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імені Лесі Українки**

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ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

ЧАСТИНА I

***НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
ДЛЯ СТУДЕНТІВ I КУРСУ
ФАКУЛЬТЕТУ МІЖНАРОДНИХ ВІДНОСИН***

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Навчально-методичний посібник є першою частиною курсу “Іноземна мова (англійська)”. Матеріал розбито на три модулі, кожен з яких містить оригінальні тексти з творів англійських та американських авторів, розробку словника та завдань до них. Подано зразки розмовних тем, тематичні діалоги, активний вокабуляр та вправи комунікативного характеру. Крім того, кожен розділ містить пояснення граматичних явищ і завдання, що сприяють їх засвоєнню. Призначено для студентів І курсу факультету міжнародних відносин.

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Пояснювальна записка

Методичні рекомендації є першою частиною курсу “Іноземна мова (англійська)”. Матеріал розбито на три модулі, кожен з яких містить оригінальні тексти з творів англійських та американських авторів, розробку словника та завдань до них. Подано зразки розмовних тем, тематичні діалоги, активний вокабуляр та вправи комунікативного характеру. Крім того, кожен розділ містить пояснення граматичних явищ і завдання, що сприяють їх засвоєнню.

Перший модуль складається з трьох розділів та містить такі розмовні теми: *“Introducing People”, “My Family”, “Appearance and Character”* та граматичні структури: *Parts of Speech, The Verb to be, The Verb to have, Plural of Nouns, System of Tenses in English, The Present Indefinite Tense, Possessive Case, The Past Indefinite Tense, Degrees of Comparison of Adjectives*.

Другий модуль складається з двох розділів та містить такі розмовні теми: *“My House (Flat)”, “Learning Foreign Languages”* та граматичні структури: *Structure there is/ there are, Prepositions of Place, The Future Indefinite Tense, Articles*.

Третій модуль складається з трьох розділів та містить такі розмовні теми: *“Daily Programme”, “Leisure Time. Entertainment”* та граматичні структури: *The Present Continuous Tense, Structure going to, The Past Continuous Tense, The Future Continuous Tense*. Крім цього, до третього модуля входять додаткові тексти для самостійної роботи на тему **“Holidays”**.

Призначено для студентів I курсу факультету міжнародних відносин.

MODULE 1

UNIT 1

INTRODUCING PEOPLE

I. TEXT

At a Conference (*formal*)

Mr. Cox: Mr. Steel, I'd like **to introduce** David Ward, a colleague of mine. (*To Mr. Ward*) Mr. Steel, from Bristol University.

Mr. Ward: **How do you do?**

Mr. Steel: How do you do?

Mr. W.: Are you **finding** the conference interesting?

Mr. S.: Yes, there have been some very good papers. I find the discussions very useful, too.

At Work (*formal*)

Mr. Pratt: Good morning, Mr. Dawes. How are you?

Mr. Dawes: Very well, thank you. How are you?

Mr. P.: Fine, thanks. I don't think you've met my secretary. (*To his secretary*) This is Mr. Dawes. This is Miss Lloyd.

Mr. D.: How do you do?

Miss Lloyd: How do you do?

At a Theatre (*formal*)

Mrs. Briggs: Mrs. Hammond, I'd like you **to meet** my husband.

Mrs. H.: How do you do?

Mr. B.: How do you do?

Mrs. H.: Are you **enjoying** the play?

Mr. B.: Yes, it's a very interesting production.

At an Exhibition (*semi-formal, informal*)

Mary: Mother, this is my friend Ann.

Mrs. Jay: Hello, Ann.

Ann: Hello, Mrs. Jay.

Mrs. J.: What do you **think of** the exhibition?

Ann: It's even better than I expected.

At a Party (*informal*)

Bill: Rosemary, this is my brother Stephen.

Rosemary: Hello, Stephen.

Stephen: Hello. Having a good time?

Rosemary: Yes. It's the best **party** I've been to **for ages**.

A Ukrainian student in an English home (*semi-formal*)

Hostess: Mrs. Jones, I'd like to introduce our Ukrainian friend Mr. Romanenko.

Mrs. J.: How do you do?

Mr. R.: How do you do?

Mrs. J.: I hear you've come to study English. Do you find it difficult?

Mr. R.: Well, I do, **rather**. It's **quite** different from what we learnt in our textbooks. I understand the radio and TV all right, but I don't always understand people in the street.

Mrs. J.: Yes, that's difficult at first. And how do you find life in England?

Mr. R.: Very interesting. I like it on the whole, although there are some things I find rather strange.

Mrs. J.: Don't worry. You'll soon **get used to** it.

Vocabulary Notes

to introduce – *v* [trans.] to lead to or make known by a formal act, announcement, or recommendation (представляти)

introduce somebody to somebody

E.g. Alice, let me introduce you to Jane.

introduce yourself (=formally tell someone who you are)

E.g. Please allow me to introduce myself.

How do you do? – a standard inquiry and response on greeting or meeting someone. (This expression never has rising question intonation, but the first instance of its use calls for a response. Sometimes the response does, in fact, explain how one is.)

to find – *v* [trans.] 1) to discover, see, or get something that you have been searching for (знаходити)

E.g. I can't find the car keys.

Hold on while I find a pen.

2) to have a particular feeling or opinion, or to have a particular feeling or opinion about someone or something: *find sth /smb easy/useful/interesting etc.* (знаходити, вважати)

E.g. She found the work very dull.

Lots of women I know find him attractive.

find it hard/easy/difficult etc (to do something)

E.g. Hyperactive children find it difficult to concentrate.

to meet – *v* [trans., intrans.] to see and talk to someone for the first time, or be introduced to them (зустрічати)

E.g. We first met in Florence.

I met my husband at university.

Jane, come and meet my brother.

nice/pleased to meet you (=used to greet someone politely when you have just met them for the first time)

E.g. 'This is my niece, Sarah.' 'Pleased to meet you.'

(it was) nice meeting you (=used to say goodbye politely to someone you have just met for the first time)

to enjoy – *v* [trans.] to get pleasure from something (насолоджуватися)

E.g. Sandra enjoys her job in the city.

I enjoyed every minute of it.

enjoy doing something

E.g. Young children enjoy helping around the house.

enjoy yourself (=be happy in a particular situation)

E.g. Julia was just starting to enjoy herself.

! Enjoy is never followed by a preposition, and almost always has an object: Did you enjoy it (**NOT** Did you enjoy)?

I enjoyed myself at Cal's (**NOT** I enjoyed at Cal's).

to think – *v* [trans., intrans.] to use your mind to solve something, decide something, imagine something etc. (думати)

E.g. She thought very carefully before answering.

think about/of

E.g. She lay awake thinking about the money.

think what/how/when etc

E.g. I can't think what else we could have done.

think (long and) hard (=think for a long time)

E.g. She thought very hard before deciding to leave her job.

I dread/shudder/hate to think (=I do not want to think about something because it will be unpleasant)

E.g. I dread to think how much this call is going to cost.

party – a social event when a lot of people meet together to enjoy themselves by eating, drinking, dancing etc. (вечірка)

E.g. We're having a party on Saturday. Would you like to come?

throw/give a party

E.g. The university threw a party to welcome them.

She's giving a small informal party this evening.

go/come to a party

E.g. Are you going to the party tonight?

at a party

E.g. I met him at a party a couple of months ago.

I have never enjoyed party games.

tea/costume/Halloween etc party (=a particular type of party)

E.g. A dinner party at a chic New York restaurant

the party spirit (=the way someone feels when they are really enjoying a party)

for ages – for a long time (довгий час)

E.g. I haven't been there for ages.

rather – fairly or to some degree (досить)

E.g. I was rather surprised to see him with his ex-wife.

He was limping rather badly.

quite – fairly, or to a small extent, but not very (цілком)

E.g. The film was quite good, but the book was much better.

I got a letter from Sylvia quite recently.

! Pay attention to the difference between *quite* and *rather*:

a) Quite = less than 'very' but more than 'a little':

E.g. It's **quite cold**. You'd better wear your coat.

Tom lives **quite near** me, so we see each other **quite often**.

Quite goes before **a/ an**:

E.g. **quite a** nice day, **quite an** old house.

We also use **quite** with some verbs, especially **like** and **enjoy**:

E.g. I **quite like** tennis but it's not my favourite sport.

Quite can also mean 'completely'. **Quite** means 'completely' with a number of adjectives: *sure, certain, right, wrong, true, safe, unnecessary, extraordinary, different, impossible, amazing, amazed*.

E.g. 'Are you sure?' – 'Yes, quite sure' (=completely sure).

We also use **quite** (=completely) with some verbs:

E.g. I **quite agree** with you.

I **don't quite understand** what you mean.

b) **Rather** is similar to **quite** but we use **rather** mainly with negative words and negative ideas:

E.g. Let's get a taxi. It's **rather** a long way to walk.

'What's the examination like?' – '**Rather** difficult, I'm afraid.'

We often use **quite** with a positive idea and **rather** with a negative idea:

E.g. She is **quite intelligent** but **rather lazy**.

When we use **rather** with positive words (*nice, interesting*) it means 'unusually' or 'surprisingly'. For example: **rather nice** = unusually nice / surprisingly nice / nicer than expected.

Rather can go before or after **a / an**:

E.g. **a rather** interesting book *or* **rather an** interesting book
to get used to – to accustom yourself to (doing) something

(звикнути до)

E.g. He got used to living alone.

EXERCISES

I. Read the dialogues and find the equivalents to the following expressions:

1. представити містера Девіда Ворда, мого колегу;
2. знаходити конференцію цікавою;
3. я гадаю, ви не зустрічали мою секретарку;
4. насолоджуватися виставою;
5. навіть краща, ніж я очікувала;
6. найкраща вистава, яку я бачила;
7. розуміти людей на вулиці;
8. як тобі життя в Англії;
9. хоча децю мені здається дивним;
10. звикати до чогось.

II. Fill in the words from the list, then make up sentences using the completed phrases:

Useful, time, to study, to meet, to introduce, better, different, interesting, thank you, do.

1. Are you finding the conference _____;
2. find the discussions very _____;

3. I'd like you _____ my husband;
4. even _____ than I expected;
5. Having a good _____?
6. _____ our Ukrainian friend;
7. quite _____ from what we learnt;
8. Very well, _____;
9. How do you _____?
10. _____ you've come _____ English;

III. Fill in the correct prepositions:

1. to think _____ the exhibition;
2. a colleague _____ mine;
3. the best party I've been _____ _____ ages;
4. we learnt _____ our textbooks;
5. I don't always understand people _____ the street;
6. that's difficult _____ first;
7. I like it _____ the whole;
8. You'll soon get used _____ it;
9. to go _____ a party;
10. _____ to be _____ a party;

IV. Complete the sentences using *quite* with one of the following words:

Different, amazing, impossible, right, safe, sure, unnecessary, true.

1. We didn't believe them at first, but what they said was _____.
2. You needn't have done that. It was _____.
3. I'm afraid I can't do what you ask. It's _____.
4. I couldn't agree with you more. You're _____.
5. You won't fall. The ladder is _____.
6. You can't compare the two things. They are _____.
7. I think I saw him go out but I'm not _____.
8. I couldn't believe what had happened. It was _____.

V. Complete the sentences using the words in brackets. Each time use *quite* with the positive word and *rather* with the negative word:

1. The weather is _____ but _____. (warm, windy)
2. Jil's flat is _____ but _____. (clean, untidy)

3. The water in the pool was _____ but _____. (warm, dirty)
4. The concert was _____ but _____. (good, long)
5. The film was _____ but _____. (exciting, frightening)
6. The car goes _____ but it's _____. (well, noisy)
7. He's _____ but he's _____. (a hard worker, slow)
8. Jim lives _____ me but it's _____ to get to his house.
(near, difficult)
9. Tom's plan was _____ but _____. (interesting, complicated)
10. It's a _____ but it's _____ work. (a well-paid job, hard)

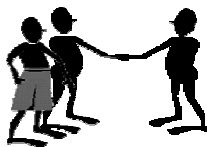
VI. Learn one of the dialogues by heart and act it out.

II. TOPIC

Introducing People

There are some main rules of introduction which are useful to remember: men are introduced to women, young people to older ones, old friends to newcomers, and young girls to married ones. Usually women are not presented to a man unless he is the Head of State or a member of the Royal family. When introducing one says something like: "Mrs. Johnson, may I introduce Mr. Blake?" and then turning to Mrs. Johnson simply says: "Mrs. Johnson." That is all that's necessary, but one can say a bit of information which will help the introduced people to start the conversation.

The usual response to the introduction is "How do you do?" which is a kind of greeting and not a question, and the best answer to it is "How do you do?" Sometimes one may say less formally "I'm glad to meet you", "Happy to have met you" or just "Hello".



It is very good to add the name of the person introduced – "I'm very glad to meet you, Mr. Sparks". If you do not remember the name it is enough simply to ask "What was your name, please?" or "Could you repeat your name?" Men may stand when introduced, ladies may remain seated.

When you want to take your leave you can use one of the phrases, like: “(Well/I'm afraid) I must be going/off now”, “It's time I was going/off”. After that you say "Good bye", but there is a number of other less formal phrases such as “Bye-bye!”, “Cheerio!”, “See you later/tomorrow”, “See you” is used by young people to their friends.

When meeting someone formally for the first time, British and American people shake their hands and say "How do you do?" or "Pleased to meet you."

But they do not always shake hands with people they see often, when an Englishman passes a friend in the street he only touches his hat.

When young people meet informally they sometimes say "Give me five!" and slap their hands together (high five). Generally we do not shake hands with people we know well. Usually they smile and say “Good morning”, “Good afternoon”, “Good evening”, “Hello” or “Hi”.

Forms of Address

When addressing people in English we usually call our friends by their first name, for example, *John* or *Mary*. If we are speaking to someone whom we know less well we use **Mr. / Mrs. / Miss** followed by surname, for example:

Mr. Brown – to a man;

Mrs. Brown – to a married woman;

Miss Brown – to a girl or unmarried woman.

Note: Ms. With the surname (e.g. Ms. Smith) is increasingly used in writing about a woman when it is not known (or not important) whether she is married or not. However, as a form of address it is comparatively rare, being mainly restricted to those women who are known to dislike the traditional forms *Mrs.* and *Miss*.

Mister, *Missus* and *Miss* alone (without the surname) are sometimes used but are **not polite**, although *Miss* is generally accepted as a form of address to a woman-teacher by primary-school children.

Other forms of address are:

Sir – used to a man who is clearly older and / or more senior than oneself.

Sir is also used:

- by shop assistants, waiters, etc. to their male customers;
- by schoolchildren to men-teachers;

- as a polite form of address to a stranger, even if not older or more senior. However, this is not common nowadays in Britain, where the usual way of addressing a stranger (either a man or a woman) is *Excuse me, please*. In America *sir* is more common in this situation;
- in the armed forces, to an (superior) officer;
- as a title (for knights and baronets), followed by the first name, for example, *Sir William*.

Madam – used by shop assistants, waiters, etc. to their female customers. Except for this type of situation, *madam* is less widely used than *sir*. It is *not* used when addressing women-teachers (here *Mrs.* / *Miss* with the surname is used), nor when addressing an older or more senior woman. It is only rarely used to address a stranger, “Excuse me, please” being the usual form.

Doctor – used alone only to medical practitioners. When addressing a person with the degree of Doctor of Philosophy or Doctor of Science, for example, the surname always is included, for example, *Dr. Brown*.

Professor – used either with or without the surname, depending on how formal or informal one wishes to be. (Simply *Professor* is more formal.)

General / Colonel / Captain, etc. – also used with or without the surname.

Ladies and Gentlemen – to an audience;

Mr. / Madam Chairman – to the chairman of a meeting.

Waiter / Waitress / Porter / Nurse, etc – to people of certain occupations. However, this usage is now becoming rare, at least as regards *Waiter / Waitress / Porter*. Instead people simply try to catch the waiter’s eye, for example, or to say *Excuse me, (please)*.

Officer – to a policeman. If one knows his rank, one may also address him as, for example, *Constable*, or *Inspector*. In practice, however, most people approaching a policeman for information or help use *Excuse me, (please)*, without any form of address.

TOPICAL VOCABULARY

Let me introduce myself. / Allow me to introduce myself.	Дозвольте представиться.
Let me introduce you...	Дозвольте представить Вам ...

<p>I'd like to introduce... (I'd like you to meet ...) This is...</p>	<p>(офіційно) Я хотів би представити... (офіційно) Познайомтеся з... (неофіційно)</p>
<p>Have you met before? Have you met my husband / wife / ... before?</p>	<p>Ви знайомі? / Ви зустрічались раніше? Ви знайомі з моїм чоловіком / з моєю дружиною / з ...?</p>
<p>I'm very glad to meet you. / Glad to meet you. (I'm) Pleased to meet you. (It is) Nice to meet you. !Note - on first meetings say, "It's nice to meet you". For future meetings say, "It's nice to see you again". (I am) delighted to meet you.</p> <p>How do you do? I've heard so many nice things about you.</p>	<p>Дуже радий з Вами познайомитися.</p> <p>Приємно з Вами познайомитися.</p> <p>Дуже приємно з Вами познайомитися. Радий з Вами познайомитися. Чув про Вас багато хорошого.</p>
<p>What's your name? What's your first name? What's your last name? How do you spell it?</p> <p>How do you pronounce it?</p> <p>Where are you from? Christian name = forename = first name = given name last name = surname = family name</p>	<p>Як Вас звати? Яке Ваше ім'я? Яке Ваше прізвище? Назвіть (Ваше ім'я, прізвище) по буквах. Як (Ваше ім'я, прізвище) вимовляється? Звідки Ви? ім'я прізвище</p>
<p>How are you? How are you today? Fine, thank you/thanks. Not too bad. Very well. I'm okay / all right.</p>	<p>Як Ви? Як Ви сьогодні? Чудово, дякую. Не погано. Дуже добре. Зі мною все гаразд.</p>

Not too well, actually. What's wrong with you? (What's the matter with you?) Are you all right? I'm tired . I'm exhausted . I've got a cold.	Не погано. Що трапилося з Вами? З Вами все гаразд? Я втомився. Я виснажений. Я застудився.
(Well/I'm afraid) I must be going/off now. It's time I was going/off. Good bye! Bye-bye! (Cheerio!) See you later/tomorrow. See you.	(Боюсь), мені пора йти. Мені пора йти. До побачення! Бувай! Побачимось! Бувай!

DIALOGUES

- a) A: Hello, Pete. Haven't seen you for ages.
 B: Hello, old man. Neither have I.
 A: Who is with you?
 B: Oh, sorry. It's Nelly, my cousin.
 A: How do you do? Glad to meet you.
 C: I'm happy to meet you, too. And what's your first name?
 A: It's Nickolas. Call me Nick for short.
 C: All right.
- b) A : Hello, John. I'm so glad you've come! How are you?
 B : Quite well, thank you. How are you?
 A: Very well, thank you. You've met Mr. Black, haven't you? He's staying with us for the week-end.
 B: Oh, yes, we know each other quite well.
- c) *Mr. Jones:* Good morning, Mr. Petrov.
Mr. Petrov: Good morning, Mr. Jones.
Mr. Jones: Won't you come in and join us? I'd like to introduce you to my friend Mrs Dicks, who has just come to Moscow.
Mr. Petrov: How do you do, Mrs. Dicks?
 Mrs. Dicks: How do you do? I'm sorry, I didn't quite catch your name. Will you say it again, please?

Mr. Petrov: Petrov. It's a very common name, like Smith or Brown in England.

Mrs. Dicks: Will you spell it for me, please? I'm not used to Russian names yet.

Mr. Petrov: P-e-t-r-o-v.

Mrs. Dicks: Thank you, Mr. Petrov. I'm very glad to meet you.

d) *Simon:* Excuse me.

Mr. Gibson: Yes?

Simon: It's Gibson, isn't it?

Mr. Gibson: Yes, that's right.

Simon: So glad to meet you. I'm Simon Steel. How do you do?

Mr. Gibson: How do you do? It was nice of you to meet us.

Simon: It's a pleasure.

Mr. Gibson: And this is my wife Sally.

Mrs. Gibson: How do you do, Mr Steel?

Simon: How do you do? Did you have a good flight?

Mrs. Gibson: Yes, pretty good, thanks. But I must say I don't think I'll ever get used to flying.

EXERCISES

1. Choose the correct answer:

1. When you are introduced to someone in a formal situation you say:
(a) Hello (b) How do you do? (c) Pleased to meet you.
2. When someone says "How do you do?" you reply:
(a) How do you do? (b) Very well, thank you. (c) The same to you.
3. If you do not know whether it is necessary to introduce two people, it is best to ask one of them:
(a) Are you acquainted? (b) Do you know Mr. Brent? (c) Have you met Mr. Brent?

2. Make up sentences using one item from each column. Make sure that all the items in one sentence are of the same degree of formality:

Mr. Taylor	Let me introduce	our visiting lecturer, Dr. Miller.
Mrs. Bond	I'd like to introduce	my sister Janet.

Professor Reed Peter Helen Father	I'd like you to meet This is Meet	My English teacher, Miss Sullivan. a friend of mine, Alan Binnis. my cousin Margaret. some of my colleagues.
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3. Answer the following questions:

1. What are the basic rules of introduction useful to remember?
2. Which is the simplest form of introduction?
3. Which are the more formal forms of introduction?
4. Which is the most formal form? Which are the conversational forms?
5. How may men be introduced to women?
6. What does one say as a rule when introducing man to man, man to woman?
7. How does one introduce a friend to his wife?
8. What is the best way to start an interesting conversation after an introduction?
9. What is the usual response to an introduction?
10. Why is it advisable to add the name after a response?

4. How would you address the following people?

1. a girl of 18, not married (Judy Brown);
2. a married woman with two children, aged 35 (Elsie Smith);
3. a stranger of 25 / 75;
4. a university professor (David Clark);
5. a doctor who is examining you (Stephen Powell);
6. a man with a PhD (Richard Haze);
7. a friend of your own age (Peter Bennett);
8. The director of the company you work for (Alan Nott);
9. the older colleague (David Chambers);
10. an English audience.

5. Complete the dialogue:

Mr. Bean meets Mrs. Breuer, one of his students, and her husband in the street. Mr. Bean: Good morning, Mrs. Breuer.

Mrs. Breuer: _____, Mr. Bean. How are you?

Mr. Bean: _____, and you?

Mrs. Breuer: Not too bad. Mr. Bean, this is my husband Michael, Michael this is Mr. Bean my English teacher.

Mr. Breuer: _____.

Mr. Bean: Pleased to meet you too. Are you from Germany, Mr. Breuer?

Mr. Breuer: Yes, East Germany, from Dresden. And you, are you from London?

Mr. Bean: No, I'm from Derby, but I live in London now.

Mrs. Breuer: Well, goodbye Mr. Bean, it was _____.

Mr. Bean: _____.

6. Translate the dialogues into English:

1. – Пане Джонсон, дозвольте представити пана Кравчука.

– Доброго дня, пане Кравчук.

– Доброго дня, пане Джонсон.

2.

– Дозвольте представити Вам пана Петренка з українського торгового представництва.

– Доброго дня, пане Петренко. Радий з Вами познайомитися.

– Доброго дня, пане Джонсон. Я також дуже радий.

3.

– Не могли б Ви представити мене пану Томпсону з британської торгової делегації?

– З задоволенням. Пане Томпсон, дозвольте представити Вам пана Петренка з українського торгового представництва.

– Приємно познайомитися, пане Петренко.

– Доброго дня, пане Джонсон.

4.

– Міс Грін, Ви знайомі з паном Ковальчуком з українського інформаційного агентства „Новини“?

– Так. Доброго вечора, пане Ковальчук.

– Доброго вечора, міс Грін, радий знову Вас бачити.

5.

– Генрі, познайомся з моєю дружиною. Еліза, це мій друг Генрі.

– Дуже рада познайомитися с Вами, Генрі.

– Я також дуже радий, Еліза.

7. Imagine the following situations:

1. Introduce your British colleague, Martin Green, to your boss Mr Cronin.

2. Introduce your children, Nataly and Nick, to an English friend John.

3. You have an informal party. Introduce your English friend John, to your neighbour Mrs. Bentley.
4. You are having a drink in a cafe with your friend Harry. Another friend, Mike, comes across to join you. Introduce Harry to Mike.
5. Introduce yourself to two strangers at a party.
6. You are at a party. The hostess says: "This is an American colleague of mine, Mr. Lloyd."
7. You are at a party. Your wife says: "This is an English friend of mine, Mary."
8. You are introduced to an American journalist at a reception in Kyiv. Start a conversation with him.
9. You are at a cocktail party after the film show. Introduce yourself to an American film star and start a conversation with her.
10. Introduce your sister to a fellow-student.

III. GRAMMAR

1) Parts of Speech

Part of speech	Function	Example words
Verb (дієслово)	action or state	(to) be, have, do, like, work, sing, can, must
Noun (іменник)	thing or person	pen, dog, work, music, town, London, teacher
Adjective (прикметник)	describes a noun	good, big, red, well, interesting
Adverb (прислівник)	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really
Pronoun (займенник)	replaces a noun	I, you, he, she, some
Numeral (числівник)	counts the number	One, ten, second, fifth
Preposition (прийменник)	links a noun to another word	to, at, after, on
Conjunction (сполучник)	joins clauses or sentences or words	and, but, when
Interjection (вигук)	short exclamation, inserted into a sentence	oh!, ouch!, hi!, well

2) The Verb *to be*

The Verb *to be* may be used as 1) a link verb; 2) a notional verb; 3) an auxiliary verb; 4) a modal verb.

Forms of the verb *to be* in the Present Indefinite Tense:

Affirmative	Interrogative	Negative
I am a student.	Am I a student.	I am not a student.
He	he	He
She } is a student.	Is } she a student.	She } is not a student.
It is a book.	Is it a book.	It is not a book.
We	we	We
You } are students.	are } you students.	You } are not students.
They	they	They

The Verb *to have*

The Verb *to have* may be used as 1) a notional verb; 2) an auxiliary verb; 3) a modal verb. As a notional verb it means possession, e. g. I **have** a book.

Forms of the verb *to have* in the Present Indefinite Tense:

Affirmative	Interrogative	Negative
I have a book.	Have I a book.	I have not a book.
He	he	He
She } has a book.	has } she a book.	She } has not a book.
We	we	We
You } have a book.	have } you a book.	You } have not a book.
They	they	They

In colloquial speech the verb *to have* is very often replaced by *have got*, e. g. I **have got** a book.

Exercises

I. Chose the correct form of the verb to be (am/is/are):

- It _____ cold today.
- I _____ at home now.
- They _____ Korean.
- My name _____ Nikita.
- We _____ from Ukraine.
- That _____ right.
- I _____ OK, thanks.
- She _____ an English teacher.
- My mother _____ in the kitchen.
- The pupils _____ not at school today.
- Maria's grandmother _____ from Brazil.
- I _____ a football fan.
- It _____ Sunday today.
- They _____ in the car.
- _____ you from Sheffield?

II. Put the words in the correct order to make positive sentences with the verb *to be*:

- am old. years twenty-five I
- from Venezuela. are We

3. student. and is a My name Anton I'm
4. my book. is This
5. a It's day today. nice
6. Paul. brother's Her is name
7. engineer. an John is
8. is husband's Johansson. name My
9. my twelve students There in are class.
10. letter. My is the address the new top at of

III. Complete the following sentences by using the right form of the verb *to have*:

1. Fred usually _____ sugar with his coffee.
2. Jack usually _____ fun at the party.
3. They _____ breakfast at 6:30 this morning.
4. My boss _____ never time.
5. _____ you a brother?
6. I _____ a map of England.
7. She _____ not a raincoat.
8. This old house _____ no central heating.
9. _____ you a glass of water?
10. My parents usually _____ fish for dinner.

3) Plural of Nouns

In English, the plural of most countable nouns is formed by adding the suffix **-s**. For example: *hat – hats, letter – letters, pencil – pencils, student – students*.

The suffix **-es** is added to the nouns:

a) ending in **-ch, -tch -s, -ss, -sh, -x or -z**. For example: branch – branches, match – matches, bus – buses, dish – dishes, fox – foxes, buzz – buzzes.

b) ending in **-y** preceded by a consonant. In this case **-y** is changed into **-i**. For example: candy – candies, city – cities, lady – ladies, story – stories.

c) ending in **-f** or **-fe**. In this case **-f** is changed into **-v**. For example: half – halves, leaf – leaves, loaf – loaves, knife – knives, life – lives.

Exceptions: roof – roofs, safe – safes, chief – chiefs, handkerchief – handkerchiefs.

d) ending in **-o**. For example: potato – potatoes, tomato – tomatoes, volcano – volcanoes.

Exceptions: piano – pianos, photo – photos, radio – radios.

In compound nouns the suffix is added to the most important element. For example: brother-in-law – brothers-in-law, daughter-in-law

– daughters-in-law, runner-up – runners-up, merry-go-round – merry-go-rounds.

The plural of the following nouns is formed by changing the root: *child – children, foot – feet, goose – geese, tooth – teeth, louse – lice, mouse – mice, ox – oxen, man – men, woman – women.*

A few nouns do not change in the plural. For example: *deer – deer, sheep – sheep, salmon – salmon.*

Many words from other languages have been adopted into the English language. Most of these form the plural by adding –s or –es, but some, particularly Greek and Latin words used for scientific purposes, form the plural in the same way that they do in the original language. For example:

Singular	Plural
analysis	analyses
axis	axes
basis	bases
crisis	crises
criterion	criteria
hypothesis	hypotheses
medium	media
nucleus	nuclei
oasis	oases
phenomenon	phenomena
spectrum	spectra
stimulus	stimuli
stratum	strata
synthesis	syntheses
thesis	theses

Exercises

I. Define the part of speech:

Boring, evening, I, simply, to meet, introduction, to, chair, way, to start, interesting, conversation, after, some, main, rule, useful, to remember, man, woman, young, thousand, people, old, newcomer, and, girl, different, what, we, to learn, in, our, textbook, to understand, radio, but, always, street, perfect, place, to leave, long, beautiful, to speak, to remember, well, fifteen, in, at, must.

II. Form plural of nouns:

Desk, pencil, bike, phenomenon, cat, invitation, watch, game, cage, cake, box, half, kilo, woman, mouth, foot, sheep, bus, day, fish, ox, roof, party, chief, wife, brother-in-law, photo, tomato, tooth, analysis, mouse, passer-by, grown-up, toy, husband, child, crisis, bed, place, job, farmhouse, lady, week, friend.

III. Finish the sentences with the singular or plural form of the nouns:

Example: There is a _____ on the table. (*book, books*)

There is a *book* on the table.

1. The cat is sitting on my _____. (*bed, beds*)
2. There are five _____ on my desk. (*pencil, pencils*)
3. I have two _____. (*sister, sisters*)
4. They are riding their _____. (*bike, bikes*).
5. We have a _____. (*dog, dogs*)
6. How many _____ do you have in your bag? (*book, books*)
7. My mother has a new _____. (*computer, computers*)
8. There are three windows in the _____. (*room, rooms*)
9. Susan has four _____. (*poster, posters*)
10. There is one _____ on the floor. (*pen, pens*)

IV. Change the sentences into the singular form:

Example: The fish are quiet. – The fish is quiet.

1. The geese are in the yard.
2. The children are tired.
3. The policemen are old.
4. The mice are hungry.
5. The sheep are ugly.
6. The women are beautiful.
7. The sportsmen are quick.
8. The teeth are white.
9. The boys are naughty.
10. The phenomena are interesting.

V. Copy out the correct plural form:

Womans, children, stimuli, mediums, handkerchiefs, blocks, buses, foxees, things, feet, geoses, matchs, heades, deers, thesises, calves, potatoes, photoes, boyes, cities, childrens, studentes, strata, sons, son-in-laws.

IV. WRITING

1. Make up dialogues in writing using the following word combinations:

- a) Hello, hi, how are you, nice to meet you, I'm afraid, give my regards, remember me to, see you soon.
- b) Good morning, glad to meet you, how are things, not too bad, you are very kind, what can I do for you?

UNIT 2

MY FAMILY

I. TEXT

Renowned makeup artist, Bobbi Brown, is well known for her successful line of Bobbi Brown Cosmetics. The 52-year-old **entrepreneur** and mother of three boys is also proudly **promoting** her father's new children's book, *Flights of Marceau: Race to the Rescue*. Bobbi sat down with **Celebrity Baby Scoop** to discuss her father's new book, what family means to her and some of her best makeup advice.

Celebrity Baby Scoop: Your father Joe has a new children's book called *The Flights of Marceau: Race to the Rescue*. Tell us about the book. And how did this come about – has this always been a dream of your father's?

Bobbi Brown: "When I was little, my father **used to tell** me and my **siblings** stories about Marceau, a NYC taxi driver who used to go on all of these great adventures, talk to animals, and travel. We loved these stories.

After he **retired**, I found manuscripts of some of his stories that he'd written years before, so I decided to get them published for him as a gift for his 70th birthday. I published the stories in a book and put the books in a bookstore in Telluride. When we walked by the bookstore, he saw them in the window and was shocked – he had no idea I had done it. That was the catalyst that got him storytelling again because everyone wanted his book.

He had always dreamed of being a children's author, and now he is **living out** this dream. You never know where life will take you. It wasn't until he retired from being a successful lawyer his whole life that his true passion was revealed to him."

CBS: Have you always been close with your parents? Tell us about the kind of **upbringing** you had.

BB: "Yes. My parents always believed in me 100 %. They supported me with every decision I made about school, my career, etc. There was one time when I went home from college and I told my mother that I really had no idea what I wanted to do with my life. I wasn't sure college was for me. She asked me, "If you could do anything what would it be?" I told her I wanted to go to Marshall Fields

and play with makeup, so she told me to become a makeup artist. That's the kind of support I've had growing up."

CBS: What does family mean to you?

BB: "My family is everything to me. I have a career and a business that I **am very proud of**, but my family always comes first. I make sure to work from home a few days a week and to **be involved** in every aspect of my family life."

CBS: You have 3 sons: Duke, Dylan, and Dakota. Do they enjoy Grandpa's book? Do they enjoy reading?

BB: "My boys love to read, and yes, they are very excited to see their grandfather's stories being published. My father used to tell them the stories of Marceau when they were little also, so they are very proud."

(From the interview)

Vocabulary Notes

renowned – *adj* famous and admired (відомий)

renowned for

E.g. An island renowned for its beauty.

makeup artist – *n* a person skilled at using cosmetics applied to the face, used to enhance or alter the appearance (гример)

entrepreneur – *n* a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so; a promoter in the entertainment industry (підприємець)

Remember other names of professions:

<i>English</i>	<i>Ukrainian</i>
accountant	бухгалтер
air hostess	стюардеса
astronaut	астронавт
bank clerk	банківський службовець
builder	будівельник
chemist	аптекарь
cook	кухар
dentist	стоматолог
driver	водій
farmer	фермер
fisherman	рибалка
hairdresser / barber	перукар

<i>English</i>	<i>Ukrainian</i>
actor/actress	актор/актриса
architect	архітектор
baker	пекар
bookseller	продавець книг
butcher	м'ясник
consultant	консультант
customs officer	митник
doctor	лікар
electrician	електрик
fireman	пожежник
gardener	садівник
Interpreter/ translator	перекладач

jeweller	ювелір	journalist	журналіст
judge	суддя	lawyer	адвокат
lorry driver	водій вантажівки	mechanic	механік
miner	шахтар	model	модель
nurse	медсестра	office worker	офісний працівник
painter	художник	pilot	пілот
plumber	слюсар	policeman	поліцейський
politician	політик	postman	листоноша
priest	священик	psychologist	психолог
psychiatrist	психіатр	reporter	репортер
sailor	моряк	surgeon	хірург
scientist	вчений	secretary	секретар
shop assistant	продавець	shorthand typist	стенографіст
singer	співак	soldier	солдат
student	студент	taxi driver	водій таксі
teacher	вчитель	waiter/waitress	офіціант/ офіціантка

to promote – *v* [trans.] 1) further the progress of (something, esp. a cause, venture, or aim); support or actively encourage (сприяти)

E.g. Some regulation is still required to promote competition.

2) give publicity to (a product, organization, or venture) so as to increase sales or public awareness (просувати)

E.g. They are using famous personalities to promote the library nationally.

celebrity – *n* (pl. -ties) 1) a famous person (визначна особа)

2) the state of being well known.

E.g. His prestige and celebrity grew.

used to (мав звичку, бувало)

We use **used to + infinitive** to refer to past habits or states which don't exist any more.

E.g. I used to work as a cleaner at the local hospital

sibling – *n* each of two or more children or offspring having one or both parents in common; a brother or sister (брат чи сестра)

to retire – *v* [intrans.] leave one's job and cease to work, typically upon reaching the normal age for leaving employment (йти на пенсію, йти у відставку)

E.g. He retired from the Navy in 1966.

live out a dream or idea – do the things that you have thought about.

E.g. He began living out his rock 'n' roll fantasy during his last year in law school.

upbringing – *n* the treatment and instruction received by a child from its parents throughout its childhood (виховання)

E.g. She had had a Christian upbringing.

to be proud of – *adj* feeling deep pleasure or satisfaction as a result of one's own achievements, qualities, or possessions or those of someone with whom one is closely associated (пишатися)

E.g. she got nine As and he was so proud of her.

to be involved in – to be connected or concerned with someone or something, typically on an emotional or personal level (бути залученим у)

E.g. Angela told me that she was involved with someone else.

to be excited – to be very enthusiastic and eager (бути схвилюваним)

E.g. They were excited about the prospect.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. п'ятдесятидворічний підприємець і мама трьох хлопчиків;
2. мій тато бувало розповідав мені;
3. рукописи деяких його оповідань;
4. мої батьки завжди вірили в мене на 100 %;
5. він завжди мріяв бути дитячим автором;
6. це та підтримка, яку я мала
7. я маю кар'єру і бізнес, якими я дуже пишаюся;
8. моя сім'я завжди на першому місці;
9. як подарунок на його сімдесятиліття;
10. я не знала, чим я хочу займатися у житті.

II. Write the correct word in the gaps to complete each sentence:

astronaut	chef	estate agent	lawyer	model
cashier	diver	farmer	lifeguard	surgeon

Elena is very beautiful and slim. You've probably seen her wearing expensive clothes on the covers of magazines. She's a

- _____.
1. Jo's a _____. He's got a lot of fruit trees and he also keeps sheep and cows.
 2. Steve is a _____ in a bank. He loves counting money!
 3. Bob has the most unusual job. He's an _____. His ambition is to set up a new space station.
 4. Katie is a _____ in a big hotel. I've never eaten there but people say the food is amazing.
 5. Alex repairs oil rigs underwater. He is a deep-sea _____.
 6. Karen is a _____. She used to spend a lot of time in court but now she helps people sort out property and money when they get divorced.
 7. I had an operation on my knee last year. My friend Luisa is a _____ at the Fleming Hospital and she did it.
 8. Ben loves the sea. He owns a surfing shop and he also works as a _____ on a big beach in Cornwall. Last summer he saved a little boy from drowning.
 9. Tom is an _____. He helps people to buy houses and flats.

III. Fill in the correct prepositions:

1. well known _____ her successful line;
2. my father used to tell me stories _____ Marceau;
3. as a gift _____ his 70th birthday;
4. we walked _____ the bookstore;
5. he saw them _____ the window and was shocked;
6. now he is living _____ this dream;
7. he retired _____ being a successful lawyer;
8. my parents always believed _____ me 100 %;
9. they supported me _____ every decision I made;
10. to be involved _____ every aspect of my family life.

IV. Sam had an exciting lifestyle when he was 30 years old. Unfortunately, things have changed. Use the prompts and make sentences about Sam's life then and now, as in the example.

Then	Now
<ul style="list-style-type: none"> • wear designer clothes • drive a sports car 	<ul style="list-style-type: none"> • wear old clothes • ride a bicycle

<ul style="list-style-type: none"> • to be married to a model • live in a large house • eat at expensive restaurants • have a lot of friends • wake up very late 	<ul style="list-style-type: none"> • be divorced • live in a small house • cook his own food • not have many friends • wake up very early
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E.g. Sam used to wear designer clothes when he was younger. Now he wears old clothes.

V. Study the text and answer the following questions when discussing it:

1. What is Bobbi Brown famous for?
2. What surprise has she made for her father?
3. Why did she decide to do it?
4. What were Bobbi's relations with her parents in childhood?
5. What does family mean for Bobbi Brown?
6. Explain how you understand a saying "When children find true love, parents find true joy".

VI. Retell the text:

- in the person of Bobbi Brown;
- in the person of her father;
- in the third person.

II. TOPIC

Talking about your family

Your family tree

Your closest relatives are your **parents**: your **mother** and **father**; and your **siblings** (**brothers** or **sisters**). If your mother or father is not an **only child**, you also have **aunts** and / or **uncles**. An aunt is the sister of your mother or father, while an uncle is the brother of your mother or father. Your female child is called your **daughter**, and your male child is your **son**.

If your aunts or uncles have children, they are your **first cousins**. (In English, the word cousin is used, whether the cousin is female or male.) Your female cousin is your mother (or father's) **niece**, while a male cousin is the **nephew** of your mother and father.

In-laws

When you marry, your husband's (or wife's) family becomes your **in-laws**. The mother of your **spouse** (husband or wife) is your **mother-**

in-law and his or her father becomes your **father-in-law**. The term in-law is also used to describe your relationship with the spouses of your siblings. So the husband of your sister becomes your **brother-in-law**, while the sister of your husband becomes your **sister-in-law**. If you are a woman, you become the **daughter-in-law** of your husband's parents, and if you are a man, you become the **son-in-law** of your wife's parents. The same term in-law is used for all generations. The husband of your aunt is still your mother's brother-in-law, for example.

Grandparents / grandchildren

The parents of your parents are your **grandparents** – **grandmother** and **grandfather**. You are their grandchildren – either a **granddaughter** or a **grandson**. If your grandparent has a sister, she is your **great-aunt**. If your grandparent has a brother, he is your **great-uncle**. (And you are either his or her great-niece or **great-nephew**.)

The mother of your grandmother or grandfather is your **great-grandmother**. The father is your **great-grandfather**. If you go back another generation, the grandmother of your grandmother / grandfather is your **great-great-grandmother**. The grandfather of your grandparent becomes your **great-great-grandfather**.



Second families






If your mother or father remarries, you can acquire a new family and set of relatives. For example, if your father marries a second wife, she becomes your **step-mother**. Any children she already has become your **step-sisters** or **step-brothers**.




If your mother or father remarries and has children, they become your **half-brothers** or **half-sisters**.






You might also hear people talking about their **biological** brother / sister etc, to mean a brother who is related by blood, rather than by marriage.

Learn about families and relatives

This is Mary. Mary Bell.	
This is George. George Bell.	

Mary and George are married to each other.	
	George is Mary's husband. Mary is George's wife. They are husband and wife.
Mr and Mrs Bell have two children. Carol and Robert Bell.	
This is Carol Bell. Carol is their daughter.	
This is Robert Bell. Robert is their son.	
	Robert is older than Carol. He is Carol's big brother. Carol is younger than Robert. She is Robert's little sister. They are brother and sister. They are Mr and Mrs Bell's children.
	George is Carol and Robert's father. Mary is Carol and Robert's mother. They are Carol and Robert's parents.

