

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Житомирський державний університет імені Івана Франка

Калініна Л. В., Григор'єва Т. Ю., Чумак Л. М.

**ФОРМУВАННЯ МОВНОЇ КОМПЕТЕНТНОСТІ
СТУДЕНТІВ І КУРСУ МОВНОГО ЗАКЛАДУ ВИЩОЇ
ОСВІТИ В УМОВАХ ДИДАКТИЧНОЇ ІНТЕГРАЦІЇ**

Книга для студента

Навчальний посібник

Рекомендовано вченою радою Житомирського державного
університету імені Івана Франка
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К 17

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Калініна Л. В., Григор'єва Т. Ю., Чумак Л. М.

К 17 Формування мовної компетентності студентів I курсу мовного закладу вищої освіти в умовах дидактичної інтеграції: навчальний посібник / Книга для студента / Л. В. Калініна, Т. Ю. Григор'єва, Л. М. Чумак. – Житомир: Вид-во ЖДУ ім. І. Франка, 2023. – 265 с.

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Навчальний посібник присвячено проблемі формування мовної компетентності студентів I курсу мовного ЗВО в умовах дидактичної інтеграції та містить матеріал для повторення й систематизації фонетичного, граматичного і лексичного матеріалу; вдосконалення мовної компетентності; самостійного інтегрування студентами отриманих мовних навичок з теми у різних видах мовленнєвої діяльності. Посібник може бути використаний на практичних заняттях, під час самостійного опрацювання теми, на консультаціях, при виконанні лабораторних робіт тощо. Навчальний посібник адресовано студентам-магістрантам мовних ЗВО.

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PREFACE

Dear Students! The course textbook "The Language Competence Formation of First-Year Foreign Language University Students on the Basis of Didactic Integration" is designed according to the Practical English course curriculum and consists of 5 Integrated Language Modules: My Family, Appearance and Character, My Home Is My Castle, Meals and University Life.

Each Language Module focuses on the language competence formation in phonetics, grammar and vocabulary and has the main three structural components:

- Revising Your Language Competence;
- Upgrading Your Language Competence;
- Integrating Your Habits and Skills.

The language material of each Module is integrated in While Reading, While Listening and While Watching sections.

In addition, each Module contains a variety of practical activities aiming at the development of your autonomous learning skills. You will find:

- Independent Language and Culture Search;
- Project Work;
- On Your Own.

By and large, the textbook will enable you to upgrade your habits, develop your communicative skills, get sociolinguistic knowledge, raise your interest for self-improvement and be more confident, fluent and accurate while producing and organizing your utterances.

We wish you enjoyable experience in mastering the English language with flying colours!

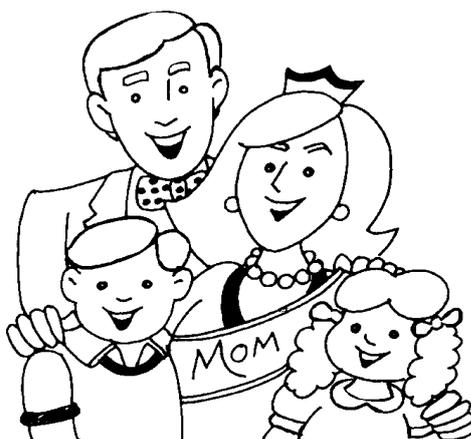
MODULE 1. My family

INTEGRATIVE LANGUAGE

MODULE 1

MY FAMILY

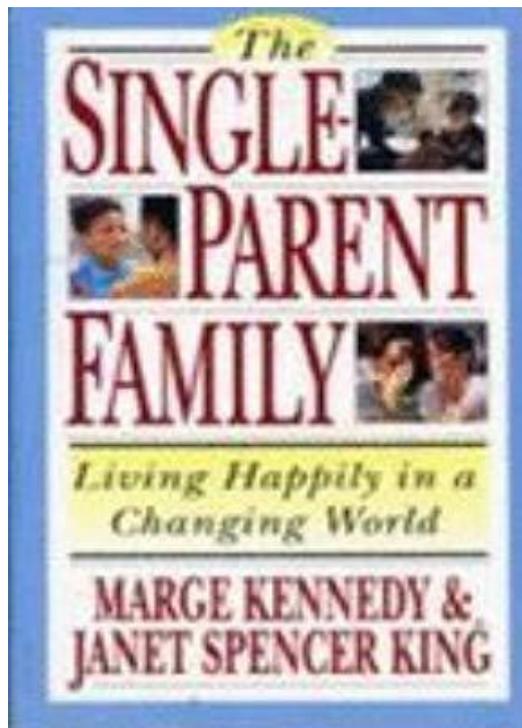
ASPECT OF THE LANGUAGE COMPETENCE	CONTENT	COMMUNICATION	COGNITION	CULTURE
PHONETICS	<ul style="list-style-type: none">• Peculiarities of the articulation of vowel and consonant phonemes• Intonation group	<ul style="list-style-type: none">• Asking for more information (general and special questions)• Disjunctive questions	<ul style="list-style-type: none">• Structural components and the functions of intonation components (Pre-Head, types of Head, nucleus and tail)	Guide to British and American variants of pronunciation
GRAMMAR	<ul style="list-style-type: none">• Present Tenses• Personal and Possessive Pronouns	<ul style="list-style-type: none">• Adverbs of frequency• Time expressions and their intonation	<ul style="list-style-type: none">• State verbs• Ordinal and Cardinal numerals	<ul style="list-style-type: none">• "Do" and "Be" questions and their intonation
VOCABULARY	<ul style="list-style-type: none">• Members of the family• Jobs	<ul style="list-style-type: none">• Talking about your family and life events (birth, marriage, career)• Discovering your family tree history)	<ul style="list-style-type: none">• Leisure activities• Relationship (phrasal verbs)• Family values	<ul style="list-style-type: none">• Wedding traditions in the USA and Great Britain• Principles of children's upbringing



MODULE 1. My family

I. BRAINSTORMING

Exercise 1. Read what famous American writers say about the family and say how much you agree with it. In groups make a semantic map of what in your opinion makes a family and present it to the class.

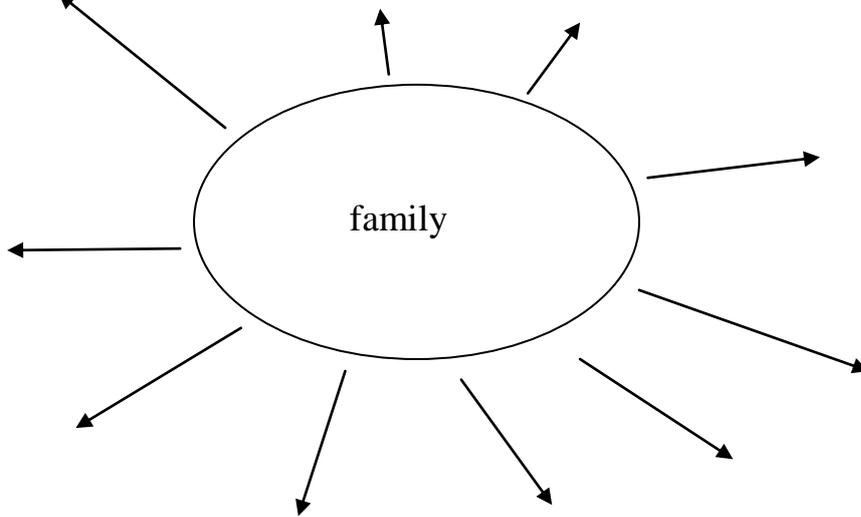


In truth a family is what you make it. It is made strong, not by number of heads counted at the dinner table, but by the rituals you help family members create, by the memories you share, by the commitment of time, caring, and love you show to one another, and by the hopes for the future you have as individuals and as a unit.

(by Marge Kennedy, Janet Spencer King)

MODULE 1. My family

Example: family members



Exercise 2. Work with your dictionary and for each letter of the word "family" find as many words and phrases as you can that are connected with or remind you of family. Comment on your findings.

Example: My father is the head of the family.

F	<i>father,</i>
A	
M	
I	
L	
Y	

MODULE 1. My family

[æ]	[ə]	[ʌ]	[ɑ:]	[ɪ]	[e]	[ɒ]
ðæt						

Exercise 5. Read the following proper names and decide, if the vowel in them is short or long. Transcribe and practise reading them:

Alex	Cathy	Luke	Pete
Andrew	Dean	Martha	Ross
Arnie	Donald	Martin	Teresa
Bart	Dorothy	Matthew	Sammy
Barbara	Edward	Maurice	Sandra
Becky	Emily	Molly	Sheila
Bert	Julia	Neil	Steve
Bob	Linda	Nelson	Tammy
Bud	Lillian	Patty	Walter

Short vowel	Long vowel
Alex ['æɪɪks]	Andrew ['ændru:]

MODULE 1. My family

Exercise 6. Arrange the words from the box into three groups suggested below. Transcribe and practise reading them:

brother, least, guy, this, speak, my, no, married, teens, old, sister, son, they, their, adopted, foster, child, like, only, early, see, month, even, our, come, parents, enjoy, about, feels, these, little, are, nieces, touch, difficult, communicate, contact, always, long, day, three, next, five, London, game, week-ends, lonely, sports, these, look, nephew, twin, keep, Internet, way, even.

Monophthongs		Diphthongs	Diphthongoids
short	long		
brother ['brʌðə]			Andrew ['ændru:]
Andrew ['ændru:]			

Exercise 7. Complete the transcriptions with one of the following diphthongs and practise reading them:

[eɪ] [aɪ] [ɔɪ] [əʊ] [aʊ] [ɪə] [eə] [ʊə]

Example: parents ['peərənts]

MODULE 1. My family

their [ð__]	day [d__]
female ['fi:m__l]	lonely ['l__nl]
like [l__k]	communicate [kə'mju:nɪk__t]
actually ['æktʃ__l]	games [g__mz]
relationship [rɪ'l__ʃ(ə)nʃɪp]	about [ə'b__t]
my [m__]	guy [g__]
wow [w__]	so [s__]
sometimes ['sʌmt__mz]	way [w__]
they [ð__]	cheerful ['tʃ__fl]
five [f__v]	year [j__]
how [h__]	

Exercise 8. Underline the word that the transcription represents. Illustrate the difference in meanings with your examples.

Example: 0. [lɪv] leave live

I live in a big city; Tom leaves the city for a village.

- | | |
|---------------------------------|---------------------------|
| 1. [θɪŋ] thing thin | 6. [wɜ:d] word worried |
| 2. ['fi:lɪŋz] fillings feelings | 7. [fə'get] forget forged |
| 3. [bɔ:n] burn born | 8. [aɪz] eyes ice |
| 4. [ə'laɪk] like alike | 9. [hu:z] whose house |
| 5. ['əʊldə] older elder | |

Exercise 9. Read the transcription of words and phrases below, write them in ordinary script filling in the gaps in the text suggested. Say about what strangest jobs of the British royal family you have learned.

Example: 0) ['æktɪs] – actress

- | | |
|----------------|-------------------|
| 1) [æm'bæsədə] | 7) ['hʌnɪ 'meɪkə] |
| 2) ['æθli:t] | 8) ['paɪlət] |

3) ['kɑ: mɪ 'kæni:k]

9) [pə'li:smən]

4) [kəlɪgrəfə]

10) ['raɪtə]

5) [dɪ'zainə]

11) ['səʊldʒə]

6) ['fɑ:mə]

12) ['trʌk 'draɪvə]

The Strangest Jobs Ever Held by the British Royal Family

Given their wealth and status, one might imagine members of Britain's royal family would never need to take on a job beyond the monarchy. However, even members of the elite sometimes want to try on a new role.

Meghan Markle, now Prince Harry's wife, had a long history as an **0 actress**, then a **1** _____ but she's hardly the only member of the royal family with an unusual occupation. Here are some strange jobs a person never expected the royals to be. Any young boy wants to become when he grows up one of his favorite fictional characters. Princes William and Harry liked *Star Wars* fantasy and wanted to be the **2** _____ or **3** _____. So, when Prince William asked his grandmother permission to work as **4** _____ an air ambulance _____, he got it. Queen Elizabeth's husband Prince Philip is also known as a truffle **5** _____ because of his truffle orchard in Norfolk, England. And his daughter-in-law – the second wife of Prince Charles really loves honey and can add a **6** _____ to her list of jobs.

Princess Anne, only daughter of the queen, sister of Prince Charles and aunt of William and Harry, is **7** an _____ – the first member of the royal family to ever compete in the Olympic games. Eventually, Anne's daughter, Zara Phillips, would follow in her mother's footsteps and compete in the same event. Phillips is also **8** a _____ of clothing for Musto, a jewelry line called the Zara Phillips Collection and is **9** a brand _____ for John Deere.

Before his sons were born, Prince Charles was **10** a _____ of the only book for other parents to read to their kids: *The Old Man of Lochnagar* – a fable that Charles had come up with years earlier to entertain his brothers. When it was

MODULE 1. My family

published in 1980, the children's book had a cover naming its author as "H.R.H. The Prince of Wales" (H.R.H. meaning "his royal highness"). Later, *The Old Man of Lochnagar* was adapted into a stage musical.

During World War II, the future Queen Elizabeth was the first woman from the royal family to serve in the military, serving as **11** a ____ ____ and **12** a ____ _____. Now in her 90s, the Queen continues to lead a busy life – but now she leaves any vehicle repair work to others.

(<https://moneywise.com/a/weirdest-jobs-ever-held-by-the-royal-family>)

Pair up with your friend and discuss how your parents and family members spend their day at work.

Exercise 10. Choose the odd one out and give the appropriate transcription symbol of the different sounds. Rank the words that name the occupation or activities significant for the members of your family in order of importance.

[ɔ:] – [eɪ]:

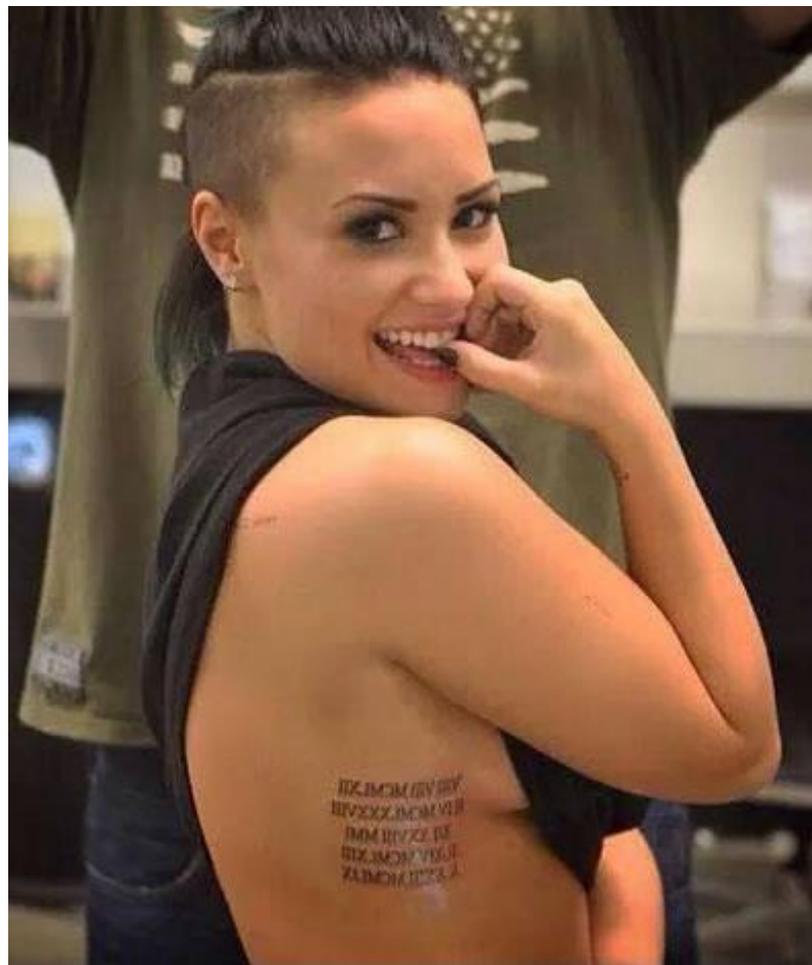
<i>Example:</i> lawyer	bricklayer	estate agent	animator
doctor	cardiologist	cobbler	postal worker
firefighter	retiree	umpire	director
teacher	cleaner	learner	reader
dermatologist	clerk	salesperson	server
nurse	surgeon	naturalist	furniture maker
roof tiler	cook	cartoonist	zookeeper
analyst	actor	advisor	astronaut
chef	musician	politician	scientist
financier	priest	cashier	courier
tailor	waiter	hairdresser	painter
butcher	mechanic	technician	chemist
artist	carer	farmer	architect
founder	journalist	accountant	scout

MODULE 1. My family

B. GRAMMAR PROGRAMME

Exercise 11. Read the extract about the girl's family members and say how she reacts to good and bad news. Are you of the same opinion? How do you react to different events in your family?

Demi Lovato Honors Family Members with Roman Numeral Birthday Tattoos



Less than a month Demi Lovato admitted that she wanted to get a new tattoo. Tattoo number 15 for Miss Demi is on the upper part of her left ribcage and features five lines of Roman numerals on top of one another. Demi's Roman numerals tattoo translates to 08.08.1962, 02.04.1988, 12.28.2001, 02.14.1963, and

10.23.1960, and stands for....you guessed it! The birth dates of the people Demi holds closest to her heart – her parents and siblings.

The meaning behind Demi’s tattoo represents the birth dates of her closest family members, mom Diana and two sisters – Dallas and Maddie, her step-father Eddie and biological father Patrick. Demi has always been close with her family members. So she got her first tattoo in late 2010 and early 2011. Her family is obviously very important to her, and, even though she is unsure about some of the tattoos she has had done in the past, Demi’s birth date tattoo is probably one of her favorites now.

Demi Lovato’s birthday tattoo on her ribcage is close to one year after getting a small Roman numeral tattoo of the number three on her wrist in honor of her biological father, Patrick, who unfortunately got divorced Demi's mother several years ago and who passed away in June 2013, after a long battle with cancer. Demi didn’t have a great relationship with her father while he was alive, but says her Roman numeral wrist tattoo was a way for her to remember Patrick Lovato and his lucky number three.

On the one-year anniversary of his death this past summer, Demi announced the creation of the Lovato Treatment Scholarship to help those struggling with mental health or addiction issues, and now Demi has another positive reminder of her father in the form of her birth date side tattoo.

[\(http://www.popstartats.com/demi-lovato-tattoos/side-roman-numeral-family-birthdays/\)](http://www.popstartats.com/demi-lovato-tattoos/side-roman-numeral-family-birthdays/)

Exercise 12. Write out the sentences from the extract about Demi that indicate the number of her tattoos. Say what events of Demi's life they all represent?

Example: 1. June 2013 – the date of Demi's father's death.

2. _____
3. _____
4. _____
5. _____
6. _____

MODULE 1. My family

7. _____
8. _____
9. _____
10. _____

Exercise 13. Match the following numerals with their equivalents in transcription and read them aloud. Discuss the dates important in your family.

Example: 1 – f

1) tattoo number 15

a) 'fɜːst tæ'tuː

2) five lines

b) leɪt 'tuː 'θaʊz(ə)nd ənd 'ten

3) 08.08.1962

c) ɪz 'prɒbəbli 'wʌn əv hə 'feɪv(ə)rɪts

4) 02.04.1988

d) 'zɜːli 'tuː 'θaʊz(ə)nd ənd 'llevn

5) 12.28.2001

e) ðə 'twentɪ 'θɜːd əv ɒk'təʊbə ,nɑːm'tiːn
'sɪksti

6) 02.14.1963

f) tæ'tuː 'nʌmbə 'fɪf'tiːn

7) 10.23.1960

g) ðə 'twentɪ 'eɪθ əv dɪ'sembə 'tuː
'θaʊz(ə)nd ənd 'wʌn

8) first tattoo

h) ðə ,fɔː'tiːnθ əv 'febrʊ(ə)rɪ ,nɑːm'tiːn
'sɪksti 'θriː

9) late 2010

i) ðə 'eɪθ əv 'ɔːgəst ,nɑːm'tiːn 'sɪksti 'tuː

11) is probably one of her favorites

j) ðə 'fɔːθ əv dɪ'sembə ,nɑːm'tiːn 'eɪtɪ 'eɪt

12) number three

k) ɒn ðiː 'wʌn 'jɪə ,æni'vɜːs(ə)rɪ

13) in June 2013

l) ɪn 'dʒuːn 'twentɪ ,θɜː'tiːn

14) on the one-year anniversary

m) 'faɪv 'lɑːnz

n) 'nʌmbə 'θriː

MODULE 1. My family

Exercise 14. Search a dictionary to fill in the word-forks of the verb *to get* that expresses the act of marrying, divorcing and *to make* that is used to express plans. Use them to speak about Demi Lovato’s family events and compare the events in Demi's family with yours.

Example: Demi's parents got divorced several years ago.

I have a brother. He just got engaged and made a decision to have a party.

divorced	a decision
get	make

Exercise 15. In pairs complete the conversations below with the correct personal pronouns and possessives from the box to infer the marital status of the person in each conversation.

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	-
we	us	our	ours
they	them	their	theirs

Example: 0 A: You have a cousin. She has got married recently, hasn't she? Does your cousin have any children?

B: Yes, she does. Her two kids are a boy and a girl.

MODULE 1. My family

1 A: What's the news?

B: Actually, I've got some good news. ___ younger sister just got engaged!

A: That's great! So, tell me about ___ fiancé. What does ___ do?

B: Well, ___ is a technician. ___ is in marketing.

2 A: Well, after a few years ___ brother finally got married again.

B: What is ___ new sister-in-law?

A: ___ is in finance. It is ___ second marriage. She got separated ___ first husband when ___ child was only three. So, ___ hope the boy will call ___ stepfather "Dad".

3 A: How many nieces and nephews do ___ have?

B: Three. ___ sister has two girls, ___ are adopted. And ___ brother has a stepson as ___ wife and ___ ex-husband got divorced.

4 A: Do ___ see ___ parents every day?

B: No, ___ don't. ___ live in the country. But ___ often call ___! And ___ go to ___ place at least once a week. ___ get on well together and ___ are very close!

5 A: Do ___ like ___ half-brother?

B: ___ do. ___ and ___ have the same father. So ___ mom is ___ stepmother. ___ mother is ___ father's ex-wife.

6 A: Who is ___ favourite celebrity?

B: Jennifer Lopez. ___ made a name for ___self as an actress on Broadway.

To find more information about personal and possessive pronouns, use the Web site:

- <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/personal-pronouns-possessives>

Exercise 16. Put the words and phrases from the box in the correct groups. Extend the ideas, speaking about the frequency of your family events.

three times a week / seldom / sometimes / occasionally / never / every Wednesday /

quite often / hardly ever / on Mondays / once a month / always / normally / a lot

Group 1: before the main verb

Example: 1. They **always** make arrangements for the meeting.

- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Group 2: at the end of the clause

Example: 1. I saw my great grand-parents only **once in a lifetime**.

- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Exercise 17. Put the following sentences in order of frequency (least frequent at the top and most frequent at the bottom). Report the similar situation in your family.

Example: 1 – a); c); b)

- 1. I have three cousins.
 - a) We see each other every weekend.
 - b) We hardly ever see each other.
 - c) I only see them once a month.
- 2. My brother goes in for sports.
 - a) He never goes cycling.
 - b) He usually goes cycling on Saturdays.
 - c) He occasionally goes cycling.

MODULE 1. My family

3. How often do see your grandparents?

- a) We get together about twice a year.
- b) We get together every weekend.
- c) We get together every evening.

To find more information about adverbs of frequency use the Web site:

- <http://www.bbc.co.uk/learningenglish/course/lower-intermediate/unit-4/tab/grammar>

Exercise 18. Read the e-mail and say why Sarah has written to Angela. Find 13 mistakes in this e-mail and correct them.

Send

Send from: Sarah

Delete draft

To:

Subject:

Attach:

FileFile from eDisk

↶↷BIUAAArial10☰☰☰🔗😊🖼️🔗Message appearance

Dear Angela,

I hope you are OK. I am just write (**writing**) to let you to know that I has a new group-mate. You know most important thing for me in terms of friendship is that it to be very practical and useful. I doesn't like have boring peoples next with my, whose only rewrite the books or makes notes. On the contrary, it was very exciting to speak and express ideas and opinions with experienced and professional class-mates. And so is Claudia. Her is 19 years old. Her parents are divorced. She lives with her mother and she never sees her father regularly. That's all for now.

See you soon.

Love, Sarah.

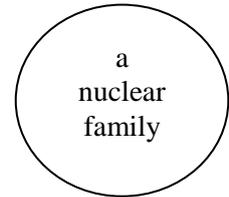
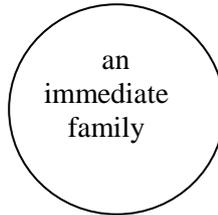
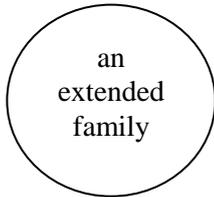
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 21. Match the words to the definitions and illustrate them in your own context.

Example: 1 – f → In spite of this, or because of it, he got on well with his in-laws – a polite, friendly son-in-law and two daughters-in-law, but never intimate.

- | | |
|--------------------------------|---|
| 1. in-law | a. a family in which a person who has a dependent child or dependent children and who is widowed, divorced, or unmarried |
| 2. twin | b. a couple and their dependent children, regarded as a basic social unit |
| 3. immediate family | c. a person's child or children |
| 4. nuclear family | d. a husband or wife, considered in relation to their partner |
| 5. offspring | e. a social unit that contains the nuclear family together with blood relatives, often spanning three or more generation |
| 6. spouse | f. a relative by marriage |
| 7. extended family | g. one of two children or animals born at the same birth |
| 8. single-parent family | h. the members of the family who are most closely related to |

Exercise 22. Search the Internet, fill in the words typical of the following content-areas and describe one of them.



<i>close and distant relatives</i>		

Example: Some years ago, people lived in extended families which consisted of many relatives. They all were on friendly terms and helped each other.

Exercise 23. Search the Internet, fill in the word-forks and say which words correspond to your family relationships.

MODULE 1. My family

<i>grandparents</i>

	close relatives		
			distant relatives

Example: We invite our grandparents and other close relatives for the family celebrations.

Exercise 24. Pair up with your friend and write three sentences about how some of your friend's family members are related to other family members.

Example: 0. Helen is my cousin. She is my mother's sister's daughter. / She is my aunt's on my mother's side daughter. / She is my mother's niece.

1. _____
2. _____
3. _____

Exercise 25. Complete the chart with the information about your relatives in terms of: (1) the number of relatives; (2) the place of living; (3) their pastime; (4) the family traditions. In groups compare the charts. Who in your group has an extended family?

MODULE 1. My family

I have ...	(1)	(2)	(3)	(4)
brother(s)				

sister(s)				
uncle(s)				
aunt(s)				
nephew(s)				
niece(s)				
cousin(s)				
brother(s)/sister(s)- in-law				



Cultural Diversity

- My spouse's cousins and **aunts** are referred as my **wife's cousin** or **my husband's aunt**. A **great-grandmother** and **great-grandfather** are the grandparents of one of your parents. A **great-granddaughter** and **great-grandson** are the children of one of your grandchildren. A great **great-grandmother** is the mother of your great-grandmother. **Sibling** is another way to refer to your brother or sister.

<https://www.oed.com/>

- The word “**kids**” means **children**. It is used only in informal spoken language but is very commonly used.

- When we say that two people **look alike**, it means that they are similar in some way. (I have blond hair. My sister has blond hair. *We look alike.*) When we say **looks like**, it means **it seems**. (They are smiling and laughing in the photo. *It looks like* they are having fun.)

- Many English learners make the mistake of saying *He's the only child* instead of *He's an only child*.

- From the Longman Corpus: Native speakers are about twenty times more likely to use the word **guy** than English learners (non-native speakers typically use the word **man**). The word “**guy**” is used quite often in informal American English.

<http://www.pearsonlongman.com/dictionaries/corpus/>

MODULE 1. My family

Exercise 26. Read the dialogue "The Photo Story" about two women discussing family photos and say what family Molly is from.



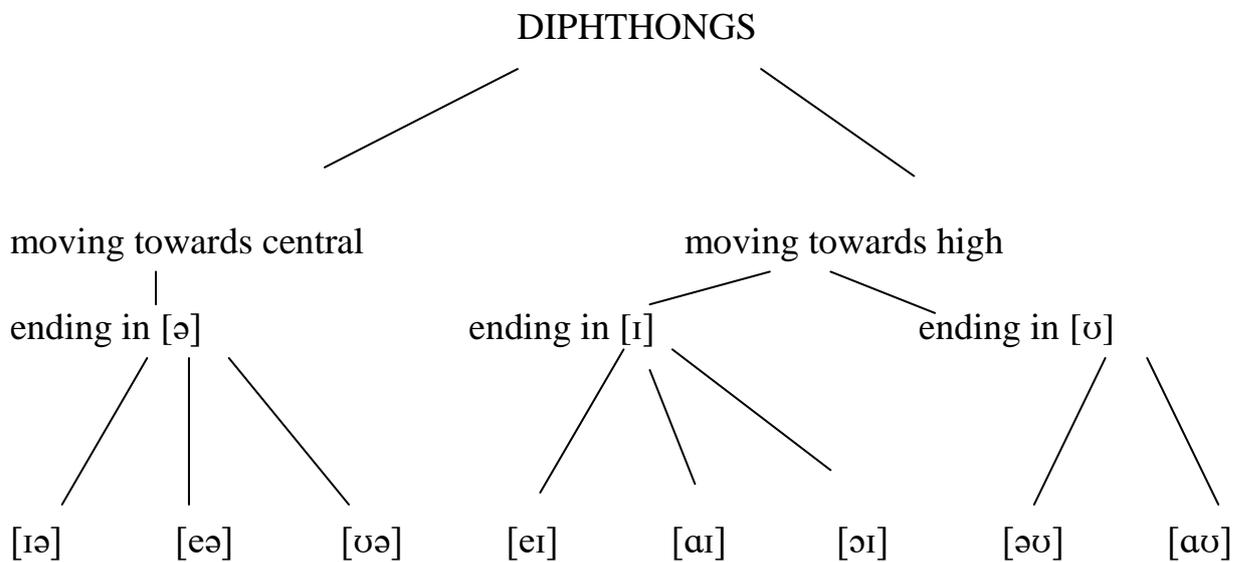
<p>Lillian: Who's that guy? This is your brother Andrew, isn't he?</p> <p>Molly: No, that's my brother-in-law, Arnie. He is married to my older sister, Martha. And this is their son, Bart. He is adopted.</p> <p>Lillian: Do they have any other children?</p> <p>Molly: No, just the one. He is an only child.</p> <p>Lillian: How old is he? Looks like he is just under five, isn't he?</p> <p>Molly: Actually, he is in his early teens.</p>	<p>Lillian: Is he? Wow! How often do you see them? Molly: We get together at least once a month, sometimes even oftener.</p> <p>They come to our parents to London for week-ends. Bob likes to be with his grandpa. He enjoys having a chat with him, speaking about sports and games. He never feels a lonely foster child.</p> <p>Lillian: And what about these kids?</p> <p>Molly: They are my younger brother's. Alex's</p>	<p>my nephew. And these are his little sisters, Cathy and Barbara. Lillian: Your nieces look so much alike. Are they twins?</p> <p>Molly: They are. They are three years Alex's junior. And they all live in Dallas, so we keep in touch on the Internet.</p> <p>Lillian: Isn't it difficult to communicate in such a way?</p> <p>Molly: No, it helps us contact them longer even every day. We always feel they are next to us.</p>
--	---	--

MODULE 1. My family

Exercise 27. In the whole class discuss what kinds of family are typical of Ukraine.

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 28. Study the Table of English diphthongs, search a dictionary and find the words attributable to the topic "Family". Transcribe and practise reading them.



Example: parents – [ˈpeərə(ə)nts].

MODULE 1. My family

Exercise 29. In the studied dialogue *The Photo Story*, find, transcribe, intone, mark the stresses and practise reading the question sentences with the proper intonation.

Example: 0. Who's that guy?

'hu:z 'ðæt \gɑ: ||



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 30. In the E-dictionary find the names of jobs which answer the above-mentioned descriptions.

Example: fixing power points → **an electrician**

writing lots of reports →

a lot of telephone work →

working with the same people →

delivering letters / parcels →

working on one's own →

wearing uniforms →

using English at work →

working flexible hours (including weekends) →

MODULE 1. My family

sharing an office →

working under pressure →

doing anything that shows leadership →

Say if your family members are involved in the mentioned activities and with what frequency.

Example: 0. As there are regulatory restrictions concerning electrical work for safety reasons, my dad never fixes power points himself, but always calls in an electrician.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 31. Listen to the recording of the following sentences and mark the stressed and the nuclear syllables. Find more adverbs of frequency and time expressions in the dictionary.

Example: A: I 'always' visit my 'parents' in \summer.

B: Me too.

1. I have never spoken to John Smith, but I often meet his sister Jane Smith during my working hours.
2. I see my cousins almost every week.

MODULE 1. My family

III. UPGRADING YOUR LANGUAGE COMPETENCE

A. While Reading

Exercise 32. Read two interviews of people from large and small families and say about advantages and disadvantages of living in them.

Brothers and Sisters

1 A Large Family

I = Interviewer, A = Ann

A: I'm the youngest of five children. My oldest sister is still alive, age seventy-nine, and there are ten years between us. There were two girls, two boys, and then me.

I: Five children! Wow! How did you all get on together when you were children?

A: Amazingly well. Being the youngest, my two brothers and I called our sisters 'the others', because they were either married or engaged at some activity by the time we were born. But the five of us all got along with very well. And of course, it's different now.

I: Really? How?

A: Well, when we were small, my older sisters often took care of us. Now my brothers and I are busy taking care of them.

I: Tell me about your big sister Julia. How has your relationship with her changed over the years?

A: Julia was the sister who took me on her holidays to the parks when she had a rest. But then she went on business to Africa for some ten or twelve years. We wrote to one another and I was still her little sister. When she came back, it was shortly after my husband died. We became very close and our whole relationship changed and we became great friends.

