illegibly, correctly;
- 19) to understand, to misunderstand, to be all Greek, can't make head or tail of it;
- 20) to prompt, to cheat, to crib, to cram.

Exercise 8. Complete the sentences with a word formed from the word in brackets.

Model: *His ... in this work is compulsory. (to participate) – His participation in this work is compulsory.*

1. According to the ... the lecture in History is at ten. (time)
2. John's ... of history is amazing. (to know)
3. Poor language skills cause (to understand)
4. It takes time to get ... with a new person. (to acquaint)
5. The ... of the group is poor. (to attend)
6. The ... in Culture Studies is a very broad-minded person. (lecture)
7. Students master a foreign language during (tutor)
8. Cindy is proud of her ... in dancing. (to achieve)
9. ... activities are various at our college. (Curriculum)

10. Exchange programmes ... cultural horizons. (broad)
11. Teacher's ... does a lot of good. (to encourage)
12. To pass an exam, one needs at least a ... mark. (to satisfy)
13. The ... of the sound [t] differs from the Ukrainian one. (to pronounce)
14. Students make a lot of ... mistakes. (to spell)
15. Tutor's ... is always helpful. (to advise)
16. Students do a lot of exercises orally and in ... form. (to write)
17. This ... book is in great demand. (to refer)
18. The recreational ... keep students busy at the weekend. (to act)
19. If you are interested in history, you are sure to be fond of (sight)

Exercise 9.

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

tutor, lecturer, professor, undergraduate, classmate, graduate

1. Someone who is still at university studying for their first degree.
2. Someone who has successfully completed their first degree.
3. Someone in the same class as you at school.
5. Someone who teaches at a college or university.
6. Someone responsible for teaching a small group of students.
7. Someone with the highest academic position in a university.

B. Work in pairs. Student A: say 1-7, Student B: close the book and say the defined words.

C. Give the definitions for the following words. Use a dictionary.

Fresher, postgraduate, coach, scholarship, diploma.

Exercise 10. Use the correct article where necessary.

A/ The professor is not a/ the teacher in a/ the secondary school but has a/ the highest academic position in a/ the university. A/ The lecturer is a/ the university teacher. Lecturers and professors give a/ the lectures. Students in Britain usually have a/ the tutor who gives a/ the advice and teaches students in small groups. You graduate from university with a/ the degree. If you do a/ the postgraduate work, you will have a/ the supervisor to help you and advise you.

Exercise 11. Paraphrase each sentence using Essential vocabulary.

A lot of international students take part in this exchange programme. Their primary aim is to learn a foreign language. Besides, they meet new people, and new cultures. Such communication contributes to personal cultural background. Exchange students do their best to be a success. They

attend all classes. Students are very busy with their studies though they don't have many subjects. But they are not optional. Besides, students must do research on a definite culture matter. There are no exams at the end of the course. As a rule, experienced teachers support students. The intensive work in class helps students to develop language skills.

Exercise 12. Ask your partner if he/ she performs these actions, and be ready to report on your partner's attitude to studying.

A. Model: Ask your partner if he/ she participates in extra-curricular activities – *Do you participate in extra-curricular activities?*

– *Sure, I am an active member of our English-speaking club.*

Ask your partner:

1. if he/ she does his/ her best to master the language;
2. if he/ she attends classes regularly;
3. if he/ she ever skips lectures;
4. if his/ her classes keep him/ her busy the whole week;
5. if the subjects on the curriculum are numerous;
6. if he/ she finds tutorials more difficult than seminars;
7. if attendance of the lectures is compulsory;
8. if he/ she conducts research on any subject matter;
9. if the teaching staff are experienced;
10. if he/ she is satisfied with his/ her studies.

B. Model: Ask your partner how he/ she works at the vocabulary. – *How do you work at the vocabulary?*

– *Firstly, I look up all the new words in the dictionary. Secondly, make up examples with them.*

Ask your partner:

1. how many language tutorials he/ she has a week;
2. how the teacher encourages students to master the language;
3. what pieces of advice a teacher usually gives to a student;
4. how students work at grammar;
5. what they do to develop language skills;
6. why the laboratory work is helpful;
7. what his/ her favourite learning strategies are;
8. which exercises at home he/ she does first: oral or written;
9. what reference books are at his/ her disposal;
10. who in your group has an opportunity to communicate with foreigners;
11. who in your group indulges in visiting theatres (surfing the net, dancing, sports, etc.);
12. for whom learned leisure is out of the question.

Exercise 13.

A. Pick up a suitable vocabulary to describe item the studies of these students.

Mark – a successful student: *to do well at the exam, to be active at the seminars and tutorials, to attend all the classes,* Olga – a careless student; Victor – a diligent student; Max – an absent-minded student

B. Characterise these students, make use of the following phrases: *Besides... , In addition ..., Moreover ..., As a result... .*

C. Which type do you belong to? Reason out your choice.

Exercise 14.

A. Use the English equivalents to speak on the suggested topics.

How to make students' life interesting: брати участь у, музичний гурток, драматичний гурток, самодіяльність, погано ставитися до навчання, мати глибокі знання з предмету.

How to become a top student: старанний студент, на заняттях, писати лекцію, одержувати стипендію, знати як свої п'ять пальців, цікавитися науковою роботою, брати участь у суспільному житті.

How to make good progress in English: займатися із репетитором, стаціонар, мати у розпорядження усі засоби для навчання, прогулювати лекції, працювати нерегулярно.

B. Which of the following pieces of advice do you follow? Add some more from your own experience.

✓ *When you make notes of lectures, reread them just after the lecture at home. You'll remember it better.* ✓ *Join some hobby-groups. It will make your life more interesting.*

✓ *Remember all work and no play makes Jack a dull boy.* ✓ *Don't skip classes. Or else it would be difficult to catch up with the group.*

✓ *Don't be afraid of studies and heaps of work. Everybody is in the same boat with you.* ✓ *If you have a CD player, a computer, etc. at home, record the laboratory tasks and work at home.*

C. You are going to arrange a talk show with the students of Nizhyn University about their studies. Think over 10 questions you are going to ask them.

Exercise 15.

A. Find 13 mistakes in the text.

Learn from your mistakes

People who doesn't make mistakes are unlikely to learn anything. The best way to learn something to make mistakes first. Making mistakes can to help you to improve your English. If you won't do mistakes you probably use very simply expressions. Be investigative! Experiment with new grammer and vocabulary. Sometimes you need to get it wrong before you will get it right! The important thing to remember that you need to learn from you mistakes. If you won't, than there are no sense in making them.

B. Are you at a loss when you make mistakes? Do you learn from your mistakes? How?

D. Your friend is worried about making a lot of mistakes. Try to calm him down giving pieces of advice how to learn from his mistakes.

Exercise 16.

A. Fill in the gaps with the appropriate form of the words on the right.

How to Learn Vocabulary

Students are under enormous *pressure* (0) to learn huge amounts of vocabulary but they are rarely given (1) as to how to go about it. They have a (2) to try and learn long lists by heart, but this is hardly the most (3) approach to the problem. The golden rule is to do a lot of (4) at regular intervals. Secondly, students should concentrate on words with the highest (5), particularly everyday words which also improve the students' spoken (6). They should also take every (7) to use the words in communication – there is considerable (8) evidence that learners who like using the foreign language improve their oral (9) and their overall (10) of the language much more rapidly than students who are (11) to practise the language in real situations.

PRESS

GUIDE

TEND

EFFICIENCY

REVISE

FREQUENT

FLUENT

OPPORTUNE

PSYCHOLOGY

PERFORM

ACQUIRE

RELUCTANCE

B. Make a list of the strategies for learning vocabulary from the text, and add your own ideas. Which of them is the most effective to your mind?

Exercise 17. What will the teacher say in the following situations? Make use of classroom English.

Model: if she wants the students to understand that they misuse the word – You can't say that way I'm afraid./ That's not correct...

a) if she wants the students

to open their textbooks at page 45, to fetch a piece of chalk, to repeat some words after her several times, to hand in their tests, to do Exercise 14 in written form, to learn the rules by heart, to work at the blackboard, to clean the blackboard, to listen to the recording, to speak in a loud voice, to make up a dialogue, to work in groups of 3, to understand that the answer is good/ not so good;

b) if the teacher doesn't want the students

to speak Ukrainian at the lesson, to prompt, to talk, to make a noise, to crib, to translate word for word, to use slang words, to retell the story in the first person, not to forget to bring the test books for tomorrow;

c) if the teacher wants

to greet the students, to find out who is absent and why, to begin the lesson, to finish the lesson, to find out if everything is clear, to set the homework, to wish a good weekend.

Exercise 18. Use the following questions and sentences in a natural conversation. Make use of the vocabulary of the unit.

Model: Why do you miss classes so often? – I'm so sorry, but I have some valid reasons for it.

– No matter what reasons you have, you'll have to work hard to catch up with the group.

1. Where is the timetable?
2. What seminar shall we have on Tuesday?
3. Where can I get this reference book?
4. Is the laboratory open?
5. I'm very nervous about my exam in English.
6. I'm afraid he'll fail in Linguistics.
7. You'll have to work hard to catch up with the group.
8. Don't worry about him. He is very good at English.
9. Is he absent again?
10. There are a lot of mistakes in my dictation.

11. Will you help me with this labwork text?
12. Can you stay after classes?

Exercise 19. Complete the following sentences with the vocabulary of the unit.

Model: If you are good at singing... . – If you are good at singing you can join our choir.

1. She is often ill and now
2. You will make good progress in English if
3. If you work by fits and starts
4. You will fall behind the group if
5. I'm going to the library, I must
6. She is very good at
7. He is at a loss when it comes to
8. If you don't know the pronunciation of the word
9. In the first year the most challenging course for me is
10. At the end of the working week there is nothing like

Exercise 20. When do we say the following about people? Give answers, using the pattern.

Model: She never skips tutorials. – We say, "She never skips tutorials" if she is always present at the lesson.

1. Paul has a good command of English.
2. Helen is a success at her exams.
3. Wendy lags behind the group.
8. Brenda keeps up with the rest of the group.
9. Susan is a failure in her exam.
10. Vicky is all ears in class.
11. Sara can't make head or tail of Ukrainian grammar.
12. Nick and Steve are careless about their studies.
10. Max never cheats at exams.
11. Mary is fond of playing truant.

Exercise 21.

A. Read the text. Choose the word from the box to fill in the gaps.

daily routine, to set off, to catch a bus, have a snack, to make good progress, a light breakfast, a full-course dinner, to go through my morning routine, to get up, to oversleep, an early-riser, to work hard at, full of energy, periods, to sit up late, to make reports, to remove tension, to get down to

I'm Steve, a student of the exchange programme. Here, in Ukraine, I follow the same ... as all students.

You know, I find it hard ... on time, but must needs. That's why I wind an alarm-clock not Nevertheless, I hide my head under the pillow when I hear it. Well as you see, I'm not ... and it gives me some pain to leave my bed. But then I'm quick not ... to be late for the classes. I do morning exercises, have a shower, make my bed and get dressed. As a rule, I have ... which consists of a cup of coffee or tea with a sandwich.

Then I ... to the University. As the University is an hour's walk away from my house, I usually ... and it takes me 20 minutes to get there. My classes keep me busy all day long. The ordinary timetable is three or four ... a day. And I really do my best There are short breaks between the classes and I seldom manage to So I am awfully hungry after classes. That's why when my lessons are over at about two o'clock, I go to the university canteen and have

In the afternoon we, exchange news, have a group meeting. We can discuss different issues, make plans for future activities, go on excursions. Such meetings ... and give the mind a rest. After them I'm refreshed and

When I'm back home, I have supper. Then I ... home assignments. Usually I ... to do well in all the subjects. I must ... Ukrainian grammar and vocabulary. I also surf the Internet in search of information ... if necessary, chat with my family or friends before going to bed. As the proverb says: "The longest day must have an end".

B. Use the words from the box to speak about your daily routine.

C. Discuss in small groups: Do you plan your day or do you let it go as it is?

Exercise 22. Translate the sentences into English.

1. Якщо ви захочете оволодіти різними мовами, а саме англійською, німецькою і т.д., ви можете вступити до нашого факультету іноземних мов. Відповідно до програми навчання, вивчення французької чи польської буде вибірконим курсом. Відвідування практичних занять, лекцій та семінарів залишається обов'язковим. Якщо ви будете відсутні на занятті, про це повинен буде знати ваш куратор. Досвідчений викладацький склад професорів, доцентів та викладачів допоможе вам розширити ваші знання з мови та інших предметів. Науково-дослідна робота та позакласна діяльність, наприклад, художня самодіяльність, стануть невід'ємною частиною вашого життя.

2. На заняттях із практики мови ми розвиваємо мовленнєві вміння. У нашому розпорядженні підручники та довідники з граматики, словники. Вони допомагають нам розширити наш словниковий запас, вживати нові

граматичні структури, вправлятися в читанні. Інколи граматики здається мені китайською грамотою. Я ніяк не можу розібрати різницю між деякими граматичними часами, але я намагаюся використати час на всю та дуже уважно слухаю викладача. На кожному занятті ми працюємо над вимовою, написанням та вживанням нових слів. Якщо студент неправильно вимовляє або пише слово, викладач просить його повторити або написати його декілька разів. Звичайно, в нас багато домашніх завдань, проте вони допомагають нам закріпити пройдений матеріал.

3. Коли я навчався в коледжі, у нас був тільки один вихідний та шість робочих днів. Тому в мене була можливість для тривалого відпочинку тільки під час канікул після успішної сесії. Однак я ніколи не був нудною людиною та домосідом, тому для мене про те, щоб провести вихідний вдома, не могло бути й мови. Ми ходили на пікніки, відвідували місцеві театр та кінотеатр, організовували вечірки, гостювали в одногрупників та оглядали визначні місця в їхніх містах. Коротше, я використав студентські роки на всю та часто згадую про цей щасливий час.

CULTURE CONTEXT

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

1. Freshers.

When they first arrive at college, first-year university students are called "freshers". A fresher's life can be exciting but terrifying for the first week.

Often freshers will live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year or share a house with friends. Many freshers will feel homesick for the first week or so, but living in the hall soon helps them to make new friends.

During the first week, all clubs and societies hold a "freshers' fair" during which they try to persuade the new students to join their society. The freshers are told that it is important for them to come into contact with many opinions and activities during their time at the university, but the choice can be a bit overwhelming!

On the day that their lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how difficult it is to change from a school community. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge the study system is based entirely around such tutorials, which take place once a week. Attending lectures is optional for the students of these universities.

(From English Readers' Digest)

2. What do British people like doing at the weekends?

The weekends are a time for families in Britain. Often, the parents are not at work, having worked a five-day week from Monday to Friday. Saturdays are a busy time for shops with many families going shopping.

Sundays used to be a very special day of the week in Britain. It was the one day of the week for "worship and rest". The shops were closed and most people were at home or at church. Popular leisure activities on Sunday used to be going to church and doing odd jobs around the home such as gardening and DIY.

Until a few years ago shops were not permitted to open on a Sunday. Sundays today are becoming like any other day other week with shops open. Some families will now spend their time shopping rather than going to church or they will combine the two activities.

Britain is becoming a far less Christian country with fewer people regularly attending Church. Many Christians believe that Sunday should be kept special, as a time given to worshipping God. They think it is important for Christians to meet together, listen to readings from the Bible and celebrate Holy Communion. Others believe that it is important that families have time to be together. (The shopping hours on a Sunday are less than on any other day of the week.)

3. How do people spend their free time?

People enjoy various indoor and outdoor activities in Britain.

A Euro stat survey, the EU's statistical office, discovered that people in Britain spend about 45% of their free time watching television, 24% of their free time socializing, 22–23% on sports and hobbies, and 10% on other activities. Other popular leisure activities are listening to the radio, listening to pre-recorded music, reading, DIY, gardening, eating out and going to the cinema.

(From <http://projectbritain.com/weekends.htm>)



B. Find out what the British do at leisure (available at: <http://learnenglish.britishcouncil.org/en/uk-culture/leisure>); find out about settling into UK student life (available at: <https://learnenglishteens.britishcouncil.org/uk-now/video-uk/settling-uk-student-life>).

C. Surf the Internet in search of information about British higher education, and common leisure activities in the UK. Share it with your groupmates.

SPEAKING

Exercise 1. Roleplay

Work in pairs. Do a role play “Why to study English?”

Student A, Student B: Introduce yourself to your partner. Then listen to your partner introduce himself/herself to you. Talk about studying English. Why are you studying English? How long have you studied English for and what is your level? Do you enjoy studying English?

Exercise 2. Roleplay

A. Work in pairs. Do a role play “Applying for a language course”.

Student A. You work for an English language school. Student B wants to do a course at the school. Interview him/her. Use the following prompts and ask about:

- his/her reason for doing the course
- his/her expectations of the course
- his/her plans for the future

Prepare the questions. Remember to ask your partner why his/her is a good candidate for the school and, at the end, if he/she has any queries about the school.

Student B. You want to do a course at a famous English language school which is well-known for its practical courses. Student A will interview you for the course. He/she will ask you about your reason for doing the course; expectations of the course; plans for the future etc. Prepare your answers and think of some questions to ask about the school.

B. Change roles and role-play the interview again.

Exercise 3. Roleplay

Work in pairs. Do a roleplay “Which do you prefer – distant learning or face-to-face learning?”

Student A. You are for face-to-face learning believing that you will spend more time studying and completing assignments in the online environment than you will in an on-campus setting. Convince your partner to choose a traditional way of studying.

Student B. You are more for distance than face-to-face learning. You are convinced that online learning is much more convenient and offers a high level of flexibility, but at the same time you admit that it requires good time-management skills. Convince your partner to choose a distant way of studying.

Exercise 4. Roleplay

Work in pairs. Do a role play “Should every university student have a part-time job?”.

Student A. You support the idea that university students should have a part-time job as the money they earn can be spent on social life. Moreover, the experience of working part-time looks good on your CV. Convince your partner to have a part-time job as a good option for a student.

Student B. You do not think it is a good idea to have a part-time job for a university student believing that the most important goal at university is to get knowledge and a degree.

Exercise 5. Roleplay

Work in pairs. Do a role play “What is your recent challenge/achievement?”

