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Кафедра англійської мови**

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**Інструктивно-методичні матеріали
до організації самостійної та індивідуальної роботи студентів
із практичного курсу англійської мови**

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Інструктивно-методичні матеріали до організації самостійної та індивідуальної роботи студентів із практичного курсу англійської мови. Частина І. – Житомир, 2020. – 70 с.

Методичні матеріали укладено для студентів-філологів другого курсу денної форми навчання Житомирського державного університету імені Івана Франка, які навчаються за освітньою програмою підготовки бакалаврів “Німецька мова та література (переклад включно)” спеціальності 035 Філологія 035.043 Германські мови та літератури (переклад включно), перша - німецька. Навчальне видання спрямоване на формування у студентів мовленнєвих навичок шляхом опрацювання циклів лексико-граматичних завдань на основі текстів з автентичних англомовних джерел.

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ВСТУП

Методичні матеріали укладено для студентів-філологів другого курсу денної та заочної форми навчання Житомирського державного університету імені Івана Франка, які навчаються за освітньою програмою підготовки бакалаврів “Німецька мова та література (переклад включно)” (галузь знань 03 «Гуманітарні науки», спеціальність 035 Філологія, спеціалізація 035.043 Германські мови та літератури (переклад включно), перша – німецька. Навчальне видання орієнтоване на формування у студентів навичок іноземного мовлення через виконання циклів вправ з лексики та граматики англійської мови.

Пропоновані методичні матеріали для самостійної та індивідуальної роботи представляють собою збірку текстів, вправ та тестів, які практикують навички читання, говоріння, аудіювання та письма у студентів другого курсу. Метою методичних матеріалів є формування у студентів навичок іноземного мовлення шляхом виконання комплексних лексико-граматичних завдань на основі текстів з автентичних джерел.

Навчальна дисципліна «Практичний курс англійської мови» передбачає значну кількість самостійної роботи студентів, тому посібник рекомендовано саме для відпрацювання лексики та граматики з тематики, яка вивчається на другому курсі. В посібник включено змістові модулі, які вивчаються на другому курсі (“Appearance and Character”, “Emotions and Feelings”, “Acquaintance”, “Family Life”), в кожному з них подано вправи на читання, закріплення лексики, відпрацювання граматики, фразових дієслів та ідіом.

У посібнику підібрані автентичні англомовні тексти та розроблено вправи для аудиторної та самостійної перевірки засвоєння студентами лексичного та граматичного матеріалу. Пропоновані вправи скомпоновано таким чином, щоб розширити їхній лексичний запас та відпрацювати нову лексику в текстах, розмовних завданнях, лексико-граматичних вправах, тестах. Кожен змістовий модуль включає дотекстову роботу, тематичні тексти і діалоги, лабораторні роботи з аудіювання. Робота над кожним модулем завершується певним підсумковим видом роботи.

Текстовий матеріал було підібрано за критерієм відповідності рівню мовних вимог та завданням навчання іноземній мові на початковому етапі. Запропоновані завдання передбачають як самостійну, так і індивідуальну роботу студентів, спонукають їх до співпраці в навчальному процесі (проектні завдання, рольові ігри тощо).

Методичні матеріали було апробовано практикою роботи на кафедрі англійської мови ННІ іноземної філології Житомирського державного університету імені Івана Франка.

НАВЧАЛЬНО-ТЕМАТИЧНИЙ ПЛАН САМОСТІЙНОЇ ТА ІНДИВІДУАЛЬНОЇ РОБОТИ

№ з/п	Назва теми	Кількість годин
Модуль 1. Зовнішність та характер людини		
1	Read the article "Are you Classic, Dramatic or Natural?" and do the assignments.	4
2	Write an essay on the topic: "What are some of the important qualities of a good son or daughter? Have these qualities changed or remained the same over time in your culture? Explain your opinion".	4
3	Compare and contrast pictures: Look at people of different age. Find common characteristic features in their appearance.	2
4	Read the article "Your body language shapes who you are" and do the assignments.	4
5	Write an essay on the topic: "Describe the person you admire".	4
6	Audio lab: "People's Appearance and Character".	2
7	Write an essay on the topic: "Appearances are Deceptive".	4
8	Work on vocabulary Unit 47, p. 98–99 "English idioms in use (Int)".	4
9	Compare and contrast pictures of two people in terms of their appearance and character.	
10	Prepare a report on the topic: "My zodiac sign and how it illustrates me".	4
11	Audio lab 1 "Crying".	2
12	Compare and contrast pictures: Choose a child who remains you in your childhood (appearance and character).	4
13	Read the article "Somatotypes - William Sheldon, 1940's" and do the assignments.	2
14	Audio lab 2 "Why do we feel awkward?"	2
15	Read the article "The Power of a Smile" and do the assignments.	4
16	Audio lab 3 "Concepts of happiness".	2
17	Prepare a presentation: "My personality".	2
18	Audio lab "Oh, Billy, you are so clever!"	2
19	Compare and contrast pictures: Look at these photographs. Discuss how the people feel and why?	2
20	Audio lab 4 "Loneliness".	4
21	Work on vocabulary Unit 47, p. 98–99 "English idioms in use (Int)".	4
22	Prepare a report on the topic: "Different manias".	4
Усього годин за модуль 1		66

Модуль 2. Людина та її оточення		
1	Read the article "What's in a Name?" and do the assignments.	4
2	Write an essay on the topic: "Looking through the family album".	2
3	Write an essay on the topic: Being an only child: a blessing or a curse?"	2
4	Read the article "Meredith Baxter Birney" and do the assignments.	4
5	Prepare the debate on pluses and mines of nuclear and extended families.	4
6	Read the article "Modern families" Across cultures p.12 and do the assignments.	2
7	Audio lab "Hobbies".	2
8	Write an essay on the topic "The Importance of Family".	2
9	Prepare the debate on topic: "What is ideal family for you?"	4
10	Read the article "A passion for genealogy" and do the assignments.	2
11	Prepare the debate on topic: "Do you think "blood is thicker than water" (family relationships are stronger than other relationships)?"	4
12	Audio lab "American families".	4
13	Write an essay on the topic: "Every generation of people is different in important ways. How is your generation different from you're your parents' generation? Explain your opinion".	4
14	Audio lab "Canadian family lives".	2
15	Read the article "Problems Facing Teenagers and Youth in Ukraine " and do the assignments.	2
16	Audio lab "Teenagers' idols".	2
17	Read the article "Weddings, marriages..." and do the assignments.	4
18	Audio lab "Arranged marriages".	4
19	Prepare a presentation: "Wedding traditions in different countries."	4
20	Prepare the debate on topic: "What is the best age to go out and get married?"	4
21	Read the article "A Wedding Story" and do the assignments.	2
22	Audio lab "Wedding ceremonies".	4
Усього годин за модуль 2		68

ЗАВДАННЯ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ ТА ІНДИВІДУАЛЬНОГО ВИКОНАННЯ

Модуль 1. Зовнішність та характер людини

Topic “APPEARANCE AND CHARACTER”

Exercise 1. Do you really think that appearance matters much in the 21st century? List some possible ways how a person can correct or change his/her appearance.

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

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

B) *Write Ukrainian equivalents to the items in your list. Add at least 5 more make-up items to this list. Explain what each make-up item is used for.*

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

Are you Classic, Dramatic or Natural?

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

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

Of course, our interest in make-up starts at a young age. As kids, most of us raided our mother's make-up bag and as teenagers we begged to be allowed to wear it. Then, when our parents finally agreed, we smeared blues, greens and reds in very inappropriate places. One of my clearest memories is of my mother showing me how to use eye shadow to highlight and define. It made me feel like a grown-up and brought

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

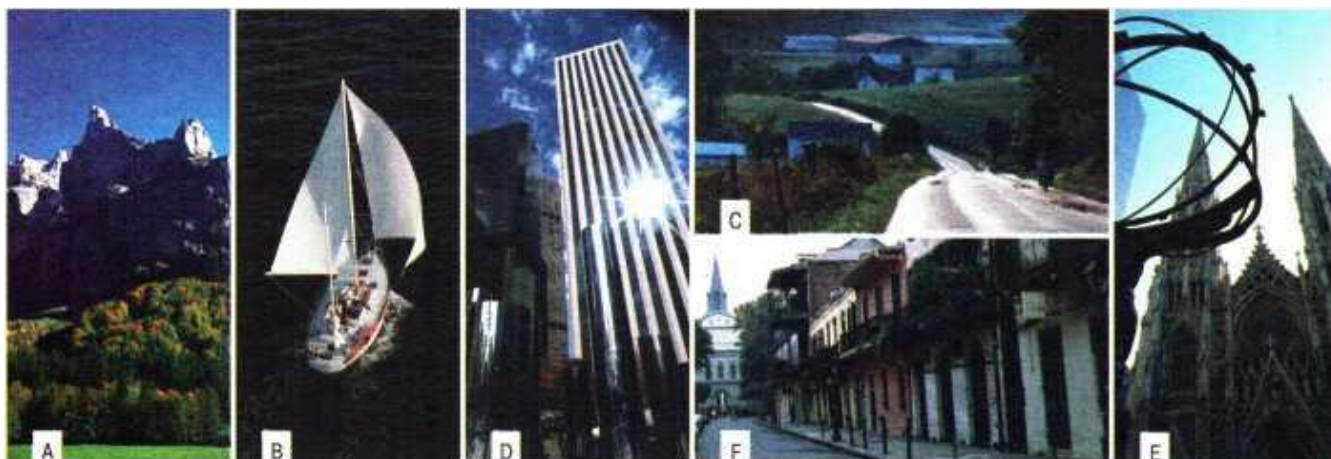
Exercise 2. A) Discuss/answer the following questions.

1. Do you feel lost without your makeup bag?
2. What do you keep in it?
3. Do you agree that make-up can be a safety mask?
4. What does your choice of cosmetics depend on?
5. Do you wear different make-up for different occasions?

