

A WAY TO SUCCESS

English for University Students

Year 1

**Student's
Book**

**2-ге видання, виправлене
та доповнене**

Харків
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грамі першого курсу мовного ВНЗ, віковим особливостям
студентів і сферам їх пізнавальних інтересів. За рахунок
особистісно зорієнтованих вправ і завдань, викладу змісту на
основі концентричності і циклічності планування, опори
на багатий ілюстративний матеріал створюється сприятливе
в афективному відношенні мовне довкілля. Рівень складності
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Introduction

“A WAY TO SUCCESS” is a multi-skill course for 1st year university students who major in English. It has been developed in accordance with the requirements of the Curriculum for English language development in universities and institutes (Kyiv, 2001).

The main features of the course are communicative and learner-centred methodology, integrated development of the basic communicative skills, relevance to students’ personal and professional growth.

The course comprises a fully-illustrated Student’s book, teacher’s edition and a CD with listening activities. It is supported with Practical Phonetics book, Grammar workbook and Reader.

Most of the reading and listening materials are taken from authentic sources. Their complexity as well as that of the tasks to them corresponds to B1 + level of the Council of Europe Framework of Reference.

There are 18 units in the course-book each providing challenging material organized round topics, situations and functions.

In each unit students will experience English in action and learn more about English-speaking world cultural diversity. Tasks are graded and relevant to the students’ needs. The first edition was published in 2004. This is the second revised and updated edition incorporating new developments in methodology, covering the current topics and providing a clear focus and practical language outcomes.

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Unit 1

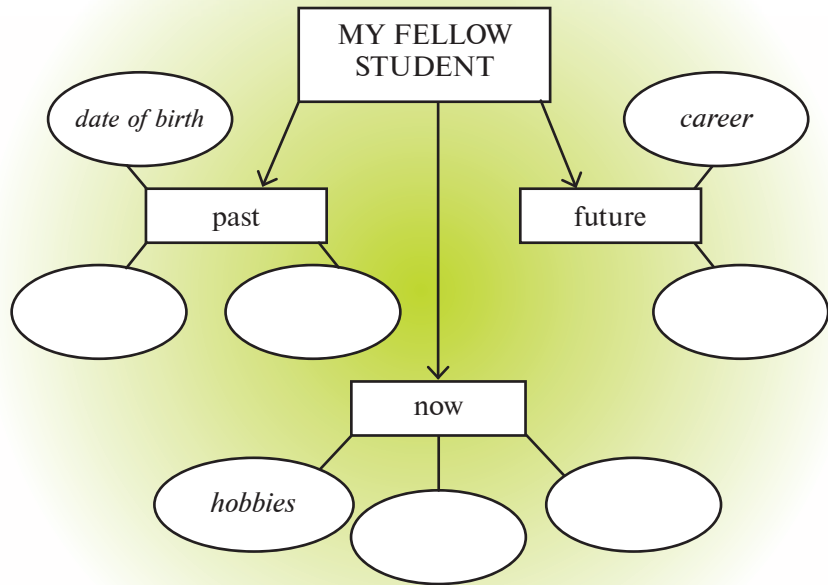
HELLO!
NICE TO MEET
YOU...

I. LEAD-IN

CONGRATULATIONS!!!

You've made it! You are a University student entering your first year of studies. It's a new world for you – the world of independence and excitement! You are going to meet a lot of new people and make a lot of new friends.

- 1 Make up a list of things you would like to know about your fellow student.
- 2 Working in pairs ask each other questions based on your list. Then introduce your partner to the group and tell the most interesting facts you have learned about him/her.



II. VOCABULARY

NAMES

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • a first name • a patronymic • a surname (last name (<i>AE</i>), a family name) • a middle name • initials • a full name • by the name of, called | <ul style="list-style-type: none"> • to name (after) • a nickname • to be nicknamed • a pet name • a namesake • a name day • a maiden name • to change one's name (to) | <ul style="list-style-type: none"> • a false name/ the real name • a pseudonym/ a pen name/ a stage name • to know smb under the name of... • to know smb only by (first) name • to be on first name terms with |
|--|--|--|

- 3 Match the words (1–7) with their definitions (a–g).

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) a namesake 2) a pen name 3) a surname 4) a pet name 5) a maiden name 6) a nickname 7) initials | <ol style="list-style-type: none"> a) a name shared by all the members of a family b) an informal name for someone often based on the person's real name or appearance or characteristic of the person c) a person that has the same name as somebody else d) a name used by a writer instead of the real name e) the first letters (usually capital) representing a person's full name f) a woman's family name before marriage g) a name used instead of the real name as a sign of affection |
|---|--|

Unit 1. Hello! Nice to meet you...

4 Fill in the gaps with the words and phrases from the box.

- 1) Charlotte Brontë wrote under the _____ of Currer Bell.
- 2) What is the _____ of the famous English poet Byron?
— It is George Gordon Byron.
- 3) They _____ the girl Maria.
- 4) A Ukrainian full name consists of a _____, a _____ and a _____.
- 5) They are both called Tom Brown. They are _____.
- 6) Sweetie, honey, and love are widely used English _____.
- 7) He was _____ Fatty by his classmates because he was overweight.
- 8) He calls himself John but I am sure it is not his _____.
- 9) She didn't change her _____ after her marriage.
- 10) She's been working here since the company started and she is _____ with everybody including the boss.

5 A) Interview your partner.

- 1) What is your first name/ patronymic/ family name?
- 2) Do your first name and family name have a meaning? Do you know what they mean?
- 3) Is your name common in your country?
- 4) Do you know why your parents chose this name for you? Were you named after someone? If yes, who?
- 5) Are there any other people in your family with the same name as yours?
- 6) Do you know when your name day is?

B) Answer the questions.

- 1) What do the initials stand for in the following names: G.G. Byron, G.B. Shaw, G.S. Skovoroda, N.V. Gogol?
- 2) Why do people take pseudonyms? Can you name three writers who used pen names?
- 3) Why do people change their names?
- 4) Can you give full names for the following short ones: Bill, Ben, Steve, Pat, Bobby, Kate, Liz, Mike?
- 5) How has the fashion for first names changed during the last two decades?
- 6) What English and Ukrainian pet names do you know?
- 7) Are these people on first name terms with each other in Ukraine? How about the UK?
 - a) pupil — teacher;
 - b) student — lecturer;
 - c) employee — boss.
- 8) Do you believe that a person's name influences their character and predetermines their life?

6 Define the meaning of the expressions with the word "name". Translate the sentences into Ukrainian.

- 1) Who are you? — Oh, I go by various names.
- 2) She was worried that the scandal might ruin her good name.
- 3) What in heaven's name are you doing?
- 4) "You are her husband, aren't you?" — "In name only," he said with a sad smile.
- 5) In the name of the law, open the door!
- 6) As far as I know, he hasn't lent his name to the proposal. It was Alex's idea.
- 7) I won't put my name to rubbish like that.
- 8) Brilliant young fellow... He'll make a name for himself as a poet within a few years.
- 9) In fishing, patience is the name of the game.
- 10) If you tell anybody that I cheated in the exam, my name's mud.
- 11) It doesn't do to call all these people names, because they are just like the rest of us.
- 12) Ken was trying to boast his connections in business and was dropping names of his partners.



III. READING

7 Answer the questions.

1. What are the most common ways of choosing names in Ukraine?
2. Can you explain the origin of the most common Ukrainian surnames?
3. Do you know any unusual Ukrainian names?
4. What do English and Ukrainian full names consist of? Are they the same?

What's in a Name?

Names are part of every culture and they are of enormous importance both to the people who receive names and to the societies that give them. A name differentiates one child from others and, through it, the individual becomes part of the history of the society.

There is a great deal of difference from one culture to another in how names are given. In some cultures children get their names from the **totems** and family trees of their parents. Sometimes names are taken from events which happen during the pregnancy of the mother or shortly after the birth of the child. There are cases when the name given at birth is only the first of several names a person will bear during their life. When this happens, the new names are given either to mark important **milestones** in life or to **ward off** evil spirits by tricking them into thinking that the person with the old name has disappeared. In many countries, parents must register a child's birth and record the child's name. Then they receive the birth certificate. But how do people choose names?

Until about the 14th century most people had only one name. In **medieval** England 3 out of 5 men carried the name of Henry, Robert, John, William or Richard. As towns and cities grew, so did the necessity to further identify individuals and families, thus requiring a second name or a surname.

With few exceptions there were four ways surnames or permanent family names were adopted. They were: 1) patronymics — the father's name with "son" immediately after it, for example, Peterson, Adamson, Woodson; 2) place names — words that identify where a person or family lived or came from, for example, Hill, Lake, Wood, Road; 3) occupational names — what a person did for a living, for example, Miller, Butcher, Baker, Tailor;

4) nicknames — usually based on a person's appearance and character, for example, Short, Long, Savage, White, Brown.

For several hundred years the most popular names given to newborns were those of biblical persons or saints. In the 16th and 17th centuries people began giving their children not only a first or Christian name and a surname, but also a middle name. In America male children were often given the maiden name of the mother as a middle name, thus honoring and preserving the mother's family tree. Another common practice was to name children after the parents' brothers and sisters.

There are quite a few common short forms of names that are used for both men and women: Alex, Chris, Jean, Lee, Pat, Robin, Sal, Sam, Teddy, Terry and others. However, many people want names that are so unusual that they are practically unique. A person with a made-up name will most likely never meet another person with the same name. Making up a name is easy, you just combine sounds of other names or words: Jolissa is a combination of Josephine and Lissa, Keilyn — Keith and Lynette etc.

On the other hand, names of twins sometimes show unmistakable similarity. Most often they are given names that begin with the same letter (Richard and Robert). Or they have different first letters but are **similar** in sound, rhythm or rhyme (Tracy and Stacy). Aidan is Nadia **in reverse**. Amy and May are **anagrams** of each other. The names Aurora and Dawn mean the same since Aurora stands for 'dawn' in Latin.

We often give pet names to people to show our **affection**. The most popular pet names in English are love, honey, teddy bear, pooh-bear, gorgeous, honeybun, cutie, pumpkin, sweetie, baby, squirrel, sugar doll, peach and many others.

— **Unit 1. Hello! Nice to meet you...**

8 Match the phrases with the words highlighted in the text.

- a) a word made by arranging the letters of another word in a different order;
- b) like something but not exactly the same;
- c) an important stage or event;
- d) the feeling of loving smb;
- e) connected with the Middle Ages;
- f) to protect or defend yourself against something bad;
- g) backwards;
- h) a respected symbol of a tribe or family.



- a newborn
- a baby
- a toddler
- a child = a kid (*inform*)
- in (early) childhood
- a preschooler

9 A) Fill in the table and talk about the ways people's surnames/family names originated in the English-speaking countries and Ukraine.

No	Origin of names	Examples in English	Examples in Ukrainian
1	Occupational name	Turner	Токар
2			
3			

B) Talk about your own family name and your mother's maiden name. Do you know their origin?

C) Using the outline and the ideas of the text, speak about the ways people are given their names in Ukraine.

IV. VOCABULARY AGE

- a teenager
- to be in one's teens
- to be under age
- a youth = a young man
- to be/ come of age
- an adult = a grown-up
- middle-aged
- to be retired
- a pensioner
- elderly
- older generation
- an old man/ woman

- at the age of 24 = aged 24
- to be the same age
- to be under/ about/ over 20
- to be in one's early/ mid/ late twenties
- to be long past 40
- to turn 60
- to live to be 70
- 5 years younger/ older than smb
- twice as old as smb

10 Talk about your family members using as many age expressions as possible.

11 Paraphrase the sentences using the words and phrases from the box. There may be more than one option.

- 1) Paul was 22 years old when he got married.
- 2) My little son is only 5 months old.
- 3) Kate was 30 yesterday, there was a great birthday party!
- 4) Mike is 15 years old and you know how difficult these years are!
- 5) My father is 43 years old, he is an accountant and works in a bank.
- 6) I am 55 years old, but I think my life has just started!
- 7) His brother was 48 when he moved to the USA.
- 8) My Granny is 76 years old, but she likes to dress up very much.
- 9) Her grandfather was a bus driver for 40 years but now he doesn't work.
- 10) She is 25 and her husband is 25 too.
- 11) Children in Ukraine start school when they are 6 years old.
- 12) My little cousin has recently learnt to walk.
- 13) She called her daughters "the girls" though they were about 50.
- 14) I learnt these songs when I was very young.

12 Look at the people in the photos and talk about their age using as many expressions from the Vocabulary box as you can.



13 Translate into English.

- 1) Англійські й американські імена не мають **по батькові**. Але до них часто додають **друге ім'я**, яке знаходиться перед **прізвищем**, якщо ім'я пишуть повністю.
- 2) Батьки інколи називають **новонароджених** на честь старших членів родини.
- 3) **Дошкільнята і підлітки** часто дають смішні **прізвиська** тим, кого вони люблять або не люблять.
- 4) Кейт настільки не подобалось її **дівоче прізвище**, що вона змінила його зразу, як тільки вийшла заміж.
- 5) Ми настільки звикаємо до вигаданих імен і **псевдонімів** письменників, акторів і співаків, що їхні **справжні прізвища** нас дивують.
- 6) Трудно бути **неповнолітнім**. Дорослі весь час кажуть, що ти вже **виріс**, але насправді **старше покоління** не сприймає всерйоз тих, кому ще не **виповнилося 30**.
- 7) Коли молоді люди в Україні **стають повнолітніми**, вони отримують паспорт.
- 8) **Двадцятирічні вважають людей середнього віку літніми**.
- 9) Моїй мамі далеко за **30**, їй майже 40. Вона ще не **на пенсії** і не хоче думати про той час, коли постаріє.
- 10) На скільки років та дівчина молодша за тебе? — На 5. Ви з нею одного віку. — Виходить, вона **удвічі старша від моєї сестри**.



V. LISTENING

- 14** Listen to the extract from the novel "Dead Cert" by Dick Francis and fill in the form.



Date: _____ Time: _____

Name: (1) _____

Age: (2) _____

Present address: (3) _____

Permanent address: (4) _____ near village Induna

Occupation: (5) _____ in his London office

Business details: they trade in copper, lead, (6) _____, they are (7) _____

VI. SPEAKING AND WRITING

- 15** Work in pairs and interview your partner. Fill in the form. Some questions are suggested here.

- 1) What country do you come from?
- 2) What is your birthplace? Whereabouts in the country is it?
- 3) What foreign languages can you speak/ read/ write/ understand?

- 4) Do you speak it well/ fluently/ badly/ with a strong accent/ with a slight accent?
- 5) What is your mother tongue?
- 6) What is your address?
- 7) What school did you go to?
- 8) When did you get your secondary education certificate/ diploma?

- 16** Write a paragraph (120–150 words) introducing your partner. Do not include all the information. Instead, focus on 2–3 things that seem most important to you.

Last name _____

First name _____

Date of birth _____
Day/month/year

Marital status (single, married) _____ Sex (male, female) _____

Place of birth: town (village) _____ Country _____

Place of residence: town (village) _____ Country _____

Phone number _____

Father's name _____ Age _____

Mother's name _____ Age _____

Brothers'/ sisters' names _____ Age _____

School finished _____

College/ University _____

Foreign languages _____

Interests _____

Foreign countries visited _____

Main ambition(s) _____

VII. LISTENING

17 A) Listen to 8 conversations. Decide which of them sound formal/informal. Write 'F' for formal and 'I' for informal.

- | | | | |
|-----|-----|-----|-----|
| 1 — | 3 — | 5 — | 7 — |
| 2 — | 4 — | 6 — | 8 — |

B) Listen to dialogues 3, 4, 5 and 6 again and fill in the gaps.

Dialogue 3: "I am _____ your acquaintance, Mr Ashenden," said the prince's secretary, warmly shaking his hand.

Dialogue 4: "It's very _____, Joan."

Dialogue 5: "Mr Loring, _____ Dr. Matlock?"

Dialogue 6: "I still say we haven't met."
"_____ Bo. _____?"

18 Match phrases (1–10) with responses (a–j).

- | | |
|---|---|
| 1) Hello, John. How's it going? | a) Good morning, Mrs Baker. It was very kind of you to invite me. |
| 2) Sally, this is Jane. | b) Hello, Jane. Pleased to meet you. |
| 3) I do hope I'm not too early. | c) Hello, Pete. It's nice to see you again. |
| 4) Do you know George? | d) Fine, thanks, Sally. And you? |
| 5) Miss Smith, I'd like to introduce you to Mr Brown. | e) No, I don't believe I have. |
| 6) I'm very well. Thank you. And how are your children? | f) Oh, no. Not in the least. I'm so pleased you could come. |
| 7) Pam, say hello to Pete. | g) How do you do, Miss Smith? |
| 8) How do you do? | h) No, I can't say I do. |
| 9) I don't believe you've met Miss Baker, have you? | i) They're fine, thank you. And how are your parents? |
| 10) Good morning, Mrs Smith. | j) How do you do? |

19 Use the expressions from the previous exercises and Useful Language box to introduce

- a) your partner to the teacher;
- b) yourself to the teacher;
- c) two students in your group to each other;
- d) Mr Jones, the dean, to the students;
- e) yourself to your groupmate;
- f) your brother to your friend;
- g) your friend to your father.

USEFUL LANGUAGE

FORMS OF INTRODUCTION

a) Formal

- Allow me to introduce Dr Smith. — This is Mr Baker.
- Let me introduce Mr Brown. — Mr Lee.
Suitable reply: How do you do?
Pleased to meet you.

b) Less formal

- May I introduce Mr Baker? — This is Mr Smith.
- I'd like you to meet Mrs Blake.
- Mrs Blake, I'd like to introduce Mrs Burton (to you).
Suitable reply: How d'you do? Nice of you to come.

c) Informal

- (This is) Mr Brown. — Mr Miller.
- Meet my friend Chris.
- Have you met Betty? —
Suitable reply: No, I haven't. Hello, Betty. I'm Mary.
- Have you two met? — No, we haven't. — Oh, sorry. George, this is Harry. Harry — George.
- This is our son Peter. He's our youngest. —
Suitable reply: Hello, Peter. I'm John.

d) Introducing a speaker

- Ladies and gentlemen! I have a great pleasure to introduce our guest, Prof. White of Stanford University.

e) Introducing oneself

- May I introduce myself? My name is... —
Suitable reply: How d'you do. I'm...

VIII. SPEAKING

20 Two first-year students are getting acquainted. Each of them wants to know more about the other. Make up a dialogue following the instructions.

STUDENT A

1. Introduce yourself
2. Answer the question. Add some information about your school.
3. Answer the question and say how you get to the university. Ask about your friend's family.
4. Answer the question. Tell student B about your friends, how you spend free time with them. Speak about your hobbies.
5. Ask student B why he/ she chose this university and faculty.
6. Say if your impressions are the same or different. Give reasons.

STUDENT B

1. Give your name and some personal details. Ask about the school student A went to.
2. Say what school you finished, what your favourite subjects were. Say where you live. Ask if student A lives a long distance from the university.
3. Give the information and ask about student A's family and friends.
4. You like sport. Tell student A about it.
5. Answer the question and tell student A about your first impressions of the university.
6. Invite Student A to come over and see how you live.



IX. READING

21 A journalist interviewed a young violinist, Hannah Bell, who lives in Northampton, the UK, with her parents and her sister Rebecca. Unfortunately, all Hannah's answers got mixed. Can you match the journalist's questions (1–11) with the answers (a–k)?

- 1) I know you live with your parents and sister. Can you tell me anything about the other members of your family?
 - 2) Are you of any help to your mom about the house? How do you feel about housework?
 - 3) What are your tastes in food?
 - 4) You play the violin, don't you? What are your likes and preferences in music?
 - 5) How did you get involved in what you are doing now? Do you really enjoy it?
 - 6) What do you like doing in your free time?
 - 7) Do you have any pets?
 - 8) What's your attitude to money?
 - 9) How do you imagine your future?
 - 10) What are your relationships with your sister?
 - 11) Do you like school?
- a) In music I like Mozart best because he composed very good tunes. I've been to hear the Vienna Philharmonic Orchestra in Vienna — I was looking at all their wrists to see how they played. I do that whenever I go to a concert. I'd like to play in a professional orchestra one day. I got my best toy on that trip — Bertie Bear. I got him on the plane. Usually I also go to concerts where Mummy and Daddy are playing. Daddy plays the oboe and Mummy plays the cello. I'd like to be as good as them one day. Playing music isn't their job — they do it in their spare time. **My mum's a music teacher and my dad does something with printing.**
- b) Rebecca says she'd make a law saying you don't have to go to school, but I think school's all right. You learn things there.
- c) I have four grandparents — two live in Ireland and two live in Somerset. We go and visit them quite often. **I like visiting them because they spoil me and my sister Rebecca, especially the ones in Ireland.** They always make sweets for us.
- d) We did have a cat but it died. I was very sad, but he was very old. We are getting two Burmese kittens called Archie and Angel. Archie is going to be mine. I like having a pet because you can play with them and look

after them. **To look after a cat, you have to make it happy.**

We have another pet as well. She's a snake called Grace.

- e) I think I'd like to be some sort of teacher when I grow up because I really like shouting at the boys when they're naughty. It must be hard to be a grown-up because they have to work and earn money and fill in lots of forms. It's hard being a mummy because she has to do all the housework. Daddy doesn't help because he has to go out to work. But it's hard being a child — people are always telling you what to do.
- f) I started playing the violin when I was four. **I didn't like it straight away, but I gradually got used to it.** I have to do a lot of practising. **Once I practised for an hour in one go. I don't mind playing in front of other people — I think it's nice when they clap.**
- g) I enjoy baking cakes with Mummy and Rebecca. We make my great-grandma's fairy cakes. They are her special secret recipe with a cherry on the top. Sometimes we can't wait and eat them before they've even got cold. But I hate washing up after cooking. It's always my job, and I wish we had a dishwasher.
- h) **I hardly ever fight with Rebecca, but she never cuddles me.** I don't know why — I try to cuddle her but she doesn't like it. **We don't share a bedroom but we'd like to.** We wouldn't fight; we'd have lots of fun. When I go to bed at night I don't fall asleep straight away. I'm too busy thinking about all the things I did that day and all the things I should have done — like my homework!
- i) I don't get pocket money, but I do get money for my birthday and Christmas. It's in the bank. I've got £500. I'm saving it for a house.
- j) When I am at home I like playing games. **My favourite is 'tig', where you have someone who is 'it' and they try to catch people.** And I love reading too. My favourite book is Animal Ark. It's all about a girl who looks after animals. I like Harry Potter too. I've read the first three books, and Mummy's reading the fourth one to Rebecca and me every night before we go to sleep.
- k) My favourite food is fish fingers, potatoes and beans, and I like chocolates too. I hate noodles. I have to go out of the room when someone is eating them. I know that vegetable and fruit are good for you. My favourites are carrots and grapes.

22 Translate the highlighted sentences into Ukrainian.

— **Unit 1. Hello! Nice to meet you...**

23 What does Hannah talk about using the following words?

- cherry
- homework
- sweets
- fill in
- fun
- spare
- plane
- save
- grapes
- dishwasher

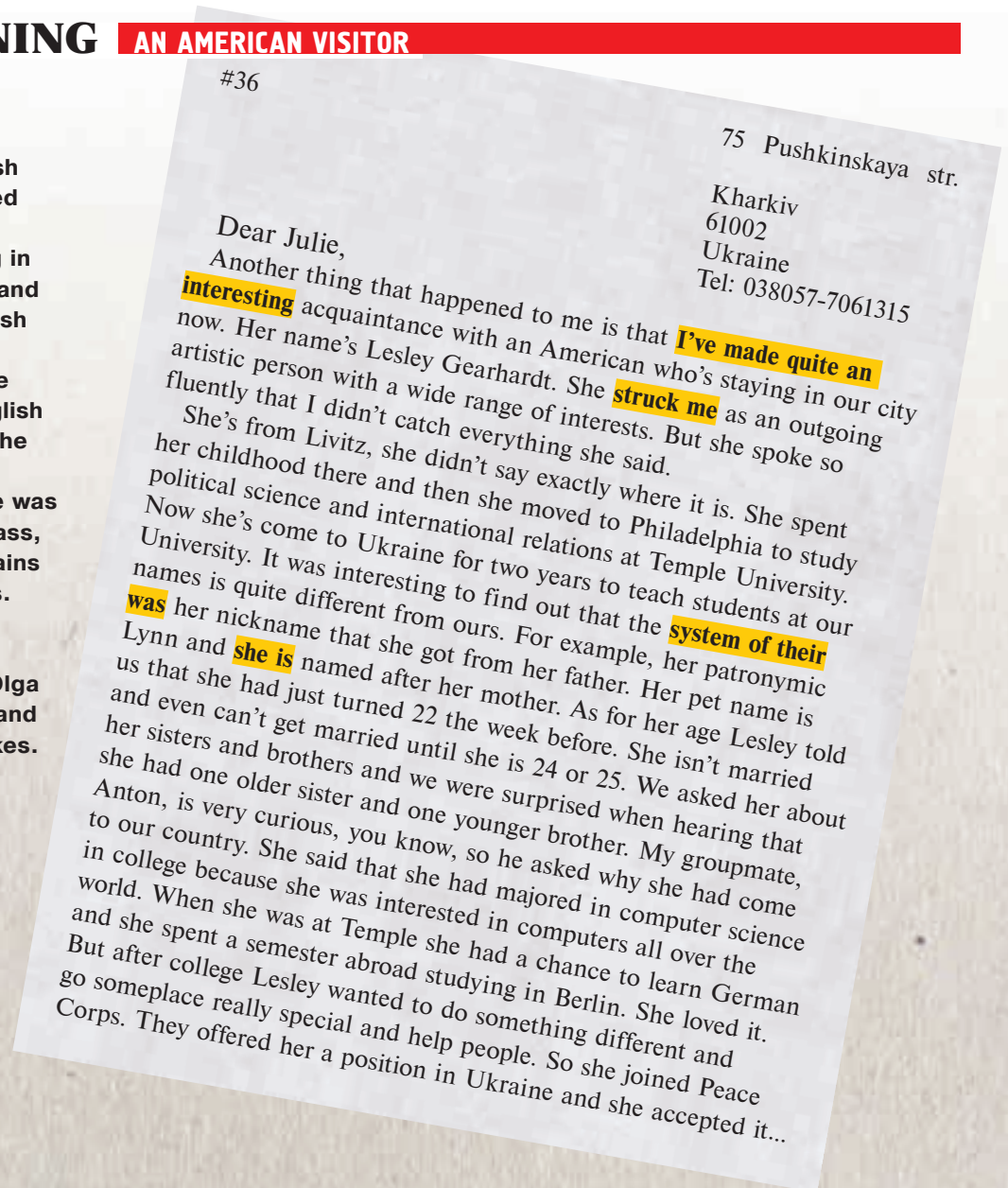
24 Work in pairs. **Student A:** interview your partner using the journalist's questions. **Student B:** answer the questions.

If a question doesn't concern you, use the words **ACTUALLY** or **AS A MATTER OF FACT** to correct the inaccurate information politely.

Example: *Journalist:* You are still at school, aren't you? *You:* Actually, I left school several months ago and now I am at University studying foreign languages.

X. LISTENING AN AMERICAN VISITOR

25 Olga Leontyeva, a University English teacher, has invited Lesley Gearhardt, an American living in Ukraine, to come and speak to her English class. One of the students wrote a letter to her English pen friend about the American visitor. Unfortunately, she was not attentive in class, so her letter contains 9 factual mistakes. Listen to the conversation between Lesley, Olga and her students and correct the mistakes.



XI. REVISION TRANSLATION

26 Translate into English.

- 1) Мені здається, я знаю цього чоловіка. Він мешкав на сусідній вулиці. Дивна особа. Я знаю його **лише на ім'я**. Його звать, здається, Теді. Але я думаю, що це не **справжнє його ім'я**. Можливо, це лише його **прізвище**. Я пам'ятаю, коли він переїхав сюди, йому було ледве **за 30**. Зараз йому, напевно, **далеко за 40**. Взагалі-то, складно сказати, скільки йому років.
- 2) Мій син — **підліток**, йому **немає ще й 16**. Він збирається вступати до медичного коледжу. Йому добре даються природничі науки. Я думала, що в мене з ним буде багато проблем у **підлітковому віці**. Але, чесно кажучи, я гірше з ним справлялася, коли він був маленькою дитиною. Він був таким неслухняним!
- 3) Бетті була гарненькою дівчинкою. В школі її **прозвали** Лялькою. Вдома всі її любили і давали **смішні пестливі імена**. Навіть коли вона **стала дорослою**, всі продовжували **називати** її різними **смішними іменами**. Коли їй **виповнилося 35**, серед подарунків були традиційні ляльки і м'які іграшки.
- 4) Мій двоюрідний брат і я — **тезки**. Мене **назвали на честь** діда, а його — на честь батька. Щоправда, **по батькові** нас називають по-різному.
- 5) Його тітка, коли вийшла заміж, вирішила залишити своє **дівоче прізвище**. Тому в неї з чоловіком різні **прізвища**, а їхні діти взяли **прізвище батька**.
- 6) Він вступив до університету, коли йому було **трохи більше 20**, а коли йому було **близько 30**, він написав свою першу книгу. Він узяв собі псевдонім, тому що йому не подобались його **справжні ім'я і прізвище**.
- 7) Я спробував визначити її **справжній вік**. Якщо вона закінчила школу у віці 17 років, значить, їй зараз 32. Виявляється, ми **однолітки**. А я думав, що їй десь 25.
- 8) Коли я підписую листи, адресовані Пітеру, я ніколи не пишу своє повне **ім'я**, а вказую лише **ініціали**. Цього цілком достатньо. Адже ми з ним **приятельємо**.
- 9) Коли батьки реєструють **народження дитини**, вони **обирають** їй **ім'я**, яке вона буде носити все своє життя. Іноді новонародженого **називають на честь іншої людини**, родича чи якоїсь знаменитої особистості. Іноді батьки дають дивні і кумедні імена, і вони можуть впливати на долю людини. Якщо людині не подобається її ім'я, вона може **змінити** його чи взяти собі **псевдонім**, особливо якщо займається творчістю.
- 10) У нас у родині всі мають **пестливі імена**, вони дуже кумедні. А ось у школі діти, особливо підлітки, дають одне одному **прізвища**, які можуть бути образливими. Іноді ці прізвища залишаються навіть у **дорослих людей**.



— **Unit 1. Hello! Nice to meet you...** —

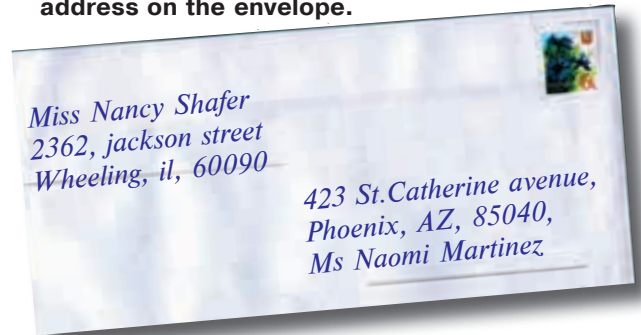
XII. WRITING **WRITING ADDRESSES**

27 A) Look at the way postal addresses are written.

B) Put these addresses in the correct order as if you were writing them in a letter or on an envelope.

- a) Mr Sunderland/ Oregon City/ 97045/ USA/ OR/ 192 Whitney Lane
- b) San Diego/ CA/ 23 3rd September Street #47/ 96098/ Mr Kitzhaber/ USA
- c) Mrs J. Lowe/ Princess Street/ London/ EC1 7DQ/ UNITED KINGDOM/ Planter House/ #48
- d) 34 University Park Lane/ Ms Carmen Brown/ Florida International University/ Miami/ 33139/ FL

C) Find and correct the errors in the following address on the envelope.



WRITING A HAPPY BIRTHDAY LETTER

Birthdays are always a special time. It is an occasion when we celebrate the life of a friend or a loved one, and traditionally give presents and a birthday card. Sometimes, writing a letter might be a more appropriate way to wish someone a happy birthday than using an off-the-shelf birthday card. A birthday letter can be more personal and allow more room to express exactly what you want to say.

28 A) Fill in the gaps in the sample Happy Birthday letter.

<ul style="list-style-type: none"> • definitely have • entirely different • have lots of fun • have exciting plans 	<ul style="list-style-type: none"> • make your birthdays special • still miss • sweet memories 	<ul style="list-style-type: none"> • the gifts • the most special • want to wish
--	---	---

Dear Gordon,

Congratulations on your birthday and best wishes for many more years to come your way! I (1) _____ all the happiness, success and a long and healthy life. I (2) _____ our childhood days when a birthday used to be (3) _____ occasion in our lives only because of (4) _____ we used to get and all the fun we used to have. Now the things are (5) _____ but I still wish all my friends could be with me on my birthday. I am sure you also want the same. The childhood days are gone and only (6) _____ are left and I hope you have many good friends who can (7) _____. I am sure you must (8) _____ to celebrate this day with your near and dear ones. Enjoy your special day and (9) _____. Birthdays are meant to be celebrated, so have a rocking birthday bash. Looking forward to seeing you next month and we'll (10) _____ a belated birthday party. All my best and happy birthday once again!

Mark

B) Write a Happy Birthday letter to your friend.

- Wish many happy returns of the day.
- Write what you remember of his/her birthdays when you were at school.
- Mention what your friendship has been like and wish the bond keeps growing stronger.
- Wish health and success.

Unit 2

HANDSOME IS AS HANDSOME DOES

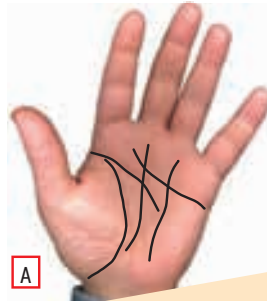
I. LEAD-IN

1 There are a lot of scientific, pseudo-scientific and just funny methods to find out what sort of personality you have.

A) The methods listed below have been used to analyse people's characters for centuries. Match them with the pictures.

- physiognomy, studying one's appearance
- tarot (reading cards)
- graphology (studying one's handwriting)
- astrology (studying the position of the stars when someone was born, e.g. Zodiac horoscope, Oriental horoscope)
- palmistry (reading and interpreting the lines on one's palm)

B) Have you ever tried any of these methods? Which of them do you believe? Why?



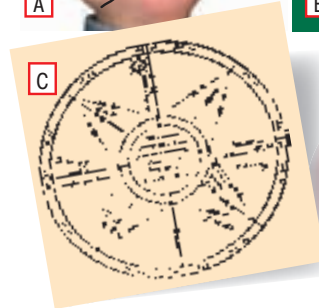
A



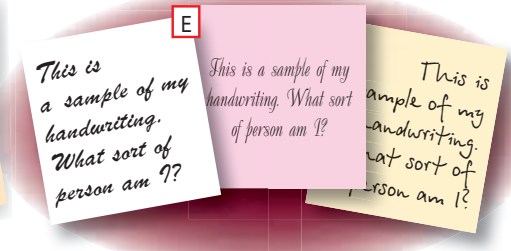
B



D



C



E

C) One of the new funny methods to learn more about your character is "Your personality pig" technique given below. Let's try it. Very quickly – within five seconds – draw a pig on a piece of paper. Don't worry about your style or lack of artistic talent, just do it without thinking about it. Exchange the drawings with your partner and describe your partner's personality using the guidelines in the box. How accurate is your description?

If your pig is drawn...

- towards the top of the paper, you are positive and optimistic.
- towards the middle, you are realistic.
- towards the bottom, you are pessimistic.
- facing left, you believe in tradition, you are friendly and remember dates.
- facing right, you are innovative and active, but lack a strong sense of family.
- facing front, you are direct and neither fear nor avoid discussions.
- with many details, you are analytical and cautious.
- with few details, you are emotional and a risk-taker.
- with four legs showing, you are secure, stubborn and stick to your ideas.
- showing fewer than four legs, you are insecure or going through a period of major change.
- with big ears, you are a good listener!



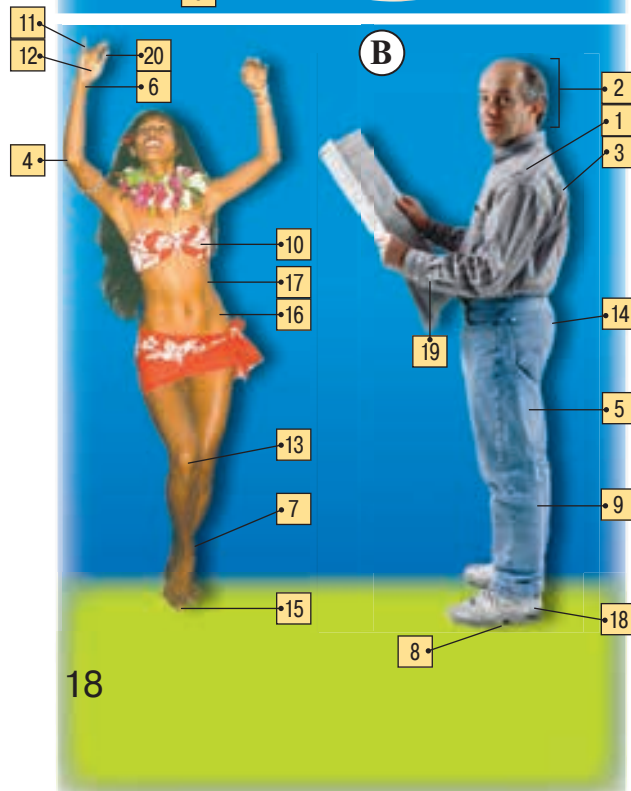
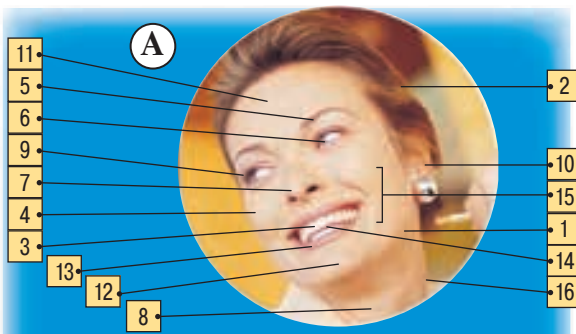
II. VOCABULARY

2 Sort out the words from the list below under the following categories:

HEAD	TRUNK	LIMBS

- | | | | | |
|----------------|-----------------|--------------|----------------|-------------------------------|
| • a shoulder | • a cheekbone | • a waist | • a toe | • a jaw |
| • a face | • a neck | • a knee | • a navel = | • a chest |
| • a back | • a thumb | • buttocks | a belly button | • a forefinger = index finger |
| • a hand | • a palm | • a forehead | • a breast | • an elbow |
| • a fingernail | • a ring finger | • an ankle | • an arm | • a mouth |

3 Label the parts of the body in pictures A and B.



4 Draw a face with some special marks given below. Describe it to your partner and let him/her draw it. Compare your drawings.

- | | |
|----------------|-------------------------|
| 1) a moustache | 8) a pimple |
| 2) a beard | 9) freckles |
| 3) whiskers | 10) wrinkles |
| 4) a scar | 11) bags under the eyes |
| 5) a mole | 12) laugh wrinkles |
| 6) a birthmark | around the eyes and |
| 7) a dimple | the mouth |

5 Match the following explanations with the words from the box.

receding	shrewd	bulging
hour-glass	tangled	frail
stooped	snub	aquiline

- sticking out in a rounded shape (about eyes);
- ceasing to grow at the temples and above the forehead (*of a man's hair*);
- clever and piercing (about eyes);
- weak, fragile;
- bent forward and down (about a body, shoulders);
- with a very thin waist in comparison to the chest and hips;
- short and turned up (*about a nose*);
- hooked or curved like an eagle's beak (about a nose);
- twisted together in an untidy way (*about hair*).

Unit 2. Handsome is as handsome does

6 Match the Ukrainian expressions with their English equivalents.

1) вигоріле на сонці волосся	a) chestnut hair
2) широко розміщені очі	b) a wide-shouldered young man
3) каштанове волосся	c) sun-blached hair
4) мішки під очима	d) far-set eyes
5) відстовбурчені вуха	e) bags under the eyes
6) ніс з горбинкою	f) dimples
7) ямочки на щоках	g) protruding ears
8) знебарвлене волосся	h) bleached hair
9) розкосі очі	i) mischievous eyes
10) обличчя у веснянках	j) an aquiline nose
11) волосся до плечей	k) finely plucked eyebrows
12) струнка дівчина	l) slanting eyes
13) охайно вищипані брови	m) a slim/ slender girl
14) насмішкуваті очі	n) almond eyes
15) проникливі очі	o) shoulder-length hair
16) схрещені руки	p) a freckled face
17) мигдалеподібні очі	q) folded arms
18) широкоплечий юнак	r) shrewd eyes



7 Fill in the gaps and translate into Ukrainian.

well-cut lips muscular slim waist wide shoulders	1) “How could any woman not love him? Six feet tall, two hundred pounds, _____, a _____, _____, and a face like a dark angel: _____ like those on a marble statue. It wasn’t unusual for women to be struck dumb at the sight of him.” <i>(Jude Deveraux, “The Heiress”)</i>
straight heart-shaped face silky dark lashes beautiful dark hazel eyes pretty	2) “As for Jamie, he saw a very _____ young woman, not _____ like the heiress, but the animation on her face made up for everything. She had a _____ with _____ surrounded by _____, a little _____ nose and the most perfect mouth he had ever seen.” <i>(Jude Deveraux, “The Heiress”)</i>
neat, pencil to recede combed back unathletic	3) “In his late thirties, he was a(n) _____ little man. His _____ moustache divided his upper lip horizontally into half. His hair had begun _____. It was oiled and _____ off his forehead. Clearly youth was not what he was after.” <i>(Arundhuti Roy, “The God of the Small Things”)</i>
aquiline firm small smile clear bald very dark-brown	4) “Then a figure appeared in the doorway. He saw me without surprise, with a _____ on his face. He was nearly completely _____ as old leather, a man whose age was impossible to tell. The most striking thing about him was the intensity of his eyes: _____ emphasized by the remarkably _____ whites. He was obviously a man who rarely smiled. Deep furrows ran from beside his _____ nose to the corners of his _____ mouth; they suggested experience, command.” <i>(John Fowles, “The Magus”)</i>

— **Unit 2. Handsome is as handsome does** —

beautiful slim strange pretty almond gray-violet untanned	5) “It was a _____ girl of about my height, in her early twenties. She had a ravishingly _____ face, but completely _____, without any make-up. The Botticelli face _____ eyes. The eyes especially were _____; _____ eyes, giving a natural mystery to the face... But her smile was _____ — as if she was sharing a secret with me. (John Fowles, “The Magus”)
---	---

8 MIRROR, MIRROR ON THE WALL...

A) Look at yourself in the mirror. To describe your appearance, choose the most appropriate answers to the questions given below.

1. Is your hair...?	
a) silky	f) tangled
b) thick	g) fluffy
c) receding	h) natural/ dyed
d) heavy	i) curly/ wavy
e) bushy	j) straight

2. How do you wear your hair?	
a) long/ short/ shoulder-length	i) with a parting on one side
b) waved/ curled/ permed	j) with a centre parting
c) smooth	k) in a free-style fashion
d) loose	l) with a fringe
e) in plaits/ braids	m) in a crew cut
f) in pigtails	n) spiky
g) in a pony-tail	o) cropped
h) in a bun at the nape of the head	

3. What is the colour of your hair now?	
a) jet-black	h) red
b) chestnut	i) sun-blached
c) sandy	j) honey-coloured
d) blond/ fair	k) copper with a few highlights
e) auburn	l) bleached
f) white/ grey/ greyish	m) platinum blonde
g) copper	n) brown

4. What is the shape of your face?	
a) square	c) oval
b) round	d) heart-shaped

5. What kind of eyes have you got?	
a) big/ large/ small	d) far-set
b) slanting	e) close-set
c) almond	f) bulging



Unit 2. Handsome is as handsome does

6. What is the colour of your eyes?	
a) black	d) hazel
b) (dark) blue	e) grey
c) (dark) green	

7. What kind of eyelashes have you got?	
a) long	c) curling
b) short	d) thick

8. What kind of eyebrows have you got?	
a) bushy	d) thick
b) pencil-thin	e) heavy
c) finely plucked	

9. What kind of cheeks have you got?	
a) pale/ ivory	d) hollow
b) rosy/ pink	e) with dimples
c) plump	f) chubby

10. What kind of lips have you got?	
a) thin/ full/ thick/ puffy	b) rosy/ pink/ cherry
	c) well-cut

11. What kind of skin have you got?	
a) fair	d) tanned
b) dark	e) sensitive
c) pale	f) smooth

12. What kind of teeth have you got?	
a) even/ regular/ straight	d) big/ small
b) a little crooked	e) healthy
c) strong	f) artificial

13. What is the shape of your nose?	
a) long/ short	d) aquiline
b) snub/ turned-up	e) broad/flat
c) hooked	f) straight

14. What is the shape of your chin?	
a) pointed	d) protruding
b) double	e) strong
c) with a cleft	f) weak

15. What kind of ears have you got?	
a) big/ small	c) lopped/ cauliflower
b) protruding	d) pierced

16. What kind of figure/ built have you got?	
a) slim/ slender/ lean	h) frail
b) skinny/ bony	i) graceful
c) fat/ overweight	j) broad/ narrow- shouldered
d) round/ plump	k) narrow-hipped
e) well-built/ muscular	l) tall/ short
f) stout	m) an hour-glass figure
g) thick-set/ solid/ stocky	

B) Describe your appearance to your partner using the words you have chosen.



— **Unit 2.** *Handsome is as handsome does* —

III. SPEAKING

- 9 Find out how good you are at describing people's appearance. Work in pairs.
Student A: Describe one of the photos. Give as many details as you can and let your partner guess who you mean.
Student B: Ask yes-no questions to help you guess.



IV. READING

10 You are going to read about something that costs nothing but gains a lot. While reading, match the smiles in the pictures with their descriptions.

The Power of a Smile

5 For probably as long as you can remember, you've been hearing: Smile! — whether you were having your picture taken, or someone was trying to cheer you up. But believe it or not, a smile can say a lot more about you than just how big your mouth is!

10 “There is a difference between people who smile with their eyes, and people who just smile with their mouths,” says Dr. Anita Siegman, a Los Angeles psychologist. You can tell if a smile is genuine by looking at the eyes — they’ll be sparkling, and reflecting the smiler’s feelings!

Smile is a wonderful ‘mood alterer’. Smiling, even if it’s not sincere, can change your mood, or cause

15 you to think something is funnier than it really is, experts say. Research has also proven that the more you smile, the happier you can become. So, if you’re feeling blue, a smile, even a fake one, can help to lift your spirits!

20 Smile is an ‘influencer’. People who learn the art of the smile are much more successful in dealing with others than those who don’t smile. People who smile more generally seem more trustworthy, and can often be more persuasive.

25 There are actually many different types of smiles. Each type of smile not only represents a different emotion and mood, it can also reflect the kind of person you are.



1. felt smile



2. flirtatious smile



3. qualifier smile



4. miserable smile



5. power smile



6. embarrassed smile

_____ Most often seen after a bad experience that you’re trying to make the best of — like when you see the grade on a test you didn’t do so well on, but you’re trying not to let it get to you. This type of smile is characterized by pursed lips turned up at the corners.

_____ It’s a wide, full, toothy grin. It says: “Trust me, I have nothing to hide.” You see this one on politicians, and maybe even your student council president! This smile makes others feel instantly at ease, even those who know that perhaps the giver isn’t being completely sincere!

_____ This is one you might want to practice! People around the world have flashed this smile for centuries. This smile is usually characterized by slightly lowered eye-lids, and often the head is facing one way, while the glance is cast another way. The closed lips and flirty or puckery mouth gives this smile power!

_____ This smile was probably pasted on your face the last time you had to tell your parents about

something you did that you knew was going to make them angry — like getting a bad grade, or breaking your mom’s favourite vase. It takes the edge off an otherwise unpleasant message. What it looks like? The lip corners may be tightened and the lower lip may be pushed up for a moment. A smile like this done well can often convince the recipient that what you did wasn’t really SO bad.

_____ You probably flashed one of these after you accidentally slipped going down the stairs at school in front of everyone. It’s a felt smile, with the eyes directed downward in embarrassment — no eye contact here! It says: “Please ignore what you’ve just seen or heard!”

_____ Considered the best smile, this particular smile is created by just one facial muscle (other smiles require many facial muscles). It is involuntary, and is triggered by genuine happiness or amusement. You can tell if someone is flashing this kind of smile by looking at the eyes — which are often smiling too. And you know you’re seeing such a smile if you feel the urge to smile back!

— Unit 2. Handsome is as handsome does —

- 11 Find English equivalents to the following words and phrases in the text you have just read.**

- розвеселити когось;
- змінити настрій;
- поганий досвід;
- широка посмішка;
- щира посмішка;
- справжнє щастя;
- візуальний контакт;
- жалюгідна посмішка;
- відображати почуття того, хто посміхається;
- чим більше ти посміхаєшся, тим щасливішим стаєш;
- переконливий;
- гідний довіри.

- 12 Match the idioms from the text (1–6) with their definitions (a–g).**

- | | |
|--------------------------------|--|
| 1) to feel blue | a) to reduce the intensity or effect of smth bad, unpleasant |
| 2) to lift spirits | b) to allow smth to make you feel annoyed or upset |
| 3) to make the best of smth | c) to have a sudden strong desire or need to do smth |
| 4) to let smth/smb get to you | d) to make someone happier |
| 5) to take the edge off smth | e) to be relaxed, especially in a situation in which people might feel a little nervous |
| 6) to feel the urge to do smth | f) to accept a situation which is not very good, and do whatever you can to make it better |
| 7) to feel at ease | g) to be sad and without hope |

- 13 Fill in the gaps with the idioms from the previous exercise. Remember to put the verbs into the correct form.**

- 1) The sun was hot on my back, but the south-easterly wind _____ the heat.
- 2) I'm under a lot of pressure at work, and sometimes it _____ me a bit.
- 3) If you _____, and don't know who to talk to, phone Depression Hotline, 24 hours a day, 7 days a week.
- 4) They talked all through the night about a million small things. She felt as if she'd known him all her life, and with the first rays of the sun she suddenly _____ to tell him all her problems.
- 5) While my mother was in hospital, I would write a poem or draw something nice for her every day. It helped me to _____.
- 6) Fred stayed very much in the background, but his soft, kind eyes helped Kate to _____ in the circle of his fellow-officers.
- 7) We are stuck here, in the middle of nowhere, but the company's good and we've got plenty of food to last us a couple of days, so we might as well laugh and _____ it.

- 14 Translate into Ukrainian. Pay special attention to the words and phrases in italics.**

- 1) Susan *smiled at* him and waved.
- 2) He *was all smiles* helping nursery school children splash out with water colours.
- 3) She *broke into a wide smile* as soon as she saw her grandson come into the room.
- 4) The teacher's words of praise *brought a smile* to Sam's face.
- 5) "I love this city," said Frank, *flashing a big smile*.
- 6) When Alan announced his engagement to Stephanie, Kate somehow managed *to force a smile* hoping it looked natural.
- 7) "We're going to have a visitor," said her mother, and Alice's *face broke into a grin* at the thought.
- 8) Joel *gave me a smile* and a big hug as I walked in.
- 9) I can always *raise a smile* — even on a rainy and difficult day.
- 10) Mrs Summerly's face *was wearing a welcoming smile*.
- 11) Tell him how much it'll cost — that should *wipe the smile off his face*.
- 12) He turned around and *threw me a radiant smile*.
- 13) When someone gives you *a sincere smile*, return it — smile back at the person.

Unit 2. Handsome is as handsome does

15 Smiles from A to Z.

Below are some adjectives that can describe smiles. Fill in the missing letters and translate the adjectives into Ukrainian.

Letter	Adjectives to Describe Smiles
A	attr ____ ct ____ v ____
B	br ____ v ____, br ____ ____ d
C	ch ____ rm ____ ng
D	disarming, deceiving,
E	enc ____ ____ r ____ g ____ ng
F	fr ____ ____ ndl ____, f ____ ls ____ f ____ k ____, f ____ x ____ d
G	glued, g ____ n ____ in ____
H	h ____ ____ rt ____, h ____ pp ____
I	ir ____ n ____ c, intriguing, ic ____
J	jolly
K	k ____ nd, kn ____ w ____ ng
L	l ____ v ____ l ____, l ____ t ____ ____ e
M	mysterious
N	n ____ st ____, n ____ rv ____ ____ s, n ____ c ____, n ____ ____ ght ____
O	opt ____ m ____ st ____ c
P	pl ____ ____ s ____ nt, p ____ l ____ t ____
R	radiant, reassuring
S	sc ____ pt ____ c ____ l, s ____ ll ____, s ____ nc ____ r ____ st ____ p ____ d, s ____ nn ____
T	t ____ ns ____,
U	____ nd ____ rst ____ nd ____ ng
V	v ____ ct ____ r ____ ____ ____ s
W	w ____ nn ____ ng

16 What kind of smiles do you think the following people might have?

- 1) Mona Lisa in the portrait painted by Leonardo da Vinci;
- 2) The Snow Queen from Hans Christian Andersen's fairy-tale;
- 3) a person who is told that people will live on Mars in three years' time;
- 4) a student who is going to take an exam in a subject he knows very little about;
- 5) a student who has just passed a very difficult exam successfully;
- 6) a grandmother who is watching her grandson making his first steps;
- 7) a person who is going to do something bad;
- 8) a person who has no real wish to smile but has to do it under the circumstances;
- 9) a person who is really happy to see you;
- 10) a tired shop assistant at the end of the working day.



V. LISTENING

- 17** You are going to listen to one of the most famous songs by the American singer Frank Sinatra, who was very popular in the sixties. The lines of the song are mixed up. Listen to the song, number the lines in the right order and sing the song.



SMILE

- __1__ Smile, though your heart is aching
 _____ You'll see the sun
 _____ Through your fear and sorrow,
 _____ Smile, even though it's breaking,
 _____ Come shining through
 _____ When there are clouds in the sky.
 _____ You'll get by, if you smile
 _____ Smile and maybe tomorrow
 __9__ For you.
 _____ That's the time you must keep on trying,
 _____ Light up your face with gladness,
 _____ Smile, what's the use of crying?
 _____ You'll find that life is still worth while
 _____ Hide every trace of sadness,
 _____ Although a tear may be ever so near.
 __16__ If you just smile.

VI. SPEAKING

18 FIRST IMPRESSIONS

When people meet for the first time they form an opinion of the other person. It may change later and the proverb says that appearances are deceitful. Still this first impression plays an important role in people's relationships.

A) Mark 5 most important features for you with "x". Is there any difference in the criteria by which you judge a man's and woman's appearance? Explain your choice using Useful Language box.

B) Describe your first impressions of somebody. Say what struck you most and whether your opinion changed later.

Features of appearance	Man's	Woman's
Eyes colour		
Eyes expression		
Hair colour		
Hairdo/ hairstyle		
Make-up		
Complexion		
Facial features		
Facial expression		
Special marks on the face		
Build		
Height		
Gestures/ body language		
Clothes		
Accessories (e.g. jewellery)		

USEFUL LANGUAGE

- I think ... is more important because.../ ...is not as important as ... because...
- In my opinion both these features are important but...
- If we compare ... and ... we can see that...
- I believe ... doesn't really matter because...
- I wouldn't say that ... can tell a lot about...

VII. READING

19 Very few women don't use make-up. Those who do should know what their make-up can tell about them.

A) Read the text and write out all the items of make-up mentioned in it.

B) Give Ukrainian equivalents to the items in your list. Add at least 5 more make-up items. Explain what each of them is used for.

Example:

Mascara is applied to eyelashes and is used to make eyes more expressive.

20 Answer the questions.

- 1) Do you feel lost without your make-up bag?
- 2) What do you keep in it?
- 3) Do you agree that make-up can be a safety mask?
- 4) What does your choice of cosmetics depend on?
- 5) Do you wear different make-up for different occasions?
- 6) In what situations is wearing make-up part of a job?

Are you Classic, Dramatic or Natural?

Are you classic, dramatic or natural? According to psychologists, the way you wear your eyeliner and the shade of eye shadow you choose say a lot more about your personality than you might think.

I wouldn't say that I'm much of a make-up girl. I mean, I'm a beauty editor and I don't even own a foundation! But even I'm lost without certain products: no mascara and my eyes look like currants; no gloss and my lips crack up; no blusher and people ask if I'm ill. Whether we consider ourselves slaves to make-up or no, every year we shyly come up to cosmetic counters and hand over huge amounts of cash to those painted princesses who are beauty experts.

Of course, our interest in make-up starts at a young age. As kids, most of us raided our mother's make-up bag and as teenagers we begged to be allowed to wear it. Then, when our parents finally

agreed, we smeared blues, greens and reds in very inappropriate places. One of my clearest memories is of my mother showing me how to use eye shadow to highlight and define. It made me feel like a grown-up and brought our relations closer. Now we could share eyeliner and giggle at each other.

As we grow older we become more comfy with our make-up routine. Whether we have an overstuffed cosmetic bag or the one reduced to the bare minimum, we tend to have a tried and tested look. We might extend it slightly for a big night out, but basically we prefer to have the same face every day. This is backed up by a recent Max Factor survey of 20,000 women, which revealed that we fall into one of three make-up types: natural, classic or dramatic. Their research also discovered that make-up can reveal a lot about your personality and lifestyle attitudes.



VIII. SPEAKING AND WRITING

- 21** Not everybody is happy with their appearance. Some people write to Agony Aunt's columns of youth and women's magazines and ask for advice.
A) Read the letter sent to a youth magazine.

Dear Agony Aunt,
 I hate my body. When I look in the mirror I feel sick. Despite constant dieting — sometimes I lose three or four stone — I always put the weight back on. I also hate my face. As I get older I seem to look more like my parents, which I resent as I don't get on with them. What can I do?
Petra C

- B)** Discuss the letter with your partner and write down some recommendations that you could give to Petra. Exchange the ideas with other members of your group. Choose the best three.
C) Now read the answer given by a trained counsellor. Would you follow the advice if you were Petra?

Dear Petra,
 First, you have to accept that you are who you are and stop focusing on what you dislike about yourself. Also, make the most of what you've got without going on faddy diets. Not only are they unsustainable, many of them are dangerous, too.
 I strongly advise some counselling because you say you hate seeing your parents in yourself. You need to work on your feelings about them so that in time you may forgive, or at least understand this situation. Then you'll be able to forgive yourself for who you are and how you look.
 Meanwhile, try to follow healthy eating advice and think positively. Write down ten things you like about your appearance and keep them at hand for when you get an attack of self-loathing. You deserve better.

- 22** Read the statements and say whether you agree or disagree with them. Back up your opinion with examples from life, films and literature.

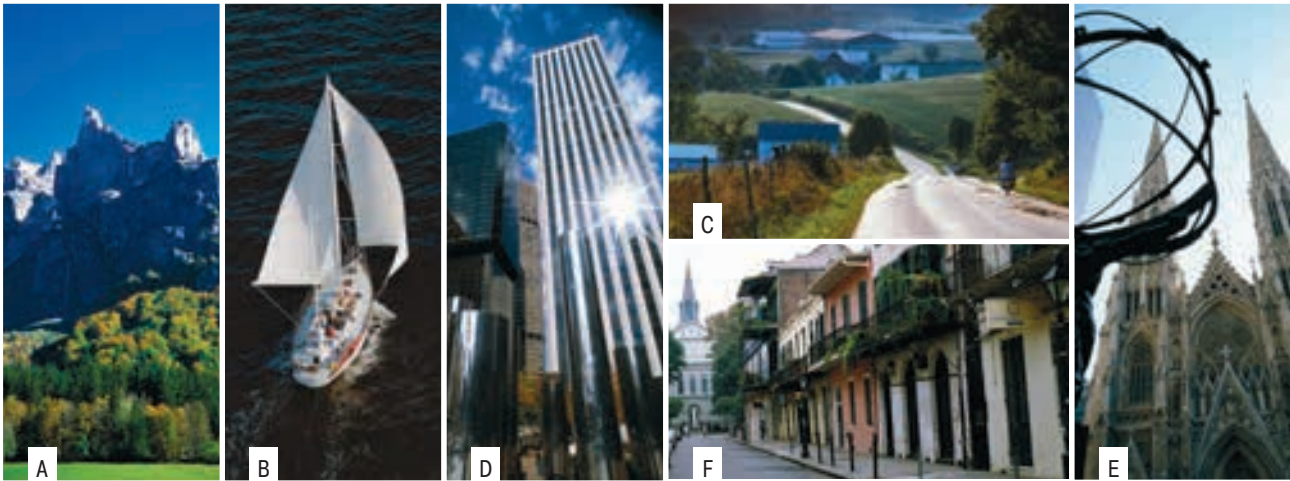
- 1) The desire to be attractive is in human nature.
- 2) People with plain appearance cannot be happy.
- 3) Intelligence and beauty can go hand in hand.
- 4) Attractive appearance can help to get a good job.
- 5) Beauty lies in lover's eyes.
- 6) Beauty is only skin-deep.
- 7) Your face is your fortune.

- 23** Make a list of things that turn you on or turn you off in a boy or girl. Share your ideas on what makes you fancy a girl/boy.

What turns you ON	What turns you OFF
Natural make-up	Smoking
A charming smile	Tons of make-up
Sense of humour	Bitten nails
...	...



Unit 2. Handsome is as handsome does



24 You are going to find out more about your personality.

A) Look carefully at the pictures. Choose the one you like best and read the character description that goes with the picture. Do you think the description really shows your character?

A You are a serious person and you need clear ideas and values. At the same time you are ambitious and you have a strong desire to do well and succeed. You like the outdoor life and **you hate wasting time (1)**. You **expect a lot from the person you love (2)** — you don't want second best.

B You **want to escape from your present life to find new emotions and experiences (3)** in another country. You still, however, **depend on other people (4)**, especially on your friends. You are difficult to live with but you are very loving. You have a lot to offer other people, but you demand a lot, too.

C You are **always looking for action (5)**, you want things to happen, but sometimes you want an easy answer when there isn't one. You **look for order and logic (6)** in everything — even in love. You don't have much imagination, but you are practical and have many skills. You are **suspicious of very strong emotions (7)**.

B) Match the expressions highlighted in the text with the following adjectives.

- | | |
|------------------------|---------------|
| a) airy-fairy | g) loyal |
| b) analytically-minded | h) naïve |
| c) adventurous | i) organized |
| d) demanding | j) energetic |
| e) wishy-washy | k) reserved |
| f) self-confident | l) persistent |

D You need strong results and will spend a lot of money to achieve what you want. You **don't give up easily (8)**. You like being up to date and you are interested in fashion. You are a leader; you **were not born to follow other people like a sheep (9)**. You look for simple friendships. You aren't sentimental or unrealistic.

E You do not like being alone but prefer the company of other people — people like yourself. You feel safe in small groups and look for friends with the same ideas as yours. You are a good and **faithful friend (10)** — trustworthy.

F You are an imaginative and creative person. You sometimes **dream instead of concentrating (11)**. You are an affectionate person and enjoy the company of a lot of people around you. You are sentimental and romantic but you must be careful not to **trust others too much (12)** or expect too much.

C) What sort of person may be described like this?

Example: *An ambitious person is someone who is determined to be successful, rich and powerful.*

- | | | |
|-----------------|---------------|---------------|
| • ambitious | • trustworthy | • impulsive |
| • practical | • purposeful | • assertive |
| • self-centered | • imaginative | • flirtatious |
| • sentimental | • creative | • insecure |
| • outgoing | • delicate | • flexible |
| • easy-going | • romantic | |

— **Unit 2. Handsome is as handsome does** —

25 It is not very polite to use some adjectives to express our negative attitude towards a person. Instead, we can say **NOT VERY = the opposite adjective.**

Example: *short = not very tall.*
Use a tactful way to describe someone who is:

- | | |
|------------|-----------------|
| • short | • absent-minded |
| • stupid | • cowardly |
| • cruel | • suspicious |
| • greedy | • boring |
| • rude | • miserable |
| • ugly | |
| • reserved | |

26 The following idioms are often used in informal conversations to describe people. Match each of them with its definition.

- | | |
|-----------------------|--|
| 1) a pain in the neck | a) a person who is very lazy |
| 2) a lazybones | b) a person who is unwilling to spend money |
| 3) a slowcoach | c) a person who thinks that s/he knows much more than other people |
| 4) a trouble-maker | d) a person who forgets things easily or does not think seriously about things |
| 5) a skinflint | e) a person who thinks that s/he is more important or cleverer than s/he really is |
| 6) a know-all | f) someone who intentionally causes problems for other people |
| 7) a chatterbox | g) an overly inquisitive person |
| 8) a scatterbrain | h) a person who talks too much |
| 9) a bighead | i) a person who moves, acts, works or thinks slowly |
| 10) a nosy parker | j) a person who is very annoying |

IX. LISTENING

27 Would you like to find out what the first vowel in your first name can tell about your character? Listen to the text and fill in the gaps with the words you hear.

Try a Vowel!

If the first vowel in your first name is 'a', you are assertive, bold, (1) _____ with strong opinions and sometimes talking before you think things through. You may need to practice diplomacy and tact.

If the first vowel in your first name is 'e', you are (2) _____ entertaining, intuitive, and usually able to keep up any conversation. Your mind needs constant activity, so you may have trouble staying totally focused.

If the first vowel in your first name is 'i', you are considerate, (3) _____, and you try to maintain a positive, understanding approach in conversations.

(4) _____ is sometimes lacking, so you may have a (5) _____ temper. Learn to let some time pass before making any hasty decisions.

If the first vowel in your first name is 'o', you are knowledgeable, (6) _____ and patient. You usually try to go along with the crowd in

conversations. You can seem a bit phony* at times, and should watch appearing (7) _____.

If the first vowel in your first name is 'u', you are (8) _____, charming, enthusiastic, socially skilled, good with words. You can be somewhat withdrawn or shy, or just the opposite — overly (9) _____ at times. If you're shy, take a debate class to help you feel more comfortable speaking up. If you're overly talkative, learn to (10) _____ more.

If the first vowel in your first name is 'y', you are intuitive, somewhat (11) _____ and contained at the beginning of conversation. You can sometimes seem stand-offish** or "bottled up"***, so it might help you take a speech class to help you be more (12) _____.

*phony — insincere, hypocritical

**stand-offish — somewhat cold and reserved

***bottled up — not allowing other people to see that you are unhappy or angry

X. SPEAKING

USEFUL LANGUAGE

GIVING EXAMPLES

- For example, ...
- For instance, ...
- One example of this is ...
- To give you an idea, ...
- Take for example ...
- Let's say ...

ASKING FOR INFORMATION

- I'd like to know ...
- Could you tell me ...?
- I'm interested in ...
- Do you know ...?
- Do you happen to know ...?

28 Two groups are talking about their appearances and personalities. Make up a dialogue following the instructions.

STUDENT A

1. Ask Student B which family member he/ she looks like.
2. Answer the question. Add that some member of your family doesn't look his/ her age and explain why.
3. Give information to answer Student B's question. Give reasons. Ask what Student B thinks of tattoos.
4. Say what you think is more important for you – good looks or personality.
5. Ask Student B what he/ she thinks about his/ her own personality.
6. In return, be frank with your friend about your positive and negative traits. Ask Student B what he/ she values most in his/ her best friends.



STUDENT B

1. Say that you look like one of your parents. Describe this person in detail and tell Student A about the similarities you have. Ask Student A about the features of appearance of his/ her parents.
2. Agree that there are a lot of ways to look better. Say how you take care of your appearance. Ask if Student A uses cosmetics, gets a suntan, takes a special care of his/ her hair etc.
3. Explain your point of view. Give reasons and examples.
4. Agree or disagree. Give some example(s) to illustrate your point of view.
5. Speak about your positive features of character and the ones you would like to change. Who do you take them after?
6. Answer the questions and say what kind of people you get along well with.



XI. REVISION TRANSLATION

29 Translate into English.

- 1) Ребекка сподобалась мені з першого погляду. У неї були **розумні, добрі очі**, злегка **кирпатий** маленький носик, **гарно окреслені** губи та **чарівна посмішка**.
- 2) Як справжня французенка, Марі змінювала **зачіску та колір волосся** дуже часто. Вчора вона могла бути **блондинкою з гарно завитим волоссям до плечей**, сьогодні її волосся могло бути **зачесане в хвіст і вилискувати на сонці міддю**; завтра воно могло бути **попелястим з кількома знебарвленими пасмами**. Марі була **легковажною** і більше думала про свою **зовнішність**, ніж про навчання та майбутню кар'єру.
- 3) Хоча місіс Лаудер не було ще й тридцяти п'яти, її **волосся було практично сивим**, і вона його не **фарбувала**. На фотографії на стіні була молода місіс Лаудер з двома **кумедними хвостиками**, **пустотливими очима** і **радісною широкою посмішкою**.
- 4) Агата Крісті наділила свого знаменитого персонажа Еркюля Пуаро такою **виразною зовнішністю**, що його завжди можна було легко **впізнати**. Він був **невисокий на зріст** і досить **повний**. У нього була **голова яйцеподібної форми**, **пишні вуса**, про які він ретельно дбав, і **розумні проникливі очі**. Крім цього, у нього була звичка гарно й зі смаком одягатися, він **полюбляв пунктуальність** і симетрію в усьому.
- 5) У більшості націй є **характерні риси зовнішності**. Наприклад, люди з країн Сходу скоріше **невеликі на зріст**, ніж високі. У них **чорне, як смола, волосся, темні розкосі очі та круглі обличчя**. На протилежність від них, слов'яни звичайно високого зросту з **русявим або каштановим волоссям, великими блакитними, карими, сірими або зеленими очима**. Історичні хроніки описують чоловіків-слов'ян **широкоплечими і мускулястими**, з **вусами та бородами**. Жінки-слов'янки, в основному, були **високими і стрункими** в юності, але **набували приємної повноти** у середньому віці. За давньою традицією, слов'янки до заміжжя **носили довгі коси**.
- 6) Вона була дуже **впертою на вдачу** і **полюбляла командувати**. Завжди **покладалась лише на себе** і саме через це **була незалежна в своїх думках та вчинках**. Про такі її **якості** можна говорити однаковою мірою і як про позитивні риси, і як про вади.
- 7) На нашу думку, майбутній вчитель мусить бути **оптимістом**. Цей фах передбачає **активну життєву позицію, творчий підхід до справи, душевну щедрість, гнучкість та терпимість** до помилок учнів.
- 8) Вчені стверджують, що здебільшого нас **приваблюють чуйні, скромні та товариські люди**. Звичайна річ, добре, коли вони мають **приємну зовнішність**, але це зовсім не обов'язкове.

XII. WRITING **DESCRIBING PEOPLE**

30 Write a composition on one of the following topics:

- The oddest person I have ever known.
 - The person who greatly influenced my life.
 - The person who taught me friendship.
 - The person I will always remember.
 - The person I would not like to meet again.
 - The person I admire.
- 1) The contents of the composition depend on the topic, so you should not always describe every aspect of the appearance or personality but concentrate on the most relevant and interesting ones.
 - 2) Decide what the emphasis should be placed on and omit extra information.
 - 3) Work out a plan before writing the composition.
 - 4) Think of the ways to make your writing interesting for your readers.
 - 5) Use the guidelines below.

Introductory Paragraph

Give brief information about who the person is, where, when and how you met.

1—3 Paragraphs

Describe the person's physical appearance.

Describe his/her personality, behaviour, manners.

Explain why this person is unusual, or why s/he made such a strong impression on you. Give examples.

Conclusion

Final Paragraph

Express your feelings about the person.



Unit 3

**LEARN
WHILE YOU
ARE YOUNG**

I. LEAD-IN

1 Next to each letter write a word, a phrase or a sentence characterizing a student.

S — serious when dealing with serious matters
T — _____
U — _____
D — _____
E — _____
N — _____
T' — _____
S — _____

L — _____
I — _____
F — _____
E — _____

2 Answer the questions.

- 1) What is it like to be a student?
- 2) Which do you like better: your school life or your student's life?
- 3) Did you take a 'gap year' between school and university?
- 4) How did your life change after you entered the university?



II. VOCABULARY

STUDENTS

- an applicant
- a first-year student (BE) = a freshman (AE)
- a graduate (student) = a grad student
- a group monitor
- a junior (AE)
- a post-graduate (student)
- a second-year student (BE) = a sophomore (AE)
- a senior (AE)
- an undergraduate (student)

Note

graduate — a person who has a first degree from a university or college

postgraduate — a student who has already got one degree and is studying at a university for a more advanced qualification

3 A) Fill in the blanks with the words from the vocabulary box. B) Complete the sentences.

My brother's main ambition in life was to go to university. He was very hard-working and did well at school. The subjects he was especially good at were Chemistry and Biology. He applied to Lindenwood University and became one of the successful _____ (1) who scored high and managed to take a place in this university and become a(n) _____ (2). A year later when he was a(n) _____ (3), he started to major in Biology and made good progress in his studies. He did serious research work though he was only a(n) _____ (4). All the professors noted his abilities and considered him a promising researcher in future. After he completed his university degree successfully, he had every chance to go on to _____ (5) studies for his master's degree. He is now a _____ (6) student and doing his research in the field of Microbiology and working at his thesis. Our family is really proud of him.

- 1) When I finished school I decided to...
- 2) After I handed in all the required papers to the admissions office I became...
- 3) Now I am in my first year and I...
- 4) Next year I will be...
- 5) In two years' time I will be...
- 6) When I am a student I suppose I will...
- 7) In my senior year at university I will have to write...
- 8) After I graduate from the university I hope I will...
- 9) I think I am capable of...

4 Answer the questions.

- 1) Why did you decide to go on for higher education?
- 2) What influenced your decision to apply to this university?
- 3) What papers did you have to submit to the admissions office?
- 4) Are you a full-time or a part-time student?
- 5) Is your education free or do you have to pay tuition fees?
- 6) What do you major in?
- 7) How many lectures and seminars do you have a day?
- 8) What subjects have you been studying in your first year?
- 9) How many years does it take to get a bachelor's degree in Ukraine?
- 10) What qualifications will you get when you graduate from the university?
- 11) Why do students need a student's identity card and a library card?



— **Unit 3.** Learn while you are young —

- 5** Speak about what you expect from studying at the university. Use the expressions suggested in Useful Language box.

USEFUL LANGUAGE

EXPRESSING HOPES

- I expect(ed) to/that...
- I think I have a good chance of doing...
- When I graduate I'm going to...
- I (only) hope I'll be able to...
- I just hope I'll ...
- Hopefully, ...
- I very much hope...
- I do hope...



- 6** Find the words in the box that match the definitions below.

UNIVERSITY TEACHERS

- a dean
- a deputy dean
- head of the department
- a university teacher
- a lecturer
- a professor
- a rector
- teaching staff = faculty (*AE*)
- a tutor
- a vice-rector

- a) All the teachers in a department or university.
- b) A person who is directly below the dean in rank, and who is officially in charge when the dean is away.
- c) A teacher at a university or college who works with one student or a small group of students.
- d) A person next in rank to the rector who is responsible for a certain area of work in a university or college.
- e) A teacher of the highest rank in a university.
- f) Someone who gives lectures, especially in a university.

Unit 3. Learn while you are young

- 7 Use the word-combinations from the vocabulary box and talk about different approaches students have to their studying. Say what kind of student you are.

STUDYING

- to have a flare for languages
- to have a good ear for languages
- to have a disappointing/ good/ poor academic performance
- to have a good/ poor attendance
- to miss/ skip classes/ to play truant
- to make progress in smth
- to do well in
- to master a skill/ a subject
- to neglect one's studies
- to put things off (until later/ next week)/ to procrastinate
- to have a good command of a subject
- to fall behind (in) a group
- to catch up with the group
- to be absorbed by/ with/ in
- to meet the deadline
- to devote much/ little time to one's studies
- to be (on) top of the class
- to cram for (a subject) before exams
- to work by fits and starts



- 8 Fill in the gaps with the suitable prepositions if necessary.

- 1) For my cousin getting _____ university isn't easy as his academic performance _____ school was never good.
- 2) To enter _____ Oxford or Cambridge Universities you must meet the university entrance requirements.
- 3) Catherine took a three-year course _____ Business Administration _____ Ealing College of Higher Education.
- 4) Most university courses lead _____ either bachelor's or master's degrees.
- 5) Studies _____ new British and American universities are based _____ schools, which combine a broad range _____ related subjects.
- 6) There are two types _____ courses. The first type deals _____ one main subject and some additional subjects _____ related fields. The combined or double honours course covers _____ two main subjects _____ the same level.
- 7) If you skip classes and don't revise properly _____ your exam, you'll do badly _____ it.
- 8) Some teachers give their students tests every week to see if they are making progress _____ the subject. They also use continuous assessment with marks _____ essays and projects during the term instead of final exams.
- 9) Susie was expelled _____ her third year _____ her bad academic performance.
- 10) My granny taught me never to put _____ my project work even if it was due to be handed _____ a month later.
- 11) Try never to be late _____ classes as your late arrival disturbs the lesson.
- 12) When I went to school I was always good _____ languages but didn't do well _____ sciences.

— Unit 3. Learn while you are young —

9 Fill in the gaps with the right form of the verbs DO, MAKE or TAKE.

- 1) Have you _____ exercise 3 yet?
- 2) I can't come this afternoon. I'm _____ an English exam.
- 3) Jack has _____ very well this term.
- 4) I'm afraid that you haven't _____ any progress.
- 5) Sue didn't know the answer, so she _____ a guess.
- 6) You all look tired. Let's _____ a break.
- 7) This is a good composition, but you have _____ a lot of mistakes.
- 8) The teacher was delivering a lecture, and the class were _____ notes.
- 9) Paul finds Phonetics difficult, but he _____ his best.
- 10) If you want to pass that exam, you are going to have to _____ an effort.



10 Translate into English.

- | | |
|--|---|
| 1) конспектувати; | 14) погана відвідуваність; |
| 2) пропускати заняття; | 15) студент першого/ другого курсу; |
| 3) відставати від групи; | 16) аспірант; |
| 4) одержати ступінь бакалавра/ магістра; | 17) педагогічний склад кафедри; |
| 5) добре встигати з англійської мови; | 18) бути кращим студентом групи; |
| 6) подати курсову роботу вчасно; | 19) студент стаціонару/ студент-заочник (вечірник); |
| 7) мати здібності до мов; | 20) подавати заяву про прийом до університету; |
| 8) добре володіти французькою мовою; | 21) студентський квиток; |
| 9) наздогнати групу; | 22) основний предмет; |
| 10) приймальна комісія; | 23) зубрити перед іспитом; |
| 11) готуватися до іспиту; | 24) вчитися уривками. |
| 12) повторювати матеріал перед іспитом; | |
| 13) гарна академічна успішність; | |

11 Use the word in capitals to form a word that fits in the gap.

Kathy decided to take Sociology this term, and now everyone can clearly see that her (1) introduction to the subject hasn't been very (2) _____. She must have chosen the subject because the boy she fancies also did it, so in class she doesn't always pay (3) _____ to what the teacher is saying, but keeps looking at the boy of her dream. Her (4) _____ are often (5) _____, because she is so untidy, and because of her (6) _____ to check her work thoroughly. She didn't have time to do any (7) _____ before the end of term test as she had been to a party the previous night, so she had poor results. She seems to have a (8) _____ idea that she can (9) _____ without studying. She has also had many (10) _____ and has frequently arrived late for class. This has resulted in several severe (11) _____. Although she is a (12) _____ student in some respects and used to do well, this has not been a (13) _____ term.

- INTRODUCE
- SUCCESS

- ATTENTIVE

- ASSIGN
- READ
- FAIL
- REVISE

- MISTAKE
- SUCCESS
- ABSENT

- PUNISH
- GIFT
- SATISFY

III. READING

12 Answer the questions and read the text.

- 1) What are your favourite courses at University?
- 2) What courses are compulsory for all university students in Ukraine?
- 3) If you had a chance to do elective courses at University, what courses would you sign up for?

An Elective Course

(Abridged from "The Prodigal Daughter" by Jeffrey Archer)

When Florentyna returned to Radcliffe* for her third year she was greeted by a two-hundred-page course catalogue from which she could choose one **elective course** outside her **major area of study**. Miss Rose suggested she should take up something new she might never have another chance to study in depth.

Florentyna had heard that Professor Luigi Ferpozzi would be spending a year as **guest lecturer** at Harvard** and conducting a seminar once a week. **The world's leading authority** on Italian architecture had chosen Baroque Rome for his **overall subject**. "City of the Eye and the Mind" was to be the title of his first lecture. "**Prerequisites**: knowledge of Latin and Italian, with German and French highly recommended. Limited to thirty students."

Miss Rose was not very optimistic about Florentyna's chances of being chosen. "There is already a line just to see him, not to mention the fact that he is a well-known woman-hater."

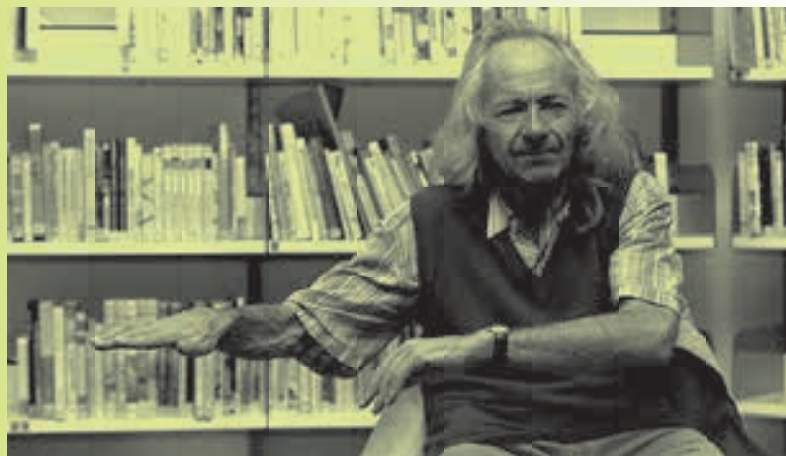
"Well, I want to be one of his chosen disciples," said Florentyna.

"If you fail," said Miss Rose dryly, "you can always sign up for one of those survey courses. They seem to have no limit on number."

The next morning, a full hour before the professor was officially available to see anyone that day, Florentyna was standing in front of his door. She was aware that she shouldn't bother him for at least another hour. She was ready to retreat, but the elevator had already disappeared to a lower floor. So she knocked boldly on the door. Then she heard the crash.

"Whoever that is, go away. You have caused me to break my favourite teapot," said an angry voice.

Florentyna stifled the impulse to run and instead slowly turned the door-knob. She put her head around the door and looked into the room.



In the middle of the clutter stood a tall man aged anywhere between forty and seventy. He wore an old tweed jacket and grey flannel trousers that looked as though they had come from a thrift shop or had been inherited from his grandfather. He was holding a brown handle that moments before had been attached to a teapot.

"What do you want?" he asked.

"To enroll in your course," Florentyna replied.

"I do not care for women at the best of times," he said, not facing her, "and certainly not for one who causes me to break my teapot before breakfast. Do you possess a name?"

"Rosnovski."

He turned and stared at her for a moment before sitting at his desk and scribbling briefly. "You have the thirtieth place."

"But you don't know my grades or qualifications."

"I am quite aware of your qualifications," he said ominously. "For next week's group discussion you will prepare a paper on one of Borromini's earlier

— Unit 3. Learn while you are young —

works, San Carlo alle Quattro Fontane. Good day.”
Without giving her another thought, he returned
60 to the remains of his teapot.

Florentyna left, closing the door quietly behind her.
Why had he accepted her so quickly? How could he
have known anything about her?

During the following week she spent long
65 hours over **learned journals**, making slides of the
reproductions of Borromini’s plans for San Carlo.
She also found time to visit the china department of
the campus store.

When Florentyna had completed the paper,
70 she rehearsed it the night before and felt confident
about the outcome, a confidence that evaporated
the moment she arrived at Professor Ferpozzi’s
seminar and he said, “Miss Rosnovski is going to give
us a talk on the Church of San Carlo.”

75 For twenty minutes Florentyna delivered her
paper, showing slides and answering questions.
When she finally sat down, he nodded thoughtfully
and declared, “A fine presentation of the work of
a genius.” She relaxed for the first time that day

80 as Ferpozzi rose briskly to his feet. “Now it is my
painful duty to show you the contrast and I want
everyone to make notes in preparation for a full
discussion next week.” He flicked the first slide into
the projector. A building appeared on the screen
85 behind the professor’s desk. Florentyna stared in
dismay at a picture of her father’s Chicago Baron
Hotel towering above a cluster of elegant small-scale
apartment buildings. One or two students looked at
her to see how she reacted.

90 “Barbaric, isn’t it? Note the way the tower breaks
the eye’s sense of symmetry and balance in order to
make certain that it’s the only building we shall look
at.” Then the professor produced slides of the Barons
in London, Johannesburg and Paris, before saying,

95 “I want your **critical opinion** on all of these
monstrosities by next week. Do they have any
architectural value? If so, why? Good day.”

Everyone filed out of the professor’s room except
Florentyna, who unwrapped the brown paper parcel
100 by her side.

“I have brought you a farewell present,” she said
and stood up holding out an earthenware teapot. Just
the moment Ferpozzi opened his hands, she let go
and the teapot fell down and shattered into several
105 pieces.

He stared at the fragments on the floor. “I deserve
no less,” he said, and smiled at her.

“That,” she said, “was unworthy of a man of your
reputation.”

“Absolutely right,” he said, “but I had to discover if 110
you **had backbone**. So many women don’t, you know.
Next week I shall read your defence of your father’s
hotel empire with interest, young woman.”

“Did you imagine I would be returning?” she said.

“Oh, yes, Miss Rosnovski. If you are half the 115
woman my colleagues claim you are.”

Florentyna left, just stopping herself from slamming
the door behind her.

For seven days she talked with professors
of architecture and Boston city planners. She 120
telephoned her father and his partners before coming
to a reluctant conclusion that, although they all
had different excuses, Professor Ferpozzi had not
exaggerated. She returned to the class a week later
and sat at the back of the room, dreading what her 125
fellow students would have come up with.