Student A, Student B: You are going to talk about your recent challenge/achievement. Before you talk, make some notes on the following:

- What was the challenge/achievement? (Were you learning a new skill, sport/how to drive, etc.?)
- Where were you?
- How did you feel?
- What was the experience like?/What did the challenge involve?
- Did you try any special techniques?
- Did you succeed?

Exercise 6.

A. Read the ideas of the authors of this book on how to learn English. Add your own ones.

Speak English in class. Talk some English outside the class. Think in English. Practise your pronunciation. Use the grammar rules. Study vocabulary. Listen to the English texts from further listening. Do home assignments. Relax. Don't worry if you are wrong. Laugh

E. For each sentence above, say one of 1–5 below.

1. I do it every day. 2. I don't do it, but it's a good idea and I'll do it. 3. I don't do it, because I don't find it necessary. 4. I can't do it, but I'll do my best to do it. 5. I don't understand what you mean.

Exercise 7. Make up dialogues on the following situations. Make use of the conversational formulas suitable for the situations in the Supplement.

1. Two students discuss the pluses and minuses of their school life, the changes they would like to be introduced to prepare them better for university.

2. A senior student speaks with a fresher on the studies and social activities of this faculty.
3. A tutor gives advice to students, telling them how to avoid exam failure/ and explaining the peculiarities of assessment.
4. A top student shares his secrets with a newcomer in the group on how to master a foreign language at this faculty.
5. A parent of a lazy-bones has a talk with his/ her tutor about the poor results at university.
6. Two students map out their weekend carefully.
7. Two students share their impressions after an unforgettable/ misfortunate weekend (a difficult/ easy working day).

Exercise 8. Discuss the following questions.

1. Look through the ads below. Which programme would you like to participate in? Why?
2. Can your department start an exchange programme? Make a project advertising it.
3. What difficulties in learning a foreign language do you/ your group-mates face? What are the possible ways to overcome them?
4. There are several subjects on the curriculum at the faculty of foreign languages which all students must study. Make a list of these subjects. Speak about your preferences and the ones you dislike. Explain to your partners why you enjoy or don't enjoy them.
5. Do you agree or disagree with the following statement? Colleges and universities should allow students to study the courses that students want to study.
6. Many students choose to attend schools or universities outside their home countries. Why do some students study abroad?
7. If you could make one important change in the college that you attend, what change would you make?

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Session times		
Tuesday (3.00pm)	Wednesday (1.00pm)	Thursday (3.00pm)
24 Jul	25 Jul	26 Jul
31 Jul	1 Aug	2 Aug
7 Aug	8 Aug	9 Aug
14 Aug	15 Aug	16 Aug
21 Aug	22 Aug	23 Aug
28 Aug	29 Aug	30 Aug
11 Sep	12 Sep	13 Sep
18 Sep	19 Sep	20 Sep
25 Sep	26 Sep	27 Sep
2 Oct	3 Oct	4 Oct

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Exercise 9. Translate the proverbs into Ukrainian and comment upon them.

1. A man is never too old to learn.
2. Education covers a lot of ground but it doesn't cultivate it.
3. Live and learn.
4. By doing nothing we learn to do ill.
5. Better untaught than ill-taught.
6. Brevity is the soul of wit.
7. Dot your i's and cross your t's.
8. He who is afraid to ask is ashamed of learning.
9. We learn to walk by stumbling.

Exercise 10. Translate the following quotations and comment upon them.

1. "A university should be a place of light, of liberty and of learning." *Benjamin Disraeli*
2. "Knowledge is a city, to the building of which every human being brought a stone." *Ralph W. Emerson*
3. "Knowledge is power." *Francis Bacon*
4. "Knowledge comes, but wisdom lingers." *Alfred Tennyson*
5. "Only the educated are free." *Epictetus*
6. "Education: The path from cocky ignorance to miserable uncertainty." *Mark Twain*
7. "They know enough who know how to learn." *Henry Adams*
8. "Human history becomes more and more a race between education and catastrophe." *H.G. Wells*
9. "Education is the ability to listen to almost anything without losing your temper or your self-confidence." *Robert Frost*

Exercise 11. Do a project "My faculty: love it or hate it"/ "My university: bloom where you are planted"/ "Student life in ten years' time" working in small groups find information about the topic to make a presentation.

READING

TEXT 1

Before reading

- 1.1. Answer the questions.
 1. What makes your students' life interesting/ exciting/ boring/ easy/ difficult?
 2. Do you like lenient teachers? Why?
 3. Can you combine your studies and your hobby? Why?
- 1.2. Divide the following sentences into sense-groups. Read them aloud.
 1. Another course I didn't like but somehow managed to pass was economics.

2. In order to be eligible to play, it was necessary for him to keep up in his studies, a very difficult matter, for while he was not dumber than an ox he was not any smarter.
3. None gave him more hints in answering questions or asked him simpler ones than the economics professor, a thin, timid man named Bassum.
4. "I might suggest the one which we commonly take in making long journeys across the land."
5. There was a profound silence in which everybody stirred uneasily, including Bolenciewicz and Mr. Bassum.
6. All of us, of course, shared Mr. Bassum's desire that Bolenciewicz should stay abreast of the class in economics, for the Illinois game, one of the hardest and most important of the season, was only a week off.

While reading

2.1. Read the text and say whether it is humorous or sad.

Another course I didn't like, but somehow managed to pass was economics. I went to that class straight from the botany class, which didn't help me any in understanding either subject. I used to get them mixed up. But not as mixed up as another student in my economics class who came there directly from a physics laboratory. He was a tackle on the football team, named Bolenciewicz. At that time Ohio State University had one of the best football teams in the country, and Bolenciewicz was one of its outstanding stars. In order to be eligible to play, it was necessary for him to keep up in his studies, a very difficult matter, for while he was not dumber than an ox, he was not any smarter. Most of his professors were lenient and helped him along. None gave him more hints, in answering questions, or asked him simpler ones than the economics professor, a thin, timid man named Bassum. One day when we were on the subject of transportation and distribution, it came Bolenciewicz's turn to answer a question, "Name one means of transportation," the professor said to him. No light came into the big tackle's eyes. "Just any means of transportation," said the professor. Bolenciewicz sat staring at him. "That is," pursued the professor, "any medium, agency, or method of going from one place to another." Bolenciewicz had the look of a man who is being led into a trap. "You may choose among steam, horse-drawn, or electrically propelled vehicles," said the instructor. "I might suggest the one which we commonly take in making long journeys across the land." There was a profound silence in which everybody stirred uneasily, including Bolenciewicz and Mr. Bassum. Mr. Bassum abruptly broke this silence in an amazing manner. "Choo-choo-choo," he said in a low voice, and turned instantly scarlet. He glanced appealingly around the room. All of us, of course, shared Mr. Bassum's desire that Bolenciewicz should stay abreast of the class in economics. For the Illinois

game, one of the hardest and most important of the season, was only a week off. "Toot, toot, too-tooooooot!" some student with a deep voice moaned, and we all looked encouragingly at Bolenciewicz. Somebody else gave a fine imitation of a locomotive letting off steam. Mr. Bassum himself rounded off the little show. "Ding, dong, ding, dong," he said, hopefully. Bolenciewicz was staring at the floor now, trying to think, his great brow furrowed, his huge hands rubbing together, his face red. "How did you come to college this year, Mr. Bolenciewicz?" asked the professor. "Chuffa chuffa, chuffa chuffa." "My father sent me," said the football player. "What's on?" asked Bassum. "I got an allowance," said the tackle, in a low, husky voice, obviously embarrassed. "No, no," said Bassum, "Name a means of transportation. What did you ride here on?" "Train," said Bolenciewicz. "Quite right," said the professor. "Now, Mr. Nugent, will you tell us—"

(From *University Days* by James Thurber)

After reading

3.1. Answer the questions about the text.

1. Why did Bolenciewicz study at Ohio State University?
2. On what condition could he play for the university?
3. How did the teachers help the football player?

3.2. Read the text carefully again and find synonyms and antonyms in it.

3.3. Describe a funny episode in your students' life.

LISTENING

TEXT 1

A DAY IN THE LIFE OF A LECTURER

Before listening

1. Before you listen work in pairs. You are going to listen to Oksana Petrivna talking about her typical day, try to guess 5 words which you can hear in the recording. Write the 5 words in your notebooks.

While listening

- 2.1. Now listen to the recording and check how many things you guessed.
- 2.2. Read the following transcript. There are five errors. Correct them as you listen.

I teach Ukrainian as a foreign language at University. My students come overseas from all over the world to participate in student exchange programmes but Ukrainian is all Greek to them. Communicative Linguistics, Ukrainian and Ukrainian Literature and some other courses are my responsibility too.

I have a typical day at University. I arrive at my department at about 7.30 and see what's happening. The classes start at 8.30. I have two 80-minute lectures or seminars. And there is a twenty-minute break between them. A cup of coffee in the morning makes my day. And another one or two 80-minute classes or tutorials. Then there is lunch. Sometimes in the afternoon there are some meetings with exchange students or colleagues to discuss different issues, a pilates class, a lot of students' tests, lesson plans, and household chores. Must needs.

Well, I am also in charge of a student exchange programme. I help students with any problems they face in studying or accommodation. There are some extra-curricular activities on top of my teaching and research that sometimes require me to work at the weekend. We visit museums and theatres, go sightseeing, etc. They are really into Ukrainian culture.

So, I wear many hats. I am never bored. You always do something different not just in the classroom but outside it too. I serve different areas of university life, as I am a tutor, a lecturer and an exchange program supervisor. Well, the typical day of a teacher might finish at three o'clock in the afternoon or far into the night. It just depends. But I enjoy my job. It's very varied.

After listening

3.1. You are going to have an opportunity to interview Oksana Petrivna. You have around 5 minutes to write as many questions as you can think of to get the answers presented in the story. Work in pairs and act out the interview.

3.2. Work in pairs. Use your questions to interview each other. Whose day is more varied: yours or your partner's?

TEXT 2

THE LEARNING QUESTION

Before listening

1.1. Have you ever participated in an exchange program? Would you like to? Why?

1.2. What do the underlined words in the following sentences mean?

"Organizing exchange programmes have become trendy nowadays. All cool schools do it." "It is a wonderful opportunity for students to get a sneaky peek inside the living and breathing country that they are learning about." "Your best bet is a school which offers Russian as a subject." "There'll be a hefty amount of health and safety forms and assessments to fill in."

While listening

2.1. You are going to listen to the reply to the letter of a teacher of English looking for an opportunity to take her pupils to the UK published in Cool English # 36. What advice is she sure to get? Listen to check if you are right.

2.2. Listen again and support or challenge the following statements according to the text. Make use of the conversational formulas of agreement and disagreement on pages 209–212.

1. Organizing exchange programmes has become fashionable nowadays because it's quite easy.
2. A cultural exchange program is a wonderful opportunity for students to get a look at the country they are learning about.
3. Only several British schools can have exchange programs.
4. You need to find a school which is interested in sending students to your country.
5. Look for information about exchange programs on the schools' websites.
6. To make sure that a school is interested in dealing with you, call the headmaster first and then send an email with your offer.
7. Be very clear in discussing all the details.
8. A British boarding school is the best choice for such a program.
9. There is a database of schools you could contact.
10. British schools may be interested in organising trips to study History.
11. There will be a number of paperwork to cope with but it's worth it.
12. An exchange program is an easily repeatable experience if you organize it once.

After listening

3.1. Do you know any exchange programs for Ukrainian pupils/ students? Can our educational establishment be interesting for foreign exchange students? Why?

3.2. Teamwork. You are the organisers of an exchange program at your educational establishment who are willing to advertise it. Be very specific about the following details: *the size of the group, the living arrangements, the length of the programme, the curriculum, the extracurricular activities to enlarge the cultural experience, etc.*

(From Cool English)



FURTHER LISTENING

1. Learning languages (available at: <http://learnenglish.britishcouncil.org/en/i-wanna-talk-about/learning-languages#>).
2. English is great (available at: <http://learnenglish.britishcouncil.org/en/britain-great/english-great>).
3. The perfect day (available at: <https://www.podcastsinenglish.com/pages/level1a.shtml>).
4. Weekends (available at: <http://www.listenamminute.com/w/weekends.html>).
5. Is student life all good? (Available at <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-151210>).

WRITING

OPINION PARAGRAPH

Exercise 1.

A. Skim the text and state the problem raised there. Formulate the writer's attitude to it.

I believe that students will never be able to improve their skills without doing homework. One reason is that homework gives students additional practice of skills covered in class, as school classes are too short to teach and practise new material sufficiently for students to master. Another reason for homework is that it provides time to complete longer assignments. For example, reports and special projects often require research that cannot always be done at school. Finally, the most important reason for homework is that it ensures review. As a result, students who do their homework daily are well-prepared for tests. All in all, homework is essential for mastering new skills.

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

- a) topic sentence
- b) supporting detail 1, 2, 3
- c) concluding statement
- d) clarification 1, 2, 3

Exercise 2.

A. Use the linking words/ phrases from the list below to fill in the table.

to sum up, I believe/ I think, besides, My opinion is that, for instance, moreover, secondly, taking everything into account, finally, it seems/ it appears to me, for example, I couldn't agree more/ I couldn't disagree more, then, because, as, firstly, I'm totally against that, like, in addition to this, since.

to give opinion	
to list and add points	
to introduce examples, reasons, results	
to conclude	

B. Underline the words/ phrases the author uses to list arguments (Exercise 1). Replace them with similar ones.

C. Underline the words/ phrases the author uses to give clarifications (Exercise 1). Replace them with similar ones.

Exercise 3. Support or challenge the following statements about learning foreign languages. Use appropriate expressions of agreement or disagreement (See conversational formulas pages 191–194).).

Model: Foreign language learning is not important. – I completely disagree with it. It's necessary to know at least one foreign language.

1. We should learn some less common languages.
2. Learning to respect other cultures is more important.
3. It is important to speak more than one foreign language.
4. I think that all people should speak the same language.
5. It takes years to learn a foreign language.

Exercise 4. Which four things below are most important for learning a language? Which are not? Express your point of view using phrases for giving opinions (See conversational formulas on pages 191–194).

Model: I believe it's impossible to master any foreign language without working hard at it.

1. Persistent work
2. Enjoying learning
3. Believing that you will be successful
4. Having a good teacher
5. Really wanting to learn (motivation)
6. Studying lots of grammar
7. Getting praise from your teacher
8. Being realistic about the progress you can make
9. Living in the country where the language is spoken
10. Reading and listening to lots of English

Exercise 5. Underline the correct linking word/ phrase. Replace the linking words/ phrases with suitable ones from Exercise 2A.

1. I completely agree that exams should be abolished **as/ though** it is often the case that people who have not studied can copy from someone else who has.
2. I believe that the exams shouldn't continue to be a part of the educational system **because/ but** they do not test a person's knowledge of a subject but rather how much they can remember on the day of the exam.
3. **Besides/ Although**, facts such as students feeling unwell or suffering from a case of nerves on the day of the exams are not taken into consideration.
4. I don't think that the exam system is a fair way of assessing a student's knowledge. **For example/ All in all**, people who have studied hard but have a poor memory for facts and figures usually show worse exam results than those they have at the lessons.

5. **In conclusion/ It is argued that**, it seems to me unfair to give a person only one chance to show what they are capable of.
6. No doubt an exam often encourages people to compete for better grades, **however/ also**, making grades and exam results the main point of learning gives students the wrong idea of what education is all about.

Exercise 6.

A. Read the arguments (1–4) and match them to the reasons/ results/ examples (a–d). Make up sentences using appropriate linking words/ phrases.

- | | |
|---|---|
| 1. Your lessons will be tailor-made specifically for you. | a. <i>They can learn at their own pace.</i> |
| 2. Students have the constant attention of the teacher | b. <i>Before you begin one-to-one tuition, our Director of Studies always carries out a "needs analysis".</i> |
| 3. Students don't have to follow the syllabus. | c. <i>They do not feel pressured by the progress of other students.</i> |
| 4. Students don't get nervous. | d. <i>They can listen to and speak more English than they might in a group situation.</i> |

B. These sentences are from a student's paragraph on the topic "Which is better for improving your language skills – private English lessons or a group class?" Formulate the writer's attitude to it. Complete the parts of the paragraph below.

Topic sentence	_____
Supporting detail 1+ clarification	To begin with, _____
Supporting detail 2+ clarification	In addition, _____
Supporting detail 3+ clarification	Finally, _____
Concluding sentence	To sum up, _____

C. Write a paragraph on the topic "*The most effective (ineffective) method of learning a foreign language.*" Use the ideas from the table to express your viewpoint.

A language course	
<i>advantages</i>	<i>disadvantages</i>
Can meet new people Can practice skills Gives the motivation to return back	Have few classes Must do homework
English self-study software	
Can listen to texts Can study English when I have free time	Can't communicate with other people Nobody can correct my mistakes
Language textbooks	
Can do many exercises and read a lot of texts Can improve my grammar and vocabulary skills Can practise reading and writing	Can't have enough listening and speaking practice
Learning a language in the country	
Can practise the language everywhere and with everybody	It's too expensive Needs much time

Exercise 7. Write a paragraph on the topic "*What's hardest when learning a foreign language?*"/ "*Making language classes more interesting*".

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 paragraph meets the requirements of opinion writing and paragraph structure.

Editor's checklist

1. Is the paragraph indented?
2. Does the paragraph:
 - begin with a topic sentence that clearly states your opinion about the topic?

- have at least two supporting ideas with clarifications?
 - have linking expressions to list the arguments?
 - end with a concluding sentence that restates your opinion?
 - have punctuation at the end of each sentence?
 - have all words spelt 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.

