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Іноземна мова за професійним спрямуванням

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Іноземна мова за професійним спрямуванням: Навчально-методичний посібник з англійської мови для студентів вищих навчальних закладів./**Укладачі:**

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Навчально-методичний посібник включає комплекс завдань для вдосконалення комунікативних умінь усного та писемного мовлення на базі автентичних текстів для читання та аудіювання, укладених відповідно тематики діючих програма з англійської мови для педагогічних університетів з метою розвитку лінгвістичної, культурної, соціокультурної і професійно-педагогічної компетентностей. У посібнику зроблено акцент на особистісно-орієнтованому і професійно-спрямованому навчанні, організації самостійної роботи з англійської мови.

Даний посібник призначений для студентів денної та заочної форми навчання зі спеціальностей «Дошкільна освіта, «Початкова освіта», «Середня освіта (образотворче мистецтво)», «Середня освіта (музичне мистецтво)», «Сценічне мистецтво», «Дизайн», «Середня освіта (Трудове навчання та технології)».

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ПЕРЕДМОВА

Даний навчально-методичний посібник створений на кафедрі англійської мови з методиками викладання в дошкільній та початковій освіті Навчально-наукового інституту педагогіки Житомирського державного університету імені І.Я. Франка та призначається для студентів вищих педагогічних університетів. Навчально-методичний посібник – це перша спроба розробити навчально-методичний комплекс для забезпечення навчального процесу з дисципліни «Іноземна мова за професійним спрямуванням», які б відповідали державному та галузевому стандартам і забезпечили б українських викладачів необхідним інструментом для навчання студентів напрямів підготовки зі спеціальностей «Дошкільна освіта», «Початкова освіта», «Середня освіта (образотворче мистецтво)», «Середня освіта (музичне мистецтво)», «Сценічне мистецтво», «Дизайн», «Середня освіта (Трудове навчання та технології)», в цілому, та зокрема, галузі знань 01 «Освіта».

Метою навчально-методичного посібника є вдосконалення комунікативних умінь усного та письмового мовлення на базі автентичних текстів для читання та аудіювання, укладених відповідно тематики, яка передбачена програмою з англійської мови для студентів I курсів Навчально-наукового інституту педагогіки. Посібник містить завдання для розвитку комунікативної, лінгвістичної, соціокультурної і професійно-педагогічної компетентностей майбутніх учителів.

У навчальному комплексі врахований досвід підготовки викладачів/тренерів англійської мови вищих навчальних закладів України в рамках проекту з розробки Програми з англійської мови за ініціативою Міністерства освіти і науки України та за підтримки Британської Ради в Україні. Навчально-методичний посібник розроблено за результатами досвіду викладання авторами англійської мови в Житомирському державному університеті імені Івана Франка (м. Житомир). Посібник розглядається як система, яка охоплює всі види діяльності студентів з вивчення англійської мови як в аудиторії під час практичних занять, так і під час самостійної роботи, що полегшує використання його студентами і викладачами. Навчально-методичний посібник складається із одного модуля, шести тем, які охоплює даний модуль, завдань

для самоперевірки, тематичної лексики до кожної теми та списку рекомендованої літератури.

Зміст посібника розроблено таким чином, щоб допомогти студентам оволодіти англійською мовою на рівні B2, що необхідно для освітньо-професійного рівня бакалавра. Він охоплює професійний і академічний зміст, ситуативний зміст, який наближено до реального життя та прагматичний зміст: практичні та корисні вміння та навички, включаючи вміння використовувати інформаційно-комунікаційні технології. Структура змісту – модульна. Даний модуль розроблено у відповідності до вимог стандартів з вивчення іноземних мов.

Посібник написаний групою укладачів, кожний з яких відповідав за певну тему модуля. Всі матеріали, що подані в навчальному комплексі – автентичні і взяті з реального життя. Вони були пропілотовані та пройшли апробацію зі студентами Житомирського державного університету імені Івана Франка протягом дворічного курсу навчання. Відгуки та побажання студентів відіграли значну роль у внесенні відповідних змін щодо змісту кожного розділу, що зробило навчально-методичний комплекс таким, що відповідає потребам українських студентів, а також їх інтересам і бажанням. Матеріали, що включені в комплекс, можуть використовуватися викладачами для розробки додаткових навчально-методичних матеріалів в межах програм і стандартів своїх вищих навчальних закладів. Навчально-методичний посібник призначається насамперед студентам викладачам нелінгвістичних вищих навчальних закладів. Він також може бути корисним для вчителів англійської мови, викладачів вищих навчальних закладів, молодих фахівців та вчених, зацікавлених в досягненні рівня B2 володіння англійською мовою відповідно до Загальноєвропейських рекомендацій, що, в свою чергу, сприятиме академічній мобільності українських студентів і науковців.

Укладачі будуть щиро вдячні за відгуки, зауваження і побажання щодо покращення змісту навчального посібника та його структури, що допоможе подальшій роботі з переробки та перевидання посібника.

МОДУЛЬ 1.
I AM A STUDENT OF THE INSTITUTE OF PEDAGOGICS.

Тема1. MEETING PEOPLE. MY FAMILY. ABOUT MYSELF

1. Practise the sounds:

Mother, father, daughter, brother, son, uncle, aunt, grandfather, grandmother, granddaughter, grandson

2. Write out the words where you hear the sounds:

[ɔ:], [ɑ:], [ʌ], [ð]

Mother, father, daughter, brother, son, uncle, aunt, grandfather, grandmother, granddaughter, grandson, cousin

3. Match the sound with the vowels:

Mother	[ɔ:]
Father	[ɑ:]
Daughter	[ʌ]
Son	[ð]
Uncle	
Aunt	
Cousin	

4. Listen to the jazz-chant and choose the words belonging to the topic “My Family”.

Do You Know Nelly?

Do you know Nelly?

Nelly who?

Nelly McDoogul.

Of course I do.

Do you know-her little sister?

Yes, of course I do. I know her sister, and her brother and her father too.

Do you know her older brother?

*Yes, of course I do. I know her older brother, Bunny and her younger sister,
Sue.*

Do you know her Uncle Richard?

Yes, of course I do. I know her aunts and her uncles and her cousins too.

Do you know her husband Billy?

Yes, of course I do. I know her husband and his brother and his mother too.

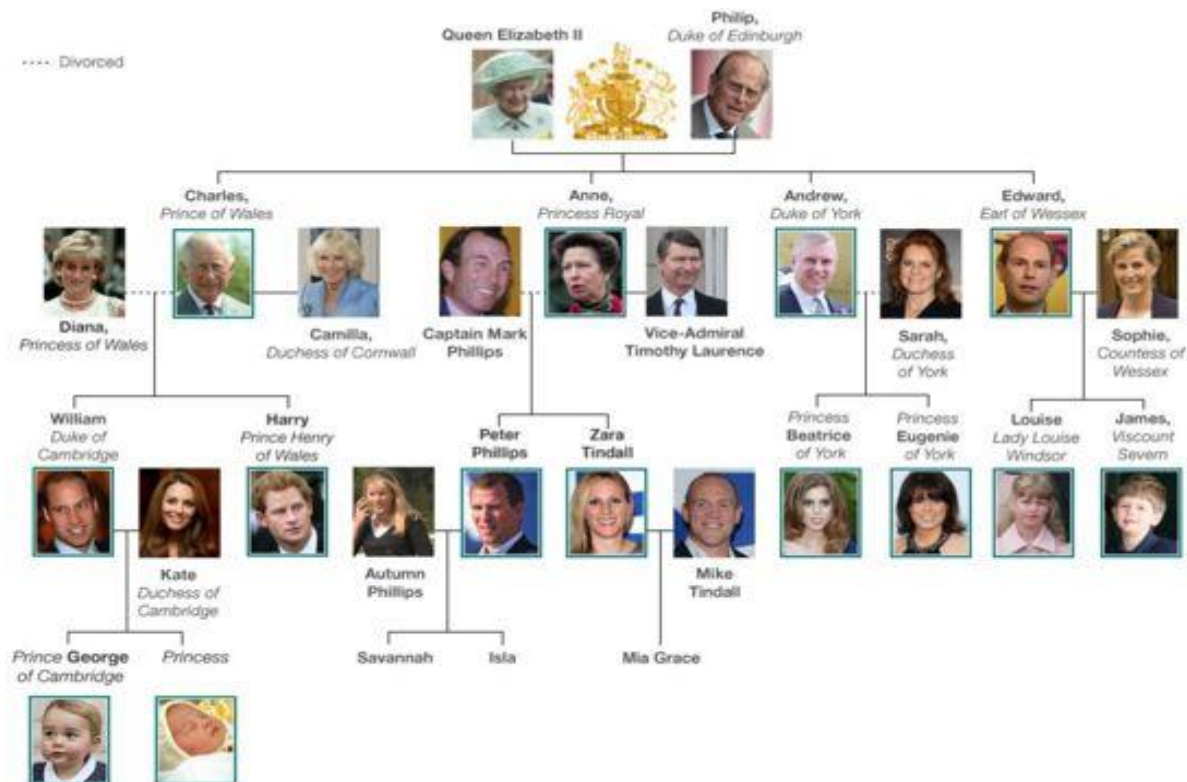
5. Read this jazz-chant in pairs and pay attention to intonation.

6. Make up your own jazz-chant by analogy this one.

7. Look at these pictures and photos. What are we going to speak about today?

8. Look at this family tree and say about the relations between these people.

Example: Ann is Sarah's mother.



9. Do the matching:

A father	an only child
A daughter	a grandma
A man	a brother
An uncle	a woman
A sister	a mum
A nickname	a mother
A granddad	a son
Many children	an aunt
A dad	a real name

TEXT-BASED VOCABULARY

- | | |
|------------------------|------------------------------|
| 1. to begin with | 11.to cut a long story short |
| 2. to be a bread-maker | 12.to get on |
| 3. to overtime | 13.easy-going |
| 4. to rely on | 14.to tell the truth |
| 5. every-day chores | 15.endless stories |

- | | |
|---------------------------|--|
| 6. a helping hand | 16.to be neither old nor young |
| 7. generation gap | 17.to be in a habit of helping smb. |
| 8. to retire | 18.to admit |
| 9. to follow smb's advice | 19.the latest |
| 10.to look similar to | 20.an elegant and an intelligent woman |

PRE-READING ACTIVITIES

A. Content Anticipation

1. You've probably heard people say, "Ideal parents". What parents would children call "Ideal"?

2. Do you agree or disagree with the following statements? Give your reasons? Begin your answer with:

I think parents must...., To my opinion parents must not...., My parents always me.

- Parents must give their children more love.
- Parents must talk to their children more often.
- Parents must try to understand their children.
- Parents must give their children more freedom.

B. Language Anticipation

1. Match the given Ukrainian words with their English equivalents:

- | | |
|-----------|-------------|
| 1. мати | a) husband |
| 2. брат | b) sister |
| 3. батько | c) relative |
| 4. тітка | d) wife |
| 5. сестра | e) niece |
| 6. дядько | f) uncle |

7. племінник	g) twins
8. племінниця	h) nephew
9. близнюки	i) brother
10. сирота	j) aunt
11. дружина	k) orphan
12. двоюрідний брат	l) mother
13. родич	m) cousin
14. чоловік	n) father

2. In each line choose one word that doesn't belong to the group and explain why you think so:

- 1) Father, mother, sister, brother, cousin
- 2) Mother-in-law, father-in-law, step-father, sister-in law, son-in-law
- 3) Friendly, easy-going, overtime, generous, selfish
- 4) Handsome, slim, tall, sociable, plump, pretty
- 5) Shopping, cooking, washing up, cleaning, skiing

3. Fill in the missing vowels into the words expressing relations in the family:

a h__sb__nd	a f__th__r
an __ncl__	a m__th__r
an __ __ nt	a s__st__r
a d __ __ght__r	a gr__ndp__r__nts
a n__ph__w	a f__th__r-__n-l__w
a n__ __c__	a m__th__r-__n-l__w
a c__ __s__n	tw__ns
a s__n	a st__pm__th__r
a w__f__	a st__pf__th__r
a br__th__r	an __rph__n

1. Complete the sentences using the given words:

1. *sister-in-law* 3. *cousin* 5. *father-in-law* 7. *nephew*

2. *mother-in-law* 4. *niece* 6. *brother-in-law*

1. My wife's mother is my ... and her father is my
2. My wife's sister is my ... and my wife's brother is my
3. My uncle's son is my
4. My mother has a sister, her son is my mother's
5. My father has a brother, his daughter is my father's

2. Fill in the blanks:

1. My aunt is my ... sister.
1. aunt's 2. grandfather's 3. mother's 4. brother's
2. My cousin is my ... daughter.
1. aunt's 2. mother's 3. sister's 4. brother's 5. father's
3. My mother has a sister, her son is my ... nephew.
1. mother's 2. aunt's 3. sister's 4. brother's
4. My ... father is my father-in-law.
1. uncle's 2. husband's 3. father's 4. brother's
5. My father has a brother, his daughter is my ... niece.
1. father's 2. uncle's 3. brother's 4. grandmother's
6. My ... parents are my grandparents.
1. niece's 2. brother's 3. sister's 4. friend's 5. mother's
7. My ... children are my grandchildren.
1. mother's 2. daughter's 3. father's

3. Find words connected with family. They go vertically and horizontally.

Family Members

t	a	s	r	f	n	g	q	c	o	t	z
j	x	m	k	s	a	u	n	t	g	n	o
n	e	p	h	e	w	t	n	q	o	l	a
v	w	i	f	e	v	h	h	s	s	w	j
w	t	a	h	w	y	w	c	e	m	c	d
n	x	d	a	u	g	h	t	e	r	n	t
y	i	r	s	i	e	a	d	k	a	b	x
k	o	e	i	g	y	u	u	b	s	w	j
r	u	n	c	l	e	y	s	w	z	z	j
m	o	t	h	e	r	u	w	j	e	f	r
x	b	r	o	t	h	e	r	g	n	v	d
o	s	i	s	t	e	r	q	t	q	e	y

aunt
brother
daughter

father
husband
mother

nephew
niece

sister
son

uncle
wife

C. Prediction

You are going to read about a typical Ukrainian family. What information, do you think, you can get from the text about:

- parents – and – children relationships;
- family problems;
- family traditions.

Text Reading

My Family

Let me introduce myself. I am Helen Petrenko. I am 16. I was born in Zhytomyr on December 19, 1995. I have been living in this town since my childhood.

Now I am going to show you my family album. There is a photo from my family album. This is one of the latest photos. My whole family is in it. There are four of us. We are a friendly family. We are getting on all right. My parents are in the centre. To begin with, I am going to talk about my father. He is neither old nor young and works as a businessman at the office. He is a handsome man with dark hair just beginning to go grey. As he is a bread-maker in the family, he often works overtime. He is sociable, sincere and reliable. He is fond of going to the country on

week-ends, because he enjoys working in the garden. I can rely on him in any situation.

My mother is a few years younger than my father. She looks slim and pretty on the photo, so she is. She is an elegant and an intelligent woman. She loves my father and the whole family. She does a lot for us. Shopping and cooking for the family are among her every-day chores. She is a university teacher and is respected both by her students and colleagues. She always has a lot of work to do both at the University and about the house. I must admit she is a very understanding person and often is the first to give a helping hand in a difficult situation. I am in a habit of helping her about the house.

In front of my parents sits my grandmother, my mother's mother. I do not have other grandparents. She is retired on pension now. To tell you the truth, I do not feel the generation gap between us. She would listen to my endless stories about my friends and my university life. I do not always follow her advice, but I must admit, my granny is a wise person and an easy-going one. They say, I look similar to her. Maybe, that's why I'm sitting near her. Here 4 of us are smiling and merry.

To cut a long story short, we are a united and friendly family.

ACTIVE READING ACTIVITIES

A. Comprehension Check

1. Read the text and say which of the following statements are true/false:

- a) The text is about a typical English family.
- b) The father is neither old nor young and works as a businessman at the office.
- c) The father is not a bread-maker in the family, that's why he is always at home.
- d) The father's hobby is working in the garden.
- e) The mother is a few years older than the father.

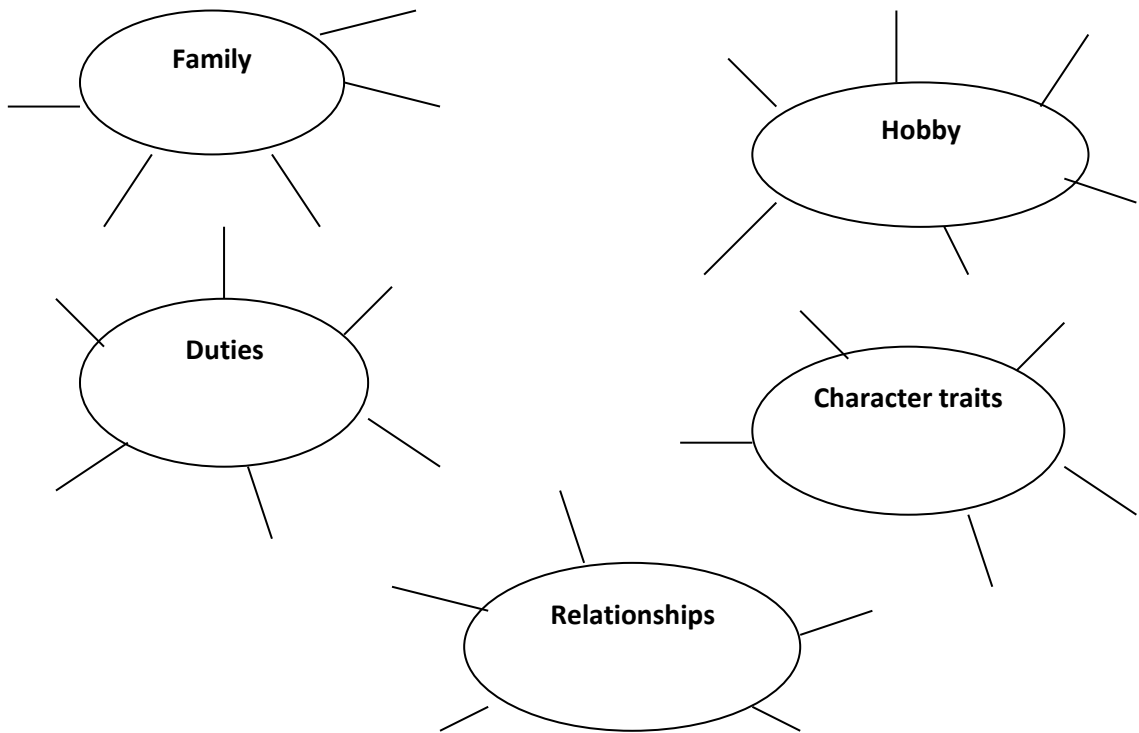
- f) Shopping and cooking for the family are among the mother's every-day chores.
- g) The mother works as a teacher at a nursery school.
- h) Helen is in a habit of helping her mother about the house.
- i) Helen has a grandmother and a grandfather.
- j) Helen's grandmother is a kind woman, she always listens to her endless stories about her friends and her university life.
- k) The Petrenkos are a united and friendly family.

2. Answer the following questions:

1. What is the first name of the author? 2. What is her surname? 3. How old is she? 4. When is her birthday? 5. Is her family large? 6. How many members are there in the family? 7. Has she got any brothers or sisters? 8. What are her parents? 9. Where do they work? 10. Do they have much in common? 11. Does Helen spend a lot of time with her family? 12. What sort of things do they do together? 13. Do you go out with your parents? 14. Who does shopping and cooking in the family? 15. What is her father's hobby? 16. How does her father look like? 17. What sort of person is her mother? 18. Where does her mother work? 19. Does Helen have a grandmother or a grandfather? 20. Can you describe Helen's grandmother? 21. What family is it?