Professor Ferpozzi looked at her before addressing
the class. “You will leave your essays on the corner of
my desk at the end of this session, but today I want
to discuss the influence of Borromini’s work on 130
European churches.” Then he delivered **a lecture of
such colour and authority** that his thirty students hung
on every word. When he had finished, he selected
a student in the front row to deliver the next week’s
paper. 135

Once again, Florentyna remained seated while all
the other students filed out. When they were alone,
she handed the professor a brown paper parcel. He
unwrapped it to find a Royal Worcester Viceroy
teapot in bone china dated 1912. “Magnificent,” he 140
said. “And it will remain so as long as no one drops
it.” They both laughed. “Thank you, young lady.”

“Thank you,” Florentyna replied, “for not putting
me through any further humiliation.”

“Please assure your father that I always stay in 145
a Baron whenever I travel. The rooms, the food and
the service are perfect, and there is never anything to
complain about once you are inside the hotel. Good
day, young lady.”

During the year Florentyna could always be found 150
on Tuesday afternoons sitting with a pile of books,
absorbing Professor Ferpozzi’s lectures.

*Radcliffe: Radcliffe College formerly a women’s liberal arts
college in Cambridge, Massachusetts, today part of **Harvard
University, a private Ivy League research university in Cambridge,
Massachusetts, whose history, influence and wealth have made it
one of the most prestigious universities in the world.

Unit 3. Learn while you are young

13 Explain the words/phrases in bold from the text.

14 Find in the text the English equivalents for the following words and expressions:

- 1) предмет на вибір;
- 2) глибоко вивчити;
- 3) проводити семінар;
- 4) назва лекції;
- 5) учень, послідовник вчення;
- 6) оглядовий курс;
- 7) записатися на курс (2);
- 8) підготувати доповідь/реферат за темою...;
- 9) оцінки;
- 10) репетирувати;
- 11) прочитати реферат, лекцію;
- 12) робити нотатки;
- 13) прислухатися до кожного слова;
- 14) купа книжок.

15 Complete each sentence with the information from the text.

- 1) At the beginning of the year Florentyna had to choose
- 2) Miss Rose advised her to because
- 3) The reasons why Florentyna might not be accepted for Professor Ferpozzi's course were
- 4) On entering Professor Ferpozzi's room Florentyna said she
- 5) After being accepted Florentyna couldn't understand
- 6) Florentyna spent the following week
- 7) While delivering her paper Florentyna also
- 8) After Florentyna finished her talk Professor Ferpozzi, which shocked her.
- 9) All the next week Florentyna and she finally agreed that
- 10) During the next seminar Professor Ferpozzi instead of
- 11) Florentyna was grateful to Professor Ferpozzi for
- 12) Ferpozzi admitted he always stayed in a Baron because

IV. SPEAKING

16 Look at the list of courses for the semester offered to students at the School of Education of an American university. Compare it with your curriculum and answer the following questions.

- 1) What is different? What is similar? Compare the list and the number of the subjects.
- 2) Which curriculum seems more challenging to you?
- 3) What are the advantages and disadvantages of each curriculum?
- 4) Would you make any changes in your curriculum? What kind of changes would they be?

Freshman Year Fall Semester:
College Writing
Foundations of Education
Theology or Philosophy
History of Early America
Introduction to Sociology

Freshman Year Spring Semester:
Effective Speech
Fundamental Ideas of Math
Theology or Philosophy
A course on... in your major
General Psychology

V. LISTENING

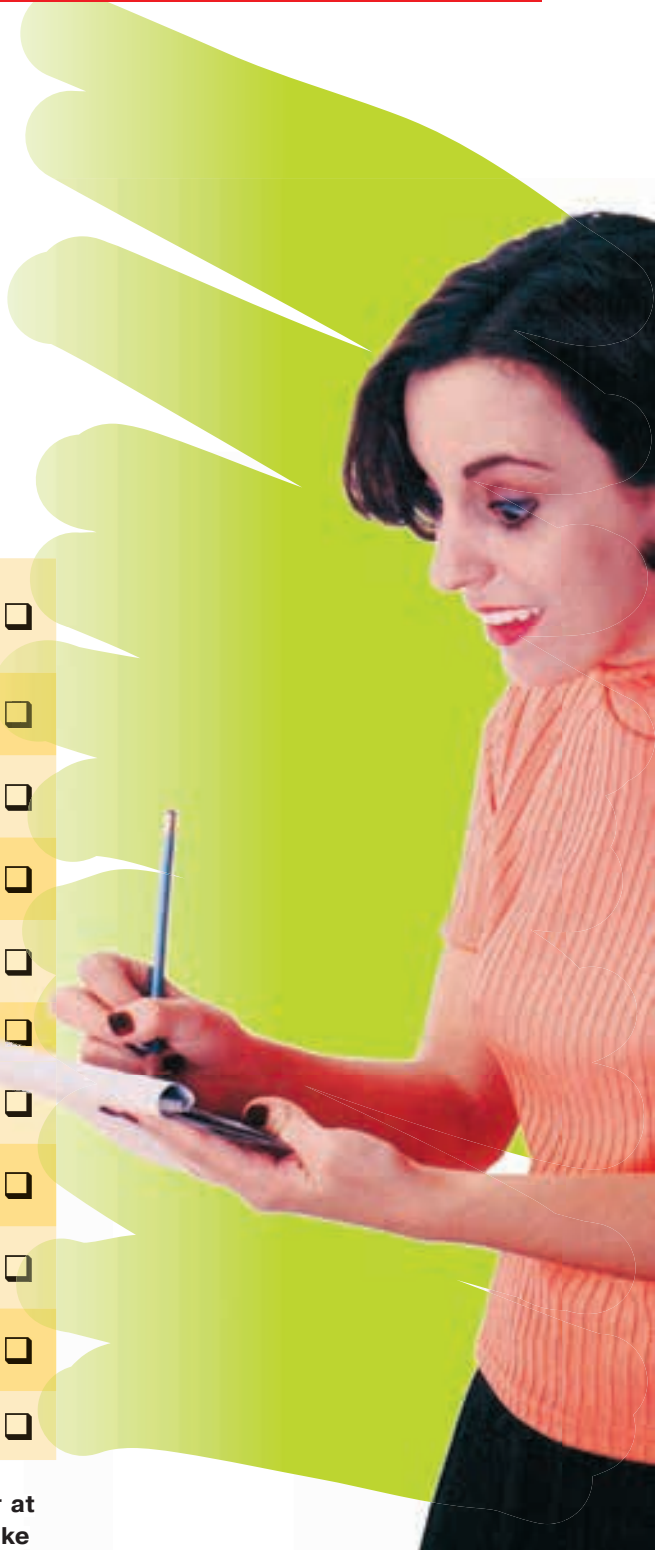
- 17** You will hear an interview with an American student, Jessica. Take notes of the problems American students might face when they start college.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 18** Listen to the interview one more time and decide if the statements are true or false.

- | | |
|--|--------------------------|
| 1) After the first year of studying at the university Jessica found out that both her mother and the movies about students' life were right. | <input type="checkbox"/> |
| 2) Jessica's survey showed that all the students answering her questions changed after the 1 st year | <input type="checkbox"/> |
| 3) Students in Jessica's university can study at night both in the dorm and at the library. | <input type="checkbox"/> |
| 4) Lack of sleep was mentioned in all the students' answers in Jessica's survey. | <input type="checkbox"/> |
| 5) In Jessica's university a student becomes an outcast if he or she flunks a test. | <input type="checkbox"/> |
| 6) Chris is used to getting up earlier than Jessica. | <input type="checkbox"/> |
| 7) Most students dislike sharing a small room with another person. | <input type="checkbox"/> |
| 8) James was unable to solve the problem with his roommate himself. | <input type="checkbox"/> |
| 9) Jessica and her roommate got along well from the very beginning. | <input type="checkbox"/> |
| 10) Only Jessica's well-off fellow-students didn't mention money problems in the survey. | <input type="checkbox"/> |
| 11) Jessica regrets having a job when she was a freshman. | <input type="checkbox"/> |

- 19** Make a list of problems you have faced in your first year at university. Compare your problems to those Jessica spoke about.



VI. SPEAKING

20 Speak about your university. Here are the things to take into account.

1) Location and transport

2) Buildings and departments:

- a campus
- a dean's office
- a day-time (full-time) department
- a part-time (evening, correspondence) department
- a dormitory/ hall of residence

3) Facilities:

- a canteen
- a gym
- language laboratories
- lecture theatres
- classrooms
- cloakrooms
- a library
- multi-media classrooms

4) Timetable:

- number of shifts
- number of classes a day/ a week

5) Syllabus/ Curriculum:

- compulsory subjects
- electives
- laboratory classes
- seminars
- lectures
- length of courses
- exams and tests

6) Extra-curricular activities:

- events and traditions
- a musical studio
- a choir
- speaking/ debate clubs
- student newspapers
- sports clubs
- a drama club

7) Cost:

- free of charge
- tuition fees

8) Students' accommodation:

- a dormitory/ hostel/ hall of residence
- renting rooms and flats

9) Ways of evaluating academic performance and attendance:

- group registers
- continuous assessment
- expulsion
- re-sitting/retaking tests or exams



VII. VOCABULARY AND SPEAKING

TESTS AND EXAMS

- to revise for an exam in...
- to take an exam = to sit an exam = to do an exam
- to pass an exam = to do well in an exam
- to fail an exam in a subject = to do badly in an exam = to flunk an exam (in a subject)

- to re-sit = to retake an exam
- to cheat in an exam
- to examine students
- the Examination Board
- to pick/to choose an examination card
- a school-leaving exam

- a term (*BE*)/ semester (*AE*) paper
- a final exam
- to grind away for = to cram = to swot (*BE*) for a test/ an exam
- to make/ to use a crib note/ a cheat sheet (*AE*)

— Unit 3. Learn while you are young —

21 Answer the questions using the phrases from the vocabulary box.

- 1) What subjects did you take the External Assessment Tests in? Which of the tests were the most difficult (the easiest)?
- 2) What exams and credits did you take in the first term? Which of them were spoken and which were written? Which do you prefer?
- 3) Can you say that you are not afraid of taking exams? What do you feel before and while taking exams?
- 4) There is a popular students' saying "A bad student always needs one more night." What about you?
- 5) Where do you prefer to revise for an exam: in the library? at home? sitting at your table? sitting in a comfortable chair? lying on the sofa or in bed?
- 6) What do you do if you feel very tired and you know that you haven't finished revising yet?
- 7) Do you have any rituals you go through before or during the exams like wearing particular clothes, using your favourite pen, picking an examination card with your left hand etc.?
- 8) How would you describe the feelings of a student who has just failed an exam?
- 9) Why do you think some students cheat in their exams? What is your attitude to cheating?

22 Next to each statement write the score that most applies to you: 5 – almost always; 4 – fairly often; 3 – sometimes; 2 – rarely; 1 – almost never.

Find out Your Learning Style

There is no right, or perfect, learning style. Everyone is, to some degree, a mixture of all three learning styles: visual, kinesthetic or auditory, but most people may have one learning style which is dominant. If you are aware of your dominant style, you can fully exploit it while studying and also develop your weaker learning styles.

To find out your dominant learning style do the questionnaire.

QUESTIONNAIRE

- 1) It helps me understand better if I discuss things with other people.
- 2) In class I always watch the teacher's facial expressions.
- 3) I use a highlighter or coloured pens when I take down notes or read.
- 4) I get good ideas while I am doing some kind of physical activity.
- 5) I prefer spoken to written instructions.
- 6) I'd rather listen to the recorded information than read it.
- 7) I do worse on written tests than on oral tests.
- 8) I don't like studying at my desk, I prefer studying on the floor or in the bed.
- 9) I take notes but they are a bit of a mess.
- 10) I can easily understand maps, charts, diagrams, etc.
- 11) I like making things with my hands.
- 12) When I am doing some work, having the TV on annoys me.
- 13) I like to take a lot of breaks when I study.
- 14) I can't remember very well what people look like; I remember better what they say.
- 15) I rush to start doing an activity instead of listening to the instructions how to do it.
- 16) I like telling jokes and can remember them well.

Unit 3. Learn while you are young

- 17) I take lots of notes when I read or listen to a lecture.
- 18) I doodle when I listen to a lecture.
- 19) When taking a test I can visualise the place on the page where I read about the subject.
- 20) I like doing projects better than writing reports.
- 21) When I read, I 'hear' the words in my head.
- 22) If I write something down, I remember it better.
- 23) If I read the information aloud, I can remember it better.
- 24) I can see pictures in my head.

Now transfer your scores to the table and add them up. Your highest score indicates your strongest learning style; your lowest score shows the weakest.

Visual learner	Kinesthetic learner	Auditory learner
2	4	1
3	8	5
10	9	6
12	11	7
17	13	14
19	15	16
22	18	21
24	20	23
Total score:	Total score:	Total score:

- 23** Sort out the helpful tips for different types of learners. Put **A** — for an auditory learner, **V** — for a visual learner and **K** — for a kinesthetic learner. Which of these tips do you find useful? Why? Which of them have you used?

HELPFUL TIPS

- Turn notes into pictures, charts or maps.
- Record lectures and then listen to them.
- When studying, take frequent breaks.
- Colour-code your notes with a highlighter so that everything relating to one topic is the same colour.
- Personalize the information — think how the concepts apply to you or other people you know.
- Retell the information out loud in your own words.
- Use flash cards when studying vocabulary.
- Listen to background music without words while studying.
- Combine learning new material with physical exercises (e.g.: read a textbook exercising on a treadmill).



VIII. READING

24 Read the text and choose the study tips which:

- you know and use;
- are new for you and you would like to use in your studies;
- you consider unsuitable for your learning style.

Exam. It's every college student's most feared four-letter word, and the very sound of it may be enough to make your palms sweat and your blood pressure rise.

People have all kinds of different methods for studying for a test. The important thing is figuring out what techniques work for you, and how you need to tailor them to your courses and vary for different test formats.

For starters, ask a friend for their notes on lectures you might have missed.

If your class requires a lot of memorization, such as vocabulary, dates etc., try making flash cards. Just writing the information on index cards can help you absorb some of it. And start studying in advance!

It's really crucial that you find a study system that works for you. You may choose any mode of revising but don't leave it all for the night before. If you pull an all-nighter before an exam, the tiredness will act against you on the test. Three or four hours spent sleeping will be infinitely more valuable to you than the pitiful amount of reading you'd be able to struggle through in that time. Tell yourself you will study for so many hours, and sleep for four.

Here are some tips for maximizing courage and minimizing physical pain the night before an exam:

- During your designated study time, stay away from your bed. For God's sake, don't study in it.
- If you find yourself drifting off, try that old remedy, the cold shower.
- Take a coffee break, or eat a candy bar — it'll give you a chance to rest your eyes and give you

Tackling College Exams and Papers

a second wind. But too much coffee can make you too nervous.

- Set your alarm clock really loud. And don't put it right next to the bed.

No matter what kind of test you're taking, here are some strategies that will help you:

- Eat breakfast. It does a body good. It'll keep you alert and save

you from the embarrassment and distraction of a loudly growling stomach during the exam.

- Glance through the test before you begin. Scan the questions and try to do the easiest ones first.

- Watch the clock. You need to keep a close eye on the clock to cope with any test on time.

- Fight tooth and nail for every point. Even if you can't completely figure out a problem, even if you can remember only the book a quote came from and not who said it, write it down. You'll get at least partial credit.

- When in doubt, guess. You should guess on multiple-choice or true-false exams; your chances of guessing right range from one in four to fifty-fifty. It's far better than leaving anything blank.

- Name-drop shamelessly. Pack your test with all the substantially relevant facts — names, dates, theories — you can remember. Don't forget to cite the reading or lectures the information came from. Include catchphrases; they hopefully make you seem more knowledgeable than you actually are.

- Proofread your work. Make sure you've answered every questions. And, please, please, please, make sure you put your name on it!

25 Match the words and phrases (1–10) with their definitions (a–j).

1) an exam format	a) to read very quickly but carefully
2) a flash card	b) a card with a word or picture on it, used in teaching or learning
3) crucial	c) a sentence or phrase from a book, speech etc which you use in a speech or piece of writing because it is interesting or useful
4) to scan	d) an occasion when you spend the whole night studying or doing written work in university
5) an all-nighter	e) empty, without any writing or print
6) a quote	f) the size, shape, design etc., in which an exam is produced
7) blank	g) to mention the name of a famous person that has some connection with the topic in order to impress other people
8) relevant	h) directly relating to the subject or problem being discussed or considered interesting or amusing
9) to name-drop	i) to read and correct a piece of written or printed work
10) to proofread	j) extremely important

26 Find the English equivalents to the words and phrases in the text.

- 1) пристосувати щось до чого-небудь
- 2) визначити
- 3) тримати в тонусі
- 4) повільно засинати
- 5) врятувати від незручної ситуації
- 6) включати «крилаті» вирази
- 7) спрацювати проти кого-небудь
- 8) швидко переглянути тест на іспиті
- 9) конспекти лекцій
- 10) знайти другий подих
- 11) боротися не на життя, а на смерть
- 12) уважно стежити за ким-небудь або чим-небудь

27 Discuss the questions.

- 1) Do you prefer to revise for exams and tests alone or with other people? Why?
- 2) In what way do you memorize facts, dates and vocabulary?
- 3) Do you read your notes before exams and tests?
- 4) What makes it difficult for you to prepare for exams and tests well?
- 5) Share your “secret techniques” of revising the subjects and taking tests and exams.

IX. LISTENING

28 A) You are going to listen to Katherine who has just started college in a small town of Davis in the USA. She will tell you about her first impressions and experiences. Listen to the recording and match the nouns with the adjectives.

- | | |
|--|---|
| <ul style="list-style-type: none">• weekly• average• sophisticated• challenging and rewarding• applicable• university-related | <ul style="list-style-type: none">• people• students• assignments• knowledge• studying• progress |
|--|---|



B) Transform the sentences using the word combinations you have made.

- 1) Everything I'm learning in my course of General Linguistics can be used in the future.
- 2) Teachers at this university set us difficult but interesting tasks and we really feel satisfied when they say we've done them well.
- 3) All the students in my group are extremely clever and interesting to talk to.
- 4) Everyone who either studies or works at the university lives on campus.
- 5) My teachers say I'm not doing that bad but they seldom give me excellent marks.
- 6) Every Monday we are told to write either a composition or an article for the next Monday's seminar.



Unit 3. Learn while you are young

29 A) Listen again and fill in the gaps with the exact words and phrases Katherine uses in her story.

- 1) Life here is _____ — according to the syllabi and the amount of work to be done.
- 2) College is very different from school in terms of the community both of students and professors, _____ from you.
- 3) Every week I get about 1000—1500 pages to read _____.
- 4) They are _____ and include History, Home Politics, and International Political Economy.
- 5) I've also opted for _____.
- 6) My roomie is cool, we are taking the same classes, and _____ very well.
- 7) It takes about 3—4 minutes _____, and all the shopping is nearby.

B) Answer the questions using the information from Katherine's talk.

- 1) How does Katherine describe her first weeks of studying?
- 2) What do you think is her major? What subjects has she taken up?
- 3) What have you learnt about the people in Katherine's college?
- 4) What does Katherine do in her spare time?
- 5) How does she describe Davis?



— **Unit 3. Learn while you are young** —

X. READING AND SPEAKING

30 The following is an extract from a letter, written by a Ukrainian girl, Olga, studying in a grad school in California, to her former teacher in Ukraine.

Explain in your own words some of the expressions Olga uses. Say which of them apply to your student lifestyle.

- a rigid schedule
- extramural activities
- an ambitious to-do list
- to grab a snack
- to get pushed over to tomorrow (about a task)
- to bounce around ideas with somebody
- to face a temptation
- to resist a temptation
- to yield to a temptation
- to keep someone in check



31 Read the text and mark the statements true (T) or false (F).

- | | |
|---|--------------------------|
| 1) In the grad school Olga's schedule is even more rigid than it used to be when she was an undergraduate. | <input type="checkbox"/> |
| 2) Besides being in the grad school Olga also has a day-time job. | <input type="checkbox"/> |
| 3) Olga always gets up early, woken up by her alarm-clock. | <input type="checkbox"/> |
| 4) Looking through the list of what she has planned for the day is the first thing Olga does in the morning. | <input type="checkbox"/> |
| 5) Olga spends most of her day reading and writing. | <input type="checkbox"/> |
| 6) Olga spends seven hours in class, but only once a week. | <input type="checkbox"/> |
| 7) She usually spends her morning at the department, sending e-mails to professors and other students. | <input type="checkbox"/> |
| 8) Café Roma is a place where grad students are always welcome. | <input type="checkbox"/> |
| 9) Olga prefers studying in Café Roma because she can always find a lot of people there to help her with her assignments. | <input type="checkbox"/> |
| 10) What helps Olga to resist temptations is her own self-discipline and understanding of what her duties are. | <input type="checkbox"/> |

Unit 3. Learn while you are young

Our routines are unlike those of undergraduates, or of those who are out there in the real world — working nine to five, six, seven or however late it takes to finish a day's job.

5 Being in grad school takes a lot of discipline and self-policing. If you are an undergrad, usually you have a somewhat more rigid schedule, less homework and there is time left for extramural activities, so to say. So, my regular day is not
10 quite regular in a regular sense.

This said, my usual day starts at around sevenish/ seven-thirtiesh with a disturbing chorus of about three alarm clocks. I try to get up early, but I like to sleep a lot. Thus, most
15 of the days I manage to cheat my alarms and snooze for about half an hour... Uh, the wonders of technology. Eventually, I wake up and glance over my to-do list, which is at most times quite ambitious and requires more than one day's time
20 to complete. My daily planner is usually full of to-read, to-write, to-email and to-talk-to-people lists. The first two take about ninety percent of the day. This term I am in class for only seven hours a week. Which would under different
25 circumstances mean that I am supposed to have a six-day week-end. In my case, however, being in class is the easiest thing on my to-do list. When it's not a Thursday or Tuesday (the two days when I have classes), I am usually
30 in a local café by about 8.30 with my laptop and a pile of articles (or books) to work through. I read, I take notes, I write papers I have to. This process takes patience and a lot of coffee. By about lunch-time I am usually ready to grab
35 a snack and go to the department, where I write all the e-mails (to professors, student-colleagues in other universities): e-mails would normally go with a sentence or two of some text, and an attachment — a working paper, a presentation,
40 a report or whatever people want from me. I print out more articles. At days when I feel extremely productive I go to the library and pick up a couple of books I think I need and that, at the moment, I have every intention to
45 read (hah, they add a line or two on my day's to-do-list and always get pushed over to tomorrow. You have to put off till tomorrow what you can't do today. Literally).

Yesterday, I was out of the library by about
50 two, and headed back to Café Roma. This is my

favorite place to study — it's very grad student friendly, they have cheap coffee, desserts, and good music. But it's quiet at the same time and there are nice nooks with couches and
55 lamps, so I usually stay there till about sixish. On a nice day, though, I would go out and do my work in a little park down the road — you can lay out on the grass and read all you want. In winter time it's mostly rainy and, thus,
60 grass-laying and sun-bathing could be quite complicated. So, I'm in Roma.

Then I head home, cook or warm up dinner, chat with my roommate for a while (while trying to watch some TV, read some article or all of the above at the same time). The working day
65 continues. I stay up till about midnight, or later on days of long to-do-lists and then I crash. Then it all starts all over. In the worst case to-do-lists demand twenty-four-hour attention and the next day becomes a part of the previous
70 day.

Weekends, you ask me. Hmm, about the same. Boring, you say. Naah. Ask me why? Well, that's why I'm where I am — I love grad school. I love people I socialize with. I love
75 doing what I am doing. I am at the right place.

And there are always the right people to bounce around ideas with, to have a coffee with, and especially to talk political science
80 with. Those are the people in Café Roma, in my department and in the "to" line of my e-mails. And you know that you are not alone on your journey — there are other grad students who run similar schedules. And there are other grad
85 students who do the same all over the country. We are a bunch of fun, easy-going smart people who like spending their lives doing just what I have described.

Sometimes we meet up, party, fool around, drink, dance, karaoke, watch movies, work
90 out, and travel. It feels great to belong to a community, and the routine graduate student life-style has its payoffs. The usual routine may be an exception. There are temptations I face everyday, such as sleep late, stay in, watch
95 stupid TV shows, or do nothing. But — hey — sometimes I resist them, sometimes I yield to them. What keeps me in check is my own precious self. And my persistent watch-dog, my tomorrow's to-do-list.

— **Unit 3. Learn while you are young** —

32 Speak about what you have found surprising in Olga's routine. Use the expressions from Useful Language box.

USEFUL LANGUAGE

SHOWING SURPRISE

- It's (rather) surprising/ amazing/ astonishing that...
- I'm very surprised/ astonished that...
- How strange/ odd/ astonishing/ amazing that...!
- I had no idea that...
- That's incredible that...
- She must be joking saying that...
- She can't be serious saying that...

33 Explain how you understand the quotations.

- 1) "Knowledge is a city, to the building of which every human being brought a stone."

(Ralph W. Emerson)

- 2) "Education is what remains when we have forgotten all we have been taught."

(Lord Halifax)

34 Following the instructions make up a dialogue between two former classmates who are speaking about their university studies. They are discussing their methods/ ways of studying and disagree on some ideas. Use the conversational phrases from Useful Language box to express your disagreement.

USEFUL LANGUAGE

POLITELY DISAGREEING

- That's a good point, but
- I see what you're saying, but
- That's not how I see it.
- I'm afraid I can't agree with you.
- I'm not sure I quite agree with you.
- Yes, that may be true, but
- Well, you have a point, but

- I see what you mean, but
- Do you see it that way? I think
- Yes, but don't forget
- Yes, but keep in mind
- Yes, but consider
- Possibly, but



STUDENT A

1. Greet Student B who you haven't seen since school. You want to know what he/she is doing now.
2. Show surprise. You remember that Student B used to hate this subject at school and wanted to choose a different career.
3. Ask if Student B is a full or part-time student and what his/her routine is like.
4. Speak about your core and elective courses. Share your fears and hopes about the upcoming finals week. Ask Student B how (s)he is revising for his/her exams.
5. Advise Student B to try new ways: study groups and working in the library. Give reasons.
6. Show surprise. Mention that you are going to have a good chance of improving your English too as your parents want you to go to an English-speaking country for the summer. Wish Student B good luck.

STUDENT B

1. You are glad to see your former classmate. Tell him/her what university you entered and what subject you major in.
2. Explain why you changed your mind and say what you hope to do in the future.
3. Answer the questions. Add what you find most difficult in your studies. Ask Student A what subjects he/she has this term.
4. Say what ways of tackling exams and tests work for you and what you think about cramming, making cribs and pulling all-nighters.
5. Politely disagree. Say why you do not like Student A's recommendations. Speak about the new learning strategy you are trying — learning a foreign language via skype with a native speaker.
6. Express hope that you both will succeed in your exams and enjoy a great summer.



— Unit 3. Learn while you are young —

35 Describe a situation from your own or your friends' experience to illustrate the meaning of the following proverbs.

- 1) Like teacher like pupil.
- 2) It's never late to learn.
- 3) Live and learn.
- 4) Little knowledge is a dangerous thing.

XI. REVISION TRANSLATION

36 Translate into English.

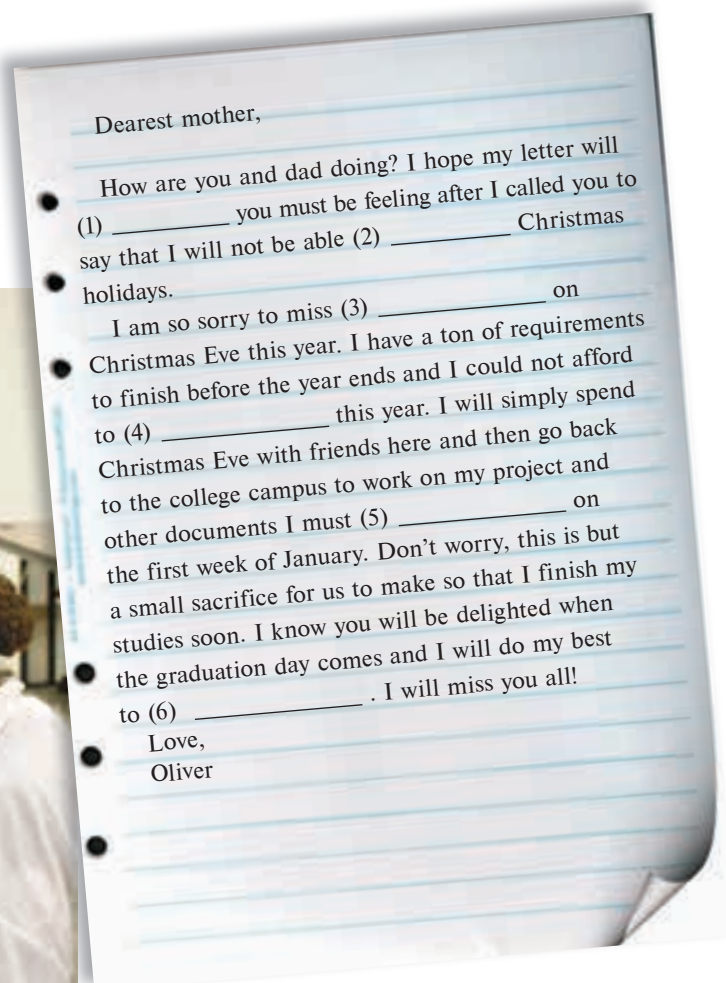
1. У мене завжди були здібності до іноземних мов. Моїми улюбленими предметами в школі були англійська мова, російська та українська література. Тому я вирішив **вступити на факультет іноземних мов**, де я зможу **спеціалізуватися** з цих предметів. Крім того, я вибрав німецьку мову. **Я склав тести** з англійської мови, української мови й літератури та історії з високими балами і **подав документи до приймальної комісії**. Тепер я **студент денного відділення**. Учитися в університеті важко, але цікаво. Щодня в нас три пари: **лекція, семінар і практичне заняття**. Більш за все мені подобаються заняття в **лінгафонному кабінеті**, де я можу удосконалювати англійську і німецьку мови. Я приділяю багато часу навчанню і сподіваюся досягти гарних результатів.
2. У своєму житті я ще не зустрів жодного школяра чи студента, який би не боявся іспитів. Я теж їх боюся, хоча це досить дивно, тому що я завжди **добре їх складаю** і ніколи ще не **провалив** жодного іспиту.
3. У школі Сью завжди **одержувала гарні оцінки** з алгебри і геометрії. Їй подобалося не тільки самій розв'язувати складні задачі, але і пояснювати новий матеріал тим учням, хто через хворобу **відстав від класу** і не міг сам розібратися. Тому після закінчення школи вона **вступила до університету** і чотири роки **вивчала математику**. Потім в педагогічному коледжі вона **одержала ступінь магістра** і зараз навчає дітей в одній із шкіл Лондона.
4. Том дуже втопився, працюючи над своєю французькою, і захотів спати, але чашка паруючої кави розбудила його і **надала йому другий подих**. Він знову з ентузіазмом взявся за переклад.
5. Мартін **провалився на екзамені** з історії, і йому треба було **складати його ще раз**. Він був засмучений, але розумів, що його невдача пояснювалася декількома причинами. По-перше, його **відвідуваність і успішність у семестрі** були досить поганими. Оскільки ніхто не **платив за його навчання**, йому треба було заробляти самому. Він працював барменом у нічному клубі, а вдень учився. Іноді на лекціях він відчував, що його **увага слабшає** і він засинає. По-друге, він ненавидів **зубрити**, а курс історії був повний дат і подій, які треба було **вивчити напам'ять**. По-третє, у нього не було **конспектів усіх лекцій**. Але він знав, що йому доведеться **запекло боротися** за свій **бакалаврський ступінь**, і єдиний вихід був — **знову з ретельністю взятися за навчання**.
6. **Розпорядок дня** студентів відрізняється від життя школярів. Навчання в університеті вимагає **більшої дисципліни і самоорганізації**. Насамперед, ви повинні дотримуватися **суворого розпорядку, відвідувати семінари і лекції, своєчасно виконувати і подавати** всі роботи. Для цього вам краще складати **список необхідних справ** у вашому щотижневикі заздалегідь.

XII. WRITING

Writing an Apology Letter

37 A) Using the words and phrases from the box fill in the gaps in the sample letter.

- ease the disappointment
- graduate with honors
- have a vacation
- submit
- the family dinner
- to go home for



B) You have missed several classes and you are going to be absent till the end of the week. Write an e-mail to your professor apologizing for your non-attendance.

• Salutation:

Dear Mr./Mrs./Ms./Prof. last name of your teacher,

• Start with the reason why you are writing to him/her:

I am writing to you to apologize for missing your classes/ lectures/ seminars.

• Write how many classes you have not attended and on what dates.

• Express regret for missing classes and explain the reason(s).

• Ask to accept your apology again and promise to catch up on all the assignments within one week.

• Closing:

Sincerely,

Name

Group, department

Unit 4

WORK DONE, HAVE YOUR FUN

I. LEAD-IN



1 **A)** Tell your group members about at least three things you are interested in and practise as your leisure activities. Are there any hobbies that your group members share?

B) What are the most popular hobbies in your group? Are there any unusual ones?

2 Describe the leisure activities in the pictures. Have you ever done any of them?

II. VOCABULARY AND SPEAKING

- leisure activities/ interests
- at leisure
- to do smth as a hobby
- a hobbyist
- to do puzzles
- to do crosswords
- a pastime
- to keep pets

- to collect stamps (badges, postcards, model cars, coins)
- a stamp collector
- to go in for sport/ sports
- to socialize with/ to hang out with friends
- to do gardening

- to go hunting (fishing, sailing)
- to sew
- to knit
- to embroider
- to play the guitar/ the piano

Unit 4. Work done, have your fun

USEFUL LANGUAGE

LIKES

- I fancy...
- I enjoy...
- I am fond of...
- I am fascinated with...
- It fascinates me to...
- What attracts me is...
- I am keen on...
- I really love...
- I adore...
- I am devoted to...
- ...appeals to me
- I am mad on/ about...
- I am crazy about...
- I have swimming on my list of likes.
- Painting is (in) my line.
- ...is what I like best.

DISLIKES

- My pet hates are...
- I dislike...
- I detest...
- I hate...
- I can't stand...
- I can't bear...
- I get annoyed at.../with...
- It irritates me when...
- I don't care for...



- 3 A)** Tell your partner about five things you love doing and five things you hate doing in your leisure time and explain why. Use the words and expressions from Useful Language box.

Example: I love playing football at the weekend because I enjoy being outdoors.

- B)** Tell us about your family's hobbies.



- 4** Paraphrase the sentences without changing their meaning. More than one version may be possible.

- 1) I strongly dislike jazz.
- 2) Watching horror films makes me feel sick.
- 3) He was indifferent to the cinema.
- 4) This artist's paintings attract me.
- 5) They take a great interest in gardening.
- 6) She likes skiing and playing golf very much.
- 7) Did you like the concert yesterday?
- 8) She can't live without her cats!
- 9) I really loved his stories about travelling and hunting in the jungle.

- 5** Give examples of hobbies that, in your opinion, can be described as:

- exhilarating
- time consuming
- expensive, money consuming
- cheap
- fantastic, terrific, wonderful, great, superb
- monotonous, boring, dull
- common, wide-spread
- relaxing
- beneficial to the family
- good for health
- an absolute waste of time
- dreadful, awful

Example: In my opinion, collecting things is boring and monotonous, though it is widespread.

- 6** People may pursue the same hobby during their whole life or change one hobby for another. Talk about your hobbies using the following expressions.

- to start a hobby
- to follow a hobby
- to get involved in smth
- to take up a hobby
- to decide on a hobby = to choose a hobby
- to give up a hobby = to drop a hobby
- to change one hobby for another
- to share a hobby
- to have a hobby
- to do a hobby
- to get interested in smth

Example: When a child I took up stamp collecting, but at 14 I gave it up and got involved in skateboarding.

Unit 4. Work done, have your fun

7 Complete the sentences with a suitable verb.

- 1) How often do you _____ swimming?
- 2) She _____ aerobics because she wanted to get more exercise. Unfortunately, she didn't like it and _____ it _____ about two months later.
- 3) In my childhood I _____ stamps and old coins.
- 4) My brother learnt to _____ the violin when he was at school.
- 5) My aunt likes sewing and knitting and she _____ her own clothes.
- 6) Our family usually _____ hiking in summer and when we visit interesting and picturesque places we _____ photos.
- 7) Tom wanted to improve his skills of playing chess, so he _____ a chess club.
- 8) After classes we often get together and _____ board games, _____ video and _____ our favourite music.
- 9) I don't really _____ anything in my free time.
- 10) Did you _____ climbing while you were in the Crimea?

8 Complete the table.

VERB	NOUN	ADJECTIVE
adore	adoration	adorable, adoring
attract		
appeal		
hate		
prefer		
enjoy		
fascinate		
care		
tempt		
tend		
collect		



9 Fill in the gaps with the nouns or adjectives derived from the verbs in brackets.

- 1) If you want to keep pets in your family, you should remember that they need (care) _____ environment.
- 2) You may take up any hobby, it's entirely a matter of (prefer) _____.
- 3) We are sitting in his dining room, surrounded by a wonderful (collect) _____ of miniature ships.
- 4) Your invitation sounds quite (tempt) _____, but, unfortunately, I have much work to do.
- 5) She can't live without her (adore) _____ pets.
- 6) Collecting china holds a certain (fascinate) _____ for me.
- 7) The idea of a holiday in the mountains is certainly (appeal) _____ to me.
- 8) Gardening and cooking are her chief (enjoy) _____.

III. READING AND SPEAKING

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

•become •routine •casual •room •leisure •boring •music •influence •take up •devote

Some people adore their work, while others may find it monotonous and (1) _____. But after periods of hard work they all seek an escape or at least a change from their everyday (2) _____. Modern life offers a wide choice of ways to spend (3) _____ time. Pop culture fashion, pop (4) _____, magazines, fun and play is part of youth pastime.

A lot of young people (5) _____ a hobby for relaxation, pleasure, or friendships, or to develop new interests, and even to get additional income.

Almost any kind of leisure activity can (6) _____ a hobby. People sometimes choose a hobby without realizing they are doing so. A (7) _____ interest grows into a fascination as people learn more about the subject and (8) _____ an increasing amount of time to it. Deciding on a hobby, young people consider different factors that can (9) _____ their choice: whether they have enough time for their new interests, whether they can spend money on buying necessary equipment or items of collection, and whether they have (10) _____ for their hobbies.



COLLECTING

11 Discuss the questions.

- Why do you think collecting is one of the most widespread kinds of hobby?
- What can be collected? What collections have you read or heard about?
- Why do some collectors exchange their treasures so enthusiastically?
- Why, in your opinion, do they often specialize in collecting objects from a particular period or region?
- Why do you think they create their own web sites, books and magazines in their hobby fields and join clubs?

12 Read the text and guess what kind of collecting it describes. Fill in the gaps with one word in the appropriate form.

_____ have been a source of fascination and enjoyment for many children and adults alike, including powerful presidents and kings. These tokens of payment for the service of communication between people have been used over the last 150 years. While 50 years ago heads of state were the norm and only a handful of other events or personages appeared on _____, more recently a lot of other topics have become popular along with dogs, birds, space exploration, dinosaurs and Disney characters. The image of Einstein has become commonplace, and some countries have launched series of _____ celebrating recent Nobel laureates. As more countries are commemorating their famous sons and daughters, it becomes possible to fit together pieces of the great mosaic of the history of culture and science. Some of the most satisfying _____ are not the ones displaying portraits, but those presenting ideas and experiments, such as the photoelectric effect, cloud chamber photographs, or the solar absorption spectrum.



13 Read the text and fill in the table. Compare your table with your partner's.

To fill their free time, some students with creative natures and artistic talents often express themselves in painting, drawing, singing, playing musical instruments, dancing, or trying their hand at writing, photography or similar creative hobbies. They join amateur dramatic societies, choirs, or organize their own pop groups or bands.

Socializing with friends in free time, inviting them for a drink or a meal at home or having an evening out is the most usual pastime with students. Sharing a meal with friends is a chance to chat and discuss the day's events.

At weekends they have a day out in the forest and have picnics, or go to discos, theatres and exhibitions. Keep-fit classes are often an opportunity to meet friends.

A lot of free time is spent at home where the most popular leisure activities are watching TV, reading books, newspapers and magazines, doing puzzles and crosswords and having parties. Playing cards and board games also helps people unwind after a busy day.

WHICH OF THE PASTIMES ARE:	
Active	
Passive	
Done with other people	
Done alone	
Done at home	
Done outdoors	
Educational	
Entertaining	

14 Nowadays both young people and adults have taken up playing computer games as a hobby. Discuss the questions.

- 1) What do you think of computer games?
- 2) Do you play any of them? How many hours a week?
- 3) Do you think computer games improve computer skills?
- 4) What dangers, in your opinion, can computer games lead to? What is the real problem with computer games?
- 5) What do we call people who can't stay away from computers?
- 6) Do you know anyone whose obsession is a computer?
- 7) What can computers do for people?



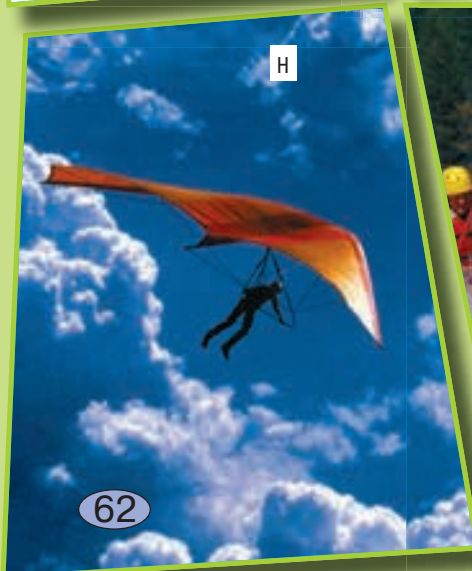
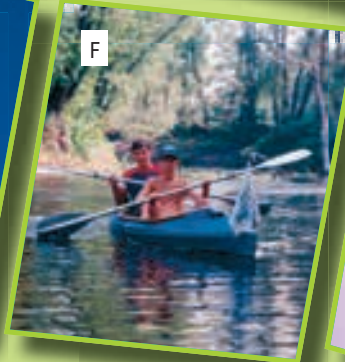
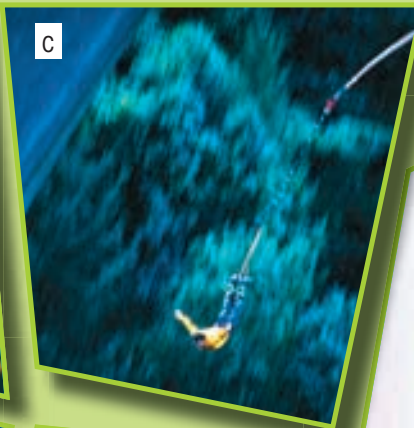
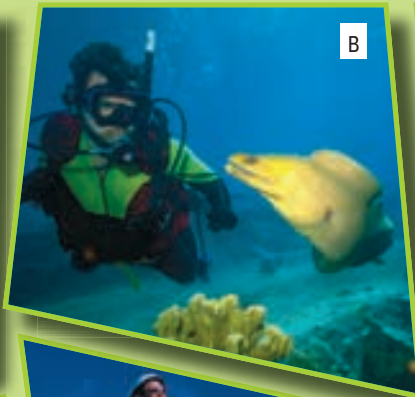
SPORTS AND GAMES

15 Look at the pictures and match them with the names of high-risk sports. What do you know about them?

- hot-air ballooning
- scuba diving
- mountaineering
- mountain biking

- wall-climbing
- bungee jumping
- paragliding
- canoeing

- hang gliding
- white-water rafting



SPORTS AND GAMES

16 Give your own opinion as to practising these kinds of sports. Use the words and expressions in the box:

- insane
- unreasonable
- safe/ unsafe
- dangerous, risky
- scared — scary
- excited — exciting
- terrified — terrifying
- thrilled — thrilling
- disappointed — disappointing
- depressed — depressing
- frustrated — frustrating
- to die/ faint with fear
- a frightening experience
- a hair-raising experience
- a heart-pounding sport
- to scream in cold sweat

Example: In my opinion, hot-air ballooning is thrilling. It is a heart-pounding sport. I think people feel scared and excited at the same time.

17 A) Here are some reasons people give when asked why they have chosen high-risk activities. Which of these seem reasonable to you? Explain why.

- a new personal challenge
- a wish for fame and money
- danger for the fun of it
- getting away from boring everyday routine
- proving their masculinity/ courage
- becoming the centre of attention at work and in any company
- seeking for adventure and thrill
- getting addicted to the risk of it
- novelty of the sport

B) Read the news stories. What do you think motivated these people to do the following things? Use the phrases from part A and comment on the stories.

NEWS STORIES

Stacy Chanin swam around Manhattan Island, August 29, 1984.

Mark Gottlieb played the violin in a water tank with sharks in it, San Francisco, summer of 1979.

Evel Knievel jumped on a motorbike over nine cars at a daredevil show, Madison Square Garden, New York City, July 1971.

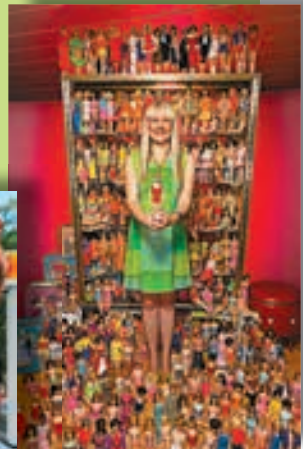
John Fosset, an American millionaire, flew round the world in a balloon, summer of 2002.

Don Kellner has jumped out of an airplane over 41000 times setting the new world record for the most parachute jumps.

Gladys Burrill, 92, completed the Honolulu marathon, December 12, 2010.

Bettina Dorfmann (Germany) has the biggest collection of Barbie dolls (15 000 different Barbie and Ken dolls). She has been collecting Barbies since 1993.

Daredevil Nik Wallenda, 33, crossed Niagara Falls walking on a tightrope suspended 200 feet in the air. February 15, 2012.



IV. READING

18 Skim through the text to find the answers to the questions.

- 1) Why does the author consider paragliding addictive?
- 2) When did the history of paragliding begin?
- 3) Is paragliding popular in Ukraine?
- 4) Why is paragliding becoming increasingly popular in many countries?
- 5) What is the best time to take up paragliding for a beginner?
- 6) What is important to learn to control a paraglider in the air?

PACK UP YOUR PARAGLIDER AND HEAD FOR THE HILLS

When you are standing on top of a hill with the wind **swelling** the canopy of your paraglider, you need to take only a few steps to leave all your worries hundreds of meters below. Gliding 5 high above the valley floor creates an unearthly feeling. And it's addictive. Try it once, and you're certain to do it again.

Many of Kyiv's **ardent** paragliders **swoop** through the air all year round, even during 10 the freezing winter months. Gliders usually **hover** above the small village of Khodosovka, located 10 kilometers south of Kyiv. Sometimes there are up to a dozen gliders in the air.

If the weather is good for flying, with calm easterly winds, lots of paragliders will meet on 15 top of the hill.

Like in any sport, there are the extremists who aren't fearful of fierce southerly winds. Ask them why they're willing to risk their lives, and most paragliders will tell a **myriad** of 20 anecdotes about their most **hair-raising** flying experiences.

For some inexplicable reason mankind has been trying to deceive the laws of nature and improve abilities that were given from 25 the beginning of man's existence. The history



of paragliding started with Leonardo da Vinci, who constructed the first efficient parachute in 1502. In June 1783 the Montgolfier Brothers made the first public demonstration of a model hot-air balloon and in September that year in the presence of King Louis XIV and Marie Antoinette they flew a balloon carrying a sheep, a duck and a cock to demonstrate that it was possible to survive in the sky.

The invention of the paraglider opened a page in the history of aeronautics in the 1970s. Paragliding developed fast, promoted by the armies of enthusiasts from different countries. The sport is becoming increasingly popular in Europe because the paraglider is a simple, practical, inexpensive, and reasonably safe flying machine for the average person. All that a daily flight requires is a 20-meter hill and favourable weather conditions.

Paragliding has not **caught on** yet in Ukraine — probably because many people

cannot afford it and because there are only about half a dozen certified paragliding schools in Ukraine. Those who do take up the sport should take special care in choosing an instructor. The element of danger makes picking an instructor one of the most important steps when learning to paraglide.

Although many would **shiver** at the thought of flying in minus 15 degree air, winter is actually the perfect time for beginners because of the calm wind. To become proficient takes at least one year of training, which consists of physical training and learning the theory of flight. The aim is not only to teach how to control the paraglider in the air, but also how to detect certain weather patterns and how **to anticipate** dangerous weather conditions. Those with a hunger for adventure and time to invest in learning how to do it right, won't be disappointed.

19 Match the words in bold with their definitions.

- 1) extremely frightening but exciting
- 2) very enthusiastic, passionate
- 3) a large number of
- 4) to fly quickly downwards
- 5) to become popular or fashionable
- 6) to tremble with fear
- 7) to expect that something might happen and be ready for it
- 8) to stay in one place in the air
- 9) to increase in size



20 Discuss the following questions with your group members.

- 1) Have you ever thought of taking up or trying paragliding at least once? Why? Why not?
- 2) What do you find appealing/ terrifying in paragliding?
- 3) What personal qualities do you think a paraglider should have? Do you have any of them?



V. SPEAKING

KEEPING PETS

21 A) Some people raise pets as a hobby. What is your opinion of keeping different pets? Why do people like to have them? What possible problems can arise?

B) Many people treat their birds, cats, or other animals as members of their family. In your opinion, are such relationships good? Why or why not? Give reasons and examples to support your answer.

A pet	Why would you like to have it?	Possible problems that can arise
<ul style="list-style-type: none"> • a snake • a hamster • a budgerigar • a goldfish • a cat • a rabbit • a guinea pig, etc. 	<ul style="list-style-type: none"> • easy to look after • a wonderful companion • quite cheap to feed • make you feel safer • seem to understand you • stroking brings your blood pressure down • never answers back, etc. 	<ul style="list-style-type: none"> • not enough room • needs to be taken to the vet • needs to be taken for walks • pollution of pavements • bad smell • unhealthy for children, etc.



VI. LISTENING

22 A) Look at the most common beliefs about cats. Do you agree or disagree with them? Express your opinion about each belief.

Belief 1: A cat has nine lives.

Belief 2: A year in the life of a dog or a cat is the equivalent of seven years in a man's life.

Belief 3: A cat always kept inside has no need for regular vaccinations.

Belief 4: You should not feed bones or table scraps to pets.

Belief 5: Garlic is a cure for worms.

B) Listen to the Australian Veterinary Association comments on these beliefs and find out if you are right or wrong.

C) Listen to the text again and complete the phrases given below.

- 1) a lucky _____
- 2) a fully _____ animal
- 3) regular _____
- 4) natural _____ disease
- 5) to be _____-susceptible
- 6) _____ antibodies
- 7) deadly _____
- 8) table _____
- 9) to _____ harm
- 10) a regular _____ of food
- 11) _____ food
- 12) _____ or highly spiced food
- 13) a _____ for worms
- 14) _____ parasites
- 15) a _____ medicine

VII. SPEAKING

- 23** **A)** Look through the table and guess the hobby or leisure activity.
B) Describe 3 more activities in the same way and let your group members guess what they are.

NAME OF THE HOBBY OR LEISURE ACTIVITY	THINGS YOU NEED FOR THIS HOBBY OR LEISURE ACTIVITY	SHORT DESCRIPTION
	Weeding hoe, watering can, rake, hose, fertilizers	For many people it is a rewarding hobby providing them with harvest. It gives you a chance to switch off completely and forget your problems while pottering in the fresh air.
	Measuring tape, cutting table, steam iron, fashion catalogue, cotton reel, pincushion, thimble	You never know what is easier: to cut a piece of fabric into small pieces or join all these pieces into something that will attract the eyes of your friends.
	Light meter, rewind handle, tripod, flash unit, film spool	Magic of remembering sights on paper never stops. The ability to save on paper friends, people you meet, places you visit or events you witness makes you feel like you have God's power. Albums are often opened to refresh sweet memories.
	Hut, high-altitude anorak, rope, snow goggles, ice axe, safety helmet	It's a real pleasure to face danger and feel stone under your fingers. Adrenaline is streaming fast through your body when you are on the highest peaks in the world.
	Mouse, keyboard, monitor, disk, mat	It quickly becomes an obsession. You can't let your little mouse go. It is so smart, a real friend leading you anywhere you like!

VIII. LISTENING

- 24** Listen to four people speaking about their hobbies: Kenneth (K), Brenda (B), Serene (S), Gareth (G). Answer the questions by circling the correct name. There is more than one answer for some questions.

1) Who prefers lonely hobbies?	K	B	S	G
2) Whose hobby is connected with professional interests?	K	B	S	G
3) Who likes outdoor activities?	K	B	S	G
4) Who does collecting as a hobby?	K	B	S	G
5) Whose hobby involves an element of competition?	K	B	S	G
6) Who describes their hobby in most detail?	K	B	S	G
7) Who likes physically active hobbies?	K	B	S	G

IX. READING

25 Read the letters written by five people who want to find friends. Choose the best match for them from the advertisements on 'Let's Find Pen Pals' page. Justify your choice. Use the following phrases.

- Both of them like/ enjoy/ go in for...
- Neither of them likes/ enjoys/ goes in for...
- They will complement each other because...
- They will get on well together as...
- Their tastes in... are alike/ similar because...

LETTERS

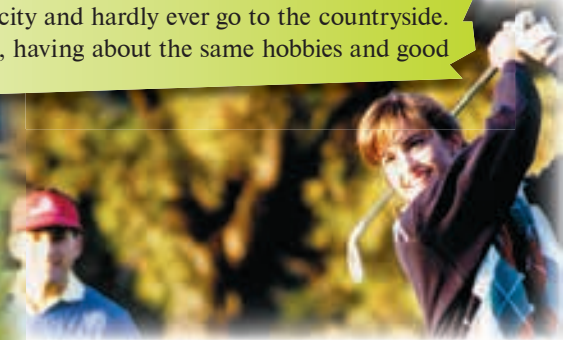
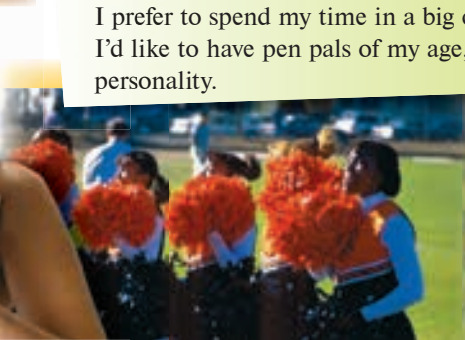
1 Hi all! I'm Anna, a cranky, overweight, wonderfully happy woman, married for almost 10 years to my best friend. We don't have children. We have cats. Lots of them. I enjoy letter-writing, TV, science fiction, gardening, collecting Barbies. My very favourite thing to do is to spend all my time with my husband. I hate liver, talking on the phone and e-mail. I also have a problem with women who have nothing better to do than to talk about diets, health clubs, shopping and their kids. I'm quite content with my life, and I'm looking for a friend with the same points of view on life...

2 Hi! I'm Debbie, aged 36, single and I'm a mom of two kids. I have many interests, but at the moment my main passion is castles and medieval times. I listen to different types of music, but mostly pop, rock and Celtic. I'm not really sports-minded, but I love ice hockey! I'm open to many different topics of conversation. And... I am interested in men only.

3 Hello! I'm Susan, and I live in England. I'm longing to visit Ireland to find the place my grandmother came from and to learn more about my ancestry. It would be good to find some Irish friends of any age, female or male. I have lots of interests, including reading all kinds of books, especially science fiction, writing my own stories, gardening, photography, nature, walking, cycling, travelling, computers, music and lots more. I'm left wing and somewhat unconventional...

4 I'm Peter Barnes from Southend-on-Sea, which is in Essex, England. I'm 54, have a big family with 7 children, and I work in London. I'm really hard-working and I like what I do in my office. So my job, my family and daily journeys to and from London take up almost all my time. All Sundays are devoted to my kids: I play sports with the youngest; in the evening I go to the local club with my eldest son and daughter. We have a game of bingo there – just for fun. A couple of years ago I discovered a way to spend my holiday which is now my sole hobby – in August I spend a week in Kenya. I call it my Safari holidays, though I'm strongly opposed to shooting animals. I have a special camera and I make films of wild life. I adore watching animals. I've made about 15 films so far and one of them was on TV last year. It was about lions. My only problem is that I can't find a partner who'd share my interest because it's quite an expensive hobby.

5 Hi! I'm a boy of 17 and my name is Chris. I'm a six-former, taking history, modern languages, three of them, and literature. I'm especially fond of Russian literature, which I can read in the original. I hate maths and science. I'm involved in the school theatre and I'm in band. I love cycling in summer, ice-skating in winter and playing basketball all year round. I prefer to spend my time in a big city and hardly ever go to the countryside. I'd like to have pen pals of my age, having about the same hobbies and good personality.



LET'S FIND PEN PALS • SIDE BY SIDE MAGAZINE • p.38

• **Kate Columbus**, a 16-year-old American of Portuguese origin, is seeking a friend who would be able to e-mail her in different languages, as studying languages is her main hobby. She is a keen theater- and concert-goer. She is into cheerleading to support her school basketball team and in general she is a sporting girl. Another great hobby she devotes a lot of time to is reading.

• **Liz Gracy**, a middle-aged woman from Colorado, USA, is seeking a pen pal having a happy family life just for a good chat. Liz has been married for about 20 years with adult children who live separately, so she enjoys her life on the farm with her husband, cats and dogs, wonderful new TV-set and spectacular landscapes.

• **Wenceslas** from Prague, who is now a chemistry student in Dublin, wants to find pen pals and e-mail friends to discuss his interests in fishing and sports. He is a teetotaler. His main passion is music, he never does anything without having his player on. He is U2's fan and collects everything connected with the group. He is completely politically indifferent.

• **Mick Carter**, a 42-year old divorced architect from London is looking for a female friend who would share his interests in modern rock music and would keep up a conversation about the Dark Ages of British history. He is not a sportsman, so he won't get his friend bored by talking about golf and football.

• **Patrick**, 25, from Ireland, is into exploring and studying the secrets of Irish genealogy. He is ready to share his knowledge with anyone interested and eager to invite a new friend to spend some days in Ireland where they could go cycling to watch the beautiful Irish nature. Patrick feels able to discuss almost anything from novels by Dostoyevsky to sophisticated computer programmes. But be ready to appreciate Patrick's extravagant appearance!

• **Julie Potter**, a stay-home mom with four kids would like to share traditions and ideas on raising children with a big family. Her husband has a well-paid job and they have been longing for an exotic holiday for ages since their eldest is old enough to be left to look after the younger ones, but they can't decide where to go. Her life consists of doing family type things mostly, but she is an avid supporter of Green Peace and helps in the local Zoo on a voluntary basis.

• **Kelly** is 22 and wants to know what people of her age do and what they like. She is looking for friends in other countries, busy doing different things. She is at University with politics and economics as her majors. She has lots of friends with whom she goes places and does sports, or just hangs around in pubs and listens to Irish music. She doesn't like reading because it makes her feel lonely, and she hates drama. In general, she is a typical Irish girl.



X. READING



told by Olga Ukrainskaya, a student from Kharkiv Pedagogical University, who has a three-year experience of attending scout camps

Scouting

Do you want to get an idea what a real scout camp is? You'll get it.

I'm going to speak about scout camps abroad, called "jamborees". I was fortunate to work in one of them. There I met people of different cultures, got acquainted with new styles of life and enjoyed the thrill of teamwork while building our own small town or village.

As a rule all camps last only a week. A camp needs a long preparation that can take two or three years as everything should be taken into account: who, where, when and in what way will take part in it. Camps are usually put up on fields, not in forests as it is cheaper and less dangerous.

As an example I'd like to talk about the camp that took place in the summer of 2002 in Norway. 6,5 thousand participants were invited from more than 20 countries. I was a member of one of the Ukrainian teams.

Before our arrival a special group called "staff" arranged everything: water supply, toilets, wood for construction and fires, food and tents for the administration, post-office, bar, printing office, museum, shop, and a tent for medical care.

The whole camp consisted of subcamps which in their turn included different groups. This year

the camp was called "Life" and the subcamps were named after some animals, birds, species of fish like "Elk" or "Bear". On arriving the participants started building their subcamps. They decorated their gates with the emblem of the subcamp and the flags of their countries. Scouts and guides set their tents, built a kitchen and everything they liked: swings, multistoried towers, etc. Everything was made of logs and fastened with ropes, without nails!

Every camp has its own symbols, composes its hymn and chooses an emblem (ours was "fire") and a camp uniform: a hat, a T-shirt, a necktie and badges all carrying the emblem of the camp. We had two uniforms: one was the same for everyone and was worn on special occasions, like opening and closing ceremonies, campfires or all-camp activities, the other was for everyday activities and represented the organization of the country.

Everyone got a booklet with the rules, the map of the camp and the schedule of all the activities. It is essential that a camp activity should be dedicated to some important event or idea, such as struggle with AIDS, integration of the youth all over Europe, collecting money for starving children, support for some countries (this year it was Tanzania) or defense of female rights.

26 Skim through the text to find answers to the questions.

- 1) What does a "jamboree" stand for?
- 2) Where are scout camps usually built?
- 3) Why did the group called "staff" arrive several days earlier than the other participants?
- 4) What symbols does every camp have?
- 5) What was the usual food in the camp?
- 6) In what way was the help for Tanzania organised?
- 7) What other activities are described in the text?
- 8) What problems are mentioned by the author?

A common day in the camp was like this: hoisting the flags, a spiritual minute to pray or to speak
55 about our souls and development, breakfast at 8.30, scheduled activities with a break for lunch at 12.30, dinner at 16.30, and in the evening a subcamp fire with songs and games. Each group had to cook for themselves. For breakfast and lunch we
60 made sandwiches from the so-called "space" food. Everything was in tubes: mayonnaise, caviar, cheese or bacon, and only bread was real. For dinner we had barbecue sausages.

All the scouts and guides took
65 part in the activities or craft workshops organized by the staff. We could choose from: treasure hunt, pioneering, building rafts, embroidery,
70 making bracelets, trinkets and masks, printing, painting or planting trees. The daily camp newspaper made a record of all our activities and impressions.

75 Besides everyone went on an overnight hike. For it all the camp was divided into small groups of 15 — 20 people. Each group chose its route and the way of hiking: on foot, by boats, or
80 by bicycles. The aim of the hike was to reach the point on the map and carry out a lot of tasks set by the staff.

As the hosts wanted the foreign guests to get to know Norway better, they organized several
85 excursions to the nearby towns.

The most memorable event was a two-day fair. On the first day the team of each country offered

their national dishes and we could taste all we liked. And believe me Ukrainian dishes were among
90 the best!

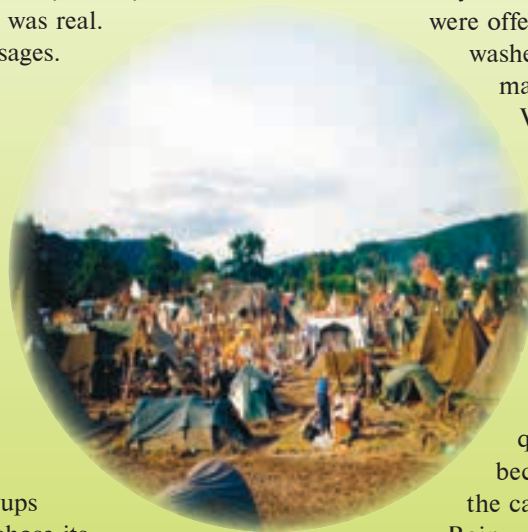
A lot of souvenirs were offered for exchange. The aim of the second day was to collect money for Tanzania. Everyone got two banknotes of the camp currency — "livs" (1 liv cost approximately 1\$) that you could
95 spend at the market. If anyone wanted more they could buy them. The following paid services were offered: we could get our heads washed, our nails polished, a tattoo made.

We could also fight a strong
100 man with plastic bottles, try to catch

a hen, launch a rocket made from a bottle with some stuff inside, try muddy-skis,
105 compete in breaking plates with a large stone, get our hair plaited by the Tanzanians. The longest queue was to get hair washed,
110 because there were no showers in the camp.

Rain was the only problem we had to face. It had been raining almost the whole
week and our tents were full of water. We were lucky
115 to get rubber boots — at least we could reach the toilets safely.

Do you think a disco on the lake shore is romantic? Everyone will agree. A disco with a pop group invited from the USA lasted till morning. We had a good
120 time. But... have you ever tried to dance in rubber boots? Believe me, it's a special fun.



27 Describe the photo taken by the author of the text.

28 Answer the questions.

- 1) Would you like to go to a camp like the one described by Olga? Give at least 3 reasons, if yes. If no, say why you wouldn't.
- 2) If you have been to any children's camp in Ukraine or abroad, compare them with the one described by Olga.
- 3) Can going to scout or children's camps be a hobby? Why? Why not?
- 4) What is your idea of an "ideal" scout/ children's/ students' camp?

XI. LISTENING AND SPEAKING

29 A) Listen to the interview with Phil McDowell who is famous for the greatest number of hobbies and interests he has had in his life. Are the statements given below true or false? Put T or F in the box next to each statement.

B) Make a list of all the hobbies Phil has had in his life. Tick the hobbies you'd like to take up and explain why. Cross out the hobbies you'd never have and explain why.

- | | |
|--|--------------------------|
| 1) Mr. McDowell is famous all over the world because he has the most unusual hobby one can ever imagine. | <input type="checkbox"/> |
| 2) He collected not only toys and figures of pigs but also pig shaped stationery. | <input type="checkbox"/> |
| 3) At the moment Phil is looking for a rare Mongolian-English dictionary for his collection. | <input type="checkbox"/> |
| 4) The interview takes place in Phil's house. | <input type="checkbox"/> |
| 5) Phil travels a lot on business. | <input type="checkbox"/> |
| 6) Now Phil is learning Spanish; he is planning to visit South America. | <input type="checkbox"/> |
| 7) While travelling Mr. McDowell uses all kinds of transport but car. | <input type="checkbox"/> |
| 8) For his knitting he always needs some blue, red and white threads. | <input type="checkbox"/> |
| 9) All the souvenirs he gets in different countries make a wonderful collection. | <input type="checkbox"/> |
| 10) His wall clock collection started with the clock he bought at the Eiffel Tower. | <input type="checkbox"/> |
| 11) It is not easy to find out what time it is when you are at Phil's house. | <input type="checkbox"/> |
| 12) Phil was taught wood carving when he was in Russia. | <input type="checkbox"/> |
| 13) Phil plays a lot of golf to keep fit. | <input type="checkbox"/> |
| 14) Another hobby he has is to work as a ski-instructor in the Swiss Alps in winter. | <input type="checkbox"/> |
| 15) He is really good at windsurfing. | <input type="checkbox"/> |
| 16) Every year before Christmas the Town Hall orders Phil to decorate their Christmas tree. | <input type="checkbox"/> |
| 17) Phil does not sell candles he makes. | <input type="checkbox"/> |
| 18) Phil was in all the local newspapers because he can make candles of any animal shape. | <input type="checkbox"/> |
| 19) Once he took part in the archeological excavations in Canterbury. | <input type="checkbox"/> |
| 20) Phil never goes to church. | <input type="checkbox"/> |



30 Two students are working on a project for their English class. They are to make a presentation on their hobbies.

Make up a dialogue following the instructions.

STUDENT A

1. Express an opinion that this is an interesting project and explain why you find it exciting. Add that you have plenty of ideas.
2. Suggest presenting your hobbies chronologically starting with the ones you had in your childhood. Tell Student B about your childhood passion for collecting (specify what) and say you can show part of your collection(s).
3. Ask Student B if there are any video recordings of his/ her recitals. Suggest using them.
4. Reply that you really loved the dog you had for almost fifteen years. Tell Student B about your pet.
5. Agree and add that Student B could bring the pet to class since it is quite small (specify what it is). Mention it would be exciting.
6. Express doubt that you can find an interesting way to present it. Say you only have photos you can show (specify what is in the photos).

STUDENT B

1. Agree with Student A and point out that it is challenging too. Explain why (too many things to present/ difficult to organize/ hard to present in a fun way).
2. Approve but express concern that it would be difficult to present your hobby because it was playing a musical instrument (specify which).
3. Promise to find some videos in good quality. Ask Student A about other hobbies he/ she had.
4. Suggest including some pictures of the dog in your presentation. Express regret you did not have a pet in your childhood. Say that you can then go on to talk about the pet you have now.
5. Say you had the same idea. Express an opinion that the part of the presentation about Student A's present hobby will probably be the most exciting because it is an extreme sport (specify which).
6. Remind Student A of his/ her awards and prizes won in competitions and suggest putting the photos on the map of the world to show where the competitions took place.



XII. REVISION TRANSLATION

31 Translate into English.

1. Усі мої однокласники мають якісь захоплення. Ці заняття допомагають їм розслабитися і відпочити. Дівчата віддають перевагу шиттю, в'язанню або вишиванню, а хлопці більш схильні до фізично активних занять, таких як спортивні ігри, походи, альпінізм, катання на ковзанах і лижах. Майже всі мої друзі мають домашніх улюбленців: рибок, хом'ячків, морських свинок, папуг, кішок або собак. Ми часто розказуємо, як ми доглядаємо за нашими улюбленицями, і розповідаємо кумедні історії про них.
2. Часто люди обирають хобі як заняття, що зовсім відрізняється від того, чим вони зазвичай займаються на роботі. Наприклад, якщо людина весь день працює в офісі, вона із задоволенням буде займатися садівництвом, рибальством, пограє у футбол або теніс, тобто вона обере якесь заняття на свіжому повітрі. А якщо людина працює з людьми, то у свій вільний час вона хоче побути на самоті, щоб розслабитися після роботи і почитати цікаву книжку, зайнятися малюванням або фотографією.
3. Хобі міняються з віком. Коли мені було років 7, я захопився колекціонуванням. Чого я тільки не збирав тоді! Марки, значки, монети, листівки, плакати, моделі автомашин. Я обмінювався своїми скарбами з товаришами, які теж були завзятими колекціонерами. Я бережу свої колекції з тих пір.
4. Мій друг божеволіє від екстремальних видів спорту. Він займається альпінізмом. Я не поділяю його захоплення, мені здається, що це надто ризиковано. Він говорить, що це спорт справжніх чоловіків, і почуття ризику дає йому насолоду.
5. У нашому місті багато де можна відпочити. У центрах дозвілля ви знайдете заняття на будь-який смак. Якщо ви любляете співати, ви можете записатися до хору, а якщо ви небадьдужі до театру, то можете грати у театральному гуртку. У цих центрах також працюють різноманітні спортивні секції. Якщо ви ще не визначилися зі своїм хобі, досвідчені спеціалісти вам допоможуть. Вони розкажуть, яке обладнання вам необхідно придбати для занять улюбленою справою, дадуть довідкову літературу, познайомлять вас з іншими ентузіастами. Вас навчать грати на музичних інструментах, доглядати за кімнатними рослинами, домашніми улюбленицями, грати в настільні ігри.



XIII. WRITING

32

Step 1. Work in groups of 3–5. Choose one topic and generate ideas using one of the following techniques:

- 1) brainstorming
- 2) freewriting
- 3) using the journalist's questions (who? what? when? where? how? and why?)

- 1) People listen to music for different reasons and at different times. Why is music important to many people?
- 2) Some people prefer to spend their free time outdoors. Others prefer to enjoy their leisure activities indoors. Which would you choose?
- 3) Some people prefer to spend most of their free time alone. Others like to be with their friends. Which do you prefer?

Step 2.

Organize your ideas and write a plan for your composition.

Step 3.

Write your composition (150–180 words).

Plan
for my composition

- 1.
- 2.
- 3.
- 4.



Unit 5

YOUTH IS FULL OF PLEASURE?!

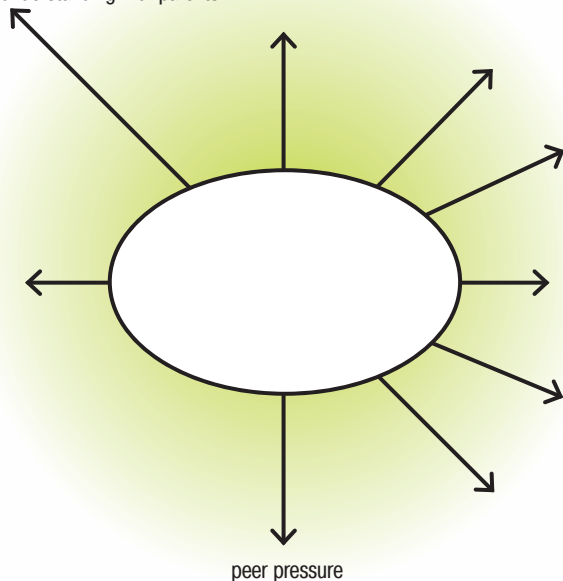
I. LEAD-IN

- 1 **A)** The teenage years can be both difficult and wonderful. What do you like and dislike about being a teenager? Fill in the table and compare your list with other members of your group.

I LIKE BEING A TEENAGER BECAUSE...	I DON'T LIKE BEING A TEENAGER BECAUSE...
1.	1.
2.	2.
3.	3.

- B)** Work in small groups and using the ideas you have presented make a mind map of teenage and youth problems.

misunderstanding with parents



peer pressure

- 2 Read the statements about teenagers given below. Agree or disagree with them using the phrases from Useful Language box. Give your reasons.

USEFUL LANGUAGE

AGREEING

- I quite agree with you.
- I completely/ fully agree with/ that...
- I tend to agree with your idea/ statement/ suggestion.
- You have my support on this.
- I absolutely agree with this/ with you.

DISAGREEING

- I see your point but...
- Yes, but...
- I'm sorry but I don't agree with...
- I'm afraid I have to differ.
- I have to say that I totally disagree.

- 1) Young people often have arguments with their parents about clothes and make-up.
- 2) Most teenagers in Ukraine have to work part-time.
- 3) University students in Ukraine should wear a uniform of their alma mater.
- 4) The relationships with peers are of more importance for most teenagers than their relationships with their parents.
- 5) All young people realize that good education gives them better prospects for their career.
- 6) Teenagers tend to choose film stars and pop performers as role models.
- 7) Many young people become deeply concerned about their appearance.
- 8) Many teenagers who drop out of school or neglect their studies come from families where learning is not encouraged.

Unit 5. Youth is full of pleasure?! —



II. READING

3 Read the texts about two boys living in the same street. Answer the questions.

- 1) What were the problems the boys had in their lives?
- 2) Whose problems seem more serious to you?

EDWARD

Edward Frost, who had his share of problems, didn't see how he'd ever solve the biggest one. This was Martin Hastings, the bully of Barkham Street. Martin was two years older than Edward, and there was no solution for this.

The fact that he had only one enemy didn't help Edward much, because Martin lived next door to him. Edward lived at number 21 Barkham Street, and Martin lived at number 23. There was no solution for this, either.

"Why doesn't Dad get a job in Alaska, now that it's a state?" Edward asked his mother one day.

"Alaska would be fun," Edward insisted, without much hope. "I'll bet there's a lot of room for teachers up there. I bet they need them badly."

Mrs Frost sighed. "Is it Martin Hastings again?" she said.

Edward nodded.

"What did he do this time?"

This time Martin had chased him for blocks, and then, when Edward was absolutely exhausted and fell down, Martin sat on top of him and pulled his hair and said over and over, "Uncle, say UNCLE..."

Martin was a big boy, and Edward not especially. It was an awful, grinding feeling to be sat on that way. And though Martin hadn't pulled hard it was terrible to have your hair pulled at all.

Edward had held out as long as he could, and then gasped, "Uncle," and was released. He got up shakily, dusted off his trousers, and walked away with Martin's voice loud in his ears.

"Don't forget, now," Martin yelled. "Whenever I look at you and wiggle my finger, you gotta say uncle. Understand, Weird One?"

Edward kept walking, not too fast, because that might start everything all over again, but without answering or looking back. He hated being called Weird One almost as much as he hated the pounding, but there was nothing he could do about that either.

There was no point in telling his mother all this, because it didn't so much matter what Martin did or said, it was just the fact that Martin was there, big and mean and living next door. It was the fact that Edward, looking ahead, could see no way in which any of this would be changed, unless Martin moved away or **dropped dead**. Neither seemed likely.

"I'm going to get a crew cut," he said now.

"That's fine," said his mother.

"I think I'll take a course in muscle-building, too. I'll write to one of those magazines about how you get your muscles like cannon balls, and then I'll poke him in the jaw and knock him out for a week and when he comes to I'll make him say uncle for a month without stopping."

"You can't do that. I mean, you can't take a strong-man course."

"Why not?"

"Because your muscles aren't developed yet. What I mean is, you aren't old enough for weightlifting and all that sort of thing. You have to be—oh, **well into your teens** before you can do such things."

"Oh, crums," said Edward in a gloomy voice.

That time seemed practically as far away as ninety-eight. Maybe he should concentrate on learning to run fast. He supposed it was cowardly to run, but **the sight of Martin always got his legs into action** before he had time to think. And if he HAD to run, the smart thing would be to run fast enough not to get caught.

"You know," his mother was saying, "even if we did move somewhere else, it wouldn't be much help, probably. I understand there's a bully **on every block**." "What do



70 the mothers of the bullies say?”
Mrs Frost shook her head. “I guess
maybe they often don’t know. Martin
Hastings’ mother doesn’t know. Or
won’t believe it. Nobody can tell her
75 anything.”

“I heard Ruth Ann’s mother telling
her one day. Ruth Ann’s mother said
Martin ought to be locked in an attic
until he comes of age.”

80 “Oh, but that’s a dreadful thing
to say.”

“You know what he did? Ruth
Ann and some girls were making
a tea party for dolls in the back yard,
85 and Martin went in and knocked
everything over, except he drank
the ginger ale — that was the tea.”

Mrs Frost looked unhappy. «Well,
it was a bad thing to do.”

90 “Ruth Ann’s mother and Mrs
Hastings yelled at each other all over
the place. Didn’t you hear them?”

“I must have been away, thank
heaven. Edward, I don’t know what
95 the answer is. But I’m just glad you
aren’t a bully.”

Edward snorted. “Me? I’m the
kind who runs.”

100 “What else can you do? You
needn’t be ashamed of running if
there’s nothing else to do.”

“Dad says I should stand up to
him.”

105 “How can you stand up to
somebody twice your size?”

“Dunno,” said Edward. But
secretly, while liking his mother for
understanding how hard it all was, he
sort of agreed with his father.

110 The trouble was that in order to stand
up to somebody you had to remember
to stand still, and he always forgot
and ran. It was a problem all right.

MARTIN

As far back as he could remember, Martin had found Edward Frost
a pain and a pest, about as pleasant to put up with as a nail in his shoe.
A guy whose parents were forever fussing over him, taking him on picnics
and to the zoo, turning up at school for assemblies and Parents’ Nights.
A guy whose father had been seen pitching a ball to him night after night, 5
week after week, until Birdbrain finally learned to get the bat on it. A guy
who didn’t have a brother, much less a sister, or any troubles at all, so far
as Martin could see.

But there was one thing Edward didn’t have that he wanted. Something
Martin had and Edward didn’t. A dog. That was probably why he’d been 10
even more of a nuisance than ever lately. Calling people names and then
running home safe.

Martin had always been able to make Edward run, to make him
say uncle, even to make him cry. The times when he managed to
make Edward or any other kid cry were in a way that Martin couldn’t 15
understand both the best and the most awful times for him. Somehow
he would feel, watching the angry tears streak down a face in front of
him, sort of relaxed and proud, sort of *that’ll-show-them* (even if he didn’t
exactly know who *them* was). Then, when he’d hardly had time to feel
that, he’d begin to get a little shaky, so he’d have to walk away very fast. 20

Today, hearing Edward call him *Fatso*, Martin forgot everything —
the heat, his parents, his promises, even for one furious moment, his dog
Rufus. He ceased to be Martin, **desperately trying to turn over a new leaf**,
and became the bully of Barkham Street.

He took out after Edward, who could run fast but not faster than a wild 25
person two years older and stronger, and in minutes he had Edward flat
on the ground, pummelling him and pulling his hair.

“Uncle. Say UNCLE,” Martin growled through his teeth.

Martin tightened his grasp and shook Edward’s head like a mop. “Say
uncle!” 30

“Uncle,” Edward choked out at last, and Martin let him go, watching
while the smaller boy slapped the dust off his trousers and started away.

“You fat dumbbell,” Edward yelled, beginning to run again now that he
was close enough **to make it to his house** in safety.

“Ah! The trouble with you is you’re jealous,” Martin shouted. “You 35
can’t have a dog because you’re such a slob your parents won’t let you!”

“You young bully, why don’t you pick on someone your own size?” said
a quavery voice.

Martin looked up and saw old Mr Eckman standing on his porch,
shaking a white fist. “Somebody ought to tell your parents on you,” 40
the old man yelled hoarsely.

“**Mind your own business**, Prune Face,” Martin called up.

Except for his mother and father, there was no adult Martin would treat with respect. Even teachers, even the principal, even
45 policemen. Always **poking their noses into other people’s business**, thinking just because they were big they could push any kid around. And they always said that about picking on someone your own size, which was pretty dumb of them. The whole point was WINNING, getting somebody angry or scared. How could
50 you do that with a guy your own size? If he pulled off Otto’s cap, for instance, and threw it up in a tree, something he often did to Edward’s, would Otto run yelling home? He would not. He’d take a poke at Martin, that’s what he’d do. And Martin wasn’t sure what he, himself, would do then. Maybe poke back. Maybe run?
55 He just wasn’t about to find out.

Leaving Mr Eckman furious, Martin walked along home faster, hoping that his mother hadn’t by any chance stopped work early.

He passed Edward Frost’s house, next door to his own, looking
60 to see if Edward was **hanging around** in the safety of his yard, ready to yell *Fatso*, or *Plump Pudding*, before diving through the door. There was no sign of him. Probably inside, complaining to his mother, Martin thought scornfully. Edward’s mother, of course, would be there. She always was, afternoons, with cookies
65 and stuff for Edward and his friends.

At his house he was relieved to see the garage doors open, the garage itself empty. His father used their old car to drive to the office, and his mother had the newer one out on her job. She sold cosmetics in people’s houses, and it kept her pretty
70 busy afternoons. Martin had never minded, or anyway not very much, and it wouldn’t have mattered if he had minded, because the Hastings family needed the extra money she made. He hoped that his stupid sister, Marietta, was out, too, visiting some of her stupid friends.

75 In the old days, before Rufus, it hadn’t bothered him much, coming home to an empty house.

Sometimes he played the radio so loud it practically made the walls shiver. Sometimes he **poked around in his father’s file box**, which was forbidden and pretty dull when you got in it.
80 Sometimes he just stamped around from room to room, blowing his bugle and planning how when he grew up he would always have a house to himself. He was never going to get married or have a family, that was for sure. The second he got old enough, he was going to go somewhere far away and have lots of friends
85 and a dog, but no relatives.

4 Which of the boys...

- a) was going to get a crew cut and a course in muscle building?
- b) was going to go somewhere far away and have lots of friends and a dog?
- c) was never going to get married or have a family?
- d) lived at number 21 Barkham Street?
- e) was the kind who runs?
- f) hated being called Weirid One?
- g) treated adults with little respect?
- h) was a guy who didn’t have a brother, much less a sister?
- i) was a guy whose parents were forever fussing over him?
- j) had been even more of a nuisance than ever lately?

5 Explain what the phrases in bold in the texts mean.



6 Choose in which meaning the phrasal verbs are used in the text.

1. Edward had **held out** as long as he could.

- a) to stretch forward; b) to last;
c) to offer (smth); d) to continue in spite of difficulties; refuse to yield.

2. ...and then I'll poke him in the jaw and **knock him out** for a week...

- a) to remove (someone) with a sharp blow; b) to make (someone) lose consciousness;
c) to make (someone) go to sleep; d) to defeat (someone) or destroy (smth) completely.

3. ...and when he **comes to** I'll make him say uncle for a month without stopping.

- a) to regain consciousness; b) to feel friendly or happy again;
c) to enter one's mind; d) to add up to something.

4. "Dad says I should **stand up to** him."

- a) to continue to live in spite of (suffering hardship etc. or doing smth difficult);
b) to refuse to accept unfair treatment from smb;
c) to stay healthy in a difficult environment;
d) to match (smth) in quality.

5. Martin had found Edward Frost a pain and a pest about as pleasant **to put up with** as a nail in his shoe.

- a) to raise (smth) to a higher position;
b) to let somebody stay at your home;
c) to accept an unpleasant situation or person without complaining;
d) to show great determination in a fight.

6. ...**turning up** at school for assemblies and Parents' Nights.

- a) to raise or increase; b) to say or do something that is unexpected;
c) to be found after having been lost; d) to arrive.

7. "You young bully why don't you **pick on** someone your own size?"

- a) to choose a person as the best or most suitable; b) to choose someone to pay respect to;
c) to choose someone for criticism or bullying; d) to choose with care and deliberation.

8. "Somebody ought to **tell** your parents **on** you", the old man yelled hoarsely.

- a) to have an effect on someone especially a harmful one;
b) to report on someone about something wrong that someone has done;
c) to order someone to do something;
d) to warn someone that something bad might happen.

7 Answer the questions.

- | | |
|--|--|
| <p>a) What do you know about the boys?</p> <ul style="list-style-type: none"> • the houses they lived in; • their age; • their families; • hobbies; • characters. | <p>b) Why do you think Martin became a bully?</p> <p>c) What feelings did Martin have when bullying someone?</p> <p>d) Is bullying a common thing in schools, universities etc.?</p> |
|--|--|

III. VOCABULARY

8 Range the problems in Box A in order of importance to you. Explain your choice using the adjectives from Box B.

A)

- learning problems
- time management problems
- unemployment problems
- family problems
- housing problems
- drug problems
- money problems
- health problems



B)

- major
 - difficult
 - urgent
 - serious
 - painful
 - minor
- burning
 - chief
 - key
 - recurring
 - troublesome
 - challenging

Example: The most painful problem for me is... Family problems are not as serious as...