SELF-ASSESSMENT

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

1. Students studying for their first degree are called
 - a) university graduates
 - b) freshers
 - c) undergraduate students
 - d) postgraduate students

2. If you are involved in doing activities which are not a part of the usual course of studies, you call it
 - a) hobby group
 - b) extra-curricular activities
 - c) enthusiasm
 - d) amateur art activities

3. I can't make head or tail of these sayings in English. They are
 - a) very funny
 - b) of particular interest to me
 - c) of a real sense of occasion
 - d) all Greek to me

4. We're in Rome only for a day, so let's *make the most of it*, which means
 - a) to go sightseeing
 - b) to have fun
 - c) to use or enjoy something as much as possible
 - d) to stroll along on the promenade

5. One of my roommates is never enthusiastic about anything. She is
- a) a wet blanket
 - b) a diligent student
 - c) a language learner
 - d) an undergraduate student
6. According to the exchange programmes, overseas students lead the typical life of all Ukrainian students. It means they have
- a) to attend all the lectures and seminars
 - b) to conduct research
 - c) to take exams
 - d) to do projects
7. Some course books and reference books are *at students' disposal*. It means
- a) students can buy them
 - b) they can borrow them from the library
 - c) they can download them from the Internet
 - d) students have to print them
8. This is a collective word for people who teach and work in universities. They are called
- a) tutors
 - b) lecturers
 - c) mentors
 - d) academicians
9. Students are taught in tutorials where tutorials mean
- a) a period of study with a tutor and a small group of students
 - b) a lesson which lasts for 80 minutes
 - c) a lecture where students listen to the lecturer and make notes
 - d) a seminar conducted over the internet
10. Paula went to the Royal College of Music on a *scholarship*. It means
- a) an amount of money given to a person by an organization or university to pay for his/her research.
 - b) an amount of money given to a person by an organization to pay for his/her education, usually at a college or university
 - c) study of a subject for a long time
 - d) some money given to well-recognized scholars

11. This is an adjective to describe education or subjects that you have to do.
- a) optional
 - b) obligatory
 - c) compulsory
 - d) inclusive
12. This is the fact of finishing a degree or other course of study at a university or school, or the ceremony at which you are officially said to have finished it.
- a) a leaving ceremony
 - b) alumni reunion
 - c) a graduation
 - d) a graduation ceremony
13. I am all ears means
- a) to be waiting eagerly to hear about something
 - b) to have a misunderstanding with someone
 - c) to have hearing loss
 - d) to be pleased to hear something
14. Learning something in order to be able to repeat it from memory, rather than in order to understand. This is
- a) memorizing
 - b) revision
 - c) retaking
 - d) rote learning
15. EFL learners have to memorize a lot of grammar phenomena and have them at their fingertips. It means
- a) to be professional
 - b) to get it and use it very easily
 - c) to be at a loss
 - d) to misuse something
16. Compared to a nanny, a only focuses on the academic nurturing of children and does not meet their physical development needs.
- a) governance
 - b) governess
 - c) governess
 - d) governing

ACHIEVEMENT CHECK

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

Now I can ...	<i>I strongly disagree.</i>	<i>I rather disagree.</i>	<i>I am not sure.</i>	<i>I rather agree.</i>	<i>I strongly agree.</i>
pronounce sentences with adverbial clauses of time and condition with proper intonation patterns.					
pronounce direct and indirect statements with proper intonation patterns.					
pronounce imperatives.					
form female nouns using the suffix-ess					
talk about life and studies at university.					
talk about exchange programs.					
talk about academic problems.					
talk about learning languages.					
talk about planning and spending free time.					
write opinion paragraphs.					

UNIT 4

WE ARE WHAT WE EAT

In this unit we will learn how to:

 **Pronounce general and special questions in direct and indirect speech with proper intonation patterns**

 **Form adjectives using the prefixes -dis-un, -in, -ir, -il**

 **Describe your daily meals**

 **Talk about traditional British, Ukrainian and international cuisine**

 **Talk about dining out**

 **Share your favorite recipes**

 **Read and understand recommendations about healthy diet**

 **Listen and understand about eating habits of different people**

 **Use functional language**

 **Write comparison/ contrast paragraph**

PHONETICS

INTONATION OF GENERAL AND SPECIAL QUESTIONS IN INDIRECT SPEECH

Both a general and a special question in direct speech preceded by the author's words form a separate intonation group. The author's words are stressed and can be pronounced with the low-rising or low-falling nuclear tone. In indirect speech, the author's words do not form a separate intonation group.

e.g. [wiːʔɑːsk | 'duː juː həv 'miːlz ət ʃhəʊm ||]

[wiː'ɑːsk ɪf ðeɪ həv 'miːlz ət ʃhəʊm ||]

['sjuːzən ʔɑːsk | 'hæv menɪ 'miːlz ə 'deɪ duː juː 'juːʒvəli ʃhæv maɪkl ||]

['sjuːzən 'ɑːsk 'maɪkl hæv menɪ 'miːlz ə 'deɪ hiː 'juːʒvəli ʃhæz ||]

Note: interrogative pronouns *who*, *whose*, *which*, *what* and interrogative adverbs *when*, *where*, and *how* are stressed in direct speech; they become conjunctive words and thus are unstressed in indirect speech.

e.g. ['wen dɪd juː ʔsiː ðəm ||]

[ʃiː 'ɑːsk 'wen aɪ ʔsɔː ðəm ||]

PHONETIC EXERCISES

Exercise 1. Practise the sounds in the following words.

[ŋ] – eating, having, bringing, drink, pudding, nourishing, helping, anything, thanks, dining, hungry, ring, slimming, Englishmen, herring;

aspirated consonants [t], [p], [k] – pork, pancake, pastry, pie, pudding, tart, toast, taste, paste, call, kitchen, cabbage, corn, cornflakes, turkey, cottage cheese, carrots, cucumber, parsley, pea, pepper, potatoes, to peel potatoes;

loss of aspiration in aspirated consonants after [s] – scrambled, stuffed, spend, stay, special, starter, sprats, sponge, stale, stewed, scrape, instead, substantial.

Exercise 2. Read the phrases.

A. Mind assimilation.

In_their coffee, in_the morning, on_the same plate, in_the middle of_the day, this is_the main meal of_the day, at_this time, I've left_them on_the table.

B. Mind lateral and nasal plosion.

Simple, middle, kettle, table, people, vegetable, mutton, open, apple.

C. Observe the pronunciation of the linking [r].

The most common drinks are orange juice or a cup of tea; to go with friends for a pub lunch; the special offer of the day; a bar of chocolate.

D. Observe the intonation of the word *please*.

Will you pass me the mustard, please?

Will you give me another helping, please?

Will you, please, fetch some napkins?

Please, try stuffed cabbage rolls.

One cabbage roll, please.

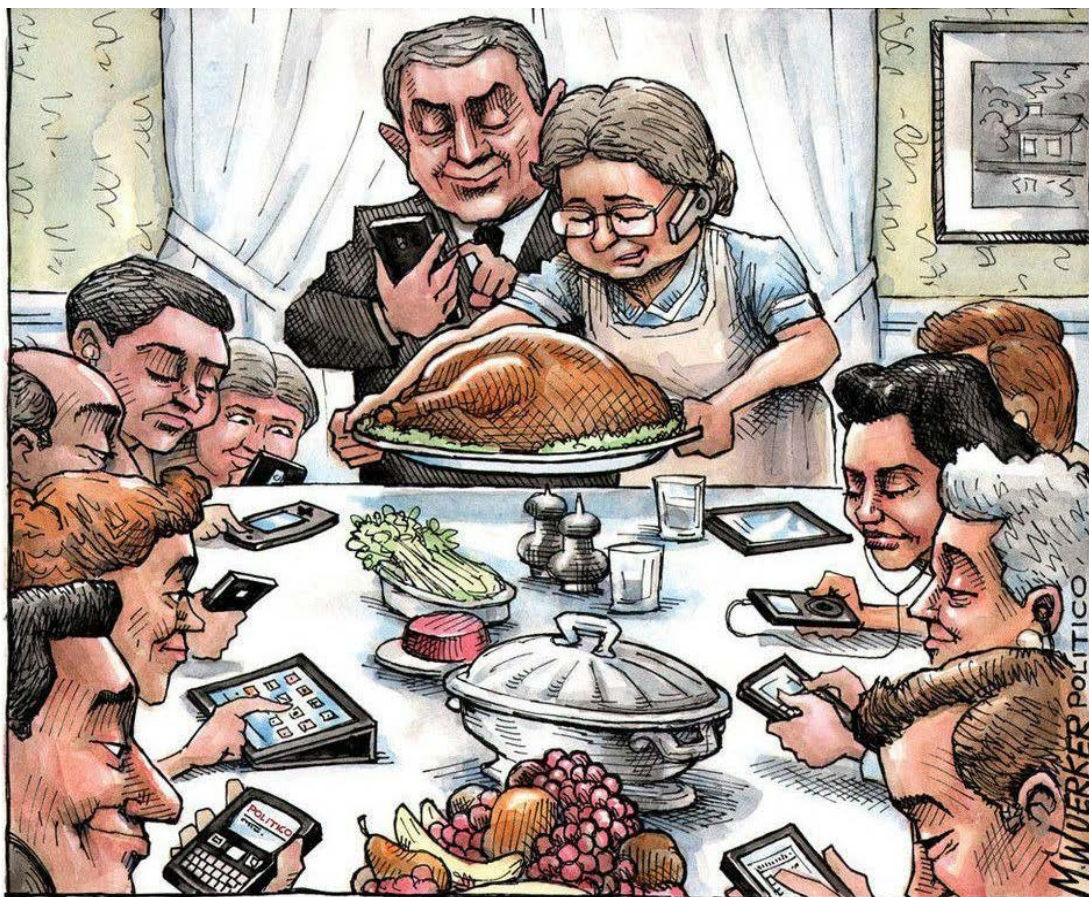
Exercise 3. Read the sayings, proverbs and rhymes. Make up situations to illustrate them.

1. Tastes differ.
2. Better an egg today than a hen tomorrow.
3. You can't make an omelette without breaking eggs.
4. Too many cooks spoil the broth.
5. Between the spoon and lip there can be a slip.
6. After dinner, sleep a while; after supper, walk a mile.
7. Hunger is the best sauce.
8. Hungry belly has no ears.
9. Eat at pleasure, drink with measure.
10. Lightest suppers make long lives.
11. As hungry as a hunter.
12. Peas porridge hot, peas porridge cold,
Peas porridge in the pot nine days old.
Some like it hot, some like it cold,
Some like it in the pot nine days old.

INTRODUCTION

Exercise 1. Answer the questions below.

1. Who are the people in the picture?
2. What are they doing?
3. Where are they having a meal?



Exercise 2.

A. Listen to the text about British meals. Answer the questions.

1. How many meals do the British have?
2. What food and eating habits in Britain do you find strange or appealing?

B. Work in pairs. Discuss if the people in the picture are having a traditional British dinner. Then listen again and check your suppositions.

TEXT 1 BRITISH MEALS

The first meal of the day in the morning is **breakfast**, usually eaten between about 7:30 and 9:00. Many British people eat **toast with butter or margarine, and jam or marmalade**. Others eat **a bowl of cereal**; for example, **cornflakes or muesli with milk, or porridge**. A traditional English breakfast is **a cooked meal** which may **contain** food such as **sausages, bacon, pudding, scrambled or fried or poached egg, mushrooms, fried tomatoes, baked beans and toast**. A continental breakfast is a small meal and is not cooked; for example, **a bread roll or croissant with cheese or ham and a cup of coffee**. The most common **drinks** at this time of the day are **orange juice or a cup of tea**.

Many people **have a teabreak** at about 11:00 in the morning.

The British **have lunch** in the middle of the day (usually between about 12:30 and 2:00). Many people eat **a sandwich**. Some people **have a simple meal** such as **cheese and biscuits or soup and bread**. It is also traditional for people to go to a pub with some friends **for a pub lunch and a drink**.

Late afternoon is **tea time**. People may drink tea and often eat biscuits, cakes, or sandwiches.

High tea is **a light meal** in the early evening (for example, 6 o'clock) **served with** a pot of tea; this is popular in north England and Scotland. **Supper** is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). **Dinner** is another common name for supper, but sometimes it **refers to** lunch, especially when this is **the main meal** of the day. A common type of a cooked meal in Britain is **meat and two veg**. This is **a meat dish** served together on the same plate with two types of vegetables, one of which is often a type of **potato**. It is common to eat **a dessert**, also known as a **pudding**, or informally as **afters**. British people enjoy **eating snacks** between meals. These **include sweets and crisps**.

It is increasingly **popular with** British people **to get a takeaway or go to a restaurant** instead of cooking at home, and often this is a chance to try different types of food. Most towns have Indian and Chinese restaurants. Many people like **Italian pizza and pasta dishes**. Fast food restaurants often **serve beefburgers or fried chicken**. **Fish and chip shops** are still popular, especially in towns by the coast.

People in Britain **stick to different diets** which **depend on** their **tastes, preferences and budget**.

Exercise 3.

A. Roleplay. You are conducting an interview with your partner about their food preferences and cooking skills.

Roles:

- Interviewer: You will ask questions and gather information about your partner's food preferences and cooking skills.
- Interviewee: You will respond to questions about your favorite food, eating habits, and your cooking and hosting abilities.

B. Would you like to eat the dishes from the picture? Why?



C. Listen to the dialogue and answer the questions.

1. What is there on the menu at the Pavlenkos' party?
2. What traditional Ukrainian dishes are mentioned in the dialogue?

TEXT 2

AT THE PAVLENKOS' PARTY

Mother: Shall I put some vegetable salad, Wendy? I've **tried a new recipe**. You are sure to like it.

Wendy: What **is it made from**?

Mother: There are **fresh vegetables with cheese and olives**. **Help yourself to it**. Why aren't you eating the salad, Max?

Son: I don't like olives. Give me some **stuffed mushrooms instead**. I'm so **hungry**.

Mother: Here you are. Max, will you fetch some **napkins**? I've left them on the table.

Wendy: Your salad is so **delicious**. I've finished it already.

Mother: Will you **have another helping**? Or will you try **stuffed cabbage rolls**? We call them holubtsi.

Wendy: One cabbage roll, please. I don't want to **overeate**. The Ukrainian **cuisine** is so **nourishing, isn't it**?

Son: Mum, will you **pass** me the **mustard**, please?

Mother: Here it is.

Wendy: Oh, everything is so **tasty**. You are **a wonderful cook**, Katherine.

Mother: And for dessert let me **treat you to** a chocolate cake. I have made it myself. It's my **tried-and-true recipe**.

Wendy: Though I'm totally full up, I **have a sweet tooth**...

Exercise 4.

A. Roleplay. You are discussing dining habits with your partner and sharing recommendations about local restaurants.

Roles:

- Person A: You will share your family's dining habits, recommend a local restaurant, and compare your experiences with your partner's.
- Person B: You will respond with your own experiences and preferences, and provide your own recommendations.

B. Do people in the picture enjoy their meal? Does your festive dinner differ from the one in the picture?



C. Listen to the dialogue and answer the questions.

1. What did the students order?
2. Which of them seems to be on a diet?

TEXT 3

EATING OUT

Waiter: Here is the menu. What would you like **to order**?

Paul: Oh, the choice **on the menu** is very good. **For the starter**, we can **take either vegetable soup or chicken broth**.

Ann: Soup **is not for** me. I'd like some salad **to begin with**.

Paul: So one **mushroom soup** and one **mixed salad**. Is there any **special dish for the main course**?

Waiter: I can **offer** you **roast beef**.

Paul: Very good.

Waiter: How do you want it: **rare, medium or well-done**?

Paul: Well-done, please.

Ann: I **prefer** chicken **to** roast beef. And a cup of coffee, please.

Waiter: Do you **like it black**?

Ann: Yes, please.

Paul: **So do I**.

Waiter: Anything else **for dessert**?

Ann: No, thanks. I **eat neither** pastry **nor** chocolate.

VOCABULARY BOOSTER

Word and its derivatives	Collocations	Examples
1. to contain v. 1) уміщати 2) мати у собі, містити у собі		<i>The museum contains a number of original artworks.</i> <i>The letter contained information about her husband's legal affairs.</i> <i>This product may contain nuts.</i>
2. to serve v. 1) подавати на стіл, розносити	<i>to serve sth with sth</i> <i>to serve sth to sb</i> <i>to serve sth hot/ cold etc</i>	<i>Sprinkle with cheese and serve immediately.</i> <i>Serve the soup with crusty bread.</i> <i>Meals can be served to you in your room.</i> <i>Teacakes should be served hot with butter.</i>
2) обслуговувати		<i>There was only one girl serving customers.</i>

3) бути призначеним; служити (для чого-небудь); використовувати ся, застосовуватися	<i>to serve as</i>	<i>The sofa had to serve as a bed.</i>
3. to refer v. 1) згадувати, го- ворити, натяка- ти, мати на увазі 2) звертатися, користуватися 3) стосуватися	<i>to refer to sb/ sth</i>	<i>Although she didn't mention any names, everyone knew who she was referring to. He gave the speech without referring to his notes. The figures refer to our sales in Europe.</i>
4. popular adj. популярний	<i>to be popular with/ among</i>	<i>Wendy was popular at school. This music is very popular with young people.</i>
5. instead ad v. 1) замістьчого 2) замість		<i>Instead of doing his homework, he went to the party. If you can't attend the meeting, I will go instead.</i>
6. to depend on v. 1) залежати 2) покладатися, розраховувати	<i>to depend on/ upon sb/ sth</i> <i>it/ that depends</i> used to say that you cannot give a definite answer to something because your answer will be affected by something else.	<i>My plans depend on your decision. The country depends heavily on its tourist trade. "How long are you staying?" "I don't know; it depends."</i>
7. to treat v. 1) обходитися 2) відноситися, розглядати	<i>to treat sb like/ as sth</i> <i>to treat sb with respect/ contempt/ courtesy etc</i> <i>to treat sth as sth</i>	<i>She treats me as a child. They treated the old man with much respect. She treats everything as a joke.</i>

3) пригощати	to treat sb to sth	<i>We treated Mom to lunch at the Savoy. They treated their guests to wine and caviar at the reception. "Trick or treat" – the words that children say when they go trick or treating; if children go trick or treating, they dress in costumes and go from house to house on Halloween saying 'trick or treat' in order to get sweets</i>
a treat n. 1) задоволення, насолода 2) пригощання	as a treat my treat – used to tell someone that you will pay for something such as a meal for them	<i>I treated myself to a new dress. Steven took his son to the zoo as a birthday treat. When we were kids, a strawberry cake was a real treat. Let's go out to lunch – my treat.</i>
8. to offer v. 1) пропонувати	to offer sb sth to offer advice/ help/ support etc	<i>Can I offer you something to drink? Your doctor should be able to offer advice on diet.</i>
offer n. 1) пропозиція	offer of help/ support/ friendship etc accept/ take up an offer – say yes to an offer turn down/ refuse an offer – say no to an offer make (sb) an offer (for/ on sth) – offer a particular amount of money for something	<i>Thank you for your offer of help. She accepted their offer of rent-free accommodation. I can't turn down the offer of a free trip to Milan! The company made an offer of \$5 million for the site.</i>

9. either ... or –
або ... або

neither ... nor –
ані ... ані

10. So do I. –
used to add that
what has just
been said is also
true about
someone or
something else

*You add either one or two
cloves of garlic.*

*Neither Oleg's mother nor his
father speaks English.*

*so do I/ so is he/ so
would Peter etc.*

*Joe was a little upset, and so
was I.*

WORD FORMATION

Prefixes for negative adjectives

Negative prefixes are used to form adjectives that express the opposite or negative meaning of the root word. Here are some common negative prefixes and their usage:

1. un-: This prefix is used with many adjectives to give a negative meaning.
 - Example: happy → unhappy
2. in-: This prefix is often used with adjectives starting with "l," "m," "p," or "r."
 - Example: correct → incorrect
3. im-: This is a variant of "in-" used before words starting with "b," "m," and "p."
 - Example: possible → impossible
4. il-: This is another variant of "in-" used before words starting with "l."
 - Example: legal → illegal
5. ir-: This is a variant of "in-" used before words starting with "r."
 - Example: responsible → irresponsible
6. dis-: This prefix is used with some adjectives to express a negative meaning.
 - Example: honest → dishonest

ESSENTIAL VOCABULARY

to have breakfast/ dinner/ supper/ lunch, to have a light breakfast/ a three-course dinner/ a substantial supper, to have a snack/ a bite/ a meal/ a tea break/ a drink

to eat, to be a hearty/ poor/ big/ light/ fussy eater, to have smth for breakfast/ for a starter/ for the main course/ for dessert, for the first/ second course, appetizers/ refreshments/ hors d'oeuvre, to drink, to dine, to dine out

to cook, to serve, to fry/ roast/ grill, to boil, to bake, to stew, to cut/ to slice/ to peel, to pour, to stuff

a recipe, to be full up, to try a new recipe, to make of/ from, help oneself to, delicious/ tasty/ tasteless, to taste bitter/ sour/ sweet/ undersalted/ well-roasted/ a bit overdone/ spicy

to one's taste, to have another helping, to treat smb to smth, to be hungry/ thirsty, cuisine, nourishing/ nutritious/ substantial, to pass smth/ to fetch

diet, healthy diet, to be on a diet, to keep to a diet, neither... nor, both, either ... or

IDIOMS

A tried – and – true recipe – tested and proved to be reliable, trustworthy; dependable (Hyphenated before nominals.) – перевірений та надійний
e.g. The method I use to cure the hiccups is tried and true. Finally, her old tried-and-true methods failed because she hadn't fine-tuned them to the times.