MODULE 1. My family

I: What do you see as the main advantage and disadvantage of coming from such a large family?

A: Hmm. I think the main advantage was that we learned how to enjoy life spending not much money. I think our other relatives, my rich cousins in the city, envied us. We had old bikes, old clothes, but we had lots of freedom. In the city, they had to wear nice suits and behave correctly.

I: Well, were there any disadvantages?

A: I think it was very difficult sometimes to have hand-me-down clothes, especially for a little girl like me. And I was sad that we didn't go away on holiday like some other children. But the advantages outweighed the disadvantages enormously, there's no doubt about that.

I: Four out of the five of you are still alive. How closely have you kept in touch over the decades?

A: Very closely. Of course, we still phone each other all the time and see each other whenever we can. And we have a big family reunion every year. My granddaughter's just had twins. That means we'll have four generations there this year. How marvellous!

2 An Only Child

I = Interviewer, S = Sarah

I: So, Rose, do you have any brothers or sisters?

S: No, I don't. I'm an only child.

I: So, what was it like becoming an adult as an only child? Were you happy?

S: When I was little, I liked it. I had lots of cousins and most of them lived in the same town, so we all played together all the time. And I had a best friend who lived next door to me. She was the same age as me and so she was a bit like a sister I suppose. But she moved away and that was sad. It was hard when I was a teenager.

I: Why was that?

MODULE 1. My family

S: Well, you know what it's like being a teenager. You're kind of unsure of how to deal with things and how to deal with people, especially parents. It would have been nice to have a brother or sister to talk to.

I: Some people who come from large families might envy you because you had all of your parents' attention.

S: Yes. But I think it has its negative side as well as its positive side. I think you don't want all your parents' attention, especially as a teenager. It was hard to find myself and my place in the world, I suppose.

I: What about now that you're an adult?

S: Again, I think it's difficult really. My father died about ten years ago, so of course I'm the one who's left totally responsible for my mother. I'm the one who has to look after her if she has a problem and help her if she needs help in any way. There's nobody else to help at all.

S: You're married now with two children of your own. Was that a conscious conclusion to have more than one child?

I: Yes, definitely. And they usually seem very happy and they get along very well with one another.

Exercise 33. From the studied dialogues write the numerical expressions in phonemic script and practise reading them.

<i>Example:</i> five children	<u>['faɪv 'tʃɪldrən]</u>
seventy-nine	_____
over the decades	_____
the five of us	_____
for some ten or twelve years	_____
four out of the five	_____
four generations	_____
the one who's left	_____

MODULE 1. My family

Exercise 34. From the dialogues above write in normal script new words and expressions to the topic "Family" and use in your own context.

Example: [ˈɡet ˈɒn təˈɡeðə] – get on together → How do you and younger sister get on together?

[ˈɡet əˈlɒŋ wɪð] _____

[riːˈjuːnjən] _____

[ˌdʒenəˈreɪʃən] _____

[ˈædʌlt] _____

[ˈteɪk ˈkæər əv] _____

[ˈki:p ɪn ˈtʌʃ] _____

Exercise 35. Write the correct questions to the answers given.

Example: 0. A: Where does your brother live?

B: My brother? He lives in Kyiv, Ukraine.

1. A: What _____?

B: My sister? She's a nurse.

2. A: How many _____?

B: I have two sons and a daughter.

3. A: _____?

B: Cousins? Yes, I do. I have seven.

4. A: Where _____?

B: My brother? He lives near me.

5. A: _____?

B: Children? Yes. My sister has two daughters.

6. A: What _____?

B: Her parents are already retired.

7. A: Is your elder brother _____?

MODULE 1. My family

B: They are divorced.

8. A: Is your _____?

B: She is still under age.

9. A: Does your _____?

B: She has neither sisters nor brothers.

10. A: Is your _____?

B: My mother is in her early fifties.

Exercise 36. Complete the sentences with the correct word or phrase.

Example: 0. Larry doesn't have any brothers or sisters. He's an only child.

1. Bob's brother is Ron. They have the same birth date. They are _____.
2. John's brother has two sons. They are John's _____.
3. Eve is Arnold's wife. Arnold's parents are Eve's _____.
4. Henry's father has five nieces and nephews. They are Henry's _____.
5. Jill's father married Wendy's mother. Jill's father is Wendy's _____.
6. Julie and Brett are divorced. Brett is Julie's _____.
7. Teresa's mother has two brothers. They are Teresa's _____.
8. The young couple decided to have a child. It will be their _____.
9. When her mother got married for the second time to man with a daughter, the girls became _____.
10. After the Christening ceremony a baby gets those parents who are the _____ of the christened baby.

MODULE 1. My family

Exercise 37. In groups list the advantages and disadvantages of having (a) brother(s) and (or) (a) sister(s) or being the only child in a family.

A big family		An only child	
Advantages	Disadvantages	Advantages	Disadvantages
<i>a child is never alone</i>	<i>a child has to share parents' attention with all of his/her siblings</i>		

Exercise 38. In the whole class compare the life and family cultural traditions of people from different families (a nuclear family, a single-parent family, an extended family, a stepfamily, a family with adopted children, a foster family). Say if their life and traditions have changed over the years.

MODULE 1. My family

Exercise 39. Pair up with your friend and discuss what size the perfect family for you is.

B. While Listening

Exercise 40. Circle the word that has the underlined part pronounced differently from the others, transcribe and practise reading them.

- Example:* a. easy [i:zɪ] b. teach [ti:tʃ] c. deaf [def] d. mean [mi:n]
2. a. marks [] b. takes [] c. suppose [] d. looks []
3. a. picture [] b. sunburnt [] c. excursion [] d. nurse []
4. a. since [] b. children [] c. bring [] d. life []
5. a. time [] b. height [] c. right [] d. did []
6. a. spend [] b. said [] c. men [] d. man []
7. a. hissed [] b. talked [] c. looked [] d. seemed []
8. a. hardly [] b. dark [] c. garden [] d. narrow []
9. a. because [] b. caught [] c. laugh [] d. autumn []
10. a. good [] b. choose [] c. boot [] d. pool []

MODULE 1. My family

Exercise 41. Match the phrasal verbs to their definitions.

Example: 0) – h): show off – (informal) behave in such a manner as to make an impression

- | | |
|-----------------------|--|
| 1. <i>show off</i> | a) become friends again after a quarrel or disagreement |
| 2. <i>fall out</i> | b) resemble sb. in appearance, behaviour, or character |
| 3. <i>make it up</i> | c) respect and admire sb. |
| 4. <i>bring us up</i> | d) look after a child until he or she becomes an adult |
| 5. <i>go out</i> | e) end the relationship or marriage |
| 6. <i>look up to</i> | f) reach maturity; become adult |
| 7. <i>take after</i> | g) like sb. and have a friendly relationship with him or her |
| 8. <i>grow up</i> | h) (informal) behave in such a manner as to make an impression |
| 9. <i>split up</i> | i) have an argument |
| 10. <i>get on</i> | g) spend time together with sb. socially, having a romantic or sexual relationship |

Exercise 42. Paraphrase the sentences using the studied phrasal verbs.

Example: 0. She had a dress which displayed her tiny figure. – She had a dress which showed off her tiny figure.

1. You're a popular girl, Grace, and a lot of the younger ones admire you.
2. I ended the relationship with my boyfriend last year.
3. He was looked after by his grandmother.
4. It's time you became an adult.

MODULE 1. My family

5. They've only been together like a couple for six weeks.
6. Let's try and be friends again after a row.
7. Mum and I used to argue a lot.
8. She had a dress which displayed her tiny figure.
9. Ted's always been difficult, he resembles his dad.

Exercise 43. Listen to the conversation between Tom's girlfriend (Mary) and his sister (Gilda) and say why Gilda is disappointed.

Exercise 44. Listen to the conversation again and fill in the phrasal verbs from Exercise 41, page 39.

Example: M: So, do you think Tom 1) takes after his dad?

G: Well, I usually believe so, to a certain extent.

M: How?

G: Well, I mean, they're both generally very stubborn, aren't they!

M: That's hardly ever doubtful. It is always common in their family.

G: But you know Tom really 2) _____ him. He always has, exactly from when we were kids and while we were 3) _____. I am sure he always used to be 4) _____ to him, trying to get his attention, one way or another.

M: And how about you?

G: Oh, I dare say I was always closer to my mum. She didn't have an easy time, 5) _____. Dad didn't give much support.

M: And how did you and Tom 6) _____?

G: Oh, really well... except when he'd put spiders on my desk!

M: ... And how's life with you now?

G: Not bad. You know I'm 7) _____ with Ken.

M: Oh, yes? But, it's not so long since you 8) _____ with Michael, is it?

MODULE 1. My family

G: Hey.... It's nearly half a year, and anyway, I've known Ken ages and ages, it's just that it's never seemed to be the right time before.

M: And, how's Sheila?

G: Oh....Sheila. Well, we've rather 9) _____.

M: Really? Why? What happened?

G: Well, it's a long story but, in the fewest possible words, I told her something pretty delicate about me and my business.

M: Yes...?

G: And then I found out she'd sometimes talked about it to some other friends.

M: Oh no!

G: Yeah, I was really disappointed when I knew it.

M: I see. Do you think you'll be able to 10) _____?

G: I really don't know.

Pair up with your friend and speak about your family ties.

Exercise 45. Rearrange the sentences (1 – 10) from the conversation between Tom's girlfriend (Mary) and his sister (Gilda) with the adverbs to describe how frequently they do an activity (from the highest to the lowest frequency).

Example: 0. It's **always** common in their family.

1. Well, I **usually** believe so, to a certain extent.
2. Well, I mean, they're both **generally** very stubborn, aren't they!
3. That's **hardly** ever doubtful.
4. He **always** has, exactly from when we were kids and while we were growing up.
5. I am sure he **always** used to be showing off to him, trying to get his attention, one way or another.
6. Oh, I dare say I was **always** closer to my mum.
7. It's just that it's **never** seemed to be the right time before.

MODULE 1. My family

8. 9. And then I found out she'd **sometimes** talked about it to some other friends.
9. I **seldom** heard the thing like that.

Exercise 46. In the whole group read the following ideas about family relations and say which are true for you. Compare your answers and give details and examples.

1.

If I have children in the future, I'll probably bring them up in much the same way that my parents did me.

2.

I really look up to my grandfather. He's incredibly kind and always ready to listen to me if I have a problem.

3.

In my opinion, potential husband and wife-to-be should go out for some years before they get married.

4.

Of all the members of my family, I probably get on best with my mom because we're so similar.

5.

I take after my father in lots of styles. We both are fond of travelling and discovering new places.

MODULE 1. My family

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 47. Study the Table of vowel system in British English (BE) and General American (GA) pronunciation. Practise reading two accents.

	BE pronunciation	GA pronunciation
	[a:]	[æ]
answer	[ˈɑːnsə]	[ˈænsə]
	[ɒ]	[ɑ:]
honest	[ˈɒnɪst]	[ˈɑːnɪst]
	[ɔ:]	[ɑ:]
daughter	[ˈdɔːtə]	[ˈdaːtə]
	[ɪ]	[ə]
notice	[ˈnəʊtɪs]	[ˈnəʊtəs]
	[ɑ:] / [ɔ:]	[ɑːr] / [ɔːr]
park	[pɑːk]	[pɑːrk]
morning	[ˈmɔːnɪŋ]	[ˈmɔːrnɪŋ]
	[ɪə] [eə] [ʊə]	[ɪr] [er] [ʊr]
beard	[bɪəd]	[bɪrd]
where	[weə]	[wer]
poor	[puə]	[pur]

Exercise 48. Search the Internet and complete the list of words on the topic "Family" which are pronounced in British English and General American accents differently.

Example: laugh [laːf] – [læf]

MODULE 1. My family

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Exercise 49. Search the Internet and complete the list of words which are pronounced in British English and General American accents the same way. Transcribe and practise reading them.

Example:

(a:)	(əʊ)
<i>father</i> [ˈfɑ:ðə]	<i>no</i> [nəʊ]
<i>part</i> [pɑ:t]	<i>go</i> [gəʊ]
<i>palm</i> [pɑ:m]	<i>don't</i> [dəʊnt]
_____	_____
_____	_____
_____	_____
_____	_____

To find more information about vowel system in British English and General American pronunciation, use the Web sites:

- <https://pronuncian.com/sounds;>
- <http://ingles-americano.blogspot.com/2011/07/vowel-sounds.html>.

Exercise 50. Complete the passage below with the correct family word in each gap. You are given the first letter of each word.

MODULE 1. My family

The Tomb of the Unknown Friend

I saw somebody on the street yesterday that I almost knew very well. It was a man with a kind and interesting (1) *face*. Too bad we had never met (2) **b**____. We might have been very close (3) **f**____ if only we had met. When I saw him I almost (4) **f**____ like stopping and suggesting that we have a drink and talk about (5) **o**____ times, mutual friends and (6) a_____: Whatever happened to so and so? and do you (7) **r**____ the night when we...?

The only thing missing was that we had shared no old (8) **t**____ together to talk about because you have to meet somebody before you can do that.

The man walked by me without any recognizing (9) **e**____. My face wore the same mask, but (10) **i**____ I felt as if I almost knew him. It was really a (11) **s**____ that the only thing that separated us from being good friends was the stupid fact that we had never met. We both disappeared in (12) **o**____ directions that swallowed any possibility of friendship.

(from *The Tokyo Montana Express* by Richard Brautigan)

Exercise 51. Comment on the title "The Tomb of the Unknown Friend". Imagine that the men were friends in their childhood. What would they tell each other about their life? What would you tell each other about the same things?

- their family (children, grandchildren);
- their profession (career);
- their family events;
- their life when they retire;
- their future plans.

MODULE 1. My family

III. INTEGRATING YOUR HABITS AND SKILLS

C. While Watching

Developing anticipation and prediction skills

Exercise 52. Look at the photos and say what your ideal setting for the wedding ceremony would be.



MODULE 1. My family

Exercise 55. Watch the video and put the sentences from it in the chronological succession.

<https://learnenglish.britishcouncil.org>wedding>

Example: A – 2

- | | |
|---|---|
| A. She speaks with Bobby, the groom. | 1 |
| B. She discusses different types of wedding ceremonies in Britain. | 2 |
| C. She has a dialogue with the vicar at Stevie and Bobby's wedding. | 3 |
| D. Stevie and Bobby get married. | 4 |
| E. Amandeep talks to Stevie, the bride. | 5 |
| F. Stevie and Bobby sign the register. | 6 |

Exercise 56. Use the correct expressions from the box below to complete the extracts from the documentary. Then watch the documentary again to check your answers.

register / husband and wife / couple / same-sex couples / groom / marriage ceremonies / civil ceremony / vicar / wedding day / church / carriage / bridesmaids / Christian wedding / engaged / reception / bride
--

00.00 – 00.46 The sound of bells in an English churchyard. The bells signal a very special event for one _____ because today is their _____. Stevie and Bobby are _____ and are allowing Word on the Street to follow them on their special day, when they become man and wife. The day starts very early in the morning for the _____, Stevie, and _____ help her with the preparations.

01.20 – 1.56 Bobby and Stevie are having a traditional _____ in a _____. But today in Britain, there are many different _____, depending on the religion or beliefs of the couple. A _____ is a non-religious legal marriage that takes place somewhere other than a place of worship. _____ can also get married in Britain. To understand more about today's ceremony, I met the _____ who's going to be leading it.

MODULE 1. My family

02.28 – 04.00 The _____ arrives first, and waits for his bride. ... The bride arrives in a horse-drawn _____, accompanied by her father. And now the ceremony can begin. ... With the signing of the official _____, Bobby and Stevie are now legally _____. After some photographs to record the big day, everybody will go to a local hall for dinner and a big party called the _____.

Exercise 57. Read the first paragraph of this account of a wedding on the left. What improvements have been made in the second version? Were they made for better or worse?

It began with an official civil ceremony. Not too many people came to the registration office - only the close relatives. Then they all had lunch at the restaurant. The main reception started in the evening when all the friends and colleagues were invited to the party and there was a live band and lots to eat and drink.

All weddings are unusual. This one began with a civil ceremony, attended only by the bride and the groom and their parents, who went on from there to the restaurant for lunch. Then they all had the reception, which everyone had been invited to!

Exercise 58. Look at the second and third paragraphs and suggest your improvement.

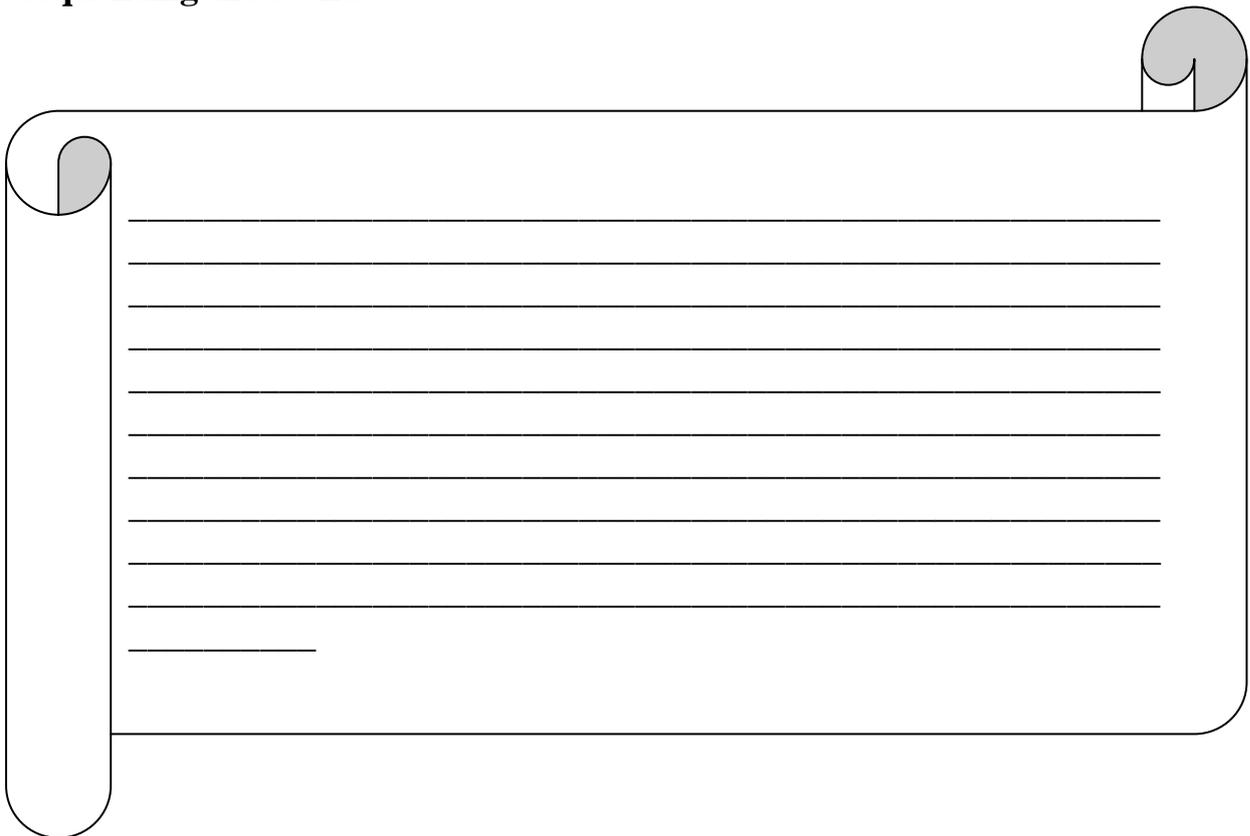
Paragraph 2:

The party itself was extremely good. Everyone was there: all the couple's friends and colleagues, the people they studied together at the University and even some old school friends had been invited. It started at 6 o'clock in the evening and went on till midnight. At exactly 11pm the band stopped playing and the couple treated everybody to the wedding cake. We all got a slice of it.

Paragraph 3:

Then the time for the speeches came. The groom was very much nervous and his speech wasn't pretty good, but then the best man made his speech and it was extremely amusing. His memories were about the groom's childhood and student years because he was his best friend. Everyone clapped his speech.

Now write a 4-th, concluding paragraph, using the time expressions "after a while", "before that", "before", "after", "then", "by the time", etc. for sequencing the events.



Exercise 59. Write an account (about 150 words) of either:

MODULE 1. My family



Exercise 60. In the whole class discuss the following questions or post a comment on the LearnEnglish website:

1. What do you think makes for a lasting relationship?
2. What do you think makes a successful marriage: having the same nationality, religion, class, money, background, interests, educational background, age?

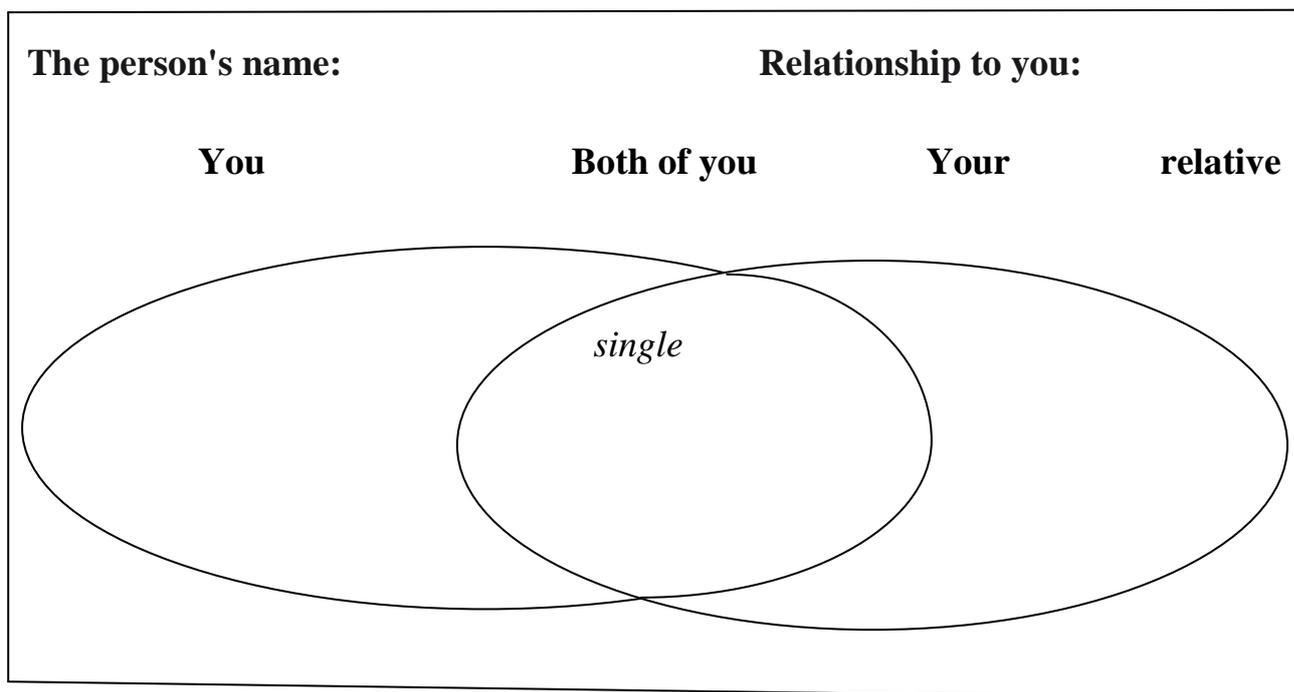
Exercise 61. Make your family photo album. Speak about your family values.

Exercise 62. Compare yourself with your relative using the suggested ideas and the diagram.

Ideas:

- marital status
- occupation
- family relationships
- family size

MODULE 1. My family



PROJECT WORK

1. Number Relations

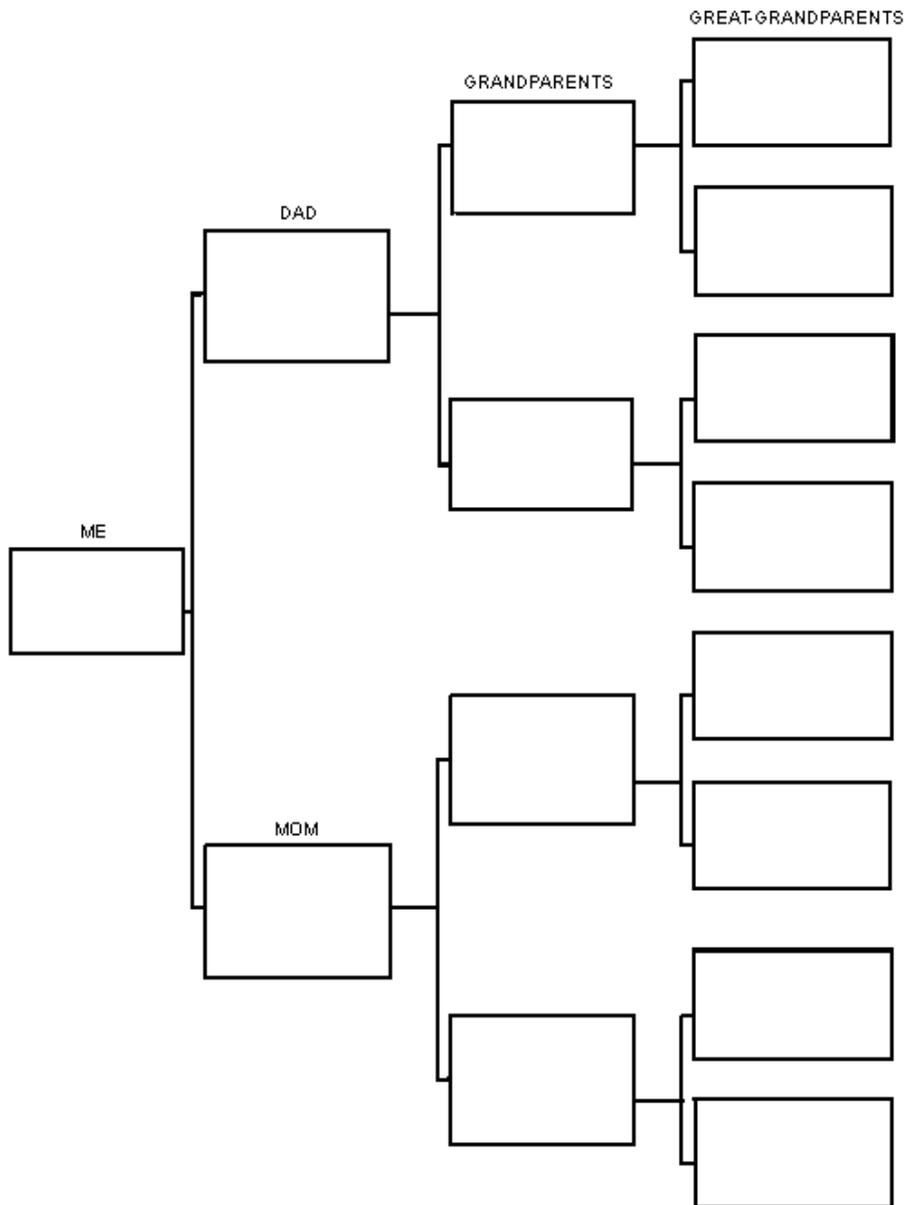
Using the picture make a Family Tree. Say a number related to this family:

<ul style="list-style-type: none">• someone's age• a number of children• a number of relatives (close and distant)• a number of proper names of the relatives	<ul style="list-style-type: none">• a number of jobs / activities the members of the family are involved in• the number of family and life events celebrated together• some more numbers of one's family life
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MODULE 1. My family

2. Build a Family Tree

Using the template make your family tree. Organize and retain historical data related to genealogy by illustrating ancestry, presenting the relationship of all members (close and distant) of a family.



MODULE 1. My family



Upgrading Your Language Competence

Exercise 1. Read about Maria Jose and the bold phrases. Tick (v) grammatically right sentences and correct the wrong ones.



My name's Maria Jose. I'm 46 and I'm from Mexico.	(1) <u> v </u>	
I am born in Mexico City and I live there all my life.	(2) _____	(3) _____
I'm married. My husband name's Mauricio García . We are married since 2003.	(4) _____	
We are having a child – Valeria García Loyola.	(5) _____	
She is 7 now. We live in Ixtapa Zihuatanejo, Mexico .	(6) _____	(8) _____
I am a singer, a ballet and flamenco dancer, athlete and a television personality. My career is started at the age of 15. I joined the 90s famous Mexican band, Kabah as a vocalist.	(9) _____	
	(10) _____	
	(11) _____	
	(12) _____	

<p>When I left the band in 2006, I am continuing mine singing career solo and have released six studio albums. I don't have many free time, but when I have the chance I enjoy listening to music. I am currently the main host of Esta historia me suena and a coach of La Voz.</p>	(13) _____	(14) _____
	(15) _____	(16) _____
	(17) _____	(18) _____
	(19) _____	

Exercise 2. Read the text " Like father, like son" and complete the missing parts using information from the box.

Biographical information of Bob Dylan, is a singer and songwriter.
Born in Minnesota in 1941.
Left university, went to New York (1961).
Changed real surname (Zimmerman) to Dylan (1962).
Became famous (songs: *The Times They are a-Changin'*, *Blowing in the Wind* (the 60s)).
Has recorded more than 35 albums, still writes music and plays in concerts. Has produced seven books of paintings and drawings.
Received the Nobel Prize in Literature (2016).
Got married, divorced (1965 / 1977), a father of five children.

Biographical information of Jakob Dylan, a singer and songwriter.
Born in New York in 1969 in a large family (of two more brothers and two more sisters) of the famous musician Bob Dylan.
In high school played the guitar in several bands.
Moved to New York to study Art (1988), started writing songs, formed a band, The Wallflowers, released six albums, won two Grammy awards.
Has recorded a version of David Bowie's song *Heroes* for the soundtrack of the film *Godzilla*, has composed some music for TV shows and other musicians, has recorded two solo albums.

Has been married (since 1992), a father of four children.

Bob Dylan is a singer and songwriter who was born in Minnesota in (1) _____.



Jakob Dylan is a (1) _____ . He was born in New York in _____. His father is (2) _____

In 1961, he left university, and he went to (2) _____.

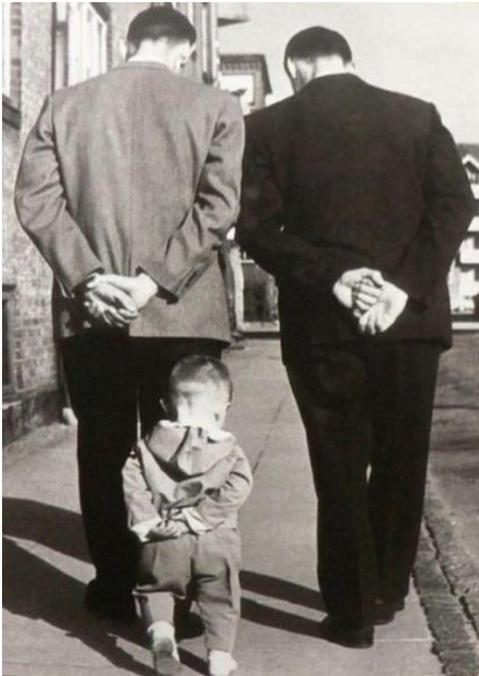
the famous musician Bob Dylan.

His real surname was (3) _____, but he changed it to Dylan in 1962 after the famous Welsh poet Dylan Thomas. He became very famous in the 60s with songs like *The Times They are a-Changin'* and *Blowing in the Wind*, which inspired people to protest against war and injustice. The folk singer Joan Baez helped him become famous because (4) _____. In 1965, he married Sara Lownds and they had five children, but they divorced in 1977. He has recorded (5) _____ albums, and he still writes music and plays in concerts. He's also an artist; he has

He has (3) _____ brothers and _____ sisters. When he was in high school, Jakob played the guitar in several bands. In 1988, he moved to New York to study Art, but he started writing songs instead. He formed a band, The Wallflowers, and they have released (4) _____ albums and won two Grammy awards. They also recorded a version of David Bowie's song (5) _____ for the soundtrack of the film *Godzilla*. Jakob has composed some music for (6) _____. He has also recorded two solo albums. He's been married to his wife Paige since (7) _____ and they have

produced seven books of (6)	four children together.
_____ . In 2016,	
he received the (7)	
_____ .	

Exercise 3. Comment on the proverb “Like father, like son” on the basis of your family relations.



Exercise 4. Match the words from the left with their definitions from the right.

Example: 1 – f

- | | |
|------------------------------|---|
| 1) an extended family | a) your grandparents' parents |
| 2) great-grandparents | b) a child who doesn't have any brothers or sisters |
| 3) great-great-grand parents | c) families where the mother or father is bringing up the children on his / her own |
| 4) an only child | d) your uncle's or aunt's children |
| 5) a cousin | e) the family of your husband / wife |
| 6) a couple | |

- 7) a stepmother
 8) half-brothers or sisters
 9) a single-parent family
 10) in-laws
- f) **all your relatives including aunts, grandparents, etc.**
 g) your grandparents' grandparents
 h) boys who have (for example) the same father as you but a different mother
 i) the new wife of your rather
 j) people who are having a relationship

Exercise 5. Fill in the sentences using the word-combinations with "get" from the box. One word is extra.

better	divorced	home	lost	married
on	present	tickets	up	worse

Example: 1 *What's the best way **to get fit** ? Yoga or aerobics?*

2. They were married for 23 years, but they _____ last year.
3. It's Martha's birthday next week. Shall we _____ her a _____ ?
4. How long does it take you to _____ after work?
5. I don't like _____ early on week-ends.
6. You need to _____ for the concert soon. They say it's going to sell out quickly.
7. We've been to your house before, so we won't _____ .
8. In the UK, you can _____ in a church or in a registry office.
9. Do you _____ well with your parents?
10. _____ soon! And don't come back to work till you feel 100%.

Exercise 6. Get ready for a panel discussion. Think and say about the time when...?

you got drenched to the skin in the thunderstorm	you got a full refund for the faulty purchase	you got a desirable clothing item cheap in the sales	you got stuck in the blizzard on the way to
--	---	--	--

Integrating Your Skills

Exercise 7. Read what two sisters tell about themselves and decide who you are with.

