

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені В. Н. КАРАЗІНА

Ю. С. Скриннік
С. О. Тарасова

УСНА ПРАКТИКА
«LET’S TALK!»

Навчально-методичний посібник

Харків – 2020

УДК 811.111. (076.5)

С ...

Рецензенти:

І. І. Морозова – кандидат філологічних наук, доцент кафедри англійської філології Харківського національного університету імені В. Н. Каразіна;

В. В. Рижкова – кандидат філологічних наук, доцент, професор ХАІ, завідувач кафедри прикладної лінгвістики Національного аерокосмічного університету імені М. Є. Жуковського «Харківський авіаційний інститут»;

І. П. Липко – кандидат філологічних наук, доцент, завідувач кафедри іноземних мов № 2 Національного юридичного університету імені Ярослава Мудрого.

*Затверджено до друку рішенням Науково-методичної ради
Харківського національного університету імені В. Н. Каразіна
(протокол № 4 від 24 червня 2020 р.)*

Скриннік Ю.С., Тарасова С.О. Усна практика «Let's talk» : навчально-методичний посібник / Ю.С. Скриннік, С.О. Тарасова. – Харків : ХНУ імені В. Н. Каразіна, 2020. – ____ с.

Посібник призначений для студентів-іноземців 1 курсу англійського відділення факультету іноземних мов. Мета посібника полягає в розвитку та удосконаленні навичок усного мовлення студентів. У посібнику представлені вправи мовленнєвого, лексичного, граматичного та аналітичного спрямування, що мають допомогти студентам розвинути іншомовну компетенцію та набути достатній лексичний запас за темами усної практики, а також за темами граматики («Час та стан англійського дієслова», «Частини мови»). Вправи передбачають поглиблену роботу студентів як на заняттях, так і під час самостійного опрацювання матеріалу.

УДК 811.111. (076.5)

© Харківський національний університет
імені В. Н. Каразіна, 2020

© Скриннік Ю. С., Тарасова С. О., 2020

© _____, макет обкладинки, 2020

ВСТУП

Цей посібник з усної практики являє собою комплекс завдань для формування та розвитку навичок мовленнєвої, мовної, аналітичної, лексичної та граматичної компетенції. Посібник адресовано студентам-іноземцям 1 курсу мовних спеціальностей, які вивчають англійську мову як основну. Видання має чітку і прозору структуру, підпорядковану меті, яка полягає в ознайомленні студентів з кращими зразками сучасної англійської мови, в розвитку та удосконаленні навичок усного мовлення та набутті достатнього лексичного запасу за наведеними темами.

Посібник складається з шести уроків, йому притаманна двофокусна структура, при якій кожен розділ містить мовний і граматичний аспекти. Запропонована модель опанування усного мовлення як базового компонента викладання курсу практичної англійської мови студентам 1 курсу уможливорює паралельне ознайомлення студентів з активними одиницями вокабуляру і граматичними конструкціями. Структура книги повністю відповідає робочій програмі навчальної дисципліни «Англійська мова», що складена відповідно до освітньо-професійної програми підготовки бакалаврів за спеціальністю «035 Філологія», спеціалізація «Германські мови і література».

Навчально-методичний посібник віддзеркалює освітній напрям робочої програми підготовки студентів-іноземців 1 курсу факультету іноземних мов і складається з вправ на розвиток навичок та вмінь з базових аспектів вивчення англійської мови. Отже, запропонований комплекс всебічно розвиває іншомовну компетенцію студентів-іноземців 1 курсу в межах робочої програми кафедри англійської філології факультету іноземних мов Харківського національного університету імені В. Н. Каразіна.

UNIT 1. HELLO! NICE TO MEET YOU...

LEAD-IN

CONGRATULATIONS!

You've made it! You are a University student entering your first year of studies. It's a new world for you – the world of independence and excitement! You are going to meet a lot of new friends.



Make up a list of things you would like to know about your groupmates. Work in pairs. Ask each other questions from your list. Then introduce your partner to the group and tell top-5 most interesting facts you have learned about him/her.

Icebreakers for Getting to Know People



TEXT A

HOW TO INTRODUCE YOURSELF AT CLASS

1. Stand up when it's your turn to **introduce** yourself. This will make you appear more confident and will help you speak more clearly than if you stay seated. It may feel awkward to stand up, but your **introduction** will be over more quickly than you think.

If you are sitting in the middle of the room, you may want to turn your head from side to side occasionally as you speak so you can address the entire class.

2. Smile when you speak. Even if you are super nervous, smiling will make your voice sound calmer and will help you mask that nervousness. It also shows your classmates and your teacher that you are friendly. Also, smiling stimulates the production of endorphins, so you are helping yourself to feel a little happier, too! Find here more useful tips how to develop the skill of real smiling (https://www.youtube.com/watch?v=Z_UDFt0gm7E) by Andy Andrews (probably, it's his **pseudonym**) who is New York Times Best-Selling Author.



3. Speak with confidence. Chances are that even if your voice is shaky, others won't notice that. You want everyone to be able to hear you, so when you introduce yourself, do so in a clear, loud voice. Don't mumble or stare down at the ground. It's perfectly okay to be nervous – lots of people are when speaking in front of others!

Try practicing your introduction in a mirror to prepare yourself beforehand.

A lot of the people in your class will be thinking about what they are going to say when it's their turn and may not even be watching you the entire time you're speaking.

4. Give your **name** first. It's helpful to give your **first name**, pause, and then give your **first and last name** (or **surname**), like "Hello, my name is June, June Thompson." It's important for your groupmates and teacher to **know you not only by the first name**. The repetition makes it more likely that others will remember your name. Sure, no need to say that you must tell only your **real name** which everyone **knows you under**.

If you prefer to go by a **nickname**, this is the time to give that detail. Say something like, "Hi, my name is Marcella, Marcella Smith, but you can **call** me 'Marcie.'"

5. Offer personable details, like hobbies or interests you have. If you are involved in sports or have pets or like to travel, the end of your introduction is a good place to give this information. You could say something like, "When I'm not studying, I like

to train for and run in half-marathons.” This gives your classmates and teacher a memorable activity to tie to your name.

Avoid sharing overly personal details, like your **maiden name**, **middle name**, **patronymic**, **pet name** family members gave to you, who you were **named after**, **your name day** or if you’ve ever **changed your name**. Then everyone can count how many **namesakes** there are in your group. Try to keep things positive if you don’t want your first impression to be negative or make other people uncomfortable.

(adapted from <https://www.wikihow.com/Introduce-Yourself-in-Class>)



VOCABULARY PRACTICE SECTION

1. Match the words from the text to their Russian equivalents.

1) a first name	a) тезка
2) a patronymic	b) уменьшительно-ласкательное имя
3) a surname	c) знать кого-то только по имени
4) a middle name	d) прозвище
5) initials	e) назвать в честь
6) by the name of, called	f) изменить имя на
7) to name after	g) вымышленное / настоящее имя
8) a nickname	h) именины
9) to be nicknamed	i) иметь прозвище
10) a pet name	j) представлять
11) a namesake	k) имя
12) a name day	l) фамилия
13) a maiden name	m) по имени
14) to change one’s name to	n) второе имя
15) a false / real name	o) отчество
16) to know smb under the name of	p) псевдоним
17) to know smb only by (first) name	q) знать кого-то под именем
18) introduce	r) девичья фамилия
19) pseudonym, pen name	s) инициалы

2. Read the text and answer the following questions:

1. In what situations do you have to introduce yourself? 2. In what situations do you have to introduce somebody? 3. Which tips from the text do you find useful? 4. Which tips from the text do you already use when introducing yourself to others? 5. Which tips from the text will you use next time when introducing yourself to others? 6. How many namesakes are there in your group? 7. When is your name day? 8. Have you or anyone you know ever changed the name? 9. Do you use your real name or a nickname on social networking sites? 10. Do you know famous writers who

write/wrote under pseudonyms / pen names? What are their real names and pseudonyms?



WRITING SECTION

Imagine that you intend to go to the UK to study English. Complete the student's visa application form.

1. Family Name: _____

2. First Name: _____ 3. Middle Name: _____

4. Date of Birth: ____/____/____ (Day/Month/Year) 5. ☐ Male ☐ Female

6. Email address: _____

7. Country of Birth: _____ 8. Country of Citizenship: _____

9. Home Address in your country (print clearly!):

Address (1): _____

Address (2): _____

City: _____ Province/Territory: _____

Country: _____ Postal Code: _____
(Must include postal code!)

Phone Number: _____

10. **Education Level:** ☐ High school (grades 9 – 12) ☐ College: total # years in college: _____

11. **I think my English skills are that of:**

☐ **Extreme beginner** (I never had any English lessons, or cannot say, read, or write anything in English)*

☐ **Beginner** (I have had some English training, and can read & write a little, but speak poorly & need survival English training)

☐ **Intermediate** I understand sentences and can communicate about routine and familiar tasks.

☐ **Advanced** I understand and can discuss complex details & abstract topics, including technical discussions in my field.

☐ **Extremely advanced** (I have a degree in some area of English, or can read high-level books in English, and can speak, read & write similar to a native English-speaker)*

* Most English Center students are beginner, intermediate, or advanced. We might suggest that Extreme Beginners receive tutoring by our faculty until they are better able to comprehend beginner classes. Extremely Advanced students should first call the school office to discuss their goals and needs, so a more customized program can be provided.

12. Date you wish to **begin your study**: ____/____/____ (Day/Month/Year)

English Center USA usually provides an I-20 valid for fifteen months beginning from this start date. However, this study period can easily be extended at any time for more months (or years), as you prefer. Inform us if you require a different ending date.

TEXT B

A. Look at the definition of *teenager*. How do you pronounce it? Do you have a similar word in your language to describe a person of that age?

teenager [ˈtiːneɪdʒə] a person who is between 13 and 19 years old

B. Read the article about some annoying habits. Write *P* if you think the sentence is a parent talking about teenagers, or *T* if you think it is a teenager talking about his / her parents.

Teenagers have annoying habits but so do their parents!

Simon Fry

They come into my room without knocking and then are surprised to see things they don't really want to know about.

Rachel Black

They carry on texting when I'm telling them something really important and they say "Yeah. yeah I heard you". Of course they didn't.

Anthony Smith

They always pick up the remote and change the channel when I'm watching something really interesting.

Isla May

They leave their room in a terrible mess and then roll their eyes when I ask them to tidy it.

James Bright

They never pick up dirty clothes or wet towels from the floor. They think some elves come later and pick them up!

Sarah Vine

They say no before I've even finished explaining what I want to do.

Ed Scott

They tell me to do the washing-up and then complain that I put things in the wrong place in the dishwasher.

Sam James

Whenever I need to call them their mobile is either switched off or the battery is dead. #itreallyannoysme

(adapted from New English File)







C. Compare with a partner. Do you agree?






D. Do any of the parents' or teenagers' habits annoy you? Which ones?



VOCABULARY PRACTICE SECTION

1. Match the words to the pictures

a newborn / a baby	1) 
a toddler	2) 
a child, a kid	3) 
a preschooler	4) 

a teenager	5) 
a youth, an adolescent = a young man/woman	6) 
an adult, a grown up	7) 
middle-aged	8) 
to be retired / a pensioner / elderly	9) 

2. Match the phrases about age with their definitions.

at one's mother's knee = on one's mother's lap	a) to be 24
childhood	b) (of a person) too young to engage legally in a particular activity
to be in one's teens	c) one's contemporary
to be under age	d) to be younger than 20 / almost 20 / to be older than 20
to be / come of age	e) the state or period of being a child
older generation	f) to be 22 / 25 / 29
sex (male / female)	g) to be 48
at the age of 24, aged 24	h) people who lived for many years
to be the same age	i) man or woman
to be under / about / over (20)	j) to be more than 60
to be in one's early / mid / late twenties	k) age between thirteen to nineteen
to be long past 40	l) two times older than someone
to turn 60	m) at an early age
marital status (single / married)	n) reach adult status (in UK law at 18, formerly 21)
twice as old as	o) to (not) have a spouse

3. Translate the following words and word-combinations into Ukrainian/Russian.

To be in one's early thirties, a namesake, to know smb only by (first) name, a patronymic, marital status (single / married), to be / come of age, initials, a false / real name, twice as old as, a newborn, middle-aged, at the age of 24, elderly, a maiden name, at one's mother's knee = on one's mother's lap, childhood, a name day, to be in one's teens, an adolescent, to change one's name to, a pet name.

4. Translate the following words and word-combinations into English.

Назвать в честь, уменьшительно-ласкательное имя, старшее поколение, далеко за 40, позвольте представить мистера Брауна, на пять лет младше / старше меня, за 60, быть ровесниками, быть на пенсии, достигать совершеннолетия, на руках у мамы, псевдоним, девичья фамилия, младенец, отчество, фамилия, изменить имя на, знать кого-то под именем, новорожденный, тетка, ребенок, начинающий ходить; среднего возраста, семейное положение (не женат, не замужем / женат, замужем), второе имя.

5. Explain the meaning of the given words and word-combinations in English.

At one's mother's knee, childhood, to be in one's teens, to be under age, to be of age, older generation, sex (male / female), at the age of 24, to be the same age, to be under

/ about / over (20), to be in one's early / mid / late twenties, to be long past 40, to turn 60, marital status, twice as old as, a newborn, a toddler, a kid, a preschooler, a teenager, a youth, an adult, a grown up, middle-aged, to be retired.



SPEAKING PRACTICE SECTION

PART 1

Answer the questions:

Where are you from? Tell your groupmates something about the area where you live. What type of work do people do in your area? What is there for young people to do in your area?

PART 2

Talk to your partner for a minute without interruption. You will each have two different photographs to talk about.

Age (compare, contrast and speculate)

Student A. Look at the pictures 1 and 2 which show people reading newspapers. Compare and contrast these photographs, and say why you think the people are reading newspapers. You have a minute to do this.

Useful phrases

Well, there are people reading newspapers in both photos. In the first photo, it's a boy in a library, in the second, a man, maybe in an office.

The boy seems to be reading the sports page. Perhaps he's having a rest between lessons.

I get the impression that the man is not very comfortable sitting on the table. He looks like he's ...

1.



2.



Student B. When A finishes describing pictures 1, 2 ask him / her the following question:

Do you often read newspapers?

Parents and children (compare, contrast and speculate)

Student B. Look at the pictures 3 and 4 which show parents and children. Compare and contrast these photographs, and say how you think the people are feeling about each other. You have a minute to do this.

Useful phrases

The children in these photos are showing very different feelings, the first boy is not happy at all while the second boy is having a very good time.

In this photo, I think the mother is telling him that he is not allowed to go out. Perhaps he has homework to do. Or maybe he is being punished for breaking something.

I think the mother probably reads to her son every evening and they both look forward to it.

3.



4.



Student A. Did you often get into trouble as a child?

PART 3

Student A + B.

Discuss together with a partner without interruption. Pictures 5-10 will help to generate ideas.

Hobbies of different generations (discuss and evaluate)

Useful phrases

Most young people like doing sports, don 't you think?

In my opinion...

Would you agree with that?

Yes, that's a good point.

What do you think? I /'m not sure / agree with that. Don't you think ...

5



6



7



Download from
www.shutterstock.com

8



9



10



PART 4

Student A + B.

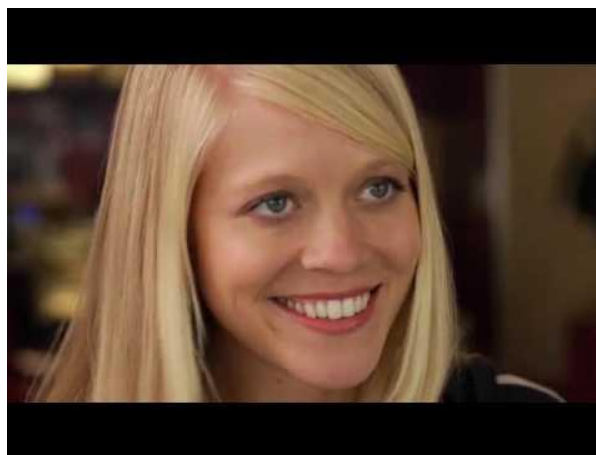
Develop the discussion in Part 3 by asking each other and answering the following questions:

1. What generation is television most popular with?
2. Why are adults worried if children watch a lot of television?
3. How much are we influenced by what we see on television?
4. What do you think of television programs in your country for:
 - children
 - teenagers
 - adults
 - pensioners



DIGITAL PRACTICE SECTION

INTRODUCTION



1. A. Watch the video (<https://www.youtube.com/watch?v=IM5HUTCBOfs>) about Jenny and Rob introducing themselves. Mark the sentences *T* (true) or *F* (false).

1. Rob lives and works in London.
2. He's a writer for a magazine.
3. The name of his magazine is *London 20seven*.
4. Jenny is British.
5. She's an assistant editor.
6. It's her second time in the UK.

B. Watch again. Say why *F* sentences are false.

CHECKING IN



2. A. Watch (<https://www.youtube.com/watch?v=upg1qFiWWOw>) to Jenny checking into a hotel room. Answer the questions.

1. Complete Jenny's surname: ZI _ LI _ SK _.
2. What's her room number?

2. B. Watch again. Complete the *You Hear* phrases.

You Hear	You Say
Good evening, madam.	Hello. I have a reservation. My name's Jennifer Zielinski.
Can you _____ that, please?	Z-I-E-L-I-N-S-K-I.
For five nights?	Yes, that's right.
Can I have your passport, please?	Just a second... Here you are.
Thank you. Can you sign here, _____ ? Thank you. Here's your _____. It's room 306, on the third floor. The _____ is over there.	The lift? Oh, the elevator.
Yes, enjoy your stay, Ms. Zielinski.	Thank you.

British and American English

lift = British English elevator = American English
 z = [zed] in British English, [zi:] in American English

Madam = a polite way to greet a woman
 Sir = a polite way to greet a man

2. C. Roleplay the dialogue with a partner.

2. D. Work in pairs. Read your role and look at the dialogue in 2. B. What do you need to change?

STUDENT A (book open) You are the receptionist. It's 11.00 a.m. **B's** room is 207 on the second floor. Begin with Good morning, sir / madam.

STUDENT B (book closed) You arrive at the hotel. Use your name and surname.

Roleplay the dialogue. Then swap roles.

JENNY TALKS TO ROB



3. A. Watch the video (<https://www.youtube.com/watch?v=awtOIJH4R2w>). Mark the sentences T (true) or F (false).

1. Jenny has a coffee.
2. She is in London on business.
3. The waitress is German.
4. Jenny phones Rob Walker.
5. Jenny is tired.
6. Their meeting is at 10.00.

3. B. Watch or listen again. Say why the F sentences are false.

3. C. Look at the Social English phrases. Who says them: Jenny, Rob, or the waitress?

Social English phrases

I'm here [on business].

I'm from [New York]. What about you? No problem.

Is that [Jennifer]?

This is [Rob. Rob Walker].

That's perfect.

It's time for bed

3. D. Watch and check. Do you know what they are in your language?

3. E. Watch again and repeat the phrases.

(adapted from New English File)



INFOGRAPHICS SECTION

WHAT IS IT? An infographic (information graphic) is a representation of information in a graphic format where the data is easily understandable at a glance. Infographics are efficient in quick communicating a message, simplifying the presentation of large amounts of data, acquiring data patterns and relationships. The process of creating infographics is also referred to as data visualization.

Infographics combine pictures, graphics, and words for presenting information. They are of high popularity nowadays, because with so much information available, with the rapid growth of informational technologies and use of mobile devices, reading long blocks of texts which is time-consuming is rejected greatly nowadays.

The information included in infographics can vary from student to student: the background (information about education: primary, secondary, high school), hobbies, achievements so far, future ambitions. Infographics may contain pictures, icons, emoticons, photos, diagrams, charts, quotations from favourite books and films. This type of creative activity does not have any limitations.

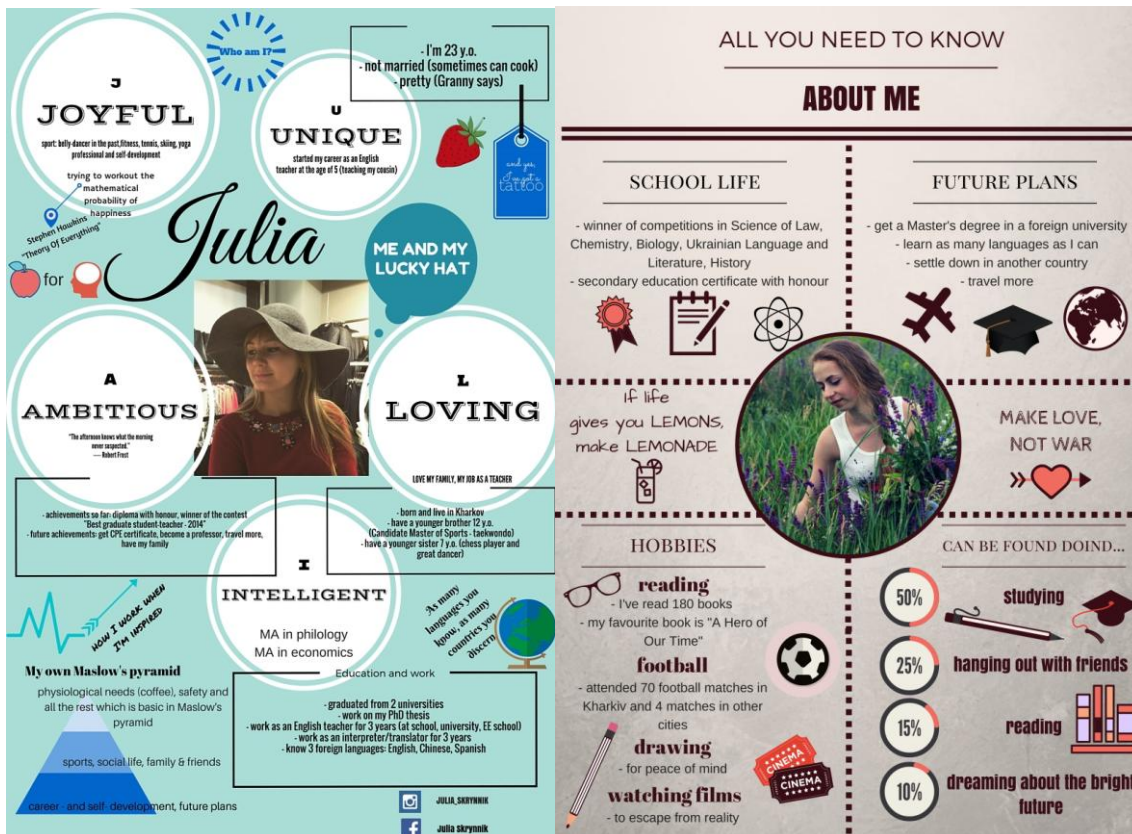
There are many websites with various tools to use where students can create their infographics: *picktochart.com*, *canva.com*, *easel.ly*, *visual.ly*.

*(Soloshchuk L.V., Skrynnik Y.S. The usage of infographics at speech practice lessons:
<http://foreign-languages.karazin.ua/resources/b849de61c13a005ae6d56cd2f98d9864.pdf>)*

PROJECT

Make your own infographic introducing yourself. Present information about yourself orally at class using your infographic and showing it to your groupmates.

Introduce yourself



Introduce different information on various topics





CONSOLIDATION SECTION

Translate from Russian into English.

1. Я думаю, я знаю этого мужчину. Он жил на соседней улице. Странный человек. Я знаю только его **имя**. Его зовут, по-моему, Тед. Но я думаю, это его не **настоящее имя**. Я помню, когда он переехал сюда, ему было **за 30**. Сейчас ему, наверное, **далеко за 40**. Сложно сказать, сколько ему лет.

2. Мой сын – **подросток**, ему **еще нет и 16**. Он собирает поступать в медицинский колледж. Ему нравятся такие предметы, как биология и химия. Я думала, что у меня будут с ним проблемы в **подростковом возрасте**. Но, честно говоря, он был непослушным, когда был **ребенком** и только **учился ходить**. А когда он стал **дошкольником**, он полюбил учебу и стал более спокойным.



3. Бетти была милой девочкой, в школе ее **называли Милашка**. Дома все ее любили и давали смешные **уменьшительно-ласкательные прозвища**. Даже когда она **стала взрослой**, все продолжали называть ее разными смешными **именами**. Когда ей **исполнилось 35**, среди подарков были традиционные куклы и мягкие игрушки.

4. Мой двоюродный брат и я – **тезки**. Меня *назвали в честь* деда, а его – в честь отца. Хотя **отчества** у нас разные.

5. Его тетя, когда вышла замуж, решила оставить свою **девичью фамилию**. Поэтому у нее с мужем разные **фамилии**, а их дети взяли **фамилию отца**.

6. Он поступил в университет, когда ему было **немного за 20**, а когда ему было **около 30**, он написал свою первую книгу. Он взял себе **псевдоним**, потому что ему не нравились его **настоящее имя и фамилия**.

7. Я попробовал определить ее **настоящий возраст**. Если она окончила школу в возрасте 17 лет, значит, ей сейчас 32. Оказывается, мы **одногодки**. А я думал, что ей где-то **25**.

8. Когда я подписываю письма, адресованные Питеру, я никогда не пишу свое **полное имя**, а указываю только **инициалы**. Этого достаточно, так как мы с ним друзья.

9. Когда родители регистрируют рождение ребенка, они **выбирают** ему имя, которое он будет иметь всю жизнь. Иногда новорожденного называют в честь другого человека, родственника старшего поколения или известного человека. Иногда родители дают необычные и даже экстраординарные имена, которые могут влиять на судьбу человека. Если **взрослому человеку** не нравится свое имя, он может **поменять** его или взять себе **псевдоним**, особенно если занимается творчеством.



10. У нас в семье у всех есть **уменьшительно-ласкательные прозвища**, они очень смешные. А вот в школе дети, особенно **подростки**, дают друг другу **прозвища**, которые могут быть обидными. Иногда эти **прозвища** остаются даже у **взрослых людей**. (*Adapted from A Way To Success*)

VOCABULARY

UNIT 1

HELLO! NICE TO MEET YOU...

a first name – имя
a patronymic – отчество
a surname (last name, a family name) – фамилия
a middle name – второе имя
initials – инициалы
a full name – полное имя
by the name of, called – по имени
to name after – назвать в честь
a nickname – прозвище
to be nicknamed – иметь прозвище
a pet name – уменьшительно-ласкательное имя
a namesake – тезка
a name day – именины
a maiden name – девичья фамилия
to change one's name to – изменить имя на
a false / real name – вымышленное / настоящее имя
a pseudonym, a pen name – псевдоним
to know smb under the name of... – знать кого-то под именем
to know smb only by (first) name – знать кого-то только по имени
a newborn – новорожденный
a baby – младенец
a toddler – ребенок, начинающий ходить
a child, a kid – ребенок
at one's mother's knee = on one's mother's lap – на руках у мамы
childhood – детство
a preschooler – дошкольник
a teenager – подросток
to be in one's teens – быть в возрасте от 13 до 19 лет
to be under age – быть несовершеннолетним
a youth, an adolescent = a young man – юноша, девушка
to be / come of age – быть / достигать совершеннолетия
an adult, a grown up – взрослый
middle-aged – среднего возраста
to be retired – быть на пенсии
a pensioner – пенсионер
elderly – пожилой
older generation – старшее поколение
an old man, woman – старик, старушка
at the age of 24, aged 24 – в возрасте 24 лет

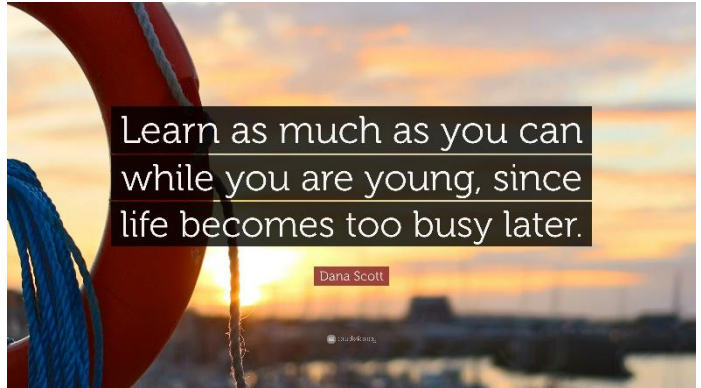
to be the same age – быть ровесниками
to be under / about / over (20) – младше / около / старше (20)
to be in one's early / mid / late twenties
to be long past 40 – далеко за 40
to turn 60 – за 60
5 years younger / older than me – на пять лет младше / старше меня
twice as old as – в два раза старше
marital status (single / married) – семейное положение (не женат, не замужем / женат, замужем)
sex (male / female) – пол (мужской / женский)
Allow me to introduce Dr Smith to you.
Let me introduce Mr Brown.
I have a great pleasure in introducing...
May I introduce Mr Baker?
May I introduce myself?

UNIT 2.

LEARN WHILE YOU ARE YOUNG

LEAD-IN

*University of Oxford scientists say that adults may find **learning** more difficult than children because their brains store memories differently. ... Experts said **younger** brains may **learn things** more easily, but older brains may store information more efficiently.*



1. Next to each letter write a word, a phrase or a sentence characterizing a student.

S – *_serious when dealing with serious matters_*

T – _____

U – _____

D – _____

E – _____

N – _____

T – _____



2. Answer the questions. Use Useful Language Box to answer:

*I expected to
My parents / teachers wanted me to
But I changed my mind and decided to
I think I have a good chance of doing (smth)*

*When I graduate I'm going to
I hope I'll be able to
I want to be
I would like to*

- 1) What is it like to be a student?
- 2) Which do you like better: your school life or your student's life?
- 3) Did you take a "gap year" between school and university?
- 4) How did your life change after you entered the university?