B. Language Focus

1. Fill out the word forks with the suitable words from the text:



2. Give the definition of:

- a family
- a mother
- a father
- a friendly family
- a united family
- a pensioner
- a family reunion
- an educated person

3. What will you say if:

- your father works from 9 to five days a week;
- the family members gather together
- the mother doesn't work and looks after the children
- your friends father has married another woman and s/he has new brothers
- your mother works overtime and runs the house;
- your grandparents are retired.

4. Ask your fellow students:

- if she/he has a family of her/his own;
- if she/he has children;
- if she/he is a student;
- if her/his family large;
- how old is she/he;
- if she/he has a sister or a brother;
- if her/his sister or brother is younger or elder
- what her/his parents are
- where her/his parents work;
- if she/he has any other relatives;
- what she/he is fond of.

5. Insert prepositions and postpositions where necessary:

My family is not large. We are four ... the family. My mother works ... school. She is a teacher ... English. My father is an engineer. He works ... a plant. My parents are fond ... sports. My sister is 22. She is two years elder ... me. My sister is good ... winter sports. I always help my mother ... the house. The father is fond ... going ... the country ... week-ends. I can rely ... my sister ... any situation. I like ... watch TV or listen ... the music. My mother looks slim and pretty ... the photo. Shopping and cooking ... the family are ... my mother's every-day chores. She always has a lot ... work ... do ... the University. My elder is the first ... give a helping hand ... a difficult situation. The granny is retired ... pension. I do not feel the generation gap ... me and my granny. I look similar ... my granny. ... cut a long story short, we are a united and friendly family.

C. Content Focus

1. Read out of the text about:

- Helen's family album;
- Helen's mother;
- Helen's father;
- Helen's granny;
- family relations;
- character traits.

2. Complete the following sentences using the information from the text:

1. We are
2. To begin with
3. The father is a handsome man ...
4. He is a bread-maker in the family and ...
5. He is fond of ...
6. The mother does a lot for us ...
7. Shopping and cooking for the family ...
8. The mother is a very understanding person ...
9. To tell you the truth ...
10. I must admit ...

3. Match the statements on the left to their logical continuation on the right:

1. We are a friendly family and	a) with dark hair just beginning to go grey.
2. He is neither old nor young and	b) going to the country on week-ends
3. To tell you the truth	c) she is a very understanding person.
4. He is a handsome man	d) he often works overtime.
5. I must admit	e) about my friends and my university life.
6. She always has a lot of work	f) is respected both by her students and colleagues.
7. He is a bread-maker in the family	g) I do not feel the generation gap

	between us.
8. She would listen to my endless stories	h) getting on all right.
9. She is a university teacher and	i) to do both at the University and about the house.
10. He is fond of	j) works as a businessman at the office.
11. She would listen	k) we are a united and friendly family.
12. To cut a long story short	l) to my endless stories about my friends and my university life.

POST-READING ACTIVITIES

A. Presentation

Speak about one of the following item:

- The united and friendly family.
- All members of the family are friends.
- The relations between different generations of the family
- The attitude of Ukrainian to the family institution.
- The lifestyle of an average Ukrainian family.

B. Conversation

1. Pair up with your friend and discuss the Family Tree of the Royal Family at Page 2.

2. Pair up with your friends and insert the missing part of the dialogue.

A Family Photo

- Oh, what a beautiful photo is on your table! Is it your family?
- _____
- You are sitting near your father, so it is easy to notice that you are very much alike.
- _____
- Do you work together with your father?
- _____

- You are a very united family. Is your mother also a businesswoman?

- _____

- And who is sitting next to your mother? Is it your grandmother?

- _____

- Do you have a grandfather?

- _____

C. Group Discussion

1. Debate on the following:

Parents are an example for their children.

2. Speak about yourself.

WRITTEN FOLLOW-UP

Imagine you have a pen-friend in Great Britain. Write a letter to your British friend about your grandparents.

Describe your family using the vocabulary from the Unit.

PERSONALITY DEVELOPMENT

There are a lot of social problems in every family, such as violence, divorce, alcohol etc. What is your personal attitude to them and what is necessary to do to avoid them?

PROFESSIONAL DEVELOPMENT

A. Teacher Panel

Suppose you are school teachers in whose class there are many children from single-parent families and a certain number of unattended children. Consider possible ways of stimulating your school students' respectful attitude to their parents and other family members. Get ready to give advice to the parents as to how to keep their children busy.

B. Collaborative Planning

Plan several English language extra-curricular activities to involve children who are often left unattended.

ON YOUR OWN

A. Culture Comparison Profile

Draw a parallel between Ukrainian and British cultures in Home and family-making basing it on what you have read and learned.

Comparison items	Ukraine	Great Britain
1. The size of an average family		
2. The number of children of an average family		
3. Parents' social position		
4. Parents' attendance of their children		
5. Children's life in the family		
6. Family traditions		
7. Family relationships		
8. The present day changes		

B. Challenging Yourself

Use different materials you have access to and find out more about:

1. The family celebration of a child's birth in Great Britain;
2. The activities unattended children can be involved in Great Britain;
3. Adolescent delinquency in Great Britain.

Тема.2 APPEARANCE AND CHARACTER

Warming-up activities

What colour are your eyes? If you could change your eye colour, what would it be? Now watching try to say what colour are your group mate's eyes?

Tune in

1. Practice the following sounds

[ð] without, them, this, that, brother, mother, father, then.

[θ] think, path, teeth, bathroom, faith, nothing, throw, breathless.

2. Say these tongue twisters out loud to practice the sound

1. Thor is the god of Thunder.
2. Thelma and Theo have bad breath.
3. Nothing is worth thousands of deaths.

Text-based Vocabulary

Appearance	Harsh
Deceptive	Generous
Differ	Intelligent
Modest	Stubborn
Well-built	Impolite
Confident	Selfish
Feature	Boring
Hypocritical	Arrogant
Cunning	Obedient
Stingy	Sociable

Pre-reading Activities

A. Content Anticipation

1. People say “You never get a second chance to make a first impression”. What do you think it means?
2. Discuss the following statements:

All cats are grey in the dark

Beauty is in the eye of the beholder

Still waters run deep

B. Language Anticipation

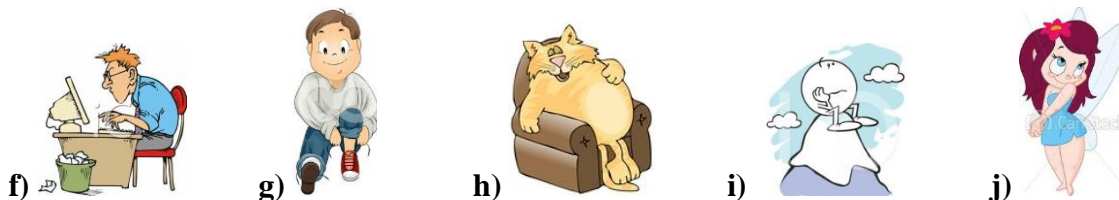
1. Pair up with your friend and make a list of positive character traits.
2. Fill in the table with the adjectives that go along with the given nouns.

Face	
Hair	
Smile	
Eyes	
Complexion	
Lips	
Forehead	
Nose	
Cheeks	
Eyebrows	
Eyelashes	



3. Draw the lines from the picture to the adjectives:

independent generous moody
 confident shy easy-going lazy clever adventurous
 hard-working



C.Prediction

You are going to read about people's appearance and character. What information, do you think, you can get from this text?

Text Reading

Appearances are deceptive

The attitude to a person depends on many things: behaviour, abilities, mind, manners, and, of course, character and appearance. They say we should never judge the person by the appearance, because appearances can be deceptive and I totally agree with that.

Practically everyone has met at least one person whose character and appearance differ radically. But there are still so many stereotypes. When we watch movies or read books we expect protagonists to be tall, well-built and handsome. They supposed to have bright eyes, a straight nose, high forehead, and thick brown hair and, of course, they are also brave, strong-willed and confident. Heroines should be beautiful slender young ladies with delicate features, blue eyes under thick eyelashes, plump lips and long fair hair. Antiheroes should be weak and small, with pale skin, small close-set eyes and an ugly face. They are also hypocritical, cunning, stingy and harsh.

In the real world kind, generous and intelligent people do not necessarily have good looks and similarly, stupid, stubborn, impolite and selfish persons are not necessarily unattractive.

My first impressions about my best friend Anna were far from my opinion about her now. At first she seemed to me so boring, obedient and even arrogant and I didn't like her at all, but when we began to communicate closer I understood I was mistaken. It is easy to get along with her. People find her sociable and easy-

going. Nobody can call Anna selfish, greedy or ill-bred. She is a kind, modest and good-tempered person of a romantic nature. That's why now I never make any conclusions about a person when I meet him or her for the first time. I prefer to get to know more about a person and only then to draw my conclusion. It's better to stay neutral until the moment when you can say for sure that you know this or that person pretty well to say he or she is a person who deserves (or doesn't deserve) faith, understanding or attention.

Active Reading Activities

A.Comprehension Check

1. Say whatever the statements are true or falls
 - 1) There are still many stereotypes about appearance and character.
 - 2) We expect main book or movie characters to be boring and arrogant.
 - 3) In the real world there is a little difference between person's appearance and character.
 - 4) People find Anna kind and easy-going.
 - 5) Anna is a selfish and greedy person.
2. Choose the right answer
 - 1) We should never judge the person by the _____.
 - a. character;
 - b. appearance;
 - c. behaviour.
 - 2) Leading characters are usually _____.
 - a. handsome and brave;
 - b. unattractive and greedy;
 - c. ugly and selfish.
 - 3) Antiheroes are usually _____.
 - a. handsome and brave;
 - b. modest and shy;
 - c. ugly and weak.
 - 4) At first Anna seemed to be _____.

- a. modest and shy;
- b. kind and sociable;
- c. boring and arrogant.

5) The first impressions about Anna were _____.

- a. positive;
- b. negative;
- c. neutral.

6) It's better to stay _____ before making any conclusions about a person.

- a. positive;
- b. negative;
- c. neutral.

B. Language Focus

1. Match these characteristics with the correct definitions

1. honest	a. talks a lot
2. selfish	b. tells the truth
3. serious	c. doesn't like working
4. lazy	d. thinks deeply about things
5. talkative	e. is interested only in him/herself

2. Match the characteristics with their opposites.

1. friendly	a. stupid
2. generous	b. impolite
3. polite	c. unkind
4. clever	d. greedy
5. kind	e. unfriendly

3. Group positive and negative character traits from the text.

Positive	Negative

C.Content Focus

1. Find in text and continue the English equivalents of the following sentences:

- 1) Коли ми дивимося текст або читаємо книжку....
- 2) Спочатку вона мені здалася такою нудною,
- 3) Краще залишатися нейтральним до того моменту, коли...
- 4) Кажуть, що ми не повинні судити про людину....
- 5) Ставлення до особистості залежить від.....

Post-reading Activities

A.Presentation

Expand the following statements giving the description of an imaginary person.

- a. He looks like a bear.
- b. She looks like a wild flower.
- c. Sue is as pretty as a picture.

B. Conversation

Describe your friends / groupmates / some famous people. The others will try to guess who you are describing.

C. Group discussion

Do you think people's idea of beauty is different in different cultures? Do you think the idea of beauty will be different in 2500?

Written Follow-up

Use your imagination and describe Cleopatra appearance. Do you think our perception of the ideal face and figure has changes with the centuries? What makes you think so?

Personality Development

Try to analyze your own positive and negative character traits. What other character traits would you like to develop and why?

Professional Development

A. Teacher Panel

As a future teacher try to imagine the possible ways of developing pupils' positive character traits.

B. Collaborative Planning

Plan several English Language Activities to motivate your pupils to develop their positive character traits.

On your own

Dialogue

Pre-Reading Activities

What do you think what kind of questions do people ask during a job interview?

Job Interview

Interviewer: Good afternoon, please have a seat.

Kate: Thank you.

Interviewer: How did you like it at the previous job?

Kate: Overall, I liked it a lot. The people were great and my boss was supportive and understanding.

Interviewer: I see. How about some other characteristics? How else could you describe yourself?

Kate: I think I'm a reliable and responsible person. I'm almost never late. If I promise something I try to keep my promises.

Interviewer: What other positive traits do you have?

Kate: I have a good sense of humour and I am sociable and easy-going person. People can talk to me about different topics.

Interviewer: Do you have any negative character traits? If yes, could you please list them?

Kate: I think all humans have some good and bad traits and I'm no exception. I can be impatient sometimes. I get very excited at first but it's very hard for me to finish things that I start. I also have high expectations. I sometimes expect too much from other people and I want them to be perfect, which is impossible, of course.

Interviewer: I see. It's good that you realize that. How do you try to improve your character traits?

Kate: I just remind myself about them from time to time and try to finish what I've started. I also try to judge people less strictly.

Interviewer: Well, thank you for your time. We'll be making a selection in a couple of days and will call you one way or the other.

Kate: Thank you for seeing me. Have a pleasant day.

Comprehension Check

1. Complete the dialogue

- Good afternoon! _____.
- _____.
- How could you describe yourself?
- _____.
- What about negative traits?
- _____.
- I see. _____?
- _____.
- Well, thank you for your time. _____.
- _____.

2. Make up your own dialogue by analogy.

Тема.3. THE PLACE WHERE I LIVE

TUNE IN

1. Practise the sounds:

Kitchen, bedroom, sitting room, dining room, living room, bathroom

2. Write out the words where you hear the sounds:

[u:], [ə], [ɪ], [θ]

Kitchen, bedroom, sitting room, dining room, living room, bathroom

3. Match the sound with the vowels:

kitchen [u:]

bedroom [ə]

sitting room [ɪ]

dining room [θ]

living room

bathroom

4. Read the proverbs and pay attention to the sounds.

1. East or West, home is best.
2. Dry bread at home is better than roast meat abroad.
3. There's no place like home.
4. Home is home, though it be never so homely.
5. Englishman's home is his castle.

5. Match the following proverbs and their meanings:

1. East or West, home is best.	a) Home is the best, the most pleasant place.
--------------------------------	---

2. Dry bread at home is better than roast meat abroad.	b) An Englishman can do as he likes in his own home and nobody may enter it without his permission.
3. There's no place like home.	c) Your home (house) is where you are likely to be happiest, especially in comparison with other places you may be at the time.
4. Home is home, though it be never so homely.	d) Everything is better when at home.
5. Englishman's home is his castle.	e) Home is always dear to everybody whatever it can be.

1. Choose one of the proverb you like and explain it.

TEXT-BASED VOCABULARY

- | | |
|-------------------------------------|-----------------------------------|
| 21.flat/apartment | 31.a house-warming party |
| 22.to be situated | 32.bedroom |
| 23.floor/storey | 33.sitting room/living room |
| 24.building | 34.to face/ to look south |
| 25.block of flats | 35.modern conveniences |
| 26.to the right (left) of | 36.in the left(right)-hand corner |
| 27.between | 37.to move to / into a new flat |
| 28.among | 38.a build-in wardrobe |
| 29.furniture | 39.to paper the walls |
| 30.to turn on/off/ to switch on/off | 40.well-furnished room |

PRE-READING ACTIVITIES

C. Content Anticipation

You've probably heard people say, "My Home Is My Castle". Do you agree or disagree with the following statement? Give your reasons?

Begin your answer with:

I think, To my opinion, My home always me.

D. Language Anticipation

1. Use the right word from those given in brackets:

1. There is a ... in my study room, (table, kitchen, desk)
2. Is there any ...in that room? (cooker, furniture, fridge)
3. There is no ...in the house, it is cold in winter. (mirror, fireplace, telephone)
4. Is there ... in your kitchen? (hot water, garage, computer)
5. There is no balcony in my (garden, room, bathroom)
6. There are two large ... in the sitting room. (TV sets, wardrobes, windows)
7. Is there a ... in your sitting room? (bath, desk, TV set)
3. We have a table and some ...in the dining room. (chairs, bookshelves, beds)
9. Have you got any bookshelves in your ...? (kitchen, garden, study room)
10. They have no ... on Sunday. (visitors, teachers, students) 11. They have two ... near the fireplace. (beds, armchairs, tables) 12. ... the sofa he has a bookcase. (under, to the right of, over)

2. Change the following sentences into interrogative and negative:

There is a round table in the middle of the room. 2. There are many flowers on the windows. 3. It is a modern two-storeyed cottage. 4. There is a study in our flat. 5. I have a room of my own. 6. There are many fruit-trees in our garden. 7. We must go home now. 8. Pete lives on the third floor. 9. The furniture in my room is modern and quite new. 10. On the right you can see a standard-lamp. 11. There is a settee in the corner of the room. 12. There are many Russian and English books in the bookcase. 13. The floor is covered with a beautiful thick carpet. 14. There are

all modern conveniences in my aunt's flat. 15. The clock on the wall is five minutes slow.

3. Complete the following sentences.

1. In front of the house 2. I live in a flat. We have three rooms. They are
3. In the middle of the room 4. On the walls 5. On the left 6. To the right
of the TV-set 7. Next to the sofa 8. Next to the door 9. In the kitchen
.... 10. In the bathroom 11. In the study 12. Next to the ... there is 13.
There is ... between and 14. To the right of the 15. In the sitting-room
16. Opposite the fireplace 17. Under the window 18. In the chest of drawers
.... 19. In the sideboard 20. At the back of the house

4. Form compounds from the nouns given; give word combinations with the same nouns, use them in sentences of your own:

Table, floor, room, lamp, set, machine

5. Give antonyms:

Ceiling; to switch off the light; in front of; to turn on the gas, richly-furnished
room, the top floor, entrance, inconvenient

6. Give synonyms or synonymous expressions:

Flat, curtains; sideboard; mirror; to switch on the light; corridor; drawing-room;
stove; sink; rug; lift

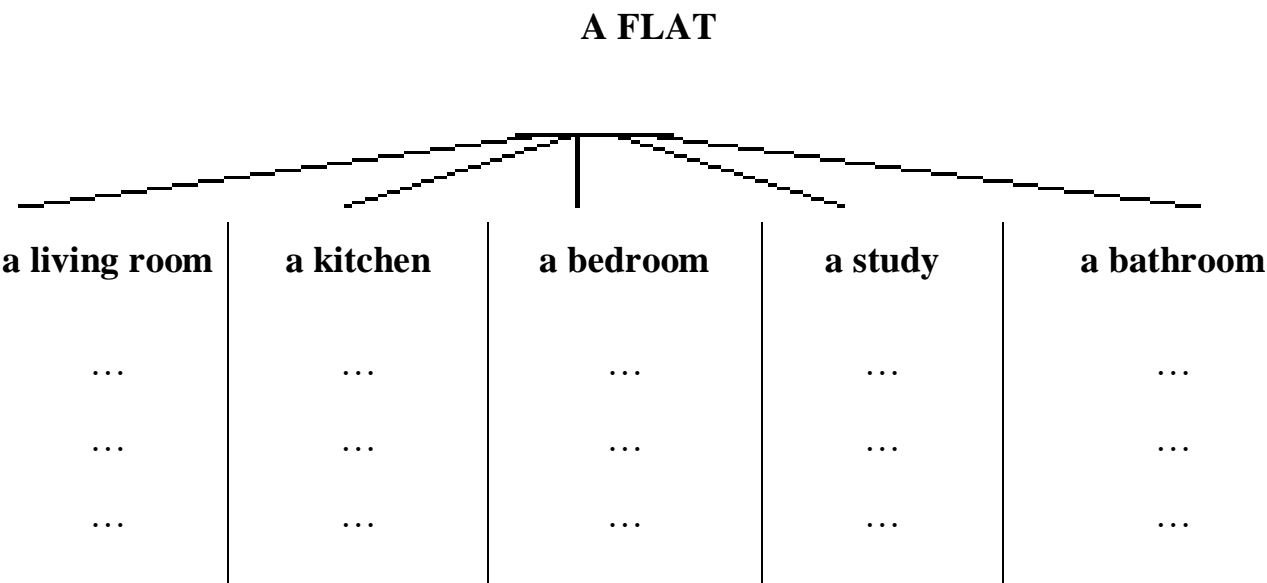
7. Express the following in one word.