9 Which phrases from the box (a–q) are close in their meaning to the expressions (1–7)?

- | | |
|---|---|
| <p>1) to make an effort to deal with a problem</p> <p>2) to make a problem seem worse or more important than it really is</p> <p>3) to have an obstacle in finding a solution</p> <p>4) to be in a difficult situation</p> <p>5) to ignore the problem</p> <p>6) to find a way of dealing with</p> <p>7) to cope with smth easily</p> | <p>a) to tackle a problem</p> <p>b) to solve a problem</p> <p>c) to fix a problem (AE)</p> <p>d) to cause a problem</p> <p>e) to have a problem</p> <p>f) to face a problem</p> <p>g) to iron out a problem</p> <p>h) to sort out a problem</p> <p>i) to exaggerate a problem</p> <p>j) to worsen a problem</p> <p>k) to control a problem</p> <p>l) to experience a problem</p> <p>m) to run away from a problem</p> <p>n) to come up against a problem</p> <p>o) to come up against a brick wall</p> <p>p) to find smth (as) a stumbling block to smth/ doing smth.</p> <p>q) to find an easy way out</p> |
|---|---|

10 Translate into English giving all appropriate options.

- a) зіткнутися з проблемою
- b) вирішувати проблему
- c) мати проблему
- d) ускладнювати проблему
- e) перебільшувати проблему
- f) уникати вирішення проблеми
- g) зіткнутися з труднощами у вирішенні проблеми
- h) легко вирішити проблему

11 Describe a problem that you are experiencing now. Here are some questions to help you.

- | | |
|--|---|
| <p>1) Is it a serious or minor problem for you? Explain why.</p> <p>2) When did this problem arise and what caused it?</p> <p>3) Can you run away from your problem?</p> <p>4) Is it a recurring problem or a one-off?</p> <p>5) Do you know any other people experiencing the same problem?</p> <p>6) What circumstances can worsen this problem?</p> | <p>7) Have you tried to solve this problem? In what way did you try to sort it out?</p> <p>8) What do you think is a stumbling block to solving it?</p> <p>9) Is there any quick fix for this problem?</p> <p>10) Is there anyone who can help you iron out the problem?</p> <p>11) Who do you usually ask for advice or help? Does other people's advice help you to tackle the problem?</p> |
|--|---|

IV. READING

12 Match the words and phrases with their definitions.

- 1) to take a heavy toll on
- 2) custody
- 3) to enroll
- 4) vagrancy
- 5) impact
- 6) to let down

- a) to make smb a member of something
- b) imprisonment while awaiting trial
- c) the crime of living in the streets
- d) powerful effect
- e) to fail to help or support somebody as they hoped or expected
- f) to have a bad effect on, cause a lot of damage, deaths, suffering

13 Use the word in capitals to form a word that fits in the gap.

A)

Despite the many changes that have taken place over the past decade in Ukraine, teenage family problems are pretty much the same. Parents often complain about their children's (1) _____ behaviour and verbal (2) _____, which are often caused by lack of (3) _____ or support on their part. Besides, children seem to have the same kinds of (4) _____ with their parents that their parents had when they themselves were young. It seems to come down to the (5) _____ between teenagers' desire to be independent of (6) _____ on the one hand and parents' wish to (7) _____ their children on the other. However, if both sides are willing to compromise it is normally quite easy to (8) _____ any conflict.

B)

Adolescents aged from 12 to 16 are mostly interested in friends of the same sex. They choose friends who are (1) _____. It is important for them because they want to be able to (2) _____ good times as well as bad times with them. It isn't easy for many teenagers to (3) _____ contacts with peers. However, once they find an intimate friend, they are ready to (4) _____ anything for them. That's why if they have to break off with such a friend, it can turn out to be a very painful experience. Unfortunately, peers are not always (5) _____. They can let their friends down, and even put (6) _____ on them. At the same time teenagers don't often oppose to peer pressure because they are afraid of (7) _____.

**IMPULSE
AGGRESSIVE
RECOGNIZE
ARGUE**

**CONFLICTING
RESTRICT
UNCONTROLLABLE**

SETTLEMENT

TRUST

**UNSHARED
ESTABLISHMENT**

SACRIFICIAL

**POSITIVENESS
PRESSURISE**

LONE



Unit 5. Youth is full of pleasure?!

14 Read the text and fill in the table.

PROBLEMS	CAUSES	SUGGESTED SOLUTIONS

Problems Faced by Teenagers and Youth in Ukraine

The recent political, social and economic changes have resulted in an insecure financial position of a lot of families in the Ukrainian society, in uncertainty about the future and an unfavourable daily environment for teenagers. Young people in Ukraine, like people everywhere, face many challenges. In fact, the problems worrying teenagers reflect the difficulties of a society going through a transitional period.

According to a survey a large number of teenagers experience a growing need to defend themselves and settle conflicts through violence, impulsive behaviour, rudeness and aggressiveness. They challenge conventions and become dropouts.

The survey also shows that the young people are deeply concerned with material problems. They are gripped by the fear of poverty, are affected by idealized material relations between people and therefore delay getting married until later in life. Some even say that they are losing hope of getting higher education since they can't afford it. Quite a few students, especially those living separately from their parents, face the problem of funding themselves while they are studying. Some of them have to work part-time to make both ends meet. But out of the frying pan into the fire! Their problem-solving efforts become a stumbling block to their successful learning and passing the exams.

Typical problems of teenagers include lack of recognition in the family, lack of support, difficulties in establishing contacts, and loneliness. Friendship is of great importance to teenagers. They wish to have trustworthy friends not only in good times but also in times of trouble. Teenagers are ready to sacrifice anything for their friends. However, they easily break off with friends who let them down or if they get disappointed in them.

Family problems like parents' divorce, a death in the family or violence at home tell on teenagers. Moreover, the teenagers' desire to be independent of restrictions

and the parents' right to control their children result in all possible arguments that often come down to conflicts. Some young people are even forced to leave home by their parents unable or unwilling to provide for them and soon they find themselves with a bad crowd in the street.

Every year around 12,000 teenagers are taken into custody for vagrancy and begging. Different crimes committed by teenagers are connected with their physical and psychological development, as well as their social and legal immaturity. The major threats for 'street' children, apart from criminal activity, are drug and tobacco addiction, toxicomania, alcoholism and prostitution.

The national programme "Children of Ukraine" envisages practical measures to prevent juvenile homelessness and criminality by reforming education and law and activating social work directed at solving these problems. The aim of the programme is to help young people to realize their ambitions, to set goals and to make friendships with positive peers. It is important to find ways to involve young people into different projects addressing their problems. In Kyiv, for example, at weekends there is the so-called "trust bus" where one can talk to a psychologist or a doctor. Special courses on prevention of AIDS and sexually transmitted diseases are conducted for the young.

Centres for social and psychological rehabilitation are organized for teenagers and their parents at educational institutions. Special seminars are conducted by teachers and social workers on the issues of sex education and the preparation of young people for married life. There are also youth-oriented programmes and talk shows on TV, problem pages in youth magazines and special Internet sites that give young people an opportunity to share their problems, find possible solutions and build up a positive view of life. These efforts require further development and practical state support.

Unit 5. Youth is full of pleasure?! —

15 Find the words or phrases in the text which mean the same.

1 not safe	9 limitations
2 to be anxious	10 restoring smb to a normal life
3 marked by sudden action	11 an answer to a problem, question or difficulty
4 a fight, quarrel	12 to provide with money
5 angry physical actions	13 to end smth suddenly
6 being afraid of smb/smth	
7 to meet, encounter	
8 a disagreement, dispute	

17 Form antonyms using negative prefixes un-, in-, il-, im-.

- secure •certainty •favourable
- direct •possible •dependent •legal
- maturity •effective •security
- practical •employment

18 Paraphrase the sentences using the words from the text.

- 1) An unhappy home atmosphere can affect a child's behaviour.
- 2) Many people are starving because of shortage of food in some regions of the planet.
- 3) The government set up a special fund for poor families.
- 4) He is not a reliable partner, he never does what he promises.
- 5) She gave up her career to take care of her mother.
- 6) The police did everything to stop law-breaking.
- 7) He can't overcome his habit of taking drugs.
- 8) He was arrested when he was asking for money from passers-by.
- 9) He can't get along with children of his age.
- 10) After leaving home he found himself in a bad company.
- 11) All our efforts to persuade him ended in failure.

16 Give the English equivalents from the text.

- 1) несприятливе повсякденне оточення; 2) перехідний період; 3) зростаюча потреба; 4) погана компанія; 5) попереднє утримування під слідством за бродяжництво та жебрування; 6) улагоджувати конфлікти; 7) дефіцит визнання; 8) скоїти злочин; 9) юридична незрілість; 10) наркотична та тютюнова залежність; 11) державна допомога; 12) кидати виклик умовностям; 13) ставати ізгоями; 14) бути серйозно занепокоєним; 15) бути охопленим страхом злиденності; 16) втратити надію отримати вищу освіту; 17) забезпечувати себе матеріально; 18) встановлювати контакти; 19) пожертвувати чим завгодно заради кого-небудь; 20) легко припинити стосунки з ким-небудь; 21) призводити до конфліктів; 22) запобігати підлітковій злочинності; 23) накреслювати цілі.



— **Unit 5. Youth is full of pleasure?!** —

V. SPEAKING AND READING

19 Study some recent statistics for Ukraine.

- A)** Find the problems which were not mentioned in the text.
- B)** Comment on the gender differences in the results of the survey. How can you explain them?
- C)** Some people say that “there are no problems — only challenges”. Which of these problems can you consider a challenge?

Problems	Girls	Boys
Lack of money	71 %	83 %
Health of friends and relatives	37 %	29 %
Relations with parents	27 %	36 %
Employment	19 %	24 %
Relationship with a boy/girl-friend	18 %	9 %
Lack of real friends	16 %	9 %
Personal health	16 %	11 %
Loneliness	11 %	6 %



20 Complete each statement in two ways. Explain possible reasons and consequences.

- 1) Young people often have conflicts with their teachers/ parents/ peers
- 2) Teenagers need their peers' approval
- 3) Many adolescents commit crimes
- 4) Teens today may seem spoiled, undisciplined and selfish
- 5) Many government and non-government organizations offer anti-drug programmes
- 6) Many teenagers try to study hard
- 7) Fashion and music are very important for teens
- 8) Many government and non-government organizations set up special help lines for young people

because...
and that's
why...



21 A) Fill in the gaps with the phrases from the box.

HARD QUESTIONS

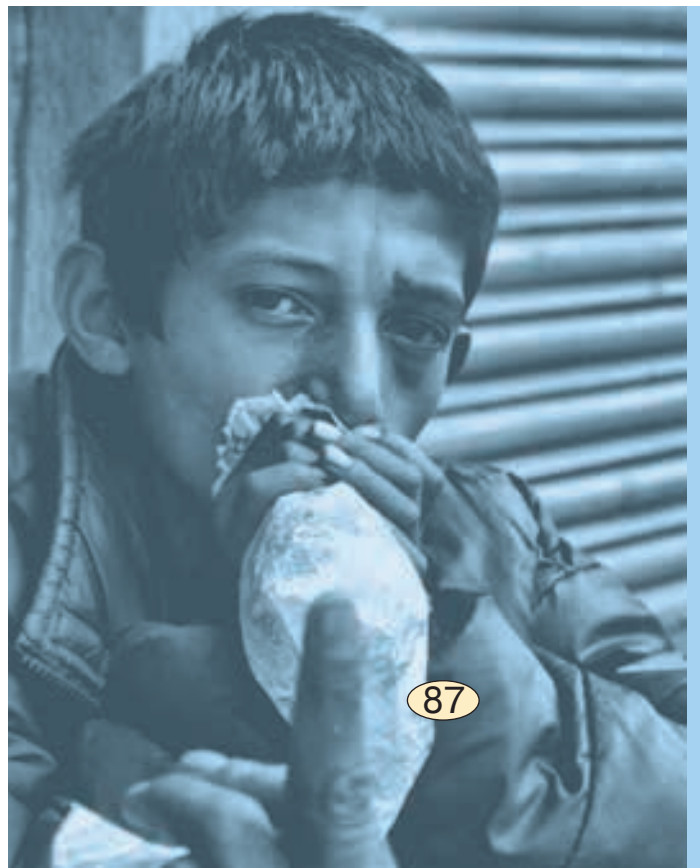
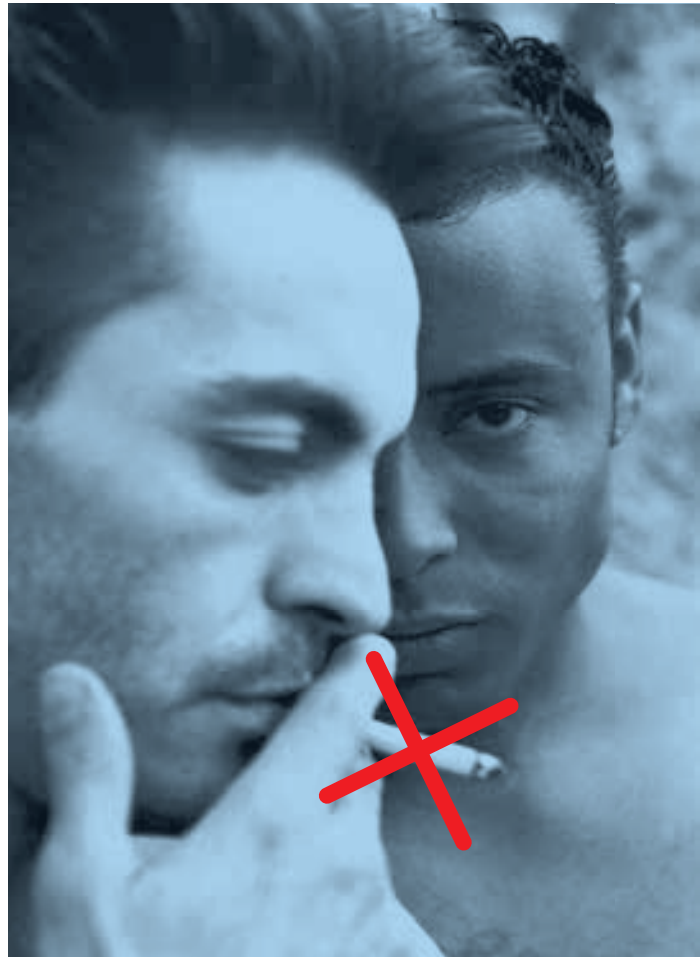
- to put you at a serious risk
- get yourself some help to quit
 - constant use
- becoming totally dependent on it
 - to become addicted
- to interfere with your daily activities

Q.: Lately I've been smoking marijuana more and more. I'm afraid I'm going (1) _____. How can you tell if you're addicted to drugs?

A.: Any kind of experimentation with any drug is dangerous (not to mention illegal). Even a single recreational use of a so-called soft drug like marijuana is enough (2) _____. Drugs impair your judgement, interfere with your ability to behave rationally and can lead to reckless behaviour. The idea of harmless, social drug is a "total myth". It's true that not every single person who has ever smoked marijuana has spent the rest of her or his life as a drug addict. There's a big difference between trying something once — or even a few times and (3) _____. The moment you notice drugs beginning (4) _____, you risk chemical dependence. For example: if you've been less interested in your friends and family, if your eating or sleeping patterns have changed, or if there are things you can't do anymore without smoking first, then you need to stop thinking of your habit as casual and (5) _____. Another indicator of drug addiction is when people you know, whose opinion you trust, notice changes in you. One last point — addiction isn't just about (6) _____, it's also about consistent behaviour. A person can be an alcoholic even if she or he starts drinking only after coming home from work. The same is true of marijuana.

B) Answer the questions.

1. Why is any kind of experimentation with a drug dangerous?
2. How do drugs interfere with a person's abilities and behaviour?
3. Do you agree that the so called soft drugs are harmless?
4. What should a person do if they notice they are becoming addicted?



VI. READING AND LISTENING

- 22 A)** Four teenagers are speaking on the radio about their problems and asking for help and advice. Listen to the speakers and write down their problems in the table.

The name of the speaker	Their problems
Amanda	
Sabrina	
Max	
Lucia	

- B)** Listen again and answer the questions.

Which speaker

- ...is keen on acting?
- ...often cries about their imperfect appearance?
- ...got a low grade in a school course?
- ...has lost touch with a close friend?
- ...wishes she looked like a supermodel?
- ...did not talk with the best friend for 10 months?
- ...couldn't keep up a conversation with a guy at the party?
- ...desperately needs support from the family?
- ...is concerned about the college prospect?

- 23** A lot of people have sent their letters to the radio station offering their advice. Read the letters and decide which of the four speakers each letter is addressed to. Which letters, in your opinion, contain the most reasonable solution?

1 We are always told that 'good old parents know best'. But they sometimes forget that it is our life and we have to choose our way ourselves and not to have it imposed on us. But I think if you claimed you wanted to be a doctor, for example, or an architect, they wouldn't mind. They just understand that every girl at your age wants to be an actress, but not every girl will. You have to think it over again. Are you sure it's really the only thing you want to do in your life?

2 Each girl can be as beautiful as she makes herself. You say your appearance now is 'not so bad'. So why not improve it with the help of some make-up, smart clothes, a new hair-style and a small talk to keep up a conversation with a boy who takes interest in you or you take interest in. Otherwise you will always have to look at the backs of other girls leaving the party with a nice new boyfriend while you stay behind humiliated, lonely and thinking about your imperfect looks.

3 Hey, you are really lucky! Now you know what you won't do at college! The problem with us all-A-students is that it is usually difficult to choose what we really want to study at university as we have spent so much time studying ALL the subjects, and now it's quite heart-breaking to give most of them up as soon as you start university.

4 I can tell you what happened — I found myself in the same situation last year. My best friend met a boy and they started going out. So she was so much afraid of all her girlfriends that she constantly avoided us. As her parents were so fond of the boy, they moved to his neighbourhood. I'm sure your former friend thinks you are so much prettier that she is afraid her boyfriend will forget about her the moment he sets his eyes on you. So, if you want to revive your friendship you have to let her know that you also have a boyfriend and you are really happy.

5 This situation is so perplexing and sad. Something is going on in her life that she doesn't want you to know. She is either embarrassed or ashamed and afraid to see you. She might have got pregnant. The reason she didn't want you around was probably because of your closeness. She knew you'd see or guess the problem. I don't know if you'll ever know the truth. She is avoiding you to prevent you from

Unit 5. Youth is full of pleasure?! —

knowing her skeleton in the cupboard. If you are sure it's really so important for you, all you can do is write to her a note or an e-mail expressing your love and concern. Let her know you think something happened and wish you knew. Reassure her that you will always be her friend, never judge her and always be there for her.

6 More and more young people now prefer to take a 'gap-year' before going to college. I'm not sure it's a good idea for everyone as in a year you may forget half the things you learnt at school, but in your situation it looks like a perfect way out — first, in a year you will be old enough to decide for yourself, second, some job experience will help you to understand whether acting is really the only thing you want to do in your life.

7 Your problem is not your appearance but your low self-esteem. You must wake up in the morning and say to yourself, "I'm a very beautiful and cheerful girl. I am the best!"

8 What you told about her in your letter suggests it's not really worth trying to get in touch again. She was friends with you while it was really necessary for her. As soon as she felt she didn't need you any more she threw you out of her life. Just do the same!

9 Please don't be upset about the "C." Anyway, that's good news to lots of teens. Be grateful for the fine mind you have and all the other top grades you've made. As a mother and former teacher, my idea is to ask your teacher for suggestions for improvement. Your potential is no secret to him. Look at this as an opportunity to develop a necessary skill before college.

10 I think the best way out of your situation will involve compromise. I assume criminal justice would be your choice of a college major. Choose a university known for its amateur theatre society. Acquaint yourself with any drama production going on. Work for the university's radio station. Get involved with all the components of acting. Audition for plays. Work backstage. Take a voice class. You might be surprised at how many well-known actors have a college education. I think you can do both. Your dream is strong.

VII. SPEAKING

24 Discuss the problems eight young people complained about. Suggest possible solutions. Use the expressions from Useful Language box.

- 1) My most painful problem is that I am getting anxiety attacks every time I think about tests or exams. I know I am going to fail. These thoughts overload my brain, causing me to forget what I have learnt.
- 2) I am having difficulty making friends in my University. I am too shy.
- 3) I have got poor eyesight, but I am too embarrassed to wear glasses. I am sure I look terrible with them on.
- 4) I am being picked on by my teacher. She is always criticizing me. I can't keep up with my group because I am a slow learner.
- 5) I have a good friend who helps me a lot. But he often talks me into bunking off. He puts pressure on me and I can't resist and we skip lessons together. I am afraid to end up in trouble with my parents or the dean.
- 6) Now there is a bully who has broken with her friends and wants to hang around with us, but we find her so annoying! How can we ask her to leave us alone without hurting her feelings?
- 7) I feel so lonely. I want to have a boyfriend so badly — my best friend is so in love with her boyfriend, and I am really jealous. Everyone says I'll get a boyfriend sooner or later, but I won't. I'm fat and ugly and I have to put a brave face on, but it's killing me inside.
- 8) She was my bosom buddy. We were so close! We were like sisters. When I started going out with my boyfriend and inevitably spending less time with her, she became hostile and jealous.

USEFUL LANGUAGE

Stating the problem

- He/ she's been having problems with...
- He/ she used to/ would/ would never..., but now...
- To start with...
- The real problem is...
- The trouble is...
- The awful thing is...
- And another problem is...
- And another thing that worries him/ her is...
- He/ she can't put an end to the whole situation...
- It's like banging his/ her head against a brick wall...

Giving advice

- He/ she should/ ought to...
- If I were him/ her, I'd...
- He/ she'd better...
- I'd advise him/ her to...
- I (don't) think he/ she should...
- Why doesn't he/ she...?
- It would be more reasonable to...
- In a situation like that...
- In a case like that...
- He/ she could try...

25 A) Your best friend, aged 16, has changed a lot. Share your worries with your group. Describe the problem using the ideas below.

Your friend

- has become very secretive;
- is always depressed;
- is lagging behind at school;
- is often extremely hostile and sometimes violent;
- stayed out all night;
- plays truant or refuses to go to the university/school;
- won't let you know what's going on.

B) Try to help your friend with your advice. What his/her actions should be in this situation?



VIII. READING

26 Read the text and complete the gaps with paragraphs (A–D).

Teenagers and Parents

“Enjoy them now, they’ll soon be teenagers!” Warnings like this from friends and relatives, together with media images of adolescents as secretive and **moody troublemakers**, can lead parents to expect trouble as their children develop. But are these really fair descriptions of the typical teenager? Not necessarily. The research shows that family life does not have **to be a battleground** during the teenage years. Many parents never face serious conflicts with their adolescent children and live peacefully and harmoniously with their teens by **keeping communication open** and making some adjustments in the way they think and act to compromise.

Teens have a natural need **to establish their own identity**. They progress from childhood dependency to adult independence, from control of parents to self control. For parents this usually means dealing with some tension in the home as teens ask themselves “Who am I?”, “What will I become?” and “How will I get along with others?”. Teens often look for the answers to these questions by challenging authority and testing rules.

1 _____

Teens are usually very anxious and sensitive about their physical appearance. They worry tremendously about their height, weight, skin and hair. They are quick **to find fault with** themselves, although most of these “defects” are largely exaggerated by them.

2 _____

Learning how to relate to others is an important task for teens, which is why the opinion of friends often appears **to rival parents’ influence** at this time. Parents tend to think of peer pressure as negative but in fact much of it is positive. Teens help **keep each other on the right track**.

3 _____

Young people are in crisis over issues like girlfriends and boyfriends, fashion, peer acceptance, jobs and music. They tend to assimilate into a subculture and adopt distinctive dress, hairstyles, music and language. But parents’ anxiety over teen behaviour often causes annoyance and distrust. Teens often respond with “You don’t trust me!” or “You just don’t understand!”

4 _____

A) Parents who **lose their tempers or withdraw** in despair can make things worse. Constant negative messages from parents can lead to hostility, indifference and withdrawal in teenagers. Whatever their doubts, good parents always express confidence that things will get better, support their teens’ efforts, **cheer their achievements** and show their love to children. Teens need to hear from their parents that they **are loved unconditionally** for themselves and that their parents will stand by them no matter what.

B) It is important that parents offer practical help with physical problems, for example, by getting medical attention for their teens when it’s needed. Parents can also help teens accept themselves by encouraging them to find activities and interests that will enrich their lives and that don’t require a perfect body.

C) Parents shouldn’t be hurt if their teens don’t **confide in** them, but spend hours on the telephone sharing secrets with their friends. It’s important that parents should respect their teens’ need for privacy. At the same time they can help by encouraging teens to bring their friends home and **making their home a welcoming place**.

D) Parents can help by encouraging their teens to assume increasing responsibility for their choices and actions, while continuing to provide appropriate supervision and guidance. Parents should remember that teenagers begin to look like adults but often act like 2-year-olds in their determination to establish their own identity.

27 Explain the highlighted phrases in the text.

IX. LISTENING **A RUNAWAY SAYS...**

28 Listen to Cindy's story and choose the correct option.

1. Cindy needed money to buy earrings / to have her ears pierced.
2. She asked her former classmate / ex-boyfriend to help her to pick up her things.
3. She felt unhappy because she was a drop-out / both a drop-out and a walk-out.
4. Melanie put her up in her house / rented out a room to her.
5. Melanie's dad advised Cindy to return home / to give her mom their phone number.
6. Cindy understood she missed her mother when her mother called in on her without warning / called her unexpectedly.
7. Cindy had to find a job to fund herself / refused to take money from her parents to prove her real independence.



29 Have a look at the list of the most common reasons why teenagers run away.

- Their parents put pressure on them.
- Teens need to establish their own identity and independence.
- Their parents don't care and teens lack their support.
- Teens feel uncertain about their future.
- Their homes are cold and unhappy or there's violence in the family.
- Their parents' expectations are too high.
- Teenagers are jealous about their parent's new partner.

Which reasons would be most likely to make you leave home?



X. SPEAKING

USEFUL LANGUAGE

Being Sympathetic	Asking for Clarification	Clarifying
<ul style="list-style-type: none"> • Oh, no! • What a pity! • What a shame! • What a nuisance! • Poor you! • Very sad news! • How awful! • I'm sorry to hear that! • That must've been awful! 	<ul style="list-style-type: none"> • Sorry, but I don't see what you mean. • Could you be more specific? • Could you explain that in more detail? • Do you mean ... ? • What do you mean by ... ? • If I understand you correctly, • So what you're saying is ... ? 	<ul style="list-style-type: none"> • What I mean is • What I meant was • Let me put it (say it) another way. • What I'm saying is • What I'm trying to say is • In other words, • I didn't mean to say that.

- 30** Two students are speaking about their problems and suggest some ways out. Make up a dialogue following the instructions.

STUDENT A

1. You have noticed your friend changed a lot, often feels depressed and shows no interest in his/ her studies. Find out what is going on.
2. Ask for clarification. Find out more about the reasons for Student B's poor performance.
3. Give advice, encourage Student B to keep studying, offer your help.
4. Sympathise with Student B and say that the shortage of money is a recurring problem for you, too. Give examples of what you can't afford.
5. Disapprove. If Student B starts working (s)he will have less time to study. Try to persuade student B not to work.
6. Advise student B to be frank with his/ her girl/ boy friend and express hope that (s)he will understand.

STUDENT B

1. You have two serious problems – bad performance in your major subject and lack of money.
2. Clarify by saying what you have tried to do, explain why you can't sort out the problem.
3. Express gratitude and speak about the second problem. Specify what has made it worse lately.
4. Give details of how you have cut down your expenses. You want to find a part-time job. Ask for Student A's opinion.
5. Complain that the money problem tells on your relationship with your girl/ boy friend. Give some details.
6. Thank your friend for the advice. Say that you will think it over and try to follow it.



XI. REVISION TRANSLATION

31 Translate into English.

1. Опитування молодих людей доводить, що багато підлітків сподіваються **вирішити свої нагальні проблеми** в **консультаційних центрах**, де фахівці допомагають **віднайти правильні рішення**, **намітити реальні цілі** і сформувати позитивний образ життя. Проблеми нашого суспільства **відбиваються** на нашій молоді, тому необхідна практична **державна підтримка** різноманітних програм для молоді.
2. **Конфлікти** з батьками й однолітками є типовими проблемами для підлітків. **Брак розуміння** в сім'ї і відсутність надійних друзів призводить молодих людей до поганих компаній.
3. Мене **турбує** моя зовнішність. Я думаю, що я невродлива. Я не можу ні **поділитися своєю проблемою** з друзями чи батьками, ні **впоратися** з нею сама. У кого я можу попросити допомоги чи поради?
4. Мій друг хоче знайти **роботу на неповний робочий день**. Він студент і повинен **забезпечувати себе грошима** сам. Звичайно, ця робота може стати **камнем спотикання** для його успішного навчання й складання іспитів.
5. Мої друзі часто мене **підводять**, і мені доводиться **розлучатися з ними** через це. Мені здається, що я готовий **пожертвувати** заради них чим завгодно, але вони цього не цінують. Я **почуваюся самотнім**.
6. Усі його спроби **розв'язати конфлікти** з батьками звичайно **завершуються невдачею**. Але він **не втрачає надії на гарні стосунки** в сім'ї.
7. Найбільш **серйозні проблеми**, з якими **стикаються** підлітки, — це **наркоманія, токсикоманія, алкоголізм, проституція**. Спеціальні програми допомагають молоді **розв'язати нагальні проблеми** та **подолати** невпевненість щодо свого майбутнього.
8. Агресивна і **груба поведінка** підлітків дуже часто породжується їх бажанням **кинути виклик умовностям** навколишнього середовища. Вони бажують також **бути незалежними** від своїх батьків, їх **обмежень** та контролю.

XII. WRITING

32 Develop the following idea and write a paragraph:

My life at University was not easy at first because I had to adjust to some new changes in my life. The biggest problem I faced was... (homesickness, finding accommodation, cooking for myself, etc.)

Step 1 Answer the questions to plan your paragraph.

- 1) What was the new situation like?
- 3) How did you feel about it? Angry? Anxious? Sad?
- 4) What was the problem?
- 5) What did you do to adjust to the situation?
- 6) Was it easy or difficult?
- 7) What did you have to learn to do?
- 8) Was your solution successful? How do you know?

Step 2 Exchange the paragraphs with your group partner. Read your partner's paragraph. What is the main idea of it? Suggest a title for it. Ask questions to find out more details. Give your suggestions as to how to improve the paragraph. Underline any language mistakes.

Step 3 Reread your paragraph. What changes can you make to improve it? What information can you add? What should you correct?

Step 4 Rewrite your paragraph.

33 Write a paragraph about one of the problems young people face nowadays.

Step 1 Single out all the aspects of the problem you can think of and list them in the chart/table.

Step 2 Plan your paragraph. Make sure it contains a topic sentence and a few supporting sentences.

Step 3 Write a paragraph about the problem.

Step 4 Exchange the paragraphs with your partner. While reading your partner's paragraph, underline the key ideas. Then tell your partner what you like in his/her piece of writing. Suggest some more details to make the paragraph more effective. Underline any language mistakes you can see.

Step 5 Rewrite your paragraph.

Define the problem	Aspects
Relations with my peers	Don't make friends easily Very shy Can't share my problems with my friends etc.

34 Create a problem page for a youth magazine that will publish letters about their readers' problems and advice how to solve them.

Step 1 Choose a problem that you find worth discussing. At home write a letter to the magazine's problem page. Describe your problem in detail, your feelings and concerns, and ask for advice. If you want to be anonymous, don't sign your letter.

Step 2 Arrange all the letters on the magazine's page. Group them according to the problems described. Think of the best ways to present different letters to your future readers.

Step 3 Read the magazine's problem page. Choose one letter and write an encouraging response.

Step 4 Arrange the letters with the answers on the problem page. Say what you think of the advice given and, if necessary, suggest a different solution.

Unit 6

YOUR NEAREST AND DEAREST

I. LEAD-IN

- 1 What do you think of the following?
- a) What makes a group of people a family? Does a family always consist of blood relatives?
- b) “Jules Verne was my father. H.G.Wells was my wise uncle, Edgar Allan Poe was the batwinged cousin... Flash Gordon* and Buck Rogers* were my brothers and friends. There you have my ancestry.”

(Ray Bradbury)

*Flash Gordon — a comic strip of a space traveller who battles evil-doers. Buck Rogers — a science fiction strip about a military man and his adventures in the 25th century.

II. VOCABULARY

- 2 The adjectives in the box are used to describe a family. What do they mean?

A) Answer the questions.

- a) What family do you belong to?
- b) What families do your friends come from?
- c) What is a typical family in your country like

• large • huge • well-to-do • well-off
• immediate • nuclear • extended • tight-knit
• poor • one-parent • low-income • adoptive
• foster • childless • two-parent,
• middle-class, • working-class, • upper-class.

B) Find synonyms to the following words:

• wealthy — • single-parent —
• hard-up — • close-knit —

- 3 Fill in the gaps with the words from the box.

- 1) Brian comes from a _____ family. His mother works hard because she has to raise him without anyone's support.
- 2) Those families which consist of two people, either married or living together without children are called _____ families.
- 3) My family is not large, it is a family of only three: my husband, my daughter Ann and me. So I can say that we make up a _____ family.
- 4) Almost all of our close and distant relatives gathered at that wonderful party — there were more than fifty people! What a _____ family!
- 5) I was very grateful to all my relatives for the support they gave me when I was in trouble last year. I know I can rely on them at any time; we are always such a _____ family.
- 6) Paul came from a _____ family; his father was a rich and prosperous lawyer.
- 7) After Tom's parents died in a car crash, he was brought up in a(n) _____ family.



Unit 6. Your nearest and dearest

4 A) Form all possible compound words denoting family relations. Consult a dictionary if necessary.

	mother/ father	sister/ brother	son/ daughter	nephew	husband	child	parent	granny	wife	cousin	aunt
...-in-law											
step											
grand											
half											
great											
ex											
god											
second											

B) Translate into English.

- звідна сестра
- падчерка
- хрещена мати
- прабабуся
- троюрідний брат/ сестра

- онук
- невістка/ зовиця
- колишній чоловік
- свекр/ тесть

5 Draw your family tree and describe it using these expressions:

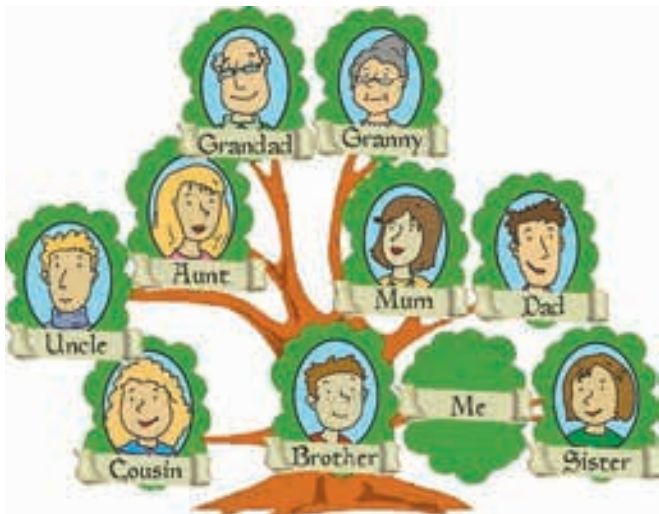
- my ancestors originated from...
- to be a descendant of...
- to be born into a ... family
- blood relatives, relatives by marriage, distant relatives, close/ near relatives, in-laws
- to be related by marriage/ blood
- on mother's/ father's side
- to be a mother of two (of six)
- to be left motherless/ fatherless
- first-born, middle-born, last-born
- an only child

6 Say what these words and word-combinations mean.

- 1) blood brothers, a half brother, a full brother, a stepbrother, a sibling;
- 2) a host father, a stepfather, an adoptive father, a father-in-law, a foster father;
- 3) twins, triplets, quads (quadruplets), a twin brother/ sister, identical twins, fraternal twins;
- 4) a first/ second/ third cousin;
- 5) a paternal grandfather, a maternal grandfather, a great-grandfather.

7 Give at least 5 words under each category.

- a) blood relatives;
- b) ancestors;
- c) relatives by marriage;
- d) distant relatives;
- e) close/ near relatives;
- f) male relatives;
- g) female relatives;
- h) both male and female relatives.



Unit 6. Your nearest and dearest

8 Fill in the gaps.

• uncles • great aunt • on my father's side • established a very close relationship with • stereotypical • distant • nieces or nephews • only • keep in touch with • split up • cousins • spinster • relatives

I grew up in a (1)_____ family — my parents and I. I was an (2)_____ child in the family. During my early childhood I spent almost all my time with my grandmother (3)_____. She was really lovely! I'll never forget her soft hands, calm voice, and fabulous pies! But I never met my mother's father; he died before I was born. I only know that he

(4)_____ with his wife and lived with his sister, who was my (5)_____. She never married; she was really an old (6)_____. Sometimes I visited her; I still remember the smell of her house that was a little bit old and musty. It was very strange for me to go round the old rooms looking at the photos of some of my (7)_____. I gazed at them for hours: my (8)_____ in old-fashioned suits, my (9)_____ in funny caps and other (10)_____ relatives. We didn't (11)_____ most of them. But later we (12)_____ my mother's sister. We wrote letters to each other and exchanged Christmas presents. Unfortunately, I'll never have (13)_____, but I hope when I get married I'll have a close family.

9 Say what these idioms and proverbs mean. Think of situations in which they can be used.

- 1) Like father, like son.
- 2) A black sheep in the family.
- 3) A baby of the family.
- 4) A good father hath but a good son.
- 5) A mother's boy.
- 6) A forty-second cousin.

10 Speak about your family using the questions as guidelines.

1. Do you get on well with everyone in your family?
2. Do your parents get on well with their in-laws?
3. Which members of your family do you have a particularly close relationship with?
4. Which of your relations do you often/ seldom see? Which of them have you never seen?
5. How do you keep in touch with your relatives?
6. Does your family get together on holidays?
7. Who do you miss most when you are away from home?
8. What do you think are the advantages and disadvantages of living with your parents until you get married?
9. Who is the breadwinner in your family?
10. How many siblings do you have?
11. Are you a first-born, a middle-born, the youngest, or an only child?
12. Are there twins, triplets, or other multiple-births in your family?

11 Fill in the gaps and translate the sentences into Ukrainian.

• fathered • father • fatherly • fatherhood
• fatherless • fatherliness

- 1) He gets his good looks from his _____.
- 2) He has five children and is greatly proud of his _____.
- 3) He was left _____ at the age of three.
- 4) He gave his son his _____ blessing and wished a good journey.
- 5) The little boy was grateful to him for his _____.
- 6) He _____ every new pupil who came to his school.

12 Capitalize where necessary.

Language note:

Capitalize the name of a family relationship (Father, Mother, Aunt) if it is used as a name. Use a small letter if you use 'my father', 'her mother', 'Susan's aunt'.

- 1) All his life, father has worked very hard, just like aunt Margaret and uncle Thomas.
- 2) My father and my mother live here, but my grandparents live with their youngest daughter in another city.
- 3) My father is related to the prime minister in my home country.
- 4) Maria's cousin Elizabeth is a captain in the military.
- 5) My aunt and uncle are both doctors.
- 6) Ann and Mary are cousins. Their mothers are sisters.
- 7) I don't want to come back home late as mother gets nervous and father can't fall asleep.

13 A) Read the poem.

THE TWINS

In form and feature, face and limb,
I grew so like my brother,
That folks got taking me for him,
And each for one another.
It puzzled all our kith and kin,
It reached an awful pitch,
For one of us was born a twin,
And not a soul knew which.

One day (to make the matter worse),
Before our names were fixed,
As we were being washed by Nurse,
We got completely mixed.
And thus you see, by Fate's decree
(Or rather Nurse's whim),
My brother John got christened me,
And I got christened him.

This fatal likeness even dogged
My footsteps when at school,
And I was always getting flogged —
For John turned out a fool.
I put this question hopelessly
To every one I knew —
What would you do, if you were me,
To prove that you were you?

Our close resemblance turned the tide
Of our domestic life;
For somehow my intended bride
Became my brother's wife.
In short, year after year the same
Absurd mistakes went on;
And when I died, the neighbors came
And buried brother John!

Henry S. Leigh



B) Match the words from the poem (1–9) with their meanings (a–i).

- | | |
|-----------------|--|
| 1) absurd | a) a sudden wish or idea, usually eccentric; |
| 2) dogged | b) likeness, similarity |
| 3) domestic | c) silly |
| 4) flogged | d) point, degree |
| 5) kith and kin | e) whipped, punished |
| 6) intended | f) followed |
| 7) pitch | g) promised |
| 8) resemblance | h) friends and relatives |
| 9) whim | i) home |

C) What problematic situations are described in the poem?
Which problems do you think are real ones?
Which ones sound funny to you?
Do you think twins really have as many problems as described
in this poem?



III. READING

14 Answer the questions.

- 1) Do your grandparents live with you?
- 2) How often do you see your grandparents?
- 3) What do you think are the advantages and disadvantages of living with or without grandparents?

Grandparents

With Granny and Grandpa in the family home, there's no such thing as a generation gap — and the close family ties can teach children some **invaluable** facts of life, says
5 Michael Rosenberg.

“Over the river and through the woods
To Grandmother's house we go...” When I was a little boy, that traditional song never meant much to me. From the time I was six,
10 Granny and Grandpa's house was also mine. Or, more precisely, our home was theirs: and unlike most of my friends, **I had round-the-clock, seven-days-a-week grandparents as part of my daily experience.**

15 My grandparents came to live with us because their illnesses had made it difficult for them to live alone and my mother insisted they live with us in our spacious, four-bedroom house.

Before they came to live with us, I had
20 looked forward to my frequent trips to my grandparents', where special surprises and small treasures were always waiting. In their home I discovered the wonders of tropical fish, how to bake Granny's cookies, **and the secrets of my grandmother's Victorian sideboard — with drawers that begged to be explored.**

Although I was an only child, already spoiled and **petted** by my very devoted parents, even
30 at that age I knew there was no substitute for grandparental love. My mother knew it was her responsibility to train and raise me “correctly” and it occasionally meant being firm, while **my grandparents often served as the court of higher appeal** when childish **mischief** got me into trouble.

My grandparents also had a lot of time for
35 me and, as an only child, I knew they would be there as company when I came home from school. **My grandmother tolerated my combing her lovely, thick hair, a ritual that I shamelessly abused day after day.** And after I had **fetches**
40 my grandfather his daily cigar, he then had to put up with me climbing up onto his bed to tell him every detail of what had happened during my day. **Both my grandparents were faithful audiences for recitations of my spelling and maths homework**, as well as the earliest critics
45 of my writing efforts.

I managed to learn quite a bit from my grandparents. From my grandmother, I gained the confidence to tidy my room under her
50 watchful and helpful eye, while my grandfather's natural **reserve** taught me to be a sympathetic and silent listener.

But more important was what living with us undoubtedly gave to them. My father
55 frequently consulted my grandfather on business investments, while my mother depended upon my grandmother's organizational and cooking skills whenever she planned a large party. It never occurred to me that we were caring for my
60 grandparents or doing them a favour by letting them live with us. I took it for granted that my grandparents belonged in our daily lives. They could feel they were very special to us, but **they weren't saved for occasions like birthdays or holidays.**

Unlike most of my school friends, I was lucky enough to share ordinary **occurrences** with my grandparents — whether it was

Unit 6. Your nearest and dearest

70 the thrill of bringing home a new coat or shoes, or the sorrow when a pet turtle died. Unlike my peers, who frequently regarded their aging grandparents with pity (and whose visits were, more often than not, **dutiful obligations**),
75 I accepted and loved my grandparents just as they were.

My parents were criticised by my friends' parents, who thought it wasn't a good idea to raise an impressionable young child with elderly, sick people. But I think my parents were right to do what they did, although I know that even they sometimes had doubts. I won't deny the grief I felt when my grandfather died suddenly or my distress at
85 witnessing my grandmother's illness. **But far outweighing the final loss are all the memories of good times we shared together.**



15 A) Say in your own words what the sentences and phrases in bold mean.

B) Match the highlighted words with their synonyms.

- 1) coolness
- 2) events
- 3) go after and bring back
- 4) naughtiness
- 5) pampered
- 6) precious
- 7) put up with

16 Identify the main points in the text and summarise them.

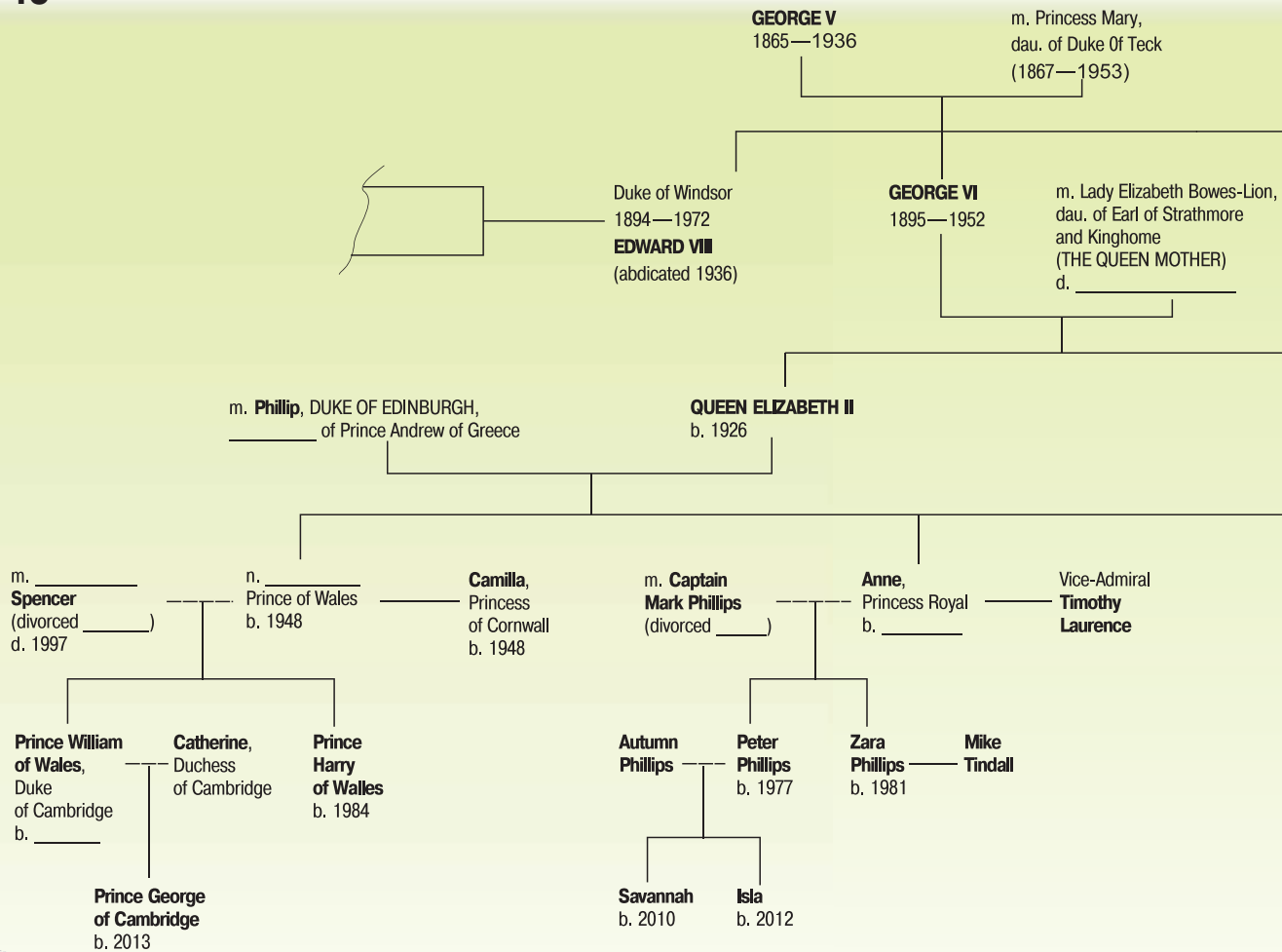
17 Discuss the questions.

- 1) What is a generation gap?
- 2) What are some invaluable facts of life that the close family ties can teach children?
- 3) What are the reasons for grandparents to come and live with their children?
- 4) Why do children often look forward to visiting their grandparents?
- 5) Have your grandparents ever served as "the court of higher appeal" for you?
- 6) Is there anything you have learnt from your grandparents? What?
- 7) What kinds of family relations are described in the text? Are yours the same or different?
- 8) Would you like your grandparents to live with you or separately? Why?
- 9) What are your memories of good times you and your grandparents had together?



Unit 6. Your nearest and dearest

18 Using the British Royal Family tree answer the questions given below.

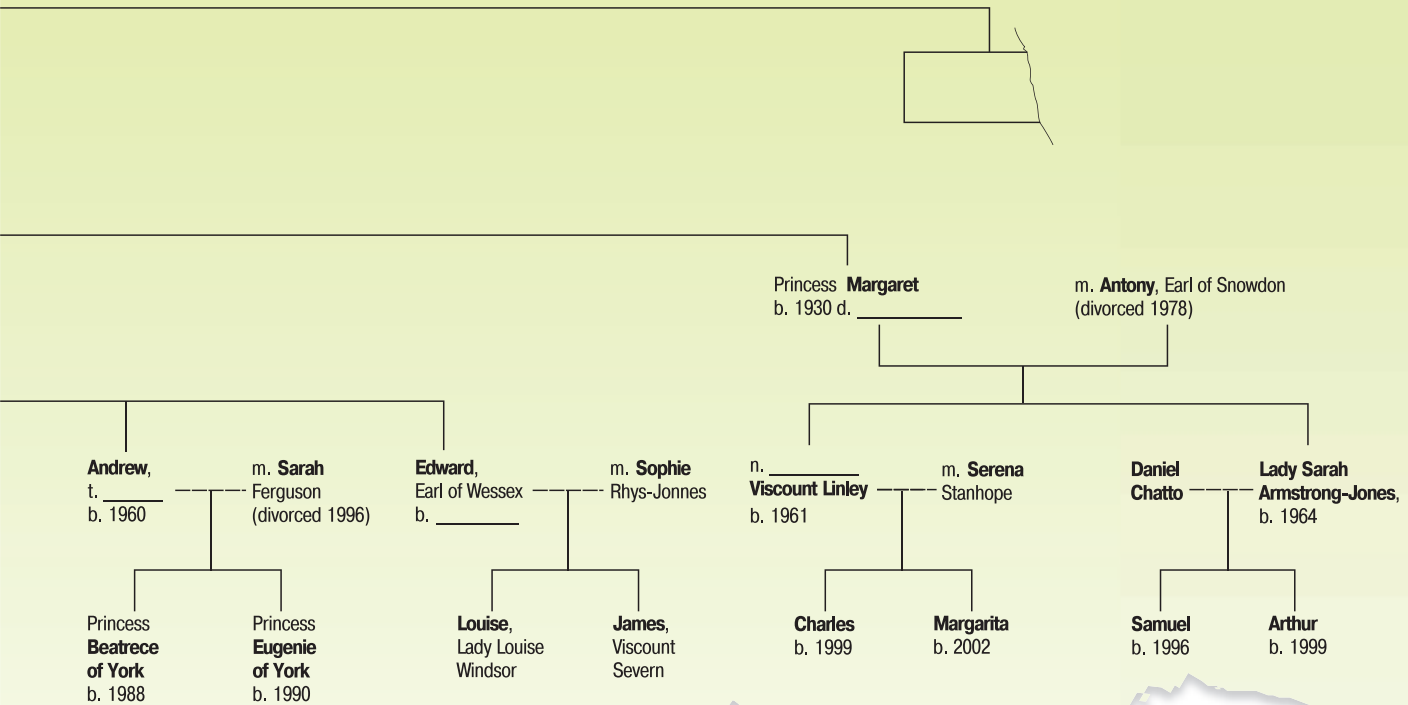


1) What relations are the following members of the family to Queen Elizabeth II? Match the name to the relationship.

2) How is Prince George of Cambridge related to the following people?

King George VI	grandson
King George V	sister
Prince Charles	son-in-law
Sophie Countess of Wessex	grandfather
Princess Beatrice	great nephew
David Viscount Linley	daughter
Prince William	niece
Princess Margaret	great grandson
Philip, Duke of Edinburgh	father
Ann, Princess Royal	granddaughter
Lady Sarah Armstrong-Jones	daughter-in-law
Samuel	son
Vice-Admiral Timothy Laurence	nephew
Prince George of Cambridge	husband

Catherine, Duchess of Cambridge	
Prince Harry of Wales	
Isla	
Charles, Prince of Wales	
Andrew, Duke of York	
King George VI	
Queen Elizabeth II	



- 3) How is Captain Mark Phillip related to Ann, Princess Royal?
- 4) How is Prince Harry related to King George V?
- 5) How is King George V related to Prince William?
- 6) How is Camilla Duchess of Cornwall related to Queen Elizabeth II?
- 7) Which member of the Royal family has 3 great-grandchildren?
- 8) How many cousins does Charles, Prince of Wales have?
- 9) Whose sister has 3 nephews, 1 niece, 3 great nephews and 3 great nieces?
- 10) How many daughters-in-law does the present Queen have?



IV. LISTENING

19 Listen to the text about the British Royal Family and complete the family tree.

20 What interesting facts about your ancestors would you like to share with your group members?

V. READING

21 Discuss the questions.

- What kind of family is considered to be ideal?
- What are the main factors that contribute to a successful marriage?

22 Read the interview with an actress and choose a sentence (A–F) to fill in the gap (1–6).

- All marriages have their dark and light periods.
- “My weekends are totally devoted to David and the children,” she said.
- David has raised Ted and Eva since they were four and two years old.
- “Working in the same business has been good for our marriage,” Meredith said.
- One of the great things about Meredith is her ability to live in the minute, as it happens.
- Meredith has arranged her weekly schedule to accommodate the needs of her entire family — with the help of a housekeeper and a nanny for the twins.

23 A) What do these numbers in the text refer to? 7:30; 18; 170; 5:45; 54; 16; 1974; 12.

B) Are the following statements true or false? Correct the false ones.

- Meredith has been married three times.
- She met David when she began starring in the TV series.
- Ted and Eva are David’s stepchildren.
- Meredith doesn’t have any special preferences in food.
- They spend much time on social parties with their colleagues.
- Meredith spends all her weekends with her family.
- She appreciates David’s care and help very much.
- Meredith thinks it’s easy to have a good family.

Meredith Baxter Birney “My real family ties”

In her television role and her personal life she is a devoted wife and mother. But, she says, there is no similarity between the two. One is fiction, the other is very real.

Blonde and blue-eyed Meredith Baxter Birney, 37, may be the most family-oriented actress on television. At work she is Elyse Keaton in *Family Ties*, at home she is the wife of actor David Birney. In both her worlds she is the mother of infants as well as grown children, and the wife of an affectionate, strong-willed husband. At 170 centimetres, 54 kilograms, Meredith is thinner than she was before becoming pregnant with the twins two years ago. She is a strict vegetarian who runs eight or nine kilometres before breakfast six days a week.

She finds her real-life family ties to two children from her first marriage (Ted, 18; Eva, 16), to David’s daughter Kate, 11, and their twins, Mollie and Peter (aged 2) are more complex, exciting, and challenging than her TV roles.

She was a teenage wife and mother, a divorcee, who married David Birney after they co-starred in the *Bridget Loves Bernie* TV series 12 years ago.

Her children by her first marriage, Ted and Eva, were brought up in the Santa Monica home Meredith and David bought shortly after they were married in 1974.

1. _____ I know about being raised by a stepfather — it’s a damned hard thing to do.

The stepparent has to say, ‘I’m going to raise these children with the same commitment and passion as I would my own blood children.’ Today Meredith gives high marks to her husband as father and stepparent. “There’s no question, David is the dad,” she said, acknowledging that Ted and Eva’s biological father does see the children from time to time.

Unit 6. Your nearest and dearest

“When you’re raising kids you need a sense of humour because you have to laugh at yourself and your children to be able to get through the day. Personally, I think we have the best possible family,” Meredith said. “Our children are fine and I love the closeness they feel for us and for each other. I’m overwhelmed by the love I have for them and the act of mothering.

2. “_____ . She doesn’t carry around high anxieties about the future. A major family crisis was Eva’s broken back. Meredith was a primary mover in uniting our family,” thinks David.

3. _____ Marriages last because of memories, friendship, occasional passion, growing pains, and the courage with which you deal with them. Any lasting marriage acquires a past that makes it worthwhile. No one has the secret to a good marriage. Every day is a new challenge. You do the best you can. Anyone who makes a marriage work should be commended. It’s a hard job that takes commitment and work from the people involved. But what else is going to reward you as much?

4. _____ She is up every morning at 5:45 and runs for an hour between 6 and 7 a.m. Then she spends at least half an hour over toast and coffee with Kate, chatting and brushing her daughter’s hair for school. At 7:30 she prepares the twins’ breakfast, wakes them, and plays with them in their room, changes them and brings them down for breakfast. “I spend close to an hour with Mollie and Peter before Donna, their nanny, takes over. I usually don’t see David before I leave. He’s not a morning person.”

5. _____ “We like to go to the beach, and in winter we take skiing holidays. Marriage is about being together,” Meredith said. “We are a close-knit family, and neither of us is involved much in Hollywood parties or industry events. Separations are difficult for me. I don’t like being apart from my husband and my children.”

And on holidays and family celebrations the Birney house is a thoroughly domestic scene — it is filled with relatives, including Meredith’s brothers and sisters.

6. _____ “David knows and understands the pressures of our work. We also understand that show-business careers have their ups and downs. Sometimes one career in a family like ours is going strong while the other isn’t. Once I went for a whole year without a job. David was supportive. So our marriage helps us to succeed in the career and our work consolidates our family.”

24 Find the English equivalents in the text to the following.

- 1) службові заходи
- 2) сімейні узи
- 3) немовлята
- 4) сімейна криза
- 5) довготривалий шлюб
- 6) хвалити
- 7) вимагати віддачі
- 8) сімейно налаштований
- 9) цілковито домашня обстановка
- 10) злеті і падіння
- 11) віддана дружина і мати
- 12) розлуки
- 13) переповнюватися коханням



— **Unit 6. Your nearest and dearest** —

25 Complete the interview with the questions to Meredith Baxter Birney (MBB).

a) Interviewer (I): _____
_____?

MBB: I have two children from my first marriage, Ted and Eva, and infant twins Molly and Peter, besides, Kate, David's daughter lives with us.

b) I: _____
_____?

MBB: David has raised Ted and Eva since they were four and two years old.

c) I: _____
_____?

MBB: When you're raising kids you need a sense of humour because you have to laugh at yourself and your children to be able to get through the day.

d) I: _____
_____?

MBB: I am up every morning at 5:45 and run for an hour between 6 and 7 a.m.

e) I: _____
_____?

MBB: Marriages last because of memories, friendship, occasional passion, growing pains, and the courage with which you deal with them. Any lasting marriage acquires a past that makes it worthwhile.

f) I: _____
_____?

MBB: I have arranged my weekly schedule to accommodate the needs of my entire family — with the help of a housekeeper and a nanny for the twins.

g) I: _____
_____?

MBB: My weekends are totally devoted to David and the children. We like to go to the beach, and in winter we take skiing holidays.

h) I: _____
_____?

MBB: Working in the same business has been good for our marriage. David knows and understands the pressures of our work.

26 Answer the questions about Meredith.

1) What is similar in Meredith's TV role and her personal life?

2) Why does she think her role and her real life are different?

3) How does she feel about David's relationship with their children?

4) Why does she think their family is the best one?

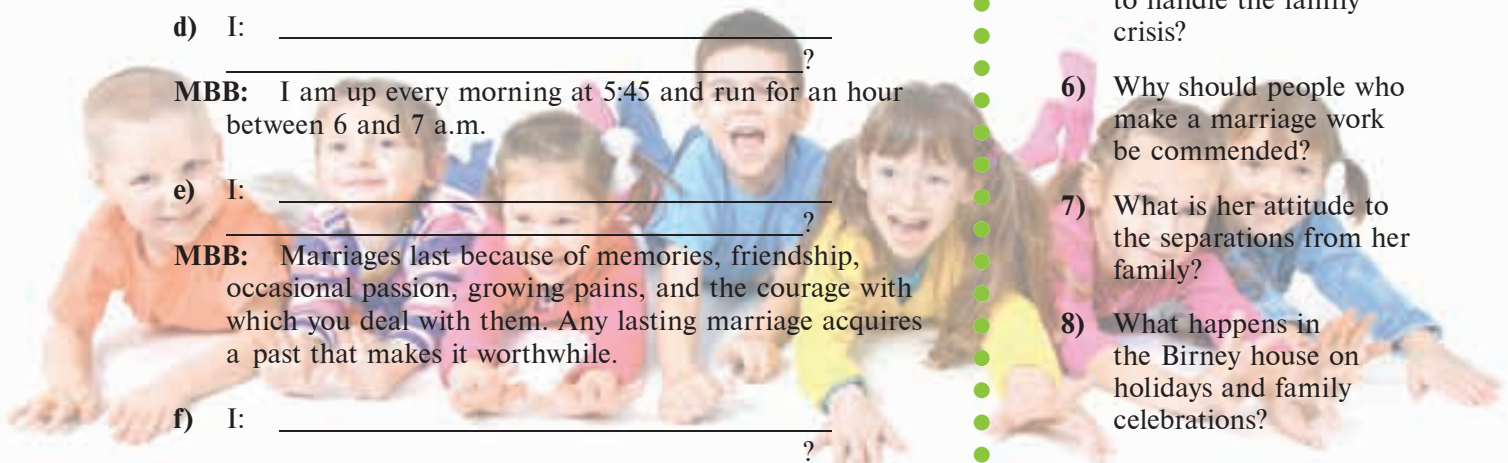
5) How did Meredith help to handle the family crisis?

6) Why should people who make a marriage work be commended?

7) What is her attitude to the separations from her family?

8) What happens in the Birney house on holidays and family celebrations?

9) Why does Meredith appreciate David's support so highly?



VI. LISTENING

27 Listen to the text “The Modern Ukrainian Family: What Does It Look Like?” and decide whether the following statements are true or false.

- 1) The introduction of market conditions and the lack of social guarantees make young people get married at an earlier age.
- 2) More and more women have children at about 30 because they are interested in getting education and having career.
- 3) Both the number of marriages and the number of divorces have decreased during the last decade.
- 4) The majority of young Ukrainian families earn enough money to support themselves.
- 5) Young Ukrainian mothers and fathers have more knowledge of how to bring up their children.
- 6) More and more children are raised in one-parent families.
- 7) The radical changes in the Ukrainian families are different from the world's family planning tendencies.

28 Listen to the passage from the text and fill in the gaps with the correct numbers.

According to the State Statistics Committee of Ukraine, the number of marriages registered in the country has decreased sharply over the past fifteen years (from _____ in 1985 to _____ in 1999).

It is interesting to note that despite the decrease in the number of marriages, the number of divorces has remained relatively stable. For example, while in 1985 there were _____ official divorces, in 1999 they totalled _____. The saddest thing about divorces in Ukraine is, perhaps, that _____ of them affect families with underage children.

_____ of young Ukrainian families report the worsening of their financial situation; and _____ have to rely on financial support from their parents.

Only _____ answered that they earn a sufficient income to maintain their families. Due to the lack of funds, _____ of young Ukrainian families cannot buy or rent apartments and have to live either in youth hostels or share housing with either spouse's parents. Almost _____ of young Ukrainian families have no children; _____ have one child; and only _____ raise _____ children.



USEFUL LANGUAGE

MAKING A SUGGESTION

- Why don't you...?
- Why not...?
- Perhaps you could...
- Have you thought about...?
- I have an idea.

AGREEING TO A SUGGESTION

- Yes, I think that's a good idea.
- That's probably the best option.
- Sure, why not?
- Yes, definitely.
- By all means.

29 Two friends are discussing how to make a family tree. Student A made his/her family tree some time ago and Student B is just beginning to put it together. Make up a dialogue following the instructions.

STUDENT A

1. You have dropped in to see Student B. Greet him/her. Find out what (s)he is busy with.
2. Approve and say you have some experience making a family tree. Offer your help.
3. Advise how to group and arrange the material. Ask Student B what (s)he knows about his/ her older generations.
4. Suggest that Student B should ask his/her distant relatives to help with his/ her search (letters, photos, their memoirs).
5. Suggest using special software that makes it possible to include all the information about every person (place and time of birth and death, marriage etc).
6. Give a positive answer and explain why it is a great idea.

STUDENT B

1. Greet Student A. Say you want to make a family tree. Show the documents and photos of your relatives, speak about the most interesting ones.
2. Thank Student B and say you do not know how to organize your family tree and what to start with.
3. Speak about your ancestors on your mother's and father's side; what documents you have that illustrate their life.
4. Express hope that some relatives can really help you. Say what their personal contribution can be. Express doubt you will manage to arrange all the information yourself.
5. Show interest in this software. Ask if it is possible to add videos of your family reunions.
6. Ask if Student A can come to your place again in case you need help to work with this software.



VII. REVISION TRANSLATION

30 Translate into English.

1. Наша **родина** досить **велика** — в ній **дев'ять** чоловік. Добре, що в нас **великий** дім і **всім** вистачає місця. Отже, наша **родина** складається з **мого батька, матері і дідуса з боку батька**. Крім того, з нами живе **родина мого старшого брата**. Мій брат **одружений**, і в них **двоє** дітей — **двійнят**, тобто в мене є **племінник і племінниця**. Насправді, у мене **дуже багато** інших **родичів: тітки, дядьки та їхні діти**. Якось я **підрахувала**, що в мене **15 двоюрідних сестер і братів**, тому що мій **дідусь з боку батька** був **двічі** одружений, і моя **бабуся з маминого боку** також **двічі** виходила заміж.
2. Моя **молодша сестра** вийшла заміж і живе тепер з **батьками свого чоловіка**. Її **свекор і свекруха** — **літні люди** і потребують **піклування**. До того ж, вона **часто спілкується** зі своєю **звищею**, вони **однолітки** і мають **багато спільного**.
3. Моя **подруга Бренда** з **дуже дружної і згуртованої** родини. Вони **по-справжньому дбають** одне про одного і **проводять час разом**. Мені **приємно бачити**, що **справжні сімейні узи** існують. Мені **пощастило менше: я єдина дитина** в моїй родині. Я б хотіла, щоб у мене були **рідні**



брати чи сестри, а так у мене є **лише двоюрідні і троюрідні брати і сестри**.

4. Білл був **сиротою**, у нього були **лише два близьких родичі** — **тітка та дядько**. Вони були **бездітною парою** і стали йому **названими батьками**. Крім того, він **часто спілкувався** зі своєю **двоюрідною бабкою**, вона **добре зналася** на музиці і **водила його по концертах**.
5. **Середньостатистична** британська **родина** складається з **чоловіка, дружини і двох дітей**. **Бабусі і дідусі**, як **правило**, **живуть окремо**. Діти **виховуються** вдома або їх **відправляють** до **дитячого садка**, якщо **обоє батьків працюють**. Проте, в наш час **склад родини змінюється** — **все більше сімей мають лише одну дитину**, **дуже багато дітей виховується в сім'ях з одним з батьків**.
6. Це **другий шлюб** моєї мами. У мене є **два брати**, які **набагато старші** за мене. Хоча **один з них зведений брат**, у нас з ним **склались добрі стосунки**. Другий брат — **рідний**, але ми **майже не бачимося**, бо він **живе і працює за кордоном**.
7. Давид **дуже пишається** своїм **родовідним деревом**. Він **походить з давнього заможного роду**. **Всі його предки** були **знатними людьми**. Наприклад, його **прадід** був **герцогом**, а **одна прапрабабка** — **графинею**.



VIII. WRITING **A LETTER OF INVITATION**

31 A) Fill in the gaps in the sample letter.

- travel arrangements
- mention anything about it

- our chance
- special and memorable

- family reunion
- with full enthusiasm

Dear Amie,
I am writing this letter to invite you to our (1) _____ to celebrate Grandma's 75th birthday.

We are planning a surprise birthday party for her and are inviting all her nearest and dearest. She has always loved us and this is (2) _____ to make a day in her life very (3) _____. I am writing to you so early so that you can make your (4) _____ in advance.

Her birthday is on 24th February and you have to come to our place by 6 in the evening. Remember this is a surprise birthday party, so don't (5) _____ to Grandma. Let's celebrate this day (6) _____ so that it leaves a very beautiful memory in Grandma's heart.

*With love,
Your cousin Stacy*

B) Write an email to your aunt who lives in another town and invite her to your parents' silver wedding anniversary.

- Apologize for not having written for some time and explain why.
- Express hope she is in good health.
- Invite her to your parents' silver wedding anniversary.
- Say when and where it will be celebrated.
- Invite her to stay with you and say you will cook something she likes or taught you to cook.
- Ask to let you know of her arrival because you want to meet her.

32 You are participating in an exchange student programme between Ukraine and the USA. One of the requirements of the programme is to write an essay on one of the topics:

A) A relative you were especially close to when you were growing up.

B) How your siblings are similar or different from you.

Choose a topic and write an essay of 150–180 words.



Unit 7

WEDDING BELLS HERE AND THERE

I. LEAD-IN

1 Read and discuss.

LOVE IS DESCRIBED IN DIFFERENT WAYS

**WHAT
IS LOVE
FOR
YOU?**

- For Robert Burns, love is “like a red, red rose that’s newly sprung in June” and “like the melodie that’s sweetly play’d in tune”.
- For Emily Dickinson, “love is mutual risk, — some found it mutual gain”.
- For Drop N. Harmony, love is “the flame that sets my soul on fire”.
- For Theodor Reik “love is an attempt to change a piece of a dream world into reality”.
- For Oliver Wendell Holmes, “love is the master key that opens the gates of happiness”.

II. VOCABULARY ROMANCE AND DATING

- to have a (steady) boyfriend/ girlfriend
- to go out with (*BE*) = to date (*AE*)
- to go out on a date with
- to have a date
- to ask smb out (on a date)
- to fall in love with
- to be (deeply, madly, hopelessly) in love with

- to return one’s love
- to declare one’s love
- to cuddle = to embrace
- to flirt
- to fall out of love with
- to drift apart
- to break off one’s relationship with
- to split up with
- to lead smb away from

- an ex-boyfriend, an ex-girlfriend
- a young couple
- a blind date
- a love letter
- a dating agency
- deep, eternal, mutual love
- love at first sight
- a heartbreaker
- a flirt

2 In the Vocabulary box find the words or phrases which mean the same as:

- 1) to hug
- 2) to date
- 3) to break up with
- 4) to be head over ears in love with
- 5) to confess one’s love to
- 6) to cease to love
- 7) an arranged meeting between two people who have not met each other before in order to start a romantic relationship
- 8) a business that finds partners for people who want to begin a romantic relationship
- 9) a lady-killer
- 10) ever-lasting love
- 11) to steal smb from



Unit 7. Wedding bells here and there

3 Translate the phrases into English.

- | | |
|--|------------------------------|
| 1) ходити на побачення, зустрічатися | 7) бюро знайомств |
| 2) закохатися у кого-небудь | 8) взаємне кохання |
| 3) охолонути до кого-небудь | 9) кохання з першого погляду |
| 4) закохатися до нестями у кого-небудь | 10) любовний лист |
| 5) розстатися | 11) відбити когось |
| 6) мати постійного друга/ подругу | 12) признатися в коханні |

4 A) Using the verbs FIND, WIN, GIVE, BREAK, OPEN and the noun HEART make up synonymous phrases to those given below:

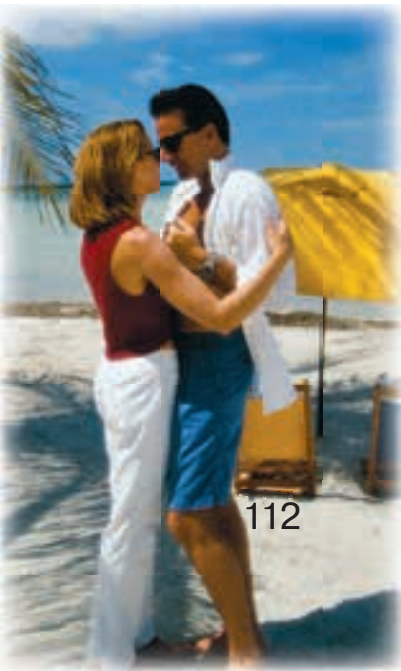
- 1) to discover the right route to a person you love;
- 2) to make smb feel very unhappy;
- 3) give your love to;
- 4) to tell smb about your feelings;
- 5) make smb fall in love with you.

B) Translate into English.

1. Ви погоджуєтесь з відомою приказкою, що шлях до серця чоловіка лежить через його шлунок?
2. Ромео та Джульєтта віддали свої серця один одному незважаючи на ворожнечу (enmity) їхніх родин.
3. Молодому чоловіку було нелегко завоювати серце впертої дівчини, але кінець кінцем він примусив її полюбити його завдяки своїй мужності та чесності.
4. Новини про смерть нареченого розбили серце дівчини и вона пішла в монастир.
5. Дівчина соромилася, що відкрила своє серце чоловіку, який виявився не гідним її любові.

C) Make up at least five collocations and use them in sentences of your own.

- 1) love + NOUN: a love letter, ...
- 2) ADJECTIVE + love: deep love, ...
- 3) VERB + love: to express love, ...
- 4) romantic + NOUN: romantic date, ...
- 5) VERB + romantic: to sound romantic, ...



5 A) Fill in the gaps with the phrases.

•to go out •romantic feelings •present her with any flowers or sweets •steady boyfriend •lead ... away
•drifted apart •love story •dating agencies •to find the way to his heart •broke off •fell in love with

Tina was a 19-year-old girl when she met David last year and (1)_____ him at once. They began (2)_____. After they had been dating for some time Tina lost her head to him. She couldn't imagine her life without him, although her close friends couldn't understand what she saw in him. He didn't act like he wanted to be her (3)_____. While they were dating he didn't (4)_____. He seldom called her and when she insisted on an explanation he usually replied that he had been very busy. It was obvious that there were no (5)_____ on his side. Tina was devoted to David and tried hard (6)_____. No wonder that she struggled with jealousy thinking that someone could (7)_____ him. Little by little Tina and David (8)_____, and finally their relationship (9)_____. Tina was in despair, she went to many (10)_____ to find someone who could replace David and cure her broken heart. But everything was in vain. This was a sad (11)_____. Can you tell a happy one?

B) Tell a love story with a happy ending that you know or read about.



6 Discuss the questions.

- 1) Do you believe in true love? What is it like for you?
- 2) Do you believe in love at first sight? Can you give a live example?
- 3) Where do young couples usually go out on dates?
- 4) How do people try to find the way to the heart of the person who they are in love with?
- 5) What happens when people fall out of love with each other?
- 6) What is your attitude to blind dating? What are its pros and cons?
- 7) What are the ways of declaring one's love?
- 8) What romantic things are associated with love?



III. READING

7 Answer the questions.

- 1) Did you fall in love when you were at school?
- 2) How did you show your affection?
- 3) How do young boys and girls show their feelings?

8 Read the passages and arrange them to make up a story.



Sarah

- A) She sat next to me on the first day of a new school year, a girl I'd seen before, but really never saw. My open-wide eyes were fixed on her. She turned to me with a look of absolute calm, **already a heartbreaker**. "What are you staring at?" she said. And said again. It took a while for the echo to reach me, and took me longer still **to come up with some lame reply**. (1)
- B) But this was different — like some other me seeing other her for the first time. And the sight wasn't the only sense aroused. Going out my way brush up against her at every opportunity — even if one didn't present itself. It made me dizzy. At nights I **tossed and turned**, longing for the moment I got to school so I could tug on her pigtails, make faces, scribble on her homework. Anything to show her how much I cared. Which is what, as months rolled on, I began to sense, but wasn't ready or able to acknowledge. I'm sure everybody else in our class knew, but nobody wanted to say. Except Sarah. (_____)
- C) Then she skipped away and I heard only giggles around me. Trying to deny the truth was out of the question. I couldn't speak. I just stood there **as the air rushed out of me**. I felt I was falling, though I was frozen in place. I turned beet-red. **Time stood still**. And when I caught my breath, nothing was ever the same. (_____)
- D) We were outside at lunchtime. Pressed by my friends, I was laughing at her trying to make her angry. Suddenly Sarah turned round quickly to me, hands on hips, lips in a pout. What happened next happened in seconds, not the lifetime it seemed. And there would be much to remember when it was replayed over and over from different angles with an occasional "what if" thrown in. But it unfolded the way a car crash sometimes does, in slow motion — even at the moment of impact. You see it coming, but there's not a thing you can do about it. The playground



9 A) Answer the questions.

1. Was the feeling described in the story love at first sight?
2. How did the boy attract the girl's attention on the first day of school?
3. How did he show his affection to her later?
4. What happened in the playground?
5. What did he feel when he heard Sarah's words?
6. Was Sarah in love with the boy? Why do you think her eyes were icy-blue?

B) Explain in your own words the highlighted sentences and phrases. Use a dictionary if necessary.

10 Describe the feelings and actions of the boy who fell in love with Sarah.

+ John

grew silent as Sarah slowly mouthed her words: "My mother said the only time a boy teases a girl is when he really likes her."
(_____)

- E) "N-n-nothing," I stammered, and quickly turned away before her icy-blue eyes turned me to stone. She was Sarah. Her name, **rolled around on the tongue**, whispered over and over again, seemed less a name than a prayer. Why was it my heart skipped each time Sarah came near? And what was it made me seek her out? This strange feeling had all the menacing symptoms of the flu — light-headedness, chills, and loss of appetite. **Butterflies fluttered wildly in my stomach**. That Sarah was having an effect on me, now, was completely baffling. After all, we were practically neighbours and had been in other classes together. For years, ignoring her had been easy. (_____)

(by John Gaccione, 1990)

11 Read the poem and say what expressions the author uses to describe the emotional state of the person in love.

First Love

I never was struck before that hour
With love so sudden and so sweet.
Her face, it bloomed like a sweet flower
And stole my heart away complete.

My face turned pale, a deadly pale.
My legs refused to walk away,
And when she looked what could I ail
My life and all seemed turned to clay.

And then my blood rushed to my face
And took my eyesight quite away.
The trees and bushes round the place
Seemed midnight at noonday.

I could not see a single thing,
Words from my eyes did start.
They spoke as chords do from the string,
And blood burnt round my heart.

Are flowers the winter's choice
Is love's bed always snow
She seemed to hear my silent voice
Not love appeals to know.

I never saw so sweet a face
As that I stood before.
My heart has left its dwelling place
And can return no more.

(John Clare)



IV. SPEAKING

12 Give the Ukrainian equivalents for the following proverbs and sayings. Think of situations they can illustrate or be related to.

- 1) Love conquers all.
- 2) Love is blind.
- 3) All is fair in love and war.
- 4) Love in a cottage.
- 5) Love is never without jealousy.



13 Paraphrase the quotations. Which do you agree with? Give your reasons and examples to support your point of view.

- 1) “The love that lasts longest is the love that is never returned.”
(S. Maugham)
- 2) “Love can be understood only ‘from the inside’, as a language can be understood only by someone who speaks it, as a world can be understood only by someone who lives in it.”
(Robert C Solomon)
- 3) “In the arithmetic of love, one plus one equals everything, and two minus one equals nothing.”
(Mignon McLaughlin)
- 4) “Love does not consist in gazing at each other but in looking together in the same direction.”
(Antoine de Saint-Exupery)
- 5) “Love works miracles every day: such as weakening the strong, and strengthening the weak; making fools of the wise, and wise men of fools; favouring the passions, destroying reason, and in a word, turning everything topsy-turvy.”
(Marguerite De Valois)

V. VOCABULARY WEDDING

- a bride
- a bride-to-be = fiancée
- a bridegroom = groom
- a groom-to-be = fiancé
- a bridal couple = newlyweds
- a veil
- an arranged marriage
- a matchmaker
- a bridesmaid
- a chief bridesmaid = maid of honour

- an engagement ring
- a love-match
- a toast maker
- a Marriage Certificate
- a marriage of convenience
- a white wedding
- a bachelor/ a spinster
- a widow/ a widower
- a dowry
- an engagement
- a guest list
- a stag/ hen party
- a morning suit
- a best man

- a page
- a train
- a registry office
- a wedding chapel
- a reception
- a celebrant
- a wedding gown
- a tuxedo
- to drink (a toast) to
- to ask smb to be one’s wife
- to marry (into) money
- to marry late/ early
- to leave for a honeymoon

- to make/ accept/ turn down a proposal
- to exchange marriage vows
- to get engaged
- to walk up the aisle
- to bless
- to break off an engagement
- to sign the register
- to send out invitations

Unit 7. Wedding bells here and there

14 Fill in the gaps using the appropriate forms of the verbs. The same phrase may be used more than once.

•marry •marry off •get married
•be married to •marry into •marry above
•marry beneath

- 1) What luck!
She _____ money.
- 2) Many parents want their daughters
_____ a good family.
- 3) In former times, if a gentleman
_____ him, he would
lose his share of the family fortune.
- 4) The actress _____ her
when a lord fell in love with her after
seeing her performance at the theatre.
- 5) She _____ an Italian.
- 6) They _____ next month.
- 7) She _____ her
daughter _____ to
a diplomat.
- 8) He _____ happily
_____ his former
classmate.

15 Find the synonyms in the Vocabulary box.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) a bride and a groom 2) a future bride 3) to propose to 4) a wedding dress 5) to call off an engagement | <ol style="list-style-type: none"> 6) a church wedding ceremony 7) a marriage agreed for some advantage rather than for love 8) a dinner suit |
|---|--|

16 Choose the words and phrases from the Vocabulary box related to the following categories:

- 1) participants of a wedding ceremony
- 2) wedding clothes
- 3) reception
- 4) engagement
- 5) wedding ceremony procedure



17 Build up as many collocations as you can.

- 1) Wedding + NOUN: wedding customs, ...
- 2) VERB + wedding: come to a wedding, ...
- 3) ADJECTIVE + marriage: happy marriage, ...
- 4) marriage + VERB: marriage lasted, ...

18 Find the “odd one out” and say why it doesn’t belong there.

- 1) tuxedo, bouquet, veil, gown, morning coat
- 2) bridegroom, bridesmaids, pages, best man, fiancée
- 3) honeymoon, matchmaking, engagement, proposal
- 4) toast maker, Marriage Certificate, registry office, civil ceremony
- 5) widow, widower, bride, groom, spinster
- 6) newly-weds, bridal couple, best man, page, dowry



— **Unit 7. Wedding bells here and there** —

VI. SPEAKING

- 19** **A)** Describe the wedding ceremonies in the pictures below using the words from the Vocabulary box.
- B)** Which type of wedding (a church wedding or a civil wedding ceremony) do you prefer and why?
- C)** Think of some questions to interview one of the guests about the wedding he/ she attended.

20 Say what these proverbs and sayings mean. Give their Ukrainian equivalents.

- 1) Marry in haste and repent at leisure. Give me their Ukrainian equivalents.
- 2) Marriage goes by contrasts.
- 3) Marriage is a lottery.
- 4) Marriages are made in heaven.
- 5) A good husband makes a good wife.



A religious ceremony with a priest in a church

21 Discuss the questions.

- 1) What is the best age to get married?
- 2) What is the secret to a lifelong successful marriage?
- 3) What do you think of a marriage contract?
- 4) What is your attitude to the marriage of convenience?
- 5) How does a significant age difference between spouses affect their marriage?



A civil ceremony in a registry office

VII. LISTENING

22 You will hear Sheryl Mungall, a civil marriage celebrant from New Zealand, telling about her profession and giving some advice. Are the statements true or false?

- 1) Marriage celebrants are appointed by the Department of Internal Affairs and can conduct weddings in any English-speaking country.
- 2) Marriage celebrants can conduct only civil weddings.
- 3) Training in Celebrant Studies is available at every university in New Zealand and Australia.
- 4) To become a celebrant you need a university certificate.
- 5) The fee does not only depend on the amount of work.
- 6) Sheryl has been working as a civil marriage celebrant for more than a decade.
- 7) Sheryl always tailors the scenario of the wedding ceremonies according to her clients' likes.



VIII. READING

23 Answer the questions.

- 1) How is a marriage proposal usually made? Do you think proposals nowadays differ from those made about a hundred years ago?
- 2) Traditionally men propose to women. On what date did an Irish tradition allow women to propose to men?
- 3) Does the girl's family's opinion about her husband-to-be matter when she decides to get married?

24 Read the text and answer the questions.

- 1) Does Jack really love Gwendolen as much as he says? Does Gwendolen return his love?
- 2) Which is more important for Gwendolen — love or etiquette and traditions? Support your opinion with facts from the text.
- 3) What are her family ideas about marriage? Does she seem ready to agree with them?
- 4) Why does the episode sound funny?

Extract from

“The Importance of Being Earnest”

by O. Wilde

JACK. ...we must get married at once. There is no time to be lost.

GWENDOLEN. Married, Mr. Worthing?

JACK. [*Astounded.*] Well ... surely. You know that I love you, and you led me to believe, Miss Fairfax, that you were not absolutely indifferent to me.

5 **GWENDOLEN.** I adore you. But you haven't proposed to me yet. Nothing has been said at all about marriage. The subject has not even been touched on.

JACK. Well ... may I propose to you now?

10 **GWENDOLEN.** I think it would be an admirable opportunity. And to spare you any possible disappointment, Mr. Worthing, I think it only fair to tell you quite frankly beforehand that I am fully determined to accept you.

JACK. Gwendolen!

GWENDOLEN. Yes, Mr. Worthing, what have you got to say to me?

15 **JACK.** You know what I have got to say to you.

GWENDOLEN. Yes, but you don't say it.

JACK. Gwendolen, will you marry me? [*Goes on his knees.*]

20 **GWENDOLEN.** Of course I will, darling. How long you have been about it! I am afraid you have had very little experience in how to propose.

JACK. My own one, I have never loved any one in the world but you.

25 **GWENDOLEN.** Yes, but men often propose for practice. I know my brother Gerald does. All my girl-friends tell me so. What wonderfully blue eyes you have, Ernest! They are quite, quite blue. I hope you will always look at me just like that, especially when there are other people present. [*Enter LADY BRACKNELL.*]

LADY BRACKNELL. Mr. Worthing! Rise, sir, from this semi-recumbent posture. It is most indecorous.