This is Emily. Emily Richards.	
This is Edgar. Edgar Richards.	
	Mr and Mrs Richards are Mary's parents. She is their daughter. Mary's name before she got married was Mary Richards. Mary Richards is her maiden name, Mary Bell is her married name. Edgar and Emily are Carol and Robert's grandparents. Carol and Robert are their grandchildren. Mr Richards is their grandfather. They call

	<p>him grandad. Mrs Richards is their grandmother. They call her granny. Carol is their granddaughter and Robert is their grandson. They're George Bell's in-laws. Mrs Richards is his mother-in-law and Edgar is his father-in-law. George is their son-in-law.</p>
	<p>Mr and Mrs Robert's have another daughter Anne. Anne is Mary's younger sister. She is the youngest. She isn't married. She is single. She is Carol and Robert's aunt. Carol is her niece and Robert is her nephew. Mary's husband George is her brother-in-law. She is George's sister-in-law.</p>
	<p>Mr and Mrs Robert's also have a son, Charles. Charles is Mary's older brother. He is the eldest. He is Carol and Robert's uncle. Charles was married, but he isn't any more. He's divorced. He is George's brother-in-law.</p>
	<p>This is Emma. She is Charles' baby. Charles is her father. She is Carol and Robert's cousin, they are her cousins too. Mary and Anne are her aunts, she is Mary and Anne's niece. George is her uncle, she is his niece.</p>
	<p>Charles, Mary and Anne are siblings.</p>
<p>Charles, Mary, Anne, Emily, Edgar, Carol, Robert, Emma and George are all related. They are members of the same family. They are relatives.</p>	

TOPICAL VOCABULARY

• Your family tree	• Grandparents / grandchildren
<p>Parents (батьки): mother (мама), father (тато), siblings (brothers or sisters) – брати або сестри, only child – єдина дитина, aunt – тітка, uncle – дядько, daughter – дочка, son – син, cousin – двоюрідний брат (сестра), niece – племінниця, nephew – племінник</p>	<p>grandparents – grandmother and grandfather (дідусь і бабуся), granddaughter – внучка, grandson – внук, great-aunt – двоюрідна бабуся, great-uncle – двоюрідний дідусь, great-nephew – внучатий племінник, great-grandmother – прабабуся, grandfather – прадідусь, great-great-grandmother – прапрабабуся, great-great-grandfather – прапрадідусь</p>
• In-laws	• Second families
<p>spouse (husband or wife) – чоловік або дружина, mother-in-law – свекруха (теща), father-in-law – свекор (тесть), brother-in-law – брат дружини (чоловіка), sister-in-law – сестра дружини (чоловіка), daughter-in-law – невістка, son-in-law – зять</p>	<p>step-mother – мачуха, step-father – вітчим, step-sister – зведена сестра, step-brother – зведений брат, half-brother – напівбрат, half-sister – напівсестра, biological brother / sister – біологічний брат / сестра</p>
• Marital status and related words	• Other related words
<p>single – неодружений, married – одружений, engaged – заручений, divorced – розлучений, widower – вдівець, widow – вдова fiancé – наречений, fiancée –</p>	<p>pregnancy – вагітність, birth – народження, child care – догляд за дитиною, kindergarten – дитячий садок, babysitter – няня, death – смерть, funeral –</p>

наречена, заручини engagement – bride – наречена, bridegroom – наречений, wedding – весілля, honeymoon – медовий місяць; divorce – розлучення, ex-husband – колишній чоловік, ex-wife – колишня дружина, alimony – аліменти, girlfriend – подруга, boyfriend – друг	– похорон, cemetery – кладовище, grave – могила
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Types of family

nuclear family – mother, father and children: "The traditional British family unit is a nuclear family."

single-parent / one-parent family – a family which only has one parent (because the parents are divorced, or because one of the parents has died): "There are more and more single-parent families in the UK."

immediate family – your closest relatives: "Only immediate family members attended the funeral."

extended family – your entire family: "The wedding invitations were sent to the entire extended family."

close-knit family – a family where the members have close relationships with each other: "They are a close-knit family."

dysfunctional family – a family where the members have serious problems with each other: "He comes from a rather dysfunctional family."

blood relative – a relative connected to you by "blood" rather than through marriage: "She's not a blood relative, but we're still very close."

DIALOGUES

a) – Hello! Glad to meet you! Do you live in this hostel?

– No, I don't. I live with my sister who has a nice flat in the next house.

– You're lucky, I should say. Is your sister married?

– Certainly, and she has a daughter already.

– What is her husband? Where does he work?

– He is a builder.

- And is your sister a builder too?
 - No, she is a teacher. She teaches English.
 - And have they any children?
 - Yes, they have a daughter, I told you.
 - Oh, I'm sorry. How old is your niece? What's her name?
 - Her name is Olga. She is a funny three-year-old baby. I like her very much. Come to our place and see my sister and my family.
 - Thank you very much, some day.
- b) – Oh, Peter! Glad to meet you! We haven't seen for ages.
- Right you are! I'm glad to meet you too!
 - How are you?
 - I'm fine, thank you. And how are you? You are sure to be married already.
 - Of course, and you?
 - I'm single yet. And what is your wife? What's her name? Have you got any children?
 - Not so many questions at once. I'm married to our former classmate Olga. She is a librarian now. She works at a large library.
 - You don't say so! And what about children?
 - We have no children yet, but we expect a son or a daughter in two months.
 - Oh, that's wonderful! Glad to hear it! I wish you luck!
 - Thank you very much. But now excuse me, I'm in a hurry. I was very glad to meet you. So long!
 - I was very glad to see you too. See you later.

EXERCISES

1. Choose the correct answer:

1. Luca is an _____ child.
a) only b) single c) alone
2. My sister is married to my _____.
a) son-in-law b) brother-in-law c) sister-in-law
3. Rebecca's parents are very _____.
a) strict b) only c) married
4. Do you live on your _____?
a) single b) own c) family
5. Sue and Spencer have got two children, a son and a _____.

- a) niece b) sister c) daughter
6. Claudia and Mario have got lots of _____.
 a) parents b) cousins c) grandparents

2. Find the correct words and write them down:

Example: horadgmthner - grandmother

- | | |
|--------------|------------------|
| 1) fathre - | 6) necul - |
| 2) osn - | 7) aarndgfther - |
| 3) rbthoer - | 8) atnu - |
| 4) sesitr - | 9) nriachgdld - |
| 5) othemr - | 10) agdtuehr - |

3. Complete the following sentences using the words from the right-hand column:

- | | |
|----------------------------------|-------------|
| 2. My father's wife is my... | aunt |
| 3. My parents' son is my... | cousin |
| 4. My parents' daughter is my... | father |
| 5. My mother's husband is my... | brother |
| 6. My mother's father is my... | sister |
| 7. My father's sister is my... | grandfather |
| 8. My mother's brother is my... | uncle |
| 9. My father's mother is my... | niece |
| 10. My mother's sister is my... | grandmother |
| 11. My uncle's son is my... | nephew |
| 12. My aunt's son is my... | mother |
| 13. Peter is his uncle's... | |
| 14. Ann is her aunt's... | |

4. Find 8 family words:

wqsisterdgrandmotherjhcousintvauntnpgrandfatherzvuncleyfatherme
 mother

5. Read the text, answer the question and express your point of view:

Parents and Children

Parenting is the process of caring for one's child or children. This process, however, is very complex and difficult. Some people even call it "the most intense training programme ever". Since many parents have

to raise their children without much guidance, knowledge or experience, they are likely to make mistakes. When bringing up a child, they adopt a certain “parenting style” and tend to act as martyrs, friends, autocrats, coaches or teachers. All these parenting styles, however, have some disadvantages.

Martyr parents believe that they should do everything they can for the sake of their children. They always do what their children want, buy them almost everything they like or ask for, do not impose any duties on them. At the same time, martyr parents refuse to satisfy their own needs or pleasures, and always put their children first. However, when something goes wrong or when they find it impossible to carry out certain goals they set, they feel guilty and frustrated. They do not particularly enjoy the role of parenting and treat it as their obligation. The children brought up by martyr parents have the impression that they are the hub of the universe and are usually spoiled brats, egoists or show-offs.

There are some parents who feel that they should be their children’s friends or pals to build a close relation with them. They tend to treat their children as their equals, give them a lot of freedom, let them do anything they want and do not control them. They do not impose any rules, limits, orders or bans either. Unfortunately, it often happens that children abuse their “pal” parents’ trust and become juvenile delinquents or drug addicts.

The opposite of the laissez-faire policy is the autocratic model. The parents are despotic rulers who have complete power in the family. They expect to be obeyed by their children and do not care about their opinions or feelings. They bring them up in strict discipline and make sure that the children act according to the rules and limits they set. If the children are not obedient and do not carry out parents’ orders, they are punished, even for minor offences. However, autocratic parenting does not produce any positive results. Instead, it causes conflicts, widens the generation gap, weakens the emotional bonds between parents and children, and makes it impossible to develop a relation of trust and affection. Children usually resist their parents’ tyranny, rebel against them and eventually confront them. They also run away from home, use drugs or show a tendency to commit crimes.

The coach style of parenting is slightly similar to the dictatorial one. The coach parents treat their children as players who should do their best to succeed. They establish certain rules for the household and

enforce appropriate penalties when these rules are broken. Children must be disciplined and pull their weight to improve their skills and develop their talents. Moreover, coach parents aim at making their children physically strong and able to deal successfully with difficult conditions and situations. The problem is, however, that at the same time they teach their children not to show feelings. Hence, very often “tough kids” have emotional problems or even use violence against other people.

It seems that the most effective is the teacher-guide style of parenting. The best parents are the ones who encourage their children to develop both physically and intellectually, offer them advice and help, motivate them to work, teach them respect for others, praise them for doing the right things but also rebuke them for doing wrong ones, and try to be experts in everything. Still, they are often disappointed if the children do not come up to their expectations and fail to become improved versions of their parents. The children, on the other hand, are often unwilling to consider their parents as the oracle and reject their authority.

After having looked at some parenting styles, it seems that there are no ideal parents. Nevertheless, parents should do the best they can because the fewer mistakes they make, the more chances their children have to be successful, wise and happy.

Questions:

1. What parenting style do you approve and why?
2. Describe the ideal parents.
3. Do you think that parents should be pals to their children? Why / Why not?
4. What is the style of parenting in your family? Can you identify your parents in any style presented?
5. Why do older and younger generations have problems with understanding each other?

6. Read the text about what family life is like in Britain:

Changing Values and Norms of the British Family

The family in Britain is changing. The once typical British family headed by two parents has undergone substantial changes during the twentieth century. In particular there has been a rise in the number of single-person households, which increased from 18 to 29 per cent of all households between 1971 and 2002. By the year 2020, it is estimated

that there will be more single people than married people. Fifty years ago this would have been socially unacceptable in Britain.

In the past, people got married and stayed married. Divorce was very difficult, expensive and took a long time. Today, people's views on marriage are changing. Many couples, mostly in their twenties or thirties, live together (cohabit) without getting married. Only about 60% of these couples will eventually get married.

In the past, people married before they had children, but now about 40% of children in Britain are born to unmarried (cohabiting) parents. In 2000, around a quarter of unmarried people between the ages of 16 and 59 were cohabiting in Great Britain. Cohabiting couples are also starting families without first being married. Before 1960 this was very unusual, but in 2001 around 23 per cent of births in the UK were to cohabiting couples.

People are generally getting married at a later age now and many women do not want to have children immediately. They prefer to concentrate on their jobs and put off having a baby until late thirties.

The number of single-parent families is increasing. This is mainly due to more marriages ending in divorce, but some women are also choosing to have children as lone parents without being married.

(From "British Life & Culture")

7. Insert the missing parts of the dialogue:

Ann: Hello, Lena! How are you getting on?

Lena:

Ann: You don't say so! And what is your husband?

Lena:

Ann: How old is he?

Lena:

Ann: Are you fond of your mother-in-law?

Lena:

8. Match the parts of the sentences:

1) In the past women got married at a very early age and stayed at home...	a) ... they have to combine a job and a family.
2) Nowadays, most women work professionally and ...	b) ... whose only role is to earn money and support the family.
3) This, however, is not easy and	c) ...to run the household and look

requires ...	after the children.
4) Even in developed countries the man is still regarded as the breadwinner...	d) ... a lot of effort, stamina and persistence.
5) Hence, he can devote himself entirely to his career while his wife has to play a double role, not only working but...	e) ... care for the pets, do the daily shopping, take the children to the doctor, iron and sew.
6) A recent survey reveals that majority of modern women have to cook, keep the house clean, wash up, do the laundry, help the children with the homework, take out the rubbish, ...	f) ... that so few married women with a family have brilliant careers.
7) From time to time their husbands help them out picking up the children...	g) ... also doing numerous domestic chores.
8) Therefore, it is not surprising...	h) from some after-school activities or doing some minor repairs.

9. Read the following quotations and discuss them:

a) I don't care how poor a man is; if he has family, he's rich. ~ *Dan Wilcox and Thad Mumford*

b) It is not flesh and blood but the heart which makes us fathers and sons. ~ *Johann Schiller*

c) When you look at your life, the greatest happinesses are family happinesses. ~ *Joyce Brothers*

d) An ounce of blood is worth more than a pound of friendship. ~ *Spanish Proverb*

e) Other things may change us, but we start and end with the family. ~ *Anthony Brandt*

10. Debating Club: Let us discuss some family problems.

1. Did your parents make you help them with the house work? What did they make you do?
2. Did your parents let you watch TV at an early age, (at the age of 5 or 7)?
3. Did your parents let you invite friends to your home (very often, rather seldom, rarely)?

4. Are you going to let your children do anything they would like to do?
5. In modern families there are not many children, sometimes only one. Why? What is your opinion?

III. GRAMMAR

1) System of Tenses in English

Tense	Formation		Auxiliary Verb	Negative and Interrogative Form	Signal Word
Indefinite Tenses					
Present Indefinite	Verb (V) he she V+(e)s it	I <i>go</i> to school. He <i>goes</i> to school.	do he she } does it	I don't go to school. Do you go to school? He doesn't go to school. Does he go to school?	<i>usually, always, sometimes, often, seldom, as a rule, every day (week, month)</i>
Past Indefinite	regular V + -ed irregular V – II form	I <i>helped</i> my mother. I <i>went</i> to school.	did	I didn't help my mother. Did you help your mother? I didn't go to school. Did you go to school?	<i>yesterday last year (week, month), 3 years ago, in 1999</i>
Future Indefinite	will (shall) + V	They <i>will go</i> to school.	will	They will not (won't) go to school. Will they go to school?	<i>tomorrow, the day after tomorrow, next year (week), in 3 years</i>

Continuous Tenses					
Present Continuous	am is + V +- <i>ing</i> are	I <i>am</i> <i>reading</i> . He <i>is</i> <i>reading</i> . We <i>are</i> <i>reading</i> .	am is are	I am not reading . Are they reading?	<i>now,</i> <i>at present,</i> <i>at the</i> <i>moment</i>
Past Continuous	was were + V +- <i>ing</i>	I <i>was</i> <i>reading</i> . We <i>were</i> <i>reading</i> .	was were	I was not reading . Was he reading? They were not reading . Were they reading?	<i>from 5 till 6</i> <i>yesterday,</i> <i>at 6 o'clock</i> <i>yesterday,</i> <i>when I</i> <i>came</i>
Future Continuous	<i>will be</i> + V +--- <i>ing</i>	They <i>will</i> <i>be reading</i> .	will	I will not be reading . <i>Will</i> they <i>be reading?</i>	<i>from 5 till 6</i> <i>tomorrow,</i> <i>at 6 o'clock</i> <i>tomorrow</i>
Perfect Tenses					
Present Perfect	<i>have</i> + regular V + <i>-ed</i> irregular V - III <i>form</i> he, she, it <i>has</i> + regular V + <i>-ed</i> irregular V - III <i>form</i>	I <i>have read</i> the book. We <i>have</i> <i>visited</i> our friends. He <i>has</i> <i>read</i> the book.	have has	I have not read the book. Have you read the book? He has not read the book. Has he read the book?	<i>already,</i> <i>just, ever,</i> <i>never, yet,</i> <i>lately,</i> <i>recently,</i> <i>today,</i> <i>this year</i> <i>(week,</i> <i>month),</i> <i>for...,</i> <i>since...</i>
Past Perfect	<i>had</i> + regular V + <i>-ed</i> irregular V - III <i>form</i>	I <i>had read</i> the book.	had	I had not read the book. Had you read the book?	<i>by 6</i> <i>o'clock</i> <i>yesterday,</i> <i>before I</i> <i>came</i>

Future Perfect	<i>will have + regular V + -ed irregular V - III form</i>	They <i>will have read</i> the book.	will	He will not have read the book. Will he have read the book?	<i>by 6 o'clock tomorrow, before I come</i>
Perfect Continuous Tenses					
Present Perfect Continuous	<i>have + been + V+-ing</i> he, she, it <i>has + been + V+-ing</i>	I <i>have been reading</i> this book. He <i>has been reading</i> this book.	have has	I have not been reading this book. Has he been reading this book?	<i>for..., since..., all day</i>
Past Perfect Continuous	<i>had + been + V+-ing</i>	I <i>had been reading</i> this book.	had	I had not been reading this book. Had he been reading this book?	<i>for..., since..., all day</i>
Future Perfect Continuous	<i>will have + been + V+-ing</i>	I <i>shall have been reading</i> this book. They <i>will have been reading</i> this book.	will	I will not have been reading this book. Will he have been reading this book?	<i>for..., since..., all day</i>

2) The Present Indefinite Tense

The Present Indefinite Tense is formed from the infinitive of the notional verb without the particle *to* for all the persons but the third person. The third person singular is formed by adding *-s* or *-es* to the infinitive. Interrogative and negative forms of the Present Indefinite Tense are formed with the help of the auxiliary verb **do** (**does** in the third person singular).

Affirmative	Interrogative	Negative
I study_	Do I study?	I do not (don't) study
He She } studies	Does He She } study	He She } does not (doesn't) study
It	It	It study
We You } study_	We Do You } study	We You } do not (don't) study
They	They	They study

The Present Indefinite Tense is used:

- 1) to state simple facts in the present.
e. g. He studies at the university.
- 2) to express a habitual (repeated) action which is often indicated by such adverbs as: *every day, often, usually, always, seldom, sometimes* etc.
e. g. The lecture usually begins at 10 o'clock.
- 3) to express a general truth.
e. g. Ice melts at zero.
- 4) to express an action going on at the moment of speaking with the verbs which are not used in the continuous tenses.

Remember these verbs:

Mental and Emotional States	Sense	Communication	Other States
<i>believe</i>	<i>appear</i>	<i>agree</i>	<i>be</i>
<i>dislike</i>	<i>hear</i>	<i>astonish</i>	<i>belong</i>
<i>doubt</i>	<i>see</i>	<i>deny</i>	<i>concern</i>
<i>imagine</i>	<i>seem</i>	<i>disagree</i>	<i>consist</i>
<i>know</i>	<i>smell</i>	<i>impress</i>	<i>contain</i>
<i>like</i>	<i>sound</i>	<i>mean</i>	<i>cost</i>
<i>love</i>	<i>taste</i>	<i>please</i>	<i>depend</i>
<i>hate</i>		<i>promise</i>	<i>deserve</i>
<i>prefer</i>		<i>satisfy</i>	<i>fit</i>
<i>realize</i>		<i>surprise</i>	<i>include</i>
<i>recognize</i>			<i>involve</i>
<i>remember</i>			<i>lack</i>

<i>suppose</i>			<i>matter</i>
<i>understand</i>			<i>need</i>
<i>want</i>			<i>owe</i>
			<i>own</i>
			<i>possess</i>

e. g. Do you see the blackboard well from that place?

5) to express a future action in the subordinate clauses of time and condition.

e. g. If he is not busy, he will help me.

6) to express a future action with the verbs of motion (*to go, to leave, to arrive* etc.)

e. g. We go to the theatre tonight.

Exercises

I. Choose the correct form:

1. We sometimes (read, reads) books.
2. Emily (go, goes) to the disco.
3. It often (rain, rains) on Sundays.
4. Pete and his sister (wash, washes) the family car.
5. I always (hurry, hurries) to the bus stop.

II. Put the verbs into the correct form:

1. I (to like) lemonade very much.
2. The girls always (to listen) to pop music.
3. Janet never (to wear) jeans.
4. Mr. Smith (to teach) Spanish and French.
5. You (to do) your homework after school.

III. Make negative sentences:

1. My father makes breakfast. →
2. They are eleven. →
3. She writes a letter. →
4. I speak Italian. →
5. Danny phones his father on Sundays. →

IV. Make questions:

1. you / to speak / English →

2. when / he / to go / home →
3. they / to clean / the bathroom →
4. where / she / to ride / her bike →
5. Billy / to work / in the supermarket →

V. Find the signal words for Present Indefinite:

1. Which is a signal word for?
 - a) now
 - b) last Monday
 - c) often
2. Which is a signal word for Present Indefinite?
 - a) sometimes
 - b) at the moment
 - c) yesterday
3. Which is a signal word for Present Indefinite?
 - a) last Friday
 - b) every Friday
 - c) next Friday
4. Which is not a signal word for Present Indefinite?
 - a) never
 - b) already
 - c) usually
5. Which is not a signal word for Present Indefinite?
 - a) Listen!
 - b) first ... then ...
 - c) seldom

VI. Write the sentences in negative and interrogative forms:

1. My father teaches me to repair furniture, to drive a car. 2. We spend much time together. 3. He often tells me interesting stories about different countries. 4. I have my duties about the house. 5. My mother cooks very well. 6. She is fond of reading. 7. My mother always checks how we do our homework. 8. Mother arranges our free time. 9. Our grandparents are scientists. 10. Grandfather is a historian and grandmother is a linguist. 11. They give lectures in different universities and write serious books. 12. We all get on with each other very well. 13. I want to study English, German and may be French. 14. Knowledge of a foreign language opens a new world for us. 15. I hope to become an interpreter and work at the foreign firm.

VII. Change into singular:

1. My friends want to study French. 2. They remember everything. 3. Children receive a lot of pleasure from this game. 4. Do these girls go to the theatre on Sunday? 5. His friends work in Kyiv. 6. The children play all the morning and sleep in the afternoon. 7. My friends like meat and do not like fish. 8. His brothers work hard all day and want to rest in the evening. 9. They want to buy toys because their sons have birthday tomorrow. 10. These girls come to our library every Thursday. 11. The boys wake up at seven. 12. Housewives have to work very hard. 13. On

Saturday they go to the cinema. 14. Our fathers work in the office and do not come home for lunch. 15. They do not believe her stories.

VIII. Fill in all the gaps, with the right form of the verb in brackets:

Family, in my opinion, _____ (be) someone who _____ (love) you and whom you _____ (love) too. It can be not only your parents but also people who _____ (be) dear to you, who _____ (take care) of you. If you _____ (have) someone who can do everything for you and you can do the same – you _____ (be) lucky you _____ (have) a family. I think that the family in this point of view _____ (be) one of the most important things in our life, and people who _____ (have) no family _____ (be) always lonely and moreover nobody _____ (take care) of them.

It's wrong to think that your family _____ (be) only your father and mother: your family _____ (consist) of all the dearest people. For example orphans _____ (have) no parents but maybe on their lifeways they _____ (meet) people who _____ (become) dear and important for them and they _____ (name) it family. Or when you _____ (grow up) and _____ (go away) from your parents you _____ (meet) someone who _____ (be) another half of you – this man _____ (be) also your family. To sum up your family _____ (be) your parents, your dearest friends and sweethearts.

The child without parents can't enjoy the life other children _____ (live). And we _____ (have) to take care of people, who _____ (be) dear to us, especially if you _____ (be) the only child in a family because all love and care parents _____ (give) only to you. And you shouldn't break their heart. And you have to appreciate their care and love. Because nobody except them _____ (love) you so much and _____ (know) a lot about you.

IX. Translate into English:

1. Наша сім'я складається з 4 осіб: мого чоловіка, мого сина, моєї дочки і мене. Крім цього, у мене є сестра, яка живе с нами. Мого чоловіка звати Дмитро, йому 38 років. Він бізнесмен, і він дуже любить свою роботу. У нього багато друзів. 2. Ми знаємо Вас і Вашу родину. 3. Мері Браун – продавець. Їй подобається її робота. 4. Мого сина звати Ігор, він – підліток. 5. Ми знаємо його та його дружину. Вони – щаслива пара. 6. Ваша дочка допомагає вам

удома? – Так. 7. Ті дівчата – мої двоюрідні сестри. Вони школярки і добре навчаються в школі. 8. Наша сім'я дружна. Ми проводимо багато часу разом, ходимо на прогулянки, відвідуємо театри, музеї, ходимо в кіно або цирк. 9. Мої дідусь і бабуся на пенсії. 10. Мій старший брат одружений. У нього двоє дітей – хлопчик і дівчинка. Вони близнюки. Вони дуже схожі. 11. У мене багато далеких родичів: тіток, дядьків, двоюрідних братів і сестер. Але вони живуть в іншому місті. 12. Увечері моя сім'я любить дивитися телевізор. 13. Хто у вашій сім'ї веде господарство? – Бабуся. Мама та сестра допомагають їй. 14. Ваш батько робітник? – Ні, мій батько інженер. Він працює на заводі. 15. Чи є у вас брати чи сестри? – Так, у мене є сестра та брат.

3) Possessive Case

Nouns denoting living beings (and some denoting lifeless things) have two cases in English: the common case (*student, child, children, England*) and the possessive case (*student's, child's, children's, England's*).

The possessive case is formed by adding *-s* to the noun in the singular (*a student's room*) and the nouns which form their plural by changing the root vowel (*the women's children*). The nouns ending in *-s* in the plural take only *'* in the possessive case (*the students' room*).

The possessive case of compound nouns case is formed by adding *-s* to the last word.

E.g. My sister-in-law's children.

Nouns ending in *-s* form the possessive case in two ways.

E.g. Dickens' novels / Dickens's novels.

Exercises

I. Form the possessive case of nouns:

- | | |
|----------------------------|--------------------------------|
| 1. the camera / Tom | 9. the garden / our neighbours |
| 2. the eyes / the cat | 10. the birthday / my father |
| 3. the top / the page | 11. the car / my friends |
| 4. the daughter / Mr Smith | 12. the dog / the boys |
| 5. the toys / the children | 13. the dress / Jane |
| 6. the names / your friend | 14. the ball / the girls |
| 7. the man / name | 15. the price / the coat |
| 8. the car / Mike | 16. the ring / Susan |

17. the rackets / the players
18. the house / the Coopers

19. the uncle / Bill
20. the waiting room / the doctor

II. Fill in the gaps with a form of the verb to be and the possessive form of a noun, so that the sentences on the right mean the same as the ones on the left. Number 1 is already done for you:

1. This backpack belongs to Jeremy.	This backpack is Jeremy's.
2. That bicycle belongs to Rebecca.	That bicycle _____.
3. This watch belongs to my father.	This _____ watch.
4. That car belongs to the plumber.	That _____ car.
5. Those glasses belong to Mrs. Jackson.	Those glasses _____.
6. That house belongs to my grandparents.	That _____ house.
7. These suitcases belong to Matthew.	These _____ suitcases.
8. This camera belongs to our friends.	This _____ camera.
9. These books belong to the teacher.	These _____ books.
10. These books belong to the teachers.	These _____ books.
11. These gloves belong to the gardener.	These gloves _____.
12. That calculator belongs to Samantha.	That calculator _____.

III. Form the possessive case of nouns:

- (Celia, eyes) sparkled with joy.
- (my hat, the brim) is dirty.
- (Denis, watch) is water-resistant.
- These are (Mr Evans, pliers).
- This photo was taken in (my half-brother, heyday). He became very popular in the '70s.
- (this house, the walls) are very old.
- (this book, the cover) is really exquisite.
- (the trunk, the lid) dates back to the 17th century.
- He finds (Euripides, plays) quite boring.

10. (John, half-sister) is as meek as a lamb.
11. (cigarettes, this packet) is American.
12. We need five (these flowers, stems).
13. Don't soak (the dress, the lining).
14. (her pupils, homework) was excellent.
15. (his dog, tail) was badly hurt in the accident.
16. He will sabotage (your warriors, weapons).
17. (Miss Curtis, lipstick) was stolen from her clutch bag last night.
18. (the Browns, house) was built in the 18th century.
19. You've scorched (Billy, clothes)!
20. I would like to read a little of (Sophocles, poetry).

IV. WRITING

- 1. Describe your family.**
- 2. Draw your family tree.**
- 3. Write an essay "My Family Album".**

UNIT 3

APPEARANCE AND CHARACTER

I. TEXT

The Perfect Match

I walked into the office and shook hands with a smiling man named Mr. Bleaucher.

“I’m sure you’ll be very pleased with her,” he said. “She was **picked** by our compatibility computer out of over one hundred ten million **eligible women** in the United States.”

“And now...” he said. He flung open the door to the next room like a magician. He needed a cape, though. I was expecting a rabbit but I got a surprise.

She was **pretty**. Really, she was pretty.

“Mr. Walker, this is Miss Dunfield. Miss Dunfield, this is Mr. Franklin Walker.”

“Really Frank. Franklin is something else again,” I said. I was a little **nervous**. She was pretty, you see.

Mr. Bleaucher left and we were able to talk.

“Hello.”

“Hello,” she said.

“I’m... I’m very pleased with the choice,” I said. I was trying to be **suave**.

She smiled. She had a nice smile. Good teeth.

“Thank you,” she said. “So I am.” She was **shy**.

“I’m thirty one,” I **blurted out**.

“Yes, I know,” she said. “It’s all on the cards.”

It seemed like the conversation was about over. Everything was on the cards. So there wasn’t really much to talk about.

I suddenly noticed a sheaf of papers in my hand. On the first page was glued an **IBM card** with vital statistics about her. I guessed the thing she was holding was the same thing on me. I began **looking through** it and so did she. The turning pages made a lot of noise.

It said she liked classical music. (This was in “**Preferences** and Habits.”) She also liked books, football, sitting near the front in movies, sleeping with the windows closed, dogs, cats, goldfish, salami

sandwiches, simple clothes, private school for the children (our children, really, two boys and a girl), living in the suburbs, art museums...

She looked up. "It seems we like the same things," she said.

"The exact same things," I said.

I read the report titled "Psychology." She was shy, avoided arguments, wasn't **outspoken, a good mother type**.

We finished reading the reports on each other.

"We're very much alike," she said.

* * * * *

Alice and I have been married for nine years now. We have the three kids already, two boys and a girl. We live in the suburbs and listen to a lot of classical records. The last time we had an argument is too far back to remember. We agree on practically everything. She's been a good wife and, if I may say so, I've been a good husband. Our marriage is perfect.

We're getting divorced next month. I can't stand it.

(After S. Makler)

Vocabulary Notes

to pick – *v* 1) [*trans.*] take hold of and lift or move (підняти)

E.g. He picked a match out of the box.

2) [*trans.*] choose (someone or something) from a number of alternatives, typically after careful thought (вибрати)

E.g. Maybe I picked the wrong career after all.

eligible women – *adj.* women having the right to do or obtain something; satisfying the appropriate conditions (вірогідні кандидати)

pretty – *adj.* attractive in a delicate way without being truly beautiful or handsome (гарненький)

E.g. A pretty little girl.

nervous – *adj.* 1) easily agitated or alarmed; tending to be anxious; highly strung (нервовий)

E.g. A sensitive, nervous person;

I was nervous about my new job.

2) (of a feeling or reaction) resulting from anxiety or anticipation nervous energy; relating to or affecting the nerves a nervous disorder.

suave – (esp. of a man) charming, confident, and elegant (ввічливий)

E.g. All the waiters were suave and deferential.

shy – *adj.* being reserved or having or showing nervousness or timidity in the company of other people (сором’язливий)

E.g. I was pretty shy at school;
a shy smile.

to blurt out – *v* say (something) suddenly and without careful consideration (бoвкнути, промимрити)

E.g. ‘I was looking for Sally’, he blurted, and his eyes filled with tears.

IBM – *abbr.* International Business Machines, a leading U.S. computer manufacturer.

to look through – peruse (a book or other written material) (переглянути)

E.g. We looked through all the books, and this was still the one we liked best.

Remember other phrasal verbs:

look sth over – inspect something quickly with a view to establishing its merits.

E.g. They looked over a property on Ryer Avenue.

look round/around – move around (a place or building) in order to view whatever it might contain that is of interest.

E.g. He spent the morning and afternoon looking around Cambridge.

look at/on – think of or regard in a specified way.

E.g. I look at tennis differently from some coaches.

look at – examine (a matter, esp. a problem) and consider what action to take.

E.g. A committee is looking at the financing of PBS.

look into – investigate.

E.g. The police looked into his business dealings.

look for – attempt to find.

E.g. Howard has been looking for you.

look forward to – expect eagerly.

E.g. We look forward to coming vacation.

look out – be careful.

E.g. Look out! You’re going to drop that!

look after – take care of.

E.g. Their auntie looked after the children while their mother was in hospital.

preference – *n* 1) a greater liking for one alternative over another or others (перевага)

E.g. A preference for long walks and tennis over jogging;
he chose a clock in preference to a watch.

2) favour shown to one person or thing over another or others.

E.g. Preference is given to those who make a donation.

outspoken – frank in stating one's opinions, esp. if they are critical or controversial (щирий, прямий)

E.g. He has been outspoken in his criticism.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. вірогідні кандидати;
2. хороша мати;
3. бути ввічливим;
4. ЕОМ, яка визначає психологічну сумісність;
5. розлучатись;
6. основні дані про когось;
7. бути задоволеним чимось;
8. погоджуватися практично у всьому;
9. жити на околиці;
10. бути сорм'язливим.

II. Fill in the words from the list, then make up sentences using the completed phrases:

Smiling, art, classical, vital, nice, nervous, private. turning, simple, good.

- | | |
|--------------------------|------------------------|
| 1. a _____ man; | 6. _____ music; |
| 2. I was a little _____; | 7. _____ clothes; |
| 3. a _____ smile; | 8. _____ school; |
| 4. _____ statistics; | 9. _____ museums; |
| 5. _____ pages; | 10. _____ mother type. |

III. Fill in the correct prepositions:

1. I walked _____ the office.
2. It seemed like the conversation was _____ _____.

3. She was picked _____ our compatibility computer _____ _____ over one hundred ten million eligible women _____ the United States.
4. I'm very pleased _____ the choice.
5. Everything was _____ the cards.
6. So there wasn't really much to talk _____.
7. I began looking _____ it and so did she.
8. We finished reading the reports _____ each other.
9. We live _____ the suburbs and listen _____ a lot of classical records.
10. We agree _____ practically everything.

IV. Fill in the correct prepositions after the verb *to look*:

1. Looking _____ a baby is a full-time job. You have to bath it, dress it and feed it.
2. I'm really looking _____ to vacation. I can't wait for it to begin.
3. Can you look _____ my essay for spelling mistakes?
4. Look _____! The car's going to hit it!
5. He looked _____ some books in the library, but didn't find the information he needed.
6. I looked _____ the contract this morning and everything seems fine.
7. I'm seeing him on Tuesday. I'm really looking forward _____ it.

V. Study the text and answer the following questions when discussing it:

1. How was Miss Dunfield chosen for Frank?
2. Were they similar or different?
3. What do we learn about human nature from the story?
4. The end of the story is unexpected, isn't it? What does Frank mean by "I can't stand it." Why does he feel that way?
5. How do you imagine the main characters of the story? Describe them.
6. What do you think is the best way to choose a mate? Can a computer do it?
7. Prove that a saying "Extremes meet" has sense and often works.

VI. Retell the text:

- in the person of Frank;
- in the person of Miss Dunfield;
- in the person of Mr. Bleaucher.

II. TOPIC

Describing people in English

There are many ways to talk about physical appearance.

Age

My grandfather is quite **old**. In fact, as he has a pension, he is an **old age pensioner**, or a **senior citizen**.

His daughter, my aunt, is 55, and **middle-aged**. She has three sons. One is a **young adult**, at 24 years of age, and the other two are both **teenagers**. They are 16 and 17. My sister also has two children – one **toddler** who is a two-year old, and a **baby** who is 6 months old.

Build

People are built in **all shapes and sizes**. There are those who are **fat** and **overweight**. Some people are extremely overweight and are **obese**. Other people are naturally **slim**, but others look have absolutely no fat on them and are **thin**, or **skinny**.

Personally, I am **stocky** – **small**, but **well-built**. My father is **tall** and **lean** – with very little fat. My sister is **short**, but **wiry** – she is quite thin, but **muscular**. Both my brothers are **athletic** and **well-proportioned**. My mother looks like a 1940's film star. She is with an **hour-glass figure**.

My grandfather is **fit** for his age and **takes plenty of exercise**. He doesn't want all his muscles to get **flabby**.

Height



He is tall.
He is very tall.



He is short.
He is quite short.



He is normal height.
He is relatively normal height.

Build



She is skinny. (*negative*)
She is underweight. (*negative*)
(*negative*)
She is thin. (*negative*)
She is slim. (*positive*)
She is slender. (*positive*)



She is fat. (*negative*)
She is overweight.
She is plump. (*neutral*)
She is stocky. (*neutral*)
She is bonny. (*positive*)



!Note - if a man is fat (especially round the waist) we often say he has a beer belly.

Type of complexion

My sister is an **English rose** – she has **fair hair** and **fair skin**. She doesn't **tan easily** and has to be careful in the sun. My mother is **blonde**, also with a **fair complexion**. I am a **red-head** – with red hair. Like many other people with a **pale complexion**, I get **freckles** from the sun – small brown dots on my face and arms. In contrast, my father has **dark-brown** hair and he is quite **dark-skinned**. You are born with a colour – **white** or **Caucasian**, **black** or **Asian**. People whose parents are

of different ethnic origin are **mixed-race**. Southern Europeans are sometimes described as **Mediterranean**.



He is Asian.
He has light-brown skin.
skin.



She is black.
She has dark skin.



He is white.
He has fair



She is white.
She has lightly
tanned skin.



She is white.
She has very pale skin.

Face

Faces, like build, vary a lot. Some people have **oval** faces – their **foreheads** are much wider than their **chins**. Other people have **heart-shaped**, **square** or **round** faces.

Features also vary. My grandfather has **bushy** eyebrows (he has lots of hair!), a **hooked nose** and **high cheekbones**. His eyes are large and **set quite far apart**. My mother has a **broad nose**, which she hates, as she prefers **narrow noses**. But she is lucky to have **even** or **regular teeth**. My sister corrected her **crooked teeth** by wearing a brace which straightened them. She has **rosy cheeks**, small ears and a **snub nose**, which goes up at the end.

I have **long, curly hair**, though my sister is the opposite, with **short, straight hair**. Her hair is **fine** and doesn't weigh very much, but mine is **thick** and **heavy**. My mother's hair is **wavy** – in between

straight and curly. It's cut in a **bob** and she also has a short **fringe**, where it is cut horizontally across her forehead. My father is **losing his hair** – in fact he is **going bald**, which makes him very sad. My brother looks like he is going to lose his hair too – it is **receding**.

Type of hair



She has long hair.
She has long, black hair.

She has long, straight, black hair.
black hair.

Or: Her hair is long, straight and black.
and black.



She has short hair.
She has short, black hair.

She has short, straight,

Her hair is short, straight



He has no hair. = He is bald.

blonde hair.

and blonde.



She has medium length hair.
She has medium length , blonde hair.
She has medium length, straight,

Or: Her hair is medium length, straight



She has medium length hair.
 She has medium length, red hair.
 She has medium length, wavy, red hair.
 blonde hair.
Or: Her hair is medium length, wavy and red.

She has short hair.
 She has short, blonde hair.
 She has short, curly,
 blonde hair.
 Her hair is short, curly
 and blonde.

She wears glasses.

TOPICAL VOCABULARY

Appearance:

• Age	• Build
<p>old – старий, old age pensioner – старий пенсіонер, senior citizen – старший громадянин, middle-aged – середнього віку, young adult – молодий дорослий, teenager – підліток, toddler – дитина, яка починає ходити, baby – маля</p>	<p>fat – товстий, overweight – надмірної ваги, obese – товстий, який страждає ожирінням, plump – повний, bonny – повний, “пампушка”, slim – стрункий, thin – тонкий, skinny – дуже тонкий, “шкіра та кості”, stocky – присадкуватий, small – маленький, well-built (well-proportioned) – гарно складений, tall – високий, lean – худий, short – низький, wiry – міцний, жилавий, muscular – мускулистий,</p>
• Type of complexion	athletic – атлетичний,

fair – світлий, pale – блідий, freckles – веснянки, dark-skinned – темношкірий, Caucasian – кавказький, black – чорний, Asian – азіатський, mixed-race – змішаної раси, Mediterranean – середземноморський	hour-glass figure – тонка талія, fit – в гарній формі, flabby – в'ялий, дряблий
• Face	• Type of hair
oval (овальне), heart-shaped (у формі серця), square (квадратне), round face (кругле обличчя) forehead – лоб, chin – підборіддя, bushy eyebrows – густі брови, high cheekbones – високі скули, eyes set quite far apart – очі, далеко посаджені, broad (широкий), narrow (вузький), snub nose (кирпатий ніс), hooked nose (ніс гачком), even or regular (рівні) teeth , crooked teeth (криві зуби), rosy cheeks – рожеві щічки	long (довге), short (коротке), medium length (середньої довжини), curly (кучеряве), straight (пряме), wavy hair (хвилясте волосся), black (чорне), dark (темне), fair (світле), red (руде), grey hair (сиве волосся), blonde (блондин), fine (чудове), thick (густе), heavy (важке), receding (рідіюче) hair , bob – коротка стрижка, fringe – чубчик, to lose one's hair – втрачати волосся bald – лисий

Character:

brave – someone who isn't afraid of danger (*хоробрий*).

e.g.: Mario is a coastguard. He is very brave. His job is to rescue people.

chatty – someone who talks a lot (*балакучий*).

e.g.: Maria is a very chatty person. She is always on the phone to friends.

clever – good at learning things (*розумний*).

e.g.: Gerard is very clever. He always gets top marks in class.

cowardly – (mildly negative) Someone who is afraid of things (often described as "a bit of a coward") (*боягузливий*).

e.g.: Sylvia is a bit of a coward. She really hates going to the dentist!

easy-going – someone who is easy to get along with (*добродушний, легкий у спілкуванні*).

e.g.: My husband is very easy-going.

friendly – someone who is nice to other people (*дружелюбний*).

e.g.: The people in my office are really friendly! I love working there!

funny – used to describe someone who is amusing (*потішний*).

e.g.: Salem is really funny! He's always entertaining us with jokes and stories.

generous – someone who shares their time or things with others (*щедрий*).

e.g.: My parents are very generous. They bought me a car for my birthday!

grumpy – bad-tempered (*сердитий, сварливий*).

e.g.: My boss is really grumpy. He isn't an easy person to get along with.

hard-working – someone who works very hard (*працелюбний*).

e.g.: My brother is very hard-working. He hardly ever takes a day off.

honest – someone who is truthful and who doesn't cheat or steal (*чесний*).

e.g.: Amina is a very honest. She always tells the truth.

kind – someone who behaves in a caring way towards other people (*добрий*).

e.g.: Most of the people I've met here have been kind.

lazy – an inactive person who avoids work (*ледачий*).

e.g.: Pete is very lazy. He rarely gets out of bed before mid-afternoon.

loud – someone who talks really loudly (*шумний*).

e.g.: Rosita is really loud! When she talks, she drowns everybody else out.

lucky – someone who often has good fortune (*щасливий*).

e.g.: My brother is very lucky. He's always winning prizes in competitions.

mean – 1) Someone who is a nasty person (*жахливий*). 2) Someone who doesn't like spending money (*скнара*).

e.g.: Phillip is very mean. He never pays for his share of things.

moody – adjective used to describe someone who behaves differently every time you meet them (*легко піддається зміні настрою*).

e.g.: Nina is very moody. Yesterday she said hello; today she just ignored me.

nasty – a mean, unpleasant person (*the opposite of nice*) (*жахливий*).

e.g.: I don't really know any nasty people. Most people I know are very nice.

neat – a person who is very tidy (*охайний*).

e.g.: My flatmate Jorge is very neat and well organised. His room is always tidy.

nervous – someone who is easily startled by things (*нервовий*).

e.g.: Anna is a very nervous person. She gets scared easily.

nice – someone who is friendly and kind (*the opposite of nasty*) (*чудовий*)

e.g.: My best friend Lin is a really nice person. She is always there for me.

polite – someone who has good manners (*ввічливий*).

e.g.: Abdullah is a very polite boy. He always says please and thank you.

popular – somebody who is liked by many people (*популярний*).

e.g.: My cousin Ali is very popular. He has a lot of friends.

quiet – used to describe someone who doesn't talk very much (*тихий*).

e.g.: Helen is a quiet person. She isn't very talkative.

rude – bad mannered, impolite (*грубий*).

e.g.: James is a very rude person. He always pushes in front of people in queues.

selfish – used to describe someone who only thinks about themselves (*егоїстичний*).

e.g.: Jeremy is very selfish. He never helps out with the housework.

serious – someone who is always very sensible (*the opposite of silly*) (*серйозний*).

e.g.: Eric is very serious person. He never joins in when we play silly games.

shy – quiet and a little bit nervous around other people (*сором'язливий*)

e.g.: Claire is very shy. She doesn't speak much in class.

silly – someone who is a bit foolish, or who doesn't behave in a serious way (*нерозумний*).

e.g.: Gina is a bit silly. She messes about in class when she should be working.

smart – 1) someone who takes a lot of care over their appearance (*охайний*), 2) someone who is very clever (*домепний*).

e.g.: (1) Anna is very smart. She is always neatly dressed.

Related Phrases

What does she look like?

She is young and good-looking, with dark eyes and long red hair.

He is tall and thin, with brown hair.

She is of average height, dark-haired, quite thin, and wears glasses. She's about 50.

He is old, short, medium-build, with gray hair and a beard.

She has dark eyes, wavy blond hair, and a nice figure. She looks great.

He is a handsome middle-aged man. She is a pretty young girl.

How do I look?

You look good. You look great. You look nice. You look terrible. You look awful.

What is he like?

He is friendly and dependable. He is interesting and amusing.

He is smart and honest. He is also pretty humorous. I like him.

She is careless and lazy. You can't depend on her.

She is serious, organized, hard-working and tough.

He is old, sick and lonely. She is a nice clever girl.

