

**Торговець Ю.І.
Говорун Н.В.
Васьківська І.В.**



ENGLISH SPEECH PRACTICE

**ПРАКТИКА УСНОГО ТА ПИСЕМНОГО МОВЛЕННЯ
(англійська мова)**

Навчальний посібник для студентів

2 курс

Київський університет імені Бориса Грінченка

ENGLISH SPEECH PRACTICE

**ПРАКТИКА УСНОГО ТА ПИСЕМНОГО МОВЛЕННЯ
(англійська мова)**

Навчальний посібник для студентів

2 курс

Київ-2023

УДК 81(075.8)

Автори-упорядники:

Торговець Ю.І., кандидат філологічних наук, доцент кафедри германської філології;

Говорун Н.В., старший викладач кафедри германської філології;

Васьківська І.В., викладач кафедри германської філології;

Редагування та художнє оформлення – Сергєєва О.С., кандидат педагогічних наук,
старший викладач кафедри германської філології

Навчальний посібник для студентів 2 курсу спеціальності: 035 Філологія

спеціалізації: 035.043 Германські мови та літератури (переклад включно), перша – німецька; освітня програма:

035.043.02 Мова і література (німецька)

спеціалізації: 035.051 Романські мови та літератури (переклад включно), перша – іспанська; освітня програма:

035.051.01 Мова і література (іспанська)

спеціалізації: 035.052 Романські мови та літератури (переклад включно), перша – італійці; освітня програма:

035.052.01 Мова і література (італійська)

спеціалізації: 035.055 Романські мови та літератури (переклад включно), перша – французи; освітня програма:

035.055.03 Мова і література (французька);

спеціалізації: 035.069 Східні мови та літератури (переклад включно), перша – японська; освітня програма:

035.069.02 Мова і література (японська);

спеціалізації: 035.069 Східні мови та літератури (переклад включно), перша – китайська; освітня програма:

035.069.01 Мова і література (китайська); першого (бакалаврського) рівня вищої освіти

CONTENTS

PREFACE _____	3
MODULE 1. PERSONAL IDENTIFICATION.	
FAMILY LIFE _____	4
UNIT 1. About myself_____	4
UNIT 2. Family relations_____	6
UNIT 3. Family problems_____	13
UNIT 4. Marital status_____	16
UNIT 5. Appearance and disposition_____	20
UNIT 6. My friend's appearance_____	31
MODULE 2. STUDENT'S LIFE AND STUDIES	
UNIT 7. Student's routine_____	34
UNIT 8. Student's accommodation and living conditions_____	42
UNIT 9. Famous universities. Cambridge, Oxford, Harvard_____	46
UNIT 10. My university life_____	51
UNIT 11. The university of the future_____	52
MODULE 3. CHOOSING A CAREER	
UNIT 12. Career counselling and learning_____	53
UNIT 13. Occupations_____	56
UNIT 14. Work and employment_____	67
UNIT 15. Teaching profession_____	74
UNIT 16. My future profession_____	77
MODULE 4. HOME SWEET HOME	
UNIT 17. Types of dwellings_____	78
UNIT 18. Furniture and appliances_____	81
UNIT 19. Accommodation. At the hotel_____	85
UNIT 20. The ideal place to live_____	87
MODULE 5. URBAN LIFE	
UNIT 21. Urban versus rural life_____	88
UNIT 22. At the city map. Giving directions_____	95
UNIT 23. Shop till you drop_____	99
UNIT 24. City breaks. Sightseeing_____	104
UNIT 25. European capital I'd like to visit_____	109
MODULE 6. THE WORLD AROUND US	
UNIT 26. Seasons and weather. The best season to visit my country_____	110
UNIT 27. The wonders of nature_____	116
UNIT 28. Holiday destinations_____	124
UNIT 29. Animal world_____	128
MODULE 7. ON THE MOVE	
UNIT 30. Travelling by air, by sea, by rail_____	138
UNIT 31. Travelling by car, by bike, hitch-hiking_____	157
UNIT 32. Using public transport_____	166
UNIT 33. The most incredible trip of mine_____	169
MODULE 8. MEALS AND COOKING	
UNIT 34. Food and drinks_____	170
UNIT 35. Eating and drinking habits in English-speaking countries and Ukraine_____	174
UNIT 36. Table manners_____	184
UNIT 37. Eating out_____	191
UNIT 38. My favourite dish_____	196
MODULE 9. QUESTIONS ON HEALTH	
UNIT 39. Diseases and health problems_____	202
UNIT 40. A visit to a doctor_____	209
UNIT 41. Health system in English-speaking countries and Ukraine_____	216
UNIT 42. Healthy way of life_____	222
UNIT 43. Up-date ways of treatment_____	227
MODULE 10. LEISURE AND SPORTS	
UNIT 44. Summer and winter sports_____	231
UNIT 45. Sports and games popular in English-speaking countries_____	240
UNIT 46. Olympic Games_____	247
UNIT 47. Achievements of Ukrainian sportsmen at the Olympic Games_____	253
MODULE 11. UKRAINE AND THE UKRAINIANS	
UNIT 48. Geographical position_____	254
UNIT 49. Climate_____	257
UNIT 50. Ukrainian cities and towns_____	260
UNIT 51. The long road to independence_____	267
UNIT 52. Ukrainian traditions and holidays_____	274
UNIT 53. Famous people of Ukraine_____	280
MODULE 12. BRITAIN AND THE BRITISH	
UNIT 54. Geographical position_____	281
UNIT 55. Climate_____	285
UNIT 56. Cities and towns in England, Wales, Scotland and Northern Ireland_____	289
UNIT 57. London_____	297
UNIT 58. British traditions and holidays_____	302
APPENDIX _____	311
SUPPLEMENTARY READING	
<i>Module 2.</i> Student's life and studies_____	312
The ancient university_____	312
The University of Oxford_____	313
Harvard University_____	315
<i>Module 11.</i> Ukraine and the Ukrainians_____	317
Part I. Kharkiv_____	317
Part II. Lviv_____	319
Part III. Poltava_____	321
REFERENCES _____	322

ПЕРЕДМОВА

Навчальний посібник для аудиторної та самостійної роботи студентів 2 курсу «Практика усного та писемного мовлення (англійська мова)» створений, щоб допомогти студентам – майбутнім фахівцям іноземної філології, розвинути іншомовні компетенції (граматичну, лексичну, соціокультурну тощо).

Курс практики усного та писемного мовлення ставить за мету розвиток рецептивних і репродуктивних видів мовленнєвої діяльності студентів, а саме: говоріння, читання та письма, кожен з яких має своє значення для спілкування. Пропонований посібник покликаний допомогти студентам 2 курсу удосконалювати знання в галузі розмовної англійської, більш ефективно опановувати лексику розмовних тем, набувати необхідних навичок ведення дискусії і висловлювання власної думки, а також компаративно ознайомлює з різними життєвими аспектами сучасного глобалізованого світу загалом та соціокультурними особливостями життя в англійськомовних країнах зокрема.

Структура навчального посібника складається з пояснювальної записки та 12 тематичних модулів. Кожний розділ охоплює підтеми, містить тексти для читання, систему лексичних та граматичних вправ, завдання для розвитку писемного мовлення, а також проблемні завдання для обговорення.

У кожному модулі подаються базові тематичні словники, які містять обов'язковий мінімум загальноживаної лексики з теми, що вивчається. Посібник містить посилання на англійськомовні фахові видання й автентичні інтернет джерела.

Пояснювальна записка включає в себе рекомендації щодо використання навчального посібника в процесі вивчення дисципліни «Практика усного та писемного мовлення» як під час самостійної роботи студентів денної форми навчання, так і впродовж практичних занять. Даний посібник можна також рекомендувати для використання студентами інших форм навчання (заочної, екстернатної) у якості додаткового матеріалу.

Навчальний посібник розроблено й складено у відповідності до Європейських рекомендацій з мовної освіти та Британської Ради в Україні; затвердженої робочої навчальної програми з дисципліни «Практика усного та писемного мовлення» з урахуванням контенту змістових модулів і тематики курсу.



MODULE 1

PERSONAL IDENTIFICATION. FAMILY LIFE

UNIT 1 ABOUT MYSELF



“You know, our sense of individuality is just the number one target of civilization.”

Alan Rudolph

VOCABULARY

a first name – ім'я

a patronymic – по батькові

a surname (last name (AE)) – прізвище

initials – ініціали

a full name – повне ім'я

a maiden name – дівоче прізвище

by the name of – на ім'я

to name after – називати в честь когось

a nickname – прізвисько

a namesake – тезко, -ка

a pet name – нестливе ім'я

to change one's name (to) – змінити ім'я на

a false / real name – вигадане/справжнє ім'я

a pseudonym – псевдонім

a pen name – письменницький псевдонім

to call sb by one's first name – звертатися до когось по імені

to call sb names – ображати, обзивати когось

be on first name terms with sb – бути у гарних стосунках з кимось

Follow the link and check your knowledge of the words/phrases.

<https://quizlet.com/785996351/module-1-about-myself-flash-cards/?new>

1. Match the words from the left column with their definitions in the right column.

- | | |
|-----------------|--|
| 1 a namesake | A a name shared by all the members of a family |
| 2 a pen name | B a name often given at school to annoy or upset a child, or connected with one's character / appearance |
| 3 a surname | C a person that has the same name as sb else |
| 4 a pet name | D a name used by a writer instead of the real name |
| 5 a maiden name | E capital letters representing a person's all names |
| 6 a nickname | F a woman's family name before marriage |
| 7 initials | G a name you use for sb instead of his/her real name as a sign of affection |



2. Fill in the gaps with the words and phrases from VOCABULARY.



- Charlotte Bronte wrote under the _____ of Currer Bell.
- What is the _____ of the famous English poet Byron? — It is George Gordon Byron.
- They _____ the girl Maria.
- A Ukrainian full name consists of a _____, a _____ and a _____.
- They are both called Tom Brown. They are _____.
- “Sweetie”, “honey”, and “love” are widely used English _____.
- I can't find his telephone number in the directory because I don't know his _____.
- He was _____ “Fatty” by his classmates because he was overweight.
- He calls himself John but I am sure it is not his _____.
- She didn't change her _____ after her marriage.
- Can your son be _____ with our President?

(Тучина Н.В. A Way To Success)

3. Translate into English using the words and phrases from VOCABULARY.

1. Назвіть своє повне ім'я, я маю на увазі ім'я, по-батькові та прізвище.
2. Я пишу вірші під псевдонімом «Квіточка»
3. Я завжди хотіла братика або сестричку, але я єдина дитина в сім'ї.
4. Моя мама не пам'ятає дівочого прізвища своєї бабусі.
5. Я знаю, що Марина – не справжнє її ім'я, воно вигадане.
6. Катя хоче змінити своє ім'я на Наталі.
7. Ми з Танею тезки, і ми дуже схожі.



4. There are a lot of questions in the following article. They are answered by Martha Brockenbrough. How would you answer them? What points in the article do you agree / disagree with?

WHAT'S IN A NAME? MORE THAN YOU THINK

If you've ever picked up a book about names, you probably flipped to the page containing yours to find out what it meant. I did this many years ago and learned that I was "a lady". The next thing I did was to look up the meaning of my middle name, Elizabeth. "Consecrated to God", the book said. After looking up the word "consecrated", I came to realize that if I really lived up to my name, I would be a nun. But here I am, all grown up. I did not become a nun, although I did dress as one once for Halloween. So, what's the point of names meaning anything, if you don't actually become what they mean? What's the point of having a name in the first place? For that matter, why do we have three names – and sometimes more?

The last two questions are pretty easy. Your name sets you apart from other people. This is why we have last names, for example.

According to Leonard Ashley, author of "What's in a Name?", the tradition of last names started with the Romans, who used family names to create more specific identities. (Jewish people have had their version of family names since ancient times, too.) The practice caught on in England during the Middle Ages, when people needed to set themselves apart from all the other Johns and Marys running around. People carried this further during the 16th century in England, Ashley says, by taking middle names.

What names mean is a harder question. Let's pick on my name some more.

The original meaning of the name Martha was "lady". But nowadays people think Martha is an overweight, old-fashioned blond. She also is strong, solid, loud, and, fortunately for me, likeable. I learned this from "The Baby Name Survey Book" by Bruce Lansky and Barry Sinrod. These authors surveyed 100,000 people for their opinions about all sorts of first names.

Except for the overweight and blond parts (both of which can be fixed), I am everything people think Marthas should be. I'm even likeable ... or so my dog would have me believe. Did I become these things because my name is Martha? And would my life have been different if I had been given a different name?

It's pretty clear that names have power – and lots of it. But did you know a name actually can hurt you? Maybe not like sticks and stones do, but still, names can bruise in other ways.

Studies done in the early 1900s showed that unusual names could produce maladjusted children and adults. A 1948 study, meanwhile, indicated that your name could make you more likely to get into – or flunk out of – Harvard University. Also, a 1974 study showed that rare names (a.k.a. unusual ones) were accompanied by guilt pangs, meekness, and low self-esteem. It all depends on your definition of unusual, and that certainly has changed since the 1970s.

Another very interesting study had a group of elementary school teachers' grade papers by students who were only identified by their first names. The students who got high marks were named Karen, Lisa, David, and Michael – all common and popular names. But Elmer, Adele, Bertha, and Hubert fared poorly.

So, what if your name is Elmer? Does that mean you're stuck? Of course not. You can always go by your middle name. The final option, of course, is for you to make a name for yourself. This choice basically means to do something so great that the name Elmer is thereafter stuck in our collective consciousness as the name of a hero. Stuck firmly, as though with glue. Elmer's Glue, perhaps. But that is another topic altogether, isn't it?

(Гучина Н.В. A Way to Success)

UNIT 2 FAMILY RELATIONS



“The love of family and the admiration of friends are much more important than wealth and privilege.”

Charles Kuralt

VOCABULARY

an extended family: grandfather, grandmother, father, mother, brother, sister, uncle, aunt, cousins

a nuclear family: father, mother, son, daughter

a single parent family: one parent and one or more children

husband – чоловік

wife – дружина

godmother – хрещена

godfather – хрещений

step-father – вітчима

step-mother – мачуха

step-child – нерідна дитина

step-son – пасинок

step-daughter – падчерка, пасербиця

a foster-child – прийомна дитина

an orphan – сирота

to adopt a child – усиновити дитину

adopted children – усиновлені діти

an only child – єдина дитина

twins (a twin) – близнюки, двійня (близнюк)

triplets (a triplet) – близнюки, трійня (близнюк)

quads – близнюки, четверня (близнюк)

a stepbrother/step-sister – зведений брат/сестра (через всиновлення)

a half-brother/-sister – зведений брат/сестра (через шлюб одного з батьків)

naughty – неслухняний, вередливий

to be born – народитися

to look after – доглядати за

to take after – бути схожим на, вдатися в

to bring up – виховувати

to mix up / to confuse – плутати

a nephew – племінник

a niece – племінниця

a distant relative – далекий родич

a bride (fiancée) – наречена

a groom (fiancé) – наречений

a widow – вдова

a widower – вдівець

divorced – розлучений

married – одружений

in-laws – родичі через шлюб

a mother-in-law – теща, свекруха

a father-in-law – тесть, свекор

a daughter-in-law – невістка

a son-in-law – зять

strict – суворий

to tell apart – розрізняти

to spoil – балувати

Follow the link and check your knowledge of the words/phrases.

<https://quizlet.com/786002564/module-1-family-relations-flash-cards/?new>

1. Translate into English using the words and phrases from VOCABULARY.

- Його дружина дуже молода та вродлива.
- У Томової двоюрідної сестри народилася трійня: дві дівчинки та один хлопчик.
- Тяжко ростити дітей у неповній сім'ї.
- Ганна має брата-близнюка на ім'я Степан.
- Коли наречена та наречений зайшли до ресторану, всі перестали розмовляти.
- Чоловік Аліни надзвичайно працьовитий.
- Два роки тому мій тато одружився з дуже доброю жінкою, тепер у мене чудова мачуха та зведені брат і сестра.
- Люди вважають, що мачухи погано ставляться до своїх пасинків та пасербиць.
- Мій хрещений і хрещена живуть недалеко від мене та часто приходять у гості.
- Я живу в одному будинку з прабабусею та тіткою з дядьком.



10. Теща Майкла дуже любить свого зятя, а свекрусі Бренді не подобається її невістка.

2. A. Read the text. Pay special attention to the words in bold.

FAMILIES HAVE A GREAT-GREAT FUTURE

Twenty years ago, the typical **extended family** was 'wide'. It usually consisted of two or three generations, with many children in each 'nuclear family'. People had lots of aunts and uncles but often didn't know their grandparents. However, according to a new study by the British research group *Mintel*, the family is changing shape.

Here are some of their predictions:

- Most children will know their **great-grandparents** (and even **great-great-grandparents**) because people are living longer.
- Very few children will have brothers or sisters, and it will be common to be **an only child**. As a result, future generations will not have many **cousins** either.
- Many children will grow up isolated from other children and young adults. This will make them more selfish and introverted.
- More **couples** will divorce and re-marry, some more than once. They may have children with their new partners, so many children will have a **stepmother** or stepfather and **half-brothers** or sisters.
- There will be many 'boomerang children'. These are children who leave home to get married, but then divorce and return to live with their parents.
- There will be more **single-parent families**.
- Because houses are now so expensive, different generations may decide to live together, so parents, grandparents, and adult children may co-own their houses, and many couples will have to live with their **in-laws**.



(C. Oxenden, C. Latham-Koenig
New English File. Intermediate. Student's Book)

B. Match the words in bold with their definitions.

1. _____ your grandparents' parents
2. _____ a child who doesn't have any brothers or sisters
3. _____ families where the mother or father is bringing up the children on his / her own
4. _____ your uncle's or aunt's children
5. _____ the family of your husband / wife
6. _____ all your relatives including aunts, grandparents, etc.
7. _____ your grandparents' grandparents
8. _____ boys who have (for example) the same father as you but a different mother
9. _____ the new wife of your father
10. _____ people who are having a relationship

(C. Oxenden, C. Latham-Koenig
New English File. Intermediate. Student's Book)



C. Read the seven predictions in the article above. In pairs or small groups, answer the questions for each prediction.

1. Is this already happening in your country?
2. Do you think it will happen in the future?
3. Do you think it will be a good thing or a bad thing?

3. Work in pairs. Talk about your family.

1. How many people are there in your family? Who are they?
2. Do you have any brothers or sisters? Tell about them.
3. How many grandparents have you got? How often do you see them?
4. Who's the oldest in your family? Who's the youngest?
5. How many cousins do you have? What do you do when you see them?
6. Do you have any great-grandparents? If so, how old are they?
7. Who does the housework in your family (e.g. *cooking, cleaning, washing*)?



4. Read the article. Write out words/phrases in bold and make up sentences with them. What's a typical British family like?

THE FAMILY

In comparison with most other places in the world, family identity is rather weak in Britain, especially in England. Of course, the family unit is still the basic living arrangement for most people. But in Britain this definitely means **the nuclear family**. There is little sense of **extended family** identity, except among some **racial minorities**. This is reflected in the size and composition of **households**. It is unusual for adults of different **generations** within the family to live together. The average number of people living in each household in Britain is lower than in most other European countries. The proportion of **elderly people** living alone is similarly high.

Significant family events such as **weddings, births and funerals** are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as **'best man'** at a wedding or **godmother or godfather** when a child is born. But for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people, they are confined to the Christmas period.

Even the stereotyped nuclear family of father, mother and children is becoming less common. Britain has **a higher rate of divorce** than anywhere else in Europe except Denmark and the proportion of **children born outside marriage** has risen dramatically and is also one of the highest (about a third of all births). However, these trends do not necessarily mean that the nuclear family is disappearing. Divorces have increased, but the majority of marriages in Britain (about 55%) do not break down. In addition, **it is notable** that about three-quarters of all births outside marriage are **officially registered** by both parents and more than half of the children concerned are born to parents who are living together at the time.

(James O'Driscoll Britain. The Country and Its People)

5. Discuss the following.

1. Does your name have a special meaning in your language? What?
2. Is your name common in your country? Why? Why not?
3. Do you know why your parents chose this name for you? Share your ideas.
4. Are you named after someone? Who and why? Are there other people in your family with this name?
5. Do you prefer the idea of extended or nuclear family? Why?
6. Do you know when your name day is? What do you know about your patron saint?
7. Do you prefer spending your time with family or friends? Why?
8. Is "blood thicker than water" regarding your family? Why? Why not?
9. Do you believe that a person's name influences his / her character and predetermines his / her life? Share your ideas.

6. Do the family quiz.

1. What do you call the father of your father?
2. What do you call the daughter of your sister?
3. What do you call the wife of your brother?
4. What do you call the son of your parents?
5. What do you call the sister of your father?
6. What do you call the mother of your wife?
7. What do you call the mother of your grandfather?
8. What do you call the son of your uncle?
9. What do you call the family of your husband?
10. What do you call a woman whose husband has died?
11. What do you call a man whose wife has died?
12. What do you call it when a married couple legally breaks up?
13. What do you call the son of your husband's first marriage?
14. What do you call the husband of your mother's sister?



7. Fill in the gaps in the following sentences choosing the right words from the box given below.

niece	son	nurse	wife	sister-in-law	grandparents
son-in-law	half-sister	daughter	half-brother	brother-in-law	
stepmother	nephew	parents	husband	stepbrother	

1. Lucy is Andrea and Joseph's little _____.
2. Donald and Rosemary's _____ is an affectionate husband.
3. Charles's _____ Robin wasn't fond of school in his childhood.
4. Andrea's _____ David is very enthusiastic about fishing.
5. Charles doesn't show much respect to his _____ Rosemary.
6. Being spoiled by his _____ and _____. Charles grew up to be a very selfish man.

8. Brain Teaser.

Try this little brain-teaser when you have five or ten minutes to spare. Alternatively, just note the names we give to the various members of our family. Each of the fourteen people below is married to one of the others. From the information you are given find out who is married to whom. Note: there are three generations here.



- Alan is Caroline's **nephew** and Larry's **cousin**.
- Barbara is Larry's **mother** and Maggie's **sister-in-law**.
- Caroline is Edward's **daughter** and Maggie's **sister-in-law**.
- David is Gordon's **brother-in-law** and Alan's **uncle**.
- Edward is Ingrid's **grandfather** and Maggie's **father-in-law**.
- Fanny is Caroline's **mother** and Alan's **grandmother**.
- Gordon is Helen's **son-in-law** and Nigel's **brother-in-law**.
- Helen is Barbara's **mother-in-law** and Larry's **grandmother**.
- Ingrid is Gordon's **niece** and David's **daughter-in-law**.
- John is David's **father** and Gordon's **father-in-law**.
- Larry is John's **grandson** and David's **son**.
- Maggie is Larry's **aunt** and Fanny's **daughter-in-law**.
- Nigel is Ingrid's **father** and Fanny's **son-in-law**.
- Karen is Gordon's **daughter-in-law** and Maggie's **daughter-in-law**.

9. Choose the correct word to fill the gap in each sentence.

step-brothers single in-laws bachelor orphans adoption
elderly widow toddler great-grandparents

- The war left many children _____.
- Barbara remained _____ until the age of thirty-five.
- When John's mother remarried, he found he had three _____.
- Mary changed her job in order to be closer to her _____ parents.
- Richard was a _____ until his marriage at the age of forty-two.
- _____ agencies changed the rules regarding children from overseas.
- Frances has two children, a _____ of three and a baby of six months.
- All the family are long-lived, in fact three of my _____ are now in their nineties.
- When Harry married Sally, he didn't realise what an important part his new _____ would play in his life.
- At the age of twenty-five Jenny's husband died and she was left a _____ with two small children to bring up.



10. Choose the most suitable word or phrase to complete the sentences below.

- Mrs Jones had _____.
A a trio B a treble C triplets
- Mrs Vine had had _____ the week before.
A quarts B quads C quartet
- Twins often seem to _____ a generation.
A hop B skip C jump
- There was a case of _____ twins in our town recently.
A Japanese B Chinese C Siamese
- There's a _____ of twins in our family – on my father's _____.
A story B geography C history D tree E side F line
- I was _____ child, though.
A an only B a missing C a single
- All the members of our football team are related _____ marriage.
A by B to C on
- When Mother remarried, her second husband, my _____ gave me a new bicycle.
A forefather B stepfather C grandfather
- He said to me, 'Look, I know you're not my own _____ but let's be friends.'
A flesh and blood B blood and guts C skin and bones
- My _____ originated from a tribe of Red Indians.
A ancestors B ancients C antiques
- Not many of my own _____ relatives are still alive.
A blood B skin C heart
- My _____ grandfather fought at the Battle of Waterloo.
A grand grand grand B great grand grand C great-great-great
- My brother-in-law inherited £500,000 in his uncle's _____.
A will B testament C wishes
- I was left £50 and a cat by _____ relative; I believe it was a _____ cousin – or perhaps it was a _____ – aunt.
A a distant B an unclear C a long distance

D double

E second

F dual

G grand

H great

I large

15. Peter is an orphan; he was _____ at the age of two.

A adjusted

B adapted

C adopted

16. Paul comes from a broken home; he has lived with a number of _____ parents.

A loan

B foster

C second-hand

17. Mary was from a single-parent family; now she's looked after by her _____.

A keeper

B warden

C guardian

18. I'm off to have Sunday lunch with my _____ now.

A outlaws

B by-laws

C in-laws

11. Jigsaw Reading.

A. Work in groups. Read about James Mitford, an actor, and his daughter Amy. As you are reading, try to answer the questions below. You won't be able to answer them all, so try to guess the answer if you're not sure.

Group A

Read James Mitford's descriptions of their relationship.

Group B

Read Amy Mitford's description of their relationship.

MY DAUGHTER

James Mitford: My wife and I only had one child. It might have been nice to have a son, but we didn't plan a family, we just had Amy.

I see her as my best friend. I think she'd always come to me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenage daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I told her off once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left, she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces in films. She was doing well, but then gave it up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him – they're always together. We have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to see the opera, which is my big passion, but I don't think she likes it very much, she doesn't come with me anymore.

I don't think she's a big television watcher. She knows when I'm on, and she might watch, but I don't know. It's not the kind of thing she tells me.

We're very grateful for Amy. She's a good daughter as daughters go. We're looking forward to being grandparents. I'm sure she'll have a son.

MY FATHER

Amy Mitford: I don't really know my father. He isn't easy to get on with. He's quite self-centred, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he's very proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring – there were hundreds of other people getting the same thing, and you had to sit there for hours. He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end, it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. They just weren't challenging enough. Then I realized that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, like chalk and cheese. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely wrong clothes for the country – mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would break up. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

(Slipchenko L. The New English Course)

Note: In questions 1–3, there is not necessarily one correct answer only.

1. How would you describe their relationship?
 - A It was closer when Amy was a child.
 - B They get on well, and agree on most things.
 - C He has more respect for her than she does for him.
 - D They don't have very much in common.
2. How would you describe James Mitford?
 - A He has done all that a father can for his daughter.
 - B He isn't very aware of how she really feels.
 - C He's more interested in himself than his family.
3. How would you describe Amy?
 - A She is selfish and spoilt.
 - B It took her a long time to decide what she wanted to do in life.
 - C She found happiness in marriage that she didn't have in childhood.
4. What did he think of her friends when she was a teenager?
5. Why did she leave school?
6. Why did she give up her jobs?
7. What does he think of her husband?
8. Is she interested in his career?
9. Is she going to have children?
10. How often do they see each other?



B. Work in pairs. When you have answered as many questions as you can, find a partner from the other group. Compare your answers and swap information. What do you think? Who has the more realistic view of the relationship? Why?

UNIT 3 FAMILY PROBLEMS



“The family is the test of freedom; because the family is the only thing that the free man makes for himself and by himself.”

Gilbert K. Chesterton

VOCABULARY

generation gap – конфлікт поколінь
to lead to conflicts – призводити до конфлікту
obedient – слухняний
guidance – керівництво
to be spoon-fed – розбалуваний
limitation – обмеження
to have respect for sb – мати повагу до інших
a gang – банда

to go to the dogs – піти прахом, погіршуватися
to look at the past through rose-coloured glasses – дивитися на минуле крізь рожеві окуляри
to exaggerate – перебільшувати
to live through a war – пережити війну
hardship – труднощі
to shape one's outlook on life – формувати чийсь погляд на життя

Follow the link and check your knowledge of the words/phrases.

<https://quizlet.com/786015688/module-1-family-problems-flash-cards/?new>

1. Here are some definitions for words and expressions that appear in people's views on generation gap. Find the words they refer to and fill in the gaps.

1. If you ___ k at something through r ___-c _____ g _____ s (*idiom*), you consider it to be better than it really is.
2. ___ v ___ y (*noun*): a situation in which someone does not have enough money to pay for their basic needs.
3. A person who is n _____ c (*adjective*) believes that what individual people want is more important than what society or the government wants.
4. _ i _ (*noun, informal*): child or, sometimes, teenager or young adult.
5. If something or somewhere is ___ ng to the o _ s (*idiom*), it is becoming much worse than it used to be.
6. If you p _____ te (*verb*) something, or a situation, you understand its true nature. You would realize, for example, how good or important it is.
7. a ___ or ___ (*noun*): the people and institutions in society that have the power to tell other people what to do (e.g. the police, and teachers).
8. un _____ able (*adjective*): impossible to imagine
9. c ___ (*noun*): a long, thin stick. It is a punishment given to children in schools in which they are hit with a long thin stick. In Britain it has been illegal in all state schools since 1987 and in all private schools since 2003.
10. y _____ er (*noun, informal*): child or young person. In Britain this is a word used mainly by old people.
11. ___ soc ___ (*adjective*): showing a lack of care for other people or for society in general.
12. h ___ sh ___ (*noun*): a situation in which life is very difficult.
13. A s _____ l _ etw _____ s ___ (*noun*), such as Facebook or MySpace, allows you to communicate with friends and make new friends.



14. _ _ _ look (*noun*): your general attitude to things.

2. *Read the article and make a brief summary of it. Focus on the main topic and consider which pieces of information are most important.*

GENERATION GAP

The generation gap is represented by the differences between the young and the old that can lead to conflicts and can complicate the relationship between the two. Generation gaps occur when two age groups see the world from significantly different perspectives.

As to the different attitude towards life, people belonging to the old generation always wonder what has gone wrong with the new generation. They feel that during their time, young boys and girls were better behaved, more obedient and had more respect for elders. Young people, on the other hand, feel that they are capable of learning on their own and that they don't need to rely on the older generation for guidance. Young people do not like to be spoon-fed by their elders.

Generation gap issues can be solved through discussion and interaction. Older people should admit to the competence of the young, whereas youngsters should express their opinions respectfully. Therefore, people from both age groups should realize that every individual has positive and negative traits, as well as some limitations.

(<https://engoo.com.br/app/lessons/generation-gaps/Pr4LhjleEeeGpL-NWbyB5g>)

3. *A. Read and discuss people's views.*

GENERATION GAP?



Liam (16) Young people aren't treated fairly by the media. Every day there's something negative in the papers about people of my age – stuff like antisocial behaviour, or drugs, or fights between gangs. The media create the idea that young people don't have enough respect for other members of society, and that all they care about is having a good time. Well, all I know is that my friends aren't like that. New technology is one of the things that make it harder for the different generations to understand each other. Things like social networking sites are an everyday part of my life, but they're a mystery to a lot of people of my parents' age. Little things like that add to a sense of separation.

John (59) Lots of people of my age seem to think the country's going to the dogs, but I tell them they're looking at the past through rose-coloured glasses. They say young people today are more individualistic, or even selfish, than in the past, and that their sense of right and wrong isn't as strong as that of older people. There might be a little bit of truth in that, but in general I think the differences are exaggerated. I know I don't look at my own kids, who are 19 and 23, and wish they were more like I was at their age. One thing that worries me slightly, though, is the possibility that kids today don't appreciate what they've got. Young people in Britain have more money to spend than they did 50 years ago, and more choices available to them, but I don't think they're happier than we were.



Sally (85) Of course, there's a gap between people of my age and the younger generations. British people of my age have lived through a war, and many of us can remember poverty of a kind that hardly exists these days, at least in Britain. That really shapes your outlook on life. Most young people growing up today have never known hardship, so they're less likely to appreciate what they've got. I'm sure youngsters' behaviour hasn't got worse in every way, but I do think some of them lack respect for authority. They don't have enough discipline. My granddaughter is a teacher, and tells me awful stories about some of the children in her school. In my day it would have been unthinkable to behave like they do – we would have got the cane, and rightly so.

B. Decide whether the following statements are true (T), false (F) or not stated (NS).

1. Liam thinks his friends are similar to the young people who are often written about in the newspapers.
2. Sally thinks life is harder for young people today than it was when she was growing up.
3. John totally disagrees with the idea that young people are more individualistic or selfish than they used to be.
4. Liam tries to avoid reading newspapers.
5. John has a more positive opinion of young people than some other people of his age.
6. From what her granddaughter tells her, Sally thinks schoolchildren today behave worse than they did when she was at school.
7. None of the three people give an example of how young people today behave better than they did in the past.
8. Liam regularly uses social networking websites.

4. Translate into English.

1. Не варто дивитися на світ крізь рожеві окуляри.
2. Молодшому поколінню бракує поваги до старших.
3. Соціальні мережі формують погляди на життя молоді.
4. Для мене таємниця як моя прабабуся пережила війну.
5. Чи насправді молодь егоїстична і не цінує те, що має?
6. У підлітковому віці проблеми просто перебільшуються.
7. Інколи батьки недооцінюють значення друзів у житті дитини.
8. У молодого покоління є розуміння того, що правильно а що ні.
9. Різні дрібнички ускладнюють стосунки між батьками та дітьми.
10. Проблема батьків та дітей пов'язана з різним ставленням до життя.
11. Сварки між молоддю та старшим поколінням призводять до конфліктів.



5. Discuss the following.



1. What is the generation gap? When does it appear?
2. What are the points of view of the old and the young generations?
3. How can the generation gap issues be resolved?
4. Have you ever felt the effect of a generation gap?
5. Is this social phenomenon common in your country?
6. How would you handle this situation with your elders / young people around you?
7. Do you have any suggestions on how to solve the problem of generation gaps?
8. What advice would you give to old and young people to help them get along better?
9. Are you close to anyone that is significantly older or younger than you? Why? Why not?

6. Discuss the following.

1. How close are you to the various members of your family?
2. Do most people you know get on with their in-laws? Why? Why not?
3. What is the system of adopting and fostering in your country?
4. Would you like to be / to have an only child? Why?

UNIT 4 MARITAL STATUS



“To get the full value of joy you must have someone to divide it with.”

Mark Twain

VOCABULARY

to be introduced to sb – знайомити, представляти комусь	to have a stag party (male) – бути на вечірці для друзів (хлопців) перед одруженням
to give sb away – віддавати заміж	to get acquainted with sb – знайомитися з кимось
to marry (sb) – одружуватися	to have a hen party (female) – бути на вечірці для подруг перед одруженням
to go out with – зустрічатися з кимось	to have a reception – приймати гостей (у зв'язку з одруженням)
to go out on dates – ходити на побачення	to be/get married (to sb) – бути одруженим, взяти шлюб
to charm – чарувати	to marry for love / money / convenience – одружуватися за коханням / задля грошей / вигоди
to fall in love with sb – закохатися у когось	to get married in a register office – брати шлюб у бюро реєстрації
to fall out of love – розлюбити	to marry in church (to have a church wedding) – брати церковний шлюб
to fancy – мати схильність до чогось, любити, уподобати	to have a white wedding – мати весілля за всіма правилами (з молодою у білому вбранні)
to adore – палко любити	to go on one's honeymoon/to leave for a honeymoon – їхати/відбувати у весільну подорож
to care for – мати інтерес, любов до	to find sb a suitable husband – знаходити кому-небудь гідного чоловіка
loving – люблячий, ніжний	to arrange one's marriage – влаштовувати одруження
devoted – відданий	to split up – розірвати стосунки, розійтися
adoring – що палко кохає	trial separation – жити нарізно за судовим вироком
loyal – відданий	separated – що живе окремо без розлучення
affectionate – ніжний, люблячий	to sue on the grounds of incompatibility/ one's cruelty/one's adultery – подати до суду заяву про розлучення з причини несумісності/жорстокості/перелюбу
passionate – пристрастний, палкий	maintenance for one's children – виплата на утримання дітей
adorable – чарівний, чудовий, палко коханий	to dissolve/annul the marriage – розривати/анулювати шлюб
desirable – бажаний	to live apart from someone – жити окремо
much-loved – дуже любий	to propose to sb (usually of a man) – пропонувати одружитися
to detest – ненавидіти, не терпіти	to announce one's engagement – оголошувати про заручини
newlyweds – молодята	to accept one's proposal – приймати пропозицію одружитися
young couple – молоде подружжя	to turn down one's proposal – відмовитися вийти заміж
to be/get engaged to sb – бути зарученим	
(bride) groom, fiancé (male) – наречений	
bride, fiancée (female) – наречена	
bachelor – холостяк	
divorce – розлучення	
divorce court – суд з розлучень	
best man – шафер (боярин)	
bridesmaid – головна дружка	
matchmaker – сваха	
divorced – розлучений/-а	
trousseau – придане	
alimony – аліменти	

Follow the link and check your knowledge of the words/phrases
<https://quizlet.com/786018899/module-1-marital-status-flash-cards/?new>

1. Translate into English using words and phrases from VOCABULARY.

Ми познайомилися на вечірці. Він запросив мене на побачення, і я була дуже щаслива. Він був пристрастний і відданий, і я закохалася. Він запропонував одружитися, і я погодилася. Ми оголосили про заручини, і через 2 місяці одружилися у РАГСі. Моя зведена сестра була моєю дружкою, а її чоловік боярином.

Батько сказав мені, що я одружилася зарано, але я одружилася за коханням. Коли тато віддавав мене заміж, він плакав. На медовий місяць ми поїхали до Лондона...

Ми розлучилися через 3 роки після нашого весілля. Ми жили окремо деякий час, а потім я подала на розлучення з причини подружньої зради. Суддя розірвав наш шлюб. Тепер я розлучена.

2. Read and discuss. Why do people fall in love? What is your opinion of "love at first sight"?

Suddenly it happens. You just know he's the man for you, and you haven't been introduced yet. But how do you know? And how can you make sure he feels the same way?

Company investigates...

What first attracts men to women? Whereas women tend to notice the eyes, teeth and smile in particular, men will be more likely to assess the face in general and pay more attention to figure and legs.

According to a recent survey by *Singles* magazine, these are the top ten attributes that men and women look for in each other, in order of priority.

Men look for a woman who is:

- attractive
- sincere
- slim
- a non-smoker
- intelligent
- with a sense of humour
- affectionate
- tall
- kind



Women look for a man who is:

- | | |
|---|---------------|
| • tall | • intelligent |
| • professional | • handsome |
| • with a sense of humour | • kind |
| • attractive (not necessarily handsome) | • educated |
| • sincere | |

Why do we like some people more than we do others? Why do we fall in love? Astrologers say it is determined by the stars. Others believe in fate. However, psychologist Angela Hubbard who advises one of the biggest computer dating services in the country, rejects these explanations. The reasons people are attracted to each other have been known for a very long time. There are four main reasons, and there's nothing mysterious about it, she says.

The first reason is Frequency of Contact; the more often we see a person, the more likely it is that we will become friends or lovers. Angela describes a well-known experiment that took place in the 1960s. People were shown photographs of strangers and asked which faces they liked most. They didn't realize it but they were shown some photographs more frequently than others, and these were the faces they later said they liked. The second reason is Similarity of Interests. The more interests we share with another person, the more likely it is that we will not only become friendly with that person but that our friendship will not break up. The third reason is called Complementary of Qualities, which basically means that we are more likely to like or love people whose personalities balance our own in positive ways. If, for example, you are a very quiet person, you may unconsciously look for a friend or a lover who has a need to talk and who is more expressive than you are. The fourth reason is Recognition and Reward. We tend to like people who give us a feeling that they like and appreciate our good qualities rather than reject us because of our faults. However,

most of us also tend to be suspicious of people who flatter us who say nice things about us but who we think are not really sincere.

(Slipchenko L. The New English Course)

3. A. Work in pairs. Which of the following words can you use to describe the preparations for a wedding, the ceremony and the celebration in this country?

best man	Christian church	hen party	paste	ring
bride	couple	honeymoon	priest	sari
bridesmaid	engagement	horoscope	promise	stag party
cake	gold	jewel	propose	town hall
cash	groom	marriage	reception	veil
ceremony	henna	matchmaker	register office	witness

B. Talk about wedding customs and traditional ceremonies in Ukraine and English-speaking countries.

4. A. Read the passage and find out why it's called "All Dressed in Red".

ALL DRESSED IN RED

Before getting married, the bride at a Hindu wedding ceremony does everything to make sure her wedding day is a lucky one. A holy man studies the horoscopes of the bride and groom to choose the right day for the wedding, so that the marriage will be long and happy. Will the marriage be a happy one if the wedding takes place on Wednesday, or would it be better to wait until the full moon on Friday? After checking all the signs very carefully, he chooses the wedding day. There are the weeks of preparation and excitement that are common to all cultures, then finally, on the wedding day itself, before helping her dress, the bride's sisters and female friends paint her hands and feet with henna. When she's ready, she puts on a red sari, the colour which will bring her good luck, for the marriage. During the ceremony, the groom's relatives place a small mark of red paste on her forehead to show she is a married woman. After decorating the bride with jewels, they cover both her face and that of the groom with a veil. And then she is married. During the reception, the guests enjoy a feast of food and drink, while the bride and the groom sit together and share their meal.

(Slipchenko L. The New English Course)



B. Does the passage say anything about the following? If so, what does it say?

- presents
- dress
- preparations
- wedding ceremony
- reception

5. A. Work in pairs. Read the following passages and find out if they mention anything about preparations, dress, wedding ceremony, presents, and reception.

Student A

In the Arab world, the groom's family visits the bride's family and asks for her hand in marriage. When the bride's family agrees, they drink coffee and talk about the other arrangements. There are two ceremonies. Before meeting his bride, the groom attends the Muslim ceremony. The bride does not attend

this ceremony but allows her sisters or a friend to make the marriage promises on her behalf. Then there are two parties, one for the men and one for the women, which can last for days.

After celebrating their marriage apart for several days, the couple, finally, gets together. After arriving at the wedding reception, the bride, dressed in white, and the groom sit on a small stage and enjoy the celebration. During this part of the wedding, they receive and open wedding presents. The presents people give are often jewellery and gold. The celebration lasts for several hours. There is usually dinner and supper with relatives and close friends.

Student B

While a Muslim wedding has two ceremonies, the traditional *Chinese Taoist* marriage has three.



Before the man proposes to the woman, his family asks the professional matchmaker to send a present from them to the bride's family. Before agreeing to the marriage, the bride's family must accept the present. Then it is time for the second stage which, like the Hindu custom, is the checking of the horoscopes. After the matchmaker has made sure that the signs are good, the two families ask the gods for their help. Before starting the celebration, the groom's family pays the bride's family for losing a daughter. Then the wedding party begins. Both the bride and the groom are dressed in silk. The groom gives ceremonial gifts of pork, chickens, candles and clothing to

the bride's family. From the guests at the reception, the couple receive red packets (*hong bao*) containing gold, jewellery or money. The reception is often a lunch or dinner of fifteen courses, with entertainment by a singer and a band.

(Slipchenko L. The New English Course)

B. Work in pairs. Share your ideas about weddings in Muslim countries and in China.

1. What do the passages say about preparations, dress, wedding ceremony, presents and reception?
2. What do you find most interesting or different from weddings in this country?

6. Complete these sentences with words from the list below. Use the correct form of the verbs and nouns.

ceremony celebrate groom registry office veil horoscope



1. The _____ arrives at the church with the best man.
2. The bride wears a _____ over her face.
3. Many weddings only take place at a _____.
4. Chinese weddings have three different _____.
5. A holy man studies the _____ of the bride and groom to choose the right day.
6. After _____ their marriage separately for several days, the bride and groom finally get together.



UNIT 5 APPEARANCE AND DISPOSITION



“Love of beauty is taste. The creation of beauty is art.”

Ralph Waldo Emerson

VOCABULARY

Hair: bald, dark/fair/red/grey/auburn, fringe, plaits, ponytail, bun, bunches, parting, shoulder-length, go grey, receding, with split ends, parted in the middle (center parting), parted on the side (side parting), to part/have a parting in the middle, dyed, straggly, spiky hair, to wear hair in bunches/pushed behind the ears, to have hair cut/trimmed

Age: in her/his (early/mid/late) teens/twenties/thirties, middle-aged

Face: eyelashes, eyelids, nostril, gums, cheekbone, forehead, freckles, lips, moustache, temple, cheek, jaw, dimples, double-chin, clean-shaven

Eyebrows: thin, pencil-thin, bushy

Eyes: violet, brown, hazel, sunken, bulging, piercing

Nose: straight, flat, snub, hooked, aquiline

Chin: round, pointed, protruding

Shape: narrow, thin, long, oval

General: chubby, plump, skinny, stocky, scruffy, obese, good-looking, dark/light complexion, tanned, pale, short, tall, well-built, birthmark, wart, bearing, stooping, paunchy, sideboards, scar

Ears: lobes, pointed, sticking out

Figure: graceful, neat, slender, stout

He / She is in his / her early / mid / late twenties. – Йому / Їй 21–23 роки / 24–26 років / 27–29 років.

He / She is about thirty. – Йому / Їй біля 30 років.

He / She is long past forty. – Йому / Їй далеко за 40.

My mother is five years my father’s junior. – Мати на 5 років молодша від батька.

My father is five years my mother’s senior. – Батько на 5 років старший за матір.

to be under age – бути неповнолітнім

to live to a ripe / old age – дожити до глибокої старості

to look one’s age – виглядати на свій вік

to look young / old for one’s age – виглядати молодим/старим для свого віку

a lifespan of more than 120 years – тривалість життя довшіа, ніж 120 років

My aunt is thirty-five, but she’s taken for twenty. – Моїй тітці 35, але їй дають лише 20 років.

He / She is in the prime of life. – Він / Вона в розквіті сил.

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786027454/module-1-appearance-and-disposition-flash-cards/?new>

1. A. Add these words to the correct group in the VOCABULARY.

beard

elderly

slim

blond

long

wavy

curly

overweight

wrinkles

B. Translate into English.

1. Вона дуже вродлива дівчина, їй приблизно 22.
2. У неї руде довге хвилясте волосся та чубчик.
3. У Наталки кирпатий носик і веснянки.
4. У моєї найкращої подруги тонка талія та каштанове волосся, довжиною до плечей, вона часто робить хвостик.
5. У неї пофарбоване волосся з проділом на бік.
6. У мого тата борода і шрам на лівій щоці.
7. Моєму дідуся десь 76 років, у нього сиве волосся та вуса.
8. У мене родимка на чолі.
9. Катя має дуже довгі вії, тонкі брови та ямочки на щічках.
10. Вона повненька, але дуже тендітна та витончена.

2. Read the descriptions and match them with pictures.



1. Emma has long wavy gingery-brown hair, with a centre parting. She has freckles, hazel eyes and wears her hair pushed back behind her ears.
2. Roland has short spiky fair hair. He's got thick, bushy eyebrows, a five o'clock shadow and sideburns.
3. Kauri has straight shoulder-length hair, side parting and a fringe. She has dark brown eyes and high cheekbones.
4. Eduardo is clean-shaven with greying hair and a receding hairline. He has a small scar on his jaw and a dimple in his chin. His wife has long straggly dark hair.
5. Sue has blonde hair with a wispy fringe. She has a beauty spot on her cheek and a pointed chin.
6. John is slightly tanned with wavy ginger hair and a roman nose. He has stubble, a double chin and wears spectacles.
7. Nick has sleek auburn hair, a pale complexion, and is growing a goatee beard.

(Slipchenko L. The New English Course)

3. Sort out the adjectives given below into the columns with the name of physical features they can usually describe.

<i>underweight</i>	<i>square</i>	<i>receding</i>	<i>long</i>	<i>straight</i>	<i>aquiline</i>	<i>grey</i>	<i>red</i>	<i>chestnut</i>
<i>plump</i>	<i>blue</i>	<i>large</i>	<i>slim</i>	<i>dark</i>	<i>hazel</i>	<i>overweight</i>	<i>hooked</i>	<i>slender</i>
<i>stout</i>	<i>fat</i>	<i>turned up</i>	<i>short</i>	<i>pointed</i>	<i>blond</i>	<i>strong</i>		

eyes	Nose	Mouth	Chin	hair	size

4. Read the following text and use it to describe the appearance of each member of your family.

My father is tall. He has large hands and his feet are size 45. He has short, dark, curly hair and a small beard. His arms, legs and chest are hairy. He's a cheerful person and when he laughs, you can see even, white teeth. He wears spectacles (glasses) and you can't see his eyes, but I know they are steel grey. He's 43. He usually wears jeans and checked shirts or sweaters. But for work he wears a suit and a tie and looks every inch a teacher.

My mother is a very different person. She's short and plumpish. She has small hands and feet. She has long, strong, fair hair. She has dimples and rosy cheeks. She has long eyelashes which she darkens with mascara. She likes pink nail-varnish, high-heeled shoes and fashionable clothes. Her favourite colours are red and light blue.

My 20-year old sister likes to be well-dressed. She used lots of make-up, is always going to the hairdresser's and has fantastic hairstyles. She's tall and slim, with slender arms and elegant legs. Her full lips are always red. She's open-minded and nice. She is married and has a baby.

My baby nephew is still just a toddler; he can't speak yet, but he's very selfish and bores me.

My boss is an elderly man, rather short and stout. His hair is grey and thin and he's bald on top. He's clean-shaven. He has a double chin. He's always immaculately dressed: a white shirt, a dark well-creased

suit with a matching tie and black leather shoes. He's a serious and punctual man, doesn't talk much and seems to be not overgenerous.

5. Read the following text. Pay special attention to the words in bold.

FACEBOOK PROFILE PHOTOS AND WHAT THEY MEAN

Did you know that you reveal something about your personality each time you choose a new profile photo? Here are some of the most common photos, and what they say about you.

- The pretty portrait

Girls often take photos of themselves. They do their hair, put their make-up on, look straight into the camera and 'click'.

What it means: *Look at me – I'm gorgeous, fascinating and mischievous!*

- The strange close-up

You can just see one eye or a mouth or part of the face from an unusual angle.

What it means: *Hey, I'm creative and imaginative, but I'm also cool, sophisticated and stylish.*

- The partly short

A group of friends at a party, laughing with their arms in the air.

What it means: *I'm charming. I'm really popular. I'm one of the gang!*

- The romantic short

Two people with their arms around one another (or in extreme cases, kissing).

What it means: *Look at me – I'm on a date. I'm going out with somebody! We're a couple! Are you jealous?*

- Doing something interesting

You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.

What it means: *I'm dynamic and adventurous and I like taking risks.*

- You as baby

You're in your late teens, but you post a cute photo of yourself as a baby.

What it means: *Look, I used to be cute and adorable and I still am! And maybe I'm a bit immature and childish and I don't want to grow up.*



(Vaughan Jones, Daniel Brayshaw, Sue Kay Focus 3 Student's book)

B. Read the sentences and choose the correct options.

1. Ania knows a lot about art and fashion. She's very *adventurous* / *sophisticated*.
2. Greg's really childish. I think boys are more *gorgeous* / *immature* than girls at that age.
3. He's a very nice young man. But he can be *cheeky* / *charming* sometimes.
4. What a beautiful baby! Look at her *cute* / *stylish* little nose!
5. The two older children are quite rude, but the youngest is absolutely *adorable* / *imaginative*.

C. Discuss the following.

1. Discuss the type of photo you use / would use for your Facebook profile. Describe it and say why.
2. Is it possible not to judge people by their appearance? Share your ideas.
3. Do you agree with the statement that "You never have a second chance to make the first impression"? Why? Why not?



4. What's your idea of beauty? Who's the most beautiful / handsome person you can think of? Why?

D. Work in pairs. Compare your Facebook / social networking site profiles. Tell how much could a stranger learn about you?

5. Translate into English (REVISION):

1. У неї сухе волосся.
2. У неї проділ посередині.
3. Вона часто робить два хвостики.
4. У неї кирпатий, прямий ніс.
5. Він пішов у свого батька характером.
6. У моєї подруги світло-карі, розкосі очі.
7. Йому трохи за 40. Він лисий.
8. У неї багато веснянок і мішки під очима.
9. Вона пішла зовнішністю в маму.
10. У неї пряме, зачесане назад волосся.
11. У нього волосся з посіченими кінчиками.
12. Рон дуже схожий на тата.
13. Вони дуже схожі, я не можу їх розрізнити.
14. У нього чисто голене обличчя.
15. У неї бліді, запалі щоки.
16. У Ніка пронизливі, мигдалевидні карі очі.
17. У неї вузьке чоло та виразні вилиці.
18. Вона дуже гарна, у неї довгі густі штучні вії.
19. Ден вище середнього зросту і з червцем.
20. Він гладкий. У нього кругле обличчя, борода й вуса.
21. Коли вона посміхається, я бачу ямочки на її щічках.
22. Вона нижче середнього зросту і сутула.
23. У Джейн густе, шовковисте, світле, пряме волосся довжиною по плечі.
24. Роджер – огрядний чоловік десь 45-46 років з одноденною щетиною.
25. У неї дуже тонкі, вигнуті брови та золотисто-каштанове волосся.
26. Хлоя часто робить два хвостики, але сьогодні в неї розпущене волосся.
27. Моєму дідуся далеко за 70. У нього коротке, пряме, сиве, волосся, борода, вуса та бакенбарди.
28. Моєму найкращому другу близько 22-23, у нього запалі щоки, орлиний ніс, темно-карі очі та руде, скуйовжене волосся.
29. Мені подобається твоя стрижка, до якої перукарні ти ходиш?
30. Коли мені було 11-12 років я мала чубчик.
31. Моя бабуся у розквіті сил. Їй близько 68, але вона виглядає молодшою свого віку, їй дають 55. У неї темне, фарбоване волосся і проділ посередині. Вона середнього зросту, круглолиця з високим чолом і рожевими щічками. Вона часто збирає волосся в пучок.
32. Моя сестра старша за мене на 4 роки. Її звати Оксана. Вона низенька, але у неї витончена фігура (вона не сутула). У неї коротке, кучеряве, чорне як смола, розкішне, густе волосся; пронизливі, великі, розкосі, волошкові очі; плескатий, гачкуватий ніс; пухнасті, прямі, довгі вії. Її брови темні та густі. У неї маленькі загострені вушка; рівні, ідеальні зуби та кругле підборіддя. У неї повні губи. Вона бліда. Серед характерних рис варто згадати шрам на правій щоці та родимку на лівій. У неї є ямочка на підборідді. У неї немає ні бородавок, ні зморшок. Я дуже люблю свою сестру.
33. Він був середнього зросту, у нього було коротке, кучеряве, рудувато-каштанове волосся з проділом з правого боку. Мені подобалися його веснянки, ямочки на щічках та кирпатий носик.



VOCABULARY

bad-tempered – з поганим характером
cheerful – веселий
confident – самовпевнений
creative – творчий
critical – що критикує
disorganised – неорганізований
dynamic – динамічний
generous – щедрий
hard-working – працьовитий
helpful – готовий допомогти
honest – чесний
insensitive – черствий, байдужий

materialistic – матеріалістичний
moody – похмурий, примхливий
outgoing – товариський
patient – терплячий
positive – позитивний
reliable – надійний
selfish – егоїстичний
shy – несміливий, сором'язливий
sociable – комунікабельний
stubborn – впертий
sympathetic – співчутливий
tolerant – толерантний

1. A. Use the VOCABULARY above to describe yourself.

B. Translate into English.

1. Том занадто впертий і примхливий.
2. Я поважаю чесних і надійних людей.
3. Впевнена в собі людина досягне успіху.
4. Егоїсти часто бувають самотніми.
5. Працьовиті та наполегливі люди заслуговують на повагу.
6. Джейн надзвичайно толерантна в будь-якій ситуації.
7. Думаю, лікарі мають бути терплячими та співчутливими.
8. З людиною, у якої дуже часто змінюється настрій, важко спілкуватися і товаришувати, оскільки не знаєш, чого від неї очікувати.



2. Listen and cross out the adjective which does not match the colour.

*Scan the QR code to listen to the recording



Your Favourite Colour & Your Character

red	brave, energetic, happy
blue	kind, calm, mean
green	jealous, sociable, lazy
black	mean, happy, dishonest
purple	imaginative, loyal, shy
yellow	funny, serious, warm-hearted
white	honest, sociable, lazy

3. Complete the following sentences choosing one of the adjectives given below.

cool	shy	selfish
rude	lazy	sweet
sporty	friendly	stupid



1. Denis doesn't like to work. He just sits, staring at the screen of his phone. He is so _____!
2. Lily never says "please" or "thank you". She is so _____!
3. She is sincere, she always smiles and talks to you. She's _____.
4. He doesn't know anything. And he doesn't want to study. He's _____!
5. She really cares about other people. She's always helpful. I find her very _____.
6. It's difficult for him to talk to some people, especially girls. He's so _____!
7. She always thinks about herself and never cares about others. She's _____.
8. He never gets angry or nervous, doesn't lose his head even in a difficult situation. He is _____.
9. He plays football, basketball, tennis and rugby. He also goes jogging every morning. He is really very _____.

3. Complete the table of nouns and adjectives which can be used to describe people's character and personality. The first one is done for you.



Adjectives	Nouns
Emotional	Emotion
Anxious	
	Despair
Optimistic	
	Pessimism
Independent	
	Affection
Lonely	
	Enthusiasm
Passionate	
	Charm
Moody	

4. Complete the sentences with the personality adjectives.

Affectionate	ambitious	independent	sensible
manipulative	bossy	jealous	sensitive
moody	charming	reliable	sociable
aggressive	competitive	selfish	spoilt

1. Spoilt children behave badly because they are given everything they want.
2. _____ people always want to win.
3. _____ people think about themselves and not about other people.
4. _____ people get angry quickly and like fighting and arguing.
5. _____ people have an attractive personality that makes people like them.

6. _____ people have common sense and are practical.
7. _____ people are friendly and enjoy being with other people.
8. _____ people are good at influencing other people to do what they want.
9. _____ people are happy one minute and sad the next, and are often bad-tempered.
10. _____ people like doing things on their own, without help.
11. _____ people like giving orders to other people.
12. _____ people show that they love or like people very much.
13. _____ people are people you can trust or depend on.
14. _____ people want to be successful in life.
15. _____ people understand other people's feelings or are easily hurt or offended.

(Clive Oxenden, Christina Latham-Koenig
New English File. Intermediate. Student's Book)

5. Match the adjectives and their opposites.

<i>clever</i>	<i>extrovert</i>
<i>shy</i>	<i>hard-working</i>
<i>quiet</i>	<i>mean</i>
<i>lazy</i>	<i>self-confident</i>
<i>generous</i>	<i>stupid</i>
<i>insecure</i>	<i>talkative</i>

6. Which negative prefix do you use with these adjectives? Put them in the correct column.

<i>ambitious friendly honest imaginative kind sincere organized patient reliable</i>		
<i>responsible selfish sensitive sociable tidy attentive</i>		
un-	dis-	in- / im- / ir-
<i>Unambitious</i>		

(Clive Oxenden, Christina Latham-Koenig
New English File. Intermediate. Student's Book)

7. Add either a suffix or a prefix or both to the bold words to make an adjective that fits the sentence.

1. I don't think he's going to get very far. He's totally *unambitious*.
ambition
2. You'll have a lively evening if Jane's coming because she's very _____.

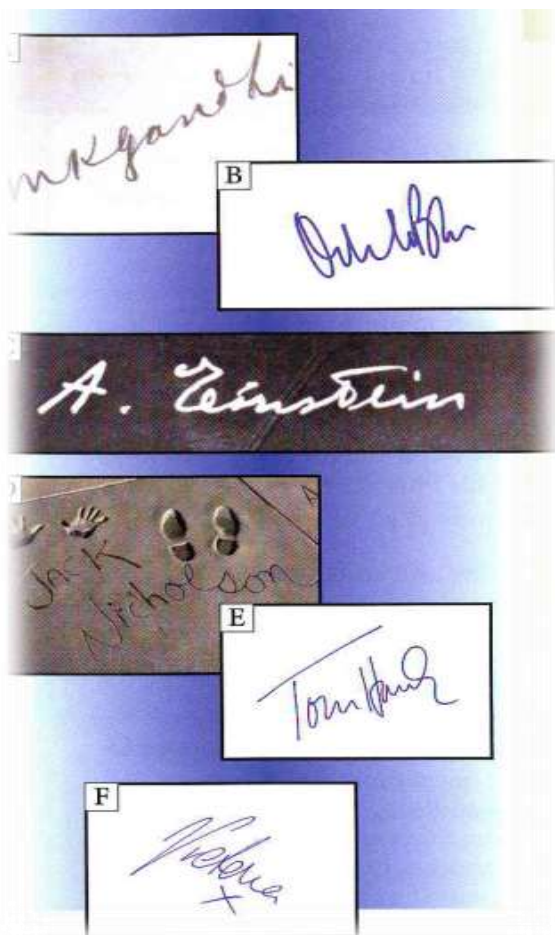


3. You can't trust John to help. He's completely _____.
talk
4. You look very _____. Have you had any good news?
rely
cheer

5. He's a bit _____ He said he liked my sister but he obviously doesn't.
sincere
6. She's not very _____. She never has any good ideas.
imagine
7. People say he's _____. You can't trust him with money.
honest
8. She's so _____. She won't give me a hand with my homework.
help

8. A. Read the first paragraph of an extract from a book about graphology. On a piece of paper, write the sentence I look forward to hearing from you, and then sign your name under the sentence.

WHAT YOUR SIGNATURE SAYS ABOUT YOU



Your signature is the part of your handwriting that says the most about your personality. It is quite normal for your signature to change during your life, as your signature reflects how you evolve as a person. It is also common to have several signatures, for example a more formal signature (name and surname) when you sign a credit card or passport, and an informal signature (just your first name) when you sign a birthday card.

Your formal signature. A signature usually contains either a first name and a surname, or initials and a surname, or, less frequently a first name and initials. Your first name represents your private or family self, and your surname represents your public self, how you are socially and at work.

If your first name is more prominent in your signature, this implies that you have positive feelings about your childhood and that your 'private' self is more important to you than your 'public' self.

If your surname is more prominent, this means that your 'public' self is more important to you. The more space there is between your name and surname, the more you wish to keep your public and private self-separate.

If you use only initials either for your first name or your surname in your signature, this means that you are more secretive about this part of your personality (your private or public persona).

Legibility. A legible signature, where names can be clearly read, implies that you are a person with clear ideas and objectives. The more illegible your signature is, the less assertive you are as a person, and the more you tend to avoid conflict.

Angle. Most signatures are horizontal, rising, or descending. A rising signature means that you are the kind of person who, when faced with problems, will work to overcome them. Usually optimistic, you are in control and ambitious. A descending signature means that you have a tendency to get depressed and give up when faced with problems, and lack self-confidence. Some people's signatures go through a temporary phase where they go down, which shows that they are going through a hard time or an illness. A horizontal

signature suggests an emotionally stable person who is well-balanced and generally satisfied with the way their life is going.

Size. If your signature is bigger than the rest of the letter or document you have written, that means that you are self-confident and have quite a high opinion of yourself. Some people actually sign in capital letters, which suggests they are arrogant rather than self-confident. People whose signature is smaller than the rest of the text may be insecure and have low self-esteem.

(C. Oxenden, C. Latham-Koenig
New English File. Upper Intermediate. Student's Book)

B. According to the extract, which of the people (A-F) ...?

1. has / had no separation between their public and private self, and is / was not very assertive
2. is / was more identified with their public self, optimistic, and ambitious
3. is / was more identified with their private self, and without much self confidence
4. is / was probably rather arrogant
5. keeps / kept their public and private life separate, is / was ambitious, and has / had positive feelings about their childhood
6. is / was secretive about their private life, and keeps / kept it very separate from their public life



C. Now look at your partner's piece of paper with his / her signature, and explain what it means. Did you agree with your partner's interpretation? Do you think graphology is a serious science? Why (not)?

9. A. Read and discuss. Do you agree with the description of your personality?

REVEALING FACES

The shape of your face can give a clue to your personality. What does yours say about you?

Small face You don't enjoy people intruding into your personal life and invading your privacy and can be rather secretive. Reflective and intelligent, yours is a passionate but firm personality, although you find these two traits in conflict at times. A tendency to be cautious means you don't trust too easily, but you do value a circle of close friends and family members.

Oval face A good decision-maker, you have strength of character, lots of energy, and usually finish what you start. Affectionate and outgoing by nature, you can be a bit gullible.

Square face You expect a lot from other people, but give as much in return. You're stubborn, strong-willed and quick to learn, but your staying power runs out when you lose interest. Highly sensitive to criticism, you're aggressive under pressure.

Thin face You don't suffer fools gladly and have an offbeat sense of humour. Energetic but able to balance action with thought, you're not one who follows the crowd. You enjoy competition in the love stakes and opt for a partner who's companionable as well as attractive.

Heart-shaped Practical rather than a thinker, you have a degree of charm that can be devastating. Your romantic judgement can sometimes let you down, though. You appear placid and cool in most situations, but this hides a quick temper when crossed. Relationships may suffer if your partner can't live up to your high expectations.

Broad face A strong sense of your own importance means you like to be taken seriously by friends. You can be kind and sympathetic, but won't waste it on those you feel don't deserve it. Affectionate and loving rather than passionate, yours is an energetic and intelligent nature with optimism high on your list of the important things in life.

(Jones Leo
The New Cambridge English Course 4. Practice Book)

B. Describe yourself using the tips above.

10. A. Match the adjectives with phrases 1–24.

<i>ambitious</i>	<i>conscientious</i>	<i>insecure</i>	<i>possessive</i>
<i>arrogant</i>	<i>easy-going</i>	<i>insincere</i>	<i>reserved</i>
<i>assertive</i>	<i>eccentric</i>	<i>loyal</i>	<i>self-confident</i>
<i>bad-tempered</i>	<i>funny</i>	<i>open-minded</i>	<i>stubborn</i>
<i>calm</i>	<i>immature</i>	<i>optimistic</i>	<i>well-balanced</i>
<i>cheerful</i>	<i>impulsive</i>	<i>vain</i>	<i>wise</i>

She's / He's the person who...

She's / He's...

- 1 expresses her ideas or opinions with confidence. assertive
- 2 takes care to do things carefully and correctly. _____
- 3 is prepared to accept new and different ideas. _____
- 4 Doesn't say what she really thinks. _____
- 5 other people often find different or unusual. _____
- 6 is fairly relaxed about most things. _____
- 7 is emotionally in control, not mood. _____
- 8 is determined to be successful. _____
- 9 isn't very sure about herself. _____
- 10 is always in a good mood. _____
- 11 feels sure about her ability to do things. _____
- 12 always looks at herself in every mirror she passes.



- 13 never changes her opinion even when she's clearly wrong.

He's good at...

- 14 supporting his friends. _____
- 15 giving people advice because of his knowledge and experience. _____
- 16 keeping his head in a crisis. _____

She's not very good at...

- 17 letting other people share her friends. _____
- 18 showing her feelings or expressing her opinions. _____

He tends to...

- 19 behave like a child. _____
- 20 act without thinking. _____
- 21 get angry very easily. _____
- 22 think he is better and more important than other people. _____
- 23 expect good things to happen. _____

She has /has got...

- 24 a great sense of humour. _____

(Clive Oxenden, Christina Latham-Koenig New English File. Upper-Intermediate. Student's Book)

B. Describe your friend using the tips above.

11. A. Look at the highlighted idioms and try to guess their meanings.

1. My boss is rather *a cold fish*. I don't even know if he likes me or not.
2. She has *a heart of gold*. She'll always help anyone with anything.
3. She's *as hard as nails*. She doesn't care who she hurts.
4. I hope Jack doesn't come tonight. He's such *a pain in the neck*.
5. Don't even expect his sympathy. There is *a heart of stone* in his chest.
6. I don't trust him. He is undoubtedly *a wolf in sheep's clothing*.
7. Ann's dog Linda is huge but extremely kind. She *wouldn't hurt a fly*.



B. Match the idioms above with their meanings.

- A annoying, difficult
- B very kind, generous
- C distant, unfriendly
- D shows no sympathy or fear
- E warm-hearted, humane
- F indifferent, heartless
- G double-talker, false

12. Work in groups. Discuss the following issues.

What makes a person _____?

- a bad flatmate
- a bad travelling companion
- a bad boss
- a good friend
- a good teacher
- a good politician

13. Fill in the correct word from the list below:

stubborn	selfish	Conceited
responsible	polite	ambitious
imaginative	impatient	industrious

1. Her cousin is very _____ – she can be trusted to look after her younger brother on her own.
2. Brian tends to be _____ with his belongings, and won't lend them to anyone.
3. Monica is so _____. She will never change her mind.
4. Chloe hates waiting – she is so _____!
5. Jim wants to own a company at the age of 25 – he is really _____.
6. Tom is really _____; he's always coming up with new ideas.

7. Brenda is very _____. She is the most well-mannered person I know.

8. Mr Green is very _____ worker who often works late at his office.

9. Judy is a bit _____. She thinks she's really clever.



UNIT 6 MY FRIEND'S APPEARANCE



"The outside doesn't always match inside."

Rebekah Crane

VOCABULARY

freckles – веснянки

moustache – вуса

pale / tanned – блідий / засмаглий,

dark / light complexion – темний/світлий колір шкіри

pierced ears – проколоти вуха

a scar – шрам

spotty – плямистий

a tattoo – тату

wrinkles – зморшки

a birthmark – родинка

clean-shaven – чисто поголений

clear skin – чиста шкіра

a double chin – подвійне підборіддя

high cheekbones – високі вилиці

high forehead – високе чоло

Adjectives Order

GRAMMAR BOX

- Nouns can be used as adjectives if they go before another noun. They have no plural form in this case.
She bought a silver necklace yesterday.
- Certain adjectives can be used as plural nouns referring to a group of people in general. These are: *the poor, the rich, the blind, the young, the old, the disabled, the homeless, the hungry, the strong, the deaf, the living, the dead, the sick, the elderly*, etc. When we want to refer to a specific person / group, then we add the word *people* or *man / woman*.
The young people in our city grow in number.
- Opinion adjectives** (*wonderful, awful, etc.*) go before **fact adjectives** (*large, old, etc.*).
She bought a beautiful leather bag.

When there are two or more fact adjectives, they normally go in the following order:

	Opinion	Size	Age	Colour	Origin	material	type / used for / be about	Noun
1) She is wearing	wonderful	Long	New	black	Italian	silk	ball	dress.
2) They are wearing	nice	-	-	green	Irish	woollen	school	uniform.



1. Using the rule above describe clothing your favourite film characters are wearing.

2. Read and use information to describe your friends and relatives.



- Emma has long wavy gingery-brown hair, with a centre parting / center part (*AmE*). She has freckles, hazel eyes and wears her hair pushed back behind her ears.

- Roland has short spiky fair hair. He's got thick bushy eyebrows, a five o'clock shadow and sideburns.

- Kauri has straight shoulder-length hair, side parting/ side part (*AmE*) and a fringe / short bangs (*AmE*). She has dark brown eyes and high cheekbones.

- Eduardo is clean-shaven with greying hair and a receding hairline. He has a small scar on his jaw and a dimple in his chin. His wife has long

straggly dark hair.

- Sue has blonde hair with a wispy fringe. She has a beauty spot on her cheek and a pointed chin.
- John is slightly tanned with wavy ginger hair and a Roman nose. He has stubble, a double chin and wears half-moon spectacles / reading glasses (*AmE*).
- Nick has lank auburn hair, a pale complexion, and is growing a goatee beard.

3. Read about Maria, underline all physical appearances and describe her character.

MY GIRLFRIEND, MARIA

Maria Herrera is a very nice person. She is a friend from school. She is also my girlfriend. I think that we are going to be friends for a long time. Maria is 19 years old. She is tall. Her eyes are brown and her face is round. Her hair is brown and curly. She wears it short. She has a very pleasant smile and she always has a twinkle in her eyes. She doesn't wear glasses. She thinks that she is fat, but she isn't. She is always on a diet. She always looks nice. She wears dresses and skirts to school because she goes to work in a department store after class. She can't wear jeans to work.

Maria has a wonderful personality. She is a serious person, but she also likes to have a good time. She likes people and she likes parties. She doesn't have much time for fun, but she is always ready for a party on Saturday night. Maria is very smart. She is a good student and she gets good grades. She knows a lot about politics and psychology and likes to discuss these subjects, but she doesn't make other people feel inferior. She is patient and kind. All of these qualities make her a good salesperson in the hat department at Maison Blanche. Plus, she is crazy about hats.

Maria's future plans are a little uncertain. However, she thinks that she is going to get a bachelor's degree in psychology. Then, perhaps she will go on to graduate school. I am sure that she will be successful. I also hope that she is going to include me in her future plans!



4. Are you good at recognising faces and remembering what people look like? Describe your groupmate. Give details about his / her appearance, hairstyle and clothes he / she is wearing today.

Appearance describing:

1) Describe hair, eyes, skin and face.

She's got beautiful, long, dark hair. He's blue-eyed.

He's dark-skinned / pale-skinned.

She's got a kind / friendly / unusual smile / face.

2) Mention height / build.

She's short / tall.

He's fairly well-built.

3) Give general impressions.

She looks (kind of) cool / unusual / mysterious / unhappy / nervous.

4) Mention clothes.

She looks casually / smartly / well / in black.



5. Translate into English.



Мою подругу звать Христина. Їй десь 22-23 роки, але вона виглядає молодшою. Їй дають лише 17. Вона струнка й має зріст, вищий середнього. У Христини хвилясте, довге, каштанове волосся та проникливі світло-карі очі. У моєї подруги дуже тонкі брови й довгі, пухнасті вії. Волосся вона часто носить у пучку, роблячи ідеальний проділ посередині. Христина круглолиця і, коли вона посміхається, ви можете побачити ямочки на її щічках. У неї є веснянки і родимка на правій щоці.

За характером Христина пішла в свою маму. Вона дуже добра, щедра, співчутлива і завжди готова допомогти друзям. Христина також дуже енергійна і має кілька хобі: гра на гітарі, малювання, спів, танці та складання віршів.

Моя найліпша подруга Христина вже зустріла свого коханого на ім'я Орест. Вони чудова пара, і їх стосунки базуються виключно на взаємоповазі та взаємодовірі. Для них обох дуже важливі традиційні сімейні цінності, у яких немає місця зраді. Христина мріє про весілля в церкві, з білою сукнею, фатою, вечіркою та прийомом гостей.

MODULE 2

STUDENT'S LIFE AND STUDIES

UNIT 7. STUDENT'S ROUTINE



“However difficult life may seem, there is always something you can do and succeed at.”

Stephen Hawking

VOCABULARY

At the university

assistant professor – старший викладач
associate professor – доцент
full professor – професор
full-time student – студент стаціонару
part-time student – студент-заочник
department – факультет, відділення, кафедра
head of the department – завідувач кафедри
faculty – факультет
dean – декан
president of university – ректор
vice president of university – проректор
bachelor's paper – бакалаврська дипломна робота
course paper – курсова робота
admission campaign – вступна кампанія
retake – перекладання
repeated course – повторний курс
teaching staff / faculty – професорсько-викладацький склад
to have teaching practice at school – мати педагогічну практику в школі
students' research work – дослідницька робота студентів

Studies at the university

to swot – зубрити, зазубрювати
to lag behind – відставати у навчанні
to catch up with – наздоганяти (групу у навчанні)
to attend classes/lectures/seminars/tutorials – відвідувати заняття/лекції/семінари/практичні заняття
to check the attendance – перевіряти відвідування
to miss / skip classes – пропускати заняття
to be expelled from the university – бути відрахованим з університету
(to become) a dropout – відрахований (з університету та ін.)
to make good progress (in one's studies) – досягнути великого прогресу (в навчанні)

Entrance examinations

to graduate (from school/university) with honours – закінчити (школу/університет) з відзнакою
to apply for entry – звернутися із заявою про вступ
to take exams – здавати екзамени
to pass/fail exams – скласти/не скласти екзамени
high standards for admission – високі вимоги до вступу
fresh from school – бути тільки-но зі школи
to pass in Arts – скласти екзамен з гуманітарних предметів
to cheat in the exam – підглядати/списувати на екзамені (користуватися «шпаргалкою»)
applicant – абітурієнт
to be at a loss – розгубитися
to pull oneself together – зібратися
to have a good/bad/rotten luck – дуже пощастити /не пощастити/страшенно не пощастити
to score 75 points (out of 100) – набрати 75 балів (зі 100)
to be worn out – бути страшенно стомленим
to feel more dead than alive – почувати себе майже мертвим від втоми
the Entrance Examination Board – приймальна комісія
to enrol on /sign up for courses – записати, зарахувати на курси
to meet the demands of the time – відповідати вимогам часу
inaugural ceremony – церемонія посвяти в студенти
to get a student's identity card – отримати студентський квиток

A Student's Day

to be short of time – не вистачає часу
to oversleep – проспати
to rush out to catch a bus/trolleybus (to college/work) – мчати, щоб встигнути на автобус/тролейбус (на заняття/роботу)
it takes ... minutes to get to the university – потрібно ... хвилин, щоб дістатися до університету
to catch/miss a bus – встигнути/не встигнути на автобус
I was given a lift. – Мене підвезли.
to arrive in time – прийти вчасно (Note: on time = on the appointed time)
in class – на занятті
to have some practice (in) – практикуватися, тренуватися
to make a report (on) – робити доповідь

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786039436/module-2-students-life-and-studiesstudents-routine-flash-cards/?new>

1. Translate the text into English using the words from the VOCABULARY.



Бренда – першокурсниця і студентка стаціонару. Її прийняли до університету три місяці тому, після того, як вона закінчила школу. Дівчина не ледача, проте вона любить поніжитися в ліжку вранці суботнього або в недільного дня. Інколи вона може задрімати на парах, але ніколи не порушує інші університетські правила та зазвичай не пропускає заняття. Бренда завжди отримує гарні оцінки з усіх предметів, адже вона хоче закінчити університет з відзнакою. Останнього разу вона отримала 99 балів зі 100

з англійської мови, якою вона вільно володіє. Інколи, звичайно, коли Бренда вивчає складні предмети, вона просто зубрить, через що часто відчуває смертельну втому. Дівчина полюбляє займатися науково-дослідницькою роботою. Вона часто готує доповіді й багато практикується. Бренда не списує на іспитах і завжди успішно їх складає, хоча зрідка робить помилки. Коли вона виснажена, вона може поспати вдень, але це трапляється дуже рідко.

Бренда вже отримала студентський квиток і познайомилася з ректором та професорсько-викладацьким складом кафедр. Загалом, Бренда намагається робити усе можливе, щоб оволодіти англійською мовою, і вже має великий прогрес в граматиці, хоча вимова усе ще її слабке місце. Вона живе недалеко від університету (дорога займає у неї 20 хвилин), але тато часто її підвозить. Бренді завжди не вистачає часу на відпочинок. Вона рідко ходить в кіно, хоча часто читає для задоволення.

Бренда дуже любить свій університет і впевнена, що процес навчання відповідає вимогам часу.

2. Read and translate the text into Ukrainian. Do the tasks.

*You can listen to the programme. *Scan the QR code to listen to the recording*



FRESHERS' WEEK

The UK has a well-respected higher education system and some of the top universities and research institutions in the world. But to those who are new to it all, it can be overwhelming and sometimes confusing.

October is usually the busiest month in the academic calendar. Universities have something called Fresher' Week for their newcomers. It's a great opportunity to make new friends, join lots of clubs and settle into university life. However, having just left the comfort of home and all your friends behind, the prospect of meeting lots of strangers in big halls can be nerve-wracking.

Where do you start? Who should you make friends with? Which clubs should you join?

Luckily, there will be thousands of others in the same boat as you worrying about starting their university social life on the right foot. So just take it all in slowly. Don't rush into anything that you'll regret for the next three years.

Here are some top tips from past students on how to



survive Freshers' Week:

- blend in. Make sure you are aware of British social etiquette. Have a few wine glasses and snacks handy for your housemates and friends;
- be hospitable. Sometimes cups of tea or even slices of toast can give you a head start in making friends;
- be sociable. The more active you are, the more likely you'll be to meet new people than if you're someone who never leaves their room;
- bring a doorstep. Keep your door open when you're in and that sends positive messages to your neighbours that you're friendly.

So with a bit of clever planning and motivation, Freshers' Week can give you a great start to your university life and soon you'll be passing on your wisdom to next year's new recruits.

*(BBC Learning English
News about Britain)*

A. Are these sentences true or false? Or is the answer not given in the text? Circle the correct answer.

1. Freshers' Week is for second year students at universities.

True / False / Not given

2. October is generally the busiest month for universities.

True / False / Not given

3. Having wine glasses in your room is a bad idea.

True / False / Not given

4. It's a good idea to pack a doorstep.

True / False / Not given

5. A bit of planning can make Freshers' Week easier.

True / False / Not given



B. Answer the questions below with words or phrases from the box.

<i>Freshers'</i>	<i>bachelor's</i>	<i>terms</i>	<i>lecture</i>
<i>Doctor of Philosophy</i>	<i>sandwich</i>	<i>science</i>	<i>prestigious</i>

1. Universities in the UK usually have three _____ in a year.

2. The first degree most students study at university is also known as a _____ degree.

3. What does PhD mean? _____

4. If a degree course includes a one-year industry placement, it's also known as a _____ course.

5. Imperial College in London is famous for its teaching and research in _____.

6. Oxford and Cambridge universities are two of the most _____ universities in the country.

7. The first week of your first year at university is called _____ Week.

8. A lesson at university which takes place in a big hall with lots of students and one teacher is called a _____.

C. Choose the right answer:

1. The UK has _____ higher education system.

- a) an overwhelming
- b) a well-respected
- c) a handy
- d) a nerve-wracking

2. Which of these is the odd one out?

- a) blend in
- b) pass on your wisdom
- c) be aware of social etiquette
- d) fit in
- e) in the same boat

3. What idiom means 'in the same difficult or worrying situation'?

- a) on the right foot
- b) on the wrong foot
- c) on the same train
- d) in the same boat

4. Freshers' week is a great opportunity to _____ university life.

- a) settle into
- b) set in
- c) settle down
- d) sit down

5. Freshers' week is for second year students at universities.

- a) Answer not given
- b) True
- c) False
- d) Neither true nor false

6. Sometimes even cups of tea can give you a _____ in making friends.

- a) head beginning
- b) head start
- c) headfirst
- d) head end

3. Complete the sentences with the correct forms of the verbs.

behave cheat do fail learn leave pass revise start study take

1. When she was at school, she used to _____ for hours every evening.

2. I must _____ tonight, I have an exam tomorrow.

3. Our history teacher was terrible. We didn't _____ anything.

4. If you don't _____ your homework, you can't watch TV later.

5. The teacher was angry because some of the pupils had tried to _____ in the exam.

6. If you want to be a doctor, you have to _____ a lot of exams.

7. In the UK children _____ school when they are four and can't _____ before they are 16.

8. I hope I'm going to _____ my exams. My parents will be furious if I _____.

9. He was a rebel at school. He used to _____ very badly.



4. A. Make as many verb / noun collocations as possible using the nouns and the verbs below

Verbs	Nouns
get	a mistake
take	a degree
do	an exam
pass	good marks
fail	a course
revise	a subject (History, Law, Architecture, etc.)
go	progress
make	some research
graduate	to lectures
	to class
	from university
	notes

B. Complete the sentences with the collocations above.

1. Before exams do you usually _____ alone or with friends? Which is better?
2. Do you think that making _____ mistakes is an important part of learning? Why/ Why not?
3. What other courses have you _____ / done in the past? What was good / bad about them?
4. If you _____ to a lecture, do you make lots of notes or just listen?
5. How can you _____ progress in English outside the classroom?

C. Work in pairs. Discuss the questions above with your partner.

5. A. Which subjects do you associate with the sentences below? Match the words in bold to the definitions.

1. I read five novels a week. I am a complete **bookworm**.
2. I **haven't got a clue** about Algebra.
3. I **picked up** a lot of new words when I visited Poland last summer.
4. The question about bacteria was so difficult. I just **made a wild guess**.
5. I had **to learn** the dates of Kings and Queens **by heart**.
6. I know Puccini's operas **inside out**.
7. I need **to brush up on** the theories of Nietzsche and Sartre.
8. Simon always gets good grades for his painting. He's the **teacher's pet**.
9. My teacher **gave me a hand** with my essay about African deserts.