“Two sisters tell the truth about themselves – and each other...”

Wendy Wilson and her older sister **Carnie** are Brian Wilson’s daughters, who was the founder of the Beach Boys. The girls together with the daughter of Michelle Philips (of The Mamas and Papas) formed the band, Wilson Philips.



Their first album was a worldwide hit. Today they are both married and live in Los Angeles. Here they talk about their relationship.

Wendy

Carnie

Wendy, **I** always thought Carnie was really cool. Especially when she **the younger sister says:** was a teenager and had bright red spiky hair. But, like most older sisters, she wasn’t at all interested in her younger sister. I desperately wanted to be with her and her friends, and

sometimes I used to follow them, but she hated that.

When we were kids we both had a lot of material things like toys and clothes, but even then we knew that Mom and Dad weren't happy. We used to talk about it all the time, and after a while they separated and we stayed with my Mom. We didn't see Dad for quite a few years, which really hurt us. But it's also the thing that brought me and Carnie closer together.

When I was 16 or 17 the one and a half

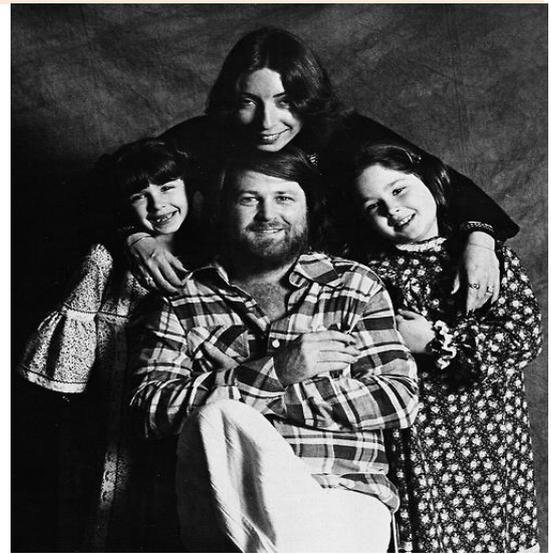
age gap between us didn't matter any more,

and we started to get on with each other and to write songs together. Being in a band – or working at anything – with a member of your family can be difficult, but it also has advantages. If we have a big argument about a song, after a while we remember that we are sisters and we make it up. Nothing is going to stop us from being sisters.

Carnie, the older sister says:

I sometimes think that poor Wendy has spent all her life competing with me. She was a very quiet, shy child, while I was incredibly talkative and demanding – I was awful!

I wasn't interested in studying, all I wanted to do was go to parties, and Wendy used to tell my parents. So, I was horrible to her – I used to pinch her and bite her. I was very jealous of Wendy also because she was more attractive than me. But she always defended me when other people criticized me, and sometimes it seemed as if she was the older sister and I was the younger one. Although we



Brian, Marilyn, Carnie and Wendy Wilson, 1977

were complete opposites, we were also very close and had a lot of fun together. We still do.

I think I suffered a lot because of my father leaving us when we were small, but Wendy helped me to understand that Dad loved us too, but in a different way. She also taught me that you can't blame other people for your problems, you have to look at yourself.

(Adapted from an American newspaper)

Exercise 8. Look at the words and phrases on the left and write out the synonyms to them from the article in Exercise 7.

Example: an adolescent

a teenager

an offspring

divorced

unite

_____ (2 words)

age difference

_____ (2 words)

be on good terms

_____ (2 words)

put forth effort against someone

_____ (2 words)

put smb. down / disapprove of

completely different

enjoy oneself / amuse oneself /

have a good time

_____ (2 words)

hold responsible

Do you think their relationship is typical of brothers and sisters?

Comment on the relationships in your family.

Exercise 9. Look at the family images. Which one do you think portrays a typical family of the future? Express your viewpoint in writing (100-120 words).



Exercise 10. Write your idea about a typical family of the future using the following plan:

**1 Most children
will know their ...**

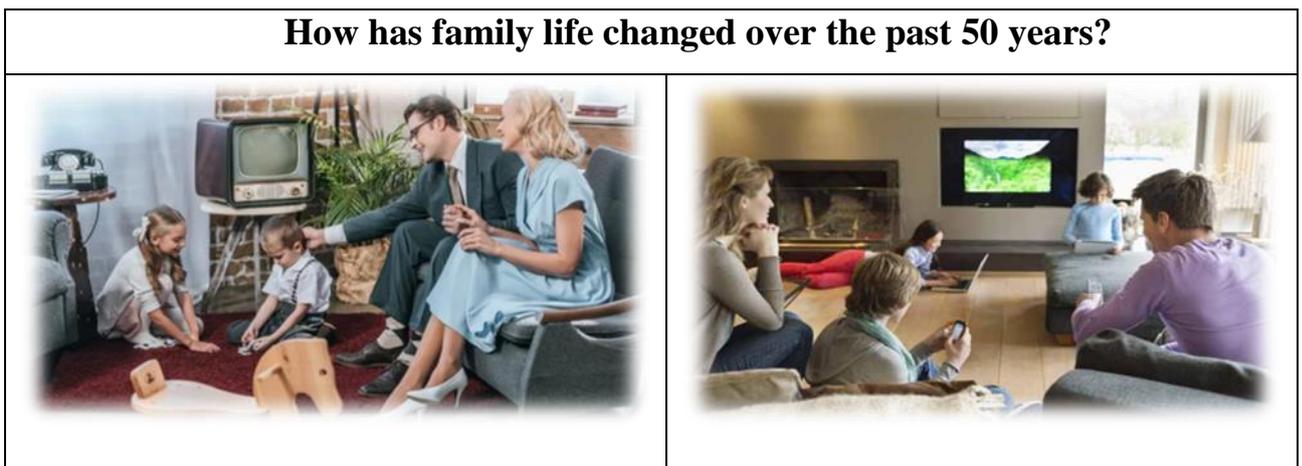
**2 As a result, future
generations will ...**

**3 Many children will grow
up ...**

4 More couples will ...

5 So, there will be more ... families.

Exercise 11. With your partner compare two photos answering the main question.



Exercise 12. With your partner discuss the family-related issues below. Use expressions for agreeing and disagreeing.

1. It's prejudicial if a baby's parents are under 18 or over 40.
2. Future parents should have a psychological test to make sure they are fit to be a parent.
3. An only child is a lonely child.
4. Women with children under five should not go out to work.
5. Even if parents are unhappy, they should stay together as a family because of their children.

6. Marriage should have a legal contract.
7. A person who decides not to have children should pay a tax.
8. There should be at least one hour every evening when all members of the family turn off their electronic devices and talk to each other.

Expressions for agreeing and disagreeing

agreeing

1 *I totally agree.*

2 *That's just what I think, too.*

3 *Absolutely!*

half-agreeing

4 *I see your point, but...*

5 *I see what you mean, but...*

6 *I agree up to a point, but...*

disagreeing

7 *I'm not sure I agree with you.*

8 *I'm afraid I don't really agree.*

9 *I don't really think you're right.*

British people tend not to use strong expressions of disagreement, e.g.,

I completely disagree, but try to soften the fact that they disagree by half-agreeing, or by using expressions like 7–9 above.

MODULE 2. Appearance and character

INTEGRATIVE LANGUAGE

MODULE 2

APPEARANCE AND CHARACTER

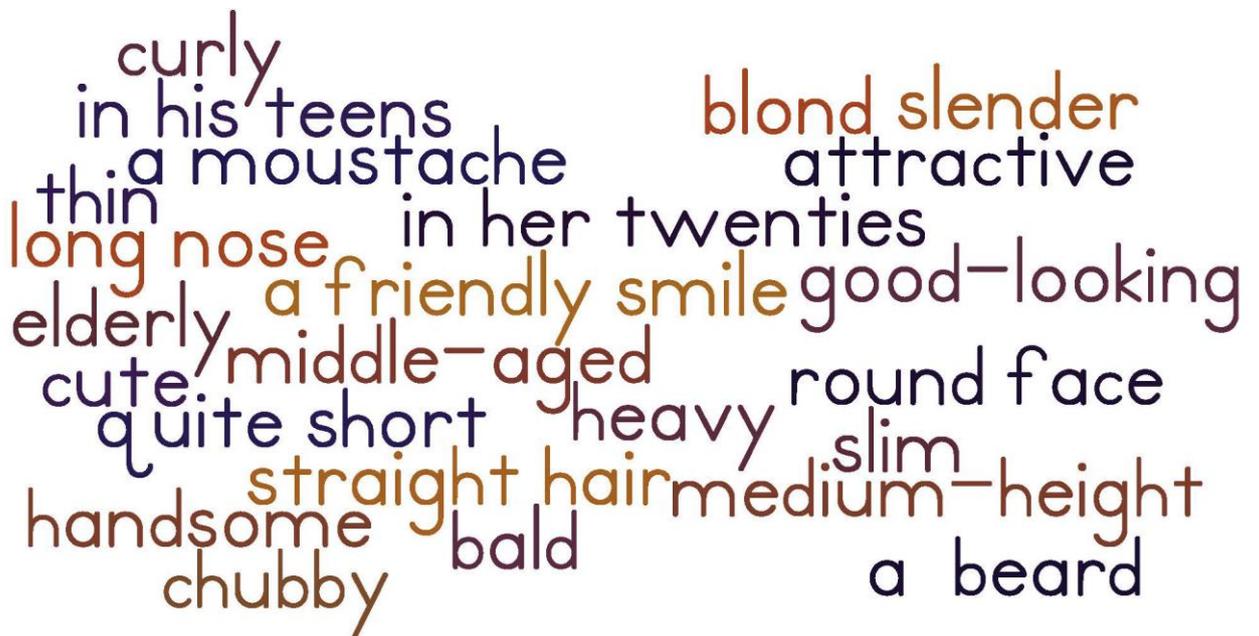
ASPECT OF THE LANGUAGE COMPETENCE	CONTENT	COMMUNICATION	COGNITION	CULTURE
PHONETICS	<ul style="list-style-type: none">• Falling and Rising Tunes• Classification of English Vowels	<ul style="list-style-type: none">• Alternative questions	<ul style="list-style-type: none">• Stress of compound word• Position length of the vowels	Guide to British and American variants of pronunciation
GRAMMAR	<ul style="list-style-type: none">• Past Tenses• Adjectives: word order	Comparative structures	<ul style="list-style-type: none">• Used to/would• Adjectives ending in -ed/-ing• Relative clauses	Celebrities: 10, 20, 30 years ago and at present
VOCABULARY	<ul style="list-style-type: none">• Parts of the body• Birth order	<ul style="list-style-type: none">• Giving technical and suggestive descriptions• Comparing and contrasting people• Analyzing your zodiac signs	Positive and negative character traits. Idioms	National stereotypes of people of different cultures



MODULE 2. Appearance and character

I. BRAINSTORMING

Exercise 1. Look at the Word Cloud containing the "appearance and character" words below and put them in the appropriate column. Say which of them are attributable to you.



<i>age</i>	<i>looks</i>	<i>height</i>	<i>built</i>

Example: In my teens I was not very tall – below middle height.

MODULE 2. Appearance and character

Exercise 2. Think about someone in your group and describe him / her using the words from the Word Cloud. Let your group-mates guess who you mean.

Example: 1. This person is tall and thin. This person has brown eyes and grey hair.

2. _____
3. _____
4. _____
5. _____

II. REVISING YOUR LANGUAGE COMPETENCE

A. PHONETIC PROGRAMME

Exercise 3. Rearrange the words from the Word Cloud according to the difference vowel and consonant combinations presented in the box below. Transcribe the words and practise reading them.

ea: [i:]	ea: [ɪə]	ai: [eɪ]	ai: [ɛə]
read	dear	braided	fair
ch: [tʃ]	ch: [ʃ]	ng: [ŋ]	ng: [ŋg]
chirpy	moustache	long	English

MODULE 2. Appearance and character

Exercise 4. Underline the word that is pronounced differently from the other words in the line. Practise reading them.

<i>Example:</i> <u>appearance</u>	least	weak
great	clean	easy
heavy	head	treat
appear	reason	ear
beard	beauty	real
features	peas	death
air	straight	braided
hair	train	unfair
chin	ache	choose
charm	child	chic
character	which	cheek
long	ingenuity	boring
slanting	strange	cunning
nothing	anger	disappointing

Exercise 5. Match the phonetic transcription with the words. Practise reading them.

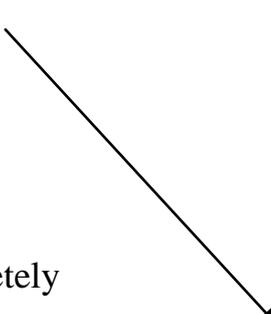
<i>Example:</i> [li:d]				lead (v)
[led]				lead (n)
[ri:d]	seam	[ˈfi:tʃə]		string
[ˈfɪŋgə]	angry	[strɪŋ]		character
[tʃɪn]	painted	[tʃɔɪs]		foreign
[ˈpeɪntɪd]	chin	[ˈkærəktə]		feature
[red]	finger	[ˈfɔːm]		sing
[ˈæŋgrɪ]	read	[sɪŋ]		choice
[si:m]	read			

MODULE 2. Appearance and character

Exercise 6. From the jumbled words, find combinations for describing people's appearance and character. Transcribe and practise reading them.

Example: good-looking [ˌgʊd'lʊkɪŋ]

middle	tanned	_____
broad	build	_____
good	dressed	_____
stocky	aged	_____
long	shouldered	_____
over	haired	_____
completely	legged	_____
well	looking	[ˌgʊd'lʊkɪŋ]
red	weight	_____



To find more information about compound words pronunciation, use the Web sites:

- <https://pronuncian.com › compound-word-stress;>
- <http://phoneticsandphonology701.blogspot.com/2009/10/how-to-pronounce-compound-words.html;>
- <http://www.bbc.co.uk/worldservice/learningenglish/youmeus/learnit/learnitv224.shtml;>
- [http://www.coli.uni-saarland.de/~wbarry/Teaching/EnglPron/Engl-Pron11/Phon-Engl-Pron11-SS08.pdf.](http://www.coli.uni-saarland.de/~wbarry/Teaching/EnglPron/Engl-Pron11/Phon-Engl-Pron11-SS08.pdf)

Exercise 7. Mark the stress on the following words. Transcribe, practise reading them and use in your own context.

Example: ˌquick-'tempered [ˌkwɪk'tempəd]. He was very quick-tempered when he was a child.

MODULE 2. Appearance and character

- | | | | | | |
|---------------------|---|---|---------------------|---|---|
| 1. broad-shouldered | [|] | 2. strong-willed | [|] |
| 3. good-looking | [|] | 4. open-handed | [|] |
| 5. round-faced | [|] | 6. narrow-eyed | [|] |
| 7. kind-hearted | [|] | 8. close-set | [|] |
| 9. good-mannered | [|] | 10. well-dressed | [|] |
| 11. highlight | [|] | 12. outdated | [|] |
| 13. bad-tempered | [|] | 14. old-fashioned | [|] |
| 15. law-abiding | [|] | 16. record-breaking | [|] |
| 17. outrun | [|] | 18. overrate | [|] |
| 19. underline | [|] | 20. hard-working | [|] |

Exercise 8. Rewrite the sentences forming compound adjectives and mark the primary stress. Practise reading them.

Example: 1. Nelly looks really good. – Nelly is really good-'looking.

2. She has such beautiful auburn hair. – She is beautifully
_____.

3. My group-mate Pete works hard. – My group-mate is a _____
student.

4. The colonel looks a fine man. – The colonel is a _____
man.

5. He shaves his face cleanly. – His face is _____.

6. Alice's eyes set close and she doesn't like it. – Alice's eyes are
_____ and she doesn't like it.

7. She has a thin face and straight hair. – She is _____ and
_____.

8. Everybody likes my younger sister for her good manners. – She is a
_____ younger sister of mine.

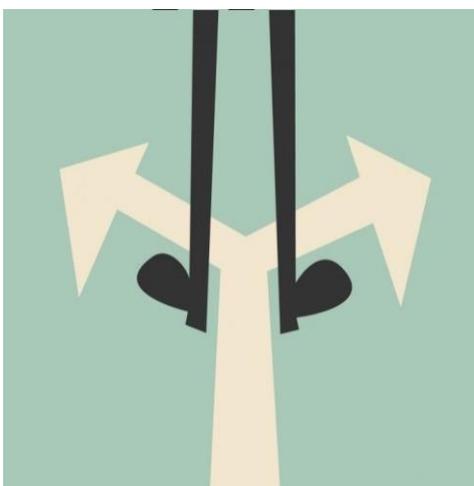
MODULE 2. Appearance and character

9. He's got the stocky build of a rugby player. – He is a _____ rugby player.

10. A tall man with a round face met us in the doorway. – A tall _____ man met us in the doorway.

11. The boxer was broad in his shoulders. – The boxer was _____.

Exercise 9. Write the transcribed alternative questions from famous quotes into ordinary script.



Example: 'wɒt ɪz 'mɔ: 'preʃəs | ə 'θauz(ə)nd 'ɑ:nsəz dɪ'rʌɪvd frəm 'wʌn 'kwɛstʃ(ə)n | ə 'wʌn 'ɑ:nsə frəm ə 'θauz(ə)nd 'kwɛstʃ(ə)nz ||

“What is more precious: a thousand answers derived from one question or, one answer...from a thousand questions?” – G. F. Smith

1. 'evri 'taɪm ju: ə 'teɪtɪd tə rɪ'ækt ɪn ðə 'seɪm 'əʊld 'wei | 'ɑ:sk | ɪf ju: 'wɒnt tə bi: ə 'prɪz(ə)nə əv ðə 'pɑ:st | ɔ:r ə ,paɪə'nɪə əv ðə 'fju:ʃə ||

_____. – Deepak Chopra.

2. 'æm aɪ 'ɔ:lməʊst ə'nɔɪŋ | ə ,pæθə'lɒdʒɪk(ə)lɪ 'kjuəriəs ||
aɪ 'dəʊnt 'nəʊ 'eni 'lðə 'wei ||

_____. – Michael Keaton.

3. 'ɪz ɪt maɪ ɪ ,mædʒ(ə)'neɪʃ(ə)n | ɔ:r ɪz 'deɪvɪd br'hervɪŋ 'streɪndʒlɪ ət ðə 'məʊmənt ||

_____? – (from <https://dictionary.cambridge.org/dictionary/english/or>)

Choose one you like best and comment on it.

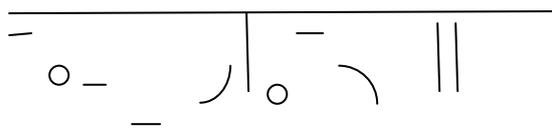
MODULE 2. Appearance and character

Exercise 10. To ask about someone's appearance make up an alternative question using words from Exercise 7, page 75. Transcribe, intone, mark the stresses and practise reading them.

Example: Is the man strong-willed or weak-willed?



'ɪz ðə 'mæn ,strɒŋ-wɪld lə ,wi:k \wɪld ɪɪ



B. GRAMMAR PROGRAMME

Exercise 11. Mark stresses and tunes in the sentences and practise saying them. How are the conjunctions and the preposition "like" pronounced?

1. My friend's mother looks older than she is.

2. Her cousin looks neither younger nor older than she is.

MODULE 2. Appearance and character

3. His hair was whiter and thinner than it had been years before.

4. She is just like her mother.

5. She is as beautiful as she was in her youth.

6. Rory has grown not as tall as Tommy yet.

7. He is older than I am.

8. She looks like her mother.

9. Matt is the same age as me.

10. Her hair is twice as long as mine.

To find more information about the conjunctions' pronunciation, use the Web sites:

- <https://multimedia-english.com/phonetics/weak-vs-strong-forms>;
- <http://learnenglish.vn/how-to-learn-english/strong-form-weak-form-english-conversation/>

Exercise 12. Use the conjunctions (the preposition "like") and the prompts below to describe a person, as in the example.

like, as ... as, just as ... as, as much ... as, as little ... as, as many ... as, as few ... as, not as ... as, not so ... as, than, more ... than, less ... than, much more ... than, by far...

MODULE 2. Appearance and character

<ul style="list-style-type: none">• Hair• Face• Skin• Eyes	<ul style="list-style-type: none">• Complexion• Height• Weight and Built• Mind
---	---

Example: 0. He looks like a fox: his face is selfish and cruel.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 13. Write down the sentences with adjectives using the proper word order.

Example: 0. I am talkative when I have good ideas.

1. like/tiger/an/aggressive/I/someone/I/hit/am/when/can → _____

2. a/as/dependable/child/is/as/He → _____

3. like/acts/adult/so/an/and/is/immature/never/He → _____

4. students/happy/are/enthusiastic/are/all/and/day/hard/study/Those/to → _____

MODULE 2. Appearance and character

5. personality/very/a/has/assertive/.Jack → _____

6. Don't/you/be/defensive/not/I'm/criticizing → _____

7. The/late/when/am/I/teachers/complains/always → _____

8. are/will/be/organized/your/If/you/smooth/life → _____

9. is/think/weird/Amanda/not/she/so/I/as/seems → _____

10. My/older/she/mother/looks/is/than/friend's → _____

Exercise 14. Study the Table of Relative Clauses and complete the sentences with relative pronouns

TABLE OF RELATIVE CLAUSES

Defining Relative Clauses

*The boy **whose** face is freckled is at the desk.*

adds essential information about a noun

relative pronoun

Non-Defining Relative Clauses

*Sam Smith, **who is an electrician**, finally got married.*

This is just additional information. It's not required to identify the noun being modified (Sam Smith)

Here the pronoun can be omitted

e.g.: They are the people (whom) she met at John's party

The relative pronoun cannot be omitted

Example: 0. I know some people **WHO** could help you.

1. He is the boy _____ I told you about.
2. Sarah is the woman _____ sits next to me at English classes.
3. Max is the man _____ is going to help me at any situation.
4. Ann is one _____ lost a lot of weight.

MODULE 2. Appearance and character

5. Here is the boy _____ the teacher was looking for during the test.
6. I remember the day _____ you had a surprise party.
7. The children _____ you saw outside came yesterday too.
8. 9 Is she one _____ you studied together?
9. The thing _____ really annoys me about him is his attitude.
10. My father _____ loves travelling, has told me a lot about the countries he visited.
11. Her last single _____ was Number One, was a really slow song.

To find more information about Relative Clauses, use the Web sites:

- <https://learnenglish.britishcouncil.org/english-grammar-reference/relative-pronouns-and-relative-clauses>;
- <https://dictionary.cambridge.org/ru/relative-clauses-defining-and-non-defining>

Exercise 15. Fill in the story with the relative pronoun. Say what you have learned about great-aunt Martha.

My great-aunt Martha is a woman (1) _____ doesn't seem to realize how old she is. She is seventy-seven. She's up-to-date on all the news and trends, and she reads science books (2) _____ are too complicated for most people to understand or deal with.

Martha also is keen on computer games, (3) _____ some people think is really odd at her age. I believe it's great and I have given her some of mine, but she said the last one (4) _____ I gave her was extremely aggressive. She can't stand anything (5) _____ has a weapon in it.

Martha says good food is a secret to a long healthy life. She says (6) _____ meals are healthy, but delicious will always love being alive! She is sure (7) _____ if you don't eat healthy food, (8) _____ you are young, you won't want

MODULE 2. Appearance and character

to do it later, as well. She thinks the places (9) _____ I sometimes go to eat with my friends are terrible. I know she is right, but I love street food!

Martha is very active – she has a part-time job at the local library, (10) _____ she teaches retired people to use the Internet. She is somebody (11) _____ everyone adores, especially me!

Exercise 16. From the previous exercise write down the opinion and fact adjectives to fill in the chart. Say what adjectives are attributable to your friend.

Opinion adjectives	Fact adjectives
<i>up-to-date</i>	<i>complicated</i>

To find more information about the opinion and fact adjectives, use the Web sites:

- <https://grammartop.com/using-adjectives-for-facts-and-opinions/>;
- <https://www.englishclub.com/grammar/adjectives-order.htm>

Exercise 17. Read the story about great-aunt Martha again and say what she used to do as a child or in her youth but she doesn't do it now.

Example: 1. When my great-aunt Martha was a girl, she used to read children's books about animals, but now she reads science books that are too complicated for most people to understand or deal with.

MODULE 2. Appearance and character

Say the same about you.

Example: When I was a kid my family used to spend each week-end in the country. Now I plan my days-off with my friends.

Exercise 18. Find the matching part for each incomplete sentence.

Example: 1 – g → We used to live in the Carpathian region when I was in my early teens.

- | | |
|---|---|
| 1. We used to live in the Carpathian region | a) as he showed little energy in everything he did. |
| 2. He used to smoke a lot | b) when he was an old bachelor. |
| 3. I used to be patient | c) sit around the children and tell funny stories. |
| 4. On free days he used to be languid | d) because I was so sensitive. |
| 5. As a baby Eve used to be very annoying her parents | e) – he used to be a very friendly dog. |
| 6. My great grand-dad would | f) when it was time to look after my little cousin. |

7. I used to be very careful with what I said
8. There was no need to be frightened
9. As a boss of a big company he used to be aggressive
10. He used to get a messy personal life
11. She used to disturb her older sister when she was trying to do her homework
- g) **when I was in my early teens.**
- h) but now as a schoolgirl she isn't.
- i) but now her sister lives in another place.
- j) – he wanted to succeed in his business.
- k) but he gave up that dreadful habit a few years ago.

C. LEXICAL PROGRAMME

Exercise 19. Fill in the table of a person's character traits below with the adjectives from the box. Search a dictionary and add some more adjectives to the appropriate column.

serious, shy, patient, smart, convenient, funny, quiet, friendly, exciting, confident, cheap, small, challenging, noisy, talkative, hopeful, ridiculous, undecided, afraid, forgetful, proud, surprised, focused, aggressive, thoughtful, economical, hard-working, generous, time-conscious, honest, polite, interested, angry, worried, sad, confused, outgoing, poor, kind, messy, relaxed, neat, excited, friendly		
Positive	Negative	Both (depend on situations)
<i>serious</i>		

MODULE 2. Appearance and character

Exercise 20. Make up 5 – 10 sentence situations using the adjectives above to describe someone you know. Explain the reactions.

Example: 0. Ann can be very forgetful, because she often leaves the copy books at home. At the same time, she is generous and kind, that's why she has a lot of friends. Something funny happened to her yesterday. She didn't seem to be focused at all. But her reliable friends helped her in the ridiculous work.

1. _____

2. _____

3. _____

MODULE 2. Appearance and character

Exercise 21. How many words describing facial appearance can you unscramble below? Write sentences using the given words.

Example: tnih → thin

Did you notice how thin her wrists were?

lycur

zzfry

pyon-ital

wrilesnk

eckfrles

brdea

oumachest

eachn-havens

slmi

skynni

laen

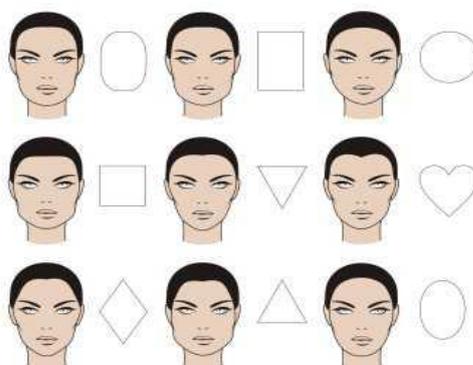
pplum

cubhby

wlel-uilbt

Exercise 22. Look at the pictures below and choose the right word from the lists to describe the shape of one's face, eyes, nose, chin, lips.

Face:



a) oval

d) square

g) heart

b) round

e) oblong

h) triangle

c) long

f) rectangle

i) diamond

Eyes:



a) almond

c) round

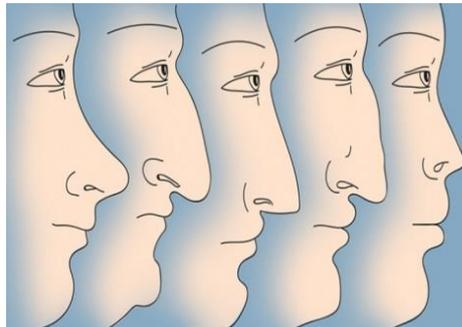
e) monolid

b) downturned

d) upturned

f) hooded

Nose:



a) aquiline

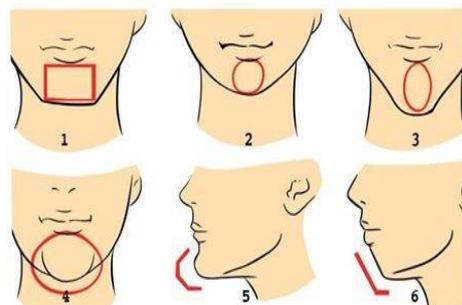
c) straight

e) button

b) hooked

d) snub-nosed

Chin:



MODULE 2. Appearance and character

a) protruding

c) round

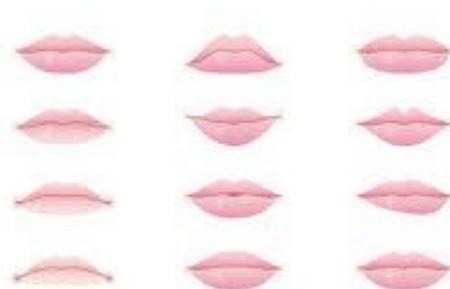
e) square

b) split

d) pointed

f) long

Lips:



shutterstock.com • 382443070

a) thin	e) round	i) sensitive
b) plump	f) wide	j) protruding
c) thick	g) plump centre	k) delicate
d) heart-shaped	h) full	l) wide

Exercise 23. Do you take after your parents in appearance? Say a few words about your appearance, using the words from the previous exercise.

MODULE 2. Appearance and character

Exercise 24. Look at the photos below, describe the people's emotions and decide if appearance can speak about someone's character. Pair up with your friend and discuss which of them are mostly common for you. Complete the list of person's descriptions.

honest, polite, interested, friendly, excited, neat, angry, worried, sad, relaxed, messy, kind, confused, outgoing, poor

Example: 1. The friends in Photo 1 are really very excited, because I think the people are outgoing, very enthusiastic about their favourite pastime and deeply interested in sports. They are having a great time and feeling very relaxed now.



MODULE 2. Appearance and character

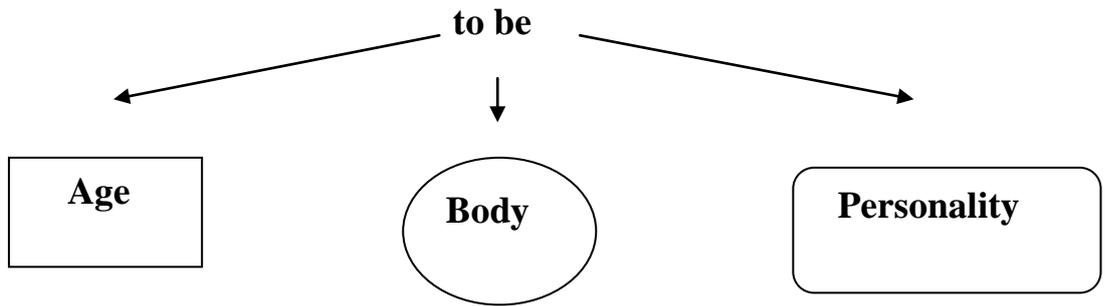
Exercise 25. Fill in the following chart about yourself, compare it with your friend and discuss your opinions.

<ul style="list-style-type: none">• What do I like about myself? Physically: _____ Mentally: _____ Reason: _____ Advantage: _____• What do I dislike about myself? Physically: _____ Mentally: _____ Reason: _____ Disadvantage: _____

INDEPENDENT LANGUAGE AND CULTURE SEARCH

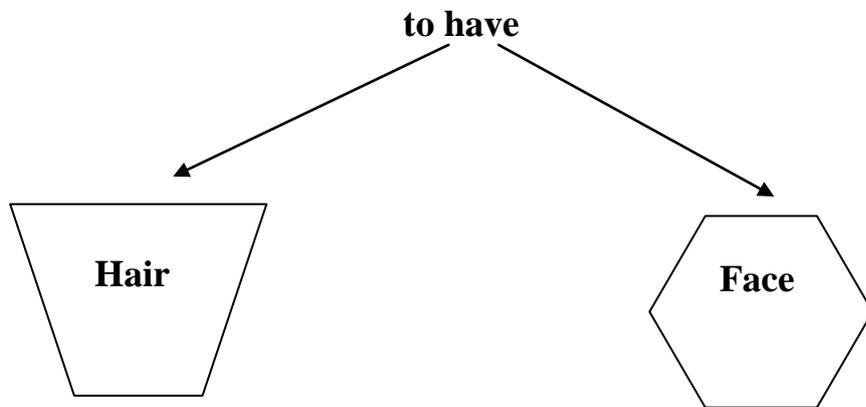
Exercise 26. Search the Internet and fill in the words typical for the appearance content-area. Use some expressions with the verb "to be" and others with the verb "to have" in your own descriptions.

MODULE 2. Appearance and character



Example: She is young: she's not twenty yet. *Example: Her legs are long and fine, and she has*
Example: She is an easy- going person.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Example: mostly dark

Example: round shape

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MODULE 2. Appearance and character

Exercise 27. Using the words and word-combinations above make a portrait of a typical Ukrainian.

To find more information about Ukrainian stereotypes, use the Web sites:

- <https://abea.com.ua/top-10-ukrainians-stereotypes-which-are-true>;
- <https://ukraine-woman.com/blog/what-do-ukrainian-women-look-like/>

Exercise 28. Study the Table of consonant system in British English (BE) and General American (GA) pronunciation. Practise reading two accents.

	BE pronunciation	GA pronunciation
	[-]	[r]
force	[fɔ:s]	[fɔ:rs]
sharp	[ʃɑ:p]	[ʃɑ:rp]
care	[kɛə]	[ker]
	[j]	[-]
student	['stju:d(ə)nt]	['stu:d(ə)nt]
reduce	[rɪ'dju:s]	[rɪ'du:s]
news	[nju:z]	[nu:z]

	[nt]	[n]
center	['sentər]	['senər]
Internet	['ɪntənət]	['ɪnənət]
	[ʃ]	[ʒ]
version	['wɒntɪd]	['wɒntəd]
excursion	['nəʊtɪs]	['nəʊtəs]
Asia	['eɪʃə]	['eɪʒə]

Exercise 29. Search the Internet and complete the list of words which are pronounced in British English and General American accents differently.