His character is terrible. He is hostile and bad-tempered. He doesn't have many friends.

She is knowledgeable, broad-minded, and likes to help young people.

What does he like?

He likes ice cream and chocolate. She likes modern music.

Who does he take after, his mother or his father?

He takes after his father in appearance, but he is like his mother in character.

He looks like his mother, but he takes after his father in character.

Like his father, he is tall and handsome.

What are you interested in? What are you into?

I am interested in medicine. I'm into computers. I'm a movie fan.

DIALOGUES

- a) – Who's that girl standing near the time-table?
– Which one? There are three there.
– The slim one with a peaches and cream complexion.
– This is Jane our new group mate.
- b) – I'm looking for Peter Smith. Is he here?
– Yes, he's standing over there.
– But I can see a group of boys over there. What does he look like?
– Well, the red-haired one with a snub nose and freckled face. You won't mistake him.
- c) – How do you like Mary's hair-do?
– I find her hair too long.
– But long hair is in fashion now.
– Well, fashionable doesn't always mean beautiful, you know.

d) *Part 1*

Fiona: Hi, Rosie!

Rosie: Hello, Fiona!

F: Come in. Everyone is in the garden.

R: Look, is Tariq here?

F: Tariq? What does he look like?

R: You know him. He is tall; he's got short, straight black hair, close-cropped. He's got a moustache and glasses and he's slender.

Part 2

F: Oh, yes! Tariq's here and so's his girlfriend.

R: You mean Sue? She's got long smooth brown hair and she's quite short, but not stout.

F: That's right. But I'd like you to meet someone special.

R: Who?

F: My new boyfriend. That man over there with red hair and a moustache.

R: Mmm... Has he got a beard too?

F: No, he's got glasses and he's rather slim.

R: I see... What's his name?

F: Tony. And he's very handsome, I guess.

R: Oh, look!

F: What's the matter?

R: There's a doctor from the hospital here. I don't know his name. He's short with straight light hair and a strange little beard. His nose is straight and he's a little bit bulky.

F: That one is my brother Mike.

EXERCISES

1. Answer the questions:

1. Who do you look like?
2. Were you tall (handsome, pretty, attractive) at 5, 12?
3. Has your appearance changed since that time?
4. What features in your father's (mother 's) character are the most valuable for you?
5. Who was your favourite teacher at school? Do you think he/she was a personality?
6. What is the difference between a person and a personality?
7. Whom do you think to be a personality?
8. What were you proud of at school time?

2. Choose the words describing appearance, family relations and character:

Angry, siblings, smart, appearance, awful, bad-tempered, beautiful, brave, careful, cheerful, crazy, cousin, curly, aunt, dull, boring, imaginative, uncle, face, fat, feet, friendly, funny, generous, good-looking, hair, brother-in-law, handsome, helpful, honest, horrible, lazy, long, nose, oval, pretty, married, red-faced, step-father, selfish, sense of humour, straight, thin, ugly, wavy, greedy, parents, polite, niece, relatives, big round blue eyes, shy, sociable, confident, wrinkles, freckles, sun-tanned, pale, talkative, height, straight, clumsy, intelligent, grandmother, amiable, good-humored, mother, turned-up, nephew, independent, stupid, to keep one's word.

3. Read the texts paying attention to the vocabulary describing appearance and character:

1) Clara has been my neighbour for five years. I first met her when she knocked on my door and asked for a spade because she had not yet

unpacked hers. She had only moved in two days before. Physically, Clara looks younger than most other women do in their late sixties. She is of average height, neither fat nor thin. Her plump round face is framed by a mass of wavy white hair and her sparkling blue eyes show her humour and friendliness. She prefers wearing casual, comfortable clothes.

As for her personality, Clara's most striking characteristic is her generosity. My house nearly always has a vase of flowers from her garden. Clara is very good-natured and always has time for chat. She is also patient. She hardly ever gets annoyed about anything. However, she tends to be quite stubborn – once she had made a decision, nothing can change her mind. Clara always seems to be busy doing something. She spends a lot of her time looking after her garden.

Overall, Clara is a perfect next-door neighbour. Since the day, she moved in, we have grown very close and I am very fond of her, even if I am woken up by the noise of her lawnmower early in the morning!

2) Jane Bennet, the eldest and most beautiful daughter of the Bennets, is an amiable, naïve, and extremely optimistic young lady who sees no evil or illness in others.

Besides her seraphic appearance, Jane is kind and thinks no harm of anyone in the world. In Elizabeth's words, Jane is the kind of person who "likes people in general". "You never see a fault in any body. All the world is good and agreeable in your eyes. I never heard you speak ill of a human being in my life", cried Elizabeth, when her elder sister was praising Mr. Bingley's amiable and good-humored personality, even though she has just met him once. However, Jane's excessive optimism blinds her from seeing those obvious illnesses in people: "Jane united with great strength of feeling, a composure of temper and an uniform cheerfulness of manner, which would guard her from the suspicions of the impertinent". This overly positive attitude towards general human beings made Jane innocent, but at the same time, simplistic and naïve.

Jane is like a beautiful sunflower with soft honey-yellow petals. She is comely and vivacious, just like a lively sunflower stretching tall and proud to the sun in an elegant manner. Sunflowers always grow facing the direction of the sun – Jane prefers to see the goodness of a person; in another word, she always tries to face the bright side of an incident, rather than the dark side.

With rosy cheeks and pleasant smile on her face, Jane is like the Noonan sisters, who are always cheerful, friendly, and see the best in people, even when they got stuck in some really bad situations.

4. Match the words with their opposites:

- | | |
|----------------|-----------------|
| 1. clever | a) introverted |
| 2. extroverted | b) tight-fisted |
| 3. rude | c) courteous |
| 4. cruel | d) gregarious |
| 5. generous | e) kind-hearted |
| 6. unsociable | f) half-witted |

5. Cut out some pictures of people from magazines - pop stars, sportsmen, TV stars. Use the lists below to describe their appearance or how they look.

6. Pairs work: one student can write down a description from a picture and the other student must guess who it is.

7. Describe yourself, another student, your teacher.

Height	Build	Age	Face
tall, tallish, short, shortish, medium height	frail, stocky, slim, thin, plump, fat, skinny, well- built	young, elderly, middle-aged, teenager, in 20s, 30s, 40s	round, oval, square, with scars, wrinkles, freckles, sun- tanned, pale
Eyes		Hair	Clothes
big round blue eyes, large, small, bright, narrow		bald, straight, curly, spiky, wavy, casual,	scruffy, shabby, smart, tidy, messy

8. Use the words above to describe what your friends, family and teachers are like.

9. In pairs: one student writes down a description and the other student must guess who it is.

10. Discuss your likes and dislikes. Use words and phrases given in brackets:

- 1) It's easy (hard) to deal with people who are ... (cheerful, honest, polite, rude, foolish).
- 2) I hate it when people ... (have good/bad manners; interrupt others) are too curious; are not serious; smoke in the room).
- 3) I think he is (not) the right man for the job because he is... (lazy, absent-minded, attentive, clever, sociable).

11. Make a list of positive and negative features.

Traits of Character				
careful, hard- working, worried, cheerful, broadminded , active, curious,	aggressive, tough, careless, practical, sensible, independent, stupid	dull, boring, imaginative, ambitious, crafty, sensitive, gentle, naïve, friendly	generous, loyal, self- controlled, moody, trusting, modest, tolerant,	energetic, confident, selfish, shy, stubborn, reliable, clumsy, intelligent

12. Match the words with their explanation. Make up your own sentences to illustrate the usage:

1. active	a. in a bad mood
2. ambitious	b. having a lot of interest in something
3. bad-tempered	c. behaving or thinking in a way that isn't modern
4. careless	d. always doing something
5. clever	e. intelligent
6. creative	f. not taking care
7. curious	g. wanting to succeed
8. enthusiastic	h. making other people laugh
9. funny	i. wanting to know things
10. moody	j. someone who can make or design things
11. old-fashioned	k. not light-hearted

12. polite	l. having unpredictable moods
13. serious	m. showing good manners
14. trustworthy	n. impolite
15. rude	o. someone you can trust

13. Read the following extracts and translate them into Ukrainian in a written form:

a) “Let me look at you,” he said. She pulled away a little so that he could take stock of her. She wore no make-up and didn’t need any. She had a California look about her, clear-eyed, tanned and blooming, her hair bleached in streaks by days in the sun, a light sanding of freckles across the bridge of her straight nose. He knew from the marks that she was an excellent student, but from appearance it was hard to believe that she ever bothered to open a book or did anything but spent time on beaches, surfboards and tennis courts.

(From “Evening in Byzantium” by Irwin Shaw)

b) She was a handsome woman, Deborah, she was big. With high heels she stood at least an inch over me. She had a huge mass of black hair and striking green eyes sufficiently arrogant and upon occasion sufficiently amused to belong to a queen. She had a large Irish nose and a wide mouth which took many shapes, but her complexion was her claim to beauty, for the skin was cream-white and her cheeks were coloured with a fine rose, centuries of Irish mist had produced that complexion.

(From “An American Dream” by Norman Mailer)

14. Read the following extract and render it in English in a written form:

Через кілька днів гарненька гостя з’явилася у готелі й цілком виправдала всі обіцянки місіс Скелетон, навіть перевершила їх. Дівчина була прекрасна. Грегорі вперше побачив її, коли увійшов о сьомій годині у велику їдальню. Вона була, як і казала місіс Скелетон, молода – щонайбільше двадцять один рік. Очі мала ясні, сірокарі, а волосся, обличчя й руки ніби аж випромінювали світло. Вона здавалась простою й скромною, веселою й не без розуму в голові.

Дівчина не була довершеною красунею, але дивитись на неї було приємно, дуже приємно. Вона сиділа за столиком місіс Скелетон, чоловіки приділяли їй увагу, і Блаунтові, як помітив Грегорі, вона теж сподобалася.

(Теодор Драйзер “Пастка”)

15. Here are some points for discussion :

- 1) What kind of people do you like to deal with?
- 2) What kind of people do you hate to deal with?
- 3) What kind of people do you like to travel with?
- 4) What kind of person is your neighbour?

III. GRAMMAR

1) The Past Indefinite Tense

The Past Indefinite Tense of regular verbs is formed by adding the suffix **-ed** to the infinitive. The irregular verbs have a special form for the Past Indefinite Tense. Interrogative and negative sentences with the verb in the Past Indefinite Tense are formed with the help of the auxiliary verb **did**.

Affirmative	Interrogative	Negative
He visited his grandmother yesterday.	Did he visit his grandmother yesterday?	He didn't visit his grandmother yesterday.
She went to the seaside last summer.	Did she go to the seaside last summer?	She didn't go to the seaside last summer.

The Past Indefinite Tense is used:

- 1) to express an action which took place in the past and has no connection with the present; the time of the action is either understood or indicated by adverbs of past time or phrases such as *yesterday, last week (month, year), a minute ago, two years ago, in 1995, the other day*:
e. g. The lecture began at 10 o'clock yesterday.
- 2) after when in questions and subordinate clause of time:
e. g. When did the lecture begin?
He played chess very well when he was a boy.

3) to express a succession of past actions:

e. g. He came home, had dinner, read the newspaper and began doing his homework.

Learn irregular verbs:

Base Form	Simple Past Tense	Past Participle
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown

forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	know
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken

shine	shone	shone
shoot	shot	shot
show	showed	showed/shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Exercises

I. Give the forms of the Past Indefinite:

To write, to drink, to speak, to think, to choose, to prepare, to come, to go, to be, to begin, to exist, to become, to show, to have, to do, to make, to find, to save, to know, to rise, to lie, to live, to strike.

II. Give the Negative and Interrogative forms of the Past Indefinite:

1. She had an ordinary face. 2. The man was tall, rather heavy. 3. Her black hair revealed her bulky rounded brow. 4. Ann was as tall as an

average man; she had a large mouth and a great hooked nose. 5. She spent a great deal of money on her clothes. 6. Her movements were awkward and her gestures clumsy. 7. Ann knew his elder brother. 8. I finished work at five o'clock. 9. He lived in Kyiv three years ago. 10. She was a very nice woman. 11. This ungainly exterior sheltered a tender, romantic and idealistic soul. 12. He was rather tall, dark-eyed with turned-up nose. 13. I played chess with him yesterday. 14. She spoke English fluently. 15. He paid the money yesterday. 16. She remembered every word. 17. She got an excellent mark. 18. My parents met me at the station. 19. You thought he was right. 20. They admired her singing very much.

III. Change the following sentences into disjunctive questions:

1. They met at the cinema five minutes before the showing began.
2. He took his parents way. 3. They listened to a wonderful concert last night. 4. He didn't go to the country last summer. 5. He began to work at an early age.

IV. Use the verbs below to complete the sentences. Some of the sentences are positive, some are negative, and some are questions:

1. Oh, I'm sorry to disturb you. I ... you had a visitor. 2. ... you ... economics when you were at University? 3. She because the salary was too low. 4. Last week a number of customers ... about slow service. 5. ... you ... the Acropolis when you were in Greece? 6. I am writing with reference to the order I ... with you last week. 7. At last year's lunch party, who ... you ... to do the catering?

(to accept, to complain, to hire, to place, to realize, to study, to visit)

V. Fill in all the gaps, with the right form of the verb in brackets:

William Shakespeare _____(be) born in Stratford-on-Avon on April 23, 1564. He _____(go) to the local Stratford Grammar School, where he _____(be) (teach) by Master Walter Roche. Lessons _____ (begin) at six o'clock in the morning in the summer in order to make the most of daylight.

His father _____(send) William to the local grammar school in 1571, but when William _____ (be) only 14 years old his

fortunes fell so low that William _____(have) to leave school. Some historians say he _____(work) in his father's shop.

At the age of 19 William _____(to marry) Anne Hathaway the daughter of a rich farmer near Stratford. Three years later Shakespeare _____ (go) to London. How he _____ (live) there we do not know.

In about 1587 he _____ (become) a member of one of the few theatrical companies which _____ (exist) in those days. Around 1590 he _____ (begin) to try his hand at writing plays. There _____ (be) no female actors in those days, all the female parts _____(be) played by boys. It is thought that he _____ (write) his first major play, Henry VI., Part One, in 1592.

His most famous play, Hamlet, _____ (be) probably first seen in 1601 at the Globe Theatre. Shakespeare _____ (continue) to write about 2 plays a year.

He _____ (return) to Stratford in 1612, where he _____ (live) the life of a country gentleman.

VI. Fill in all the gaps, with the right form of the verb in brackets (Present or Past Indefinite Tense):

1. There (be) always friends in the house.
2. I think that Meriem (be) the laziest student.
3. My father sometimes (bring) his friends home for dinner.
4. In 1998, John (visit) Tahiti with a group of friends.
5. Marie only has half an hour for lunch so she usually (have) a sandwich.
6. Once a month Caroline (go) to the hairdresser's to have her hair cut.
7. Sometimes she (go) by car.
8. We (not play) football yesterday.
9. Last year Peter (travel) all over Australia.
10. David (be) a good friend of mine.
11. He (fill) the coffee-pot five minutes ago.
12. They (help) her last week.
13. He (go) to sleep twenty minutes ago.
14. I often (walk) in the park.
15. (you-go) to the cinema last night. What film (you-see)? - I (see) The Lord of The Rings.

VII. Translate the following sentences into English, using the Past Indefinite Tense:

1. У кімнату увійшов високий, вродливий, елегантний чоловік. Очі в нього були блакитні, волосся темне, ніс прямий. Він виглядав років на тридцять. На його обличчі була добра усмішка. Він був у піднесеному настрої. 2. Де ви жили минулого року? – Я жив у Києві. 3. Ми вчора не обговорили багато питань. 4. Вона гарно виглядала на свій вік. 5. Вони відповіли на багато листівок минулого місяця. 6. Всі звернули увагу, коли в зал зайшла струнка приваблива жінка, одягнена по останній моді. 7. З нею було приємно мати справу, вона завжди володіла собою. 8. Мою увагу привернули її тонкі риси обличчя. 9. Він мав благородний вигляд. 10. Це була дуже приємна, дружелюбна і добродушна людина. 11. Її дочка зовсім не була схожою на неї. Вона була невисокого зросту, білокура, з великими блакитними очима темними бровами і пухнастими віями. 12. Мій сусід був невисокий худорлявий чоловік п'ятдесяти років. Його обличчя було дуже привабливим. У нього був великий ніс, невеликі темні очі і тонкі губи. 13. Це була жінка похилого віку з сивим волоссям, досить повна, але все ще гарна. 14. Дівчинка була гарненька з круглим обличчям, великими темно-блакитними очима та кирпатим носиком. 15. Мама Ніни була жінкою невисокого зросту, повна, з темним волоссям і сірими очима.

2) Degrees of Comparison of Adjectives

Adjectives have three degrees of comparison: Positive, Comparative, Superlative. The following adjectives form their degrees by adding the suffixes **-er** and **-est**:

- a) adjectives of one syllable: *short – shorter – the shortest*;
- b) adjectives of two syllables ending in **-y**, **-er**, **-ow**: *busy – busier – the busiest*, *clever – cleverer – the cleverest*, *narrow – narrower – the narrowest*;
- c) adjectives of two syllables which have the stress on the last syllable: *severe – severer – the severest*.

Polysyllable adjectives and most of the adjectives of two syllables form their degrees of comparison by adding the words **more** and **most**: *active – more active – the most active*, *famous – more famous – the most famous*, *interesting – more interesting – the most interesting*.

Some adjectives have irregular forms of degrees of comparison:

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
many, much	more	most
little	less	least
far	farther, further	farthest, furthest
old	older, elder	oldest, eldest

! Note

Farther – farthest and **further – furthest** refer to distance:

e. g. It is not **farther** (**further**) than a mile from here.

I found the child in the **farthest** (**furthest**) corner of the garden.

Further also means ‘additional’:

e. g. The patient needs **further** help.

Older – oldest are used to denote age or long duration:

e. g. My brother is older than you.

Put on your oldest clothes.

Elder – eldest are used when speaking of the members of the same family:

e. g. My **elder** brother is married.

Her **eldest** son is an engineer.

Remember: **elder** is never followed by *than*, **older** is required in the case.

Exercises

I. Give degrees of comparison of the following adjectives:

Short, small, wide, big, narrow, young, old, beautiful, easy, bad, handsome, tall, charming, expressive, thick, good, large, attractive, graceful, thin, delicate, slender, broad, happy, lean, careful, hard-working, worried, cheerful, broadminded, active, curious, pretty, heavy, generous.

II. Fill in the missing words into the gaps. Mind the first two words in each task.

1) strong - stronger; good -

- 2) coldest - colder; happiest -
- 3) nice - nicer; bad -
- 4) angry - angrier; much -
- 5) more boring - boring; sunnier -
- 6) more interesting - most interesting; worse -
- 7) hard - hardest; new -
- 8) most expensive - expensive; cleanest -
- 9) fast - fastest; old -
- 10) shortest - short; most difficult -

III. Put in the adjective from the first sentences into the second sentence in its correct form (comparative or superlative).

Example: I have a fast car, but my friend has a *faster* car.

- 1) My father is heavy. My uncle is much _____ than my father.
- 2) The test in Geography was easy, but the test in Biology was _____.
- 3) Florida is sunny. Do you know the _____ place in the USA?
- 4) Stan is a successful sportsman, but his sister is _____ than Stan.
- 5) My mother has a soft voice, but my teacher's voice is _____ than my mother's.
- 6) Amy has a beautiful baby, but my daughter has the _____ baby on earth.
- 7) I live in a large family, but my grandfather lived in a _____ family.
- 8) We have only little time for this exercise, but in the examination we'll have even _____ time.
- 9) Lucy is clever, but Carol is _____ than Lucy.
- 10) Have you visited the old castle? It was the _____ castle we visited during our holidays.

IV. Change the sentences according to the model using the comparative or superlative degrees of comparison of adjectives:

Model: My father is tall.

My brother is taller.

My brother's friend is the tallest of all.

1. Michael's brother is strong. 2. Jane is pretty. 3. My mother's smile is pleasant. 4. Ann's eyes are expressive. 5. Your eyelashes are thick. 6. Mr. Brown is handsome.

V. Give the most distinctive features of the appearance and character of your friends and relatives.

VI. Translate into English:

1. Моя подруга – наймиловидніша дівчина. 2. Він – найвихованіша людина, яку я будь-коли зустрів. 3. Том не такий нудний, як я думав. 4. Елізабет така сама легковажна, як і Маргарет. 5. Ви старші чи молодші за мого брата? 6. Чим більше він дивився на неї, тим більше вона йому подобалася.

IV. WRITING

1. Describe your friend paying attention to the following:

A descriptive essay about a person should consist of:

- a) an Introduction in which you give general information about the person, saying when, where and how you first met them;
- b) a Main Body in which you describe their physical appearance, personal qualities and hobbies/interest. You start a new paragraph for each topic;
- c) a Conclusion in which you write your comments and/or feelings about the person.

** When describing someone you know well or see often (i.e. a friend, a neighbour, etc), you should use present tenses. When describing someone who is no longer alive, or someone you knew a long time ago and you do not see any more, you should use past tenses.

** Descriptions of people can be found in articles, letters, narratives, etc. The writing style you use depends on the situation and the intended reader. For example, if you are writing an article for a magazine, you should use semi-formal style and a polite, respectful tone.

2. Write an essay “The man (girl) of my dream”

MODULE 2

UNIT 4

MY HOUSE (FLAT)

I. TEXT

Anna's New Lodging

Anna Lacey **peered** over her prospective **landlady's** shoulder into a very small white-**tilled** bathroom.

"It looks very nice", she said politely.

"And now I'll take you to the bedroom," said Mrs. Flynn. Anna was used to her parents' big farmhouse and the toy-like dimensions of Mrs. Flynn's house **depressed** her.

"This would be all yours," Mrs. Flynn announced, waving her hand at a **tiny** room, which was roughly the size of the **broom-cupboard** at Anna's home. The girl looked at it in wonder.

A narrow bed, covered with a bedspread, lay close against the wall behind the door. There was one small window placed high and under this stood a chair. The only other piece of **furniture** was a small **chest of drawers** round which Mrs. Flynn edged towards a curtain hanging across the corner of the room.

"And here's your **wardrobe**," she said proudly. She drew the curtain aside to show a rail containing three yellow wooden coat hangers. "You've probably got hangers of your own," added Mrs. Flynn, looking suddenly **anxious**.

"Oh, yes, indeed," said Anna hastily. "I could bring my own hangers."

Despite the July sunshine the room seemed cold and dark, but the red **lino** was polished and the thin rug was clean. With a few of my own things about, thought Anna, it might not look so bleak.

She pressed her back to the wall to allow Mrs. Flynn to pass and followed her downstairs to the sitting-room. Mrs. Flynn motioned Anna towards a small **couch**, then turned to Anna and said.

"Three pounds a week is my **charge**, and, as I said, baths extra."

"I should be going home at the weekend –" began Anna shyly.

"I'm afraid I can't make any **reduction** for that," Mrs. Flynn said with a wintry smile.

“I should need somewhere to work in the evenings. There will be books to mark and handwork to prepare, you know.”

“There’s the bedroom,” Mrs. Flynn pointed out.

“But I shall need a table.”

“Then I suppose you may have the use of this room **occasionally**,” said Mrs. Flynn somewhat grudgingly. “It will be a little more of course. In fact I shall have to speak to Mr. Flynn before deciding about that.”

The girl collected her gloves and bag and rose to her feet.

“I’m sure we shall be able to come to some arrangement about using this room,” Mrs. Flynn said hastily. “But, you see, I must have somewhere to bring friends, and when my nephew Ray’s here he likes to play his guitar.”

“Perhaps just one or two evenings a week it may be possible for me to use it,” suggested Anna. “In any case, I’ll **think it over** and let you know before the end of the week.”

(From “Fresh from the Country” by Miss Read)

Vocabulary Notes

to peer – *v* [intrans.] to look very carefully, especially because it is difficult for you to see something clearly (вдивлятися).

peer at/into/through etc

E.g. Someone was peering through the window.

landlady – *n* a woman that you rent a room or house from (власниця будинку чи квартири, що здаються в оренду).

tiled – covered with a flat square piece of clay or other material, used for covering roofs, floors etc (вкритий кахлем).

to depress – *v* [trans.] 1) to make someone feel very unhappy (подавляти).

E.g. His films depress me.

2) to reduce the value of something, or make something less successful (зменшувати, послаблювати).

E.g. The bad weather has depressed sales.

A war will depress the global economy.

tiny – *adj* extremely small (крихітний).

E.g. tiny fish • The increase was tiny. • I felt a tiny bit sad.

Synonyms:

small – not big. *E.g.* She comes from a small town.

little – 1) small in size. *E.g.* a little house.

2) also used after another adjective when you want to show how you feel about someone or something small. *E.g.* Poor little dog!

minute – extremely small. *E.g.* The glass broke into hundreds of minute pieces.

poky (*especially British English*) – used about a room, house etc that is too small. *E.g.* a poky flat near the station.

cramped – used about a space that is too small. *E.g.* cramped working conditions.

broom-cupboard – *n* a piece of furniture with doors and sometimes shelves, used for storing brooms and other household utensils (комора).

furniture – *n* large objects in a room such as chairs, tables, and beds (меблі).

E.g. office furniture • That bureau is a lovely piece of furniture.

! Furniture does not have a plural form. You can say *some furniture, any furniture, or pieces of furniture.*

E.g. When we first got married, we didn't have any furniture at all.

chest of drawers – *n* a piece of furniture with drawers, used for keeping clothes in [= **dresser** *American English*] (комод).

wardrobe – *n* 1) a piece of furniture in which you hang clothes [= **closet** *American English*] (шафа для одягу).

2) the clothes that someone has. *E.g.* the latest addition to her wardrobe

anxious – *adj* 1) worried about something (схвилюваний): *anxious about*

E.g. I'm quite anxious about my exams.

an anxious look anxious moment/time etc (=one in which you feel worried).

Synonyms:

concerned – worried about something important. *E.g.* Many scientists are concerned about global warming.

nervous – worried or frightened about something, and unable to relax. *E.g.* I get really nervous about exams.

uneasy – worried because you think something bad might happen. *E.g.* I felt uneasy leaving the kids with him.

stressed (out) – so worried that you cannot relax. *E.g.* I'm getting totally stressed out about work.

2) feeling strongly that you want to do something or want something to happen: *anxious to do something.*

E.g. I was anxious to get home.

anxious (that)

E.g. We're very anxious that no one else hears about this.

despite – *prep* used to say that something happened or is true, even though this is not what you expected [= in spite of] (незважаючи на).

E.g. She loved him despite the way he treated her.

lino = linoleum – *n* a smooth material used to cover floors (лінолеум).

couch – *n* a long, comfortable piece of furniture on which you can sit or lie (тахта).

charge – *n* the amount of money you have to pay for something (ціна, витрати): *charge of*

E.g. an admission charge of £2.50.

charge for

E.g. charges for eye tests

We deliver free of charge (=you do not have to pay for it).

WHICH WORD?

price/charge/commission/cost/fee/rate

These words are used to talk about the money that you pay for something.

Price is used about goods and other things that are traded in large numbers or amounts: *car/electricity/food/share prices* • *the average selling price of a home*

Fee and **charge** are usually used about money that you pay for a service: *A service charge of 10% is added to the bill.* • *legal/accounting fees.*

Charge can also be used about a product or service that is free: *The manual is available free of charge.* • *There is no charge for delivery.*

Unlike a **price**, **fee** or **charge**, **the cost of something** is not advertised but needs to be calculated. It is the amount of money that you need to spend in order to buy, make, build or produce it: *The total cost of the building was several million euros more than budgeted.*

Rate is used when the price of the product or service is fixed according to its size, weight, length, etc.: *Our standard rate is \$89 per night for a single room.*

Commission is money that is paid to an agent for selling something on behalf of somebody else. Although the commission comes from the money paid by the buyer, its size is decided between the seller and agent and is not always advertised.

reduction – *n* a decrease in the size, amount, or price of something, or when something is decreased (зменшення, знижка).

E.g. There are 40% reductions on winter shoes.

occasionally – *adv* sometimes but not often (випадково, інколи).

E.g. We occasionally meet for a drink.

The birds are seen only very occasionally (=rarely) in this country now.

Synonyms:

sometimes – on some occasions but not always. *E.g.* Sometimes I don't get home until 9.00 at night.

(every) now and then/every so often – sometimes but not regularly. *E.g.* He phones me every now and then.

from time to time – sometimes but not often or regularly. *E.g.* A situation like this arises from time to time.

to think something over – to consider something carefully before making a decision (обдумати щось).

E.g. I'll need to think it over for a couple of days.

Remember other phrasal verbs:

think back – to remember something from the past: think back to. *E.g.* I thought back to the years I spent in London.

think something out – to plan all the details of something very carefully. *E.g.* Everything has been really well thought out.

think something through – to think carefully about the possible results of doing something. *E.g.* It sounds like a good idea, but I don't think they've really thought it through.

think something up – to produce a new idea. *E.g.* It's a great idea. I wonder who first thought it up.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. іграшкові розміри;
2. здивовано подивитися;
3. вузьке ліжко, вкрите покривалом;
4. маленьке вікно, розміщене високо;
5. завіса, що висіла в кутку кімнати;
6. кімната здавалась холодною і темною;
7. пішла за нею вниз до вітальні;
8. три фунти на тиждень – це моя плата;
9. він любить грати на гітарі;
10. я дам вам знати до кінця тижня.

II. Fill in the words from the list, then make up sentences using the completed phrases:

coat, occasionally, arrangement, toy-like, wintry, broom, grudgingly, furniture, white-tiled, July.

1. _____ bathroom;
2. _____ dimensions;
3. _____ cupboard;
4. piece of _____;
5. wooden _____ hangers;
6. _____ sunshine;
7. a _____ smile;
8. to say somewhat _____;
9. to use this room _____;
10. to come to some _____.

III. Fill in the correct prepositions:

1. Anna peered _____ her landlady's shoulder;
2. Anna was used _____ her parents' big farmhouse;
3. The girl looked at it _____ wonder;
4. A narrow bed, covered _____ a bedspread, lay close _____ the wall _____ the door;
5. She pressed her back _____ the wall;
6. Mrs. Flynn motioned Anna _____ a small couch;
7. I should be going home _____ the weekend;
8. I can't make any reduction _____ that;
9. Mrs. Flynn said _____ a wintry smile;
10. In any case, I'll think it _____.

IV. Fill in the correct prepositions after the verb *to think*:

1. We've got the information we need. We'd like to think it _____.
2. I haven't had time to think it _____ at all. I don't know what will happen.
3. Before you make a big decision you should think it _____.
4. The plan fell through because they hadn't thought it _____ properly.
5. I'd better think _____ a good reason for handing the work in late.
6. I just needed a bit of time to think it _____ before I told him what I had decided.
7. Owen is playing chess with a friend. At the moment he is thinking _____ his next move.

V. Study the text and answer the following questions when discussing it:

1. What was Anna's first impression of Mrs. Flynn's house?
2. How did the room like which was to be for Anna?
3. What was Mrs. Flynn's attitude to her house?
4. What was the charge for the room?
5. Why did Anna need a table?
6. Did Mrs. Flynn agree to give it to the girl?
7. Do you think Anna will make a positive decision? Why?

VI. Retell the text:

- in the person of Anna;
- in the person of Mrs. Flynn;
- in the third person.

II. TOPIC

Places Where We Live



cottage(s)
bungalow(s)



detached house(s)



semi-detached



house(s)



block of flats



terraced house(s)



high-rise flat(s)

My House

I live with my family in a **detached house** in the mountains. It is situated on a hill and surrounded by evergreen spruce and pine trees. It is a big wooden two-storey house with four bedrooms.

Downstairs there is a long oak-panelled corridor which leads into the living room, kitchen, bathroom and utility room.

The living room is a place where we spend a lot of time together talking, watching TV and entertaining our guests. The furniture in this

room has been chosen carefully to match the style of the house, so there is a lot of dark oak wood there. There is a big **antique wardrobe**, a **decorative glass display cabinet**, a **bookcase**, a round **coffee table**, a **settee** with two comfortable **armchairs** and a **rocking chair**. In the corner there is a **fire-place** built of brick. The walls of the living room are painted beige. On the wall opposite the door there is a portrait of my grandmother in an ornamental gilt frame, and above the fire-place there is an old wall clock. There is a green woolen **carpet** on the floor and there are heavy **curtains** in a paler shade of green on the windows.

Next to this room there is a spacious and sunny kitchen. By the window there is a dining corner where we eat our meals at a big wooden table covered with a checked tablecloth. The cupboards in the kitchen are light brown, the walls are white. There is a wooden shelf on the wall next to the door. On the floor there are grey **tiles**. Although the kitchen looks a little old-fashioned, it is very pleasant and fully equipped. There we have an **electric cooker**, **microwave**, **oven**, **refrigerator**, **dishwasher** and **extraction fan**. The kitchen is my mum's favourite place – she is very proud of it.

There is also a bathroom on the ground floor. It has recently been redecorated and everything there is brand new and shiny: the **bathtub**, **basin**, **toilet**, **hot and cold taps**, **towel hanger** and **toilet paper holder**. The walls are covered with very nice black and white tiles. Above the basin there is a big rectangular **mirror** with a shelf. In the corner on the right side there is a **bathroom cabinet** in which we keep our **cosmetics**, **towels**, **washing powder** and **softening liquid**. On the left side of the bathroom there is a **washing machine** and a wall-hung **first aid kit**. On the floor there is a soft oval **pedestal mat**. Our bathroom is a very nice place.

A wide **staircase** leads you to the first floor, where there are three bedrooms. The largest one has a balcony which looks out onto the garden. My room is smaller but it is very sunny, and it has a gorgeous view of the mountains. It is furnished in a modern style. The walls are painted in my favourite blue colour. Here I have a white **wardrobe**, **chest of drawers**, **bed**, **bookcase**, **desk**, **swivel chair** and a table on which there is my **computer** and **hi-fi equipment**. There are some pictures and posters on the wall and a few **potted plants** on the window sill. I like my room very much and I am happy that I do not have to share it with anyone.

Anatomy of a House



Bedroom

Bedrooms come in all shapes and sizes. You can find bedrooms which contain just a **single bed**, or those which have a **double bed** (bed which is big enough for two people), or even **twin beds** (two single beds side by side). Some people choose to sleep in a **futon** (a Japanese bed which is low on the ground) and some people who like luxury might have a **four-poster** (a bed which has four posts – one in each corner – and from which you can hang curtains or mosquito nets). When children share a bedroom, they might sleep in **bunk beds**, where there is one bed on top of the other. The upper bunk is reached by a small ladder.

On your bed, you'll have at least one **sheet** (normally in cotton, but in a variety of colours or patterns), and you normally lie on top of this sheet. Some people also have a sheet over them, with **blankets** (made from wool) to keep them warm. Alternatively, you can replace the top sheet and blankets with a **duvet** (a warm, but lightweight **quilt**). You're likely to sleep with your head on a **pillow**, which is often filled with feathers. Pillows are normally put inside a cotton **pillow case**, and the **duvet** is also put inside a cotton **duvet cover**. If it gets really cold, you can also have a quilt or **eiderdown** over your blankets. Some people also have an **electric blanket** that they use to warm up the bed. In England, many people use a **hot water bottle** (a flat rubber bag that you fill with hot water then seal) to put into the bed to warm it up.

As well as a bed, you're likely to have other furniture in your bedroom, such as a **chest of drawers** (a piece of furniture with several drawers to put clothes in); a **wardrobe**, which is a piece of furniture with doors where you can hang shirts, trousers, or skirts and dresses on **clothes hangers**; and a **bedside table**, which is a small table next to the bed. On the bedside table, you might have a **bedside light** and an **alarm**

clock. Some people also have a **dressing table**, which is a small table that you sit in front of, with a **mirror** to see your reflection in when you do your hair or make-up, and a couple of drawers. Other people might have their mirror on their chest of drawers, as well as **hair brush** and even a **clothes brush** (a special brush that you use to clean jackets and shirts).

Kitchen

Some people have a **fitted kitchen**, where all the kitchen units have been bought together, and they are assembled according to a plan. Other people have a kitchen where the units are **free-standing**: not necessarily bought together at one time.

In a kitchen you are likely to find **cupboards** (or **cabinets**), either at **floor level**, or at **eye level**. In the eye level cupboards you will probably find **dry goods** (such as flour, sugar, rice, pasta, spices) and maybe glasses and **crockery** (plates, bowls etc). In the floor level cupboards you might find **pots** and **pans**: **saucepans** for cooking pasta etc; **frying pans** for frying food; **baking tins** and **roasting tins** for cooking food in the oven; and **serving dishes** made from glass or china. You could also find other kitchen **implements** such as a **blender** (= food processor) and **kitchen scales** (for measuring and weighing food). The top part of a floor level cupboard has often a **drawer**, where various items are kept, such as **cutlery** (knives, forks and spoons); **aluminium foil** (metal paper), **cling film** (thin plastic wrap), **freezer bags**, and other kitchen items such as a **bread knife**, **tin opener**, **corkscrew** (to open bottles of wine), **potato peeler** (to take the skin off potatoes), **a rolling pin** (to roll out pastry) and so on.

On the top of the floor level cupboards you often find a **worktop** or **work surface**, where you can prepare food. These surfaces are sometimes made of marble, or hard wood, and they can be easily cleaned. Some people keep a **toaster** or **microwave** on the work surfaces, along with things they need frequently, such as oil, salt, or various sauces.

Most kitchens also contain a **cooker** with an **oven** and **four rings**, (although some modern cookers are **split level**, where the oven is separate from the rings), a **fridge-freezer**, and perhaps a **dishwasher** or even a **washing machine**. You'll probably find a **kitchen sink**, where you wash the plates and dishes, and larger kitchens also contain a kitchen table and chairs, so you can eat in the same room.

TOPICAL VOCABULARY

<ul style="list-style-type: none"> • Places where we live 	<ul style="list-style-type: none"> • Anatomy of a house
<p>cottage – котедж, detached house – відокремлений будинок, semi-detached house – напів-відокремлений будинок, bungalow – бунгало, block of flats – багатоквартирний будинок, terraced house – будинок з терасою, high-rise flat – висотний будинок</p>	<p>roof – дах, balcony – балкон, chimney – димохід, garage – гараж, garage door – двері гаража, window – вікно, front door – парадні двері, porch – ганок, wall – стіна, shutters – ставні</p>
<ul style="list-style-type: none"> • Rooms 	<ul style="list-style-type: none"> • Bathroom
<p>living room = sitting room – вітальня, dining room – їдальня, bedroom – спальня, study – кабінет, nursery – дитяча кімната, kitchen – кухня, bathroom – ванна, lavatory = WC – туалет, store-room = pantry – комора, hall – передпокій</p>	<p>bathtub – ванна, basin – умивальник toilet – туалет, hot and cold taps – крани з холодною і гарячою водою, towel – рушник, towel hanger – вішак для рушника, toilet paper holder – тримач для туалетного паперу, mirror with a shelf – дзеркало з поличкою,</p>
<ul style="list-style-type: none"> • Living room 	
<p>antique wardrobe – антикварна шафа для одягу, decorative glass display cabinet – декоративний сервант, bookcase – книжкова шафа, coffee table – журнальний столик, settee – диван, armchair – м'яке крісло, rocking chair – крісло-качалка, fire-place – камін, carpet – килим, curtains – штори, cushion</p>	<p>bathroom cabinet – шафа у ванній, кімнаті, cosmetics – косметика, washing powder / detergent – пральний порошок, softening liquid – пом'якшувач для тканин, washing machine – пральна машина, first aid kit – набір першої медичної допомоги,</p>

<p>– диванна подушечка, rug – маленький килим</p>	<p>pedestal mat – коврик під тумбочкою</p>
<p>• Bedroom</p>	<p>• Kitchen</p>
<p>single bed – односпальне ліжко, double bed - двоспальне ліжко, twin beds – два односпальні ліжка, що стоять разом, futon – японське ліжко, four-poster – ліжко із запоною на чотирьох стовпах, bunk bed – двоповерхове ліжко, sheet – простирадло, blanket – ковдра, duvet [du(:)'vei] – пухова ковдра, quilt – стьобана ковдра, pillow – подушка, pillow case – наволочка, duvet cover – підодіяльник, eiderdown – тепла ковдра, electric blanket – електрична ковдра, hot water bottle – грілка, chest of drawers – комод, wardrobe – шафа для одягу, clothes hangers – вішаки для одягу, bedside table – тумбочка біля ліжка, alarm clock – будильник, dressing table – туалетний столик, mirror – дзеркало,</p>	<p>fitted kitchen – вбудована кухня, free-standing – ті, що стоять окремо, cupboard (or cabinet) – шафа для посуду (сервант), floor level – рівень підлоги, eye level – рівень очей, dry goods – сухі продукти, crockery – посуд, pot (sauceman) – каструля, frying pan – сковорідка, baking tin – форма для випічки, roasting tin – форма для запікання, serving dishes – блюда для подачі, kitchen implements – кухонні приналежності, blender (= food processor) – блендер, kitchen scales – кухонні ваги, drawer – шухляда, cutlery – ножові вироби, aluminum foil – фольга, cling film – кухонна плівка, freezer bag – форма для заморожування, bread knife – ніж для хліба, tin opener – ключ для відкривання банок, corkscrew – штопор</p>

<p>hair brush – щітка для волосся, clothes brush – щітка для одягу, swivel chair – стілець, що обертається computer – комп'ютер, hi-fi equipment – електротехніка, potted plants – вазони</p>	<p>potato peeler – ніж для чищення картоплі, a rolling pin – качалка worktop (work surface) – робоча поверхня, toaster – тостер, microwave – мікрохвильова піч, cooker – плита, oven – духовка, four rings – чотири камфорки split level – побудований на різних рівнях, fridge-freezer – морозильник, dishwasher – посудомийна машина, saucepans sink – раковина, refrigerator – холодильник, extraction fan – витяжка, tiles – кахель</p>
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DIALOGUES

- a) – I say, Alice, have you got a flat of your own?
– No, it's my parents' flat. I have only a room of my own.
– Is your flat large? How many rooms are there in it?
– Our flat is rather large. There are three rooms in it.
– Are there all modern conveniences in your flat?
– Yes, there are all modern conveniences, except a telephone.
– And what does your room look like?
– It's not very large, but rather comfortable and cozy.
– What pieces of furniture are there in your room?
– On the left there is a sofa, at the window there is a writing-table. In the right-hand corner one can see a dressing table. Near it there is a wardrobe where I keep my clothes.
– And where do you keep your books?
– There are some bookshelves in my room. Come and see my flat and my room.
– Thank you. Some other day, and by all means.
- b) – What does this window overlook?
– It faces a garden.

- Oh, how nice! Green is always pleasant to eyes.
- c) – That corner seems bare. Why not place the bookcase there?
- I tried, but Bob said it was the wrong place for it.
 - Probably he is right. Well, and what if we move the sofa into the corner?
 - Oh, yes, that is surely better.
- d) – Do you like this armchair?
- Yes, it looks very comfortable, but I think it stands in a dark corner.
 - Well, it isn't quite so. Let me switch on the wall lamp. What can you say now?
 - Oh, that's another pair of shoes.
- e) – Ann has no taste at all. Her room is simply awful.
- Awful? Why? What's wrong with it? What is it like?
 - It's rather small. There's a big table in the middle. There's always some food on the table and a big old suitcase under it. There's a long narrow bed by the window and there are some old chairs between the bed and the table. There are some awful pictures on the walls. The one over the bed is simply shocking. And the lamp! Well ... I wouldn't like to comment on that.
 - Is she very poor?
 - No, she isn't. She's quite well off.
 - Then why is she living in a room like that?
 - She has no taste, poor dear.
 - She's very much like my aunt Flora. She has a lot of money, but she's unwilling to spend it.
- f) *Janet:* Hello.
- Agent:* Hello.
- Janet:* Is there an empty apartment in this building?
- Agent:* Yes, there is. There's a nice apartment on the fifth floor.
- Janet:* Are there two bedrooms?
- Agent:* No, there aren't. There's a living room, a small kitchen, and a very small bathroom.
- Janet:* And the bedroom?
- Agent:* Oh, there's a very large bedroom.

Janet: Is there a balcony?

Agent: No, there's no balcony.

Janet: Where's the kitchen?

Agent: Here it is.

Janet: Oh, it's very small.

Agent: Yes, but there's a stove, a refrigerator, and the space for a dishwasher. There are some cabinets, and there's a shelf under the sink.

Janet: Are there any windows in the bathroom?

Agent: No, there aren't. But there are two large ones in the bedroom.

Janet: Good. It's a very nice apartment.