1. A large comfortable chair; 2. A table at which one reads, writes or does
business; 3. A small seat with no back; 4. A covering for a bed; 5. A piece of linen
for wiping the lips; 6. A covering for a pillow; 7. A covering for a blanket; 8. A

sheet of cloth hung up as a covering at a window or door; 9. A cloth, usually of white linen, spread on a table at meal time; 10. A small room used for storing clothes, dishes.

8 . Furnish your room using the following words:

A sideboard, a piano, a bookcase, a small table, a TV set, a tape-recorder, a writing table, chairs, arm-chairs, bookshelves, , refrigerator, staircase, wardrobe, floor, yard, mirror, gas, arm-chair, wallpaper, drawer, wash-basin, stove, table-cloth, cupboard, sofa, bedding, looking-glass, fence, dish, bookstand, water-closet, window-sill, television-set, dressing table, vacuum cleaner, sewing machine, chute, broom, divan-bed, fireplace, hallstand, blinds, tea-set, mat, bucket, chest-of-drawers, floor lamp and so on.



9. Find words connected with family. They go vertically and horizontally.

h	o	u	s	e	b	r	k	e	y
t	t	s	o	f	a	r	o	s	w
a	s	h	e	e	t	d	o	o	r

b	b	r	u	s	h	b	d	a	m
l	o	i	s	s	i	n	k	p	a
e	t	c	h	a	i	r	u	s	t
z	t	c	l	w	e	l	j	t	c
x	l	c	a	r	p	e	t	o	h
q	e	m	i	r	r	o	r	v	e
f	r	i	d	g	e	b	i	e	s

E. Prediction

You are going to read about a typical Ukrainian home. What information, do you think, you can get from the text about:

- modern conveniences;
- rooms;
- orchard and garden.

Text Reading

My Flat

Our flat is situated in the centre of the city. We live in a new nine-storeyed building in Shevchenko Street. As there are nine storeys in the building, it has a lift. Our flat is on the second floor. There are all modern conveniences, such as electricity, gas, central heating, cold and hot running water and a chute in our building.

There are three rooms, a kitchen, a bathroom, a toilet, a hall, a balcony in our flat. The living-room is the largest room in the flat. On the right there is a table which four chairs round it. Near it there is a sofa with some cushions. At the opposite wall there is cupboard, a bookcase, and a wardrobe. In the corner of the

room there is a new colour TV set on the little table. Near the TV set there are two cosy armchairs. There is thick carpet on the floor.

The bedroom is small but cosy. At the right wall there is a big bed. At the opposite wall there is a dressing-table. In this room we have a built-in wardrobe. There is also a thick carpet on the floor and blue curtains on the window.

Our next room is the study. There is not much furniture in it. It has a desk with drawers to keep papers in. There is a telephone on the desk. A desk-armchair is standing before the desk. To the right there is a bookcase. A small table with a tape-recorder is standing in the left-hand corner. Near it there is a sofa. The walls in this room are light-green.

The kitchen is light and big. In the left-hand corner there is a gas-stove. In the right corner there is a sink. There is a built-in refrigerator in the kitchen. There is a number of shelves, a cupboard, a kitchen-table and four stools round it. We like our flat very much.

ACTIVE READING ACTIVITIES

D. Comprehension Check

3. Read the text and say which of the following statements are true/false:

- a) The text is about a typical English home.
- b) Our flat is situated in Shevchenko Street.
- c) There are all modern conveniences, such as electricity, gas, central heating, cold and hot running water and a chute in our flat.
- d) The bedroom is big but cosy.
- e) At the opposite hall there is cupboard, a bookcase, and a wardrobe.
- f) There is much furniture in the study.
- g) In the bedroom we have a built-in wardrobe.

- h) There are three rooms, a kitchen, a bathroom, a toilet, a hall, a balcony in our building.
- i) There are nine storeys in the building, it has a lift.
- j) The kitchen is light and big.
- k) There is a number of shelves, a cupboard, a kitchen-table and four stools round it.

4. Answer the following questions:

1. Do you have a flat or a private house? 2. How many rooms are there in your flat (house)? 3. Do you live in a many- storied building? 4. What floor is your flat on? 5. What modern conveniences are there in your flat? 6. What furniture is there in your living-room? 7. Have you a room of your own? 8. Is it large (warm, light, cosy)? 9. What pieces of furniture are there in your room?

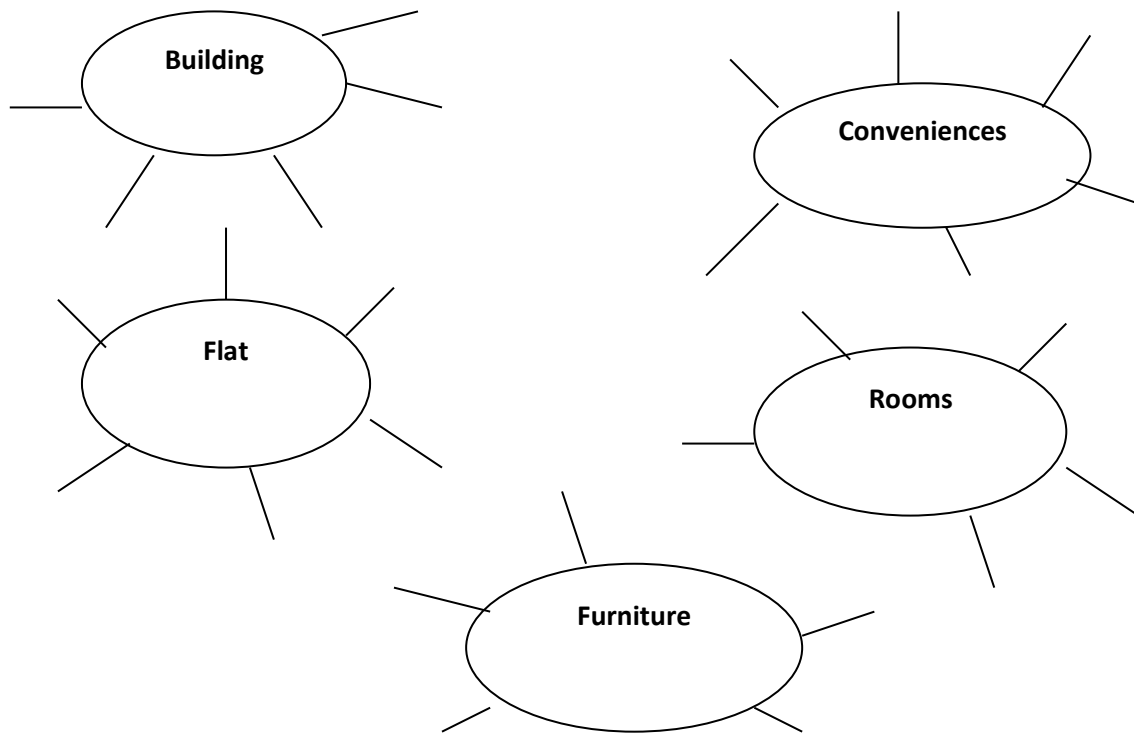
1. Where is the bedroom? (to the right of) 2. Where is the wardrobe? (at the wall) 3. Where are the chairs? (round the table) 4. Where is the sofa? (at the opposite wall) 5. Where are the bookshelves? (above the table)

5. Agree or disagree with the following statements:

1. It is very convenient to live on the top floor. 2. It takes me about two hours to get home. 3. You have a four-room flat. 4. There are no modern conveniences in your flat. 5. You live in the center of the city.

E. Language Focus

6. Fill out the word forks with the suitable words from the text:



7. Give the definition of:

- a. a house
- b. a flat
- c. a housewarming party
- d. modern conveniences
- e. a room
- f. a study
- g. a nursery
- h. furniture

8. What will you say if:

- i. your family have moved to a new flat;
- j. your flat is big and cosy;
- k. the mother doesn't work and looks after the children;
- l. your friends father has married another woman and s/he has new brothers;

- m. your mother works overtime and runs the house;
- n. your grandparents are retired.

9. Ask your fellow students:

- what place she (he) is from;
- if her parents have a house;
- how many rooms there are in their house;
- if there is a garden near the house;
- if there are modern conveniences in the house;
- if she (he) has a flat;
- how many rooms there are in the flat;
- what they are;
- what furniture there is in the bedroom, study, living room, dining room;
- if they have their meals in the kitchen or in the dining-room;
- if she (he) has a room of her (his) own; what furniture there is in her (his) room.

1. Fill in the blanks with prepositions and post-verbal adverbs wherever necessary:

My sister is married. She has a family...her own. They all live ... her husband's parents. They live ... Shevchenko street. Their house is... a five-storeyed building. Their flat is... the third floor. There are all modern conveniences ... the flat.

There is not much furniture ... the living room. A square table is ... the middle ...the room. There are six chairs ... the table ... the right-hand corner there is a small table ... a TV set ... it. ... it there is a piano, ... the opposite wall there is a sideboard where we keep dishes and glassware. There is a beautiful carpet ... the floor ...the wall there are some pictures and my grandmother's portrait.

My friends have moved ... a new flat. Now they live rather far ... the centre ... the city. They live ... a nine storied building. There is a lift ... the house. Their flat is ... the sixth floor.

2. Translate the following sentences into English:

В центрі міста, отримати нову квартиру, переїхати на іншу квартиру, сучасні зручності, багатоповерховий будинок, на першому поверсі, кухня, ванна кімната, шафа для одягу, біля протилежної стіни, по центру, ліворуч, праворуч, шафа для посуду.

Наша сім'я переїхала на нову квартиру в центрі міста. В ній є всі сучасні зручності: водопровід, центральне опалення, телефон, Звичайно, газ, електроенергія та інше. В квартирі є три кімнати, кухня, вітальня, туалет, ванна кімната. В кухні стоїть газова плита, холодильник, раковина, шафа для посуду, стіл та декілька табуретів навколо нього. Ми використовуємо кухню, також, як столову. Одна з кімнат – це вітальня, інша – спальня моїх батьків і третя – моя кімната. В вітальні стоїть меблева стінка, біля протилежної стіни стоїть софа, стіл з чотирма стільцями, в кутку стоїть телевізор на маленькому столику, на стіні висить декілька картин. В спальні моїх батьків стоїть велике ліжко по центру, праворуч від нього стоїть шафа для одягу та сервант, напроти стоїть софа та туалетний столик. На підлозі лежить великий товстий килим. Телефон знаходиться у вітальні. Наша квартира велика, зручна та затишна, вона нам дуже подобається.

F. Content Focus

3. Read out of the text about:

- a. location of the flat;
- b. building;
- c. furniture;
- d. a study;
- e. kitchen;
- f. bedroom;

- g. living-room;
- h. modern conveniences.

4. Complete the following sentences using the information from the text:

1. I like my flat because
2. There are all modern conveniences in the flat
3. My flat consists of
4. Our flat is small, but
5. The best place for the bookshelves
6. There is in our flat.
7. The living-room is in the flat.
8. Our next room is
9. The kitchen is
10. There is a number of and round it.

14. Furnish your room using the following words:

A sideboard, a piano, a bookcase, a small table, a TV set, a tape-recorder, a writing table, chairs, arm-chairs, bookshelves.

POST-READING ACTIVITIES

D. Presentation

Speak about one of the following item:

- A newly married couple is planning how to arrange the furniture in their new flat.
- You are buying furniture for your dining-room.
- You have moved into a new flat and you show your friend round the flat.
- You want to rent a room. Have a talk with a landlady.

E. Conversation

1. Pair up with your friends and insert the missing part of the dialogue.

_____, have you already moved to a new flat?

Is it far from the centre of the city?

What floor is your flat on?

Is there a lift in the house?

How many rooms are there in your flat?

Do you have a telephone?

Are there all modern conveniences in the flat?

Thank you very much.

F. Group Discussion

1. Debate on the following:

A man without a home is a bird without a nest

2. Speak about the house of your dream.

WRITTEN FOLLOW-UP

Imagine you have a pen-friend in Great Britain. Write a letter to your British friend about your favourite room.

Describe your flat using the vocabulary from the Unit.

PERSONALITY DEVELOPMENT

Nowadays there are a lot of just married couple cannot rent a flat or a house not to mention to buy it. What is your personal attitude to this problem and what is necessary to do to avoid it.

PROFESSIONAL DEVELOPMENT

C. Teacher Panel

Suppose you are school teachers in whose class there are many children whose parents rent flats or houses. Consider possible ways of stimulating your school students' attitude to education. Get ready to give advice to the children as to how to avoid such situation in their future.

ON YOUR OWN

C. Culture Comparison Profile

Draw a parallel between Ukrainian and British cultures in Home and family-making basing it on what you have read and learned.

Comparison items	Ukraine	Great Britain
1. The size of an average house/flat		
2. Types of gardens		
3. The living conditions		
4. Types of houses		
5. The most popular and favourite place for		

all the family		
-----------------------	--	--

D. Challenging Yourself

Use different materials you have access to and find out more about:

4. Inside a typical English house;
5. The cost of houses in Great Britain;
6. Types of houses in Great Britain.

Тема.4 MY WORKING DAY

Some Good Rules

1. Early to bed, early to rise makes a man healthy, wealthy and wise.
2. Never put off till tomorrow what you can do today.
3. After dinner sit a while, after supper walk a mile.
4. Lost time is never found again.
5. An hour in the morning is worth two in the evening.
6. The early bird catches the worm.

Text A. An Englishman's Diary

(after Stephanie Andrews)

An Englishman's day - and who can describe it better than an Englishman's wife? It begins when he sits down to breakfast with his morning newspaper.

As he looks through the headlines there is nothing he likes better than his favourite breakfast of cornflakes with milk and sugar (porridge if he lives in the North), fried bacon and eggs, marmalade on toast and tea (with milk, of course) or coffee.

He in fact gets such a meal if there is enough money in the family to buy it. After breakfast, except on Saturdays and Sundays which are holidays, he goes to

work by train, tube, bus, car, motor scooter, motor bike or walks there. He leaves home at 7:30.

At offices or factories there is a tea or coffee break at eleven. Then at mid-day everything stops for lunch. Most offices and shops close for an hour from one to two. Englishmen are fond of good plain food, and they usually want to know what they eat. They like beefsteaks, chops, roast beef and Yorkshire pudding, fried fish and chipped potatoes.

There are usually two courses in the mid-day meal - a meat course with a lot of vegetables, a sweet dish, perhaps fruit pudding and custard with tea or coffee to finish.

Then back to work again with another break in the middle of the afternoon, once again for tea or coffee, sometimes with a cake or biscuit.

The working day finishes at any time between four and six. When an Englishman gets home he likes to inspect his garden before the evening meal: tea, high tea, dinner or supper. When his evening meal is over, the Englishman may do a little gardening and then have a walk to the "local" (the nearest beerhouse) for a "quick one" (a drink, alcoholic, of course!). There are a lot of people at the "local" and he can play darts, dominoes, billiards or discuss the weather, the local events or the current situation. But if the Englishman stays at home, he may listen to the radio, watch television, talk or read.

Then at any time between 10 and 12 he has his "nightcap" -- a drink with a snack - and then off to bed ready for tomorrow.

Text B. A Student's Day

Paul: What time do you get up on week days?

Bob: I generally get up at seven o'clock.

Paul: Why so early?

Bob: Because I have a lot of things to do before I leave for the University.

Paul: Do you do your morning exercises regularly?

Bob: Yes, that's what I begin with as a rule. Then comes the usual procedure of making my bed, washing and so on.

Paul: Do you take a bath every morning?

Bob: No, I don't. As a matter of fact, I hardly ever take a bath in the morning. I prefer taking a shower. Then I clean my teeth, comb my hair and get dressed.

Paul: Who makes your breakfast for you?

Bob: If my mother is not up yet I make my breakfast myself. If my mother is up, she

does. After breakfast I usually help Mother to clean up.

Paul: Good for you! That's what I call a model young man. And when do you leave

home?

Bob: Generally, at half past eight, as it takes me about twenty minutes to get to the University.

Paul: Do you walk to the University or do you take a trolley-bus?

Bob: I always take a trolley-bus in the morning. But after classes I sometimes walk home.

Paul: You go home right after classes, don't you?

Bob: Sometimes I do, and sometimes I don't. If I can prepare for the next day's classes at home, I go straight home. If I haven't got the necessary books and journals at home, I go to the library.

Language exercises:

1. a) answer the following questions:

Text A: 1. How does an Englishman's day begin? 2. What is his favourite breakfast? 3. When does he in fact get such a breakfast? 4. When does he leave home in the morning? 5. How does he get to his place of work? 6. How many breaks does he have during the working day? What are they for? 7. What does an Englishman usually have for his mid-day meal? 8. What food are the English fond of? 9. At what time does an Englishman finish work? 10. What does he like to do when he comes home from work? 11. What sort of meal does he get in the evening? 12. What does an Englishman usually do in the evening? 13. What is a "local"? Why do people like to go there? 14. How does an Englishman's day end?

Text B: 1. When does Bob usually get up on weekdays? 2. Why does he get up so early? 3. What does he do after he gets up? 4. Bob takes a bath every morning, doesn't he? 5. Who makes breakfast for him? 6. Does Bob help his mother to clean up after breakfast? 7. At what time does he leave home? 8. How long does it take him to get to the University? 9. Does he walk to the University or does he take a trolley-bus? 10. He goes home right after classes, doesn't he?

b) pick out words and phrases from Text A, and group them under the following headings:

1. Meals. 2. Dishes. 3. Games. 4. Pastimes.

c) find the English for:

Text A: ранкова газета; переглядати газетні заголовки; крім субот" і неділі; їхати на роботу; йти пішки; у другій половині дня; десь, між чотирма і шістьма; робочий день; говорити про погоду; обговорюючи події.

Text B: вставати о сьомій годині ранку; мати багато справ; робити зарядку; як правило; заправляти постіль; приймати ванну (душ); чистити зуби; причісуватись; відразу після занять; йти прямо додому.

2. Read the dialogue:

- Hello, Pat. You didn't phone me yesterday.
- No, I didn't. I was very tired last night. -Why?
- I had such a busy day.
- Did you? What did you do?
- I woke up at 6 and went to the station to meet my mother-in-law.
- Why didn't your husband do that?
- He went to Paris on business.
- I see.

- Then we had breakfast. I left her at home and went to my office. I was 15 minutes late because I was in a hurry and a policeman stopped me. So it took me an hour to get to my work.
- Oh, my! I hope you didn't have much work at the office.
- Yes, I did. We had a long meeting in the morning, then I had a lot of visitors, and at the end of the working day I wrote some business letters.
- Did your daughter cook dinner for you?
- No, she didn't. She was busy at the University and came home very late.
- Poor thing! I hope you are not so busy tomorrow.

3. Match the following proverbs and their meanings:

1. Early to bed, early to rise makes a man healthy, wealthy and wise.	a) The person who gets up early to work will be successful.
2. Never put off till tomorrow what you can do today.	b) To take a stroll is the best thing to do after having a meal.
3. After dinner sit a while, after supper walk a mile.	c) Carry out a task or duty as soon as you can, preferably today. If you leave it till tomorrow, it may never be done.
4. Lost time is never found again.	d) Early rising makes a man sound in a body and mind, and rich.
5. An hour in the morning is worth two in the evening.	e) The person who gets up early to work will be more successful than the one who gets up late and works late in the evening.
6. The early bird catches the worm.	f) Do everything in time.