- A helped someone
- B memorized
- C don't know anything about
- D study something again to try and remember it
- E the teacher's favourite student
- F know a subject or topic very well
- G a person who reads a lot of books
- H gave an answer without thinking about it
- I learnt something without trying



B. Complete the sentences so they are true for you.

1. I know _____ inside out.
2. I haven't got a clue about _____.
3. I picked up some _____.
4. I sometimes make a wild guess if _____.
5. I've learnt _____ by heart.
6. I know a bookworm called _____. He / She reads _____.
7. I need to brush up on _____.
8. The teacher's pet in my _____ class was _____.
9. The last time I gave someone a hand was _____.

6. Match the words to the definitions.

- | | |
|--------------------|---|
| 1 boarding school | A a school that is paid for by the government and provides free education |
| 2 graduate | B a non-government school where you have to pay |
| 3 head teacher | C a school for children between the ages of about two and five |
| 4 nursery school | D a school for children between the ages of 4 or 5 and 11 |
| 5 primary school | E a school for young people between the ages of 11 and 16 or 18 |
| 6 private school | F a school where pupils live, eat, and sleep |
| 7 pupil | G the "boss" of a school |
| 8 professor | H a senior university teacher |
| 9 secondary school | I a person who is studying at a college or university |
| 10 state school | J a child who is who is being taught in a school |
| 11 student | K a person who has finished university and has a degree |

7. Put the words into the following categories.

*cheat revise for an exam head teacher pupil uniform degree comprehensive lesson
sophomore research canteen dormitory tuition campus fee course staff room scholarship*

School	University	Both

8. Give notions to the following definitions.

1. _____ – an undergraduate degree awarded by a college or a university
2. _____ – the buildings where a college or a university is located
3. _____ – a programme of study offered by a school or a university
4. _____ – an amount of money charged by a school or a university
5. _____ – a first-year student
6. _____ – a place where students can have a snack or eat lunch
7. _____ – a school for children between 4 and 11 years old
8. _____ – a person who gives lectures to the students
9. _____ – the money some students receive to cover education fees
10. _____ – an academic paper written by postgraduates after conducting their researches

9. Translate into English:

1. Навчання в університеті вимагає розуміння, а не зубріння.
2. Ти маєш зробити все можливе, щоб досягти успіху та скласти іспити.
3. Вчора я отримала 30 балів за науково-дослідницьку роботу.
4. Я хворів, тому дуже відстав і маю наздогнати групу.
5. Остап лінивий і нестаранний, він часто пропускає заняття.
6. Марійка – студентка стаціонару, а Тоня – заочниця.
7. До професорсько-викладацького складу кафедри входять 2 професора, 6 доцентів та 10 старших викладачів.
8. Я завалила іспит з англійської мови. Я маю зібратися і перескласти його восени.
9. Василь хоче закінчити навчання на бакалавріаті та отримати вищу освіту.
10. Настя знає, що списувати на іспитах погано.
11. Микола списав на іспанській мові, тож тепер викладач на нього дуже сердитий.
12. Я така рада, що в мене «А» з китайської мови – я набрала 94 бали зі 100.
13. Ректор і проректори університету виступили з промовою перед першокурсниками.
14. Нарешті я отримала студентський квиток.
15. Лекції Київського університету імені Бориса Грінченка відповідають вимогам часу.
16. Я розумію, що для того, щоб скласти іспит з англійської мови й отримати за нього 91 бал, я маю зібратися і все вивчити, але я така виснажена, що почуваюся ні живою, ні мертвою.
17. Його відрахували з університету тому, що він не склав багато іспитів.
18. Вступна кампанія 2023 року пройшла успішно.



10. Fill in course, degree or school, then make sentences.

boarding school
Master's _____
_____ holidays
crash _____

hold a _____
_____ leaver
beginner's _____
correspondence _____

Example:

Chris goes to **boarding school**, so he comes home once a month or so.

11. Choose the correct word to complete each sentence.

1. As a *travelling / visiting / touring* professor in sociology, he spends much of his time abroad.
2. The *overseer / supervisor / administrator* of your thesis will advise you on what kind of content is appropriate for your introduction.
3. The *tester / marker / inspector* refused to correct the paper, claiming it was illegible.
4. Thanks to weekly lessons with a private *lecturer / tutor / professor*, her reading ability improved steadily.
5. He looks as if he lives on the streets, but in fact he's a respected *headmaster / don / dean* at Oxford University.
6. All applications must include the names and addresses of two academic *referees / arbitrators / evaluators*.
7. If you think your work has been graded unfairly, file a complaint with the *head / chief / leader* of the department.
8. Student's performance will be judged by external *prefects / graders / assessors* to ensure objectivity.
9. The ski *teacher / coach / instructor* warned the new skiers about the risk of frostbite.
10. Your careers *director / analyst / advisor* is there to help you make the best choice for your future.
11. As an office *trainee / learner / novice*, she was expected to follow the lead of the more experienced secretaries.
12. Becoming a doctor requires a lengthy period of study followed by several years as a *junior / trainee / houseman*.
13. The carpenter's *pupil / apprentice / helper* envied his master's skill and precision.
14. A first-year *undergraduate / postgraduate / senior* often needs time to adjust to their new campus environment.
15. She finished her degree and then specialised as a *nursery / baby / toddler* school teacher.
16. The successful *entrant / applicant / finalist* will serve a three-month trial period before being offered a permanent position.



11. Work in pairs. Share your memories of school life. Discuss the following: most and least favourite subjects, most and least supportive teachers, extra-curricular clubs you attended, methods that helped you brush up on the material before exams.

UNIT 8. STUDENT ACCOMMODATION AND LIVING CONDITIONS _____



“You can have more than one home. You can carry your roots with you, and decide where they grow.”

Henning Mankell

VOCABULARY

boarding school – школа-інтернат

hall of residence / dormitory (dorm) – гуртожиток (у коледжі або університеті)

fresher (“frosch”) – першокурсник

sophomore (“soph”) – другокурсник

junior (“jr”) – третьокурсник

senior (“sr”) – студент випускного курсу

curriculum – навчальний план

syllabus – робоча навчальна програма

tuition fees – плата за навчання

Students’ Union – студентська профспілка

Advisor of Studies – консультант

(методист) навчального відділу

Bursar – завгосп

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786109679/module-2-student-accommodation-and-living-conditions-flash-cards/?new>

1. Read about Hogwarts School and fill in the gaps in the texts with the following phrases. Change the form of the verb if necessary.

take care of

take off (x2)

take part in

take place

take up

Hogwarts is a boarding school for magicians. It’s in a huge castle in the mountains in Scotland with a lake, a big forest and a sports pitch. There are about a thousand boys and girls in the school between the ages of eleven and eighteen. The school is free but pupils have to buy a broomstick and a magic wand.

The uniform is as boring as most school uniforms – white shirt, tie, grey jumper and black trousers or skirt. The big difference is that pupils have to wear a black cloak and a pointed hat for lessons! Pupils can only (1) _____ their uniforms and put on “normal” clothes at weekends and in the holidays.

Each pupil is in a “house”. There are four houses – *Gryffindor*, *Hufflepuff*, *Ravenclaw* and *Slytherin*. Teachers give pupils house points for good work and behavior. At the end of the year, the house with the most points wins the House Cup. Each house has a “common room”. Pupils can do their homework there or get together with their friends. The pupils sleep in dormitories in groups of five or six.

Pupils study subjects like astronomy, flying (on broomsticks, of course), magic and (2) _____ magical animals. Hogwarts is not as modern as schools today and there aren’t any computers in the school. In fact, mobile phones and computers don’t work because there is too much magic in the air!

Many pupils (3) _____ after-school activities. If you want to (4) _____ chess, be careful – the chess pieces are big and they actually kill each other! The traditional sport at Hogwarts, *Quidditch*, (4) _____ outside on the sports pitch. Players (5) _____ and fly on broomsticks. The rules are very complicated and the game has three different balls!

(Michael Harris, David Mower
Challenges 3. Student’s Book)

2. A. Read the notes about two famous public boarding schools in the UK and complete the chart below.

Eton College

Opened in 1440 in Windsor, near London. About 1,300 boys aged 13–18. No dormitories; pupils have their own study-bedrooms. Fees: approx. £24,000 per year.

Roedean

Opened in 1885 in Brighton, near the sea. 400 girls aged 11–18 (about 15 % are day girls). 3 houses. Girls share rooms in groups. Fees: approx. £24,000 per year.

	Hogwarts	Eton	Roedean
Location			
Type of school			
Number of pupils			
Ages of pupils			
Number of houses			
Accommodation			

B. Use the notes to tell about one of the schools.

3. A. Read the talk given by an administrator to the third-year students at the University of Addington volunteering to be fresher guides and make notes of key points.

Good morning, everyone. Firstly, let me say thank you to you all for volunteering and making time to show the new arrivals around the campus. I have called you all here to tell you to pass on to the freshers. If any of you have any questions, I'd be grateful if you would save them until the end, so that I can deal with them all together.

Now, as soon as each student has completed registration, he or she will be assigned an Advisor of Studies. The role of the advisor is to deal with any questions the students may have regarding their academic work. You all know how concerned people get about things during the first couple of weeks at Uni. Okay, let me move on to tuition fees – these can be paid over the course of the term in four equal instalments. The Bursar's office is the same place as it's always been – the Administration building.

Next, tell those who are living on campus that during the first couple of weeks of term there is likely to be more noise being made than usual. More than likely they will be the ones making it, but for those who find that the noise level is conducive to study, there are several study booths on campus that can be used outside of normal library opening hours. And while I'm on the subject of rooms, the allocation of rooms in the Halls of Residence has already been finalised and, apart from one or two exceptional cases, cannot be changed – unless the person who wants to change can find another person who is willing to swap.

Right, now on to the library. The library is only for fully-registered students. This means that everyone must have been processed through the registry and been issued with a library card before they can take any books out. Oh, and I should also have mentioned that, as you know, every student automatically becomes a member of the Students' Union upon registration.

I think that covers all the points I wanted to mention for the moment. Incidentally, you could just mention the various places in town that have special rates for students. There's a list of these establishments on notice board 6 in the main library.

Oh, sorry – I've just remembered one of the basic things that almost everyone asks. The bus stop, as you know, is behind the School of Arts, but there are plans to have it moved round the corner, outside the main library, which will be more practical in bad weather. It might be worth mentioning that the medical centre is over near Geddes Court, just in case anyone needs to see the doctor.

(Virginia Evans, Jenny Dooley
Upstream. Proficiency. Student's Book)

B. Complete the sentences.

1. As soon as they register, all new students are assigned an _____ who can help them with their academic queries.
2. _____ may be paid in four monthly instalments.
3. If your room is noisy, there are several study _____ located around the campus which can be used when the library is closed.
4. Once a student has been allocated a room in the _____, he or she can only change it if another student is willing to exchange rooms.
5. Only fully-registered students have access to the _____ .
6. As soon as a student registers, they automatically join the _____ .
7. There are many places in the town which give students _____. There is a list posted on notice board 6 in the main library.

C. Fill the gaps on the map (8–10).



4. A. Fill in the gaps in the library floor plan using the words below.

modern	returns	facility	finance	criticism
archives	magazines	textbooks	information	loan

UNIVERSITY OF ADDINGTON CENTRAL LIBRARY

- Level 1 (Basement) Short 1) _____ section
Videos and CD-ROMs
- Level 2 (Ground floor) 2) _____ and registration
Check out and 3) _____
Literary Journals
Newspapers and 4) _____
Computerised search 5) _____
- Level 3 Scientific 6) _____
Physics, Chemistry, Biology
- Level 4 Classical and 7) _____ Literature
Literary 8) _____
Philosophy
- Level 5 History, Sociology
Newspaper 9) _____
- Level 6 Marketing, Management,
Accounting and 10) _____

B. Work in pairs. Student A is a library assistant. Student B is a library member. Use the prompts to act out short dialogues, as in the example.

Example:

Student A: Can you tell me where I can find the Complete Works of Shakespeare?

Student B: Certainly. Try the Classical Literature section on the fourth level.

Student A	Student B
1 Abraham Lincoln's biography	A I'm not sure, but you might find one on _____.
2 a textbook on magnetics	B You'll need to go to _____ for that.
3 membership renewal	C Have a look in the _____ section on the _____ floor.
4 old newspapers	D You'll find that in the _____.
5 information about foreign stock markets	E I think some things we have in the _____ would be helpful.

5. Work in pairs. Student A is a freshman at Borys Grinchenko University, Student B is a sophomore who is acting as a tour guide at the university. Get ready to ask and answer about the premises, facilities, curriculum, extra-curricular activities, etc.

UNIT 9. FAMOUS UNIVERSITIES. CAMBRIDGE, OXFORD, HARVARD _____



“You don’t get what you wish for. You get what you work for.”

Daniel Milstein

VOCABULARY

to award a degree – присудити науковий ступінь
academic excellence – високі стандарти навчання
profound research – поглиблене дослідження
vocationally-oriented – профорієнтований
grammar school – граматична школа (гімназія)

guild school – цехова школа
parish church school – церковно-приходська школа
minor clergy – дрібне духовенство
parchment – пергамент
be beaten with a rod – бути побитим різкою

1. Match the words and their meaning.

- | | |
|-----------------|--|
| 1. Bed | A Bachelor of Science |
| 2. BA | B a first university degree in education |
| 3. BSc | C Bachelor of Education |
| 4. PhD | D a new student |
| 5. fresher | E academic dress |
| 6. tutor | F Bachelor of Arts |
| 7. cap and gown | G Doctor of Philosophy |

2. Read about exams and qualifications in the UK and tell which examinations you need to enter a British university.

GCSE = General Certificate of Secondary Education

The exams taken by most fifteen to sixteen-year-olds in England, Wales and Northern Ireland. Marks are given for each subject separately. The syllabuses and methods of examination of the various examining boards differ. However, there is a uniform system of marks, all being graded from A to G. Grades A, B and C are regarded as “good” grades.

SCE = Scottish Certificate of Education

The Scottish equivalent of GCSE. These exams are set by the Scottish Examinations Board. Grades are awarded in numbers (1 = the best).

“A” Levels = Advanced Levels

Higher_level academic exams set by the same examining boards that set GCSE exams. They are taken mostly by people around the age of eighteen who wish to go on to higher education.

SCE “Highers” = the Scottish equivalent of “A” levels

NVQ = National Vocational Qualification

Courses and exams in job-related subjects. They are divided into five levels, the lowest level being equivalent to GCSEs/SCEs and the third level to “A” levels / “Highers”. Most commonly, GNVQ courses are studied at Colleges of Further Education.

Degree

A qualification from a university. (Other qualifications obtained after secondary education are usually called “certificate” or “diploma”). Students studying for a first degree are called undergraduates. When they have been awarded a degree,

they are known as graduates. Most people get honours degrees, awarded in different classes. These are: Class I (known as “a first”); Class II, I (“a 2, 1” or “an upper second”); Class II, II (“a 2, 2” or “a lower second”); Class III (“a third”). A student who is below one of these gets a pass degree (i.e. not an honours degree).

Bachelor’s Degree: The general name for a first degree, most commonly a BA (= Bachelor of Arts) or BSc (= Bachelor of Science).

Master’s Degree: The general name for a second (postgraduate) degree, most commonly an MA or MSc. At Scottish universities, however, these titles are used for first degrees.

Doctorate: The highest academic qualification. This usually carries the title PhD (= Doctor of Philosophy). The time taken to complete a doctorate varies, but it is generally expected to involve three years of more or less full time study.

[\(https://blocs.mesvilaweb.cat/subirats/education-system-in-anglosaxon-countries/\)](https://blocs.mesvilaweb.cat/subirats/education-system-in-anglosaxon-countries/)

3. Choose the correct word to fill the gaps in the text.

governed coeducational enter apply awards tutors

The college system at Oxford and Cambridge is unlike that of any other university, whether in Britain or America. In order to _____ the university, a student must first _____ to a college and become a member of the university through the college. The colleges are not connected with any particular study and are _____ by twenty to thirty “fellows”. Fellows of a college are “tutors” (teachers, often called “dons”). They teach their own subject to those students in the college who are studying it, and they are responsible for their progress.

The university is like a federation of colleges. The university arranges the courses, the lectures, and the examinations, and _____ the degrees. Most dons give one or two lectures a week which students from any college may attend. No lectures are compulsory and _____ usually advise their students which lectures they should go to.

Each college has its own completely separate living quarters, its own dining hall and its own chapel. Cambridge and Oxford both have two women’s colleges. Today most of the colleges are c_____. The University of London could also be called a kind of federation of colleges, but the system is entirely different. The largest of the London colleges are like universities in themselves, having many different faculties and departments. Others specialise in certain subjects.



4. A. Read the text and tell about Britain's higher education institutions.

YOUR NAME AND COLLEGE, SIR?

There are over a million students in British higher education. At Britain's higher education institutions students study for a degree. In general, the first (*Bachelor*) degree is awarded after 3–4 year courses and success in examinations. After another few years of study and doing profound research, students can achieve the second (*Master*) and the third (*Doctor of Philosophy*) degrees. If the graduate is awarded Honours, it means their degree is of a higher standard than an ordinary pass.

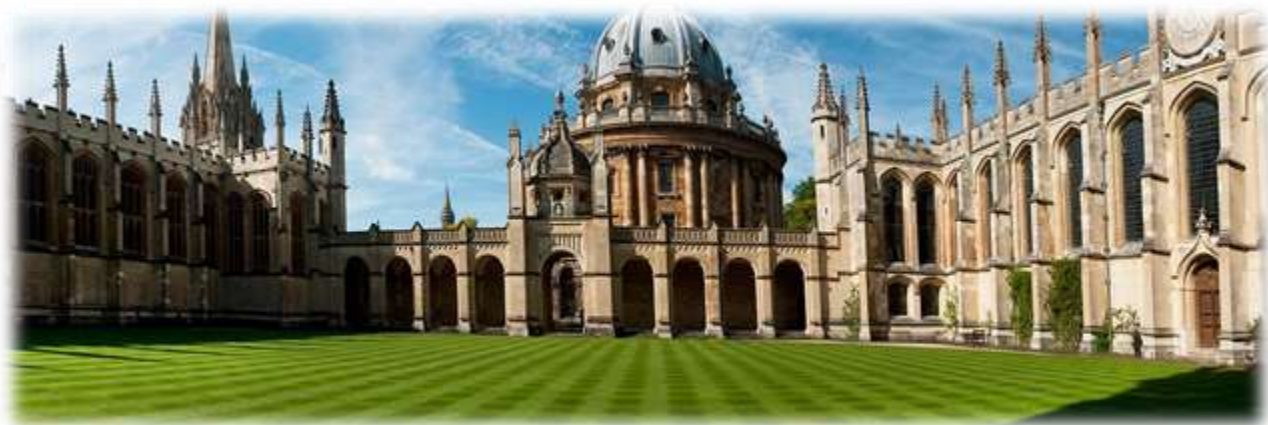
All Britain's universities enjoy complete academic freedom. They appoint their own staff and decide what and how to teach. The tradition of excellence dates back to the Middle Ages.

There were many different kinds of schools in medieval England, though few children received their sometimes dubious benefit. There were small, informal schools held in the parish church, song schools at cathedrals, schools attached to monasteries, guild schools, preparatory and full grammar schools. The curriculum of these schools was limited to basics such as learning the alphabet, psalters, and religious rites and lessons such as *the Ten Commandments* and *the Seven Deadly Sins*. The grammar schools added to this Latin grammar, composition, and translation.

In addition, there were also private schools like *Winchester* and *Eton*. The most famous public school, Eton, was founded by Henry VI in 1440. The term "public school" refers to the fact that the school drew its students from all over the country rather than just the local area. In reality "public schools" are anything but public. They were, and still are, elite boarding schools for the rich or ambitious.

Most schools had no books and the students were taught by the skill of individual masters. Most masters were minor clergy, who themselves were often indifferently educated. Classes at some of the larger schools could be as large as 100 or more boys, and the school day lasted as long as 13 hours with breaks for meals. The students could expect to be beaten regularly with a birch rod. Nowadays students in Britain can attend 47 universities, 34 polytechnics and a number of colleges. Polytechnics tend to be more vocationally-oriented than universities, many of them have close links to business and allow students to study part-time.

Oxford and *Cambridge* are the oldest and most prestigious universities in Britain. Known together as "Oxbridge" (the word was invented by Lewis Carroll, the author of "*Alice in Wonderland*" and a lecturer in Mathematics at Oxford), they have been chosen as national icons.

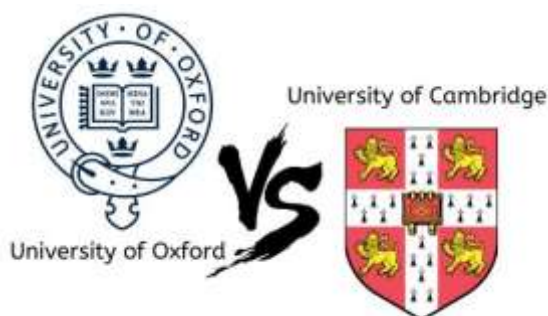


Of the two universities Oxford is the oldest. A legend has it that Oxford University was founded by King Alfred in 872. There may have been a grammar school there in the 9th century. Oxford was an important town back then; it is mentioned in the “Anglo-Saxon Chronicle” of 912 as “Oxenforde”, the ford where oxen, and so presumably men, could cross the river. The University as we know it actually began in the 12th century as gatherings of students around popular masters, a group of professors who came from France in 1168. The ground on which Oxford is built is actually a peninsula; bounded on the west and south by the Thames and on the east by a tributary, the Cherwell. The university consisted of people, not buildings. The buildings came later as a recognition of something that already existed. In a way, Oxford was never founded; it grew.

Life was hard at Oxford at that time because there was constant trouble, even fighting, between the townspeople and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students who were innocent, and by order of King John they were hanged. In protest, many students and teachers left Oxford and settled in another little town, and so the University of Cambridge was born. Since then there has been constant friendly (and sometimes not-so-friendly) rivalry between Oxford and Cambridge. Both Oxford and Cambridge students refer to each other as “the other place”. Oxonians sometimes call Cambridge “a pale imitation of the real thing” (Cambridge’s colours are light blue), Cantabrigians refer to Oxford as “the dark side” (Oxford’s colours are dark blue).

At medieval universities students chose their own course of studies, hired their own professors, and picked their own hours of study. They were free to leave one professor if tired of him, and join another, attending several lectures before deciding whether to pay him or not. The only books were the professors, and students wrote notes on parchment or, more commonly, on wax tablets. The first educational establishments had four faculties: Theology, Canon Law, Medicine and Art, which included Latin Grammar, Rhetoric, Logic, Arithmetic, Geometry, Astronomy and Music. After successful completing of certain courses the students were awarded the corresponding degrees: Bachelor of Arts, Bachelor of Science, Master of Arts and Master of Science. Until the late 19th century, only men were allowed to be students at the two universities.

Today, Oxbridge is made up of 70 independent colleges. The “University” is just an administrative body that organises lectures, arranges exams, gives degrees, etc. Each college has its name, its coat of arms and its own buildings, including a chapel, a library, a dining hall and rooms for students to live in, and, of course, its own traditions. Traditions include, for example, wearing academic dress – a cap and a gown. There is a special person, the Proctor, whose duty is to see that this rule is obeyed. He is accompanied by two college servants, “bulldogs”, who take a disobedient student to the Proctor. Those who break the rules pay a fine called “angel”.



Academic life of Oxbridge is full and varied. The year is divided into three terms of 8 weeks each: the long vacations last from mid-June till mid-October. A new student, or *fresher*, has to visit his tutor and arrange with him what course of studies he will follow and what lectures he will attend. Examinations are few but important; for if the student does not pass any of them, he is not given the second chance. The final examinations are conducted by the universities and not

by the colleges.

Colleges within each university often compete with each other in various tournaments. The most famous competition between the two universities is the Boat Race, a rowing race which takes place every year on the River Thames. It’s a popular national event and is shown on television.

Oxbridge has 35,000 students from the UK and all over the world. Oxbridge graduates often become powerful and successful members in British society, and many leading people in professions such as the law and politics have traditionally been “Oxbridge-educated”.

B. Complete the sentences below.



1. All Britain's universities enjoy...
2. The term "public school" refers to...
3. Nowadays students in Britain can attend...
4. Life was hard at Oxford in the 12th century because...
5. At medieval universities students chose...
6. An academic year in Oxbridge is divided into...
7. A new student, or *fresher*, has to...
8. The most famous competition between the two universities is...

5. Read the poem and compare it with "All the World's a Stage" by Shakespeare.

OXFORD IS A STAGE

by Edward Nolan

Oxford is a stage

And all the men in residence are players
They have their exeats and examinations;
And one man in his time plays man parts,
His acts being seven ages. At first the Freshman,
Stumbling and stuttering in his tutor's rooms.
And then the aspiring Classman, with white tie
And shy desponding face, creeping along
Unwilling to the Schools. Then at the Union,
Spouting like fury, with some woeful twaddle
Upon the "Crisis". Then a Billiard-player,
Full of strange oaths, a keen and cunning card,
Clever in cannons, sudden and quick in hazards.
Seeking a billiard reputation
Even in the pocket's mouth. And then the Fellow,
Is fair round forehead with hard furrows lined,
With weakened eyes and beard of doubtful growth,
Crammed with old lore of useless application.
And so, he plays his part. The six age shifts
Into the lean and study-worn Professor,
With spectacles on nose and class at side;
His youthful nose has grown a world too large
For his shrunk face; and his manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is utter donnishness and mere nonentity,
Without respect, or tact, or taste, or anything.

Glossary

exeat – a short vacation
classman – a top student
union – a discussion club
twaddle – a chat

card – a person
cannons – a billiard game
treble – a timbre of voice usually of a child
Don – a teacher in Oxford and Cambridge
Donnish – pedantic erudite

6. Watch the video <https://youtu.be/UYdt1FZglgc> and compare a typical day at Cambridge with your own routine.



“The universe is a great university”.

Sai Baba

VOCABULARY

to give a chance – дати шанс
to undergo changes – зазнати змін
to be forced – бути вимушеним
to drop out – покинути навчання

state university – державний університет
private university – приватний університет
to borrow books in the library – брати книги в бібліотеці
PhD program – програма здобуття звання доктора філософії (кандидата наук)

I. A. Read the extract from the article “The Student of 2000: More work, less pay” published in the Daily Telegraph and give your opinion on the issue.

WHO IS THE MODERN STUDENT?

Who is the modern student? The athlete with his college scarf? The bluestocking, cycling to her lecture? The activist hurling abuse at a politician?

These days the students you are most likely to meet are the checkout girl at Sainsbury’s or the waiter in your favourite bistro.

The modern student works: “full-time student” no longer means someone who spends time in libraries or lectures, with an occasional vacation job. At many universities, most students have jobs during term-time. At London Guildhall, more than 80 per cent of our students work during term for between five and 25 hours a week.

Why do they do it? For some, it is certainly to fund a car or to finance evenings in the pub. For many, however, whose families are too poor to help, it is to keep body and soul together. Some have a natural aversion to building up a large debt to the Student Loans Company. Many mature students feel guilty about their wives, husbands or children supporting them during a college course, and work to reduce the burden.

Juggling study with work is hard. It requires skills of time management that would be envied by many management consultants. As one student, Aidan, put it to me: “I need lectures to start at 10am, not because of a party the night before but because then I can use a cheap railcard. I must be away by 4pm to pick up my daughter, leave her with her gran, and get to my evening job. When do I write my essays? Well, there’s the weekend and early mornings.”

Many students still live in college rooms or halls of residence. But others stay at or close to home, where jobs are easier to come by. Often, they commute to classes and live in cramped accommodation, a shared room where there is nowhere to study. There is not enough money for books, let alone a computer. It is no surprise that they sometimes wonder if they can cope or will be forced to drop out.



B. Discuss the following.

1. What are the problems that students face in Ukraine?
2. Are the problems of young and mature students similar?
3. Do full-time students work in Ukraine?
4. Is it possible to combine day study (day department) with work?
5. What are the major differences between students in Ukraine and in Britain?

2. Use suitable phrases from the box below.

Asking Opinion	Giving Opinion
<i>Do you agree that...</i>	<i>It seems to me ...</i>
<i>How do you feel about...?</i>	<i>In my opinion ...</i>
<i>What do you feel about...?</i>	<i>Personally, I think ...</i>
<i>What's your view on ...?</i>	<i>My feeling is that...</i>
<i>Where do you stand on...?</i>	<i>As I see it...</i>
<i>I'd like your view on ...</i>	<i>If you ask me ...</i>

3. Write a composition on the topic “My University Life” (specify working days and days off, in / out class activities, favourite courses and activities, drawbacks of your curriculum, accommodation and student’s routine). *

** See Appendix*

UNIT 11. THE UNIVERSITY OF THE FUTURE



“The best way to predict the future is to create it”.

Peter Drucker

PROJECT

The University of My Dream

MODULE 3

CHOOSING A CAREER

UNIT 12. CAREER COUNSELLING AND LEARNING



“It’s not what you achieve, it’s what you overcome. That’s what defines your career.”

Carlton Fisk

VOCABULARY

to settle on – обрати, вирішити

to incline – схилитися, тяжіти

to figure out – з’ясувати

to thrive – процвітати, розкриватися

a counselor – радник, консультант

artistic – художній, мистецький

enterprising – підприємливий, ініціативний

conventional – конвенційний

investigative – дослідницький

enterprising - підприємливий

1. Match the personality type with the description.

1 realistic	A likes to lead and influence other people
2 investigative	B likes to organize things and check details
3 artistic	C likes to create new things and express their ideas
4 social	D likes to work with their bodies and do practical things
5 enterprising	E likes to work with ideas and problems
6 conventional	F likes to work with and help other people

2. A. Look at the title of the article. Think of three words that describe your personality and write them here.

B. Skim the different personality groups in the article and quickly decide which group sounds the most similar to your personality.

Realistic

Investigative

Artistic

Social

Enterprising

Conventional

C. Read the article carefully. Do you think personality tests are accurate? Why, or why not?

THE RIGHT JOB FOR YOUR PERSONALITY

Choosing a career is an important life decision, yet many people settle on one based on the opinions of friends and family. It's very difficult to find something you really enjoy doing, but scientists have devised tests to help people come closer to finding their dream job.

One of the most widely-used tests is the Holland Code. Psychologist John Holland worked for more than 50 years to develop his theories about personality and career choice. He created a set of six personality types to help people understand what careers might be best for them. Dr Holland believed that people work best in environments that match their personalities, and the key to finding a satisfying career is to match your fundamental interests with an occupation.

Take a look at the six personality types below and see which jobs might be right for you. Most people are a combination of two or three types.



Realistic

Realistic people like to work with things they can see or touch. They are inclined to solve problems by doing them, rather than thinking or talking about them. They generally like to work outside and are good with tools, machines, plants, and animals. Job matches: carpenter, chef, nurse, pilot.

Investigative

People of this personality type value ideas and are strong at tasks that allow them to investigate facts and figure out complex problems. They are better at individual work like research and study, rather than leading groups of people or working in teams. Job matches: computer programmer, historian, psychologist, surgeon.

Artistic

Artists are creative people. They don't work well with structure and rules, and thrive instead in environments that allow communication and a free flow of ideas. They enjoy tasks that allow them to express themselves and mix with people. Job matches: actor, art therapist, graphic designer, writer.

Social

Social personalities love to work with people. They get the most satisfaction out of teaching and helping others, and are driven to serve the community as opposed to making money. Job matches: coach, counsellor, social worker, teacher.

Enterprising

Many great leaders and business people have enterprising personalities. These are persuasive people who are good at making decisions and leading teams. They tend to value money, power, and status, and will work toward achieving them. Job matches: business owner, event manager, lawyer, salesperson.

Conventional

Conventional people appreciate rules and regulations, and like having structure to their lives. They are logical thinkers and have a lot of self-control, making them the perfect people to work with data and details. Job matches: accountant, analyst, editor, librarian.

Nowadays, anyone can take a Holland Code personality test online to find what jobs might be right for them. Why not try it today?

D. Read the following sentences. Check (✓) true (T) or false (F).

	T	F
1. A person can fit into several personality types.		
2. Realistic and Conventional people like working with objects.		
3. Most people consider their personality type before choosing a job.		
4. Both Social and Investigative types like working with other people.		
5. You need to see an expert to take a Holland Code test.		

3. Read and fill the gaps in the texts with the following words.

career counselling lifelong graduate decisions influence

Career development is a _____ process that, whether you know it or not, actually started when you were born! There are a number of factors that _____ career development, including interests, abilities, values, personality, background, and circumstances. Career _____ is a process that help everybody know and understand himself and the world of work in order to make career, educational, and life decisions.

Career development is more than just deciding on a major and what job we want to get when we _____. It is really a lifelong process, meaning that throughout our life we change, situations change, and we continually have to make _____ and life decisions. The goal of career counselling is not only to help everybody to make _____, but to give everybody the knowledge and skills to make future career and life decisions.

4. Imagine that you are a Career Counsellor and some teenagers ask you to help them solve the following problems. Share your ideas to resolve conflicts.

1. "I like a lot of different subjects, and I keep changing my major because I'm not sure which one is the best for me!"
2. "I have a lot of work experience and I want to find a new career path that will build on the skills I already have."
3. "I always thought I wanted to be a _____, but I got into my major and I really don't like it!"
4. "I know what type of work I'd like to do, but I'm afraid I won't be able to make enough money doing it."
5. "My family really wants me to be a teacher, but I'm not sure if that's really what I want."
6. "I want to find a field to go into where there will always be plenty of jobs."
7. "I can't find a job, so I'm thinking about going to a cleaning company."



5. Discuss the following.

1. What is most important to you in choosing your career?
2. What do you think are the most popular occupations in Ukraine today?
3. What is your idea of a good job?

UNIT 13. OCCUPATIONS



“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game-winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

Michael Jordan

VOCABULARY

an architect – a person who designs buildings

a baker – a person who professionally bakes bread and cakes

a butcher – a person whose job is cutting up and selling meat

a carpenter – a person whose job is making and repairing wooden objects and structures

a chef / cook – a person whose job is to cook

a cleaner – a person whose job is to clean other people’s houses or offices, etc.

a programmer – a person whose job is writing computer programs

a fireman / firefighter – a person whose job is to put out fires

a fisherman – a person who catches fish

a florist – a person who owns or works in a shop that sells flowers and plants

a hairdresser – a person whose job is to cut, wash and shape hair

a barber – a person whose job is to cut men’s hair and sometimes to shave them

a judge – a qualified person in a court who decides how criminals should be punished

a lawyer – a person who represents people in court and gives legal advice

a lifeguard – a person who rescues people who are in danger in water

a newsreader – a person who reads the news on television or radio

a plumber – a person who repairs water pipes, baths, toilets etc.

a real estate agent – a person whose job is to sell houses and land for people

a receptionist – a person whose job is to deal with people arriving at a hotel or office building, etc.

a scientist – an expert who studies or works in one of the sciences

a secretary – a person employed in an office to deal with mail, keep records, arrange meetings etc.

a tailor – a person who makes, repairs, and adjust men’s clothes for individual customers

a traffic warden – a person whose job is to check that people have not parked their cars illegally

1. A. Match the professions with the correct definitions.

1 an ambassador	A a person whose job is carrying people’s luggage and loads at railway stations, airports, hotels, markets, etc.
2 a bookmaker	B a public officer with authority to decide cases in a law court
3 a butcher	C a diplomat sent from one country to another either as a permanent representative or on a special mission
4 a coach	D a person appointed to perform religious duties and ceremonies in the Christian Church
5 an estate agent	E a person whose job is taking bets on horse races
6 an interpreter	F a person whose job is cutting up and selling meat
7 a judge	G a person who gives a simultaneous translation of words spoken in another language
8 a notary	H a person whose job is to fit and repair water pipes, water-tanks, cisterns, etc. in a building
9 a priest	I a person who trains sportsmen
10 a plumber	J a person who buys and sells houses for others
11 a porter	K a person with official authority to witness the signing of legal documents and perform some other legal functions

(Шестакова, Олена Миколаївна Professions. Meals)

B. Translate sentences into English using the words and phrases above.

1. У нотаріуса дуже відповідальна та високооплачувана робота. Щоб опанувати всі закони, напевно, потрібно півжиття.
2. Посол вирішує багато справ, які стосуються відносин двох країн: тієї, у якій він перебуває, і тієї, яку представляє. А також він має допомагати туристам у вирішенні проблемних ситуацій за кордоном.
3. Покличте дворецького – мені терміново необхідна нова сорочка!
4. Перекладач багато часу витрачає на удосконалення власних умінь і навичок.
5. Не завжди суддя може винести справедливе рішення самотужки. Саме тому у нього є 12 незалежних присяжних.

2. A. Match the jobs to their definitions.

1 journalist	A person who drives a bus
2 teacher	B he/she works in a school and teaches student
3 police officer	C rescues people from burning buildings and helps put out fires
4 accountant	D works in hospital and helps doctors
5 business person	E defends people's rights in court
6 doctor	F flies an airplane
7 nurse	G takes people's orders in a restaurant and serves them food
8 pilot	H works in a police station and maintains public security
9 taxi driver	I works in a bank and keeps records of money.
10 bus driver	J works in a hospital and treats patients.
11 manager	K answers phone calls and does office work for his/her boss
12 chef	L drives a taxi
13 actor	M person who reports news on TV, radio or newspaper
14 actress	N does the cooking in a restaurant or hotel
15 firefighter	O a woman who plays a role in a movie
16 waiter	P manages the affairs of a company or business
17 lawyer	Q one who does business
18 secretary	R a man who acts in a movie

B. Translate sentences into English using the words and phrases above.

1. Щоб стати кваліфікованим лікарем, необхідно вчитися щонайменше 6 років.
2. Ким ти хочеш стати? – Я мрію про професію журналіста.
3. Де ж наш офіціант? Я вмираю з голоду!
4. Щоб стати гарним вчителем, потрібно бути трошки актором.

3. Match the job names to the descriptions from 1-8.

doctor builder manager stewardess reporter fitness trainer plumber teacher



1. I work in the office.
2. I wear white and help people stay healthy.
3. I travel a lot in my job.
4. I entertain and/or inform people.
5. My work helps people look good.
6. I work with children.
7. I fix leaking pipes.
8. My job can be dangerous.

4. Work in pairs. Find out about a person's job or profession. Follow the example.

Example:

A: What do you do for (a) living?

B: I write programmes for the computer.

A: So, you're a programmer.

1. I study the latest developments in mathematics.
2. My colleague is engaged in designing laboratory equipment.
3. We examine the chemical properties of metals.
4. Mr White is an expert on stars.
5. They study physical properties of matter.
6. My friend is involved in the medical treatment of cancer.



7. I'm working in the field of nuclear physics.
8. They are doing research into memory processes.
9. His wife is studying the history of the working-class movement.
10. He gives lectures on Philosophy.
11. My brother studied drama and went on the stage.
12. Mr Burton edits a periodical.
13. Mrs Hudson is a member of an orchestra.

5. Name at least 3 jobs for each item of the list below using Useful Language box. Give reasons to explain your choice.

Useful language introducing another idea	
• to begin with	• lastly
• firstly, secondly, thirdly	• moreover
• furthermore	• then
• in addition	• then again
• besides	• after that
• in the first place	• also
	• another

- are the best paid in your country
- need a lot of training
- you find the least pleasant
- require wearing special clothes
- demand the fastest actions
- involve dealing with people's problems
- you find most boring
- give an opportunity to travel
- require the knowledge of a foreign language
- often give a chance to get tips
- involve a lot of stress
- can be a challenge for you
- require lots of imagination
- can negatively affect family life

6. A. Read the text and discuss jobs for teenagers.

JOBS FOR TEENAGERS

About half of 16- and 17-year-olds in the UK have got jobs, and three quarters of this age group also go to school. They do part-time jobs before or after school and at weekends. The most common jobs are babysitting (very popular with girls) and paper rounds (popular with boys). Cleaning and working in a shop are also popular jobs.



In the UK, school students are not allowed to work more than two hours on a school day, or more than twelve hours in total during a school week. They are not allowed to work before 7 a.m. or after 7 p.m. (but babysitters can work later). They must have at least two weeks' holiday from school each year when they don't work at all.

Teenagers do part-time jobs because they want to earn some money. However, they don't usually earn very much. In the UK there is a minimum wage for adults: £5.52 an hour. For 16- and 17-year-olds, it is £3.40 an hour. For children under 16, there is no minimum wage, so many teenagers work for £2 or £3 an hour.

(Falla, T. Solutions)

B. Answer the questions.

1. How many young people aged 16 and 17 have jobs in the UK?
2. What is the most common job for teenage girls?
3. What is the most common job for teenage boys?
4. How many hours in total can young people work during a school week?
5. Can babysitters work after 7 pm?
6. Why do teenagers get part-time jobs?
7. What is the minimum wage for a 16-year-old?
8. What is the minimum wage for a 15-year-old?

C. Listen to Jack, Ryan and Lauren talking about teenagers and part-time jobs. Match the speakers with three of the opinions. *Scan the QR code to listen to the recording.



- a. It is a good idea for teenagers to work.
- b. It is a bad idea for teenagers to work.
- c. It is a good idea, but only if they earn a lot of money.
- d. There are good things and bad things about it.

1 Jack

2 Ryan

3 Lauren

7. Fill in the gaps with the words from the table below.

Word	Meaning	Useful expressions
work	1. regular activity aimed to earn money 2. place of work 3. task	<i>to be out of work, to look for work, to find work</i> <i>to be at work, to go to work</i> <i>homework, a good piece of work, to do work</i>
job	1. type of work 2. regular paid activity	<i>to look for a job/to find a job, to lose one's job</i> <i>full-time/part-time job</i>

		<i>permanent/temporary job</i> <i>odd job</i> <i>teaching/cleaning job</i>
occupation	used in official context, <i>esp.</i> someone's usual full-time job	<i>What's your present occupation?</i>
profession	a type of work for which you need special training in some branch of knowledge (law, medicine, etc.)	<i>legal/teaching/medical profession</i> <i>lawyer/teacher/doctor by profession</i>
trade	an occupation, <i>esp.</i> one needing special skills with hands	<i>bricklayer/carpenter by trade</i> <i>Jack of all trades</i>
career	the type of work you do or wish to do for most of your working life	<i>a career in publishing/advertising</i> <i>to choose a career in the Army</i> <i>a career diplomat/politician</i> <i>to ruin/destroy one's career</i>
vocation / calling	a job which you do because you have a strong feeling that you want to do it, <i>esp.</i> in order to help other people (not because of money)	<i>to find one's vocation, to mistake one's vocation</i> <i>a sense of vocation</i> <i>vocation for teaching/literature</i>

1. A great many men were not able to choose what _____ they would do but had to take the first _____ that came their way.
2. A blacksmith who really knows his _____ is hard to find.
3. Many doctors, nurses and priests do their _____ not because it is a means to earn a living but because they feel spiritual _____.
4. Many hands make light _____.
5. The American economy managed to create more than ten million _____ between 1982 and 1985.
6. People in the law _____ are trained to be discreet.
7. Men of different _____ came to America willing to work hard – work with their hands as well as their heads.
8. I'm afraid I have no idea about his present _____. All I know is that he gave up a brilliant _____ in advertising and left London.
9. He is a real Jack of all _____.
10. Did you think I was doing all this for the satisfaction of seeing your _____ develop?
11. Many writers are known to have first considered medicine as their _____.

8. Fill in the gaps choosing a suitable word below. (*Words can be used more than once)

job occupation profession post position vacancy career calling

1. Please, state your age, address, and _____ in the space below.
2. My brother made a brilliant _____ in journalism.
3. My aunt occupies a key _____ in the Safety Department.
4. There was a great demand for engineers in the 1960s, and many graduates entered the _____ at this time.
5. She was the first woman ever to hold the _____ of President.
6. My father was offered the _____ of ambassador to Spain.
7. You may leave your letter of application and CV; we have three _____ for typists.
8. He did not have permanent work and only did odd _____ from time to time.
9. My first _____ was in a record shop and I'll remember those times forever!

10. There are now much more women in the medical _____.
11. He applied for the _____ of assistant manager in a big company.
12. You can read want ads to learn about _____ available and then you can apply for any of them.
13. She chose a political _____.
14. She was offered a _____ in the new government.
15. Laura has a well-paid _____ in the tax department.
16. It is in Sarah's nature to help others, so her work is inseparable from life. Being a doctor isn't just her job, it's her _____.

9. Translate sentences into English using of the following phrases/expressions.

to hire	to work full-time	a well-paid job
to recruit	to work overtime	a badly-paid job
to get the sack / to sack	to be out of work	a highly-paid job
to be fired	to be unemployed	a low-paid job
to be dismissed	to be employed	a job center
to be made redundant	to have flexible working hours	a permanent job
to quit/leave/resign	to work flexitime	a temporary job
to take early retirement	to work regular hours/long hours	length of service
to retire	to work part-time	the rate of pay
to work like a dog	to get/ask for a pay rise	a jobseeker
to be a workaholic	to earn/ make money	a trainee
to be promoted/to promote sb (from sth) (to sth)	to work from home	references
to climb a career ladder	to work remotely	the dole
to work (in) shifts (to be on the day/night shift)	to be on/take maternity/ paternity leave	to go on the dole/to be on the dole
first/second shift	sick leave	unemployment benefit
to work nine-to-five	a three-month trial period	fringe benefits/perks
	a three-month probationary period	a payslip
		career prospects

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786112672/module-2-flash-cards/?new>

- 1) 1. На моїй роботі, щоб заслужити підвищення, ти маєш працювати як кінь.
 2. Ми не наймаємо на роботу студентів. Нас цікавлять кадри для працевлаштування на повну ставку.
 3. Якщо ти й надалі будеш запізнюватися, я тебе звільню!
 4. Найкращий час для відпочинку від роботи – це не вихідні, а пенсія.
 5. Негайно підпиши цей документ – секретар сьогодні працює в першу зміну!
 6. Який у тебе графік роботи? – Я працюю з 9 до 5. Проте іноді залишаюся понаднормово.
 7. Мене звільнили, і зараз я отримую допомогу по безробіттю.
- 2) Моя сестра три місяці тому була безробітною і отримувала допомогу по безробіттю. Її стаж роботи був лише 2 роки. Вона хотіла мати постійну гарно оплачувану роботу на повний робочий день. Місяць тому вона знайшла роботу. Тепер вона працює бухгалтером на відомій фірмі (хоча за професією вона економіст, а її покликання – ветеринарія). У неї гнучкий графік роботи, а також їй платять додатково, якщо вона працює понаднормово. Я сподіваюся, вона скоро отримає підвищення.
- 3) Я хочу розповісти Вам правдиву історію з мого життя. Сумну історію нелегкого вибору і боротьби. Отже...

Все почалося, коли мені було 23 роки. Я тільки-но закінчила університет з відзнакою і отримала освітньо-кваліфікаційний рівень магістр права. Я думала, що знайти постійну, високооплачувану роботу на повний робочий день буде легко але...

Шановні друзі, більше 10 місяців я була в активному пошуку роботи. Я перечитала тисячі оголошень, подала сотні заяв на роботу і пройшла 10 співбесід, але жодний роботодавець не вважав мене гідною роботи юриста. А знаєте чому? Усе дуже просто і дуже сумно. Мій стаж роботи був менший ніж 5 місяців і я працювала нянькою, а не юристом. Коли я була магістранткою, цей підрібіток був доволі популярним серед дівчат. Я пішла до центру зайнятості, і вони запропонували мені працювати офіціанткою. Уявляєте, як мені з вищою освітою було працювати офіціанткою, але необхідність заробляти гроші змусила мене погодилася. Хоча через півроку я не витерпіла і звільнилася. Я деякий час отримувала допомогу по безробіттю, потім вийшла заміж за хорошого чоловіка, народила прекрасну дівчинку та пішла в декрет. Грошей не вистачало, і я знову почала шукати роботу. Але з маленькою дитиною працювати нелегко, потрібно було брати лікарняні, й найкращим варіантом було або влаштуватися на роботу з гнучким графіком, або працювати за змінами. Мене взяли на посаду помічника юриста. Інколи мені доводилося працювати понаднормово, і я трудилася як віл, тож змогла просунути по кар'єрній драбині, й мене підвищили до юриста. Тепер я заробляю достатньо грошей. Така школа життя навчила мене не здаватися і завжди йти вперед.

B. Choose the correct word in each sentence.

1. This is not a *part-time* / *full-time* job: it's only three hours a day.
2. We can offer you a *temporary* / *permanent* contract over the Christmas period.
3. The job at the burger restaurant only pays a *good salary* / *the minimum wage*.
4. Would you like to *work extra time* / *overtime* this weekend?
5. In this job you'll be responsible *of* / *for* looking after young children.
6. The *fringe benefits* / *odd jobs* include a company car and health insurance.
7. You should include your previous *work experience* / *story* in your CV.
8. She got *good qualifications* / *references* from her previous employer.



C. Paraphrase the sentences using the expressions above.

1. My father works at a factory. One week he works in the daytime; another week he works at night.
2. I don't want to work regular hours, I prefer to start and finish work at different times each day, so I can spend more time with my daughters.
3. I lost my job. They had to make cutbacks.
4. Brian is a student, he has to find means to support himself, and so he has found a job in a cafeteria and works three hours a day there.
5. My mother starts work at 9 am and finishes at 5 pm.
6. The trouble is that you are too obsessed with your work.
7. He didn't do his job well, he was very often late, and the manager didn't want him to work any longer.
8. He stopped working though he is only 54.
9. They've made him Executive Manager as of next month!
10. He is out of work and gets money from the government.

10. Fill in the gaps choosing a suitable word or expression below.

perks

salary

qualifications

references

ambitious

promotion

job security

commission

1. His _____ is not very high right now but there is a good chance of _____ to a better job. It will mean more money and more responsibility.
2. Her _____ make Nora the most suitable candidate for the advertised post.
3. When a person's job is selling some product, it usually means getting a percentage of the value of what has been sold. It is called _____.
4. Most employers prefer the applicants who can submit good _____ from their teachers and previous employers.
5. Some jobs have extra benefits called _____: free meals, health insurance, use of the company car, longer vacations.
6. _____ means being sure of one's future in their working place.
7. A(n) _____ person prefers having a challenging job to the one that demands little of them.

11. Translate into English.

1. Я одержую справжнє задоволення від своєї роботи. Мені пощастило мати приємних колег. У мене досить висока заробітна платня і гнучкий графік. Але головне – це можливість подорожувати за кордон 3–4 рази на рік.

1. Найбільше, що мені подобається в моїй роботі, – це можливість займатися розумовою працею і покращувати свої знання. Наш керівник – це людина, яка надихає нас на нові досягнення. До того ж, завдяки йому ми маємо можливість своєю роботою служити людям.

2. Я – людина творча, тому для мене важливо мати можливість самому планувати свій день. Іноді я можу протягом тижня понаднормово затримуватися після робочого дня, а потім ще й працювати на вихідних. Іншим же разом я закінчую раніше. Крім того, мені завжди потрібна тривала відпустка.

3. Кожен мріє мати роботу, яка була б у радість і передбачала гарні перспективи росту.

4. Я часто згадую свою першу роботу; оточення було дуже приємним, і нас весь час чогось навчали.

12. What can one get for work? Match the words and word combinations in the left column with their definitions in the right one.

1 pay	A a sum paid to the owner of a copyright or patent, e.g. to an author for each copy of his book sold
2 sick pay	B pay given to employees who are on holiday
3 holiday pay	C money paid for regular work
4 overtime pay	D fixed, regular pay given to professional people, such as teachers, lawyers, managers, etc.; it is usually paid monthly, often by cheque and is sometimes expressed as a yearly figure

5 wages	E an amount of money that a government or other organisation gives to someone to help pay for his/ her education, research work, etc.
6 salary	F payment to a person for selling goods, which increases with the quantity of goods sold
7 fee	G money given every week to manual workers, clerks, typists and other office-workers below management level, shop assistants, etc.; the money is paid in cash; it may vary from week to week, because it may include overtime pay, sometimes a bonus
8 royalty	H money paid at a higher rate for any extra hours
9 grant	I a payment made to doctors, lawyers, teachers, architects and other professional people for their services, if these services are given on a private basis; it is not regular and is given for a certain piece of work
10 bonus	J an additional payment for a particular reason, e.g. higher productivity
11 commission	K pay given to an employee who is absent because of illness

13. Express your opinion on the controversial issues below.

1. Some people prefer to work for a large company. Others prefer to work for a small company. Which would you prefer?
2. Some people prefer to work for themselves or own a business. Others prefer to work for an employer. Would you rather be self-employed, work for someone else, or own a business?
3. If you were an employer, which kind of worker would you prefer to hire: an inexperienced worker at a lower salary or an experienced worker at a higher salary?
4. Which would you choose: a high-paying job with long hours or a lower-paying job with shorter hours?

14. Fill in the missing words.

<i>advertisements</i>	<i>job centre</i>
<i>apply for</i>	<i>job interview</i>
<i>CV</i>	<i>personal details</i>
<i>candidate</i>	<i>work experience</i>
<i>current</i>	<i>qualification</i>
<i>fill in</i>	<i>employment</i>

HOW TO FIND A JOB?

- Before looking for a job, make sure you have an up-to-date (1) _____. It should be easy to read and include your (2) _____, your educational (3) _____ and your previous (4) _____.
- Visit your local (5) _____ to see what's available.
- Check out newspapers, journals and websites for suitable job (6) _____.
- When you find a job you want to (7) _____, write a letter or email explaining why you are interested in the job and why you think you are a good (8) _____.
- If you are in (9) _____, you could also mention why you want to leave your (10) _____ job
- You should enclose a copy of your CV and you may need to (11) _____ an application form.
- If all goes well, you'll receive a reply inviting you to go for a (12) _____.

15. A. Match the headings (1–9) with the explanations (A–I).

1 Musical Chairs	A someone who makes everyone like them
2 Sticky Situation	B aggressive people
3 A Real Charmer	C to have too many options
4 Workaholics	D a party game involving music and chairs
5 Spoilt for Choice	E people who work too much
6 Desperate Measures	F experts in specific jobs
7 Pushy People	G a difficult situation
8 Calming Influences	H to do something extreme
9 Specialists	I someone or something that calms you down

B. Read the text. Match the headings above (1–9) with the paragraphs (A–H). There is one extra heading.

ODD JOBS

[A] How many jobs can you think of? Twenty? Thirty? No doubt the list includes doctor, lawyer, teacher, mechanic, plumber, and so on. The most dedicated career adviser could perhaps name a hundred. But there are over 500,000 jobs in existence to choose from. So, if you want to do well, how can you decide the best way to make a living? This week, Paul Hamilton takes a light-hearted look at some very ODD JOBS?

[B] King Alfonso XIII of Spain was going deaf so he employed an ‘Anthem Man’. His only job was to give a signal to the king when the national anthem was being played so that he would know when to stand up and when to sit down!

[C] If you cannot find a tuneless monarch to be your employer, the railways offer jobs of all sorts. In Japan, ‘Passenger Pushers’ are employed full time by the railway companies in Tokyo. During the rush hour, when hundreds of people are trying to get on the metro, they do their best to squeeze everyone into trains so that the doors will close properly.

[D] Another technological advance that led to job creation on the railways was the invention of chewing gum in 1928. When they finished their gum, many passengers just dropped it on the floor of the station and management at New York’s Grand Central Station had to do something about it. In the end, they employed a professional gum remover who had a lot of work to do – he collected, on average, over three kilos of the sticky menace per day. I suppose you could say he got attached to his job!

[E] Escalators have provided inspiration for other rewarding careers. When the first moving staircase was installed at Harrods Department Store in London in 1898, it made many people scared. Shop assistants were put at the top of the escalator with instructions to give brandy and smelling salts to customers! And in 1911 when Earls Court underground station installed its first escalators, many people were worried about their safety. London Transport had a great idea; they employed a man with a wooden leg, his job was to walk up and down the escalators all day to show passengers how safe they were.

[F] In 1982, dozens of neighbours in a village in Berkshire made complaints about the smell from the nearby sewage works. So, twelve people were employed to sniff the air outside their homes to estimate the smell. The Amsterdam polite have similarly specialised task force called the ‘grachtenvissers’. Their sole duty is to help motorists whose cars have got stuck in canals! This trend towards specialisation has grown dramatically in the last few years but it is not an entirely recent phenomenon. In medieval Japanese armies, special soldiers did the gruesome job of counting up the number of decapitated heads after each battle!

[G] In America, Miss Edith King was given an unusual job in the army. She was employed by the US War Department in 1905 with the task of finding soldiers who had run away from the army. She collected \$50 for each deserter. Her only weapon was flirtation. If the runaway soldiers thought they were going to have a good time, they were making a big mistake – she led over five hundred into court. She must have had real charm!

[H] Being unemployed often makes people think of unique ways to make money. Take Jim Parker from Sacramento. Last year he got the sack from his job in a high-tech company and has found it impossible to get full-time work. In desperation, he became self-employed and is now trying hard to sell advertising space. If the price is right, he intends to tattoo an advert – on his forehead! He has already turned down an offer of \$75,000.

(Michael Harris, David Mower *New Opportunities. Intermediate. Student's Book*)

C. Read the text again and answer the following questions.

1. Why are 'Passenger Pushers' necessary on the metro in Japan?
2. Why does the writer describe chewing gum as a 'menace'?
3. Why did Harrods employ special shop assistants on the escalator?
4. Why were sewage works a problem in Berkshire?
5. Why was Miss King successful?

D. Complete the sentences with collocations from Exercise D in their correct form.

1. My grandfather _____ as a miner for forty years.
2. I was _____ as a waiter in a fast-food restaurant but I _____ because I can't stand the smell of hamburgers!
3. I _____ to understand the instructions of my new digital camera and had to ask a friend to help me.
4. The number of cars in our city has _____ in the last few years.
5. That suitcase is broken and now it doesn't _____.

(Michael Harris, David Mower *New Opportunities. Intermediate. Student's Book*)

E. Use the table below to classify these words from the text that often go together.

<i>to offer (someone) a job</i>	<i>to get the sack</i>
<i>to close (sth) properly</i>	<i>to try hard</i>
<i>to turn down (an/the/their) offer</i>	<i>to find (it/sth) impossible</i>
<i>to make (a/your/his) living</i>	<i>to become self-employed</i>
<i>to do well</i>	<i>to provide inspiration</i>
<i>to get stuck</i>	<i>to grow dramatically</i>

VERB + NOUN	VERB + ADVERB	VERB + ADJECTIVE
<i>to offer a job</i>		

UNIT 14. WORK AND EMPLOYMENT



“You can quit your job, but you can’t quit your calling.”

Lissa Rankin

VOCABULARY

employ <i>v</i>	management <i>n</i>
employer <i>n</i>	managerial <i>adj</i>
employee <i>n</i>	promote <i>v</i>
employment <i>n</i>	to promote sb to sth
full employment	to promote international understanding
unemployment	promotion <i>n</i>
unemployment benefit	to get one’s promotion
unemployed <i>adj</i>	skill <i>n</i>
interview <i>v</i>	skill at / in sth
to interview for a job / a course of study	skilled <i>adj</i>
interview <i>n</i>	skilful <i>adj</i>
interviewer <i>n</i>	skilfully <i>adv</i>
interviewee	seek (sought) <i>v</i>
recruit <i>v</i>	to seek (for) employment
recruitment <i>n</i>	to seek power/wealth/justice/reflection
goal <i>n</i>	confident <i>adj</i>
to achieve a goal	to be confident of success
long-term / short-term / ultimate goal	confidence
to train <i>v</i>	with confidence
to train for the diplomatic service	to take sb into your confidence
trainee <i>n</i>	confide <i>v</i>
training <i>n</i>	to confide in sb
in-house training	to confide to sb that
a training college	select <i>v</i>
manage <i>v</i>	selection <i>n</i>
to manage a firm	careful selection
managing director	to make a selection from sth
to manage without sth	selective <i>adj</i>
manager <i>n</i>	human resources manager

1. Fill in the missing words from the VOCABULARY above. The first letter of the word is given.

1. In modern-day China, highly skilled lacquer workers continue to e _____ a wide variety of traditional techniques.
2. When an e _____ or e _____ desires to terminate or modify an existing agreement, a waiting period of specified length must be observed.
3. The post-World War II period in Europe was characterized by sharp rises in u _____ resulting from the wartime destruction of many industries.
4. Other techniques include the questionnaire and the i _____. Both used widely in public opinion polls and studies of consumer preferences.

5. During the 1950s and '60s Pozner worked for the Canadian Broadcasting Corporation, becoming well known as a television **i** _____ and commentator in French as well as English.
6. Departments of foreign affairs have an administrative section that is in charge of running the agency. This section deals with internal matters such as budget allocations, personnel **r** _____ and **m** _____, training, and logistics.
7. The Bolshoi's ballet school is admired for the quality of its training and **r** _____ system.
8. The karate **t** _____ toughens hands and feet by driving them into containers of sand, rice, or gravel and by striking sandbags and special punching boards.
9. For a time, the British extended their rule to the Transvaal, but in 1852 they granted its people "the right to **m** _____ their own affairs."
10. Roosevelt was a very **s** _____ political leader.
11. After he was restored to his throne with the aid of the U.S. in 1953, Shah became increasingly **c** _____ and secure in his ruling position.
12. While I ate he continued to talk, making me to my surprise a present of his full **c** _____.
13. Every state had an academy or institute for the **p** _____ of arts and sciences.
14. During the 1890s several trade unions finally achieved the long-sought **g** _____ of the 8-hour day.
15. Economists focus on the way in which individuals, groups, business enterprises, and governments **s** _____ to achieve efficiently any economic objective they **s** _____.
16. He is **e** _____ in a bank, but his brother is **u** _____ at the moment.

2. A. Translate into Ukrainian.

1. A trade union represents its members in determining wages and working conditions through the process of collective bargaining with the *employer*.
2. In the USA in 1933 about 20 percent of the labour force was *unemployed*.
3. For the whole day she'd been thinking about the *interview*, but only two people came.
4. The Peace Corps has its headquarters in Washington, D.C.; there are 16 regional *recruiting* offices.
5. The *goal* of the Peace Corps is to *promote* world peace and friendship by *training* American volunteers to perform social and humanitarian service overseas.
6. Doubleday was placed in command of the defences of Washington. D.C. in 1862, earning *promotion* to major general in the same year.
7. The *manager* of a chain store, unlike the independent retailer, does not make policy decisions.
8. Women are most likely to hold *managerial* positions in fields where *lower-level* employees have traditionally been women; for example, in 1995 women held about 80 percent of supervisory positions in medicine and health.
9. To maintain wartime levels of production the government *sought* to build up the basic industries, but the depression of 1929 cut deeply into the health of the Australian economy.
10. The British were *confident* that in a conventional battle they could defeat the American militia.
11. Espionage involves the *recruitment* of agents in foreign nations; as well as the use of a full range of *modern* photographic, sensing, and detection devices, and other techniques of eliciting secret information.
12. The lady is a true enthusiast, *skilful* and daring.
13. Mr. Kentish was *promoted* to the position of managing director.

B. Make sentences with the words in italic.

3. Translate into English using the words from the VOCABULARY.

1. Наша компанія найняла нового працівника, він тільки що закінчив університет.
2. У нашій країні економічна криза, і ми спостерігаємо високий рівень безробіття.

3. Його підвищили до завідуючого відділом кадрів.
4. Роботодавець має піклуватися про своїх працівників.
5. Де працює твій тато? Він працює на компанію “Funny Money”, у нього керівна посада, він – виконавчий директор.
6. Безробітні отримують допомогу по безробіттю, хоча та сума грошей, яку вони отримують, не рятує їх від бідності.
7. Я шукаю роботу з перспективами кар’єрного росту.
8. Тетяна змогла закінчити проект вчасно.
9. Мене нещодавно підвищили.
10. Я працюю у відомій компанії – відповідаю за рекламу газуваних напоїв.
11. Я знаю, що Павло ходив до професійного училища, і тепер він – кваліфікований сантехнік.
12. Катруся керує фірмою. Вона дуже талановита і працьовита. Кожного року вона проводить співбесіду, щоб найняти нових працівників.
13. Хто такий виконавчий директор?
14. Я не впоралася з роботою, і мій роботодавець був дуже злий, а я дуже засмутилася.
15. Підкажіть, будь ласка, де кабінет завідуючого відділом кадрів?
16. Роджер – майстерний музикант, він дуже добре грає на піаніно та гітарі.
17. Кожний роботодавець зацікавлений у кваліфікованій робочій силі.
18. Подивися на нього! Він так майстерно готує. Безумовно, він – кваліфікований шеф-повар.
19. Вона впевнена у своєму успіху.
20. Уляна – непогана студентка, але їй бракує впевненості в собі.
21. Він втратив впевненість, коли отримав 2 за тест.
22. Тамара дуже потайна, вона ніколи нікому не довіряється.
23. Я скажу тобі по секрету, що вчора знайшла роботу.

4. Fill in the gaps with the correct words. You are given the first letter of each word.

When Cynthia left university, she found a well **p**_____ job in an investment bank. She worked very **h**_____ and never complained when her boss asked her to **w**_____ overtime. In fact, she **d**_____ her job so well that soon she was **p**_____ to a more senior position. She got a pay **r**_____ and a big **b**_____ at the end of every year. Even though it was stressful and she had to work very long **h**_____, Cynthia enjoyed her job and almost never took any **t**_____ off. She got **o**_____ well with her colleagues and felt she was really **p**_____ of a team. Unfortunately, the company **w**_____ bankrupt and Cynthia was made **r**_____. She started looking **f**_____ another job, but because of the economic **c**_____ there was high **u**_____ and it wasn't easy to find work. Eventually, she **g**_____ a job in a factory. The career **p**_____ were non-existent and the **w**_____ conditions were terrible (only £4 **p**_____ hour), but it was better than being **o**_____ of work. One day all the workers went on **s**_____ for higher wages. Their employer was furious: he **f**_____ everyone and closed the factory. Cynthia was **u**_____ again. What could she do to earn a **l**_____ now? She decided it would be better to run her own **b**_____ than to work for someone else, so she became self-**e**_____. Now, she works from home giving financial advice on the Internet. She doesn't **e**_____ as much as she did at the bank, but she's happy because now she can take a day **o**_____ work whenever she wants to. And she knows her employer will never **g**_____ her the sack.

5. Discuss the following.

1. What do you think are the most popular occupations in Ukraine today?
2. What is your idea of a good job?

6. A. *Read and find out what the main lesson for a manager should be learned today.*

THE CHANGING FACE OF WORK

In the 70s and 80s, most managers expected to continue working until retirement at sixty or sixty-five. But now, the situation is changing. Since the beginning of the 1990s, many managers in their forties and fifties have lost their jobs.

Sometimes, the reason for making managers redundant is a company way-out or restructuring. Also, the recession of the late 1980s and early 1990s caused many redundancies.

But it is also true that fixed-term contracts are becoming more popular, and many companies prefer younger managers.

The result is that large numbers of unemployed managers are still looking for work now. And, for those who are over fifty years old, it's not certain that they will find full-time employment again.

What can a manager do in this situation? One important lesson is that every manager must be ready for change. You know that you are going to the office tomorrow morning, but you can't be certain that your job will exist a year from now.



B. Answer the questions.

1. Is it easy for young people to find jobs nowadays?
2. What activities does looking for a job involve?
3. What questions do you think you will be asked at an interview?
4. If you manage to secure a good job would you like to stay in it for life? Why?

7. *Read an extract from the book "Understanding Britain" by Karen Hewitt and discuss the following problem.*

LOOKING FOR A JOB

In Britain when a pupil leaves school at sixteen or later he or she must find a job. To achieve this, goal school leavers without special qualifications will probably visit a Job Centre or look through local newspaper advertisements. School careers officers also can offer advice. But ultimately it is up to the boys and girls themselves to find work.

Graduates from universities and other colleges are in the same position except that they are older and are looking for different kinds of work. Usually they start their search near the beginning of their third (i.e. final) year in college. The professional work many of them seek normally requires further specialised training, so the first step is to get a place on a training course – and a grant or some other funds to pay for the course. Probably the first stage will involve some kind of exam and an interview – necessary procedures for choosing which applicants shall be given places on the course which *may* lead to a job in the end. (Such courses are essential for librarians, computer programmers, social workers, accountants and many other kinds of qualified workers.). Certain organisations take graduates directly and train them while they are working – for example the BBC. A recruitment committee has to read through the papers and select maybe eight or ten applicants for an interview. At the interview they will be asked their reasons for wanting the job, and have to answer questions about their academic career, 238 other activities and – often – questions which

seem to have no point but which are intended to reveal their personality, skills and general suitability for the job.

Eventually someone will be selected. If the fortunate candidate is not happy with all the conditions of the job (pay, hours of work, pension rights and so on) he doesn't have to accept it – but once he has signed the contract he cannot leave the job without giving notice (of maybe three or six months) and he cannot be thrown out of the job without notice and without good reason.

Today graduates can expect to make dozens of applications for jobs and get short-listed for interviews two or three times before they find satisfactory work. Some of course know exactly what they want and manage to find the right job first time, but more often graduates can spend months searching, meanwhile earning enough to pay the rent by washing dishes or some other short-term work.

Having found your job, you certainly do not expect to stay in it for life – or even more than a few years.

Whether they are working in private industry or in the state sector, people assume that if they want more money or more responsibility they must expect to move from one employer to another or from one area of work to another. Promotion up the steps of the ladder within a firm certainly happens, but the advantages to both employer and employee – stability, familiarity with the work, confidence, loyalty to the firm and its workers – must set against the advantages of bringing in “fresh blood”, new



challenging ways of approaching the work (avoidance of intrigues and resentment among those already in the organisation about the promotion of one over the other) and the hard work that can be expected from someone new in the job who has to “prove” himself or herself. In practice promotions are usually a mixture of “within-house” and from outside. Consequently, employees who want to improve their position start looking for other jobs within a few years of securing their first one.

B. Answer the questions.

1. What steps do school leavers in Britain take to find a job?
2. What makes it more difficult for college graduates to find employment?
3. What can be done to bridge the gap between the completion of education and the start of employment?
4. What information do interviewers try to get during the interview?
5. What obligations do the employer and the employee assume once the contract has been signed?
6. How long do people usually stay in the same job? Why?
7. Does loyalty to the company give employees an advantage over those who are new in the job?
8. Why are employers interested in bringing in “fresh blood”?



8. Compare the British assumptions and experience with the Ukrainian ones. Mark the main similarities and differences covering the following points.



1. starting one's search for a job
2. the methods involved
3. selection of applicants
4. mutual commitments of employers and employees
5. changing jobs
6. promotion prospects

9. Read Richard A. Moran's advice on how to make a successful career. Do you agree? Does it apply to any job or only the ones in business? Give your reasons.

- Always know who your client or customer is – no matter what your job is.
- Never take a problem to your boss without some solutions. You're getting paid to think, not to whine.
- If you tell a racist joke, be prepared to be fired.
- As Henry Ford II said. "Never complain, never explain". Be courageous in your business perspectives.
- Treat your time as if someone is paying for it – someone is.
- Maintain a sense of humour and inject it when appropriate.
- Return calls within 24 hours. Never leave one unanswered.
- Be comfortable around senior managers, or learn to fake it.
- If you even *think* you're vulnerable, you should probably find another job.
- Develop a point of view about success – your own and your organisation's.
- Read your job description but never be restricted by it. Do what needs to be done.
- Maintain a 3-year rolling career plan.
- Always have an answer to the question, "What would I do if I lost my job tomorrow?"
- Never apologise for an idea that didn't work – but always admit a mistake.
- Being good is important, being trusted is essential.
- Become known for building ideas, not for finding fault.

10. Read some tips on writing CV and write your own CV sample.

Name

Write your contact details across the page.

Include your mobile, email, LinkedIn and portfolio/website if appropriate.

Profile

This is optional but should be a short paragraph highlighting your relevant experience, qualifications and skills (in context) and a career objective. Always tailor the profile to the specific role you are applying for.

Education

Write in reverse chronological order. Don't forget to include your degree(s) including the institution where you studied, your degree title(s) and the passes you achieved. If you are applying for your first post after graduating, then this section can do more than just list your educational achievements: you can highlight

units, modules and projects from your degree course which are relevant to the post you are applying for. For instance, final year projects area useful to promote as they provide evidence of project management skills. You may want to add information about your secondary education especially if it shows skills such as languages. Stating your ‘A’ levels is a good idea but avoid lists of your GCSE’s. You could say which school you attended.

Employment

This is the section which raises more questions at the interview. Again, write in reverse chronological order including your job title, the organisation you worked for and dates (just the year is sufficient). You could add relevant jobs you did as a student. Only add those which add to your experience and skill base relevant to the job you are applying for. Be careful that you do not write a job description but write about what you achieved in that job starting each statement with an action / power word. This is where you can link your work experience to the skills you highlighted in your Personal Statement.

Achievements

Did you win any prizes or awards, have a position of responsibility, captained a team, organised an event or were recognised for anything else you have done? What about any other extra-curricular activities? You should include those which support your application/CV. A popular subheading is ‘Responsibilities, Interests and Achievements’ usually towards the end or page 2 of your CV. You can highlight transferable skills and qualities through this section. If you have limited achievements to offer, then leave this heading out and replace it with another heading more relevant to your experience.

Skills

Tailor this section to the skills the employer / recruiter wants. This could be a combination of technical and soft skills. If you have already demonstrated some skills required for the role elsewhere on your CV, then you do not need to repeat yourself here. It is common to have languages, IT and soft skills here.

11. A. Look at the job advertisement. Which job could you apply for?

The Olympic Committee is looking for dedicated, enthusiastic, and energetic people to work in different areas for the forthcoming Olympic Games. There are vacancies in the following areas:

- Administration
- Hospitality and catering
- Translation and language services
- Medical support

All participants must be appropriately qualified and a good level of English is essential. Send your CV and a covering letter (in English) to:

Job applications: The Olympic Committee, PO Box 2456

B. Write your CV and a covering letter to apply for a job in the Olympics.

Layout tips:

- Put your address in the top right-hand corner with the date underneath.
- Put the name and address of the person you are writing to on the left.
- If you don’t know the person’s name, start the letter with “Dear Sir / Madam” and finish with “Yours faithfully”.
- If you know the person’s name, start the letter with “Dear Mr / Ms / Mrs X” and finish with “Yours sincerely”.
- Write your full name under your signature.

UNIT 15. TEACHING PROFESSION



“I am not a teacher, but an awakener.”

Robert Frost

VOCABULARY

to be popular with – бути популярним серед

a primary school – початкова школа

a nursery school – дитячий садок

to be a substitute for – бути заміною

a secondary school – середня школа

sympathetic – співчутливий

contempt – зневага

to keep in contact with sb – підтримувати зв'язок з

to maintain discipline – підтримувати дисципліну

breaches of discipline – порушення дисципліни

to set high standards – ставити високі стандарти

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786119052/module-3-teaching-profession-flash-cards/?new>

1. A. Read an interview with Michael Beresford.

– Well, Michael, is teaching as a career popular with young people?

– Well, it's hard to say. I think teaching of some kinds is still popular as it ever was, and I think teaching small children, teaching in nursery schools and in primary schools – that is still quite popular. More, of course, among women than amongst men, and the vast majority of teachers in nursery schools and primary schools are women. That is still a career which many take up with enthusiasm. And I mean that they are good at it, and that women are probably better teachers at this level because they're a kind of a substitute for the mother. When the child is learning to go away from the family, a woman figures more



than others, like a mother figures for the child, and I think that's a natural development. When we come to secondary education, I think their position is rather different. I think, until very recently, teaching in secondary schools of all sorts was still regarded as a good career, because it is a good career if it is a good school. But there is no doubt, that these days, the life of a secondary school teacher is harder than it was, say 20 or 30 years ago, when I started my teaching career. Those who have been in teaching for a long time, tend to put up resistance, they know how to cope with problems better than the young ones, who often get disillusioned and give up teaching. So, we are short of good teachers. This is not true, of course, for the independent schools. There they can recruit people and pay them better salaries, and so they have few

problems with recruitment. So, it's really the main problem in the state secondary schools and the comprehensive schools, I would say.

– And what is your idea of a good teacher then?

– It'll take a lot of time to describe. I think a good teacher has not only to know his or her own subject, to be skilful with the subject he or she is teaching, but also to be a good person, to be a person with a pleasant nature, pleasant personality, sympathetic, particularly sympathetic to young people and their problems, to be kind and good, and understanding and also not to be full of sarcasm. In the old days, and too quite recently, like the time when I was being educated, it was fashionable among teachers to put scorn on children even if they made a slight mistake. They were taught with great scorn and contempt, as if they were fools: children were made to look foolish and ignorant and shown in class in front of others. It made children feel uncomfortable. The opposite approach is required with children who are most lacking confidence, I mean, to encourage them from the part of a teacher, which will improve the child's learning. The child will not, of course, learn from a teacher he or she doesn't like. And I think that is because the children want to learn, they want to please the teacher when they like. So, the matter of personality, I think, is the most important problem of teaching. Even a teacher, who doesn't know the subject perfectly well, can be a good teacher, if a pupil wants to follow him, and this is the essence of it. I think that being a good and sympathetic person is first and foremost; training and skill and knowledge come second, in my opinion.

B. Speculate on the following.

1. What problems are British schools faced with? Compare them with the problems Ukrainian schools are facing.
2. Michael Beresford says that a good teacher should have a pleasant personality, be sympathetic, kind and understanding. What other personal qualities should a good teacher have?
3. Michael says that a teacher should not be full of sarcasm. Can you name a few other traits of character a teacher must not possess?
4. You surely have come across two types of teachers, kind and mild persons, and very strict, even authoritarian ones. Whose lessons did you enjoy more? Where did you show better standards of achievement? When were there fewer breaches of discipline?
5. What makes many young people take up teaching as a career? Does teaching appeal to you? Give your reasons.
6. Why do many teachers quit their jobs? Make a list of advantages and disadvantages of the teaching career.

2. Rank the ten qualities of a good teacher in order of importance and compare your results with those of your partner's. Give examples to back up your statements.

A Good Teacher

- keeps in contact with the parents of his / her pupils and lets them participate in the life of the school (in a primary or secondary school).
- is able to maintain discipline and order.
- lets the students share his / her own life with all its ups and downs.
- works hard to remain up-to-date in his / her subject.
- openly admits when he / she has made a mistake or does not know something
- is interested in his / her students, asks them about their homes and tries to help where possible.
- makes the students work hard and sets high standards.
- is friendly and helpful to his / her colleagues.

- uses a lot of different materials, equipment and teaching methods and attempts to make his / her lessons interesting.
- helps the students become independent and organise their own learning.

3. All teachers would like to have well-behaved classes. After all, teaching a class with little or no disciplinary problems is a great joy. How well-behaved a class is depends to a large extent on how well a teacher can encourage good disciplinary habits.

Teacher N has strong opinions about what is and what is not allowed in a classroom. The problem is that these opinions often take into account only one type of student and one type of learning. All other forms are not acceptable and need to be eliminated at the expense of squashing a student's motivation to study. Her method tends to unjustly reward students that fit the mold and punish those that do not. What frequently happens is that some students resist being forced to fit the mold and rebel in any way they can. They even



band together to disrupt class just to upset the teacher or become impassive rebels that think they can do what they want. Role-play the situation when Teacher N describes what happens during her classes and asks her colleagues for advice because she doesn't know how to react to breaches of discipline. Her more experienced colleagues give her advice on how to maintain control without hampering the student's freedom. You may enlarge on the following: discipline works best when

- it is meted out immediately and fairly;
- no one is above the rules;
- it is consistent;
- the teacher keeps a cool head and deals with the problem with little or no emotion;
- the degree of punishment fits the crime;
- the teacher focuses the attention of the entire class on the problem student and brings into action the dynamic forces of peer pressure;
- the teacher never insults a student, never attacks character.

4. Read the poem and speak on how a teacher should teach his / her students.

A TEACHER'S PRAYER

by James J. Metcalf

I want to teach my students how –
 To live this life on earth,
 To face its struggles and its strife
 And to improve their worth.
 Not just the lesson in a book,
 Or how the rivers flow,
 But to choose the proper path,
 Wherever they may go.
 To understand eternal truth,
 And know right from wrong,
 And gather all the beauty of
 A flower and a song,

For if I help the world to grow
In wisdom and grace,
Then I feel that I have won
And I have filled my place.
And so, I ask your guidance, God
That I may do my part,
For character and confidence
And happiness of heart.

5. Think over the quotes. Do you agree or disagree with them?

The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.

William Ward

The teachers open the door
But you must enter yourself.

Chinese proverb

Lucky is the teacher who can look across the room and not see a bored face.

Ebbert Hubbard

What the teacher is, is more important than what he teaches.

Karl Menrimger

UNIT 16. MY FUTURE PROFESSION



*“Let wisdom guide my heart,
And help me keep in mind,
That each and every student,
Is a precious of a kind.”*

Write a composition on the topic “My Future Profession”, name advantages and disadvantages of the teaching profession. *

** See Appendix*

MODULE 4

HOME SWEET HOME

UNIT 17. TYPES OF DWELLINGS



“Home is a shelter from storms – all sorts of storms.”

William J. Bennett

VOCABULARY

detached house – окремий будинок
semi-detached house – будинок на 2 родини
terraced house – ряд будинків типової будови під одним дахом
residential area – «спальний» район
in the suburbs – у передмісті
on the outskirts – на околиці
in the country – за містом
neighbourhood – сусідній район, околиця
tiny – крихітний
spacious – просторий
cramped – тісний
cheap/low-priced – дешевий
expensive/overpriced – надмірно дорогий
cosy – затишний
a water tank – резервуар з водою

secure – безпечний
luxurious – розкішний
well-maintained – у гарному стані
fully furnished – повністю мебльований
a spectacular view – мальовничий вид
a tiled roof – черепичний дах
a thatched roof – солом'яний дах
high ceilings – високі стелі
wooden floors – дерев'яні підлоги
a fitted kitchen – вбудована кухня
double-glazed windows – вікна з подвійним склопакетом
sliding door – розсувні двері
a keep – головна вежа, цитадель
a moat – рів
a drawbridge – підйомний міст

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786121379/module-4-home-sweet-home-types-of-dwellings-flash-cards/?new>

1. Match the types of dwellings with the correct pictures. Where do you think each type of dwelling can be found? Which is the most economical and which is the most expensive to keep?



A block of flats (US apartment building)

B cottage

C detached house

D terraced house

E castle

F bungalow

2. Match the sentences.

1 I live in the country.

2 I live in the city centre.

3 I live in the suburbs.

4 I live in a village.

5 I live in a small town.

6 I live in a residential area.

7 I live on the second floor.

A It has 20,000 inhabitants.

B It's very small, with only 800 inhabitants.

C There are a lot of houses but no offices or big shops.

D It's right in the middle of the city.

E It's the area outside the central part of town.

F There are two floors below me.

G There are fields and trees all around me.

3. Describe the place you live in using the words and phrases from the chart.

Style	Location	Size	Cost	General description	Special features
traditional modern apartment/ flat (semi) detached terraced house cottage villa 1/2/3- storey building castle	Village city centrally located residential area close to the shops in the suburbs on the outskirts isolated in the country	Small tiny spacious large huge average family-sized cramped 1-/2- bedroom	Cheap low-priced overpriced expensive economical	attractive cosy comfortable secure luxurious well-maintained fully furnished airy noisy cold	a spectacular view a lift a drive central heating air conditioning security system tiled/ thatched roof an attic a cellar a balcony a fireplace high ceilings wooden floors stairs a fitted kitchen built-in wardrobes double-glazed windows sliding door

4. A. Read the text and tell about people's preferences for choice of house.

MY HOME IS MY CASTLE

How would you like to live in a castle, a tree house or even underground? This might not be as unusual as you think. It seems that these days more and more people want to live somewhere special and out of ordinary, and if they can't buy what they want they are quite prepared to build it from scratch.

For John Mew and his wife Josephine their home is really a castle. They have built their own English castle in the Sussex countryside. The building is brand new with all the luxuries you would expect from a house that cost more than £350,000 to build. However, when you first see it from the outside it would be easy to think that you are looking at an ancient monument. The building has a lot of the features of a traditional castle, including a keep, a moat and a drawbridge.