EXERCISES

1. Fill in the blanks with the necessary words in brackets:

1. Recently we've got a new ... (kitchen, flat, cushion). 2. My mother cooks the food in the ... (running water, cupboard, kitchen). 3. In every room we have a number of ... on the walls (tables, pictures, beds). 4. You can see a ... on the floor (carpet, bathroom, shelf). 5. There are two ... in the living room (armchairs, microwaves, saucepans). 6. Our flat has all modern conveniences: central heating, gas, cold and hot water, a lift and a chute (refrigerator, electricity, tiles). 7. In the middle of the room we have a square-table with six ... round it (chairs, saucepans, hangers). 8. In the bedroom there are two beds with a ... between them (swivel chair, pillow, bedside-table). 9. There isn't much ... in the study, only the most necessary (furniture, books, clothes). 10. The ... is the largest and most comfortable room in the flat (pantry, bathroom, living-room).

2. Agree or disagree with the following statements:

1. We call a study the room in which we have meals.
2. You keep your clothes in the wardrobe.
3. There are frying-pans, pots and kettles in your bookcase.
4. There is a gas cooker in your kitchen.
5. We use a corkscrew to open cans.
6. There are pillows, blankets and sheets on your bed.
7. Your books lie in the chest of drawers.
8. There is a fridge in your room.

9. There are three chimneys in the living room.
10. We put china in the display cabinet unit.
11. You keep knives, forks, spoons, saucers and cups in the bookcase.
12. There is a bathtub in the hall of your house.
13. There is always a carpet in the middle of the ceiling.
14. There are some cushions on the settee.
15. We use a rolling pin to clean the kitchen.

3. Think your own statements for your group mates to agree or disagree.

4. In what room do the people do the following things:

- | | |
|---------------------------------------|------------------------|
| • take a shower; | • listen to music; |
| • eat; | • sleep; |
| • watch TV; | • prepare food; |
| • put the food away in the cupboards; | • make coffee or tea; |
| • listen to music; | • sit and read a book; |
| • get dressed or undressed; | • brush teeth; |
| • have a bath; | • have a shave. |

5. Answer the following questions:

1. Do you live in a flat or in a house of your own? 2. Is it convenient to live on the ground and on the top floor? Why? 3. What floor is your flat on? 4. How many rooms are there in your flat? 5. What modern conveniences are there in your flat? 6. Which is the largest room in your flat? 7. What can you say about your room? Describe it. 8. What furniture have you got in your flat? 9. Is your flat comfortable? 10. Is there a park near your house?

6. Insert the missing parts of the dialogues:

A: What street do you live in?

B:

A: I see we are neighbours. I live in Sadova street, too.

B:

A: I live on the seventh floor. And you?

B:

* * *

A:

B: Hello, we've moved into a new flat.

A:

B: Oh, yes. We have a living room, a bedroom, a nursery and a study.

A:

B: Certainly, I'd like to buy new furniture for the study.

7. Translate the sentences into English:

1. На якому поверсі ваша квартира? – Ми живемо на першому поверсі. 2. Минулого місяця ми переїхали у нову квартиру. Наша нова квартира тепліша і затишніша. 3. Моя квартира складається з вітальні, спальні, кабінету, кухні, ванни і туалету. 4. Ми живемо в окремому будинку за містом. 5. Як вам подобається моя кімната? 6. В комоді я зберігаю підодіяльники, наволочки і простирадла. 7. На ліжку лежать подушки, ковдра і пухова ковдра. 8. В кухні є всі необхідні речі: каструлі, сковорідки, блендер і тостер. 9. Я люблю готувати їжу в мікрохвильовій печі. Це дуже швидко і зручно. 10. Більшість сучасних кухонь мають духовку і плитку, побудовані на різних рівнях. 11. У ванній є раковина з краном. 12. У мене в кухні є посудомийна машина. 13. Подай мені, будь ласка, ключ для відкриття банок. 14. У кожній кухні повинна бути витяжка. 15. Дуже зручно сидіти в кріслі-качалці біля каміну та читати книжку або просто дрімати.

8. Read and translate the texts. How does the house of your dream look like?

a) The house of my dream is located in Beverly Hills, California, United States of America, North America, Earth. It has three floors and is very big. It is positioned in a rich neighborhood where a lot of movie stars live.

Each floor of the house has two bedrooms and a Jacuzzi. On the ground floor, the beds are rectangular. On the first floor, the beds are square. On the second floor, the beds are round.

The ground floor also has a kitchen with three machines. They make food for me, so I don't have to cook. One of them makes breakfast, the other one lunch, and the third one dinner. The kitchen also has a Senseo coffee machine and a large bowl with gummy bears.

On the ground floor there is an elevator, which brings me to the first, the second floor or the penthouse on the roof. The house has a huge

living room with a home theater, where I watch movies. Next to the living room there is a gym where I work out to keep my body in perfect shape.

Outside there is a big swimming pool for penguins. I like penguins a lot.

OK, that was a kind of joke, because I am not in a serious mood.

b) Today the majority of us live in flats of multi-story houses. A small cell of the big ant hill. And, in spite of that, the person is a public essence; sometimes he wants to retire from this society. But even in the flat he cannot always allow such luxury as loneliness, because it is impossible to be isolated from members of the family in a two-room flat. For many people living in flats, realization of this dream may become by building of the own house – to the taste and desire.

As for me, I would like to live in a simple bungalow, with straw Venetian blind instead of curtains, and sometimes – it seems that in one room with bleach walls, a bed, case and shelves for books.

But nevertheless, I would like to live in the house, without neighbours with top and ground floors that my house stood lonely, somewhere at edge of city or a village. My house of dream is a log house with a verandah and a penthouse on which it is necessary to rise on a screw staircase. In this house there should be a garage located in a basement, outdoor buildings near a house, a front garden, a place under the big garden and a kitchen garden. A gas main and sewage should be carried out in the house the water pipe.

In the house of my dream there should be not less than eight rooms – a vestibule, a drawing room, a dining room, studies for the work, four - five rooms for each member of family, and also kitchen and two bathrooms. I would like to have a fireplace on a ground floor around of which all family would gather.

I would like fur-trees and pines to grow around my house, and a small fine, but very fast river to flow near the house. In general I would like to live somewhere in mountains, in Norway, Sweden, Finland, Ireland or Canada – in the country of autumn weather where there are fogs and rains.

In such house and place I would like to live, and, leaving house for a while, always to come back.

9. Have a fun! Test “How your house reflects your character”:

1. You like living:
 - a) in the city centre;
 - b) in the country;
 - c) in a faraway island.
2. Your ideal house has:
 - a) a yellow roof;
 - b) a brown roof;
 - c) a red roof.
3. Your ideal house is:
 - a) full of objects;
 - b) always tidy;
 - c) big so that you can invite friends.
4. Your ideal house is made up of:
 - a) only two rooms;
 - b) at least four rooms;
 - c) three rooms and a garden.
5. For your friends, you like to organize:
 - a) a party in the lounge;
 - b) lunch in the kitchen;
 - c) tea in the garden.
6. You change your bedroom furniture:
 - a) once a year;
 - b) when it is old and you don't like it anymore;
 - c) you're too attached to your old furniture to change it.

Check yourself:

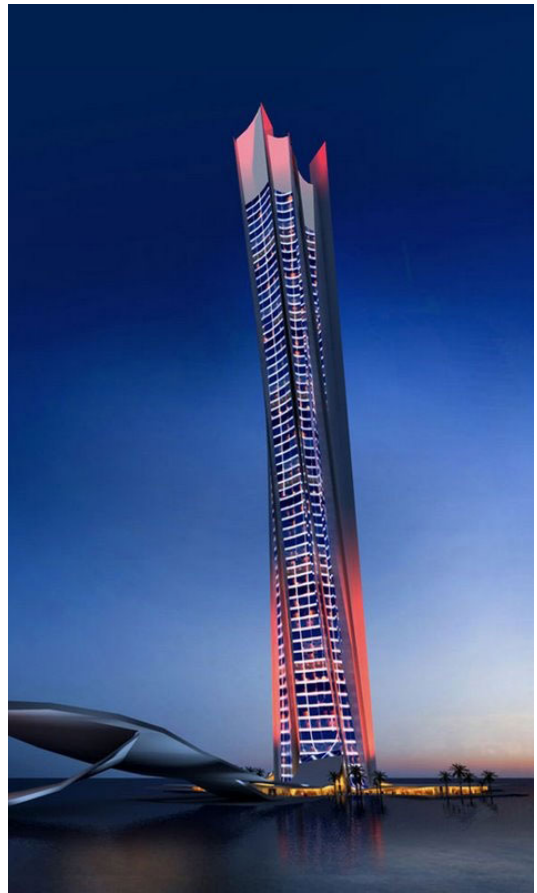
Mostly A's: You are a creative and original thinker. Your house is very untidy but it is the source of your inspiration.

Mostly B's: You are conservative. Your house is neat and tidy, just the right place to relax in peace and quiet.

Mostly C's: You like dreaming. Your house and your garden represent an island for living out your fantasies!

10. Have a look at the houses of future. Describe them. Do you imagine the houses of future in the same way?





III. GRAMMAR

1) Structure *there is/ there are*

Sentences with the introductory ***there*** are used when it is necessary to point out the presence of a thing in a definite place.

e.g. There is a book on the table.

The subject in the sentence with the introductory ***there*** is generally used with the indefinite article (*a/an*), if it is a countable noun in the singular. Countable nouns in the plural and uncountable nouns are usually used with an indefinite pronoun (*some*). The noun in the function of an adverbial modifier of place is always used with the definite article (*the*).

e.g. There is *some* milk in *the* jar.

There are *some* books on *the* table.

If there is more than one subject in a sentence with the introductory ***there*** the predicate agrees with the first noun.

e.g. *There is* a book and two copybooks on the table.

There are two copybooks and a book on the table.

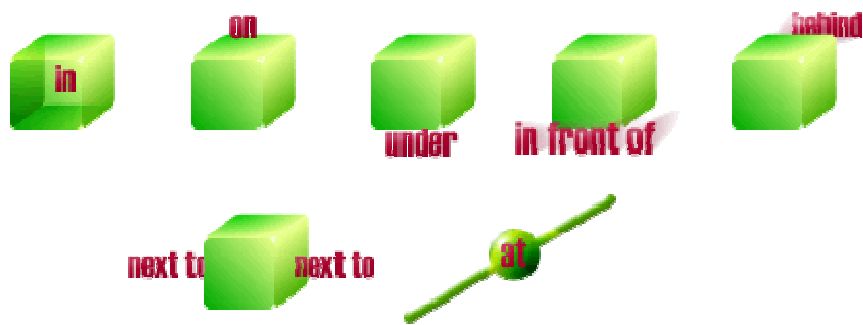
Affirmative	Interrogative	Negative
<i>There is</i> a book on the table.	<i>Is there</i> a book on the table?	<i>There isn't a (is no)</i> book on the table.
<i>There are</i> some books on the table.	<i>Are there</i> any books on the table?	<i>There aren't any (are no)</i> books on the table.

2) Prepositions of Place

Prepositions of place show relationships between things. For example: "The lamp is on the table" contains the preposition "*on*". This word shows the spatial relationship between the lamp and the table.

The most common prepositions of place are: *in, on, under, next to, in front of, behind, at*.

Look at the following pictures to learn their meaning:



In, on, under, in front of, and *behind* are clear from the pictures above. Example sentences are:

- The dog is *in* the box.
- The cat is *under* the table
- The man is *next to* the building.

At however is a more abstract concept - it is used to refer to a point in space, usually a point on a line. See below for more explanation:

In is used to show something that surrounds or encloses us. For example:

- I sleep *in* my bedroom.
- The desk is *in* the room.

In is also used for geographical areas such as cities and countries, for example: "I live in London" or "I live in England".

On is used to show something that is on a surface. For example:

- I sleep *on* my bed.
- The paper is *on* the desk.

On is also used for street names, for example: "I live on Orchard Road".

At is used to show something that is at a particular point, often as part of a line. For example:

- He is **at** the bus stop (The bus stop is one point in a line of bus stops).

- John is **at** the bank (John is at a particular place or point, the bank. The bank is part of his journey and also part of a street, both of which can be seen as lines).

At is also used for complete addresses, for example: "I live at 22 Orchard Road, London, England."

Remember the other prepositions of place:

above	The picture is above the sofa.
across	My house is across the street.
against	The desk is against the wall.
around	My house is around the block.
at the back of	We are going to sit at the back of the theater.
at the bottom of	The coins are at the bottom of the lake.
at the top of	The books are at the top of the shelves.
below	The desk is below the window
by	The books are by the door.
inside	I live inside the big green house.
on the corner of	We live on the corner of 3rd avenue
in the middle of	We live in the middle of the street.
near	I don't live near the supermarket.
to the left of	The blue box is to the left of the green box.
to the right of	The orange box is to the right of the yellow box.
on the side of	There is a big sign on the side of the house.
on top of	There is a man on the top of the roof.
opposite	The post office is on the opposite side of the street.
outside	The car is outside the garage.

Exercises

I. Chose the correct form of the verb to be:

1. There *is/are* many books on the shelf.
2. There *is/are* furniture in this room.
3. There *is/are* five skyscrapers in this city.
4. There *is/are* birds in the cage.
5. There *is/are* plenty of people here.

6. There *is/are* a monkey sitting on the fence.
7. There *is/are* a sofa and an armchair in the corner.
8. There *is/are* a book and a pencil on the table.
9. There *is/are* a pen and there *is/are* some pencils on the desk.
10. *is/are* there any milk in the fridge?
11. *is/are* there many people living in this building?
12. *is/are* there any room for me here?
13. *is/are* there any cars in the parking lot?
14. There *isn't/aren't* any grass here.
15. There *isn't/aren't* any bananas left.
16. There *is/are* sofas and TVs in the warehouse.
17. There *is/are* some air in this water.
18. There *is/are* many trees in this park.
19. There *is/are* students in this classroom.
20. There *isn't/aren't* many mushrooms in the basket.

II. Connect the preposition with the picture:

The image shows six illustrations of a rabbit and a tree stump in various positions:

- 1. Rabbit is inside the hollow of the tree stump.
- 2. Rabbit is standing behind the tree stump.
- 3. Rabbit is standing next to the tree stump.
- 4. Rabbit is standing under the tree stump.
- 5. Rabbit is standing between two tree stumps.
- 6. Rabbit is standing near the tree stump.

The prepositions listed on the right are:

- in
- behind
- on
- near
- under
- between
- next to

A red line connects the rabbit in the second illustration to the preposition 'behind'.

- a) There ... it b) It ... it c) It ...there
11. _____ is little hope, that _____ is not a serious problem.
- a) It ...there b) There ...it c) There ... there
12. _____ is something on the road and _____ is moving in our direction.
- a) There ... it b) It...there c) It ... it
13. _____ is a field ahead of us, and _____ is full of wild tulips.
- a) It ... there b) There ... it c) There ... there
14. _____ is a cinema theatre, where we can watch the film, but _____ is pretty far from here.
- a) There ... there b) It ... there c) There ... it
15. On Mondays _____ is always a crowd on the bus stop. _____ is very annoying.
- a) It ... there b) There ... it c) It ... it

VI. Give English equivalents of the following word-combinations, use them in the sentences of your own with the structure *there is/are*:

1) на столі; 2) під вікном; 3) над ліжком; 4) між м'якими кріслами; 5) поряд з диваном; 6) ліворуч від вікна; 7) у правому кутку; 8) в комоді; 9) навколо столу; 10) посередині кімнати; 11) близько центра міста; 12) внизу картинки; 13) впоперек підлоги; 14) всередині коробки; 15) за дверима; 16) за рогом; 17) за межами міста; 18) навколо будинку; 19) над дверима; 20) на стіні над столом.

VII. Translate into English:

1. Моя квартира розташована на восьмому поверсі багатоповерхового будинку. Вона простора і зручна. У ній є всі сучасні вигоди. У моїй квартирі є вітальня, спальня, кабінет, кухня і ванна. Передпокій досить великий. Площа вітальні становить 20 м². У ній є два м'яких крісла з журнальним столиком між ними, диван і сервант. На підлозі лежить товстий килим. Телевізор – на маленькому столику в лівому кутку кімнати. Посередині кімнати стоїть стіл з 6-ма стільцями навколо нього. На стіні висять картини. В кімнаті багато дрібничок, які роблять її зручною і затишною. 2. Перед каміном стоїть крісло-качалка. 3. В правому кутку кімнати стоять 2 м'яких крісла, а між ними – журнальний столик. 4. На дивані лежить подушечка. 5. В моїй кімнаті мало меблів. Біля вікна

стоїть стіл, у лівому кутку – моє ліжко, а в правому – комод. На стіні є полички для книжок. 6. Біля холодильника стоїть кухонний стіл і 4 стільці. 7. Посередині стелі висить чудова люстра. 8. Праворуч від м'якого крісла стоїть диван, на якому лежать дві диванні подушечки. 8. У нашому будинку є ліфт і сміттєпровід. 9. Над умивальником висить дзеркало з поличкою. 10. У кухні є шафа для посуду, де ми зберігаємо усі кухонні приналежності. 11. Над дверима висить фотографія його батьків. 12. Перед будинком росте велике дерево. 13. Під вікном на столі стояла велика лампа. 14. Я хотів би жити десь за межами міста. 15. Вся сім'я сиділа за столом.

3) The Future Indefinite Tense

The Future Indefinite Tense is formed by means of the auxiliary verb *will* (*shall* is used for the first person singular and plural. The use of *shall* is possible but uncommon in American English. *Shall* is used more frequently in British English) and the Infinitive of the notional verb without the particle *to*.

Affirmative	Interrogative	Negative
I } shall study	Shall	I } shall not (shan't)
We	study?	study
	We	We
He		He
She } will study	He	She } will not (won't)
It	Will	study
	study	It
	It	

The Future Indefinite Tense is used to express a future action with such adverbials of future time as: *tomorrow, tomorrow night (morning), the day after tomorrow, next year (week, month), in 3 years, in 2015, one of these days* etc.

e. g. She will come here tomorrow.

! Note The Future Indefinite Tense (as well as the other future tenses) is never used in adverbial clauses of time and condition. The Present Indefinite (or other present tenses) is used instead. Such conjunctions should be remembered:

if, when, unless, till, until, as soon as, while...

e. g. We'll tell her about it when she comes.

Exercises

I. Put the verbs into the correct form (Future Indefinite)

James, 18 years old, asked an ugly fortune teller about his future.

Here is what she told him:

1. You (be) very happy.
2. You (get) a lot of money.
3. You (buy) a beautiful house.
4. Your friends (envy) you.
5. You (meet) a beautiful girl.
6. You (marry) her.
7. You and your wife (travel) around the world.
8. People (serve) you.
9. They (not/refuse) to make you happy.
10. But all this (happen / only) when you are 70 years old.

II. Make these sentences interrogative and negative:

1. My friend's family will move into a new flat in a week. 2. You will invite them to your house-warming party. 3. They will build a new apartment house in our street. 4. The windows of my study will face the garden. 5. My new apartment will have all modern conveniences. 6. He will buy new furniture for his living room. 7. They will live in the suburbs of Kyiv. 8. I shall place the furniture in my bedroom to my liking. 9. There will be much furniture in my dining room. 10. They will live in the town centre.

III. Refer the sentences to the future adding adverbial modifiers of time if necessary:

1. My family moves into a new flat. 2. We live in a comfortable three-room flat on the second floor. 3. What house do you live in? 4. This new block of flats has all modern conveniences. 5. The windows of my new flat face the embankment. 6. My sister cleans her room. 7. I buy new furniture for my study. 8. Every year they build a lot of new blocks of flats in our town. 9. We keep clothes in the wardrobe. 10. There is a lift in my block of flats.

IV. Some days ago your friend's family moved to a new flat. Ask your friend what furniture he/ she will buy for his/ her kitchen, dining room, living room, bedroom and study.

V. Use the verb in brackets in the correct form:

1. Today after I (get) out of class, I (go) to a movie with some friends. 2. When you (arrive) in Stockholm, call my friend Gustav. He (show) you around the city and help you get situated. 3. A: Do you know what you want to do after you (graduate)? B: After I (receive) my Master's from Georgetown University, I (go) to graduate school at UCSD in San Diego. I (plan) to complete a Ph.D. in cognitive science. 4. If it (snow) this weekend, we (go) skiing near Lake Tahoe. 5. Your father (plan) to pick you up after school today at 3:00 o'clock. He (meet) you across the street near the ice cream shop. If something happens and he cannot be there, I (pick) you up instead. 6. If the people of the world (stop, not) cutting down huge stretches of rain forest, we (experience) huge changes in the environment during the twenty-first century. 7. If Vera (keep) drinking, she (lose, eventually) her job. 8. I promise you that I (tell, not) your secret to anybody. Even if somebody (ask) me about what happened that day, I (reveal, not) the truth to a single person. 9. She (make) some major changes in her life. She (quit) her job and go back to school. After she (finish) studying, she (get) a better job and buy a house. She is going to improve her life! 10. Tom (call) when he (arrive) in Madrid. He (stay) with you for two or three days until his new apartment (be) available.

VI. Translate into English:

1. Наступного року його сім'я житиме в сучасному багатоповерховому будинку. 2. Якщо ми переїдемо в нову квартиру, то придбаємо нові меблі. 3. Вона запросить своїх друзів подивитися її нову квартиру. 4. Якщо в моїй квартирі буде кабінет, то в ньому буде багато квітів. 5. Я сподіваюсь, що наша нова квартира розташовуватиметься на четвертому поверсі. 6. Ми придбаємо нові меблі: два крісла, диван, письмовий стіл і деякі побутові електроприлади. 7. Я куплю двоповерхове ліжко для своїх дітей, оскільки воно не займає багато місця в кімнаті.

IV. WRITING

- 1. Describe your house (flat).**
- 2. You have recently moved into a new flat (house). Describe in brief your house-warming party.**
- 3. You have recently moved into a new flat. Write a letter to your friend describing this new flat and comparing it with the old one.**

UNIT 5

LEARNING FOREIGN LANGUAGES

I. TEXT

ENGLISH LANGUAGE

Modern English, sometimes described as the first global *lingua franca*, is the dominant **language** or in some instances even the required international language of communications, science, business, aviation, entertainment, radio and diplomacy. Its spread beyond the British Isles began with the growth of the British Empire, and by the late nineteenth century its reach was truly **global**. Following the British colonisation of North America, it became the dominant language in the United States and in Canada. The growing economic and cultural **influence** of the United States and its status as a global superpower since World War II have significantly **accelerated** the language's spread across the planet.

A working knowledge of English has become a **requirement** in a number of fields, occupations and professions such as medicine and computing; as a consequence over a billion people speak English to at least a basic level. It is also one of six official languages of the United Nations.

Linguists such as David Crystal recognize that one **impact** of this massive growth of English, in common with other global languages, has been to reduce native linguistic diversity in many parts of the world, most particularly in Australasia and North America, and its huge influence continues to play an important role in language attrition. Similarly, historical linguists, aware of the complex and fluid dynamics of language change, are always aware of the potential English contains through the **vast** size and spread of the **communities** that use it and its natural internal variety, such as in its creoles and pidgins, to produce a new family of distinct languages over time.

Approximately 375 million people speak English as their first language. English today is probably the third largest language by number of native speakers, after Mandarin Chinese and Spanish. However, when combining native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese languages (depending on

whether or not distinctions in the latter are classified as “languages” or “**dialects**”).

Estimates that include second language speakers vary greatly from 470 million to over a billion depending on how **literacy** or **mastery** is defined and measured. Linguistics professor David Crystal calculates that non-native speakers now outnumber native speakers by a ratio of 3 to 1.

The countries with the highest populations of native English speakers are, in **descending** order: United States (215 million), United Kingdom (61 million), Canada (18.2 million), Australia (15.5 million), Nigeria (4 million), Ireland (3.8 million), South Africa (3.7 million), and New Zealand (3.6 million) (2006 Census).

(From Wikipedia, the free encyclopedia)

Vocabulary Notes

language – *n* 1) [*count.*] the words that people use to speak or write to each other (МОВА).

E.g. Do you speak any foreign languages?

2) [*uncount.*] the use of written or spoken words to communicate.

E.g. A new theory about the origins of language

3) [*uncount.*] the kind of words that a person uses, or that are used when talking or writing about a particular subject.

E.g. language of • the language of business • He never used bad language (=rude words). legal/medical/scientific etc language

4) [*count.*, *uncount.*] a system of instructions used in computer programs.

5) [*count.*, *uncount.*] any system of signs, movements, or sounds that are used to express meanings or feelings.

E.g. The language of music

global – *adj* affecting or including the whole world (глобальный).

E.g. the global economy

influence – *n* 1) [*count.*, *uncount.*] if someone has influence, they have the power to change how things develop or how people behave (ВЛИВ).

E.g. The Queen has no political influence.

Kate used her influence to get her friend a job.

influence on

• The food you eat has an important influence on your health.

under somebody's/something's influence/under the influence of somebody/something

- They had come under the influence of a religious sect.

2) [*count.*] someone or something that has an effect on other people or things: *bad/good etc influence (on somebody)*

E.g. She was a bad influence on him.

to accelerate – *v* [*trans.*] if a car driver accelerates, they start to go faster (прискорювати).

E.g. Melissa accelerated as she drove onto the highway.

requirement – *n* 1) [*count.*] something that is needed or asked for (вимога).

E.g. The refugees' main requirements are food and water.

impact – *n* [*count., uncount.*] the effect or influence that something or someone has (вплив): *impact of*

E.g. The environmental impact of car use

impact on/upon

E.g. He had a big impact on my life.

vast – *adj* 1 extremely large (великий, широкий).

E.g. Vast areas of rainforest.

Synonyms:

huge: • huge sums of money

enormous: • an enormous cake

gigantic: • gigantic waves

Big and large mean the same thing, but *large* is slightly more formal: • That's a big piece of cake! • It's the largest hotel in Birmingham. Use *large* not *big* to describe amounts: • a large amount of money. Use *big* not *large* to describe something that is important: • a big opportunity • That's the big question.

community – *n* 1) [*count.*] a group of people who live in the same town or area (спільнота).

E.g. The library serves the whole community.

- a rural community (=people who live in the country)

- the local community.

2) a group of people who are similar in some way, for example because they have the same religion or do the same job (група людей, об'єднаних спільними ознаками).

E.g. ethnic communities, the black/Asian etc community.

dialect – *n* [*count., uncount.*] a form of a language that is spoken in one part of a country (діалект).

E.g. We couldn't understand the local dialect.

literacy – n [uncount.] the ability to read and write (писемність).

mastery– n [uncount.] great skill or understanding of something (майстерність, досконале володіння).

E.g. a pianist with total mastery of her instrument.

to descend – v 1) [intrans., trans.] *formal* to go down (спускатися).

E.g. He slowly descended the steps.

2) *be descended from somebody* – to be related to someone who lived a long time ago (походити від).

E.g. She is descended from a family of French aristocrats.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. домінуюча мова;
2. у деяких випадках;
3. за межами Британських островів;
4. економічний і культурний вплив;
5. поширення мови;
6. лінгвістичне розмаїття;
7. приблизно 375 мільйонів людей;
8. динаміка зміни мови;
9. носій мови;
10. створити нову сім'ю мов.

II. Fill in the words from the list, then make up sentences using the completed phrases:

British, basic, internal, global, linguistic, non-native, important, huge, highest, massive.

- | | |
|-----------------------|-----------------------------|
| 1. _____ language; | 6. _____ influence; |
| 2. _____ role; | 7. _____ colonization; |
| 3. _____ speakers; | 8. a _____ level; |
| 4. _____ diversity; | 9. _____ growth of English; |
| 5. _____ populations; | 10. natural _____ variety. |

III. Fill in the correct prepositions:

1. described _____ the first global *lingua franca*;

2. _____ the late nineteenth century its reach was truly global;
3. it became the dominant language _____ the United States and in Canada;
4. _____ a consequence over a billion people speak English to _____ least a basic level;
5. approximately 375 million people speak English _____ their first language;
6. English today is probably the third largest language _____ number _____ native speakers;
7. estimates that include second language speakers vary greatly _____ 470 million _____ over a billion;
8. the countries _____ the highest populations _____ native English speakers;
9. it is probably the most commonly spoken language _____ the world;
10. it is also one _____ six official languages _____ the United Nations.

IV. Study the text and answer the following questions when discussing it:

1. When did the spread of English beyond the British Isles begin?
2. What accelerated the spread of English across the planet?
3. Is English one of six official languages of the United Nations? Do you know what are the other languages?
4. Why do over a billion people speak English to at least a basic level?
5. How many people speak English as their first language?
6. How do non-native speakers of English now outnumber native speakers?
7. What are the countries with the highest populations of native English speakers?

V. Translate into English:

На хвилі глобалізації і розвитку сучасних технологій англійська підкорила світ так, як це не вдавалося жодній мові в історії людства. Фахівці стверджують, що до англійського світу належить близько півтора мільярда осіб. Англійською сьогодні розмовляють у три рази більше ті, для кого вона є нерідною. Найбільша англійськомовна країна — Сполучені Штати Америки, це близько 20% англійськомовного населення планети. Англійська вже

сьогодні є другою мовою для громадян Європейського Союзу з населенням майже 500 млн.

На користь утвердження англійської як глобальної мови зіграло багато факторів. У XVII – XVIII століттях вона була мовою величезної колоніальної держави – Великобританії. Останній судилося у XVIII – XIX століттях завдяки промисловому перевороту стати найрозвиненішою країною світу і разом з усією Західною Європою породити процес, який протягом наступних століть визначатиме розвиток людства, – глобальну модернізацію. Оскільки в її основі лежить наукова революція, англійська перетворилася на засіб доступу до знань та їх поширення. Відомий дослідник глобальної англійської Девід Крістал стверджує: “Якщо узагальнити все, що було зроблено англійськими та американськими науковцями, то стане очевидно, що в період 1750 – 1900 рр. більш як половину всіх значних наукових та технічних робіт було написано англійською мовою”.

(Дзеркало тижня № 8 (788) 27 лютого – 5 березня 2010)

VI. Retell the text.

II. TOPIC

FOREIGN LANGUAGES IN THE MODERN WORLD

People **are interested in** foreign languages now. They understand that it can help them in their career. French and German are popular; by the way French was very popular with Russian nobility. Some of them spoke French better than French people did. Pushkin wrote some poems in French. People translated and still translate different books from foreign languages into Ukrainian for other people to read. Thanks to translators we know much about cultures, science, way of life, be it Great Britain or China. Different cultures influence each other and **enrich** each other, I think. This would be impossible if we didn't know each other's languages. I study English. That's why I want to tell you about it.

English is a world language. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It is the **universal language** of international aviation, shipping and sports. It is also the major language of diplomacy. Hundreds and hundreds of books, magazines and newspapers are printed in English

and read **all over the world**. 75% of the world's mail and 60% of the world's telephone calls are in English. Half of the world's **scientific literature** is written in English.

English is spoken by more than 350 million people. Geographically, it is the most **widespread language** on earth, second only to Chinese in the number of people who speak it. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language in many parts of India and Africa. The number of **second-language speakers** may soon exceed the number of **native speakers**.

Besides, millions of people study and use English as a foreign language. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities. There are different ways of **mastering** foreign languages. It is useful **to read books in the original**, listen to their songs or watch their films. Learning a foreign language is not an easy thing. It is a long and slow process that **takes a lot of time and patience**. But to know English today is absolutely necessary for every educated person, for every good specialist.

WHY DO WE LEARN THE ENGLISH LANGUAGE?

Is it necessary to learn foreign languages nowadays? You can just go to the shop and buy an **electronic translator**. But is it capable of giving you really required information? More and more people come to a thought that electronic machine never will be able **to replace human's brain**. All over the world people are learning foreign languages. Everybody knows his own language, but another one is very useful. It is important to know it when we travel to other countries or when we must read foreign literature in the original. It is necessary in the 21st century when international cooperation is at its highest level.

It is necessary to learn foreign languages. That's why pupils have got such subject as a foreign language at school. Everybody knows his own language, but it is useful to know foreign languages. I learn English, because I understand that I can use it. For example, if I go to England I'll be able to speak English there. If I go to the USA, I'll speak English too. English is used not only in England, but also in other parts of the world. I learn English because I want to read foreign literature in

the original. I like to travel. But it is difficult to visit countries, when you don't know the language of these countries. If I know the language of the country, where I am going to it will be easy to travel there. If I want to ask something, I can do it in English. I like to read books. And I like to read newspapers, too. If I know, for example, English I'll be able to read English newspapers and magazines. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship among them.

You can see a lot of advertisements, signboards, names in the streets. They are in foreign languages. Very often they are in English. If you know English, you can read and understand them. Now we buy many clothes from other countries. If you know English well, you can read something about the size of this or that thing. It is clear for you what it is made of. There are a lot of films in foreign languages. If you know them, you can understand films without any help.

There are **international friendship camps** in the world. If you can speak foreign languages, it will be easy for you to visit such camps and speak with the boys, girls, men, women who do not know Russian. In short, I understand that I have to learn English **in a proper way** and I try to do it.

We have English classes two times a week and I am doing well. When the teacher comes into the classroom we stand up and say "Good-morning" or "How do you do" and the lesson begins. At the lesson we learn to speak, to understand, to read and to write English. Our English lesson usually starts with **phonetic drills**. We practice reading **rhymes, proverbs** and **tongue-twisters**. Sometimes we switch on the cassette-recorder and repeat sounds, words and sentences after the speaker **in chorus**. It helps us **to improve our pronunciation**.

We learn new grammar rules, revise the old ones and do a lot of exercises, orally and in writing. We learn new vocabulary, make and memorize dialogues, ask and answer questions. I enjoy learning poems by heart. We translate sentences from Ukrainian into English and from English into Ukrainian. If we don't know the meaning of a word, we **look it up in the dictionary**. We often read texts in English. My dream is to read English books in the original. We check our homework. During our English lesson we don't speak Ukrainian, we try to speak English. Sometimes we write dictations and grammar tests. I usually get good marks because I **prepare for the tests beforehand**.

I want to know English well that's why I am **attentive in class** and I always prepare my homework. I never **miss classes**. English is difficult but we like it and **work hard** in class and at home.

TOPICAL VOCABULARY

• Foreign Languages	• Learning English
<p>to be interested in sth – бути зацікавленим чимось; to enrich – збагачувати; universal language – універсальна мова; an official language – офіційна мова; overflow of information – інформаційний потік; a mother tongue – рідна мова; relations between – відносини між; international communication – міжнародне спілкування; all over the world – по всьому світу; scientific literature – наукова література; widespread language – широко розповсюджена мова; native speaker – носій мови; second-language speaker – для кого ця мова є другою; to master foreign languages – оволодіти іноземними мовами; to read books in the original – читати книжки в оригіналі; to take a lot of time and patience – вимагати багато часу і терпіння</p>	<p>electronic translator – електронний перекладач; to replace human's brain – замінити людський розум; international friendship camps – табори міжнародної дружби; in a proper way – належним чином; phonetic drills – фонетичні вправи; rhymes – римовки; proverbs – прислів'я; tongue-twisters – скоромовки; in chorus – хором to improve pronunciation – покращити вимову; look the word up in the dictionary – подивитися слово в словнику; prepare for the tests beforehand – підготуватися до тесту заздалегідь; to be attentive in class – бути уважним на уроці to work hard – наполегливо працювати; to have a good command of a language – добре володіти іноземною мовою; to speak fluently – розмовляти вільно</p>

DIALOGUE

Teacher: Good-morning, all. Sit down, please! **Is anyone away** from the lesson?

Monitor: All the students of our group **are present** except Ann.

Teacher: Ann **is absent** again. **What's up?** Is she ill?

Monitor: Yes, she is.

Teacher: That's too bad. Well now. Let's begin. We'll **check our homework**. Mike, will you take your exercise-book and come to the blackboard?

Mike: Shall I write the words in **transcription**?

Teacher: Do, please. And you, Helen, read Text 7, will you? Will you read **a little louder**, please? That'll do. Any **mistakes** noticed?

Julia: I believe the intonation is wrong.

Teacher: That's it. Helen, **have another try**. Now it's correct. Now everybody look at the blackboard!

Mike: Shall I read the exercise?

Teacher: Of course. (Mike reads). **Is everything correct**, Pete?

Pete: I think it is.

Teacher: Thank you, Mike. **Clean the board**, please, and go to your seat.

Jane: May I ask you a question?

Teacher: Certainly.

Jane: What's the English for “навушники”?

Teacher: The English for “навушники” is “headphones”. Let's listen to the new text. Open your books **at page 81**. Oh, it is nearly the time for the **bell**. **Put down** your **home assignment**. It is Exercise 10 on page 45.

Julia: Shall we do it **orally** or **in writing**?

Teacher: In writing, please. Our lesson **is over**. See you on Friday.

Active Vocabulary

to be away = *to be absent* – бути відсутнім

to be present – бути присутнім

What's up? – що сталося?

to check homework – перевірити домашнє завдання

transcription – транскрипція

a little louder – трохи голосніше

a mistake – помилка

to have another try – спробувати ще раз
to be correct – бути правильним
to clean the board – витирати дошку
at page – на сторінці
a bell – дзвінок
to write (= put) down – записувати
home assignment – домашнє завдання
orally – усно
in writing – письмово
to be over – закінчуватися

Classroom Language

The beginning of the lesson			
1. Good morning Good morning, everybody. Good afternoon, everybody. Hello, everyone.	2. How are you? How are you today, Jane? How are you getting on? How's life? How are things with you, Jane? Are you feeling better today, Bill?	3. Introductions My name is Mr/Mrs/Ms Smith. I'm your new English teacher. I'll be teaching you English this year.	4. Time to begin Let's begin our lesson now. Is everybody ready to start? I hope you are all ready for your English lesson. Now we can get down to work.
5. Waiting to start I'm waiting for you to be quiet. We won't start until everyone is quiet. Stop talking and be quiet.	6. Put your things away Close your books. Put your books away. Pack your things away.	7. Register Who is absent today? Who isn't here today? What's the matter with Jane today? What's wrong with Jim today? Why were you absent last Friday?	8. Late Where have you been? Did you miss your bus? Did you oversleep? Don't let it happen again.
Some common instructions which the class can easily understand			
Come in. Go out. Stand up. Sit down. Stand by your desks. Hold your books/	Pay attention, everybody. We'll learn how to... Are you ready? Open your books at page ...	It's time to finish. Have you finished? Let's stop now. Let's check the answers. Any questions?	Are you ready? Are you OK? Do you understand? Do you follow me? What did you say? One more time,

pens up.	Turn to page ... Look at activity five. Listen to this tape. Repeat after me.	Collect your work please. Don't forget to bring your ... tomorrow.	please. Say it again, please. I don't understand. I don't get it.
Comprehension language			
1. Time to stop It's almost time to stop. I'm afraid it's time to finish now. We'll have to stop here. There's the bell. It's time to stop. That's all for today. You can go now.	2. Not time to stop The bell hasn't gone yet. There are still two minutes to go. We have an extra five minutes. We still have a couple of minutes left. The lesson doesn't finish till five past. Your watch must be fast.	3. Wait a minute Hang on a moment. Just hold on a moment. Just a moment, please. One more thing before you go.	4. Next time We'll do the rest of this chapter next time. We'll finish this exercise next lesson. We've run out of time, so we'll continue next lesson. We'll continue this chapter next Monday.
5. Homework This is your homework for tonight. Do exercise 10 on page 23 for your homework. Prepare the next chapter for Monday. There is no homework tonight. Remember your homework.	6. Goodbye Goodbye, everyone. See you again next Wednesday. See you tomorrow afternoon. See you in room 7 after the break. Have a good holiday. Enjoy your vacation..	7. Appraisal Very good! That's very good! Well done! Very fine! That's nice! Marvelous! You did a great job. Magnificent! Terrific! Wow! Fantastic! Right! Quite right! That's right. That's correct. Yes, you've got it. In a way, perhaps That's more like it. That's much better. That's a lot better. You've improved a lot.	8. Criticism Not really. Unfortunately not I'm afraid that's not quite right. You can't say that. I'm afraid you can't use that word here. Good try, but not quite right. Have another try. Not quite right. Try again. Not exactly. That's almost it. You're halfway there. You've almost got it. You're on the right lines. Go on. Have a try. Have a go. Have a guess.

EXERCISES

1. Fill in the blanks with the necessary words:

teach, European countries, native tongue, key skills, rate, studied, native, compulsory, survey, foreign, state language, education, learners, taught.

Most schools around the world _____ at least one foreign language. By 1998 nearly all students in Europe _____ at least one foreign language as part of their _____ education, the only exception being Ireland, where primary and secondary schoolchildren learn both Irish and English, but neither is considered a _____ language (although Irish pupils do study a third European language). On average in Europe, at the start of foreign language teaching, _____ have lessons for three to four hours a week. Compulsory lessons in a foreign language normally start at the end of primary school or the start of secondary school. In Luxembourg, Norway and Malta, however, the first foreign language is studied at age six, and in Flanders at age 10. In Wales, all children are _____ Welsh from the first year of primary school, which is a foreign language to the majority of the population. The Welsh language is also compulsory up to the age of 16, although a formal GCSE qualification is optional.

In some countries, learners have lessons taken entirely in a foreign language: for example, more than half of _____ with a minority/regional language community use partial immersion to teach both the minority and the _____.

In 1995 the European Commission's White Paper on Education and Training emphasized the importance of schoolchildren learning at least two foreign languages before upper secondary _____. The Lisbon Summit of 2000 defined languages as one of the five _____.

Despite the high _____ of foreign language teaching in schools, the number of adults claiming to speak a foreign language is generally lower than might be expected. This is particularly true of _____ English speakers: in 2004 a British survey showed that only one in 10 UK workers could speak a foreign language and less than 5% could count to 20 in a second language. In 2001, a European Commission _____ found that 65.9% of people in the UK spoke only their _____.

(From Wikipedia, the free encyclopedia)

2. Agree or disagree with the following statements:

1. People are interested in foreign languages now.
2. English is spoken by more than 450 million people.
3. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic.
4. Half of the world's scientific literature is written in Ukrainian.
5. Electronic machines soon will be able to replace human's brain.
6. It is difficult to visit countries when you don't know the language of these countries.
7. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship among them.
8. Repeating sounds, words and sentences after the speaker in chorus helps us to improve our pronunciation.
9. If we don't know the meaning of a word, we look it up in the dictionary.
10. To know English well we should miss classes.

3. Match the parts of the sentences and learn about the history of foreign language education:

- | | |
|--|---|
| 1) Although the need to learn foreign languages is almost as old as human history itself, ... | a) ... the grammatical aspects of Classical Latin. |
| 2) Latin had for many centuries been the dominant language of education, commerce, religion, ... | b) ... covering the entire school curriculum, culminating in his Opera Didactica Omnia, 1657. |
| 3) John Amos Comenius was one of many people ... | c) ... outlined his theory of language acquisition. |
| 4) He composed a complete course for learning Latin, ... | d) ... how languages are learned and about pedagogical methodology for language acquisition. |
| 5) In this work, Comenius also ... | e) ... allied with sensation and experience. |
| 6) He is one of the first theorists to write systematically about ... | f) ... oral. |
| 7) He held that language acquisition must be.... | g) ... pictures of them. |
| 8) Teaching must be ... | h) ... Orbis Sensualim Pictus. |
| 9) The schoolroom should have models of things, and failing | i) ... in the real world to a subject in the school curriculum. |
| | j) ... who tried to reverse this |

- | | |
|--|--|
| <p>that, ...</p> <p>10) As a result, he also published the world's first illustrated children's book, ...</p> <p>11) The study of Latin diminished from the study of a living language to be used ...</p> <p>12) Such decline brought about a new...</p> <p>13) It was then claimed that its study developed intellectual abilities, ...</p> <p>14) "Grammar schools" from the 16th to 18th centuries focused on teaching ...</p> <p>15) Advanced students continued ...</p> | <p>trend.</p> <p>k) ... grammar study with the addition of rhetoric.</p> <p>l) ... and the study of Latin grammar became an end in and of itself.</p> <p>m) ... justification for its study.</p> <p>n) ... and government in much of the Western world, but it was displaced by French, Italian, and English by the end of the 16th century.</p> <p>o) ...the origins of modern language education are in the study and teaching of Latin in the 17th century.</p> |
|--|--|

4. Insert the missing parts of the dialogue:

- Olga, you speak good English.
- Oh, no. _____. But I would like _____.
- How long have you been learning it?
- _____.
- What foreign languages are usually taught at your school?
- As a matter of fact, _____. But most pupils learn English. What languages are taught in schools of Great Britain, Andrew?
- Well, we learn French and German. Russian is taught in a few schools. And how many classes a week do you have?
- We have _____. It's too little for learning a language, but I try to work at English on my own.
- And what are you doing on your own?
- _____.
- What kinds of books do you prefer to read?
- _____.

5. What professions dealing with foreign languages do you know? Read about some of them:

A teacher. Teaching is a very difficult job of great responsibility. A good teacher forms the attitude to his subject and the attitude to learning.

While communicating with children, a teacher studies them closely to discover their interests, their strengths and weaknesses. A teacher tries to do his best to make his pupils well-educated, intelligent, industrious, honest, well-bred, worthy people. He takes an active part in shaping the child's character.