B) Write 5 things you like about your body and appearance explaining your choice.

Exercise 3. You are going to find out more about your personality.

A) Look carefully at the pictures given below. Choose the one that you like best. After that read the character description that matches the letter under the picture you have chosen. Do you think the description really shows your character?



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

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

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

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

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

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

B) Match the expressions underlined in the text with the adjectives given below.

A. airy-fairy	G. loyal
B. analytically-minded	H. naïve
C. adventurous	I. organized

D. demanding	J. energetic
E. irresolute	K. reserved
F. unsubmitive	L. persistent

C) Read the words given below. What sort of person may be described like this? If necessary look up the words in the dictionary.

✓ ambitious	✓ creative
✓ practical	✓ sentimental
✓ imaginative	✓ romantic
✓ unrealistic	✓ faithful
✓ suspicious	✓ trustworthy

D) Describe appearance and character of a person you like using topical vocabulary under study.

Exercise 4. Say the same in English.

1. Лора сподобалась мені з першого погляду. У неї були розумні, добрі, трохи насмішкуваті очі, злегка кривий маленький носик, гарно окреслені губи та чарівна посмішка.

2. Як справжня англійка, Кейт змінювала зачіску та колір волосся дуже часто. Вчора вона могла бути блондинкою з гарно завитим волоссям до плечей, сьогодні її волосся могло бути зачесане в хвіст на потилиці і вилизувати на сонці міддю; завтра воно могло бути попелястим з кількома знебарвленими пасмами, що ними вільно грається вітер. Кейт була легковажною і більше думала про свою зовнішність, ніж про навчання та майбутню кар'єру.

3. Хоча місіс Сміт не було ще й тридцяти двох, в її волоссі було багато сивих пасом. Навряд чи вона коли-небудь фарбувала волосся, і можна було побачити, що до того, як вона почала сивіти, воно було темно-каштанове. На фотографії, що висіла на стіні, можна було побачити молоду місіс Сміт. На ній вона була з

двома кумедними хвостиками, пустотливими очима і радісною широкою посмішкою.

4. У більшості націй є характерні риси зовнішності. Наприклад, люди з країн Сходу скоріше невеликі на зріст, ніж високі. У них чорне, як смола, волосся, темні розкосі очі та круглі обличчя. На протилежність від них, слов'яни звичайно високого зросту з русявим або каштановим волоссям, великими блакитними, карими, сірими або зеленими очима. Історичні хроніки описують чоловіків-слов'ян широкоплечими і мускулястими, з вусами та бородами. Жінки-слов'янки, в основному, були високими і стрункими в юності, але набували приємної повноти у середньому віці. За давньою традицією, слов'янки до заміжжя носили довгі коси і не накривали голови хустками, а після весілля коси укладали навкруг голови і покривали хусткою або головним убором.

5. Вона була дуже впертою на вдачу і полюбляла командувати. У всіх життєвих ситуаціях вона звикла покладатися лише на себе і саме через це була завжди незалежною у своїх думках та вчинках. Про такі її якості можна говорити однаковою мірою і як про позитивні риси, і як про вади.

6. Коли йдеться про опис наших улюблених зірок чи спортсменів, то вони виявляються приязними людьми, тобто чесними, надійними, дружніми, готовими завжди прийти на допомогу.

7. Само собою зрозуміло, що здебільшого нас приваблюють чуйні, скромні та товариські люди. Звичайна річ, це відбувається лише в тому випадку, коли вони мають приємну зовнішність.

Topic “EMOTIONS AND FEELINGS”

Exercise 1. You are going to read about something that costs nothing but gains a lot. While reading, match the smiles in the pictures with their definitions.

The Power of a Smile

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

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

Smile is a wonderful ‘mood alterer’. Smiling, even if it’s not sincere, can change your mood, or cause you think something is funnier than if you weren’t smiling, experts say. Research has also proven that the more you smile, the happier you can become. So, if you’re feeling blue, a smile even a fake one can help to lift your spirits!

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

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



___ Most often seen after a bad experience that you’re trying to make the best of — like when you see the grade on a test you didn’t do so well on, but you’re trying not to

let it get to you. This type of smile is characterized by pursed lips turned up at the corners.

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

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

___ This smile was probably pasted on your face the last time you had to tell your parents about something you did that you knew was going to make them angry — like getting a bad grade, or breaking your mom's favourite vase. It takes the edge off an otherwise unpleasant message. What does it look like? The lip corners may be tightened and the lower lip may be pushed up for a moment. A smile like this done well can often convince the recipient that what you did wasn't really SO bad.

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

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

Exercise 2. Find English equivalents to the following words and expressions in the text you have just read.

<ul style="list-style-type: none">• розвеселити когось• змінити настрій	<ul style="list-style-type: none">• жалюгідний• відображати почуття тих, хто
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<ul style="list-style-type: none"> • поганий досвід • широка посмішка • щира посмішка • справжнє щастя • візуальний контакт 	<p>посміхається</p> <ul style="list-style-type: none"> • чим більше ти посміхаєшся, тим щасливішим стаєш • переконливий • гідний довіри • м'язи обличчя
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Exercise 3. Match the idioms from the text with their definitions.

1. to feel blue	A. to make smth less bad, good, strong, cold, etc.
2. to lift spirits	B. to allow smth to make you feel annoyed or upset
3. to make the best of something	C. to have a sudden strong desire or need to do smth
4. to let smth/smb get to you	D. to make someone happier
5. to take the edge off smth	E. to be relaxed, especially in a situation in which people might feel a little nervous
6. to feel the urge to do smth	F. to accept a situation which is not very good, and do whatever you can to make it better
7. to feel at ease	G. to be sad and without hope

Exercise 4. Fill in the gaps in the sentences below with the idioms from the previous exercise. Remember to put the verbs into the correct tense form.

- The sun was hot on my back, but the south-easterly wind _____ the heat.
- I'm under a lot of pressure at work, and sometimes it _____ me a bit.
- If you _____, and don't know who to talk to, phone Depression Hotline, 24 hours a day, 7 days a week.
- They talked all through the night about a million small things. She felt as if she'd known him all her life, and with the first rays of the sun she suddenly _____ to tell him all her problems.

5. While my mother was in the hospital, I would write her a poem or draw something nice for her every day. It helped me to _____ .
6. Fred stayed very much in the background, but his soft, kind eyes helped Kate to _____ in the circle of his fellow-officers.
7. We are stuck here, in the middle of nowhere, but the company's good and we've got plenty of food to last us a couple of days, so we might as well laugh and _____ it.

Exercise 5. Translate the following sentences into Ukrainian. Pay special attention to the words and phrases in italics.

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

Exercise 6. What kind of emotions and feelings do you think the following people's smiles might express?

1. Mona Lisa in the portrait painted by Leonardo da Vinci
2. Snow Queen from Hans Christian Andersen's fairy-tale

3. a person who is told that people will live on Mars in three years' time
4. a student who is going to take an exam in a subject he knows very little
5. a student who has just passed a very difficult exam successfully
6. a grandmother who is watching her grandson making his first steps
7. a person who is going to do something bad
8. a person who has no real wish to smile but has to do it under circumstances
9. a person who is really happy to see you
10. a tired shop assistant at the end of the working day

МОДУЛЬ 2. ЛЮДИНА ТА ЇЇ ОТОЧЕННЯ

Topic “ACQUAINTANCE”

Exercise 1. You are going to read about some ways of choosing names for newborns.

Before reading think about:

- *What are the most common ways of choosing names in Ukraine?*
- *Can you explain the origin of the most usual Ukrainian surnames?*
- *Do you know any unusual Ukrainian names?*
- *What parts do English and Ukrainian names include? Are they the same?*

What's in a Name?

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

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

Until about the 14th century most people had only one name. In medieval England 3 of 5 men carried the name of Henry, Robert, John, William or Richard. As

towns and cities grew, so did the necessity to further identify individuals and families, thus requiring a second name or a surname.

With few exceptions there were four ways surnames or permanent family names were adopted. They were: 1) patronymics – the father's name with "son" immediately after it, for example Peterson, Adamson, Woodson; 2) place names – words that identify where a person or family lived or came from, for example Hill, Lake, Wood, Road; 3) occupational names – what a person did for a living, for example Miller, place Butcher, Baker, Tailor; 4) nicknames – usually based on a person's personality or characteristics, for example Short, Long, Savage, White, Brown.

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

There are quite a few relatively common short forms of names that have male and female forms: Alex, Chris, Jean, Lee, Pat, Robin, Sal, Sam, Teddy, Terry and others.

Many people want names that are so unusual, they are practically unique. A person with a made-up name will most likely never meet another person with the same name. Making up a name is easy, you just combine sounds of other names or words: Jolissa is a combination of Josephine and Lissa, Keilyn – Keith and Lynette, etc.

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

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

Exercise 2. Match the following phrases with the words underlined in the text.

- A. a word made by arranging the letters of another word in a different order.
- B. like something but not exactly the same
- C. a stage
- D. the feeling of loving smb
- E. to protect or defend yourself against
- F. the feeling of loving smb.
- G. connected with the Middle Ages
- H. a respected symbol of a tribe or family.

Exercise 3. Make a presentation about your own family name and your mother's maiden name.

Exercise 4. Say the same in English.

1. Мені здається, я знаю цього чоловіка. Він мешкав на сусідній вулиці. Дивна особистість. Я знаю його лише на ім'я. Його звуть, здається, Боббі. Але я думаю, що це не справжнє його ім'я. Можливо, це лише його прізвище. Я пам'ятаю, коли він переїхав сюди, йому було ледве за 35. Зараз йому, напевно, далеко за 45. Взагалі-то, складно сказати, скільки йому років.

2. Моя молодша сестра вийшла заміж і живе тепер з батьками свого чоловіка. Її свекор і свекруха – літні люди і потребують піклування. До того ж, вона часто спілкується зі своєю зовицею, вони однолітки і мають багато спільного. Решта родичів майже всі живуть в інших містах і рідко відвідують їх.