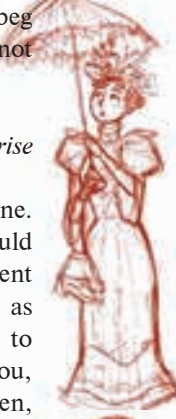
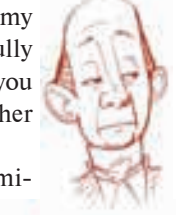
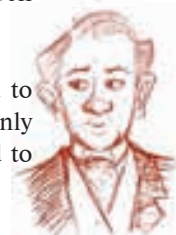
30 **GWENDOLEN.** Mamma! [*He tries to rise; she restrains him.*] I must beg you to retire. This is no place for you. Besides, Mr. Worthing has not quite finished yet.

LADY BRACKNELL. Finished what, may I ask?

GWENDOLEN. I am engaged to Mr. Worthing, mamma. [*They rise together.*]

35 **LADY BRACKNELL.** Pardon me, you are not engaged to any one. When you do become engaged to some one, I, or your father, should his health permit him, will inform you of the fact. An engagement should come on a young girl as a surprise, pleasant or unpleasant, as the case may be. It is hardly a matter that she could be allowed to arrange for herself... And now I have a few questions to put to you, Mr. Worthing. While I am making these inquiries, you, Gwendolen, will wait for me below in the carriage.

GWENDOLEN. [*Reproachfully.*] Mamma! [*She leaves.*]



Unit 7. Wedding bells here and there

25 Act out the episode in class.

26 Finish Gwendolen's letter to her friend in which she describes the events of the previous day.

Dear Bess,

I am writing to tell you what happened to me yesterday. Do you remember the young man you met at my party last Saturday? He is a very distant relative of ours — I don't even know what our relation is. Yesterday my dear mother and I...

IX. LISTENING

27 Match the participants of the British wedding ceremony with their responsibilities.

WHO DOES WHAT?

- | | |
|-------------------------|--------------------|
| 1) the bride's father | 4) the best man |
| 2) the bride's mother | 5) the bridesmaids |
| 3) the chief bridesmaid | 6) the ushers |

- assist(s) the bride with dressing and, if needed, help(s) the bride manage her veil, her bouquet of flowers, her prayer book, and/ or the train of her wedding dress during the day, sign(s) the register as a witness to the marriage, smoothe(s) away any little worries or difficulties that may arise;
- greet(s) all guests as they arrive, hand(s) out service sheets and direct(s) the family and friends of the groom to the seats on the right hand side of the aisle and the family and friends of the bride to the seats on the left hand side;
- walk(s) the bride down the aisle and give(s) her away and also, pay(s) for the reception and the ceremony;
- follow(s) the bride at the wedding ceremony and assist(s) the bride on the day of the wedding;
- help(s) the bride choose her wedding dress (and possibly the bridesmaids' dresses), compile(s) guest lists from both sides — the bride's and the groom's, help(s) choose the reception menu, and order(s) stationery, such as invitations, napkins, place cards, and thank-you notes; may also have to call the florist, the caterer, the photographer and others;
- assist(s) the groom on the wedding day, is(are) in charge of the ushers; keep(s) the wedding rings safe until needed during the ceremony, stand(s) next to the groom during the ceremony, act(s) as a legal witness to the marriage and therefore sign(s) the marriage certificate, and prepare(s) a speech to be read at the reception.



— **Unit 7. Wedding bells here and there** —

28 Mary is going to marry her boyfriend Andrew. Although she has been living in Britain for about a year, she doesn't know very much about the traditional wedding ceremony. She has come to the local clergyman to find out what to do. Listen to the clergyman's explanation and put the statements in the correct order according to the wedding procedure.

- a) The parents and close relatives of the bride and groom arrive at the church.
- b) The bride and the groom exchange their wedding rings.
- c) The couple make the marriage vows.
- d) The bridesmaids and ushers follow the bride and take their seats on the front pews.
- e) The bride accompanied by her father walks up the aisle when the organist starts playing.
- f) The bride's father gives her away.
- g) The bridegroom with his best man are to be in their places about ten minutes before the ceremony starts.
- h) The clergyman starts the service.
- i) The bride arrives at the church.
- j) The bride and the groom agree to be married.
- k) The bride and groom go into the vestry to sign the register.
- l) The clergyman blesses the wedding rings.
- m) The newlywed couple leaves the church.
- n) The bride lifts her veil and opens her face.



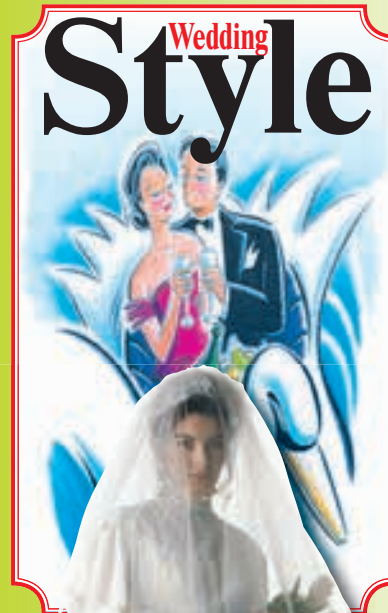
X. READING

29 Match the words (1–10) with their definitions (a–j).

1) to pledge	a) someone who is in charge of official records
2) a registrar	b) a group of people gathered together in a church
3) congregation	c) to make a formal, public promise
4) a vicar	d) a long passage between rows of seats in a church
5) a wreath	e) the priest in charge of a particular church
6) vows	f) a circle made from leaves or flowers
7) an aisle	g) very serious in behaviour or style
8) solemn	h) promises you make during the wedding ceremony
9) a register	i) a woman's or girl's dress
10) a frock	j) a book people write their names and other information in

30 Read the text on page 124 and choose the correct option.

1. Emma chose St Mary's because *it looked particularly nice in spring/ many of her relatives got married there before.*
2. Zack considered his first marriage a mistake because *he had rushed into it/ had not married in church.*
3. Emma looked beautiful *in a plain linen dress with cherry blossoms/ with cherry blossoms in her hair.*
4. Emma chose a simple quiet ceremony because it was *what her relatives and friends/ fiancé preferred.*
5. *He lost sight of his beloved/ was deeply in thought of Emma,* so he did not pay much attention to the ongoing service.
6. Zack was glad that Emma agreed to the traditional marriage service because he was *not a very talented composer/ would not have to compose any poetry.*
7. Zack and Emma went into the vestry followed by *the vicar/ his best man and her maid of honor.*



Weddings, marriages...

The bells of St Mary's Church pealed across the countryside in joyful proclamation of the marriage of Emma Colfax. It has been Emma's decision to celebrate the marriage at St Mary's in April, the month of daffodils and blossoms, because it was the church where so many of her ancestors had made their vows.

Zack was waiting beside his best man at the altar. He was about to pledge his hand in marriage to the woman he loved above all others.

When he had married Samantha it had been a hasty affair in front of a registrar, a mistake he had later sworn never to repeat. At that time he had seen marriage as a trap, one he didn't plan to fall into again.

Yet here he was, waiting to marry Emma, not in front of a registrar, it was true, but in front of the vicar and congregation of St Mary's.

The organ music changed from slow and soothing to the familiar chords announcing the approach of the bride. She was walking serenely up the aisle on the arm of her father. How sweet and desirable she looked in a plain linen dress with a wreath of cherry blossoms wound into her hair. She, who could have chosen satins and silks or cloth of gold, had opted for what she knew he would like. A simple frock, and a quiet ceremony among family and friends...

The organ music came to a sudden stop. As Zack took his bride's small hand in his he thought his heart would very likely burst with the love he bore for her.

"Wilt thou, Zachary Mark, have this Woman to be thy wedded wife..."

Zack started, and turned guiltily to face the vicar. He had been so lost in contemplation of his beloved that he hadn't noticed the service was up and running.

"...so long as ye both shall live?"

"I will," Zack said. He might have lost his place in the service, but he knew the answer to that question.

"Wilt thou, Emma Marie, have this Man..."

"I will." Emma's solemn response rang with sincerity.

Thank heaven she had agreed without argument to the words of the traditional marriage service. He had been afraid she would want some cooked-up modern vows complete with poetry composed by the groom. His lips quirked. Composition, especially of the poetic variety, had never been one of his talents.

"...and live together in holy love until your lives' end. Amen."

Zack raised his head. Except for the hymn singing, the signing of the register and the congratulations, it was over. For better or for worse, he was married to Emma.

"You may now kiss the bride."

At last. Needing no further invitation,

Zack wrapped his arms around Emma and kissed her soundly on the mouth. He went on kissing her until the vicar cleared his throat twice and said, "You may now stop kissing the bride, Mr. Kent."

Zack released Emma from his arms and, holding her hand in his, followed the vicar into the vestry behind the altar. His best man and Emma's maid of honor brought up the rear.

Zack glanced around without much interest. There was a chair and a table bearing an important-looking leather-bound book that smelled of must. The marriage register, no doubt. The four of them got down to the solemn business of signing the register. As soon as the deed was done, they marched back into the church to the murmured approval of an expectant congregation. The organ started playing and the bride and the groom completed their triumphant march down the aisle.

*(After "The Sherraby Brides"
by Kay Gregory)*



Unit 7. Wedding bells here and there

31 Choose a suitable word or phrase to complete the sentences.

•the congregation •wreaths •had been so lost in •was about •swear •leather-bound
•for better or for worse •frock •opted for •was bursting •vows
•it has never been one of my talents •vicar •wrapped her arms around

1. The thief _____ to cross the road when he was caught by the policeman.
2. Although St. Peter's church was built only 5 years ago, _____ continues to grow constantly. Every Sunday the local _____ conducts the service with passion and sincerity and he is held in great affection.
3. For most Americans Memorial Day is the day for visiting the graves of soldiers who died in previous wars. People often decorate the graves with flags and _____.
4. Look! Here is the photo from our family album. My mum and dad as a bride and groom are standing in front of the vicar pronouncing their marriage _____.
5. Jackie had been staring at that wedding _____ in the shop-window for half an hour. She _____ contemplation of her dream wedding that nothing could disturb her.
6. It is common knowledge that _____ books are much more expensive than paperback ones.
7. Last week my granny and grandpa celebrated their golden wedding anniversary. _____, they have been together all their life and never separated more than for two days.
8. His father provided him with unlimited opportunities for his further career but he _____ the theatre.
9. Alice was only 8 years old when she was awarded the top prize in the international music contest. And her mother _____ with pride during the award ceremony.
10. What a distressing and exhausting thing it is to write a composition! I confess _____, I'd rather read another two hundred pages.
11. "Dear Amanda, tell me everything about this affair. I _____ nobody will know about it from me," Katherine said solemnly.
12. When her daughter came round, Mary Anne _____ her and started crying and praying.



XI. SPEAKING

32 Wedding customs and traditions vary from country to country. Compare the traditions of Britain described below to those of Ukraine. Use the words and expressions from Useful Language box.

- 1) In Britain the bride's mother announces the forthcoming wedding in the press; gives advice in decorating the church; helps her daughter to dress; orders the wedding cars; has to make or have the wedding cake made; arranges the details of the reception; books the photographer, etc.
- 2) After the ceremony in the church the friends of the bride and bridegroom throw confetti or rice over them.
- 3) At the end of the reception the bride and the bridegroom cut the wedding cake and give it to their guests.
- 4) It is a custom for the bride's father to give her away.
- 5) The bride is supposed to wear "something old, something new, something borrowed and something blue" because this is thought to bring her luck.
- 6) Before the reception ends the bride and bridegroom usually drive away to a hotel to spend their wedding night there before beginning their honeymoon.
- 7) Before the bride leaves she throws her bouquet to her friends to catch. According to a belief, the girl who catches it will be the next one to get married.

USEFUL LANGUAGE

TO CONTRAST:

- however
- on the other hand
- on the contrary
- in contrast
- but
- yet
- although (though)
- even though
- while
- unlike
- to differ from
- in spite of
- instead
- nevertheless
- opposite to
- otherwise
- to find similarities

TO FIND SIMILARITIES:

- similarly
- in/ by comparison
- likewise
- too
- both ... and
- not only ... but also
- as, just as
- like, just like
- alike
- as ... as
- similar (to)
- the same (as)
- neither, neither ... nor
- in the same way

XII. LISTENING

33 You are going to listen to two young women of Indian origin who live in the UK. They both had arranged marriages. The first speaker is Wasima Mandel, a 24-year-old doctor from Birmingham. The other is Navida Ali, 23, from a small town of Luton. Who does each statement refer to (Wasima (W), Navida (N), both of them (B), or none of them (NO))?

- 1) She had known her husband for a short time before they got married.
- 2) Her parents chose prospective husbands, but she had the final say.
- 3) She had always known she would have an arranged marriage as it was a family tradition.
- 4) She wasn't really going to get married then, but her parents insisted.
- 5) She liked her future husband at first sight because he had a wonderful smile.
- 6) Her wedding took place in her husband's native village.
- 7) Her husband's behaviour towards her was not that of a gentleman.
- 8) Her husband married her just to have a chance to move to Britain.
- 9) Before she got married she had other relationships at University.
- 10) After the wedding her husband moved to Britain.
- 11) Her marriage made her change her way of life.
- 12) She is happy because now she has a perfect husband.

34 Discuss the questions.

- 1) Why do you think Wasima's arranged marriage turned out to be a success while Navida's a complete failure?
- 2) What is your personal opinion of arranged marriages? What are their advantages and disadvantages?
- 3) Have arranged marriages ever existed in Ukraine? Are they practised nowadays?



XIII. SPEAKING

USEFUL LANGUAGE

SURPRISING NEWS

- Guess what!
- Surprise!
- I've got some news for you!
- Do you know what!
- Are you sitting down?
- You'd better sit down!
- You won't believe this, but...

SHOWING INTEREST

- Right.
- Ok.
- Yes?
- And?
- Really?
- And then?
- Did you?/ Have you?/ Is it?/ Are you?
- Wow!
- That's interesting!
- That's amazing!
- Awesome!!

35 Student A is phoning Student B to announce his/ her plans to be married and to ask Student B to be his best man/ her maid of honour. Make up a dialogue following the instructions.

STUDENT A

1. Greet Student B. Say you have an exciting piece of news.
2. Tell Student B about your engagement and plans to be married this spring.
3. Agree and tell how your relationship developed (when you met, how you fell in love, what your dating was like, how you feel about your fiancé(e) now). Ask Student B to be the maid of honour/ best man.
4. Say what kind of ceremony you are planning (church/ civil), how many guests are invited. Ask if your friend can recommend a suitable venue for the wedding reception.
5. Reply that you have hired a wedding celebrant, and he/ she is taking care of the preparations (invitations, menu, flower arrangements, etc.). Say that you do need help with shopping for a wedding gown/ a tuxedo.
6. Say you are considering two different places to go. Compare them. Ask for Student B's opinion.

STUDENT B

1. Express your interest.
2. Congratulate Student A. Say that you are happy for both of them. Add that the event has long been expected.
3. Show interest (while listening). Accept gladly. Thank your friend. Ask about the wedding plans.
4. Recommend a place. Explain why it would be a good one. Ask if you can help with sending out invitations.
5. Express willingness to help. Suggest options and compare them. Ask about your friends' plans for the honeymoon.
6. Say you have not been to either of the places, so you cannot give any advice. Reassure your friend saying that there is plenty of time to decide.



XIV. REVISION TRANSLATION

36 Translate into English.

1. З першої секунди знайомства з Джейн я зрозумів, що **до нестями в неї закохався**. Коли я розповів найкращому другові про свої почуття, він лише знизав плечима і сказав, що я ніколи не **знайду шлях до серця** цієї красуні. Мені коштувало великих зусиль **запросити** дівчину своєї мрії **на побачення** і ще більших — **зізнатися**, що **я від неї в захваті**, але я це таки зробив. Який же я був щасливий, дізнавшись, що я Джейн також **подобаюсь**, і вона не заперечує, щоб я був її хлопцем.
2. Після трьох місяців **побачень** мені і моїй подрузі стало зрозуміло, що ми **поступово віддаляємося одне від одного** і нам треба **припинити наші стосунки**.
3. Як водиться, перед **весіллям молодий** влаштував **парубочий вечір**, на який запросив найближчих друзів.
4. Мені дуже сподобався **весільний прийом**. **Молода** виглядала просто прекрасно у своїй елегантній **сукні**, а більшість гостей виявилися на рідкість **приємними і милими людьми**,

які від душі бажали **молодим** щастя. Після церемонії розрізування **торта молоді** вирушили у **весільну подорож**.

5. — Думаю, тобі потрібні послуги **свахи**: ти, здається, не в змозі сам собі знайти **дружину**. Ти **освідчувався** вже трьом жінкам, але в усіх випадках тобі **відмовили**.
— Це тому, що усі вони хотіли **вийти заміж за розрахунком**, а я хотів знайти справжнє кохання.
6. Виголосивши **весільні клятви**, **молода і молодий** обмінялися **обручками**, які дав їм **друг нареченого**.
7. Ви **вінчалися** чи **розписувалися** в рацсі?
— І те, і інше.
— Скільки людей прийшло на **весільний банкет**? — У **списках гостей** нараховувалось 50 чоловік, але через те, що ми **розіслали запрошення** в останню мить, деякі з них, на жаль, не змогли приїхати. Взагалі, все було чудово. **Розпорядник весілля** прекрасно виконав свою роботу.



Unit 7. Wedding bells here and there

XV. WRITING **WRITING AN INVITATION ACCEPTANCE LETTER**

Etiquette dictates that in accepting an invitation, especially to a formal event, an acceptance letter should be written within a few days upon receipt of the invitation.

37 A) Fill in the gaps in the sample letter.

- have shared a lot
- wedding entourage

- witnessing your wedding
- your happiest day

- your request and invitation

Dear Susan,
What a wonderful morning!
I am gladly accepting (1) _____ to be your maid of honor at your wedding this December.
We have been friends since our school days and we (2) _____ in our life. You are now like a sister to me and I wish you happiness in everything. You are now getting married and will settle down. I know you both want this so much and this will be (3) _____ for sure. How happy I am to be part of it (4) _____ as a maid of honor!
I will do everything to be the best maid of honor as you wish. Together with all your (5) _____ I congratulate you.
Thank you and will see you soon.
Fondly,
Anna

B) Your school friend sent you an invitation letter to his/her sister's wedding. You are one of their closest friends but unfortunately you have not been in contact for quite a long time due to the distance. Write an invitation acceptance letter.

- Acknowledge the letter of invitation. Express gratitude for receiving the invitation to the event. Mention the occasion, date and venue where and when the event is going to be held. Here are samples of acknowledgement.

I am really excited to get your invitation to your sister's wedding which will take place on the 12th July in St. Mary's church in our town.

Our family is thrilled to receive your invitation to your daughter Margaret's 18th birthday party. I am delighted to receive in today's mail the invitation to your son's wedding.

- Thank your friend for remembering you.

I appreciate your thinking of me.

Thank you for thinking of me.

I am very grateful for thinking of me.

- Convey your acceptance to the invitation with gladness. You may write:

It will be my pleasure to come to the dinner party.

I am honoured to be part of the day when your daughter says "I Do."

I am already thinking of the best gift for the occasion.

- Express the expectations you have as you look forward to attending the event. The host will likewise be pleased to celebrate the upcoming occasion if you include an uplifting phrase, such as:

I am sure we'll have a grand time catching up with what we've missed over the years.

I am excited to see you very soon.

I look forward to the day of the wedding with much happiness.

- Ask to let you know if you can be of any help for wedding preparations.

• End the letter with a closing address. Short but meaningful words, such as "Sincerely", "Always", or "Very truly yours", "Love" can express the truthfulness of your feelings.

38 Choose a topic and write a short essay (150–180 words).



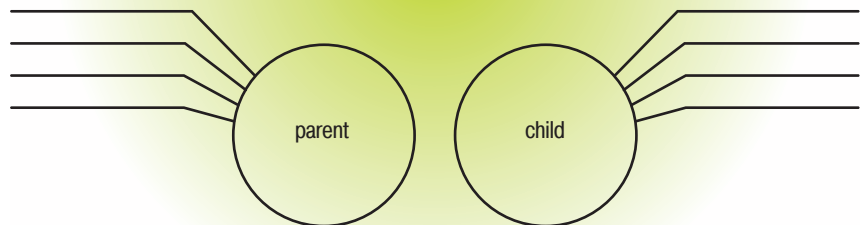
- The perfect match/ the ideal partner. Have you found him/ her? Qualities you look for?
- Your first boyfriend/ girlfriend. How did it all start? Write about your first date. Describe the situation and your first impressions.
- Your wedding day. If you are already married, tell us about it. If you are single, tell us about your expectations. Religious ceremony? White dress? Big party? No party? Honeymoon at the seaside? No marriage at all?

Unit 8

SPARE THE ROD AND SPOIL THE CHILD?

I. LEAD-IN

- 1 **A)** What qualities make a good parent and a good son or daughter? Work in groups and draw mind-maps.



- B)** Compare your mind-maps and say what they have in common.

- 2 Read the poem. Have you ever heard your mum say any of these things? What else did she use to say?

THE THINGS MUMS SAY...

Wake up!
Get up!
Out of bed!
Mind your feet!
Mind your head!
Don't run around!
Don't be late!
Look at your room!
What a state!
Pull all your stuff away now, please.
Why can I never find my keys?

Close your mouth and eat your food.
Look at that!
Don't stare it's rude.
Elbows OFF the table please.
Money doesn't grow on trees.
I won't tell you again...
Did you hear what I said?
I won't tell you that again.
It's time for bed.

Michaela Morgan

II. VOCABULARY TOYS AND GAMES

- 3 Unjumble the mixed words and label the pictures.

- tlater
- onlbalo
- switelh
- ryapmdi
- tlcnpaiesi
- opt
- Fsriebe



Unit 8. Spare the rod and spoil the child? —

4 Match (1–12) to (a–l) to form the names of the toys and games

1) doll's	a) puzzle
2) building	b) rope
3) construction	c) set
4) train	d) game
5) water	e) blocks
6) toy	f) horse
7) skipping	g) set
8) teddy	h) pram
9) jigsaw	i) bear
10) rocking	j) clay
11) modelling	k) soldier
12) video	l) pistol



5 Find the odd one out and give your reasons.

- hide-and-seek, a skateboard, hopscotch, tag
- darts, dominoes, chess, draughts
- a ball, a doll, plasticine, a toy tank
- remote-controlled, wind-up, battery-operated, fluffy
- a tricycle, a train set, a kite, rollerblades

6 A) What toys and games are suitable for a toddler? for a pre-schooler?

B) What toys and games teach children...

- to make and coordinate movements?
- to tell colours, shapes, sizes?
- to make things with their own hands?
- to count and read?
- to solve problems?
- to react quickly?
- to take social adult roles?
- to develop creative talents?



7 Match the playground items with the corresponding activities.

1) a sandpit	a) children sit on a seat which is pushed backwards and forwards in the air
2) a slide	b) children sit/ stand on a platform which is pushed round and round
3) a climbing frame	c) children climb on a metal/ plastic structure
4) a seesaw	d) children move down a smooth slope
5) a swing	e) children play in an area filled with sand
6) a roundabout	f) children sit on either end of a board and move up and down

CHILDREN AT PLAY

8 Describe the picture using the words and phrases.

- in the foreground
- in the background
 - a park bench
 - a garden seat
 - a pool
 - a fountain
 - a toy booth
 - a tricycle
 - a pail
 - to play
 - to run
 - to climb
 - to jump
 - to fall
 - to push a pram
 - to make sand-pies
 - to make sandcastles in a sandpit
 - to play with a hoop
 - to ride a scooter
 - to take a ride
 - to play on the roundabout



III. READING AND SPEAKING

9 Read the text and answer the questions.

- 1) How were Peter and Francis related?
- 2) How did Francis react to the game of hide-and-peek?
- 3) Where did Peter think Francis had hidden?
- 4) What did Peter do?
- 5) Were Peter and Francis found?
- 6) What happened in the end?

Hide-and-Seek in the Dark

“And now,” Mrs Henne-Falcon said, “we will play hide-and-peek in the dark.” Peter watched his twin-brother and saw, as he had expected, the lips tighten. Francis, he knew, had feared this moment from the beginning of the party, had tried to meet it with courage and had abandoned the attempt. Several children ran upstairs, and the lights on the top floor went out. Then darkness came down like the wings of a bat and settled on the landing. “You and Francis are on the hiding side,” a tall girl said, and then the light was gone.

“Where’s Francis?” he wondered. “If I join him he’ll be less frightened.”

“Where, if I were Francis, should I hide?” Such, roughly, was his thought. And because he was, if not Francis himself, at least a mirror to him, the answer was immediate. “Between the oak bookcase on the left of the study door, and the leather settee.”

Peter Morton tiptoed towards Francis’s hiding place. On stockinged feet he moved silently

towards his object. Instinct told him that he was near the wall, and, extending a hand, he laid the fingers across his brother’s face. 25

Francis did not cry out, but the leap of his own heart revealed to Peter a proportion of Francis’s terror. “It’s all right,” he whispered, feeling the squatting figure until he captured a clenched hand. “It’s only me. I’ll stay with you.” 30

Peter Morton thought with intensity, “I am here. You needn’t be afraid. The lights will go on again soon. That rustle, that movement is nothing to fear. They are beginning to whisper together. They are tired of looking for us. 35 The lights will go on soon. We shall have won. Don’t be afraid. They are feeling for the lights.” In the case above their heads a loose book shifted under a touch. “Only Joyce, only Mabel Warren, only Mrs Henne-Falcon,” a crescendo 40 of reassuring thought before the chandelier burst, like a fruit tree, into bloom.

(Graham Greene, “Nineteen Stories”)

10 Read the poem. With your book closed, describe in detail what game the children were playing.

Good Play

We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.
We took a saw and several nails,
And water in the nursery pails;
And Tom said, ‘Let us also take
An apple and a slice of cake’;
Which was enough for Tom and me

To go a-sailing on, till tea.
We sailed along for days and days,
And had the very best of plays;
But Tom fell out and hurt his knee,
So there was no one left but me.

*R. L. STEVENSON
A Child’s Garden of Verse*

Unit 8. Spare the rod and spoil the child?

11 Recall some facts from your childhood and answer the questions using the phrases from Useful Language box.

- 1) What toys did you play with as a pre-school/ primary school child?
- 2) Which of your toys did you like best? Why?
- 3) Who did you play with? Did you like to play alone?
- 4) Where was your favourite place to play?
- 5) Who decided what toys to buy: your parents or you?
- 6) What was taken into account when choosing a toy?
- 7) How often were you given new toys? Only on special occasions? Regularly?
- 8) Which did you prefer: to play with your toys alone or to spend time with your parents?
- 9) What playground items did you have in the yard?
- 10) What did you like doing in the playground?



USEFUL LANGUAGE

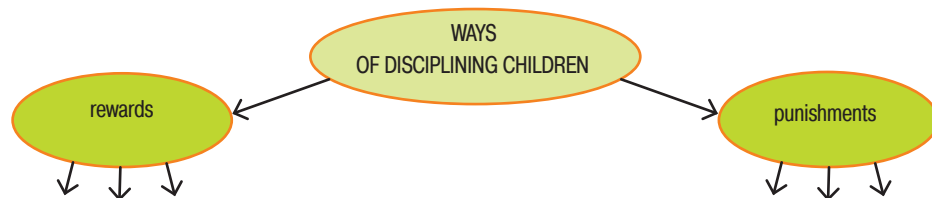
RECALLING FACTS

- As far as I remember...
- I remember smth clearly/ vividly/ well...
- I remember dimly/ vaguely...
- On the whole/ in general/ generally speaking, I remember that/ I can say...
- I still/ always remember...

- I can't remember much but...
- I forgot completely/ utterly...
- I doubt about that...
- I won't go into details but I can say that...

IV. READING

12 Read the text and complete the diagram below in your notebooks. Explain what each type of rewards and punishments means.



Guiding my Behaviours

You want me to behave. But I don't really know what is safe and what is dangerous, what is **socially appropriate** and what is not. You think that to discipline me is to punish me. So, sometimes, you **smack**, scold, take privileges away, remove your attention, tell me off and give me time-outs. It is very easy to smack me. It doesn't require much effort and usually has an immediate effect. But as I am growing older, smacking becomes less effective and actually makes things worse. Following your example, I often solve my own problems by punching or hitting others.

Raising your voice only works if I am doing something really dangerous, for example, playing with matches or trying to jump out of the window with an umbrella. But if you shout all the time, I take little notice.

When you remove your attention, it really **hurts** me, so you may be sure that it is one of the most effective means of punishing me. But you shouldn't do it for too long. Sending me to bed early or forbidding me to watch television do not work if you use it frequently. "**Telling off**" is only successful if you have my full attention and I take seriously what you say. You should

Unit 8. Spare the rod and spoil the child?

25 be clear, firm and confident. I've already **mastered**
how to listen but not hear all your **reprimands**.

Giving me a short time-out means putting me in
a safe and boring place such as a corner. And then
in my room I reflect on my behaviour. It is a good
30 method of teaching. It can also give you, an angry
and **frustrated** parent, a chance to calm down and
respond more rationally. After the time-out you
should spend a minute or two talking with me about
why I got the time-out and suggest appropriate
35 behaviours for the future.

It seems to me you are always waiting for my
misbehaviour to happen. Why don't you catch me
being good? Unfortunately, you are much better at
recognizing bad behaviour than at noticing the good
40 things I do. Although it is more enjoyable to be
rewarded than punished.

The most effective of all rewards is your attention.
Even a few seconds of it make me happy. Do you
know that statistics show that the average parent
45 spends only seven minutes of quality time a week with
each of their children? I know that you love me, but it
is not enough; I want you *to show* me your love.

I like it very much when you **praise** me. It is
a particular form of your attention. You are often
quick to criticise and slow to praise. Don't be afraid 50
to overpraise me. The whole world will tell me what's
wrong with me — loud and often. You'd better tell
me what's right about me.

Special treats are also enjoyable rewards but
they are no substitute for your attention or praise. 55
However, I understand that it is much easier to hand
me out a sweet or a toy than to devote your time and
energy to giving me attention.

Special privileges, such as letting me go to bed
a little later than usual or play a computer game 60
extra time cost nothing and are useful because they
are easy to arrange.

I know that bringing me up is a constant
work in progress. It requires your patience and
consistency. If you don't allow something, never 65
allow it. If you want to make an exception,
tell me why the rule is different. Throughout
the day provide me with plenty of love and time
for cuddling. **Cuddles** won't spoil me — I need
your attention and **affection**. 70

13 Decide what the highlighted words and expressions mean in the text and choose the correct answer (A, B or C).

- | | |
|---|--|
| <p>1) socially appropriate: ...what is socially appropriate...</p> <p>A studied in the course of social sciences
B causing damage to public property
C acceptable in the society</p> <p>2) smack: So sometimes you smack...</p> <p>A hit smb on the bottom
B spoil smb
C shout at smb</p> <p>3) hurts: ...it really hurts me...</p> <p>A has a bad effect on
B feels sharp pain
C causes emotional pain</p> <p>4) telling off: "Telling off" is only effective...</p> <p>A talking loudly
B speaking angrily
C telling smb not to touch smth</p> <p>5) mastered: I've already mastered...</p> <p>A prevented
B pretended
C learned</p> | <p>6) reprimands: ...how to listen but not hear all your reprimands.</p> <p>A responses
B praises
C criticisms</p> <p>7) frustrated: ...an angry and frustrated parent</p> <p>A upset
B envious
C mean</p> <p>8) praise: ...when you praise me.</p> <p>A present with smth
B pay compliments
C speak openly about smb</p> <p>9) cuddles: Cuddles won't spoil me...</p> <p>A hugs
B kisses
C clapping</p> <p>10) affection: I need your attention and affection.</p> <p>A courage
B love and caring
C protection</p> |
|---|--|

— **Unit 8. Spare the rod and spoil the child?** —

14 Complete the sentences in your own way.

- | | |
|---|--|
| 1) As a child is growing older... | 6) After a time-out a parent should... |
| 2) Having quality time with children means... | 7) A parent is much better at... |
| 3) ...if a parent uses it frequently. | 8) The most effective of all rewards is... |
| 4) "Telling off" is only effective if... | 9) Parents are often quick to... |
| 5) Giving a child a short time-out means... | 10) Bringing up a well-behaved child is... |

V. VOCABULARY **APPROACHES AND ATTITUDES**

15 Using the expressions describe the parent-child relationships:

- A) you would like to have in your family;**
B) you wouldn't like to have.

- to get on/ along with
- to trust
- to rely on
- to be close to
- to row = quarrel with smb about smth = to have a row
- to blame smb for smth

- | | |
|---|---|
| <ul style="list-style-type: none"> • to grant children sufficient freedom • to encourage smb to do smth • to punish • to nag at smb • to moralise on/ about smth • to reward = to pay off child's behaviour • to discipline • to criticise smb for smth | <ul style="list-style-type: none"> • to humiliate smb • to tell smb off for doing smth = to scold • to bribe a child • to smack = to spank • to take privileges away • to put a child in the time-out spot • to spoil a child • to threaten smb with smth • to find fault with smb |
|---|---|

16 Use the expressions from the Vocabulary box to describe:

- A) lenient/ tolerant parents;**
B) strict parents;
C) unacceptable methods of upbringing.

17 All children misbehave from time to time. Some may have temporary behaviour problems for different reasons. Use the expressions and say what actions can be related to:

- A) a model child;**
B) a troublemaker (a disobedient child).

What are the most common reasons why children misbehave? Suggest a solution to help reduce or eliminate the problem and improve their behaviour.

- to moan and groan
- to rebel against smb/ smth
- to sulk over/ about smth
- to apologise to smb for doing smth
- to take offence at smb
- to throw a tantrum
- to answer back
- to obey immediately

- to behave properly/ perfectly/ badly/ poorly
- to misbehave
- to ignore regulations
- to neglect one's duties
- to act up
- to break the rules
- to act (ir)responsibly

Unit 8. Spare the rod and spoil the child?

18 Give the English equivalents to the words and phrases.

- 1) слухатися з першого разу
- 2) повчати, читати мораль
- 3) вчитувати
- 4) чіплятися (присікуватися), бурчати
- 5) давати дітям достатньо свободи
- 6) вчиняти істерику
- 7) нити та стогнати
- 8) ухилитися від виконання обов'язків
- 9) бунтувати (повстати проти)
- 10) нехтувати правилами
- 11) бути зразковою дитиною
- 12) «гризти» кого-небудь
- 13) підкуповувати, прихилити до себе дитину
- 14) хвалити, розхвалювати
- 15) дутися за що-небудь
- 16) шибеник

19 Give synonyms to the expressions.

- | | |
|--|--|
| 1) to rear a child | 8) to sneak out of one's duties |
| 2) to whine | 9) to talk or write critically about right and wrong behaviour |
| 3) to support, to cheer up | 10) to quarrel |
| 4) to resist control, protest strongly | 11) to ignore the rules |
| 5) to scold | 12) to pay off |
| 6) to reproach | |
| 7) to express approval | |

20 Give antonyms to the expressions.

- 1) to be strict
- 2) to punish
- 3) to control, to check up on smb, to restrict smb's freedom
- 4) to behave well / properly
- 5) a well-behaved child
- 6) to rebuke, to tell off
- 7) to have rows
- 8) to rebel
- 9) to be a model child

21 Complete the table.

verb	noun	adjective	adverb
obey			
encourage			
		ill/ well/ badly-behaved, behavioural	
	rebel [ˈrebl], rebellion, rebelliousness		
punish			
	neglect		
ignore			
	humiliation		

22 Fill in the gaps using the derivatives from the words given in brackets.

- 1) To say that you are (ignore) _____ of the rules is no excuse.
- 2) I don't like people who are (neglect) _____ of their duties.
- 3) She was ashamed of her children's bad (behave) _____.
- 4) I wonder how she manages the child with such a (rebel) _____ temperament!
- 5) It is unlawful for a teacher to inflict corporal (punish) _____ on pupils.
- 6) These parents expected blind (obey) _____ from their children.
- 7) The teacher's words were a great (encourage) _____ to him.
- 8) Her children were so naughty! No one could believe that she had such (behave) _____ children!
- 9) If he did something wrong it was only through (ignore) _____.
- 10) Unfortunately the child suffered much from (humiliate) _____.

— Unit 8. Spare the rod and spoil the child? —

23 Using the vocabulary you have studied complete the sentences 1–4 with your own ideas.

- 1) My parents don't like it when I...
- 2) My parents like it when I...
- 3) I don't like it when my parents...
- 4) I like it when my parents...

Example: My parents don't like it when I answer back.

VI. SPEAKING

24 Read the main principles of bringing up children and complete the statements in one of the suggested ways. Could you add any other principles?

The Principles of Practising Good Behaviour

Parents should...

- pay off correct behaviour, not misbehaviour
- expect good behaviour from their children
- use reasonable punishments that teach their children decision-making and responsibility
- focus on their children's positive qualities
- love their children regardless of their behaviour
- provide a healthy and pleasant family climate
- tell their children the rules in advance
- emphasise the child's strengths and accept their weaknesses

in order to...
because...
so that...

25 Discuss the questions.

- 1) Should parents be always strict with their children? Why?
- 2) What are the main ways of spoiling a child?
- 3) How should parents teach their children to be responsible?
- 4) How can parents teach a child to be an independent thinker?
- 5) Which kinds of encouragement are the most effective?
- 6) What kinds of punishment can be effective in bringing up children?
- 7) Should parents demand that their children succeed in their studies at any cost?
- 8) Is TV an enemy or a friend for parents in raising their children?
- 9) Should parents make their children follow a strictly fixed daily routine? Why? Why not?
- 10) In what cases do parents need a babysitter or a nanny?
- 11) How can parents stop their children from whining and throwing tantrums?

26 Explain the proverb 'Spare the rod and spoil the child' and illustrate it with examples.



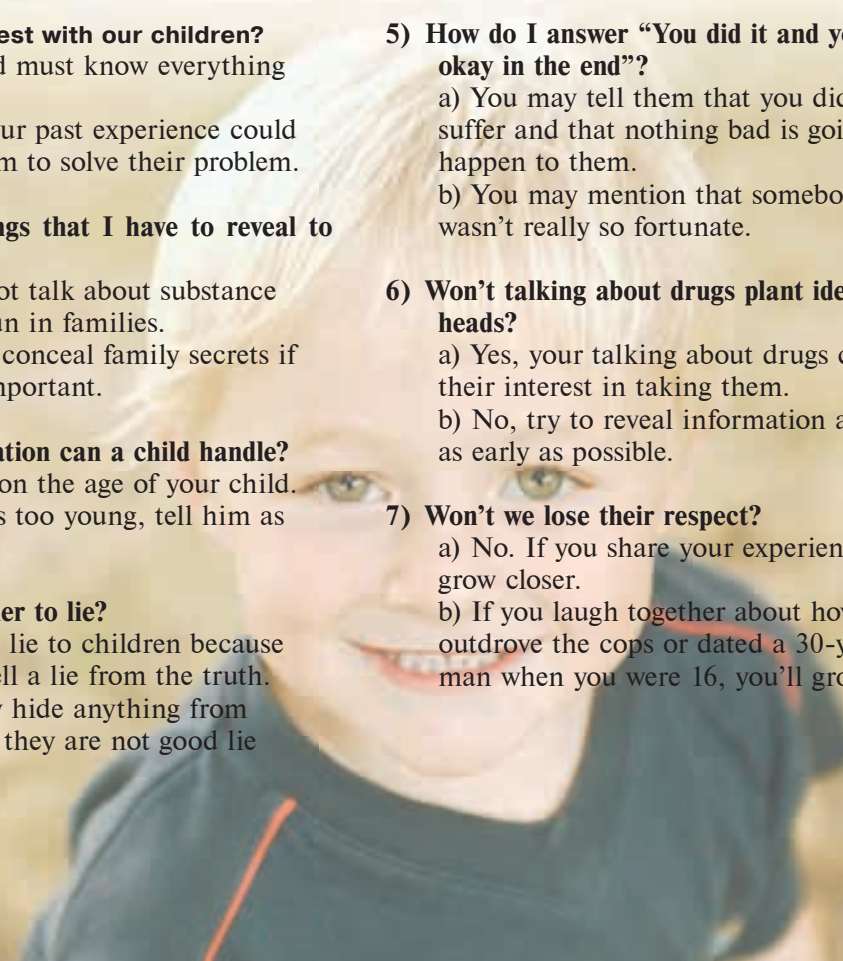
VII. LISTENING **AN INTERVIEW WITH A CHILD PSYCHOLOGIST**

27 Before listening match the phrases (1–12) with the definitions (a–l).

1) to get high	a) alcohol/ drugs
2) casual drug use	b) smth that happens as a result of another action
3) substance abuse	c) to be common to the members of a family
4) loosening attitudes	d) to make known
5) to get to the heart of smth	e) to find out the real reason of smth
6) to get over smth	f) to tell
7) to reveal smth to smb	g) to hide
8) to conceal	h) to go faster in a car than another driver
9) to run in families	i) becoming less severe or strict
10) to spill family secrets	j) to overcome
11) a consequence	k) to get intoxicated by alcohol or (especially) drugs
12) to outdrive smb	l) not regular, occasional

28 You will hear an interview with Dr. Robin Baker, a child psychologist. Before you listen, read through the questions and the suggested answers below.

Decide which option (A or B) you would choose as an answer to each question and tick it. Listen to the interview and choose the right answer to the questions according to the information given by the psychologist. How many of your answers match his opinions?

- 
- 1) **Should we be honest with our children?**
 - a) Yes, your child must know everything about your past.
 - b) Yes, only if your past experience could possibly help them to solve their problem.
 - 2) **Are there any things that I have to reveal to my child?**
 - a) You'd better not talk about substance abuse that can run in families.
 - b) You shouldn't conceal family secrets if they are really important.
 - 3) **How much information can a child handle?**
 - a) That depends on the age of your child.
 - b) If your child is too young, tell him as little as possible.
 - 4) **Wouldn't it be easier to lie?**
 - a) It's difficult to lie to children because they can easily tell a lie from the truth.
 - b) You will easily hide anything from children because they are not good lie detectors.
 - 5) **How do I answer "You did it and you were okay in the end"?**
 - a) You may tell them that you didn't really suffer and that nothing bad is going to happen to them.
 - b) You may mention that somebody else wasn't really so fortunate.
 - 6) **Won't talking about drugs plant ideas in their heads?**
 - a) Yes, your talking about drugs can raise their interest in taking them.
 - b) No, try to reveal information about drugs as early as possible.
 - 7) **Won't we lose their respect?**
 - a) No. If you share your experiences you'll grow closer.
 - b) If you laugh together about how you once outdrove the cops or dated a 30-year-old man when you were 16, you'll grow closer.

— **Unit 8. Spare the rod and spoil the child?** —

VIII. READING

29 Discuss the questions.

- 1) How can a person learn to be a good parent? 2) Who and what can help a person in the process of raising children?

30 Read the text and decide if the statements are true, false or there is not enough evidence.

	true	false	not enough evidence
1) The author thought that she knew everything about upbringing of children.			
2) She raised her kids without her husband's help.			
3) The author raised her children without any punishment.			
4) The author thinks that to discipline children means to teach them to be responsible for their behaviour.			
5) She was very surprised when her son was able to solve the problem with his lost books by himself.			
6) She thinks that the messages she used in different situations were ineffective.			
7) The author's children respect her opinion.			
8) She finds the process of bringing up children needs a great deal of energy, fresh ideas and love.			

Honey,

At long last a period of **tedious** waiting is over. You've had a beautiful baby girl and I've got a charming sweet granddaughter. My congratulations, Kate! But a new period has started in your life, a period full of sleepless nights, exhausting day-to-day routines of bringing up your invaluable wonder-girl and yet the most interesting and significant one, I assure you.

5

I'd like all your dreams to come true and your baby to come up to your **expectations**. The last thing I intend to do is **preaching** you and writing the dull moralistic instructions on how to teach your child good behaviour. I just want you to give me a chance to tell you how my life was changing, as you, my dearly loved kids, were getting older. Who knows, my letter might help you become a real friend to your own daughter.

I thought before you, my children, were born, I would make a good "parent". I graduated from the University and considered myself to be an expert in what everyone else was having problems with. Then you were born: first you, Kate, two years later your brother Johnny and then your sister Jennifer. And every day in our family became like a night in the theatre. A lost toy, a "too short" haircut, and a report due for school, new jeans that didn't fit right, a fight with brother or sister — any of our crises generated enough tears and passion for a three-act drama. We never lacked for material.

10

15

The only difference was that in the theatre the curtain falls and the audience go home. Your dad and I never had that luxury. Somehow we had to deal with all the hurt, anger, and **frustration** and still retain our **sanity**.

In theory, it might be possible to avoid all punishments by only rewarding good behaviour. In real life it is very difficult. I thought that to discipline the children meant to punish them. So sometimes I used to yell, scold, spank you, take away privileges and restrict you to your bedrooms. Do you remember that **mishap** when I came home from work and tripped over your skates in the hall? I sweetly told you, "Skates belong to the closet." I thought I was wonderful. But you looked up at me blankly and went back to reading your book. Then I hit you. You can't even imagine what I felt!

20

Not a year had passed since I finally realized that discipline and punishment are not the same things at all. Discipline is really about teaching decision-making. And undoubtedly it was I who had to teach you to make better choices about your behaviour and take the responsibility for it.

25

I remember when Johnny was about ten, once he reported **in an offhand way** that three of his textbooks were missing and I had to send in nine pounds. I totally blew up. My first impulse was to hit him or punish him. But even though I was over the edge with anger, I somehow managed **to get hold of myself** and started

Unit 8. Spare the rod and spoil the child?

my emotional **outpouring**. I was screaming as loud as possible: "I am furious! I am enraged! Three books are lost and now I have to cough up nine pounds for it! I feel like I am going to explode! I am boiling!" When I stopped **yelling** and sat down, your brother's face appeared in the doorway and he said, "Mom, I'm sorry. You don't have **to cough up** the nine pounds. I'll cough it up out of my **allowance**." I almost fell down off my chair. I have surely never stopped feeling angry so fast and so completely. What were a few lost books to me if I had a son who really cared about my feelings!

Now I'm going through the pages with the messages that I keep in our family album. I still can't **refrain from** laugh when remembering how much you were thrilled to receive them. Here is one about the towel. Your sister Jennifer used to forget to put it in its place.

PLEASE PUT ME BACK SO I CAN DRY.
THANKS!
YOUR TOWEL

That was so amazing! And here is the message from our dog.

DEAR CHILDREN,
I HAVEN'T BEEN OUT SINCE THIS
MORNING.
GIVE ME A BREAK.
YOUR DOG,
HARRY

And this notice we wrote with your father when you and Johnny hated brushing your teeth.

NOTICE:
STORY TIME TONIGHT AT 7:30 P.M.
ALL CHILDREN WHO ARE IN PYJAMAS
WITH TEETH BRUSHED ARE INVITED.
LOVE,
MOM AND DAD



Actually I enjoyed myself thinking up different messages for you, it usually left a pleasant **aftertaste** so I preferred to pick up a pencil rather than to open my mouth...

Well, well, my dear. Just one final thought. We don't need to cast ourselves in different roles as a good parent, bad parent, permissive parent, or authoritarian parent. The process of raising children is demanding and exhausting. But if you really love them and want to be a friend, your heart, intelligence and **stamina** will help you in solving any problem in any situation.

With all my heart,
Your mom.

— **Unit 8. Spare the rod and spoil the child?** —

31 Match the highlighted words and expressions in the text with their meaning (1–15).

- 1) a firm belief or hope that smth will happen
- 2) a state of being discouraged and disappointed
- 3) the ability to think in a reasonable way
- 4) shouting loudly
- 5) an amount of money that parents give a child regularly
- 6) an accident or unlucky event
- 7) tiresome because of being too long or dull
- 8) too casual, without previous thought
- 9) to gain control of oneself
- 10) to give money reluctantly
- 11) giving advice in a boring, moralizing way
- 12) to stop oneself from doing something
- 13) long-lasting energy, physical, mental and emotional strength
- 14) the sudden act of expressing a strong emotion
- 15) an impression or feeling that stays after the experience has gone

32 Answer the questions.

- 1) Why did the author decide to write the letter to her daughter?
- 2) Why did she change her mind about her parenting skills?
- 3) Why does she compare her family life to a theatre performance? What is the difference between the real life and a play?
- 4) What was the author's reaction to the news about three lost books?
- 5) What feelings arise in her heart when she recollects the messages she used to write for her children?
- 6) What is her idea of good (successful) parenting?
- 7) What alternative methods of disciplining her children did the author come up with?
- 8) Which of her recommendations did you like best? Why?

33 Speak about the family relationships in the family:

- 1) in the person of Kate;
- 2) in the person of Johnny;
- 3) in the person of Jennifer;
- 4) in the person of their father.



IX. LISTENING

34 Listen and decide if the statements are true or false. Give your reasons.

1. Compared with boarding schools family-type orphanages prepare children better for independent life.
2. In family-type orphanages children are usually of the same age.
3. Both parents usually work out of home to provide for the family.
4. Charities organize both entertaining and educational activities for these families.
5. Psychologists claim that in these families the children were much better physically developed than intellectually.
6. A family-type orphanage is a long-established form of care for children who lost their parents.
7. The government provides financial support to these families and the money is paid directly to the adoptive parents.

X. READING AND SPEAKING

35 Read what parents often say to their children to make them cooperate. Match each example (a–h) with the methods (1–8) adults use to get their children to behave properly.

- | | | |
|---|--|--|
| <p>1) Blaming and accusing
2) Threats
3) Commands</p> | <p>4) Lecturing and moralising
5) Warnings</p> | <p>6) Martyrdom statements
7) Comparisons
8) Sarcasm</p> |
|---|--|--|

- a) “Just you touch that lamp once more and you’ll get a smack.”
“If you don’t spit that gum out this minute, I’m going to open your mouth and take it out.”
“If you’re not finished dressing by the time I count three, I’m leaving without you!”
- b) “Your dirty fingerprints are on the door again. Why do you always do that? What’s the matter with you anyway? Can’t you ever do anything right?
How many times do I have to tell you to use the doorknob? The trouble with you is you never listen.”
- c) “Watch it, you’ll burn yourself.”
“Careful, you’ll get hit by a car!”
“Don’t climb there! Do you want to fall?”
- d) “Why can’t you be more like your brother? He always gets his work done ahead of time.”
“Lisa has such beautiful table manners. You’d never catch her eating with her fingers.”
- e) “Do you think that was a nice thing to do—to grab that book from me? I can see you don’t realise how important good manners are. What you have to understand is that if we expect people to be polite to us, then we must be polite to them in return. You wouldn’t want anyone to grab from you, would you? Then you shouldn’t grab from anyone else. We should treat others as we would have others treat us.”
- f) “I want you to clean up your room right this minute.”
“Help me carry in the packages. Hurry up!”
“You still didn’t take out the garbage? Do it now! Move!”
- g) “You knew you would have a test tomorrow and left your book in school? How smart! That was a brilliant thing to do.”
“Is this the homework you’re taking to school tomorrow? Well, maybe your teacher can read Chinese; I can’t.”
- h) “Will you two stop that screaming? What are you trying to do to me, make me sick, give me a heart attack!?”
“Do you see these gray hairs? That’s because of you. You’re putting me in my grave.”



— **Unit 8. Spare the rod and spoil the child?** —

36 A) What could the child's response be to each of the parent's remarks in exercise 35? Choose the appropriate option.

- The door is more important than I am...
- You say I never listen, so I won't.
- I hate her/ him.
- I'm afraid/ scared.
- Leave me alone.
- I want to cry.
- Try and make me.
- Whatever I do, I'll be in trouble.
- Yuk, yuk, yuk...
- Who's even listening?
- I am always the one to blame.
- It's my fault she's sick.
- I'll get back at her/ him.
- I don't like being made fun of.



B) Paraphrase the parents' statements (a-h) from exercise 35 to make them sound more positive.

Example: Watch it, you'll burn yourself.

Please be more careful, we don't want you to get hurt.

C) What would you say in the following situations if you were a parent?

- 1) Your child has come back after a walk. His clothes are dirty and he has a black eye.
- 2) Your 5-year-old boy is teasing a little girl in the sandpit.
- 3) You caught your teenage son smoking.
- 4) Your daughter has got a bad mark at school.
- 5) It's very late, but your child hasn't done his homework because he has been watching an interesting TV programme.
- 6) You have come home tired after work, but the sink is full of dirty dishes.
- 7) Your little child doesn't want to put his toys away.

37 Do you agree or disagree with the following statements? Explain your point of view.

- 1) Parents are best teachers.
- 2) Classmates influence a child's success in school more than parents.
- 3) There is nothing that young people can teach older people.
- 4) A person's childhood years are the most important years of their life.
- 5) A gift can contribute to a child's development.

XI. SPEAKING

- 38** Two students worked as au pairs in families abroad over the summer holidays. They are now exchanging their impressions.
Make up a dialogue following the instructions.

STUDENT A

1. Tell Student B that you had a great time working during the holidays and would love to do it again next year. Ask about your partner's experience.
2. Say there were two children, aged 4 and 11. Tell about their favourite pastimes: the playground activities with the 4-year old, some crafts and indoor games with the 11-year old. Ask Student B how the children in his/ her family liked to spend their free time.
3. Say that the younger child was a real troublemaker at times. Give examples of his/ her bad behaviour.
4. Give some examples of the rules that worked. Ask Student B if he/ she has learnt anything new about the ways to discipline children.
5. Say which ways you think are effective. Talk about the things parents should/ shouldn't do and why.
6. Say that you definitely want and explain why. Ask your friend about his/ her plans.

STUDENT B

1. Say that you quite liked your family but you had to work really hard. Explain why (more than three children/ very young children/ pets to look after etc.) Ask Student A about the children he/ she had to work with.
2. Say the children often invited their friends over. Recall an occasion when you arranged a sleepover/ pyjamas party for them. Give details. Ask Student A about the characters and attitudes of the children in his/ her family.
3. Say you know what student A means and share your memories of the time when the children misbehaved. Say how you handled it. Ask Student A about the ways of disciplining the children in the family (s)he worked for.
4. Say that you discovered some effective ways of encouraging good behaviour. Describe them.
5. Agree and add an example how the parents in your host family got their children to cooperate. Ask student A if (s)he wants to try au pair work next year.
6. Reply that you would like to work au pair next summer, but you would prefer a family with fewer children.



XII. REVISION TRANSLATION

39 Translate into English.

1. Хваліть свою дитину якомога частіше. **Похвала та нагорода** за гарну поведінку будуть спонукати її **поводитися правильно**. Купіть їй іграшку як нагороду. Ця іграшка може бути також корисною. Наприклад, **набір для малювання** — олівці, олійні та акварельні фарби, красивий альбом — **розвиває творчі здібності та уяву** дитини. Не думайте, що купуючи чергову іграшку, ви **балуєте** свою дитину. Вона буде відчувати вашу любов та турботу. Врешті-решт, ви побачите, що вона **покращить** свою поведінку.
2. У дитинстві я не **ладив** з моїм старшим братом. Ми часто **сперечалися** і навіть **билися**. Він часто забирав мої іграшки, одного разу навіть **зламав мою залізницю**. Батьки **карали** його, **сварили, ставили в куток**, але він не звертав уваги. Пізніше, вже будучи дорослими, ми так і не стали близькими людьми.
3. Я не розумію батьків цього хлопчика! Вони так **«носяться» з ним!** Вони вважають, що, якщо вони будуть **терпіти його погану поведінку**, то він буде **зразковим хлопчиком**. Він справжнє **лихо** в родині! Учора у дворі я **вичитувала** йому за те, що він **ображав** маленьку дівчинку. Спочатку він **огризався**, потім **надувся**, намагався навіть **вчинити істерику**, але згодом заспокоївся і вибачився перед цією дівчинкою.
4. Багато факторів впливає **на поведінку дітей**. Насильство на телебаченні може сприяти **агресивній поведінці** дитини. Батьки повинні **вести себе** так, як вони хотіли б, щоб поводитися їхня дитина. Не **погрожуйте** дитині, не **принижуйте** її, не **читайте їй моралей**,

а краще **довіряйте їй та навчіть її бути хорошою**.

5. Багато психологів радять не **карати** та не **сварити** дитину. Але в реальному житті це неможливо. Постійна **неслухняність** повинна бути покараною, але покарання має бути справедливим. Навряд чи ви багато чого досягнете, якщо будете **кричати** на свою дитину, **лупцювати** її, **докоряти** її. Намагайтеся приділяти їй більше уваги, навчайте її грати **у настільні ігри**, читайте разом книжки, **виліплюйте з пластиліну**, будуйте будинки з **кубиків** або гуляйте у дворі, **катайтеся на гірці**, на **гойдалках, каруселях**.
6. Одна з найбільш нагальних проблем у сучасному суспільстві — це виховання **дітей-сиріт**. Такі діти, в основному, **виховуються у дитячих будинках**. Багато уваги приділяється розвитку **сімейних будинків для сиріт**. **Названі батьки** виховують від 5-ти до 10-ти дітей. У таких сім'ях мама звичайно — домогосподарка, а батько — годувальник.



XIII. WRITING

40 Make a list of tips for parents who want to bring up a model child. Rank them in order of importance.

41 Write a paragraph to describe a situation when you were punished. What for? Did the punishment have an effect on your future actions? Did it teach you a lesson?

42 Write a narrative composition describing your personal experience of how your parents brought you up. For your narrative you can use the suggested outline.

Set the scene, people involved, time/ your age

← Introduction

Describe the event, your actions and your parents' reaction

← Main body

What were your feelings then? What's your attitude to the incident now? Were your parents right?

← Conclusion



Unit 9

LIFE IS NO BED OF ROSES

I. LEAD-IN

1 Read the quotation and explain it in your own words.

“Happy families are all alike; every unhappy family is unhappy in its own way.”
Leo Tolstoy



2 A) Put the adjectives into two columns.

Broken, failed, fragile, stormy, troubled, uneasy, tense, enduring, lasting, long-standing, permanent, serious, stable, caring, love-hate, loving, special, rocky, bumpy.

B) What adjectives would you use to characterize the relationships with your close and distant relatives? Have there been any changes in your relationships with them lately?

Relationships in a happy family are...	Relationships in an unhappy family are...



II. VOCABULARY **OUTLINING FAMILY PROBLEMS**

3 Match the family problems (a–m) with the corresponding statements (1–15).

a) having no shared interests	1) My mother-in-law made it clear from the start that she didn't like me and wanted me to understand she was the head of the family.
b) different opinions about money	2) ...and I do all the cooking and tidying of the house and washing and gardening, but he says shopping is the only thing he agrees to.
c) jealousy	3) Whatever we do it turns out to be a failure and he says I'm the only person to blame.
d) religion	4) I've spoken to her about having children a hundred times already, but she says she won't even think of that until she is promoted to the position of Personnel Manager.
e) mutual misunderstanding	5) When he married me he said my being an Orthodox didn't matter. Now he insists on my changing the religion to that of his family.
f) disagreement about having children	6) My daughter is evidently using me. She works up to 10 hours a day and weekends, while I stay with her young children. It looks like she doesn't care about her family any more.
g) living with in-laws	7) I know both of us weren't really well-off when we married, but I work really hard to support the family and he says the only thing you have to do is to buy lottery tickets and wait for your lucky chance.
h) rivalry between siblings	8) My in-laws are always making fun of me for my reading habits and theatre-going. They say I'm "too sophisticated" for their family, but with them I feel really bored.
i) not doing one's share of the housework	9) and he never allows my elder daughter to see my ex, her father. He says a child must have only one dad.
j) shifting the blame on other members of the family	10) It's a real war — each of my daughters insists on my living with her, spending time with her, going on holiday with her, each claims she loves me more than the other.
k) living in a step family or in a second marriage	11) He's constantly out somewhere drinking — our four children have started to hate him as they are growing older.
l) alcohol addiction	12) Everything seems to be fine — home, jobs, children. But I often find her bursting into tears for no apparent reason...
m) career addiction	13) I wouldn't mind him spending an occasional Sunday with his daughter, or inviting her to our place for dinner once a week, but his leaving me to babysit five evenings a week plus taking her out every weekend is something I can't really stand any more.
	14) I've never caught him red-handed, I've never seen him with another woman. But I still feel he's having affairs from time to time, and it's killing me.
	15) Last week I told my kids I've been seeing a man, we are thinking of getting married and now he wants to meet them. My son blew his top and my daughter burst into tears.

4 In small groups discuss other problems a family can face.

Unit 9. Life is no bed of roses

5 Which verbs/phrases denote an aggressive manner of speaking:

- to answer back
- to insult
- to make nasty remarks about
- to murmur
- to raise one's voice
- to remain speechless
- to remark casually
- to roar
- to scream
- to yell at
- to shout at
- to shout to
- to shout wildly
- to speak calmly
- to speak sharply
- to stammer
- to whisper

6 Fill in the gaps with the verbs of speaking in the appropriate form.

- 1) It was so noisy at the stadium that they had to _____ to hear each other.
- 2) She was shivering with cold and couldn't overcome her _____. I couldn't understand her words.
- 3) His wife had always been timid and never protested when he _____ at her.
- 4) When mother came home and saw the bright pictures her little son drew on the wallpaper in the sitting room she couldn't find her voice and just _____.
- 5) The child had a bad dream and _____ with terror in his sleep.
- 6) At this pop star's concert the audience was clapping, stamping feet, whistling and _____.
- 7) My dad never _____, even when he was most displeased he _____.
- 8) She didn't want to wake up the child and _____ her request.
- 9) The manager was known as a quiet and patient person. Everybody was surprised when he _____ with his secretary.
- 10) Instead of apologising for his wild behaviour, the impertinent teenager _____.
- 11) There is no use _____ at each other. Let's sit down and discuss it in a more civil manner.
- 12) He _____ something and blushed when the teacher asked him to repeat his words more distinctly.



MONEY PROBLEMS

- to make (both) ends meet
- to be hard up
- to live (from) hand to mouth
- to be heavily in debt
- to have a comfortable income
- to cut down one's expenses
- to treat parents as moneybags
- to act as the sole breadwinner
- to splash out money
- to contribute financially to one's marriage
- to be a financial drain on the family

7 Read the story and replace the highlighted phrases with the appropriate vocabulary units from the box. Use the verbs in the correct form.

It was an average middle-class family of five. The father, Alan Greenwich, (1) **was the only person who provided the family with money**. The mother, Emily Greenwich, did not work so she (2) **didn't give her share of money to the family budget**. She stayed at home and looked after their children: Ron, Brad and Cathy. Mr. Greenwich worked as a broker at London Stock Exchange and (3) **earned quite enough money to live on**. Gradually as their children were growing older, they needed more and more money (4) **which they didn't earn but took from their parents**. They knew that they could ask their father for as much money as they wanted and he would never refuse. They (5) **wasted away** their parents' money on gambling. Cathy (6) **spent hundreds of pounds on** expensive clothes and cosmetics. Ron and Brad borrowed money from their friends and (7) **couldn't give it back**. Mr. Greenwich had to pay a lot of bills and that's why soon the family (8) **was short of money**, hardly managing (9) **to balance the income and losses**. When the head of the family was taken to hospital, they (10) **hardly had enough food or money to live on** and (11) **had to spend less**.



8 Speak about money issues in your family. The following questions can help you.

- 1) Who is the breadwinner in your family?
- 2) Who contributes more to the family budget?
- 3) Who in your family decides what to spend money on?
- 4) Would you rate your family's income as high, low or average?
- 5) Has your family ever been in debt? How did you sort the problem out?
- 6) How do you tailor your lifestyle to fit your income?

9 Act out a dialogue between a husband and a wife. They have been married for six months, and are discussing their first experience in managing their family budget and the ways to improve their financial situation.

10 Complete the sentences.

- 1) Problems in a family arise when...
- 2) A serious marriage rift can develop between two close people if...
- 3) He ... but all his efforts to heal the rift failed.
- 4) ...to calm down this conflict?
- 5) My sister and her mother-in-law argue endlessly about...
- 6) My neighbours ... that's why they have a lot of discord in their family.
- 7) Quarrels between siblings often break out...
- 8) ...led to open hostility between the two families.
- 9) If you don't want to turn housework into a battleground, ...
- 10) ...seems to be the most common reason for divorce.
- 11) ..., which meant that she was nasty to her stepmother.
- 12) ...because he is always finding fault with me.
- 13) ...to avoid arguments with his parents, but...

— Unit 9. Life is no bed of roses —

11 Translate into English.

- 1) звинувачувати кого-небудь у своїх власних помилках
- 2) сімейні незгоди
- 3) іти на компроміс
- 4) виходити із себе
- 5) різко говорити з ким-небудь
- 6) огризатися у відповідь
- 7) слабкі стосунки у родині
- 8) міцні стосунки
- 9) нерівні стосунки
- 10) жити відповідно до своїх статків
- 11) розкидатися грішми

- 12) серйозна тріщина у сімейних стосунках
- 13) мати достойний прибуток
- 14) владувати підкоряти інших членів родини своїй волі
- 15) він тягне гроші з родини
- 16) суперечки часто виникають
- 17) залагодити конфлікт
- 18) чіплятися до кого-небудь
- 19) призвести до відвертої ворожнечі
- 20) перетворити роботу по дому у предмет нескінченних сварок

III. SPEAKING

12 Act out a dialogue based on the situation.

You have a family problem. You want to talk about it to your best friend on condition he/ she doesn't tell anybody about it. Your friend, in return, speaks about his/her problem.

USEFUL LANGUAGE

ASKING FOR DISCRETION

- Can you keep a secret?
- I'd like to let you in on my secret/ problem.
- I'd like to have a word in your ear.
- Let's keep it between ourselves/ you and me.
- Mum's the word!
- I'd like to tell you smth in confidence.
- But remember it's not meant to be shared with others.
- This is very personal. Remember — not a word to anyone!

PROMISING DISCRETION

- We never had this conversation.
- I won't tell a soul.
- My lips are sealed.
- I won't breathe a word.
- I'll never give your secret away.
- I promise to keep it under my hat. Take my word for it!



IV. LISTENING AND SPEAKING WHEN MOMMY STOPS WORKING

13 For many Canadian women who are used to financial independence, having to rely on their partners is a challenge. You will hear two Canadian women sharing their experience of becoming a mother and telling about changes in their family lives.

A) Listen and fill in the table.

	Jessica Davies (speaker 1)	Shawna Stephens (speaker 2)
Profession/ qualification		
Number of children		
Family income • used to be (shared/ separate) • now (shared/ separate)		
Does she go out to work or stay at home?		
What does she do now that she has a child/ children?		
Did she start working after she had a baby (at least part-time)?		

B) Listen again and decide whether the opinions are expressed by Jessica, Shawna or are not stated.

		JESSICA	SHAWNA	NOT STATED
1	I had put off having a child partly because I wanted to make a career first, which is typical for many working women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	As most families in Canada, my husband and I didn't share incomes and had separate bank accounts after getting married.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	For many working women, motherhood can initially bring a sense of nothingness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The career of a stay-at-home mom offers more opportunity to shape and change our world than any other career. As they say, "The hand that rocks the cradle rules the world."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I was afraid of becoming financially dependent on my husband and felt guilty because I wasn't earning any money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I have never felt that what I do is worth less than my husband's contribution, nor that I am a financial drain on the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	It is impossible to stay at home with a child without eventually going crazy. The only thing that can prevent this is going back to work at least part-time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The solution that we have found is simple: after we've paid all the bills we share equally the rest of his salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I am so many people at the same time: Mommy, wife, cook, maid, nurse, chauffeur, friend, accountant, personal shopper ... and so many others. I don't get a pay cheque at the end of the month but I'm happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	For me hiring a part-time nanny is a perfect solution. It allows me to work, mostly from home. Of course, I don't earn as much as I used to, but it can help take some of the load off my husband.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14 Answer the questions.

- 1) Was there anything in these two stories that surprised you or seemed unusual?
- 2) Compare the problems of Canadian and Ukrainian women connected with motherhood:
 - Do women receive maternity pay? Is this amount of money sufficient to raise children?
 - Is it typical for spouses or partners in a family to share their incomes or to have separate ones?
 - Do women often hire nannies for their young children or do they prefer to stay at home with their kids? Why?
- Is the issue of financial dependency a problem for a woman?
- 3) Say a few words about your mother when you were a child:
 - Did your mother work when you were little or was she a stay-at-home mom?
 - If your mother preferred or had to work, do you wish she had stayed with you instead?
 - Did you have a babysitter or a nanny?
 - Did your mother get any help from other members of the family? What kind of help was it?

V. READING AND SPEAKING

- 15** Imagine that you are participating in a radio talk show on family problems. The topic of the show is “Modern Relationship Wreckers”. You are guests and one of the members of your group is the host. Read the stories told by people who called up the program sharing their problems and seeking some advice. Discuss the problems in your show.

1 CAREER ADDICTION

Chris, 32, a computer consultant:
Helen and I have been married for years. Helen is a singer, and I am a freelance computer consultant. We only ever argue about one thing — the amount of time we spend together. For example, whenever I go over to see my friend, Tom, Helen always phones to ask what time I'm coming home. Not that she's a nag. She just says she never has any quality time with me.
I realise this but all this is because of the kind of work we do. I get a call for a job that needs to be done the next day, and I have to do it — it makes it impossible to plan anything. Besides, having a huge market of skilled, unemployed workers waiting to take our jobs, for half the pay, means we feel huge pressure to sacrifice everything for work. We both work long days — sometimes nights — and, because we're both self-employed, we hate to turn down work. We know the UK has the longest working hours in Europe — but what kind of effect is this having on our love life?

2 “ME AND HIM AT HOME”

Crystal, 25, a music teacher:
Two months ago my boyfriend Tom proposed to me and I said ‘yes’. We set the wedding date and decided to start living together. This is the first time I have ever moved in with a man. I thought Tom and I were made for each other. But now that we live under one roof all we do is argue — every day, at least once a day. I even started going to the gym just to get away from him. I'm beginning to think moving in was a monstrous mistake. Why? You might think it is another woman. No, something far more infuriating, far more invading. It is housework and he is awful at it.
I was brought up to believe the days of women having to nag men to pick their clothes up off the floor, put their empty coffee cups in the sink and rinse out the bath were over. Wrong, wrong, wrong!
It appears that Tom exhibits behaviour deliberately designed to frustrate and disgust me. He chooses to be repulsive — he obviously doesn't care about my feelings, and his mess invades my space.

3 INFURIATING IN-LAWS

Jane, 28, a lawyer:
When I married Alan, I didn't realise I was marrying his bossy mother, too. I certainly didn't expect his mother to pop around to see us at all hours without warning. I didn't expect that, if something went wrong, Alan would ignore my advice and listen to his mother's.
My mother-in-law duplicated our house key, without permission, while she baby-sat for us once. Since then she comes into our home whenever she feels like it and snoops around.
Please help me before I say something I'll regret. I would be glad to let her keep our house key in case of an emergency, but I hate the idea of her going through my drawers, closets and desk.
My parents have never used our house key even though they've had one for years. They respect our privacy. My husband and I have argued endlessly over this. He says this is his house and his mother can come over as often as she likes. I feel like I am losing this battle and I need your opinion.

VI. WRITING

16

Read the four letters written to Agony Aunt Problem Page. Choose one of them and write a reply. Express your sympathy with the person writing about their problem and give advice.



1) Lately, my parents have been fighting a lot. Recently, my mom walked out and didn't come back for hours. I'm scared that they might get a divorce, and if they do I'll never forgive either of them. My older sister feels the same way. How can I help them with their problems so that they stay together?

2) I'm a 21-year-old single mother. Seven months ago, my partner of three years and the father of my child told me he didn't love me any more and asked me to move out. Six weeks later he said he'd fallen in love with his best friend's girlfriend and they were now together. Only the thought of my daughter has stopped me from attempting suicide. On Saturdays my ex and his girlfriend take my daughter on outings, but the thought of that woman with my family makes me feel sick. I still love him and need him back desperately.

3) I am getting married in a couple of months and I am desperately unhappy about the way my family is behaving. My mother says she won't come to the wedding if my father brings my step-mother. She sees it as being a public affront. However, my father says he will appear with his new wife in public. I don't want to take sides. It's important to me that they are both there. What can I possibly do?

4) My son, who is 14, and I are very close, in fact we probably have a closer relationship than he has with his father. He has recently told me in confidence some problems he is having at school and I feel my husband should know about them too. However, to tell my husband means I have to break my son's confidence — should I do so?



VII. VOCABULARY **LIVING THROUGH A DIVORCE**

- to have grounds for (*usu. pl*)
- to start divorce proceedings
- to ask for a divorce
- to sue for a divorce = to file for a divorce
- to divide smb's belongings
- to divorce, to separate

- to get a divorce = to obtain a divorce
- a divorcée, divorce
- an ex = an ex-husband/ an ex-wife
- to divide smb's belongings
- to receive half of one's family assets

- to walk out on smb
- alimony child support payments
- to be awarded alimony payments
- divorce rate
- adultery

17 Fill in the gaps with the words and phrases in the appropriate form.

- 1) They seemed to be a perfect couple. Nobody could believe it when they _____.
- 2) According to statistics _____ nowadays is much higher than it used to be at the beginning of the last century.
- 3) They lived together for three years and then, just out of the blue, she _____ him without any explanation and never came back.
- 4) Nell did not object to her children spending their holidays with their father, so her _____ always took them when the children came home from school for Christmas.
- 5) They did not _____ but decided to get separated and Margaret moved out of their house.
- 6) The judge decided that the child should stay with the mother and she _____.
- 7) King Edward VIII gave up the British throne to get married to an American _____.

18 Answer the questions.

- 1) About half of today's marriages end in divorce. What are the causes and consequences of today's high divorce rate?
- 2) Are adultery, violence or heavy drinking reasonable and sufficient grounds for divorce? Why? Why not? What is the most important reason for you to sue for a divorce?
- 3) Who are more likely to get divorced: couples who marry in their mid or late twenties or couples who get married in their teens?
- 4) Do you think the birth of a child reduces the chances of divorce?
- 5) Should parents stay together for the sake of their children? Which is better for children: an unhappy family or a divorce?
- 6) Which of the parents is usually awarded alimony payments?

VIII. LISTENING

19 A) Listen to the interview with an American divorce lawyer, Mr. Kenneth Bradley, and complete the sentences.

- 1) Among all developed countries the United States has _____.
- 2) The two most frequent reasons for divorce today are _____.
- 3) Husbands most often sue for a divorce because family relations _____.
- 4) The wife who has become more mature finds that her husband doesn't _____.
- 5) If your marriage doesn't work and family life doesn't bring any joy, it's better _____.
- 6) Mr. Bradley advises ex-husbands and wives not to _____ at once.
- 7) Children are a good reason to split up if the emotional atmosphere at home is _____.

B) Listen to the interview again.

- What do these numbers refer to?**
- a) 35
 - b) 1 million
 - c) 2/3
 - d) 90

IX. READING

20 Read the text and answer the questions.

- 1) When did their family problem start?
- 2) What were the signs that showed that Lesley's husband went on having an affair?
- 3) How did she try to preserve their marriage from breaking up?
- 4) What was the last straw that made Lesley leave home and check herself and her daughter into a hotel?
- 5) Why did she come back home that night? What happened there?
- 6) How did Lesley feel at that difficult time? What did their daughter Bethany feel watching her parents' row?
- 7) What was the atmosphere like at Bethany's birthday party?
- 8) Why did Lesley have to take Bethany out of her school?
- 9) How did she cope with her situation after splitting up with Mark?
- 10) How has her attitude to life changed since she threw out Mark?

Painful Time

I threw out Mark in April but it had been a long time coming. The previous November he'd admitted **having an affair** and since then we'd been trying to make our marriage work — at least I had. But I'd felt I was

5 **walking on eggshells, desperate** to avoid an argument. I found it impossible to trust him, although he promised the affair was over. I was constantly checking our phone bills to see if her number came up. The signs were still there — when he came in smelling of

10 perfume or arrived home two hours late — but I chose to ignore them, hoping I was wrong. **Deep down,** I knew the affair was still going on but I couldn't face the prospect of my family breaking up. I **confronted** Mark a few times but he always denied it and made me feel

15 as though I was going crazy. But on our 13th wedding anniversary my suspicions were confirmed — Mark didn't buy me flowers. I was so upset that the following day I picked up Bethany, our daughter, from school and checked us both into a hotel so we wouldn't be there

20 when Mark got back from work. But at 8 pm I panicked. I knew in my heart that I had to see him, or he'd spend the night with her. I drove home with my heart pounding but as we walked through the door, Mark was coming out dressed up for a night out. I went mad and told him

25 to pack his bags. Then I looked at his mobile phone and there was a text message from her on it. I was furious. We had a screaming row as I tried to force him out of the door. I'm ashamed to say Bethany saw everything. She stood in the doorway watching us shout insults and

30 once I'd finally kicked him out, she cried for four hours. She kept saying, 'Why's Daddy leaving me? I've been a good girl.' I was a mess, crying hysterically.

The next day was Bethany's seventh birthday party and Mark begged to come to it, so I had to let him back in for Bethany's sake. The atmosphere was awful. I sat 35 in the kitchen crying while Mark was in the lounge, red-faced and embarrassed. Poor Bethany was very upset and I was desperate for everyone to go. Afterwards I sat Bethany on my lap. We were both in tears and she kept saying: 'I love Daddy, I don't want him to go.' 40

The next few months were awful. I lost 5 kilos because I couldn't eat and sleep. Mark had been a part of my life for so long that I was lost without him. Bethany **went off the rails** for a while and was always 45 seeking attention.

In June Mark moved in with his girlfriend. That was difficult to cope with, especially as Mark still saw Bethany once a week. Worst of all, I had to take Bethany out of her school. Mark's girlfriend's children were in the same class and as I waited for Bethany in 50 the playground I heard the woman talking about my husband. I knew I'd never move on unless Bethany changed schools. She was quite upset but we chose a school where some of her friends go, and now she loves it. Since Mark left, I've slowly rebuilt my life. I really 55 enjoy my job. I'm still bitter — I've put up emotional barriers and I've pushed away men who tried to get close to me. I still find it difficult to trust anyone but it's got easier with time and now I'm seeing a lovely man. Mark and I are getting divorced. 60

Although kicking out Mark was awful at the time, I realise now that I should have done it as soon as I found out about the affair. Instead I put myself through months of agony. But I'm much stronger now and feel like I'm back on my feet. I'll never forget the 65 day I threw him out — but I don't regret it either.

— **Unit 9. Life is no bed of roses** —

21 Match the highlighted words in the text with their definitions.

- a) to have a sexual relationship with a person who is not your wife or husband — _____
- b) to be careful not to say or do the wrong thing — _____
- c) in one's heart of hearts (your secret thoughts) — _____
- d) to present facts to a person in order to criticise him or her — _____
- e) feeling that you have little hope — _____
- f) to start behaving in an unacceptable way — _____

22 Find the phrasal verbs in the text.

verb + up

- 1) _____ to end the relationship with a person
- 2) _____ to collect smb in a car
- 3) _____ to appear
- 4) _____ to put on smart clothes for a special occasion
- 5) _____ to build smth

verb + out

- 6) _____ to force smb to leave a place
- 7) _____ to force smb to leave a place

verb + in/into

- 8) _____ to allow smb to come into a place
- 9) _____ to arrive at the hotel, collect the key and fill in the form
- 10) _____ to start living in a new house



23 Fill in the gaps with suitable prepositions.

- 1) They were struggling to save their marriage _____ their children's sake but their union broke _____ after all.
- 2) The old lady was thrown _____ of the house because the owner decided to sell it.
- 3) Her name never came _____ in our conversation in those days.
- 4) I had to describe the boy on the bicycle and the woman who picked me _____ and what she was wearing and what I said.
- 5) "Has Mrs. Hanks checked _____ the hotel yet?"
- 6) "Shall we dress _____ for the wedding or is it informal?"
- 7) Linda declined his offer to spend the night _____ because she had a terrible headache.
- 8) Don't kick the cat _____ so violently, lift him out gently.
- 9) Lock the door and don't let anybody _____. I'm not to be disturbed.
- 10) "Get out! Let me alone, _____ God's sake!" yelled Deborah slamming the door.
- 11) When a child, I used to sit _____ my grandpa's lap and he told me fairy tales about wizards, sorcerers and witches.
- 12) Youngsters easily go _____ the rails without the people who they respect and who can guide them in their behaviour.
- 13) I've bought a new house, furnished it and I'll move _____ with my girl-friend in a few days.
- 14) After three weeks in New York we moved _____ to Philadelphia.
- 15) They plan to put _____ a whole block of apartments.
- 16) After his wife's death Martin fell into a black depression and refused to leave his house. He had to be treated for it but now he is _____ his feet and he has started jogging and seeing his friends.

24 Describe the changes in the relationships between the author and Mark using as many verbs from the list as possible.

- cultivate •develop •establish •break off •damage •suspend
- improve •restore •resume •regulate •destroy •go wrong
- worsen •strengthen

25 Retell the story as if you were:

- a) Lesley;
- b) Mark;
- c) Mark's girlfriend;
- d) Bethany.



X. READING AND SPEAKING **ONE-PARENT FAMILIES**

26 Fill in the gaps with the words from the box.

•around •divorced •support •childminding •self-help •swap •adopted •chores
•widower •independent •stay-at-home •running

About 14 per cent of all families with dependent children have only one parent. In the US about a fourth of the children live with only one parent. A one-parent family may be headed by a (1)_____ father or mother, by a widow or (2)_____, by a married woman separated from her husband. These days, an unmarried mother may choose to have a baby without marrying the father. She wants to keep the baby rather than have it (3)_____ by foster parents.

Living with a working mother makes a child more (4)_____ than his peers. Maggie, aged 14, says, "I would never let Mum know how miserable I felt as I hardly ever saw her until 6 pm. But I felt grown up and proud being trusted with my own key. Mum never told me to do any (5)_____ until she got home, but in fact I helped her (6)_____ the house much more than if she were a (7)_____ mother. I know how much work goes into (8)_____ my own house and it will be no secret for me when I get married."

However, a child can find himself neglected and lonely. Ben, aged 11, feels abandoned coming to an empty house after school. "I hate having Mom away all day. I have to go to school by myself while all other boys have their mothers with them. I would (9)_____ with anyone extra pocket money and a chance to do whatever I want while Mom is at work if it meant having her at home. Coming home to the cooking and cleaning after a day's work makes her both too tired and too busy."

There are some (10)_____ groups which a parent can join. A self-help group is one in which all the members are in a similar situation, and they help one another. An example is Gingerbread. Gingerbread, founded in 1970, gives (11)_____ and advice to one-parent families. Members of Gingerbread help each other with things like (12)_____, finding work and organizing holidays for parents and children.

27 Discuss the questions.

- 1) What are the two main causes of single parenting?
- 2) Why do children need two parents?
- 3) How does the absence of the other parent tell on a child?
- 4) Do you agree that single mothers have poorer relations with their children than married women? Why?
- 5) What are the major problems of single parenting?
- 6) Do you agree that children in single-parent families grow up to be more independent?



28 Read the first two paragraphs of the story and try to guess how Christine and the author of the letter are related and predict what will happen to them.

Meeting Mike

The letter came quite unexpectedly. When Christine saw it lying on the mat at the front door she didn't feel any excitement. She was even yawning as she opened it. And then she saw his name and
5 read the words she'd been longing to read for such a long time.

"I know it was dreadful of me to leave you, but I've thought of you every day since. I shall be in your area next Saturday and I would be so happy if we could
10 meet for lunch at the Italian restaurant we used to go to together so long ago. I have no right to ask, but would you please, please agree to meet me?"

Christine's friend, Trisha, who shared the flat with her, came downstairs. Noticing the letter,
15 she exclaimed: "How dares he...?" But then she saw Christine's face — the sparkle in her eyes, her blushing cheeks, her smile. "Are you really going to meet him?" she asked. "Of course, I am!" Christine answered.

"But he walked out on you! Without a word of explanation, a note or phone calls. He stays out of your life completely, not one word of contact, not a card. And then the moment he decides to get round to getting in touch, you drop everything and say
20 'yes!'"

"I have to see him, Trisha." Christine tried to explain. "I have to find out what went wrong, why he left me and why he wants to see me now."

Trisha shook her head. She knew how vulnerable
30 her friend was.

"He broke your heart," she said. "You told me about all those nights you cried into your pillow. Don't build up your hopes, Chris, he could hurt you that much again."

"No, I'm stronger now," said Christine. "That's one of the reasons I want to see him. To show him that I've survived without him. I want him to look at me and be sorry that he walked out on me."

"Have you thought that this could be a one-off that
40 he might not want any more contact?"

"That's a risk I have to take."

"In that case," said Trisha, "we'd better go shopping. We need to buy you a lot of new clothes,

get your hair done. You don't just want to impress him, you want to stun him. You don't want to look
45 too formal, but you have to appear smart and make a good impression. At the same time you should not look too rich, in case he asks for a loan or expects you to pay for lunch."

"Trisha, stop that!" cried Christine. "Everything's
50 going to be fine!"

Once they'd done their shopping, they stopped for lunch.

"Have you rung him up yet to say you're coming?"
55 asked Trisha.

Christine shook her head: "I can't pluck up the courage. I know I won't find the right words and will appear stupid. I keep hoping that I'll get his answer phone, but how can I be sure?"

Trisha pulled out her mobile and dialed the number
60 she had seen in the letter. "Is that Mike?" she asked. "Good. This is Miss Richmond's secretary. I'm just ringing to confirm that she will meet you for lunch on Saturday."

"Trisha!" Christine cried. "Why did you say you
65 were my secretary?"

"Well," smiled Trisha. "You want him to think you've moved on without him, don't you? He was pretty impressed, I can tell you."

On Saturday morning Christine felt really sick with apprehension as she planned what she would say to him, rehearsing her words over and over again.

By half past eleven, she'd almost decided not to go. "But if I don't, will I regret it for ever?" she asked
75 Trisha.

"Why don't you just take a look at him and then make up your mind?" Trisha suggested. "See how he looks, how you feel when you see him. If you are upset, just leave."

It was sound advice. So, Trisha drove her to
80 the restaurant. Christine took a deep breath, got out of the car and walked in.

She saw him as soon as she got inside. Even though he had his back to her, she was sure it was him.

As she stood there, he turned anxiously and then
85 spotted her. He stood up.



“Chrissie!” he cried and held open his arms. And she ran into them.