An interpreter. The profession of an interpreter is very important nowadays when a great number of foreign tourists feel a keen interest in our country and its people. An interpreter interprets speeches at different forums, conferences, festivals and congresses. He takes foreign tourists on various excursions, he shows foreign tourists places of interest, historical and architectural monuments, museums. He acquaints them with our art and culture. An interpreter gives foreign tourists complete information of all matters of interest. An interpreter must know foreign languages very well, be well-read, tactful, communicative, and he must also love his own country.

A translator. The work of a translator is to translate written texts from one language into another. This profession is very necessary, especially nowadays when cooperation between different countries in all spheres of life is steadily increasing. Translators do translations of scientific papers, journals and different literary works. Thanks to translators we can acquaint ourselves with the largest achievements in the fields of science, culture and art.

A diplomat. It is difficult to exaggerate the importance of a thorough knowledge of languages for a diplomat. He must communicate with people directly to state, the wishes of his own government, he must read the country's newspapers, establish personal contacts. Ambassadors and other members of the Foreign Service must have a good command of the principal language of the countries in which they are to serve, and also some knowledge of their history, culture and political institutions.

6. Do you know any special ways of learning English? Read some ways to learn English, suggested by English Language Centres. Can you complete this list?

- Don't be afraid to make mistakes. Be confident. People can only correct your mistakes when they hear you make them.
- Surround yourself in English. Put yourself in an all English speaking environment where you can learn passively. The best way to learn is through speaking.

- Practise every day. Make yourself a study plan. Decide how much time a week you are going to spend studying and stick to it. Establish a routine.
- Tell your family and friends about your study plan. Get them to push you to study and also don't let them interrupt you.
- Practise the 4 core skills: reading, writing, speaking and listening. They all need to be worked on for you to improve.
- Keep a notebook of new words you learn. Use them in sentences and try to say them at least 3 times when you speak.
- You will find words easier to remember if you try to remember an example sentence using that word rather the word on its own.
- Give yourself a long term goal. Focus on working towards it.
- Give yourself short term goals too and reward yourself when you achieve each one.
- Create an atmosphere in which you want to learn, not because you have to. You'll learn more when you're learning because you want to.
- Get help! If you don't understand something you've got to ask someone. Ask your teacher, classmates or friends for help.
- Review! Review! Review! Make sure that you take the time to review things you have studied in the past.
- It's not a good idea to study on your own for more than 30 minutes at a time. Take regular breaks, get some fresh air and stretch your legs.
- Watch DVDs rather than TV. It's better to use something that you can watch over again to catch information you might have missed the first time.
- Watching TV only gives you the chance to hear something correctly first time. This is better for high level students. It can be great practice for speaking to native English speakers so you don't have to ask them to repeat themselves!
- Read for the general meaning first. Don't worry about understanding every word, then go back and look up new words.
- For a word you don't understand in a sentence, look at the other words around it. They will give you a hint. Try to guess the meaning from the context.
- Use English whenever you can. It's as simple as that!
- Don't translate into English from your own language. Think in English to improve your fluency. Talk to yourself...but not on the bus otherwise people will think you have gone crazy!

- You can't learn English from a book. Like driving a car, you can only learn through doing it.
- The most natural way to learn grammar is through talking.
- Get a penfriend or use chat-rooms, forums and community sites. If you can't speak to someone in English, this is the next best thing.
- Have English radio on in your house. Even if you are not actively listening to it, you will still be training your ears.
- Nobody likes to hear their own voice, but be brave and try it! Record your voice and listen to your pronunciation and intonation. It will help you to identify your problem areas.
- Don't give up! Stay positive! Sometimes you will feel that you aren't learning quickly enough. Everyone feels like this, don't worry about it. You'll get there in the end.
- Enjoy it! We learn more when we are having fun!
- If you get nervous when speaking, take two deep breaths before you say something. You'll speak better when you feel relaxed.
- Keep yourself motivated by looking back at the textbooks and CDs you used in the past. You'll be surprised at how easy they seem to you now! Congratulations, your level is improving!
- You are never too young or too old to start learning English. Don't make excuses not to learn. What are you waiting for?
- If you haven't got the results you wanted yet, it's not because you're bad at languages, it's because you haven't found your own special way of learning yet.
- Use resources which match your level. Don't use texts/listening exercises which are too difficult or too easy. Use materials which challenge you but don't frustrate you.
- Use your intuition. Go with your gut feeling, you'll be surprised how often your first guess is the right guess. Like we said before, be confident.
- Gather your thoughts. Take a second to think about what you're going to say. You know the grammar, but maybe you don't use it correctly when you speak.
- Meet new people. Make the effort to mix with English speakers in your town. You could join a club or go to bars where foreigners hang out. Buy one a drink, they love that!
- Debate. Discuss topics in a group. Each person should choose a viewpoint (even if you don't agree with it) and debate it within the

group. Make sure you get your point across. Learn to listen actively. Active listening will help in the classroom and it will help you get more out of, and contribute more to, group study sessions. Focus on the person who is talking. Don't fidget or become distracted by other people or events. Concentrate on the speaker with your ears and eyes. Follow the movements the speaker makes in an effort to hear more. It may help to repeat what you hear others say in an effort to understand their thoughts.

- It's not enough only to learn English words. You can teach a parrot English words but that doesn't mean it can speak English! You still need to have an understanding of grammar.
- Verb tenses are used by English speakers to talk about the timing of actions. You might not have the same expressions in your own language. It's important that you know these tenses and when to use them.
- English has many irregular verbs. You should drill yourself on them.
- Remember that as long as you have tried your hardest, you have succeeded!
- Learn English with a friend. You'll have someone you can practice with and you can motivate each other to study.
- Textbook English is often different from the way we casually speak. To learn casual 'slang' watch movies.
- Idioms can be difficult to memorise, but they are great fun to use and they'll make your English more colourful.
- Unlearn your mistakes. You probably make the same grammar mistakes over and over again. Use English tests results as a study tool. Go over your mistakes and choose one or two that you want to focus on. Use your favourite grammar book to check rules.
- If you studying abroad, mix with people from other countries not only people from your own country. It's not a good idea for you to live in a shared house with people from your own country. Enjoy a more cultural experience by spending time with other nationalities.
- Get yourself a qualified teacher. Who wants to learn wrong things?

7. Read the following proverbs and quotations, translate and discuss them:

- a) A new language – a new world.
- b) So many languages you know, so many times you are a man.

- c) Language is fossil poetry. ~ *R. W. Emerson*
- d) Language is the dress of thought. ~ *S. Johnson*
- e) I am always sorry when any language is lost, because languages are the pedigrees of nations. ~ *S. Johnson*

8. Act out a dialogues between a teacher and a student using classroom expressions:

- 1) asking the reason of being late;
- 2) checking homework;
- 3) reading the text;
- 4) writing on the blackboard;
- 5) listening to the tape-recorder.

9. Translate from Ukrainian into English using your active vocabulary:

A. 1. Англійська мова є міжнародною мовою. Вона широко поширена. Нею розмовляють у Великобританії, США, Канаді, Австралії і Новій Зеландії. Вона також є мовою бізнесу, науки і культури. 2. Давайте почнемо з фонетичних вправ. Включіть магнітофон, слухайте римовки, прислів'я і скоромовки і повторюйте за диктором хором. 3. Перекладіть текст 5 з англійської мови на українську. Якщо ви не знаєте значення слів, погляньте в англо-українському словнику. 4. Будьте уважним на уроці, готуйте домашнє завдання і не пропускайте занять. 5. Я люблю складати діалоги, але я не люблю вчити їх напам'ять. 6. Завжди складно запам'ятати багато нових слів. 7. Ви любите писати диктанти і контрольні роботи по граматиці? 8. Я старанно займаюся в класі і удома, тому що хочу читати англійські книги в оригіналі. 9. Повторіть граматичні правила і складіть діалог «На уроці англійської мови».

B. 1. Всі присутні на уроці? – Ні, Бена немає. Він хворіє. 2. Давайте перевіримо домашнє завдання. Джек, йди до дошки і напиши в транскрипції вправу 7. 3. Читайте трохи голосніше, будь ласка. Ось так. 4. Спробуйте ще раз прочитати цей текст. Тепер правильно. 5. Поглянете на дошку. Ви помітили помилки? Спасибі, ідіть на своє місце. Ваша оцінка «відмінно». 6. Зараз продзвенить дзвінок. Запишіть домашнє завдання. Урок закінчений. 7. Як по-англійськи буде «Що сталося»?

10. Render the text in English:

Найбільший скарб народу – це його мова. Саме мова, яка віками, тисячоліттями складалася, шліфувалася на землі предків, передавалася з покоління в покоління, дедалі точніше і повніше відображаючи душу народу й водночас формуючи її. Досвід людства упродовж тисячоліть переконливо доводить, що мова об'єднує народи в нації й змінює державу. Занепадає мова – зникає і нація. Коли ж мова стає авторитетною, перспективною, необхідною і вживається насамперед національною елітою – сильною і високорозвиненою стає як нація так і держава.

Мова – це серце нації, а нація – це особистість, вона має обличчя, свій характер, темперамент, свою культуру, мораль, честь і гідність, свої святощі, своє минуле, теперішнє і майбутнє. Мова – це невичерпна духовна скарбниця, в яку народ безперервно вносить свій досвід, всю гаму свого розуму і почуття. Мова – це канва, на якій людина вишиває узор свого життя.

III. GRAMMAR

Articles

There are two types of articles: indefinite '*a*' and '*an*' or definite '*the*'. You also need to know when not to use an article.

Indefinite articles

A and *an* are the indefinite articles. They refer to something not specifically known to the person you are communicating with. *A* and *an* are used before nouns that introduce something or someone you have not mentioned before:-

E.g. I saw **an** elephant this morning.

I ate **a** banana for lunch.

A and *an* are also used when talking about your profession:-

E.g. I am **an** English teacher.

I am **a** builder.

Note! You use *a* when the noun you are referring to begins with a consonant, for example, "a city", "a factory", and "a hotel". You use *an* when the noun you are referring to begins with a vowel.

Pronunciation changes this rule. It's the sound that matters, not the spelling. If the next word begins with a consonant sound when we say it,

for example, "university" then we use *a*. If the next word begins with a vowel sound when we say it, for example "hour" then we use *an*.

Definite Article

You use *the*:

1) when you know that the listener knows or can work out what particular person/thing you are talking about.

E.g. **The** apple you ate was rotten.

Did you lock **the** car?

2) when you have already mentioned the thing you are talking about.

E.g. She's got two children; a girl and a boy. **The** girl's eight and **the** boy's fourteen.

3) before the adjective in the superlative degree.

E.g. It was **the** most interesting book I had ever read.

4) before the ordinal numeral.

E.g. September is the first month of autumn.

5) to talk about geographical points on the globe.

E.g. **the** North Pole, **the** equator.

6) to talk about rivers, oceans and seas.

E.g. **the** Nile, **the** Pacific, **the** English channel.

7) before the names of newspapers and magazines.

E.g. **the** Guardian, **the** Times.

8) before certain nouns when we know there is only one of a particular thing.

E.g. **the** rain, **the** sun, **the** wind, **the** world, **the** earth, **the** White House etc.

However if you want to describe a particular instance of these you should use *a/an*.

E.g. I could hear **the** wind./ There's **a** cold wind blowing.

What are your plans for **the** future?/ She has **a** promising future ahead of her.

The is also used to say that a particular person or thing being mentioned is the best, most famous, etc. In this use, '*the*' is usually given strong pronunciation:

E.g. Harry's Bar is **the** place to go.

You don't mean you met **the** Tony Blair, do you?

!Note - *The* doesn't mean *all*:-

E.g. "The books are expensive." = (Not all books are expensive, just the ones I'm talking about.)

"Books are expensive." = (All books are expensive.)

No article

We usually use no article to talk about things in general.

E.g. Inflation is rising.

People are worried about rising crime. (**Note!** People generally, so no article)

You do not use an article when talking about sports.

E.g. My son plays football.

Tennis is expensive.

You do not use an article before uncountable nouns when talking about them generally.

E.g. Information is important to any organisation.

Coffee is bad for you.

You do not use an article before the names of countries except where they indicate multiple areas or contain the words (state(s), kindom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

E.g.

No article - Italy, Mexico, Bolivia, England.

Use *the* - the UK (United Kingdom), the USA (United States of America), the Irish Republic.

Multiple areas! the Netherlands, the Philippines.

No article is used with the names of cities, towns, streets, avenues, highways, islands (but when we speak about the group of islands the definite article is used, e.g. **the** British isles), mountains (but when we speak about the mountain range the definite article is used, e.g. **the** Rocky Mountains).

E.g. Greenland, Everest, Brazil, London, Fifth Avenue, Lexington Road.

No article is used in the expressions:

from morning till night, to go to school, to go to bed, at home, at table, at night, by tram, by heart, day after day.

Remember the names of countries and their capitals

Country	Capital	Country	Capital
Afghanistan	<i>Kabul</i>	Israel	<i>Jerusalem</i>

Algeria	<i>Algiers</i>	Italy	<i>Rome</i>
Angola	<i>Luanda</i>	Japan	<i>Tokyo</i>
Argentina	<i>Buenos Aires</i>	Kazakhstan	<i>Astana</i>
Armenia	<i>Yerevan</i>	Kyrgyzstan	<i>Bishtek</i>
Australia	<i>Canberra</i>	Latvia	<i>Riga</i>
Austria	<i>Vienna</i>	Lebanon	<i>Beirut</i>
Azerbaijan	<i>Baku</i>	Lithuania	<i>Vilnius</i>
Belarus	<i>Minsk</i>	Luxembourg	<i>Luxembourg</i>
Belgium	<i>Brussels</i>	Mexico	<i>Mexico City</i>
Bosnia and Herzegovina	<i>Sarajevo</i>	Monaco	<i>Monaco</i>
Brazil	<i>Brasilia</i>	Mongolia	<i>Ulaanbaatar</i>
Bulgaria	<i>Sofia</i>	Netherlands	<i>Amsterdam</i>
Canada	<i>Ottawa</i>	New Zealand	<i>Wellington</i>
Chile	<i>Santiago</i>	North Korea	<i>Pyongyang</i>
China	<i>Beijing</i>	Norway	<i>Oslo</i>
Croatia	<i>Zagreb</i>	Pakistan	<i>Islamabad</i>
Cuba	<i>Havana</i>	Poland	<i>Warsaw</i>
Czech Republic	<i>Prague</i>	Portugal	<i>Lisbon</i>
Denmark	<i>Copenhagen</i>	Romania	<i>Bucharest</i>
Egypt	<i>Cairo</i>	Russia	<i>Moscow</i>
Estonia	<i>Tallinn</i>	Serbia and Montenegro	<i>Belgrade</i>
Ethiopia	<i>Addis Ababa</i>	Slovakia	<i>Bratislava</i>
Finland	<i>Helsinki</i>	Slovenia	<i>Ljubljana</i>
France	<i>Paris</i>	South Korea	<i>Seoul</i>
Georgia	<i>Tbilisi</i>	Spain	<i>Madrid</i>
Germany	<i>Berlin</i>	Sweden	<i>Stockholm</i>
Greece	<i>Athens</i>	Switzerland	<i>Bern</i>
Hungary	<i>Budapest</i>	Ukraine	<i>Kiev</i>
Iceland	<i>Reykjavik</i>	United Kingdom	<i>London</i>
India	<i>New Delhi</i>	United States	<i>Washington D.C.</i>
Indonesia	<i>Jakarta</i>	Uzbekistan	<i>Tashkent</i>
Iran	<i>Tehran</i>	Vatican City	<i>Vatican City</i>
Iraq	<i>Baghdad</i>	Venezuela	<i>Caracas</i>
Ireland	<i>Dublin</i>	Vietnam	<i>Hanoi</i>

Exercises

I. Fill in the blanks with the articles where necessary:

1. This is ___ easy question.
2. May I ask you ___ question?
3. David is ___ best student in our class.

4. What is ___ name of the next station?
5. I went to ___ sea during my summer vacation.
6. Is there ___ public telephone near here?
7. This coat was designed by ___ famous New York artist.
8. ___ city museum is closed today.
9. He is one of ___ smartest people I know.
10. ___ milk is good for you.

II. Complete the sentences with a suitable article:

1. I bought ___ pair of pants and a shirt.
2. I saw ___ car crash last week.
3. They are staying ___ downtown.
4. I think ___ man is very unfriendly.
5. I don't like ___ soccer.
6. That is ___ issue between you and the boss.
7. ___ water is dirty. Don't drink it!
8. ___ price of gas keeps rising.
9. John moved to ___ San Francisco.
10. Celine is ___ French.

III. Fill each blank with 'a', 'an', 'the' or leave it blank:

1. He left _____ home without informing anyone.
2. There is _____ box of sweets on _____ table.
3. Do you need _____ degree in Economics or _____ degree in finance to be a better manager?
4. When we arrived, she went straight to _____ kitchen and started to prepare _____ meal for us.
5. He has _____ cut on his leg and _____ bruise on _____ chin.
6. _____ Mt. Everest is _____ highest mountain in _____ world.
7. Switch off _____ air-conditioner please. I have _____ cold.
8. We reached _____ top of _____ hill during _____ afternoon.
9. Do you like _____ weather here? Isn't it too hot during _____ day but it is very cold at _____ night?
10. _____ attempt has been made to collect _____ funds to start _____ public library in _____ town where I live.

IV. Choose the correct form:

1. Apples/ The apples are good for you.
2. Look at apples/ the apples on that tree! They are very large.
3. Women/ The women are often better teachers than men/ the men.
4. In Britain coffee/ the coffee is more expensive than tea/ the tea.
5. They got married but marriage/ the marriage wasn't successful.

6. Life/ The life would be very difficult without electricity/ the electricity.
7. Skiing/ The skiing is my favourite sport but I also like swimming/ the swimming.
8. Do you know people/ the people who live next door?
9. Are you interested in art/ the art or architecture/ the architecture?
10. I hate violence/ the violence.

V. Match the geographical names. Explain the usage of articles:

a) Міссісіпі, Дунай, Амазонка, Атлантичний океан, Середземне море, Ніл, Сена, Тихий океан, Фінська затока, Чорне море, Волга, Північний Льодовитий океан, Каспійське море, Балтійське море, Індійський океан, Карибське море, Японське море, Темза, Персидська затока, Бенгальська затока.

b) the Gulf of Mexico, the Volga, the Persian Gulf, the Atlantic Ocean, the Pacific Ocean, the Arctic Ocean, the Indian Ocean, the Amazon, the Thames, the Mediterranean Sea, the Baltic Sea, the Black Sea, the Caspian Sea, the Caribbean Sea, the Sea of Japan, the Mississippi, the Nile, the Gulf of Finland, the Seine, the Danube, the Bay of Bengal.

VI. Decided whether to use the definite article *the* or not:

a) ___ Canary Islands, ___ Etna , ___ Falkland Islands, ___ Atlantic Ocean, ___ Himalayas, ___ Strait of Gibraltar, ___ Greenland, ___ Thames, ___ Pacific Ocean, ___ Everest, ___ Jamaica, ___ Sahara, ___ Arctic Ocean, ___ Indian Ocean; ___ Mediterranean Sea, ___ Aleutian Islands, ___ Mozambique Channel, ___ Baltic Sea, ___ Panama Canal; ___ Black Sea, ___ China, ___ Japan, ___ Brazil, ___ United States of America, ___ Amsterdam, ___ Stockholm, ___ 42nd St., ___ Oak Alley, ___ Lassen Peak, ___ Java, ___ Cyprus, ___ Gobi, ___ Indochinese Peninsula, ___ Suez Canal, ___ Brussels, ___ Oslo, ___ Warsaw, ___ Australia, ___ New Zealand, ___ Kingdom of Spain, ___ Mont Blanc, ___ Mount Whitney, ___ Seine, ___ Chile, ___ Texas, ___ Denmark, ___ Spain, ___ Luxembourg, ___ Sixth Avenue, ___ Broadway.

b) ___ Andes, ___ Kara Kum, ___ Caspian Sea, ___ Gulf Stream, ___ Rocky Mountains, ___ Caucasus Mountains, ___ Barents Sea, ___ Caribbean Sea, ___ Sea of Japan, ___ Urals, ___ Amazon, ___

Apennines, ___ Grand Canyon, ___ Mississippi, ___ Alps, ___ Danube, ___ Madagascar, ___ Volga, ___ Kalahari, ___ Arabian Desert, ___ Amur, ___ Gulf of Mexico, ___ Persian Gulf, ___ United Kingdom, ___ Russian Federation, ___ Gulf of Finland, ___ Bay of Bengal, ___ Strait of Dover, ___ Bering Strait, ___ Strait of Magellan, ___ English Channel, ___ Balkan Peninsula, ___ Florida Current, ___ Ellis Island, ___ Pamirs, ___ Hokkaido, ___ Sakhalin, ___ British Isles, ___ Virgin Islands, ___ Kuril Islands, ___ Bahamas, ___ Fuji, ___ Kilimanjaro, ___ Elbrus, ___ Vesuvius, ___ Toronto, ___ Montreal, ___ Sydney, ___ Maple Boulevard, ___ Fifth Avenue.

c) Hi John,

I arrived in _____ USA last Monday. We left _____ Rome, flew over _____ Alps and made a quick stop in _____ London. There we went shopping in _____ Harrods, visited _____ Tower and enjoyed a sunny afternoon in _____ Hyde Park. On the following day we left for _____ New York. _____ time on board wasn't boring as there were two films to watch on _____ monitor. _____ people on plane were all _____ Italians. Before we landed at _____ JFK airport, we saw _____ Statue of Liberty, _____ Ellis Island and _____ Empire State Building. _____ hotel I stayed in was on _____ corner of _____ 42nd Street and _____ 5th Avenue. I don't like _____ hotels very much, but I didn't have time to rent an apartment.

Please say hello to Peter and Mandy.

Yours, Peter.

VII. Here are some geography questions. You have to choose the right answer. Sometimes you need *the*, sometimes not:

1. What is the longest river in the world? (Amazon/ Rhine/ Nile)
2. Where is Bolivia? (Africa/ North America/ South America)
3. Where is Ethiopia? (Africa/ Asia/ South America)
4. Of which country is Stockholm the capital? (Norway/ Denmark/ Sweden)
5. Which country lies between Mexico and Canada? (Venezuela/ El Salvador/ United States)
6. Which is the largest continent? (Africa/ Asia/ South America)
7. What is the name of the mountain range in the west of North America? (Rocky Mountains/ Andes/ Alps)
8. What is the name of the ocean between America and Asia? (Atlantic/ Pacific/ Indian Ocean)

9. What is the name of the sea between England and France? (Mediterranean Sea/ English Channel/ French Sea)
10. What is the name of the sea between Africa and Europe? (Black Sea/ Red Sea/ Mediterranean Sea)
11. What is the name of the sea between Britain and Norway? (Norwegian Sea/ English Channel / North Sea)
12. Which river flows through Vienna, Budapest and Belgrade? (Rhine/ Danube/ Volga)

VIII. Match the names of countries and their capitals:

- | | |
|----------------------------|-----------------|
| 1) Canada | a) Buenos Aires |
| 2) Austria | b) Yerevan |
| 3) Belgium | c) Canberra |
| 4) China | d) Vienna |
| 5) Cuba | e) Minsk |
| 6) Australia | f) Brussels |
| 7) Iraq | g) Sarajevo |
| 8) Estonia | h) Sofia |
| 9) Argentina | i) Ottawa |
| 10) Armenia | j) Beijing |
| 11) Belarus | k) Havana |
| 12) Bosnia and Herzegovina | l) Baghdad |
| 13) Denmark | m) Copenhagen |
| 14) France | n) Tallinn |
| 15) Bulgaria | o) Paris |
| 16) Germany | p) Tbilisi |
| 17) Georgia | q) Berlin |
| 18) Iceland | s) Budapest |
| 19) Hungary | t) Reykjavik |
| 20) India | u) New Delhi |

IV. WRITING

- 1. Describe your future profession mentioning its connection with foreign languages.**
- 2. Write down about the history of your native tongue.**
- 3. Write an essay “Foreign Languages in Modern Society”.**

MODULE 3

UNIT 6

DAILY PROGRAMME

I. TEXT

Being a Househusband

Women's Liberation **invaded** my house last year. A few weeks after our first child was born I bought my wife a present – a **subscription** to the Women's Lib. magazine "Spare Rib". The first issue arrived when the baby was three months old.

My wife read the magazine from cover to cover. She was very quiet. When she'd finished she put it down and **stared** at me.

"Right," she said. "I'm going back to work when the baby is twelve months old."

"What do you mean?" I asked.

"It says in this magazine that women have an equal right to be the **breadwinner**."

"I am the breadwinner," I reminded her. "We don't need two."

"Of course not," she replied. "You can stay at home and look after the baby."

Before I could protest, she **picked up** the telephone and began ringing all the new mothers that she knew.

"Chris? Hello! Guess what? I'm going back to work when the baby is twelve months old."

She **was on the phone** for three hours. By the time she'd finished, half of Europe knew of her intentions. That evening the phone rang **incessantly**. A series of angry husbands shouted at me for causing trouble. All their wives wanted to be breadwinners too. They were stronger than me, however, and said "No!"

My wife finally went back to work when the baby was fifteen months old. My first day as a housewife (househusband?) was a **disaster**, but it began very quietly. I washed and dressed the baby, and we played **for a while**. Then she got sleepy, and I put her down for a **nap**.

"This is very easy," I thought. "Now I have two hours to do as I please."

I went into the kitchen and made a cup of coffee. I put some bread under the grill to make some toast. Then the telephone rang. I ran to pick it up because I didn't want the noise to wake the baby. **Unfortunately I tripped** over some milk bottles and the baby woke up. I picked up the telephone and **shouted "Hold on!"** Then I ran into the baby's room and rocked her back to sleep. I picked up the phone again, but I noticed a horrible smell. "The toast!" I **yelled** into the phone. I ran into the kitchen. The smell was not burnt toast, it was a pair of oven gloves sitting on top of the grill. They **were on fire**. I threw them on the floor and began jumping on them to put the fire out. The baby woke up again – when I jump up and down I make a lot of noise. The doorbell rang as I was rocking her back to sleep. I ran to the phone "Can I call you back?" I asked and put the phone down without waiting for an answer. Then I remembered that I didn't know who was calling me.

There was a brush salesman at the door. "Go away!" I shouted, and **slammed** the door in his face. I ran upstairs to check that the baby was asleep and the doorbell rang again. I raced downstairs, opened the door and **screamed** "I thought I told you to go to hell!"

It was our friend. I almost began **to cry**.

He was marvelous. He came in, listened to my explanations and then went into the kitchen. He made me a cup of tea and cleaned up the **mess** on the floor. He **swept** up the broken glass from the milk bottles and gave me a cigarette. I smoked the cigarette and then remembered that I am a non-smoker. I soon felt much better.

After a few days things became easier, but it's hard work being a housewife. When you think the **housework** is finished there's always something else to do. It's a pity that in schools they don't teach boys how to cook and look after the house, because I'm sure many men want to stay at home and let their wives go to work. Society expects women to be housewives, and men must learn the hard way – by experience.

(From "Modern English")

Vocabulary Notes

to invade – v 1) [intrans., trans.] to enter a place with an army, in order to take control of it (захоплювати)

E.g. The Romans invaded Britain.

2) [trans.] to go into a place in large numbers, especially in a way that is not wanted (вторгтися)

E.g. Every summer the town is invaded by tourists.

subscription – *n* an amount of money that you pay to receive a newspaper or magazine regularly, or to belong to an organization (підписка)

to stare – *v* 1) [intrans.] to look at someone or something for a long time (вдивлятися, витріщатися)

stare at

E.g. She stared at me in horror.

breadwinner – *n* the person in a family who earns most of the money that the family needs (годувальник сім'ї)

to pick up – 1) to lift someone or something (підняти)

E.g. I picked up the phone just as it stopped ringing.

2) pick something up – to get something (виграти)

E.g. He's already picked up three prizes this year

3) pick somebody/something up – to collect someone or something from a place, especially in the car (підвезти)

E.g. What time should we pick you up at the airport?

4) if a situation picks up, it improves (покращити)

E.g. Business will pick up soon.

5) if the wind picks up, it becomes stronger (посилитися)

Remember other phrasal verbs:

pick at sth – 1) to eat only a small amount of food because you are not hungry or do not like the food. *E.g.* I was so nervous I could only pick at my lunch.

2) to pull something slightly several times with your fingers. *E.g.* She was picking nervously at her skirt.

pick on smb – to criticize or blame someone in an unfair way. *E.g.* The teacher's always picking on me!

pick smb/sth out – 1) to choose someone or something from a group. *E.g.* His story was picked out as the best.

2) to recognize someone from a group of people. *E.g.* The woman was able to pick out her attacker.

on the phone – talking to someone using a telephone (розмовляти по телефону)

E.g. Could you turn the TV down? I'm on the phone.

incessantly – *adv* never stopping (без зупину)

disaster – *n* an event such as an accident, flood, or storm that causes a lot of harm or suffering (катастрофа)

E.g. an air disaster in which 329 people died

ecological /environmental /natural etc disaster

E.g. The drought was the worst natural disaster this century.
the Chernobyl nuclear disaster.

The country is on the edge of economic disaster.

a while – *n* a period of time, especially a short one (мить)

nap – *n* a short sleep during the day (короткий сон, дрімота)

take/have a nap

E.g. He's having his afternoon nap.

unfortunately – *adv* used to say that you wish that something had not happened or was not true (на жаль)

E.g. Unfortunately, the show had to be cancelled.

to trip – *v* [intrans.] to hit something with your foot while you are walking or running so that you fall or almost fall (зацепитися)

E.g. He tripped and fell.

trip on/over

E.g. I tripped over a chair.

to shout – *v* 1) [intrans., trans.] to say something very loudly (кричати)

E.g. There's no need to shout.

"Over here!" he shouted.

shout at

E.g. I wish he'd stop shouting at the children.

shout for

E.g. They shouted for help.

Synonyms:

to call (out) - to shout in order to get someone's attention

to scream - to shout with a high voice because you are frightened, angry, excited etc

to yell - to shout because you are angry, excited etc, or to make someone hear you

to cry (out) - to shout something loudly

to raise your voice - to say something more loudly than normal in order to make sure people can hear you

to cheer - to shout to show that you like a team, performance etc

hold on – (*spoken*) to wait for a short time (почекати)

E.g. Hold on, I won't be long.

on fire – burning (горить)

E.g. The house is on fire!

to slam – if a door, gate etc slams, or if someone slams it, it shuts quickly and loudly (захлопнути)

E.g. He slammed the door shut.

to sweep (swept, swept) – *v* 1) [intrans., trans.] to clean a floor or the ground, using a brush (підмітати)

E.g. I've just swept the kitchen floor.

2) [intrans.] if a crowd of people sweeps somewhere, it moves there quickly (прослизнути)

sweep through/across etc

E.g. The crowd swept through the gates.

mess – *n* when a place or person looks dirty and untidy (безлад)

E.g. The house was a complete mess.

housework – *n* work that you do to look after a house, for example cleaning and washing (робота по дому)

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. перший випуск журналу;
2. жінки мають рівні права;
3. залишатися вдома і доглядати за дитиною;
4. половина Європи знала про її наміри;
5. спричинення турбот;
6. робити, що я хочу;
7. я не хотів, щоб шум розбудив дитину;
8. я хлопнув дверима у нього перед обличчям;
9. безлад на підлозі;
10. суспільство сподівається, що жінки повинні бути домогосподарками.

II. Fill in the words from the list, then make up sentences using the completed phrases:

intentions, swept up, tripped, to wake the baby, to sleep, to be housewives, to be the breadwinner, a subscription, for a while, of the grill

1. ___ to the Women's Lib. magazine;
2. an equal right _____;
3. half of Europe knew of her _____;
4. we played _____;
5. I didn't want the noise _____;
6. I _____ over some milk bottles;
7. rocked her back _____;

8. sitting on top _____; 10. society expects women
 9. he _____ the broken glass; _____ .

III. Fill in the correct prepositions:

1. _____ cover _____ cover;
2. she put it _____ and stared _____ me;
3. to look _____ the baby;
4. She was _____ the phone _____ three hours;
5. angry husbands shouted _____ me _____ causing trouble;
6. I put her _____ _____ a nap;
7. I put some bread _____ the grill;
8. I ran _____ the kitchen;
9. There was a brush salesman _____ the door;
10. He made me a cup _____ tea and cleaned _____ the mess
 _____ the floor.

IV. Explain the meaning of the following words or phrases as they are used in the text:

- | | |
|-------------------------------------|-------------------------|
| the breadwinner; | to yell into the phone; |
| the new mothers; | he cleaned up the mess; |
| to put the child down for a
nap; | a non-smoker; |
| to rock the baby to sleep; | to make a lot of noise. |

V. Study the text and answer the following questions when discussing it:

1. What present did the husband buy his wife when their first child was born?
2. What did the wife decide to do when the baby was twelve months old?
3. Who did the wife ring up? How long was she on the phone? What did she tell her friends about? Why did a series of angry husbands ring them back?
4. When did the wife go to work? Who was left with the baby?
5. How did the first day as a housewife (househusband) begin for the man?
6. What happened when the telephone rang?
7. What is the husband's opinion about the housework? What do you think about it?

VI. Retell the text:

- in the person of husband;
- in the person of wife;
- in the third person.

II. TOPIC

My Working Day

At seven o'clock in the morning the **alarm-clock** rings. I **wake up**. It is the time for me to **get up**. I **jump out of bed** and open the window. Then I turn on the music and **do my morning exercises**. When I have done my morning exercises, I go into the bathroom.

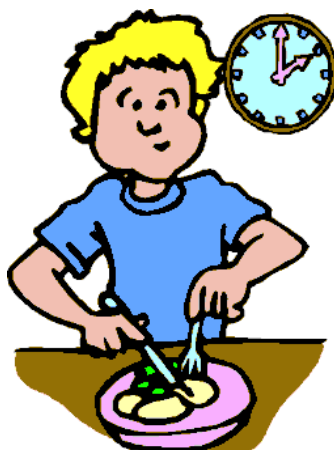
I turn on the water tap, **brush my teeth** and **wash myself**. I **comb and brush my hair** with my comb and hairbrush. Then I **make my bed**. After that I dress. I put on my shirt and trousers (my dress), my socks (stockings), my boots (shoes) and my jacket.

I take my place at the table and **have breakfast**. I eat two eggs, bread and butter. Sometimes I have fried potatoes for breakfast. Then I drink **a cup of coffee** or **a glass of tea**.

After breakfast I **go to the University**. It is not far from our house. I do not **take a tram** or a trolley-bus. I **go on foot**. **It takes me ten minutes to get there**.

When I come to the University I leave my coat and cap in the cloak-room.

We have classes every day. Our **classes begin** at half past eight and **are over** at a quarter past two.



When my classes are over I go home. I come home, **take off my coat** and cap, wash my hands and **have my dinner**. I **lay the table**. I put a glass, a plate, a knife, a fork and a spoon at my place. I eat a plateful of soup, then I have some meat and vegetables, an apple, a pear or an orange. My Granny often gives me apples to eat. She likes to say, “An apple a day keeps a doctor away”.

After dinner I **wash up** (**wash the dishes**).

I am always ready **to help** my Granny **about the house**. I **dust the rooms**, **sweep the floor**, **hang out the washing**, **do the shopping** (go to the shop for bread or milk).

Then I sit down at my desk and **do my homework**. Having prepared the lessons I go to the yard and play with my friends. There are many trees in our yard. Just behind our house there is a fine play-ground where we can **play different games**.

When I come home I **have my supper**. I have some porridge and a glass of sour milk or tea. In the evening I **read books**, **play chess** with my father or **watch TV**. I like to watch TV films.

At half past ten I **go to bed**.

TOPICAL VOCABULARY

• Morning	• Afternoon
<p>alarm-clock – будильник, wake up – прокидатися, get up – вставати, jump out of bed – зістрибувати з ліжка, do morning exercises – робити зарядку, run (jog) in the park in the morning – бігати вранці в парку, take a shower – приймати душ, take a bath – приймати ванну, brush teeth – чистити зуби, wash myself – вмиватися, comb and brush hair – розчісувати волосся гребінцем і щіткою, make my bed – застеляти ліжко put on clothes (get dressed) – одягатися, have breakfast – снідати, a cup of coffee – чашка кави, a glass of tea – склянка чаю, leave at 8 – йти з дому о 8, leave for work at 8 in the morning – йти на роботу о 8</p>	<p>take off my coat – знімати пальто, have my dinner – обідати, lay the table – накривати на стіл, wash up (wash the dishes) – мити посуд, to help about the house – допомагати по господарству, dust the rooms – витирати пилюку в кімнатах, sweep the floor – підмітати підлогу, hang out the washing – розвішувати прання, do the shopping – робити покупки, do my homework – робити домашнє завдання, play different games – грати в різні ігри, have my supper – вечеряти, read books – читати книжки, play chess – грати в шахи, watch TV – дивитися телевізор, go to bed (go to sleep) – лягати спати, set the alarm clock for 7 a.m. – встановити будильник на 7</p>

<p>ранку, go to the University – йти в університет, take a tram – їхати трамваєм, go on foot – йти пішки, It takes me ten minutes to get there – В мене займає 10 хвилин, щоб дістатися туди. classes begin – заняття починаються, classes are over – заняття закінчуються</p>	<p>ранку, have 8 hours of sleep – спати 8 годин, sleep well – спати добре</p>
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Pay Attention!

"make" or "do"?

It can be difficult to know when to use "*make*" and when to use "*do*". Here are some tips to help you make the right choice.

We use "*make*" for more creative activities:

E.g. "She makes her own clothes."

"He made a beautiful hat for the wedding."

We also use "*make*" to describe functions of speech – what we are doing when we speak.

<i>You make</i>	<i>Other expressions are:</i>
... an offer	... make a fuss
... an appointment	... make a fortune
... an arrangement	... make money
... a promise	... make a profit / a loss
... a threat	... make a journey
... a compromise	... make an effort
... a suggestion	... make progress
... a promise	... make a mess
... a mistake	... make a telephone call
... a decision	... make a choice
... a point	
... a complaint	
... an excuse	

There are also some "fixed expressions" with "*make*":

E.g. "They made friends when they were at primary school."

"He made fun of her new hairstyle."

One expression that uses either "*do*" or "*make*" is:
make a deal / do a deal (I'll do it if you help me.)

Using "*do*"

We use "*do*" to refer to jobs, or responsibilities. These are often routine things, which do not involve much creativity or fun:

E.g. "I do the shopping once a week."

"He does the gardening every weekend."

"We have to do a lot of work on the house."

You also <i>do</i>:	Other expressions are:
<ul style="list-style-type: none"> ... your homework ... the housework ... a job ... the paperwork ... an exam 	<ul style="list-style-type: none"> ... do something well / badly ... do your best ... do something right / wrong ... do the minimum / the maximum ... do damage

There are some fixed expressions that you can learn which use "do":

E.g. "She does a lot of good in the community."

"This chemical can do a lot of harm."

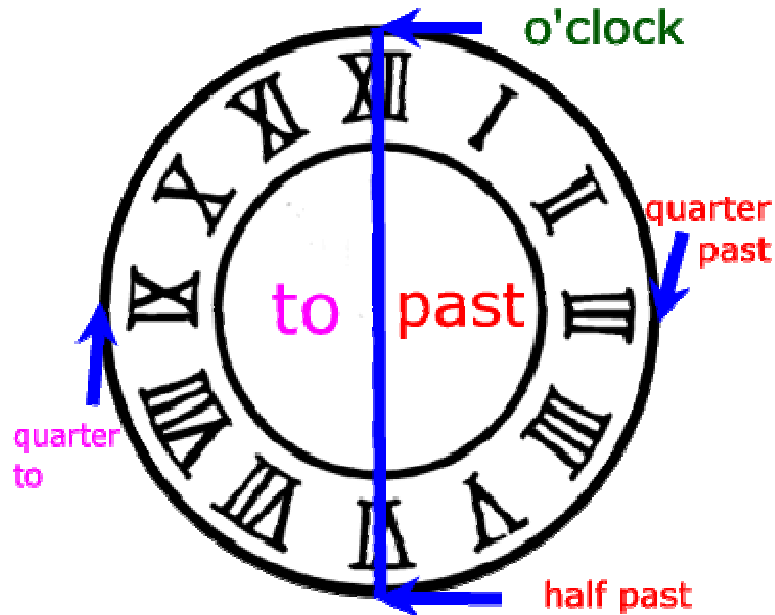
"She always does favours for her colleagues." (Do someone a favour – help someone)

Look at the rules for telling time in English

<p>In English we use "past" to say times after the hour until half past, or 30 minutes past the hour.</p>	<p>We use "to" to say times before the hour from 31 minutes until the full hour.</p>
<p>In English we use o'clock only at the full hour. Example: It's eight o'clock.</p>	<p>We can also just say the numbers in groups of two. Example: It's seven twenty-five.</p>

When speaking about the different times of the day we often use: in the morning, in the afternoon, in the evening.

Be careful! In English we use at night NOT in the night



In English there is no 24-hour-system (sometimes it is used on TV and in timetables). 15.00 is 3 o'clock (p.m.) (on TV: fifteenhundred). That's why you use a.m. (Latin: ante meridiem) and p.m. (post meridiem) in situations where it's necessary to point out that you want to say "in the morning" or "in the evening". In other situations (or when it's clear that school starts in the morning and the party in the evening) it's left out.

DIALOGUES

1)

A: What do you do in the course of the day?

O: Well, it's not a simple question. Sometimes I do a lot of things during the day.

A: When does your working day start?

O: I prefer to go to bed early and to get up early too. I follow a well-known proverb: "Early to bed, early to rise makes a man healthy, wealthy and wise". That's why I try to get up as early as possible.

A: You are an early-riser, then?

O: Yes. You know the earlier you start your day, the more work you get done.

A: Have you got a diary? Do you plan your work in advance?

O: Yes, I've got a diary and I plan my work well in advance.

2) An Interview

Arnold Rivera, the TV news reporter, is interviewing Mrs Cornelia Vandergift for the programme *Real People*.

Arnold: Well, Mrs Vandergift, please tell our viewers about an ordinary day in your life.

Cornelia: Well, I wake up at eight o'clock.

Arnold: Really? Do you get up then?

Cornelia: No, of course I don't get up at that time. I have breakfast in bed, and I read the *New York Times*.

Arnold: What time do you get up then?

Cornelia: I get up at ten.

Arnold: What do you do then?

Cornelia: I read my letters and dictate the answers to my secretary.

Arnold: And then?

Cornelia: At eleven I take a walk with Jimmy.

Arnold: Jimmy? Who's Jimmy?

Cornelia: Jimmy's my dog.

Arnold: Oh, what time do you have lunch?

Cornelia: I have lunch at twelve thirty. I eat alone.

Arnold: Oh, I see. Well, what do you do after lunch?

Cornelia: Oh, I rest until six o'clock.

Arnold: And at six? What do you do at six?

Cornelia: I get dressed for dinner. I have dinner at seven o'clock.

Arnold: Yes, well, what do you do after dinner?

Cornelia: I read or watch TV. I take a bath at nine-thirty, and go to bed at ten.

Arnold: Thank you, Mrs Vandergift. You certainly have a busy and interesting life.

Cornelia: You're welcome.

(From "American Streamline")

3) A Morning Quarrel

Ellen: I say, Mike, do hurry up! You've been in that bathroom for hours.

Mike: Certainly not! I've just come in.

Ellen: I like that! I heard you come in at least half an hour ago. You never think of others.

Mike: You're wrong, I always do.

Ellen: Oh, Mike, do come out! I'm in such a hurry this morning. Have you put the kettle on?

Mike: I'm afraid not.

Ellen: Oh, bother!

Mrs Innes: What's the matter, Ellen?

Ellen: It's Mike, he's been there for such a long time, and he hasn't even put the kettle on.

Mrs Innes: You're wrong, he has.

Ellen: No, he hasn't.

Mrs Innes: No? Well, then, it must have been Daddy.

Ellen: Ah, here you are at last. Have you cleaned the bath?

Mike: I'm afraid not, you asked me to hurry, didn't you?

Ellen: I like that! You had plenty of time to do it

Mike: I had not.

Ellen: Oh, go on with you!

EXERCISES

1. Fill the gaps with either *do* or *make* in the correct form

1. The house was a disaster. They _____ a terrible mess.
2. Have you _____ all the arrangements yet?
3. Listen. I made lunch so you can _____ the washing up. It's only fair.
4. What he did was terrible. He didn't even _____ an apology.
5. They're _____ plans for their wedding.
6. Who's going to _____ dinner? You or me?
7. Be careful that you _____ the right decision.
8. He's _____ an appointment to see the dentist on Thursday.
9. Would you _____ me a favour and feed the cat while I'm away.
10. We normally _____ the shopping on Saturday mornings.
11. Before you go out, you have to _____ your homework, OK?
12. This cake is delicious. Did you really _____ it?
13. I always _____ my bed before breakfast.
14. Everyone _____ a big effort to help yesterday.
15. The doctor told me I have to _____ exercise regularly.
16. Stop _____ a fuss. I'm perfectly alright.
17. I _____ a really terrible mistake in my driving test.