3. Кейт була гарненькою дівчинкою. В школі її прозвали Лялькою. Вдома всі її любили і давали смішні прізвиська. Навіть коли вона стала дорослою, всі

продовжували називати її різними смішними іменами. Коли їй виповнилося 25, серед подарунків були традиційні ляльки і м'які іграшки.

4. Я хочу показати тобі наш сімейний альбом – він зберігає всю історію нашої численної родини. Ось фотографії мого прадіда і моєї прабабки з маминого боку. Вони тут такі молоді! Прадіда і прабабку з батьківського боку я пам'ятаю досить невиразно, бо вони померли, коли я була зовсім маленькою. Я люблю розглядати ці старі фотографії, щоб відчувати інший час і життя інших поколінь.

5. Мій двоюрідний брат і я – тезки. Мене назвали на честь діда, а його – на честь батька. Щоправда, по батькові нас називають по-різному.

6. Його кузина, коли вийшла заміж, вирішила залишити своє дівоче прізвище. Тому в неї з чоловіком різні прізвища, але діти їхні взяли прізвище батька.

7. Білл був сиротою, у нього були лише два близьких родичі — тітка та дядько. Вони були бездітною парою і стали йому названими батьками. Крім того, він часто спілкувався зі своєю двоюрідною бабкою, вона була доброю музиканткою і водила його по концертах.

8. Коли батьки реєструють народження дитини, вони обирають їй ім'я, яке вона буде носити все своє життя. Іноді її називають на честь іншої людини, родича чи якоїсь знаменитої особистості. Іноді батьки дають дивні і кумедні імена, і вони можуть впливати на долю людини. Якщо людині не подобається її ім'я, вона може змінити його чи взяти собі псевдонім, особливо якщо займається творчістю.

9. Я знаю його лише на ім'я, але не дуже добре з ним знайомий, у нас з ним офіційні стосунки. – Попроси Теда познайомити вас. По-моєму, вони однолітки і знають одне одного з того часу, коли їм було не набагато більше, і вони у дружніх стосунках.

10. Усі мої однокласники мають якісь захоплення. Ці заняття допомагають їм розслабитися і відпочити після занять. Дівчата віддають перевагу шиттю, в'язанню або вишиванню, а хлопці більш схильні до фізично активних занять, таких як спортивні ігри, походи, альпінізм, катання на ковзанах і лижах. Майже

всі мої друзі мають домашніх улюбленців: рибок, хом'ячків, папуг, кішок або собак. Ми часто розказуємо про них кумедні історії і розповідаємо, як ми доглядаємо за нашими улюбленцями.

11. Хобі міняються з віком. Коли мені було років 7, я захопився колекціонуванням. Чого я тільки не збирав тоді! Марки, значки, монети, листівки, плакати, моделі автомашин. Я обмінювався своїми скарбами з товаришами, які теж були завзятими колекціонерами. Я бережу свої колекції з тих пір.

12. Мартін дуже пишається своїм родоводом. Він походить зі старовинного заможного роду. Всі його предки були знатними людьми. Наприклад, його прадід був герцогом, а одна прабабка – графинею. Коли до нього приходять гості, він завжди показує їм своє генеалогічне дерево, яке він склав сам за різними архівами і хроніками.

13. Люди будь-якого віку можуть мати різні хобі. Ці захоплення допомагають їм приємно проводити вільний час, знаходити нових друзів і пізнавати щось нове. Часто люди обирають хобі як заняття, що зовсім відрізняється від того, чим вони зазвичай займаються на роботі. Наприклад, якщо людина весь день працює в офісі, вона із задоволенням буде займатися садівництвом, рибальством, пограє у футбол або теніс, тобто вона обере якесь заняття на свіжому повітрі. А якщо людина працює у великому колективі та багато спілкується з людьми, то у свій вільний час вона хоче побути на самоті, щоб розслабитися після роботи і почитати цікаву книжку, зайнятися малюванням або фотографією.

14. Моя молодша сестра вийшла заміж і живе тепер з батьками свого чоловіка. Її свекор і свекруха – літні люди і потребують піклування. До того ж, вона часто спілкується зі своєю зовицею, вони однолітки і мають багато спільного. Решта родичів майже всі живуть в інших містах і рідко відвідують їх.

15. Мій батько досить старий, йому 71. Мама на 6 років молодша. Це їх другий шлюб. У мене є два брати, які набагато старші за мене. Хоча один з них зведений брат, у нас з ним склались добрі стосунки, ми часто спілкуємось, дзвонимо один одному і ходимо один до одного в гості. Другий брат – рідний, але ми майже не підтримуємо з ним стосунків, бо він живе і працює за кордоном.

Exercise 1. You are going to read the text about main values of family life.

A) *Before reading think about:*

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

B) *Read the interview with an actress and choose from sentences a – f one for each gap (1-6).*

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

Meredith Baxter Birney "my real family ties"

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

Blonde and blue-eyed Meredith Baxter Birney, 37, may be the most family-oriented actress on television. At work she is Elyse Keaton in *Family Ties*, at home she is the wife of actor David Birney. In both her worlds she is the mother of infants as well as grown children, and the wife of an affectionate, strong-willed husband. At 170 centimetres, 54 kilograms, Meredith is thinner than she was before becoming pregnant with the twins two years ago. She is a strict vegetarian who runs eight or nine kilometres before breakfast six days a week. She finds her real-life family ties to two children from her first marriage (Ted, 18; Eva, 16), to David's daughter Kate, 11, and their twins, Mollie and Peter 20 (aged 2) are more complex, exciting, and challenging than her TV roles.

She was a teenage wife and mother, a divorcee, who married David Birney after they co-starred in the Bridget Loves Bernie TV series 12 years ago. Her children by her first marriage, Ted and Eva, were brought up in the Santa Monica home Meredith and David bought shortly after they were married in 1974.

1._____ I know about being raised by a stepfather – it’s a damned hard thing to do. The stepparent has to say, ‘I’m going to raise these children with the same commitment and passion as I would my own blood children’.” Today Meredith gives high marks to her husband as father and stepparent. “There’s no question, David is the dad,” she said, acknowledging that Ted and Eva’s biological father does see the children from time to time.

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

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

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

4._____ She is up every morning at 5:45 and runs for an hour between 6 and 7 a.m. Then she spends at least half an hour over toast and coffee with Kate, chatting and brushing her daughter’s hair for school. At 7:30 she prepares the twins’ breakfast, wakes them, and plays with them in their room, changes them and brings them down for breakfast. “I spend close to an hour with Mollie and Peter before Donna, their

nanny, takes over. I usually don't see David before I leave. He's not a morning person."

5._____ "We like to go to the beach, and in winter we take skiing holidays. Marriage is about being together," Meredith said. "We are a close-knit family, and neither of us is involved much in Hollywood parties or industry events. Separations are difficult for me. I don't like being apart from my husband and my children." And on holidays and family celebrations the Birney house is a thoroughly domestic scene – it is filled with relatives, including Meredith's brothers and sisters.

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

Exercise 2. Are the following statements true or false? Correct the false ones.

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

Exercise 3. Complete the interview with Meredith Baxter Birney (MBB).

A) Interviewer (I): _____?

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

B) I: _____?

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

C) I: _____?

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

D) I: _____?

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

E) I: _____?

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

F) I: _____?

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

G) I: _____?

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

H) I: _____?

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

Exercise 4. Answer the following questions about Meredith.

1. What is similar in Meredith's TV role and her personal life?
2. Why does she think her role and her real life different?
3. How does she find David's paternal (fatherly) feelings to their children?
4. Why does she think their family is the best one?
5. How did Meredith help to handle the family crisis?
6. Why should people who make a marriage work be commended?
7. What is her attitude to separations from her family?
8. What happens in the Birney house on holidays and family celebrations?
9. Why does Meredith appreciate David's support so highly?
10. Do you always agree with her opinions on the main values of family life?

Topic “FAMILY LIFE”

Exercise 1. You are going to read about problems teenagers face in their life. Read the text and find at least four teenage problems and their causes.

Problems Facing Teenagers and Youth in Ukraine

The political and social changes and the economic difficulties of the 1990s have resulted in an insecure financial position of a lot of families in the Ukrainian society, in uncertainty about the future and an unfavourable daily environment for teenagers. Young people in Ukraine, like people everywhere, face many challenges. In fact, the problems worrying teenagers reflect the problems of a society going through a transitional period.

According to the survey a number of teenagers are characterized by feeling a growing need to defend themselves, impulsive behaviour, rudeness, aggressiveness and settlement of conflicts through violence. They challenge conventions and become dropouts.

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

Typical problems of teenagers are lack of recognition in the family, lack of support, difficulties in establishing contacts, loneliness. Friendship is of great importance to teenagers. They wish to have trustworthy friends not only to share good

times but also problems. They are ready to sacrifice anything for them. But teenagers easily break off with friends who let them down or if they get disappointed in them.

Family problems like parents' divorcing, a death in the family or violence in the home tell on teenagers. They have all possible arguments with their parents. Now and then the arguments come down to conflicts between the teenager's desire to be independent of restrictions and the parents' right to control them. Young people are encouraged to leave home by parents unable or unwilling to provide for them and soon they find themselves with a bad crowd in the street.

Only in 1996 around 12,000 teenagers were taken into Ukrainian police custody for vagrancy and begging. Different crimes committed by teenagers are influenced by the specifics of their age, physical and psychological development, as well as their social and legal immaturity. The major threats for 'street' children, apart from criminal activity, are drug and tobacco addiction, toxicomania, alcoholism and prostitution.

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

Centres for social and psychological rehabilitation are organized at educational establishments for teenagers as well as for their parents. Special seminars are held by teachers and social workers for youth on the issues of sex education and the preparation of young people for married life. There are also youth-oriented programmes and talk shows on TV, problem pages in youth magazines and special Internet sites that give the young people an opportunity to share their problems, find

possible solutions and build up a positive view of life. The work requires further development and practical state support.