4. Fill in the correct prepositions in the passage.

Every weekday morning in Dick's life is the same. He wakes up ... 7 o'clock, gets ... bed, gets dressed and goes downstairs. He sits down at the table ... his

breakfast and reads his newspaper. Then he leaves the house, walks down the road to the bus stop, and goes ... work ... bus. ... the bus, he always sits in the same seat, ... the back. He gets off the bus outside his office and arrives ... work just as the clock strikes 9 o'clock. He never changes-he's been doing this ... years.

Is every weekday morning (evening) of yours the same? What do you do every morning (evening)?

5. Complete the following description with for, during, by, until, at, in or on.

Eleanor is a nurse who works the night shift. How does she manage?

Well I finish work (1) ... 6.30 a.m. Then I go home, have a bath and try to be in bed (2) ... half past eight. (3) ... the same time as I'm getting ready for bed, Jeffrey, my husband, and our five-year-old daughter, Elaine, are getting up. Jeffrey takes her to nursery school. I usually sleep (4) ... about 3 o'clock (5) ... the afternoon. I have to be at the school (6) ... 3.30, to collect Elaine. We come home and I play with her, and try to get some housework done (7) the same time. When my husband comes home, we eat. If I'm lucky, I can relax (8) ... an hour before putting Elaine to bed.

Then I do some housework that didn't get done (9) ... the day. I allow plenty of time to get to the hospital' because if from not there (10) ... time, another nurse will have to go on working (11) ... I arrive. I'm often very tired (12) ... the time I finish, but I don't really mind. There's a special atmosphere in the hospital (13) ... night. And the hours suit us, (14) ... the moment, anyway.

I may want to work days when Elaine goes to a different school. Perhaps I'll be ready for a change (15) ... then.

6. Look at Paul's list of things to do. Describe his working day making use of the following time-table:

Things to do	
7.00	wake up & get up

7.00-7.30	<i>wash & get dressed</i>
7.30-8.00	<i>have breakfast, wash the dishes</i>
8.05	<i>leave home for the University</i>
8.20	<i>come to the University</i>
8.30-14.40	<i>have classes</i>
11.20-11.50	<i>have lunch at the University canteen</i>
14.40-15.30	<i>go home from the University</i>
16.00-16.40	<i>have dinner & wash up</i>
16.40-18.00	<i>have a rest</i>
18.00-18.30	<i>do housework</i>
18.30-20.30	<i>do homework</i>
20.30-23.00	<i>go for a walk</i>
23.00-24.00	<i>watch TV or look through the journals or newspapers</i>
24.00	<i>wash & go to bed</i>

7. Use the right prepositions or adverbs:

(From "Shannon's Way" by A. Cronin)

Every morning regularly, ...ten o'clock, when her lecture was ..., Jean came ...the room, where I was already ...work.

Her careful (тщательный), accurate work was of great help ...me. She prepared hundreds ...slides which it was necessary to examine. She was very careful and never made a mistake. Her presence stimulated me greatly. ...one o'clock we had lunch ...the laboratory.

...the seventh day, as we worked silently, I heard a step and; turned
Professor Challis stood ...the doorway.

"I thought I'd look in, Robert, to see how you were getting on."

I rose at once and introduced him ...Jean. He bowed(кланяться) ... her in his old-fashioned manner. I understood that he liked her.

...that he came regularly to visit us, often ...the lunch hour. He sat ...a chair watching us with his bright eyes. He often told us ... his life as a young student ...Paris, ...the Sorbonne, where he worked under the great Duclaux.

8. Give the four forms of the following verbs:

sit, be, get, buy, go, leave, stop, know, eat, come, do, have, play, read, drink, begin, make, take, write.

9. Use the verbs in the Past Indefinite Tense:

A. 1. She works at an office. 2. She usually walks to the University. 3. I like my work. 4. My brother finishes school this year. 5. We want to buy a new house, 6. Every morning I look into the mirror, wash, shave and comb my hair. 7. Every day at 9 o'clock I open the door of my shop. 8. She shows her family album to her new friends.

B. 1. He gets up at six every morning, goes out, runs around the house three times for exercise, comes back, makes himself breakfast and has it. 2. His wife gets up at 8 o'clock, does her hair, has a cup of coffee, and takes the dog for a walk in the park.

10. Make these statements negative. Use the model:

Model: I worked on Saturday. -- I didn't work on Saturday.

1. I got up very early. 2. I made breakfast. 3. I left the house at seven. 4. I came on time. 5. I saw her in the office. 6. Jane married Sam. 7. I passed my exam in English. 8. She showed me her new flat. 9. I did morning exercises today. 10. I liked my new boss.

11. Make up questions and give short answers. Use the model:

Model: He came home at 6. -- Did he come home at 6?

-- Yes, he did.

-- No, he didn't.

1. I visited my friends in Scotland. 2. I learned French at school. 3. He got a new job. 4. We moved to a new flat last month. 5. She needed money. 6. We liked his new car. 7. Their working day began at 9. 8. They sang their favourite songs. 9. The conference finished at 5. 10. He went to his club at night.

12. Complete the questions:

1. ... did the alarm clock ring? 2. ... did you go after classes yesterday? 3. ... did he do when he came home from work? 4. ... did it take you to get here? 5. ... did we go to the cinema last? 6. ... did you spend your weekend? 7. ... did you have your lunch today? 8. ... didn't she come on time? 9. ... met you at the station? 10. ... woke you up in the morning?

13. Use the verbs in the Past Indefinite Tense:

I (to get up) very late yesterday. I (to look) out of the window and (to see) that the weather (to be) bad. So I (to think) for some time and (to decide) that I (to have) time to myself. Suddenly the telephone (to ring). I (to come) up to the telephone and (to take) the receiver. My Friend Nick (to call). He (to say) that it (to be) his day off and (to invite) me to his place. I (to spend) the whole day, there. First we (to talk) about our problems; then we (to watch) TV, there (to be) an interesting American film which we (to like), then we (to have) tea in the kitchen and (to talk) again. We (to listen) to some music and when I (to look) at the watch I (to see) that it (to be) 8 in the evening. I (to think) I must be off and (to say) goodbye to Nick. When I (to come) home my parents (to ask) me "You (to have) a good time?" "Yes," I (to answer), "I certainly (to do)." But I (to be) sorry, I (not to write) a single page on that day.

15. Translate into English:

1. Коли ви зазвичай встаєте вранці? - Рівно о 7. 2. По неділях я часто ходжу в кіно чи театр. 3. Увечері читаю книги, дивлюся фільми чи слухаю музику. 4. Ми вечеряємо, як правило, о 7 годині. 5. Коли я приходжу додому, я йду у ванну, відкриваю кран, мою руки та витираю їх рушником. 6. Вам треба провітрити спальню та підмісти підлогу. 7. Як ви добираєтеся до університету? - автобусом. Але іноді доводиться йти пішки. 8. Давай підемо у парк! - Із задоволенням. 9. Скільки часу у тебе йде на те, щоб дістатися роботи? - Біля півгодини. 10. Що ти збираєшся робити? – Я збираюся писати доповідь. 11. Я зазвичай ходжу в університет пішки, тому що він знаходиться неподалік нашого будинку. 12. Ви часто буваєте у театрі? - Ні, рідко. 13. Що ви робите вечорами? - Зазвичай буваємо вдома. Раз чи два на тиждень ми ходимо на ковзанку, зустрічаємося з друзями та ходимо у кіно чи в театр. 14. Щоденно Том робить ранкову зарядку. 15. Після занять Марія зазвичай виконує домашнє завдання. Іноді вона ходить до бібліотеки, де читає книги та переглядає газети та журнали. 16. Ви лягаєте спати рано чи пізно? - Мені доводиться засиджуватися пізно. 17. Ви завжди приходите на заняття? - Так. 18. Як ви проводите вільний час? - Із друзями, іноді з рідними.

16. Read the story and answer the questions:

All's Well That Ends Well

It was about midnight when the letter arrived (приходити). It dropped through the letterbox at John's feet. John was about (збирався) to lock (закривати) the door for the night. He opened the door and looked outside; there was nobody anywhere about. He closed the door slowly and looked at the letter. Yes, the letter was for him. He opened it. Inside there was a single sheet of paper, and on it were the words, "In ten minutes you will be dead" (Через 10 хвилин ти помреш), John hurried to the telephone, lifted the receiver and dialed 999. There was no answer. He tried again, then he realized the phone didn't work. Was there any connection between the useless phone and the letter?

He decided to go to the call box down the road. John opened the door and listened for a few seconds. All was quiet. He looked once more at the letter. At that moment the doorbell rang and somebody touched him on the shoulder...

"John, John!" someone said, "It's time to get up." John turned over in bed and saw his wife looking at him. "That's the last time I eat much before I go to bed," he said.

Questions:

1. When did the letter arrive?
2. What did John do?
3. What did the letter say?
4. Did the phone work?
5. Where did he decide to go?
6. Was there anybody outside?
7. Whom did John see at his bed?
8. Why is the story called "All Is Well That Ends Well"?

17. Read the story and retell it:

A Day Off Work

Last Wednesday morning Bill rang Mr. Thomson, his boss, at the office and said that he was not well. "All right," said his boss. "You may stay in bed today if you are not well." Mr. Thomson liked Bill very much. At lunch time he bought some fruit and took it to Bill. Bill thanked him and said he would be able to come the next day.

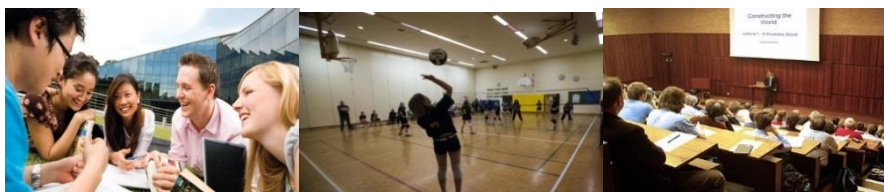
At 3 o'clock in the afternoon Mr. Thomson locked his office door and switched on his portable TV set. He wanted to watch an important international football match. It was England against Brazil. Both teams (команда) were playing well. It was very-exciting. At 3.20 England scored a goal (забити гол). Mr. Thomson jumped out of his chair. He was very excited. He was smiling happily. When suddenly the cameraman focused on the crowd, Mr. Thomson stopped smiling and looked very angry. Bill's face was there on the screen. He didn't look ill at all.

1). Describe the next morning at the office. Use the words: to praise (хвалить), to punish (наказывать), to fire (уволить), to shout at (кричать на), to discuss.

Тема.5 ZHYTOMYR IVAN FRANKO STATE UNIVERSITY. THE INSTITUTE OF PEDAGOGICS

Warming-up Activities

Look at the pictures and say what people in them are doing right now. Where, do you think, these young people are?



Tune In

1. Practice the following sounds:

[ju:] student, university, computer, extra-curricular, institute, graduate, you, few

[v] room, classroom, book, good, put, could, cool, blue, scoop

2. Read the sentences and tick the sounds used in the underlined words.

e.g. Mary looks like her cousin. [ju:] _ or [v] ✓

- It's a very good dress. [ju:] _ or [v] _
- Our university is very big. [ju:] _ or [v] _
- I often go to the swimming-pool on weekends. [ju:] _ or [v] _
- Jack always puts his CDs on the shelf. [ju:] _ or [v] _
- Oh! This baby is so cute! [ju:] _ or [v] _
- I'm going to download my new video on YouTube. [ju:] _ or [v] _

3. Practice reading a tongue twister as fast as possible. How many sounds [ju:] and [v] are there?

Would you use university books if you could?

Word bank

- to consist of
- a director
- a dean
- a department
- a library
- a reading room
- a laboratory
- a computer classroom
- a cafeteria
- a canteen
- a faculty
- staff
- to study at day department
- to study at correspondence department = to study by correspondence
- a full time student
- a part-time student
- to take a test (a credit, an exam)
- to pass a test (a credit, an exam)
- extra-curricular activities

Lead-in (Pre-reading Activities)

A. Content Anticipation

1. Answer the questions:

- What school did you study at?
- What subjects did you have at school?
- Which were your three favourite subjects?
- Were you a member of any school club?

2. Tick the statements that, in your opinion, are true.

- Every university consists of several buildings. ☐
- There must be at least three faculties in the university. ☐
- The head of the faculty is a headmaster. ☐
- Students have to take exams once a year. ☐
- Part-time students study by correspondence. ☐

B. Language Anticipation

1. In pairs, write associations which come to your mind when you hear or read the following words. Write your ideas in the speech bubbles.

The exercise consists of three rows. Each row has a rectangular box on the left containing a phrase, and a speech bubble on the right. The first row has the phrase 'full-time student' in italics. The second row has the phrase 'to pass a test' in italics. The third row has the phrase 'to take an exam' in italics. Each speech bubble is empty and pointed towards its corresponding phrase box.

2. Read the definitions of “faculty” in British English and American English. Which of them correspond to the Ukrainian meaning of this word.

Br. E.: A faculty is a group of university departments aimed at a major division of knowledge.

e.g. *the Faculty of Arts*

the law faculty

Am. E.: A faculty is the teaching or research staff of a group of university departments, or of a university or college.

e.g. *There are no women on the faculty.*

C. Prediction

You are going to read a university brochure presenting information about Zhytomyr State University. What, do you think, it is going to be about? Write down 3 guesses.

1. _____

2. _____

Text Reading

Zhytomyr State University

Welcome to Zhytomyr Ivan Franko State University!

This university is one of the oldest in Ukraine. It was founded more than 90 years ago. Today the university consists of 5 buildings. All of them are located in the centre of the town. There are 3 institutes and 6 faculties at the university. The institutes include Educational and Research Institutes of Foreign Philology, Pedagogics, Philology and Journalism. The head of the institute is a director. The faculties of the university are the Faculty of History, the Faculty of Pre-university Preparation and Post-graduate Education, the Faculty of Natural Science, the Faculty of Social Psychology, the Faculty of Physics and Mathematics, the Faculty of Physical Education and Sport. The head of the faculty is a dean. Each faculty has some departments, the total number of which reaches 13.

The university trains qualified teachers of literature and languages, history, chemistry, biology, art, music, choreography and physical education. Students of this university are also trained to be kindergarten, primary and secondary school teachers, journalists, interpreters, programmers and other specialists.

Zhytomyr Ivan Franko State University gives students an opportunity to acquire knowledge at day departments or at correspondence (extra-mural) departments. The students of the day departments are full-time students. Part-time students study by correspondence. They come to the university several times a year to attend lectures and seminars and then to take tests, credits and, finally, exams.

Our university has much to offer to support study and research. There are a few libraries with a number of reading rooms, where students and teachers can work on a wide range of periodicals, monographs, reference books, etc. There are also different laboratories, centres and computer classrooms, equipped with modern devices. Dining locations consist of 4 cafeterias and a university canteen, where breakfast, lunch and dinner are available through most of the year. Every

student also has an access to specialized offices that address their needs from medical attention to discount cinema or concert tickets.

So, what do you think? Would you like to study here?

Active Reading

A. Comprehension Check

1. Which of your ideas from the prediction task were mentioned in the text?

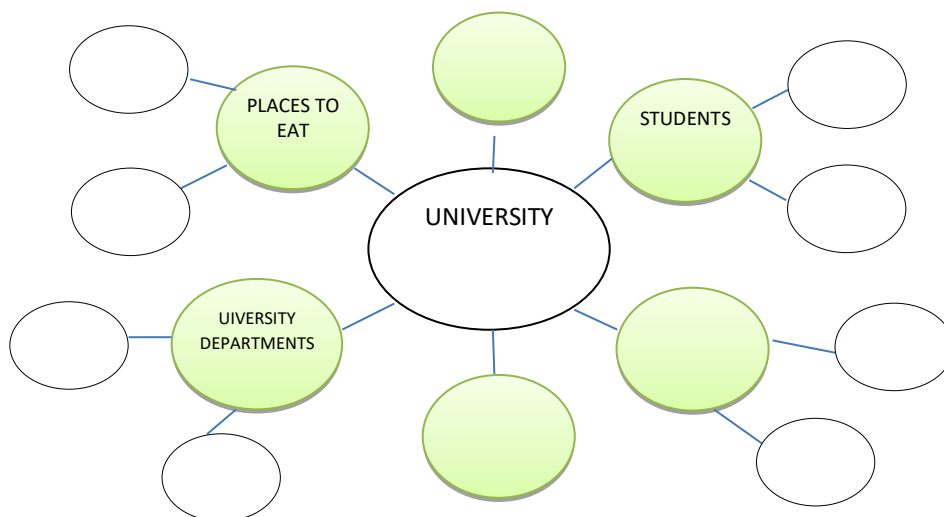
2. Choose the right word:

- The head of the institute is
 - a) a director
 - b) a dean
 - c) headmaster
- The head of the faculty is
 - a) a head of the department
 - b) a dean
 - c) a director
- The students of the day departments are
 - a) day students
 - b) part-time students
 - c) full-time students
- The students who study by correspondence are
 - a) part-time students
 - b) correspondence students
 - c) full-time students
- University students must take credits and exams
 - a) once a year
 - b) twice a year
 - c) four times a year
- Students and teachers can have lunch or dinner in a university
 - a) canteen
 - b) fast-food restaurant
 - c) cafeteria

- Scientific work, sport and artistic activity are kinds of
 - a) hobbies
 - b) extra-curricular activities
 - c) students' daily routine

B. Language Focus

1. Complete a mind map, using the words from the word bank.



2. Complete the sentences in a guided way. Use the words from the box.

e.g. Miss Maria works at the university. She is an English teacher.

full-time	to consist of	to take
	a test	
reading room	dean	
pass exams	part-time	

- Olga is a _____ student. She _____.
- Let's go to the _____. We _____.
- _____ students don't go to the lectures every day. They _____.
- Zhytomyr State University _____ 5 buildings. They _____.
- We are going _____ in English next week. We must _____.
- The _____ of our faculty is a good person. He is _____.

7. Students usually _____ two times a year. They

C. Content Focus

1. Read and say what information from the brochure is related to:

- the age of Zhytomyr State University
- the location of the university
- the institutes of the university
- the university faculties
- the staff
- free-time activities

2. What do these numbers refer to:

90, 13, 5, 3, 6, 4.

3. Support the following statements with the facts from the text.

- Zhytomyr State University consists of several buildings.
- There many faculties at the university.
- The university trains teachers of different subjects.
- Students can study full time or come to the university several times a year.
- There are many places at the university, where students can get ready for lessons, credits or exams.

Post-reading activities

A. Presentation

1. Discuss the advantages and disadvantages of being a part-time student. Begin with:

- On the plus side...
- On the minus side ...

2. Study the information about University of California in terms of:

- location
- teaching staff
- academic programmes
- credits and exams

University of California

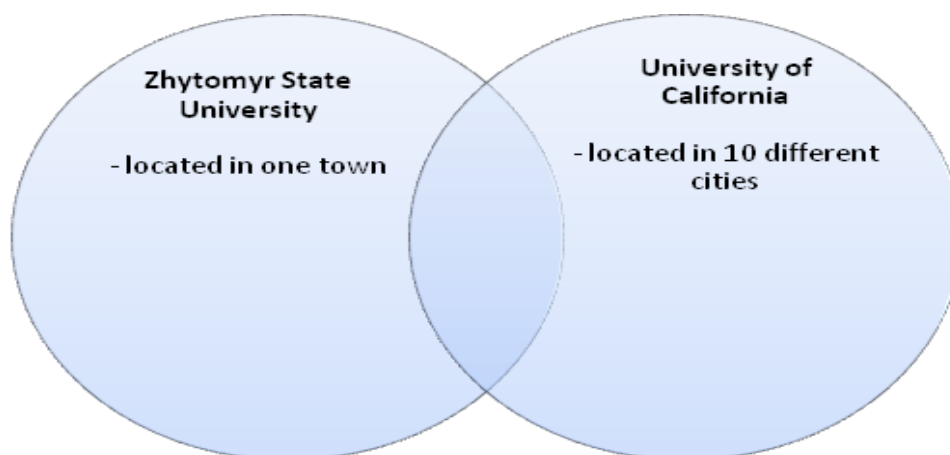
The University of California(UC) is a public university system in the U.S.A. It consists of individual UC campuses located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara and Santa Cruz. The UC family includes more than 234,000 students, more than 1.6 million living alumni, and more than 207,000 faculty and staff, among which are well-known professors and researchers.