18. I can't give the answer right away. I'll have to _____ some research.

19. You'll have to work hard if you want to _____ progress.

20. It doesn't have to be perfect – just _____ your best.

2. Give English equivalents (*do* or *make*):

- | | |
|--------------------------------|-----------------------------|
| 1. робити зарядку; | 11. робити роботу по дому; |
| 2. робити домашні завдання; | 12. зробити шкоду; |
| 3. застеляти ліжко; | 13. заробляти гроші; |
| 4. спричиняти безлад; | 14. зробити щось правильно; |
| 5. робити вибір; | 15. зробити пропозицію; |
| 6. зробити телефонний дзвінок; | 16. робити паперову роботу; |
| 7. зробити все можливе; | 17. прийняти рішення; |
| 8. призначити зустріч; | 18. робити успіхи; |
| 9. зробити спробу; | 19. робити скаргу; |
| 10. здійснити подорож; | 20. здавати екзамен. |

3. Tell the time in English:



















4. Give English equivalents:

17.00;

9.10;

6.15;

5.45;

8.30;

5.40;

6.25;
7.05;
6.55;

15.20;
5.50;
3.30;

14.45;
7.15;
3.20.

5. Answer the following questions:

1. When does your working day begin?
2. What do you do when you get up?
3. Do you do morning exercises every day?
4. When do you leave for the university?
5. How long does it take you to get there?
6. When does your university begin?
7. When do you have dinner?
8. Do you usually have dinner at home or at the university canteen?
9. Do you have a short rest after dinner?
10. Do you sometimes go to the library to get ready for classes?
11. How much work do you have to do?
12. What do you usually do in the evenings?
13. When do you go to bed?

6. Match each word in the left-hand column with the best meaning in the right-hand column:

- | | |
|-------------------|--|
| 1) to dress | a) to stop sleeping |
| 2) to listen to | b) to buy some things or food |
| 3) to cope with | c) to put on clothes |
| 4) to wake | d) to make clean with or in water |
| 5) to wash | e) to be still and quiet |
| 6) to cook | f) to do part of the work of some person |
| 7) to help | g) to manage successfully |
| 8) to rest | h) to prepare food by heating |
| 9) to do shopping | i) to try to hear |

7. Look at the pictures and match.



- a) I play computer games.
- b) I have lunch at school.
- c) I do sports after school.
- d) I get up at seven o' clock.
- e) I take my dog for a walk.
- f) I go to school at 8.45.
- g) I have breakfast at 7.45.
- h) I watch TV in the evening.
- i) I do my homework.
- j) I go to bed at 10.30.
- k) I have dinner at 6 o'clock in the evening.
- l) After dinner I go for a walk.
- m) I come home at 4 o'clock in the afternoon.
- n) I help my mother.

8. Fill in the words from the list, translate the text into Ukrainian:

start, walk to work, for breakfast, by bus, leave for, do morning exercises, get dressed, at my desk, have breakfast, swimming pool, takes me, get up, run in the morning, very tired, part time, typical day, take a shower, a short break, go to bed

I work _____ as an office clerk in a big transportation company and I study accounting at Moscow School of Business. My _____ is very busy.

I _____ at 7 o'clock in the morning. I _____ for 10 or 15 minutes and then _____. When the weather is good, I sometimes _____. On Sundays I work out in the gym or go to the _____.

Then I go to the kitchen and _____. I usually have a cheese sandwich and a cup of coffee _____. After breakfast I _____ and _____ work.

I usually go to work _____. My workplace is not very far from home. It _____ about 15 minutes to get there. Sometimes I _____ if I have enough time.

From 9 a.m. to 3 p.m. I type letters and invoices, answer the phone, make Xerox copies and do other work in the office.

I have _____ for lunch at noon. I often eat lunch in the cafe near the office. I usually have a bowl of mushroom soup, green salad and a cup of tea with lemon. Sometimes I have lunch _____.

I finish work at 3 and go to college. First I go to the college library and study for about two hours. Then I meet with my classmates in the college cafeteria. We drink tea or coffee with a piece of pie, talk, discuss things, tell jokes and laugh a lot.

Classes _____ at 6 p.m. and end at 9:30 p.m. My classes are interesting, but accounting is a difficult subject, so I have to study hard.

When I get home after classes, I am usually _____. I listen to quiet music, read a book, eat an apple or a banana, and _____.

9. Continue the following bits of dialogues:

1. On Sunday I stayed in bed till 10 o'clock. – And I ... 2. Yesterday was an unusual day for me. – As for me... 3. I have never taken a cold shower. – And I... 4. I am the last to get up in our family. – And father... 5. She spends a lot of time to get ready for seminars. – As to Ann... 6. I could hardly sit at the lessons yesterday, I felt so sleepy. – But we... 7. I went to bed very early last night. – And my mother...

10. Think of the sentences to which the following statements could be responses:

1. ... – Because I had to write my composition. 2. ... – There was only half an hour left before the meeting. 3. ... –No, Mary was up very early yesterday morning. 4. ... – The water felt very cold this morning. 5. ... – Oh, yes. She knows the subject quite well. 6. ... – Yes, I went to bed at 2 o'clock in the morning. 7. ... – No, just tell me the end of the story .

11. Match the two parts of each proverb correctly. Give their Ukrainian equivalents. Make up a story to illustrate one of these proverbs:

- | | |
|---------------------------------|--|
| 1. An early bird catches | a) two things at once. |
| 2. Time is | b) a worm. |
| 3. Never put off till tomorrow | c) money. |
| 4. Better late | d) what you can do today. |
| 5. Everyday is not
and wise. | e) makes a man healthy, wealthy
and wise. |
| 6. No man can do | f) Sunday. |
| 7. Early to bed, early to rise | g) than never. |

12. Read the text “Routines” and answer the following questions:

Think about your daily life. Do you follow the same route to work every day? Do you sit in the same place in class? When you get dressed, do you always put the same leg or arm in first? You probably do, because we all have routines in our lives.

Routines save time and energy because you do them without thinking. That’s why they are so important in the morning when your brain isn’t very active. Here’s Jo talking about her morning routine.

“Oh yes, I always do exactly the same things. I wake up at seven o’clock every morning, but I don’t get up till a quarter past seven. I switch on the radio and listen to the news. Then I go to the loo and I brush my teeth. I have a shower and dry my hair. Then I choose my clothes and I get dressed. I don’t eat anything for breakfast. I just have a cup of coffee. Then I go to work. Yes, it’s always the same.”

Routines are very useful, but they also make you uncreative. So sometimes it’s a good idea to break your routines. Get out of bed on the opposite side. Listen to a different radio station. Take a different route to work. Eat something different for breakfast. Change your routine. You never know, it could change your life.

Questions:

- 1. Why do we have routines?*
- 2. Are routines good or bad?*
- 3. How is your morning routine different from Jo’s?*
- 4. What other routines do you have in your life?*

13. Translate into English using your active vocabulary:

1. Мій робочий день починається о 8.30. 2. Він встає о 7 ранку і йде з дому о 8.00. 3. В будні дні в них практично немає вільного часу. 4. Анна живе далеко від університету, тому вона виходить з дому о 7.30. 5. Батько звичайно обідає в їдальні. 6. Кожного ранку Діна приймає душ. 7. Він встає, вмивається, одягається і виходить з дому. 8. Я звичайно добираюсь додому на тролейбусі. 9. Ти лягаєш спати? – Ні. Я збираюсь прийняти душ, а потім подивитися цікавий фільм. 10. Вчора ми прийшли додому о 7 вечора, повечеряли, а потім подивилися новини по телевізору. 11. Я люблю відпочивати після обіду. 12. Перед сном ми любимо погуляти. Іноді до нас приходять наші друзі. Минулої неділі ми ходили з ними в парк. Нам дуже сподобалася наша прогулянка.

III. GRAMMAR

1) The Present Continuous Tense

The Present Continuous Tense is formed by means of the auxiliary verb *to be* in the Present Indefinite Tense (*am, is, are*) and Participle I (-ing-form) of the notional verb.

Affirmative	Interrogative	Negative
I } am	Am I	I } am not
He	He	He
She } is	Is She	She } is not (isn't)
It	It	It
	} reading	} reading
We } are	Are We	We } are not
They	They	They (aren't)

The Present Continuous Tense is used:

(a) to express an action at the moment of speaking.

e. g. - What are you doing?

- I am getting ready for my lesson.

(b) to emphasize one's unfavourable attitude towards the action often repeated. In such a case the adverbs *always, constantly* are generally used.

e. g. Why are you always coming late?

(c) to express the action referring to the nearest future (usually with verbs of motion: *to go, to come, to start, to arrive, to leave*).

e. g. We are leaving tomorrow.

2) Structure *going to*

Structure *going to* is used to denote:

1) planned actions in the future

e. g. We are going to sing at the party.

2) You are certain that sth. is going to happen in the future.

e. g. Look at this car! It is going to crash into the yellow one.

Exercises

I. Find among the following words verbs in: 1) Past Indefinite Tense; 2) Present Indefinite Tense; 3) Present Continuous Tense; 4) Future Indefinite Tense:

am reading, decided, looks, asked, determines, did, shall be back, gave, will divide, consists of, study, am leaving, will come, am sorry, are doing, am leaving, will maintain, are looking, is happening, will translate, am experimenting, remained.

II. Write in the Present Continuous Tense:

1. The clock ... in the next room (to strike). 2. Father and Mother ... (to get up). 3. My sister ... tea (to make). 4. They ... breakfast (to have). 5. My brother ... continually ... about his wife's health (to worry). 6. I ... my lessons (to do). 7. Mother ... dinner (to cook). Grandmother ... her (to help). 8. It ... dark (to get). The wind ... (to blow). The sun ... not ... (to shine). It ... (to rain). We ... (to run) home. Hello! Where ... you ...? – I ... to the library. – ... you ... there, too? – No, I ... to a friend of mine (to go). 10. You ... always ... at the lessons (to talk).

III. Put in the correct verb forms and the nouns into the gaps. Use Present Continuous:

1. _____ in the lake? (Lisa/to swim) 2. _____ your brother? (you/to help) 3. _____ a museum? (he/to visit) 4. _____ her T-shirt? (Doris/to wash) 5. _____ home? (they/to run) 6. _____ to the radio? (Henry/to listen) 7. _____ the buckets? (the boys/to carry) 8. _____ the string of the kite? (she/to hold) 9. _____ breakfast? (we/to make) 10. _____ the computer? (Ron and Fred/to check)

IV. Explain the use of Present Continuous in the following sentences and translate them into Ukrainian:

a) 1. I am reading a very interesting article in the newspaper. 2. Listen, she is singing so well! 3. Look, they are crossing the street.

b) 1. We are leaving for Kyiv tomorrow. 2. She is coming in the evening. 3. The expedition is starting in some days.

V. Choose the right answer:

1. Could you call a little later? We _____ dinner.
 - a) have
 - b) are having
2. France _____ many world-famous wines.
 - a) produces
 - b) is producing
3. Please be quiet! Mary's little baby _____.
 - a) sleeps
 - b) is sleeping
4. Is he a car mechanic? No, he _____ refrigerators.
 - a) repairs
 - b) is repairing
5. She can't come to the phone, she _____ for tomorrow's test.
 - a) studies
 - b) is studying
6. I _____ for an important phone call.
 - a) wait
 - b) am waiting
7. Who _____ the dog in your family?
 - a) walks
 - b) is walking
8. I can't buy this car. It _____ too much.
 - a) costs
 - b) is costing
9. I _____ he is a good man.
 - a) think
 - b) am thinking
10. She _____ a dark gray suit and a white blouse today.
 - a) wears
 - b) is wearing

VI. Use the verbs in brackets in the Present Indefinite or Present Continuous Tense:

1. Every Monday, Sally _____ (drive) her kids to football practice.
2. Usually, I _____ (work) as a secretary at ABT, but this summer I _____ (study) French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John _____ (sleep) .
4. Don't forget to take your umbrella. It _____ (rain) .
5. I hate living in Seattle because it _____ (rain, always) .
6. I'm sorry I can't hear what you _____(say) because everybody _____(talk) so loudly.
7. Justin _____ (write, currently) a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
8. Jim: Do you want to come over for dinner tonight?
Denise: Oh, I'm sorry, I can't. I _____ (go) to a movie tonight with some friends.
9. The business cards _____(be, normally) printed by a company in New York.
10. This delicious chocolate _____(be) made by a small chocolatier in Zurich, Switzerland.

VII. Put in the verbs in brackets into the gaps. Use the *going to* to express future:

1. She _____ to the stadium. (not/to walk)
2. _____ you _____ to London? (to fly)
3. John _____ anything. (not/to eat)
4. _____ she _____ at a campsite? (to stay)
5. What _____ you _____ tomorrow? (to do)
6. I _____ Dennis tonight. (not/to see)
7. _____ Alexander _____ the next bus? (to take)
8. They _____ football in the gym. (not/to play)
9. When _____ you _____ me the book back? (to give)
10. Angela _____ a week in Poland. (to spend)

VIII. Complete the sentences. Fill in *going to* + one of the following words:

eat / do / give / lie down / stay / walk / wash / watch / wear

1. My hands are dirty. _____ them.
2. What _____ at the party tonight?

3. I don't want to go home by bus. I _____.
4. John is going to London next week. He _____ with some friends.
5. I'm hungry. I _____ this sandwich.
6. It's Sharon's birthday next week. We _____ her a present.
7. Sue says she's feeling very tired. She _____ for an hour.
8. There's a good film on TV this evening. _____ you _____ it?
9. What _____ Rachel _____ when she leaves school?

3) *Going to or will ?*

When we want to talk about future facts or things we believe to be true about the future, we use '*will*'.

e. g. The President will serve for four years.

The boss won't be very happy.

If we are not so certain about the future, we use '*will*' with expressions such as 'probably', 'possibly', 'I think', 'I hope'.

e. g. I hope you'll possibly visit me in my home one day.

She'll probably be a great success.

If you are making a future prediction based on evidence in the present situation, use '*going to*'.

e. g. Not a cloud in the sky. It's going to be another warm day.

Look at the queue. We're not going to get in for hours.

At the moment of making a decision, use '*will*'. Once you have made the decision, talk about it using '*going to*'.

e. g. I'll call Jenny to let her know. Sarah, I need Jenny's number.

I'm going to call her about the meeting.

Exercises

I. Choose the correct form of the verb:

1. A: Why are you working hard these days?
B: Because *I'll buy / I'm going to buy* a house, so I'm saving as much as I can.
2. A: What *will you buy / are you going to buy* Mary for her birthday.
B: A CD.
A: She hasn't got a CD player.
B: Oh. *I'll buy / I'm going to buy* her a book then.
3. A: Dad, can you fix this for me?
B: I can't, sorry. Ask Mum. *She'll do / She's going to do* it for you.
4. A: Why have you got so many eggs?

- B: Because *I'll make / I'm going to make* an omelette.
5. A: What will you do / are you going to do today?
B: It's John's birthday, so *I'll make / am going to make* him a cake.
6. A: I have an appointment with the bank manager this afternoon.
B: Why *will you see / are you going to see* him?
A: Because my husband and I *will start / are going to start* our own business. And we need some money.
7. A: I haven't got enough money to get home.
B: *I'll lend / I'm going to lend* you some, if you like. How much do you want?
A: Three pounds is enough. *I'll give / I'm going to give* it back tomorrow.

II. Match the sentences:

1. Look at the blue sky.	a) He'll be late today as well.
2. He never arrives on time.	b) We're going to be late.
3. Look at the time.	c) I'll pick you up at seven.
4. The price is too high.	d) She'll be back tomorrow.
5. Eddie has been made a supervisor.	e) She's going to think about it.
6. Freddy doesn't know.	f) It's going to be a beautiful day.
7. Andrea is off today.	g) He's going to call me back.
8. I called Jerry but he was busy.	h) I think he'll be good in that job.
9. Theresa doesn't know whether to accept.	i) They'll never get that much for their house.
10. Great. I'm glad you are coming.	j) I'm going to tell him.

III. Fill in the blanks using *Will* or *Going to*:

- I feel really tired. I think I _____ go to bed.
- Where are you going?
I _____ visit a customer.
- Do you want me to help you?
No thanks. John _____ help me.
- Would you prefer tea or coffee?
I _____ have some coffee, please.
- Would you like to come to my house for dinner and talk about this?
Good idea. I _____ bring some wine.
- I've already decided. I _____ buy a new car.

7. What are your plans for next week?
I _____ to fly to New York on business. Probably on Tuesday but I haven't bought my ticket yet.
8. What are your plans for the holidays?
I _____ visit my parents for a few days and then go walking in Scotland.
9. Why are you wearing your best suit?
I _____ have lunch with my biggest customer.
10. Do you want to have the chicken or the beef?
I think _____ have the beef.
11. My head hurts.
Sit down and I _____ get you an aspirin.
12. We need some more ink for the printer.
I _____ go to the shop and get some.
13. Look! There's smoke coming out of the photocopier.
You turn it off and I _____ phone the safety officer.
14. I cannot see how to use this machine.
Don't worry. I _____ help you.
15. I need to speak to you today.
I'm going out now but I _____ be back later.
16. Did you phone Michael?
I'm sorry. I completely forgot. I _____ do it now.
17. Can you help me with this? I don't understand.
I _____ give you a hand as soon as I've finished this.
18. That's much too heavy for one person. I _____ give you a hand.
19. Could somebody answer the phone?
I _____ get it.
20. It's really hot in here. I _____ put on the air-conditioning.

IV. WRITING

- 1. Describe your working day.**
- 2. Describe the happiest day in your life.**
- 3. Write a letter to your friend telling him about your University life.**

UNIT 7

LEISURE TIME

ENTERTAINMENT

I. TEXT

Under the High Trees

At six o'clock on Wednesday evening Ben Smith arrived home from the school where he was a teacher. His wife, June, met him at the door of the house.

“Ah, here you are, Ben. I'm glad you're home. You're just **in time**.” “In time for what?” he asked.

“Ben, have you forgotten? We're **going out**. We're going to the **theatre**. Now go and put your clothes on. Your supper's ready. Please, be quick, Ben.”

Later, when Ben was eating his supper, he said, “Must we go out, June? I'm very tired. There was a lot of work and trouble at school today.”

June looked at him and said nothing. Inside she was angry. Finally she said, “You're always tired. We never go out. Every night you read or **watch the television**. Or you sit in your chair and say nothing. Well, **tonight** we're going out. We've got seats at the theatre. I've got the tickets. Now eat your supper.”

What his wife said was true. They didn't often go out in the evenings. Suddenly he was sorry for her, so he quickly finished his supper.

Ben Smith and his wife came to the old car in front of their house.

“It's no good. There's no petrol,” said Ben. “Now we can't go to the theatre.”

“Yes, we can. We can go on bus. Come on! It's better by bus,” said June. “There's no **car park** near the theatre.”

“What time is it now?” asked Ben.

“It's fourteen minutes past seven,” said June, “and we want a number 64 bus.”

“We're going to be late,” said Ben sadly. Buses came down the road, and stopped, but they were not the right buses for Mr and Mrs

Smith. Ben's nose and feet were cold. He put his hands in his pockets and said nothing. Finally a number 64 bus stopped at the bus-stop.

The **seats** were full. Ben and June stood with six other people inside the bus. The bus conductor came with the tickets. "You must **get off**, Mister," he said to Ben. "Only seven people can stand in this bus. That's the law."

"But I'm with my wife," said Ben, "and we're going to the theatre."

"You can go to New York with her," said the man, "but not on my bus." And he rang the bell. The bus stopped suddenly.

"You stay on the bus," shouted Ben to his wife as he got off. "But I've got the theatre tickets!" she shouted back. Before Ben could answer the bus drove away.

It was raining. The road was wet and there was a hole in his shoe. A number 64 bus stopped and he **got on**. This time there was a seat. He paid a shilling for his ticket and then shut his eyes. When he opened them again the bus was past the theatre. He rang the bell and the bus stopped suddenly. It was still raining as he walked back to the theatre and went in through the big doors. He saw photographs of the **actors**, and over the doors were the words "Under the High Trees".

"Tickets, please," said the man at the door.

"My wife has got my ticket," explained Ben, "and she is in the theatre."

"Which seat is she sitting in?" asked the man.

"I'm sorry, I don't know," said Ben uncomfortably, and he didn't know what he could do. As he was going out into the street a girl behind the **ticket-office** window said, "Are you Mr Smith? I've got your ticket. Your wife left it with me."

"Oh, thank you!" said Ben, and the man at the door showed Ben to his seat. It was in the middle of the theatre.

"Excuse me. Excuse me, please," he said. He heard the words of people round him.

"Please, don't be so **noisy**!"

"It's not right to come to the theatre after the **play** has started."

Ben's face was red. He stood on the man's foot. "Sorry," he said. Then he found his seat.

Ben and his wife sat and watched. He listened to the actors but he could not understand the story. One actor, an old man, spoke very **quietly**, and the other, a young man, spoke very quickly.

After about half an hour Ben asked his wife, “Can you understand the story?”

“No, Ben,” she said, “and I can’t see very well. There is a big man in front of me.”

For a long time they sat in their seats. Ben was very hungry **as well as** cold. Suddenly it was finished. People round them stood up. “Come on!” said Ben.

They ran out of the doors of the theatre to the side of the road. There were no buses, and it was raining. They waited and waited for the bus, and their clothes got wetter. Finally Ben shouted, “Taxi!”

A taxi stopped. Ben **pushed** his wife in.

“Thank you, Ben,” said June, as she sat in her wet clothes and watched the houses and shops through the windows of the taxi.

“Here?” asked the taxi driver.

“Yes,” said Ben.

“Two pounds,” said the driver.

“What?”

“After ten o’clock in the evening, two pounds,” said the taxi driver.

Ben took the money slowly out of his pocket. It was the end of the happy evening.

Their daughter was in the kitchen when they came into the house.

“Did you watch television, Penny?” Ben asked.

“Yes,” she said. “The play has just finished, and it was very good.”

“Did you hear the words? Did you understand what the actors said?”

“Oh, yes.”

“What was the name of it?” asked Ben as he picked up his cup of coffee.

“Under the High Trees,” she said.

Ben Smith put his cup of coffee on the kitchen table and went slowly upstairs to bed.

(From “Success with English”)

Vocabulary Notes

in time – early enough, before something happens (вчасно):

in time for

E.g. She arrived in time for dinner.

Compare:

on time – at the correct time or the time that was arranged:

E.g. You must get to work on time. • At least the trains run on time.

in no time – very soon or quickly:

E.g. We'll be there in no time.

go out (*phrasal verb*) – 1) to leave your house, especially in order to enjoy yourself (виходити кудись, щоб розважитись)

E.g. Are you going out tonight?

2) to have a romantic relationship with someone (зустрічатися)

E.g. How long have you two been going out?

Remember other phrasal verbs:

go after sb/sth – to try to get something or catch someone. *E.g.* They both went after the same job.

go ahead – to happen or continue to do something as planned. *E.g.* The railway strike looks likely to go ahead.

go ahead with • Are you going ahead with the conference?

go at sb/sth – to start to do something with a lot of energy. *E.g.* She went at the task with enthusiasm.

go away – to leave a place or a person. *E.g.* Go away! Leave me alone!

go back – to return to a place. *E.g.* We'd better go back.

go by – if time goes by, it passes. *E.g.* Two weeks went by before Tony called.

go down – to become lower in level, amount etc: go down to/by/from. *E.g.* The temperature went down to zero.

go for sb/sth – to try to get or win something. *E.g.* We're going for the gold medal.

go in for sth – to like doing something. *E.g.* I've never gone in for gambling.

go on – to continue. *E.g.* The meeting went on longer than expected.

go over sth – to look at or repeat something carefully so that it is all correct or clear. *E.g.* Let's go over your speech one more time.

go through sth – 1) to have a difficult or upsetting experience. *E.g.* She's just gone through a divorce. 2) to practise, read, or explain something carefully to make sure it is correct. *E.g.* She went through my homework for me.

go up – to increase in number or amount. *E.g.* Unemployment went up again.

theatre – *n* 1) [count.] a building with a stage where plays are performed (театр)

E.g. Shall we go to the theatre this evening?

2) [uncount.] writing or performing plays as entertainment:

E.g. A study of modern Russian theatre

watch – *v* [intrans., trans.] to look at and pay attention to something that is happening (спостерігати)

E.g. Watch carefully and you might learn something.

tonight – *adv, n* [uncount.] this evening or night (сьогодні ввечері)

E.g. Tonight should be fun. • Do you want to go out tonight?

car park – the space where you can park the car (автопарковка)

seat – *n* [count.] 1) something that you can sit on, for example a chair (місце)

E.g. I asked for a seat by the window. • We had very good seats right at the front of the hall.

2) a place on a plane, train etc or a chair in a cinema etc that you pay to sit in (місце, квиток)

E.g. I've booked two seats for Saturday's concert.

get on – come into the bus (заходити)

get off – leave the bus (виходити)

actor – *n* [count.] someone who performs in a play or film (актор)

ticket-office = box office – *n* [count.] a place in a theatre, concert hall etc where you buy tickets (квиткова каса)

noisy – *adj* making a lot of noise, or full of noise [\neq quiet] (шумний)

E.g. noisy children • The bar was too noisy.

play – *n* [count.] a story that is written to be performed by actors, especially in a theatre (п'єса)

E.g. He wrote the play in 1964.

quietly – *adv* without making much noise (тихо)

E.g. Ron shut the door quietly.

as well (as sb/sth) – in addition to something or someone else (а також)

E.g. He's learning French as well as Italian.

push – *v* [intrans., trans.] to make something move away from you by putting your hand on it and using force [\neq pull] (штовхати)

E.g. It didn't move, so she pushed harder.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. зі школи;
2. ми ніколи нікуди не виходимо;
3. якраз вчасно;
4. багато роботи і турбот;
5. перед їхнім будинком;
6. люди навколо них;
7. автобус раптом зупинився;
8. знайшов своє місце;
9. всередині автобуса;
10. повільно вийняв гроші з кишені.

II. Fill in the words from the list, then make up sentences using the completed phrases:

coffee, upstairs, as well as, shilling, wetter, in the middle, to the side, ticket-office window, the bus, down the road.

1. buses came _____;
2. _____ drove away;
3. a girl behind the _____;
4. picked up his cup of _____;
5. _____ of the theatre;
6. paid a ___ for his ticket;
7. their clothes got _____;
8. very hungry _____ cold;
9. _____ of the road;
10. went slowly _____ to bed.

III. Fill in the correct prepositions:

1. _____ the door _____ the house;
2. a lot _____ work and trouble _____ school;
3. he was sorry _____ her;
4. bus stopped _____ the bus-stop;
5. there was a hole _____ his shoe;
6. He stood _____ the man's foot;
7. he was going _____ the street;
8. You can go _____ New York _____ her;
9. Their daughter was _____ the kitchen when they came _____ the house;
10. Ben Smith put his cup _____ coffee _____ the kitchen table;

IV. Fill in the correct prepositions after the verb *to go*:

1. Don't go _____, please wait here.
2. He went _____ to his hometown.
3. The sun will go _____ soon.
4. Years go _____, people get older.
5. Go _____ reading.
6. The prices have gone _____ again.
7. Jim and Mary went _____ yesterday, they went to a French restaurant.

V. Study the text and answer the following questions when discussing it:

1. Why did Mr Smith come home so tired on Wednesday evening?
2. Where were they going that night? Why was June so angry?
3. Why did they decide to go to the theatre by bus?
4. Was the trip to the theatre pleasant? What happened in the bus?
5. Why couldn't the Smiths understand what the story was about? Why couldn't June see the stage?
6. How did they return home? Why did they have to pay two pounds to the taxi-driver?
7. What was the final blow Mr Smith received that evening?

VI. Retell the text:

- in the person of Ben;
- in the person of Mrs. Smith;
- in the third person.

II. TOPIC

Spare Time

What do you like doing in your spare time? Do you go somewhere with your friends or your family? Here is some useful English vocabulary for talking about entertainment.

The cinema

Many people regularly go to the cinema (or **the pictures**). Most towns have a **multiplex (= multi-screen) cinema** which shows a wide range of films, from **feature films** to **family films**. Films are classified in Britain, with **U** suitable for all ages, **PG** (parental guidance) suitable for everyone over the age of 8, **12** (where no children can watch unless

they are with an adult), **15** (where no one under the age of 15 can watch) and **18** (only suitable for adults).

The theatre

Large towns as well as the major cities have theatres, where you can see plays, musicals or pantomimes (a comedy play performed over Christmas). You can choose to go in the afternoon, for the **matinee** (pronounced "mat – in – ay") performance, or in the evening.

Generally, the more you pay, the better **seat** you get. The **stalls** are the seats at ground level in front of the **stage**, and these have the best views. Then there are the seats in the **Dress Circle** (or Royal Circle), which are in the first **balcony**. They also have good views of the stage. Then there are the seats in the **Upper Circle**, which are in the second balcony. Above this are cheaper seats in the **Balcony** or the **Gallery**, which are so high up that it's often difficult to see the actors. There are also seats in the **Boxes**, which are private rooms built into the side walls of the theatre.

Live music

Large cities can offer you a huge range of musical performances, from **opera** and **classical concerts** to **jazz, folk, rock** and **pop gigs** (= concerts). In summer there are often music **festivals**, with Glastonbury Festival being one of the most popular.

Family entertainment

Bank holidays and weekends are favourite times to go out with your family. Some things, such as **circuses, zoos** and **water parks** can be quite expensive. But other events, such as **fun-days, parades** and **carnivals** are much cheaper. Children often like to go by themselves to **funfairs**, where they can **go on the rides** and eat **candyfloss**.

A cheap night out

There are also plenty of cheap activities available in English towns and cities. **Bingo** is popular, and in London, people still **go to the dogs**, to see and **bet on dog racing**. You can often find a **leisure centre** in towns, which offer sport facilities. Many English people go to their **local** (= pub) where they can play **darts** or **pool** (= a type of snooker), as well as **have a drink** with friends.

At the weekend, younger people often go clubbing (= night clubs) or to a **disco** with their friends.



Theatre(s)
Museum(s)



Cinema(s)



Art Gallery (Galleries)



Casino(s)



Zoo(s)



Disco(s)



Circus(es)



Fun Fair(s)

If you go to any of these places are you a customer, a visitor or a member of the audience?

- If you go to the theatre, cinema, or circus you are ***a member of the audience***.
- If you go to a museum, zoo, fun fair, or art gallery, you're ***a customer*** or ***a visitor***.
- If you go to a disco or casino, you're ***a customer***.
- If you go to a casino, you're ***a customer (or a mug)***.

What do you do when you're there?

- You go to the cinema to watch a film or a movie. You can say, "I'm going to the cinema / films / flicks / pictures." We also call it the silver screen.
- You go to the theatre to watch the performance, it could be a play, a show, a musical, a gig, a pantomime, a puppet show, an opera or a ballet.

- You go to a museum or an art gallery to see an exhibition.
- You go to a casino to gamble and to try and win money, but you'll probably lose it instead.
- You go to a zoo to watch or look at or see the animals.
- You go to a disco to listen to music and dance.
- You go to a circus to watch the acts.
- You go to a funfair to go on the rides, see the side shows, and to play the games.
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TOPICAL VOCABULARY

• The cinema	• The theatre
<p>cinema (the pictures) – кінотеатр, multiplex (= multi-screen) cinema – багатоканальний кінотеатр, feature film – художній фільм, family film – сімейний фільм, horror film – фільм жахів, science fiction film (a sci-fi film) – наукова фантастика, action film – бойовик, mystery film – детективний фільм, comedy – комедія, educational film – навчальний фільм, drama – драма, thriller – трилер, animated cartoon – мультфільм, film star – кінозірка, film festival – кінофестиваль, cinema-goer – любитель кіно</p>	<p>matinee – денна вистава, seat – місце, curtain – завіса, orchestra pit – оркестрова яма, row – ряд, scenery – декорації, stalls – партер, stage – сцена, cloak-room – гардероб, Dress Circle – бельетаж, pit – амфітеатр, balcony – балкон, Upper Circle – верхній ярус, Gallery – гальорка, Boxes – ложа, gangway seats – місця біля проходу між рядами, interval – антракт, opera-glasses – театральний бінокль, the first night – прем'єра</p>
	<p>• Live music</p> <p>opera – опера, classical concert – концерт класичної музики, chamber music – камерна музика, jazz – джаз, folk – народна музика, rock – рок, pop – поп, gig – концерт, music festival – музичний фестиваль</p>

• Family entertainment	• A cheap night out
circus – цирк, zoo – зоопарк, water parks – аквапарк, fun-days – дні розваг, parade – парад, carnival – карнавал, funfair – ярмарок розваг, go on the rides – їздити верхи, candyfloss – солодка вата	go to the dogs – ходити на собачі перегони, bet on dog racing – робити ставки на собачих перегонах, leisure centre – центр дозвілля, darts – дартс, pool – більярд, disco – дискотека

Additional Topics

At the Theatre

There are more than 13 theatres in our city. They show dramas, tragedies, and comedies. To tell you the truth I'm a great **theatre lover**. I try to see the most interesting performances in our greatest theatres like Alexandrinsky theatre. As a rule I go to the evening performances (usually they begin at 7 p.m.) It is rather difficult for me **to book the tickets beforehand** because the performances are very famous. Sometimes we come to the theatre and see the sign "**House full**", but there are many people standing near and asking for the **extra-tickets**. I usually go there with my friends or parents. So we leave our coats in the **cloak-room** and buy a programme to know who is in the **cast**. We are shown our seats. The best seats in theatres are in stalls, in the dress circle and in the upper circle. Then comes the pit and last of all is the gallery. Boxes, of course, are more expensive. Most theatres and music halls have good orchestras with popular **conductors**. As usual we take places in the stalls, but also people like to watch the performance from the boxes, balconies and pits. After the 3 ring the **light goes down** and the **curtain drops**.

Last time I was in the theater watching the play written by Maugham. It was named "Theatre". It was **first night**. But all was performed so realistically, so true to life that I began to feel them like in real life. The play, the **acting**, the **staging** were beyond any description. The **audience** in times couldn't tear their eyes away from the stage. All the actors had wonderful dresses and the scenery was out of ordinary. The **spectators** were deeply impressed by the play and the cast. I have

never seen the audience applaud so much before. Many people **couldn't help throwing flowers** on the stage. It was a play I would remember for a long time.

Many people believe that it's much more convenient to watch a performance on TV at home, because you don't have to bother about the tickets, a baby-sitter and transport and so on. As for me I think that it is dull and boring to death. The main part of the theatre and theatrical performance are the atmosphere of a play, scenery and halls. If you see it on TV you only see the movement, just like bad film and you only waste your time. The other thing is cinema. The films are specially made to attract public by scenery, beauty of animation and special effects. As for me I go to the theatre to see the emotions, to the cinema to see well-made beautiful movement and switch on the TV-set to see news.

Notes

theatre lover	- любитель театру
to book the tickets beforehand	- замовити квитки заздалегідь
"House full"	- "Всі квитки продані"
extra-ticket	- зайвий квиток
cloak-room	- гардероб
cast	- склад акторів
conductor	- диригент
light goes down	- світло гасне
curtain drops	- завіса опускається
first night	- прем'єра
acting	- гра
staging	- постановка
audience, spectators	- глядачі
couldn't help throwing flowers	- не могли не кинути квіти

Cinema

Cinema has got an important role in the life of any society. Cinema has become a part of the modern way of life. There is no denying that cinema is an excellent vehicle of culture. Its possibilities are unlimited. In the earliest years of cinema its power to show the contemporary events was recognized and appreciated. More than anything else this unique quality secured popularity for the film as a new form of

instruction and entertainment. That's why cinema is considered to be one of the best ways of spending one's leisure time.

There are a lot of different kinds of films: theatrical films, horror films, thriller films, popular science films, mystery films, documentaries, and animated cartoons. Besides films may be color or black-and-white, **full-length** or short, sound or silent, **dubbed in mother tongue, three-dimension** or **wide screen**.

We can see films either in the cinema or on TV. As I am often short of time, I have practically no time for going to the cinema. For this reason I watch films on TV more frequently. But sometimes I manage to go to the cinema. I prefer feature films and amusing comedies. I want to relax a little bit, sometimes to have a good laugh. But at the same time I am fond of **true-to-life films** describing the life of ordinary people, their feelings and problems. Such films **move me deeply**, they arouse the feelings of sympathy or hatred for the heroes. As a rule such films **have a deep and lasting impression** upon me.

Besides, a modern cinema programme contains **advertisements**, which are usually shown before the film and are often **worth seeing**.

In Great Britain and the USA the cinemas/movies sell more than one billion tickets a year. Movies are shown on TV and can be rented or purchased as a videotape recording. Nowadays people are equipped with **video recorders** in their majority.

Modern cinema halls are comfortable. There are many rows with convenient seats in the hall. It's possible for everyone to see the **screen** vividly. The quality of the sound has changed a lot. At the present time we can meet the highest quality Dolby digital surround. Most cinemas have **refreshment rooms** where cinemagoer can get a snack or a drink. American culture brought to Russia popcorn and we can't but eat it while watching the movie.

Cinematograph is one of the wonders of the modern world. We can't imagine our everyday life without TV. Every day, every single evening most of people are watching TV. You can watch whatever you like: news, show, films or anything else. There are so many different channels: news, discovery, sport, music, fashion and others. We know a lot of different films and shows, but not everyone knows about history of cinematograph. So, I'd like to tell you about it.

Los Angeles is the world capital of filmed entertainment. First it was a little city with orange trees and great weather. One day in 1908 a group of people from Chicago came to Los Angeles to make a film.

Since that day a lot of actors, producers, directors and lots of other workers have been coming here. In 1911 the first studio appeared in Hollywood. About 80% of the world's films were made in Hollywood in the 1920s. There are many corporations and film companies.

As for me I like action films, comedies, and melodramas. I like comedies best because it's extremely funny and **a good way to relax**. I like to watch melodrama because it's realistic, truly to life. Action films are very dynamic and exciting.

Notes

full-length	- повнометражний
dubbed in mother tongue	- дубльований на рідну мову
three-dimension	- стереофільм
wide screen	- широкоформатний
true-to-life film	- життєвий фільм
move me deeply	- глибоко зворушують мене
advertisement	- реклама
worth seeing.	- варто подивитися
video recorder	- відеомагнітофон
screen	- екран
refreshment room	- кафе
a good way to relax	- гарний спосіб відпочити

Music in our life

Can you think of a day without music? We can hear music everywhere: in the streets and at home, over the radio and on TV, in the shops and in the parks. People all over the world are fond of music. They listen to music, they dance to music, they learn to play musical instruments.

But what is music? Specialists explain that music isn't only a combination of pleasant sounds. It is an art which reflects life. There are a lot of different kinds of music. Some of them appeared long ago, and some are modern. For example, folk music appeared long ago, but it is still alive. Folk songs are very tuneful and pleasant to listen to. Classical music is often associated with the music of the past. However, this style also includes music being written now, and we may speak of modern classical music. Rap is a modern musical style where the singer speaks or shouts the words in time to music with a steady beat.

Great Britain has produced more popular music stars than any other country. Over the last 30 years rock and pop music have been very popular in Britain. The Beatles, with their style of singing, eloquent and exciting, is still one of the most popular groups. British groups often set new trends in music. New styles, groups and singers continue to appear. Many of the new bands have been able to use the changes in technology to develop their music. **Computerized drum machines, synthesizers** and other **electronic instruments** are now just as popular as the piano and **electric guitars**.

Tastes differ. So people's musical interests range from pop and rock music, which are extremely popular nowadays, especially among young people, to classical music and opera.

My favourite style of music is pop music, because it is **brehtaking** and full of energy. When I listen to pop music it makes me remember happy times and forget the problems of everyday life. It helps me to relax when I'm tired, and entertains me when I'd like **to have fun**. I don't mind listening to **dance music**, especially when I go to disco clubs. This style of music is **catchy** and I like catchy tunes. It makes me more energetic.

It's a pity that many young people like to listen only to modern music. As for me, I also enjoy listening to classical music. I find it tuneful and appealing. Classical music is always a complex of emotions. It gives me delight, pleasure and a sense of happiness. Some pieces of classical music are really wonderful. Not long ago I listened to the First Piano Concerto, composed by Tchaikovsky. The power of his music captivated me. The impression was overwhelming.

The music I hate is heavy metal. I find it noisy and **dreadful**. When I listen to this style of music it presents to my mind pictures of dark days. Though some young people are fond of this style of music, it is not to everyone's taste. To my mind, music too loud can destroy our ears. I am indifferent to other styles of music. For example, I don't mind listening to jazz. Improvisation is an important part of this style, that's why a jazz song may sound a little different each time it is played. I think that jazz is a mixture of many different kinds of music, but I consider it a bit complicated.

It goes without saying that music plays a very important role in people's lives. **It reflects our moods and emotions**. Music appeals to our hearts and transforms our feelings. It **conquers our souls** and enriches our minds. Besides, listening to music is the perfect way to

spend free time and **not to feel bored**. You can hardly find a person who doesn't like or need music and who never sings or dances. Music is beauty in sounds; it is our magic **source of inspiration**.

Notes

computerized drum machines	- комп'ютеризовані ударні
synthesizers	- синтезатори
electronic instruments	- електронні інструменти
electric guitars	- електричні гітари
breathhtaking	- захоплюючий дух
to have fun	- розважатися
dance music	- танцювальна музика
catchy	- захоплюючий
dreadful	- жахливий
It goes without saying	- само собою зрозуміло
reflects our moods	- відображає наш настрій
conquers our souls	- захоплює нашу душу
not to feel bored	- не нудьгувати
source of inspiration	- джерело натхнення

DIALOGUES

1) *Mr. and Mrs. Smith are trying to decide what to do at the weekend. Mr. Smith is reading the entertainment section in the newspaper.*

Mr Smith: There's a new casino opening. Do you fancy going this weekend?

Mrs Smith: No way! It's a mug's game.

Mr Smith: Well how about seeing a film instead?

Mrs Smith: I don't know. What's on?

Mr Smith: Blood Diamond is showing. I quite fancy seeing that.

Mrs Smith: Oh dear. I don't think I want to watch that one. The reviews say it is a very violent flick.

Mr Smith: We could go to the theatre and see a play instead.

Mrs Smith: That's a good idea! I think Calendar Girls is still playing. I heard on the radio that it is a wonderful stage play.

Mr Smith: Oh. Well to be honest, I would rather go to a concert and hear some good music.

Mrs Smith: Well we haven't been to a concert in ages, but I still fancy the theatre.

Mr Smith: Well why don't we go to the matinee performance and then take in a concert later?

Mrs Smith: What a good idea. Phone up the box office and book some tickets

2) At the Box-Office

- I want two seats for Sunday, please.
- Matinee or evening performance?
- Evening, please.
- Well, you can have very good seats in the stalls, row 3.
- Oh, no! It's near the orchestra pit. My wife can't stand the loud music.
- Then I could find you seats in the pit.
- I'm afraid that won't do either. My father-in-law is terribly short-sighted. He wouldn't see much from the pit, would he?
- Hm... Perhaps, you'd care to take a box?
- Certainly not! It's too expensive. I can't afford it.
- Dress-circle then?
- I don't like to sit in the dress-circle.
- I'm afraid the only thing that remains is the gallery.
- How can you suggest such a thing? My mother-in-law is a stout woman with a weak heart. We couldn't dream of letting her walk up four flights of stairs, could we?
- I find, sir, that there isn't a single seat in the house that would suit you.
- There isn't, is there? Well, I think we'd much better go to the movies. As for me, I don't care much for this theatre-going business. Good day!

3)

Wendy: What are you doing tonight, Michelle?

Michelle: I'm staying at home. There's a good horror movie on TV.

Wendy: What is it?

Michelle: The Blood of Frankenstein.

Wendy: Oh, I've seen it. It's really frightening.

Michelle: Frightening? I think horror movies are amusing.

Wendy: Amusing? Horror movies?

Michelle: Yes, I went with Anne to see Dracula II last week. I was very amused. I laughed from beginning to end.

Wendy: What about Anne?

Michelle: Oh, she was terrified. She was under the seat.