“Oh, darling,” he cried, hugging her. “Oh, I’ve thought of you every day. I have so much to tell you, to apologize for, to say. I can’t even begin to make up for all I’ve missed, but I can make a start.” 90

Christine looked up at him, tears in her eyes. Everything she had planned to say, all her speeches, had gone from her mind. But there was no need. Just one look at him told her that everything would be all right. She hugged him tight and whispered the two words that mattered the most in the world: “Hello, Dad.” 95

29 In the text find the English equivalents to the following phrases:

- 1) слова, які вона так сильно хотіла прочитати протягом довгого часу;
- 2) покриті рум’янцем щоки;
- 3) він кинув тебе;
- 4) наважитися налагодити зв’язок;
- 5) уразливий;
- 6) не розраховуй на багату;
- 7) це може буди лише один раз (одноразово);
- 8) ти хочеш приголомшити його (потрясти);
- 9) у разі він попросить зайняти грошей;
- 10) я не можу зібратися з духом (набратися сміливості);
- 11) ти пішла по життю без нього;
- 12) знову і знову репетирувати свої слова;
- 13) це була розумна порада;
- 14) він стояв спиною до неї;
- 15) компенсувати все, що я пропустив.

30 Explain why...

- Christine didn’t feel any excitement when she found the letter.
- Trisha thought it was not a good idea for Christine to meet Mike.
- Christine wanted to see Mike.
- the girls decided to go shopping.
- Trisha thought it would not be easy to choose a new outfit for Christine.
- Christine didn’t phone Mike herself.
- Trisha introduced herself as Christine’s secretary.
- Christine didn’t say to Mike what she had planned to as soon as she saw him.

31 Guided retelling. Complete the notes in Trisha's diary and retell the text.

Wednesday, 22 May.

- Today Chris got a letter from _____. I was surprised at her reaction. I was sure she _____ but she said _____. Then I suggested we should _____ and buy _____.

Thursday, 23 May.

- After _____ we stopped _____, and I asked Chris if _____. She said she hadn't. Then I _____. Chris was surprised, of course, but I explained _____.

Saturday, 25 May.

- All morning long I had to listen to Christine who was _____. Then, at about _____ she decided she _____. But I suggested she should _____, so I drove her _____. I stayed in the car outside in case she didn't want to _____ after all. But she didn't come out. Through the window I could see them — they _____. I hope from now on it's going to be all right.

32 Discuss the questions.

- 1) What do you think had happened in Christine's family before the events described in the story?
- 2) Do you support Trisha's attitude to Christine's decision to meet her father?
- 4) What do you think Christine was going to talk to her father about when they met?
- 5) How do you expect Christine and her father's relationship to continue?



XI. SPEAKING

- 33** Two friends are gossiping about student C's family problems. Make up a dialogue following the instructions.

STUDENT A

1. Greet student B. Say you want to break some interesting news. Ask for discretion.
2. Student C has just told you she found her father who had left the family when she was 5.
3. Answer 2 questions, and explain why you can't answer the third one.
4. Ask for discretion again. Say they spoke on the phone. Her mother does not know anything about their conversation; Student C and his/ her father agreed to meet. (say when and where)
5. Agree or disagree with student B's ideas. Give your reasons. Add that all families face different problems. Mention the ones you have had in your family.
6. Answer the questions. Say what relations you would like to have in your own family in future.

STUDENT B

1. Promise discretion. Ask what it is about.
2. Express surprise. Ask 3 questions to get more information.
3. Ask if Student C has already met her father.
4. Express your opinion why student C wants to meet her father after 15 years as he left.
5. Ask if student A and his/ her family managed to find solutions to them. Ask how student A felt.
6. Say what is likely to worsen or patch up things between partners. Express hope that your future relationships will be caring and long-standing.



XII. REVISION TRANSLATION

34 Translate into English.

1. Якщо Ви хочете **встановити і розвинути** гарні стосунки в шлюбі, ви маєте **турбуватися про** взаємну повагу й розуміння, продовжувати **покращувати** ваше спілкування і робити все, що від вас залежить, щоб попередити конфлікт. **Сварки і скандали** можуть **погіршувати** й **ушкоджувати** навіть **найбільш міцні** **тривалі й стійкі** стосунки в родині. Якщо щось **починає йти не так**, поговоріть про це зі своїм партнером, інакше це може **зруйнувати** ваш шлюб. **Готовність знаходити компроміси та вибачатися, якщо ви образили** вашого партнера, тільки **зміцнить** ваш шлюб.
2. Як говорять психологи, сімейне життя складається в основному з криз, коли **стосунки стають нерівними** або дають **тріщину, розпалюються сварки** і виникають проблеми. **Нескінченні розбіжності, натягнуті стосунки з родичами партнера по шлюбу** часто призводять до **ворожості** між чоловіком і дружиною, і сімейне життя **перетворюється на бойовище**. Шлюб може **розпастися**.
3. Багато пар **стикаються з фінансовими проблемами** на якомусь етапі їх шлюбу. Деякі пари завжди **мають великі борги**. Вони **живуть надголодь, насилу зводять кінци з кінцями**, і постійно **потребують грошей**. Навіть якщо ваша родина **живе у достатку**, ви не повинні **розкидатися грошима**, а маєте планувати свій родинний бюджет розумно. Чоловік або дружина, який (яка) є **єдиним годувальником**, не хотів(ла) би, щоб його або її партнер був (була) **марнотратцем у родині**, і щоби до неї або до нього **ставилися як до грошового мішка**. Щоб уникнути проблем з грошима, подружжя має **скоротити свої витрати** і, якщо можливо, обидва повинні **вносити свій фінансовий внесок у родину**.
4. В західних країнах **рівень розлучень** є дуже високим. Отже, чому люди **розстаються і розлучаються**? Психологи і сімейні консультанти вказують на те, що шлюби **розпадаються** тому, що партнери не вміють спілкуватися настільки добре, щоб **розв'язувати свої конфлікти**. Замість цього, вони **звинувачують одне одного, втрачають самовладання, не хочуть знаходити компроміси й ображають** одне одного. **Зради, насильство у родині, згубні звички** є основними **причинами для розлучень**. Найгірший бік **розлучення** — це те, що до нього **втягуються діти**, і вони є **найбільш вразливою частиною сімейного розбрату**. Подружжя проходить через **болісну процедуру розлучення**, а, якщо в родині є неповнолітні діти, один з батьків **отримує аліменти**.
5. Я — **мати-одиначка, яка працює** і відчуває себе щасливою жінкою. Але у минулому в мене була довга і болісна історія **розпаду мого шлюбу**. Після того, як народився мій син, я змушена була стати **мамою-домогосподаркою** і присвятити себе вихованню мого сина і веденню домашнього господарства. Два роки потому мій чоловік **кинув мене, наговоривши мерзенних слів** про мою зовнішність і моє вміння куварити. Була впевнена в тому, що в нього були **численні романи**, коли ми були одружені. Одного разу я **набралася мужності і викреслила його** із свого життя і ніколи про це **не пожалкувала**. Звичайно, тепер мені доводиться мати справу з великою кількістю труднощів, таких як заробляти достатньо грошей, щоб **вижити, знаходити час для сина, щоб він не відчував себе занедбаним і покинутим**, а також знаходити час для себе. Я вдячна всім, хто допоміг мені просто добрим **словом підтримки або слушною порадою**. Я радію з того, що можу **йти далі у своєму житті**.

Unit 10

HOME, SWEET HOME

I. LEAD-IN

1 Below there are three English proverbs that stand for Ukrainian “Немає ніде краще, як удома”. Unjumble them and answer the questions.

- East home west or is best
- place no is There home like
- Home where heart is is your

a) Have you ever been homesick when you were away? What exactly were you missing?

b) What is the difference between the words “house” and “home”? Can you say that the house you live in is your home?

c) What do you like in your home most of all?

II. VOCABULARY TYPES OF DWELLING

- a detached house
- a semi-detached house
- a terraced house
- a block of flats = an apartment building (*AE*)
- a condominium
- a skyscraper
- a multi-storeyed building = a high-rise

- a (five)-storeyed house
- a cottage
- a summer house = a country house
- a bungalow
- a palace
- a mansion
- a villa
- a hut

- a homestead
- a flat = an apartment (*AE*)
- a self-contained flat
- a (two)-bedroom flat
- a (three)-room(ed) flat
- a bedsitter = a studio (*AE*)
- a penthouse
- a mobile home = a caravan = a trailer (*AE*)

2 Label the pictures with appropriate words.



3 What types of dwelling do the definitions describe?

- 1) A house built all at one level, without stairs.
- 2) A small, simply built house or shelter made of wood, mud, clay and grass.
- 3) A king or queen's place of residence.
- 4) A very large, imposing house, in which rich people usually live.
- 5) A row of houses with common walls.
- 6) A one-room flat.
- 7) A small house in the country, usually with a garden.
- 8) A very tall modern city building.
- 9) A flat with its own kitchen, bathroom and entrance.
- 10) A house joined to another house on one side.
- 11) An expensive house in the country with a large garden, especially in southern Europe, used for holidays.
- 12) An expensive and comfortable flat or set of rooms on top of a tall building.
- 13) A house together with the land around it.

4 Listen to the descriptions of 5 houses (A–E) and guess the type of each of them.

- A. _____
 B. _____
 C. _____
 D. _____
 E. _____

5 Fill in the table with the words describing houses and flats.

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • brick • clay • concrete • cosy • municipal • country • cramped • shabby | <ul style="list-style-type: none"> • concrete and glass • in good/ bad condition • luxurious • messy • modern • mud | <ul style="list-style-type: none"> • neglected • private • spacious/ roomy • stone • suburban • tidy • town • wooden |
|--|---|--|

PERSONAL OPINION	MATERIAL	LOCATION	FORM OF PROPERTY



5



6



7



8

III. SPEAKING

6 Answer the questions about the place you live in.

- 1) Do you live in town or in the country? Do you live in a townhouse or a country house?
- 2) Is it conveniently located?
- 3) What does the house overlook?
- 4) Is it a typical house for Ukraine? If not, what is special about it?
- 5) What material is it made of? Is your family satisfied with it?
- 6) What condition is it in? What could be done to improve it?
- 7) Does your family own this house/flat or do you rent it?
- 8) How many times has your family moved house? When did you move into the house where you presently live?
- 9) Does your family have a dacha? Can you describe it?

7 Explain what the expressions with the word 'home' mean in the sentences.

- 1) I'm so glad you've come to pay us a visit at last. Have a seat and make yourself at home.
- 2) My granny lived on her own after Grandpa died. She's getting old and weak, so she moved into an retirement home last year. She's looked after there, so my parents don't have to worry about her much.
- 3) The Home Office is the British government department which deals with keeping order in the country.
- 4) His macaroni was so delicious that it was clear he was quite at home in the kitchen.
- 5) They have always been kind to me, but I've never felt at home with them.
- 6) My cousin's football-mad. He's a Liverpool supporter. He goes to all their matches when they're playing at home and he even goes to some of the away ones.
- 7) My flat seems to get smaller as the years go on. I've got so many things now and I never seem to be able to find a home for them.
- 8) When I worked in Germany as an au pair, I had a great time. The family I worked for were very nice and they treated me like one of them. It was really a home away from home.

8 Fill in the missing part of the compound words using "house" or "home".

- 1) Do you think it is true that most married women in Ukraine are _____ wives?
- 2) The brand name Panasonic has become a _____ hold word; this name is very well known and talked about.
- 3) I have always preferred _____ — made cakes to those bought in the shop.
- 4) A _____ keeper is a person whose job is to cook, do the shopping and clean the house for its _____ owner.
- 5) My mum has to travel a lot on business and she says that she gets _____ sick after staying a couple of days in the hotel.
- 6) The men in our family share all the _____ work, including washing and ironing.
- 7) My granny always cooks something special for my _____ comings.
- 8) If you are unable to leave your place because you are ill or not allowed to do it, you are _____ bound.
- 9) When you eat your _____ grown fruit and vegetables, you are sure that they are produced without pesticides.
- 10) You can speak about your native country as your motherland, fatherland or your _____ land.
- 11) When our neighbours finally moved into their new house, they threw a fantastic _____ warming party, inviting practically everyone who lives in our residential estate.

IV. LISTENING HOUSING GEOGRAPHY

9 Listen to the text and match the beginnings (1–10) with appropriate endings (a–j).

- | | |
|--|--|
| 1) Houses are built round the courtyard | a) to provide privacy. |
| 2) Compact houses are built | b) to keep easily warm. |
| 3) Steep roofs are built | c) because people need a cool place in the open air. |
| 4) Flat roofs are built | d) to let in as little light and warmth as possible. |
| 5) Large windows are built | e) to admit air but not too much sun. |
| 6) Small windows are made | f) to let snow lie like a blanket. |
| 7) Shutters are installed | g) to keep rainwater off. |
| 8) Verandas and balconies are built | h) because people don't often use them. |
| 9) A house/ flat is divided into a number of small rooms | i) to let in as much sunlight as possible. |
| 10) Rooms are barely furnished | j) to shade windows from direct glare of the sun. |

10 Answer the questions.

- 1) How much do the geographic position and the climate of the country influence its architecture? Provide examples.
- 2) You've certainly watched many foreign films and you may have noticed some characteristic features of houses in different countries. What are they?
- 3) Which features are more characteristic of Ukrainian houses and why?



— **Unit 10. Home, sweet home** —

V. READING AND SPEAKING

11 Read the text on page 173 and answer the questions.

- 1) What were the usual building materials for traditional Ukrainian houses?
- 2) What is the roof of the house like?
- 3) How did Ukrainians use to decorate window frames, door jambs and shutters?
- 4) What are the two possible layouts for the Ukrainian homestead?
- 5) Which farm buildings does the guide mention?

- 6) How many rooms are typical of a Ukrainian khata? What are they?
- 7) How many rooms are there in this house?
- 8) Why does the guide say that the peasants who lived in the house must have been quite rich?
- 9) What do the tourists see on the beam the guide points to?
- 10) What does Mrs Fowl take for a table?
- 11) What is the corner of honour in a Ukrainian khata like?

12 Describe the picture of the Ukrainian khata.



Olesya is guiding an excursion of British tourists interested in Ukrainian folk culture. Now she is taking them to see a traditional Ukrainian khata.

Ladies and gentlemen, now we are standing in front of a Ukrainian dwelling, which used to be typical of villages and towns, *the khata*. This one is built of stone, but Ukrainians also used
5 a mixture of clay and cut straw. In forest areas the predominant building material was wood. You can see, the house has a straw roof, which is rather high, making possible a high and convenient loft with a small window.

10 The outside porch we are now on is almost always found in Ukrainian houses. Like the one here, it is built in the form of a small gallery along the front wall.

Let me turn your attention to
15 the front door. It's a single door on iron hinges and it is secured with wooden locks. The threshold is quite high, so that water cannot get in, nor animals enter the house. As you can
20 see, the door jambs, as well as the window frames, which we'll examine a little later, have carvings of a geometric character.

Certainly, Mr Bowling, I'll take
25 a picture of you on the porch. OK, lean against the door jamb so that the carvings could be seen.

Now, let's get down the stairs and see the windows. They are six-paned,
30 but it is not a rule. You can find houses with one-, two-, or three-paned windows. The windows have wooden shutters that are covered with designs. This bird pattern was really very popular in this area at the beginning of
35 the 20th century.

As for the homestead, its layout is not quite identical everywhere. In this region all

the outbuildings are separate from the farm house. In other areas they can be joined under one roof with the main house, and form a kind of fortress surrounded
40 by a high wall. To have a fence around the farmyard is quite characteristic of a Ukrainian house. In the fence there are gates with wooden bars. You may have noticed how beautiful the gates and the wicket
45 are. We'll stop to look at them more attentively when we're leaving the house. There on the left you can see the principal farm buildings. They don't look very attractive, I'm afraid. The wooden hut on the left is a barn, next to it there are stables for cattle. No, no,
50 you are mistaken, Mr Kirby, the small construction is not a dog kennel, it's a henhouse, that's why the opening is rather high above the ground. Now you can explore the outbuildings on your own. I'll be waiting for you near the porch in about fifteen minutes...

Well, now let's move inside
55 the farmhouse. Mind the steps, Mrs Fowl... Oh, I'm so sorry!

Yes, Mrs Kirby, it is a typical Ukrainian house. I really regret to say
60 it, but your information about one-room dwellings is not correct. Actually, the dominant type of Ukrainian khata has three parts: an entrance hall, rooms to live in and a storeroom. You can see, that in this house part of the storeroom
65 was converted into the second room and the living room was evidently divided into two separate parts.

The walls of the rooms are whitewashed, so be careful not to spoil
70 your clothes. I think, the peasants living in this house were well-off, as they had wooden floors, which is unusual. The floor was most frequently made of earth covered with clay.

Now I want to draw your attention to another interesting
75 feature of the khata. Look at this beam. You can see family dates carved on it. No, no, please, Jerry, don't carve anything on the beam — it's not meant for tourists!

Now a few words about the house arrangement. On one side of the entrance there is a stove. The table
80 is too high, Mrs Fowl? Which table? The one between the stove and the shorter wall? Oh, no, Mrs Fowl, it's not a table, it a plank bed — a sleeping place.

In the corner of honour, on the walls, hang the icons which are often decorated with embroidered
85 towels and dried flowers. As for the items of traditional furniture...



VI. READING **WHO LIVES WHERE?**

13 Read the text and say if the statements are true or false.

- 1) Almost two thirds of the UK population rent their homes.
- 2) The size of a house or flat is measured by the size of bedrooms.
- 3) A detached house can take various forms.
- 4) Bungalows have recently become popular with big families.
- 5) Modern bungalows are still built from cheap and simple building materials.
- 6) Cottages are not typical of urban areas.
- 7) Owners of detached houses cover the maintenance and repair expenses themselves.
- 8) Semi-detached houses are becoming less popular with the middle class.
- 9) A terraced house has only a back garden.
- 10) If you rent a flat, you have to pay for the major repairs.

Housing in Britain

About two thirds of people in the UK own their own homes or are about to buy their own homes. For the rest of the population, renting seems to be the option of choice. Individuals rent homes from private landlords, or from a local council or from a housing association.

There are four basic types of housing in the UK: detached, semi-detached, terraced houses and flats. The size of a house or flat in Britain tends to be measured by the number of bedrooms rather than

the size of the area in square meters. There are also people living in houseboats, mobile homes or caravans.

A detached house is a single free-standing residential unit built on a lot with a yard and/or a garden. A detached house can either have a built-in garage or a detached one. A detached house can take any form or style. It does not matter if the house is a bungalow, a cottage, a villa or a mansion.



Unit 10. Home, sweet home

An increasing number of people, chiefly elderly
20 people and childless couples, prefer to live in
bungalows. Bungalows usually have all of the living
space on one floor, which means that there are no
stairs to climb. Typically it has a veranda – an open-
air covered porch. Historically, bungalows were
25 thatch-roofed houses that were cheaply built and
very simple. Today, bungalows use quality building
materials but still mimic traditional layouts. A chalet
bungalow is a type of house that has a small living
space on a second floor or a loft. The loft area can be
30 very important to families who need space for storage
or additional rooms.

Cottages originated in England and commonly are
not very big houses in rural or semi-rural areas. They
have one main storey, with a second, lower storey of
35 bedrooms which fit under the roof upstairs. A cottage
may be built of stone, brick or timber. It may have
a roof of tiles, slates, shingles or thatch.

Owning a detached house means that you can
enjoy the privacy that it offers but all of the repairs
and maintenance of the house and the lawn are
40 the responsibility of the owner. Every site improvement
like adding a patio or a pool or a garden is also at
the expense of the owner.

A semi-detached house is the most popular type of
45 home in Britain today, closely followed by detached
and then terraced. This type of housing became
popular with middle-income families who preferred

this type of living to terrace houses. The advantage
of living in a semi-detached house is that there is still
a level of privacy even if one wall is shared by two
50 homes.

Terraced housing is also known as row housing
or townhomes. A row of identical looking houses sit
side-by-side forming a long row of homes that share
side walls. The end units of this row of housing are
55 called 'end terrace' and are far larger than the units
in between. There is typically no yard or garden with
these units.

A flat is a unit of self-contained housing that is
part of a larger building, a block of flats. The owner
60 of the building rents out the units to tenants. In the
UK, flats can be also owned by an individual. Owners
have a share in the company that owns the land and
the building. A flat can be a studio unit or a bedsit
(a one-room unit, typically consisting of a combined
65 bedroom/sitting room with cooking and bathroom
facilities). A one-, two- or three-bedroom unit offers
more living space.

The main disadvantage of renting a flat is that
you will never own it. You do not have the right to
70 make improvements on the premises unless you ask
permission from the landlord. On the other hand, as
a tenant you are not responsible for the cost of major
repairs. Also, if, for some reason, you need to change
locations, you just finish your lease term and you are
75 free to go.



Housing in the USA

The USA is the homeland of skyscrapers which dominate downtowns in all large cities across the country. In addition to this iconic symbol, the US is also known for its abundance and variety of housing styles.

5 Today's housing designs in the U.S. are so numerous and for the obvious reason. Location and weather are the main ingredients for choosing a home design.

10 Single-family, multi-family, attached and detached homes and condominiums can make serious considerations for choosing one's living environment.

Owning a home is the so-called American dream. Unfortunately, not everyone is able to make it real because of the added expenses of home ownership which includes paying a mortgage, home insurance
15 and even land taxes. Maintaining and repairing the home can be costly as well. People who can afford to own but don't want the burden of ownership choose to rent.

20 Low income families who cannot afford to own or rent often qualify for public housing/ government funded living more commonly known as "Projects". Public housing does not have a fixed rent, but instead has a rent based upon the individual family's monthly

income, or can even be paid by government plans. Public housing is most often found in major cities in
25 the form of apartments or multi-family houses and has become synonymous with inner-city blight and crime.

The bigger the population of an area the more condensed you'll find the housing.

Large cities will flaunt more apartments and
30 condominiums while more rural areas will have more of the detached single family homes. An apartment complex typically contains studios or one- and two-bedroom units that are rented out to tenants by a landlord/owner of the complex. Condominiums
35 consist of apartments that are owned by individuals and can be rented out should the owner choose. Apartment complexes and condominiums can have such luxury features as swimming pools, tennis courts, spas and other facilities. 40

Attached homes known as townhouses are most commonly found in more populated areas as well. These homes share one, two or even three adjoining walls under one roof and the floor plans are usually similar. A duplex is also considered to fall under this
45 category but consists of only two twin units.



Unit 10. Home, sweet home

Single family or detached homes come in many styles and designs. Location usually dictates the design and construction type. In colder areas such as New England you'll find homes with pitched roofs such as the Cape Cod designed to keep snow from accumulating on the roof.

The Colonial home is one of the most popular styles of home in the United States. This style evolved from European influences when many colonists emigrated from Europe and brought those influences with them. Over time the Colonial style became distinct, recognizable for its use of geometry, and different regions of the United States added their own tweaks to provide relief from the climate. The other European types of houses brought by immigrants and acquired some local variations in different parts of the USA are bungalows, cottages and others.

A contemporary house design is represented by simple, clean lines with large windows and offers little in decoration. One of the examples of the contemporary style is a ranch house originated in the US. Its styling is very simple and rectangular in shape with shallow pitched roofs that can extend across a single or double car garage.

Coastline or beach houses in areas such as California or Florida are often chosen for second

or vacation homes where families and friends come to relax in the warm weather. Typically these homes are built on higher foundations to withstand severe coastal weather and include open-air spaces, large picturesque windows and comfortable porches to relax and enjoy the open air and beautiful water views.

With all the abundance of designs the most common American home can be described as a two-story house with a large kitchen, a laundry room, family and dining areas on the first floor, a few bedrooms and bathrooms on the second level. Usually it also has a front and back lawn or a garden. Many have an attached garage.

Elderly people often prefer to live in retirement homes - a multi-residence housing facility intended for senior citizens. Typically each person or couple in the home has an apartment-style room or suite of rooms. Additional facilities include facilities for meals, gatherings, recreation activities, and healthcare. A place in a retirement home can be paid for on a rental basis, like an apartment, or can be bought on the same basis as a condominium. Retirement communities are often built in warm climates and are common in Arizona, California, Florida and Texas but are increasingly being built in and around major cities throughout the United States.

14 Read the text on pages 176–177 and answer the questions.

- 1) What is typical for American housing styles?
- 2) What influences the choice of a home design?
- 3) What are the usual home ownership expenses?
- 4) How is the rent in public housing calculated? What does it depend on?
- 5) What are public housing areas usually associated with?
- 6) How can a condominium be described?
- 7) What is a duplex?
- 8) What are the features of the Colonial style housing?
- 9) What is typical of the US contemporary house design?
- 10) How are beach houses usually designed?
- 11) What is the most common American home like?
- 12) What type of housing do elderly people often prefer? What facilities are offered there?

15 Compare the types of housing in Great Britain, the USA and Ukraine. Speak about the common features and differences.



VII. VOCABULARY **OUTSIDE THE HOUSE**

- a fence
- a hedge
- a gate/ gates
- a front/ back garden
- a vegetable garden = a kitchen garden
- an orchard
- a lawn
- a flower bed
- a hothouse = a greenhouse
- a path
- a drive(way)
- a built/ attached garage
- a well
- a rock garden
- a kennel
- a dustbin = garbage can (*AE*)
- outbuildings: a shed, a barn, a stable

CONVENIENCES

- mod cons
- electricity
- gas
- hot and cold running water
- central heating
- a heater (gas, electric, convector)
- a radiator
- an antenna = an aerial (*AE*)
- a satellite dish
- a rubbish chute
- air conditioning
- telephone
- a lift = an elevator (*AE*)

PARTS OF THE HOUSE

- a roof
- a chimney
- a loft = an attic
- a balcony
- a drainpipe
- a gutter
- a porch
- a veranda(h)
- a terrace
- a basement
- a cellar
- an entrance
- a front/ back door
- a staircase
- stairs
- a landing
- a step
- the ground floor = the first floor (*AE*)
- a French window
- a dormer window
- a bay window
- a sash window
- a window sill
- a skylight
- a shutter
- a flower box
- a conservatory

AT THE FRONT DOOR

- a doormat
- a doorbell
- a door handle
- a doorstep/ a threshold
- a keyhole
- a letterbox
- a knocker
- a spyhole

16 Label the pictures.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Unit 10. Home, sweet home

17 Answer the questions.

- 1) What mod cons have replaced candles, a well, and a fireplace?
- 2) What devices help to keep a room warm?
- 3) What's the difference between an aerial and a satellite dish?
- 4) What mod cons can hardly be found in a cottage?
- 5) Why do people install air conditioning in their houses?
- 6) What mod cons do you think can appear in the future?

18 Label the picture.

19 Guess what it is.

- 1) a small simple building used for keeping things in or as a workshop;
- 2) a deep hole dug in the ground for obtaining water from an underground source;
- 3) a wide hard path that leads from the street to a garage;
- 4) a room or space just below the roof of a house, often used for storing things;
- 5) a small area at the entrance to a building covered by a roof;
- 6) a hollow metal device connected by pipes through which hot water is pumped to heat the house;
- 7) an electric, oil or gas device used for making air or water warmer;
- 8) a structure made of wood or wire supported with posts that is put between two areas of land as a boundary;
- 9) wooden or metal covers that can be closed over the outside of a window to keep out the light or protect it from damage;
- 10) a door with long glass panes opening onto a garden or balcony;
- 11) a small platform on the upstairs outside wall of a building with a railing around it;
- 12) a piece of wire or metal rods fixed to a building or a car to receive television or radio signals.



20 Choose the appropriate word for each definition.

1) gutter, drainpipe

_____ a long metal or plastic channel fixed under the edge of a roof to carry away rainwater;

_____ a tube through which rainwater can flow down from the roof to a drain/ sewer grate.

2) conservatory, a hothouse/greenhouse

_____ a room with glass walls and a roof used for sitting in to enjoy the sun and to protect plants from cold, it is built against an outside wall of a house;

_____ a heated building, usually made of glass, used for growing delicate plants.

3) basement, cellar

_____ an underground room used for storing things, e.g. wine, coal, etc.;

_____ a room or rooms in a building, partly or completely below the level of the ground.

4) terrace, veranda (AE porch)

_____ a flat hard area, especially outside the house, where you can sit and enjoy the sun;

_____ a platform with an open front and a roof, built onto the side of the house on the ground floor.

5) stairs, steps, staircase

_____ a flight of outdoor stairs;

_____ a set of stairs inside a building including the posts and banisters (rails) that are fixed at the side;

_____ a set of steps between two floors inside a building.

6) floor, storey

_____ the word is used mainly when you are talking about the levels a building has;

_____ the word is used mainly to talk about which particular level in the building someone lives on, goes to, etc.



VIII. SPEAKING

21 **A)** Interview your partner about the house or the flat he/she lives in. Tell your group what you have found out.

- Type of the house/ flat
- Location
- Floor/ storey
- Number of rooms
- Material
- Front door
- Windows
- Outside the house
- Conveniences
- Atmosphere

B) You are offered to exchange the houses (the flats) with your groupmate. Will you accept or turn down the offer? Explain why.



22 Answer the questions.

- 1) If you could change one important thing about your house, what would you change?
- 2) Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place?





23 A) Look at the picture of the Ammonite House and read the information about it. Would it make your dream house? If not, describe a dream house you would like to have.

- a truly amazing and remarkable conception set in secluded wooded grounds
- hall, spacious open plan room providing study, sitting room, games area, bar
- dining room
- kitchen/ breakfast room
- extensive domestic offices
- master bedroom suite
- 2 guest bedroom suites
- indoor swimming pool complex with spa bath and changing room
- recording studio (possible secondary accommodation)
- well landscaped gardens
- extensive wooded grounds

B) Discuss the pros and cons of living in the Ammonite House. Use the expressions from Useful Language box to ask for your partner's opinion and to give your own.

USEFUL LANGUAGE

Asking for opinion

- What do you think of this?
- How do you feel about...?
- What's your opinion of...?
- What are your views?
- What's your reaction/ response to this?
- Can we have your input on this?

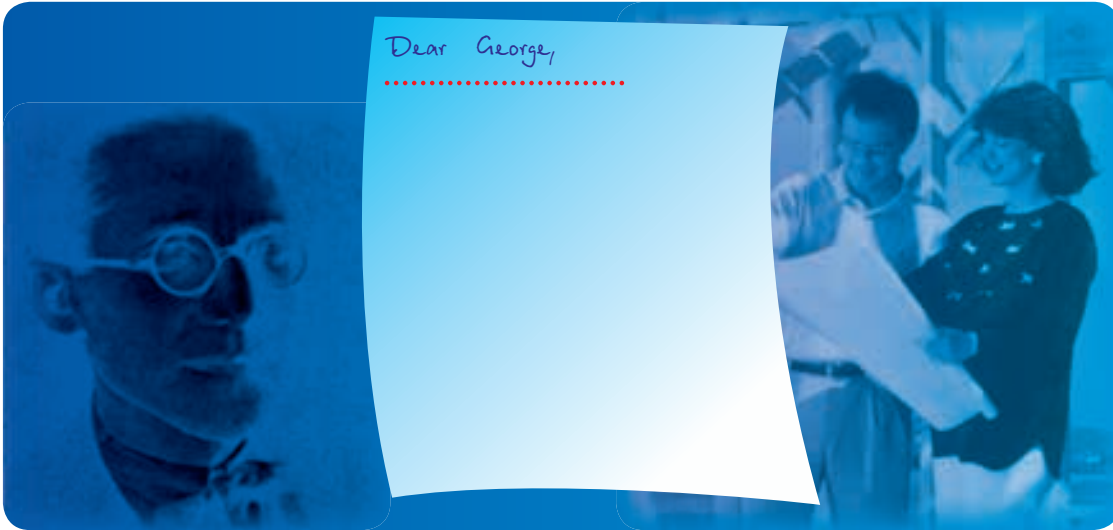
Giving/ expressing opinion

- I think/ feel/ believe that..
- The way I see it...
- It seems/ appears to me that...
- As far as I am concerned...
- In my opinion...
- As I see it...
- From my point of view...
- If you ask me...
- Let me say, first of all, that...
- I would like to point out that...



IX. WRITING

- 24** Write a letter (150–180 words) to an architect you know well. Describe in detail the dream house you would like to build.



X. VOCABULARY MOVING INTO A NEW HOUSE

- to hunt for a house
- to move in(to) a new house
- to move out
- to let

- to rent
- to pay a deposit
- to give a housewarming party

- to design
- to redecorate
- to renovate
- to rebuild
- to convert

- to restore
- to furnish
- to keep house
- to share
- to pull down

- 25** There are quite a lot of things people can do with a house or a flat. Match the definitions to the verbs in the box.

- 1) to alter a building in order to use it for a different purpose;
- 2) to leave your old house;
- 3) to pay the owner of the house or flat a sum of money in order to be able to use it yourself;
- 4) to allow other people to use your house or flat in exchange for regular payments;
- 5) to use a house or a flat with another person or persons;
- 6) to put furniture, carpets, curtains and other things into the house or flat;
- 7) to give a person you rent a house or a flat from a sum of money which is returned to you if you do not damage what you have rented;
- 8) to try to find a house which will be good for you and your family;
- 9) to build a house again;
- 10) to manage the household; to do all the housework in the place where you live;
- 11) to put new paint and/or paper on the walls of a room or a house;
- 12) to repair and paint an old building or piece of furniture so that it returns to its original condition;
- 13) to destroy a building completely;
- 14) to decide how a building will look and function by drawing plans or making models;
- 15) to start to live in a new house;
- 16) to repair and paint an old building so that it is in good condition again.

26 Two friends are talking on the phone. Student A's parents have bought a house. Student B lives in a block of flats.

Make up a dialogue following the instructions.

STUDENT A

1. Greet your friend. You are phoning to invite Student B to your house-warming party.
2. Answer the questions about your new house. Add more details to describe it.
3. Answer with enthusiasm. Mention that your favourite place in the house is your room. Explain why.
4. Talk about the rooms the house has and its conveniences.
5. Tell your friends about some problems your family is facing (renovations and decorations, building a garage and a greenhouse, lack of money).
6. Thank your friend for the offer. Remind him/ her you are phoning about the house-warming party. Give the address and the time.

STUDENT B

1. Greet your friend. Thank him/ her. Express your surprise. Ask questions to find out more information about their new home and its location.
2. Find out what is around the house.
3. Ask about the number of rooms in the house.
4. You live in a block of flats so living in a detached house seems much better to you. Explain why.
5. Cheer up Student A and offer your help with some of the work. Tell him/ her you are available at week-ends.
6. Ask for directions to the new place.



— **Unit 10. Home, sweet home** —

27 Read the text and fill in the gaps with the words from the list.

- monthly installments
-
- removal firm
-
- pay a deposit
-
- original cost
-
- tenant
-
- estate agent
-
- mortgage
-
- rent
-
- landlord (landlady)

Though homes in Britain are relatively expensive, many people own the house they live in. About 62% of all dwellings are owner-occupied (the person who lives there owns the house). Nearly a third are rented from public housing authorities.

The majority buy their homes on a (1)_____ (a loan borrowed from a building society or a bank). The loan is repaid in (2)_____ over a period of twenty years or more. By the end of the mortgage period the family monthly installments will have paid over double the (3)_____ of the house.

When a person finds an appropriate house to buy or rent he may (4)_____ so that it would not be sold or let to anybody else.

Houses and flats for rent in Britain are private or owned by local housing authorities. The (5)_____ for public housing is low compared with private rents.

A (6)_____ not own his home. He pays rent to the owner. Private tenants who cannot pay higher rents may be evicted, for the housing shortage is so great that the (7)_____ can usually find a tenant who is willing to pay what he demands.

The average family moves once every seven years and the process of moving involves an (8)_____ (responsible for evaluating and advertising houses for sale), a building society, a bank or an insurance company for the finance, and a solicitor to handle the legal aspects of the buying and selling. People use services of a (9)_____ to transfer their furniture and personal belongings.

XI. LISTENING

28 Explain the meaning of the following phrases.

- to get onto the property ladder
- to come onto the market
- a yet-to-be-built flat
- a rash decision
- to be within one's price range
- to be sold on a first-come first-served basis
- to get a mortgage
- a down payment

29 Many people in Great Britain are trying to get onto the property ladder. Listen to three people talking about their experiences of buying a house/flat. For each question, decide whether the opinions are expressed by Adam (A), Katie (K) or Ruth (R).

- 1) I wanted to buy a house as soon as I could because the prices are increasing faster than my salary. _____
- 2) I suggested paying for the house together. _____
- 3) I still can save some money and pay off my debts, since the house will be completed only in some months. _____
- 4) I found out about the house from the estate agents. _____
- 5) I think that having a property is cheaper than renting it. _____
- 6) To invest in property was a hasty decision. I never considered it seriously before. _____
- 7) As I can't move to the house at once it will be wise to let out one of the bedrooms and thus cover my rent expenses. _____
- 8) I wanted to get onto the property ladder. _____

30 Listen again and answer the questions.

- 1) Why did Adam suggest investing in buying the house together with Katie?
- 2) What were Adam and Katie's original plans for buying a house?
- 3) What influenced Ruth's decision to buy this particular flat? (at least two reasons)
- 4) Why did Ruth pay her brother to sleep in the car?
- 5) Why does Ruth think that the flat is a nice investment?

XII. READING AND SPEAKING

31 What factors are most important for you when you are looking for a house/ flat?

- garden and views
- quiet location
- efficient kitchen
- conditioning system
- neighbours
- location close to work/shops
- size and number of rooms
- others

32 Read the text and explain why:

- 1) Jack and Kayla went to the estate agency;
- 2) it was important for Kayla to have walk-in closets;
- 3) Kayla wanted to have a fenced yard;
- 4) the estate agent shook her head;
- 5) they had no luck with the seventh house they saw;
- 6) the estate agent stopped her car to place a call;
- 7) the eighth house didn't look very attractive at first glance;
- 8) they wanted to take a closer look at the house;
- 9) they decided to buy this house.



Hunting for a House...

But today she had to focus on the matter at hand — house hunting.

“Did you make your list of what you were looking for in a house?” she asked Jack as they drove to the estate agency.

5 “Yeah.” There were only two things listed, a price range and a basement with lots of room. “What about your list? What did you put on it?”

She reached into her bag to remove her notepad. She ticked off the requirements with her fingers. “Two bathrooms, one of 10 them large. Southern or western exposure. Walk-in closets, and that’s important because my rental house has zip storage space, which has been driving me nuts since I moved there. Also very important is location, it has to be in a good neighborhood for Ashley. Oh, and a fenced yard for her to play in.”

15 When she showed her list to the estate agent the woman shook her head and said, “You may have to be a little more flexible on some of these, but we’ll see what we can find.”

They looked at half a dozen places without any luck. “I told you we weren’t going to find a place this fast,” Kayla told Jack 20 before they headed back to the estate agent’s car for the next stop. “There’s no way we’re going to find the perfect house, or even the close-enough house, in one day. People can search for months before finding something.” “We’re not done yet.”

The next house was very nice, but much too expensive. As they 25 drove on, Jack noticed a house for sale a few blocks away. “What about that one?” he asked.

It looked nondescript and a little on the small side from the front, but the agent stopped and placed a call on her car phone. “The price is within your range and it does have a basement. We can 30 take a look at it now if you’d like. The owners have already moved out. A business transfer. It’s only been on the market a week.”

As soon as she walked into the house and saw the open floor plan leading to a living room with a view of a large oak tree in the fenced backyard, Kayla knew she was going to like it. She 35 followed the agent down the hallway leading to the three bedrooms and a large bathroom. One of the bedrooms had two walk-in closets. Then they went downstairs, where there was another bathroom along with a fireplace and a finished basement.

“This feels right?” asked Jack. She nodded.

“Then that settles it. We’ll take it,” he told the estate agent.

— **Unit 10.** *Home, sweet home* —

33 This house had been unoccupied for many years and was in a pretty bad condition. It has now been renovated for its new owner. Match the problems with the repairs and alterations made.

1. The roof leaked.
2. The plumbing didn't work.
3. The back door had no lock on it.
4. The living room was two rooms originally, and the last owner took a wall down without worrying that it might be holding up part of the house.
5. The old wooden floors were decayed.
6. Some of the window frames and sashes were rotten.
7. Some of the ceilings and walls were cracked.
8. The old wallpaper was faded.
9. The front steps were broken.
10. The Victorian fireplace was falling to pieces!

- a) All pipes and taps have been changed.
- b) All the old whitewash has been washed off and they have been replastered.
- c) It has been covered with new tiles.
- d) It has been restored.
- e) It has been stripped off and the new one was put up.
- f) Now it is fitted with a childproof one.
- g) So they strengthened the outside wall and the ceiling in here to bear the weight.
- h) The porch has been repaired.
- i) They have been replaced.
- j) They have changed the covering for parquet.

34 Act out a dialogue between the owner of the house and his old friend who came to see the renovated house.



XIII. REVISION TRANSLATION

35 Translate into English.

1. Дім, милий дім! Неважливо, у якому будинку ви мешкаєте: в **окремому будинку**, будинку на двох хазяїв, у **багатопверховому будинку** чи у **скромному бунгало**. Це те місце, куди ви один раз **переїхали**, і воно стало вашим другим «я». Звичайно, розміри вашого **житла** залежать від розмірів вашого доходу. Одні люди можуть собі дозволити **просторий будинок, побудований з цегли, у пригороді** з прекрасним видом на річку чи ліс, інші мешкають у місті, в **однокімнатній квартирі**.
2. Америка — це країна **хмарочосів**. Ці сучасні будинки, побудовані зі **скла і бетону**, є у всіх великих містах США. У них розташовуються офіси компаній, квартири, а на останньому поверсі знаходяться **розкішні оселі**, що називаються **пентхауз**. Багаті люди воліють жити в **приміських будинках: особняках, віллах**, деякі з них схожі на справжні палаци.
3. Більшість британців купують свої будинки чи квартири. Як правило, вони **купують свої будинки в кредит**, беручи позику у **будівельної компанії чи банку**. **Позика виплачується щомісячними внесками протягом 20 років і довше**. Близько 10% населення мешкає в будинках, які вони наймають у приватних власників.
4. Родина містера і місіс Таунсенд мешкає в невеликому **цегляному будинку на дві сім'ї**. На черепичному даху — **маленьке слухове вікно і дві труби**. Будинок оточений невисоким **живоплотом**, і від залізної **хвіртки до вхідних дверей** веде вузька **доріжка**. Ліворуч від будинку **гараж**, до нього підходить широка **під'їзна дорога**. Як більшість будинків в Англії, будинок Таунсендів **двоповерховий**, у ньому немає ні **балконів**, ні **ганку**. Перед будинком

малесенький **садок** із двома **клумбами**, де місіс Таунсенд вирощує троянди й інші квіти. За будинком невеликий **фруктовий сад і город**. Недавно містер Таунсенд побудував невелику **теплицю**, де він вирощує помідори й огірки. За будинком є також невеликий **сарай**, де господарі зберігають садовий інвентар, драбини та дитячі велосипеди, для яких немає місця в будинку.

На **вхідних дверях** немає **вічка**, оскільки через скло можна бачити, хто дзвонить чи стукає в двері. **Перед дверима маленький килимок**, щоб витирати ноги. У будинку немає ні **цокольного поверху**, ні **підвалу**. Коли будинок був побудований, десь на початку 20-х років, у ньому не було **центрального опалення і водопроводу**. Зараз у кожній кімнаті є **батареї**, і воду не треба носити з **колодязя**.

5. Моя мрія здійснилась — ми купили **будинок** в передмісті. Місце є ідеальним, **близько до роботи та крамниць** і розташовано в красивому **районі** з відмінними можливостями для відпочинку. Процес **пошуку будинку** був напруженим, але в нас був досвідчений **агент з нерухомості**, який знайшов гарний варіант у **нашому ціновому діапазоні**. Щоправда, будинок потребував **ремонту**. **Дах протікав, шпалери вицвіли, і водопровід не працював як слід**. Ми найняли будівничу бригаду, і вони допомогли нам перетворити старий будинок у будинок нашої мрії! Вони **замінили труби та крани**, полагодили дах, **відскребли старі шпалери і потім пофарбували стіни**. Вони **положили нову підлогу і зробили нові сходи на веранду**. Нам **усе відремонтували**, і перед **переїздом** ми купили нові меблі на кухню. Незабаром ми будемо **влаштувати новосілля** для наших друзів та нових сусідів.

XIV. WRITING

Writing a thank-you letter

36 A) Fill in the gaps in the sample letter.

- added extra glitter
- the renovations and redecorations
- moved

- really awesome
- the birthday girl
- nearest and dearest

Dear Stacy,

Thank you so much for inviting me to Grandma's birthday party. I really enjoyed our family reunion. You planned a very beautiful party and the way you invited all Grandma's (1) _____ added (2) _____ to the party. It was a very heartwarming occasion.

When I told Grandma that the whole idea of this party was yours, she was so (3) _____ that she had tears in her eyes. She has been one of the most wonderful people in my life and spending an entire day with her was (4) _____.

Thanks a lot for putting me up. I'm absolutely fascinated with your house after all (5) _____. It looks gorgeous now.

Many many thanks to you for planning an amazing family evening that everybody enjoyed a lot, especially (6) _____, Grandma.

Love you,

Your cousin Amie

B) Write a thank-you letter to your guide Olesya for the interesting excursion (see ex. 11).



Unit 11

THERE IS NO PLACE LIKE HOME

I. LEAD-IN

- 1 **A)** Do you agree that the interior of your house reveals your character and tastes? How does your room reflect your character?
B) Which room in your house (flat) is your favourite? Why?

II. VOCABULARY

ENTRANCE HALL

- an entrance hall unit
- a hall tree
- a coat rack
- a hall mirror
- a shoe rack

- an umbrella stand
- a coat hanger
- to wipe one's feet on the doormat
- an entry-phone

- a ceiling light
- to hang one's coat on a peg/ on a hook

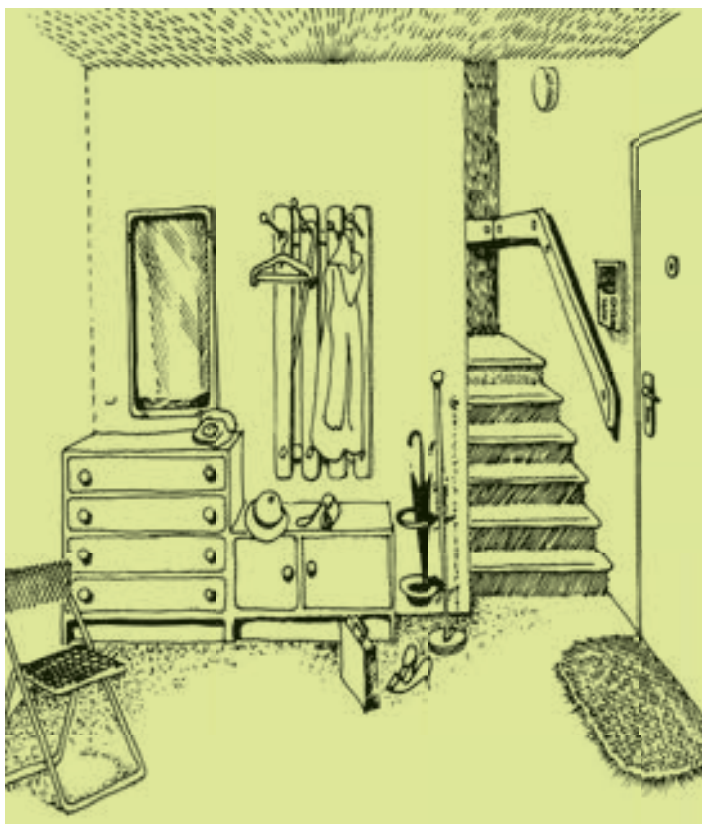
- 2 Describe the entrance hall in the picture.
Use the questions as guidelines.

- 1) What pieces of furniture are there?
- 2) Why do you think an umbrella stand is an essential thing in British entrance halls?
- 3) Where is the hall mirror?
- 4) Why do people put a door mat at the front door?



- 3 Say what you do when you
- A)** enter your own house;
B) enter somebody else's house as a guest;
C) leave your house.

Example: *I come to the front door and, first of all, I take my key out of my bag or pocket. Then... Finally, I put on my slippers and go to my room.*



— **Unit 11.** *There is no place like home* —

III. VOCABULARY **LIVING ROOM**

- a wall unit
- a three-piece suite
- a couch
- a settee = a love seat (*AE*)
- a pillow
- a coffee table (with a glass/ inlaid top)
- a hi-fi unit
- a CD player
- a DVD player

- a remote control
- a fitted carpet
- a rug
- a curtain
- a blind = a (window) shade (*AE*)
- a lace/ net/ sheer curtain
- a standard lamp = a floor lamp (*AE*)
- a wall lamp = a sconce

- a chandelier
- a central light
- an (electric, gas, open) fireplace
- a hearthrug
- a mantelpiece
- a (mantel, chiming) clock
- an indoor plant = a houseplant

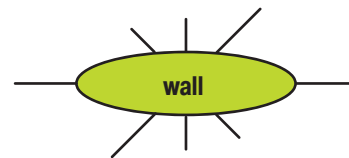
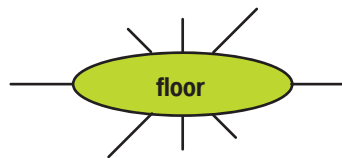
4 What words can be used to describe the walls? the floor? both? Complete the spidergram.

- carpeted
- freshly painted
- laminate
- linoleum

- (plastic)-panelled
- parquet
- partition
- polished

- stone
- tiled
- wall-papered
- whitewashed

- (wooden) plank



5 Describe the living room in the picture.



6 Answer the questions.

- 1) Is there a fireplace in your living room? What kind? If no, would you like to have one? Why?
- 2) Is there much or little furniture in your living room? What is its style (modern/ techno/rustic/traditional/antique)?
- 3) What types of lamps are there in your living room?



- 4) What décor accessories do you have in your living room: framed pictures and photos, prints, pottery, porcelain figurines etc.?
- 5) Some people prefer genuine or man-made leather suites to upholstered ones. Which would you choose? Why?
- 6) Do you have the carpeted floor or rugs in your living room? Do you like it when people hang carpets on the walls? Why? Why not?
- 7) If the walls in your living room are papered, what is the wallpaper like: plain, floral, patterned, striped, textured?

7 Fill in the prepositions.

•from (2) •along (2) •at (2) •of (4) •beside (1) •for (1)
•down (1) •towards (1) •to (1) •on (4) •in (4) •into (1) •with (5)

One Monday evening towards the end (1)_____ May Michael Brown meets his old school friend Roger and invites him to come over and see his new house, which he bought last year. He borrowed money (2)_____ a bank and will be paying the mortgage (3)_____ the next 20 years.

Saturday afternoon. Roger stops (4)_____ the front gate (5)_____ number seven, a semi-detached house, pushes the gate open and walks (6)_____ the drive (7)_____ the garage at the side of the house and then (8)_____ the path leading (9)_____ the front door. He rings the bell, (10)_____ the same time wiping his feet thoroughly (11)_____ the door mat. Michael lets him (12)_____, and after Roger has taken off his raincoat and hung it (13)_____ a peg (14)_____ the hall, shows him (15)_____ the living-room, a light, tidy room overlooking the front garden.

The focal point (16)_____ the room is the fireplace. (17)_____ the mantelpiece there is a chiming-clock and some décor accessories. In front of the hearth there is a semi-circular rug, around which an elegant three-piece suite, consisting (18)_____ a sofa (19)_____ cushions and two very comfortable armchairs (20)_____ leather is arranged. (21)_____ the sofa is a standard lamp (22)_____ a plain cream lampshade. The walnut bookcases (23)_____ either side (24)_____ the fireplace are filled (25)_____ books, magazines and CDs. In front of the bookcase, furthest away (26)_____ the window stands a television set and a DVD player (27)_____ a remote control. A hi-fi unit and a low coffee table (28)_____ a glass top are arranged (29)_____ the wall opposite the fireplace.



— **Unit 11.** *There is no place like home* —

IV. VOCABULARY **BEDROOM**

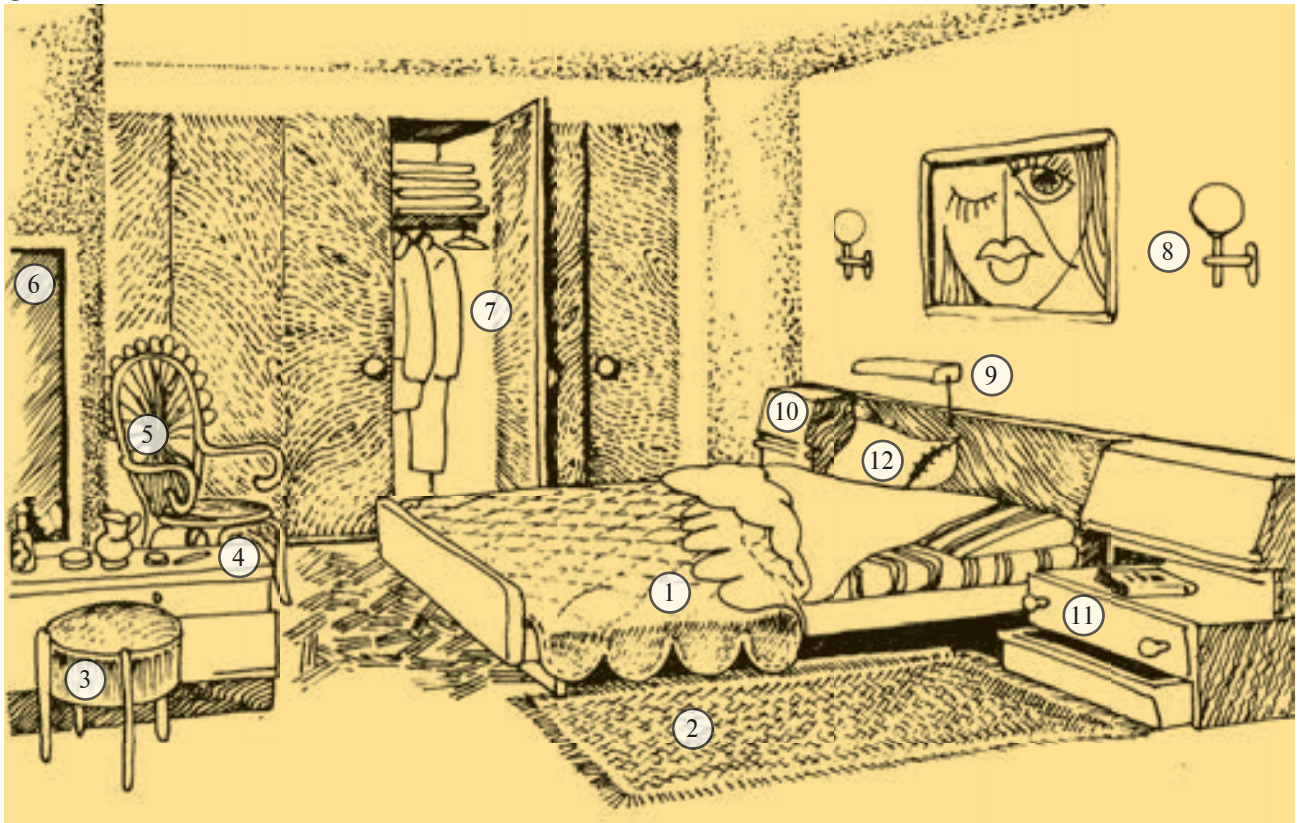
- a (single = twin-size, double = full-size, queen-size, king-size) bed
- a bunk bed
- a sofa bed
- a bedside table

- a bedside rug
- a bedspread
- a blanket/ a quilt/ a duvet
- a blanket cover = a duvet cover
- a chest of drawers

- a dressing table
- a dressing stool
- a mattress
- a night light
- a reading lamp
- a wall/ desk/ ceiling lamp

- a pillow
- a sheet
- a pillowcase = a pillowslip
- a (built-in) wardrobe
- a study bedroom

8 Label the picture.



9 Answer the questions about your bedroom.

- 1) What is the first thing you see when you enter your bedroom?
- 2) What pieces of furniture do you have in your bedroom? Is it cramped or spacious?
- 2) What is your bed like?
- 3) Have you ever slept on a bunk bed?
- 4) Where do you keep your bedding? Do you make your bed every day?
- 5) What colour bedclothes do you prefer?
- 6) Do you study in your bedroom?
- 7) Do you have a study unit or a desk?
- 8) What is the atmosphere in your room like: more working or more relaxing?
- 9) What things make your room cosy?

V. READING

10 Most teenagers' rooms are full of stuff that is a rich mixture of things belonging both to their past and present. Some of these things bring back the memories of their childhood, others are a bright illustration of their passions and interests of today and even give gentle hints on dreams and hopes for tomorrow.

Read the extract adapted from the book "Mistral's Daughter" by Judith Krantz and answer the questions.

1. What things did the girl collect? What words does the author use to tell us that her collections were unusually large?
2. What does the interior of the room tell you about the girl's character and interests?
3. How did some of the collections start?
4. Does Falk look at the room with praise or criticism? What does he mean by "thing" (line 27)?
5. How do we know that the stuffed panda was very dear to the girl?
6. What is your general impression of the room?
7. How would you feel in this room?

...[Falk] glanced around Fauve's room. It was like looking into the attic of a family homestead, he thought... Hadn't Fauve ever thrown anything out? He could see only two examples of restraint: she had the floor painted emerald green and left it bare and the fabric on her furniture actually matched. As for the rest, he could remember the history of so many of the objects he saw. There was the giant straw hat he had brought her from Yucatan, now joined by dozens of others in every shape and size, all hung on hooks on the walls. Then, Fauve had baskets everywhere, baskets on top of baskets, some of them filled with growing plants, some of them with pencils, others crammed with notebooks and bolts of fabric and balls of yarn.

The books in her jammed bookcases included a complete set of Oz books, the many adventures of Mary Poppins, as well as all the other books she had read since she was a child plus all the school books she was using now...

An army of small statues, a forest of unmatched candlesticks, and, on each table, a fleet of vases of every height, each holding a flower or few wild grasses — all of that and ... ah, a collection of music boxes! That one started with the one he had given her on her sixth birthday.

And finally, his eye was caught by an extraordinary object, a gigantic stuffed panda that had seen better days, sitting in a place of honour on a rocking chair in a corner.

In a word, the place looked cluttered, but incredibly cosy and very personal. Fauve seemed to be finding new "things" all the time and Falk knew that there was nothing like a "thing"...



VI. SPEAKING

USEFUL LANGUAGE

ADDING THINGS

- To start with,
- And another thing,
- What's more,
- Just a small point,

- Not only... but also...
- Perhaps I should also mention....
- Oh, I almost forgot...
- Besides that,

EXPRESSING APPROVAL AND DISAPPROVAL

APPROVAL

- Fine!
- Splendid!
- Wonderful!
- A very good idea!
- I'm sure you did right.
- I'm sure that was the right thing to do!
- Good for you!
- Well done!

DISAPPROVAL

- What for?
- Whatever for?
- It/ That isn't/ wasn't a very good idea.
- It/ That isn't/ wasn't a very nice thing to do.

11 Two students are discussing the results of the redecoration. Student A is showing the photo of his/her room to Student B. Student B is trying to find out what has been changed and expresses his/ her opinion.

Make up a dialogue following the instructions.

Use the expressions from Useful Language box.



STUDENT A

1. Greet Student B who you have not seen for some time. Say you have been busy with redecorating your room which is over at last.
2. Show the photo of your room. Speak about three things you have changed in your room (new lighting, furniture, the colour of the walls). Comment on what you like best about your room now.
3. Answer the question. Say where you got the idea from.
4. You have changed everything radically. Give details. Say who helped you with the interior design.
5. You are going to have bookshelves made. Say where you are planning to fix them. Ask for Student B's opinion about what else could be done to make the room look more attractive.
6. Thank Student B for the ideas. You will think about the colour of the bookshelves, make cushions yourself, put up framed photos and buy a standard lamp. Promise to show a new photo of the room later.

STUDENT B

1. You are happy to see Student A. Express interest in seeing the results of his/her work.
2. Express approval. Say what you like about the room. Ask what is between the windows.
3. Ask about the changes done during the redecoration (the old floors, walls and curtains on the windows).
4. Mention there is little place for books. It is not clear where Student A is going to keep them.
5. Disapprove of the choice of the dominant white colour for the room with south windows. Advise to add bright colours to the interior (décor accessories, cushions on the sofa, a standard lamp with a bright lampshade).
6. Express hope the room will look more cheerful.



VII. WRITING

12 Your pen pal asked you to write about your room. Describe it mentioning as many details as possible to give him/her an insight into your life and personality. These questions may help:

- 1) Do you spend a lot of time in your room?
- 2) How do you feel when you are alone in your room?
- 3) Do you have a lot of space in it? What kind of furniture do you have?
- 4) Are you allowed to do what you want with your room?
- 5) Do you ever get bored with the interior of your room and change it around? How do you do it?
- 6) Do you spend a lot of money on home accents and things you collect?
- 7) What objects in your room can tell about your childhood, character, your present interests, and dreams?

VIII. VOCABULARY **KITCHEN AND DINING ROOM**

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• a gas/ electric stove = a cooker• an oven• a cooker hood• a sink• a tap = a faucet (<i>AE</i>)• a draining board• a dish rack• a dishcloth• a tea towel• a freezer | <ul style="list-style-type: none">• a refrigerator = a fridge (<i>coll.</i>)• a dishwasher• a microwave oven• a kitchen unit• a sideboard• a cupboard = a cabinet• a cutting board• a tablecloth• a dinner/ tea/ coffee set• a (serving) trolley | <ul style="list-style-type: none">• a dustbin =• a garbage can (<i>AE</i>)• an electric mixer• a blender• a toaster• a coffee grinder• a coffee maker• a mincer = a meat grinder (<i>AE</i>)• a food processor• a wine cabinet |
|---|---|---|



Unit 11. There is no place like home

13 Where would you put:

- a) clean cups and saucers;
- b) an onion you are going to slice;
- c) dirty dishes;
- d) raw meat to store;
- e) a pot with the soup you are going to heat;
- f) a pie you are going to bake;
- g) food leftovers, rubbish etc.;
- h) a cheese sandwich if you wanted the cheese to melt;
- i) the dishes you have just washed;
- j) coffee beans if you wanted to make yourself a cup of coffee;
- k) fruit juice, ice and rum if you wanted to make a cocktail;
- l) pieces of meat if you wanted to make meatballs;
- m) rubbish?

14 Look at the picture of the kitchen and say how much different it looks from yours.



15 Fill in the verbs.

- used •contains •covered •arranged
- stretches •consisting •has •is heated •fixed
- opens •form •wiped •keeps

The dining room is square in shape and smaller than the living room. The wallpaper is pale yellow and the ceiling with central light is white. The floor is (1)_____ with linoleum and accented with a red rug. The dining-room suite, (2)_____ of a sideboard, a dining table and four chairs, is in oak. A tall houseplant with large green leaves in a wooden tub is pleasant to the eye. The room (3)_____ by an electric heater. A French window (4)_____

onto a small patio beyond which is the back garden. The kitchen is of medium size, but the space has been (5)_____ very efficiently. The various items of the kitchen furniture are conveniently (6)_____ in a continuous line along the walls. The round stainless steel sink with a draining board and shiny hot and cold water taps is in the corner. In the cupboards, which (7)_____ the lower part of the sink unit, the housewife (8)_____ a garbage bin, buckets, scrubbing brushes with dustpans, floor cloths, a washing liquid, etc.

On the left-hand side a long cupboard (9)_____ the whole length of the wall. It (10)_____ saucepans with lids, frying pans, mixing and salad bowls and electric kitchen appliances: a mincer, a coffee grinder, a juice extractor etc. The work surface of the cupboard (11)_____ a hard, shiny, heat- and stain-resistant surface, which can easily be (12)_____ clean. (13)_____ to the wall is another cupboard with sliding doors which contains crockery: tea and coffee cups, mugs and saucers, a tea set, plates and glasses. On the opposite wall there is a dishwasher, a fridge with a freezer and a small chest of drawers with cutlery.

— **Unit 11. There is no place like home** —

BATHROOM AND TOILET

- a bath/ a tub (AE)
- a bath mat
- a plug = a stopper (AE)
- a shower cubicle
- a shower curtain
- a washbasin
- a sponge
- a bar of soap

- a soap dish = a soap tray
- a hand/ face/ bath towel
- a towel rail
- toothpaste
- mouthwash
- shaving cream
- aftershave lotion
- a safety razor

- a hair dryer = a drier
- bathroom scales
- a toilet
- a toilet seat
- a toilet brush
- a toilet roll holder

16 Fill in the gaps with the phrases in the box in an appropriate form.

- to have a bath = to take a bath (AE)
- to have a shower = to take a shower (AE)
- to flush
- to plug the bath
- to run a bath
- to apply the face cream
- to dry hands or face on the towel
- to mop the floor in the bathroom
- to hang a towel over the rail
- to wipe the bathroom mirror



- 1) If you want to _____, you first have to _____ so that the water doesn't run out of it.
- 2) I've dropped the shower handset and there is a puddle on the floor. Can you help me and _____?
- 3) Make sure the child _____ and don't let him touch the books with wet hands.
- 4) We'll have to call the plumber, the toilet won't _____.
- 5) Please, draw the shower curtain when you are _____ a shower to prevent splashing the water on the floor.
- 6) We don't have a ventilator in our bathroom and after _____ I have to _____ before _____.
- 7) Instead of _____ my children throw them everywhere. I don't like it!



IX. READING

17 Read the text and answer the questions.

- 1) What were the three factors that made Caroline fall in love with her house?
- 2) Why do Caroline and her children love being on the garden terrace so much?
- 3) What was the most important thing for Caroline about furnishing her living room? Why?
- 4) Where did she get the cupboard for her family room?
- 5) Why does Caroline's kitchen have a contemporary yet country look?
- 6) How does Caroline use her wicker baskets?
- 7) How do the children's bedrooms differ?
- 8) There are a lot of colour words used in the description of Caroline's house and its interior. What things in the house are of these colours: black, honey-coloured, cream, yellow and light blue, lilac, pink, light brown, shade of parchment, green, sunny yellow, blue, white?
- 9) Why are white decorations the best for Caroline's bedroom?
- 10) Why did Caroline decide to change the colour of the walls in her bathroom?

It was

Last month there was a competition in the county of Sussex, England. All house owners were asked to send in pictures of their houses and stories of how they decorated and designed the interior. The competition committee considered all the letters and chose the house which seemed the most comfortable and beautiful. The owner of the house got a prize and an article about the house was published in a magazine. To come to the final decision some members of the committee visited the house.

love
at first sight

►1 The thatched house where Caroline Robinson and her four children live lies in a village near Rye in East Sussex. It was built in the 1920s to make the most of the sea views. In Caroline's opinion, having a thatched house hasn't required any extra work as such, although she has had to develop a lot of patience — the birds pinch the straw for their nests each spring. Caroline remembers the first time she saw the house — it was love at first sight. It was the whole visual impact — the thatched roof, the breathtaking views of the sea. It was like a lightning bolt. It was the right size, too, with plenty of space for everyone. The whole family felt at home at once. Let's have a tour around the house.



— Unit 11. There is no place like home —

▶ 2 Now we are on the garden terrace. Through the French windows, the garden terrace creates a perfect point from which to enjoy the view. It's Caroline's favourite place to have breakfast and watch the children play. A couple of weeks ago Caroline bought a small telescope and put it on one of the terrace windows. The telescope provides endless fun for the children and grown-ups alike to investigate the view.



◀ 3 Now through one of the French windows we get into the living room. It's wonderful! The centre of attention in the room is the fireplace, of course. It's original and made of black iron, and the mantelpiece is carved oak. The house is often full of friends, family and children, so plenty of seating is a priority. Caroline says she has saved money on some things, which has let her splash out on others, like the sofas and armchairs. They are excellent, very expensive and a combination of two colours — yellow and light blue. The parquet floor is original, too, and has been polished over time to a honey-coloured sheen. To the left through the door lies the extensive hall and, to the right, a colonial-style room with sea-views, which everyone uses as a family room. So, let's move there.

▶ 4 There's a deliberate colonial New England feel to the family room, with its combination of simple cream and white accessories and exclusive rattan furniture, which Caroline bought in the famous chain store 'Habitat' selling everything for your house. She used to work there and was sold the furniture half-price, which she considers a real bargain. The cupboard was found in an outbuilding at the family's previous home — a lick of white paint has given it a new lease of life. Original oak panelling and parquet flooring give warmth to the room.



Unit 11. There is no place like home

►5 But the room where Caroline spends half of her day-time is her kitchen, which is really the biggest room in the house. When the family moved in, this room was the dining-room. Caroline decided to make the most of the abundant natural light by painting the walls a sunny yellow. She also ordered a great fitted kitchen unit with a washing machine, a dishwasher and an electric cooker with a six-burner range and a spacious oven.

As the kitchen unit is light brown, Caroline decided that the best design solution would be with the help of wicker baskets. Moreover, with four children you can never have enough storage, and wicker baskets tie in with the contemporary yet country style of the kitchen. The pieces in Caroline's collection of basketware are chosen as much for their varying textures as their practicality. Caroline tells us that during the summer they live outside and the baskets are useful for carrying things in and out. They are also good for storing papers and odds and ends.



◄6 As for the children's bedrooms, they are all next to each other on the first floor, decorated in approximately the same way, but in different colours. There is everything a child may need — a cozy wooden cot, a stylish desk, a wardrobe, a couple of bookshelves on the wall. Joshua, who is 16, insisted on having a computer and a hi-fi in his blue room. 12-year-old Mick covered the lilac walls of his room with the posters of his favourite groups. Mary, who is also twelve, makes a special point of having flowers and several mirrors in her pink room. The loveliest, from our point of view, is 6-year-old Tea's bedroom which is all green and, with a fluffy rug on the floor, looks like a lawn. Tea loves the many toys in her room and the farmyard wallpaper border.

Unit 11. There is no place like home



▲7 Caroline lets us enter her bedroom as well. Wow! Soothing shades of white and parchment create a tranquil retreat. Keeping the decoration light and airy makes the most of the light that floods in and doesn't detract from the spectacular sea views. The chest of drawers next to Caroline's foamy white king-size bed is antique, but the lamps were found in 'Habitat'.

▼8 Now, a quick look into the bathroom. When the family moved in, it was pink and black. Caroline decided the colours had nothing to do with the idea of cleanness and water. Now checkered blue and white tiles provide the only pattern. Simple plastic panelling and a painted white wooden floor add to an unfussy appearance.



●9 Now will you try to deny that this house is the best in Sussex? If you think yours is better — send the photos and the story of how you did your house up and you may become our next winner!

18 Find English equivalents in the text.

- 1) скляні двостулкові двері;
- 2) окна, які виходять на терасу;
- 3) різьблений дуб;
- 4) великий передпокій;
- 5) кімната у колоніальному стилі;
- 6) вітальня;
- 7) аксесуари кремового та білого кольору;
- 8) плетені (ротангові) меблі;
- 9) панелі з натурального дуба;
- 10) вбудовані кухонні меблі;
- 11) плетений кошик;
- 12) затишне дитяче ліжко;
- 13) пухнастий килим;
- 14) заспокійливі відтінки білого кольору;
- 15) велике двоспальне ліжко з ортопедичним матрацом;
- 16) плитка білого та блакитного кольору у шаховому порядку;
- 17) панелі з пластику;
- 18) дерев'яна підлога, пофарбована білою фарбою.



19 Fill in the gaps with the word combinations in the appropriate form.

- | | |
|--|---|
| <ul style="list-style-type: none"> • to tie in with • to make the most of • a lick of ... paint • to make a special point of | <ul style="list-style-type: none"> • odds and ends • to give warmth to • a new lease of life • to splash out on |
|--|---|

- 1) He's dreamt of having a house of his own for ages. Now that he has it — he may start _____ expensive furniture and unnecessary appliances. If he does, he'll soon have no money left.
- 2) These stools are steady and made of good wood, but they look too dull for my bright kitchen. What they require is _____.
- 3) Those checkered curtains are exactly what I've been looking for! Firstly, they'll definitely _____ with the modern style of my dining-room, secondly...
- 4) Nothing works so effectively as bright cushions to give old sofas _____.
- 5) As your interior designer I insist on putting some plants on the tables _____ this room. Otherwise it will look dead — all glass and chrome...
- 6) As our house is visited by so many people, we _____ keeping it tidy and in order.
- 7) She has a couple of priceless antique China vases. But keeping _____ in them she spoils them ruthlessly.
- 8) As the bedroom is so small let's try _____ the space by using built-in wardrobes.

20 You visited Caroline's house and have to present the house to the competition committee that ask questions about the details.

X. LISTENING

21 A) If you are tired of how your living room looks, in what ways would you change it in two days? Share your ideas with your group.

B) Listen to the text and choose the correct option.

1. The guests in the studio are going to discuss *what they are about to change / the alterations they have made* in Michelle's flat.
2. Michelle wanted to have her *bedroom/ living-dining room* redecorated.
3. Michelle insisted that they should keep *some pieces of furniture/ the furniture arranged in the old way*.
4. The designers chose different shades of green *to tune Michelle in for her forthcoming journey/ to make the flat sunnier*.
5. To make the too big sofa look smaller they moved it *from the centre to the side/ closer to the window*.
6. To improve the room design the crafts designer made *original pillows/ toy polar bears* from a cotton bathmat.
7. As for the window, they changed *massive curtains for blinds/ blinds for sheer curtains*.
8. The designers added a very *inexpensive/ attractive* white coffee table to the interior.
9. To make a runner and two napkins for the coffee table, Bridget *bought some matching fabrics/ used the pieces she had*.
10. To define the dining area, they *put a runner and napkins on the coffee table/ put up some dishes on the wall above the coffee table*.
11. Michelle bought some plants because *her room looked lifeless/ she wanted to make a garden in her dining room*.

XI. READING AND SPEAKING

22 Read the text about students' accommodation and decide if the statements are true or false.

- 1) State and private universities have residence halls and cooperatives run by students.
- 2) At Warwick all students are guaranteed accommodation for all the years of their studies.
- 3) At Warwick you can decide for yourself whether you will share a room or live by yourself.
- 4) At Warwick students have access to the Internet only in the university library.
- 5) Each kitchen in the residence hall provides students with all the necessary equipment and cooking utensils.
- 6) At Warwick students cannot rent accommodation during the summer vacations.
- 7) The students of the University are not encouraged to bring their cars.
- 8) At Warwick bedding can be rented from the University Accommodation Service.
- 9) Warwick University students who live in halls of residence have special places for smoking.
- 10) At Warwick students are allowed to use electrical appliances in their halls of residence.

Most universities and colleges awarding a bachelor's degree in Great Britain offer various forms of accommodation for students. State and private universities have residence halls or dormitories offering a lot of opportunities for independent living and making friends. Community colleges don't have dormitories; they offer cooperatives run by students who do all their housekeeping chores by themselves. Besides, students can rent private apartments or homes. Those who live with their own parents commute between home and campus.

As an example let us see what accommodation for international students is offered by the University of Warwick, UK.

At Warwick all international students (non-EU), who are not accompanied by their families, are guaranteed accommodation on the campus itself for their first year of study, and, if they are undergraduates, also for their third year. The campus has a number of rooms for married couples as well. New apartments have been built on campus to increase the accommodation available for students who wish to bring their families.

The University of Warwick has nearly 5,000 student rooms on campus itself, and can therefore offer students a wide choice of quality accommodation at competitive prices, all within walking distance of the academic buildings and library. All rooms are single study bedrooms (unless you specifically prefer to share) and many have their own en suite bathrooms. Every university tries and ensures a good mix of nationalities in all accommodation. Postgraduate

students benefit from graduate halls of residence, where facilities are of the highest quality and include en suite bathrooms, fully equipped study bedrooms with extra shelf space, telephone points and access to the university's central computer network.

We know that many international students like the flexibility of being able either to cook their own food or to eat in the restaurants on campus, as they choose. All our halls and flats therefore offer students the choice between cooking for themselves in the fully equipped residence kitchens and eating out in one of the many campus restaurants. Fridge-freezers, cookers, microwave ovens, toasters, washing-up facilities, food storage and food preparation space and dining areas are provided in all kitchens. Students need to provide their own eating and cooking utensils. There are central laundrettes on the main campus and other residence halls have laundry rooms.

Recognising that many international students may not be able or want to return home during the vacations, the university has many rooms which are offered on a 39 week (October to July) or 50 week (October to September) letting period, which enable students to stay on campus during the vacation periods.

Because of limited car parking space students resident on campus are not permitted to bring cars. There is no suitable off-campus parking nearby. Permits may be granted in very exceptional circumstances, such as medical or academic requirements.

What students will need to bring:

- Bed linen is not provided. You can purchase a linen pack from the University Accommodation Service, at a cost of £50.00, which will contain the following items: one duvet (quilt), one duvet cover, one pillow, one pillowcase and one sheet.
- Pots and pans.
- Crockery and cutlery.
- Towels.

As students share storage space with other students, they are asked not to bring too much at first.

What students should be aware of:

- All accommodation is non-smoking. The University operates a strict code of practice on non-smoking. Smoking in non-smoking accommodation will not be tolerated.
- It is your responsibility to purchase a TV licence.
- It is your responsibility to ensure that all personal electrical items such as hairdryers, etc. are safe and properly fused. During routine checks to rooms or common areas University Accommodation Services Staff will remove any items that appear electrically unsafe.
- You are responsible for cleaning your own room, taking full responsibility for maintaining standards of cleanliness and hygiene in all areas of your accommodation.

23 Most students who live in hostels have to share their room. It is a real challenge, especially for the first-year students. What things would you willingly share, tolerate to share or hate to share?

24 **A)** What personal characteristics would you like your roommates to have? Who would it be difficult for you to get along with?

B) Say why you would or would not like to share your room with people of this kind.

- a party animal
- a night owl
- an early bird
- a culture vulture
- a chatter-box

- a bookworm
- a vegetarian
- a fitness freak
- a workaholic
- a DIY enthusiast

25 **A)** Put the lines in the correct order to make up a telephone conversation between a student looking for accommodation and a landlady.

Finding a room

- ___ Yes, I have a spare single.
- ___ Saturday. Will Saturday do?
- ___ \$30 per month. And you'll have to pay in advance.
- ___ It's including electricity but excluding telephone. And I've got some rules. You are not bringing your friends for overnight stays, and no wild parties after 10 pm. You must keep the room in order and use the furniture with care. I don't want to have it scratched or something. If you want me to cook your meals, you'll have to pay extra.
- ___ When would it be convenient to see the room? A friend told me I might find some accommodation here.
- ___ When you say \$30, is that with electricity and telephone?
- ___ What's the price of the room?

B) Act out dialogues of your own. Think of other rules that can be imposed on tenants.

XII. LISTENING

26 Listen to 5 students sharing their opinions about living in a dormitory. Which of them:

	Student 1	Student 2	Student 3	Student 4	Student 5
a) has had an experience of living in a dormitory?					
b) speaks about the lack of privacy?					
c) sees benefits of living there?					
d) speaks about difficulties they have to overcome ?					
e) mentions rules and regulations they have to follow?					

XIII. WRITING

27 Students at universities often have a choice of places to live. Compare living in university dormitories with living in rented apartments. Write a 150 word essay giving reasons for your preference.



XIV. REVISION TRANSLATION

28 Translate into English.

1. Вітальня

Кімната, до якої ми увійшли, виглядала **світлою і просторою**. **Шпалери** на стінах були світло-жовті. Великі вікна з **мереживними шторами виходили** на лужок перед будинком. Неможливо собі уявити вітальню в англійському домі без **каміню**. В цій кімнаті також був камін з кількома полінами на **килимку перед ним**. По вечорах окрім вогню в каміні кімната освітлювалася кількома **бра** і красивим **торшером** з зеленуватим абажуром. Мою увагу привернула **полиця над каміном**. На ній були **старовинний годинник з боєм**, декілька вишуканих **статуеток** і дві родинні **фотографії в рамках**. Навпроти каміню стояв **білий шкіряний гарнітур із трьох предметів**: зручного дивану з **декоративними подушками** і двох глибоких комфортних крісел. Зліва від каміню знаходився **телевізор із пультом дистанційного керування**. Перед диваном стояв **журнальний столик з гарною інкрустованою поверхнею**.

2. Спальня

Я вирішила все змінити у моїй спальні. Спочатку я придбала зручне **двоспальне ліжко**, яке я поставила у стіни навпроти вікна. Я поставила **тумбочки** по обох сторонах ліжка. **Комод для білизни** я встановила біля вікна. Навпроти комоду я поставила **туалетний столик із дзеркалом**. Я також замовила **вбудовану шафу**. Вона не займає багато місця, і я можу там зберігати одягу і **постільну білизну**. Я обрала один колір для усього — для **покривал, килимків біля ліжка**, шпалер на стінах і штор — усі

вони світло-зеленого кольору. Говорять, що зелений колір заспокоює. Тепер я вважаю, що мені треба придбати нові **подушки і простьобані ковдри**.

Для того, щоб привнести індивідуальність до моєї спальні, на стінах я повісила декілька картин у рамках. У мене також у спальні стоїть письмовий стіл з **лампю**. Я люблю знаходитися у своїй спальні, оскільки вона **затишна і комфортна**.

3. Кухня

Кухня — це місце в оселі, де жінки проводять багато часу, особливо якщо в них велика родина. Може тому вони приділяють так багато уваги вибору меблів і **кухонного устаткування**. У кухні все повинно бути **зручним, раціональним і добре спланованим**.

Зазвичай люди обладнують кухню **мийкою, кухонною шафою з робочою поверхнею, навісною шафкою для зберігання кухонного посуду, холодильником і плитою з витяжкою**. Столові кімнати в сучасних квартирах бувають нечасто, і тому люди збираються разом і їдять у кухні. У сучасних кухнях часто можна побачити **мікрохвильову піч, кавомолку, кавоварку, міксер, тостер** тощо. Усі ці предмети полегшують кухонну роботу. Гарна господарка зробить свою кухню затишною, **повісивши фіранки, картини та інші декоративні аксесуари**.



Unit 12

HOUSEKEEPING IS NOT A JOKE

I. LEAD-IN

1 Answer the questions.

- 1) Who runs the house in your family?
- 2) How are household chores shared among the members of your family?
- 3) How do roommates share household chores in your dorm?
- 4) How do you understand the following sayings and quotations?
 - Housework is never done (Folk wisdom).
 - “Housekeeping ain’t no joke” (Louisa May Olcott).
 - “The whole process of homemaking, housekeeping and cooking which ever has been woman’s special province should be looked on as an art and a profession” (Sarah Josepha Hale).



II. VOCABULARY

HOUSEKEEPING

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • to tidy up the house/ clean the house/ clean up • to keep the house tidy/ spotless • to clear up the mess • to wipe smth clean with a cloth • to spring-clean = to do/ have spring (general) cleaning • to air the rooms • to sweep/ clean/ brush/ polish/ mop/ scrub the floor • to vacuum = to Hoover/ clean a carpet • to beat/ sweep/ shake a rug | <ul style="list-style-type: none"> • a clothes brush • to soak clothes before washing • a pile of dirty washing • to wash/ rinse/ wring the linen • a stubborn stain • to remove a stain/ get a stain out (of smth) • to starch cuffs/ collars/ bedding/ tablecloths • to bleach the linen • to hang the washing out • a clothes line = a washing line • laundry | <ul style="list-style-type: none"> • a peg • to peg • washing powder = detergent • an ironing board • to iron = to press • to set/ lay the table • to clear the table • to wash up = to wash the dishes (up) • to do the sinkful of dishes • to put the kitchen to rights • washing-up liquid • a scourer • to scour smth (out) • to empty a dustbin (a garbage can (AE)) |
|---|---|---|

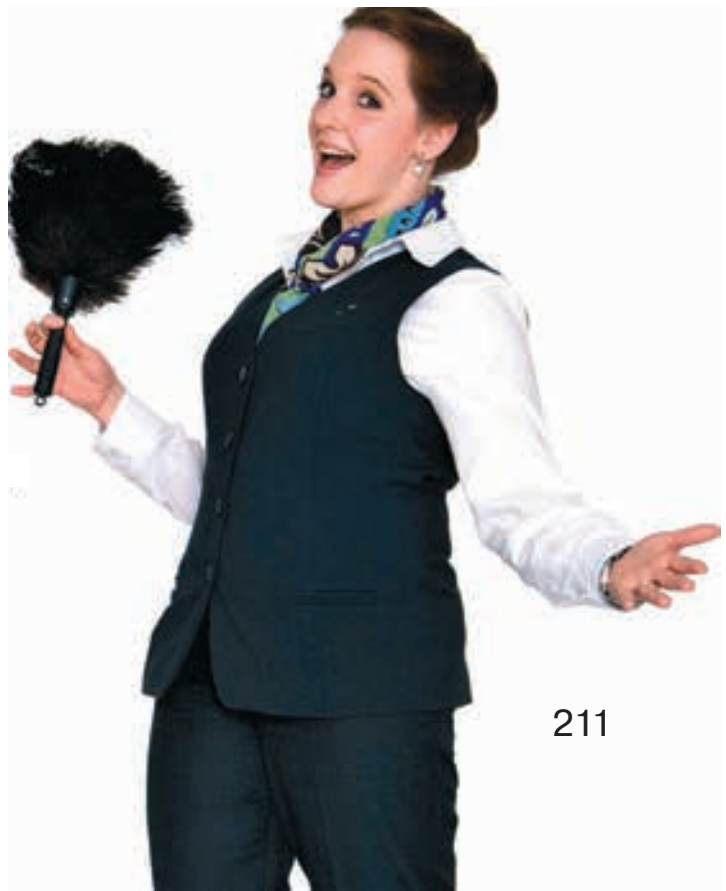
2 What do you do when...

- 1) you take your linen out of the washing machine?
- 2) the windows in your house/ flat are dirty?
- 3) you want to freshen up your house after three winter months?
- 4) you have invited guests to dinner?
- 5) one of your guests has accidentally broken a plate into little pieces?
- 6) your dog has left a lot of its hair on the carpet?
- 7) you have a stubborn stain on your favourite blouse?
- 8) you have a pile of dirty dishes in your kitchen sink?
- 9) your dustbin is full?
- 10) your room is in a mess?
- 11) it is stuffy in the room?
- 12) you want to make the shirt collars stiff before ironing them?
- 13) you want to have snow white linen after washing?
- 14) you want to make your clothes smooth?