Academic study areas on University of California campuses include more than 150 disciplines, one of the broadest ranges of study of any university in the world. Students can get education in engineering and computer science, physical and biological sciences, arts and humanities, and social sciences.

Students learn compulsory subjects and choose many courses themselves. By the end of each course they have to take credits or exams.

***Read more:** <http://www.universityofcalifornia.edu/welcome.html>

3. Compare the information about the University of California and Zhytomyr State University according to the criteria from the previous task. Fill in the Venn diagram.



B. Dialogue

Pre-reading Activities

Preview of content

After classes students usually have some free time when they can do what they like most of all. The university staff of Zhytomyr State University encourages students' extra-curricular activities such as scientific work, sport and artistic activity. Many young people attend sport and scientific societies, dancing and singing clubs, take part in concerts, exhibitions and creativity workshops.

And what do you like to do in your free time? Do you like playing sports? Why or why not? Did you attend any school clubs?

What are you going to do after classes?

Nowadays, university students have a lot of choices for on-campus extra-curricular activities. Vic and Mary are trying to decide what to do this term.

- Hello, Vic! What's up?

- Hi, Mary! I'm fine, thank you. What about you?

- I'm ok, thanks. I'm just figuring out what to do after classes.

- Oh really? I'm doing the same thing. I have a brochure about extra-curricular activities this university offers. Let's have a look at it together.

- With pleasure.

- So, what do you think of scientific work? There are some scientific clubs here.
- To tell the truth, I don't like science a lot.
- Me, too. I enjoy music, you know. Besides, I can play the piano.
- Oh, I remember you are a great singer as well. Look, here's a singing club. I'm sure you'll fit in perfectly.
- I guess. Then I have to check whether I can join the club.
- Of course! Don't miss the chance.
- But we still have to find something for you. By the way, do you still go in for sports?
- Not really. Unfortunately, I don't have enough time for that.
- Look at this page. There are many clubs you can join on campus. They offer basketball, football, volleyball, gymnastics, athletics, aerobics, swimming, table tennis, chess, power lifting and a lot more. They all sound interesting, don't they?
- Aerobics is great. But, we have to study hard this term. I'm not sure I'll have enough time.
- It says here that they meet only four or five times a month. You'll still have time to study.
- True. I think I'll go and see how that is.
- Ok, then it's decided.
- Thanks for help!
- Thank you, too.

Comprehension Check

1. In pairs, complete the dialogue.

- Hi, _____!
- Hi, _____!
- What are you going to do after classes?
- Oh, _____.
- I have a _____. Let's _____.
- _____.

- I enjoy _____. I think I _____.
- Of course! _____.
- And what about you?
- _____ is great! Unfortunately, _____.
- It says here _____.
- True! _____.
- Ok. _____.

2. Make up your own dialogue by analogy.

Written Follow-up

Suppose you are going to enter Zhytomyr State University. Write a 10-sentence paragraph, explaining why you would like to study there.

Personality Development

What are the pluses and minuses of entering the university? What makes you think so?

How would you contribute to your university socially? In what extra-curricular activities would you participate?

Professional Development

A. Teacher Panel

Suppose you are a primary school teacher. Suggest some ideas, how to encourage young learners to enter a university when they grow older. Add some ideas about the perspectives of getting education in Ukraine and abroad.

B. Collaborative Planning

Plan several English-language extra-curricular activities for pupils devoted to the necessity to get higher education after finishing school.

On Your Own

A. Culture Comparison Profile

Draw a parallel between British and Ukrainian universities basing it on the information from the fact file.

<i>Comparison Items</i>	<i>Taras Shevchenko National University</i>	<i>University of Oxford</i>
Location	<u>Kiev</u> , the capital of Ukraine	<u>Oxford</u> , <u>England</u> , <u>United Kingdom</u> .
Year of foundation	1834	1096
Structure	fifteen <u>faculties (academic departments)</u> and five institutes	38 colleges and a full range of academic departments which are organized into four Divisions
Divisions	<u>Humanities</u> , <u>Mathematical</u> , <u>Physical & Life Sciences</u> , <u>Social Sciences</u> , Military Sciences	<u>Humanities</u> , <u>Mathematical</u> , <u>Physical & Life Sciences</u> , <u>Medical Sciences</u> , <u>Social Sciences</u>
Campus	the main building can be found at Vladimirska Street, whilst a number of humanities departments are located in different parts of the city	it does not have a main campus; instead, colleges, departments, accommodation, and other facilities are scattered throughout the city centre
Academic Year	runs from September to June; two semesters	runs from October to June; three eight week terms, Michaelmas (autumn), Hilary (spring), and Trinity (summer)

B. Challenging Yourself

Use the resources available to find some information about The Open University.

Tema.6 I STUDY ENGLISH. AT THE ENGLISH LESSON

Warming-up Activities

Look at the pictures and say what people in them are doing right now. Where, do you think, these young people are?



e.g. *A girl is playing chess right now.*

Tune In

1. Read the following words and practice the sounds [ɔ:], [3:], [p]:

[ɔ:] more, blackboard, audio, recordings, extraordinary,
because, four, warm, walk, fork

[3:] fur, turn, university, homework, person, certain, burn,
bird, girl

[p] group, primary, professor, Peter, shop, pen, puppy,
properly, previous, play, pear, cap, pepper, Paris, apple

2. Read the sentences and underline the words with sounds [ɔ:], [3:], [p].

- 1) My groupmates don't like to write on the blackboard.
- 2) Peter Parker hates working late.
- 3) Professor Pinkerd plays the piano perfectly.
- 4) He never uses forks when he eats sweet peppers.
- 5) A woman wore her fur-coat and turned around the corner.
- 6) I'd like to work at the university.
- 7) Mr. Sherman always wears dirty shirts.

3. Practice the tongue twister and memorize it.

Paul, please, pause for proper applause.

4. Rearrange the words to make up a tongue twister and read it aloud:

Poppy, apples, puts, pears, her, peppers, pockets, and, into.

Word bank

- | | |
|---------------------|-------------------------|
| • a fresher | • to be present |
| • an instructor | • to be a must |
| • a mark | • twice a week |
| • a group register | • at the same time |
| • a blackboard | • at the very beginning |
| • an exercise | • after that |
| • extraordinary | • once more |
| • a test | • during |
| • to master English | • from time to time |
| • to be absent | |

Lead-in (Pre-reading Activities)

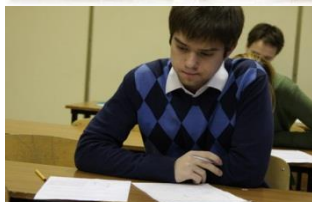
A. Content Anticipation

1. Answer the questions:

- What were your favourite lessons at school?
- How often did you have English?

- What was your English teacher's name?
- What did you do during the English lesson?




2. Look at the pictures and say what activities are appropriate at the English lesson.



B. Language Anticipation

1. Match the words to the pictures that illustrate them.

		a fresher
		an instructor
		to be absent
		to be present
		a group register

	a mark
	a blackboard
	a test

2. Choose from the box the opposites to the following words and word-combinations.

an instructor- _____ to be present - _____
 from time to time - _____ extraordinary - _____
 a fresher - _____ at the very beginning - _____

a student	usual
at the end	
to be absent	a graduate
often	

C. Prediction

Max has a blog about his university life. You are going to read a part of this blog, where he tells about his English lessons. Try to predict what Max does

- at the beginning of the lesson
- during the lesson
- at the end of the lesson

Text Reading

Hi, everybody! This is Max again. As you know, I am a fresher at Educational and Research Institute of Pedagogics of Zhytomyr Ivan Franko State University. My groupmates and I are going to become primary school teachers, whose main task is to teach young learners the whole curriculum, including the English language. That is why we have to master English at a high level.

We usually have English classes twice a week. Our teacher, Miss Tetyana, is a good instructor as well as a very good person. She is strict and demanding, but at the same time she has a big heart and a great sense of humour.

At a certain time Miss Tetyana enters the classroom and the lesson starts. At the very beginning the teacher asks who is absent and who is present at the lesson and makes notes in the group register. After that we get down to checking homework. If the tasks are done correctly, the teacher gives us good marks. If there is some trouble with the assignment, she explains the material once more and helps us to do everything properly.

Then, the main part of our English class usually begins. Speaking English during the lesson is a must. As a rule, Miss Tetyana explains us the new material or we train the previous one. During the lesson we often do oral exercises, write different stuff on the blackboard and in our exercise-books, listen to some audio recordings, watch video fragments and communicate with each other. From time to time we also do tasks on a multi-touch frame, which is extremely exciting. Sometimes the teacher has something extraordinary for us to do. For example, we enjoy learning English through singing songs or playing games. Though I'm not a kid any more, I like such things a lot.

We often write tests which are the most official part of learning the language. Frankly speaking, I think tests of any kind are boring, but we have to accept them the way they are, because we can't do without some serious things, too.

At the end of the lesson Miss Tetyana gives us homework and puts marks. Then, we all say good-bye to our teacher and leave the classroom.

I enjoy learning English a lot and always look forward to the next lesson. And what is special about your English classes?

Active Reading

A. Comprehension Check

Read the ideas from Max's blog and correct them if wrong?

- 1) Max and his groupmates have to master English at a high level, because as primary school teachers they must teach it to kids.
- 2) English lessons take place once a week.

- 3) At the beginning of the lesson the teacher never asks who is absent and who is present.
- 4) After checking homework, the teacher explains new material or gives different tasks to train the previous one.
- 5) Everybody must speak English during the lesson.
- 6) Students sometimes communicate with each other in English or listen to audio recordings.
- 7) Max thinks that tests are boring, but necessary.
- 8) At the end of the lesson the teacher gives homework, says good-bye and goes home.

B. Language Focus

1. Guess the words from their definitions.

- a) This is something you get for doing or not doing your homework. ____
- b) This is a thing used for writing on it with chalk. _____
- c) This is a person who is new at the university. _____
- d) This is a state when somebody is not at the lesson. _____
- e) This is a person who explains you things you need to know. ____
- f) This is a thing a teacher puts your marks into. _____
- g) This is an oral or written task done by students at the lesson. _____
- h) This is how you call something unusual. _____
- i) This is a set of questions, exercises, or practical activities check students' level of knowledge. _____

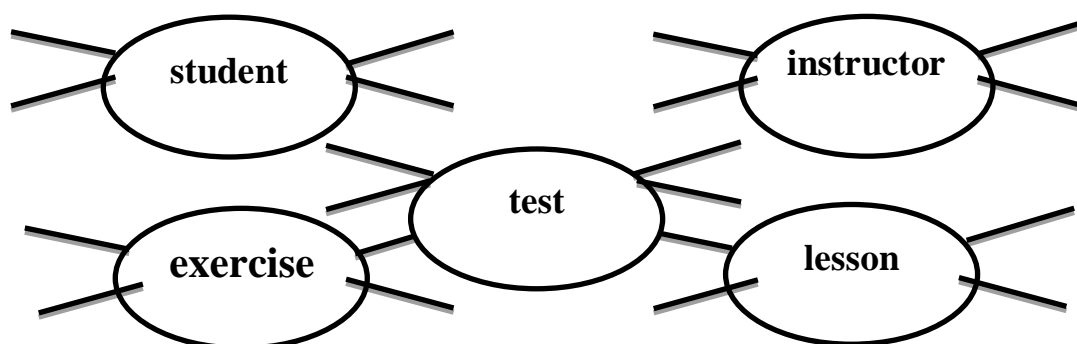
2. Fill in the gaps in the lesson rules, using the words from the box. Mind singular and plural forms of the nouns.

to be present		to be absent
a group register		
a mark		the blackboard
an exercise	a test	during the lesson

1. Students must _____ at every English lesson.

2. Those who _____ usually get extra tasks to do.
3. Students must clean _____ before the lesson.
4. The teacher puts all the _____ into the _____.
5. _____ students do different _____
or write _____.

3. Work with a dictionary and find adjectives which can describe the following nouns. Fill in the word-roses below.



C. Content Focus

1. Put questions to the given answers. The questions must be related to the text.

a) - _____?

- My groupmates and I.

b) - _____?

- Twice a week.

c) - _____?

- Miss Tetyana.

d) - _____?

- Who is absent and who is present.

e) - _____?

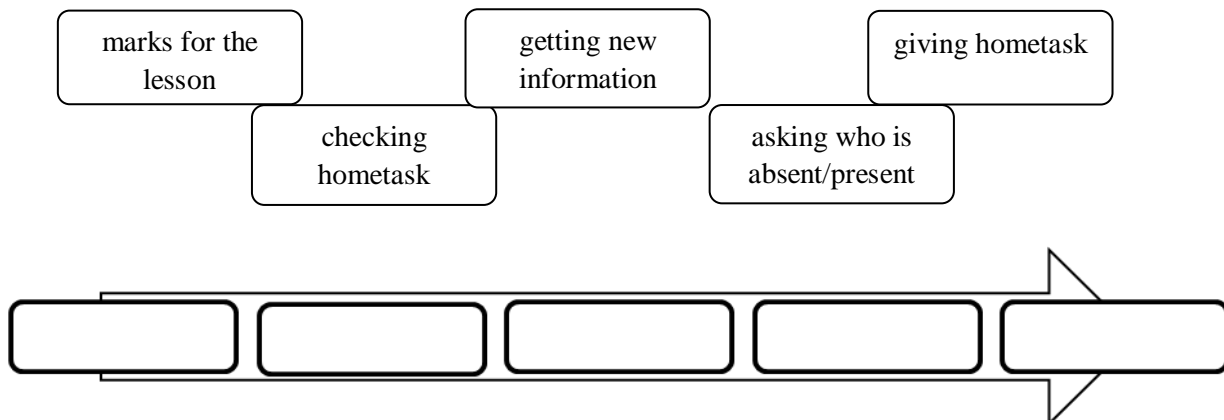
- We do oral exercises, write on the blackboard, listen to audio recordings, watch video fragments and communicate with each other.

f) - _____?

- Because they are boring.

2. Fill in the lesson procedure, arranging the lesson parts in a logical order.

Lesson parts:



Post-reading activities

A. Presentation

1. Say what you, personally, like (+) or don't like (--) about Max's English lesson. Put the information in the chart:

+	--

2. Express your opinion on:

- taking tests in English
- speaking only English during the lesson

B. Dialogue

Pre-reading Activities

Answer the following questions:

- 1) How many times a week do you have English lessons?
- 2) Do you sometimes miss your English classes?
- 3) Why are you sometimes absent from your lessons?
- 4) What do you usually do when you miss a lesson?

What Were You Doing Yesterday?

Maria missed her English class, because she got sick. Now she's calling her groupmate Alexandra to find out what was going on at the lesson.

- Hi, Alex. It's Maria.
- Hi, Maria. Are you feeling better?
- A bit better, thank you. I'm calling you to find out homework in English. By the way, what were you doing at the lesson yesterday?
- At the beginning we were checking homework and Miss Tetyana was putting marks into the group register. For the next 20 minutes we were writing a short grammar test.
- Was it difficult?
- Actually, it was. And the teacher said that even those, who were absent, had to write it any way.
- What a pity!
- I'm sure you will cope with it easily.
- Were you doing anything else at the lesson?
- Yes, after writing the test, we were making dialogues and then role-playing them in pairs.
- I see. And what was the homework?
- We have to do all the exercises on Page 20 in writing. Besides, the teacher told us to search the Internet for some information about British traditional food.
- It's much work to do.
- That's true. But it's interesting.
- I agree. Thanks for your help.

- No problem. I hope you'll get well soon.
- Thank you. Good-bye.
- Bye-bye.

Comprehension Check

1. Fill in the gaps in the conversation:

- Hi, _____. It's _____.
- Hi, _____.
- What _____ yesterday?
- At the beginning _____. Then, _____.
- Was _____?
- _____.
- What a _____! Were you _____?
- Yes, we were _____.
- I see. And what _____?
- We have to do _____.
- Thanks _____.
- _____.
- Good-bye.
- _____.

2. Imagine you missed your English lesson. Strike a conversation with your friend, in which you'd like to find out the homework.

Written Follow-up

Suppose you are writing your own blog about your English lessons. Write a 10-sentence description of one of the last one.

Personality Development

Think about your English lessons at the university. Make notes of what you like about them and what you would like to change.

Professional Development

C. Teacher Panel

Suppose you are a primary school teacher. Suggest some ideas, how to encourage young learners to learn English. Think of the advantages the knowledge of the foreign language can give.

D. Collaborative Planning

Plan several English-language extra-curricular activities for pupils devoted to the necessity of learning English.

On Your Own

C. Culture Comparison Profile

D. Challenging Yourself

Use the resources available to find some information about.

ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

THE LADY IN ROOM 16

(Jenny Dooly)

The Old People's Home was outside the town. When they arrived, William parked at the main entrance. He went to the back of the van and pushed a big trolley of books out of it. Kathy took the smaller trolley.

"I'll go to the main room downstairs and you take your trolley round the rooms to the old people who can't get out of bed. The matron will give you the room numbers."

Just then the matron arrived.

"Hello, William. They're waiting for you ... but who's this?"

"Hello, I'm Kathy. I'm new at Helping Hand and William asked me to come here."

"Thank you for coming. They always like to meet new people from the town. This is the list of room numbers. Leave the lady in Room 16 last, because she likes to talk and feels lonely now that she has to stay in bed."

"Alright."

William pushed his trolley into the large, sunny room on the left of the hall. Kathy pushed her trolley down a narrow corridor with doors on each side. The old people were happy to meet her and asked her lots of questions. At last Kathy arrived at Room 16. She knocked on the door and when a gentle voice called "Come in" Kathy opened the door and pushed the trolley into a pretty room, which at that moment was full of sunshine. An old lady, with bright blue eyes behind round, metal framed glasses was lying in bed. Her hair was soft and white, shining in the sunlight. She smiled at Kathy. Kathy smiled back at her.

"Good afternoon. My name's Kathy Watson and I'm working at Helping Hand. I brought you some books. Do you want one?"

"I am Miss Emily. Nice to meet you. May I ask how old you are, Kathy?"

"I'm nineteen."

"Now, come here and let me look at you. Yes, you do remind me of a girl I knew long ago. She was very pretty, too. But enough of that. Please come and sit down

on this stool beside me as I have many things to tell you and there is very little time left."

Kathy sat down beside the old lady. She felt calm and peaceful but curious too. The old lady began to speak softly.

"I am very old now but when I was young I went to work in a big house. I worked in the basement doing the washing and ironing. Lord Hampton, the young master, lived alone, but many rich friends came to visit him and his parties were famous in the town. Hampton house was beautiful then. Bright lights shone in all the rooms. They made the wood on the furniture shine and the silver sparkle. The carpets were so thick your feet disappeared inside the wool when you walked on them ... I was lucky. The cook let me have some food after Lord Hampton's meals came back to the kitchen, but his other servants were often cold and hungry." "How terrible!"

"Lord Hampton wasn't a bad man, he just thought servants ... No, he *didn't* think about servants at all. Rich people and his work, that was all he thought about."