Exercise 2. Answer the following questions:

1. How have the political, social and economic changes in the Ukrainian society affected the position of young people?
2. What do the investigations of the social- psychological state of teenagers show?
3. How do material relations in our society affect young people?
4. What way do different family problems influence teenagers?
5. Why are teenagers so much concerned about their relations with friends and peers?
6. What specific characteristics of teenagers lead to different crimes?
7. How does the national programme “Children of Ukraine” try to solve the problems of youth?
8. What are the aims of centres for social and psychological rehabilitation?
9. What other activities help to find solutions to youth problems?
10. What is necessary for the successful work of youth-oriented programmes?

Exercise 3. Find English equivalents to the following phrases in the text you have just read. Illustrate them with your own examples.

Несприятливе повсякденне оточення; перехідний період; зростаюча потреба; погана компанія; попереднє утримування під слідством за бродяжництво та жебрування; улагодження конфліктів; дефіцит визнання; скоїти злочин; вікові особливості; юридична незрілість; наркотична та тютюнова залежність; центри соціальної та психологічної допомоги; державна допомога; семінари з питань підготовки молодих до сімейного життя; кидати виклик умовам; ставати ізгоями; бути серйозно занепокоєним; відчувати страх злиденності; втратити надію отримати освіту; забезпечувати себе матеріально; встановлювати контакти; переживати разом добрі часи; пожертвувати чим завгодно заради кого-небудь; легко припинити стосунки з

ким-небудь; призводити до конфліктів; запобігати підлітковій злочинності; накреслювати цілі; реалізувати свій потенціал у житті.

Exercise 4. Find words or phrases in the text which mean the same as:

not safe to be anxious marked by sudden action fight, dispute attack, assault be afraid of smb/ smth meet, encounter disagreement, quarrel, limitation restoring smb to a normal life an answer to a problem, question or difficulty to provide with money to end smth suddenly.

Exercise 5. Fill in the gaps with words related to the words in the table.

NOUN	VERB	ADJECTIVE
	develop	
		poor
	recognize	
influence		
	increase	
		anxious
security		
	prevent	
		certain
violence		
		lonely
	establish	
addiction, addict		
		homeless
		mature

Exercise 6. Substitute the underlined words and phrases with their equivalents from the text you have just read.

1. An unhappy home atmosphere can affect a child's behaviour.
2. I don't think I have ever had real depression.
3. Many people are starving because of shortage of food in some regions of the planet.
4. The government set up a special fund for poor families.
5. He is not a reliable partner, he never does what he promises.
6. She gave up her career to take care of her mother.
7. The police did everything to stop law-breaking.
8. He can't overcome his habit to use drugs.
9. They usually raise very important topics for discussion.
10. He was arrested when he was asking for money from passers-by.
11. When the dog attacked me, I tried to protect myself with a stick.
12. He can't get along with children of his age.
13. After leaving home he found himself in a bad company.
14. All our efforts to persuade him ended in failure.

Exercise 7. Say the same in English.

1. Опитування молодих людей доводить, що багато підлітків сподіваються вирішити свої нагальні проблеми в консультаційних центрах, де фахівці допомагають віднайти правильні рішення, намітити реальні цілі і сформувати позитивний образ життя. Проблеми нашого суспільства у перехідний період відбиваються на становищі молодих, тому необхідна практична державна підтримка різноманітних програм для молоді.
2. Конфлікти з батьками й однолітками є типовими проблемами для підлітків. Брак розуміння в сім'ї і надійних друзів призводить молодих людей до поганих компаній.
3. Найбільш серйозні проблеми, з якими стикаються підлітки, – це наркоманія, токсикоманія, алкоголізм, проституція та інші вади. Спеціальні програми допомагають молоді розв'язати нагальні проблеми та подолати невпевненість щодо свого майбутнього.

4. Організації по боротьбі з наркотиками проводять семінари для підлітків, їх батьків та вчителів, створюють телефони довіри, випускають плакати та журнали, які розповідають про небезпеку вживання наркотиків.
5. Мій друг хоче знайти роботу на неповний робочий день. Він студент і повинен забезпечувати себе грошима сам. Звичайно, ця робота може стати каменем спотикання для його успішного навчання й складання іспитів.
6. Мої друзі часто мене підводять, і мені доводиться розлучатися з ними через це. Мені здається, що я готовий пожертвувати заради них чим завгодно, але вони цього не цінують. Я відчуваюся самотнім.
7. Усі його спроби розв'язати конфлікти з батьками звичайно завершуються невдачею. Але він не втрачає надії на гарні стосунки в сім'ї.
8. Агресивна і груба поведінка підлітків дуже часто породжується їх бажанням кинути виклик умовностям навколишнього середовища. Вони і бажають також бути незалежними від своїх батьків, їх обмежень та контролю.
9. Багато підлітків розуміють, що гарна освіта відкриває їм хороші перспективи у житті та кар'єрі. Щоб реалізувати свій потенціал, вони намагаються добре вчитися, займаються спортом та беруть активну участь у громадському житті.
10. Мої друзі часто мене підводять, і мені доводиться розлучатися з ними через це. Мені здається, що я готовий пожертвувати заради них чим завгодно, але вони цього не цінують. Я відчуваюся самотнім.

Exercise 1. You are going to read the text about wedding ceremonies.

*Before reading **match the words** from the text with their definitions.*

1. to pledge	A. someone who is in charge of official records
2. a registrar	B. a group of people gathered together in a church
3. congregation	C. to make a formal, public promise
4. a vicar	D. a long passage between rows of seats in a church, airplane
5. a wreath	E. the priest in charge of a particular church
6. vows	F. a circle made from leaves or flowers
7. an aisle	G. very serious in behaviour or style
8. solemn	H. promises you make during the wedding ceremony
9. a register	I. woman's or girl's dress
10. a frock	J. a book people write their names or other information in

Weddings, marriages...

The bells of St Mary's Church pealed across the countryside in joyful proclamation of the marriage of Emma Colfax. It has been Emma's decision to celebrate the marriage at St Mary's in April, the month of daffodils and blossoms, because it was the church where so many of her ancestors had made their vows.

Zack was waiting beside his best man at the altar. He was about to pledge his hand in marriage to the woman he loved above all others.

When he had married Samantha it had been a hasty affair in front of a registrar, a mistake he had later sworn never to repeat. At that time he had seen marriage as a trap, one he didn't plan to fall into again.

Yet here he was, waiting to marry Emma, not in front of a registrar, it was true, but in front of the vicar and congregation of St Mary's. The organ music changed from slow and soothing to the familiar chords announcing the approach of the bride. She was walking serenely up the aisle on the arm of her father. How sweet and desirable she looked in a plain linen dress with a wreath of cherry blossoms wound into her hair.

She, who could have chosen satins and silks or cloth of gold, had opted for what she knew he would like. A simple frock, and a quiet ceremony among family and friends...

The organ music came to a sudden stop. As Zack took his bride's small hand in his he thought his heart would very likely burst with the love he bore for her.

"Wilt thou, Zachary Mark, have this Woman to thy wedded wife..."

Zack started, and turned guiltily to face the vicar. He had been so lost in contemplation of his beloved that he hadn't noticed the service was up and running. "...so long as ye both shall live?"

"I will," Zack said. He might have lost his place in the service, but he knew the answer to that question.

"Wilt thou, Emma Marie, have this Man..."

"I will." Emma's solemn response rang with sincerity.

Thank heaven she had agreed without argument to the words of the traditional marriage service. He had been afraid she would want some cooked-up modern vows complete with poetry composed by the groom. His lips quirked. Composition, especially of the poetic variety, had never been one of his talents.

"...and live together in holy love until your lives' end. Amen."

Zack raised his head. Except for the hymn singing, the signing of the register and the congratulations, it was over. For better or for worse, he was married to Emma.

"You may now kiss the bride."

At last. Needing no further invitation, Zack wrapped his arms around Emma and kissed her soundly on the mouth. He went on kissing her until the vicar cleared his throat twice and said, "You may now stop kissing the bride, Mr. Kent."

Zack released Emma from his arms and, holding her hand in his, followed the vicar into the vestry behind the altar. His best man and Emma's maid of honor brought up the rear.

Zack glanced around without much interest. There was a chair and a table bearing an important-looking leather-bound book that smelled of must. The marriage register, no doubt. The four of them got down to the solemn business of signing the register. As soon as the deed was done, they marched back into the church to the murmured

approval of an expectant congregation. The organ started playing and the bride and the groom completed their triumphant march down the aisle.

Exercise 2. Which highlighted words and expressions in the text are similar in meaning to the ones italicised in the sentences below? Paraphrase the sentences.

1. Julie looked at him with curiosity. His blue eyes and charming smile seemed *to offer* friendship.
2. “Dear Amanda, tell me everything about this affair. I *give you my word* nobody will know about it from me,” Katherine said solemnly.
3. He *was going to* tell her something very important when her groupmates greeted her.
4. My parents left the choice of career to me, and I *chose* medicine.
5. A rumour had already reached her and she *was brimming over with* indignation.
6. Linda *was so absorbed* in reading that she didn’t notice how much mess the children had left behind.
7. The king and the queen led the procession through the main street of the town and the royal guards *marched triumphantly at the back*.
8. My granny hates listening to all these “*remakes*” and *contemporary versions* of traditional classical music.
9. My brother is a well-known mathematician now but he *didn’t use to be good at maths* in his childhood.
10. When her daughter came round Mary Anne *embraced her tightly* and started crying and praying.