EXERCISES

1. Complete the sentences below with the best answer:

- If we don't arrive early, we'll have to _____ in front of the theater, and tickets might be sold out before we reach the ticket booth.
A. read a movie review; B. wait in line; C. watch the previews.
- Could you go out into the lobby and _____ before the movie begins? I'm really thirsty, and I don't want to step out once the movie begins.
A. get a drink; B. buy some popcorn; C. get a candy bar.
- The storyline of that movie was just _____. I mean, who would believe a story about purple men kidnapping a dog for ransom. Come on! Doesn't that sound ridiculous to you?
A. absurd; B. terrible; C. boring.
- The curtain usually separates the _____ from the auditorium.
A. stage; B. scene; C. scenery.
- The most _____ seats are in the stalls, boxes and dress-circle.
A. cheap; B. expensive; C. boring.
- There is no denying fact that the cinema is an excellent _____ of culture.
A. vehicle; B. art; C. way.
- Attending movies is relatively inexpensive leisure time activity that is very _____.
A. boring; B. terrible; C. popular.

2. Fill in the blanks with the vocabulary that best fits the meaning of each sentence:

<i>audience</i>	<i>scene</i>	<i>performance</i>	<i>interval</i>
<i>curtain</i>	<i>box-office</i>	<i>orchestra</i>	<i>Opera</i>
<i>dressing-room</i>	<i>foyer</i>	<i>gangway</i>	<i>footlights</i>
<i>opera-glasses</i>	<i>art</i>	<i>balconies</i>	<i>cloak-room</i>

- We buy seats (tickets) at the _____.
- Above the ground floor there are generally several curved _____ with even steeper slopes of seats.
- Seats in the first row of the stalls are called _____.
- Each person in a large _____ can see the actors on the stage.
- The _____ is dropped or lowered between the scenes of the play.

6. During the _____ you may go to the refreshment room.
7. We leave our coats and wraps in the _____.
8. The concluding _____ is superbly done.
9. Many people walk down the _____ looking for their seats.
10. The _____ is a great success.
11. It is a real piece of _____ and its creation calls for talent and inspiration.
12. An intricate system of _____ illuminates the stage.
13. In the _____ the actors usually make up.
14. I would like to go to the _____ House.
15. The attendant proposes us _____ on hire.
16. Several doors separate the _____ from the seating area.

3. Fill in the blanks with the necessary words in brackets:

1. If you are fond of music you must go to the ... (cloak-room, Opera House, box-office).
2. We bought in advance two ... for a matinee performance (opera-glasses, theatre-programs, tickets).
3. The musicians in the orchestra were tuning their... (instruments, composers, conductors).
4. The ... are over at about eleven o'clock (roles, tickets, performances).
5. When ... fell the house burst into applause (theatre, curtain, balcony).
6. The people who go to see films regularly or often are called (actors, cinema-goers, producers).
7. Today people like to stay at home to watch ..., particularly when it is cold and wet outside (television, theatre, cinema).

4. Read the short text and express your point of view:

In my free time, I really enjoy watching movies with my friends or alone at my house. In most cases, I drop by a local movie rental shop and rent a few DVDs for the evening. Before I rent a movie, I usually read some reviews to find out what critics think about the movie. I recently joined an online movie rental club, and the company delivers the movies directly to my house. However, if I go to a movie theater, I try to arrive a few minutes early so I get a good seat. I generally like to watch science fiction or classic movies; I can't stand horror movies. I really like movies with a good story line, great acting, and realistic special effects.

Questions:

Would you rather watch a movie at home or go to a movie theater? Give at least three reasons for your answer.

5. Match the parts of the sentences:

1. The majority of teenagers in Great Britain spend their free time...	a) ...have TV sets in their rooms.
2. The average young person spends about 19 hours...	b) ...of girls also play football, although they in general prefer swimming and tennis.
3. According to the government report nearly three-quarter of young people...	c)...also a part of time spending.
4. Besides watching TV, other activities like...	d) ...in front of the television.
5. In Wales, the report says that some 50 percent of boys play football throughout the winter while a great number...	e) ...or visit town centers to do window-shopping and "see what's going on".
6. Listening to music is...	f) ...of every day talk of teenagers.
7. Tape-recorders, CD-players and the concerts of pop music are the subject...	g) ...cinema going and sport remain popular.
8. As children grow older they turn from playgardens or homes to streets where they...	h) ...as everywhere in the world.
9. Street life includes groups of friends who meet together in the streets, squares and parks, ...	i) ...meet and talk and start develop their confidence.

6. Answer the following questions:

1. Is there any difference between cinema and theatre?
2. Are cinemas open all day or only in the evenings?
3. Do all seats cost the same?
4. Where are the best seats, at the front or at the back?
5. How often do you go to the cinema?
6. On which days are the cinemas most crowded?
7. What film did you see last?
8. Did you enjoy it?
9. What cinema do you usually go to?

10. What seat do you prefer?
11. Do you go to the cinema alone or with your friends?
12. What can you see in the foyer of a cinema?
13. Do you prefer to watch films at the cinema or on television?
14. Who is your favourite film star?

7. Look at the pictures, read the information about the movie stars and match the information with the pictures:

- 1) Divorced from actors Jonny Lee Miller and Billy Bob Thornton, she currently lives with actor Brad Pitt, in a relationship that has attracted worldwide media attention. This actress and Pitt have three adopted children, Maddox, Pax, and Zahara, as well as three biological children, Shiloh, Knox, and Vivienne.
- 2) She is an American film, television, and theater actress and producer. She is best known for her leading role as Carrie Bradshaw on the television series *Sex and the City* (1998-2004), for which she won four Golden Globe Awards, three Screen Actors Guild Awards, and two Emmy Awards.
- 3) This actor began his acting career with television guest appearances, including a role on the soap opera *Dallas* in 1987. He later gained recognition as the cowboy hitchhiker who seduces Geena Davis's character in the 1991 road movie *Thelma & Louise*. His first leading roles in big-budget productions came with *A River Runs Through It* (1992) and *Interview with the Vampire* (1994).
- 4) He gained fame for his role as Jack Dawson in *Titanic*, and has starred in many other successful films including *Romeo + Juliet*, *Catch Me If You Can*, and *Blood Diamond*, for which he was nominated for the Academy Award for Best Actor. Another Academy Award nomination came for his role as Howard Hughes in *The Aviator*, directed by Martin Scorsese.
- 5) His first leading role was the 1983 film *Risky Business*, which has been described as "A *Generation X* classic, and a career-maker" for the actor. After playing the role of a heroic naval pilot in the popular and financially successful 1986 film *Top Gun*, he continued in this vein, playing a secret agent in a series of *Mission: Impossible* action films in the 1990s and 2000s.



a)



b)



c)



d)



e)

8. Read and translate the text into Ukrainian. Ask questions on the text and retell it:

Modern film festivals

Nowadays there are a lot of film festivals: the Cannes festival, the Berlin festival, the Venice festival etc. All of the films at the festivals are assessed by jury of international celebrities. Festivals provide opportunities for actors especially for starlets, reveal both masterpieces and duds. Put an emphasis on independent and innovative film making and guarantee distribution for non-mainstream and non- Hollywood films. Festivals are annual events. All of them have their own awards and places where they are held.

The Cannes festival is a French film festival which was founded in 1938. this festival soon became one of the top festivals. Its award is olive-branch (olive-branch is a symbol of peace).

The Berlin festival is a German film festival is one of the three major festivals in Europe. Its prize is Golden Bear. The Venice festival is the world's oldest film festival (1932). Its award is Golden Lion.

The Oscars are awarded every year by the American Academy of Motion Picture Arts and Science. These statuettes are awarded to actors, film directors, screenwriters and so on for outstanding contributions to the film industry. The Oscars were first awarded in 1927. The first winners were chosen by five judges. Nowadays all of the members of the Academy vote.

The ceremony is attended by most Hollywood stars, although some famous stars, such as Woody Allen, refuse to go, even if they win an award. The oldest winner of an Oscar was 80-year-old Jessica Tandy for her performance in the film "Driving Miss Daisy" in 1990. The youngest was Shirley Temple when she was only five years old. The statuette is of soldier standing on a reel of film.

Nobody is really sure why it is called an Oscar, although some people say that it is because when the first statuette was made, a secretary said, "It reminds me of Uncle Oscar!" Oscar is one of the top ceremony of awards. Its award is a gold-plated figurine which is awarded annually by the Academy of Motion Picture Arts and Sciences for the best film work in various categories, e.g. Best Picture, Best Director, Best Actor, Best Actress. In 1928 Frances Marion said about it: "the statuette is a perfect symbol of the movie business – a powerful athletic body clutching a gleaming sword, with half of his head, the art that holds his brain, completely sliced off".

9. Read the information about Gerard Depardieu. Speak on your favorite film actor/actress:

My favorite film actor is Gerard Depardieu – one of the most popular actor. He was born in 1948 in a poor family of a shoemaker in a little town. When he was 16 he came to Paris without any education and without any money. Together with his friend he began to attend the actor courses. He got acquainted with a girl of a wealthy family and soon they got married. She had a great influence upon him. He finished the actor courses. When he was only 20 he played big roles in the theatres. His great success in films is a consequence of his good theatrical school. But his success in the USA was not long. In 1991 during his interview to the magazine "Time" he told that he was a hooligan when he was a teenager. The American audience doesn't excuse such a fact in his biography. The

works of Depardieu in cinema are marked by many cinema rewards in France and in Italy. Everybody notes that glory and money don't spoil him. They only made him independent. He played in about 80 films.

Not long ago millions of people used to visit cinema each week. Cinema houses were often packed full and one could see people queuing up in front of the box offices. Now with the price of tickets far from reasonable the growth of video production and the flood thrillers empty of serious content the cinemas rapidly losing its popularity. Cinematograph is truly an art of our time. It's as complicated and multi-faceted as the twentieth century itself. Everyone can find something to his liking in the broad variety of its genres. Those who seek pure entertainment and rest to the mind prefer musical comedies, detective films, thrillers, horror films and westerns. Other people consider that movies should be rather a thought provoking and earnest art than all fun. Personally I am for entertaining both the heart and mind at the same time.

10. Complete the following dialogues:

A: What is the play about?

B: ...

A: Is it worth seeing?

B: ...

A: Would you like to see it again?

B: ...

* * * * *

A: What's on at the theatre tonight Let's have a look at the "Where to go" column in the newspaper?

B: ...

A: Oh, we have a wide choice. What theatre do you prefer?

B: ...

A: But I'm afraid we won't get tickets.

B: ...

11. Read about music in Britain from 1920s to the present day:

1920s – Young people listened to ragtime and jazz.

1930s – Swing became popular. Benny Goodman and his Orchestra were the 'King of the Swing', as were Glenn Miller and Artie Shaw. The music was fast and frantically paced and led to dances being banned from dance halls, as the young women being flung into the air by

their partners showed their stocking tops and underwear. Jazz continued to be popular.

1940s – The Second World War brought fast, frantic (and often American) dance music – boogie-woogie or jitterbug. Dances were held in church halls, village halls, clubs, Air Force bases – everywhere! But slower, romantic songs were also popular as loved ones went away to fight, such as Vera Lynn's 'We'll Meet Again' and the song about coming home again, 'The 'White Cliffs of Dover'.

After the war 'skiffle' bands became popular. These bands used household items, such as washboards and tea chests, as part of their set of instruments! Tommy Steele, who later became very famous, first played in a skiffle band.

1950s – Rock and Roll became very popular.

1960's – The Beatles began their career. They leapt to fame in 1963 with 'Please, Please Me'.

The Beatles moved through the late 1960s as favourites of the 'flower power' generation – many young people enjoyed 'hippie' music. Other teenagers preferred the music of the 'Mods' - ska music and The Who.

1970s – The first big new sound of the 1970s was “Glam Rock”, the main figures of this were David Bowie, Elton John and of course Gary Glitter. In the bleak political backdrop, these larger than life British bands and characters brought a welcome relief with their platform boots, sequins, nail varnish and colourful hair. *Punk*



The punk movement of the late 1970s began in England. Great British bands of this scene were The Sex Pistols and The Clash. The Punk style was Mohicans, bondage clothes, safety pins, piercings and bovver boots.

1980s – The 1980s saw the rise of hip hop and rap music, with American influences powerful once again in the form of such groups as Run DMC and Grandmaster Flash and the Furious Five. It also saw the rise and fall of the 'New Romantics', typified by groups like Adam and the Ants, who dressed as pirates and highway men and wore huge amounts of makeup.

1990s – Britpop This was the general name given in the 1990s to a new wave of successful British bands who made a big impact in the

United States and Europe, as well as in England. The most successful have been Radiohead, Oasis, Blur, Pulp, Massive Attack and The Spice Girls.

12. Act as an interpreter:

- Який фільм ти хочеш подивитися?
- I haven't been to the cinema for about a month so I don't know what films are on.
- Давай подивимося у газеті, що демонструється у найближчих кінотеатрах.
- Here is a good programme. They show a film which is considered to be the best film of the year.
- Цей фільм ми уже з дружиною дивилися.
- Did you enjoy it?
- Дуже. Фільм варто подивитися.
- I suggest that we go to the best cinema in the neighbourhood. They show a French film there.
- Я згоден.

* * * * *

- What do you think of the cinema?
- Цей фільм вважають кращим фільмом року.
- I haven't seen it but now I'm going to.
- Ти не жалкуватимеш. Там грають чудові актори. Багато гарних пісень.
- Do you remember the names of actors?
- Я погано запам'ятовую імена, але це дуже відомі актори.
- Shall I reserve the seats?
- У цьому кінотеатрі не можна зарезервувати квитки. Там завжди багато людей.
- The cinema starts in a quarter of an hour. I must hurry.

12. Translate into English paying attention to the rules of behaviour in the theatre:

- Якщо ви збираєтесь в театр, то найкраще буде одягнутись в класичний одяг спокійних тонів (для чоловіків, наприклад, це темний костюм), занадто яскравий та оригінальний одяг не рекомендується.

- Неприпустимо запізнюватись на початок вистави, обов'язково потрібно прийти завчасно, щоб встигнути здати верхній одяг у гардероб та знайти свої місця в залі.
- Першим в зал та по ряду повинен іти чоловік, якому прийнято іти лицем до глядачів, які сидять, та спиною до сцени.
- В будь-якому разі намагайтесь не заважати іншим глядачам, не рекомендується голосно хлопати, кричати "браво".
- Неприпустимо під час спектаклю говорити, шарудіти чи стукати (жінки – обережно з каблуками!), а також їсти.
- Обов'язково слід виключати на час вистави мобільні телефони.

13. Render the texts in English:

1) Вихідні дні в мене проходять по-різному. Це багато від чого залежить: і від погоди, і від настрою батьків, і від того, як пройшов тиждень, які оцінки одержав. Бувають просто ніякі вихідні, коли думаєш тільки про те, щоб скоріше вони закінчилися – і в школу, щоб із понеділка розпочати нове життя.

Тому краще поговорити про те, яким би я хотів бачити свій, наприклад, найближчий вихідний. Коли я зараз мрію, за вікном падають дрібні пухнаті сніжинки, градусник показує мінус 5 °С. От я і уявляю, як у неділю прокинуся о восьмій годині (звичайно доводиться підхоплюватися о сьомій), розбуджений своїм улюбленим котом Муром, швиденько уміюся й поснідаю і відразу подзвоню двом друзям. З ними ми дуже любимо проводити вихідні. Обов'язково підемо до парку і поспускаємося з гірок на санчатах, попустуємо в снігу, але не дуже довго – не більше двох годин. Удень у нас — похід у кіно. Квитки зараз туди недешеві, але ми звичайно збираємо на це гроші, щоб обов'язково піти втриьох. А після фільму трохи, не більше години, гуляємо, проводжаючи один одного, і розійдемося по домівках. Я дуже зголоднію і з задоволенням буду поглинати бабусин обід з обов'язковими по неділях пиріжками. Годинка – з комп'ютером, дуже цікаво й завжди немає часу, а це ж бо вихідний!

А вечір – для читання. Улаштувавшись у кутку дивана, під легку й тиху магнітофонну музику, я буду продовжувати читати улюблену книгу, що тримаю «на закуску». Правда, тут можлива «заміна» в тому випадку, якщо по телевізору футбол або бокс. Думаю, такий вихідний мене б цілком улаштував!

2) Я так чекаю неділю! Це мій єдиний вихідний день. Завжди багато планів, завжди багато треба встигнути.

У неділю я сплю години до десятої. Прокидаюсь, вмиваюсь, іду на кухню, де мама приготувала щось смачненьке. Якщо я в суботу встиг зробити всі уроки, то я – вільний птах. Можна дивитись телевізор, читати книжки, можна подзвонити друзям і піти погуляти, покататись на велосипеді влітку або на лижах взимку.

Мама може попросити мене пропилососити квартиру, почистити взуття, купити хліба. Я допомагаю батькам з великим задоволенням, я дуже радію, коли можу зробити їм щось приємне. Іноді мама дає нам з батьком список того, що треба купити, і ми вдвох ідемо на базар.

Ще я дуже люблю ходити в гості до нашого сусіда з третього поверху, Миколи Олександровича. Він чудово грає в шахи, у нього навіть годинник спеціальний є. Граємо ми довго, години три. Дружина Миколи Олександровича завжди пригощає мене цукерками. Коли ми збираємось почати чергову партію, приходиться моя мама кликати мене на обід. Іду, звичайно, що ж робити.

Іноді ми ходимо в гості до бабусі, до батькових друзів або маминої сестри. Вони також до нас приходять.

Але я над усе люблю вечір неділі вдома. Коли ми самі вечеряємо, розмовляємо, обговорюємо всі наші справи. Батько любить жартувати, ми багато сміємось. А ще ми п'ємо чай з матусиним пирогом з вишнями. Це так смачно! Потім можна трохи подивитись телевізор, почитати мого улюбленого Фенімора Купера. Я дуже люблю пригодницькі книжки. А там і спати час.

III. GRAMMAR

1) The Past Continuous Tense

The Past Continuous Tense is formed by means of the auxiliary verb *to be* in the Past Indefinite Tense (*was, were*) and Participle I (-ing-form) of the notional verb.

Affirmative	Interrogative	Negative
I He } was She It } reading We } were They	Was I He She It } reading Were We They	I He } was not She (wasn't) It } reading We } were not They (weren't)

The Past Continuous Tense is used to express an action which was going on at a definite moment in the past; the definite moment may be indicated 1) by an adverbial phrase (*at that time, at 10 o'clock, from 5 to 7*); 2) by an adverbial clause of time with the verb in the Past Indefinite or 3) understood from the situation.

e. g. She was still writing the composition at that time yesterday / when I returned.

She didn't notice what was going on around her – she was still writing the composition.

2) The Future Continuous Tense

The Future Continuous Tense is formed by means of the auxiliary verb *to be* in the Future Indefinite Tense (*shall be, will be*) and Participle I (-ing-form) of the notional verb.

Affirmative	Interrogative	Negative
I } shall be We } be reading He She } will be It	Shall I We } be reading Will She It	I } shall not (shan't) We be reading He She } will not (won't) It be reading

The Future Continuous Tense is used to express:

a) an action which will be going on at a definite moment in the future; the definite moment may be indicated either by an adverb of time or by an adverbial clause or understood from the situation.

e. g. They will be watching TV when she comes.

I shall be approaching Kyiv at this time tomorrow.

b) an action which will be going on for a certain period of time in the future.

e. g. I shall be working in the library the whole day tomorrow.

- c) a planned future action.
- e. g. Will you be taking any more exams this year?
- d) the emotions of a speaker.
- e. g. Don't take Ann and Nora to town. They will be constantly quarrelling.

Exercises

I. Make the positive or negative Past Continuous:

1. Julie _____ (sleep) at three o'clock.
2. You _____ (study) at three o'clock.
3. Luke _____ (read) at three o'clock.
4. I _____ (work) at three o'clock.
5. They _____ (eat) chocolate at three o'clock.
6. John _____ (play) tennis at three o'clock.
7. We _____ (watch) TV at three o'clock.
8. He _____ (use) the internet at three o'clock.
9. You _____ (cook) lunch at three o'clock.
10. We _____ (travel) to London at three o'clock.
11. Mrs Brown _____ (not/walk) in the garden when the murder happened.
12. Mr Black _____ (not/work) in his study when the murder happened.
13. Miss Jones _____ (not/talk) to Mr. White when the murder happened.
14. You _____ (not/play) cards when the murder happened.
15. Dr Ford _____ (not/read) in his room when the murder happened.
16. Mr. and Mrs. Green _____ (not/eat) in the dining room when the murder happened.
17. Mr Blue _____ (not/drink) coffee in the library when the murder happened.
18. The maid _____ (not/clean) the bedrooms when the murder happened.
19. I _____ (not/listen) to music when the murder happened.
20. The dogs _____ (not/play) outside when the murder happened.

II. Use the verbs in brackets in the Past Continuous:

1. This morning was really beautiful. The sun (shine), the birds (sing) and everyone in the street (smile) and (say) hello to each other.

2. Mrs Patrik looked beautiful last night. She (wear) a lovely evening dress.
3. When we arrived, she (make) some coffee.
4. While I (have) a bath the telephone rang.
5. While we (walk) in the park it began to rain.
6. The wind (blow) and the rain (beat) down. John (stand) at the bus stop shivering. He (try) to imagine being at home sitting by a warm fire. Finally he saw the lights of the bus which (approach) from the distance.
7. At 3 o'clock yesterday a geometry lesson (go) on. The teacher (draw) diagrams on the blackboard but I (look) through the window and heard nothing. I (think) about the coming New Year's party.
8. She promised not to report me to the police but ten minutes later I saw that she (talk) with a policeman and from the expression on his face I understood that she (tell) him about me.
9. The dentist's waiting room was full of people. Some (read) magazines, others just (turn) over the pages. A woman (knit), a child (play) with a toy car. Everybody (wait) for the nurse to say "Next, please".
10. I lit the fire at 6.00 and it (burn) brightly when Jane came in.

III. Decide whether the Past Continuous or Past Simple should be used in each gap.

1. We _____ (go) down the road at 100 kph when the wheel _____ (fall) off.
2. He nearly _____ (have) a heart attack when he _____ (see) the bear.
3. Uncle Ben _____ (get) dressed when he _____ (feel) a sharp pain in his chest.
4. The winning racing driver _____ (shake) the bottle then _____ (take) the cork out.
5. She _____ (fill) in a questionnaire when the pen _____ (run) out of ink.
6. They _____ (watch) TV when the lights _____ (go) off.
7. Mike _____ (not see) his friend because he _____ (face) the other way.

IV. Make the policeman's questions. Use the words in brackets:

1. *Policeman:* _____ ? (what/do/yesterday at 8.15)
James: I was driving to work.

2. *Policeman:* _____? (what time/meet/the dog)
James: I saw him at about 8.30.
3. *Policeman:* _____ when you saw the dog? (drive/fast)
James: No, I wasn't.
4. *Policeman:* _____? (what/the dog/do)
James: He ran away.
5. *Policeman:* _____? (how/find/the two girls)
James: I followed the dog, when he came back.
6. *Policeman:* _____? (see/anyone else)
James: No, I didn't.
7. *Policeman:* _____? (call/an ambulance)
James: No, I didn't. I drove the girls to the hospital.

V. Use the verb in the Future Continuous Tense:

1. At three o'clock tomorrow, I _____ (work) in my office.
2. At three o'clock tomorrow, you _____ (lie) on the beach.
3. At three o'clock tomorrow, he _____ (wait) for the train.
4. At three o'clock tomorrow, she _____ (shop) in New York.
5. At three o'clock tomorrow, it _____ (rain).
6. At three o'clock tomorrow, we _____ (get) ready to go out.
7. At three o'clock tomorrow, they _____ (meet) their parents.
8. At three o'clock tomorrow, he _____ (study) in the library.
9. At three o'clock tomorrow, she _____ (exercise) at the gym.
10. At three o'clock tomorrow, I _____ (sleep).

VI. Make up sentences using the following words:

1. a /was /she /seven /having /At /ten /past /shower.
2. dressed. /eight /past /she /getting /five /was /At
3. o'clock /was /eleven /working. /she /At
4. a quarter /one /lunch. /having /she /to /was /At
5. washing /At /one /she /was /the /past /ten /dishes.
6. pm /TV / o'clock /eight /Harry /watching /night. /at /wasn't /last
7. wearing /her /yesterday. /work /at /Jill /wasn't /uniform
8. raining /we /tennis /while /playing /morning. /It /were /was /this
9. his /yesterday. /Greg /was /when /went /we /place /to /studying
10. Anna /when /we /arrived. /eating /was

VII. Fill the gaps with the verb in brackets using the Future Continuous tense:

1. A: Sara and Marc are in Somerset.
B: They _____ a great time. (to have)
2. Hopefully tomorrow, we _____ on the beach all day. (to lie)
3. If I know my brother, he _____ hard about what to do next. (to think)
4. This time tomorrow, I _____ class to 20 spotty adolescents. (to give)
5. What _____ you _____ in a year from now? (to do)
6. Clare's idea proved disastrous. I _____ her advice again. (not to take)
7. At this rate you _____ Spanish fluently in a question of months. (to speak)
8. Before long, he _____ you for more money again. (to ask)
9. Just you wait. She _____ you every night before you know it. (to telephone)
10. If I know my boss, she _____ better sales figures than that. (to expect)
11. If you go now, you _____ around for ages without a doubt. (to wait)
12. Andrew _____ to hear all the news about Sandra. (to want)
13. This time tomorrow, we _____ on a train to Barcelona. (to sit)
14. A: Shaun's gone to the sales.
B: Ah. He _____ for bargains. (to look)

VIII. Rewrite the underlined verb forms and use Future Indefinite or Continuous.

1. Don't call me at 10 o'clock. I am going to fly to Spain.
2. I suppose we are going to stay at a hotel next summer.
3. Come to see me in the afternoon. I work in the garden.
4. Do you think it is snowing at the weekend?
5. Is the coat O.K.? - Yes, I am taking it.
6. This time on Sunday we are going to ski in France.
7. I don't know if I will stay here. Perhaps I move to a big city one day.
8. Every student is using a computer in the future.

IX. What will you be doing tomorrow at 4 pm? Write 2 sentences:

1. _____

2. _____

X. Imagine that you're a businessman with a busy day tomorrow. Write on a sheet of paper 5 things that you will be doing tomorrow. Start with 8 am.

E.g.: "I will be going to a conference tomorrow at 10 am."

1.

2.

3.

4.

5.

XI. Complete the sentences with the verbs in brackets and use Future Indefinite or Continuous:

1. I can buy it for you. I _____ (shop) in the afternoon anyway.
2. Is Bill at school? - No, he isn't. I suppose he _____ . (come)
3. I hope Simon _____ (be) there.
4. Did you remember to invite Mrs. Oates? - Oh, no! I forgot. But I _____ (call) her now.
5. I'll have a holiday next week. I _____ (not get up) at 6 o'clock as usual.
6. You are so late! Everybody _____ (work) when you arrive at the office.
7. Be careful or the cars _____ (knock) you down.
8. We _____ (move) our house this time tomorrow.
9. He _____ (play) tennis at 7.30. He usually starts at 7 o'clock. Could you come before that?
10. Your suitcase is so big. I _____ (take) it for you.

XII. Complete the dialogues with the verbs in brackets and use Future Indefinite or Continuous:

- 1) Sandra: Where is Tim going to meet us?

Marcus: He _____ (wait) for us when our train arrives. I am sure he _____ (stand) on the platform when we pull into the station.

Sandra: And then what?

Marcus: We _____ (pick) Michele up at work and go out to dinner.

2) Ted: When we get to the party, Jerry _____ (watch) TV, Sam _____ (make) drinks, Beth _____ (dance) by herself, and Thad _____ (complain) about his day at work.

Robin: Maybe, this time they won't be doing the same things.

Ted: I am absolutely positive they _____ (do) the same things; they always do the same things.

3) Florence: Oh, look at that mountain of dirty dishes! Who _____ (wash) all of those?

Jack: I promise I _____ (do) them when I get home from work.

Florence: Thanks.

Jack: When you get home this evening, that mountain will be gone and nice stacks of sparkling clean dishes _____ (sit) in the cabinets.

4) Doug: If you need to contact me next week, I _____ (stay) at the Hoffman Hotel.

Nancy: I _____ (call) you if there are any problems.

Doug: This is the first time I have ever been away from the kids.

Nancy: Don't worry, they _____ (be) fine.

5) Samantha: Just think, next week at this time, I _____ (lie) on a tropical beach in Maui drinking Mai Tais and eating pineapple.

Darren: While you are luxuriating on the beach, I _____ (stress) out over this marketing project. How are you going to enjoy yourself knowing that I am working so hard?

Samantha: I'll manage somehow.

Darren: You're terrible. Can't you take me with you?

Samantha: No. But I _____ (send) you a postcard of a beautiful, white sand beach.

Darren: Great, that _____ (make) me feel much better.

XIII. Translate into English:

1. Коли ми зайшли до зали, багато людей ходили вздовж проходів між рядами і шукали свої місця. Музиканти настроювали свої інструменти. Багато глядачів уже сиділи в партері і на балконі.
2. Під час антракту ми пішли в кафе. Там глядачі обмінювалися своїми враженнями про виставу.
3. Завтра в цей час ми будемо з задоволенням переглядати нову комедію в 3D кінотеатрі.
4. Він ішов у кіно, коли я зустрів його по дорозі додому.
5. Мій молодший брат дивився мультфільми по телевізору, в той час як я готував домашнє завдання.
6. Ми чудово розважилися минулих вихідних. Цілий день ми провели у парку. Там ми каталися на атракціонах, спостерігали за тваринами в зоопарку, каталися на поні, їли морозиво та солодку вату.
7. Завтра у 6 годині ми будемо сидіти у цирку та з задоволенням спостерігати за клоунами і кумедними виступами різних тварин.

IV. WRITING

- 1. Describe your weekend.**
- 2. Write a short essay “The most interesting film I’ve recently watched”.**
- 3. Develop your ideas on the topic “Why isn’t theatre popular with young people nowadays”.**
- 4. Write a short essay “The role of music in my life”.**

UNIT 8

(SUPPLEMENTARY TEXTS)

HOLIDAYS

I. Holidays and Traditions in English-speaking Countries

1) Britain Round the Calendar

Public Holidays and Celebrations

There are only six public holidays a year in Great Britain, that is days on which people need not go in to work. They are: Christmas Day, Boxing Day, Good Friday, Easter Monday, Spring Bank Holiday and Late Summer Bank Holiday. In Scotland, the New Year's Day is also a public holiday. Most of these holidays are of religious origin, though it would be right to say that for the greater part of the population they have long lost their religious significance and are simply days on which people relax, eat, drink and make merry. All the public holidays, except Christmas Day and Boxing Day observed on December 25th and 26th respectively, are movable, that is they do not fall on the same day each year. Good Friday and Easter Monday depend on Easter Sunday which falls on the first Sunday after a full moon on or after March 21st. the Spring Bank Holiday falls on the last Monday of May or on the first Monday of June, while the Late Summer Bank Holiday comes on the last Monday in August or on the first Monday in September, depending on which of the Mondays is nearer to June 1st and September 1st respectively.

Besides public holidays, there are other festivals, anniversaries and simply days, for example Pancake Day and Bonfire Night, on which certain traditions are observed, but unless they fall on a Sunday, they are ordinary working days.

New Year

In England and Scotland the New Year is not as widely or as enthusiastically observed as Christmas. Some people ignore it completely and go to bed at the same time as usual on New Year's Eve. Many others, however, do celebration it in one way or another, the type of celebration varying very much according to the local custom, family traditions and personal taste.

The most common type of celebration is a New Year party, either a family party or one arranged by a group of young people. This usually begins at about eight o'clock and goes on until the early hours of the morning. There is a lot of drinking, mainly beer, wine, gin and whisky; sometimes the hosts make a big bowl of punch which consists of wine, spirits, fruit juice and water in varying proportions. There is usually a buffet of cold meat, pies, sandwiches, savouries, cakes and biscuits. At midnight the wireless is turned on, so that everyone can hear the chimes of Big Ben, and on the hour a toast is drunk to the New Year. Then the party goes on.

Another popular way of celebrating the New Year is to go to a New Year's dance. Most hotels and dance halls hold a special dance on New Year's Eve. The hall is decorated, there are several different bands and the atmosphere is very gay.

The most famous celebration is in London round the statue of Eros in Piccadilly Circus where crowds gather and sing and welcome the New Year. In Trafalgar Square there is also a big crowd and someone usually falls into the fountain.

Those who have no desire or no opportunity to celebrate the New Year themselves can sit and watch other people celebrating on television. It is an indication of the relative unimportance of the New Year in England that the television producers seem unable to find any traditional English festivities for their programmers and usually show Scottish ones.

January 1st, New Year's Day, is not a public holiday, unfortunately for those who like to celebrate most of the night. Some people send New Year cards and give presents but this is not a widespread custom. This is the traditional time for making "New Year resolutions", for example, to give up smoking, or to get up earlier. However, these are generally more talked about than put into practice.

Also on New Year's Day the "New Year Honours List" is published in the newspapers; i.e. a list of those who are to be given honours of various types – knighthoods, etc.

In Canada New Year's Day has a long tradition of celebration. New Year's Eve in French Canada was (and still is) marked by the custom of groups of young men, to dress in COLOURful attire and go from house to house, singing and begging gifts for the poor. New Year's Day was (and is) a time for paying calls on friends and neighbours and for asking the blessing of the head of the family. The early Governors

held a public reception for the men of the community on New Year's morning, a custom preserved down to the present day. While New Year's Day is of less significance in English Canada than in French Canada, it's a public holiday throughout the country. Wide spread merry-making begins on New Year's Eve with house parties, dinner dances and special theatre entertainment. A customary feature of the occasion that suggests the Scottish contribution to the observation is the especially those that couldn't be arranged for Christmas, are held on New Year's Day. New Year isn't such important holiday in England as Christmas. Some people don't celebrate it at all.

In USA many people have New Year parties. A party usually begins at about 8 o'clock and goes on until early morning. At midnight they listen to the chimes of Big Ben, drink a toast to the New Year and Sing Auld Lang Syne.

In London crowds usually gather round the statue of Eros in Piccadilly Circus and welcome the New Year.

There are some traditions on New Year's Day. One of them is the old First Footing. The first man to come into the house is very important. The Englishman believes that he brings luck. This man (not a woman) must be healthy, young, pretty looking. He brings presents-bread, a piece of coal or a coin. On the New Year's Day families watch the old year out and the New Year in.

Hogmanay Celebrations

Hogmanay is a Scottish name for New Year's Eve, and is a time for merrymaking, the giving of presents and the observance of the old custom of First – Footing. One of the most interesting of Scottish Hogmanay celebrations is the Flambeaux Procession at Comrie, Perthshire. Such processions can be traced back to the time of the ancient Druids. There is a procession of townsfolk in fancy dress carrying large torches. They are led by pipers. When the procession has completed its tour, the flambeaux (torches) are thrown into a pile, and everyone dances around the blaze until the torches have burned out.

The Night of Hogmanay

Nowhere else in Britain is the arrival of the New Year celebrated so wholeheartedly as in Scotland.

Throughout Scotland, the preparations for greeting the New Year start with a minor "spring-cleaning". Brass and silver must be glittering and fresh linen must be put on the beds. No routine work may be left unfinished; stockings must be darned, tears mended, clocks wound up,

musical instruments tuned, and pictures hung straight. In addition, all outstanding bills are paid, overdue letters written and borrowed books returned. At least, that is the idea!

Most important of all, there must be plenty of good things to eat. Innumerable homes “reek of celestial grocery” – plum puddings and currant buns, spices and cordials, apples and lemons, tangerines and toffee. In mansion and farmhouse, in suburban villa and city tenement, the table is spread with festive fare. Essential to Hogmanay are “cakes and kebbuck” (oatcakes and cheese), shortbread, and either black bun or currant loaf. There are flanked with bottles of wine and the “mountain dew” that is the poetic name for whisky.

In the cities and burghs, the New Year receives a communal welcome, the traditional gathering-place being the Mercat Cross, the hub and symbol of the old burgh life. In Edinburgh, however, the crowd has slid a few yards down the hill from the Mercat Cross to the Tron Kirk – being lured thither, no doubt, by the four-faced clock in the tower. As the night advances, Princes Street becomes as thronged as it normally is at noon, and there is growing excitement in the air. Towards midnight, all steps turn to the Tron Kirk, where a lively, swaying crowd awaits “the Chaplin o’ the Twal” (the striking of 12 o’clock). As the hands of the clock in the tower approach the hour, a hush falls on the waiting throng, the atmosphere grows tense, and then suddenly there comes a roar from a myriad throats. The bells forth, the sirens scream – the New Year is born!

Many families prefer to bring in the New Year at home, with music or dancing, cards or talk. As the evening advances, the fire is piled high – for the brighter the fire, the better the luck. The members of the household seat themselves round the hearth, and when the hands of the clock approach the hour, the head of the house rises, goes to the main door, opens it wide, and holds it thus until the last stroke of midnight has died away. Then he shuts it quietly and returns to the family circle. He has let the Old Year out and the New Year in. Now greetings and small gifts are exchanged, glasses are filled – and already the First-Footers are at the door.

The First-Footer, on crossing the threshold, greets the family with “A gude New Year to ane and a’!” or simply “A Happy New Year!” and pours out a glass from the flask he carries. This must be drunk to the dregs by the head of the house, who, in turn, pours out a glass for each

of his visitors. The glass handed to the First-Footer himself must also be drunk to the dregs. A popular toast is:

“Your good health!”

The First-Footers must take something to eat as well as to drink, and after an exchange of greetings they go off again on their rounds.

St. Valentine’s Day – February 14

I’ll be your sweetheart, if you will be mine,

All of my life I’ll be your Valentine ...

It’s here again, the day when boys and girls, sweethearts and lovers, husbands and wives, friends and neighbours, and even the office staff will exchange greetings of affections, undying love or satirical comment. And the quick, slick, modern way to do it is with a Valentine card.

There are all kinds, to suit all tastes, the lush satin cushions, boxed and be-ribboned, the entwined hearts, gold arrows, roses, cupids, doggerel rhymes, sick sentiment and sickly sentimentality – it’s all there. The publishers made sure it was there, as Mr Punch complained, “there weeks in advance!”

In his magazine, *Punch*, as long ago as 1880 he pointed out that no sooner was the avalanche of Christmas cards swept away than the publishers began to fill the shops with their novel valentines, full of “Hearts and Darts, Loves and Doves and Floating Fays and Flowers”.

It must have been one of these cards which Charles Dickens describes in *Pickwick Papers*. It was “a highly coloured representation of a couple of human hearts skewered together with an arrow, cooking before a cheerful fire” and “superintending the cooking” was a “highly indelicate young gentleman in a pair of wings and nothing else”.

In the last century, sweet-hearts of both sexes would spend hours fashioning a homemade card or present. The results of some of those painstaking efforts are still preserved in museums. Lace, ribbon, wild flowers, coloured paper, feathers and shells, all were brought into use. If the aspiring (or perspiring) lover had difficulty in thinking up a message or rhyme there was help at hand. He could dip into *the quiver of Love* or *St. Valentine’s Sentimental Writer*, these books giving varied selections to suit everyone’s choice. Sam Weller, of *Pickwick Papers* fame, took an hour and a half to write his “Valentine”, with much blotting and crossing out and warnings from his father not to descend to poetry.

The first Valentine of all was a bishop, a Christian martyr, who before the Romans put him to death sent a note of friendship to his jailer's blind daughter.

The Christian Church took for his saint's day February 14; the date of an old pagan festival when young Roman maidens threw decorated love missives into an urn to be drawn out by their boy friends.

A French writer who described how the guests of both sexes drew lots for partners by writing down names on pieces of paper noted this idea of lottery in 17th century England. "It is all the rage," he wrote.

But apparently to bring the game into a family and friendly atmosphere one could withdraw from the situation by paying a forfeit, usually a pair of gloves.

One of the older versions of a well-known rhyme gives the same picture:

The rose is red, the violets are blue,
The honey's sweet and so are you.
Thou art my love and I am thine.
I drew thee to my Valentine.
The lot was cast and then I drew
And fortune said it should be you.

Comic valentines are also traditional. The habit of sending gifts is dying out, which must be disappointing for the manufacturers, who nevertheless still hopefully dish out presents for Valentine's Day in an attempt to cash in. and the demand for valentines is increasing. According to one manufacturer, an estimated 30 million cards will have been sent by January, 14 – and not all cheap stuff, either.

"Our cards cost from 6d to 15s 6d", he says, but "ardent youngsters" want to pay more." They can pay more. I saw a red satin heart-shaped cushion enthroning a "pearl" necklace and earrings for 25s. Another, in velvet bordered with gold lace, topped with a gilt leaf brooch, was 21s (and if anyone buys them ... well, it must be love!).

There are all kinds:

The sick joke – reclining lady on the front, and inside she will "kick you in the ear".

The satirical – "You are charming, witty, intelligent, etc.", and "if you believe all this you must be ..." – inside the card you find an animated cuckoo clock.

And the take-off of the sentimental – "Here's the key to my heart ... use it before I change the lock".

And the attempts to send a serious message without being too sickly, ending with variations of “mine” and “thine” and “Valentine”.

So in the 20th century, when there are no longer any bars to communication between the sexes, the love missives of an older, slower time, edged carefully over the counters by the publishers and shopkeepers, still surge through the letter boxes.

Pancake Day

Pancake Day is the popular name for Shrove Tuesday, the day preceding the first day of Lent. In medieval times the day was characterized by merrymaking and feasting, a relic of which is the eating of pancakes. Whatever religious significance Shrove Tuesday may have possessed in the olden days, it certainly has none now. A *Morning Star* correspondent who went to a cross-section of the people he knew to ask what they knew about Shrove Tuesday received these answers:

“It’s the day when I say to my wife: ‘Why don’t we make pancakes?’ and she says, ‘No, not this Tuesday! Anyway, we can make them any time.’”

“It is a religious festival the significance of which escapes me. What I do remember is that it is Pancake Day and we as children used to brag about how many pancakes we had eaten.”

“It’s pancake day and also the day of the student rags. Pancakes – luscious, beautiful pancakes. I never know the date – bears some relationship to some holy day.”

The origin of the festival is rather obscure, as is the origin of the custom of pancake eating.

Elfrica Viport, in her book on Christian Festivals, suggests that since the ingredients of the pancakes were all forbidden by the Church during Lent then they just had to be used up the day before.

Nancy Price in a book called *Pagan’s Progress* suggests that the pancake was a “thin flat cake eaten to stay the pangs of hunger before going to be shriven” (to confession).

In his *Seasonal Feasts and Festivals* E. O. James links up Shrove Tuesday with the Mardi Gras (Fat Tuesday) festivals or warmer countries. These jollifications were an integral element of seasonal ritual for the purpose of promoting fertility and conquering the malign forces of evil, especially at the approach of spring.”

The most consistent form of celebration in the old days was the all-over-town ball game or tug-of-war in which everyone let rip before the traditional feast, tearing here and tearing there, struggling to get the ball

or rope into their part of the town. It seems that several dozen towns kept up these ball games until only a few years ago.

E. O. James in his book records instances where the Shrove Tuesday celebrations became pitched battles between citizens led by the local church authorities.

Today the only custom that is consistently observed throughout Britain is pancake eating, though here and there other customs still seem to survive. Among the latter, Pancake Races, the Pancake Greaze custom and Ashbourne's Shrovetide Football are the best known. Shrovetide is also the time of Student Rags.

St. David's Day

On the 1st of March each year one can see people walking around London with leeks pinned to their coats. A leek is the national emblem of Wales. The many Welsh people who live in London — or in other cities outside Wales — like to show their solidarity on their national day.

The day is actually called Saint David's Day, after a sixth century abbot who became patron saint of Wales. David is the nearest English equivalent to the saint's name, Dawi.

The saint was known traditionally as "the Waterman", that perhaps means that he and his monks were teetotallers. A teetotaller is someone who drinks no kind of alcohol, but it does not mean that he drinks only tea, as many people seem to think.

In spite of the leeks mentioned earlier, Saint David's emblem is not that, but a dove. No one, not even the Welsh, can explain why they took leek to symbolize their country, but perhaps it was just as well. After all, they can't pin a dove to their coat!

Mothering Sunday (Mothers' Day)

Mothers' Day is traditionally observed on the fourth Sunday in Lent (the Church season of penitence beginning on Ash Wednesday, the day of which varies from year to year). This is usually in March. The day used to be known as Mothering Sunday and dates from the time when many girls worked away from home as domestic servants in big households, where their hours of work were often very long. Mothering Sunday was established as a holyday for these girls and gave them an opportunity of going home to see their parents, especially their mother. They used to take presents with them, often given to them by the lady of the house.

When the labour situation changed and everyone was entitled to regular time off, this custom remained, although the day is now often called “Mothers’ Day”. People visit their mothers if possible and give them flowers and small presents. If they cannot go they send a “Mothers’ Day card”, or they may send one in any case. The family try to see that the mother has as little work to do as possible, sometimes the husband or children take her breakfast in bed and they often help with the meals and the washing up. It is considered to be mother’s day off.