“My choice of house is somewhat eccentric and building it was very hard work, but we've got the perfect place to live,” Mew says. Although some would say that the building is impractical and may be cold in harsh British winter, he certainly has got a unique and spacious home.

If you don't look carefully, you might not even see the home that Jonathan Ridley-Jones and Shanon Ridd built at all! That's because the house is a converted underground water tank. The only thing that can be seen from the surface is a door leading into the hillside. “We've never wanted to live in an ordinary house,” Shanon says. “Living below ground means that our house is quiet and very cosy – none of the usual draughts. It doesn't damage the local surroundings and has very low fuel bills. Some of our friends find it dark and feel shut in when they first visit, but they soon get used to it!”

If an underground home doesn't appeal to you, how about living in the treetops? Dan Garner, a tree surgeon from Gloucestershire, certainly thinks that this is the way to go up in the world.

“When our family became short of space at home, our solution was to build a luxury tree house in the garden. The tree house is built into a spruce tree six metres above the ground. It has one main room, a bedroom and a balcony running around two sides.” Garner is so happy with this practical extension to his

home that he thinks he can convince more people of the benefits of living in the trees. He wants to set up his own enterprise making more of the deluxe tree dwellings, saying, “Tree houses are airy, secure and comfortable and the only disadvantage is that they might not be suitable for people who suffer from hay fever or a fear of heights!”

Even people who live in more ordinary settings sometimes can’t resist doing something to make them stand out from the crowd. One extreme example of this is Bill Heines’ house in Headington, Oxfordshire. Until one morning in 1986, his house looked much like all the others in his street, when suddenly overnight a 7.5 m long fibreglass shark appeared to have crashed through the roof. The shark was a sculpture by local artist John Buckley. At first some people complained that it might be dangerous or that it spoils the look of the neighbourhood, but engineers checked that the sculpture was safe and the “Headington Shark” has become a well-known and popular landmark. It seems that no matter where you live, you can always do something to make sure your house says something about who you are.

(Virginia Evans, Jenny Dooley Upstream. Intermediate. Student’s Book)

B. Choose the correct answer A, B, C or D.

1. More and more people build their own home _____ .
A so that they can live underground
B so that they can have exactly the home they want
C because it is cheaper than buying a new house
D because they want all the modern luxuries you find in a new home
2. John and Josephine Mew _____ .
A know that their choice of home is unusual
B found that creating their dream home was easy
C wanted to live like people would have in traditional castles
D converted an ancient building into a modern home
3. What do Jonathan Ridley-Jones and Shanon Ridd say about their home?
A It’s just an ordinary house.
B They always wanted to live underground.
C It doesn’t harm the environment.
D They don’t pay anything for heating and lighting.
4. Why did Dan build a tree house in his garden?
A He wants to persuade people to buy one.
B His family wanted to live in a tree house.
C He builds them for a living.
D His family needed more room.
5. The “Headington Shark” _____ .
A was created by Bill Heines
B crashed into the roof of Bill Heines’ house one night
C was immediately popular with everyone in the town
D was built without any warning

5. Discuss the following.

1. Do you know what accommodation (a place to live in) can be offered to a visitor in Britain? How to reserve an accommodation?
2. What types of accommodation exist in Britain?
3. What’s the main difference between various types of accommodations?
If you are curious, learn what facilities they have got, how much they cost, etc.

UNIT 18. FURNITURE AND APPLIANCES



“Home is a shelter from storms-all sorts of storms.”

William J. Bennett

VOCABULARY

In the bedroom:

single bed – односпальне ліжко
double bed – двоспальне ліжко
bunk bed – двоярусне ліжко
pillow – подушка
blanket – ковдра
duvet – пухова ковдра
alarm clock – будильник
bedside cabinet – тумбочка
wardrobe – шафа, гардероб
chest of drawers – комод
vacuum cleaner (hoover) – пилосос
fan – вентилятор
iron – праска

In the living room:

flat screen TV – телевізор з плоским екраном
remote control – пульт
hi-fi system – акустична система
couch – кушетка
fireplace – камін
mantelpiece – камінна полиця
candlestick – підсвічник

In the kitchen:

freezer – морозильна камера
sink – раковина
tap – кран
hob – електроплита, варильна поверхня
microwave oven – мікрохвильова піч
stool – табуретка
cupboard – сервант
coffee-making facilities – кавоварка
kettle – чайник
food processor – кухонний комбайн
dishwasher – посудомийка

In the bathroom:

washbasin – умивальник
shower pod – душова кабіна
washing machine – пральна машина
tumble drier – сушильна машина
towel rail – сушка для рушників
hairdryer – фен
curler – плойка, бігуді
flat iron – «прасочка»

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786126440/module-4-furniture-and-appliances-flash-cards/?new>

1. Complete the description with the following words.

sink	gate	village
centre	garage	bathroom
walls	washbasin	path
bedroom	armchairs	dishwasher
garden	coffee table	shower

This is a traditional cottage, with thick stone (1) _____, located in a quiet (2) _____ although it is only 40 km from the city (3) _____. It has a large (4) _____ all around the house. From the garden (5) _____ a wide (6) _____ leads up to the front door. It doesn't have a (7) _____ but there is usually no problem with parking. The living room is small but comfortable. It is furnished with a sofa, two (8) _____ and a (9) _____ in the centre of the room. There are large glass doors that lead into the back garden. The kitchen is modern, with a new cooker, fridge, and (10) _____. It has a double (11) _____ and lots of space for storing dishes, food, etc. There is also a small (12) _____ on the ground floor, as well as three (13) _____, one double, and two singles.

2. Use the following prepositions and words to describe the living room.

Example:

There is a coffee table in the middle of the room.

in front of
next to

behind
opposite

on
between

above
in the middle of

fireplace
candlesticks
carpet
paintings
sofa
armchair
cushions
plant
coffee table
window
lamp



3. Match the appliances with their description.

toaster
stove
dishwasher
food processor

blender
refrigerator
grill
barbecue

1. an appliance for turning soft foods into a smooth liquid
2. a cooking appliance for frying or grilling food outdoors
3. a machine that can wash kitchenware and tableware like dirty dishes
4. a machine that can chop, mix, blend or liquefy food
5. an appliance or part of a stove that radiates strong heat directly onto food
6. an appliance in which food and drinks are kept cool or frozen
7. a cooking appliance with several electric elements or gas burners
8. an appliance that makes hot toast from slices of bread



4. Find out an appliance that has the following problem.

1. Its dust bag is full.
2. It doesn't dry clothes properly.
3. It's not heating during the drying cycle.
4. It doesn't cool properly.
5. There is too much fibre in juice.
6. Its dryer makes squeaking noises.
7. It doesn't heat food adequately.
8. It doesn't fill with water to wash the dishes.

5. Complete the email with the following words.

net
frames
hand
rack

oak
shutters
utensils

ornaments
mantelpiece
antique

bowls
appliances
kettles
hoover

Hi!

We're having a garage sale to get rid of all the stuff we don't need any more. There's everything from old electrical (1) _____ like (2) _____ for boiling water and an old (3) _____ to new things we've never even unpacked, like a lovely wooden (4) _____ for all your old copies of magazines. We'll be selling off kitchen (5) _____ and various (6) _____ that just used to sit on the (7) _____ and get dusty. Mum's getting rid of three fruit (8) _____, too (don't know why we've got three!), an (9) _____ clock with a broken (10) _____ and dad's selling a set of old (11) _____ that we used to have outside the windows. Oh, and some brand new (12) _____ curtains that mum's never used. A small bookcase from my room is going too – you know, the little (13) _____ one that I kept all my children's storybooks in. Do come round and help out! It'll be fun and a great chance to chat to all the neighbours. If we make a lot of money, mum's promised to buy me new silver (14) _____ for my favourite photos.

Starts at 10.30!

Love, Katy

6. Read the following text and choose from the sentences (A-E) the one which fits each gap (1-3) to obtain a logical and grammatically correct text. There are two extra sentences that you do not need to use.

- A** *Therefore, it was possible for more and more people to furnish their rooms properly.*
- B** *Some had started to make furniture on their own.*
- C** *Also, chests of drawers, bookcases, armchairs and grandfather clocks appeared for the first time then.*
- D** *As a result of this, more and more poor people had to live without much furniture.*
- E** *The rich, on the other hand, owned comfortable houses with many rooms.*

THE HISTORY OF FURNITURE

The first pieces of furniture appeared when people learned to farm and started living in permanent settlements. In Europe some of the earliest known furniture comes from the Stone Age and was uncovered in Scotland about 2,000 BC. In Ancient Rome furniture became a symbol of one's social status. Ordinary people lived in houses made of mud and used very basic beds and often slept on the roofs of their houses.

(1) _____ Their furniture was built out of expensive wood and was often upholstered. Then, in the Middle Ages, some other improvements were added. More and more people had panes in their windows, beds had curtains for privacy and, more and more household members had their own chairs. In the 16th and 17th centuries people lived even more comfortably. They used feather mattresses instead of straw ones, the furniture was made of oak and was supposed to last for generations. Wallpaper came into was a real luxury even for the wealthy.

(2) _____ These novelties soon became very popular among the rich. The 19th century saw mass-produced furniture for the first time in history. Furniture and furnishings became much cheaper because of that.

With the arrival of the 20th century, the living standards improved. Furniture became commonplace and its quality was getting better and better and the prices became lower.

(3) _____ Furniture, as we know it now, became a commodity for good, both for the rich and poor.

*(Marta Rosinska, Lynda Edwards, Jacek Lagun
Get 200! Student's Book 1)*

7. Discuss the following.

1. How do people decide what furniture to buy for their home? What factors do they consider?
2. Who usually decides what furniture to buy for the home? Why?
3. Do you prefer traditional or modern styles of furniture? Why?
4. What kind of furniture would you like to buy? Why?
5. What factors should a furniture designer consider when designing a piece of furniture?
6. Which furniture do you like best in your home?
7. What is your favourite appliance? Why?
8. If you lived in the medieval society, which appliances would you miss the most?

UNIT 19. ACCOMODATION. AT THE HOTEL



“The great advantage of a hotel is that it is a refuge from home life.”

George Bernard Shaw

VOCABULARY

single room – одномісний номер

double room – двомісний номер (з двоспальним ліжком)

twin room – двомісний номер (з двома односпальними ліжками)

suite – номер-люкс

ensuite – номер з ванною кімнатою

full board – повний пансіон (триразове харчування)

half board – напівпансіон

B&B (bed and breakfast) – готелі (переважно міні-готелі), що пропонують відвідувачам лише ночівлю та сніданок

book in advance – бронювати заздалегідь

check in – зареєструватися

Useful expressions:

1. Could I book a room for ...? – Чи можу я забронювати номер на ...?
2. Could I have an early morning call at...? – Чи не могли б Ви зателефонувати і розбудити мене о ...?
3. Could you put it on my bill, please? – Чи не могли б Ви записати це на мій рахунок?
4. Could you order a taxi for me? – Чи не могли б Ви замовити мені таксі?
5. Are you fully booked next week? – Ви повністю заброньовані на наступний тиждень?
6. Is breakfast / dinner included? – Чи включено сніданок / вечерю?

1. A. Match the types of hotel accommodation to a suitable description.

1 a single room	A just a bedroom and breakfast
2 a double room	B includes breakfast, lunch and dinner
3 a full board	C includes breakfast and dinner
4 a half board	D for one person with a single bed
5 a B&B	E for two people with two beds

B. Translate sentences into English.

1. Я б хотіла замовити номер для двох, з окремими ліжками, та лише сніданками.
2. Якщо ви подорожуєте з друзями і у вас не вистачає коштів на готельний номер – гарною альтернативою стане молодіжний хостел.
3. – Добрий день! Чим я можу вам допомогти?
– Добрий, ми замовляли стандартний номер на двох з 10.09-17.09.
- Так, звісно. Ось ваша карта-ключ. У вартість включені сніданки та вечері. Гарного відпочинку.
4. – Чи є у вашому готелі зараз вільні одномісні номери?
– Ні, на жаль, залишилися лише 2 номери люкс з повним харчуванням у вартості номеру.
5. Ласкаво просимо до нашого готелю. У нас усі номери зі зручностями, кондиціонуванням, балконом та високоякісним обслуговуванням.

2. A. Read and compare with the housing in your country.

HOUSING IN BRITAIN

One can find a great variety of accommodation in Britain. Here are a number of different places where you can stay.

You may certainly stay in a hotel. According to prices, hotels in Britain are graded from the best and most expensive five and four-star hotels to moderate-priced three and two-star and inexpensive one-star hotels. According to a hotel rank, prices could vary from £180 (+) to £80 (-) per night. It should be taken into account that in Britain you pay for the number of nights a guest is staying, not days and nights as in Ukraine.

In all hotels there are main types of rooms – single (for one person), double (for two) and suites (which are usually the most expensive). It's practically impossible to find rooms without either a bath or shower and toilet facilities in British hotels. It should be remembered that hotel accommodations are as a rule reserved or booked in advance, usually over the phone (though of course you may do it by writing a letter, sending a fax or e-mail). It is neither convenient nor customary just to walk into a hotel and say that you want a room. It's inconvenient because this hotel may be fully booked at the moment, and you will have to wander from hotel to hotel trying to find lodgings somewhere. By international standards, hotels in Britain are expensive, so if you are holidaying on tight budget you should consider staying in Bed & Breakfast (B&B) Accommodation, also called Guest Houses. In general B&B accommodation is considered to be a money-saving lodging where you pay for a bedroom and breakfast. Reserving bed-and-breakfast in advance is practically the only way of getting it, walk-ins are virtually impossible. (It should be taken into account that unlike Ukrainian hotels where you actually pay for a bed, in European and American hotels you pay for a room).

Alternatively, there are plenty of youth hostels throughout the country – the cheapest accommodation, with ten or more people sleeping in bunk beds in one room, designed mostly for young people who need to find beds for a night during a short period of stay in a city or town. It doesn't mean that only young people are admitted. As a rule, all ages are welcome. There are no private bathrooms – all shower and toilet facilities are usually “down the corridor”. There are no services, though there often are opportunities to have full and half board services.

B. Complete the following statements with appropriate word or phrase, then check your decision with the key on the board.

1. Three-star hotels are considered to be _____ .

- A *expensive*
- B *cheap*
- C *moderate-priced*

2. If you're planning to stay a short time abroad, you'll look for a / an _____ .

- A *bed*
- B *accommodation*
- C *facility*



3. It is virtually impossible to get a room in a B&B if you _____ .
A book it over the phone
B reserve it by sending e-mail
C walk and ask for the room
4. The cheapest type of lodgings in Britain are _____ .
A one-star hotels
B youth hostels
C bed-and-breakfast accommodations
5. You'll live in a room with shower and toilet facilities "down the corridor" in _____ .
A one-star hotels
B youth hostels
C B&B accommodations
6. This is a youth hostel where you can stay in _____ .
A a single room
B a double room
C a room which has six or more beds

3. To solve a housing problem on arrival in London in the best possible way, find out advantages and disadvantages of staying in different types of lodging in Britain. Complete the following chart giving good and bad points of staying in a hotel, a B&B accommodation, and a youth hostel.

Hotel		B&B		Youth hostel	
good points	bad points	good points	bad points	good points	bad points

B. Work in pairs. One of you suggests a place to stay on your arrival in London, the other can either accept or reject the suggestion. Give your reasons. Example:

Why don't we stay in ... / I suggest staying in ...

We could stay in ... because... Besides,... Moreover, if we stay in ... we'll ...

4. Browse the site of Alton Towers Hotel (England) <https://www.altontowers.com/short-breaks/accommodation/alton-towers-hotel/> and choose the room you'd like to stay in. Role play the dialogue with a receptionist.

UNIT 20. THE IDEAL PLACE TO LIVE



"It's not enough to be in the right place at the right time. You have to be the right person in the right place at the right time."

T. Harv Eker

PROJECT

The Ideal Place to Live in

MODULE 5

URBAN LIFE

UNIT 21. URBAN VERSUS RURAL LIFE



“Living in a city shouldn’t make you cynical and living in a village shouldn’t make you vulnerable.”
Amit Kalantri, Wealth of Words

VOCABULARY

bustling – метушливий

long opening hours – тривалий час роботи

in the back of beyond/in the middle of nowhere – казна-де, у дідька на рогах

a rural idyll – сільська ідилія

the hectic pace of life – шалений ритм життя

to hail a taxi – «спіймати» таксі

leafy suburbs – зелене передмістя

a desirable place to live – бажане місце проживання

residential dwellings – багатоквартирні будинки

within walking distance – у межах пішої досяжності

surrounding countryside – навколишня сільська місцевість

urban sprawl – розростання міст

to conjure up – викликати в уяві

quaint farms – химерні ферми

a shanty town – нетрі

to run errands – виконувати доручення

to get more bang for your buck – вигідно придбати

congested roads – перевантажені дороги

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786131768/module-5urban-life-flash-cards/?new>

1. Match the words to make collocations.

- concrete
- pedestrian
- traffic
- housing
- emergency
- public
- urban
- sewage
- water
- shanty

- jungle
- crossing
- congestion
- service
- estate
- sprawl
- supply
- town
- transport
- works

2. Complete the sentences with these collocations.

water supply

traffic congestion

shanty towns

urban sprawl

pedestrian crossing

housing estate

1. Councillors are looking at ways to reduce _____ in the town centre.
2. They soon left the _____ of roundabouts, sodium street lights and Wimpey homes and Dexter began to speed along country lanes.
3. She coordinates seven groups each week spending long hours travelling by bus between the distant _____.
4. Joanne was 4 years old and attended a private nursery in a private _____ within a large city.
5. She made her way across the road at a _____, and stood in front of City Hall.
6. Residents are generally content with their cold _____ and quality of delivery.

3. Think of your journey to university. How many of these things do you see or pass?

<i>a car park</i>	<i>woods</i>	<i>suburbs</i>
<i>a library</i>	<i>lots of traffic</i>	<i>a railway station</i>
<i>a museum</i>	<i>pedestrian crossing</i>	<i>fields</i>
<i>factories</i>	<i>commuters</i>	<i>a night club</i>

4. A. Complete the table with the opposites.

Towns and cities	Countryside
	<i>quiet and peaceful</i>
	<i>clean air</i>
<i>Exciting</i>	
<i>Stressful</i>	
	<i>lots of open spaces</i>
	<i>nothing to do in the evening</i>
<i>Dangerous</i>	

B. Do you agree with everything in the table above? Discuss with a partner.

5. A. Which of the adjectives below do you associate with the city and which with the countryside?



- *safe*
- *peaceful*
- *big*
- *exciting*
- *relaxing*
- *healthy*
- *fast*
- *lonely*
- *dangerous*

- *polluted*
- *crowded*
- *stressful*
- *helpful*
- *busy*
- *noisy*
- *expensive*
- *clean*
- *boring*

B. Now use the adjectives above to complete the sentences using comparative and superlative forms.

1. The air in the country is _____ but in the city it is _____.
2. City life is _____ because there are plenty of things you can do. This is why living in the country can be _____.
3. Cities are _____ than villages and _____ because more people live there.
4. People in the city may feel _____ because they don't have time for each other.
5. In the country there is less crime, so people feel _____. In the city life is _____.
6. The cost of living is _____ in the city.
7. There is a strong sense of community in the country and neighbours are usually _____.
8. There is less pollution in the country and so people have a _____ life.
9. It's quieter and _____ in the country. It is _____ in the city because of the traffic.
10. In the city there is more confusion and so living there can be _____. Life in the country is much _____ than in the city.
11. People seem to be _____ in the city because they are always working and running around.
12. Life in the city is _____ – in the country life moves a bit slower.

6. A. Read and choose the best place to live in.

RURAL VS. URBAN VS. SUBURBAN LIVING & HOMEOWNERSHIP: THINGS TO CONSIDER

Rural Living

In Canada, there is no single definition of the term “rural,” though it generally refers to any dwelling, community, or population that relates to the countryside. In some cases, rural may simply mean a community or area that is not urban or that lies outside of a town or city.

Rural living likely conjures up images of rolling hills, quaint farms, and small towns with friendly locals. Of course, not even country life is that simple; there are serious things you have to consider before settling down in a rural area:

Pros

A couple of pros to consider include:

- *Cost of Living:* Typically, the cost of living is lower in rural areas than in either urban or suburban ones. However, the cost of living can vary greatly from place to place, even in rural areas.
- *More Affordable Housing:* Housing costs can vary greatly depending on geographic location, but on the whole, rural housing is fairly affordable. Compared to busy cities, there is more land available in the countryside, which helps keep housing costs low.
- *More Space:* You have a lot more space, physically speaking, in rural areas. In addition to having a more spacious home, you can also purchase surrounding land. This gives you plenty of room to add on to your home, raise animals, or build new structures.
- *Proximity to Nature:* Rural communities may be far from the big city, but they are closer to nature and green spaces. Spending time outdoors is highly beneficial for your health and wellbeing.
- *Slow-Paced Lifestyle:* Country living has long been associated with a relaxed lifestyle. Not only are you removed from the hectic energy of the city, but you have more privacy and autonomy to live at your own pace.
- *Know Your Neighbours:* Rural communities tend to be small and tight-knit. Because there are so few people and only a handful of places to congregate, you can really get to know your neighbours. You and your neighbours may come to rely on each other for support and assistance, especially if the nearest services and amenities are relatively far away.

Cons

A few of the cons might include:

- *Fewer Job Opportunities:* Due to their small size and low cost of living, rural communities typically offer fewer jobs. Available jobs likely pay less than those in bigger cities. However, this may be less of a concern if you can work remotely, are your own boss, or are retired.
- *Fewer Businesses:* Similarly, because there are fewer people, there are also fewer businesses you can patronise. This means that you may have to travel outside of your town, or spend more money, to get all of the products and services you need.
- *Access to Utilities:* Utilities present a challenge in rural areas, with many residents struggling to access the services they need at an affordable rate. Even water, a basic necessity for human life, may not be provided or treated by a utility company in rural areas; this leaves many people to rely on well water, which can be unsafe to drink without some kind of softener or filter. You can still get the utilities you need to live in the countryside, but it may simply require more effort and creativity to secure them.
- *Home and Property Maintenance:* You may have more space in a rural area, but that means you have more to take care of. A bigger home will require more regular cleaning and maintenance than a small apartment. You'll have to spend even more time, money, and energy on property upkeep if you own any land.
- *Lack of Public Transportation:* Small towns have limited access to public transportation. Some rural communities may not have any transit options whatsoever. Further, since rural areas tend to be spread out, they aren't very friendly to bicycles or pedestrians. This means you're all but required to own a car to commute, run errands, and get around.

Urban Living

Similarly, "urban" can be defined in several different ways, depending on the context. It generally refers to cities, especially large ones, that are densely populated with highly built-out infrastructure. Living in a city is anything but boring. There's constant activity as people go about their daily lives. While this may sound appealing and exciting, you should think carefully about what urban living entails:

Pros

Some of the pros of urban living include:

- *More People:* Cities are full of people. You have countless opportunities to meet new people and make new friends every single day. This allows for a certain level of privacy and anonymity, as well as continual exposure to new ideas, and perspectives.
- *Increased Diversity:* Similarly, big cities attract people from different places. You're more likely to encounter people from different cultures and all walks of life while living in a city.
- *Cultural Hub:* Large cities are often cultural hubs for their entire state or region. There's no shortage of events, activities, and excitement, which often attracts people from other areas. Depending on how large a city is, you could live there for years without experiencing everything your home has to offer.
- *Accessible Public Transportation:* Big cities tend to have better and more easily accessible public transportation systems. From metros to local buses, more people can use and benefit from transit than in smaller communities. Many of the largest cities in Canada are also highly walkable and bikeable, meaning that you may not even need your car to live there.
- *More Job Opportunities:* There are generally more job opportunities — especially well-paying ones — available in big cities. Additionally, the job market is expected to grow more quickly in urban areas, especially large cities, than in either rural or suburban ones.
- *Access to Utilities:* Depending on the city, you may not have many options as far as utilities go, since some regions have a single utility provider (such as only one gas or power company). This means you won't have the option of choosing a provider or service that works best for you. Further, if you have different needs or preferences, you'll have to find your solutions. For example, if you prefer water that has been treated a certain way, you'll have to find your own softening solution instead of asking your water provider to make changes for you.

Cons

Some of the cons of urban living might include:

- *Cost of Living:* Since a lot of people want to live in cities, the cost of living is higher than in rural or even suburban areas. Virtually everything, from housing to your water bill, seems to have a higher price tag.
- *Competitive Job Market:* There may be more high-paying jobs available in the city, but more people are competing to get those positions. You'll have to distinguish yourself from the crowd of applicants and work to prove that you're the best candidate for the job.
- *Less Space:* Cities are a desirable place to live, which results in higher housing prices and smaller dwellings. Instead of a three-bedroom home in the country, you'll likely have to live in a relatively small apartment if you want to be in the city center.
- *More Crime:* Big cities tend to have much higher crime rates than small, rural towns. The type and amount of crime vary greatly from city to city, but with more people, there is more potential for both minor and violent offences.
- *Fast-Paced Lifestyle:* Just as country living is known for being relaxing and peaceful, city life is known for its hustle and bustle. Some find this high-energy lifestyle to be exciting, but others find it stressful. It can be difficult to fully unwind and relax when your surroundings are constantly noisy and hectic.
- *Pollution:* With more people, cities are a much larger source of pollution than rural areas. No matter your personal commitments to sustainability or efforts to conserve water, you'll encounter more trash, energy usage, and air pollution in a large city.

It doesn't matter if you choose rural, urban, or suburban living; one setting isn't inherently better than another. Your values and personal preferences are the only things that determine what the "best" living environment is. Ultimately, it's your life and your home. Choose the environment that works best for you.

B. List the advantages and disadvantages of rural and urban living.

Advantages of rural living	Advantages of urban living

Disadvantages of rural living	Disadvantages of urban living

C. Listen to the recording “Town or country mouse”. List the advantages and disadvantages of living in the town and country. *Scan the QR code to listen to the recording.



7. A. Read the text and match titles with advantages of suburban living.

A *Less Crime*

B *Clean and Peaceful Environment*

C *Proximity to City*

D *Good Schools*

E *Relatively Affordable Housing*

- _____ The suburbs are the happy medium between the city and the country. You aren’t living in the heart of the city, but you also aren’t living hours away in the countryside. In the suburbs, you can still get to the city with relative ease.
- _____ Generally, suburban housing is less costly than city housing, but more costly than housing in rural communities. You’ll also get more bang for your buck in the suburbs, particularly compared to the city. While you may only be able to afford a small apartment in the city, the same amount could pay for a three-bedroom home with a yard in the suburbs.
- _____ Cities experience more crime than either suburban or rural environments. Though actual crime rates can vary greatly based on location, this makes suburbs fairly safe to live in.
- _____ Much like rural communities, the suburbs offer a clean, calm environment. There are fewer people and, beyond residents and their visitors, fewer reasons for people to be in a suburb. This means you’ll be able to enjoy a quiet and relaxed life, away from the chaotic energy of a big city.
- _____ While the quality of schools will differ from place to place, it’s thought that suburbs have better public schools than either large cities or small towns. Coupled with low crime rates and a calm environment, many believe this makes the suburbs the best place to raise children.

B. Read the text and match titles with disadvantages of suburban living.

A Fewer Amenities and Activities

B Commuting

C More Space

D Reliance on Cars

E Restrictions

- ____ If you live in the suburbs, you may have more affordable housing, but that likely means you have to commute to work. On average, Canadians spend 24 minutes commuting to work, but many have commutes of 60 minutes or longer. Commuting can help separate your work and home lives, but it can also negatively affect your health and take up valuable time in your day.
- ____ Much like rural communities, suburban areas tend to have limited access to public transit. This means you have to own, pay for, and drive a personal car as your primary mode of transportation.
- ____ Suburban areas may have more activities and events than rural ones, but they certainly aren't cultural hubs. For major attractions, shopping, large events, and entertainment, you may have to travel to the nearest big city in your area.
- ____ Having more space and a larger home is one of the biggest benefits of living in a suburban area, but this also means your property requires more care. This includes spending more time and money on your home, yard, and property as a whole.
- ____ If you live in a subdivision or development, you may have to deal with a homeowners' association. This usually entails paying monthly fees and following HOA rules dictating what you can do with your home and property. These rules can vary in severity, with some being highly restrictive.

B. List the advantages and disadvantages of suburban living.

Advantages of suburban living	Disadvantages of suburban living

8. Discuss the following.

1. Do you like cities or the countryside? Why?
2. How are city people and country people different?
3. What are the biggest problems with living in the city? in the country?
4. Are cities good places for children to grow up? Why?
5. Which do you think would be the best city to live in? Why?
6. What city in the world is best known for historical sites? fashion? art? technology?
7. What are famous attractions in your home city?

UNIT 22. AT THE CITY MAP. GIVING DIRECTIONS



“The most important places on a map are the places we haven’t been yet.”

Jennifer Zeynab Joukhadar, The Map of Salt and Stars

VOCABULARY

cab – таксі

double-decker – двоповерховий автобус

fare – плата за проїзд

the Underground / the Tube (BrE) / the Subway (AmE) – метро

to get on/off – сісти / зійти (стосовно громадського транспорту)

day / season / monthly / weekly ticket – денний / сезонний / місячний / тижневий квиток

traffic jam – затор

rush hour – година пік

traffic – дорожній рух

pedestrian / zebra / pelican crossing – пішохідний перехід / зебра / перехід з автоматичним світлофором

traffic lights – світлофор

to catch / to take a bus – сісти на автобус

to miss a bus – пропустити автобус

to change trains – зробити пересадку на інший потяг

coach / bus station – автовокзал

to print out a ticket – роздрукувати квиток

to give someone a lift – підвезти когось

taxi rank – таксопарк

tram – трамвай

to get lost – заблукати

to get stuck in – застрягнути

to have a puncture – проколоти шину

hitchhiking – автостоп

to keep to the speed limit – дотримуватися обмеження швидкості

to get a speeding ticket – отримати штраф за перевищення швидкості

roundabout – кільцевий рух

crossroads/ junction (BrE) / intersection (AmE) – перехрестя

lane – провулок

signpost – вказівник

speed camera – камера контролю швидкості

to wear a seat belt – пристебнути ремінь безпеки

traffic warden – інспектор дорожнього руху

to stop at the kerb – зупинитися біля бордюру

to stand on the pavement – стояти на тротуарі

to go past – проминути

to walk straight across the road – іти прямо через дорогу

motorway (BrE) / highway (AmE) – автомагістраль

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786135732/module-5-at-the-city-map-giving-directions-flash-cards/?new>

1. Match the following words with their meanings.

1. lost	A a sign at the side of a road showing directions and distances
2. address	B a location with a number, street, and city designation
3. junction	C the price you pay to travel somewhere by bus, train, plane etc
4. traffic warden	D someone who is walking, especially along a street or other place used by cars
5. lane	E a place where roads, lines etc cross each other, especially where two roads meet
6. fare	F not able to find a location
7. signpost	G someone whose job is to check that people have not parked their cars illegally
8. pedestrian	H a very wide road for travelling fast over long distances, especially between cities
9. motorway	I one of two or more marked paths in a road to keep vehicles travelling in the same direction a safe distance apart
10. pavement	J a hard level surface or path at the side of a road for people to walk on

2. A. Take it in turns with your partner to ask for and give directions using the following street plan.



From	To
1.	1.
2.	2.
3.	3.

Example:

Excuse me, could you tell me the way to (the museum), please?

Can you tell me how to get to (the museum)?

B. Ask for and give directions alternately. You may use the following.

Take the first turning on your left.

You'll see ... opposite you.

When you reach ..., turn right.

Cross the road and then...

Take the second turning on your right.

It's just to the left of...

Go past the ... and then, you can't miss it.

Go straight on until...

3. The paragraphs in this instruction manual about the safest way to cross roads have become mixed up. Put the numbers 1 to 6 to make the correct sequence.

THE GREEN CROSS CODE

_____ **First find a safe place to cross, then stop.**

It is safer to cross at subways, footbridges, islands, zebra and pelican crossings or where there is a police officer, school crossing patrol or a traffic warden. If you can't find any good crossing places like these,

choose a place where you can see clearly along the roads in all directions. Try not to cross between parked cars. Always STOP at the curb to give yourself lots of time to have a good look all round.

_____ ***Stand on the pavement near the kerb.***

Don't stand near the edge of the pavement. If there is no pavement, stand back from the edge of the road but where you can still see traffic coming.

_____ ***Look all round for traffic and listen.***

Traffic may be coming from any direction, so take care to look along every road, and listen too, because you can sometimes hear traffic before you can see it.

_____ ***If traffic is coming, let it pass. Look all round again.***

If there is any traffic near, let it go past. Then look round again and listen to make sure no other traffic is coming.

_____ ***When there is no traffic near, walk straight across the road.***

If there is something in the distance, do not cross unless there is plenty of time to reach the other side.

_____ ***Keep looking and listening for traffic while you cross.***

Once you are in the road, keep looking and listening in case you did not see some traffic – or in case other traffic suddenly appears.

4. Work in pairs. Act out the following conversations.

A

- Excuse me. Could you help me, please?
- Sure.
- Where is 42 Green Street, please?
- Oh, that's easy. Walk to the corner and then turn to the left.
- To the corner and then to the left?
- That's right. And then walk two blocks to the traffic lights. And you are in Green Street.
- Thank you.

B

- What bus should I take to the Arts and Crafts Museum?
- Take the number 79 bus.
- Is there a bus stop near here?
- Yes, there is. It's on the opposite side, just in front of the cinema.
- How long will it take me to get to the Arts and Crafts Museum?
- I think about half an hour at this time of the day. There is a lot of traffic now.
- Look, the 79 bus is coming.
- Oh, thank you.

C

- Excuse me, how can I get to the city centre?
- It's over there.
- How long does it take to walk?

- You'd better take a bus or the underground. It'll take you long to walk there.
- Can you tell me the shortest way to the underground?
- Go straight ahead. You can't miss it.

D

- Can you remember where we have left our car?
- Um, I think it was the second floor.
- Well, this is the second floor, and I can't see it.
- I think we have parked next to a white van. ... There it is.

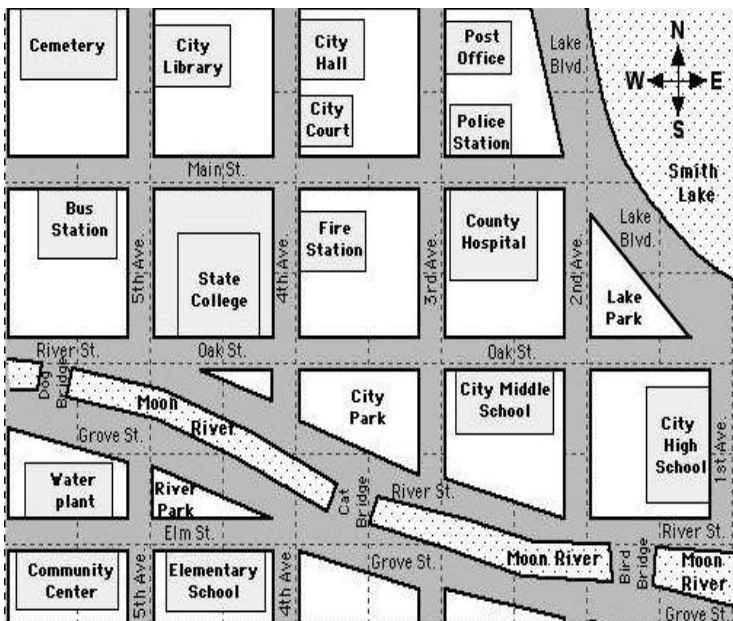
E

- Excuse me, officer. Can you help me?
- Yes, please.
- Can you tell me the way to Trafalgar Square?
- Sure. Go down this street and take the second turning right. It'll take you about ten minutes to get there. You can't miss it.
- Thanks a lot.
- Anytime.

F

- Excuse me, please. I think I'm lost. How can I get to the Houses of Parliament?
- Walk straight along the street and on the left you'll see a building with a beautiful tower and a big clock. That's it.
- How long does it take?
- Only a few minutes.
- Is there a post office near here? I'd like to buy some stamps.
- Yes, there is. It's just over there on the opposite side of the street.
- Thank you.

5. Work in pairs. "Mystery Locations".



A. Choose three "mystery" locations on the map. Write their exact locations below.

Example:

It's on Third Avenue, across from the park.

B. For the speaking part of this activity, follow the example below.

Example:

Student A: It's on Church Road, opposite the Supermarket Hotel.

Student B: Is it the airport?

Student A: Yes, it is. / No, it isn't.

UNIT 23. SHOP TILL YOU DROP



“I love shopping. There is a little bit of magic found in buying something new. It is instant gratification, a quick fix.”

Rebecca Bloom, Girl Anatomy: A Novel

VOCABULARY

chemist's / pharmacy – аптека

bakery – пекарня

butcher's – м'ясна лавка

department store – універмаг

greengrocer's – овочевий магазин

fishmonger's – рибний магазин

stationery – канцтовари

hardware – залізні вироби

electrical appliances – електроприлади

newsagent's – газетний кіоск

price tag – ціник

a fitting room – примірочна

bleach – відбілювач

grocery shop – бакалія

flared – «кльош»

long-sleeved – з довгим рукавом

pinstriped – у вузьку смужку

polka-dot – у горошок

floral – з квітковим візерунком

checked – у клітинку

plaid – у клітинку («шотландка»)

suede – замша

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786141666/module-5-shop-till-you-drop-flash-cards/?new>

I. A. Match the items to the shop(s) where you can buy them. Then, make up sentences, as in the example.

A chemist's / pharmacy	1 bunch of flowers
B shoe shop	2 sugar
C bakery	3 packet of aspirin
D butcher's	4 black shoe polish
E florist's	5 mangoes
F boutique	6 lamb chops
G department store	7 pair of black gloves
H supermarket	8 pair of black leggings
I greengrocer's	9 bar of soap
J fishmonger's	10 bread
	11 fish
	12 packet of biscuits
	13 washing-up liquid
	14 carrots
	15 pair of tights
	16 toothpaste
	17 chocolate cake
	18 beef steaks
	19 tinned soup
	20 thermometer

Example: You can buy a **packet of aspirin** at the **chemist's**.

B. In pairs, ask and answer, as in the example.

Example:

A: I'm going to the butcher's. Do you need anything?

B: Yes, please. Could you pick up six lamb chops?

A: Sure! Anything else?

B: No, thanks.

2. Complete the table with the following items.

cooker, hammer, envelopes, carpet, toothpaste, fruit, jacket, washing powder, bracelet, ketchup, vacuum cleaner, deodorant, pen, lamp, furniture polish, washing machine, shirt, ring, rice, birthday card, mirror, shampoo, dress, bleach, necklace, screwdriver, cornflakes, nails, tie

Electrical Appliances	
Furnishings	
Stationery	
Cleaning Products	
Toiletries	
Groceries	
Clothing	
Jewellery	
Hardware	

3. Match the sentences

- | | |
|--|---|
| 1 I often buy books online. | a. I had to wait behind lots of other people. |
| 2 This shop sells books. | b I don't need any help at the moment. |
| 3 I'm going to buy the dishwasher on credit, | c I buy books on the Internet. |
| 4 I went back to the shop to <u>complain</u> . | d I'm going to pay for it over 12 months. |
| 5 I had to queue for ages in the bank. | e I want to see what I look like in it. |
| 6 I want to try on this dress. | f T had to pay tax on it. |
| 7 I'm just looking. | g You can buy books in this shop. |
| 8 I had to pay 16% VAT. | h I went there to tell them I wasn't happy. |

4. Work in pairs. Using the prompts, describe the clothes of one of your groupmates. Don't tell the name, make the others guess it.

Style / Pattern: straight, flared, baggy/ loose, tight, long-sleeved, plaid, short-sleeved, plain, pinstriped, flowery/floral, checked, polka-dot

Material: leather, cotton, suede, wool, nylon, denim, fur, velvet, linen

Type of clothing: jacket, sweater, blouse, anorak, evening dress, tuxedo, waistcoat, T-shirt, skirt, jeans, shirt, suit, dress, jumper, socks, leggings, shorts, tights, trousers

Footwear: boots, sandals, trainers, flat shoes, high-heeled shoes

5. Look at this list of things to consider when you go shopping. Decide whether they are better in small local shops or large supermarkets. Write down your reasons.

choice of goods
customer service

parking
transport links

security
freshness of food

6. *Imagine your friend from Britain is coming to visit you and wants to know about shopping opportunities, best shops, prices, sales, popular souvenirs, etc in your town / city. Write him / her an answer.*

7. *A. Read the dialogue and fill in the missing sentences. Two of the sentences are unnecessary.*

A I think they're too big.
B Oh yes, it's lovely. Is it a medium?
C A medium, I think.
D Thanks. OK. I'll take them both.
E No, thank you.
F Could I try them on, please?
G The trousers are perfect, but I think I need a bigger top.
H Can I have a look at it?

A: Can I help you, miss?

C: Well, I'm just looking. Actually, do you have a pair of jeans?

A: Of course. What size are you?

C: (1) _____.

A: OK, let me have a look ... Ah – there you are.

C: (2) _____.

A: Certainly. Would you like to try this jumper as well? It matches the trousers.

C: (3) _____.

A: No problem.

C.: (4) _____.

A: Yes, it is. Now, if you could follow me – the fitting rooms are over here.

(In the fitting room)

A: Do they fit? How do they look?

C: (5) _____.

A: No, no – it's supposed to be tight. It really suits you.

C: (6) _____.

A: Great. The cash desk is just over there.

B. Find phrases / verbs which mean the following.

1. Can I see it?
2. That's fine.
3. Of course.
4. Do you need any help?
5. to be the right size



6. to go well together

7. It makes you look attractive.

C. Choose any shop / department and make the similar dialogue with your partner.



8 Which word is the odd one out in each list?

- | | | | |
|--------------|----------------|------------|----------------|
| a shopkeeper | shop assistant | shoplifter | security guard |
| b a basket | a till | a trolley | a carrier bag |
| c warranty | guarantee | receipt | |
| d a label | a price tag | a hanger | a security tag |
| e £10 off | half price | a bargain | a refund |

9. A. Read the article and fill in the headings.

- 1 History of the Store
- 2 The Sales
- 3 Location & Management
- 4 Recommendation
- 5 Departments & Services

ALL THINGS, FOR ALL PEOPLE, EVERYWHERE

A _____

“Enter a Different World”, it says on the doormat, and this is what you do when you visit Harrods in Knightsbridge, London. Harrods is “the world’s most celebrated store”, says Chairman Mr. Mohamed Al Fayed.

B _____

In the beginning, though, Harrods was just a small grocer's shop. It was opened in 1849 and run by Charles Henry Harrod. His son took over and added medicines and perfumes, as well as fruit, flowers, sweets and a van delivery service.

Over the years, Harrods has survived a fire, two World Wars and even two bombings. In 1983, Harrods moved abroad and opened a branch in Japan and later others in Hong Kong, Singapore and Taiwan, as well as airport shops in most major European cities.

C _____

Today, around 35,000 people visit Harrods every day. It has got 300 departments spread over seven floors and employs over 4,000 staff. It also has eight doormen, known as "Green Men", as well as its own fire brigade, security personnel, doctors and nurses.

Harrods is the official supplier of certain goods to the Royal Family, and sells everything from clothes to caviar. The Food Halls are still the heart and soul of Harrods. In addition to the nineteen bars and restaurants in the store, there is a bank, a travel agent's, a dry cleaner's and the biggest hair and beauty salon in Europe.

D _____

January and July are very busy months for Harrods because they are sale times. Over 300,000 customers visit the store on the first day alone. Many people sleep outside the store all night to be first in when the doors open on the first day.

E _____

"All things, for all people, everywhere" is the store's motto. The Harrods name means the best of British quality, service and style. All in all, Harrods is a fascinating place to visit.

*(Virginia Evans
Enterprise. Elementary. Student's Book)*

B. Complete the phrases with the words from the text above.

1. to _____ a shop
2. his son _____ over
3. _____ the years
4. to _____ a fire
5. the _____ Halls
6. the _____ and soul of
7. _____ months

C. Correct the false statements.

1. Harrods is in Paris.
2. In the beginning, Harrods was a big bakery.
3. In 1983, Harrods opened a branch in Korea.
4. Harrods has 3,000 departments.
5. There are nine bars and restaurants in the store.

UNIT 24. CITY BREAKS. SIGHTSEEING



“Sightseeing is the art of disappointment.”

Robert Louis Stevenson

VOCABULARY

a city break – тур вихідного дня

a sightseeing tour – оглядова екскурсія

a sightseer/ a holiday maker – екскурсант

a package tour – пакетний тур

a tourist attraction – туристична пам'ятка

high / low season – високий/ низький сезон

downtown – у центрі міста

a dome – купол

a chapel – каплиця

a town hall – ратуша

a seaside resort – морський курорт

a scenic route – мальовничий маршрут

jaw-dropping – вражаючий

enthraling – захопливий

jam-packed with – наповнений вицент

to immerse in – зануритись у

in awe of – у захваті від

a pristine garden – первозданний, незайманий сад

a peaceful stroll – неквапна прогулянка

1. A. Which of the places do you usually visit when you are on holidays.

museums / art galleries

churches/ cathedrals/ temples

concerts

souvenir shops

markets

restaurants

bars

night clubs

cinemas / theatres

palaces / castles



B. Without using one place more than twice, name a town or city in your country which is

- lively;
- cosmopolitan;
- very touristy;
- packed with tourists in summer;
- famous for its historical monuments;
- really worth a visit when you are interested in architecture;
- not worth visiting.

2. Translate the following sentences into English.

1. Традиційна оглядова екскурсія по місту включає відвідування замків, храмів, музеїв і сувенірних ринків.
2. На другому повороті поверніть направо та рухайтесь в напрямку міської ратуші, пройдіть повз кінотеатр – овочевий магазин буде перед вами.
3. Я терпіти не можу галасливі брудні мегаполіси і завжди надаю перевагу широкому відкритому простору, де можна вільно вдихати свіже повітря та бродити дикими вузькими стежками там, куди мало туристів можуть дістатися.
4. Венеція – одне з наймальовничіших міст Європи, розташоване на північному сході Італії та відоме своїми каналами, палацами, соборами й художніми галереями.
5. Прибережні міста та містечка не варто відвідувати в розпал літа, оскільки вони зазвичай переповнені туристами в цей час.

3. A. Read the text about Edinburgh and tell what tourist attractions you would like to visit.

EDINBURGH

A visit to Scotland often begins in Edinburgh, the capital city of Scotland. Edinburgh is an old city with many important and interesting buildings. After London, Edinburgh is the second city for visitors in Britain. If you come to Edinburgh by train from the south, the first thing you see when you leave Waverley Station is Edinburgh Castle. It stands high over the city. Soldiers in kilts take visitors around and tell them the castle's story.



Edinburgh is a hilly city but it is a good city to visit on foot. After the castle, you can visit more of the Old Town. Go down the Royal Mile to Holyroodhouse – the Queen's home when she comes to Edinburgh. It is three hundred years old.

You can look at the shops on the Royal Mile or on Princes Street in the New Town. Some shops sell the famous Scottish tartans and you can see the name of the family which goes with each tartan. Near Princes Street is Charlotte Square, which is very beautiful. There is also the National Gallery of Scotland, with pictures from Scotland and from many other countries too.

In August, you can visit the Edinburgh Festival, the biggest arts festival in the world with hundreds of different things to do and see.

(Oxford Bookworms, 2002)

B. Decide if the sentences below are True or False.

1. More people visit London than Edinburgh every year.
2. Edinburgh Castle is situated on a hill.
3. The Queen lives in Edinburgh Castle when she comes to Edinburgh.
4. In the national Gallery of Scotland you can see only Scottish paintings.
5. The Edinburgh Festival takes place in summer.
6. The text is taken from a Scottish novel.

4. Look at the pictures and match them with the descriptions.

Reykjavik	Acapulco	New York	Amsterdam
-----------	----------	----------	-----------

A



B



C



D



1. A very modern city in the USA, it's also called the Big Apple or 'The City that Never Sleeps'. Nearly 9 million people live here. There are hundreds of skyscrapers in its centre and beautiful parks as well. The most famous one is Central Park. You may see many film stars in this city!

2. It's a home to only about 300,000 inhabitants, but the atmosphere of this town is more distinct than many of the bigger European capitals. If you like fishing and eating the catch, then this would be the best place for you. Enjoy a show at the Harpa Concert and join the locals in a hot pool. The best time to see the Northern Lights in the area is from September to April, where the dark skies are illuminated with this stunning natural phenomenon. Stay by the famous Old Harbour to wake up to the wonderful Kolaportið market at your doorstep.

3. It has one of the liveliest atmospheres you will ever be a part of. With its pretty bridges and canals, it has a village-style charm to it. Take a walk or more likely a bike ride (cheap to rent for a couple of days) around Vondelpark to view an original Picasso. It has a huge number of art galleries and some of the top-ranking museums such as Anne Frank Museum and the Rijksmuseum. Spend your time enjoying the gorgeous architecture, interesting nightlife and culture of experimentation.

4. One of the most popular seaside resorts in Mexico and worldwide as well. Elvis Presley shot one of his many films here, its title included the name of this city. Lots of sunshine, beautiful beaches, modern hotels: this place really offers an unforgettable holiday!

5. A. Match the adjectives with their meanings.

- | | |
|-----------------|---|
| 1. jaw-dropping | A. not spoiled or damaged in any way |
| 2. peaceful | B. quiet and calm without any worry or excitement |
| 3. spectacular | C. extremely interesting |
| 4. pristine | D. very impressive or surprising |
| 5. stunning | E. extremely good, large, or great |
| 6. enthralling | F. very impressive |
| 7. incredible | G. made by people, often as a copy of sth natural |
| 8. artificial | H. extremely attractive or beautiful |

B. Match the phrases with their meanings.

1 to take in	A to become completely involved in an activity
2 scenic route	B to visit a place while you are in the area
3 to immerse in	C to find which way you need to go when you are travelling from one place to another
4 to navigate your way around sth	D a longer way than usual, especially one that goes through beautiful or interesting areas

C. Choose a city from around the world, write down the most important characteristics of it and introduce the place to your partner.

D. Read about some best European city breaks and find out why they are special.

THE BEST EUROPEAN CITY BREAKS IN 2022

Posted by Sherelle on August 9, 2021

City, Inspire me

A city break gives you the opportunity to get out and explore the history, culture and art of somewhere new in a short space of time. Find hidden gems, take in the unique architecture and immerse yourself in a new culture. With memories to last a lifetime, be in awe of some of the world's most iconic monuments and attractions. In no particular order, here are just some of the best city breaks you can take in 2022.

London

It's easy to overlook London if you live in the UK, but don't make that mistake; every time you visit there will be something new or a different exhibition, event or venue for you to attend. With world famous landmarks such as Big Ben (bell ringing or not), Buckingham Palace or the Houses of Parliament and its fantastic array of shops. Not to mention the free museums such as the V&A, the Natural History Museum and art galleries, why wouldn't you love the English capital?



Travel by tube or bus to navigate around the city at low cost. If you would like to explore some of London's museums and famous monuments, such as the golden Buckingham Palace, choose to stay in South Kensington. For a sunset over the River Thames stay near Tower Bridge and with nightlife on your doorstep, the stylish boutique hotels and bars in Soho or Shoreditch are perfect. Take a ride on the London Eye or go and see a play in the West End; the possibilities here are endless.

Milan

The fashion capital of Italy, with its vibrant food and drink, Milan has a number of historical buildings and hotels to suit anyone's budget. With jaw-dropping skyscrapers (including some that have been redesigned as vertical forests) and interior courtyards that remain undiscovered by the masses, this beautiful city will leave you wanting more. Splurge on clothes from famous designers that line the Quadrilatero D'Oro district and in the many outlets and high street shops and boutiques.



For hotels next to the peaceful Sempione Park as well as the Scala Opera House and one of the largest cathedrals in the world, the spectacular Duomo di Milano, the Centro Storico area

is brimming with hotels to suit all budgets. Make use of the good metro links from Scala to the surrounding neighbourhoods, head to Navigli for vintage markets and a chic nightlife.

Edinburgh

Jam-packed with medieval tenements, narrow 'wynds' of the Old Town contrasting with the stunning elegance of the Georgian New Town, there is no question that Edinburgh is one of the most enthralling cities in the world, and not just at festival time. Edinburgh Castle is visited by 1.7m people a year and overlooks the city with a certain majesty, and not many other venues boast a Royal Mile – a thoroughfare of streets running from the castle to Holyrood Palace.

It's also a great place to channel your inner thrill seeker. Take a trip to the Snowsports Centre, the UK's largest artificial ski slope, to have a go at snowboarding, skiing and snowblading with an incredible view of the surrounding hills and the city. Alternatively, take part in



rock climbing, abseiling, kayaking or mountain biking around the city.

Paris

It's obviously one of the most romantic and beautiful cities in the world, but there's a lot more to Paris than a boat ride up the Seine with your beloved. It's full of many iconic sights such as the Eiffel Tower and Notre Dame Cathedral, as well as distinguished artwork such as the Mona Lisa. Discover the hidden gem of the Marais Mansion and pristine gardens near to the National Picasso museum. For a peaceful stroll away from the hustle and bustle, walk the 4.7 km scenic route along the floral Promenade Plantee that starts behind the Bastille Opera House.

Relax and soak up the ambiance of the city in one of the many coffee shops or unwind with a glass of wine sourced from the Bordeaux region and a creamy slice of Camembert.

One of the best areas to stay in that's near to all the sights is in the 1st or 4th district where you'll find The Louvre and the Notre-Dame. If you'd like to wake up to the view of the Eiffel Tower, there's a number of fantastic hotels in the 7th district. With Paris set to host the 2024 Olympics there's likely to be a period of exciting rejuvenation and reinvention in the area.

(<https://www.travelrepublic.co.uk/blog/best-european-city-breaks>)



D. Complete the phrases with the adjectives from the text above and make sentences with them about the place where you live in.

- _____ sights
- _____ elegance
- _____ artwork
- _____ skyscrapers
- _____ capital
- _____ boutique hotels
- _____ stroll
- _____ city
- _____ landmarks
- _____ tenement
- _____ gardens
- _____ ski slope
- _____ bars
- _____ buildings
- _____ shops
- _____ architecture



UNIT 25. EUROPEAN CAPITAL I'D LIKE TO VISIT _____



“London is a riddle. Paris is an explanation.”

G. K. Chesterson

PROJECT

European Capital I'd Like to Visit

MODULE 6

THE WORLD AROUND US

UNIT 26. SEASONS AND WEATHER



“There’s no such thing as bad weather, just soft people.”

Bill Bowerman

VOCABULARY

pouring (with rain) – лити як з відра
showers – короткочасні зливи
scorching – палючий, спекотний
drizzling – мряка
gale-force – ураганної сили
blizzard – заметіль
drought – засуха

hailstorm – град
biting cold – кусючий холод
settled (weather) – сталий, стійкий
altitude – висота
latitude – широта
accessible – доступний
to sprout – пускати паростки

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786150779/module-6-the-world-around-us-flash-cards/?new>

THE BEST SEASON TO VISIT MY COUNTRY

1. What’s the weather like? Put the words or phrases in the right place in the chart.



below zero breeze chilly cool damp
drizzling freezing gale-force
mild pouring (with rain) scorching showers
warm blustery

It’s cold.	It’s hot.	It’s raining/wet.	It’s windy.
1. It’s _____. (quite cold, not cold or hot)	5. It’s _____. (pleasant and not cold)	8. It’s _____. (a bit wet but not raining)	12. There’s a _____. (a light wind)
2. It’s _____. (unpleasantly cold)	6. It’s _____. (a pleasantly high temperature)	9. It’s _____ (raining lightly)	13. There are _____ (very strong) winds.
3. It’s _____.	7. It’s _____ / boiling.	10. There are _____ (short periods of rain)	14. It’s a cold and _____ day. (very windy, with sudden strong winds)
4. The temperature is _____ (-10°)		11. It’s _____ (raining a lot)	

2. Extreme weather. Match the words and definitions.

- | | |
|---|-------------|
| 1 (n) a period of unusually hot weather | A blizzard |
| 2 (n) a long, usually hot, dry period when there is little or no rain | B drought |
| 3 (n) a storm with small balls of ice that fall like rain | C flood |
| 4 (n) a flash of very bright light in the sky caused by electricity | D hailstorm |
| 5 (n and v) the loud noise that you hear during a storm | E heatwave |
| 6 (n) a snowstorm with very strong winds | F hurricane |
| 7 (n and v) when everything becomes filled and covered with water | G lightning |
| 8 (n) a violent storm with very strong winds especially in the western Atlantic Ocean | H monsoon |
| 9 (n) a violent storm with very strong winds which move in a circular | I thunder |
| 10 (n) the season when it rains a lot in southern Asia | J tornado |

3. Fill in There or It.

1. _____ will be foggy in Dublin tomorrow.
2. _____ will be strong winds in Harare tomorrow.
3. _____ will be rainy in Seoul tomorrow.
4. _____ will be sunny in Sydney tomorrow.
5. _____ will be snow in Warsaw tomorrow.

4. A. Complete the weather forecast with the following adjectives.

In the north of England and Scotland it will be very cold, with (1) _____ winds and (2) _____ rain. There will also be (3) _____ fog in the hills and near the coast, though it should clear by midday. Driving will be dangerous as the roads will be (4) _____. However, the south of England and the Midlands will have (5) _____ skies and (6) _____ sunshine, though the temperature will still be quite low. Over the next few days the weather will be (7) _____, with some showers but occasional (8) _____ periods. It should become more (9) _____ over the weekend.

bright

icy

changeable

settled

clear

sunny

heavy

thick

B. Imagine what the weather will be like in your town / city during the next week and write a weather forecast.

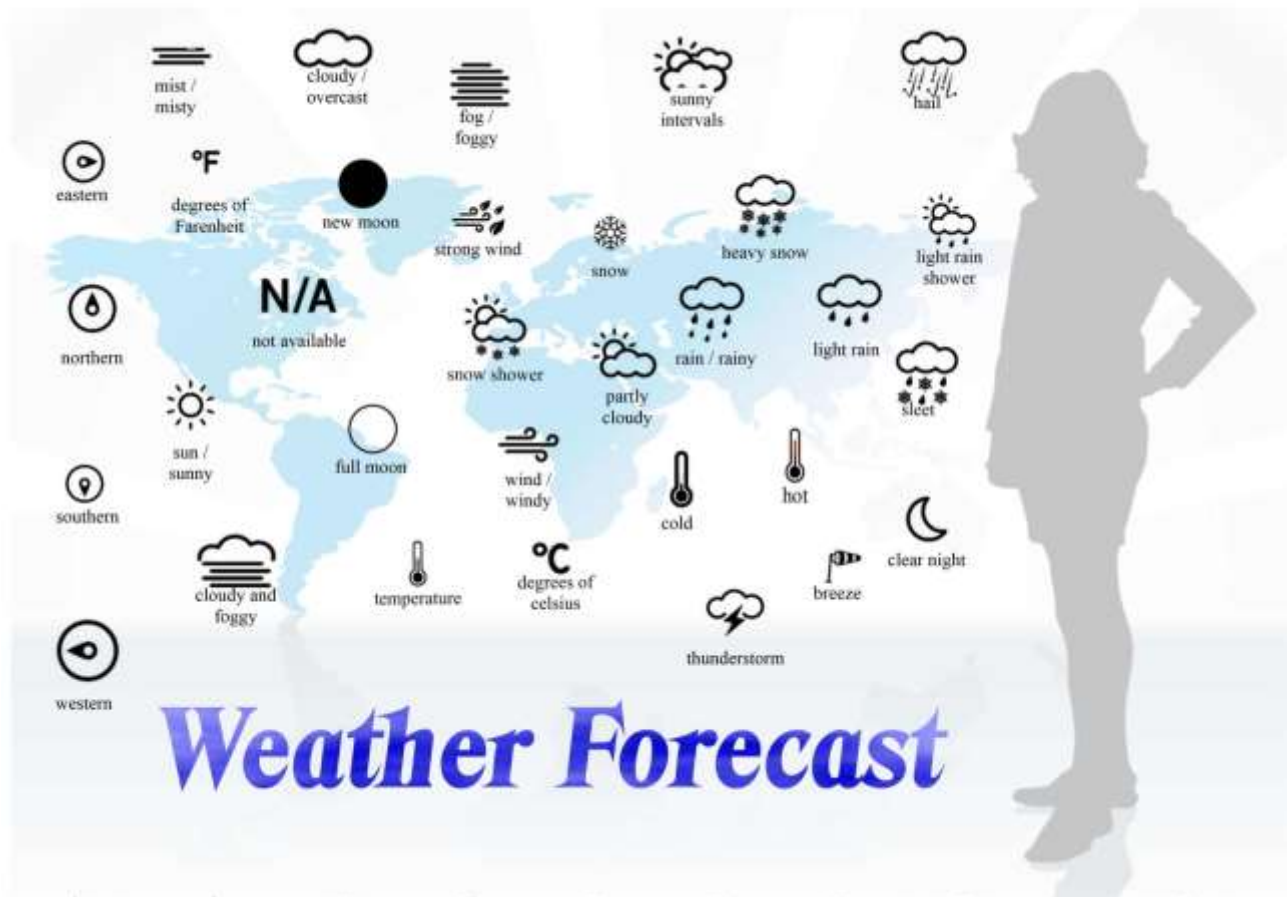
5. Work in pairs. Discuss the following.

1. What kind of weather do you think is good or bad for _____?

- camping
- going for a walk in the mountains
- running a marathon
- sailing
- sightseeing

2. What cities or countries do you associate with _____?

- fog
- smog
- heavy snow
- floods
- hurricanes



6. Read the texts and say what is, in your opinion, the best season to visit each of the places.

A

“In Britain the weather is often rainy, but in winter it’s also very cold and windy. In autumn and spring it can be quite windy but it’s not very cold. Summer can be quite warm but it can also be cloudy. I like spring a lot because the trees are green and there are lots of flowers. I often go for walks in the park, then.”

Karen

B

“Brazil has a warm climate. The winter isn’t very cold. In spring and autumn it is warm but rainy. In summer it’s nearly always hot and sunny. Sometimes, it rains suddenly and then the sun comes out again! Summer is my favourite season. I love swimming and sunbathing at the beach. We have lots of fun there.”

Miguel

C

“In Finland the weather is freezing cold in winter and very warm in the summer. The winter is very long and there are days when the sun doesn’t appear at all. The summer is short, but it’s warm, because the days are so long. The sun shines all day and night for most of the summer. I like winter the best because there is always snow and I often go skiing.”

Anita

*(Virginia Evans
Enterprise. Beginner. Student’s Book)*

7. A. Work in groups. Read the texts and discuss what season you would like to visit Europe.

BEST TIME TO VISIT EUROPE

Europe is beautiful and worth visiting any time of the year, depending on the weather you enjoy, your idea of a holiday and your interest in cultural activities.

Although Europe is a year-round travel destination, the best time to visit Europe is during the summer months of June to September. This is the time when the sun is high, the beaches are warm and the weather is sunny. This is also the time when most of the countries boast of cultural events, galas and even end of season fashion sales. Summer is also an ideal time for hikes, road trips and adventure activities. It has a variety of climates, but most of the continent has mild weather, in fact milder than parts of Asia and North America at the same latitude. The mild weather is due to the winds that blow across the continent from the Atlantic Ocean.

On average the weather in Europe remains inviting all year round with an exception of some places in winters which can prove to be too harsh for some. It is important to know the weather before deciding on your holiday to be able to pack your bag accordingly.

Summer in Europe (June to August)

Summer is the perfect weather making it the most popular time of the year to visit Europe with tourists flocking to the continent in huge numbers during the season. France, Germany, Switzerland, Croatia, Spain, Italy, Greece in Western and Southern Europe are the busiest tourist hubs during summers.

Significance: Time of the year for some amazing music festivals.

Temperature: 14–24 C (Western Europe), 14–25 C (Eastern Europe), 17–30 C (Southern Europe), 13–22 C (Northern Europe).

Weather: Delightfully warm. Temperature during the daytime makes it comfortable to explore most countries of Europe, except for the Mediterranean coast, which gets quite hot at this time of the year.

Why you should visit now: The temperature and weather is ideal to explore most places in Europe. It is also the perfect time for indulging in some exciting outdoor activities.

Know before you visit now: Crowded, extremely busy and high accommodation rates as it is the peak season for tourism in Europe. Outdoor spaces such as beaches and places like Madrid or Florence should be best left to be enjoyed in the evenings. Heavy rainfall in Paris is common around July.

Tips: Remember to pack an umbrella for shelter from unexpected summer showers.

Autumn in Europe (September to November)

Autumn is the shoulder season for tourism in Europe. It is best for visiting the Netherlands, Belgium or Sweden.

Significance: Europe brightens with numerous festivals during autumn season such as The La Mercé Festival of Spain, Paris Nuit Blanche of France, Great Cornish Festival of England, Alba White Truffle Festival of Italy, Cafe Budapest Contemporary Art Festival of Hungary.

Temperature: 7 C–14 C.

The temperature and weather during autumn is cool and pleasant enough to travel around Europe. Rains are fairly common, making the weather wet and cold at times.

Why you should visit now: The tourist crowd decreases at this time making the place more accessible and the prices of boarding and lodging drop to a considerable extent. It is the best time for those interested in hiking the Alpine trails.

Know before you visit: Mediterranean Europe (France, Croatia, Italy, Spain, Greece) remains busy and expensive at this time of the year too.

Tips: A pair of rain boots and warm clothes are essential items to carry.

Winter in Europe (December to February)

Winters in Europe are known to be particularly brutal as far as weather is considered, with the temperature dropping to –10 C in some places like Poland.

Significance: The white Christmas of Europe is one to behold with the busy and joyous Christmas markets that sprout all over the continent, the experience is one to remember. We have the famous Venice Carnival of Italy, Amsterdam Light Festival, Snow and Ice Sculpture Festival of Belgium, Momentum Ski Festival of Switzerland besides others.

Temperature: 7 C to –10 C.

Weather: Europe experiences biting cold weather in winters with cold breeze and heavy snowfall in most regions of the continent.

Why to visit now: Winter is the most mesmerising time in Europe. Cities such as Vienna, Rome and Athens are at their best in terms of both beauty and weather. You can enjoy activities like skiing, watching the northern lights in Iceland, glaciers of Norway or visiting Russia to witness the breathtaking Christmas and New Year. It is also a great time to see an opera. The flights and hotel accommodations are quite cheap at this time of the year.

Know before you visit now: Most of the attractions are shut down during winters with many towns turning into ghost towns as the locals set out to warmer places to spend the season. Northern Europe experiences the coldest of climate during winters with possibilities of blizzards too.

Tips: Be sure to pack in several warm clothes to layer yourself up with thermals, cardigans and a waterproof coat. A beanie, gloves and warm boots are also a must to carry.

Spring in Europe (March to May)

Spring brings with it unparalleled natural allure to the continent.

Significance: This season sees many wonderful music festivals.

Temperature: 2 C to 18 C

Weather: The weather is neither too cold, nor hot. It is just perfect for sightseeing and exploring Europe, which is at its peak of beauty.

Why to visit now: Southern Europe with its newborn greenery after white winters is the finest sight to behold. France, England, Scotland, Hungary and Ireland are the best places to visit in Europe during this season. Most attractions reopen and outdoor activities are back.

B. Complete the table according to each season in Europe.

Significance	
Temperature and weather	
Why to visit	
Know before visit	
Tips	

C. Tell about Ukraine using the table above.

8. Write an e-mail to your English friend describing seasons and weather in your country and recommend the best time to visit it.



UNIT 27. THE WONDERS OF NATURE



“If you truly love nature, you will find beauty everywhere.”

Laura Ingalls Wilder

VOCABULARY

blooming – квітучий
breathtaking – такий, що захоплює подих
brisk – жвавий
bucolic – пасторальний, умиролюбивий
captivating – захопливий
blooming – процвітаючий
breathtaking – захоплюючий подих
bucolic – буколічний, пасторальний
captivating – привабливий, принадний, чарівливий
crisp – свіжий, хрусткий
enchanted – зачарований, заворожений, чарівний

ethereal – делікатний, ефірний, неземний
border – кордон
coastline – берегова лінія
mountain range – гірський хребет
snow-capped – вкриті снігом
cobbled – брукований, гальковий
secluded – усамітнений
winding – звивистий
to flow out – витікати
to evaporate – випаровуватись
avalanche – лавина

1. Complete the sentences with the following adjectives.

blooming
brisk
eternal
breathtaking

bucolic
captivating
enchanted
crisp

1. The _____ autumn wind whipped through my scarf and past my cheeks.
2. The view of the valley from the top of the mountain was absolutely _____.
3. The _____ meadow was flush with orange, pink, and purple wildflowers.
4. She was watching the _____ clouds slide over the bright blue sky.
5. I took a deep breath and felt the _____ forest air fill my lungs.
6. This was followed by a step into a small _____ forest when we visited a nearby butterfly farm.
7. A herd of sheep slowly grazes over the _____ landscape.
8. The early morning fog gives the lake an _____ appearance.

2. Match the words below with their descriptions.

coastline
canals
volcanoes
lakes
deserts

borders
mountain ranges
islands
climate
rivers

1. Bridges go over them; fish live in them; they always go to the sea. _____

2. Camels like them; they are very dry and often hot; you don't need an umbrella in them. _____
3. It can be hot or cold, wet or dry, you can't change it! _____
4. You can swim in them and sail or windsurf on them. _____
5. They can be big or small; Ireland is one; they have water all around them. _____
6. They can be dangerous; sometimes they get very hot; Sicily has a famous one. _____
7. You have to cross them to get from one country to another. _____
8. It's next to the sea; it can be rocky; you can see it from the air. _____
9. They're usually straight; boats sail on them; Venice is famous for them. _____
10. They cover a lot of space; they can divide countries; you can drive over them. _____

3. Read about wonders of nature and fill in the gaps with the definite article where necessary.

1. _____ Gunung Mulu National Park in _____ Borneo is a UNESCO world heritage site. The park is known for great caves. Viewing millions of bats as they simply enter as well as leave the caves is an outstanding experience. _____ Sarawak Chamber in Lubang Nasib Bagus is the largest famous natural space or room on Earth. This chamber is about 700 meters in length, 396 meters broad and also 70 meters tall.
2. _____ Antarctica is the only continent with no permanent human habitation. There are, however, permanent human settlements, where scientists and support staff live for part of the year on a rotating basis. The continent of Antarctica makes up most of _____ Antarctic region. _____ Antarctic is a cold, remote area in _____ Southern Hemisphere encompassed by _____ Antarctic Convergence.
3. _____ Amazon River forms at the junction of _____ Ucayali and Marañón Rivers in northern Peru and empties into _____ Atlantic Ocean through a delta in northern _____ Brazil. The Amazon is the second longest river in the world after the Nile but has the largest volume of water of any river in the world. Hundreds of tributaries feed into it. _____ Amazon River basin drains more than forty percent of _____ South America. With no waterfalls, the river is navigable for almost its entire length.
4. _____ Great Lakes is the world's largest surface freshwater system in the world, containing about 18 percent of the world's supply. If spread out, the volume of water in the Great Lakes would cover _____ North America in about 1 metre (3.5 ft.) of water! The water flows from streams and rivers that empty into the Great Lakes, from _____ Lake Superior down through Niagara to _____ Lake Ontario, then into _____ St. Lawrence River to the Atlantic Ocean. Water always flows down to the sea, and the land slopes downward through _____ Great Lakes Basin from west to east, but _____ Niagara River actually flows north.
5. _____ Sahara Desert is the largest hot desert on _____ Earth. It is located in _____ North Africa. It covers much of North Africa stretching from the Atlantic Ocean to _____ Red Sea. North of the Sahara is _____ Mediterranean Sea. South is the Sahel region that sits between the desert and the African Savanna.

4. Complete the sentences with the words below.

summit avalanches sickness altitude hazards oxygen

Climbing Mount Everest has become a popular expedition for mountain climbers. However, it is a dangerous undertaking. Climbing Everest requires a lot of experience mountaineering elsewhere, as well as a certificate of good health, equipment, and a trained Nepalese guide. The snow and ice on the mountain create deadly _____ like _____, and there is only a limited climbing season due to bad weather conditions. But perhaps the biggest danger is the _____. Most climbers are not accustomed to the high altitude and low oxygen levels and rely on bottled _____ they bring along. This is why the area above 8,000 meters (26,000 feet) elevation on Everest is called the “death zone.” Climbers who spend long periods in this region can develop altitude _____ and even brain swelling.

Mount Everest’s climbing industry has become controversial. As popularity of the climb has increased, there have been more “traffic jams” as climbers spend too much time in the death zone waiting for their chance to go to the summit. With more people has also come more pollution up near the _____ as climbers often discard unwanted items all along the mountain.



Additionally, the Sherpa people have been exploited by climbers, and their traditional way of life has been disrupted by foreign climbers. Sherpa guides are faced with some of the highest death rates of any field of employment, for comparatively little pay. Most disturbingly, because many climbers have died along the way, and their bodies are impossible to retrieve, climbers must frequently travel past corpses as they make their way up the mountain.

5. A. Read the questions and try to answer them without reading the text.

Where in the world...

1. can you find the Yellow River, the Black Sea and Greenland and why do they have those names?

The Yellow River is the second longest river in China. It carries millions of tons of yellow sand from the deserts of central China, which give the river a yellowish colour. The Black Sea lies between six countries, including Russia, Turkey and Ukraine – but it certainly isn’t black! The name probably comes from the black clouds which can cause storms in the area. And Greenland – the world’s largest island apart from Australia – is more white than green (85% is permanently covered in snow and ice). One idea is that the first people who arrived there saw it in spring.

2. can you find a lake where the water is salty?

The Dead Sea is not really a sea, but a lake. Water comes into it from the River Jordan, but because the Dead Sea is lower than the land around it, it cannot flow out. The hot desert sun evaporates the water as quickly as it flows in, leaving salt and other minerals. As a result, the Dead Sea is seven times saltier than the sea, and people can easily float on it!

3. can you find the country with the world’s longest coastline?

Canada has the world’s longest coastline – just over 240,000 km (this is nearly five times longer than the next country, Indonesia). As a single line, the coastline would go round the Earth six times!

4. *is the country with the most extreme climate?*

Two of the hottest and coldest temperatures ever recorded were in the same country – Argentina. A temperature of 49°C was recorded in the town of Rivadavia on 11th December 1905 and -33°C in Sacramento (only 115 km away) in June 1907 – that’s a difference of 82°C!

5. *is the world’s longest mountain range?*

In South America, the Andes stretch more than 7,000 km from Lake Maracaibo in the north to Tierra del Fuego in the south – the whole length of the continent and a distance greater than New York to London. In the Andes you can also find the world’s highest volcano (Nevado Ojos del Salado on the border between Chile and Argentina) and the world’s highest lake (Lake Titicaca).

6. *can you find 150 canals – but no cars and no roads?*

In the city of Venice in the north-east of Italy. No cars are allowed into this historic city. The only way to get around is on foot, by boat ... or water taxi. It’s famous for its historic palaces, churches and art galleries.

7. *can you find the world’s driest desert?*

In most of the Atacama Desert in northern Chile, it rains regularly – between two and four times a century! In parts of the desert, it has never rained as far as we know!

*(Sarah Cunningham, Peter Moor
New Cutting Edge. Pre-Intermediate. Student’s Book)*

B. *Read the answers to check yourself and find the words in the text to match the definitions below.*



- A water which is frozen
- B the dividing line between two countries
- C an area of water surrounded by land
- D a man-made river
- E strong wind and rain
- F an area of land surrounded by water
- G a stretch of water which goes to the sea
- H a very dry place where there is very little rain
- I the type of weather found in a particular place

6. *Work in groups. Read about natural wonders of the world and describe a place that you would like to visit.*

A GUIDE TO THE 7 NATURAL WONDERS OF THE WORLD

Written by Lana Law

May 4, 2020

The Earth offers spectacular natural wonders that only a small percentage of people will ever see in their lifetime. A global popularity poll announced seven provisional winners that outrank other splendid

sights. These 7 natural wonders of the world include the Northern Lights, the Grand Canyon, Paricutin, Mount Everest, Harbour of Rio de Janeiro, Victoria Falls, and the Great Barrier Reef.

Many of these naturally-formed displays require an aerial view to capture the vastness of each phenomenon. Avid explorers, daredevils, backpackers, expatriates, and tourists place these 7 natural wonders on their bucket lists.

1. The Northern Lights: Aurora Borealis



The Northern Lights have become a sensation for tourists travelling in the Northern Hemisphere. The Northern Lights are auroras, or naturally occurring phenomena that consist of mystifying displays of light in the sky. The northern lights dance across the sky and emanate a diffused glow along the northern horizon.

The intensity of northern lights increases as you head north towards the magnetic pole in the Arctic. Unfortunately, the northern lights appear only randomly, making it a challenge for travellers to see while on a short trip. They are more often experienced by locals who live in these northern regions. Some of the most popular places to see northern lights are in Canada's far north, Alaska, Iceland, Norway, Sweden, and Finland.

The probability of seeing Northern Lights increases during the winter months. They occur throughout the year but the dark skies in winter make them easier to see.

2. The Grand Canyon

You only need to stand on the rim of the Grand Canyon once to know why it's one of the 7 natural wonders of the natural world. The Grand Canyon's massive and colourful landscape provides breathtaking views that can't be found anywhere else in the world.

Most visitors head to the South Rim of the Grand Canyon and spend a full day admiring the views from the overlooks that stretch along the top of the canyon. If you are in good shape and want to have a more immersive experience, head down into the canyon on one of the numerous hiking trails. For something a little less strenuous, take a helicopter tour of the Grand Canyon for an unforgettable lifetime experience.

If you are interested in the formation and geology of the canyon, stop in at the Geological Museum to learn about what you are seeing. From Lipan Point along Desert View Drive, you can get a great view of the rock layers in the canyon wall.



3. Paricutin

Even avid travellers may not know about Paricutin, mainly because this natural wonder resides in Michoacán, Mexico. This cinder cone volcano was named one of the 7 natural wonders of the world, even over famous volcanoes, such as Yellowstone.

Paricutin last erupted in 1952. It was coined one of the natural wonders of the world because mankind witnessed its birth and rapidly growing formation. You can venture on a twelve-mile round-trip to the peak of the volcano, either by hiking or horseback. Hikers will walk through sandy banks and lava fields surrounding the volcano.

4. Victoria Falls

Victoria Falls is located in Africa along the borders of Zambia and Zimbabwe. This spectacular waterfall runs off from the Zambezi River.

Visitors can access the falls from Victoria Falls in Zimbabwe and Livingston in Zambia. Cross the border to gain different perspectives of this magnificent natural wonder. The best views are from Zimbabwe, but you can get a closer experience from Zambia. Helicopter tours and microlight tours are another great way to see the falls.

The rainy season runs from late November through early April. A good time to visit is immediately after this, when the volume of water coming over the falls is still immense, but the weather is pleasant.



5. Mount Everest

Mount Everest has an approximate elevation of 29,029 feet. Mountaineers consider this mountain the highest spot on Earth; however, it is not the tallest mountain in the world, a title that belongs to Mauna Kea in Hawaii. Everest lies within the Himalayan mountain range on the border of Nepal and Tibet, China.



If you don't want to climb Mt. Everest, you still have options. Visitors can schedule a flight around the mountain for an awe-inspiring aerial view. Adventurous trekkers can hike to base camp to fully experience Mount Everest's landscape. Alternatively, you can capture a distant view of the peak from the comfort of a lodge at a hill station in Nepal.

6. Great Barrier Reef

As the world's largest coral reef, the Great Barrier Reef includes over nine hundred islands, roughly three thousand separate reefs, and sustains a diverse ecosystem. Boat trips offer visitors a chance to see the reef up close. Snorkelling or dive trips can be arranged and provide opportunities to see colourful fish, coral, and marine life.



7. Harbor of Rio de Janeiro



The Harbour of Rio de Janeiro is surrounded by granite mountains and pinnacles, including Sugar Loaf Mountain, Corcovado Peak, and the Tijuca hills. It was created by erosion caused by the Atlantic Ocean. Tourists can explore the Harbour of Rio de Janeiro on a helicopter flight to capture a breathtaking aerial view.

The traditional way of seeing this natural wonder is to travel to the uppermost region surrounding the granite peaks that overlook the harbour. This will provide spectacular views of the beautiful beaches that lie inside the harbour.

7. Read the text and choose A, B, C or D.

Although the *Seven Wonders* idea quite rightly drew attention to the buildings, landmarks and places of cultural interest in Ukraine, there is still more to tell about this country that some locals and the outside world should hear. For this reason, the public was asked to take part in a second vote – this time focussing on places of natural beauty. They came up with seven truly spectacular sites. They are all worth a visit but, for now, here are just two of them.

Askania Nova is a nature reserve which was established in 1898. With hundreds of species of grasses and flowers, this is a largely untouched area of natural steppe. The area maintains a safe environment for the many species of birds, some of which are quite rare. It is often the mammals, however, that eager tourists come to see. Among the animals is Przewalski's horse, the only species of horse which can be truly considered to be wild. Within the confines of the reserve, there is a small town and several villages. Access is mainly by bus.

Dniistrovsky Canyon is another of the natural wonders, but here, you will find a lot more evidence of human settlement. The canyon itself stretches for 250 kilometres of rocky terrain with an abundance of plants, birds and wildlife. The steep sides of the canyon provide for breathtaking scenery at many points along its length. Walking along the River Dniester, expect to find caves and waterfalls, as well as villages boasting impressive landmarks such as churches, monasteries, fortresses and castles. For the adventurous, there are perfect conditions for rafting, so you can combine the challenge of the rapids with the beauty of the landscape.

1. According to the writer, a second vote was held...

- A because people were unhappy about the first vote.
- B to focus on a different aspect of Ukraine.
- C following negative consequences of the first vote.
- D to attract more interest in the culture of Ukraine.

2. What does the writer say about the seven natural wonders?

- A Two of them stand out as being really special.
- B Not all of them are in Ukraine.
- C Only two of them are really worthwhile.
- D They all deserve recognition.

3. At Askania Nova...

- A all tourists have to travel around by bus.
- B visitors have to stay in the town or one of the villages.
- C tourists are keen to see a unique kind of horse.
- D visitors are discouraged from touching anything.

4. The main difference between the two places is that one of them...

- A is in poor condition.
- B is expensive to get to.
- C does not have any animals.
- D has more signs of civilization.

5. The writer suggests that Dnistrovsky Canyon has more to offer people who are...

- A bored with historical landmarks.
- B prepared to walk its entire length.
- C keen birdwatchers.
- D fond of exciting modern pursuits.

(Marta Rosinska, Lynda Edwards
Get 200 Book 2)

8. Watch the video “15 Epic Natural Wonders on Earth”. Write out new words and phrases. Which wonders would you visit if you had a chance? Why?

*Scan the QR code to watch the video.



9. Create your own list of seven natural wonders of Ukraine. Give some information about the places you chose (what type of place it is (a mountain, a river), where it is located, what makes this place so special). Include photos of the places.



UNIT 28. HOLIDAY DESTINATIONS



“There are no foreign lands. It is the traveler only who is foreign.”

Robert Louis Stevenson

VOCABULARY

medieval castle – середньовічний замок
lighthouse – маяк
gourmet /'guəmeɪ/ – гурман
annual festival – щорічний фестиваль
fragrant fields – запашні поля

snow-capped - вкритий снігом; засніжений
elusive – невловимий
cove – заводь, маленька бухта, затока
rejoice – радість
to crave – жадати

1. *Guess the noun which goes with the adjectives, then use them to describe the place you spent your last holidays.*

1. clean, sandy, dirty, secluded **b** _____
2. trendy, expensive, second-hand, souvenir **s** _____
3. narrow, busy, winding, cobbled **s** _____
4. luxury, family, five-star, Victorian **h** _____
5. delicious, local, gourmet **c** _____
6. rocky, snow-capped **m** _____
7. exotic, tropical, desert **i** _____

2. *Read the text and fill in the where necessary.*

HOLIDAY DESTINATION

(1) _____ Venezuela is a beautiful country in (2) _____ South America which has something to offer to every visitor. There are tropical beaches where (3) _____ land meets (4) _____ Caribbean Sea and (5) _____ Atlantic Ocean. To (6) _____ east there are (7) _____ snow-capped peaks of (8) _____ Andes Mountains and in (9) _____ south there is (10) _____ Amazonian rainforest.