3 What chores is each speaker talking about?

1. "Put the dishes in the sink."
2. "I'd better turn it inside out first or it may go shiny."
3. "I can't really put them outside. It looks like rain."
4. "I think I'll need that big saucepan. Can you reach it?"
5. "The bag's full. That's why it isn't picking up all the dirt."
6. "There's a lot of dust on the pane."
7. "You've missed part of the mantelpiece. I'll move the figurines."
8. "You can see the reflection of your face in this table now."
9. "I usually straighten the sheets, plump up the pillows and spread the cover in the morning."



— **Unit 12. Housekeeping is not a joke** —

4 Label the pictures and say what these things are used for.

- washing powder
- a broom
- a dustpan
- an iron
- a duster
- a dirty laundry basket
- a brush
- a vacuum cleaner/ Hoover
- fabric conditioner
- a socket
- a washing machine
- an ironing board
- a plug
- a tumble drier



Unit 12. Housekeeping is not a joke

5 Put the sentences in the correct order.

_____ He accepted a wrung-out damp towel from Sudsy, smiled his thanks, then spat on a finger and tested the iron.

_____ Behind him he knew Tom was setting up a collapsible ironing board.

_____ There was no sizzle, and he stood waiting, holding it up.

_____ He had plugged the cord of the iron into an outlet, and was laying the leg of a pair of trousers on the ironing board.

6 A) Fill in the gaps in the descriptions of different electrical appliances we use in our homes.

B) Guess what appliances are described.

• surface	• cleaning	• dries
• turns	• detergent	• equipped
• warm	• current	• attachments
• cook	• inaccessible	• settings
• wire rack	• designed	• loads
• rinses	• waves	
• brown	• baking	

- 1) This is a kitchen appliance that automatically washes, (1)_____ and dries dishes and utensils. To operate it, the user (2)_____ dirty dishes into the wire racks, adds (3)_____, closes the loading door, and (4)_____ on the machine.
- 2) This appliance uses very short radio (5)_____ commonly employed in radar and satellite communications to heat, (6)_____ up and (7)_____ foods.
- 3) This appliance can be gas or electric. It is (8)_____ specifically for cooking food. It consists of several heating units on the top (9)_____ and one or more heating units within it, which is an enclosed space used for (10)_____.
- 4) This is a popular kitchen appliance that uses electrical heat to (11)_____ bread. The heating elements are usually made of electrical wires. Bread is lowered in a (12)_____ between the two heating panels and latched into place. The latch engages an electrical (13)_____ that heats the panel and cooks the bread.
- 5) This electrical appliance is in common use for (14)_____ furniture, floors, rugs, and carpets by suction. It can have a variety of (15)_____ that can be used to clean different types of surfaces, such as window sills and thick rugs and carpets; it can also be (16)_____ to polish floors and shampoo rugs. A reversible motor on many appliances is used to blow dirt out of difficult and (17)_____ surfaces and also to spray paint.
- 6) This appliance washes, rinses, and partially (18)_____ laundry. One of complex household appliances, it offers numerous (19)_____ for different types and quantities of laundry.

7 Give the English equivalents.

- 1) проводит генеральне прибирання
- 2) провітрювати кімнату
- 3) мити вікна
- 4) підмітати підлогу
- 5) замочувати білизну перед пранням
- 6) полоскати й викручувати білизну
- 7) видаляти плями з одягу
- 8) крохмалити комірці й манжети
- 9) відбілювати білизну
- 10) вивішувати білизну
- 11) мотузка для білизни
- 12) закріплювати защіпками
- 13) пральний порошок
- 14) збирати на стіл
- 15) металева мочалка для чистки кухонного посуду
- 16) прасувати брюки
- 17) перемити купу посуду
- 18) віджати вологий рушник
- 19) мити/ протирати/ витирати підлогу
- 20) навести порядок на кухні



III. READING AND SPEAKING

8 Read and say what the characters should do to put their places to rights.

- 1) She was disastrously lazy. She would lie about the house, reading magazines and spilling ash on the floor, while the dirt piled up in the corners, and the dogs climbed on to the beds and chairs, and the milk went sour in the musty larder.
(Monica Dickens)
- 2) ...he came back into the room: the bed had not been tidied for a week, a spilt ashtray messed the floor, odds and ends of clothing decorated improbable places, lamp-shades and such. But tomorrow, if he felt better, there would be a general cleaning; perhaps he'd have the walls repainted, maybe fix the yard.
(Truman Capote)
- 3) The apartment was in its state of disorder, with the bed unmade and Eric's clothes draped over chairs and hanging from knobs.
(James Baldwin)
- 4) Tom's study was as chaotic and disordered as David's room had been neat, and Hunter said: "You guys only have two choices in life. Stand up or to go to bed. Where's to sit in this mess?" Tom emptied a chair by the simple expedient of tilting it forward and letting its burden of books and notebooks slither to the floor.
(Ann Fairbairn)

9 Here's a description of how a washing machine works. Fill in the gaps (1–10) with the phrases (a–j) putting the verbs in the correct form.

- | | |
|--------------------------------|--------------------------------------|
| a) to put in laundry | f) a set of controls |
| b) to do one's laundry by hand | g) to put bleach and fabric softener |
| c) to pump out of the machine | h) time to rinse |
| d) to scrub one's laundry | i) a hose |
| e) to begin to spin rapidly | j) to get out the dirt |

A washing machine is a machine that quickly washes clothes, linen, and other items. Before its invention, people spent hours (1) _____. Some people soaked their clothes in streams and then beat them with rocks (2) _____. Later people (3) _____ on washboards. People in some parts of the world still use such methods.

Most modern washing machines work automatically. The operator simply (4) _____, pours in detergent, (5) _____ in a dispenser, and sets the controls. One (6) _____ determines whether the machine uses hot, warm, or cold water. The water enters the machine through (7) _____ connected to the cold water pipe. The operator also sets controls to select the length of washing and (8) _____ and the amount of water that enters the machine.

After the laundry has been washed and rinsed, the basket (9) _____. The spinning removes most of the water from the various items. The water is then (10) _____ through a drain hose.



Unit 12. Housekeeping is not a joke

10 Choose the phrases for each household chore (a–d) and arrange them in the right sequence.

- a) washing up dishes
- b) ironing a T-shirt

- c) making beds
- d) washing the floor

- Fold or hang up the garment.
- Plug in the cord in a socket.
- Spread the sheet and the blanket.
- Push the iron smoothly.
- Plump up the pillows.
- Set the temperature and steam controls according to the type of fabrics.
- Do not touch the stick-proof sole with a finger.
- Fold and take away the bedspread.
- Pour water in a bucket.
- Soak and wring the floor-cloth / the mop.
- Set up the ironing board.
- Put in the sink.

- Turn on the tap.
- Add some washing liquid to get soapy water.
- Wash with a sponge or scourer.
- Do not splash.
- Rinse.
- Put on the draining board.
- Wipe with a cloth.
- Put on a rack in a cupboard.
- Refill the water container (if steaming is necessary).
- Spread the garment to avoid creases.
- Wipe the floor clean once or twice.

11 A) Here is a spring-cleaning checklist to remind you of what needs to be done. Sort out the chores by the places (kitchen, bathroom etc) and add as many others as possible.

- Wipe down the interior inside of the microwave.
- Sweep or vacuum and damp mop the floor.
- Wipe and polish the chrome.
- Put away all clothing, toys, books, games, and other items where they belong.
- Thoroughly clean the stove top and front.
- Wipe the cabinet doors and sides.
- Wipe smudges off the walls.
- Scrub the bathtub and sinks.
- Clean and disinfect the toilet and the shower stall.
- Wipe and polish the tiles.
- Change the bed linens.
- Defrost the freezer.
- Straighten up the closets.
- Sort the clothing into seasonal wardrobes.

- B)** Tell your group mates how you do the general cleaning of your flat/ house. Use the questions below to help you.
- How often do you do the general cleaning in your house/ flat? How long does it take you?
- Do you do it alone or with someone's help?
- What chores do you do and in what sequence?
- What equipment do you use?
- Which chores do you like, hate or don't mind doing?
- What do you do to make your work more pleasant? (e.g. switch on your favourite music)

12 Answer the questions.

- 1) What labour-saving devices do you know?
- 2) Which three household appliances do you think are the most useful? Why?
- 3) What labour-saving devices do you enjoy using most and least? Why?
- 4) Can you think of a new device that could be soon invented?

- 5) What person can be called a kitchen appliance addict?
- 6) Do you agree that nowadays housewives have been thoroughly spoiled by modern technology?
- 7) Our gadgets and home entertainment appliances are using more and more electricity. How energy-conscious are you?

— **Unit 12. Housekeeping is not a joke** —

13 Enjoy doing the household quiz. All the words go across.

Household Quiz

				1		H													
			2			O													
				3		U													
			4			S													
5						E													
6						H													
				7		O													
				8		L													
	9					D													
			10			D													
				11		E													
		12				V													
				13		I													
				14		C													
				15		E													
16						S													

- 1) Tasks that you do regularly about the house, very often unpleasant and boring (6 letters)
- 2) The task of pressing clothes (7 letters)
- 3) A small flat container for sweeping dust and dirt into (7 letters)
- 4) A piece of thin rope or wire attached to two posts for hanging clothes on to dry outside (11 letters, 2 words)
- 5) A device that helps to make bread brown and crisp (7 letters)
- 6) Making linen white or pale by a chemical process (9 letters)
- 7) A tool consisting of a bundle of thick strings or a piece of sponge fastened to a long handle for cleaning floors (3 letters)
- 8) An electric machine that is used to mix liquids and soft foods together (7 letters)
- 9) Clothes and linen that need washing (7 letters)
- 10) To make something look neat by putting things in the place where they belong (9 letters, 2 words)
- 11) Short pieces of metal, plastic or wood used for attaching wet clothes on the clothes line (4 letters)
- 12) A labour-saving device that is used to remove dust and dirt by sucking it up (6 letters)
- 13) Removing the soap from something with clean water after washing it (7 letters)
- 14) A small ball of wire or stiff plastic used for cleaning pans (7 letters)
- 15) A liquid or powder that helps to remove dirt from clothes or dishes (9 letters)
- 16) A household item that wizards and witches often use to fly (10 letters)

14 Give your definition to a household item and other members of your group.

IV. LISTENING

15 You are going to listen to Linda Mills, 34, from Sheffield who is a full-time mum and lives with her husband and seven children. Here she is talking about a usual Saturday in her family. Now listen to Linda and fill in the table.

TIME	WHAT LINDA AND MARTIN DO
8 am	1. Linda wakes up
9 am—11pm	2. Linda 3. She starts doing the 4. She does the 5. She does the 6. She makes 7. She does the
11 am—2 pm	8. Linda takes the kids 9. They play games with a
2 pm—3 pm	10. They come 11. They 12. They the table. 13. Martin to younger children
3 pm—5 pm	14. Linda 15. Martin the rest of the children.
5 pm	16. Linda heats 4 huge pizzas in a 17. The kids 18. Linda starts the children and Martin will need on weekdays.
8 pm—9.30 pm	19. Linda and Martin 20. The parents allow the older kids 21. Linda
9.30 pm	22. All the kids 23. cooks a meal.
10 pm—11.30 pm	24. Linda and Martin 25. Linda and Martin 26. Linda rests for half an hour with 27. Linda
11.30 pm	28. Linda and Martin fall into bed

V. READING

16 Before reading the text answer the following questions.

- 1) Do you think it is natural for a husband to stay at home while his wife earns the family's living?
- 2) Do you know any families among your parents' friends or acquaintances where the wife works and the husband runs the house? If yes, tell your group mates about them.
- 3) Do you think the husband can cope with household chores as efficiently as the wife?

17 Read the text and choose the right option for the questions and statements.

A "Househusband"?

Frankly, I hate work because my work is all at home — I'm a stay-at-home husband and father. A few years ago I was made redundant and at approximately the same time my wife was promoted and had to start spending much more time at work. So it was decided I wouldn't look for any job but stay at home
5 and burden all the responsibilities for our home on my broad shoulders.

Have a brief look at my life. Up at 7.15 am, a smoke and a cuppa, the fire lit, the kids downstairs. See they're washed, given their bit of breakfast, properly turned out, packed off to school. Another cuppa, another
10 smoke, switch on "Housewives' Choice", wash the dishes, make the beds, do the ironing or sometimes get something fixed, and after an hour of this lot switch off "Housewives' Choice". Get washed, dressed, take our lovely dog for a walk by way of the railway line, then to the High Street where I make a round of greengrocer's shops and pick up some fruit and vegetables, put all that in a bag carried for that purpose. The dog carries it home in his
15 teeth, which used to amuse all my neighbours, but now they are quite used to that. Back to the house, put the fruit in a vase on the dinner table and the vegetables and other food into the fridge, tell our dog to be good, then off down the road to the laundry or dry cleaner's and if it happens to be a Tuesday, to the local library for changing my library books.

1. Why does the author have to be a stay-at-home husband and father?
 - A. In his previous job he got less money than his wife did.
 - B. He can't find a job where he could earn a decent wage.
 - C. His wife can provide for the family better than he.
 - D. He dislikes work of any kind.
2. What does the author not do before going to the library on Tuesday?
 - A. He doesn't cook dinner.
 - B. He doesn't do the beds.
 - C. He doesn't watch TV.
 - D. He doesn't do the shopping.
3. After leaving the library
 - A. the author is so busy that he hasn't got a spare minute for himself.
 - B. the author does all the work about the house before having a snack.
 - C. the author does all the work about the house after having a snack.
 - D. the author has a little nap before starting on household chores.

Unit 12. Housekeeping is not a joke

20 After that I do the rest of the shopping, then come back home,
brew another cuppa, this time with a slice of bread and marmalade,
another smoke, then start in on the drudgery (household chores): keep
all the rooms neat and tidy, dusting the furniture, vacuuming and
putting everything to its place. When that's done I plunge into the
25 armchair for a bit of a doze which lasts about half an hour. Then it's
time to think about getting the kids' tea ready, as they will soon be
home.

When they're fed, there's dinner to fix for self and wife. She, by
the way, is earning a welcome shilling or two running the household
30 utensils department in the biggest department store in the city center
while I am writing this in our kitchen, surrounded by all the labour-
saving devices she sells, but I use. Then after she's back home and
we've eaten, got selves and dishes washed, we sit down in front of the
telly for the remainder of the night, except, round about 9 o'clock, for
35 another short walk with our dog.

When bedtime comes, my wife is sound asleep in her chair worn out
after her day behind the counter; and I am bleary-eyed and very often
depressed by some stuff I've been looking at on the box. Soon now my
wife will be pushing off to bed where she likes to read a bit, and I take in
40 perhaps the last hour by the dying fire.

Lovely life if you happen to be a turnip. But I am not a turnip,
mate. I am a thoughtful, sensitive, widely-read man. I'm getting really
depressed. At the same time, if I start looking for a job my wife will
have to give up hers and I am not sure I will be able to bring in as much
45 money as she does. What shall I do?

4. After dinner the author's wife
 - A. washes herself and watches TV.
 - B. washes up, washes herself and watches TV.
 - C. washes up, watches TV and walks the dog.
 - D. washes up, washes herself, watches TV and walks the dog.
5. The evening finishes with the author
 - A. falling asleep in his chair while watching TV.
 - B. reading in bed for a while before falling asleep.
 - C. making sure the fire is put out before going to bed.
 - D. spending some time sitting in front of the fire.
6. Because the author is not happy with his life he is thinking about
 - A. looking for a new job.
 - B. making his wife leave her job and stay at home.
 - C. earning more money than his wife.
 - D. making a better use of his life.



— **Unit 12. Housekeeping is not a joke** —

VI. READING AND WRITING

18 Read this humorous advertisement and match the paragraphs with their titles.

‘WANTED FOR A JOB: A HOUSEWIFE’

- | | | |
|-------------------------|------------------------|-----------------|
| A JOB SECURITY | C WORK BENEFITS | F WORKING HOURS |
| B DAYS OFF AND HOLIDAYS | D JOB RESPONSIBILITIES | G WORK DANGERS |
| | E SALARY | |

- 1) _____ You will be busy with cooking, cleaning, laundry, shopping, psychological help, nursing, teaching, entertainment and secretarial services for the others living there. You will ‘live in’ at the place where you work.
- 2) _____ Your ‘regular work’ will take about 100 hours a week, depending on the age, health and number of children or disabled people in the house, the standards of work and condition of the house. You should be on call 24 hours a day.
- 3) _____ No holidays in fact, but there’s a period with such a name. If your family and the employer stay at a hotel or a holiday home, your duties will be less numerous and you will be able to enjoy the sight of other family members at their recreation period.
- 4) _____ There’s no salary for your work, but there’s a regular payment called ‘housekeeping money’ provided by your employer to meet essential demands, e.g. food, cleaning detergents etc.
- 5) _____ You should be ready for a divorce which will immediately get you out of job. As statistics say, two out of three marriages today end in divorce.
- 6) _____ You will get used to dizziness, headaches, insomnia, nightmares and anxiety as your regular states and become not sensitive to them. You will be much more likely to die of cancer than women in paid employment.
- 7) _____ You will be expected to share a bedroom (and bed) with your employer. You can also be given occasional presents and an every morning peck on your cheek when your employer is leaving for work.

VII. VOCABULARY TOOLS

<ul style="list-style-type: none"> • a tool kit • a hand/ electric drill • a(n) electric saw • an axe • a hammer • pliers • a screwdriver 	<ul style="list-style-type: none"> • a spanner • a wrench (<i>AE</i>) • a tape measure • a folding ruler • tweezers • a file • a set square • a chisel 	<ul style="list-style-type: none"> • a plane • a screw • a hook • a nut • a washer • a bolt • a nail • a paintbrush 	<ul style="list-style-type: none"> • a roller • sandpaper • scissors • a rake • a spade • a fork
--	--	---	--

19 Put the names of the tools into the table. Some tools may be in more than one column.

Power/ Electric Tools	
Measuring Tools	
Drawing Tools	
Cutting Tools	
Gardening Tools	
Woodworking Tools	
Fastenings	

Unit 12. Housekeeping is not a joke

20 Label the pictures.



21 Fill in the gaps.

1. Mechanics tighten or loosen nuts and bolts with a _____.
2. We knock nails into wood with a _____.
3. A _____ is used to even and smooth rough surfaces.
4. Woodchoppers used to cut down trees with an _____, but nowadays they use a _____.
5. We carve wood or stone with a _____.
6. Different parts of a bicycle and other machines are kept together with _____.
7. We use a screwdriver to put in or take out _____.
8. We cut paper or cloth with a pair of _____.
9. We paint walls with a paintbrush or a _____.
10. To dig holes in the ground we use a _____.
11. An electric _____ makes holes in metal, wood, or stone much quicker than a hand one.
12. We can measure a high wall with a _____.
13. We collect dry leaves and make earth level with a _____.
14. People use this tool with gripping jaws for holding, bending, twisting or cutting wire etc. It is called _____.

— **Unit 12. Housekeeping is not a joke** —

22 Answer the questions using the verbs from the box.

·switch on ·switch off ·plug in ·unplug ·turn up ·turn down

What should you do if...

- 1) your hair is wet and you want to dry it?
- 2) the mixer spins too quickly?
- 3) you have finished ironing your clothing?
- 4) the washing machine finished tumble drying bed-linen?
- 5) the stove fire is too slow?
- 6) you need to grind some coffee beans?
- 7) your food processor doesn't go fast enough?
- 8) the iron is too hot for your blouse of lightweight fabrics?
- 9) you have just taken out the vacuum cleaner from the utility room and want to use it?
- 10) the iron isn't getting the creases out of your clothes?
- 11) you want to defrost the fridge?

23 Choose the correct option.

HOUSEHOLD PROBLEMS

- 1) The water can't flow freely. I think the pipe must be _____.
a) clogged b) bolted c) lodged d) trapped
- 2) The tap is _____. It needs a new washer.
a) dripping b) flowing c) flushing d) leaking
- 3) My grandma can't go for a walk because the lift is out of _____.
a) function b) work c) order d) practice
- 4) I can't listen to my walkman. The batteries have _____.
a) been over b) been out of order c) broken down d) run out
- 5) My washing machine has _____. I'll have to go to the laundry.
a) broken down b) gone out c) run down d) worn out
- 6) I can smell gas. There must be a _____ somewhere.
a) break b) drip c) flow d) leak
- 7) I cut my palm because I swatted a fly on the window and the pane _____.
a) broke b) cracked c) cut d) slashed
- 8) Our deck-chairs need repairing. The canvas has _____.
a) broken b) burst c) cracked d) split
- 9) She always keeps several candles in the cupboard in case of a power _____.
a) absence b) cut c) lack d) shortage
- 10) I couldn't open the door because the door-handle had _____.
a) broken off b) come off c) pulled off d) torn off



24 Roleplay the situation. Use the phrases from Useful Language box.

- Student A.** You are complaining about some household problems you have been facing since your parents went on holiday.
Student B. You are trying to express your sympathy and give some useful tips how to fix the problems.

USEFUL LANGUAGE		
COMPLAINING	SYMPATHISING	GIVING ADVICE
<ul style="list-style-type: none"> • to go wrong • to be out of order • to be not in working order • Something has happened to... • Something is wrong with... • ...won't work/ start/ open 	<ul style="list-style-type: none"> • Oh, bad luck! • Oh, dear, I am sorry to hear that. • Oh, poor you! • Oh, that's terrible! • Oh, what a pity! • That's awful. • That's too bad. • What a shame! 	<ul style="list-style-type: none"> • You can/ could... • Why don't you...? • If I were you, I'd... • You'd better... • You should...

25 Complete the dialogue putting Jimmy's phrases in the appropriate order. Then act out the dialogue with your partner.

A THING OF BEAUTY...

Jenny: Look! I've bought a lovely reproduction of a painting by Turner. I'm going to put it up here in my bed-room.

Jimmy: (1) _____

Jenny: Yes, please do. I'm not very good at doing odd jobs.

Jimmy: (2) _____

Jenny: Well, here, I think. The light is rather good, isn't it?

Jimmy: (3) _____

Jenny: Here you are, Jimmy. *(She hands him the nails and the hammer.)* Are the nails long enough?

Jimmy: (4) _____

Jenny: Jimmy! My best arm-chair! You barbarian! Take off your shoes!

Jimmy: (5) _____

Jenny: Don't be vulgar! Up you go! *(He climbs on to the arm-chair.)*

Jimmy: (6) _____

Jenny: A bit higher, Jimmy. *(He raises the picture.)* No, that's too high, now... A little lower, please. Yes, that's better... A little more to the left... Not too much! A little higher. Just a shade!

Jimmy: (7) _____

Jenny: Well, Jimmy... honestly I don't know. I'll have to think it over... And I am not sure I'm not going to exchange this picture for one by Constable...

Jimmy: (8) _____

Jimmy's phrases:

- a) Yes, they will do. *(He prepares to climb on to an arm-chair.)*
- b) I say, would you make up your mind? I'm not going to do balancing tricks here for the rest of the evening! Higher or lower?
- c) Do you want me to give you a hand?
- d) Hurry up, please! Pass me the masterpiece! *(He lifts the picture and places it against the wall.)*
- e) Where exactly do you want to hang it?
- f) *(stepping off the chair)* Well, keep me informed, will you? May I put on my shoes again, now? No, I might spoil the carpet. I'll put them on the landing! *(He goes out with his shoes in his hand.)* Good evening, madam!
- g) OK! Pass me the nails and the hammer.
- h) Take off my shoes? My goodness, you're rather fussy, aren't you? *(He takes off his shoes.)* Do you want me to go and wash my feet, now?

VII. LISTENING SAFETY

26 Listen to the text about safety precautions at home and fill in the gaps.

1. People don't realize that _____ of all accidental injuries happen at home.
2. You should keep _____ tools such as knives in racks and boxes.
3. If you have broken glass, it is dangerous to gather _____ with bare hands.
4. You can easily knock the saucepan over and burn yourself if its handle _____.
5. Before switching on electrical appliances make sure your _____ are _____, or there is a possibility that you can be _____.
6. Chemical products should be kept in _____ containers or have a childproof lid or cap.
7. It is advisable to take off jewelry because it might _____ in the tool.
8. Never leave power tools _____ in.
9. When gardening, you should wear _____ shoes to prevent foot injuries.
10. Never leave garden tools _____ where someone might step on them and be hurt.
11. For the greatest safety, keep everything in its _____.

27 Answer the questions.

1. Have you ever had any accidents at home?
2. Why is it dangerous to keep poisonous chemicals at home?
3. Why is it important to stay in the kitchen at all times while cooking?
4. Are there door stoppers in your home to prevent trapped fingers?
5. What safety precautions should children be taught at home?

VIII. VOCABULARY AND SPEAKING

28 Match the idioms and sayings with their definitions.

- | | |
|--|---|
| 1) to sweep smth under the carpet | a) to speak frankly |
| 2) a new broom sweeps clean | b) to hide smth which might cause trouble or a scandal |
| 3) when the dust settles | c) to discuss personal (esp. unpleasant) affairs openly |
| 4) to call a spade a spade | d) to forget past faults or offences and make a fresh start |
| 5) to wipe the slate clean | e) you can always improve your behaviour |
| 6) to wash one's dirty linen in public | f) a person appointed to a responsible position starts to change things energetically |
| 7) it's never late to mend | g) when the situation becomes clear or certain |

29 Fill in the gaps with idioms.

1. Psychologists claim that it is not healthy to refuse to talk about unpleasant incidents and try _____.
2. The blackmailer cleverly supposed that the young politician wouldn't want a scandal that might destroy his political future and the prospect _____ would horrify him.
3. Even the old professors were a little frightened of that young fellow, his manner to speak directly and _____.
4. When everybody saw how well the new boss was doing trying to establish order in our department, some often said, "_____."
5. After leaving prison Derek said to his sister, "I'll never deal with these people again, I'm finally through with my bad habits, and I've decided _____ and start my life anew."
6. I know that your brother is in despair now. A bit later, _____, I'll talk to him and iron out this problem.
7. Believe it or not, Peter used to be a very troublesome student. Now he attends all classes and does all homework and even has improved his results in academic writing. So it's true that _____.

USEFUL LANGUAGE

INVITING

Would you like to go to...?
 How about joining us for...?
 Why don't we/you go/come to...?
 Do you feel like going to...?
 Let's go to... / meet at...
 Have you got any plans for...?
 What are you doing...? We could meet...

ACCEPTING/ DECLINING

I'd like that very much.
 I'd love to.
 That would be great.
 That sounds tempting.
 That sounds like a great idea.
 Yes. That would be great.
 It's so nice of you, but I don't think I can make it...
 I don't think I will, thanks all the same.
 No, I'm not really in the mood for this.
 I'm afraid I'm busy.
 I'd love to, but...

30 Family members are discussing the forthcoming general cleaning. Make up a dialogue following the instructions.

STUDENT A

1. Say it's time to do a general cleaning and suggest starting on Saturday.
2. Agree or disagree. Give reasons. Say it is necessary to share responsibilities.
3. Accept the suggestion and say what you are going to do in the kitchen.
4. Remind to buy a new washer to fix the tap and explain why. Mention two more household problems you have.
5. Say what you will do to tidy up and clean the rooms. Explain why it will be a real pleasure after the work in the kitchen.
6. Discuss how you are going to reward yourselves for working hard during the week. Invite Student B to go somewhere at the week-end.

STUDENT B

1. Suggest doing some work every day during the week so as to have a free week-end.
2. Say you hate cleaning the kitchen and ask Student A to do the work him/herself. In return you will clean the bathroom and the toilet.
3. Add the chores that haven't been mentioned and remind Student A to do them. Say how you will clean the bathroom and the toilet and what things you will have to buy to prepare for the general cleaning.
4. Suggest your solutions. Come back to the general cleaning and speak about doing the washing and ironing.
5. You will not sit around while the washing machine is working. Specify what you will be doing (plants, dust bin, sorting out footwear).
6. Accept or decline the invitation and explain why.



IX. REVISION TRANSLATION

31 Translate into English.

1. Я знаю, що у вас велика родина, п'ятеро дітей, ти найстарша дочка. Як **розподілено домашні обов'язки** у вашій родині?

Оксана: Звичайно, більшу частину **домашньої роботи** виконує мама. Вона **готує їжу і робить основні покупки**. Але ми всі допомагаємо їй, як можемо. Наприклад, кожний **застилає** вранці своє **ліжко**. В суботу ми всі разом **прибираємо квартиру**. Батько і мої старші брати **пилососять м'які меблі та вибивають килими**. На жаль, у нас старий **пилосос**, і він не може **мити килими**, на відміну від сучасних моделей. В кімнатах у нас **паркетна підлога**. А **мити підлогу в кухні та коридорі**, де вона **вкрита лінолеумом**, — мій обов'язок.

Журналістка: А у молодших членів вашої родини є якісь **обов'язки**?

Оксана: Звичайно. У великій родині дітей треба привчати до **домашньої роботи** змалечку. Моя трирічна сестричка, наприклад, **знає, що вона має витирати пил з меблів**, до яких вона може дістатися зі стільця. А брат-першокласник завжди **купує хліб і молоко**.

Журналістка: А хто у вас **займається пранням білизни**?

Оксана: У нас нова **пральна машина**. Достатньо тільки **завантажити її брудною білизною**, додати **пральний порошок та відбілювач**, якщо є плями,

які важко видалити, і дочекатися, поки машина **закінчить прання і відіжме білизну**. Лишається тільки її **розвісити**, а потім **випрасувати**. Минулого року ми подарували мамі **прасувальну дошку і «розумну» праску з відпарюванням і регулятором температур**. Мама каже, що тепер **прасування** — це самісіньке задоволення.

2. Щомісячно ми **проводимо генеральне прибирання** на кухні та у ванній кімнаті. Спочатку ми **протираємо кахель, прибираючи плями** зі стін. Поки **розморожується морозильна камера**, ми **наводимо порядок у шафах, розкладаючи все по місцях, ретельно чистимо газову пічку і протираємо мікрохвильову піч зсередини**. Залишається **вимити ванну та раковину, вимити і продезінфікувати унітаз та протерти вологою шваброю підлогу**.

3. Я мешкаю в старому будинку і майже кожного тижня щось **виходить із ладу**. Часто **забиваються водопровідні труби, ламається ліфт і відмикають електрику**. Я навчився багато чого робити сам, придбав **набір інструментів** і можу сам **поміняти прокладку на крані, який капає, замінити розбиту віконну шибку і пригвинтити дверну ручку, якщо вона відламалася**.

X. WRITING

32 The magazine "Good Housekeeping" has started a new page "Tips for Young Housewives". Write a letter to share some useful tips with other readers about how to keep house efficiently.

226



Unit 13

EAT WITH
PLEASURE,
DRINK AT
MEASURE

I. LEAD-IN

1 Answer the questions.

- 1) Do you 'eat to live' or 'live to eat'?
- 2) Do you keep to any diet?
- 3) Is there a dish you are never tired of eating?
- 4) Is there any food you have always hated?
- 5) Do you watch TV programmes where chefs, cooks or famous people offer different recipes? Have you ever tried to cook their dishes? If yes, what was the result? If no, why not?
- 6) Are men better chefs than women?
- 7) What foods are considered healthy? What foods can be harmful?
- 8) What foods do you think are disgusting?

Before my morning coffee



I might as well be a dog

II. VOCABULARY

DESCRIBING FOOD AND COOKING PROCESS

- home-made food
- ready-to-cook food
- takeaway food
- junk food
- wholesome food
- to feed smb on
- to taste = to try
- to smell/ taste delicious
- to smell/ taste of smth/ like smth
- to go off/ go stale/ go sour
- tasty/ savoury
- tasteless/ bland
- stodgy
- nutritious

- greasy
- raw
- burnt
- smoked
- hot = spicy
- mild
- tender
- tough
- jelly
- tinned = canned (*AE*)
- underdone = undercooked (it means you shouldn't eat it)
- rare/ medium rare (means it is slightly cooked but good for eating)

- well done/
done to a turn
- over-cooked = overdone
- to bake
- to boil
- to fry
- to roast
- to grill = to broil
- to deep-fry
- to stew
- to simmer
- to stuff (with)
- to stir
- a saucepan
- a casserole
- a frying pan

— **Unit 13. Eat with pleasure, drink at measure** —

2 Match the adjectives with their meaning.

- | | |
|----------------|--|
| 1) organic | a) likely to make you healthy; healthful, processed and refined as little as possible |
| 2) fattening | b) food which makes you put on weight |
| 3) nutritious | c) containing a lot of fat |
| 4) fatty | d) having a pleasant taste and smell |
| 5) stodgy | e) heavy food (containing a lot of fat, butter, eggs) that makes you feel full quickly |
| 6) savoury | f) containing nourishing substances that your body needs to stay healthy and grow properly |
| 7) wholesome | g) naturally grown without using chemical fertilizers, having no artificial additives |
| 8) hot (spicy) | h) hard to cut or chew |
| 9) mild | i) food that causes a burning feeling in the mouth |
| 10) tough | j) not very strong, spicy or bitter tasting |

3 What can you say about food if...

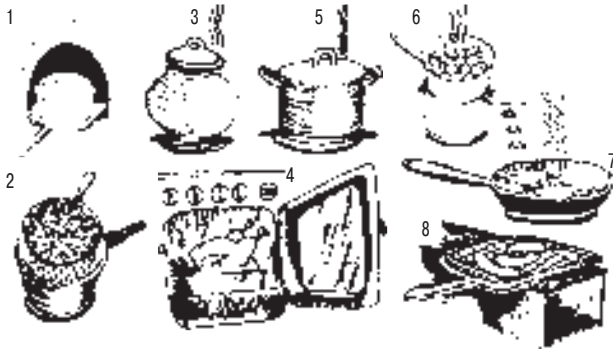
- your bread is just out of the oven?
- your chips have too much oil on them?
- your orange isn't ripe enough?
- your dish has obviously been cooked too long?
- you see blood in your chop?
- your piece of meat is perfectly cooked?
- your dish seems to have no flavour?
- the bottom of your pie is black?

4 Translate into English.

- Ця чашка чаю віддає кавою.
- Ця мінеральна вода на смак як оцет.
- Сливи чудові на смак.
- Тістечка мають шоколадний присмак.
- Це на смак як грибний суп.
- Спробуй потроху від усіх страв.
- У кімнаті стояв запах лимонів.
- У цієї страви дуже приємний запах. Сподіваюся, і на смак вона буде чудовою.
- Ця страва занадто віддає часником.
- У її подиху був запах м'яти.

5 A) Match the verbs with the pictures showing different ways of cooking.

- | | |
|-------------|----------------|
| a) to bake | e) to roast |
| b) to stew | f) to deep-fry |
| c) to boil | g) to grill |
| d) to steam | h) to fry |



B) You're expecting some guests to come over. In your fridge there are some foods:

- fish
- meat
- potatoes
- cauliflower
- cabbage
- ready-made dough



How would you cook all that?



6 Paraphrase the expressions in italics using one of the words in the box.

•grilled •steam •overcooked •well-done •deep-fried •rare •boiled •roasted •done to a turn •fried

- 1) Frankly speaking, I don't like *meat cooked in water*.
- 2) My husband prefers *steaks cooked so that the inside is still red and juicy*.
- 3) Oh, my dear wife has given me *cutlets that have been cooked too much*.
- 4) Place *the chicken cooked in the oven* on a big dish and serve with green vegetables.
- 5) My doctor recommends me to eat *meat cooked over or under great heat*.
- 6) If you want to feed your child on meat dishes you'd better *cook meatballs over boiling water*.
- 7) My parents are elderly people and they try to avoid *food cooked in oil, butter or fat*.
- 8) I think chicken is best when *cooked completely covered with oil*.
- 9) He prefers his steak *cooked thoroughly*.
- 10) Yummy, this chicken is *just perfect*.

III. READING

7 Read the text and answer the questions.

- 1) Who are the main characters of the story? Why were they staying together?
- 2) What did the three fat women have for luncheon? Compare their menu with Lena's.
- 3) What was the role of the chef and the butler in the story?
- 4) What was the ladies' reaction to the food Lena ordered for herself?
- 5) What happened after Lena Finch had left?
- 6) How did Arrow Sutcliffe react when she saw her friends eating?
- 7) What did the ladies order?
- 8) How does the writer describe their eating manners when they got the food they wanted?
- 9) What revengeful remark did Frank make about Lena? Why?

The Three Fat Women of Antibes

One was called Mrs Richman and she was a widow. The second was called Mrs Sutcliffe; she was American and she had divorced two husbands. The third was called Miss Hickson and she was a spinster.

They were great friends. It was their fat that had brought them together and bridge that had cemented their alliance.

Frances Hickson invited Lena Finch to come and stay with them at Antibes. They were spending some weeks there on Frank's (Frances Hickson)

suggestion. She proposed then that they should take a house at Antibes, where they could get plenty of exercise — everyone knew that nothing slimmed you like swimming. With a cook of their own

they intended to avoid things that were obviously fattening. The plan worked very well.

...Three days later Lena Finch arrived. Frank introduced the stranger to her two friends.

The conversation was easy, and presently they strolled back to the villa for luncheon.

In each napkin were two little antifat rusks. Lena gave a bright smile as she put them by the side of her plate.

'May I have some bread?' she asked.

Since none of the three had eaten bread for ten years, it was Frank, the good hostess, who recovered herself first.

'Of course, darling,' she said and turning to the butler asked him to bring some.



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— **Unit 13.** *Eat with pleasure, drink at measure* —

‘And some butter,’ said Lena in that pleasant easy way of hers.

There was a moment’s embarrassed silence.

40 ‘I don’t know if there’s any in the house,’ said Frank, ‘but I’ll inquire.’

The butler brought a long crisp roll of French bread. Lena slit it in two and plastered it with the butter, which was miraculously produced.

45 A grilled sole was served. The rest of the luncheon consisted of lamb cutlets, with the fat carefully removed, and spinach boiled in water, with stewed pears to end up with. Lena tasted her pears and gave the butler a look of inquiry. That resourceful man understood her at once and, though powdered sugar had never been served at that table before, handed her without a moment’s hesitation a bowl of it. She helped herself liberally. The other three pretended not to notice. Coffee was served and Lena took three
50 lumps of sugar in hers.

‘You have a very sweet tooth,’ said Arrow (Mrs Sutcliffe) in a tone which she struggled to keep friendly.”

But human nature is weak. You must not ask
60 too much of it. They ate grilled fish while Lena ate macaroni sizzling with cheese and butter; they ate grilled cutlets and boiled spinach while Lena ate pâté de foie gras; twice a week they ate hard-boiled eggs and raw tomatoes, while Lena ate peas swimming in cream and
65 potatoes cooked in all sorts of delicious ways. The chef was a good chef and he leapt at the opportunity afforded him to send up one dish more rich and tasty.

The butler disclosed the fact that he could make half a dozen kinds of cocktails and Lena informed
70 them that the doctor recommended her to drink burgundy at luncheon and champagne at dinner. The three fat women persisted.

Lena was going to stay with friends on the Italian Riviera and Frank saw her off by the same train as
75 that by which she had arrived. When she turned away from the departing train she heaved such a vast sigh of relief that the platform shook beneath her.

She passed through the Monkey House, looking about her to say ‘Good morning’ to anyone she knew,
80 and then stopped dead still. Beatrice (Mrs Richman) was sitting at one of the tables, by herself.

‘Beatrice, what are you doing?’ she cried in her deep voice. Beatrice looked at her coolly.

‘Eating,’ she answered.

85 In front of Beatrice was a plate of croissants and a plate of butter, a pot of strawberry jam, coffee and

a jug of cream. Beatrice was spreading butter thick on the delicious hot bread, covering this with jam, and then pouring the thick cream overall.

The tears welled up to Frank’s eyes. Suddenly she
90 felt very weak and womanly. Speechless she sank down on a chair by Beatrice’s side. A waiter came up. With a pathetic gesture she waved towards the coffee and croissants.

‘I’ll have the same,’ she sighed. In a moment, the
95 waiter brought her croissants, butter, jam and coffee.

‘Where’s the cream, you fool?’ she roared like a lioness.

She began to eat. She ate gluttonously. The place was beginning to fill up with bathers. Presently Arrow
100 strolled along. On her way, she caught sight of Frank and Beatrice. She stopped. She could hardly believe her eyes.

‘My God!’ she cried. ‘You beasts. You hogs.’

She seized a chair. ‘Waiter.’ In the twinkling of
105 an eye the waiter was at her side.

‘Bring me what these ladies are having,’ she ordered.

Frank lifted her great heavy head from her plate.

‘Bring me some pâté de foie gras,’ she boomed.

The coffee was brought and the hot rolls and cream
110 and the pâté de foie gras. They spread the cream on the pâté and they ate it. They devoured great spoonfuls of jam. They crunched the delicious crisp bread pleasantly. They ate with solemn, ecstatic enthusiasm.

‘I haven’t eaten potatoes for twenty-five years,’ said
115 Frank in a far-off brooding tone.

‘Waiter,’ cried Beatrice, ‘bring fried potatoes for three.’ The potatoes were brought. They ate them with their fingers.

‘Bring me a dry Martini,’ said Arrow. 120

‘Bring me a double dry Martini,’ said Frank.

‘Bring three double dry Martinis,’ said Beatrice.

They were brought and drunk at a gulp.

‘I wonder if they’ve got any chocolate eclaires,’ said
125 Beatrice.

‘Of course they have.’

And of course they had. Frank thrust one whole into her huge mouth, swallowed it and seized
130 another, but before she ate it she looked at the other two and plunged a vindictive dagger into the heart of the monstrous Lena.

‘You can say what you like, but the truth is she played a damned rotten game of bridge, really.’

‘Lousy,’ agreed Arrow.

*Abridged from “The Three fat Women from Antibes” 135
by S. Maugham*

Unit 13. Eat with pleasure, drink at measure

8 Find equivalents to the phrases in the text.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) to eat with a noisy, crackling sound 2) to eat hungrily or quickly 3) to like eating sweet things 4) to take fat off 5) to put a large amount of butter on top 6) to cut into two parts 7) to serve oneself with food or drink 8) to give coffee to smb | <ol style="list-style-type: none"> 9) a light, dry biscuit or piece of twice-baked bread, fat-free 10) to eat too much in an excessively greedy way 11) a formal meal around midday, usually in honour of a famous person or to celebrate an important event 12) to drink very fast by swallowing large quantities at once |
|---|--|

9 Put in the missing prepositions.

- 1) The manager introduced the new chef _____ the rest of the staff.
- 2) He was so absorbed in the dinner that didn't notice the letter lying _____ the side of his plate.
- 3) Elena gave the waiter a look of inquiry and he handed her another helping _____ a moment's hesitation.
- 4) When I went into the kitchen the kids were sitting under the table and devouring a huge cake _____ their fingers.
- 5) For breakfast she usually has a cup of coffee and a croissant. She slits it, plasters _____ butter and puts jam or chocolate spread on top.
- 6) The restaurant was overcrowded with smartly dressed people chattering and laughing. The waiters served the tables _____ the twinkling _____ an eye.
- 7) Martin was so thirsty that he drank a glass of water _____ a gulp.
- 8) In the restaurant we ordered salad, stuffed chicken and double dry Martini _____ three.

10 Retell the text in the person of Lena, Frank and the chef.

IV. VOCABULARY BREAD AND CONFECTIONERY

- white bread
- wheat bread
- brown bread
- rye bread (with bran)
- bread crumbs
- a loaf of bread
- a slice of bread
- a bread bin
- the crust of bread

- a roll
- a bun
- a ring roll = a bagel
- a croissant
- a gingerbread
- a muffin
- biscuits = cookies (AE)
- a wafer = a waffle
- pastry

- pastries
- a sponge cake
- a doughnut
- a rusk
- a scone
- a mince pie
- an apple pie
- a tart
- a pancake
- meat/ cheese/ cherry dumplings



Unit 13. Eat with pleasure, drink at measure

BAKING

- a sieve
- to sieve flour
- a mixing bowl
- to knead dough
- to whip = to beat an egg with a whisk
- yeast
- a rolling pin
- to grease the cake tin
- to spread (with)
- a filling

CEREALS AND PASTA

- barley
- buckwheat
- corn
- millet
- oats = oatmeal (AE)
- porridge = oatmeal (AE)
- rice
- cornflakes
- semolina
- muesli
- macaroni
- noodles
- spaghetti
- vermicelli
- to drain (pasta) in a colander

11 Answer the questions.

- 1) What kind of bread do you usually buy for your family?
- 2) How often do you buy pastries? What kinds of pastries do you like?
- 3) Each housewife has her own recipe book for making cakes. Does your mother have one? Where does she find new recipes?
- 4) Most English people begin their morning with a glass of juice, some cereal, jam on toast and tea or coffee. And what about you?
- 5) Cheese and cherry dumplings are traditional dishes in Ukrainian cuisine. Do you often make them for your family? What other kinds of dumplings do you like?
- 6) What cereals do you prefer? Which of them do you hardly ever eat?
- 7) Do you like eating corn on the cob or tinned sweet corn?
- 8) How do you like to eat boiled buckwheat: with meat and gravy, with milk, with sugar, with butter?
- 9) What kinds of pasta do you like most of all?
- 10) Vermicelli, macaroni and spaghetti are Italian national dishes but they have become popular in many countries of the world. Why do you think it happened?

12 Arrange the sentences in the right order to explain how bread is made.

- _____ Add salt, sugar, oil, and milk to the bowl. Stir. Mix in the first 2 cups of flour.
- _____ Form dough into a loaf and set in a buttered bread pan. Cover and let rise for about 30 minutes.
- _____ 1 _____ In a large bowl, add the warm water. Slowly stir in dry yeast. Continue to stir until the yeast is dissolved.
- _____ Preheat the oven at 190 degrees C.
- _____ Punch down the dough. Turn out onto the floured board and knead.
- _____ Put the dough in a buttered bowl, turn dough over so that the top of the dough is greased. Cover and let rise in a warm spot for 1 hour.
- _____ Score the dough by cutting three slashes across the top with a sharp knife. Put in the oven and bake for about 45 minutes or until golden brown.
- _____ Turn the dough out onto a floured board and knead, adding flour as needed, until the dough is soft and smooth, not sticky to the touch.
- _____ Turn out the bread and let cool on a rack or a clean dishtowel.

13 A) Fill in the gaps in the recipe using the verbs in the box.

•mix •add •combine •stir in •pour •bake •cool •poke •spoon •beat •cream

LEMON-CRANBERRY LOAF

- 1) In a mixing bowl _____ the butter, sugar, lemon juice and peel.
- 2) _____ the eggs, one at a time; _____ well after each addition.
- 3) _____ the flour, baking powder and salt, add to the cream mixture alternately with milk.
- 4) _____ cranberries and walnuts.
- 5) _____ the dough into a greased loaf pan.
- 6) _____ at 350 degrees for 40—45 minutes or until a toothpick inserted inside comes out clean.
- 7) _____ for 10 minutes before removing from the pan.
- 8) With a toothpick, _____ 12 holes in the loaf.
- 9) For glaze, _____ sugar and lemon juice until sugar is dissolved.
- 10) _____ the syrup over the loaf.



B) Share the recipe of your favourite cake (tart, pie) with other members of your group.

V. LISTENING

14 Listen to the educational radio programme and fill in the gaps.

1. Bread, buns and porridge are made of _____ of _____.
2. Grains are the seeds of such plants as barley, corn, millet, _____, rice, _____, and wheat.
3. In the West people eat a lot of _____, but in the East the main food is _____.
4. Bread dough contains _____ mixed with water and milk.
5. There are _____ main types of bread.
6. French bread and rolls are kinds of _____ bread.
7. Quick bread is raised with the help of _____.
8. Tortillas and pita bread are kinds of _____.
9. People eat _____ or crackers with cheese.
10. The number of candles _____ in the _____ of a birthday cake show the person's age.



VI. VOCABULARY AND SPEAKING

MEAT AND MEAT PRODUCTS

- | | |
|--------------------|----------------|
| • lean/ fatty meat | • rabbit |
| • pork | • broth |
| • beef | • a meatloaf |
| • veal | • frankfurters |
| • mutton | • pâté |
| • lamb | • liver |
| • venison | |

FISH AND SEAFOOD

- | | |
|---------------------|-----------------------|
| • sprat | • a lobster |
| • sardine | • caviar |
| • a kipper | • crawfish (crayfish) |
| • a shrimp/ a prawn | • an oyster |
| • prawn cocktail | • a mussel |

POULTRY AND GAME

- | | |
|-------------|------------------|
| • chicken | • quail |
| • duck | • pheasant |
| • turkey | • (hazel) grouse |
| • goose | |
| • partridge | |

DAIRY PRODUCTS

- | | |
|--|-----------------------------|
| • whole/ skimmed/
semi-skimmed/
pasteurized milk | • curds = cottage
cheese |
| • condensed milk | • margarine |
| • whipped cream | • mayonnaise |
| • sour cream/
Greek yoghurt | • hard/ soft cheese |
| • kefir | • spread cheese |
| | • processed cheese |

15 Sort out the words under the categories.

A)

POULTRY	GAME
---------	------

chicken, pheasant, hare, duck, goose, partridge, deer, quail, (hazel) grouse, turkey, boar

B)

SEA FISH	FRESH WATER FISH
----------	------------------

salmon, plaice, haddock, carp, tuna, perch, herring, pike, trout, cod

16 Say what you can do to each of the food items.

- | | |
|----------------------|-------------------|
| • eggs | • vegetables |
| • chicken | • peanuts |
| • meat | • cheese |
| • pastry or
dough | • coffee
beans |
| • fish | • a lemon |
| • cream | • nuts |

- | | |
|------------------|--------------|
| 1) to roll | 11) to stuff |
| 2) to scale | 12) to crack |
| 3) to whip | 13) to steam |
| 4) to dice/ cube | 14) to chop |
| 5) to scramble | 15) to grind |
| 6) to mince | 16) to grate |
| 7) to stew | 17) to peel |
| 8) to beat | 18) to bone |
| 9) to squeeze | 19) to mash |
| 10) to knead | 20) to carve |



17 A) Match the ways of cooking eggs with the instructions.

- 1) Soft-boiled eggs
- 2) Hard-boiled eggs
- 3) Poached eggs
- 4) Fried eggs
- 5) Scrambled eggs
- 6) Baked eggs



- a) In a highly greased frying pan over heat bring 4 cm water to the boil. Reduce heat to low. One at a time, break eggs into saucer and slip into simmering liquid. Cook eggs 3 to 5 minutes or until of desired firmness. Carefully remove eggs from liquid with slotted spoon; drain each egg well.
- b) In a frying pan over medium heat, melt butter, margarine, or bacon dripping. One at a time, break eggs into saucer and slip them into a pan. Reduce heat to low. Cook eggs, basting tops with hot fat from pan ("sunny-side up") or turning eggs with pancake turner to cook on other side, until yolk is of desired firmness.
- c) Put eggs in a pan with cold water. Bring eggs to the boil, remove the pan from heat and let stand for 15 minutes. Cool thoroughly in cold running water. To peel, gently crack shell all over against flat surface; pull off shell under running cold water.
- d) Beat eggs with salt and pepper. Into pan over medium heat, in small amount of hot butter, margarine or bacon dripping, pour egg mixture. Cook until eggs are thickened throughout but still moist, about 3 to 5 minutes.
- e) Preheat oven to 120 °C. For each serving, generously butter a small individual oven safe baking dish; break two eggs into dish and sprinkle with salt and pepper. Cook 15 to 20 minutes until done as desired.
- f) Put eggs in a pan roomy enough to hold them without crowding, with cold water to cover them. Over high heat, bring eggs to the boil. Remove the pan from heat, cover tightly, and let stand 2 to 3 minutes. Then pour off water and run cold water over eggs to stop cooking and make peeling easier.

B) Do you know any other ways of cooking eggs? Share your recipes.

18 Answer the questions.

1. What is the difference between poultry and game? Which contains less fat? Have you ever tried any kinds of game?
2. What kinds of meat do you prefer? Would you eat horse meat?
3. What meat products do you like best of all? Are you a picky eater?
4. Do you often have sausage, ham or bacon for breakfast?
5. How often and what sea food do you eat?
6. Do you always cook fish or meat the same way or experiment with different recipes?
7. Have you ever tried sushi, the traditional Japanese fish dish? Do you like it?

— **Unit 13. Eat with pleasure, drink at measure** —

FRUIT AND VEGETABLES

19 Translate into English.

A)

- яблуко
- абрикос
- банан
- грейпфрут
- виноград
- лимон
- манго
- апельсин
- диня
- персик

- груша
- слива
- вишня

B)

- картопля
- морква
- томат
- огірок
- буряк
- капуста
- лук

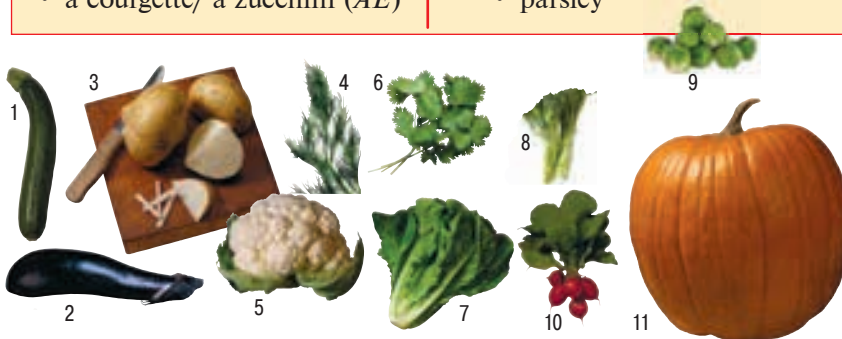
- солодкий перець
- горошина
- боб (квасолина)
- часник

C)

- Я посадив картоплю, моркву, помідори, огірки, буряк та капусту, лук, перець, горох, квасолю та часник.

20 Look at the picture and label each vegetable.

- | | |
|--|---|
| <ul style="list-style-type: none"> • broccoli • (a) cauliflower • a Brussels sprout • an aubergine/ an eggplant (AE) • a courgette/ a zucchini (AE) | <ul style="list-style-type: none"> • a pumpkin • a turnip • a radish • dill • lettuce • parsley |
|--|---|



SPICES, HERBS AND SAUCES

- | | |
|--|--|
| <ul style="list-style-type: none"> • sunflower/ olive oil • bay leaf • mustard • vinegar • ketchup • horseradish • nutmeg • cinnamon • chilli | <ul style="list-style-type: none"> • curry • to add smth to taste • to dress the salad (with) • seasoned (with) • to sprinkle with • heavily/ lightly spiced |
|--|--|

21 Sort out the words under the categories.

fruits

dried fruits

berries

nuts

- walnut
- persimmon
- raspberry
- pineapple
- pomegranate
- coconut
- tangerine
- watermelon
- cranberry
- gooseberry
- strawberry
- kiwi
- date
- dried apricot
- fig
- prune
- raisin, sultana
- almond
- hazelnut
- (red, black, white) currant
- peanut



Unit 13. Eat with pleasure, drink at measure

22 Find the odd one out.

- 1) dough pasta buckwheat bun
- 2) vinegar mayonnaise mustard yeast
- 3) parsley fig plum mango
- 4) cod turkey trout pike
- 5) gooseberry blackberry raspberry strawberry
- 6) lemon orange tangerine pineapple
- 7) rolls buns rusks croissants
- 8) spaghetti grains poultry spices
- 9) turkey goose duck hen
- 10) onion pepper radish turnip

23 Speak about dishes and foods which you think are:

- exotic
- the simplest to cook
- your favourites
- low-calory
- eaten raw
- the cheapest
- the most expensive



24 Answer the questions.

- 1) Do you eat vegetables and fruit in season or try to buy your favourites all the year round?
- 2) Do you prefer to eat fruit fresh, stewed, frozen, dried or in a salad?
- 3) Why are many people afraid of eating wild mushrooms?
- 4) What vegetables can you have “mashed”, “fried”, or “baked”?
- 5) Do you buy organic food? Are you afraid of genetically modified food?
- 6) What spices do you keep on the spice rack in your kitchen?
- 7) Which spices are hot spices and which are mild ones?
- 8) What spices and/or dressings would you use for:

- a vegetable salad
- soup or borsch
- a meat dish
- chicken broth

- pastries
- sponge cakes
- pasta?



DRINKS AND BEVERAGES

- fizzy = sparkling
- still
- a blend of tea/ coffee
- to brew tea
- to drink to....

- dry/ semi-dry/ sweet/ semi-sweet/ fortified/ vintage wine
- a cork
- a bottle stopper
- to pull a cork (with a corkscrew)



25 Sort out the words under the categories.

SOFT DRINKS	ALCOHOLIC DRINKS	
<ul style="list-style-type: none"> • (fruit) juice • (Scotch) whisky • beer/ lager • brandy (cognac) • champagne • cocktail • cocoa 	<ul style="list-style-type: none"> • coke • hot chocolate • instant coffee • lemonade • liqueur • milkshake • mineral/ spring water 	<ul style="list-style-type: none"> • sherry • stewed fruit • smoothie • tea • white coffee • wine

— **Unit 13. Eat with pleasure, drink at measure** —

26 Answer the questions.

- 1) Which fizzy drinks do you know?
- 2) How do you make tea/ coffee?
- 3) What is the difference between black and white coffee?
- 4) What can people add to their tea and coffee?
- 5) Are you a tea or a coffee person?
- 6) How many cups of tea/coffee a day do you have?
- 7) Do you prefer instant coffee or ground coffee?
- 8) How much sugar do you take with your tea/ coffee?
- 9) What drinks do you usually have at your parties?

VII. LISTENING

27 Match the English words with their Ukrainian equivalents.

- | | |
|------------------|------------------------------------|
| 1) stiff | a) підтверджувати |
| 2) a bud | b) купець, торговець |
| 3) to confirm | c) заварювати, варити |
| 4) determination | d) змішувати |
| 5) airtight | e) рішучість |
| 6) a merchant | f) бутон |
| 7) to brew | g) несмачний, позбавлений смаку |
| 8) to blend | h) з приємним запахом |
| 9) fragrant | i) повітронепроникний, герметичний |
| 10) flat | j) жорсткий, цупкий |

28 A) Listen to the story about tea drinking and decide if the statements are true or false.

- | | |
|--|--------------------------|
| 1) Green tea has the least amount of stimulant compared with black tea and coffee. | <input type="checkbox"/> |
| 2) All tea leaves from a tea bush are used in tea making. | <input type="checkbox"/> |
| 3) According to a legend one saint drank tea not to fall asleep while praying to Buddha. | <input type="checkbox"/> |
| 4) Even in an airtight container tea can't be fresh after being kept for two years. | <input type="checkbox"/> |
| 5) Earl Grey tea is a blend of China and Indian teas mixed with pieces of citrus fruit. | <input type="checkbox"/> |
| 6) Different sorts of tea are bought and sold at London auctions once a week. | <input type="checkbox"/> |
| 7) Indian tea gives colour, African tea gives strength and Ceylon tea gives flavour. | <input type="checkbox"/> |
| 8) Tea tasters can tell what country the tea comes from. | <input type="checkbox"/> |

B) Listen to the text again and fill in the gaps.

- 1) Tea comes from a(n) _____ tropical bush.
- 2) A Chinese saint cut off his _____ and they turned into tea plants.
- 3) Tea should always be kept in something that has no _____, because it is very sensitive and takes up other smells.
- 4) Tea _____ originated when a tea merchant handed out samples of tea, sewn into little silk _____, to his clients.
- 5) In the 1820s Earl Grey learnt the _____ of this delicious tea from a Chinese mandarin.
- 6) Dr. Johnson's _____ remained hot practically round the clock.
- 7) One of the most popular speciality teas is _____ Blend.

29 A) Each national cuisine has special dishes. Read the recipes of some dishes cooked in Ukraine and fill in the gaps.

Borsch

- a saucepan • pearl barley • salt • sour cream
- cabbage • carrot • tomato • garlic • potatoes
- red beet • bay leaves

Pour about 8 cups of water into (1) _____. Bring the water to the boiling point and put into it two or three peeled and diced (2) _____, about half a medium-sized green (3) _____ head, finely shredded, a couple of spoonfuls of rice or (4) _____ and boil for about twenty or thirty minutes. Then add one finely shredded (5) _____, a finely shredded medium-sized (6) _____, a chopped onion, and a tablespoonful of (7) _____ paste.

Put a couple of (8) _____, a bit of black pepper, a pinch of (9) _____, and cook for another fifteen minutes. When the borsch is ready, add a couple of minced cloves of (10) _____ and some parsley. Leave it for about twenty or thirty minutes to reach the proper condition. Then warm the borsch again and serve with (11) _____.



Varenyky with Plums and Sour Cherries

- roll • bring • drop • cut • pinch • pour

Take three or four cups of all-purpose flour (about 500 grams) to make the dough, (1) _____ it to about two millimeters thin, and then (2) _____ it into squares about six by six centimeters. Put a couple of fresh or preserved sour cherries or plums on each small piece of the dough. Bring together the edges and (3) _____ them tight with the thumb and forefinger so as to get the edges firmly sticking together.

(4) _____ a couple of litres of water to the boil and then (5) _____ the varenyky one by one into the boiling and slightly salted water. It takes about ten to fifteen minutes to get the varenyky done. Drain them, put into a deep ceramic plate and (6) _____ honey or sugar syrup over them.



B) After reading the recipes, say how you or your mum or granny cook these dishes. What are the differences?

VIII. WRITING

30 Write the recipe of your favourite Ukrainian dish describing the ingredients and all the cooking steps.

IX. SPEAKING

- 31** Your group decided to organize a party. Make a list of dishes you are going to cook and a list of ingredients you need. Discuss how much money you can afford to spend and change the list if necessary.

X. LISTENING

32 Plum Pudding

A) Listen to the first part of the radio programme about the history of the traditional Christmas pudding. Are these statements true (T) or false (F)?

- | | | |
|----|--|--------------------------|
| 1) | The traditional English Christmas food is roast turkey with brandy sauce. | <input type="checkbox"/> |
| 2) | Christmas pudding is a direct descendant of porridge in the Middle Ages. | <input type="checkbox"/> |
| 3) | Pudding was eaten before the Christmas festivities. | <input type="checkbox"/> |
| 4) | Modern traditions connected with Christmas pudding date back to the Victorian times. | <input type="checkbox"/> |
| 5) | Traditionally in England a gold ring was baked in the plum pudding for good luck. | <input type="checkbox"/> |
| 6) | All members of the family took part in cooking Christmas pudding. | <input type="checkbox"/> |

B) Listen to the second part and put the instructions how to cook Christmas pudding in the correct order.

- | | |
|--|---|
| a) Mix the ingredients in a large bowl. | g) With a spatula or a spoon level off the mixture. |
| b) Steam it again before serving. | h) Cover the bowl with a piece of greased bakery paper. |
| c) Then add all the mixed ingredients. | i) Put the pudding away in a dry place. |
| d) Steam the pudding for six hours and then let it cool. | j) After slicing serve it with ice cream or brandy sauce. |
| e) Grease a large ovenproof bowl. | |
| f) Then place aluminium foil over it. | |

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XI. VOCABULARY AND SPEAKING

33 A) Fill in the gaps with one of the words given in the box and read about foreigners' impressions of the English cuisine.

• cooking (2) • salty • kippers • justified • mutton • overdone • unfair • vitamins • pudding
• complaints • boil • strain • beef • staffed • dishes • tasteless • fish and chips

The English not Interested in Food?

The two features of life in England that possibly give visitors their worst impressions are the English weather and English cooking. The former is something that nobody can do anything about but (1) _____ is something that can be learned. English food has often been described as (2) _____. Although this criticism has been more than (3) _____ in the past, and in many instances still is, the situation is changing somewhat. One of the reasons that English (4) _____ is improving is that so many people have been spending their holidays abroad and have learned to appreciate unfamiliar (5) _____. However, there are still many British people who are so unadventurous when they visit other countries that they will condemn everywhere that does not provide them with tea and either (6) _____ or sausage, baked beans and chips or (7) _____ steak and chips.

One of the traditional (8) _____ about English food is the way that vegetables are cooked. Firstly, the only way that many British housewives know to cook green vegetables is to (9) _____ them for far too long in too much (10) _____ water and then to throw the water away so that all the (11) _____ are lost. To make matters worse, they do not (12) _____ the vegetables sufficiently so that they appear as a soggy wet mass on the plate.

It would be (13) _____ to say that all English food is bad. Many traditional British dishes are as good as anything you can get anywhere. Nearly everybody knows about roast (14) _____ and Yorkshire (15) _____ but this is by no means the only dish that is cooked well. A visitor if invited to an English home might well enjoy steak and kidney pudding or pie, saddle of (16) _____ with red-currant jelly, all sorts of smoked fish, especially (17) _____, boiled salt beef and carrots, to mention but a few.

A strange thing about England that visitors may notice is that most of the good restaurants in England are run and (18) _____ by foreigners, for example there is a larger number of Chinese, Indian and Italian restaurants and to a less extent French and Spanish ones.

*(From 'Access to English Turning Point'
by M. Giles and B. Lord)*

B) Answer the questions.

1. Why is traditional English cooking often criticized?
2. What dishes can't British people do without when they go abroad?
3. What other dishes are mentioned in the text?
4. Do you know what Yorkshire pudding is like?



— **Unit 13.** *Eat with pleasure, drink at measure* —

34 A) Look at the pictures and say what a traditional English breakfast consists of.

B) Read the statements and say if they are real facts or fiction. Use the expressions from Useful Language box. Give your reasons.

USEFUL LANGUAGE

AGREEING

- That's right!
- Right!
- OK.
- Yes!
- Exactly!
- I don't believe it!

DISAGREEING

- No, I'm afraid.
- Not quite.
- Probably not.
- I don't think so.
- I doubt it.



English breakfast: believe it or not?

1. The full English breakfast dates back to the early 1800s.
2. At first it was popular in well-to-do and aristocratic families.
3. Full English rose and dropped in popularity during the 20th and 21st centuries.
4. For a lot of Brits this kind of breakfast is as sacred as the Union Jack or Stradford-upon-Avon.
5. The British full breakfast menu varied in different historical periods and in different areas.
6. A traditional English breakfast has more calories than a continental one.
7. There is a tradition to read during this kind of breakfast.
8. Full English can be eaten during the day, not necessarily in the morning.

35 Match halves of the idioms and explain what they mean.

- 1) as cool as
- 2) as red as
- 3) as warm as
- 4) as flat as
- 5) as keen as
- 6) as different as
- 7) to sell like
- 8) to be packed like

- a) a pancake
- b) chalk and cheese
- c) a beetroot
- d) a toast
- e) sardines
- f) hot cakes
- g) a cucumber
- h) mustard

36 Fill in the gaps. Say how you would interpret these proverbs or make up situations to clarify their meaning.

bread
broth
cake
hungry
meat
milk
omelet
pudding
rotten
sauce

- 1) You can't have your _____ and eat it too.
- 2) All _____ is not baked in one oven.
- 3) One man's _____ is another man's poison.
- 4) Hunger is the best _____.
- 5) It's no use crying over the spilt _____.
- 6) A _____ belly has no ears.
- 7) You can't make an _____ without breaking an egg.
- 8) The _____ apple spoils its neighbours.
- 9) The proof of the _____ is in the eating.
- 10) Every cook praises his own _____.

37 Translate the text into English and say whether you fit one of the descriptions.

Скажи мені, що ти їси,

і я скажу, хто ти є

Психологи стверджують, що характер людей залежить від їхніх улюблених страв.

Любителі тушкованої моркви й інших овочів найчастіше жадібні до знань і амбіційні.

М'ясоїди, фанати соковитого біфштекса — великі ентузіасти і часто досягають успіху в житті.

Любителі фруктів, як правило, дуже емоційні. Вони займаються творчими професіями і легко заводять друзів. Ви любите яблука? Отже, ви людина старанна і трохи... старомодна. А людина, що любить полуницю, небайдужа до красивих речей.

«Рибні душі» відрізняються спокоєм і незворушністю, користуються повагою, але трохи холодні у стосунках.

Енергійним, схильним до пригод людям подобаються гострі приправи.

Любителі жирного часто піднімаються на верхню сходинку професійної кар'єри. Вони відкриті, чарівні і люблять флірт.

Скнари віддають перевагу прісним стравам. Егоїсти ж віддають перевагу кислому смаку. А романтики полюбляють солодощі.

Почуття самотності збільшує потребу організму в рідині: супах, соках, молоці. Коли ми відчуваємо тривогу, шоколад виявляється поза конкуренцією.



XII. READING **HEALTHY EATING**

38 A) Read the text and choose the correct sentence for each space.

- _____ At least 20% of British children do not eat a cooked evening meal.
_____ In recent years there has been an increase in the consumption of convenience and unhealthy 'junk' foods.
_____ They also consume too many additives and colourants.
_____ This is quicker than cooking a meal and cheaper than eating in a restaurant.

It's relatively easy to eat a varied and healthy diet if you eat mainly 'proper' meals — meat, fish, eggs or pasta with lots of vegetables followed by a milk- or fruit-based pudding. It's much less easy — but still possible — if you rely on lots of quick snacks.

(1) _____. Convenience manufactured or processed foods are ready to cook or eat. They are sold tinned, or dried, or sealed in plastic bags or aluminium foil. More and more, people buy hot food from a 'take-away' and eat it at home. (2) _____. The most common take-away foods in Britain are fish and chips, hamburgers, fried sausages with chips and hot meat pies with peas and Chinese foods.

(3) _____. Instead they have crisps, snacks, fish fingers, biscuits and sweet drinks. According to the report by Action For Health, British schoolchildren eat too much sugar and animal fat, and not enough fibre, so one in ten children is overweight. (4) _____. Instead, they should get 13 vitamins, dozens of minerals, protein and starch. If any one of these is missing (which is unlikely) or in short supply (which is possible), eventually health will suffer. Being overweight in childhood can lead to heart disease in later life.

B) The headings of some steps are misplaced. Find and correct the mistakes.



Deciding to make changes in what you eat demands thought — in making the shopping list, in the supermarket and in the kitchen. Concentrate on these steps and keep working at them until each becomes a habit.



Step 1. Increase variety. Eat at least one 'proper' meal a day. Try at least 3 new foods a week.



Step 2. Balance your diet. Eat at least 6 portions of fruit or vegetables, nuts and cereals. Make one of them a pulse (e.g. peas, beans), eat a lot of spinach.



Step 3. Change from white to rye brown bread. Have at least three portions of bran or whole grain breakfast cereal a week.



Step 4. Get to grips with invisible fat. Remove all meat fat and chicken skin. Spread butter or margarine very thinly. Grill, poach or bake instead of frying.



Step 5. Look out for visible fat. Change from whole milk to skimmed or semi-skimmed. Eat no more than 50 g of hard cheese a week. Chips or crisps only once a week. Eat at least 2 fish meals (white or oily) a week.

Step 6. Concentrate on fibre. Don't overdo fibre and don't try to cut out all fat. Remember that there should be measure in everything!

39 Answer the questions.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) What does the idea of healthy eating mean for you? 2) Do you follow the main rules of healthy eating? 3) What are the consequences of unhealthy eating? 4) What foods should be included into a balanced daily diet? | <ol style="list-style-type: none"> 5) Which snacks should we avoid and which of them are useful for our health? 6) What convenience and junk foods do you know? Which of them do you eat? How often? 7) Which of the steps (1—6) would improve your diet? 8) Which advice given in the text do you find hard to follow? |
|--|---|

XIII. SPEAKING

40 A) What do you know about vegans and veggies? Answer the questions.

- 1) It is possible to say that all people can be divided into meat-eaters and vegetarians. Which group do you belong to and what arguments can you give in favor of eating or not eating meat?
- 2) Why do you think the number of vegetarians is increasing?
- 3) Does vegetarianism enhance people’s intellectual potential?

B) Vegetarians are traditionally opposed to meat-eaters but within the ranks of vegetarians there are several types of dieters. The strictest type is vegans. Mark the statements as those which refer either to vegetarians or to vegans or to both.

	vegetarians	vegans	both
<ul style="list-style-type: none"> • do not eat meat, fish or poultry • tend to consume dairy products and eggs • do not eat products that contain gelatine or other meat-based products • give up all animal products, including dairy, eggs and honey. • do not mind using animal-derived non-food products, e.g. fur, leather, or wool. • do not eat foods that are processed using animal products, such as refined white sugar and some wines • do not use any animal derived products, e.g. fur, leather, wool, etc. • avoid the use of all products tested on animals • eat only grains, beans, vegetables and fruits • get all the nutrients they need without supplements • need to take some vitamins and minerals since they have no dietary source of them • are active non-smokers • may consume some alcohol and smoke 			

— **Unit 13.** *Eat with pleasure, drink at measure* —

41 Two students are planning a party. They are discussing the menu and writing a shopping list of foodstuffs they will need. Make up a dialogue following the instructions.

STUDENT A

1. Suggest choosing between a traditional dinner party and a buffet dinner.
2. Agree with Student B and say that for starters you suggest serving some cooked vegetables (specify how) and some fresh ones (name the vegetables).
3. Say what fruit you will need for your fruit plate and what for a pie. Recommend to add other groceries to the list that you will need to make the pie.
4. Reply that you should definitely get something organic. Suggest a kind of meat/ fish / seafood and ways of cooking it.
5. Interrupt Student B to say you have forgotten about the cheese plate. Remind him/ her to put oil and spices on the list (specify which).
6. Suggest a kind/ kinds of bread that would cater for different tastes. Express regret that you are not so good with drinks.

STUDENT B

1. Reply you don't mind either as long as the dishes you make are healthy. Say which ways of cooking would be acceptable and which would not.
2. Approve and say which vegetables you have at home and which you are putting on your shopping list, and ask about fruit.
3. Agree and ask additional questions to specify quantities of the foodstuffs needed. Go on to talk about the main course.
4. Remind Student A that some of your guests are vegetarians. Suggest a main course for them. Mention using soya milk as an alternative to traditional dairy products to make a sauce.
5. Thank Student A. Say that there are two things left to discuss: bread and drinks.
6. Say with certainty that you will need to buy some soft drinks (specify which). Suggest choosing liquor on the spot when shopping.



XIV. PROJECT WORK

42

Write articles (150 words) into your group magazine "Healthy Eating". Suggested topics are on the cover.



XV. REVISION TRANSLATION

43 Translate into English.

1. Наша родина купує різний хліб: **білий, житній та висівковий**. Моя сестра Кейті завжди на дієті, і з усіх хлібобулочних виробів вона їсть тільки **черствий чорний хліб**. Іноді на сніданок вона з'їдає пару **крекерів** чи **сухарів**. Щодо мене, то я не можу втриматися від того, щоб не з'їсти **бісквітне тістечко на десерт** і не випити чаю з **пряниками**. На вихідних мама завжди подає чай із **фруктовими пиріжками, печивом і круасанами**.
2. Дуже корисно їсти різні **каші**. Багато хто не любить **манну кашу**, якою, можливо, об'ївся в дитинстві. Раз на день, в основному на сніданок, я їм або **гречану**, або **рисову**, або **вівсяну кашу**. Зараз у магазині можна купити **мюслі** з різними фруктами, які ви заливаєте гарячим молоком чи йогуртом і одержуєте ситний (nourishing/ rich) сніданок.
3. Я вважаю, що **італійські макаронні вироби (макарони, локшина і вермішель)** найсмачніші у світі. Зваріть будь-які макаронні вироби у великій кількості води, промийте їх у **друшляку**, додайте сир і соус. Це дуже швидко, зручно, а головне, смачно.
4. Ми стараємося скоротити вживання **яловичини, свинини і баранини**. Краще їсти **варену курку, курячі парові котлети, тушковану морську рибу**. Раз на тиждень ми ходимо до рибного ресторану і їмо там страви з **морепродуктів** і різної **риби**. Мій чоловік віддає перевагу **річковій рибі**, такий як **короп, окунь або щука**, а я люблю **лосося** та **тріску**. Іноді я купую рибу і готую її вдома, хоча не виношу її **чистити**.
5. У моїй родині всі вегетаріанці, а я не можу жити без м'яса. Я вважаю, що немає нічого кращого, ніж **теляча відбивна**. Я віддаю перевагу відбивним, які **добре просмажені**, а дехто любить **біфштекс «із кров'ю»**. Коли в мене немає часу готувати м'ясо, я купую **сосиски, ковбасу** чи **паштет**. Я багато читав про смачні страви з **дичини**, але жодного разу їх не куштував. Мені страви з **фазана, куріпки, перепела** здаються екзотичними.
6. Вам необхідно їсти більше **молочних продуктів**. Щодня пийте **кефір, нежирне молоко** чи **йогурт**. В салатах використовуйте **нежирну сметану** замість **майонезу**. Дуже корисний **твердий сир** і **селянський сир**. Намагайтесь використовувати свіже або **пастеризоване молоко** замість **згущеного**.
7. Якщо ви хочете **покращити свою дієту**, вам слід зробити кілька кроків: **відмовтеся від нездорової їжі; уникайте продуктів, що містять в собі занадто багато цукру, добавок та барвників; для легкого перекусу** обирайте горіхи, родзинки або порцію будь-яких **сезонних фруктів; робіть канапки (бутерброди) на цільно-зерновому хлібі** з м'ясом або куркою, **приготованими вдома; знаходьте час для хоча б однієї повноцінної трапези на день** і пробуйте нові продукти; не дозволяйте собі **їжу на винос частіше ніж раз на місяць**.

Unit 14

SO MANY
COUNTRIES,
SO MANY
CUSTOMS

I. LEAD-IN

1 Answer the questions.

- Which do you prefer: to have parties at home or to go out? On what occasions do you usually eat out?
- How often do you eat out? What is your favourite place to dine out?
- Do you order from the menu or ask the waiter for a recommendation? Why?
- When you eat out with your friends, do you go Dutch or is the bill on only one of you?
- Have you ever been to any places similar to those shown in the pictures? Share your experiences.



II. READING

2 Read the extract from the novel "Theatre" written by W.S. Maugham and answer the questions.

- Was Julia a regular customer to the Berkeley restaurant? What makes you think so?
- Why didn't the waiter recognize her at once?
- What was Miss Lambert's profession?
- What triumph did Julia want to celebrate?
- What did she order for herself? Why do you think those dishes were a treat for her?
- How did she like the meal she ordered?
- What was her opinion of men in general, of her husband and Tom in particular?
- How does the author describe the customers of the restaurant?
- How did the restaurant remind her of the theatre? What was her role at that time?
- Why did she feel like a spirit in heaven?

— Unit 14. So many countries, so many customs —

...Julia's simple disguise was evidently adequate, for when she came into the little room at the Berkeley of which she was peculiarly fond, the head waiter did not immediately know her.

5 "Have you got a corner that you can squeeze me into?" she asked diffidently.

Her voice and a second glance told him who she was.

10 "Your favourite table is waiting for you, Miss Lambert. The message said you would be alone?" Julia nodded and he led her to a table in the corner of the room. "I hear you've had a big success tonight, Miss Lambert." **How quickly good news travelled.** "What can I order?"

15 The head waiter was surprised that Julia should be having supper by herself, but the only emotion that it was his business to show clients was gratification at seeing them.

"I'm very tired, Angelo."

20 "A little caviare to begin with, madame, or some oysters?" "Oysters, Angelo, but fat ones."

"I will choose them myself. Miss Lambert, and to follow?"

25 Julia gave a long sigh, for now she could, with a free conscience, order what she had had in mind ever since the end of the second act. She felt she **deserved a treat** to celebrate her triumph.

"Grilled steak and onions, Angelo, fried potatoes, and a bottle of Bass. Give it me in a silver tankard."

30 She probably hadn't eaten fried potatoes for ten years. But what an occasion it was! By a happy chance on this day she had confirmed her hold on the public by a clever and amusing performance, she had **settled an old score with** Avice and made
35 Tom see what a fool he had been, and best of all had proved to herself beyond all question that she was free from the irritating ties that had oppressed her. Her thought returned for an instant to Avice again.

40 "Silly little thing to try **to put a spoke in my wheel.**"

The oysters came and she ate them with enjoyment. She ate two pieces of brown bread and butter with

the delicious sense of putting to danger her immortal soul, and she took a long drink from the silver tankard.

'Beer, glorious beer,' she murmured.

She **could see** Michael's **long face** if he knew what she was doing. Poor Michael who imagined she had killed Avice's scene because she thought he was too attentive to that foolish little blonde. Really, it was pitiful how stupid men were. They said women were vain, they were **modest violets in comparison with** men. She could not but laugh when she thought of Tom. It was wonderful to think that he meant no more to her than a stage-hand.

The room in which she sat was connected by three archways with the big dining-room where they drank and danced; amid the crowd doubtless were a certain number who had been to the play. How surprised they would be if they knew that

60 the quiet little woman in the corner of the adjoining room, her face half hidden by a felt hat, was Julia Lambert. It gave her a pleasant sense of independence to sit there unknown and unnoticed. They were acting a play for her and she was

65 the audience. She **caught brief glimpses of** them as they passed the archway, young men and young women, young men and women not so young, men with bald heads and men with fat bellies, old harridans clinging desperately to their painted semblance of youth. Some were in love, and some were jealous, and some were indifferent.

Her steak arrived. It was cooked exactly as she liked it, and the onions were crisp and brown. She ate the fried potatoes delicately, with her fingers, savouring each one as though it were the passing moment that she would like to last longer.

75 "What is love beside steak and onions?" she asked. It was enchanting to be alone and allow her mind to wander...

80 ...She had a wonderful sense of freedom from all earthly ties, and it was such an ecstasy that nothing in comparison with it had any value. She **felt like a spirit in heaven.**

3 Explain the highlighted phrases in the text.

III. VOCABULARY A PLACE TO EAT OUT

- a bar
- a wine bar
- a snack bar
- an espresso bar = a coffee shop/ coffeehouse
- a tea room
- a (self-service, pavement) café
- a pub
- a pizza place = a pizza house

- a pancake house
- a sandwich shop
- a station buffet ['bufeɪ]
- a canteen = a cafeteria
- a restaurant
- a fast-food restaurant
- a diner
- a seafood/ fish restaurant
- a theme restaurant

- a Bring Your Own restaurant
- a takeaway = a take-out (AE)
- a food truck = a mobile canteen
- a (street) food stall
- a picnic site
- an eatery (informal AE)

4 Answer the questions about eating out places.

- 1) Which of these places can be self-service?
- 2) What places serve alcohol drinks?
- 3) Which can be found in factories, colleges, hospitals etc.?
- 4) Which do you go to in order to celebrate special occasions?
- 5) Where can you buy soft drinks and simple meals?
- 6) Where can you first choose and then pay for your meal at the counter?
- 7) Where can you buy food and drinks to go?
- 8) Where are you served at the table by a waiter/ waitress?
- 9) Which can offer a wide variety of local specialities?
- 10) What eating out places are you allowed to bring your own liquor?
- 11) What would you call a restaurant that has a specific concept such as decorated in the style of a particular country or period in history etc.?
- 12) At what eating out places are you supposed to give tips? How generous should your tips be?

5 What places to eat out are described? There can be several answers.

- 1) People adore eating here in summer. They can choose a beauty spot and enjoy the pleasant surroundings and green scenery. It's a cheap option as people bring their own packed food with them, for example, crisps, cakes, sandwiches, fruit and fizzy drinks. They have to clear up after their meal. Sometimes the weather can be a problem.
- 2) Such places provide cheap food and rapid service and can be found anywhere — in parks, at the side of a street, etc. They are particularly suitable for people in a hurry. The range of food at sale is very narrow: cold and hot drinks, hot dogs, chips and piesthat you can eat on the run.
- 3) People eat there on special occasions. The menu is varied and can satisfy any taste. The food is expected to be of very high quality. Such places serve all types of food: fish, steak, different types of pasta and fresh vegetables. Customers are offered a good selection of wine, spirits and beer. The pricescan be very high and sometimes it is necessary to make a reservation. The service is usually polite but slow. The atmosphere is pretty formal.
- 4) People go there to have a drink at lunchtime or in the evening to have a snack and a beer. There is also a good selection of wines available and a choice of bottled beers. The dishes are few and the same served each day. The problem is that seating space is limited and the place can get very crowded. The atmosphere is quite relaxed and informal.
- 5) These places are open 24 hours a day and serve mostly travellers who stop here for a bite to break up a long journey. There is a wide selection of ready cooked and self-service meals. But the problem is that the food is overpriced here and the place can be very overcrowded, especially on public holidays.
- 6) This place is extremely popular with the young. The prices are low and customers are served quickly. Food to offer includes burgers and chips, other kinds of junk food, and fizzy drinks. The service is friendly and quick. It can be very noisy and overcrowded here.

— **Unit 14. So many countries, so many customs** —

6 A) Fill in the gaps with suitable words.

•clientèle •cuisine •customers •eating out •hamburgers •menu •preserved •relaxed
•sandwiches •tablecloths •theme •vegetarian

The Hard Rock Café is one of the best-known (1) _____ restaurants in London. It first opened in London on June 14th, 1971. Actually, it was the only place to find American food then, (2) _____, barbecued ribs and pork (3) _____. The (4) _____ atmosphere and rock and roll was one of the secrets of its great success as well. First we had a lot of English people and musicians as our (5) _____. There was a lot of good music being played. Later it became a tourist attraction. We have (6) _____ the spirit of the Hard Rock Café up to now, we still play good old rock, Chuck Bo Diddly and Elvis and the Beatles. As for changes, we offer not only the American (7) _____, but also (8) _____ dishes. The (9) _____ base has become very broad: celebrities, actors, grandmas and kids. We've got about twenty of other Hard Rock Cafés throughout the world, but all the Hard Rocks are based on the London one — the dark wood, the wooden floors, the checked (10) _____. The colours and the logo and the (11) _____ are very much the same. We're very lucky that we suffer less than any other restaurant. A lot of people might decide that they're going to cut down (12) _____, but they won't cut down going to the Hard Rock — it's too much fun.

B) Compare the café described in the text with the one you often go to (type of customers, music, food, décor, etc.).

7 What is important to you when you choose a place to eat out? Choose from the list or add any other options, and give your reasons. Use the expressions from Useful Language box.

- friendly conversation
- background music
- nice view
- quality service
- reputation of the place
- varied menu
- good wine list
- comfortable seating
- romantic atmosphere/ ambience
- location close to nature
- affordable/reasonable prices
- attractive décor
- self-service
- smartly-dressed staff

USEFUL LANGUAGE

ATTACHING IMPORTANCE

- It matters to me a lot...
- I care about...
- I'm concerned about...
- For me it's very important to...