3. Do the quiz in pairs.

26 Questions Every Student Should Be Able To Answer

1. What do I need to know about you?
2. What do you need from me most?
3. What does success in the classroom mean to you?
4. What do you know about how people learn?
5. What's the most creative thing you've ever done?
6. How can technology be used for learning?
7. What does it mean to understand something?
8. What's the most recent complex problem you've solved?
9. How do you respond to expectations?
10. What is your proudest moment?
11. What do you want to learn about?
12. Are you a picky reader? What are your strengths as a reader?
13. What is your personal philosophy?
14. When do you write best?
15. What's worth understanding deeply?
16. What are your habits as a thinker?
17. What's most important to you in life?
18. What is the relationship between learning, and #17?
19. Where does your inner drive come from?
20. Who are your heroes or role models?
21. Why study (insert your content area here)?
22. What are you good at that nobody knows?
23. What do teachers sometimes misunderstand about you as a learner?
24. What does it mean to study?
25. How do you respond to complex texts or digital media?
26. If I get out of your way this year, what will you be able to do?

TeachThought.com



TEXT A

HIGHER EDUCATION

1. Read the text about University College London (UCL) and complete it with words from the list.

campus dissertation faculties halls of residence lectures postgraduates
professors seminars thesis tutor undergraduates webinars

University College London, also known as UCL, is one of London's most important universities. Founded in 1826, it is based in the Bloomsbury area of central London. The main ¹ *campus* is located around Gower Street.

UCL currently has around 26,000 students, both ² _____ (students studying for their **first degree, to get a Bachelor's degree**) and ³ _____ (students studying for **further degrees, to get a Master's degree**). Further degrees include a **master's degree**, usually a one-year course at the end of which students have to write a ⁴ _____, or a **PhD** (doctorate), during which students have to write a doctoral ⁵ _____.

UCL has around 4,000 **academic and research staff**, and 650 ⁶ _____ (the highest ranked university teacher), which is more than any other British university. The research and teaching is divided into ten ⁷ _____, e.g. Arts and Humanities, Engineering Sciences, Medical Sciences, etc.

Many students, particularly first year undergraduates and **overseas students**, live in ⁸ _____. The majority of others find their own accommodation. Students are taught in **tutorials** (small groups of students with a ⁹ _____), or through ¹⁰ _____ (larger classes where students discuss or study with their teacher) or ¹¹ _____ (where a large group of students listen to a talk but do not participate). Some teaching may also be in the form of ¹² _____ (seminars conducted over the internet).

Famous past students range from Alexander Graham Bell, the inventor of the telephone, and Mahatma Gandhi, to all the members of the pop group Coldplay, who met at university there.

(Adapted from New English File)

2. With a partner, say three things which are the same and three which are different about universities in your country.



VOCABULARY PRACTICE SECTION

1. Complete the texts with a verb from the list.

be expelled behave be punished cheat fail pass revise take (or do)

1. Discipline is very strict in our school. If children behave badly, for example if they _____ in an exam, they will probably _____, and might even _____.
2. Marc has to _____ an important English exam next week. He hopes he'll _____ but he hasn't had much time to _____, so he's worried that he might _____.

(Adapted from New English File)

2. Find the words in the box that match the definitions below.

a dean a deputy dean head of the department a university teacher a lecturer
a professor a rector teaching staff = faculty (AE) a tutor a vice-rector

- a) All teachers in a department or university.
- b) A person who is directly below the dean in rank, and who is officially in charge when the dean is away.
- c) A teacher at a university or college who works with one student or a small group of students.
- d) A person next in rank to the rector who is responsible for a certain area of work in a university or college.
- e) A teacher of the highest rank in a university.
- f) Someone who gives lectures, especially in a university.



3. Use the word-combinations below and talk about different approaches students have to their studying. Say what kind of student you are.

- to have a flair for languages
- to have a good ear for languages
- to have a disappointing/ good / poor academic performance
- to have a good / poor attendance
- to miss / skip classes / to play truant
- to make progress in smth
- to do well in
- to master a skill / a subject
- to neglect one's studies
- to put things off (until later / next week) / to procrastinate
- to have a good command of a subject
- to fall behind (in) a group
- to catch up with the group
- to be absorbed by / with / in

- to meet the deadline
- to devote much / little time to one's studies
- to be (on) top of the class
- to cram for (a subject) before exams



LEARNING STYLE QUESTIONNAIRE

4. Do the questionnaire to find out your learning style.

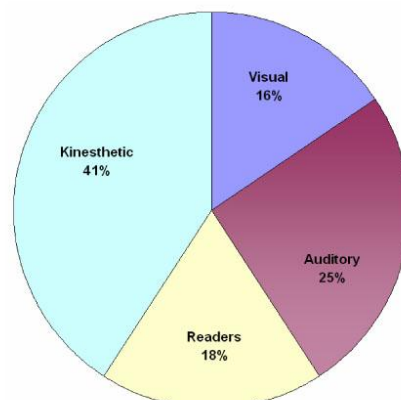
The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.



1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

SECTION ONE:

1. ____ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. ____ I remember something better if I write it down.
3. ____ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.

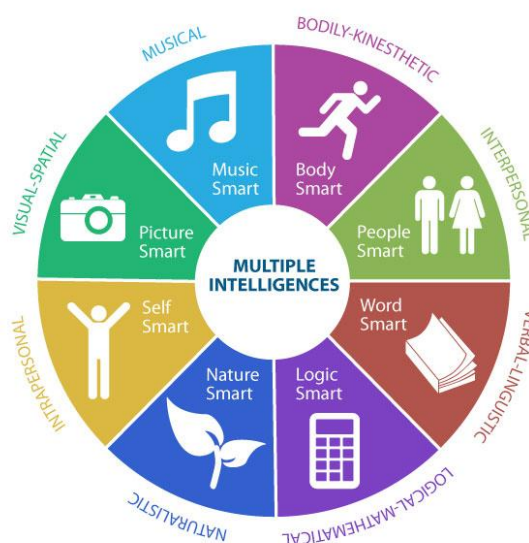


4. _____ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. _____ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. _____ It helps me to look at the person while listening; it keeps me focused.
7. _____ Using flashcards helps me to retain material for tests.
8. _____ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. _____ It's hard for me to understand a joke when someone tells me.
10. _____ It is better for me to get work done in a quiet place

Total _____

SECTION TWO:

1. _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. _____ It helps to use my finger as a pointer when reading to keep my place.
3. _____ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. _____ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. _____ I remember things that I hear, rather than things that I see or read.
6. _____ Writing is tiring. I press down too hard with my pen or pencil.
7. _____ My eyes get tired fast, even though the doctor says that my eyes are ok.
8. _____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.



Total _____

SECTION THREE:

1. _____ I don't like to read directions; I'd rather just start doing.
2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____ Studying at a desk is not for me.

4. _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____ Before I follow directions, it helps me to see someone else do it first.
6. _____ I find myself needing frequent breaks while studying.
7. _____ I am not skilled in giving verbal explanations or directions.
8. _____ I do not become easily lost, even in strange surroundings.
9. _____ I think better when I have the freedom to move around.
10. _____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total _____

SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: _____(Visual)
Section Two score: _____(Auditory)
Section Three score: _____(Kinesthetic)



EVALUATING THE LEARNING STYLE QUESTIONNAIRE

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

MODALITY	VISUAL	AUDISTORY	KINESTHETIC (Hands-on)
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
SPELLING	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they “feel” right.
READING	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
HANDWRITING	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
MEMORY	Remembers faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
IMAGERY	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
DISTRACTABILITY	Unaware of sounds; distracted	Easily distracted by sounds.	Not attentive to visual or auditory

	by movement.		presentation so may seem distracted.
PROBLEM SOLVING	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

(Adapted from <https://www.stetson.edu/~academic-success/media/>)

There is no right, or perfect learning style. Everyone is, to some degree, a mixture of all three learning styles: visual, kinesthetic or auditory, but most people may have one learning style which is dominant. If you are aware of your dominant style, you can fully exploit it while studying and also develop your weaker learning styles.



INFOGRAPHICS SECTION

Make an infographic about your learning type, prepare an oral presentation and tell your groupmates about the peculiarities, interesting facts about this particular learning type and useful tips for different types of learners.

The AUDITORY LEARNER

Characteristics

1

Hears to learn

You learn by actively hearing and listening. You are likely to be good at remembering conversations and the words to songs.

2

Likes listening

You prefer to listen to instructions rather than read them and you may not take notes. You like music.

3

Good talker

You are likely to be good at talking slowly and explaining things to people. You may be good at presenting.

4

Chatterbox

You tend to start chatting when you lose interest in what's being taught and may have been told off for talking at school.

5

Struggles with ...

You get very distracted by noise and may read slowly. You may find complicated diagrams difficult to interpret.

Learning Tips

Watch

1

You will take in information better if it is accompanied with audio. Video is a great learning tool for you.

Say

2

Try reading out loud the information you want to take in.

Repeat

3

To remember facts, try repeating or chanting them with your eyes shut.

Discuss

4

Talking through new concepts and ideas with a group and attending Q&A sessions will be productive learning activities for you.

Avoid noise

5

If you are trying to learn, find somewhere that is quiet and away from other people.

Doesn't sound like you? Most people are a mixture of styles. Check our other infographics on learning types.
www.workreadytraining.com.au

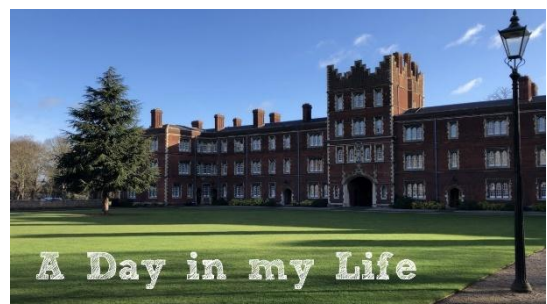
Work Ready
Training



DIGITAL PRACTICE SECTION

1. Watch the video (<https://www.youtube.com/watch?v=UYdt1FZglgc>) about a typical weekday at Cambridge University and answer the questions:

1. What does Paige do in the morning?
2. What is the first lecture?
3. What does she do at the first lecture?
4. How does she spend her coffee break?
5. What is the lecture after the coffee break?
6. Does she have any practical classes?
What does she do at the practical



classes?

7. How does she spend the lunchtime break?

8. What buildings are there in the campus sight?

9. Does she do homework in the evening?

10. What does she do at the end of the day before going to sleep?

2. Is a typical weekday at Cambridge University similar to your day at University? Compare using the questions from exercise 1 as a plan. Prepare a three-minute talk and present at class.



SPEAKING SECTION

1. Speak about your university. Here are the things to take into account.

1) Location and transport

2) Buildings and departments:

- a campus
- a dean's office
- a day-time (full-time) department
- a part-time (evening, correspondence) department

3) Facilities:

- a canteen
- a gym
- language laboratories
- lecture theatres
- classrooms
- cloakrooms
- a library
- multi-media / computer classrooms

4) Timetable:

- number of shifts
- number of classes a day / a week

5) Syllabus / curriculum

- compulsory subjects
- electives
- laboratory classes
- lectures
- seminars

7) Cost:

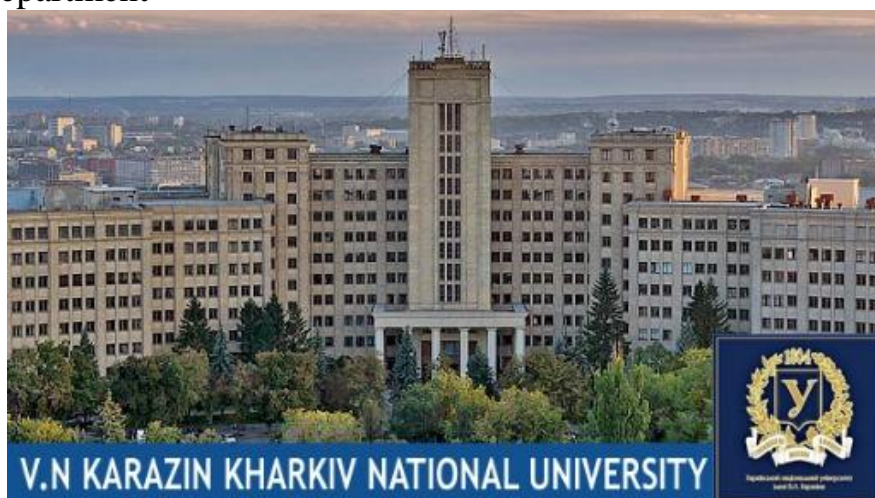
- free of charge
- tuition fees

8) Students' accommodation:

- halls of residence / hostel / dormitory
- renting rooms and flats

9) Ways of evaluating academic performance and attendance:

- group registers



- length of courses
- exams and tests

6) *Extra-curricular activities*

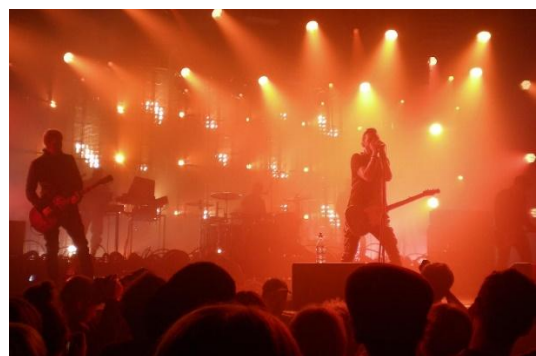
- events and traditions
- a musical studio
- a choir
- speaking / debate clubs
- students' newspapers
- sports clubs
- a drama club

- continuous assessment
- expulsion
- re-sitting / retaking tests or exams

2. Look at the pictures below which show ideas for an Advice Centre at an international college for students from abroad.

What kind of advice may students need in each area? Which three areas do you think are the most urgent?

Talk to a partner, discuss the pictures.



3. Look at the pictures below and compare the students of different age. Discuss with a partner advantages and disadvantages of studying while you are young. Give pros and cons of studying when you are an adult.



4. Discuss with a partner advantages and disadvantages of preparing for classes / doing homework at home / in the library / at the university / in a café. What are pros and cons of preparing for classes / doing homework alone / with friends / groupmates.



WRITING SECTION

Before you start

1. Read the essay and match these headings with the paragraphs (A-D).

- your conclusions
- arguments against the title
- introduction
- arguments for the title

Exams are a fair way of testing the students. Do you agree?

Every year thousands of students take important exams which can decide their future. For example, students have to pass exams with satisfactory grades in order to get a place in a university. However, are exams a fair way of judging a student's ability?

On the one hand, exams seem fair. The questions are the same for all students. Also, the exams are marked according to a strict scheme and usually by more than one examiner. Furthermore, students do the exams at the same time and under the same conditions.

On the other hand, there are some drawbacks with exams. Despite some students deserving to pass, they might be so nervous on the big day that they make a mess of the exam. Moreover, there may be other reasons, such as illness, which affect a student's performance in an exam. An alternative to exams would be a system of

continuous assessment of course work by teachers during the year although this would mean more regular testing and more work for teachers. There would be a greater opportunity for students to copy work, too.

To sum up, exams are not the ideal way of testing students and the idea of assessing students' work over a longer period is becoming more popular. In my opinion, the best system would be a mixture of the two – 50% exams and 50% course work.

2. Which of the underlined linking words?

- contrast ideas?
- list ideas?
- summarize?
- give examples?

A “For and Against” Essay

Choose one of the titles below and write an essay giving your opinions. Follow the stages.

- *There should be no compulsory subjects at university. Students should be allowed to choose the subjects they want to study.*
- *Higher education prepares young people for life in the real world.*
- *There should be more extra-curricular activities at university.*



Stage 1

Write some notes “for” and “against” the title.

Example (for the first title).

Pros

students don't work hard if they're not interested in the subject

Cons

some students might only choose “easy” subjects

Stage 2

Make a rough plan. Organize your notes into four paragraphs.

- introduction
- arguments against the title
- arguments for the title
- your conclusions

Stage 3

Write your essay. Use linking words. Then check your essay.

Talkback

In groups, read each other's essays. Do you agree with others?



CONSOLIDATION SECTION

1. Translate into English.

1. У меня всегда были **способности к иностранным языкам**. Моими любимыми предметами в школе были английский язык, русский и украинский. Поэтому я решил **поступить на факультет иностранных языков**, где мой **основной предмет** – английский. Кроме того, я изучаю немецкий. Я – **студент дневного отделения**. Учиться в университете сложно, но интересно. Каждый день у нас три **пары: лекция, семинар и практическое занятие**. Больше всего мне нравятся занятия в **лингфонном кабинете**. Я уделяю много времени учебе и надеюсь достичь великолепных результатов.

2. В своей жизни я не встречал ни одного студента, который не боялся бы экзаменов. Я тоже их боюсь, хотя это странно, потому что я всегда их **сдаю** хорошо и никогда не **провалил** ни единого экзамена.

3. В школе Сью **получала хорошие оценки** по математике. Ей нравилось не только самой решать сложные задачи, но и объяснять новый материал тем ученикам, которые **отстали** от класса из-за болезни. Поэтому после окончания школы она **поступила в университет** и четыре года **изучала математику**. Потом в педагогическом колледже она **получила степень магистра** и сейчас обучает детей в одной из школ Лондона.



4. Мартин **провалил экзамен** по истории, и ему нужно было **сдавать его еще раз**. Он был расстроен, но понимал, что его неудача объяснялась еще несколькими причинами. Во-первых, его **посещаемость** и **успешность** в семестре были плохими. Так как никто не платил за его обучение, ему нужно было зарабатывать самостоятельно. Он работал барменом в ночном клубе, а днем учился. Иногда на **лекциях** он засыпал. Во-вторых, он ненавидел **зубрить** и **глубоко изучать что-либо**. В-третьих, у него не было **конспектов** всех лекций, и он не хотел **использовать шпаргалки** на экзамене. Но он знал, что ему нужно получить **степень бакалавра**, поэтому он начал **повторять все перед экзаменом** и даже **сдал курсовую вовремя**.

5. **Абитуриенты** могут поступить в университет, когда **сдадут выпускные экзамены в школе, внешнее независимое оценивание, подадут заявление о приеме в университет** и все необходимые документы. Это можно сделать теперь он-лайн. Не нужно **готовиться всю ночь, встречаться с экзаменационной комиссией, тянуть билет и волноваться**.

VOCABULARY

UNIT 2. LEARN WHILE YOU ARE YOUNG

Students

an applicant – кандидат
a first-year student = freshman – первокурсник
a second-year student = sophomore – второкурсник
a senior – студент третьего курса
an undergraduate student – студент последнего курса
a graduate = a grand student – выпускник
a group monitor – староста группы
a junior – студент младшего курса
a post-graduate (student) – аспирант

University teachers

a dean – декан
a deputy dean – зам. декана
head of the department – заведующий кафедрой
an instructor = a university teacher = a lecturer – преподаватель
a professor – профессор
a rector – ректор
teaching staff = faculty – профессорско-преподавательский состав
a tutor – руководитель группы, репетитор
a vice-rector – проректор

Ways of studying

to enter the university – поступить в университет
to have a good ear for languages / to have a flair for languages – иметь способности к языкам
to have a disappointing / good / poor academic performance – иметь разочаровывающую / хорошую / плохую успеваемость
to have good / poor attendance – иметь хорошую / плохую посещаемость
to make progress in smth – делать успехи в
to master smth – усваивать
to neglect one's studies – пренебрегать учебой
to put things off (until later / next week) / to procrastinate – откладывать что-то (на позже / до след. недели)
to miss / skip classes / to play truant – пропускать занятия / прогуливать
to fall behind (in) a group – отстать от группы
to catch up with the group / material – догнать группу / материал
to be absorbed by / with / in – быть увлеченным чем-то
to do well in / be good at – хорошо успевать по
to meet the deadline – успеть к последнему сроку

to devote much / little time to studies – уделять много / мало времени учебе
to be (on) top of the class – быть лучшим в классе
to take / make notes – конспектировать
to get a Bachelor's / Master's degree – получить степень бакалавра / магистра
to hand in a course (term) paper (project) in time – сдать курсовую работу во время
to prepare / read for an exam – готовиться к экзамену
to revise material before an exam – повторять материал перед экзаменом
a full-time / part-time student – студент стационара / студент-заочник (вечерник)
to submit an application for submission – подавать заявление о приеме в университет
to cram before exams – зубрить перед экзаменами
a major – основной предмет
to study in depth – глубоко изучать
to write a dissertation/ thesis – писать диссертацию
to conduct a seminar/webinar – проводить семинар/вебинар
the title of the lecture – название лекции
halls of residence – общежитие
a campus – территория университета
a dean's office – кабинет декана
a faculty office – преподавательская
a day-time (full-time) department – дневной факультет
an evening department – вечерний факультет
a correspondence department – заочный факультет

Campus

a dormitory / hall of residence / hostel – общежитие
a canteen – столовая
a gym – спортзал
a language laboratory – лингафонный кабинет
a lecture theater – лекционный зал
a classroom – аудитория
a cloakroom – раздевалка
a library – библиотека
computer classroom – компьютерный класс
on-line education – образование в режиме он-лайн
a shift – смена
a number of lessons a day – количество уроков в день
optional and compulsory subjects – факультативные и обязательные предметы
a course – курс
length of courses – продолжительность курса
exams and tests – экзамены и контрольные работы
a choir – хор
a speaking / dispute club – дискуссионный клуб
a student's newspaper – студенческая газета

a sports club – спортклуб
a drama club – драматический клуб
free of charge – бесплатный
annual / term / monthly fees – ежегодная / семестровая / помесечная оплата
a group register – журнал группы
intermediate/continuous assessment – промежуточное / постоянное оценивание
expulsion – исключение

Exams

to revise for an exam in... – повторять перед экзаменом по...
to take an exam = to sit for an exam = to do an exam – сдавать экзамен
to fail an exam / to do well in an exam – провалить / хорошо сдать экзамен
to do badly in an exam – сдать экзамен плохо
to resit / retake an exam – пересдавать экзамен
to cheat in an exam – списывать на экзамене
Examination Board – экзаменационная комиссия
to pick an examination card – тянуть экзаменационный билет
school-leaving exams – выпускные экзамены в школе
university-entrance exams – вступительные экзамены в университете
external independent evaluation – внешнее независимое оценивание
a term paper – курсовая работа
to grind away for = to cram = to swot for an exam – зубрить перед экзаменом
to make / use a crib – сделать / использовать шпаргалку
an all-nighter – подготовка к экзамену на протяжении всей ночи

Useful phrases

I expected to... – Я ожидал...
My parents / teachers wanted me to... – Мои родители / учителя хотели, чтобы я...
But I changed my mind and decided to... – Но я передумал и решил...
I think I have a good chance of doing (smth) – Я думаю, у меня хорошие шансы для...
When I graduate I'm going to... – Когда я закончу учиться, я собираюсь...
I hope I'll be able to... – Я надеюсь, я смогу...
I want to be... – Я хочу быть...
I would like to... – Я бы хотел...

UNIT 3.

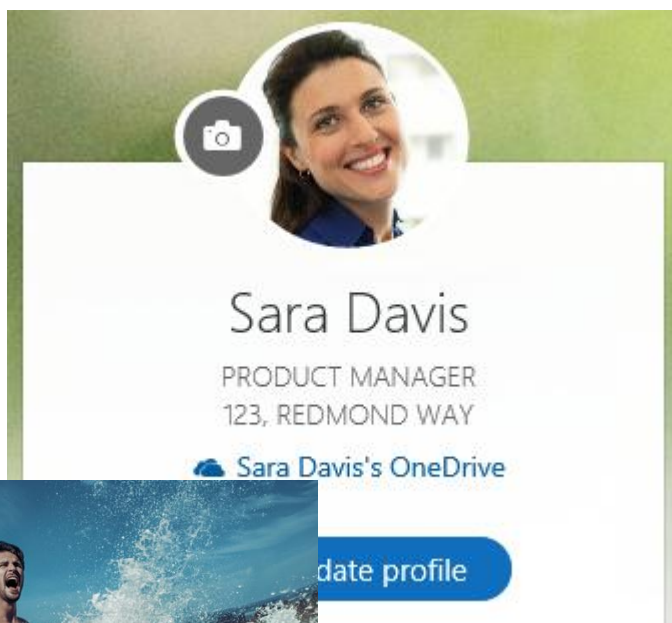
HANDSOME IS AS HANDSOME DOES

LEAD-IN

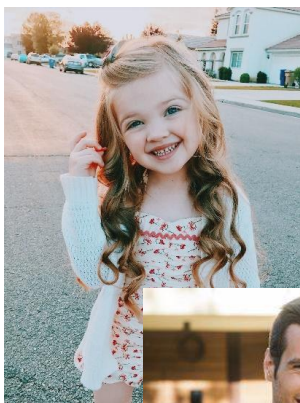
1. a. Answer the questions in pairs.

1. Do you have a profile photo of yourself which you use on social networking sites, or on your ID?
2. Why did you choose it?
3. What do you think the photo says about you?

1. b. Look at the four profile photos. Why do you think the people have chosen these photos?



Annabel, 27



Martin, 39



Sarah, 22



Sean, 19



TEXT A

1. c. Read the article and complete it with the headings below. Then look at the four photos from exercise 1. b. again. Which of the 12 categories do you think they belong to?

- A Photo of you as a child
- B Holiday photo
- C Logo of your business or company
- D Photo with a celebrity
- E Photo with a partner
- F Photo with your baby or child

1. d. Read the article again. Look at the highlighted phrases. With a partner, try to work out their meaning.

1. e. Think about the profile photos or ID card photos of your family and friends. Which categories do they fit in? Do you agree with the text? Has the article made you want to change your profile picture? Why (not)?

Whether it's a photo of you on a night out or of you with your newborn baby, the image you choose to represent you on social networking sites says a lot about you.

Profile pictures on Facebook and similar sites are the visual projection to friends and family of who you are and what you are like. On Twitter, where people follow both friends and strangers, profile pictures are smaller and perhaps more significant. They are often the first and only visual introduction people have to each other. So what does your profile photo say about you?

According to communications consultant Terry Prone, there are 12 categories that cover most types of profile pictures.

1 The professionally taken photo

You use social media **mainly for business or career purposes.**

2 _____

You want to show **what you have achieved** in your family life, and are generally more interested in a response from women than from men.

3 _____

You see **your other half** as the most important thing in your life, and you see yourself as one half of a couple.

4 Having fun with friends

Generally **young and carefree**, you want to project an image of being fun and popular.

5 _____

You are a bit of an escapist and keen to show **a different side of yourself** from what you do on a day-to-day basis.

6 _____

This kind of image says that you don't really want to **grow up** and face the future. You are nostalgic for your childhood.

7 Caricature

Using a caricature is a way of saying that your image isn't rigid and that you don't take yourself too seriously.

8 Photo related to your name, but not actually you (a shop sign, or product label for example)

You want to be identifiable, but you feel your name is more important than what you look like.

9 Photo related to your political beliefs or a team that you support

You think that your beliefs and interests are more important than your personality.

10

You think that showing yourself with a well-known person will make you seem more important.

11 Self-portrait taken with webcam / camera phone

Functional. It says, "Look, I don't dress up; take me as I am."

12

You only use social media in a professional capacity, and you identify more with your work role than with your private life.

(Adapted from New English File)



VOCABULARY PRACTICE SECTION

1. PARTS OF THE BODY

1. a. Match the words and pictures.

arms	back	ears	eyes	face	feet (<i>singular foot</i>)	
fingers	hands	head	knees	legs	lips	mouth
neck	nose	shoulders	stomach	teeth (<i>singular tooth</i>)		toes
tongue						

1



2



3



4



5



6



7



8



9



10



11



12



13



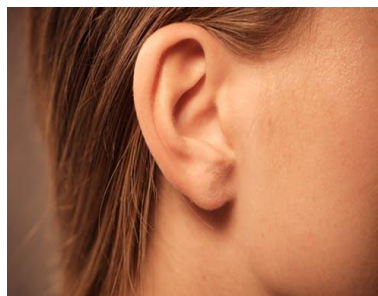
14



15



16



17



18



19

20



1. b. Cover the words and test yourself or a partner. Point to a part of the body for your partner to say the word.

1. c. Describe the people in the photos using the words from the boxes.

FACE

moustache	beard	whiskers	scar	mole
birthmark	furrow	wart	pimple / acne	
freckles	wrinkle	oval / round / square	heart-shaped	
pale	swarthy	pimpled	beauty / a beauty / a real beauty	
attractive	good-looking / pleasant-looking	handsome	ugly	

HAIR

long / short	shoulder-length	straight	fair
sandy	auburn	white / grey / grayish	heavy / bushy
chestnut	jet-black	blonde	red
tangled	fluffy	natural / dyed	plait
bobbed	spiky / crew cut	wavy	curly
			loose

EYES

dark	brown / hazel	green	blue	gray
far-set	close-set	deep-set	almond	slant
bulging	look: soft / warm	kind / friendly	hard	
cold	icy	strict	dreamy	sleepy
to wear specs	eyebrows	eyelashes		

NOSE

aquiline	straight	turned up / snub	hooked	long
short	broad	flat		

CHEEKS

pale / ivory	rosy / pink	plump / chubby	hollow	with dimples
--------------	-------------	----------------	--------	--------------

LIPS

thin / full / thick / puffy	rosy / pink / cherry	well-cut	lower / upper
-----------------------------	----------------------	----------	---------------

pointed double **CHIN** with a cleft protruding strong

slim / slender lean **BUILD / FIGURE** skinny / bony fat / overweight
 well-rounded / stout round / plump well-built wide / broad /
 narrow-shouldered narrow-hipped an hour-glass figure

1.