Exercise 3. Choose a suitable word or phrase from the text you have read to complete the sentences.

the congregation	wreaths	had been so lost in	was about
leather-bound	for better or for worse	frock	was bursting
it has never been one of my talents	vicar	opted for	vows

1. The thief _____ to cross the road when he was caught by the policeman.
2. Although St. Peter's church was built only 5 years ago, _____ continues to grow constantly. Every Sunday the local _____ conducts the service with passion and sincerity and he is held in great affection.
3. For most Americans Memorial Day is the day for visiting the graves of soldiers who died in previous wars. People often decorate the graves with flags and _____.
4. Look! Here is the photo from our family album. My mum and dad as a bride and groom are standing in front of the vicar pronouncing their marriage _____.
5. Jackie had been staring at that wedding _____ in the shop-window for half an hour. She _____ contemplation of her dream wedding that nothing could disturb her.
6. It is common knowledge that _____ books are much more expensive than paperback ones.
7. Last week my granny and grandpa celebrated their golden wedding anniversary. _____, they have been together all their life and never separated more than for two days.
8. His father provided him with unlimited opportunities for his further career but he _____ the theatre.
9. Alice was only 8 years old when she was awarded the top prize in the international music contest. And her mother _____ with pride during the award ceremony.
10. What a distressing and exhausting thing it is to write a composition! I confess _____, I'd rather read another two hundred pages.

Exercise 4. Say the same in English.

1. Мені дуже сподобався весільний прийом. Молода виглядала просто і прекрасно у своїй елегантній сукні, а більшість гостей виявилися на рідкість приємними і милими людьми, які від душі бажали молодим щастя. Після церемонії розрізування торта молоді вирушили у весільну подорож.

2. Ви коли-небудь страждали від кохання без взаємності? Я страждав. До нестями закохавшись у свою однокласницю, я боявся освідчитися їй в своїх почуттях чи хоча б запросити її на побачення. Я виявляв до неї увагу, але цього було явно недостатньо, щоб знайти шлях до серця красуні.
3. З першої секунди знайомства з Джейн я зрозумів, що до нестями в неї закохався. Коли я розповів найкращому другові про свої почуття, він лише знизав плечима і сказав, що не може зрозуміти, що я знайшов у цій дівчині. Мені коштувало великих зусиль запросити дівчину своєї мрії на побачення і ще більших – зізнатися, що я від неї в захваті, але я це таки зробив. Який же я був щасливий, дізнавшись, що я Джейн також подобаюсь і вона не заперечує, щоб я був її хлопцем.
4. Виголосивши весільні клятви, молода і молодий обмінялися обручкам, які дав їм друг нареченого.
5. Вас вінчав священник у церкві чи ви розписувалися в рацсі? – Ми поєднали одне з іншим. – Як усе пройшло? – Що стосується церковної церемонії, нам коштувало великих зусиль знайти підхожих пажів. А в рацсі жодних проблем не виникло. Скільки людей прийшло на весілля? – У списках гостей нараховувалось 70 чоловік, але через те, що ми розіслали запрошувальні листівки в найостаннішу мить, деякі з них, нажаль, не змогли приїхати.
6. – Думаю, тобі потрібні послуги свахи: ти, здається, не в змозі сам собі знайти дружину. Ти освідчувався втрьом жінкам, але в усіх випадках тобі відмовили. – Це тому, що усі вони хотіли вийти заміж заради грошей, а я хотів би одружитися по любові.
7. Як водиться, перед весіллям наречений влаштував парубочий вечір, на який запросив найближчих друзів, а наречена запросила своїх подруг на дівочу вечірку щоб відсвяткувати останні миті вільного незамужнього життя.

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ ТА ІНДИВІДУАЛЬНОЇ РОБОТИ СТУДЕНТІВ

Самостійна та індивідуальна робота є невід'ємною складовою вивчення навчальної дисципліни. Вона здійснюється за такими напрямками:

- виконання завдань до практичних занять;
- підготовка творчих письмових завдань;
- підготовка до підсумкових модульних робіт;
- підготовка до заліку.

Виконання завдань до практичних занять має на меті засвоєння активного та пасивного лексичного мінімуму, відповідних граматичних та мовленнєвих структур, що сприяє формуванню практичного вміння використовувати спектр лексико-граматичних засобів мови для висловлення думок з тем, передбачених програмою та ознайомлення студентів із способом життя та соціокультурними цінностями англомовних країн.

Алгоритм виконання

- Ознайомтеся з завданнями, які запропоновані для виконання.
- Доберіть до підкреслених в реченні слів та словосполучень необхідний синонім/антонім.
- Перефразуйте підкреслені в реченні слова та словосполучення, використовуючи засвоєний активний лексичний мінімум.
- Вставте в речення/текст необхідну лексичну/граматичну одиницю з активного лексичного мінімуму.
- Заповніть в запропонованих реченнях пропуски словами з активного лексичного мінімуму.
- Доберіть до запропонованих речень логічні пари. Перекладіть запропоновані речення англійською мовою.
- Перефразуйте запропоновані речення, використовуючи засвоєні мовленнєві структури.
- Доповніть запропоновані речення активними мовленнєвими структурами.

- Прокоментуйте письмово запропоновану комунікативну ситуацію, використовуючи активний лексичний мінімум.

Підготовка до написання творчих письмових завдань (твору, есе) має на меті узагальнення та систематизацію знань, умінь і навичок з відповідного модулю.

Алгоритм виконання

- Ознайомтеся з темами, які запропоновані для написання.
- Повторіть основний лексичний мінімум з теми, мовленнєві структури та граматичні моделі за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки (в пригоді стануть додаткові матеріали з теми, які було запропоновано викладачем на практичних заняттях).
- Перегляньте зміст теми, користуючись власними конспектами або підручниками.
- Напишіть запропоноване творче завдання та здайте викладачу у зазначений термін.

Підготовка до підсумкових модульних робіт (ПМР) має на меті узагальнення та систематизацію знань з окремих модулів або дисципліни у цілому.

Алгоритм виконання

- Ознайомтеся з темою, яка запропонована для підсумкової модульної роботи.
- Повторіть основний лексичний мінімум з теми, мовленнєві структури та граматичні моделі за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки (в пригоді стануть додаткові матеріали з теми, які було запропоновано викладачем на практичних заняттях).
- Перегляньте зміст теми, користуючись власними конспектами або підручниками.

Підготовка до заліку має на меті узагальнення та систематизацію знань з окремих модулів або дисципліни у цілому.

Алгоритм виконання

- Ознайомтеся з переліком тем до заліку або екзамену.

- Повторіть основний лексичний мінімум, мовленнєві структури та граматичні моделі з теми за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки.
- Повторіть основний лексичний мінімум, мовленнєві структури та граматичні моделі з теми за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки.
- Перегляньте зміст кожної теми, користуючись власними конспектами або підручниками.
- Визначте рівень знань з кожної теми.
- Визначте питання, які потребують ретельнішої підготовки (опрацювання додаткової літератури). Для самоперевірки виконайте практичні завдання з відповідної теми.

З огляду на вищезазначене, передбачається виконання студентами наступних видів самостійної та індивідуальної роботи:

- Читання і переклад текстів, укладання словника з прочитаного тексту.
- Відпрацюйте техніку читання неодноразово прочитавши текст вголос, звертаючи особливу увагу на читання важких слів (транскрипцію складних слів випишіть у зошит).
- Перекладіть текст з англійської мови українською письмово, що дозволить внести деякі корективи, уточнити правильність розуміння даного тексту. Для точного перекладу рекомендується використовувати такі одномовні і двомовні словники:
<https://www.multitran.com/>
<https://dictionary.cambridge.org/>
<https://www.merriam-webster.com/>
- Виконання різноманітних вправ на закріплення граматичного матеріалу і тематичної лексики.
- Виконання різноманітних мовленнєвих вправ на закріплення тематичної лексики щоб розуміти діалогічне та монологічне мовлення комуніканта в межах знайомого лексичного та граматичного матеріалу.

КРИТЕРІЇ ОЦІНЮВАННЯ

1. Контрольні заходи результатів навчання

Оцінювання знань здобувачів з навчальної дисципліни «Практичний курс англійської мови» здійснюється шляхом проведення кредитно-модульних контрольних заходів, які включають поточний, підсумковий модульний, підсумковий семестровий контроль.

2. Розподіл балів, які отримують студенти

Рівень навчальних досягнень здобувачів оцінюється за 100-бальною шкалою. Оцінювання навчальних досягнень здобувачів складається з суми балів, отриманих ними за змістові модулі впродовж семестру (максимальна кількість балів – 100).

Контроль успішності за семестр відбувається у формі заліку – підсумкова кількість балів з дисципліни (максимум 100 балів), яка визначається як середнє арифметичне балів за модулями. Залік виставляється за результатами роботи студента впродовж усього семестру. *(Згідно Положення про порядок оцінювання знань студентів при кредитно-модульній системі організації навчального процесу в Житомирському державному університеті імені Івана Франка).*

Оцінка за модуль (М)	Оцінка за модульну контрольну роботу (МКР)	Оцінка за залік (Середнє арифметичне оцінок (М1+МКР))
85	90	87

КРИТЕРІЇ ОЦІНЮВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ СТУДЕНТІВ

Рівень	Бали за 100-бальною системою	Критерії оцінювання відповіді	
		Знання	Вміння
Початковий рівень знань «2» (рецептивно-продуктивний)	0-34 балів без права перескладання (для екзаменів та заліків)	Студент однослівно („так” чи „ні”) відповідає на конкретні запитання, відтворює незначну частку граматичних форм і структур та активних вокабулярних одиниць.	Студент намагається відповідати, однак потребує постійної консультації та контролю з боку викладача. За допомогою викладача намагається пояснити граматичні явища.
	35-59 балів	Студент володіє матеріалом на рівні окремих фрагментів, що становлять незначну частину навчального матеріалу. Незадовільне виконання, потрібно допрацювати на перездачу.	Студент вміє при постійному контролі і допомозі викладача вжити лексичні одиниці в деяких структурах. Студент слабо володіє матеріалом, знає окремі фрагменти, що складають незначну частину матеріалу
Середній рівень знань «3» (репродуктивний)	60-63 балів	Виконання завдання задовольняє мінімальні критерії. Студент володіє матеріалом на початковому рівні, частково відтворює текст підручника; у процесі відповіді допускає окремі видозміни навчальної інформації; ілюструє відповіді прикладами, що були наведені на консультації.	Студент знає навчальний матеріал, без аргументації своїх висновків, без своїх прикладів і не завжди адекватно використовує знання у практичній частині.
	64-73 балів	Студент за допомогою викладача відтворює тему або її основну частину, ілюструючи відповідь власними прикладами.	Студент вміє висловитися на запропоновану тему, вжити активний вокабуляр, підібрати адекватні граматичні структури.
	71-73 балів	Студент за допомогою викладача свідомо відтворює тематику практичних занять, ілюструючи її власними прикладами, допускаючи у відповідях незначні неточності; намагається застосувати окремі прийоми логічного мислення (порівняння, аналіз, висновки).	Студент вміє правильно визначити тему, основні поняття та закономірності, що пояснюють описане явище, зробити якісний аналіз результатів дослідження та частково узагальнити результати.