To have a sweet tooth – (fig.) to desire to eat many sweet foods – especially candies and pastries – ласунчик.
e.g. I have a sweet tooth, and if I don't watch it, I'll really get fat. John eats candies all the time. He must have a sweet tooth.

COMMON ERRORS

MEAL/ MENU/ COURSE/ DISH/ THE DISHES

A meal is the food that you eat at about the same time each day.
e.g. After the meal we went to a discotheque.

A menu is a list of all the things that you can order in a restaurant.
e.g. Is there any fish on the menu?

A meal may be served at different stages. Each stage is called **a course**.
e.g. The main course was disappointing but the dessert was excellent.

A dish is 1) food prepared in a particular way and served as a meal or a part of a meal.
e.g. My favourite Italian dish is lasagna.

2) a container that food is placed in, especially just before it is eaten.

e.g. I hope the dish is ovenproof.

The dishes is a collective term for all the plates, bowls, cups etc that are used during the meal.

e.g. Whose turn is to wash the dishes tonight?

COOK/ COOKER

A cook is a person who prepares and cooks food as his job (Syn. chef).

e.g. He works as a cook in a local restaurant

A cooker is a large piece of equipment for cooking food on or in.

e.g. The cooker was dirty.

TEXT WORK

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 alternative questions with the words and expressions in bold and interview your groupmates. Report your findings.

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) грінка; 2) тарілка каші; 3) вівсяна каша; 4) традиційний сніданок; 5) вміщувати; 6) європейський сніданок; 7) шинка; 8) простаїжа; 9) легка страва; 10) подавати; 11) дотримуватися дієти; 12) залежати від; 13) смак; 14) уподобання.

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

1) варення; 2) пластівці; 3) мюслі; 4) яйце-пашот; 5) бутерброд; 6) сухе печиво; 7) суп; 8) десерт; 9) пудинг; 10) їжа, яку беруть із ресторану із собою; 11) піца; 12) паста; 13) харчування; 14) бюджет; 15) рогалик.

Exercise 3. Read Text 1. Answer the questions on the text.

1. When do Englishmen have breakfast?
2. Their breakfast preferences are various, aren't they?
3. What is a traditional English breakfast like?
4. How does a continental breakfast differ from a traditional breakfast?

5. What are breakfast drinks?
6. What meal do they have at 11 am?
7. Is lunch a substantial or a light meal? Why?
8. Late afternoon is time for dinner, isn't it?
9. What meal do Englishmen have in the evening?
10. Is it popular to cook at home?
11. Is there any alternative to British cuisine?
12. What does their diet depend on?
13. What drink is the most popular in Great Britain?

Exercise 4. Read Text 1. Fill in the table using the information from the text.

<i>Time</i>	<i>Meal</i>	<i>Dishes</i>
7.30 – 9.00		
11.00		
12.30 – 2.00		
4.00 – 5.00		
6.00 – 8.30		

Exercise 5. Read Text 1. Support or challenge the statements. Make use of the conversational formulas of agreement and disagreement on pages 209–212.

1. A traditional English breakfast is a small meal.
2. The most common drinks in the morning are tea and coffee.
3. They prefer tea to other drinks.
4. Lunch is usually a light meal eaten at home.
5. At tea time people have a snack.
6. High tea is a light meal in the late afternoon.
7. Dinner and supper stand for one meal.
8. A common type of a cooked meal is potato with meat.
9. Englishmen serve veg as afters.
10. Dining out gains more popularity in Great Britain.
11. British people can have both sushi and pasta.
12. Chips stands for "чіпси" in Ukrainian.
13. People in Britain keep to a slimming diet.
14. British meals are nourishing.

Exercise 6.

A. Support the statements. Use the conversational formulas of agreement in the supplement.

1. Many British people eat toast with butter or margarine, and jam or marmalade for breakfast.
2. Others eat a bowl of cereal; for example, cornflakes or muesli with milk, or porridge.
3. A traditional English breakfast is a cooked meal which may contain food such as sausages, bacon, pudding, scrambled or fried or poached egg, mushrooms, fried tomatoes, baked beans and toast.
4. A continental breakfast is a small meal and is not cooked; for example, a bread roll or croissant with cheese or ham and a cup of coffee.
5. For lunch some people have a simple meal such as cheese and biscuits or soup and bread.
6. High tea is a light meal in the early evening (for example, 6 o'clock) served with a pot of tea; this is popular in north England and Scotland.
7. Meat and two veg is a meat dish served together on the same plate with two types of vegetable, one of which is often a type of potato.
8. People in Britain stick to different diets which depend on their tastes, preferences and budget.

B. Challenge the statements. Use the conversational formulas of disagreement in the supplement.

1. He ate toast with butter for breakfast yesterday.
2. In the childhood she often ate a bowl of cereal; for example, porridge in the morning.
3. Their traditional breakfast contained food such as sausages, bacon, scrambled or fried egg.
4. His breakfast consisted of a bread roll or croissant with cheese or ham and a cup of coffee.
5. For lunch she had a simple meal yesterday such as salad and bread.
6. Her supper was a light meal.
7. At that restaurant borshch was served with garlic.
8. Last year she stuck to different diets which depended on her tastes, preferences and budget.
9. His meals depended on his budget.

C. Ask your partner and report the information you've learned from your partner.

1. if he/ she had toast with butter for breakfast;
2. if he/ she will have a bowl of cereal; for example, porridge for supper;
3. what his/ her traditional breakfast contains;

4. if he/ she prefers to have ham and eggs for breakfast;
5. if he/ she has a simple meal for lunch;
6. which the lightest meal of the day is;
7. what dishes are served in our buffet;
8. if he/ she stuck to a diet last year;
9. which his/ her menu depends on: her tastes or her budget.

Exercise 7.

A. Roleplay. You are Paul/ Wendy. Tell Ukrainian students about your traditional meals in your native country.

Roles:

- **Paul/Wendy:** You will present information about traditional meals from your country, explaining what they are, how they are prepared, and their cultural importance.
- **Ukrainian Students:** You will listen to the presentation and ask questions to learn more about the traditional meals.

B. Rolepaly. You are Paul/ Wendy. Tell Ukrainian students about meals in your family.

Roles:

- **Paul/Wendy:** You will present information about the meals in your family, explaining what they are, how they are prepared, and why your family likes them.
- **Ukrainian Students:** You will listen to the presentation and ask questions to learn more about the eating habits of our overseas friend.

Exercise 8. Do the following tasks on Text 2.

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

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

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

Exercise 9. 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) випробувати новий рецепт; 2) зроблений; 3) пригостити; 4) голодний; 5) принести серветку; 6) добавка; 7) переїсти; 8) передати гірчицю; 9) випробуваний рецепт; 10) наїстися.

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

1) оливки; 2) зроблений; 3) смачний; 4) національна кухня; 5) поживний; 6) рецепт.

Exercise 10. Read Text 2. Complete the following sentences with the information from the text.

1. The vegetable salad is made from ...
2. Max prefers stuffed mushrooms to ...
3. Mrs. Pavlenko asks her son to ...
4. Holubtsy are ...
5. Wendy doesn't want to overeat so she asks for ...
6. The Ukrainian cuisine is ...
7. Mrs Pavlenko offers Wendy another ...
8. To make the dish tastier Max asks for ...
9. As the hostess is a wonderful cook everything is so ...
10. The dessert is sure to be delicious as it is ...

Exercise 11. Read Text 2.

A. Fill in the gaps in the text about the Pavlenkos' dinner.

Saturday's party was a success. For a starter we had a made ... fresh vegetables, cheese and olives. Mrs Pavlenko had tried a new the salad was tasty, and Max preferred to it. I didn't have , as I wanted to ... the other dishes. There is nothing like , the traditional Ukrainian dish. I had only one, because I didn't want to ... , as cabbage rolls are very For ... Mrs Pavlenko ... us to her tried and true recipe, a homemade I enjoyed that ... greatly, as the hostess is a wonderful

B. Who is the narrator? Compose similar paragraphs as if you were Max/ Mrs Pavlenko.

Exercise 12.

A. Act out Text 2.

B. Make up similar dialogues in which Mrs Pavlenko treats her family and guests.

- a) seafood salad, sausage, pork chops with mashed potato, pancakes with curds;
- b) Russian salad, fried fish, borsch with pampushkas, apple pie;
- c) fish pie, pickled cucumbers, tomato soup, pudding.

C. Offer your menu. Act out the dialogue.

Exercise 13. Do the following tasks on Text 3.

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

B. Make up 5 statements with words and expressions in bold about your tutor to support or challenge.

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

Exercise 14. Do the following tasks on Text 3.

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

1) вибір страв; 2) замовляти; 3) для початку; 4) запропонувати; 5) віддавати перевагу; 6) не вживати нічого іншого; 7) на десерт.

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

1) у меню; 2) овочевий суп; 3) курячий бульйон; 4) недосмажений, гарно засмажений; 5) кондитерські вироби.

Exercise 15. Read Text 3. Say if it is true, false or not stated.

1. Paul and Ann are dining out.
2. They are both very hungry.
3. It's a self-service restaurant.
4. There are only Ukrainian dishes on the menu.
5. Ann eats neither mushroom soup nor chicken broth.
6. Paul starts his meal with a mixed salad.
7. The special offer of the day is poultry.
8. Ann doesn't eat roast beef as she is a vegetarian.
9. Paul has a sweet tooth.
10. They don't want milk in their coffee.

Exercise 16. Word formation

A. Choose the correct prefix to make negative forms of the adjectives.

- 1) He was short and overweight and generally fairly ___attractive.
a) dis-; b) im-; c) in-; d) un- .
- 2) He's a good teacher but tends to be a bit ___patient with slow learners.
a) un-; b) in-; c) im-; d) dis- .
- 3) It is an ___logical statement, because if one part is true, then the other must be false.
a) dis-; b) il-; c) in-; d) un- .
- 4) It is ___polite to point at people.
a) dis-; b) im-; c) in-; d) un- .
- 5) My friend is very ___responsible, he never does anything on time.
a) dis-; b) ir-; c) in-; d) un- .

6) He's very ___patient. He can't work as a teacher.

a) dis-; b) im-; c) in-; d) un- .

7) He's an ___forgiving person. He never forgives people.

a) dis-; b) ir-; c) in-; d) un- .

B. Change the words using negative prefixes:

Not necessary – unnecessary

Not safe —

Not tidy—

Not breakable —

Not regular —

Not real —

Not expensive —

Not happy —

Not possible —

Not usual—

Not comfortable —

Not direct —

Not interesting —

Not patient —

Not convenient —

Not popular —

C. There are seven categories of adjectives. Try and classify the adjectives.

legitimate, mature, aligned, regular, affordable, partial, organised*, convenient, respectful, relevant, logical, natural, legible, tolerable, possible, leading, experienced, literate, appealing, satisfied*, sensitive, rational, similar, reversible, correct, trustful, honest, interesting, perfect, reliable, legal, spelt, conceived, replaceable, patient
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D. Complete the following text with the adjectives with the appropriate negative prefix if necessary.

Eating adiet is essential for maintaining a healthy lifestyle. Fresh vegetables and fruits are....., providing thevitamins and minerals. It's important to avoidsnacks like chips and candy, which are high in sugar and fat. Preparing meals at home is often more.... than eating out, and it allows you to control the ...ingredients. Adiet ensures you don't become malnourished or..... Remember, skipping meals can lead to feelingand can affect your overall health.	balanced nutritious necessary healthy expensive essential diverse energetic satisfied
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VOCABULARY PRACTICE

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

A. Contain, serve, refer:

1. There is nothing like orange juice for you! It ... a lot of vitamins.
2. What kind of information did that document ...?
3. Don't ... melons ... this topping. Jack doesn't like it.
4. Do you always ... breakfast ... him in his study?
5. Mind! This dish can't be ... cold.
6. Who ... clients here?
7. This room ... a dining room for the family.
8. We agreed never to ... to the matter again.
9. The professor didn't allow his students to ... their exercise-books.

B. Popular, instead, depend on, treat:

1. Coffee is probably the most ... drink in the world.
2. Do you know why this restaurant is ... people?
3. Could I have some fruit ... of ice-cream?
4. Many women have to ... on their husbands.
5. The income of the family depends ... the husband's salary.
6. Don't ... on Paul – he never keeps his word.
7. I don't like when my parents ... me ... a child.
8. She is the eldest in the family, no wonder they ... her ... respect.
9. My granny is a good cook and she always ... us ... her dishes.
10. Our parents prepared a special ... for us.
11. Would you mind going to the café? – It is my

C. Offer, neither ... nor/ either ... or, so do I:

1. As a rule, my dad ... to pick us up.
2. The Centre ... a wide range of sports facilities.
3. Have you had any job ...?
4. He usually ... me a cup of coffee.
5. You can rely on him – he is always ready to ... his
6. Have you been given their offer ... support?
7. I doubt that she will take ... your ... of help.
8. No wonder he ... down the offer – he trusts nobody.
9. The firm ... us such an offer that we could hardly turn it
10. Let's head for the shop! There are special ... there now.
11. She's the kind of person you ... love ... hate.
12. For better rates you must operate your account ... by post ... via the Internet.
13. He's been ill, and ... has his wife.

14. He's had a light breakfast and so ... his girlfriend.
15. Peter was often late for classes – so ... his friend.

Exercise 2. Paraphrase the following sentences using Vocabulary booster.

A. Contain, serve, refer:

1. Don't take this dish. There is too much fat in it.
2. All of a sudden, her face changed. It was clear the news in the letter was unpleasant.
3. Add some salt to this dish. It will taste better.
4. I can bring dinner for you to the living room but Mum won't like it.
5. When you put the toast on the table make sure it is warm.
6. Whose duty is it to help the customers to make a purchase?
7. He looks up the information in that reference book.
8. Every time she addressed him, he turned away with no explanation.

B. Popular, instead, depend on, treat:

1. A lot of teenagers like this magazine.
2. Our clients order this dish more often than others.
3. Why do you sit down with no answer given?
4. If the weather is good, we'll go boating.
5. Nick always relies on his friends.
6. We can't consider his money – he has been unemployed for some months.
7. They behaved towards her as a child, reading fairytales before bedtime.
8. She baked a tasty cake and gave a piece to each child.

C. Offer, neither ... nor/ either ... or, so do I:

1. Can I give you something to drink?
2. My help was out of the question for him.
3. They eagerly said "yes" to our offer.
4. The manager began to speak about a particular sum of money to settle our problem.
5. I don't care which car you will take – you can take any of these two.
6. Both of his friends couldn't help him then.
7. – She likes what Nancy says. – Me too.

Exercise 3. Translate the following sentences using Vocabulary booster.

1. – Я хочу пригостити тебе дуже популярним серед студентів салатом. Він містить багато вітамінів і дуже легко готується. – Цікаво, що ти мені запропонуєш. Але я не їм ні майонезу ні інших соусів. – Я теж. Не турбуйся. Пам'ятай, смак салату залежить від інгредієнтів.

Замість соусів я використовую олію й особливу приправу. – Добре, неси салат, будемо коштувати.

2. – Слухай, давай приготуємо щось нове. Мені набридло їсти одне і те ж саме кожного дня. – Що ти пропонуєш приготувати? – Давай звернемося до нашого улюбленого кулінарного сайту і пошукаємо щось там. Ось. Гарний рецепт страви. Але у нас немає ні м'яса ні овочів. – Добре, пішли купимо все необхідне, а потім візьмемося за приготування.

3. Вчора ми з друзями ходили до ресторану. Чесно кажучи, це був не найкращий обід, який я коли-небудь коштувала у своєму житті. По-перше, офіціантка нас дуже довго обслуговувала. По-друге, замість замовленої другої страви, що містила рибу з овочами, вона принесла м'ясо з картоплею. Але ми не їмо ні м'яса ні картоплі, оскільки мій друг – вегетаріанець, а я зараз на дієті. Коли ми вказали офіціантці на помилку у замовленні, вона не сперечалася з нами, забрала страви і зникла на півгодини. Мій друг занервував, і я теж. Нарешті, вона з'явилася. Вони не мали необхідних інгредієнтів і ми повинні були замовити щось інше. Тож ми зробили інше замовлення. Це була Книга скарг і пропозицій.