2.



3.



4.



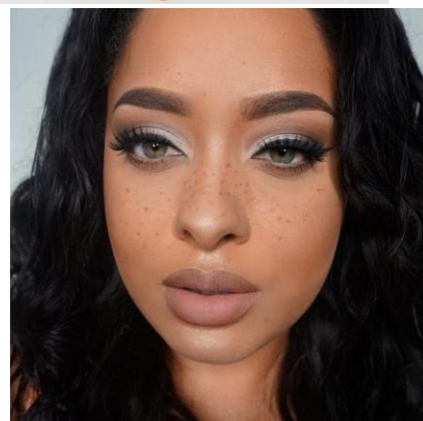
5.



6.



7.



8.



9.



10.

2. Do the quiz with a partner. Answer with *my / your / their* + a part of the body.
WHICH PART(S) OF THE BODY ... ?

- 1 do you wear a ring
 gloves on
 socks
 a cap
- 2 do ballet dancers stand on
- 3 do footballers often injure
- 4 do women put make-up on
- 5 do people brush
- 6 do people carry a rucksack on

3. Guess the words.

1. Most people have 32 of them and use them to eat. _ _ _ _ _
2. The part of your body where food is digested after you've eaten it. _ _ _ _ _
3. When you cry or peel onions, they go red. _ _ _ _

4. When you sit down in the dentist's chair, the dentist asks you to open this. _ _ _ _
5. It can be straight, wavy, or curly. _ _ _ _
6. They're half way down your legs. _ _ _ _
7. When you have a cold, it's sometimes difficult to breathe through it and you can't smell anything. _ _ _ _
8. A cat uses it to drink milk. _ _ _ _
9. There are five of these on each of your feet. _ _ _ _
10. At the end of a concert, the audience does this to show they like what they've heard. _ _ _ _
11. When you want to show you're happy, you do this. _ _ _ _
12. In most countries you do this if you want to agree with something someone says without speaking. _ _ _ _
13. We usually do this flowers when we are given them. _ _ _ _
14. In art galleries you mustn't do this to the paintings or sculptures. _ _ _ _
15. You make this sound with your lips to attract someone's attention in the street. _ _ _ _
16. Basketball players move the ball to each other by doing this. _ _ _ _
17. Food that has too much salt in it _____ horrible! _ _ _ _
18. We have two of these to hear. _ _ _ _
19. You should swim a lot if you have problems with this part of your body. _ _ _ _
20. It's a verb and it means to look at somebody or something for a long time. _ _ _ _

4. Complete the sentences with the verbs in the box.

bite	clap	kick	nod	point	smell
smile	stare	taste	touch	throw	whistle

- It's rude to stare at people. It can make them feel uncomfortable.
- You'll have to _____ the ball harder to score a goal.
- Don't _____ the door – I've just painted.
- Can you _____ the soup? I think it might need more salt.
- I can _____ something burning. Did you turn off the oven?
- When you're introduced to someone, you should _____, say hello, and shake hands.
- We often _____ our heads when we agree with someone or understand what they've said.
- Did the audience _____ much at the end of the concert?
- Lisa doesn't like dogs because she thinks they'll _____ her.
- I often _____ a tune when I'm in the shower.
- Don't drop your sweet papers on the floor. _____ them in the bin.
- When I'm abroad, it's sometimes easier to _____ at something I want in a shop.

2. PERSONALITY

5. a. Complete the definitions with the adjectives.

affectionate	aggressive	ambitious	anxious	bossy	charming
competitive	independent	jealous	moody	rebellious	reliable
selfish	sensible	sensitive	sociable	spoilt	stubborn

1. Selfish people think about themselves and not about other people.
2. A _____ person always wants to win.
3. _____ children behave badly because they are given everything they want.
4. An _____ person gets angry quickly and likes fighting and arguing.
5. _____ people have an attractive personality and make people like them.
6. A _____ person has common sense and is practical.
7. A _____ person is friendly and enjoys being with other people.
8. _____ people are often worried or stressed.
9. A _____ person is happy one minute and sad the next, and is often bad-tempered.
10. _____ people like doing things on their own, without help.
11. A _____ person likes giving orders to other people.
12. An _____ person shows that they love or like people very much.
13. A _____ person thinks that someone loves another person more than them, or wants what other people have.
14. A _____ person can be easily hurt or offended.
15. An _____ person wants to be successful in life.
16. A _____ person is someone who you can trust or depend on.
17. A _____ person doesn't like obeying rules.
18. A _____ person never changes his (or her) opinion or attitude about something.

5. b. Cover the definitions and look at the adjectives. Remember the definitions.

6. a. Match the adjectives and their opposites.

hard-working mean outgoing
self-confident stupid talkative

Opposite

clever
generous
insecure
lazy
quiet
shy

6. b. Cover the opposites and test yourself.

6. c. With a partner, look at the adjectives again in 1 and 2. Do you think they are positive, negative, or neutral characteristics?

7. Translate the following words and word-combinations into Ukrainian/Russian.

Freckles, beard, thumb, shoulders, cheekbone, waist, attractive, pale, heart-shaped, handsome, sandy hair, selfish, insecure, affectionate, well-built, plump / chubby cheeks, straight nose, eyelashes, icy look, brown / hazel eyes, wavy hair, wrinkles, palm, forehead, good-looking / pleasant-looking, receding hair, bulging eyes, to wear specs, to whistle, to stare, generous, outgoing, ambitious, slim / slender, a chin with a cleft, thin / full / thick / puffy lips, hollow cheeks, aquiline nose, spiky hair / crew cut, fluffy hair, swarthy face, shoulder-length hair, to taste, to clap, rebellious, charming.

8. Translate the following words and word-combinations into English.

Соперничающий, упрямый, ударять ногой / бить по мячу, кивать головой, фигура в форме песочных часов, упитанный, костлявый, выступающий подбородок, нижняя / верхняя губа, румяные щеки, вздернутый нос, ресницы, брови, мечтательный взгляд, глубоко посаженные глаза, темные глаза, кудрявые волосы, свободно ниспадающие волосы, коса, естественные / крашеные волосы, каштановые волосы, веснушки, пальцы на ногах, колено, безымянный палец, локоть, желудок / живот, скула, лоб, разговорчивый, самоуверенный, любящий.



9. Explain the meaning of the given words and word-combinations in English.

Independent, moody, sensitive, a spoilt child, build, well-cut lips, aquiline nose, tangled hair, a red-head, a blonde, jet-black hair, handsome, furrow, moustache, a real beauty, tongue, clever, quiet, reliable, bossy, aggressive, competitive, jealous, sociable, to bite.



SPEAKING SECTION

1. a.

Read the descriptions and look at the photos. Who are the two people?

Hollywood stars

Who are they?

He's a famous American actor. He's quite tall and he's very attractive. He has long hair and brown eyes. I think he's about 50.

She's a very beautiful actress. She's quite short and slim, and she has long dark hair. She's a Hollywood star, but she isn't American, she's Spanish.



1.b.

Think of a famous person from any country in the world. Use the jobs in the box to help you.

actor / actress

musician

politician

singer

sportsman / sportswoman

TV presenter

Write a short description of the person. Give it to your partner. Can he / she guess who it is?

1. c.

Play *Guess the famous person*.

A think of a famous actor / actress.

B ask ten questions using *Is ... ?* Try to guess the actor / actress.

Is it a man or a woman?

A woman.

Is she American?

Yes, she is.

2. Answer the questions with a partner.

1. What actors do you particularly enjoy watching? Why do you like them? Which films / performances particularly?
2. What's one of the best films you've seen recently? Why did you like it so much?
3. Do you ever go to the theatre? Do you prefer it to the cinema? Why (not)? What plays have you seen?
4. Have you ever acted in a play or film? What was it, and what part did you play? Did you get stage fright?

3. With a partner do the test to find more about each other's personalities.

Introduction

This is a personality test, it will help you understand why you act the way that you do and how your personality is structured. Please follow the instructions below and count your results.

Instructions

In the table below, for each statement 1-50 mark how much you agree with on the scale 1-5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree, in the box to the right of it.

Test	
I....	Rating
1. Am the life of the party.	
2. Feel little concern for others.	
3. Am always prepared.	
4. Get stressed out easily.	
5. Have a rich vocabulary.	
6. Don't talk a lot.	
7. Am interested in people.	
8. Leave my belongings around.	
9. Am relaxed most of the time.	
10. Have difficulty understanding abstract ideas.	
11. Feel comfortable around people.	
12. Insult people.	
13. Pay attention to details.	
14. Worry about things.	
15. Have a vivid imagination.	
16. Keep in the background.	
17. Sympathize with others' feelings.	
18. Make a mess of things.	
19. Seldom feel blue.	
20. Am not interested in abstract ideas.	
21. Start conversations.	
22. Am not interested in other people's problems.	
23. Get chores done right away.	
24. Am easily disturbed.	
25. Have excellent ideas.	
26. Have little to say.	
27. Have a soft heart.	
28. Often forget to put things back in their proper place.	
29. Get upset easily.	
30. Do not have a good imagination.	
31. Talk to a lot of different people at parties.	

32. Am not really interested in others.	
33. Like order.	
34. Change my mood a lot.	
35. Am quick to understand things.	
36. Don't like to draw attention to myself.	
37. Take time out for others.	
38. Shirk my duties.	
39. Have frequent mood swings.	
40. Use difficult words.	
41. Don't mind being the center of attention.	
42. Feel others' emotions.	
43. Follow a schedule.	
44. Get irritated easily.	
45. Spend time reflecting on things.	
46. Am quiet around strangers.	
47. Make people feel at ease.	
48. Am exacting in my work.	
49. Often feel blue.	
50. Am full of ideas.	

$$E = 20 + (1) \text{ ___ } - (6) \text{ ___ } + (11) \text{ ___ } - (16) \text{ ___ } + (21) \text{ ___ } - (26) \text{ ___ } + (31) \text{ ___ } - (36) \text{ ___ } + (41) \text{ ___ } - (46) \text{ ___ } = \text{ ___ }$$

$$A = 14 - (2) \text{ ___ } + (7) \text{ ___ } - (12) \text{ ___ } + (17) \text{ ___ } - (22) \text{ ___ } + (27) \text{ ___ } - (32) \text{ ___ } + (37) \text{ ___ } + (42) \text{ ___ } + (47) \text{ ___ } = \text{ ___ }$$

$$C = 14 + (3) \text{ ___ } - (8) \text{ ___ } + (13) \text{ ___ } - (18) \text{ ___ } + (23) \text{ ___ } - (28) \text{ ___ } + (33) \text{ ___ } - (38) \text{ ___ } + (43) \text{ ___ } + (48) \text{ ___ } = \text{ ___ }$$

$$N = 38 - (4) \text{ ___ } + (9) \text{ ___ } - (14) \text{ ___ } + (19) \text{ ___ } - (24) \text{ ___ } - (29) \text{ ___ } - (34) \text{ ___ } - (39) \text{ ___ } - (44) \text{ ___ } - (49) \text{ ___ } = \text{ ___ }$$

$$O = 8 + (5) \text{ ___ } - (10) \text{ ___ } + (15) \text{ ___ } - (20) \text{ ___ } + (25) \text{ ___ } - (30) \text{ ___ } + (35) \text{ ___ } + (40) \text{ ___ } + (45) \text{ ___ } + (50) \text{ ___ } = \text{ ___ }$$

The scores you calculate should be between zero and forty. Below is a description of each trait.

- **Extroversion (E)** is the personality trait of seeking fulfillment from sources outside the self or in community. High scorers tend to be very social while low scorers prefer to work on their projects alone.

- **Agreeableness (A)** reflects much individuals adjust their behavior to suit others. High scorers are typically polite and like people. Low scorers tend to 'tell it like it is'.

- **Conscientiousness (C)** is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others.

- **Neuroticism (N)** is the personality trait of being emotional.

- **Openness to Experience (O)** is the personality trait of seeking new experience and intellectual pursuits. High scores may day dream a lot. Low scorers may be very down to earth.

*(Adapted from Essentials of Organizational Behavior: An Evidence-Based Approach,
T. A. Scandura)*



TEXT B

1. Look at the photos of Susan Boyle in the article. Do you know who she is? Can you guess why she has changed her appearance?

2. Read the article once and choose the best summary.

- 1) We now realize that it is wrong to judge people by their appearance.
- 2) Judging people by appearance can be useful, and is often right.
- 3) If you try to judge people by their appearance, you will usually be wrong about them.

3. Read the article again and mark the sentences T (true) or F (false). Say why the F ones are false.

1. Most people predicted that Susan Boyle would be successful as a singer.
2. After her appearance on TV, people started saying that we shouldn't judge people by their appearance.
3. Scientists think that judging by appearance is an important skill.
4. It is more important to be able to make quick judgements about people than it used to be.
5. When we judge people by their appearance, we are usually wrong.
6. Susan Boyle has probably realized that people will never stop judging her by her appearance.

YES, APPEARANCE MATTERS!

When Susan Boyle first walked onto the stage of the Britain's Got Talent TV show people immediately thought that she looked like a 47-year-old single woman, who lived alone with her cat (which in fact she was). Nobody thought for a minute that she had a chance of doing well on the show, or could ever become a star. But when she opened her mouth and started singing *I Dreamed a Dream*, from the musical *Les Miserables*, everybody was amazed. After the video of her performance went viral, journalists started talking about how wrong it is to stereotype people into categories, and how we should learn, once and for all, 'not to judge a book by its cover'.

But social scientists say that there are reasons why we judge people based on how they look. On a very basic level, judging people by their appearance means putting them quickly into categories. In the past, being able to do this was vitally important, and humans developed the ability to judge other people in seconds. Susan Fiske, a professor of psychology and neuroscience at Princeton University, said that



traditionally, most stereotypes are linked to judging whether a person looks dangerous or not. 'In prehistoric times, it was important to stay away from people who looked aggressive and dominant,' she said.

One reason why our brains persist in using stereotypes, experts say, is that often they give us generally accurate information, even if all the details aren't right.

Ms Boyle's appearance, for example, accurately told us a lot about her, including her socio-economic level and lack of worldly experience.

People's enthusiasm for Susan Boyle, and for other underdogs who end up winning, is unlikely to stop us from stereotyping people. This maybe one of the reasons why, although Ms Boyle expressed the hope that 'maybe this could teach them a lesson, or set an example,' she did begin to change her appearance, wearing make-up, dying her grey hair, and appearing in more stylish clothing.

(Adapted from The New York Times)

4. Find a word or phrase in the article for the definitions.

Paragraph 1

1 _____ was sent all over the internet

2 _____ a _____ by _____ judge a person by his / her appearance

Paragraph 2

3 _____ absolutely essential

Paragraph 3

4 _____ - _____ what social class she is and how much money she has

Paragraph 4

5 _____ people who are not expected to succeed

5. Talk to a partner.

1. Do you think people in your country tend to judge other people by their appearance? In what way?

2. How important do you think appearance is for the following people?

- politicians
- TV presenters
- business people

- singers
- doctors

Do you think it is right that their appearance matters?

3. On what occasions might you judge someone by their appearance?



INFOGRAPHICS SECTION

Make an infographic using vocabulary “appearance” or “personality”. The possible topics are presented in the infographics below. Prepare an oral presentation and tell your groupmates about the appearance, interesting facts about different celebrities (actors, singers, musicians, politicians, TV presenters, royalty) (Infographic 1) or about hints how to develop particular personality traits of one’s character (Infographic 2).

Celebrity Rehab

From rock bottom

SUCCESS STORIES

to the big comeback

GUIDE TO THE STARS

Enters rehab

Relapse

Afflictions

Bad Behavior

Big Comeback



Eminem

2005



2006



HELPING HAND



Addiction mentorship from friend

Elton John

Britney Spears



2007



Back to touring & recording



New Single 'Hold It Against Me' debut on iTunes



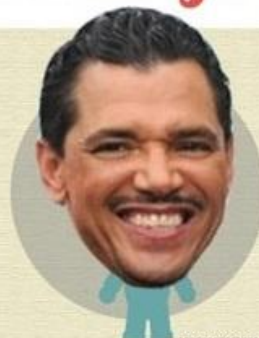
#1 singles



2010 top selling album 'Recovery'

El DeBarge

Latest album 'Second Chance' nominations



MASTERING THE ROLE OF LEADER

A discussion with Tom Roth, Michael Leimbach, PhD, and David Yesford, Wilson Learning

WHAT IS LEADERSHIP?

Some see leadership as command and control. Others see inspiration and values



The purpose of a leader is to engage others in committing their full energy to the creation of value and success



LEADERSHIP SURVIVAL SKILLS

You can't just get the job done yourself anymore; you need to do it through others

- ✓ Motivating employees
- ✓ Communicating effectively
- ✓ Defining tasks and goals
- ✓ Delegating with confidence
- ✓ Observing behavior
- ✓ Providing feedback & coaching
- ✓ Resolving conflict
- ✓ Helping others solve problems

ESTABLISHING LEADERSHIP CREDIBILITY

The Essence of first-level leadership is the shift of moving from solving others' problems...



TECHNICAL EXPERTISE
(Engineering, Finance, Operations)
Expertise as your source of credibility



LEADERSHIP



TECHNICAL EXPERTISE
Leadership as your source of credibility



...to helping employees learn how to solve problems themselves

First-level leaders often resort to "leading with their technical expertise." The challenge for new leaders is to rely less on their functional credibility and instead establish their credibility as a leader—something they must earn in their new role.

From a leadership Essence (character) perspective, new first-level leaders require the wisdom to make leadership their source of credibility.

AS LEADERS MOVE INTO MID-LEVEL LEADERSHIP, THEIR FOCUS SHIFTS

A mid-level leader needs to shift more to Growth Skills (Form) to help grow others' capabilities and help the department and, ultimately, the organization grow.



This critical shift requires leaders to understand the importance of building capability in others, rather than being a Heroic Manager who controls or micromanages people.

LEADERSHIP GROWTH SKILLS



Team goal-setting



Problem-solving facilitation



Cross-functional collaboration



Negotiation



Delegation

MANY NEW LEADERS TEND TO RELY ON GETTING THEIR SIGNALS FROM EXTERNAL SOURCES

Moving into mid-level leadership is usually a big step. There is often a big increase in responsibility and greater span of control, causing leaders to focus on what they think they need to succeed.

As a result, many leaders start taking their signals from external sources.

EXTERNAL

HAVE

I need to have power, authority & control

DO

So I can do more, create change, and improve.

BE

Then I will be successful.

FOR A PURPOSE- AND VALUE-CENTERED LEADER, AN INTERNAL FOCUS LEADS TO A RENEWED SET OF VALUES

Having a clear sense of Essence (character) provides the foundation that makes their leadership skills (Form) effective.



EXTERNAL

- Appearance more important
- Responds to signals from others
- Success is measured by appearance, position, title
- Life is lived on "approval"



INTERNAL

- Depth more important
- Responds to values
- Success is measured by contribution to others
- Life is lived on "purpose"



DIGITAL PRACTICE SECTION

1. a.

Watch or listen to four people talking about their favourite actors. Match the speakers (N, S, J, or M) to the actors. Follow the link to watch the video:

<https://www.youtube.com/watch?v=UueWyLIRoeg>

1) Nathan, English 2) Sean, English 3) Jo, English 4) Mairi, Scottish

- a) Audrey Hepburn
- b) Judi Dench
- c) Matt Smith
- d) Olivia Colman
- e) Russell Crowe
- f) Jodie Foster
- g) Kevin Spacey
- h) Natalie Portman
- i) Robert De Niro



1. b.

Watch or listen again. Who (N, S, J, or M) ... ?

- likes one of the actors he / she mentions because he/ she is very versatile
- has seen one of the actors he / she mentions in the theatre
- thinks his / her favourite actors express feelings very well
- says the actor he / she likes best was also in the film he / she likes best

1. c.

Watch again and complete the **highlighted** Colloquial English phrases. What do you think they mean?

1 '... actors who are that famous **have some sort of star** _____, ...'

2 'I think he just has an intensity, and **a** _____ that makes you want to watch him.'

3 'My favourite film and my favourite performance **of** _____ is *The Deer Hunter*.'

4 '... I feel like she **put her** _____ **into everything**,'

(Adapted from *New English File*)



CONSOLIDATION SECTION

Translate from Russian into English.

1. Мне понравилась Ребекка с первого взгляда. У нее были **умные, добрые глаза, нос с веснушками, хорошо очерченные губы и очаровательная улыбка.**

2. Как настоящая француженка, Мари меняла цвет **волос** очень часто. Вчера она могла быть **блондинкой с кучерявыми волосами по плечи**, сегодня ее волосы могли быть **шелковистыми золотисто-каштановыми**. Мари была **дружелюбной и веселой** и больше думала о своей **внешности**, чем об учебе и будущей карьере.

3. Агата Кристи дала своему знаменитому персонажу Эркюлю Пуаро интересную **внешность**. Он был **невысокий и достаточно полный**. У него были **усы и умные, добрые глаза**.

4. Каждая нация имеет характерные черты **внешности**. Например, люди со стран Востока **невысокие, у них черные, как смола, волосы, темные раскосые глаза** и круглые лица. Люди с Запада в основном имеют **светлые или каштановые волосы, большие голубые, карие, серые или зеленые глаза**. Исторические хроники описывают мужчин-славян **широкоплечими, мускулистыми, с усами и бородами**. Женщины-славянки, в основном, были **высокие и стройные** в юности, но становились приятно **полными** в среднем возрасте. По древнему обычаю, славянки носили длинные **косы**.



5. Она была очень **упертой** и **любила командовать**. Всегда **надеялась** только на себя и именно поэтому была **независима** в своих мыслях и поступках. Про такие **личные качества** можно говорить и как про положительные, и отрицательные.

VOCABULARY

UNIT 3.

HANDSOME IS AS HANDSOME DOES

APPEARANCE – внешность

HEAD – голова

face – лицо

cheekbone – скула

forehead – лоб

mouth – рот

tongue – язык

TRUNK – туловище

back – спина

neck – шея

waist – талия

stomach – желудок, живот

LIMBS – конечности

hand – рука (кисть)

arm – рука (от кисти до плеча)

shoulders – плечи

elbow – локоть

palm – ладонь

thumb – большой палец руки

finger – палец

forefinger – указательный палец

middle finger – средний палец

ring finger – безымянный палец

little finger – мизинец

leg – нога (от бедра до ступни)

feet – ступня

knee – колено

toes – пальцы на ногах

FACE – лицо

moustache – усы

beard – борода

whiskers – бакенбарды

scar – шрам

mole – родинка

birthmark – родимое пятно

furrow – глубокая морщина на лбу

wart – бородавка
pimple / acne – прыщи
freckles – веснушки
wrinkles – морщины
oval / round / square – овальное / круглое / квадратное
heart-shaped – сердцевидное
pale – бледное
swarthy – смуглое
pimpled – прыщавое
teeth – зубы
ears – уши
beauty / a beauty / a real beauty – красота / красотка / настоящая красавица
attractive – привлекательный
good-looking / pleasant-looking – красивый (о женщине)
handsome – красивый (о мужчине)
ugly – ужасный

HAIR – волосы

long / short – длинные / короткие
shoulder-length – до плеч
straight – прямые
fair – светлые
sandy – рыжеватые
auburn – золотисто-каштановые
white / grey / grayish – седые / седеющие
chestnut – каштановые
jet-black – «вороньего крыла»
a blonde – блондин
a red-head – рыжий
silky – шелковистый
receding – редкие
heavy / bushy – густые
tangled – спутанные
fluffy – пушистые, мягкие
natural / dyed – естественные / крашеные
plait – коса
smooth – гладкие
loose – свободно ниспадающие
spiky / crew cut – «ежик»
wavy – волнистые
curly – кудрявые

EYES – глаза

dark – темные

brown / hazel – карие
green – зеленые
blue – голубые
gray – серые
far-set – широко посаженные
close-set – близко посаженные
deep-set – глубоко посаженные
almond – миндалевидные
slant – косящие
bulging – на выкате
look – взгляд
soft / warm – мягкий / теплый
kind / friendly – добрый / дружелюбный
hard – тяжелый
cold – холодный
icy – ледяной
strict – строгий
dreamy – мечтательный
sleepy – сонный
to wear specs – носить очки
eyebrows – брови
eyelashes – ресницы

NOSE – нос

aquiline – нос с горбинкой / орлиный
straight – прямой
turned up / snub – вздернутый
hooked – крючковатый
long / short – длинный / короткий
broad – широкий
flat – плоский

CHEEKS – щеки

pale / ivory – бледные
rosy / pink – румяные
plump / chubby – пухлые
hollow – впалые
with dimples – с ямочками

LIPS – губы

thin / full / thick / puffy – тонкие / полные / толстые / мясистые
rosy / pink / cherry – розовые / красные
well-cut – правильной формы
lower / upper lips – нижняя / верхняя губа

CHIN – подбородок

pointed – острый

double – двойной

with a cleft – с ямочкой

protruding – выступающий

strong – тяжелый

BUILD. FIGURE. – Строение тела. Фигура.

slim / slender – стройный

lean – тощий

skinny / bony – костлявый

fat / overweight – жирный

well-rounded / stout – упитанный

round / plump – «пышка»

well-built – хорошо сложенный

wide / broad / narrow-shouldered – широкоплечий / узкоплечий

narrow-hipped – с узкими бедрами

an hour-glass figure – фигура в форме песочных часов

PERSONAL CHARACTERISTICS – личные качества

affectionate – любящий

aggressive – агрессивный

ambitious – амбициозный

anxious – тревожный, волнующийся

bossy – распоряжающийся

charming – очаровательный, обаятельный

competitive – соперничающий

independent – независимый

jealous – ревнивый, завистливый

moody – легко поддающийся переменам настроения, унылый

rebellious – бунтарский, непокорный

reliable – надежный

selfish – эгоистичный

sensible – благоразумный, здравомыслящий

sensitive – чувствительный, впечатлительный

sociable – общительный, дружелюбный

spoilt – испорченный

stubborn – упрямый

hard-working – трудолюбивый

mean – жадный, скупой

outgoing – отзывчивый, дружелюбный, веселый

self-confident – самоуверенный

stupid – глупый
talkative – разговорчивый
clever – умный
generous – щедрый
insecure – неуверенный
lazy – ленивый
quiet – тихий, спокойный
shy – стеснительный

VERBS

to clap – хлопать в ладоши
to nod – кивать головой
to smell – нюхать
to touch – трогать руками
to whistle – свистеть
to taste – пробовать на вкус, иметь вкус
to throw – бросать
to stare – пристально смотреть, уставиться
to bite – кусать
to kick – ударять ногой, бить по мячу
to point – указывать пальцем

UNIT 4. YOUR NEAREST AND DEAREST

1. Pre- topic discussion

- ☑ The family is one of nature's masterpieces. (*George Santayana, a Spanish-American philosopher and poet*)
- ☑ Being a family means you are a part of something very wonderful. It means you will love and be loved for the rest of your life. (*Lisa Weed, an American psychologist*)
- ☑ Family is not an important thing. It's everything. (*Michael J. Fox, a Canadian-American actor and comedian*)
- ☑ You don't choose your family. They are God's gift to you, as you are to them. (*Desmond Tutu, a South African Anglican cleric*)
- ☑ My family is my life, and everything else comes second as far as what's important to me. (*Michael Imperioli, an American actor, writer and director*)



○ TEXT A TYPES OF FAMILIES

Nuclear family

The **nuclear family** is the traditional type of family structure. This family type consists of two parents and children, so it is not **large**. People say that such kind of family is ideal for raising children due to their **close-knit** relations. Children from **two-parent** structure usually get more opportunities as such families seldom happen to be **low-income** or **poor**.

* * *

Single Parent Family

The **single parent family** consists of a father or a mother who is responsible for raising one or more children on his or her own. One parent families are results of **splitting up** parents, **ups and downs** of lasting **marriages** that can lead to **separation**, **family crisis** or even **divorce**. In these families adults and children **establish a very close relationship with** each other and also **keep in touch with relatives**. There is also one more case of single parent families: when adults who want to have a child but do not have a partner adopt children and become **adoptive** or **foster** parents for him or her.

* * *

Extended Family

The **extended family** structure is a **huge** unit. It includes two or more adults who live in the same home and have **family ties**. For example, **cousins**, aunts and **uncles** or **grandmothers** and **grandfathers**, **great-grandmothers**



and **great-grandfathers** etc. These people are very **family-oriented** as they have common goals and ideas. Extended families are becoming more popular all over the world.

* * *

Childless Family

Sometimes families decide not to have children, so they form a **childless family** (childfree) unit. It consists of two partners living and working together. Often they own pets or **establish a very close relationship with** their nieces and **nephews** as an alternative for their lost motherhood or **fatherhood**.

* * *

Step Family

Over half of all marriages end in divorce, and many of these **divorcees** choose to get remarried. This creates the **step** or blended **family**. Two separate families make up one new unit. It consists of a new husband, wife (**step-parents**) and their children who become **half-sisters** and **brothers**. There are a lot of step families nowadays, although they tend to have more problems. They have to learn to work together: **step-mothers** and **step-fathers** with their **step-children**; **step-sisters with step-brothers** etc. One more actual thing for step families is to deal with their **ex-husbands and ex-wives** not to create problems in their newly-created families.