Most tourists come into (11) _____ country by (12) _____ air, landing in (13) _____ capital city, (14) _____ Caracas. While you are there, (15) _____ Plaza Bolivar with its architecture from (16) _____ 17th century is well worth a visit as is (17) _____ busy (18) _____ Parque Central.

Most people, however, come to see (19) _____ natural wonders on offer. Two of (20) _____ favourite destinations are (21) _____ Angel Falls, (22) _____ highest waterfall in (23) _____ world, and (24) _____ Lake Maracaibo. More adventurous travellers can take a canoe trip up (25) _____ Orinoco River, climb (26) _____ Pico Bolivar, (27) _____ country's highest mountain or take a boat trip along (28) _____ Carrao River to (29) _____ Hacha Falls. It will be (30) _____ experience of a lifetime.

3. *Read the short descriptions of National Trust sites and match a person with a place to visit.*

1. Wellbrook Beetling Mill: do you like trying new crafts? Do you enjoy going for walks in the country and having picnics on the lawn? Then come to this water-powered linen mill in Northern Ireland. It's open 2–6 p.m. March to September.

2. South Foreland Lighthouse: can you imagine living and working in a lighthouse on the White Cliffs of Dover overlooking the sea, at the time of the first international radio transmission? Find out what it's like and learn about Marconi and Faraday's early experiments, March to October, 11 a.m. to 5.30 p.m.

3. Red house, Kent: if you love looking at beautiful things, this is the place for you. You can see William Morris's art nouveau furniture, Edward Burne-Jones's original artwork, or try relaxing and playing games in the landscaped garden. Open March to December 11 a.m. to 5 p.m.

4. Theatre Royal, Suffolk: do you have a passion for drama? Visit Britain's last Regency theatre. You can see the amazing hand-painted ceiling. It's just like the sky! Then watch a 19th-century-style play. Open February to November, Tuesday and Thursday p.m., Saturday and Sunday a.m. Entrance is free. You only pay for performances.

5. Dunster Castle, Somerset: are you mad about history? Explore the secret passage in the medieval castle. Discover the Lovers' Bridge in the gardens. Go bat-watching in the great hall. Find out about the lives of Dunster's noble families. Visit the gardens all year round, 11–4 in winter, 11–5 in summer. The castle opens March to October 11–5.

- A. Claudia is quite artistic and she loves trying new things. She doesn't like science, but she likes being in the country.
- B. David likes art and architecture and he also enjoys relaxing and playing games. He hates learning about history.
- C. Gwen is mad about history and drama. She hates being outside and doesn't really like gardens or nature.
- D. Holli is very romantic and likes investigating mysteries and nature-watching. She's also quite interested in history and gardening.
- E. Mick has a passion for science and loves finding out about how things work. He doesn't like going to museums or to theatres.

(Catrin E. Morris Flash on English for Tourism)

4. Work in groups. Read about holiday destinations and describe a place that you would like to visit.

THE BEST JULY DESTINATIONS FOR NATURE AND IDEAL WEATHER

By Elizabeth Atkin

12 May 2021

1. Portugal, Madeira and the Azores

July is one of the hottest months of the year in Portugal, with average temperatures of 24°C during the day. The Portuguese islands of Madeira and the Azores in the North Atlantic are a few degrees cooler, but all



three destinations are ideal if you're seeking the sun. Nicknamed the Floating Garden of the Atlantic, Madeira is in bloom all year round. As the name suggests, Pride of Madeira – a bush with purple cone blooms – is native to the island, but if you visit Madeira in July you'll see magnolias, red hot poker trees and hydrangeas. Festival goers might want to book a trip around Fiesas, an annual summer sand sculpture festival in Pera on the mainland. As well as watching artists carving 12m high sculptures and seeing them illuminated at night, visitors can attend workshops. Meanwhile, over in Tomar, women parade through the town carrying bread on their heads during Festa dos Tabuleiros,

which is held every four years. Over on Madeira, visitors can attend a 24-hour folk dancing festival in Santana, a jazz festival in Funchal and a canoe regatta and games during Sea Week in Porto Moniz from 26 July to 1 August.

2. Gibraltar



Set on the southern tip of Spain, this peninsula hits highs of 28°C in July and benefits from 11 hours of sunshine a day. If you're after beaches, visit the east side of the hill that dominates the centre, which is dubbed The Rock.

Visitors can explore the Gibraltar Botanic Gardens all year round, while the endemic Gibraltar sea lavender blossoms on rocks and cliffs around Europa Point and Camp Bay in July.

The height of summer is also the best time to experience festivals. Calentita Food Festival takes place in early July, while Gibraltar Regatta is usually held in late July.

3. Albania and Montenegro



Most of Europe benefits from sparkling weather in July, but along with August, it's when you'll find the beaches most crowded, and the cities packed with visitors. Fortunately, it is possible to find a European hotspot that, even in peak season, is slightly less crowded than the others: the Balkan countries of Albania and Montenegro. Temperatures in both countries reach the hot, hot heights of 30°C to 35°C. Spend a day or two in Albania's capital Tirana for an unusual city break, and discover that the resort town of Sarandë is a dreamy combination of beaches, history and hiking, and don't miss The Blue Eye natural spring in Muzinë. Travel via a roughly four-hour bus to Montenegro, settle in and enjoy a stroll around Kotor, soak up the

rays on Budva's beaches, and get your nature fix in Durmitor National Park.

4. Provence, France



Provence's fragrant lavender fields come into their own in July, best seen from the Sénanque Abbey in Gordes. There are few floral sights in any part of the world as pretty and purple as this. A July visit to Provence should also be well timed with France's national day, La Fête Nationale, commonly known as Bastille Day. It's an annual celebration in France taking place on 14 July, often marked with festivities, fireworks and the odd parade. Tour de France, a must-watch in any cycling fan's calendar, also takes place in July. So, if you're into the excitement of sporting events, and want to extend your visit beyond Provence, the time is right...

5. The Seychelles



Expect glorious weather across the Indian Ocean archipelago to continue throughout July, reaching pleasant highs of around 28°C, usually averaging out around 25°C to 26°C. And where better to enjoy such warm sunshine than on one of the 115 islands that make up the Seychelles? Beach relaxation is a given, but you can certainly make an adventure trip out of the islands. Seek the elusive giant Aldabra tortoise, snorkel and admire the natural beauty of St Pierre Island, or get your feet

dirty hiking through the rich green forests of Morne Seychellois National Park.

6. Cyprus



If you're craving sunshine, then head to the island of Cyprus this July. Slap on the factor 50 as temperatures can soar up to 30°C on the west coast and a few degrees higher on the south east coast. Inland is hotter still, with temperatures reaching a baking 37°C. Hire a kayak or boat and explore the sea caves around Ayia Napa, which are close to the entrance of the Cape Greco national forest park – they can also be explored on foot at low tide. If it's too hot for you then relax over a glass of wine instead. Cyprus is best known for the dessert wine Commandaria, and the Commandaria wine route connects 14 villages and vineyards that produce it.

7. Ireland



There's never a better-time weather wise to get in your car and road trip through Ireland. In July, you can expect 18 hours of daylight, and a cool temperature. There may be the odd surprise summer shower, but you can't have it all. Where you drive is up to you, but a stop in colourful Kilkenny can lead you straight to the capital, Dublin, via County Carlow's wild countryside. If you can, ensure you stop over in Galway, and pay a visit to Connemara National Park, soaking up the nature and hikes, and also the coves and bays along the coast. County Cork is also a must-visit... but we could go on.

8. Mexico



Sun-seekers can rejoice in Mexico's July temps, reaching highs of a hot 28°C. It does cool off in the evenings, so you won't be sweltering all day. You may fancy a lightweight jacket, and even a broly just in case there's a touch of summer rainfall. Mexico's best-known beaches and hidden coves are often found on the coast of the Yucatán Peninsula in Tulum and Cancun. But there are other benefits to the warmth beyond catching a few rays for yourself: July is peak sea turtle season in Mexico. Even in the colourful cities, away from the beach, you can find natural wonders to enjoy in the sun. Nature reserves and national parks are aplenty.

(<https://www.wanderlust.co.uk/content/best-places-to-visit-in-july/>)

5. Create your own list of holiday destinations in Ukraine. Give some information about the places you chose (what type of place it is, where it is located, what makes this place so special). Include photos of the places.

UNIT 29. ANIMAL WORLD



“Dogs never bite me. Just humans.”

Marilyn Monroe

VOCABULARY

mammal – ссавець

rodent – гризун

arachnid – павукоподібний

moose – лось

beaver – бобер

raccoon – снот

rattlesnake – гримуча змія

woodpecker – дятел

cricket – цвіркун

dragonfly – бабка

toad – жаба

horn – ріг

hump – горб

flog – сікти

bamboo shoots – пагони бамбуку

habitat – середовище проживання

average life span – середня тривалість життя

encroachment – посягання

poaching – браконьєрство

extinct – вимерлий

carnivorous – хижаки

herbivorous – трав'юїдні

nutritionist – дієтолог

hibernate – впадати у сплячку

den – лігво

growling and honking sounds – гарчання і трубні звуки

docile – сумирний

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786154594/module-6-animal-world-flash-cards/?new>

1. Match the animal groups (1–8) with their definitions (A–H). Put the words below in the correct animal group.

spider, alligator, mosquito, scorpion, moose, beaver, raccoon, rattlesnake, lizard, cobra, woodpecker, ostrich, owl, wasp, panther, rhino, camel, orangutan, chicken, tuna, duck, whale, cricket, dragonfly, turtle, goose, salamander, salmon, rabbit, frog, ant, bee, moose, toad, squirrel

1. mammal	A. a small animal which has six legs and usually two pairs of wings	
2. reptile	B. a cold-blooded animal that lives both on land and in the water	
3. bird	C. a small animal that has eight legs	
4. fish	D. an animal that drinks milk from its mother's body	
5. insect	E. an animal that lays eggs to have babies and which usually has scales on its skin	
6. rodent	F. an animal that has wings and feathers and can usually fly	
7. amphibian	G. an animal that lives in the water and has fins and a tail to swim	
8. arachnid	H. a small animal which has long front teeth that grow continuously	

2. Learn the table and do the quiz below.

animal	plural	male	female	young
ant	ants	winged male,	queen, worker	antling
bird	birds	cock	hen	nestling, fledgling
cat	cats	tom	queen	kitten
chicken	chickens	rooster	hen	chick
cow	cattle	bull	cow	calf
dog	dogs	dog	bitch	puppy, pup
elephant	elephants	bull	cow	calf
fish	fish, fishes	male	female	fry (plural noun)
fox	foxes	dog, reynard	vixen	cub
horse	horses	stallion, colt (young)	mare, filly (young)	foal
kangaroo	kangaroos	buck	doe	joey
lion	lions	lion	lioness	cub
monkey	monkeys	male	female	Infant
penguin	penguins	male	female	chick
pig	pigs	boar	sow	suckling, piglet
rabbit	rabbits	buck	roe	bunny, bunny rabbit
sheep	sheep	ram	ewe	lamb
tiger	tigers	tiger	tigress	cub, whelp
whale	whales	bull	cow	calf
wolf	wolves	dog	bitch	cub

1. A male chicken is called...

- A. a hen B. a chick C. a rooster

2. A young sheep is called...

- A. a ram B. a lamb C. an ewe

3. A female pig is called...

- A. a sow B. a suckling C. a boar

4. A baby kangaroo is called...

- A. a cub B. a pup C. a joey

5. A tigress is a ... tiger.

- A. male B. female C. young

6. A foal is a ... horse.

- A. male B. female C. young

7. A vixen is a ... fox.

- A. male B. female C. young

8. Which word is used for a male elephant and a male whale?

- A. bull B. boar C. buck

9. Which word is used for a female dog and a female wolf?

- A. whelp B. foal C. puppy

10. Which word is used for the young of wolves, tigers, lions and foxes?

- A. cub B. pup C. calf

<https://www.englishclub.com/vocabulary/animal-terms-easy.htm>

3. Complete the sentences with the parts of the body below.

antlers
beak
claws
fins
fur
horn

paw
scales
snout
tails
talon
tentacles

1. Most fish use _____ when swimming.
2. A _____ is the soft foot of a mammal that has claws.
3. Animals' _____ coats keep them warm when it's cold.
4. Reptiles, fishes and insects have _____.
5. A pig uses its _____ to search for food.
6. _____ are curved and pointed.
7. Octopuses have eight _____.
8. Some animals use their _____ for balance.
9. A bird's _____ is used for eating, fighting, grooming.

10. A _____ is the claw of a bird of prey, its primary hunting tool.
 11. The rhinoceros has just one _____ in the middle of its head.

4. Discuss with a partner.

1. Do you have a pet? Describe it. If not, what type of pet would you like to have?
2. What are advantages and disadvantages of having a pet at home?
3. What farm animals are there in your country? What do people use them for?
4. Is there a zoo in your locality? Did you like visiting zoos as a child?
5. Should all the zoos be banned?

5. A. Complete each idiom on the left with the correct word that means one of the animals in the pictures. Then match the idioms to their definitions.



<ol style="list-style-type: none"> 1. to take the _____ by the horns 2. to do the _____ work 3. to flog a dead _____ 4. to keep the _____ from the door 5. to let sleeping _____s lie 6. to let the _____ out of the bag 7. to smell a _____ 8. to have other/bigger _____ to fry 9. to have a _____ in your bonnet 10. to make a _____'s ear of sth 	<ol style="list-style-type: none"> A. to ignore a problem because trying to deal with it could cause an even more difficult situation B. to talk and think a lot about sth C. to do the hard boring part of a job or task D. to have more important or more interesting things to do E. to face a difficult or dangerous situation directly and with courage F. to do sth badly; to make a mess of sth G. to have enough money to avoid going hungry H. to reveal a secret I. to waste your effort by trying to do sth that is no longer possible J. to sense that sth is wrong about a situation
--	---

B. Complete the sentences with the correct animal idiom from exercise A (write the verbs in the correct form).

1. As a student, he took an evening job to _____.
2. He keeps trying to get it published but I think he _____.
3. He _____ that bookcase he was supposed to be making.
4. I thought about bringing up my concerns but decided instead to _____.
5. Our teacher _____ about punctuation.
6. She decided to _____ and try to solve the problem without any further delay.
7. She _____ when her husband came home with lipstick on his collar.
8. We wanted the party to be a surprise, but he _____.
9. We'll have to address that problem tomorrow. Right now we _____.
10. Why should I _____ while you sit around doing nothing?

6. What do you know about giant pandas? Read and complete the article to find out more about these cuddly black and white bears. Circle the correct words.

PANDAS: CUDDLIEST OF ALL BEARS

Fast Facts

Type: Mammal

Diet: Bamboo shoots and roots

Average life span in the wild: 20 years

Size: 1.2 to 1.5 m

Weight: 136 kg

Protection status: Endangered

Major Threats: Habitat loss, poaching and human encroachment

Habitat: Mountainous regions where bamboo is present

Location: Central China



Introduction

The giant panda has a distinctive *black / white* head with *black / white* eye patches, ears and shoulders. Unlike other bear species, giant pandas are *carnivorous / herbivorous* spending up to 12 hours a day chewing bamboo shoots and roots. Because of poaching and habitat loss, they are extremely *common / extinct / rare*, occurring in small populations in the bamboo forests of China. Despite being the subject of major international conservation efforts, wild populations of giant pandas *can / may / must* not be enough to save this species.

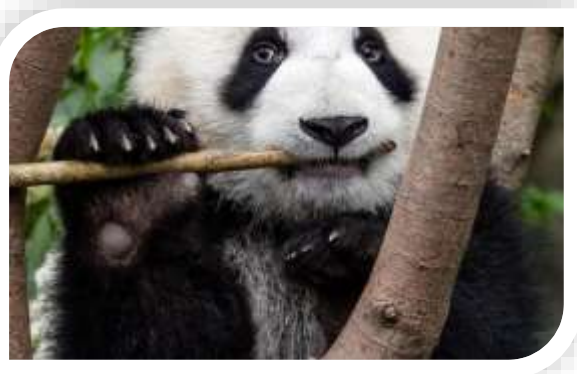
Panda's Territory: Where do pandas come from?

Giant pandas *live / are living / have lived* in the bamboo forests of China for millions of years and have been honored by the Chinese for a very long time. In fact, giant pandas *appear / are appearing / have appeared* in Chinese art for thousands of years. Because the giant panda is considered a national treasure in China, it is protected by law so that it *becomes / becomes not / does not become* extinct. Although giant pandas have long been known to the Chinese, they *are / do / have* a recent discovery for people living outside of China. The first westerner to observe a live giant panda in the wild *is / was / had been* a German zoologist named Hugo Weigold. In 1916, he *bought / has bought / had bought* a cub while he was on expedition.

At Panda's Place: Where do pandas live?

There is only one place where giant pandas *live / lived / were living* in the wild: high in the mountains of central China. There, they *live / are living / have lived* in cold and rainy bamboo forests that are often misty and shrouded in heavy clouds. Once upon a time, giant pandas *lived / have lived / had lived* in lowland areas. However, as people *buildded / built / had built* more and more farms and cities on that land, the giant pandas were forced up into the mountains. Today, they *live / lived / have lived* at elevations of 5,000 to 10,000 feet.

Panda's Lunch: What do pandas eat?



In the wild, a giant panda's diet is 99% bamboo. Bamboo is a giant grass that *grows / is growing / has grown* in the mountains of China. Because bamboo is so low in nutrients, an adult giant panda *eats / is eating / has eaten* between 20 and 40 or more pounds of it each day. It eats the stems, shoots, leaves and all. There are about 25 different types of bamboo that wild pandas will eat. Some nutritionists *think / are thinking / have thought* that giant pandas need to eat not only different parts of the bamboo, but also different kinds of bamboo in order to get proper nutrition. In addition to

bamboo, giant pandas *ate / eat / have eaten* other grasses, insects and occasionally, small rodents. In zoos, giant pandas eat bamboo too, but they *have / may / would* also eat sugar cane, rice gruel, carrots, apples and sweet potatoes.

Panda Cubs: How are baby pandas born?

If / While / When a giant panda is first born, it is tiny. It *measures / tallies / weighs* between four and six ounces and is about the size of a stick of butter. At birth, it is pink, blind, helpless and hairless. During this time, the mother cares for it closely, often cradling it in her paw and keeping it close to her



chest.

The cub *opens / doesn't open / opens not* its eyes until it is six weeks old and it *walks / doesn't walk / walks not* until it is three months.

Cubs nurse for about nine months but they stay with their mothers for a long time after that. In fact, it *can / must / should* be up to three years before a giant panda cub strikes out on its own.



Panda's Day Out: How does a panda spend the day?

In the wild, giant pandas *spend / are spending / have spent* most of their time resting, eating or looking for food. Unlike other bear species, giant pandas do not hibernate during the winter months. They also *build / do not build / have not built* permanent dens. Instead, they shelter in caves and trees. Pandas are good climbers. They *can / could / should* also swim, though they spend most of their time on land. Although they might

seem pretty quiet, giant pandas *are / do / have* make a lot of growling and honking sounds.

Pandas in Peril: Why are pandas endangered?

Today, giant pandas *are / have been / will be* at risk of becoming extinct. Only about 1,000 giant pandas are left in the wild. All of these *inhabit / are inhabiting / have inhabited* a small area in the bamboo forests of China. About 150 live in captivity. This is why the giant panda *listed / has listed / is listed* as endangered in the World Conservation Union's Red List of Threatened Animals. It is one of the most severely *dangerous / endangered / extinct* species in the world.



Pandas in Pounds: How big are pandas?

Giant pandas are about the size of an American black bear. When they *are standing / stood / have been standing* on all four legs, giant pandas are two to three feet tall at the shoulder. They can be up to six feet long. Males *are / have been / will be* usually larger than females. Males can weigh 250 pounds or more in the wild. Females usually *grow / measure / weigh* less than 220 pounds.

Pandas' Political Importance: What do pandas symbolise?

In China, people *believe / have believed / had believed* for thousands years that pandas are special. It is said that ancient emperors of China *kept / have kept / had kept* giant pandas as pets. Chinese books over two thousand years old show giant pandas with mystical powers. People *think / thought / were thinking* that they *can / could / are able to* ward off evil spirits and natural disasters. Today, pandas *believe / are believed / have been believed* to be a symbol of peace and good fortune.



I beg your panda?

The 6th Finger: The giant panda has five fingers plus a “thumb”, which isn’t a real thumb but a modified bone that *allow / allows / has allowed* the panda to grasp bamboo.

Docile or dangerous? Typically thought of as docile and harmless, the giant panda can be as dangerous as any other bear when provoked and *has been known / was known / will have been known* to attack humans on occasion.

(<https://www.englishexercises.org/makeagame/viewgame.asp?id=3617>)

6. Work in groups. Read about wildlife watching and tell about animals and places of their habitats that you would like to visit.

WILDLIFE WATCHING

Whale watching and puffins in Iceland



While you can see sheep, cows and Icelandic horses – a breed of intelligent, petite horses – all year round, in summer you can also spot herds of reindeer around Snaefell and colonies of Atlantic puffins breeding on cliffs around the isle. The best place to take a trip to see humpback, minke and blue whales is from Husavik, in the north of the island.

Brown bear watching in Sweden, Finland and Arctic Norway

Brown bears can be spotted throughout northern Sweden and Finland, as well as parts of Norway, however they are very shy, so if you want to see one we suggest going with a professional



tracker or visiting a wildlife reserve. The ideal viewing season is from June to August when the bears are active and not in hibernation. One of the best places to see them is at the Petola Nature Centre in Kuhmo, Finland. As well as bears, the park is home to wolves, wolverines and lynx.

Birdwatching in Vanuatu



The 80 islands making up the Pacific Ocean county of Vanuatu may not have the largest number of birds in history, but the ones it does call its own are rather special. There are thought to be 30 rare species flying around, 11 of which are said to only appear in Vanuatu. The rainbow lorikeet, for example, might be native to Australia, but it frequents Vanuatu – and is quite the colourful sighting for a keen birder. There’s also the coconut lorikeet, the weird and wonderful Vanuatu megapode, and the uber-cute red-tailed tropicbird, to name a few... a must for fans of sensational birdlife.

Roos on Kangaroo Island, Australia



Perhaps most of all, kangaroos love flat, grassy plains and wide-open spaces. The Australian National Botanic Gardens in Canberra is a great inner-city option for spotting kangaroos. Just outside the city, hundreds of roos roam at Namadgi National Park. Three species of kangaroo can be found within the 540-million-year-old landscape of South Australia’s Flinders Ranges – the red kangaroo, western grey kangaroo and euro while communities of roos laze beside one of the world’s tallest tree forests in Pemberton, in Western Australia’s southwest. If you want a guarantee of seeing wild

kangaroos, head to any golf course around Australia. Drawn to the well-watered grass, they love to nibble the greens and laze beneath shady trees. Queensland’s Noosa Golf Club, Victoria’s Anglesea Golf Club and the Australian Capital Territory’s Federal Golf Club are all strong roo magnets.

The Great Migration, Tanzania and Kenya

One of the most sought-after experiences for wildlife and nature enthusiasts, the Great Migration is the ever-moving circular migration of over a million animals across the Serengeti-Mara ecosystem. The numbers are astonishing: over 1.2 million wildebeest and 300,000 zebra along with topi and other gazelle move in a constant cycle through the Serengeti-Mara ecosystem in search of nutritious grass and water. Guided by survival instinct, each wildebeest will cover 800 to 1,000 km on its individual journey along age-old migration routes. Hungry predators including lion, leopard, cheetah, hyena, wild dog and crocs make sure only the strongest survive in this natural spectacle also known as ‘the greatest show on Earth’.



Polar bear spotting in Spitsbergen, Norway

The polar bear – also known as the King of the Arctic – is one of the world’s largest carnivores. The polar bear population in the Svalbard archipelago and Barents Sea is around 3,000, which exceeds the human population.

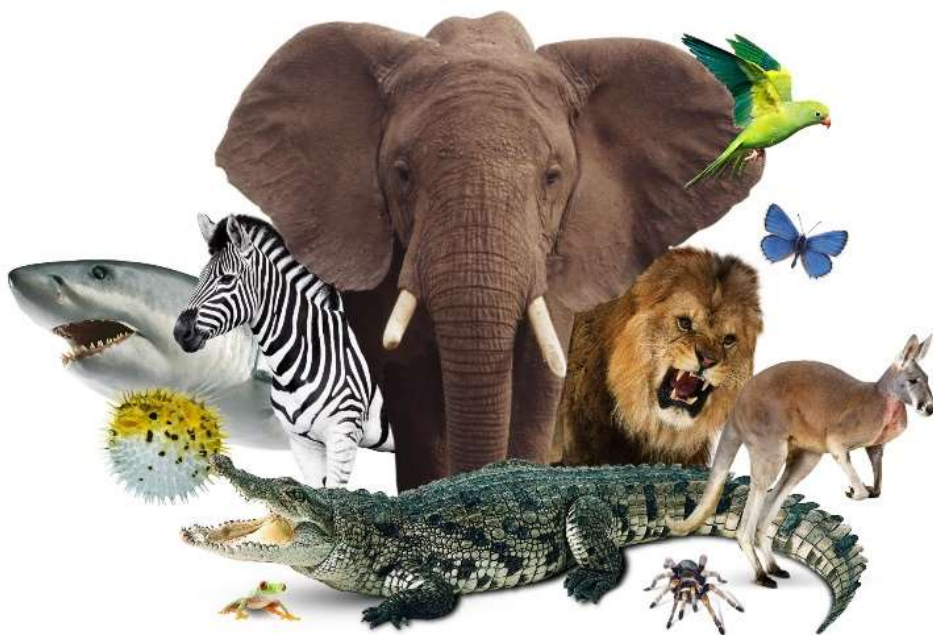


The polar bear is considered a marine mammal as it spends most of its life on the drifting sea ice. Polar bear sightings are most common on the surrounding islands east of Spitsbergen, but you should be prepared to encounter a polar bear anywhere in Svalbard. Their diet consists primarily of ringed seal, which is the most common seal species in the waters surrounding Svalbard.

Polar bears are an endangered species and are protected by law. This means there are no polar bear safaris, chases or similar in Svalbard.

7. What do you know about WWF organization? Choose an animal in the World Conservation Union’s Red List of Threatened Animals and design a poster about it. Include its description, the information about its habitat, major threats and measures to be taken to save it.

PROJECT
Animal World



MODULE 7

ON THE MOVE

UNIT 30. TRAVELLING BY AIR, BY SEA, BY RAIL



“The world is a book, and those who do not travel read only one page.”

Saint Augustine

Travelling and Tourism



VOCABULARY

a hot air balloon – повітряна куля

a ferry – паром

a lorry – вантажівка

a van – фургончик

a yacht – яхта

a tram – трамвай

a coach – комфортабельний автобус міжміського сполучення

a commuter – пасажир із передмістя (людина, яка на постійній основі користується транспортом, щоб дістатися на роботу і назад додому)

a weekender – відпочиваючий (на вихідні)

a motorcyclist – мотоцикліст

a motorist – автомобіліст

a cyclist – велосипедист

a passenger – пасажир

a holidaymaker – курортник

a holiday resort – курорт

to go by car/bus/train – їхати машиною, автобусом, потягом

to go on foot – іти пішки

to get on /off a plane/train – сісти / вийти з літака /потяга

to get in/out of the car/lorry/ taxi – сісти / вийти з

to be/go on a trip/journey – їхати у подорож

holiday destinations – місця відпочинку

a long-haul flight – довгий переліт

off the beaten track – віддалений

scenic view – мальовничий вид

travelling at low-cost – подорож лоукостом / недорого

Student Railcard – студентський квиток

a standby ticket – дешевий авіаквиток без заброньованого заздалегідь місця

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786157938/module-7-on-the-move-flash-cards/?new>

1. Use the words and phrases from the VOCABULARY above to answer the questions.



1. What means of transport would you prefer to travel? Why?
2. Where do you like to travel during the holidays?
3. Describe one of your best travel experiences.

2. A. Match the definition with the correct word.

1	journey	A	a long journey by sea or in space
2	trip	B	a short pleasure trip with a group
3	cruise	C	visiting different places, often with a guide
4	tour	D	a short journey or a journey made on business
5	flight	E	a journey by ship between two ports
6	crossing	F	visiting different places by ship for pleasure
7	voyage	G	a journey by air
8	excursion	H	a short pleasure trip
9	outing	I	an act of travelling from one place to another, especially when you go a long way
10	expedition	J	taking journeys as a general activity of moving from place to place
11	travel	K	a journey for a scientific or a special purpose

NOTE:

The noun TRAVEL is uncountable and only used as a general term. People say "Travel broadens the mind" but NOT "Did you have a good travel?" TRAVELS (pl) means several journeys to other places or countries, especially far away.

B. Complete each sentence by using the following word.

flight	voyage	excursion
travel	trip	tour
crossing	outing	cruise
journey		expedition

- Before the invention of the aeroplane, the _____ from Britain to America could take weeks, even months sometimes.
- The plane now arriving is _____ SAS 343 from Copenhagen.
- The first thing I did when I got to London was to go on a sightseeing _____.
- Last summer I stayed in Brighton and one day our group went on a very interesting _____ to Blenheim Palace, the home of the late Winston Churchill.
- My uncle is going on an _____ next year to try to discover the lost city of Atlantis.
- How long does the train _____ from London to Edinburgh take?
- Last year my mother went on a Mediterranean _____ and was seasick practically the whole time.
- We went on a day's _____ to the zoo in Copenhagen and the whole family loved it.
- I've just come back from a business _____ to New York.
- _____ is one of my main interests.
- The first time I went from England to France we had a very rough _____.



C. Complete the sentences with the words below. Check differences in meaning in the dictionary.

drive flight journey travel trip

- 1. Air _____ is safer than many people think.
- 2. When we arrived at the airport, we discovered our _____ had been cancelled!
- 3. We went on a school _____ to the planetarium.
- 4. They went for a _____ in the country in their new car.
- 5. It's a boring 18-hour _____ by train.

3. Read the text and tell what the best ways to travel are.

ON THE MOVE

Travelling is very popular with students in Britain. They don't have a lot of money, so it has to be cheap, but there are many ways of travelling at low cost.

The cheapest way to travel is hitchhiking, but this isn't reliable and it can be dangerous, so it's better to use normal public transport.

If you want to travel by train, you can get a Student Railcard. With this you can get train tickets at a discount. For international travel in Europe, you can get an Interrail Card.

If you want to travel to somewhere more exotic, you have to travel by air, but this isn't as expensive as it sounds. There are a lot of shops (called 'bucket shops') which sell cheap airline tickets to countries like the USA, Thailand and Australia. They advertise in magazines and newspapers. A lot of these tickets are standby tickets. This means that you haven't got a reserved seat. You have to wait and see if the plane is full. So, you might have to spend a few days at the airport before you get on a flight.

Magazines often carry adverts for 'overland' tours especially to Africa and India, or Latin America. On these tours, you travel with a group in a mini-bus. It isn't very comfortable and you have to share the cooking, but it's a cheap way to see parts of the world that most tourists never go to.

While British young people are travelling to Africa and the Far East, many young people from Australia and New Zealand travel to Britain. They get cheap airline tickets to London. Then they usually buy a used van and travel around Europe. You can usually recognize the young travellers from New Zealand because they often paint a kangaroo symbol somewhere on the van.



4. A. Read the article quickly and choose the most suitable heading for each paragraph. There are two extra headings.

- A *Virtual Tourism*
- B *Tourist or Traveller?*
- C *Most Popular Destinations*

- D *Holiday at Home*
- E *Holiday Problems*

TRAVEL AND TOURISM

1 _____

What's the difference between travel and tourism? Well, being a traveller is more than just being a holidaymaker. A holiday is just a short time away, and it normally involves relaxation. Tourists stay in holiday resorts, not travellers. Travellers go for the experience and their journeys are usually much longer and more challenging. For example, travellers tend to avoid tourist traps and like to go off the beaten track to discover new places. Travel is an age-old phenomenon, but tourism is a relatively recent invention. Thomas Cook is often described as the first travel agent because he arranged the first 'package tour': a 19-kilometre trip for 500 people, in 1841.

2 _____

Going overseas in order to experience a different way of life is what many people think of as travel, but travel does not necessarily mean going abroad. How many people can say they have visited every part of their own country? Many people who live in vast countries such as Russia and the USA have only visited a small part of their own country, and so domestic travel is also very exciting. It's a surprising fact that about 75 percent of US citizens do not own a passport, so travelling does not mean leaving the country for them.

3 _____

Some people can't travel or don't like the physical reality of travelling to faraway destinations. These days it is easy to be an 'armchair traveller'. People can visit distant corners of the world or even little known parts of their own country without leaving their living rooms.

Television documentaries make the world a small place and some people argue that travel is no longer necessary. Perhaps soon people will use interactive computer programmes and virtual travel will become common. Enthusiasts argue that by doing this we will have all the benefits of travel without the inconvenience.

*(David Cotton, David Falvey
Language Leader. Intermediate. Course Book)*

B. Read the article again and answer the questions.

1. How is a traveller different from a tourist? Give three examples.
2. How did tourism start?
3. What does the text say about people who live in large countries?
4. What is an "armchair traveller"?
5. How has television affected attitudes to travel?
6. How could the travel industry develop in the future?

C. Work in pairs. Discuss the following.

1. What's the difference between a tourist and a traveller?
2. What are the most interesting places you have visited in your own country and abroad?
3. What other places would you like to visit? Why?
4. Is it possible to travel without leaving home?

5. A. Complete these travel tips with the words below.

accommodation
be
customs
documents
find out

inoculations
insurance
~~read~~
respect
take

1. Read about local laws and customs.
2. _____ aware of people acting suspiciously.
3. Obtain comprehensive travel _____.
4. Check what _____ and healthcare you need.
5. Make copies of _____, e.g. tickets, passport, insurance policy, and leave one copy at home.
6. _____ enough money.
7. _____ about local tricks used on tourists.
8. Never carry packages through _____ for others.
9. _____ local dress codes; think about what you wear.
10. Stay in locally owned _____ and try to eat in locally owned restaurants.

B. Work in pairs. Think of as many travel tips for visitors to your country as you can, and write five the most important.

Travelling by Air



VOCABULARY

to catch a plane – встигнути на літак

to weigh on the scales – зважувати на вагах

excess baggage charge – плата за багаж понад установлену норму

a boarding pass – посадковий талон

a flight – рейс, політ

a window/an aisle seat in the non-smoking section – місце біля вікна/проходу в салоні для тих, хто не палить

to label – чіпляти бірку

an overhead locker – полиця для речей

security check – перевірка безпеки

carry-on luggage – ручний багаж

a duty-free shop – магазин без податкової торгівлі

to take off – злітати

to land – приземлятися

an announcement – оголошення

to board (get on) the plane – підніматися на борт літака

a seat belt – пасок безпеки

Follow the link and check your knowledge of the words/phrases
<https://quizlet.com/786162054/module-7-flash-cards/?new>

6. Read the text. Pay attention to the words in bold.

TRAVELLING BY PLANE

A large airport may have more than one terminal. You go to the **check-in desk** and check in (= say that you've arrived). You might be able to choose an **aisle seat** or a window seat. You check in the baggage that will go into the **hold** but you carry your **hand luggage (US carry-on bags)** with you onto the plane. You wait in the **departure lounge** and when your flight is called you go to the correct gate. You need to show your **boarding pass** to get onto the plane. The plane takes off from the **runway**. A flight attendant / cabin crew looks after you during the flight. If you are taking an international flight (= travelling to a different country) you will have to show your passport at immigration when you land. Then you collect your luggage from **baggage reclaim** and exit through **customs**.

(Oxford Wordpower Dictionary)

B. Match the words in bold with the definitions.

1. _____ – the part of the plane where the goods are stored
2. _____ – a seat, esp. on a plane, situated at the end of a row
3. _____ – one of the places at an airport where you show your ticket so that you can be told where you will be sitting
4. _____ – the small cases or bags that a passenger can carry onto an aircraft or bus
5. _____ – a long, level piece of ground with a specially prepared smooth, hard surface on which aircraft take off and land
6. _____ – a card that a passenger must have in order to be allowed to get on an aircraft or a ship
7. _____ – the place at a port, airport, or border where travellers' bags are examined for illegal or taxable goods
8. _____ – the place in an airport where you get your cases and bags when you arrive after flying
9. _____ – the area in an airport where passengers wait before getting onto an aircraft

7. Match the questions from the readers (1-3) with the pilot's answers (A-D). There is one extra answer.

ARE YOU AFRAID OF FLYING?

Captain Tom Yates, a top pilot, answers your questions:

1. I have flown a couple of times and each time I got nervous when the flight attendant started talking about life jackets! Also, I was very afraid not long after take-off. The engines seemed to stop and I thought we were falling. I have been thinking about this a lot recently. Is this normal?
2. I'm getting married soon and during the last few months, my girlfriend Mary and I have been looking at places to go for our honeymoon. Mary has found a lovely place in Cuba and she has been telling all our friends about it for weeks. There's just one problem – I've never



been on an aeroplane before. I get claustrophobic and I'm terrified!

3. I used to fly when I was younger and didn't use to be afraid. I know flying is one of the safest forms of transport and I have done a lot to encourage my children to fly. But in the last few years, I've been getting more and more frightened about flying. In fact, I've missed many opportunities to see the world because of this. My children think I'm crazy! Am I?

A No, you're not, you're just very imaginative! Many older people have written to me with this problem. Because you're older, you're more aware of things that can go wrong and this leads to physical tension. So, to stop this process, keep your mind busy – buy lots of magazines for the flight and take a walkman with your favourite songs – this will help you to stop imagining disasters!

B We have been running a strict no-smoking policy for years and this has improved air quality on our flights for all our customers. So, when you start to get nervous, the best thing to do is to have some nicotine chewing gum. Whatever you do, don't smoke in the toilets!

C It's natural to be nervous when you do something for the first time. But let me tell you something – I wouldn't do this job if it wasn't safe, and I've been flying planes for over fifteen years! As for the claustrophobia, get a seat near the aisle or near an emergency exit – there's more room there. So, don't worry – enjoy your honeymoon!

D Yes, it is. After we have reached about 1,000 feet, we always reduce power to reduce engine noise – we have been doing this ever since the mid-90s to comply with noise pollution laws.

(Patricia Mugglestone
Opportunities. Intermediate. Student's Book)

8. Put the dialogue in the correct order.

Agent: Midday, 14th August. I'll check the timetable... I'm afraid there aren't any flights at midday.

Agent: Good morning. Can I help you?

Agent: Would you like to book the 5.15 flight now?

Client: Good morning. Yes, I would like to book a flight from Athens to Crete.

Client: I see. When is the next one?

Agent: Right. Could you tell me what day you want to go?

Agent: At 5.15 in the afternoon. Is that OK?

Client: On 14th August. At about midday if possible.

Client: At 5.15? Yes, that's fine.

Client: Yes, please. I've got my credit card.

Agent: Now, can I have your details, please?

9. Translate into English.

- Я б хотіла придбати квиток до Парижу.
- Коли ви бажаєте летіти?
- У понеділок вранці.
- Є рейс на 7:25. Вам підходить?
- Так.
- Яким класом Ви бажаєте подорожувати: першим, бізнес чи економ?
- Бізнес, будь ласка.
- Отже, один квиток бізнес класу до Парижу 24-го лютого.
- Так, усе правильно.
- Ви бажаєте розплатитися карткою чи готівкою?
- Готівкою, я розплачуся, коли приїду за квитком.
- Дякую.



- Вибачте, чи не знаєте, де зал очікування?
- Ні, я сама вперше в цьому аеропорті. Запитайте в довідковому бюро.

- Я така зла.
- Чому?
- Тому що мій рейс спочатку відклали, а потім відмінили.

- О котрій годині починається посадка на літак?
- О 7.00
- А який це вихід на посадку?
- №12

- Літак злітає через декілька хвилин, не забудьте вимкнути мобільні телефони.
- Де бортпровідниця? У мене немає кисневої маски та рятувального жилета.
- Боже, цей аеропорт такий великий. Де табло та квиткова каса?
- Я маю пройти до місця повернення багажу та отримати свої валізи.

10. A. Read the text. Pay attention to the words in bold.

AT THE AIRPORT

Pat arrived at the airport two hours ago **to catch her plane** to Tokyo. At the check-in counter, a ticket agent looked at her ticket and her passport. Her baggage was **checked in / weighed on the scales**. Pat's suitcases were very heavy, so she had to pay **an excess baggage charge**. Next, she was given a **boarding pass**. The boarding pass has a seat number written on it, and Pat was given a **window seat in the non-smoking section**. Her suitcases were **labelled** and sent off to be loaded into the hold of the airplane.



While waiting for the flight to be called, Pat goes to the newsstand to buy a newspaper. Then she goes through the **security check**, where her **carry-on luggage** is searched. Then Pat goes into the **duty-free shop** where she has a chance to buy some things cheaply. The goods she buys here are cheap because they are not taxed.

In the departure lounge Pat joins the other passengers who are sitting and waiting until it is time for their flight **to depart**. After a few minutes Pat hears the **announcement**: "Flight 158 to Tokyo now boarding at Gate Three", and she goes **to board (get on) her plane**.

she buys here are cheap because they are not taxed.

In the departure lounge Pat joins the other passengers who are sitting and waiting until it is time for their flight **to depart**. After a few minutes Pat hears the **announcement**: "Flight 158 to Tokyo now boarding at Gate Three", and she goes **to board (get on) her plane**.

B. Choose the right word in bold from the text to complete the sentences.

1. When you arrive at the airport you first go to the _____ counter.
2. You have to have a _____ pass so that you can get on the plane.
3. After the security check, you wait in the _____ lounge.
4. You can buy many things cheaply at the _____ shop.
5. When you hear the announcement, you go to the _____ to board your plane.

11. Complete each sentence by using a word from the box.

departure lounge
departure gate
security guard
duty free
board
departures board
hand luggage
check
excess baggage
check in
move

passengers
runway
take off
conveyor belt
announcement
on board
departure lounge
immigration officer
check-in desk
trolley

When travelling by air you have to get to the airport early in order to (1) _____ about an hour before your flight. If you have a lot of luggage, you can put it on a (2) _____ and push it to the (3) _____ where someone will (4) _____ your ticket and weigh your luggage. If you have (5) _____, it can be expensive. Your heavy luggage is put on a (6) _____ and carried away. A light bag is classed as (7) _____ and you can take it with you on to the plane. An (8) _____ looks at your passport and a (9) _____ checks your hand luggage before you go into the (10) _____ to wait till your flight is called. If you want to, you can buy some cheap (11) _____ goods here. Then you see on the (12) _____ or you hear an (13) _____ that you must (14) _____ your plane. You go through the (15) _____. When all the (17) _____ are (18) _____, and when the captain and his crew are ready in the cockpit, the plane begins to (20) _____ to the end of the (19) _____. Finally, permission is received from the control tower and the plane moves faster and faster in order to (21) _____.



12. A. Read the dialogue.

CHECKING IN FOR THE FLIGHT

Check-in clerk: Good morning.

Traveller: Good morning. Can I check in here for the flight to New York?

Check-in clerk: Yes, I'm afraid it's running late today, it's leaving at ten past three instead of one o'clock.

Traveller: Oh, dear.

Check-in clerk: May I have your ticket and your passport? Thank you very much.

Traveller: Can I take this briefcase as hand baggage?

Check-in clerk: Yes, as long as it'll go under the seat. Have you any other baggage?

Traveller: Yes, I've got these two suitcases and this bag.

Check-in clerk: I'm afraid the baggage allowance to New York is two pieces. It doesn't involve weight, only the number of pieces.

Traveller: So how much excess baggage is there?

Check-in clerk: The extra charge is £20 for each extra piece that you have.

Traveller: For each piece above two?

Check-in clerk: Yes, so that'll be £20.

Traveller: I see. Do I have to pay now?

Check-in clerk: Yes, please ... £20. Thank you very much. Where would you like to sit?

Traveller: No smoking, please.

Check-in clerk: No smoking window seat?

Traveller: Yes, by the window, please.

Check-in clerk: So that's 18A, that's your boarding card and your ticket that you'll need to show again at the gate.

Traveller: Thank you.

Check-in clerk: Do you have a valid visa for New York?

Traveller: Yes. I do.

Check-in clerk: Can I see it? Thank you. We'll be boarding at Gate 23 at two forty-five.

Traveller: Gate 23. Right, thank you very much.

Check-in clerk: You're welcome.

B. Work in pairs. Imagine you are in these situations and act out conversations.

Student A

1 You are checking in for flight QF 4, the 21.00 from San Francisco to Honolulu. Have your passport and ticket ready. You have a suitcase and a bag, and you would like to keep the bag with you on the plane. You are worried that your suitcase will be over the allowance because it is rather heavy. You want to smoke on the plane.

2. You are checking in passengers for flight SK 621, the 07.45 from Oslo to Tel-Aviv. Ask for the passenger's ticket and passport, ask him / her where he / she would like to sit and give him / her a boarding card. There are no window seats left in the no-smoking area, but there are some in the smoking area. The baggage allowance is 20 kilos, and the passenger's suitcase weighs 12 kilos. The flight is going to be at least an hour late, and you don't know when it will be announced.

Student B

1. You are checking in passengers for flight QF 4, the 21.00 from San Francisco to Honolulu. Ask for the passenger's ticket and passport, ask him / her where he / she would like to sit and give him / her a boarding card. The baggage allowance is two pieces. Do not let the passenger take his / her bag on board the plane

because it is too big to go under the seat. Tell the passengers that the flight has already been announced and is boarding at Gate 5. It will leave on time.

2. You are checking in for flight SK 621, the 07.45 from Oslo to Tel-Aviv. Have your passport and ticket ready. Your baggage is one suitcase. You are a non-smoker and would like a seat by the window. You are hoping the flight will be on time; ask when it is going to be announced.

13. Complete each sentence by using a word below.

a) headphones b) seat belts c) aisle d) turbulence e) cabin crew f) land

Flying is fun. I like being in a big airliner with the (1) _____ (stewards and stewardesses) looking after me. They walk up and down the (2) _____ bringing meals and drinks; and if the flight is going through some (3) _____, they warn everybody that it might be a bit bumpy and ask us to fasten our (4) _____. On a long flight I like listening to music through the (5) _____ available to all passengers, and sometimes I sleep. I enjoy it all so much that I never want the plane to (6) _____.

14. Read the dialogue carefully. Make up your own dialogue.

GOING THROUGH CUSTOMS

Customs officer: Would you like to put your luggage on here? ... Thank you. Where have you just come from?

Traveller: From Madrid.

Customs officer: Madrid. Are you resident in Spain, or do you live in the UK?

Traveller: I live in Spain.

Customs officer: Can I see your passport, please? ... Thank you. How long are you coming to the UK for?

Traveller: For a week.

Customs officer: On holiday? Or business?

Traveller: Yes, on business.

Customs officer: I see. OK. Well then, you understand that you've come into the Green Channel, which means you have nothing to declare.

Traveller: Yes.

Customs officer: Is this all your luggage?

Traveller: Yes, this is all.

Customs officer: Is anybody else travelling with you?

Traveller: No, I'm travelling alone.

Customs officer: OK then. What type of goods have you got, cigarettes, cigars?

Traveller: I've got just 200 cigarettes.

Customs officer: Nothing else at all in the tobacco line?

Traveller: No.

Customs officer: Any drink at all?

Traveller: Just this bottle of whisky.

Customs officer: Was that bought in the duty-free shop, or...?

Traveller: Yes, at Madrid airport.

Customs officer: I see. Are you bringing any gifts for anybody in the UK?

Traveller: Well, the whisky is a present, but that's all.

Customs officer: I see. No other small items – watches, jewellery?

Traveller: No, it's just personal things.

Customs officer: OK. Right, sir. Would you let me have a look in there? ... Is the laptop going back to Spain with you?

Traveller: Yes, it is. It's mine.

Customs officer: Do you have a camera?

Traveller: No, not with me.

Customs officer: Ok, sir. Thank you very much.

15. Translate into English.

1. Шановні пасажери, вітаємо на борту нашого літака. Будьте уважні: аварійний вихід знаходиться праворуч, киснева маска та рятівний жилет – під полицею для багажу. Будь ласка, не забудьте пристебнути паски безпеки, літак злетить через 5 хвилин.
2. Бортпровідниця / стюардеса везла візок з тацями для їжі, коли один з пасажирів закричав.
3. Коли літак злітав зі злітної смуги, мені стало погано.
4. У той час, як я реєструвався, моя сестра проходила перевірку служби безпеки.
5. Охоронець попросив мене викласти все з кишень і покласти мій ручний багаж на конвеєр.
6. Коли ми сиділи у залі очікування, до нас підійшов працівник міграційної служби.
7. Коли я прибула до аеропорту, я подивилася на табло і побачила, що мій рейс затримується.
8. Коли працівник реєстраційної служби зважував мої валізи, він подивився на мене і сказав, що вони перевищують допустиму норму, і я була змушена сплатити за надлишковий багаж. Після цього на мої валізи почепили бирки і відправили до багажного відділення на борту літака.
9. Ви не будете проти, якщо я обшукаю Ваші речі?
10. Вибачте, мадам, але допустима норма багажу – 2 валізи.

16. Work in pairs. Write a dialogue “Travelling by Plane”. Your dialogue should include the following.

- *checking in for the flight*
- *security check*
- *during the flight*
- *going through customs*



Travelling by Sea



VOCABULARY

to see sb off – проводжати

a well-wisher – проводжающий

a quay – пристань

a gangway – трап

a harbour – гавань

a pier – пірс

a deck-chair – шезлонг

a deck – палуба

a cabin / a state-room – каюта

a berth – місце на борту човна

an anchor – якор

a porthole – ілюмінатор

a maiden voyage – перший рейс

a life-boat – рятувальна шлюпка

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786164876/module-7-sea-flash-cards/?new>

17. A. Read the text. Pay special attention to the words in bold.

ABOUT TRAVELLING BY SEA

Last Wednesday week I went down to Southampton Docks **to see** my partner **off** to New York on one of our largest liners. What colossal ships these steamers are when you see them from the landing stage alongside the **quay**. I had a pass so I went on board and had a look around.

From the top deck I could see the huge cranes lifting the cargo and depositing it in the holds. I saw members of the crew carrying out their duties in various parts of the ship, while the captain watched the operations and gave his orders from the bridge. Then the siren sounded and the visitors made for the **gangways**. Finally, the ship began to move off, and the passengers, leaning over the rails, waved good-bye to their friends standing below amongst the crowd. Slowly she left the **harbour**, passing beyond the pier, and gradually disappeared in the distance. For me there is no travel as fine as by sea. I think there are many things that make travelling by sea a fascinating thing for many people. Though I am not much of a sailor, I love the sight of a ship with its many decks, cabins and **state-rooms**. It looks like a huge white floating city. It is delightful to be out at sea, too, and promenade on the deck or sit in a deck-chair and take in the sun. What can be compared with the excitement you experience when you sight the land! The narrow strip of land on the horizon seems slowly coming towards you. Gradually the outlines of the shore become more distinct, and on coming nearer you get a full view of the city, the harbour, the big ships coming in from distant lands or leaving for them.

I'll never forget my first trip on board the ship from Odessa to Sochi. As the season was at its height then and the passenger traffic on the Odessa-Batumi line was heavy, we, Ann and I, had to reserve berths at the agency beforehand. After some three or four days of feverish preparations and expectations we were ready to start.

The ship was to sail at 2.00 p.m. on Saturday early in July. In the morning of that distinguished day I felt very excited at the thought that in a few hours I'll be in the open sea. A little after noon we reached the **pier** and saw our ship. What a beauty she was!

The pier was crowded with cars, trucks loaded with luggage, passengers arriving and hurrying on board, and *well-wishers* seeing them off. It was really thrilling going up the gangway. Up and up we went until we reached the main *deck*. And there from high above we looked at the people that seemed so tiny down below, crowding on the pier.

When we got on deck, we were attended by a sailor who took us down to our cabin. Inside the ship there was a vast labyrinth of aisles that ran into each other and out again and seemed to lead nowhere. But we tripped along following the sailor, and soon he brought us to our cabin. It was a small room with two *berths* in it, and against the wall, just below the *porthole*, stood a little table.

But we had no time to look around because we were eager to go back on deck. A noisy excitement was kept up from one end of the ship to the other. Shortly we heard the ship's siren warning the passengers and their well-wishers to say their last good-bye to each other. After some 10-15 minutes the ship weighed *anchor* and slowly slipped out of the harbour, leaving Odessa behind wrapped in a blue noonday haze.

As soon as the land faded from sight, we went exploring the ship. It had all modern conveniences and a wide choice of entertainment facilities. There was a good library that could afford a fair amount of reading matter. Then there were three restaurants that took care of the passengers' appetites, a cinema-hall, billiard rooms and what not.

We soon felt remarkably tired walking up and down from one deck to another and were very glad to occupy two deck-chairs that happened to be vacant. Though the sea was moderately calm, the ship rolled somewhat. Some passengers took to their berths – they felt seasick. By some happy fortune my friend and I were not sick. The fresh sea wind blew in our faces and it was lovely to look at the gulls and hear their cries as they gracefully swept over the waves almost touching the water with their wings.

In the evening we enjoyed the sunset, the beautiful sunset at sea. The sun, red as a glowing coal, gradually went down behind the horizon flooding the sky and the flakes of clouds with crimson light. It was simply marvellous!

Our voyage lasted several days. On our way we called at several ports. The stays were quite sufficient to give us the opportunity of visiting some points of interest there. And I'll never forget the day when I first saw Sochi. It was evening when we came into sight of the town. From afar the snow-white palaces seemed like tiny cottages nestling cosily in a sea of fresh green vegetation. It was a picture of wonderful beauty.

In front was the smooth sea, and in the background the high mountains, the slopes of which were clothed with green foliage. Even now when I recall it, to my mind, I experience a thrill of pleasure.

I honestly say that I love best to travel by ship.

B. Match the words in bold from the text with the definitions.

1. _____ – a long structure, usually built of stone, where boats can be tied up to take on and off their goods
2. _____ – a flat area for walking on, built across the space between the sides of a boat
3. _____ – a person who encourages or supports you
4. _____ – an area of water next to the coast, often protected from the sea by a thick wall, where ships and boats can shelter
5. _____ – a long structure sticking out from the land over the sea, where people can walk or large boats can be tied, sometimes with restaurants and places of entertainment on it
6. _____ – a room where you sleep on a cruise ship
7. _____ – a heavy metal object, usually shaped like a cross with curved arms, on a strong rope or chain, that is dropped from a boat into the water to prevent the boat from moving away
8. _____ – a small, usually round window in the side of a ship or aircraft
9. _____ – to go to the place that someone is leaving from in order to say goodbye to them

10. _____ – a bed in a boat, train, etc., or a place for a ship or boat to stay in a port
11. _____ – a passage for walking, esp. on a ship

C. Read the text again and discuss the following.

1. A big ship looks like a huge white floating city.
2. The view from the top deck is marvellous.
3. Nothing can be compared with the excitement you experience when you sight land.
4. The pier is a busy place.
5. To get around a huge ship isn't easy.
6. There isn't very much furniture in cabins.
7. If the sea isn't rough, everybody enjoys a voyage.

18. A. Read the dialogues.

IN THE PORT

(Mike and Nick come to the port and see the ship at the pier.)

Mike: My, what a beauty she is!

Nick: Yes. How many passengers can she accommodate, I wonder?

Mike: Some 500-600 at least. She is on her maiden voyage; don't you know?

Nick: Really? Look. They have lowered the gangway. Let's hurry on board.

Mike: *(on board the ship)* Excuse me, which is the way to Cabin 24, 3rd class, please.

Sailor: Straight ahead, then right and down.

Nick: It's rather difficult to find one's way here with all these narrow corridors, isn't it?

Sailor: Don't worry, I'll attend you to your cabin. You'll get accustomed to things here in no time, gentlemen. Well, here we are, Cabin 24, 3rd class. There are your berths.

Mike: But how small the cabin is! There is hardly any room to turn in here.

Sailor: You may put your things here in this locker. The restaurant is on the main deck. A pleasant voyage, gentlemen.

Nick: We hope so. Thank you very much.

VOYAGE

Mike: I say, Nick, I feel rather queer.

Nick: Sea-sick already? Why, we are hardly out at sea yet.

Mike: Well, this rolling motion of the ship affects me somewhat.

Nick: I wouldn't say you are much of a sailor then. Want to go down?

Mike: I'd rather not.

Nick: Hold on to the rail. Isn't it a nice breeze?

Mike: Yes, it is. – Say, Nick, are there any life-boats on this ship?

Nick: What! Have you lost confidence in the ship already?

Mike: Not quite, but we are in for a storm, I suppose. The sea is getting rough.

Nick: You'd better not look down, Mike. You'll get giddy. Here, take this deck-chair and sit down for a while.

Mike: No, I think, I'll go down, after all.

Nick: Hold tight, I'll take you to the cabin. You'll be alright by the morning.



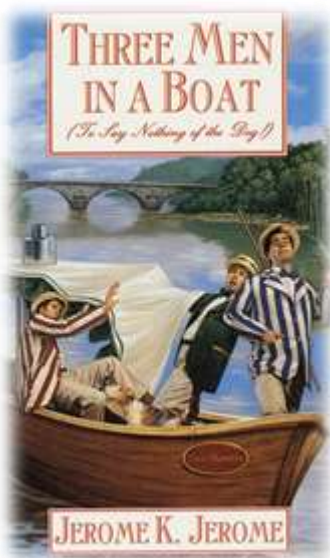
Mike: I hope so. Oh, Nick, I feel like vomiting.

Nick: Well, relax yourself and you'll feel better...Well? How do you feel now?

Mike: Much better, thanks.

B. Make up dialogues suitable for the situations above.

19. A. Complete the text with the correct prepositions.



A young man was going on a voyage which was to last a week. He knew that they served very good meals _____ the voyage. Actually, there were four meals every day _____ breakfast they usually served fish _____ potatoes. Lunch was _____ one and consisted _____ three courses. Dinner came _____ 6; it started. _____ soup, then there was fish, salad, cheese and dessert.

There was also a small supper _____ 10. You could pay _____ every meal before you had it, or _____ all the meals _____ advance which was cheaper. The young man decided to pay _____ the whole week and did so.

Lunch came. He wasn't very hungry and he ate only some meat and fruit. He felt very bad _____ this meal and when it was time _____ dinner he couldn't go and have it _____ the next four days he had only bread and water, but Saturday he had a cup _____ tea and a cake and _____ Monday he ate some chicken soup. He left the ship _____ Tuesday and when it was going away he thought, "There she goes, there she goes _____ all the

food I've paid _____ and haven't had."

(Jerome K. Jerome Three Men in a Boat)

B. Say what you have learned from the text about the young man's voyage.

C. Share the impressions on the voyage as if you were that unlucky young man.

20. Make up dialogues on the given situations.

1. Your friend invites you to a sea voyage. You have never travelled by sea and are afraid of getting seasick if the sea is rough.

2. You are on board the ship enjoying the voyage.

3. You are on board the ship sailing to Japan. The sea is rough. You are suffering from seasickness. Your friend is a good sailor, and he is very helpful to you.

4. Your friend returns from a sea voyage and shares her impressions with you.



Travelling by Rail



VOCABULARY

a single ticket – квиток в один бік
a return ticket – зворотній квиток (туди і назад)
timetable – розклад
to arrive – прибувати
to depart – відправлятися
to get on/off the train – сідати виходити з потяга
a ticket office – каса
left luggage office/ locker – камера схову

to be delayed – спізнитися, затриматися
to cancel – відмінити
a direct service – пряме сполучення (про поїзд)
to miss the train – запізнитися на потяг
a compartment – купе
a carriage – вагон
lost-and-found / lost property office – бюро знахідок

Follow the link and check your knowledge of the words/phrases
<https://quizlet.com/786167139/module-7-train-flash-cards/?new>

21. A. Read the text.

TRAVELLING BY TRAIN

You go to the station to catch a train. You can buy a single (= a one-way ticket) or a return (a ticket to a place and back again). In American English these are called one-way ticket and round-trip ticket. A first class ticket is the most expensive type of ticket. A timetable is the list that shows the times when the trains arrive and depart (= leave). You wait on the platform to get on your train. If the weather is bad it can be delayed (= late) or cancelled. If you are late and the train is on time you will miss it. If there is no direct service, you will have to change (get off your train and get on another in order to continue your journey).

AT THE RAILWAY STATION

Anna and Michael took a taxi to the station to catch their train to London. They arrived just in time; the train is due to arrive in a few minutes. They don't need to go to the ticket / booking office because they bought their tickets yesterday, and reserved two seats to be sure of getting somewhere to sit.

At the ticket barrier, they show their tickets to the ticket collector who clips them to show that they have been used. On the platform Anna looks for a porter to help them with their luggage. They find their seats in the first compartment in the carriage next to the buffet car. They put their cases on the luggage rack as the train moves off. During the journey a ticket inspector comes to look at each passenger's ticket. Anna asks him if they have to change (trains). The inspector tells her it's an express (train) and it goes direct to London (so they do not have to change).

B. Answer the following questions.

1. Where do trains come in and go out?
2. Where can you buy a ticket for your journey?

3. Who can help you with your luggage?
4. What kinds of tickets do you know?
5. Where can one have a light refreshment?
6. What do we call the man who looks at the tickets on the train?
7. Do you prefer to book your ticket beforehand or to queue up at the booking-office? What is the left-luggage office?
8. Do you usually travel light or with a lot of things?
9. Where can you buy a newspaper at the railway station?
10. Do you like seeing your friends and relatives off?
11. Do you like it when your friends and relatives come to see you off?
12. What does a big railway station look like?
13. Where can one get information about the time of arrival and departure of trains?

22. Read the telephone conversation.

BUYING A TRAIN TICKET

Steve: Can I have a train ticket, please?

Agent: Yes, certainly.

Steve: I need a return ticket from Nottingham to Luton. I'm going on Saturday and coming back next Thursday.

Agent: That'll be a weekly return actually, which is a bit cheaper than the ordinary return. That's £25.

Steve: Can I travel by any trains I like with that ticket?

Agent: Are you going to return on Friday?

Steve: On Thursday.

Agent: Unfortunately, there are also return restrictions on Thursday. It depends on what time you're going to return. Will it be morning or afternoon?

Steve: Afternoon. I'm planning to come back at 6.15 or 6.45.

Agent: Trains depart from Nottingham at half-hourly intervals. Well, if you come back at 6.15, you don't have to pay any extra charge, but if you came back at 6.45, they'd surcharge you up to the normal fare, which would be approximately about three pounds fifty extra.

Steve: Well, I'll take the cheaper one then.

Agent: Weekly return to Luton. One adult, £25. And you're travelling on...

Steve: Saturday.

Agent: Saturday the 21st?

Steve: Yes.

Agent: Here's your ticket. That one's from Nottingham to Luton, and the copy is to bring you back.

Steve: Thank you.



(<http://rucrespogri.blogspot.com/2011/05/buying-train-ticket-conversation.html>)

23. Work in pairs. Imagine you are in these situations and act out conversations.

You want to buy a single ticket and book a single-berth sleeping compartment on the night train from Brussels to Salzburg.

You are going on August 14.

Check the time of the train, which you think leaves at about 8 o'clock in the evening.

Find out the cost and then buy either a first-class or second-class ticket and book your accommodation.

24. Complete each sentence by using a word from the box. One of the words will be used more than once.

<i>buffet car</i>	<i>left luggage office</i>	<i>through train</i>	<i>window seat</i>
<i>carriage</i>	<i>luggage rack</i>	<i>ticket collector</i>	
<i>catch</i>	<i>no smoking</i>	<i>ticket office</i>	
<i>change</i>	<i>platform</i>	<i>tickets</i>	
<i>compartments</i>	<i>railway station</i>	<i>timetable</i>	
<i>departures board</i>	<i>restaurant car</i>	<i>train</i>	
<i>inter-city express</i>	<i>return</i>	<i>trolley</i>	



David Perry went to the (1) to pick up a suitcase he had left there earlier. Then he went to the (2) and asked for a second-class (3) _____ to Hastings. Five minutes later he was checking his London – Hastings (4) _____ to see what time his (5) _____ left. There was one at 12:15 from (6) _____ 12. He checked his watch. It was 11.55. “Good”, he thought. “I can (7) _____ that one”. As he walked towards (8) _____ 12, an old lady stopped him. She was pushing a (9) _____ which contained

two large suitcases. She asked him if there was a train to Southampton soon. He looked up at the large (10) _____ above their heads. He soon found what he was looking for. “Yes, there is a train leaving in fifteen minutes from (11) _____ 6”, he said to her, “it’s an (12) _____. The old lady thanked him, and David hurried along. The (13) _____ were quite full by the time he reached the (14) _____. He got into the second (15) _____ and put his suitcase on a (16) _____. It was a (17) _____ compartment. David was pleased as he was allergic to cigarette smoke. Ten minutes after the train had left the (18) _____, the (19) _____ came round to check people’s (20).

“Is this a (21) _____?” David asked.

“No, you’ll have to (22) _____ at Eastbourne”,

“And can you get something to drink on the train?”

“Sorry, sir, there’s no (23) _____ or (24) _____ on this service, I’m afraid.”

“Ah well, never mind”, David thought to himself. “We’ll soon be in Hastings”.

25. Discuss the questions.

- Do you like long-distance train journeys? Why? Why not?
- What do you like and dislike about trains?
- Do you ever worry about train safety? Why? Why not?
- What will trains be like in the future?

UNIT 31. TRAVELLING BY CAR, BY CYCLE. HITCHHIKING



“Travel is fatal to prejudice, bigotry, and narrow-mindedness.”

Mark Twain

Travelling by Car, by Bike



VOCABULARY

to reverse – давати задній хід

to brake – гальмувати, загальмувати

to skid – тіти в занесення

to change gear – переключити передачу

to speed (up) / to accelerate – прискоритися

to watch the speed – слідкувати за швидкістю

to steer – керувати

to have a flat tyre *BrE/tire AmE* – мати спущене колесо

to swerve – різко повернути

to overtake – перегнати

to pedal – їхати на велосипеді

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786169026/module-7-travelling-by-car-by-bike-flash-cards/?new>

1. A. Match the words with their definitions.

- | | |
|----------------------------|--|
| 1. bumper-to-bumper | A. a passenger in a car who gives unwanted advice to the driver |
| 2. backseat driver | B. to begin a trip |
| 3. to hit the road | C. with very little space between two cars in a line of cars |
| 4. to hitch a lift/ride | D. to wait in the car because of a traffic jam or accident |
| 5. to get stuck in traffic | E. a road that drivers must pay to use |
| 6. to pick up speed | F. to put things into cases, bags etc ready for a trip somewhere |
| 7. to pack up | G. to get a free ride from the drivers of passing cars |
| 8. toll road | H. to go faster |

B. Complete the sentences with the following phrases.

hitched a lift

packed up

back seat driver

bumper-to-bumper

hit the road

toll road

1. We _____ and hit the road.
2. The traffic's usually _____ all the way to work.
3. After the festival, we _____ back to the city.
4. My mum's a _____ – she always tells me to speed up or slow down.
5. They _____ in a traffic jam.
6. The Mercedes was gradually _____.
7. The _____ costs \$10 one way.
8. I like to _____ early when going on long journeys.

2. A. Trevor Andrews is an examiner for people who take driving tests. He is describing his experiences with two learners in the two texts that follow. Read them and then answer the questions.

A DRIVING TEST

A

The trouble is, you see, that you're not supposed to talk to the drivers except to avoid an accident. Take Mrs. Bland, a nice lady, but... We drove down to the traffic lights all right, and I said, "Turn right, please, towards Market Street". She turned left, and then realised she had gone in the wrong direction. A coach just behind us braked sharply, and the driver swore at us when he overtook us. "I always have problems with left and right," Mrs. Bland said, as we came up to the roundabout. But I managed to steer her to a quiet road, so she could reverse around a corner. "I must keep at the same distance from the curb all the way round, my driving instructor said," she told me. As we reached the corner, she said, "Oh dear, we've gone too far". She wrenched the steering wheel and we mounted the pavement, just as a man came out of his front gate. There was an awful crash, and I shut my eyes, but we had only driven through his fence. After I had listened to his complaints, I told her I would drive her home. "Have I failed?" she said. She was very angry, in the end. I parked outside her house and she was still arguing. "There's my husband," she said. "You must explain what happened." So, I did. He was quite reasonable, but when I turned round, I saw a traffic warden writing out a parking ticket. "Don't you see the *No Parking* sign?" he said. "And you are a driving examiner!"



B. Answer the questions.

1. Why do you think the coach behind braked sharply?
2. Why do you think Trevor was worried by what Mrs. Bland said as they approached the roundabout?
3. Why did he choose a quiet road for the first practical test?
4. Why did the car mount the pavement?
5. How did Trevor get a parking ticket?

B

Mr. Hogg was much worse, though. He had his own Jaguar, with L plates on it. We took the same route. I didn't want to go to Market Street because it was getting near the rush hour and Mr. Hogg looked as if he would be impatient in a traffic jam. But when he accelerated past a minibus just as we were approaching a fork in the road, I began to worry. "Left or right," he said, swerving past a cyclist. "Left," I said, watching the cyclist in the mirror as he fell off his bike. We roared over a zebra crossing and two pedestrians jumped back onto the pavement just in time. "Slow down," I said, "you're exceeding the speed limit. "Really?" he said, as we passed a lorry going into a bend. "I thought it was 70 on the main road out of town". "No, that's on the motorway," I said weakly. In no time, we were out of town. I could see a motel ahead and a lorry parked in a lay-by. Suddenly, the car swerved violently, and we skidded to a halt as he put on the brakes. "There was a strange noise," he said. "Perhaps we've got a flat tyre". He was right but when we had changed the wheel, the car wouldn't start. "You've run out of petrol," I said, looking at the gauge. "How silly!" he said, "I asked my wife to fill up before I took my test". We stood at the side of the road, trying to flag down passing motorists. They didn't stop. They thought we were hitch-hikers, hoping to get a lift. In the end, I came back by bus and said I would tell the nearest garage. It was better than coming back with him, though.

C. Answer the questions.

1. Why did Mr. Hogg's car have L plates on it?
2. Why did Trevor prefer not to go towards Market Street?
3. Why was Mr. Hogg wrong to accelerate past the minibus?
4. Why did the pedestrians jump back onto the pavement?
5. What is the speed limit on the motorway?
6. What do you think a motel is? And what is a lay-by?
7. Why did the car skid to a halt?
8. What do you do if you have a flat tyre?
- 9 Why wouldn't the car start after they had changed the wheel?
10. Why did they try to flag down motorists, and why didn't the motorists stop?

3. What's your idea?

On American roads one can read such banner:



4. Read and comment on the anecdotes about drivers.

Officer: Don't you see that sign, "Fine for parking?"

Driver: Yes, Officer, I see it and heartily agree with it."

Policeman: "As soon as I saw you come around the bend, I said to myself: "Forty-five at least".

Lady driver: How dare you? It's this hat that makes me look older.

A motorist speeding along a highway at 80 miles an hour was stopped by a policeman. "Was I driving too fast?" asked the motorist apologetically. "Hell no," replied the policeman. "You were flying too low."

Mother: What did your dad say when you smashed his new car?

Son: Shall I leave out the swear words?

Mother: Yes, of course.

Son: He didn't say a word.

Policeman: What do you mean going fifty miles an hour?

Motorist: My brakes don't work and I was hustling to get home before I had an accident

5. How important do you think the following are as causes of crashes on the road today?

- the age of drivers
- speed
- the number of cars on the road
- the weather
- mechanical problems
- the sex of drivers
- the psychology of drivers
- the quality of road



6. A. Read the article quickly and decide which according to the writer is the biggest cause.

THE DANGERS OF SAFETY

Travelling by road is widely accepted as being the most dangerous way to travel with far more deaths per kilometre than rail, sea or air. In fact, while road traffic injuries represent about 25 % of worldwide injury-related deaths, fatalities on the road in the UK have been decreasing for some time, with last year's figure standing at 3.150. We take a look at why the number is decreasing, but why it seems impossible to eradicate fatalities completely.

Over the years, different methods of reducing the number of crashes have been tried. The Locomotive and Highways Act of 1865 introduced the idea of speed limits to the motoring world. Since then, more and more ways of controlling the behaviour of drivers have been introduced, such as one-way streets and traffic signals, as well as compulsory driver testing and licensing. These days, there are many more methods of enforcement, including speed cameras and fines for breaking motoring laws.

Another solution is to make cars themselves safer in case of an accident. This means the main focus has been on passive safety or crash survival rather than active safety or avoiding crashes. There are many innovations by motor manufacturers which have made a car safer, such as seat belts, anti-lock brakes and airbags. A lot of attention has also been paid to car interiors, as cars have got quieter, more comfortable and more luxurious. These improvements have tended to make the driver feel more in control and insulated him/her from the fast-moving and dangerous environment outside the car. It seems strange that as improvements have been made the number of pile-ups continues to increase.



Actually, it is wrong to talk about safe and dangerous cars in this way.

The key to this problem is not actually the car, but the driver. In fact, making drivers feel safer is not the solution to the problem, it is the cause of the problem. As drivers feel safer, it encourages them to drive aggressively and to ignore other road users and therefore increases the number of crashes. The problem of car safety is not an engineering problem but a psychological one. Ironically, if we want cars to be safer, we need to make them more dangerous!

*(David Cotton
Language Leader. Upper Intermediate. Coursebook)*

B. Read the article again and decide which of the methods of making roads safer listed below are mentioned. Support your choices with examples.

- restricting the speed at which people can drive
- introducing technological innovations to make people slow down
- educating drivers
- improving safety features in cars
- having tough penalties for drivers who break the law
- introducing an upper age limit for drivers
- assessing drivers' abilities and issuing of documents
- introducing street lighting to improve visibility

C. Without looking back at the article, complete these safety features.

1. speed _____
2. anti-lock _____
3. traffic _____
4. air _____
5. _____ cameras
6. seat _____
7. one-way _____



7. A. Work in groups. Discuss the ways of improving road safety. Decide together which method you think would be the most effective.

a) Read this quote from a representative of the Campaign for Better Driving. Discuss the points in it with your group.

“I agree that we need to do something about the number of accidents and injuries on the roads today, but I don’t agree with all these restrictions and safety features that the police want to introduce, you know, like speed cameras. They affect everybody and penalise the good drivers as well as the bad ones. It’s a fact that driving fast doesn’t cause accidents – it’s driving badly that causes them, so I think we should be turning against bad drivers. Now, most crashes are caused by young men, so why don’t we raise the age for learning to drive, say to 20 for women and 22 for men? Another possibility is to retest young drivers every two years until they’re 30 to make sure they’re driving well. I firmly believe that educating and monitoring young people is the way to solve this problem.”

b) Read this quote from a car manufacturer. Discuss the points in it with your group.

“A lot of people talk about understanding why crashes happen and educating people to stop them happening, but I don’t agree with that. It just isn’t possible to change people’s behaviour – put some people behind the steering wheel of a car and you’ve got an accident waiting to happen. A car is a dangerous machine for everyone – the driver, passengers in the car and other road users, I mean oilier drivers, cyclists and pedestrians. I’m a great believer in using technology to solve problems, and we can certainly make cars safer. For example, we can have automatic speed limiters in cars so that the driver can’t go above, say, 100 km per hour. You can get better computer systems – we’re trying to look at a system where the car senses how close it is to other vehicles, and it increases the distance. Another possibility might be making cars softer with external airbags to protect people both inside and outside the car if there’s a crash. So, you see, there are lots of options. Engineering is the way to solve this problem.”

c) Read this quote from the head of a traffic police unit. Discuss the points in it with your group.

“I obviously think that we can help to solve the problem of deaths and injuries on the road by changing the law. Sure, you can make cars safer, and you can educate people, but I think the only way to make a difference is to hit people where it hurts, fine them or take away their licence. So, I think we should have tougher penalties for drivers who break the law, so maybe they should automatically lose their licence for a year for speeding, or they should be given a really large fine for driving carelessly, something like that. Of course, we can try to change the way drivers behave by having lower speed limits and using more speed

cameras. We could then use the money we get from the fines for more road safety classes, and advanced driving courses. But you've got to make people see that breaking the law when they drive is very serious."

(David Cotton Language Leader. Upper Intermediate. Coursebook)

B. Report your decisions to the class.

C. Write your recommendations for a report on road safety.

8. Read about Frankie Dewar's experience and share your ideas about it.

CYCLING THE UK: FIVE BENEFITS OF TRAVELLING BY BIKE



This year, between the UK's two lockdowns, Frankie Dewar had two months off work and decided to dive into a slow travel adventure by bike, cycling a 3,175km loop around England, Wales and Scotland. With no previous experience, Frankie snapped up a £75 second hand bike, donned her helmet and headed out into the countryside. 71 days later she had completed her loop. Now completely in love with cycling, she's written a post for the Byway blog to share her five favourite things about travelling by bike.

I had wanted to get into biking to move away from travelling by car, but it wasn't until lockdown at the start of 2020 that I finally made the jump and bought a bike. Spending £75 on a second hand bike, I started building up my confidence riding on the road. Then, with very little experience, I saw an opportunity where I would be between jobs and could go away for a longer trip.

There wasn't much time to plan or think about it, I just had to jump into it and make it happen. I wanted to go flight free and decided that travelling by bike could be a great way of getting to know my home country.

I completed a loop from Brighton and travelled all the way up to Scotland and back. I averaged about 60 km a day. That sounds like a lot but you'd be surprised how far you can get by bike, even without any training. The whole trip was a complete adventure. I met so many people, saw some incredible places and have fallen in love with bike travel.

My trip has shown me so many wonderful things about travelling by bike; here are my top five.

1. People are friendlier

I've always found it easy to meet people when I'm travelling solo, but this is especially the case when travelling by bike. People are so curious about where you have come from and where you are going, it is a great conversation starter. It surprised me how eager people were to tell me more about their homes and the history of the towns they had grown up in.

When you travel by bike you are also welcomed into a huge community of cycle tourers and bikers of all kinds. The bike community is so welcoming and other bikers always wave at you as you pedal past. You'll get the silent nod from serious looking road bikers all dressed in lycra. Other cycle tourers will stop to chat about routes and where they have stopped for coffee. I found that people wanted to go out of their way to help me, everywhere I went.

2. You see things that you wouldn't normally see

Some of my favourite moments of the trip were when deer, squirrels, hedgehogs or birds would run or fly past the bike. Cycling through the countryside and along canals I found that my bike was quiet enough to get really close to wildlife, and sometimes the various creatures I encountered wouldn't notice me at all. I loved soaking up the different landscapes I cycled through, whether weaving through valleys in Scotland, rolling over hills in Devon, or whizzing along cycle lanes in the cities I explored. What really surprised me about the trip was how many incredible places there are to cycle around the UK. There wasn't a single place that I wouldn't love to go back and re-visit.

3. Even bad weather is great weather

Before the trip I had never cycled in the rain, and didn't really want to, but there was no way that I could make it round the country in two months without embracing the wet days. I found out that sometimes when it rains it's actually still pretty fun. I would wrap up in all my waterproofs, put my lights on and play a "rainy day" spotify playlist. The rain would never last all day and when it did clear up it would be the best feeling ever. I felt so proud to know that I was outside, when a lot of people would have stayed indoors complaining about the weather.

One of my favourite moments of the trip was cycling up the broken road beneath Mam Tor in the Peak District. The rain was coming in so heavily it was almost a river, the wind was blowing all over the place, but it made the views even more impressive, and I loved every second.

4. Everything tastes nicer after a day on the bike

In the first week of my trip I cycled through the New Forest, pedalled across Dorset, and rode my bike through some of the most stunning landscape in the south of England. Did I take any photos of the views? No. But I did take photos of every meal I ate that first week. There is nothing better than treating yourself to an ice cream at the beach, stopping for chips at a quiet country pub or settling down to a hearty meal after a long day. Going places by bike really works up an appetite, food looks tastier, smells nicer, and tastes incredible. It's tempting to stop at every restaurant you smell as you cycle past.

5. You see how far you've come

Whether it's the end of a day, the end of a week or the end of a longer trip, there is nothing like sitting down, looking at a map and realising how far your legs have taken you. When I started the trip, I had no idea how far I would be able to cycle. The moment that stands out for me the most was two weeks in, cycling across the border into Wales. I was overwhelmed with the feeling of knowing how far I had come. Driving to Wales is a long way from home, so to have arrived under my own steam felt so empowering, it was one of those moments that I will never forget. If anyone is thinking of trying bike travel I would absolutely recommend it. Just give it a go, you could be surprised how far your legs will take you.

(<https://www.byway.travel/blog/cycling-the-uk-five-benefits-of-travelling-by-bike>)

Hitchhiking



VOCABULARY

to pick up – підібрати когось на дорозі

to get a ride – підвезти, підкинути

to hitchhike – подорожувати автостопом

hitchhiker – подорожуючий автостопом

to thumb a lift – стояти біля краю дороги і простягати руку з піднятим великим пальцем як сигнал для зупинки транспортного засобу

9. A. Read the text and give a few tips on hitchhiking.

TOP 10 TIPS FOR HITCHHIKING

Hitchhiking is one of the cheapest ways of travelling. By tradition, hitchhiking is defined as soliciting a ride by standing at the edge of a road, facing traffic, with one's thumb extended/upwards. You can meet a lot of people and make lots of friends. You can also become very frustrated, or encounter danger on the way; today's drivers are more fearful of picking up hitchhikers than in the past. But it's also a great feeling to get a ride after you've been waiting for a long time. People who do pick up hitchhikers tend to be very friendly. However, hitchhikers also risk being picked up by someone who is an unsafe driver or even dangerous to their person.

Here you have it, our top 9 tips for hitchhiking:

1. Find out about local hitchhiking customs

It's not always easy to do, but when possible try to find out about the official and unofficial local laws of hitching. It can be helpful to know, for example, that while hitching isn't exactly illegal in the US, there are major restrictions, and these can change from state to state. Similarly, knowing that hitchhikers are often expected to pay their way in parts of South America can help you avoid unexpected and unnecessary arguments.

2. Two's company, three's a crowd

Hitching in pairs can be a great way of cutting down on roadside-waiting time, especially if you're a mixed pair or two women travelling together. While a lonesome figure thumbing a lift instantly calls to mind images of escaped convicts (well, for some at least), two friends looking for a ride appear comparatively amiable and less inherently dangerous. Avoid groups of three or more, however. That's a gang (and it's also logistically less plausible for small cars).

3. Scrub up

Working on the fairly safe assumption that drivers are a little wary of picking up escaped convicts, try not to look like an escaped convict! The shabbier you appear, the less likely you are to get a lift. So, dress in something at least a little clean, and maybe even have a wash and shave, too. Trust us, it'll help.

4. Look happy

Even if you're wearing your Sunday best, drivers aren't likely to stop if your face screams 'sad and dangerous'. Try to look alert and interesting.

5. Choose a spot

This is a big one. Choosing a good spot is vital if you want to be picked up quickly. Common knowledge amongst hitchhikers has it that you need to find a spot where cars will see you for as long as possible, and where they have plenty of space to stop if they decide to help. So, try to avoid corners and busy roads without run-off areas.

Your spot doesn't have to be on a road – it could be outside a petrol garage, or at a motorway rest stop.

6. Make eye contact

Assuming you've found a good spot where you can see cars from a long way off, try to make eye contact with drivers – that little flicker of human contact can make all the difference. Don't, on any account, wear sunglasses. Escaped convicts wear sunglasses to hide from the law.

7. Talk to the driver before getting in

Once a car has stopped for you, walk up to the driver's seat and ask the driver where they're going. That way you have a little time to assess your potential ride, and decide whether it appeals or not. If there's something not quite right, you're not in the car, so you can simply walk away.

8. Talk to the driver once you're in

Hitchhiking is all about the stories and the characters... so get chatting!

9. Carry a phone if possible

If you have a mobile phone, carry it with you in your pocket. The phone may come in handy if you get yourself into a situation you wouldn't want to be in. In reality though, it's more likely you'll use it as something to write your new traveling buddy's number into.

(<https://www.hostelbookers.com/blog/travel/top-tips-for-hitchhiking/>)

B. Answer the questions.

1. What is hitchhiking?
2. Have you ever gone hitchhiking?
3. Is hitchhiking dangerous?
4. What are the advantages and disadvantages of hitchhiking?
5. What are the most useful tips for hitchhiking?