Example: dark [dɑ:k] – [dɑ:rk]

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

To find more information about variants of British English and General American pronunciation, use the Web sites:

- <https://www.youtube.com/watch?v=2nAnT3PASak>;
- <https://pronunciationstudio.com/american-vs-british-pronunciation/>;
- <https://www.macmillandictionary.com/british-and-american-pronunciation.html>

Exercise 30. Search the Internet and complete the list of words which have different stress patterns in British English and General American. Transcribe and practise reading them. You may use the sites below.

MODULE 2. Appearance and character

<i>a'DULT</i>	<i>'Adult</i>
<i>ad'RESS</i>	<i>'ADress</i>

- <https://www.wordstress.info/word-stress/differences-english-varieties/stress-differences-between-american-and-british-english>;
- <https://englishwithkim.com/word-stress-american-english-rhythm/>;
- <https://www.teachingenglish.org.uk/article/word-stress>;
- <https://englishwithkim.com/words-americans-brits-stress-differently/>

III. UPGRADING YOUR LANGUAGE COMPETENCE

A. While reading.

Exercise 31. Skim the text and say if you agree that appearances are deceptive. Tell your group-mates about your own experience.

Appearances are deceptive. It is a common truth; eventually everyone has met at least someone whose character and appearance differ drastically.

When one sees a stocky-built, broad-shouldered youth, one expects him to be strong-willed, bold and determined. One thinks: "A model to follow!" how often, unfortunately, a handsome individual turns out to be weak-willed, vain or even cowardly. At the same time being short and slim does not stop people from

MODULE 2. Appearance and character

displaying intelligence, courage and decisiveness. Ingenuity does not depend on one's complexion or constitution.

Plump or overweight people frequently create an impression of generous, outgoing and even-tempered personalities. Strangely enough, not rarely they may be stingy or even greedy. One usually thinks: "What a scrooge!"

On the other hand, thin or skinny uncompromising ladies often tend to be lavish. They like to buy and never think twice when they pay. Some would call them open-handed and other would call them a spendthrift.

Has it ever happened to you that you immediately start evaluating your boss's looks the moment you see him? "Medium-height, round-faced, close-set narrow eyes, a protruded chin and a straight nose. What a friendly, kind-hearted person!" But apparently, the boss appears to be foul-tempered, harsh and willful.

When someone sees a delicately built pretty blonde with shiny shoulder-length wavy hair, hazel eyes, a high forehead and dimples on the cheeks, one is inclined to think that the beauty is broad-minded and polite. It may be disappointing to find out later "What a stupid, capricious, impolite bore!"

On the contrary, when one sees a brunette with ugly irregular features – a hooked nose, pointed chin, thin lips and wispy hair, the image of evil people – cruel and cunning occurs to you. It may be a relief some time later to discover her an amusing, gentle and good-mannered lady.

Another general misconception lies in the fact that children are always expected to resemble their parents. And parents are proud when children take after them. Relatives like to compare moles, the shape of noses, etc. The greatest compliment is: "They are as like as two peas". The greatest disappointment is to find nothing in common. We want to deny people their exclusiveness, we don't want to admit that nature has selected other options from an enormous genetic fund developed over generations. Why do we like our copies? Who knows!

MODULE 2. Appearance and character

Exercise 33. In the text find the words denoting character traits and match them to their meaning. Say whether they are positive or negative and which of them appeal to you most.

Example: 1. Giving an appearance or impression different from the true one. – deceptive.

2. Not afraid of taking risks and making difficult decisions. – _____
3. Not at all brave. – _____
4. Not generous, especially with money. – _____
5. Too proud of good looks, abilities or position. – _____
6. Able to stay calm when it would be easy to get angry. – _____
7. Extremely generous. – _____
8. Unkind, rude, even cruel. – _____
9. Clever and good at deceiving people in order to get what they want. – _____

Exercise 34. Replace the words in bold with their synonyms from Exercise 31.

Example: 0. Mike isn't tired of New York yet, it seems, but appearances can be **deceptive**. – Mike isn't tired of New York yet, it seems, but appearances can be **misleading**.

1. He is too **mean** to buy us a meal. _____
2. She is the **sneakiest** person I've ever met; she would deceive herself if she could. _____
3. She gossips about me, but she is not **brave** to say anything to my face.

4. It was **cruel** of you to hit him just for breaking a vase.

5. His **spineless** behavior caused their deaths. _____
6. Too much praise can make a man **conceited**. _____
7. You are far too **generous** with your money. _____

MODULE 2. Appearance and character

Complexion: floppy, pale, tanned, rosy, fair.

Nose: aquiline, roman, grecian, hollow, hooked.

Hair: waist-length, sensitive, spiky, glossy, receding.

Build: stooping, broad-shouldered, stocky, overweight, bald.

Exercise 37. Match the words to make compound adjectives. Use them in your own context.

Example: My father is a fair-haired and a bit overweight man. He is even-tempered and kind-hearted.

APPEARANCE		CHARACTER	
1. round	a) shouldered	1. open	a) going
2. fair	b) faced	2. weak	b) tempered
3. broad	c) haired	3. easy	c) assured
4. Long	d) built	4. kind	d) handed
5. stocky	e) legged	5. hard	e) willed
6. close	f) set	6. even	f) hearted
7. medium	g) height	7. self	g) working

MODULE 2. Appearance and character

Exercise 38. Complete the conversations using the words of the opposite meaning. Make up your own dialogue by analogy with one of them.

Example: A: Is this your new boss – tall, oval-faced, dark-haired and in his prime!

B: I'm afraid you're mistaken. My boss is medium-height, round-faced, fair-haired and in his late fifties.



I.

A: Could you point out the bride's parents to me?

B: Of course. The mother of the bride is over there, in the blue dress.

A: Is she standing next to a tall, plump man who is bald on top?

B: Oh no! You're looking at the wrong one. She is ...

II.

A: You'll never guess who showed up at the party at the last minute. Uncle Tom from Australia!

B: Wow! I bet he is as handsome as he was 10 years ago – stocky-built, broad-shouldered, the same hazel eyes and curly black hair?

A: Actually, he has changed greatly. Now he is ...



MODULE 2. Appearance and character

III. A: Look! Isn't that the woman who presents the weather on Channel 4? I can't help admiring her!



B: Which woman are you looking at? The one with shoulder-length chestnut wavy hair?

A: No, the one with blond hair done in a knot.

B: No, that's not the weather girl. She's blond but ...

IV. A: So, how was grandpa on his 70th birthday? I'm so sorry I had to work. I was worried he might be feeling a bit depressed, you know, about getting old.

B: Honestly, I was afraid he might get very tired with all those people. But, in fact, he really....



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MODULE 2. Appearance and character

B. While listening.

Exercise 39. Listen to the description of four people and complete the chart with their personal information. Compare and contrast two things or ideas.

Name	Donna	Colin	Janet	Robert
Age	<i>late teens</i>	<i>early thirties</i>		
Build				
Height				
Hair colour / hairstyle				
Face				
Eyes				
Complexion				
Distinguishing features				
Personality				

Example: Donna is still in her teens: maybe twice younger than Collin, who is in his early thirties.

MODULE 2. Appearance and character



Exercise 41. Transcribe and practise reading the following words paying special attention to the position length of the vowels in them.

Example: me [mi:] – mean [mi:n] – meet [mi:t]

see	seem	seat
he	heal	heat
may	main	make
bee	been	beet
tie	tied	tight
lay	laid	late
lee	league	leek
say	save	safe

To find more information about positional variants of one and the same phoneme, use the Web sites:

- <http://dspace.univer.kharkov.ua/bitstream/123456789/5892/2/pdf;>
- <https://books.google.com.ua/books?>

MODULE 2. Appearance and character

Exercise 42. Match the words and phrases in the description of four people with these definitions. Transcribe them and use in your contexts about the members of your family.

Example: 1) a man's whiskers grown down either side of the face in front of the ears – sideburns ['saɪdbɜ:nz] → That look – shaved on the sides with no sideburns – is a popular request at all barber shops this year.

2) the hair that grows on his upper lip – [_____] _____

3) the bones below the eyes – [_____] _____

4) a small depression in the flesh, either one that exists permanently or one that forms in the cheeks when one smiles – [_____] _____

5) a strip of hair grown by a man down each side of the face in front of his ears – [_____] _____

6) any mark left on the skin or other tissue following the healing of a wound – [_____] _____

7) a small natural or artificial mark such as a mole on a woman's face, considered to enhance another feature – [_____] _____

8) pleasing or appealing to the senses – [_____] _____

MODULE 2. Appearance and character

Exercise 43. In pairs, discuss the meanings of the words and phrases from the description of four people. Use the pattern:

Pattern: 1. A: She is quite a lively person.

B: No wonder, she is so active and outgoing, in other words – full of life and energy.

2. A: He is a very big guy.

B:

3. A: He's sometimes even moody.

B:

4. A: She's sophisticated.

B:

5. A: Her hair's always very neat.

B:

6. A: Her face is always very well made up.

B:

7. A: He's got a very high, lined forehead.

B:

Exercise 44. Play in groups A / B, disclose the meaning of the word given in your own situations. Let your friends from the other group guess the word.

Example: My friend is a friendly and socially confident person.

GROUP A	GROUP B
<i>outgoing – friendly and socially confident</i>	easy-going
open	selfish
proactive	witty
opinionated	manipulative
single-minded	headstrong

optimistic	perceptive
relaxed	apathetic
sensible	mature
extroverted	obstinate

Exercise 45. Add some more adjectives which have a) opposite meanings and b) similar meanings to the ones from the previous exercise. Use them in the descriptions of your friend.

Example: open → reserved (opposite)

headstrong → determined (similar)

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 46. Find out the types of basic emotions and in groups discuss what impact they have on human behavior in terms of body language, feelings and psychological reactions. Use them in your own context.

Example:



This emotion tends to be the one that people strive for the most. It is often defined as a pleasant emotional state that is characterized by feelings of contentment, joy, satisfaction and well-being. This type of emotion is usually expressed through smiling, a relaxed stance and an upbeat, pleasant tone of voice

HAPPINESS

MODULE 2. Appearance and character

A. I don't feel like it now.

B. I'm over the moon.

C. I'm cheesed off.

2. I've failed my driving test for the third time.

A. I'm over the moon.

B. I'm really down in the dumps.

C. I don't feel like it now.

3. He has got place at the University.

A. He's over the moon about it.

B. He's cheesed off about it.

C. He's really down in the dumps.

4. Someone stole her new jacket.

A. She's over the moon about it.

B. She couldn't be bothered.

C. She's really cheesed off about it.

5. I should do the ironing today.

A. I'm over the moon.

B. I just couldn't be bothered.

C. I'm cheesed off.

6. She has had a lot of bad luck recently. That's why

A. she is so down in the dumps.

B. she couldn't be bothered.

C. she's over the moon.

MODULE 2. Appearance and character

7. A: What do you fancy for lunch?

B: _____

A. I just couldn't be bothered.

B. I feel like sausage, eggs and chips.

C. I'm cheesed off.

8. Watch out of the boss today.

A. It's not worth it.

B. She couldn't be bothered.

C. She's really cheesed off about it.

Exercise 50. Work out the meanings of the Idioms for People in bold. Find the Ukrainian equivalents.

Example: 0. He's a **bit** of a **yes-man**: he agrees with anything and obeys his wife.

→ Він намагається догодити дружині: в усьому погоджується з нею та виконує її накази.

1. The new worker knows what he's doing. He's a real **whizzkid**. _____

2. She knows everything about everyone. She's the office **busybody**. _____

3. There is never a quiet moment with her little daughter. She's a real **chatterbox**. _____

4. It was very annoying of him. Sometimes he could be a real **pain in the neck**. _____

5. My new neighbour is a **dark horse**. I didn't know he was rich. _____

6. He's had a lot of experience. He's an **old hand** at the job. _____

7. My grandmother has the same routine every day. She's very **set in her ways**.

MODULE 2. Appearance and character

8. Mike is a rioter. He's the **black sheep** of the family. _____

9. I'm glad we've invited my best friend, Sybil. She's always the **life and soul of the party**. _____

Exercise 51. Work in pairs. Which of the Idioms for People from the previous exercise would you use in the following situations?

Example: 1. A: I have suggested a new way of working, but my desk-mate is not eager to change the way he/she does things.

B: Why is she so reluctant?

A: Because she is very set in her way.

2. You are certain that you can trust your group-mate you have asked to do this particular task because he / she has done it many times before.

3. Your friend loves talking.

4. You discover that your new friend is the lead singer in the choir. She has never mentioned it.

5. You have to complete your essay on real friendship by tomorrow. You hate doing it.

6. Your young nephew shows you how to play a new computer game. He has already applied to work as a games developer.

7. Your neighbour is always asking questions about your private life.

8. You always invite your sister when you're having a party, because she makes people laugh.

Exercise 52. Talk about different sides of your personality using Emotion Idioms and the Idioms for People.

To find more information about Emotion Idioms and the Idioms for People,

MODULE 2. Appearance and character

use the Web sites:

- <https://idioms.thefreedictionary.com/people>;
- <https://idioms.thefreedictionary.com/emotion>

IV. INTEGRATING YOUR HABITS AND SKILLS

C. While Watching

Developing anticipation and prediction skills

Exercise 53. What zodiac year is it now according to the Chinese or Western calendar? Say what it says about person's personality. Say which animal your birth year is. Give the definition of the words horoscope and star signs.



Cultural Diversity

The animals (clockwise from top left) are rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig. There are many versions of the origin of the 12 Chinese zodiac animals. According to legend, one day the gods tried to develop a calendar system to keep track of time and decided to hold a race for the animals on the earth. The first 12 animals to cross the river would be finishing the race. They represent what others think of you or how you present yourself. The signs of the zodiac calendar, and would appear according to their order in finishing the race. They represent what others think of you or how you present yourself.

For interest, you may visit:

- <https://www.image.ie/life/personality-star-sign-124834>;
- <https://www.astrology.com/us/home.aspx>;
- <https://www.astrology-zodiac-signs.com/>

Check current year and the years of birth at <https://www.scmp.com/magazines/style/news-trends/article/3045351/which-chinese-zodiac-sign-will-have-luckiest-year-rat>.

MODULE 2. Appearance and character

Exercise 54. Distinguish between the names for Chinese horoscopes and those for Western star signs and say if the characteristics of animals may be found in a human's character.

 Chinese 	 Western 
1. Rat	1. Libra
2. Dragon	2. Virgo
3. Sheep	3. Capricorn
4. Horse	4. Pisces
5. Dog	5. Scorpio
6. Pig	6. Aquarius
7. Ox	7. Sagittarius
8. Tiger	8. Aries
9. Snake	9. Cancer
10. Rabbit	10. Leo
11. Rooster	11. Taurus
12. Monkey	12. Gemini

Exercise 55. Pair up with your friend and use the types of questions you need to ask about your zodiac sign.

Example: Which is the animal or symbol for (Aries)?

Which star sign is the (bull)?

What are the dates for (Leo)?

Star sign	Animal / Symbol	Dates
Aries		March 21 – April 19
	bull	
		May 21 – June 21

Cancer		
Leo	lion	July 23 – August 22
		August 23 – September 22
		September 23 – October 22
Scorpio	scorpion	
		November 22 – December 21
Capricorn		December 22 – January 19
		January 20 – February 18
	fish	

Exercise 56. Sammy and Julia are reading their horoscopes. What is their future together? What do you think of a horoscope?

- <https://learnenglish.britishcouncil.org/episode-13-horoscopes>

Exercise 57. Watch the video and do the multiple-choice test. Choose A, B, C.

1. Julia's magazine costs

A. £0.85.

B. £0.95.

C. £1.05.

4. Sammy's birthday is on

A. 15th October.

B. 5th November.

C. 15th November.

2. Sammy pays

A. £2.15.

B. £2.20.

C. £2.85.

5. Julia was born in

A. 1990.

B. 1991.

C. 1992.

3. Julia's birthday is on

A. 8th June.

B. 18th June.

C. 28th June.

6. Sammy was born in

A. 1990.

B. 1991.

C. 1992.

MODULE 2. Appearance and character

Exercise 58. Make the sentences out of the words given.

Example: 1. birthday/is/When/your → When is your birthday?

2. April/birthday/first/is/My/of/on/the → _____

3. born/were/When/you → _____

4. born/eighty/I/in/nineteen/was → _____

5. the/Today/of/love/life/is/with/you/your → _____

6. A/home/day/good/stay/to/at → _____

7. you/about/does/What/it/say → _____

8. better/Chinese/zodiac's/much → _____

9. and/are/sociable/They/artistic → _____

10. Family/And/the/an/here/article/Royal/there's/about → _____

Exercise 59. Can you remember the questions and answers from the video?

Complete them with the correct words.

Example: 1. Sammy: When _____ birthday?

Julia: The 18-th of June.

2. My birthday is _____ first _____ April.

3. When _____ born?

4. I _____ born _____ nineteen eighty.

5. _____ is it?

6. What _____'s that?

7. It says "Today you are _____".

8. And yours says "A bad day for _____".

9. _____ of November. I'm a _____.

10. And horses _____...?

Exercise 60. Role-play the conversation between the characters of the video.

MODULE 2. Appearance and character

Exercise 61. Look at the photos of the woman below and make up a story about her under the title "First impression".

First Impressions



Exercise 62. Look at the photo of a lady and discuss the suggested questions in pairs or small groups.

- Do you think she is beautiful? Why/why not? What makes someone attractive?
- Do you know why her skin looks like this?

MODULE 2. Appearance and character



Exercise 63. Read an article about a well-known Canadian fashion model, Chantelle Brown-Young, and write down five facts you learn about her.

Chantelle Brown-Young was not born with vitiligo, but it has made her famous. She is the first supermodel with the skin condition, which causes areas of skin to lose their colour.

Chantelle was born in Toronto, Canada. At the age of four she started to develop patches of white skin and was diagnosed with vitiligo. No one really knows why one per cent of people have this skin condition, and there is no real cure.

At school, Chantelle was bullied for being different. The other kids often called her a ‘cow’, because of the way her skin looked. She moved school several times and finally left school at 16. From now on, she decided, she would be proud of her skin.

MODULE 2. Appearance and character

She posted photos of herself on Facebook and was ‘spotted’ by a Canadian YouTube star, Shannon Boodram, who asked her to be in a music video. It was while she was doing that that her really ‘big break happened. Tyra Banks asked her to be on *America’s Next Top Model*.

She didn’t win, but she had become famous. Her professional name now is Winnie Harlow, and she has nearly three million followers on Instagram.

Little by little, she is changing people’s ideas about what beauty is.

(from www.teachingenglish.org.uk)

Exercise 64. Read the article again. Decide if the following statements are true or false.

- a) Chantelle has always had vitiligo.
- b) People who have vitiligo usually get better.
- c) Chantelle tried to escape the bullies at school.
- d) Chantelle became America’s Next Top Model.
- e) She uses a different name for her work.

Exercise 65. In the article find and write down examples of the tenses which describe a person and explain their communication functions.

Example: 1. Present Simple → She is the first supermodel with the skin condition, which causes areas of skin to lose their colour. (it shows permanent states).

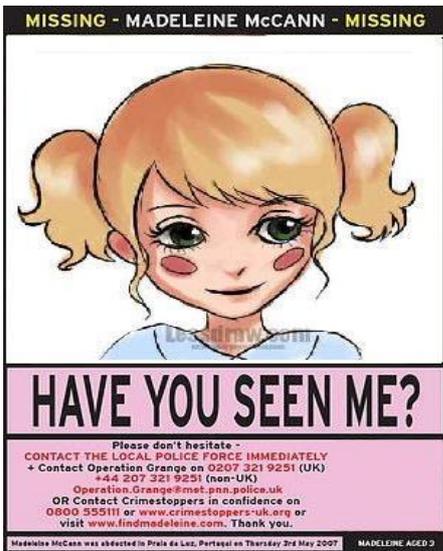
2. Present Continuous → _____

3. Present Perfect → _____

4. Past Simple → _____

5. Past Continuous → _____

6. Past Perfect → _____



2

The Missing Tourist: Revisiting the mysterious disappearance of a Japanese tourist in small-town Yellowknife.

On October 22, 2014, a woman by the name of Atsumi Yoshikubo went missing alongside a busy road in the middle of Yellowknife. A visiting tourist from a secluded town in the south of Japan, Yoshikubo

3

Urgently wanted!

Shane O'Brian is being sought internationally for many serious murders! And he is also engaged in and enriching with international drug trafficking.

1

Madeleine McCann's parents are calling on holidaymakers to take posters of their daughter abroad with them this summer to continue the search for her 12 years after she disappeared.

disappeared as suddenly as she had appeared in the small Canadian town.



POLICE APPEAL FOR ASSISTANCE

MURDER
£20,000 REWARD

Detectives are keen to trace Shane O'Brien, who they wish to speak to in connection with the murder of Josh Hanson at the RE Bar in Field End Road, Eastcote, in the early hours of Sunday 11th October 2015.

There is a reward of up to £20,000 available for information leading to the arrest and prosecution of 27-year-old O'Brien.

Do you know where Shane O'Brien (pictured) is?
Do you have information about the murder of Josh Hanson?
Can you help?

Anyone with information is asked to call the incident room on:
020 8785 8099
or if you wish to remain **ANONYMOUS** phone Crimestoppers on:
0800 555 111

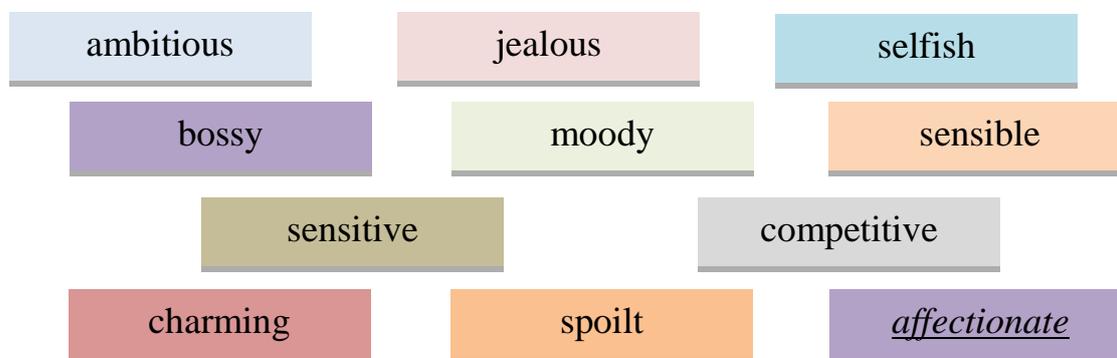
METROPOLITAN POLICE TOTAL POLICING
CRIME STOPPERS
www.met.police.uk

MODULE 2. Appearance and character



Upgrading Your Language Competence

Exercise 1. Complete the sentences below with the personality adjectives.



Example: 1. Affectionate people show that they love or like people very much.

2. _____ people always want to win.
3. _____ people think about themselves and not about other people.
4. _____ people have an attractive personality that makes people like them.
5. _____ people have common sense and are practical.
6. _____ people are happy one minute and sad the next, and are often bad-tempered.
7. _____ people like giving orders to other people.
8. _____ children behave badly because they are given everything they want.
9. _____ people understand other people's feelings or are easily hurt or offended.

10. _____ people want to be successful in life.

11. _____ people think that someone loves another person more than them, or wants what other people have.

Exercise 2. Fill in the following chart with adjectives from Exercise 1 and use them in the context of your own.

positive characteristics	negative characteristics	neutral characteristics
	<i>Spoilt</i>	

Example: In his childhood he was just a spoilt kid.

Exercise 3. Find the odd man out.

<i>Example: good bad <u>sad</u></i>	hard-working skillful lazy
heavy light weighty	talkative chatty quiet
clever ingenious stupid	extrovert shy self-conscious
liberal generous mean	calm excited scared

self-confident guilty insecure	sensible sensitive silly
--------------------------------	--------------------------

Exercise 4. Fill in the table with the adjectives from the box using the correct prefix. Use them in your own context.

ambitious	friendly	honest	imaginative	kind	organized
patient	reliable	responsible	selfish	sensitive	sociable
tidy					

dis-	in- / im- / ir-	un-
		<i>unambitious</i>

Example: He left school at 16, not because he was unambitious, but because he wanted to get on with his working life.

Exercise 5. Decipher the adjectives in brackets to complete the sentences.

Example: 1 Thanks for inviting and paying for dinner – that was very generous (enersuog) of you.

2 Mary's really _____ (nynfu). She makes me laugh.

3 Mike's very _____ (rdfylnei). Everybody likes him.

4 John never does his homework. He's very _____ (alzy).

5 Eugen is a _____ (eervlc) girl. She always does well in her exams.

6 That was a very _____ (dinukn) thing to say.

7 David is quite _____ (igntielntle), but sometimes he says really _____ (updits) things.

8 Pam is really _____ (hsy) – she doesn't like meeting new people.

9 Laura's usually very _____ (iuetq) – she doesn't talk very much.

Exercise 6. Complete the sentences using the first prompt letter.

Example: 1 Does your boyfriend have **brown** eyes or **blue** eyes?

2 Tom's dad doesn't have any hair. He's **b**_____.

3 Jamie's new girlfriend is really **e**_____ – she loves meeting new people.

4 My dad never shaves. He has a **b**_____ and a **m**_____.

5 What does your sister look **l**_____? Is she tall and blonde, too?

6 When Jake was young, he was very **th**_____, but now he's a bit **o**_____.

7 My dad is really **h**_____ - **w**_____ – he starts work at 7.00 and gets home at 6.00.

8 I'm not **l**_____ my sister. I don't say much, but she's very **t**_____ – in fact she never stops talking.

9 Gregory is a very **s**_____ student – he works hard and wants to do well.

10 David is really **m**_____ – he never pays for anything.

Integrating Your Skills

Exercise 7. Look at the pictures and say what weather could set these people in this mood.



Exercise 8. With your partner discuss whether the weather influences your lifestyle and activities you plan to do. Follow the pattern.

Pattern: Personally, my activities depend on the weather greatly. Sunny, dry, breezy weather is good for me to have a day of sightseeing in a big city. What do you feel like doing in such weather?

Exercise 9. Read the quotations below and say what characteristics of a typical Englishman they imply.

George Mikes

An Englishman, even if he is alone, forms an orderly queue of one.

Brian Jones

I am going to have a cup of tea, like any good Englishman.

Agatha Christie

"I like to see an angry Englishman," said Poirot. "They are very amusing. The more emotional they feel the less command they have of language."

Compare the stereotype characteristics typical of an Englishman and Ukrainian. Present your opinion in writing.

Exercise 10. In groups discuss one of the following issues and say to what extent you agree with it.

- ❖ Psychologists say that people resemble four seasons of the year. Their types of character, even health and appearance depend on the season they were born in. Therefore, this season becomes their favourite.
- ❖ My moods are continuously shifting like the weather.

INTEGRATIVE LANGUAGE

MODULE 3

MY HOME IS MY CASTLE

ASPECT OF THE LANGUAGE COMPETENCE	CONTENT	COMMUNICATION	COGNITION	CULTURE
PHONETICS	<ul style="list-style-type: none">• Sound revision: voiced and voiceless consonants in the final position.• Intonation of Parenthesis and Adverbial clauses.	<ul style="list-style-type: none">• Asking about the place of living.• Expressing approval or disapproval.	<ul style="list-style-type: none">• Assimilation. Reduction. Elision.• Classification of consonants (1)	Guide to British and American variants of pronunciation
GRAMMAR	<ul style="list-style-type: none">• Passive Voice• Conditionals	Order of adverbs of place	Causative: have/get something done	World famous architectural buildings
VOCABULARY	<ul style="list-style-type: none">• Names of houses.• Exterior of the house.	<ul style="list-style-type: none">• Buying a house/flat.• Describing advantages and disadvantages of the house	Collocations and phrases to describe the condition of the dwelling	Types of accommodation typical of some English speaking countries

Module 3. My Home Is My Castle

I. BRAINSTORMING

Exercise 1. Listen to a *A Home Song* by Henry Van Dyke and say what message the poet is trying to convey. Are you with the poet or do you differ?

A Home Song by Henry Van Dyke

I read within a poet's book
A word that starred the page:
"Stone walls do not a prison make,
Nor iron bars a cage!"

Yes, that is true; and something more
You'll find, where'er you roam,

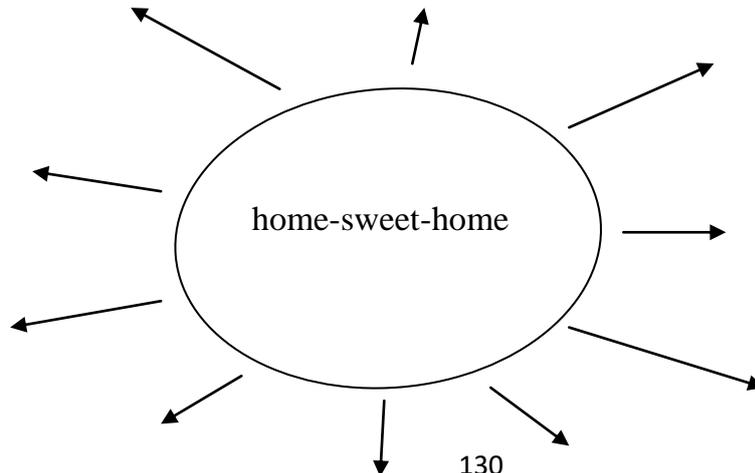
That marble floors and gilded walls
Can never make a home.

But every house where Love abides,
And Friendship is a guest,
Is surely home, and home-sweet-home:
For there the heart can rest.



Exercise 2. Group up with your friends and make a mind map of a sweet home. Present it in the group.

friendly relations



Module 3. My Home Is My Castle

Exercise 4. The table below contains the words with voiced and voiceless consonants in the final position. Find a way from Start to Finish moving horizontally (\leftrightarrow) or vertically (\updownarrow) only. You may not pass a square if the word contains the voiceless final consonant. Practise saying them.

START

Bad	place	lots	vegetables	stairs	loved
modernized	house	don't	big	loft	bills
ceilings	gas	courtyard	catches	it's	suppose
sized	that's	views	space	because	countryside
is	converted	bedrooms	quite	those	eat
dangerous	across	this	moment	was	road

↓ FINISH

Exercise 5. Using the words from the box fill in the chart as in the example.

'pleɪs, 'baɪ, ʔət'saɪd, 'pɑ:tlɪ, 'rəʊd, 'bjʊ:tɪflɪ, 'hɑ:ʊs, 'nɒt, ənd, w'ʊd(ə)nt, wɔ:k, 'məʊmənt, 'daʊn, bɪ'twi:n, 'bedrʊ:m, 'bɪzɪ, 'daʊn, 'kæɪtʃ, 'gɑ:dən, 'i:t, 'kwaɪt, Θɪŋk, 'tri:, 'raɪt, 'tɒp, 'nekst, ðæt, lɒt, 'stri:t, bɪ'saɪd, 'mɒdənaɪz, 'məʊmənt, gəʊ, kən'veɪt

Voiced		Voiceless	
Initial position	Final position	Initial position	Final position
<i>'baɪ</i>		<i>'pleɪs</i>	

Exercise 6. Read the words and according to the position of plosive consonants mark them as (v) – initial position; (vv) – final position; (vvv) – middle position:

beautiful, jeep, pet, vet, cheap, rip, poke, pot, cat, mat, second, hat, dog, fire, sure, gnat, tongue, between, bilabial, plosive, consider, pill, dumb, zip, knot, table, chat, transport, gallery, date, dance.

For example: beautiful (v); zip (vv); table (vvv)

Exercise 7. In the following sentences underline the adverbials at the beginning and at the end of the utterances and practise reading them.

For example: The children can have the bedrooms on the top floor.

- 1) If we bought it, we'd have to drive to the station, we couldn't walk.
- 2) You can walk in summer if it's a nice day.
- 3) If the ceilings were lower it would be much cheaper to heat.
- 4) But the main one, the main one is right the next to the street, so that would be very noisy.
- 5) If they don't do something about that soon, the ceilings will come down.
- 6) And that's a lovely mature apple tree right in the middle.
- 7) If we had a spacious room, it would be much cosier on a winter evening.
- 8) It's been raining a lot recently.

Exercise 8. Make up the sentences from the jumbled words. Read them observing the intonation of parenthetical words and phrases in different positions in the sentence.

For example: again / think / then – Think again then.

1. actually / like / ceilings / the / didn't / I / everywhere.
-

2. our / mean / would / bills / really / go down. / I / gas
-

3. bet / courtyard / the / sun. / I / the / catches
-

4. it's / busy / a / only / it's / mean / I / not / a / road. / lane
-

5. loved / the / all / Well, / I / bedrooms.

6. as large as / we've / got / the / at / though. / Not / moment / house / the

7. the / lounge / I / suppose / is / tiny.

8. I / like / I'm / afraid / bedrooms / on / didn't / loft. / converted / that / the

To find out more information about intonation of adverbials and parentheses use the Web site:

- <http://vbnwebsite.weebly.com/uploads/1/1/5/8/11582038/index.pdf>

B. GRAMMAR PROGRAMME

Exercise 9. Read Part 1 of the extract about one of the most famous architecture buildings of London. Reproduce the completed actions and say how they are conveyed grammatically.

Example: St. Paul's Cathedral is thought to be ... - personal passive construction

St. Paul's Cathedral

Part 1. Exterior

St. Paul's Cathedral is thought to be one of the most famous and most recognizable sights of London.



The Cathedral was designed in the English Baroque style by Sir Christopher Wren in the 17th century.

On the night of September 2, 1666 St. Paul's was wiped off the map by the Great Fire of London.

The Dome is considered to be the most notable exterior feature of St. Paul's Cathedral.

It is covered with lead and ribbed in accordance with the spacing of pilasters.

The Dome is supported by eight arches and on top of it is a large lantern.



The windows of the lower storey have semi-circular heads and are surrounded by continuous mouldings of a Roman style.