* * *

Grandparent Family

Many grandparents today are raising their **grandsons and granddaughters** for different reasons. It can be a result of parents' death or when parents are unfit or work somewhere far away. Such families are usually not **well-off** as raising children **takes time and commitment**. So many grandparents need to go back to work or find extra sources of income.

* * *

There is no right or wrong answer when it comes to what is the best type of family structure. As long as a family is filled with love and support for one another, it tends to be successful.

(adapted from <https://family.lovetoknow.com/about-family-values/types-family-structures>)

TASKS



○

CONTEXT UNDERSTANDING SECTION

○ **1. Read the text and answer the following questions:**

1. What family is a traditional family type? 2. Is the nuclear family large? Who is included in the nuclear family? 3. What are pluses of the nuclear family? 4. Do members of the nuclear family support each other? 5. What members are included into the single parent family? 6. What are reasons of existing single parent families? 7. Children and parents in single parent families are friends and speak to each other often, aren't they? 8. Who are adoptive or foster parents? 9. What is the extended family? What are its characteristics? 10. What members are there in the extended family? 11. Are extended families wide-spread today? 12. Why do childless families

exist? What are the main reasons? 13. What is an alternative of having a child in childless families? 14. How does the step family appear? 15. What is the second name of the step family? 16. Who are members of the step family? 17. What problems do step families have? 18. If there are only grandparents and grandchildren in the family, what do we call such a family? 19. Why do grandparent families exist? 20. What problems do grandparent families have?

2. Match types of families with their vocabulary definitions.



Nuclear family	<i>a family in which a parent brings up a child or children alone, without a partner:</i>
Single Parent Family	<i>a family that includes in one household near relatives (such as grandparents, aunts, or uncles) in addition to a <u>nuclear family</u></i>
Extended Family	<i>a <u>family</u> that has a parent, a stepparent, and a child or children by a previous marriage.</i>
Step Family	<i>there is a grandparent-grandchild relationship in a family and no parent-child relationship.</i>
Grandparent Family	<i>a social unit of two parents and one or more children.</i>



3. “Game” time. Guess What! Work in pairs. Think of a type of family structure but do not say it to your partner. Let him/her ask you questions about the word you have on your mind. It should be Yes/No questions. Try to ask as many questions as you can to find out all the details. As soon as he/she guesses the word you change the roles.

4. Look at the photos and define types of families. Explain your choice using active vocabulary after the unit.



VOCABULARY PRACTICE SECTION

1. Translate the following words and word-combinations into Ukrainian/Russian.

Step-mother, uncle, single parent, poor, huge, grandmother, ex-wife, half-sister, relatives, family-oriented, lasting marriage, family crisis, to keep in touch with, fatherhood, a divorcee, separation, to establish a very close relation with, to split up, step-parent, well-off, extended family, large, great-grandfather, childless, adoptive, close-knit, foster, two-parent, nephew, to take commitment, ups and downs.

2. Translate the following words and word-combinations into English.

Прекратить отношения, ценящий семью, разлука, семейный кризис, взлеты и падения, брат по одному родителю, дядя, ближайшие родственники, неполная семья (с одним родителем), связанный семейными узами, сводный брат, пасынок, отчим, бывший муж, племянник, обеспеченная семья, огромный, большой, бездетный, дальние родственники, полная семья (с двумя родителями), с низким достатком, приемный, бабушка, внук, дедушка, внучка, установить очень близкие отношения с, отцовство, родственники, крепкий

брак, семейные узы, поддерживать отношения с кем-то, разлука, требовать отдачи, разведенный человек.

3. Explain the meaning of the given words and word-combinations in English.

To establish a very close relation with, close-knit, two-parent, a divorcee, ups and downs, separation, lasting marriage, to keep in touch with, to split up, family-oriented, large, adoptive, to take commitment, childless, fatherhood, step-parent, well-off, nephew, great-grandfather, foster, family crisis, uncle, poor, grandmother, half-sister, extended family, ex-wife, single parent, relatives, step-mother, huge.

4. Make up sentences in English using the following word-combinations. Pay careful attention to their meanings. Translate the made-up sentences into Ukrainian/Russian.

To take commitment, to establish a very close relation with, to split up, to keep in touch with, ups and downs.

1	to take commitment	<i>generally means promising to do something</i>
2	to establish a very close relation with	<i>There are different kinds of relationships. Some examples are: romantic relationships, relationships with your family members, business relationships When you're talking about starting a business relationship, you use the word "establish".</i>
3	to split up	<i>to end a marriage or a sexual or romantic relationship</i>
4	to keep in touch with	<i>to continue to talk to or write to someone</i>
5	ups and downs	<i>rise and fall especially in fortune</i>

(taken from <https://www.merriam-webster.com>,
<https://www.macmillandictionary.com>, <https://www.phrasemix.com>)

5. Build up a story using the given words and word-combinations. Report it to the class.

Extended family, to establish a very close relation with, to keep in touch with, grandmother, grand-father, family-oriented, large, uncle, two-parent, lasting marriage, well-off, a divorcee, step-mother, relatives, family crisis, ex-wife, ex-husband, childless, to take commitment, adoptive, close-knit, to split up, foster, great-grandfather, great-grandmother, separation, step-brother, half-sister, huge, fatherhood, nephew, single parent, poor.



SPEAKING PRACTICE SECTION

1. What do children usually think about? Do children of different ages think differently? Do you remember yourself three/five/ten years ago? What has changed in your ideas/actions/attitudes?



2. Read the text. Discuss with the partner the given information. Sum up the ideas of children. Do you agree with all of them? Or not? Explain your point of view.

TEXT B

Childbirth is one the most waited, blessed and life-changing events in life of every **mother-to-be** and father-to-be. From the moment when a woman finds out that she is **pregnant**, her life as well as her husband's life take a new turn. Women start to read a lot of books about childcare, **breastfeeding and bottle-feeding**. Men also start to show up **fatherly** instincts and do their best to get prepared to the most sacred moment of their life – being fathers!

Time passes and here we are! An **infant** is already at home with **devoted** parents whose ideas are only about their little prince or princess. And what about this little one in the **cot**? What is he thinking about? What if babies could text? Maybe, parents might get such messages:

1. One more day in the crib ...hey, guys, I want to see more! Take me out! Show me what you are doing!	
	2. Hi, Mum! I have been awake for 15 minutes. Where are you? Busy? Don't hurry, I have what to do. I'll just amuse myself with the contents of my nappy ! If can, buy a potty for me! I am old enough!
3. What are you putting on me? What for do I need this cloth? What?! It is a pretty bibMy bad! Food is tastier without it!	
	4. Don't you want to speak to me? I have so much to tell you! Put away this dummy from my mouth! It makes my speech <i>abracadabra</i> !
5. Toys? Dolls? Rattles? Are you joking? Where is my Ferrari?	

3. Give explanation to the following vocabulary units.

Fatherly, a devoted wife and mother, an infant, a cot / crib, a nappy, a bib, a dummy, a rattle, toys, dolls, a potty, a mother-to-be, pregnant, childbirth, to breastfeed, to bottle-feed.

4. Comment the following quotes. State your opinion if you agree or disagree. Present your ideas to the class. Use introductory and linking phrases given in the table.

Useful phrases
FOR EXPRESSING OPINIONS
<i>I think.... I believe.... I feel.... I suppose.... I guess....</i> <i>According to me.... In my view.... In my opinion.... It seems to me that....</i> <i>From my point of view....</i> <i>Personally, I think....</i> <i>What I mean is....</i> <i>Some people say that....</i> <i>My impression is that....</i> <i>I'm of the opinion that....</i>

(taken from <https://www.fceexamtips.com/articles/fce-speaking-test-part-2-useful-phrases>)

- ✓ “Adults are just outdated children.” (Dr. Seuss)
- ✓ “Children must be taught how to think, not what to think.”
(Margaret Mead, cultural anthropologist)
“Children need models rather than critics.”
(Joseph Joubert, French moralist)
- ✓ “Being part of a family means smiling for photos.” (Harry Morgan)
- ✓ “The best way to make children good is to make them happy.”
(Oscar Wilde, author and poet)

5. Look at the photos. What can you see in the photos? What common topic do they have? What are differences among them? Share your ideas with the class. Use introductory and linking phrases given in the table.

Useful phrases
COMPARE AND CONTRAST
<i>They both show/have/etc</i> <i>They're both quite similar because they both show/have/etc</i> <i>Both of them have got.... in them.</i> <i>The top one looks more.... than the bottom one.</i> <i>The one on the left is/shows/has... but the one on the right is....</i> <i>This one is not as.... as the other one.</i> <i>It's quite difficult to compare them.</i> <i>This picture reminds me of.... whereas the other one....</i>

(taken from <http://myenglishonline.ca>)

CARD A



CARD B



CARD C

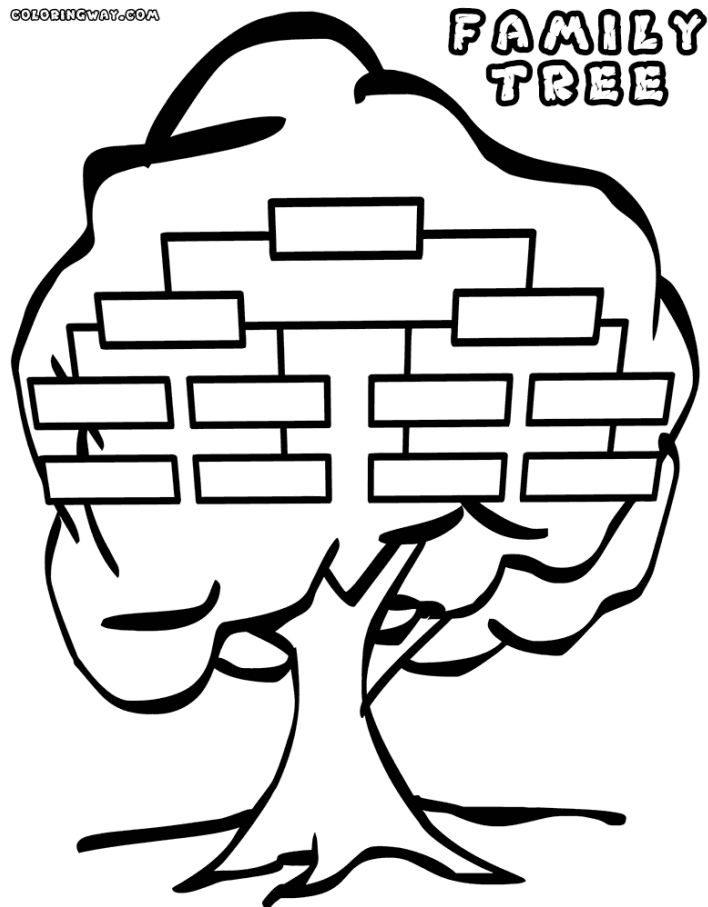




CREATIVE PRACTICE. PROJECT SECTION

1. Remember as many members of a family as you can and fill in the chart. Compare your results with other students.

coloringway.com



○




2. Match the vocabulary units with its definitions

Word	Definition
mother-in-law	<i>the sister of your husband or wife.</i>
father-in-law	<i>the mother or father of your mother or father.</i>
parent-in-law	<i>the husband of your daughter.</i>
sister-in-law	<i>the son or daughter of one of your children</i>
brother-in-law	<i>great-grandfather and great-grandmother</i>
son-in-law	<i>a child that a godparent promises to support</i>
grandparents (grandmother and grandfather)	<i>mother-in-law and father-in-law</i>
grandchildren (grandson and granddaughter)	<i>brothers and sisters</i>
great-grandparents	<i>the mother of your husband or wife</i>
godchild	<i>a man who has made a very</i>

	<i>serious promise to be loyal to another man</i>
godmother/father	<i>The brother of your husband or wife</i>
nephew	<i>an adult who promises during the Christian ceremony to give a child support</i>
cousin	<i>the father of your husband or wife</i>
blood brother	<i>a child of your uncle or aunt</i>
sibling	<i>an aunt of one's father or mother</i>
great aunt	<i>a son of your brother or sister, or a son of your husband's or wife's brother or sister.</i>

(taken from <https://www.merriam-webster.com>,
<https://www.macmillandictionary.com>)

3. Look at the pictures and match them with the corresponding vocabulary items. Comment if you know such people from your surrounding among groupmates, friends, etc.

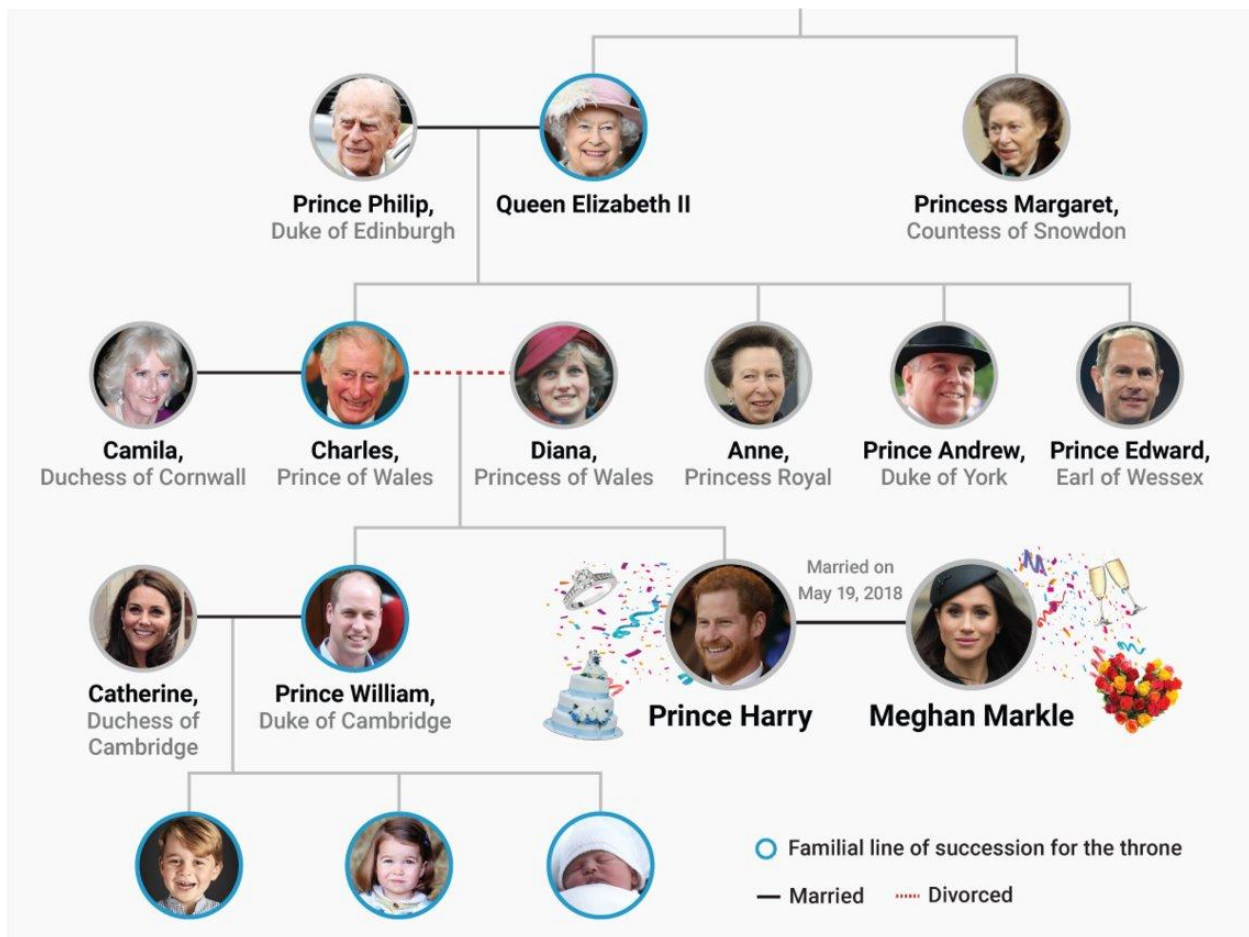
Twins	
Triplets	
Quads	

Infant	
Spinster	
Bachelor	

4. Look at the Royal family family tree. What do you know about the Royal family?

Imagine that you are Prince Charles. Tell about your family relations from his position. Start your story as:

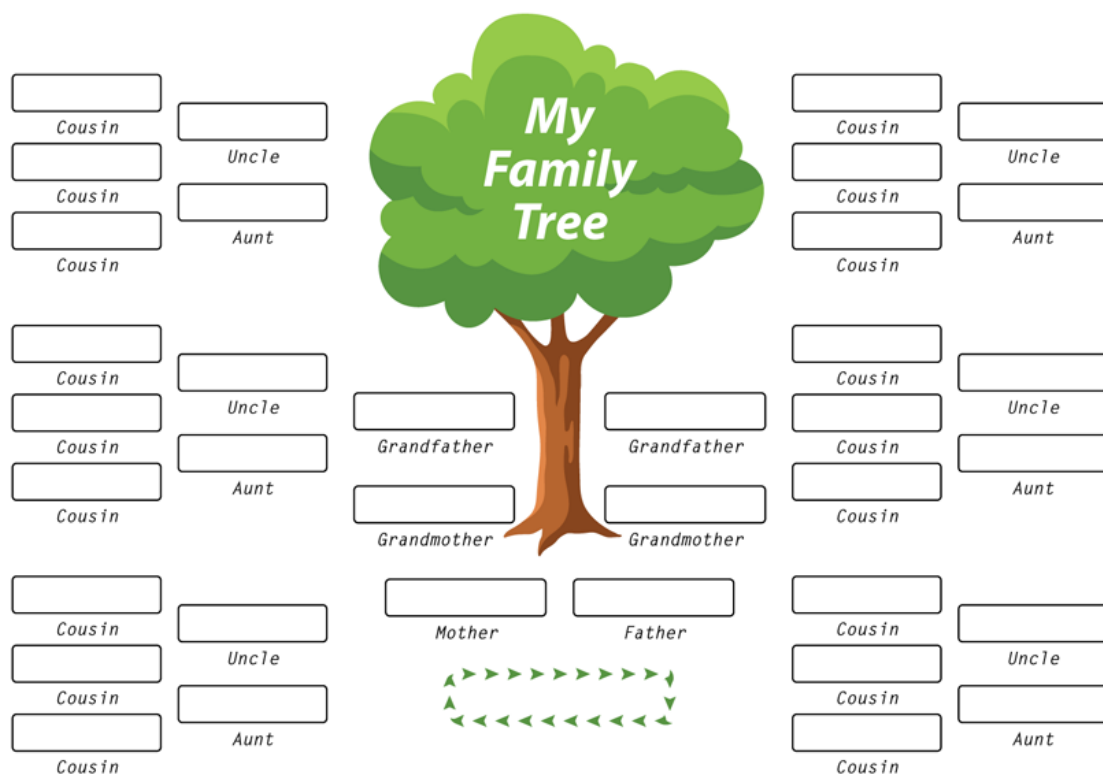
Hi! My name is Princes Charles. My family is huge. I am the first baby of Queen Elizabeth II. We have an extended family. This is my family.



Use the following vocabulary in your story:

children, husband, wife, grandmother, grandfather, greatgrandmother, greatgrandfather, father, mother, grandchildren, daughter, aunt, uncle, brother, sister, nephew, niece, grandparents, greatgrandparents, cousins.

5. Build up your own family tree. Present it to the class. Provide as many information as you can. Use the template to help you.



www.FreeFamilyTreeTemplates.com

6. Write a paper about your family relations using the vocabulary units and underlining them.



DIGITAL PRACTICE SECTION

1. Watch the Pilot episode from the TV series Modern Family.

URL: <https://www.youtube.com/watch?v=QzVIDHQZBVg>

- Who are the main characters?
- What is the episode mainly about?
- When and where do the events take place?
- Do you like the family you see?

2. Look at the picture, fill in the names and define their family relations. Compare your ideas with your partners. Describe each family member.



3. Make a list and tell about the key events in the episode. Report your ideas to the class.



INFOGRAPHICS SECTION

What is infographics?

Infographics is_a chart, diagram, or illustration (as in a book or magazine, or on a website) that uses graphic elements to present information in a visually striking way. (*Merriam Webster Dictionary*)

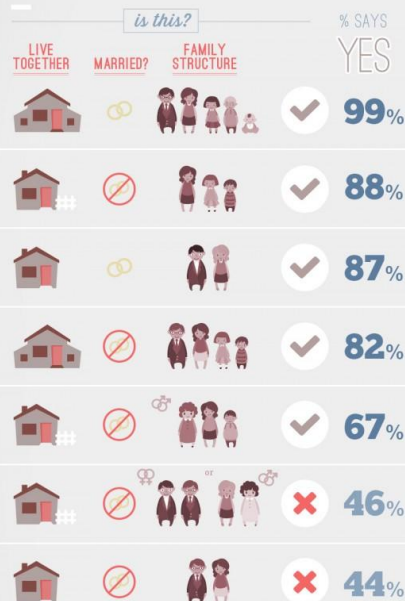


1. Comment on the given chart about the changing American family. Define the main characteristics of it and the changes that have happened. Put down your ideas. Compare them with your partner. Report them to the class.

The Changing American Family

WHAT IS A FAMILY?

People were asked which arrangements they considered to be a family or not.



Having Children
=
Having a Family

★ ★ ★ ★ ★

FAMILY
(as defined by popular belief)
A husband and wife with children.

★ ★ ★ ★ ★

Half of people don't consider couples without kids a family

FAMILY DINNER HABITS

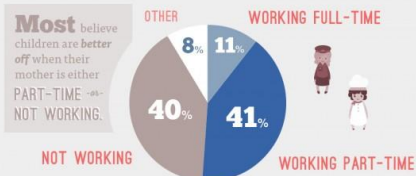
Families were asked how often in a typical week they ate dinner together.



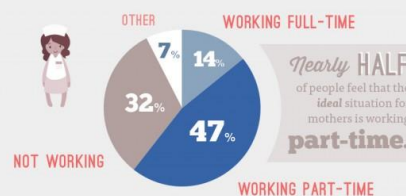
WORKING MOMS

Should mothers of young children be working? How often?

What's the Ideal Situation For Children?



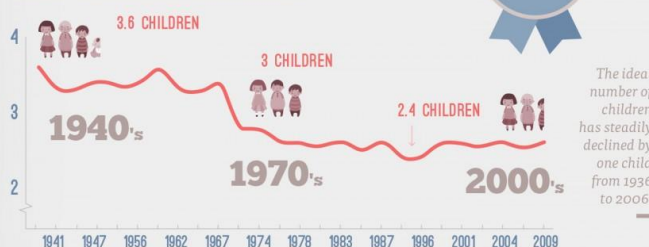
What's the Ideal Situation for Women with Children?



Staying home with child is more ideal for children than mothers.

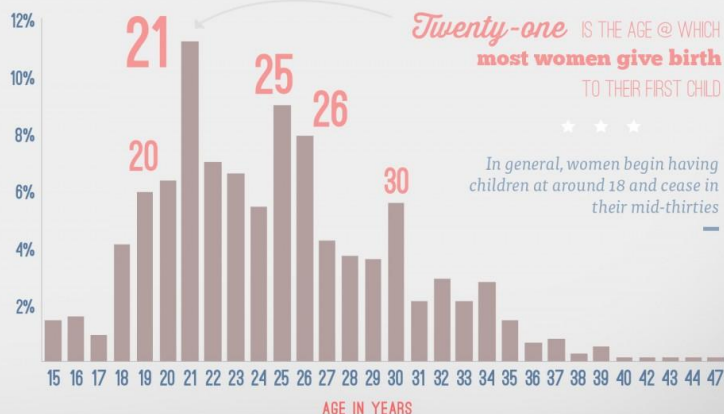
THE IDEAL NUMBER OF CHILDREN

Over the years, Americans were asked how many children they thought was the ideal number in a typical family.



MOTHERS' AGES AT THE BIRTH OF THEIR FIRST CHILD

American mothers were polled to determine the age at which they gave birth to their first child.



In general, women begin having children at around 18 and cease in their mid-thirties

PEW RESEARCH CENTER SURVEY: SOCIAL TRENDS REPORTS February 16 - March 14, 2007

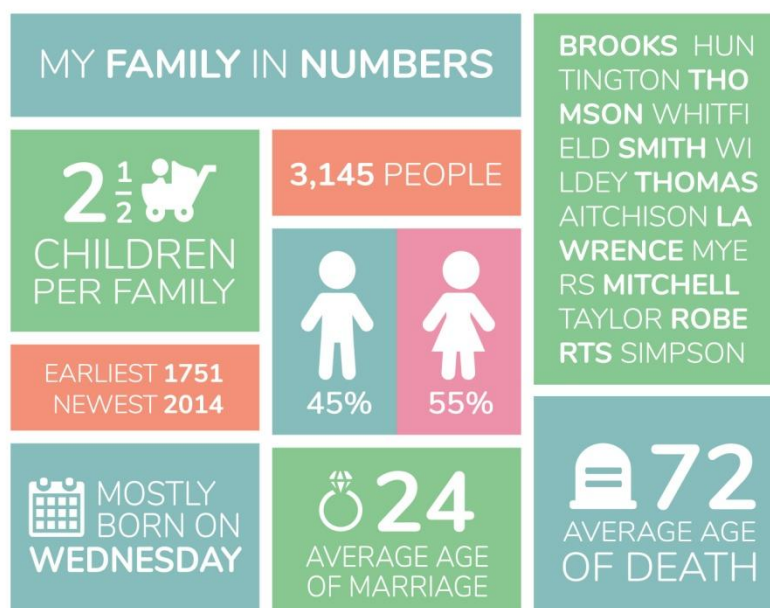
PEW RESEARCH CENTER FOR SOCIAL & DEMOGRAPHIC TRENDS: APRIL 2009 FERTILITY SURVEY April 2 - 6, 2009

OCTOBER 2010 CHANGING AMERICAN FAMILY SURVEY October 1 - 21, 2010

created by: KYLE PENN

2. Build up the infographics of your family (*My family in numbers*) using <https://twile.com/login>. Present the result in class. Comment if you expected the given results. Share your ideas in class. Compare the infographics of your family (*My family in numbers*) with your partners.

What is Twile? Twile will generate a FREE personalised infographic using the people and dates in your family tree. Twile is a timeline of everything that's ever happened in your family, from your earliest ancestors right through to today.
(<https://www.findmypast.com/first/twile>)



CONSOLIDATION SECTION

1. Translate the following text into English using active vocabulary units.

Семейные узы

Семья – самое важное в жизни каждого человека. Сегодня в мире существует **огромное** множество семей. Социологи и психологи строят их разные классификации по разнообразным признакам, но основными **типами** семей они считают: **ядерную (нуклеарную); неполную; расширенную; бездетную; семьи, которые образовались благодаря повторному браку партнеров (смешанные); семьи, где родительские функции выполняют бабушки и дедушки.**

Что же они из себя представляют?

Нуклеарная семья, или ядерная семья – традиционная семья. Она включает в себя **двух родителей и детей**, поэтому такая семья **небольшая**. В такой семье прекрасно можно воспитывать детей благодаря **дружным отношениям в семье**. Дети в семье с двумя родителями получают больше возможностей, так как такие семьи редко имеют **низкий доход**. Многие из них довольно **состоятельные**.

Второй тип – это **неполная семья**. Это семьи с одним родителем. Они состоят из **отца или матери**, которые воспитывают одного или нескольких детей самостоятельно.

Такие семьи являются результатом **развода** родителей, **взлетов и падений** в семейных отношениях, проблем в **крепких браках**, которые могут привести к **разлуке, семейному кризису** или даже **прекращению** отношений. Обычно взрослые и дети **устанавливают очень тесные отношения друг с другом**, а также **поддерживают связь с родственниками**.

Еще один тип – это **расширенная семья**. Она очень **большая**. В нее входят два или более взрослых, которые живут в одном доме и имеют **семейные связи**. Например, кроме родителей и их детей, в доме живут много **родственников: тети и дяди, бабушки и дедушки, прабабушки и прадедушки, двоюродные братья и сестры** и т. д. Они **очень ценят семью** и не допускают того, чтобы **семейный кризис** разрушил их **тесные семейные узы**.

Также существуют в мире и **бездетные семьи**. Это семьи из двух партнеров, живущих и работающих вместе. Они принимают совместное решение не иметь детей. Иногда они тоскуют по утерянному материнству или **отцовству**, поэтому **устанавливают очень тесные отношения с племянниками и племянницами**, проводят с ними много времени, заводят домашних животных.

К сожалению, сегодня более половины всех браков заканчиваются разводом, и многие из **разведенных** принимают решение вступить в повторный брак. Так появляются **смешанные семьи**. Люди разводятся и создают новую семью: муж, жена (**неродные родители**) и их дети. Дети становятся **сводными сестрами и братьями**. Такие семьи довольно распространенные сегодня, но им нужно многое решить, чтобы стать **сплоченной семьей** и **ценить их новую семью**. Отношения между **мачехой и отчимом** с их **приемными** детьми очень сложны. Дружба **сводных сестер и сводных братьев** – вопрос времени. К тому же, в таких **смешанных семьях** могут возникать проблемы с их **бывшими мужьями и бывшими женами**. Они могут помещать **установить близкие отношения** в новой семье.