10. *Work in pairs. What are the advantages and disadvantages of the following ways of travelling? Discuss the question with your partner and complete the chart below.*

	Travelling by car	Travelling by cycle	Hitchhiking
Advantage			
Disadvantages			

UNIT 32. USING PUBLIC TRANSPORT



“A developed country isn’t a place where the poor have cars. It’s where the rich use public transportation.”

Gustavo Petro

VOCABULARY

to be made up of – складатися з	insurance – страховка
a ticket-machine – квитковий автомат	fare – плата за проїзд
to press a button – натиснути на кнопку	conductor – контролер-касир, кондуктор
to get around your town – переміщатися по місту	inspector – контролер
to run workshops on sth – проводити майстер класи	to hail a taxi – ловити таксі
a valid driving licence – дійсні водійські права	taxi rank – стоянка таксі
	newsagents – газетний кіоск

1. Put each of the following words in its correct place in the passage below.

<i>fare</i>	<i>sliding doors</i>	<i>platform</i>	<i>conductor</i>	<i>crew</i>	<i>cab</i>
<i>double-decker</i>	<i>bus stop</i>	<i>driver</i>	<i>rush hour</i>	<i>tube</i>	<i>destination</i>
<i>inspector</i>	<i>subway</i>	<i>lift</i>	<i>hail</i>	<i>single-decker</i>	<i>taxi-rank</i>
<i>metro</i>	<i>coach</i>	<i>tip</i>	<i>escalator</i>	<i>rack</i>	<i>check</i>

A taxi, sometimes called a (1) _____ is the most comfortable way to travel. You simply (2) _____ the taxi in the street or go to a (3) _____, where there are several taxis waiting, for example, at a station. At the end of your journey you can see how much the (4) _____ is by looking at the meter. You add a (5) _____ to this, and that’s it. Very simple. But expensive!

What about taking a bus? If it has two floors, it’s called a (6) _____ and you can get a good view from the top. If it has only one floor, it’s called a (7) _____. Most buses have a two-person (8) _____: the (9) _____, who drives, of course, and the (10) _____, (or conductress if it’s a woman) who takes your money. Keep your ticket because an (11) _____ might want to (12) _____ it. You catch a bus by waiting at a (13) _____. You can see where a bus is going because the (14) _____ is written on the front. But try to avoid the (15) _____.

Quicker than the bus is the underground (called the (16) _____ in London, the (17) _____ in New York and the (18) _____ in Paris and many other cities. You buy your ticket at the ticket-office. Go down to the (19) _____ on the (20) _____ or in the (21) _____. The train comes, The (22) _____ open. You get on. You look at the map of the underground system. Very simple.

For longer distances take a train or a long distance bus, usually called a (23) _____, which is slower but cheaper. The train is very fast. Put your luggage on the (24) _____ and sit and wait till you arrive.

2. Read the text and be ready to discuss the main means of transport in London.

TRANSPORT IN LONDON

Underground

London Underground (known as “the tube”) is the biggest underground system in the world and is made up of a network of 9 major routes, called lines. The network covers central and outer London and some suburbs. You buy your ticket at the underground station from a ticket-machine or a ticket-office. Ticket-machines sometimes require the exact money: the machine will display “Change given” or “Exact Money Only” signs. The cost of the ticket depends on the length of your journey: there are 5 zones and the more zones you cross, the higher the cost of the ticket.

Ordinary single or return tickets are available, but if you are breaking your journey (getting off at one station on your way to another) or travelling to several places in a day, a “One-day Travelcard” will be more economical.

Travelcards allow unlimited travel on London buses and the underground. They are available from London underground stations, some bus stations and newsagents.

Smoking is not allowed on London underground trains or in stations. Trains stop automatically at all stations: on some trains doors open automatically, on others you must press a button. Every tube train compartment has maps showing all the stations on the line you are on. A map of the whole system can be found in every station. Other cities in Britain with underground train networks are Glasgow and Newcastle.



Buses

Most UK towns and cities offer regular bus services. You can buy a ticket from the driver when you board (except on some buses in London where you can buy tickets in advance, use a travel card or Oyster card). For regular journeys, consider a season ticket to save money.

Cycling

Cycling is very popular in the UK and a great way to get around your town or city, save money and keep fit. Many universities have cycling clubs or cycle buddy schemes and run workshops on bike safety and maintenance.

London has city cycle hire schemes. These allow you to pick up a bike from a docking station for a small cost and return it to a docking station elsewhere in the city within 24 hours.

Cars and taxis

Taxis are easy to find in all major cities and towns. As in all countries, make sure the taxi you use is safe. If you are considering driving a car in the UK, you’ll need a valid driving licence and insurance. The car must also be registered and taxed.

3. A. Read the text and find out interesting facts about the Tube.

LONDON UNDERGROUND (THE TUBE)

London has an underground train network called the Tube. It's one of the busiest in the world, and it's the oldest. The first tube train left Paddington station in 1863, more than 150 years ago. The tube was a lot cheaper then: a single journey cost 6 pence. Today it costs about 10 pounds. Let's find out more...

The Tube has 40 'ghost stations' or stations that people don't use. Some ghost stations are film sets – you can see them on TV. Other ghost stations are in pop videos.

People often leave things on tube trains. They usually forget their phones, but also strange things, like gorilla costumes and false teeth.

In World War II, tube stations were safe places. They were underground, so lots of children slept there. On Christmas Day in 1940, workers gave 11000 toys to children on the Tube.

Tube train drivers work very hard. They travel 43000000 miles every day. That's half-way to the sun!

B. Answer the questions.

1. When did the first Tube station open?
2. What do we call stations that people don't use?
3. What do people usually leave on Tube trains?
4. Why did people sleep in tube stations during World War II?



4. Discuss the following.

1. What type of public transport do you prefer?
2. How do you get to university?
3. How long is your commute? What do you do on your regular commute? Do you listen to something? Do you watch videos or play games? Do you read?
4. What is good and bad about using public transport?
5. How often do you take a taxi? What is the basic fare in your town or city?
6. Have you used a ride-sharing service, or do you prefer to be the only passenger?
7. Does your city have a good public transportation system? What could be improved about it?
8. How do people treat each other on public transportation in your city? For example, do people give up their seats to people who need them?
9. When you visit a new place, the transportation system can be confusing. What good or bad transport experiences have you had in a new place?

UNIT 33. THE MOST INCREDIBLE TRIP OF MINE



PROJECT

The Most Incredible Trip of Mine

MODULE 8

MEALS AND COOKING

UNIT 34. FOOD AND DRINKS



“Eat breakfast like a king, lunch like a prince, and dinner like a pauper.”

Adelle Davis

VOCABULARY

- non-stick frying pan
- baking parchment
- savoury
- tasty
- bland
- tasteless
- raw
- nutritious
- smoked
- frozen
- undercooked/over-cooked
- home-made food
- takeaway food
- canned/tinned
- baking tray/sheet (*tin*)
- a saucepan/casserole/pot with a lid
- chopping board
- a rolling pin
- a ladle
- to roll out the dough
- to knead the dough
- stodgy
- to simmer
- to sprinkle
- to stuff (with)
- to (be) go off/stale/sour
- to grind (ground)
- to follow a recipe
- to slice
- to put on a low heat
- to reduce the heat
- to melt
- to grease the pan
- to serve
- to preheat the oven to 100 C
- to smell/taste delicious
- to roast
- to taste, to try sth
- to defrost
- to flip over (*about the pancakes*)
- to pinch
- to squeeze
- to bring to the boil
- to stir
- to mash
- to dip
- to grill/to broil (*AE*)
- to stew

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786171890/module-8-meals-and-cooking-flash-cards/?new>

1. Match the adjectives with their meanings.

- | | |
|---------------------|---|
| 1 wholesome | A likely to make you healthy |
| 2 fattening | B food which makes you put on weight |
| 3 nutritious | C containing a lot of fat |
| 4 fatty | D having a pleasant taste and smell |
| 5 stodgy | E containing a lot of fat, butter, eggs and making you feel full quickly |
| 6 savoury | F containing many useful substances |
| 7 organic | G naturally grown, having no chemical additives |

4. What food can be described as ... ?

• bitter	• tender	• hot / spicy	• tough
• sour	• stodgy	• mild	• fresh
• salty	• juicy	• savoury	• sweet

3. Translate into English.

1. Я обожаю їсти домашнього приготування.
2. Я знаю, наскільки шкідливою є нездорова їжа, але інколи обідаю в ресторанах їжі швидкого приготування.
3. Мама вчора купила нову каструлю і пательню.
4. Вчора в ресторані нам принесли пересмажений стейк.
5. Для того, щоб хліб не зачерствів, його потрібно зберігати в хлібниці.
6. Щоб замісити тісто, спочатку потрібно просіяти борошно.

4. A. Read the interviews with Alice and Jacqueline. Match the questions with their answers.

We talk to women around the world about their relationship with food.

1. Is food a pleasure for you?
2. What do you normally eat in a typical day?
3. Do you ever cook?
4. Do you ever eat 'unhealthy' food? How do you feel about it?
5. Are you trying to cut down on anything at the moment?
6. Are people's diets in your country getting better or worse?

Alice Freeman, a lawyer from San Francisco

A ____ I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don't think it's very healthy to cut out entire groups of foods like carbohydrates.

B ____ Not very often. I don't have the time or talent to cook full meals. I usually **heat up** a frozen meal or order a **takeaway**.

C ____ Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don't do it very often.

D ____ I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, **soup** or sushi. I don't eat meat, but I eat a lot of fish. In the evening, I just have something light at home.

E ____ I am trying to cut down on the amount of **fat** I eat. I'm also trying to eat more **wholemeal** bread.

F ____ Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.

Jacqueline Fahre, an IT consultant from Lyons

A ____ Yes, I cook every evening for my family. I often make soup or traditional French **dishes** like 'boeuf bourguignon', which is a kind of beef and red wine **stew**, and then we have cheese and salad. It may seem a lot but we don't eat big **portions**. What's important for me is quality, not quantity.

B ____ Yes, I'm trying to eat less chocolate.

C ____ I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.

D _____ Not at home. I think most of the food I cook is healthy, but occasionally when I **eat out** I have something unhealthy, but it doesn't worry me.

E _____ Yes, definitely. For me, good meals with the family make me happy!

F _____ I'm quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with **honey** or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

(Clive Oxenden, Christina Latham-Koenig
New English File. Intermediate. Student's Book)

B. Read the interviews again and answer the questions below. Write A (Alice), J (Jacqueline), or B (both of them).

Who ... ?

1. often eats in restaurants
2. eats quite a lot of sweet things
3. eats ready-prepared food
4. cooks big meals at home
5. enjoys eating
6. feels bad when she eats unhealthily
7. is trying to eat less of something
8. prefers having good food to having a lot of food
9. is negative about eating habits in her country

C. Match the words or phrases in bold in the texts with their definitions.

- _____ — to have a meal in a restaurant, not at home
- _____ — a sweet food made by bees, which people often eat on bread
- _____ — the quantity you eat of a kind of food during a meal
- _____ — to make cold food hot
- _____ — food you buy from a restaurant to eat at home
- _____ — food from animals or plants used for cooking, e.g. *oil, butter, etc*
- _____ — food prepared in a particular way, e.g. *sushi, lasagne, etc.*
- _____ — made from brown flour
- _____ — a liquid food often made of vegetables, e.g. tomatoes, onions
- _____ — meat cooked for a long time in liquid, usually with vegetables

D. Which of the two women do you think has the healthier diet? Why?

5. Read sentences 1–6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view. Write your answers.

1. Women worry more about their diet than men.
2. Young people today eat less healthily than ten years ago.
3. Men cook as a hobby, and women cook because they have to.
4. Vegetarians are healthier than people who eat a lot of meat.
5. You can often eat better in cheap restaurants than in expensive ones.
6. Every country thinks that their cooking is the best.

6. Match the parts of English idioms.

1 to bite off more than one can chew	A to have a lot of tasks
2 to take sth with a pinch of salt	B extremely rich in producing food
3 to have a lot on one's plate	C to be sold out very quickly
4 to know which side one's bread is buttered on	D to make an unpleasant thing seem less so
5 flowing with milk and honey	E not to believe entirely
6 to sell like hot cakes	F to be an unwanted member of a trio
7 a storm in a tea-cup	G where one is in a position of advantage
8 to sugar the pill	H for certain
9 to play gooseberry	I to attempt to do more than one can
10 as sure as eggs is eggs	J disturbance over a trifling matter mean matching the two parts

7. Translate into English. Use taste of / like, smell of / like where necessary.

- Я випив чашку чаю. Ти що, не помив чашки після сніданку?
- Ця мінеральна вода на смак як оцет.
- У наших слив просто райський смак!
- Дивно, що у цих тістечок шоколадний присмак, хоча я не додавала до них шоколад.
- Що ти робиш?
– Куштую суп. На смак він як грибний.
- Запах свіжоспеченого хліба завжди робить атмосферу в будинку більш затишною.
- Після того, як я спробував потроху усіх страв, я зрозумів, що мені зовсім не подобається, як вона готує.
- У кімнаті стояв запах лимонів.
- У цієї страви дуже приємний запах. Сподіваюся, і на смак вона буде чудовою.
- У кухні дуже неприємний запах. – Лишенько, це риба, котру я збиралася приготувати на вечерю!
- Тушковані баклажани пахнуть як гриби.
- На смак ця страва занадто віддає часником.
- У її подиху був запах м'яти.
- Малюк відкусив шматочок яблука, що лежало у вазі, але воно не мало ніякого смаку, і він подумав, що воно несправжнє.
- Що ти готуєш? Пахне шашликом. – Просто смажу м'ясо.

8. Discuss the following.

- Do you 'eat to live' or 'live to eat'?
- Do you keep to any kind of a diet? Why? Why not?
- Is there a dish you are never tired of eating?
- Is there a dish or food you have always hated? Why?
- Do you watch TV programmes where chefs, cooks or famous people offer different recipes? Have you ever tried to cook their dishes? If yes, what was the result? If no, why not?
- What food is healthy? What food can be dangerous? What does it depend on?

UNIT 35. EATING AND DRINKING HABITS IN ENGLISH-SPEAKING COUNTRIES AND UKRAINE



“Your diet is a bank account. Good food choices are good investments.”

Bethenny Frankel

VOCABULARY

to cut down on something – зменшувати кількість вживання

a wide range of beverages – широкий вибір напоїв

for the dessert – на десерт

eating habits – звички харчування

a main course – основна страва

Help yourself to sth! – пригощайтеся

to follow a diet – дотримуватися дієти

to cut out entire groups of foods – виключати з раціону цілу групу продуктів

to heat up a meal – розігрівати їжу

to order a takeaway – замовляти їжу на виніс

to cause diseases – спричиняти хвороби

to spoil figure – псувати фігуру

1. Match the following words with the definitions below.

custard

bacon rashers

pickle

cauliflower

mustard

gravy

sausages

parsnips

trifle

batter cheddar

crumble

pancake

chop

Yorkshire pudding

Brussels sprout

1. Large, white, carrot-like root vegetables. Often served roasted, with a roast dinner. _____
2. A sweet, yellow sauce which is served hot. _____
3. Slices of meat which come from a pig. Often included in a traditional English breakfast. _____
4. A white, broccoli-like vegetable with a mild flavour. Sometimes served in a cheese sauce. _____
5. A thick slice of pork or lamb, on the bone. _____
6. A thick, tasty relish (savory sauce) containing pieces of preserved vegetables. _____
7. A hot (spicy), yellow, thick, condiment, usually eaten with meat. _____
8. Cylinder-shaped portions of minced meat, which are usually made of pork. _____
9. A brown, savory sauce for meat. Served hot. _____
10. A mixture of eggs, flour and water or milk. Used for coating food before cooking, and for making pancakes and Yorkshire pudding. _____
11. A small, savory, ‘cake’ made of batter and baked in an oven. Usually eaten with roast beef. _____
12. A dessert made of cake, custard and cream. Sometimes contains sherry (fortified wine). _____
13. Small, round, green, cabbage-like vegetables. _____
14. A thin, flat ‘cake’ made of batter and fried. Can be folded or rolled up and served with either sweet or savory fillings. _____

15. A hot fruit pudding with a mixture of flour and fat on the top, like breadcrumbs. _____

16. This is a firm, pale yellow cheese which can have a mild or strong flavour. _____

(<https://www.tefl.net/esl-lesson-plans/worksheets-topic/British-Food.pdf>)

2. Discuss the following questions.

1. Which of the foods do you think are the most appealing / strange / unappealing?
2. Have you ever tried any other foreign food? What was it like?

3. A. Read the text and tell about eating habits in Britain and the USA.



Many typical English dishes centre on roast meat - beef, pork, lamb, poultry and game. Roast beef is accompanied with roast potatoes and Yorkshire pudding. Mint sauce is usually served with lamb, and currant jelly with poultry. Pork is normally complimented by apple sauce.

A treat is salmon, also smoked, as are haddock and mackerel. Regional sea specialties include oysters. Stews and pies are particular favourites, with Lancashire hot pot, a celebrated stew.

Tea is the national drink. Children have tea at about 5 or 6 pm.

“Five o’clock tea” is the meal and not a drink.

It is often meat or fish with vegetables and then a dessert. Cream teas are very popular. You may have scones (cake with raisins) with cream and jam. Coffee enjoys almost equal popularity. Beer might be one of brews: mild, bitter, stout or lager. Pubs serve a wide range of non-alcoholic and alcoholic beverages, including gin, vodka, sherry and whisky. Permitted drinking hours are generally 11 am to 11 pm Monday to Saturday; noon to 3 pm and 7 pm to 10:30 pm on Sunday, Good Friday and December 25.

For breakfast most people have cereal or toast and tea or coffee. People have tea with cold milk. Some people prefer instant coffee, made just with hot water. Many visitors to Britain find this coffee disgusting.

Lunch is a quick meal. It is very light, usually a sandwich and some fruit. There are a lot of sandwich bars with a wide choice of bread, salad, fish and meat which go for sandwiches. Pubs serve good, cheap food, both hot and cold. School children can have a hot meal at school but many take a lunch bag from home - a sandwich, a drink, apples or bananas. On Sundays many families have a traditional lunch: roast meat with potatoes, vegetables and gravy – a sauce made from the meat juices.

People have dinner at 7 or 8 pm. The evening meal is the main meal of the day. Usually the whole family eats together.

Supper must be very light – a sandwich or toast, or just some biscuits. Those who don’t have dinner may eat supper at 9 pm.

At the restaurant you will have a starter, a main course and a dessert. The starter includes a vegetable, tomato or chicken soup, prawn cocktail, melon and ham or fruit juice. Main courses give a choice of chicken

casserole, roast beef, fish pie served with new potatoes and fresh vegetables. Desserts may include Black Forest Gateau (a chocolate cake), an apple pie with cream or ice cream, cheese and biscuits.

The British like food from other countries. From the time immemorial foreign trade was a major influence on British cooking. English cooks used ingredients from all over the world though good English weather with plenty of rains helps them produce fine fruit, vegetables and meat.

Later in the evening more tea, cocoa, milk, sandwiches, cold meat or biscuits may be eaten as supper.

Recently there have been great changes in eating habits. English favourites, sausages, fried eggs, bacon and chips are on decline, as many people think that too much fat may cause diseases such as diabetes and heart disease or spoil their figures. Therefore, they drink more skimmed milk, prefer fibrous brown bread to white one, eat less butter and cut down on meat. About 10 % of all young people are now vegetarian.

It is difficult to say what American people prefer for their meals, because the United States is a country with many different ethnic groups with different eating habits. Many popular dishes, which are considered typically American, are of foreign origin and were brought to America by Italian, Mexican, Greek, Turkish, Chinese and other people.

Breakfast usually consists of juice or coffee, eggs, toast, fruit and cereals. Pancakes and muffins are popular breakfast food too. Some people do not eat any breakfast at all but simply have a cup of coffee.

Lunch often consists of a BLT (bacon, lettuce, tomato) sandwich, hamburgers of various types, hot dogs or pizza.

Many people in the U.S. have dinner between 5 and 7 o'clock. It is often the biggest meal of the day when fried steak or fish and chips are served. Then there is a dessert.

Many Americans like to have lunch and dinner out — at snack bars, fast food restaurants or more expensive restaurants. Those who want to eat at home without preparing the meal, can use take-away services. Some meals, especially pizza, can also be ordered to be delivered home. On some occasions Americans like to eat outdoors and have picnics or barbecues.

B. Answer the following questions.

1. Why don't British families have meals together?
2. What kinds of food are very popular in Britain?
3. What are the eating habits in Britain?
4. What are the eating habits in the USA?
5. Do Americans have a healthy balanced diet? If not, why?
6. Americans are large consumers of junk foods and fast foods. Give example of both.
7. What are the least healthy foods?
8. Why do you think ready-made foods have replaced home-made cooking?
9. What are the British large consumers of?
10. What are the Americans large consumers of?
11. What kinds of food can you eat in a pub?



4. National Dishes

A. Work in groups. Think of as many national or typical dishes as you can and put them in the correct columns.

Ukraine	UK	Other countries

B. Discuss the following questions.

1. Have you tried any of these dishes? Which ones? Did you like or dislike them?
2. What is your favourite food? What is your least favourite?
3. What is the strangest food you have ever eaten? Did it taste good or bad?
4. Do you like trying new foods?
5. Are there any foods that you wouldn't eat as a child that you eat now?
6. Do you prefer your own country's food or other kinds of food? Has your country 'adopted' many foods from other countries?
7. If you were living abroad, which food would you miss most from this country?

(<https://www.english-practice.at/b1/grammar/relative-clauses/b1-relative-clauses-index.htm>)

5. A. Work in pairs. Think of a food to match each adjective.

Tastes		Texture	
Adjective	Example	Adjective	Example
Sour		Soft	
Sweet		Hard	
Salty		chewy	
Bitter		crunchy	
Bland		crispy	
Strong		creamy	
Spicy		flaky	

B. Read the following clues and guess what food / dish is being described.

1. This food is soft and it tastes sweet. It is made from cream, sugar and fruit or chocolate. It is eaten very cold, usually in summer.
2. This food is crunchy and it can be salty or sweet. It is often eaten in the cinema.
3. This food is hard on the outside, but usually soft in the middle. It is very versatile and is used to make lots of sweet and savoury dishes. In the UK people also eat it on its own for breakfast or in a sandwich.
4. This food is usually hard and crunchy, and it is red or green in colour. People often use it to make desserts, e.g. *pies*.

C. Write some more clues of your own and see if your partner or the rest of the class can guess which food you are describing.

6. Translate into English.

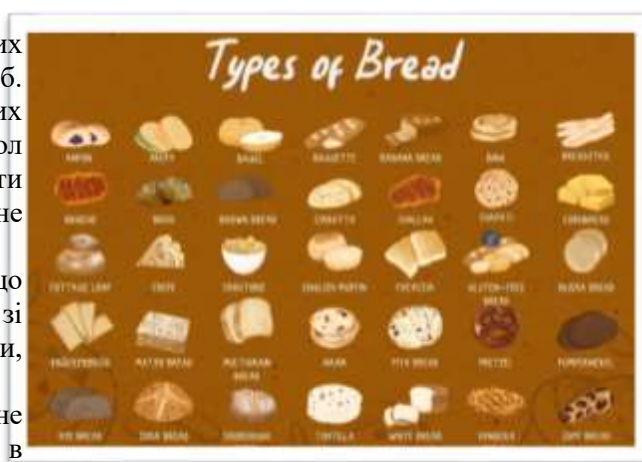
1. Україна відома своїм хлібом. Зайдіть у будь-який хлібний магазин, і ви побачите безліч видів хліба: білий, житній, висівковий. Ви можете також купити до чаю сайки, рогаляки, пончики і різні булочки.

2. Кейт була на дієті, і з усіх хлібобулочних виробів вона їла тільки черствий чорний хліб. Іноді на сніданок вона з'їдала пару сухих крекерів чи сухарів. А її молодша сестра Керол не могла утриматися від того, щоб не з'їсти бісквітне тістечко на десерт після обіду та не випити чаю з пряниками.

3. Після вечері мама поклала скибочки хліба, що залишилися, у хлібницю, зібрала крихти хліба зі столу і подала чай із фруктовими піріжками, печивом і круасанами.

4. Дуже корисно їсти різні каші. Багато хто не любить манну кашу, якою, можливо, об'ївся в дитинстві. Але я раз на день, в основному на сніданок, їм або гречану, або рисову, або вівсяну кашу. Зараз у магазині можна купити мюслі з різними фруктами, які ви заливаєте гарячим молоком чи йогуртом і одержуєте ситний (*nourishing/rich*) сніданок.

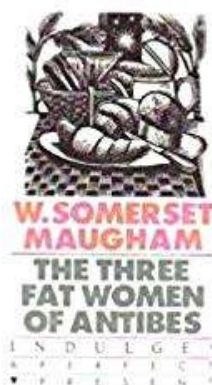
5. Я вважаю, що італійські макаронні вироби найсмачніші у світі. Я знаю, що в Італії їх багато видів, але найпоширеніші — це макарони, локшина, спагеті та вермішель. Зваріть будь-які макаронні вироби у великій кількості води, промийте їх у друшляку, додайте сир і соус. Це дуже швидко, зручно, а головне, смачно.



7. A. Read the text.

THE THREE FAT WOMEN OF ANTIBES

(Extract from the story by S. Maugham. Abridged)



One was called Mrs. Richman and she was a widow. The second was called Mrs. Sutcliffe; she was American and she had divorced two husbands. The third was called Miss Hickson and she was a spinster.

They were great friends, Miss Hickson, Mrs. Richman and Arrow Sutcliffe. It was their fat that had brought them together and the bridge that had cemented their alliance. They would have been independent of anyone

else if they had not needed a fourth at bridge. It was for this reason that Frank¹ invited Lena Finch to come and stay with them at Antibes. They were spending some weeks there on Frank's suggestion. She proposed then that they should take a house at Antibes, where they could get plenty of exercise — everyone knew that nothing slimmed you like swimming. With a cook of their own they could at least avoid things that were obviously fattening. The plan worked very well.

But the fourth at bridge continued to be the difficulty. One morning when they were sitting in pyjamas on the terrace, drinking their tea (without milk or sugar), Frank looked up from the letters.

'Lena Finch is coming down to the Riviera,' she said. 'What about asking her to come here for a fortnight?'

'Does she play bridge?' asked Beatrice².

'You bet your life she does,' boomed Frank in her deep voice. 'And a damned good game too. We should be absolutely independent of outsiders.'

It was settled. And three days later Lena Finch arrived. Frank met her at the station. She was in deep mourning for the recent death of her husband. Lena was not, however, unduly depressed. Frank introduced the stranger to her two friends and they sat down in what was known as the Monkey House. It was crowded with chattering people, who were seated at the tables having drinks. The conversation was gay and easy, and presently they strolled back to the villa for luncheon.

In each napkin were two little antifat rusks. Lena gave a bright smile as she put them by the side of her plate.

'May I have some bread?' she asked.

The grossest indecency would not have fallen on the ears of those three women. Not one of them had eaten bread for ten years.

Frank, the good hostess, recovered herself first.

'Of course, darling,' she said and turning to the butler asked him to bring some.

'And some butter,' said Lena in that pleasant easy way of hers.

There was a moment's embarrassed silence.

'I don't know if there's any in the house,' said Frank, 'but I'll inquire'.

The butler brought a long crisp roll of French bread. Lena slit it in two and plastered it with the butter, which was miraculously produced.

A grilled sole was served. The rest of the luncheon consisted of lamb cutlets, with the fat carefully removed, and spinach boiled in water, with stewed pears to end up with, Lena tasted her pears and gave the butler a look of inquiry. That resourceful man understood her at once and though powdered sugar had never been served at that table before handed her without a moment's hesitation a bowl of it. She helped herself liberally. The other three pretended not to notice. Coffee was served and Lena took three lumps of sugar in hers.

'You have a very sweet tooth,' said Arrow in a tone which she struggled to keep friendly.

But human nature is weak. You must not ask too much of it. They ate grilled fish while Lena ate macaroni sizzling with cheese and butter; they ate grilled cutlets and boiled spinach while Lena ate *pâte de foie gras*; twice a week they ate hard-boiled eggs and raw tomatoes, while Lena ate peas swimming in cream and potatoes cooked in all sorts of delicious ways. The chef was a good chef and he leapt at the opportunity afforded him to send up one dish more rich, tasty and succulent than the other.

The butler disclosed the fact that he could make half a dozen kinds of cocktail and Lena informed them that the doctor recommended her to drink burgundy at luncheon and champagne at dinner. The three fat women persevered.

¹ Frank — Frances Hickson

² Beatrice — Mrs. Richman

Lena was going to stay with friends on the Italian Riviera and Frank saw her off by the same train as that by which she had arrived. When she turned away from the departing train she heaved such a vast sigh of relief that the platform shook beneath her.

She passed through the Monkey House, looking about her to say Good morning to anyone she knew, and then stopped dead still. Beatrice was sitting at one of the tables, by herself.

‘Beatrice, what are you doing?’ she cried in her deep voice. Beatrice looked at her coolly.

‘Eating,’ she answered.



In front of Beatrice was a plate of croissants and a plate of butter, a pot of strawberry jam, coffee and a jug of cream. Beatrice was spreading butter thick on the delicious hot bread, covering this with jam, and then pouring the thick cream overall.

The tears welled up to Frank’s eyes. Suddenly she felt very weak and womanly. Speechless she

sank down on a chair by Beatrice’s side. A waiter came up. With a pathetic gesture she waved towards the coffee and croissants.

‘I’ll have the same,’ she sighed. In a moment the waiter brought her croissants, butter, jam and coffee.

‘Where’s the cream, you fool?’ she roared like a lioness.

She began to eat. She ate gluttonously. The place was beginning to fill up with bathers. Presently Arrow strolled along. On her way she caught sight of Frank and Beatrice. She stopped. She could hardly believe her eyes.

‘My God!’ she cried. ‘You beasts. You hogs.’

She seized a chair. ‘Waiter.’ In the twinkling of an eye the waiter was at her side.

‘Bring me what these ladies are having,’ she ordered.

Frank lifted her great heavy head from her plate.

‘Bring me some *pâte de foie gras*,’ she boomed.

The coffee was brought and the hot rolls and cream and the *pâte de foie gras*. They spread the cream on the *pâte* and they ate it. They devoured great spoonfuls of jam. They crunched the delicious crisp bread voluptuously. They ate with solemn, ecstatic enthusiasm.

‘I haven’t eaten potatoes for twenty-five years,’ said Frank in a far-off brooding tone.

‘Waiter,’ cried Beatrice, ‘bring fried potatoes for three.’ The potatoes were brought. They ate them with their fingers.

‘Bring me a dry Martini,’ said Arrow.

‘Bring me a double dry Martini,’ said Frank.

‘Bring three double dry Martinis,’ said Beatrice.

They were brought and drunk at a gulp.

‘I wonder if they’ve got any chocolate eclairs,’ said Beatrice.

‘Of course, they have.’

And, of course, they had. Frank thrust one whole into her huge mouth, swallowed it and seized another, but before she ate it she looked at the other two and plunged a vindictive dagger into the heart of the monstrous Lena.

‘You can say what you like, but the truth is she played a damned rotten game of bridge, really.’

‘Lousy,’ agreed Arrow.

But Beatrice suddenly thought she would like a meringue.

Proper names

Antibes (*French*) — Антиб

Arrow Sutcliffe — Эрроу Сатклифф

Somerset Maugham — Сомерсет Моэм

Frances Hickson — Френсис Хиксон

Beatrice Richman — Беатрич Ричмен

Lena Finch — Лена Финч

B. Find the following sentences in the text above, complete and translate them.

1. ... which was miraculously produced.
2. ‘...,’ said Arrow in a tone which she struggled to keep friendly.
3. The butler brought a long....
4. The rest of the luncheon consisted of...
5. They ate grilled fish while...
6. ...he leapt at the opportunity afforded him...
7. Beatrice was spreading...
8. They devoured...
9. They crunched...
10. ‘I wonder...’ said Beatrice.

C. Answer the questions.

1. What were Mrs. Richman, Mrs. Sutcliffe and Miss Hickson?
2. Why did they need the fourth person in their company?
3. Where were they staying and why?
4. What did Frank suggest one morning?
5. How did Lena Finch and the ladies meet?
6. Where did the ladies go from the Monkey House?
7. What terrified the ladies at luncheon?
8. What did the ladies have for luncheon?
9. How did Lena’s dishes and the ladies’ food differ during her stay?
10. What kind of talents did the chef and the butler disclose?
11. How did Lena and Frank part?
12. When did Frank stop dead still?

13. What was Beatrice eating?
14. What did Frank suddenly do?
15. How did Arrow react when she saw the two ladies eating?
16. What else did the ladies order?
17. Did the ladies eat calmly or not?
18. What was Frank's revenge upon Lena like?

D. Find in the text words and phrases similar in meaning to the following.

1. to eat noisily
2. to eat quickly with great eagerness
3. to like eating sweet things
4. to regain self-control
5. to take fat away
6. to put butter on top
7. to cut into two parts
8. to serve oneself with food or drink
9. to give coffee to sb
10. a sweet dry hard golden-brown bread
11. to eat too much in a greedy way
12. a greedy, dirty, vulgar person (informal)
13. formal meal around midday, usually in honour of a famous person or to celebrate an important event
14. to walk in a slow, relaxed way
15. to drink very fast by swallowing large quantities at once

E. Put in the missing prepositions looking for help in the text.

1. The manager introduced a new chef _____ the rest of the staff.
2. He was so absorbed in the dinner that didn't notice the letter lying _____ the side of his plate.
3. Elena gave the waiter a look of inquiry and he handed her another helping _____ a moment's hesitation.
4. When I went into the kitchen the kids were sitting under the table and devouring the huge cake _____ their fingers.
5. For breakfast she usually has a cup of coffee and a croissant. She slits it _____ two, plasters butter and puts jam or chocolate spread on top.
6. The restaurant was overcrowded with smartly dressed people chattering and laughing. The waiters served the tables _____ the twinkling _____ an eye.
7. Martin was so thirsty that drank a glass of water _____ a gulp.
8. In the restaurant we ordered salad, stuffed chicken and double dry Martini _____ three.

8. A. Do a survey about eating. Find out information about the people in the group using the given questionnaire. You are free to cross out or add any questions you like, depending on what you think the important and interesting issues are.

1. Do you have a lot of salt with your food?
2. Do you like spicy food?
3. Do you eat between meals?
4. Do you eat frozen and ready-to-cook food?
5. Do you think you have a healthy diet?
6. Do you eat quickly or slowly?
7. Do you avoid food which contains additives?
8. Have you ever been on a diet?



B. Discuss the results of your survey with your groupmates.



9. Look at the different eating habits. Discuss with your partner which ones are healthy and unhealthy and explain why.

UNIT 36. TABLE MANNERS



“Food is dear to everyone’s heart, so the first golden rule of table manners is respect.”

Cristina Ho

VOCABULARY

a host – господар

a napkin – серветка

to belch – відригувати

to spill – розливати, розсипати

to slurp – сьорбати

to eat off the knife – їсти з ножа

to refill the glass – знову наповнювати склянку

No, thank you! – Ні, дякую!

Could you pass me the salt and pepper? – Чи не могли б Ви передати мені сіль та перець?

to stretch over the table for sth – тягнутися через стіл за чимось

to make a mess – створювати безлад

Behave yourself! – Поводься добре!

to make a noise – шуміти

a major faux pas – основна помилка

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786177658/module-8-table-manners-flash-cards/?new>

1. Match the meals with their description.

Informal dinner

Afternoon tea

Brunch

Formal dinner

1. It is a British food tradition of sitting down for an afternoon treat of tea served with sandwiches, scones and cake. It is served around 4 pm and it is also called ‘low tea’ since it was enjoyed on low tables with comfortable chairs and sofas in the drawing room.
2. It is a meal usually taken late in the morning which combines breakfast and lunch. “It’s talk-compelling. It puts you in a good temper, it makes you satisfied with yourself and your fellow beings, it sweeps away the worries and cobwebs of the week.”
3. It is one of the strict protocol, dinner which is reserved for ceremonial occasions, such as diplomatic affairs, weddings, anniversary parties, corporate banquets, fundraisers and catered events (minimum of four courses but usually five, six, seven or more courses served).
4. It is a simple two-to-four-course meal in an informal relaxed atmosphere usually cooked by the host and served unassisted.

2. A. Match the words with their meanings.

dinnerware

cutlery

glassware

stemware

tableware

table linen

- _____ the plates, glasses, knives etc used when eating a meal
- _____ glasses and glass bowls that have a stem (= a thin vertical part joining the base to the part that holds liquid), such as wine glasses
- _____ plates and bowls of different sizes, used for serving and eating food
- _____ knives, forks and spoons, used for eating and serving food
- _____ glass objects, especially ones used for drinking and eating
- _____ all the cloths used during a meal, such as napkins and tablecloths

B. Complete the sentences with the words above.

1. Danielle vigorously scrubs the table, and frenziedly polishes the silver _____.
2. Plates and other _____ are presented in a beautiful painted cabinet.
3. Good _____ is also essential-to show off the food and add to the atmosphere.
4. And to emphasise the elegant style of the Milchester house we chose hand-cut Stuart Crystal _____.
5. _____ comes in many shapes, and glasses are described by the shape of the bowl (which holds the liquid), the stem (which supports the bowl), and the base or foot.
6. Next came forks and _____ in general that reflected good quality silver and occasionally gold crafted in artistic designs.

3. Read the text and tell about table manners.

TABLE MANNERS

Good table manners avoid ugliness. All rules of table manners are made to avoid it. To let anyone see what you have in your mouth is offensive. So is to make a noise. To make a mess in the plate is disgusting.



So, there are some rules how to behave yourself at the table:

Do not attract undue attention to yourself in public.

When eating, take as much as you want but eat as much as you take.

Never stretch over the table for something you want, ask your neighbour to pass it.

Take a slice of bread from the bread-plate by hand; don't harpoon your bread with a fork.

Never read while eating (at least in company).

When a dish is placed before you, do not look at it suspiciously as though it was the first time you had seen it, and do not give the impression that you are about to sniff it.

Chicken requires special handling. First cut as much as you can, and when you can't use your knife or fork any longer, use your fingers.

The customary way to refuse a dish is by saying, "No, thank you" (or to accept, "Yes, please"). Don't say "I don't eat that stuff", don't make faces or noises to show that you don't like it.

In between courses don't make bread-balls to while the time away and do not play with the silver.

Do not leave a spoon in your cup when drinking tea or coffee.

Do not empty your glass too quickly – it will be promptly refilled.

Don't put liquid into your mouth if it is already full.

Don't eat off the knife.

Vegetables, potatoes, and macaroni are placed on your fork with the help of your knife.

If your food is too hot, don't blow on it as though you are trying to start a campfire on a damp night.

Try to make as little noise as possible when eating.

And, finally, don't forget to say "thank you" for every favour or kindness.

B. Answer the questions.

1. All rules of table manners are made to avoid ugliness, aren't they?
2. What is "good table manners"?
3. Why do our people need them?
4. What other table manners do you know?
5. Do you follow them?



4. A. Read the text and write out the most important dos and don'ts table manners. Discuss them with your groupmates.

BASIC RULES OF TABLE MANNERS

Americans have notoriously poor table manners. We slurp our soup, chomp our chocolate cake, spill our salt, and belch our blessings. And while all this slurping, chomping, spilling, and belching can be seen as quaintly charming, we are no longer living in little wooden shacks in the Ozarks where we prop our feet on the table and scoot aside to make room for our 26 cats, dogs, and other varmints. What we need is some table manners!

GENERAL TIP #1: For all questions involving etiquette, just use your brains. Men don't have to get all Victorian and insist on standing up every time a woman leaves or returns to the table. Just be polite. Now, if you're a guest at someone's house, don't sit until the host sits first (unless the host told you to just go sit down at the table). In fact, when dealing with hosts, remember...

GENERAL TIP #2: Never do anything until the host does it first. This includes sitting, eating, putting your napkin on the table, and leaving. After all, the host is paying for the meal, so at least make him/her feel like he's in charge. OK, so we've overcome the enormous hurdle of getting you into the chair. Now it's time to take inventory and figure out which stuff is yours. We've all gone to dinner and used our neighbour's fork, glass, and bread plate. My, how embarrassing! So, here's a shortcut so that you can know exactly what is yours: (1) Your plate is in the centre. (2) Knives and spoons are on your right, and forks and your napkin – on the left. (3) Liquids (e.g., your water) go to 76 on your right, and solids (e.g., bread plate) go on your left.

There might be more forks, knives, or spoons, depending on what the meal is, but you get the general idea. If you need another shortcut, remember that your drink is always on the right because the first two letters in the word "Drink" stand for "Drink Right". Catchy, eh? Just know that your bread plate is on the other side, and you're set!



One note if you happen to be the host: remember that all items (e.g., salad, meal, wine, water) should be brought to each diner's RIGHT, and cleared from each diner's LEFT. That's why the glasses are all on the right.

You know where your stuff is. But now it's time to know how to use everything properly. Take your napkin and place it on your lap right away when you sit down. (It should never be on the table.) Don't get fancy and try to snap it open. Just put it on your lap (NOT into your shirt). If you're a man, do not put your tie over your shoulder.

Now you can take some bread from the breadbasket. Take only one slice of bread. (It's OK to rip it from the loaf with your hands, but be neat. Don't declare war on the bread and cheer when you get your slice separated). Here's a common mistake: DO NOT butter your bread at this point. Yeah, you heard us. This is how to do it:

Take some butter, and put it on your plate, not on the bread. Now you have your own little pile of butter and won't continually fish from the communal butter dish. Tear a bite-size piece off your bread. Butter that bite-sized piece from your own little butter pile. Eat it with delight.

The first part of the meal comes: the appetisers. But what utensil should you use? You can find the answer in...

GENERAL TIP #3: Use your utensils from the outside in...

The fork furthest to the outside is the one you should use for the appetiser. When the next part of the meal comes, use the next outermost fork, and so on. Same deal goes for the spoons and knives. If you're in a fancy restaurant or a party at Buckingham Palace, you might be lucky enough to have waiters who will remove any utensils you won't need. But even if you do not have this luxury, we still implore: use your brains! You won't use a knife to eat your soup. You won't use a spoon to eat your salad. But let's say that you lose track of your utensils and get lost. Then, proceed to...

GENERAL TIP #4: If you're not sure what to do, wait and see what your neighbour does. If that offers no clue, then just fake it...

Chances are, nobody's watching you closely enough to see that you're using your dinner fork instead of the salad fork (the salad fork is the smaller one). Don't draw attention to yourself. Don't make a big deal of it. Just take a guess and eat. If you used the wrong utensil, the waiter will bring you a replacement.

Before we move on, remember the thing we said about not letting the knife touch the table? That's because...

GENERAL TIP #5: You should never let any utensils, once used, EVER touch the table again.

This includes leaning a fork onto the plate, or using a knife and putting it back in its original place. The original reason is because the utensil could dirty the tablecloth (a major faux pas) and result in a cleaning bill for the host. So, once a utensil is used, its lifespan is over.

One last note should be made about soup. Many people do not know how to correctly use a soup spoon, so we will supply you with...

GENERAL TIP #6: Do not put the entire soup spoon in your mouth.

Instead, fill a soup spoon about 75% with soup, bring it up to your mouth, and sip it from the side with as little slurping as possible. When your soup runs low, it's acceptable to tip your bowl away from you so that you can capture the last bits of soup, but don't do that more than twice. And remember to lower your spoon into your soup gently so that it doesn't bang the bottom of the bowl – imagine 20 people eating soup and banging their bowl bottoms.

Salt and pepper

An additional note needs to be made about using salt and pepper if someone asks you to pass the salt, do it in the same manner above, but pass BOTH the salt and pepper (even if only one of the two were asked for). NEVER use salt and pepper on your food until after you have already tasted it. It's a huge insult to the cook if you try to add flavour before even tasting it.

"Embarrassing" moments

Did you burp? Did you spill something? To handle these little unfortunate accidents, just try to channel the aura of James Bond and think: be classy, be classy, be classy. If anything comes out of your mouth other than speech (e.g., burp, hiccup, chicken nugget), just excuse yourself quietly (to nobody in particular), and put your napkin to your lips. This is a good time to talk about general napkin etiquette. Never smear your napkin all over your face, or wipe your mouth hard. Just use it to blot your mouth.

B. Look at the picture and tell the class how one should lay the table for two.

Where one puts ...?

a soup plate
 a dinner plate
 a bottom plate
 a bread plate
 a knife
 a fork

a tablespoon
 a napkin
 salt
 pepper
 mustard
 a wine glass



5. A. Read the list of Table Don'ts.

1. Elbows are never put on the table while one is eating.
2. Don't lift your plate up to your mouth.
3. Don't push back your plate when finished. It remains exactly where it is until whoever is waiting on you removes it.
4. Don't lean back and announce, 'I'm through'. The fact that you have put your fork and knife together on the plate shows that you have finished.
5. Don't wait until all plates are served; after a few guests have been served, it is perfectly all right to start eating.
6. Don't let others see what you have in your mouth.
7. Don't make a noise when eating.
8. Put the food in your mouth with your fork, never with your knife.

B. Look at the pictures and say which Table Don'ts are not observed.

6. A. Read the list of Table Dos.

1. Put your napkin on your lap. Do not wear it around your neck.
2. Gravy should be put on the meat, and the condiment, pickles and jelly at the side of whatever they accompany.
3. All juicy or soft fruit or cake is best eaten with a fork and when necessary a spoon or a knife also.



4. When passing your plate for a second helping always leave a knife and a fork on the plate and be sure the handles are far enough not to topple off.

5. You may use your knife or a piece of dry crust as a pusher to guide and hold each mouthful for the fork to lift.

6. Fish bones are taken between finger and thumb and removed between compressed lips.

7. Bread should always be broken into moderate-sized pieces with the fingers before being eaten.

B. Complete the list of Table Dos and say how one should eat.

soup

meat

poultry

lobster

oranges

watermelons

bananas

apples

7. What do you know about table manners around the world? Compare Ukrainian table manners to table manners around the world. Write your ideas. Follow the plan.



1. Speak about the table manners you should observe in your homes or in the public cafeteria. What do you do before eating?

2. Are there rules about your hands or the way you sit?

3. What do you do at the end of a meal?

4. Why do we have rules about how to eat?

5. Have you ever been in situations where the rules you are used to are not appropriate?

8. Read the text and tell about etiquette in different countries.

DIFFERENT COUNTRIES, DIFFERENT ETIQUETTE

Whether one is travelling for business or for pleasure, new cultures are generally part of the process. Although there are many differences between cultures in the world, there are also similarities. The similarities do not get us into trouble, but the differences can destroy a business deal or a pleasure trip. Learning some facts and some of the patterns of other cultures, as well as various travel customs and tips, can help you be successful.

France

In a country where food is king it's good to have courtly manner. So:

- Don't cut your salad with a knife or fork. Instead fold your salad on your fork using your knife.
- Never cut bread. Break bread with your fingers. And usually there aren't bread/butter plates. So, place your bread on the table above your dinner plate on the left.
- Cut cheese vertically. Do not cut off the points.

- Never eat fruit whole – always peel and slice it before eating.
- When you're finished eating, place knife and fork side by side on the plate at the 5:20 position. The fork should be on the left and the knife should be on the right with the blade of the knife facing the fork.
- To signify that you would like more food, cross your knife and fork across your plate.



Italy

Italians are known for expressing themselves through body language. So:

- Greet friends with a kiss on both cheeks.
- Keep eye contact while talking. If not, Italians think you are hiding something.
- To call a waiter or waitress, raise your index finger and make eye contact.
- Stand when an older person enters the room.

China

In China, it's all about respect. So:

- When introduced to a group of Chinese people, they may greet you with applause. Be sure to applaud back.
- Greet the oldest, most senior person first.
- Address the Chinese by Mr., Mrs., Miss plus family name.
- The Chinese dislike being touched by strangers. Other than shaking hands when greeting them, do not hug, lock arms or make any other body contact.

Argentina

Always fashion-conscious. So:

- Dress well if you want to make a good impression.
- Women are expected to dress stylishly.
- And don't be offended by their humour, which may mildly attack your clothing or weight.

9 Watch “12 Unexpected Etiquette Rules from Around the World”. Compile a list of new words and phrases. Which rules surprised you? Why? *Scan the QR code to watch the video.



10 . Discuss the following.

1. What are the differences and similarities between the table etiquette in your country and the countries that you have read about?
2. What are some mealtime habits or rules in your home that a visitor from one of these countries may find unusual? What could you do to make your visitor feel comfortable?
3. How did you learn what behaviour is appropriate at mealtime?
4. Why are rules of etiquette so important? Whose rules do you follow when you're sharing a meal at someone's house? Whose rules do you follow in a restaurant?

UNIT 37. EATING OUT



“A good restaurant is like a vacation; it transports you, and it becomes a lot more than just about the food.”

Philip Rosenthal

VOCABULARY

Table for two? – Столик на двох?

Are you ready to order? – Чи Ви готові замовити?

May I take your order, please? – Чи можу я прийняти Ваше замовлення?

Would you like something else instead? – Чи не хотіли б Ви щось інше?

How is your fish? – Як Ваша риба?

May we have the bill, please? – Чи можна рахунок, будь ласка?

to mix up the order – переплутати замовлення

bad customer service – погане обслуговування

to overcharged – обрахувати, обманути

to leave a 15% tip – залишити 15% чайових

I. A. Choose the right word from the list to fill in the gaps.

<i>fast food</i>	<i>menu</i>	<i>service</i>	<i>bar</i>
<i>cookbook</i>	<i>take-away</i>	<i>waiter</i>	<i>lounge</i>
<i>recipe</i>	<i>bill</i>	<i>tip</i>	<i>restaurant</i>
<i>dish</i>	<i>ingredients</i>	<i>dessert</i>	<i>order</i>

I really hate _____. I prefer to go to a good _____ that serves everything, including the _____, using the best _____. Sometimes, I like to _____ something that I have tried at home. First, I look up the _____ in the _____ and then I cook the _____. Next, I go to the restaurant, and when the _____ comes to my table I ask for the _____ and order what I have already cooked at home! Sometimes, I like to go out for a _____. You can have a drink in either a _____ or a _____, which are usually nicer. At the end of the evening, it's time to ask for the _____ and, usually, if the _____ has been good, it's a good idea to leave a 15%-20% _____.

B. Discuss the following questions.

1. How often do you go to a restaurant?
2. Do you like eating out or at home?
3. What is your favourite restaurant?
4. What is your favourite food to order there?
5. When was the last time you went to a restaurant?
6. Is there any difference between a restaurant, café, bar, pub, cafeteria?

7. Have you ever been to a Western restaurant (i.e. in the US or Europe)?
8. Were there any differences in customs between your country and the West?

2. Answer the questions.

1. Where do you usually eat out?
2. What is your favourite restaurant?
3. Where in Kyiv can we eat Ukrainian, Japanese, Italian food?
4. What are the advantages and disadvantages of eating out?

3. A. Read the text and tell about London's ethnic population.

London's ethnic population is not a new phenomenon. London has seen wave after wave of successive migrant populations arrive in the capital and settle in one area, thus creating a mini-homeland. You can see the culture reflected in the shops, you can hear it in the voices of the people on the street and you can taste it in the food.

One such area that has seen different peoples come and go is Brick Lane in east London, an area which gets its name from, you guessed it – making bricks! Situated in one of the poorest boroughs it is a densely populated area that was first established by immigrants, usually escaping something in the country they had left behind.

In the early 1700s, French Huguenots established themselves in Spitalfields, the area that now contains Brick Lane. They were very successful in establishing a silk industry and made the area very prosperous indeed. Jews followed in the early part of the 20th century as they fled Russia, and again during the Second World War as they left other parts of Eastern Europe. But it was more recently that Brick Lane acquired its current inhabitants as later, in the 1960s and 1970s, a large influx of immigrants from Bangladesh established the current 'Banglatown'.

In Tower Hamlets (the London Borough containing Brick Lane), 37 % of the population is Bengali, that's about 123 000 people. In April 2002, the borough decided to rename the electoral ward 'Spitalfields / Banglatown', many street lamps were erected in a South Asian style and painted in bright red and green, these are the colours of the Bangladeshi flag.

In Brick Lane now, you will find shops selling sari material, and dozens of 'Indian' restaurants. Of course, these restaurants are not Indian at all. It is Bangladeshis who run them, the customers either do not know, or do not care that the food is not authentic. According to the Curry Club of Great Britain there are 8500 Indian restaurants in the UK, and of these, more than 8 out of 10 are owned by Bangladeshis.

So, with this huge Bengali community, it must be a good place to get a curry? You might think so, but in fact, these restaurants offer huge menus. The sauces are often bought in large catering packs; they are made for Western tastes. A dish in one restaurant may taste exactly the same as the same dish in a restaurant down the street. If you want to find more authentic food, look for the restaurants that are not full of people in suits drinking pints of lager with their dinner. Look for the places with the small menus, where there are more Islamic customers than Western. In your search for a more authentic curry, you could try areas such as Wembley in the north, or Southall in the west.

Who will be the immigrants of the future? As different cultures throughout the world continue to be displaced, we find more and more of a diverse mix in a truly cosmopolitan city.

*(BBC World Service
Learning English. Welcome to London)*

B. Choose the right answer.

1. Which is the best title for the article?

- A Banglatown's food
- B In search of a good curry
- C Cosmopolitan London

2. According to the article, why did early immigrants come to London?

- A They wanted to run away from something in their countries
- B They wanted to set up business here
- C They heard London was a great city

3. How did the Huguenots make their money?

- A Bricks
- B French food
- C Silk

4. Why did the borough choose red and green to paint the lampposts?

- A It looked nice
- B The Bengali people chose it
- C Red and green are the colours of the Bangladeshi flag

5. Why is the curry on Brick Lane not authentic?

- A It is Indian not Bangladeshi
- B The food is made to suit Western tastes
- C It doesn't taste good with lager

6. Which of the following is NOT good advice for finding an authentic curry?

- A Look for fewer Westerners
- B Look for smaller menus
- C Look for people wearing suits and drinking lager

4. A. Read the dialogue and act it out.

Dave and Sarah decide to visit an American restaurant.

Waiter: Good afternoon. Table for two?

Dave: Yes, please.

Waiter: Smoking or non-smoking?

Sarah: Non-smoking.

Waiter: Right this way.

They walk to a table. Dave and Sarah sit down and the waiter gives them menus.

Waiter: I'll be back in a few minutes to take your order.

After 7 minutes, the waiter returns.

Waiter: Are you ready to order?

Dave: I think so, but can I ask? What is Beef Stroganoff?

Waiter: It's beef cut into small pieces and served in a sour cream and white wine sauce.

Dave: Ok, that sounds good. I'll have that.

Waiter: Excellent. And that comes with your choice of French fries, fried mushrooms, or rice.

Dave: I'll have rice.

Waiter: Anything to start?

Dave: I'll have the French Onion soup.

Waiter: OK. And what can I get you?



Sarah: Is the Spaghetti and Meatballs very large?

Waiter: Yes, it's a big portion.

Sarah: Oh, I'm not very hungry.

Waiter: Then can I recommend the Chicken with Mushrooms? That comes with noodles, but it's not too big.

Sarah: Ok. I'll take Chicken and Mushrooms. And a salad to start.

Waiter: Very good. And what can I get you to drink?

Dave: A Coke, please.

Sarah: I'll have orange juice.

Waiter: Oh, I'm afraid we're out of orange juice. But we have pear, apple, grape, and kiwi-banana.

Sarah: Kiwi-Banana? That sounds interesting. I'll try that.

Waiter: Excellent. I'll be back with your drinks in a minute.

B. Answer the questions.

1. What does the waiter ask before seating Dave and Sarah?
2. How do Dave and Sarah say what they want to eat?
3. What do Dave and Sarah order for starters? For their main meal? To drink?
4. How does the waiter suggest a meal for Sarah?
5. What problems do the diners have?
6. Is the conversation formal or informal?



5. Translate into English (REVISION):

1. Витягніть яблучний пиріг з духовки, він перепікся.
2. Я часто заправляю салат сметаною.
3. Змішайте порошок какао з маслом, додайте до суміші корицю, поставте на плиту, готуйте на повільному вогні, постійно помішуючи.
4. Зберігайте м'ясо в холодильнику, щоб воно не зіпсувалося.
5. Я ненавиджу розчинну каву і обожнюю мелену каву з молоком.
6. Я думаю, це огидно сьорбати за столом.
7. Марійчин кухонний комбайн зламався і тепер вона має терти моркву вручну (на терці).

8. Ти не бачив штопор і консервний ніж?
9. Щоб не зіпсувати вашу пательню з антипригарним покриттям, необхідно користуватися лопаткою.
10. Можна рахунок, будь ласка?
11. Що Ви бажаєте на десерт?
12. Як Вам риба?
13. Чи Ви готові замовляти?
14. Який рецепт Вашого улюбленого пирога?

6. Discuss the following.

1. What kinds of problems do you have when you go to the restaurant?
2. Can you think of a time when a restaurant ran out of something you ordered?
3. Have you ever had very bad customer service?
4. Has the waiter/waitress ever
 - mixed up your order?
 - overcharged you?
 - been very rude?
7. Have you every complained to a manager about a waiter or waitress?
8. Have you ever refused to pay for your meal?



7. Imagine that you are going to open your own restaurant. What will be your business plan? Describe your perfect restaurant.



UNIT 38. MY FAVOURITE DISH



“A recipe has no soul. You, as the cook, must bring soul to the recipe.”

Thomas Keller

VOCABULARY

to preheat the oven – розігріти духовку
to reduce the heat – зменшити вогонь
to knead the dough – замісити тісто
to roll out the dough – розкачати тісто
to turn / flip over the pancakes – перевернути млинці
to remove from the heat / oven – зняти з плити / витягнути з духовки
to leave to cool on a wire rack – залишити охолонути на решітці
to grease the baking tray with butter – змастити деко маслом
to dress with oil – заправити олією
to season with salt and pepper – посолити та поперчити

to mix all the ingredients together – змішати всі інгредієнти разом
Bake for 20 minutes until well-risen and springy to the touch. – Випікайте, поки не підніметься і не буде пружне на дотик.
Set aside to cool. – Відставте, щоб охолонуло.
Fry until lightly browned / softened. – Смажте, поки не стане злегка коричневим / м'яким.
Heat the oil in a non-stick frying pan over a medium heat. – Розігрійте олію у пательні з антипригарним покриттям на середньому вогні.
Stir constantly. – Постійно помішуйте.
Bring to the boil. – Доведіть до кипіння.

1. A. Use the words in the list to complete the ingredients needed to make a vegetarian pizza.

- tomatoes
- onion
- dough
- parmesan
- oil
- pepper
- garlic

VEGETARIAN PIZZA

Ingredients

- for pizza base
- 1 green
- 1 large
- clove of.....
- 2 & 1/2 cups of mushrooms
- olive.....
- 1 large tin of.....
- Mozzarella cheese
- cheese



B. Choose the correct verbs.

Method

1. **Roll out / Peel** the dough to fit a medium sized pizza pan.
2. **Chop / Beat** the green pepper, onion and garlic

3. *Stir / Slice* the mushrooms.
4. Heat the olive oil in a frying pan then *roast / sauté* the vegetables.
5. Chop the tinned tomatoes, spread them over the pizza dough, add the vegetables, then *whisk / grate* the cheese over the top.
6. *Boil / Bake* in the oven for 8-10 minutes or until golden brown.

2. *Put the prompts in the correct order. Then complete the instructions.*

- _____ pour the boiling water into the cup
 _____ put a teabag into a cup
 _____ add milk and sugar if you like, and stir
 _____ boil the water
 _____ let it brew for a few minutes
 _____ remove the teabag

3. A. *Arrange the sentences in the right order to explain how bread is made.*

1. Knead for five or ten minutes until you can feel it's really springy.
2. Leave it till it's all bubbly, and about twice the volume that it was.
3. Give it a tap, and if you get a sort of hollow sound then the bread is ready.
4. Tip it out of the tin.
5. Mix the yeast into the flour until you've got something not very sticky.
6. Let it rise, put it in a very hot oven, and then start bringing the temperature down.
7. Roll it up into a ball and leave it to double in size.
8. Mix the yeast with sugar, add a little water or milk.
9. Push it into the shape you want.

B. *Write how to make the following.*



• *a toasted sandwich*



• *an omelette*

4. Fill in the following words to complete the sentences.

handful knob pinch dash lump

1. Dress the salad with some olive oil and a _____ of lemon juice.
2. Sprinkle the cakes with a _____ of ground almonds while still warm.
3. Add a _____ of butter before placing the pudding in a medium oven.
4. Dissolve a _____ of sugar in a cup of hot milk and add to the mixture.
5. Add a _____ of salt to the flour and water mixture and allow to stand.

5. Work in groups. Imagine you have friends coming to the party and there is nowhere near where you can eat out or get a takeaway. All you have in the house (apart from oil, salt, flour, sugar, etc.) are the ingredients below. Decide what you're going to serve and how you're going to cook it.



- 10 mushrooms
- a kilo of paprika
- 5 apples
- 1 lemon
- half a kilo of hard cheese
- a tin of ketchup
- 5 eggs
- 10 olives

6. Read the recipe of English Christmas Cake and Victorian Christmas Pudding and write the recipe of your favourite dish.

ENGLISH CHRISTMAS CAKE

Ingredients

Raisins 5oz¹
Dried figs 6
Brandy ½ cup
Melted butter 2 oz
Sugar 4 oz
Eggs 3
Egg yolks 2
¹oz (ounce) =28,35 g

Salt 1 tsp
All-purpose flour 1 pound
Chopped candied orange peel 1 oz
Grated rind of 1 lemon
Vanilla extract 1 tsp
Fresh yeast ¾ oz or dry active yeast ½ oz
Warm water 1 cup

Tools

Chef's knife
Cutting board
Bowls
Wooden spoon
Slotted spoon
Baking dish or Charlotte mould
Kitchen towel

Prep time

25 min

Cooking time

3hrs 40 min

Serves 8 people

Preparation. Trim and coarsely chop the figs. Place raisins, figs, and brandy in a bowl and soak them for at least 2 hours, or for as long as overnight. Sprinkle the yeast over the warm water, stirring to dissolve. Leave it for 10 minutes.

In a large bowl, combine the butter, sugar, whole eggs, egg yolks, and salt. Pour in the yeast mixture and stir until smooth. Add the lemon rind and vanilla. Mix in half the flour, keeping the dough smooth and elastic. Add in more flour until the dough pulls away from the sides of the bowl, but is still pliable and soft. Turn the dough out onto a flavoured work surface, and knead it for 1.0 minutes. Cover it with a kitchen towel, and let it rest for 10 minutes. Pat the dough into a circle. Drain the raisins and figs, and sprinkle them with flour. Place them, along with the diced oranges peel, on top of the dough, and then gently incorporate them into the dough with your fingers. Knead the dough until all the ingredients are uniformly distributed. Place the dough in a greased bowl, turning to coat all sides. Cover and let rise for 2 hours, or until doubled in size.

Fifteen minutes before the rising is finished, preheat the oven to 400°F. Turn out the dough onto a lightly-floured surface and knead briefly. Grease a large baking sheet, or a Charlotte mould, and place the dough inside. Brush the top with butter, and let the dough rise again, this time for 1 1/2 hours. Mark the dough with a cross, brush with melted butter once again, and bake for 10 minutes.

Reduce the oven temperature to 350°F, and then continue to bake for 20 minutes. Cool thoroughly on a wire rack before serving.

*(The Times)***VICTORIAN CHRISTMAS PUDDING**

Equipment and preparation: For this recipe you will need a large piece of thin, unbleached cotton or calico.

Ingredients

1. 450g/1lb shredded beef suet
2. 225g/8oz flour, plus extra for sealing the cotton
3. 225g/8oz breadcrumbs
4. 225g/8oz sugar
5. 450g / 1lb raisins
6. 450g / 1lb currants
7. large pinch freshly grated nutmeg, or to taste
8. 2 tsp mixed spice
9. 115g / 4oz candied peel, chopped
10. pinch salt
11. 1 lemon, rind only
12. 8 free-range eggs, beaten
13. 300ml / 10½ fl oz brandy



Preparation method



- with string, to seal.
- Place the wrapped pudding into a large pot of boiling water and cover with a lid. Boil for 5–6 hours, adding more water during cooking, as necessary, if the water level gets too low (the water should cover the pudding at all times). Alternatively, cook the pudding in a pressure cooker for about one hour (or according to manufacturer's instructions). (*NB*: A pudding this size will need to be cooked in a pan large enough to hold a minimum of six litres of water, plus the pudding. Otherwise the pudding can be divided into two smaller puddings and cooked separately for 4–6 hours each, or until cooked through.)
 - When the pudding is cooked, remove and pat it dry with kitchen paper, then hang in a cool, dark place for as long as possible, ideally several days (it will keep for up to three months).
 - When the pudding is required, prepare a steamer. Add the wrapped pudding to the steaming pan, cover with a lid and steam for two hours. Remove from the pan and unwrap.
 - To serve, place the pudding onto a serving plate, douse it in brandy, and set the alcohol alight. Allow the flames to flare up and die down before serving. (*CAUTION*: Keep the flames well away from your eyes and face). Serve with custard, whipped cream or brandy butter.

(BBC. Food. Recipes)

7. Choose the right item to complete the sentences.

1. All these food and drinks are bitter except

A black coffee

B strong tea without sugar or milk

C unsweetened baking chocolate

D pizza

2. Which is a kind of cabbage?

A cucumber

B cauliflower

C carrot

D cherry

3. ... can be fried, boiled, roasted or mashed.

A tomato

B corn

C pepper

D potato

4. The most popular ice-cream topping is made of

A *apples*

B *strawberries*

C *watermelons*

D *plums*

5. Pork, beef, mutton are kinds of

A *fish*

B *meat*

C *poultry*

D *pastry*

6. The main ingredient of all cakes and pies is

A *flour*

B *bread*

C *cereal*

D *spices*

7. People who don't eat meat are called

A *carnivores*

B *vegetarians*

C *gourmets*

D *omnivores*

8. Milk, cheese, butter and yoghurt generally are called

A *porridge*

B *game*

C *liquor*

D *dairy products*

9. If you want to have a good sleep, don't drink ... in the evening.

A *mineral water*

B *juice*

C *coffee*

D *tea*

10. Seafood includes

A *shrimps, squid and octopus*

B *fish, seawater and chicken*

C *fruits and vegetables*

D *herbs and spices*



clam



crab



cuttlefish



oyster



octopus



fish



lobster



mussel



scallop



squid



shrimp



snail

MODULE 9

QUESTIONS ON HEALTH

UNIT 39. DISEASES AND HEALTH PROBLEMS



“Public health is a powerful tool to level that playing field, to bend the arc of our country away from distrust and disparities and back towards equity and justice.”

Leana S. Wen

VOCABULARY

appendicitis – апендицит

insomnia – безсоння

attack of sth – напад

prescription – рецепт (лікаря)

case of (a disease) – випадок (хвороби)

to recover from (a disease) – одужати від хвороби

cholera – холера

remedy – ліки

complication – ускладнення

fever – лихоманка

cough / to cough – кашель / кашляти

sneeze / to sneeze – чхання / чхати

cure for – ліки від

to cure sb of sth – лікувати когось від чогось

sore (throat, eye, etc.) *adj* – запалене (горло, очі і т.і.)

surgery – операція, кабінет лікаря

to die of – померати від

symptoms of sth – симптоми

disease – хвороба

treatment for sth – лікування від

to treat sb for (a disease) – лікувати когось від (якоїсь хвороби)

indigestion – порушення травлення

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786281372/module-9-questions-on-health-flash-cards/?new>

1. A. Match the diseases with the correct definitions.

1. an allergy

2. asthma

3. a chill

4. cancer

5. concussion

6. a cold

A a serious medical condition, sometimes fatal, in which your heart begins to beat irregularly or fails to pump your blood properly

B a condition of being very sensitive to things such as animals, food, medicine, dust, etc.

C a sudden and severe illness which affects your brain and which can kill you or make you paralysed in one side of your body

D an injury to the brain caused by a blow to your head

E an illness where you suffer from deep depression, worry and tiredness

F a long-lasting chest disease which at times makes breathing

7. a fever	very difficult G the condition of being constantly unable to sleep
8. flu / influenza	H a serious disease which may cause death; in which the cells in your body increase rapidly, producing abnormal growths
9. diabetes	I a serious disease which affects your lungs and makes it difficult for you to breathe
10. a heart attack	J a mild, very common illness which makes you sneeze a lot and gives you a sore throat and a cough
11. inflammation	K a disease in which there is too much sugar in your blood and you have to inject insulin every day
12. insomnia	L poor health caused by not eating enough food or by not eating enough of the right kinds of food
13. malnutrition	M a condition associated with many illnesses where you develop a high temperature
14. a nervous breakdown	N a mild illness which can give you a slight fever, a headache and your body might shake
15. rheumatism	O an infectious disease which is like a bad cold; when you have it you feel very weak and your muscles ache
16. pneumonia	P an illness that makes your joints or muscles stiff and painful
17. a stroke	Q a painful swelling and soreness of part of the body which is often red and hot to the touch

B. Translate into English.

1. Багато дітей бояться ходити у поліклініку, коли хворіють.
2. Якщо ви кашляєте більше 7 днів і температура тримається не нижче 37 – терміново зверніться до лікаря – це може бути пневмонія.
3. Через нервову роботу Роман не може спати. У нього безсоння півроку.
4. Температура піднімається через запальний процес у тілі.
5. Якщо ви хворієте на діабет – вам не можна споживати цукор і необхідно робити ін'єкції після кожного прийому їжі.
6. У літніх дитячих таборах малеча повинна носити панамки, щоб уникнути сонячного удару.
7. – Катю, що мені робити? Я кашляю, у мене нежить, запалені очі та висип на обличчі й шкірі!
– Звернися до лікаря! Це схоже на алергію.
8. Грип може виявлятися по-різному, проте головний біль та жар – його основні ознаки.
9. Щоб уникнути серцевого нападу, харчуйтеся правильно та ведіть здоровий спосіб життя.



вже

C. Answer the questions.

1. You don't feel very well. What can the symptoms be?
2. What are the symptoms of a common cold?
3. What are the symptoms of pneumonia?
4. How often have you had the following symptoms recently: headaches, indigestion; extreme tiredness, pains or aches? Did you have to take any medicine for it?

2. Choose between cure, heal and treat.

Note:

cure – heal – treat

cure: means bring back to health – *Headache may be cured.*

heal: means to make healthy after wounds of any kind – *Broken bones, cuts, scratches, etc. are healed.*

treat: means to take care of with medicines; it refers to the process of curing – *A person must be treated in order to be cured.*

1. Fresh air, sunshine, good food may _____ a patient of tuberculosis by _____ his lungs.
2. The doctor said that if I followed his instructions I would soon be _____ of the disease.
3. After a fortnight of slight fever, the wound _____.
4. The doctor applied a medicine which soon _____ the deep cut in my arm.
5. The open-air life on the farm _____ him of his headaches.

3. A. Who's who in medicine? Match the people below (1-11) with the correct definitions (A-K).

1. a casualty

2. a general practitioner
(GP)

3. a consultant

4. a midwife

5. a nurse

6. an optician

7. an out-patient

8. a pathologist

A is a person, usually a woman, who has been trained to advise pregnant women and to help them when they are giving birth

B is a person who is trained to treat patients by giving them exercise or massage, often to help them walk again after an accident or operation.

C is a doctor who deals with the diseases of children

D is a person who has been injured or killed in an accident, a fire or a war

E is a person who tests people's eyesight and provides glasses and contact lenses.

F is a doctor who examines a dead body to find out how the person died

G is a person who goes to a doctor's office or hospital for treatment but who does not spend the night there

H is a doctor trained in general medicine who treats people in a certain local area for all kinds of illnesses He or she is usually the

9. a paediatrician	first doctor people go to when they are ill
10. a pharmacist	I is a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office
11. a physiotherapist	J is a person who is qualified to prepare and sell medicines K is a high-ranking and very experienced hospital doctor who gives special advice in one particular area of medicine

B. Who would be the best person to see for each of the problems listed? Match the health problem to the people, then make up sentences as in the example.

	Health Problems	Professions
1	you break your arm	A surgeon
2	you don't feel well	B dentist
3	you have a stiff neck	C orthopaedic surgeon
4	you have bad acne	D psychologist
5	you have toothache	E chiropractor
6	you need an operation	F dermatologist
7	you need new glasses	G general practitioner (GP)
8	you have terrible nightmares	H optician

Example:
You need to see an orthopaedic surgeon if you break your arm.

4. Match the problem to the advice, then make up sentences, as in the example.

	Health Problems	Advice
1	Sunburn	A stay in bed, drink plenty of fluids
2	hay fever	B pinch the top of your nose
3	Flu	C wash your face regularly, use a special cream
4	Nosebleed	D take a cool bath, rub on lotion
5	sprained ankle	E suck a throat lozenge
6	Migraine	F use a nasal spray
7	sore throat	G put on a cold compress, bandage it
8	Acne	H lie down in a dark room

Example:
If you've got sunburn, you should take a cool bath and rub on lotion.

(Evans V. Click On 4. Student's Book)

5. Read the texts and write down all parts of body and medical terms.

A VICTIM TO ONE HUNDRED AND SEVEN FATAL MALADIES

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms," I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever – began to get interested in my case, and so started alphabetically.

Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee.

I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do, would be to walk around me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever.

I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck. I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill. So, I went straight up and saw him, and he said: "Well, what's the matter with you?"

I said: "I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is *not* the matter with me. Everything else, however, I *have* got."

And I told him how I came to discover it all.

Then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out.

I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran: "*1 lb. beefsteak, with 1 pt. bitter beer every six hours.*

I ten-mile walk every morning.

I bed at 11 sharp every night.

And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

("Three Men in a Boat" by Jerome K. Jerome)

Glossary:

lb. (pound): a measure of weight = 453.6 g

pt. (pint): a measure of liquid volume = 0,56826127 litre

6. Note the ways that illnesses can be spoken of and reported in the text below.

EXAMINATION FEVER

For most of the year, most of us had been allergic to work; apparently there had been a history of such allergies in the school.

Throughout the spring there had been quite a few cases of “Exams are stupid”, which proved highly contagious among friends.

Then in late May, one or two of us suffered a mild attack of “Gosh, is it really next month?” and we seemed to *give* that to the others rather rapidly. You could tell how it was spreading from improved attendance at lessons.

An even more serious outbreak was that of the very infectious “I don’t know a thing” two weeks before. At about the same time everyone seemed to catch “You’re no good!” from the teachers. Then there was a bout of “I don’t really care” followed by a few chronic cases of “My parents will kill me”. This again proved very catching; half the class was down with it in the week leading up to the exam itself, and it had reached epidemic proportions by the Friday before.

By this time, those who had been suffering from “It’ll be easy for me” had made a total recovery.

That Friday there was a “What if I’m suffering from amnesia?” scare. There were also, of course, the normal isolated cases of “My pen doesn’t work” and several pupils had a sudden fit of “Where’s the toilet?”

Afterwards there were a couple of complaints of “I know I’ve failed”, but generally the worst seemed to be over. Such diseases are rarely terminal. And after all, we had a recuperation period *of* six and a half weeks to follow.

7. A. Read the text and tell how the main character of the story self-medicated.

HOW I WAS A DOCTOR

If anyone asks me what my parents do, I always answer proudly ‘My mother is a therapist and father is a dentist!’ adding at once. ‘Just don’t ask if I am good at medicine. I know nothing about it’. It’s strange, isn’t it? ‘Like father, like son,’ people say. Unfortunately, not in my family.

You can imagine now what atmosphere surrounded me in my childhood, I used to hear so much about scarlet fever, diphtheria, cholera, fractures, concussion, smallpox, mumps, rubella and other catching diseases that the first word I said was a “case”. I meant the case of a disease.

I didn’t even play with my dolls or teddy bears like other children. All my toys were constantly suffering from attacks of a cough, an earache or a headache. Was it a game or not? So, I always wrote out some prescriptions for them, gave them a spoonful or two of some imaginary medicine or pills. Having examined them thoroughly, I insisted on following a diet. I was able to treat them each time I played.

Then I went for a walk and if a friend of mine didn’t feel well, I diagnosed the disease he was suffering from, asked about the symptoms and prognosticated the outcome. I couldn’t even imagine one might not feel sick and giddy. The people around were only patients for me, just as for my parents.

Of course, I preferred diagnosing and treating the illness to being treated myself. I couldn’t stand having my teeth filled or extracted, having the blood pressure tested. In short, I hated making an appointment with the doctor in case I was ill. As a matter of fact, I somehow tried to prevent the doctor’s coming when I didn’t feel well. (My mother always had no time and Mr Johnson – our doctor – always came to our place to examine my sore throat and sound my heart and lungs).

Oh, I wished he hadn’t come so often! “If I were a doctor,” I thought, “I wouldn’t have to follow someone’s directions. I would treat myself for any ailment. It would be so wonderful to buy a remedy at a chemist’s, no, to choose a candy instead of an ointment, or a bitter capsule! Oh, I’d better drink sweet syrup every day, lying in bed with my head swimming, dizzying or splitting. I wish I could take a sweet pill!”



Soon I managed to practise my “knowledge”. Mr Johnson left having prescribed lots of tablets and painkillers for my poor headache and pains all over my body. I came down with the flu. The doctor advised me to stay in bed and follow his directions properly. Being self-confident, I was sure nothing would happen if I took only so-called tasty pills, as the practitioner said. As a skilled specialist I made my own prescription finding a universal remedy and began taking the sweet pills one by one. I put

them on my tongue and gulped with water.

A few days passed. I opened my eyes and saw nothing but whiteness around. “How could it be? Didn’t I manage to treat myself successfully?” I muttered. A sharp pain over my body said I didn’t.

“You must have followed Mr Johnson’s directions, pumpkin,” some familiar voice sounded. “We ought to be with you now,” mother continued. “No, you needn’t have come. I’m fine.” I cried. I couldn’t believe in the treatment failure.

My parents informed me that I had had a strong poisoning. The ambulance man and woman had arrived on time and the doctors at the hospital had been fighting for my life for three days. They weren’t sure if I would live and have no complications, they needn’t have worried so much. I recovered quickly.

That was the very moment I had understood I would never follow my parents’ career and become a doctor. The older I became, the better I realised I was afraid of medicine, clinics and doctors.

There was one extra thing I realised. Who knows, perhaps if I hadn’t been so careless then, in my childhood, I would have continued the family practice. Then lying in a hospital room, I said to myself: “If I grew up, I would become a teacher. I didn’t manage to be a doctor but will do my best to persuade my students that they should use medicine carefully and consciously, according to their doctor’s advice.”

It really happened the way I had wished. So here I am. I am a student of the teachers’ training college now.

B Answer the questions.

1. Why did the main character of the story dislike being treated?
2. How did the main character of the story self-medicate?
3. Was her treatment successful?
4. Have you ever self-medicated? What was the ailment / disease?
5. Is self-medication good? Why? Why not?

8. Discuss the following.



1. What are the symptoms of flu (tonsillitis, measles, mumps, scarlet fever, etc.)?
2. Who is treated at the polyclinic, and who is treated at the hospital?
3. What do you do when you fall ill?
4. What does the doctor do when he comes to examine you?
5. What do you feel when you have flu?
6. How does a sick person look?
7. What catching diseases do you know?
8. Do people in our country get their pay when they are ill?

UNIT 40. A VISIT TO A DOCTOR



“Medicines cure diseases, but only doctors can cure patients.”

Carl Jung

VOCABULARY

to feel sb's (one's) pulse	to be laid up with
to write out a prescription (for pills, etc)	to feel sick (and giddy)
to go to a chemist's (drugstore)	to fill sb's tooth
to follow the doctor's directions	to have one's tooth filled
to catch (a) cold	to pull (take) out a tooth/to have an extraction
to have an accident	to have one's tooth pulled out (taken out)/extracted
to be short of breath	to be (have one's teeth, chest, heart, etc.) X-rayed
to examine a patient (sb's throat etc)	to test sb's blood/to have one's blood tested
to breathe in deeply	to test sb's blood pressure/to have one's blood pressure tested
to consult (see) a doctor	to have/to get (give) an injection (a needle)
to have a nervous breakdown	to have a heart attack
to keep to a diet of/to be on (go on)/to follow a diet	to check sb's heart, lungs, etc/to sound sb's heart, lungs, etc
to take medicine (a spoonful of, etc)	to be on sick leave/to get sick leave
to be wrong with (one's heart, lungs, etc)	to make an appointment with a doctor
to be taken ill (to fall ill) with	
to have a filling	

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786283227/module-9-a-visit-to-a-doctor-flash-cards/?new>

1. This is a section on symptoms, possible diagnosis and remedies. These nine exchanges between the doctor and the patient have been mixed up. Decide which response should follow which question.

- | | |
|--|---|
| 1. I've been suffering from insomnia lately. Do you think I might be heading for a nervous breakdown? | A. Unlikely, but I'll let you have some cough mixture to relieve the symptoms. You can get yourself some lozenges, if you like. |
| 2. I've got rather a sore throat, and I keep feeling a bit flushed. Do you think it could be flu? | B. I would doubt it. Here, rub this cream in for the next few nights to help reduce the swelling. |
| 3. I've got a big bump on the back of my head. Do you think it might be more than a bruise? | C. No, of course not. But I'll prescribe some sleeping pills – to help you get a good night's rest. OK? |
| 4. I keep getting shooting pains down my shin and ankle. Is it possible that I've broken or sprained something? | D. Well, the X-ray didn't show anything. If it's so painful, you'd better have some crutches to walk with and some painkillers to ease the pain. |
| 5. I've got a dull ache in my arm and occasionally I get a spasm. Could it be a | E. Mm, sounds a bit like it. I'll make you out a prescription for some medicine, and some menthol inhalations might speed up the recovery. |

minor fracture, a chipped bone or something?

6. I've come out in a rash on my chest. Do you think it could be a skin disease?

7. I keep getting short of breath. Is there any way I could be suffering from asthma?

8. I think I've got an ulcer in my mouth. Do you think it could be a sign that I'm run down?

9. I feel so feverish, and I'm sure I've got a temperature. I'm so afraid that there's something wrong with my heart.

F. It's just possible. I'll strap it up anyway and put it in a sling. That should reduce your discomfort quite a lot.

G. Oh, I shouldn't think so, but I think perhaps you ought to start taking these tranquillisers, to at least get your blood pressure down.

H. Oh no, no, no. You'd know if it was. I'll give you some ointment to rub in to get rid of the inflammation.

I. It might well be. I'll put you on antibiotics for a while anyway, to lessen the risk of serious infection.

2. In each of the situations listed below, the doctor is telling a child's mother what he or she is going to do to cure the trouble. Decide which advice refers to which situation.

A. Sally is in bed with a heavy cold and temperature.

B. Johny has been stung by a bee.

C. Alan has cut his forehead badly.

D. Paula has broken her leg.

E. Mark has broken his arm.

F. Laura is very pale and anaemic.

G. Sandra has pulled a muscle

1. Obviously, she'll have to go to hospital for an X-ray. Luckily, it is a clean break, and young bones set quickly, but she'll have to have it in plaster for a time, she can go to school, though, but naturally she'll have to go round on crutches until the plaster comes off.

2. I give you a diet sheet that she must follow, but apart from that I'd better give her these vitamin pills. She must take the tablets three times a day after meals.

3. You can get this ointment from the chemist's, I'll write out a prescription for you. Rub it gently into the skin every night before she goes to bed. Some people recommend sprays for this kind of thing, but my view is that the ointment gives more relief.

4. It's nothing serious. But this medicine will be better than the cough mixtures and syrups they sell in the chemist's. If she has a headache as well, give her half an aspirin.

5. That is nasty. I'm going to clean the wound with antiseptic, and it may sting.

Now here's the cotton wool. We'll just put a little antiseptic on it. Well done, that's a brave boy. Now we'll protect it from the air and put a bandage over it, and you'll look like a little soldier after a battle.



6. There's quite a lot of swelling, but I see you've taken the sting out. He must take these tablets to reduce the inflammation, but be very careful not to exceed the dose, not more than two a day, every twelve hours, for three days.

7. Once the plaster comes off, he'll still have it in a sling for a time to rest it.

3. A. *Read and pay special attention to the words in bold.*

WHAT SEEMS TO BE THE PROBLEM?