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

to serve sth with sth, to serve sth hot/ cold etc, to be popular with/ among, to treat sb like/ as sth, to offer sb sth, either ... or, to have difficulty (in) doing sth, corner shop, to enjoy yourself, to confess (that), in (a) good/ poor/ excellent/ terrible etc condition, to be acquainted with sth, to advise sb to do sth.

Exercise 5. Roleplay. Imagine you are at a restaurant where Paul and Ann are seated at a table. You approach them with the menu.

Roles:

- **Waiter:** You will play the role of the waiter.
- **Paul:** A customer deciding what to order.
- **Ann:** A customer deciding what to order.

Menu:

Starters:

1. Tomato Basil Soup - A creamy blend of tomatoes and fresh basil.
2. Caesar Salad - Crisp romaine lettuce with Caesar dressing, croutons, and parmesan cheese.
3. Stuffed Mushrooms - Mushrooms filled with savoury cheese and herb stuffing. (Vegetarian)

Main Courses:

1. Grilled Chicken Breast - Served with roasted potatoes and seasonal vegetables.
2. Vegetable Stir-Fry - A medley of fresh vegetables sautéed in a tangy teriyaki sauce, served with rice. (Vegetarian)
3. Margherita Pizza - Classic pizza topped with tomato sauce, fresh mozzarella, and basil. (Vegetarian).

Desserts:

1. New York Cheesecake - Creamy cheesecake with a graham cracker crust.
2. Fruit Salad - A refreshing mix of seasonal fruits. (Vegetarian)
3. Tiramisu - Traditional Italian dessert with layers of coffee-soaked ladyfingers and mascarpone cheese.

Beverages:

1. Soft Drinks - Cola, Diet Cola, Lemon-Lime Soda.
2. Iced Tea - Sweetened or Unsweetened.
3. Coffee - Regular or Decaf.
4. Tea - A selection of herbal, green, and black teas.

Exercise 6. Complete the sentence using Essential vocabulary.

1. To feel refreshed in the morning one must have ...
2. A healthy diet means ...
3. She couldn't finish the dish as it tasted ...
4. He didn't want any soup, he was just ...
5. My friend is a heavy eater, he always ...
6. In break students can ...
7. In that café there were many ...
8. She was so hungry that she ...
9. My granny tried a new recipe and ...
10. The vegetarian eats neither ... nor ...
11. There were a number of cakes ...
12. Borsch, cabbage rolls are ...
13. The beef steak my aunt treated me to tasted ...
14. She never has a three-course dinner as she ...
15. Englishmen are fond of ...
16. She has a sweet tooth, so ...
17. To cook a new potato one must ...
18. Mary is a good cook because ...
19. Helen is going to cook ... , because she and her husband ...
20. The most difficult word in the essential vocabulary is ...

Exercise 7. Correct the logical mistake.

1. He had a substantial breakfast because he was thirsty.
2. Mary didn't cook anything as they were going to receive guests.

3. A substantial supper consists of a sandwich and a cup of tea.
4. Students have a three-course dinner between the periods.
5. She added two spoonfuls of sugar, so her coffee tasted bitter.
6. A hearty eater eats once a day.
7. Vegetarians eat both fish and meat.
8. Ukrainian cuisine consists of light dishes.
9. Being on a slimming diet means that you eat both fatty meat and much chocolate.
10. They serve plum pie for the main course.
11. Vicky added pepper and mustard to make the meat sweet.
12. In restaurants they often have a three course dinner: a starter, hors d'oeuvre and a dessert.

Exercise 8.

A. Ask your partner:

1. if he/ she is a hearty or poor eater;
2. how many substantial meals he/ she has a day;
3. what his/ her breakfast (lunch, dinner, supper) consists of;
4. if he/ she has a snack between meals;
5. if he/ she has both lunch and dinner;
6. what his/ her favourite dish for the first course (for the second course, for dessert) is;
7. if he/ she prefers dining out to eating at home;
8. if he/ she prefers his/ her food spicy/ salty;
9. what he/ she usually treats his/ her guests to when he/ she has a party;
10. if he/ she is fond of trying new recipes;
11. if he/ she is a good cook;
12. what he/ she prefers when he/ she is hungry/ thirsty;
13. if he/ she has a light supper;
14. what cuisine he/ she prefers.

B. Report the information you've learned from your partner.

Exercise 9.

A. Disagree with your partner. Follow the model.

Model: apples – pears

I like both apples and pears. – But I eat neither apples nor pears.

Lunch – dinner, tea – coffee, meat – dairy products, bake – stew, milk – sour-cream, chocolate – pastry, tangerine – grapefruit, spicy – salty, boiled – fresh, underdone – overdone, hungry – thirsty, white – black, green – herbal, Chinese – Italian, new – tried and true.

B. Respond to your partner. Follow the model.

Model: apples – pears

I will have either an apple or a pear. – And I will have both apples and pears. I'm fond of fruit.

A starter – a main course, sausage – cheese, tomatoes – cucumbers, porridge – bacon and eggs, ice-cream – coffee, chocolate – pie, cook – wash up, to lay the table – to clear away the dishes.

C. Make up micro dialogues. Use the word pairs above. Follow the model.

Model: apples – pears

I'd like to eat an apple or a pear. – You will eat neither an apple nor a pear because I have already served dinner/ You can have both an apple and a pear, they are very tasty/ You can eat either a pear or an apple, I need one for a fruit pie.

D. Roleplay. Imagine you are at a restaurant. A picky eater is dining at a restaurant and is being served by a polite waiter. Make use of the neither...nor/ either... or.../ both.

Roles:

- Picky Eater: You have specific preferences and are particular about what you eat.
- Polite Waiter: You are courteous and aim to accommodate the picky eater's requests.

Exercise 10. Answer the questions.

A.

1. What is the difference between cereals and groats?
2. What is beer made from?
3. What is porridge made from?
4. What do mothers often feed their babies on?
5. What do the farmers of Chernihiv region grow in their fields?
6. What do the Englishmen often have for breakfast?
7. Do you like rice or buckwheat more?

B.

1. What does meat contain?
2. What kinds of meat do you know?
3. What kinds of cooked meat do you know?
4. What is your favorite meat dish?

C.

1. What do you grow in your kitchen-garden (in your garden)?

2. What are summer kinds of fruit?
3. What are winter kinds of fruit?
4. What is Russian salad made from?

D.

1. Which of the fish produce is the most expensive?
2. Which kind of fish do many salads contain?
3. What fish is often served with beer?
4. What fish smells awful when being fried?

E.

1. Do you eat dairy products?
2. Which dairy produce don't you like?
3. What dishes do you serve with sour cream?
4. How much does curd/ cottage cheese cost?

Exercise 11. Support or challenge the following statements. Make use of the formulas of agreement and disagreement on pages 209–212.

1. My mother fed me on semolina in my childhood.
2. I always bake some pastry at the weekend.
3. I had buckwheat with rissoles for breakfast today.
4. I don't like tarts for dessert.
5. I always have clear soup for the first course.
6. I'm going to have some rice with chops for dinner today.
7. After classes I want to buy some smoked sausage.
8. As I stick to a slimming diet I eat nothing but porridge for breakfast.
9. I could make a simple tart in the childhood.

Exercise 12. Complete the sentences choosing the correct answer.

1. My mother always her own bread.
a) bakes b) fries c) grills d) roasts
2. I loved the cake. Would you mind letting me have the for it?
a) menu b) prescription c) receipt d) recipe
3. I'll cook the potatoes if someone them first.
a) peels b) grills c) mashes d) stews
4. What are you cooking? It good.
a) feels b) flavours c) smells d) sniffs
5. The dish had a very interesting taste as it was with lemon.
a) flavoured b) pickled c) seasoned d) spiced
6. I don't like these oranges, they have too many
a) nuts b) pips c) seeds d) stones
7. The food they serve here is excellent because they have a fine
a) chef b) cooker c) headwaiter d) stove

8. What would you like for your first ? There are a lot of interesting things on the menu.

- a) course b) dish c) meal d) plate

9. The at that new restaurant is excellent.

- a) attention b) attending c) care d) service

10. The for making this pudding are clearly written on the packet.

- a) directions b) explanations c) preparations d) ways

11. A new restaurant which specializes in French has opened here.

- a) cook b) cuisine c) feeding d) kitchen

12. I really don't like the way meals are here.

- a) dished b) eaten c) helped d) served

Exercise 13. Find an odd word.

- 1) meal, food, cuisine, feast, corkscrew;
- 2) boil, fry, bake, bowl, grill;
- 3) lie, clear away, lay, serve, book;
- 4) slice, boil, chop, grate, peel;
- 5) salty, savoury, pan, sweet, bitter;
- 6) poultry, veal, beef, pork, mutton;
- 7) lettuce, spinach, parsley, cauliflower, fennel;
- 8) strawberry, water-melon, snowball, prawn raspberry;
- 9) pies, doughnuts, nuts, rings, cookies;
- 10) buckwheat, semolina, oatmeal, cereals, millet;
- 11) marrow, cucumber, bean, plum, broccoli;
- 12) dish, meal, bowl, plate, cup;
- 13) wine, starter, cuisine, main course, appetiser, dessert;
- 14) bill, tip, receipt, menu, cheque.

Exercise 14. Choose the correct word.

1. I particularly like Italian and Spanish *kitchen/ cuisine*.
2. *Frozen/ Freezing* fish is just as tasty as fresh fish.
3. My mum's best *cooker/ cook* in the world!
4. Once the *kettle/ teapot* has boiled, pour the boiling water into the cups.
5. Excuse me, could we have the *recipe/ menu*, please? We'd like to see what you have for dessert.
6. Any meat that's kept in the *fridge/ freezer* should be defrosted thoroughly before cooking.
7. Grandma's having her new *chef/ cooker* delivered next week. It's gas, so it will make cooking much easier for her.
8. Spaghetti is one of my favourite *plates/ bowls/ saucers/ dishes*. It's delicious!

9. My friend Sally's a true *vegetable/ vegetarian/ vegan*, so she doesn't eat meat, fish or even any milk products like cheese!
10. Let's take a Chinese *takeaway/ fast food* tonight.

Exercise 15.

A. Fill in the blanks in the following definitions. The first letter of each missing word has been given.

A vegetarian is someone who eats only v....., bread, fruit, eggs, etc., and doesn't eat m..... . But some do eat f....., others eat chicken but not r..... .

A vegan doesn't eat meat, fish, or any d..... products such as eggs, milk and c..... . They do eat fruit and n..... .

A d..... knows a lot about food and enjoys good food and w..... .

A c..... is someone who prepares and cooks food in a hotel or restaurant.

B. Give the definitions of the following words.

A small eater, a picky eater, a hearty eater, a chef, a waiter, a barman, a taster, a dietician, a vegan.

C. Which group do you belong to? Prove it.

Exercise 16.

A. Match the verbs on the left with the phrases on the right.

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

B. Work in pairs. Student A: say a phrase, Student B: close the book and say the defined word.

C. What ways of cooking do you prefer? How do you cook eggs, vegetables, meat, fish?

Exercise 17.

A. Fill in the gaps with the words from the box.

potato, steak, eggs, rice, coffee, barbecue, salmon, vegetables, tea, bread, grapefruit, meat, chocolate

1. There is a great choice of *fresh/ tinned/ frozen*
2. I fancy a *baked/ a jacket/ some mashed* with sausages.
3. *Hot/ milk/ white* is out of the question if you are on a slimming diet.
4. I think I'll have *fried/ boiled/ poached/ scrambled* for breakfast.
5. You can choose *fatty/ lean/ raw* at the butcher's.
6. Do you prefer *white* or *brown* ?
7. I like my *black/ white*.
8. Would you like your *rare, medium or well-done*?
9. There is nothing like a cup of *strong/ herbal/ iced* in the morning.
10. To make toast one can use *fresh/ stale/ garlic*....
11. Would you like a couple of *pickled/ spring*..... with your salad?
12. *Sweet/ sour/ bitter* is my favourite fruit.
13. That was really *oversalted/ spicy/ tasteless*.

B. Express your preferences on the food in the box. Let your partner respond.

Model: *I like my coffee white. – So do I./ Do you? But I don't.*

I don't like my coffee white. – Neither do I./ Don't you? But I do.

Exercise 18. What do you need?

- 1) To make coffee, I need *coffee, water, milk, a coffee maker, a cup, and a spoon*.
- 2) To make tea I need.....
- 3) To fry an egg I need
- 4) To lay the table I need.....
- 5) To eat my food I need.....
- 6) To drink some water I need.....
- 7) To cook mashed potatoes I need.....
- 8) To make Russian salad I need.....
- 9) To whip cream I need.....
- 10) To make my dinner in just two minutes I need.....

Exercise 19.

A. Match the dishes with a set of ingredients.

- | | |
|-------------------|---|
| 1) shepherd's pie | a) mincemeat, onions, tomato paste, red wine, |
| 2) pancakes | pasta |

- | | |
|------------------------|---|
| 3) pizza | b) chopped vegetables, pork, pancake, hot oil |
| 4) spaghetti Bolognese | c) mincemeat, onions, spices, dough |
| 5) pelmeni | d) mincemeat, carrots, onions, gravy, mashed potatoes |
| 6) spring roll | e) milk, flour, eggs, oil, sugar, salt |
| 7) sushi | f) dough, curds, eggs, sugar |
| 8) varenyky | g) rice, raw fish, lava seaweed |
| | h) bread dough, tomatoes, onions, cheese, olives |

B. Choose one dish and prepare instructions on how to cook it. What cuisine does the dish belong to?

Exercise 20. You have the list of the ingredients. What dishes can you cook from them? Compare your list of dishes with your partner's.

Chicken, cheese, milk, onions, spices, strawberries, tomatoes, potatoes, eggs, sourcream, oil, sugar, salt.

Exercise 21.

A. Use the word given in capitals on the right to form a word that fits in the gap in the same line.

Creating a new dish requires a strange of MIX
 science and art and you certainly have to be if CREATE
 you want to come up with your own recipes. All
 cooking demands and this is true when you're PREPARE
 producing dishes. But don't be surprised by ORIGIN
 people's opinions on your dish. Tastes DIFFERENCE
 Someone will say this dish is disgusting. Sometimes
 they are right! But don't get upset. Just smile SWEET
 and thank them for their opinion. And never VALUE
 forget that when you're waiting that your ANXIOUS
 "masterpiece" is a success and they suddenly show APPRECIATE
 their , you realise it was all worth it. My tips: GROW
 home-..... vegetables are the tastiest. Every good
 cook needs a top-quality It's not a luxury. And MIX
 remember that designing a new dish means taking risks
 and learning from your mistakes. Be in the ADVENTURE
 kitchen!

B. What is the main idea of the text? What is the best title for the text?

C. Have you ever created a new dish? What was that? Share your experience.

Exercise 22. Read the following dialogues. Act them out. Make up similar dialogues.

A.

- Will you help me to lay the table?
- With pleasure. Where is the tablecloth?
- Upper drawer of the sideboard. Spoons, knives and forks are there too.
- Shall I take the dinner set?
- Sure. And don't forget to put the plate-mats.
- What else must I put out?
- Make sure there is a mustard-pot, a salt-cellar and a pepper-box on the table.
- Oh, I have completely forgotten about the napkins. They are in the sideboard, aren't they?
- So, the table is ready.

B.

- Let's try this recipe. It looks simple. There are not many ingredients in it.
- Are there any eggs in the fridge? We must whip three eggs with a glass of sugar and add a packet of sourcream.
- Oh, we have run out of it. Let's add some yoghurt instead.
- I think it will do. According to the recipe, we must put one spoonful of baking powder and half a kilo of flour. While I'm mixing it, cut the apples.
- Take a baking pan, let's put it into the oven.

Exercise 23. Translate the sentences into English.

1. Бабуся пригостила нас домашніми пончиками зі сливовим повидлом. Вони смакували чудово.
2. – Я хочу випробувати новий рецепт. Почисти картоплю та поріж на тонкі кружальця. Подивися, чи є в холодильнику телятина. – Нажаль, там немає ні телятини, ні свинини. – Тоді приготую випробувану часом тушковану картоплю з овочами.
3. Серед студентів поширеним перекусом на обід є піца та апельсиновий чи томатний сік.
4. – Біфштекс не до кінця приготований. Офіціанте, принесете, коли він буде добре підсмажений. – Авжеж.
5. Вона вегетаріанка. На вечірці вона не їла ні риби, ні м'яса та залишилася голодною.
6. Поклади собі ще порцію домашніх голубців із рисом та грибами. Це мій перевірений рецепт. Голубці – це найсмачніша страва української кухні.
7. Щось я набрала зайву вагу. Боюсь, що мені доведеться дотримуватися дієти та їсти страви, що не містять ні жиру, ні цукру.

8. Він ненажера і надає перевагу фаршированій індичці перед смаженим курчам.
9. І чому діти відмовляються їсти манну кашу? Вона ж така смачна!
10. – Вибачте, в нас закінчилися солодкі млинці із сиром та родзинками. Що вам принести натомість? – Тоді я замовлю полуницю зі збитими вершками та шоколадним топінгом (chocolate topping).
11. Дитина так погано їсть! Мама постійно змушена запихати її поживними стравами.
12. Джоан і Сандра не хотіли ні їсти, ні пити. Але вони обидві солодкоїжки тому замовили фруктовий салат.
13. На перше був борщ, основна страва – домашні вареники з грибною підливою. І наприкінці подали яблучний пиріг на десерт та трав'яний чай.
14. Ти зараз не будеш їсти ні морозива, ні пудингу. Через хвилину будемо обідати.
15. Вода в чайнику вже закипіла. Налий води в чайник для заварювання та додай листя м'яти (mint).
16. – Де ми будемо вечеряти? – Мені до вподоби і китайська й італійська кухні. Краще ти обирай. – Давай тоді підемо в китайський ресторан та замовимо смажену качку.
17. – Що б ви хотіли на перше? – Можна овочевий суп? – Нажаль, в меню є грибний суп, борщ та курячий бульйон. – Тоді борщ.
18. – Щось я не хочу сьогодні готувати. Може зайдемо до закладу швидкого харчування? – Ось тайський ресторан. Що ти скажеш щодо їжі на виніс? – Згоден.
19. Замість яблучного оцту кухар приправив салат лимонним соком і він смакує по-іншому.
20. – Ось меню, що ви будете замовляти? – Принесіть, будь-ласка, яблучний пиріг, ванільне морозиво та каву. – Вам каву з молоком? – Ні, чорну, будь-ласка.
21. Якщо ви подасте рис із м'ясною підливкою та овочами, він смакуватиме чудово.
22. Сандра нічого не їсть на вечерю крім салату із листя латук, приправленого оливковою олією.
23. – Давай зайдемо до кав'ярні та з'їмо по тістечку з чаєм – я пригощаю. – Із задоволенням. Дякую, що запропонувала, бо я зголодніла, а гаманець залишила вдома.
24. В переддень Різдва українська родина накриває стіл із дванадцяти страв, однією з яких обов'язково є кутя.