The upper windows are built in a restrained Classical form but are blind and contain niches.

Exercise 10. Read Part 2 of the extract and transform the sentences using passive form constructions where possible.

Example: Experts believe that the interior of St. Paul's Cathedral is just as imposing as its exterior. - The interior of St. Paul's Cathedral is believed to be as imposing as its exterior.

St. Paul's Cathedral

Part 2 Interior



Experts believe that the interior of St. Paul's Cathedral is just as imposing as its exterior. 560 steps lead visitors along three galleries all the way to the top of the dome. The Whispering Gallery is renowned for its acoustic properties: a whisper against its wall at any point is audible to a listener at any other point around the gallery. In 1890 William Richmond added the mosaics on the ceiling after Queen Victoria complained that there was not enough colour in the Cathedral.

Internally, St. Paul's has a nave and a choir in each of its three bays. An arcade of piers separate the nave from the aisles. The choir holds the stalls for the clergy, cathedral officers and the choir, and the organ.

Since St. Paul's construction a lot of services including the funerals of notable British politicians, jubilee and wedding celebrations of the royal family members have occurred at the cathedral.



Exercise 11. Use the web-sites below and prepare a short presentation about the famous architectural buildings in the UK.

- <https://www.express.co.uk/travel/articles/953883/britain-best-buildings-uk-architecture-pictures>
- <https://www.businessinsider.com/the-best-architecture-in-the-uk-2016-8>
- https://www.designingbuildings.co.uk/wiki/25_best_buildings_in_London

Exercise 12. Use the time adverbs and the prompts below to talk about what you need to do in the house. Extend your ideas.

Example: I haven't cleaned the room yet. I should polish the furniture and Hoover the carpets.

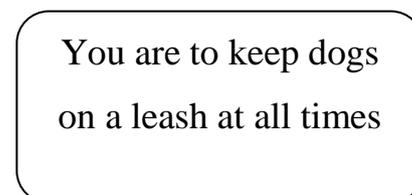
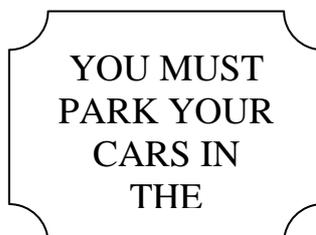
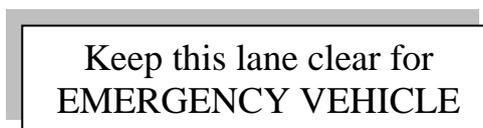
already	still	every day/weekend	now	since
next Friday	at the moment/at present	yet	for	tomorrow

- Clean the room
- Convert the loft

- Repair the roof
- Restore the country house
- Paper the walls
- Furnish the bedroom
- Install a satellite dish
- Refurbish the façade
- Fix the porch
- Unify colour scheme

Exercise 13. Read the signs that could be seen in the area you live in and change them into passive. Think about other rules for safe and secure living.

Example: Don't leave your bags unattended. – Bags must not be left unattended.



Exercise 14. Fill in the gaps using the verbs in the passive form and speak about the houses in the English speaking countries.

Example: A bungalow can be found (can / to find) in Australia.

1. Such houses _____ (to buy) by elderly people, because it is a one floor house.
2. As a rule detached houses in England _____ (to situate) in the suburbs and stand on their own.
3. Terraced houses in England _____ (to build) in many cities.
4. The kitchen _____ (to join) with the dining-room.
5. In general, detached houses do not have a fence, they _____ (to surround) by a hedge.
6. Houses in the USA _____ (to suppose) to have a garage and a drive.
7. In England and America the roofs of modern houses _____ (to build) of tiles whereas in Australia they _____ (to construct) of corrugated iron.
8. A swimming pool and a patio _____ (can / to find) in many American houses.
9. In Great Britain the majority of houses used to _____ (to heat) wholly by means of open fireplaces.
10. The back garden of many British houses _____ (may / use) for growing vegetables.
11. Tools, bicycles, skis and all sorts of other things _____ (usually / keep) in a wooden shed.

To find more information about Passive Voice use the Web site:

- <https://www.grammarbank.com/passive-voice-tense-chart.html>

Exercise 15. Fill in the correct verb form in the following sentences. Read them with the correct intonation of "if" clauses in the initial position and then in the final position.

Example: If the lounge was bigger, we could (can) get more than five people in it.

1. If it _____ (be) a nice day, you can walk in summer.
2. If the ceilings _____ (be) lower, it wouldn't be so expensive to heat the house.

3. If the bedroom _____ (look) over the main street, it would be very noisy.
4. If you fix the stairs, they _____ (not / be) so dangerous.
5. If the roof isn't repaired, the ceiling _____ (come) down.
6. If we _____ (buy) the house, we'll benefit from it.
7. If the courtyard _____ (catch) the sun, we couldn't eat out in summer.
8. If the house was centrally located, it _____ (not / have) so lovely views from the bedrooms.

Exercise 16. Read the conversations and summarize the advice with the conditional sentence. Make up your own microdialogues by analogy and let your peers summarize them.

Example:

- I like the verandah, it is so spacious.
 - Me too. We can have tea there.
 - If we have a verandah, we can have tea there.
1. - Think how lovely it is to have a fireplace.
 - Yes, it will make the living-room cosier.
 - _____
 2. - I wish we had a utility room.
 - That would be nice. You could have a washing machine and a freezer there.
 - _____
 3. - I like the idea of having an adjacent dining-room.
 - So do I. We can have family get together on big occasions.
 - _____
 4. - I'd rather the children had a room on the first floor.
 - I absolutely agree. They should have more privacy.
 - _____
 5. - I think we lack a shed.
 - You're right. I can keep my tools in there.

- _____
- 6. – I consider having a swimming pool is far better than a patio.
 - Having both will be the best!
 - _____
- 7. – What about renting a one-room "studio" apartment?
 - That would be lovely! The bills would come lower.
 - _____
- 8. – We'd better install the alarm system.
 - By all means. It would be much safer.
 - _____

Exercise 17. Ann's granny is thinking about the house she wants to live in. Complete her thought bubbles with your own ideas and reproduce them with the correct intonation.

Example: If I moved into a new house, I would like to live in a modernized cottage.



To find more information about Conditional sentences, use the following Web sites:

- <https://www.ego4u.com/en/cram-up/grammar/conditional-sentences>
- <https://www.youtube.com/watch?v=FH3ThwR99LM>

C. LEXICAL PROGRAMME

Exercise 18. You are going to listen to a girl talking about her house. Look at the *Word cloud* in Ex. 3 again. Choose the words she mentioned and reproduce them in context. Listen to the recording and check your ideas.

Example: suburbs – Our house in the suburbs is modern and detached.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 19. Write the correct word from the scrambled letters. Make up your sentences with them.

Example: lerytuc – cutlery; Put away all the cutlery in the cupboard.

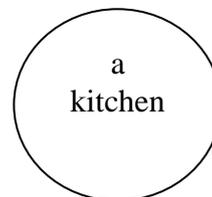
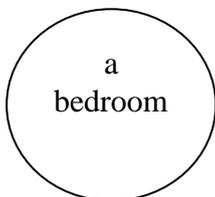
- | | |
|---------------------|---------------------|
| 1. silsentu _____ | 5. urenitruf _____ |
| 2. nstaiurc _____ | 6. bedroraw _____ |
| 3. rdboapuc _____ | 7. acelperif _____ |
| 4. lierdenahc _____ | 8. sherawshid _____ |

Exercise 20. Search the Internet and fill in the word-forks on the topic. Say in what context you can use them.

detached		French		built-in	
					furniture
	house				
			windows		

<http://www.visualdictionaryonline.com/house/house-furniture.php>

Exercise 21. Search the Internet and fill in the furniture word-roses for the following content-areas. Use them in your own descriptions.



Example: a sheet

a carpet

a sink

<https://7esl.com/picture-dictionary/>

Exercise 22. Use the words from the box to complete each section from the list. Illustrate them in your own context.

Types of houses: block of flats,

.....

Location: in the suburbs,

.....

Condition: recently renovated,

.....

General description: a hedge,

.....

Traditional, terraced house, castle, isolated, well-maintained, average, residential area, luxurious, fully furnished, secure, on the outskirts, family-sized, economical, centrally located, shabby, spacious, within

Exercise 23. Pair up with your friend, complete and reproduce the dialogue using vocabulary from Exercise 22.

John: How are you settling in to your new home, Amy?

Amy: Fine, thanks John. Now I've got the home I've always wanted,
.....(type of the house/location).

John: Sounds lovely. Does it need a lot of fixing up?

Amy: No, actually it's quite(condition). I reckon it has been
..... (condition). Anyway, how's your house hunting going?
Have you found anywhere yet?

John: I have actually, thanks for asking. Next month I'm moving into my
..... (condition) flat.

Amy: That's great news! Tell me all about it.

John: Well, it's part of a three storeyed building, which is (location),
you know.

Amy: It sounds very nice. I suppose it comes (general description)?

John: it certainly does. You'll have to come round and see it when I've moved in.

Amy: I'd love to.

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 24. Using your e-dictionary fill in the chart with the correct derivatives and use them in your own context. Sometimes the stress pattern is different in the adjective from the stress pattern in the noun. Mark these adjectives with a (*). Practise the pronunciation.

noun	verb	Adjective	Adverb
beauty	beautify	_____	_____
_____	locate	_____	-
danger	endanger	_____	_____
attraction	attract	_____	_____
_____	convert	_____	-

(im)probability	-	_____	_____
_____	necessitate	necessary	_____
_____	perfect	perfect	_____

Exercise 25. Choose one of the adverbs from the previous exercise and put it into the correct place in the sentence. Mark stresses and tunes and read them with proper intonation and rhythm.

Example: They will move the house next year.

Probably they will move the house next year.

They will probably move the house next year.

1. My grandparents' house is located in close proximity to the city facilities.
2. The lawn in front of the cottage was designed by my cousin.
3. The fruit trees bloom in the orchard in spring.
4. Centrally located blocks of flats are not the best.
5. He felt the stairs shutter under his feet. They badly needed repairing.
6. The hedge around the bungalow was trimmed and made the rear even more secluded.
7. The attic was converted into a nursery and it revealed the comfort and cosiness.
8. The upholstered furniture harmonises with the whole décor of the living-room.

III. UPGRADING YOUR LANGUAGE COMPETENCE

A. While reading

A House To Buy

Exercise 26. Skim the dialogue and say what advantages and disadvantages of the house the husband and wife think of.

- What do you think of that **place** then? Not bad, was it?
- Oh, it was lovely, no doubt it was really lovely. A very pretty house, a beautifully modernized **cottage**.
- Mmm. Not as **large** as the house we've got at the moment, though.
- No, not as big, it's true, but it's in a much **convenient** location, anyway. It **features** the countryside all around, and **picturesque views** from the bedrooms.
- It's **quite** a long way from the station, isn't it? If we bought it, we'd have to drive to the station, we couldn't walk.
- That wouldn't matter. You can walk in summer if it's a nice day. It's a lovely stroll across the park.
- I'll tell you one thing I didn't like, **actually**, and that was the ceilings everywhere, especially in the kitchen.
- Yes, but think how expensive it is to heat our house at the moment, and that's partly because the ceilings are so high. If the ceilings were lower it would be much cheaper **to heat**. I mean our gas bills would really go down.
- I suppose you are right. But the **lounge** is tiny. You couldn't get, well, more than five people in it.
- Yes, I know, but the thing to do with **this** house is to **knock** down the wall between the living-room and the dining-room. If we had a **spacious** room, it would be **much** cosier on a winter evening, beside that open fire. And the kitchen was big, anyway. And nice and bright.

- I'm afraid I didn't like the bedrooms very much, with one on the first floor and another two in that **converted** loft.
- Oh I loved the bedrooms, particularly ... well, all the bedrooms. They are all double bedrooms, and with those views....
- But the main one, the main one faces the **street**, so that would be very noisy.
- But the street isn't so noisy. I mean it's only a lane, it's not really a busy road. You wouldn't hear very much.
- Yes, true. And I suppose the children can have the bedrooms on the **top** floor. The stairs are a bit **dangerous**. I'd have to fix them. And the **roof** is **leaking**. If they don't do something about that soon, the ceiling will **come down**. It's been raining heavily recently.
- What about the outside? What did you think of that?
- I thought it was very attractive, you know, with the courtyard and then the garden. I bet the **courtyard** catches the sun. We could eat out in summer.
- And it's quite a big **orchard**. And that's a lovely mature **peach** tree right in the middle. **Lots** of **space** for your vegetables. So what do you think?
- Well, I'm not sure. I don't think it would be big **enough** for us.
- OK. Think again, then. If we buy it, we'll **benefit from** it by all means.

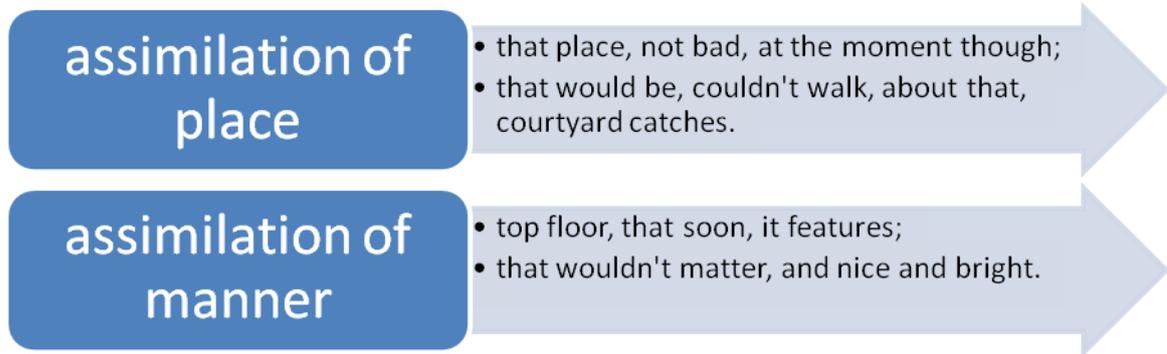
Exercise 27. In the text circle the words with the voiced consonants in the final position. Practise reading them.

Example: means [z]

Exercise 28. Rearrange the words in bold from the text into three groups. Practise reading them.

voiceless plosives in the final position	voiceless fricatives in the final position	voiceless affricates in the final position
<i>e.g. convenient</i>	<i>e.g. this</i>	<i>e.g. cottage</i>

Exercise 29. Practise reading the word combinations from the dialogue observing the assimilation of place and manner. Reproduce the context they were used in.



Exercise 30. Work in 3 groups. Write and read out the sentences from the dialogue that contain either initial, middle or final parenthesis with the correct intonation. Swap the task among the groups and read them again.

Example: Well, I'm not sure. (Low Rise)

What do you think of that place then? (unstressed in the final position)

It was lovely, no doubt it was really lovely. (unstressed in the middle)

Exercise 31. Match the highlighted words from the text to their definitions and make up your own sentences with them.

Example: view – something what you can see from a window → What an ugly view from the window!

a) something with a small hole or crack in it that lets gas or liquid flow through; _____

b) (Br.E.) the main room in a house where people relax, watch TV etc; _____

- c) a place where fruit trees are grown; _____
- d) to make something become warm or hot; _____
- e) an open space that is completely or partly surrounded by buildings;

- f) the amount of an area, room, container etc that is empty or available to be used; _____
- g) something that is changed into a different form or thing so that it can be used for a different purpose or in a different way; _____
- h) beautiful, charming, or interesting enough to be made into a picture;

- i) something gives you an advantage, improves your life, or helps you in some way; _____
- j) to fall to the ground. _____

Exercise 32. Change the sentences for an announcement to a public media promoting A House To Buy by emphasizing the object of the verb. Use the Passive Voice.

Example: The designer wanted to make the house modern and romantic for a considerable time. → The house **is made** in romantic and modern style for a considerable time.

1. The designer of the house planned to make it very convenient. One can see a nice countryside all around, and one can admire picturesque views from the bedrooms.

2. A designer of the house wanted to make lower ceilings everywhere. They think the ceilings are so high that it is very expensive to heat the house.

3. The designer of the house wanted to use gas heating. But they say that the gas bills are high.

4. The most unpleasant thing of this house is the lounge. The designer made it so tiny that you couldn't get more than five people in it.

5. Constructing the house the designer preferred to build the wall between the living-room and the dining-room. He planned a big kitchen very skillfully.

6. The designer of the house wanted double bedrooms with nice views. But the main room faces the noisy street.

7. The designer didn't think how to solve the housing problems. They say that the stairs to the top floor are very dangerous, the roof is leaking and the ceiling can come down after heavy rain.

8. The designer worked out the outside of the house as a successful combination and the courtyard. The designer used lots of space for vegetables.

Exercise 33. In chain ask about an object's position in relation to another object or telling about distances. Use the ideas from the text "A House To Buy".

Example: – in a much convenient location, with the countryside all around →

Where is the beautifully modernized cottage situated?

- picturesque views from the bedrooms;
- quite a long way from the station;
- the ceilings are very high;
- in the kitchen;
- more than five people in the lounge;
- the wall between the living-room and the dining-room;
- a spacious room;
- beside the open fire;
- the children can have the bedrooms;
- the courtyard, the garden.

Exercise 34. Team up with your friends and make a list of pluses and minuses of the prospective house to buy / to rent and present them in the group.

Useful language

Listing advantages

- on the plus side, a good thing about, one advantage is
- the next important thing is, the best thing about

Adding pros and cons

- moreover, in addition, furthermore
- also, as well

Listing disadvantages

- on the minus side, a bad thing about, one disadvantage is
- the worst thing about, it's a bit/rather

Contrasting pros and cons

- but, however, on the other hand

Exercise 35. Pair up with your friend and discuss how to turn disadvantages of the house into advantages using conditionals.

B. While listening

Exercise 36. Study the difference between British and American words related to «home». Transcribe and pronounce them.



Cultural Diversity

The American system for indicating the floors of a building is different from that used by the British. In the U.S., the term **first floor** is used to refer to the ground level of a building. However, in the British system the **first floor** is the floor immediately above the ground level. Americans call that floor (the one above the ground level) the **second floor**. This difference in nomenclature continues all the way to the top of a building. (<http://www.macmillandictionaries.com/MED-Magazine/October2003/12-feature-us-uk-housing-vocab.htm>)



British English	American English
block of flats	apartment house/building
semi-detached house	duplex
terraced house	row house
flat	apartment
ground floor	first floor
lift	elevator
garden	yard
verandah	porch

Exercise 37. Listen to the extracts about the boy's and girl's memories of their home and say what country they are from. What makes you think so?

<https://www.cambridge.org/us/cambridgeenglish/catalog/cambridge-english-exams-ielts/grammar-and-vocabulary-first-and-first-schools/resources>

Exercise 38. From the audio script write out the words according to the transcription given. Pronounce them.

Example: [vaʊd] – vowed

ji:ld	'mænikjʊəd	bɔ:dz
rɪ'peə	elɪk'trɪsɪtɪ	ru:'ti:n
pɔ:tʃ	əʊk	tʃɔ:z
ɪks'tɪrɪə	streɪt	'plʌmɪŋ

Exercise 39. Read the words and circle the odd one out according to the pronunciation of the final consonant sound. Say why it is odd.

Example: neared seemed worked

- | | | |
|--------------|---------|--------------|
| 1. passed | faded | made |
| 2. farmed | unheard | forced |
| 3. manicured | locked | vowed |
| 4. bricks | boards | flowers |
| 5. days | trees | grandparents |
| 6. bathrooms | paints | besides |
| 7. paths | chores | roofs |
| 8. hedges | fences | oaks |

Exercise 40. Rearrange the words according to the stress pattern. Practise reading them.

(semi) detached	(well)-suited	(centrally) located	refurbished
(well)-designed	(double)-glazed	shared	secluded
(fully) furnished	tiled	landscaped (garden)	(two)-storeyed
(well)-maintained	converted	terraced	(ideally) placed
O	Oo	oO	oOo

	<i>landscaped</i>		
--	-------------------	--	--

Exercise 41. Read, transcribe and intone the sentences with the adverbials or parenthesis. How are they pronounced?

Example: As we neared Black Oak, we passed the Clench farm. – adverbial clause is pronounced with the low-rising nuclear tone.

1. Even the children seemed to enjoy pitting cotton and doing the most routine chores around the farm.
2. According to my father and grandparents, paint was unnecessary.
3. The boards were kept clean and in good repair, and besides, paint cost money.
4. Upstairs there were four bedrooms.
5. I guess the house itself was quite spacious really.
6. It was made of wood and we had shutters at the windows and a fence around our yard.
7. Downstairs there's a large living-room, a dining-room, a study and aa fitted kitchen.
8. We have a big terrace out the back where we can sit in summer.

Exercise 42. Imagine you are the hero of the story. Share your memories as in the example below.

Example: I neared Black Oak, and passed the Clench farm. → Black Oak **was neared**, and the Clench farm **was passed**.

1. The children seemed to enjoy doing routine chores around the farm.

2. The Clenches manicured the hedges around the front yard into shape.

3. The yield of the garden fed the family all year.

4. We had built our house before the First War, back when nobody heard of indoor bathrooms and electricity.

5. For the exterior we made clapboards of oak.

6. Even though the boards had faded, my father and grandparents thought that paint was unnecessary.

7. My mother vowed to herself that she would not raise her children on a farm.

8. My mother said she would build a house with indoor plumbing.

9. My mother dreamt to surround the porch with flowers and paint the boards.

Exercise 43. Look at the picture of the house from the boy's memories and describe it. Use the pairs of words from the box omitting the doer.



- a farmhouse – to build
- the hedges – to cut and to manicure
- the fences – to repair
- the house – to paint
- the exterior – to build
- the indoor bathrooms – to use
- the electricity – to supply
- the boards – to keep clean

Example: A farm house was built many years ago.

Exercise 44. Imagine what conveniences the girl would / wouldn't have had if she had lived in the urban area.

Example: a block of flats (✓) – If the girl had lived in the urban area, she would have lived in a block of flats.

- in proximity to entertainment facilities (✓)
- a basement (x)
- a separate shower room (x)
- central heating (✓)
- a garage (x)
- a parking (✓)
- four bedrooms (x)
- a terrace (x)
- a balcony (✓)

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 45. Use the e-dictionary and analyze the difference between the words or phrases. Use them in your own context.

Example: A lot of scientists believe that city dwellers are more likely to suffer from anxiety disorders than those in rural areas.

1. house swapping / house sitting
2. have a lot in common / have one thing in common
3. for next to nothing / absolutely free of charge
4. browse a property / visit a property
5. not very often / more often than not
6. city dweller / citizen
7. squatter / tenant
8. alley / avenue

Exercise 46. Match the words to their meanings and illustrate them in your own examples.

Example: I'd like to buy a flat in proximity to my work to avoid using public transport.

- | | |
|------------------|---------------|
| 1. accommodation | 5. proximity |
| 2. property | 6. residents |
| 3. amenity | 7. settlement |
| 4. home-owner | |

- a) something that makes a place comfortable or easy to live in
- b) a building, a piece of land that someone owns
- c) when lot of people move to a place in order to live there
- d) a place for someone to stay, live, or work
- e) nearness in distance or time
- f) someone who owns a house, or a flat
- g) someone who lives or stays in a particular place

Exercise 47. Substitute the underlined words and word-combinations with the words from Exercise 46. Make all necessary changes. One word is used twice.

1. We chose the house in the neighbourhood of the school.

2. I'm afraid the bungalow lacks basic conveniences.

3. The proprietors of the country mansion were wealthy people.

4. The price of the ownership of the land has shot up recently.

5. They hope to build a permanent community near the mines.

6. The price for the holiday includes flights and dwelling.

7. My aunt lives in the city centre, close to shops and local facilities.

8. Noise pollution is in the list of major problems in a city of millions inhabitants.

Exercise 48. Use the Internet search available and find the information to the question "What makes a real American house?" Share the information with your groupmates.

Exercise 49. In groups think and decide how you will present a typical Ukrainian house to your foreign friend.

Exercise 50. Together with your friend you are looking for a flat to rent. In pairs discuss what kind of flat you would like to live in.

IV. INTEGRATING YOUR HABITS AND SKILLS

C. While watching

Exercise 51. Watch the film “The Holiday” and say what the house swapping is.

* In the film, two young women who live on opposite sides of the Atlantic have one thing in common: failed relationships. In order to clear their minds, the two women arrange online to swap houses over Christmas. Amanda, played by Cameron Diaz, decided to move to a remote small cottage in England, whereas Iris, starred by Kate Winslet, finds herself in a luxury villa in Hollywood.

https://www.primevideo.com/detail/0IZIBHD4008M0U6IER3TKUKPT8/ref=atv_dl_rdr?tag=imdbtag_tt_wbr_pvs_piv

Exercise 52. Imagine that you are one of the heroines of the film and write a letter home describing your accommodation, impressions and what you have benefitted from the house swap.

Exercise 53. You will hear a part of a television programme in which Alex Forsyth, the founder of House Swap International, talks about how to arrange swaps. For questions 1-8, complete the sentences with a word or a short phrase.

Alex Forsyth says that people who travel regularly want to have cheap holiday accommodation, so house swapping is a good chance to find their dream 1) **destination** for next to nothing.

Members of House Swap International are given the opportunity not only to advertise their home but also to 2) _____ that other members from all over the world have listed. Members are encouraged to include detailed information of their home like the number of people allowed to stay, whether or not pets are welcome and the proximity of 3) _____.

Alex claims that until an arrangement is made you will not have access to their members' 4) _____ as they remain confidential. Alex considers that 5) _____ with the other owner is the most important tip in swapping the house.

One more advice to make your guest feel welcome is essential 6) _____ in the kitchen.

Apart from leaving your home as tidy and clean as possible for your guests, Alex advises house swappers to make sure 7) _____ can be picked up easily.

Alex Forsyth points out that holidaymakers who house swap often go to houses that are 8) _____ to their own.

Exercise 54. Read the stories of the two families who decided to swap their houses when going on a holiday and say what countries they went to.

A. The Wilsons

George and Rachel Wilson and their children, Amy aged 12 and her 10-year-old brother Aaron, were greatly amazed when they first saw the Smiths' two-bedroom



beach-house in the suburbs of Melbourne. “It looks casual, but sophisticated!” said Rachel. “I’m not sure why, but this combination of skillion roof and exposed corrugated iron is very Australian”, admitted her husband.

The house was renovated a few years ago and has an all timber painted exterior. The peculiar feature of Aussie houses is a verandah. “We were very surprised by the open verandah which was the length of the house. It was well designed and had all necessary kitchen furniture and equipment, such as a gas stove, a cooker hood, some cupboards, worktops and a big rectangular dinner table. We really enjoyed spending warm evenings there”, said Rachel.

The inside of the house was welcoming too. The lounge room had large double doors which opened onto the verandah and French windows. The children were impressed by the bedroom with its en-suite bathroom and a built-in wardrobe. “Amy couldn’t help enjoying a ceiling fan!” exclaimed George, laughing.

B. The Smiths

Tim and Pam Smith and their twin sons Phillip and Anthony aged 10 couldn’t believe their luck when they arrived in a peaceful small town Totnes, Devon. It was a two-storey detached house with a beautiful green lawn in front, and a garden at the back. It had a gabled tiled roof with a chimney, a bow window on the ground floor and box windows on the first floor.

“I had an immediate feeling of cosiness the moment I saw the house, and it enhanced when I walked in”, said Pam. “The house was well-planned and looked quite spacious inside”, added Tim. “In addition to basic rooms, it had two bathrooms downstairs and upstairs, and the basement”.

“Sadly we weren’t lucky with the weather”, complained the children, “it was chilly and drizzling for most of the time during the holiday, so we had to stay in and get ourselves involved in different activities”.

“Anyway we weren’t bored”, said Pam. “The house was beautifully decorated. The mixture of old and contemporary accents gave a welcome contrast to the rooms, the carpets and an open fireplace made feel snug”.

Another good point for Tim was a long garden full of beautiful plants which could be hardly seen in his country. “Honestly, the best thing of all was a garage. I wish I had the same in my house”, sighed Tim with regret.

Exercise 55. From the texts choose the words which characterise a typical English / Australian houses to design your own Word Cloud. Interpret their meanings.

Exercise 56. Use one of the sites below and design your own word clouds with words and phrases which define the names, characteristics and distinctive features of the houses in Canada and New Zealand. Speak on their differences and similarities.

- <https://www.youtube.com/watch?v=BckkehuzYSk>
- <https://www.youtube.com/watch?v=rDgQ5T3bxN0>
- <https://www.newzealandnow.govt.nz/living-in-nz/housing>
- <https://www.justlanded.com/english/New-Zealand/Articles/Housing-Rentals/New-Zealand-Houses>

Exercise 57. Look at the photos of one and the same house before and after its renovation. Say what was (wasn't)/has been (hasn't been) done. Use time expressions such as *recently, already, not long ago, two days ago* etc.

Example: The second floor was renovated two months ago. However, the swimming-pool hasn't been built yet.



(a) Discuss with your partner what else the family is going to do using the following ideas.

e.g. I believe they are going to have the fruit trees planted.

- maintain the rear garden
- build a two-car garage
- fully furnish the rooms
- install surveillance cameras
- surround the house by a hedge

Make sure to use parenthesis in your sentences in different places.

(b) Pair up with your friend and discuss what you would do if you were in the owner's shoes.

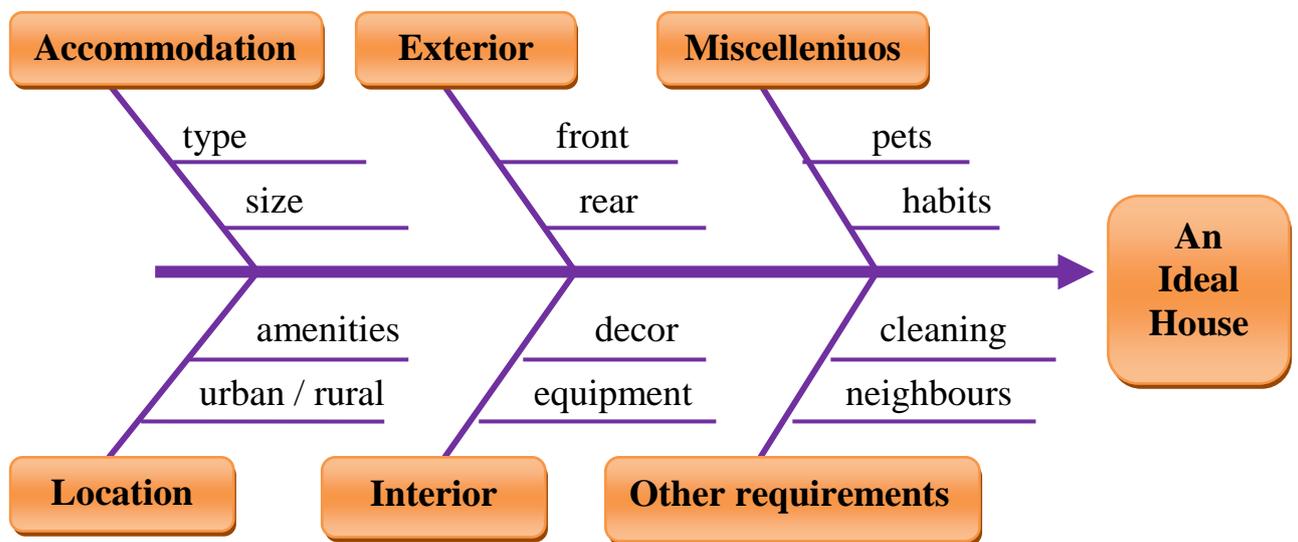
Exercise 58. Present a photo of your accommodation. Imagine it's being repaired these days. Talk about:

- the exterior of the house;
- what has been already done;
- what else you're going to do to get it redecorated.

Exercise 59. Suppose your foreign friend wants to swap his house with a Ukrainian one. In groups describe such a house and say why it might be attractive for foreigners.

PROJECT WORK

Team up and make a project of an Ideal house using a fishbone technique.



Module 3. My Home Is My Castle



Upgrading Your Language Competence

Exercise 1. Fill in the text with the words from the box and say what type of house suits you most and why.

accommodation	cottage	detached house	mansion
block of flats	bungalow	semi-detached house	

Amanda has been working as an estate agent for five years so far. She finds it exciting to help people sell and buy properties.

“I deal with all sorts of properties for sale. Interestingly, most city-dwellers prefer to live in a 1) _____ despite busy roads, noisy neighbours and out-of-order lifts. Living in the suburbs is another way round! There is nothing more comfortable than a two-storey 2) _____, surrounded by a nicely-trimmed hedge. A prospective owner may also have a shed, a garage, an orchard and even a patio at the rear of the house. This is an excellent choice for an extended family. If you don't mind sharing a wall with a neighbour, you can live in a 3) _____ house. In addition, if you don't feel like going upstairs all the time, a 4) _____ is exactly what you need.

Those who are in favour of a relaxed atmosphere and rural landscapes usually opt for two different types of dwelling according to their paying ability. It can be either a tiny 5) _____ or a luxury country 6) _____.

Which 7) _____ is more appealing to you. Have you made up your mind to buy a property?”

Exercise 2. Read the text below. For questions 1-10, use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Example: 0 - construction

THE FUTURE OF TALL BUILDINGS

Architects responsible for the (0) ... of many skyscrapers believe CONSTRUCT
that a tall building must always have a certain minimum (1) ... WIDE
but that there is no limit to its absolute (2) This means that HIGH
the skyscrapers of the future are likely to be even taller.

Engineers agree with this, but there is (3) ... over the best shape AGREE
for very tall, slim buildings. The effects of wind (4) ... mean that PRESS
cylindrical designs have enjoyed some (5) ... in recent years, and POPULAR
these are quite pleasing to the eye. (6) ... , however, the ideal FORTUNATE
shape is an ugly square with heavily rounded corners.

Would these tall buildings of the future offer more than a (7) ... WONDER
view? Some believe tall towers could contain all the (8) ... for REQUIRE
modern living. The (9) ... of these vertical villages would travel INHABIT
up and down between their home and work zones and would (10)... RARE
need to journey to ground level.

(from Virginia Evans, FCE Practice, 2008)

Exercise 3. Match the parts of the sentences. Pair up with your friend and share your opinion on the place you would prefer to live in.