"Do people still work there - cleaners, gardeners and maybe the young people from Helping Hand sometimes?"

"No. The house is old and needs lots of repairs. Nobody ever goes there now."

"And Lord Hampton?"

There was no answer from Miss Emily. Her eyes were shut and there was a smile on her lips - the kind of smile children have when they are keeping a secret, thought Kathy.

"Do you want a book to read?"

"No, thank you. Come and visit me again another day, Kathy."

Kathy stood up and quietly pushed the trolley to the door. She opened it, went out of the room and back into the narrow corridor.

"What took you so long?"

"Miss Emily. She told me about the days when she was young."

"Who's Miss Emily?"

"The lady in Room 16, the one the you told me to leave last."

"But the lady in Room 16 is called Karen Black."

"That's strange. Maybe I got the name wrong."

"Come on then, we have to get back to work."

Back at Helping Hand, Joan asked Kathy to answer the telephone for a few hours. William left to help Mr Fisher paint his house.

At 2 o'clock, everyone returned to the office. Joan gave each of them a brown envelope with their name on the front. Joan gave Kathy an envelope, too. Inside, there was a five-pound note.

"Oh! What's this?"

"You didn't think you worked today for nothing?"

"Yes I did."

"Joan started Helping Hand so the young people who don't have much money could find work and at the same time help people who can't do things by themselves. You see, we help the town's people and they help us, then everyone is happy! Do you want to come to the dance here tonight?"

"Oh, I didn't see any notices about a dance. How do you know there's going to be a dance here tonight, William?"

"There's a dance here every Saturday night for the people from Helping Hand and any other young people who want to come. It's fun and you'll meet new people. So, will you come to the dance?"

"OK then, I'll come. Thank you for asking me William."

"See you at 8 o'clock outside the office, then."

Tasks

I. Look at the title of the text and say what you think the story is about.

II. Look at the picture in the chapter. Describe the people in the pictures and try to guess what role they play in the story. Say what is happening in the picture.

III. Read the text and tick the correct answer:

1. The Old People's Home is
a) round the corner b) next to the club c) outside the town
2. The lady in Room 16 ...
a) feels lonely b) doesn't like talking c) likes to read
3. How old is Kathy?
a) seventeen b) ninety c) nineteen
4. Miss Emily used to work in Hampton House doing:
a) the washing up b) the washing and ironing c) the cooking
5. What does Joan give everyone?
a) books b) envelopes c) presents

IV. Answer the questions:

1. What was in the trolleys?
2. Who gave Kathy and William the room-numbers?
3. What did Miss Emily look like?
4. What was Hampton House like in the past?
5. What is Hampton House like now?
6. Who was Karen Black?
7. Where did William invite Kathy?

V. Match the people with the job they do.

- | | |
|-------------|---|
| 1. matron | a) makes meals |
| 2. gardener | b) grows flowers and cuts grass |
| 3. cook | c) washes floors, dishes |
| 4. master | d) works in a hospital |
| 5. cleaner | e) controls the people who work for him |

VI. Fill in the correct words from the box

1. Put the letter in and post it.
2. There wason the wall to tell everyone what time the meeting started.
3. It's very cold, so wear jumper.
4. The diamonds on her ring in the light.
5. Be with the kitten.
6. The magician said "Abracadabra!" and made the rabbit
7. Are you here? I thought you had gone to school.
8. The headmaster's office is at the end of this

VI. Speak about

1. What kind of books do you think were in the trolley?
2. Would you send your parents/grandparents to live in an old people's home?
Why? Why not?
3. Why do old people like Miss Emily feel lonely and need people to talk to?
4. Who do you think Miss Emily was?

THE DANCE

That evening Kathy took a long time to dress because she didn't know what to wear. She finally put on her best dress and shoes. Then she brushed her shoulder-length fair hair until it shone. A last look in the mirror showed a slim girl with happy brown eyes, her oval face framed by soft curls.

William stood at the end of the road and waited. When he saw Kathy, he hurried to meet her.

"Hello again! Ready to go?"

"Yes, let's go!"

Together they went into the building. It was full of young people. Some girls were in mini-skirts and T-shirts, others in long, bright dresses. Most of the young men wore jeans, T-shirts and leather jackets. Everyone wanted to enjoy themselves. William greeted his friends, then invited Kathy to dance the moment

the music started. They danced nicely together. When the music stopped, a girl with soft brown hair and shining brown eyes came near them.

"This is Sue. Sue, say hello to Kathy!"

"Hello Kathy! Nice to meet you. Come and meet the rest of the crowd."

Just then, a tall young man came forward. He held his glasses in one hand and a handkerchief in the other.

"This is John. He always cleans his glasses when he's thinking. He's terribly clever, so he cleans his glasses a lot."

"My hair falls across one eye when I'm angry."

She looked into his kind, green eyes and didn't believe he could ever actually get angry.

"Here comes Pam! You hear her before you see her, because she's always laughing."

"Are you talking about me?"

"Yes."

"I hope it was something nice."

As she smiled her grey eyes shone. A young man went near her.

"Hello my name's Adam."

"Glad to meet you. I'm Kathy."

"Would you like to dance?"

"I'd love to!"

For the rest of the evening, Kathy danced and talked to her new friends, and William enjoyed himself, too.

"Last dance."

"My dance!"

William led Kathy to the dance floor. As they were dancing Kathy took a look at her face in a mirror. Her cheeks were pink and her eyes were shining.

After the dance was over, William and Kathy went home, walking through the streets of the town which were now quiet.

"See you tomorrow then, Kathy."

"See you tomorrow, William. Bye-bye!"

Every Saturday, Kathy and William worked at Helping Hand. Kathy enjoyed doing the odd jobs around town. She even sang for a pop group because their singer was sick. And then she had to serve drinks and food to the guests at a garden party, but the name of the house was "Pine Lodge" not "Hampton House" as she had hoped.

One Saturday, she and William helped Mr. Jones build a fish pond in his garden. As it was a very hot day they decided to jump into the pond to cool off a little after so much hard work. Mr. Jones looked at them and said that he would have to put the fish in the pond the next day.

On days when there was no work to do, they played Monopoly and Scrabble and had a lot of fun together. William also taught Kathy to cycle.

One day Joan asked Kathy and William to take the van to the Old People's Home. Kathy visited the rooms on the matron's list. Number 16 was not on the list.

"Where's the lady from Room 16?"

"She's gone away. By the way, I found an envelope, with your name on it, left on the floor of Room 16. Here it is."

Kathy opened the envelope and took out the piece of paper inside. "VISIT HAMPTON" was all it said. She put the paper in her pocket.

"Was she a friend of yours?"

"No, but I liked her."

Then, as there was nothing else to do in the Old People's Home, Kathy followed William out to the van.

Vocabulary Exercises

1. Explain the meaning of the following phrases. Translate them into

Ukrainian:

- to brush one's shoulder-length fair hair
- framed by soft curls
- to greet somebody
- to come forward
- to fall across one eye

- to lead somebody to the dance floor
- to serve something to the guests
- on days
- to visit the rooms on the list/ to be on the list
- to take out something

2. Give the synonyms to the following words:

1. finally
2. terribly clever
3. angry
4. kind

Comprehension Check

1. State whether these sentences true or false. Correct the wrong sentences:

1. Cathy didn't get prepared for the party.
2. Cathy and William came to the dance party together.
3. Nobody invited Cathy to dance.
4. During a lot of weeks Cathy had no work to do.
5. One day Cathy and William visited the old people's home again.

2. Say who was meant under the italicized pronouns and nouns:

5. *She* finally put on *her* best dress and shoes.
6. When *he* saw Cathy *he* hurried to meet her.
7. *They* danced nicely together.
8. And when the music stopped *a girl* with soft brown hair and shining brown eyes came near *them*.
9. *He* always cleans *his* glasses when *he* is thinking.
10. *She* looked into *his* kind green eyes.
11. *A young man* went near *her*.
12. By the way *I* found an envelope with *your* name on it left on the floor of room 16.

13. Was *she* a friend of *yours*?

3. Answer the following questions:

2. What did the people at the party look like?
3. Who were Cathy's new acquaintances? What were their characteristic features?
4. What happened at the old people's home?
5. Retell the chapter.

THE INVESTIGATION

(Jenny Dooly)

Kathy woke up the next morning and saw that it was raining when she looked out of her bedroom window. She ran downstairs and across the road to William's house.

"Are you going to the old house today?"

"Yes, I'm going with John and some of the others. But you can come too, if you like."

"Yes, I do want to come with you!"

The old house looked more frightening than before. It was difficult for William and John to climb the wall because it was wet and slippery. Kathy waited at the gate and watched them walk across the garden. They went to the front door and together they pushed hard, but it wouldn't open. Then, they walked to the side of the house looking for a window to climb through. William looked for a rock to break the glass and John climbed into the house first. It was cold and dark. There was dust everywhere and mice ran across the room. The hole in the roof let the rain in onto the ruined floor. The wind made strange sounds, too. John walked further into the room just as William climbed in through the window.

"Can you see anything?"

"No. There's no table here, the room's empty. I wonder why Kathy made up that story. I think that this house makes her say funny things. She's so much different when she's away from here."

They climbed out through the window and across the garden to meet Kathy.

"Well? What's it like in there? Did you see anything unusual?"

"The whole place is a mess. The floor is rotten and the walls are falling apart. The roof, as you can see, is ruined."

"Did you hear 'the voice', or see the table and chairs?"

"There was no table or chairs either. There's nothing in there. Kathy just made the whole thing up. Don't ask me why."

Without waiting for Kathy he started the motorbike and rode away down the road. The others stared at her, then walked away from her and got onto their bicycles. Kathy was now alone outside the old house.

Slowly and carefully she climbed the wet wall and got into the garden. She walked up to the front door, turned the doorknob and stepped inside.

The room smelt damp. The table and chairs were not in the room. Kathy was ready to leave when she suddenly saw two armchairs on either side of the fireplace. There was a small table beside one of them. Kathy walked slowly across the room. She reached the back of the chairs and looked to see if anyone was sitting in one of them. She was really scared as she did so, but fortunately both the chairs were empty.

Suddenly, a gentle wind came into the room and made the old, torn curtains move. She turned round and called to the empty room.

"Please, let me see your face Lord Hampton!"

There was no answer. The room was silent and Kathy, even more scared now, stood quietly beside the empty chairs. After a long silence, which made Kathy more nervous, "the voice" spoke again. Kathy looked towards the sound but she could see nothing.

"Please sit down, Kathy, and make yourself comfortable."

She sat in front of the brightly burning fire and waited. She forgot about William and the others at Helping Hand.

"I have a gift for you. There's a box on the table next to you. Do open it!"

Kathy carefully opened the box. Inside, there was a small diamond heart on a chain.

"Put it on, then I must explain why the heart belongs to you."

Kathy put the chain over her head. Then she sat quietly and waited.

"The voice" echoed round the room as the story began ...

Tasks

1. Look at the title of the text and say what you think the story is about.

2. Look at the picture in the chapter. Describe the people in the pictures and try to guess what role they play in the story. Say what is happening in the picture.

3. Read the text and put the events in the right order:

- a) William looks for a rock to break the glass.
- b) The room is empty.
- c) Kathy goes into Hampton House.
- d) A gentle wind comes into room.
- e) Kathy sees two armchairs on either side of the fireplace.
- f) Kathy goes to William's house.
- g) Kathy carefully opens the box.
- h) William rides away on his motorbike.
- i) William, Kathy and John go to Hampton House.
- j) Kathy sits in front of the brightly burning fire.

4. Read the text and answer the questions:

- 1. What was the weather like?
- 2. Why was it difficult to get into the garden?
- 3. Who waited outside?
- 4. What did John and William see in the house?
- 5. What did Kathy do after the others had left?
- 6. What was the gift?

5. Speak about

- 1. Why do you think Lord Hampton says "the heart belongs to you" to Kathy?
- 2. What's the nicest gift you're ever received?

3. Has anyone ever left you on your own somewhere? How did you feel?
4. Has anyone ever doubted that you were telling the truth? How did you feel?

6. Each student continues the story until the teacher says “stop”.

Then the next student continues to tell Lord Hampton’s story.

“The voice echoed round the room as the story began...”

LORD HAMPTON’S STORY

(by Jenny Dooley)

"When I was very young, I lived in a village where the people were very poor. I worked on a farm picking fruit and planting vegetables ...

Every day, at lunchtime, a young girl brought me fresh bread and some cheese to eat. She was a very pretty girl and she wore a beautiful diamond heart round her neck. This jewel was so pretty that I could not stop thinking about it. Late one night, I went to her house, sneaked in and stole the* diamond heart which was beside her on a pillow. '

The next morning, I left the village. I sold the diamond heart and I used the money to buy clothes. Then I went to work for a rich old man. I worked hard for many years and became very close to him. I often thought about the girl whose diamond heart I had stolen, but I never went back to my village to see her. One day, the old man asked me to visit him in his house. He said to me, 'I have no family. You are a good man and I want you to have my business and this house. After I die, everything I have is yours.'

Soon after he died, I inherited his money and became a very rich man. Everyone called me Lord Hampton and were afraid of me as I had become a cruel master who treated people in a terrible way.

One day, the girl whose diamond heart I had stolen years before came to my house. She was cold and hungry and needed work. Now the time had come for me to help her, just as the diamond heart I had stolen from her had helped me in

the past. After all, I owed her so much! But instead, when I saw that she did not recognise me in my fine new clothes, my cruel self made me send her down to the basement, where she had to work long, hard hours.

Every day she had to carry water from the well, boil it in huge pots and then wash my clothes in it. Then she had to hang them outside to dry and press them with the heavy iron. She worked hard all day for a bowl of soup and a piece of dry bread. Then, exhausted, she slept on the wet floor for a few hours. The only person that gave her some happiness was a kind young man who finally married her. When this happened, I felt sad for some time because I had memories from the time we were both young and poor and she cared for me so much. But my sadness quickly went away. What did I want from a poor miserable girl? My house was beautiful, I had many rich friends and there was always good food on my table; so, you can imagine my surprise, when years later, when I was an old man, the girl came to me in a dream and said : ...

'Many of your servants have died of cold and hunger. The ones who lived to be old were sent away when they could not work anymore and they, too, died of hunger. Now YOU must suffer before you can find peace. You will know when the time has come, because a young girl will come to your house. If she eats at your table and you speak to her honestly of your past cruelty and selfishness, then you will be free to leave this house and find peace.'

In the morning I found the diamond heart on the pillow beside me and I knew it had NOT been a dream! Soon, what she had told me became true. All my servants were old and tired. One by one they left but no new ones came to work for me. My beautiful house started falling apart. My rich friends no longer wanted to visit me.

For endless years I have wandered from room to room, always waiting for a young girl to come and free my soul from its suffering. Now, I can finally find peace."

There was a long sigh after "the voice" stopped speaking. Kathy felt cold and lonely as she stood in the middle of the empty room. Suddenly, the fire went out.

"Don't leave me here alone!"

Kathy cried, but there was no answer. She walked slowly across the dark room to the front door. There, she turned and looked once more at the two chairs beside the fireplace. Then she left the house. It was still raining and nobody was waiting outside the gates for her. Kathy felt lonely and sad as she walked home.

Tasks

I. Read the text and choose the correct answer:

When Lord Hampton was young he worked

- a) in a factory
- b) on a farm
- c) in a greengrocer's

Lord Hampton stole

- a) a diamond brooch
- b) a diamond bracelet
- c) a diamond heart

Tick the jobs the young girl has to do in Lord Hampton's House

- a) carry water from the well
- b) dig the garden
- c) wash the clothes
- d) clean the windows

II. Answer the questions:

1. What did the young girl bring Lord Hampton to eat at the farm?
2. What did she look like?
3. What did Lord Hampton do after stealing the diamond heart?
4. How did Lord Hampton become a rich man?
5. How did he treat his servants?
6. Why didn't the young girl recognize Lord Hampton?
7. What eventually happened to the young girl?
8. Who came to Lord Hampton in a dream?

9. What did he say to him?
10. What was on Lord Hampton's pillow in the morning?
11. Why did the house start falling apart?
12. What happened to Lord Hampton afterwards?
13. What was he waiting for?
14. How did Kathy feel as she walked home?

III. Choose words from the box. Write them next to the correct word.

hot	owe	pick	poor
unhappy	burning	garden	inherit
fireplace	depressed	miserable	soup

IV. Choose the correct item

1. We were after walking 10 kms.
a) exhausted b) dry c) huge
2. You mustthe water in order to make a cup of tea.
a) dry b) hang c) boil
3. In my Last night I met a talking dog.
a) dream b) soul c) cruelty
4. The thief and stole the money.
a) cared for b) sneaked in c) sent away
5. He used to have a bicycle, but he doesn't have one.....
a) any more b) instead c) honestly

V. Speak about

1. Can you think of any rich and famous people who were born in poverty?
2. What's your most treasured/valuable possession?
3. What would you do if you inherited a large amount of money?
4. What would you do, if you were Lord Hampton, when the girl had come to ask for help?

VI. Complete the story

Soon after he died, I inherited his money and

THE HELPING HAND CLUB

(Jenny Dooly)

William was busy as usual, in the building which was the office for Helping Hand. He worked there every Saturday morning. Today the building was full of teenagers, all waiting for someone to tell them what to do and where to go.

"Sally, Mrs Smith needs someone to collect her shopping."

Sally went to the desk and took the shopping list for Mrs Smith, then with a smile on her pretty face said goodbye and walked out of the office.

"John, Mrs Jones wants you to take her dog for a walk.

And be careful not to step on the dog this time."

"Gary, can you babysit for the Smiths this afternoon?"

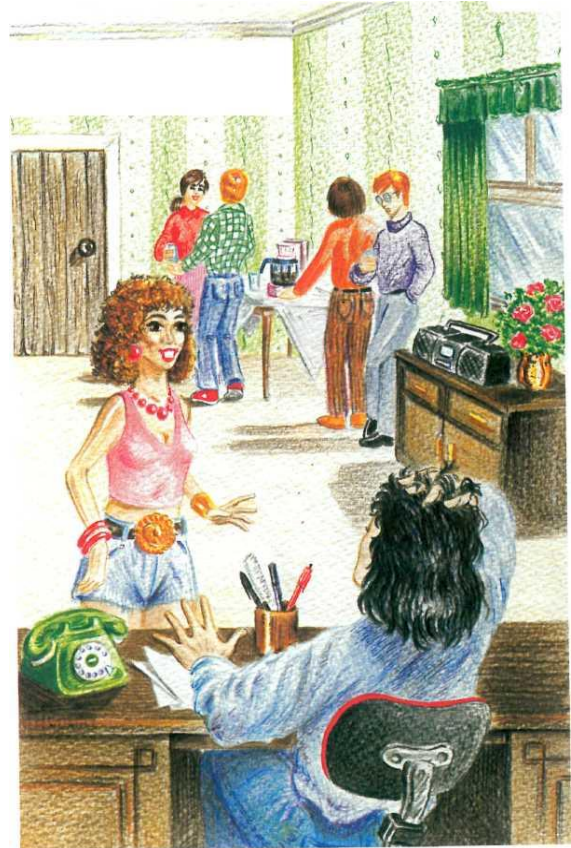
"Jo, Mr Brown needs help in his garden."

The telephone never stopped ringing, but slowly, as time passed, the office became calm again. Most of the teenagers were out helping the people of the town, the rest were by the coffee machine. Someone switched on the cassette player and William sat in his chair more comfortably and closed his eyes.

"Hello."

William opened his eyes. A lovely girl stood in front of his desk, smiling.

"Hello, young lady. Who are you?"



"I'm Kathy. I'm new here and I don't know anybody, so I thought perhaps I could help you."