CULTURE CONTEXT

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

1. A Healthy Diet.

The reason we need a diet drawn from all of the groups is that they all deliver different, but vital, nutritional benefits to our bodies. Fruit and vegetables are one of our main sources of vitamins and minerals, which the body needs to perform a variety of functions well. For instance, vitamin A helps to strengthen our immune system, B vitamins help us process energy from food, vitamin D helps us maintain healthy teeth and bones, and vitamin C helps to keep cells and tissues healthy. The steamed carrots and broccoli will maintain a higher proportion of vitamins than boiled or fried vegetables.

Fruit and vegetables (eaten with the skin on) also contain high amounts of fibre which helps to maintain a healthy gut and digestive system. Starchy foods, also known as carbohydrates, are where we get most of our energy from. Our bodies convert these foods into glucose which is used as energy either immediately or stored for later use. Carbohydrates also contain fibre (especially wholegrain), and iron which we need to make red blood cells to carry oxygen around the body.

Meat, fish, eggs and pulses provide us with significant amounts of protein which is essentially a building block of the body. Everything from our hair, muscles, nerves, skin and nails needs protein to build and repair itself. The grilled mackerel is an excellent source.

Also high in protein are dairy products, and they are also great providers of calcium. The most common mineral in the body, calcium is needed for functions including helping blood to clot, and to build bones and teeth.

Fortunately, the fatty and sugary group, the foods that we find the most irresistible, also have a role to play, in moderation. Fat transports the fat-soluble vitamins A, D, E and K around the body. It also cushions and protects the internal organs.

Sugar is another food that gives us energy, whether it's the naturally occurring fructose sugars in fruit or sucrose in table sugar. But, "other sources of carbohydrate, for example, starchy foods, are a better choice for the nutrients they provide", says Lydia Kelly.

(From <http://www.bbc.co.uk/science/0/22028519>)

2. Dietician's advice.

So, how can we squeeze eating such a wide range of foods into one day? Lydia Kelly, a registered dietician who works for the NHS, advises:

"Try to base meals on starchy carbohydrates such as bread, pasta or potatoes. Include a range of different fruits and vegetables in your diet and try to have at least one to two portions with every meal. Including a moderate serving of protein-containing food is also important. Then choose adequate calcium sources, aiming for three portions of low-fat dairy or dairy alternatives daily."

Whilst a small amount of sugary foods each day is acceptable, she warns, "eating sugar too frequently may increase risk of tooth decay. Weight gain may also occur if sugar in the diet provides more energy than we are using up".

And many dieticians agree there's no such thing as a 'superfood'. The overall balance of the diet is what really matters, and guides such as the Eatwell Plate can be helpful. No single food will provide all the nutrients we really need. And neither can one meal – so the plate of food above might be one healthy option, but a good diet should include a wide range of foods from each of the different food groups.

(From <http://www.bbc.co.uk/science/0/22028519>)

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

C. Find out about food in Britain (available at: <http://learnenglish.britishcouncil.org/en/word-street/food-britain>);. how to order a round in a pub (available at: <http://learnenglish.britishcouncil.org/en/how/how-order-round-pub>).

SPEAKING

Exercise 1. Roleplay.

1. Imagine you and your friend are at home planning for an upcoming dinner party where you'll be hosting guests. Make use of the conversational formulas suitable for the situations.

Roles:

- **You:** You will discuss your ideas for the menu and table setting with your friend.
- **Friend:** You will share your thoughts and suggestions about the food and how to lay the table.

2. Imagine you are in your kitchen, and you are ready to teach your friend how to cook a dish you're familiar with.

Roles:

- **You:** You will be the cooking instructor, demonstrating and explaining how to prepare the dish.

- **Friend:** You will be the student, learning how to cook and asking questions as needed.

3. Imagine you and your friend are at a grocery store, discussing your shopping list and selecting items.

Roles:

- **You:** You will discuss your shopping needs and suggest items for the list.
- **Friend:** You will respond to the suggestions, offer your own ideas, and help finalize the shopping list.

4. Imagine you are seated at a café and the waiter has just delivered your order, but it is not what you requested.

Roles:

- **You:** You will address the issue with the waiter in a polite and respectful manner.
- **Waiter:** You will respond to the customer's request and handle the situation professionally.

5. Imagine you are at a birthday party with various food options. You need to let your friend know which items are suitable for you as a vegetarian.

Roles:

- **You:** You will explain your dietary needs and preferences to your friend.
- **Friend:** You will listen and help ensure there are appropriate options available for you.

6. Imagine you and your partner are having a conversation about different culinary experiences. You will share your experience with foreign cuisine.

Roles:

- **You:** You will describe your experience trying foreign food and share your thoughts and impressions.
- **Partner:** You will listen to the description and ask questions or provide feedback based on your own experiences or curiosity.

Exercise 2. Discuss the following questions.

1. Speak about the eating habits in your country.
2. Speak on Ukrainian cuisine. Compare it with the British one.
3. Tell your partners about the dish you ate and liked/ disliked.
4. Speak on the advantages and disadvantages of dining out.
5. The popularity of fast-food restaurants has expanded over the past few decades. Comment on the reason for them becoming so popular.
6. Food has become easier to cook. How has it changed people's lives?
7. Speak on your shopping for food.
8. Speak on the importance of a proper diet for a person.
9. Talk about your daily meals.

Exercise 3. Translate the proverbs into Ukrainian and comment upon them.

1. The proof of the pudding is in the eating.
2. After dinner sit a while, and after supper walk a mile.
3. You can't eat a cake and have it.
4. The appetite comes with eating.
5. Man does not live by bread alone.
6. Too many cooks spoil the broth.
7. First catch your hare, then cook him.
8. You cannot make an omelette without breaking eggs.
9. Enough is as good as a feast.
10. Hunger is the best sauce.
11. Dog does not eat dog.
12. The belly rules the mind.
13. He that eats till he is sick must fast till he is well.

Exercise 4. Translate the following quotations and comment upon them.

1. "No man in the world has more courage than the man who can stop after eating one peanut." *Channing Pollock*
2. "All happiness depends on a leisurely breakfast." *John Gunther*
3. "Keep as near as ever you can to the first sources of supply – fruits and vegetables." *B.W. Richardson*
4. "To the old saying that man built the house but woman made of it a "home" might be added the modern supplement that woman accepted cooking as a chore but man has made of it a recreation." *Emily Post*
5. "Part of the secret of success in life is to eat what you like, and let the food fight it out inside you." *M. Twain*

Exercise 5. Do a project "My favourite Ukrainian dish"/ "We are what we eat"/ "The best student's diet": working in small groups, find information about the topic to form a presentation.

READING

TEXT 1

Before reading

1.1. Answer the questions: Are you a good cook? Why? Do you remember your first cooking experience? Was it a success? How can people learn to cook? When does the time to learn to cook come?

1.2. Read the words: pasta, veal piccata, spaghetti, pork cappelini, linguine, tubettini. What cuisine do they come from? What do you know about this cuisine?

1.3. Match the words and their definitions.

1. a countertop	a	a wooden hammer with a large end
2. sauce	b	a flat surface in a kitchen which is easily cleaned and on which you can prepare food.
3. a mallet	c	to add salt, pepper etc to food you are cooking
4. sauté	d	a type of round green vegetable, which has buds with leaves that you eat, which are like the petals of a flower
5. season	e	to boil gently, or to cook something slowly by boiling it gently
6. artichoke	f	to cook something in a little hot oil or fat
7. simmer	g	a thick cooked liquid that is served with food to give it a particular taste

While reading

2.1. Read the text and say what the dinner consisted of.

She awoke an hour later and jumped from the bed. It was almost six. Veal piccata. Veal piccata. She stepped into a pair of khaki walking shorts and slipped on a white polo. She ran to the kitchen, which was finished except for some paint and a set of curtains due next week. She found the recipe in a pasta cookbook and arranged the ingredients neatly on the countertop. There had been little red meat in law school, maybe an occasional hamburger steak. When she cooked, it had been chicken this or chicken that. There had been a lot of sandwiches and hot dogs.

But now, with all this sudden affluence, it was time to learn to cook. In the first week she prepared something new every night, and they ate whenever he got home. She planned the meals, studied the cookbooks, experimented with the sauces. For no apparent reason, Mitch liked Italian food, and with spaghetti and pork cappelletti tried and perfected, it was time for veal piccata. She pounded the veal scallops with a mallet until they were thin enough, then laid them in flour seasoned with salt and pepper. She put a pan of water on the burner for the linguine. She poured a glass of Chablis and turned on the radio. She had called the office twice since lunch, and he had not found time to return the calls. She thought of calling again, but said no. It was his turn. Dinner would be fixed, and they would eat whenever he got home.

The scallops were sauteed in hot oil for three minutes until the veal was tender; then removed. She poured the oil from the pan and added wine and lemon juice until it was boiling. She scraped and stirred the pan to thicken the sauce. She returned the veal to the pan, and added mushrooms and artichokes and butter. She covered the pan and let it simmer.

She fried bacon, sliced tomatoes, cooked linguine and poured another glass of wine. By seven, dinner was ready; bacon and tomato salad with tubettini, veal piccata, and garlic bread in the oven. He had not called.

(From The firm by John Grisham)

After reading

3.1. Answer the questions about the text.

How did the storyteller learn to cook?

What was her previous experience like?

What dishes are mentioned in the text?

Can you cook any of them?

3.2. Read the text again and write down the recipe for veal piccata.

3.3. In pairs, compare your recipes for veal piccata. On the internet, find the recipe for veal piccata and compare it with yours.

3.4. Tell how to cook the most popular dishes from your national cuisine.



LISTENING

TEXT 1

HOW TO MAKE AN ENGLISH BREAKFAST

Before listening

1.1. Before you listen, work in pairs. Say what you know about an English breakfast.

While listening

2.1. Listen to the instructions on how to make an English breakfast and say what it will consist of.

2.2. Read the tapescript and put each of the following verbs in the correct space in the instructions below. Compare your answers. Listen again and check your answers.

fry boil stir clear away warm fill
add pour x2 lay spread put x2 leave

1. _____ the table with a table-cloth.
2. _____ knives, forks, spoons, plates, tea-set, napkins etc.
3. To make tea, first _____ the water into a kettle and _____ it.
4. _____ the teapot.

5. _____ tea into the teapot.
6. _____ the teapot with boiling water.
7. _____ it for a few minutes.
8. _____ tea into cups.
9. _____ milk from a jug and sugar from a sugar bowl and ____ with a spoon.
10. Make some toast, using a toaster, and _____ butter on it.
11. _____ eggs and bacon in a frying pan.
12. Put it on a plate with the toast, and eat it with a little salt and pepper.
13. When you've finished your breakfast, _____ all breakfast things.

After listening

3.1. You are Ann/ Paul. Teach your Ukrainian friend how to make an English breakfast.

3.2. What is a typical Ukrainian breakfast like? Teach Ann/ Paul how to make it.

3.3. What is your favourite breakfast? What is your favourite breakfast from other countries? Find out more information about breakfasts around the world (available at: <https://www.podcastsinenglish.com/pages/level1.shtml>).

TEXT 2

WHAT YOUR LUNCH SAYS ABOUT YOU

Before listening

1.1. Before you listen, work in pairs and answer the questions: How many meals a day do you have? Do you have lunch? How long is your lunch break is?

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

1) peckish	a) the good feeling of togetherness that a team can have
2) makeshift	b) to increase the number of things you know about, usually by having new experiences
3) utilitarian	c) to accept (an idea or belief) enthusiastically
4) to embrace	d) designed to be practical rather than beautiful
5) to broaden your horizons	e) describes a short-term, low-quality solution
6) team spirit	f) slightly hungry

While listening

2. You are going to listen to Dan and Neil discussing the different lunch choices people make and find out how long the average lunch break in the

UK is: a) an hour and a half; b) 45 minutes; c) 25 minutes. Listen out for the answer at the end of the programme.

After listening

3. Do your meals say anything about you? In groups of four, discuss how to make your daily meals healthier.

(From <http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-170316>)



FURTHER LISTENING

1. Big meal (available at: <http://learnenglish.britishcouncil.org/en/big-meal>).
2. Snakes in a café (available at: <http://www.bbc.co.uk/learningenglish/english/features/witn/ep-150819>).
3. Trendy names make vegetables look tastier (available at: <http://www.breakingnewsenglish.com/1706/170615-vegetables.html>).
5. Breakfast (available at: <https://www.podcastsinenglish.com/pages/level1.shtml>).
6. The 5:2 diet (available at: <https://www.podcastsinenglish.com/pages/level2.shtml>).

WRITING

COMPARISON/ CONTRAST PARAGRAPH

Exercise 1. Read the paragraphs and answer the questions:

1. What is the topic of both paragraphs?
2. Which paragraph
 - is comparing/ contrasting?
 - uses point-by-point/ block organization?
3. What similarities/ differences does the author mention?

Paragraph 1

Though very different, fast food and home-made food are similar in a way. The first commonality is that they are both delicious. Fast food restaurants wouldn't have thousands of visitors if their food were not tasty. We will certainly never cook a dish that is not to our taste. Another similarity between home-made food and fast food is that both are relatively cheap. Fast-food cafes frequently offer special discounts and menu alternatives with reasonable price choices. Home-made meals don't cost much since we usually prepare them with available ingredients. Finally, home cooking and fast food restaurants provide a variety of choices. For example, the menu in a fast food restaurant can satisfy different tastes and levels of income. At home, we do not eat the same dishes every day. All things considered, we can find something similar between home-made food and fast food.

Paragraph 2

There are some striking distinctions between home-made food and fast food. Dishes cooked at home are usually safer because we ourselves obviously will choose those which are hygienic, fresh and tasteful. It's a pity but it takes much time to cook them, so not everybody can afford it. Besides, home-made food is not always portable, since not all the dishes can be carried away. Unlike home-made food, fast food is not healthy and eating it often results in obesity, diabetes and many other kinds of diseases. On the other hand, fast food is convenient because it can be obtained quickly and easily. As many people work long hours and have no time to find ingredients or cook good food, fast food can be a good alternative to home-made food. Moreover, it is a common solution if you are looking for a quick, easy meal to grab on the go. All in all, fast food and home-made food are very different.

Exercise 2.

A. Complete the outline for paragraph 1.

<i>Topic</i>	Similarities between home-made food and fast food
<i>1.</i>	
<i>1A</i>	
<i>1B</i>	
<i>2.</i>	
<i>2A</i>	
<i>2B</i>	
<i>3.</i>	Variety of choices
<i>3A</i>	The menu in a fast food restaurant can satisfy different tastes and levels of income.
<i>3B</i>	

B. Rewrite paragraph 1 using block organization.

C. Complete the outline for paragraph 2.

<i>Topic 1</i>	Home-made food
<i>Supporting detail 1</i>	
<i>Supporting detail 2</i>	
<i>Supporting detail 3</i>	
<i>Topic 2</i>	
<i>Supporting detail 1</i>	
<i>Supporting detail 2</i>	
<i>Supporting detail 3</i>	

D. Rewrite paragraph 2 using point-by-point organization.

Exercise 3. Complete the following sentences with phrases from the boxes.

A.

<i>and/ both/ also/ too/ neither ... nor/ similar to/ as ... as/ likewise/ similarly</i>
--

1. McDonald's __1__ King Burger make huge profits.
2. McDonald's has large franchises around the world. __2__, King Burger has its companies in many countries.
3. __3__ restaurants serve thousands of people every day.
4. The way King Burger is set up makes it possible to handle people quickly. __4__, at McDonald's customers are served in a timely manner.
5. Customers often get coupons for Burger King on their receipts at their local corner store. McDonald's __5__ does the same with its coupons.
6. The dishes on the menu at McDonald's are __6__ cheap __6__ those at King Burger.
7. McDonald's has low cost food __7__ that one at King Burger.
8. King Burger sells chicken and French fries. McDonald's has these dishes on the menu, __8__.
9. __9__ employees at McDonald's __9__ staff at King Burger get any benefits when they first start to work.

B.

<i>however/ different from/ while/ but/ though/ not as ...as/ in contrast/ on the other hand/ less (more) ... than/ not the same as</i>

1. McDonald's is a bit __1__ Subway.
2. Subway is not __2__ old __2__ McDonald's. The latter was started in 1940 __3__ Subway was set up 25 years later.
3. Subway's main mission is to serve healthy food. __4__, McDonald's has no such health policy.
4. Subway offers a diverse menu featuring fresh vegetables, meats and whole-grain breads. __5__, McDonald's has a menu that is high in calories.
5. Subway offers fresh, green, leafy vegetables in the sandwiches. __6__, McDonald's food is __7__ processed and __7__ healthy __7__ that of Subway.
6. Subway is known for their submarine sandwiches __8__ McDonald's is famous for their burgers.
7. The choice of drinks at Subway is __9__ at McDonald's. For example, McDonald's offers several soft drinks like Pepsi and Coke __10__ Subway offers only Coca-Cola.

Exercise 4.

A. Look at the pictures. Brainstorm ideas to compare and contrast the eating habits of vegetarians and vegans.



B. Write a contrast/ comparison paragraph on the topic "*Eating habits of vegans and vegetarians*". Use either point-by-point organization or block organization.

C. Exchange your rough drafts with your partner. Edit and revise your partner's rough draft. Use the following checklist to make sure his/ her paragraph meets the requirements of contrast/ comparison writing and paragraph structure.