EXPRESSING INDIFFERENCE

- I don't care about...
- I'm not very much concerned about...
- It's all the same to me if...
- I wouldn't care if...
- It doesn't matter to me at all...

IV. READING AND SPEAKING

8 Read the text and answer the questions.

- 1) What places for eating out are mentioned in the text?
- 2) Which of them are cheap and which are expensive?
- 3) What are the traditional English dishes?
- 4) What other cuisines are popular in England? What dishes are they known for?
- 5) What do pubs offer to their customers?

Eating Out in Britain

When you want to eat out in Britain there is a wide variety of places to go. Paradoxical as it may seem, it can be a problem to find a place serving only typical British food. Restaurants serving “British” food tend

5 to be either very expensive and found in luxury hotels, or cheap and nasty serving mainly fried food. Many typical English dishes centre on roast meat. For example, roast beef is accompanied by roast

10 potatoes and Yorkshire pudding. British cuisine is famous for its fish and seafood specialities, pork pie and mushroom pie, different kinds of cheese, 15 Cornwall Cornish pasties, steaks, Lancashire hotpot, bread and butter pudding. But only 2 per cent of restaurants in London offer British food.

20 Instead, there are many more restaurants serving continental and non-European dishes. Indian restaurants serve food from India, Pakistan and Bangladesh — spicy curry in oil with rice or 25 different types of bread. Most Chinese restaurants serve Cantonese food, including lunch-time snacks called “dim sum” which are steamed or deep-fried dumplings with different fillings. Italian restaurants are popular for various kinds of pasta and pizza.

30 In London for the really cheap places it is very interesting to explore the little French restaurants of Soho. In posh restaurants and hotels, the cuisine is often French and the menu is usually written in French, often with an English translation. Almost 35 all hotels have an attached restaurant where non-residents can have lunch or dinner, and a lounge where they can have tea, coffee or a drink before their meal.

Cafés provide a cheap place to have a cup of tea or 40 a meal and are usually open all day. The “fish and chip” bar or shop where you can buy fried fish and chips to eat either there or at home are found very often. Many towns, especially those in popular tourist areas, have tea shops. Although they mainly provide 45 afternoon tea, with scones, buns and cakes, many also

serve morning coffee and lunch. Tea shops are often in old buildings and the atmosphere is old-fashioned. There are also coffee shops open throughout the day, which serve food as well, mainly cake and biscuits rather than full meals. 50

One of the cheapest places to eat is a snack bar, a type of café. It may not serve meals at all but only tea and coffee, with 55

food such as soup and sandwiches. The buffets at railway stations are often similar, although many serve alcoholic drinks as well. There 60 are eating-places for drivers on main roads and motorways. They are usually large fast

65 food restaurants. Fast food restaurants serving American style pizzas and hamburgers are very popular, especially with children

and young people, and those who like to take away their food. Chinese, Indian or pizza restaurants, 70 Kebab houses provide other kinds of “takeaway” meals.

In every town there are plenty of pubs which are a peculiarly British phenomenon. People go there for a drink and a chat. The British have to be 18 to drink 75 alcohol in a pub. If they are under age and they are served alcoholic drinks, the landlord may lose his licence to sell alcohol. Most pubs are owned by a brewery, the place where beer is made. These pubs sell only the beer made by that brewery. If the pub 80 displays the sign “free house” this means the pub is owned by a landlord who is free to buy from any brewery. These pubs stock a wide collection of beer. At one time, the only food available was sandwiches and meat pies, but nowadays almost all pubs offer not 85 only beer, but also tasty British food, such as salads and hot meals which are served at the bar or in the separate dining area. Everywhere in Britain pubs are an attraction for tourists. All in all there are 70,000 of them, which is a large number for a small country. 90



— **Unit 14.** *So many countries, so many customs* —

9 A) Study the ads on page 255 and fill in the table with the information required.

	Elliot's	Tom Woodhouse & Daughters	The Pavilion Tea room	The Whale Tail
Location				
Opening times				
Cuisine				
Meals				
Alcohol				
Smoking on premises*				
Food to go				
Price range				
Atmosphere				

* A smoking ban in England, making it illegal to smoke in all enclosed work places in England, came into force on 1 July 2007 as a consequence of the Health Act 2006.

B) Discuss which place you will go to and why:

- if you want to have a quiet evening out with your family;
- if you want to meet up with a close friend and catch up on news (on a summer day/ for lunch in the middle of the week);
- if you want to go out for lunch with your colleagues/ to celebrate the closing of a successful deal with your colleagues;
- if you want to get a takeaway and spend a quiet evening at home;
- if you want to take out a friend from Italy for a traditional English breakfast.



ELLIOT'S

English French Swiss
Cuisine • Restaurant

64 Market Street, Lancaster
Tel: 01524 36092

For the very best food in a warm family-run atmosphere, the largest and the finest choice in the city centre.

•STEAK•FISH•VEGETARIAN•FONDUE•CLASSIC CUISINE•

Lunch Tuesday—Sunday 11:30 am to 2:30 pm

Dinner Tuesday—Sunday 7 to 10 pm

Tom Woodhouse & Daughters

20 Lower Church Street
Telephone: 01524 32339

Established 1931

Lancaster's Traditional Fish & Chips

Specialty Seafood, Salads,

Jacket Potatoes, Steaks

Full-time Chef,

Smoking and Non-Smoking Dining Rooms

Monday—Saturday Breakfast & Lunch 8 am—2 pm

Saturday Evening 9 pm—3 am (Sun. morning)



Speciality Cappuccino • Coffee • Teas

Enjoy our delightful homemade cakes and scones in the superb settings of Williamson Park. An oasis of tranquility away from the city centre.

Tables are available outdoors during summer months creating a "Continental" atmosphere in the heart of Lancaster

Open throughout the year:

Easter until the end of September – 10:00 am – 5:00 pm

October till Easter – 11:00 am – 4:00 pm

THE PAVILION TEA ROOM, Ashton Memorial

Williamson Park, Lancaster LA1 1UX

Tel: 01524 33318

The Whale Tail

78a Penny Street

"Finger lickin'"

good food

at reasonable prices

3 in 1:

- dining room
- takeaway
- bar

We are famous for our pizzas, curry, and kebabs

We do not serve alcohol

Opening times:

Monday – Wednesday 10 am—4:30 pm

Thursday – Saturday 10 am—10 pm

Unit 14. So many countries, so many customs

V. PROJECT WORK

10 The city council has announced a competition for the best project of a new place to eat out. You are going to take part in it. Work in groups of 3 or 4 and prepare a presentation of your project. These questions can help you.

- 1) What name are you going to give it?
- 2) Where would you like it to be located?
- 3) Who will be your target customer?
- 4) What service styles: (quick-service, mid-scale, upscale) are you planning for your restaurant?
- 5) What will make your restaurant unique?
- 6) What days and hours will your restaurant be open?
- 7) What food concept are you going to offer?
- 8) What interior will it have (walls, furniture, lighting)?
- 9) What special features are you going to have (live background music, candles etc.)?

VI. LISTENING EATING OUT IN THE USA

11 A) Listen to the text and tick the types of places to eat out mentioned in it.

- | | | |
|---|---|--|
| <input type="checkbox"/> a tea room | <input type="checkbox"/> a deli | <input type="checkbox"/> picnic site |
| <input type="checkbox"/> a candy counter | <input type="checkbox"/> a cafeteria | <input type="checkbox"/> a pizza place |
| <input type="checkbox"/> fast-food chains | <input type="checkbox"/> a station buffet | <input type="checkbox"/> a pancake house |
| <input type="checkbox"/> a theme restaurant | <input type="checkbox"/> a posh (fine) restaurant | <input type="checkbox"/> a family restaurant |
| <input type="checkbox"/> a sandwich shop | <input type="checkbox"/> a coffee shop | <input type="checkbox"/> a bar |

B) Listen to the text again and answer the questions.

- 1) Can you order alcoholic drinks in all the restaurants mentioned?
- 2) What can you get free in cafés and coffee shops?
- 2) What is a “doggie bag”?
- 3) How do you pay for your meal and give tips in American restaurants?

VII. VOCABULARY WHAT'S ON THE MENU?

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• a three-course dinner• an appetizer = a starter = an entrée = hors d'oeuvre• first course• to have smth as a main course• a side dish• a garnish | <ul style="list-style-type: none">• a dessert (of sweets, pudding, nuts and honey) = afters• for dessert• a wine list• house wine• a bottle of house red/ a glass of house white• table d'hôte = the set menu• à la carte | <ul style="list-style-type: none">• a large/ medium/ small portion• another helping• a refill• to finish off with |
|---|---|--|

Unit 14. So many countries, so many customs

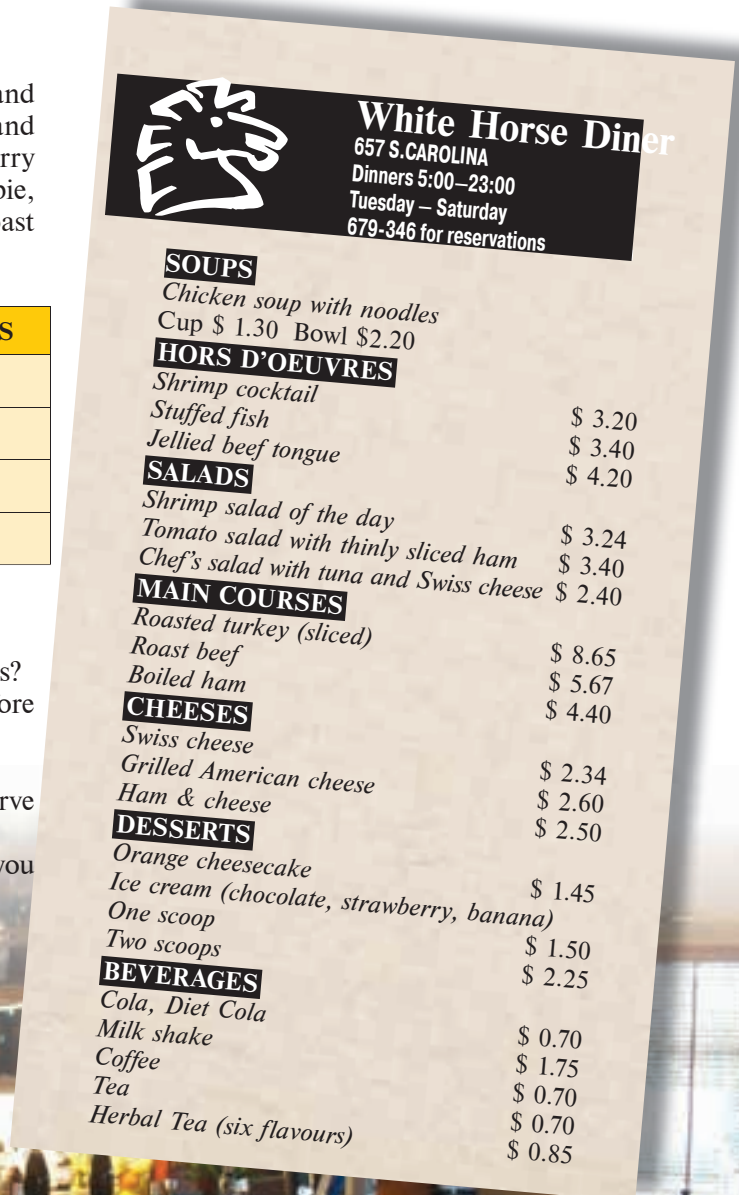
12 Put the dishes in the right column.

Vanilla ice cream, chicken Kyiv, pineapple and shrimp salad, steak and chips, apple crumble and custard, shepherd's pie, cabbage soup, raspberry jelly, fish and chips, prawn cocktail, kidney pie, asparagus salad with mayonnaise dressing, roast beef with steamed vegetables, chocolate gâteau.

STARTERS	MAIN COURSES	DESSERTS

13 Study the menu and answer the questions.

- 1) What are the White Horse Diner's hours?
- 2) What can you eat as hors d'oeuvres before a meal?
- 3) What can you order if you are thirsty?
- 4) How many and what desserts do they serve here?
- 5) You have a ten dollar bill. What can you have for dinner at this restaurant?



White Horse Diner
 657 S. CAROLINA
 Dinners 5:00–23:00
 Tuesday – Saturday
 679-346 for reservations

SOUPS
 Chicken soup with noodles
 Cup \$ 1.30 Bowl \$2.20

HORS D'OEUVRES
 Shrimp cocktail \$ 3.20
 Stuffed fish \$ 3.40
 Jellied beef tongue \$ 4.20

SALADS
 Shrimp salad of the day \$ 3.24
 Tomato salad with thinly sliced ham \$ 3.40
 Chef's salad with tuna and Swiss cheese \$ 2.40

MAIN COURSES
 Roasted turkey (sliced) \$ 8.65
 Roast beef \$ 5.67
 Boiled ham \$ 4.40

CHEESES
 Swiss cheese \$ 2.34
 Grilled American cheese \$ 2.60
 Ham & cheese \$ 2.50

DESSERTS
 Orange cheesecake \$ 1.45
 Ice cream (chocolate, strawberry, banana)
 One scoop \$ 1.50
 Two scoops \$ 2.25

BEVERAGES
 Cola, Diet Cola \$ 0.70
 Milk shake \$ 1.75
 Coffee \$ 0.70
 Tea \$ 0.70
 Herbal Tea (six flavours) \$ 0.85



VIII. READING AND SPEAKING

14 A) Persuade your partner to go to the restaurant of your choice.

STUDENT A: Read the text about Sherwood, one of the recently opened restaurants in Kyiv and persuade your partner to visit this place to celebrate.

Sherwood was supposed to be an exclusive stylish club offering upmarket dining. However, it has gradually developed into a fashionable eatery specializing in Ukrainian cuisine.

5 Sherwood occupies two dining halls and has large arched windows that let in plenty of light and offer a great view.

Sherwood's menu reflects diversity. It aims at both day and night time clientèle. From 10 to 7 pm, the front dining room offers a fast-food menu with a focus on Ukrainian cuisine. Traditional dishes like Borshch (35 UAH) and stuffed cabbage rolls (30 UAH) are served, as well as affordable entrées including pike, perch with vegetables (27 UAH), grilled pork (30 UAH) and breaded chicken with mushrooms (40 UAH).

After dark, Sherwood takes on a new, more romantic light. The piano goes to work and the main menu is available in both dining halls. Salads include the exotic "My Fair Lady" (140 UAH), which combines fresh pineapple, shrimp, mushrooms and red caviar; as well as

the more basic "Nostalgia" (55 UAH), with fish, eggs, apples, walnuts and mayonnaise. 25

Entrées also reflect the spirit of Sherwood — with options like the "Arrows of Robin Hood" pork rolls in Madeira sauce (53 UAH); the "King's Hunt" breast of duck with apples and hazelnuts (75 UAH), or the salmon in lemon 30 sauce (85 UAH). Everything is perfectly prepared and always pleasantly spiced.

The restaurant has recently introduced the Sherwood Table Thursday evening special, featuring a variety of game dishes priced 35 between 55 UAH and 190 UAH.

Sherwood side dishes also include baked potatoes (15 UAH), and French fries (12 UAH). And the vegetable rice (also 15 UAH) is a perfect complement to the fowl 40 and fish.

Sherwood also stocks a great assortment of wines and beers. Desserts include "Iceberg" (40 UAH), with ice cream, dark and white chocolate and nuts as well as the smoked prunes 45 and dried apricots in chocolate (55 UAH).



Unit 14. So many countries, so many customs

STUDENT B: Read the text about **Comme Il Faut**, one of the recently opened restaurants in Kyiv, and persuade your partner to go to this place to celebrate.

Comme Il Faut and its stunning Summer Terrace are a gastronomic enigma serving dishes that celebrate the ancient marriage of King Henry of France and Queen Anne of Kyiv. It is the very best of both France and Ukraine, two menus in one exquisite style. At lunchtime Comme Il Faut has all the stylish bustle of a Parisian brasserie, whilst in the evening it slips gently into one of the most romantic and candle-lit spots in the city. The Summer Terrace is very much a lounge extension designed for those who like to enjoy their relaxation over summer dishes with a tall glass of Champagne and a little light café jazz.

Comme Il Faut is a place that captures flavour and spirit of French cuisine. It is more than just a good-looking restaurant. The food it serves is a tasteful match for the tastefully decorated surroundings.

The French accent in the interior and food make a natural partnership.

The extensive menus offer to start with salads which include the “Niçoise Salad” (195 UAH), a generous, colourful and delicious blend of tomatoes, onions, paprika, quail eggs, olives, tuna and lettuce in olive oil and artfully arranged on a large, round platter, or a more

exotic salad “Lucien Olivier” (115 UAH), which includes mixed boiled vegetables: carrots, potatoes, green peas, pickled cucumbers, quail eggs, shrimps and red caviar, dressed with homemade mayonnaise.

The variety and quality of the Comme Il Faut starters is so great that diners may want to skip the entrées entirely. That goes for the soups, too, which range from the cream soup with asparagus and fresh goat cheese (135 UAH) to the bouillabaisse (165 UAH). The French onion soup (210 UAH) is a stand-out since it is served with croutons and Swiss Gruyère cheese.

France is a large and diverse country with a large and diverse culture — and Comme Il Faut reflects this phenomenon. One of the proofs of this is the fact that besides the French dishes there are many traditional Ukrainian beef, pork, lamb and poultry dishes. The cheapest on the menu, at 75 UAH, is cherry varenyky.

There’s much more to choose from at Comme Il Faut. Desserts include the rum brioche, filled with vanilla poppy seed cream and milk chocolate mousse with apple poached in caramel. The bar menu is equally extensive and features various types of champagne and wine.

B) As soon as you have agreed on the restaurant to go to, decide on the menu. You can’t afford to spend more than 350 UAH each.



USEFUL LANGUAGE

ORDERING

- I'd like to start with...
- I think I'll have...
- I'll just take...
- What do you recommend? Can you recommend...?
- What's it (the dish) like? What are the main ingredients? Does it have onions, cheese, etc?
- Could you pass me the menu, please?

OFFERING

- What would you like to start with?
- What will you have as a main dish (for the main course, for dessert)?
- What would you like to go with it?
- Would you like anything to drink?
- How do you take your coffee?

ACCEPTING

- Yes, that sounds nice.
- Yes, I'd like (a steak).
- Yes, it looks delicious.
- Yes, I love (cauliflower).

REFUSING

- No, thanks. I'd prefer...
- No, thanks. I'd rather have...



15 Put the lines in the correct order to restore the dialogues and act them out.

Ordering the meal

1)

- Have you decided, sir?
- It's chicken meat — boneless thighs — skinned and sliced into stripes and stewed with rice, chopped onions, tomatoes, mushrooms, garlic, prawns, peas and seasoned with paprika, parsley, salt and pepper. It's really delicious.
- All right, one speedy risotto.
- Not quite. What's speedy risotto?
- It sounds good, all right. I'll take your word for it and try some.

2)

- I think so... What is the warm lamb salad like?
- No, thank you. I'll just have the beef steak, medium-rare, please.
- Grilled lamb steaks cut into thick slices and mixed with leeks, cabbage, bean sprouts and walnuts with orange juice and mustard dressing. The salad is served warm. Would you like to try some?
- May I take your order?

3)

- Yes, I believe so. What's your Black Forest cake like?
- Can I bring you a piece?
- Are you ready for dessert?
- It's a very rich chocolate cake, and comes with whipped cream and cherries on top and between the layers.
- Oh, yes, that sounds delicious.

4)

- A lager, please.
- Oh, that just means it's out of the barrel. It's very good, I can assure you.
- Would you like bottled lager or draught?
- What would you like, sir?
- O.K. I'll try some of that, then. And two cold lamb sandwiches.
- What's draught?

IX. LISTENING

16 Match the phrases (1–6) with their meanings (a–f).

- | | |
|-----------------------------|--|
| 1) to watch out for smth | a) a man who helps the waiter |
| 2) to be in for smth | b) to be careful and pay attention, because smth unpleasant might happen |
| 3) to be left over | c) to be delivered |
| 4) to come in | d) to remain after everything else has been taken away or used |
| 5) a bus boy | e) to take smth somewhere quickly, in a hurry |
| 6) to hustle smth somewhere | f) to expect smth, anticipate |

17 Listen to the interview and mark the statements as true or false.

- | | |
|---|--------------------------|
| 1) The interior of a restaurant and the appearance of its staff can help you to make the right judgement about it. | <input type="checkbox"/> |
| 2) You should be careful with discount fish and seafood because it may have been cooked inappropriately and turn out to be tasteless. | <input type="checkbox"/> |
| 3) If some kind of food makes you sick, you should never eat it again. | <input type="checkbox"/> |
| 4) You should avoid fish on Mondays because it can be the fish left over after the weekend. | <input type="checkbox"/> |
| 5) The fish is usually delivered to restaurants on Saturday morning. | <input type="checkbox"/> |
| 6) Some restaurants instruct their bus boys to reuse bread in order not to waste money. | <input type="checkbox"/> |
| 7) Bus boys sometimes reuse the bread because they have too much work to do and no time to replace the bread. | <input type="checkbox"/> |
| 8) You should be nice to your waiter because he can give you a hint as to what not to choose from the menu. | <input type="checkbox"/> |

X. SPEAKING **TABLE MANNERS AND EATING HABITS**

18 A) Label the pictures.

- a knife for the main course
- a cup and a saucer
- a napkin
- a salad fork
- a wine glass
- a spoon for soup
- a fork for the main course
- a plate
- a bread and butter plate
- a teaspoon
- a juice glass
- a butter knife
- a bowl
- toothpicks



B) Fill in the gaps.

- 1) The _____ and _____ are placed at either side of your _____ in the order in which they are to be used.
- 2) A slice of bread should be taken from a bread plate by hand, not by _____. During the meal put your bread on the _____.
- 3) Chicken requires special handling. First cut it with your _____ as much as you can, then use your fingers or leave the remains of the chicken on your _____.
- 4) Don't use your _____ for cutlets and omelettes.
- 5) After stirring your tea, remove the _____ and place it on the _____.
- 6) Don't pick your teeth after the meal even if the _____ are provided for the purpose.
- 7) Spaghetti should be twirled with a _____ and _____.
- 8) When eating meat cut a bite-sized piece moving the _____ toward yourself. Don't try to "saw" the meat.
- 9) When drinking look into your _____ or _____.
- 10) When eating soup, tip the _____ away from you and scoop the soup up with your spoon.
- 11) Use a _____ for protecting your clothes and for wiping your hands and blotting your lips during a meal.



Unit 14. So many countries, so many customs

19 A) Describe your eating habits using the cues.

Eating habits can include:

- the most frequent place (sitting at the table, sitting in front of TV or computer, standing, on the run, in the car, at home or at the eatery etc);
- a choice of food and beverages;
- meal and snack patterns (early breakfast or brunch, no lunch, incessant snacking);
- the time of the last meal (eating before sleeping, eating at least two hours before bedtime, not eating after 6 pm);
- preferred ways of cooking food, eating nuts, raw fruits and vegetables;
- using cutlery, chopsticks or hands;
- portion sizes (large and small portions, eating food cut into bite-sized pieces or biting off from a large piece).

B) Describe the pictures showing people displaying different eating styles and habits.

20 Answer the questions about table etiquette.

- 1) Where should your briefcase or purse be placed when dining?
- 2) What should you do not to reach over the table for something you want?
- 3) Should you blow on your soup when it is too hot?
- 4) What is the proper way to remove a fish bone from your mouth?
- 5) What can't you do while chewing?
- 6) What should or shouldn't you do if you do not like the food you are given to eat?
- 7) What is it appropriate to do when your meal is finished?



— **Unit 14.** *So many countries, so many customs* —

- 21** Two students are talking about the New Year party their group had at a restaurant. Student A did not make it because of the flu and now wants to know how it went. Make up a dialogue following the instructions.

STUDENT A

1. Express regret that you were not able to be at the party. Ask about the party; say you want to know about the entire evening. Ask if the place was really as good as they had expected.
2. Express an opinion that those are not the most important things when it comes to a place to eat out. Ask about the food on the menu.
3. Show surprise at the wide variety/ poor choice of dishes. Ask how your friends chose what to order and if their waiter was helpful.
4. Say that you believe the service to be very important. Ask about the service at the restaurant, the way the table was set and the food served.
5. Ask Student B if everyone enjoyed/ was disappointed with the evening.
6. Show surprise and promise discretion. Suggest going to the same/ a different place together next weekend.

STUDENT B

1. Praise/criticise your friends' idea to pick that specific restaurant. Tell Student A about the place: its location, what kind of place it is; comment on the interior and its price range.
2. Tell Student A you had a good/ poor choice of starters/ main courses/ desserts.
3. Say that the recommendation of the waiter is always important to you, but the other students made their own choices and then regretted doing that. Explain why. Tell Student A what they chose.
4. Describe the table, say if the service was rapid/ slow. Compliment/ criticise the restaurant staff. Mention special features/ facilities (live music, entertainment programme, etc.)
5. Express doubt that everybody liked/ hated the party as much as you. Ask Student A for discretion and share your negative impressions about some of your friends' table manners.
6. Accept and arrange the time to meet.

XI. REVISION TRANSLATION

22 Translate into English.

- Останнім часом у нашому місті з'явилося багато нових **ресторанів**, які пропонують **блюда** різних країн. Особисто мені подобається **японська кухня**, в якій багато **морепродуктів** та овочів. Я часто **запрошую моїх друзів** до свого улюбленого кафе в центрі міста. Ми завжди замовляємо **овочеві закуски та суші**.
- Біля нашого університету є декілька **ресторанів швидкого харчування, бутербродна та чайна**. Але ми надаємо перевагу **піцерії**, до якої йти 15 хвилин, тому що там **краще обслуговування, ціни прийнятні, а піца, яка подається, завжди смачна та свіжа**.
- Ми шукали ресторан, де **подають страви традиційної української кухні**, бо наші друзі хотіли **покуштувати борщ та м'ясо, тушковане з грибами у горщику**. На жаль, у центрі міста були переважно **занадто дорогі ресторани, де якість їжі та обслуговування не завжди відповідали розкішним інтересам**.
- У будь-якому сучасному великому місті є ціла мережа **ресторанів "фаст фуд"**. З одного боку, відвідувачі можуть швидко та недорого поїсти, але з іншого боку, ці ресторани продають багато **нездорової їжі**. Це **ресторани самообслуговування**, де відвідувачі отримують їжу на **касі** або **вибирають її самі та сплячують на касі**. В таких ресторанах ви можете **взяти їжу з собою**.
- Добрий день. Ми **замовляли столик на двох**.
— Добрий день. Будь ласка, проходьте. Вас влаштує оцей столик біля вікна?
— Так, дякуємо.

(Підходить офіціант.)

- Будь ласка, ось наші **меню**. Ви готові **зробити замовлення?**
— Так.
— **З чого ви б бажали почати?**
— Я гадаю, ми почнемо з **холодних закусок**. Ми візьмемо **салат з креветками, картопляний салат та заливний язик**.
— А що ви **замовите на гаряче?** Наша **фірмова страва** на сьогодні — **ростбїф з картоплею по-селянськи**.
— Гаразд, я візьму саме це, а моя дружина надає перевагу **рибним стравам**. Що ви можете запропонувати?
— **Лосось на грилі**.
— Добре, щодо **напоїв**, ми візьмемо по **склянці ординарного червоного та білого вина**.
— Що б ви бажали **на десерт?**
— Лише дві кави. Чорну та з молоком, будь ласка.
- Манери поведінки за столом** мають відмінності у різних культурах і змінюються з часом. Стародавні лицарі їли м'ясо **руками, виделки** з'явилися в Англії тільки за часів Шекспіра. У східних культурах **палички** вживаються сотні років. До сього часу щонайменше третина світу користується руками під час їжі, повністю ігноруючи **столові прибори**. Серед одних груп населення облизувати пальці під час їжі є цілком прийнятним, а для інших така поведінка вважається грубою. Швидкий темп життя змушує людей позабути при **розмірених сніданках з родиною**. Все більше людей **їсть на ходу**, в машині, на робочому місці і **хапає сандвіч** або **перекушує чимсь іншим** замість того, щоб поїсти як слід.

XII. WRITING

- 23 Write a set of rules for schoolchildren on how to behave in the school cafeteria. Try to make them funny: if the rules make children laugh, they will follow them with pleasure. They should also be easy to remember so you can use rhymes.

Unit 15

SHALL WE SHOP TILL WE DROP?

I. LEAD-IN

1 Answer the questions.

- 1) How often do you go shopping? Who with?
- 2) What do you take into consideration while doing the shopping (types of shops, prices etc.)?
- 3) Do you have any shopping habits (making a shopping list, shopping on a definite day, starting with definite items or shops etc.)?
- 4) In what ways are shopping habits changing (shopping from home, by phone, e-shopping etc.)?

2 Complete the sentences.

- 1) I like/ don't like going to small shops to get food because...
- 2) I prefer shopping for food every day/ once a week since...
- 3) I like/ dislike going to supermarkets as...
- 4) I never/ usually choose food of a specific brand because...
- 5) I like/ dislike buying clothes and footwear at the market because...
- 6) I like/ dislike window-shopping since...
- 7) I never/ sometimes drop in at second-hand shops for clothes as...
- 8) I always/ sometimes/ never pay attention to the information on the package because...
- 9) I prefer buying books in bookshops/ at the book market since...
- 10) I never/ sometimes go to sales because...

II. VOCABULARY TYPES OF SHOPS AND DEPARTMENTS

- a shop = a store (AE)
- a shopping centre = a mall (AE)
- a chain store
- a supermarket
- a department store
- a stall = a stand (AE)
- a kiosk
- dairy products
- a butcher's = a butcher shop
- a grocer's = a grocery store (AE)
- a baker's = a bakery
- a florist's = a flower shop
- a fishmonger's

- a confectioner's = a confectionery = a sweet-shop
- a greengrocer's = a greengrocery
- an off-licence = a liquor store (AE)
- a tobacconist's
- a chemist's = a drugstore (AE) = a pharmacy (AE)
- a newsagent's
- a boutique
- a gift shop
- a bookshop = a bookstore (AE)

- a hardware shop
- an antique shop
- footwear
- perfumery & toiletries
- household goods
- hosiery
- souvenirs
- jewellery
- a stationer's = stationery
- electric appliances
- sportswear = sporting goods (AE)
- pottery = ceramics
- glassware
- silverware

Unit 15. Shall we shop till we drop?

3 Choose the sentences to describe shopping places. Some may refer to more than one type of shops.

• department stores • supermarkets • shopping centres • outdoor markets

- 1) This sort of shops is a vast multi-storey building.
- 2) At the exit there is a cash desk where you pay for all your goods.
- 3) Larger towns now usually have a special area for pedestrians only, with shops grouped together, sometimes enclosed in a large building.
- 4) There you can buy everything you want, from a box of matches to a suite of furniture. As a rule, you can't buy food here.
- 5) Today it has a number of stalls, mostly selling cheap or second-hand goods, but also flowers, fresh fruit and vegetables, as well as meat and fish.
- 6) All the household and food shopping can be done there.
- 7) They offer more elaborate facilities for the customers' convenience and comfort than other shops: restaurants and public toilets, public telephones and hairdressing, credit accounts and a number of comfortable fitting rooms, theatrical agencies and travel agencies, delivery and after-sales service.
- 8) The stall-holders often come to town from the country to sell their goods, or travel round regularly from town to town.
- 9) Most of these shops are very modern and are equipped with speedy lifts and escalators, and have well-planned lighting, ventilation and heating.
- 10) The stalls usually start selling early, and may finish by mid-afternoon.
- 11) These shops operate on a self-service system: you go in, pick up a basket and walk around choosing what you want.



Unit 15. Shall we shop till we drop?

4 A) Match the items (a–l) with the shops where you can buy them (1–12).

- a) a Victorian armchair
- b) flowers
- c) writing paper, pencils
- d) newspapers, magazines
- e) cigarettes, matches, cigars
- f) tea, biscuits, sugar, tinned food
- g) mufflers, jersey, mittens
- h) nails, pliers, spades
- i) cakes, fruit drops, lollipops
- j) bananas, cabbage, parsley
- k) perfume, eye-shadow, hand cream
- l) pork, veal, lamb, sausage

- 1) florist's
- 2) butcher's
- 3) grocer's
- 4) perfumery
- 5) antique shop
- 6) confectioner's
- 7) tobacconist's
- 8) newsagent's
- 9) stationer's
- 10) hardware shop
- 11) greengrocer's
- 12) knitted wear

B) In what departments can you buy the items?

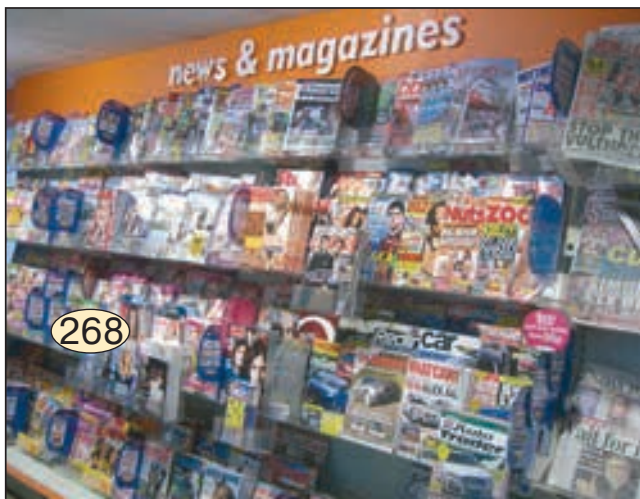
- posters
- greeting cards
- postcards, envelopes, stamps
- DVDs
- ribbons
- pants, bras
- reels of thread, needles
- slippers
- gloves
- toothbrushes, toothpastes
- socks, tights
- new furniture

C) Work in small groups. Name as many things as you can that are sold in each shop. Compare your lists. Which team is the winner?

- 1) fishmonger's
- 2) chemist's
- 3) boutique
- 4) department store
- 5) newsagent's
- 6) stationery shop
- 7) hardware
- 8) greengrocer's

5 Explain the difference.

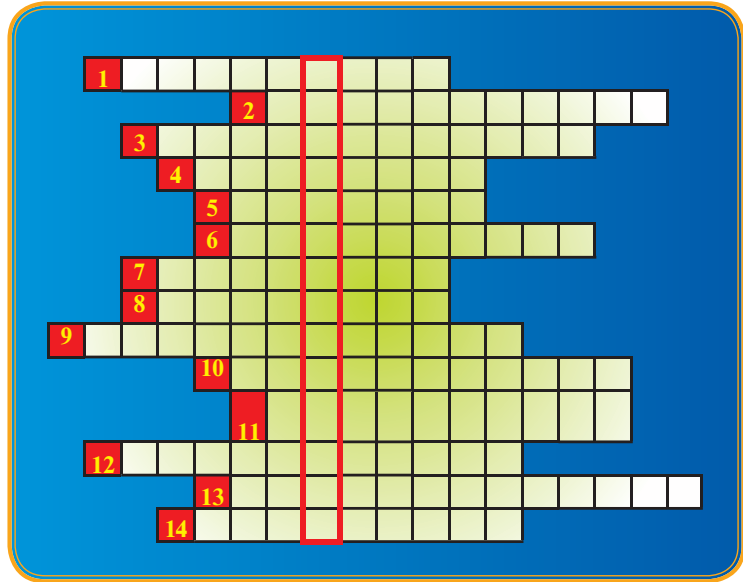
- a) to overcharge and to undercharge
- b) a shopkeeper and a shop assistant
- c) shopping and window-shopping
- d) a wholesaler and a retailer
- e) a supermarket and a department store
- f) a counter and a cash desk



Unit 15. Shall we shop till we drop? —

6 Do the crossword.

- 1) In this shop you can choose different sorts of glass containers for wine, cognac, brandy and other beverages.
- 2) If you don't want to spend hours fishing, it's better for you to go to this shop.
- 3) Kiwi, mango, peaches, avocados, parsley, lettuce: where do you go to buy all that?
- 4) Is your favorite pastime gardening? Then you will find all the tools you may possibly need at this shop.
- 5) Want to make a birthday cake? You'll find everything (or almost everything!) you need here!
- 6) Here you can buy sports newspapers for your dad, fashion magazines for your mom and some postcards to send to a friend.
- 7) If you are eager to read this year's #1 bestseller you'd better drop in this shop.
- 8) You can buy pork, veal, lamb, beef, mutton and more at this kind of shop.
- 9) A shop that sells cigarettes and cigars.
- 10) A very large shop.
- 11) You are planning to spend your Christmas holidays in the Alps skiing? Then go to this shop and get all the necessary gear.
- 12) You can shop here only if you are of age.
- 13) If you have a sweet tooth this shop is for you.
- 14) The shop where you buy medicines, baby products, shampoo, etc.



III. READING

7 Read the text and answer the questions.

- 1) In what way do most Americans prefer doing the shopping?
- 2) What makes them go shopping once or twice a month? Give three reasons.
- 3) How can purchases be packed?
- 4) What regulations on selling beverages are there in the USA?
- 5) What types of malls are there?
- 6) What makes American bookstores customer-friendly?
- 7) What should be kept in mind when you do the shopping in America?
- 8) Why do many Americans prefer buying goods on-line (on the Internet)?

Shopping in the USA

Everything in the US is big. Not just the vast lands and huge distances to cover, big people and X-large clothes to match them, but also big money to be spent and great numbers of products to be consumed. The whole society seems to be based on continuous consumption. To support their economy the US patriots have no choice but to be “active” consumers.

Shopping being an important element of consumerism culture, thus, occupies a great part in the life of an average American. As it usually takes much time, Americans try not to scatter it throughout the whole week, but would rather devote one whole day usually in two or three weeks to do all the needed shopping.

There are a couple of reasons for that. Firstly, in most cases (except for probably big metropolitan areas) shops and grocery stores may be located rather far from the place one lives or works.

Secondly, it is always cheaper to buy one and the same item in a bigger container, thus, it is more practical to buy a pack of the product you need than a separate item of it. Thirdly, the stores are usually organized in such a way that looking

for the products you intended to buy you need to go through a long way of other appealing goods. Almost unavoidably you would end up buying much more than you originally had in your mind or on your purchase list. And so, shopping may become rather dangerous for your purse.

Food shopping can usually be done in a number of places: supermarkets (like Target), grocery stores (like Dillon’s, Checkers, HyVee) or convenience stores.

Supermarkets would be the largest of these, they carry a wide variety of fruit and vegetables, dairy products, cereals, bread and baked goods, prepared, canned and frozen goods, beverages, paper products (like toilet paper, facial tissue, paper plates, napkins, etc.), personal care products, film, non-prescriptive drugs, clothing, jewelry, perfumes, electronics, furniture and so on. Depending on the state’s laws, supermarkets may also carry wine and beer. Some of them also have coffee shops, fast food restaurants, film developing services, pharmacies, sometimes post office branch and video rentals. In such a place you can easily lose control over time, get lost yourself, and at the same time you will manage to find basically everything you need for your everyday life, and lots of stuff you don’t really need.

Grocery stores are usually smaller than supermarkets. They limit their assortment to food, paper products and personal care products, non-prescription drugs, film and magazines. They might also have film developing services and pharmacies. The prices in grocery stores would usually be similar to those of supermarkets.

Both grocery stores and supermarkets are usually supplied with plastic baskets and carts for carrying

60 items around the store. As soon as the process of
filling the cart is over you would proceed to
the cashiers, where a person in a store uniform
might have a small talk with you while processing
your purchased items through an electronic pricing
65 scanner and then waiting for the bill to come out
of the cashier machine. Depending on the store the
service of packing will vary: in Dillon's grocery store
you will get all your purchased goods in a plastic
or paper bag, in Checkers you are supposed to pack
70 your goods yourself, though the bags are available
and free, and in Aldi (a German branch)
the customers are expected to bring their own
containers or otherwise purchase plastic bags from
the cashier. Some of these stores can have a discount
75 policy — they offer their customers various sorts of
coupons that help the buyer save money on the item
the store wants to get rid of.

Convenience stores offer a very limited selection
of goods and brands. Prices for items can sometimes
80 be twice that of supermarkets. The convenience of
these stores is in their 24/7 work schedule and in
their location — at the gas stations, close to
the automobile routes.

Looking for beer, wine or liquor one should keep
85 in mind that in some states it is illegal to sell beer
and wine in supermarkets, grocery or convenience
stores. They can be found in special liquor stores.
These stores in many states are closed on Sundays.
As the US laws prohibit consuming or carrying
90 alcohol openly in public places, the cashier of
the liquor store will pack the purchased liquor in
a paper bag. State laws also restrict the purchase
of alcoholic beverages to those aged under 21.
Therefore, in order to buy these items the customers

may be asked to show a picture identification card, 95
which states his/ her birth date.

Big non-food shopping can be done in
a supermarket or in malls. Malls are either indoor
or outdoor shopping centers. The indoor mall
is a large building containing different kinds of 100
stores, including big department stores and smaller
specialty stores. The outdoor mall is the area,
usually distant from the town's downtown, occupied
by various supermarkets, big department stores and
smaller specialty stores. 105

The downtown area is usually packed with more
expensive fancy stores. Quite often they would have
some ethnic (even exotic) stylization.

Great variety of books can be found in various
bookstores, like Borders, Barnes and Nobles. What 110
is notable about the bookstores is that some of them
have either a reading area or a cafeteria where you
can take a coffee and look through the books you
are thinking of buying. University students always
have a possibility to find books required for 115
the courses in campus bookstores. There the books
are already arranged according to the names of
the courses offered by the university.

The last but very important point about shopping
in the US is the necessity to keep in mind that 120
the price you will pay for the item is usually higher
than the price tag you see attached to the product.
The trick is that cities and states have the right to
charge an additional percentage of the cost of some
items in order to raise revenues. In most places 125
a sales tax reaches 10% of the price. For this reason
many people prefer buying books, CD, DVD
electronics on the Internet, as Internet purchase is
usually tax free.

8 Find words and expressions in the text synonymous to the following.

- 1) a person who buys something or uses services
- 2) to move quickly in different directions
- 3) attractive or interesting
- 4) a note of a set of items one needs to buy
- 5) a large wire basket on wheels that one uses in the supermarket
- 6) an electronic machine used to read coded prices on the packaging
- 7) a center of a town or a city
- 8) a piece of paper with a price on it that is attached to each item sold in a shop
- 9) to ask someone for a particular amount of money as a price/ a tax
- 10) an amount of money that you have to pay in addition to the cost of something you are buying

Unit 15. Shall we shop till we drop?

9 Read the text again and complete the table. Use your notes to talk about shops and shopping in the USA.

	TYPES OF SHOPS	LOCATION	ITEMS YOU CAN BUY THERE	ADVANTAGES	DISADVANTAGES
SHOPPING FOR FOOD	1. Supermarkets				
	2.				
	3.				
SHOPPING FOR CONSUMER GOODS	1. Malls				
	2.				
	3.				

IV. PROJECT WORK

10 Choose a famous British/ American store and make a short presentation of it.

- Harrods (British)
- Habitat (British retailer)
- The Body Shop (British retailer)
- Boots (British retailer)
- NEXT (British retailer)
- Marks and Spencer (British retailer)
- WalMart (American retailer)
- Tesco (British retailer)
- Sainsbury's (British retailer)
- Richer Sounds (British retailer of hi-fi equipment)

Use the outline for your presentation.

1. Greetings and presenting the structure of your talk

- Good morning, ladies and gentlemen./ Good afternoon, everyone, thank you for coming.
- I'm here to talk about.../ to give a brief presentation on...
- I'm going to be talking about.../ I'm here to tell you a little about.../ I'd like to tell you about...
- The first part of my presentation is about...
- The second part looks at...
- In the last part I want to talk about...
- I'd like to begin by looking at.../ I'd like to start with...
- Then I'll move on to.../ Then I'll turn to...

2. Encouraging questions

- If you have any questions, please feel free to interrupt, and I'll be happy to answer them as we go along.

Unit 15. Shall we shop till we drop?

- If you have any questions, I'll do my best to answer them at the end.
- My talk is very short so please keep your questions for the end.

3. Introducing each point

- Let's start with.../ Let's look at.../ Let's now talk about...
- Right now/ First/ Now...
- Finally, I'll...
- To sum up, I'll...

4. Checking understanding

- Is that clear?
- Are you with me?
- OK so far?

5. Finishing

- Thank you for listening./ Thank you for your attention.
- Do you have any questions?/ Does anyone have anything to ask or to comment on?

V. LISTENING

11 A) Listen to Tom and Alice discussing their shopping habits and complete the table.

	Tom	Alice
1. preferred way of shopping	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____
2. arguments for the choice	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____
3. arguments against the friend's choice	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____

B) What other arguments for and against shopping through the Internet can you think of?

Arguments for	Arguments against

— **Unit 15. Shall we shop till we drop?** —

VI. SPEAKING

12 Read the role cards and roleplay the situation. Use the expressions from Useful Language box.

Student A: You are going on a shopping spree with a friend at a large mall. You go into a clothes shop and ask a shop assistant for help.

Student B: You are a shop assistant. Serve the customer and give advice on what to buy. Persuade the customer to purchase something.

USEFUL LANGUAGE

SERVING A CUSTOMER

- Can I help you?
- Are you being served?
- What size are you?
- I advise you to...
- We have ... on sale.
- It's on sale. It's only \$5.
- We've run out of the size.
- Sorry, we're sold right out.
- The best I can do is...
- I can do the colour, but not the size.
- I'm afraid we are out of it at the moment.
- You won't find a better bargain in the whole city.
- How do they fit, madam/ sir?
- Any particular colour/ style?
- This one comes only in black and red.
- Would you like to try it on?
- Would you like to try a bigger/ smaller size?
- Does it fit?
- Thank you for the purchase.
- You're welcome.

BUYING THINGS

- Excuse me, can you help me?
- I'm looking for.../ I'm trying to find.../ I'm after...
- What have you got in the way of...?
- I'm just looking around.
- What colours do you have it in?
- Can I try this on?
- Do you have this ... in size...?
- It doesn't fit.
- It (doesn't go) goes well with my trousers.
- I'm afraid not in that style...
- It's (a bit) too tight/ loose on me.
- It's two sizes too large.
- Can I have the next size up/ down?
- Can I see something else?
- No, thank you. I'll have/ take this.
- Maybe I'll come back later..



13 A) Answer the questions.

- 1) Do you regard shopping as a pleasant pastime or a tiring duty?
- 2) What kind of goods do you enjoy buying? Why?
- 3) Which shops are popular with people in your city?
- 4) Which shops in your city have a reputation for quality? for reasonable prices? for exclusive products?
- 5) What do you think of door-to-door sales? Think of pros and cons.
- 6) Why do you think shopping by mail order catalogues is becoming more and more popular?
- 7) What is the price of the shopping basket of everyday goods in our country? What items does the shopping basket contain?
- 8) How easily are you influenced by advertising?
- 9) What are the advantages and disadvantages of small shops and large shopping centres?
- 10) Would you prefer to do all your shopping in one huge department store or in a number of specialized shops? Why?
- 11) Do you prefer self-service or counter service? Why?
- 12) Why do many housewives prefer to buy food (vegetables and fruit especially) at the market? What about you?
- 13) Do you think that shop assistants should act according to the principle “The customer is always right”?
- 14) Do you remember your first purchase? Talk about it.

B) You are a loyal customer. The Shop Manager wants to improve customer service. Answer the questions truthfully.

- 1) How often do you visit our store?
- 2) What do you think of our products?
- 3) How do you like our service?
- 4) Are there any aspects of shopping with us you don't like and would like to change?



— **Unit 15. Shall we shop till we drop?** —

VII. VOCABULARY MONEY. MONEY. MONEY...

- cash
- change
- currency
- a tax
- a fee

- a fine
- a fare
- to refund
- to fritter away
- to pay back

- to save money
- to manage on a sum of money
- to get money from a cashpoint
- to be a shopaholic
- a spendthrift

14 What do you think the following sayings mean? Do you agree with them?

- Time is money.
- Money is the root of the evil.

- A fool and his money are soon parted.
- Money can't buy you love.

15 Read the poem and say what else people can do with money.

MONEY

Workers earn it,
Spendthrifts burn it,
Bankers lend it,
Women spend it,
Forgers fake it,
Taxes take it,
Dying leave it,
Heirs receive it,
Thrifty save it,
Misers crave it,
Robbers seize it,
Rich increase it,
Gamblers lose it...
I could use it.

Richard Armour

16 The following words are often used when we speak about money. Explain what each word means and fill in the gaps.

- cash •currency •change •wealth •fine •fee •fare •tax

- 1) May I pay by cheque? I have no _____ on me.
- 2) What is the bus _____ to London?
- 3) Can you give me _____ for a five-pound note?
- 4) Their profitable business brought them great _____ but not happiness.
- 5) He had to pay a heavy _____ for drunken driving.
- 6) If you want to join our club, there's an entrance _____ of £20.
- 7) Each working person must pay their income _____ from 20 to 40% to the government.
- 8) The European Community countries introduced the single _____ — the euro in 2002.

17 Fill in the gaps with a suitable phrase.

- big money •easy money •taxpayers' money •pocket money •spending money •prize money
•paper money

- 1) The collection box at the entrance to the British Museum is usually full of coins and _____.
- 2) There is _____ in prestigious kinds of sports, such as golf and tennis for the top players.
- 3) Do you think introducing a new police department, which will help people to find their lost dogs and cats, is a good way of spending _____?
- 4) Did your parents give you enough _____ when you were a schoolgirl?
- 5) Mark didn't really know what to spend his _____ on — he had never before had so much money at a time.
- 6) How much _____ do you think I should take on holiday? — It depends on where you are going.
- 7) He started selling stolen goods as a way of making _____.

Unit 15. Shall we shop till we drop? —

18 Fill in the gaps with prepositions.

- 1) Before Christmas you can buy a lot of goods _____ a discount.
- 2) Prices vary so widely that it's desirable to shop _____ before you buy for the best deal.
- 3) New potatoes are _____ the shops now.
- 4) It's cheaper to buy direct _____ the manufacturer or to buy _____ bulk, that is in large quantities.
- 5) I couldn't buy it because I didn't have any money _____ me.
- 6) Have you got change _____ a 50-cent piece?
- 7) They wanted to be paid _____ euros.
- 8) Dad paid for my English lessons _____ cash and for my driving lessons _____ credit card.
- 9) It's risky, but you can buy whisky _____ the counter.



19 Fill in the gaps with a suitable verb in the appropriate form.

•refund •exchange •lend •borrow •pay back •cost •sell •spend •buy •waste

- 1) The dress must have _____ a fortune — where does she get the money?
- 2) Oh, no! I've left my money at home! Could you _____ me £15? I promise I'll _____ you _____ tomorrow.
- 3) I wouldn't give Tom any money. He _____ &100 from me last month. The month has passed and he hasn't returned any of it!
- 4) I had a certain amount of money in dollars and I had to _____ it for pounds.
- 5) The shop will _____ you the full cost of your purchase if you don't like our goods.
- 6) Each last Wednesday of the month they _____ their goods at a great discount. If you visit the shop and buy something, it'll be a good bargain.
- 7) Each month I _____ 2 or 3 books and I _____ about \$10 on them, but I don't think I _____ my money, I enjoy reading.

20 Give English equivalents.

- 1) п'ятифунтова купюра
- 2) десятицентовая монета
- 3) готівка
- 4) розплатитися чеком
- 5) вартість проїзду
- 6) значний штраф
- 7) ввести єдину валюту
- 8) податок на прибуток
- 9) позичати гроші
- 10) «легкі» гроші
- 11) мати гроші при собі
- 12) купувати товари зі знижкою
- 13) коштувати ціле багатство
- 14) повернути повну вартість покупки
- 15) марнотратити гроші



VIII. LISTENING

21 A) Answer the questions.

- 1) How would you describe yourself as a money spender? Do you tend to save money or fritter it away?
- 2) Do you think people should plan their purchases or is it better to buy things on an impulse?
- 3) Would you prefer to use a credit card or to carry cash? What are the advantages and disadvantages of each way?

B) Explain what the words and phrases in bold mean.

- Every **payday** the father went down to the bank to pay back part of the loan.
- This bottle of shampoo was a **real bargain**. I bought it when there was a **three-for-two offer** on it.
- Jane was a **sucker for a special offer**. She could never resist a bargain.
- The only way for the stores to get rid of the last season's clothes collections is a **clearout sale**.
- Studying at university **set a fairly tight budget** so Julia decided to mix second-hand clothes with new ones.
- You've got to have a true talent for gambling: how could you **blow all our savings in one go**?
- Scott was pretty **hard up**, so I lent him \$20.

22 Listen to the text and decide if the statements are true or false.

- 1) Her monthly wage was £200.
- 2) She was a spendthrift.
- 3) The shampoo she bought wasn't cheap.
- 4) She couldn't help buying a pair of shoes at "Clark's" at a discount price.
- 5) As shopping emptied her purse, she had to borrow money from her mother for the first time.
- 6) She contacted a financial expert and asked him for help.
- 7) Shopping helped Nicola to escape reality.
- 8) Even following the financial expert's instructions Nicola didn't manage to pay back the money she had borrowed from her parents.

23 Answer the questions.

- 1) Nicola says, "I was a sucker for a special offer." What about you? Do you believe in the good of special offers and clearout sales?
- 2) What is the biggest sum of money you've ever spent in one go? What did you spend the money on?
- 3) Are you happy with your spending habits? Do you think you need to consult a financial expert?
- 4) What other advice would you give people like Nicola?

IX. READING

24 Read the extract from Jude Deveraux's novel "Sweet Liar" and answer the questions.

- 1) Why was Samantha's New York experience limited?
- 2) Whose idea was it to go shopping on Fifth Avenue?
- 3) How are New Yorkers different from most Americans?
- 4) Why did Samantha feel so uncomfortable on Fifth Avenue?
- 5) What did New York women look like in Samantha's eyes?
- 6) What did she feel like on entering the famous Saks Fifth Avenue?
- 7) Who was supposed to help Samantha shop? What was that person like?
- 8) Why did Vicky need help when shopping with Samantha?
- 9) Why didn't Mike want Samantha to see the price tags on the clothes she was picking out?
- 10) What did Samantha look like on her way to Fifth Avenue, then in the outfits she chose for herself, and finally, in the first garment that Vicky offered?

Sweet Liar

Samantha had been living in New York for several weeks and so far, her experience of New York had been limited to the street where her apartment was situated. Now she was walking with Mike, her landlord and her guardian, toward Madison Avenue, then to Fifth — he was taking her shopping. The closer they got to Fifth Avenue, the more Samantha became aware of her awful clothing. In magazines one saw models wearing gorgeous designer clothing, and a person in the real world of middle America sometimes wondered who in the world wore those things. Most Americans wear bright-coloured sportswear, looking as if they spend their lives climbing mountains or running marathons. But in New York the men and women — especially the women — **looked to Samantha as if they had stepped from designer showrooms.**

As she walked with Mike, her hand held firmly in his arm, Samantha was painfully aware of the women around her. They were so fantastically well-groomed. Their hair looked as if they shampooed it with fairy nectar, their nails were perfectly trimmed and polished, as though they never used their hands, and their clothes were nothing less than divine.

Of course one **drawback** to New York women was their snobbery. Many of the women gave Samantha looks of pity when they saw the ancient pink sweat suit that she was wearing. So, by the time they reached Fifth Avenue, **Samantha wanted to crawl in a hole.** They hurried past store after store with beautiful clothing in the windows. They passed Tiffany's, Gucci, Christian Dior. After a while Samantha stopped looking at the clothes because the more she saw, the worse she felt.

At Fiftieth Street, they came to a large store, and to her horrified amazement, Mike started towards the revolving doors*. Samantha pulled away from him. In the first place, revolving doors **puzzled** her; she couldn't seem **to get the hang of** when she was to enter and when

she was to exit. In the second place, she saw that this was Saks Fifth Avenue. She could not, absolutely could not, enter a world-renowned store dressed in a worn-out, faded pink sweat suit.

Mike had to drag her through those doors, and when they entered the store, Samantha stood still for a moment, **dazzled** by what she saw before her. To anyone who had spent four years in a small town, Saks was **heaven come to earth.** As Samantha came out of her trance, she became aware of the women in the store looking her over, knowing full well that she **failed on every count.** Maybe she could go back home, she thought, change her clothes, and come back here. But the truth was, Samantha knew she didn't own a garment that **was up to the fashion standards** of the women she saw in this beautiful store.

"I can't go shopping wearing this," she whispered to Mike.

From the look on his face she could see that he didn't understand what she was saying. Sometimes it seemed that the language difference between men and women was as great as that between Chinese and English.

"You look great," Mike said, then began pushing Samantha toward the back of the store. There they were supposed to meet a cousin of his, Victoria, who would help them shop. Mike had told Vicky that he wanted Samantha to have both cheap and expensive clothes, shoes and whatever else women wear no matter how much it would cost.

About half an hour later Samantha knew she had never spent such a heavenly day in her life. When she was a child she had often gone on shopping expeditions with her mother, and they had been an enormous amount of fun, but after her mother had died, she hadn't seemed to have much inclination to adorn herself. However, even when she had been with her mother, she hadn't had as good a time as she had on this day. **Vicky's taste in clothing and corresponding accessories was flawless,** and her diplomacy in guiding Samantha toward the correct garments was something that had to be experienced to be believed. At first Samantha haphazardly and hesitantly chose a few outfits from the racks and tried them on, but when she looked

* a type of door in the entrance of a large building, which goes around and around as people go through it

Unit 15. Shall we shop till we drop?

95 in the triple mirrors, she found that she looked as she always did: boring. Then, Vicky very sweetly, casually, tactfully, asked if she might be allowed to choose a few things for Samantha, and of course Samantha agreed.

100 Within twenty minutes after Vicky handed Samantha the first garment, **she began to see a completely different version of herself.** Stepping back in the large, luxurious dressing room on the third floor, she looked at herself
105 in the perfect-fitting suit by St. John and saw a person she did not recognize: elegant but maybe a little sexy, comfortable but refined, fashionable but classic.

Within an hour she became relaxed and **felt completely at ease.** To bring Samantha garments from other floors, Vicky asked two more saleswomen for help, telling them what she wanted and where to get it. The women brought
110 armloads of lacy underwear, nightgowns, and even shoes to Samantha, and they brought
115 purses, gloves, hosiery, and costume jewelry from the first floor.

Samantha bought many, many items. By four o'clock she had lost count of all
120 the suits, shoes, dresses, and casual clothes she had said yes to, only a few of **which were to be charged to her account.** "This is going to cost too much," she said to Vicky. "This must be hundreds of dollars."

125 Vicky had her back to Samantha so Samantha couldn't see Vicky's raised eyebrows. Hundreds? Vicky realized that Mike had been right. He'd said he doubted if Samantha could even imagine a single
130 dress costing seven thousand dollars, so all price tags had to be removed before she tried on the clothes. **Removing the tags had been a great bother to Vicky and her assistants,** but for what Mike was spending, they could
135 afford to bother. And, as Samantha **had an eye for** quality, she had spent many thousands of dollars. If she were presented with two pairs of shoes, one costing six hundred and the other pair a mere two hundred and fifty,
140 Samantha unmistakably chose the more expensive one.

Straightening, Vicky looked at Samantha. "They are ready for you at the beauty salon..."

25 **A) Explain the expressions highlighted in the text.**

B) Fill in the gaps with some of the highlighted expressions.

- 1) I was so tired of everything and everyone both at work and at home that for me a month on a tropical desert island was _____.
- 2) I didn't think last night's performance was _____ her usual _____.
- 3) It took me ages to _____ using chopsticks.
- 4) You need to _____ colour and design if you are going to decorate your own house.
- 5) Jamie thought his fiancée was absolutely perfect: she possessed deep knowledge of art and music, spoke four languages, and her _____ in interior design was _____.
- 6) Despite all the noise and mess that the three toddlers produced, Mrs Selfridge never considered her grandchildren to be _____ to her.
- 7) Molly knew full well that her sister's family was barely making ends meet, so when she took her out for an occasional dinner, she always made sure that the bill would be _____.
- 8) The interviewer was very friendly and informal, and it immediately made the candidates feel _____.
- 9) Charlotte worked hard to keep up with other students at her boarding school. Every new thing she learned changed her inner world, but she was greatly surprised when she looked at herself in the mirror one day and saw _____.
- 10) Martin knew that his small provincial college _____ compared with Harvard University, but he was determined to make the best of the four years of studying ahead of him.

26 A) Find the English equivalents in the text.

- | | |
|---|--|
| <p>1) усвідомлювала, що її одяг був жахливим</p> <p>2) болісно усвідомлювала, як виглядають жінки навколо неї</p> <p>3) хотілося піти крізь землю</p> <p>4) чим більше вона бачила навкруги, тим гірше вона себе почувала</p> <p>5) на її сповнений жахом подив</p> <p>6) вийшла з трансу</p> | <p>7) знаючи дуже добре, що вона не витримала іспиту за всіма пунктами</p> <p>8) вона завмерла, приголомшена тим, що бачила перед собою.</p> <p>9) утворився рай на землі</p> <p>10) вона розслабилась</p> |
|---|--|

B) Speak about Samantha's feelings while shopping on Fifth Avenue.

X. VOCABULARY PACKAGING

- a bag
- a box
- a tub
- a packet

- a can
- a bottle
- a carton
- a jar

- a tin
- a barrel
- a tube
- a sachet

27 A) Label the containers using the words from the box.

B) Choose two items you can buy in each container.

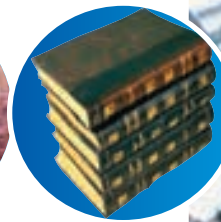
- potatoes
- tea
- beans
- ointment
- wine
- instant coffee
- tomato sauce
- yogurt
- apples
- beer
- tooth paste
- biscuits
- matches
- cigarettes
- coca cola
- cognac
- sardines
- chocolates
- ice-cream
- jam
- shampoo
- cottage cheese



— **Unit 15. Shall we shop till we drop?** —

28 Answer the questions.

- 1) What is packaging for?
- 2) What information can you get from packaging?
- 3) What information do bar codes and QR codes contain? Why are they important?
- 4) How often do you read the information on packaging?
- 5) How important are the kind of packaging and its design for you?
- 6) What do you do with packaging after using? How can you dispose of it?



29 Complete the phrases with the words from the box.

- books • parsley • beef • toilet paper • thread • flowers
- eggs • chocolate • wall-paper • gloves • grapes • soap
- CDs • paper towel

- 1) a bunch of
- 2) a bar of
- 3) a joint of
- 4) a dozen
- 5) a reel of
- 6) a roll of
- 7) a pair of
- 8) a pile of
- 9) a stack of



30 Two students are talking about buying presents for their relatives and friends for the upcoming New Year.

Make up a dialogue following the instructions.

STUDENT A

1. Ask Student B about his/her plans for the weekend.
2. Reply that you have got the presents and will only need to buy some chocolates and you will get them a few days before the holiday. Specify where you usually shop for sweets and explain why it is a good place.
3. Tell Student B that you like doing your shopping early. Say you bought some gifts as early as October and explain why (end-of-season sales).
4. Cheer up Student B and suggest shopping online. Point out its advantages.
5. Suggest that Student B should then go to a big shopping mall and explain why.
6. Show understanding and suggest trying a couple of local shops in your neighbourhood. Name the shops and say what they have on offer. Add that you can help.

STUDENT B

1. Say you will be busy shopping because you still have to get presents for your mum, grandma and a couple of friends. Ask Student A if he/ she has got all the presents.
2. Express surprise. Ask about gifts Student A has bought, where and when.
3. Express admiration and compliment Student A on their planning skills. Express regret that you will not get any bargains now. Explain why.
4. Thank Student A for the suggestion. Agree that it could be more convenient and explain why. Express regret that you do not have enough time left to allow for the delivery.
5. Thank your friend for the suggestion but express utter dislike of big shopping malls. Give reasons.
6. Accept enthusiastically. Mention a couple of ideas for gifts you could get there. Arrange the time to meet.



XI. WRITING

- 31** Write an essay (150–180 words) describing the advantages and disadvantages of home shopping (online shopping, mail order catalogues, TV shopping networks) or traditional shopping.
- 32** Write an essay (150–180 words) describing your attitude to money. You may use the following questions as guidelines.
- 1) Do you always know exactly how much cash you have on you?
 - 2) Do you normally check the change, bills, receipts and prices in shops?
 - 3) Do you often spend money on charity or lend money to your friends?
 - 4) Are you a thrifty person?
 - 5) Do you have a bank account? Where do you keep your money?
 - 6) How do you try to save your money?
 - 7) Do you ever borrow money? Have you ever been unable to pay your debts?

XII. REVISION TRANSLATION

- 33** Translate into English.

1. У наш час ходіння по магазинах стало справжнім іспитом для багатьох людей. На **споживачів** впливає реклама, велика кількість **товарів** у яскравих **упаковках** на стелажах і вибір модного одягу і взуття, що постійно змінюється. Покупці постійно стикаються з проблемою — як не **витратити даремно гроші** й **укластися в певну суму**. Для того, щоб стати розумним покупцем, відвідайте кілька магазинів у вашому районі, щоб можна було **порівняти ціни** на потрібні вам продукти; **складіть список необхідних вам товарів**; не ходіть у магазин за продуктами голодним — ви ризикуєте купити більше, ніж вам потрібно; «великі» **покупки** робіть під час **повних розпродажів**.
2. Сьюзан щосереди ходила до **супермаркету** за покупками на весь тиждень. Це було зручніше, ніж ходити в **невеликі магазини**, тому що всі необхідні товари **були розфасовані** й зібрані в одному місці і рідко доводилося **стояти в довгій черзі**. До того ж у неї була **дисконтна картка**, що дозволяло їй **заощадити пристойну суму грошей** за рік.
3. Я не можу назвати себе **людиною**, яка **дуже любить ходити по магазинах**,

- але іноді я іду до **універмагу** чи **торгового центру**. Це справжній рай для покупців! У численних **відділах універмагу** ви можете знайти усе, що вам необхідно, і навіть більше. Якщо вам не вистачає **готівки**, ви можете **розплатитися кредиткою** або зняти гроші у будь-якому **банкоматі**, розташованому тут же.
4. Останнім часом з'явилися нові способи робити покупки: ви можете вибрати товари **через комп'ютерну мережу** чи за **каталогом** і потім **замовити товари поштою** або телефоном. Деякі фірми **доставлять ваші покупки додому** безкоштовно. Крім того, ви можете знайти в Інтернеті **по-справжньому якісні й дешеві речі**, **заощадити гроші** і зекономити свій час.
 5. Дочка моїх сусідів була справжньою **марнотратницею**. В день, коли вона **отримувала зарплатню**, вона могла **розтринькати всі гроші за раз**, а потім йшла **позичати їх** у батьків. Вони намагалися покращити її звички відносно грошей, але марно. Врешті решт, вони змушені були **встановити їй доволі жорсткі бюджетні рамки**, і вона мала **повертати всі позичені гроші**.

Unit 16

GOOD CLOTHES OPEN ALL DOORS

I. LEAD-IN

1 Answer the questions.

- Are you a keen observer? Look at the student next to you carefully for several seconds. Turn around and say what he/she is wearing. Other students will ask you questions for more details.
- What do you like to wear at home? at university? when going to the theatre? to your friend's birthday party? to your exam?
- Comment on the proverb: "There is no bad weather, there are bad clothes".

II. VOCABULARY ITEMS OF CLOTHING

- an anorak
- a bow-tie
- boxer shorts
- a brassiere (bra)
- a bikini
- briefs
- a cardigan
- a (bath) robe = dressing gown
- a fur coat
- a jacket
- a pullover
- knickers
- a nightdress = nightgown
- overalls
- a pinafore dress
- a jumper
- pyjamas = pajamas (AE)
- a scarf
- shorts
- slacks
- swimming trunks
- a swimsuit
- braces = suspenders (AE)
- a T-shirt
- tights
- a top
- a tracksuit
- trunks
- a waistcoat = a vest (AE)
- a sweatshirt

2 Label the pictures.



— **Unit 16. Good clothes open all doors** —

3 Name...

- at least five things usually worn by women;
- at least five things usually worn by men;
- at least five things usually worn by both;
- things you wear mainly above the waist/ mainly below the waist/ both above and below;
- at least three items of underwear;
- at least three items of outer clothing;
- at least three items of exercise clothing;
- at least three items of sleepwear.

4 A) Describe an average lady's wardrobe.

B) Describe an average man's wardrobe.

5 A) Discuss the questions.

- 1) What trousers are more to your taste: baggy, tight, flared, drainpipe, wide-legged, straight-legged?
- 2) What jeans are trendy now: stretch, bleached, faded, patched, ripped, scruffy, skinny?
- 3) What skirts do young girls wear nowadays: ankle-length, knee-length, tight, circular, straight, pleated, bell-shaped?
- 4) What dresses appeal to you most: skimpy, clinging, loose-fitting, backless?
- 5) What shirts do you feel most comfortable in: baggy, long-sleeved or short-sleeved, collarless, open-necked?
- 6) Which pockets do you think are more convenient: zipped, patch, inset?
- 7) Can you make a detailed description of your winter jacket? Is it zip-up or with buttons? padded? waterproof? with a detachable hood? with a stand-up or turn-down collar?
- 8) Do you prefer to wear sweaters with a V-neck or a polo neck (= turtleneck *AE*)?

B) Translate into English.

- 1) розкльошені брюки
- 2) сорочка з коротким рукавом без коміра
- 3) пухова зимова куртка із знімним капюшоном
- 4) светр із V-подібним вирізом
- 5) спідниця в складку до п'ят
- 6) вузька вечірня сукня із відкритою спиною
- 7) непромокальна куртка на блискавці
- 8) водолазка



FOOTWEAR

6 Match the words denoting footwear with the pictures.

- a) high-heeled shoes
- b) stiletto shoes
- c) slippers
- d) boots
- e) mules
- f) sandals
- g) clogs
- h) Wellington boots = wellies = rubber boots
- i) trainers = sneakers (AE)
- j) moccasins
- k) flip-flops
- l) loafers
- m) hi(gh)-tops
- n) ballerina shoes
- o) uggs



7 What shoes do you usually wear if...

- the weather is wet?
- you are invited to a formal dinner?
- it is very hot?
- it is frosty and windy?
- you are going on a picnic with your friends?
- you are going on a date?
- you are at home?

HEADGEAR

8 Match the words denoting headgear with the pictures.

- a) a felt hat
- b) a straw hat
- c) a cap
- d) a beret
- e) a hood
- f) a shawl
- g) a top hat
- h) a bowler/ derby
- i) a knitted hat
- j) a bobble



Unit 16. Good clothes open all doors

9 A) What materials can the following pieces of clothes be made of?

Example: A sweater is usually made of wool.
Pieces of clothes: **Materials:**

- a sweater
- a jacket
- tights
- a blouse
- pants
- trousers
- a skirt suit
- an evening dress
- a T-shirt
- a nightdress
- an overcoat
- a hat
- pyjamas
- a dinner jacket

- cotton
- linen
- suede
- leather
- leatherette
- pure/artificial silk
- corduroy
- velvet
- lace
- nylon
- cashmere
- wool
- tweed
- fleece
- real/fake fur
- denim

10 A) Match the words describing patterns with the pictures.

- | | |
|-----------------|------------|
| a) striped | e) spotted |
| b) pin-striped | f) checked |
| c) flowery | g) tartan |
| d) polka-dotted | h) plain |



B) Describe the clothes you are wearing at the moment.

Example: I'm wearing a plain silk blouse and a pin-striped denim skirt.

B) Which of the materials...

- wear well?
- don't need ironing?
- dry quickly?
- crease a lot?
- don't shrink?
- are usually dry-cleaned but not washed?



11 Match the verbs with their definitions.

- 1) to match =
to go with =
to go together
- 2) to fit
- 3) to suit
- 4) to set off
- 5) to clash

- a) to be the right size and shape for someone or something
- b) to look good together because of being similar in colour, pattern or style; to combine well with
- c) to look very bad when worn or seen together because of being completely different in style, colour etc.
- d) to make the person look good when they wear it because it is the right colour and style for them
- e) to make another piece of clothing look more attractive and noticeable, for example by being different in colour or style

12 Fill in the gaps. Sometimes more than one version is possible.

- 1) That dress would really _____ Annie. Pale blue is her colour.
- 2) I wonder if my wedding dress still _____ me?
- 3) For every outfit, Stephanie seemed to have a handbag and shoes to _____.
- 4) I can't wear red — it _____ with my auburn hair.
- 5) I'm not sure that those earrings will _____ your dress.
- 6) It's a lovely little black dress, and a brightly coloured silk scarf will _____ it _____ perfectly.
- 7) It's funny but the yellow jacket and the black skirt actually _____ quite well.
- 8) I felt slightly out of place, and was conscious that my jacket and trousers didn't quite _____.
- 9) In the lounge everything _____: the curtains, the sofa, the carpet and the cushions were all of the same pattern.
- 10) That orange scarf _____ terribly with her green coat.
- 11) Steve was wearing a red silk shirt that didn't _____ him at all.
- 12) Pink and purple don't usually _____ very well.
- 13) Choose bright colours, but make sure they don't _____.
- 14) His socks don't _____ his trousers.

13 Find pairs of synonyms.

- skimpy
- expensive
- baggy
- loose
- classy
- to be trendy
- snazzy
- to keep pace with
- too close-fitting
- up-to-the-minute
- the height of fashion
- cool
- to follow
- hot
- smart
- costly
- to be in
- stylish



14 Find pairs of opposites.

- to be dressed in good taste
- to buy clothes off the peg
- to put on everyday clothes
- suits made to measure
- up-to-the-minute
- a real fur coat
- to be slovenly in appearance
- ready-made suits
- to be particular about appearance
- to take off
- to dress up
- to buy designer clothes
- a clinging dress
- to be dressed in bad taste
- outdated
- to come into fashion
- a fake fur coat
- to put on
- to go out of fashion
- a loose-fitting dress

Unit 16. Good clothes open all doors

15 Translate into English.

- 1) костюм, пошитий на замовлення
- 2) бути модним (2)
- 3) вільного крою, мішкуватий
- 4) вийти із моди
- 5) шуба з натурального хутра
- 6) бути одягненим із гарним/ поганим смаком
- 7) стати модним
- 8) занадто прилягаючий/ замалий, крихітний
- 9) купувати готовий одяг масового пошиву
- 10) бути на піку моди



16 A) Match the words with their definitions.

- | | |
|---|---|
| <ol style="list-style-type: none">1) garment2) clothing3) outfit4) costume5) uniform6) clothes | <ol style="list-style-type: none">a) a set of clothes that look attractive together, which people wear for a special occasion (generally used to describe clothes worn by women or children)b) a set of clothes people wear for acting in a play or performance; the traditional clothes of a countryc) a set of clothes that are worn by the people who belong to a particular organizationd) clothes in general (not used to talk about your own or a particular person's clothes, except in very official situations)e) the things that people wear to cover their body or keep warmf) a piece, an item of clothing |
|---|---|

B) Fill in the gaps.

- 1) I know she has a different umbrella for every _____ she owns.
- 2) There was nothing in the chest except for a few items of _____.
- 3) I didn't like the play much but the _____ were amazing.
- 4) He was wearing a strange shapeless _____ that had once been a jacket.
- 5) Do you have to wear a _____ if you work at McDonald's?
- 6) I spilled coffee all over my _____.
- 7) Only two _____ may be taken into the changing room.
- 8) Charities have been delivering food and _____ to the disaster area.
- 9) She bought a new _____ for her daughter's wedding.
- 10) All the dancers and singers were dressed in Ukrainian national _____.
- 11) Some of the policemen walking amongst the crowds were not wearing _____.
- 12) It's hard to find _____ that fit me.

17 Translate the sentences into Ukrainian.

- 1) With them was a thin grey-haired woman in a fur-trimmed black suit. (*Ron Goulart*)
- 2) The sisters would almost always be dressed in white from crown to toe. (*James Baldwin*)
- 3) He was wearing a grey pin-striped double breasted suit that looked as if it had belonged to his father. (*Evan Hunter*)
- 4) He was very tidily dressed in a pale grey suit with a double-breasted waist. (*Evelyn Waugh*)
- 5) Sidney was wearing a jacket with two slits at the back and shiny new leather at the cuffs and elbows. (*Monica Dickens*)
- 6) He had a funny little jacket and ridiculous short trousers striped vertically blue and white. (*J. G. Cozzens*)
- 7) He wore stained and shapeless grey flannel trousers, a broad leather belt round his narrow waist, and an open-necked blue shirt that echoed his bright eyes. (*Monica Dickens*)
- 8) She would have been more comfortable in her high-heeled patent leather shoes than in the furtopped boots that Lilian had bought for her. (*Angus Wilson*)
- 9) Betty was wearing black velvet slacks, a colourful tight sweater, and flat-heeled white shoes. (*Erskine Caldwell*)
- 10) He was wearing a pair of leather shoes with a suede trimming. (*Jude Deveraux*)
- 11) Harry unlaced his shoe and pulled the broken string to even lengths so he could tie it in a bow again. (*Carson McCullers*)
- 12) The girl was wearing a striped open blouse and a wide pleated skirt with a big leather belt and a bright brass buckle. She wore low shoes and black knee socks. (*James Baldwin*)
- 13) He was always dressed in conservative dark suits, starched white shirts, black shoes, and a maroon bow tie. He had dozens of bow ties in various width and lengths, but every one of them was of some shade. (*Erskine Caldwell*)
- 14) On his skinny legs he wore black stockings, and his shoes were of a special kind, being queerly shaped, laced up over the ankles, and newly cleaned and polished with wax. (*Carson McCullers*)

III. SPEAKING

18 Discuss the questions.

- 1) Does fashion travel fast?
- 2) Which changes less frequently: men's fashions or women's fashions? Why?
- 3) Are there colours that are always in fashion?
- 4) What clothes and footwear have come into fashion recently and what are falling out of fashion?
- 5) Who usually sets a fashion?
- 6) Do you try to keep up with the latest fashion? Do you prefer to dress fashionably or comfortably?
- 7) What do you usually put on for everyday wear? for special occasions?
- 8) What do you think of people who are slaves of fashion?
- 9) What accessories do you usually wear? (belts, clutch bags, jewellery etc.)
- 10) What fasteners are fashionable now:

- buckles
- laces
- zips
- buttons
- Velcro
- studs
- any others?



Unit 16. Good clothes open all doors

19 Explain the difference between:

- | | |
|--|--------------------------------|
| 1) socks and stockings | 8) a bathrobe and pyjamas |
| 2) stockings and tights | 9) a scarf and a shawl |
| 3) a suit and a costume | 10) stilettos and loafers |
| 4) swimming trunks and a swimming suit | 11) a T-shirt and a sweatshirt |
| 5) blouses and shirts | 12) an anorak and a jacket |
| 6) jumpers and cardigans | 13) clogs and flip-flops |
| 7) gloves and mittens | 14) overalls and trousers |

20 Exchange compliments on the clothes you are wearing. Use the expressions from Useful language box.

USEFUL LANGUAGE	
COMPLIMENTING PEOPLE ON CLOTHES	RESPONDING TO COMPLIMENTS
<ul style="list-style-type: none"> What a nice scarf! I say, I like your new blouse. What a nice colour! You're looking smart/ elegant/marvellous in your new dress. That's a very nice-looking hat you're wearing. Your bag matches your shoes perfectly/ superbly/ exactly/ beautifully. This blouse really suits you. It goes well with your shoes, too. It's a good fit. It looks gorgeous/ marvellous/ great/ fabulous. I really like it. It's a very clever design. 	<ul style="list-style-type: none"> I got it for ... in a sale. It's my parents' present for my birthday. It only cost me... . You know I only paid ... for it. You'll never believe, but it was a real bargain. It was very good value. The price was very reasonable.

21 "Dress" the following people for different occasions.

- 1) Mary, 30, is taking her child, aged 3.5, for a walk in the park on a wet chilly day.
- 2) Christine, 16, is going to her boy-friend's birthday party.
- 3) Mr and Mrs Brooks, both pensioners, are going to church on a sunny summer Sunday.
- 4) Tom, about 20, is packing his clothes for a skiing weekend.
- 5) Mrs Ponytail, 36, is getting ready for an important business meeting with her prospective clients.
- 6) Paola, 18, is going to the beach, which is situated in the village 15 miles from her town. She is going by train.
- 7) Max, 29, has invited his girlfriend Linda to have dinner in a posh restaurant. Max is very concerned about the occasion as he is going to propose after dinner.
- 8) Linda, 26, is dressing up for a dinner with her boyfriend Max. She really can't understand why Max hasn't proposed to her after more than 4-years' dating, so she has decided to finally stun him with her looks.
- 9) Miss Starr, 45, one of the most famous Hollywood actresses, is opening the Academy Award ceremony this evening.
- 10) Katya and Bohdan, both freshmen, are in the Internet café at the moment. After that they are going to McDonalds and then to the cinema.

Unit 16. Good clothes open all doors

22 A) There are many idioms and proverbs to do with clothes. Match some of them with their definitions and give the Ukrainian equivalents.

- | | |
|---|--|
| 1) to lose one's shirt | a) to buy only what is enough for one's money |
| 2) to be in someone's shoes | b) to do something with a very small amount of money |
| 3) the shoe is on the other foot | c) to show one's feelings openly |
| 4) to keep (something) under one's hat | d) to be in another person's place or position |
| 5) to live on a shoestring | e) to keep something secret |
| 6) to be dressed up to the nines | f) the opposite is true, places are changed |
| 7) to cut the coat according to the cloth | g) to wear very smart clothes for a special occasion |
| 8) to wear one's heart on one's sleeve | h) to lose all or most of one's money |

B) Fill in the gaps.

1. For a long time my friend laughed at my problems at work. Now, _____ and he also has serious problems.
2. Everyone was _____ for the Annual Grammy Awards, with the men in tuxedos and the women in evening gowns.
3. My cousin _____ gambling and now he is in the serious financial difficulty.
4. A lot of university students _____. They eat cheap food, buy cheap clothes, and live in cheap apartments.
5. Jackie _____ and everybody knows that she is head over heels in love with David.
6. Our expenses should always be within the limits of our income. Otherwise, we undoubtedly land in debit and difficulties. The wisdom says, _____.
7. Auntie Ether couldn't possibly tell me the family secrets because she'd pledged on her mother's grave to _____.
8. Tom's sales have dropped by 30% this month. I wouldn't like to _____!



IV. READING

23 A) Read the first part of the text and choose the correct answer A, B or C.

1. According to the first definition, dressing sharp means to wear
 - a) formal clothing every day;
 - b) clean clothes that fit;
 - c) clean and tight clothes.
2. The second definition points out that dressing sharp means
 - a) to be informed about the latest fashionable trends;
 - b) to study (learn) other people's outfits;
 - c) to be aware of personal style.
3. The third definition focuses on
 - a) learning from the classics;
 - b) dressing like your grandfather;
 - c) studying pros and cons of classic clothing.
4. As for the fourth definition, dressing sharp means
 - a) to keep up with the social norms;
 - b) to surpass the standards (norms);
 - c) to wear clothes accepted in many locations.

Five Reasons Why Young Men Should Dress Up

Young men are a country's future fathers, husbands and leaders. It only makes sense then that they should start dressing as such. It may seem superficial, but the harsh reality is that a young man is judged by others within seconds of being noticed. The old saying that "you only get one chance to make a first impression" is true. Take the time and effort to look your best and you'll start on good footing — dressing down to what might be fashionable in your age group only creates barriers when you are looking to rise to the top.

What Does Dressing Sharp Mean?

Before we get to the reasons why young men should dress sharp, I believe that we should examine what "dressing sharp" means. Below are four definitions of the sharp-dressed young man.

Does dressing sharp mean that we, young men, have to wear suits every day of our lives? No! Most of us will not be in a career that requires us to wear suits every day. There are many young men who go into noble trades like carpentry, plumbing, etc. there are also young men who serve a greater cause than themselves — soldiers, priests, etc. Dressing sharp for all young men, regardless of profession, is to wear clothing that is free from tears, rips, stains. Clean clothes.

Not only should you make sure your clothes are clean, you should also make sure they fit. Extra large may feel comfortable, but wearing clothes a size or two too big does not do justice. Fitted does not mean restrictive! We may think that fitted clothes will be too tight and will limit the sense of freedom. On the contrary, fitted clothing will seem to be weightless. Why? Fitted clothing requires less fabric to achieve the sense of freedom, thus less weight. Fitted clothing means that loose wear is normally tight and snug wear is normally loose.

The next level of dressing sharp is to know which style is yours. The way of mastering this awareness is to disregard mainstream trends in fashion. Educate yourself by understanding how your build, your hair and skin tones, your environment and your wallet affect what your style is. We are all not the same — an outfit you see on the young man next to you may or may not work for you.

The words "dressing sharp" quite often conjure up the image of men from the past. There is a reason why the clothes from our grandfather's generation are considered to be classic. Classic menswear, unlike fashion trends, holds firm over time; there are no ebbs and flows of classic clothing.

Dressing sharp in the greatest sense is to rise above the social norms of the day. Jeans and T-shirts are a common sight in our society and for the most part this casual outfit is accepted in many locations. The problem is that jeans and a T-shirt do not rise above these social norms.

Unit 16. Good clothes open all doors

B) Read the second part of the text and choose the appropriate heading (A–F). There is one extra heading which you do not need to use.

- | | |
|--|--|
| <p>A Dressing sharp attracts women
 B Dressing sharp radiates self-respect
 C Dressing sharp attracts and keeps wanted attention</p> | <p>D Dressing sharp draws positive attention
 E Dressing sharp boosts self-confidence
 F Dressing sharp shows maturity</p> |
|--|--|

Now that we know what it means to dress sharp, let us cover five reasons why a young man should dress sharp.

Reason #1: D

5 We live in a judgmental world; we are quick to **make assumptions** and to categorize individuals based on what we see. In order to have potential employers and passers-by stop **overlooking** and **undervaluing** us, we need to
 10 dress sharp. A young man who wears clean and fitted clothing and uses classic style to his advantage will make people value him, his ideas and his presence. A young man who **excels** in dressing sharp will rise above and chances are,
 15 he will be spotted first, valued and respected.