St. Patrick’s Day

It is not a national holiday. It’s an Irish religious holiday. St. Patrick is the patron of Ireland. Irish and Irish Americans celebrate the day. On the day they decorate their houses and streets with green shamrocks and wear something green. In large cities long parades march through the streets. Those who aren’t Irish themselves also wear green neckties and hair ribbons and take part in the celebration.

EASTER

During the Easter Holidays the attention of the progressive people in Great Britain and indeed throughout the world is riveted first and foremost on the Easter Peace Marches, which took place for the first time in 1958 and have since become traditional. The people who participate in these marches come from different sections of society. Alongside workers and students march university professors, doctors, scientists, and engineers. More often than not the columns are joined by progressive people from abroad.

The character of the marches has changed over the years. The high-point was reached in the early sixties; this was followed by a lapse in enthusiasm when attendance fell off during the middle and late sixties. More recent years have seen a rise in the number of people attending the annual Easter March, as global problems have begun to affect the conscience of a broader section of the English population.

London’s Easter Parade

London greets the spring, and its early visitors, with a truly spectacular Easter Parade in Battersea Park on Easter Sunday each year. It is sponsored by the London Tourist Board and is usually planned around a central theme related to the history and attractions of London. The great procession, or parade, begins at 3 p.m., but it is advisable to find a vantage-point well before that hour. The parade consists of a great many interesting and decorated floats, entered by various organizations in and outside the metropolis. Some of the finest

bands in the country take part in the parade. At the rear of the parade is usually the very beautiful Jersey float, created from thousands of lovely spring blooms and bearing the Easter Princess and her attendants. It is an afternoon to remember.

April Fools' Day

April Fools' Day or All Fools' Day, named from the custom of playing practical jokes or sending friends on fools' errands, on April 1st. Its timing seems related to the vernal equinox, when nature fools mankind with sudden changes from showers to sunshine. It is a season when all people, even the most dignified, are given an excuse to play the fool. In April comes the cuckoo, emblem of simpletons; hence in Scotland the victim is called "cuckoo" or "gowk", as in the verse: *On the first day of April, Hunt the gowk another mile*. Hunting the gowk was a fruitless errand; so was hunting for hen's teeth, for a square circle or for stirrup oil, the last-named proving to be several strokes from a leather strap.

May Day in Great Britain

As May 1st is not a public holiday in Great Britain, May Day celebrations are traditionally held on the Sunday following it, unless, of course, the 1st of May falls on a Sunday. On May Sunday workers march through the streets and hold meetings to voice their own demands and the demands of other progressive forces of the country. The issues involved may include demands for higher wages and better working conditions, protests against rising unemployment, demands for a change in the Government's policy, etc.

May Spring Festival

The 1st of May has also to some extent retained its old significance — that of a pagan spring festival. In ancient times it used to be celebrated with garlands and flowers, dancing and games on the village green. A Maypole was erected — a tall pole wreathed with flowers, to which in later times ribbons were attached and held by the dancers. The girls put on their best summer frocks, plaited flowers in their hair and round their waists and eagerly awaited the crowning of the May Queen. The most beautiful girl was crowned with a garland of flowers. May-Day games and sports were followed by refreshments in the open air.

This festival was disliked by the Puritans and suppressed during the Commonwealth, 1649 — 60. After the Restoration it was revived but has gradually almost died out. However, the Queen of May is still chosen in most counties, and in many villages school Maypoles are

erected around which the children dance. The famous ceremony of the meeting of the 1st of May still survives at Oxford, in Magdalen College. At 6 o'clock in the morning the college choir gathers in the upper gallery of the college tower to greet the coming of the new day with song.

Trooping the Colour

During the month of June, a day is set aside as the Queen's official birthday. This is usually the second Saturday in June. On this day there takes place on Horse Guards' Parade in Whitehall the magnificent spectacle of *Trooping the Colour*, which begins at about 11.15 a. m. (unless rain intervenes, when the ceremony is usually postponed until conditions are suitable).

This is pageantry of rare splendour, with the Queen riding side-saddle on a highly trained horse.

The colours of one of the five regiments of Foot Guards are trooped before the Sovereign. As she rides on to Horse Guards' parade the massed array of the Brigade of Guards, dressed in ceremonial uniforms, await her inspection.

For twenty minutes the whole parade stands rigidly to attention while being inspected by the Queen. Then comes the Trooping ceremony itself, to be followed by the famous March Past of the Guards to the music of massed bands, at which the Queen takes the Salute. The precision drill of the regiments is notable.

The ceremony ends with the Queen returning to Buckingham Palace at the head of her Guards.

The Escort to the Colour, chosen normally in strict rotation, then mounts guard at the Palace.

Midsummer's Day

Midsummer's Day, June 24th, is the longest day of the year. On that day you can see a very old custom at Stonehenge, in Wiltshire, England. Stonehenge is one of Europe's biggest stone circles. A lot of the stones are ten or twelve metres high. It's also very old. The earliest part of Stonehenge is nearly 5,000 years old.

But what was Stonehenge? A holy place? A market? Or was it a kind of calendar? We think the Druids used it for a calendar. The Druids were the priests in Britain 2,000 years ago. They used the sun and the stones at Stonehenge to know the start of months and seasons. There are Druids in Britain today, too. And every June 24th a lot of them go to Stonehenge. On that morning the sun shines on one famous stone - the

Heel stone. For the Druids this is a very important moment in the year. But for a lot of British people it's just a strange old custom.

Late Summer Bank Holiday

On Bank Holiday the townsfolk usually flock into the country and to the coast. If the weather is fine many families take a picnic-lunch or tea with them and enjoy their meal in the open air. Seaside towns near London, such as *Southend*, are invaded by thousands of trippers who come in cars and coaches, trains, motor cycles and bicycles. Great amusement parks like Southend Kursaal do a roaring trade with their scenic railways, shooting galleries, water-shoots, Crazy Houses, Hunted Houses and so on. Trippers will wear comic paper hats with slogans such as “Kiss Me Quick”, and they will eat and drink the weirdest mixture of stuff you can imagine, sea food like cockles, mussels, whelks, shrimps and fried fish and chips, candy floss, beer, tea, soft drinks, everything you can imagine.

Bank Holiday is also an occasion for big sports meetings at places like the White City Stadium, mainly all kinds of athletics. There are also horse race meetings all over the country, and most traditional of all, there are large fairs with swings, roundabouts, coconut shies, a Punch and Judy show, hoop-la stalls and every kind of side-show including, in recent years, bingo. These fairs are pitched on open spaces of common land, and the most famous of them is the huge one on Hampstead Heath near London. It is at Hampstead Heath you will see the Pearly Kings, those Cockney costers (street traders), who wear suits or frocks with thousands of tiny pearl buttons stitched all over them, also over their caps and hats, in case of their Queens. They hold horse and cart parades in which prizes are given for the smartest turn out. Horses and carts are gaily decorated. Many Londoners will visit Whipsnade Zoo. There is also much boating activity on the Thames, regattas at Henley and on other rivers, and the English climate being what it is, it invariably rains.

Happy Hampstead

August Bank Holiday would not be a real holiday for tens of thousands of Londoners without the Fair on Hampstead Heath!

Those who know London will know where to find the Heath – that vast stretch of open woodland which sprawls across two hills, bounded by Golders Green and Highgate to the west and east, and by Hampstead itself and Ken Wood to the south and north.

The site of the fair ground is near to Hampstead Heath station. From that station to the ground runs a broad road which is blocked with

a solid, almost immovable mass of humanity on those days when the fair is open. The walk is not more than a quarter of a mile, but it takes an average of half-an hour to cover it when the crowd is at its thickest.

But being on that road is comfortable compared with what it is like inside the fair ground itself. Here there are, hundreds of stalls arranged in broad avenues inside a huge square bounded by the caravans of the show people and the lorries containing the generating plants which provide the stalls with their electricity.

The noise is deafening. Mechanical bands and the cries of the “barkers” (the showmen who stand outside the booths and by the stalls shouting to the crowds to come and try their luck are equalled by the laughter of the visitors and the din of machinery.

The visitors themselves are looking for fun, and they find it in full measure. There are fortune-tellers and rifle-ranges and “bumping cars”, there are bowling alleys and dart boards and coconut shies. There is something for everybody.

And for the lucky ones, or for those with more skill than most, there are prizes — table lamps and clocks and a hundred and one other things of value.

A visit to the fair at Happy Hampstead is something not easily forgotten. It is noisy, it is exhausting — but it is as exhilarating an experience as any in the world.

Henry Wood Promenade Concerts

Amongst music-lovers in Britain — and, indeed, in very many other countries — the period between July and September 21 is a time of excitement, of anticipation, of great enthusiasm.

We are in the middle of the Henry Wood Promenade Concerts — the Proms.

London music-lovers are particularly fortunate, for those who are able to obtain tickets can attend the concerts in person. Every night at 7 o'clock (Sunday excepted) a vast audience assembled at the Royal Albert Hall rises for the playing and singing of the National Anthem. A few minutes later, when seats have been resumed, the first work of the evening begins.

But even if seats are not to be obtained, the important parts of the concerts can be heard — and are heard — by a very great number of people, because the BBC broadcasts certain principal works every night throughout the season. The audience reached by this means is estimated

to total several millions in Britain alone, and that total is probably equalled by the number of listeners abroad.

The reason why such a great audience is attracted is that the Proms present every year a large repertoire of classical works under the best conductors and with the best artists. A season provides an anthology of masterpieces.

The Proms started in 1895 when Sir Henry Wood formed the Queen's Hall Orchestra. The purpose of the venture was to provide classical music to as many people who cared to come at a price all could afford to pay, those of lesser means being charged comparatively little — one shilling — to enter the Promenade, where standing was the rule.

The coming of the last war ended two Proms' traditions. The first was that in 1939 it was no longer possible to perform to London audiences — the whole organization was evacuated to Bristol. The second was that the Proms couldn't return to the Queen's Hall after the war was over — the Queen's Hall had become a casualty of the air-raids (in 1941), and was gutted.

Halloween

Halloween means "holy evening" and takes place on October 31st. Although it is a much more important festival in the USA than in Britain, it is celebrated by many people in the United Kingdom. It is particularly connected with witches and ghosts.

At parties people dress up in strange costumes and pretend they are witches, cats, vampires etc. They cut horrible faces in potatoes and other vegetables and put a candle inside, which shines through their eyes. People play different games such as trying to eat an apple from a bucket of water without using their hands.

In recent years children dressed in white sheets knock on doors at Halloween and ask if you would like a "trick" or "treat". If you give them something nice, a "treat", they go away. However, if you don't, they play a "trick" on you, such as making a lot of noise or spilling flour on your front doorstep.

Guy Fawkes Night (Bonfire Night) – November 5

Guy Fawkes Night is one of the most popular festivals in Great Britain. It commemorates the discovery of the so-called Gunpowder Plot, and is widely celebrated throughout the country. Below, the reader will find the necessary information concerning the Plot, which, as he

will see, may never have existed, and the description of the traditional celebrations.

Gunpowder Plot. Conspiracy to destroy the English Houses of Parliament and King James I when the latter opened Parliament on Nov. 5, 1605. Engineered by a group of Roman Catholics as a protest against anti-Papist measures. In May 1604 the conspirators rented a house adjoining the House of Lords, from which they dug a tunnel to a vault below that house, where they stored 36 barrels of gunpowder. It was planned that when king and parliament were destroyed the Roman Catholics should attempt to seize power. Preparations for the plot had been completed when, on October 26, one of the conspirators wrote to a kinsman, Lord Monteagle, warning him to stay away from the House of Lords. On November 4 a search was made of the parliament vaults, and the gunpowder was found, together with Guy Fawkes (1570 — 1606), an English Roman Catholic in the pay of Spain (which was making political capital out of Roman Catholics discontent in England). Fawkes had been commissioned to set off the explosion. Arrested and tortured he revealed the names of the conspirators, some of whom were killed resisting arrest. Fawkes was hanged. Detection of the plot led to increased repression of English Roman Catholics. The Plot is still commemorated by an official ceremonial search of the vaults before the annual opening of Parliament, also by the burning of Fawkes's effigy and the explosion of fireworks every Nov. 5.

Thanksgiving Day

Every year, Americans celebrate Thanksgiving. Families and friends get together for a big feast. It is a legal holiday in the US. Many people go to church in the morning and at home they have a big dinner with turkey. People gather to give the God thanks for all the good things in their lives.

Thanksgiving is the harvest festival. The celebration was held in 1621 after the first harvest in New England. In the end of 1620 the passengers from the Mayflower landed in America and started settling there. Only half of the people survived the terrible winter. In spring the Indians gave the settlers some seeds of Indian corn and the first harvest was very good. Later, Thanksgiving Days following harvest were celebrated in all the colonies of New England, but not on the same day. In October 1863 President Abraham Lincoln proclaimed a national Thanksgiving. The US Congress Named fourth Thursday of November a Thanksgiving Day. Thanksgiving Day is a “day of General

Thanksgiving to Almighty God for the bountiful harvest with which Canada has been blessed”. Regular annual observance began in 1879. Since 1957 Thanksgiving Day has been observed on the second Monday in October.

St. Andrew’s Day

In some areas, such as Bedfordshire, Buckinghamshire, Hertfordshire, and Northamptonshire, St Andrew was regarded as the patron saint of lace-makers and his day was thus kept as a holiday, or “tendering feast”, by many in that trade. Thomas Sternberg, describing customs in mid-19th-century Northampton shire, claims that St Andrew’s Day Old Style (11 December) was a major festival day “in many out of the way villages” of the country: “... the day is one of unbridled license – a kind of carnival; village scholars bar out the master, the lace schools are deserted, and drinking and feasting prevail to a riotous extent. Towards evening the villagers walk about and masquerade, the women wearing men’s dress and the men wearing female attire, visiting one another’s cottages and drinking hot Elderberry wine, the chief beverage of the season ...”. In Leighton Buzzard, Bedfordshire, a future of the day was the making and eating of Tandry Wigs. A strange belief reported Wright and Lones dedicate that wherever lilies of the valley grow wild the parish church is usually to St Andrew.

CHRISTMAS CELEBRATIONS

Christmas Day is observed on the 25th of December. In Britain this day was a festival long before the conversion to Christianity. The English historian the Venerable Bede relates that “the ancient peoples of Angli began the year on the 25th of December, and the very night was called in their tongue *modranecht*, that is ‘mother’s night’. Thus it is not surprising that many social customs connected with the celebration of Christmas go back to pagan times, as, for instance, the giving of presents. Indeed, in 1644 the English puritans forbade the keeping of Christmas by Act of Parliament, on the grounds that it was a heathen festival. At the Restoration Charles II revived the feast.

Though religion in Britain has been steadily losing ground and Christmas has practically no religious significance for the majority of the population of modern Britain, it is still the most widely celebrated festival in all its parts except Scotland. The reason for this is clear. With its numerous, often rather quaint social customs, it is undoubtedly the most colourful holiday of the year, and, moreover one that has always

been, even in the days when most people were practising Christian, a time for eating, drinking and making merry.

However, despite the popularity of Christmas, quite a number of English people dislike this festival, and even those who seem to celebrate it wholeheartedly, have certain reservations about it. The main reason for this is that Christmas has become the most commercialized festival of the year. The customs and traditions connected with Christmas, for example giving presents and having a real spree once a year, made it an easy prey to the retailers, who, using modern methods of advertising, force the customer to buy what he neither wants nor, often, can reasonably afford.

It is not only children and members of the family that exchange presents nowadays. Advertising has widened this circle to include not only friends and distant relations, but also people you work with. An average English family sends dozens and dozens of Christmas cards, and gives and receive almost as many often practically useless presents. For people who are well off this entails no hardship, but it is no small burden for families with small budgets. Thus saving up for Christmas often starts months before the festival, and Christmas clubs have become a national institution among the working class and lower-middle class. These are generally run by shopkeepers and publicans over a period of about eight weeks or longer. Into these the housewives pay each week a certain amount of money for their Christmas bird and joint, their Christmas groceries and so on, the husband as a rule paying into the club run by the local pub, for the drinks.

As much of this spending is forced upon people and often means that a family has to do without things they really need, it inevitably leads to resentment towards the festival. Needless to say that it isn't the old customs and traditions that are to blame, but those who make huge profits out of the nationwide spending spree which they themselves had boosted beyond any reasonable proportion.

The Christmas Pantomime

A pantomime is a traditional English entertainment at Christmas. It is meant for children, but adults enjoy just as much. It is a very old form of entertainment, and can be traced back to 16th century Italian comedies. Harlequin is a character from these old comedies.

There have been a lot of changes over the years. Singing and dancing and all kinds of jokes have been added; but the stories which are told are still fairy tales, with a hero, a heroine, and a villain. Because

they are fairy tales we do not have to ask who will win in the end! The hero always wins the beautiful princess, the fairy queen is triumphant and the demon king is defeated. In every pantomime there are always three main characters. These are the “principal boy”, the “principal girl”, and the “dame”. The principal boy is the hero and he is always played by a girl. The principal girl is the heroine, who always marries the principal boy in the end. The dame is a comic figure, usually the mother of the principal boy or girl, and is always played by a man.

In addition, you can be sure there will always be a “good fairy” and a “bad fairy” — perhaps an ogre or a demon king.

Pantomimes are changing all the time. Every year, someone has a new idea to make them more exciting or more up-to-date. There are pantomimes on ice, with all the actors skating; pantomimes with a well-known pop singer as the principal boy or girl; or pantomimes with a famous comedian from the English theatre as the dame. But the old stories remain, side by side with the new ideas.

Boxing Day

This is the day when one visits friends, goes for a long walk or just sits around recovering from too much food — everything to eat is cold. In the country there are usually Boxing Day Meets (fox-hunting). In the big cities and towns tradition on that day demands a visit to the pantomime, where once again one is entertained by the story of Cinderella, Puss in Boots or whoever it may be — the story being protracted and elaborated into as many spectacular scenes as the producer thinks one can take at a sitting.

Electing London's Lord Mayor

One of the most important functions of the City's eighty-four Livery Companies is the election of London's Lord Mayor at the Guildhall at 12 noon on Michaelmas Day (September 29th). The public are admitted to the ceremony. It provides one of the many impressive and colourful spectacles for which London is famed. The reigning Lord Mayor and Sheriffs, carrying posies, walk in procession to the Guildhall and take their places on the dais, which is strewn with sweet-smelling herbs. The Recorder announces that the representatives of the Livery Companies have been called together to select two Aldermen for the office of Lord Mayor of London. From the selected two, the Court of Aldermen will choose one. The Mayor, Aldermen and other senior officials then withdraw, and the Livery select their two nominations. Usually the choice is unanimous, and the Liverymen all hold up their

hands and shout “All!”. The Sergeant-at-Arms takes the mace from the table and, accompanied by the Sheriffs, takes the two names to the Court of Aldermen, who then proceed to select the Mayor Elect. The bells of the City ring out as the Mayor and the Mayor Elect leave the Guildhall the state coach for the Mansion House.

2) Customs, Weddings, Births and Christenings

Getting Engaged

In Britain the custom of becoming engaged is still generally retained, though many young people dispense with it, and the number of such couples is increasing. As a rule, an engagement is announced as soon as a girl has accepted a proposal of marriage, but in some cases it is done a good time afterwards. Rules of etiquette dictate that the girl’s parents should be the first to hear the news; in practice, however, it is often the couple’s friends who are taken into confidence before either of the parents. If a man has not yet met his future in-laws he does so at the first opportunity, whereas his parents usually write them a friendly letter. It is then up to the girl’s mother to invite her daughter’s future in-laws, to a meal or drinks. Quite often, of course, the man has been a frequent visitor at the girl’s house long before the engagement, and their families are already well-acquainted.

When a girl accepts a proposal, the man generally gives her a ring in token of the betrothal. It is worn on the third finger of the left hand before marriage and together with the wedding ring after it. Engagement rings range from expensive diamond rings to rings with Victorian semi-precious stones costing only a few pounds.

In most cases the engagement itself amounts only to announcements being made to the parents on both sides and to friends and relations, but some people arrange an engagement party, and among the better-off people it is customary to put an announcement in the newspaper.

In the book *Etiquette* the author writes that “as soon as congratulations and the first gaieties of announcement are over, a man should have a talk with the girl’s father about the date of their wedding, where they will live, how well off he is and his future plans and prospects”. Nowadays this is often not done, one of the reasons being that today the young people enjoy a greater degree of financial independence than they used to, to be able to decide these matters for themselves. However, in working class families, where the family ties

are still strong and each member of the family is more economically dependent upon the rest, things are rather different. Quite often, particularly in the larger towns, the couple will have no option but to live after marriage with either the girl's or the man's people. Housing shortage in Britain is still acute, and the rents are very high. It is extremely difficult to get unfurnished accommodation, whereas a furnished room, which is easier to get, costs a great deal for rent. In any case, the young couple may prefer to live with the parents in order to have a chance to save up for things for their future home.

But if the young people, particularly those of the higher-paid section of the population, often make their own decisions concerning the wedding and their future, the parents, particularly the girl's, still play an important part in the ensuing activities, as we shall see later.

The period of engagement is usually short, three or four months, but this is entirely a matter of choice and circumstances.

The Ceremony

The parents and close relatives of the bride and groom arrive a few minutes before the bride. The bridegroom and his best man should be in their places at least ten minutes before the service starts. The bridesmaids and pages wait in the church porch with whoever is to arrange the bride's veil before she goes up the aisle.

The bride, by tradition, arrives a couple of minutes later but this should not be exaggerated. She arrives with whoever is giving her away. The vergers signal to the organist to start playing, and the bride moves up the aisle with her veil over her face (although many brides do not follow this custom). She goes in on her father's right arm, and the bridesmaids follow her according to the plan at the rehearsal the day before. The bridesmaids and ushers go to their places in the front pews during the ceremony, except for the chief bridesmaid who usually stands behind the bride and holds her bouquet.

After the ceremony the couple go into the vestry to sign the register with their parents, best man, bridesmaids and perhaps a close relation such as a grandmother. The bride throws back her veil or removes the front piece (if it is removable), the vergers give a signal to the organist and the bride and groom walk down the aisle followed by their parents and those who have signed the register. The bride's mother walks down the aisle on the left arm of the bridegroom's father and the bridegroom's mother walks down on the left arm of the bride's father (or

whoever has given the bride away). Guests wait until the wedding procession has passed them before leaving to go on to the reception.

Marriage in Scotland

In Scotland, people over the age of sixteen do not require their parents' consent in order to marry. Marriage is performed by a minister of any religion after the banns have been called on two Sundays in the districts where the couple have lived for at least fifteen days previously. Weddings may take place in churches or private houses, and there is no forbidden time.

Alternatively, the couple may give notice to the registrar of the district in which they have both lived for fifteen days previously. The registrar will issue a Certificate of Publication which is displayed for seven days, and it will be valid for three months in any place in Scotland.

Marriage at a registry office in Scotland requires a publication of notice for seven days or a sheriff's licence, as publication of banns is not accepted. Such a licence is immediately valid but expires after ten days. One of the parties must have lived in Scotland for at least fifteen days before the application, which is often prepared by a solicitor.

The Reception

The bride's parents stand first in the receiving line, followed by the groom's parents and the bride and groom. Guests line up outside the reception room and give their names to the major-domo who will announce them. They need only shake hands and say "How do you do?" to the parents, adding perhaps a word about how lovely the bride is or how well the ceremony went. The bride introduces to her husband any friends that he may not already know, and vice versa.

The important parts of the reception are the cutting of the cake and the toast to the bride and groom. There should never be any long speeches. When all the guests have been received, the major-domo requests silence and the bride cuts the cake, with her husband's hand upon hers.

The toast to the bride and groom is usually proposed by a relative or friend of the bride. He may say, "My Lords (if any are present), ladies and gentlemen, I have pleasure in proposing the toast to the bride and bridegroom." He should not make a speech full of jokes or silly references to marriage. It should be short and dignified. The bridegroom replies with a few words of thanks. He may or may not then propose the

health of the bridesmaids. The best man replies with a few words of thanks. If a meal is provided, the toasts will come at the end of it.

After the toasts the bride and groom may move around the room talking to their friends until it is time for them to go and change. When they are ready to leave, guests gather to see them off.

Wedding Presents can be anything, according to your pocket and your friendship with the bride or groom. Such presents are usually fairly substantial compared with most other presents, and should preferably be things useful for a future home. Some brides have lists at a large store near their homes. It is always wise to ask if there is one, as this eliminates your sending something the couple may have already. The list should contain items of all prices and when one is bought it is crossed off. A wedding is one of the few occasions when money can be given, usually as a cheque. Presents are sent after the invitations have been received, usually to the bride's home. You address the card to both the bride and bridegroom.

Births and Christenings

When a child is born its parents may wish to announce the birth in a national or local newspaper. The announcement may read as follows:

Smith. On February 12th, 1999, at St. Mary's Hospital, Paddington, to Mary, wife of James Smith, 15 Blank Terrace, S. W. 3, a daughter. (The, name can be added in brackets.)

The birth must be registered at the local registrar's office within six weeks in England and Wales and three weeks in Scotland. A child is usually christened in the first six months of its life.

At the christening there is one godmother and two godfathers for a boy and vice versa for a girl (but no godparents are necessary at a Church of Scotland christening). The godmother always holds the baby during the ceremony and gives it to the clergyman just before he baptizes it. She makes the responses during the ceremony and tells the clergyman the names when asked. The true role of godparents is to watch over the spiritual welfare of their godchildren until confirmation, or at least to show interest in them throughout their childhood.

Usually, but by no means always, the friends and relatives give a christening present. Traditionally, the godparents give a silver cup, which is probably going to be far more useful if it is a beer mug! Other presents should preferably be something intended to last a lifetime, such as a leather-bound bible or poetry book, a silver spoon or a crystal and silver scent bottle.

Sunday in England

For many English families Sunday begins with the by now traditional “lie-in”, when, instead of getting up at 7.30 or at 8 o'clock, as during the rest of the week, most people stay in bed for at least another hour. And there are many younger people – Saturday night revellers in particular – who never see the light of day before midday: what is usually referred to as “getting up at the crack of noon”.

Church bells are another typical feature of an English Sunday morning, although by many their summons remains unanswered, especially by those in need of physical rather than spiritual comfort. But whether people get out of bed for morning service or not, their first meaningful contact with the world beyond the four walls of their bedroom will be the delicious aroma of bacon and eggs being fried by mother downstairs in the kitchen. This smell is for most people so much a part of Sunday mornings that they would not be the same without it.

During the mid-morning most people indulge in some fairly light activity such as gardening, washing the car, shelling peas or chopping mint for Sunday lunch, or taking the dog for a walk. Another most popular pre-lunch activity consists of a visit to a “pub” – either a walk to the “local”, or often nowadays a drive to a more pleasant “country pub” if one lives in a built-up area. It is unusual for anyone to drink a lot during a lunchtime “session”, the idea being to have a quiet drink and a chat, perhaps discussing the previous evening’s entertainment or afternoon’s sport. One additional attraction of Sunday lunchtime drinks is that most men go to the pub alone, that is to say without their wives or girlfriends, who generally prefer to stay at home and prepare the lunch.

Sunday has always been a favourite day for inviting people — friends, relations, colleagues — to afternoon tea, and there are no signs that this custom is losing popularity nowadays.

In recent years television has become increasingly popular, and Sunday evening is now regarded as the peak viewing period of the week.

Concerning the differences between a typically English Sunday and a Sunday on the Continent, there are still many forms of entertainment which a visitor from Europe would be surprised to find missing on Sundays in England. Professional sport, for example, was for many years forbidden on Sundays, and although the restrictions have been relaxed in recent years, it is still difficult to find any large sporting fixture taking place on Sundays. This is in marked contrast to the situation in most European countries where Sunday afternoon is the

most popular time for so-called “spectator sports” — football, horse-racing and, in Spain of course, bullfighting.

On the Continent museums and art galleries also attract large numbers of visitors on Sundays, whereas in England it is only in recent times that such places as the National Portrait Gallery and “The Tate” have been open on such days – at present between 2 p. m. and 6 p. m. One of the most popular attractions in London on Sunday afternoons, especially in summer, is the Tower, although this too was closed for many years on Sundays.

(www.crack.ru/catalog/db/4126.doc)

II. Holidays and Traditions in Ukraine

1) National Holidays

There are eight national holidays celebrated in Ukraine every year. If any of the official Ukraine holidays fall on Saturday or Sunday, it is customary for the following Monday to be an official public holiday.

January 1	New Year Day
January 7	Orthodox Christmas
March 8	International Women's Day
April	Easter, Holy Trinity Day
May 1 and 2	The Day of International Solidarity of Workers
May 9	Victory Day
June 28	Constitution Day
August 24	Independence Day
New Year Day (December, 31).	

New Year's Eve that is celebrated on December, 31, is definitely the favorite among the Ukraine holidays. It has some special and sentimental value in Ukraine. We have saying that a person will spend a year the way he has welcomed it. So everybody tries to do their best to make the New Year's Eve the greatest day of the year.

People decorate the New Year Tree, present each other with gifts, send cards, cook festive dinners. It is time for the best wishes for the next year. You have to do it exactly a few minutes before midnight to make them true!

According to Ukrainian traditions people spend this holiday at home together with their relatives or friends. Everybody loves this bright holiday. But kids are the ones who are waiting for Ded Moroz (Santa Claus in the culture of the eastern Slavs) the most. He will come personally to each house and put presents under the New Year Tree.

New Year's Eve is definitely a great and special time in Ukraine. It is even more special than one can imagine! New Year comes to Ukraine twice. Here is the story. It was 1918 when Soviet Russia adopted Gregorian calendar. Before that time they have been 13 days behind the rest of the world. However, even though the official calendar was switched, many people did not want to change and refused to celebrate New Year before Christmas.

Now people in ex-USSR celebrate two New Years. Official one is on December, 31 (New style) and unofficial - on January, 13 (Old style).

So, "Happy New Year!" and "Happy "Old" New Year!"

International Women's Day (March, 8)

From time to time history makes some unexpected twists. International Women's Day in Ukraine is one of those "twists". It was started as a political protest of women from clothing and textile factories on 8 March 1857 in New York City. Somehow it has lost its political flavor when it became a part of cultural traditions of the former USSR.

Traditions of the International Women's Day in Ukraine are the "mix" of Western Mother's Day and St. Valentine's Day. Holiday is extremely popular. It is a good occasion for men to demonstrate their love and sympathy to the women around them. On the other hand, this is the only day of the year when every woman becomes a queen.

The Day of International Solidarity of Workers (May, 1st and 2nd)

Today this holiday is more a reminder about "good old days" of the Soviet Union. It used to be a day for colorful parades, loud marches, crowds of peoples in the streets. Now the majority of people just takes a rest at home or goes camping with their families or friends.

Victory Day (May, 9)

This is the day when people of the former Soviet Union celebrate the victory over the fascist Germany. During World War Two SSSR lost 27 million people - more than all its Allies together. Three quarters of the German soldiers who were killed during WWII, lost their lives on the Russian Front. Practically each person in the USSR has relatives who didn't come home after Victory. Let them rest in peace. We remember them.

Constitution Day (June, 28)

This holiday commemorates the adoption of Ukrainian constitution in 1996.

Independence Day (August, 24)

Among the Ukraine holidays Independence Day is a symbol of the new Ukrainian history. This holiday is dedicated to the important event when Ukraine proclaimed independence from the USSR in 1991. There are no particular traditions of celebrating it yet. Large public performances, festivals, concerts of popular singers in the streets take place. Big cities usually have military parades and performance of the military orchestras.

Religious Holidays

For decades people in Ukraine were controlled by an atheistic regime. That's why almost during the whole 20th century Religious Holidays were not included in the list of the official Ukrainian holidays. But in some mysterious way people's memory kept special traditions and spirituality, which distinguish religious holidays.

Only at the end of 1990s religious holidays in Ukraine were resurrected. Traditions around religious holidays and their importance in the social life have grown.

Easter is considered the major holiday of the Orthodox religious calendar. The date of Easter changes each year according to the lunar calendar. Several other Christian holidays fix their dates by reference to Easter.

Since the Orthodox Church uses the Julian or the "Old Style" (OS) calendar, the calculations for the date of Easter are pretty complicated. To determine the date of Easter, you can use calculator from the Diocese of Ely or Smart.Net web sites.

The Christmas celebrations in Ukraine is maybe the most full of beauty and solemnity among the Ukraine holidays.

For the Ukrainian people Christmas is the most important family holiday of the whole year. It is celebrated solemnly, as well as merrily, according to ancient customs that have come down through the ages and are still observed today.



Ukrainian Christmas customs are based not only on Christian traditions, but to a great degree on those of the pre-Christian, pagan culture and religion. The Ukrainian society was basically agrarian at that time and had developed an appropriate pagan culture,

elements of which have survived to this day.

Christianity was introduced into Ukraine in 988 A.D. The flourishing pagan religion and traditions associated with it were too deeply rooted in the people to allow the Church to eradicate them completely. Therefore, the Church adopted a policy of tolerance toward most of the ancient customs and accepted many as part of the Christian holidays. In this way, the ancient pagan Feasts of Winter Solstice, Feasts of Fertility became part of Christian Christmas customs. This is perhaps why Ukrainian Christmas customs are quite unique and deeply symbolic.

Ukrainian Christmas festivities begin on Christmas Eve ([G] Dec.24; [J] Jan.6.) and end on the Feast of the Epiphany. The Christmas Eve Supper or Sviata Vecheria (Holy Supper) brings the family together to partake in special foods and begin the holiday with many customs and traditions, which reach back to antiquity. The rituals of the Christmas Eve are dedicated to God, to the welfare of the family, and to the remembrance of the ancestors.

With the appearance of the first star which is believed to be the Star of Bethlehem, the family gathers to begin supper.

The table is covered with two tablecloths, one for the ancestors of the family, the second for the living members. In pagan times ancestors were considered to be benevolent spirits, who, when properly respected, brought good fortune to the living family members. Under the table, as well as under the tablecloths some hay is spread to remember that Christ was born in a manger. The table always has one extra place-setting for the deceased family members, whose souls, according to belief, come on Christmas Eve and partake of the food.

A kolach (Christmas bread) is placed in the center of the table. This bread is braided into a ring, and three such rings are placed one on top of the other, with a candle in the center of the top one. The three rings symbolize the Trinity and the circular form represents Eternity.

A didukh (meaning grandfather) is a sheaf of wheat stalks or made of mixed grain stalks. It is placed under the icons in the house. In Ukraine, this is a very important Christmas tradition, because the stalks of grain symbolize all the ancestors of the family, and it is believed that their spirits reside in it during the holidays.

After the didukh is positioned in the place of honor, the father or head of the household places a bowl of kutia (boiled wheat mixed with poppy seeds and honey) next to it. Kutia is the most important food of

the entire Christmas Eve Supper, and is also called God's Food. A jug of uzvar (stewed fruits, which should contain twelve different fruits) and is called God's Drink, is also served.

After all the preparations have been completed, the father offers each member of the family a piece of bread dipped in honey, which had been previously blessed in church. He then leads the family in prayer. After the prayer the father extends his best wishes to everyone with the greeting Khrystos Razhdaietsia (Christ is born), and the family sits down to a twelve-course meatless Christmas Eve Supper.

There are twelve courses in the Supper, because according to the Christian tradition each course is dedicated to one of Christ's Apostles. According to the ancient pagan belief, each course stood for every full moon during the course of the year. The courses are meatless because there is a period of fasting required by the Church until Christmas Day. However, for the pagans the meatless dishes were a form of bloodless sacrifice to the gods.

The first course is always kutia. It is the main dish of the whole supper. Then comes borshch (beet soup) with vushka (boiled dumplings filled with chopped mushrooms and onions). This is followed by a variety of fish - baked, broiled, fried, cold in aspic, fish balls, marinated herring and so on. Then come varenyky (boiled dumplings filled with cabbage, potatoes, buckwheat grains, or prunes. There are also holubtsi (stuffed cabbage), and the supper ends with uzvar.

Triytsia or Pentecost ("the 50th day" in ancient Greek) commemorates the descent of the Holy Spirit upon the Apostles.

Many of Ukrainian holidays are based not only on Christian traditions, but are deeply rooted in a pagan culture. **Ivana Kupala holiday** (July 6-7) is the most mysterious and enigmatic holiday in the Slavic culture. It is the Holiday of Fire and Water, surrounded with many legends and rituals.

Feast of St. Nicholas

(G)Dec.6; (J)Dec.19.

In Ukraine, St. Nicholas is a special saint, for it was Prince Vladimir who brought back tales of the saint after he went to Constantinople to be baptized. The Ukrainian prince Vsevolod Yaroslavych introduced the feast of St. Nicholas during the time of Pope Urban II (1088-99 AD).

St. Nicholas' Day was a time of great fun in Ukraine. On this day, people would invite guests in and sleighs would be ridden around the village to see if the snow was slippery [icy]. This was the holiday for young children, for they would receive gifts from St. Nicholas, the patron saint of children. "St. Nicholas" was often accompanied by "angels" and might have quizzed the children on their catechism. St. Nicholas Day, not Christmas, is the usual gift-giving day in much of Europe including Ukraine, although for Christmas it was the custom of all members in the family to get a new article of clothing.

Other Ukraine Holidays

Ukrainians are extremely sociable and friendly people. They love to visit each other at home or just to have casual conversation with stranger in the street. Perhaps these are the main reasons for those numerous Ukraine holidays which they have.

Here is a list of the most popular of them.

Tatiana's Day or Students' Day (January, 25)

Tatiana's Day is kind and cheerful holiday. Present day students enjoy the freedom, youth and coming vacations. For those who have been a student years or decades ago, it is always the day to remember about the best days of their life.

St. Valentine's Day (February, 14)

This holiday was adopted from Western culture about 10 years ago. It became very popular in Ukraine.

Men's Day (February, 23)

Formerly was known as The Soviet Army Day. It is a sign of respect to all generations of the Soviet soldiers and military people who defended our Motherland from invaders. Now, this holiday is considered as an opportunity for men to have their own holiday. Similar to the Women's Day on March, 8.

Day of Knowledge (September, 1)

This is the first day of the new school year at all Schools, Colleges, Universities and Institutes.

Fool's Day or Humor Day (April, 1)

April Fool's Day is celebrated everywhere in Ukraine. But nobody else does it more "seriously" than the "Humor Capital" of Ukraine city of Odessa. From the first minute at the annual "Yumorina" comedy festival you will feel that specific atmosphere, which brings hundreds of thousands of visitors to Odessa every April.

2) Ukraine Customs and Traditions

Ukraine customs and traditions absorbed the experience of many generations of people who lived in the country during its long history. Every new generation brought its own vision of every day rules of life to follow, creating what we call today a national culture. To understand traditions of Ukraine culture you should be aware of a few things:

- Traditions and customs vary regionally within Ukraine. There are significant cultural differences between city and village, West and East Ukraine.
- You will find that some Ukraine customs are compatible with your own. Some of them you will consider irrational or incomprehensible. They are neither "good" nor "bad". They just belong to another culture.
- Unlike people of most western countries Ukrainians tend to express their emotions freely. No matter whether they are positive or negative. Don't be confused when you see that.
- People in the streets don't usually smile too much, but very soon you will realize that an ability to form warm informal relationships is the main feature of the Ukrainian national character.

Let me introduce some Ukraine customs and traditions from a standpoint of the person who belongs to the Ukrainian culture by birth and life experience. I hope it will help you to recognize real gems in the culture, which from the first glance looks different than culture of your native country.

National traditions are like a heart of the national culture. They determine the way people live: their language, religious belief, life values, social relationships, material goods - food, clothing, buildings, tools, etc.

Language

From time to time the status of Ukrainian and Russian languages in Ukraine become a subject of pretty dirty political games. This kind of discussion is like a vital fuel for those who try to promote their own interests. Ukraine cannot afford to be a divided country due to these games.

I will present to you some facts and statistics and let you make your own conclusion about the languages spoken in Ukraine. You

decide whether the problem of "Russification" or "Ukrainization" really bothers "people on the street"

- Ukrainian is the only official language in Ukraine.
- The majority of the population in Ukraine is bilingual.
- Both Russian and Ukrainian languages are equally popular in Ukraine. Very often you can watch the picture. Two persons in the street have a conversation. One of them speaks Ukrainian, while another one uses Russian. They don't even realize about speaking different languages. They understand each other and get along well.
- According to the official 2001 census data : "The part of those whose mother tongue is Ukrainian totals 67.5% of the population of Ukraine". The Ukrainian census did not ask people what language they speak most of the time, but what their "native language" is. Many ethnic Ukrainians who usually speak Russian in everyday life nonetheless consider Ukrainian their native language due to their nationality.
- On the other hand, when the question "What language do you use in everyday life?" was posed in the sociological survey, the Kievans' answers were distributed as follows : "mostly Russian": 52%, "both Russian and Ukrainian in equal measure": 32%, "mostly Ukrainian": 14%, "exclusively Ukrainian": 4.3%.

Life Values in Ukraine Culture

If traditions are a heart of the national culture, the life values are its foundation. What are those ideas, beliefs, and aspirations which formed the foundation of Ukraine customs and traditions?

Ukrainians are traditionally family oriented people. Pretty often parents (or grandparents) live together with their children and help them to raise the kids. This tradition was a necessity when just a couple generations ago the majority of Ukrainians lived in the villages.

It is a Ukrainian custom that grandparents play a great role in raising children. They say: "Children are our future." Sometimes parents and grandparents sound overprotective. But without any doubt they try to do their best to bring their children up as decent people.

Ukrainians are well-known for their hospitality. They love to invite people to their homes or to visit their friends or relatives. Traditional Ukraine customs are to put all the best food on the table and to feed the

guest once he entered their home. Ukrainian parties are not about food only. It is a long process with plenty of eating, drinking, and conversation.

In Ukraine you will never meet such thing as militant feminism. A lady-policeman twisting arms of some criminal will seem an absurdity to Ukrainians. According to the Ukraine customs it is typically for older generations when the wife does the cleaning and cooking, while the husband is responsible for all "technical jobs". Among younger generations to work around the home together is more typical.

Ukraine customs and traditions determine the style of public behavior. Ukrainians are brought up to avoid attracting attention to themselves. They usually speak quietly in public. To sit or lay on the floor is inappropriate in public places.

Ukrainian Food

The traditional Ukrainian cuisine is rich of natural ingredients. You will always remember taste of tomatoes, cucumbers, pepper, lettuce, onions, apples, grapes, peaches grown in the famous fertile Ukrainian soil.

The Ukraine customs and traditions in cooking are based on a combination of fresh or pickled fruits and vegetables, meat, mushrooms, and herbs. Often they include a great number of ingredients and their unusual combinations.

In Ukraine people tend to eat fatty food, such as whole milk, sour cream, butter, etc. Sometimes people even go to villages to get whole milk because it is considered to be beneficial for children. Ukrainian people like to cook. They practically don't eat junk food.

The description of Ukrainian cuisine would be incomplete without salo (pork fat). Sometimes Ukrainians joke: "Salo is our national pride". Placing a thin sliced salo on black bread with garlic and salt will make it especially delicious.

Some curious fact about salo. In the mountains at high altitude alpinists usually lose their appetite. Very often they can't even look at food without negative emotions. Salo is practically the only product, which doesn't cause food troubles at high altitude.

It is hard to name a nation, that would respect bread as much as Ukrainians do. During many centuries Ukrainians were strongly attached to their land and its fruits. Bread was regarded as one of the

holiest foods. The cult of bread is well-observed in Ukraine customs and rituals.

Hosts often give their guests a loaf of bread with salt on the top. The ritual of offering a guest bread and salt is a ceremony of welcome which dates back many centuries. "The Bread and Salt" tradition is very symbolic in Slavic culture. It can symbolize many things. During wedding ceremonies in Ukraine instead of the customary wedding cake, traditional bread called Korovai, is served. It symbolizes a new-family birth and its future prosperity.

Ukraine Superstitions

There are a lot of superstitions which are well-known: black cats, lucky horseshoes, broken mirrors, scattered salt, Friday the 13th, etc. etc. Sounds familiar, right?

Superstitions are the oldest beliefs in the world. They are rooted in the culture and touch every aspect of daily life: luck-fate, happy-sad, life-death, sanity-madness, good-bad, and male-female. Everyone knows them and jokes about them. However, many who say that they don't believe them avoid breaking them because they "don't want to tempt fate". "Just in case."

As for Ukrainian customs, rituals, and superstitions, we have to remember that for hundreds of years the Orthodox Church in Ukraine coexisted beautifully with ancient Pagan traditions. Superstitions are part of our cultural heritage. That's why elements of mysticism and irrationality are the noticeable part of Ukrainian mentality. So,...

- Never shake hands, give keys or anything else in the doorway. It may bring misfortune to your guest.
- Never leave an empty bottle on the table, but if a bottle is opened, drink up.
- Try to sit between two people with the same name. It will bring you luck.
- Don't be alarmed when somebody spits three times over his left shoulder or sits on his luggage before going on a trip.

(<http://www.ukraine-travel-advisor.com>)

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