A

Doctor: Hello. Mr Brown. And, how are you?

Mr Brown: Well, I haven't been feeling very well recently. I **get out of breath** very easily when I climb stairs or walk short distances, and last week I started getting pains in my chest.

Doctor: Mm, I see. Do you smoke?

Mr Brown: Yes, I get through about 30 cigarettes a day.

Doctor: That's rather a lot. Have you tried **giving up**?

Mr Brown: I have, doctor, but I can't break the habit.

Doctor: Well. I think that you should at least try **to cut down on** the amount you smoke. What about your eating habits? Have you **put on weight** recently?

Mr Brown: Yes, I'm a little overweight at the moment. You see. I eat at cafes most of the time. And I tend to drive everywhere because of my job. I sell sports equipment.

Doctor: Well, it sounds as if you're out of condition. I think you need to take some regular exercise.

Mr Brown: What, you mean, **take up** jogging?

Doctor: Well, jogging or something like that, but the most important thing is, I think, you need to lose some weight so I want you to go on a diet

Mr Brown: Go on a diet?

Doctor: Yes, it's particularly important that you **cut out** fatty foods. What about alcohol? How much do you drink?

Mr Brown: About two or three pints of beer in the evenings.

Doctor: I think you need to cut out drinking completely for the next few months.

Mr Brown: That's easier said than done, doctor.

Doctor: I agree, but if you don't change your lifestyle, you could be in trouble.

B

Doctor: It's Mrs White, isn't it?

Mrs White: That's right, doctor.

Doctor: What can I do for you?

Mrs White: Oh dear. I'm always tired, doctor – **I'm** absolutely **worn out** at the end of the day.

Doctor: Are you eating regular meals?

Mrs White: Well, I don't really have time to eat – I'm too busy with the children. And we don't have much money for food because my husband's out of work.

Doctor: It sounds to me as if **you're a bit run down**. I'll write out a prescription for some extra iron and vitamins, and I'd like you to come back in a couple of weeks so I can see how you are getting on.

Mrs White: Thank you, doctor.

C

Doctor: Hello, Mr. Rose. How are you feeling?

Mr Rose: I **feel a bit under the weather**. I've got a headache and I ache all over.

Doctor: Mm ...You've probably **picked something up**. Let me see. Yes, you're running a temperature. I think you're going down with the flu.

Mr Rose: How long will it take me **to get over** it? You see, I need to get back to work as soon as possible.

Doctor: About four or five days. I'll write out a prescription for some painkillers for you. Take these tablets three times a day. Meanwhile, my advice is to go to bed with a hot water bottle and drink lots of fluids. After a few days you should feel as right as rain.

(Фастовець Р.В. Практика англійського мовлення.
English speech practice)

B. In the dialogues, find the phrasal verbs which mean the following.

1. to increase in weight and size
2. to recover from an illness, shock, or surprise
3. to reduce something, to consume less of something
4. to develop an interest in something as a hobby or profession
5. to stop doing / using something
6. to catch an illness
7. in very bad condition
8. to feel ill
9. to be breathing quickly because you have been running, walking fast, etc
10. to stop eating or drinking something, usually to improve your health
11. extremely tired

4. A. Work in pairs. Act out the following dialogue.

A VISIT TO THE DOCTOR



– Well, what's the matter with you, Mr. Walker?
– You'd better ask me what is not the matter with me, doctor. I seem to be suffering from all the illnesses imaginable: insomnia, headaches, backache, indigestion, constipation and pains in the stomach. To make things still worse, I've caught a cold, I've got a sore throat and I'm constantly sneezing and coughing. To crown it all, I had an accident the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. If I take a long walk, I get short of breath. In fact, I feel more dead than alive.

– I'm sorry to hear that. Anyhow, I hope things aren't as bad as you imagine. Let me examine you. Your heart, chest and lungs seem to be alright. Now open your mouth and show me your tongue. Now breathe in deeply, through the nose... There doesn't seem to be anything radically wrong with you, but it's quite clear that you're run down, and if you don't take care of yourself, you may have a nervous breakdown and have to go to hospital. I advise you, first of all, to stop worrying. Take a long rest, have regular meals, keep to a diet of salads and fruit, and very little meat. Keep off alcohol. If possible, give up smoking, at least for a time. Have this tonic made up and take two tablespoonfuls three times a day before meals. If you do this, I can promise you full recovery within two or three months.

- And if I don't, doctor?
- Then you'd better make your will, if you haven't yet done so.
- I see. Well, thank you, doctor. I shall have to think it over and decide which is the lesser evil: to follow your advice or prepare for a better world.

B. Translate the following sentences into English.

- | | |
|---|------------------------------------|
| 1. Я страждаю від безсоння. | 8. Я задихаюся. |
| 2. Я постійно чхаю і кашляю. | 9. З легенями у Вас усе гаразд. |
| 3. У мене болить горло. | 10. Глибоко вдихніть через ніс. |
| 4. На довершення всього, я застудився. | 11. У Вас може бути нервовий зрив. |
| 5. Регулярно харчуйтеся та дотримуйтеся овочевої дієти. | |
| 6. Приймайте по столовій ложці цього сиропу три рази на день. | |
| 7. Я обіцяю повне одужання протягом трьох місяців. | |

5. A. Translate the sentences into English using the following words and phrases.

- | | |
|--------------------------|--------------------------------------|
| <i>probe</i> | <i>your tooth is working loose</i> |
| <i>dental mirror</i> | <i>to extract</i> |
| <i>decayed</i> | <i>to give somebody an injection</i> |
| <i>to fill</i> | <i>to rinse</i> |
| <i>temporary filling</i> | <i>dental forceps</i> |

1. Якщо Ваш зуб хитається — його необхідно видалити.
2. Гострий зубний біль може бути усунений лише за допомогою знеболюючого уколу.
3. Медсестра допомагає лікарю зробити розчин для полоскання, чи поставити тимчасову пломбу хворому.
4. Багато дітей бояться ходити до зубного лікаря, коли в них псуються зуби.
5. У кабінеті лікаря завжди є стерильні інструменти, такі як люстерко, хірургічні щипці, зонд та багато інших.

B. Insert the necessary prepositions.

1. The teeth are *on / in* the upper and lower jaws.
2. *At / By* the time the child is two, he has twenty teeth.
3. Man has two sets *of / at* teeth only.

6. Work in pairs. Act out the following dialogue.

AT THE DENTISTS

Nell: Hello, is that you Bert? Nell. I'm so glad I've found you in.

Bert: Hello, Nell. How are you?

Nell: Fine. Listen, Bert. I'm bursting with news. Just imagine: yesterday I had the first real patient of my own.

Bert: You don't say! Who was it?

Nell: A nice old dear with a lot of teeth to be pulled out. It's such wonderful practice for me!

Bert: Are you quite sure that some of his teeth couldn't be filled?

Nell: None of them! I sent him to have his teeth X-rayed, so it's all right.

Bert: How did you manage to get such a marvellous patient, I wonder?

Nell: He came with a bad toothache. It had been bothering him for a day or two already.

Bert: Were there no other dentists in the surgery?

Nell: No, I was the only one. It was Sunday.

Bert: Poor old thing! I hope you didn't try to pull out all his teeth at once, did you?

Nell: Don't be silly. I just chose the easiest one to begin with.

Bert: I see... And how did you get along?

Nell: Wonderfully. I tested his blood pressure and gave him a couple of injections, though he said that my smile worked better than any injection.

B.: Oh, he did, did he? And he didn't have a heart attack after the tooth was taken out? It would have been natural for an old man.

Nell: No, he just felt a bit sick and giddy. I gave him tonic and told him to stay in bed for a while and take his temperature.

Bert: Perhaps I'd better drop in and check his heart? I'm on sick leave now and can do it at any time.

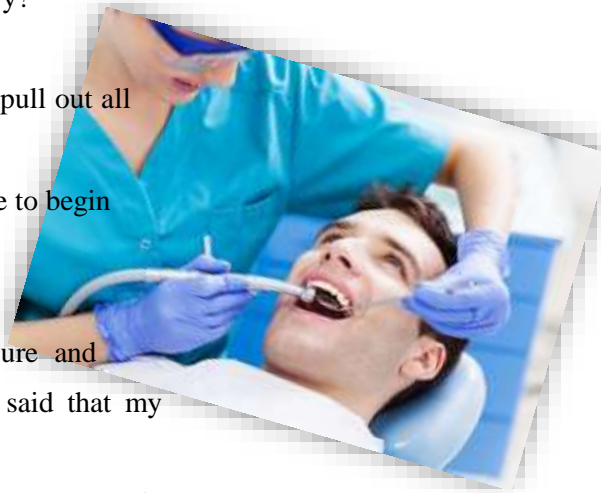
Nell: You needn't. I'll ring him up and in case he's running a high temperature I'll let you know. But I do hope he won't. The day after tomorrow he's coming again,

Bert: Are you sure he's not going to make an appointment with some other dentist?

Nell: I don't think he will. When he was leaving, he said he looked forward to having all his teeth pulled out and he would keep them all as souvenirs to remember me by.

Bert: Well, I wish you good luck. Hope to hear from you soon. Bye for now, Nell.

Nell: Good-bye, Bert. I'll let you know how things are going on.



6. Translate into English.



1. Я, мабуть, підхопив грип.
2. Вам краще звернутися до лікаря.
3. Лікар нащупав мій пульс, прослухав серце і легені та виміряв температуру.
4. Вона не в змозі розмовляти, у неї страшенно болить зуб.
5. Я вся тремчу. Напевно, я застудилася.

6. Я не можу читати вголос, у мене болить горло.
7. Турбуватися немає про що, його успішно прооперували.
8. Я, мабуть, візьму ці пігулки від головного болю.
9. Чому ти ходиш у таку погоду без капелюха? Ти ж недавно серйозно хворів. У тебе можуть бути ускладнення.
10. Вам зробили рентген?
11. Ось рецепт. Приймайте по столовій ложці мікстури три рази на день.
12. Ви відправили когось за лікарем?
13. У вас два зуба з карієсом. Вам потрібно звернутися до стоматолога.
14. Лікар попросив пацієнта роздягнутися до пояса і послухав його легені.
15. Хто піде в аптеку замовити ліки?
16. Якби ти не дотримувалася порад лікаря, ти б не видужала так швидко.
17. На Вашому місці, я б дотримувалася дієти, адже у Вас проблеми зі шлунком.
18. Шкода, лікар забув виписати мені ліки від нежиті.
19. Чому у Вас задишка? У Вас високий тиск або щось негаразд із серцем?
20. Хлопчик хворий на скарлатину. Доведеться йому днів десять полежати в ліжку.

7. Discuss the following.

1. What comes to mind when you hear the word 'doctor'?
2. How often do you go to the doctor?
3. Do you always feel better after you've visited the doctor?
4. How do you find a good doctor?
5. What do you think about the costs of visits to the doctor in your country?
6. Do you always think you've received top treatment from your doctor?
7. Would you like to be a doctor? Why? Why not?
8. What do you think are the worst aspects of being a doctor?
9. What childhood memories do you have of doctors?
10. Have you ever changed doctors? If 'yes', why?
11. Do you prefer male or female doctors? Why?
12. Where do you think the world's best doctors are?
13. What kind of person makes an excellent doctor?



UNIT 41. HEALTH SYSTEM IN ENGLISH-SPEAKING COUNTRIES AND UKRAINE



“The best doctors in the world are Doctor Diet, Doctor Quiet, and Doctor Merryman.”

Jonathan Swift

VOCABULARY

to avoid foods high in fat – уникайте їжу з високим вмістом жиру

to have a nervous breakdown – мати нервовий зрив

preventable – яку можна попередити

prevention – попередження

health service in Ukraine – медичне обслуговування в Україні

a minor / slight ailment – легке нездужання

a purple bump – синець

a scratch – подряпина

to consult a doctor – проконсультуватися в лікаря

a runny nose – нежить

to go to the nearest chemist's – піти до найближчої аптеки

to describe the symptoms – описати симптоми

a bottle of iodine – пляшка йоду

a proper medical insurance – належне медичне страхування

an emergency room – відділення швидкої допомоги

to call an ambulance – викликати швидку

surgery hours – години прийому лікаря

to dispense medicine – видавати ліки

reimbursement – відшкодування

1. Match the words to form collocations.

1)

- | | |
|-------------|--------------|
| 1. health | A. insurance |
| 2. human | B. ailments |
| 3. moderate | C. emergency |
| 4. minor | D. lives |
| 5. serious | E. emergency |
| 6. medical | F. accident |



2)

- | | |
|---------------|---------------------------|
| 1. to provide | A. medical care |
| 2. to get | B. insurance requirements |
| 3. to stay | C. services |

- | | |
|---------------|------------------------------|
| 4. to arrange | D. health benefits |
| 5. to pay | E. in the hospital |
| 6. to cover | F. medical bills |
| 7. to afford | G. private insurance |
| 8. to meet | H. an appointment beforehand |

2. A. Work in groups. Read the texts and discuss advantages and disadvantages of health care systems in Britain and Ukraine.

HEALTH SERVICE SYSTEM IN UKRAINE



I'd like to tell you some words about the health services in Ukraine.

The public health services in Ukraine embrace the entire population and are financed by the state budget. The private medical services are steadily expanding and constitute a certain part in medicine in Ukraine. Unfortunately, because of economic problems in Ukraine the government can't afford to make medicine a major item in the state budget. The network of polyclinics, hospitals shares the funding, which is not enough to modernize the equipment and develop the medical knowledge. But in spite of this there are a lot of talented and highly educated doctors

who are devoted to their work and people.

Main emphasis in Ukraine is laid on prevention or prophylactics. The saying has it that "*an ounce of prevention is worth a pound of cure*".

There are a lot of problems in Ukraine but, nevertheless, medicine is advancing further and is successfully combating cancer, the disease that takes a lot of human lives.

A lot of diseases are preventable through the healthy way of life. A primary public health goal is to educate the general public about how to prevent a lot of diseases. Public health campaigns teach people the way of life – the value of avoiding smoking, avoiding foods high in cholesterol and fat, having a certain amount of exercise and maintaining a healthy body weight.

Is there anything more important than health? I rather doubt it. If your body suffers from any disorder, your mind suffers with the body, too. You can't be good either at work or at studies. Aches and pains lead to irritation, nervous breakdown and stress. So, the advantages of the healthy way of life are obvious. We must remember that laws of the healthy way of life – moderate eating and drinking, regular physical exercises, reasonable hours of work and rest, perfect cleanliness, positive attitude towards people and things around us – lay the foundations for a long happy life.

MEDICAL CARE IN BRITAIN

Dear friends,

You're about to go to Britain. I am sure you are happy. So am I. New experiences, new friends are waiting for you there. But some unpleasant things can also happen, for example, a toothache. I suppose

toothache is the worst thing in the world. Tell me, please, who likes to go to the dentist? Nobody, for sure. And who likes visiting doctors? Yes, visiting doctors is an unpleasant feeling. But sometimes we have to consult doctors. Of course, you won't go to the doctor's if you've got some minor ailments such as a purple bump or a scratch.

Be prepared to take care of yourselves if you've got a headache, a runny nose, sneeze, or cough. If you can't do this, go to the nearest chemists, describe your symptoms to the pharmacist and you'll be given a piece of advice concerning what medicine to buy and how to take it. A cold is not a problem either. Some pills might help you. To buy them you'll have to go to the chemist's, too. So, as soon as you arrive in London, find out where the nearest chemist's is. But there are some things you'd better take with you; a thermometer, a bottle of iodine and some bandages.

Medical care in the United Kingdom is very expensive and you should never come to the country without proper medical insurance. Medical insurance is considered to be one of the indispensable conditions for visitors to the UK. If you have a need of consulting a doctor, you'd better arrange an appointment beforehand over the telephone. If it is an emergency, make your way to the nearest physician's office or to an emergency room of the nearest hospital personally, or call an ambulance by dialling 999. Surgery hours are usually between 10 am and 12 noon, and 5 and 6 pm, Monday to Friday. Clinics do not dispense medicine. If you need it, the doctor will give you a prescription to be taken to the chemist's. There is a charge of a few pounds for each prescription. Besides, it is always better to learn about the doctor's or hospital charges in advance. You should pay for medical service before you leave the doctor's office or hospital. But always request a receipt for reimbursement from the insurance company.



It should be mentioned that doctors don't treat minor ailments like coughs and colds. Self-medication is the norm for them. You don't need a doctor's prescription for medicines to treat common ailments.

If your teeth ache or they need filling or extraction, then you should go to a dentist. In this case you will have to pay for your treatment, because none of the insurance companies cover the dental services.

B. Look through the texts and find the words that suit the definitions below.

1. _____ – a short period of mental illness when people are too sick to continue with their normal lives.
2. _____ – able to be avoided.
3. _____ – a raised area on your body where it has been hurt by hitting something hard.
4. _____ – the act of taking something out, especially using force.
5. ailments an illness.
6. _____ – an act of paying money back to someone, especially money that they have spent because of their work.
7. _____ – an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.
8. _____ – a chemical element found in sea water, and used in some medicines.
9. _____ – someone who is trained to prepare or sell medicines.

C. Answer the questions.

1. What should you do if you have a minor ailment?
2. What steps should you take if you need to visit a doctor?

3. Read the texts and tell about healthcare system in the USA.

HEALTHCARE IN THE UNITED STATES: THE TOP FIVE THINGS YOU NEED TO KNOW

1. **There is no universal healthcare.** The U.S. government does not provide health benefits to citizens or visitors. Any time you get medical care, someone has to pay for it.
2. **Healthcare is very expensive.** According to a U.S. government website, if you break your leg, you could end up with a bill for \$7,500. If you need to stay in the hospital for three days, it would probably cost about \$30,000.
3. **Most people in the U.S. have health insurance.** Health insurance provides important financial protection in case you have a serious accident or sickness. Health insurance protects you from owing a lot of money to doctors or hospitals if you get sick or hurt. To get health insurance, you need to make regular payments (called “premiums”) to a health insurance company. In exchange, the company agrees to pay some, or all, of your medical bills.
4. **You will get most of your care from your “primary care provider” (PCP).** After you buy health insurance, you can choose a PCP who is part of your insurance company’s network. If you buy an MIT health insurance plan, you will choose a PCP at MIT Medical. Your new PCP could be a nurse practitioner or a physician. You will see your PCP when you need a physical exam or lab test, when you are sick, or if you need care for an ongoing condition, like diabetes or high blood pressure.
5. **You will usually need an appointment to get medical care.** If you want to see your PCP, you will need to call your PCP’s office to make an appointment. When you call, you need to explain why you need the appointment. If you are sick or hurt, you will get an appointment very soon. If you just need a routine physical exam, you might have to wait several weeks or even a month.

Note: If you have a medical emergency or urgent need, you can get care immediately.

4. A. Work in groups. Read the texts and discuss the differences between healthcare systems in Canada and the USA.

US VS. CANADIAN HEALTHCARE: WHAT IS THE DIFFERENCE?

Tue, 11 May 2021

People sometimes say that Canadians have “free” healthcare, but Canadians pay for their healthcare through taxes. In the US, patients are likely to pay for healthcare through premiums or copays. Healthcare is never free. Economists have compared Canadian vs American healthcare to figure out how much an average patient pays in each country.

The Canadian Institute for Health Information provides information on Canada vs US health care statistics. Healthcare for Canadians costs \$7,000 per person as of 2019. In the United States, healthcare costs more than \$10,000 per person according to CNBC. But what does this mean for patients?

THE CANADIAN HEALTHCARE SYSTEM

There is more shared in the US healthcare system vs Canada healthcare system than there are differences. Both countries are ranked relatively high in international surveys of healthcare quality according to the World Health Organization (WHO). Both countries are relatively wealthy compared to much of the world, with long life expectancy. But Canadian life expectancy is slightly higher.



In Canada, the national government funds health insurance. Most of the services patients would receive from a hospital or general practitioner (GP) office are covered by government insurance. According to the National Center for Biotechnology Information (NCBI) it is actually illegal in Canada for private insurance to cover services covered by government insurance. Thus, Canadian healthcare is a “single-payer” system according to Harvard Health Publishing. The Canadian healthcare system was established by the Canada Health Act of 1984.

The government provides insurance for Canada healthcare, but it generally doesn’t own hospitals or employ doctors directly. In the United Kingdom, the government directly employs providers, but in Canada they are privately employed according to the (NCBI). Doctors practise independently, though they meet insurance requirements for reimbursement.

Under the Canadian healthcare system, citizens can and do buy private health insurance for some services. For example, dentistry and cosmetic services are not covered by government insurance. There are also some minor differences in coverage between Canadian provinces, which are equivalent to US states.

One of the major differences between healthcare in Canada vs US is in how much the patient pays at the time of care. Also, while Canadians generally pay for healthcare through taxes, higher earners are taxed at a higher rate according to the Government of Canada website. In practical terms, this means that high earners pay more for healthcare than low earners do.

Costs per person are lower in Canada in part because the government has a better negotiating position. For example, the Canadian government has more negotiating leverage than any private insurer could in negotiating pricing agreements with drug companies.

THE HEALTH SYSTEM IN THE US

The biggest contrast in Canada vs US health care is that about half of Americans get insurance through their employer, according to Kaiser Family Foundation’s Canada vs USA healthcare chart. This private insurance is usually paid for through a combination of employer and employee payments. The cost and coverage of private insurance varies by state and employer. Since 2014, even private insurance has had to meet certain core requirements, because of the Affordable Care Act (ACA).

The poorest Americans often have insurance through Medicaid. Seniors have insurance through Medicare. But the working poor often do not qualify for this government insurance, and many jobs do not provide health insurance as a benefit. As a result, many Americans struggled to afford private insurance. Today, millions of Americans remain uninsured, even after the ACA.

Americans pay more for healthcare, but they also can face unexpected or sudden costs. There are many different private insurers, with different rules for reimbursement. Copays and deductibles vary widely. Patients sometimes face high out-of-pocket costs for urgent care, or for factors outside of their control.

DIFFERENCES BETWEEN THE SYSTEMS

There are some other differences apart from insurance between US and Canadian healthcare. There are more GPs per capita in Canada than in the US. About half of all doctors in Canada are GPs as stated by the NCBI. Only about a third of doctors in the US are GPs according to the Agency for Healthcare Research and Quality (AHRQ).

Usually, Canadians need a referral from their GP to see a specialist for non-urgent care. Canadian specialist doctors even suffer financial penalties if they see a patient without a GP referral.

Partly because of this referral requirement, wait times for specialist services are generally longer with Canada healthcare vs USA healthcare. If a Canadian needs emergency care, they receive the care immediately, but for some services, such as knee or cornea replacement, Canadians typically wait weeks longer than Americans according to the NCBI.

Healthcare in Canada vs US comes down to different choices. Canadians cover everyone with health insurance, but they limit costs by limiting the number of specialists, which can lead to longer wait times. In the US, the wait might be shorter, but the patient typically pays more.

(<https://medical.rossu.edu/about/blog/us-vs-canadian-healthcare>)

B. What are the differences between healthcare systems in Canada and the USA? Discuss and complete the chart below.

Healthcare System in Canada	Healthcare System in the USA

5. Work in groups. Discuss the following.

What would you do to improve the healthcare system if you were president / minister?



UNIT 42. HEALTHY WAY OF LIFE



“Take care of your body. It’s the only place you have to live.”

Jim Rohn

VOCABULARY

check-up – перевірка, медогляд

nutrition – їжа, харчування

breast – молочна залоза

hamper – заважати, перешкоджати

susceptible – чутливий, сприйнятливий

plant-source – рослинного походження

OJ (AmE) – апельсиновий сік

lightning up – паління

metabolism – обмін речовин

nutrient – поживна речовина

snack on – перекусити

buff – (розм.) фанат

gulp – ковток

fiber – клітковина

nutritious – поживний

convenience food – продукти, готові до вживання

bulk – груба їжа

bloating – (мед.) здуття

to pop – підсмажувати

1. A. Match the words to form phrases about healthy way of life.

1. to eat

2. to avoid

3. to exercise

4. to drink

5. to have

6. to mean

7. to deal

8. to give up

A. regular checkups

B. regularly

C. unhealthy habits

D. a healthy diet

E. the world to sb

F. 2 liters of water daily

G. stress

H. with tiredness

B. Discuss the key points of healthy way of life.

2. A. Work in groups. Read the text.

THE DIET CHECKUP

If you’re a **vegetarian**, YOU MAY NEED MORE: Iron.

THE FACTS: There’s lots of iron in plant-based foods, but it’s in a form that’s difficult for your body to absorb. Why is that a worry? “Because”, says Nancy Sheehan, M.S., nutrition clinic



coordinator at the University of Illinois at Chicago, “iron may help prevent breast and ovarian cancer by inhibiting the effects of estrogen and a severe lack of it can lead to anemia or hamper your immune system, which may make you more susceptible to infections”.

THE FIX: Combine plant-source iron with vitamin C, which enhances its absorption (drink o.j. with your iron-fortified cereal, for instance). Or make use of multivitamins. Most supplements labeled “especially for women” provide the right amount of iron.

If you’re a smoker, YOU MAY NEED MORE: Vitamin C.

THE FACTS: You know that lighting up is bad for your lungs. But research shows that cigarettes also sap you of vitamin C. “Tobacco enhances the metabolism of C, so smokers’ bodies use it up faster than nonsmokers”, says Evette M. Hackman, Ph.D., of Seattle Pacific University. That can leave you prone to colds and gum disease, and can make it hard for cuts and wounds to heal.

THE FIX: We’d never miss a chance to say “quit smoking.” But in the meantime, concentrate on getting extra C. Vitamin C is abundant in lots of foods: an eight-ounce glass of orange juice has 124 mg and a cup of cooked broccoli has 116 mg.



If you’re a chronic dieter, YOU MAY NEED MORE: Phytochemicals.

THE FACTS: If you rely on meal-replacement bars, pre-packaged low-cal meals or even just a narrow range of foods, you’re very likely missing out on compounds called phytochemicals, which are found mainly in fruits and vegetables. Researchers believe they help to prevent breast, ovarian, colon and gastrointestinal cancer, as well as heart disease.

THE FIX: “Supplements don’t supply phytochemicals, so strive to get five or more servings of fruits and veggies a day”, says Dr. Hackman (a serving is usually a piece of whole fruit or half a cup of cut fruit). And there may be hundreds of different phytochemicals preventing different diseases, so variety is the key.



If you’re a breakfast-skipper, YOU MAY NEED MORE: Calcium.

THE FACTS: “Most people get only one milk serving a day, and that’s at breakfast,” Sheehan says. So, skipping the morning meal means depriving your body of calcium, a nutrient that keeps your blood pressure low, helps prevent colon cancer and reduces your risk of osteoporosis. And while many non-dairy, non-breakfast foods (such as beans and

leafy greens) have some calcium, it's not only substantially less (72 mg in a cup of broccoli, for example, versus 300 mg in a serving of yogurt), but also your body doesn't absorb it as readily as calcium from dairy products, she says.

THE FIX: Even if you can't stomach a morning meal, dairy products are the most efficient way to get the recommended 1,000 mg of calcium a day. Eat eight ounces of yogurt with lunch and snack or an ounce and a half of hard cheese (like Swiss) – each of those servings contains 300 mg. Can't tolerate dairy? Try calcium-fortified orange juice. And if all else fails, take a supplement.



If you're a workaholic, YOU MAY NEED MORE: Fiber.

THE FACTS: You grab a snack before work, eat a sandwich at your desk, then order in a fast-food dinner so you can finish that big report. Efficient? Sure. Nah. "Convenience foods rarely include high-fiber items like beans and whole grains", says Dr. Hackman. Why fret about fiber? It helps lower cholesterol, reduces your risk of heart disease and some cancers and keeps you "regular."

THE FIX: You should be shooting for 25 to 30 grams of fiber a day. If your meals have been virtually fiber-free until now, start gradually. Without an adjustment period, the extra bulk could cause stomach cramps, bloating, diarrhea or constipation. Start by substituting a piece of whole fruit for juice in the morning, and snack on raisins (a tablespoon has 1 gram), an apple (about 4 grams) or air-popped popcorn (1 gram per cup).

If you're a fitness buff, YOU MAY NEED MORE: Water.

THE FACTS: "Exercise hard for just an hour a day and you lose 20 percent more fluid than if you sat still – up to three quarts", says Leslie Bonci, R.D., director of sports-medicine nutrition for the University of Pittsburg Medical Centre. The resulting dehydration can increase your heart rate, cause headaches, diarrhea and muscle cramps and leave you confused and exhausted.

THE FIX: Eight 8-ounce glasses a day is a decent start, but to figure your personal exact needs, multiply your weight in pounds by 0.67 to get the ounces you need per day (a 135-lb. woman who works out would need 90 oz. – around 11 glasses). Or just drink ten big gulps of water for every 15 minutes you exercise.



B. Do you agree that change in your diet could make a difference in your health? Find yourself among the lifestyle categories below to figure out your nutritional gap. Discuss the results with your groupmates.

3. Discuss the following questions about healthy diet.

1. Have you ever been on a diet? What was it? Was it successful? Why / Why not? Would you recommend this diet to your friends?
2. What is your idea of a healthy diet? Do you eat a lot of vegetables and fruit? What is your favourite vegetable and fruit?
3. How many meals do you have a day?
4. Do you eat fast food? Why?

4. A. Answer the questions.

1. Who are the oldest people you know?
2. How old are they?
3. How healthy is their lifestyle?

B. Read the article below and find out what the secrets of long life are.



THE SECRETS OF LONG LIFE

The island of Okinawa in Japan has some of the oldest people in the world. It's famous for its high number of centenarians – men and women who live beyond 100 years of age. There have been many scientific studies of their lifestyle and you can even buy cookery books based on their diets. Some of the reasons for their good health are that they

- go fishing and eat what they catch;
- regularly do gardening and grow their own fruit and vegetables;
- go cycling and never drive when they can walk;
- often spend time with friends, meet at people's houses and play games;
- rarely buy food from a supermarket;
- do regular exercise, go swimming and lead active lives.

C. Answer the questions.

1. Why are the people of Okinawa famous?
2. What are the reasons for their good health?
3. Which of the reasons for good health in the article are true for your life?

5. Read the extract from the text and find out what the health triangle is.

FACTS ABOUT THE HEALTH TRIANGLE

What does it mean to have good health? Your “total health” refers to three kinds of health – physical health, mental health, and social health. These three things are called the “Health Triangle” model. When people think of their health, it is easy to just think of just their body. But your emotional and social health are just as important as your body. Your physical health refers to how well your body is. Emotional health is part of mental health. How we feel is just as important as how we think. Social skills are a part of social health. Having good social health means to have healthy, good relationships with family members, friends, and other people in your life.

A few examples of ways to have good social health:

- using good manners;
- treating others the way you want to be treated (this is often called the “golden rule!”);
- being loyal to your friends and family;
- never gossip, spread rumours, or talk about others behind their back;
- be pleasant, courteous, and respectful;
- working well in a team or group.

(Skyteach)

6. Discuss the following.

1. What should we do to stay healthy?
2. Do you think that mental and social health can be as important as physical health?
3. How do you communicate with other people? Do you go out very often?



43. UP-TO-DATE WAYS OF TREATMENT



*“Modern medicine, for all its advances, knows less than 10 percent of what your body knows instinctively.”
Deepak Chopra*

VOCABULARY

alternative medicine – альтернативна медицина

conventional medicine – традиційна медицина

homeopathy – гомеопатія

osteopathy – остеопатія

aromatherapy – ароматерапія

herbal medicine – лікування травами

chiropractic – хіропрактика

reflexology – рефлексологія

hypnotherapy – гіпнотерапія

acupuncture – голковколювання

a side effect – побічна дія

camomile – ромашка

ginger – імбир

essential oils – ефірні олії

sage – шавлія

1. Fill in the correct words, then choose any five phrases and make up sentences with them.

miraculous	highly
folk	methods
respected	serious
spirits	conventional
remedies	primary

- _____ healers
- healing _____
- evil _____
- herbal _____
- _____ illnesses
- _____ cures
- _____ valued
- _____ medicine
- _____ health care
- highly _____



2. Fill in *for, as, by, in, of, on* or *at*, then choose any five phrases and make up sentences with them.

1. to rely _____ sth/sb
2. _____ word _____ mouth
3. to be regarded _____ sth
4. to charge a fee _____ sth
5. to be called upon _____ their services
6. interest _____ sth
7. based _____ sth
8. to be part _____ sth
9. _____ common
10. selection _____ sth



3. Traditional folk medicine. Look at the pictures and answer the questions.

1. Have you ever used home remedies?
2. Do you use any of these items? Which ones? What for?
3. How did / do you use it? Was it effective?

Example:

I use water when I have the hiccups. I sip it slowly. It always works.

(Evans V. Click On 4. Student's Book)

4. A. Before reading the article about traditional folk medicine, discuss which of the following words and phrases would you expect to find in the article.

traditional healing methods
headaches herbal mixtures
folk healers
healthcare
herbal mixtures
spiritual remedies

conventional doctors
medical treatment
alternative remedies
medical practices
herbal medicine
acupuncture

B. Read the article about traditional folk medicine and choose the most suitable heading from the list (A-H) for each part (1-6). There is one extra heading you do not need to use. There is an example at the beginning (0).

- A. Health Care Products**
- B. Healing around the World**
- C. A Mixture of Ancient and Modern**
- D. The Future of Traditional Medicine**
- E. Keeping the Traditions Alive**
- F. North American Healers**
- G. Traditional Medicine Preferred**
- H. The First Healers**

0_H Long before modern medicine came along, people relied on traditional healing methods to protect and restore their health. These methods consisted largely of the use of various herbs and other naturally occurring products. Some serious illnesses were thought to be caused by evil spirits, so the treatments used by traditional healers were often a mixture of spiritual remedies as well as more practical herbal mixtures. Although traditional folk healers can still be found in most cultures of the world, nowadays the majority of people prefer to rely on modern medical treatment.

1 Folk medicine and beliefs differ from culture to culture and reflect the history and traditions of each culture. All these practices, however, have one thing in common; they are passed on from generation to generation by word of mouth and imitation and represent a system of practices rather than a collection of unrelated remedies

2 The curanderos are folk healers who have been providing remedies along the Texas-Mexico border for almost 500 years. They are a highly respected group and are frequently called upon for their services, particularly in Northern Mexico, where there are few doctors. Their ability to heal is regarded as a special gift, so they do not charge a fee for their services, although they will accept small gifts. This is one reason why they are so highly valued; many rural Mexicans cannot afford to pay a conventional doctor for treatment.

3 Modern medical practitioners have largely replaced folk medicine in many parts of the world, but in Mexico it continues to flourish. Even in urban areas such as San Antonio there are a number of curanderos. Many of these have extensive knowledge of the healing properties of plants and can deal with all types of illnesses. Researchers have discovered that many Mexican Americans will consult a curandero first before trying conventional medicine.

4 Mexico, however, is not unique in its preservation of such ancient medical practices. The World Health Organisation (WHO) has estimated that traditional midwives assist in up to 95 per cent of rural births in the developing world and 70 per cent of urban births. Traditional healing methods are still an important part of primary health care in many Asian countries. China's sophisticated system of health care is based on age-old herbal remedies and acupuncture, while Japan has the highest level of consumption of traditional herbal medicine in the world.

5 Many modern doctors have shown interest in traditional remedies. At the same time, curanderos and other traditional healers are beginning to accept and use modern medical technology. Over the ten years, there has been a growth of interest in alternative remedies in developed countries. The majority of the population of Great Britain for example, believes that traditional and herbal remedies should be available via the National Health Service. Many modern doctors share this belief and increasingly use a combination of traditional folk remedies and conventional medicines.

6 This 'marriage' between the conventional and the traditional is not a new idea. Medicinal plants are the oldest known health care products and many of today's modern medical remedies are plant based. Local people who had the knowledge to administer them have used many of them for centuries. A good example is aspirin, which is naturally found in willow bark, and used by Native American people to cure headaches. More research is needed, for who knows what miraculous cures might be developed from simple remedies that have been available for generations. One day perhaps we will all keep a selection of both conventional and folk medicines in our homes.

(Evans V. Click On 4. Student's Book)

5. Do a project on up-to-date ways of treatment (e.g. holistic medicine, acupuncture, colour therapy etc).

6. Translate into English (REVISION):

1. Я відчув себе краще, після того, як мені зробили укол.
2. Я захворіла. У мене висока температура. Я постійно кашляю і чхаю. Зараз я на лікарняному.

3. У Петра нервовий зрив. Він перевтомився.
4. Я не можу заснути вночі. У мене безсоння. Учора я записалася до лікаря. Він оглянув мене і виписав ліки від безсоння.
5. У Тома ускладнення після дифтерії.
6. Якщо ви хворієте, Вам варто сходити до лікаря. Ви маєте попередньо записатися до лікаря. Коли Ви заходите до кабінету, лікар Вас зазвичай оглядає, слухає Ваше серце, вимірює тиск та виписує ліки. Ви берете рецепт, ідете в аптеку та купуєте необхідні ліки від хвороби. Дуже важливо дотримуватися вказівок лікаря.
7. Я ненавиджу стоматолога. Я завжди боюся, що він може видалити мені зуба. Терпіти не можу уколів. Коли мені потрібно запломбувати зуба, я насправді панікую.
8. У мене болить живіт. – А я тобі казала не їсти гостру їжу та дотримуватися дієти? У тебе ж виразка шлунку!
9. Мені потрібні ліки від кашлю.
10. Вам необхідно зробити рентген грудної клітини.
11. Якщо в пацієнта виразка шлунку і йому потрібна операція, він звертається до хірурга.
12. Він зламав ногу? – Ні, він вивихнув ногу. Його нога зараз у гіпсі, і він користується милицями.
13. У нього нетравлення і дуже болить живіт. – Я дам йому знеболююче. – Ні, краще дай йому пігулки від болі в шлунку.
14. У мене нежить. – Skorистайся краплями для носа.
15. Якщо у тебе вугрі, тобі варто відвідати дерматолога.
16. Я ненавиджу лікарні. Особливо я боюся уколів. У мене поморочиться голова, коли я бачу шприц.
17. Мені запропонували пройти лікування, тож я погодився.
18. Якщо у тебе сонячний опік, тобі необхідно намастити тіло маззю.
19. – Що сталося?
– У мене дуже болить голова.
– Тобі потрібно виміряти кров'яний тиск. Якщо у тебе підвищений тиск, я дам тобі ліки.
20. Якщо у тебе грип, тобі слід залишитися в ліжку і пити багато рідини.
21. У Майкла болить горло, у нього нежить та кашель, він мабуть застудився.
22. Вчора Поліна була в лікаря, у неї була висока температура і боліло горло, особливо було боляче ковтати. Лікар запропонував їй пройти огляд. Він виміряв їй температуру, подивився горло і призначив ліки від грипу. Також терапевт порадив пити багато гарячого (гарячої рідини) і полоскати горло кожні 2 години.
23. Я не знаю, що робити – кожної весни в мене одна й та сама проблема. У мене нежить, і я постійно чхаю. Звичайно, в мене алергія на пилок квітів. Ліки від алергії не сильно допомагають.
24. Настю, ти така бліда, що трапилося? – У мене паморочиться голова.
25. У Сашка ангіна. Для того, щоб не було ускладнень після хвороби, йому слід полоскати горло та розсмоктувати таблетки.
26. Кір – заразна хвороба.
27. У мене лихоманка й усе тіло ломить.



PROJECT

Ways of Conventional Treatment

MODULE 10

LEISURE AND SPORTS

UNIT 44. SUMMER AND WINTER SPORTS



“Winners never quit and quitters never win.”

Vince Lombardi

VOCABULARY

Some popular sports

archery	hurdle races	artistic gymnastics (callisthenics)
cross-country skiing	car (motorcycle) racing	down-hill skiing
discus (hammer, javelin) throwing	steeplechase	ski-jump
slalom	fencing	sky diving (parachuting)
weight-lifting	gliding	shot putting
hang gliding	wrestling	mountaineering
arm-wrestling	rowing and canoeing	athletics (track-and-field)
pole vault (vaulting)	high (long, triple) jump	

Sports terms

amateur (professional) sport	cup (final, semi-final) match	to defeat
indoor (outdoor or open-air) sports	championship <i>n</i>	to beat
to compete <i>v</i>	competition <i>n</i> (<i>intercollege cup competition</i>)	
to contest <i>v</i>	tournament <i>n</i>	
contest <i>n</i> (<i>world gymnastics contest / rivalry in singing, beauty</i>)		

Participants

crew <i>n</i>	opponent (rival) <i>n</i>	sportswoman <i>n</i>
team official (<i>umpire, referee, judge</i>) <i>n</i>	sportsman (athlete) <i>n</i>	gymnast <i>n</i>

Audience

fan (<i>colloq.</i>) <i>n</i>	to shout for <i>v</i>	to root for <i>US</i>
sports enthusiast	to support <i>v UK</i>	

Scoring system

best record	point <i>n</i> (<i>to score a point - football, cricket; to win a point - tennis</i>)
fastest time	goal <i>n</i>
draw <i>n</i> (<i>to end in a draw</i>)	to score <i>v</i> (<i>to score points</i>)
runner-up <i>n</i>	score <i>n</i> (<i>score: 6:4 - six to four</i>)
to draw <i>v</i>	loser <i>n</i>
to lose <i>v</i>	

Word Combinations

athletic training	to win the team (personal, national, world)
to follow a tournament	championship (competition, etc)
to kick the ball	to win by 2 (3, etc) goals (points)
to score a goal (20 points)	to win with the score 4 to 0 in sb's favour
to keep the score	to win a prize (a cup, victory)
to end a game in a draw (to draw a game)	to set / break a record
the record holder	

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786285569/module-10-leisure-and-sports-flash-cards/?new>

1. A. Match the following words and expressions with their Ukrainian equivalents.

- | | |
|-------------------|--------------------------------|
| 1. Tobogganing | А шашки |
| 2. ski-jumping | В боротьба |
| 3. to keep fit | С гребля/веслування |
| 4. bowling | Д біг підтющем |
| 5. chess | Е санний спорт |
| 6. draughts | Ф стрибки на лижах з трампліну |
| 7. wrestling | Г гра у кеглі/боулінг |
| 8. jogging | Н шахи |
| 9. leisure centre | І вести здоровий спосіб життя |
| 10. rowing | Ж центр відпочинку |

B. Name sports related to the following competition sites and sports equipment.

barbell	ski poles	hole
life jacket	ski boots	quiver
oar	draughtsman	rope
paddle	sports hall	bow
weights	boxing gloves	roller-skates
net	punching bag	goggles
beam	javelin	range
play-ground	trampoline	foil
chessboard	springboard	shuttlecock
puck	uneven/asymmetric bars	mouthguard
chessman	hoop	wetsuit
foil	bowling pin	pommel horse
club (stick)	ribbon	parachute
rings	bowling lane	cue
discus	tee	toboggan
skis	rows	balance beam

C. Translate into English.

1. У художній гімнастиці використовуються м'ячі, булави, хулахупи, стрічки, скакалки та гімнастичні колоди.

2. Щоб успішно займатись греблею, необхідно бути гарним командним гравцем.
3. Жодна команда не змогла побити рекорд з плавання, який поставила українська спортсменка.
4. Для боксера необхідно мати рукавички, щоб не травмувати пальці на руках.
5. За кого ви вболіваєте? – За Манчестер!
6. Сильний суперник змушує опонента викладатися на всі 100%.
7. Для гри у шахи вам знадобиться партнер, інтуїція, стратегія, техніка і, звісно, гральна дошка з шахами.
9. Ми граємо в хокей на ковзанці, використовуючи шайбу, клюшку, ковзани, шолом та наколінники.
10. Я не можу займатися парашутним спортом, у мене не має парашуту, захисних окулярів та шолома.

**2. Which sports are different from the other three in each group?
There may be more than one possible answer, so discuss all of them
with your partners.**

1. basketball, football, tennis, baseball
2. judo, volleyball, boxing, wrestling
3. table tennis, cycling, swimming
4. tennis, volleyball, table tennis, boxing
5. baseball, golf, tennis, football
6. swimming, sailing, wind-surfing, rowing



3. A. How do we do these sports? Complete the sentences with the correct verb.

play go do

1. We _____ athletics and gymnastics.
2. We _____ baseball, chess, volleyball, tennis, football, ice hockey and cricket.
3. We _____ windsurfing, sailing, motor racing, horse riding, swimming and jogging.

B. Where do we do / play these sports?

a board a field a rink a court
a track a pool a ring a pitch

1. on the _____: tennis, volleyball
2. on the _____: athletics, motor racing
3. on the _____: ice hockey, speed skating, figure skating
4. in the _____: Swimming
5. in the _____: cricket, baseball, soccer, football
6. on the _____: American football, cricket
7. on the _____: chess, checkers, draughts
8. in the _____: horse riding

C. What equipment do we use to play these sports?

gloves a bat a piece a net a racquet a puck a stick

1. We use _____ to play baseball, ice-hockey and to do boxing.
2. We use _____ to play volleyball and tennis.
3. We use _____ to play tennis and squash.
4. We use _____ to play ice hockey.
5. We use _____ to play chess; checkers and draughts.
6. We use _____ to play ice hockey.
7. We use _____ to play cricket and baseball.

4. Put each of these sports into one of the three groups given in the table.

volleyball	judo	basketball	handball
swimming	boxing	football	rugby
badminton	rowing	weightlifting	golf
windsurfing	diving	baseball	sailing
skiing	wrestling	skating	fencing
trampolining	high jumping	lawn tennis	table tennis
football	cycling	shooting	chess

Sports played or done in teams	Sports that can be played or done against one other person	Sports that can be played or done alone

5. Discuss the following.

Which kind of sport

- do you do at your physical training classes?
- do any of your friends go in for?
- do you like to watch on TV?
- have you ever been keen on?
- would you like to take up?
- do you think is very risky or even dangerous?
- would you never go in for?
- would you recommend to some of your friends?

6. A. You are going to read a magazine article about a person who has had a lot of accidents in his life. Fill in the gaps with one of the words from the box below and read the article.

hockey gliding hang riding skate

My mother says I have been putting my life in danger every weekend since I was twelve. I have broken twenty-seven bones in my body in that time, but I can't say 'no' to a challenge! I was twelve when I first broke my leg. It happened while I was learning to roller _____. I had just learnt to turn corners, but I had not learnt to stop and I suddenly met a brick wall. From that moment I wanted to leave the earth behind me and take to the sky. But it was not until I had worked for six years that I was able to afford to take up hang _____. Before that time, I had broken an arm and six ribs while I was horse-_____. I was playing football when I broke the other arm, and after an ice-_____ match had to lie in bed in plaster from my neck to my ankles for six months. I haven't had an accident _____-gliding yet, but I have been up only twice so far.

B. Recommend the man who has written this article several kinds of sport which could be less dangerous for his health.

7. Read the text and find out the history of our favourite sports.

OUR FAVOURITE SPORTS AND THEIR WORLD HISTORIES

The word sport is an abbreviation of the word "disport", which means "to amuse oneself", or "to make a pleasant sportive display", as "she disported herself on the beach in her smart, new bathing suit". If we go back far enough into the history of this word, we will discover that its Latin elements are *des-* "away", and *porto-* "carry" and in its original sense *disport* really did mean "to carry away" from work, and that's exactly what sports do to a student who slips away from the classroom on a sunny afternoon to enjoy a soccer game!

The word "sport" is all-inclusive and takes in many diversions such as hunting and fishing that would not normally be listed under the heading of games. In its early sense the word "game" had a wider meaning that embraced almost anything in the way of amusement. In Old English this word meant "fun". But now the sporting word "game" usually implies a contest, with a trophy (prize) and the winning of a score at the end.



It is quite natural that the names of many of the sports and of the equipment used in playing them should be old, for the story of sports goes back through many centuries. Games with a ball are probably the oldest of all and have the widest geography. The Romans played the ball games which remind modern football and tennis, handball was already an old game in Homeric times. In fact, sports and games have been popular since the birth of man. Let's follow some of the stories behind the names of sports and games.

Badminton: named for an estate. The estate of the Duke of Beaufort was the scene of several innovations in English living in the late 19th century. A claret and soda drink was named "badminton" after it, but that has long since been forgotten. Everyone, however, knows of the game "badminton", which was first played in England in 1873. The game itself was imported from India.

Bowling: originated from the Latin "bullā", "bubble". Modern keglers may be interested to know that the complete equipment for playing their game was discovered by archeologists in an Egyptian tomb dating back to 5,200 B.C. Bowling was forbidden in England by Edward III, Richard II, and other monarchs because it was thought to be too harmless, a sport that provided no training for war such as archery did. Henry VIII also forbade bowling, but he had a fine alley laid out at Whitehall so he might amuse himself between executions.

Chess: originated from the Persian word "shah", or "king". When chess players call "check" as a warning to an opponent they are really saying: "Mind your king, he's in danger". Both check and chess developed from the same Persian word but it came to England through the Arabic and French languages. When a Persian in ancient days had his opponent's king hopelessly cornered, he announced "shah-mat" that

is “the king is dead”. If you pronounce those Persian words, you will not be very far away from the modern chess player’s phrase, “check-mate”.

Golf: named after a club.

The name came from the Dutch word “kolf”, the term for a club that was used in such games as hockey and croquet. That might indicate that golf began in Holland, though the most of the early accounts of the game are out of Scotland. Mary Stuart, Queen of Scots, was a golf fiend. The game grew to such popularity in Scotland that the government became disturbed. It became more popular than archery, and therefore was prohibited (see the story of bowling).



Gymnastics: developed from the Greek word “gymnos” meaning “naked” and is related to Greek “gymnazo” which means “train naked”. In ancient Greece exercises were often performed in the nude by both boys and men. And, at one period, the famous Olympic track meets were run off in the nude. The Greeks believed that nudity and sun-bathing were good for health. The great Greek physician Hippocrates claimed that the sun was soothing to the nerves of the back. Modern gymnastics is usually performed in a gymnasium while the term “athletics” generally applies to outdoor contests. The word athletics came from the Greek “athlon”, the “prize” that the winning athlete received.

Polo: is related to the Tibetan term “pulu”, which means “ball”. The game itself is of Eastern origin and seems to have spread from Persia to Constantinople to Tibet, and then to China and Japan. The British imported it from India and first played it on their own soil in 1871.

Steeplechase: originated from a church steeple. One of the sports of 18th-century English country life was called “hunting the steeple”. A group of horseback riders would pick out some distant church steeple, set it as a goal, and then make a race to get there. By the 19th century this had come to be called a steeplechase, and the race was then run over a made course filled with obstacles such as jumps, fences and so on. The word steeple was created in old English from the adjective, which meant “high”, “steep”.

Hockey: has taken its name from Old French “hoquet”, which meant a crook or a shepherd’s staff. It is one of the oldest games in the world. It has been played by people around our earth all the way from the American Indians to Greeks and Persian people.

Football: is said to be born in England but it is not the only country that claims to be Motherland of this most popular game. It differs on both sides of the Atlantic Ocean. English play the so-called Association football, that is according to the rules of the Association. If we shorten association to ‘assoc’, and then cut off the first two letters of the latter, we are left with soc, which is just how the word “soccer” came about.

B. Read the text again. Are the following sentences true or false?

1. Badminton was imported from Indonesia.
2. Ancient Egyptians played bowling.
3. At some point golf and bowling were prohibited.
4. The word athletics comes from the Greek “athlon” and means an indoor contest.
5. Steeplechase originated in the 16th century.

8. Read the texts below and guess what kinds of sport are described in them.

1. I guess you could say that this is our national sport – we certainly have got the right kind of weather for it. It has the reputation of being a pretty rough and tough game. Anyhow, as its name suggests, we play it on ice, on skates and the object of the game is to score by hitting the puck into the net. You have to be really well dressed up and padded and protected for this because it's easy otherwise to get badly hurt.

2. This sport has a long and traditional history in my country. It is a mixture of meditation and concentration, and accuracy. It's important to breathe properly. Obviously, you need a bow and arrow and to aim at the target.

3. I don't know whether you can really call this a sport but it is something that people from my country have been very good at. We have had lots of grand masters and international grand masters. It is an ancient game. I think it originally came from Persia, now Iran. It is about strategy and it requires a very good memory of other games and intense concentration. You play it on a board with sixty-four squares and the object of the game is to capture the enemy's king. Each player has sixteen pieces which move around the board in a certain way.

4. Today it is one of the most popular competitive summer sports in the world. Players from many countries take part in international tournaments, professional and amateur. The most famous of British tournaments is Wimbledon. The game that we play today is a descendant of another popular game played in the 19th century on green lawns, the father of which is traditionally said to be Walter Winfield. Each player's objection is to strike a ball into the court of his/her opponent so that it cannot be returned. The procedure for scoring is peculiar to the game. The winner is the player who wins the most games in a certain number of sets.

5. It is a new kind of sport which is said to originate in the USA. It is not competitive and is usually done by sensation-seeking individuals. In this sport a person jumps from a high place such as a bridge or a cliff, with a long elastic rope tied to their feet or waist.

9. A. Read the texts and discuss what makes all people kin.

WHAT MAKES ALL PEOPLE KIN

People all over the world are very fond of sports and games. That is one thing in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting, hunting, hockey and, in the countries where the weather is frosty and there is much snow – skating, skiing and tobogganing. Some people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interest; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are golf, lawn-tennis, cricket, volleyball, basketball, and so on. Badminton is also very popular.

All the year round many people indulge in boxing, wrestling, athletics, gymnastics and track and field events. Scores of young girls and women go in for callisthenics.

Among indoor games the most popular are billiards, table tennis, draughts and some others, but the great international game is chess, of course. The results of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

So, we may say that sport is one of the things that makes all people kin.

(C. E. Eckersley Essential English for Foreign Students, Book 4)

B. Translate the following sentences into English using the words from the text.



1. Я спроможний поставити рекорд з плавання.
2. Я вболіваю за футбольну команду «Шахтар».
3. Він охоче навчатиме нас фехтуванню.
4. Ви займаєтеся легкою атлетикою?
5. Віндсерфінг і дельтапланеризм з'явилися зовсім недавно.
6. Хлопчик мріє стати хокеїстом і просить купити йому ключку і шайбу.
7. Скільки людей візьмуть участь в інститутському чемпіонаті з шахів?
8. Хіба Ви не хочете виграти кубок у цьому змаганні?
9. Стрільба з лука стала досить популярним видом спорту.
10. Йому добре дається фігурне катання.
11. Ти коли-небудь катався на санчатах?

10. Work in pairs. Act out the following situations.

1. Two friends are talking after a football match. One is happy — his favourite team has won; the other is not as his team has lost the match.
2. Imagine a dialogue between two sports fans about their favourite sports.
3. A friend of yours claims to be an “all-round sportsman”. Once you call on him and find him surrounded by a thick cloud of cigarette smoke. You have a talk with him.
4. It's Sunday afternoon. In a few minutes, there will be a football match on TV, while on another channel there will be a fashion show. It's an argument between husband and wife.
5. You are an ardent athlete and like to get up at sunrise, at which your roommate is grumbling. You try to make him do at least his morning exercises.

11. Discuss the following.

1. Which sports do you enjoy watching on TV? How much time do you spend watching them?
2. Which is the most dangerous sport? What kind of injuries occur when people play it?
3. What sports did you play as a child?
4. Is sport an important part of education? What does it teach people?
5. Some new sports are called ‘extreme sports’. What are some extreme sports? Have you ever tried any of these?
6. What is the difference between *sports* and *esports*?
7. Which is the sportiest country in the world?
8. Athletes from which sports train the hardest?



12. Listen to the classroom conversation about the benefits of sport.

**Scan the QR code to listen to the recording.*



A. Which benefits of doing sport are mentioned? Tick (✓) seven

- reduced risk of diabetes
- lower blood pressure
- improved muscle tone
- stronger heart and lungs
- stronger bones
- increased feeling of calm and tranquillity.....
- improved mood
- improved concentration
- increased motivation
- makes people less competitive
- improved communication and negotiation skills.....

B. Circle True or False for these sentences.

1. The class have already talked about at least three of the physical effects sport has on the human body.

True False

2. Doing sport can slow down the production of chemicals in the brain that make us feel good.

True False

3. There are no real benefits associated with doing individual sport.

True False

4. Swimmers or tennis players are responsible for their own achievements.

True False

5. Being part of a team requires you to practise more regularly.

True False

6. Collaborating with other members is essential for a team to be successful.

True False

7. The skills you learn in a team sport are transferable to everyday life.

True False

8. It doesn't matter which sport you choose, as long as you're good at it.

True False

C. Discuss with your partner:

- ✓ Do you like playing sport?
- ✓ What are the biggest benefits for you

(British council)

UNIT 45. SPORTS AND GAMES POPULAR IN ENGLISH-SPEAKING COUNTRIES



“Golf is a compromise between what your ego wants you to do, what experience tells you to do, and what your nerves let you do.”

Bruce Crampton

VOCABULARY

a hockey stick – ключка для гри в гольф
a baseball bat – бейзбольна бита
a puck – шайба
US checkers / UK draughts – шашки

a pitch – поле (для гри у футбол)
an umpire – суддя (бейсбол, теніс, крикет)
a referee – суддя (футбол, хокей, баскетбол)

1. Do the test. Choose the right item to complete the sentences.

1. Sportsmen usually play football on a _____.
A lawn **B field** **C road**
2. English football in the USA is called _____.
A soccer **B sucker** **C poker**
3. Hockey players have skates and _____.
A bars **B clubs** **C cafes**
4. In sport you can win or _____.
A lose **B loose** **C lost**
5. We play hockey on a very good skating-_____.
A ring **B rink** **C rank**
6. In this game they lost their _____ of world champions.
A title **B name** **C nickname**
7. The match ended in a _____ 0: 0.
A draw **B pull** **C push**
8. In the USA a group of _____ leaders always support the team.
A fear **B peer** **C cheer**
9. Drivers of racing cars are usually called _____.
A bikers **B pilots** **C astronauts**
10. I can't play tennis, because my _____ is broken.
A racket **B rocket** **C bat**

2. What do we call a period of time in these games?

a half a game a round a set

1. _____: in tennis and volleyball
2. _____: in baseball, chess, volleyball, tennis, football, ice hockey, cricket, and American football
3. _____: in baseball and boxing

4. _____: in football, soccer and American football

3. What do we call people who take part in these sports and games?

<i>an umpire</i>	<i>a quarterback</i>	<i>a linesman</i>	<i>a fan</i>
<i>a referee</i>	<i>a forward</i>	<i>a goalkeeper</i>	<i>a cheerleader</i>

1. _____: in football, American football and boxing
2. _____: in any spectator sport
3. _____: in cricket, tennis, volley-ball and baseball
4. _____: in football and tennis
5. _____: in American football and rugby
6. _____: in football and American football
7. _____: in football, ice hockey, handball, water polo, American football and rugby
8. _____: in any kind of team games, but especially in American football

4. Read the text and fill in prepositions if necessary.

Sport is very popular ___ Britain. In other words a lot ___ British people like the idea ___ sport, a lot even watch sport, especially ___ the TV. However, the number who actively take part ___ sport is probably quite small. ___ the whole British people prefer to be fat rather than fit.

The most popular spectator sport is football. Football is played ___ a Saturday afternoon ___ most British towns and the fans, or supporters ___ a particular team will travel ___ one end ___ the country ___ the other to see their team play.

Many other sports are also played in Britain, including golf ___ which you try to knock a ball ___ a hole; croquet ___ which you try to knock a ball ___ some hoops; basketball ___ which you try to get a ball ___ a net; tennis ___ which you try to hit a ball so that your opponent cannot hit it and cricket which is played ___ a ball, but is otherwise incomprehensible. As you can see, if the ball had not been invented, there would have been no sport.

Actually, that's not quite true. Athletics is not played ___ a ball, nor is horse-racing. Perhaps that explains why they are not so popular as football.

5. Read the text and tell what the most popular sports in England are.

SPORT IN ENGLAND

Sport is very important in England, and people enjoy going to big sports events or watching them on TV and playing sport in their free time. Some of the most popular world sports – football, rugby, cricket, golf and tennis – first started in England, and people from all around the world come here for some of its great sports events.

In 2012, the Olympics were held in England, and millions of people from around the world came to London to watch the many different sports of the Olympics and the Paralympics. New sports stadiums were built, including the main Olympic stadium, a basketball arena and a bike park, for cycling. It was the first time the Olympics had come to England since 1948 and was a very exciting year for the country.

The most popular sport in England is football, and there are professional matches every week from August until May. Many thousands of people also play in parks, at local clubs, and at schools or universities. Football has been played in England for hundreds of years, and the best football teams, for example, Manchester United, Liverpool, Chelsea and Arsenal, are famous around the world. The most important day in England's football calendar is the Football Association (FA) Cup Final day in May at London Wembley Stadium.

Many people believe that England's best ever footballer was Bobby Charlton, who started playing for Manchester United in 1953 and scored 249 goals over the next twenty years. In 1958, Charlton was in an aeroplane with the Manchester United team when it crashed, killing eight players. Bobby Charlton was not killed in the crash, and he went on to play in the 1966 World Cup, which England won. It was the first and only time that England has won the World Cup.



Cricket was first played in England in the sixteenth century, and by the eighteenth century, it had become the country's national sport. Every summer, teams from other countries play five-day test matches against the English national team. Cricket is also played on village greens –

small fields in villages – around the country in the summer months. Because cricket matches are so long, a new kind of match called the Twenty20 was introduced in 2003. Twenty20 matches are only three hours long, so people can watch them in one day.



Rugby is another sport that began in England, and it is named after the school where it was first played – Rugby School in Warwickshire. Rugby is like football, but players can hold the ball and tackle each other – pull each other to the ground – to get the ball. Rugby is not as popular as football, but after England won the World Cup in 2003, more people began to watch and play the sport.

In England, there are two kinds of

rugby, each very different: Rugby League and Rugby Union.

For two weeks around the end of June, England becomes tennis-mad! This is the time of the Wimbledon Championships, the most famous tennis tournament in the world. Few people watch tennis on TV for the rest of the year, but during Wimbledon, matches are shown on TV every afternoon and evening.

England's most famous tennis player was Fred Perry, who won the Wimbledon Championship every year for three years, from 1934 to 1936. Since that time, no English player has won the Men's Championship.

Horse-racing is another very popular sport in England. There are races every day of the year, and people enjoy making bets on which horse will win. The Derby at Epsom, which continues to be held today, was the first derby ever, and derbies – races on flat ground for three-year-old horses – are now held around the world. Other important dates in horse-racing are the Grand National in Liverpool in April – one of the



most difficult horse races in the world – and Royal Ascot, five days of horse racing in Berkshire in June. The Queen always goes to Ascot, so it is an important event in England, and visitors wear their best clothes and hats.

Another important day for sport in England is the London Marathon in April. More than thirty thousand people run in the London Marathon, which has been held since 1981. The fastest people finish

the forty-two-kilometer run in just over two hours, but for many runners the most important thing is making money for charity.

Water sports are popular in England, and many people, especially on the south coast, enjoy sailing. There are good waves for surfing at many of the beaches in the south-west, and canoeing is also popular on England's many rivers and canals. Two of England's most famous sportspeople do a water sport – Steve Redgrave, who won gold medals for rowing at every Olympic Games between 1984 and 2000, and Ellen MacArthur, who broke the world record for sailing around the world alone in the fastest time on 7th February 2005.

Golf is also a very popular sport for English people. There are many golf courses in England, and every July the Open Championship, one of the four biggest tournaments in the world, is held in England or Scotland.

Motor-racing is also well-liked, and many people go to a course called Silverstone in Northamptonshire every year to watch the British Grand Prix.

At school, children play football, rugby, netball and cricket, and do athletics in the summer. There are public swimming pools and gyms in most towns, and many people also enjoy cycling and walking. Other outdoor activities like mountaineering – climbing and walking in the hills and mountains – are also very popular in England.

English people love sport. For some time, they have not won many big events in the sports that first came from their country many years before. But sport continues to be a very important part of life in England.

*(Bladon R.
Macmillan Cultural Readers: England Pack)*

B. Answer the following questions.

1. Name five sports that first started in England.
2. Why were 2012, 1966 and 2003 exciting years for sport in England?
3. What is the most popular sport in England?
4. Why was Twenty20 cricket introduced in 2003?
5. Who introduced the game of rugby, and how?

6. What is England's most famous tennis tournament?
7. What sport is Ellen MacArthur famous for?
8. What sport can you watch at Silverstone in Northamptonshire?

C. Tell if you have tried the most popular sports in England. Which would you like to try and why?

6. A. Read and tell what the most popular sports in the USA are.

SPORTS IN AMERICA

Sports play an important role in American society. They enjoy tremendous popularity but more important they are vehicles for transmitting such values as justice, fair play, and teamwork. Sports have contributed to racial and social integration and over history have been a "social glue" bonding the country together.

The United States offers limitless opportunities to engage in sports - either as a participant or as a spectator. The typical American sports of baseball, basketball and football, however, arose from games that were brought to America by the first settlers that arrived from Europe in the 17th century. These games were re-fashioned and elaborated in the course of the 19th century and are now the most popular sports in the United States.

Four of the nation's five most popular team sports were developed in North America: American football, basketball, baseball and ice hockey, whereas soccer was developed in England. Soccer is an American word for the sport called "football" in other parts of the world. The four Major leagues in the United States are the National Basketball Association (NBA), National Football League (NFL), Major League Baseball (MLB) and the National Hockey League (NHL) which is a professional league of 30 member clubs of which 7 are in Canada and 23 in the United States. But there are more activities which the Americans take part in. E.g.: golf, aerobics, jogging, swimming, volleyball, tennis, cycling etc.

American football is the most popular game in the USA. It derives from the English game of rugby. It

started at Harvard University in the



1870s. It is a game for two teams of eleven men in the field. At the ends of the field are goal posts. The object of the game is to score points by carrying the oval ball across the goal-line. It is a game of violent physical contact, so the footballers must be strong men. The NFL's championship game, the Super Bowl, is the most popular single-day sporting event in the United States and among the most-watched club sporting events in the world.

Basketball is a game which nowadays is popular all over the world. It was invented in the USA in 1891 and was taken abroad by American soldiers during the Second World War. It is a sport played by two teams of five players on a rectangular court. The object of the game is to shoot a ball through a basket mounted to a backboard at each end. It is very popular mainly among university students.

Baseball is the national game in the USA. It is a team game derived from the English game of cricket. It is played with a bat and a ball by two teams of nine players in a field with four bases. The teams take turns playing offence (batting and base running) and defence (pitching and fielding). The goal of the game is to score more points (runs) than the other team. Baseball has inspired many works of art and entertainment and there have been many baseball movies.

Ice-hockey is a very popular winter game. It is played on the ice by two teams of six skaters who use sticks to shoot a hockey puck into their opponent's net to score points. Each team has a goaltender who tries to stop the puck from going into the goal. The most prestigious championship trophy in American ice-hockey is the Stanley Cup. It is awarded annually to the National Hockey League (NHL) playoff winner after the conclusion of the Stanley Cup Finals.

Individual competitions accompanied the growth of team sports.

Shooting and fishing contests were part of the colonial experience, as were running, boxing, and horse racing. Golf and tennis emerged in the 1800s. Recent decades have given birth to a wide variety of challenging activities and contests such as sailboarding, mountain biking, and sport climbing, collectively referred to as "extreme sports".



<https://usa.usembassy.de/sports.htm>

B. Read the text again and answer the questions.

1. What values of American society do sports and games transmit?
2. What are the typical American sports?
3. Which sports have recently developed in the USA? Why?

D. Are the following statements true or false?

1. American football is a game for two teams of six men in the field.
2. Basketball was brought to America from Europe by American soldiers during the Second World War.
3. Baseball is played with a bat and a ball.
4. In a baseball team there are eleven players.
5. In ice-hockey skaters use sticks to shoot a hockey puck into their opponent's net.
6. The Super Bowl is the most prestigious championship trophy in baseball.
7. The most prestigious championship trophy in American ice-hockey is the Stanley Cup.
8. Soccer was derived from the English game of rugby.
9. The four Major leagues in the USA are the NBA, the NFL, the MLB and the NHL.
10. In a basketball team there are six players.

D. Look at the pictures. Which sports / games are depicted in them? What do you know about these sports?

A



B



C



7. Discuss the following.

1. Can any kinds of sport be considered typically Ukrainian, British or American?
2. Compare the popularity of different kinds of sport in Ukraine, Britain and the USA.
3. Compare the attitude of Ukrainians, the British and Americans to sports and keeping fit.
4. Do you think there are enough sports activities in Ukrainian schools in comparison with British and American?
5. Do you agree that the old image of the professional athlete being “as dumb as an ox” is largely one of the past?
6. Do you agree that sports activities are useful in teaching social values? Explain why.
7. How do you understand the idea of “sportsmanship”?
8. What is your opinion about the commercialization of the Olympic Games? What do you think is more important there – money or sport?
9. Do you think taking drugs by athletes may be approved of and justified by their fantastic results and victories?

UNIT 46. OLYMPIC GAMES



“The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well.”

Pierre de Coubertin

VOCABULARY

biathlon – біатлон
bobsleigh racing – бобслей
cross-country skiing – біг на лижах
wind-resistant – вітростійкий
pole – жердина
to abolish – скасовувати

disabled – з обмеженими можливостями
interlocking – пов’язані між собою
relay – естафета
pole vault – стрибки з жердиною
shot put – штовхання ядра
hurdles – біг з перешкодами

1. What units are used for measuring how well sportsmen are doing in these sports and games?

kilos

points

metres/centimetres

goals

minutes/seconds



1. tennis, volleyball, basketball, boxing
2. weightlifting
3. racing, cycling, running, swimming
4. high-jumping, long-jumping, pole-vaulting
5. football, hockey, water polo, soccer

2. In what sports or games can you...?

score a goal

end in a draw

pass a ball

kick a ball

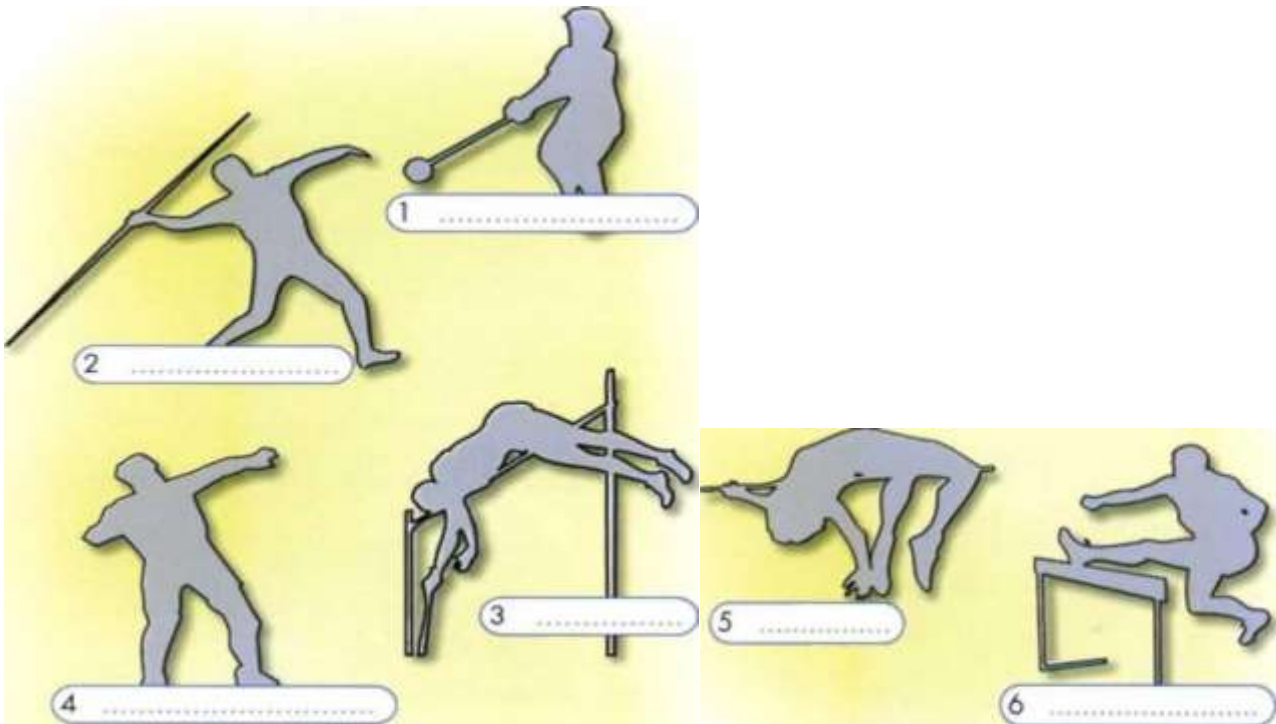
serve a ball

1. tennis, squash, soft ball
2. football, soccer
3. chess, draughts, boxing, football

4. football, basketball, volleyball, handball
5. football, polo, hockey

3. Label the pictures with the Olympic events below. Can you name any other Olympic events?

javelin pole vault shot put high jump hurdles hammer



4. Answer the questions.

1. What do you know about the Olympic Games?
2. How often are they held?
3. Are they always held in the same country?
4. Have they ever been held in your country? When? In which city?

5. A. Read the article and fill in the sentences (A-I). There is one extra sentence that you do not need to use. There is an example (0) at the beginning.

- A. It was a fairly small affair, with fewer than 300 athletes from 13 countries competing in 42 different events, but the Games were considered to be a great success.
- B. These are also held every four years and take place two years after the Summer Games.
- C. You don't have to be an athlete to appreciate the Olympic Games.
- D. The modern Games date back to 1896, but the original Olympic Games go back much further still.

- E. However, the organisers of the Olympics have always wanted the event to be more than just a sporting competition.
- F. The founder of the modern Games was a French sportsman and educator, Baron Pierre de Coubertin.
- G. Each ring is supposed to represent one of the continents that Olympic athletes come from.
- H. Amazingly, that's over 1100 years of sporting competition.
- I. The focal points of the Olympics are usually the athletic, swimming and gymnastic events.

A HUMAN SUCCESS STORY

The Olympic Games are one of the planet's greatest sporting spectacles. Every four years, the world *focuses* its attention on the lucky city that is hosting the Games, as thousands of athletes *take part* in hundreds of different sports events.

The Olympic Games have a long and impressive history. **0 D** The ancient Greeks regularly arranged sporting competitions, but by far the most famous were the Olympian Games, which took place at Olympia every four years. The Games were officially held for the first time in 776 BC, although games had certainly *taken place* there long before then. Historians have discovered lists of winners from the Games between 776 BC and 217 AD, and they also know that the Games were not abolished until 393 AD. **1 _____**

The Olympian Games were always held in the summer, and athletes from all the Greek city states were invited to come and take part.

This idea of bringing people together was one of the main reasons for *creating* the modern Olympic Games. **2 _____** In 1892, he proposed *restarting* the Games, in hope that this would help bring about peace and encourage international sporting competition. Just four years later, the first modern Olympics took place in Athens. **3 _____** One definite highlight, especially popular with the hosts, was when Louis Spiridon, a Greek *shepherd*, won the marathon event.

Ever since then, the Games have gone *from strength to strength*. In Paris, in 1900, there were already more than 1,000 *competitors*, including the first women Olympians. By the time the Games reached Sydney, 100 years later, 199 countries sent athletes. **4 _____** However, more and more sports are included in the Olympics at each Games, and in Sydney 10,651 athletes took part in more than 300 different events.

1924 saw the introduction of the Winter Olympic Games. **5 _____** A further addition was the Paralympics, *a championship* for *disabled* athletes, which has also become more and more popular in recent years. This now *takes place* directly after the Summer Games, in the same host city.

The Olympic motto is *Citius, Altius, Fortius* (Latin for "faster, higher, stronger"), which stresses the athletic excellence that all Olympians *aim for*. Over the years, the Games have certainly attracted the world's greatest sportsmen and women. **6 _____** They *insist* that taking part is just as important as winning. The best-known *symbol* of the Games, the Olympic flag, was designed by Pierre de Coubertin. The flag is composed of five differently coloured rings (blue, yellow, black, green and red) on a white background. **7 _____** The fact that the rings are *interlocking* is meant to show that the whole planet can come together in peace for the Olympic competition. The Olympic flame, introduced in 1934, represents the purity of the Olympic *ideal*. The flame is lit at Olympia, the site of the ancient Games, and carried by *relay* across the *globe* as a sign of the link between the ancient and modern Games.

For sixteen days every four years, the world's greatest sporting event brings together thousands of the finest sportsmen and women to compete against each other. Furthermore, if we consider all those who watch the Games live or on TV, the Olympics can truly be said to unite hundreds of millions of people all around the world in celebration of sporting excellence.

(Virginia Evans)

B. The numbers below refer to items in the text. Match the numbers in column A to the items in column B.

A	B
1 _____ 776 BC	A number of events at the first modern Games in Athens
2 _____ 1892	B number of rings on the Olympic flag
3 _____ 42	C number of athletes at the Olympic Games in Sydney
4 _____ 10,615	D restarting of the Games is offered
5 _____ 1924	E the Olympian Games officially took place for the first time
6 _____ 5	F first Winter Olympics

E. Read the text again and find synonyms for the highlighted words. Make up sentences with the words in italic.

E. Fill in the correct word, then choose any five phrases to make up sentences.

athletic ancient ideal disabled coloured whole
 city event great points

- | | |
|----------------------|----------------------|
| 1. _____ city | 6. _____ rings |
| 2. sporting _____ | 7. focal _____ |
| 3. host _____ | 8. _____ success |
| 4. _____ excellence | 9. _____ athletes |
| 5. the Olympic _____ | 10. the _____ planet |

F. Fill in: over, to, by, for, of, from and in. Then make up sentences using the phrases.

- | | |
|----------------------------|------------------------------|
| 1. _____ far | 7. a sign _____ sth |
| 2. to be invited _____ sth | 8. the founder _____ sth |
| 3. the reason _____ sth | 9. _____ the years |
| 4. _____ the hope that | 10. to be designed _____ sb |
| 5. _____ strength | 11. to be composed _____ |
| 6. to aim _____ sth | 12. _____ a white background |

6. Read the text from BBC Learning English and tell about technology at the Winter Olympics.

TECHNOLOGY AT THE WINTER OLYMPICS

Rob: Hello! I'm Rob. Welcome to 6 Minute English. I'm joined today by Finn. Hello, Finn.

Finn: Hi, Rob.

Rob: Today we're talking about the biggest sporting event that's taking place at the moment – the Winter Olympics in Beijing, China.

Finn: Yes, it's the 24th Winter Game, and a lot of technology has been used to make this year's sportsmen and sportswomen faster than ever – and that's what we'll be discussing today, as well as explaining some sports-related vocabulary.

Rob: But first Finn, let's see if you can 'go for gold' and get this question right. One winter sport event in this Olympics is the Biathlon. It involves competitors doing two things but what are they?

Are they:

- a) cross-country skiing and rifle shooting?
- b) downhill skiing and rifle shooting?
- c) cross-country skiing and swimming?

Finn: I'm going to say cross-country skiing and rifle shooting, that's *a*).

Rob: OK, we'll find out if you are right or wrong later on. So, Finn, are you a fan of the Winter Olympics?

Finn: I must say I prefer the Summer Olympics but I do enjoy watching the skiing. What about you?

Rob: I particularly enjoy watching the bobsleigh racing – the speed is incredible and it looks like a really fun thing to do.

Finn: And dangerous!

Rob: Yes. But of course, the athletes need a lot of skill to complete the course in the fastest time and, undoubtedly, win the race.

Finn: Yes, they need to be very fit but technology can also give them a helping hand. Behind the scenes, computer modelling helps to design the best wind-resistant bobsleighs – and the best techniques for the athletes to use.

Rob: This is true for another Olympic sport, speed skating. When there's less than a second between gold and silver medal, clothing can make a big difference – a newly-designed speed-skating suit, introduced in 2002, helped many skaters beat their personal best.

Finn: Yes, they improved their own fastest time. So, materials used in the design of sportswear can give competitors an advantage – and another factor is the technology in the equipment they use.

Rob: Such as in skiing, where skis are manufactured – or made – with materials that increase durability – that's staying in good condition for a long time despite constant use – and stability – keeping skis upright – and, of course, speed.

Finn: Yes, and there are different designs for different types of skiing: some skis are narrow and light to use for cross-country skiing while others are short with curved edges, to allow skiers to tackle sharp turns in a slalom race.

Rob: Slalom involves lots of tight turns. I tried that when I went skiing once and it was quite tricky, especially at speed, which is why I took my time, doing a snow-plough around every pole.

Finn: OK, so no gold medal for you! Ski design is constantly evolving – or improving – which makes ski events some of the most varied and exciting of the Winter Games.

Rob: There are other types of skiing in the Winter Olympics such as ski jumping, freestyle skiing, skiing moguls and Nordic skiing. All these need one crucial – or essential thing.



Finn: Skis?

Rob: I was thinking more of snow!

Finn: Of course, ice is another essential ingredient for many of the winter sports such as curling, figure skating, ice hockey, luge and skeleton – that’s where competitors, known as sliders, hurtle head first down the 1.5 km course on a sled not much bigger than a tea-tray!

Rob: That really does sound dangerous! And what about the biathlon, Finn? I asked you earlier which two sports that competition involves.

Finn: I really had no idea but I said a) cross-country skiing and rifle shooting.

Rob: Well, you’re quite knowledgeable actually, because the answer is a). It’s cross-country skiing and rifle shooting. Did you know the biathlon is also the sweatiest sport at the Winter Olympics? Male athletes typically produce 2.3 litres (or 4 pints) of perspiration in the 20 km race.

Finn: Four pints? Wow! Well, it makes me sweat just thinking about doing something like that.

Rob: That’s it for today; we hope you’ve enjoyed listening. Please join us again soon for another 6 Minute English from BBC Learning English. Bye.

Finn: Bye.

B. Ask 10 questions of different types to the text “Technology at the winter olympics”.



C. Match the words in column A with the words in column B to form the expressions.

- | | |
|---------------------|-------------------|
| 1. ski | A. shooting |
| 2. rifle | B. racing |
| 3. downhill | C. resistant |
| 4. bobsleigh | D. an advantage |
| 5. give them | E. personal best |
| 6. wind- | F. Skiing |
| 7. beat their | G. a helping hand |
| 8. give competitors | H. Slopes |

D. Match the words with their definitions. There are three extra words

suit

durability

manufactured

artificial

luge

skeleton

perspiration

snow-plough

1. _____ – the quality of being able to last a long time without becoming damaged
2. _____ – the sport or event of using a small toboggan for one person, ridden with the person lying on their front with their head first to race down a track made of ice
3. _____ – the clear, salty liquid that you pass through your skin
4. _____ – made by people, often as a copy of something natural
5. _____ – a set of clothes or a piece of clothing to be worn in a particular situation or while doing a particular activity.

7. Discuss the following.

1. If the Olympics could only be one event, what should that event be?
2. Are you a big fan of the Olympics? Why? Why not?
3. Would your town be good at hosting the Olympics? Why do you think so?
4. How does a country benefit from hosting an Olympics?
5. What do you know about the Olympics rings and flag?
6. Would you like to carry the Olympics torch? Why? Why not?
7. Why are the Olympics always held in rich cities? Should they be held in a poor country for once?
8. What do you know about the history of the Olympics?

UNIT 47. ACHIEVEMENTS OF UKRAINIAN SPORTSMEN AT THE OLYMPIC GAMES



Only the strongest shoulders can carry the hopes of a nation.

Katie Taylor

PROJECT

Achievements of Ukrainian Sportsmen at the Olympic Games

MODULE 11

UKRAINE AND UKRAINIANS

UNIT 48. GEOGRAPHICAL POSITION



“Don’t look at Ukraine as at your parents’ land. Look at Ukraine as at your children’s land. Then real changes will come.”

S. Vakarchuk

VOCABULARY

invader – загарбник

to enslave – поневолити

peasant – селянин

to stretch – простягатися, ділянка

(to be) bounded – обмежений

to empty into – впадати

fertile plain – родюча долина

marshland – болото

forest-rimmed lakes – озера, оточені лісом

semiarid – напівпустельний

ridge – хребет

summit – вершина

slope – схил

to criss-cross – перехрещувати

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786289472/module-11-ukraine-and-ukrainians-flash-cards/?new>

1. Complete the sentences with the following words.

summits

nationality

southern

Ukrainian

mild

1. The word ‘Ukraina’ was first mentioned for the _____ lands of the Rus State.
2. The treeless _____ of the Carpathians are called polonynas.
3. The climate of Ukraine is _____ and warm.
4. The _____ language occupies the second place among the Slav languages.
5. The name Ukraine came into being in the process of creation of the Ukrainian _____.