Reason #2: _____

20 No matter if you chose to go to school or to enter a trade or to serve your country, you are now a young man. Your background has shaped who you are today, but it is your responsibility to carry yourself forward. And the clothes you wear are no exception. You are responsible for every aspect of your life. Dressing sharp shows motivation to everyone who looks at you. They
 25 see a young man with energy, with health and with a full life ahead of him, but they also see a young man who is mentally advanced and responsible enough to sever himself from and rise above his boyhood past.

Reason #3: _____

30

If you take the time, effort and pride into dressing sharp, you will undoubtedly radiate an image of self-worth. People will see you and think positively of you. Dressing sharp means that you are respecting your body. People will
 35 see you in your classic, clean, fitted clothing and they will start to think that you are worthy of their time and company.

Reason #4: _____

35

A young man who is sure of himself can rise
 40 to the challenge and move mountains. Believing in yourself is a vital necessity in order to be successful and to survive. How can a young man snag a job he wants if he doubts himself? How can a young man walk up to an attractive
 45 woman and ask her out on a date if he thinks less of himself? What he needs is just to put on his best clothes that he owns. The immediate psychological effect is unquestionable.

Reason #5: _____

45

A sharply dressed young man stands out from the crowd. He is **eminent**. This is a good thing, when he is seeking to establish himself as a young leader. We see with our eyes and we think with them too. Image is very important.
 50 A young man who dresses sharp gives a strong image which will captivate people and will strive to **maintain** their interest.

50

55

24 Match the highlighted words with their definitions.

1. make something continue
- 2) famous, important and respected
- 3) to succeed in getting something which was difficult to get
- 4) to be outstandingly good or proficient
- 5) not to notice how the person is important
- 6) to think that someone is less important than they really are
- 7) a principal, dominant tendency
- 8) something you think is true although you have no proof
- 9) basis, foundation



V. LISTENING

COLOURS

- 25** What are your favourite clothing colours? Do you prefer bright, light or dark colours? Are you usually bold when choosing new colours to wear, or do you tend to stick to the same colours? Do you think colours should be matching or contrasting? Sort out the colours in the list according to the basic ones.

red	green	blue
•emerald •purple •crimson •ivory •turquoise •lilac •scarlet •azure •coffee •ruby •navy •cherry •lime •chocolate •lavender •beige •olive •cream		
violet	brown	white

- 26** Sarah Archer (1) and Gladys Bucks (2) have changed their lifestyles recently. Now they need to change their summer wardrobes. They decided to go shopping and invited a fashion expert to help them choose.

A) Listen to the first dialogue and decide who these comments belong to. Put S for Sarah and E for the fashion expert.

- A clerical shirt:
 - to wear at work
- Stretchy cropped trousers
 - comfortable for cycling
- light coloured textile sneakers
 - to look more summery
- Wide-leg trousers:
 - comfortable for wearing at home
- An emerald silk blouse:
 - looks terrific
- A lilac bell-shaped skirt
 - a reasonable price
 - good for casual occasions
 - matches the knitted top
 - machine washable
- A turquoise dress:
 - is worth its price
 - perfect for a ball



B) Listen to the second dialogue and match the items of clothing with the occasions on which Gladys is going to wear them.

- | | |
|-----------------------------------|----------------------------|
| 1 a silk-and linen suit | a) working at the office |
| 2 a knit crimson top | b) meetings at work |
| 3 straight-legged cotton trousers | c) working at the computer |
| 4 a summer dress | d) business meetings |
| 5 a navy denim skirt | e) social occasions |
| 6 a dress with jewellery | f) outdoor activities |

VI. READING AND WRITING

27 Discuss the questions.

- 1) Does the clothing style of young people differ from that of older people? In what way?
- 2) What style can you recommend for middle-aged or elderly people if they want to look younger and fashionable?

28 Read the text and answer the questions.

- 1) What kind of clothes did Sarah use to wear and why?
- 2) What incident encouraged Sarah to join a slimming club?
- 3) What has changed in Sarah's appearance?
- 4) How has Sarah's attitude to the clothes changed?
- 5) Why does Emma have mixed feelings about her mum's new look?
- 6) What would Sarah's husband and children prefer her to wear?



I Hate Mum Wearing My Clothes

Emma, 14:

Don't get me wrong — I love my mum and I'm very proud of her. But recently she has **changed her appearance so dramatically** that it takes some effort

5 to get used to the new her.

To be honest, I never really noticed just how big she was; she was just happy and loving mum. When she decided to

10 join a **slimming group**, we all supported her as much as we could. And all of a sudden she's gone from being a **chubby, mumsy figure** in tent-like dresses, to

15 someone people think is my elder sister. It's fabulous to see Mum so full of life now, but it does have a major drawback — she keeps on borrowing my clothes!

20 When I came home one night, I caught Mum trying on loads of my clothes in my bedroom. All my best gear was scattered across my bed. As I opened the door

25 she blushed and confessed she was having a little fashion show of her own.

I couldn't **believe the cheek of it**. She would have gone mad at me for doing the same thing!



But what really bothers me is that she's too old to be wearing my clothes. When we go shopping together, I have to try to stop her from buying clothes I wouldn't **be seen dead in** — not because

they aren't fashionable, but because they're way too revealing.

Ideally, I'd like Mum to wear jeans or nice fitted long skirts with smart tops. I don't mind her wearing tight tops, but

40 I **draw the line at** see-through mesh (net) vests — I think they're strictly for teenagers.

What's more, I know Dad and my twin brother Adam feel the same as me.

45 It's cool to have a trendy mum, but not one that competes with you. Her argument is that she looks good in my clothes, and she does wear some of them well, but that's not the point.

55 I'm only 14, so I'm expected to wear all the cute tops and snazzy jeans, but she's a 37-year-old mum of two, and it's time she started **acting her age** — not mine.

Unit 16. Good clothes open all doors

Sarah, 37:

I always used to be big. Until recently, I can't remember a time when I could wear anything fashionable. I didn't care about what colour my clothes were, or the design on the fabric — all that mattered was that they were loose and baggy enough **to hide my bulk**, I wore what I could get into.

I wasn't aware of how huge I was until I saw a photo of myself at Christmas 2000. I looked obese — even bigger than my mum who was then a size 20. I was wearing an **unflattering** green high-necked jumper and a pair of jeans.

Two weeks later I summoned up enough courage to join a slimming club and start dieting, and the weight dropped off quickly. I had to keep buying new clothes every four or five weeks while the weight fell off, but it was worth the expense.

I've never used much make-up, but I've changed my hair to suit the new-look me. I used to dye it blonde and have it cut in a bob, but now I've gone back to my natural light-brown colour and have a layered style that shows off my face.

And now, for the first time in my life, I can wear fashionable clothes, and it feels so good. I want to wear all the clothes I could never fit into before — simply because I can.

But my daughter Emma disagrees. I know I look good in short skirts, but she bans me from wearing them. She thinks that women of a certain age shouldn't wear **revealing clothes**.

Now that I'm the same size as Emma, I can shop in the same places as her — places like Miss Selfridge and Topshop. I can even borrow her clothes, although she hates me doing it!



When she caught me trying all her clothes on one evening, she was really fed up. Emma hates me wearing anything that shows off too much flesh. She looks at me disapprovingly as I'm about to leave the house and says things like, "And where do you think you are going in that?" But I think if it looks good, why not? I know some of Emma's friends think I look trendy — and some of Adam's mates even think I'm cute.

I recently wore one of Emma's flimsy gypsy tops with tight patterned cropped trousers to a party at our local social club, and Emma kept coming to me all night and pulling the top over my shoulders. It was hilarious — maybe she was worried I looked better than she did!

I love Emma dearly and don't want to upset her. But now, when I finally have the chance to wear trendy clothes and **feel like one on the catwalk**, I'm going to keep on doing it. Emma will just have to get used to the idea.

29 Explain the highlighted phrases in your own words.

30 Find all items of clothing that Sarah and her daughter have mentioned and speak about their attitude to each one.

31 Answer the questions.

- 1) Do you always approve of the way your parents dress? What would you like to recommend them?
- 2) Do your parents always approve of everything you wear? Do you listen to their advice?
- 3) Who helps you to choose clothes?

32 Should Sarah wear what she wants? Or is her daughter right to tell her how to dress? Write and tell us at the following address: 72 Broadwick Street, London W1F 9EP 'BEST' (address your letter either to Sarah or to Emma)

Dear

VII. LISTENING AND SPEAKING

33 A lot of people who want to look trendy and feel comfortable, but don't know how to do this, send letters to "Fashion Q&A" radio programme in which fashion expert Jeff Banks answers their questions. Here are some of the questions from the letters. Before you listen to Jeff Banks' answers, think of possible solutions to these problems and discuss them.

- | | | |
|----|--|--------------------------|
| 1) | I've been invited to an evening at the races by a business client, but I have no idea what to wear. Any tips? | <input type="checkbox"/> |
| 2) | I live in T-shirts all summer, but I don't want to look like my teenage daughter. How can I make sure I get it right? | <input type="checkbox"/> |
| 3) | I'm a classic pear shape: size 14 on top, size 16 on bottom. Which bikini do you think will be flattering for me? | <input type="checkbox"/> |
| 4) | I hate my toes and because of that I avoid wearing flip-flops on holiday. What do you suggest instead? | <input type="checkbox"/> |
| 5) | I've heard that corsages are trendy. How can I wear one without looking like I'm going to a wedding? | <input type="checkbox"/> |
| 6) | How can I cover up my big arms on the beach? | <input type="checkbox"/> |
| 7) | I spent several years in an oriental country where women's outfit doesn't require much imagination to choose. Actually, I lived there since I was a teenager. Now that I'm back in Britain I understand that I have to change my wardrobe completely. But I am at a loss. Can you suggest what shop I should start with in order not to buy anything ridiculous? | <input type="checkbox"/> |
| 8) | I'm very shy and don't feel confident in clothes that leave much of my flesh out — I mean even shorts and stringed tops. But what should I wear if our summers keep being as hot as the previous one? | <input type="checkbox"/> |

34 You will hear the following sentences and phrases in the recording. Translate them into Ukrainian.

- 1) The Per Una label translates looks from the catwalk to the high street for a fraction of the price.
- 2) ...smart tailored suits in pinstripes and tweed...
- 3) Choose a brief with the highest cut leg you dare.
- 4) Don't fall into the trap of thinking hot-wear clothes have to be revealing.
- 5) ...a pretty lightweight shirt, worn unbuttoned over a simple cotton vest...
- 6) The dress is heavily decorated or has a bright pattern.
- 7) It will look far more flattering.
- 8) A much better option is mules with covered toe.
- 9) Per Una collection is spot on again.
- 10) Hand-knits are also very popular.

35 Listen to Jeff Banks' answers and match them with the questions in Exercise 33.



— **Unit 16. Good clothes open all doors** —

36 Fill in the gaps.

• contrasting • a covered toe • a bit of spark • tonal • must-haves • V or round-neck
• mix-and-match • ribbed T-shirts • loose-fitting cropped

- 1) At Marks and Spencer's you can buy all this season's _____.
- 2) If you're pear-shaped with different sizes you should look for _____ swimwear.
- 3) For a summer evening out you should wear something that has _____ in it.
- 4) _____ trousers are much better than shorts.
- 5) Wear a dress and a corsage of _____ colours rather than _____ ones.
- 6) _____ or the ones with lycra in them retain their shape after washing.
- 7) A jellabah has a slit for your head which is either a _____ shape.
- 8) Instead of flip-flops you can wear mules with _____.

37 Listen again and fill in the table.

	What to wear	What not to wear
A		_____
B		
C		
D		
E		
F		
G		_____
H		

38 Answer the questions.

- 1) How often does the fashion change? Does the fashion come back over again?
- 2) What's on your wish list? What are you searching for in the new season?
- 3) What are you loving in your closet right now? What are the clothes you can't live without?
- 4) What did you wear to your school graduation party?
- 5) Do you wear the same color clothes now that you wore two or three years ago?
- 6) Do you buy second-hand clothes? Why/why not?
- 7) What do you do with clothes you no longer wear (store them up, sell, discard them, pass down to your relatives or friends, exchange with friends or relatives)?
- 8) Do you think that clothes reflect personality? In what way?

39 Two students are window shopping. One of them wants to choose some new clothes to renew their wardrobe for spring and compare prices. The other is able to give good advice. Make up a dialogue following the instructions.

STUDENT A

1. Compliment Student B on their clothes.
2. Tell Student B about your wish to renew your wardrobe for spring and what items of clothes you need.
3. Answer the question and give more details about the item (material, pattern or cut).
4. You can afford to buy a new pair. Tell what you usually wear and if you would like to buy shoes that are fashionable now.
5. Give your idea of what can go with the item you'll probably buy.
6. Show interest. Ask your friend to go with you to another shop to compare prices and to look at the range of clothes.

STUDENT B

1. Respond to the compliment. Say you know where to buy real bargains.
2. Suggest going to the place you often buy clothes at. Ask a special question about an item of clothes your friend mentioned.
3. Ask if Student A has any shoes to wear with the item of clothes you are discussing. Say what is "in" this season.
4. Suggest choosing some accessories for the item.
5. Agree or disagree. Give reasons. Suggest having a look at the underwear.
6. Suggest the time and place to meet.



VIII. WRITING

40 Describe your attitude to clothes in 150–180 words. Use the following ideas as guidelines:

- indifferent to/ particular about what to wear;
- buying ready-made clothes/ having clothes made to measure;
- your taste in dress;
- fashion-conscious/ not a slave of fashion;
- your tips for smart clothes shopping.

IX. REVISION TRANSLATION

41 Translate into English.

- 1) Я люблю простий, практичний одяг, що підкреслює достоїнства моєї фігури і добре носить. Я намагаюся стежити за модою і змінювати стиль одягу в залежності від ситуації — від класичного під час ділових зустрічей і шикарного для особливих випадків до спортивного — для відпочинку дома і на природі. У своїх ділових костюмах я віддаю перевагу строгому покрою піджаків, спідниць і брюк, усі мої вечірні туалети мають силует, що облягає, а весь мій домашній повсякденний одяг вільного, навіть мішкуватого стилю.
- 2) — Доброго дня, чим можу вам допомогти? Що вам показати — капелюхи, кепки, берети?
— Мені потрібний фетровий капелюх із широкими полями. Я думаю, що він підійде до мого нового пальта.
— Якого кольору?
— Світло-коричневого. Я також хочу вибрати кепку для мого сина. Я думаю, що візьму ось цю в клітинку. І покажіть, будь ласка, шапку з бубоном для моєї дочки.
— Ось, будь ласка.
- 3) Коли вона поверталася додому з роботи, вона знімала свій діловий костюм із твіду, чоботи на високих підборах і переодягалася в затишний вовняний светр, вільні вельветові штани і теплі хутряні тапочки. Ранком, перед тим, як робити зарядку, вона надягала спортивний костюм, футболку і кросівки. Іноді вона бігала в парку; тоді вона вдягалася в теплу куртку з капюшоном, отороченим хутром.
- 4) Ласкаво просимо до нашого нового магазину! Тут ви знайдете взуття на будь-який смак! Вам запропонують елегантні туфлі на шпильках, що ніколи не виходять з моди; зручні мокасини, і шкіряні сандалі, і високі чоботи. У нас широкий вибір м'яких тапочок, спортивного взуття і гумових чобіт. Бажаємо вам удалих покупок!
- 5) — Я збираюся у відпустку до моря, допоможи мені купити все необхідне.
— Тобі краще вибирати одяг з легких натуральних тканин: бавовни, льону, шовку. Купи який-небудь яскравий сарафан чи сукню без рукавів; зараз у моді речі в смужку і дрібний горошок. Візьми із собою футболку, шорти і пару спідниць. Не забудь джинси і теплий джемпер, вони тобі знадобляться в прохолодну погоду.
— А що взяти із взуття?
— Кросівки, пантофлі, босоніжки. І не забудь узяти купальник, сонцезахисні окуляри і солом'яний капелюх.
- 6) У мого чоловіка завтра день народження, і я хочу купити йому сорочку і краватку. У нього, в основному, всі сорочки у смужку, тому я вибрала однотонну сорочку темно-синього кольору, вона буде прекрасно пасувати до його сірого костюма. До сорочки я купила ясно-синю краватку. Я сподіваюся, нова сорочка буде добре на ньому сидіти.

Unit 17

AT YOUR SERVICE

I. LEAD-IN

1 The service industry is rapidly developing. Which of these services do you often/ rarely/ never use?

- hairdresser's
- dry cleaner's
- shoe repair
- post office
- car repair
- watch repairs
- currency exchange
- internet café
- library
- photographer's studio

2 Brainstorm what other services are available in your city.

- What services are especially valuable for students?
- What services need further improving?



II. VOCABULARY

BEAUTY SALON

3 Answer the questions.

1) What do you most often ask your hairdresser to do when having your hair styled?

- to cut your hair
- to dye your hair
- to trim off the split ends
- to even the sides
- to shorten your fringe
- to apply mousse, hair spray to keep the style in place

- to layer your hair
- to touch up your roots
- to updo your hair
- to blow-out your hair = to volumize your hair
- to flat-iron = to straighten your hair by flat-iron

2) Which of the following are trendy now or are beginning to catch on?

- to highlight hair
- to sweep hair up
- to wear a wig or a hairpiece
- to have hair extensions put in

- to use hairgrips, hair ribbons, an elastic band
- to plait one's hair
- to have a permanent wave

Unit 17. At your service

4 Match a hairstyle with a picture.

- | | | |
|----------------------|-----------------|------------------|
| a) bald head | f) layered hair | k) shaved head |
| b) crew cut | g) flat top | l) cropped hair |
| c) undercut | h) pigtails | m) permed hair |
| d) plait/ braid (AE) | i) French plait | n) hair in a bun |
| e) dreadlocks | j) bob | |



5 Fill in the gaps using the words from the box.

- facial • pencil • eyeliner • powder • mud pack • false eyelashes • tweezers • lipstick
• creams • foundation • blusher • mascara

The cosmetologist will apply a (1) _____ or some other substance that dries into a mask on the face, in order to draw out the impurities in the skin. There are many different (2) _____ and lotions for skin treatment. Working on a woman's face the beautician begins with the (3) _____. She shapes eyebrows by plucking them with (4) _____, or by threading or waxing. She applies (5) _____, a cosmetic that tints the skin and covers small flaws. She blends in rouge or (6) _____ over the cheekbones, and over that pressed or loose (7) _____. She uses (8) _____ on either or both upper and lower eyelids, smoothes on eye shadow in any of several different shades on the upper eyelid, and then applies (9) _____ to the eyelashes. She may have curled the eyelashes beforehand with an eyelash curler, or she may have attached (10) _____. She uses an eyebrow (11) _____ to accentuate the eyebrows. Finally, she outlines the lips, either with their natural or their desired shape, with a lip liner, and fills them in with a lip brush and (12) _____.

6 Put the sentences into the right order.

The manicurist

- applies polish to the nails.
- asks you to soak your nails in a solution that softens the cuticles.
- applies an undercoat as a nail strengthener.
- removes old polish from your nails.
- pushes the cuticle back with a cuticle stick.
- shapes the nails with a nail file in an oval or blunt shape.

III. READING

7 Read the text and answer the questions.

- 1) What are the girl's father's origin, present position and occupation?
- 2) How did the fashion for hairstyle change with time?
- 3) Why did Philip fail to propose to the girl?
- 4) Why did George, the girl's fiancé, decide to break up with her?
- 5) Why doesn't she regret losing her hair?

The Hairdresser's Daughter

by Clara Augusta, 1892

I am unfortunate enough to be the daughter of a hairdresser. My father is **an artist of the first water**, has the handsomest suite of rooms in the city, does an enormous business, and dresses
5 the heads of all the first ladies in town.

By birth he was a Connecticut Yankee, by the name of Peter Jones, but since he set up in the hairdressing business he has been M. Pierre de la
10 Johannes.

My hair was kept short until I was fourteen; after that it was not cut. At sixteen I was happy to have a very luxuriant
15 crop of dark brown ringlets. It was at just that epoch that the rage for false hair came in. Everybody **had hair on the brain**. My father worked
20 night and day constructing curls, etc., and still **the supply never equaled the demand**.

The Bible tells us that we cannot make one's hair white
25 or black, but that assertion was written down before these days of hair renewers, restorers and tonics.

I know people who had white heads yesterday, and today are happy with hair as black as
30 the raven's wing. I have seen black-haired women changed to golden-haired blondes, and vice versa, all for a week or less.

As soon as this passion in regard to hair began, my father began to make experiments on
35 my locks. Every new style which came out was

reproduced on my head. My hair was braided, and twisted, and puffed, and left to hang loose, and then again drawn so tight that I couldn't
shut my mouth, and my forehead shone like
40 the sheepskin on the head of a drum.

I had a boyfriend, but I never could have time **to bring him to the point**, for he came
evenings, and evenings my father always
practiced on my hair. My suitor did very
nearly propose on one occasion, that
45 is, he got so far as to say he loved me, and wanted me to... And here my father made his appearance, and
marched me off to the shop to have my hair dressed "à la Greeque."
50

Philip was very angry, and persisted in believing it was a plan between my father and myself, and a fortnight afterwards he married
55 Ellen Hastings.

By and by father turned his attention to the manufacture of restoratives and depilatories; "and all
of them had been faithfully tested by a member of the discoverer's own family,"
60 meaning me.

Oh, dear, how much I had suffered from them. I had gallons of restorers poured on my
head, I had smelled of lead, glycerine, olive
oil and beeswax, sulphur, nitrate of silver,
65 bergamot, and only my scientific parent knows what. I had my hair burned with curling
irons, bleached to red, and from red changed to black, and from black to brown, and so on
"ad infinitum". My head had been soaked for
70



Unit 17. At your service

twenty-four hours in an alkali, for the same length of time in an acid, and I had sat on top of the house in the hot July sun to “bleach” until I felt like a mud pie baked on the desert
75 of Sahara.

Time passed on, and brought me a second sweetheart. George Guild was his name. He was an extremely sensitive young man, a little superstitious, and inclined to be unstable in
80 most matters. But he was good looking, and had some property, and we were engaged, with the full consent of my parents.

At the time I promised myself to him I had black hair, just the colour he most admired,
85 but two or three days afterward my father **took it into his head** to bleach my locks to auburn.

George came to see me. What a fearful change passed over him as he looked at me!
90 He grew pale as death, gasped, and acted as if he had about made up his mind to faint. Then, gathering his energies for a final effort, he seized his hat and made for the door.

He did not come again, and I, sick with
95 anxiety, sent for him and appointed a certain evening for the visit. The very day I expected him father called me down to the shop just as I was going to dress to receive George.

He had a new restorer, and just as he was
100 about to put my head in the new mixture he

was called away to dress Mrs Morgan’s head for a ball. So he left Bob, his assistant, to apply the restorer. It was a most terrible smelling compound the boy plastered me with, and as soon as the operation was over I hurried up to
105 my chamber and dressed. Then I descended to the parlor to await George’s coming.

My head felt strangely, and presently the scalp began to itch intolerably. It grew worse and worse, until, at last, in desperation,
110 I seized a brush, and applied it to my head.

Good heaven! The hair fell off in handfuls, and possessed by a horrible sort of fascination, I stood there before the glass and brushed until my head was as bare as a peeled onion!
115

And then the door opened and George Guild came in. He cast at me one glance of horrified dismay, uttered a cry of alarm and fled from the house. I heard the next day he had taken the train for California. A letter, which he left
120 behind, told me that he loved me, but he was sure that I had dealings with the Evil One, and therefore dared not link his fate with mine.

For a week or two I cried most of the time after losing my hair and lover. But now that
125 time enables me to think calmly of the matter, I do not regret the accident, for I have escaped the eternal manipulation of my father.

I wear a wig, and have no desire that my hair shall grow faster than it chooses to. 130

8 Explain the highlighted phrases.

9 Find the words or phrases synonymous to:

- 1) artificial hair to wear on one’s head;
- 2) make or become pale or white (by chemical action or sunlight);
- 3) liquid, cream etc. used to remove hair;
- 4) curly hair that is short and thick;
- 5) completely bold;
- 6) arrange someone’s hair into a special style;
- 7) to weave or twist together three strands of hair to form one length;
- 8) a piece of electrical equipment used to curl or straighten one’s hair.

10 Make a list of things her father did to her hair. Describe all the procedures in detail.



IV. LISTENING

11 Listen to the text and decide whether the following statements are true or false.

- | | |
|---|--------------------------|
| 1) The clothes produced by the Balyuk Atelier are unique because each garment is beautiful and extremely expensive. | <input type="checkbox"/> |
| 2) All employees at the atelier are not professional designers. | <input type="checkbox"/> |
| 3) The employees of the atelier studied the art of cutting and embroidery in India. | <input type="checkbox"/> |
| 4) The master painters use a new technology known only in India. | <input type="checkbox"/> |
| 5) This new technology makes it possible to reproduce any picture on a piece of cloth. | <input type="checkbox"/> |
| 6) The atelier cannot afford any modern facilities and software. | <input type="checkbox"/> |
| 7) Accessories and trimmings are usually embroidered with logos. | <input type="checkbox"/> |
| 8) The Balyuk Atelier has made clothes for priests of the Orthodox Church. | <input type="checkbox"/> |
| 9) The Atelier has had orders from only native customers so far. | <input type="checkbox"/> |
| 10) The employees are qualified enough to carry out "haute couture" projects. | <input type="checkbox"/> |

V. VOCABULARY AND SPEAKING

THE PHOTOGRAPHER'S STUDIO OR A FREELANCE PHOTOGRAPHER?

- backdrops
- a freelance photographer
- a lens
- unobtrusive
- a snapshot = an image
- to print out
- a digital camera
- to provide coverage (of an event)
- a photo shoot = session
- re-touching
- shading
- air-brushing
- picture printing and framing
- photographic restoration

12 Fill in the gaps.

1. The photograph was taken using a zoom _____.
2. Which type of the theatre was the first to have painted _____?
3. When taking pictures with a _____, you can see the _____ at once.
4. Photographers can achieve the best effect by expertly using such techniques as _____, _____ and _____.
5. Having worked for 10 years in the studio he became a _____ and his works are now bought by the leading magazines.
6. Graduates asked the photographer to _____ a full _____ of their graduation party.
7. After a day-long _____ he _____ over 200 photos.
8. He tried to be _____ but every eye in the room followed him.

Unit 17. At your service

13 Read the advertisements of the professional photo studio and the freelance photographer and answer the questions.

1. What experience/ background do they have?
2. In what way Natalie's approach to photographing is special?
3. What kind of equipment do they have?
4. Which of them provides the service of documenting various events? What printing services do they offer?
5. What additional services do they provide?
6. What does the studio use a large collection of backdrops and accessories for?
7. Why is the clients' comfort so important for both?
8. On what occasions would you choose the services of the studio or the freelance photographer? Why?

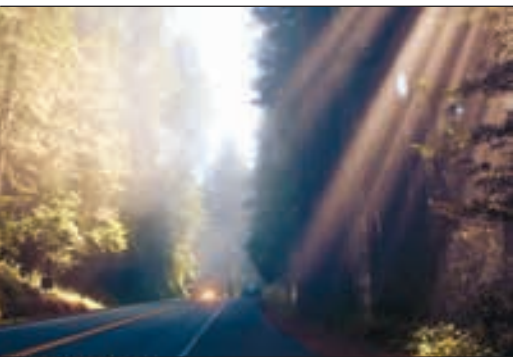
About Me



- My name is Natalie Slater and I have a passion for telling stories through my lens. I have 7 years of industry experience, a Master of Fine Arts in photography as well as a Bachelor degree in photography and graphic design. My idea of photographing a wedding is to take the beautiful wedding you have spent so much time planning and capture it with perfect lighting, composition, and focus. I take a journalistic approach to photographing your special occasions and capture moments in an unobtrusive manner. I have a digital camera with a range of highly specialized lenses.

Services

- providing unique wedding coverage, documenting the entire day, videotaping the bride and groom getting prepared for the big day;
- working with local schools to photograph their sporting, drama and musical events;
- creating speciality packages devoted to taking family portraits for all occasions (birthdays, holidays, special family events);
- providing a copy of the images or video in digital format or on a DVD or CD.



Unit 17. At your service

17 A) Read the advertisement.

Customized photo services

With us you can order

- a card showing off your favorite family photo or announcing the arrival of a new baby, just-moved or just-married occasions, invitations, thank-you messages and many more.
- a photo book that will preserve your photos and share your stories in the most creative ways.

Your photos will be arranged with your captions in more than 20 styles with preset backgrounds and layouts.



B) Two students are discussing a birthday present for their friend. Make up a dialogue following the instructions. Use the advertisement for your reference.

STUDENT A

1. Suggest giving something special, unusual, with a personal touch.
2. Express interest and ask for details.
3. Explain that a card is not exactly what you have in mind, and ask what else they offer.
4. Agree enthusiastically. Suggest including different photos connected with your friend's university life.
5. Say who can help you and in what way.
6. Agree with the place, but say that the time is not convenient for you.

STUDENT B

1. Mention your experience of using Customised Photo Service.
2. Describe the card you ordered. Say for what occasion.
3. Tell everything you know about a photo book.
4. Accept and suggest asking other friends to contribute photos and write funny captions, poems and birthday wishes to accompany the photos.
5. Suggest the time and place to get together to choose photos, and discuss details.
6. Agree with the new time. Say goodbye.

AT THE POST-OFFICE

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • post = mail • regular/ registered mail • air/ surface mail | <ul style="list-style-type: none"> • to send a letter/ a postcard/ a parcel by post • to stick postage stamps • to track a letter/ parcel | <ul style="list-style-type: none"> • poste restante (BE) = general delivery (AE) • a courier delivery • to pay a shipping fee |
|--|--|--|

18 Fill in the gaps using the words from the box.

- receipt • sender • postal • legibly • box-holder • a courier delivery • envelopes
• delivered • postal codes • registered • communication

Before the invention of the telegraph, telephone and the Internet, the (1)_____ system was the only reliable means of long-distance (2)_____. Nowadays almost everyone has used its services. By means of letters, people can share news and make plans with friends and relatives far away. Stores and other businesses send bills and receive payments through the mail. Most magazines are (3)_____ by mail.

If you send particularly valuable items, you can use (4)_____ mail. You are given a (5)_____ ensuring special protection for the contents of your mail. Certified mail provides not only proof of mailing but also a return receipt stating that the mail has been delivered, if the (6)_____ requests one. If you want a speedy delivery you request for (7)_____ but you must pay an extra fee for this service.

The Postal Service rents post-office boxes, which are located in post offices. All mail addressed to a box number goes into the box. The mail stays in the box until the (8)_____ collects it.

Sending your mail of any kind, don't forget to write (9)_____ the addresses and the (10)_____ of your addressee and your own, to stick stamps on the (11)_____ and postcards.

19 Roleplay the situations.

Student A is a postal clerk.
Student B is a customer.

Situations:

- 1) You want to send a registered letter, with photos enclosed, to your relative in the USA.
- 2) You want to send some A4 size documents to your business partner and you don't want them folded.
- 3) You want to send a book as a present to your friend in the UK.
- 4) You need to have some documents delivered to a University abroad within two days.

20 Read the article and discuss the questions it brings up.

Can Post Offices Survive in the Digital World?

Canada Post has announced that they will cut down home delivery as deliveries fall and costs rise.

Canada Post, like many other postal services globally, have seen a decline in the number of letters sent by the Canadian people. To make the matters worse, wage demands increased and costs grew higher.

Canada Post aims to remain financially self-sufficient and avoid becoming a burden on taxpayers. For instance, delivering to community mailboxes provides convenience and security, but costs significantly less than the cost to deliver to the door. A lot of firms, private including, provide courier deliveries but Canada Post still remains the number one when it comes to home deliveries of letters.

The issue there is that we don't send as many letters any more. Why would we need to? Whilst some still prefer to keep it as a more personal method of communication, there are more and more keen users of modern technologies that keep people in touch with each other. Nowadays we're more likely to send a Facebook message right away as even e-mails are becoming increasingly more outdated for communication.

So would the reduction in services really be felt by a modern day world? The people who would probably be affected most by the changes would be the elderly, who in this rapidly digitising world seem too often be left behind when it comes to education and social services.

Do you think that postal services are a dying breed? Would you be happy with a community post box? Share your ideas.

— **Unit 17. At your service** —

INTERNET CAFÉ SERVICES

- | | |
|---|---|
| <ul style="list-style-type: none"> • printing (laser and colour) • scanning • access to the Internet • net surfing • instant messaging • audio/ video burning • chatting • text editing | <ul style="list-style-type: none"> • lay-outing • photocopying • laminating • tarpaulin • MP3 downloading • gaming • computer repair • state-of-the-art equipment |
|---|---|

21 Read the advertisement and say which services are available at the CAFE INTERNET.



22 Speak about your experience of using Internet café services.

DRY CLEANING AND LAUNDRY

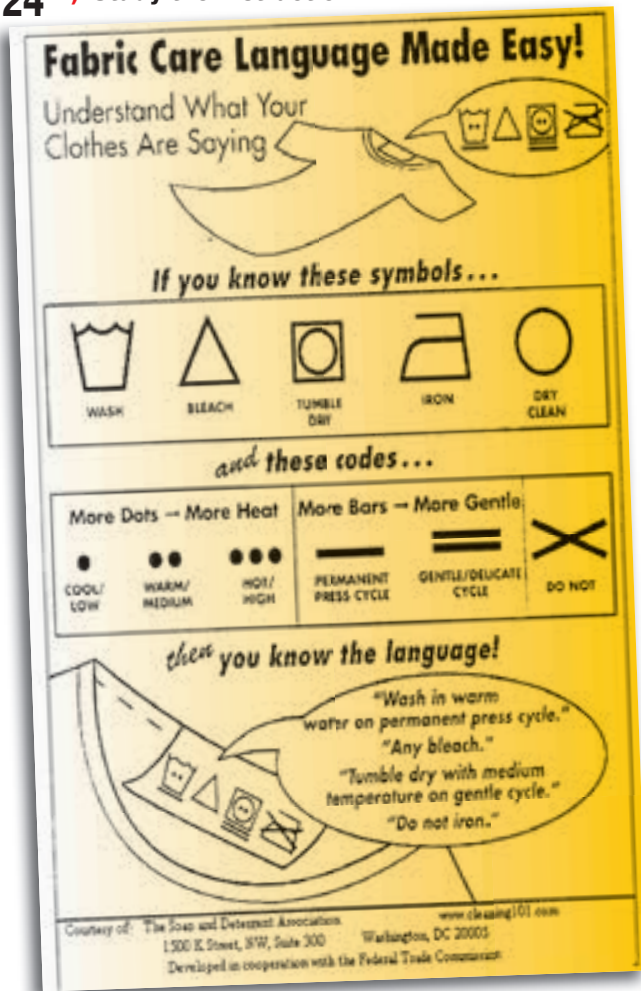
- | | |
|---|--|
| <ul style="list-style-type: none"> • to shrink • to fade • a liquid solvent • to crack • a stain | <ul style="list-style-type: none"> • to rotate • water-soluble • to drain • to tumble dry • a dye • a texture |
|---|--|

23 Choose the words to match definitions.

- 1) a substance that dissolves other substances
- 2) the way a surface or material looks or feels to the touch
- 3) a substance you use to change the colour of your clothes, hair etc.
- 4) to become smaller through the effects of heat or water
- 5) to make the water or liquid in something flow away
- 6) to use a machine with hot air to dry clothes after they have been washed
- 7) to turn with a circular movement around a central point
- 8) a mark that is difficult to remove, especially one made by a liquid such as blood, coffee or ink
- 9) to make something bleak so that it gets lines on its surface
- 10) to lose colour and brightness
- 11) capable of dissolving in water



24 A) Study the instruction.



B) Say what these care symbols mean.

- 1.
- 2.
- 3.
- 4.

C) Draw the care symbols, that correspond to each instruction.

- 1) Machine wash cold, do not bleach, cool iron, do not dry clean, tumble dry.
- 2) Machine wash warm, do not bleach, medium iron, dry clean, tumble dry with low temperature on gentle cycle.
- 3) Wash in hot water, any bleach, high iron, tumble dry with any heat, do not dry clean.
- 4) Hand wash, do not bleach, warm iron, dry clean, do not tumble dry, dry flat.



VI. LISTENING

25 A) Listen to the text about the process of dry-cleaning and decide whether the statements are true or false.

1. Dry-cleaning is an absolutely dry process.
2. Things that are dry-cleaned may shrink, fade or be damaged.
3. It is not advisable to dry-clean artificial leather.
4. The cleaning process starts with sorting the clothes according to the type of stains.
5. A dry-cleaning machine operates like a washing machine.

B) Listen again and tick the statements that describe the stages of the dry-cleaning process mentioned in the text.

1. Workers inspect the clothes and classify them.
2. Workers brush or spray stains and spots with special chemicals.
3. They examine if any stains remained.
4. Workers put the clothes into a dry-cleaning machine and add a dry-cleaning detergent.
5. The solvent circulates through the garments as the drum rotates.
6. Workers tumble dry the clothes.
7. Workers remove wrinkles and restore the shape and texture of the garments.

Unit 17. At your service

26 Answer the questions.

- 1) In what cases should you go to a dry cleaner's?
- 2) What information can you find on most garment care labels?
- 3) Which items can be damaged while dry-cleaned?
- 4) Why are all the garments inspected and sorted before being washed?
- 5) What laundry and dry-cleaning services are available in your place? Which of them have you ever used?

27 Listen to the conversations and say where which of them is taking place.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

VII. VOCABULARY AND SPEAKING

TAILOR'S AND SHOEMAKER'S SERVICES

- repairing holes and rips
- repairing/ replacing zippers
- shining and polishing
- hemming curtains and clothes
- taking in/ letting out
- replacing leather insoles

- custom dressmaking
- replacing heel base
- sewing on/ replacing buttons
- recovering heels
- stretching shoes and boots
- replacing handles and straps

- replacing broken heels
- adding leather elbow patches
- repairing linings
- sewing seams
- sewing on patches
- colour renewal

28 Sort out the services from the box under the two headings. Some can go under both.

Tailor/ seamstress	Shoemaker/ shoe repairman

29 Read the advertisements and choose the service.

- computer repair
- locksmith service
- home appliances repair

- car service
- piano service
- window cleaning

- home repair service
- jewelry repair

1. We can recover your keys, restring, supply you with new hammers and even bass string sets. We also polish the keys after every tuning.
2. We do ring sizing, setting stones, soldering chains, repairing prongs, cleaning and polishing, pearl restringing.
3. Our services allow picture perfect views of the outdoors. Our trained home cleaning team removes tough dirt and grime, never leaving drips or streaks. Using professional squeegees, special wands, and tall extension poles, our insured cleaners can clean even the toughest jobs.
4. We repair, fix and remodel everything in a house — walls, floors, plumbing (faucets, pipes), windows, doors, locks, upgrade home energy efficiency, convert tubs into shower etc.

5. A routine service generally covers the following areas: engine oil and oil filter change, checks on the levels of coolant, power steering fluid, checks on lighting, and reading of onboard auto diagnostics, air filter and spark plug replacements.
6. We provide in home and shop service for warranty and out of warranty repairs. We specialize in troubleshooting, servicing and repairing a wide variety of hardware and software-related issues: software bugs, driver incompatibilities, spyware and malware problems, network problems, operating system upgrades, and complete overhauls.
7. Whether your refrigerator simply needs a temperature adjustment or your washing machine requires a major overhaul, our professionals are there for you. We repair and service all major brands and have all parts for repairs available. Our expertly trained technicians will deliver a unique service experience tailored to your situation.
8. If you need a spare set of keys for your door, windows or vehicle, we can cut a key in three minutes. More than likely you will need a replacement set of keys for a variety of reasons: you might have lost your keys, damaged your keys or just need a spare set of keys.

30 Give English equivalents.

- | | |
|-----------------------------|--|
| 1) замінити застібку-молнію | 6) зробити новий ключ |
| 2) підшити сукню | 7) гарантійний ремонт |
| 3) забрати брюки у поясі | 8) оновлення операційної системи |
| 4) замінити набійки | 9) змінити розмір каблучки |
| 5) поставити новий кран | 10) капітальний ремонт пральної машини |

31 A) Speak about a problem, say which service you would go to and explain how you expect them to help you.

Example:

The zip doesn't work.

Several days ago I discovered that the zip on my favourite leather bag doesn't work. I need to take it to the shoe repair shop, and I hope they'll either repair or replace it.

1. You want to wear your favourite dress to a friend's party, but discover that you've gained some weight and it doesn't fit you any more.
2. The new curtains you have bought turned out to be too long.
3. The heel on one of your shoes broke.
4. The handle on your favourite bag is worn out, there is a hole in the lining and it won't zip.
5. Your pullover is dirty, but you're afraid that if you wash it, it'll stretch and the colours will run.
6. You want to print out a poster for a friend to hang outside their house on their birthday. You need it to be water-proof.
7. You have found an old war photo of your great-grandfather. It is the only copy. You want to make it look better and make more copies for other family members.

B) There are many kinds of cleaning services. What do these include?

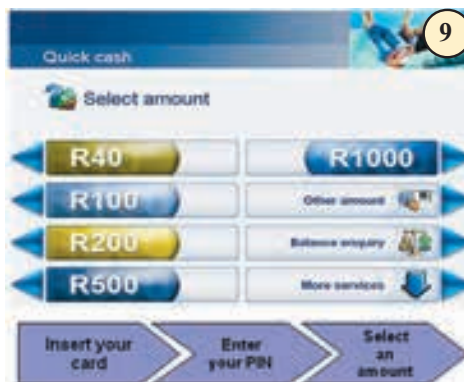
- Refrigerator Cleaning Service
- Kitchen Cabinet Cleaning Service
- Wall Cleaning Service
- Chandelier Cleaning
- Garage Cleaning Service
- Move-in and Move-out Cleaning Service

— **Unit 17. At your service** —

UNATTENDED SERVICES

- a hot beverage vending machine
- an ATM
- a self-service ticket machine
- a change machine
- a remote/online bank service
- a bicycle repair vending machine
- a self-service postal kiosk
- a self-service till = a self-service checkout (AE)
- a launderette = a coin laundry/coin wash (BE) = Laundromat (AE)

32 A) Label the pictures with the names of the self-service option.



Match the self-service option with the services it provides.

- a) accepts large denominations of currency and returns an equal amount of currency in smaller bills or coins
- b) provides a broad menu of premium and specialty coffees and teas at the touch of a button! Drink selections includes: Regular Coffee, Decaffeinated Coffee, Gourmet Coffee, Cappuccino, French Vanilla Cappuccino, English Toffee Cappuccino, Espresso, Hot Tea, Hot Chocolate or even Café Mocha
- c) provides cash from personal bank accounts by using a special plastic card with information on a magnetic strip
- d) provides a mechanism for customers to scan the barcodes on their own items, manually identify items such as fruits and vegetables (usually with a touchscreen display) and to pay for purchases from a retailer without help from the staff
- e) is used to print out a ticket after booking online any time before travel to avoid waiting in long lines
- f) provides remote management of (saving) accounts, easy access by phone, e-mail, skype any time to pay bills and make public utilities payments quickly and conveniently, buy bus, train and air tickets, manage loans and deposits at any time
- g) makes it possible to postage, mail letters and packages, or renew a PO Box™ using a debit or credit card
- h) is a facility where clothes are washed and dried by a customer who operates a washing machine and a drier
- i) provides commonly-needed parts for repairing a bicycle and sells refrigerated drinks and snacks

VIII. SPEAKING

33 A) Read the excerpt from the article and answer the questions.

Vending Machines in Schools: Pros and Cons

Pros • Vending machines provide school kids with easy access to snacks and other food items. The availability of food on the school campus itself saves time...

Cons • If a machine malfunctions and takes money without distributing a product, customers need to call a customer service number and wait to receive their refund or product...

- 1) Can you think of any other reasons to add?
- 2) What products do you think should be sold to make vending snacks healthy?

B) Read the headline of an article and answer the questions.

ABANDONED SHOP! SELF-SERVICE TILLS DRIVING CUSTOMERS AWAY: THIRD HAVE WALKED OUT OF STORE BECAUSE OF BAD EXPERIENCE

- 1) Can you think of any reasons for customers' discontent with self-service tills?
- 2) Do you have any in your city/town? What do you think of them?

34 Discuss the questions.

- 1) What important skills have you learnt in order to be successful in doing things instead of using different services to have them done? Describe an occasion when one of these skills helped you a lot.
- 2) Some people prefer to do the washing at home. Others prefer to use the services of the laundry. Which would you prefer? Give your reasons to support your choice.
- 3) What changes would you make in services of your hometown to make them more appealing to people of your age?

IX. READING AND WRITING

- 35** Barbara Johnson and her family spent a fortnight in a hotel in Brighton and didn't like it. So she wrote the following letter of complaint. Read it and say what services Barbara complains about and why she was dissatisfied with them.

Dear Sir or Madam,

I'm writing this to tell you that I am not quite satisfied with the services you provided while my family and I were staying in your hotel. I am sorry to say you completely let us down.

We chose your hotel after reading a promising advertisement in Good Housekeeping magazine, which stated, that the price was all-inclusive and there was nothing to pay extra. It is not true.

- 5 **First of all**, your price includes only half-board accommodation and access to the beach, which, I must say, is not the cleanest one in town. **What is more**, the swimming pool mentioned in the advertisement, does not actually exist — what you call a swimming pool is in reality a bubble-bath, which allows up to four people at a time.

- 10 Every morning we were delivered several newspapers, which I also thought was included in the price. Later we were charged so much for them that for the money **I could have** bought all the newspapers available at the newsagent's in front of the hotel. **It was explained to us** as a charge for the delivery service, which I hadn't asked for.

- 15 I also want to complain about the laundry **service which was inadequate**. The maid carried away sheets and towels regularly, leaving the rest in the laundry basket. **When I tried to get the matter settled with** the receptionist, he explained that the hotel was not responsible for guests' dirty clothes and suggested I should use the launderette round the corner. **When I finally insisted on** having at least our T-shirts washed, because they were constantly soiled on the beach, two of my husband's T-shirts were hopelessly damaged.

- 20 When I tried to use the services of your beauty salon, it turned out, that the two hairdressers there service local people, not only the guests of the hotel. **Due to this fact** there is usually a long queue, and I am not really inclined to spend about three hours of my holiday-time in a stuffy room waiting for my turn just to have my hair styled for the evening.

- 25 **To crown it all**, thanks to your 'perfect services' I lost about £15 on letters and postcards I tried to send from your hotel. The notice on the receptionist's desk claims that you provide post office services. I left piles of postcards and a couple of very important letters in the special box at the reception, but when I came back home in Manchester I found out that none of my addressees had received anything. I wonder whether your receptionist just collects post and throws it away.

- In view of all the problems we had**, I feel your hotel, the motto of which is 'We aim to please', **owes us an apology and a refund**. I believe £675, which was half the cost of the holiday, **would be an acceptable amount**.

- 30 We would also be interested to know what you intend to do about all the problems I have mentioned.

Yours faithfully,
Barbara Johnson.

- 36** Choose a situation and write a letter of complaint using Barbara Johnson's letter as a model.

- You got your jacket from the dry cleaner's. On coming home you discovered several stains on the lining. Besides, it shrank and one of the buttons was broken.
- You took your shoes from the shoe repair after almost a month's waiting. You wore them for two days only and one heel came off.

X. REVISION TRANSLATION

37 Translate into English.

1. Відвідування салону краси — завжди справжнє свято для будь-якої жінки. Сучасні фахівці пропонують величезний перелік послуг, що допоможуть будь-якій жінці стати ще красивішою. Косметологи пропонують чищення і масаж обличчя, живильні і зволожуючі маски, професійний макіяж. Досвідчені перукарі порадять вам сучасну зачіску, ви можете зробити також манікюр і педикюр.
2. Моя подруга і я вирішили змінити стиль своїх зачісок і пішли до знаменитого перукаря. Він зробив мені модну стрижку, кілька пасом він знебарвив, інше волосся пофарбував у рудий колір і уклав зачіску феном, використовуючи неймовірну кількість різних мусів, гелів і спреїв для укладання. У моєї подруги довге пряме волосся, яке вона заплітала в коси, і тому він просто підрівняв його, зрізавши кінці, що січуться, і зробив коротше чубчик. Ми були дуже задоволені.
3. Сьогодні студенти не можуть обходитися без сучасних комп'ютерних технологій. Навіть якщо ви маєте персональний комп'ютер вдома, вам може знадобитися новітнє обладнання в інтернет-кафе. Це чудове місце, де ви можете отримати необмежений доступ до Інтернету, електронної пошти, обміну миттєвими повідомленнями, щоб бути на зв'язку з друзями і родиною. Щоб відпочити і розважитися, ви можете зустрітися там із друзями, пограти в комп'ютерні ігри, випити чашку кави або чаю і перекусити. Якщо вам потрібно працювати над проектом або завданнями для занять в університеті, це чудове місце, де можна сканувати, фотокопіювати, редагувати тексти, розміщувати малюнки та інші графічні зображення у вашій проектній роботі. Інтернет-кафе забезпечить вам доступ до лазерного і кольорового друку. Там ви також можете ламінувати документи. Якщо Вам потрібна допомога, наші досвідчені співробітники завжди готові проконсультувати вас.
4. Перед тим, як поїхати у відпустку, я вирішила перевірити всі свої речі в шафі. Я виявила, що застібка молнія в моїй улюбленій шкіряній сумочці зламана, а у підкладці є дірка. Майстер з ремонту взуття замінив молнію, зашив дірку і відполірував шкіру. Моя сумка почала виглядати як нова. Я пішла до ювелірної майстерні, щоб мені почистили і відполірували мої ювелірні прикраси. Моему авто також був потрібний профілактичний огляд. Механіки замінили мастило і масляний фільтр, перевірили гальма і освітлення. У мене був гарантійний безкоштовний сервіс. У слюсаря я замовила набір ключів (для вхідних дверей, запасних дверей і підвалу). Я хотіла їх дати моїм сусідам на випадок крайньої необхідності і також попросила їх перевіряти і забирати мою пошту.
5. Якщо вам треба випрати одяг чи видалити плями, вивчіть умовні позначки на ярликах ваших речей. Переконайтеся в тому, що всі позначки вам зрозумілі. Дотримуйтесь вказівок на ярликах. Якщо речі не можна прати, віднесіть їх до хімчистки. Фахівці радять не прати, а піддавати хімчистці речі, зроблені із шовку, вовни й інших тонких тканин, шкіряні і хутряні вироби, для того, щоб вони не зіпсувалися: не «сіли», не розтяглися, не полиняли.
6. Оскільки моя пральна машина зламалася, я вирішила скористатися послугами пральні. Коли я принесла свої речі, їх розсортували, запитали, чи хочу я, щоб мою постільну білизну підкрохмалили, а шовкову блузку віддали назад, бо її краще було віддати в хімчистку. Випрані і відпрасовані речі повернули через два дні. Усе було просто відмінно — швидко, зручно, за прийнятною ціною. Наступного разу я скористаюся їхньою службою збору і доставки білизни.

Unit 18

SOME MEN ARE WEATHER-WISE, OTHERS ARE OTHERWISE

I. LEAD-IN

1 Complete the "Forecast" column with the words that denote types of weather.



2 Look at the picture and answer the questions.

- Why do you think the installation is only 44% complete?
- Why has the installation failed?
- Why do they offer to try Spain?



II. VOCABULARY WEATHER

- | | |
|---------------|------------------|
| • a gale | • a hurricane |
| • a shower | • thaw |
| • a drizzle | • hoarfrost |
| • a downpour | • boiling hot |
| • a breeze | • hail |
| • a mist | • a flurry |
| • sleet | • a sandstorm |
| • freezing | • a thunderstorm |
| • a snowstorm | • lightning |
| • a tornado | • a rainbow |
| • a blizzard | • an icicle |

3 A) Which of the words from the box are associated with:

- 1) temperature;
- 2) precipitation;
- 3) wind?

B) What seasons are associated with these words?

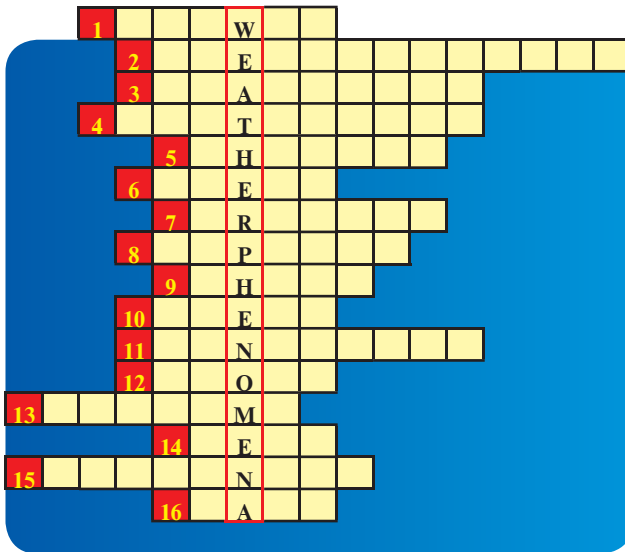
C) What colours does the rainbow consist of?

An easy way to remember the order of the colors in the rainbow is to recite the phrase: "Richard Of York Gave Battle In Vain" or "Richard Of York's Great Britain Is Victorious".



— **Unit 18.** *Some men are weather-wise, others are otherwise* —

7 Do the crossword.



- 1) a short period of rain or snow
- 2) rain, snow etc. that falls on the ground
- 3) a thin layer of ice that forms on objects outside when it is very cold
- 4) a sudden shaking of the earth's surface that often causes a lot of damage
- 5) the loud noise that you hear during a storm, usually after a flash of lightning
- 6) half-frozen rain that falls when it is very cold
- 7) a combination of light rain and mist
- 8) a very violent tropical storm
- 9) a period of warm weather during which snow and ice melt
- 10) a gentle wind
- 11) a storm in the desert in which sand is blown around by strong winds
- 12) very cold weather, when water freezes
- 13) a very large ocean wave that flows over the land and destroys things
- 14) very hot weather or a high temperature
- 15) a powerful flash of light in the sky caused by electricity and usually followed by thunder
- 16) frozen rain drops which fall as hard balls of ice

8 Explain the difference between:

- 1) a breeze — a gale — a tornado
- 2) rain — snow — sleet
- 3) rain — drizzle — a shower
- 4) snow — hoarfrost
- 5) a thermometer — a barometer
- 6) fog — mist
- 7) a snowfall — a blizzard
- 8) cold — cool — chilly
- 9) a snowflake — a snowdrift — an icicle

9 What weather conditions are described in the following situations?

- 1) Everything was covered with water, all people had to use a boat to get around.
- 2) The airport was closed because of low visibility.
- 3) The snow began to melt and there was a lot of water in the streets.
- 4) The earth became hard-rock and most of crops died.
- 5) The trees and bushes had been uprooted like matchsticks.
- 6) The small balls of ice were battering the roof of our car.
- 7) The rain didn't last long and soon the sky cleared out.
- 8) It was difficult to breathe and we all were covered with sweat.
- 9) We saw the bright flashes of light in the sky above the horizon.
- 10) We had to sit in the shade all the time.
- 11) All the trees were white and looked fabulous.
- 12) The sudden shaking of the earth's surface measuring 6.1 on the Richter scale struck southern California on June, 28.



Unit 18. Some men are weather-wise, others are otherwise

10 A) Choose the word which doesn't collocate with the headword.

- 1) to rain — hard, heavily, strongly, slightly, non-stop, steadily;
- 2) thunderstorm — approaching, coming, large, devastating, disastrous;
- 3) to snow — hard, heavily, deeply, slightly, non-stop, steadily;
- 4) frost — bitter, hard, mild, severe, sharp, light, early;
- 5) temperature — high, low, moderate, temperate, normal, steady;
- 6) rain — heavy, lashing, pouring, torrential, blustery, fine, gentle, light, patchy;
- 7) wind — fierce, bitter, biting, light, humid, icy, blustery;
- 8) weather — fair, heavy, dreadful, gloomy, dull, nasty, dry, unpredictable, stormy;
- 9) cloud — heavy, grey, light, low, fast-moving, windy, thunder.

B) Translate into English.

- 1) поривчастий вітер
- 2) дощити без зупину
- 3) грозові хмари
- 4) помірна температура
- 5) непередбачувана погода
- 6) легкий дощик
- 7) гроза, що наближається
- 8) проливний дощ
- 9) руйнівна гроза
- 10) стрімкі хмаринки
- 11) похмура, захмарена погода
- 12) лютий мороз
- 13) колючий вітер

11 Match the adjectives with their definitions.

A)

- | | |
|---------------------|--|
| 1) bright | a) covered with cloud, dull |
| 2) sunny | b) with many clouds in the sky |
| 3) clear | c) with dark clouds and dull light, some people consider this weather depressing |
| 4) fine | d) when there is a mixture of both blue sky and clouds |
| 5) partially cloudy | e) without clouds |
| 6) cloudy | f) the sun is shining and there are no clouds |
| 7) overcast | g) not raining, clear sky |
| 8) gloomy | h) full of light, when the sun is shining strongly |

B)

- | | |
|--------------|--|
| 1) boiling | a) very hot, often used in negative contexts |
| 2) humid | b) hot and you can hardly breathe |
| 3) muggy | c) hot and damp, it makes you sweat a lot |
| 4) scorching | d) unbearably hot |
| 5) stifling | e) warm and damp in an unpleasant way |



— **Unit 18.** *Some men are weather-wise, others are otherwise* —

12 Complete the sentences.

- | |
|--|
| 1. Don't forget your sunhat and take a bottle of water. The sun is _____ today. |
| • scorching • freezing • drizzling • hailing |
| 2. A(n) _____ is a dangerous tropical storm. |
| • hurricane • blizzard • avalanche • thunderstorm |
| 3. There was a _____ in the middle of the summer. We didn't have to turn our conditioner on for two weeks. |
| • rainbow • cold spell • thunderstorm • gale |
| 4. We had to stop playing football when storm clouds rolled in and it started to rain because we didn't want to get struck by _____. |
| • hoarfrost • snowdrift • thunder • lightning |
| 5. It was too _____ for the pilot to land the plane. |
| • muggy • hot • foggy • chilly |
| 6. Don't be surprised if you get a light _____ every afternoon on that island. |
| • shower • hail • thaw • storm |

13 Translate into Ukrainian.

The sky and clouds

The high sunlit clouds drifted across a clear blue sky.

It was a grey afternoon with a dull sky threatening rain.

A cloud, ominous and black, drifted over the mountain and released a sudden shower.

Sunrise and sunset

The sun rose in a pool of crimson and gold, spilling light all over the land and the white clouds.

From freezing night, it turned to scorching day as the sun climbed towards its zenith.

As the sun set, the few thin strips of clouds on the horizon turned shimmering gold.

Lightning and thunder

Thunder came marching from far away with increasing tread.

A flash of forked lightning and a great clap of thunder came close upon each other.

A bolt of lightning tore across the sky and a peal of thunder followed.

Wind and rain

The wind was sighing and thrashing in the tree tops and the boughs moaned.

The morning was cold and wet with a brisk wind sweeping the rain across the land.

A curtain of rain beat down from the heavens.

III. READING

14 Answer the questions.

- 1) Where do you get the weather forecast for the day? Do you rely more on a national or local weather forecast?
- 2) What information does a weather forecast usually contain?
- 3) Have you heard the weather forecast for today? Is it correct?

Unit 18. Some men are weather-wise, others are otherwise

15 Read the text about the old-fashioned folksy ways of predicting the weather.

1	Ancient people relied on heavenly bodies in predicting the weather.	<input type="checkbox"/>
2	Irishmen believe that it would rain twelve more days if it rained on St. Swithin's Day.	<input type="checkbox"/>
3	Farmers are very happy when they see a rainbow in the sky.	<input type="checkbox"/>
4	The new moon is never used for weather predictions.	<input type="checkbox"/>
5	A shooting star promises fair weather.	<input type="checkbox"/>
6	Both the north and the east winds could bring snow in winter.	<input type="checkbox"/>
7	Birds washing in dust promise sunny weather.	<input type="checkbox"/>
8	Swallows can predict the weather not only for the near future but also for the coming season.	<input type="checkbox"/>
9	Frogs seen on the ground predict wet weather.	<input type="checkbox"/>
10	If a spider weaves its web in the room, people expect bad weather.	<input type="checkbox"/>

Weather Forecasting

A region's weather may change greatly from day to day. People have tried to predict the weather for thousands of years. A correct prediction has always been of great importance to sailors and soldiers, airmen and fishermen, travellers and farmers.

Nowadays scientists with their ultra-modern equipment can make weather forecasting much more accurate, but in the past, people had a fairly reliable system of their own to predict the weather. They understood that all life on earth depended on the sun so they looked to the sun and planets, wind and water, birds and beasts which all depended on the sun, for guidelines.

Most Irishmen believe in St. Swithin's Day (July 15th) story, which says that the twelve days before this day are a guideline for the twelve months which follow. Rain on that day brings forty days of similar weather.

The sun, sunken in the clouds, means rain in the morning. A red sunset promises good weather and if the sun is enveloped by dense clouds but trying to shine forth, a heavy rainfall is expected to follow. The rainbow is never very welcome while harvesting hay, as the downpour is to come after it.

The moon in all its phases is a great weather guide. In winter and early spring if the new moon

makes her appearance on the second or third day in the form of a small silvery crescent with upturned ends, it foretells frost and snow for the duration of the moon. If the moon races behind the clouds, that means wind and storm.

The stars, shining like diamonds in a clear sky in late autumn, winter or spring mean a hard frost at night. A shooting star means plenty of harsh weather. Seeing a shooting star you can make a wish, but it will be pointless to wish for fair weather.

The direction of the winds is very important for weather forecasting. The east wind in winter means frost and snow while in summer it is welcomed as it brings good dry weather. The north wind also brings the snow while the west and south-west winds bring rain conditions.

The river in all its moods can be a very accurate forecaster of the weather conditions. The colour of the water is a good guideline — dark water is a sign of heavy rain, but when the sand and pebbles are clearly visible in the river bed, it means fine weather.

Domestic animals understand climatic conditions much better than we do. If the cat sits with her back to the fire, cold weather with frost is coming. If she

— **Unit 18.** *Some men are weather-wise, others are otherwise* —

sits at the fire washing her face with her paw, rain is approaching.

55 Our feathered friends are most sensitive to changes in weather conditions. The robin or sparrow seen washing their feathers in a pool of water, is a sign of fine weather. When magpies gather together and chatter loudly they predict
60 storm and rain. Crows fly low and caw loudly before a storm occurs. The swallow arriving early is a sign of a good summer. When they fly low above the ground, rain is on its way. If they migrate in early autumn, winter with harsh
65 conditions can be expected. If the cuckoo in the forest calls with a clear sweet voice, you have prospects for good weather. If she calls at intervals

in a harsh voice, the weather in the nearest future will be bad.

Butterflies, bees and other insects are also sensitive to changes of weather. Worms, crawling on the road or on the surface of the ground forecast rain in the near future. Frogs come out on the ground when heavy rain is on the way. Spiders, patiently threading their webs outside doors and windows
75 promise bad weather, but, when they weave their webs on tops of bushes in early spring, good weather is on the way.

Many rural people still believe and rely on traditional ways of predicting the weather and consider them more accurate and dependable than meteorological weather forecasts. 80

16 Find the English equivalents in the text.

- 1) точний прогноз погоди
- 2) звертаються до сонця за підказками
- 3) щільні хмари
- 4) сильний дощ
- 5) молодик
- 6) срібний півмісяць
- 7) сувора погода
- 8) сильний нічний мороз
- 9) падаюча зірка
- 10) напрям вітру
- 11) погодні умови
- 12) чутливий до змін у погоді
- 13) наближається дощ
- 14) традиційні способи прогнозування погоди

17 Answer the questions.

- 1) Which weather signs mentioned in the text have you heard before?
- 2) Why was it so important for people in old times to know the signs of nature for predicting the weather?
- 3) Have you ever seen a rainbow or a shooting star? Describe the events in detail.
- 4) Have you ever watched the behaviour of your domestic animals or pets? Do you agree they can predict the weather?
- 5) What do you think is the most reliable way of predicting weather?

18 Most weather proverbs are very old and belong to folklore. More often than not they are rhymed. Choose the right rhyming word to complete the proverbs.

•delight •head •pass •warning •still •way •mouth •day •finely •hay •soon

- 1) When the wind's in the south, the rain's in its _____.
- 2) When dew is on the grass, rain will not come to _____.
- 3) A morning fog that hides the sun's ray means the coming of a clear _____.
- 4) Red sky at night, sailor's _____. Red sky at morning, sailors take _____.
- 5) Clear moon, frost _____.
- 6) Evening red and morning grey help the traveller on his _____. Evening grey and morning red bring down rain upon his _____.
- 7) No weather is ill when the wind is _____.
- 8) A wet May makes a big load of _____. A cold May is kindly and fills the barn _____.

Unit 18. Some men are weather-wise, others are otherwise

19 Read the text and fill in the gaps with prepositions.

Groundhog Day is an American tradition that supposedly predicts when spring will arrive. According (1) _____ legend, the groundhog, also called the woodchuck, awakens (2) _____ its winter sleep (3) _____ February 2 and emerges (4) _____ its burrow. If the sun is shining that day and the groundhog sees its own shadow, it will be scared back (5) _____ its den, and there will be six more weeks (6) _____ winter. But if it is cloudy and the groundhog does not see its shadow, it will come out, and spring will arrive soon.

For hundreds (7) _____ years, European farmers had similar traditions that involved bears, badgers, and other animals. Germans who settled (8) _____ Pennsylvania brought the custom (9) _____ America. The groundhog, which is plentiful (10) _____ the Eastern and Midwestern United States, became linked (11) _____ the custom. Today, Groundhog Day is treated largely as a joke. But the custom is partly based (12) _____ ancient and traditional weather signs. People have long looked (13) _____ the awakening (14) _____ hibernating animals as one of the first signs (15) _____ spring.

IV. LISTENING AND SPEAKING

20 A) Listen to the weather forecast for Europe and tick the correct box (dry/ sunny weather or rain/ thunderstorm).

B) Listen to the forecast again and fill in the temperature column.

	dry/ sunny weather	rain/thunderstorm	temperature
Sweden			
Norway			
Germany			
France			
Portugal			
Italy			
Greece			

21 Listen to the forecast for the British Isles and fill in the gaps.

And now the weather forecast for the British Isles.

The British Isles will be unsettled with (1) _____. Rain in Northern Ireland, Wales and southwest England at first, will extend to Scotland and the rest of England during the day. The rain could be (2) _____ over the northwestern hills. There might be some storms with (3) _____ and (4) _____ in southwest England, and the western coasts are expected to become misty and (5) _____ with scattered showers later on. Temperatures will be 12–14 °C.

In the south-east evening showers will die away into a cool night with (6) _____ from the west. Wind will be southwesterly. In the south-east thickening clouds from the west could bring some (7) _____ and mist during the day, although some parts should stay dry. Temperatures will be from 14 °C to 17 °C.

And that's all from me.

— **Unit 18. Some men are weather-wise, others are otherwise** —

22 A) Read the weather reports and explain the words and phrases in bold.

1. Hi, I'm Brian Stevenson. This is your weekend weather report. This morning we're seeing sun with cloudy periods as well as a few **flurries**. Right now I am at the top of Mount Raven where it is plus two and expected to rise to about six degrees by noon. Overnight temperatures will probably drop to at least minus seven. Tomorrow's forecast calls for more flurries with **a high of zero and a low of minus twelve**. With **the wind chill factor**, that could put us at **a record low of minus twenty**. Conditions are perfect for skiing this weekend, but if you're heading out to the slopes tomorrow, please remember **to bundle up** to avoid **frostbite**.
2. Good morning, this is Maggie Smith with your Monday weather report. The **heatwave** that slowed everybody down this weekend is showing **no signs of letting up** this week. Our meteorologists suggest that today's temperature could climb to as high as 40 degrees Celsius by the late afternoon. Right now, only an hour after sunrise, the temperature here at the airport is already 29 degrees. However, there is relatively no humidity in the air, so **it feels quite comfortable out here** at the moment. Unfortunately, there is also no rain in the forecast for the next five days. This is bad news for **the thirsty forest fires** that are raging across the interior of our province. Looks like setting up a tent in the backyard may be the only way to catch some sleep tonight if you don't have air conditioning. That's all for today's weather. **Stay tuned** for the morning traffic report.

B) Say what the weather is going to be like tomorrow/ in two days/ at the weekend according to the reports.

23 Fill in the gaps with appropriate prepositions.

An Accurate Forecast

It was autumn, and the Indians (1) _____ the remote reservation asked their new Chief if the winter was going to be cold or rather warm. As he was an Indian Chief (2) _____ a modern society, he had never been taught the old secrets, and when he looked (3) _____ the sky, he didn't see what the winter was going to be like.

Nevertheless, to be (4) _____ the safe side, he replied (5) _____ his tribe that the winter was indeed going to be cold and they should collect wood to be prepared. But also being a practical leader, (6) _____ several days he got an idea. He went (7) _____ the phone, called National Weather Service and asked, "Is the coming winter going to be cold?" "It looks (8) _____ this winter is going to be quite cold," the weather service responded.

So the Chief went (9) _____ (10) _____ his people and told them to collect even more wood (11) _____ order to be prepared. One week later he phoned the Service again. "Is it going to be a very cold winter?" "Yes," the man (12) _____ National Weather Service replied again, "it's going to be cold."

The Chief again went (13) _____ (14) _____ his people and told them to collect every scrap (15) _____ wood they could find. Several weeks later he called the Weather Service again. "Are you absolutely sure that the winter is going to be very cold?" "Absolutely," the man replied. "It will be one of the coldest winters we've ever had. "How can you be so sure?" the Chief asked. The weather man replied, "The Indians are collecting a lot of wood."

V. VOCABULARY WEATHER IDIOMS

24 A) Match the weather idioms with their definitions.

1) to be (feel) under the weather	a) to be trusted only when things are going well
2) to rain on someone's parade	b) to be depressed because you are not well
3) to have one's head in the clouds	c) to have more things than you feel able to deal with
4) to get wind of something	d) to often change your opinion about something
5) to blow hot and cold	e) to spoil something for somebody
6) to make heavy weather of something	f) to survive a crisis, to live through tough times
7) to be snowed under	g) to be thinking about something that is not connected with everyday matters
8) to be a fair-weather friend	h) to hear about something secret or private
9) to weather the storm	i) to seem to find something more difficult or complicated than it needs to be
10) to rain cats and dogs	j) to rain very heavily

B) Complete the sentences with the weather idioms making the necessary changes.

- Are you feeling a bit _____? You have been looking a bit tired and ill since you arrived in the office this morning.
- I can never tell what mood she is going to be in. She always _____ and you have to be really careful around her.
- Your uncle was so happy about his new model car that he had finished but his wife turned round and really _____ saying it was just a toy for kids.
- It was only five miles to the next hotel but we _____ it because our bags were so heavy and took nearly three hours to get there.
- Pat lost his job and his wife had a surgery but they _____.
- I never knew about the chance of a new job at all. I only _____ it from Kathy who had overheard the managers talking at lunch in the staff canteen.
- Daisy always _____ — a real dreamer who finds it difficult to accept the mundane in life. She is a typical teenager!

25 Read the sayings about the weather. How do you understand them? Which do you agree with?

- All of us could take a lesson from the weather. It pays no attention to criticism.
- Nine tenths of the people couldn't start a conversation if the weather didn't change once in a while.
- Everybody talks about the weather, but nobody does anything about it.
- The trouble with the weather forecasting is that it's right too often for us to ignore it and wrong too often for us to rely on it.
- Sunshine is delicious, rain is refreshing, wind braces up, and snow is exhilarating; there is no such thing as bad weather — just different kinds of good weather.
- Wherever you go, no matter what the weather is, always bring your own sunshine.
- Some people walk in the rain, others just get wet.

VI. LISTENING AND SPEAKING

26 Listen to five conversations about the weather. Write the number of the conversation in which one of the speakers ...

- | | |
|---|---|
| <p>a) compares the weather conditions of his/her place to the faraway lands; <input type="checkbox"/></p> <p>b) did not take the warning seriously; <input type="checkbox"/></p> <p>c) suggests avoiding the heat; <input type="checkbox"/></p> <p>d) enjoys gardening; <input type="checkbox"/></p> <p>e) is sitting their exams; <input type="checkbox"/></p> | <p>f) informs the other about the problem with the appliance <input type="checkbox"/></p> <p>g) hasn't experienced such hot weather in his/her life; <input type="checkbox"/></p> <p>h) has a recommendation how to survive in the heat. <input type="checkbox"/></p> |
|---|---|

27 Make up short dialogues using Useful Language boxes. Talk about:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • rainy weather • hot weather • cold weather • a snowfall • a thunderstorm | <ul style="list-style-type: none"> • typical weather in spring, winter etc. • the weather forecast for today | <p>Example: A: What nasty weather!
 B: Let's hope it'll change for the better.
 A: Nice weather for ducks!
 B: I'm just longing for some sunshine!</p> |
|--|--|---|

USEFUL LANGUAGE SPEAKING ABOUT THE WEATHER

They say we're in for *snow/ showers/ a heatwave/ a spell of cold (warm) weather/ bitter winds/ severe frost.*

It seems to be *clearing up/ to be getting warmer (colder) fairly mild for the time of the year/ rather cold for the summer.*

What *sultry/ nasty* weather!

What a *thunderstorm/ downpour!*

What a *blustery/ beautiful/ bright/ sunny/ gloomy* day!

It's a bit *chilly/ windy/ frosty*, isn't it?

It's really *hot*, isn't it?

Nice weather for ducks!

Fancy such a *day/ hot weather* in *December/ April!*

As long as it doesn't last.

Let's hope *the temperature doesn't fall below -20/ it doesn't spoil the weekend/ it won't last/ it will last/ it keeps fine for the weekend/ it'll change for the better.*

Apparently, it's going to turn even *colder/ warmer/ worse/ better.*

Yes. Quite different from the forecast.

It makes a change, doesn't it?

Yes, much *better/ worse* than *yesterday/ in the morning.*

A big improvement on what we've been having.

Yes, it's *freezing/ nippy.*

Yes, it's *scorching/ boiling/ sweltering/ roasting!*

Yes, it's quite fresh. *Wrap up warm/ bundle up/ take a jumper.*

We couldn't ask for a *better day/ for better weather!*

Yes, it's pretty frosty. You can see your breath in the air.

Yes, really *blowy/ breezy/ blustery*, isn't it?

Yes, it's *pouring/ raining cats and dogs!*

DESCRIBING YOUR ATTITUDE TO THE WEATHER

FOR THE WEATHER YOU LIKE

- It's absolutely marvellous!
- Isn't it gorgeous?
- It's so nice and hot!
- Personally I think it's so nice when it's warm.
- I adore it. Do you?
- It's so surprisingly warm for this time of the year!
- I love the *sun/ frost/ snow*. Isn't it wonderful?

FOR THE WEATHER YOU HATE

- Dull morning, isn't it?
- Nasty day, isn't it?
- The heat is unbearable.
- I can't *stand/ hate* this wind.
- Rain all day long. Isn't it dreadful?
- It's pouring again. Isn't it wretched?
- I don't know about you, but I'm fed up with this weather.
- I'm just longing for some sunshine!

VII. SPEAKING

28 A) What seasons are associated with the following? Put *Sp.* for spring, *S* for summer, *A* for autumn and *W* for winter.

- 1) golden leaves
- 2) snowdrops and daffodils
- 3) ice-cream and ice lollies (popsicles)
- 4) icicles
- 5) mosquitoes
- 6) snowflakes
- 7) back-to-school time
- 8) flocking birds
- 9) animal hibernation
- 10) berries and nuts
- 11) the midnight sun/ "White nights"
- 12) nestlings

B) Add your own associations to this list and compare them with those of other students.

29 Answer the questions in the quiz.

1. Which image is most associated with the spring season?
 - a) blazing sun; b) foliage; c) blossoms.
2. Which bird is often seen as symbolizing the arrival of the spring season?
 - a) cuckoo; b) sparrow; c) swallow.
3. Which of these weather phrases best describes the summer season?
 - a) cold and wet; b) hot and dry; c) cool and breezy; d) none of these.
4. What image of nature is most associated with summer?
 - a) trees in bloom; b) tornado; c) blazing sun.



5. The weather in autumn can best be described as
 - a) snowy and freezing; b) hot and dry; c) cool and rainy.
6. Which of these is generally associated with autumn?
 - a) watermelon; b) pumpkin; c) mango.
7. Which of the animals doesn't retire to its den in winter?
 - a) a squirrel; b) groundhog; c) a bear.
8. What is frostbite?
 - a) low body temperature; b) the windows are frozen shut; c) frozen body tissue.

VIII READING

30 Read the text and choose from the sentences (A–G) the one which fits each gap (1–5). There is one extra sentence which you do not need to use.

- A. Melting snow from the previous season, along with increased rainfall, can cause flooding along waterways.
- B. The time of year a region experiences a season depends on whether it is in the Northern or Southern Hemisphere.
- C. It also means shoveling, dealing with bad roads, and sometimes unbearable temperatures.
- D. The passing of a year can bring a marked change in the weather.
- E. Rainfall may increase in some areas.
- F. For example, **acorns** appeal to mammals and birds alike as both squirrels and jays bury them to provide meals through the cold winter.
- G. Some areas may experience snow or ice, while others see only cold rain.

The Earth's Natural Cycle

Climate is the weather of a place averaged over a length of time. The Earth's climate varies from place to place, creating a variety of environments. Thus, in different parts of the Earth, we find **deserts**; tropical **rainforests**; tundra (frozen, treeless plains); **conifer** forests; prairies; and coverings of **glaciers**.

1) _____ The timing and characteristics of the four seasons depend upon the location on the Earth. Regions near the equator experience fairly constant temperatures throughout the year, with **balmy winters** barely discernible from warm summers. But for areas to the north and south, the seasons can change more significantly. People closer to the poles might experience icier, more **frigid** winters, while those closer to the equator might suffer hotter summers. Other factors can also affect the weather and temperature over the seasons; some areas experience dry summers as temperatures spike, while others might call summer their "wet season," experiencing higher than average rainfall. Mountainous regions might experience more snowfall than plains within the same latitude, while oceanfront property could see an increase in violent tropical storms as the weather shifts.

2) _____ The Southern Hemisphere experiences winter while its northern neighbors chart summer; the north

sees the slow **blossom** of spring while the south brings in the **autumn harvest**.

Attributes of the seasons may be different depending on location, but there are still broad definitions that cross most of the boundaries. Let's take an overview of these four separate periods in the Northern Hemisphere.

In the spring, **seeds take root** and **vegetation** begins to grow. The weather is warmer, and often wetter. 3) _____. It is the time when vegetation and animals come back to life. Animals that **hibernate** over the winter wake and those that migrate return from warmer climates, often with newborns. Spring is also the time when worms begin to emerge from the earth, ladybugs land on screen doors, green **buds** appear, birds chirp, and flowers begin to bloom.

In the summer, temperatures may increase to their hottest of the year. If they **spike too high**, **heat waves** or droughts may cause trouble for people, animals, and plants.

4) _____. Others may receive less water, and forest fires may become more frequent. Summer starts when you notice changes in the surroundings. The air becomes humid and you smell blooming flowers. Plants usually grow about an inch every day because of the good condition of the soil.

In the autumn, the landscape silently **explodes with vibrant** colors of red, yellow,

Unit 18. Some men are weather-wise, others are otherwise

and orange. The leaves begin to drop off the trees, providing endless hours of jumping into leaf piles for kids and raking them back up for parents. Temperatures begin to drop, nights begin to get longer, and plants begin to grow **dormant**. Sometimes there is a short spell of warm and dry weather that people call "Indian summer": a **sweet season of summer** returns with amazing heat, unbroken blue skies and cobwebs floating in the air, just as the trees and animals are showing signs of autumn. Plants look to the future **dispersing their seeds** through a number of techniques so that they can spread and grow next spring. Animals prepare themselves for the upcoming cold weather, storing food or travelling to warmer regions. 5) _____.

Inevitably they fail to remember the location of all their **stashes** but it is a win-win situation for Mother Nature as the neglected nuts

develop into new trees. Various cultures celebrate **bountiful** harvests with annual festivals.

85

Winter often brings a chill.

6) _____. Animals find ways to warm themselves, and may change their appearance to adapt. Winter inspires both joy and woe. Some people can't wait for the cooler weather, snow, skiing and ice skating, curling up by a fire, and the holiday spirit. Others dislike the frigid temperatures, blizzards, and wild weather.

90

The seasons can bring a wide variety to the year for those locations that experience them in full. The weather in each one may allow people to engage in activities that they cannot perform in others — skiing in the winter, swimming in the summer. Each season brings with it its own potential dangers, but also its own particular brand of beauty.

95

100

31 Match the highlighted words with their definitions.

- | | |
|--|---|
| 1) to rise to a higher amount | 8) large in amount |
| 2) evergreen trees | 9) the nut of an oak tree |
| 3) not active, not growing at the present time | 10) mild, warm and pleasant |
| 4) bright and strong | 11) a small part of a plant that develops into a flower or leaf |
| 5) to go into a very deep sleep | 12) the season when flowers appear on a tree or a bush |
| 6) plants in general | |
| 7) a large mass of ice that moves slowly | |

32 Explain the words and phrases in bold.



IX SPEAKING

33 Answer the questions.

1. Do you live in a four season area?
2. What are the signs of seasons in your region?
3. What seasonal changes do you look forward to and welcome? What changes do you dislike?

34 Look at the paintings and choose one which depicts your favourite season. Describe them speaking about the colours and the mood. To what extent does the painter's vision correspond to your idea of the season?



Winter Blanket (Arthur Saron Sarnoff)



Springtime (Edward Henry Potthast)



Summer Landscape (Pierre-Auguste Renoir)



Autumn (Max Richter)

35 Two friends are chatting on the way home. Make up a dialogue following the instructions.

STUDENT A

1. Greet Student B. Compliment on his/ her clothes.
2. Say what you think about the weather today. Speak about the weather forecast for the next week. Complain that it is difficult to prepare for exams in summer. Ask Student B how (s)he is finishing the first year at University.
3. Express doubts as you recall student B was not good at his/ her English at the beginning of the year. Add that you do not expect your personal results to be very high.
4. Explain you had a boy/ girl friend and you spent a lot of time dating and did not pay much attention to studies. Express regret you have parted.
5. Ask for discretion. Give some information. State your problem.
6. Answer and find out what Student B is going to do after the exams.

STUDENT B

1. Greet Student A. Respond to the compliment. Speak about the weather and express your attitude to it.
2. Answer that the weather doesn't really matter. Say you haven't taken your exams yet. Express hope for successful results.
3. Express surprise and ask for reasons.
4. Sympathize and find out why they broke up.
5. Give your advice. Ask about Student A's plans for the summer.
6. Show interest. Speak about your plans. Add where and how you are going to practice your English.



X. WRITING

36 Choose one of the topics and write an essay (about 150 words).

- 1) How the weather can help you in difficult situations.
- 2) How different kinds of weather affect you.
- 3) The season that best suits your temperament.

XI. REVISION TRANSLATION

37 Translate into English.

1. Погода визначається як стан **атмосфери** у певний час і певній місцевості в залежності від **температури, тиску повітря, напрямку і сили вітру, вологості, хмарності й опадів**. На Землі звичайні погодні явища включають **вітер, хмари, дощ, сніг та туман**. Менш розповсюджені явища включають такі **природні лиха, як торнадо, урагани, тайфуни та цунамі**. Крім того, **повені, виверження вулканів і землетруси** можуть траплятися у різних частинах світу і також спричиняти велике руйнування.
2. **Клімат** у Великій Британії зазвичай характеризують як **прохолодний, помірний та вологий**. Британці говорять: «В інших країнах є клімат, а в Британії — погода». Погоду в Британії **не можна передбачити**, і часто протягом одного дня всі **чотири пори року** можуть змінити одна одну. Зранку може яскраво світити сонце, удень можуть бути **зливи**, а закінчитися день може **снігопадом**. Кожна щоденна газета публікує **прогноз погоди**. Радіо, телебачення та Інтернет дають прогнози погоди декілька разів на день.
3. Англійці також кажуть, що в них є три види погоди: коли дощить зранку, коли йде дощ після обіду і коли дощить весь день. **Дощові опади** більш менш рівномірні протягом усього року. **Найсухіший період** — з березня по червень, а найбільш вологі місяці — з жовтня по січень. **Температура коливається** у середньому (з зими по літо) з 15 до 23 градусів вище нуля. На півдні **температура** влітку іноді **підіймається вище 30 градусів**. Взимку **дуже низькі температури, сильні морози і хуртовини** трапляються рідко, як і **великі снігопади**.
4. Як і інші народи світу, давні слов'яни уважно спостерігали за зміною погоди, щоб **передбачити** майбутній врожай. Найголовнішими днями для **прогнозування** були дні з 26 грудня по 6 січня. Погода кожного дня **проорокувала** погоду відповідного місяця. Так, вважалося, що якщо, наприклад, 30 грудня було **сонячно**, то весь березень буде **сонячним і ясним**. Якщо в цей день йшов сніг, то березень очікувався **дошовим**. Якщо в цей день усе було покрито **інеєм**, то, за прогнозами, через тиждень повинно було стати тепло.
5. Ось ще кілька цікавих **народних прикмет**. Січневі **відлиги** обіцяють холодну весну і **дощове літо**. Якщо наприкінці лютого **бурульки** ставали довгими — весна буде довгою й **прохолодною**. Якщо в перші дні червня **йде дощ**, то інші дні будуть **сухими**. А якщо в цей місяць багато **туманів**, у лісі буде багато грибів. Бджоли стають злими і частіше жалять перед **посухою**. Якщо липень **жаркий**, грудень буде **морозним**.
6. Моя улюблена **пора року** — це, звичайно, **осінь**. Після **спекотливого літа** осінь приносить освіжаючу зміну **всюди**. **Невеликі зливи** або іноді навіть **сильна гроза** освіжають **випалений ландшафт** і повітря. Цей час чудово підходить для прогулянок за містом, щоб насолодитися **свіжим повітрям і різнокольоровим листям**. Коли жовтень змінюється листопадом, стає **прохолодніше** і дні скорочуються. У деяких людей короткий **світовий день** викликає депресію, а інші вважають це гарною нагодою залишитися вдома і насолодитися теплими і затишними сімейними зустрічами.