Достатній рівень знань «4» (конструктивно варіативний)	74-81 балів	Студент без помилок відтворює зміст питання, наводячи власні приклади; правильно розкриває суть понять.	Студент володіє в достатньому обсязі базовими моделями, здатний дати пояснення прикладам, самостійно навести приклади схожих явищ та дати їм узагальнююче пояснення. В правильній виконаній роботі допускається певна кількість помилок.
	82-89 балів	Студент володіє навчальною інформацією, вміє зіставляти, узагальнювати та систематизувати інформацію під керівництвом викладача; аргументовано відповідає на поставлені запитання.	Студент вміє вживати правильно граматичні конструкції, володіє в достатньому обсязі базовими граматичними моделями, передбаченими програмою. Студент здатний дати пояснення прикладам, самостійно навести приклади схожих явищ та дати їм узагальнююче пояснення. При потребі, звертаючись до викладача, може визначити окремі шляхи корекції або розвитку описаного явища. В добре виконаній роботі допускається лише декілька помилок.
Високий рівень знань «5» (творчий)	90-100 балів	Студент вільно володіє темою, має ґрунтовні граматичні знання; вільно відповідає на запитання, що потребують знання кількох тем; оцінює окремі нові факти, явища; судження логічні й достатньо обґрунтовані; узагальнює і систематизує матеріал у межах навчальної теми.	Студент у повному обсязі викладає вивчений матеріал, виявляє розуміння матеріалу, може обґрунтувати свої судження, застосувати знання практично, навести свої приклади, опрацював різні джерела інформації і творчо використав Відмінне виконання лише з незначною кількістю помилок.

ШКАЛА ОЦІНЮВАННЯ: НАЦІОНАЛЬНА ТА ЄКТС

Сума балів за всі види навчальної діяльності	Оцінка ЄКТС	Оцінка за національною шкалою	
		для екзамену, курсового проекту (роботи), практики	для заліку
90 – 100	A	відмінно	зараховано
82-89	B	добре	
74-81	C		
64-73	D	задовільно	
60-63	E		
35-59	FX	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання
0-34	F	незадовільно з обов’язковим повторним вивченням дисципліни	не зараховано з обов’язковим повторним вивченням дисципліни

ТРЕНУВАЛЬНІ ТЕСТИ

Choose the correct variant:

1. She is a fair-haired girl with dimples in her cheeks.
A What does she look like? B What is she like? C What is she?
D What is her character?
2. His parents were _____ of his career prospects, they didn't criticize him.
A toleration B tolerate C tolerance D tolerant
3. Sue has got wavy hair and a _____ chin.
A retrousse B sharp C pointed D hooked
4. She was _____ and difficult to deal with all day.
A tactful B moody C broad-minded D friendly
5. If she can't control her _____, she shouldn't work as a babysitter.
A temperate B attitude C temper D tempo
6. His niece is a 7 year-old girl with blue eyes _____ thick eyelashes.
A under B of C above D at
7. My granny is always patient and generous.
A What is her appearance? B What does she look like? C What is she?
D What is she like?
8. Though this woman is rather old, her face is not _____.
A hollow B square C freckled D wrinkled
9. Bill has got a wide _____ and wrinkles.
A build B forehead C chin D chin
10. The first thing you notice is her long _____ eyelashes.
A curving B plucked C curly D arched
11. Bob is crewcut with sideburns and a five o'clock _____.
A shadows B shed C shadow D bags

12. When we saw that it was our little puppy, we burst out _____.
A grin B tears C laughing D frowning
13. Amanda dislikes work and physical activity – she is very _____.
A lazy B unpretentious C shy D confused
14. Marry can be _____, she often forgets things, especially when she is at work.
A impulsive B mind absent C quick-tempered D absent-minded
15. My aunt Polly gets _____ when she goes out in the sun too much.
A freckles B fricks C frogs D wrecks
16. The girl is very smart _____ her age.
A at B about C for D on
17. Kate has finely plucked _____.
A eyebrows B hair C forehead D eyelashes
18. Women like him very much because he is so _____.
A pretty B beautiful C attractive D handsome
19. Jim is very _____, he never spares a penny.
A generous B composed C stingy D unkempt
20. Mr. Smith is always polite and cheerful.
A What is he like? B What does he like? C What is he?
D What is his appearance?
21. She is very attractive, with fair _____ and big hazel deep-set eyes.
A complexion B forehead C cheekbones D nose
22. We all disliked her bad _____ to animals.
A possess B attitude C behave D emotional
23. Tom always understands other people's problems and tries to help them, so he is _____.
A disloyal B indifferent C easy-going D sympathetic

24. William never stops talking at school, he is very _____.

A talkative B disturbed C pleased D introverted

25. He was _____ with the same old routine day after day.

A relieved B surprised C bored D excited

26. Nick starts his work early every day and works overtime or at weekends. He is really _____.

A independent B hardworking C decisive D flexible

27. When Ann spilt coffee on one of the guests, she felt so _____.

A angry B happy C embarrassed D tired

28. Ted is very _____, he always interrupts other people.

A impolite B realistic C friendly D impolitely

29. Susan burst into _____ when she heard her aunt's voice.

A grin B laugh C smile D tears

30. She always seems to be in a good _____.

A mood B energy C mean D tact

31. Helen is kind, jolly and _____.

A well B well bread C well-bred D bread

32. Our younger cousin behaves very bad.

A is a pet in the family B is diligent C is naughty D is a good mixer

33. Jane's tanned _____ added to her attraction.

A complex B complexion C complicity D complicated

34. We knew well that nothing could make her change her mind because she was so _____.

A easy-going B stubborn C friendly D impolitely

35. He is a _____ man with a sporty figure.

A broad shoulder B wide-shouldered C broad shoulders
D broad-shouldered

36. My elder nephew is a promising singer, he is _____ on music and singing.

A fond B interested C keen D crazy

37. My father is a _____, he does operations in hospital.

A chemist B beautician C nurse D surgeon

38. After Sam's parents' death, he was raised in a(n) _____ family.

A one-parent B adoptive C distant D tight-knit

39. More and more children are _____ in one-parent families.

A raised B brought C risen D rise

40. Carol's grandfather was a talented _____, he designed different buildings.

A architecture B builder C architect D plumber

41. Does she get _____ with everyone in her large family?

A through B on C of D about

42. Though it was a marriage of _____ but within time they loved each other and lived happily.

A love match B convention C convenience D arranged

43. Nick's elder brother _____ his father very much.

A similar B takes C look like D resembles

44. His uncle is an experienced _____, he advises people about laws and presents people in court.

A lawyer B policeman C manager D officer

45. Last Saturday my niece was engaged _____ a celebrity.

A at B with C to D on

46. Wives should _____ their husbands to spend more time with their children.

A complain B encourage C discourage D concern

47. He is interested _____ computer science.

A in B at C about D of

48. The cousins on my mother's side are the _____ age.
A common B identical C equal D same
49. Is he _____ or middle-born in the family?
A first-born B one-born C just born D only child
50. I grew up in a _____ family – my parents and me.
A immediate B nuclear C two-parents D large
51. Many parents want their daughter _____ a good man.
A to marry B to get married C to marry with D to marry to
52. Sarah decided to follow in her aunt's _____.
A footprints B feet C footsteps D steps
53. After the wedding the newlyweds went on their _____.
A honeymoon B honey month C honey holiday D honey festival
54. Bob's uncle is very _____: he is always strict in a very serious and unpleasant way.
A possessive B caring C indulgent D stern
55. Brandon made a _____ to Mary only 2 years after they met.
A arrangement B proposal C preposition D engagement
56. It is our granny who _____ the house.
A runs B keep C takes care D does
57. What family characteristics have you _____?
A followed B heritaged C inherited D inheritance
58. My parents try to give my younger sister full _____.
A attentive B attention C attendance D neglect
59. Dillon comes from a _____ family. His mother works hard because she has to bring up him without anyone's support.
A one-parent B extended C foster D blended