Кроме упомянутых семей есть **семьи, где родительские функции выполняют бабушки и дедушки**. Бабушки и дедушки могут воспитывать своих **внуков и внучек** по разным причинам. Это может быть результатом смерти родителей или, когда родители работают где-то далеко. Такие семьи обычно имеют **невысокий достаток**, так как воспитание детей **требует времени и усилий**. Многие **бабушки и дедушки** возвращаются на работу или ищут дополнительные источники дохода.

Типов семей может быть много, самое главное же – это **тёплые и близкие отношения** в семье и с **родственниками**. Цените свою семью!

2. Work in pairs. Choose 15 sentences with active units from Text A and dictate them to your partner. Then check-up his/her work. Discuss mistakes with the teacher. Change the roles.



SUPPLEMENTARY SECTION

1. Read the song "Girls Just Want To Have Fun" by Cyndi Lauper. What is the song about? What do you think of the song? What mood does the song create? Report your ideas to the class.

Verse 1

I come home in the morning light
My mother says, "When you gonna live your life right?"
Oh mother dear we're not the fortunate ones
And girls, they wanna have fun
Oh girls just want to have fun

Verse 2

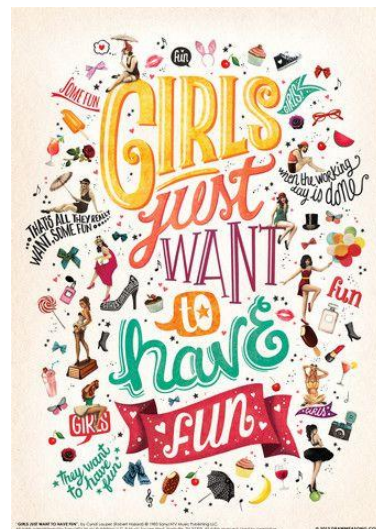
The phone rings in the middle of the night
My father yells, "What you gonna do with your life?"
Oh daddy dear, you know you're still number one
But girls, they wanna have fun
Oh girls just want to have

Chorus

That's all they really want
Some fun
When the working day is done
Oh girls, they wanna have fun
Oh girls just wanna have fun!

Verse 3

Some boys take a beautiful girl
And hide her away from the rest of the world
I want to be the one to walk in the sun
Oh girls, they wanna have fun
Oh girls just wanna have!



2. Read family stories. Summarize the plot of each story. Choose the story that you like more. Explain your ideas and share the opinion. Remember a funny family story and present it in class.

Family stories

Bloody Awful

When my five-year-old daughter came down with a virus, I took her to the doctor's office. Holding her hands, I explained the sad facts: "The doctor is now going to draw some blood."

Calmly and stoically, she responded, “Whose?”
Faye Hintz, Glendora, California

Harvard, Here I Come!

“How was your first day of school?” I asked my kindergartner.
“Fine,” she said. “They want me to come back tomorrow.”
Shirley Sprague, Concord, California

Little Einstein

We’re not sure how it happened, but my three-year-old nephew James got his tricycle stuck under another bicycle’s tire and gear mechanism. My four-year-old kid, Rowan, watched him patiently and painstakingly extricate the trike, then turned around to us and declared, “Him’s a genius!”
B. O., Montclair, New Jersey

Hear No Evil

It was a typical noisy dinner at my parents’ home, and Dad was having trouble following the conversations. He kept jumping in with off-topic comments and asking for things to be repeated. I finally told him he needed to get a hearing aid. Looking at me as if I were crazy, he said, “What would I do with a hand grenade?”
Pat Tornatore, St. Louis, Missouri

Mystery Man

My ex-husband hosted a graduation party for our son that included his new family and mine. My confused nephew wondered who was my son’s father. When I pointed him out, he asked, “Do you know him?”
Laurie Strand, Vernon Hills, Illinois

(taken from Reader's Digest <https://www.rd.com/funny-stuff/funny-family-stories/>)



ADDITIONAL REFERENCES AND EXERCISES

1. Find out more using links

- The six types of modern family and their finances.
URL: <https://visual.ly/community/infographic/love-and-sex/six-types-modern-family-and-their-finances>
- Most Common Family Types in America.
URL: <https://flowingdata.com/2016/07/20/modern-family-structure/>
- Eric Barker. 6 things the happiest families all have in common.
URL: <https://theweek.com/articles/444395/6-things-happiest-families-all-have-common>
- William Hartston. Top 10 facts about families.

URL: <https://www.express.co.uk/life-style/top10facts/399602/Top-10-facts-about-families>

- Mary T. Kelly. 3 Surprising Facts About Family Today.

URL: https://www.huffpost.com/entry/3-surprising-facts-about_b_6543440

2. Take a test “Do You Know Scale” Quiz. Share your results in class.

What is “Do You Know Scale” Quiz? Marshall P. Duke, Bruce Feiler, and Robyn Fivush created the “Do You Know Scale” to test what children know about their families. Those that test well with this quiz show positive results. (*Marshall P. Duke, “The Stories That Bind Us: What Are the Twenty Questions?” HuffPost Parents: The Blog, Mar. 23, 2013, huffingtonpost.com/marshall-p-duke/_b_2918975.html*)



the-stories-that-bind-us-
_b_2918975.html)

"DO YOU KNOW SCALE"

by Dr. Marshall Duke and Dr. Robyn Fivush

1.	Do you know how your parents met?	YES / NO
2.	Do you know where your mother grew up?	YES / NO
3.	Do you know where your father grew up?	YES / NO
4.	Do you know where your grandparents grew up?	YES / NO
5.	Do you know where some of your grandparents met?	YES / NO
6.	Do you know where your grandparents were married?	YES / NO
7.	Do you know what went on when you were being born?	YES / NO
8.	Do you know the source of your name?	YES / NO
9.	Do you know some things about what happened when your brothers or sisters were being born?	YES / NO
10.	Do you know which person in your family you look most like?	YES / NO
11.	Do you know which person in your family you act most like?	YES / NO
12.	Do you know some of the illnesses and injuries that your parents experienced when they were younger?	YES / NO
13.	Do you know some of the lessons that your parents learned from good and bad experiences?	YES / NO
14.	Do you know some things that happened to your mom and dad when they were in school?	YES / NO
15.	Do you know the national background of your family (such as English, German, Russian, etc.)?	YES / NO
16.	Do you know some of the jobs that your parents had when they were young?	YES / NO
17.	Do you know some awards that your parents received when they were young?	YES / NO
18.	Do you know the names of the schools that your mom went to?	YES / NO
19.	Do you know the names of the schools that your dad went to?	YES / NO
20.	Do you know about a relative whose face "froze" in a grumpy position because he or she did not smile enough?	YES / NO

Score: Total number answered Y.



THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

3. Fun-time. Read jokes about families and their members. Remember the joke about families or their members that you like. Report them to class.



"Dad, I'm hungry."
 "Hello hungry, I'm Dad."
 "Dad, I'm serious."
 "I thought you were hungry?"
 "You're kidding me!"
 "No, I'm Dad."
 JuicyQuotes.com | THE BEST JOKES TO SHARE

A mom and a son come home from the grocery store. The boy immediately empties out a box of animal crackers and the mom asks him why. The boy says, "You should not eat it if the seal is broken, so I'm looking for the seal."
 JuicyQuotes.com | THE BEST JOKES TO SHARE

Boy: My father's name is LAUGHING and my mother's name is SMILING.
 Teacher: You must be kidding?
 Boy: No, That's my brother.
 I'm JOKING... ⚙️

A mom texts, "Hi! Son, what does IDK, LY, & TTYL mean?" He texts back, "I Don't Know, Love You, & Talk To You Later." The mom texts him, "It's ok, don't worry about it. I'll ask your sister, love you too."
 JuicyQuotes.com | THE BEST JOKES TO SHARE

VOCABULARY
UNIT 4
YOUR NEAREST AND DEAREST

A family:

large – большая

huge – огромная

nuclear family – ближайшие родственники

extended family – дальние родственники

one-parent, single-parent – неполная семья (с одним родителем)

two-parent – полная семья (с двумя родителями)

childless – бездетная

adoptive, foster – приемный

well-off, wealthy – обеспеченная семья

poor – бедная

low-income – с низким достатком

close-knit – связанный семейными, тесными узами

mother-in-law – свекровь, теща

father-in-law – свекор, тесть

sister-in-law – невестка (жена брата); золовка (сестра мужа); свояченица (сестра жены)

brother-in-law – зять (муж сестры); шурин (брат жены); свояк (муж свояченицы); деверь (брат мужа)

son-in-law – зять

parent-in-law – кто-либо из родителей мужа или жены

step-mother – мачеха

step-father – отчим

step-sister – сводная сестра

step-brother – сводный брат

step-child – пасынок, падчерица

step-parent – неродной родитель

grandmother / father / son / daughter – бабушка, дедушка, внук, внучка

half-sister / half-brother – сестра / брат по одному родителю

great-grandfather / great-grandmother – прадедушка, прабабушка

ex-husband / ex-wife – бывший муж / жена

godmother / godfather / godchild – крестная мать / отец / крестник

nephew / cousin – племянник / сестра, брат

blood brothers – родной брат

sibling – брат или сестра

twins – близнецы

triplets – тройня

quads – четверо близнецов

uncle – дядя

great aunt – двоюродная бабушка
to establish a very close relationship with – установить очень близкие отношения с
to keep in touch with – поддерживать отношения с
to split up – прекратить отношения
a spinster – старая дева
bachelor – холостяк
relatives – родственники
fatherhood – отцовство
fatherless – оставшийся без отца
fatherly – отцовский
to father – усыновлять
a devoted wife and mother – нежная жена и мать
family-oriented – ценящий семью
an infant – младенец
lasting marriage – крепкий брак
to take commitment – требовать отдачи
ups and downs – взлеты и падения
separation – разлука
a divorcee – разведенный человек
family ties – семейные узы
family crisis – семейный кризис
a cot / crib – детская кроватка
a nappy – подгузник, пеленка
a bib – слюнявчик
a dummy – соска
a rattle – погремушка
toys and dolls – игрушки и куклы
a potty – горшок
a mother-to-be – будущая мама
pregnant – беременная
childbirth – рождение ребенка
to breastfeed – кормить грудью
to bottle-feed – искусственно вскармливать

UNIT 5. WEDDING BELLS HERE AND THERE

2. Pre-topic discussion

✓ A successful marriage requires falling in love many times, always with the same person. (*Mignon McLaughlin, an American journalist and author*)

✓ I love being married. It's so great to find that one special person you want to annoy for the rest of your life. (*Rita Rudner, an American comedian*)

✓ Sometimes I wonder if men and women really suit each other. Perhaps they should live next door and just visit now and then. (*Katharine Hepburn, an American actress*)

✓ Happiness in marriage is entirely a matter of chance. (*Jane Austen, an English novelist*)

✓ My husband and I are either going to buy a dog or have a child. We can't decide whether to ruin our carpet or ruin our lives. (*Rita Rudner, an American comedian*)



○

TEXT A

Pre-reading task

1. Discuss with your groupmates the following questions:

- Have you ever visited wedding ceremonies? What feelings did you have? What atmosphere was there? Share the experience with the class.
- What is essential during the wedding ceremony? What wedding customs do you know in Great Britain/ the USA/ your country/ other countries? Are any of them strange to you?

2. Read the following definitions of words connected with marriage given by H. L. Mencken in “The Jazz Webster”? What is your opinion about them? Do you



agree or not? Try to give your own not standard definitions.

Honeymoon. *The time during which the bride believes the bride-groom's word of honor.*

Wife. *One who is sorry she did it, but would undoubtedly do it again.*

Husband. *One who played safe and is now played safely. A No.16 neck in a No. 15 ½ collar.*

Love. The delusion that one woman differs from another.

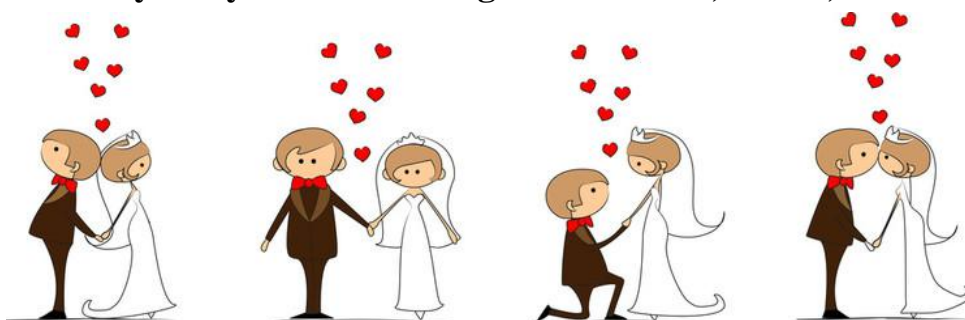
Wedding. A device for exciting envy in women and terror in men.

Reading

1. Read the text paying attention to the active vocabulary

WEDDINGS

Amandeep: The sound of bells in an English wedding chapel. The bells signal a very special event for one young couple because today they have a wedding which is a sign of their deep, mutual, eternal love. Stevie (a fiancée) and Bobby (a fiancé) have got engaged. At last he asked her to be his wife and she did not turn down but accepted his proposal! Now they are allowing Word on the Street to follow them on their special day when they become man and wife (newlyweds). The day starts very early in the morning for the bride, Stevie, and bridesmaids help her with the wedding preparations. I spoke to Stevie as she was getting ready to walk up the aisle and be married to the man whom she was head over ears in love with.



Amandeep: How are you feeling?

Stevie: Feeling ... a little bit nervous but very excited.

Amandeep: And what have you got left to do?

Stevie: Just having my hair done now, then put on my wedding gown after.

Across town at Bobby's house, there is lots of food to prepare and Bobby, the bridegroom, is also getting ready.

Bobby: Nice to meet you.

Amandeep: So it's your day to exchange marriage vows today?

Bobby: It is.

Amandeep: Fantastic. Is this the morning suit?

Bobby: It is. This is it.

Amandeep: Brilliant tuxedo. Just check it fits all OK, it's ironed well ...

Bobby: Yep.

Amandeep: It looks good.

Bobby and Stevie are having a traditional Christian white wedding in a church. But today in Britain there are many different marriage ceremonies, depending on the customs (dowry, stag or hen party, matchmaking, sending out

invitations or not), religion, social status (to marry smb. above or beneath) and beliefs of the couple: a love-match, a marriage of convenience, a marriage into money or even a loveless one.

A civil ceremony or page is a non-religious legal marriage that takes place somewhere other than a place of worship, for example, a registry office. Same-sex couples can also get married in Britain and receive a Marriage Certificate.

To understand more about today's ceremony, I met the celebrant (a clergyman) who's going to be leading it.

Amandeep: What are the origins of this marriage ceremony?

Rev. Chris Shipley: This marriage ceremony goes back first to the Reformation in the 16th century and then further back in time and it is a standard Christian love-match ceremony with Christian vows made in the name of God the Father, Son and Holy Spirit.

Amandeep: And what's your advice for a long and successful marriage? how to keep a romantic feeling and relationship?

Chris: If one wants to marry and not break off the engagement or drift apart, one needs to open their heart to the partner, to be ready to help and win each other's love.

Amandeep: The groom with the best man arrives first, and waits for his bride. The atmosphere at a wedding is a mixture of pride, joy and celebration. There may be a few tears, too – of happiness. It looks romantic.

There is an announcement "Coming!" The bride arrives in a horse-drawn carriage, accompanied by her father. She is wearing a long white veil, the train of which is brought by small kids. There is a bouquet of freshly cut flowers in her hands. And now the wedding procession can begin.



Chris: Bobby and Stevie have pledged to return love and give hearts to each other. They declared their marriage by the joining of hands and by the giving and receiving of engagement rings. I therefore bless them and proclaim that they are husband and wife.

Amandeep: With those important words and the signing of the official register, Bobby and Stevie are now legally husband and wife. Guests present them with flowers and sweets. After some photos for the album to record the big day, everybody will go to a local hall for dinner with a wedding cake and a festive round loaf. It will be a big party called the reception where everybody from the guest list will drink to deep, true and tender love. So a big congratulations to the newly married couple from Word on the Street who will leave for a honeymoon soon afterwards!

(adapted from <https://learnenglishteens.britishcouncil.org/uk-now/video-uk/weddings>)



○

TASKS

CONTEXT UNDERSTANDING SECTION

1. Read the text and answer the following questions:

1. Where do the events take place? 2. Who are the main characters? 3. Does the bride have a busy morning? 4. How does Stevie feel? Is she nervous? 5. What is Bobby doing in the morning of the wedding? 6. What type of wedding have Bobby and Stevie? 7. Are there many different marriage ceremonies in Britain? How do they differ? 8. What is a civil ceremony? What are essential elements of it? 9. Except Bobby and Stevie whom is Amandeep speaking to? 10. What are the origins of the white wedding? 11. What advice is given by the clergyman for a long and successful marriage? Do you agree with them? 12. Who arrives first? 13. What atmosphere is at the wedding? 14. How does the bride look? 15. What is going to happen after the official registration? 16. What do people usually do at the reception? 17. What will Stevie and Bobby do after the wedding ceremony?

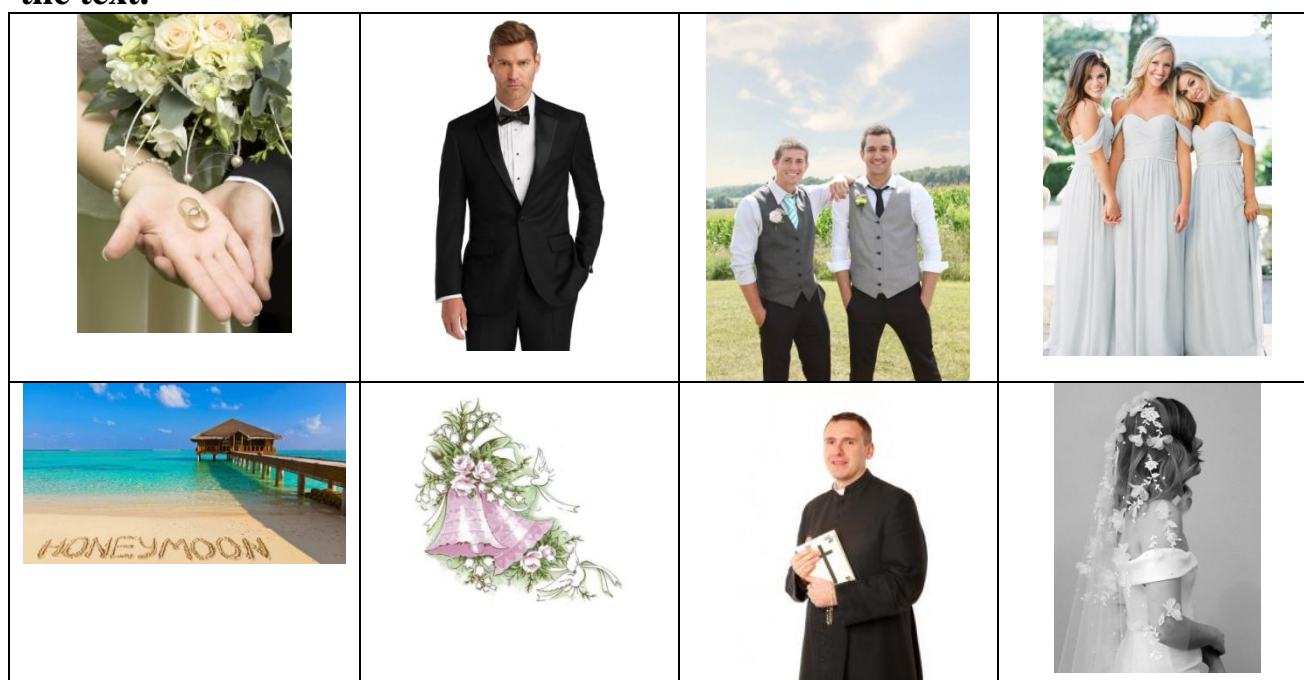
2. Read the text one more time and define if the statements are true (T) or false (F). If the statement is false, correct it.

○

	TRUE	FALSE
1. The bells are ringing because there is a wedding.	<input type="radio"/>	<input type="radio"/>
2. Stevie and Bobby are not engaged.	<input type="radio"/>	<input type="radio"/>
3. Stevie has mixed feelings about Bobby.	<input type="radio"/>	<input type="radio"/>
4. Stevie's bridesmaids are helping her get ready.	<input type="radio"/>	<input type="radio"/>
5. Bobby's suit is still not ready.	<input type="radio"/>	<input type="radio"/>
6. Bobby and Stevie are having a traditional Christian ceremony.	<input type="radio"/>	<input type="radio"/>
7. There are no marriages of convenience in Britain.	<input type="radio"/>	<input type="radio"/>
8. The vicar believes that good marriages are based on understanding and help to each other.	<input type="radio"/>	<input type="radio"/>
9. Stevie arrives alone.	<input type="radio"/>	<input type="radio"/>
10. Stevie is wearing a long white veil and has a nice bouquet in her hands.	<input type="radio"/>	<input type="radio"/>
11. Bobby and Stevie are having a civil ceremony.	<input type="radio"/>	<input type="radio"/>
12. Bobby and Stevie forgot their engagement rings.	<input type="radio"/>	<input type="radio"/>

13. After the wedding the newlyweds are making several photos and accept presents.	<input type="radio"/>	<input type="radio"/>
14. There will be no reception after the wedding.	<input type="radio"/>	<input type="radio"/>
15. Bobby and Stevie still do not know if they go to the honeymoon or not.	<input type="radio"/>	<input type="radio"/>

3. Look at the pictures, give name to the objects shown. Reproduce the events in the text.



4. Find the correct definition of the word. How are these elements connected with weddings?

Word	Definition
the bride	<i>party for the definite occasion</i>
a clergyman	<i>the woman who is getting married</i>
bridesmaids	<i>the official document of registration</i>
	<i>your marriage</i>
a civil ceremony	<i>promised to be married</i>
the best man	<i>a fiancée and a fiancé</i>
the groom	<i>a vicar</i>
engaged	<i>the man who is getting married</i>
newlyweds	<i>a male friend or family member who helps the groom at his wedding</i>
wedding gown	<i>non-religious ceremony</i>
Marriage Certificate	<i>an outfit(bride's) for the wedding</i>
reception	<i>a female friend or family member who helps the bride at her wedding</i>

5. Write the preposition to fill the gaps.

1. The sound _____ bells in an English wedding chapel.
2. _____ last he asked her to be his wife and she did not turn _____ but accepted his proposal!
3. Stevie and Bobby are engaged and are allowing Word on the Street to follow them _____ their special day.
4. The day starts very early _____ the morning for the bride, Stevie.
5. The bridesmaids help Stevie _____ the preparations.
6. I spoke _____ Stevie as she was getting ready to walk _____ the aisle and be married _____ the man whom she was head _____ ears _____ love _____.
7. Today in Britain there are many marriage ceremonies, depending _____ the religion or beliefs of the couple.
8. This marriage ceremony goes back first _____ the Reformation in the 16th century.
9. If one wants to marry and not break _____ the engagement or drift _____, one needs to open their heart _____ the partner, to be ready to help and win each other's love.
10. The groom _____ the best man arrives first, and waits _____ his bride.
11. Bobbie and Stevie have declared their marriage _____ the joining of hands and exchanging of rings.
12. It will be a big party called the reception where everybody _____ the guest list will drink _____ deep, true and tender love.
13. So a big congratulations _____ the newly married couple _____ Word on the Street who will leave _____ a honeymoon soon afterwards!

6. Look at the photo and define as many wedding symbols as you can. Comment on their meaning. Were they mentioned in the story? If yes, reproduce the situation.



7. "Game" time. Role-play!

What is role-play?

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

(BBC)



Divide into groups and role play the day of Stevie and Bobby's wedding. Include such characters as Amandeep, Stevie, Bobby, a clergyman etc.



VOCABULARY PRACTICE SECTION

1. Translate the following words and word-combinations into Ukrainian/Russian.

A bridegroom, a romantic feeling, a Marriage Certificate, a veil, bouquet, a registry office, to present smb with flowers and sweets, a tuxedo, a dowry, a clergyman, to exchange marriage vows, an engagement ring, a bride-to-be, wedding customs, newlyweds, a white wedding, a wedding chapel, to look romantic, loveless marriage, a fiancée, a love-match, to ask smb to be one's wife, a bridesmaid, a celebrant, a guest list, a best man, a reception, a wedding gown, a bride, a page, to leave for a honeymoon, to get married, a fiancé, to sign the register, to get engaged, to marry above, a procession, to bless, to drink (a toast) to, matchmaking, to break off an engagement, a round loaf, a successful marriage, to walk up the aisle, an announcement, a marriage of convenience, to turn down a proposal, to pledge, to send out invitations, an engagement, to marry (into) money, a train.

2. Translate the following words and word-combinations into English.

Фата, успешный брак, свадебная часовня, молодожены, ЗАГС, разослать приглашения, свадебные обычаи, жениться, список гостей, обручиться, обменяться свадебными клятвами, приданое, благословить, каравай, свидетельство о браке, разорвать помолвку, брак без любви, выглядеть романтично, священнослужитель, брак по расчету, свадебное платье, подружки невесты, попросить кого-нибудь стать женой, обручальное кольцо, объявление, каравай, отказать, жених (2 варианта), свадебная церемония, уехать на медовый месяц, шафер, выпить (тост) за, невеста (2 варианта), подарить кому-то цветы и сладости, шлейф, сватовство, романтические чувства, жениться (на), смокинг, помолвка, свадебное торжество, идти к алтарю, букет, давать торжественное обещание, свадебная процессия, расписаться, удачный брак, брак по любви, быть по уши влюбленным, настоящая/нежная любовь, завоевывать чью-то любовь, молодая пара, ответить на любовь, открыть кому-то сердце (душу).

3. Explain the meaning of the given word-combinations in English. Find the Ukrainian/Russian translation of them.

<i>to fall out of love with</i>	<i>to ask smb out (on a date)</i>	<i>to give one's heart to</i>	<i>love at first sight</i>	<i>to win one's love</i>
<i>to go on dates with</i>	<i>to have a steady boyfriend / girlfriend</i>	<i>to be head over ears in love</i>	<i>to break off relationship with</i>	<i>to be out on date with</i>
<i>to split up / break up with</i>	<i>to fall in love with</i>	<i>to have a date</i>	<i>to return one's love</i>	<i>to find a way to one's heart</i>
<i>to open one's heart to</i>	<i>to break smb's heart</i>	<i>a blind date</i>	<i>to go out with / to be a couple / to see smb</i>	<i>a love letter</i>
<i>a love triangle</i>	<i>to express love</i>	<i>to lose love</i>	<i>lost love</i>	<i>love nest</i>

4. Combine the word-combinations into the following groups. Explain your choice.

Showing up deep feelings to the person	Positive development of love relationships	Unhappy development of love relationships

5. Translate the word-combinations into English. Give as many variants of translation as possible.

<i>быть на свидании с кем-то</i>	<i>любовь с первого взгляда</i>	<i>иметь свидание</i>	<i>порвать отношения</i>	<i>иметь постоянного парня / девушку</i>
<i>разбить чье-то сердце</i>	<i>любовное гнездышко</i>	<i>свидание в слепую</i>	<i>открыть кому-то сердце (душу)</i>	<i>найти дорогу к чьему-то сердцу</i>
<i>ответить на любовь</i>	<i>прекратить отношения</i>	<i>потерять любовь</i>	<i>выражать любовь</i>	<i>любовный треугольник</i>
<i>разойтись</i>	<i>завоевать чью-то любовь</i>	<i>быть по уши влюбленным</i>	<i>любовное письмо</i>	<i>разлюбить кого-то, остыть к кому-то</i>
<i>встречаться</i>	<i>влюбиться в кого-то</i>	<i>ходить на свидания с</i>	<i>пригласить кого-то на</i>	<i>отдать кому-то свое сердце</i>

			<i>свидание</i>	
--	--	--	-----------------	--

6. Fill in the gaps with a suitable word-combination. Some sentences can have several variants.

- 1) Brian loves Julie but Julie loves Brian's best friend, John! Just imagine how interesting the film is! These three has a real _____!
- 2) Juliet was deeply in love with Romeo, it was _____!
- 3) _____ are one of the forms of showing your feelings especially on St. Valentine's Day.
- 4) My wife and I first met at _____ organized by my brother.
- 5) Jane's mother was very worried, her daughter has a depression. She has recently _____ with her new boyfriend.
- 6) But for his affair I would have never _____!
- 7) If you want to _____ and _____, first of all you need to tell about your feelings to the person. There is no sense to hide them.
- 8) Patricia was _____ with Jack, she could not do anything but think about him!
- 9) Mum, I need a new dress! Mike has _____ in the evening! We are going to the restaurant!
- 10) It was difficult for him to tell her that he _____, but he knew that truth was better than a lie.
- 11) The news about that Peter and Nell were _____ was discussed everywhere! Unbelievable!
- 12) If your love is deep and eternal, you should protect it not to _____ it.

7. Fill in the correct prepositions.

- 1) David opened his heart ____ Melanie and got very upset when she said that she didn't have the same feelings ____ him.
 - 2) Love ____ first sight is usually very deep and tender.
 - 3) Jack and Jill split ____ as they fell ____ love ____ each other.
 - 4) My father was head ____ ears ____ love ____ his best friend Sheila but then she left abroad ____ business. He didn't even managed to ask her ____ ____ a date. He said that he just couldn't find the way ____ her heart.
 - 5) Her ex-husband was the first to break ____ relationship ____ Jane. Later she found ____ that he fell ____ love ____ his colleague. It was the only right decision to drift ____.
- Now Jane is happier. Today she is going ____ dates ____ a new boyfriend.