Editor's checklist

1. Is the paragraph indented?
2. Does the paragraph:
 - begin with an effective topic sentence? Does it emphasize similarities or differences?
 - have the point-by-point organization or block organization?

- follow a logical pattern? Are the ideas communicated in a way that the reader can easily follow?
 - have linking expressions to add coherence?
 - have at least two stated comparisons or contrasts?
 - end with a concluding sentence that restates the topic sentence?
 - have punctuation at the end of each sentence?
 - have all words spelled correctly?
 - have grammar/ lexical mistakes?
5. What are your ideas or suggestions to improve the paragraph?

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

E. Interview your classmate, friend, or relative about his/ her eating habits. Think how different/ similar they are with yours. Write a contrast/ comparison paragraph.

SELF-ASSESSMENT

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

1. The waiter brought the menu and the wine list. You say
 - a) What's the menu today?
 - b) What's in the menu today?
 - c) What's on the menu today?
 - d) What are specials on the menu today?

2. The British are known to eat black pudding, which means
 - a) a sweet and usually hot dish made with pastry, flour, bread, or rice, and often fruit
 - b) the final part of a meal, when a sweet dish is eaten
 - c) a hot dish made with pastry or flour that contains or is eaten with meat
 - d) a type of sausage, usually very dark in colour, that is made from pig's blood, fat, and grain

3. The full English breakfast is a cooked breakfast meal, often served in the United Kingdom and Ireland, that typically includes
 - a) bacon, sausages, eggs, black pudding, baked beans, tomatoes, mushrooms, toast, jam, and beer
 - b) bacon, sausages, eggs, black pudding, baked beans, tomatoes, mushrooms, toast, and a beverage such as coffee or tea
 - c) a bowl of cereal or porridge
 - d) a bread roll or croissant with cheese or ham and a cup of tea with milk

4. Some hotels offer a continental breakfast that is often complimentary to guests. That is
- a) a simple breakfast that consists of coffee or tea, bread or pastries, and a fruit or juice
 - b) a simple morning meal consisting of fruit juice, coffee, and bread with butter and jam
 - c) a cooked meal which may contain sausages, bacon, pudding, mushrooms, fried or poached eggs
 - d) a small meal that is not cooked
5. What is 'fish and chips' called in the UK?
- a) crisps
 - b) chippy
 - c) French fries or wedges
 - d) chips
6. Put your money away. I'm going to treat you ... a cup of coffee.
- a) with
 - b) for
 - c) to
 - d) of
7. Will you pay by credit card or ... cash?
- a) in
 - b) on
 - c) by
 - d) with
8. A full three-course meal – appetizer, main course and ... – costs only about £ 125.
- a) desert
 - b) dessert
 - c) afters
 - d) pudding
9. They do really good food at that restaurant and it's not very expensive either. Dishes are always
- a) nicely-decorated
 - b) served cold
 - c) offered hot
 - d) served hot

10. Who's going to ... (clean the plates, glasses, etc.)?
- a) do the washing up
 - b) wash up the dishes
 - c) do the dishes
 - d) washing up
11. Some of us ... , and would like a nice home-baked cake.
- a) have sweet teeth
 - b) have a sweet tooth
 - c) are sweet teeth
 - d) have always been sweet teeth
12. When I lived in Spain, I used to ... all the time in the nearby restaurant.
- a) eating out
 - b) eat
 - c) ate
 - d) eat out
13. I prefer strawberry ice cream ... chocolate.
- a) to
 - b) instead
 - c) instead of
 - d) with
14. What would you like for your first ...?
- a) dish
 - b) course
 - c) meal
 - d) plate
15. A new restaurant which specializes in Italian ... has recently opened here.
- a) cook
 - b) cuisine
 - c) feeding
 - d) kitchen
16. The restaurant's new dish was very ..., so I had to send it back to the kitchen
- a) unappetizing
 - b) inappetizing
 - c) disappetizing
 - d) appetizing

ACHIEVEMENT CHECK

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

Now I can ...	<i>I strongly disagree.</i>	<i>I rather disagree.</i>	<i>I am not sure.</i>	<i>I rather agree.</i>	<i>I strongly agree.</i>
pronounce general questions in direct and indirect speech with proper intonation patterns.					
pronounce special questions in direct and indirect speech with proper intonation patterns.					
Form adjectives using the prefixes -dis-un, -in, -ir, -il					
describe my daily meals.					
talk about traditional British, Ukrainian and international cuisine.					
talk about dining out.					
share my favorite recipes.					
read and understand recommendations about a healthy diet.					
listen and understand about the eating habits of different people.					
write a comparison/contrast paragraph.					

SUPPLEMENT

ФОНЕТИКА

РОЗДІЛ 1 DREAM TEAM

Наголос у складених прикметниках. Інтонація прикладки. Прийменник перед займенником після кінцевого тону. Звичайний та логічний наголос у реченні.

Наголос у складених прикметниках

Складені прикметники без іменника в постпозиції мають два основні наголоси: *'absent-'minded*, *'hard-'working*, *'easy-'going*.

Складені прикметники з іменником в постпозиції мають лише один основний наголос на першій частині: *an 'absent-minded' girl*, *a 'hard-working' person*.

Прикладка – це слово чи група слів, що деталізують об’єкт чи суб’єкт; позначаються як окрема інтонаційна група і вимовляються з такою самою інтонацією, як і слово, до якого вони відносяться, але з нижчим тоном голосу.

Наприклад: ['lesli ʌdʒʒvʌnz | maɪ 'bu:zm ʌfrend | ɪz ə 'fɜ:stjə ʌstju:d(ə)nt ||]
[hiː 'met hɪz ʌklʌzn | 'emɪli ʌbraʊn ||]

Прийменник перед займенником після кінцевого тону є напівнаголошений (не має редукації голосного звуку та вимовляється чітко).

Наприклад: [aɪ wɪl ʌsend ɪt tu: juː ||] ['dʒvʌnt ʌɑ:gju: wɪð miː ||]

Звичайний та логічний наголос у реченні

Зміст речення залежить від розподілу словесного наголосу.

Звичайний наголос фонетично об’єднує слова у реченні. Це означає, що всі значимі слова (іменники, прикметники, числівники, значимі дієслова, прислівники, вказівні, зворотні, неозначені та питальні займенники, оклики) є, за звичай, наголошеними і останнє значуще слово перебирає на себе кінцевий тон.

Наприклад: 'Jane intro'duced me to her 'new 'friends at the ʌparty.

Логічний наголос виділяє слова та вирази, що підкреслюється логікою самого мовлення. Будь-яке слово в реченні може бути логічно наголошеним, навіть службові слова (особові та присвійні займенники, модальні та допоміжні дієслова, прийменники, сполучники). Всі

слова, що сліднують за логічно виділеним комунікативним центром, є ненаголошеними, або частково наголошеними.

Наприклад: 'Whom did 'Jane intro'duce to her 'new \friends at the party?

She intro'duced\me to her friends.

РОЗДІЛ 2 A MAN'S HOUSE IS HIS CASTLE

Інтонаціязлічування. Раптовий підйом тону. Інтонація обставинних груп. Низхідно-висхідний тон (узагальнення).

Інтонація злічування

Кожен елемент залічування утворює окрему інтонаційну групу, що вимовляється з низьким низхідним, або висхідним тоном. Кінцева інтонаційна група вимовляється з низьким низхідним тоном.

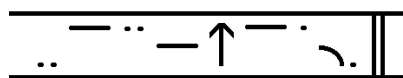
Наприклад: [ðə 'kɪtʃn ɪz ˌkəʊzɪ | ˌspeɪʃəs | ənd 'welˌfɪtɪd ||]

[ðeər ɪz ə ˌlɪvɪŋru:m | 'tu: ˌbedru:mz | əˌstɑdɪ | ənd ə ˌnɜ:səri ɪn ðə haʊs ||]

Раптовий підйом тону

Це раптовий підйом тону голосу, що перериває низхідну послідовність наголошених складів. Це фонетичне явище типове для інтонаційних груп з декількома наголошеними словами. При транскрибуванні та інтонуванні речень склад, що вимовляється з раптовим підйомом, позначається стрілкою↑.

Наприклад: [ɪts kən'vi:nɪənt tə 'ki:p ↑ɔ:l maɪ ˌklʊðz ðeə ||]



Інтонація обставинних груп

Обставини на початку речень, як правило, утворюють окремі інтонаційні групи і вимовляються з низьким висхідним тоном, але можуть також вимовлятися з низьким низхідним та низхідно-висхідним тоном, однак не часто.

Наприклад: [ɪn ðə 'hɔ:l əv ˌrezɪdəns | ðeər ɪz ə'welɪkwɪpt ˌkɪtʃn | ˌʃaʊəz | səm ˌstɑdɪz | ə ˌfɪtnɪs ru:m | ənd ə ˌgeɪmz ru:m ||]

Низхідно-висхідний тон (узагальнення)

Цей ядерний тон застосовується замість низького висхідного тону, щоб виділити комунікативний центр речення. В стверджувальних реченнях він виражає незгоду, уточнення, докір, стурбованість, образу, заспокоєння. *Наприклад:* [wi· 'ni:dnt 'wɔ:tə ðə ʌlə:n || its ʌgzvɪŋ tə ʃreɪn ||]

[aɪ 'met maɪ 'frendz ɪn ðə ʌhɔ:l əv ʃrezɪdəns | tə dɪs'kʌs ðə 'leɪtɪst ʌnju:z||]
Низхідно-висхідний тон може поширюватись на один склад, два різні склади, що межують, або мати певну кількість ненаголошених складів між низхідним та висхідним тоном.

РОЗДІЛ 3 LEARNING CURVE

Інтонація слова "please". Інтонація прямої та непрямої мови (стверджувальні та наказові речення). Інтонація складного складно-підрядного речення з підрядним реченням обставини умови та часу.

Інтонація слова "please"

на початку речення:

завжди наголошене, але не утворює окремої інтонаційної групи.

Наприклад: ['pli:z 'brɪŋ mi· səm ʌkɒfi||]

в середині речення:

може бути як наголошеним, так і ненаголошеним, але не утворює окремої інтонаційної групи.

Наприклад: ['wɪl ju· 'pli:z 'əʊpən ðə ʃwɪndəʊ ||]

['help mi· pli:z wɪð maɪ ʌwɜ:k ||]

в кінці речення:

ненаголошене і продовжує інтонацію попередньої інтонаційної групи.

Наприклад: ['pʊt jɔ· 'θɪŋz ɪn ʌɜ:də pli:z||]

['wɪl ju· 'spi:k ʃlaʊdə pli:z||]

Інтонація прямої та непрямої мови (стверджувальні та наказові речення)

Пряма мова може бути на початку, або в кінці речення.

Якщо слова автора знаходяться на початку речення і передують прямій мові, вони наголошені, утворюють окрему інтонаційну групу і можуть вимовлятися з низьким низхідним чи висхідним тоном.

Наприклад: [hi· ʌsez | ðə 'tɑ:sk ɪz ʌdɪfɪkəlt ||]

[hi· ʃsez | ðə 'tɑ:sk ɪz ʌdɪfɪkəlt ||]

В непря́мій мові́ слова автора на початку речення наголошені, але не утворюють окрему інтонаційну групу.

Наприклад: [hi· 'sez ðə 'tɑ:sk ɪz ˌdɪfɪkəlt ||]

[ðeɪ 'ɑ:sk mi· tə 'kʌm 'bæk ˌɜ:lɪə ||]

Примітка: в наказових реченнях в непря́мій мові́ слова автора, як правило, знаходяться на початку речення.

Наприклад: He says: "Jane, speak louder, please." He asks Jane to speak louder.

"Ann, don't be late," asks Paul. Paul asks Ann not to be late.

РОЗДІЛ 4 WE ARE WHAT WE EAT

Інтонація загальних та спеціальних питань у прямій та непря́мій мові́.
--

Інтонація загальних та спеціальних питань у прямій та непря́мій мові́.

Загальні та спеціальні питання у прямій мові, перед якими стоять слова автора, утворюють окрему інтонаційну групу. Слова автора є наголошеними і можуть вимовлятися з низьким низхідним, чи висхідним кінцевим тоном. У непря́мій мові́ слова автора не утворюють окремої інтонаційної групи.

Наприклад: [wi· ˈɑ:sk | 'du: ju· həv 'mi:lz ət ˌhəʊm ||]

[wi· 'ɑ:sk ɪf ðeɪ həv 'mi:lz ət ˌhəʊm ||]

[ˈsju:zən ˈɑ:sks | 'həʊ menɪ 'mi:lz ə 'deɪ du· ju· ˈju:ʒvəlɪ ˌhæv maɪkl ||]

[ˈsju:zən 'ɑ:sks 'maɪkl həʊ menɪ 'mi:lz ə 'deɪ hi· ˈju:ʒvəlɪ ˌhæz ||]

Примітка: питальні займенники who, whose, which, what та питальні прислівники when, where, how наголошені в прямій мові; у непря́мій мові вони стають сполучними словами і, отже, ненаголошеними.

Наприклад: ['wen dɪd ju· ˌsi: ðəm ||]

[ʃi· 'ɑ:sks wen aɪ ˌsɔ: ðəm ||]

ADDITIONAL VOCABULARY

UNIT 1 DREAM TEAM

Personal Information

name (first name, family name, surname), age (at the age of..., at an early age), date of birth, to be born (in 1995/ into a family of ...), place of birth, to come from, gender/ sex (male/ man, female/ woman), nationality, citizen (of), citizenship (to have/ hold Ukrainian/ British/ dual ~), marital status (to be engaged, to be married (to sb), to be single/ unmarried, to be divorced), mother tongue, (permanent) address, telephone number, job, profession (to be a teacher by ~), occupation

Relations and Relationships

acquaintance, friend (good/ close/ best/ bosom ~), pen-friend, circle of friends, boyfriend (ex- ~), girlfriend (ex- ~), steady girlfriend/ boyfriend, fiancé, fiancée, couple, wife-to-be, husband-to-be, a perfect match, bride, groom, ex-husband, ex-wife, companion, workmate, roommate, colleague, boss, employer, employee, partner, neighbour, to be a role model, to have a disagreement/ a quarrel, to be angry with sb, to be fond of sb, to be proud of sb, to be worried about sb

Age

child, youngster, teenager, adult, middle-aged (person), senior citizen, elderly (person), ripe old age (to be at the ripe old age of 92, live to a ripe old age), pensioner, to be 30/ to be 30 years old, at 30 (years old), to turn 30, to be the same age, to be sb's age, peer, to be in one's teens/ twenties/ thirties/ forties/ fifties, etc; to be in one's (early/ late) thirties, to be under/ over 20, to be a man/ woman of 40, to be a thirty-year-old woman/ man, twentyish/ thirtyish/ fortyish (informal), to come of age, to be under age

Occupations

What do you do for a living? What's your occupation? What are you?

job/ work/ occupation, to be unemployed, to be jobless, to be out of work, to be retired, to be on the dole, to have a full-time/ part-time job, to have a well-paid job, to be self-employed, to be responsible for, student, accountant,

manager, consultant, teacher, farmer, lawyer, doctor, nurse, pharmacist, dentist, worker, businessman, entrepreneur, researcher, architect, designer, computer programmer, IT manager, software developer, web developer, veterinarian, psychologist, interpreter/ translator, engineer, secretary, speech-language pathologist, landscaper, recreation worker, fitness worker, insurance agent, hairdresser, police officer, social worker, sales representative, plumber, real estate agent, art director, auto mechanic, bus driver, restaurant cook, waiter/ waitress, painter, sports coach, cashier, electrician, carpenter, security guard, construction worker, fabricator, fire fighter, musician, pilot, policeman, freelancer

Moods and Feelings

angry, amazed, annoyed, anxious, ashamed, astonished, at ease, bored, cheerful, calm, confident, confused, cross, curious, depressed, delighted, disappointed, downhearted, envious, embarrassed, emotional, excited, exhausted, fearless, furious, frustrated, gloomy, happy/ unhappy, irritated, indifferent, impressed, in high spirits, jealous, lazy, lonely, mad, miserable, moody, nervous, optimistic, pessimistic, pleased, puzzled, relaxed, relieved, sad, satisfied, scared, shocked, shy, silly, sleepy, stressed, tense, tired, upset, uninterested, willing, wild, worried

Hobbies/ Interests/ Skills

to be crazy about, to be a fan of sth, to be a good mixer, to be a party animal, to be a workaholic, to be a sporty person, to be a theatre/ cinema-goer, to have good/ poor (interpersonal/ computer/ language/ social etc.) skills, going to the gym, playing computer games, dancing, playing the guitar, entertaining friends, surfing the Internet, rollerblading, listening to music, going out, partying, doing sports, watching films, talking on/ over the telephone, gardening, reading, travelling

UNIT 2

A MAN'S HOUSE IS HIS CASTLE

Location

city, town, village, provincial, rural, urban, in the city/ country, home town, industrial zone, neighbourhood, conveniently located, on the outskirts, within easy reach of, in the residential area, in the bedroom district, to be an hour's walk from/ fifteen-minutes' drive from, to live next door, in the middle of nowhere

Types of dwelling

apartment block, cottage, bungalow, mansion, semi-detached house, vacation home, skyscraper, hut, hostel, a house of modern construction, multi/ single/ two/ three-storeyed building, bedsitter, farmhouse, flat (apartment), penthouse, terraced house, palace, youth/ student hostel, dormitory (dorm)

Facilities and conveniences

alarm system, conservatory, entry phone, parking, security system, view, air conditioning

Size and condition

compact, affordable, newly built, run-down, affluent, fully-equipped, fully-furnished, well-kept, well/ poorly furnished, modern, part-furnished, tiny, unfurnished, well maintained, dilapidated, empty, unoccupied, accessible, airy, attractive, beautiful, bright, comfy, cluttered, messy, cramped, large, practical, roomy, relaxing, small, warm

Rooms and layout

bedroom, children's room, drawing room, nursery, corridor, hall, livingroom/ lounge, lavatory/ loo, toilet, watercloset

House and around

attic, back door, balcony, basement, cellar, chimney, drive, dustbin, fence, fire escape, gate, hedge, hotbed, hot house, kennel, landing, lawn, letterbox, loft, porch, tiled roof, satellite dish, shed, shutter, staircase, terrace, TV aerial, tiled wall, patio, front/ back yard, threshold, lantern, well