Example: When I leave home, I'd like to live somewhere quiet with a relaxed atmosphere, like a residential suburb. It won't take me long to get to the city either by car or bus.

1. somewhere quiet with a relaxed	A. in the middle of nowhere.
2. somewhere busy and urban, with	B. welcoming and safe.
3. in a place that's remote and rural,	C. atmosphere, like a residential suburb.
4. in a neighbourhood which is	D. estate or in an inner city neighbourhood.
5. somewhere friendly, with a close	E. loads of entertainment and leisure facilities.
6. near an industrial	F. with shops and restaurants from around the world.
7. in a city that's culturally diverse,	G. community, where everyone knows everyone else.

Exercise 4. Look at the photos of home before and after repair. Write what was / has been / and is going to be done.

Example: The wall between a kitchen and a dining room was knocked down.







Integrating Your Skills

Exercise 5. Imagine you are going to study in London and you need to rent a house or a flat. With your partner discuss the advertisements below and decide on the best one.

1. Close to the underground station. 6 km from the city centre – near airport, lake and woodlands. Huge and beautifully renovated two-storey detached house. It offers half board (£260) or self-catering (£190) accommodation.
2. This cheerful household consists of a young couple, two-year-old boy and a baby. Breakfast and evening meal included. Lovely, spacious room in a flat in wealthy residential area near the park and embassies. (£290)
3. Bright, cheerful apartment in the multi-cultural, working class area. Self-catering rooms for two single students sharing with a friendly lady owner. Very relaxed atmosphere. Within walking distance of lively nightlife. (£200)
4. Beautiful country house in village 35 km from London. Very green and picturesque! Young and friendly homeowner. Internet access. 15 minutes to train station. (£160 with breakfast).
5. Good-sized room in lovely big apartment. A 45-minute bus ride from the centre. A very pleasant family of four (children 12 and 14). The flat has been recently repaired and the room is beautifully decorated. Half board, home-prepared meals. 2 dogs. Non-smoking girls only. (£200)

Exercise 6. Ask your partner the following questions and fill in his/her answers. Then summarize what his/her answers suggest about home.

<i>Do you think a home is somewhere ...</i>	yes	no	Don't know
you feel secure and comfortable?			

you can be alone?			
you can keep all your possessions?			
you can raise children?			
you can entertain your friends?			
you are free to do what you want?			
<i>Do you think a home is something ...</i>			
you can make beautiful?			
you take for granted?			
you can show off to your friends?			
that provides you with financial security?			
that everyone needs?			

Exercise 7. Read the article and fill in the missing parts. Say to what extent you agree with the author's opinion.

What makes a house a home?

From an evolutionary point of view, creating a home is all about the very basic need 1) _____ where you can raise a family. These days, however, our domestic surroundings are where we can truly find a way to express ourselves. Turning a house into a home is 2) _____ than the emotional connection and sense of comfort we are able to establish there.

According to experts, making a house a good space is about ensuring 3) _____, whether that means a shared student house or an absolutely luxurious apartment. Some people, for example, are very sensitive to visuals, 4) _____. For others having a peaceful spot to sit and read will be the main requirement. Yet whatever home means to us individually, 5) _____, because many of our significant memories are created there.

(From Barbara Thomas, Grammar and Vocabulary for First and First For Schools)

A. less about the building itself and where it is

- B. so feel disoriented when things are out of place
- C. to have somewhere warm and safe
- D. that it reflects both our lifestyle and our personality
- E. we all have high expectations of it

Exercise 8. Have a talk with a partner about the following issue: whether you would like to live alone or share a flat with someone. Make a list of advantages and disadvantages of sharing a flat with other people.

Advantages of flat-sharing	Disadvantages of flat-sharing
1.	1. It must be really annoying if people don't do washing up after having a meal.
2.	2.
3.	3.
4.	4.

Exercise 9. Get ready for the group discussion on the problem:

What makes the rooms look comfortable?



Exercise 10. Role-play a telephone conversation between a landlord and a student who is looking for a room to rent. Use the pattern below.

STUDENT A

1. Greet the landlord and explain why you're calling.

2. Ask Student B what the rent of the room is and what that includes.

3. Express understanding. Ask Student B about the heating.

4. Express your satisfaction. Ask Student B how you should pay (weekly, monthly) and whether there is a deposit.

5. Ask Student B about some house rules you've got to keep to, like guests and hours.

6. Express your enquiry as for the proximity of public transport.

7. Express willingness to have a look at the room as it sounds very suitable for you. Agree on the day and time of your visit.

STUDENT B

1. Greet Student A in turn and find out what he/she would like to know.

2. Tell Student A the rent and explain that it's a single room and he/she doesn't have to share it. Describe other facilities and the use of them like a bathroom, a kitchen and meals.

3. Say that Student A doesn't have to pay for that as there is central heating in all the rooms.

4. Tell Student A how he/she should pay and mention that there is a one-week deposit payable in advance.

5. Give Student A detailed information about particular house rules and add about the extra deposit or the front door key.

6. Tell Student A how long it takes to get to the tube station and the bus stop. Be persuasive that the traffic route is very convenient.

7. Give Student A the address and the best way to get there (by car, bus, tube). Say the day and the time.

INTEGRATIVE LANGUAGE

MODULE 4

MEALS

ASPECT OF THE LANGUAGE COMPETENCE	CONTENT	COMMUNICATION	COGNITION	CULTURE
PHONETICS	<ul style="list-style-type: none"> • English Rhythm • Classification of English Consonants (2) 	<ul style="list-style-type: none"> • Asking about food preferences. • Expressing approval or disapproval. 	<ul style="list-style-type: none"> • Merging and Interpenetration of Stages. • The place of the word “please” in imperatives and its intonation. 	Guide to British traditional food and drinks
GRAMMAR	<ul style="list-style-type: none"> • Nouns: countable and uncountable. • Articles • Word order of adjectives 	Modal words	Reported speech: introductory verbs	Reporting recipes, films, books, cartoons about meals
VOCABULARY	<ul style="list-style-type: none"> • Eating Out. • Types of food and their taste; ways of cooking; food containers • Junk food. Healthy Eating. 	<ul style="list-style-type: none"> • Ordering a meal in a restaurant. • The best food city of the world 	<ul style="list-style-type: none"> • Phrasal verbs. • Food idioms 	World famous cuisine

I. BRAINSTORMING

Exercise 1. Read what different people say about food and share who you have similar ideas with.



"I love good food, but I never cook it myself. I would rather go to a



"Food isn't at all important to me. I just eat when I'm hungry."



"Food is like a passion for me. I love cooking for lots of people."



"People who eat in restaurants are lazy. It's such a waste of time."



To fight overweight and obesity I eat healthy food.



I'm a veg. I prefer vegetarian food to meat dishes.

Exercise 2. Look at these people and predict what food preferences they might have.



Exercise 3. Listen to the jazz chant about food preferences and beat the rhythm.

<https://pesni.guru/text/jazz-chants-major-decisions>

II. REVISING YOUR LANGUAGE COMPETENCE

A. PHONETIC PROGRAMME

Exercise 4. From the Word Cloud below choose any of the food words and make up your own jazz chant. Reproduce it with rhythm.

Exercise 5. Look at the Word Cloud and rearrange the food words according to the phonemic transcription given. Practise saying them.

Example: yoghurt - [ˈjɒɡət]



[ˈjʊgət]	[ˈvɪnɪgə]	[dɪˈzɜ:t]
[ˈtʃɒklɪt]	[pɛəz]	[ˈʌnjənz]
[mu:s]	[ˈmʌstəd]	[ˈkju:kəmbəz]
[ˈbɪskɪts]	[sɔ:s]	[ʃəmˈpeɪn]
[ˈsɪəriəl]	[ˈsænwɪdʒ]	
[ˈhæmbɜ:gə]	[steɪk]	

Exercise 6. In the Word Cloud find adjectives describing food and classify them according to the sounds. Practise saying the words.

[i:]	[aɪ]	[ɒ]
<u>sweet</u> _____	_____	_____
_____	_____	_____
[eɪ]	[e]	
_____	_____	
_____	_____	

Exercise 7. In the Word Cloud find the words that correspond to the suggested pronunciation. Add other words from the list and practise reading them .

- 1) letter C → [s] *Example: spicy*
- 2) letter C → [k] *Example: cucumber*
- 3) other pronunciation: *Example: champagne [ʃ]*

carp, lettuce, cauliflower, garlic, apricot, cloves, icing, delicious, spinach, anchovy

Letter C → [s]	Letter C → [k]	Other pronunciation

Exercise 8. Ask your partner about their food preferences. Pay attention to the intonation of polite requests and responds. Begin the sentences with: What about ... ? / What do you say to ?/ Why don't you have / taste ...?

Pattern: - What about having a spicy sauce?

- No, thanks. I'd rather have tender mousse instead.

To find more information about Intonation of polite requests use the following Web sites:

<https://englishwithatwist.com/2016/05/27/pronunciation-want-to-be-polite-learn-english-intonation-guest-post/>

<https://www.youtube.com/watch?v=VA9w14sFZww>

Exercise 9. Listen to the words and circle the one with a different vowel sound. Explain the reading rules.

Example: apple grain fats crab

- | | | | |
|------------|---------|-----------|-----------|
| 1. crunchy | lunch | well-done | cook |
| 2. soup | hot | yoghurt | chocolate |
| 3. ham | starter | lamb | packet |
| 4. cake | grate | apple | tasty |
| 5. fizzy | slice | biscuits | mix |
| 6. bitter | ripe | spicy | rice |
| 7. roast | boil | toast | most |
| 8. food | fruit | junk | juice |

Exercise 10. The following words go together but in a particular order. Make up word-combinations, rearrange them according to the stress pattern and practise reading them.

Example: bread ----->butter (bread and butter)

- | | |
|-----------------------------|---------------------------|
| 1. cream ----- strawberries | 6. milk ----- sugar |
| 2. biscuits ----- tea | 7. salt ----- pepper |
| 3. pie ----- ice-cream | 8. vinegar ----- oil |
| 4. ham ----- cheese | 9. vegetables ----- fruit |
| 5. chips ----- fish | |

OoOo	OoO	OoOoo	OoooO

B. GRAMMAR PROGRAMME

Exercise 11. Complete the table as in the example.

* coffee * flour * rice * burger * salad * meat * spaghetti * pizza * butter * apple *
bread * orange juice * water * tea * egg * sugar * sandwich * potato * tomato *
berry * honey * salt * milk * biscuit * shrimp

Countable nouns: *apple* _____

Uncountable nouns: *flour* _____

Exercise 12. Fill in *some, any, no, little* or *few*. Illustrate them with your own examples.

Example: Could I have some more coffee please?

1. Have we gotbiscuits? I'm starving.
2. There is verymilk left. Could get a pint when you are out?
3. Maggie is so fussy, there are verythings that she will eat.

4. I'm sorry, sir, there islobster left; would you like to try something else?
5. There aresandwiches in the fridge if you are hungry.
6. I'm going to the market; would you likefruit or vegetables?
7. There are aolives left in the bottom of the jar.
8. I think you should add amore pepper to the sauce.
9.more potatoes for me, thanks, I'm full.

Exercise 13. Read the dialogue and underline the correct item.

- It shouldn't take too long to do the shopping this week. I don't think we need **1) many/much**.
- Well, there's **2) no/any** cheese left and only a **3) little/few** bit of butter.
- Yes, don't worry. They are both on the list. Can you think of **4) something/anything** else?
- How **5) many/much** eggs have we got left? Oh, there should be plenty. I don't think we need **6) no/any more**.
- Why don't you get **7) some/any** spaghetti and a **8) little/few** mince and I'll make bolognaise for dinner tonight.
- Oh, that would be nice. I'll get a **9) few/little** more tomatoes and **10) some/any** mushrooms as well.

Exercise 14. Choose one of the dialogues, complete and reproduce it with your partner using the correct quantifiers.

1. – How many apples do you need?
– Oh, just a
2. – There are potatoes left, but there aren't carrots.
– Well, I'll go to the shop and buy How do we need?
3. – We haven't got butter left. I used it all yesterday.
– Why don't you use margarine instead?

4. – There weretomatoes left at the greengrocer’s this morning so I didn’t buy
- That’s alright. I think I’ve got tinned tomatoes in the cupboard.
5. – I think you added too salt to this soup.
- Do you think so? I only added a

To find more information about the usage of quantifiers for countable and uncountable nouns use the Web sites:

<https://7esl.com/quantifiers/>

<https://learnenglish.britishcouncil.org/english-grammar-reference/quantifiers>

Exercise 15. Make up a dialogue by analogy with Exercise 10 using the information below.

<div style="background-color: #4a86e8; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> food you have at home </div>	<ul style="list-style-type: none"> - lettuce; - pasta; 	<div style="background-color: #4a86e8; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> food you need to buy </div>	<ul style="list-style-type: none"> - carrots; - cornflakes;
	<ul style="list-style-type: none"> - vinegar; - beef 		<ul style="list-style-type: none"> - mustard; - spinach

Exercise 16. Look at the photos. In pairs choose one of them, identify yourself with the characters and role-play the dialogue which may take place between them.



C. LEXICAL PROGRAMME

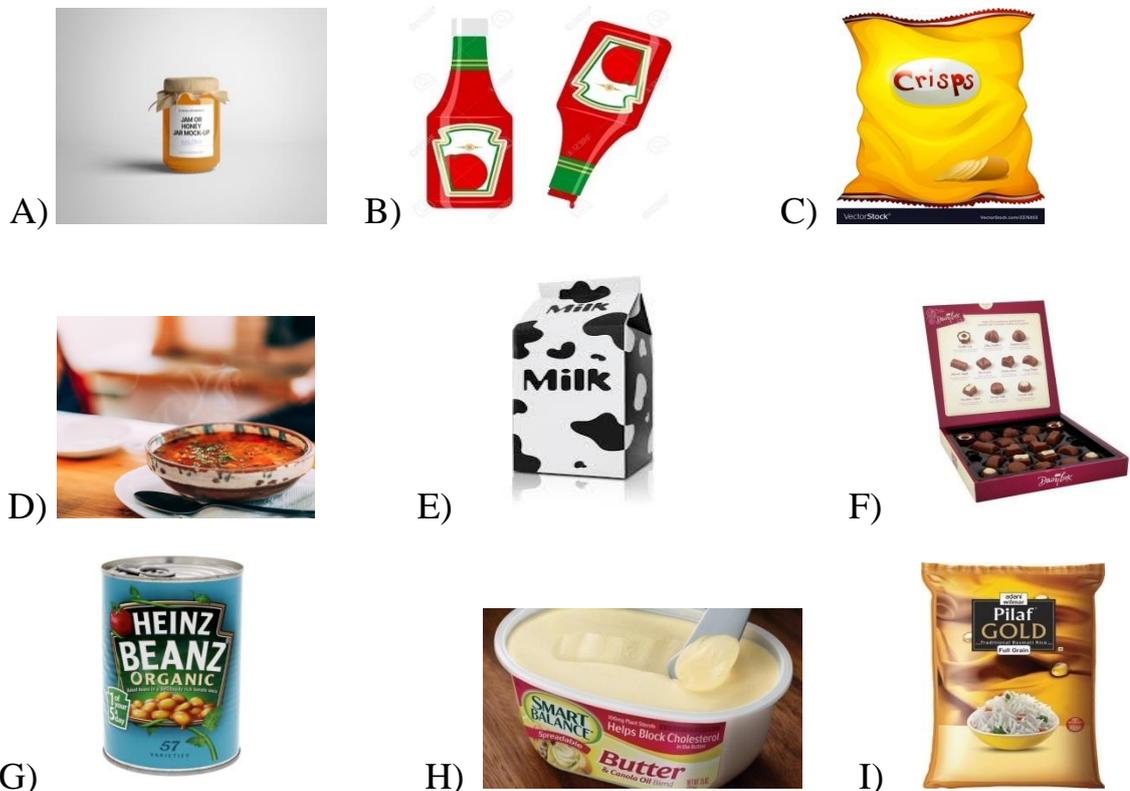
Exercise 17. Use the e-dictionary and fill in the table by adding four / five words for each category. Say which of them you have more often.

CATEGORY	TYPES OF FOOD
pulses	<i>Example:</i> beans,
cereals	
meat	
poultry	
fish	
shellfish	

Exercise 18. Match the verbs of cooking with their definitions. Illustrate them in your own sentences.

- | | | |
|-----------|---|---|
| 1. simmer | → | a) cook in very hot oil |
| 2. boil | | b) cook over hot water |
| 3. fry | | c) cook under/over a flame |
| 4. braise | | d) cook meat etc. in an oven |
| 5. roast | | e) cook in hot water |
| 6. steam | | f) cook bread, etc. in an oven |
| 7. bake | | g) to cook slowly in a small amount of liquid in a closed container |
| 8. stuff | | h) to cook by boiling food gently |
| 9. grill | | i) to fill a chicken, pepper etc with a mixture of rice, apples etc before cooking it |

Exercise 19. Label the pictures with the words and phrases below. What other types of food and drink can be put in these containers?



box *jar* *carton* *bottle* *bag*
 packet *tub* *bowl* *can*

Example: a box of chocolates

- | | |
|----------------------|-----------------------|
| 1. a of crisps | 5. a of ketchup |
| 2. a of jam | 6. a of beans |
| 3. aof soup | 7. a of butter |
| 4. a of milk | 8. a of rice |

Exercise 20. Fill in the correct word from the list below. Use them in your own context.

Example: crisps, nuts, bacon - salty

hot bitter creamy sweet greasy salty sour succulent savoury

1. crisps, nuts, bacon
2. pastries, cakes, chocolate, honey
3. roast turkey, stuffed pike
4. curry, chilli, Tabasco, chilli peppers
5. dark chocolate, olives, black coffee
6. chips, fried bacon, fried chicken
7. bad milk, lemons, pickled onions
8. whipped cream, yoghurt, milk
9. pizza, fillings, party snacks

spicy overcooked crunchy stale sugary

1. Indian food is very hot and
2. I'm sorry for being so noisy, but this apple is really
3. Haven't we got any fresh bread? This loaf is
4. The meat was because she forgot to take it out of the oven in time.
5. Fizzy drinks are very and can be bad for your teeth.

Rasher pint loaf clove lump slice bar pinch

1. a of salt
2. aof garlic
3. aof bread
4. aof chocolate
5. aof beer
6. aof sugar
7. aof ham
8. aof bacon

Exercise 21. Read the dialogue and fill in the missing words which denote containers. Act out a similar dialogue compiling your own shopping list.

- John, let's make a shopping list. What do we need this week?
- Well, we need a couple of _____ of spaghetti and a _____ of bread.
- OK – I guess we've got plenty of _____ of tomatoes, though. Do we have to buy any olive oil?
- Oh yes – we need a _____ of oil, and we've run out of eggs. I'm going to bake cherry pie.
- Aren't there any left? All right then, a dozen eggs, and we'll have to buy a _____ of coffee and about three _____ of milk.
- There's no sugar either. So, put down a _____ of sugar and a _____ of margarine.
- Kate, we don't need to buy any cornflakes, do we?
- No, there's a _____ in the cupboard.

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 22. Complete the sentences with the correct word form from each pair. Consult the dictionary to find out the meaning of the words and the difference between them.

nibble / gobble

1. She *gobbled* down her lunch in a few minutes.
2. He _____ the biscuits cautiously.

gulp / sip

1. Charlie was so thirsty that he drank a glass of water in one _____.
2. He _____ at his wine with pleasure.

dice / slice

1. To prepare this salad you _____ boiled vegetables into equal parts.
2. You thinly _____ the cheese and put it on the plate.

braise / simmer

1. Bring the soup to the boil and allow it to _____ gently for about half an hour.
2. You _____ mutton with chopped onions and carrots before putting rice into it.

poultry / game

1. Do you keep a lot of _____ on your farm?
2. How long has your father been hunting for the _____?

recipe / receipt

1. This is my grandmother's _____ for tomato soup.
2. Keep your _____ in case you want to bring it back.

lean / substantial

1. A healthy diet should include _____ meat and fish.
2. He eats a lot; his meals are always _____.

champ / devour

1. The boys _____ their pancakes as they were very hungry.
2. She was _____ on a bread roll.

cookery / culinary

1. The stewed fish cooked by Amy is absolutely inedible. Her _____ skills leave much to be desired.
2. He is going to enroll for a one-year _____ course.

Exercise 23. Complete the metaphors using the food words from the box according to the stress and syllable pattern. Illustrate them in your own context.

mustard

pie

berry

cucumber

fruitcake

toast

honey

butter

beet

pancake

Example: cool as cucumber (Ooo). My brother is always cool as cucumber in any situation.

1. brown as a (Oo)
2. warm as (O)
3. red as a (O)
4. soft as (Oo)
5. easy as (O)
6. keen as (Oo)
7. nutty as a (Oo)
8. sweet as(Oo)
9. flat as(Oo)

III. UPGRADING YOUR LANGUAGE COMPETENCE

A. While reading

Exercise 24. Read the text and say with what speaker you have much in common in terms of eating habits.

Speaker 1

My mother's one of those people that insists that the family sit down at least once a day and have a healthy home-cooked meal together. For me, that can be pretty tricky! I mean, what with being in the swimming team, in the drama club and on the school newspaper, I'm always on the move. My mum's always advising me that I should eat better. It's not like **a snack**, I don't; but on Tuesdays and Thursdays I can't eat lunch because of swimming practice, and on Wednesdays and Fridays I eat dinner late because of my acting and editing activities. I always have a huge breakfast thoughwellalmost always!

Speaker 2

I used to be terrible for skipping meals; I was a travelling salesman, so you can imagine the kind of eating habits I had – I practically lived on packets of crisps and other healthy stuff like that! I recently retired and now I go along with what my parents' and grandparents' generations used to say: "In the morning, eat like a

king; in the evening, eat like a poor man. ” Very wise words, don’t you think? It makes total sense. Most of my friends have their main meal in the evening, say, around eight. But then they’re in bed by half past ten or so. That doesn’t allow time for **digestion** – it can’t be good for them.

Speaker 3

I’ve never been a meat-eater. My mum says she gave up trying to get me to eat burgers and things like that when I was about five! I can’t see that being a vegetarian has ever done me any harm. For lunch and dinner, mum usually makes me a nice veggie soup or stew, and then I snack on things like carrots, broccoli or fruit if I get **peckish** during the day. I used to absolutely adore peanuts which were fantastic source of protein. But, unfortunately, a few months ago I developed this terrible **allergy** to anything that even smells like a peanut! I get really ill! So, no more peanut butter and banana sandwiches for me!

Speaker 4

I grew up on a farm; Dad raised pigs and cows. We were a family that ate bacon, ham and beef regularly! I never thought anything of it. I guess I never thought too much about the fact that the animals in the barn and the meat on my plate were one and the same thing! Then one day, I came home from school early. Dad had just **butchered** a pig – it was hanging in the barn. I’m telling you, the look of it nearly made me sick. That’s when it really hit me – where meat comes from. So now I’m a strict vegetarian, but I don’t criticize others for their eating habits. To each their own and, as they say, ‘One man’s meat is another man’s **poison**.’

Speaker 5

I’m what you might call a ‘grazer’. Yes, I have breakfast, lunch and dinner every day, but it’s usually something very light like soup or a sandwich. I ate three **square** meals a day when the children were home, but now it’s just me and, to tell the truth, I can’t be bothered to cook a big meal. So, because I eat so little ‘real food’, I tend to **nibble** all the time! And it’s beginning to show! My doctor advised me to cut down on the snacks, but it isn’t easy, you know! Here, have one of these lovely biscuits!

Exercise 25. Rearrange the words and word-combinations from the text according to: 1) the sounds of similar nature articulated by different parts of the tongue; 2) the sounds of a similar nature articulated by the same part of the tongue; 3) identical sounds.

Example: past ten – identical sounds

at <u>l</u> east	and <u>d</u> inner	so litt <u>l</u> e	when <u>t</u> he
doct <u>o</u> r	fact	cook <u>e</u> d	thought <u>t</u> oo
month <u>s</u>	in <u>t</u> he	and <u>n</u> ow	on <u>t</u> hings
absolut <u>e</u> ly	not <u>l</u> ike	pract <u>i</u> ce	all <u>t</u> he time
recent <u>l</u> y	about <u>t</u> he	past <u>t</u> en	used <u>t</u> o

To find out more information about Interpenetration of stages use the site:

<http://vbnwebsite.weebly.com/uploads/1/1/5/8/11582038/index.pdf>

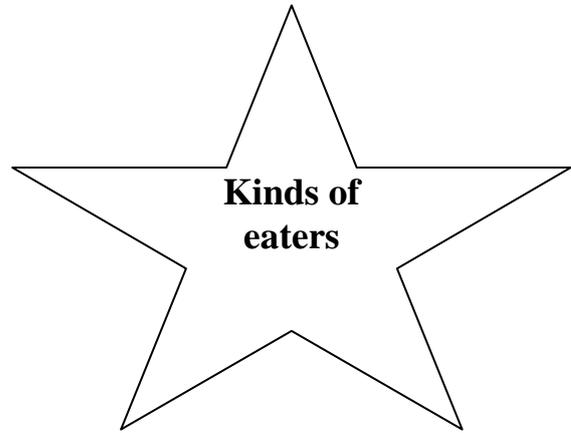
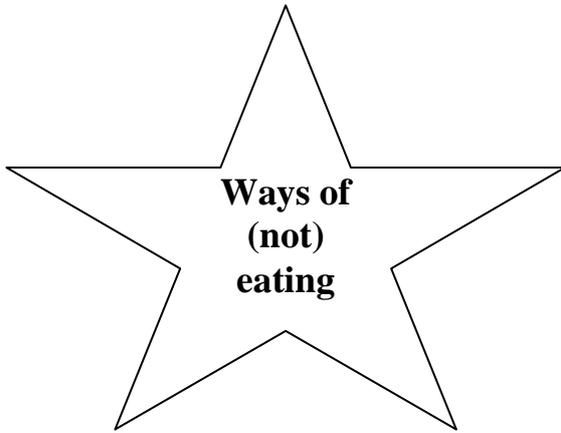
Exercise 26. In the text match the **highlighted words to the following meanings. Use the dictionary to transcribe them. Practise reading them.**

- 1) Slightly hungry: _____ (speaker 3)
- 2) The process of digesting food: _____ (speaker 2)
- 3) A medical condition in which you become ill or in which your skin becomes red and painful because you have eaten or touched a particular substance: _____ (speaker 3)
- 4) To kill animals and prepare them to be used as meat: _____ (speaker 4)
- 5) To eat small amounts of food by taking very small bites: _____ (speaker 5)
- 6) A good satisfying meal: _____ (speaker 5)
- 7) A small amount of food that is eaten between main meals and instead of a meal: _____ (speaker 1)
- 8) A substance that can cause death or serious illness if you eat or drink it: _____ (speaker 4)

Exercise 27. In the text find and reproduce words and word-combinations that denote the following:

skip meals

a vegetarian



Speak about your eating habits using the vocabulary above.

Exercise 28. Complete the sentences using the phrases from Exercises 26 and 27.

Example: In my childhood I used to skip breakfast what made my mother very angry.

1. In my childhood I used to
2. My grandmother says we should
3. You are so skinny! It seems to me
4. I've made up my mind to change my eating habits. I think
5. I'm thinking about becoming a
6. You'll never lose weight if
7. I haven't eaten anything today. I'd rather
8. My aunt is coming tomorrow and I need to do shopping. She

Exercise 29. Write suitable compound adjectives to match the following definitions and make up your sentences with them.

Example: Tea without sugar = sugar-free tea

1. Ice-cream that has no fat = _____ ice cream
2. Pasta that doesn't have any gluten = _____ pasta
3. Beef that has been cooked for too long = _____ meat
4. A dessert that makes your mouth water = a _____ dessert
5. Bread that you have baked yourself = _____ bread
6. A salad that looks healthy = a _____ salad
7. Biscuits that don't have any sugar = _____ biscuits
8. A diet that is high in vitamins = a _____ diet

Exercise 30. In the following sentences the words in bold are in the wrong places. Write each word next to the correct sentence.

Example: The doctor advised her to have a **well-fat** youghurt on a daily basis. –

low-fat

1. Her smooth shining skin is a result of a **low**-balanced diet. _____
2. The cherry pie is sweet. I'd rather have **mouth**-free tea. _____
3. What a **home**-looking breakfast: orange juice, avocado and salmon sandwiches and cereal. _____
4. This beefsteak looks far from **sugar**-watering. I bet it's overdone. _____
5. **Healthy**-cooked turkey stuffed with oranges smells delicious. _____
6. If you want to lose weight, the best advice is to consume **well-fat** dairy products. _____

Exercise 31. Match phrasal verbs (1-8) to the phrases (a-h). Say the phrasal verbs differ from notional verbs.

- | | |
|------------------|--|
| 1. Go along with | a) something different |
| 2. Give up | b) the amount of food you eat |
| 3. Cut down on | c) something you don't want |
| 4. Get rid of | d) what someone says or does |
| 5. Eat out | e) in a café or restaurant |
| 6. Turn to | f) weight |
| 7. Put on | g) doing something especially something you do regularly |
| 8. Come up with | h) a solution or idea |
-

Exercise 32. Read the dialogue below and fill in the blanks with a suitable phrasal verb. Reproduce it with your friend.

Kate: I 1) _____ what a lot of people say that fast food doesn't do you any good. I'm sure that if we 2) _____ fast food restaurants, we'd be much healthier. Nobody would miss them.

Pablo: I'm afraid I don't agree, Kate. My father runs a small fast food restaurant and people 3) _____ there every day. Teenagers meet their friends there for lunch.

Kate: Exactly. They're in fashion at the moment. People will 4) _____ something else when they think that burger restaurants are not cool places to be anymore. Maybe salad bars.

Pablo: No. I believe that fast food restaurants are here to stay. Someone will have to 5) _____ a really brilliant idea if they want young people to 6) _____ eating hamburgers. Anyway, I don't see why they are so bad.

Kate: They're harmful for you because they don't contain healthy ingredients. Also if you eat a lot of junk food you'll 7) _____ a lot of weight. Researchers are trying to solve the problem by encouraging children to 8) _____ the amount of fast food.

To find more information about phrasal verbs use the following Web sites:

<https://www.dinternal.com.ua/grammar/common-phrasal-verbs/>

http://www.english-thebest.ru/ph_verbs/phrasal_verbs.php

Exercise 33. Complete the information using a, an, the or Ø (zero article) as appropriate.

THE ORIGINAL SANDWICH

Selling sandwiches is 1) a big business, thought to be worth \$50 billion a year globally and growing fast. 2) _____ Americans are 3) _____ biggest consumers of sandwiches in 4) _____ world, including such favourites as the peanut and jelly sandwich, as well as 5) _____ hamburgers of course.

Its origins are not in the States, however. 6) _____ sandwich is said to have been invented in 7) _____ England in the 18th century by the 4th Earl of Sandwich. The story goes that he didn't have 8) _____ time to eat 9) _____ proper meal so he asked for 10) _____ meat and cheese to be served between two slices of bread.

THE MOST EXPENSIVE SANDWICH

In Selfridges department store in London you can buy 11) _____ sandwich which costs £85. That almost certainly makes it 12) _____ most expensive sandwich in London, or maybe anywhere. 13) _____ gigantic sandwich weighs 600 g, contains 2,500 calories and is made of 14) _____ long list of specialized ingredients, including 15) _____ Japanese beef, red pepper and pate de foiegras. 16) _____ bread is freshly-baked every morning from 17) _____ original recipe specially created for the sandwich.

Find information about the origin of any dish popular in Ukraine and present it in the group.



Cultural Diversity

Exercise 34. Study the peculiarities of traditional dishes in Great Britain in terms of pronunciation, ingredients and popularity. Present the dish you would like to taste and say why.

Country	Traditional dish	Pronunciation	Ingredients	Popularity
England	<ul style="list-style-type: none"> ❖ Spotted dick ❖ Shepherd's pie 			
Scotland	<ul style="list-style-type: none"> ❖ Colcannon ❖ Haggis 			
Wales	<ul style="list-style-type: none"> ❖ Glamorgan sausage ❖ Bara brith ❖ Welsh rarebit 			
Northern Ireland	<ul style="list-style-type: none"> ❖ Ulster Irish Stew ❖ The Carvery ❖ Coddle 			

Exercise 35. Fill in the article a, an, the or Ø (zero article) and reproduce the dialogue.

- This place looks lovely. How did you find it?
- Well, 1) _____ colleague of mine from 2) _____ work recommended it. I looked it up on 3) _____ Internet and phoned for 4) _____ reservation this morning.

- Can I take your order?
- Yes, please. Is 5) _____ fish soup homemade?
- Yes, Madam.
- I'll have that.
- And I'll have 6) _____ spaghetti carbonara, please.
- And for 7) _____ main course?
- Does 8) _____ duck come with 9) _____ vegetables?
- Yes, some pommes frites and a green salad.
- Sounds good.
- Yes, I'll have 10) _____ same.
- What would you like to drink?
- We'd like 11) _____ large bottle of 12) _____ mineral water.
- Sparkling or still?
- Still, please.

Exercise 36. In the following sentences correct the mistakes with the articles if any.

Example: You can find a range of ~~the~~ egg dishes on the menu.

1. What did you have for the dinner?
2. I had the bowl of fish soup and the cup of coffee.
3. Do you see that middle-aged woman? She's a one who taught us on that cooking course.
4. When we went to the Paris, we had a romantic dinner in the home-run restaurant by the River Seine.
5. Sandra is allergic to the gluten. She can't eat the bread, some cereals or anything with the wheat flour.
6. It's a sunny day. Shall we go and have a lunch in the garden?
7. He doesn't drink the coffee. He says caffeine gives him a high blood pressure.
8. He's journalist. He writes for a magazine about gourmet food.

To find more information about the use of articles with meals use the following Web sites:

<https://www.myhappyenglish.com/free-english-lesson/2012/01/03/english-lesson-articles-with-breakfast-lunch-dinner/>

<http://elearning.mslu.by/assignments/50/7/contents/>

Exercise 37. Read the flavor descriptions of sweets and put the adjectives in the correct order.