8. Make up sentences in English using the following word-combinations. Pay careful attention to their meanings. Translate the made-up sentences into Ukrainian/Russian.

<i>to break off relationship with</i>	<i>to return one's love</i>	<i>to have a steady boyfriend / girlfriend</i>	<i>to go on dates with</i>	<i>to fall in love with</i>
---	---------------------------------	--	--------------------------------	---------------------------------

<i>love nest</i>	<i>love at first sight</i>	<i>to win one's love</i>	<i>to lose love</i>	<i>to give one's heart to</i>
<i>to split up / break up with</i>	<i>to be head over ears in love</i>	<i>to open one's heart to</i>	<i>to find a way to one's heart</i>	<i>a love triangle</i>
<i>a blind date</i>	<i>to have a date</i>	<i>to fall out of love with</i>	<i>a love letter</i>	<i>to go out with / to be a couple / to see smb</i>
<i>to ask smb out (on a date)</i>	<i>lost love</i>	<i>to break smb's heart</i>	<i>to be out on date with</i>	<i>to express love</i>
<i>to drink (a toast) to</i>	<i>to marry (into) money</i>	<i>to walk up the aisle</i>	<i>to leave for a honeymoon</i>	<i>to get engaged</i>
<i>to sound romantic</i>	<i>to turn down a proposal</i>	<i>to present smb with flowers and sweets</i>	<i>to exchange marriage vows</i>	<i>to ask smb to be one's wife</i>
<i>to send out invitations</i>	<i>to sign the register</i>	<i>to marry above / beneath</i>	<i>to break off an engagement</i>	<i>to get married</i>

9. Build up a story using the given words and word-combinations. Report it to the class. Choose one of the cards. Choose the best story.

CARD A

<i>to go on dates with</i>	<i>to marry (into) money</i>	<i>to break off an engagement</i>	<i>to split up / break up with</i>
<i>lost love</i>	<i>a love triangle</i>	<i>to be head over ears in love</i>	<i>to break smb's heart</i>

CARD B

<i>to fall in love with</i>	<i>a blind date</i>	<i>to ask smb out (on a date)</i>	<i>to express love</i>
<i>to ask smb to be one's wife</i>	<i>to present smb with flowers and sweets</i>	<i>a love letter</i>	<i>to exchange marriage vows</i>

CARD C

<i>love nest</i>	<i>to have a steady boyfriend / girlfriend</i>	<i>to sound romantic</i>	<i>to win one's love</i>
<i>to open one's heart to</i>	<i>love at first sight</i>	<i>to walk up the aisle</i>	<i>to leave for a honeymoon</i>

10. Find the correct definition of the word. Find the Ukrainian/Russian translation of them.

to date	<i>the one whom everybody is in love with</i>
to flirt	<i>a former <u>boyfriend</u></i>

a heartbreaker	<i>a romantic attachment or episode between lovers</i>
to kiss	<i>relationships that bring sadness</i>
a dating agency	<i>an unmarried man</i>
an ex-boyfriend	<i>a woman who has lost her spouse or partner by death and usually has not remarried</i>
a love affair	<i>to show superficial or casual interest or liking</i>
an ex-girlfriend	<i>an unmarried woman</i>
unhappy love	<i>a man who has lost his spouse or partner by death and usually has not remarried</i>
a bachelor	<i>a marriage bureau</i>
a spinster	<i>to make a usually romantic social arrangement to meet with</i>
a widow	<i>a former girlfriend</i>
a widower	<i>to touch with the lips especially as a mark of affection or greeting</i>

(taken from Merriam Webster Dictionary)

11. Translate the sentences into English using the active units.

1. Первое свидание – самое волнительное! О, Боже! Я не знаю, какое платье выбрать и какие туфли к нему подобрать!
2. Мистер Харрисон вчера умер и оставил свою жену вдовой с тремя детьми. Что она теперь будет делать одна? Их брак был наполнен любовью и взаимопониманием.
3. Гарви был заядлым холостяком. Он даже и не думал о женитьбе, а обряд обмена клятвами при вступлении в брак считал пустой тратой времени. Как эгоистично с его стороны!
4. Его бывшая девушка разбила ему сердце, он совершенно потерял веру в любовь и человеческие отношения.
5. Ты уже слышал сюжет его новой книги? Он просто великолепен! Эта любовная история явно возьмет Пулицеровскую премию!
6. Элайза не могла разлюбить Питера и всячески пыталась найти дорогу к его сердцу, хотя знала, что эта несчастная любовь приносила ей лишь страдания...но она ничего не могла с собой поделаться...вот таким он был сердцеedom!
7. Джек стал вдовцом много лет назад, но всё еще перечитывал любовные письма, которыми они обменивались с женой, его милой Бекки. Они помогали ему не забыть о той огромной и нежной любви.
8. Кетрин искала сильную, вечную, взаимную любовь, поэтому, похोдив на свидание в слепую и разочаровавшись в молодых людях, она обратилась в брачное агентство. Это была ее последняя надежда!
9. Когда Дороти увидела Рона, который целовал её лучшую подругу, она не могла поверить своим глазам, ведь он лишь вчера говорил ей, что влюбился в нее с первого взгляда. Это была всё ложь! А теперь он флиртовал с другими

красивыми девушками! Так не могло продолжаться...решение расстаться пришло незамедлительно!

10. Мама переживала, что Ненси так и останется старой девой, ведь ей так сложно выражать свои чувства. Она – чересчур чувствительна!



SPEAKING PRACTICE SECTION

1. Comment the following quotes. State your opinion if you agree or disagree. Present your ideas to the class. Use introductory and linking phrases given in the table.

Useful phrases
FOR EXPRESSING OPINIONS
GIVING YOUR OPINION <i>What I think is that...</i> <i>In my opinion, ...</i> <i>It's clear to me that...</i> <i>One thing I'm sure of is...</i> <i>I might be wrong but ...</i> <i>I'm no expert but...</i>
GIVING REASONS FOR YOUR OPINIONS <i>... because</i> <i>... so it's obvious that...</i> <i>... That means...</i>
ADDING REASONS <i>Another thing is...</i> <i>Apart from that, ...</i> <i>As well as that, ...</i> <i>Just as importantly, ...</i> <i>There's also the fact that...</i> <i>And don't forget...</i>
ASKING YOUR SPEAKING PARTNER <i>What do you think, Jack?</i> <i>Don't you agree?</i> <i>Do you have anything to say about that?</i> <i>Jack, do you have anything to add to that?</i> <i>Did I forget anything?</i>

(taken from <https://www.fceexamtips.com/articles/fce-speaking-test-part-4-useful-phrases>)

- Love is blind. (Proverb)
- A man doesn't know what happiness is until he's married. By then it's too late. (Frank Sinatra)
- All love that has not friendship for its base, is like a mansion built upon sand. (E. W. Wilcox)
- Marriage is the agreement to let a family happen. (B.J. Wylie)

- A successful marriage requires falling in love many times, always with the same person. (*Mignon McLaughlin*)

2. Look at the photos. What can you see in the photos? What common topic do they have? What are differences among them? Share your ideas with the class. Use introductory and linking phrases given in the table.

Useful phrases
COMPARE ^[P] AND ^[P] CONTRAST ^[SEP]
<p><u>Similarities:</u></p> <p><i>Both photos show...</i></p> <p><i>They all depict...</i></p> <p><i>The theme that connects them is...</i></p> <p><i>Each picture illustrates how...</i></p> <p><i>All the photos show problems which...</i></p> <p><i>The photos deal with different aspects of...</i></p> <p><u>Speculating:</u></p> <p><i>It looks as if / though they're enjoying themselves.</i></p> <p><i>They must feel quite exhilarated / extremely relieved.</i></p> <p><i>I imagine / suppose they're the sort of people who ...</i></p> <p><i>Judging from his / her clothes, I'd say he / she was</i></p> <p><i>As far as I can see from the background the photo was probably taken in ...</i></p> <p><i>My feeling is that this picture focuses more on ... than the other ones.</i></p>

(taken from <http://englishwordoftheday2010.blogspot.com/2010/09/speaking-useful-expressions-for-exams.html>)

\

❖ CARD A



❖ CARD B



❖ CARD C



- 3. Comment on the quote of the unknown author:



"A marriage anniversary is the celebration of love, trust, partnership, tolerance and tenacity. The order varies for any given year." Unknown

Do you agree with it? Why? Why not?

Give a definition to the word-combination “a wedding anniversary”. Consult the dictionary. Find the definition to “a wedding anniversary” in dictionaries. Compare them?

What wedding anniversaries do you know? How are they different? Are they the same in different countries?

○

4. Match the year anniversary and its name

Anniversary year	Name
1st	Wood
2nd	Lace
3rd	Bronze/Pottery
4th	Paper
5th	Emerald
6th	Platinum
7th	Wine
8th	Fruit & Flowers
9th	Coral
10th	China
11th	Tin/Aluminium
12th	Sugar
13th	Silk
14th	Leather
15th	Copper/Wool
20th	Cotton
25th	Sapphire

30th	Pearl/Ivory
35th	Willow/Copper
40th	Oak
45th	Stone
50th	Diamond
55th	Steel
60th	Gold
65th	Crystal
70th	Ivory
80th	Blue Sapphire
85th	Silver
90th	Ruby

Compare your answers to your group mates. Check the information in the Internet. Use URL: <https://www.hitched.co.uk/wedding-planning/organising-and-planning/the-complete-wedding-anniversary-gu>

5. Complete the chart. Discuss your answers with your partner. Check the information in the Internet. Use URL: <https://www.theknot.com/content/milestone-anniversary-gift-ideas>;

Anniversary year	Name of the anniversary year	Traditional gift	Modern gift	Colour	Gemstone
1st	Paper	Paper	Clocks	Yellow	Gold
2nd					
3rd					
4th					
5th					



CREATIVE PRACTICE. PROJECT SECTION



TEXT B

1. Translate the text paying attention to the highlighted words

Measure thrice

Broken marriage is the worst thing ever, but, unfortunately, nowadays it is becoming a sad trend. More and more couples who entered the **early marriage** want to **dissolve** it. According to the recent rates, in the USA 7 out of 10 young married couples are thinking about it or even have turned to the **magistrate** to ask for a **trial separation**. Terrifying data!

It sounds easy to **get a divorce**...and there can be a lot of reasons for it! The first one and very widespread is **incompatibility**. When it is your **first marriage** and you are **madly in love with** your partner it is more than difficult to adjust to each other. You like classic literature, he cannot even stand your stories about the latest books. He prefers to spend his weekends with friends around in a noisy company while you are a homelover. In a time it becomes irresistible and you two just **fall out of love**.

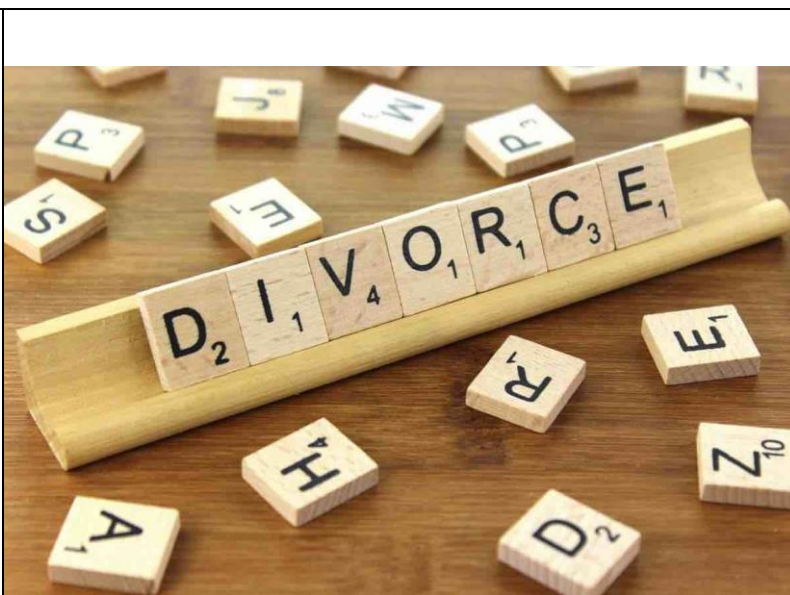
The other reason stands for **cruelty**. The truth is that life before marriage and after is a bit of difference. While **dating** he was **sending love letters** to you, speaking about what a **love nest** you were going to create and so on, but facts are facts...and they are disastrous! 56 % of the recent divorce cases have been grounded on **cruelty**.

The last but not the least reason for **divorce** is **adultery**. Cheating leads to **breaking hearts**. And not only hearts of **wives and husbands** but also their own lives and lives of their children. When the fact of **adultery** is proven, a **solicitor** may ask the **judge** for **alimony** for raising children. Usually a **divorce court** states the sum of money and then puts on discussion the most troublesome question "With whom does the child want to stay?" May it be an easy decision?

To make a long story short, love is love, but life is life. So measure thrice and cut!

2. Answer the questions

1. What is a divorce? Is it widespread now?
2. What are reasons for dissolving the marriage?
3. Which of the reasons is the most meaningful to you?
4. Are there any other reasons for turning to a divorce court?
5. What are rates of divorce in your country?
6. What are reasons of divorce in your country?
7. Is divorce a way out? Give



arguments.	
------------	--

3. A) In pairs discuss what is important for a happy marriage, giving reasons for your opinions.

B) Group your list. Put the reasons in the columns below.

Not important	Quite important	Very important
<i>remembering important dates</i>	<i>spending a lot of time together</i>	<i>not keeping secrets</i>

C) In pairs discuss how you have grouped the list, giving reasons for your opinions. Report your ideas to the class.

4. Write a paper about secrets of a long and happy marriage using the vocabulary units and underlining them.



DIGITAL PRACTICE SECTION

1. Watch the episode about Charles and Diana's wedding.

URL: <https://www.youtube.com/watch?v=97DiJlZ03Ps>

- *What is the episode mainly about?*
- *When and where do the events take place?*
- *Do you like the people you see?*

2. Look at the picture, fill in the names and define their roles at the wedding ceremony. Compare your ideas with your partners. Answer the follow up questions.



Follow-up discussion

1. Who is the bride? Describe her outfit.
2. Who is the groom? Describe his outfit.
3. What is the Queen wearing? What are her emotions? How does she relate to the bride? To the groom?
4. Who is standing nearby the bride? The groom? What are they wearing? What is their role at the wedding?
5. Who is walking Diana to the aisle? Is she nervous?

3. Watch the episode about Charles and Diana's wedding one more time

URL: <https://www.youtube.com/watch?v=97DiJlZ03Ps> **Do true or false task. If the statement is false, correct it.**

	TRUE	FALSE
The wedding was in autumn.		
The event was held in London.		
More than 5000 visited the wedding.		
Diana is wearing a veil		
Diana has a bouquet		
Diana has a long train on her dress		
Charles and Diana never divorced.		

4. Make a list and tell about the key events in the episode. Report your ideas to the class.



INFOGRAPHICS SECTION

Why are infographics used?

- to make complex information easy to digest
- tell about surveys and other data
- summarize something long
- compare and contrast issues
- give a quick overview of the topic

When should you use INFOGRAPHICS?



Illustrating data



Simplifying complex information



Comparing two or more things



Raising awareness

1. Look at the infographics presented by www.matthewoliverweddings.com. Answer the follow-up questions.

What is the infographic about?

What information may you gain from it?

Do you agree with the given information? Why/Why not?

Would you add something to the described chart? If yes, what?

Does this infographic appeal you? Is it easy to get information from it?

How will you perform this chart?



2. A) Read the rules of creating infographic “HOW TO MAKE AN INFOGRAPHIC IN 5 STEPS”

1. Think of the goals and the audience
2. Find necessary data
3. Imagine and arrange (structure) the material
4. Put your infographic in template
5. Add style to your infographic

B) Create infographic choosing one of the topics:

- wedding preparations
- wedding traditions of the world
- brides vs grooms

Use <https://www.visme.co/make-infographics/> to create your infographic. Present the result in class. Share your ideas in class using active vocabulary. Compare the infographic of your topic with your partners.



REVISION SECTION

1. Translate the following text into English using active vocabulary units.

Свадьбы

В Великобритании люди **вступают в брак** либо в церкви, либо в ЗАГСе. В США люди часто **обмениваются свадебными клятвами** в доме, парке, отеле или **свадебной часовне**, а также в церкви. Традиционная **свадьба** называется **свадебной церемонией**. Такое название она получила благодаря **невесте**, которая надевает белое **платье** с длинным **шлейфом** и **идёт к алтарю**, привлекая внимание всех гостей, кому были **разосланы приглашения**.

Главными людьми на **свадьбе** есть, конечно же, **невеста и жених**. **Невеста** — это женщина, которая **выходит замуж**. Традиционно на **регистрацию** она надевает длинное белое **платье** и несет **букет цветов**. **Жених** — это мужчина, который **женится**. На **церемонию росписи** он надевает **костюм или смокинг**. Будущие жених и невеста всегда **выглядят очень романтично**.

Жених прибывает первым в **церковь** и ждет у **алтаря свидетеля**. **Свидетель** несет ответственность за **обручальные кольца** и всегда готов помочь жениху с **выкупом невесты**. **Невеста** прибывает в **церковь** на машине с отцом.

Невеста и ее отец медленно **идут к алтарю**, а **подружки невесты** следуют за ними. Когда **невеста и жених** встречаются у **алтаря**, **священник** начинает **свадебную службу**. Он спрашивает, есть ли кто-нибудь, кто знает какие-либо юридические причины, по которым **пара** не должна **вступать в брак**. Затем **жених и невеста** обмениваются традиционными клятвами. Иногда можно изменить **клятвы** или даже свои собственные. «Я, Джейн Смитон, беру тебя, Дэвид Джонсон, в законные **мужья**, чтобы быть с тобой в болезни и в здравии, любить и лелеять тебя, пока смерть не разлучит нас». Затем **новобрачные** обмениваются **кольцами**.

В конце **церемонии священник** говорит: «Я объявляю вас **мужем и женой**», что означает, что они официально **женаты**. Затем **муж и жена** подписывают **свидетельство о браке**. А впереди у них вечеринка, где гости будут дарить им цветы, конфеты и деньги. Но больше всего **новобрачные** ожидают момента, когда они уедут в медовый месяц.

2. Work in pairs. Choose 15 sentences with active units from Text A and dictate them to your partner. Then check-up his/her work. Discuss mistakes with the teacher. Change the roles.



SUPPLEMENTARY SECTION

1. Read the article "Longest married couple' still happy since eloping in 1932" from the newspaper. What is the story about? What do you think of the events? What do the main characters think about marriage? Do you agree with them? What is the message of the article? Report your ideas to the class.

‘Longest married couple’ still happy since eloping in 1932

Nov 20, 2013 - John and Ann Betar fled their close-knit Syrian neighbourhood in Bridgeport, Connecticut, to elope on Nov. 25, 1932. They drove as fast as they could to Harrison, N.Y., to avoid Ann's father's plans to marry her to a man 20 years older.

Now, as their 81st wedding anniversary approaches on Monday, the couple, named on Valentine's Day as 2013's "longest married couple" in America, can only laugh as they look back on the commotion they caused.



“Everyone was hopping mad, and my wife’s aunt consoled my father-in-law by telling him not to worry, the marriage won’t last,” chuckled John Betar, now 102.

Ann Betar, 98, said she “had no choice but to elope because my father was set on me marrying a much older man, and I was 17. John was not the boy next door, but the boy across the street who I loved,” she said. “He was 21 and used to drive me to high school in his Ford Roadster.”

“That’s why she married me; she loved that car,” joked John Betar, as he sat on a couch holding his wife’s hand in the waterfront house they have shared since 1964.

The day the couple tied the knot, future U.S. president John F. Kennedy was just a high school student, and the United States were still in the Great Depression.

“We have watched the world change together,” said John Betar. “The key is to always agree with your wife.”

The couple’s house is on Long Island Sound, just a few kilometers from where they raised their five children in Bridgeport. John ran a grocery store before becoming a realtor.

Life has not always been easy. The couple lost one daughter and their only son to cancer within the past 15 years.

“No matter how many children you have or how old they are, it’s the worst thing that can happen to a parent,” Ann Betar said. “But our oldest daughter is 80 years old.”

The Betars have 14 grandchildren and 16 great-grandchildren.

Last February, an organization called Worldwide Marriage Encounter gave the Betars an award for being the longest-married living couple in the United States. The organization hopes their award will “encourage young couples to stay together.”

The Betars even finish each other’s sentences. “We’ll be together forever,” said John, as Ann added softly, “somewhere we will be.”

(taken

from

http://www.thestar.com/news/world/2013/11/20/longest_married_couple_still_happy_since_eloping_in_1932.html)

Vocabulary

To elope = to run away secretly to get married

To flee = to run away from situation of danger

Commotion = a sudden noisy excitement

To tie the knot = to get married

Follow-up discussion

1. Would you elope if your parents/relatives/friends didn’t agree with your choice of a groom-to-be? Is it a right decision?
2. What age is the best to get married?
3. What is the key to successful marriage?

2. Listen to the song "Can't buy me love" by the Beatles. Underline the correct option.

Verse 1

I'll buy you a
wedding/diamond/dollar ring
my friend,
If it makes you feel **right/**
alright,
I'll get you
everything/anything/something
my friend,
If it makes you **be/feel/see** alright,
Cause I don't **rare/care/carry** too
much for money,
Money can't **give/bring/buy** me
love.

Verse 2

I'll **give/leave/grave** you all I've got to
give,
If you say you love me **to/too**,
I **say/lay/may** not have a lot to give,
But **was/what/that** I got I'll give to you,
I don't care too **match/much** for money.
Money can't buy **me/my/mine** love.

Chorus

Can't buy me love, everybody
tells/sells/falls me so,
Can't buy me love, **no/now/know**, no,
no, no.

THE BEATLES
CAN'T BUY ME LOVE
YOU CAN'T DO THAT



Follow-up listening and filling in the gaps

Chorus

Say you don't need no diamond _____
And I'll be satisfied
Tell me that you want the kind of _____
That _____ just can't buy
I don't care too much for money
_____ can't buy me _____
Can't buy me love
Everybody tells me so
Can't _____ me love
No, no, no, no

Follow-up discussion

1. What is the song about?
2. What do you think of the song?
3. What mood does the song create?
4. Do you agree that money can't buy love?
5. How important is money to you? Could you live without money?

3. Read the article from the newspaper. Has the story surprised you? What is your opinion about the events? Report your ideas to the class.

“Woman Marries a Bridge”

Many countries around the world are discussing same-sex marriage. But no country is discussing the rights and wrongs of marrying a bridge. But that is what an Australian woman has done. Artist Jodi Rose **fell in love** with the 600-year-old Le Pont du Diable (the Devil's Bridge) in France and got married to it last month. However, France does not **recognize** marriages between people and bridges. **Nevertheless**, 14



guests attended the wedding ceremony to see the happy couple become not man and wife, but bridge and wife. The mayor of the **nearby** town also came **to bless** the marriage. Jodi wore a white wedding dress for the occasion. She also had a special ring (which is almost one meter high) made for the bridge.

Jodi Rose travels the world visiting bridges. She records the sounds and vibrations they make. She then turns these into experimental music for her "Singing Bridges" project. She said it was **love at first sight** for the Devil's Bridge. She posted on her blog Bridgeland: "Although he is made of stone...I **feel at peace** in his strong **embrace**. He makes me feel connected to the earth." Ms. Rose explained why she married the bridge, saying it was symbolic because she **values** "the spiritual vibration in everything". She also explained her love for it: "The perfect husband... strong and silent," she said.

(taken from <http://www.breakingnewsenglish.com/1307/130707-marriage.html>)

Follow-up tasks

1. Give definitions to the words in bold. Translate and explain them.
2. Divide into groups. Share your ideas about the following issues:
 - Do people have the right to marry things?
 - Do you believe in love at first sight?
 - Do you believe in soul mates?



ADDITIONAL REFERENCES AND EXERCISES

1. Find out more using links

- 47 Fascinating Wedding Traditions From Around the World
URL: <https://www.brides.com/gallery/wedding-traditions-around-the-world>
- 50 Wedding Traditions and Superstitions
URL: <https://www.theknot.com/content/wedding-traditions-superstitions-facts-trivia>
- 20 Interesting Wedding facts
URL: <https://www.enzoani.com/en/insider/20-interesting-wedding-facts>
- A-Z Of Dates: 68 Fun Ideas For ‘Alphabet Dating’ In London
URL: <https://secretldn.com/alphabet-dating-date-ideas-london/>
- 5 WAYS TO PLAN A TRULY UNIQUE WEDDING
URL: <https://www.womangettingmarried.com/5-ways-to-plan-unique-wedding/>

2. Take a test “ Romantic Personality Test”

Read every statement carefully and indicate which option applies best to you. There may be some questions describing situations that you feel are not relevant. In such cases, select the answer you would most likely choose if you ever found yourself in similar circumstances.

1) Do you believe in love-at-first-sight?

a. Absolutely b. For the most part c. Somewhat d. Not really e. Not at all

2) Do you think finding your “true love” is possible?

a. Absolutely b. For the most part c. Somewhat d. Not really e. Not at all

3) Have you and a partner ever had a special song that you called your own?

a. Yes b. No

4) To you, Valentine’s Day is:

- a. Not special at all – it’s just another way for stores to make money.
- b. Somewhat special – I celebrate it mostly for my partner’s sake though.
- c. Special - I like to celebrate it but I prefer to keep things simple.
- d. Quite special – I enjoy giving or receiving cute little gifts.
- e. The most important day of the year – I love going all out.

5) In which of the following places or manners would you feel best proposing marriage or being proposed to?

- a. By a waterfall or at sunset.
- b. In a place that has personal significance to my partner and me (e.g. the first restaurant we visited, the place where we met, etc.).
- c. On a special date.
- d. An airplane dragging a message, or proposing live on TV or the radio.
- e. At home with some special setting (e.g. rose petals sprinkled all over the place).
- f. At a family reunion or special event with lots of friends.

- g. In a café.
- h. At home on a regular day.
- i. By e-mail/letter/on the phone.

6) Which of the following best describes your idea of the ideal date?

- a. A candlelit dinner at your place or your date's.
- b. A meal at a fine restaurant followed by theatre or ballet.
- c. A picnic in the park.
- d. A walk together.
- e. A meal at a local diner and a movie.
- f. Coffee and biscotti at a hip café.
- g. An evening at a lively dance club.
- h. An evening of pool, beer, and nachos at the local pool hall.

7) What do you (or would you) do with love letters that have been sent to you?

- a. I'd save them all, no matter who they were from.
- b. I'd only save the ones that were significant.
- c. I'd only save the ones from a current lover.
- d. I wouldn't save any of them.

8) How do you respond to poignant love stories in movies or novels?

- a. With aversion - I gag and run.
- b. I suffer through them.
- c. I don't mind them, but they're not my preference.
- d. I like a good love story.
- e. I am moved to tears when I see/read a good love story.
- f. I can't get enough of love stories - I read romance novels and/or watch romantic movies as often as possible.

9) Do you remember your first kiss?

- a. No
- b. Yes, vaguely
- c. Yes, I remember some details of that moment.
- d. Yes, in play-by-play detail - including what we were wearing, what music was playing, etc.

10) You've been away from your lover for a month and really miss him/her a lot. How do you express your feelings to him/her?

- a. By e-mail.
- b. By e-card.
- c. By telephone.
- d. By hand-written letter on special stationery.
- e. By sending a small gift (e.g. flowers, a teddy bear, etc.).

Scoring & Results

Scoring

Add up all your points according to this scoring chart:

Question	a	b	c	d	e	f	g	h	i
1	10	8	5	2	0				
2	10	8	5	2	0				
3	10	0							
4	0	3	5	7	10				
5	10	10	10	9	8	6	4	3	0
6	10	9	8	6	3	2	0	0	
7	10	7	4	0					
8	0	1	3	5	8	10			
9	0	3	7	10					
10	0	3	5	7	10				

Results

0-33

You are one practical lover. When it comes to romance, you prefer it simple and in moderation (if at all). The rose petals, sweet perfumes, Hallmark™ cards, and special songs just aren't your thing. This is perfectly fine, and doesn't mean that you can't experience love and relationships as deeply as your more "romantic" friends. However, if your partner is more of a hopeless romantic she/he might feel neglected or unappreciated if you don't show much enthusiasm for the occasional gesture of love.

34-66

You are what we'd call a "borderline romantic". Although you're not the type who will go all out in the romance department, you do enjoy the occasional gesture of love. Romance in moderation is perfectly fine; in fact, most people seem to fall somewhere in the middle on the romance scale – neither too mushy, nor too aloof. However, problems may arise if you are with someone who is either more or less romantic than you.

66-101

You are Cupid personified! Rose petals, poignant poetry, tall glasses of wine, touching moments, and sweet words are all loving gestures that you love to receive as well as offer. Romance is very important to you and quite likely an aspect that you consider fundamental in relationships. Just keep in mind that your sentimental ways may be a little overwhelming for a partner who isn't as romantically-inclined.

(taken from <http://www.queendom.com>)

Follow-up tasks


1. Do you agree with the result of the test? Why? Why not?
2. Is it good to be a romantic person? What are the pros and cons?

3. Fun-time. Read jokes about weddings and relationships. Remember the joke about dating, weddings and relationships that you like. Report them to class.