"You said the magic word. Help is always needed round here. In fact, as soon as Joan gets back, I'm taking the Library van to the Old People's Home and I need someone to help with the small trolley. Why don't you get some coffee and meet the rest of the group?"

Suddenly the door flew open and a tall, smiling girl came in.

"Sorry I'm late. Mr. Tagg took a very long time to finish at the Foot Clinic. He's back home now, so here I am. Any problems, William?"

"Nothing serious, but we do have a new helper. Kathy, come and meet Joan. She's the manager here."

"William's taking me to the Old People's, Home to give out the library books - if that's alright."

"Lovely, but watch out! William is a terrible driver, so fasten your seat belt!"

"Don't believe a word she says. Bye-bye everybody. See you later."

"All right, but not too much later. We have a lot of things to do, you know!"

Everyone laughed as there was really not so much to do that day. William and Kathy walked out of the office and got into the van.

"Don't worry, Kathy. I'm a safe driver, and it won't take us very long to do this job."

Kathy smiled at William and looked at the busy street outside.

"I'm not worried about your driving, but it will take us a long time as there's a lot of traffic in the streets, today."

"Alright then, let's hit the road!"

Tasks

I. Read the text and answer the questions:

1. What kind of people worked for the Helping Hand Club?
2. What sort of jobs did they do?
3. What was the new girl's name?
4. Who was the manager?
5. How often did William work in the Helping Hand Club?

6. What job did they ask Sally to do in the Club?
7. Why was Kathy there?
8. Why was William going to the Old People's Home?
9. How did William and Kathy get there?

II. Speak about

1. Do you know of any club like the Helping Hand?
2. How does helping people make you feel?
3. Would you like to help in a club like that?
4. Does our society need clubs like that?

III. A) Fill in the table and report back to the groupmates in full sentences to say what each person did.

e.g. Sally helped Mrs. Smith by collecting her shopping.

Club member's name	Person helped	Job done
Sally	Mrs Smith	collect shopping
	Mrs Jones	
		babysit
Jo		
Joan		Take to foot Clinic

B) Fill in the gaps. Say how you help your mother, father, friend, teacher etc.

e.g. I help my mother by doing the washing up.

1. I help _____ by _____.
2. I help _____ by _____.
3. I help _____ by _____.
4. I help _____ by _____.

IV. Fill in the missing words.

1. Fasten your s...t...l.... before you drive the car.

2. Mrs. Jones asked me to b...y...t this evening because she wants to go out.
3. I'll push the t....ll....y round the supermarket, if you put the shopping in.
4. Dad went to co.....e....t his new desk from the furniture shop.

V. Choose the correct item.

1. The teacher took a Of children to the museum.
A driver B traffic C group
2. Please The light. I can't see.
A switch on B watch out C give out
3. The roads are always on Saturdays because people go shopping by car.
A busy B magic C safe
4. These boxes are too big to put in the car; let's put them in the
A trolley B coffee machine C van
5. The dog was lying On the carpet in front of the fire.
A comfortably B alright C outside

Dear Ms. Rosie Dunne,

Thank you for your application to study Hotel Management with us at Boston College. We are delighted to inform you that you were successful in your application...

From: Rosie

To: Alex

Subject: Boston here I come!

I GOT IN!! Boston College, here I come!!! WAHOOO! The letter just arrived for me this morning and I am soooo excited! You'd better not move a muscle, Mr. Stewart, because I am finally coming to see you. It'll be great, even though you

and I won't be studying in the same college(Harvard is far too distinguished for the likes of me!). But I think it's just as well because I don't think we can really afford to get suspended again...

E-mail or call me as soon as possible, I'd call you but Dad put a block on long-distance calls as you know. Mum and Dad are so proud, they're calling all the family to tell them. I think they're hoping I'll be the first Dunne child to go to college and actually finish the course. Dad keeps warning me not to go trying to "find myself" anywhere like Stephanie did. By the way it doesn't look like Steph is coming home any time soon, she met some chef that works at the restaurant she's waiting at and she's "in love."

The phone hasn't stopped ringing all day with congratulations! Honestly, Alex, the house is buzzing! Paul and Eileen from across the road sent over a bunch of flowers for me which was really nice. Mum's getting the house ready for a get-together tonight, just a few sandwiches and cocktail sausages. Kevin is happy I'm leaving. I'll miss him even though he never talks to me. I'll miss Mum and Dad even more but right now everyone is just so excited I've been accepted to think about the fact that I won't be living here anymore. I'll deal with it the day I wave good-bye but in the meantime we'll continue to celebrate!

Love, Rosie

PS: One of these days I can run a hotel and you can be the doctor-in-the-house who saves the lives of the guests I poison in the restaurant, just like we always planned. Oh this will all work out wonderfully...

From: Alex

To: Rosie

Subject: Re: Boston here I come!

This is *brilliant* news! I can't wait to see you too! Harvard isn't too faraway from Boston College (well in comparison to being a whole ocean apart – can you believe Harvard accepted me?It must be the intellects' idea of a hilarious joke). I'm too excited to type – just get over here! When are you coming?

From: Rosie

To: Alex

Subject: September

I won't be over till September, just a few days before the semester starts because I have got so many things to sort out you wouldn't believe!

The debs are at the end of August – will you come over for them? Everyone would love to see you and I need someone to go with! We will have so much fun and we can annoy all our teachers, just like old times... Let me know.

From: Alex

To: Rosie

Subject: Debs

Of course I'll come home for our debs. I wouldn't miss it for the world.

Where r u??? I'm waiting at airport. Me& Dad have been here for hours. I tried ur house phone & mobile. Don't know where else 2 call. Hope everything's ok.

Hi Rosie! Just got ur text. Sent u an email explaining. Can u check email at airport? Alex

From: Alex

To: Rosie

Subject: Sorry!

Rosie, I am so sorry. This whole day was an absolute nightmare. There was a problem with the flight. I don't know what happened, but my name wasn't in the system when I went to get my ticket. I've been here all day trying to get another flight. They're all booked because of people flying home from holidays and students returning home. I'm waiting, but so far there's nothing. This is a nightmare.

From: Rosie

To: Alex

Subject: Flight tomorrow

Dad's talking to the lady at Aer Lingus ticket desk. She says there's a flight that leaves Boston tomorrow at 10:10a.m. It takes five hours to get here so that you will make it 3p.m., then we're five hours ahead which will make it 8p.m. We could collect you from airport and go straight to ball? Or maybe you'd prefer to go to my

house first? You can't wear your tux on the plane because you'll get all crumpled.
What do you think?

From: Alex

To: Rosie

Subject: Flight

Rosie, bad news. That flight is fully booked.

From: Rosie

To: Alex

Subject: Flight

Think, think, think. What can I do? It seems that we can get you here every other day except tomorrow. Somebody up there really doesn't want you to get on that plane. Maybe it's a sign?

From: Alex

To: Rosie

Subject: My fault

It's my fault, I should have double checked with the airline yesterday. Please go to the debs anyway. I know I've messed up your night. You still have the whole day to find someone else to go with you. Take loads of photos, tell everyone I was asking for them and enjoy yourself. Sorry, Rosie.

From: Rosie

To: Alex

Subject: Re: My fault

It's not your fault. I'm disappointed but let's be realistic, it's not the end of the world. I'm gonna be in Boston soon and we'll be seeing each other EVERY DAY! Make sure you get your money back for that flight. We'll have a brilliant time. I better go searching for a man now...

From: Alex

To: Rosie

Subject: Manhunt

Any luck finding a man?

From: Rosie

To: Alex

Subject: Man found

What a stupid question!! Of course I found a man.

From: Alex

To: Rosie

Subject: Mistery man

Then who is it?

From: Rosie

To: Alex

Subject: Secret man!

Brian

From: Alex

To: Rosie

Subject: Brian?

BRIAN?? BRIAN THE WHINE?? Ha ha ha ha ha ha, you're going to the debs with Brian the Whine?!!! I can't believe it! The Brian you were stuck sitting beside for all of second class, who ate fish sandwiches every day for lunch and picked his nose while you ate yours? The Brian who followed us home from school every day singing, "Rosie and Alex up a tree, K-I-S-S-I-N-G?" and made you cry and ignore me for a week? The Brian you absolutely can't stand and was the one person you hated all throughout school? And now you're going to the last school dance ever, *with Brian?*

From: Rosie

To: Alex

Subject: No, the other Brian

Yes, Alex, *that* Brian. Now may I ask that you please stop emailing me as my darling mother is tying knots in my head right now, trying to make me look half decent?

From: Alex

To: Rosie

Subject: Re: Brian

Brian, you see, is a bit of a whine. Have fun!

From: Rosie

To: Alex

Subject: Re: Brian

You know as well as I do that I can't go to the debs alone. Brian was the only person I could get last minute thanks to you. All I have to do is stand in with him for the photos so that Mum and Dad can have lovely memories of their daughter going to the debs all dressed up with a man in a tuxedo. Anyway he's not that bad! Hair's done now, have to get the rest of me ready. I'll let you know how it went tomorrow.

Rosie has logged off.

(adapted from "Where Rainbows End" by Cecilia Ahern)

Tasks

I. Read the first lines of the story and say what it is going to be about.

Write down 3 guesses.

II. Read the text and say whether you were right.

III. Choose the correct variant:

1) Rosie Dunne got in

- a) Boston College b) Harvard University c) Dublin City University

2) Alex was accepted to

- a) Boston College b) Harvard University c) Dublin City University

3) Rosie was the to finish college in her family.

- a) the second b) the first c) the last

4) Rosie and Alex hoped to see each other when they move to the USA.

- a) often b) sometimes c) every day

- 5) Alex didn't come because there was with the flight.
a) a nightmare b) a problem c) a mess
- 6) Rosie had to go to with another classmate.
a) the ball b) the theatre c) the debts

IV. Answer the following questions:

- 1) Who are Rosie and Alex?
- 2) What news were they sharing?
- 3) Which universities were they accepted to?
- 4) What were they discussing in their emails?
- 5) What was wrong with the flight?
- 6) Who was Brian?
- 7) Where did Rosie have to go with Brian? How did she feel about that?

V. Find the meanings of the following words and give the context they were used in.

brilliant, hilarious, to annoy, a nightmare, the debts, to mess up, a get-together

VI. Use the words from the previous task in your own sentences.

VII. Speak about

1. Do Ukrainians have debts when they finish school?
2. Is it really hard for parents to let their children study in a different city/country? Why?
3. What are the advantages and disadvantages of entering a college?

VIII. Read the following information. Compare the peculiarities of the debts in Ireland and Ukraine.

A **debs** or **grad** is a formal ball for students in their final year of secondary school in Ireland, analogous to the prom in North American schools or the school formal in Australia. "Debs ", from "débutantes", is the usual name for girls' schools, coeducational schools, and some boys' schools; "grad" (from graduation) is often used in boys' schools. Debs occur at the end of the final year of secondary school. Each secondary school will host their own ball. Most schools have the debs in the autumn after the final year, but some choose to begin the final year with the debs. Traditionally a committee is created in the school to organize the event.

Students sometimes worry about being invited or finding a date but many attend with friends or in a group, not worrying about the dating aspect. It is not uncommon for students to not go with their boyfriend/girlfriend and instead go with a friend. Whether the female asks the male, or vice versa, is irrelevant. Men are usually attired in dinner jackets with bow ties; however, some do go in ordinary casual suits. Women usually wear formal gowns or dresses adorned with a corsage given to them by their date. It is customary for men to purchase an orchid or bouquet of flowers and/or a box of chocolates.

The debs is usually held at a hotel or other large function room. The debs usually, though not always, is a formal dinner, followed by music (usually pop, dance and rock music, but occasionally traditional Irish music) and dancing. Alcohol is served. Traditionally there is a photographer present, who will take individual shots of each couple, and several throughout the night, of the dancing etc.. It is common for the event to last all night, hence attendees do not return home until the following morning, often going for breakfast together. Sometimes the hotel will provide this. Usually people return from the Debs about 6-7a.m.

IX. Describe your last school ball in writing.

ТЕМАТИЧНА ЛЕКSIKA

“MEETING PEOPLE. MY FAMILY. ABOUT MYSELF”

Family ['fæməli] – сім'я	Grandparents [grænpeərənts] –
Relative, relation ['relətiv , rɪ 'leɪʃən] –	бабуля й дідусь
родич;	Grandmother (grandma, granny,
Parents ['peərənts] – батьки	grandmamma) ['græn , mʌðə ,
Mother (mom, mum, мама, mamma,	'grænma:, 'græni, 'grænmə , mɑ:] –
mummy, ma) ['mʌðə , mɒm , mʌm ,	бабуля
mə 'mɑ:, mʌmi, mɑ:] – мати (мама)	Grandfather (grandpa, granddad,
Father (dad, daddy, папа, па) ['fa:ðə ,	grandpapa, gran-dad) ['grænfɑ:ðə ,
dæd, 'dædi, pə 'pɑ:, pɑ:] – батько	grænpa:, 'grændæd, 'grænpə , pɑ: ,
(папа)	grændæd] – дідусь
Wife [waɪf] – дружина	Grandchildren [græntʃɪldrən] –
Husband ['hʌzbənd] – муж;	онуки
Spouse [spaʊz] –	Granddaughter [granddaughter] –
чоловік\дружина	онук
Child, children	Grandson [grænsən] – онук
[tʃaɪld, 'tʃɪldrən] – дитина, діти	Great-grandmother ['greɪt 'græn
Daughter ['dɔ:tə] – донька	, mʌðə] – прабабуся
Son [sən] – син	Great-grandfather
Sister [sɪstə] – сестра	['greɪt 'grænd , fɑ:ðə] – прадідусь
Brother [brʌðə] – брат	Great-grandparents ['greɪt
Only child ['əʊnli tʃaɪld] – єдина	'grænpeərənts] – прабабуся й
дитина	прадідусь
Twin [twɪn] – близнюк	Great-grandchildren ['greɪt
Twins [twɪnz] – близнюки	'græntʃɪldrən] – правнуки
Twin brother [twɪn 'brʌðə] – брат-	Aunt [ɑ:nt] – тітка
близнюк	Uncle ['ʌŋkəl] – дядько
Twin sister [twɪn 'sɪstə] – сестра-	Godfather ['gɒdfɑ:ðə] – хресний
близнючка	батько
Identical twins [aɪ 'dentɪkəl twɪnz] –	
однояйцеві близнюки	
Triplets [trɪpləts] – трійнята	

<p>Mother-in-law (husband's mother) ['mʌðərɪn,lɔ: 'həzbəndz 'mʌðə] – свекруха</p> <p>Father-in-law (husband's father) ['fɑ:ðər m,lɔ: 'həzbəndz 'fɑ:ðə] – свекор</p> <p>Mother-in-law (wife's mother) ['mʌðərɪn,lɔ: waɪfs 'mʌðə] – теща</p> <p>Father-in-law (wife's father) ['fɑ:ðər m,lɔ: waɪfs 'fɑ:ðə] – тесть</p> <p>Daughter-in-law ['dɔ:tərɪn,lɔ:] – невістка</p> <p>Son-in-law ['sʌnɪn,lɔ:] – зять</p> <p>Brother-in-law ['brʌðərɪn,lɔ:] – свояк</p> <p>Sister-in-law ['sɪstərɪn,lɔ:] – своячениця</p> <p>Marital status ['mæritəl 'steɪtəs] – сімейне положення</p> <p>Single ['sɪŋɡəl] – холостий, неодружений, незаміжня</p> <p>Married ['mærid] – одружений, заміжня</p> <p>Marriage ['mæridʒ] – шлюб</p> <p>Engagement [m'geɪdʒmənt] – заручини</p> <p>Engaged [m'geɪdʒd] – заручений</p> <p>Divorce [dɪ'vɔ:s] – розлучення</p> <p>Divorced [dɪ'vɔ:st] – розлучений</p>	<p>Godmother ['gʊdmʌðə] – хресна мати</p> <p>Stepfather ['stepfɑ:ðə] – вітчим</p> <p>Stepmother ['stepmʌðə] – мачуха</p> <p>Stepbrother ['step ,brʌðə] – зведений брат</p> <p>Stepsister ['stepsɪstə] – зведена сестра</p> <p>Half-brother ['hɑ:f ,brʌðə] – брат по одному із батьків</p> <p>Half-sister ['hɑ:f sɪstə] – сестра по одному із сестер</p> <p>Adopted child [ə'dɒptɪd tʃaɪld] – прийомна дитина</p> <p>Foster family ['fɒstə 'fæməli] – прийомна сім'я</p> <p>Foster parents ['fɒstə 'peərənts] – прийомні батьки</p> <p>Foster child ['fɒstə tʃaɪld] – прийомна дитина</p> <p>Single-parent family ['sɪŋɡəl 'peərənt 'fæməli] – неповна сім'я</p> <p>The kin, the folks [ðə kɪn, ðə fəʊks] – рідня</p> <p>Niece [ni:s] – племінниця</p> <p>Nephew ['nevju:] – племінник</p> <p>Cousin (male) ['kʌzən meɪl] – двоюрідний брат</p>
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Ex-husband ['eks 'hʌzbənd] – колишній чоловік	Cousin (female) ['kʌzən 'fi:meɪl] – двоюрідна сестра
Ex-wife ['eks waɪf] – колишня дружина	In-laws ['ɪn lɔ:z] – рідня зі сторони чоловіка чи жінки
Widow ['wɪdəʊ] – вдова	Wedding ['wedɪŋ] – весілля
Widower ['wɪdəʊə] – вдівець	Bride [braɪd] – наречена
Girlfriend ['gɜ:lfrɛnd] – подружка	Groom [gru:m] – наречений
Boyfriend ['bɔɪfrɛnd] – товариш	Honeymoon ['hʌnɪmu:n] – медовий місяць

“APPEARANCE AND CHARACTER”

Appearance [ə'piə(ə)n(t)s] – зовнішність	to be easy on the eye – бути
Thin [θɪn] – худий	to be drop-dead gorgeous - бути не звичайної краси
Fat [fæt] - товстий	eye candy - приємний оку
Tall [tɔ:l] - високий	to be not just a pretty face - мати не тільки гарне личко, але бути ще й розумним
Short [ʃɔ:t] - невисокий	to be dressed up like a dog's dinner - роздягнутися в пух і порох
Weak [wi:k] - слабкий	to be done up to the nines - бути вбрано одягненим
Strong [strɒŋ] - сильний	to be dressed to kill - шикарно одягнений
Slim [slɪm] - стройний	pretty as a picture – як із картинки
Plump [plʌmp] - повний	to look like a million dollars –
Skinny ['skɪni] - худий	втілювати на всі сто
Old [əʊld] - старий	
Young [jʌŋ] - молодий	
Hairy ['heəri] - волосатий	
Bald [bɔ:ld] - лисий	
Curly ['kɜ:li] - кучерявий	