Furnishings and décor

bedroom suite, blinds, coat rack, coffee table, cupboard, desk, dressing table, double/ single bed, set/ suite of furniture, sideboard, stool, table, wall unit,

rocking-chair, crib, floor lamp, settee, knick-knacks, video, fitted carpet, clock, net curtain, light and lamps, rug, pier-glass, bedding, blanket, blanket cover, pillow, pillow case, bedspread/ counterpane, quilt, plaid, sheet, radiator

Kitchen

wall cupboard, kitchen cupboard, base unit, cutlery drawer, working top, electric cooker, oven, cooker hood, corner unit, water tap, kitchen lamp, dish rack, kitchen chair/ stool/ table, towel, wall-tiles, display cabinet, dressers, dish-washer, freezer, fridge, microwave, washing machine, washing up liquid, mop, cooking utensils

Household chores

to tidy up one's room, to sweep, to wipe, to wipe the dust with a duster, to polish, to scrub, to Hoover, to air, to dust, to wash, to do the washing up, to fix a leaking tap, to mend, to repair, to be in a mess, filthy, untidy, spotless, dirty, clean, tidy, duster, mop, broom, soap powder, vacuum cleaner, washing machine, scrubbing brush, dishcloth, dishwasher, polish, iron, carpet brush, pail, basin, wash-basin, to do a spring cleaning, to do a considerable turn out, to do housework, to mop the floor

Topical vocabulary

to look south, to face sth, to look over a park, to harmonize with, to paper the walls, to move into a new flat, to have a house-warming party, the house wants repairing, to refurbish, to do up a property, to decorate, to install, to furnish the room, to tile, to white-wash the ceiling, to rent lodging from, at the rent of, to own a house, to consist of, to let sb a room

to be at home, to be in, to feel homesick, to go home, to go out, to move in, to move out, electricity/ gas/ telephone bill, estate agent, for sale, landlady, landlord, lodger, to pay the rent, p.c.m (per calendar month), pm (per month), p.w. (per week)

to share a room/ flat, to show sb around the house

UNIT 3

LEARNING CURVE

University and studying

to enter sth, to be in one's first/ second/ last year, to do/ take a course in/on, to start, to last, to finish, to get down to sth (e.g., home assignments), to sit up late, to do well in a subject/ at the exam, exam (to re-sit, to re-take, to revise for, to prepare for, to study for, to do well in, to do badly in, to cheat in), entrance/ end of term/ final exam, exam in sth, to graduate from sth

to have sth at one's fingertips, to have profound/ deep knowledge of, to fall/ lag behind the group, to keep up with studies, to play truant from, to catch up with the group, to work by fits and starts, to be expelled from, to be promoted to the next year, to meet/ miss a deadline, to pay back debts, to join a hobby group/ a drama society/ a choir/ a scientific society

higher education, classroom, computer laboratory (lab), language laboratory, library, reading hall, assembly hall, lecture theatre, gym, subjects (Literature, Mathematics (Maths), Physics, Geography, Chemistry, Biology, (Applied/ Communicative) Linguistics, History), record book, student card, day/ extra-mural department

Learning a language

face-to-face classes, to develop language skills, to memorize/ to learn by heart, to explain sth to sb, to read out aloud/ silently, speak up, to raise a hand/ to put up a hand, to look sth up in the dictionary, a textbook/ a reference book

Working day/ Day off

at the weekend, to be over, to go out, to enjoy doing sth, to go for a walk, to have a lot of fun, at one's leisure, to make sb's day

daily routine, to go through one's morning routine, to do sth in (on) time, to be an early riser, it gives some pain to do sth, to be quick to do sth, to set off, it takes sb some time to do sth, to do one's best, to manage to do sth, to have breakfast/ dinner/ supper/ lunch/ a snack/ a bite

Vocabulary development

scholarship/ grant, college/ university, degree/ certificate/ diploma, student/ pupil/ undergraduate/ graduate/ postgraduate, classmate/ fellow student, cram/ revise (review)/ practise/ rehearse, educate/ instruct/ train/ coach/ tutor

to do an exercise/ a task/ an activity/ project work/ homework/ research/ an exam/ English/ a translation/ one's best/ sth in writing, etc.

to make mistakes/ notes/ a presentation/ progress/ an appointment/ a bed/ a decision/ an effort/ a noise/ a speech, etc.

UNIT 4

WE ARE WHAT WE EAT

Bread and confectionery

biscuit, bread (loaf of bread) white, brown, black, fresh or stale bread, slice of bread, bun, cake, dough, doughnut, flour, noodle, pancake, pastry, biscuits, pie, pudding, roll, ring, rusk, sponge, tart, toast, vermicelli, macaroni, sandwiches, bread and butter, yeast
chocolate (bar of chocolate), ice-cream, honey, marmalade, sweets

Cereals and Groats

barley, buckwheat, corn (maize), cornflakes, millet, oatmeal, rice, semolina, wheat

Meat and Meat Dishes

meat (fat, lean), bacon, beef, beefsteak, chop, rissoles, clear soup, broth, cutlet, ham, boiled meat, stewed meat, overdone meat, underdone meat, to be done to a turn, mutton, pork, roast beef, sausage (boiled, smoked), veal

Poultry and Game

chicken, chicken broth, duck, egg (fried, hard-boiled, soft-boiled, pouched), turkey, omelette

Fish

caviare, fish (dried, in oil, fried, salted, smoked, tinned), herring, sprat

Dairy Produce

butter, cheese, cream, cottage cheese, curds, milk, sour cream

Vegetables and Vegetable Dishes

beans, beet, cabbage, carrots, cucumbers, egg-plant, garlic, lettuce, marrow, onion, parsley, pea, pepper, potatoes (to peel potatoes, to scrape new potatoes), pumpkin, radish, horse-radish, salad, Russian salad, tomatoes, tomato sauce, dill, grapes, lemon, nut, orange, peach, pear, pine-apple, plum, raisin, raspberry, strawberry, tangerine, water melon

Cooking

to garnish with herbs, to sprinkle with lemon juice, to drizzle /pour oil, to drain pasta, to dress /toss a salad, to season (with salt and pepper) to taste, to melt /soften butter, to brown /soften onions, to bring soup to the boil, to preheat the oven to 180°C

LISTENING TRANSCRIPTS

WENDY

My name is Wendy. I am in my late teens. I am a language learner, just a beginner, you know. It's difficult to learn Ukrainian. But I am hard-working. They say I am a workaholic. I am fond of reading books, that's why I am never at a loss when it comes to a difficult question. Besides, I am keen on surfing the Internet and have no difficulty with computer software. I am always ready to give my group-mates some advice.

As I am an exchange student, I am often homesick. But I am glad I have a lot of friends and acquaintances. Most of them are my group-mates. They are goal-oriented and broad-minded. We have a good time together. My best companion, Vicky, is the heart and soul of our company. She is good at entertaining friends. Vicky is funny, witty and cheerful. However, she is sometimes bossy and impatient. I'm happy that we are on good terms.

LIVING IN THE DORMITORY

I prefer to live in a dormitory rather than in an apartment because it is cheap, comfortable and close to the class building. Besides, it has many facilities: a gym, a study, and a library.

At the beginning of the academic year we have a dorm orientation meeting which gives the students an opportunity to meet their residence advisor and find out the rules of the dorm. Here there are some of them:

- ✓ keep your room clean and organized;
- ✓ the laundry rooms, the lavatories and kitchens are the students' responsibility. It's necessary to clean them after use;
- ✓ the housing of dogs, cats, birds, snakes and all other sorts of pets is prohibited, with one exception: goldfish are tolerated, but not encouraged;
- ✓ games of catch, touch football and the like are not allowed in front of the dormitory. Use another open space or an empty parking lot for your activity.

There are a lot of other rules. But still living in a dorm is really interesting and exciting, especially if you get along with your room-mates. Though the temptation to have different distractions is really overwhelming in the dorm, don't neglect your studies in favour of partying with your neighbours and relegate these activities to the weekend and then living in the dorm will turn out to be the best part of your university life.

A DAY IN THE LIFE OF A LECTURER

I teach Ukrainian as a foreign language at University. My students come overseas from all over the world to participate in student exchange programmes but Ukrainian is all Greek to them. Methodology, Ukrainian and Ukrainian Literature and some other courses are my responsibility too.

I have a typical day at University. I arrive at my department at about 8 am. and see what's happening. The classes start at 8.30. I have two 80-minute lectures or seminars. There is a twenty-minute break between them. A cuppa in the morning makes my day. And another one or two 80-minute classes or tutorials. Then there is lunch. Sometimes in the afternoon there are some meetings with exchange students or colleagues to discuss different issues, a yoga class, a lot of students' tests, lesson plans, and household chores. Must needs.

Well, I am also in charge of a student exchange programme. I help students with any problems they face in studying or accommodation. There are some extra-curricular activities on top of my teaching and research that sometimes require me to work at the weekend. We visit museums and theatres, go sightseeing, etc. They are really into Ukrainian culture.

So, I am wearing many hats. I am never bored. You always do something different not just in the classroom but outside it too. I serve different areas of university life, as I am a tutor, a senior lecturer and an exchange program supervisor. Well, the typical day of a teacher might finish at three o'clock in the afternoon or far into the night. It just depends. But I enjoy my job. It's very varied.

HOW TO MAKE AN ENGLISH BREAKFAST

1. Lay the table with a tablecloth.
2. Put knives, forks, spoons, plates, tea-set, napkins, etc.
3. To make tea, first pour the water into a kettle and boil it.
4. Warm the teapot.
5. Put tea into the teapot.
6. Fill the teapot with boiling water.
7. Leave it for a few minutes.
8. Pour tea into cups.
9. Add milk from a jug and sugar from a sugar-bowl and stir with a spoon.
10. Make some toast, using a toaster, and spread butter on it.
11. Fry eggs and bacon in a frying-pan.
12. Put it on a plate with the toast, and eat it with a little salt and pepper.
13. When you've finished your breakfast, clear away all breakfast things.

SELF-ASSESSMENT KEYS

UNIT 1 DREAM TEAM

1. c; 2. b; 3. c; 4. a; 5. b; 6. a; 7. c; 8. a; 9. a; 10. b; 11. b; 12. a; 13. any variant is possible; 14. b; 15. b, c or d.

UNIT 2 A MAN'S HOUSE IS HIS CASTLE

1. a; 2. c; 3. a; 4. c; 5. b; 6. b, c; 7. c; 8. b; 9. b; 10. b; 11. c; 12. a; 13. c; 14. a, c; 15. a, c.

UNIT 3 LEARNING CURVE

1. c; 2. b, d; 3. d; 4. c; 5. a; 6. a, b, d; 7. b; 8. d; 9. a, b; 10. b; 11. c; 12. c, d; 13. a; 14. d; 15. b.

UNIT 4 WE ARE WHAT WE EAT

1. c, d; 2. d; 3. b; 4. a, b, d; 5. b; 6. c; 7. a; 8. b, c, d; 9. a, d; 10. a, d; 11. a, b; 12. b; 13. a, d; 14. b; 15. b. 16. a

LIST OF IRREGULAR VERBS

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed

drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbad, forbade	forbid, forbidden
forecast	forecast, forecasted	forecast, forecasted
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden, hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled

knit	knitted, knit	knitted, knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit, quitted	quit, quitted
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen

sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
speak	spoke	spoken
spend	spent	spent
spill	spilt, spilled	spilt, spilled
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spread	spread	spread
spring	sprang, sprung	sprung
stand	stood	stood
steal	stole	stolen

stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

CLASSROOM ENGLISH

Good morning, everybody! Hello, everyone! Good-bye! See you tomorrow.
Sit down. Take your seats. Go to your place. Stand up.

Who is on duty today?

Who's absent today?

What's the matter with ____ today?

How are you today?/ How are you getting on?/ How's life?/ How are things with you?

You are late. Don't let it happen again.

Come in/ go out.

Let's begin our lesson.

What date is it today? What's the date today?

Stop talking/ Be quiet. Silence, please. Keep silent.

Open your books at page/ The text is on page

Close your books.

Turn to page 12.

Look at Exercise 12.

Ask questions on/ about the text. Put questions to the sentence.

Come to the front of the class.

Come out and write it on the board. Come (up) to the blackboard.

Clean the blackboard.

Wipe the word (sentence) off.

Let the others see the board. Don't stand in front of the board. Step aside.

Pay attention, everybody.

Listen to

Repeat it after me.

Again, please. One more time, please. Say it again, please.

You have 10 minutes to do this.

It's time to finish.

Let's check the answers.

That's all for today.

Just hold on a moment.

One more thing before you go.

This is your homework for tomorrow.

to give/ to set/ to go through homework

to collect/ hand in exercise-books

Make groups of 4.

Work together with your friend. Find a partner. Work in pairs/ threes/ fours. Work in groups of 2/ 3/ 4. Form groups of 3.

Work by yourselves/ independently.

Ask your neighbour for help.

Work on the task together.
Fill in the missing words.
Mark the right alternative.
Match the sentences to the questions.
Put the sentences in the right order.
Swap your notebook with your partner.

Your time is up.
May I ask you a question? May I say it this way? May I put it like this?
What's the English/ Ukrainian for ...?
How do you spell ...? What's the spelling of ...?
What does "... " mean?
Shall I read/ begin/ answer the question?
Will you repeat/ pronounce/ translate/ spell it?
Please, pronounce/ translate/ spell it.
Can anybody correct this sentence?
Can you give me an example?
Write this down in your notebooks.
Please summarize the first paragraph.
to make a mistake/ correct mistakes
No helping/ whispering, please.
How long is it before the bell?
break, in break
at the Dean's office
group register
chalk, duster, to wet the duster

Very good/ well done!
That's nice.
I like that.
Marvellous/ magnificent/ terrific/ fantastic!
You did a great job!
Right/ yes/ fine.
Quite right/ that's right/ that's it/ that's correct.
I'm afraid that's not quite right.
You can't use that word here.
Have another try.
There is no hurry.
You have good pronunciation.
You speak very fluently.
You need more practice with these words.

CONVERSATIONAL FORMULAS

Starting a conversation

Excuse me. Can I tell/ ask you something?

Can I talk to you for a moment?

Can I have a word?

Making suggestions

Are you doing anything on...?

Would you like to (do sth)?

Do you fancy (sth/ doing sth)?

Why don't we (do sth)?

Let's (do sth).

How/ What about (doing sth)?

Accepting suggestions

(Yes,) I'd love to.

(Yes,) I'd be glad/ happy to.

Sure, why not?

Sounds good to me.

Great!

Yes, that would be (great/ good/ useful/ excellent).

Yes, (I think) that's a good idea.

That's a great idea!

That's a good/ an excellent suggestion!

That would/ could be fun/ interesting.

Rejecting suggestions

Sorry, but I can't.

Sorry, but I'm busy on...

Sorry, but I've got to (do sth).

I'm afraid I can't.

That's a good idea, but...

I'd love to, but...

I don't think so, but...

Well, I'd rather (do sth).

Yes, but don't you think it would be better to (do sth)?

Asking for advice

What do you think I should do?

Do you think I should...?

Can I ask your opinion about something?

Giving advice

I think you should/ ought to...

If I were you, I'd (do sth).

Have you thought about (doing sth)?

Have you considered (doing sth)?

Why don't you...?

You might enjoy (doing sth).

You could...

Saying thanks

Thanks a lot./ Many thanks.

Thank you very much.

That was/ is very kind of you.

Responding to thanks

Not at all.

No problem.

Don't mention it.

Any time.

That's OK.

You're welcome.

It's a pleasure./ My pleasure.

Ordering arguments

To start with, ...

First of all, ... / Firstly, ...

Secondly,...

Another thing is that ...

On the one hand ... but on the other hand ...

The main reason is ...

Another reason is ...

Well, the thing is that ..

It's also true that ...

And on top of that ...

And finally ...

Giving examples

For example, .../ For instance, ...

To give you an idea, ...

One example of this is ...

Look at the case of ...

Summarising

So what it comes down to is ...

The point I'm trying to make is ...

Let me just recap what's been said so far.

In short ...

In other words ...

To sum up ...

Asking for someone's opinion

What do you think (of/ about ...)?

Have you considered ... ?

What's your view/ opinion/ take on ...?

Don't you agree that ...?

Expressing opinions

I think (that) ...

In my view/ opinion, ...

I'm convinced/ positive that ...

To my mind, ...

Personally, I think ...

As I see it, ...

From my point of view, ...

As far as I'm concerned, ...

I don't think ...

I don't really know (if) ...

I'm not sure (about/ if) ...

I don't have a strong/ definite opinion about that.

Agreeing/ Accepting the other person's viewpoint

Yes, I agree (with you).

I completely agree.

I couldn't agree with you more.

That's exactly what I think.

My point exactly.

I know.

I can go along with that.

(I think) you're right.

Right./ That's right.

True./ That's true.

Absolutely.

Exactly!

I suppose so.

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, ...

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?

LINKING WORDS

Listing: firstly, secondly ..., to begin/ to start with, to conclude with, in the first place, in the second place, next, then, finally, last, to conclude ..., last but not least ..., to summarize, to sum up

Adding: also, too, then, furthermore ..., moreover ..., in addition to that ..., above all ..., what is more ..., additionally

Comparing: equally, likewise, similarly, in the same/ a different way, compared to/ with, in comparison with, as ... as, both ... and ..., you can't compare it with

Concluding: all in all .../ in conclusion ..., to sum up ..., I draw the conclusion/ arrive at the conclusion that ..., I conclude ..., consequently ...

Exemplifying: for example (e.g.), for instance, that is (i.e.), that is to say ..., such as ..., namely ...

Result: consequently, hence, therefore, thus, as a result, because of that ..., that's why ...

Reformulating: to put it another way, in other words

Alternative: on the one hand ..., on the other hand ...

Contrasting: on the contrary, in contrast to that, but, yet, however, nevertheless ..., whereas ..., while ..., neither ... nor ...

Concession: still, though, in spite of that, despite that, unless

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Навчальне видання

Таран Олена Миколаївна
Давиденко Олена Василівна
Ларіна Тетяна Валеріївна
Пономаренко Ольга Володимирівна
Сливка Валентина Петрівна
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Ніжинський державний університет
імені Миколи Гоголя.
м. Ніжин, вул. Воздвиженська, 3/4А
(04631)7-19-72
E-mail: vidavn_ndu@mail.ru
www.ndu.edu.ua

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