Two golden rules to a Happy Marriage:

1. The wife is always right.
2. When you feel she is wrong slap yourself and read rule number 1 again.



memions.com



VOCABULARY
Unit 5.
Wedding Bells Here and There

to have a steady boyfriend / girlfriend – иметь постоянного парня / девушку
to date – назначить свидание
to be out on date with – быть на свидании с кем-то
to have a date – иметь свидание
to go on dates with – ходить на свидания с
to kiss – целовать
to go out with / to be a couple / to see smb – встречаться
to ask smb out (on a date) – пригласить кого-то на свидание
to fall in love with – влюбиться в кого-то
to be madly in love with – быть очень влюбленным / без ума / безнадежно
to be head over ears in love – быть по уши влюбленным
to idolize – обожать, боготворить
to return one's love – ответить на любовь
to hug – обнимать
to flirt – флиртовать
to fall out of love with – разлюбить кого-то, остыть к кому-то
to drift apart – разойтись
to break off relationship with – порвать отношения
to split up / break up with – прекратить отношения
an ex-boyfriend / ex-girlfriend – бывший парень / бывшая девушка
a young couple – молодая пара
a date – свидание
a boyfriend / girlfriend – парень / девушка
a blind date – свидание в слепую
a love letter – любовное письмо
a dating agency – брачное агентство, бюро знакомств
deep, eternal, mutual love – сильная, вечная, взаимная любовь
love at first sight – любовь с первого взгляда
a heartbreaker – сердцеед, человек, разбивающий сердца
a flirt – флирт
to find a way to one's heart – найти дорогу к чьему-то сердцу
to break smb's heart – разбить чье-то сердце
to give one's heart to – отдать кому-то свое сердце
to open one's heart to – открыть кому-то сердце (душу)
to win one's love – завоевать чью-то любовь
a love affair / triangle / nest – любовная история / треугольник / гнездышко /
deep / unhappy / true / tender / great / lost love – глубокая / несчастная / настоящая
/ нежная / огромная / несохраненная любовь
to express / lose love – выразить / потерять любовь

a romantic date / feeling / relationship / story / hero – романтическое свидание / чувство / отношения / история / герой
 to sound / look / seem / be / turn out / sound romantic – звучать / выглядеть / казаться / быть / оказаться / звучать романтично
 to present smb with flowers and sweets – дарить кому-то цветы и конфеты
 a bride – невеста
 a bride-to-be / fiancée – будущая невеста
 a bridegroom / groom – жених
 a groom-to-be / fiancé – будущий жених
 a bridal couple / newlyweds – новобрачные
 a veil – фата
 a matchmaker – сват, сваха
 matchmaking – сватовство
 a bridesmaid – подружка невесты
 an engagement ring – обручальное кольцо
 a love-match – брак по любви
 a clergyman – священник
 a Marriage Certificate – свидетельство о браке
 a marriage of convenience – брак по расчету
 a white wedding – свадебная церемония
 a bachelor / spinster – холостяк / старая дева
 a widow / widower – вдова / вдовец
 a dowry – приданое, выкуп за невесту
 an engagement – помолвка
 a guest list – список гостей
 a stag / hen party – холостяцкая вечеринка / девичник
 a morning suit / a tuxedo – смокинг
 a best man – шафер
 a page – регистрация
 a train – шлейф
 bouquet – букет
 a registry office – ЗАГС
 a wedding chapel – свадебная часовня
 a reception – свадебное торжество
 a celebrant – священник, отправляющий службу
 an announcement – объявление
 a wedding gown – свадебное платье
 to drink (a toast) to – пить за
 to ask smb to be one's wife – попросить кого-то выйти замуж за
 to marry (into) money – жениться / выйти замуж из-за денег
 to accept, turn down a proposal – принять предложение, отказать
 to leave for a honeymoon – уехать в медовый месяц
 to exchange marriage vows – обменяться клятвами при вступлении в брак
 to pledge – давать торжественное обещание

to get engaged – обручиться
to walk up the aisle – идти к алтарю
to bless – благословить
to break off an engagement – разорвать помолвку
to sign the register – расписаться
to send out invitations – рассылать приглашения
to marry – жениться
to get married – пожениться
to marry above / beneath – жениться на ком-л. или выйти за кого-л. выше / ниже
себя по социальному положению
wedding customs / cake / round loaf / photos / procession / album / preparations /
anniversary – свадебные традиции / торт / каравай / фотографии / процессия /
альбом / приготовления / годовщина
successful / broken / first / second / early / late / loveless marriage – удачный /
разбитый / первый / второй / ранний / поздний / брак, без любви
wedding anniversary: wood / tin / crystal / china / silver / pearl / coral / ruby /
sapphire / gold / emerald / diamond – годовщина свадьбы: деревянная / оловянная
/ хрустальная / фарфоровая / серебряная / жемчужная / коралловая / рубиновая /
сапфирная / золотая / изумрудная / бриллиантовая
a trial separation – решение суда о раздельном проживании / разводе
to get a divorce – получить развод
incompatibility / cruelty / adultery – несовместимость / жестокость / супружеская
измена
alimony – алименты
a solicitor – адвокат
a divorce court – суд по бракоразводным делам
a judge / magistrate – судья / мировой судья
a case – судебное дело
to dissolve a marriage – расторгать брак

UNIT 6. SHALL WE SHOP TILL WE DROP?

1. Pre-topic discussion

- I'm shopping around for something to do that no one will like. (**Jerry Garcia**)
- Shopping is a bit of a relaxing hobby for me, which is sometimes troubling for the bank balance. (**Rebecca Hall**)
- Be able to go shopping for a bathing suit and not become depressed afterward. (**Marilyn vos Savant**)
- Shopping is a woman thing. It's a contact sport like football. Women enjoy the scrimmage, the noisy crowds, the danger of being trampled to death, and the ecstasy of the purchase. (**Erma Bombeck**)
- “[Short Talk on the Sensation of Airplane Takeoff] Well you know I wonder, it could be love running toward my life with its arms up yelling *let's buy it what a bargain!*” (**Anne Carson**)



TEXT A

Pre-reading task

1. Discuss with your groupmates the following questions:

- ☒ Do all people do the shopping? Why?
- ☒ Do all people like shopping? Why?
- ☒ Are there a lot of shops in your city/country? What are the biggest?
- ☒ Do you often go shopping? Which shops do you visit? What are your favourite ones? Do you spend a lot time for shopping?
- ☒ Read the statements. Which of them do you agree with? Why?
 - I love shopping! It's my hobby!
 - Shopping is OK, but I prefer doing other things.
 - I hate shopping! It's so boring!

Reading

1. Read the text paying attention to the active vocabulary

Shopping is fun!

We go shopping practically every day. There are many different kinds of **shops or stores** in every town or city. They can be little ones as **chain stores, boutiques, stands (kiosks near your house, newsagent's)** or big ones in size and choice of goods as **shopping centers, malls, department stores or supermarkets**. Variety of shops



nowadays may make anybody get confused and dazzled! Even a professional consumer may be puzzled which shop to go – **grocer's, baker's, butcher's, greengrocer's, dairy's, fishmonger's, confectioner's, tobacconist's** and so on. Not speaking about stores that we visit on purpose of some events, holidays or anniversaries as **drugstores, florists, liquor stores, gift, book or antique shops etc.**

At the **butcher's** they **sell** meat, sausages, ham, **joints of beef** and chicken. At the **baker's** you can buy bread, buns, rolls, cakes, pies. Vegetables and fruit such as cabbage, cucumbers, tomatoes, onions, beet, **bags of** apples, oranges, cherries, **bunches of** parsley, grapes are sold at the **greengrocer's**. At the **dairy** you are sure to buy **a carton of milk, a jar of sour cream, a tub of cottage cheese**, butter or yoghurt. **Haberdashery** welcomes you with **wallets, purses, braces, cuffs, cufflinks, bracelets, brooches and tie-, hairpins**. While **textiles** will provide you with versatility of **silk, nylon, cotton, wool, velvet, chamois(suede), linen** etc.

Still not many people are at ease walking with **shopping lists** from one **retailer** to another **wholesaler**, from one **shopping window** to another one. **Standing in lines**, irritated **consumers** in long **queues**, annoying **shopkeepers** with **three-for-two offers** to **buy goods at a discount, overcharged prices** Horrifying! It used to be so! Not long ago people used to go to various shops for different foods and **household items**. Nowadays another kind of shop has appeared — the **supermarket**.



A supermarket is a very big shop with different departments. People can buy both food and other necessary goods there. You can see lots of different goods there: cans of **beans**, peas, meat, juice, beer, coke; **jars of jam** or pickles; bottles of water and soft drinks; **boxes of cereal** and chocolate; packs of flour, various kinds of sausages, cheese, dairies, fish; loaves of bread, buns, cakes, rolls; **bars of chocolate**; bunches of bananas, carrots; kilograms of cucumbers and tomatoes;

packets of biscuits; bottles of perfume; jars of instant coffee, jam, honey; tins of beans, sardines; cases of jewellery, spectacles; tubes of toothpaste, face cream;

sachets of shampoo; rolls of wall paper; piles of books, stacks of CDs etc. Impressive?! And all THESE THINGS in ONE SHOP!!! What can be better?!

When customers enter a supermarket, they get a **cart** to carry the things they will choose to **buy**. There are aisles with shelves of products and goods. Buyers go along the aisles pushing their trolleys and choosing things they need. You can ask a **shop-assistant** if you don't know where **consumer goods** you need are: **perfumery and toiletries; hosiery; souvenirs; jewellery; stationery; electric appliances; sportswear; pottery; glassware; silverware, knitted ware, footwear** or whatever you need. Be careful not to **blow up all your savings up in one go** unless you want to **set a fairly tight budget** for the rest of the month before upcoming **payday or be hard up and borrow money** from your nearest and dearest! **Shop-assistants** are always very helpful. A **shop-assistant** at the ready-made food department of the supermarket **weights on scales** the things you want to buy, **wraps** them and you **pay** money at the **cash desk**, then the cashier gives you the change and the bill. It is not difficult to make a suitable purchase. All goods are **up to a standard**.

When you have put **bunches, tins, cans, bottles and boxes** of food into the trolley, you take them to the **checkout counter**, a **cash desk**, and **pay** for your purchases **by cheque** to the cashier who gives you a receipt [ri'si:t]. You can buy all you need as quickly as possible if you **have money on yourself**. Often food and other goods in the supermarket are cheaper than those in a small shop or in a green market, so it will not **cost a fortune** and you will not **waste big money** and what is more important – your time. Shopping is fun!

TASKS



CONTEXT UNDERSTANDING SECTION

1. Fill in the gaps. Check your answers according to the text.

- ☒ At the _____ they _____ meat, sausages, ham, joints of _____ and _____. At the _____ you can _____ bread, buns, rolls, cakes, pies. _____ and _____ such as cabbage, cucumbers, tomatoes, onions, beet, _____ of apples, oranges, cherries, _____ of parsley, grapes are _____ at the _____. At the _____ you are sure to buy a carton of _____, a jar of _____, a tub of _____ cheese, butter or yoghurt. _____ welcomes you with wallets, purses, braces, cuffs, cufflinks, bracelets, brooches and tie-, hairpins. While _____ will provide you with versatility of silk, nylon, cotton, wool, velvet, chamois (_____), linen etc.
- ☒ Still not many people are at ease walking with _____ lists from one retailer to another _____, from one shopping _____ to another one. Standing in _____, irritated _____ in long _____, annoying _____ with three-for-two _____ to buy goods at a _____, _____ prices Horrifying! It used to be so! Not long ago people used to go to various shops for different foods and household items. Nowadays another kind of shop has appeared — the _____

2. Look carefully at the cards and guess what type of shop this is. Which shops were mentioned in the text? What can you buy there?



3. a) Complete the sentences using the information from the text. Add your opinion.

- ☒ If your fridge is empty...
- ☒ Some people do their shopping...
- ☒ Many customers prefer...
- ☒ We go shopping...
- ☒ At the butcher's...
- ☒ At the dairy...
- ☒ At the market...
- ☒ The cashier...

- ☒ Vegetables and fruit are sold...
- ☒ A department store has many...
- ☒ You can buy bread...
- ☒ In a food supermarket...

b) Find the correct match

1) Boutique	a) lilies
2) antique shop	b) jeans
3) butcher's	c) plane ticket
4) jeweler's	d) bar of chocolate
5) flower stall	e) a packet of painkillers
6) bakery	f) old clocks
7) confectioner's	g) a loaf of bread
8) supermarket	h) gold ring
9) chemist's	i) sugar
10) travel agent's	j) lamb chops

4. a) Is it important to make up a shopping list? How often do you write shopping lists? What do you include in them? Do you often forget something from a shopping list?

b) The following shopping list had one item starting with each letter of the alphabet. Can you fill in the chart?

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	

H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

5. Write the correct measure to fill in the gaps.

A supermarket is a very big shop with different departments. People can buy both food and other necessary goods there. You can see lots of different goods there: _____ of beans, peas, meat, juice, beer, coke; _____ of jam or pickles; _____ of water and soft drinks; _____ of cereal and chocolate; _____ of flour, various _____ of sausages, cheese, dairies, fish; loaves of bread, buns, cakes, rolls; _____ of chocolate; _____ of bananas, carrots; _____ of cucumbers and tomatoes; _____ of biscuits; _____ of perfume; _____ of instant coffee, jam, honey; _____ of beans, sardines; _____ of jewellery, spectacles; _____ of toothpaste, face cream; _____ of shampoo; _____ of wall paper; _____ of books, stacks of CDs etc. Impressive?!

6. “Game” time. Quick, quicker, the quickest! Compete with your partner in naming items in the pictures

1) What can you see in the trolley?



2) What's in the baskets 1 and 2, and on the table 3?



VOCABULARY PRACTICE SECTION

1. Translate the following words and word-combinations into Ukrainian/Russian. Build up sentences with each word.

Jewellery; dairy's, piles, yoghurt, wallets, bracelets, footwear, antique, wool, tobacconist's, drugstores, gift, baker's, hosiery; nylon, suede, stationery; appliances; florists, cufflinks, cuffs, sportswear; confectioner's, brooches, grocer's, beans, sardines; butcher's, stacks, perfume; silk, butter, velvet, biscuits; toothpaste,

toiletries; souvenirs; greengrocer's, ware, purses, spectacles; book, sachets; pottery; silverware, braces, linen, hairpins, jam, jewellery, chamois, perfumery, fishmonger's, cotton, honey; electric glassware; knitted.

2. Translate into English.

Пекарня; техника; саше; броши, антиквариат, нейлон, сардины; ювелирный; бакалея, стопки, кондитерский, бархат, шелк, мед; мясной, браслеты, бобы, сувениры; кошельки, посуда, манжеты, йогурт, замша, кошельки, подарки, трикотаж, шерсть, замша, парфюмерия, керамика; овощи, запонки, джем, паста, масло, канцтовары; заколки, книга, аптеки, обувь, хлопок, цветочный, белье, духи; печенье.

3. a) Match what and where we can buy.

1. to buy cheese, butter, milk;	a) the bakery;
2. to buy bread and rolls;	b) the newsagent's;
3. to buy meat and sausages;	c) the dairy;
4. to buy medicine and shampoo;	d) the butcher's;
5. to buy sweets and cakes;	e) the fishmonger's;
6. to buy vegetables and fruit;	f) the chemist's;
7. to buy newspapers and postcards;	g) the confectionary;
8. to buy fish and seafood;	h) the greengrocer's.

b) True or False?

You can buy sugar or rice at the butchers.

You can buy fish at the grocers.

You can buy milk at the dairy.

A self-service system means that you walk around the shop and choose what you want.

You can use a trolley in the supermarket.

4. Fill in the tables.

Write what you can buy in these shops.

<i>Greengrocer's</i>	<i>Butcher's</i>	<i>Baker's</i>	<i>Grocer's</i>	<i>Dairy shop</i>

potatoes bread tomatoes sausages cucumbers bread rolls onions
milk cabbages cheese sugar rice salt yoghurt butter oil
chicken meat coffee

Write what you can buy in these shops and make sentences about shops.

<i>Greengrocer's</i>	<i>Grocer's</i>	<i>Dairy shop</i>	<i>Cloth Shop</i>	<i>Baker's</i>

peaches trousers milk flour coat bread butter dress
 bread rolls tomatoes shirt oil potatoes onions cucumbers cake blouse
 cheese rice peppers sugar oranges salt apples coffee
 I can buy ... at the Greengrocers.

5. Write products that you can buy in these shops. Try to remember as many goods as possible. Compare your answers with your groupmates

<i>Greengrocer's</i>	<i>Butcher's</i>	<i>Baker's</i>	<i>Grocer's</i>	<i>Dairy shop</i>

6. Look at the crossword puzzle. Find and circle as many shops as possible. Comment on goods that you can buy there. How often do you visit them? What do you buy there?

s	u	p	e	r	m	a	r	k	e	T	b	a	k	e	r	s
b	u	t	c	h	e	r	s	a	c	H	e	m	i	s	t	s
g	r	e	e	n	g	r	o	c	e	R	s	k	a	d	s	a
k	s	a	p	e	r	s	h	o	p	A	t	m	d	k	h	n
d	a	i	r	y	g	r	o	c	e	R	s	n	t	n	o	m
t	r	a	d	e	c	e	n	t	r	E	t	d	m	a	p	a
a	n	c	l	o	t	h	s	h	o	P	k	a	s	t	m	r
d	e	p	a	r	t	m	e	n	t	S	t	o	r	e	a	k
t	o	y	s	t	o	r	e	a	t	M	k	n	b	t	k	e
s	h	o	e	s	h	o	p	m	a	S	t	s	a	k	s	t

d	a	i	r	y	a	t	s	m	a	R	k	e	t	s	t	c
k	t	a	n	s	h	o	e	s	h	O	p	a	n	m	o	h
s	u	p	e	r	m	a	r	k	e	T	s	m	k	a	y	e
t	a	g	r	e	e	n	g	r	o	C	e	r	s	a	s	m
d	e	p	a	r	t	m	e	n	t	S	t	o	r	e	t	i
k	n	g	r	o	c	e	r	s	a	N	a	k	s	a	o	s
a	m	k	a	b	u	t	c	h	e	R	s	n	a	s	r	t
p	e	t	s	h	o	p	n	a	s	M	k	a	k	h	e	s
m	s	c	l	o	t	h	s	h	o	P	s	t	m	o	a	t
b	a	k	e	r	s	a	m	n	k	A	b	s	a	p	k	m

7. Read and choose the correct item to complete the sentences. Write the correct words.

1. <i>Ходить за покупками</i> a) go to buy b) go shop c) go shopping	11. <i>We ... shopping next week</i> a) Go b) went c) will go
2. <i>Supermarket</i> a) department store b) market c) deli	12. <i>Ukrainian money</i> a) Hryvnia b) dollar c) pound
3. <i>Tom always ... the shopping on Sundays</i> a) Do b) does c) is doing	13. <i>American coins</i> a) kopykas b) pence c) cents
4. <i>The place where you can buy meat</i> a) the butcher's b) the dairy c) the bakery	14. <i>What... he buy at the fishmonger's?</i> a) Did b) does c) do
5. <i>The place where you can buy pills</i> a) the chemist's b) the greengrocer's c) the bakery	15. <i>... will you buy a cake? At the confectionary</i> a) When b) Where c) Why
6. <i>You can buy caramels at the...</i> a) toys for boys b) confectionary c) grocer's	16. <i>She... already... her shoes on</i> a) does... try b) have... tried c) has... tried
7. <i>You can buy magazines at the...</i> a) fishmonger's b) dairy c) newsagent's	17. <i>What fashion ... you like?</i> a) Would b) will c) can
8. <i>Shopping...</i> a) department b) mall c) shop	18. <i>When the customer read the store directory, the shop-assistant... already... the receipt</i> a) has...brought b) had...brought c) had...bring
9. <i>deli</i> a) shop b) floor c) department	19. <i>Can you help me? I... ... for the butcher's now</i> a) am watching b) am look c) am looking
10. <i>There ... many different departments</i>	20. <i>... that shopping is a part of our life</i> a) To my mind b) In my opinion

a) Is b) are	c) I think
-------------------	------------

8. Write the words in the correct order to make sentences.

- gone / Sue / today / has / shopping/ . / making / she / is / Now / for / salad / dinner / .
- bag / so / Your / heavy / is / . / you / What / bought / have / ?
- are / We / clothes / in / shop / the / . / are / for / We / looking / a / shirt / new.
- barbecue / you / some / food / buy / for / Can / the / ?

9. Put the verbs in brackets into the correct tense form.

Maria (1) ... (to go) shopping with her mother last Saturday. They (2) ... (to want) to buy some presents for the coming holiday. At first the girl and her mum (3) ... (to buy) a nice tie for father, then they (4) ... (to look) at the toys for Maria's classmates. The girl (5) ... (to see) nice dolls, jigsaw puzzles and interesting board games. Then they (6) ... (to visit) the ladies' and junior dresses section. While Maria's mother (7) ... (to try on) a new skirt, the girl (8) ... (to go) to look at the other departments. Maria (9) ... (not / even / to notice) how she (10) ... (to get) lost. She (11) ... (to ask) the shop-assistant to help her. Soon her mum (12) ... (to have) nothing to worry about.

10. Build up a story using the given words and word-combinations. Report it to the class. Choose the best story.

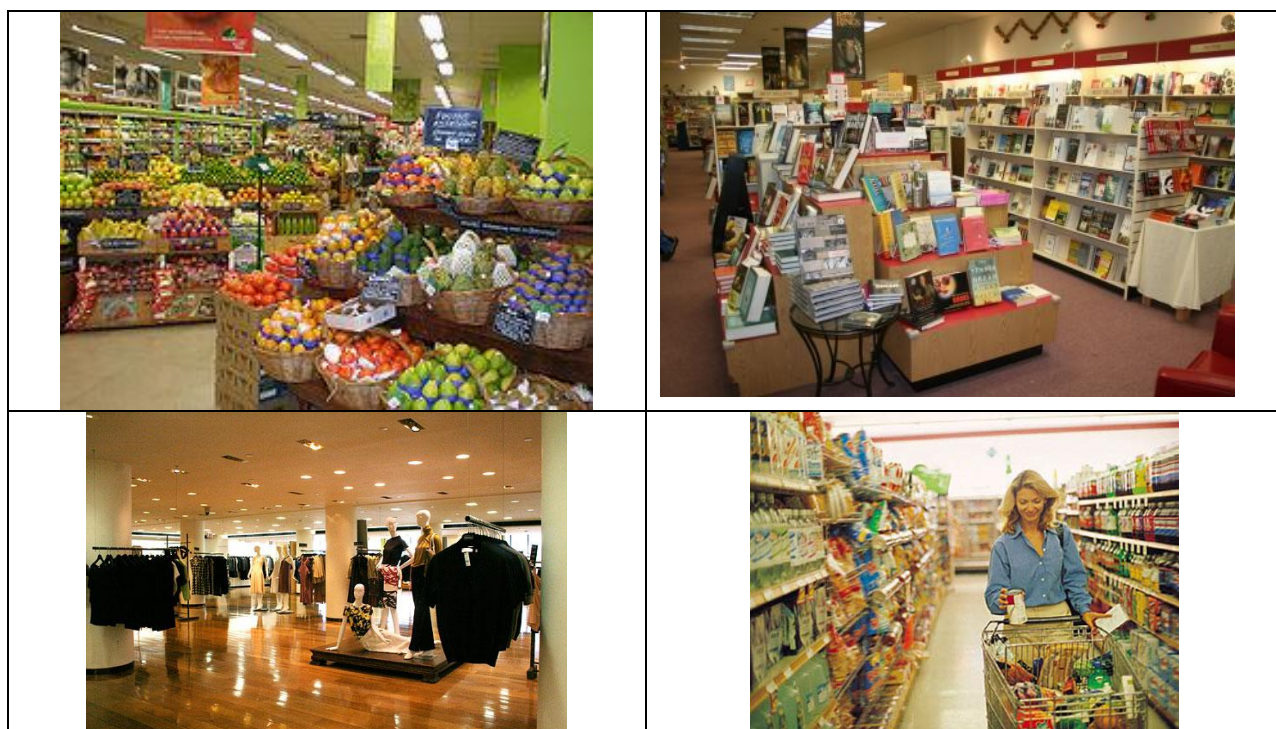
<p><i>delivery</i> <i>shopping assistant</i> <i>checkout</i> <i>out of stock</i> <i>on sale</i> <i>discount</i> <i>order</i> <i>shopping cart</i> <i>bargain</i> <i>queue</i> <i>cost</i></p>



SPEAKING PRACTICE SECTION

1. a) What and who can you see in the pictures? What are they doing? Describe the pictures and answer the following questions:

- *How often do you go shopping?*
- *What do you buy every day?*
- *What can you get in a supermarket?*
- *Do you like ordinary grocer's or big supermarkets? Why?*
- *What shops are there in the main street in your town?*
- *What can you buy in a big department store?*
- *Where do you buy clothes?*



b) Ask your group mate about shopping. Write his/her answers in the card and speak about him/her.

Enjoy shopping	
How often	
When	
Whomwith	
What	
What (favourite shop)	

2. Story time! Choose a card and build up a story using all the units. Make a story in one of the genres – horror/ comedy/drama/ fantasy/ thriller etc.

- *bread, croissant, roll, dairy products (milk, butter, cheese, yoghurt etc.), sausages, meat, egg, fruit and vegetables, mineral water, cereal, sweets, soft drinks*
- *basket, trolley, counter, to fill with, under one roof, stand in a queue, wide choice, it's on sale*
- *baker's, butcher's, greengrocer's, chemist's, department store, shoe shop, jeweller's, bookshop, kitchenware, glassware, electrical store, stationer's, boutique, clothes shop, toy shop*
- *furniture department, underwear department, leather goods department, food department, toy department*
- *customer, shopper, shop assistant, cashier; to suit, to fit, to match, size*

3. a) Read the text. Comment on the opinion of the author about online shopping. Is he for or against it?

But when it comes to our weekly shopping the vast majority of us still prefer to get in our car and drive to the supermarket to buy our weekly groceries, with around only five per cent of us shopping regularly online there is still a long way to go before online shopping becomes the norm.

So what are the pros and cons when it comes to shopping online rather than in store, many of us will certainly do our research online to look for the bargains when it comes to bigger purchases such as a new washing machine or even for our new car, but when it comes to finding the best priced tin of beans many of us are missing a trick.

So here is my list of the good versus the bad when it comes to your weekly online grocery shopping:

The not so good:

- *Buying fresh produce such as fruit can be a challenge, us Brits like to see the quality of such items before we buy.*
- *If the item we select is out of stock when it comes to filling our order we have to rely on the supermarket to give us an alternative and even run the risk of not receiving anything at all.*
- *We just don't believe that we will be given the best expiration dates on perishable food such as bread and milk, after we know supermarkets want to sell that first.*
- *We think we are missing out on money saving offers; we actually enjoy the thrill of the hunt for bargains.*

- *Even though the big four have the some of the most sophisticated and advanced online shopping systems in the world, we simply don't enjoy the experience of trawling though list of items.*

Some great reasons to shop online:

- *You are far less likely to over spend, when we shop online we usually have a list of items that we need and we stick to it, this simple fact alone this can save you £100's every year.*
- *The bargains will find you and they will be relevant to the items you are buying, when you shop online the Supermarket will alert you to any special offers on the goods you are already buying.*
- *Its far less stressful than fighting with the crowds on a Saturday afternoon, time which can better spent with your family and friends, summer is coming where would you rather be?*
- *For a small charge it's delivered to your door at a time that suits you, for the echo conscious this is great too as one van takes 20 cars of the road.*
- *The more you use online shopping the easier it gets, you last shopping list will be stored and ready to reorder once you have made any adjustments you need.*

Latest online deals from MySupermarket.co.uk

Tesco: Garnier Simply Essential Gentle Facial Cleansing Wipes down from £2.50 to £1.25

Superdrug: Palmolive Shower Gel - Aroma Therapy Sensual Down from £1.99 to 98p

Boots: Garnier Skin Naturals Summer Body Moisturising Lotion Light Down from £7.50 to £3.25

Boots: Beyonce Heat Rush Eau de Toilette 50ml Down from £26.99 to 12.99

Ocado: Oral B Professional Care 2000 Electric Toothbrush down from £79.99 to £39.99

b) Divide into groups. Debate on the topic “Online shopping vs traditional shopping”

4. State your opinion in 1 minute speech.

Men go shopping to buy what they want ...
Women go shopping to find out what they want



○ **TEXT B**

1. Translate the dialogues paying attention to the style of speaking. Where do these dialogues take place? Who are characters of them? What is the topic of the communication?

Buying Things



Shop Assistant

Good morning. Can I help you?

Ann

Oh, hello, yes, please. I am looking for something nice for my friend's birthday party next Saturday. I don't have a lot of money though.

Shop Assistant

I understand. We are having a sale at the moment. This green skirt is lovely but cheap. Twelve pounds. Do you like it?

Ann

Yes, it's nice but green. Have you got another colour?

Shop Assistant

Let's see. Oh, yes. Here's a blue one.



Ann

Oh, that's my favourite colour. It matches the shoes I have. It also matches the new blouse I have. Yes, this skirt is perfect. Oh, just a minute. These shorts are nice, too.

Shop Assistant

Yes, and they are half-price at the moment. They are seventeen pounds.

Ann

May I try them on?

Shop Assistant

Yes, please. Do they fit all right?

Ann

They are fine. Oh, no, I don't know what to buy. No, I want the shorts.

Shop Assistant

Great. That's seventeen pounds.

Ann

Here you are. Thank you very much.