60. Parents that are so anxious to protect their children from harm and danger are called _____.

A caring B overprotective C loving D aboveprotective

61. She is an _____ child in the family – she has no siblings.

A only B alone C one D single

62. Who is the _____ in your family?

A breadkeeper B breadmaker C breadroll D breadwinner

63. Helen is a very _____ of her granny on the mother's side.

A photo B picture C image D drawing

64. He _____ with his wife and lived with his sister's family.

A divorced B got rid of C engage D married

65. Her household chores always keep her hands _____.

A heavy B occupied C full D fool

66. Ann's parents are _____ her wedding.

A crazy B against C are obsessed D mad

67. At weekends Ted likes to _____ out with his fellow students.

A meets B walk C hang D see

68. Her brother's daughter is nine years old.

A sister-in-law B cousin C nephew D niece

69. My brother is 4 years _____ than her husband.

A elder B old C older D bigger

70. A holiday that two people have when they have just got married

A divorce B honeymoon C wedding D party

71. The floor is covered with a beautiful thick _____.

A paper B parquet C carpet D curtain

72. If you want to buy this luxurious property, you should reduce your _____.

A commission B expenses C rent D purchase

73. The nursery is light and cosy, its windows face _____ the nice lawn.

A on B at C – D of

74. There is a beautiful garden in _____ of a mansion.

A above B behind C front D next

75. He'll make a choice only after he _____ these apartments by himself.

A inspects B affords C varies D involves

76. He can't _____ to pay the rent of this three-room flat.

A afforded B afford C affordably D affords

77. This flat is worth buying because of a _____ living room.

A vacant B cramped C spacious D unoccupied

78. I am sure they _____ too much for this dilapidated bungalow – it isn't worth it.

A borrow B lend C charge D move

79. The rent may _____ in accordance with the size of the apartment and conveniences available.

A vary B different C various D obtain

80. Unfortunately this empty-nester couple has to _____ a tiny flat.

A rental B rent C sell D tenant

81. A _____ is a small house in the country, usually with a garden.

A terraced house B penthouse C cottage D apartment building

82. Though the room is rather big but it is _____ with unnecessary things.

A refurbished B occupied C vacant D cramped

83. The bedroom upstairs looks _____ a nice valley.

A over B on C to D over

84. We still can't _____ because our new flat is still being repaired.

A move for B move over C move in D move to

85. The USA is the _____ of hotdogs and fast food.

A dwelling B apartment C home D house

86. This two-storeyed cottage is my aunt's, she _____ it.

A owns B belongs C have D afford

87. A house joined to another house on one side is called _____.

A bungalow B semi-detached C villa D detached

88. As an estate agent he receives a _____ for every house he sells.

A mortgage B loan C commission D price

89. The room is decorated _____ pale green colours.

A in B at C with D of

90. On the sofa there are two cushions and it is very _____ to sit on it.

A comfortable B comfort C convenience D comfortably

91. This flat has all modern _____ including gas, electricity, hot and cold running water and heating.

A conveniences B equipment C areas D amenities

92. Though Ukraine is her _____, now she is living in Spain.

A house B apartment C dwelling D home

93. Sarah is entirely _____ with her new flat.

A satisfaction B satisfy C satisfied D satisfies

94. There are potted plants dotted about the yard in _____ corners.

A various B variety C varied D vary

95. This is a lovely flat in a wealthy _____ area.

A residence B residential C residential D reside

96. Tom's _____ is on the eighth floor, so he uses a lift.

A house B apartment C hostel D estate

97. The living-room seemed rather _____ to her.

A spacious B space C cram D spaciously

98. This big round table can easily _____ all the guests during the festive meal.

A accommodation B accomod C accommodate D puts

99. It was a luxurious mansion with a big patio and an ornamental _____ roof.

A tiled B tile C tilt D tilling

100. _____ appliances and stove hood gave the kitchen tidy appearance.

A stainful B stainless C stain D stained

101. This _____ cottage costs a pretty penny.

A well-equipped B well-equipt C good-equipped tilt D well-equipment

102. The spacious dining-room imparts the feeling of _____.

A cosy B cosed C cause D cosiness

103. At that moment Sue realized that she would not be able to pay the mortgage ____.

A payful B payment C pavement D payly

104. The _____ of dwellings in this area have central heating.

A majority B major C majorly D majorful

105. A cosy sitting-room was undoubtedly furnished _____ taste.

A in B by C with D from

АУДІО ЛАБОРАТОРІЯ

Модуль 1. Зовнішність та характер людини

Topic “APPEARANCE AND CHARACTER”

Exercise 1. Listen to the people talking about their four friends and complete the following table:

Name	1. _____	2. _____	3. _____	4. _____
age				
build				
height				
hair colour				
hairstyle				
face				
eyes				
complexion				
distinguishing features				
dress				
personality				

Topic “EMOTIONS AND FEELINGS”

Laboratory work # 1

Crying

[https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-](https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200423)

[200423](https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200423)

Exercise 1. Study the vocabulary items. Use them in sentences of your own.

to be taken seriously - be treated as being deserving of attention or respect

to get a label – be thought of as having a particular character or nature, often unfairly

a final straw – further problem or difficulty, usually minor in itself, which comes after a series of other problems and makes you want to give up

resentment – feeling of anger because you think you have been treated unfairly or because you have been forced to accept something that you don't like

weeping – crying tears

backlog – accumulation of uncompleted matters that you should have dealt with before and must now do

Exercise 2. Fill in the gaps with prepositions or adverbs where necessary.

1. The researchers investigate the reasons why we cry and looking ... some of the differences men and women and between crying ... public and ... private. 2. People often think crying is only ... painful feelings. 3. Women seem to be more ... touch ... their feelings and that's why they cry more. 4. According ... a study conducted ... Britain, how many times a year do women on average cry? 5. Some of my female friends probably cry ... once ... a week. 6. Let's take the workplace. If you've got somebody who seems to cry, they might not be taken so 7. I do think crying is often a build-up of frustration and undealt-... situations. 8. Everybody says, 'What's wrong ... her?' but actually that's often a backlog ... situations. 9. A common reason for crying ... work seems to be a build-... of resentments – feelings ... anger. 10. When left undealt ..., these feelings can create an accumulation ... issues that you should have dealt ... before but didn't.

Exercise 3. Fill in the gaps with the suitable word.

1. Crying can help deal with – feelings of anger that you have been treated unfairly. 2. is another word for crying. 3. We also cry to show joy and when we are by something beautiful like music or a painting. 4. You build up your, your lack of boundaries, not being able to say ‘no’. 5. The means a further problem which itself might be insignificant but which finally makes you want to give up. 6. If we don’t deal with these feelings in some way, they can grow into a – an accumulation of unresolved issues that you now need to deal with. 7. People who often cry at work risk not – not treated as deserving of attention or respect. 8. This means they might a – becoming known as someone with a particular kind of personality, even though that may not be true. 9. Anything someone says to you can become the – the last small problem which makes you want to give up and maybe start crying. 10. Crying is often a build-up of and undealt-with situations.

Exercise 4. Comment on the following questions.

1. Does crying really make us feel better?
2. Do women cry more than men?
3. Is it more acceptable nowadays for people to cry in public?

Laboratory work # 2

Why do we feel awkward?

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-190404>

Exercise 1. Study the vocabulary items. Use them in sentences of your own.

to feel awkward – to be embarrassed, to feel uncomfortable, or self-conscious in a social situation

social rules – the way people behave in society in certain situations so that they can live together peacefully

implicit – smth not spoken or written down, but still understood

to breach (a rule) – to break (a rule)

to govern – to rule, to control

to illuminate – to clarify, to make smth easier to understand

Exercise 2. Listen to the dialogue and answer the questions:

1. Does Dan often feel awkward?
2. Is the feeling of being embarrassed or self-conscious connected to social rules?
3. How do social rules affect our lives, according to Dr Raj Persaud?
4. Where is the oldest underground railway located?
5. What situations make you feel awkward or uncomfortable?
6. How do we understand what the implicit social rules are that govern our behaviour?
7. What's the tool you would use to illuminate the social rules that actually govern our lives?

Exercise 3. Fill in the gaps with vocabulary items:

1. Social rules are therules which we follow in everyday life - the way wewith other people.
2. It is very awkward if you social rules by asking a stranger how much money they
3. The implicit social rules normally govern our behaviour.
4. We need a way to the social rules, i.e. shining a metaphorical on them to see what they are.
5. That would lead to to sit next to a person in a nearly emptycarriage.

Exercise 4. Fill in the gaps with prepositions or adverbs where necessary.

1. That feeling of awkwardness is what we are looking ... today and how it is all connected ... social rules.
2. Social rules are the unspoken rules which we follow ...

everyday life. 3. If you're waiting ... a bus stop, it's OK to talk ... the weather ... a stranger. 4. It would be very awkward ... if you broke that social rule ... asking them ... how much money they earned. 5. Social rules are not written ... anywhere, they are unspoken ... but understood. 6. In one experiment people breached the social rule ... purpose. 7. If your behavior led ... awkwardness or discomfort, you had discovered a social rule. 8. I hope our vocabulary doesn't make you ... feel awkward. 9. In the meantime, you can find us in all the usual places online and on social media. 10. To see something ..., either in reality or metaphorically, you need to put some light ... it – you need illuminate it.

Laboratory work #3

Concepts of happiness

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-190124>

Exercise 1. Study the vocabulary items. Use them in sentences of your own.

an imperfection – a fault or weakness

down in the dumps – (inf.) a feeling of unhappiness, often implying there is no hope

jolly – happy and cheerful

to gild – cover something in a thin layer of gold

a coping mechanism – something someone does to deal with a difficult situation.

Exercise 2. Fill in the gaps with prepositions or adverbs where necessary.

1. We all have different ideas ... what makes us happy – and that can vary ... country ... country and culture ... culture. 2. Research has suggested that while personal feelings ... pleasure are the accepted definition of happiness ... Western cultures, East Asian cultures tend to see happiness as social harmony. 3. It's something author and journalist Helen Russell has been looking ... 4. Her research focused ... the positive

characteristics ... a country's population. 5. We all have laughter lines and rather than being ashamed ... them, they're something to be celebrated.

Exercise 3. Discuss the following questions.

1. According to a United Nations agency report in 2017, which is the happiest country on Earth?
2. What coping mechanisms people use to deal with a difficult situation?
3. What does the humorous phrase 'jolly hockey sticks' mean?
4. Is happiness hard to define? Why?

Laboratory work # 4

Loneliness

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-181108>

Exercise 1. Study the vocabulary items. Use them in sentences of your own.

a stereotype – a simplistic view that is grounded on certain characteristics such as nationality, age, profession

isolated – remote, far away from other places and people

to figure something out – try to understand smth

intensely – strongly

to be plagued by smth – to be tormented by something; to have it causing you problems

to regulate – to control

Exercise 2. Listen to the dialogue and do the tasks:

_____ means far away from other place and people. _____ the noun for a simplistic view of a person grounded on their nationality, age, profession. etc.