Example: Hazelnut in Gold: a fantastic soft golden caramel elegantly enrobes a whole hazelnut.



1. Vanilla Flourish: _____ chocolate covers a _____ flavor fudge centre. (dark, rich / luxurious, vanilla)
2. Caramel Nectar: _____ caramel melts beneath a devilishly dark exterior. (golden, smooth)
3. Midnight Praline: _____ praline churned with _____ chocolate. (velvety, smooth / dark, luxurious)
4. Cappuchino Intrigue: _____ flavor truffle, just waiting to be discovered. (coffee, smooth)
5. Raspberry Charm: Raspberry flavoured fondant encased in _____ chocolate. (dark, sumptuous)
6. Strawberry Bloom: _____ pieces nestle within a _____ flavoured fondant. (real, strawberry / strawberry, sweet)

Say what your favourite flavor of sweets is.

To find more information about the order of adjectives, use the Web sites:

- <https://learnenglish.britishcouncil.org/english-grammar-reference/adjective-order>
- <https://learningenglish.voanews.com/a/what-is-the-word-order-of-adjectives-/4775294.html>

B. While listening

Developing anticipation and prediction skills

Exercise 38. What countries do you think the food in the pictures comes from?

Would you eat these dishes? Why/why not? Discuss in pairs.



Exercise 39. Look at the photos and say which of the food became home favourites with Ukrainians.



Exercise 40. Listen to two people talking about their favourite food city. According to the speakers, which city, Hiroshima (H) or Madrid (M), has the following:

- 1) a small, cheap restaurant which serves wonderful seafood?
- 2) informal restaurants where you order lots of dishes which everyone shares and eats from the middle of the table?
- 3) something to eat which is like a cross between a pancake and a pizza?
- 4) people getting together at Saturday lunchtime to have a few bites to eat?
- 5) a restaurant which specializes in grilled chicken?

Exercise 41. Listen to the conversation again and find out what the following words mean.

okonomiyaki	the informal restaurants in Japan
tempura	a pastry dessert
Izakaya	a cross between a pancake and a pizza
Tarta de Santiago	getting together at Sunday lunchtime
tapas	deep fried prawns and vegetables

Exercise 42. From the text rearrange the words according to the ways of linking two adjacent speech sounds of a different nature: a) by different organs of speech; b) by different parts of the tongue; c) both by different organs of speech and by different parts of the tongue.

Example: between - c

<u>between</u>	<u>where</u>	<u>few</u>
<u>grilled</u>	<u>afterwards</u>	<u>cheap</u>
<u>sauce</u>	<u>atmosphere</u>	<u>quality</u>
<u>meat</u>	<u>obviously</u>	<u>part</u>
<u>also</u>	<u>always</u>	<u>egg</u>

To find more information about Merging of stages use the Web site:

- <http://vbnwebsite.weebly.com/uploads/1/1/5/8/11582038/index.pdf>

Exercise 43. Complete the summary of the information you have listened to using the words given.

informal	sensational	variety	famous
dessert	noodles	worth	
bites	offer	prawns	

When people think of Japanese food they think about famous sushi, but, in fact, Hiroshima has got so much to 1) **offer**. It is 2) _____ for its okonomiyaki which is kind of egg and like a flour mixture with cabbage and 3) _____ and meat and sometimes cheese. Another popular dish in Hiroshima is tempura which is cooked with 4) _____ and vegetables deep fried in a really light, fluffy batter. The 5) _____ restaurants called Izakaya are also 6) _____ visiting.

A lot of people believe that there is not anything better in the world than Spanish food. The quality of food is wonderful – it is 7) _____. Tarta de Santiago is a great pastry 8) _____. Another great thing, obviously about Spanish food is “tapas” where everyone gets together on a Sunday lunchtime. People enjoy a few 9) _____ to eat, and a few beers together, a lovely social atmosphere and a 10) _____ of different food.

Exercise 44. Read the recipes of other dishes popular with tourists in these cities, filling in the blanks with a suitable word. Which of them would you like to cook and why?

MEDITERRANEAN SOCCA PANCAKES

Ingredients:

440g gram flour	80g pitted olives
6 tbsp extra-virgin olive oil	200g roasted red peppers
4 handfuls rocket	handful flat-leaf parsley

pour	keep	season	sieve	drizzle
whisk	fry	flip over	put	

1. _____ the flour and 1 tsp salt into a large bowl. Slowly _____ in 700ml water, until smooth.
2. _____ a little olive oil into a nonstick frying pan and set over a high heat. When hot, _____ in a quarter of the batter, swirling to cover the base. _____ for 2-3 minutes, until the base is slightly crisp and golden, then carefully _____ and fry for another 1-2 minutes. _____ warm in the oven and repeat 3 times with the remaining batter.

3. To serve, _____ a little olive oil over the pancakes and _____.
Scatter the rocket, olives, red peppers and parsley over the pancakes.

SLOW-COOKED BRISKET WITH GREEN SALSA

Ingredients:

1 dried anchochilli	vegetable oil
1 tbsp oregano	red onions
50g plain flour	1 carrot
beef brisket	

For the green salsa:

flat-leaf parsley	ground cumin
coriander	olive oil
garlic cloves	red wine vinegar

sear	pour	basting	drizzle	braise	pulse	stir
soak	make	dust	mix	carve	serve	

1. Preheat the oven to 150 C. _____ the chilli in boiling water for 10 minutes to rehydrate. Meanwhile, _____ the oregano and flour, then _____ all over the beef. In a large frying pan heat the oil, add the beef and _____ on all sides, until browned.
2. Put the onions, carrot and beef in a large roasting tin. _____ over the passata and the rehydrated chilli. Add the stock pot, season and stir with the meat well. Cover tightly with foil and _____ in the oven for 2 hours.
3. Remove the tin from the oven and lift the beef onto a board to _____ into slices. _____ the sauce and veg well and return the sliced meat to the tin, _____ well with the sauce. Cover again with the foil and cook until the meat is tender.
4. Meanwhile, _____ the green salsa. Put the herbs, garlic and cumin in the food processor and _____ to finely chop. Add the oil and vinegar.
5. Remove the chilli and _____ the beef on platter with some sauce. _____ some salsa over the top, serving the rest in a bowl alongside.

Exercise 45. In the whole class think and decide whether the recipes mentioned above promote a healthy lifestyle. What are your ideas as to healthy lifestyle?

Exercise 46. Work in groups and present the city which is your culinary favourite.

WHAT'S THE GREATEST, MOST EXCITING FOOD CITY IN THE WORLD TODAY?
There used to be one great food city in the world, and that was Paris. At least, that's what most people believed. People now agree that there is incredible food all around the world.
So, what about you? Which city is your culinary favourite?

Make sure to mention:

- what types of food the city is known for;
- which areas have good restaurants and what they specialise in;
- historical events or famous people that influenced its cuisine.

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 47. Complete the table with the correct part of speech.

Noun	Verb	Adjective
	consume	
salt		
		nourishing
taste		
		extensive
dinner		
	serve	
	produce	

		sweet
		moderate
health		

Exercise 48. Use the words in brackets to form a word that fits on the space in the same line.

The Sweetest Thing Sugar is the 0) provider (provide) of around 13 percent of the energy we get from food. It can be found in many plants, but the only 1) _____ (commercial) important sources of sugar are sugar beet and sugar cane. Sugar beet 2) _____ (produce) takes place in temperate or cold countries. Sugar beet is grown 3) _____ (extensive) in Ukraine, Poland and Germany. Sugar cane is grown in 4) _____ (tropic) climates and provides more than half of the world's sugar supply. Among the countries with the largest sugar production are Brazil and Mexico. People are still uncertain about how 5) _____ (value) sugar is to our diet. Although it is used to 6) _____ (sweet) many foods, there are those who believe that sugar is 7) _____ (healthy) and that we should not add it to food products. For this reason, there has 8) _____ (recent) been an increase in the sales of sugar-free foods. However, taken in 9) _____ (moderate), sugar is a harmless and 10) _____ (taste) part of our diet.

(Virginia Evans, Neil O'Sullivan, Click On, Student's Book)

**IV. INTEGRATING YOUR HABITS
AND SKILLS**

C. While watching

Developing anticipation and prediction skills

Exercise 49. Have you ever been to an unusual café or restaurant? What was unusual about it? Food? Service? Table manners?

Exercise 50. Look at the pictures of two restaurants: The Carnivore in Nairobi, Kenya and Encounter in Los Angeles, USA. What do you think makes each of these restaurants special or different?



Exercise 51. Watch the videos about the restaurants and answer the follow-up questions using A for *The Carnivore*, and B for *Encounter*.

https://www.youtube.com/watch?v=esU_vmY5YJA

<https://www.youtube.com/watch?v=4N6gDcFBv0U>

Which restaurant:

- 1) is situated at the airport?
- 2) looks like a giant insect?
- 3) has the huge circular stone barbecue with roasting meat?
- 4) has a menu for kids?
- 5) has a distinguished sign to call out to the waiters?
- 6) changes the menu daily?
- 7) has the interior with multi-coloured patterns and lights?
- 8) can be called as an eat-as-much-as-you-can restaurant?
- 9) has an elevator?
- 10) doesn't serve vegetarian meals?

Exercise 52. Watch the videos again and make notes about the restaurants. Say whether you would be interested in eating in either (or both) of the restaurants? Why / why not?

	<i>The Carnivore</i>	<i>Encounter</i>
1 Décor and atmosphere		
2 Distinctive features of the restaurant		
3 Main type of food on the menu		
4 What food is recommended		
5 Waiters and service		
6 Personal overall opinion of the restaurant		

Exercise 53. Read the speech bubbles and role-play the dialogue about having a meal at The Carnivore. Transform the dialogue into reported speech.



I've never seen such a long list of wild animals

I think we should try waterbuck. According to the comments it is tender and we won't be disappointed by the taste.

Can I have one more napkin, please?

Simply raise your flag and your waiter will

The helping is huge. I'm afraid I won't be able to eat all.

Let's order the meat of crocodile. They say it's juicy and well-flavoured.

Zebra and hartebeest are out of the question. Their meat is tough.

What do we need this flag for? Any ideas?

You should try this dessert by all means. It is absolutely fabulous!

I'll definitely recommend this restaurant to my friends and write favourable comments on the website.

Exercise 54. Read the reported conversation between two friends about Encounter restaurant. Transform it into a dialogue and reproduce it with your partner.

Ted asked John when he had come back from Los Angeles. John answered that he had returned two days before. Then he added that the trip was wonderful apart from his return. Ted got interested what had happened. John explained that the flight had been delayed, so he had to wait at the airport for five hours. Ted wondered what he had been doing, adding that he must have been irritated and exhausted. In his turn, John boasted of having a great chance to visit the amazing landmark at Los Angeles International Airport, that was Encounter – the restaurant with a difference. Ted gave an exclamation of delight as he had heard a lot about it.

After that Ted wanted to know about the interior and the service at the restaurant. John said that he had seen nothing like that place anywhere: guns that emitted laser lights, sound effects when bartenders poured a drink and magnificent barstools that seemed to hang in mid-air. Ted gave an exclamation of surprise. However, John complained of the slow service, but he supposed it was because of loads of people waiting for their delayed flights. Ted agreed and enquired about the food. John responded that the cuisine was fabulous. It focused not only on taste but also on creating incredible sculptural arrangements on the plate. He added that he had ordered grilled salmon and the delicious California Summer Spinach Vegetable Wrap. Ted remarked that it made his mouth water. John admitted that the food was genuinely good and added that those memories made him hungry. Ted said he wouldn't mind having a snack and suggested going to the family-run restaurant nearby. John agreed willingly.

Exercise 55. In groups watch the cartoon episodes about meals and report them to your group.



1. Shrek (2001) - Do You Know the Muffin Man?
<https://www.youtube.com/watch?v=mF18nzZuExE>



2. Shrek 2 (2004) - An Awkward Dinner Scene
<https://www.youtube.com/watch?v=rmpFmJfEZXs>



3. Ratatouille - Special Order
<https://www.youtube.com/watch?v=zZBchvH0ZH0>

Exercise 56. Find out the countries the following food and drink is associated with. Present its recipe to the group including the main ingredients and methods of cooking.

- ❖ Sachertorte
- ❖ Gazpacho
- ❖ Chilli con carne
- ❖ Bouillabaisse
- ❖ Red Borshch
- ❖ Cabbage Rolls

PROJECT WORK

1. In groups design a restaurant / café concept which is sure to become a favourite place for visitors of all age groups.



Plan

1. *Type of restaurant / Name*
2. *Slogan*
3. *Distinctive features*
4. *Location*
5. *Cuisine / Specialty of the house*
6. *Prices*
7. *Logo*

2. Individually choose your favourite food or drink and do the research on:

- ❖ its main characteristics (type, taste, flavor, colour, how it grows);
- ❖ its origin;
- ❖ how it is used in cooking;
- ❖ countries or cuisine it is most popular with;
- ❖ the dish with this basic ingredient you would recommend;
 - ❖ how much it is healthy.

Module 4. Meals



Upgrading Your Language Competence

Exercise 1. Read the text and choose the correct alternatives. Write down how you would feel if you went to *The Blind Cow* restaurant.

My first experience of *The Blind Cow* in Zurich was when I was taken there by 1) *a few / a little* friends for a meal to celebrate passing our exams. 2) *A large amount of / Several* people had read good reviews about it and we were all keen to experience this unusual place for ourselves. I must admit, however, that I approached the evening with 3) *a few / a little* nervousness. Why? Well, *The Blind Cow* isn't like any / many other restaurant I know, since you eat your meal in pitch black!

We met in the bar area and spent 4) *little / a little* time getting used to the darkness. I had thought that there would be at least 5) *a few / a small amount of* light somewhere, but there wasn't! there weren't 6) *many / much* other people in the bar, but I still kept thinking I would bump into someone. But it's amazing how quickly it gets easier as you start using your other senses. After 7) *few / a few* drinks in the bar, we went down to the actual restaurant, where already the 8) *plenty of / lack of* light wasn't really bothering me anymore. In fact, I was beginning to enjoy it. There are 9) *a great deal of / a lot of* waiters and other staff there to help you and I must say, it is one of the most enjoyable meals I've had for 10) *many / a large amount of* years. And also one of the tastiest – somehow because I couldn't see 11) *none / any* of the food, the taste became all the more delicious.

(From Richard Acklam, Araminta Crace, Premium B2, Coursebook)

Exercise 2. Categorize the words from the box into two categories. Make up 5 sentences using the words from both columns.

Example: I prefer to roast meat. It tastes more tender.

substantial roast slice tough succulent whisk juicy mix tender simmer
mouth-watering chop raw wholesome steam sour crunchy stir scramble
rare braise lean stuff nourishing grill mince grate savoury bitter

Ways of describing food

Ways of preparing food

Example: roast

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 3. Choose the correct alternatives.

Example: 0. I've never eaten rare/raw/well-done fish. I prefer things cooked.

1. This coffee has a distinctive succulent/sour/bitter taste.
2. Mix/chop/slice the carrot into pieces about 1 cm square.
3. You need to simmer/roast/stuff the pasta for about ten minutes in very hot water.
4. This beefsteak has been overcooked and is very tender/succulent/tough.

5. Stir/Whisk/Scramble all the dry ingredients together slowly with a wooden spoon.
6. Please don't cook the cabbage for too long. I prefer it a bit juicy/rare/crunchy.
7. You can either fry/grill/grate the cheese or cut it into very small pieces.
8. I have a very hard day today. I must have something substantial/mouth-watering/succulent to eat.
9. You can mince/stuff/bake the turkey with anything to you taste.
10. Before pouring milk into the mixture scramble/mix/mince the eggs with a pinch of salt.

Exercise 4. Make the phrases with the given words and fill in the sentences below.

junk	tooth
slap-up	drinks
food	meal
sweet	snack
quick	food
fizzy	poisoning

1. The dessert is definitely the best part of a meal for me. I've got a _____.
2. He is feeling under the weather. He thinks he got _____ from those shrimps he ate at lunchtime.
3. Let's go to that nice new restaurant and have a _____ tonight.
4. You should drink water rather than _____ when it's hot because the sugar just dehydrates you.
5. She wasn't feeling very hungry so she just made a _____ for lunch.
6. He spends a fortune on takeaways, but he knows _____ is very unhealthy.

Integrating Your Skills

Exercise 5. Decode QR-codes and read information about unusual restaurants. Say which restaurant appeals to you most and you would definitely like to visit. Give reasons for your choice.



Exercise 6. Look at the pictures and say in which of the places you could do the things stated below. Explain the reason.



RESTAURANT



CAFE



FAST FOOD



SNACK BAR

- Enjoy a quiet and romantic atmosphere
- Meet with your friends for a burger and chips
 - Order traditional food
 - Have a light snack
 - Have a business lunch
- Celebrate a special occasion

Exercise 7. Complete a list of complaints some people may have when eating out. Which is the most irritating for you and why.

Food: undercooked meat, _____

Service: impolite waiter, _____

Atmosphere/Décor: bright light, _____

Price: overcharged, _____

Hygiene: dirty cutlery, _____

Exercise 8. With your partner role-play a short conversation making either a mild or strong complaint when eating out. Use the prompts to help you.

<i>Useful language for complaints</i>	
Mild	Strong
I may be mistaken but	This just won't do!
I'm terribly sorry but there is a problem with	This is just unacceptable!
There seems to be something wrong with	How dare you!

Exercise 9. Write an email to your friend about a time you ate out and were very much disappointed. Mention at least three things you had strong complaints about.

Exercise 10. Watch a video episode about ordering a meal at a restaurant and fill in the missing words in the conversation.

<https://www.youtube.com/watch?v=09a2jXKIzGs>

- Are you ready _____ ?
- Yes, please.
- Can I get you something to _____ ?
- No, thank you. I'd like the tuna with a _____.
- And for you, sir?
- I'll have the steak, please.
- Would you like that with fries or _____?
- Fries, please.
- How would you like your steak: rare, _____, or well done?
- Well done.
- Okay, and to drink?
- Water, please.
- _____ or sparkling?
- Sparkling.

Exercise 11A. Watch the video about Real Life English that you can use at the restaurant and write down the definitions to the following words and the sentences they can be used in.

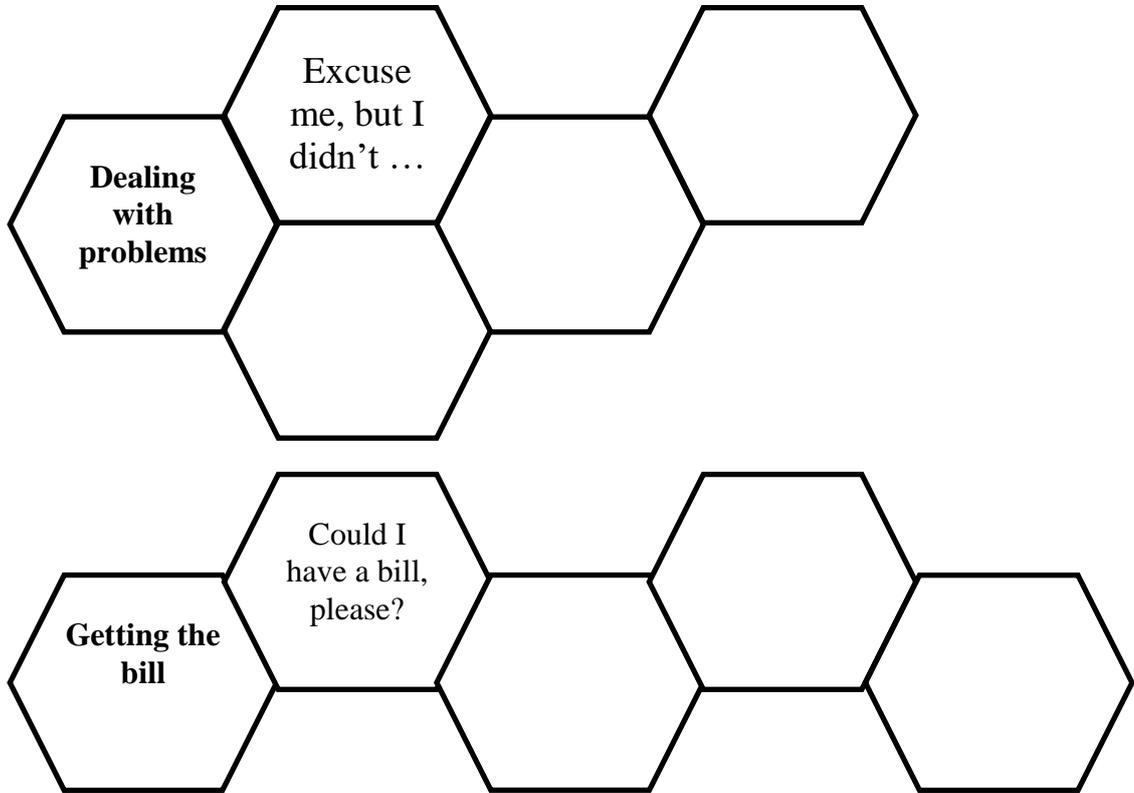
<https://www.youtube.com/watch?v=mKZobM75mk4&t=584s>

Word	Definition	Example
to eat out		
to book		
a special		
to splurge		
on the side		
gratuity		

Exercise 11B. Watch the video about Real Life English that you can use at the restaurant and write down the examples of common ways to 1) deal with

problems; and 2) get the check. With your partner role play a conversation between a customer and a waiter using these phrases.

<https://www.youtube.com/watch?v=mKZobM75mk4&t=584s>



Exercise 12. Rank the following cuisines in order of preference, where 1 – the most favourite, 5 – least favourite. Explain your choice.

Example: Georgian – 1. Georgian cuisine is the top on my list. It includes various meat dishes

- Japanese food
- Georgian food
- Mexican food
- Ukrainian food
- French food
- Italian food

1	

Exercise 13. Choose one dish for the cuisine of your preference and decide on the ingredients you need to cook it. Say what shop departments you will visit to buy the products. Present your ideas in writing.

INTERGRATIVE LANGUAGE

MODULE 5

University Life

ASPECT OF THE LANGUAGE COMPETENCE	CONTENT	COMMUNICATION	COGNITION	CULTURE
PHONETICS	Logical Stress; Accidental Rise; Classification of English consonants (3)	Asking for specific information Showing particular interest in the subject matter	Emphatic and non-emphatic speech; Contrast and intense	Guide to British and American variants of pronunciation
GRAMMAR	Future Tenses	Asking about your future plans after graduating from the University	Other ways of expressing future; Time clauses (as soon as, when, after etc)	Making predictions, plans and arrangements about an exchange programme
VOCABULARY	Names of subjects. My English Lesson.	Speaking about the Institute of Foreign Philology; Giving advice for mastering a foreign language	The curriculum of educational establishments; Obtaining a science degree; Evaluation and assessment	Guide to British and American variants of education

I. BRAINSTORMING

Exercise 1. Look at the photos and say if the activities in them have anything in common with learning foreign languages.

Example: Learning a foreign language is similar to playing a musical instrument because it takes a lot of practice.

What is in common?

Exercise 2. In groups think and decide what factors influence a foreign language learning.

II. REVISING YOUR LANGUAGE COMPETENCE

A. PHONETIC PROGRAMME

Exercise 3. Rearrange the words below in terms of plosives, fricatives and affricates. Practise reading them.

Public, exam, compulsory, admission, subject, mechanics, university, comprehensive, establishment junior, vocatitional, advanced, grammar, charge.

Plosives:

Fricatives:

Affricates: *example: j*unior [dʒ]

Exercise 4. Practise reading the words and word combinations paying attention to the clusters.

1. plosive + w

Cope with, catch up with, graduate with honours, and what about

2. plosive + l

Applicant, classes, people, timetable, at least

3. plosive + r

Student record books, the merry-go-round runs, entrance exams

4. plosive + plosive

Subdeans, assistant professors, membership cards, played truant, a postgraduate course, rector, has not given

Exercise 5. In the following words underline the sound [s] and circle the sound [z]. Explain the reading rules and practise reading the words.

Example: nurserzy

Nursery, abilities, systems, terms, groups, course, grades, use, studies, languages, economics, business, specific, choose, prepares.

To find more information about the pronunciation of [s] and [z] sounds, use the Web sites:

- <https://english.stackexchange.com/questions/308046/whats-the-rule-for-pronouncing-s-as-z-or-s>
- <https://www.youtube.com/watch?v=hLRqC8v6lNU>

Exercise 6. Fill the gaps with the words containing the sounds [v] or [f] from the box below. Read the sentences observing the correct rhythm and intonation. Transcribe and intone them.

foreign	vocational	private	Faculty	full	free
further	fees	faculties	final		

Example: He teaches at the Faculty of Engineering.

1. In the USA children attend either public or _____ schools.
2. Public schools are _____ whereas private schools charge _____.
3. The high school in the USA consists of academic, general and _____ programmes.
4. Students who choose academic programme study advanced mathematics, science courses and _____ languages.
5. On graduating from high school students who intend to go to college should pass the _____ test.
6. In Great Britain education for people who have left school and that is not provided by a university is called _____ education.
7. British universities have only _____-time students.
8. Universities in England and Wales are subdivided into _____, which are sometimes called schools.

Exercise 7. Fill in the missing [ʃ] or [ʒ] symbols in the following word combinations. Make up your own sentences using them.

Example: Engli/ʃ/ language

He has been learning the English language for five years.

to win a scholar/ /ip

tui/ /ion fees

to mea/ /ure aptitude

Briti/ / university

educa/ /ion system

to come to a deci/ /ion

asso/ /iate professor

class discu/ / ions

Exercise 8. Find the odd word in each line. Say why it is odd.

Example: French chapter schedule

teacher bachelor mechanic

chemistry check charge

manage programme college

graduate general grade

lecture literature mature

assignment major Cambridge

practical research polytechnics

subject project degree

Exercise 9. Shift the stress in the following sentences to make the utterance logically correct according to the context suggested.

Example: In Great Britain about 7% of children go to private schools. (not comprehensive)

In Great Britain about 7% of children go to private schools.

1. The selective system of education was introduced in Great Britain in 1944. (not in the USA)
2. Children are selected for certain schools according to their abilities. (not kindergartens; not choose themselves)
3. Until the age of 11 all children study at a primary school. (not nursery)
4. At the age of 11 they take an 11-plus examination. (not 12-plus)
5. Children who succeed in the exam go to a grammar school. (not comprehensive)
6. Children who fail the exam proceed their studies at a secondary modern school. (not grammar)
7. Grammar schools are supposed to provide a more academic education. (not vocational)
8. Secondary schools are intended to train children for a job when they leave at the age of 16. (not for a university)

To find more information about Logical Stress use the Web site:

- <https://studfile.net/preview/5116654/page:12/>

Exercise 10. Read a short conversation about extracurricular activities at schools using Accidental Rise on the words in bold and say how it changes the meanings of the utterance.

Look, there must be some students' **scientific societies** at the faculty, aren't there?

Yes, there are some. If a student has a bent for **research** work, he may join one of them.

And what about students' **amateur activities**, I wonder?

Well, we've got a **number** of amateur circles such as drama, music societies and a choir.

Do many of you take part in **social work**?

Almost **everybody** does.

To find more information about Accidental Rise use the Web site:

- <https://studfile.net/preview/2227174/>

Exercise 11. Act out a similar dialogue substituting the highlighted words for the suggested ones.

sport teams; volunteer work; theatre club; cheerleading and dance team; handicraft circles

Exercise 12. In the whole group share your first impressions of the English class at the University. Make your utterances emphatic using Logical stress and Accidental Rise.

B. GRAMMAR PROGRAMME

Exercise 13. Read the sentences and match them to their communicative functions on page 416. Illustrate them in your own context.

Example: 1. *I'm afraid you **won't improve** your academic performance by cheating in exams.* – a) *Future Simple* for predictions

2. This time tomorrow I **will be sitting** for my GCAEs.

3. Unbelievable! All these young people **are going to** apply to the university.

4. **Will you help** me with my project on the world best universities.

5. I need to work on my grammar and spelling. So, **I'll do** a writing course this summer.

6. Don't worry. **I'll make** more of an effort.

7. **Shall** we take public transport to get to the campus?

8. The professor **will have graded** our essays by the end of the week.

9. John has decided he **is going to** become an interpreter.

10. **Shall** I explain the task again?

11. By next year, she **will have been studying** at university for three years.

a) *Future Simple* for predictions ✓

b) *Future Simple* for requests

c) *Future Simple* for promises

d) *Future Simple* for on-the-spot decisions

e) *Future Continuous* for actions in progress at a definite future time

f) *Be going to* for intentions

g) *Be going to* for predictions based on evidence

h) *Future Perfect Simple* for events that will happen before a specific future time

i) *Future Perfect Continuous* for long actions completed before a future time

j) *Shall* for offers

k) *Shall* for suggestions

Exercise 14. Choose the correct option and explain the reason for your choice. Make up a dialogue by analogy with it.

You know, I've made a decision at last. 1) *I'm going to take* / *I'll take* a Postgraduate Course in Linguistics. The course 2) *will challenge* / *is challenging* but I think I can cope with it. What about you, I wonder?

I'm not sure to be honest. I haven't made any arrangements yet but I guess 3) *I'm taking* / *will take* a Masters Course in Foreign Literature. 4) *I'm not knowing* / *won't know* my exam results till the end of July. 5) *I'm probably deciding* / *I'll probably decide* then.

Sounds great! Look, I've arranged to meet Angela for a yoga training. 6) *We are meeting* / *will meet* at 4 p.m. Would you like to join us?

I'd like to say yes, but 7) *I'm playing* / *am going to play* basketball with Frank then.

I see. How about going for a coffee now?

Sorry, I feel a bit tired. I think 8) *I'll go* / *I'm going* home now.

Exercise 15. In the following interview the girl gives her ideas for the future. Read it and comment on her decision. What makes you think so?

Interviewer: You're leaving school soon, aren't you?

The girl: Yes, my A-levels start start next week, but I'm not too bothered about the results, because when I leave school *I'm going* to concentrate on my music career. I'm lead singer in a band and I don't need any qualifications to be a pop star. I see my future very clearly – *I'm going to be* incredibly famous and fabulously rich.

Interviewer: So you've already got a contract then?

The girl: En no, not as such. Actually, we haven't got a manager yet, but the minute I've taken my last exam, *I'm going* to find a really good one.

Interviewer: So, do you intend to continue living at home?

The girl: No way. *I'm moving* London just as soon as I've left school. London's where it all happens in the music industry.

Interviewer: Do you think *you'll be able* to live off your music right from the start?

The girl: Well, if we don't make it straight away we *might have to* get part-time jobs for a few months or something. I know *it's going to be* hard at first but I bet you, by this time next year *we'll have had* a record in the charts.

Interviewer: And where do you see yourself in five years from now?

The girl: In five years' time *I'll be staying* in posh hotels and won't be able to walk down the street without being recognized. In fact *I'll give* you my autograph now if you like – *it'll be* worth a fortune in a few years' time!

(from Inside Out Student's book Upper Intermediate)

Exercise 16. Summarise the girl's ideas and say if you share all of them.

To find more information about Future tenses use the Web sites:

- <https://www.ef.com/ca/english-resources/english-grammar/future/>
- <http://esl.fis.edu/grammar/rules/future.htm>
- <https://www.native-english.ru/tests/future-tenses>

Exercise 17. It is common with British school leavers to take a gap year. Read what some celebrities say about it and define the reason of taking it.



Prince William, Duke of Cambridge, a member of the British royal family.

“Before I started my freshman year of classes, I was hell-bent on taking a gap year. I took full advantage of my gap year opportunities and got involved in a number of international adventures, including preparing for survival exercises, working as

a volunteer, working on a dairy farm in the UK, and visiting several countries in Africa.”



Bradley Cooper, an American actor and filmmaker.

“When I was a kid, I remember watching Chariots of Fire and was greatly inspired by it to learn French – the other official language of the Olympic Games. No wonder I ended up in one of France’s most idyllic regions.”



Emma Watson, an English actress, model and activist.

“I’ve been always convinced that a gap year doesn’t always have to be a break from the intellect. Personally, I decided to take a break from my acting career to study feminism and gender studies, committing myself to reading a new book every week as personal study.”



Matthew McConaughey, an American actor and producer.

“I always had a wonderlust for travelling and I wanted to take a year off to take an adventure, and it was. I spent a gap year in Warnevale, New South Wales, Australia, where I apparently never picked up the accent.”

Say if it is typical of Ukraine

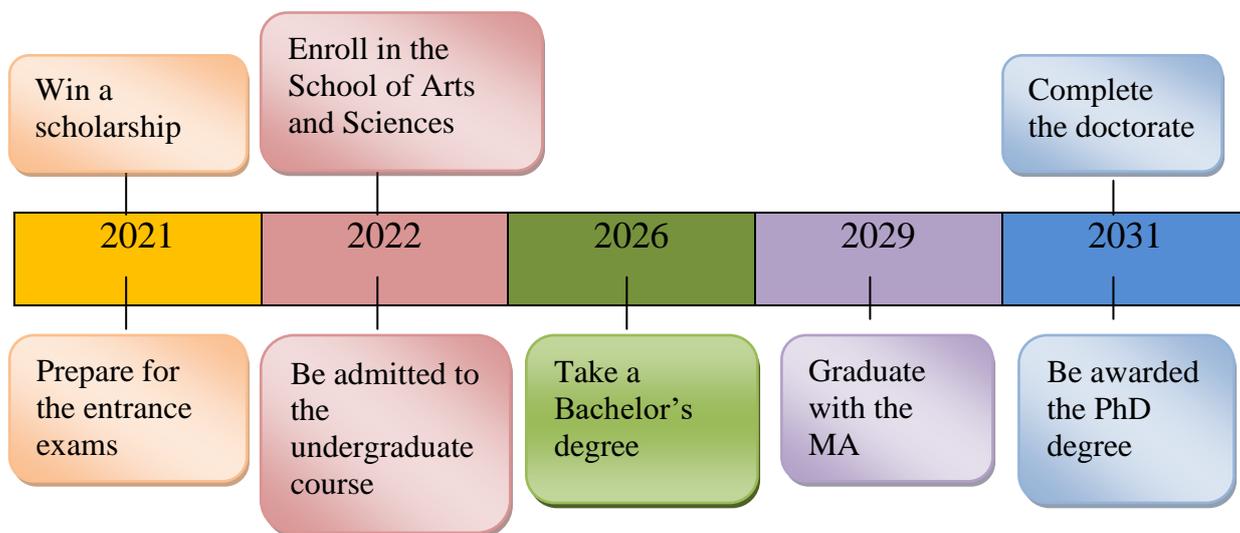
Exercise 18. Pair up with your friend and discuss a student's arrangements for a gap year. Predict what activities your friend will do during a gap year.