Shop Assistant

Thank you, and enjoy the party.



2. Read the dialogue and choose the correct answer True, False or Does Not Say:

1. Ann is shopping in the evening.
2. Ann's friend's birthday was last week.
3. Ann has a brother.
4. Ann is going to buy expensive clothes.

5. The shop is doing a special offer at the moment.
6. Ann is fond of the green colour.
7. Ann has new shoes.
8. The shorts are blue.
9. The skirt and shorts are cheap.
10. Ann buys the skirt.

3. Read the dialogue and complete the sentences:

- ❖ 1. The shop is having at the moment.
- ❖ 2. Ann's favourite colour is
- ❖ 3. The skirt matches Ann's
- ❖ 4. The shorts are
- ❖ 5. The shop-assistant wishes Ann to

4. Work in pairs. Make-up dialogues about shopping by a set of the pictures. Use the dialogue above as an example.



5. A) In pairs discuss what is important for being a good shop-assistant giving reasons for your opinions. What qualities should this person have? Who is a typical shop-assistant?

B) Who is a typical consumer? What qualities should this person have?

C) Put your ideas into the columns below. Report your ideas to the class. Compare and analyse the results.

D) Think of the same aspects about Ideal Shop-assistant and Ideal Customer. What has changed? Do these characters exist?

Typical shop-assistant	Typical consumer	Ideal Shop-assistant	Ideal Customer

6. Write a paper about your latest visit to a shop/mall/ supermarket etc. Remember your conversation and interaction with the staff. Make a script of it.



CREATIVE PRACTICE. PROJECT SECTION

1. Read the following dialogues and distinguish which phrases are common for a customer? for a shop-assistant? Note them down. Role play one of the dialogues.

a) - Do you want a hat? - Les, I do. - What size? What colour? - My size is 40. Grey, please. - Here you are. - Thank you. - You are welcome.	b) - What lovely T-shirts! - Can I help you?. - Yes. Can I have a look at this red T-shirt? - Yes, of course. What size are you? - Size 36. I think. - Then you want a small. they come in small, medium and large. Here you are. - Thank you. I think I'll have it. How much does it cost? - 45 hryvnias. - Can I pay by a credit card? - Yes, of course.	c) - Can I help you? - Yes, please. I'm looking for a raincoat. - This long light dark – pink leather coat is good for young people. It has pockets and is decorated with zippers. - Oh, it's nice. I'll take it. How much does it cost? - 500 hryvnias. - O'K. I'll take it.
d) - Can I help you? - Yes, please. I would like some cheese.	e) - One loaf of brown bread, please. - Here you are.	f) - Can I have this nice red woolen sweater? - Of course. By the way, it

<ul style="list-style-type: none"> - How much?. - Half a kilo will do. - 1 hryvnia and 80 copecks. - Here are 2 hryvnias. - Here you are. Anything else? - No, thanks. - You are welcome. 	<ul style="list-style-type: none"> - How much is it?. - 1 hryvnia and 80 copecks. - Here are 2 hryvnias. - Here is your change, 20 copecks. - Thank you. 	<p>is very warm and soft. It will keep you warm on a chilly day.</p> <ul style="list-style-type: none"> - I take it
<p>g) - Three small ice – creams, please.</p> <ul style="list-style-type: none"> - What flavour? - What flavours have you got? - I've got strawberry, vanilla, chocolate and coffee. - O'K. One strawberry, one chocolate and one coffee, please. - Right ... here you are. - How much is that? - They are 2 hryvnias each ... that's 6 hryvnias altogether. 	<p>h) - Good – morning.</p> <ul style="list-style-type: none"> - Good – morning. - How can I help you? - I'd like half a kilo of cheese, three hundred grams of butter and a packet of milk. - There you are. - Thank you. - Do you need anything else? - I'd like two kilos of apples, please. - Sorry. I don't sell apples. - Then I suppose I'd buy eggs. Are they fresh? - Surely, they are. how many eggs do you need? - A dozen. So cheese, butter, milk, eggs. Well, that's all for me. How much should I pay? - 65 hryvnias and 80 copecks. - Here you are. - Thank you for your custom. 	<p>i) - Can I help you?</p> <ul style="list-style-type: none"> - I'd like to buy three kilos of oranges. How much is a kilo of oranges? - They are 15 hryvnias a kilo. The oranges are very good. - I'd like 3 kilos, please. - That's 45 hryvnias, please. Anything else? - Yes, can I have a packet of fruit juice. - Here you are. - How much should I pay? - 55 hryvnias, please. - Thank you. - Thank you for your custom.

2. A) In what shops took place the above conversations? Define the shop and prove your answer.

B) Would you like to own a shop? A shopping centre? A supermarket? A mall? What problems may it involve? What aspects are important planning your own business?

C) Imagine that you are an owner of the shopping centre pictured. Describe what it is like. What do you like/dislike about it? What would you improve?



D) Make up your own business project “My shopping centre/ shop/store/supermarket/mall”. Report your ideas to the class.



DIGITAL PRACTICE SECTION

1. Watch the episode from *Pretty Woman* – Shopping Scene. URL: <https://www.youtube.com/watch?v=Nu3x5SZrMHo>. Answer the questions:

- * Who are the main characters of the episode?
 - * What are their roles?
- Describe them.
- * What is the reason of visiting a shop by Vivian?
 - * What reaction does she get?
 - * What would you do being in her shoes?



2. Watch the episode from *Pretty Woman* – Shopping Scene. URL: <https://www.youtube.com/watch?v=Nu3x5SZrMHo>. Fill in the missing parts of the dialogue.

Shop Assistant 1:	_____
Vivian	I'm just _____ out.
Shop Assistant 1:	Are you _____ in particular?
Vivian:	No. Well, yeah. Uh..Something... _____
Shop Assistant 1:	Yes.
Vivian:	You got nice stuff.
Shop Assistant 1:	_____
Vivian:	How much is this?
Shop assistant :	I don't think this would _____.
Vivian:	Well, I didn't ask if it would fit. I asked _____.
Shop assistant 1:	_____, Marie?
Shop assistant 2:	_____
Shop assistant 1:	It's very expensive
Vivian:	Look, I got _____ in here.
Shop assistant 1:	I don't think _____. You're obviously in the wrong place. Please leave.

3. Discuss your answers with the class. Role-play the situation from the video Pretty Woman – Shopping Scene.

URL: <https://www.youtube.com/watch?v=Nu3x5SZrMHo>.

4. Make a list and tell about the key events in the episode. Suppose the continuation of the scene looking at the pictures. Report your ideas to the class.





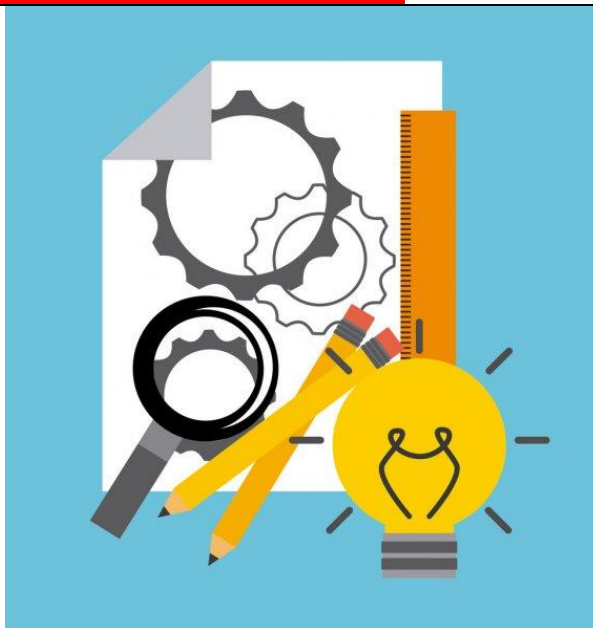
INFOGRAPHICS SECTION

Rules of Creating Infographics

- Make one big point to deliver
- Use simple combinations of primary colors
- Space it out
- Choose three quality fonts.
- Choose a bright eye-catching design
- Decide on what's important and what's not
- Make it addictive!

(adaptated from

<https://venngage.com/blog/7-essential-rules-create-infographics/>)



1. Look at the infographics about online shopping in the USA presented by Magento Open Space Community. Analyze it.

Answer the follow-up questions. Use figures to prove your point.

- What trends in online shopping do you see?
- How many Americans use e-shopping?
- What consumer goods are the most popular/ the least popular? Why do you think it happens like this?
- Who are interested in online shopping? Give reasons.
- What is Black Friday? Is it popular in the USA? How much money is spent?



2. A) Work with a partner. Discuss the following issues about your town/city/village/country. Compare your answers.

- * trends in shopping – online/offline; retail/wholesale etc.
- * number of shoppers in different areas
- * consumer goods that are the most popular/ the least popular
- * segment of shoppers – age, social and professional status
- * interest to Black Friday? How much money is spent?

B) Create infographic about shopping in your town/city/village/country. Refer to additional sources to build up your charts.

Reccomended:

Online Shopping Statistics for 2020. URL: <https://optinmonster.com/online-shopping-statistics/>
Shopping Datasets. URL: <https://data.world/datasets/shopping>

Use <https://www.visme.co/make-infographics/> to create your infographic. Present the result in class. Share your ideas in class using active vocabulary. Compare the infographic of your topic with your partners.



REVISION SECTION

1. A) Write what you can buy in these shops.

Greengrocer's	Butcher's	Baker's	Grocer's	Dairy shop

apples butter coffee meat potatoes rice onions
 tea cheese apricots bread tomatoes sugar bread rolls
 cabbages salt peaches sausages chicken oil cucumbers cakes flour

B) Write what you can buy in these shops and make sentences.

Greengrocer's	Butcher's	Baker's	Grocer's	Dairy shop

potatoes salt milk meat bread sausages tomatoes butter tea
 cheese oil bread rolls apples ham cakes rice yoghurt coffee

I can buy potatoes, tomatoes and apples at the Greengrocer's

2. Write products that you can buy in these shops. Try to remember as many goods as possible. How many products have you remembered in 1 minute?

Greengrocer's	Butcher's	Baker's	Grocer's	Dairy shop

--	--	--	--	--

3. Look at the crossword puzzle. Find and circle as many shops as possible. Comment on goods that you can buy there. Build up 5-sentence stories about visiting each of them in various genres: drama/fantasy/thriller/comedy etc.

b	a	k	e	r	s	a	t	m	d	a	i	r	y	a	c	t
a	k	g	r	o	c	e	r	s	m	a	r	k	e	t	h	o
d	e	p	a	r	t	m	e	n	t	s	t	o	r	e	e	y
s	a	b	u	t	c	h	e	r	s	a	k	t	m	s	m	s
h	a	t	r	a	d	e	c	e	n	t	r	e	k	t	i	h
o	t	c	l	o	t	h	s	h	o	p	a	k	a	m	s	o
p	a	g	r	e	e	n	g	r	o	c	e	r	s	a	t	p
a	k	m	a	t	s	a	s	h	o	e	s	h	o	p	s	m
s	u	p	e	r	m	a	r	k	e	t	a	t	k	b	a	k
p	e	t	s	h	o	p	a	n	m	k	s	a	m	d	k	s

4. Read and choose the correct item to complete the sentences. Write the correct words.

1. Tom always ... <i>the shopping on Sundays.</i> A do B does C is doing	4. What would you like? — <i>I...a kilo of apples, please.</i> A want B like C would like
2. The things which are similar ... <i>in the same area in the supermarket.</i> A is B will be C are	5. Excuse me, can you help me? <i>I ... for the confectionery department.</i> A am looking B looked C look
3. Steve ... <i>already... cold cuts at the deli department.</i> A have ordered B is ordering C has ordered	6. <i>I have...a kilo of fish, but I haven't ...any cheese and sausages.</i> A buy B buys C bought

5. Translate the following text into English using active vocabulary units.

В городе есть разные **магазины**. Некоторые из них продают одежду, другие продают обувь, лекарства, книги, фрукты и овощи, мясо, хлеб и ювелирные изделия. Это могут быть маленькие, например, **сетевые магазины**, **бутики**, **прилавки** (**киоски** **возле** **вашего** **дома**, **газетные киоски**) или магазины большие по размеру и выбору



товаров, такие как **торговые центры, универмаги или супермаркеты**. Разнообразие **магазинов** в наши дни может заставить любого **запутаться и потеряться**! Даже **профессиональный потребитель** может быть **озадачен** тем, какой **магазин** выбрать: **бакалейный, хлебопекарный, мясной, овощной, молочный, рыбный, кондитерский, табачный и т. д.** Не говоря о магазинах, которые мы посещаем с целью проведения каких-либо мероприятий, праздников или юбилеев, таких как **аптеки, цветочные, винные магазины, магазины подарков, книг или антиквариата и т. д.**

Во всех современных крупных **торговых центрах** есть почти все магазины, о которых вы только можете подумать, где мы можем купить практически все, что захотим. На **витринах** мы видим образцы вещей, которые они продают, рекламу, скидки и распродажи. Более ста лет назад в Великобритании не было **супермаркетов**, но было много **маленьких магазинов**. Люди ходили в магазины почти каждый день, потому что у них не было холодильников. Они шли к **мяснику**, чтобы купить мясо. Они шли в **бакалейную лавку** за пакетами с чаем, мешками с сахаром, килограммами муки и головками сыра. Они покупали **упаковки масла и пакеты молока** в молочном магазине. Они покупали **буханки хлеба** в пекарне; фрукты и овощи – в **овощном магазине**. **Покупатели** должны были говорить **бакалейщику** о том, что они хотят **купить**, поскольку у них не было свободы перемещать **тележку по супермаркету** и выбирать свои собственные **покупки**, как делают люди сегодня.

2. Work in pairs. Choose 20 sentences with active units from Text A and dictate them to your partner. Then check-up his/her work. Discuss mistakes with the teacher. Change the roles



SUPPLEMENTARY SECTION

1. Read the article from the newspaper. What is the story about? What do you think of the issue? What is the message of the article? Report your ideas to the class.

Half of the population use online review websites such as Amazon, Tripadvisor, Expedia and Checkatrade - but can you trust everything you read?

Shoppers who use the internet to research hotels, books, electronics and other purchases are being misled by millions of "fake" reviews orchestrated by companies to trick potential customers, the consumer watchdog warns today as it begins an inquiry.

More than half of the adults in Britain, around 25 million people, use online review websites such as [Amazon](#), and [Tripadvisor](#) to find the best deals. But their impressions are "distorted" by the growth of a "clandestine" market for fake reviews, the Competition and Market Authority has discovered. It found some companies wrote fake reviews about themselves as a marketing tool. Others were offering money, free product samples or other "rewards" in exchange for five-star reviews.

In some cases, rival firms were posting disparaging remarks each other to cloud the judgement of by potential customers. And some review websites were

hiding negative reviews because they had commercial arrangements with the companies facing criticism.

The scale of the issue is unknown because fake reviews are difficult to spot, the CMA said. However, it expressed concern that abuse could be widespread.

An investigation will now start and firms found to be acting illegally will be fined and their bosses may face prison.

Consumer groups welcomed the move, because research showed around £23 billion of purchases a year were influenced by online reviews.

Guy Anker, a director of consumer advice experts MoneySavingExpert.com, said: "It is utterly appalling that companies are engaging in practices where they are duping potential customers who just want an honest appraisal of their services. Review websites are a vital part of people's research, whether that's booking a hotel or buying a product, and so visitors need to be able to trust them."

Online reviews have grown into big and influential businesses in Britain. Nisha Arora, consumer director of the CMA, said they were "important information tools", that customers found "valuable".

One of the best-known specialist sites is Tripadvisor, which hosts hundreds of millions of reviews written by and for holidaymakers.

Some sites have developed systems to detect and verify fake reviews, but others had not, the CMA said. It warned that websites were in some cases "selectively ordering" reviews so that positive ones came to the front. "Hiding" negative reviews is against the law, it said. The different commercial arrangements that might influence the reviews and the way they were obtained was not always clear to users. Customers were also trying to abuse the system by "blackmailing" companies by threatening to leave a negative review.

(taken from <http://www.telegraph.co.uk/news> , [Dan Hyde](#), Consumer Affairs Editor, 19 June 2015 (abridged and adapted))

Follow-up discussion

1. Do you consider online reviews important? Why (not)?
2. How would you feel if you were misled to buy a bad product because of its positive reviews?
3. What would you do in that situation?
4. Should there be any kind of censorship over the online reviews? Why (not)?

2. A) Listen to the song «At the supermarket» and write down all the words what you can buy at the supermarket.

B) Listen to the song once more and put the lines of it in the correct order. Then sing the song.

2. *Then there's a place where you should head.*
3. *At the supermarket you can buy everything*
 1. *If you need milk, or if you need bread,*
 4. *When you do your grocery shopping.*

2. You can buy cans if fresh doesn't suit.
3. At the supermarket you can buy everything
 1. You can buy vegetables, you can buy fruit,
 4. When you do your grocery shopping.
2. Or you can buy readymade cookies and cakes.
 1. You can buy flour if you like to bake,
3. At the supermarket you can buy everything
 1. You can buy ice-cream and frozen peas,
2. You can buy yoghurt and you can buy cheese.
 4. When you do your grocery shopping.
3. At the supermarket you can buy everything
 1. You can buy oil and you can buy rice,
 4. When you do your grocery shopping.
2. You can buy noodles that taste very nice,
4. When you do your grocery shopping.
 1. You can buy fish and you can buy meat,
3. At the supermarket you can buy everything
 2. You can buy chicken that's ready to eat!
2. When you do your grocery shopping.
 1. At the supermarket you can buy everything



ADDITIONAL REFERENCES AND EXERCISES

1. Find out more using links

Fun facts about shopping. URL: <http://cottoncandymag.com/money/fun-facts-about-shopping/>

Interesting facts about shopping malls. URL: <https://meyersdalmall.co.za/interesting-facts-shopping-malls/>

Amusing The Shopper: 5 Ways To Make Shopping Fun Again. URL: <https://customerthink.com/amusing-the-shopper-5-ways-to-make-shopping-fun-again/>

Antidotes to boredom. URL: <https://www.psychologytoday.com/us/blog/resolution-not-conflict/201111/antidotes-boredom-why-shopping-is-fun>

2. Take a test 'Consumer Quiz'

What kind of consumer are you? Circle your answer.

1. Before making a major purchase, I research the product, the company that makes it, and find reviews from people who've purchased it.

A) Always B) Sometimes C) Never

2. I bring a list when I grocery shop so I won't be tempted to buy things I do not need.

A) Always B) Sometimes C) Never

3. I check a store's return and refund policy before I buy things.

A) Always B) Sometimes C) Never

4. I use coupons or look for sales before I shop.

A) Always B) Sometimes C) Never

5. I stock up on things I need during sales or at bulk stores.

A) Always B) Sometimes C) Never

6. If I am not satisfied with something I bought, I return it for a replacement or refund.

A) Always B) Sometimes C) Never

7. When I shop for food, I compare the quantity to the price (the unit price) to make sure I get the best deal.

A) Always B) Sometimes C) Never

8. I try not to make impulse buys, or buy things for emotional reasons, like "I deserve it!"

A) Always B) Sometimes C) Never

9. I compare products before I buy to find the best price.

A) Always B) Sometimes C) Never

10. If I have a question about a product, I ask a salesperson about it until my question is answered.

A) Always B) Sometimes C) Never

11. I keep my receipts to keep track of the things I buy, and so that I can return them if needed.

A) Always B) Sometimes C) Never

12. Name brands do not affect my buying choices. I buy whatever is the best quality at the best price. A) Always B) Sometimes C) Never

Count the number of As, Bs, and Cs you circled.

If you answered mostly As:

You are a smart shopper. You think about your purchases and educate yourself before buying. You do not buy just for the sake of spending. You make the most of your shopping dollar. You know your rights as a consumer and you make sure you do not get cheated. While you may already know a lot of what this workshop covers, there is always room to learn more.

If you answered mostly Bs:

You have a good head on your shoulders when it comes to shopping. But paying a bit more attention to how you are spending your money could help you save more. You may want to learn more about your consumer rights. Perhaps you need to track your spending more often. This workshop will give you some ideas about areas where you can improve when it comes to your consumer habits.

If you answered mostly Cs:

This is a great workshop for you! You might want to rethink some of your spending and shopping habits. You could likely save money if you took the time to research deals before you buy. You also might want to learn more about your rights as a consumer to make sure you are not getting cheated. This workshop has tips that can help you improve in all these areas.

(taken from URL: <http://prospercanada.org>)

3. Fun-time. Read jokes. Remember the joke about shopping that you like. Report them to class.

	<p>I love ordering things online because when they arrive, It's like a present from me to me..</p> 
<p>Girl's shopping:</p>  <p>I went to buy a dress then I saw these amazing shoes, So I bought this Nail Polish 😊</p>	 <p>I AM NOT A SHOPAHOLIC. I'M HELPING THE ECONOMY.</p>

VOCABULARY
Unit 6.
SHALL WE SHOP TILL WE DROP?

- a shop / store – магазин
- a shopping center / centre / mall – торговый центр
- a chain store – однотипные розничные магазины одной фирмы
- a supermarket – супермаркет
- a department store – универмаг
- a stall / stand – ларек
- a kiosk – киоск
- dairy products – молочные продукты, молочный магазин
- a butcher's / butcher shop – мясной магазин
- a grocer's / grocery store – бакалейный магазин
- a baker's / bakery – булочная
- a florist – цветочный магазин
- a fishmonger's – рыбный магазин
- a confectioner's / confectionary / sweet-shop – кондитерский магазин
- a greengrocer's / greengrocery – овощной магазин
- an off-license / liquor store – ликеро-водочный магазин
- a tobacconist's – табачная лавка
- a chemist's / drugstore / pharmacy - аптека
- a newsagent's – газетный киоск
- a boutique – бутик (небольшой магазин женской одежды)
- a gift shop – магазин подарков
- a bookshop / bookstore – книжный магазин
- a hardware shop – скобяная лавка (небольшие металлические детали, применяемые при строительных, столярных и плотничных работах (скобы, задвижки, угольники)
- an antique shop – магазин антиквариата
- footwear – обувь
- haberdashery – галантерея
 - a wallet – бумажник
 - a purse – кошелек
 - braces – подтяжки
 - a cuff – манжет
 - cufflinks – запонки
 - a tiepin – булавка для галстука
 - a bracelet – браслет
 - a brooch – брошь
 - a hairpin – заколка для волос
- textiles – ткани
 - silk – шелк
 - nylon – нейлон

cotton – хлопок
 printed cotton – плед
 wool – шерсть
 velvet – бархат
 cotton velvet – вельвет
 chamois / suede – замша
 linen – постельное белье
 perfumery and toiletries – парфюмерия и туалетные принадлежности
 household goods – хозяйственные товары
 hosiery – чулочные изделия
 souvenirs – сувениры
 jewellery / jewelry – ювелирные изделия
 a stationer's / stationery – канцелярские товары
 electric appliances – электротовары
 sportswear / sporting goods – спортивные товары
 pottery / ceramics – керамика
 glassware – посуда
 silverware – изделия из серебра
 knitted wear – трикотаж
 cash – наличные
 currency – валюта
 change – сдача
 a (heavy) fine – (большой) штраф
 a fee – гонорар
 fare – плата за проезд
 a tax – налог
 big / easy / pocket / spending, prize / paper money – бешеные / шальные (легко заработанные) / карманные / денежный приз / бумажные деньги
 to refund – возмещать убытки, возвращать деньги
 to refund the full cost of the purchase – вернуть полную стоимость покупки
 to exchange – обменивать
 to lend – давать займы
 to borrow – занимать деньги
 to pay back – оплачивать
 to cost – стоить
 to cost a fortune – стоить целое состояние
 to sell – продавать
 to spend – тратить
 to buy – покупать
 to waste – тратить впустую
 to pay by cheque – платить чеком
 to have money on oneself – иметь деньги при себе
 to buy goods at a discount – покупать товары со скидкой
 a consumer – потребитель

shopping list – список покупок
 a cart – тележка
 to charge / overcharge / undercharge – назначать / завысить / занижить цену
 revenue – доход, выручка
 a sales tax – налог с оборота
 a shopkeeper – владелец магазина
 a shop assistant / sales clerk – продавец
 window-shopping – рассматривание витрин
 a shopping window – витрина
 a wholesaler – оптовик
 a retailer – розничный торговец
 a counter – прилавок
 a cash desk – касса
 check-in-counter – контроль с кассой на выходе
 to weigh smth on the scales – взвесить что-то на весах
 to wrap – заворачивать
 consumer goods – товары народного потребления
 a queue – очередь
 to stand in a line – стоять в очереди
 payday – день выдачи зарплаты
 a three-for-two offer – предложение купить два товара по цене трех
 a set a fairly tight budget – очень ограничить чей-то бюджет
 to blow all our savings in one go – потратить все сбережения за один раз
 to be hard up – сильно нуждаться в деньгах
 to get the hang of smth – хорошо научиться, «натаскаться» делать что-то
 to be dazzled – быть ослепленным
 to have an eye for smth – быть способным что-то заметить, оценить
 to be at ease – чувствовать себя удобно
 to be up to a standard – соответствовать стандартам
 to be puzzled – недоумевать
 a bag of potatoes, apples, oranges – пакет картошки, яблок, апельсин
 a box of matches, chocolates, cigars – коробка спичек, конфет, сигар
 a tub of ice-cream, cottage-cheese, margarine – пачка мороженого, творога, маргарина
 a packet of biscuits, cigarettes – пачка печенья, сигарет
 a can / bottle of coca cola, beer – банка кока-колы, пива
 a bottle of perfume – флакон духов
 a carton of milk, fruit juice – пакет молока, фруктового сока
 a jar of instant coffee, jam, honey – банка растворимого кофе, варенья, меда
 a tin of beans, sardines – жестяная банка бобов, сардин
 a case of jewellery, spectacles, pencils – футляр для драгоценностей, очков, карандашей
 a tube of toothpaste, face cream – тюбик мази, зубной пасты, крема для лица
 a sachet of shampoo, tomato sauce – пакетик шампуня, томатного соуса

a bar of chocolate, soap – плитка шоколада, кусок мыла
a bunch of parsley, grapes, flowers – пучок петрушки, гроздь винограда, букет цветов
a joint of beef – говяжья лопатка, бедро
a dozen of eggs – десяток яиц
a roll of wall paper – рулон обоев
a pair of gloves – пара перчаток
a pile of books – стопка книг
a stack of CDs – стеллаж компакт-дисков

Serving a Customer

Can I help you? – Могу ли я вам помочь?
Are you being served? – Вас обслуживают?
What size are you? – Какой у вас размер?
I advise you to... – Я советую вам...
We have ... on sale. – У нас есть ... в продаже.
It's on sale. It's only (\$ 5). – Это продается. Стоит только...
We've run out of the size. – У нас нет этого размера.
I'm afraid we are out of it at the moment. – Боюсь, в данный момент у нас нет...
You won't find a better bargain in the whole city. – Вы не найдете лучшего предложения в целом городе.
How do they fit, madam / sir? – Вам удобно?
Any particular color / style? – Какой-то определенный цвет / стиль?
This one comes only in black and red. – Это есть только в черном и красном цвете.
Would you like to try it on? – Мы не хотите примерить?
Would you like to try a bigger / smaller size? – Вы хотите примерить размер больше / меньше?
Does it fit? – Удобно?
Thank you for your purchase. – Спасибо за покупку.

Buying Things

Excuse me, can you help me? – Извините, вы бы не могли мне помочь?
I'm looking for... - Я ищу...
I'm just looking around. – Я просто смотрю.
Can I get...? – Можно мне...
What colors do you have it in? – В каких цветах у вас есть...?
Can I try this on? – Можно примерить?
Do you have this ... in size...? – Есть ли у вас ... в ... размере?
It doesn't fit. – Не подходит.
It (doesn't go) goes well with my trousers. – Это (не) подходит к моим брюкам.
I don't like it. – Мне это не нравится.
I'm afraid not in that style... – Я боюсь, что не в этом стиле.

It's (a bit) too tight / loose on me. – (Немного) слишком обтягивает меня / свободно на мне.

It's two sizes too large. – Это на два размера больше.

Can I have the next size up / down? – Можно мне на размер больше / меньше?

Can I see something else? – Можно посмотреть что-то еще?

No, thank you. I'll have / take this. – Нет, спасибо. Я возьму это.

Maybe I'll come later. – Может быть, я приду позже.

CONTENTS

UNIT 15
UNIT 225
UNIT 344
UNIT 469
UNIT 593
UNIT 6125

Навчальне видання

Скриннік Юлія Сергіївна
Тарасова Світлана Олександрівна

УСНА ПРАКТИКА **«LET'S TALK!»**

Навчально-методичний посібник

(Англ., рос. мовами)

Коректор О.В. Анцибора

Комп'ютерне верстання

Макет обкладинки _____

Формат 60×84/16. Ум. друк. арк. __. Тираж ____ пр. Зам. № 114 / 20

Видавець

ТОВ «ДРУКАРНЯ МАДРИД»

61024, м. Харків, вул. Максиміліанівська, 11

Тел.: (057) 7565325

Свідоцтво суб'єкта видавничої справи

Серія ДК № 4399 від 27.08.2012 р.

www.madrid.in.ua

email: info@madrid.in.ua

Надруковано

ФОП Сверделов М. О.

м. Харків, вул. Гв. Широнінців, 24, корп. А, кв. 33,

тел. : (057)755-00-23

Свідоцтво суб'єкта видавничої справи

ВОО № 971661 від 13.12.2005.