2. Substitute the underline pronouns.

climate

rivers

lowlands

chronicles

flat summits

1. The term Ukraine was first mentioned in them.
2. It is mild and warm.
3. There are many of them in Ukraine.
4. They occupy a considerable part of the country.
5. The Carpathians have them.

3. Put the verbs into the Passive Voice where necessary.

1. The term Ukraine first _____ (to mention) in the 12th century.
2. Ukraine _____ (to stretch) for 1300 km from east to west.
3. In the south Ukraine _____ (to bound) by the Black Sea and the Sea of Azov.
4. The Volynia Plateau _____ (to cut) by the valleys of 200 m.
5. Ukraine _____ (to criss-cross) by railroads and highways, oil and gas pipelines.

4. Read the text and find out some information about history and geographical position of Ukraine.

AT THE MAP OF UKRAINE

Pages of history

Today, Ukraine is included in all the world atlases. But there did exist maps on which Ukraine was not designated. In the past foreign invaders tried more than once to destroy her and repeatedly tried to enslave the country. For many decades fierce battles thundered over Ukraine, anti-feudal and peasant – cossack uprisings engulfed her.

Today Ukraine occupies a leading place in world science and technology. The scientists of Ukraine are engaged in research in the most important trends of scientific-technical progress. They are working on problems the solution of which will influence many aspects of life and human activity.

The term Ukraine was first mentioned in the chronicles in the 12th century as a geographical name for the southern lands of the ancient Rus (Ruthenian) State. In the process of the creation of a Ukrainian nationality the name Ukraine began to be associated with south-western Rus territories of Kyiv, Chernihiv, Volyn, Podillya, Eastern Galicia, Transcarpathia, Northern Bukovyna and Zaporizhya regions.

With time the people who lived on those lands became to be known as Ukrainians. Ukrainians speak the Ukrainian language. According to UNESCO Ukrainian occupies 22nd place among the world languages and second place among the Slav languages after Russian.

What is Ukraine's territory?

The territory of Ukraine is 603.7 thousand square kilometres. Two such countries as Italy can be placed on this territory. Ukraine occupies 42nd place in the world as to its territory being larger than any country in Western Europe. Ukraine stretches for 1300 km from east to west and 900 km from north to south.



Ukraine borders on Russia, Moldova, Rumania, Hungary, Slovakia, Poland and Belarus. The geographical position of Ukraine is ideal for the development of its resources.

Ukraine is the country of many rivers. The Dniro River divides Ukraine into two parts: Right Bank and Left-Bank Ukraine. The Dniro River /2285 km/ flows through the heart of the

country /1205 km/ and empties into the Black Sea. The Danube /2850 km/ gives Ukraine access to European countries and the Siversky Donets – to the Don.

In the south Ukraine is bounded by the Black Sea and the Sea of Azov. The Black Sea and navigable rivers have promoted the development of trade and culture.

Ukraine consists of a flat, fertile plain occupied by steppes and forest-steppe regions. Lowlands occupy a considerable part of the country. The Polissia Lowland lies in the North. The Dnipro Lowland runs along the left bank of the Dnipro River. The Black Sea Lowland skirts the Black Sea and the Sea of Azov. In its northern plain there are large stretches of marshland and many forest-rimmed lakes. In the south much of the landscape is a semiarid, treeless plain.

The Dnipro Plateau lies between the Southern Buh and the Dnipro. It is 321 m high. The Volynia Plateau is cut by the valleys of 200 m. The Azov Plateau and the Donets Ridge lie in the southeast of Ukraine.

Within the borders of Ukraine there are the Carpathian Mountains with the highest peak Hoverla 2061 m high. The Carpathians have the summits and gentle slopes. There are many treeless summits, which are called polonynas. The Crimean Mountains with their southern steep slopes stretch in three parallel ranges. The highest peak of the Main Range Roman Kosh is 1545 m high.

The economic potential of Ukraine is great. Coal is Ukraine's most abundant and heavily exploited mineral resource. There are also significant reserves of natural gas, uranium, and oil, though the latter remains largely unexploited. Steel production, machine building, engineering, and chemical processing are the main industries. Ukraine is criss-crossed by railroads and highways oil and gas pipelines. It has close economic ties with Eastern and Western Europe.

(Полупан В. Л. *Ukraine. A Cultural Reader*)

B. Work in pairs. Discuss the answers to the following questions with a partner.

1. What is the geographical position of Ukraine ideal for?
2. What is the role of the Danube?
3. What is the contribution of mineral resources to the development of economic potential?

5. Translate into English.

1. Велика кількість річок України впадає в Чорне море.
2. Карпатські гори розташовані на південному заході України.
3. Західні регіони України часто потерпають від повеней, а південні – від засух.
4. Зрошення необхідне в тих регіонах України, які часто вражають засухи.
5. Україна відома своїми чорноземами.
6. Карпатські гори надзвичайно живописні.
7. На території України багато рівнин і плоскогір'їв.
8. Азовське море доволі мілке, в той час як Чорне – доволі глибоке.
9. Територія України більша за територію Англії.
10. Україна – багата і густонаселена країна з тривалою історією.
11. На заході України багато річок, боліт, озер та ставків.
12. Ми не дозволимо іноземним загарбникам захопити нашу Батьківщину.
13. Україна не стане полем жорстоких битв.
14. Ніхто не зможе поневолити Українців.
15. Ми маємо працювати над вирішенням проблем сучасної України.
16. Дніпро впадає в чорне море?
17. Український степ – живописний куточок України.
18. Україна має тісні економічні зв'язки з Канадою та США.
19. Україна має значні запаси природного газу і урану.

6. Watch the video “Explore Ukraine” <https://youtu.be/PtN5WkFuSFM> and make your own list of 5 must-sees in Ukraine. Justify your choice.

UNIT 49. CLIMATE



“Climate is what we expect, weather is what we get.”

Mark Twain

VOCABULARY

<p>latitude – широта meltwater – талі води gusty winds – поривчасті вітри foliage – листя sprout – паросток, проростати sunny spells – періоди сонячної погоди, хмарно з проясненням coastal area – прибережна зона precipitations – опади</p>	<p>saturated – насичений to evaporate – випаровуватися casualties – жертви riverine – той, що знаходиться у прирічковій смузі water scarcity – дефіцит води deforestation – вирубування лісів logging – лісорозробки</p>
--	---

1. Complete the sentences with the following words.

blizzard
breeze
chilly
clear
flooded

foggy
forecast
freezing
frost
lightning

mild
rainfall
storm
sunshine
shower

1. An old oak tree had come down on the day of a severe _____.
2. In cold, _____ weather it was very difficult to drive because visibility on the roads is down to 20 metres.
3. It can get a bit _____ in the evening, so you should take a jacket with you.
4. It was a beautiful day with a blue sky and a gentle _____.
5. The grass and trees were white with _____.
6. Suddenly there was a flash of _____ and a roll of thunder.
7. Winters in Britain can be very cold, and temperatures can drop below _____ level.
8. A warm front with occasional _____ will reach us by evening.
9. The skies were _____ and there was no wind. It was absolutely perfect for a balloon trip.
10. A long humid cycle brought uninterrupted above-average rainfall to the plains.
11. After two days of continuous rain, the village was _____.
12. We had a rather _____ winter this year. Even January was warmer than normal.
13. She was sitting in the garden, enjoying the spring _____.
14. A _____ swept through the north-eastern part of the country with extremely low temperatures and huge amounts of snow.
15. According to the weather _____, strong winds can be expected later today.

2. Read the text and explain what the following words and phrases refer to.

distinct multiple streams foliage spells thunderstorms Indian Summer

Ukraine is situated in the Central part of Europe in the mid-latitudes at a great distance from the ocean. All this proves continental climate. The country is dominated by all four distinct seasons, each of which has its own characteristic features.

Spring in Ukraine begins with the melting of snow and ice and is symbolised with multiple streams of meltwater. In the territories belonging to the basins of large rivers, as well as in the Transcarpathian region, it often provokes floods. In most regions of Ukraine, the spring months are accompanied by strong and gusty winds. At the end of March and early April the first plants begin to sprout, and in May, the vegetation wears a nice green foliage. Despite the increase in the temperature to +15 +20 °C (59–68 °F), at night frosts are possible up to May Day.

The summer months enjoy dry weather with sunny spells most of the time, rain often falls with sometimes heavy thunderstorms, but mostly along the coastal areas of the Black Sea. The average day temperature reaches +20 +25 °C (68–77 °F). Southern regions of the country with subtropical climate have a lot of resort towns, which attracts tourists from all over the world from late May to mid-September.

Ukrainian autumn is characterised by a significant rainfall. The rainiest months are October and November. September is quite warm – the air temperature is +15 +20 °C (59–68 °F). In the middle or at the end of September comes the so-called “Indian Summer” – a short period of sudden warming.

January is the coldest month with daytime temperatures usually around 0°C, but in some cases winter months can be quite colder with temperatures far below zero, about – 20°C (–4°F) or lower and strong, cold winds. Heavy snowfall or even snowstorms are also possible on some days.

(<https://seasonsyear.com/Ukraine>)

3. Read the climate change overview and tell how climate change is affecting Ukraine.

CLIMATE CHANGE OVERVIEW (UKRAINE)

Ukraine is at risk of hydrometeorological hazards and natural disasters, which primarily affect the agricultural and human health sectors, through seasonal flooding and periods of drought. Threats from riverine, urban floods and wildfires are considered high. Impacts from climate change make Ukraine increasingly vulnerable to: droughts, high temperatures, heat waves, heavy precipitation, mudflows, and



floods. The most common natural disasters are associated with heavy rainstorms that may cause mudslides and flooding of large areas of agricultural land, houses and industrial buildings. Climate change is expected to increase risks and severity of natural disasters in Ukraine, through more intense temperatures as well as rainfall patterns, prolonged heat waves, and water scarcity. In recent years, the number of natural disasters has increased in the region and in many cases, they have been

considered as catastrophic, causing fatalities and leading to significant economic losses.

Key Vulnerabilities

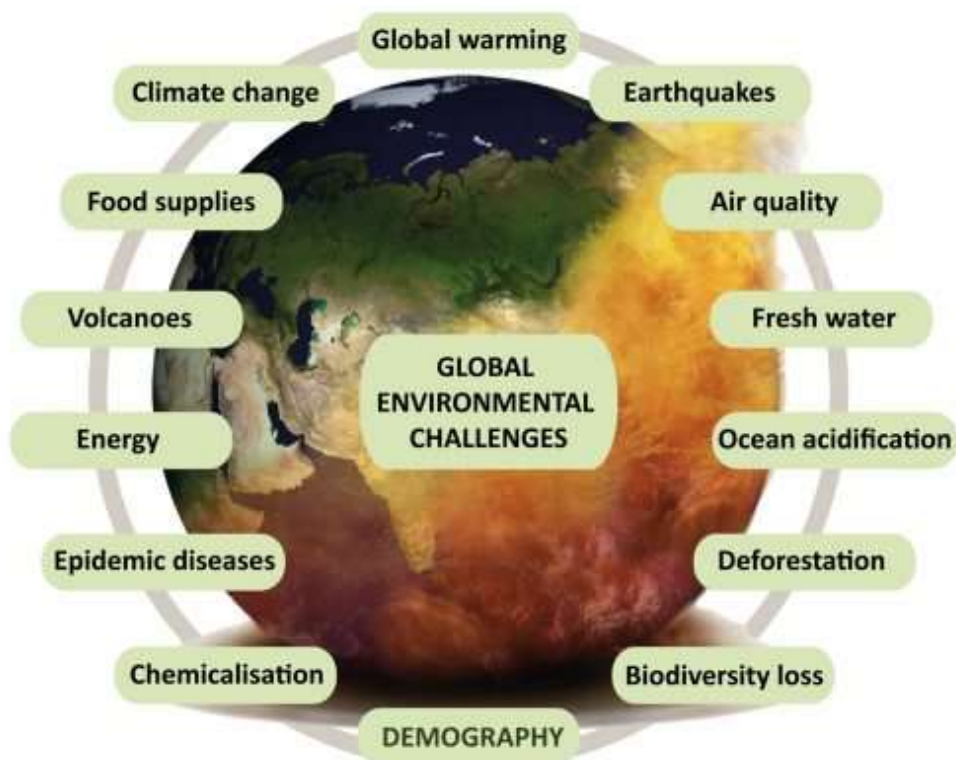
- Ukraine is expected to have an expanded summer season as well as higher temperatures and prolonged heat waves during summer months. Climate change is also expected to shift boundaries of spring frosts, with adverse impacts on the agriculture sector.
- With the country's high number and vast networks of rivers, changes in precipitation can result in high risk flooding scenarios. In Ukraine, river flood hazard is classified as high, with potential for damaging and life-threatening river floods across the country.
- Droughts may become more frequent in some areas (north and west) due to a reduction in precipitation and river runoff decrease as well as from increased demand and consumption from economic development and population growth.

(<https://climateknowledgeportal.worldbank.org/country/ukraine/vulnerability>)

4. Think of the most urgent problem in your locality and draw a poster to attract attention to it. Include the reasons of the problem and the steps to be taken to solve it.

PROJECT

The Most Urgent problem in your locality



UNIT 50. UKRAINIAN CITIES AND TOWNS



“Motherland is alpha and omega.”

D. Pavlychko

VOCABULARY

immortal work – безсмертна праця
archaeological digs – археологічні розкопки
excellent defence position – ідеальне положення для оборони
majestic cathedrals – величні собори
to allot – виділяти
national treasury – національна скарбниця
encircled (by) – оточений
gilded domes – позолочені собори
to surpass oneself – перевершити себе
enigmatically flickering – загадкове мерехтіння

foreign ambassadors – іноземні послы
burial vault – склеп
siege – облога
fetter – пута
appalling tragedy – жахлива трагедія
hostage – заручник
to inferior (to) – поступатися
reveller – гуляка
idle onlookers – ледачі спостерігачі
amiable – привітний
to submerge (into) – зануритися

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786290911/module-11-ukrainian-cities-and-towns-flash-cards/?new>

I. A. Read and give a brief overview of the text.

KYIV THE MOTHER OF RUTHENIAN CITIES

When one speaks about the countries situated in the centre of Europe, one usually mentions Switzerland, Austria, sometimes Hungary, the Czech Republic and Slovakia, occasionally Liechtenstein. However, Ukraine is the country, which is almost never mentioned in this connection.



Nevertheless, the geographic centre of Europe, after all, is located on the territory of Ukraine near the town named Rakhiv. Though, it is Ukraine namely, which has a vast territory of 603.7 thousand square kilometres and a population of about 50 million people, that should be, for the sake of justice, mentioned first within the family of the Central European states.

This can be explained by the fact that in the course of the longest part of its existence Ukraine was first under the oppression of the Tatar-Mongol yoke, then under the aegis of the Russian tsars and then among other fifteen republics of the USSR. Ukraine has become an independent country, which gained the real independence, only since 1991. The independence is not a Holy Gift for the people, who have been living on this land for thousand years, but the restoration of historical justice.

Kyiv is one of the most ancient European cities and its history as the capital of the ancient state of Rus dates back to 862. Nestor, the ancient Ruthenian chronicler, in his immortal work named “The Tale of the Bygone Years” told the miraculous legend trying to get to the roots of the Ancient Ruthenian state. The archaeological digs testify that the territory of contemporary Kyiv was occupied even earlier, back in the 1st century BC. Whoever did not occupy these lands in those ancient times: the Cimmerians, the Scythians, the Sarmatians, the Goths, the Avars, the Ugres, the Pechenigs and the Polovets. The settlements founded here had reached their highest development level by the end of the VIII centuries AD, but then the period of decline began. The East-Slavonic tribes of the Polians, the Drevlians and the Rusichys came to live here on the permanent basis. Beginning from that time the city started to grow and develop.



The city had already gained its initial names at that time. The ancient Gothic tribes called it “The Dnipro City”, the Greek travellers called it “Sombat”, the Arabs called it “Kuiabu” and the Slavs called it simply and respectfully – Kyiv. The aforementioned Nestor the Chronicler told the legend about the three brothers: Kyi, Shchek, Khoryv and their sister Lybid. The city gained its name Kyiv from the name of Prince Kyi, the elder brother. The country named Kyiv Rus reached its heyday in the IX–XIII centuries.

In 862 the Novgorod Prince Oleg and his warriors “reached the hills of Kyiv”. Seeing the beauty and riches of the city, the Prince’s armed forces conquered the city and the Prince officially announced Kyiv the capital of Rus, the Mother of the Ruthenian cities and towns.



The city, situated on the high hills on the bank of the Dnipro, one of the biggest European rivers, had the excellent defence position and, above all, it was located on the well-known since the earlier times trade route “from the Variangians to the Greeks”. Furs, wheat, honey, salt, exotic drapery, spices, foodstuffs, various jewellery and weaponry were traded, exported and imported here. The relations both with the northern peoples and with the southern ones were established. The city had quite friendly relations with Byzantium (Constantinople).

It was not by chance that Kyiv Prince Volodymyr, called the “Yasne Sonechko” by people, adopted Christianity (just the Byzantine variant) in 988. It was the time of the great progress of the ancient Ruthenian state when its original and lively culture was formed and developed, the capital city was flourishing as well. The construction of majestic cathedrals started in the city. The Greek masters ornamented the Desyatynna Church (The church of the Tithes), the first stone church in Rus with frescos and decorated it with mosaics. The church building was even decorated with marble aggregate from outside. It was so beautiful that people called it tenderly “Mramoryana” (marble faced). The Prince allotted one tenth of the national treasury for the construction of the church and hence the origin of its name (from Ukrainian “desyatyna” – one tenth part). Ukrainian poet Eugen Grebinka wrote the following words about that time, “Kyiv among other cities is like the Sun among other planets and like the king among peoples. It stands on the high hill, encircled by green gardens and it is topped with gilded church domes and crosses, as if with a holy crown”.

The city reached the heights of development during the reign of the Prince Yaroslav the Wise. Having routed nomadic tribes of the Pechenigs just in front of the city gates on the field outside the city walls, the Prince swore to erect a Cathedral on this place and to devote it to St. Sophia, the Holy Wisdom. The Prince even surpassed himself in his promise to erect the cathedral and to decorate it. The St. Sophia Cathedral in

Kyiv, built in 1037, appeared to be the huge, monumental and majestic construction, crowned with thirteen gilded domes rising proudly to the skies, decorated with frescos, tremendous due to their expressiveness and ornamented with enigmatically flickering multicoloured mosaics. The St. Sophia Cathedral was the place, where princes were enthroned, foreign ambassadors were received, and agreements and armistices were signed. The first library in Rus and one of the first ones in Europe was founded here. The first parish school, the first school of miniature-painters and book-copyists were quartered on the territory of the cathedral. The St. Sophia Cathedral was the burial vault of Kyiv Rus Princes as well. The sarcophagus of Yaroslav the Wise is located in it until now. Even today the St. Sophia Cathedral is the ancient heart of Kyiv, though beating in harmony with the present.

The extensive international relations along with the majestic cathedrals and palaces erected, as well as the unique incipient Kyiv monasteries became the evidences of Kyiv Rus prosperity during the reign of Yaroslav the Wise. The marriages of three Yaroslav's daughters, who married Kings of France, Norway and Hungary; the marriage of Vsevolod, the son of Yaroslav, to the Byzantine princess; the marriage of Yaroslav, Volodymyr Monomakh's grandson to the daughter of the English King testify to this.

The city kept on growing and flourishing almost a century after the death of Yaroslav the Wise. The Saxon chronicler of the early XI century pointed out, "There are four hundred churches, eight markets and enormous crowds of people in the large city of Kyiv". Kyiv was one of the largest European cities indeed. Its population totalled to 50 thousand people. For reference, the population of London equalled 35 thousand people at that time, Paris population equalled 100 thousand people, whereas that of Strasburg equalled 20 thousand people.

Internecine wars, raids of nomadic neighbours weakened the country and especially Kyiv. The countless hordes of Batyi-Khan reached the city walls in 1240. The defenders of Kyiv were fighting to death. The city fell after the sustained siege. The Tatar-Mongols punished the peaceful population cruelly; the city was actually torn to pieces, ransacked, reduced to ashes and destroyed. No more than 2-3 thousand people out of 50 thousand survived.



By the end of the XIII century first the Lithuanians and later the Poles replaced the Tatars in Kyiv. It should be noted that during the reign of the Great Lithuanian Prince Alexander the Magdeburgh Right, the medieval European local city government, was extended over Kyiv in 1499 on the decision of the Prince to avoid further conflicts between voivodes and the city population. This allowed the city inhabitants not merely to take the power into their hands, but to secure certain privileges for merchants and artisans.

The bloody wars against the rule of the Polish gentry started in the middle of the XVII century. The world first democratic constitution which entered the history under the following title: "Pacts and Constitution of Rights and Liberties of Zaporizska Sich Troops" appeared amidst the Ukrainian Cossacks. Unfortunately, it was never implemented in practice. After the Poles had been ousted from Ukraine, the Poles united with the Tatars and Turks, finally attempting to occupy Ukraine. It was the time, when the hetman appealed to the Russian Tsar Alexei Mikhailovich for support, asking him to take Ukraine under his protection.



The period of the Russian tsars' rule was a hard and contradictory one. On one hand, it certainly was the time of national enslavement (even the usage of the Ukrainian language was forbidden), the rights of Ukrainian cultural workers and men of science were violated. Taras Shevchenko, the world known artist and poet, was sent to serve as a soldier in the Russian army and was banished to a far-away Tajikia for his freedom-loving poetry concerning Ukraine. On the other hand, it was just the time when the city acquired the European look. Podol was ennobled; Pechersk became the political and administrative centre of the city. It was the time, when Kyiv University named after St. Volodymyr was founded. Later it was renamed after Taras Shevchenko. The first Fraternal School, founded in 1615, had been already dealing with the education of Kyivites. Later, in the times of Bohdan Khmelnytskyi, it was transformed into the Kyiv-Mohyla Collegium. It has become the world-famous Kyiv-Mohyla Academy later on. The outstanding figures not only from Ukraine, but also from Russia, Poland and other countries studied here, Mikhail Lomonosov, Grygoryi Skovoroda, Innokentyi Gisel and others were among them. Ukraine attempted to gain independence and state system after the collapse of the Russian monarchy, but for another seventy odd years, alas, it was "fettered" to the union of fraternal republics. It had to suffer the horrible famine of 1933, when more than seven million people perished, Word War II of 1939–1945, which took away millions of people and the appalling tragedy of Chornobyl, which makes us the hostages of it even today.

In spite of such tragic history Kyiv is growing, developing and becoming more beautiful. The golden-domed, multi-faced and buried in verdure Kyiv is the most ancient and at the same time the eternally young city, unique in all senses.

Kyiv of today is inferior to no other European city in its beauty and originality. One can compare it with any other European capital. Montmartre, for example, is one of the most favourite places in Paris and Andriivskyi Descent (Uzviz) with its diverse and multi-style paintings, noisy and gay crowds of revellers and idle onlookers is the similar place in Kyiv. Similar to the ancient Christian catacombs in Rome there are the unique Kyiv Pechersk caves, just visiting of which, as the experts assure, can heal various diseases. Similar to the Museum Island in Berlin, there is a museum street in Kyiv, where the following museums are situated: Kyiv Museum of the Russian Art, the Museum of the Western and the Eastern Art named after Bohdan and Varvara Khanenko, Taras Shevchenko Museum located close to it. There is the sculptural monument to him in the park nearby, depicting the great poet standing deep in thoughts. The metro stations in Stockholm are decorated with the painters' works and Kyiv metro stations are coated in marble and granite. They are prim and extremely tidy and astonish with their beauty.

The St. Sophia's Cathedral is the heart of the city; Khreshchatyk, the main avenue of the capital, is its soul; the monument to St. Volodymyr, which stands on the Starokyivska Hill is its symbol; Lavra Caves are the ancient history and the archangel Michael, the patron of Kyiv, flies proudly on the city emblem.

However, people are the main treasure of the capital. They are tender, sentimental and dreamy on one hand, and diligent, courageous, stubborn, but amiable and persistent, on the other hand. They are people that do not forget their past, the people that keep pace with the transient present and the people fixed upon the future.

Kyiv is very beautiful in spring, when the chestnut trees are blossoming. It is exceptionally beautiful, when lilac is blooming in the Botanical Gardens, located above Vydubychi. The gardens are majestically beautiful in autumn, when the nature flares out like an orange-red fire, and the city streets, parks and gardens plunge into the fiery red splendour, as if for the last time. Kyiv is fascinating in winter, when the soundless snowflake whirling makes one forget about time and submerge into the silent fascination of frozen windows.

(Бєлкіна Е. В. Dialogue of Capitals)



B. Translate into English.

1. Літописці в своїх безсмертних роботах описували, як наші предки боролися з іноземними загарбниками, щоб не бути під їхнім гнітом.
2. Заради історичної справедливості варто зазначити, що Україна здобула справжню незалежність лише в 1991 році.
3. Київська Русь досягла свого розквіту за часів правління Ярослава Мудрого.
4. У давні часи різні кочові племена хотіли оселитися на території сучасної України.
6. Софія Київська – розкішний собор, прикрашений різнокольоровою мозаїкою та фресками, – символ мудрості. У ньому з давніх часів коронували царів, приймали іноземних послів та підписували двосторонні угоди.
7. Під час набігів кочових племен захисники міст боролися до смерті.
8. Мирне населення багато страждало від набігів іноземців: села були розграбовані, а інколи й зрівняні з землею.
9. Українці пережили багато кривавих війн, але вижили.
10. У 1943 українське населення пережило страшний голодомор, який забрав більше мільйона життів.
11. Ми – заручники нашого страшного минулого.
12. Київ відомий своїми каштанами та бузком.
13. Ми намагаємося йти в ногу з нашим швидкоплинним теперішнім.

C. Suggest Ukrainian equivalents for the following.



1. the sake of justice, mentioned first within;
2. the roots of Ancient Ruthenian State;
3. to live on the permanent basis;
4. to allot one tenth of the national treasury for the construction of the church;
5. to surpass in promise;
6. to be torn to pieces, ransacked, reduced to ashes and destroyed;
7. “Facts and Constitution of Rights and Liberties of Zaporizska Sich Troops”;
8. Kyiv today is inferior to no other European city in its beauty and originality;
9. people that keep pace with the transient present, people fixed upon the future.

F. Suggest English equivalents for the following.

1. Учень Христа, Апостол Андрій на ім'я Первозванний, поставив хрест на горі як символ майбутнього міста.
2. Не випадково князь Володимир, котрого називали в народі “Ясне Сонечко”, запровадив Християнство.
3. Стоїть він на високій горі, оточений зеленими садами, увінчаний золотими маківками та хрестами церков, ніби святою короною.
4. Софія – стародавнє серце Києва, яке й сьогодні б'ється в унісон із сучасністю.
5. Період правління російських царів був складним та повним протиріч.
6. Страшна трагедія Чорнобиля, заручниками якої ми є і сьогодні.
7. Архангел Михаїл, святий покровитель Києва, гордо майоріє на гербі міста.

E. Answer the following questions.

1. Why do we say that Kyiv in the course of the longest part of its existence endured numerous hardships? Can you prove this?

2. What events were crucial, fate-bearing for the city, country?
3. What do you know about the relations of Kyiv with the European countries during the reign of Yaroslav the Wise?
4. Do you remember the dates of extension of the Magdeburgh Right over the other European cities?
5. How can you describe the role of Zaporizska Sich for the country?
6. What outstanding people were connected with Kyiv at different times of its history?

2. A. Read and give a brief overview of the text.



LVIV

Lviv is a regional capital, the traditional economic, transport, cultural and administrative centre of the Western Ukraine.

The city was founded as a fort in the 13th century by Prince Danylo Halytsky (1201–64) and was named after the son of Prince Danylo Halytskyi – Lev Danylovych (1228–1301).

Lviv was first mentioned in 1256 in connection with the fire of Kholm, but the first settlement appeared here in the 6th century. Lviv became the center of trade and commerce of the region. The city's location on the crossroads of trade routs led to its rapid economic development. In the 14th century Halychyna was taken over by Poland. The vast majority of people remained Ukrainian Orthodox. Later they joined the Greek Catholic Church, which acknowledged the Pope's spiritual supremacy, but kept the Orthodox ceremonies. In 1661 Lviv University was founded. In its four departments lectures were held in Latin, German, Polish and Ukrainian.

After the First Partition of Poland (1772) Halychyna became part of the Austro-Hungarian Empire but remained dominated by Poles. In the 1890s Lviv became the centre of the Ukrainian national movement. Many prominent cultural and political leaders lived in Lviv, among them Ivan Franko and Mykhailo Hrushevskiyi. The city became a crossroad of Ukrainian, Polish and Jewish cultures.

In November of 1918 Lviv was proclaimed the capital of the independent Republic of Western Ukraine. In July 1919 when the Western Ukraine was occupied by Poland, Lviv returned to the Polish rule. In September 1939 when the WWII began the Western Ukraine formed part of the Soviet Ukraine. From 1941 till 1944 Lviv had been occupied by Germany and in 1944 Lviv again went under the Soviet rule. In 1946 the activity of the Greek Catholic Church was prohibited.

Since the 1980s the city has become a leading force in Ukraine's movement towards sovereignty and democracy. The activity of the Greek Catholic church started again. The national Ukrainian movement Rukh won the elections.

Now Lviv is a major economic and cultural centre in the Western region of the independent Ukrainian State. Despite difficulties, economic reforms in Lviv proceed more rapidly than in any other Ukrainian economic centres.

Lviv boasts of many monuments of the past. The different styles of the monuments range from Ukrainian traditional to Italian Renaissance and German Baroque. Today they form a unique whole of the wonderful city of Lviv. The statue of the great Polish poet Adam Mickiewicz (1906) in Mickiewicz square came to be a symbol of Lviv. The ancient monuments of architecture include churches, cathedrals and squares of Lviv. Rynok Square is an architectural ensemble of the 14-19th cc. in the style of classicism. The Old City Hall (1827–35) stands in the centre of the square. The ensemble includes the Tower (1851) and four fountains.

The Roman Catholic Cathedral (1270–1480) has 18th-century frescos and many decorative carvings. The Assumption Church was built in the style of the Renaissance. The Baroque style is represented by the Dominican Cathedral (1735) and St. Yur Cathedral. St. Yur Cathedral was built in 1744–70. It was designed by architect B. Meretin. The sculptural design is performed in the style of Baroque. St. Yur Cathedral was built on the site of the Church of St. Yur. The facade and high central dome is decorated with pilasters, balustrades, vases and sculptures.

M. Zankovetska Ukrainian Drama Theatre (1837–42) and I. Franco University (the former Halychyna Seim (1877–81) represent the classical style in architecture. The Lviv Picture Gallery was founded in 1907. In the museum the works of Titian, Goya, I. Aivazovskyi are on show. The blanches of the Gallery include Boimov chapel, the monument of the 17th century, the Museum of I. Fedorov and museum-reserve “Oleshky Castle”. The Lviv Museum of Ukrainian Art was founded in 1905 by I. Svenytskyi. Among the pictures there are pictures of I. Rutkovich and T. Shevchenko. Lviv is an outstanding architectural reserve with 2000 cultural monuments. It is included in the “World Heritage List” of UNESCO.

B. Find out about special events in Lviv and tell about similar events in your hometown.

The Leopolis Grand Prix dates back to 1930. Come and watch drivers from all over Europe taking part in thrilling races. Not only that, but you can regularly do other activities over the three days of the event, such as see an exhibition of vintage cars, take part in contests, or attend a concert. Children are welcome and there’s plenty for them to do.

In October, Lviv celebrates its long tradition as a food-producing region. As well as featuring manufacturers and farmers, the cheese and wine holiday regularly has other crafts, such as embroidery, many of which date back hundreds of years. You may be invited to taste the cheeses, so bring a healthy appetite!

The Jazz Bez international festival brings musicians from all over the world to different towns in Ukraine, and Lviv is one of them! Taking place in various concert halls around the town, the performances feature some new faces as well as some who will be familiar to regular festival-goers. Check the programme for events in December.

The Organ and Chamber Music Hall has not always been a place for organ music –throughout its history, it has been a gym, a dance hall, and at one time it was a prison! Today, it houses the largest organ in Ukraine and regularly holds concerts and festivals, sometimes with ancient music. See the website for what’s on during your stay.

After a day spent seeing all the wonderful sights of this city, what better than one of the many events and tours specially arranged for after the sun has set?

Performances, exhibitions and tours are held on a wide variety of themes, so you’re bound to find something that appeals to you. Keep an eye out for special events in July and November.

(Marta Rosińska, Lynda Edwards Get 200 Book 1)

3 Watch the video “Top 10 Places To Visit In Ukraine - 4K Travel Guide”. Have you ever been to the places? Which places do you like the most? *Scan the QR code to watch the video.



4. Work in groups. Present a virtual tour to your native town / city or the nearest regional centre. Include the most popular tourist attractions and the places popular with local youth, accommodation, places to eat out and chill out.

VIDEO PROJECT

Virtual Tour to My Native Town / City or the Nearest Regional Centre

UNIT 51. THE LONG ROAD TO INDEPENDENCE



“Independence is rising on wings. Responsibility does not allow these wings to burn. Having both, you can reach your goal!”

Sviatoslav Vakarchuk

VOCABULARY

internal and external policy – внутрішня і зовнішня політика
irrespective (of) – незалежно (від)
inviolable – недоторканий
branch of power – гілка влади
legislative – законодавча
executive – виконавча
judicial – судова
non-interference – невтручання
to resort (to) – вдаватися (до)
polling – опитування, референдум
division of authority – розподіл влади

grassroots organisation – громадські організації
dignity – гідність
exile – вигнання
notorious – горезвісний
naval infantry – морська піхота
coat of arms – герб
national anthem – національний гімн
azure – блакить
or – жовтий, золотий (у геральдиці)
to supersede – витіснити
to hoist (flag) – підняти

1. Use the following words to complete the sentences.

A

guarantees legislative executive constitutional sovereignty

1. The Declaration on the State _____ of Ukraine was adopted in 1990.
2. The Declaration _____ the equality of all citizens of Ukraine.
3. The _____ power belongs to the Supreme Rada of Ukraine.
4. The _____ power is headed by the President.
5. The _____ agreement was signed in Mariinsky Palace, the residence of the President of Ukraine.

B

legislative executive cabinet judicial state budget

1. An _____ branch is headed by the President.
2. The national parliament is a _____ branch of power.
3. The Supreme Court heads _____ power.
4. The President appoints a _____.
5. The Supreme Council discusses and adopts the _____.

C

flag or anthem trident national

1. _____ is gold or yellow tincture.
2. _____ was the symbol of authority.

3. The song with the patriotic text was officially adopted as the _____ of the Ukrainian State.
4. The _____ became a symbol of all-Ukrainian unity.
5. The composition of the _____ colours was decreed by law.

2. A. Read and give a brief overview of the text.

THE DECLARATION ON STATE SOVEREIGNTY OF UKRAINE

The Declaration on State Sovereignty of Ukraine was adopted on July 16, 1990. The Declaration defines the main direction of internal and external policy of Ukraine. In accordance with the Declaration, Ukraine is a sovereign democratic state. The Declaration includes 10 Articles.

The Declaration considers the will of all people of Ukraine to create a democratic state, which will fully secure human rights and freedoms. The Ukraine's internal policy is based on respect of national rights and dignity of all the people of Ukraine. The Declaration guarantees the equality of all citizens of Ukraine irrespective of their origin, social and property status, political and religious views. The Declaration states that the territory of Ukraine is inviolable within the existing borders. The section of economic independence states that Ukraine has an exclusive right to possession, utilisation and managing of all the national wealth.



Ukraine takes measures for environmental protection. Relations of Ukraine with foreign countries shall be conducted on the principles of equality, mutual respect and non-interference in each other's internal affairs.

The Declaration is the basis for the new Constitution and the laws of Ukraine. On August 24, 1991 the Act of State Sovereignty of Ukraine was adopted. After the proclamation of independence Ukraine started building the democratic state. Ukraine became a presidential-parliamentary republic. The legislative power is represented by the Supreme Rada of Ukraine. It is headed by the Chair of the Supreme Rada and is responsible for making laws. It discusses and adopts the State Budget for the coming year. It has 450 deputies.

The executive power is headed by the President. The President of Ukraine is elected for 4 year period. Within the executive branch there are a number of Ministries: Ministry of State, Treasury, Defense, Justice, Agriculture, Commerce and Health.

The Head of the Ministry is appointed by the President. The appointments must be approved by Supreme Rada.

The judicial power is represented by the Supreme Court and the Constitutional Court. They watch over the executive and legislative powers. They are nominated by the Supreme Rada.

The Constitutional Court has the right to declare laws and actions of the governments unconstitutional. Besides the organs of power, the political system of Ukraine includes political parties and social organisations. In 1995 the relations between two branches of power became extremely aggravated. It made the President resort to extreme measures – polling of Ukraine's population on the trust in the President or the Supreme Rada.

Luckily, the Constitutional agreement was approved at the plenary meeting of the Supreme Rada. On June 7 the Parliament, in the presence of the President, voiced 240 votes in favour of the Constitutional agreement. Both branches of power succeeded in reaching accord.

June 8, 1995 will enter the modern history of Ukraine. On that day a Constitutional agreement on the division of authority between the branches of power was signed in Mariinsky Palace.

The Agreement had to be effective till Ukraine's New Constitution had been adopted. On November 10, 1995 the European Council legalised the membership of Ukraine. It became an important factor of European security and development. In June 1996 Ukraine was given a 3-year term to bring the Ukrainian legislation in accordance with the European standards. The requirement to cancel the death penalty aroused plenty of discussions. Joining the European civilization must help Ukraine to advance along the road of democratisation.

On June 28, 1996, after the intensive and dramatic night debates the Supreme Rada adopted the Constitution of Ukraine.

On September 2, 1996, after the celebration of Ukraine Independence Day the national monetary unit Hryvnia was introduced in Ukraine. Bills for 1, 2, 5, 10 and 20 Hryvnias marked with the year 1992 were designed and printed in Canada. Bills of 1 Hryvnia (alternative design), 50 and 100 Hryvnias were designed and printed in Ukraine in 1994. Hryvnia can be freely converted to hard currency. In 1997 the National Bank announced that the new designs would be released to increase their protection from falsification.

(Полуян В. Л. Ukraine. A Cultural Reader)

B. Define whether the sentences are true or false.

1. The Declaration on the State Sovereignty of Ukraine includes 10 articles.
2. Polling took place in 1995.
3. The Constitutional agreement is not effective now.
4. The Ukrainian legislation is brought in accordance with the European norms.
5. Some bills of Hryvnias were designed and printed in Ottawa.

C. Answer the questions.

1. What is the importance of the Declaration on State Sovereignty of Ukraine?
2. How many articles were included in the Declaration?
3. Why was the Constitutional agreement signed?
4. What is the demand of the European Council?
5. When was the national monetary unit Hryvnia put into operation?

D. Translate into English.



Україна була проголошена незалежною в 1991 році. З того часу почалася історія суверенної держави. У давні часи українські землі багато разів захоплювалися іноземними загарбниками, а українці поневолювалися. Сьогодні ж Україна позначена на всіх картах світу. Дипломатичні відносини з Європейськими країнами встановлені.

Ми можемо пишатися нашими пращурами, які у 9-му столітті заснували могутню середньовічну державу – Київську Русь. Згідно з літописами, українці були надзвичайно грамотні та волелюбні, адже вони завжди боролися за визволення своєї Батьківщини, хоча інколи й шукали захисту в сильніших держав. Українці були серед перших, хто прийняв християнство. Хрещення проходило на річці Дніпро.

3. A. Read and give a brief overview of the text.

GOVERNMENT

National government

Ukraine has been an independent state since the adoption of the Declaration on State Sovereignty of Ukraine on July 16, 1990. In accordance with the Constitution of Ukraine adopted on June 28, 1996, Ukraine has a democratic political system. The country's government features an executive branch headed by the President with strong powers, a legislative branch consisting of a national parliament and the judicial branch, which is headed by the Supreme Court.

The President is commander in chief of the military forces and can issue orders called edicts without the approval of parliament in some matters. The people of Ukraine elect the President to a five-year term. Ukrainians 18 years old or older may vote.

The President is assisted by a Cabinet, which is appointed by the President. A Prime Minister heads the Cabinet. Other ministers have responsibility for such areas as foreign affairs, economy, medicine, education, science and others.

Ukraine's parliament, called the Supreme Council, is the nation's law-making body. It has 450 members, who are elected by the voters. The Supreme Council members serve five-year terms. The Supreme Council discusses and adopts the State Budget for the coming year.

The Supreme Court and the Constitutional Court represent the judicial power. They watch over the executive and legislative powers. They are nominated by the Supreme Council. The Constitutional Court has the right to declare laws and actions of the national and local governments unconstitutional.

Local government

Ukraine is divided into 24 regions called oblasts. Under the Law of Decentralisation, which came into force in 2015, the local governments are now responsible for budgets, attracting investment to the region and meeting needs of local voters. Localities throughout Ukraine are encouraged to unite voluntarily to form grassroots organisations (hromady) with enough power to make their own decisions on local affairs.

Politics

In 1990s the most important political organisation in Ukraine was a broad movement known as Rukh. It was established in 1989 and included various political parties, groups, and individual citizens. It strongly supported democracy for Ukraine and immensely contributed to gaining her independence in 1991.

The period of 2014–2016 is characterised by extremely intense changes in the party environment caused by the victory of the Revolution of Dignity, the exile of notorious President Yanukovich, the consequences of Russian aggression against Ukraine and the beginning of the European integration reforms. The increased patriotism and activity of civil society, its desire to control actions of the authorities and fight corruption led to the record 352 political parties officially registered in Ukraine in 2016. Many of them arose on the basis of public formations and included the Maidan participants as well as the soldiers of the so called Counter-Terrorist Operation (CTO) in East Ukraine.

Armed Forces

The Armed Forces of Ukraine are under the command of the President of Ukraine and composed of the Ukrainian Ground Forces, the Ukrainian Navy, the Ukrainian Air Force, and the Ukrainian Airmobile Forces. Ukraine's naval forces maintain their own small Ukrainian Naval Infantry force as well as their own Ukrainian Naval Aviation force. The National Guard of Ukraine serves as the main reserve component of the Armed Forces of Ukraine. December 6 is the Day of the Armed Forces of Ukraine.

B. Complete the sentences.

1. The executive branch of power is headed by _____.
2. The legislative power belongs to _____.
3. The judicial power is headed by _____.
4. The Supreme Council is the nation's _____.
5. Ukraine is divided into twenty-four _____.

C. Answer the questions.

1. When was the Constitution of Ukraine adopted?
2. Who appoints the Cabinet?
3. Who represents the judicial power?
4. How many administrative regions are there in Ukraine?
5. What is the main idea of the Law of Decentralisation?

D. Translate the text into English.

1. Згідно з Декларацією про державний суверенітет, Україна – незалежна держава, яка захищає права та свободи своїх громадян.
2. Усі українці мають рівні права володіти національними багатствами.
3. Територія України непорушна.
4. Держава гарантує рівність своїх громадян, незалежно від їх походження, політичних поглядів, віросповідання, соціального та майнового стану.
5. Відносини із зарубіжними країнами побудовані на принципах рівності, взаємоповаги та невторчання в зовнішні та внутрішні справи один одного.
6. Конституція України була прийнята в 1991 році.
7. В Україні існує три гілки влади: законодавча, виконавча, судова.
8. Законодавча влада представлена Верховною Радою.
9. Виконавча влада представлена президентом, який обирається терміном на 4 роки.
10. Судова влада належить Верховному Суду та Конституційному Суду.
11. Грошова одиниця України – гривня.



4. Roleplay “Election Race”. Divide the group into “politicians” and “journalists”. While the “politicians” are studying the political platforms of chosen parties/ “create” their own parties, the “journalists” are getting ready with the questions to them on the issues supposedly important for the perspective voters. Hold a press conference.

5. A. Read and give a brief overview of the text.

THE NATIONAL EMBLEMS OF UKRAINE

The national emblems include the coat of arms, the flag, and the seal.

The Coat of Arms

The contemporary national coat of arms of Ukraine is *Azure, a trident*. It is the most ancient and dignified of all the Ukrainian insignia. The classic form of the Ukrainian trident is found on the coins of

Volodymyr the Great (979–1015). The archeological finds of trident in Ukraine go back to the first century A.D. The number of specimens of the trident stands now at 200. It was a mark of authority and a symbol of the ethnic groups, which composed the Ukrainian nation.

In the 12th century, the image of Saint Michael the Archangel superseded the trident as the highest national device.

On March 22, 1918, the trident was adopted as the national device of the Ukrainian National Republic. It was adopted in the form of a Great and a Small Coat of Arms.

The National Flag

Ancient Ukrainian rulers had different banners and standards. Red was the most frequent colour. Blue and white were also used but yellow was rare. The most frequent bearings were stars, crosses and dynastic devices. In the 19th century, the necessity arose for a visible symbol of the self-determination of the Ukrainian nation. In 1848 the Supreme Ruthenian Rada in Lviv revived the coat of arms of the former kingdom – *Azure, the Lion Rampant*. Two flags were used at that time. One represented the golden crowned lion on the light blue flag. The horizontally striped flag, *yellow above blue*, became the national flag in Halychia and all over Ukraine.



On March 22, 1918, the composition of national colours was decreed by a law of the Independent Ukrainian National Republic. On November 13, 1918, *the light blue over yellow* flag was established for the Western Ukrainian National Republic. On March 15, 1939, the light blue over yellow flag was established for the Carpatho-Ukrainian Republic. The flag became a symbol of the all-Ukrainian unity. Both the yellow above light blue flag and the light blue above yellow were hoisted until 1949. They were borne as military standards and colours during the War of Liberation of 1917–1920. The light blue above yellow flag was provisionally confirmed by the Ukrainian National Rada in exile on June 27, 1949.

The Ukrainian Anthem

The Ukrainian Anthem, *Ukraine Has Not Yet Perished*, is of quite recent origin. In Western Ukraine after 1848 there were two songs which enjoyed popularity at national celebrations and patriotic demonstrations. The song *Grant, O Lord, in Good Time* was composed by Julian Dobrylovsky (1760–1825). The verse *We Bring You Peace, Brothers* was written by Ivan Hushalevych (1825–1903). In 1848 the verse was recognized by the Supreme Ruthenian Council in Lviv as the national anthem of the Halycian Ukrainians. The Carpatho-Ukrainians, on occasion of popular celebrations, sang the song by Oleksandr Dukhovych (1803–1865) *I Was, Am and Will Be a Rusyn* (Ruthenian). In the central and eastern Ukrainian lands the *Testament* of Taras Shevchenko was used for many years as a national anthem at manifestations and demonstrations.

In 1863 the Lviv journal *Meta (Goal)* published the poem of Pavlo Chubynskyi (1839–1884), *Ukraine Has Not Yet Perished*. In the same year it was set to music by the Halycian composer Mykhailo Verbytskyi (1815–1870). This song with its catchy melody and patriotic text became popular among the Ukrainians. In 1917 it was officially adopted as the anthem of the Ukrainian State.

The Constitution of Ukraine adopted by the Supreme Rada on June 28, 1996 defines the State symbols of Ukraine and the State Hymn of Ukraine in Article 20.

Pavlo Platonovych Chubynskyi was born in Boryspil on January 27, 1839. He was the noted Ukrainian ethnographer. In 1870 he headed an ethnographic expedition in Ukraine.

Mykhailo Mykhailovych Verbytskyi was born in 1815 in the village of Uliuch near Peremyshl. He was one of the first professional composers in Halychia. M. Verbytskyi was the author of 11 symphonies. He died on December 7, 1870, in the village Mlyny (now in Poland).

(Полупан В. Л. Ukraine. A Cultural Reader)

B. Define whether the sentences are true or false.

1. Yellow was the most frequent colour of the Ukrainian banners.
2. Ancient Ukrainian rulers had different banners.
3. The Ukrainian Cossacks had crimson banners.
4. The trident was superseded in the eleventh century.
5. Pavlo Chubynskyi wrote “Ukraine Has Not Yet Perished” in 1863.

C. Answer the questions.

1. What are the National emblems of Ukraine?
2. What was the trident?
3. What was the most frequent colour of Ukrainian banners?
4. When was the light blue above yellow flag adopted?
5. When was the anthem of the Ukrainian State officially adopted?

6. Imagine you are a journalist travelling in time and write a report about one of the most crucial events in the history of Ukraine. Use present tenses to deliver it as a current affair.

PROJECT

One of the Most Crucial Events in the History of Ukraine



UNIT 52. UKRAINIAN TRADITIONS AND HOLIDAYS



“Tradition is not the worship of ashes, but the preservation of fire.”

Gustav Mahler

VOCABULARY

embroidery – вишивка

arts and crafts – мистецтва і ремесла

woodcarvings – різьблення по дереву

inlaid designs – інкрустація

dumplings – вареники, пироги

sour rye bread – житній хліб

forms of worship – форми поклоніння

vernal equinox – весняне рівнодення

sheath (sheaf) – сніп

stook – копа

consecrate – освячувати

ploughmen – орачі

reapers – жниварі

rye stems – стебла жита

scutch the hemp for yarn – тріпати коноплі для пряжі

1. A. Use the following words to complete the sentences.

embroidery wear pysanky bandura sauerkraut

1. Ukrainians generally _____ Western-style clothing.
2. The shirts are decorated with colourful _____.
3. Dumplings may be filled with _____.
4. _____, Ukrainian Easter eggs, are world famous.
5. The _____ is a Ukrainian stringed musical instrument.

B. Use the following words to complete the sentences.

meatless resurrection Christmas Saviour Day Easter eggs

1. In August Ukrainians mark the feast of _____.
2. _____ is the most beloved feast among the Ukrainians.
3. The Christmas meal is traditionally _____.
4. Easter celebrates _____ of Christ.
5. Ukrainians are famous for colouring _____.

2. Put the verbs in the brackets in the correct grammar form.

1. The Kobzar (*to make*) _____ Ukrainian a popular language for poetry and books.
2. The oldest Lviv University (*to found*) _____ in 1660.
3. Ukrainians (*to remain*) _____ a strongly religious people.
4. About 80 of Ukrainians (*to be*) _____ Orthodox Christians.
5. The Ukrainian Autocephalous (Independent) Orthodox Church (*to ban*) _____ in 1930.
6. About 10 percent of Ukraine's people (*to be*) _____ Ukrainian Catholics, also known as Uniates or Greek Catholics.

7. Kyiv Dynamo (to rank) _____ as one of the Europeans top soccer teams for decades.

3. A. Read and tell about Ukrainian way of life.

UKRAINIAN WAY OF LIFE

The Ukrainian way of life has some particular national features in clothing, food, recreation, the arts and education.

Clothing

Ukrainians generally wear Western-style clothing. But on special occasions, they may wear traditional peasant costumes. These peasant costumes feature white blouses and shirts decorated with colourful embroidery. Footwear includes high red boots for women and black boots for men.

Food and drink

The Ukrainian diet includes chicken, fish, and such products as ham, sausage, and bacon. Ukrainians also eat large amounts of potatoes, cooked buckwheat mush called kasha, sour rye bread, and sweetened breads. Popular drinks include tea, coffee, cocoa, a special soured milk drink, honey liqueur, and vodka with pepper.

Traditional Ukrainian dishes include varenyky, borsch, and holubtsi. Varenyky consist of boiled dumplings filled with potatoes, sauerkraut, cheese, plums, or blueberries.

The dumplings may be eaten with sour cream, fried onions, or bacon bits. Borsch is a soup made of beats, cabbage, and meat. It is served with sour rye bread and sour cream. Holubtsi are stuffed cabbage rolls filled with rice, buckwheat, and meat.



Recreation

Ukrainians enjoy many sports, including soccer, volleyball, track and field, basketball, ice hockey, skating, and swimming. Soccer is by far the most popular team sport in Ukraine.

Ukrainians also enjoy music, and many of them perform in choirs and folk dance groups. Chess is a popular game. Many Ukrainians spend vacations by camping in the Carpathian Mountains. Ukrainians also travel to the Black Sea coast for its warm weather and mineral springs and for swimming.

The arts

Ukrainians are well known for their folk arts and crafts. *Pysanky* – Ukrainian Easter eggs decorated with colourful designs – are world famous. Craft workers in the Hutsul Region of the Carpathian Mountains make woodcarvings with striking inlaid designs.

Ukrainian music often features a stringed instrument called the *bandura*. In a popular Ukrainian folk dance called the *hopak*, male dancers compete against each other in performing acrobatic leaps.

The Ukraine's most famous cultural and national figure is the poet Taras Shevchenko. His *Kobzar* (1840), a collection of poems, made Ukrainian a popular language for poetry and books.



Education

Ukrainian law requires children to attend school for 11 years, from 7 to 18 years of age. After the 9th grade students may continue a general academic program or may enroll in technical or trade schools to complete their education. Ukraine has 232 institutions of higher learning. One of the biggest scientific, cultural and educational centres of Ukraine is Kyiv National University. The oldest is the Lviv University founded in 1660.



Religion

Ukrainians have remained a strongly religious people in spite of decades of religious restriction. About 80% of Ukrainians are Orthodox Christians. Other groups include Ukrainian Catholics, Protestants, and Jews.

Most Orthodox Christians live in Eastern and central Ukraine and belong to the Ukrainian Autocephalous (Independent) Orthodox Church. It was banned in 1930 and stayed a branch of the Russian Orthodox Church until it regained legal status in 1990. About 10 percent of Ukraine's people are Ukrainian Catholics, also known as Uniates or Greek Catholics. The Ukrainian Catholics practice Eastern Orthodox forms of worship, but they recognize the authority of the Roman Catholic pope. The Church is strongest in the Western Ukraine. The Moslems of Ukraine practise Islamic forms of worship mostly in Southern and Eastern Ukraine.

B. Are the following sentences true or false?

1. Ukrainians seldom wear Western-style clothing.
2. The Ukrainian diet doesn't include pork products.
3. Borsch is a very popular Ukrainian dish.
4. Ukraine has more than two hundred institutions of higher learning.
5. Kyiv State University is the oldest university in Ukraine.

C. Answer the questions.

1. What kind of clothing do Ukrainians wear?
2. What is Ukrainian for "cooked buckwheat mush"?
3. What do you need to cook borsch?
4. Is team sport popular in Ukraine?
5. Are Ukrainians a strongly religious people? Why?



4. A. Read and tell about Ukrainian traditions.

UKRAINIAN TRADITIONS

The Slavic people divided the year according to the nature and the work of corn-growers. A year consisted of two cycles: spring-summer and autumn-winter. The spring-summer cycle began on March 21 (the



vernal equinox) when the life-giving power of the Spirit of the Sun OR (in the Slavic – *Yarylo*) awoke. After the feast of God Yarylo or Goddess Yara corn-growers went to the field to sow. Our ancestors spent summer working in the field and observing the rites of the corn-growers. Whitsun [witsn] was called in Ukrainian the Green Week. Then the Petro Fast was observed. After the fast there were the fun days of Kupala on July 7. The first day of harvest was Makovii on August 14. On Makovii day shortcakes (shulikas) topped with honey and poppy seeds were cooked.

On August 19 Ukrainians mark the holiday of ripe fruits – Spas (Saviour Day). Only since that day people could eat apples. On this day a sheath Rai, a wreath and fruits were consecrated. The drinking songs were sung to Rai, the Spirit of Harvest, and all who took part in harvesting. The sheath is to be preserved till the next year, and then the corns will be sown. After the Spas holidays the ploughmen sew the winter crops. On Spas day the dead were remembered in prayer.

After the Spas feast autumn holidays began. The parents presented their children with the fruits of their labour. Women-reapers used to go to the field to pick up the last rye stems and made wreaths and sang songs. They chose a girl, put a wreath on her head and wished her to be led to the altar as soon as possible.

On August 29 is the Holiday of the First Prechysta (in Christianity – *Assumption*) was marked. It was the time of finishing the field works. It was the time of young people's gatherings and matchmaking.

On September 21, the Second Prechysta (in Christianity – *Nativity of Our Lady*). It was the holiday of the mothers. On the first Friday one shouldn't do anything or eat meat. After the Prechysta women scutched the hemp for yarn.

On September 27, on Vozdvyzhennia (Movement, in Christianity – *Exaltation of the Cross*) the Earth moves to winter. The birds fly to the warm parts. Before the 16th century, in Ukraine the New Year was celebrated at this time on September 1 (14). The autumn-winter cycle began on October 23 (the autumnal equinox). The harvest was gathered and nature stood still. The Ukrainians used to greet coming of the season with carol (they became Christmas carols later): “The sheaves will be like drizzles, the stooks will be like stars, The stacks will be like the Moons...” In this carol there are three images: the Sun in the image of a drizzle, the Moon and the stars.

On Pokrova (Shroud) the agricultural year is over, nobody sows the winter crops. Cold days come. With the holiday many signs are connected. “If on Pokrova the wind blows from the east, winter will be cold”. “If on Pokrova the wind blows from the south, winter will be warm”. “If the cranes didn't fly away before Pokrova, the winter cold will come slowly”.

Christmas is the most beloved festival among Ukrainians when the family gathers for a holy supper of 12 symbolic dishes. Food is one of the aspects of culture that endures the longest. If you lose the language you lose the literature and the songs, but you don't have to speak Ukrainian to eat holubtsi (cabbage rolls) or pyrohy (dumplings).



The beginning of the holy supper is signalled by the first star. Christmas Eve is really a family celebration. Traditionally, the father brings in the “snip”, a handpicked wheat sheaf that represents the spirits of ancestors. The father sets it in a place of honour in the

dining room before the table is set. Wheat, flour and bread are important to Ukrainians: they came from the land and Ukrainians are close to the land. Preparations start a week before Christmas, pounding and cleaning the choicest wheat to make “Kutia”. It is a dish of honey, poppy seeds and wheat kernels boiled in pure rainwater. Christmas Eve supper begins with the lighting of the beeswax candle in the braided bread centerpiece. After a carol and the Lord's prayer, the kutia is passed and everyone takes a spoonful. But nobody eats yet. The head of the family raises his spoonful and greets the family with “Khrystos Rozhdaietsia” (Christ is born). The family answers: “Slavym yoho!” (Glory, praise him!). That’s the signal to start the meal. The meal is traditionally meatless and milk-free and features fish. The menus vary depending of what region of Ukraine your family comes from. The most well-known dishes are “holubtsi” and varenyky or pyrohy (plump crescent-shaped dumplings). Broad beans, dried wild mushrooms, sauerkraut and beets figure in the side dishes. For dessert, compote of dried fruit and honey cake complete the menu. Carols usually end the evening and signal the start of a joyous season of visiting. Just why is Christmas so important in keeping this strong link with the past? Reaching back to our roots, knowing where we come from, helps us know where to go.

Easter is the chief Christian feast, which celebrates the resurrection of Christ, on the first Sunday after the first full Moon that coincides with, or comes after, the spring equinox on March 21. Ukrainians are famous for colouring Easter eggs. The Ukrainians in Canada even erected a huge sculpture of a coloured Easter egg. There are also holidays connected with the local saints or with historical events. The feast of Prince Volodymyr is celebrated on July 15. The feast of St. Mary Protectress is observed on October 1.

(Полунан В. Л. Ukraine. A Cultural Reader)

B. Choose the best answer.

1. Makovii is celebrated in _____.

A June **B September** **C August**

2. Before the 16th century the New Year in Ukraine was celebrated in _____.

A March **B September**
C January

3. If on Pokrova the wind blows from the east the winter will be _____.

A cold **B late** **C warm**

4. Carols usually signal the start of a _____.

A eating **B playing** **C visiting**

5. The beginning of the holy supper is signalled by _____.

A the first star **B the head of the family** **C the singers of carols**

C. Answer the questions.

1. How did the Slavic people divide the year?
2. When did our ancestors start sowing?



3. What was the time of matchmaking in Ukraine in accordance with the calendar of crop-growers?
4. What is the traditional Christmas meal of the Ukrainians?
5. What sculpture marking Easter was erected by the Ukrainians of the Canadian Diaspora?

D. Translate into English.

1. Українські люди відомі на весь світ своєю гостинністю.
2. Якщо ви подорожуєте автостопом – у вас є прекрасна можливість познайомитися з українськими селами і маленькими, колоритними містами.
3. Багато родючих земель використовуються під пшеницю, картоплю чи буряки.
4. Серед відомих культурних діячів України не можна не згадати про Івана Франка, Лесю Українку, Олександра Довженка, проте на вершині популярності зараз Тарас Григорович Шевченко.
5. Україна подолала безліч міжусобних війн, навал кочових племен, проте здобула свою незалежність.
6. Українські дівчата найкращі. Вони мають кругленькі обличчя, червоні щічки, стрункі та тендітні фігури, і співати вміють так, що серце завмирає.
7. Досить цікавим є обряд сватання в українських селах. Якщо дівчині не подобається парубок, вона дарує йому гарбуза, а якщо ж навпаки – то вишитого власноруч рушника.
8. Львів вважається маленьким Парижем, і багато туристів відвідують його кожного року.
9. Прожитковий мінімум в Україні майже найнижчий у порівнянні з усіма іншими пострадянськими країнами.
10. Київ – багатонаціональне місто.



5. Discuss the following.

1. Tell about your favourite holiday.
2. Compare the traditions connected with its celebration in your families and celebration in the localities.

UNIT 53. FAMOUS PEOPLE OF UKRAINE



“Famous people complain about fame, but they never want to give it back, myself included.”

Erica Jong

VOCABULARY

to award – нагородити, присвоїти

prominent – видатний

nuclear physics – ядерна фізика

electric welding – електрозварювання

invisible rays – невидимі промені

space engineering – космічна інженерія

human rights defender – правозахисник

1. Make the correct sentences in Passive Voice, using the information from the chart.

The Radium Institute	award	Yevgen Paton
All-welded bridges	head	Borys Paton
The Academy of Science of Ukraine	found	Yuri Kondratyuk
First manned flight to the moon	calculate	Volodymyr Vernadsky
First helicopter	build	Petro Kapitsa
The Nobel Prize in the field of nuclear physics	design	Ivan Puliui
Space engineering	create	Ihor Sikorsky
Invisible rays	discover	Serhiy Korolyov

2. Ukrainian Women. Match the names with their achievements.

1. Olha Kobylianska
2. Maria Zankovetska
3. Solomia Krushelnytska
4. Olena Stepaniv
5. Alla Gorska
6. Kateryna Bilokur
7. Sofya Rusova

8. Nadiia Puchkivska

9. Nina Virchenko

10. Olena Teliga



- A an ophthalmologist
- B an artist and human rights defender
- C a mathematician
- D an opera singer
- E a poet and anti-fascist fighter
- F a folk style painter
- G a historian and the first female military officer
- H a prominent teacher and women rights fighter
- I a writer and feminist movement activist
- J an actress

3. Watch the video https://youtu.be/D4qXT_ua0B0 and render the biography of Olena Stepaniv into English.

4. Do a project on famous people from your locality.

PROJECT

Famous People from My Locality

MODULE 12

BRITAIN AND BRITISH

UNIT 54. GEOGRAPHICAL POSITION



“A map says to you. Read me carefully, follow me closely, doubt me not I am the earth in the palm of your hands”.

Beryl Markham

VOCABULARY

population density – густота населення
strait – протока
rough – бурхливий
to mark the boundary – позначити межу
plain – рівнина

meadow – луг
legendary outlaw – легендарний розбійник
tin – олово
non-ferrous metals – кольорові метали

1. Match the words with their definitions.

rain sandy stretch golden eagles pasture

- _____ – an area of land or water, especially one that is long and narrow
- _____ – land or a field that is covered with grass and is used for cattle, sheep etc to feed on
- _____ – covered with sand, or containing a lot of sand
- _____ – a bird of prey living in the Northern Hemisphere
- _____ – water that falls in small drops from clouds in the sky

B. Read the text and fill in the gaps using the words from task A.

On our first day's driving on the Scottish island of Mull, my husband and I came to a _____ of water that we had to cross on a small ferryboat. The ferryman asked if we would mind waiting ten minutes while he transported a family of cows across the water to their summer _____. This incident with the cows stuck in my mind as a symbol of Mull, a place far removed from the hurried confusion of city life. For travellers in search of a quiet, peaceful place, there can be few better ends. We realised the island to be a charming mix of mountains, castles and _____ beaches. One of the best days of our trip was when we joined a nature tour of the island, and had the lucky fortune to see a number of rare creatures, including red deer and _____. However, no visit to Mull is whole without a trip to the small island of Iona. Iona has great historical concern because it is the place where early Scottish kings were buried. Our first attempt to get to Iona had to be abandoned owing to the _____ which is another characteristic of the island. It was another three days before we could get to Iona, but in the end it was well worth waiting because it was the highlight of our trip.

2. A. Read and give a brief overview of the text.

The United Kingdom is very small comparing with the biggest countries of the world such as Canada, China or the USA. Its total area is about 244,000 square kilometers. There are more than 67 million people in the UK now, and London is one of the world's biggest cities. Britain is relatively densely populated



country. England has the highest population density and Scotland the lowest. Many foreigners say “English” and “England” when they mean “British” and “Britain”. This is very annoying for Scotsmen, Welsh and Irishmen who are not certainly English but all are British.

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. It is made up of England, Scotland, Wales and Northern Ireland. The capital of England is London. The capital of Scotland is Edinburgh. The capital of Wales is Cardiff. The capital of Northern Ireland is Belfast. The capital of the United Kingdom is London.

The UK is situated on the British Isles. This group of islands lies between the North Sea and the Atlantic Ocean and consists of two large

islands, Great Britain and Ireland, and 550 smaller islands around them. It is separated from the continent of Europe by the English Channel, the narrowest part of which is called the Strait of Dover or Pas de Calais. In the west the UK is separated from Ireland by the Irish Sea and the North Channel. The seas around Britain are often rough and difficult to navigate during storms but they are full of fish and are extremely important for trade. Britain's main ports are London, Hull, Liverpool, Glasgow and some others. You will not find high mountains or large plains in Britain. Everything occupies very little place. The highest mountain, Ben Nevis, is in Scotland. In the centre of England there is a range of hills called the Pennine Chain which is also known as the “backbone of England”. The Cambrian Mountains in Wales and the Cumbrian Mountains in the Lake District in the north of England are not high but amazingly beautiful. The Cheviot Hills mark the boundary between England and Scotland. Scotland is divided into three regions: the Highlands, the Central Lowlands and the Southern Uplands.

There are very many rivers in Great Britain but they are not very long. The main rivers are the Thames, the Severn, the Clyde, the Mersey and the Trent. The longest river is the Severn in England, but the most famous is the Thames because it gave rise to the capital of the country – London. There are many lakes in Great Britain. In Scotland they are called lochs. The most famous lake is Loch Ness in Scotland which is said to have a water monster. The Lake District is one of the most popular holiday places in Great Britain. Many people say that Great Britain is like a large well-kept park. There are beautiful gardens, fields, meadows, lakes and woods there. The best-known is Sherwood Forest where Robin Hood once lived, the legendary outlaw who robbed the rich and gave their money to the poor.

Great Britain is not very rich in mineral resources though there is oil in the North Sea, coal in Wales and in the north of England, tin and other non-ferrous metals in the south. The biggest cities of Britain are London, Birmingham, Manchester, Leeds, Liverpool, Glasgow and some others.

B. Decide whether the following statements are true or false.

1. The UK takes the tenth place in world population.
2. “British” and “English” are not synonyms.
3. Scotland has the smallest population of the four countries of the UK.
4. Great Britain is separated from the continent by the English Channel, the North Sea and the North Channel.
5. The waters around Great Britain are dangerous in bad weather.
6. There are not only lakes but also mountains in the Lake District.
7. The Highlands separate Scotland from England.
8. The Thames is the longest and the deepest river in the UK.
9. The most famous wood in Scotland is Sherwood Forest where Robin Hood once lived.
10. There are coal deposits in the south of England.

3. A. Read and give a brief overview of the text.

England occupies the largest part of the island of Great Britain. England has an area of more than 50 thousand square miles and a population of more than 56 million people. England is bounded on the north by Scotland, on the east by the North Sea, on the south by the Strait of Dover and the English Channel, and on the west by the Atlantic Ocean, Wales and the Irish Sea.



In the north of England, the Pennine Mountains run from the Scottish border as far south as Derbyshire. Other areas of high ground are the Yorkshire moors in the north-east, Exmoor and Dartmoor in the south-west. The south-west and west form a plateau, while the south-east and the Midlands (the name of the central part of England) are low lying. Much of England consists of rolling hills, but it is generally more mountainous in the north with a chain of low mountains, the Pennines, dividing east and west. Other hilly areas in the north and

Midlands are the Lake District, the North York Moors, and the Peak District. The approximate dividing line between terrain types is often indicated by the Tees Exe line. To the south of that line, there are larger areas of flatter land, including East Anglia and the Fens, although hilly areas include the Cotswolds, the Chilterns, and the North and South Downs. The largest natural harbour in England is at Poole, on the south-central coast.

The most important rivers are the Thames, the Severn and the Trent. There are many ports, including Bristol, Liverpool, Hull, London and Southampton.

England is the heart of Britain. It is the richest, the most fertile and most populated in the country. The north and the west of England are mountainous, but all the rest of the territory is a vast plain.

In *Northwest England*, there are many beautiful lakes with green, wooded or grassy shores and grey mountains all around. It is called the Lake District. *Southern England* (also called the South) is dominated by London and its suburbs, which stretch for miles around the capital into what is called “home counties” — the name given to the counties near London: Kent, Surrey, Essex, and occasionally Hertfordshire and East and West Sussex. This is the most important region in the country in terms of industry, agriculture and population. This region includes both the South East and the South West. The South is a region of various industries and of intensive agriculture. *South East England* is the largest and more highly developed region with London and the Greater London area as the major centres.

A county is the chief regional administrative unit in England. This part of the UK is divided into 39 no metropolitan and 7 metropolitan (that is, including a big city) counties.

B. Answer the following questions.

1. What is the area of England?
2. What is England bounded by?
3. What is the relief of England?
4. What are the most important rivers and ports in England?
5. What is the population of England?
6. What is the chief administrative unit in England?
7. How many counties is England divided into?



4. Choose the right variant.

1. Which of these counties does the River Severn not pass through?
A. Gloucestershire **B. Shropshire** **C. Hampshire**
2. Which English county has two separate coastlines on the Bristol Channel and Celtic Sea?
A. Kent **B. Devon** **C. Lincolnshire**
3. Which island is separated from the British mainland by the Menai Straits?
A. Isle of Wight **B. Anglesey** **C. Jersey**
4. Which river forms much of the border between England and Scotland?
A. River Tweed **B. River Clyde** **C. River Tay**
5. Which is the longest river in Britain?
A. River Avon **B. River Severn** **C. River Thames**
6. How many counties are there in Northern Ireland?
A. 8 **B. 10** **C. 6**
7. Which of these towns/cities is NOT in Northern Ireland?
A. Cork **B. Bangor** **C. Derry**
8. Which of these English cities is furthest north?
A. York **B. Manchester** **C. Sheffield**
9. Which of these three cities has the smallest population?
A. Coventry **B. Leeds** **C. Belfast**
10. How many deer live in the UK?
A. About 2 million **B. About 100 thousand** **C. About 7 million**
11. Which is Britain's most easterly town?
A. Whitby **B. Lowestoft** **C. Margate**
12. How many islands are there on the river Thames?
A. About 20 **B. About 190** **C. About 120**

5. Discuss the following. If you could visit only one country of the UK, which one would you choose? Plan a detailed itinerary there for at least 3 days.



“I don’t desire to change anything in England except the weather.”

Oscar Wilde

VOCABULARY

forecast the weather – прогнозувати погоду
precipitation – опади
average annual – середньорічний

severe weather – суворі погодні умови
depressions – області низького атмосферного тиску

1. Match the word to the correct definition.

climate weather rainfall sunshine latitude
altitude severe temperature

1. _____ – precipitation in the form of raindrops
2. _____ – the light received directly from the sun
3. _____ – a measure of this degree of hotness, indicated on a scale that has one or more fixed reference points
4. _____ – causing misery or discomfort by its harshness
5. _____ – the perpendicular distance from the vertex to the base of a geometrical figure or solid
6. _____ – the day-to-day meteorological conditions, esp. temperature, cloudiness, and rainfall, affecting a specific place
7. _____ – an angular distance in degrees north or south of the equator (latitude 0°), equal to the angle subtended at the centre of the globe by the meridian between the equator and the point in question
8. _____ – the long-term prevalent weather conditions of an area, determined by latitude, position relative to oceans or continents, altitude, etc.



2. Read the text and give a brief overview of UK climate and weather.

UK CLIMATE

The British Isles have variable weather that changes from day to day between different regions and within different regions. Consequently, it is very difficult to predict or forecast the weather.

Britain has four distinct seasons of fairly equal length – spring, summer, autumn and winter. In winter it is colder and wetter and the days are shorter than in summer.

Regional climates in the UK

Different parts of the UK experience slightly different regional climates. These can be summarised as:



- **North West** – cool summers, mild winters, heavy rain all year;
- **North East** – cool summers, cold winters, steady rain all year;
- **South East** – warm summers, mild winters, light rain all year, especially in summer;
- **South West** – warm summers, mild winters, heavy rain all year, especially in winter.

The variability of weather and climate in different regions of the British Isles is due to the different air masses that meet over the Isles. Each air mass brings with them different characteristics.

Sunshine hours are greatest along the south coast of England (average of 1,750 hours of sunshine per year) and are least in mountainous areas (average less than 1,000 hours).

Daylight hours – Scotland has shorter winter days and longer summer days than the rest of the UK,

because it is further north. In north Scotland there are four more hours of daylight in midsummer than in London.

Rainfall

- On average it rains one in three days in the UK. However, rainfall varies greatly from region to region. It is generally wetter in the west than the east and wetter in the highlands than the lowlands. The wettest place is Snowdonia in Wales (average annual totals exceeding 3,000 mm of rain a year), followed by the Highlands of Scotland, the Lake District, the Pennines and the moors of South West England.
- Parts of the east, such as East Anglia, receive less than 700 mm a year.
- In most places in the UK it will rain twice as much in winter months as in summer months. Although in Central and South East England, and parts of South East Scotland, July and August are often the wettest months of the year. In London and Birmingham it will thunder on average 15 days a year, compared to less than 10 elsewhere in the UK.

Average temperatures

- Average temperatures in the UK are warmer at lower latitudes and colder at higher latitudes. Average yearly temperatures at low altitude vary from 7°C in Shetland, in northern Scotland, to 11°C on the south-west coast of England. The coldest (and highest) place is Ben Nevis – altitude 1,344 m – where the average temperature is less than 0°C.

- The coldest months are January and February and the warmest are July and August. In summer Scotland will be about 3°C cooler than England. The average daily maximum temperature at Glasgow in July is 19°C compared with 22°C in London.

Severe weather

- Scotland tends to be worse affected by severe weather than the rest of the UK. Snow is more common in highland regions than in lowland areas, so while snow might fall on South West England less than 10 days a year, it will fall on the peaks of the Cairngorm Mountains over 100 days a year.
- Gale-force winds (winds of more than 34 knots or 17.2 m per second) are most commonly caused by depressions travelling across the Atlantic Ocean. These depressions may pass close to or over Scotland, with Orkney and Shetland experiencing the strongest winds. Occasionally they can reach hurricane force, e.g. the storm in October 1987.

(<https://www.bbc.co.uk/bitesize/guides/zyj9v4j/revision/4>)

3. Read popular English jokes about the weather. Explain what causes such humidity and variability of English climate.

* * *

– You’re hiking around on Hampstead Heath (a park near London) at the end of a long sunny day. You run across (separately) the ghosts of Sir Winston Churchill, Sir Baden Powell, and Sir Edmund Hillary, who all give you directions to the nearest tube stop. Whom don’t you believe?

– Your story teller, for there is no such thing as a completely sunny day in England.

* * *

Two Viking invaders are trudging up the beach in the pouring rain. One looks skywards and says, “So this is England. What’s it like?”

The other snarls, “Well, if you like the weather, you’ll love the food.”

4. A. Match the idioms with the definitions.

- | | |
|---|---------------------------------------|
| 1. <i>as right as rain</i> | 6. <i>fair-weather friend</i> |
| 2. <i>to be a breeze</i> | 7. <i>it never rains but it pours</i> |
| 3. <i>to chase rainbows</i> | 8. <i>on cloud nine</i> |
| 4. <i>come rain or shine</i> | 9. <i>to steal my thunder</i> |
| 5. <i>every cloud has a silver lining</i> | 10. <i>storm in a teacup</i> |

- A. to be extremely happy
- B. there is always sth positive to come out of an unpleasant or difficult situation
- C. when things don’t just go wrong but very wrong and other bad things happen too
- D. when someone makes a small problem larger than it really is
- E. to be very easy to do
- F. you can depend on someone to be there no matter what or whatever the weather
- G. a person who is only your friend during good times or when things are going well for you but disappears when things become difficult or you have problems
- H. to feel fine and healthy
- I. when someone tries to do something that they will not achieve
- J. when someone takes attention away from someone else

B. Translate the sentences into Ukrainian. Use equivalent idioms where possible.

1. Don't worry about me, I'm as right as rain after my knee operation.
2. Our English exam was a breeze. I'm sure I'll get top marks.
3. I think she's chasing rainbows if she thinks she can get into Oxford with her bad grades.



4. I'll be there to help you move house come rain or shine.

5. I got laid off from work yesterday, but every cloud has a silver lining and now I can spend more time writing my book.

6. She was a fair-weather friend because she wasn't interested in me once I had lost my job.

7. First, he lost his keys to the house, then his wallet and then his car broke down. It never rains

but it pours.

8. They were both on cloud nine during their honeymoon.
9. Don't wear that dress to the wedding; the bride won't like it because you'll be stealing her thunder.
10. Those two are always arguing about something, it's just a storm in a teacup.

5. Role play. You are going on a week tour around the UK. Discuss with your partner which locations you'd like to visit, study the current weather forecast for your destinations <https://www.weatheronline.co.uk/> and suggest what clothes/items you'll need to take.



UNIT 56. CITIES AND TOWNS IN ENGLAND, WALES, SCOTLAND AND NORTHERN IRELAND



“I know the British people, and they are not passengers – they are drivers.”

David Cameron

VOCABULARY

coal mining – видобування вугілля

horse shoe – підкова

temple – храм

magic influence – магічний вплив

prehistoric sight – доісторична пам'ятка

trout – форель

salmon – лосось

seal – тюлень

outstanding beauty – видатна краса

nature reserve – природний заповідник

bagpipe – волінка

reveal – викривати

preserve – зберігати

Shipyard's cranes – суднобудівельні крани

missile – ракета, реактивний снаряд

bizarre – дивний

linen – білизна

pottery – гончарні вироби

wealthy parents – заможні батьки

a pagan – поганин

to kidnap – викрадати

slave – раб

marauder – мародер

shamrock – трилисник

clover – конюшина

leprechaun – лепрекон (гном)

Follow the link and check your knowledge of the words/phrases

<https://quizlet.com/786293007/module-12-britain-and-british-flash-cards/?new>

1. Read the text and fill in the gaps.

attractions courts stone bridges cosmopolitan to get around

Cambridge is situated at a distance of 70 miles from London. The greater part of the town lies on the left bank of the River Cam crossed by several **1.**_____.

Cambridge is one of the loveliest towns of England; it is not a modern industrial city and looks much more a country town. It is very green presenting to a visitor a series of beautiful groupings of architecture, trees, gardens, lawns and bridges. The main building material is **2.**_____ having a pinkish colour which adds life and warmth to the picture at all seasons of the year.

The dominating factor in Cambridge is its world-known University, a centre of education and learning, closely connected with the life and thought of Great Britain. Although Cambridge is the home of the famous University, carols in King's College Chapel and punting on the River Cam, it is a compact **3.**_____ city with outstanding architecture old and new. The beauty of its ancient centre is preserved with medieval streets, college **4.**_____, gardens and bridges. Cambridge is also at the heart of the high-technology centre known as Silicon Fen. It has a wide range of wildlife. It is known for its variety of fishes.

Do you know that Cambridge played a unique role in the invention of modern football? The game's first set of rules were drawn up by members of the University in 1848. Compact and easy **5.**_____, there's

always something new to see and do in the city. Historic and modern buildings to visit, world-renowned museums, fantastic theatre and live music – Cambridge is an incredibly family-friendly place with a host of 6. _____ to keep everyone happy.

2. *Work in groups. Read the text and give a brief overview of some English cities.*

A

Birmingham is the second city in Britain after London. It is a big industrial centre, producing jewellery and metal. Another important part of Birmingham's identity is the large immigrant population. Birmingham is a multiracial city and it also has a high student population since there are two universities in the area.



Birmingham has more canals than Venice. Some canal basins have been developed as recreational centres, with walks, pubs, restored buildings and boat trips. The city has excellent facilities for all kinds of sport. It boasts twenty swimming pools and eight municipal golf courses, as well as many private clubs.

Birmingham is a futuristic, lively and cosmopolitan city. With vibrant night life, snazzy hotels, great shopping opportunities and unique tourist attractions, it's a great place to visit for a weekend away or short holiday. Birmingham also boasts some

wonderful architecture to see, including the Bullring shopping centre.

If you'd like to enjoy a family friendly day out in Birmingham, take a trip to one of the city's great museums, art galleries or other attractions, such as the Wallsall Leather Museum, which shows the production and tanning of leather. With its fascinating history and world-class cultural scene, combined with superb shopping, major international events and exhibitions, great nightlife Birmingham has a unique quality that brings with it an exciting and dynamic spirit. Cosmopolitan in its make-up, Birmingham is an exciting city, hosting a range of visual and performing arts and a variety of music and theatre, difficult to surpass. Home to the City of Birmingham Symphony Orchestra and Birmingham Royal Ballet, Birmingham really is a city of world-class culture.

B

Wherever you go in **Bristol**, you are never far from its adventurous and sea faring past. The city is proud of its strong links with the sea as a port geared to the 21st century.

The story of Bristol is told through its rivers and locks. The Romans moored their boats on the River Avon, while the Normans shipped wine and other goods into Bristol by sea. A few hundred years later, in 1497, John Cabot and his own son set sail in the *Matthew* and headed to



North America. Centuries later, William Penn and thousands of settlers followed a similar route to a new land. Their spirit of adventure and exploration is at the heart of Bristol's heritage — Bristol merchants sought trade across the ocean, bringing back wealth, prosperity and tradition.

Men of enterprise flourished in Bristol. Isambard Kingdom Brunel's Suspension Bridge and SS Great Britain are just two remainders of glorious identity.

Once the second city in the land, Bristol, is full of historic treasures, spacious colourful parks and miles of waterways. There is always something new to explore and discover. The old City Docks in the heart of the City are taking on new life as

a recreation area exhibition complex. Ancient churches, weathering the test of time, are dotted around the City. Museums abound for visitors to see at leisure.

C

Nottingham is known throughout the world both due to its historical associations and for its industries. To the visitor, it is a modern city, but hidden away amidst its new buildings there still remains much which is old. Situated in the heart of England, within easy reach of industrial centres such as Derby, Leicester, Sheffield and Birmingham, it is surrounded by countryside famous in English history, in which many of the stately homes of England can be seen.

Nottingham is essentially an industrial city, ranking as a centre of trade in Domesday Book as far back as 1086. It was even then famous for its dyed cloths, ales, tanneries and alabaster carvings. Industrial Nottingham owes much to the foundation of the hosiery and lace industries which was laid in 1589 by the invention of the stocking frame. Today,

Nottingham lace and hosiery are world-famous; delicate lingerie laces, lace furnishing for windows and tableware are in great demand.