Example: I believe my friend will do some volunteer work during a gap year as she always participates in school charity events.

- get a job
- travelling
- volunteer work
- take up a training course
- learn a new foreign language

Exercise 19. Look at Ann's timeline and say what she will have managed to do by a certain period of time.

Example: Ann will have prepared for the entrance exams by 2021.



from 7 – 18 years. Preparatory school *focuses / specializes* on support for the children in learning to do things for themselves and becoming more confident, ready for the exciting *ordeals / challenges* ahead. As for Senior School boarding environment, the students have *entry / access* to abundant cultural and sporting activities.

Well, I'm 17 and I study in the Sixth Form which is the final stage and prepares for A-level exams. Its boarding life encourages us to make the *more / most* of the ample opportunities to move towards *higher / high* education and the world of work. The scholars are expected to develop in their chosen specialist areas.

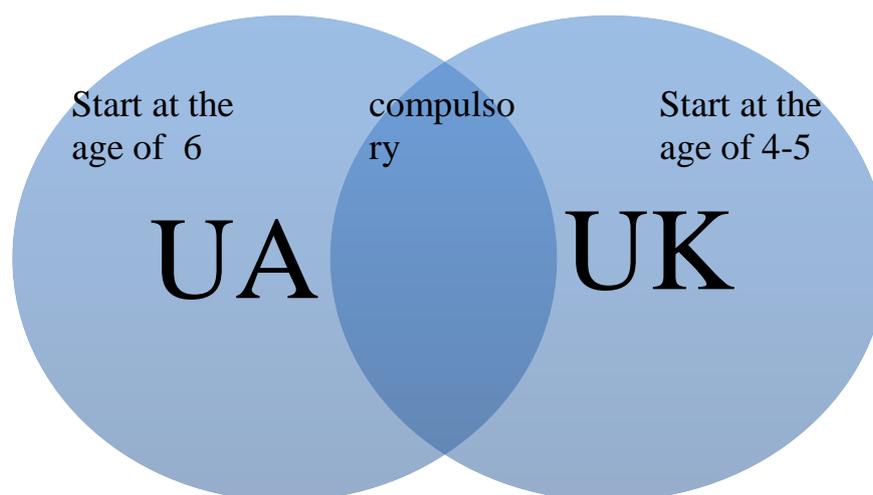
Taunton offers a rich programme of intellectual activities for its Academics to develop independent brains / minds. What's more, extended opportunities are *affordable / available* to star in music, drama, art and sport.

I'm proud to be a student of this school.

Best wishes,

Catherine

Exercise 24. Group up with your friend and discuss differences and similarities in British and Ukrainian schooling using the venn diagram.



1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 25. Write an email to your friend about school education in Ukraine / in Britain.

For more information about school education use the following Web sites:

- https://www.internationalstudent.com/study_uk/education_system/#:~:text=The%20education%20system%20in%20the,student%20is%2016%20years%20old.
- <https://www.hmc.org.uk/about-hmc/projects/the-british-education-system/>
- <https://www.scholaro.com/pro/countries/ukraine/Education-System>



Cultural diversity

Exercise 26. Study the difference between British and American vocabulary for education. Find some more examples and compare them with your partner's.

	
a mark	a grade
(academic) staff	Faculty
Professor	Full Professor
holiday	vacation
headmaster	principal
staff room	teacher's lounge
timetable	schedule
exam	test
break time	recess
Open day	Open house

packed lunch	bag lunch
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Exercise 27. Fill in the sentences using both words.

1. *lesson / subject*

My favourite subject at University is English Grammar and in today's lesson we learnt about the usage of the Future Simple tense.

2. *degree / certificate*

Rachel earned a bachelor _____ in Economics, but she failed to set up her business so she quit and did a _____ in voluntary work.

3. *career / course*

If you keen to climb a _____ ladder you'd better take a 3-month course in international management.

4. *educate / train*

At present it has become a matter of importance for schools not only to _____ children but also to _____ them to deal with emergency situations.

5. *attend / go*

In Ukraine pupils _____ to school for 11 years before they can _____ university.

6. *assignment / assessment*

Our teacher informed us that our _____ for the Phonetics course would be based on regular tests throughout the academic year and an _____.

7. *fees / scholarship*

As tuition _____ are very high, I'm going to win a _____ to the University of Oxford.

8. *check / control*

While writing a test it is necessary to _____ the time; before you hand in written work, you should _____ it carefully for mistakes.

Exercise 28. Look at the list of subjects taught in secondary schools in Ukraine and say which of them was your most / least favourite and why. Use the language prompts.

Example: One of my favourite subjects at school was Literature. As for me I'm fond of reading stories, novels and poetry. I believe I was good at analyzing the events and characters.



to be good at something	to be weak in something
to enjoy team work	to not take something seriously
to use imagination	to be extremely bored.
to find something motivating	It is all Greek to me.
to stimulate interest	It takes hours to do something
	to find something monotonous

Exercise 29. Look at the Word Cloud of a student's favourite subject and guess what it is. Choose a suitable word from the Cloud to fill the gap in the description below.



Our work at the English lesson as a rule is very 1) _____. The teacher does her best to 2) _____ us to learn the language by using a 3) _____ of activities. I find all of them useful and enjoyable. They 4) _____ our interest and motivate us to think and work by ourselves.

At our lessons we have a good 5) _____ practice, because a person can speak a foreign language 6) _____ only while speaking and listening to 7) _____ speech. It helps us develop our listening 8) _____ skills, 9) _____ our vocabulary and use it properly in communication to sound natural. What's more, we role-play dialogues 10) _____, have group discussions, make projects on 11) _____ topics, use 12) _____ technologies to improve our skills and 13) _____ the foreign language.

What I find most appealing is a cross-cultural component that enables to raise students' 14) _____ of the English speaking countries and to broaden their horizons.

Say what / who stimulates you in your studying a foreign language.

Exercise 30. Rearrange the words to make correct word combinations. Illustrate them in your own context.

Example: One of the requirements for a theses is to do research according to your speciality.

Research, a mistake, an effort, exams, a break, one's best, progress, exercises, well, notes, a favour, a/no difference, into consideration, an experiment, something seriously, up one's mind, something for granted, a decision.

Do: research, _____

Make: _____

Take: _____

Exercise 31. Choose the answer that best suits the meaning of the word combination. Explain the meaning of the rest expressions from Exercise 21.

Example: If you do research, you _____

- a) study a subject in detail to discover or test new ideas
- b) try something for the first time

Answer: a

If you make up your mind, you _____

- a) decide to do something
- b) are eager to do something

If you take notes, you _____

- a) listen carefully
- b) write something down

If you ask someone to do a favour, you _____

a) ask someone for advice

b) ask someone for help

When you make progress, you _____

a) improve something

b) get worse at doing something

If it makes no difference to you, it _____

a) doesn't matter to you

b) makes sense

If you take something seriously, it _____

a) disappoints you

b) is worth your attention

When you make an effort, you _____

a) try very hard to do something

b) deny doing something

When people take something for granted, they _____

a) admit that something is true

b) expect it will always be there when they need it

Exercise 32. Study the information about Independent schools in Great Britain and choose the correct option to fill in the gaps. Say what their main features are and whether they have any similarities to schools in Ukraine.

The independent schools' sector contains a 1) C range of schools with diverse specialisms and emphases, whose 2) _____ is characterised by industry, a sense of purpose, quiet ambition and humility. Parents choose them for their children, even in a recession, because many offer an all-round education which represents excellent 3) _____ for money. These schools aim to 4) _____ the whole person and expect pupils not only to enjoy their learning and to try hard in the classroom, but also to 5) _____ themselves in extra-curricular activities.

Prospective parents should visit several schools before selecting the one that most closely suits their child's 6) _____ style and interests. They will then be able to compare environments and opportunities and to 7) _____ the «feel» of the schools

before deciding upon the best individual fit. It is important to meet the Head, who is responsible for the school's ethos and values, and also to hear about the school at first 8)_____ from current pupils, staff and parents.

Understandably, first-time buyers can be worried about their child's ability to transfer to a different kind of learning environment from their primary or prep school, but 9)_____ that the student is willing to involve themselves in the life of the school and can 10)_____ at its academic standard, they will soon feel a part of the place. Good admissions procedures involve far more than paper testing and should combine 11)_____ of a student's achievement with an assessment of their potential.

1.	a. long	b. broad	c. wide	d. high
2.	a. approach	b. direction	c. method	d. technique
3.	a. price	b. sum	c. amount	d. value
4.	a. learn	b. teach	c. study	d. educate
5.	a. sign	b. involve	c. include	d. apply
6.	a. learning	b. performing	c. studying	d. assessing
7.	a. appreciate	b. estimate	c. assess	d. mark
8.	a. foot	b. arm	c. hand	d. mouth
9.	a. meaning	b. so	c. supposing	d. provided
10.	a. thrive	b. succeed	c. gain	d. meet
11.	a. qualification	b. evidence	c. reference	d. testimony

Exercise 33. Read the adverts of the language courses and fill in the missing words. Consult your e-dictionary to check the meaning of the phrasal verbs.

** take * get * let * pick * put * sign * keep * catch * fall * brush*

Do you feel confused that you are slow to **catch** on? We can guarantee that within a three-month intensive course you will _____ up the basics of any language you choose.

DO your foreign language skills _____ you **DOWN** when travelling abroad? Our fully supported courses will enable you to do much more than just _____ by. You will become

Are you afraid of _____ behind in your career? Then, it's time to _____ up for the English course for **SPECIFIC PURPOSES**. Our accelerated learning system and communicative approach will motivate you to _____ up on your grammar, vocabulary and pronunciation skills.

How many languages can you speak? One, two or maybe three? Now, more than ever is the time to _____ up a **NEW** language. Opening up a new culture will help you _____ up with the **bilingual high flyers!**

Exercise 34. Talk to your partner and say which course you would like to enroll for following the pattern.

Example. - You know, I strongly believe that speaking one foreign language is not enough. I think I'll definitely take up a new language, Spanish for example.

- It sounds amazing! As for me, I need an intensive English course as I've been promoted recently. Do you have any idea which course to choose?

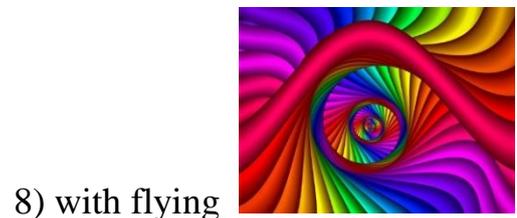
- What about signing up for the English course for specific purposes? It'll help you brush up on your grammar, vocabulary and pronunciation skills.

- Thanks for your advice.

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 35. Use your e-dictionary to complete the idiom in the picture. Comment on its meaning and illustrate any of them in your context.

Example: value for money – something is worth what you pay for it





11) learn something by

Exercise 36. Complete the sentences with a suitable idiom from exercise 26.

1. Students' academic development and achievements fully depend on studying systematically but not _____.
2. I couldn't stand Physics at school. It was _____.
3. While writing an essay you should organize it into paragraphs with topic sentences and make sure you _____.
4. Harry had been studying hard for the whole term; it's no wonder he managed to pass his exams _____.
5. The curriculum is extremely intensive, so we _____ throughout the academic year.
6. The college provides an all-round education which is excellent _____.
7. She can't have failed the test; it was _____.
8. Take a chance to view _____ the university campus, lecture rooms, a library and other facilities on a school's open day.
9. I can't go out tonight, I need to _____.
10. It's no use crying, you'd better _____ in order to find the right solution.
11. What a beautiful poem! I'll definitely _____.

**III. UPGRADING YOUR
LANGUAGE COMPETENCE**

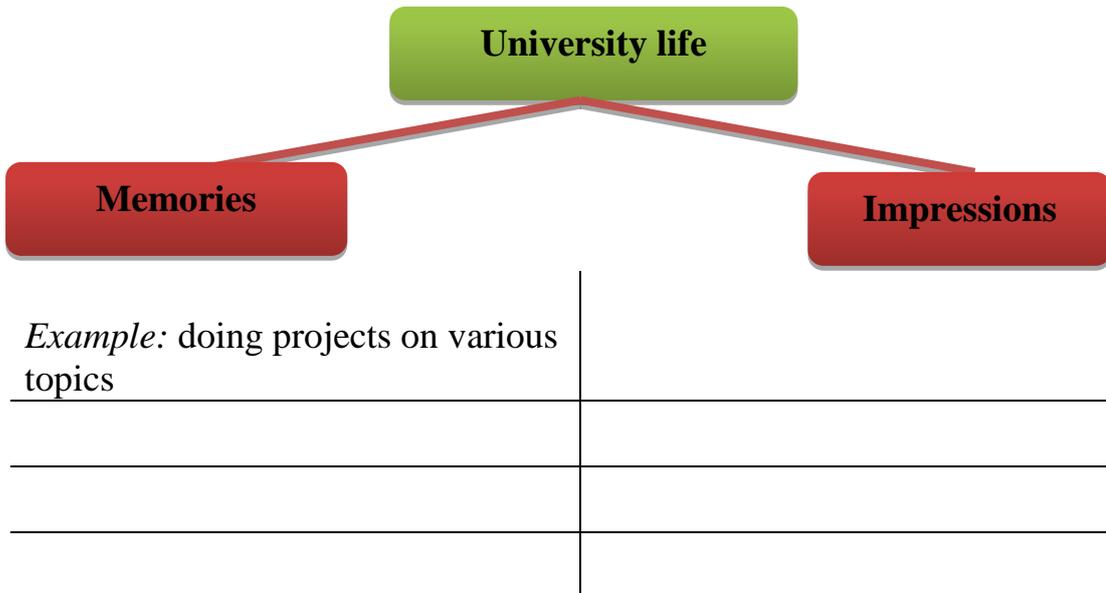
A. While reading

Developing anticipation and prediction skills

Exercise 37. In groups discuss your first impression of the University life. Say if you feel the same now.

Exercise 38. One student compared the university with a merry-go-round. Why do you think he called it so.

Exercise 39. Write your associations with University Life. Fill in the semantic map.



Exercise 40. Read the text "University Life: memories and impressions" and say if you feel the same.

University Life: memories and impressions

Have you ever thought of university life as the merry-go-round which is impossible to forget? Without a doubt it's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a full-time or a part-time student.

The moment one has passed entrance exams turns him from an applicant into a first-year student. So did I. I got into the Institute of foreign Philology. On the first day at the university during a solemn ceremony you meet the rector, vice-rectors, deans and subdeans. All teaching staff have high academic degrees and consist of professors, associate or assistant professors; they are heads of departments, senior lecturers and tutors.

The monitors hand out student membership cards, student record books and library cards – one feels like a real person. According to the schedule, during the first year of studies we are to have Linguistics, Foreign Literature, the English Language, Latin and IT. The curriculum seems to be developed for geniuses. We ought to attend all lectures, seminars and tutorials. Loads of home preparations: oral and written assignments, reproductions, essays, synopses, projects and what not! The students have to work as hard and diligently as they can at all the subjects if they want to make progress.

If one cannot cope with the programme, he or she immediately starts lagging behind. It is easier to keep pace with the material than to catch up with it later. Missing classes without having a good excuse will do you no good either. If a student plays truant, he is sure to fail the exams and be expelled later from the university.

The merry-go-round runs faster. First tests and examination sessions. Translations and portfolios checked up and marked. Works handed in and handed out. Reading up for exams. Neither cheating nor cribbing.

Junior students become senior. Still all of them are one family – undergraduates. Some of them will graduate with honours and take a postgraduate course and a degree in Philology.

Exercise 41. In teams design a metaphor of your University life and present it to the class.

Example: University life is ‘climbing your personal Everest’. It takes a lot of time, efforts and hard work to accomplish your goal.

Exercise 42. Transcribe the words from the text and pronounce them correctly.

Example: applicant [ˈæplɪkənt]

applicant

tutorials

foreign

exams

assignment

honours

lecturer

synopses

graduate

associate

junior

expel

curriculum

senior

thesis

Exercise 43. Practise reading the sounds in the following words and word combinations.

[əv] - in front of, heads of departments, some of them, of course, all of them, the first of September, the students of the Institute of Foreign Philology;

[dʒ] - subject, diligent, junior, college;

No glottal stop: life is, what about, hand out, it is over, an applicant;

Identical sounds: with the, at least to, and deans, part-time, first tests.

Exercise 44. Explain the pronunciation of the consonants in bold type in the following words.

applic <u>ant</u>	<u>cert</u> ificate	diligent
<u>ch</u> eated	foreign	<u>Eng</u> lish
<u>h</u> onour	<u>Ph</u> ilology	thes <u>is</u>

Exercise 45. Read the following sentences using emphatic and non-emphatic speech.

Example: He ^hhasn't ^given me a ^{pas}s. (non-emphatic: stepping head)

He ^hhasn't ^given me a ^{pas}s. (emphatic: sliding head)

I've got a degree in English.

I got in to the University!

Nora is going to be expelled.

Dora is going to graduate with honours.

Professor, I've never played truant.

So many subjects to put on the timetable!

No, professor, I've never cheated.

The curriculum seems to be developed especially for geniuses.

Exercise 46. In the text find a word to its definition and reproduce the context it was used in.

1. Someone who has formally asked, usually in writing, for a job, university place etc. _____
2. The subjects that are taught by a school, college etc, or the things that are studied in a particular subject. _____
3. A period of teaching and discussion involving a tutor and a very small number of students, especially in a British university. _____
4. Someone who works hard and is careful and thorough. _____

5. A short description of the main events or ideas in a book, film etc.

6. A student at a university or college who is working for his first degree.

7. A university course which leads to a master's degree or a doctorate.

Exercise 47. Fill in the sentences with the words from the box. Add one or two sentences to expand the situation.

<i>lecturer</i>	<i>teacher</i>	<i>tutor</i>	<i>monitor</i>	<i>applicant</i>
<i>member</i>	<i>professor</i>	<i>student</i>		

Example: Professor, when is the deadline to hand in a project?

1. Helen's marks improved once she got a private _____ in maths.

2. The head _____ wants to talk to my parents about my behavior.

3. She thinks she'll need a Ph.D. to become a university _____.

4. Frank's students really like him; in fact, he's the most popular faculty _____.

5. Our _____ is responsible for student membership and library card.

6. Who is the top _____ in your group?

7. He was one of 150 _____ for the University.

Exercise 48. Match the collocating words and explain their meanings. In chain ask questions to get answers from your group mates as in the pattern.

Pattern: Do you sometimes miss classes? – Actually yes, but only if I have a reasonable excuse.

play		pace
keep		exams
set		homework
miss	→	a degree
pass		progress
get	→	classes
make		behind
lag		truant

Exercise 49. Name at least two or three situations during your first year of studies that cause you feel the emotions listed below. Say why.

Example: I find writing tests annoying. I always feel under pressure and can't concentrate on the tasks.

dreary	attending lectures
embarrassing	writing essays
depressing	participating in class discussions
confusing	missing classes
exciting	coming late to one's classes
annoying	taking examinations
worrying	role playing dialogues
exhausting	skipping school
fascinating	presenting projects in class

Exercise 50. In the whole group discuss the most memorable events in your student's life.

B. While listening

Developing anticipation and prediction skills

Exercise 51. There is a new school reform in Ukraine. What are the innovations in the new Ukrainian school? Comment on them.

Exercise 52. Listen to a radio programme which discusses innovations in school curriculum and put a (+) next to the points that have been discussed by a teacher.

traditional subjects (+)	home assignment
sport facilities	after school activities
students' assessment	extra classes
school exams	practical approach to learning
IT facilities	creative subjects

Exercise 53. Formulate the possible questions to the teacher. What answers are you expecting to get?

Exercise 54. Listen to the interview again and fill in the missing word in the summary.

Mrs. Farnell claims that some lessons nowadays are more 1) _____.

According to the teacher, school subjects teach you the basic life skills such as reading and 2) _____.

Undoubtedly, panicking when doing homework won't help you concentrate.

Mrs. Farnell says that 3) _____ provide the level of difficulty of the exams which is one and the same yearly.

Harry is going to start a 4) _____.

Mrs. Farnell assures that as schools provide IT equipment for poorer families they don't have to worry about the 5) _____.

Most schools offer their students 6) _____ sessions after school or at lunch break.

Also, students benefit a lot from 7) _____ .

8) _____ are an example of a more practical approach to learning.

9) Mrs. Farnell believes that changes in school education are mainly due to

10) _____.

Exercise 55. Read the words according to the emphatic stress suggested. Add a number of extra syllables to make a tail.

Example: nice (High-Fall) – nice of you

first (Fall-Rise)

harder (High-Rise)

most (High-Fall)

tomorrow (Fall-Rise)

worry (Fall-Rise)

I (High-Fall)

boring (High-Fall)

one (Rise-Fall)

Exercise 56. Read the sentences from the recording script containing the words from the previous exercise. Pay attention to the emphatic nuclear tone.

1. I read in a magazine that exams are going to be harder this year.
2. It's nothing to worry about.
3. I'd like to ask what you think the schools of tomorrow will be like.
4. If subjects like those are taught well, then they are not boring at all!
5. That kind of variety wasn't available to us when I was at school.

6. Most households these days do have at least one computer of some descriptions.
7. First of all, the school curriculum offers a lot more subjects these days.
8. Then you'll see that's most important.

Exercise 57. Match the halves of sentences observing the use of time words and the tense that is used after them. Say where and when you can hear them.

Example: 1 – D: Make the list of the homework you have and when you need to hand it in.

1. Make the list of the homework you have and
 2. Find a quiet place where you can concentrate
 3. Don't start doing homework
 4. Begin with your best subject
 5. Don't proceed with another part of homework, for example a composition
 6. Take at least a ten-minute break
 7. You'll deal with home assignment effectively
 8. Have good night's sleep
-
- A. as long as it gives you a feeling of satisfaction
 - B. as soon as you feel tired
 - C. in case someone disturbs or distracts you
 - D. when you need to hand it in
 - E. after you realize it's your top priority and set yourself realistic targets
 - F. when you feel peckish
 - G. unless you finish the first part, for example science homework
 - H. before the day you have a test or an exam

Exercise 58. Make a list of rules you follow while doing home assignments. Compare it with your partner's to find differences and similarities.

Example: As a rule I have a short rest after I come back from University.

Exercise 59. Complete the second sentence so that it means the same as the first one using the word in bold.

Example: All first-year-students are having an introductory test in English grammar this week. **due**

All first-year-students **are due to have** an introductory test in English grammar this week.

1. All students must pay their fees before classes begin. **are**

All students _____ their fees before classes begin.

2. The professor will announce the results of the written exam any moment now.

about

The professor _____ the results of the written exam.

3. Nora will sit for her finals soon. **point**

Nora is _____ for her finals.

4. Elizabeth thinks she will apply for the course next year. **hopes**

Elizabeth _____ for the course next year.

5. Charles isn't going to complete the assignment today. **plan**

Charles _____ the assignment today.

6. You must hand in your projects on time. **are**

You _____ your projects on time.

7. Jessica is going to earn her degree very soon. **about**

Jessica _____ her degree.

8. Brian is having his first entrance exam in three weeks. **due**

Brian _____ his first entrance exam in three weeks.

If you were in teacher's shoes what advice would you give to a first-year student?

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 60. Decode the information in the QR codes suggested. In pairs talk about the university foreign language programme you would like to sign up for and explain your choice.



**IV. INTEGRATING YOUR
HABITS AND SKILLS**

C. While Watching

Developing anticipation and prediction skills

Exercise 61. Do you think that universities in the USA differ from those in Britain or are the same?

Exercise 62. Look at the photos of American and British university graduates and discuss differences and similarities in terms of graduation ceremonies, academic dress and a graduation speech.



To find more information about graduation ceremonies use the Web site:

- https://en.wikipedia.org/wiki/Academic_graduation_by_country

Exercise 63. Watch a video about top universities in the USA and answer the following questions.

<https://www.youtube.com/watch?v=PoUupOyPeqE>

1. Which university was founded by the English politician?
2. Which university cooperates with NASA?
3. Which university's alumni are considered to be the most successful businessmen?
4. Who was University of Pennsylvania founded by?
5. Why are the sports teams of University of Chicago called 'The Maroons'?
6. Which university administers an award in journalism, literature and musical composition?
7. Which university was founded at the beginning of the 18th century?

8. Which university is known as 'Big Red'?
9. What is the nickname of Stanford University?
10. Which university is the oldest higher education institution in the USA?

Say what was unexpected for you to find out. Share your impressions with a partner.

Exercise 64. Use your e-dictionary and define the meanings and pronunciation of the words below. Reproduce the context they were used in the video.

annual to charter alumni merge nickname
 maroon renowned entrepreneurial

Exercise 65. Choose one of the universities from the video you would recommend studying at. Give the reasons to explain your choice.

INDEPENDENT LANGUAGE AND CULTURE SEARCH

Exercise 66. Study the information about the students' grants available for Ukrainian students to study either in the USA or in the UK. Role-play a dialogue with your friend who was studying at the exchange programme discussing advantages and disadvantages of such experience.

An **educational grant** is money given for educational purposes. Nowadays it is a great possibility for students to pursue their educational goals without having to pay the money back.

The United Kingdom of Great Britain

	<p>PROGRAMME FUNDING: Fully-funded</p> <p>REQUIREMENTS:</p> <ul style="list-style-type: none"> ➤ One has to be a student of ONU; ➤ to be fluent in English; ➤ (optional) - an international certificate (IELTS, TOEFL or Cambridge ESOL examinations).
	<p>PROGRAMME FUNDING: Fully-covered.</p> <p>ELIGIBILITY: a citizen of any country outside the United Kingdom applying for one of the full-time residential courses – PhD; MSc or MLitt; MPhil, LL.M, MAST, Diploma, MBA etc.</p>

The United States of America

	<p>The Global Undergraduate Exchange Program (Global UGRAD)</p> <p>PROGRAMME FUNDING: FULLY-FUNDED.</p> <p>Eligibility Requirements:</p> <ul style="list-style-type: none"> ○ a citizen of Ukraine currently residing and studying in Ukraine as a full time student at the undergraduate level;
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	<ul style="list-style-type: none"> ○ over 18 years of age; ○ a solid command of written and spoken English.
	<p>Fulbright offers a variety of highly competitive merit-based grants for both U. S. students studying abroad, and foreign students studying in the United States. Most Fulbright grants provide funding that covers round-trip transportation, monthly stipends for the duration of the grant, and full or partial tuition.</p>

To find more information about students’ grants visit the Web sites:

- <https://www.studyinternational.com/news/best-uk-scholarships-international-students/>
- <https://americancouncils.org.ua/en/program/>
- http://onu.edu.ua/en/international/exchange_prog
- <https://ua.usembassy.gov/education-culture/exchange-programs/>

Exercise 67. Imagine that your university is going to improve facilities for studies. Look at the collage and say to what extent they will update your studies.



PROJECT WORK

In groups advertise your university for the applicants in the form of presentation and comment on it. Take into consideration the following points:

- ❖ The history of the university
- ❖ Institutes and departments
- ❖ Teaching staff
- ❖ Postgraduate course
- ❖ Facilities and recreation areas
- ❖ Students' life

Module 5. University Life



**Upgrading Your
Language Competence**

Exercise 1. Find and correct the mistakes in the sentences using Future tenses.

Example: By Tuesday I will hand in my project. – By Tuesday I will have handed in my project.

1. Shall we be going to the library after lectures to prepare for the seminar?

2. By this time next year, Sara will graduate with the MA. _____

3. I promise I will be focusing on grammar more when I speak next time.

4. Anthony has just decided he will be taking a postgraduate course.

5. Call me as soon as you will get your test results. _____
6. Jane is sure she is going to win a scholarship. _____
7. In a week's time, all students will take A-level exams. _____
8. This time tomorrow we will have worked on a project. _____
9. Fantastic! My brother will be taking a gap year. _____
10. Shall I be explaining the pronunciation rule again? _____

Exercise 2. Fill in the blanks with the correct form of the word. The first letter has already been given.

1. Our teacher of English sets us loads of written a _ _ _ _ _ such as essays, e-mails and stories.

2. Are the students supposed to be **e**_____ from University if they miss a lot of classes.
3. According to the **c**_____ we'll have four exams at the end of the term.
4. Have you ever **c**_____ at your tests?
5. Jane has been ill for a month and now she is **l**_____ behind.
6. Are you a full-time or a **p**____-time student?
7. The **d**____ is at the head of the faculty.
8. This year **a**_____ to the Institute of Foreign Philology are going to take three entrance exams.
9. Steve has improved his communication skills, so he speaks rather **f**_____, I must admit.
10. The most important thing in learning is motivation, that's why our teacher does her best to **e**_____ us to learn a foreign language.

Exercise 3. Choose the word to make a correct collocation.

1. After thinking for weeks, Alan finally **made** / **did** a decision which university to apply to.
2. While listening you are allowed to **do** / **take** notes.
3. Jeniffer, you've **did** / **made** fewest mistakes in the test of all!
4. Before you hand in an essay, make sure you **take** / **make** all points into consideration.
5. Will you **do** / **make** me a favour and help me with the project?
6. Have you **taken** / **made** up your mind to take a postgraduate degree in humanities?
7. **Take** / **make** a short break and then proceed to discussing the issue in groups.
8. The more you read in English, the better progress you **make** / **do**.

Exercise 4. Read the text and fill in the gaps with the correct form of the word given in brackets.

When it comes to learning, there are a number of ways in which students can be assessed. They can take a final exam or do continuous tests throughout the year in order to determine their overall grade. Increasingly, teachers are choosing continuous 1) _____ (assess) as the best 2) _____ (opt) for their students.

Continuous assessment has a lot of benefits. Firstly, continuous small tests and exams during the school year do not put students under as much 3) _____ (press) as final exams do. For students the 4) _____ (possible) of receiving a low mark in the only test that matters causes them great 5) _____ (anxious) and may prevent them from performing well. Secondly, final exams cannot 6) _____ (accuracy) assess progress, whereas continuous assessment can. A final test that lasts a few hours cannot examine all of the 7) _____ (know) that a student has acquired over a period of time; by 8) _____ (necessary), only some parts of the material that has been taught will be assessed. In contrast, a mini test, for example after each chapter of the material, can 9) _____ (evaluation) a student's understanding better, and thereby give a clearer picture of their knowledge.

Finally, continuous assessment helps students to figure out their 10) _____ (strong) and weaknesses, which helps them to improve. And in the end, that's what learning is all about.

(From Close-Up, Student's Book B2 by Angela Healan, Katrina Gormley, Karen Ludlow)

Integrating Your Skills

Exercise 5. Imagine you have started to learn a new foreign language. Say what feelings you may experience.

Example: Learning a new foreign language turned out to be pretty costly. Course books and dictionaries are expensive, and besides, it's a long-term process to gain visible progress.

costly	exciting	exhausting	wasteful	irritating
successful	effective	boring	satisfying	

Exercise 6. Read the text and say which adjectives from the previous exercise, in your opinion, describe the author's experience in learning a foreign language.

As for my Arabic... Well, things are not going too badly. I feel I am slowly **picking it up**. I go to classes every morning for an hour and a half. They are OK, but the teacher is very strict. He gets irritated if you make a mistake, so I just **shut up** and don't say anything, but I do take lots of notes. We do some speaking and a little writing every day and I'm gradually beginning to **work out** difference between all the letters of the alphabet, though it's not easy. Some people in the class have studied Arabic before and they generally **catch on** much quicker than me when new things are introduced, but I try and do lots of homework and so I'm **keeping up** with the others OK.

The best thing though is just walking around town – people often ask you to come in their shop and have a cup of tea. Obviously I can't say much yet but it's a good chance for them to practise their English and for me to practise my Arabic. Somehow, between us, we can generally **get across** what we want to say.

It's funny but some words and expressions you hear again and again, like "shokran" (which means "thank you"). I try and make an effort to **find out** what new words mean, either by asking someone or by **looking them up** in my English/Arabic dictionary, and then learning them by heart.

All in all, I feel I'm able to **get by** in Arabic for the day-to-day things like shopping, catching buses and taxis, saying "Hello" to people and so on.

My job, on the other hand, has not been going so well...

(by Richard Acklam)

Exercise 7. In the text find a phrasal verb according to its meaning below and illustrate it in your sentences in writing:

communicate _____

survive _____

discover _____

keep quiet _____

learn _____

understand _____

maintain the same level _____

look for information in a reference book _____

mentally calculate _____

Exercise 8. Get ready for the discussion in your class sharing experience about learning a foreign language. Bear in mind the following questions:

- what language it was
- why you were trying to learn it
- how you were trying to learn it (in a class, from books etc)
- what helped you the most to learn it
- if you had any particular difficulties
- if you liked learning it and why/why not
- what you think your level is in this language now and you can do in it, for example, get by in everyday situations

Exercise 9. Choose one of the passages below to make your own story in writing.

1. The term is coming to an end. I can't but feel a bit of sadness. I will miss my teachers and the friends I have made

2. Finally the classes got settled and we got down to business. In the beginning everything seemed to be as easy as pie. The time I realized I was overloaded with home assignment and missed a deadline to hand in tests, I came to the conclusion that my study skills were very poor and that it was time to take action to teach myself to study. I experimented with a few strategies, trying to find out what would be effective for me....

3. I am looking forward to the next term, but the thought about new classes makes me shiver. Each term the classes are supposed to get far harder and more challenging. I hope I am up to all those new challenges. I love to learn, but I still have a little fear of

A Story

Exercise 10. Look at the pictures and say which way of learning a foreign language is more helpful for you. Share your opinion with your partner.



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ОСВІТИ В УМОВАХ ДИДАКТИЧНОЇ ІНТЕГРАЦІЇ**

Книга для студента

Навчальний посібник