<p>Straight [streɪt] – прямі</p> <p>Pretty ['prɪti] - гарна</p> <p>Handsome ['hæn(d)səm] - гарний</p> <p>Clever ['klevə] - розумний</p> <p>Talented ['tæləntɪd] - талановитий</p> <p>Active ['æktɪv] - активний</p> <p>Creative [kri'eɪtɪv]- творчий</p> <p>Energetic [ˌenə'dʒetɪk] - енергійний</p> <p>Stupid ['stjuːpɪd] - дурний</p> <p>Considerate [kən'sɪd(ə)rət] - уважний</p> <p>Cruel ['kruːəl] - жорсткий</p> <p>Unkind [ʌn'kaɪnd] - злий</p> <p>Polite [pə'laɪt] - ввічливий</p> <p>Rude [ruːd] - грубий</p> <p>Kind [kaɪnd] - добрий</p> <p>Tactful ['tæktf(ə)l] - тактичний</p> <p>Generous ['dʒen(ə)rəs] - щедра</p> <p>Greedy ['griːdi] - жадна</p> <p>Rich [rɪtʃ] - богата</p> <p>Poor [pʊə] – бідна</p> <p>Height (зріст)</p> <p>middle height, medium height, average height – середнього зросту</p> <p>Hair (волося)</p> <p>Brown - коричневе</p> <p>Blond – світле</p> <p>Dark – темне</p> <p>Fair – світле</p> <p>chestnut brown – каштанове</p> <p>gray - сіре</p> <p>Eyes (очі)</p>	<p>thin on the top - облісiti</p> <p>to put one's glad rags - одягати свій святковий одяг</p> <p>to be down-at-heel – мати жалюгідний вигляд</p> <p>a middle-aged spread - живіт (що з роками); відсутність талії</p> <p>butter wouldn't melt in the mouth - прикидатися тихонею</p> <p>five o'clock shadow - легка щетина на обличчі</p> <p>to have a face only mother could love – бути не гарним</p> <p>to look the part – виглядати відповідно</p> <p>the spitting image of smb - точна копія; як дві краплі води</p> <p>cut a dash - виділятися</p> <p>not a hair out of place - бездоганний зовнішній вигляд</p> <p>face that would stop a clock - непривабливе, негарне обличчя</p> <p>Body (Тіло)</p> <p>arm — рука</p> <p>back — спина</p> <p>belly — живіт</p> <p>belly button — пупок</p> <p>breast — груди</p> <p>buttocks — сідниці</p> <p>calves — ікри</p> <p>chest — грудна клітка</p> <p>foot — ступня</p>
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Blue – блакитні	hip — бедро
light-blue – світло-блакитні	knee — коліно
grayish-blue – сіро-блакитні	leg — нога
dark-gray – темно-сірі	neck — шия
eyes with long lashes – очі з довгими віями	shoulder — плече
expressive – виразні	waist — талія
Age (вік)	Head and face (Голова й обличчя)
Young – молодий	cheek — щока
Teenager – підліток	cheekbones — скули
middle-aged – середнього віку	chin — підборідок
old -старий	ear — ушко
dimple – ямочка (на щоці чи підборідді)	earlobe — мочка вуха
freckle – веснянка	eye — око
mole – родимка	eyebrow / brow — брови
scar – шрам	eyelid / lid — віко
wrinkle – морщина	eyelash / lash — вія
bags / dark circles – мішки / кола під очима	forehead — лоб
chubby cheeks – пухкі щочки	hair — волосся
muffin top – жирова складка	head — голова
Face to face – наодинці	lip — губа
Head over heels in love – бути сильно закоханим	mouth — рот
Lip service – порожні обіцянки	nose — ніс
To be all ears – слухати дуже уважно	tongue — язик
To give a hand – допомагати	tooth — зуб
To have a finger in every pie – у кожній бочці затичка	skin — кожа
To keep fingers crossed – тримати	stomach — шлунок
	To turn a blind eye — дивитися на все крізь пальці, не помічати очевидного
	To not put a foot wrong – не помилятися

кулаки на удачу	
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“THE PLACE WHERE I LIVE”

Furniture – меблі	Central heating – центральне опалення
A piece of furniture – предмет меблів	Stove – піч, кухонна плита
A piece of news – новина	Gas stove – газова плита
A piece of advice – порада	Running water – водопровід
A piece of art – витвір мистецтва	Sink – раковина (в кухні)
To move to / into a new flat – переїздити на нову квартиру	To furnish - меблювати, обставляти
A house-warming party – новосілля	Furnished – мебльований
House, home – будинок, житло	Well-(badly-, poorly-)-furnished – гарно (погано, бідно) мебльована
To keep the house – вести господарство	Table (round, square) – стіл (круглий, квадратний)
Entrance – вхід	Writing table – письмовий стіл
Exit – вихід	Dinner table – обідній стіл
Staircase – сходи	Kitchen table – кухонний стіл
Veranda – веранда	Dressing-table – туалетний стіл
Cellar – підвал , погреб	Bedside / night table – стіл чи тумбочка біля ліжка
Attic– чердак, мансарда	Drawer – видвіжний ящик
Porch – під’їзд, ганок	Chair – стілець
Balcony – балкон	Arm-chair– крісло
Wall – стіна	Stool – табурет
Wall-paper – шпалери	Cushion – (диванна) подушка
Ceiling – стеля	Bookcase – книжкова шафа
Floor – підлога	Bookstand – книжкова стажерка
Window-sill – підвіконня	
To face – виходити на	
To look south (north) – бути зверненим на	

південь (північ)	Bookshelf – книжкова полиця
Blind – штора	Piano - піаніно
Curtain – завіса	Looking-glass/mirror – дзеркало
To draw / to pull the curtain – зачинати завісу	Cupboard – буфет, шафа (для посуду)
Hall – 1 зал, велика кімната	Wardrobe – шафа (для одягу)
2.холл,приймальня,коридор,передня	Lamp – лампа
Corridor – коридор	Desk (reading)lamp – настольна лампа
Living –room – спільна кімната	Bedside lamp – лампа біля ліжка
Sitting-room – вітальня	Chandelier – люстра
Bedroom – спальня	Floor lamp – торшер
Study – кабінет	Carpet – килим
Nursery – дитяча	Mat - коврик, циновка
Dining-room – їдальня	Rug – коврик
Store-room – кладова, чулан	Bedding – постільні речі
Kitchen – кухня	Mattress - матрац
Bathroom – ванна кімната	Sheet – простирадло
Water-closet(W.C.) – уборна	Blanked – ковдра
Conveniences (pl) – зручності	Blanked cover – підковдра
Convenient – зручний	Pillow – подушка
Lift (Amer. elevator) – ліфт	Pillow-case – наволочка
To take/to use a lift – підніматися на ліфті	Bed-spread – покривало
Chute – мусоропровід	Table-cloth – скатертина
Electricity – електрика	Napkin – серветка
To turn on / to switch on the light – вмикати світло	Oil-cloth – клейонка
Ant. to turn off/to switch off the light – вимикати світло	Dinner (tea) set – обідний (чайний) сервіз
Gas – газ	Dish – 1 блюдо, 2 тарілка, миска 3 (pl) посуд
flat (Amer. apartment) – квартира	Bucked – відро
e.g. The flat is well-planned (cosy,	

<p>comfortable)</p> <p>to be situated – розташовуватись</p> <p>floor – 1. підлога</p> <p>e.g. The floor of my room is brown.</p> <p>1. поверх</p> <p>e.g. We live on the second floor</p> <p>Syn. storey</p> <p>building – будівля</p> <p>block of flats – багатоквартирний будинок</p> <p>Syn. apartment</p> <p>a five-storeyed building (a many-storeyed building, a multi-storeyed building, a skyscraper) – п'ятиповерхова будівля (багатоповерхова будівля, висотна будівля, хмарочос)</p>	<p>Broom – віник, щітка</p> <p>e.g. Between the windows there is a little table.</p> <p>Among – серед (багатьох речей б предметів)</p> <p>e.g. Among my books there are many English books in the original.</p> <p>A build-in wardrobe – вбудована шафа для одягу</p> <p>in Shevchenko Street (Avenue) – на вулиці (проспекті) Шевченка</p> <p>to the right (left) of – праворуч (ліворуч) від</p> <p>e.g. To the right of the dining-table there is a sideboard</p> <p>on the right (left) of – праворуч (ліворуч)</p> <p>e.g. On the right there is a desk.</p> <p>between – між (двома предметами, речами)</p>
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“MY WORKING DAY”

Meal/ to have a meal	Їжа, їсти
to leave (left)	1) уходить, уезжать; отправляться 2) оставляють
to stay	1) остаються 2) останавливаются, жить, гостить где-либо

to watch TV (television)	Дивитись телевізор
to sit down to breakfast	Сідати снідати
to look through a newspaper (book, letter, documents, etc)	переглядати газету (книгу, лист, документи тощо)
to be fond of smb/smith (doing smth)	любити кого-н./що-н.
to do the/one's gardening (shopping, cooking, etc)	займатися садом (робити покупки, готувати їжу, тощо)
to be off (home, to bed, to work, etc)	відправлятись (домой, спати, на роботу тощо)
to have a lot of things to do	Мати багато справ
to do one's (homework, lessons, translation, task, exercises	виконувати домашнє завдання, робити уроки, переклад, завдання, вправи
to do one's morning exercises	робити зарядку
to make breakfast (tea, coffee, some salad, etc)	готувати сніданок (заварювати чай, кофе, готувати салат тощо)
usual	звичайний
usually; as usual	Звичайно; як зазвичай
to prefer (coffee to tea)	Надавати перевагу (кофе чаю)
to clean up	Прибирати, наводити порядок
to comb one's hair	розчісуватись
to get up	Вставати, прокидатись
to take smb. some time to do smth.	відібрати (вимагати) у когось якусь кількість часу на що-небудь
to walk, to go on foot	Ходити пішки

a walk	прогулянка
a week-end	Кінець тижня
to last	продовжуватись
at last (finally)	нарешті
an hour	час
to receive (to get)	отримувати
to dress (to get dressed)	одягатись
to arrive (in/at)	приїздити
to work hard at smth.	Наполегливо працювати над чимось
to leave (left)	Залишати, їхати
to return (to give back)	повертатись
How long...?	Як довго... ? Скільки часу... ?
What time...?	Коли..., О котрій..., О котрій годині...?
to stop smth. (doing smth)	Переставати щось робити
as a rule	як правило
generally	зазвичай, як правило
to have dinner/to dine (supper, breakfast, lunch)	обідати (вечеряти, снідати)
to eat (ate, eaten)	їсти
to go to bed	Йти спати
to be late for...	запізнюватись
seldom, rarely	рідко
to turn on (off) the light (gas, water, electricity, TV-set, radip, tape-	включати (вимикати) світло (газ, воду, електрику, телевізор, відеомагнітофон,

recorder, lamp, etc.) Syn. switch on	лампу тощо)
to wash\ to have a wash	митися
to wash up	мити посуд
to dry (oneself) on (with) a towel	витиратися рушником
to brush one's clothes (shoes, teeth)	чистити (щіткою) одяг (чоботи, зуби)
to put smth. on	одягатись
to take smth. off	роздягатись
to be over	закінчуватись
to be through with smth.	Закінчити що-небудь
to repair	Ремонтувати
to be sure of smth.	бути впевненим у чомусь
to have a look at smth.	подивитися на щось
spare time	вільний час
to be short of time, to be pressed for time	Мати мало часу

ZHYTOMYR IVAN FRANKO STATE UNIVERSITY. THE INSTITUTE OF PEDAGOGICS

higher education – вища освіта	Rector (President) ['rɛktə ('prɛzɪdənt)]
to make a career – робити кар'єру	— ректор
faculty – факультет	Vice-rector [vaɪs-'rɛktə] — проректор;
bachelor's degree – ступінь бакалавра	Dean [di:n] — Декан
master's degree – ступінь магістра	Assistant dean [ə'sɪstənt di:n] —
dormitory (сокp. dorm) – гуртожиток	заступник декана

freshman – першокурсник	Full professor [fʊl prə'fɛsə] —
sophomore – другокурсник	професор
semester – семестр	Associate professor [ə'səʊʃɪt prə'fɛsə]
to enroll in the course – вчитися на	— доцент
курсі (вивчати якийсь предмет)	Assistant professor [ə'sɪstənt prə'fɛsə]
compulsory – обов'язковий	— старший викладач
optional – необов'язковий	Instructor [ɪn'strʌktə] — викладач
elective course – факультативний курс	Assistant secretary [ə'sɪstənt 'sekɹətri]
scholarship – стипендія і	— лаборант кафедри
to graduate from – закінчувати,	Tutor ['tju:tə] — куратор
випускатись	Senate ['senɪt] — вчена рада
graduate (разг. grad) – випускник	університету
internship – стажировка	Department / school [dɪ'pɑ:tmənt /
dream job – робота мрії	sku:l] — факультет
Undergraduate level	School board [sku:l bɔ:d] — рада
(course) [ˌʌndə'grædʒuɪt 'levl (kɔ:s)] —	факультету
рівень бакалавра	Department board [dɪ'pɑ:tmənt bɔ:d] —
Graduate level (course) ['grædʒuət 'levl	кафедра
(kɔ:s)] — рівень спеціаліста	Head of (the) department [hed ɒv (ði:)
(магістра);	dɪ'pɑ:tmənt] — заведувач кафедри
Postgraduate level	Department meeting [dɪ'pɑ:tmənt
(course) [ˌpəʊst'grædʒuɪt 'levl (kɔ:s)] —	'mi:tiŋ] — засідання кафедри
аспірантура	Department [dɪ'pɑ:tmənt] —
Senior doctorate level (course) ['si:njə	відділення
'dɒktərɪt 'levl (kɔ:s)] — докторантура	Full-time department [fʊl-taɪm
A third-year project [ə θɜ:d-jɪə	dɪ'pɑ:tmənt] — денне відділення
'prɒdʒekt] — курсова робота	(стаціонар)
Bachelor's Thesis ['bæʃələz 'θi:sɪs] —	Part-time department [pɑ:t-taɪm
бакалаврська робота	dɪ'pɑ:tmənt] — заочне відділення
Master's thesis ['mɑ:stəz 'θi:sɪs] —	Evening courses ['i:vniŋ 'kɔ:sɪz] —
магістерська робота	вечірня курси

<p>A phd dissertation [ə phd ,disə(:)'teɪʃən] — кандидатська дисертація;</p> <p>A senior doctoral dissertation [ə 'si:njə 'dɒktərəl ,disə(:)'teɪʃən] — докторська дисертація;</p> <p>To apply to university [tu: ə'plai tu: ,ju:ni'vɜ:siti] — вступати до університету</p> <p>To take competition entrance examinations [tu: teɪk ,kɒmpɪ'tɪʃən 'entrəns ɪg,zæmɪ'neɪʃənz] — скласти конкурсні екзамени</p> <p>To admit / accept to university [tu: əd'mɪt / ək'sept tu: ,ju:ni'vɜ:siti] — зарахувати до університету</p> <p>To have class (lectures, classes, seminars) [tu: hæv klɑ:s ('lektʃəz, 'klɑ:sɪz, 'seminɑ:z)] — мати заняття (лекції, практичні, семінари);</p> <p>Leave of absence [li:v ɒv 'æbsəns] — академічна відпустка</p> <p>Tutorial [tju(:)'tɜ:riəl] — консультація</p> <p>Grade [greɪd] — оцінка</p> <p>Grade point average (GPA) [greɪd pɔɪnt 'ævərɪdʒ (dʒi:-pi:-eɪ)] — середній бал за успішність</p> <p>Graduate from university ['grædʒuət frɒm ,ju:ni'vɜ:siti] — закінчити університет</p> <p>to cram for a test — зубрити</p> <p>to cram for my biology — сильно</p>	<p>Correspondence department [,kɒrɪs'pɒndəns dɪ'pɑ:tmənt] — заочне відділення</p> <p>Distant learning department ['distənt 'lɜ:nɪŋ dɪ'pɑ:tmənt] — відділення дистанційного навчання</p> <p>Faculty ['fækəlti] — факультет, викладацький штат</p> <p>Staff [stɑ:f] — штат</p> <p>Research institute [rɪ'sɜ:ʃ 'ɪnstitju:t] — науково-дослідницький університет</p> <p>Researcher [rɪ'sɜ:ʃə] — науковець</p> <p>Scientist ['saɪəntɪst] — вчений у галузі природничих наук</p> <p>Scholar ['skɒlə] — вчений у галузі гуманітарних наук</p> <p>Academic year [,ækə'demɪk jɪə] — навчальний рік</p> <p>Session ['seʃən] — навчальний рік</p> <p>Term [tɜ:m] — семестр</p> <p>Mid-session exam (inations) [mɪd-'seʃən ɪg,zæm (ɪ'neɪʃənz)] — зимова чи весняна екзаменаційна сесія</p> <p>Session exam (inations) ['seʃən ɪg,zæm (ɪ'neɪʃənz)] — літня екзаменаційна сесія</p> <p>Christmas vacation ['krɪsməs və'keɪʃən] — різдвяні канікули</p> <p>Easter vacation ['i:stə və'keɪʃən] — пасхальні канікули</p> <p>Summer vacation ['sʌmə və'keɪʃən] —</p>
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<p>готуватись до біології</p> <p>to cover most of my costs – покрити більшу частину розходів</p> <p>to get caught up — влипнути</p> <p>to catch up with her — догнати її</p>	<p>літні канікули</p> <p>to commute — добратись до місця навчання</p> <p>to cut class — пропускати заняття</p> <p>to commute — їздити на роботу й назад</p>
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“I STUDY ENGLISH. AT THE ENGLISH LESSON”

<p>language — мова</p> <p>foreign language — іноземна мова</p> <p>learn a language — вчити мову</p> <p>learn English =- вчити англійську</p> <p>study grammar (rules) — вивчати правила граматики</p> <p>learn words — вчити слова</p> <p>learn by heart — вчити напам’ять</p> <p>English lesson — урок англійської мови</p> <p>English teacher — вчитель англійської мови</p> <p>difficult language to learn — складний мову</p> <p>easy language to learn — легкий мову</p> <p>speak English (German, French) — говорити по-англійськи (по-німецьки, по-французьки)</p> <p>translate from English into Ukrainian — перекладати з англійської на російську</p>	<p>May I go out? – Чи можу я вийти?</p> <p>Who is absent? - Хто відсутній?</p> <p>Here you are! - Ось</p> <p>Who wants to read? – Хто хоче читати?</p> <p>Sorry, I’m late. - Вибачте, я запізнився</p> <p>Can you say it again, please? – Чи не могли б ви повторити, будь ласка?</p> <p>Copy into your notebooks! – Записуйте у зошити</p> <p>How do you say in English? – Як ви скажете На англійській мові?</p> <p>I’ve finished! – Я закінчила</p> <p>Who wants to read? – Хто хоче читати?</p> <p>parts of speech - частини мови</p> <p>a noun - іменник (a desk, a fish, a computer...)</p> <p>a pronoun – займенник (I, she, he, your, us ...)</p>
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understand English well — добре розуміти англійську	a verb - дієслово (to say, to swim, to go ...)
read texts in English — читати тексти англійською	a preposition - прийменник (in, on, under, between..)
read fast — читати швидко	an adjective - прикметник (green, small, popular ...)
write English words without mistakes — писати англійські слова без помилок	speak English - розмовляти на англійській мові
recite English poems — розповідати напам'ять англійські вірші	make up dialogues and stories – складати діалоги й історії
retell English texts — переказувати англійські тексти	learn grammar – вивчати граматику
knowledge — знання	study British culture – вивчати британську культуру
reading – читання	read and listen to different stories and dialogues – читати й слухати різні історії та діалоги
writing poems – написання віршів	do exercises – виконувати вправи
doing crosswords – розгадування кросвордів	play games - грати в ігри
doing puzzles – збирати пазли	voluntary work – волонтерська робота
Did you like today's lesson? - Чи сподобався вам урок сьогодні?	Who is on duty today? – Хто черговий сьогодні?
What was the most interesting? - Що було найцікавішим?	Who is absent today? – Хто відсутній сьогодні?
What was difficult? - Що було складним?	What is the date today? – Яке сьогодні число?
Testing – тестування	What day is it today? - Який день сьогодні?
Coach – тренер	What is the weather like for today? - Яка сьогодні погода?
Test – контрольна робота	technical equipment — технічне обладнання
Preparation - Підготовка	
Draft - Чорновик	
to cope with - справлятися (з чимось)	
requirements - вимоги	

interpreter - перекладач	native speaker - носій мови oral practice - практика усного мовлення improve - вдосконалювати, покращувати
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