3. Read the text and give a brief overview of the capital of Wales.

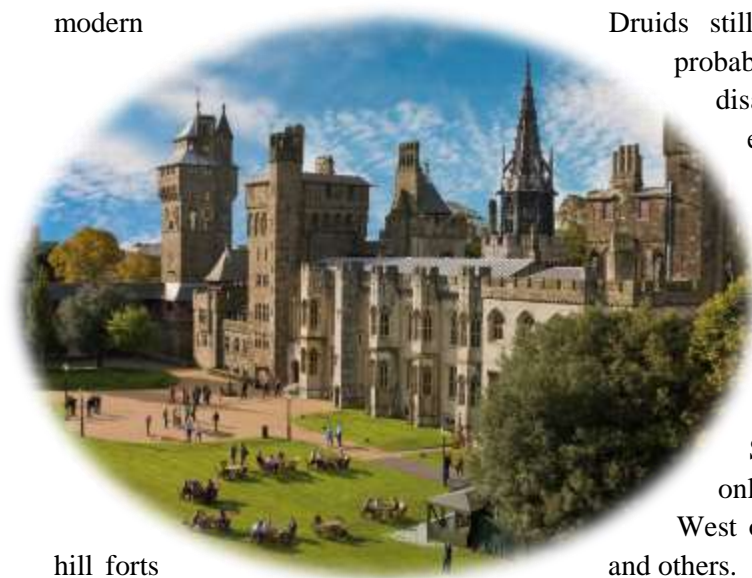
CARDIFF

Cardiff is the capital of Wales. Cardiff is situated on the south east coast of Wales, and three rivers, the Taff, the Ely and the Rhymney flow through it into the Bristol Channel. With the population of 300 000, Cardiff is the Welsh largest city. It's also the country's main economic, industrial and cultural centre. At about AD 75, the Roman soldiers built a fort on the place which is now Cardiff. The Normans settled on the area around it in 1050, building the Castle and founding a town around the Castle. They built the Castle by 1090. By the early 1800s it was still a small town. Then, when Wales became a major centre of coal mining, iron and steel production, Cardiff served as the shipping centre for these products and grew rapidly. By 1890 it had become known as the Coal Metropolis of the world. Since mid-1940s Cardiff has grown as the administrative and commercial centre of Wales. There are some places of interest there: the Castle, the National Museum of Wales, the Welsh Folk Museum. A large park area lies near the centre of Cardiff, and many of the city's major commercial buildings are found around Cathays Park. The National Museum of Wales, the Law Courts and the University are also situated here. Nearby there are many fashionable shops

and modern hotels, and Cardiff Castle. Modern rail and road communication link Cardiff with the rest of Great Britain, and the airport lies in the suburbs of the city.

The most famous prehistoric monument in Great Britain is situated nearby, on Salisbury Plain, in Wiltshire. It's Stonehenge. The stones stand there in circles and arranged into a horseshoe shape. Stonehenge was built almost 4000 years ago. Eighty of the huge stones – some weighing 5 tons – were transported from West Wales, a journey of 400 kilometres over land and sea. So, what is Stonehenge? The most popular view is that it was a temple associated with the Druids, the early British religion. And modern

Druids still regard it as their cathedral. Stonehenge is probably much older than the Druids. Some experts disagree over its purpose, but the most intriguing explanation is that it was a huge astronomical calendar or computer. Some scientists consider that Stonehenge was built in order to calculate the annual calendar and seasons. The stones were placed to line up with the sun and the moon at different times of the year. Whatever its purpose, Stonehenge has magic influence, it is the place that still draws people to it. Stonehenge is the most famous, but it is not the only prehistoric sight. Britain, especially the South-West of England, has many such sights: stone circles, hill forts and others.



hill forts

and others.

B. Read and say if the sentences are true or false. Correct the false ones.

1. The Romans settled a fort at about AD 75 on the place what is now Cardiff.
2. The Normans built a castle by 1090.
3. The main sights are better to see in the suburb of Cardiff.
4. Cardiff has good air, road, and rail communication links.
5. Stonehenge consists of modern stones.

C. Answer the following questions.

1. Where is Cardiff situated?
2. What is the population of Cardiff?
3. When did the Roman soldiers build a fort in the place what is now Cardiff?
4. When did Cardiff become the major industrial centre of the country?
5. Where are many of the city's major commercial buildings found? What links Cardiff with the rest of Great Britain?
6. When was Stonehenge built?
7. How many stones are there?
8. What could Stonehenge be?

D. Ask questions to the underlined words from the sentences of the text.

1. **The Roman soldiers** built a fort in the place what is now Cardiff.
2. The Normans settled the area around it in **1050**.
3. By 1890 it had become known as **the Coal Metropolis** of the world.
4. Many of the city's major **commercial buildings** are found around Cathavs Park.
5. 80 of the huge stones weigh **5 tons**.

E. Would you like to visit Stonehenge? Why? Why not? Explain why magic places attract many people.

F. Imagine you have a weekend in Cardiff. Choose two places you'd like to visit most. Advise the places to your friend. Make up a dialogue as in the example.

— *Why don't we visit...?*

— *That's a good idea...*

4. A. Read the text and tell everything you know about Scotland, Scottish life, customs, traditions, and Edinburgh.

EDINBURGH

Edinburgh is the capital of Scotland. It is one of the most beautiful cities in Europe that has hardly changed for centuries because the Romans never conquered Scotland. Between AD 120 and 140 they built Hadrian's Wall, a huge wall of 118 km, to protect their Empire south of the Scottish border. Only in 1603 the Scottish king, James VI, became the King of England and a century later Scotland and England were united.

A golden eagle flies over the mountains. A deer walks through the silence of the forest. People in kilts dance to the music of the bagpipes. Only in... Scotland. The mountains of Scotland — they are called the Highlands — are the wildest and, some say, the most beautiful part of Europe. Scotland is a land of mountains, lakes and romantic castles. The winters are cold, with plenty of snow, but the summers are often warm and sunny. Most farmers keep sheep, and there are many small factories, which make fine sweaters from their wool. In some parts of Scotland, there are very few people.

Salmon and trout swim in the clean, pure water of the rivers. Scotch whisky is made with this water. The Islands are the home of Scottish tradition, music, and the most interesting wildlife in Britain. There you can see seals, dolphins, whales and hundreds of thousands of sea-birds.

Scotland has its own parliament, legal system, educational system and even its own international



football team. Scotland is famous for its own culture. Here are some of the ways in which visitors to Scotland can join the fun: Hogmanay (New Year), 31 December; Robert Burns Night, 25 January; Highland Games, May — September; Edinburgh Festival, August.

Its main attractions are the Floral Clock made of growing flowers, and the Edinburgh Art Festivals, is famous all over the world for its arts festival. They are the annual summer performances of opera, dance, music and drama. There is an Official Festival for theatre, opera and classical music, and a "Fringe" festival

where you can see a big variety of plays, concerts, dance performances and films.

Every year for three weeks in late summer the city is taken over by the arts. The "Edinburgh Art Festival" is the best known cultural festival in Britain. There's always an impressive programme of music and theatre, some of which takes place in the streets. At the same time as the Festival, you can also see the "Edinburgh Tattoo" or the Military Tattoo, a colourful military parade in the grounds of Edinburgh Castle.

Coming north out of Edinburgh you can cross the Forth Bridge. The bridge is so long that it takes over 4 years to paint, by which time they have to start painting all over again, from the beginning. The Forth Bridge is on the main road to the Highlands, an area of outstanding beauty, with a romantic past, and it's home of wildlife of all kinds. In the suburb there is a large nature reserve Aviemore, the most important winter sports resort in Britain.

Scotland is famous for its inventors. One of the most famous is Alexander Graham Bell. He was interested in the science of speech and the science of hearing. He opened a school for teachers of deaf people. In 1876 he invented the telephone.

B. Correct the information about Edinburgh.

1. Edinburgh has changed very much.
2. Floral Clock is made of unusual bushes.
3. Art festivals show modern pictures and movies.
4. The Edinburgh Art Festivals always take place indoors.
5. The Forth Bridge is very high.

C. Answer the following questions.

1. What is the capital of Scotland?
2. Why does the Floral Clock attract people?
3. What is the “Edinburgh Art Festival”?
4. What is the “Edinburgh Tattoo”?
5. What is the Forth Bridge famous for?
6. What is Aviemore?
7. Has Edinburgh changed for hundreds of years? Why?



5. A. Read the text and tell everything you know about Northern Ireland, its history, lifestyle, traditions, and Belfast.

BELFAST

Belfast is the capital of Northern Ireland. 300 000 people live there and the city is surrounded by the high hills and river valleys. In the 17th century Belfast was a village. Then the development of industries like linen, rope-making, engineering, tobacco and sea commerce doubled the town's size every ten years. In 1888, when the population was approaching 300 000, Queen Victoria – who had visited Belfast in 1849 – gave the town the status of a city, and the citizens built the magnificent City Hall (opened in 1906) which dominates the central shopping area. Northern Ireland's tradition of engineering is still centred in Belfast. The world's biggest dry dock is here. There is a good view of the shipyard's giant cranes from the foot of the Albert Clock Tower – Belfast's Big Ben – at the end of High Street. There are aircrafts and missile works nearby the city, other examples of the industry.

Look at Belfast's rich street architecture. Some of the city's best-buildings are banks. There are three fine examples in and around High Street. The charming red and yellow facade of the National Bank (now the Bank of Ireland) was designed by William Batt (1897). Just round the corner in Waring Street, the interior of the Ulster Bank (1860) is like a Venetian palace, and the Belfast Bank (now the Northern Bank) in the same street started life as a market house in 1769. Half a century and half a mile separate the City Hall from the Queen's University. Designed by the celebrated architect Charles Lanyon, the main college building (1849) was modelled on Magdalen College, Oxford. Today, the University centre includes halls of residence in parklands, an 11-storey library and many other buildings serving about 12,000 students.



The annual Belfast Festival is a 3-week celebration of cultural events and entertainment. Near Botanic Gardens is the Ulster Museum. Its collections include contemporary international art, Irish art, Irish furniture, glass, silver, ceramics and costume, and a display of life in Ireland over 9000 years. There is an interesting permanent exhibition called "Made in Belfast". Perhaps the best-known collection is the gold and silver jewellery one founded by divers in 1968 from the Armada treasure ship "Girona", wrecked in 1588. St. Anne's Cathedral was begun in 1899 and consecrated in 1904. Sinclair Seamen's Church, opened in 1853, is like a maritime museum. Fine Irish linen, hand-made woollens, pottery and glassware are just some of the souvenirs you will find in Belfast's central shopping area. The Craft-works Gallery in Linenhall Street provides a showcase for the work of individual craftsmen from all over Ulster and has a wide range of crafts for sale at its shop in Bedford Street. The southern part of the city around Botanic Avenue – the university quarter – is also good for souvenirs and for second-hand bookshops.

The northern suburbs of Belfast have one of the most spectacular parks in the city. The Zoo has a magnificent position up here, and so has Belfast Castle. From McArt's Fort on the summit of the Cave Hill you'll have a panoramic view. Nearly all the parks have bowls and tennis, the Waterworks has fishing. Victoria Park has boating in summer and Margrave Park has a beautiful garden.

B. Correct the information about Belfast.

1. The commerce doubled the town's size every five years.
2. Belfast Festival lasts for four weeks.
3. St. Anne's Cathedral was founded in 1968.
4. Sinclair Seamen's Church looks like a sea market.
5. You can see craftsmen's works and buy souvenirs in High Street.

C. Choose the right item.

- | | |
|--|------------------|
| 1. Queen Victoria gave a city's status in the... | |
| A. 17th century. | B. 19th century. |
| 2. The city's Hall was opened in... | |
| A. 1888. | B. 1906. |
| 3. The Bank of Ireland was designed in... | |
| A. 1849. | B. 1897. |
| 4. ...students study at the University. | |

A. 12,000

B. 11,000

5. The great jewellery was discovered from the ship "Girona" in...

A. 1968.

B. 1904.



D. Fill in the gaps using the correct word.

1. In the 17th century Belfast was a _____.
2. _____ gave the town the status of a city.
3. The world's biggest _____ is situated in Belfast.
4. Belfast's Big Ben is the _____.
5. The Armada treasure ship is called _____.

E. Complete the sentences from the text.

1. Northern Ireland's tradition of engineering is _____.
2. Designed by the celebrated architect Charles Lanyon, the main college building was _____.
3. There is an interesting permanent exhibition called _____.
4. The Craftworks Gallery in Linenhall Street provides a _____.
5. Nearly all the parks have _____.

6. *Imagine you are a travel agent on a promotional tour to 5 UK cities. Decide on the location, search the information on the net and write a report to a travelogue. Include landmarks, cultural events, cuisine, accommodation options, tips for visitors, etc.*



UNIT 57. LONDON



“I travel continuously, and I see many cities, but there is nowhere like London”.

Norman Foster

VOCABULARY

run-down – занедбаний

warehouse – склад

ice sheets – крижані покриви

hoary antiquity – сива давнина

onslaught of barbarian hordes – натиск варварських орд

bishopric – єпископство

staunch supporter – палкий прихильник

solicitously – прискіпливо

raven – ворон

plague – чума

apprentice – підмайстер

pestilence – моровиця, епідемія

to ouste – витіснити

urgent issue – термінове питання

amendment – поправка

1. A. Read the text and complete the gaps with the following word.

second Romanshouseboats docklands port pronounced

1. “Thames” is _____ as /temz/.
2. The River Thames is the _____ longest river in Great Britain.
3. The _____ lived next to the River Thames.
4. The City of London had a large _____ in the past.
5. There are apartments, office buildings, shopping centres and leisure facilities in the _____ area.
6. Some people live on _____ on the Thames.

THE CITY OF LONDON

This is the River Thames. It is almost 346 kilometres long, and is the second longest river in Great Britain. It flows through London, and it's this part of the river that most tourists see. But there's more to the Thames than a trip down the river. The Romans built a settlement on the River Thames, and over the centuries it grew into the City of London, with a huge port. Ships from around the world brought food, goods and people to the capital. But by the 1980s, most of the docks had closed and the area became run-down. A lot of money has been invested in this huge riverside area. And today it's known as 'Docklands'. The old warehouses are now attractive apartments. There are new office buildings, shopping centres and leisure facilities, too. People enjoy living and working by the river. People also enjoy living on the water! This is a houseboat on the Thames.

Nick: Hi, Alistair.

Alistair: Hey, Nick, welcome aboard.

Nick: Thank you. So why do you live on a houseboat?

Alistair: I love being close to the water. And it's a brilliant place to invite friends over.

Nick: What's it like to live on a boat?

Alistair: In the summer, it's beautiful. And in the winter, it's a bit cold.

Nick: Could you give me a tour?

Alistair: Please. Follow me. So this is the kitchen. The bedroom.

Nick: I like it. What's the best thing about living on the river?

Alistair: For me, it's being so close to nature. And it's really cheap.

Nick: Is there anything you miss about living on dry land?

Alistair: I miss not being able to grow my own food and not having a garden.

Nick: Do you think you will ever move?

Alistair: Only if I have to leave London. It's a really brilliant place to live in the city.

The Thames has seen a lot of changes over the years. But perhaps the biggest change is still to come. This image is of the River Thames frozen over. It's not a real photograph. It's been created digitally. It shows the effect climate change may have on the river if temperatures drop significantly. They were created by two illustrators, Didier Madoc-Jones and Robert Graves.

Nick: Didier, tell us about this exhibition.

Didier: We wanted to create postcards from the future – well-known views of London – to show people how it might look with the effects of climate change.

Nick: Why does this one show the Thames frozen over?

Didier: Well, some scientists think we might experience a new mini ice age with very cold winters and in the summer we'd experience flooding due to melting ice sheets.

Nick: Do you think that could really happen?

Didier: Nobody really knows. The point of our exhibition was to get people thinking about climate change and the future of London.

The River Thames has changed over the centuries, and will continue to do so. But hopefully it will always be here for both local people and tourists to enjoy and explore.

(British Council. The city of London)

B. Read and say if the sentences are true or false. Correct the false ones.



1. The River Thames has changed over the centuries.
2. In winter the Thames is often frozen.
3. In summer there are often floods in London.
4. Didier Madoc-Jones and Robert Graves create images to show the possible effects of climate change.
5. Some scientists think that a mini ice age might cause flooding in London.

6. The photographers don't want tourists to visit London.

2. A. Read the text and give a brief overview of London.

LONDON THE GREY EARL OF THE UNITED KINGDOM

The history of London, rightfully considered to be one of the most beautiful world cities, dates back to the hoary antiquity. The Romans led by the emperor Claudius reached the banks of the Thames as far back as 2000 years ago. They founded the ancient Londinium here the remnants of which have remained intact on the Tower-Hill Square until the present days. Archaeological dig has permitted reconstructing the appearance of the Roman Britannia capital. The best exhibits of that time are still stored in the Museum of London.

The situation on the continent started to suffer changes late in the III century AD. The Roman garrison left London under the onslaught of barbarian hordes from Northern Europe. The city had been destroyed, though it recovered and resumed its former importance under the Saxons already. The next record of the city can be found only 200 years later. St. Augustine was sent to the city to establish a bishopric and Ethelberg built the first cathedral, namely the St. Paul's Cathedral.

In 1042 king Edward came to the English throne. The court moved to Westminster during his reign, where the abbey was established. For 10 centuries already the English sovereigns are crowned, united in matrimony and buried here.

William the Conqueror won the victory over the Saxons in 1066. The Norman feudal lords brought their culture to the country, which changed the national art, architecture, literature and law. Construction works, based upon the needs of defence, were carried on in William's times. The construction of the White Tower, from which the London Tower originated, was completed in 1097. The walls, bastions and additional domes turned the solid bulk into an impressive architectural ensemble. Sir Thomas More, the outstanding philosopher, who was the staunch supporter of church and secular powers separation, was among the famous Tower prisoners. Everything has its history and sense here; the traditions (starting from the Beefeaters' colourful uniform and up to care of the ravens inhabiting the Tower park) are kept up solicitously. The legend says that the country will die if the ravens leave the Tower.



London started to develop rapidly as the trade centre after the Norman Conquest. The City of London with its typical narrow streets and lanes was formed in the course of the following two centuries. Nearly 25 thousand inhabitants attending more than a hundred parochial churches were squeezed in the small wooden houses located within the city walls. The Wholesale Market located at the same place, where the Mansion-House (the Lord-Mayor's residence) is situated now, was a city trade centre. The law-student quarters organised like university colleges, were situated in the western part of the city. Perhaps, Geoffrey Chaucer, the author of "The Canterbury Tales", was a student of such a quarter.

"The Black Death" (i.e. the plague) of 1348 had slowed down the city development, its population, however, restored its number rather quickly. The population growth was accompanied by an increase of interest in the fine arts. London became the "reading" city back in the XV century, since the time when in 1476 William Caxton, the former apprentice of a London silk and velvet merchant, installed a printing press in Westminster and published nearly 80 books under the royal supervision. Caxton's assistant and successor

named Winking de Word published the first book in common English on Fleet Street. Fleet Street became a street of journalists and its name became almost the common noun.

Queen Elizabeth I mounted the throne in 1558. The years of her reign are called “The Golden Age”. It was the great epoch in the history of the English capital. It is connected with the name of William Shakespeare, the prominent playwright who lived in London. Theatrical performances of his plays in the City were banned. Then Shakespeare and another playwright,



named Ben Johnson, founded the theatre on the southern bank of the Thames across the St. Paul's Cathedral close to the establishments, aimed at satisfying the thirst of Londoners for entertainment. The theatre buildings of that time were covered with straw; the stage was located in the centre of the hall, and the theatres bore the names like “The Hope”, “The Rose”, “The Globe”. Only the names of the streets and lanes remind of these theatres now, though, the newborn “Globe” Theatre has opened wide its doors to the London public.

The great pestilence of 1665 reduced the London population nearly by half. The next year the fire which broke out in the City destroyed 13,200 buildings, 87 churches and 44 company offices. The Gothic St. Paul's Cathedral was ruined so much that it was impossible to restore it. The erection of the present Cathedral building was started in 1675 and lasted for 35 years. The ceremony of Prince Charles and Princess Diana's marriage took place here in 1981.

After the Great Fire the development of the city western part started. Aldermen, the members of municipal council of the City, entrusted Sir Christopher Wren, the Chief Land-Surveyor of the Crown, with the task of the new building up and of the old city restoration. Wren rebuilt more than 50 cathedrals. Each cathedral, crowned with a broach or a tower, has its own appearance. Those that survived up to our time are the main architectural decoration of the City. The squares and streets of Bloomsbury and Mayfair decorated London in the XVIII century. The government settled down in Whitehall. The governmental establishments and ministries occupied the palace left by the royal court, where they stay up to the present day.

In accordance with the first population census, the number of Londoners totalled to about a million. The city dwellers started to move from the City to Westminster and Holborn, and later – to the other river bank. The East End became the backyard of London, the refuge for foreigners, eluding persecutions. The newcomers brought the new handicrafts with them. Huguenots started to weave silk; Jews from Russia and Poland founded shoemaker's, sewing and furniture shops. The entire population of several districts was ousted due to construction of the new docks. This was the way the slums appeared in London. And the new private residences were built in the northern and western parts of the city early in the XIX century. John Nash, the Prince Regent's architect, decided to arrange the garden city in the Regent's Park, having connected the luxurious villas with the Prince's court located in Carlton-House. He had to confine himself to eight villas, however, instead of 26 intended ones.

Improvement of communication, mainly across the Thames, became the urgent issue for the city authorities in the course of time. Three more bridges were added to the main two ones (namely to Westminster and the Blackfriars bridges) early in the XIX century. The Royal Family inaugurated the famous Tower Bridge that became the symbol of pride and ingenuity of London just from the very outset in 1894. The Tower Bridge has acquired the world fame his creators could not dream of. It has become “the Gateway to London”, the unforgettable historic monument and the object of note, attracting attention of tourists from all over the world. The appearance of the



city was changed substantially, when steam took the place of horse. London railway was put into operation in 1841. Glass and iron, having been used for the construction of railway stations, became popular soon. The “Crystal Palace” in Hyde Park, having been built on the occasion of the World Fair of 1851, attracted many visitors. Prince Albert, the husband of Queen Victoria, built the Museum of Albert and Victoria in South Kensington district for the money collected. In Greenwich, the area of Big London since 1884, a narrow copper bar on the square has been separating the Western hemisphere from the Eastern one.

The fire of 1834, having destroyed the old Westminster Palace, blazed the trail for new projects. The new building of the Houses of Parliament was built in the Neo-Gothic style. The construction of the House of Lords was completed in 1847 and the House of Commons as well as the “Big Ben”, the famous clock tower, was built in 1858. Westminster embodies the parliamentary system of the United Kingdom, comprising the House of Lords, the House of Commons and the Monarch and is the world’s oldest democratic parliamentary system. The House of Lords considers and introduces amendments into legislations, examines the activities of the government and acts as the ultimate appellate degree of jurisdiction in civil and criminal cases. The House of Commons represents the voters’ interests, carries out the law-making function and exercises control over the government.

The city on the Thames is a diverse one, much like the London weather is, being changeable and unpredictable.

London studies, works, has fun, celebrates and enjoys the rich cultural life. The exact holiday dates can vary from year to year in the calendar of events. The unique combination of traditions and novelty, originality and careful attitude toward its history, classical strictness and flight of fantasy, embodied in music, literature, art and architecture, remain invariable in the life of London. Londoners celebrate the Fools’ Day and ring swans on the Thames; listen to street performers in the Covent Garden Square and organise antique car races; celebrate with fireworks the attempted explosion of the Parliament in 1605 and traditionally gather in the Trafalgar Square on the New Year Eve. Its centuries-old history has made London the most often visited city of the world. The majority of those who have visited the city can repeat the following phrase after Herbert Wells, “London is the most interesting, beautiful and wonderful city in the world for me”.

(Белкіна Е. В. Dialogue of Capitals)

B. Read the text and answer the following questions.

1. What do you know about the ancient history of London?
2. What period in British history started with the name of William the Conqueror?
3. What do you know about the Tower of London?
4. When did London become a “reading” city and who published the first books in common English?
5. Why was the period of Queen Elizabeth I so remarkable for the country?
6. What was the role of Sir Christopher Wren in changing the city’s appearance?
7. What London bridges are among the most famous ones, what was their function in the development of the city?
8. What traditions do Londoners love and keep?

C. Suggest the Ukrainian equivalents for the following expressions.

1. to date back to the hoary antiquity;
2. to leave London under the onslaught of barbarian hordes;
3. to turn the solid bulk into the impressive architectural ensemble;
4. in accordance with the first population census.

D. Translate into English.

1. Археологічні розкопки дозволили реконструювати вигляд столиці римської Британії.

2. Наступну згадку про місто можна знайти лише через 200 років.
3. Легенда говорить, що якщо ворони залишать Тауер, країна загине.
4. Першу книгу загальнодоступною мовою надрукував послідовник Какстона.
5. Тауерський міст став символом гордості та винахідливості.

3. *A. Read and give a brief overview of the dialogue.*

*You can listen to the programme. *Scan the QR code to listen to the recording.*



THE GREAT FIRE OF LONDON

Callum: Hello, I'm Callum Robertson and this is London Life. I'm not in the comfort of the studio today, as you might be able to hear, I'm out and about in London. To be exact, I'm in a street called Pudding Lane. And it was here in this street that 440 years ago, in September 1666, the Great Fire of London began. To tell us a bit more about the fire and this particular location, I've been joined by James Clare who is the Historic Buildings Architect for the City of London. James, 440 years ago at the time of the Great Fire, what was London like?

James: London was a very large medieval city, one of the major cities in Europe and it was full of timber buildings which were a great fire hazard. The streets were very narrow, there were courtyards which were very cramped, the houses were subdivided and multi-occupied by people, families and people.

Callum: The houses being made of wood and the streets being very narrow, there was a real danger of fire throughout London. And we're here in Pudding Lane where the fire started. What do we know of how it started?

James: It started in the premises of a baker and it started very early in the morning and so it could have been an accident from his domestic fireplaces or a candle or an oil lamp or it could have been his ovens for baking which maybe overheated. But certainly, there was a fire there and it started fairly slowly but once it caught hold, it was very rapid in spreading to adjacent premises.

Callum: And I suppose because the streets were so narrow and the buildings were made of wood it was really a disaster waiting to happen.

James: Absolutely. There were fires every so often but none were as great as this. Compared to earlier fires it took hold and it was fanned by a very strong wind from the east which pushed the fire across the city towards the west and there was very little, if anything, that people could do to fight the fire at that time although efforts were made to.

Callum: And how long did the fire last?

James: It lasted between four and five days although it continued to smoulder, the debris continued to smoulder for many days after that.

Callum: How did the fire finally come to an end? Did it burn itself out?

James: It certainly had burnt so much of the city that there was relatively little left to burn. However, the fire-breaks did help, the demolition of buildings, indeed blowing some buildings up. But the most significant factor was that the wind dropped and this allowed the people trying to fight the fire to finally overcome it.

Callum: What were the effects of the fire?

James: There were enormous numbers of homeless people. The wealthy had been able to move out to the countryside or occupy institutional buildings but the main population had had to flee to open fields such as Moorgate and camp under canvas if they were lucky.

Callum: What was the extent of the destruction of the City of London?



James: St Paul's Cathedral went on fire, the old St. Paul's Cathedral. There were some 13 or 14 thousand houses burnt out. 87 churches were destroyed and very many businesses.

Callum: Was there any good news to come out of the destruction of the City of London at that time?

James: Well, I guess the good news was they were able to recover in a remarkably quick period of time.

Callum: It still seems to be a rather higgledy-piggledy arrangement of narrow streets. You would have thought that they might have used this as an opportunity to lay the city out in a more modern way with city blocks and so on.

James: There were great ambitions on the part of both the City and more importantly the Crown and government to radically change the design of the city along modern design principles as had been developed in Europe. This involved broad avenues with beautiful buildings lining the avenues. But the reality was that there were hundreds and thousands of owners of the old buildings and they wanted to rebuild their properties as quickly as possible and it was an impossible task for the city authorities to simply take over all that land and impose a new street layout. Although they did manage to widen a modest number of strategic streets, such as Cheapside.

Callum: So, in a sense London became a modern city with a medieval layout?

James: Yes, that's right. If you walk in the City today, it's still very much the medieval street pattern and that's one of the features of the city of London which distinguishes it from other cities. It has that character.

Callum: James Clare, thank you very much.

James: Thank you very much, Callum.

Callum: Well, that's all from this special edition of London Life from Pudding Lane.

(6 Minute English. The Great Fire of London)

B. Answer the following questions.

1. When did the Great fire of London start?
2. Why did it start?
3. Why did it spread?
4. How many people died during the Great Fire?
5. What buildings were destroyed?

4. Imagine you are a tourist on a tight budget (100€) and going to have a city break in London and. Plan a 1-day itinerary using the chart below.

Time	Location	Things to see and do	Projected Expenses
Lunch	Munich Cricket Club (Canary Wharf) https://munichcricketclub.co.uk	Express Lunch	5€
			100€

UNIT 58. BRITISH TRADITIONS AND HOLIDAYS



“Gifts of time and love are surely the best the basic ingredients of a truly merry Christmas”.

Peg Bracken

VOCABULARY

invade – завоювати

priest – священник

wealthy – заможний

kidnap – викрадати (з метою викупу)

clover – конюшина

pagan – поганин

reveal – викривати

blarney – лестощі, обман

coax – вмовити, виманити

tribute – данина (поваги)

bagpipe – волінка

mashed (turnips) – пюре (з ріпи)

oatmeal – вівсяні пластівці

finely chopped – дрібно нарізаний

1. Discuss the following.

- 1) What is your favourite holiday?
- 2) Do you have any special traditions connected with this holiday in your family?
- 3) What holidays do you associate the following pictures with?

2. A. Put the paragraphs of the text in the correct order. There are some mistakes in this text. Listen and correct them. *Scan the QR code to listen to the recording.

<https://english-portal.com.ua/worksheet/the-history-of-halloween#topadv>



A Druids were Celtic soldiers. On October 31 they performed religious rituals and talked about future events. The Celts believed that ghosts, witches and evil spirits disappeared on the night of October 31. They believed that evil spirits entered the body of a person or animal. They wore frightening costumes and made loud parties to send them away.

B The Romans invaded Great Britain in AD 43. After this invasion Samhain became a harvest festival. During the centuries, the Roman Catholic priests put Christian festivities in the place of pre-Christian

festivities. In the eighth century the Church decided to call 1 November All Saints' Day. Another name for this day was Holly day. The evening of 31 October was All Hallows' Eve. This became Halloween.

C The colours of Halloween – orange and black – are of Celtic origin, too. Orange was the colour of the sun, and black was the colour of soil and long nights. The Druids believed that black cats had special sense and could feel if spirits were near. So black cats have become symbols of Halloween.

D Halloween has Celtic origins. The Celtic life was in two parts: summer and winter. Summer was from May to the end of October, and winter was from November to the end of April. The ancient Celtic festivity Samhain celebrated the start of the year: the start of winter. It began on the evening of October 31 and continued until the next day.



B. Choose the correct answer A, B or C.

1. What are the origins of Halloween?

- A. German B. Irish C. Celtic

2. When was Samhain?

- A. at the end of winter B. at the beginning of the year C. at the end of summer

3. Who were the Druids?

- A. Celtic witches B. Roman priests C. Celtic priests

4. Why did the Celts wear frightening costumes and make big fires?

- A. to celebrate summer B. to send the evil spirits away C. to invite the evil spirits

5. Why is Orange a Halloween colour?

- A. It was the colour of the sun
 B. It was the colour of fires
 C. It was the colour of the harvest

6. Why is Black a Halloween colour?

- A. It was the colour of a black cat
 B. It was the colour of soil
 C. It was the colour of winter and long nights

7. Who invaded Great Britain in AD 43?

- A. The Romans
 B. The Irish
 C. The Celts



C. Match the words to their meaning.

1. a spirit tending to cause harm
 2. to order someone to leave a place
 3. to take or send an army into another

- A. priest
 B. to invade
 C. evil spirit

- country in order to get control of it
4. a person, usually a man, who has been trained to perform religious duties in the Christian Church
 5. the parties, meals, and other social activities with which people celebrate a special occasion

- D. festivity
- E. to send away

D. Fill in the correct preposition.

1. _____ October 31,
2. entered the body _____ a person,
3. _____ AD 43,
4. _____ the eighth century,
5. Name _____ this day,
6. be _____ Celtic origin,
7. symbols _____ Halloween,
8. the Celtic calendar was _____ two parts,
9. _____ November to the end of April,
10. the start _____ winter,
11. continued _____ the next day.

3. A. What do you know about St. Patrick's Day? Define whether the following sentences are true or false.

1. St. Patrick's Day is celebrated on the 17th of May.
2. St. Patrick lived in the 4th century.
3. On St. Patrick's Day people usually wear green clothes.
4. The traditional symbols are the shamrock and the guitar.
5. The traditional food on St. Patrick's Day is fish and chips.
6. Leprechauns are friendly fairies.

B. Read the article and answer the questions below about St Patrick's Day.

*You can listen to the programme. *Scan the QR code to listen to the recording.*



ST PATRICK'S DAY

St. Patrick is the patron saint and national apostle of Ireland. He was born in the fourth century and is famous for bringing Christianity into Ireland. St. Patrick's Day is a very well-known Irish national holiday, which is celebrated not only in Ireland but all around the world. It falls on the 17th of March.

History of St. Patrick

St. Patrick was born to wealthy parents in the late fourth century. Until the age of 16, he thought of himself as a pagan. He was kidnapped and sold as a slave at this age by Irish marauders. It was during this capture that he turned to God.

He managed to escape after being a slave for six years and then studied in a monastery in Gaul for 12 years. This was when he knew that his "calling" was to try and convert all the pagans in Ireland to Christianity.

St. Patrick went around Ireland founding monasteries and successfully converting people to Christianity. The Celtic Druids were very unhappy with him and tried to arrest him several times but he always managed to escape.

After 30 years of being a missionary in Ireland, he finally settled down in a place called County Down. He died on the 17th of March, AD 461.



Legend and Folklore

Shamrocks, leprechauns and the blarney stone are associated with St. Patrick's Day. Shamrocks are three-leaved clovers found growing in patches on grass. You are thought to be lucky if you find a four-leaved clover, so do keep it if you ever come across one!

Leprechauns are little Irish fairies, and they are thought to work as shoe-makers for other fairies. The Irish say that if a leprechaun is caught by a human, he will reveal where he hides his pot of gold. On this day, pictures of shamrocks and leprechauns are hung everywhere. Some people even dress up as leprechauns complete with their big green hats!

The village of Blarney is situated northwest of the Irish city of Cork. Blarney comes from the Irish word "an blarna", meaning the plain. Blarney Castle is a very famous castle in this village and is 90 feet tall. The world famous Blarney Stone is on the top story. It is said that if one kisses this stone, one will be given the gift of eloquence, meaning to have beautiful speaking abilities. Nowadays, the word "blarney" means the ability to influence and coax with fair words and soft speech without offending.



Legend also says that St. Patrick could raise people from the dead. He is well-known for driving the snakes out of Ireland, although many people dispute how true this is! Another great story was how he used the shamrock, with its three leaves, to explain the Holy Trinity (the Father, the Son and the Holy Ghost) to his followers.

What Do People Do on St. Patrick's Day?

St. Patrick's Day is celebrated world-wide with people dancing and singing in Irish pubs, watching the St. Patrick's Day parade, drinking 'green' beer, wearing green clothes and just generally having a good time. Children in Ireland have a tradition of pinching their friends who don't wear green on this day!

Traditional Food and Drink on St. Patrick's Day

Bacon and cabbage is what most people have on this day. Another popular dish is Irish soda bread and potato pancakes. Irish pub owners go crazy on this day, putting green food colouring into their beers and traditional Irish Guinness Stout is a sell out in all Irish pubs! People also drink lots of Irish coffee, which is made with warm whiskey, sugar, coffee and topped off with cream. Sounds delicious? It is!

(British Council. St. Patrick's Day)

1. When is St Patrick's Day?
2. Why is this day celebrated as St Patrick's Day?
3. Where is it celebrated?
4. When was St Patrick born?
5. What happened to St Patrick at the age of 16?
6. What did the saint see as his "calling"?
7. What is a shamrock?
8. What use did St Patrick make of the shamrock?
9. What is a leprechaun?
10. What should you do if you meet a leprechaun?
11. Where is the blarney stone and what is special about it?
12. What does the word 'blarney' mean today?
13. Did St Patrick drive all the snakes out of Ireland?
14. What should you wear on St Patrick's Day?
15. What do children do on St Patrick's Day?
16. What do people traditionally eat on St Patrick's Day?



17. What do pub owners do on St Patrick's Day?

4. A. Use the internet sources to complete the quiz about famous Scottish poet Robert Burns.

1. Where in Scotland was Robert Burns born?

A Aberdeen

B Airdrie

C Alloway



2. What is the name of the famous song that is recited around the world every New Year's Eve?

A Auld Lang Syne

B Tam O'Shanter

C Ae Fond Kiss

3. What year did Robert Burns die?

A 1696

B 1796

C 1769

4. Which US city has a life-sized replica of Robert Burns Cottage?

A Boston

B Chicago

C Atlanta

5. Robert Burns became the first person in the world to appear on the front of which famous drinks brand?

A Pepsi

B Coca Cola

C Irn Bru

B. Read the text and match each paragraph with the correct subtitle.

1. THE ORIGINS 2. WHAT TO WEAR 3. WELCOME 4. THE HIGHLIGHT 5. CONCLUDING CEREMONY

A ___ Good company, delicious Scottish food and drink, and a couple of tributes to Scotland's Bard are at the heart of any good Burns Supper. Yet, for many, the highlight of the evening is the arrival of Scotland's national dish, haggis, which no Burns Supper would be complete without.

The audience should rise to their feet and clap their hands as the chef follows the playing piper into the room, carrying the haggis on a silver platter. The appointed speaker delivers Burn's famous poem "Address to A Haggis", cutting open the haggis with a large knife after apologising for 'killing' it. The haggis is eaten with mashed tatties and neeps (potatoes and turnip), then there will be a dessert (often sherry trifle), oatcakes and cheese.

B ___ The first Burns Supper was held in July 1802 on the fifth anniversary of his death. Nine of his closest friends met at the cottage in Alloway on the 21st July. The party's intention was to "offer tribute to the memory of departed genius". The evening was such a triumph that the group made the decision to honour the Bard on what they thought was the anniversary of his birthday on 29th January the following year. However, they discovered in Ayr Parish Records that the true date was in fact 25th January. Since then, celebrations have taken place on, or around, the historic day of Robert Burns' birth.

C ___ The Burns Supper is brought to a close with the tradition of singing Burns' most famous song "Auld Lang Syne". All the participants in the evening join hands in a large circle and sing the words in unison.

D __ During formal Burns Suppers, guests are often expected to wear full traditional Scottish dress. The Tweed jacket and kilt with matching colours is a popular men's outfit. The colours are usually blues and greens perfectly matching the colours of the Scottish countryside. Women often wear a tartan plaid, usually wrapped over a plain dress so that the tartan stands out, and then secured with a brooch. Alternatively, a tartan dress, skirt or other garment might be worn.

E __ At a grand dinner, guests are piped in by bagpipes to take their places at the dining table. The guests are welcomed by the host or the selected chairperson, who declares the celebrations open. The Selkirk Grace poem is read, and supper begins with a soup course (often the Scottish favourite Cock-A-Leekie soup).

(<https://www.scotland.org/events/burns-night/the-ultimate-guide-to-burns-night>)

C. Look through the poem and work out the modern meaning of the following words.

lang auld sic aboon owre ye nae

<i>Address to a Haggis</i>	<i>Modern translation</i>
<p>Fair fa' your honest, sonsie face, Great chieftain o the puddin'-race! Aboon them a' ye tak your place, Painch, tripe, or thairm: Weel are ye wordy o' a grace As lang's my arm.</p>	<p>Good luck to you and your honest, plump face, Great chieftain of the sausage race! Above them all you take your place, Stomach, tripe, or intestines: Well are you worthy of a grace As long as my arm.</p>
<p>The groaning trencher there ye fill, Your hurdies like a distant hill, Your pin wad help to mend a mill In time o need, While thro your pores the dewes distil Like amber bead.</p>	<p>The groaning trencher there you fill, Your buttocks like a distant hill, Your pin would help to mend a mill In time of need, While through your pores the dewes distill Like amber bead.</p>
<p>His knife see rustic Labour dight, An cut you up wi ready slight, Trenching your gushing entrails bright, Like onie ditch; And then, O what a glorious sight, Warm-reekin, rich!</p>	<p>His knife see rustic Labour wipe, And cut you up with ready slight, Trenching your gushing entrails bright, Like any ditch; And then, O what a glorious sight, Warm steaming, rich!</p>
<p>Then, horn for horn, they stretch an strive: Deil tak the hindmost, on they drive, Till a' their weel-swallow'd kytes belyve Are bent like drums; The auld Guidman, maist like to rive, 'Bethankit' hums.</p>	<p>Then spoon for spoon, the stretch and strive: Devil take the hindmost, on they drive, Till all their well swollen bellies by-and-by Are bent like drums; Then old head of the table, most like to burst, 'The grace!' hums.</p>
<p>Is there that owre his French ragout, Or olio that wad staw a sow, Or fricassee wad mak her spew Wi perfect scunner, Looks down wi sneering, scornfu view On sic a dinner?</p>	<p>Is there that over his French ragout, Or olio that would sicken a sow, Or fricassee would make her vomit With perfect disgust, Looks down with sneering, scornful view On such a dinner?</p>
<p>Poor devil! see him owre his trash, As feckless as a wither'd rash, His spindle shank a guid whip-lash, His nieve a nit; Thro bloody flood or field to dash,</p>	<p>Poor devil! see him over his trash, As feeble as a withered rush, His thin legs a good whip-lash, His fist a nut; Through bloody flood or field to dash,</p>

O how unfit!

But mark the Rustic, haggis-fed,
The trembling earth resounds his tread,
Clap in his walie nieve a blade,
He'll make it whistle;
An legs an arms, an heads will sned,
Like taps o thrissle.

Ye Pow'rs, wha mak mankind your care,
And dish them out their bill o fare,
Auld Scotland wants nae skinking ware
That jaups in luggies:
But, if ye wish her gratefu prayer,
Gie her a Haggis

O how unfit.

But mark the Rustic, haggis-fed,
The trembling earth resounds his tread,
Clap in his ample fist a blade,
He'll make it whistle;
And legs, and arms, and heads will cut off
Like the heads of thistles.

You powers, who make mankind your care,
And dish them out their bill of fare,
Old Scotland wants no watery stuff,
That splashes in small wooden dishes;
But if you wish her grateful prayer,
Give her [Scotland] a Haggis!

D. Sort out the ingredients of traditional dishes on Burns' Night.

Cock-A-Leekie Soup

Haggis

Neeps&Tatties

Cranachan

1.



2.



3.



4.



2 large leeks washed and sliced
heart and lungs of one lamb
450g potatoes
400g raspberries
12-15 stoned prunes
200g unsalted butter

2 tbsp. medium grain oatmeal
2 onions, finely chopped
1 medium chicken
250g turnips
2-4 tbsp. heather honey
1 sheep's stomach, cleaned and soaked in cold salted water

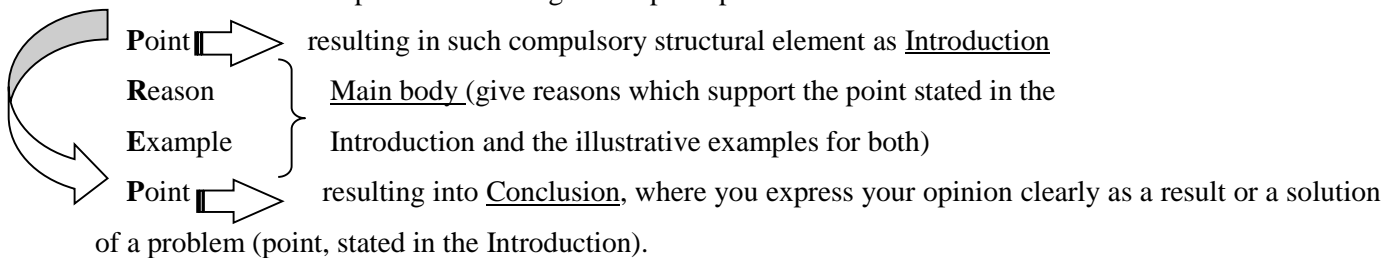
6. **Imagine you have just visited one of the festivals in the UK. Write a letter to your friend describing what you have seen and done there.**

APPENDIX

Note on creative writing.

There are several strategies of producing creative feedback in written form - essay and composition. As far as the essay demands are rather strict in its structure performance (correspondence to the TOEFL essay structure), composition is reviewed as a more flexible one. Nevertheless, there is a certain logic of the narration as well as there are some compulsory structural elements.

Narration is based upon the following PREP-principle:



Basic Requirements for Project Presentation

1. The quantity of slides is left to your own consideration. Which means that you create as many slides as you need in order to reveal the topic of your project.
2. Besides the opening slide each presentation has to contain a vocabulary slide.
Nota Bene! It is unacceptable to mispronounce and/or not to know the lexical units which are included in your project presentation.
3. Technical demands:
 - colour-scheme of the slide itself should be moderate and include not more than 3 colours;
 - the size of the script should be not less than 18 and easy to read;
 - the quantity of words on the slide should be minimal.
4. Public speaking. During project presentation the presenter should NOT read the info (whether from the SmartBoard or from any other source), BUT should speak freely.
5. Prepare several questions to the audience in order to check the comprehension, in advance.
6. Be ready to answer the audience's questions about the topic and content of your project work.

Conclusion: the focal formula of the successful project presentation – 10 main notions on about 10 illustrative slides.

SUPPLEMENTARY READING

MODULE 2. STUDENT'S LIFE AND STUDIES

THE ANCIENT UNIVERSITY

Kyiv-Mohyla Academy, one of the highest cultural achievements of our state, became one of the most brilliant phenomena of the Ukrainian culture and the Ukrainian spirit.

Its history begins at Kyiv Brotherhood School. On October 15, 1615, the noble woman Hlashka Hulevichevna presented her land, in Podil in Kyiv to a monastery, hospital and school for children of “all positions and ranks”. Iov Boretsky, a well-known Ukrainian enlightener, became its first rector.

The guardian of the school was Kyiv Brotherhood which supported it both financially and intellectually: almost all Kyiv scientists of that time were its members. Zaporizhian Cossacks led by hetman Petro Sahaidachny joined the Brotherhood with the whole army.

Some time later the school united with the Lavra School of metropolitan Petro Mohyla: it was declared a higher educational establishment and was named Kyiv-Mohyla, in honour of its patron Petro Mohyla, the most educated man of that era.

Hetman Ivan Mazepa, protector of art and education in Ukraine, did much for the development of the Academy.

Until 1661 the Academy was the only institute of higher education of Eastern Europe. Kyiv-Mohyla Academy provided a very wide education. The Church Slavonic, Greek, Latin, Polish, French and German languages were studied in the Academy. The curricula comprised poetics, literature, philosophy, geography, mathematics, physics, and from the end of the century also economics and history. Graduates of the Academy became writers, publishers, translators, prominent diplomats and men of the church.

Talented statesmen – hetmans Samoilovich, Ivan Mazepa, Pylyp Orlyk were its graduates. The founder of the Russian Academy, Mykhailo Lomonosov, the first professor of medicine of Russia Konstantin Schepin, honorary member of twelve foreign academies Danylo Tuptalo, a prominent portrait painter H. Levytsky and architect Hryhorovych-Barsky studied at the Academy at different times.

In 1817, the Academy was closed by a tsar's decree. It is impossible to estimate the losses to Ukraine caused by this action. The library, the picture-gallery together with the most valuable archives disappeared.

Kyiv-Mohyla Academy only resumed its work in 1991, already as the independent and international University “Kyiv-Mohyla Academy”. Three faculties work now in the University: the humanities, social and natural sciences.

The International Sociological Centre is being created together with the American Ukrainian Ecological Centre, the French-Ukrainian Laboratory of Humanitarian Studies, the Information-Computing Centre, scientific and educational laboratories. The scientific library is being replenished.



An art gallery, drama school, and chorus are opened in the Academy. Students have organised the students' Brotherhood and yacht club.

A very strong teaching staff is gathered in the Academy. Leading scientists from different countries of the world deliver lectures in the University.

UKMA is so far the only higher institute of learning in Ukraine, where almost half the courses have been chosen. An international meeting of UNESCO experts was held in May 1993 in the Academy. Consequently, UKMA was granted international university status.

(Сусліна І. В. Навчальний посібник для студентів четвертого курсу)

THE UNIVERSITY OF OXFORD



Oxford is a unique and historic institution. It is the oldest English-speaking university in the world, which lays claim to eight centuries of continuous existence.

Oxford University's long history and elevated status are reflected in the ancient and beautiful buildings that dominate the city. Many of these are owned by colleges, which, though independent, form a core element of the University.

The Colleges

The first colleges began as medieval halls of residence for students under the supervision of a Master. The first three colleges – University, Merton and Balliol – were formed in the late thirteenth century.

Today, 39 independent, self-governing colleges are related to the University in a type of federal system, not unlike the United States. Each is governed by a Head of House and a number of Fellows, who are academics specialising in a wide variety of disciplines, most of whom also hold University posts. There are also six Permanent Private Halls, which were founded by different Christian denominations and still retain a religious character. The halls have similar powers and duties as colleges. Thirty colleges and all six halls admit students for both undergraduate and graduate degrees. Seven other colleges are for graduates only; one, All Souls, has Fellows only, and one, Kellogg College, specialises in part-time and continuing education.

Colleges receive fees for educating students, board and lodging charges and income from endowments. Through a College Contributions Fund better endowed colleges contribute to the needs of poorer colleges.

No student can become a member of the University without being admitted by a college or hall. Colleges and halls select their own students, provide accommodation, meals, common rooms, libraries, sports and social facilities and pastoral care. They provide teaching through the tutorial system, which plays an essential role in all Oxford courses.

The University

The University, in the narrower sense of the central institution, provides the curricular framework within which college teaching takes place, as well as a wide range of resources for teaching and learning in the form of libraries, laboratories, museums, computing facilities and so on. The University determines the

content of the courses, sets examinations, and awards degrees. Almost all members of the University are also members of colleges, and all members of colleges are members also of the University.

Philosophy, Politics and Economics (PPE). Why Study PPE?

PPE brings together some of the most important approaches to understanding the social and human world around us, developing skills useful for a whole range of future careers and activities.

Studying Philosophy, you will develop analytical rigour and the ability to criticise and reason logically, and be able to apply these skills to many contemporary and historical schools of philosophical thought, and to questions concerning how we acquire knowledge or how we make ethical recommendations.

The study of Politics will acquaint you with the institutions that make crucial decisions which govern our lives as members of nations, states and other political groupings. You will also learn how to evaluate the choices which political systems must regularly make, and about the processes that maintain or change those systems. The study of Politics also includes opportunities to take courses and optional papers in Sociology and International Politics.

An appreciation of Economics and the general workings of the economy has become increasingly necessary to make sense of governmental policy making, the conduct of businesses and the enormous changes in economic systems which are occurring throughout the world at the current time. Economics focuses both on individual units and on the aggregate behaviour of groups, societies and international markets.

PPE at Oxford

All three branches of PPE at Oxford have an international reputation, supported by more than 200 teachers and scholars of the highest calibre: you will also be able to attend lectures given by the many distinguished visitors to Oxford each year. PPE is a most popular subject with students – more than 900 undergraduates at any time - from all corners of the globe. It offers excellent library facilities in the PPE reading room of the Bodleian Library, the Philosophy Library, and the Social Studies Faculty Centre; your college library will also have sections covering PPE.

The Course

In your first year you will study all three branches of PPE equally, in the form of introductory courses, to equip you with the basic tools of each discipline, and enable you to develop your own interests and preferences for further study. For Philosophy you will be required to study at least two of the following: general philosophy; moral philosophy: elementary formal logic. Politics includes the study of the current political institutions of Britain, the United States, France and Germany, in light of their recent history. You are also free to study selected political theories and theorists, as well as non-democratic movements. You can exercise some choice among these topics. Economics covers microeconomics, the functioning of the market economy, and macroeconomics dealing with national output and employment, exchange rates, and policy issues. The course also includes the mathematical techniques used in economics, along with elementary statistics.

In your second and third years you can continue with all three branches, or concentrate on any two. Even then you have the option of focusing mainly on one branch – your tutors will be happy to advise you. The core subjects are compulsory; to those you add optional subjects. In Philosophy, core subjects are: either history of philosophy from Descartes to Kant, or knowledge and reality; ethics.

In Politics, your core subjects are any two out of the following: comparative government; British politics and government in the 20th century; theory of politics; international relations; political sociology. In Economics, core subjects, both of which cover theory and applied work (with special reference to the UK), are: macroeconomics; microeconomics. Your optional subjects can be drawn from a very wide range, covering most aspects of philosophy, politics, sociology, international relations and economics. However, the number of core and optional papers you take must total eight. This means that if you continue with all three

branches you will take the six core subjects these branches require, and any two optional subjects; whereas if you continue with any two branches, you will take the four core subjects, which the two branches require, and four optional subjects in the two branches. Up to three of those further options may be in one branch of the School, enabling you to develop a specialisation.

Students who specialise in Politics and Economics may also take one optional Philosophy paper.

Although there is no reference to sociology in the title of the School, you may specialise in sociology by choosing from the relevant core and optional papers. International relations, though linked closely to politics, are also acknowledged as a separate specialisation and up to three papers may be taken in this area.

Entry Requirements

You may apply for PPE having done any combination of subjects at school; it is not necessary to have studied philosophy, politics or economics. History and mathematics are a useful background, but are not essential and if you require it instruction in mathematics and statistics is provided. Your interviewers will usually seek evidence of your interest in social and political concerns and your ability to discuss them critically. Graduates of another university may usually skip the first year and complete the course in two years.

Careers

PPE offers a good preparation for a wide variety of careers, many linked to subjects studied at Oxford. The careers most commonly chosen are in banking and finance, politics, journalism and broadcasting, law, industry, teaching, social work, accountancy, business management, advertising, and the many branches of the public service, including the civil and diplomatic services and local government.

(Ястребова С. Б. Курс англійської мови для студентів мовних ВНЗ)

HARVARD UNIVERSITY

Introduction

Harvard University, private, coeducational institution of higher education, the oldest in the United States, in Cambridge, Massachusetts.

History and Administration

Harvard University Massachusetts is known for its many excellent universities and colleges. Founded in 1636, Harvard University, located in Cambridge, Massachusetts, is the oldest and one of the most esteemed institutions of higher learning in the United States. Shown here are University Hall and part of Harvard Yard. Once filled with grazing sheep, Harvard Yard, the central area of the campus, is now a shaded place open to pedestrians only.

In 1636 a college was founded in Cambridge by the Great and General Court of the Massachusetts Bay Colony. It was opened for instruction two years later and named in 1639 for English clergyman John Harvard, its first benefactor. The college at first lacked substantial endowments and existed on gifts from individuals and the General Court. Harvard gradually acquired considerable autonomy and private financial support, becoming a chartered university in 1780. Today it has the largest private endowment of any university in the world.



Harvard has steadily developed under the great American educators who have successively served as its presidents. During the presidency of Charles W. Eliot (1869–1909), Harvard established an elective system for undergraduates, by which they could choose most of their courses themselves. Under Abbott L. Lowell, who was president from 1909 to 1933, the undergraduate house systems of residence and instruction were introduced. Academic growth and physical expansion continued during the tenures of James B. Conant (1933–1953), Nathan M. Pusey (1953–1971), and Derek C. Bok (1971–1991). Neil L. Rudenstine was appointed the president in 1991.

Sponsored by Henry Rosovsky, former dean of the faculty of arts and sciences (1973–1984), the undergraduate elective system, or General Education Programme, was replaced in 1979 by a Core Curriculum intended to prepare well-educated men and women for the challenges of modern life. Students are now required to take courses for the equivalent of an academic year in each of five areas: literature and arts, history, social analysis and moral reasoning, science, and foreign cultures. In addition to the new curriculum, students must spend roughly the equivalent of two years on courses in a field of concentration and one year on elective courses. Students must also demonstrate competence in writing, mathematics, and a foreign language.

From its earliest days Harvard established and maintained a tradition of academic excellence and the training of citizens for national public service. Among many notable alumni are the religious leaders Increase Mather and Cotton Mather; the philosopher and psychologist William James; and men of letters such as Ralph Waldo Emerson, Henry David Thoreau, James Russell Lowell, Oliver Wendell Holmes, Robert Frost, and T. S. Eliot. More U.S. presidents have attended Harvard than any other college: John Adams, John Quincy Adams, Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy. A sixth, Rutherford B. Hayes, was a graduate of Harvard Law School, which also counts the jurists Oliver Wendell Holmes, Jr., and Felix Frankfurter among its alumni.

Harvard University is governed by a corporation (the oldest corporation in the United States) known as the President and Fellows of Harvard College. The corporation consults with a 30-member Board of Overseers elected by the alumni.

Undergraduate Activities

Harvard College, the university's oldest division, offers undergraduate courses for men and women, leading to a Bachelor of Arts degree granted by the university. Beginning in 1963, graduates of Radcliffe College, the affiliated undergraduate institution for women, received Harvard degrees with the Radcliffe seal and countersigned by the president of Radcliffe. In the 1970s, Harvard abolished the quota limiting the number of women students, and a joint Harvard and Radcliffe Admissions Office began selecting students on an equal basis. In 1999 Harvard fully absorbed Radcliffe and created the Radcliffe Institute for Advanced Study, which focuses on the study of women and gender. With admission criteria ranking among the most selective in the United States, Harvard accepts less than 20 percent of all applicants; three-fourths of those accepted actually enroll.

During their freshman year, students live in halls within Harvard Yard, a walled enclosure containing several structures from the early 18th century now used as dormitories, dining facilities, libraries, and classrooms. Sophomores, juniors, and seniors live in the 12 residences known as houses. Named in honour of a distinguished alumnus or administrator, each house accommodates approximately 350 students and a group of faculty members who provide individual instruction as tutors, fostering social and intellectual exchange between students and teachers. Each house also has a library and sponsors cultural activities and intramural athletics. Undergraduate life has the additional attraction of proximity to Boston.

Graduate and Professional Facilities

Harvard's graduate and professional facilities, founded over the last 200 years, include schools of arts and sciences, business administration, dental medicine, design, divinity, education, law, medicine, public administration (now the John Fitzgerald Kennedy School of Government), and public health. Special studies

programs are also provided at the Harvard-Yenching Institute; the John K. Fairbank Center for East Asian Research; the Kathryn W. and Shelby Cullom Davis Center for Russian Studies; and at the centers for Middle Eastern Studies, International Affairs, International Legal Studies, Energy and International Policy, and Health Policy Management.

Special Facilities

The Harvard campus is also the site of several renowned museums and collections, among them the Fogg Museum, distinguished for its European and American paintings, sculptures, and prints; the Botanical Museum; and the Peabody Museum of Archaeology and Ethnology.

Harvard's library system is the oldest in the United States. The central library collection, used for advanced scholarly research, is housed in the Harry Elkins Widener Memorial Library. Augmented by the Houghton Library of rare books and manuscripts, the undergraduate Lamont, Cabot, and Hilles libraries, and the separate house and departmental libraries, as well as by the graduate schools' collections, the Harvard library complex forms the world's largest university library system. It currently contains more than 13 million volumes, manuscripts, and microfilms.

Harvard University also maintains the Arnold Arboretum, in Boston; the Harvard College Observatory, based in Cambridge; the research center for Byzantine and Early Christian studies at Dumbarton Oaks, in Washington, D.C.; and Villa I Tatti in Settignano, Italy, formerly the home and library of art critic Bernard Berenson and now a center for art history research.

Home games of the Harvard Crimson football team and other athletic events take place at Harvard Stadium, which has a seating capacity of more than 38,000. Yale University is Harvard's traditional rival in sports.

Publications

Undergraduate publications include the Harvard Crimson, a daily newspaper founded in 1873; the Harvard Advocate, a literary review; and a nationally known humor magazine, the Harvard Lampoon. Among journals issued by Harvard's graduate schools and affiliated groups are the Harvard Business Review, Harvard Educational Review, and Harvard Law Review. Harvard University Press, founded in 1913, publishes books of scholarly as well as general interest and medical and scientific works.

*(Чернігівська Н.С.
Практика усного та писемного мовлення:
Зб. текстів для сам. роб. студентів)*

MODULE 11. UKRAINE AND THE UKRAINIANS

KHARKIV



Kharkiv is the second largest city of Ukraine and the capital of Kharkiv region. The city is situated in the northeastern part of Ukraine at the confluence of the Lopan, the Udy and the Kharkiv rivers. Kharkiv is over 300 sq. km in area. The city is divided into 9 districts. The population of Kharkiv is 1,6 million people /urban population is 79%.

The city was founded in 1654 when Ukrainian Cossacks built a fortified settlement on the plateau near the Kharkiv and the Lopan rivers. It is most likely that the name of the city comes from the name of the Kharkiv River. In 1689 the Pokrovskiy Cathedral was built. It is the oldest stone building in Kharkiv. The cathedral was built in the Ukrainian baroque style. It was also used as a watchtower. In 1709 Peter I visited Kharkiv and looked round the Kharkiv fortifications.

In 1727 Kharkiv Collegium was founded. It became the major centre of education in the Eastern Ukraine. The famous Ukrainian poet and philosopher G. S. Skovoroda taught here. In 1768 the first library was opened in Kharkiv. In 1775 the first printing house was opened in the city. In 1791 the first theatre began its performances in the city. At that time the population of the city was more than 11,000 people. In 1796 Kharkiv became a center of Slobidsko-Ukrainian Province.

On January 17, 1805 Kharkiv University was opened. It was established by the famous scientist V.N. Karazin. The famous Ukrainian writer Hulak- Artemovskiy was first a student, then a professor and a dean of Kharkiv University. The history of the University is closely connected with the names of I. Mechnikov, N. Lysenko, M. Starytskyi, M. Beketov and D. Bahalii. In 1812 the Institute of noble young ladies was opened thanks to noted Ukrainian writer H. Kvitka- Osnovianenko /1778–1843/. He also founded the first Ukrainian humour journal “Kharkiv’s Demokrit”. At this time the first Kharkiv newspaper “Weekly” was published. In 1835 Kharkiv became the capital of new Kharkiv Province. The population of Kharkiv was more than 50,000. A cast-iron foundry, 17 factories worked in the city at that time. In 1869 the railway was built in Kharkiv. The first train arrived on May 22. On June 6 railway traffic was opened on the Kursk-Kharkiv-Azov line. In 1882 the Agricultural Machine Plant was built.

For 15 years /1919–34/ Kharkiv had been the capital of Soviet Ukraine. In May the building of the Kharkiv Tractor Plant began. In 1931 the first tractor was produced. During the war Kharkiv became a site of fierce battles. 70% of the city was destroyed, more than 50,000 citizens were killed or died of hunger.

In 1952 a new Kharkiv-Passenger Station was built. In 1962 one-millionth townsman of Kharkiv was born and it became the City-Millionaire. In 1967 Kharkiv Tractor plant produced the one-millionth tractor. In 1975 the first line of underground with its eight stations was opened in Kharkiv. The second and third lines were opened in 1984 and 1995.

Kharkiv is a large and beautiful city. Today there are over 2,500 streets and 26 squares in the city. Liberty Square is the largest square in Europe and second largest square in the world. The oldest building in the square is the Gosprom built in the 1920s. It was the first skyscraper in Ukraine. To the left of Gasprom is Kharkiv University. It is the oldest University in Ukraine. It was founded in 1805. More than 10 students study here in 15 departments. There is the monument to the founder of the University V. Karazin. Kharkiv is a city of parks. The finest parks of the city are the Gorky Park, Shevchenko Garden and the Forest Park. There is the Shevchenko monument, which was opened in 1935. On the monument there are 16 figures representing heroes of Shevchenko’s verses. Kateryna serves as a symbol of Ukraine.

The Assumption Cathedral is the tallest building in Kharkiv. It is 89 metres tall. The Cathedral was built in the 19th century. Now it is a concert hall. The Annunciation Cathedral is the largest active church in Kharkiv. It was built at the beginning of the 20th century. The Memorial was built in 1975 in a place that served as a cemetery. A large monument to a soldier stands there. The central figure of the Memorial is the mournful Mother. The cross is the symbol of reconciliation. The German soldiers are buried here too. Kharkiv is one of the most important cities in Ukraine with over 250 enterprises. The city is first in mechanical engineering, metalworking and electrical power engineering.

Kharkiv is a major cultural and scientific center of Ukraine, second only to Kyiv. There are about 200 secondary schools. It has 25 universities and institutes. Kharkiv State Pedagogical University has 12 faculties. It trains teachers for many specialties. In the structure of the University there are the Institute of Economics and Law and the Institute of post-diploma education. In Kharkiv there are about 150 research institutes. In 1995 Kharkiv got its new emblem. It represents a Horn of Plenty and the Caduceus on it. It reflects the history of Kharkiv.

(Полупан В. Л. Ukraine. A cultural reader)

LVIV



Lviv is a regional capital, the traditional economic, transport, cultural and administrative centre of the Western Ukraine. The population of Lviv is 794,000 /urban 61%/. The city was founded as a fort in the 13th century by Prince Danylo Halytsky /1201–64/ and was named after the son of Prince Danylo Halytskyi – Lev Danylovych /1228-1301/.

Lviv was first mentioned in 1256 in connection with the fire of Kholm, but the first settlement appeared here in the 6th century. Lviv became the center of trade and commerce of the region. The city's location on the crossroads of trade routes led to its rapid economic development. In the 14th century Halychyna was taken over by Poland.

The vast majority of people remained Ukrainian Orthodox. Later they joined the Greek Catholic Church, which acknowledged the Pope's spiritual supremacy, but kept the Orthodox ceremonies. In 1661 Lviv University was founded. In its four departments lectures were held in Latin, German, Polish and Ukrainian.

After the First Partition of Poland /1772/ Halychyna became part of the Austro-Hungarian Empire but remained dominated by Poles. In the 1890s Lviv became the centre of the Ukrainian national movement. Many prominent cultural and political leaders lived in Lviv, among them Ivan Franko and Mykhailo Hrushevskiyi. The city became a crossroad of Ukrainian, Polish and Jewish cultures.

In November of 1918 Lviv was proclaimed the capital of the independent Republic of Western Ukraine. In July 1919 when the Western Ukraine was occupied by Poland Lviv returned to the Polish rule. In September 1939 when the WWII began, Western Ukraine formed part of Soviet Ukraine. From 1941 till 1944 Lviv had been occupied by Germany and in 1944 Lviv again went under the Soviet rule. In 1946 the activity of the Greek Catholic Church was prohibited.

Since the 1980s the city has become a leading force in Ukraine's movement towards sovereignty and democracy. The activity of the Greek Catholic church started again. The national Ukrainian movement Rukh won the elections.

Now Lviv is a major economic and cultural centre in the Western region of the independent Ukrainian State. Despite difficulties, economic reforms in Lviv proceed more rapidly than in any other Ukrainian economic centres.

Lviv boasts of many monuments of the past. The different styles of the monuments range from Ukrainian traditional to Italian Renaissance and German Baroque. Today they form a unique whole of the wonderful city of Lviv. The statue of the great Polish poet Adam Mickiewicz /1906/ in Mickiewicz square came to be a symbol of Lviv. The ancient monuments of architecture include churches, cathedrals and squares of Lviv. Rynok Square is an architectural ensemble of the 14-19th cc. in the style of classicism. The Old City Hall /1827–35/ stands in the centre of the square. The ensemble includes the Tower /1851/ and four fountains.

The Roman Catholic Cathedral /1270–1480/ has 18th-century frescos and many decorative carvings. The Assumption Church was built in the style of Renaissance. The Baroque style is represented by the Dominican Cathedral /1735/ and St. Yur Cathedral. St. Yur Cathedral was built in 1744–70. It was designed by architect B. Meretin. The sculptural design is performed in the style of Baroque. St. Yur Cathedral was

built on the site of the Church of St. Yur. The facade and high central dome is decorated with pilasters, balustrades, vases and sculptures.

M. Zankovetska Ukrainian Drama Theatre /1837–42/ and I. Franco University /the former Halychyna Seim /1877-81/ represent the classical style in architecture. The Lviv Picture Gallery was founded in 1907. In the museum the works of Titian, Goya, I. Aivazovskyi are on show. The branches of the Gallery include Boimov chapel, the monument of the 17 century, the Museum of I. Fedorov and museum -reserve “Oleshky Castle”. The Lviv Museum of Ukrainian Art was founded in 1905 by I. Svenytskyi. Among the pictures there are pictures of I. Rutkovych and T. Shevchenko. Lviv is an outstanding architectural reserve with 2000 cultural monuments. It is included in the “World Heritage List” of UNESCO.

The towns of Lviv District:

Belz is a town of Sokal district. It has been known since 1030. The name comes from the word “belzy” – a marsh.

Boryslav has been known since 1387. It was formed of five villages. The town got its name from the monastery Boryslav.

Brody is a district town known since 12th c. It is situated at the marshes flooded with water. /Brod is ford in Ukrainian/.

Busk is a district town known since 1097 as a center of the Volyn Land. In the town there is the Church of Paraskeva.

Drohobych is a district town known since 1238. Legend has that before the Mongol invasion there was town Bych. It was ruined, but another town appeared on the site of Bych. /Druhyi is another in Ukrainian/. It also could be a name Dorohobyt.

Khodoriv has been known since 1394. The town was named after a noble man Khodir /Theodore/ by name.

Mykolaiv is a district town known since 1570. It was named after a Polish officer Mykola Tarlow who got the king’s privilege to found the town.

Nemyriv is a town of Yavoriv district known since 1580. The legend has it that the name of the town comes from “No peace with the enemy”. In the town there is a balneological resort.

Nesterov /till 1954 Zhovkva/ is a district town known since 1368. The town was named after the noted pilot P. M. Nesterov /1887–1914/ who fell in action here on September 8, 1914 during the WWI. P Nesterov was a founder of aerobatics.

Peremyshliany is a district town known since 1473. The town was named after Peremysl. It has monuments of the 16–17th cc.

Sambir is a district town known since 1238. The name comes from the Old Slav name “sam-bar” – confluent of rivers. It has the Polish Roman Catholic Church /1503/, the hunting house of King Batory, the Town Hall/1668/.

Skole is a district town known since 1397. The name comes from Ukrainian “skelia” – a rock. The town is situated in the valley between the rocks. It has the Church of Pantelii in the Baroque style of 17th c.

Sokal is a district town known since 1411. It was named after Sokal /Old Rus first name/. It has a monastery and a nunnery of the 17th century. The church of Mykhailo in the Baroque style was built in 1778-1835.

Stryi is a district town known since 1385. It lies upon the Stryi River. The name comes from Scythian “str” – fast.

Yavoriv /Maple/ is a district town known since 1376. It has churches of Assumption and Nativity of Our Lady /1670/.

(Полупан В. Л. Ukraine. A cultural reader)



POLTAVA

Poltava is a regional centre, railway and AutoRoute junction. It is located on the Right Bank of the Vorskla River, 333 km from Kyiv. The population of Poltava is about 350,000. Poltava is one of the most illustrious of Ukrainian national cultures. Its date of founding is unknown. An ancient dwelling from the Paleolithic era was uncovered in Bila Hora. Remains of the Scythians have been uncovered beneath the Sobomyi Maidan. A settlement known as Ltava is mentioned in the Hypatian Chronicle. The current name of the city dates back to the 15th century. In the 16–17th cc. Poltava belonged to the Pereyaslav principality. In 1648

Poltava was captured by Ukrainian magnate Yarema Vyshnevetskyi /1612–51/.

During the Liberation war of 1848 it was the base of the Poltava regiment /1648–1775/. The first Cossack colonel of the regiment was M. Pushkar /d.1658/, a brave military leader who fell in action at Poltava. In 1709 a tragic battle was fought near Poltava between the Cossacks of Ivan Mazepa in alliance with Sweden’s King Charles XII and the Russian Czar Peter I. It was the General Battle of the Northern war /1700–21/. The Russian army /42.000 men and 72 cannons/ defeated the army of Charles XII /30.000 men and 32 cannons/. The rest of the army was surrounded at Perevolochna.

In 1802 the city became a provisional centre. During WWII an underground partisan group “Unsubdued Poltavite” was active in Poltava. After the war the city was reconstructed and today Poltava is a new industrial and agricultural regional centre.

Its textile and clothing industries include the largest cotton mill in Ukraine. There are also engineering works engaged in diesel-locomotive repair and machine building. Poltava has teacher-training, medical, agricultural, and agricultural-engineering institutes. Several research establishments include the Institute of Pig-Breeding.

Poltava boasts of two theatres and the Philharmonic Society, six museums, the Historical-Cultural Reserve “The Poltava Battle”, I. Kotliarevskyi Museum, the Panas Myrny Museum, V. Korolenko Museum. The monuments of architecture of Poltava include the Belfry of the Assumption Cathedral /1774–1801/, the Round Square with the monument-column of Glory /1805-11/.

The towns of Poltava region:

Dykanka is a district town 29 km from Poltava. The settlement came into being in the 17th century. It has more than 6,000 inhabitants. The origin of the name comes from Dykan. M. Gogol mentioned the settlement in his story “The Evenings on the Farmstead near Dykanka”.

Hadiach is a district town and a railway station. It has more than 14,000 inhabitants. The name comes from the Old Slav word “gadiach” meaning “good for living”.

Globyne is a district town and a railway station. It was founded by Ukrainian Cossacks headed by Globa.

Grebinka is a town of Pyriatyn district and a railway station. It came into being in 1895 and was named after the noted Ukrainian writer Yevhen Grebinka /1812-1848/ who was born in the neighboring village of Ubizhyshche /now Marianivka/ and where he was buried in 1848.

Khorol is a district town on the Khorol River. It is known from the times of Volodymyr Monomakh /1083/. The name of the town comes from the Old Slav word ‘hrlo’ – to hurry up.

Kremenchuk is a district town and a pier upon the Dniro. It has been known since 1589 as a fortress /‘kremin’ is flint in Ukrainian/.

Lubny is a district town upon the Sula River. It has been known since 1107. The name comes from the Old Slav “lubno” – wooden.

Myrgorod is a district town upon the Khorol River. It has been known since 1757. Its name means ‘peaceful town’. Myrgorod is famous for Sorochyntsi Autumn Fair. The village of Sorochyntsi was founded by 40 monks / 40 is ‘sorok’ “chenets” – a monk in Ukrainian/.

Sorochyntsi /now Greater Sorochyntsi / is the birthplace of M. Gogol /1809–1852/. He was fond of Ukraine; he knew the customs and traditions of her people and the humorous side of their nature. One of his early stories, “Sorochyntsi Fair” gives a vivid picture of merry-making during this annual event. Much has changed since Gogol’s time. The very name of the village is called now Greater Sorochyntsi, and that speaks for itself. In Gogol’s days the peasants used to go to the fair in carts drawn by horses, more often by oxen. Salt from the Crimea was the product in great demand then.

But now... who would dream of going especially to Sorochyntsi to buy salt? The fair attracts people from all over Ukraine, Poland, France and Japan. There is no salt or tar on display, but there are heaps of huge water – and muskmelons looking exactly like the ones Gogol described in his story.

Beautiful multicoloured pottery seems to have come straight from the writer’s story. And there is also a great choice of modern consumer goods: radio and TV sets, coats, quilts, footwear, and bicycles, tape recorders.

Pyriatyn is a district town and a railway station upon the Udai River in the basin of the Dniro. The town has been known since 1154. It was named after a Kyivan nobleman Pyrohost by name /in short Pyriata/.

Semenivka is a district town and a railway station /Veselyi Podil/. It is known from the 17th century when it was a horse post station. It was named after Semen, one of the sons of the Ukrainian landlord Rodzianko.

Lokhvytsia is a district town upon the Lokhvytsia River. It has been known since 1320. The name comes from the Old Slav “lokhve” which means salmon.

(Полунан В. І. Ukraine. A cultural reader)



REFERENCE

1. Белкіна Е. В. Dialogue of Capitals: підручник з країнознавства для учн. ст. класів спеціалізов. шк. / Е. В. Белкіна, А. В. Басіна, В. А. Сіверс. – Київ : АДЕФ-Україна, 2002. – 304 с.
2. Полупан В. Л. Ukraine. A Cultural Reader / В. Л. Полупан, А. П. Полупан, В. В. Махова. – Х. : Гімназія, Країна мрій, 2002. – 188 с.
3. Практика усного та писемного мовлення: Зб. текстів для сам. роб. студентів I курсу денної форми навчання напрямку «Філологія (англійська)» Гуманіт. ін-ту Київського університету імені Бориса Грінченка / уклад. Н. С. Чернігівська, А. К. Лагутіна, Ю. І. Веклич, Л. І. Чернуха – 2-ге вид. стереотип. – К. : Київськ. ун-т ім. Бориса Грінченка, 2012. – 208 с.
4. Практика усного та писемного мовлення: Збірник текстів та вправ для студентів II курсу філологічного факультету денної форми навчання / Укл. Г. П. Шкамерда, О. Є. Карпова, Л. І. Чернуха. – К. : КМПУ імені Б. Д. Грінченка, 2006. – 88 с.
5. Сліпченко Л. Д. The New English Course. (Part 1): посібник з практики усного та писемного мовлення (англ. мовою) / Л. Д. Сліпченко, Г. С. Лисюк, М. І. Соловей. – К. : Вид. Центр КНЛУ, 2001. – 329 с.
6. Сусліна І. В. Навчальний посібник для студентів четвертого курсу / І. В. Сусліна, А. В. Шубрава. – Хмельницький : Редакційно-видавничий відділ гуманітарно-педагогічного інституту, 2003. – 105 с.
7. Тучина Н. В. A Way to Success: English for university students. Year 1 (Student's Book) / Н. В. Тучина, І. В. Жарковська, Н. О. Зайцева та ін. – Харків : Фоліо, 2011. – 336 с.
8. Тучина Н. В. Speak English with Pleasure / Н. В. Тучина, Т. К. Меркулова, В. С. Кузьміна. – К. : Видавництво «Майстер-клас», 2007-2008. – 288 с.
9. Тучина Н.В. Read & Speak English with pleasure / Н. В. Тучина, Т. К. Меркулова, В. С. Кузьміна. – К. : Майстер-клас, 2007. – 304 с.
10. Фастовец Р.В. Практика англійської мови. English speech practice : 2-й курс : учеб. Пособие для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высш. образования / Р. В. Фастовец, Т. И. Кошелева, Е. В. Таболич. – Мн.: ТетраСистеме, 2006. – 400 с.
11. Lo Учебное пособие / Е. Б. Ястребова, Л. Г. Владыкина, М. В. Ермакова. – М. : «Экзамен», 2003. – 640 с.
12. BBC Geography. UK climate [Електронний ресурс]. – Режим доступу: http://www.bbc.co.uk/schools/gcsebitesize/geography/weather_climate/climate_rev1.shtml
13. BBC learning English. 6 Minute English. Loch Ness monster [Електронний ресурс]. – Режим доступу: http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2010/05/100513_6min_loch_ness.shtml
14. BBC learning English. 6 Minute English. Technology at the Winter Olympics [Електронний ресурс]. – Режим доступу: http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/02/140213_6min_sochi.shtml
15. BBC learning English. 6 Minute English. The Great Fire of London [Електронний ресурс]. – Режим доступу: http://downloads.bbc.co.uk/worldservice/learningenglish/londonlife/scripts/lon_060927_fire_of_london.pdf
16. BBC World Service. Learning English. Welcome to London [Електронний ресурс]. – Режим доступу: http://www.bbc.co.uk/worldservice/learningenglish/multimedia/london/unit6/read1_popup.html
17. BBC. Food. Recipes. Victorian Christmas Pudding [Електронний ресурс]. – Режим доступу: http://www.bbc.co.uk/food/recipes/victoriantchristmaspudding_92620
18. Bladon R. Macmillan Cultural Readers: England Pack / Rachel Bladon. – Macmillan Publishers Ltd, 2013. – 95 p.

19. British Council. The benefits of sport. [Электронный ресурс]. – Режим доступа: <https://learnenglishteens.britishcouncil.org/skills/listening/c1-listening/benefits-sport>
20. British Council. St Patrick's Day [Электронный ресурс]. – Режим доступа: <https://learnenglish.britishcouncil.org/en/magazine-articles/saint-patricks-day>
21. British Council. The city of London [Электронный ресурс]. – Режим доступа: <https://learnenglish.britishcouncil.org/en/word-street/city-london>
22. Clare A. Speakout. Pre-Intermediate Student's Book / Antonia Clare, J. J. Wilson. — Pearson, 2011. – 167 p.
23. Cotton D. Language Leader Coursebook and CD-ROM.: Intermediate / David Cotton, David Falvey, Simon Kent. – Pearson Education, 2005. — 185 p.
24. Cotton D. Language Leader: Upper Intermediate. Coursebook / David Cotton, David Falvey, Simon Kent. – Pearson Education, 2008. – 190 p.
25. Cross-Cultural Reader US Peace Corps Ukraine [Электронный ресурс]. – Режим доступа: https://www.google.com.ua/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCMQFjABahUKewiZ_fSVjZDJAhWFvHIKHTBhCk8&url=http%3A%2F%2Fukraine.peacecorps.gov%2Fsites%2Fg%2Ffiles%2Fxyi841%2F%2F201501%2FXC%2520Reader_2012.doc&usg=AFQjCNGvTu6xLPdVEz8NdY-qNqviDa0hMg&sig2=WC5ybY_xWP3VqunPFqrGuA&cad=rja
26. Evans V. Click On 4. Student's Book / Virginia Evans, Neil O'Sullivan. – Express Publishing, 2002. – 192 p.
27. Evans V. Enterprise. Beginner. Coursebook / Virginia Evans, Jenny Dooley. – Express Publishing, 1995. – 166 p.
28. Evans V. Upstream. Intermediate. Student's Book / Virginia Evans, Jenny Dooley. – Express Publishing, 2002. – 233 p.
29. Falla, T. Solutions. Elementary Student's Book / Tim Falla, Paul A Davies. – Oxford University Press, 2008. – 137 p.
30. Food. Different Countries, Different Etiquette [Электронный ресурс]. – Режим доступа: https://www.google.com.ua/search?q=Different+Countries%2C+Different+Etiquette&rlz=1C1GKLB_enUA620UA621&oq=Different+Countries%2C+Different+Etiquette&aqs=chrome..69i57j0l2.649j0j8&sourceid=chrome&ie=UTF-8#q=Different+Countries%2C+Different+Etiquette+Whether+one+is+travelling+for+business+or+for+pleasure%2C+new+cultures+are+generally+part+of+the+process.+
31. Harris M. New Opportunities. Intermediate Student's Book / Michael Harris, David Mower, Anna Sikorzynska, et al. – Pearson Longman, 2006. – 144 p.
32. Kenny N. First Certificate Practice Tests Plus 1 with Key / Nick Kenny, Lucrecia Luque-Mortimer. – Longman, 2000. – 118 p.
33. Lee L. Select Readings. Intermediate. Student's book / Linda Lee, Erik Gundersen. – Oxford University Press, 2001 – 196 p.
34. McCarthy M. English Vocabulary in Use: upper-intermediate / Michael McCarthy, Felicity O'Dell. – Cambridge University Press, 2001. — 307 p.
35. Oxendon C. New English File. Advanced Student's Book / Clive Oxenden, Christina Latham-Koenig, Paul Seligson. – Oxford, 2008. – 160 p.
36. Oxendon C. New English File. Intermediate Student's Book / Clive Oxenden, Christina Latham-Koenig, Paul Seligson. – Oxford, 2006. – 159 p.
37. Oxendon C. New English File. Upper-Intermediate Student's Book / Clive Oxenden, Christina Latham-Koenig, Paul Seligson. – Oxford, 2010. – 168 p.
38. Oxford Wordpower Dictionary. 3rd edition. / ed. by Joanna Turnbull. – Oxford University Press, 2006. – 912 p.
39. Paris, France [Электронный ресурс]. – Режим доступа: <https://www.angloinfo.com/paris/how-to/page/paris-transport-public-transport-paris-city-transport>

40. Practical Info about Ukraine [Електронний ресурс]. – Режим доступу: [http://apartment.io.ua/s14454/practical info about ukraine](http://apartment.io.ua/s14454/practical%20info%20about%20ukraine)

41. Public Transport Step by Step. Warsaw, Poland [Електронний ресурс]. – Режим доступу: <http://www.ztm.waw.pl/?c=126&l=2>

42. Redman S. English Vocabulary in Use. Pre-Intermediate / Intermediate. Cambridge University Press, 1997. – 266 p.

43. Swan M. The New Cambridge English Course 4. Practice book / Michael Swan, Desmond O'Sullivan, Catherine Walter. – Cambridge University Press. 1993. – 153 p.