_____ means strongly. Being _____ by something means it causes you problems and

difficulties. If you are trying to _____ smth out, you are trying to understand it. And _____ smth means to control it.

Exercise 3. Discuss the following questions.

1. Where is the most isolated inhabited place on the planet?
2. Which age group suffers most from loneliness?
3. According to the research, Sam, which section of society is most affected by loneliness?
4. Can you be lonely in a crowd?
5. Dan says that feeling lonely may plague young people, what does he mean there?

Exercise 4. Say whether the statements are True or False.

1. Being lonely isn't about physical isolation.
2. Loneliness is seen as a big problem for the mental health of the population.
3. The British government has a minister for loneliness.
4. Tristan da Cunha is isolated because he cannot control his emotions.

Модуль 2. Людина та її оточення

Topic “ACQUAINTANCE”

Exercise 1. Listen to four people speaking about their hobbies: Kenneth (K), Brenda (B), Serene (S), Gareth (G). Answer the questions by circling the correct name. There is more than one answer for some questions.

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

Exercise 2. A) Listen to the interview with Phil McDowell who is famous for the greatest number of hobbies and interests he has had in his life. While listening mark if the statements true (T) of false (F).

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

	True/False
1. Mr. McDowell is famous all over the world because he has the most unusual hobby one can ever imagine.	
2. He collected not only toys and figures of pigs but also pigshaped stationery.	
3. At the moment Phil is looking for a rare Mongolian-English dictionary for his collection.	

<p>4. The interview takes place in Phil's house.</p> <p>5. Phil travels a lot on business.</p> <p>6. Now Phil is learning Spanish; he is planning to visit South America.</p> <p>7. While travelling Mr. McDowell uses all kinds of transport but car.</p> <p>8. For his knitting he always needs some blue, red and white threads.</p> <p>9. All the souvenirs he gets in different countries make, a wonderful collection.</p> <p>10. His wall-clock collection started with the clock he bought in Eiffel Tower.</p> <p>11. It is not easy to find out what time it is when you are at Phil's house.</p> <p>12. Phil was taught wood carving when he was in Russia.</p> <p>13. Phil plays a lot of golf to keep Fit.</p> <p>14. Another hobby he has is to work as a ski-instructor in the Swiss Alps in winter.</p> <p>15. He is really good at windsurfing.</p> <p>16. Every year before Christmas the Town Hall orders Phil to decorate their Christmas tree.</p> <p>17. Phil does not sell candles he makes.</p> <p>18. Phil was in all the local newspapers because he can make candles of any animal shape.</p> <p>19. Once he took part in archeological excavations in Canterbury.</p> <p>20. Phil never goes to church.</p>	
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Topic "FAMILY LIFE"

Exercise 1. A) You are going to listen to the recording about American families.

Before listening answer the following questions:

- Large families are happy families, aren't they?
- Modern families have many children, don't they?
- Parents and grown-up children should live apart, shouldn't they?
- Children must take care of their aging parents, mustn't they?

- Young people should learn to become independent, shouldn't they?

B) *Listen to the recording and answer the following questions.*

1. Do American families maintain common or separate households?
2. Is visiting between parents and their married children frequent?
3. What is marriage preceded by?
4. Who decides where a newly married couple must live after their marriage?
5. Who is responsible for important decision making in the American families?
6. When do young people leave their parental families?
7. What problems do the aging parents of a nuclear family have?

C) *Confirm or deny the statements:*

1. Most American families consist of parents, children and grandparents.
2. It is not respectable for a young man to call up a young woman and arrange a date.
3. In the American family children do not share important decision making.
4. Young people leave their parental families by the time they've reached their early twenties.
5. Senior citizens participate in various planned activities.

D) *Fill in the gaps with the appropriate word from the recording:*

1. Occasionally an _____ grandparent may live with the family.
2. The nuclear family unit is _____ independent of the rest of the family.
3. Parents and children keep in _____ by writing letters.
4. Young people frequently marry even if their parents _____ of their choice.
5. It is _____ for friends to arrange a blind date.

E) *Draw a parallel between Ukrainian and American cultures in terms of family-making on what you have listened and learnt. Fill in the culture comparison profile.*

Comparison Items	The USA	Ukraine
Members of the family		
Kinship ties		
Marriage		
Starting a family		
Planning the number of children		
Divorce		
Sharing important decision making		
Senior citizens		
Family traditions		
The present day changes		

Exercise 2. A) You are going to listen to the recording about teenagers' idols. Listen to the text "Heroes of their time" and fill in the missing information.

- Teenagers try to imitate their idols by
(1)_____.
- The idolization is formed under the influence of (2) _____,
(3)_____ and
(4)_____.
- The correspondent conducted a survey in Kiev schools to prove or refute the idea that nowadays young people
(5)_____.
- The heroes of the youngest pupils were (6)_____,
(7)_____, (8)_____ and
(9)_____.
- Teenagers have a tendency to (10)_____ their parents' significance and to (11)_____ the prestige of (12)_____.

6. Older children idolize people who (13)_____ and despise (14)_____.
7. The reporter thinks that we are (15)_____ by the total de-idealization of society.

B) Answer the following questions, count on your opinion.

1. Is there any information in the text you do not agree with? Explain your point of view.
2. What types of people are usually idolized by teens nowadays?
3. What do you know about the people whose names are mentioned in the text (Claudia Schiffer, Natalia Oreiro, Arnold Schwarzenegger, Russian pop singer Alsu)? Why do you think they became idols for many teenagers?
4. Do ideals change when a person grows older?
5. When and why do unworthy people become idols of countless teenagers?
6. Can idolization cause problems?
7. Have you ever had any idols? Describe your experience.

Exercise 3. For many Canadian women who are used to financial independence, having to rely on their partners is a challenge. You will hear two Canadian women share their experience of becoming a mother and telling about changes in their family lives.

A) Listen to the recording and fill in the table.

Questions	Jessica Davies (speaker 1)	Shawna Stephens (speaker 2)
Profession		
Number of children		
Family income (shared/separate)		
Does she have to ask her husband for money?		
What does she do now that		

she has a child/ children?		
Does she continue working (at least part-time)? Why? or Why not?		

B) Listen to the recording again and decide whether the following opinions belong to Jessica (J), Shawna(S) or are not stated (NS).

	Jessica	Shawna	not stated
1. I had put off having a child partly because I wanted to make a career first, which is typical for many working women.			
2. As most families in Canada, my husband and I didn't share incomes and had separate bank accounts after getting married.			
3. For many working women, motherhood can initially bring a sense of nothingness.			
4. The career of a stay-at-home mom offers more opportunity to shape and change our world than any other career. As they say, "The hand that rocks the cradle rules the world."			
5. I was afraid of becoming financially dependent on my husband and felt guilty because I wasn't earning any money.			
6. I have never felt that what I do is worth less than what my husband contributes, nor that I am a financial drain on the family.			
7. It is impossible to stay at home with a child without eventually going crazy. The only thing that can prevent this is going back to work at least part-time.			
8. The solution that we have found is simple: after we've paid all the bills we share equally the rest of his salary.			
9. I am so many people at the same time: Mommy, wife, cook, maid, nurse, chauffeur, friend, accountant, personal shopper ... and so many others. I don't get a paycheck at the end			

of the month but I'm happy.			
10. For me hiring a part-time nanny is a perfect solution. It allows me to work, mostly from home. Of course, I don't earn as much as I used to, but it can help take some of the load off my husband.			

C) Draw a parallel between Ukrainian and Canadian cultures in terms of motherhood on what you have listened and learnt. Fill in the culture comparison profile.

Comparison Items	Canada	Ukraine
Do women receive maternity pay? Is this amount of money sufficient for raising children?		
Is it typical for families to share their incomes or to have separate ones?		
Do women often hire nannies for their small children or do more often prefer to stay at home themselves? Why?		
Is the issue of financial dependency a problem for an average woman?		
Does a mother get any help from other members of the family? What kind of help is it?		
Does the government encourage women to give birth to babies? Why?		

Exercise 4. A) You are going to listen to the recording about arranged marriages. Before listening think about:

- *What is your attitude to arranged marriages?*
- *Do such kind of marriages usual in your country? Are they practiced nowadays*
- *What are the possible consequences of such a marriage for newlyweds?*

B) You are going to listen to two young women of Indian origin who live in the UK. They both had arranged marriages. The first speaker is Wasima Mandel, a 24-year-old doctor from Birmingham. The other is Navida Ali, 23, from a small town of Luton. While listening, decide, whether each statement stands for Wasima (W), Navida (N), both of them (B), or none of them (N). Write 'Wasima', 'Navida', 'both' or 'none' next to each statement.

1. She knew her husband for a short time before they got married.	
2. Her parents chose prospective husbands, but hers was the last word.	
3. She had always known she would have an arranged marriage as it was a family tradition.	
4. She wasn't really going to get married then, but her parents insisted.	
5. She liked her future husband at first sight because he had a wonderful smile.	
6. Her wedding took place in her husband's native village.	
7. Her husband's behaviour towards her was not that of a gentleman.	
8. Her husband married her just to have a chance to move to Britain.	
9. Before she got married she had other relationships at University.	
10. After the wedding her husband moved to Britain.	
11. Her marriage made her change her way of life.	
12. She is happy because now she has a perfect husband.	

C) Write down an essay on the topic "Advantages and disadvantages of an arranged marriage".

Exercise 5. A) You are going to listen to the recording about the wedding ceremonies. Before listening think about what wedding ceremony do you like more – a traditional church wedding or a wedding in a registry office? Why?

B) Listen to two people talking about their weddings. Adrian had a traditional church wedding and Ann was married in a registry office. Compare their weddings with customs and traditions in your country.

C) Write down an essay on the topic "Traditional church wedding vs wedding in a registry office".

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